



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

LICENCIATURA EN LENGUAS MODERNAS

Reasons that influence Facultad de Lenguas

LEI students' attendance
at the Self-Access Center

A thesis submitted to the Faculty of Languages

For the Degree of

LICENCIATURA EN LENGUAS MODERNAS

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I want to dedicate this project and the time I lasted to do it to my family who were my support in every moment during my career.

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ABSTRACT

Self-Access Centers at schools are places where the students may practice their language, complement what was learned in class and their aim is to develop students' autonomous learning. In this context, the primary purpose of this study is to explore the reasons why LEI Students at Facultad de Lenguas BUAP attend the Self-Access Center. A quantitative approach was adopted by means of an exploratory-quantitative-statistical analysis. Data for this study was gathered through a survey based on the Likert scale model, the survey was applied to students from different levels and sections of Target Language subject. The results from the surveys done, show that most part of the students surveyed said they go to the Self-Access Center because they really wanted to practice their Target Language, and that the reasons vary according the level of Target Language they course.

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CHAPTER I

INTRODUCTION

1.0 Rationale for topic selection

The Self-Access Center (CAA) of the Facultad de Lenguas BUAP is the place where the students practice their Target Language in an independent way, helping themselves with a variety of materials and resources. But, it seems that not all students go there with the intention to practice. During the time I did my social service in the audiovisual room, I noticed that some students did not work as others did. That situation made me think of the reasons why students go to the CAA. In my opinion, they go just to meet the passing requirements for their language courses. However, it could be possible that the reasons could change according their proficiency level.

1.1 Significance of the study

At the end of this study the reasons why LEI students attend the CAA will be described and interpreted; if it is for interest or just to pass the language course. In a simultaneous manner, the research showed if these reasons changed or vary according the year they coursed or even if they practiced another language. This research will be helpful to the students, the CAA staff and to the institution. Also this research will be a contribution to other researches about the Self-Access Center.

1.2 Theoretical context

Two previous studies about the Self-Access Center of Facultad de Lenguas BUAP were made in order to know if some materials were useful for specific skills. The first research was conducted by Cuatianquiz (2009) and its purpose was to determine if material at the Self-Access Centre was helpful for students to develop their listening skill. Questionnaires were applied to student and teachers in order to collect data. The results were that listening materials were helpful for students; they preferred to listen to songs because they do not feel it boring. Also the conclusions showed that student felt progress not only in their listening skill, they also felt an improvement in pronunciation and vocabulary.

The second research was made by Montiel (2013) and its main objective was to investigate if the audio-visual Learning Objects (LO) were an effective tool to achieve level A1 proficiency. A questionnaire was applied to some users of the audiovisual room at CAA. The conclusions stated that students enjoyed practicing and reinforcing English language with the Learning Objects because they considered them as an attractive and modern tool. They mentioned that LO were an effective and an easy way to learn because after using them, they had improved their listening, speaking, writing and reading skills.

As we can see, the previous studies in this area were only concerned with the usefulness of a certain material or LO; thus, the present study represents a different area of investigation.

1.3 Research Setting

This research took place at school level. It focused on LEI students at Facultad de Lenguas BUAP. The participants were from different levels of the career; including freshman, sophomore, and junior students of LEI. I relate this research to some previous experiences I had during the time I was doing my social service at the audiovisual room in the Self-Access Center, where the query about the reasons of why the students go there was born.

1.4 Purpose

The purpose of this research is or to explore the reasons why LEI students from different levels of Target Language at Facultad de Lenguas BUAP attend to the Self-Access Centre (CAA), and if these reasons vary according to the year they study and proficiency level.

1.5 Research Questions

1. What are the reasons why LEI students attend the Self-Access Centre (CAA)?
2. Do those reasons vary according to the year they study?
3. Do the reasons vary according to their proficiency level?

CHAPTER II

LITERATURE REVIEW

2.0 Chapter overview

This section will present nine different definitions of what Self-Access Centers, Blended learning, and Computer-Assisted Language Learning (CALL) and their relevance to my study.

2.1 Self-access centers

In the first place, Self-Access Centers will be presented as a relevant concept for my thesis. According to Maley (cited in Sheerin, 1989, p. 2), Self-Access Centers “...offer students the opportunity to pursue their learning in their own preferred way and at their own pace.” This definition means that students get the chance to find their own way to learn and practice, in their own rhythm and related to their interests. In addition to this, Cotterall & Reinders (cited on Castellano, Mynard & Rubesch, 2011, p. 12) established that Self-Access Center “...consists of a number of resources (in the form of materials, activities and support), usually located in one place, and is designed to accommodate learners of different levels, goals, styles and interests.” It can be said that Self-Access Centers are places in which students can find a variety of materials. These materials are classified according to the proficiency level of each student. Finally, according to McMurry, Tanner & Anderson (2009, p. 3) “ The purpose of these centers is to complement teacher instruction. Students can go to these places to participate in activities ranging from class homework to fully

autonomous learning of language concepts.” Self-Access Centers are an extension of the classroom, but instead of having a teacher, students can make different activities in order to develop their autonomous learning. From the three definitions provided above, it can be said that Self-Access Centers are focused on a specific purpose that is to develop the students’ autonomous learning.

2.1.1 Students’ role in Self-Access Centers

English language students take a certain role in the Self-Access Centers. According to McMurry, Tanner & Anderson (2009, p. 3) “Students can go to these places to participate in activities ranging from class homework to fully autonomous learning of language concepts.” This means that students go there to put in practice and complement what they learned in their language classroom. In addition, Cotterall & Reinders (cited on McMurry, Tanner & Anderson, 2009, p. 4) said that “Some higher proficiency students indicated that they used materials outside of the center while others used the center rather exclusively.” In my opinion, students can practice where they want, but I think in Self-Access Centers there are more specialized materials.

From these two descriptions I can say that students take an important role in Self-Access Centers because those services and products, provided there, represent a benefit for them.

2.1.2 Teachers’ role in Self-Access Centers

Teachers take an important role in Self-Access Centers. Young et al. (2007, cited on Gardner & Miller, 2010, p. 80) “...report diversity in teachers’ beliefs about autonomous learning but found that given the right support

teachers experience a change in beliefs as they gain practical experience.” It means that different teachers have their own conception of what autonomous learning is but if they get the correct help as they are getting more experience, they may change their conceptions and ideas about it. In addition, Al Saidi (1991, cited on Castellano, Mynard & Rubesch, 2011, p. 15) suggests “...teachers’ feedback was a key factor in determining frequency of use and more training, support, and awareness of materials for learners.” In my opinion, if teachers give feedback to students, they would be aware of what kind of resources they can use according to their needs and likes.

These two descriptions are based in the role of teachers in Self-Access Centers, but they are totally different because the first one has an inclination to the teachers’ ideas and beliefs; and the second one to the teacher experience involved to the resources and students’ needs.

2.1.3 Managers’ role in Self-Access Centers

Managers or SAC staffs also play an important role in Self-Access Centers. According to Gardner and Miller (1997, cited on Gardner and Miller, 2010, p. 80) “...managers should be given more direct responsibility for the day-to-day running of the SAC.” From my viewpoint, managers are involved in the use and function of the SAC, and helping students, but they should be completely involved respecting to the students’ needs and likes in order to find how to give a better service. Therefore, in words of Richards and Lockhart (1994, cited on Gardner & Miller, 2010, p. 82) “...managers are teachers and teachers’ beliefs have a strong influence on the learning environment.” This means that managers also play the role as teachers by helping students but if

they use their beliefs to create an influence on the learning environment, they may find the way the students get involved to the resources and materials.

Both definitions complement to each other. The first one is about the role in the SAC, and the second complements that the managers' beliefs can influence the learning environment so there can be a better use of the resources and a better service.

2.2 Blended learning

The second relevant concept for this study is Blended learning. Singh (cited in Poon, 2011, p. 131) describes blended learning “as a combination of delivery methods which complement each other and work to support student learning.” It means that there is a mixture of different methods in order to make them complementary to help students supporting their learning. In addition, according to Poon (2011, p. 131) “...blended learning is a combination of face-to-face learning experiences, such as on-campus classroom contact, and online learning experiences.” I think blended learning helps us to complement our classroom education with web based activities. Moreover, according to Sharma and Barrett (2007, p. 7) “Blended learning refers to a language course which combines a face-to-face (F2F) classroom component with an appropriate use of technology.” It can be said that there is connection between the classroom and a specific use of the technology to complement the class. Furthermore, Williams et al. (cited in Poon 2014, p. 157) defined blended learning “as a combination of traditional face-to-face learning and distributive learning. Distributive learning is an instructional model which allows lecturers, students and content to be in different locations.” I believe, blended learning allows us to be physically in the

classroom but having the opportunity to get some learning content in different places. Besides this, Driscoll (cited in Poon, 2011, p. 131) states four different ways in which blended learning can be defined. She describes blended learning as: “a mixing of various web-based technologies; a mixing of pedagogical approaches (e.g. constructivism, behaviorism); a combining of instructional technology with face-to-face teaching; and a combining of instructional technology with on-the-job tasks.”

In other words, these definitions are complemented to each other; from the general that is the combination of technologies with the classroom, to the particular, the approaches that can be combined in order to get the complementation the tasks.

Based on the discussion presented above, it can be said that blended learning is a complex concept and has several definitions which range from the general to particular. In addition, I agree with them because blended learning is a useful tool nowadays because the technology is changing as the time passes and it will be more ways in which the technology and classroom will be mixed.

2.3 Computer Assisted Language Learning (CALL)

The third relevant concept for this study is Computer-Assisted Language Learning (CALL). According to Levy (1997, p. 1) Computer-Assisted Language Learning may be defined as “the search for and study of applications of the computer in language teaching and learning.” I think it refers to all the things that are involved on the application of technology in a language course in order to create a complementation. In addition, Egbert (cited on Jarvis & Achilleos, 2013, p. 2) says that call is “learners learning language in any context with,

through, and around computer technologies.” It means that students or learners can learn anywhere if they have access to the computer technology. Moreover, Beatty (cited on Jarvis & Achilleos, 2013, p. 2) refers to CALL as “any process in which a learner uses a computer and, as a result, improves his or her language.... [This] encompasses a broad spectrum of current practices in teaching and learning at the computer.” I agree with this definition because if a student who complements his language course with the technology or the use of a computer will have as a result the improvement of his language.

Finally, from the three definitions provided above, it can be said that CALL offers us a broad opportunity to perform better in teaching and learning language.

CHAPTER III

METHODOLOGY

3.0 Chapter overview

The objective of this chapter is to provide a detailed description about the methodology used to carry out this research. This chapter describes the participants of the study, the instrument used, and the procedure followed.

3.1 Methodological approach

In the research field there are two types of methodology, qualitative research and quantitative research. On one hand, according to Richards and Cook (cited on Nunan, 1992, p. 4) the characteristic of qualitative research are:

- Advocates use of qualitative methods.
- Concerned with understanding human behavior from the actor's own frame of reference.
- Naturalistic and uncontrolled observation.
- Subjective.
- Close to the data: the "insider" perspective.
- Grounded, discovery-oriented, exploratory, expansionist, descriptive and inductive.
- Process-oriented.
- Valid: "real", "rich", and "deep" data.
- Ungeneralisable: single case studies.
- Assumes a dynamic reality.

On the other hand, there is the quantitative research, which:

- Advocates use of quantitative methods.
- Seeks facts and causes of social phenomena without regard to the subjective states of the individuals.
- Obtrusive and controlled measurement.
- Objective.
- Removed from the data: the "outsider" perspective.
- Ungrounded, verification-oriented, confirmatory, reductionist, inferential, and hypothetical-deductive.
- Outcome-oriented
- Reliable: "hard" and replicable data.
- Generalisable: multiple case studies.
- Assumes a stable reality.

This two types of research differ from each other; from the use of methods, facts and the measurement, to the perspective and the validity of the data, and finally to the assumption of the reality. I think each one of those have their advantages and disadvantages at doing a research project.

Once the types of approaches have been defined, I can say that this project is a quantitative research, based on the sixth paradigm of mixed forms which is exploratory-quantitative-statistical. Also this research will take part of the measuring semantic space, which Van Lier (cited on Nunan,1992, p. 5) affirms that “one selects certain features, operationally defines them, and quantifies their occurrence, in order to establish a relationship between features, or between features and other things, such as educational outcomes.” A high degree of selection and a low degree of control are involved her. This means that the researcher is very selective in what to look for but he will not have totally the control of certain features.

3.2 Methodology

The technique used in this research for my instrument was a close-ended technique because I was going to use a survey based on the Likert Scale model, in which there is a set of ten possible reasons of why students of LEI attend the Self-Access Center. The answers were in a scale from completely disagreeing to completely agree, being the lowest, and the most common, respectively.

3.3 Research context

This research took place at Facultad de Lenguas BUAP, specifically in the Self-Access Center of the institution where the students attend in order to practice their language.

3.4 Participants

The participants were 89 students from different levels of Target Language of the career; including 42 freshman, 13 sophomores, and 34 junior students of LEI. There were two groups from Target Language I; one group of 22 and another of 20. One group of 13 students from Target Language III, and two groups from Target Language V, one group of 16 students and the another one of 18 students.

3.5 Data collection

Once the instrument was piloted and redesigned, I proceeded to collect the data in the following way. First, I looked for the groups I needed and the schedules. The groups surveyed were in the morning shift. Once I had found the correct groups, I asked the teacher for permission to apply the surveys explaining what they were for. Then, I introduced myself to the students and said the reason I was there. I proceeded to give instructions on how to answer the survey and told them to ask questions or doubts when necessary.

CHAPTER IV

RESULTS

4.0 Chapter overview

In this section, the results of instrument applied will be presented. A survey based on the Likert scale was done as instrument to collect the data for this research.

4.1 I really want to practice my target language

In this section, Target Language students' responses to the statement "I really want to practice my target language" were presented and discussed. The following figures show the percentages of the LEI students surveyed. They are from Target Language I, III, and V.





As can be observed, the first graph describes a high students' preference regarding statement 1. For example, 40.4 and 50 percent of the students' responses were grouped within the completely agree and agree dimensions.

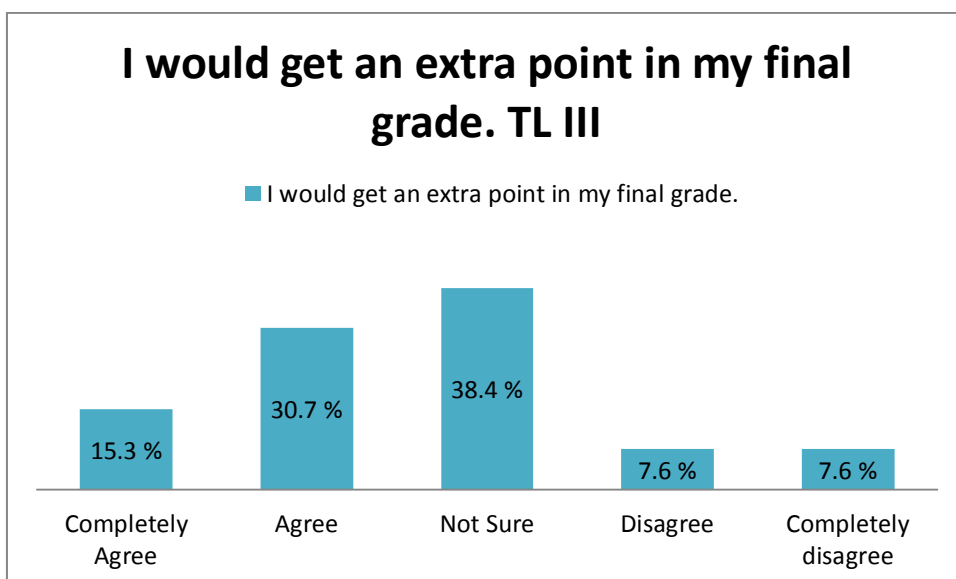
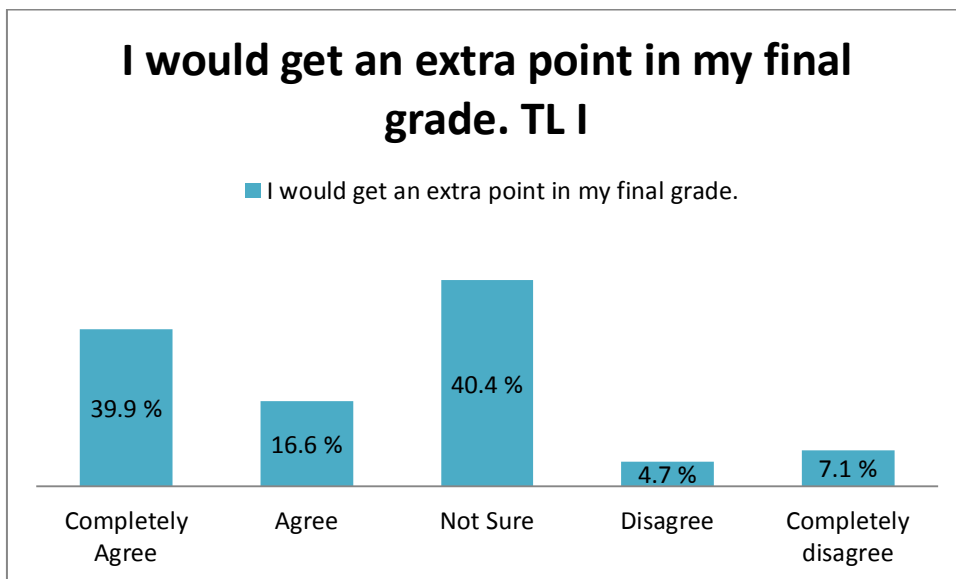
The second graph shows that only 23 and 38.4 percent of the students are grouped in the same dimensions. The third graph shows that only 26.4 and 55.8 are grouped within these dimensions.

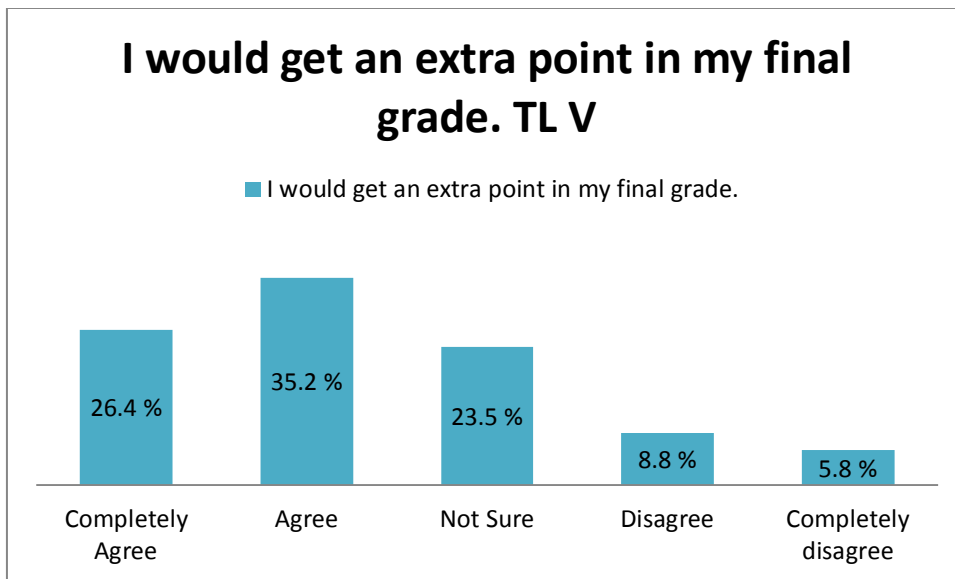
Based on the numbers aforementioned, it can be said that students' motivation to really practice the language decreases according to the target

language level. This could be caused given the fact that more advanced students were more familiar with the resources and do not feel motivated. The resources do not change according the students' characteristics and likes.

4.2 I would get an extra point in my final grade

In this section, Target Language students' responses to the statement "I really want to practice my target language" will be presented and discussed. The following figures show the percentages of the LEI students surveyed. They are from Target Language I, III, and V.





As can be seen, the first graph describes a high students' preference regarding statement 2. For example, 39.9, 16.6, and 40.4 percent of the students' responses were grouped within the completely agree, agree, and not sure dimensions.

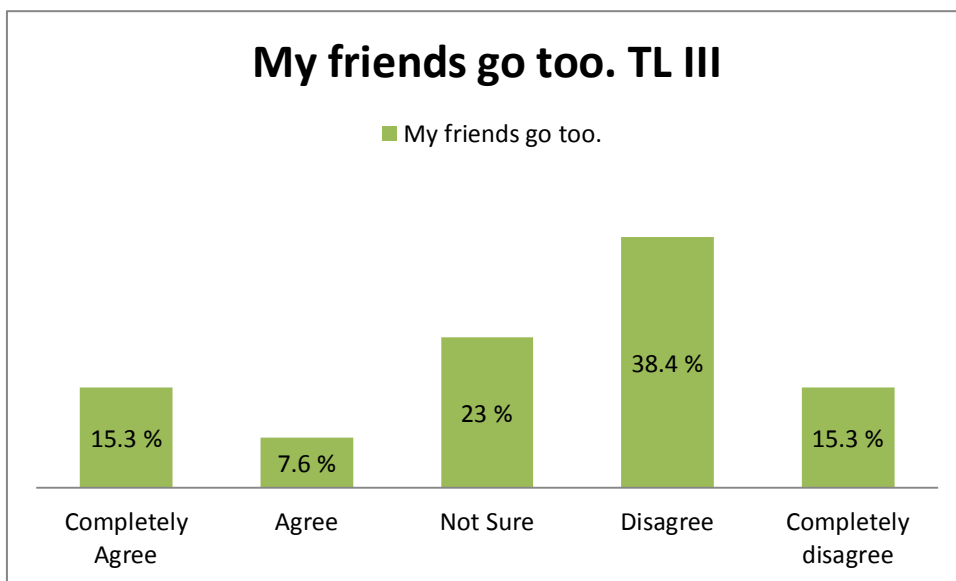
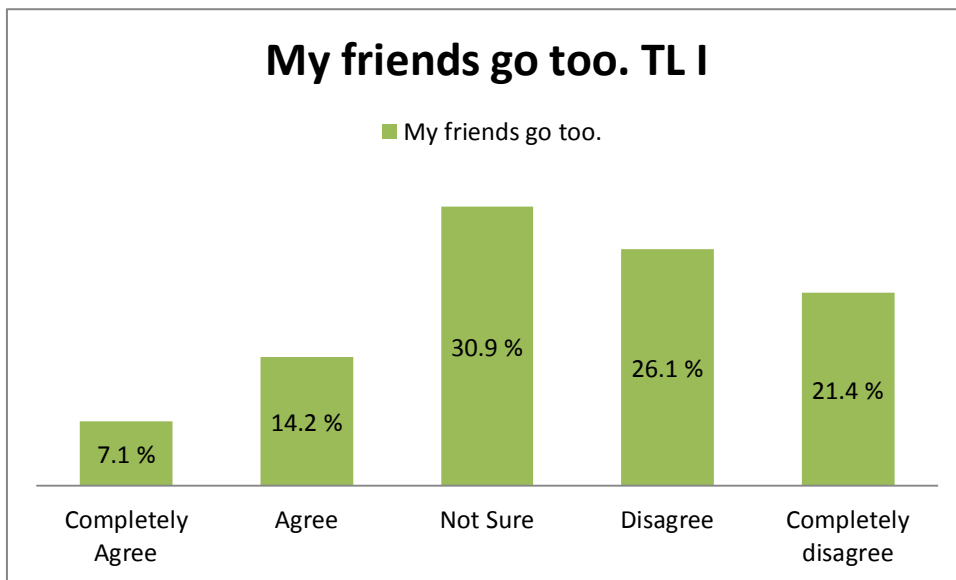
The second graph shows that only 15.3, 30.7, and 38.4 percent of the students are grouped in the same dimensions. The third graph shows that only 26.4, 35.2, and 27.5 percent are grouped within these dimensions.

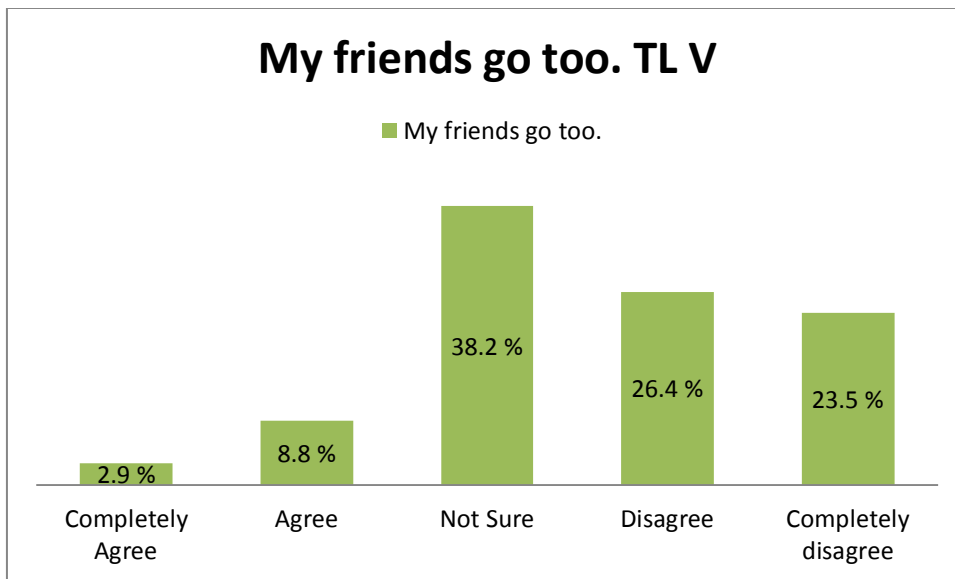
Based on the percentages described, it can be interpreted that students' intention to get an extra point varies according to the target language level. This could be caused given the fact that more advanced students do not feel the necessity to practice the language so they do it with a stimulus.

4.3 My friends go too

In this section, Target Language students' responses to the statement "My friends go to" will be presented and discussed. The following figures show

the percentages of the LEI students surveyed. They are from Target Language I, III, and V.





As can be observed, the first graph describes a high students' disagreement regarding statement 3. For example, 30.9, 26.1, and 21.4 percent of the students' responses were grouped within the not sure, disagree, and completely disagree dimensions.

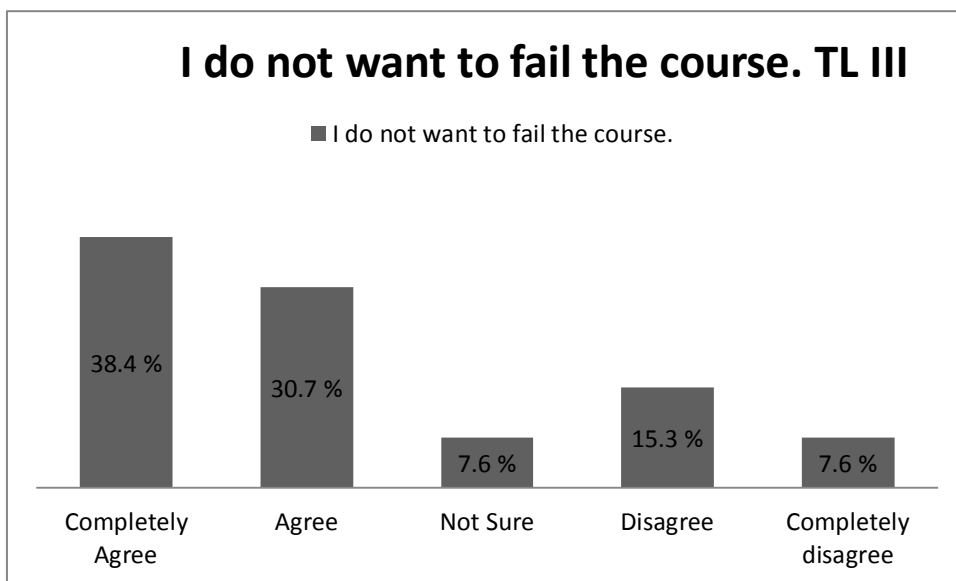
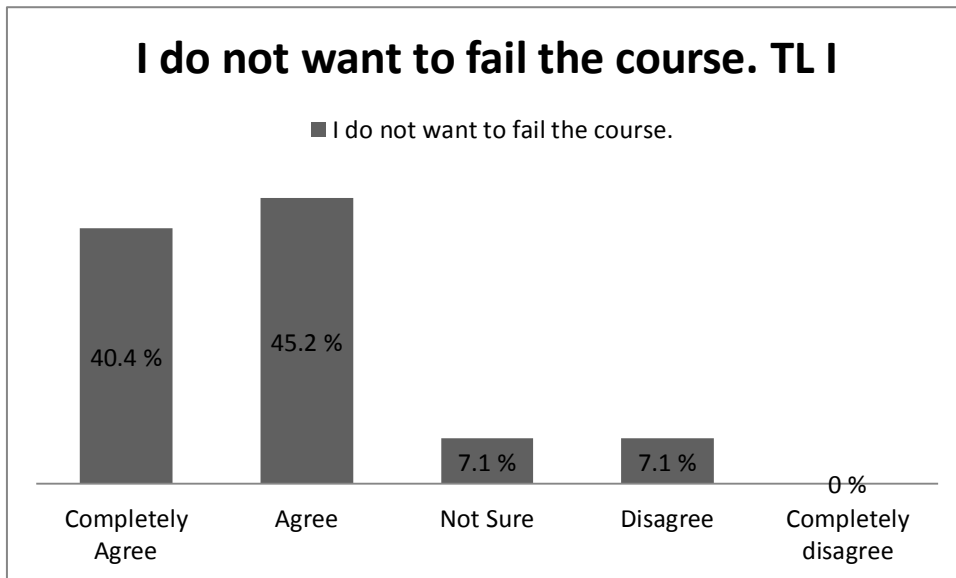
The second graph shows that only 23, 38.4, and 15.3 percent of the students are grouped in the same dimensions. The third graph shows that only 38.2, 26.4, and 23.5 percent are grouped within these dimensions.

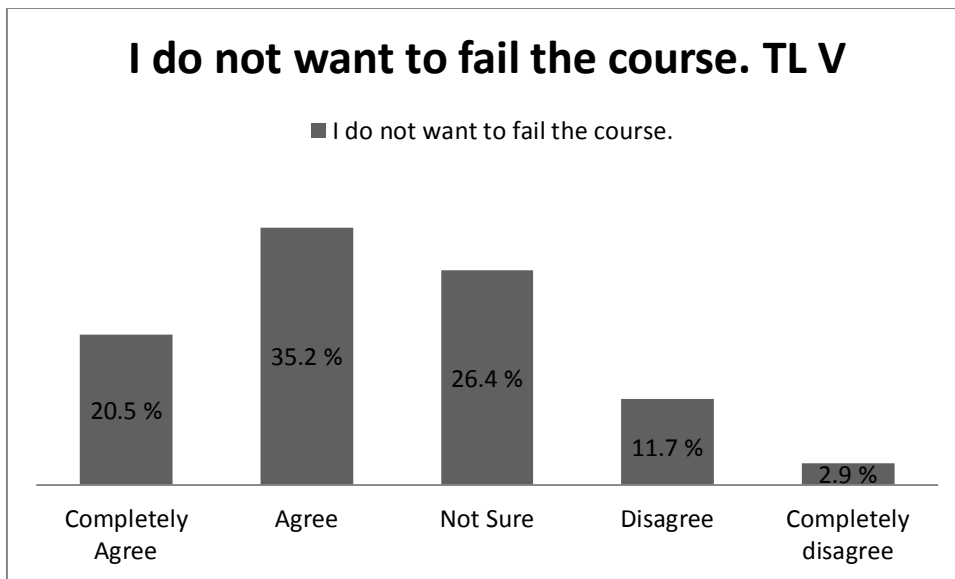
Based on the percentages described, it can be claimed that students do not have an idea if they want to go to the CAA because their friends go too. This could be caused given the fact that students do not need help in order to attend the CAA, they can go alone if they want.

4.4 I do not want to fail the course

In this section, Target Language students' responses to the statement "I do not want to fail the course" will be presented and discussed. The following

figures show the percentages of the LEI students surveyed. They are from Target Language I, III, and V.





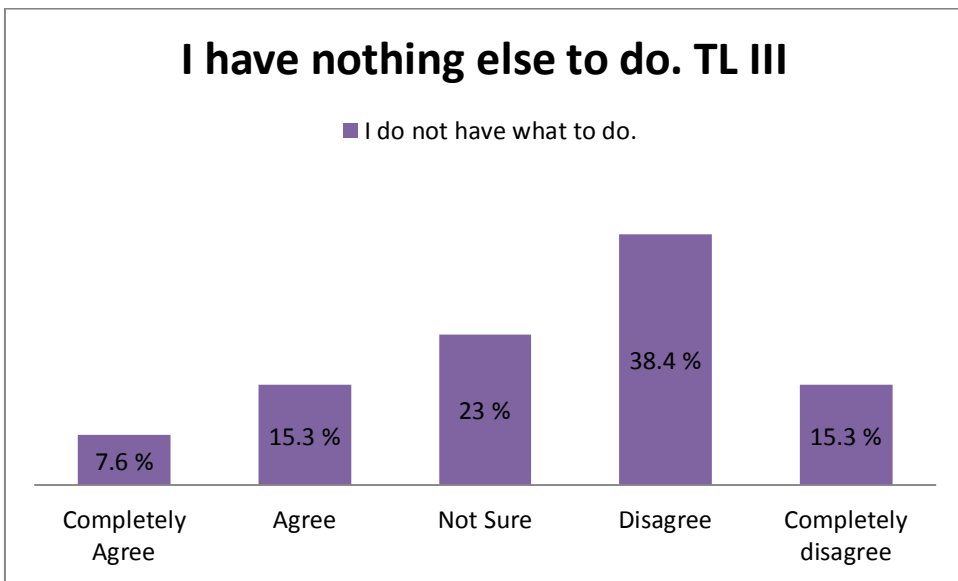
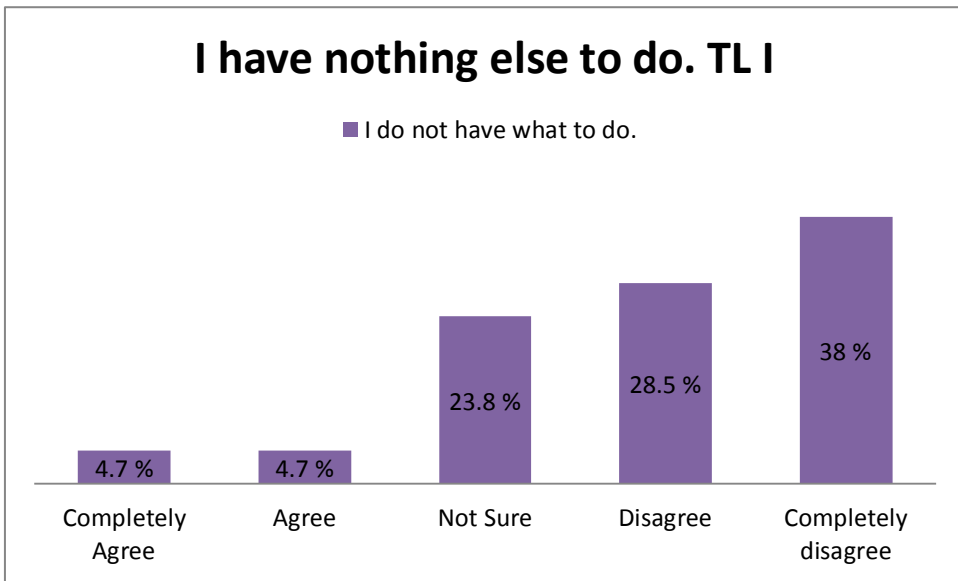
As can be seen, the first graph describes a high students' preference regarding statement 4. For example, 40.4 and 45.2 percent of the students' responses were grouped within the completely agree, and agree dimensions. The second graph shows that only 38.4 and 30.7 percent of the students are grouped in the same dimensions. The third graph shows that only 20.5 and 35.2 percent are grouped within these dimensions.

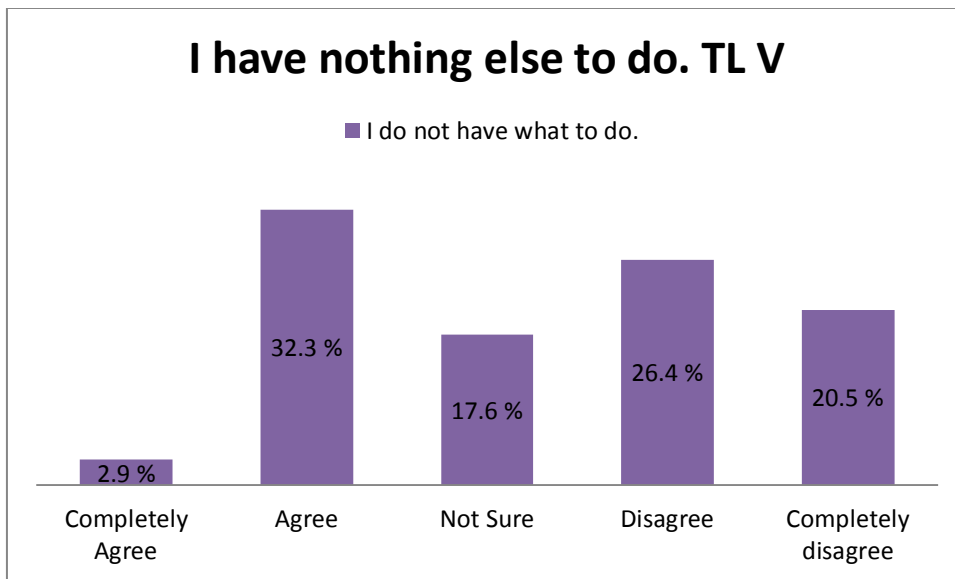
Based on the percentages aforementioned, it can be interpreted that students' intention to go to the CAA in order to not to fail the course decreases according to the level of target language. This could be caused given the fact that more advanced students already know that nothing cannot happen if they do not attend the CAA.

4.5 I have nothing else to do

In this section, Target Language students' responses to the statement "I have nothing else to do" will be presented and discussed. The following figures

show the percentages of the LEI students surveyed. They are from Target Language I, III, and V.





As can be observed, the first graph describes a high students' disagreement regarding statement 5. For example, 28.5 and 38 percent of the students' responses were grouped within disagree and completely disagree dimensions.

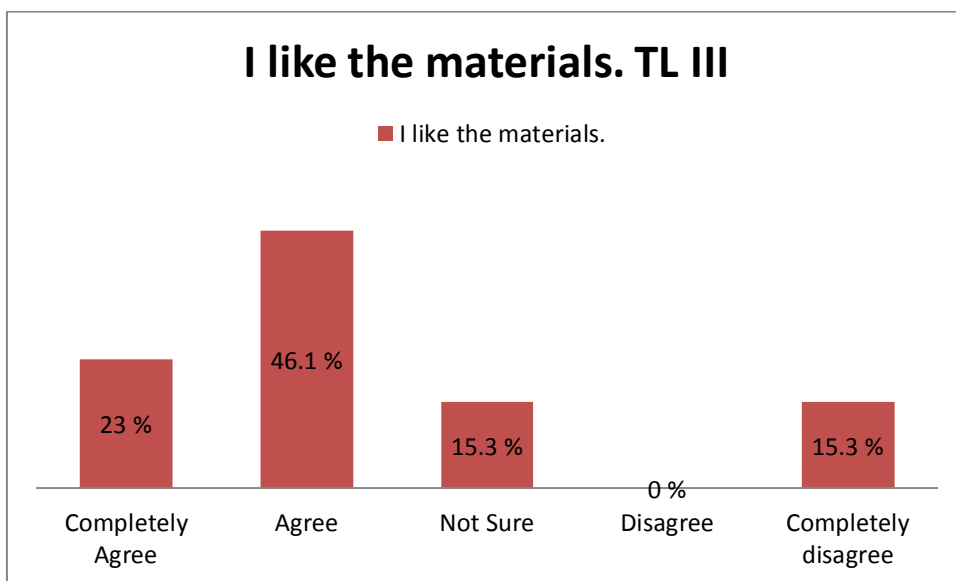
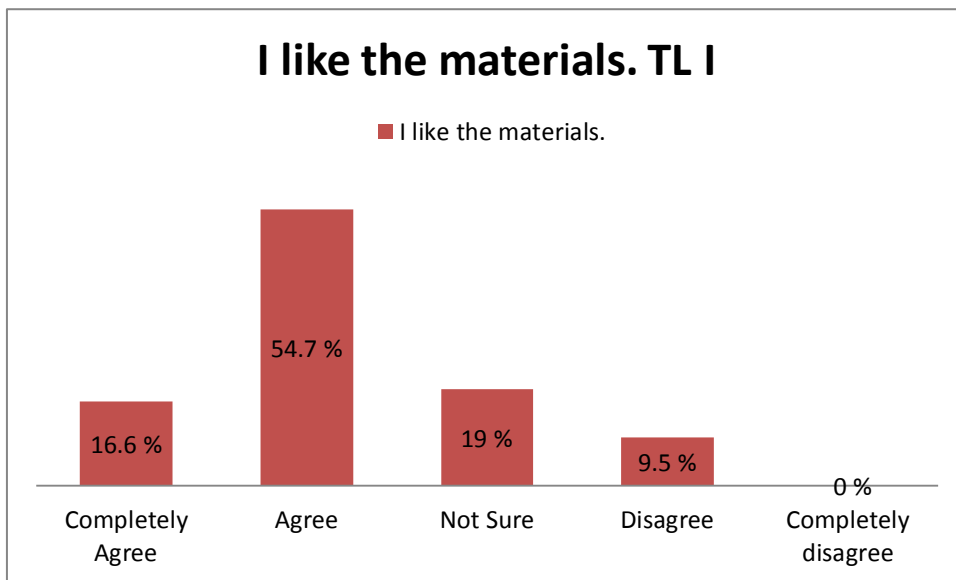
The second graph shows that only 38.4 and 15.3 percent of the students are grouped in the same dimensions. The third graph shows that only 26.4 and 20.5 percent are grouped within these dimensions.

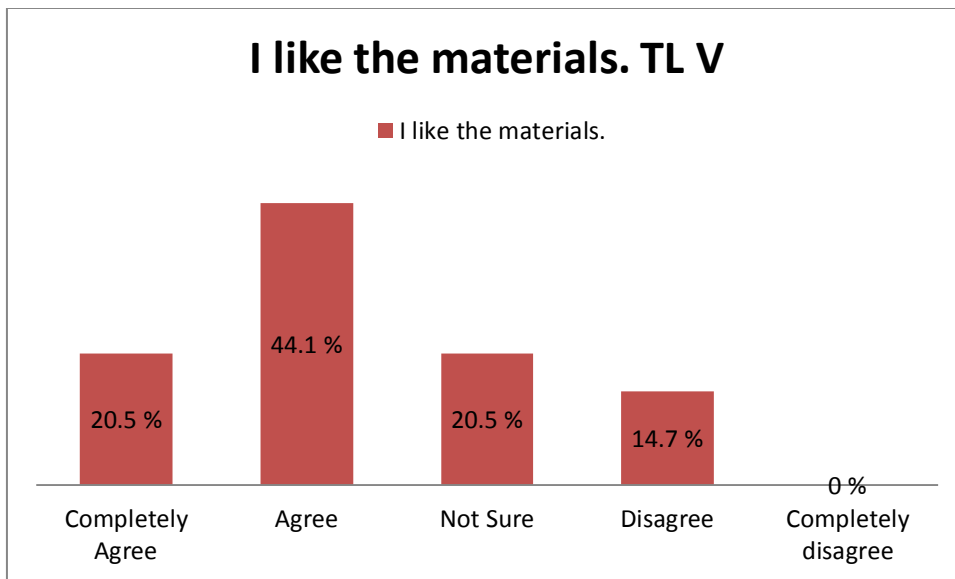
Based on the numbers aforementioned, it can be said that students' option to go to the CAA because they have nothing else to do varies according to the level of target language. This could be caused given the fact that more advanced students already know that nothing cannot happen if they do not attend the CAA.

4.6 I like the materials

In this section, Target Language students' responses to the statement "I like the materials" will be presented and discussed. The following figures show

the percentages of the LEI students surveyed. They are from Target Language I, III, and V.





As can be seen, the first graph describes a high students' preference regarding statement 6. For example, 16.6 and 54.7 percent of the students' responses were grouped within the completely agree and agree dimensions.

The second graph shows that only 23 and 46.1 percent of the students are grouped in the same dimensions. The third graph shows that only 20.5 and 44.1 percent are grouped within these dimensions.

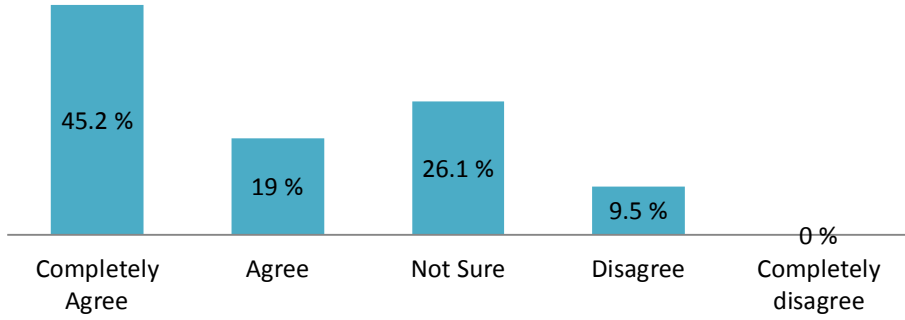
Based on the percentages described, it can be inferred that students' incentive to go to the CAA because they like the materials decreases according to the level of target language. This could be caused given the fact that more advanced students do not feel motivated because they are familiarized with the resources. They do not feel more attraction to the materials.

4.7 I must have a specific quantity of attendances

In this section, Target Language students' responses to the statement "I must have a specific quantity of attendances" will be presented and discussed. The following figures show the percentages of the LEI students surveyed. They are from Target Language I, III, and V.

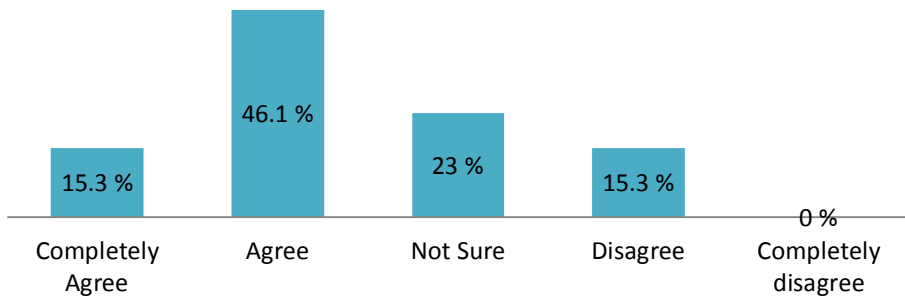
I must have a specific quantity of attendances. TL I

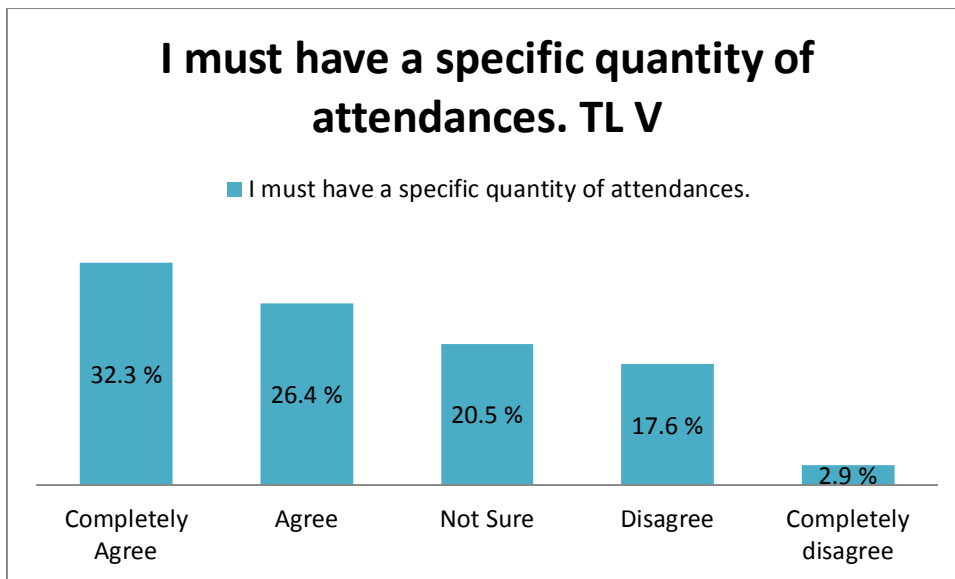
I must have a specific quantity of attendances.



I must have a specific quantity of attendances. TL III

I must have a specific quantity of attendances.





As can be observed, the first graph describes a high students' inclination regarding statement 7. For example, 45.2 and 19 percent of the students' responses were grouped within the completely agree and agree dimensions. The second graph shows that only 15.3 and 46.1 percent of the students are grouped in the same dimensions. The third graph shows that only 32.3 and 26.4 percent are grouped within these dimensions.

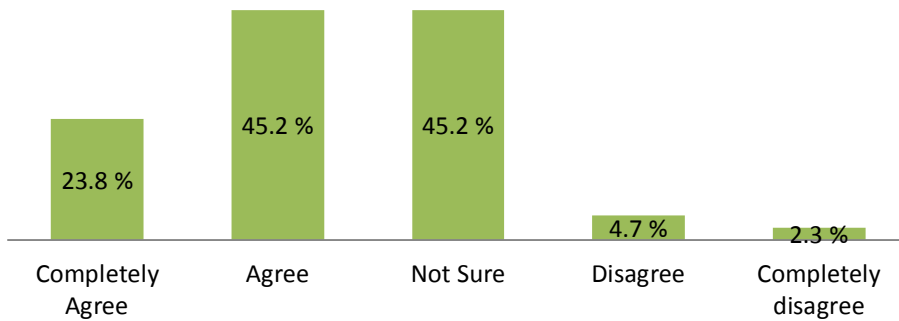
Based on the numbers described, it can be claimed that students' requirement to go to the CAA because they must have a specific quantity of attendances varies according to the level of target language. This could be caused given the fact that some teachers ask for that as a requirement for his subject.

4.8 I have gone before and I have improved my skills

In this section, Target Language students' responses to the statement "I have gone before and I have improved my skills" will be presented and discussed. The following figures show the percentages of the LEI students surveyed. They are from Target Language I, III, and V.

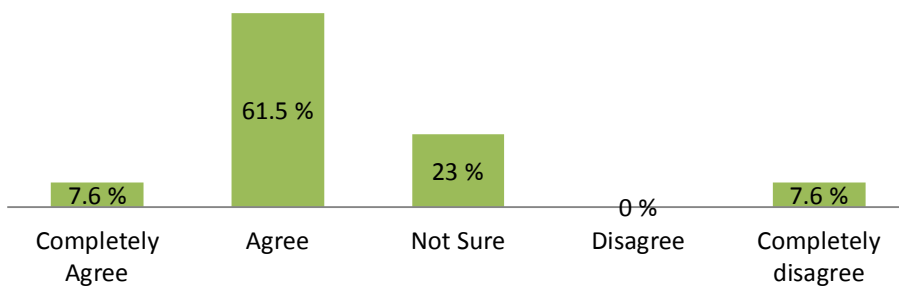
I have gone before and I have improved my skills. TL I

I have gone before and I have improved my skills.



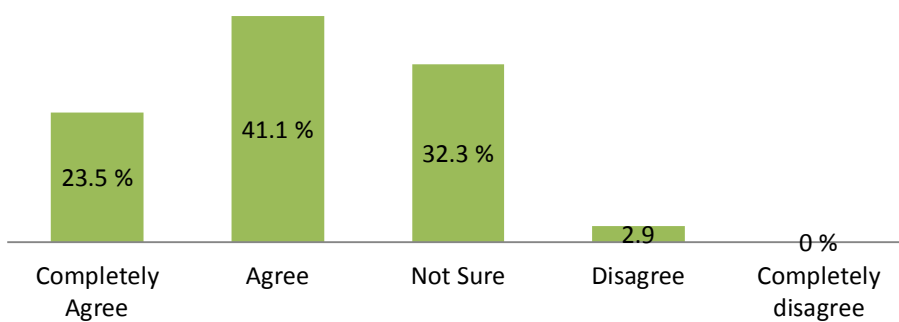
I have gone before and I have improved my skills. TL III

I have gone before and I have improved my skills.



I have gone before and I have improved my skills. TL V

I have gone before and I have improved my skills.



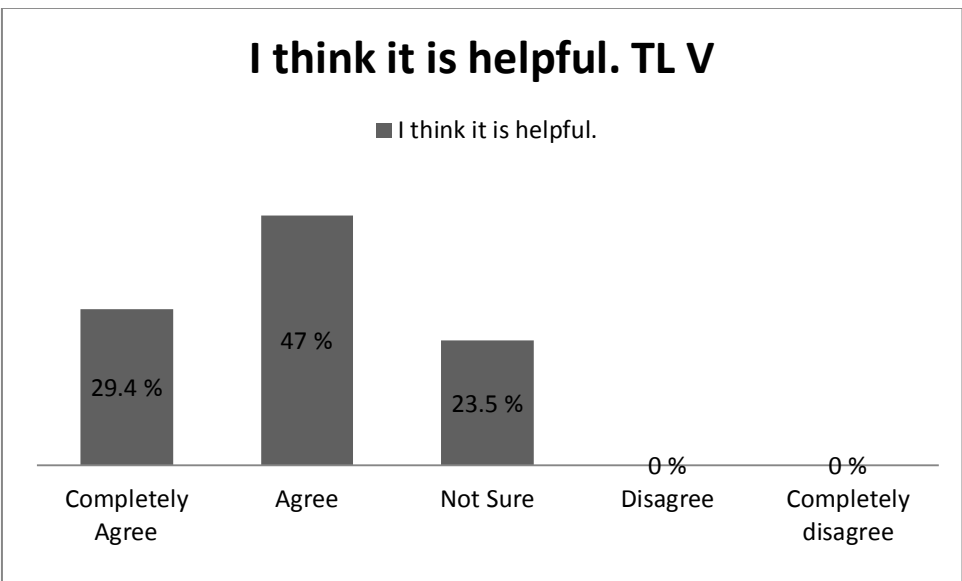
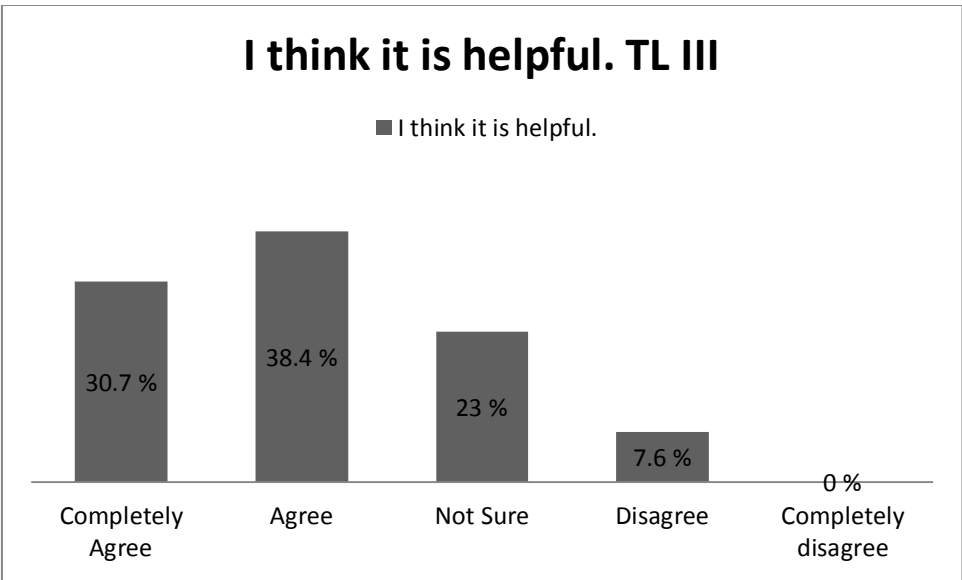
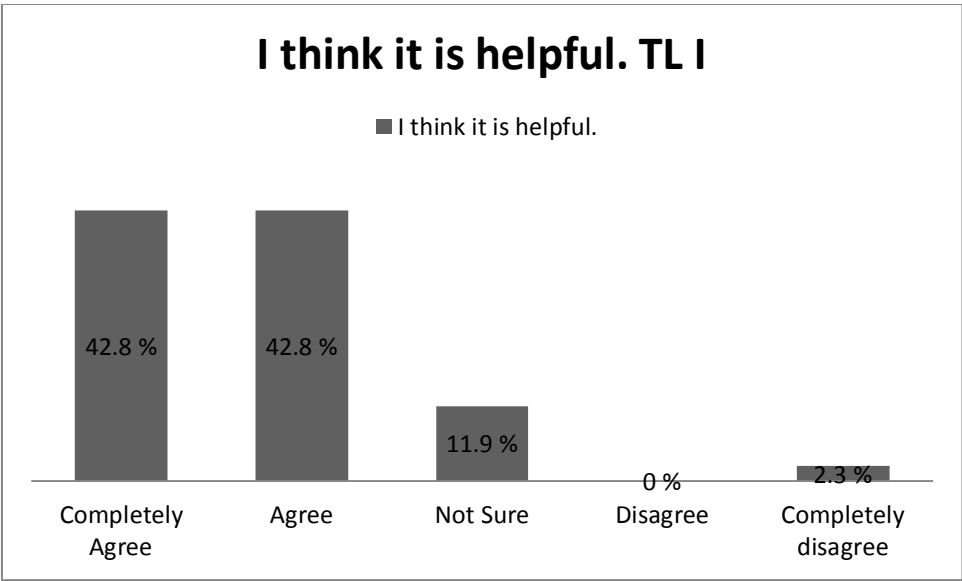
As can be seen, the first graph describes a high students' partiality regarding statement 8. For example, 23.8, 45.2 and 45.2 percent of the students' responses were grouped within the completely agree, agree, and not sure dimensions.

The second graph shows that only 7.6, 61.5, and 23 percent of the students are grouped in the same dimensions. The third graph shows that only 23.5, 41.1 and 32.3 percent are grouped within these dimensions.

Based on the percentages aforementioned, it can be interpreted that students' experience to go to the CAA because they have gone before and they have improved their skills shows a variation according to the level of target language. This could be caused given the fact that some students keep with the knowledge they acquire in the classroom.

4.9 I think it is helpful

In this section, Target Language students' responses to the statement "I think it is helpful" will be presented and discussed. The following figures show the percentages of the LEI students surveyed. They are from Target Language I, III, and V.



As can be observed, the first graph describes a high students' tendency regarding statement 9. For example, 42.8 and 42.8 percent of the students' responses were grouped within the completely agree and agree dimensions.

The second graph shows that only 30.7 and 38.4 percent of the students are grouped in the same dimensions. The third graph shows that only 29.4 and 47 percent are grouped within these dimensions.

Based on the percentages described, it can be claimed that students' belief that going to the CAA is helpful, decreases according to the level of target language. This could be caused given the fact that the resources and materials do not change according to the students' needs.

CHAPTER V

CONCLUSIONS

5.0 Chapter overview

In this chapter, I will discuss the main findings, implications, limitations and directions for further research related to my study.

5.1 Main findings

In order to describe the main findings of this study, I will refer to the starting research questions.

RQ1. What are the reasons why LEI students attend the Self-Access Center (CAA)?



The figure above shows the main reasons why students go to the Self-Access Center (CAA).

According to the results from the surveys done, most part of the students surveyed said they go to the Self-Access Center because they really wanted to practice their Target Language. In second place a wide percentage of students went to the CAA because they thought it is helpful with their language practice. Then, a large part of the population surveyed goes to the CAA because they did not want to fail their Target Language course. The fourth principal reason is because students liked the materials provided there. In the fifth place, students assisted to the CAA because they have gone before and they have improved their skills. A low percentage of students show that they go to the CAA because they need a specific quantity of attendances. Finally in a last place but not less important, a minority of students say that they go because they would get an extra point on their final grades.

RQ2. Do those reasons vary according to the year they study?

Yes, the reasons vary according to the year they study. In the results I could notice that in some cases the answers decrease and increase on the levels of agreement and completely agreement, principally in the case of students of who are in the most advanced levels of Target Language. For example, in the statement "I do not want to fail the course", Target Language I showed a high level of completely agreement, but the level showed a decrease in students of Target Language III, and it decreased more in students of Target Language V which is the last level of Target Language in LEI.

RQ3. Do the reasons vary according to their proficiency level?

Yes, also the reasons have variations depending on the level they have. In some cases, the students with a low level of proficiency answered in the completely agree section, while the most experimented students had only a single agreement. As an example we could see the statement “I think it is helpful” in which students of Target Language I show a high level of completely agreement while students of Target Language V show a high level of simple agreement.

5.2 Implications

This research will be a relevant study for teachers because they can use it to help students go to the CAA for the correct reason and not only for compromise or obligation, making them going because they really want to go. Also this study can be useful for CAA staff because once they have identified the true reasons why students go there, they can look for a solution involving materials and all the resources they have in order to provide a better service and making students feel comfortable in that workplace. Finally, this study also can be useful and relevant for the Language Faculty administrators, with this; they can look for the weaknesses of the CAA and try to make some upgrades referred to the furniture and equipment, or the re-accommodation of the different rooms of the CAA.

5.3 Limitations

The first limitation I had during my study was at the moment of the data collection; I wanted to survey two groups more, one from Target Language V

and one from Target Language III in the afternoon shift. The problem with the first group was that the teacher only had two students in the classroom so I could not apply the survey. The problem with the other group was that the teacher did not give his class and I could not apply the survey to his group.

Another limitation is that my study had a cross sectional nature. It means that what was happening at the moment of my study will not be the same in the future periods.

5.4 Directions for further research

As it was mentioned before, this study has a cross sectional nature, what was happening at the moment of my study will not be the same in the future, so it can be useful for future researches about the Self-Access Center as a complement or a guide.

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APPENDIX A

Aldo Benítez Sánchez / Thesis Seminar II / Survey

The following survey will help to know the principal reasons about why students of LEI attend the Self-Access Center.

Target Language _____ Language _____ Age _____ Gender:
M _____ F _____

Read the statements in the survey below and mark with an **X** according to the scale provided below. Mark only one box in each sentence.

I go to the Self-Access Center (CAA) because...	Completely agree	Agree	Not sure	Disagree	Completely disagree
I really want to practice my Target Language.					
I would get an extra point in my final grade.					
My friends go too.					
I do not want to fail the course.					
I have nothing else to do					
I like the materials.					
I must have a specific quantity of attendances.					
I have gone before and I have improved my skills.					
I think it is helpful.					