

USE OF POTENTIAL MOTIVATION TOOLS IN SECOND FOREIGN LANGUAGE LEARNING

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Abstract. There are a number of factors that influence students' learning achievement in university, both directly and indirectly. Some authors (Horwitz, 1990; Ali Osman Engi, 2009) differentiate *Integrative Motivation and Instrumental Motivation*. *Integrative Motivation* begins with a personal effort and continues on with desire to know the target language's native speakers (Horwitz, 1987, 2001). *Instrumental Motivation* is associated with a pragmatic purpose for language learning whereby students study harder to receive high marks in school (Hamilton, 2001; Locastro, 2001). The integrative motivation tools can be *Extrinsic* and *Intrinsic* (M.D. López Gracia, 2009; Aleksandra Oletić, Nina Ilić, 2014). The aim of this article is to analyze the efficacy of extrinsic Motivation tools and intrinsic Motivation tools related to methodology used by the teacher. Six teachers of second foreign languages (Italian, French, Danish, German, Spanish, and Russian) from the LSMU were interviewed on April 17, 2019. Using the content analysis technique, we clarified what motivation tools were used in second foreign language learning and what the teachers' opinions about those tools were. After the survey of the interviews with the LSMU teachers of second foreign languages, content analysis was applied to compile a list of motivation tools that the teachers used most frequently. Moreover, a compiled e-questionnaire was sent to all students who were studying a second foreign language during the academic year of 2018-2019 to know students' opinion about the motivation tools used in second foreign language classes too.

Keywords: second foreign language learning, integrative motivation, instrumental motivation

Introduction

Motivation is an integral part of the learning process. Motivation helps to orient oneself towards the aim of learning and to strive for progress. Motivation is also important for achieving concrete learning outcomes – and in foreign language learning, these outcomes are quite tangible for the learner. During the learning process, motivation stimulates the learner's activity, internalization of the learning material, and involvement into the learning process (Christer, 1995; Dovydaitienė, Zapolskienė, 2006; Zaman, 2015). Horwitz (1990) and Ali Osman Engi (2009) define motivation as the feelings of the learner toward the particular target language, its culture and the individual pragmatic reasons for learning a foreign language, and defend the idea that the motivation of the learners determines how ready and eager they are to get more information and to increase their ability to understand, write, and speak a second language.

The **research problem** of the current study was the use of potential motivation tools in second foreign language learning at a specialized university. The **aim** of the study was to reveal the teachers' and the students' opinions about motivation tools used in the teaching/learning of a second foreign language.

The study was conducted in 2019 at the Department of Languages and Education of the Lithuanian University of Health Sciences. Using the interview technique, we clarified what motivation tools were used in second foreign language learning and what the teachers' opinions about those tools were. In total, six teachers of a specialized university were interviewed. An interview with students of a specialized university using an e-questionnaire was used to identify the motivation tools that, according to the students' opinion, were most effective in motivating them for learning a second foreign language. The collected data allowed for highlighting the trends in the motivation for learning a second foreign language at a specialized university as well as for planning the ways of improving the learning process.

Integrative Motivation and Instrumental Motivation

A number of variables and factors influence students' learning achievements in school – both directly and indirectly. It is important to have enough information about the students in order to be prepared for teaching them. *Integrative Motivation* begins with a personal effort and continues with a desire to know the native speakers of the target language. The aim of the students' studies and activities is learning something new (Horwitz, 1987, 2001). *Instrumental Motivation* is associated with a pragmatic purpose for language learning whereby students study harder to receive high marks in school (Hamilton, 2001; Locastro, 2001). Ali Osman Engi (2009) confirms the importance of the integrative, instrumental, and work avoidance motivations in second language learning. As Maria Dolores López Gracia (2009) and Aleksandra Oletić and Nina Ilić (2014) explain, the integrative motivation tools can be either *Extrinsic* or *Intrinsic*. According to her, *Extrinsic Motivation tools* would be triggered by factors related to aspects outside the classroom – such as interest in native people, etc. Meanwhile, *Intrinsic Motivation tools* are related to factors within the classroom – the physical conditions of the class, the methodology used, the attitude of the teacher, the success in carrying out activities, the psychological characteristics of the students and their family atmosphere, etc.

Motivation Tools

In this study, we analyzed the efficacy of *Extrinsic Motivation tools* (practical tips on how to use specific language elements, *the possibility of applying* the learned language on the ERASMUS exchange program trip, etc.) and *Intrinsic Motivation tools* related to the **methodology** used by the teacher. The professionals of the education can use different effective language learning tools. These include playful and didactic activities such as brainstorming, posters, calendars, chants, or theater (Maria Dolores López Gracia, 2009), teaching by using video material (Hadijah, sitti & pd, m., 2016), and the use of mobile portable and wireless devices such as mobile phones, laptops, and tablets for educational purposes (J.Attewell, C. Savill-smith, 2003, M. Rahimia, S. Shahab Mirib 2014, Yao-ting sunga, Kuo-en changb, Tzu-chien liua, 2015). In addition, language learning tools may also include special requirements for students (e.g. to make self-produced videos) (Eva Brandt, Per-Anders Hillgren, 2003) and the promotion of students' participation in collaborative learning activities such as discussing ideas about a topic, reflecting, searching for new vocabulary (D. Dagenais , N. Walsh , F. Armand & E. Maraillet, 2008, J.C. Gutierrez Duarte, 2017), *tandem language learning* (J. Cvilkaitė, 2014), learning by using simulated situations (Hyland, Ken, 2019), etc.

Language Learning Process

In a study by Lasagabaster and Doiz (2016), students showed a preference for specific activities: they liked to participate but not to be forced to speak, and they liked group work, such as oral presentation, which requires the teachers' greater involvement in second language learning. In her study on non-traditional educational environments, Savickè (2012) stated that achieving an effective combination of learning and “fun” in the educational process requires ensuring that the learner is not stressed, is relaxed, has an interest and motivation for learning, and finds it easy to realize his or her creative power. According to the author (Savickè, *ibid.*), learners find it more difficult to accept the incoming information and to learn new things if they do not enjoy the learning process. Danielson and others (2003) emphasized face-to-face learning scenarios characterized by rich forms of cooperation including natural speech, gestures, and other visual communication.

Methodology

Six teachers of second foreign languages (Italian, French, Danish, German, Spanish, and Russian) from the LSMU were interviewed on April 17, 2019. Using the content analysis technique, we clarified what motivation tools were used in second foreign language learning and what the teachers' opinions about those tools were.

Motivation tools that the teachers mentioned in their interview

| Motivation tool | Quotation from the text | In which language classes used |
|--|---|---------------------------------------|
| Practical advice where I would be able to use the concrete elements of the language (e.g. working, learning, traveling etc. in a specific country) | <i>"If I have a certain amount of knowledge (in a particular sphere), I will have an advantage over the others and will be able to apply this knowledge when traveling or working as a specialist."</i> | Italian |
| I will be able to use the learned language during my ERASMUS exchange program visits | <i>"Students choose the classes with the concrete aim of learning the language they are going to use in their exchange program."</i> | German |
| | <i>"They say they have the basics but need deeper knowledge for the ERASMUS exchange trip."</i> | French |
| Usage of music (or a musical instrument) to facilitate learning of the vocabulary of a foreign language | <i>"I bring a guitar, play a familiar popular song, and ask them whether they know what the lyrics mean."</i> | Italian |
| Willingness to learn the traditions of a concrete country | <i>"I bring a Danish dish, the students bring their self-made dishes, and we sing traditional Danish carols."</i> | Danish |
| Non-traditional language teaching (e.g. the tandem method, when a foreign language is learned during communication with a foreign student in his or her native language) | <i>"Students have the opportunity to hear the real pronunciation of a native speaker and learn the meaning of more complex expressions."</i> | Russian |
| Learning through the use of simulated situations (e.g. in a catering, healthcare, or some other institution) | <i>"When I see that students come with some minimal basics of the language, I give them more specific information about medical matters."</i> | German |
| | <i>"I invited two Spanish persons who understand Lithuanian, and we imitated a diner situation where students had to order their meals and communicate in Spanish"</i> | Spanish |
| Video material (e.g. song videos, movie clips, etc.) used during the learning process | <i>"We listen to popular songs, such as those by Toto Cutugno or Bocelli."</i> | Italian |

Following the survey of the discovered peculiarities, the *Extrinsic* and *Intrinsic Motivation tools* used by the teachers in second foreign language classes were included into a questionnaire that was subsequently given to the students. The second part of the questionnaire consisted of the *Intrinsic tools* that are more commonly discussed in literature but were not mentioned by the LSMU teachers of second foreign languages.

In May 2019, the questionnaire was sent to the students who were learning one of the elective foreign languages with the purpose of identifying the motivation tools that, according to the students' opinion, were most effective in motivating them for learning a second foreign language.

Data Analysis

Besides the compulsory courses of a foreign language (most frequently, English) for specific purposes, the LSMU students also choose a second foreign language (Danish, Spanish, German, French, Italian, or Russian). In addition, they may also choose to learn the Lithuanian sign language or translation of medical literature in German or English. All second- or third-year students of all faculties of the LSMU learn a second foreign language. Usually, up to 400 students from 7 faculties are studying a second foreign language during a single academic year. The compiled e-questionnaire was sent to all students who were studying a second foreign language during the academic year of 2018-2019. Filled out questionnaires were received from 79 students, which makes about 20% of the contacted students from five faculties.

After the survey of the interviews with the LSMU teachers of second foreign languages, content analysis was applied to compile a list of motivation tools that the teachers used most frequently. The teachers named motivation tools that were oriented less towards *Instrumental Motivation*, which is associated with a pragmatic purpose for language learning, and more towards *Integrated Motivation*, which is associated with a personal effort. In this list, of prominence were the *Extrinsic tools*, which are oriented

towards gaining external reinforcement to use specific language elements or to the possibility of applying the learned language, and arise from the students' expectations (e.g., "practical advice where I would be able to use the concrete elements of the language", "video material used during the learning process", "willingness to learn the traditions of a concrete country", or "being able to use the learned language during my ERASMUS exchange program visits"). However, it is noteworthy that about a half of the motivation tools used by the teachers were *Intrinsic tools*, which are related to the methodology used by the teacher and occur when the student acts without any obvious external rewards (e.g., "learning through the use of simulated situations", "usage of music (or a musical instrument) to facilitate learning of the vocabulary of a foreign language", or "non-traditional language teaching (e.g. the tandem method).

The survey of the students' opinions showed that they more readily noticed the *Extrinsic tools*, while the *Intrinsic tools* raised more doubts or were less noticeable (Fig. in Slide 7).

We asked the students' opinion about the motivation tools used in second foreign language classes (Fig. in Slide 8). The students regarded the *Extrinsic tools* as highly useful. This corroborates the opinion found in theoretical literature, which indicates that this type of motivation can be highly effective. Concerning the usefulness of the *Intrinsic tools*, the students' positive and negative opinions were distributed more or less equally. Theoretical literature shows that these tools are associated with internal satisfaction rather than with rewards. Thus, naturally, students who choose a second foreign language wanted to see a tangible result as soon as possible, while internal satisfaction was of secondary importance.

In their comments, the students revealed another motivation tool – the teacher's personality and competence – the teachers were described as "good", "understanding", "capable of creating a pleasant environment", "knowing the language they teach (or native speakers)," etc.

In general, the students' opinion about the *motivation tools* applied by teachers in second foreign language learning was that they saw a greater potential in the application of *Extrinsic tools*, which are practical and emphasize the utilitarian approach. This does not fully coincide with the teachers' remarks that students were more motivated by the use of the *Intrinsic tools*.

After literature analysis, we selected the *Intrinsic tools* that are frequently discussed in literature but were not mentioned by the LSMU teachers of second foreign languages. A list of the *Intrinsic tools* consisting of 20 items was composed and was given to the students with a request to indicate which of those tools they would like to be used in their second foreign language classes.

The arrangement of the students' responses in order of decreasing positive evaluations (Fig. in Slide 10) showed that the students mostly desired the motivation tools that emphasize an individualized learning process: "respect for each learner's views, interests, strengths, and weaknesses", "fair evaluation", and "emphasis on the learning process and knowledge rather than on the result and conveyance of the knowledge". In addition, students positively evaluated the motivation tools that were related to relevant educational content, learner-teacher cooperation, the selected learning style, and motivating feedback. These motivation tools are especially important in foreign language learning because each student chooses a foreign language based on his or her personal aims. The motivation tools that promote conscious learning and satisfaction with the learning process and result (such as "learners have opportunities and control to set their learning goals", "learning is a continuous process and is oriented towards thinking", and "increasing learner's satisfaction") correlated well with the aforementioned tools.

However, students had quite some difficulty in evaluating the motivation tools that emphasize students' independence and activeness: "the learner's role is active participation in cooperating teams", "promoting the learner's autonomy", "possibility of self-evaluation", "emphasis on the student's experience", and "student's linguistic sophistication". This opinion correlated well with the teachers' remarks that students who had previously been learning a foreign language from textbooks frequently faced problems because they had learned something (e.g. pronunciation) with errors, and thus found re-learning difficult. This may be linked to the statements about the need for "fun" in learning found in theoretical literature because in this case, efforts rather than enjoyment are emphasized.

Summing up, it can be stated that even though the students more positively evaluated the *Extrinsic tools* applied in second foreign language classes, they would also welcome the introduction of more numerous *Intrinsic tools* – especially those that individualize learning and increase its relevance.

Conclusions

Second foreign language teachers applied various motivation tools, focusing more on *Integrated motivation*, yet not limiting themselves to the use of *Extrinsic tools* but rather combining them with *Intrinsic tools* and emphasizing the greater potential of these motivation tools.

Students saw a greater potential of *Extrinsic tools* from the practical, applied approach. In general, students' and teachers' opinions about the motivation tools applied were somewhat different.

The students' opinion about the desirable motivation tools was closer to the teachers' opinion: a greater part of the respondents would prefer more *Intrinsic tools* – especially those focusing on the individualization and relevance of learning.

The students' opinion about independence and activeness in learning a second foreign language was also similar to the teachers' opinion that independent studies (without the teacher's assistance) may also have undesirable results or even a demotivating effect.

Conflict of Interest

The authors of this article declare no conflict of interest.

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Appendix

1. STUDENTS' OPINION ABOUT MOTIVATION TOOLS USED IN SECOND FOREIGN LANGUAGE LEARNING 2019 YEAR

Dear student,

We would like to know what motivation tools your teachers of a second foreign language use at the LSMU and which of these tools you regard as the most effective ones.

This survey has been organized by the Department of Languages and Education, and is completely anonymous.

Filling out this questionnaire will take 5-7 minutes of your time.

1. What motivation tools have you noticed being used during your second foreign language classes? Please evaluate all statements.

| Statement | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|---|----------------|-------|----------|----------|-------------------|
| 1. Practical advice where I would be able to use the concrete elements of the language (e.g. working, learning, traveling etc. in a specific country) | | | | | |
| 2. I will be able to use the learned language during my ERASMUS exchange program visits | | | | | |
| 3. Usage of music (or a musical instrument) to facilitate learning of the vocabulary of a foreign language | | | | | |
| 4. Willingness to learn the traditions of a concrete country | | | | | |
| 5. Non-traditional language teaching (e.g. the tandem method, when a foreign language is learned during communication with a foreign student in his or her native language) | | | | | |
| 6. Learning through the use of simulated situations (e.g. in a catering, healthcare, or some other institution) | | | | | |
| 7. Video material (e.g. song videos, movie clips, etc.) used during the learning process | | | | | |

2. What is your opinion about the motivation tools used in your second foreign language classes? Please evaluate all statements.

| Statement | Was useful | Was not useful |
|---|------------|----------------|
| 1. Practical advice where I would be able to use the concrete elements of the language (e.g. working, learning, traveling etc. in a specific country) | | |
| 2. I will be able to use the learned language during my ERASMUS exchange program visits | | |
| 3. Usage of music (or a musical instrument) to facilitate learning of the vocabulary of a foreign language | | |
| 4. Willingness to learn the traditions of a concrete country | | |
| 5. Non-traditional language teaching (e.g. the tandem method, when a foreign language is learned during communication with a foreign student in his or her native language) | | |
| 6. Learning through the use of simulated situations (e.g. in a catering, healthcare, or some other institution) | | |
| 7. Video material (e.g. song videos, movie clips, etc.) used during the learning process | | |

3. What other motivation tools would you like to be applied in your second foreign language classes?
Please evaluate all statements.

| Statement | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|--|----------------|-------|----------|----------|-------------------|
| 1. Selection of the most appropriate learning techniques and their adaptation to a concrete learner | | | | | |
| 2. Relevant educational content | | | | | |
| 3. Promoting the learner's autonomy | | | | | |
| 4. Fair evaluation | | | | | |
| 5. Possibility of self-evaluation | | | | | |
| 6. Motivating feedback | | | | | |
| 7. Increasing the learner's satisfaction | | | | | |
| 8. Respect for each learner's views | | | | | |
| 9. Respect for each learner's interests | | | | | |
| 10. Respect for each learner's strengths and weaknesses | | | | | |
| 11. Respect for each learner's selected learning style | | | | | |
| 12. Emphasis on the learning process and knowledge rather than on the result and conveyance of the knowledge | | | | | |
| 13. Emphasis on the learner-teacher cooperation | | | | | |
| 14. Emphasis on the student's experience | | | | | |
| 15. Emphasis on the student's linguistic sophistication | | | | | |
| 16. The learner's role is active participation in cooperating teams | | | | | |
| 17. Learning is a continuous process | | | | | |
| 18. Learning is oriented towards thinking | | | | | |
| 19. Learning is oriented towards progress | | | | | |
| 20. The learners have opportunities and control to set their learning goals | | | | | |

4. Please indicate your study program
5. Please indicate which second foreign language you are learning at the *LSMU*
You may add a comment if you want.

STUDENTS' OPINION ABOUT MOTIVATION TOOLS USED IN SECOND FOREIGN LANGUAGE LEARNING 2021 YEAR DURING CORONAVIRUS EPIDEMYC

Dear student,

We would like to know what motivation tools your teachers of a second foreign language use at the LSMU and which of these tools you regard as the most effective ones.

This survey has been organized by the Department of Languages and Education, and is completely anonymous. Filling out this questionnaire will take 5-7 minutes of your time.

6. What motivation tools have you noticed being used during your second foreign language classes? Please evaluate all statements.

| Statement | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|--|----------------|-------|----------|----------|-------------------|
| 8. Practical advice where I would be able to use the concrete elements of the language (e.g. working, learning, traveling etc. in a specific country) | | | | | |
| 9. I will be able to use the learned language during my ERASMUS exchange program visits | | | | | |
| 10. Usage of music (or a musical instrument) to facilitate learning of the vocabulary of a foreign language | | | | | |
| 11. Willingness to learn the traditions of a concrete country | | | | | |
| 12. Non-traditional language teaching (e.g. the tandem method, when a foreign language is learned during communication with a foreign student in his or her native language) | | | | | |
| 13. Learning through the use of simulated situations (e.g. in a catering, healthcare, or some other institution) | | | | | |
| 14. Video material (e.g. song videos, movie clips, etc.) used during the learning process | | | | | |

7. What is your opinion about the motivation tools used in your second foreign language classes? Please evaluate all statements.

| Statement | Was useful | Was not useful |
|--|------------|----------------|
| 8. Practical advice where I would be able to use the concrete elements of the language (e.g. working, learning, traveling etc. in a specific country) | | |
| 9. I will be able to use the learned language during my ERASMUS exchange program visits | | |
| 10. Usage of music (or a musical instrument) to facilitate learning of the vocabulary of a foreign language | | |
| 11. Willingness to learn the traditions of a concrete country | | |
| 12. Non-traditional language teaching (e.g. the tandem method, when a foreign language is learned during communication with a foreign student in his or her native language) | | |
| 13. Learning through the use of simulated situations (e.g. in a catering, healthcare, or some other institution) | | |
| 14. Video material (e.g. song videos, movie clips, etc.) used during the learning process | | |

8. What other motivation tools would you like to be applied in your second foreign language classes?
Please evaluate all statements.

| Statement | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|--|----------------|-------|----------|----------|-------------------|
| 21. Selection of the most appropriate learning techniques and their adaptation to a concrete learner | | | | | |
| 22. Relevant educational content | | | | | |
| 23. Promoting the learner's autonomy | | | | | |
| 24. Fair evaluation | | | | | |
| 25. Possibility of self-evaluation | | | | | |
| 26. Motivating feedback | | | | | |
| 27. Increasing the learner's satisfaction | | | | | |
| 28. Respect for each learner's views | | | | | |
| 29. Respect for each learner's interests | | | | | |
| 30. Respect for each learner's strengths and weaknesses | | | | | |
| 31. Respect for each learner's selected learning style | | | | | |
| 32. Emphasis on the learning process and knowledge rather than on the result and conveyance of the knowledge | | | | | |
| 33. Emphasis on the learner-teacher cooperation | | | | | |
| 34. Emphasis on the student's experience | | | | | |
| 35. Emphasis on the student's linguistic sophistication | | | | | |
| 36. The learner's role is active participation in cooperating teams | | | | | |
| 37. Learning is a continuous process | | | | | |
| 38. Learning is oriented towards thinking | | | | | |
| 39. Learning is oriented towards progress | | | | | |
| 40. The learners have opportunities and control to set their learning goals | | | | | |

9. Please indicate your study program

10. Please indicate which second foreign language you are learning at the *LSMU*

You may add a comment if you want.