



Exploring Students' Readiness to Online Language Learning on the Altissia Platform in Professional Training: A Semio-Phenomenological Analysis

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Abstract. New perspectives have emerged in educational practices in higher education due to technological advances in ICT. Online language learning is a significant example. However, students do not always show a readiness to fully engage in such experiences. The literature review revealed that survey instruments developed to measure the construct of readiness to online learning (SOLR) consider some dimensions without others. This qualitative study aims to examine, from a Peircean phenomenological perspective, the dimensions of students' readiness (n=22) to engage in online language learning (OLL) through a semi-structured group interview. The main dimensions emerging from the results contribute to a better understanding of the phenomenon and predicting the success or failure of the training.

Keywords: Online Readiness, Peircean phenomenology, Altissia, Online Language Learning.

1 Introduction

The term "online learning" refers to any form of learning that uses electronic media, educational technologies, and information and communication technologies [1]. This mode of learning is not always preferred by students [2] and several technical, connection, accessibility, and communication problems may be encountered [3]. One of the challenges of online learning is the readiness of students to do so [4]. As well, students' attitudes and first impressions of online learning can affect the acceptability of the course and potentially their performance and success [5]. While several studies have suggested that the degree of readiness of university students to online learning can be high [6] or moderate [7], this parameter has been little considered [8].

Online language learning OLL is also affected by this observation. Several studies have focused on the integration of CALL¹ [9] [10] and MALL (Mobile-Assisted Language Learning) [11] technologies in language courses. MALL² technologies are defined as any wearable technology on personal devices [12] such as personal digital assistants (PDAs), regular cell phones, smartphones, tablets, Android devices, or readers [13]. Thus, learning can take place without the students being in a fixed and predetermined place [14], which is not the case when learning a foreign language occurs in a monotonous and formal way [15] [16]. Altissia is a kind of MALL technology that was developed in 2005 by a group of academics at the Catholic University of Louvain-la-Neuve in Belgium as a tool for sharing language and culture around the world. It now offers 25 languages on all continents [17]. The teaching materials are designed in accordance with the Common European Framework of Reference for Languages

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according to six levels and three competences : the basic competences (A1) and (A2), the intermediate competences (B1) and (B2) and the advanced competences (C1) and (C2). The proposed modules cover a variety of topics. Unlocking a level requires successfully completing the lower one [18].

On Altissia, learning progresses at a individualized rhythm. An internationally recognized IELTS certification exam could be obtained upon completion of the training [17]. The platform has received positive reviews [18] and proves to be useful for language learning [20] [21]. It helps improve vocabulary acquisition and listening comprehension, while also increasing students' interest and motivation to continue learning the language [19].

The Office of tional Training and Work Promotion in Morocco is implementing the platform in addition to the foreign language modules (French, English and Spanish) of basic training as a recent measure to prepare all its graduates, at all levels, for the job market in the best conditions [18]. The platform provides self-correcting exercises for pronunciation, word matching, missing words in multiple-choice options, and other related tasks. Accessing it requires the user to authenticate with their created username and password.

In this context, this qualitative study aims to contribute to a better understanding of students' readiness to participate in online language learning through Altissia. We use the semio-phenomenological analysis of Charles Sanders Peirce, an American philosopher and logician, as our conceptual framework. It is a systems approach that will provide an understanding of the phenomenological dimensions underlying this readiness to online learning by focusing on the process of experience and meaning and examining the signs that emerge during the interview. We started with the following assumptions: (1) Students are predisposed to use an online language platform. This is shown in several ways. (2) Collateral experiences influence the readiness to engage in online language learning. Our aim will so be, like any phaneroscopist, to : (1) Systematically categorize the constituents of the readiness to learn online, (2) demonstrate that they can be categorized in a logical way and (3) identify other potential constituents.

2 The Conceptual Framework

2.1 Student's Online Learning Readiness

The concept of readiness of students to SOLR online learning was introduced for the first time by Christie et al., (1998) [22]. SOLR is the term used to describe the "cognitive awareness and maturity that a student develops for successful learning in a Web-based environment. It manifests in the attributes of recognizing the self-directed nature, formulating learning strategies, obtaining technology competencies, adjusting to digital etiquettes, and being open for help-seeking" [23]. The user's acceptance of technology depends on their readiness to use it. It can be measured by the ease of use and its ergonomics [24]. Budur et al. (2021) identified eight facets of SOLR. They are: resource predisposition, strategy predisposition, culture predisposition, thinking predisposition, tech predisposition, partnership predisposition, general predisposition, and innovation valence [25].

Generally, the factors that help students succeed in traditional learning also help them in online learning [26]. Still, several studies have identified the components that SOLR could include. According to Warner et al. (1998) and Tang & Lim (2013), the construct includes, but is not restricted to, the preference of students towards online teaching over face-to-face learning [27] [28]. It also includes their confidence in using various technologies, such as the Internet and their engagement in self-directed learning. Guglielmino & Guglielmino (2003) [29] proposed a two-level model of SOLR: the level of technical readiness and the level of readiness to self-direct learning. Each component translates into specific knowledge, attitudes, and abilities. Other studies have identified other components of SOLR as student's estimated self-efficacy in communicating online, learning independently, using the digital device and the Internet, ability to regulate learning, and motivation [30] [31]. SOLR depends also on the availability of technology and how much it is accepted [32].

On the other hand, the degree of personal self-efficacy and motivation has a direct and positive effect on SOLR [33] [34]. Do et al. (2017) examined the readiness to use

technologies for learning regarding students motivation, engagement, self-efficacy, and attitudes towards using information and communication technologies [35]. SOLR reported a high level of self-efficacy when using digital devices and the Internet, a moderate level of self-directed learning and motivation for learning, and an average level of learning autonomy [36]. In addition, estimated computational self-efficacy is significantly correlated with students' online learning success [37] [38]. The less comfortable students feel with technology, the lower the sense of self-efficacy in social interactions with their peers in the academic context [39]. Similarly, self-efficacy in online communication in a hybrid learning environment could foster student OLR [40] [41].

Also, the student's control over their learning environment and time management is an uncommon question in the literature [40]. But, it is another important part of the SOLR. It is linked to better academic performance [30]. Nevertheless, students often feel that they have less control over their learning environment and time management [42]. Recent studies have also mentioned that the students's readiness depends on the device's properties and Internet access [43] [44] [45]. It also depends on the environment's quality [44] and how well the training content matches one's expectations [46]. Some distractions, workload, and technological issues have implications for SOLR [15].

A number of measures of readiness to online learning are available. In each instrument, specific aspects of SOLR are assessed. Alem et al. (2014) listed 18 unvalidated instruments proposed by US universities [31]. Akaslan & Law (2011) have developed a measurement scale in three stages divided into criteria and sub-criteria: assessing the readiness to online learning in terms of technology, people, content, and institution; assessing the acceptance of online education based on perceived usefulness and ease; and finally, assessing teacher training, student learning, other actors, and previous infrastructure innovations [47]. Martin et al. (2020) summarize some survey instruments on students' perceptions and attitudes towards online learning [43]. Other questionnaires with a variable number of items also exist [48] [25] [44] [40].

2.2 Semio-phaneroscopic analysis

Phaneroscopy, Peirce's preferred name to phenomenology, is a science of observation and classification. Its main purpose is to identify the basic constituents, or categories, that apply to "anything that can come before the mind in any sense whatsoever" [50] (The Oxford Handbook of Charles S. Peirce, 2024, R336: 2, 1904). The object of the phaneroscopic investigation is the phaneron. The phaneron is "[] the collective whole of all that could ever be present to the mind in any way or in any sense" (NEM4: 320, 1906). Analyzing phaneron instantiations allows us to sort out the most general categories into which phaneron constituents belong and determine anything that might come to mind, for whatever reason.

According to Peirce, understanding the world involves simplifying the variety of experiences into three dimensions: emotion, existence, and thought. These three dimensions are called categories or modes of being by Peirce: Firstness, Secondness, and Thirdness. The three modes are hierarchical: 3 is third and presupposes 2 and 1; 2 is second and presupposes 1; 1 is first and presupposes nothing outside itself. The order is third: the law of existents; the existent is what it is. It is secondary: it obeys or does not obey the third, but cannot give it an order and it can only be on condition that it has been possible; The possible is primary: it can neither self-order to the second existence nor can it give order to the third law; The possible is primary: it can neither self-order to the second existence, nor can it give order to the third law.

Firstness is the category of "quality" ; elements of sentiment, "the unanalyzed total impression made by any manifold not thought of as actual fact, but simply as a quality" (CP8.329, 1904) [50] ; "Firstness must [...] be [...] immediate"; it "precedes all synthesis and differentiation; it has neither unity nor parts"; and [...] "cannot be thought of in an articulate way." (1.357). Firstness is "present, immediate, fresh, new, initiative, original, spontaneous, free, lively, conscious and evanescent" (1.357). Primality is rather the possibility of abstraction, of isolation, of being present by oneself, as a unity without parts, without explanatory antecedents, without causal consequences [52]. Secondness is the category of boundaries, extremities and death are Seconds , [51] elements of

reaction or constraint (the shock of experience). Thirdness is the category of elements of habit and thought (CP8.329, 1904) [50], of the law that translates one form into another, of regularities, it is the meeting place of language and reasoning [52].

These three categories are the distinct ingredients of any experience. They provide the key to the phaneron's structure and thus to the experience. Experience is what connects the subject both vitally and conceptually to the world in which he lives and is a part. Besides, Peirce introduced another key concept. It is vital for understanding the meaning of any new experience: "collateral experience." Collateral experience (or collateral observation) is an experience that the subject has when interpreting a new sign but that is distinct from them. It precedes the sign and serves as an experiential context: "by collateral observation, I mean previous acquaintance with what the sign denotes." (CP 8.179) [54]. This experience is a prerequisite for understanding any other news in a new context. It builds on past knowledge. Then, it helps interpret by using context.

3 Methodology

The qualitative design is appropriate for gathering data of a subjective nature and aligns with our research objective, which aims to elucidate the essence of students' readiness to online learning as a phenomenon. The selection of the semio-phenomenological perspective is substantiated by our endeavor to comprehend the phenomenon from the subjective viewpoint of the involved subjects. The focus of this approach is on elucidating the significance of the phenomenon through the subjective experience and interpretation of the people involved in the study [55]. Thus, we posit that students possess unique frameworks for perceiving and interpreting reality. They externalize their perceptual framework by articulating their emotions, observations, expectations, etc.

We used a semi-structured focus group to collect data. It is "a type of group discussion about a topic under the guidance of a trained group moderator" (p. 687) [56]. The 22 participants, selected by non-probability and reasoned sampling [57], are students in the second year of vocational training in the site management technician stream³, aged 18 to 23. Our phenomenological perspective informed our decision to use a semi-structured interview format, which fosters freedom of expression among interviewees without imposing constraints.

An interview guide based on the different dimensions that emerged from our literature review, rearranged according to phaneroscopic categories (Appendix 1). At the same time, we made sure to take into account both important moments in the discussion and the interaction that occurred within the group [58 (Halkier, 2010) while highlighting important items in the responses to restart the discussion [57] and adopting an empathetic stance towards the interviewees [59]. Although we had the consent of the recording participants⁴ [60], we took care to maintain their anonymity and to ensure the confidentiality of the data [61]. The interview was then transcribed into a written medium for the counting of the results. When transcribing, we took into account the methodological considerations of Rioufrety (2016) [62]. The following section presents the phenomenological description of the salient significant elements from the verbatim. We employed an interview guide that was reorganized using phaneroscopic categories and based on the several dimensions that surfaced from our literature review. While highlighting significant points in the responses to relaunch the discussion [57] and taking an empathic stance toward the interviewees [59]. We also made sure to consider significant moments in the discussion as well as the interaction that took place within the group [58]. The individuals who were being recorded gave their consent [60], but we nonetheless took precautions to protect their identity and the privacy of the information [61]. After that, the interview was typed down so that the findings could be

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⁴ Interviews were conducted approximately two weeks before the training was to begin.

tallied. We considered the methodological issues of Rioufreyt (2016) [62] when transcribing.

4 Results

Having described the experience neutrally, we attempted to reflect on the structuring dimensions of the phenomenon. This categorization consists of an attempt to identify in verbatim a first order of generality from always in their context, recurrent, semi-contextual and inter-linguistic signs (facial expressions, gestures, tones, intensity, etc.) [63], signs that could have an isomorphism of meaning between them and any sign relevant to the subject of the study. In several iterative readings, we isolated units of meaning in order to reconnect them and reflect on the objects of the sign and the phenomena that were evoked. Apparently, students have a variety of opinions about online learning. Some are enthusiastic and ready to commit, while others express reservations and uncertainties. Different aspects of the phenomenon studied emerged from these perspectives.

Motivation. Some participants expressed a lack of motivation to use technologies for online learning: *"Sometimes, for example, you don't feel motivated..."* and don't hesitate to answer *"no"* (three times). However, others report that they are motivated to give it a try, even if they haven't had the opportunity to do so yet, in part due to their lack of prior experience with these technologies.

Lack of interest in additional online training. The subjects unanimously express a lack of interest in additional online training alongside in-person classes: *"No, not if it's additional."* It is regarded as an inconvenience, with face-to-face learning explicitly preferred. However, other participants highlight that optional online training could prove beneficial in situations where they cannot attend in person, such as with illness: *"If it replaces face-to-face. Sometimes we are ill and unable to attend."*

Feeling frustrated with the proposed solutions. They express frustration and a certain incredulity at the complexity of the technical solutions proposed, like the activation of smart cards: *"it doesn't work", "they don't work", "we tried but it's complicated."*

Reaction to previous experiences. The participants constantly refer to their past experiences with similar online learning technologies. They say, *"It was like Teams at the Technopole center during Covid," "Yes, like Teams," "It's a compromise between Teams and WhatsApp," "On Discord, you can leave audio messages as well as text."* One of the participant shares a positive experience with Teams in a French class: *"Yeah, it works. It was good."* He describes the process of online classes, indicating the possibility of interaction by activating and deactivating the microphone. Upon connecting, the director checks attendance to confirm attendance, and then the instructor initiates the class. This positive response prompted other participants to ask additional questions.

Technical and technological infrastructure challenges. Online learning's effectiveness could be disrupted by various potential disruptions, as mentioned. Some relate to environmental distractions and technical barriers:

"Even in face-to-face we encounter problems, what can we say online? There are difficulties in getting the information... generally... in all courses. Online it's more difficult, because you're less focused; several things, potential connection issues, something that is bothering you in the environment to connect to..."

Some express frustration with the failure or complexity of the procedure to activate the smart cards provided by their institution due to configuration issues or required VPN codes: *"We need codes, VPN", "we tried but it doesn't work. It's complicated."* Similarly, the quality of the connection, described by some participants as *"it's bad", "it doesn't work"*, seems to be a parameter that can compromise access to online learning.

Participants acknowledge that learning at home may not be the most suitable option because of distractions or forgetting to mute the microphone: *"yes everyone forgets to mute the microphone"*, which can disrupt the flow of the online course.

Preferences for flexible, self-directed online learning. On the other hand, participants express preferences for class schedules that are more suited to their lifestyle and suggest that giving the choice between online and face-to-face learning would be better : *"in the evening after 8 p.m. ... » ; "afternoon also after prayer", "we feel disinclined to use Teams at 8 a.m., we open the app and go back to sleep"*.

Preferences for familiar technological tools. They also show a preference for familiar technological tools such as the Discord platform, which one participant said reconciles the properties of Teams and WhatsApp: *"It's like a compromise between Teams and Whatsapp."* They highlight Discord's ease of use, pointing out that it's more user-friendly than Teams *"Yes but it's easier to use."* In particular, they like the ability to leave audio and text messages *"On Discord, it is possible to leave audios, leave texts... "*, as well as the availability of the mobile app *"Yes, it's easier. You can use it from your smartphone."*

Need online support and social interaction. The students state that they require a tutor or human assistance to be available when necessary : *"it would be good, for example, if I block someone from helping me"*. One of the participants suggested the integration of the assistive tools into the platform: *"There must be applications in the platform that allow translation"*. They discuss the possibility of exchanging around the exercises in groups and helping each other *"Yes, it will allow us to help each other"*.

Content expectation. However, they show some familiarity with the core content of the module in which the training will be integrated. They state that they have not had opportunities to practice communication situations and express their preferences for interactive and playful content including challenges, movies, and games to make learning more entertaining. Participants stressed the importance of having a variety of content, including videos, texts, and assistive tools such as built-in translators. They also express interest in online assessments, which allow them to track their progress :

"Fun content"; "Challenges, films... ", "music, listening to music", "not always videos, it's about individuals. Nor pdfs, they don't allow you to capture 100%. I think you have to put a little bit of everything: videos, text, games", "yes, it's the evaluations that let you follow", "to know where we are".

Perception of self-efficacy and digital skills. When asked if they feel able to use apps for e-learning once technical issues are resolved, the answers are mixed. Some participants have already used apps like Teams during the Covid-19 pandemic, but others express lack of prior experiences : *"I don't know. I haven't had such an experience", "I don't know. I didn't try", "it was Teams at the technopole center, during Covid"*.

Financial Considerations & Certifications. Students are reluctant to pay connection fees, particularly if training is obligatory. Some students raise questions about the cost of training and the need for a certificate at the end: *"Will there be a certificate? Are the certificates provided equivalent to those needed for competitive examinations and interviews?"*, *"Is the training completely free?"*.

5 Discussion

This section explores the processes of meaning that underlie students' readiness to learn a language online. She brings order to the emerging signs in order to grasp the logic of the phenomenon based on both scientific advances and Peirce's semeiotic conceptual framework. From the discussion, three categories of results emerge structuring the phenomenon analyzed. These levels correspond to Peirce's universal categories. Each

category encompasses, but does not restrict, the dimensions that underlie students' readiness to engage in an online language course.

Students' perceptions, expectations and motivations for learning a language online. Participants do not hesitate to explain their lack of motivation and overall interest in online learning by several negative modalities [64] [30] [65] [42] and a limited level of confidence in their technological knowledge [67] [66]. The online mode of learning is explicitly disadvantaged compared to face-to-face learning [65] and considered a disturbance, especially for additional online training besides face-to-face courses. Participants also express their awareness of the interest and usefulness of assessments in an online training course [64]. On the other hand, students express expectations for self-directed and flexible online learning with class schedules more suited to their daily pace [30] [42] [40], interactive, playful, varied, practical and useful content [64] for personal and professional purposes [65] and highlight the lack of practical opportunities in their previous training. Similarly, their preferences for familiar technological tools suggest that they may be more receptive to online learning if the conditions are tailored to their needs. These findings; learners' initial perceptions, expectations, and motivations suggest a conditioned partial predisposition.

Interaction and social belonging: major needs and barriers experienced in previous experiences. The aspects that influence participants' readiness to participate in an online learning experience are mainly the potential disruptions to learning effectiveness that result from the confrontation of the three positive experiences reported with the other negative experiences. Other than those relating to the conviviality of the environment, the status of the connection and the technical obstacles mentioned [44], some frustration is expressed with the difficulty and/or failure of activating user accounts in previous experiments [47]. Moreover, the need for feedback and assistance online [66] and for students to collaborate in groups [40][34][41] repeatedly expressed suggests the importance of controlling and belonging to one's learning environment as other key dimensions of the phenomenon studied [30][40].

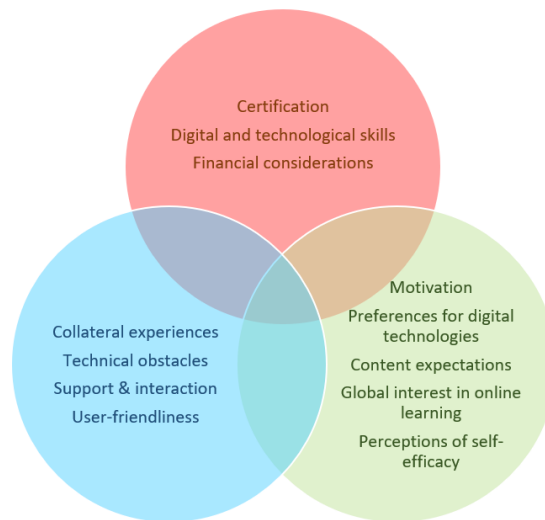


Figure 1 Aspects of Student's Readiness to Learn Language Online emerged

Technological skills, certification, and financial considerations. At the beginning of the discussion, participants appeared unfamiliar with the concept of "platforms" and expressed ambivalence about using technology, suggesting a difficulty making a clear decision. In contrast, students appear hesitant to make financial commitments to their online education, particularly when they are obligatory. This hesitation indicates a limited level of technological competence among them [30][42]. They express concerns regarding the expenses associated with the training and the necessity of receiving a certificate upon completion. This indicates that their motivation to engage in online language learning is contingent upon the perceived practical benefits of acquiring a reputable certification for employment opportunities.[44].

It is necessary to elucidate the logical presuppositions of the categories in order to establish a mutual understanding of this categorization :

As a first logic for reluctance. subjects identify specific priorities for the content and features of online learning platforms [44]. These priorities reflect their individual motivations and views on effective teaching practices. However, translating these expectations, priorities, and perceptions (Firstness) into reality (Secondness) generate a distortion that leads to some reservations manifested through tacit responses, negative feedback, and identified challenges. Their attitude is based on their limited prior experiences and their immediate recognition of the potential difficulties associated with online learning. Their discussions reveal a reluctance to fully commit to these endeavors.

A second logic of acceptance. One participant reported a positive experience, which led other participants to raise questions. They started to express more positive views, recognizing the benefits of the flexibility offered by online learning and the diversity of available resources. Likewise, providing concrete examples such as Teams and Zoom encourages participants to be more responsive and share additional information about their experience. This suggests that participants can better understand and engage in discussions when they are able to link abstract concepts (Thirdness) to concrete experiences (Secondness). The meeting of expectations, preferences, and perceptions with the positive judgments expressed led to a rediscovery of the technological object. The students were gradually exposed to the concept of learning in alignment with their individual needs, leading to a noticeable shift in attitude. This heightened sense of openness can be attributed to the new context of the exchange, which prompted them to perceive the sign-object differently and increased its accessibility within their consciousness.

6 Conclusion

This study examined students' inclination to participate in online language learning via the Altissia platform using Charles Sanders Peirce's phenomenological analysis. We investigated the different dimensions in which this inclination is evident and how experiences shape it. The findings validate the progress emphasized in the literature review :

- The students' perception of things has changed from reluctance to partial acceptance. Despite the initial challenges, they perceive the potential benefits of online learning.
- Students' desire to explore new learning opportunities is strongly influenced by their previous experiences. It is important to consider institutional predispositions to prepare actors for new experiences before considering technological predispositions.
- The limited readiness of participants to learn a language on the Altissia platform does not stem directly from the intrinsic characteristics of the platform itself but rather than their past experiences with similar platforms or other learning methods that have conditioned their perception and expectations.
- Adaptive learning that aligns with learners' individual needs in terms of content, pace and methods helps to minimize the gap between their expectations and the real potential of the training and maximize their readiness and engagement accordingly.
- Students' preferences for self-directed learning are a key dimension of their readiness to learn online. This involves considering their competence in autonomy and their ability to actively set their own learning goals, plan their learning activities, find relevant resources, and assess their progress.
- The institutional readiness when negotiating the training project should take into account students' financial considerations.
- Getting a certificate that's recognized and could boost students' careers or studies seems to make students more interested in online learning.

- Exchanging their experiences and expectations, makes students feel like they're part of a group and gives them the confidence to dive into online learning.

7 Limitations and Suggestions

Certainly, the readiness to learn online is a significant predictor of academic [67]. The majority of studies have focused on students' readiness to use online technology in an academic context. However, teachers may also have negative attitudes towards educational technologies and show little or no readiness to integrate them into their classroom practices [68]. Future research could be undertaken to better understand teachers' perceptions and needs in this sense. On the other hand, we confirm that phaneroscopic has improved our sensitivity as researchers to the signs of which we have described the phaneron of the readiness to learn a language online and to identify structural isomorphism in it [50]. Nevertheless, it would be interesting to support these findings with correlative studies that examine the reasons underlying students' negative attitudes.

Appendix 1 The interview guide

Dimensions	Sous-dimensions	Items
Perceptions & motivations	Préférence pour la méthode d'apprentissage en ligne	- Quelles expériences antérieures avez-vous avec l'apprentissage en ligne? - Quels aspects de l'apprentissage en ligne trouvez-vous les plus attrayants? - Préférez-vous les cours en ligne à des cours en présentiel ? Pourquoi? - Comment évaluez-vous votre niveau de confort avec l'utilisation d'outils numériques dans un contexte éducatif?
	Perception de la facilité techniques du dispositifs numériques	- Avez-vous rencontré des difficultés techniques lors de l'utilisation de plateformes d'apprentissage en ligne par le passé? - Comment vous sentez-vous quant à votre capacité à utiliser efficacement des plateformes d'apprentissage en ligne?
	Auto-efficacité technique perçue (plateforme & internet)	- Avez-vous des inquiétudes particulières concernant la navigation sur Internet pour des activités d'apprentissage?

		- Dans quelle mesure pensez-vous que les technologies peuvent améliorer l'expérience d'apprentissage? - Pouvez-vous citer des exemples de technologies que vous trouvez particulièrement bénéfiques pour l'apprentissage? - Qu'est-ce qui vous motive à participer à des cours en ligne?
Objet numérique & contexte d'apprentissage	Intérêt global pour le potentiel des technologies pour l'apprentissage	
	Motivation	- Comment maintenez-vous votre motivation lorsque vous étudiez en ligne?
	Préparation technique	- Comment évaluez-vous la préparation technique de votre équipement (ordinateur, tablette, etc.) pour participer à des cours en ligne? - Avez-vous rencontré des défis techniques particuliers dans le passé lors de votre participation à des activités d'apprentissage en ligne?
	Accessibilité	- Comment évaluez-vous l'accessibilité des cours en ligne en termes de disponibilité des ressources, d'adaptabilité aux besoins individuels, etc.
	Capacité de l'appareil à se connecter à internet	- Votre appareil actuel vous permet-il de vous connecter facilement à Internet? - Avez-vous des préoccupations quant à la compatibilité de votre appareil avec les exigences techniques des cours en ligne?
	Le statut de la connexion	- Comment décririez-vous la fiabilité de votre connexion Internet? - Avez-vous déjà rencontré des problèmes de stabilité de la connexion lors de cours en ligne?
	Frais de connexion	- Dans quelle mesure les frais de connexion à Internet sont-ils un facteur influent dans votre choix de participer à des cours en ligne? - Avez-vous des préoccupations financières spécifiques liées à la connexion Internet?

	Gestion du temps	- Comment organisez-vous votre temps pour participer à des cours en ligne? - Quels défis rencontrez-vous en termes de gestion du temps lors de l'apprentissage en ligne? - Comment décririez-vous l'environnement dans lequel vous vous connectez pour participer à des cours en ligne? Le trouvez-vous convivial?
	Convivialité de l'environnement duquel se connecter	- Y a-t-il des aspects particuliers de votre environnement qui améliorent ou entravent votre expérience d'apprentissage en ligne? - Comment décririez-vous l'environnement dans lequel vous vous connectez pour participer à des cours en ligne? Le trouvez-vous convivial?
	Contrôle de l'environnement d'apprentissage	- Y a-t-il des aspects particuliers de votre environnement qui améliorent ou entravent votre expérience d'apprentissage en ligne? - Dans quelle mesure recherchez-vous l'interaction avec les enseignants et les autres étudiants lors d'un cours en ligne?
	Interaction	- Comment évaluez-vous l'importance de l'interaction dans le contexte de l'apprentissage en ligne?
Compétence & contenu	Contenu pédagogique (attentes)	- Quelles sont vos attentes en termes de contenu pédagogique dans un cours de langue en ligne? - Y a-t-il des éléments spécifiques que vous recherchez dans le matériel pédagogique de la langue à apprendre en ligne?
	Compétences informatiques	- Comment évaluez-vous vos compétences informatiques actuelles en relation avec les exigences des cours en ligne? - Avez-vous suivi des formations pour améliorer vos compétences informatiques?
	Support et assistance en ligne	- Quel type de support ou d'assistance en ligne appréciez-vous le plus lors de

	votre participation à des cours en ligne?
	- Avez-vous eu des expériences positives ou négatives en termes de soutien en ligne?
	- Comment votre personnalité ou vos traits caractéristiques influent-ils sur votre approche de l'apprentissage en ligne?
Traits caractéristiques de l'étudiant	- De quelle manière vos caractéristiques personnelles ont-elles affecté votre expérience d'apprentissage en ligne jusqu'à présent?
	- Quelles compétences techniques pensez-vous devoir développer pour maximiser votre réussite dans les cours en ligne?
Compétences techniques	- Comment évaluez-vous vos compétences techniques actuelles par rapport aux exigences des cours en ligne?

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