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**Developing Learner Autonomy in the 21st Century
Foreign Language Classrooms
Case study of Second Year Master students at
Abdelhamid Ibn Badis University of Mostaganem**

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Master Degree in “Didactics and Foreign Languages”**

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Dedications

I would like to dedicate this dissertation to the apple of my eyes, my mother Naoual.

To the hard worker from whom I take my power, my father Ahmed. You both have been my leading lights, role models, and biggest supporters .Your support always pushed me to do more.

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Abstract

In the rapidly evolving landscape of the 21st century, the concept of learner autonomy has emerged as a critical component of education. Autonomy and technology have become increasingly connected, changing the face of education and giving students more authority than ever. The current research aims at assessing students' sense of autonomy and identifying the ways of promoting autonomous learning. It also explores EFL teachers and students' attitudes and perceptions towards the impact of technology on fostering learners' autonomy. To this end, a mixture of qualitative and quantitative methods was used to collect data from the respondents by means of questionnaire and interview to prove or disconfirm the research hypothesis. A questionnaire was distributed to a sample of 40 master two students at the English department from different specialties. The interview was conducted with 8 teachers at the University of Abdelhamid Ibn Badis from the English department. Accordingly, the findings of the research revealed that the majority of students are autonomous learners. They also highlighted the pivotal role of the teacher's encouragements on fostering independent learning. Moreover, the interconnection between technology and learner autonomy has been proved in this research. To summarize, we attempt to address how autonomy is sustained among students and technology as a significant tool to enhance this latter.

Keywords: EFL students, EFL teachers, Learner Autonomy, Technology, The 21st century.

List of Acronyms

CALL: Computer assisted language learning

EFL: English as a foreign language

FLL: Foreign language learning

ICT: Information communication technology

LMS: Learner management system

SMT: Social media technology

TBL: Technology based learning

Lists of Tables

Table 1.1 Five-level model of learner autonomy.....	10
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List of Figures

Figure 1.1 Zone of Proximal Development of Learner Autonomy.....	7
Figure 2.1 Gender distribution.....	31
Figure 2.2 Age distribution	31
Figure 2.3 The students' consideration of their level in English.....	32
Figure 2.4 An inquiry into students' autonomy	32
Figure 2.5 Students reliance' on the teacher as the only source of knowledge	33
Figure 2.6 Teachers' encouragement for autonomous learning.....	33
Figure 2.7 Teachers' techniques to promote autonomy among students.....	34
Figure 2.8 Teachers' roles.....	35
Figure 2.9 Characteristics of the autonomous learner.....	35
Figure 2.10 The frequency of learning English outside the classroom.....	36
Figure 2.11 Students' satisfaction after the English class	37
Figure 2.12 The importance of autonomy in English learning.....	37
Figure 2.13 Technology usage in learning English	38
Figure 2.14 The frequency of using technology in learning.....	38
Figure 2.15 The impact of technology on learning	39
Figure 2.16 Technology and learner' motivation	39
Figure 2.17 Students opinions about the role of Internet	40
Figure 2.18 Students' views about the purpose of using Internet in learning.....	41
Figure 2.19 The use of social media for educational purposes.....	41
Figure 2.20 Social media tools used by students.....	42
Figure 2.21 Learners views about teachers suggesting online courses.....	42
Figure 2.22 The extent to which technology-based learning enhances autonomy	43
Figure 2.23 The aspects improved by Technology Based Learning.....	43
Figure 2.24 Learners evaluation of E-learning experience during the pandemic	44
Figure 2.25 Teachers' views about promoting learners' autonomy	47

Table of Content

Dedications.....	I
Acknowledgments	II
Abstract.....	III
List of Acronyms	IV
List of Tables.....	V
List of Figures.....	VI
Table of Contents	VII
General Introduction	1

Chapter One: Learner Autonomy

1.1 Introduction	4
1.2 Historical Background of Autonomy.....	4
1.2.1 Cognitivism.....	5
1.2.2 Social constructivism.....	5
1.3 Definition of Learner Autonomy.....	6
1.4 Learner Autonomy development in education.....	8
1.4.1 The emergence of Autonomy as an Educational Concept.....	8
1.4.2 Autonomy as a Desirable Goal in Language Learning classroom.....	9
1.5 Levels of Learner Autonomy.....	9
1.6 Implementation of Learner Autonomy.....	11
1.6.1 Strategies.....	11
1.7 The major roles in autonomous learning.....	11
1.7.1 Teachers' role.....	12
1.7.1.1 The teacher as an organiser and manager.....	12
1.7.1.2 The teacher as a facilitator.....	12
1.7.1.3 The teacher as a counselor.....	13
1.7.2 Students' role.....	13
1.8 Characteristics of autonomous learning.....	14
1.8.1 Active learning.....	14
1.8.2 Cooperative learning.....	14
1.8.3 Experiential learning.....	15

1.9 Approaches to foster learner autonomy.....	15
1.10 The importance of Learner Autonomy.....	16
1.11 Technology and autonomous language learning	16
1.12 Forms of Technology-Based Learning.....	18
1.12.1 Information and Communication Technologies (ICTs)	18
1.12.2 Computer-Assisted Language Learning (CALL)	18
1.12.2.1 Internet.....	19
1.12.2.2 Emails.....	20
1.12.2.3 Social computing.....	20
1.13 E-learning.....	20
1.13.1 Social media.....	21
1.13.1.1 Facebook.....	21
1.13.1.2 YouTube.....	22
1.13.2 Moodle.....	22
1.14 Blended learning.....	23
1.15 The Impact of technology on promoting learner autonomy.....	23
Conclusion.....	25

Chapter Two: Methodology and Data Analysis

2.1 Introduction	27
2.2 Method of enquiry.....	27
2.3 Research Participants	28
2.3.1 Students	28
2.3.2 Teachers	28
2.4 Data collection procedures	28
2.5 Research instruments	29
2.5.1 Description of students' questionnaire	29
2.5.2 Analysis of students' questionnaire questions	30
2.5.3 Description of teachers' interview	45
2.5.4 Analysis of teachers interview questions	45
Conclusion	51

Chapter Three: Discussion of the Results and Recommendations

3.1 Introduction.....	53
3.2 The interpretations of students' answers.....	53
3.2.1 General discussion of the questionnaire.....	57
3.3 Interpretations of Teachers' interview.....	58
3.3.1 General discussion of the interview.....	62
3.4 Research recommendations.....	62
3.5 Limitations of the study.....	65
3.6 Suggestions for further studies.....	65
3.7 Conclusion.....	66
General Conclusion.....	68
References.....	71
Appendices	

General Introduction

In the dynamic and ever-changing field of education, the concept of learner autonomy has been at the heart of research on FL teaching and learning in the 21st century. The traditional paradigm of education, where teachers play a central role, is being reshaped to prioritise the empowerment of learners in directing their own educational journeys. Learner autonomy shifts the focus from the passive acquisition of knowledge to active participation. It, therefore, fosters a lifelong learning mindset; equipping individuals with the essential skills needed adapt the new challenges of the digital era. In this context, the role of technology stands as a prominent facilitator in the development of learner autonomy in the 21st century. Hence, besides considering autonomy, our study is concerned with learning through technology and its relation to the improvement of the learning process and autonomy in particular. Our major goal will be to consider autonomous learning as a skill that should be acquired among students of English in university and be improved by technologies resources.

The primary objective of the present study is to determine the importance of developing learner autonomy as a skill among English students and to demonstrate the effectiveness of the integration of technology to enhance this ability.

The research work at hand sets out to explore the extent of autonomy among master two students. It also aims to identify the methods that encourage students' sense of autonomy and responsibility in learning. The study further endeavors to examine the impact of technology with regard to promoting autonomous learning.

Based on the aforementioned considerations, three research questions are put forwards:

1. To what extent are master two students autonomous in English learning?
2. In what ways can autonomy be fostered in an EFL context?
3. Is modern technology efficient to enhance autonomy among EFL students?

In an attempt to answer the research questions, the following hypotheses are advocated:

1. Master two students of English may possess a certain extent of autonomy
2. Autonomy can be sustained among foreign language learners through constant encouragement for unceasing pursuit of knowledge and bold self-reliance.

3. The integration of technology may have a positive impact on developing learner autonomy.

In order to test the hypotheses, the present investigation adopts a mixture of methods. It follows the quantitative method which endeavors to extract statistical data. It also attempts to obtain non-statistical data via the qualitative method. To collect data, a questionnaire was addressed to M2 students of different specialties at Abdelhamid Ibn Badis University, and an interview was carried out with teachers at Abdelhamid Ibn Badis University.

The dissertation is composed of general introduction, three chapters, and general conclusion. The general introduction is mainly concerned with the overall framework of the research design. The first chapter displays a theoretical background, while chapter two and three represent the practical part of this study. Chapter one is divided into two sections; the first one is devoted to learner autonomy. It tackles the historical background, levels of autonomy, roles in autonomous learning, and the characteristics of autonomous learning along with the main approaches to foster autonomy. This section is concluded with the significance of learner autonomy. The second section reviews the literature related to technology and autonomous learning. It presents different technological tools along with their benefits in learning, and particularly, in effectively promoting learner autonomy. In the second chapter, many details about the methodology used to undertake this research are provided; the participants chosen, the focus groups of the questionnaire and the interview, the research design, and a detailed analysis of the data and methods used. However, in the third chapter, much attention is given to interpret then discuss the implementation of the questionnaire used and the interview with the teachers. It also provides the limitations of the study followed some recommendations to develop learner autonomy.

Chapter One

Learner Autonomy

1.1 Introduction

In the last decades, the field of Foreign Language Learning (FLL) has witnessed many developmental stages that have had a positive impact on the teaching and learning process. One of these prominent changes is the gradual shift in focus from teacher-centered classrooms to learner-centered mode. Putting it differently, there was a change in the view of how to teach the language from the teacher being the primary source of input to giving the learners the responsibility to take charge of their own learning. Accordingly, this new realm came with a novel concept to the field of education namely learner autonomy. This latter has gained a significant attention and has become a shared educational goal in the twenty first century. As a matter of fact, the teacher' role within this new mode of teaching is not marginalised, but he/she plays a greater role in promoting their learners' autonomy by being facilitators and guiders. The 21st century was also characterized by the digital era. In this context, the integration of technology in language learning has opened up new possibilities for autonomous language learning. Therefore, this literature review is divided into two sections to provide a thorough exploration of learner autonomy and the relationship between technology and autonomous learning.

The first section of this chapter focuses on learner autonomy. It covers various definitions provided by scholars, the development of this concept in the field of education. It also highlights the levels of autonomy. The teachers and students' roles in promoting autonomous learning are also provided. This chapter concludes with the major approaches to foster learner autonomy along with the importance of such capacity on students' learning journey.

The second section centers on the intersection of technology and autonomous learning.

It firstly includes an introduction, followed by the different forms of technology based-learning. It highlights the tools along with the benefits associated with their implementation. In the end, the chapter spots the light on the way technology can support learners' sense of autonomous learning.

1.2 The Historical Background of Autonomy

Generally speaking, the concept of autonomy refers to the state of being independent managing one's own matters. As defined in Oxford Word power Dictionary (2006): "the

right of an organization, region, ... etc. to govern or control its own affairs"(p.46). In the same line of thoughts, autonomy is also defined as "the ability to act and make decisions without being controlled by anyone else: giving individuals greater autonomy in their own lives" (Oxford Advanced Learner's Dictionary, 2010, p.84).

In the field of language teaching, several learning theories were used as a theoretical support for setting out the principles of the teaching methods. Each language teaching method was based on a specific learning theory. In this regard, the concept of Learner autonomy has gained much of interest since the emergence of Learner-centered approach in the 1980s in relation to the effect of humanistic-oriented approaches to learning and teaching (Richards and Rodgers 2014). In fact, this latter is a major contribution of Social Constructivism which emphasizes that learners are at the heart of the learning process and that knowledge is constructed by the teacher and the learners rather than transmitted only by teachers.

1.2.1 Cognitivism

In the cognitivist theory, autonomy refers to the extent to which learners are capable to take control over their own learning. Bandura (1986) reported that learner autonomy is a fundamental element in his social cognitive theory. In essence, "Individuals are not just passive recipients of environmental influences. They are active agents who transform the environments they encounter to fit their own proclivities and goals. Moreover, individuals do not simply react to external stimuli, they construct meaning from them" (Bandura, 1997, p. 243). Hence, it can be concluded that the traces of autonomy can be found in Cognitivism.

1.2.2 Social Constructivism

The social Constructivist theory of learning is the major academic trend in last decades. Its basic tenets are represented in that experience is essential in learning and that knowledge is constructed by teachers and learners. By the same token, Wang (2014) asserted that the theory advocates the fact that "Learning is not passive receiving. Learning subject should proactively perceive and create from personal experience and construct personal meaning" (p. 1552). In simpler words, the constructivists encourage the active participation of the learners in the learning process; this latter is a major characteristic of autonomous learning.

In the same line of thoughts, Wang (2014) affirmed that Constructivism forms a theoretical support to learner autonomy and they complement each other. Putting it differently, learner autonomy refers to the application of constructivist principles in classroom setting. He claimed that with constructivism learning theory as theoretical support, learner autonomy advocates learner-oriented study, emphasizing learners' role of cognitive subject. Knowledge is not passed on by the teacher but learners' acquiring through meaningful construction with the help of necessary learning materials and others (including teachers and study partners) under certain situation (socio-cultural background) (p. 1553).

On the whole, the social constructivist theory developed by Vegotsky is deemed to be a prevalent theory that neglects the teacher-centred approach to language teaching. Rather, it supports the learners' centrality and active role in the learning process.

1.3 Definition of Learner Autonomy

Despite the prevalent consensus regarding the significance of learner autonomy as a crucial element for achieving success in the process of learning, there exists a lack of unanimity concerning its precise definition. Autonomy, as a multifaceted concept, has been defined from a range of perspectives. Holec's (1981) referred to learner autonomy as 'the ability to take charge of one's own learning' (p. 3). According to him, autonomous learners are capable of assuming full responsibility and control over their learning, including setting objectives, content, and learning methods, as well as monitoring and evaluating the learning process. However, it can be noted that Holec's focus primarily revolves around the learner themselves, with little consideration given to external factors such as learning environments and the role of teachers. Similarly, Little (2007) agreed with Holec and noted that "the essence of learner autonomy is the ability to take charge of one's own learning" (p.15).

Another definition of autonomy emerged about a decade after Holec's definition, emphasising key elements necessary for autonomous learning. Autonomy not only involves independent performance, freedom of choice, but also the development of psychological characteristics that enable learners to actively participate in the learning process. This ability affects learners' way of learning and show a great impact on how they use learning outcomes outside institutional settings (Little, 1991, p. 4; Benson, 2001, p.

48). Little's interpretation introduced a novel dimension by highlighting the psychological aspects that are integral to understanding autonomy, providing valuable insights not previously explored in earlier definitions. These psychological characteristics play a pivotal role in the concept of learning autonomy.

Moreover, the concept of individuality has gained a considerable attention in relation to self-directed learning, highlighting the learner's active role in the learning process in and beyond the classroom. In this vein, Dickinson (1987) claims “the learner is responsible for the decisions concerned with his or her learning, and the implementation of these decisions.” (p. 81). According to him, autonomy is closely tied to the act of decision-making within a learning context. This indicates that autonomous learners are required to manage their own learning, select the content to learn, and independently decide the way to be assessed. Furthermore, David Little's viewpoint validates the prior advancement of this concept by highlighting that “autonomy is a capacity for detachment, critical reflection, decision making and independent action”. (1991, p. 04)

David Little (2004) provided a further explanation of learner autonomy by integrating it to Vygotsky's zone of proximal development. He argues that similar to other higher psychological functions such as thinking and speaking “our psychological autonomy derives from social interdependence” (p. 20). That is, the guidance provided by teachers and collaborative engagement with peers are crucial for fostering the development of learner autonomy. Little considers learner autonomy as an ongoing process and the ultimate objective of the learning journey. As an illustration to his viewpoint, the following figure is presented as follows:

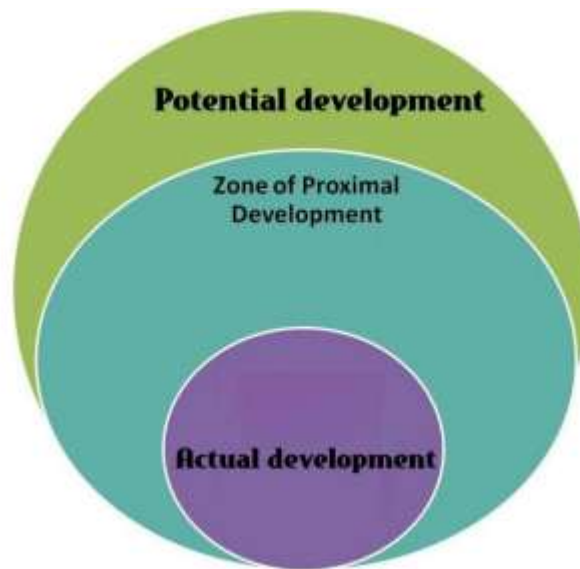


Figure 1.1 *Zone of Proximal Development of Learner Autonomy (Little, 2004, p.21)*

Figure 1.1 shows levels of learner autonomy that can be attained by learners. A zone of proximal growth can be regarded as the space between the circles. According to Little (2004, p. 21), "[i]n any extended process of learning, the autonomy that we achieve at one stage provides an essential springboard to the next."

Teachers can effectively support and encourage autonomous learning by expanding on what students are currently capable of doing. This approach allows students to increase their level of autonomy.

Ultimately, the definitions of autonomy may differ, yet they commonly emphasise the essential aspect of learners assuming some significant responsibility for their own learning.

1.4 Learner Autonomy Development in Education

Learner autonomy, although now widely embraced in education, originated from the realms of politics and moral philosophy. The political concept of autonomy gained popularity during the Enlightenment period and the French Revolution of 1789. The growing interest in autonomy within the realm of language education during the 1960s can be seen as a direct response to the prevailing political and social trends in Europe and around the world.

It is generally agreed that the notion of autonomy first entered the field of learning and teaching through the council of Europe's Modern Languages Project which was

founded in 1971. Holec's book, "Autonomy and Foreign Language Learning," marked the debate about autonomy in second and foreign language learning. This publication paved the way for further research in the field. The communicative approach brings autonomy into light (Hadi, 2012).

1.4.1 The Emergence of Autonomy as an Educational Concept

The idea of autonomy is frequently employed in educational policy and practice. Since the 1970s, this idea has been present in the study of language acquisition, and many academics have begun to become increasingly interested in it. Although autonomy in education or learning has only been a concept for a few centuries, it has a long history in other domains including philosophy, religion, and medicine (Onozawa, 2010, p. 126).

Since then, autonomy has become a necessity in language learning. Galileo emphasized its significance when he said, "You cannot teach a man anything; you can help him find it within himself" (Benson, 2001, p. 23). In other words, teachers should not simply impart knowledge to learners but rather support them in the process discovering it. He gave rise to the notion that everyone is capable of being autonomous in all facets of daily life.

1.4.2. Autonomy as a Desirable Goal in Language Learning Classroom:

Many scholars and researchers in the field of language teaching strongly believe that learner autonomy is a crucial characteristic of successful learners. Thus, fostering learner autonomy is an important goal in language learning.

Cotteral (2000) suggested that learner autonomy should be considered as a primary goal of all learning rather than just a goal for highly dedicated students who are completing optional courses or those who are functioning within certain educational or cultural contexts. It is vital to make learner autonomy a desirable goal in language learning since its introduction in the language classroom is unavoidable.

As stated by Candy (1991), learning is more meaningful, and thus, effective "When learners are involved in making choices and decisions about the content and the mode of what they are studying."(p.24)

In this context, Ellis and Sinclair (1989, cited in Yildirim, 2012, p. 20) highlighted the advantageous side of autonomous learning. They argued that "helping learners to take more responsibility for their own learning can be beneficial because:

- Learning can be more effective when learners take control of their own learning because they learn what they are ready to learn;
- Those who are responsible for their own learning can carry on learning outside the classroom;
- Learners who know about learning can transfer learn.

1.5 Levels of Learner Autonomy

In 1997, Nunan proposed a model that elucidates the developmental Stages of Learner Autonomy. This model is deemed to be an optimal model to explain the phases in which the learners go through until they become autonomous. In essence, Nunan (1997) suggests that the learners need to be conscious about their own learning goals and recognize their specific learning strategies. Then, they apply them in classroom. Subsequently, they adjust them to suit their preferences. Finally, at the transcendence level, they are supposed to exercise full and total autonomy as teachers and researchers. The model is well explained in the following table.

Table 1.1 *Five-level model of learner autonomy (Nunan, 1997, p. 195)*

<i>Level</i>	<i>Learner Action</i>	<i>Content</i>	<i>Process</i>
<i>1</i>	<i>Awareness</i>	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/strategies.
<i>2</i>	<i>Involvement</i>	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options.
<i>3</i>	<i>Intervention</i>	Learners are involved in modifying and adapting the goals and contents of the learning program.	Learners modify/adapt tasks.

4	<i>Creation</i>	Learners create their own goals and objectives.	Learners create their own tasks
5	<i>Transcendence</i>	Learners go beyond the classroom and make links between the content of classroom learning and the world.	Learners become teachers and researchers.

As depicted in Figure 1 above, the attainment of full learner autonomy does not happen overnight, but instead involves progressing through various steps and stages. That is, in order for learners to cultivate higher levels of autonomy, a gradual process is required. The latter is ranged from making students aware of the learning goals and materials, to making links between the content of classroom learning and the outside world in general.

1.6 Implementation of Learner Autonomy

In the process of teaching and learning, the teacher faces a serious challenge in implementing the learner autonomy in the classroom. In this regard, the teacher is required to opt for the appropriate strategies and classroom activities that make the students able to be independent in their learning with an amount of guidance and support from the teacher.

1.6.1. The Strategies

In a study conducted to investigate teachers' strategies to promote learner autonomy in EFL practice, Karimah (2020) proposed a set of strategies that may help the learners be autonomous in their learning.

- Making Students Aware of the Learning Objective: the teacher is required to encourage the students to recognize their objective in order to have a clear idea about what they are going to encounter during the learning process.
- Conducting self-evaluation: the students must be taught how to self-assess themselves since self-evaluation is a pivotal feature of learner autonomy. In simpler words, self-evaluation helps the students realize their strengths to maintain them and weaknesses to improve them.

- Encouraging Students to do Collaborative Work: it is widely recognized that group works affects positively learner autonomy. It is useful since it provides the opportunity for students to help and evaluate each other.
- Accomplishing tasks individually: in some cases, it is recommended to ask students to work individually and work hard in accomplishing certain tasks. This strategy helps the students to rely on themselves by recalling their memory, searching for the information, or checking their notes.

1.7 The Major Roles of Teachers and Students to Foster Learner Autonomy

Learner autonomy extends beyond theory and can be effectively applied in the language classroom, involving specific responsibilities for both teachers and learners, with the aim of reducing dependency and fostering greater self-reliance in the learning process.

1.7.1 The teacher's role

To create an autonomous learning environment, teacher's role is not marginalised. In fact, autonomy is not total independence or autism. In this context, Little (1991) states: "Because we are social beings our independence is always balanced by dependence, our essential condition is one of interdependence. Total detachment is a principle determining feature not of autonomy but of autism....."(p.05).

In the EFL context, one of the focal teachers' roles is fostering and promoting learners' autonomy (Boudouaia et al., 2022). Their roles are essential in providing guidance, support, and expertise to enable learners to become successful autonomous learners. It is required for teachers to encourage their students to be part of the learning process by raising their awareness and teaching them how to select their preferred learning strategy and work to develop it. In this regard, three prominent roles must be performed by the teacher to develop learners' autonomy:

1.7.1.1 The teacher as an organizer and manager

In the learner-centered approach to language teaching, the teacher plays a focal role in managing and organizing the classroom lesson and activities in the way that engages the students in the learning process. In other words, the teacher's responsibility lies in planning and implementing a range of activities that encourage students' active participation and

interaction during the lesson. To achieve this objective, the teacher should select appropriate materials that fit the aforementioned primary goal. As stated by Yan (2012), “In a learner-centred system the teacher should take the responsibilities of organizing various kinds of activities and games which are appropriate, effective and relevant to the classroom teaching and which will best meet the students’ needs and expectations” (p. 560). Similarly, Boudouaia et al (2022) underscored the multifaceted responsibilities of a manager in education and noted that being a manager requires being “an effective planner, manager of assessment methods, and developer of the learning environment, assisting learners in clarifying their decision-making and improving their meta-cognitive strategies” (p. 3).

1.7.2.2 The teacher as a facilitator

According to Dornyei (2001), if teachers want their students to be autonomous in their learning, they have to shift their role from lecturers and providers of knowledge to facilitators. As a matter of fact, in language learning, the learners will perform better when they are given a degree of independence alongside with some degree of support and help from the teacher. It is proved that the learners need some help from the teacher in order to consolidate their performance. The aforementioned fact is supported by Chiu (2005) who noted that a facilitator of learning is usually to be a helper who makes learning easier to happen. Moreover, the teacher must establish a collaborative rapport with the students and ensure that all students have a clear understanding of their responsibilities at all times.

1.7.3.3 The teacher as a Counselor

Another crucial role acted by the teacher is to be a Counselor. In such a case, the teacher is assumed to provide a kind of guidance to the learners whenever they need it. As aptly reported by Richards and Rodgers (1986) argued: “The teacher-counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.” (p.78). Putting it differently, counseling requires being effective communicators and more importantly providing feedback to students at all stages. Furthermore, Boudouaia et al (2022) asserted that being a counselor means being a partner in the classroom and accompanying the student through the whole learning process, providing meaningful answers to their questions, and assisting learners with their needs.

1.7.2 The Students' Role

Identifying learners' role in autonomous learning has been attracting increasing attention in language education. In this respect, Little (1993) asserts that autonomy is a capacity shared by all people; hence all learners are autonomous until some form of restriction prevents them from being so. As a result, students try to shoulder some of the burden of learning on their own. This has an impact on how well students learn because participation in the learning process improves learning.

Autonomous learners must be driven and prepared to take command of their education while keeping in mind the advantages of doing so. Furthermore, active participation from students is necessary for autonomous learning, which includes both individual and group collaboration. They organize, oversee, and assess their own learning as part of this commitment. Therefore, independent learners must constantly evaluate their learning and make the appropriate choices to enhance it.

According to Benn (1976) (as cited in Candy, 1991, p.102), an independent learner is someone "whose life has a consistency that derives from a coherent set of beliefs, values, and principles and who engages in a still-continuing process of criticism and re-evaluation". Accordingly, the learner's ability to gain autonomy is controlled by a series of behaviours, some of which are cognitive in nature and motivated by the learner's principles, ideas, and opinions on language acquisition. As a result, in addition to being motivated and understanding language and how to learn it, learners also need to be aware of their needs, preferences, and challenges. All in all, successful autonomous learners exhibit motivation and a readiness to take charge of their learning. They engage in independent and collaborative work, actively participating in tasks such as planning, monitoring, and evaluating their progress.

1.8. Characteristics of Autonomous Learning

1.8.1 Active Learning

According to Meyers and Jones (1993) "Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject"(p.6). Putting it differently, active learning denotes giving the students chances to actively participate in all classroom

interactions. It emphasizes that learners are required to construct knowledge by their own. The aforementioned facts are associated with the main principles of learner autonomy which put learners at the heart of the learning process. Thus, active learning affects positively, to a great extent, autonomous learning (Prince, 2004). With Constructivism as theoretical support, the major aim of active learning to exceed passive modes of learning, and hence, putting the students in challenging learning situations through which they can promote higher-order thinking skills (Bonwell & Eisen, 1991).

1.8.2 Cooperative Learning

Cooperative learning is another crucial method used in learner-centered classes and supported by Social Constructivism. Johnson and Johnson (1999) defined it as “the instructional use of small groups in which students work together to maximize their own and each other’s learning.” (p. 73). As a matter of fact, cooperative learning is proven to be an effective way to make students collaborate with their classmates and emphasize their fundamental role in the learning process, and thus, develop their autonomous. Additionally, Cooperative learning eases the process of learning in which it provides the students the opportunities to benefit from each other by putting their skills, knowledge, experiences and capacities all together to do activities, work on projects, or solve problems.

1.8.3 Experiential Learning

Experiential learning was developed by Kolb in 1984 which advocates the importance of students’ experience as the central role for in the learning process. Similar to Constructivism, experiential learning refers to the principle that experience plays a focal role in learner development (Armstrong & Fokami, 2008). According to Kolb (1984), learning requires several phases starts by an experience. First, the learner must reflect on the experience, followed by understanding the new knowledge, then conceptualizing it and testing the new information in novel situations. Thus, the implementation of experiential learning in the EFL context demands the teacher to rely on ample activities and techniques that are associated with the principles of the method such as role plays, projects, simulation... and so on.

1.9 Approaches to Foster Learner Autonomy

Autonomy development refers to the process of empowering learners to take control of their own learning, enabling them to make choices, set goals, and actively engage in the learning process. Advocates and practitioners have taken a wide variety of techniques to fostering autonomy.

In this regard, Benson (2011) divides autonomy development into six categories, as follows:

- Resource-based approaches: place an emphasis on learners' capacity to shape their own learning, primarily through engagement with and choice of the materials offered.
- Technology-based methods: emphasize the value of individual use of and engagement with technological resources during the learning process.
- Learner-based approaches: place a focus on the student's capacity to direct his own learning inside the classroom. It focuses on fostering the growth of autonomous learning abilities and learner autonomy.
- Classroom-based techniques: By empowering students to be accountable and capable of managing their own learning, these approaches emphasise students' influence over the learning process inside the classroom.
- Curriculum-based approaches: encourage student participation and ownership of the lesson plan in addition to teacher management. the agreement reached by teachers and students.
- Teacher-based approaches: assert that teachers who have received the proper training and education are more likely to increase students' autonomy. In conclusion, it is evident that learner involvement, learner reflection, and proper target language use all contribute to the development of learner autonomy.

1.10 The Importance of Autonomy

Achieving autonomy is deemed to be one of the ultimate goals in the teaching learning process. It is of utmost importance to teach students how to be autonomous and independent students. As aptly stated by Agadzhanova (2020),

“Cultivating students' autonomous learning ability is the need of social development in this new era since we are confronted with a great number of unprecedented challenges, such as the fantastic development of science and

technology, the frequent change of career, and the fast speed and high frequency of knowledge update” (p. 4)

In the same line of thoughts, Jiao (2005) suggested four fundamental reasons for the significance of learner autonomy for English learning. First and foremost, it promotes the learner’s motivation and leads to more effective learning. Second, it offers learners increased chances for English communication within a non-native setting. Third, it caters to the individual needs of learners at all levels. Finally, it has a lasting influence.

In essence, students who have the ability to be autonomous and take charge of their own learning are more likely to be able to set their own learning goal, choose their preferred learning styles and strategies, monitor their progress, and evaluate their performance by themselves. Indeed, it is worthy to note the significance that Learner autonomy holds, both in theory and practice, as it offers valuable opportunities for both learners to actively engage in the teaching and learning process.

1.11 Technology and Autonomous Language Learning

In the 21st century, technology has become an integral part of our daily lives, revolutionising both our educational pursuits and professional endeavors. One area where technology has had a profound impact is education, particularly in promoting and facilitating autonomous learning.

The evolution of new technologies over the last two decades has sparked a lot of discussion in the field of education. Technology has introduced additional elements to the character of English as a Foreign Language in particular (EFL). However, in the sphere of language teaching, the subject of its incorporation in the language classroom is still a great topic to be tackled.

The use of technology in the classroom has been proven to yield numerous benefits. For example, it can increase student engagement and motivation, improve information retention, and enhance critical thinking and problem-solving skills (Maich & Muirhead, 2019). Additionally, technology can be used to provide personalized learning experiences for students, allowing them to learn at their own pace and in a way that is tailored to their individual needs (Papert, 1980).

Despite the potential benefits of technology in the classroom, some researchers have expressed concerns about its impact. For example, some argue that the overreliance on

technology can lead to a lack of critical thinking skills and inhibit the development of social skills (Turkle, 2011). Others have expressed concerns about the digital device, with some students lacking access to technology or the skills needed to use it effectively (Warschauer, 2003).

To assist English language students in improving their learning skills, a variety of technology tools are used. English language learning websites, Computer-Assisted Language Learning applications, presentation software, electronic dictionaries, chatting and email messaging systems, CD-players, and learning video clips are among the resources worth mentioning (Nomass, 2013, p 114).

It is noteworthy to state that the educational system has undergone significant development, leading to notable shifts in teaching methodologies. These changes can be attributed to the influence of the technology revolution. Consequently, modern schooling tend to utilize technological resources that offer diverse tools for information sharing. Within this context, teachers are perceived as mentors to their students, fostering a sense of independence among learners. Moreover, modern education places great emphasis on considering the unique characteristics and needs of individual learners. Consequently, this approach provides individuals with greater opportunities to improve their skills.

While the use of technology in the classroom can provide numerous benefits, it is important to carefully consider its implementation and use to ensure that it supports learning and does not hinder it. By taking a balanced approach and leveraging technology in a thoughtful and intentional way, educators can create engaging and effective learning experiences that prepare students for success in the modern world.

1.12 Forms of Technology-Based Learning

In today's rapidly evolving digital era, technology has become a necessity our lives, transforming the way we learn, work, and interact. Traditional educational paradigms are being reshaped by the advent of technology-based learning, offering unprecedented opportunities for engaging, personalized, and accessible education. This exciting shift has given rise to a myriad of innovative approaches and tools that harness the power of technology to enhance the learning experience.

1.12.1 Information and Communication Technologies (ICTs)

ICT has advanced significantly during the past few decades. This transformation has had a significant impact on teaching and how we learn, as well as how we live and comprehend the world. In fact, there exist numerous alternatives available to instructors and students when using technology in the classroom. Academic equipment and tools are materials like interactive whiteboards, projectors, tablets, smartphone applications, and many more internet resources are widely used in today's schools (Ioana Lorena Dumitrean, 2017/2018).

Language and learning/teaching contexts can now be reorganised thanks to information and communication technology (ICT). Today's ICT has provided new problems and alternative techniques for teachers and language learners alike. The accountability for learning tasks has transferred from teachers to students, which has resulted in a significant transformation of teachers' responsibilities. The overall conclusion is in support of the idea that technology can create chances for effective teaching and learning environments. (Hermans, Tondeur, Van Broak, and Valcke, 2008).

1.12.2 Computer Assisted Language Learning (CALL)

Computer assisted language learning (CALL) refers to the use of technology to facilitate language acquisition and learning (Levy & Stockwell, 2006). According to Warschauer (2010), CALL can improve students' language proficiency, motivation, and autonomy.

One of the key features of CALL is its ability to provide immediate feedback to learners (Levy & Stockwell, 2006). This feedback can be in the form of corrective feedback on grammar and vocabulary, or in the form of feedback on pronunciation or speaking fluency (Chapelle, 2001). The use of CALL can also provide learners with opportunities to engage in collaborative learning, as students can work together on language tasks using online forums, chat rooms, and video conferencing (Kern & Warschauer, 2000).

Computer-assisted language learning serves a dual purpose, being applicable both inside and outside the classroom. In formal settings, CALL has been used in language classrooms as a supplement to traditional teaching methods (Egbert, Paulus, & Nakamichi, 2002). In informal settings, learners can access language learning materials and activities on the internet, or use language learning apps on their mobile devices (Stockwell, 2010).

CALL assumes the role of resource that aids users in their learning endeavors beyond the confines of their homes. Notably, CALL places a significant emphasis on autonomous learning, affording students the opportunity to independently strategize and plan their personal learning and study activities, thereby reducing the need for constant guidance from teachers. It can also be a tool that helps teachers to facilitate the English language learning process since it reinforces the knowledge and skills that have already been learnt in the classroom.

On the whole, CALL is an area of research that explores the potential benefits of using technology to support language learning. Scholars have demonstrated that CALL can improve language proficiency, motivation, autonomy, and intercultural communication. The use of immediate feedback, collaborative learning, and access to authentic materials are key features of CALL that have contributed to its growing popularity in both formal and informal language learning contexts.

1.12.2.1 Internet

Nowadays, internet yields nearly limitless materials on specialised or profession-based subjects. Websites that are simple to use can assist students in locating pertinent, real-world task-based materials. In this situation, the learner's position as the text supplier is crucial since exposure to real materials can make daily learning and teaching tasks more engaging and inspiring. The internet offers real resources for enhancing one's reading, writing, speaking, and listening abilities both in and out of the classroom.

Technologies are great for reading original documents. "In contrast to newspapers and other printed materials, such as textbooks, which quickly become outdated, the internet is constantly updated, more visually stimulating, and interactive, encouraging a more active approach to reading as opposed to a passive one," writes Berardo (2006). Online authentic resources offer instructional value because they help learners to find their path, answering their questions and learn independently. Furthermore, Internet keeps learners updated about what is happening in the world. In this regard, Guariento and Morley (2001) claimed that "extracting information from a real text in a new/different language can be extremely motivating, increasing students' motivation for learning by exposing them to "actual" language."

1.12.2.2 Emails

Email, short for electronic mail, is a digital communication method that allows individuals to exchange messages and files over the internet. It is one of the most widely used and accessible forms of online communication. Email enables users to send and receive messages, documents, images, and other digital content to one or multiple recipients, regardless of their location and time zone. That is to say, Email offers immediate feedback and allows students to discuss and communicate directly, cheaply, and quickly.

1.12.2.3. Social Computing

Social computing refers to the intersection of social behavior and computational systems, where individuals interact, collaborate, and create content through digital platforms and technologies. It encompasses the study and application of computer systems that enable and support social interactions, communication, and information sharing among individuals or groups. Social computing leverages the power of social networks, online communities, and social media platforms to facilitate collaboration, knowledge exchange, and collective intelligence.

1.13. E-learning

E-learning, also known as electronic learning or online learning, refers to the delivery of educational content and instruction through digital technologies. It encompasses a wide range of learning experiences facilitated by the internet, such as online courses, virtual classrooms, interactive multimedia modules, and self-paced learning materials. One of the key ways e-learning promotes learner autonomy is that it offers learners the flexibility to access educational resources anytime and anywhere, breaking down the barriers of time and location. Ultimately, by enabling learners to take ownership of their learning process, e-learning empowers individuals to become self-directed, motivated, and lifelong learners within a structured and organized educational environment.

1.13.1 Social Media

In recent years, social media has emerged as a powerful tool that has significantly influenced the realm of learning. It has had a profound impact on promoting learner autonomy by providing new avenues for communication, collaboration, and self-directed

exploration. Social media refers to online platforms and applications that enable users to create, share, and interact with content and information. In this context, Davis et al (2012), define social media technology (SMT) as "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication".

Hitwise and Experian (2010) presents a similar definition where he highlights the essence of social media as a platform that enables people to share their ideas, activities, and content with others who have similar interests.

From a general perspective considering these definitions, Social Media is proved to facilitate what is called communication, the exchange of ideas, and information dissemination. This, in turn, fosters autonomous learning.

1.13.1.1 Facebook

Beginning in September 2005, Facebook expanded to include high school students, professionals inside corporate networks, and, eventually, everyone.

For this feature, Chasombat (2017) also states that:

“Facebook provides platform for where the participant can express feelings and thoughts to his friends and to the world which also allows him to see the others’ as well. It is where he can social without actually socializing. The relationships that already have been established offline would be stabilized on Facebook”. (p.39)

They think that Facebook enables students to debate and voice their viewpoints since it enables them to review the conversation or material to catch up on what they missed. According to Isham Salah Hassan, students' roles might change from merely receiving knowledge to actively seeking out and disseminating it through the use of Facebook in the classroom. Additionally, since students and teachers can respond rapidly via Facebook, interactions with teachers may become more immediate (Hassan, 2014).

However, he thinks that using Facebook alone is insufficient; teachers also need to use other teaching and learning resources in addition to Facebook.

1.13.1.2 YouTube

The use of the YouTube platform as an educational resource aids students in enhancing their skills, achieving their goals, and developing self-reliance as learners.

It encourages them to witness people's experiences and helps them concentrate on the information since it grabs their attention because they are learning and enjoying what they are doing. YouTube benefits students and teachers by developing interest in a certain subject. Furthermore, because they share, exchange, and discuss the information in the videos they are learning from, it fosters distance connections between students and professors as well as between students' peers. These exercises encourage critical and creative thinking in students. Videos of native speakers inspire pupils to mimic their speech patterns, which helps them pronounce words more clearly.

Accordingly, YouTube makes studying entertaining and humorous, which reduces anxiety while boosting understanding and motivation (Maziriri et al., 2020, P. 126).

The usage of YouTube by EFL students is crucial to their language development both within and outside of the classroom. Due to their exposure to English culture, literature, and the language itself on YouTube, students develop good attitudes towards learning the language. They are able to do this and employ their newly acquired terminology in their everyday interactions.

1.13.2 Moodle Platform

The Moodle platform is a widely used open-source learning management system (LMS) that provides educators and institutions with a comprehensive set of tools for delivering online courses and managing learning activities. Moodle stands for "Modular Object-Oriented Dynamic Learning Environment" and is designed to support a constructivist approach to education, prioritising learner-centered and collaborative learning experiences. It offers a range of features and functionalities, including course management, content creation and sharing, assessment and grading tools, communication and collaboration tools, as well as tracking and reporting capabilities. In fact, the cultivation of learner autonomy through Moodle not only fosters essential skills and motivation but also aligns with the evolving educational landscape. Educators can harness the potential of Moodle to create learner-centered environments that nurture autonomous, lifelong learners.

1.14 Blended Learning

Blended learning has emerged as a rapidly evolving model since the 21st century. As stated by Dangwal, K. L., 2017, blended learning is an innovative concept that integrates

the benefits of both offline and online learning approaches. It mainly combines various delivery modes, typically involving a combination of traditional face-to-face instruction and online learning.

Blended learning refers to a number of instructional strategies that combine in-person and online delivery methods (Chew et al., 2010). That is adapting the most effective teaching strategies from face-to-face instruction to better meet the needs and abilities of students.

Therefore, blended learning should be used in accordance with the requirements and preferences of the students. It is also intended to help the student, not just to update or modernise the tools. Blended learning holds significance as it promotes collaborative learning approaches. Kaur (2012) asserts that the approach breaks down the teacher-centeredness of traditional teaching, and empowers students with increased autonomy in their learning. Students are provided with the opportunity to make decisions, engage in creative thinking, explore topics, and address learning challenges. Meanwhile, teachers assume roles as facilitators, supervisors, and organisers of the learning process.

1.15 The Impact of Technology on Promoting Learner Autonomy

Many academics and linguists in the field are focusing on learner autonomy, which is an important aspect of language learning. According to Lai (2017), the emergence and development of technology present an opportunity to foster learner autonomy not only in the classroom but also outside of it because students, particularly those who belong to the digital generation, are less dependent on in-class instruction than they once were. Rather, they require a new kind of language learning experience outside of the classroom where they can take pleasure in what they are doing, feel at ease, and apply what they know.

Furthermore, regarding the use of social media as a tool for English language learning, "... we can say that success in attaining genuine interaction, collaboration, and self-direction comes when learners take over the use of the sources, that is, when they are given autonomy." (Nunan and Richards 2015 as cited in Djouama, 2020, p.129). In other words, students learn best when they handle their own independent study. As a result, our new responsibility as educators is to encourage our students to take an active role in their education and take ownership of their language development in order for them to engage with their coursework and become independent language learners.

In addition, Lai (2017) suggested a process-oriented framework to direct teachers in utilising efficient methods to support students' development of self-regulation outside of the classroom. That is to say that in order to achieve the goals of the learner-centeredness method, teachers must be educated to support their students' independent work while they are online. As a result, autonomy could be attained through the interaction between the instructor and his students. In this regard, learners' autonomy is created by gradually giving them more control over the process and content of their learning (Little, 2007). As a result, the instructor must encourage his students to participate in their education and give them the tools they need to decide how they want to go.

It is noteworthy that technological advancements, specifically the Internet as an source of information, provide learners with unparalleled access to authentic materials in the target language. This implies that learners are afforded the ability to explore an extensive array of resources for independent learning outside of traditional classroom settings, thereby fostering a greater sense of learner autonomy. The progress in technology has consequently generated a diverse range of prospects for self-directed learning, as emphasized by Gremmo and Riley (1995).

In conclusion, technology has given instructors the finest chance to engage with their students and inspire them to participate in the learning process since they are the first stakeholders who will build both their language and metacognitive skills. In light of the adage, "You can lead a horse to the water, but you cannot force him to drink," learning can only take place when learners are actively engaged in the process.

Conclusion

This chapter provided an overview of learner autonomy, its definitions, roles of teachers and students, characteristics of autonomous learning, followed by the major approaches to foster it. The chapter lastly provided the importance of learner autonomy. The second part is devoted to technology and autonomous learning. It shed light on the instructional technologies and the different tools and materials that are used to facilitate the teaching/learning process. It first introduced the definition of ICTs. Then, it shed light on CALL. Afterwards, it summarised the different modes of learning including online, blended, and E-learning with much focus on the educational technologies in E-learning and their impact on learner's autonomy.

Chapter Two

Methodology and

Data Analysis

2.1 Introduction

After reviewing the literature review regarding promoting learner autonomy in the 21st century, where technology takes a crucial part, this chapter presents a practical framework that is designed to gain insights about learner autonomy, how it can be enhanced among EFL students, and the use of technology as a tool to promote autonomous learning. To gather relevant data, two tools have been used, a questionnaire for students and an interview with teachers.

The questionnaire aims to assess the extent of autonomy among students and their awareness of its importance. It also investigates their views about improving learner autonomy through the use of technology. The interview is intended to elude teachers' evaluation of their students' sense of responsibility in learning, as well as their opinions with regard to the impact of technology integration in learning.

The current chapter spots the light on the method selected to take the enquiry, the sampling population, in addition to the reason behind choosing it. Moreover, the description of data collections tools is to be presented along with the analysis of the findings. In the end, our aim from conducting this study is to test the validity of our hypotheses and answer the research questions.

2.2 The Method of Enquiry

The selection of an appropriate approach to investigate the topic is deeply related to the nature of results the research targets. Vanderstoep and Johnston argue that, "In general, quantitative research specifies numerical assignment to the phenomena under study, whereas qualitative research produces narrative or textual descriptions of the phenomena under study" (2009, p.7). In fact, the present investigation adopts a mixture of methods in order to gather the data needed and to confirm or disconfirm the hypothesis. It follows the quantitative method which endeavors to extract statistical data with regard to students' autonomous level and their views about the impact of technology on their autonomy. It also attempts to obtain descriptive/textual data via the qualitative method. The latter strives to inquire into teachers' views, opinions, and attitudes with respect to the same topic. In is worth noted that the mixed method was adopted by the researcher in order to gain a deeper insight into the phenomenon under investigation.

2.3 Research Participants

To conduct this study, we have chosen our informants among teachers and students. The technique followed is random sampling, in which there is a high level of objectivity.

2.3.1 Students

The present research targets Master two students of English at Abdelhamid Ibn Badis Mostaganem University, for the academic year 2022-2023. The whole population comprises (231) students from which a sample of forty (N= 40) students was randomly selected. The sample was mixed levels and genders (36) females and (4) males, and their ages ranged from (23) years old to (25) and more.

The reason behind choosing this promotion is due the fact that Master two students already possess a sufficient knowledge that enables them to recognise their educational level, and provide insights about incorporating technology into learning and its impact on learner autonomy in particular.

2.3.2 Teachers

The second group of informants entails 8 EFL teachers from English department at the University of Mostaganem, whose identities are kept confidential. The sample is selected regardless of their specialties, and degrees. The random sampling was seen suitable to get an overview of opinions of the teachers as the goal was to select a sample that is likely to be representative of the rest of the population (Vanderstoep and Johnston, 2009).

2.4 Data Collection Procedures

The data collection process allows the researcher to gather and measure information that are of relation to the enquiry variables in a systematic manner that facilitate the process of answering research questions, help in testing hypotheses and evaluating outcomes (Cohen et al., 2011). In order to ensure the validity of the research, two main tools were used: Questionnaire for learners and interview with teachers. The questionnaire was administered to master two students at the English department in order to investigate their standpoints towards the topic. This study took around 10 days since not all students could respond immediately to the questionnaire, yet others need time.

To get high quality results and more reliable data, an online interview was conducted with teachers of different specialties.

2.5 Research Instruments

In dealing with instruments, the order of questions was taken into consideration so as to avoid confusion in the participants' minds and to make the investigation coherent. Both the questionnaire and the interview were very important to this topic since they gave useful information about learner autonomy, and technology as a tool to foster autonomous learning.

The questionnaire is chosen as an instrument of research due mainly to the fact that it saves time and effort; one can collect a huge amount of information in a short time, and processing data can be fast and relatively straightforward. Besides, it allows the informants to answer freely and express their feelings and thoughts. Moreover, it helps to translate the research hypotheses into questions. Questionnaire is an effective tool that provides consistent results and is consonant with the qualitative and quantitative nature of this research. It enables both types of data to be collected (Dörnyei, 2007). In the sense that, close ended questions provide numerical data and the justifications required yield descriptive data.

The questionnaire was constructed based on the objectives of the study, it aims at exploring students' views about the strategies to promote learner autonomy and technology as one of the keys to nurture students' sense of responsibility.

For more reliable results, an interview was conducted with 8 teachers to gather qualitative data. The data obtained from the interview are helpful in answering the research questions which deal with learners level of autonomy, teacher's role in promoting learner autonomy in or outside EFL classrooms, and the way technology is effective to enhance autonomous learning.

2.5.1 Description of Students' Questionnaire

The questionnaire was administered to forty (40) master two English students of different specialties at Abdelhamid Ibn Badis University in Mostaganem, for the academic year 2022-2023. The questionnaire designed for this study is composed of 26 questions and statements, as questionnaires do not necessarily contain only questions (Dörnyei, 2007). The questions are structured under different types. Closed ended questions, where

students are required to choose “yes or no” or to select the appropriate answer from a series of choices. Likert scales questions are also used. They provide the extent of participants’ agreement on a statement or the extent to which an element is perceived as important, whereas open-ended questions give students the chance to explain their choices, share opinions and suggestions regarding the topic.

The questionnaire aims at inquiring into students’ sense of autonomy, the methods to promote it, and their perceptions with regard to the impact of technology on their autonomy. The questions are categorised into four sections:

Section One: General Information (Q1-Q3)

This section consists of (3) questions which aim at gathering background information about the participants’ gender, age, and their consideration of their level in English.

Section Two: Learners Autonomy (Q4-Q13)

This section consists ten (10) items. It deals with learner autonomy in general as it covers questions that investigate students’ autonomous level, their perceptions towards taking responsibility over learning, and teachers’ support to foster autonomy.

Section Three: Technology and Autonomous Learning (Q14-Q25)

This part involves twelve (12) items. It tackles the utilisation of technological tools in the learning process, and then it moves to cover the impact of integrating a Technology-Based Approach (TBA) on learners’ autonomy.

Section Four: Further Suggestions

This part opens a space for students to give further suggestions, comments or recommendations on the topic under investigation.

2.5.2 Analysis of Students’ Questionnaire Questions

The procedure of analyzing data from the questionnaire is as follows:

- The Statements of the questionnaires are used as they appear.
- The results of the questions are presented in the form of charts.

Section one: Background Information

The questionnaire starts with a general question that aims to know students’ personal information as students at Abdelhamid Ibn Badis University.

Question number 01: Specify your gender? From the chart below, it is noticeable that the vast majority of the informants are females, with the percentage of 90%. In contrast, males represent only 10% of the whole sample. From these numbers, we can assert that females have more tendency towards studying foreign languages, mainly English.

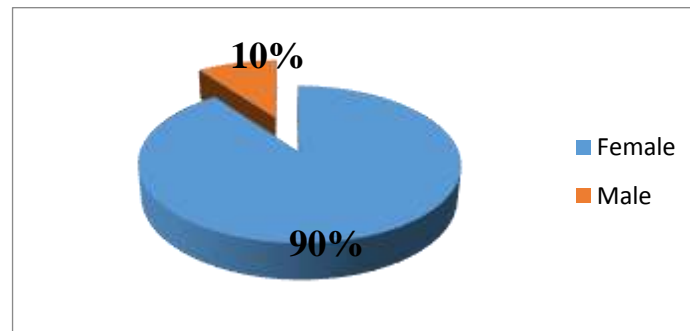


Figure 01: Gender distribution

Question number 02: Specify your age? This question aims at knowing students' age where participants are free to answer without having any options. This question is dedicated to discover whether the diversity in age affects in a way or another students' foreign language learning. As shown, students' age varies from 23 to 30 or more years old. According to the statistics; Most of the students (70%) are between 23 to 25 years old. This indicates that they are youthful learners who belong to a generation that actively embraces technology. While the minority (30%) represents participants whose age ranges from 25 to 30 or more years old.

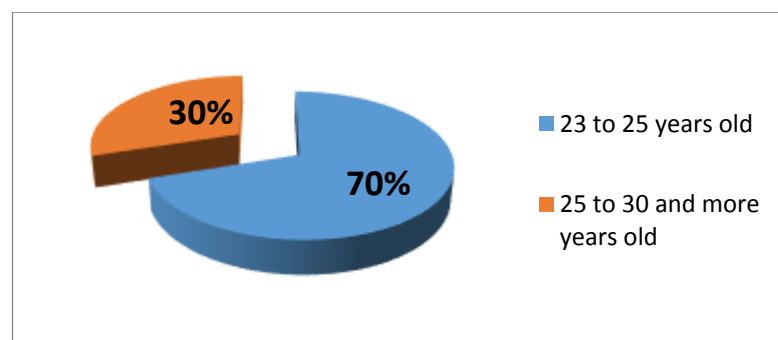


Figure 02: Age distribution

Question number 03: How can you describe your level in English? The purpose behind this question is to see whether students have the trait of autonomous learning, which includes the ability of self-evaluation. Four options were offered to select from the highest degree to the lowest one. Based on the results displayed in the figure below, it is evident that over half of the students (65%) believe they have a good level in English. (17%) consider their level to be average. The remaining percentage represents the category with an excellent level. Yet no one select the "not good" option. This hints that students do not face serious difficulties that may hinder their learning process. Overall, the participants' level ranges from average to good. That is to say, the sample has a background knowledge which makes is suitable to conduct our research relying on their responses.

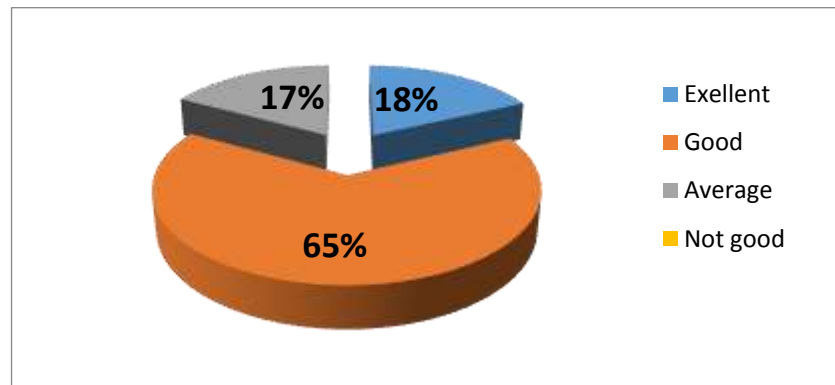


Figure03: The students' consideration of their level in English

Section two: Learner Autonomy

Question number 04: Are you a learner who depends on him/herself for learning ?

Understanding students' self-perception, specifically their level of autonomy, holds significant importance. Thus, this question is asked to depict the participants' views regarding their autonomy, i.e., whether they are independent learners or not. In this question, two main options are provided "Yes or No". The figure below illustrates the case. It is noticeable that the absolute majority (92%) of students consider themselves as self-dependent learners who are able to take charge on their own learning. On the other hand, only four students (8%) do not rate themselves to have the profile of self-directed learners. This merely indicates their reliance on the teacher throughout the learning process.

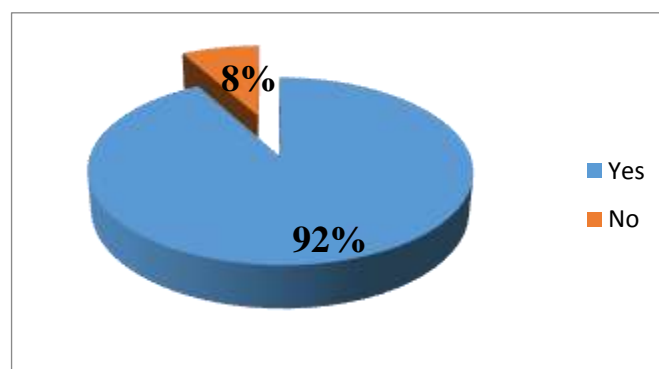


Figure 04: An inquiry into students' autonomy

Question number 05: Do you rely on the teacher as the only source of knowledge?

A follow-up question: If no, what are other sources?

This dichotomous enquiry seeks to elicit responses from students regarding the exclusivity of the teacher as knowledge provider. As depicted below, a great number of students (97%) respond negatively, indicating that they do not regard the teacher as the

sole source of input. Rather, they consult other knowledge avenues. Such as: Books, articles, dictionaries, websites Wikipedia, encyclopedia, educational YouTube channels, access to online learning, asking intellectual people in the field, in addition to collaboration with classmates to exchange knowledge. On the other hand, a very few of students, comprising (3%), express their entire dependence on the information delivered in the classroom. This result hints that they are passive learners.

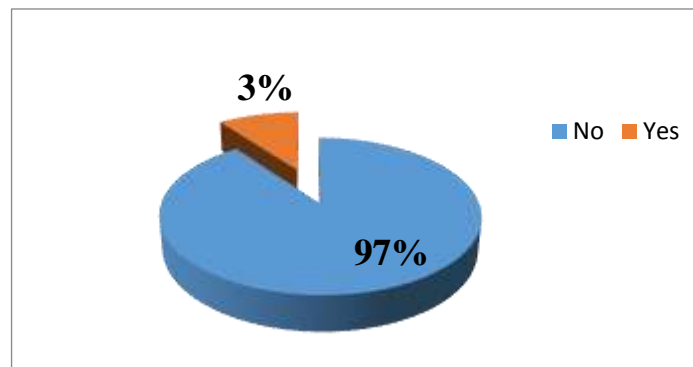


Figure 05: Students reliance' on the teacher as the only source of knowledge

Question number 06: Does your teacher encourage you to learn on your own?

The meanwhile closed-ended question is addressed to examine the extent to which teachers assist their students to be self-reliant, particularly by teaching them how to learn independently.

Concerning their teacher's contribution to encourage autonomous learning, the results reveal that the highest percentage of students (87%) affirms that their teachers actively encourage them to take the ownership of the learning process. On the contrary, 13% of the participants claim that they are not provided with the necessary techniques that enable them to study without relying heavily on their teachers.

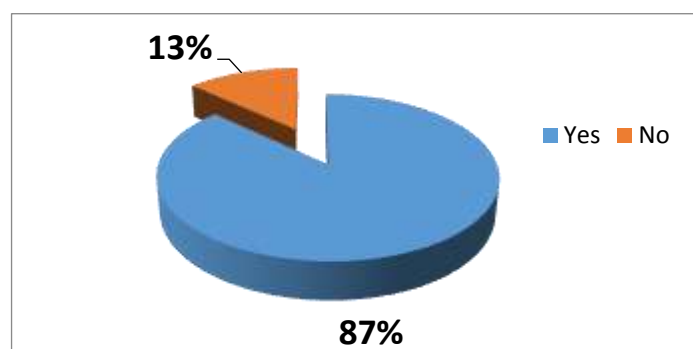


Figure 06: Teachers' encouragement for autonomous learning

Question number 07: How do your teachers motivate you to be an autonomous learner?

Through this question, the researcher attempts to discover the main methods employed by teachers to sustain autonomy among learners. Participants are asked to select one option from three provided choices, and they are free to mention additional methods if applicable. According to the statistics, it is observed that (50%) of teachers utilise project works as a strategy to help students learn on their own. Approximately (40%) of instructors suggest reading books and articles. However, the rest (10%) of teachers rely on online courses as an effective way for creating a learner-centered environment. Basically, just two participants add other ways, including: Asking students to review articles and prepare lessons at home.

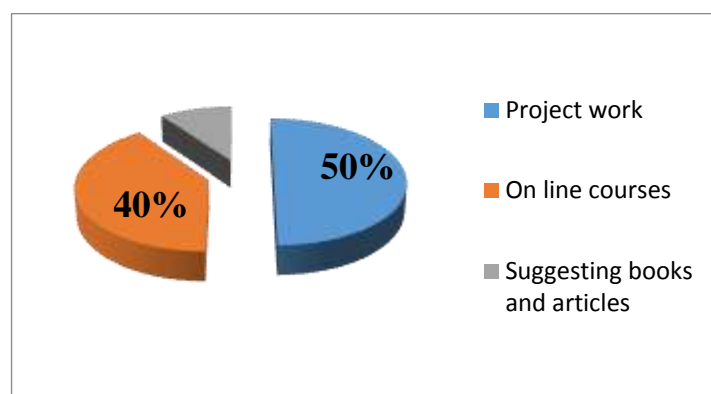


Figure 07: Teachers' techniques to promote autonomy among students

Question number 08: What is/are the actual role(s) that your teachers are playing?

With regard to the teachers' roles in the classroom, the current question is asked. The data is provided via ticking one of the six options. Noticeably, over half of the respondents (60%) state that their teachers serve as guides. While (20%) of the questioned sample perceive their teachers to be controllers, which shows to a small extent that the classroom is teacher-centered. However, Teacher as a resource is selected by only (10%) of the informants who consider teachers as the main knowledge providers. Only (5%) assume that teachers are organisers, indicating that they pay a considerable attention to classroom management. A very few (3%) select participant, and the smallest percentage (2%) choose the role of counselor.

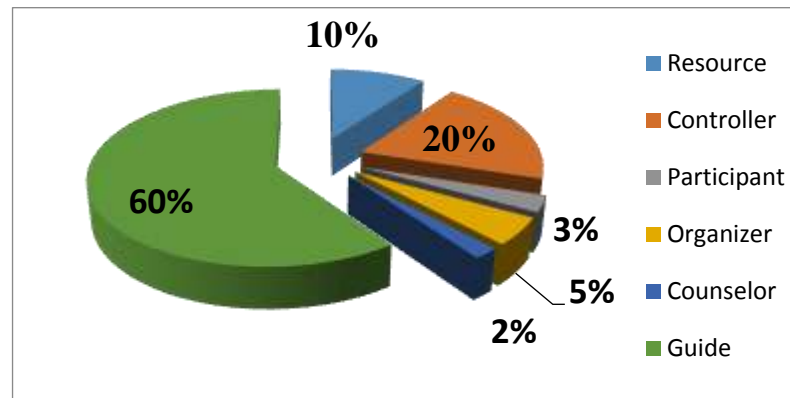


Figure 08: Teachers' roles

Question number 09: According to you; an autonomous learner is: The basic goal of this question is to depict the students' perceptions towards the characteristics of autonomous learners. The answers of this multiple choices question reveal that a higher percentage (40%) of students agree that autonomous learners are self-reliant. This category recognises the importance of taking responsibility for their own learning, instead depending of solely on the teacher. The second most selected option, chosen by 27% of participants, highlights the belief that autonomous learners are self-directed, in terms of content, goal-setting, and self-assessment. However, a mere 18% of students believe that autonomy goes hand in hand with motivation. Thus, learners are able to effectively engage in their educational activity. The smallest percentage (15%) is given to the third option "critical thinker".

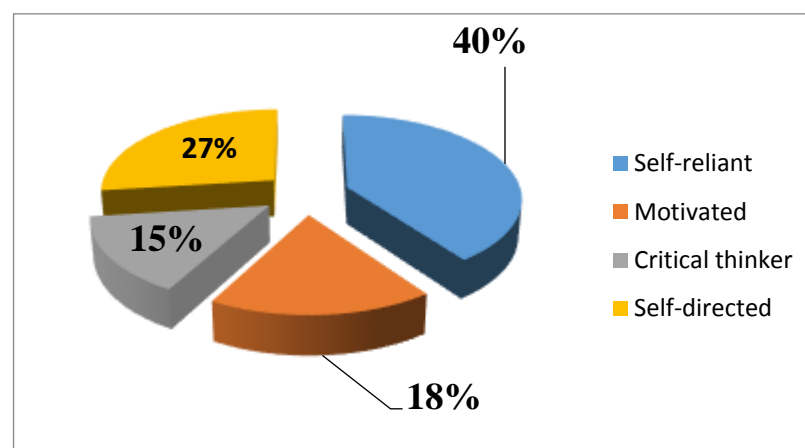


Figure09: Characteristics of the autonomous learner

Question number 10: How often do you learn English outside the classroom? Pursuing English learning beyond the classroom is crucial for enhancing autonomy and achieving a successful learning. As displayed in the chart below, nearly half of the respondents (42%)

learn English beyond the classroom very often. Yet, the biggest portion (55%) represents those who occasionally do so. Additionally, only (8%) of the whole informants state that they rarely devote time to outside learning, and no one select hardly ever.

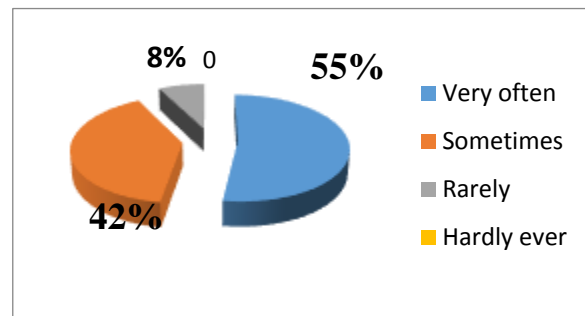


Figure10: The frequency of learning English outside the classroom

Question number 11: Which activities do you do out of the class to improve your level in English learning? Concerning the practice of autonomy beyond the classroom, the informants are required to identify the main activities they undertake to increase their language learning skills, and more importantly, their level of autonomy. The main activities are listed as follows: Reading books, articles, and news. Surfing on the internet, using online platforms and websites, engaging in online grammar activities, social media groups where they interact with native speakers and seek feedback, email communication for educational discussions, watching movies , BBC videos , doing translation , listening to native speakers , pronunciation activities , and writing paragraphs.

Question number 12: After your English classes, do you feel? This question aims to assess the learners' satisfaction after finishing the English classes. The participants are asked to tick one of the three options. The collected data reveals that the majority of students, accounting for 80%, express a desire to enhance the knowledge they acquired by conducting further research. On the other hand, 10% of the participants claim to be satisfied with the knowledge they gained. Another 10% of the respondents express their dissatisfaction, but remain indifferent.

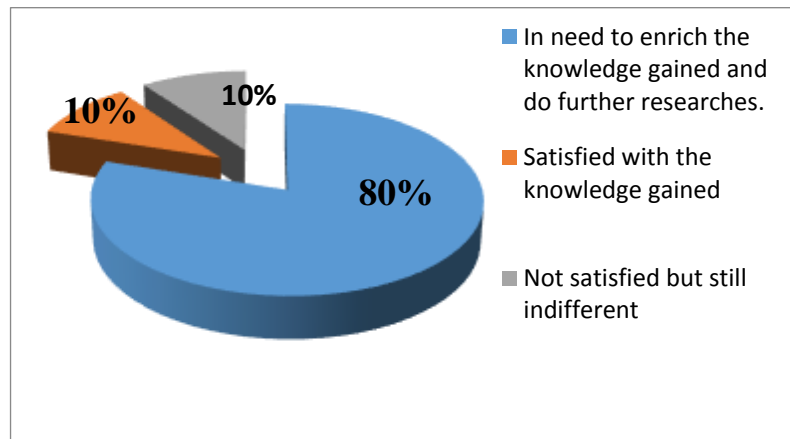


Figure 11: Students' satisfaction after the English class

Question number 13: To what extent do you see autonomy important in English learning? The question targets to explore the students' attitudes towards the importance of autonomous learning. On the whole, the results unanimously demonstrate that students recognise the critical role of autonomy in language learning. Specifically, (75%) of the participants consider autonomy to be highly important, while (25%) perceive it to be important to some extent, yet none of the respondents indicate that autonomy is of low importance in language learning.

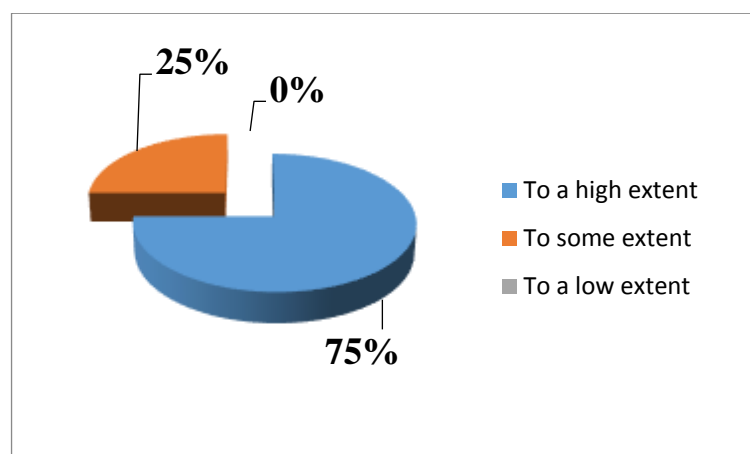


Figure 12: The importance of autonomy in English learning

Section three: Technology and Autonomous Learning

Question number 14: Do you utilise technology in the learning process?

This questions aims to find out whether or not technology is taking part in the students learning process. As displayed in the circle chart below, it is evident that all students, without exception, report using technological tools in their learning journey. This

agreement signifies the students' awareness of the advantages of incorporating technology into modern educational practices.

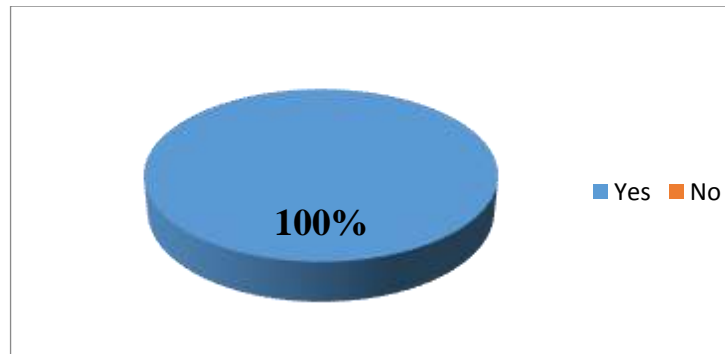


Figure13: Technology usage in learning English

Questions number 15: If yes, how often do you utilise technology in the learning process?

This question has the direction towards the degree of Tech-usage among learners. Respondents are asked to tick one of the multiple choices. As noticed, a considerable number (70%) of students tend to always integrate technology for learning. Some others (17%) select often, and very few of the informants tick sometimes, in the rate (17%). Interestingly, no one chooses or never, which confirms the consensus among students regarding using technology in learning.

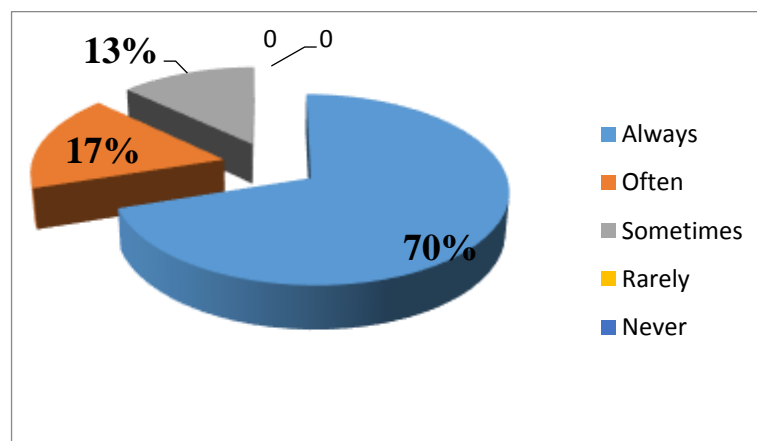


Figure14: The frequency of using technology in learning

Question number 16: Do you think that technology is crucial for the success of learning in and beyond the classroom? Question three seeks to know students' views about the interrelation between technology and effective learning in-and outside classrooms. The participants' answers were obtained by ticking 'Yes' or 'No'. According to the data gathered, a vast majority (90%) gives affirmative answers, highlighting the

positive impact of technology in promoting academic success. While only four students (10%) express a negative view, disregarding its significance for successful learning.

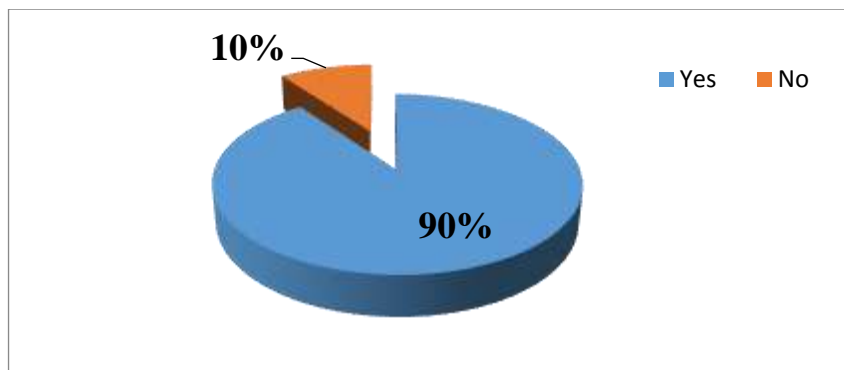


Figure 15: The impact of technology on learning

Question number 17: Integrating technology in teaching/learning context makes you more engaged/motivated in learning. This enquiry is one of the pillars on which the current study is conducted. It aims to determine students' opinions about the relationship between technology and learner engagement, as this latter is a key to autonomous learning. The analysis in the chart below demonstrates that most of the participants (87%) agree that relying on technology make them more involved and motivated in their learning. The other category (13%) remains neutral. And notably, no one tick the disagreement option. Students justify their answers as following: Technology facilitates the teaching and learning process, easy access to information, It strengthens the cords between the learner and native word, it helps the learner to discover extra knowledge, using data show ,videos, and images in classrooms makes the learning experience more dynamic and engaging. Technology boosts interaction through online discussions.

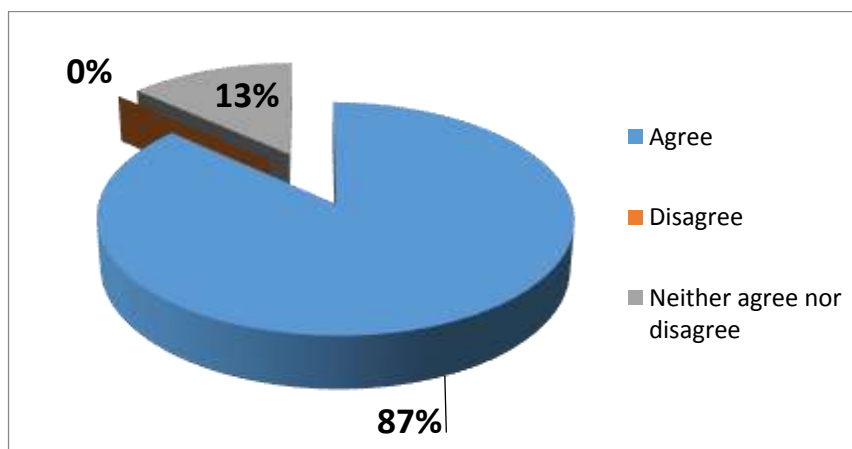


Figure16: Technology and learner' motivation

Question number 18: Internet is a powerful tool for improving the quality of English learning. In an attempt to understand how students perceive the impact of the internet on improving the quality of English learning, this statement is introduced. The basic goal is to see whether students support the idea. The findings reveal that only one participant (2%) prefers to be neutral, whereas an overwhelming majority (98%) represents students who agree with the notion. They emphasise that Internet serves as a valuable source that leads to learn effectively. Some participants provide the following justifications for their choice:

-Internet provides a wide range of resources (e-books, articles...) that maximises learning opportunities and promotes a deeper understanding.

-It facilitates communication and collaboration with peers and educators, which allows knowledge sharing and ideas exchange.

-It is time saving and makes learning more engaging and interactive, which fosters active participation.

-It allows for personalized learning experiences, where students choose their own space and the content that aligns with their needs and interests.

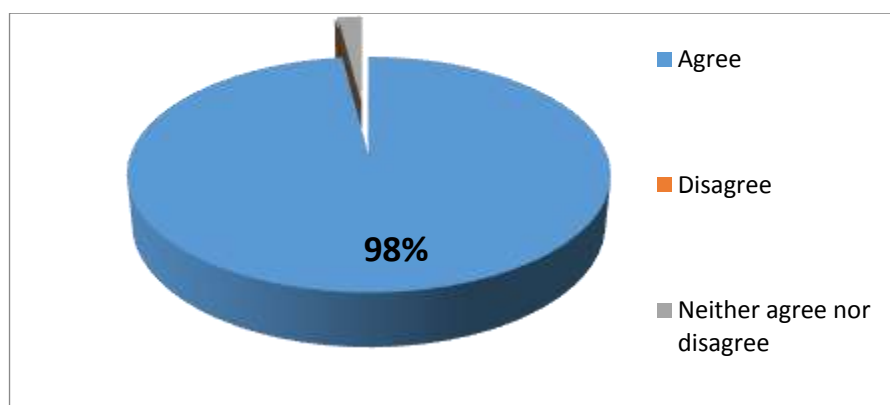


Table 17: Students opinions about the role of Internet

Question number 19: For what purpose do you use Internet? This question offers multiple choices to be selected from. As the chart displays, the highest percentage (33%) of students use internet to foster knowledge necessary for lifelong learning. While others, for understanding the lessons (27%), yet (20%) use such tool to broaden their scope of learning and get extra knowledge. Only (13 %) of informants rely on internet to solve home work, and just (7%) select the option "To access online lectures".

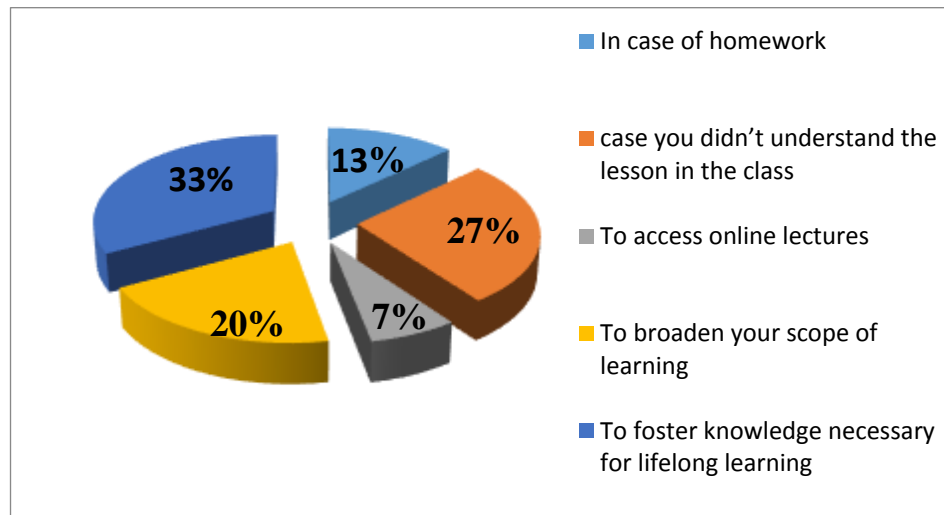


Figure18: Students' views about the purpose of using Internet in learning

Question number 20: Do you use social media for educational purposes? The aim of this question is to investigate whether or not students use social media for educational purposes. Those who said yes are under the percentage of (93%). While only 3 participants with the rate of 7% said they do not incorporate it into the learning process.

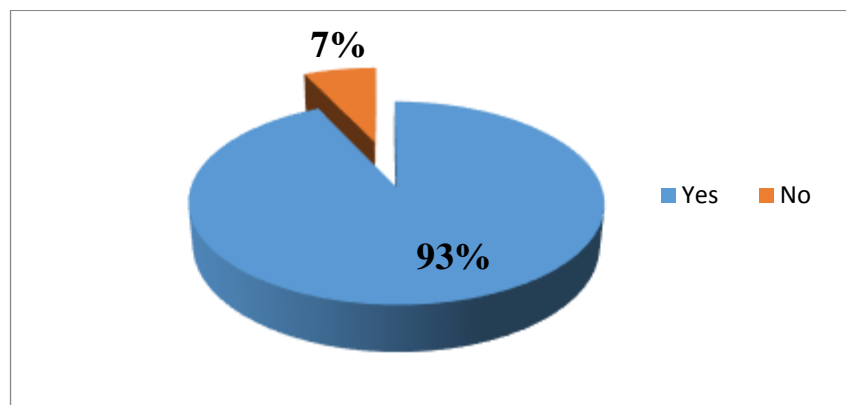


Figure19: The use of social media for educational purposes

Question number 21: If yes, which tool do you mostly use? This question is devoted to elicit what social media tools students mostly use to embrace learning. Participants are given three options to pick from, and a space to mention others if any. Noticeably, A substantial majority (70%) prefers YouTube as a tool to enrich their understanding of lectures. Others (17%) select Facebook. On the other hand, (13%) select others, via mentioning: Instagram, TikTok, Blogs, Zoom, and Moodle. However, no one choose Skype.

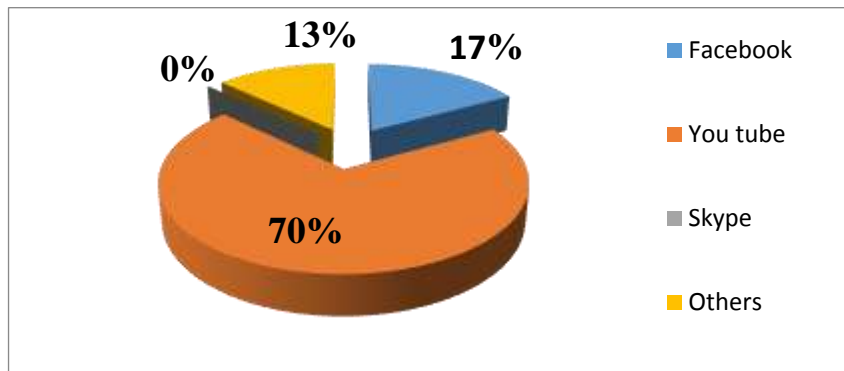


Figure 20: Social media tools used by students

Question number 22: Do your teachers suggest online courses, e-books, videos, and websites for your learning? This enquiry targets to identify whether teachers play a role in developing the autonomy awareness among students by advising them to use technology. The results reveal that the majority of the whole sample (92%) admits that their teachers suggest reading e-books and surfing on websites, while a minority (8%) of students denies that, showing that their teachers are favor the traditional way of learning.

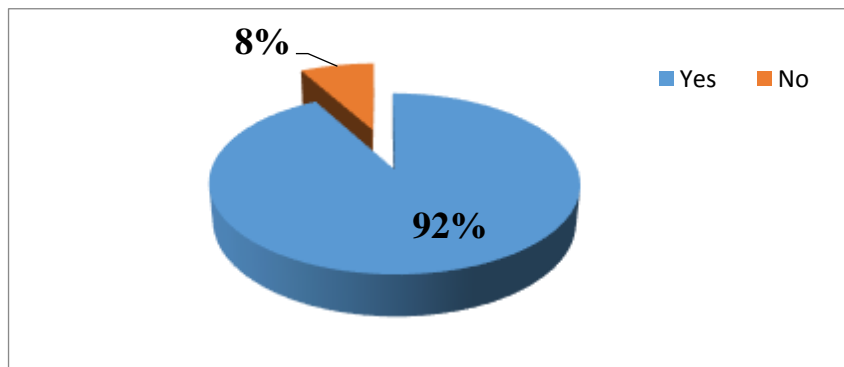


Figure21: Learners views about teachers suggesting online courses

Question number 23: To what extent does technology-based learning enhance autonomy and decrease dependence on teachers? This question investigates the extent to which technology based learning enhances autonomy and decrease dependence on teachers. The chart demonstrates that (52%) of students acknowledge a high level of influence, indicating that technology significantly decreases their reliance on teachers. A considerable number (45%) of them perceive a moderate extent of impact. Yet, only few students (3%) select to a small extent.

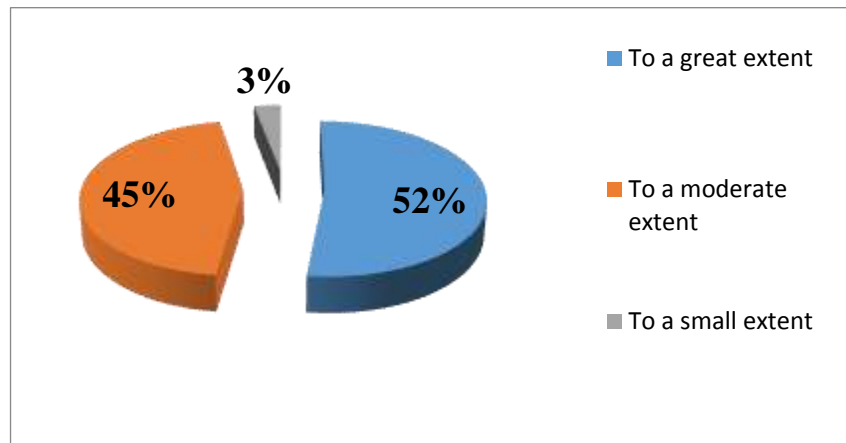


Figure22: The extent to which technology-based learning enhances autonomy

Question number 24: In your opinion, what aspect(s) of learner autonomy does TBL Improve? Regarding the aspects of learner autonomy that are enhanced by Technology Based Learning, nearly half of students (40%) tick lifelong learning. Some others (30%) indicate that relying on technology makes learners more motivated to learn. Those who select problem solving skill are under the percentage of 20%. Conversely, the option "decision making skill" is selected by 10%, who believe that technology allows them to decide the content to learn. Additionally, 10% of students emphasise responsible learning as a key aspect improved by technology. However no one mention others.

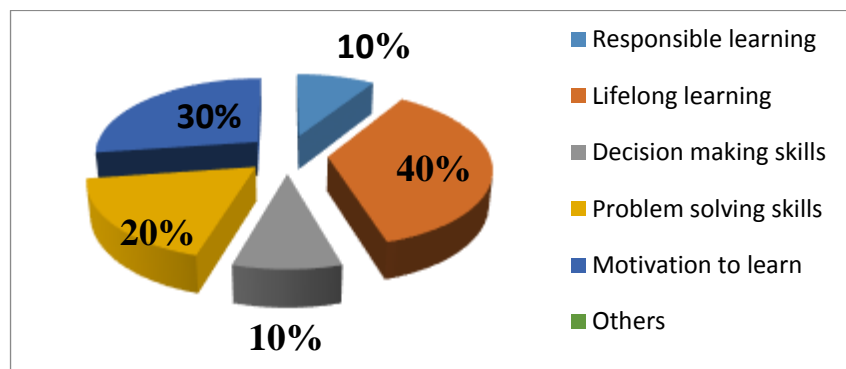


Figure 23: The aspects improved by Technology Based Learning

Question number 25: How do you evaluate your E-learning experience during the pandemic? Question 12 aims to investigate student's views towards the e-learning experience during the pandemic. Participants are required to tick one of the four options given in the question. The results displayed in the chart show that the majority of students (38%) finds the experience interesting and (32%) of them select the second option,

acknowledging e-learning to be helpful. Nevertheless, (15%) consider it motivating, and an equal number (15%) chooses the negative option which is boring.

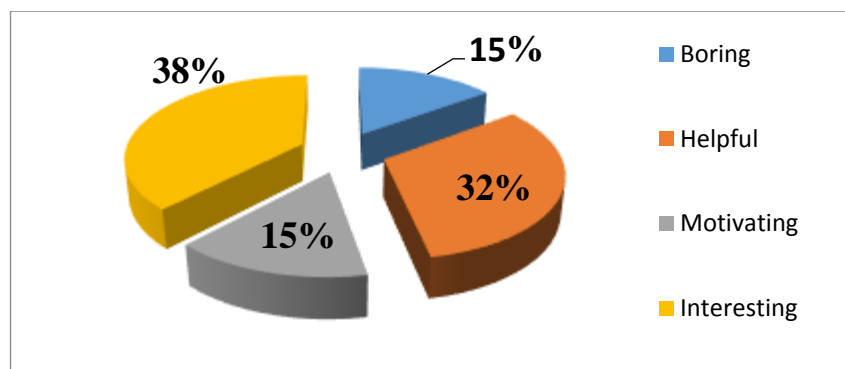


Figure 24: Learners evaluation of E-learning experience during the pandemic

Section four: Further Suggestions

In case you have further suggestions, comments or recommendations, you are welcome to add them below. This question aims to have extra information and knowledge about students' perceptions towards the concerned topic of investigation. The participants are free to answer the open question. The main answers are summarised as follows:

- Teachers should encourage learners to study depending on their own selves.
- Students should decrease depending only on their teachers as a source of knowledge.
- Using technology is a good method and source for gaining more knowledge.
- Internet helps students in learning process and motivates them to be active learners who make efforts in and beyond classrooms.
- Through autonomy EFL learners can improve more language skills.
- Implementing TBL is useful for both teaching and learning process.
- Teachers should be provided by technological equipments for better teaching
- Both students and teachers should know about the value and effectiveness of autonomy in learning English as a foreign language.

As an additional data instrument, a well-structured interview was done online with teachers of the chosen population to get more detailed data about the subject. An interview is generally a qualitative research technique used by researchers in gathering data. The respondents answer the questions which are in most cases open-ended. In this case, the interviewer has the chance to ask and get further information and details about the subject.

2.5.3 Description of Teachers Interview Questions

The designed interview was done at the end of the first semester online with eight teachers of different specialties at the department of English at Abdelhamid Ibn Badis University because of the difficulties of meeting teachers (some health issues). Meanwhile, the interview includes ten questions; it was done for the sake of gathering additional insights about the subject from the point of view of teachers.

The questions are not grouped into sections, and most of them are open-ended, which makes the nature of the elicited findings mainly qualitative. The aim behind conducting this interview is to elude teachers' real perceptions and attitudes towards the topic under investigation. This way, it would be possible to answer the research questions with credibility.

2.5.4 Analysis of Teachers' Interview Questions

Question number 01: How long have you been teaching English? This question aims to know the teachers' experience in teaching English as a foreign language. Six teachers affirm that they have been in the profession for more than 10 years, which proves the fact that they are experienced enough. While the rest represent novice teachers with an experience that ranges from two to five years.

Question number 02: Holec (1981) describes learners' autonomy as the ability to take charge of one's own learning. What is your own understanding of the concept? The aim of this question is to find out the extent to which teachers are familiar with the notion of learner autonomy in language teaching. Below are the definitions generated by the informants. Three of which agree with Holec's statement.

"Learners autonomy may be interpreted as the learners' ability to take charge of his/her own learning process with the support of the instructor".

"The capacity of the learner to pursue his/ her own research without the intervention of the teacher".

"The learner is responsible for his or her own learning and capable to plan, organize and monitor the learning process independently."

"The concept appears in the case when students take control for their own learning, both in terms of what and how they learn it. It takes as its starting point the idea that

students are capable to develop an independent, and a proactive approach to their studies.”

“It is learners’ active and conscious role in the learning process”.

“Agree with Holec”

“It’s the ability to take charge of one’s own learning”.

“I have the same conception.

Question number 03: As a teacher, to what extent do you think your master students are autonomous and responsible for directing their own learning? This question is designed to explore the extent to which EFL teachers consider their students able to bear responsibility in the learning process. Four teachers show negative attitude towards master students’ autonomy, while the rest reply with positive answers, indicating that their students have the profile of autonomous learners. Teachers’ responses are cited below:

“Through our students can be autonomous, little is done by the students and even their teachers to reinforce the learner’s independence and self-learning”.

“They are not really autonomous, they always show a certain dependency on the teacher.”

“Students can be autonomous and responsible for directing their own learning by getting the opportunities to choose topics of interest which can help in stimulating their natural curiosity and eagerness to learn”.

“They are taking their own responsibility”.

“Unfortunately, very few of them can be considered autonomous”.

“Totally dependent on teachers’ guidance and courses”.

“Yes, they are responsible”

“Not really, they are completely dependent on their teachers”.

Question number 04: Do you consider learners’ autonomy indispensable in language learning? Explain. The target of this question is to investigate the teachers’ attitudes towards learner autonomy. The results show that 100% of the participants agree on the prominent contribution of autonomy in the development of language learning. That is to say, learner autonomy is deemed to be conducive to students’ academic success.

Here are some the teachers’ replies along with further explanations:

“At a university level, yes, because learners are not supposed to be spoon-fed. They should get the needed data by themselves”.

“Correlation analysis revealed a positive correlation between learner autonomy level and the academic success of language learners. In other words, the academic success of language learners increased with their autonomy and vice versa.”

“Yes, of course, because the success of the student goes hand to hand with the learning autonomy”.

“Language learning is a lifelong process and without learners developing their autonomy, the results can be unsatisfying.”

“Yes, because learners become aware and responsible for their own learning”

“Yes, it is the unique way to excel and learn the language.”

Question number 05: According to you, learners’ autonomy is mostly based on? This question is one of the pillars on which the current research is built on. Thus, teachers are questioned regarding the bases on which learner autonomy is fostered. Participants are required to tick one of the three options given in the question (Teachers’ role, learners’ readiness for autonomous learning and self-reliance, and the available materials and study aids). Moreover, they can mention others if there are any. The results displayed in the chart show that the majority of teachers (63%) consider learners’ readiness for autonomous learning and self-reliance as the main condition, while (13%) choose the teachers’ role. (12%) of the sample think that students should be provided with materials and study aids in order to become self-reliant. Only one teacher (12%) who chooses the option (others); in which he mentions that educational reforms to adapt to 21st century requirements help in creating an autonomous learning

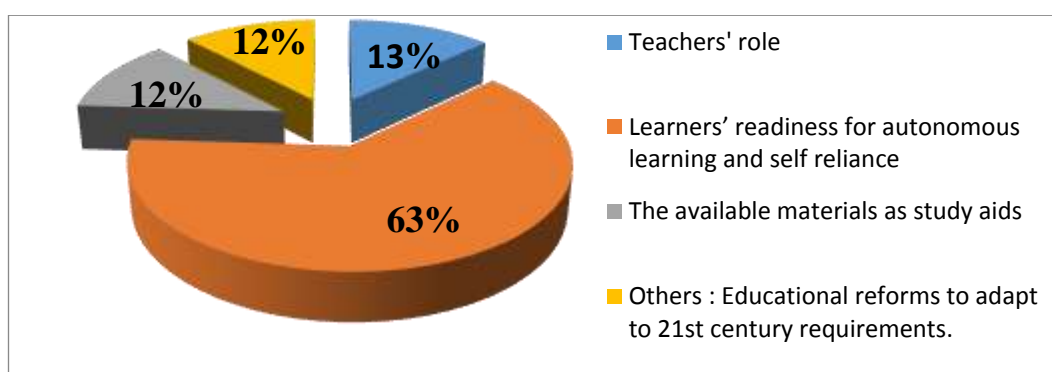


Figure 25: Teachers’ views about promoting learners’ autonomy

Question number 06: How do you encourage / motivate your EFL students to be autonomous? One of the prominent objectives of this research study is looking for ways to promote autonomous learning. Thus, the current question is an attempt to discover the multifarious strategies that teachers utilise to sustain autonomy among learners. The data

collected show that giving students individual and group assignments make them more engaged in learning. Other teachers mention reading, self-assessment and organising online meetings as activities to boost learners' autonomous level. The full answers are listed as follows:

“Via online meetings and via providing them with necessary tools to do so”

“By giving them research works and inciting them to read more.”

“Giving choices to students is an initial step of promoting autonomous learning. Teachers give a chance for students to see all possibilities for their learning so they have the basic knowledge to do self-direct in learning”.

“To give them choices, allow them to present their preferable topics, and encourage self-assessment”

“Encourage students to make decisions about how they learn best. Create opportunities for them to pursue their own interests and practice skills in a variety of ways”

“It can be done by directing their attention to their strengths and weaknesses as well as different resources and skills to enhance their level”.

“Tasks involving individuals work or collective engagement with a specific role”.

“By practice”

Question number 07: Do you use online tools in your EFL classes? If yes, what are the tools you mostly employ? This question seeks to know whether or not teachers use online materials in the teaching process. Additionally, they are asked to specify the type of tools or equipments they mostly harness. As observed from the answers, all the interviewees reply positively, except one teacher who denies integrating online teaching. They justify their answers as follow:

“No, I do not use online tools”

“Yes, Google meet and Google classroom as platform one”.

“Yes, I do, like using online dictionaries, listening to teaching songs and video also, even teaching online courses.”

“Yes of course, multiple audio visual l aids that foster the learning process for instance, the use of games and songs as well as to make the classroom atmosphere enjoyable”.

“Yes, of course I use them but in some cases.”

“What do you mean by on line learning?”

“Yes, I use videos, portray, songs...”

“Yes, mostly like videos, listening scripts, mobile and others”

As far as one can see, the vast majority of teachers make use of online tools. However, the intensity of such use, in addition to the tools used vary from one respondent to the other.

Question number 08: What impact do you think technology has on English language learning? This question aims to gather information about teachers’ opinion towards the influence of using technology on learning English as a foreign language. All the interviewed teachers affirm that technology has a great impact on learners. They believe that modern technology increases the opportunities for students to receive input in and outside classrooms.

The data collected from teachers are listed as follow:

“A great impact indeed. The appropriate use of digital learning tools in the classroom can boost student engagement and interest in learning”.

“The use of technology can motivate learners through boosting in class interactions”

“Technology has been used to improve language learning. It enables teachers to adapt classroom activities.

“It fosters their academic achievement perfectly, enables them to expand their learning horizon, and increases autonomy among learners”

“So far, and with the screen generation, I believe it is benefiting FL learners in and outside classrooms”

“Great impact related to pronunciation, drilling, entertaining educational videos, reading modeling, grammar content, discussion using conferencing and social media tools”

“A significant impact. Relying on online platforms, apps, and websites makes lectures more understandable and easier to grasp.”

“Thanks to technology, learners can have limitless access to wide learning materials and resources”.

Question number 09: Is the availability of technological materials (In and beyond classrooms) necessary for enhancing learners’ autonomy? Explain.

One of the main focuses of the interview lies in this question, as it directly tackles the issue under examination. In light of the theoretical findings, along with the results of the

students' questionnaire which appear to confirm this hypothesis, it is necessary to pursue the same investigation with teachers so as to derive complete and reliable findings.

The results reveal that there is unanimity among teachers in answering this question with "yes". This, in turn, proves the tight relationship between the implementation of technology and learners autonomy. The arguments provided were:

"Sure, technology is a key factor in enhancing learners' autonomy mainly by providing them with the opportunity to learn by themselves"

"Yes, because the learner will know that now she/he has new perspectives and novel ground on which she/he can rely"

"For example teachers might ask students to write e-journals or e-diaries as homework, or let them use the internet for certain project –based activities. These various activities, in and out of classroom, would improve the motivation to learn and develop learners' autonomy"

"Of course, we are living in a digital world that requires innovative ways of learning"

"I believe so, using data shows and videos in teaching, makes them more engaged and interactive"

"Absolutely yes as technology literacy is one of 21st century necessities, and learners are digital natives, they can use tech to learn everywhere without depending on teachers"

"Yes it is necessary", Internet as a technological tool enables quick access to references, which in turn motivates learners to engage in further learning.

"Yes, technology expands students' horizons and promotes lifelong learning"

Question number 10: Relying on your teaching experience, what suggestions would you make to promote students' sense of responsibility in and outside the classroom?

This question was designed in order to collect data about teachers' insights. They are asked to list some suggestions or recommendations in order to make the EFL learners rely on themselves and be responsible for their studies. EFL teachers provided variant suggestions that may help in promoting learners autonomy in EFL classroom. The responses are cited below:

"Through raising students' awareness of the importance of independent learning and tech-usage".

“I suggest that teachers should encourage learners through motivational discourses to rely on themselves by giving them new options like ICTs that would guide them in this direction”

“One of the most effective ways to help students take responsibility for their learning is through goal setting. When students set goals and achieve those goals they build self-confidence and become more willing to try again”.

“Technology should be used strategically and in a pedagogical manner to maximise its benefits. Students must be aware of the appropriate use of Internet without falling in plagiarism”

“At the university level the teacher is supposed to be a guide where students are supposed to learn by themselves, taking responsibilities and working hard”.

“Encouragement and positive feedback are always effective in guiding learners towards reaching their full potential”

“Supporting self-assessment and feedback: Giving the opportunity for students to assess their own progress and provide constructive feedback to themselves”.

“Encouraging self-directed research: Asking students to pursue independent research projects and explore topics of their interest”

Conclusion

After the literature has been discussed in the first chapter, this thesis presented an expansive view on the practical side of this research. The current chapter, first, provided a description of the method of enquiry selected, and information on the population sampling and size were stated and justified. Next, a description of data collection instruments which took the form of a questionnaire for the students and an interview with teachers. At the end, we have presented more details about the analysis of the findings of both the questionnaire and the interview, and these tools were analysed in a quantitative and qualitative manner.

In conclusion, both teachers and students were highly cooperative and supportive during the course of this research. They share the belief that the subject being studied holds significant importance in the realm of language learning and teaching.

Chapter Three

Discussion of the

Results and

Recommendations

3.1. Introduction

After conducting a thorough analysis and organising the data into charts for clarity, this chapter proceeds with the interpretation of the gathered data. The objective is to uncover the implications of the participants' responses and align them with the findings of this research. Next, the recommendations of this work are presented.

3.2. The Interpretation of Students' Answers

Question number one: The females' dominance over males can be explained due to the fact that females have more tendency towards studying English as a foreign language, unlike males who are more interested in hard sciences.

Question number two: As results show, the majority of students are young learners, which means they belong to the generation that is actively exposed to technology.

Question number three: As self-evaluation is a pivotal feature of autonomous learning, students were asked to evaluate their level at English. The majority considers themselves good, which indicates that they have a basic knowledge of the language that will enable them to go further in their educational careers. While a lower percentage of students are average, who are still required to improve their mastery level to meet the requirements of their degree. Overall, the participants' level ranges from average to good, which makes their responses appropriate and valuable for our research.

Question number four: The findings of this inquiry regarding the students' autonomy demonstrate that the majority of participants possess the ability to independently manage their learning and assume responsibility for it. This indicates that they have a high level of autonomy as they do not heavily rely on the teacher. Conversely, a minority of students do not consider themselves to be self-dependent, indicating a preference for a more teacher-dependent approach.

Question number five: The results for this question indicate that the vast majority of participants do not consider the teacher as the exclusive source of knowledge. Instead, they actively seek information from various sources beyond the classroom, demonstrating a more independent approach to learning. The main sources are: books, access to online platforms, websites, YouTube, Additionally, they actively engage in collaborative learning with their classmates or other teachers to exchange knowledge. By leveraging these different avenues, they broaden their understanding of the subject matter and deepen their

knowledge beyond what they could achieve through a single source. In contrast, a small minority of students express their complete reliance on information delivered within the classroom. This finding implies that these students adopt a passive approach to learning.

Question number six: The findings show that a substantial number of students perceive their teachers as supportive in fostering autonomous learning. However, the rest do not feel encouraged by their teachers to pursue independent learning. Overall, these results highlight the importance of teachers' role in encouraging autonomous learning. In fact, Teachers who actively motivate and guide students towards independent learning can significantly contribute to their growth and development. However, there is room for improvement, as a portion of students still feel a lack of encouragement in this regard.

Question number seven: The most commonly used method by teachers to foster learner autonomy is assigning projects, which allows learners to take the initiative for their learning. Followed by recommending reading materials, the latter develop independent learning habits, and make students drive their own learning. The rest of participants admit that their teachers incorporate online courses into teaching, which fosters learner's engagement. Ultimately, these strategies aim to empower students to take ownership of their learning process and develop essential skills for lifelong learning, mainly critical thinking.

Question number eight: Concerning the teachers' roles in the classroom, the results show that most of participants regard their teachers as guides, which implies that they help students explore knowledge rather than solely delivering information. Yet, a smaller group considers teachers to be controllers and resource providers. This indicates that, to some extent, the classroom environment may be teacher-centered. While the role of organizers, suggests that teachers prioritize classroom management. Participants and counselors are perceived by the rest of respondents.

Question number nine: The findings reveal that the majority of students agree that autonomous learners are self-reliant. This finding suggests that fostering self-reliance is a key aspect of promoting autonomy in education. The second category believes that autonomous learners are self-directed, indicating their ability to choose the content, set their own objectives, and evaluate their progress. However, the connection between autonomy and motivation may not be as strongly recognised, despite the fact that motivation plays a crucial role in effectively engaging in educational pursuits.

Additionally, there is relatively less emphasis on critical thinking as a characteristic of autonomous learners, according to the students' responses.

Question number ten: According to the findings, a significant percentage of students actively engage in learning English outside the classroom, while the majority (55%) does so occasionally. This reflects a positive trend towards autonomous learning. However, a small portion of students (8%) rarely dedicate time to outside learning, indicating potential room for further encouragement of self-directed language learning.

Question number eleven: Overall, the results demonstrate that students are actively seeking out diverse activities beyond the classroom to enhance their English language learning and foster autonomy. These activities cover various language skills. Students actively utilise resources available both offline and online to enhance their language abilities. This reflects their commitment to taking ownership of their learning process.

Question number twelve: Overall, these findings highlight the varying attitudes and levels of satisfaction among students after completing their English classes. The majority's desire for further research and improvement reflects a commitment to continuous learning, which is a sign of autonomy, while a smaller percentage expresses satisfaction with the knowledge gained. The presence of a minority expressing dissatisfaction but remaining indifferent suggests the need for further investigation into their specific concerns and possible interventions to address their dissatisfaction effectively.

Question thirteen: The data collected from this question confirms that most of students are aware of the high importance of autonomy in English learning. They understand that taking control of their learning and being self-directed can lead to better outcomes. A quarter of the participants perceive autonomy as important to some extent. Although this percentage is lower, it still demonstrates a positive attitude towards autonomous learning. Interestingly, none of the respondents regard it as of low importance. This demonstrates a collective consensus among the students regarding the significance of autonomy in the learning process.

Question number fourteen and fifteen: The results indicate the wide adoption of technology among all participants. Regarding the frequency of tech-usage, 70% of participants select the option always, which shows that they overwhelmingly recognise the advantageous opportunities that technology provides to learn effectively. Moreover, the options often and sometimes are selected by the rest of the participants.

Question number sixteen: This data suggests that a significant portion of the participants recognise the benefits of incorporating technology into the learning process. They likely perceive technology as a valuable tool that enhances their educational experience and contributes to their academic achievements.

Question number seventeen: This enquiry aims to elicit students' opinions on the relationship between integrating technology in the teaching/learning context and their level of engagement and motivation in learning. The findings show that the vast majority emphasises the positive interconnection between the two concepts. The students provide several reasons to support their agreement, such as, facilitating the learning process, providing access to information, and making the learning experience more interactive and dynamic through the use of data show that makes lectures interesting and motivating.

Question number eighteen: The overwhelming majority of students perceive Internet as a powerful tool for improving the quality of English learning. They believe that the internet provides abundant resources, facilitates communication and collaboration, saves time, and allows for personalized learning experiences, all of which contribute to effective language learning where students drive their own educational journey, and learn autonomously.

Question number nineteen: From the data collected from this question we can see that the highest percentage of students report using the internet to foster knowledge necessary for lifelong learning. They utilise online resources to acquire information and skills that are valuable beyond their immediate academic requirements. This hints that Internet is a key tool that fosters autonomy among learners, since autonomy is a core value of lifelong learning.

Question number twenty and twenty one: The findings from these questions highlight the prevalent use of social media platforms as tools for educational activities among almost all students, with YouTube being the most preferred platform for accessing educational content. Facebook is also used by a portion of students, while a variety of other tools are mentioned by a smaller percentage of participants, indicating diverse preferences and the recognition of different platforms' educational potential. In summary, the findings imply the effectiveness of social media as a valuable tool to support traditional classroom learning. It promotes easy access to educational content, the ability to connect with peers and educators, opportunities for collaboration and knowledge sharing, and the flexibility to engage in self-directed learning.

Question number twenty two: This finding suggests that the majority of teachers are actively encouraging students to explore and leverage technology as a means to enhance their learning experience and develop autonomy awareness. The fact that such a large number of students acknowledged their teachers' recommendations for online resources indicates a positive shift towards incorporating technology into education. This approach aligns with the goal of fostering autonomy and self-directed learning among students, as it encourages them to explore digital tools and platforms to support their educational journey.

However, it is worth noting that a minority of students, around 8%, reports that their teachers do not suggest online resources for learning. This implies that they may still favor traditional teaching methods and are less inclined to incorporate technology in their instruction.

Question number twenty three: Overall, the results highlight a positive perception of technology-based learning in terms of enhancing autonomy and reducing dependence on teachers among the majority of students. This hints that technology allows them to take more control of their learning process. Additionally, a considerable number of students (45%) report a moderate extent of impact, which signifies that technology plays a meaningful role to some degree, but they still value the guidance and support provided by teachers.

Question number twenty four: Overall, the results highlight a range of evaluations regarding the e-learning experience during the pandemic. A significant number of students find it interesting and helpful. This implies that they recognise the value and utility of online learning in facilitating their educational progress and meeting their learning needs, indicating a positive evaluation of the experience. 15% of students highlight the positive impact of e-learning on their motivation. Conversely, a lower percentage finds it boring, suggesting room for improvement in terms of engagement and student experience. It is essential to consider these diverse perspectives and address any challenges or limitations of e-learning to create a more effective online learning environment.

3.2.1 General discussion of the questionnaire

The findings deduced from students' responses offer valuable insights into various aspects of students' attitudes towards autonomous learning and the role of technology in their educational journey. In general, the majority of students exhibited a favorable inclination towards autonomous learning, perceiving themselves as independent, self-

directed learners who actively seek out diverse resources beyond the confines of the classroom. This signifies their commitment to assuming responsibility for their own learning process and enhancing their language skills. Moreover, the findings emphasise that educators play a pivotal role in nurturing autonomy, as many students perceived their teachers as supportive and motivating. Nevertheless, there is scope for improvement, since some students still desire greater encouragement towards independent learning.

It is concluded that the integration of technology was widely embraced, with students acknowledging its merits in facilitating the learning process, providing access to information, and fostering engagement and motivation. The internet and social media platforms were viewed as potent tools for language learning, offering abundant resources, collaborative opportunities, and personalised experiences. The positive perception of technology-based learning highlights its potential to enhance autonomy and reduce dependence on teachers as the sole source of knowledge.

Based on the findings, it was also confirmed that technology empowers learners to become active participants in their own learning, fostering a sense of ownership, self-motivation, and lifelong learning skills. However, few students expressed a preference for traditional teaching methods, underscoring the need for a balanced approach that combines technology with more traditional instructional strategies. The evaluation of e-learning during the pandemic yielded mainly positive feedback, with students finding it interesting and beneficial, although there is room for improvement in terms of student engagement. Ultimately, these findings collectively underscore the significance of promoting autonomy, leveraging technology, and continually improving the educational experience to support students' progress in learning.

3.3 Interpretations of Teachers' interview

Question number one: The data provided reveals the teachers' experience in teaching English as a foreign language. The presence of six experienced teachers with over a decade of teaching experience is a positive indication of the quality of education in the English language classroom. This group is likely to possess a deep understanding of teaching methodologies, designing educational plans, and classroom management. As a result, students can gain advantages, ultimately contributing to the overall quality of education.

Question number two: The definitions generated by the informants demonstrate a comprehensive understanding of learner autonomy in language teaching. The majority of

the definitions align with Holec's description that learner autonomy involves the ability to take charge of one's own learning. The informants emphasise key aspects of learner autonomy, such as the learners' active role, responsibility, independence, and capacity to make decisions in their learning process. This understanding suggests that the teachers are equipped to promote and foster learner autonomy in language teaching, allowing learners to develop a sense of ownership and control over their learning journeys. Another informant acknowledges the role of the instructor in supporting learners' autonomy. This aligns with the idea that learner autonomy does not imply complete isolation from teachers, but rather the learners' ability to self-direct their learning with the support and guidance of instructors.

Question number three: Teachers hold varying viewpoints regarding the level of autonomy among master two students. While some teachers express positive attitudes towards their students' autonomy, others hold a negative view, stating that little is done to reinforce independence and self-learning. These teachers feel that students demonstrate a dependency on the teacher and lack the initiative to be self-directed in their learning. Overall, these responses indicate a varying degree of student autonomy and responsibility, which suggest that the development of autonomous learning skills may require further attention and support in the EFL classroom.

Question number four: The findings of this question confirm that learner autonomy is very important in learning the English language. The importance of learner autonomy, particularly at the university level, was underscored as it encourages students to actively seek information rather than being spoon-fed, relying solely on passive instruction. One teacher highlights that learning is a lifelong process. He adds "Without learners cultivating their autonomy, the outcomes can be dissatisfying". This implies that learner autonomy is not only important in the immediate context of language learning but also has long-term implications for continued language proficiency and growth. Hence, the positive correlation between learner autonomy and academic success further reinforces the notion that promoting learner autonomy should be a priority in language education.

Question number five: The results obtained from this inquiry indicate that learners' readiness for autonomous learning and self-reliance is perceived as the primary factor in fostering learner autonomy by the majority of teachers. This viewpoint implies that teachers understand that learners should possess skills, attitudes, and a mindset that

includes curiosity, initiative, and a desire for self-improvement to fully embrace the autonomy in learning. In contrast, some teachers (13%) attribute learner autonomy to their role as facilitators and mentors, providing guidance and support. Others believe that the availability of materials and study aids is crucial in promoting learner autonomy. Interestingly, one teacher (12%) mentioned "others" as the basis for fostering learner autonomy, specifically, educational reforms to adapt to 21st-century requirements. This implies that this teacher believes that systemic changes in education, such as curriculum updates, pedagogical approaches, and the integration of technology, can play a crucial role in creating an environment that supports autonomous learning.

Overall, these results highlight the multifaceted nature of learner autonomy and the different factors that teachers consider significant in fostering it. While learners' readiness for autonomous learning and self-reliance emerges as the most commonly chosen option, it is essential to recognize the interplay between various factors, including teachers' role, available materials and study aids, and educational reforms, in cultivating learner autonomy effectively.

Question number six: The findings from this question provide valuable insights into the strategies utilized by teachers to promote autonomous learning among EFL students. One prominent method mentioned is the use of online meetings and the provision of necessary tools to facilitate independent learning. These online meetings serve as platforms for interaction, collaboration, and guidance, empowering students to take charge of their learning process. Another effective strategy is assigning research tasks and encouraging extensive reading, which not only enhances language skills but also fosters curiosity and self-directed learning. Additionally, teachers emphasise the importance of giving students' choices, promoting self-assessment and creating opportunities for pursuing individual interests. Individual and group assignments are also highlighted as means to engage students and nurture their autonomy, enabling them to actively participate and apply their knowledge. Ultimately, these strategies empower EFL students develop their sense of autonomy, thereby enhancing their motivation, engagement, and language proficiency.

Question number seven: In this question, 7 out of 8 teachers report the use of online materials in their teaching process. They include platforms like Google Meet and Google Classroom for communication and content sharing. Furthermore, audiovisual aids and videos are mentioned to create an engaging and enjoyable classroom environment. Online dictionaries are also used, which implies that there is a room for students to practise

autonomy relying on technology. In sum, these findings highlight the diverse ways in which teachers incorporate online resources into their EFL classes, which reflects the potential for technology to enhance the learning experience and cater to different teaching styles and preferences.

Question number eight: The responses from the interviewed teachers unanimously indicate that technology has a significant influence on English language learning. According to the teachers, the use of digital learning tools in the classroom can greatly enhance student engagement and interest in learning. Technology not only motivates learners through increased in-class interactions but also allows teachers to adapt classroom activities effectively. It fosters academic achievement, expands students' learning horizons, and promotes autonomy among learners. The teachers also recognise the benefits of technology in specific areas such as pronunciation, drilling, educational videos, reading modeling, grammar content, and facilitating discussions through conferencing and social media tools. Moreover, they emphasise that technology enables learners to access a wide range of learning materials and resources without limitations. Overall, these responses highlight the positive role of technology in the realm of English language learning by creating engaging learning environments, providing adaptive instruction, and facilitating access to resources, thereby benefiting learners both inside and outside the classroom.

Question number nine: The consensus among the interviewed teachers affirms the significance of access to technological materials as a fundamental requirement for nurturing learners' autonomy. Technology provides new perspectives and resources for students to explore. Using the internet for project-based activities encourages students to be motivated, to drive their own learning, which in turn develop their autonomy. A teacher emphasises that learners, being digital natives, can use technology to learn anywhere without solely relying on teachers. Furthermore, the internet's accessibility to references enables quick access to information, which in turn motivates learners to continue their learning journey beyond the confines of the classroom. Technology, as an innovative approach, makes learning more engaging and interactive through the use of data shows and videos. Overall, teachers recognise that technology expands students' horizons and promotes lifelong learning.

Question number ten: It includes teachers' comments and recommendations regarding the research study.

3.3.1 General discussion of the interview

The findings from the teachers' interview offer valuable insights into various strategies of nurturing learner autonomy, the role of technology in English language learning, and particularly, its impact on the facilitation of autonomous learning.

The presence of experienced teachers with a deep understanding of teaching methodologies signifies the quality of education in the English language classroom. The definitions of learner autonomy align with the idea that learners should take charge of their own learning while acknowledging the supportive role of teachers. However, teachers hold varying viewpoints regarding the extent of autonomy among students, highlighting the necessity for further attention and support in developing autonomous learning skills. The importance of learner autonomy in language learning is emphasized by all teachers, as it encourages active engagement and long-term language learning.

Based on the findings, it is concluded that learners' readiness for autonomous learning and self-reliance, along with factors like teacher guidance, materials, and educational reforms, collectively contribute to the effective fostering of learner autonomy. Strategies such as online meetings, research tasks, choice-based activities, and individual/group assignments are employed to promote autonomous learning among EFL students.

Moreover, it can be inferred from the interview that the use of online resources and technology in EFL classes is prevalent, offering diverse ways to enhance the learning experience and cater to different teaching styles. The findings reveal that teachers seemed to be welcoming the incorporation of technology into teaching/learning process. Technology is seen as influential in enhancing engagement, adaptability, and access to resources, thus benefiting learners inside and outside the classroom. The consensus among teachers affirms the effectiveness of access to technological materials in nurturing learners' autonomy, expanding their horizons, and promoting lifelong learning. Overall, these findings emphasise the multifaceted nature of learner autonomy and the pivotal role of teachers and technology in fostering it effectively within and beyond EFL classrooms.

3.4 Recommendations

The purpose of most of the academic researches is to provide an in- depth insight of the inquiry which has been tackled, and this research is no exception. In this respect, this

section is devoted to provide what the researcher sees as helpful recommendation for EFL teachers and learners alike for promoting learner autonomy.

Digital training (raising awareness)

An essential aspect that may be recommended to greatly benefit learners and develop their sense of autonomy is the provision of digital training, particularly, focusing on enhancing students' awareness and skills in effectively utilizing YouTube as a platform for knowledge learning. In the contemporary landscape, YouTube has emerged as a predominant avenue through which individuals seek information in both formal and informal settings. Consequently, training these learners on critical aspects, ranging from discerning credible sources to extracting the necessary details and information, becomes paramount. By providing students with this digital training, they can develop their proficiency as independent researchers. This, in turn, empowers them to become autonomous learners who are able to take charge of their learning, and explore the digital realm with a critical mindset.

Continuous learning (staying in touch with English outside of university)

Staying in touch with English outside of university is highly recommended to promote learner autonomy among students. It should be noted that independent engagement with the language offers invaluable opportunities for personal growth and language proficiency. By actively seeking out English-speaking environments and resources beyond the classroom, students can enhance their language skills and develop a sense of ownership over their learning journey. Students at the university level are no more beginners, thus it has become necessary for them to pursue learning beyond the classroom and rely less on the teacher. Moreover, since teachers cannot cover the entire knowledge during class sessions, students should take the initiative and engage with the language independently using diverse avenues as Internet. By doing so, they would expand their knowledge and deepen their understanding of lectures. In essence, continuous learning outside the classroom is a necessity for EFL students to nurture their sense of autonomy.

Changing teacher's roles

In order to promote learner autonomy and enhance student motivation, teachers need to transition from their traditional role as mere instructors to becoming motivators and guides in the classroom. This shift involves adopting multiple roles to create a dynamic

learning environment. Instead of being the sole provider of knowledge, teachers should embrace the role of facilitators, empowering students to independently explore, discover information, and solve problems. By creating opportunities for self-directed learning, teachers should try to minimize their control over the teaching/learning process and encourage students to take ownership of their learning, which in turn, fosters their autonomy and motivation. Teachers should be readily available as guides, offering support and feedback to students as needed. By embracing the role of facilitators, teachers create an environment that promotes learner autonomy through self-directed learning opportunities. This shift empowers students to become active participants, taking ownership of their learning process. As a result, students develop the essential skills necessary for lifelong learning in the 21st century.

Project-Based Learning

To foster learner autonomy, teachers are recommended to adopt effective teaching strategies, including assigning individual tasks and project works. By assigning projects that align with students' interests, teachers provide students opportunities for independent research, creativity, and making decisions about their learning process. These projects encourage students to explore their curiosity and take initiative in their learning process. Moreover, teachers should guide and provide feedback to students throughout the project, ensuring they stay on track and achieve desired learning outcomes.

In essence, project works in language learning also encourage learners to utilize diverse sources of information, including books as well as modern technological devices. Moreover, these projects involve collaborative activities, enabling students to work together, share ideas, and communicate effectively. On the whole, project works offer a dynamic and learner-centered approach that aligns with the demands of the 21st century, promoting autonomy, creativity, and lifelong learning skills among students.

The appropriate use of technology

The effective use of technology by both teachers and students is highly recommended to promote learner autonomy. When teachers leverage technology as a tool to facilitate personalized learning experiences, it empowers students to take ownership of their education. Technology allows students to access a wealth of information and

collaborate with peers. It also fosters self-directed learning, as students can explore their interests, set their own learning goals, and work at their own pace.

More importantly, it is recommended that technology should be used strategically and in a pedagogical manner to maximize its benefits. Educators should carefully plan and integrate technology into the learning process, aligning it with educational goals and student needs. Simultaneously, students must be educated about the appropriate use of the internet information in order to avoid problems such as “Plagiarism”.

3.5 Limitations of the study

The current study explores the correlation between learner autonomy, and the integration of educational technology. However, no study is free from limitations.

Regarding the case of this study, two limitations need to be recognized and addressed. The first one pertains to the limited number of research tools assessing learners’ degree of autonomy. It created difficulties in specifying the degree of autonomy the students have at the time of the administration of the questionnaire. The second limitation is concerned with the generalisability of the findings beyond the case under investigation. There are clearly restrictions regarding the small sample of study which limits the extent to which the results can be interpreted. The results obtained in this study may not be sufficient enough to account for the general tendencies given the number of participants is too small for broad generalisations; however the findings still offer valuable insights into certain aspects of the issue in question.

3.6 Suggestions for further studies

Based on the research findings presented in this study and considering the limitations encountered, several recommendations emerge for future research endeavors.

We suggest expanding the sample size. Given the constraints imposed by the limited sample size in this study, future research should aim to include larger and more diverse samples. This would allow for a more representative and comprehensive analysis of the findings regarding the development of learner autonomy, the integration of educational technology, and the correlation between the two.

To overcome the limitations associated with relying solely on questionnaire and interview data, it is recommended that future research endeavors employ a diverse range of data collection tools to enhance the reliability and validity of the findings. By incorporating

multiple data collection methods (triangulation), such as observations and tests, researchers can gather a richer and more comprehensive dataset. Hence, further researches may use additional tool such as observation, which would provide a more multifaceted understanding of the promotion of autonomous learning and its relationship with educational technology.

Furthermore, it is recommended that future studies provide clear and precise definitions of key terms related to learner autonomy, for instance learner agency and self-access learning. Defining these terms would contribute to the conceptual clarity and consistency within the research field.

Conclusion

This chapter presented discussions of the results demonstrated from students' questionnaires and teachers' interviews. In detail, the answers to every question were interpreted individually, followed by an overall discussion of the findings. The findings indicated the positive attitudes of both teachers and students towards the integration of technology as an effective tool to sustain learner autonomy. Moreover, on the basis of the main findings, recommendations were introduced for teachers and students, followed by the limitations of the study. Suggestions for further studies are also included in this chapter. In the end, the researcher provided a general conclusion.

General Conclusion

The concept of learner autonomy has gained a significant attention within the sphere of language teaching and learning, to the extent that it has emerged as an educational goal to be reached. The growth of interest in promoting autonomous learning as a key objective can be attributed to the transformations and advancements that have occurred in recent times, particularly in the field of educational technology.

It should be noted that the promotion of learner autonomy in the context of foreign language learning has become a necessity since the knowledge delivered within educational institutions may not be sufficient. Therefore, learners must independently undertake their studies and take charge of their own learning process in and beyond the classroom.

The present study aims at investigating the sense of autonomy among master two students, it also seeks to identify the way autonomy can be sustained. Another aim behind conducting this research is examining the influence of technology on learning, and more particularly, on learner autonomy.

The thesis embodies three chapters. The first one is theoretical in which we have tackled two different variables, mainly: Autonomy in language learning, and technology. As far as the methodology is concerned, the second chapter targets the practical side of this research. It starts first with the method of enquiry, the participants who were concerned and the data collection methods including questionnaire with students and interview with teachers; in addition to that, the analysis of both the findings of the questionnaire and the interview. The third chapter targets the interpretations and discussion of the findings gathered from both the questionnaire and the interview. This chapter covers also a general discussion of both the questionnaire and the interview. Furthermore, at the end of the chapter we provide limitations of the study, along with recommendations for further improvements and success.

To examine the two variables and prove their close relationship, a questionnaire was administrated to master two students and an interview with teachers at Abdelhamid Ibn Badis Mostaganem University. The collected data were analyzed both qualitatively and quantitatively.

The findings reveal that the majority of students hold positive attitudes towards autonomous learning, and are aware of the significance of being an autonomous learner. It is concluded that most of students have a certain extent of responsibility for their own learning. They also emphasise their active role beyond the classroom by seeking different resources for extra knowledge.

The results obtained from the research also underscore the pivotal role of educators in nurturing learner autonomy within the context of language learning. The positive perception

expressed by many students towards their teachers as supportive and motivating highlights the profound impact of providing encouragements to learners on fostering their sense of autonomy and self-reliance. In fact, by creating a nurturing and an encouraging environment teachers can inspire and motivate students to take charge of their own learning process. They also aid students develop the necessary skills and strategies for independent learning (project works are effective), such as setting goals, managing time effectively, and accessing diverse resources. Hence, these findings confirm the second hypothesis. Nevertheless, there is scope for improvement, since some students still desire greater encouragement towards independent learning.

Furthermore, based on the findings extracted from the questionnaire and the interview, we have concluded that the integration of technology has an effective role on fostering learner autonomy. Technology was significantly embraced by both students and teachers who consider it a tool that facilitates and improves learning. At the end of this research, technology was proved to be a valuable tool for accessing information, promoting engagement and motivation, and fostering autonomy. The internet and social media platforms, in particular, were regarded as powerful resources for language learning, offering abundant learning materials, collaborative opportunities, and personalized experiences. Ergo, the last hypothesis is also confirmed which highlighted the effectiveness of technology on sustaining autonomous learning.

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Appendices

Appendix 1
Master Students' Questionnaire

Dear Students,

This is a research questionnaire used to complete a research project on developing learning autonomy in the 21st century. Therefore, you are kindly requested to answer the following questions, and I appreciate your help.

1) Specify your gender

Male

Female

2) Specify your age:

3) How can you describe your level in English?

Excellent

Good

Average

Not good

4) Are you a learner who depends on him/herself for learning?

Yes

No

Justify.....

5) Do you rely on the teacher as the only source of knowledge?

Yes

No

If no, what are the other sources?

.....

6) Does your teacher encourage you to learn on your own?

Yes

No

7) How do your teachers motivate you to be an autonomous learner?

Project works

Online courses

Suggesting books and articles

8) What is/are the actual role(s) that your teachers are playing? (More than one option)

Resource

Controller

Participant

Organiser

Counselor

Guide

9) According to you; an autonomous learner is :

Self-reliant

Motivated

Critical thinker

They direct

10) How often do you learn English outside the classroom?:

Very often

Sometimes

Rarely

Hardly ever

11) Which activities do you do out of the class to improve your level in English learning?

12) After your English classes, do you feel

a/ satisfied with the knowledge gained

b/ in need to enrich the knowledge gained and do further researches.

c/ not satisfied but still indifferent.

13) To what extent do you see autonomy important in English learning?

To a high extent

To a moderate extent

To a low extent

14) Do you utilize technology in the learning process?

Yes

No

15) If yes, how often do you utilize technology in the learning process?

Always

Often

Rarely

Sometimes

Hardly ever

16) Do you think that technology is crucial for the success of learning in and beyond the classroom?

Yes

No

17) Integrating technology in teaching/learning context makes you more engaged in learning.

Agree

Disagree

Neither agree nor disagree

Please justify.....

18) Internet is an effective tool for improving the quality of English learning.

Agree

Disagree

Neutral

Please Justify.....

19) For what purpose do you use Internet?

- a) In case of homework.
- b) In case you didn't understand the lesson in the class.
- c) To access online lectures
- d) To broaden your scope of learning
- e) To foster knowledge necessary for lifelong learning

20) Do you use social media for educational purposes?

Yes

No

21) If yes, which tool do you mostly use?

Facebook

YouTube

Skype

Others.....

22) Do your teachers suggest online courses, e-books, videos, and websites for your learning?

Yes

No

23) To what extent does technology-based learning enhance autonomy and decrease dependence on teachers?

To a high extent

To a moderate extent

To a low extent

24) In your opinion, what aspect of learner autonomy does TBL Improve?

Responsible learning

Lifelong learning

Decision making skills

Problem solving skills

Motivation to learn

If other, specify.....

25) How do you evaluate your E-learning experience during the pandemic?

Boring

Helpful

Interesting

In case you have further suggestions, comments or recommendations, you are welcome to add them below

.....

Appendix 2
Teachers' Interview

Dear teacher,

Our research is about developing Learner Autonomy in the 21st Century EFL Classrooms. This interview will be of pivotal importance to our investigation as it will provide us with some answers about the topic in question. Thus, you are kindly requested to answer the questions.

Thank you very much for your cooperation.

1-How long have you been teaching English?

.....

2-Holec (1981) describes **Learner Autonomy as the ability to take charge of one's own learning. What is your own understanding of the concept?**

.....

3-As a teacher, to what extent do you think your students are autonomous and responsible for directing their own learning?

.....

4- Do you consider Learner Autonomy indispensable in Language Learning? Explain.

.....

5- According to you, Learner Autonomy is based on:

Teacher's role.

Learners' readiness for Autonomous Learning and Self- reliance.

The availability of materials and study aids.

Others.....

6- How do you encourage /motivate your EFL students to be autonomous?

.....

7- Do you use online tools in your EFL classes? If yes, what are the tools you mostly employ?

.....
8- What impact do you think Technology has on English Language Learners?

.....
9- Is the availability of technological materials (In and beyond classrooms) necessary for enhancing learner autonomy? Explain.

.....
10- Relying on your teaching experience, what suggestions would you make to promote students' sense of responsibility in and outside the classroom?

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