

Internal locus of control as a predictor of EFL learners' autonomy

Behnam Aghayani
Payame Noor University, Iran

Elmira Hajmohammadi
Islamic Azad University, Central Tehran Branch, Iran

This study quantitatively examines the relationship between tertiary level EFL learners' internal locus of control and their autonomy both as a predictor and a determiner, and the impact of learners' age and gender on their internal locus of control. To achieve such goals two questionnaires were distributed to 132 Iranian EFL learners (90 female, 42 male) in a university in Iran. A correlation analysis of the data shows a positive significant relationship between learners' internal locus of control and their autonomy which reveals that internal locus of control is a significant predictor of those learners' autonomy. The data also show the learners' gender and age have no significant impact on their internal locus of control and, thus, also no impact on their autonomy.

Keywords: locus of control; learner autonomy; tertiary EFL learners; Iran

Introduction

Learners' academic achievements rely not only on their IQ, but also on non-IQ factors, among which internal locus of control and learner autonomy can be considered as significant and influential (Nowiki, 2016).

Locus of control

The concept of locus of control, which originated in the social learning theory of American psychologist Rotter (1966), deals with the degree to which people have learnt to perceive their lives' events as either under the control of their own internal attitudes and traits, or under external control (Reich & Infurna, 2017). Due to its importance, locus of control became a crucial variable in multiple research fields including TEFL and psycholinguistics where the importance of the construct of perceived control by internal or external factors has been highlighted (Reich & Infurna, 2017).

An internal locus of control is a cognitive-based feature acquired as a character-trait (Reich & Infurna, 2017) which is believed to affect learners' academic achievements (Nowiki, 2016) but this remains open to investigation (Hill, 2011). A key personality trait of students with positive internal locus of control is their ability to initiate tasks, and to take charge of their own learning process inside and outside of their educational systems which is a significant contributory aspect of their learner autonomy (Nowiki, 2016).

Learner autonomy

Learner autonomy was first defined by Holec (1981) as the ability of learners to be responsible for their own learning process and academic decision-making outcomes resulting in the development of their independence in pedagogical contexts (Koban-Koç

& Koç, 2016). Thus, due to the psychological and interactive nature of foreign language learning, EFL learners who are autonomous can tap their innate potential to act independently and in cooperation with others as socially intelligent and responsible members enabling them to initiate their own learning process independently (Najeeb, 2013). A lack of autonomy in EFL learners can be considered as an impediment to their learning and mastery of the foreign language (Yagcioglu, 2015). The study described here investigates the possible correlation between internal locus of control and EFL learners' autonomy in an Iranian tertiary education context.

Review of the related literature

The effect of locus of control on language learning achievements has been widely studied in contexts similar to that of the present study, for instance Salmani Nodoushan (2012) in his analysis of the impact of locus of control on language achievement argues that those students with an internal locus of control are better achievers than those with an external locus of control. He further clarified that such language achievements cannot be solely credited to locus of control because of the involvement of other factors such as learner motivation which is also closely connected to learner autonomy (Salmani Nodoushan, 2012); he also showed that the language proficiency of lower-intermediate learners is more influenced by their locus of control than that of other learners. In another study which examined the relationship between internal locus of control and language achievements among Iranian EFL high school learners, (Eslami-Rasekh, Rezaei, & Davoudi, 2012) found no significant relationship between the learners' locus of control and their language achievements, thus, their locus of control scores could not predict their language achievements.

Some studies have also examined the correlation between EFL learners' gender and their locus of control in the context of language learning most of which suggested that locus of control has a greater effect on the language learning performance of male EFL learners than that of female students (Eslami-Rasekh et al., 2012; Nowiki, 2016; Peek, 2015). However, other studies come to alternative conclusions. For example, in a study situated in Pakistan, Sarwar and Ashrafi (2014) found that "female students were more committed, more engaged; had more internal locus of control and higher academic achievement than their male counterparts" (p. 5).

Some studies have analysed the correlation between EFL learners' age and their locus of control. Peek (2015), using a Pearson correlation analysis, found a highly significant negative but small correlation between participants' age and their language learning locus of control, that is, younger learners had a more internal language learning locus of control than older learners. Eslami-Rasekh et al. (2012), on the other hand, found no relationship between EFL learners' age and their performances relating to locus of control, leading them to conclude that age has no significant effect on the performance of EFL students' locus of control.

A study of the relationship between Iranian university students' self-esteem, as a manifestation of their learner autonomy, and their locus of control found a positive and direct relationship (Saadat, Ghasemzadeh, Karami, & Soleimani, 2012). In another study (Peek, 2015) which focused on multilingual experienced language learners, the correlation between participants' learner autonomy and their language learning locus of control showed that the more experienced the language learners were, the more they manifested autonomy and the more they demonstrated internal language learning locus of control which implies that autonomous language learners are fundamentally and positively affected by internal locus of control in their language learning experiences. The

correlation between locus of control and learner autonomy in a language learning context remains under-researched.

Autonomy originated from the European Enlightenment era, thus its cultural appropriateness is controversial especially in Eastern ELT contexts because researchers have argued that autonomy is a western cultural trait and externally motivated (Benson, 2013). Holliday considered autonomy as “a central construct in dominant ELT discourses, which opposes the active Western students to the passive non-Western ‘Other’” (cited in Benson, 2013, p. 70). Consequently, Holliday proposed the idea of social autonomy coming from the social environment of students. Other researchers consider the notion of autonomy so externally and culturally motivated that they “explore issues of autonomy from a feminist cultural perspective” (Aoki & Hamakawa cited in Benson, 2013, p. 72). Although these researchers do not reject the internality of autonomy, they scarcely take this view that autonomy can be motivated by internal factors. According to Little (1999) “learner autonomy cannot be externally imposed as a form of behaviour modification; it must grow, quasiorganically, out of the ongoing encounter between the critical goals of the educational enterprise and the particularities of cultural context” (p. 15). Nevertheless, language learning is involved with self-instruction (Benson, 2013), thus the internal seeds of autonomy among Asian students, as different from western learners, is worthy of attention. Therefore, it is crucial to investigate whether learners’ internal locus of control as an internal factor can predict the autonomy of Eastern students or whether the notion of autonomy is culturally and externally motivated.

Given the gaps in the literature identified above this study attempts to answer the following research questions in the context of Iranian tertiary level EFL learners:

1. Is there a significant relationship between the learners’ perceived level of autonomy and their internal locus of control?
2. Does the learners’ internal locus of control significantly predict their autonomy?
3. Does age influence the learners’ internal locus of control?
4. Is there a gender distinction in the learners’ internal locus of control?

Methodology

Participants

The participants of this study were 132 Iranian EFL learners including both female ($n=90$) and male ($n=42$). They were native speakers of Persian who were majoring in Teaching English as a Foreign Language in the first semester of the academic year 2016-2017 in a university in Iran. The participants’ ages ranged from 25 to 40 years old and they were selected through convenience sampling. The length of their previous English language learning experience varied between five and nine years.

Instruments

Internal Locus of Control Index

The participants’ locus of control was measured using the *Internal Locus of Control Index* developed by Duttweiler (1984) (see Appendix A). The instrument consists of 28 items with a 5-point Likert scale format ranging from *rarely* (1 point) to *usually* (5 points). The scores on this index range from 28 (lowest) to 140 (highest). The instrument is administered as a questionnaire. To determine the reliability of the questionnaire, Duttweiler (1984) conducted an internal consistency reliability analysis which produced a mean coefficient of 0.85. Therefore, it can safely be concluded that the *Internal Locus*

of *Control Index* is reliable and has high content validity. The questionnaire was administered in the research described here in its original form. It is worth noting that the *Internal Locus of Control Index* has been used to measure EFL learners' locus of control previously by Keshmandi, Akbari, and Ghonsooly (2015), and Soleimani, Aghayani, and Ashari (2018).

Learner autonomy questionnaire

The learner autonomy of participants in the study was investigated using a learner autonomy questionnaire developed by Zhang and Li (2004) (see Appendix B). The questionnaire consists of 21 items using a 5-point Likert scale format in two parts. The first part has 11 items in 5-point Likert scale ranging from *never* to *always*. The second part has 10 items in a 5-point Likert scale format, each with a distinct set of answers designed to explore learners' perceptions toward principles of learner autonomy. The calculated Cronbach alpha and the results showed that the questionnaire had high reliability and high content validity. The autonomy questionnaire was also administered in its original form. The learner autonomy questionnaire was successfully used to measure EFL learners' level of autonomy in earlier studies by Javanshir and Ghafoori (2013), and Marandi and Sadaghian (2016).

Procedures

The *Internal Locus of Control Index* questionnaire and the learner autonomy questionnaire were distributed via email to 180 EFL learners. Completion of the questionnaire was not obligatory and no time limit was set. From the initial distribution to 180 participants, 145 questionnaires were returned. Of these, 13 questionnaires were discarded because they were left blank or incomplete. The remaining 132 fully completed questionnaires were used for the data analysis. During the distribution of questionnaires, all participants were provided with a direct means of contacting one of the researchers (using the Telegram app) which they were invited to use if at any time there were misunderstandings about the questionnaires (for example, procedure or the meaning of items). The researchers responded to all such enquiries in Persian (the participants' native language) to facilitate understanding. Data analyses were undertaken using SPSS version 19.

Results

Research question 1: Is there a significant relationship between the learners' perceived level of autonomy and their internal locus of control?

A Pearson product moment correlation shows that the Pearson correlation analysis indicates significant positive correlation between the variables ($r = 0.274$, $p < 0.05$) (see Table 1). This demonstrates that there was a positive significant relationship between EFL learners' perceived level of autonomy and their internal locus of control.

Table 1. Correlation between autonomy and internal locus of control

		Internal Locus of Control	Autonomy
Internal Locus of Control	Pearson Correlation	1	.274**
	Sig. (2-tailed)		.001
	N	132	132
Autonomy	Pearson Correlation	.274**	1
	Sig. (2-tailed)	.001	
	N	132	132

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

Research question 2: Does the learners' internal locus of control significantly predict their autonomy?

A regression analysis was carried out to answer the second research question (see Table 2 for results). The regression analysis shows an R value of 0.274 which reveals a simple correlation between the predicted and observed variables. Indeed, R^2 shows that the independent variable can explain the total variation in the dependent variable that in this case is 7.5%.

Table 2. Model summary of regression output

Model	R	R Square	Adjusted R Square	SE of the Estimate
1	.274 ^a	.075	.068	9.57496

a. Predictors: (Constant), Internal locus of control
 SE = standard error

The ANOVA of the regression model (Table 3) shows a $Sig.$ value which indicates that the statistical significance of the regression model predicts the dependent variable significantly well ($p = 0.001 < 0.05$).

Table 3. ANOVA^a of regression output

Model		Sum of Squares	df	Mean Square	F	$Sig.$
1	Regression	965.611	1	965.611	10.532	.001 ^b
	Residual	11918.389	130	91.680		
	Total	12884.000	131			

a. Dependent variable: Autonomy
b. Predictors: (Constant), Internal Locus of Control

The beta coefficients (see Table 4) indicate the degree to which the internal locus of control contributes to the prediction of the autonomy. The *Sig.* value reveals that in this case locus of control is a strong predictor of autonomy ($0.001 < 0.05$).

Table 4. Coefficients^a of regression output

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	SE	Beta		
1 (Constant)	62.173	2.552		24.366	.000
Internal Locus of Control	.145	.045	.274	3.245	.001

a. Dependent variable: Autonomy

SE = standard error

Research question 3: Does age influence the learners' internal locus of control?

A Pearson correlation analysis was conducted to answer the third research question (see Table 5 for results). The *Sig.* (2-tailed) value is greater than the *p*-value ($0.76 > 0.05$) and this confirms that there is no statistically significant correlation between EFL learners' internal locus of control and their age.

Table 5. Correlation between age and internal locus of control

		Internal Locus of Control	Age
Internal Locus of Control	Pearson Correlation	1	.155
	<i>Sig.</i> (2-tailed)		.076
	<i>N</i>	132	132
Age	Pearson Correlation	.155	1
	<i>Sig.</i> (2-tailed)	.076	
	<i>N</i>	132	132

Research question 4: Is there a gender distinction in the learners' internal locus of control?

An independent *t*-test was run in order to answer the fourth research question (see tables 6 and 7). Table 7 shows that the *p*-value of Levene's test is greater than 0.001 ($p > 0.001$). This means that the variance in the internal locus of control of male participants is not significantly different to that of female participants. Moreover, the 95% Confidence Interval (-7.73736 to 6.19450) contains zero which indicate that the results are not significant at the chosen significance level. Therefore, it can be said with confidence that there is no significant difference between male and female participants regarding their internal locus of control.

Table 6. Group statistics

	Gender	N	Mean	Std. Deviation	SE Mean
Internal Locus of Control	Male	42	53.5952	17.91451	2.76427
	Female	90	54.3667	19.25433	2.02958

SE = standard error

Table 7. Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	SE Difference		lower	upper
Internal Locus of Control	EV assumed	.131	.718	-.219	130	.827	-.77143	3.52103		-7.73736	6.19450
	EV not assumed			-.225	85.653	.823	-.77143	3.42934		-7.58913	6.04628

EV = equal variances

SE = standard error

Discussion and conclusion

The findings of this study reveal a positive significant relationship between Iranian EFL learners' perceived level of autonomy and their internal locus of control. This finding is in accordance with those of many previous studies (see, for example, Peek, 2015; Saadat et al., 2012; Sarwar & Ashrafi, 2014). The present study clearly reveals that the learners' autonomy is affected more by internal factors than by external or cultural factors. In addition, the study shows that EFL learners' internal locus of control significantly predicts their autonomy. This finding is consistent with that of Saadat et al. (2012) although it should be noted that their study examined the relationship between learners' locus of control and their self-esteem, not their autonomy. Nevertheless, self-esteem was considered in that study as one sub-category of the manifestation of learners' autonomy. Taken together, these findings indicate that Iranian EFL learners do acquire autonomy but that it is fostered by internal locus of control.

The current study also found an insignificant relationship between EFL learners' internal locus of control and their age which is consistent with the findings of Eslami-Rasekh et al. (2012) and Peek (2015). The study also shows that there was no significant difference between male and female participants regarding their internal locus of control. This finding is in agreement with Saadat et al. (2012) who found no gender bias but contrasts with the work of Eslami-Rasekh et al. (2012), Peek (2015), and Nowiki (2016) who all found that male students benefited more from internal locus of control than females; and also contrasts with the work of Sarwar and Ashrafi (2014) who conversely found that female students were more influenced by internal locus of control than males. The findings of this research clearly indicate that external cultural factors such as gender

do not have any significant relationship with internal locus of control as a predictor of Iranian learners' autonomy even though in Iranian culture males are designated to be more autonomous and freer than females.

To conclude, this study shows a positive significant relationship between EFL learners' perceived level of autonomy and their internal locus of control; and that the participants' internal locus of control can significantly predicted their level of autonomy. Conversely, there is no statistically significant relationship between EFL learners' internal locus of control and their age; and no significant difference between male and female participants regarding their internal locus of control.

The results suggest that internal locus of control deserves more attention than it has so far been given because, according to Stewart (2012), students with greater internal locus of control are more successful than others. Further, due to the crucial role of locus of control and autonomy on EFL learners' achievement, this research and future similar studies should assist syllabus designers and teachers by making them more aware of the relationship between EFL learners' autonomy and their locus of control; and by encouraging them to provide a suitable pedagogical environment for students to initiate their own learning process and take charge of their learning in a way which is appropriate to their Eastern cultural backgrounds.

About the authors

Behnam Aghayani holds an MA in TEFL from Payame Noor University, Iran. His areas of interest are semantics, psycholinguistics, morphology, semiotics, CALL, and translation studies.

Elmira Hajmohammadi received her MA degree in the field of translation studies from Islamic Azad University Central Tehran Branch, Iran. Her research interests include semiotics, psycholinguistics, translations studies.

References

- Benson, P. (2013). *Teaching and researching autonomy* (2nd ed.). London: Routledge.
- Duttweiler, P. C. (1984). The internal control index: A newly developed measure of locus of control. *Educational and Psychological Measurement*, 44(2), 209-221. <https://doi.org/10.1177/0013164484442004>
- Eslami-Rasekh, A., Rezaei, O., & Davoudi, S. (2012). The exploration of the associations between locus of control and high school students' language achievement. *International Journal of Applied Linguistics and English Literature*, 1(2), 35-48. <https://doi.org/10.7575/ijalel.v.1n.2p.35>
- Hill, R. (2011). *Teach internal locus of control: A positive psychology app*. New York: Harvard Girl Word Services.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.
- Javanshir, W., & Ghafoori, N. (2013). The relationship between Iranian male and female EFL learners' critical thinking ability and autonomy. *Journal of Applied Linguistics*, 6(12), 116-130.
- Keshmandi, O., Akbari, O., & Ghonsooly, B. (2015). On the relationship between locus of control and translation achievement of Iranian translation students. *International Journal of Research Studies in Education*, 1, 51-61. <https://doi.org/10.5861/ijrse.2015.1176>
- Koban-Koç, D., & Koç, S. E. (2016). Understanding learner autonomy through cognitive, metacognitive and social strategies used by English language learners in a computer-based classroom. *The Journal of Language Teaching and Learning*, 6(2), 58-69.
- Little, D. (1999). Learner autonomy is more than a Western cultural construct. In S. Cotterall & D. Crabbe (Eds.), *Learner autonomy in language learning: Defining the field and effecting change* (pp. 11-18). Bayreuth Contributions to Glottodidactics, Vol 8. Frankfurt am Main: Lang.
- Marandi, S. S., & Sadaghian, S. (2016). A shift into autonomous education. *Journal of English Language Teaching and Learning*, 8(17), 75-92.

- Najeeb, S. S. R. (2013). Learner autonomy in language learning. *Procedia - Social and Behavioural Sciences*, 70, 1238-1242. <https://doi.org/10.1016/j.sbspro.2013.01.183>
- Nowiki, S. (2016). *Choice or chance; understanding your locus of control*. New York: Prometheus Books.
- Peek, R. (2015). Exploring learner autonomy: Language learning locus of control in multilinguals. *International Journal of Multilingualism*, 13(2), 230-248. <https://doi.org/10.1080/14790718.2015.1090991>
- Reich, J. W., & Infurna, F. J. (2017). Perceived control 50 years of innovation and another 50 to go In J. W. Reich & F. J. Infurna (Eds.), *Perceived control theory, research, and practice in the first 50 years* (pp. 2-20). New York: Oxford University Press.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1-28.
- Saadat, M., Ghasemzadeh, A., Karami, S., & Soleimani, M. (2012). Relationship between self-esteem and locus of control in Iranian university students. *Procedia - Social and Behavioral Sciences*, 31(C), 530-535. <https://doi.org/10.1016/j.sbspro.2011.12.099>
- Salmani Nodoushan, M. A. (2012). The impact of locus of control on language achievement. *International Journal of Language Studies*, 6(2), 123-136.
- Sarwar, M., & Ashrafi, G. M. (2014). Students' commitment, engagement and locus of control as predictor of academic achievement at higher education level. *Current Issues in Education*, 17(3), 1-10.
- Soleimani, H., Aghayani, B., & Ashari, N. (2018). The relationship among EFL learners' self-regulation, locus of control, and preference for vocabulary acquisition. *Applied Linguistics Research Journal*, 2(1), 4-2. <https://doi.org/10.14744/alrj.2018.08208>
- Stewart, T. (2012). Undergraduate honors service-learning & effects on locus of control. *Journal of Service-Learning in Higher Education*, 1, 70-86.
- Yagcioglu, O. (2015). New approaches on learner autonomy in language learning. *Procedia - Social and Behavioral Sciences*, 199, 428-435. <https://doi.org/10.1016/j.sbspro.2015.07.529>
- Zhang, L. X., & Li, X. X. (2004). A comparative study on learner autonomy between Chinese students and west European students. *Foreign Language World*, 4, 15-23.

Appendix A: Questionnaire 1: Internal Locus of Control Index (Duttweiler, 1984)

Please read each statement. Where there is a blank _____, decide what your normal or usual attitude, feeling, or behavior would be:

- A = RARELY (less than 10% of the time)
- B = OCCASIONALLY (about 30% of the time)
- C = SOMETIMES (about half the time)
- D = FREQUENTLY (about 70% of the time)
- E = USUALLY (more than 90% of the time)

Of course, there are always unusual situations, in which this would not be the case, but think of what you would do or feel in most normal situations.

1. When faced with a problem I _____ try to forget it.
2. I _____ need frequent encouragement from others for me to keep working at a difficult task.
3. I _____ like jobs where I can make decisions and be responsible for my own work.
4. I _____ change my opinion when someone I admire disagrees with me.
5. If I want something I _____ work hard to get it.
6. I _____ prefer to learn the facts about something from someone else rather than having to dig them out for myself.
7. I _____ will accept jobs that require me to supervise others.
8. I _____ have a hard time saying "no" when someone tries to sell me something.
9. I _____ like to have a say in any decisions made by any group I'm in.
10. I _____ consider the different sides of an issue before making any decisions.
11. What other people think _____ has a great influence on my behavior.
12. Whenever something good happens to me I _____ feel it is because I've earned it.
13. I _____ enjoy being in a position of leadership.
14. I _____ need someone else to praise my work before I am satisfied with what I've done.
15. I _____ am sure enough of my opinions to try and influence others.
16. When something is going to affect me I _____ learn as much about it as I can.
17. I _____ decide to do things on the spur of the moment.
18. For me, knowing I've done something well is _____ more important than being praised by someone else.
19. I _____ let other peoples' demands keep me from doing things I want to do.
20. I _____ stick to my opinions when someone disagrees with me.
21. I _____ do what I feel like doing not what other people think I ought to do.
22. I _____ get discouraged when doing something that takes a long time to achieve results.
23. When part of a group I _____ prefer to let other people make all the decisions.
24. When I have a problem I _____ follow the advice of friends or relatives.
25. I _____ enjoy trying to do difficult tasks more than I enjoy trying to do easy tasks.
26. I _____ prefer situations where I can depend on someone else's ability rather than just my own.
27. Having someone important tell me I did a good job is _____ more important to me than feeling I've done a good job.
28. When I'm involved in something I _____ try to find out all I can about what is going on even when someone else is in charge.

Appendix B: Questionnaire 2: Questionnaire to Investigate Learner Autonomy (Zhang and Li, 2004)

Direction: In order to investigate the Learner autonomy, will you please circle the one closest answers to the following questions according to your true cases. Thank you very much for your help and patience!

A = Never

B = Rarely

C = Sometimes

D = Often

E = Always

Part I

1. I think I have the ability to learn English well.	A	B	C	D	E
2. I make good use of my free time in English study.	A	B	C	D	E
3. I preview before the class.	A	B	C	D	E
4. I find I can finish my task in time.	A	B	C	D	E
5. I keep a record of my study, such as keeping a diary, writing review etc.	A	B	C	D	E
6. I make self-exam with the exam papers chosen by myself.	A	B	C	D	E
7. I reward myself such as going shopping, playing etc. when I make progress.	A	B	C	D	E
8. I attend out-class activities to practice and learn the language.	A	B	C	D	E
9. During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.	A	B	C	D	E
10. I know my strengths and weaknesses in my English study.	A	B	C	D	E
11. I choose books, exercises which suit me, neither too difficult nor too easy.	A	B	C	D	E

Part II

12. I study English here due to:

- A. my parents' demand
- B. curiosity
- C. getting a good job, help to my major
- D. interest of English culture, such as film, sports, music, etc.
- E. C and D

13. I think the learner-teacher relationship is that of:

- A. receiver and giver
- B. raw material and maker
- C. customer and shopkeeper
- D. partners
- E. explorer and director

14. I think my success or failure in English study is mainly due to:

- A. luck or fate
- B. English studying environment
- C. studying facilities (aids)
- D. teachers
- E. myself

15. Whether students should design the teaching plan together with teachers, my opinion is:
 - A. strongly agree
 - B. agree
 - C. neutral
 - D. oppose
 - E. strongly oppose
16. When the teacher asks questions for us to answer, I would mostly like to:
 - A. wait for others' answers
 - B. think and ready to answer
 - C. look up books, dictionaries
 - D. clarify questions with teachers
 - E. join a pair/group discussion
17. When I meet a word I don't know, I mainly:
 - A. let it go
 - B. ask others
 - C. guess the meaning
 - D. B and E
 - E. look up the dictionary
18. When I make mistakes in study, I'd usually like the following ones to correct them:
 - A. let them be
 - B. teachers
 - C. classmates
 - D. others
 - E. books or dictionaries
19. When I am asked to use technologies that I haven't used before (e. g. internet discussion),
 - A. I usually try to learn new skills
 - B. I learn them following others
 - C. I feel worried, but anyway
 - D. I put it off or try to avoid it
 - E. I resist using them
20. I think the following way is most useful in my English study:
 - A. taking notes
 - B. mechanic memory
 - C. doing exercises of grammar, translation, words etc.
 - D. classifying or grouping or comparing
 - E. group discussion
21. I usually use materials selected:
 - A. only by teachers
 - B. mostly by teachers
 - C. by teachers and by myself
 - D. mostly by myself
 - E. only by myself