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Developing Learner Autonomy Through Digital and E-learning

Case study: First year license students of English

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Dedication

To my dead grandmothers,

To my dearest parents,

To my sisters: Imène and Nassima,

Acknowledgment

First of all, I would like to thank ALLAH for everything he gave me.

I would also like to thank my parents for their continuous prayers and encouragements, my sisters and my family for their support and help.

My heartfelt gratitude goes out to my supervisor Mme "A. Derraz" for her patience, tolerance and every single effort she made for me. I am eternally grateful.

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Abstract

The present work aims at identifying and describing learner autonomy in English as foreign language classes that influences License one students department of English at Mostaganem University. Throughout this study, we wanted to know if L1 students are autonomous learners, we hypothesize that if students use Technologies they will develop their learner autonomy, we advance that if teachers support their students' autonomy, this latter will be promoted. And henceforth their English learning skills will be developed. As a method of research, the descriptive method has been used to confirm the hypothesis. As a tool, in the study we used two questionnaires and an Interview for gathering data. The findings of students' questionnaire as well as teachers' questionnaire and interview revealed that most of the students suffer from a severe lack of autonomy among L1 students since they find huge difficulties in directing their own path of learning although the availability of digital tools and technologies among them which plays an important role in raising the learner autonomy awareness. Furthermore, this study proved that the role of the teacher is not ignored. Thus, we have suggested some qualities and characteristics of autonomy for both teachers and learners so as to develop it in our classes using technologies and digital tools.

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List of abbreviations

EFL: English as a Foreign Language

ICTs: Information Communication Technologies

MOOC: Massive Open Online Courses

CALL: Computer- assisted language learning

I.e.: It means

L1:   License one

PHD: Doctor of Philosophy

LMD: license, Master, Doctorate

General introduction

Students are the backbone of any nation, as the young people of a country help the nation in the difficult times since they are tomorrow leaders. As the concept of language teaching and learning witnesses a huge progress in this century, it is important to help learners become more autonomous in their learning to be good language learners and responsible citizens.

The main objective of our study is to increase learners' autonomy by including ICT as a support of learning since it develops it. This research is about the methods and techniques used by both learners and teachers to make the learning of English as a foreign language more enjoyable and interesting.

The present research revolves around the following questions

1) Are first year license students autonomous in learning English as a foreign language?
2) Does the knowledge acquired in the classroom help students enhance their communicative competence?
3) How can digitalization help students to learn English outside the classroom?

To answer the research questions, the following hypotheses are advocated:

1) 1First year English students rely only on what the teacher gives them in the classroom.

2) 2 Students do not develop the language skills, especially the communicative ones.

3) Internet and TV channels help the students to learn English.

The aim of our study is to highlight the concept of autonomy in education and its impact of the practice of the foreign language and to make teachers and students more aware of the importance of this slippery concept precisely in teaching and learning English as a foreign language to be more efficient, effective and to develop the reflective and attitudinal resources to overcome motivational setbacks.

We have opted for First year student of the English Department of Mostaganem to examine the difficulties that the students face in learning English as a specialty not just as a subject like they used to learn in secondary school. ; Many students come to university with limited study skills and with over-dependence on the teacher for their learning. This transition

from secondary school to University makes us curious to know what are the reasons behind the lack of autonomy among the majority of the students and why are they relaying only on what the teacher gives them during his lectures although there are documentations, library which is available at University as well as Digital media, It is important to know how to help students become autonomous to be responsible for their learning and to acquire new knowledge since it increases the confidence of active learners .

   To test the hypothesis, three tools are used and developed. Two questionnaires and an Interview are administered, one addressed to first year LMD students of English and another one addressed to the English Language teachers in the Department of Mostaganem, in addition to classroom observations.

   The results of our investigation can be very useful to help English students be autonomous and active learners and can also give new information to permit the others conduct other investigations.

Chapter one

The literature review

Chapter one: The literature review

Introduction

This chapter discusses the growth of autonomy in the field of education and its shows the importance of adopting this concept among our students and teachers since both of them are parts of autonomy in English learning/ teaching process.

1.1 What is autonomy?

1.1.1The history of autonomy

One of the key themes in the field of foreign language learning for more than twenty years is the learner autonomy which has already been an important term in the field of EFL; the theory of autonomy in language learning has been essentially concerned with the organization of formal education. It has a history of approximately four decades (Benson, 2011).

The term LEARNER AUTONOMY was first coined in 1981 by Henry Holec the father of learner autonomy and he considered it as a personal human trait, as a political measure or as an educational move. (Coterall, 1995-palfreyman, 2003) claims have been made that autonomy improves the quality of language learning and that it allows learners to make best use of learning opportunities in and out the classroom whereas Neo-Vygotskian psychology see learner autonomy as a matter of supported performance and emphasizes the interdependence of the cognitive and social interactive dimension of the learning process.

Autonomy entered first the field of language teaching through the council of Europe's Modern Language project, established in 1971. One of the outcomes of this project was the establishment of the centre de recherche et d'Applications en Langues (CRAPEL) at the University of Nancy, France, which rapidly became a focal point for research and practice in the field. (Benson 2011, 9)

According (Gremmo and Riley, 1995), interest in the concept of autonomy within the field of language education was in part a response to ideals and expectations aroused by the political turmoil in Europe in the 1960s. (Holec, 1981, p.1) began his report to the council of Europe with a description of the social and ideological context within which ideas of autonomy in learning emerged. According to (Ivan Illich, 1926) however, autonomy is not only a psychological attribute of an individual, but it has got wide social implications as well.

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1.1.2 Autonomy and self-access

If one of our initial aims was to make sure that the sound and video library would actually be able to take in all its potential users for as long as possible each week, we also wanted it to be a place where we would apply some of the pedagogical principles and strategies we firmly believe in. Foremost among these was the principle of autonomous learning for advanced students. In our view, students who have reached a certain level in English can improve their listening comprehension, then oral expression or their written comprehension. (Riley and Zoppis, 1985, p.287)

According to (Riley and Zoppis, 1985) self access can be seen as a means of facilitating self-directed learning especially if the students are advanced, they need to develop skills related to self-management and self-assessment that lead to autonomy, besides students will control their own learning in a variety of ways.

Because self-access centers have been enthusiastic consumers of education technologies, self access learning has also tended to become synonymous with technology based learning, within the field of computer- assisted language learning, especially, autonomy has become an important issue.

1.1.3 Autonomy in language education

You cannot teach a man anything, you can only help him find it within himself. Galileo Galilee (1564-1642)

Autonomy in language education can be influenced by philosophical and psychological aspects such as John Dewey view of education that was based on the preparation for situation that learners can face in their life; he claimed that educational activities should begin from the immediate personal and social experience of the learners. Dewey saw learning as an adaptive process, in which interaction with the environment generates problems that must be solved in order for individuals to satisfy their needs.

In Dewey's problem-solving method, both school and classroom are parts of community, in which learners collaborate together to solve problems, on the other hand, (Paulo Freire, 1995) stated that to be human is to engage in relationships with others and with the world, it is to experience that world as an objective reality, independent of one self, capable of being known. The responsibility can be taken through reflection on experiences. The idea of deep

learning as the transformation of individuals and the social realities in which they live have been developed in the context of adult self-directed learning by (Merizow, 1991) and is particularly relevant to approaches to autonomy in language learning that emphasize the purpose to which language learning is put (Kenny, 1993, Pennycook, 1997, Ramadevi, 1992).

1.1.4 The Importance of Learner Autonomy in EFL Classes

"It is true, of course, that we recognize autonomous learners by their behavior". (Little, 1991, p.4)

Autonomy has a great amount of interest in individuals' life especially in learning, since it permits students to control their own learning by giving them several opportunities to express themselves and develop their skills in learning

Learners who have this capacity of being autonomous are motivated and well formed students and have the desire to learn in an independent way.

Autonomous learners are those learners who are involved in making the classroom decisions in addition to the setting goals and the selecting materials which lead to a great success of learning. Another important element which justifies the importance of autonomy is the use of ICTs which are basis of that concept; students who are familiar with these technologies are automatically updated and active students.

Learner autonomy is very important idea whether at the level of theory or practice where both of teachers and learners have the opportunities to be involved in the teaching/learning process.

1.2 Learner based approaches

1.2.1 Adult education

Adult education can be defined as a practice in which adult gain new information in a more self-directed and mature way. (Candy, 1991) traces interests in self-directed learning. Much of the research on adult self-directed learning is concerned with the ways in which institutionalized adult education can support self directed learners and enhance their self-direction.

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Ideas from the field of adult self directed learning have thus exercised a huge influence on approaches to autonomy in language learning where adult learners are studying languages largely of their own motivation, the practice of adult self-directed learning has also been subject to criticism from within the field itself. Writing in the 1990s (Brookfield, 1993, p.228) , a learning advocate of self-directed learning in the 1980s, argued that adult self-directed learning had ceased to be a challenge to institutional adult education provision and had instead become accommodative.

1.2.2 Self-management in learning

(Jones, 1998, p. 378) defines self-instruction s a deliberate long-term learning project planned and carried out by learner alone, without teacher intervention.

We can say that Language learners are completely different from the other learners since they always try to manage their learning especially when it concerns the English language, they find themselves obliged to improve their skills alone in different ways. Phil Benson claimed that Evidence from the field of adult learning suggests that learners routinely initiate and self-manage learning projects outside the context of formal education both individually or collaboratively and that self-instruction is not an especially effective method of learning a language, possibly because many self-instructed learners lack of opportunities for collaboration and communication.

Adult learners can achieve proficiency in a foreign language by employing a lot of methods and techniques of learning within which self-management plays a salient role outside the classroom, they can learn without the teacher's instruction by having access to internet or libraries and it can be either individually or in collaboration with other learners, to conclude, if proficiency cannot be achieved through instruction alone, a capacity to manage one's own learning must play a role.

1.2.3 Learner agendas in the classroom

Learners come to classrooms with different perspectives and different background. Therefore they have specific needs and goals; they continue to come to class with the aim of achieving their goals.

One of the most interesting and revealing areas of debate has been the focus on the relationship between learning and instruction in the classroom settings which has been

suggested that even in the classroom, learners tend to follow their own agendas rather than those of their teachers.

Corder (1967) and Dakin(1973) argued that though the teacher may control the experience of the learner is exposed to, it is the learner who selects what is learnt from them. In this case the teacher is considered only as an observer and learners by themselves constructs the language lessons.

1.2.4 Learner development and Autonomy

(Benson, 1995) suggested that learner development often involved attempts to mould individuals to approved identities and patterns of behavior.

Nobody can deny that learner development activities such as verbal and visual can empower language-learning performance, Successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher, therefore they are autonomous. (Wenden, 1991, p. 15) claimed that learners who acquire the ability to use strategies appropriately and independently become more autonomous than those who don't use strategies flexibly these strategies depend on the nature of learner's development activities and can provide them with more opportunities to take greater control over their learning.

1.2.5 The effectiveness of learner-based approaches

Learner-based approaches focus on providing learners with opportunities for self-directed learning and aim at enabling learners to take greater control over their learning by directly providing them with the skills they need to take advantage of these opportunities.

(Benson, 2011) suggests that explicit instruction in strategy use can enhance learning performance. The risk involved in this instruction is that learners will develop a set of learning management skills, without developing the corresponding abilities concerned with control over cognitive and content aspects of their learning that will allow them to apply these techniques flexibly and critically.

Attitudes towards the effectiveness of various approaches to learner development are in part a question of whether the focus falls upon language-learning performance or autonomy,

learner development programs are also likely to be more effective to the extent that learners are integrated with opportunities to exercise control in the context of the learners' ongoing experience of learning a language both outside and inside the classroom (Benson, 2010, p.162)

1.3. Teacher based approaches

1.3.1 Teacher roles

In the world of language learning, the teachers' role is to be facilitators and evaluators, but this does not mean that teachers become passive in the learning process, they still have the most important roles since they can teach language relevant to tasks at hand; judge and give instruction which can help them develop their skill in learning English as a foreign language.

Little claimed that since learning arises from interaction and interaction is characterized by interdependence, the development of autonomy in learners presupposes the development of autonomy in teachers. (Little, 1995 p.175)

(Elis and Sinclair, 1989) summarize that teachers have an influential role on their learner's performance

- -Discussing with learners the lessons content and the different methodologies used
- -Sharing with learners the kind of information about language and language learning
- -Helping the learners to evaluate themselves
- -Allowing learners to form their own opinions about language learning, and respecting the other different points of view.
- -Helping students to plan and carry out their independent language learning by means of needs analysis, work planning, selecting materials and organizing interactions

Moreover, (Dickinson, 1994) as presented in Kharaghani (2013) suggested four ways in which the teacher can promote learner independence:

1. By legitimizing independence in learning through indicating that teachers support their learners to develop self reliance in learning.
2. By convincing the learners that they are capable of greater independence in learning, probably most effectively by informing them about successful experiences of independent learning

3. It could be performed through providing learners increasing opportunities to train their own subsistence

4. By providing a helping hand to learners to develop learning strategies hence they can have a chance to exercise their independence.

1.3.2 Teacher autonomy

Is learning to teach a matter of replicating how other teachers do things? Or does it depend on coming to grips with one's own ways of thinking and doing things in the classroom? (Freeman and Cornwell, 1993)

Professional freedom has also been viewed as an important aspect of teacher autonomy, notably in papers by (Benson, 2000). Questioning the assumption that learner autonomy develops in institutional settings primarily through the transfer on control from teachers to learners. Teachers are supposed to raise the sense of autonomy among their learners and several writers have pointed out that teacher autonomy has an intrinsic value for teachers themselves (Graves and Vye, 2006). If teachers themselves are autonomous they can promote greater autonomy in their students by encouraging them to be independent and work independently because the less students depend on their teacher, the more autonomy is being developed.

1.3.3 The effectiveness of teacher-based approaches

"Teacher-based approaches imply that changing teachers is a first step towards changing learners". (Benson, 2011, p 196)

According to Benson, teachers-based approaches imply that the teachers' professional skills and commitment to the idea of autonomy will be a crucial factor in the effectiveness of any other approach to fostering learner autonomy.

Research on teacher autonomy and the preparation of teachers for modes of teaching and learning associated with autonomy is likely to become increasingly important as teacher educators take up the idea of autonomy into large scale teaching programmers. This challenge is liable to be complex, because it involves recognition of the range of roles that teachers may take on and the special character of pre-service and in-service teachers as both teachers and learners.

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1.4. Technology based approaches

Technology-based approaches to language teaching and learning could be brought under the heading of resource-based approaches. There is a long association between autonomy and new learning technologies such as Internet, Smart phones and applications. Technology nowadays has become an integral part of self-access and self instruction.

1.4.1. Learning and digital media

Digital media is defined in dictionaries as any media that is encoded in a machine-readable format; it can be viewed, created, distributed, modified and preserved on digital electronics devices such as computers, tablets and smart phones. Any user of these devices can have access to digital videos, audios and social media.

Given the highly network nature of the students' lives, it is clear that they can learn English anywhere and anytime thanks to YouTube, social media, MOOCS and E-books and if the students will use digital-media in their learning, they will certainly improve not only heir English level but their learning skills.

1.4.2. Computer-assisted language learning

The term CALL was coined in the 1970s to describe computer software that was specifically designed for, or adapted to, language learning. In regions where there is ready access to computers and the internet, however their use in language teaching and learning is now ubiquitous that the field has become difficult to define with any precision.

(Egbert, 2005, p.1)

Computer- assisted language learning puts a big emphasis on the students' tools such as Computer, smart phone, TV, and access to Internet which permits to learners to learn on their own, CALL can also be a tool that helps teachers to facilitate the English language learning process since it reinforces what has already been learnt in the classroom

Back to the 1998, Warschauer and Healey's talked about CALL and see it as a regard to autonomy and said that the key feature of Computer assisted language learning is the fact that by controlling the keyboard the learner is potentially controlling the learning process. But this

control can be subverted either by a lack of flexibility in the materials or by the absence of a supportive environment that enables the user to actually learn while using the application.

1.4.2.1 The Internet

"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world." (David Warlick, 2004)

One of the most important ways to enhance learner's role to become autonomous is the use of the internet which has become a part of our daily life, having an access to internet plays an important role in developing learner autonomy among the EFL learners since it offers multiple opportunities to learn English outside the classroom via web-sites, social media such as Face book and Snap chat; EBooks and YouTube channels.

1.4.2.2.The Email

Results from studies on language learning reveal that the e-mail is one of the most important tools used today; it can be used inside and outside classes' time.

E-mails allow learners to keep in touch with other teachers around the world since it is very easy to use. It has special advantages like numerous applications; learners do not need to require meeting with teachers or classmates in a specific time.

The use of e-mail in language learning and teaching has become as natural as the use of books or pens and papers, this use will affect positively on students' education because it is increasingly important in language classroom, that is why learners need it more and more to develop their learner autonomy.

1.4.2.3. Web 2.0 writing

The characteristic feature of web 2.0 technology is its reliance on user-generated content. Blogging is the prime example of this in that a blog is essentially a framework that comes to life. According to O'Reilly, Web 2.0 encompasses a variety of different meanings that include an increased emphasis on user generated content, data and content sharing and collaborative effort, together with the use of various kinds of social software, new ways of interacting with web based applications and the use of the web as a platform for generating, re-purposing and consuming content (O'Reilly, 2005)

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In addition to be a new way of interacting, Web 2.0 is a set of blogs, Wikis and forums that can be used in education since it is the fundamental virtual platform where online teaching takes place.

1.4.2.4Multimedia

Multimedia has had a long history in learning since it augments availability of data and resources to learners via the conveyance of distribution of programs and activities through an electronic medium and it facilitates at present time to improve research and experience on learning in any domain of educational setting (Edinburg, 1996).

In other words, Multimedia software enables the user to create or access visual images like movies, Microsoft Maker and Microsoft Power point.

Students learn different rates, and have different learning styles. The use of Multimedia helps teachers reach all students in different ways it helps to relate the curriculum to life outside the classroom like: interaction activities, interpersonal exchanging, and problem solving projects. Thus, the use of Multimedia adds many dimensions to foreign language learning. In addition, it gives students opportunities to use their productive and receptive abilities for real purposes such as: publishing a newsletter, or writing interactive journals.

To conclude, Multimedia has a great influence on learner autonomy idea. In addition it enhances learners to deal successfully with difficult attitudes and skills that they bring from an external side.

1.4.3. E-Learning and language learning

"We need to bring learning to people instead of people to learning." – (Elliott Masie, 2014)

E-learning is the process of learning by using electronic technologies to access educational curriculum outside the traditional classroom, the courses and programs are delivered completely online via internet. Thanks to E-learning, the students have the possibility to choose and conduct their own learning not only by relying on their teacher in the traditional classroom but by having access to internet anywhere and anytime.

These days, learners are well versed in the use of smart phones and using Internet so running an online course has become a simple affair, social media and various other means of online communication allow learners to keep in touch and discuss courses related to any topic they want and choose.

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1.4.3.1. Blended learning

Blended learning is one of the newest teaching approaches that marks the 21st century. It is defined as the means by which, information and communication technologies henceforth ICTSs, are perfectly integrated for effective learning modes and outcomes as (Krause, 2007) suggests:" Blended learning is realized in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction" (Bath and Brooke, 2010)

Blended learning devotes a considerable amount of investment in teachers and learners as being an agent of change and an intense interest in the learners' profile to reach the learners goals and purposes.

1.4.3.2. Social Computing

"In 20 or 30 years, you'll be able to hold in your hand as much computing knowledge as exists now in the whole city, or even the whole world" (Douglas Engelbart,2011)

Social computing or social software is the basic and the most important of web. It is the use of technologies such as blogs, wikis and MOOCS by learners, social software allows learners to connect, communicate and collaborate online in an e-learning context, with social computing learners can generate and create ides individually and they can use them to share their experiences and help on assignments and projects (Harper, 2008)

The task of making technology appears more and more for learners has become an ordinary part of their learning since it can provide the issue of autonomy with a great amount of success. Students are conscious that the use of technologies can develop their skills in learning English as a foreign language especially if they have access to them.

1.4.3.3. MOOCS

The term MOOC was coined in 2008 by lecturers Dave Cormier and Bryan Alexander in response to as course called connective knowledge.

Massive Open Online Course is a model for delivering learning content online to any person who wants to take a course. It is considered a new educational tool for Massive world transformation. MOOCS are considered as the most interesting and challenging transformation that is occurring in higher education. This platform plays a huge role in motivating students to learn English as a foreign language

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Thank to MOOCS any student can be thought by famous teachers in the worlds and can have access to different Universities since they can prepare English degrees than to MOOCS.

1.4.3.4. Social-media

Social media is defined as a group of new kind online media which encourages contribution and feedback from everyone who is interested. It is open to participation and comments. John Russell claimed that Social Media presents a huge opportunity for schools, universities and other educational organizations to reach out and connect with students and prospective students.

The most famous social media in the world are Facebook, Twitter, LinkedIn, YouTube, Instagram and Snapchat. Learners who have access to social media can learn English from them since there is a lot of information delivered every day; the process is very easy because the learner have to follow a page or an account about learning English for example and he will receive a lot of information, There are a lot of accounts in social media that were created to helps students learn English such as EngVid, LiveMocha and Bussu.

1.4.3.5. YouTube

"Times have changed in research and if you are not using Facebook, Twitter, Youtube, Wikipedia, Google, and the like, you will be left in the dark." (Steven Magee, 2011).

YouTube is a video sharing service where users can watch and share videos; they can be accessed on PCs, laptops, tablets and smart phones. It has become a central hub for videos sharing and virtual entertainment. However, it can also be an invaluable learning tool that e-learning professionals can use to make their e-learning courses. Students of English has to consider YouTube as a means of learning since they can find many channels that share interesting English courses of grammar, vocabulary, writing and speaking techniques.

One of the most useful aspects about learning English on YouTube is that most of the lessons are short, but convey a lot of information in easy to understand ways.

1.5. Conclusion

In this part we have tackled technology based approaches that help in learning English as foreign language, The part includes explanation of electronic and digital learning that would be mentioned in our investigation in order to provide a broad view of their meaning

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and use in the present research such as Internet, Computer, YouTube and social media that play an important role in developing learner autonomy among students.

Chapter two

Data analysis and interpretation

Chapter two:Data analysis and interpretation

Introduction

This chapter presents the results of the field work that was conducted in the department of English during the academic year 2016/2017. The aim of this investigation is to identify and analyze the student's autonomy in learning English as a foreign language at University. To carry on this investigation, two questionnaires and an Interview were administered to both EFL teachers and first year students in the department of English. In Order to state the materials they use in the teaching/learning process.

Furthermore, classroom observation was used as another tool in order to arrive at a better image of the English teaching situation in the department of English, and to enhance the validity and reliability of the research as well.

2.1. Participants

The technique followed is random sampling in which there is a high level of objectivity. The participants of the questionnaires represented forty students, their age varies from eighteen to twenty two years old, and eight teachers; they took about ten minutes to answer the questionnaire's statements. We distributed an interview to five other teachers with a written form because of time limitation. Five of them accepted to answer. They found all the questions clear and coherent this is the reason why they have provided us with full answers.

2.2. Data collection tools

In dealing with data collection tools, the survey included a short definition of learner autonomy to provide participants with a clear idea of the topic. In addition to the order of questions which was taken into consideration, in order to make the investigation coherent, both of the questionnaires and the interview were very important to this topic since they gave useful information about learner autonomy in English first year classes at the University of Mostaganem.

2.3. Students' questionnaire

The questionnaire was distributed on 40 students of first year license students of the department of English at Mostaganem University. This questionnaire included direct questions. The questionnaire divided into three sections. The first section was about

Student's background information such as gender and age; the second one revolved around student's level in English; the last section was about learner autonomy among them.

2.4. Teachers' questionnaire

The questionnaire was distributed on eight teachers of first year license students of the department of English at the University of Mostaganem. It included direct question such as yes/no questions. There were no open ended questions. The teachers' questionnaire was divided into two section; the first one is about their status and degree at university whereas the other one seeks to know of their learners are autonomous in learning English as a foreign language.

2.5. Teachers' interview

This procedure was easy since teachers were very cooperative with us, we only explained for them the idea that our research turns around. Then we asked them to give their points of view by answering the questions of the interview. Five English teachers accepted to complete the interview since they found our topic very interesting.

2.6. Classroom observation

This method was used in order to collect authentic data to see how students interact and if they are autonomous in learning by using some techniques which reveals that they conduct their own way of learning, and if they are motivated and engaged in learning English as a foreign language.

2.7. Data collection analysis

In our research, the questionnaire has to be designed in the way that provides global analyses of learner's autonomy in English language learning. These questionnaires aimed at investigating whether the students are taking charge of their learning or not.

The classroom observation and the teachers' interview aimed at identifying if the teachers help their learners to become autonomous or not in learning EFL and which material they use to achieve the autonomy degree.

2.7.1. Analysis of the students' questionnaire

Question1 Gender distribution

A -Male

B- Female

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	A	B
Respondents	18/40	22/40
Percentage%	45%	55%

Table1: Gender distribution
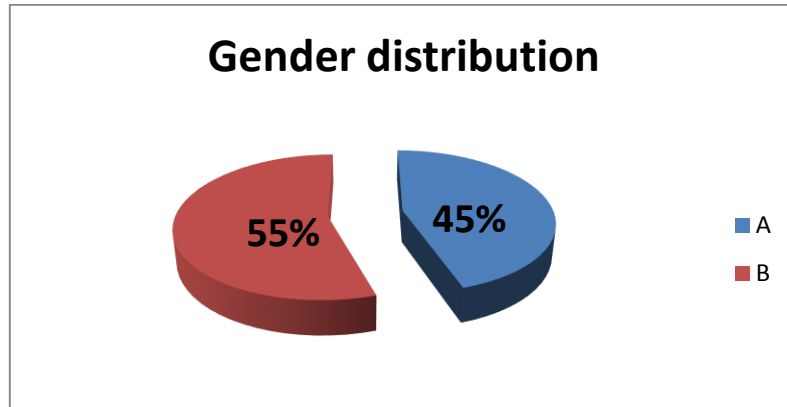
Figure 1 gender distribution

We noticed that the majority of the respondents are females with a percentage of 55%. In contrast, we find 45% males who generally tend to choose other branches than literary ones.

Question2: Age

Age	18→ 20	20 → 22
Respondents	25/40	15/40
Percentage	62.5%	37.5%

Table2: Student's age

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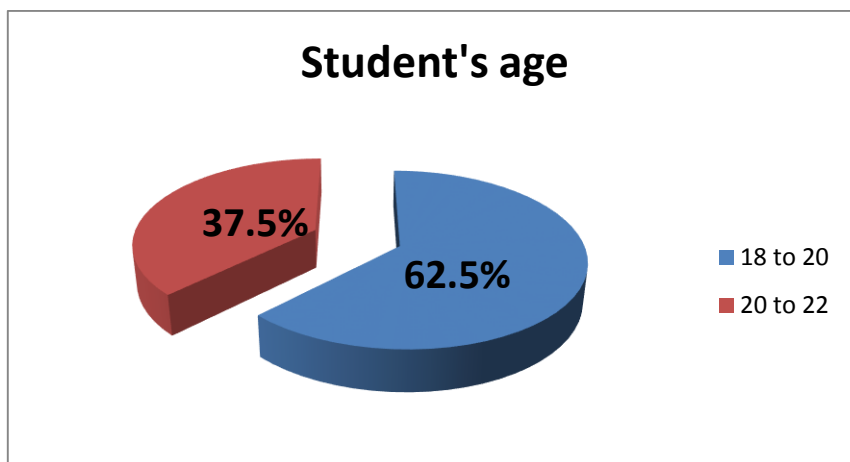
Figure 2: Student's age

Age is regarded, and as it is mentioned above most of the students or about 60% are between 18→20 years while 37.5% of them are between 20→22. This means that they are young learners and they belong to the generation who uses technology and that they are exposed to it through media whether by watching movies or by exploring the internet.

Question 3 Baccalaureate score

Baccalaureate score	11→ 12	12 →13
Respondents	30/40	10/40
Percentage	75%	25%

Table3: Student's Baccalaureate score
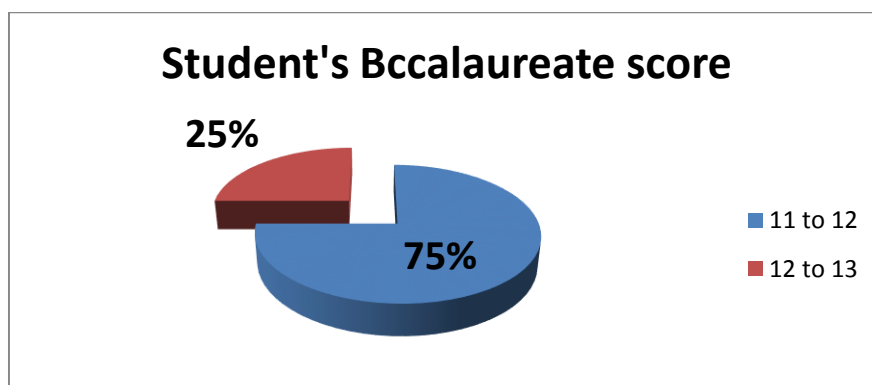
Figure 3: Student's Baccalaureate score

75% of the students obtained from 11 to 12 in their Baccalaureate exam whether the other 25% obtained between 12 to13. This figure reveals that the majority of the students had just the average in their exam.

Chapter two:Data analysis and interpretation

Question4 English score

English score	12→ 15	15 → 18
Respondents	28/40	12/40
Percentage	70%	30%

Table4: English score
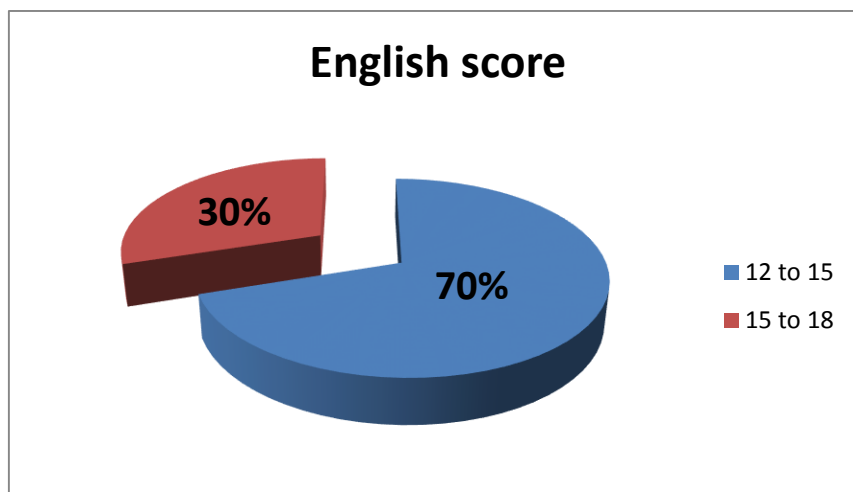
Figure 4: English score

We notice that the majority of the students had average marks in the subject of English in the Baccalaureate exam whereas 30% had good and excellent scores. The 70% of these students are supposed to develop their level in English to become autonomous and to enhance their skills in learning EFL.

Question5 was English your first choice at University?

First choice	Yes	No
Respondents	38/40	2/40
Percentage	95%	5%

Table5: Students' choice at University

English is the first choice

5%

95%

Yes

No
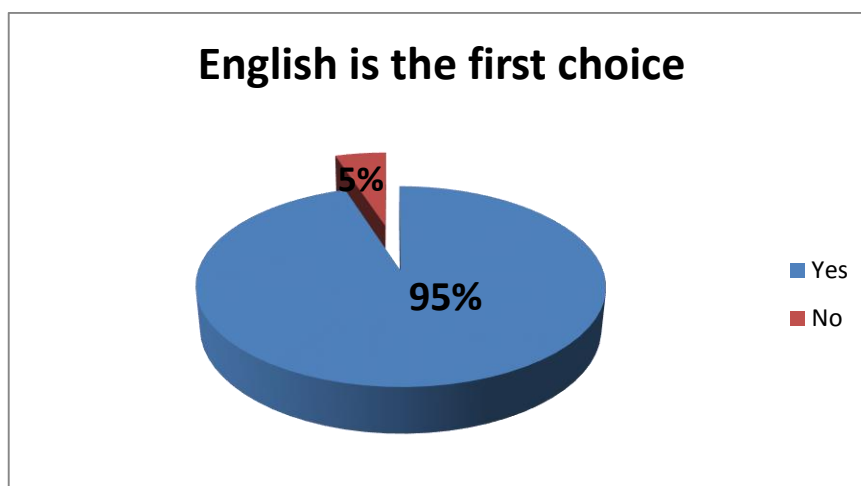
Figure 5: students' choice at University

We notice that 95% of the students opt for English as their first choice at University whereas 5% of them reveal that it was not their first choice. The majority wants to study English at University and this can help us in our research.

Question6 How can you evaluate your level of English?

Level evaluation	Very good	Average	Poor
Respondents	5/40	30/40	5/40
Percentage	12.5%	75%	12.5%

Table6: English level evaluation

English level evaluation

12,5%   12,5%

75%

Very good

Average
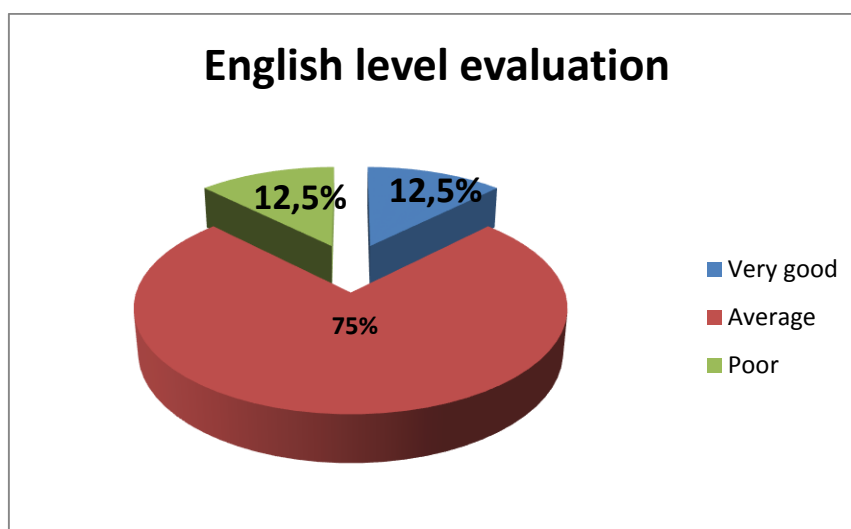
Poor

Figure 6: English level evaluation

Chapter two:Data analysis and interpretation

We asked students' about their level whether it is good or poor, 12.5% of them said that their level is very good since they do their best to improve it to get better results. While 75% find that they have an average level. The other 12.5% replied that they are unsatisfied because their level is poor, as a result, they cannot communicate fluently and understand what the teachers say.

Question7 Do you enjoy learning English?

Learning enjoyment	yes	No
Respondents	36/40	4/40
Percentage	90%	10%

Table7: Leaning enjoyment
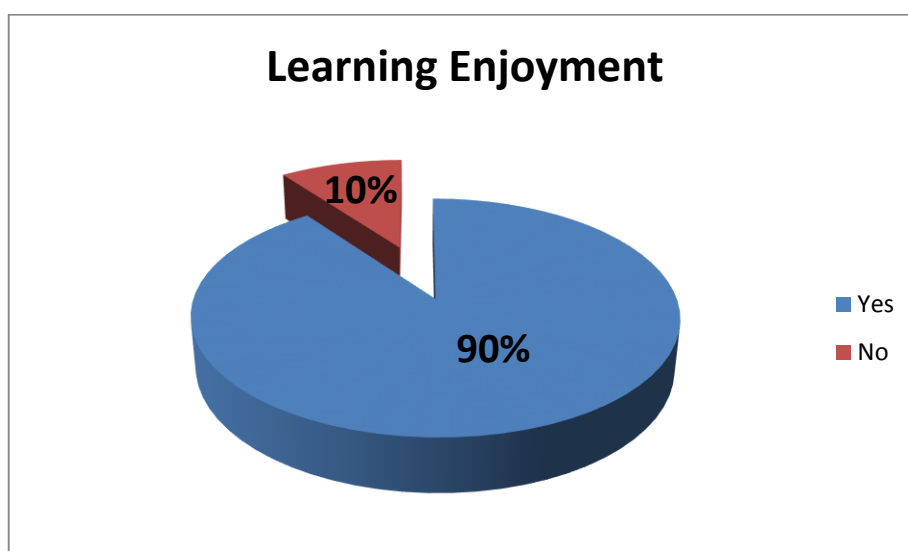
Figure 7: Learning Enjoyment

Tackling another element, we asked students whether they enjoy learning English or not, 90% replied that they enjoy learning this foreign language since they learn everyday new things and their level is improving day after day. However, 10% of the students do not enjoy learning English because they find some modules such as Methodology and translation very difficult.

Chapter two:Data analysis and interpretation

Question8 Do you think that English subjects are difficult?

	Yes	No	Depending
Respondents	20/40	18/40	2/40
Percentage	50%	45%	5%

Table8: Difficulties of English subjects
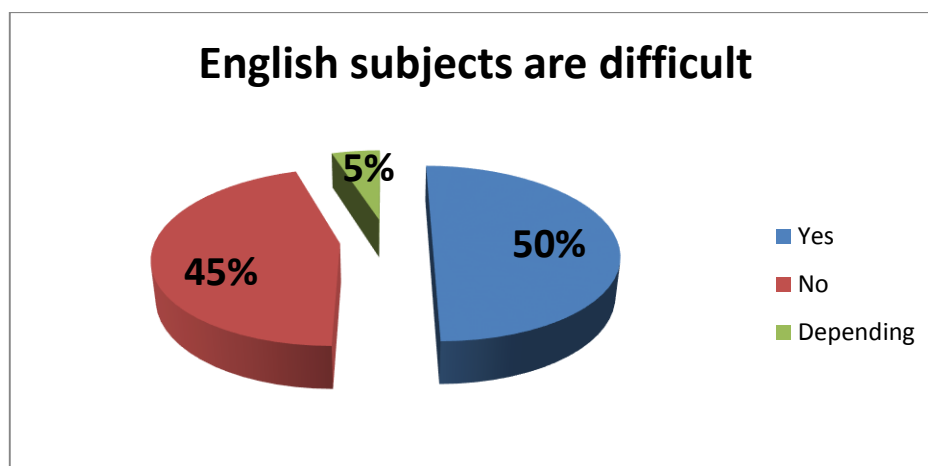
Figure 8: Difficulties of English subjects

From student's answers, we have found that 45% do not think that English subjects are difficult; whether 50% of them find the contrary since for them English subjects are hard. The rest of students answered that subjects depend on teachers, if they like the teacher; they will find his module easy and vice versa.

Question9 Do you try to improve your level of English?

	Always	Sometimes	Never
Respondents	27/40	10/40	3/40
Percentage	67.5%	25%	7.5%

Table9: Students improve their level of English

Asking whether students improve their level of English or not, we have found that 67.5% of the students always try to improve their level whereas 25% responded that they sometimes try to do something to improve it, in contrast 7.5% never try to improve their English level.

Chapter two:Data analysis and interpretation
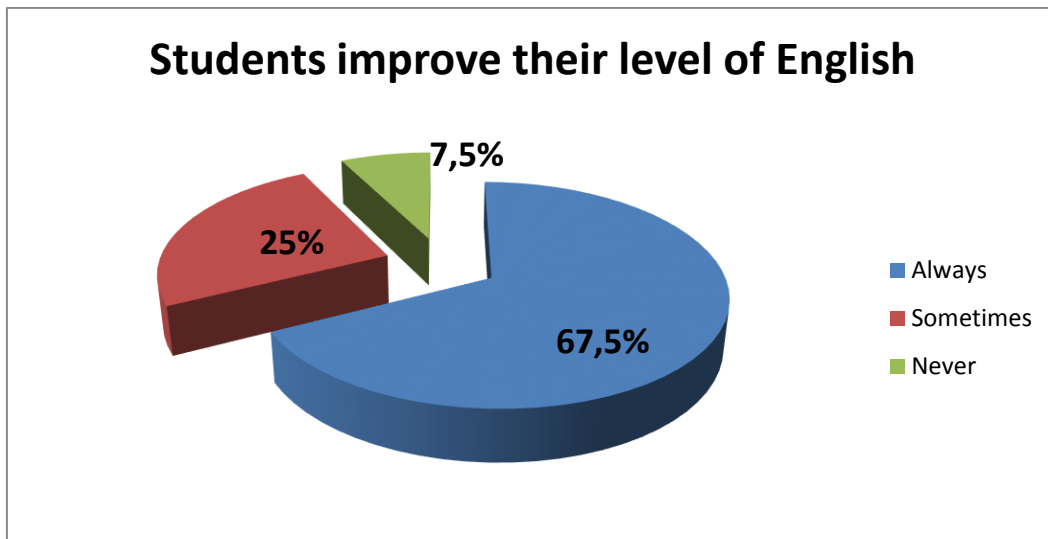
Figure 9: Students improve their level of English

Question10 Do you have a computer?

	Yes	No
Respondents	36/40	4/40
Percentage	90%	10%

Table10: The availability of computers
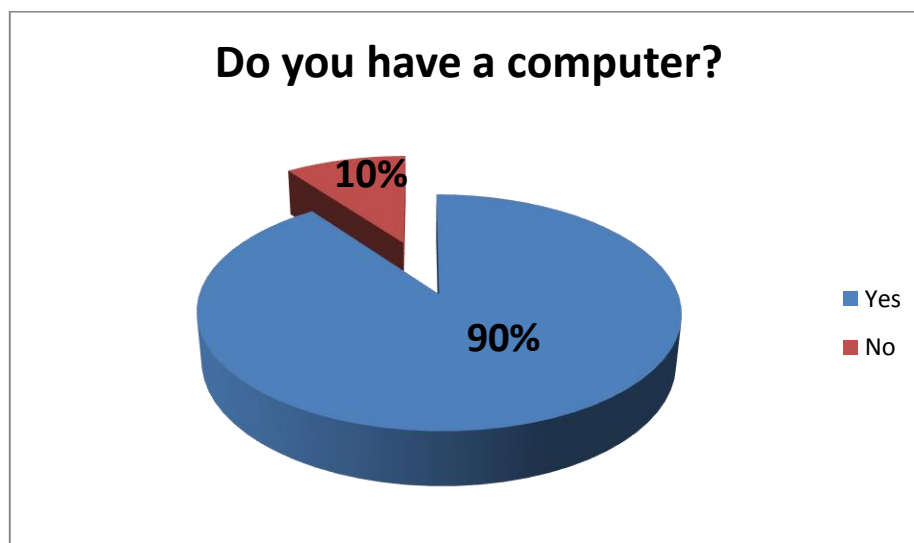
Figure 10: the availability of computers

Chapter two:Data analysis and interpretation

In this question, we wanted to know if the students have computers, 90% of the learners have one, whereas 10% of them do not have this machine.

Question11 Do you have a Smart Phone?

	Yes	No
Respondents	29/40	11/40
Percentage	72.5%	27.5%

Table11: availability of the Smart Phone
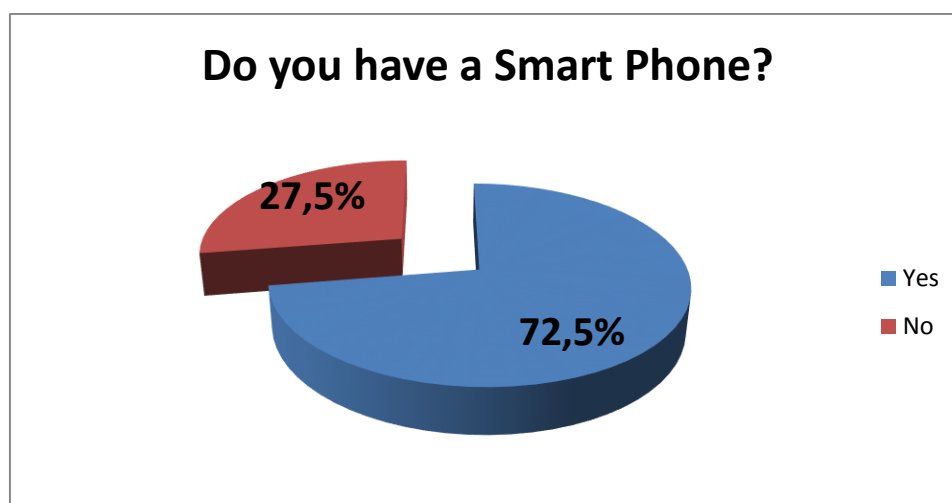
Figure 11: the availability of the Smart Phones

The same question was asked to know whether the students have Smart phones. 72.5 responded with Yes, whereas 27.5% said that they do not have a Smart Phone.

Question12 Do you think that ICT (Information and communication technologies) would help you to learn English better?

	Yes	No
Respondents	40/40	00/40
Percentage	100%	00%

Table12: ICT helps in learning English
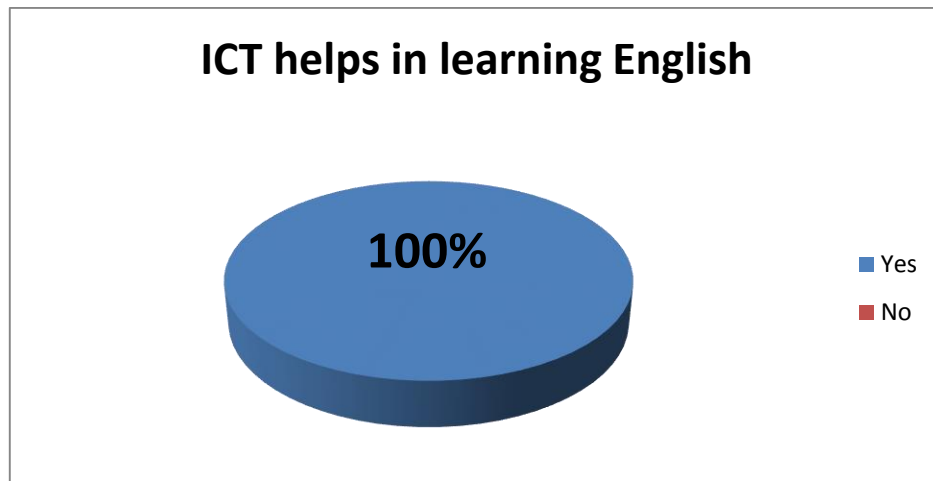
Figure 12: ICT helps in learning English

Concerning this question, we wanted to know if students find ICT useful in learning English as a foreign language. All of them said yes, 100% claimed that ICT can help them learn more and more about English.

Question13 Do your English teachers advise you to read books?

	Yes	Sometimes	Never
Respondents	17/40	10/40	13/40
Percentage	42.5%	25%	32.5%

Table13: Reading books
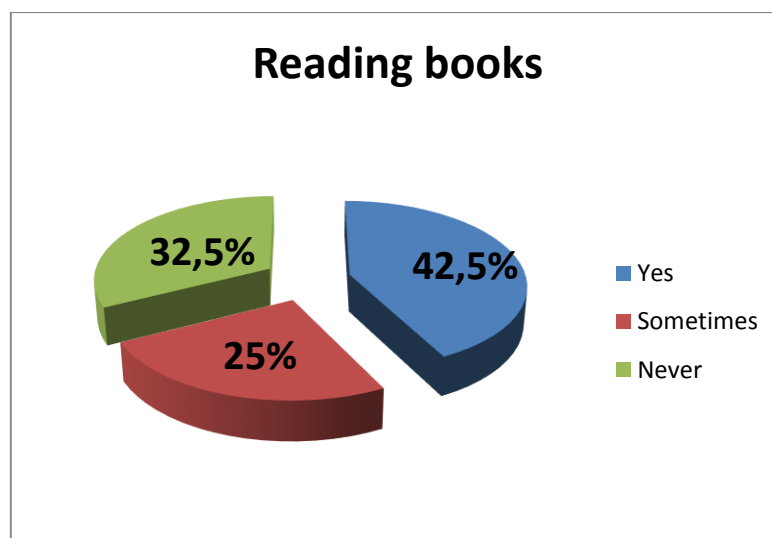
Figure 13: Reading books

Chapter two:Data analysis and interpretation

Tackling another element, we have asked learners whether their teachers ask them to read books. 42.5% of the respondents said yes. However 25% of them said that their teachers sometimes ask them to read books. The rest of the learners claimed that their teachers never advise them to read.

Questio14 Have you ever tried to learn English through websites, movies or MOOCS (Massive Open Online Courses)?

	Always	Sometimes	Never
Respondents	15/40	14/40	11/40
Percentage	37.5%	35%	27.5%

Table14: learning through websites and movies
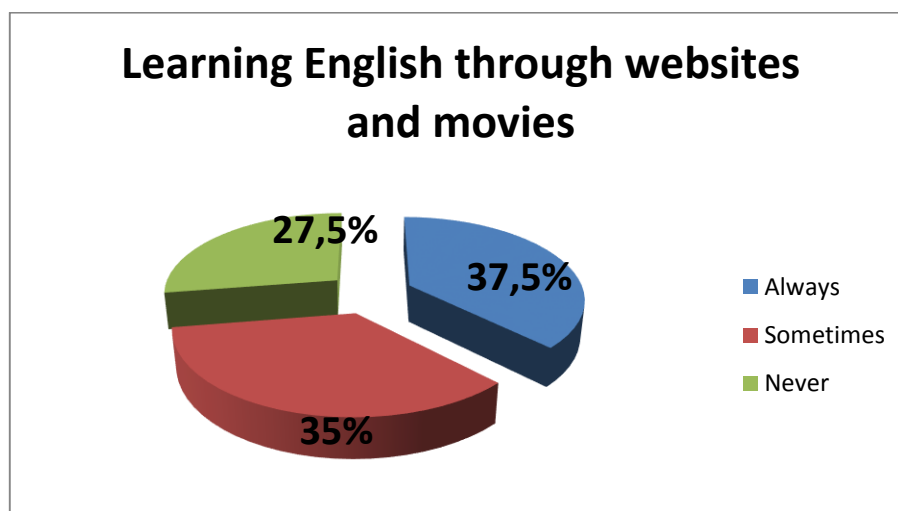
Figure 14: Learning English through websites and movies

We have asked students whether they learn through websites, movies or MOOCS, a percentage of 37.5% replied with always. Whereas 35% assure that they sometimes use them in learning English as a foreign language. The rest of the students with a percentage of 27.5% never use MOOCS and never watch movies in English to improve their English level.

Question15 Do you have a "first year students of English" group on Facebook?

	Yes	No
Respondents	40/40	00/40
Percentage	100%	00%

Table15: Creating groups on social-media
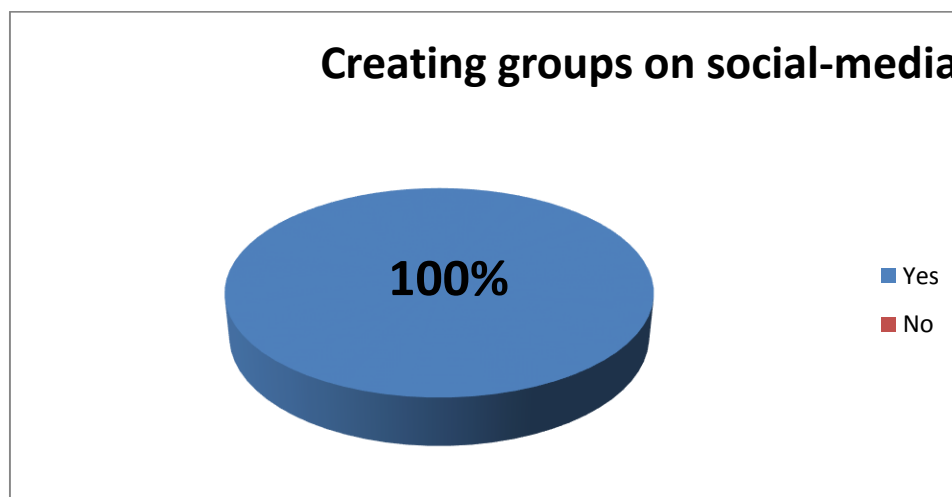
Figure 15: Creating groups on social-media by students

This question was asked to know if First year LMD students have access to Facebook and create their own group to share information outside the classroom. All of them reply with yes. Students have their own group and they publish handouts and videos everyday on this group.

2.7.2Analysis of Teachers' questionnaire

Question1 what is your status as a teacher in the Department

	Permanent	Temporary
Respondents	8/8	00/8
Percentage	100%	00%

Table16: Teachers' status

Teachers' Status

100%

■ Permanent
■ Temporary
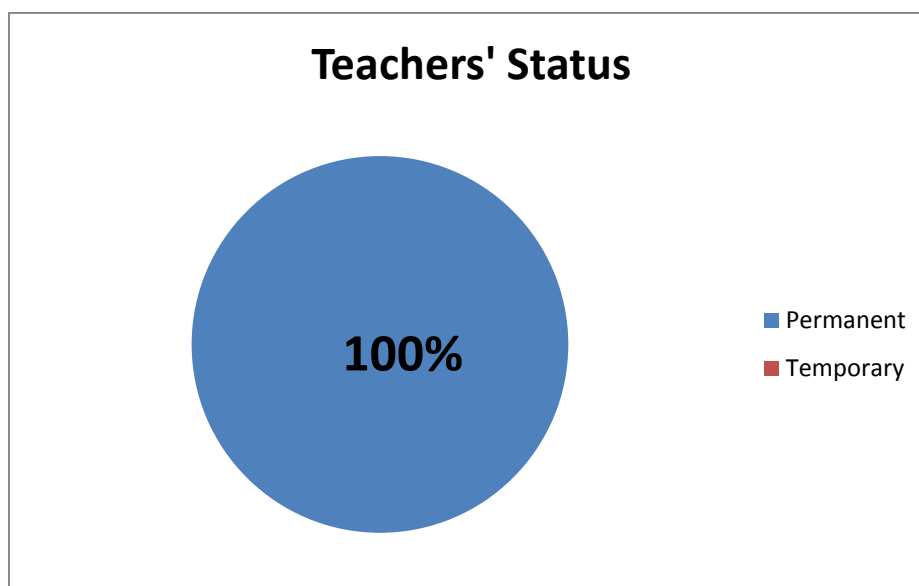
Figure 16: Teachers' status at the University of Mostaganem

As figure 16 shows, all the teachers are permanent (100%), this question aimed at investigating whether they are really qualified and experienced to teach English for first year students.

Question2 what is your degree?

	Magister	Doctorate	Others
Respondents	5/8	3/8	////
Percentage	62.5%	37.5%	////

Table17: Teacher's degree

37,5%

62,5%

■ Magister
■ Doctorate
■ Others
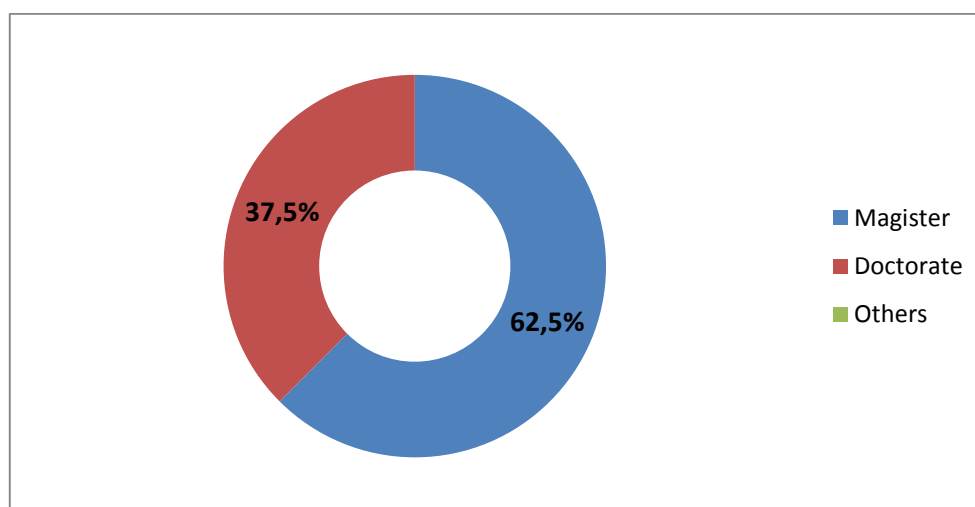
Figure 17: Teacher's degree at the University of Mostaganem

Chapter two:Data analysis and interpretation

This question was asked to know the degrees of the English language teachers in the department of Mostaganem. The figure shows that teachers are qualified since 62.5% of them have a Magister degree in English whereas 37.5% of them have a PHD degree.

Question3 what do you think of the level of first year license students?

	Perfect	Good	Acceptable
Respondents	1/8	3/8	4/8
Percentage	12.5%	37.5%	50%

Table18: Student's level
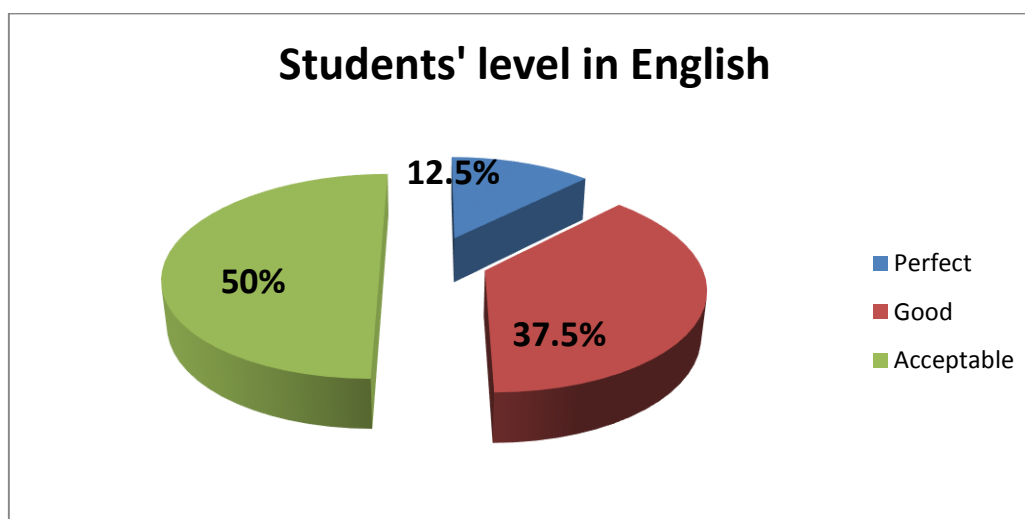
Figure 18: student's level in English

As Figure 18 demonstrates, the majority of teachers with a percentage of 50% think that first year students have an acceptable level. The others with a percentage of 37.5% answered that their learners have a good level whereas the minority (12.5%) claimed that students have a perfect level.

Question4 do students rely only on lectures?

	Always	Sometimes	Never
Respondents	5/8	2/8	1/8
Percentage	62.5%	25%	12.5%

Table19: Students' autonomy
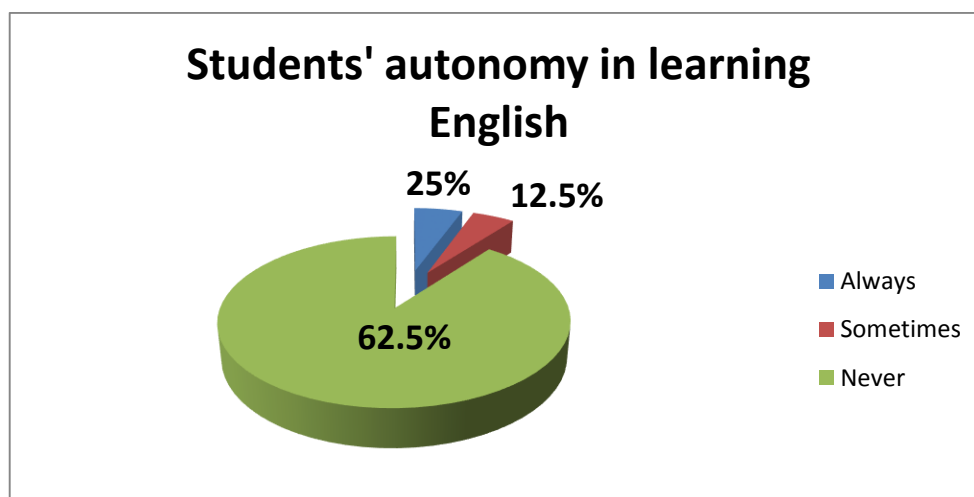
Figure 19: Student's autonomy in learning English

This question seeks to know students' opinions about the autonomy of their students. On one hand, 62.5% responded that learners never rely only on the information given in the classroom; i.e. they o research outside the classroom to develop their learner autonomy. However, 25% said that students always rely only on what is given during lectures. The rest with a percentage of 12.5% claimed that students sometimes rely only on teachers.

Question5 do students make research outside the classroom and try to improve their English level?

	Most of the time	Sometimes	Never
Respondents	2/8	4/8	2/8
Percentage	25%	50%	25%

Table20: Students making research

Students make research to improve their English level

25%   25%

50%

- Most of the time
- Sometimes
- Never
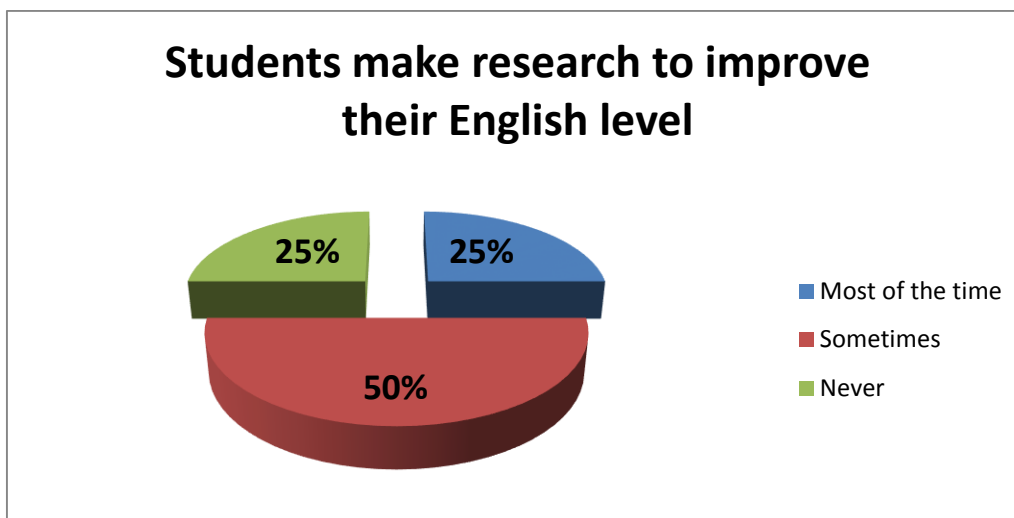
Figure 20: Students make research to improve their English level.

As figure 20 shows, teachers revealed that the majority of students with a percentage of 50% sometimes do research outside the classroom. The others (25%) do it most of time whereas the other 25% never do research.

Question6 do you use technologies such as computer and data-show in your classes?

	Yes	Sometimes	Never
Respondents	8/8	///////	//////
Percentage	100%	///////	////////

Table21: the use of technology

The use of technology by teachers

100%

- Yes
- Sometimes
- Never
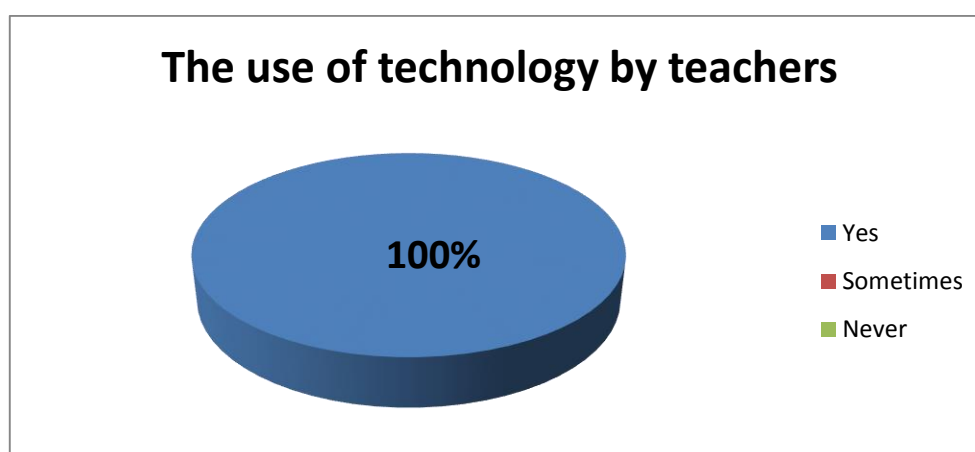
Figure21: the use of technology by teachers

The question was asked to know if teachers use material and technologies during the English courses. All the teachers (100%) agreed that they use at least data-show as a technology tool.

Chapter two:Data analysis and interpretation

Question7 do you think that technologies raise students' autonomy?

	Absolutely	May be	Never
Respondents	8/8	/////////	/////////
Percentage	100%	//////////	//////////

Table22: technologies and learner autonomy

Technologies and learner autonomy

100%

- Absolutely
- May be
- Never
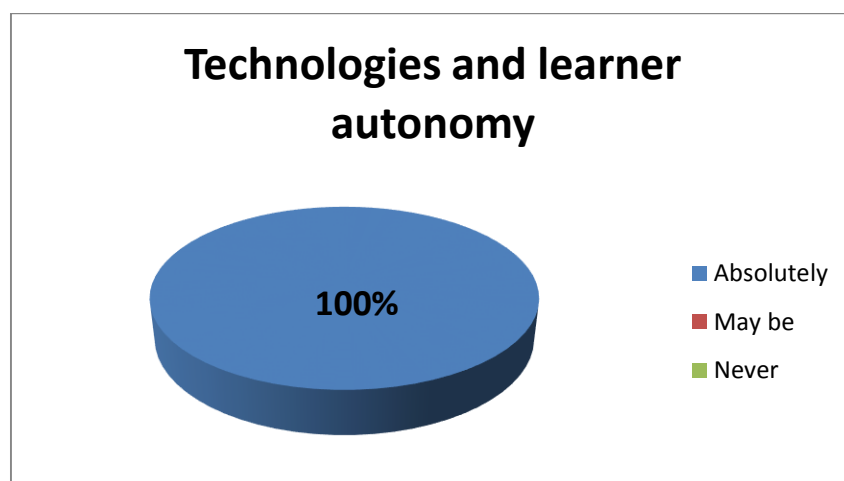
Figure22: Technologies and learner autonomy

As it was expected, all the teachers (100%) find technologies useful to develop learner autonomy among first year English students.

Question8 do you advise your students to read books?

	Always	Sometimes	Never
Respondents	6/8	2/8	/////////
Percentage	75%	25%	//////////

Table23 reading books

Advising L1 students to read books

25%

75%

- Always
- Sometimes
- Never
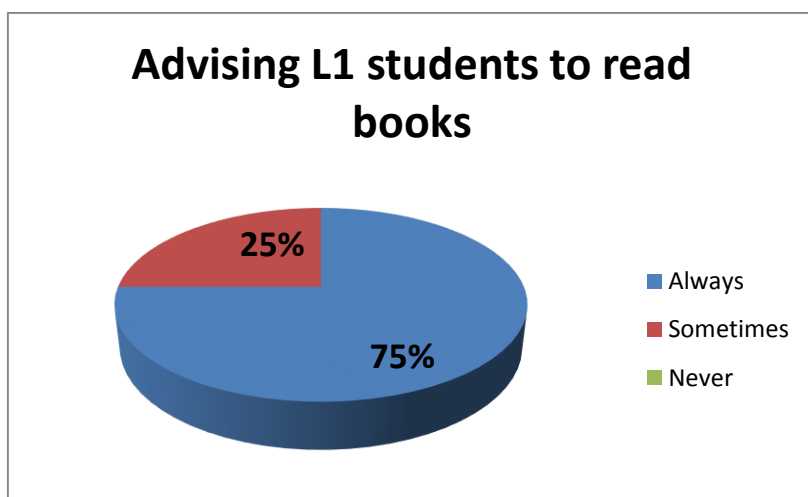
Figure23: Advising L1students to read books

The aim of this question was to identify whether teachers play a role in developing the autonomy awareness among their first year English students by advising them to read books for example. The majority of teachers (75%) claimed that they always tell learners to read books and do research, whereas the other 25% sometimes do that.

Question9 do you find your learners autonomous enough to achieve a good communicative competence?

	Yes	No
Respondents	5/8	3/8
Percentage	62.5%	37.5%

Table24: learners' communicative competence
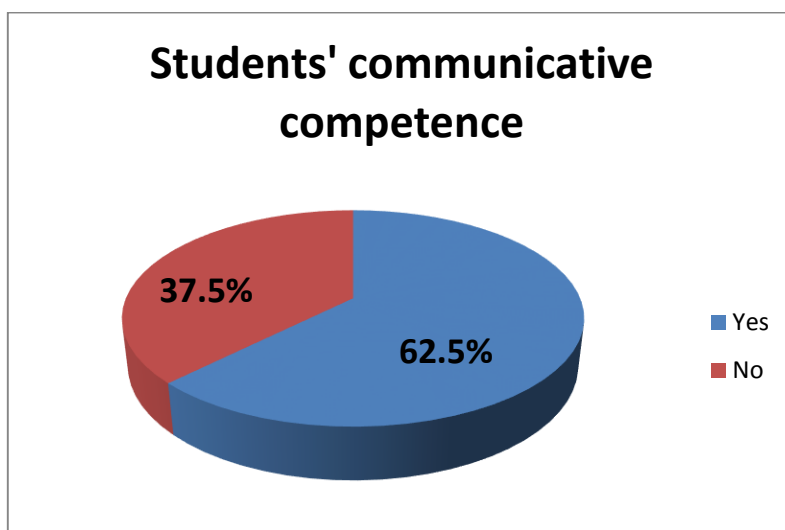
Students' communicative competence

37.5%

62.5%

- Yes
- No

Figure24: learners' communicative competence

As figure 24 shows, 62.5% of teachers find their students autonomous enough to achieve a good communicative competence, whereas 37.5% do not agree with the previous ones. The answers of teachers depend on the modules they teach.

Question10 what are the factors that develop learner autonomy among first year license students?

	Reading books	Watching English Channels	Learning via Internet
Respondents	8/8	8/8	8/8
Percentage	100%	100%	100%

Table25: developing learner autonomy
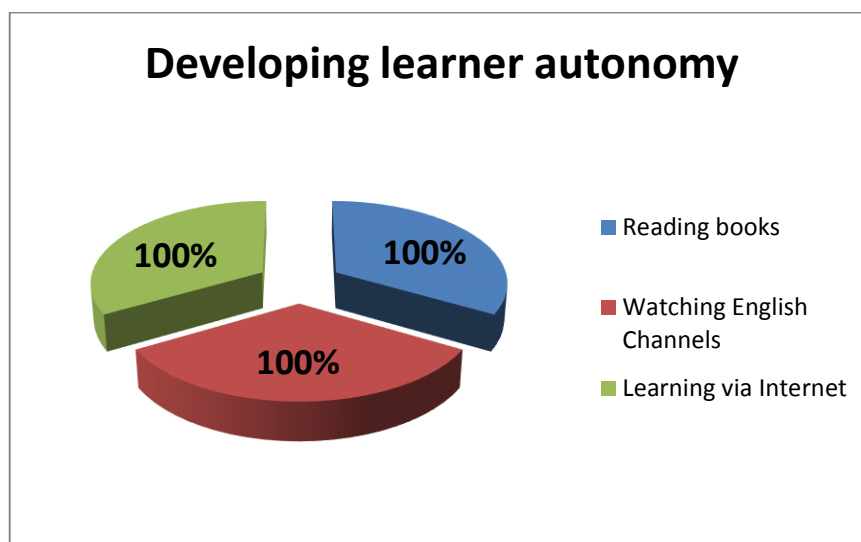
Figure 25: developing learner autonomy

As it is shown on figure 25, all the teachers (100%) agree on the fact that reading books, watching English channels and learning via Internet are the main factors in developing learner autonomy among first year English students. These factors are very important to develop not only the English language skills but a good communicative competence.

2.7.3. Analysis of teachers' interview

Question1: It is concerned with how many years the teachers have been teaching the English language.

Asking teachers about the period of teaching English, we have found that their answers varied between 3 and 10 years, we have asked this question to know whether they are experienced teachers or not so as knowing more about teaching and learning processes and since we want to know the obstacles which may have been faced them whether on the part of teachers or by University as an administrative power. During the teaching process, teachers may follow several methods and techniques depending on learners' requirements and aptitude toward the learning process.

Question2: The difficulties that students encounter in acquiring a foreign language

Students encounter many difficulties in acquiring English as a foreign language, some teachers agree with the lack of linguistic background including vocabulary, grammar, and pronunciation are the most important challenges facing them and these are because of a several reasons we are going to mention.
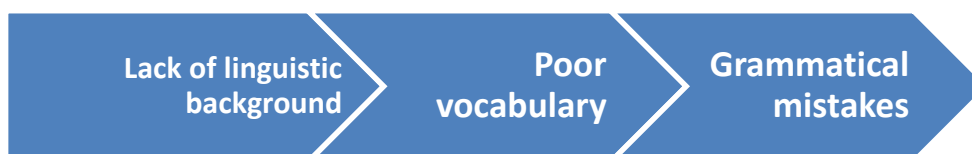
Figure26: Difficulties facing students

Question3: The reasons of these difficulties

Asking them about the reasons in which these difficulties are created. Some teachers stated that: The first reason is the lack of motivation and appropriate atmosphere, the second

reason is that there are no language laboratories in the English department. Another reason is that the possibilities for the students to have a direct contact with native speakers of English are very rare. While, one teacher said that watching English movies, listening to English songs and reading are very productive to the process of EFL acquisition.

Question4: Students' effort to develop autonomy

It is true that learner autonomy is highly personal, but this does not mean that students' autonomy is associated with isolation; it makes the student more social because autonomy encourages them to interact with peers and exchange views with them. We have asked teachers about student's efforts so as to develop autonomy. The majority of them conclude that students depend entirely on their teachers in a classical organization of the studies, only a small number who are doing their best to be autonomous.

Question5: Teacher's perspective toward student's autonomy

Being autonomous means taking responsibility to direct, monitor, and control over learning. All teachers said that a very large number of students are not motivated to do so at all. There are two main reasons: The difficulty for teachers to apply this kind of approach and the total lack of initiative on the part of students. One of the teachers said that this procedure may vary from one class to another and from one student to another.
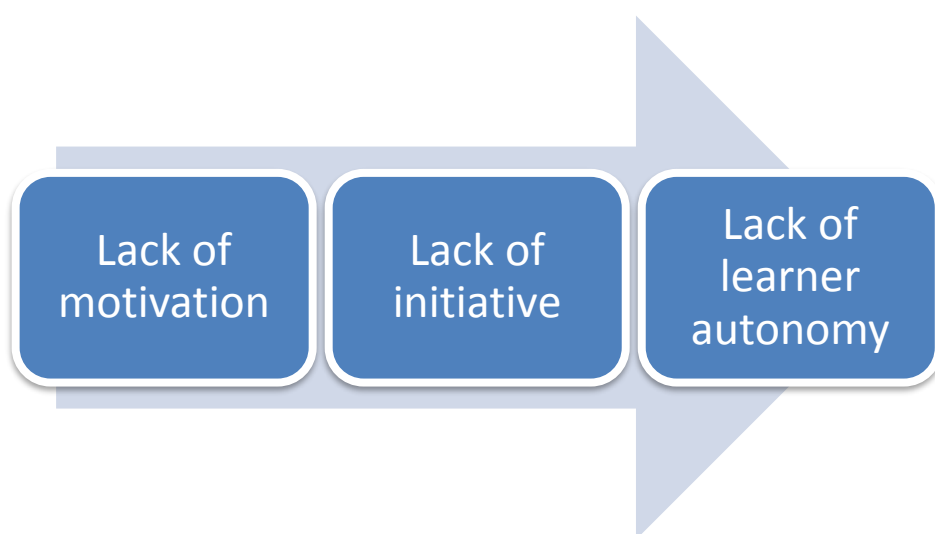
Figure 27: Teachers' perspective

Question6: Teachers' view about students' persistence

Autonomous learners are those who are not satisfied with only what is given to them; they always look for further information. We asked teachers if their students have this attitude and the reply was as follows: Most of them are not satisfied and at the same time they do not do much to change this situation. Other teacher said that students do not look for extra readings since they prefer to stick to the lesson only. Moreover, whenever they require undertaking research or grouping work, the results are not satisfactory.

Question7: Teacher's interpretation concerning autonomy as a goal

Learner autonomy is taking responsibility of the own learning inside and outside the classroom situation where the teacher acts as facilitator or a guider instead of knowledge imparter. It may highlight the process of learners with special educational needs and give them a sense of control over their learning; we have asked teachers about autonomy on the part of its comprehension. They respond that the problem is not in the interpretation or understanding of the concept but the creation of the appropriate conditions to put it into application and to make decisions about what they will focus on and how much time they will spend on learning both inside and outside the classroom.

Question8: Learners' autonomy as an acquired capacity

Discussing autonomy as an acquired capacity, we have asked teachers if their students possess or not. All most of them agreed that there are a small number of students who acquire that capacity depending on their motivation and level of awareness but unfortunately, the majority of them want to receive everything having nothing to produce. Another teacher indicated that students do not take any kind of personal initiative learning to improve their level of proficiency.

Question9:Learners' autonomy application among students

Learner autonomy is very good idea in theory but it need great resolution and determination to realize empirically and putting it into practice. The majority of the

respondents stated that the field reality indicates that the question remains at the level of theory and no-concrete empirical work has been undertaken. Furthermore, learner autonomy is not clear in our classes and conditions.

Question10: Student's abilities for creating situations of learning

Autonomy allows students to participate in classroom decisions and creating appropriate situation for them so as leading to a fruitful results. We have asked teachers if their students are able to do so. We have found that the majority of them answered negatively, they said that they try to make them using this ability but it is not completely workable thinking that the question depends on many factors namely the teachers' role, the students' motivation and the educational situation. Suitability

The teacher role	• Facilitaor • Motivator
The students' motivation	• Lack of motivation • Non suitablility of the educational situation
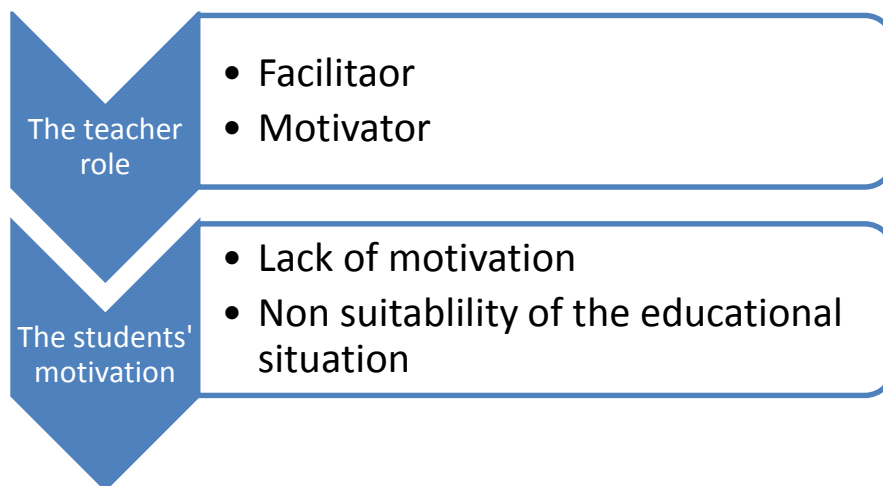
Figure 28: creating situations for learning

Question11: The degree of autonomy among students

Discussing the degree of learner autonomy with teachers, here are some points of view: The majority of the teachers said that the degree of autonomy among their students is very low, it may be just 20% from the whole population. However, other teacher said that students have such obstacles which we find them very important to address. Such as the lack of ICT material and overcrowded classes.

2.8. Conclusion

Finally, we can say that both teachers and students were very helpful with us conducting this research; they agree with us that the subject under study has a great amount of interest in respect of language learning and teaching.

We must acknowledge that time limitation was the main challenge obliging us to orient the interview to teachers with a written form instead of recording, fortunately, all of them answered us very clearly which added a king of reliability to our study.

Results of these data collection tools will be operated in the next chapter where final deduction.

Chapter three
Results Discussion and
Recommendations

Chapter three: Results Discussion and Recommendations

Introduction

This chapter is dedicated to discuss the findings of the previous chapter and to provide some tentative solutions based on these findings to help developing learner autonomy among L1 students in the Department of English. It also tries to propose some recommendations and suggestions for researchers and English students.

3.1. Students' Questionnaire Results

From the study reviewed, it is found that no matter whether males or females all of them were very helpful with us. We noticed that L1 students are not really aware about the importance of autonomy and they always need the assistance of their teachers to obtain good results.

After analyzing the questionnaire addressed to L1 students of English of Mostaganem, we noticed that the majority of them do not do effort to develop their autonomy and they face a lot of difficulties in acquiring EFL although they obtained excellent and good marks in the Baccalaureate English subject.

Students view teachers as the only delivers of knowledge rather than themselves though they have access to internet, and ICT tools, unfortunately, they do not know the importance of these tools in developing learner autonomy among them. The majority of the students do not consider themselves as autonomous learners since they neglect to conduct their learning process.

The results confirm all of the proposed hypothesis, on one hand, the learners are not autonomous in learning English since they do not do huge effort to develop their skills, on the other hand, they know that technologies play an important role in developing learner autonomy among them, furthermore, the majority of learners have digital tools but they do not use them in the educational process.

The results of the questionnaire show that students do not participate, they wait only when the teacher gives hand-outs or information, they just receive, the majority, do not pay attention on what the teacher explains during the lecture. We have noticed that 60% of learners revise their subjects only on the period of exams, just like they used to do in secondary school, this reveals that L1 students lack of autonomy in learning English as a foreign language.

3.2. Teachers' questionnaire results

First of all, it is valuable to state that most of the teachers participating in the present research are experienced since they have Magister and PHD degrees, and they have worthy background knowledge about learners' attitudes in learning English as a foreign language.

Teachers' evaluation of students' level differs between good and average and they showed through their response that students rely only on them most of the time since they do not do research outside the classroom and they wait only for the information given by teachers.

Furthermore, teachers are in favor of technological materials as a tool for promoting learner autonomy, they claimed that these materials are beneficial to increase student's interests and motivation towards their learning, this is the reason why they use technologies in their classes and they advise learners to use them outside the classroom to learn more and to develop their skills in English as a foreign language.

The teachers' answers confirm our hypothesis that technologies play an important role in developing autonomy among students and that a good communicative cannot be acquired only in the classroom but with effort outside the class.

3.3 Teachers' Interview results

The design of the interview was done to answer a specific assumption related to the concept of learner autonomy in L1 classes. Teachers were chosen as a sample to ensure the results which we are going to obtain. All the data collected from them are showed that learner autonomy is too beneficial for students so as to build up and improve their level, but unfortunately they are not taking advantages of that right and duty at the same time.

Teachers show learner autonomy as a process which encourages taking responsibility, higher order thinking, curiosity, and self-reliance, but students are not ready to make the first move to acquire knowledge instead of absorbing it from the teacher and forgetting it after taking test. However, teachers argue that being responsible does not mean the total exclusion of teachers' contribution as guiders, and managers leading to an effective learning at the end of the procedure, actually, when this collaboration between teachers and learners happens, undoubtedly, we will get very productive fruitions.

3.4 Discussion of the findings

The results of the data collected demonstrate that L1 environment have a lack of autonomy in learning English as a foreign language.

Students obtain their Baccalaureate exam with good and excellent averages in the English subject, they opt for English at University and this transition from secondary school to University make them feel that English is more difficult at University which make them face a lot of difficulties in many subjects.

Our hypothesis are confirmed since the results show that L1 students are not autonomous although they have access to technologies such as digital tools which play an important role in developing their learner autonomy

Both questionnaires and the Interview give us the same results which consist of the non efforts made by students inside and outside the classroom by L1 students. Although students know their weaknesses in English, they rely only on teachers; unfortunately L1 students are not engaged in self-instructed language learning.

Teachers reveal that they consider autonomy in learning as a goal of language education, and they stated that it is not only desirable but it can be achievable if learners are motivated and aware of the importance of being autonomous. Furthermore they claimed that to become an autonomous learner, the students should have many characteristics as the figure demonstrates.

Chapter three: Results Discussion and Recommendations
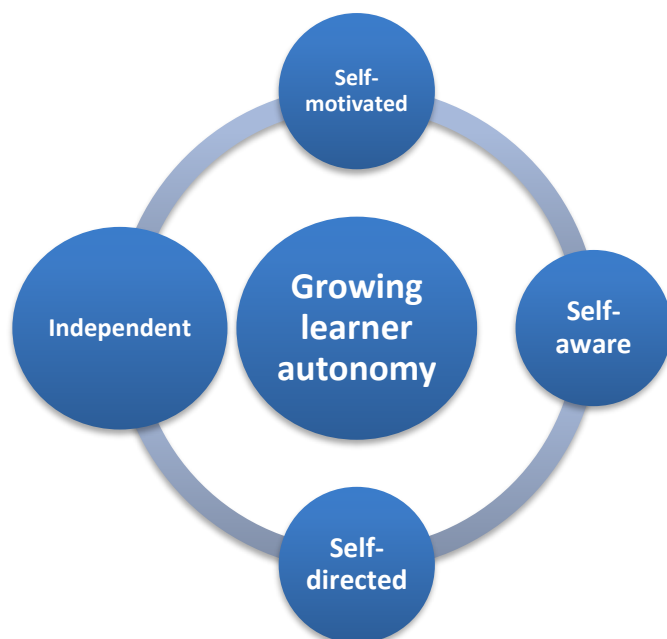
Figure29: The growth of learner autonomy

As the graph shows, these are the main characteristics of learner autonomy which L1 students should have.

Concerning the communicative competence, that refers to the learner's ability to use language to communicate successfully. Canal and swain (1980) defined it as composing competence in four areas:

- Words and rules
- Appropriacy
- Cohesion and coherence
- Use of communication strategies.

L1 students cannot achieve a good communicative competence by relying only on what the teacher delivers, it does not need huge efforts, but an ongoing process which consists of learning English inside and outside the classroom using different digital tools such as: E-books, TV and Internet. Because the use of technology enriched learning environment as the figure explains:
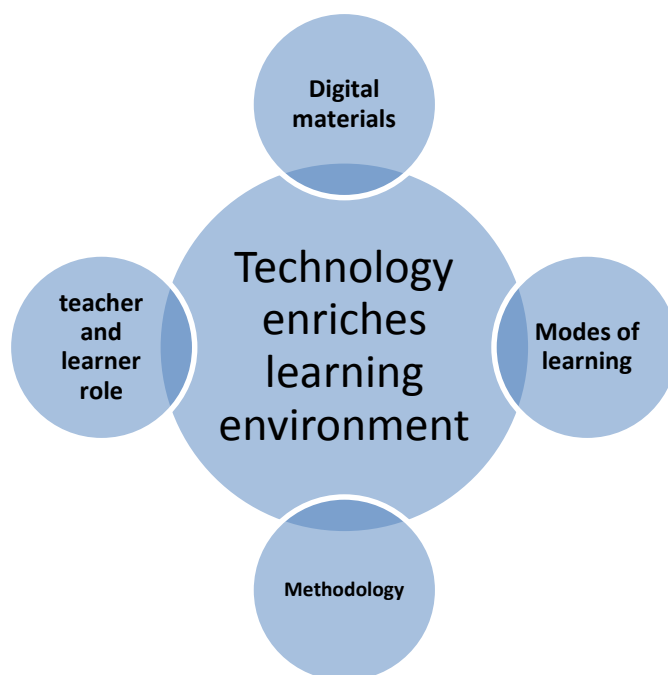
Figure 30: Technology and learning environment

3.5 Suggestions and improvements

After analyzing the data obtained from both questionnaires and Interview, some suggestions are proposed to develop learner autonomy among L1 students to improve the English learning in the Department of Mostaganem.

Furthermore, recommendations for future research related to the context of autonomy and limitations of the study are also discussed.

3.5.1 Teaching e-learning module to L1 students

The use of computers and new technologies has become a crucial part of learning as well as teaching. E-learning has redefined some strategies and concepts of teaching that have enabled the teaching community perform better. Unfortunately, the e-learning is taught only to master students, if L1 students have this module among their curriculum, they will unconsciously have the awareness of the importance of being autonomous in learning English as a foreign language. If e-learning will be taught to L1 students, teachers should be practitioners with different roles:

A. the e-learning practitioner as teacher

The teacher has the opportunity to draw on students' knowledge of the content in order to generate communication in the classroom. In some situation, the role of e-learning teacher extends to giving one-to-one advice to students. E-learning teacher need to have considerable flexibility, and make this students discover the world of technology as a tool of learning

B. The e-learning teacher as Evaluator

The e-learning practitioner is often involved in various types of evaluation- testing students of course and teaching materials such as data-show and computer.

E-learning teacher should have a specific knowledge of ICT to provide his learners with correct information. To teach e-learning, there is a set of specific criteria imposed upon the language teacher:

- Training in computer sciences
- Specialty in the field of e-learning
- Knowledge of ICT

3.5.2 The use of digital materials

We cannot teach e-learning without using Digital tools, these technologies have a lot benefits:

- They have a positive effect on learners' motivation

- They provide authentic cultural information

- They provide exposure to real language

- They relate more closely to learners' needs and interests

- They support a more creative approach to teaching

- They provide a wide variety of text types, language styles not easily found in conventional teaching materials

- They are continuously updated unlike traditional teaching materials

- They have a positive effect on comprehension and learner satisfaction

3.5.3 Promoting the English Department with free cyber cafes and access to Internet.

University should take into consideration those who do not have computers, access to Internet or financial possibilities to go to Cyber cafes in a continuous way in order to develop their learner autonomy.

It is preferable to have access to Internet in the English department to make the e-learning module into practice inside the classrooms, Students will be able to download e-books or participate in online lectures with their teachers and classmates at the same time.

If the students will have the possibility to learn the e-learning module in free cyber cafes at the English Department, they will be accustomed to rely on Internet and technologies in their learning inside and outside the classroom.

3.5.4 Making students unconsciously autonomous.

Since the teacher has an important role to play in supporting autonomy where he is acting as a guide, he needs to ask students to list what should be discussed inside the classroom using their own agendas. This process will involve students in learning.

Teacher need to encourage their students to use their own directive skills by making e-mail of friends from foreign countries so as to share ideas and experiences, using videos and Google documents. Furthermore, teachers are supposed to ask their students to prepare lessons and to do performances to their classmates in order to develop learner autonomy among them. Because when the students prepare a lesson to present in front of his classmates, he will do his best to gather data and to have knowledge about the lesson that will be presented.

3.6 Conclusion

The findings of this study appear to corroborate other studies in suggesting that autonomy can positively affect the language learning experience in numerous ways that enhancing autonomy seems to increase language acquisition, self-evaluation and learner motivation. Therefore, it is suggested that awareness of learning autonomy strategies be heightened and taken seriously by teachers and students alike.

Chapter three: Results Discussion and Recommendations

Our research attempted to examine and to describe learner autonomy in L1 classrooms of the Mostaganem English department. In this work, we shed light on learner autonomy as an acquired attribute. To answer the questions stated at the beginning, we have investigated this problem relying on different data gathered from two questionnaires oriented to both teachers and learners, an Interview oriented to teachers and a classroom observation.

From this research we suggest some solutions that can be achieved with association of the efforts of some sides, and we hope that would help students in their studies.

Chapter three: Results Discussion and Recommendations

Pedagogical Implications

The focus of this study was not to create new curricular nor to recommend a particular methodology, but to more thoroughly elaborate on the nature of learner autonomy strategies, and offer suggestions for fostering it:

- ✓ Autonomy implies not only that learners attempt to take control of their own learning from time to time but that they possess the capacity to do so systematically.

- ✓ Fostering autonomy does not imply that teachers simply leave learners to their own devices, but they actively encourage and assist them to take control of their learning in ways that will be effective in terms of goals.

- ✓ Learner autonomy can be inside and outside the classroom; therefore, students should take this point into consideration.

- ✓ Responsible and self-reliant learners are more likely to develop autonomy so as to control and direct their own learning.

- ✓ Integrating ICTs in English language classrooms has a very considerable amount of interest to enhance autonomy among students.

- ✓ Learner-centered classrooms provide ideal conditions for developing learner autonomy.

- ✓ The teacher has an important role to play in supporting autonomy where he/she acts as a manager or guide.

- ✓ Teachers need to ask students to list what should be discussed inside the classroom by using their own agendas.

Chapter three: Results Discussion and Recommendations

Recommendations

These recommendations are drawn from our observations to the outcomes of the data collection tools:

- ✓ Teachers should allow learners to set their own goals and involve them gradually in the classrooms activities.

- ✓ Teachers should help learners develop learning strategies that serve their needs and interests.

- ✓ Teachers should raise their students' awareness about the learners' autonomy importance and how they will benefit from their use to develop learners' self reliance sense.

- ✓ Students need to use ICTs more and more in the learning in order to widen their knowledge.

- ✓ •Students need to develop the habit of reading for their own interests and needs to enjoy reading.

- ✓ Students should read everything and everywhere; in real and virtual libraries.

General conclusion

English has become the medium of communication between many countries in all over the world. Therefore, more and more English courses are needed in different fields mainly education and technology.

This study identified the English student's autonomy in learning English as a foreign language and the digital and ICTs materials that can enhance it, in addition, the study revealed the students' attitude towards learning English inside and outside the classroom and what are the difficulties they face are in the learning process. Hence, English language teachers should be aware of their students' needs which are the first step to be considered in helping them develop their learner autonomy.

The sample population selected for this study on first year LMD students of English, and their English language teachers for the academic year 2016/2017, using a questionnaire for students and another one for their Language teachers in addition to classroom observation and an Interview for five other English language teachers of the English department. The questionnaires used to conduct this study helped in identifying the lack of autonomy among first year students, teacher profiles and qualifications, materials used, methodology adopted, and students' attitude towards taking the responsibility of the learning process.

It is important to indicate the position that each kind of participants occupies in the teaching-learning process in the present investigation. First, regarding the first year English students, it is noticed that they expressed an urgent need for developing their learner autonomy using digital materials such as Smart-Phones and Computers to help them develop their English skills. Second, regarding the English language teachers, it is noticed from the analysis that they are experienced and qualified teachers and they can give to learners a lot of information inside the classroom and useful tips for them to learn outside the classroom such as advising them to read books and use MOOCs and Internet.

This study has limitations. Due to the small number of participants, the sample population is not truly representative. Involving other institutions and Universities with similar groups of learners might have increased the reliability of the study. However, the findings of the present study may prove to be beneficial for English learners, English language teachers and curriculum developers and materials writers in other Universities.

Finally, the results of the present study are limited to a specific kind of learners that could not be generalized to other learners from other departments and Universities all around Algeria. Thus, other studies and investigations are required to enhance the validity and reliability of the present research.

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Appendixes

Students' questionnaire

Dear students,

This questionnaire is designed to know if you have access to internet and what impact it has in developing your learner autonomy. Your answers will be kept strictly confidential and anonymous.

Male ☐   **female** ☐

Age ……………

Baccalaureate score: ………………..

English subject baccalaureate score: ………………

Question 1 was English your first choice at university?

a- Yes ☐

b- No ☐

Question 2 How can you evaluate your level of English?

a-Very good ☐

b- Average ☐

c- Poor ☐

Question 3 Do you enjoy learning English?

a- Yes ☐

b- No ☐

Question 4 do you think that English subjects are difficult?

a- Yes ☐

b- No ☐

c- Depending ☐

Question 5 Do you try to improve your level of English?

a- Always ☐

b- Sometimes ☐

c- Never ☐

Question 6 Do you have a computer?

a -Yes ☐

☐

b- No

Question 7 Do you have a Smartphone?

a- Yes ☐

b-No ☐

Question 8   Do you think that the use of ICT (Information and communication technologies) would help you to learn English better?

a- Yes ☐

b- No ☐

Question 9 Do your English teachers advise you to read books?

a- Yes ☐

b- Sometimes ☐

c- Never ☐

Question 10   Have you ever tried to learn English through websites, Movies or Moocs (Massive open online courses)?

a- Always ☐

b- Sometimes ☐

c- Never ☐

Question 11 Do you have a "first year student of English" group on Facebook?

a- Yes ☐

b- No ☐

Thank you very much for cooperation

Teachers' questionnaire

Dear teachers,

This questionnaire is designed to know if the first year English students are autonomous and how can Technologies develop their autonomy in learning English as a foreign language. Your answers will be kept strictly confidential and anonymous.

First year license degree Module that you teach, …………………………………………………………..

1- What is your status as a teacher in the Department?

a- Permanent ☐

b- Temporary ☐

2- what is your degree?

a- Magister in English ☐

☐

b- Doctorate in English

c-Others (please specify) ☐

3- what do you think of the level of first year license students?

a- Perfect ☐

b- Good ☐

c- Acceptable ☐

4- Do your students rely only on what you give them on the class?

a- Always ☐

b- Sometimes ☐

c- Never ☐

5- Do they make research outside the classroom and try to improve their English Level?

a- Most of time ☐

b- Sometimes ☐

c- Never ☐

6- Do you use Technologies such as computer and data-show in your classes?

a- Yes ☐

b- Sometimes ☐

c- Never ☐

7- Do you think that technologies can help first year students to become more autonomous in learning English as a foreign language?

a- Absolutely ☐

b- May be ☐

c- Never ☐

8- Do you advise your students to read books or surfing on particular websites?

a- Always ☐

b- Sometimes ☐

c- Never ☐

9- Do you find your learners autonomous enough to achieve a good communicative competence?

a- Yes ☐

b- No ☐

10- In your opinion, what are the factors that lead to develop learner autonomy among First year license students?

a- Reading books ☐

b- Watching English channels ☐

☐

c- Learning via Internet

Thank you very much for cooperation

Teachers' interview

We are doing a study on learning autonomy where it is defined as the capacity to take charge of responsibility of one's own learning, and we want to know if L1 students are autonomous learners or not. So, could you help us conducting this research?

1-How many years have you been teaching English?

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2-According to your experience, what are the difficulties that students encounter in acquiring a foreign language?

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3- In your opinion what are the reasons in which these difficulties are created?

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4 - According to the definition provided above .Do you think that your learners -i.e. L1 students- are developing a sense of autonomy in their current study?

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5- Learner autonomy is a process that is developed in different ways depending on teachers' interpretations, beliefs, and educational setting. As a teacher do you think that your learners are far from being autonomous?

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6- Do you think that learners' autonomy is something abstract i.e. ideal in which your students cannot fulfill?

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7- The concept of leaner autonomy has many areas of debate concerning its definition, However almost researchers viewed it as ″an acquired capacity″ .Do you think that your students possess it?

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8-Autonomous students are those learners who consider the teacher only as a counselor, manager, and guide to an effective learning. Do you think your students are learning according to that perspective?

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9- Learner autonomy allows students to determine the direction of their own learning. Do you

think your students take advantages of that right?

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10-Researchers have increasingly argued that there is an intimate relationship between

autonomy and an effective learning. Do you think your students have largely been explored

this relationship empirically or only at the level of theoretical support?

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11-As a teacher, to what extent do you consider your students as an autonomous learners?

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