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**The Effects of Using Speaky Android Application on
EFL Students' Autonomous Learning:
The Case of First Year Students Master of Language and
Communication Students**

**A dissertation submitted in partial fulfillment of the requirements for the degree of master in
language and communication**

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Dedication

I dedicate this humble work which has finally seen light to the most loving people
surrounding me:

My loving parents for their endless love and support

my sisters and brother Mohamed

my fiancée Nassim who stood by me in the moments of difficulty and stress.

To the long list of my friends;

I love you all

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Abstract

21st century learners are willing to be autonomous and are seeking more responsibility for their own learning. Since they are technologically friendly, they rely mostly on technology for communicating and interacting via watching movies, listening to music, using applications and social networking sites. As for modern EFL learners, they are comfortable when using their laptops , phones, or I-pads, to practice their English. To investigate the use of mobile phones applications, this study is intended to find out the effect of using one interesting android application, “Speaky”, on first year master students of language and communication. The sample for the study comprised 24 EFL students of Abd El Ibn Badis University, Mostaghanem . As an experiment, the learners were asked to use Speaky application for 4 weeks, and then a questionnaire was delivered to the students to collect the data. The results of the study revealed that the learners did become autonomous and in charge of their learning process . Another significant result revealed in this study showed that the majority of the participants agreed on the fact that “Speaky” would significantly help them in learning English.

Key words : autonomous learners , Speaky ,EFL modern learning

List of abbreviations

BALL : Blog-Assisted Language Learning

CMS : Critical Management Studies

FB : Facebook

IELTS: International English Language Testing System

TL: Target Language

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General Introduction

Over the last 2 to 3 decades, technology has become more and more a part of our daily lives, It has taken over our lives. This massive development in the world of information and communication technologies has influenced all areas of life including education and this has brought about changes in the structure and implementation of education and the roles of individuals in today's education . For this reason, many practitioners and educational experts adapted new technology-related approaches, mainly in learning foreign languages by integrating applications and services in today's classrooms such as social networking sites, Blogging ,Wikis ,Facebook and My Space etc .

One interesting application that could be beneficial is “Speaky” . “Speaky” was created 2014 by Ludovic Chevalier. It has over 2 million users worldwide. It has some enticing options where one can learn instantly, practice and exchange languages with people around the world, native or non natives speakers while taking into account all levels from beginners to advanced learners. It is considered as an application which aims to find the perfect language partner and learn from each other simply by exchanging one's language skills. It is a simple language exchange method where it helps learners who want to learn a given native language by practicing with the online partner who would correct the errors.¹

Both researchers and practitioners in the field of foreign languages teaching are clearly interested in the concept of learners autonomy. Indeed, there is a growing body of evidence demonstrating the importance of learners' autonomy. For many educators, an important question to be raised is how to help learners become autonomous in the era of digital advancements. However, the majority of learner autonomy researches following this line of inquiry has been conducted within the framework of language learning strategies ² and that what motivated us to conduct this research .This study is raised by several reasons: first, we seek to investigate how “Speaky” would boost students autonomous learning since learners are involved in all decisions that concern the learning process. This would motivate students to be engaged in their own learning , mainly for the younger generation who

1.(Roope Kiuttu, 2017)

2.(Yoshiyuki Nakata2014)

belongs to the Age of Information . Second, we intend to observe the attitudes of students towards the use of “Speaky” , to observe later to what extent individual users think they learned, and where the actual improvement appeared .

Using web 0.2 to achieve a good learning experience has become very popular nowadays . Therefore, there are many linguists who highlighted the importance of social networking sites. Technologies help to develop and exercise autonomy by providing “a multiplicity of access to authentic documents, multiplicity of access to interaction, the chance to reinforce metacognitive ability through experience with others, via dialogue and knowledge of other forms and ways of tackling problems and learning styles, other perceptions of texts and discursive genres, other criteria and uses of formality and courtesy.” ³ In the same vain, ⁴has stated that “they can facilitate self-access and give the students opportunities to self-direct and navigate their language learning, providing them with environments for both independent and collaborative self-directed learning. As a result learners will be highly motivated”. According to Loyens, Magda, & Rikers,⁴ “self-directed learning emphasizes the choices in one’s learning path; in effect, intrinsic motivation as critical to self-directed learning.”

Hung and Yuen (2010) found that students had positive responses toward Ning which is another popular Social Networking Site (SNS). The students saw Ning as 3 a good supplement in their course and showed positive learning outcomes. ⁵

The aim of this study is to investigate and analyze the effect(s) of using “Speaky” on first year master students language and communication on their autonomous learning so as to offer solutions that help students to overcome difficulties in language learning. Therefore, this study aims at providing answers to the following questions:

- 1- What are students' attitudes towards the use of Speaky ?
- 2- How desirable and feasible is Speaky application in promoting learners’ autonomy ?
- 3- How much did “Speaky” users think they learned? And what are the improvements that may take place ?

As an attempt to answer these questions, we can predict the important role of using “Speaky” by EFL students , it is quite valuable tool in foreign languages learning , as many studies testify to the growing importance of web 2.0 as successful tool for language learning ,in addition it to the fact that it can promote learners autonomy by giving the learners more choices to take control over one's own learning, independently or in collaboration with

3. (Villanueva, Ruiz-Madrid and Luzón 2010)

4. (Dal- Bianco and Moore-Walter 2017)

5.(Loyens, Magda, & Rikers2008)

others , as it helps them to set their own goals, reflect on their progress, as to practice outside classrooms ,and that what make them autonomous .in addition to the fact that learners can focus on things that interest them the most and give free rein to their creativity, and can also try out various strategies that suit them the most . This freedom to make their own decisions has a positive impact on the development of learner autonomy. As a result of that student were highly motivated using Speaky , because its created for them comfortable atmosphere and reduce pressure .

This work is divided into two main parts: a descriptive part, which includes one chapter for theoretical views of the social networking site and learners autonomy –and an empirical part, which includes two chapters where one is concerned with the research design, methodology and the analysis of the research methods whereas the second chapter deals with the discussion of the results.

Chapter one: social networking site and learners autonomy

An overview

Introduction

This chapter is divided into several sections. First, theory of learner autonomy is presented. Secondly, we will narrow the discussion to refer to autonomy in foreign language learning. Also, a more specific reference to autonomy in foreign language learning in the web 2.0 era will be provided. As for mobile learning and its potential for learners autonomy, this would be highlighted in a later section, and in the end we will refer to the use of social media to foster autonomous learning.

1 The theory of autonomy

The theory of autonomy in language learning emerged from Knowel's research of self-directed learning (1975, cited in Kocak, 2003) which was defined as a leading figure in adult education, as a process in which individuals accept responsibility for all the decisions concerned with their learning. In the 1970s and 1980s, the focus on adult self-directed learning had become popular.

Then, the term autonomy was presented the first time by Holec in 1981. It began with the council of Europe's Modern Language project, which resulted in the publication of Holec's seminar report, in which autonomy is defined as 'The ability to take charge of one's own learning' (cited in Benson, 2006.)

Therefore, as the more recent literature has started to use the term self-directed learning' go alongside with the concept of autonomous learning in the context of institutional educational context in which autonomous learning was seen as a synonym for self-directed learning. The only disparity between autonomy and self-directed learning is plainly demonstrated by Dickinson (1987,) Kocak cited," who said that in self-directed learning, learners accept responsibility for all decisions related to their learning, but not necessarily implement those decisions; on the other hand, in autonomous learning the learners are entirely responsible for all the decisions concerned with their learning and also the implementation of these decisions". (Kocak, 2003)

Nevertheless, at that time, the issues of autonomous learning still involved around adult learning which is held out of the classroom-based. Then, in his book on learner training, Benson (2003) demonstrated “how the principle of autonomy could be integrated into secondary school classroom without self-access or formal learner training”.

1.2 Definitions of autonomous learning

Learner autonomy has been defined as learners taking responsibility for their own learning (Holec, 1961). For example, David Little's refers to the term learner autonomy as being 'essentially a matter of the learner's psychological relation to the process and content of learninga capacity for detachment, critical reflection, decision-making, and independent action' (Little, 1991). In the same vein,(Leni Dam ,1990,p.16) cited in Gathercole, , defines autonomy in terms of the learner's willingness and capacity to control or oversee her own learning. According to Benson (2001.), "autonomy is n precondition for effective learning: when learners succeed in developing autonomy, they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live"

learner autonomy is related to the learners' internal attitude towards taking responsibility for their own learning. In other words, the researchers emphasized the need for the learner to have an awareness of their own role in the overall learning process.

1.3 Autonomy in foreign language learning

Learner autonomy, essentially in the domain of foreign language learning, was clearly discussed in the 1979 report prepared by Holec for the Council of Europe under the title of ‘Autonomy in Foreign Language learning’. According to Holec (1981), learners should be given the responsibility to make decisions concerning all aspects of their own special learning styles, capacities and needs. Fener and Newby (2000), Benson (1997) argue that constructivist theories of learning constitute the major theoretical background for the psychological aspect of learner autonomy.

In view of pedagogical background, Fener and Newby (2000) point to the fact that “each individual has a unique way of constructing his or her own world. Each generates rules and

mental models so that they make sense of experiences. Learning is a search for meaning. Therefore, learning must start with issues around which students actively try to construct meaning. The key to succeed in learning depends on allowing each individual to construct his or her meaning, not make them memorize and repeat another person's meaning. In formal learning environments, learners can be enabled to construct their own personal learning spaces in accordance with their personal and educational needs. It seems that if learners are given a share of responsibility in the decision-making processes regarding dimensions such as pace, sequence, mode of instruction, and content of study, learning could be more focused and more purposeful", and "thus more effective both immediately and in the longer term" (Little, 1991, p.8). According to Benson, "the key idea that autonomy in language learning has borrowed from constructivism is the idea that effective learning is active learning" (2001, p. 40).

1.4 Autonomy and foreign language learning in the web 2.0 era

According to O'Reilly (2005)" the term refers to web-based technology that facilitates and promotes communication and sharing among users worldwide. Blogs, wikis, podcasts, RSS feeds, aggregators, social bookmarks, among others, are concepts ingrained in this new approach to global interaction that has been rapidly adopted by the e-learning community in fact , blending between Web 2.0 and language education does not exist in a vacuum". As Thomas (2009) posits, "the underpinnings reside in the fact that only through the medium of language can the web make all the acquaintances we have and all the communities we build possible. In other words, the practices of learning a language can be carried out on the web, which builds a naturalistic connection between language learning and Web 2.0 integration."

Although there is great variability among students in their use of technology, social networking is one particular technology that has entered the mainstream for students in a way that is almost universal (Kennedy & Judd, 2011). In fact, "the management of social relationships through a SNS is one of the main forms of digital literacy today" (Lewis & Fabos, 2005). This high usage of SNSs leads teachers to believe that SNSs have great potential to be an engaging language-learning tool. One especially appealing facet of SNSs is that social technology is always available with an Internet connection, rather than being limited to the classroom, which has the potential to greatly enhance the language-learning environment and aids in building a strong classroom community (Antenos- Conforti, 2009). SNSs also offer a great opportunity for language learners to interact with other learners or

even native speakers in authentic contexts, filling a gap that can be difficult to satisfy, especially for lower-level learners (Kurata, 2010). Yet, despite its availability for the past decade and a half and its many potential benefits, social networking for learning purposes has only recently made its way into the language classroom (Kurisak & Luke, 2009)

Web 2.0 has become a popular trend during the last few years. It has drawn the attention to shape the promotion of autonomy in English language learning in which those technologies provide learners with more skills, opportunities to take control over the learning process. According to (Villanueva, Ruiz-Madrid and Luzón .2010), “technologies help the development and exercise of autonomy by providing multiplicity of access to authentic documents, multiplicity of access to interaction, the chance to reinforce metacognitive ability through experience with others, via dialogue and knowledge of other forms and ways of tackling problems and learning styles, other perceptions of texts and discursive genres, other criteria and uses of formality and courtesy.” (Benson, 2011) added that : “They can facilitate self-access and give the students opportunities to self-direct and navigate their language learning, providing them with environments for both independent and collaborative self-directed learning”.

The advent of recent mobile technologies which enable the installation of English language learning applications and mobile version of Web 2.0 (Wang and Heffernan, 2016) also creates more flexible ways for students to manage their learning, allowing learners’ mobility in learning. In Asia has been reported in a recent study. (Bhattacharya and Chauhan 2010, p. 383), for instance , the study revealed that “blog-assisted language learning (BALL) fosters learner autonomy by developing students’ language and cognitive skills and helping them to make more informed choices about their decisions.” The study showed also that students’ skills to make independent decision and to take independent action were enhanced through blogging activities.

(Sanprasert 2010, p 120) reported “that the CMS is critical in the development of aspects of autonomy as it brought about circumstances and structures that encouraged students to take control of their own learning.”

1.5 Mobile learning and its potential for learner autonomy

The mobile revolution is one the most widespread style of learning technology. Mobile learning is expected to make a massive influence on learners. It has given rise to unusual learning opportunities for learners. And this has reformulated the understanding of the learners from that in the traditional classroom to that in the mobile learning context. While in the traditional learning setting learners and learning are physically bounded in the classroom, mobile learning views the learners on the move and their learning as a mobile activity scholars have given it several definition for instance (Kukulska-Hulme and Shield 2008, p. 273) define mobile learning as “formal or informal learning mediated via handheld devices which are potentially available for use anytime, anywhere” which can happen in both formal and informal settings. This form of learning happened when learners are not at a restricted, confined location or when they take advantage of “the learning opportunities offered by mobile technologies” . Caballe explained that : “Mobile learning is also supported by mobile 2.0 a label formulated” to refer a mobile version of Web 2.0. The mobile technologies for mobile learning include mobile phones, tablets, laptops, and Personal Digital Assistants (PDA). (Caballe .2010.p.22)

Mobile devices provide some distinctive characteristics, as they have given rise to learning experiences that cannot be establish in the traditional classroom. Sung, Chang, and Yang (2015) mention four properties that make language learning via mobile devices different from that in the traditional language classroom. He state “ The first is mobility/portability, which enables language learning to take place anytime and anywhere. As a result, the mobile learning context accommodates students’ new learning styles beyond the traditional classroom. The second property, social connectivity/interaction, assists learners in sharing information, collaborating and communicating with others. Another feature is context sensitivity, in which learners can use the mobile devices for collecting specific data of a particular location, environment, and time learners can use the devices to connect language learning across different settings, times, and locations and access relevant learning resources, the last feature is individuality, which means that learners can customize and personalize mobile devices according to their individual learning needs, styles, and interests”. (Sung, Chang, and Yang 2015.p. 70). Reflecting upon Sung, Chang, and Yang’s (2015) features of mobile learning, it can be stated that the integration of a mobile learning platform into language learning has the efficacy to enhance learner autonomy

1.6 Using social media to foster autonomous learning

There is apparently a massive widespread participation in different social media and increasing evidence of their use as support for the learning process .As Facebook and other social media are ubiquitous in everyday life, merging into educational environments and leaving educators no choice except scouting about the best way to incorporate these tools in learning language essentially ,since they provide real world of listening and speaking environment. What almost all social media have in common is the fact that they promote autonomous learning by offering opportunities to address the individual needs of learners without losing sight of the learning group and its joint goals (Dal- Bianco and Moore-Walter 2017).

1.6.1 YouTube

With one simple click on YouTube , a number of videos posted by teachers and students is found. Developing a podcast is like planning a syllabus (Chartrand, 2009) counted There are quantitative elements to consider, such as how many lessons, how much time per lesson, and how much material to cover. There are qualitative elements as well: What level of language is appropriate for the learner? What are the goals, objectives, and needs of the learner? Therefore, questions that might be asked when producing a podcast may include: How many podcast episodes will be produced? How long will each episode last? Who will do the recording? These are some of the questions to ask when developing an original podcast for language learning. For example, one can anticipate producing English conversations for beginner, intermediate, and advanced level learners, respectively.

1.6.2 Twitter

Twitter is described as a social networking and microblogging service that users like to use for short messages of 140 characters in length (Tweeter.net, 2011). The short format is a unique way of communicating that has captivated the creative minds of millions of users and it is an interesting method for students to keep in touch with each other as well as with the teacher. One possible lesson may start with a teacher telling a story to the learners. Then, the teacher instructs the students to continue the story. Another idea may be for the teacher to ask trivia questions, and the students attempt to answer them in class (ESL Daily, 2011).

1.6.3 Facebook

The most successful social networking site is Facebook. This Web site has hundreds of millions of users and it is an enticing way for students to form an online community. One of the problems, however, is the possibility of privacy infringement as students get more confident in their English writing skills. , especially among young generations as well as students in Higher Education (Akbari et al, 2016). Facebook (FB), with more than two billion users, is undoubtedly one of the most widespread and successful SNS (Blake, 2013; Blattner & Lomicka, 2012; Chartrand, 2012) and has become the most popular in Western countries (Godwin-Jones, 2010). Facebook can be used as an extension of the classroom (Schwartz, 2009) and as a support network for effective self-access learning (Peeters, 2015) to motivate students and encourage them to share ideas, thoughts, videos, resources and activities and to express themselves in authentic ways (Chartrand, 2012).

Most university students have a FB account, and associate it with their personal sphere and identity; they use it for self-presentation and to establish personal identity, for social interaction (through a one-to-one or one-to-many communication style) and to share their views, emotions and experiences (Blattner & Lomicka, 2012,p:24,new era of language learning). From an educational perspective, FB can function as a ‘third space’ of learning which bridges the gap between the academic setting and the students’ personal sphere, between the online and offline social networks, between self-access or autonomous learning and social learning.

1.7 Informal learning and its effect on learners motivations

The first thing comes to our minds when we think about learning is schools, universities, colleges. If we dig deeper, we might begin to consider museums, galleries and science centers, is the form of learning that goes on as part of our normal day-to-day activities when we do not even think we are learning. Today, however, anyone who has an interest in how children learn with digital technologies needs to look beyond institutional contexts to consider the implications of children's use of computers, mobile phones, digital television and so on as part of their informal day-to-day lives. .

They describe informal learning as follow: “Informal learning is described as an unplanned and implicit process with unpredictable results (Hager, 1999). This “every day learning process has a self-evident character and takes place in the daily working situation” (Tjepkema, 2002 p.24). “It is never organized or intentional from the learner’s point of view. It is seen as the development of the individual through interaction with others “(Marsick and Watkins, 1990). Informal learning often happens spontaneously and unconsciously without any priori stated objectives in terms of learning outcomes.

According to Baert (2000) “informal learning is an important determinant for the professionalization of employees and organizations.” After Giving such a definition for informal learning discussed above, we now would examine what we know about the potential effect of this mode of learning on students. Informal learning might be considered as motivating factor for many students, where as it create a pleasant and comfortable atmosphere for learners . in any learning environments , motivation is considered as an Important factor . “it is complicated for learning , if the students are not yet eager to learn .”(Light Bown and Spada ,2006) .

Motivation is boosted when a diversity is given to enable one feel more liberated (Stephen Krashen. 2003.p:14) . According to Green “ Motivation through appropriate planned teacher work be created at the pre teaching stage, maintained at the whilst-teaching period and supported and reinforced in the post teaching reproduction and feedback. However holds that no matter how comprehensible and successful the teacher’s motivation enhancement plans, certain students will, of course, nevertheless help to provide the impetus for the learner to achieve all that he is capable of achieving in this particular field of intellectual endeavor”.(Green, Christopher.2012.p.36) However even the fact that one of the major motivational factors for learning is obtaining a degree or certification, informal learning could be an interesting phenomenon that might have a different motivational factor from formal learning (Sloep, 2012, p. 20). Defined informal learning as “self-directed, incidental, intentional, non-intentional or social form of learning”.

Mobile phones at the interface between informal and formal learning. “Self-directed learning emphasizes the choices in one’s learning path; in effect, intrinsic motivation as critical to self-directed learning” (Loyens, Magda, & Rikers, 2008,) “Self-directed learning can be defined as a process in which individuals take the initiative, with or without the help from others, in

diagnosing their learning needs, formulating goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluating outcomes” (Knowles, 1975 , p. 18). Evidently, informal learning provides a lot more choices and opportunities for learning. People might feel demotivated to learn in school because there are restrictions that might interfere with their motivation, such as demands for completing tasks without the available resources in the classroom

According to (Wolters, 2011.) “informal learning activities are more motivating and engaging than formal learning” . in the same vain “The motivation and barriers to employee participation in online knowledge-sharing communities of practice at a multinational corporation. (Jones, Issroff, Scanlon, Clough, & Mcandrew,2006) .

Ardichvili (2003), in his research, revealed that his participants “considered the online community was like an encyclopedia as well as a problem-solving tool. They also viewed it as a tool for professional development and a tool for managing the work of various studies” . Still, it needs more investigation about motivation and how it can be enhanced via technology.

Conclusion

This chapter was devoted to the introduction and explanation of some basic concepts relevant to learners’ autonomy. it has been revealed that autonomy is deeply connected to all aspect of learners willingness to learn a the target language . Autonomy is very powerful tool for learning language . thus it determines the attitude of students to learn

Chapter Two: Students Using of Speaky

Introduction

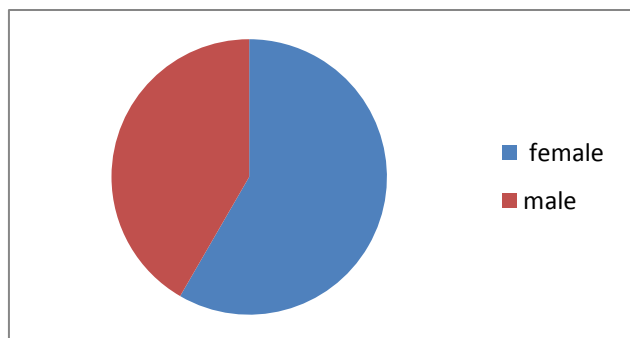
The aim of the current research is to gain greater insight on students' attitudes towards the use of Speaky application at Abdelhamid Ibn Badis University ,and to find out the implications of such a study on learners' autonomy. The other issue that is investigated in this dissertation is about the improvements and skills that would be noticed after using the application of "speaky". This chapter will present the participants, the instruments employed in gathering the data, the procedure followed during the data gathering process, and the data analysis .

2 The research design

The research design for this investigation follows a case study pattern. It was conducted at Abd El Hamid Ibn Badis University ,with students population who belong to different communities. These students were asked to use the application speaky for more than 4 weeks . A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2003, p. 13).Therefore, our intention was to investigate the phenomenon described in the study

2.1 The research participants

In total, 24 students majoring in English master one students, the specialty of language and communication at the University of Abdelhamid Ibn Badis Mostaghanem were chosen to take part in this study . A call for participation was sent to students between the ages of 21 to 28 . The demographic gender was as follow:14 of the sample were females and the other 10 were males. Students population who originates from different backgrounds includes 83.3 % Algerian students and 16.7 % of Malian students . Our informants were chosen through and simple random sampling.

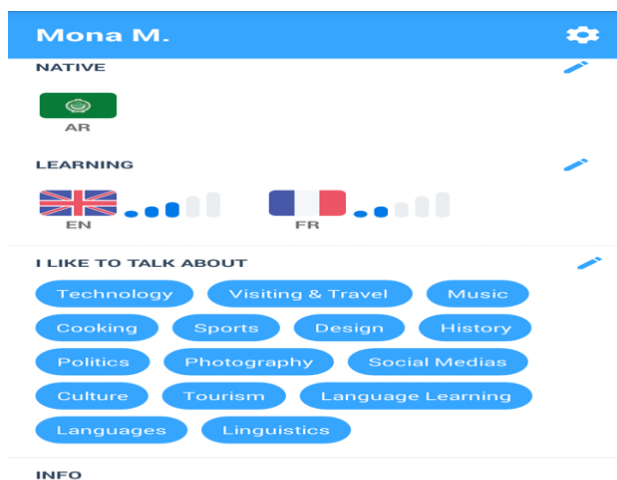


Graph 1: The gender of the participants in the study

2.2 The research materials

In this study , an experiment was designed to confirm or attest the question , the target population was asked to use the android application Speaky for more than 4 weeks , as they were asked ,also to use English as the target language . The informants used in this experiment various devices like smart phones, tablets and computers

Picture01 representing the format of the application Speaky



Speaky (2018) retrieved from <https://www.speaky.com/fr/>

2.3 The research procedures

The research question which this study sets out to answer relates to the effect of speaky application on master one students, and whether this application can relate to the students' improvements in their academic performance and learning autonomy We, initially, asked the participants to upload an application called Speaky and asked them to use it for 4 week , and

using English as the target language , and after the defined period a questionnaire was given to the participants to answer it.

2.4 Research Instruments

For this research , the data collection instrument used is students' questionnaire. An explanation of the tool is provided in details below.

2.4.1 Students' Questionnaire

The questionnaire is paramount in any study because it can allow the collection of both quantitative and qualitative information and the use of open and closed formal questions (Patton, 2002). Therefore, the students' questionnaire was used to gather either qualitative or quantitative data.

The first year master students, the specialty of language and communication , were given questionnaires that contain 21 question to have a better insight on students' attitude and opinion about Speaky as a tool that promotes learners autonomy and its impact on students .In this questionnaire, there were 3 types of questions used: 14 of them were closed questions(Q1.2.4.5.6.7.8.9.10.12.13..14.15and 18) and the other 4 were open ended(Q3.11.20and .21).and last but not least the clarification questions (Q10.16and 17) . The questionnaire was divided into five parts .

-The first part contains 3 questions where students were asked general questions about their profile .

The second part was designed to know the average usage of the application Speaky

In the third part (questions 5,6,7,8,9. and 10) students were asked to express their opinions about Speaky application in promoting learners autonomy

The aim of fourth part (questions11,12,13,14,15. 16. and 17) was to know students' attitude towards the use of Speaky

In the fifth part (questions 18,19 ,20, and 21) students were further asked to express their opinions about the impact of Speaky on English language improvement.

2.5 Data Analysis

This research is based on both qualitative and quantitative methods that are suitable to analyze the data collection that was based on (a students' questionnaire,). This method is important

because it provide ways of analyzing, comparing, and contrasting the subjects in a statistical way (Patton, 2002). This method has been appreciated because it is a strategy that produces better results in terms of quantity. The researcher used a descriptive way in presenting the results. Descriptive statistics is a good way to present ‘quantitative descriptions in a manageable form and helps to simplify large amounts of data in a sensible way’ (Patton, 2002). This method is also helpful in presenting qualitative results (ibid).

2.6 Analysis of the result of quantitative data

Most learners answered multiple choices and yes no questions. However, not a lot of them did answer the open ended questions.

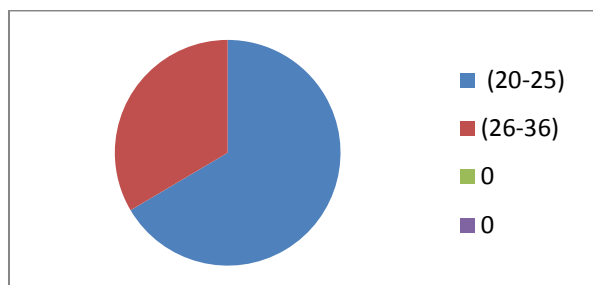
Section one : Personal information

1. Age group

Table 1: The age of the participants

Option	N	%
20-25	16	66.5
26-36	8	33.5
37-46	0	0
+47	0	0
Total	24	100

The data obtained revealed that 66.5 %of the students are between the age of 20-25 ,and the other 33.5 % are between the age of 26-36 the results are shown in the following graph.



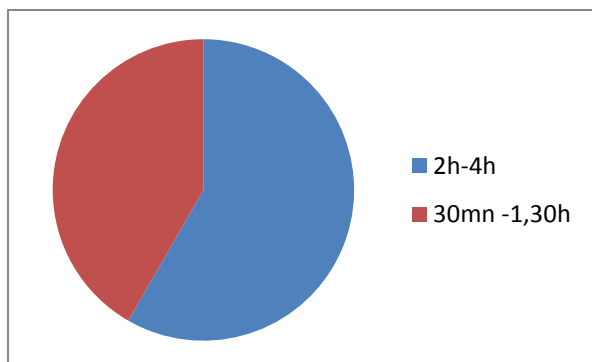
Graph 2: The age of the participants

Section tow: The average time spent on speaky application

Q02 How often do you access your speaky account a day:

Table 2: Average time spent on speaky

Option	N	%
0 hours	0	00
30mn 1.30	10	41.7
2h-4h	14	58.3
5h+	0	00
Total	24	100



Graph 3: Average time spent on speaky

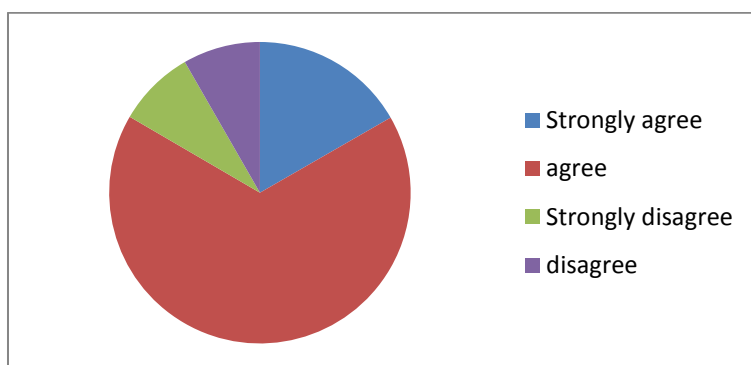
The graph 03 shows that 58.3% spent from 2h -4h a day ,while 41.7% spent from 30 minute to 01.30hours a day .

Section three: Speaky applications in promoting learners' autonomy

Q5. speaky allows me to choose working methods that suit me best?

Table 3: Speaky provide students with working methods

Option	N	%
Strongly agree	4	16.70
Agree	16	66.70
Strongly disagree	2	8.30
disagree	2	8.30
total	24	100



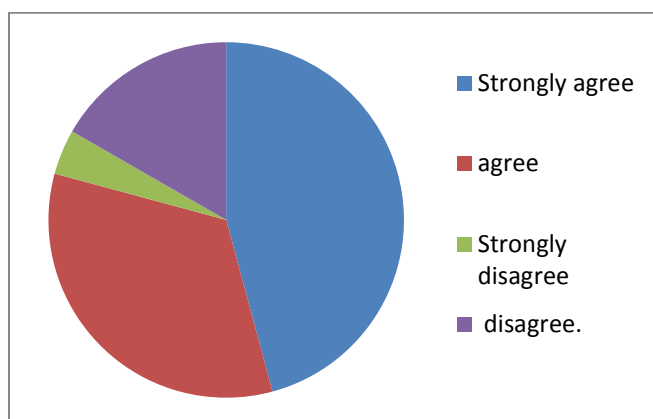
Graph 4: Speaky provide students with working methods

Graph 04 shows that the majority of the students 66.7% strongly agree that speaky allows them to chose working methods that suite them best also ,16.7 % strongly agree while 8.3%disagree , and 8.3 strongly disagree .

Q6. Speaky allows me to take part in the planning of my learning process

Table 4: Speaky allowing student to plan their learning process

Option	N	%
Strongly agree	11	45.8
Agree	8	33.4
Strongly disagree	1	4.1
disagree	4	16.7
total	24	100



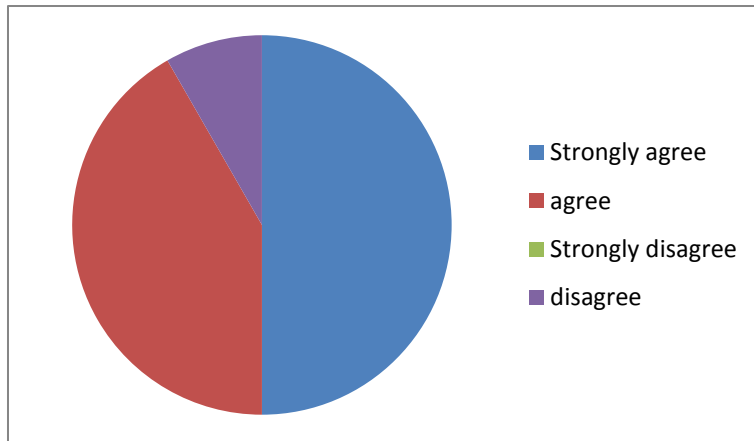
Graph 5: Speaky allowing student to plan their learning process

Graph 05 shows that the majority of the students 45.8% strongly agree that speaky allows them to take part in the planning of my learning process also ,33.4 % strongly agree while 16.7%disagree , also 4.1% strongly disagree .

Q7: speaky does not direct my choices

Table 5: Speaky does not direct users choices

Option	N	%
Strongly agree	12	50
Agree	10	41.7
Strongly disagree	0	0
disagree	2	8.3
total	24	100



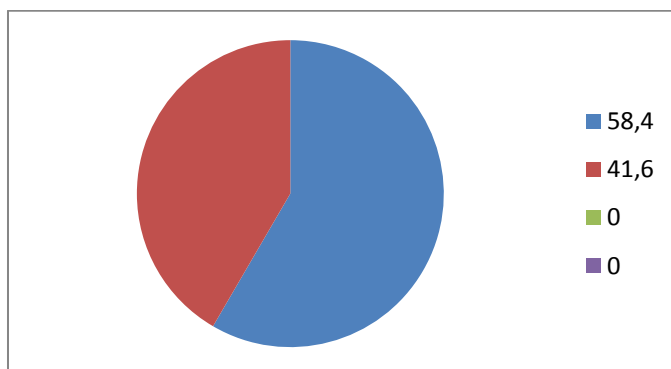
Graph 6: Speaky does not direct users choices

The gathered data from Graph 6 shows that half of the students 50% strongly agree that speaky does not direct users choices also ,41.6 % strongly agree while 8.3%disagree , also 0% strongly disagree.

Q8 Speaky allows me to notice mistakes and helps me in correcting them

Table 6:S peaky allows his users to notice mistakes and help to correct them

Option	N	%
Strongly agree	14	58.4
Agree	10	41.6
Strongly disagree	0	0
disagree	0	0
total	24	100



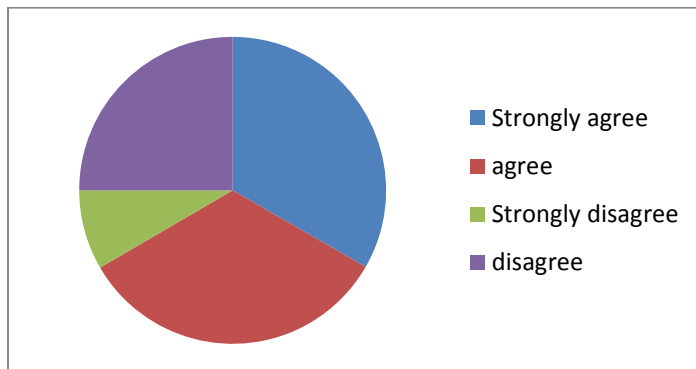
Graph 7: Speaky allows his users to notice mistakes and help to correct them

Based on graph 07 ,58.4 % of the respondents strongly agree , and said they have notice their mistakes and worked on it , also 41.6 % said they do agree and no one nether disagree or strongly disagree .

Q9 : Speaky allows to evaluate my process by myself

Table 7: Speaky allows to evaluate my process by myself

Option	N	%
Strongly agree	8	33.3
Agree	8	33.3
Strongly disagree	02	08.4
disagree	06	25
total	24	100



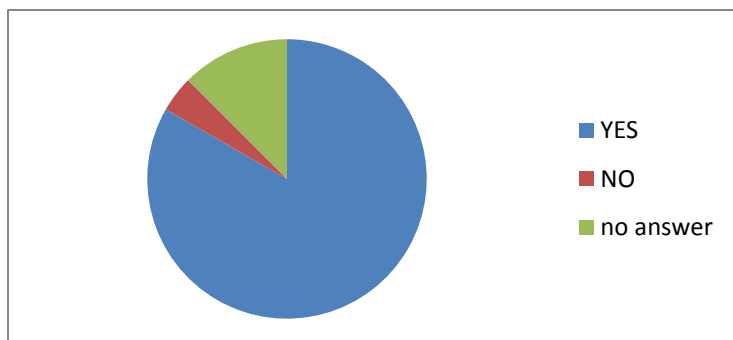
Graph 8: Speaky allowa users to evaluate process by themselves

Graph 08, shows that only 25 % of the respondents said they strongly agree that speaky allows the users to evaluate the learning process by themselves ,while 33.3% agree ,and only 8.4% strongly disagree , and 33.3% disagree .

Q.10While using speaky ,did you feel that you are responsible of your learning process?

Table 8: Using speaky promote autonomy

OPTION	N	%
YES	20	83.3
NO	1	4.2
No answer	3	12.5
TOTAL	24	100



Graph 9: Using speaky to promote autonomy

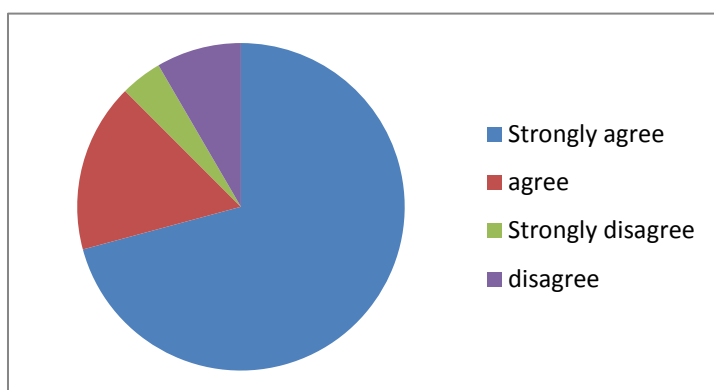
As can be seen from graph 20 ,83.3 % are autonomous using speaky and only 4.2 % were not and the rest of the respondents 12.5 % didn't answer.

Section four : students' attitudes towards the use of Speaky

Q11 :Speaky helps me in finding out which learning styles suit me best

Table 9: Speaky helps students to recognize their learning style

Option	N	%
Strongly agree	17	70.8
Agree	4	16.70
Strongly disagree	01	4.1
disagree	02	8.4
total	24	100



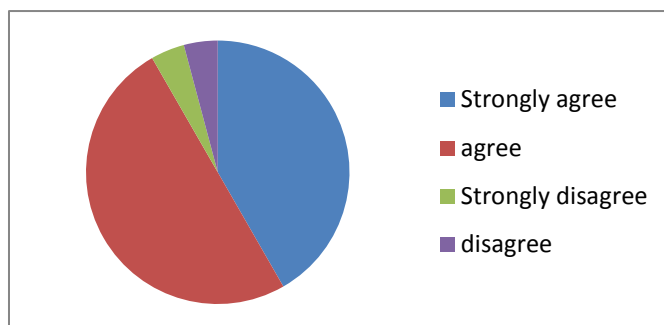
Graph 10: Speaky helps students to recognize their learning style

Graph 10 shows that the majority of the respondents (70.8 %) strongly agree, that Speaky help them to discover their learning style.(16.4) agree and (8.4) disagree and only (4.1) strongly disagree .

Q12: Speaky helps me in finding out what motivates me in learning English

Table 10: Speaky helps discover what motivates students in learning English

Option	N	%
Strongly agree	10	41.70
Agree	12	50
Strongly disagree	01	4.15
disagree	01	4.15
total	24	100



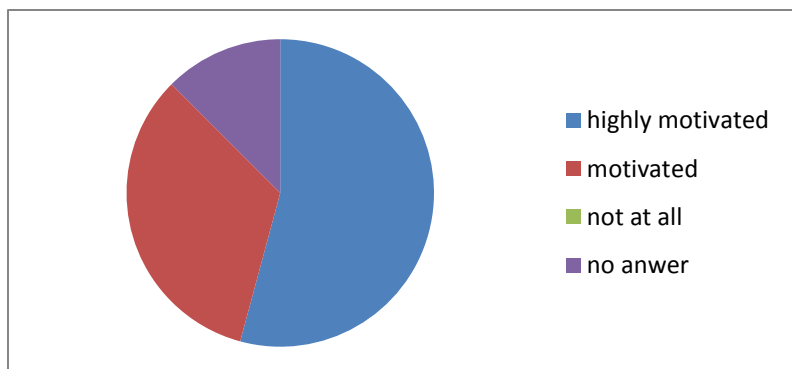
Graph 11: Speaky helps discover what motivates students in learning English

Graph 11, shows that only 4.15% of the students said they disagree that speaky helps discover what motivates students in learning English ,and the same percentage of who they strongly disagree ,while the majority 50% agree and 41.7% strongly agree ..

Q13 How would you describe your motivation to learn English after using Speaky

Table 11: Students motivation to learn English after using Speaky

Option	N	%
Highly motivated	13	54.20
motivated	8	33.30
Not at all	0	0
No answer	3	12.5
Totale	24	100



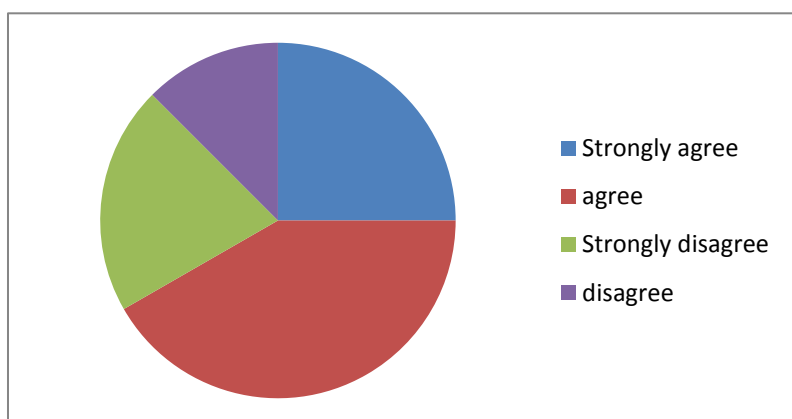
Graph 12: Students motivation to learn English after using Speaky

The data obtained revealed that 54.2% were highly motivated while using speaky ,and 33.3% were motivated and 12.5% did not answer .

Q 14 Speaky allows me to incorporate others areas of my life in learning English

Table 12: Speaky allows students incorporate others areas of life in learning English

Option	N	%
Strongly agree	6	25
Agree	10	41.7
Strongly disagree	05	20.8
disagree	03	12.5
total	24	100



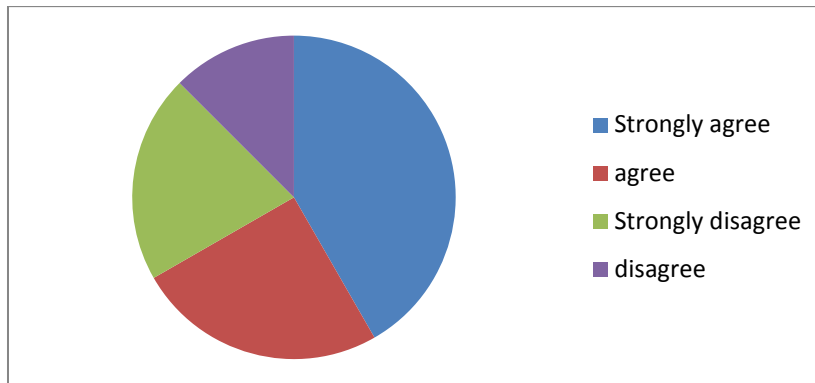
Graph 13: Speaky allows students incorporate others areas of life in learning English

25% of the respondents strongly agree that Speaky allows them to incorporate others areas of my life in learning English , and 41% agree ,while 20.8% strongly disagree and only 12.5% disagree.

Q15 Speaky helps me visualize the aim of my English learning more clearly

Table 13: Speaky helps visualize the aim of English learning

Option	N	%
Strongly agree	10	41.7
agree	6	25
Strongly disagree	05	20.8
disagree	03	12.5
total	24	100



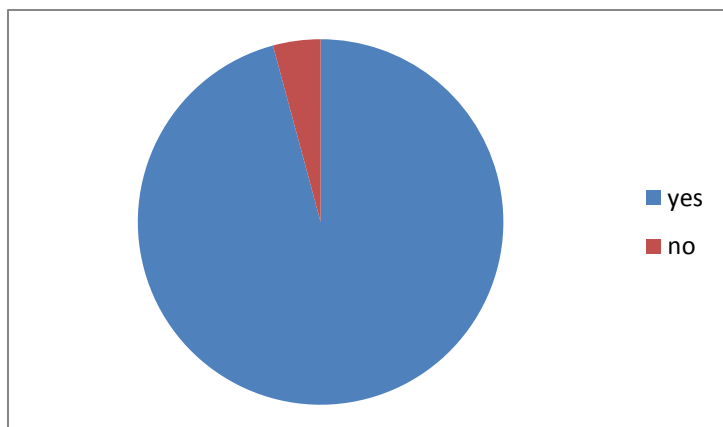
Graph 14: Speaky helps visualize the aim of English learning

41% of the respondents strongly agree that Speaky allows them to incorporate others areas of my life in learning English , and 25% agree ,while 20.8% strongly disagree and only 12.5% disagree

Q16 I feel comfortable using Speaky for Education

Table 14: Students feelings comfortable using Speaky for Education

Option	N	%
Yes	23	95.8
No	1	4.2
Total	24	100



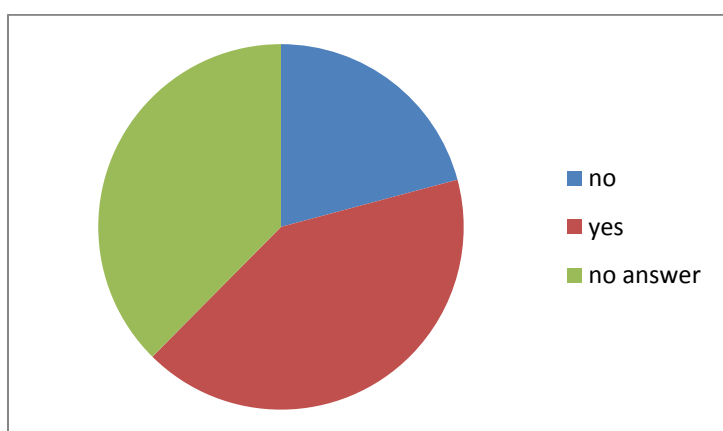
Graph 15: Students feeling comforting using speaky for Education

The gathered data indicate that almost all 95.8 % of the respondents are comfortable using speaky and only 4.2 % were not comfortable .

Q17 I am satisfied using Social Networking Sites (Speaky) as an alternative to e learning systems

Table 15: Social net work as alternative to learning

Option	N	%
Yes	10	41.7
N	5	20.8
No answer	9	37.5
Total	24	100



Graph 16: Social net work as alternative to e learning

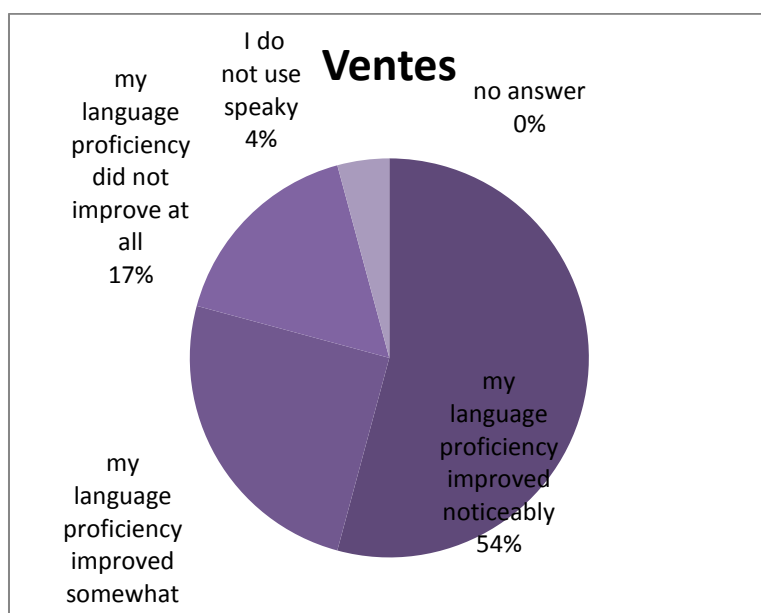
41%of the respondents said that social can be as alternative to e learning ,while 20.8 %said no , not forgetting that 37.5 %from the respondents did not answer .

Section 5 Information concerning the impact of speaky on English language improvements

Q18 . How did Speaky help improve your language proficiency

Table 16: Information concerning the impact of speaky on English language improvements

Option	N	%
A	13	54.2
B	6	25
C	1	4.2
D	0	0
No answer	4	16.6
Totale	24	100



Graph 17: Speaky helps improve language proficiency

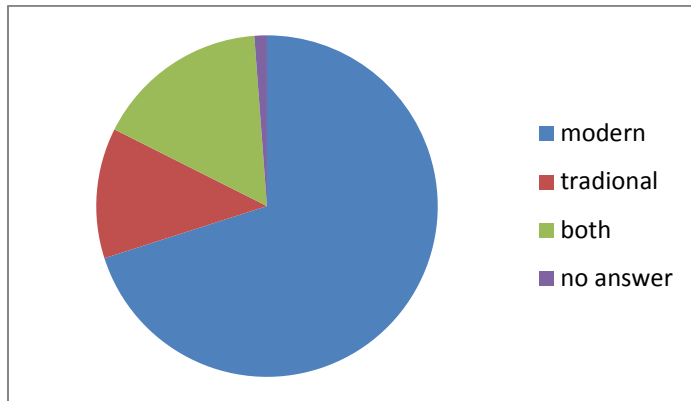
The majority of the respondents 54.2% my language proficiency improved noticeably ,and25 % said my language proficiency improved somewhat ,while 4.2 %said my language proficiency did not improved at all ,16.6 didn't answer .

Q19 Would you prefer tradional (classrooms) ways in learning English or modern ones (technology), why

Table 17: Shows what students prefers when learning English

OPTION	N	%
Modern	17	70.9

tradional	2	8.3
Both	1	4.2
No answer	4	16.6
Totale	24	100



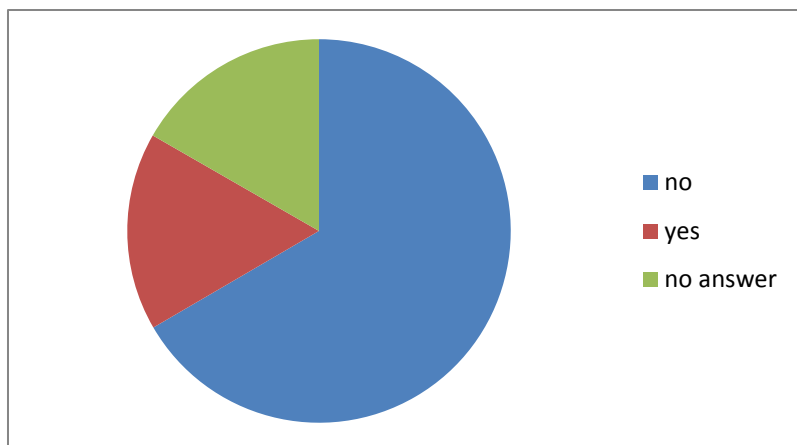
Graph 18: Shows what students prefers when learning English

The obtained data indicate that 70.9 %preferred modern way of leaning English and only 12.5% preferred tradional , and 16.6% did not answer the question .

Q20 While using speaky, did you felt that you are controlled (in terms of using language ,mistake)

Table 18: Using Speaky do controllers users

OPTION	N	%
Yes	4	16.7
No	16	66.6
NO answer	4	16.7
Totale	24	100



Graph 19: Using Speaky do controllers users

The majority of the respondents 66.6% said yes while 16.7% said no and the rest of the respondents 16.7% did not answer .

Conclusion

This second chapter presented the results related to the questions of the study. It also showed a number of tables and graphs to illustrate the results of questionnaire which indicated that there was a great and obvious effect of using Speaky on learners autonomy .

Chapter Three :The Effect of using speaky by the students

Introduction

In this chapter, as its title denotes, we will attempt to report, discuss and interpret the findings realized following the data collection and analysis under three main subheading : How desirable and feasible is Speaky application in promoting learners autonomy, the attitude of students towards the use of speaky and. Our aim is to explain what actual improvements that took place owing to the use of this application

3 Discussion

In this part, we intend to interpret the results of the data collected from the questionnaire in order to have a better insight of the study.

3.1 Students participation in the study

According to the results displayed in graph 1, in this study we had chosen students from the department of English –the specialty of language and communication master one – where 14 were female students and 10 were

3.2 Students’ use of “Speaky” application

According to a recent study in Jordan 2013 (Samir N. Hamade) it is argued that among students 15% students open social media once per day, and 7% of them open their profile few times each week. The results of the current study revealed that the majority of the students, i.e. 58.3% spend from 2hours to 4 hours on “speaky” daily while only 41.7% of the students spend from 30 minute to 01:30 hours on “speaky” daily.

3.3 Interpretation of the results

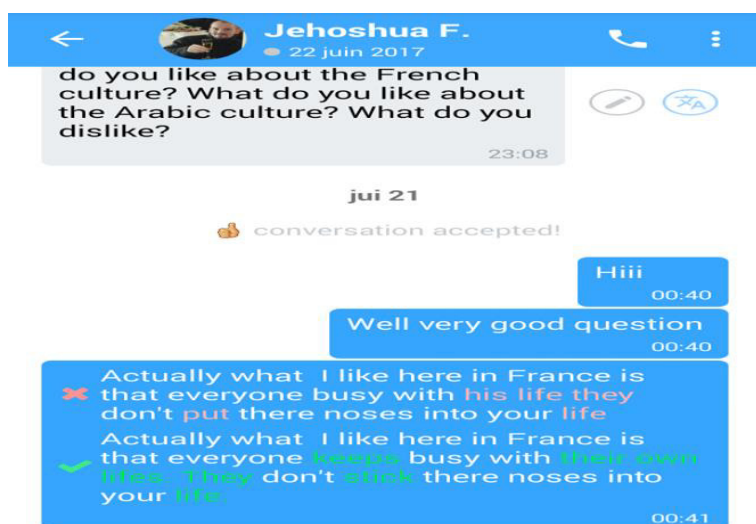
In this section, we will try to explain what the result of each question indicates as to find final conclusions .

3.3.1 Speaky application in promoting learners’ autonomy

The result of question01 reveal that 66.7% of students agree that “Speaky” allows them to choose the working methods that suit them best and that lead us to include the fact that “speaky” is an important fertile environment for learning a language , and it can offer various options of how to choose the best methods by taking into account all differences and individuality for learners For Q02, 45.8% of the respondents expressed their strong agreement on the question “speaky” allows them to take part in the planning of their

learning process ,and it is can reflect how they could of monitor and control the progress of learning process. For Q3, the result indicates that 50% of the respondents strongly agree that “speaky” does not direct their choices. This shows that “speaky” provides a flexible and transparent environment that gives greater freedom to the user on the contrary, as to take control over ones learning.

In Q4, 58.4% strongly agree that “Speaky” allows users to correct mistakes, owing to the fact that “speaky” has some of the enticing characteristics, it is in form of having the option to correct mistakes in conversations and with a given users , or what founders of “speaky” like to call it “perfect partner” . In order to demonstrate what actually happens when a user does a mistake we give this example : user(A) send a text message to anther user(B) both users have the option to correct it , user (B) correct the text message and resend it to (A) and (A) receive one message but contains two sentences , the original one with mistakes and the second already corrected and modified .



Picture 01 represent corrected message in Speaky application
 Speaky (2018) retrieved from <https://www.speaky.com/fr/>

As for Q 5, the results indicate that 33.3% of the students strongly agree that “speaky” helps them to evaluate the learning process , “speaky” gives its users the option to have a short test of International English Language Testing System, and that what helps the students to conduct self assessments, and it is considered as a key element in motivating students to continue using it . Q6 displays that using “speaky” makes students responsible for their learning .83.3% said they have become autonomous while using “speaky” since speaky

could be organized for educational purposes as it may be a great tool a student use to enhance autonomy, but if used properly, “speaky” offers many ways in which one would make the learning process more interactive and more authentic by offering a short test of IELTS and other ways such as correcting errors and other options . On the other hand, the integration of such a technology also allows students to adapt their needs to the abilities of individual learners. Last but not least, the use of speaky provides a flexible environment that stands too far from institutional learning environments. And more importantly, using speaky does promote learners autonomy

3.3.2 Students' attitudes towards the use of Speaky

The majority of the respondents, that is 70.8%, strongly agree that “speaky” application helped them to find which learning style suits them best since students can interact with “speaky” at their own pace and review materials when necessary to aid understanding or memory. So it is estimated that students who utilize Speaky application have developed their visual, kinesthetic, aural, and oral skills. As for Q7 which state “How would you describe your motivation to learn English after using Speaky”, the answer was 50% agree on this allegation. Sanacore said about motivation is the key to academic success as well as promoting lifelong learning (Sanacore, 2008.p.26). And for Q8, 54. 20% of the respondents describe their motivation after using speaky as highly motivated. This may have resulted from students’ engagements in the learning process with different people around the world native or non native speakers , and the opportunity of selecting any given topic to express themselves freely then enhancing self efficacy and self worth . Leslie Dickinson states “ A common theme in justifications for autonomy, especially in general education but also in language learning, is that autonomous learners become more highly motivated and that autonomy leads to better, more effective work..(Leslie Dickinson 1995, P .165)

41% of the respondents agree that “Speaky” allows them to incorporate other areas of their life in learning English , due to the fact that “Speaky” provides its users with the opportunity of using language outside the classroom , and transform it into a new whole era ,

the era of innovation and technology ,as in the past learning used to take place in a restricted limited space (classrooms).

While examining the results of Q15 “do you feel comfortable using “Speaky” for Education” almost 95.8% of the respondents answered yes explaining that with different reasons. For instance, one participant said that he feels comfortable because it is an enjoyable and funny way to learn, and added that there is no pressure , mainly with absence of the teacher. Another respondent stated: “ it liberates you in a way we are no longer scared of making mistakes” . this refers to total freedom to practice the language. Other participants said that they were able to write without being afraid of getting exposed, i.e. their identity will be kept confidential . another respondents stated that “speaky” is a virtual community that often helps its users to interact with foreigners mainly native speakers of the target language and that would provide for us as learners with an authentic use of the language. One respondent explained that “speaky” often helps us to conduct self-assessment and therefore , self-developments and as a result of that being autonomous learners .

As for Q16 “I am satisfied using Social Networking Sites (Speaky)” as an alternative to E-learning systems 41.7% said yes and explained that speaky provides them with huge access to unlimited data. We can consider Speaky as a pattern that would contain many learning styles at once. So it will not objectify a particular student with one particular preference but it will be design to all the students ,moreover , it will create a pleasant atmosphere and it could make the learning process more enjoyable. Another important feature is that it can help to make the process more individual. One advantage is that students have access to many online sources. They can choose the one that will best suit their goals and needs . The possibility of choosing can foster their learner autonomy. “Speaky” allows one’s to find practical means of grasping information, which may fully differ from the way it is presented by the teacher .

3.3.3 The impact of “Speaky” on English language improvements

For Q21, when analyzing the result of this question, i.e. did Speaky help improve your language proficiency, 54.2% of the respondents answered with (a) my language proficiency improved noticeably As for Q22 “how your knowledge and skills in learning English benefited from the use of speaky?” 70.3 % of participants said that they noticed some language improvements (vocabulary , spelling mistakes) and other participants said they have learnt some new information about other cultural aspects from native speakers . other participants claimed that it helped them to improve their oral communication, though it is virtual, but one’s skills can be improved noticeably, therefore gain and provide knowledge .

Results for Q21 “Would you prefer traditional (classrooms) ways in learning English or modern ones (technology)” indicate that 70.9% of the respondents said that they prefer the modern way (integration of technology) and justified their answers this way: “it allows us to be exposed to various sources” while others said its transform us from limited place to unlimited space. One respondent said that we have to be eclectic to be able to provide ourselves with the best learning experience by sharing and exchanging knowledge . The last question21: “did you feel that you are controlled” (in terms of using language ,mistake) 66.6% of the respondents said no , justifying their answers : “the fact that thousands of users have some of the language limitation(the four macro skills writing ,reading, listening and speaking) so we were comfortable ,thus, using it made us feel equal”.

Interestingly, almost all the participants claimed in the end of the questionnaire that their learning experience was positive and that they did enhance their knowledge, and language proficiency. As certain participants reported, the conversation they had to perform online aroused their curiosity, which increased their motivation to discover and discuss pertinent information about each other’s culture.

3.4 Findings

The findings of the study show that more than 71% of the learners become autonomous and responsible of their own learning after using Speaky application. Learners, besides their classroom activities, perform many autonomous activities outside the class by practicing the target language with other partners in the application, thus, being more responsible of the

learning process. Around 80% of the learners had a positive attitude towards using Speaky. They said it creates a comfortable atmosphere for learning . More than 66% of learners assessed themselves as motivated. The majority of the learners (i.e. 70%) said they have improved their language proficiency (vocabulary) and oral communication and have gained other skills and competencies, such as having a clearer vision on others culture essentially by interacting with native speakers and exchanging cultural information on daily basis .

Students should be encouraged to embrace technology , and use it for academic progress because this can foster their autonomy and would make them feel the responsibility they have for their learning .

General conclusion

Speaky is an emerging android application designed to learn languages as to meet people from all over the world . Due to the massive spread of the technological tools particularly among younger generation, in the field of foreign language education, practitioners and educational experts are seeking to find out effective ways to integrate new technology, in today's schools as they provide an authentic and real exposure to targeted language as well as making the learners more engaged and responsible of the learning process

The present dissertation is built on the assumption that speaky application has an effect on language and communication master one students , and how it helps the learners to become autonomous as to see students' attitudes towards the use of Speaky application and last as to see the actual improvements in language proficiency and other skills and competencies .

The analysis of the questionnaire revealed that learners do become autonomous when using speaky application . In fact, they also become self-directed and they could manage the whole process of learning. Speaky offers many ways to make the learning process more engaging and more authentic(real use of the TL) .In addition, to the short test of IELTS to that is offered by Speaky to assess their progress. Furthermore, students claim that Speaky helps them to discover their lacks and adjust with what the application offers .

Moreover, the questionnaire revealed that students have a positive attitude towards the use of Speaky application . Students liked and enjoyed using the application .Also, it reduces pressure on students . Another important feature is that it can help them to make the process more personal. One more advantage is that students have access to many online sources like Google translate etc . they can choose learning style that suit them best and suit their objectives , since Speaky offers full absolute control over the learning process without directing choices of its users . and eventually students become more motivated . This data confirm the hypothesis of this research , mainly when learner look positively towards the application ,this what would have a positive effect on their educational behavior in the classroom .

This study has got some limitations essentially in terms of the sample population as its results cannot be generalized, unless other studies are carried elsewhere on a larger scale and with a larger sample population. Another limitation concerns the use of questionnaires; data would have been much more accurate if the questionnaires were carried out with classroom observation. More inclusive, exhaustive studies may fully examine the effect of using Speaky application on EFL students . Further studies could be conducted to explore the effect of Speaky application on developing learners autonomy as to observe students attitude towards speaky .

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APPENDIXE

I am conducting a research for my master thesis on the effect of using speaky application on master one students of language and communication. This questionnaire is meant to provide data on How desirable and feasible is Speaky application in promoting learners autonomy ? What are students' attitudes towards the use of Speaky ? How much did "Speaky" users think they learned? What are the improvement that may take place ?

Please put (√) as response for each question.. When you are done, return the questionnaire to a student representative from your class.

PART 1 General profile of the respondent

1. gender ☐ male ☐ female
2. Age group ☐ 20-25 ☐ 26-36 ☐ 37-46 ☐ +47
3. The nationality

part 2 The average time spent on speaky application

4. How often do you access your speaky account a day :
☐ 0 hours ☐ 30 minute -1.30h ☐ 2h -4h ☐ +5 hours

part 3 Speaky application in promoting learners' autonomy

5. speaky allows me to choose working methods that suit me best ?
☐ Strongly agree ☐ Agree ☐ Strongly disagree ☐ Disagree
6. speaky allows me to take part in the planning of my learning process?
☐ Strongly agree ☐ Agree ☐ Strongly disagree ☐ disagree
7. speaky does not direct my choices ?
☐ Strongly agree ☐ Agree ☐ Strongly disagree ☐ Disagree
8. speaky allows me to notice mistakes and helps me in correcting them
☐ Strongly agree ☐ Agree ☐ Strongly disagree ☐ disagree
9. speaky allows to evaluate my process by myself
☐ Strongly agree ☐ Agree ☐ Strongly disagree ☐ disagree

part 4 students' attitudes towards the use of Speaky

10. speaky helps me in finding out which learning styles suit me best
☐ Strongly agree ☐ Agree ☐ Strongly disagree ☐ disagree
11. speaky helps me in finding out what motivates me in learning English
☐ Strongly agree ☐ Agree ☐ Strongly disagree ☐ disagree

12. . How would you describe your motivation to learn English after using Speaky ?

☐ Highly motivated ☐ Motivated ☐ Not at all motivated

13. Speaky allows me to incorporate others areas of my life in learning English

☐ Strongly agree ☐ Agree ☐ Strongly disagree ☐ disagree

14. Speaky helps me visualize the aim of my English learning more clearly

☐ Strongly agree ☐ Agree ☐ Strongly disagree ☐ disagree

15. I feel comfortable using Speaky for Education

a- If yes, in what way (please provide examples)

.....

b-If no , why not (please write what kind of difficulties you have experienced)

.....
.....

16. I am satisfied using Social Networking Sites (Speaky) as an alternative to e learning systems

a- If yes, in what way (please provide examples)

.....
.....

b- If no , why not (please write what kind of difficulties you have experienced)

.....
.....

Part 5 Information concerning the impact of speaky on English language improvements

17. . How did Speaky help improve your language proficiency?

- a) my language proficiency improved noticeably
- b) my language proficiency improved somewhat
- c) my language proficiency did not improve at all
- d) I do not use speaky

18. did your knowledge and skills in learning English improve from the use of speaky

a-If yes, in what way (please provide examples)

.....
.....

b-If no , why not (please write what kind of difficulties you have experienced)

.....
.....

19. Would you prefer tradional (classrooms) ways in learning English or modern ones (technology), why

.....
.....

20. While using speaky, did you feel that you are controlled (in terms of using language ,mistake)

.....
.....

21. While using speaky ,did you feel that you are responsible of your learning process?

.....