People's Democratic Republic of Algeria

Ministery of Higher Education And Scientific Research

Abdelhamid Ibn Badis University of Mostaganem

Faculty of Foreign Languages

Department of English

Learner Autonomy in Relation to ICTs Integration Out-of EFL Classrooms

Dissertation submitted to the Department of English in Candidacy for the

Degree of Master in Applied Linguistics

Submitted by:

Mrs. CHAIB Senia

Board of the examiners:

Dr. SARNOU. D (Supervisor)

Dr .SARNOU .H (Chairwoman)

Mrs. KHAROUBI   (Examiner)

Academic year 2016-2017

Dedication

First of all, I would like to dedicate this work for the most adorable ones, for my parents Mr. Chaib A and Mrs.Kassouss M who were and still are supporting and praying for me to achieve a successful career. Also I would like to show my deepest appreciation and a lot of thankfulness to my sincere husband Mr.Moussa M.

A special gratefulness to my parents' in-low: Mr.Moussa A and Mrs.Rougab R.

To my Biggest brother: Mohamed and my sweet nephews, as well as to all my sisters and sisters in-low.

To my grandmother Mrs.Serradj Y, I wish from my deep heart that she will get fine soon

To my closed friends: Faiza, Hadjour, Amina and Chaima.

To everybody who helped me to accomplish this modest work

Acknowledgements

I thank the Almighty Allah for giving me the courage and the determination as well as guidance in conducting this research study despite all difficulties.

I would like to show my sincere gratitude and heartfelt thanks to Mrs. Sarnou D for being the ideal supervisor; she helped me with her patience and guidance in writing this project, you were wonderful to us because you were the safety which resqued us, you made us believe that we had so much strength and courage. I am deeply grateful to our teacher and our examiner Mrs. Sarnou H for the enormous efforts she has made so far; then,a special thankfulness to the chairwoman Mrs.Kharoubi M.

Also, I would love to express my gratitude to all our teachers: Mr.Belkhir for his kindness and the positive energy he provided us with, to Mrs.Bekri L, Mrs. Hamerline, and Mrs.benouda. I show my acknowledgements for all my friends, especially Miss Belalia Akila for her valuable pieces of advice and her support as a real friend.

Abstract

In recent years, there has been an increased appreciation and a significant amount of attention given to learner autonomy; it has become the subject matter for more researches which argue that it is an important educational goal that supports learners' need to be able to take control over their own learning to be successful both in and out-of-classroom so as to achieve a self-learning without a teacher. In the light of this concept, the main aim behind our research is to investigate students' readiness to be involved in learning English language autonomously; besides, our study intends to encourage EFL learners to become responsible students and independent in their educational progress.

This study attempts to find out facts about how good are students in Algeria at learning English autonomously, and how teachers can promote learner autonomy in the Algerian universities. The method that is used in this research is both qualitative and quantitative; it is based on questionnaires that would be addressed to teachers and students of first year Language and communication master at the English department of Abdelhamid Ibn Badis University.

After the data analysis, we assume that the notion of learner autonomy has become clear and well-known among all the informants. Moreover, students become more aware in using the technological authentic materials. Despite the fact that students show their readiness and their sense of responsibility to be autonomous, they are still tied up with what happens inside the classroom due to their reliance to their teachers and the long term traditional spoon-feeding method. Therefore, we argue that the role of the teacher is quite essential in promoting autonomy in EFL classrooms. He or she is the cornerstone in learners' motivation, and to accomplish their independent learning, s/he has a great effect on their training, preparation, cooperativeness, and increasing their self-confidence. In fact, what students really need is autonomy-oriented training.

Keywords

Learner autonomy, out-of-classroom, students' readiness, self-independent, the technological authentic materials, promoting autonomy, Self-confidence.

Table of Contents

List of tables

List of Graphs

List of and figures

List of abbreviations

CBLT: Computer- based language teaching

CRAPEL: Centre de Recherches et d'Applications en Langues

EFL: English as a Foreign Language

ELL: English Language Learners

ICT: Information and Communications Technologies

LMD: License, Master, Doctorate

N: Number

TV: Television

U.S: The United State

Web: Website

%: Percentage

General Introduction

The demands of modern societies to master languages others than their mother tongues have contributed to creating new approaches in language learning throughout the world, mainly because the traditional ones have proved to be inadequate to accomplish a life-long study skill that merges between the knowledge acquired at school and real life. This is the aim behind introducing the notion of learner autonomy in the English language learners' lives. Learner autonomy refers to learners' role in directing their own processes, views, perceptions, techniques and strategies in learning. Also, it has become popular in the educational realm and instructors have started to pay more attention to this area on in order to benefit from learners' self-determination.

In fact, learner autonomy is a confusing concept since each researcher investigates it from a different angle; it differs from country to another and from one context to another. In this sense, this study proceeds from the desire to examine the assertion that Algerian students are less autonomous than learners from other cultural backgrounds. Many teachers share the opinion that the Algerian students are passive, dependent and lacking initiative. However, these opinions are only based on teachers' observations and hearsay, and not on empirical evidence. This study, then, aims to look closely at to what extent English as foreign language (henceforth EFL) students in Algeria are ready to be involved in autonomous learning.

Learner autonomy is a concept which has recently been given more attention because of its influence that it can have on both learning and teaching processes. This study will be of a considerable interest to EFL learners and teachers since the negative impact of students' dependency in EFL classes not only reflects negatively on their achievements, but also on teachers' perceptions of language learning. Indeed, maintaining autonomous learning over the year is almost the learner's role in collaboration with the teacher's guidance in order to elicit a higher quality of student' engagement in classroom activities. Moreover, it attempts to determine whether the process is adoptable in EFL classes or not.

In this sense, the predominant purpose of this study is to investigate whether, or not, Algerian students attending English Language in Abdelhamid ben Badis University are ready to be involved in autonomous language learning. Also, check learners' readiness for autonomous learning and help them to become self-independent in how they think, learn and behave.

Therefore, we would figure out how updated authentic materials can shape the autonomous learners' communicative competence.

This study intends to look for ways how develop responsible learners who are capable to take charge of their own learning; that is to say learners who are responsible for their own progress of acquiring English to improve their level

The case study is based on both master one students who are specialized in "Language and communication" and teachers at English department of Abdelhamid Ibn Badis University. These participants are 20 students and 5 teachers .The instruments used to collect data for this research are questionnaires delivered to both students and teachers. The questionnaire is divided into two sections: the first one concerns gathering data about teachers' and students' attitudes vis-à-vis autonomy and its relevance in the Algerian universities and the second one represents the importance and the use of technology and authentic materials in applying autonomy outside the classroom, besides the role of the teacher in promoting it; the main reason behind the selection of this sample is that the university is the best place to implement and foster autonomy in learning/teaching process; besides students and teachers at university are more familiar with the concept of autonomy since students as advanced learners use the technological authentic materials in their studies; this later would make them be aware of their capacity and ability to be autonomous.

The following questions would guide us to achieve an effective research and to produce valuable results; as a matter of fact, this project may contribute to enriching our knowledge and it may also be a source of information for other students. It could be, then, a step stone to any future projects related to the topic. Our investigation relies on several research questions:

1. What impacts do ICTs integration have on learner autonomy?
2. How can we promote learner autonomy in the Algerian university and in foreign languages departments more particularly?
3. What should we do to encourage students to become more autonomous in or outside the classroom?
4. How good are students in Algeria at learning English autonomously?
5. To what extent learner autonomy is applied?

According to these questions, there are four essential hypotheses which are proposed to reach the objectives of this research. The first one is that University students may not be ready yet t o be involved in autonomous out of class learning. Being over reliant on what happens inside t

he classroom is the main cause of this behaviour. The second one is that students may consider the teacher as the one responsible agent in the learning process. This may be the reason why they are undecided to take responsibility, i.e. they have teacher-dependent learning characteristics. The third one represents learners who generally may not know which strategies to select and how to use them in order to learn English independently. The last hypothesis asserts that students take technology for granted while it may not replace what a real teacher could do.

The study contains both qualitative and quantitative researches based on questionnaires that would be addressed to teachers and students of first year master (language and communication field) at university of Abdelhamid Ibn Badis (Mostaganem). This work is divided into three chapters. Chapter one is a historical background that covers general areas of learner autonomy as well as its different aspects and the main characteristics of self-directed learners. Chapter two provides an overview of modern technological authentic materials like movies, music, social networks and digital games which students or modern English learners usually use. Chapter three deals with the research methodology used in gathering data through questionnaires handed to both English teachers and students. Also, this chapter contains data analysis and the results. It provides suggestions and recommendations about how to promote outside classroom autonomy for English students at university level.

Finally, this research work is an attempt to contribute in promoting out of-class learner autonomy in English departments of the Algerian university. It is a step to expand the awareness of students concerning the relevance of autonomy in English learning.

Chapter one:

Historical Background

1.1 Introduction

This chapter introduces a brief historical background of autonomy. After that, it defines the concept of learner autonomy in order to gain full understanding of the idea of autonomy. Additionally, it extends to cover both self-directed and independent learning. Also, it discusses what does not autonomy mean and extend for in learning process. Moreover, it mentions the main characteristics that an autonomous learner possesses. More importantly, the chapter sheds light on teachers' and learners' perspectives on autonomy. Then, it introduces the shifting dimensions and aspects of English language learner autonomy including: technical, psychological and political aspects, social and cultural changes and professional demands. Finally, it highlights the importance of out-of-classroom learning.

1.2 A Brief History of Autonomy

In today's education, there is much attention given to the role of learners. Teachers are interested in putting their students at the center core of classroom environment taking into consideration their needs, strategies and styles. This has resulted in increasing learners' role in which they are required to be involved actively in the learning process. The transmission in learners' role has shifted to change from a teacher-centered approach towards a learner-centered approach. This shift led to the emergence of the concept learners' autonomy.

In 1971, the concept of autonomy first emerged in the field of language teaching through the Council of Europe's Modern Languages Project. One of the outcomes of this project was the establishment of the Center de Recherches et d'Applications en Langues (CRAPEL) at the university of Nancy, France, which became the primer focus research and practice in the field. Yves Chalon, the founder of CRAPEL, is classified by many linguists to be the father of autonomy in language learning.

In December 1976, contributions and some relevant achievements were presented by Philip Riley and Caroline Stanchina of CRAPEL in an international seminar on self-directed learning and autonomy at the University of Cambridge. This was also an important foundational event in the growth of autonomy as a research area. Moreover, Holec's (1981) project report to the Council of Europe is an early leading key document on autonomy in language learning. The journal *Mélanges Pédagogiques*, published at CRAPEL, principally opened the door for various researches on autonomy from 1970 to the present day. Some of its

important papers on autonomy were discussed internationally in Riley's (1985) collection on *Discourse and learning*.

The main aim of The Council of Europe's Modern Languages Project was to enhance learners by providing them opportunities for lifelong learning"Since then the interest in learner autonomy has grown, and currently the concept intrigues numerous scholars around the world. Learner autonomy can even be seen as one of the most important goals of education"[1], the approach developed at CRAPEL under the idea of adult self-directed learning which insisted on the need to develop the individual's freedom by promoting those abilities which would enable learners to react more responsibly in running all the different cases of the society in which they involve. This connection between education, individual freedom and social responsibility also reflected prevailing views of personal autonomy in European and North American political philosophy at the time.

"Autonomy, or the capacity to take charge of one's own learning, was seen as a natural product of the practice of self-directed learning, or learning in which the objectives, progress and evaluation of learning are determined by the learners themselves. Among the key innovations in the CRAPEL approach to the provision of opportunities and support for self-directed language learning were the self-access resource centre and the idea of learner training. In its early days, the theory and practice of autonomy in language learning also enjoyed an uneasy association with ideas of 'individualization' in language instruction''.[2]

The first self-access language learning had grown at CRAPEL and the University of Cambridge were based on the idea that access to a rich collection of second language materials would offer learners the best opportunity for experimentation with self-directed learning "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 and fairly advanced students. In our view, students who have reached a certain level in English can improve their listening comprehension, their oral expression or their written comprehension by regularly working in semi-autonomy with adequately prepared teaching material or in complete autonomy using 'raw' *authentic material"* (Riley and Zoppis 1985). Meanwhile, the authority of guiding, advising and recommending of

---

[1] Gremmo and Riley, "Autonomy, self-direction and self-access in language Teaching and learning: The history of an idea" 1995:p. 152-154

[2] http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/1408205017.pdf

services with the accentuation on authentic materials were also important elements in the CRAPEL approach.

1.3 The Language Learner Autonomy

In the field of research in the domain of applied linguistics, there is a debate over the notion of learner autonomy. The core principle of education is developing learners who tend to be autonomous in their learning process. Therefore, teachers need to guide their learners towards learning independently. In this regard it is difficult to define the notion learner autonomy.

1.3.1 Scope and Definition

In the field of language education, there was a growing interest towards learner autonomy. Many scholars attempt to define the concept learner autonomy. Despite the fact that autonomy has been defined in a number of ways, the term was described as 'an individual's taking control of his or her own learning and is often manifested by the ability to take initiative, monitor progress and evaluate learning outcomes' (Benson, 2001; Benson & Voller, 1997; Holec, 1981; Little, 20037, p.3; cit. Holec 1981, p.1)

It has been mentioned by Little (2015) that learner autonomy is a problematic term because it is widely confused with self-instruction. It is also a slippery concept because it is notoriously difficult to define precisely. The rapidly expanding literature has debated, for example, whether learner autonomy should be thought of as capacity or behavior; whether it is characterized by learner responsibility or learner control; whether it is a psychological phenomenon with political implications or a political right with psychological implications; and whether the development of learner autonomy depends on complementary teacher autonomy.

According to Benson, it is difficult to define autonomy properly, so he cited: "This is probably the single most difficult question to answer about autonomy in language learning and any answer to it is likely to be subjective"[3]. Pemberton argues that the problem with the terminology in discussions of autonomy is that different terms are often used to refer to the same thing whereas the same term can mean different things.

Fundamentally, the original notion of autonomy in EFL learning was proposed by Holec. He point out that autonomy is He defined autonomy as "the ability to take charge of one's own

---

[3] Benson (2003). "What is autonomy?", p1.

learning." [4] is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way and pointing out that "*To take charge of one's learning* is to have and to hold the responsibility for all the decisions concerning all aspects of this learning in which man is: "product of his society". Hence, he can improve this later concept by:

- ✓ Determining the objectives.
- ✓ Defining the contents and progression.
- ✓ Selecting methods and techniques to be used.
- ✓ Monitoring the procedures of acquisition properly speaking (rhythm, time, place, etc).
- ✓ Evaluating what has been acquired.

Following Holec's definition, several advocates of learner autonomy in language learning put forward their own definitions. In this definition, the social aspect of learning is neglected. By the same token, Moore states that the Sheffield Hallam definition of learner autonomy starts with the premise that an autonomous learner takes responsibility for his/her own learning. In doing this, they can identify:

- ✓ Their learning goals (what they need to learn)
- ✓ Their learning processes (how they will learn it)
- ✓ How they will evaluate and use their learning
- ✓ They have well-founded conceptions of learning
- ✓ They have a range of learning approaches and skills
- ✓ They can organize their learning
- ✓ They have good information processing skills
- ✓ They are well motivated to learn

In addition, Little (1991) stated another definition. He claimed that " autonomy is a capacity for detachment, critical reflection, decision making, and independent action, in this sense the development of what is being learnt why they learn what they learn and with what degree of success"[5]. In the same line of these views, Dam affirms that learner autonomy is not only individual, but also social. It entails "a capacity and willingness to act independently and in cooperation with others, as a socially responsible person"[6]. Coming back to Little, he also

---

[4] Holec, H(1981). "Autonomy in Foreign Language Learning" ,Oxford UK: Pergamon, p.3
[5] Little (1991) "Learner Autonomy: definitions, Issues and Problems" Dublin: Authentik.
[6] Dam. L (1995) .Learner autonomy: From theory to classroom practice". Dublin: Authentik, p.1

stated that "learner autonomy is not a methodology or simply self-instruction, It is an educational goal and it is an interactive and social process"[7].

Furthermore, he revealed that the term derives from learner centred theories within constructivist epistemologies. Generally, the notion autonomy refers to the situation in which learners are responsible for their own learning. In defining learner autonomy, the term '*Self-directed learning*' and '*independent learning*' are usually used as synonyms to refer to autonomy in language learning.

1.3.1.1 Self-directed Learning

The prominent scholar 'Holec' is the prime mover of learner autonomy. He attempts to replace the expression '*autonomous learning*' by '*self-directed learning*' in order to clear up its inexplicitly. In this view, Holec (1981) indicates that the distinction occurs in that autonomy is "a capacity that learners possess to various degrees" but self-directed learning is what learners can do and act more or less effectively according to the gradation or the classification of this capacity they possess''[8]. Therefore, autonomous learners do not necessarily indicate self-directed learning, because they may not employ their capacity to take charge of their learning, different degrees of self-direction may be on the account of either "different degrees of autonomy" or "different degrees of exercise of autonomy"

1.3.1.2 Independent Learning

Both the concepts "independence" and "autonomy" are equivalent words. It is characterized as learners' reliance on the direction of teachers or learning materials. Furthermore, independent learning refers to a wide range of practices which contains extensive independent use of the library and other information sources

According to Knight (1996), "independence is not the absence of guidance, but the outcome of a process of learning that enables learners to work with such guidance as they wish to take". i,e it includes freedom of choice in determining the objectives, within the limits of a given project or program and with the aid of a faculty adviser[9].

For Benson, the concept of autonomy and independence exists in both Western and Eastern philosophies. In the Kantian tradition, autonomy is viewed as a product of human beings' rational independence because a purely rational person makes independent decisions in a

---

[7] Little, D (1991). "Learner Autonomy: Issues and Problems" Dublin: Authentik, p.5

[8] Chi-Yen Chiu (2005). Teacher Roles and Autonomous Language Learners, ,p 21

[9] jo tait and peter knight,The management of independent learning, 1996,p 36

purely democratic state, as it is cited by the prominent philosopher of the Confucian school, Chu Hsi who advocates autonomy as follows:

"If you are in doubt, think it out by yourself. Do not depend on others for explanations. Suppose there was no one you could ask, should you stop learning? If you could get rid of the habit of being dependent on others, you will make your advancement in your study"[10]

In contrast, Benson (2001) avoids using the term *in*dependence in his book because independence can be opposed to interdependence. Predominantly, independence is all about a total freedom and a whole self-determination as well autonomy, whereas the concept of interdependence has become a particularly challenging development in the theory of autonomy (ibid). Interdependence means an interconnection that implies a responsibility for one's own social conduct and an ability to cooperate with other people in order to solve problems in constructive ways.

1.2.2 What Autonomy is not

It is important to formulate clearly what autonomy in language learning is not. Little points out that the use of self-instruction as a synonym for learner autonomy. Substantially, the concept autonomy differs from self-instruction. Since, the latter is limited to learning without a teacher, i.e without having guidance.

According to Little (1991), autonomy can never be guaranteed since the freedom of autonomous learner is always conditional and never absolute; he considers autonomy to be demonstrated best by the way in which a learner transfers what has been learnt to a wider contexts, he puts forwards the following list denoting what autonomy is not: [11]

1- It is not self-instruction
2- It is not a matter of how well learning is organized
3- It is not a substitute for a teacher
4- It is not a new methodology
5- It cannot be described as simply a few typical behaviours

So autonomy is not what teachers *do* to learners; that is, it is not a new teaching method. In other words, autonomy is not an approach to enforce a particular way of learning but it

---

[10] Chu Hsi " the natural philosophy of Chu Hsi", 1130-1200:p.56
[11] Little.D(1991). "Learner Autonomy: Definitions, Issues and Problems". Dublin: Authentik. p.2-5

should be seen as an educational goal. Autonomy cannot be easily described because it may manifest in many different forms. Finally, because learners' performance can never be guaranteed, autonomy is not a steady state achieved by some learners. A learner who is highly autonomous in one circumstance may be not autonomous at all in another.

1.3.3 The Characteristics of Learner Autonomy

Autonomous students are the ones who perform active roles in the learning process, by finding more learning opportunities for themselves, rather than being the complete attendant or a follower of the teacher, According to Dickinson (1993), autonomous learners can be characterized in four points. First of all, they can identify what is going on; in other words they have a kind of withitness .i.e. they are aware enough about what is been taught, in their classes concerning all methods and strategies. An autonomous student, for example, might think about the connection between the new grammar rule and the rules she or he has learned previously. Secondly, she adds that autonomous learners are capable of formulating their own learning objectives side by side with their teachers.

Most autonomous language learners make great efforts to improve their language skills outside the classroom. They either read newspapers or watch TV programs in the target language as part of their own learning objectives. The third characteristic is that autonomous learners are able to select and implement appropriate learning strategies. For instance, an autonomous learner will go through the reading text to see whatever available in the text (pictures, diagrams, title, subtitles, etc.) rather than trying to read and comprehend it immediately. The fourth characteristic, as Dickinson (1993) mentions, is that autonomous learners can monitor the effectiveness of their use of strategies and make necessary changes for them. For example, an autonomous learner, who has not done well in the English test, may first try to find out which structures and points he or she has not understood and then try to find more effective study ways. With these four basic characteristics, it is impossible to avoid for autonomous learners to engage actively in the learning process and to take control of their own learning.

Moreover, Chan (2001), who carried out a study to explore her students' perceptions of learner autonomy, reported that her class identified the following characteristic qualities of autonomous learners: highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic about learning, flexible, active, willing to ask questions, making use of every opportunities to improve their learning.

Again, Jenny Mackness made a list of characteristics of an autonomous learner, of what people mean to say when they use the word autonomous:

- ✓ Show responsibility for their own learning.
- ✓ Show initiative.
- ✓ Are able to monitor and evaluating their own learning.
- ✓ Are reflective and show 'high' levels of metacognition.
- ✓ Are self-aware in relation to their own learning.
- ✓ Are intrinsically motivated.
- ✓ Are life-long learners.
- ✓ Can manage and regulating their own learning.
- ✓ Are risk takers.
- ✓ Are adaptable and flexible in their approach to learning.
- ✓ Are pro-active (i.e. they don't wait for things/people to come to them)
- ✓ Are critical and analytical thinkers.
- ✓ Are good at filtering and selecting the information they need

In psychology, autonomy is regarded as a quality, characteristic of a grown up adult. It can be confused with total independence and self-sufficiency, but it is about making your own choices and about freedom. An autonomous person can make a choice how to deal with dependence. A necessary to be autonomous is to recognize that personal capabilities are limited and that the environment provides limits. Who owns the quality within those boundaries to shape one's life can be described as autonomous.[12] For many, the list given by Jenny Mackness is a description of an ideal image of a very good university student, the dream of every teacher, after all the characteristics could be questioned because of the remaining unclear definition of the notion autonomy.

1.4 Teachers' and Learners' Perspectives on Autonomy

In order to explain the concept of autonomy in language teaching, it is important to take into consideration teachers' and students' perspectives to explore their point of view. The underlying assumption is that teachers and students view the processes in which they are mutually engaged from very different perspectives and that this is likely to influence the ways

---

[12] https://connectiv.wordpress.com/2011/01/25/autonomous-learner-freedom-and-boundaries/

in which they make sense of a notion such as autonomy. In teachers' view, autonomy is mainly tends to focus on how learner take responsibility to monitor their own learning to have a better control of arrangements whose underlying legitimacy is unquestioned. From students' point of view, the notion of autonomy is concerned with their learning process. Education is about developing learners who are likely to be more autonomous in their learning. Form learners' perspectives autonomy is the freedom to conduct the process of their own learning where there is no boundaries stated by the teachers.

It has been proven that out-of-class learning has a strong effect on the learning performance inside classroom; teachers have no doubt about that, but to really achieve what is called an autonomous learning the learner has to go through several phases where s/he has to determine many things about her/his learning, learner must have a curriculum and should know how to evaluate her/his performance to see whether s/he is doing well or not.

1.5 The different Aspects and altering measures of learner autonomy: some priorities and tendencies

English language learners' autonomy can be studied from many different perspectives depending on several crucial factors that trigger the learners' needs and urge them to take control of their learning and be responsible for their process of language acquisition. These circumstances differ from one person to another; each learner has reasons why s/he wants to be part of "English community speakers": these reasons, needs, or wants or push learners to acquire English language autonomously, depending on some aspects or dimensions such as social, cultural, political and professional, these dimensions provide us with a clear view about how and why English language learners' autonomy has changed.

1.5.1 Technical, Psychological and Political aspects

Technical autonomy is characterized by the act of language learning outside an educational institution without the intervention of the teacher. This perspective on autonomy appears principally in discussions of learner strategy and learner training. Its main concern is to equip language learners with the skills they need to manage their learning outside the classroom.

The psychological version of learner autonomy conceptualizes autonomy as learners' capacity to take responsibility for their learning. This version is generally consonant with ideas in self-directed learning and self-access language learning. The development of psychological

autonomy is usually perceived to be "an internal transformation within the individual"[13]. This helps to explain why psychological autonomy is associated with constructivism which sees knowledge as the construction of meaning.

Political autonomy is characterized by learners' control over the process and content of their learning. It not only asserts the rights of language learners to take control of what and how to learn, but also problematizes the barriers between target language communities and second language learners. The fundamental idea within this version of autonomy "is that of authoring one's own world without being subject to the will of others"[14], because it relates language learning to the issues of power and control in critical pedagogies, critical theory supports the political version of learner autonomy.

A simple example may clarify and demonstrate the importance of viewing the political dimension in studying the English language learners' autonomy, in Japan, the discourse surrounding globalization and language learning often takes the following form: Japanese students need to learn English in order to take their place in a globalized world. In stark contrast, this is often what the students in classes say: "I don't really need English. I won't use English in my daily life in Japan. I will only use English if I go abroad."

There seems to be a disconnection between the highly politicized discourses of globalization and the discourses surrounding language learning that students actually engage in. Will students who do not see themselves as needing a language invest a lot of time and effort in learning that language? Will students who do not see themselves ever using a language roll up their sleeves and take control of their learning and self-regulate? There is a political dimension at play, and cannot afford to ignore this dimension in any autonomous English learning theory, research or practice.[15]

Sinclair (2000) considers it important to establish a broad and realistic description of the concept. She identifies thirteen aspects of autonomy that accommodate the different dimensions of autonomy recognized in the domain of language teaching and learning:[16]

1. Autonomy is a construct of capacity.

---

[13] Benson. P; "The philosophy and politics of learner autonomy"; 1997: p19.

[14] Young,, R." Personal Autonomy: Beyond Negative and Positive Liberty". London: Croom Helm 1986: p.19.

[15]Ushioda, E. "Language motivation in a reconfigured Europe: Access, identity, autonomy". Journal of Multilingual and Multicultural Development 2008:p.148.

[16]Sinclair , B. "Learner autonomy: the next phrase". 2000:p.6-13.

2. Autonomy involves a willingness on the part of the learner to take responsibility for their own learning.

3. The capacity and willingness of learners to take such responsibility is not necessarily innate.

4. Complete autonomy is an idealistic goal.

5. There are degrees of autonomy.

6. The degrees of autonomy are unstable and variable.

7. Autonomy is not simply a matter of placing learners in situations where they have to be independent.

8. Developing autonomy requires conscious awareness of the learning process, i.e. conscious reflection and decision making.

9. Promoting autonomy is not simply a matter of teaching strategies.

10. Autonomy can take place both inside and outside the classroom.

11. Autonomy has a social as well as an individual dimension.

12. The promotion of learner autonomy has a political as well as psychological dimension.

13. Autonomy is interpreted differently by different cultures.

1.5.2 Social and Cultural Changes

A noticeable change has occurred in autonomous English learning, nowadays society, culture and politics are not the same as they used to be thirty years ago. Most of things if we say everything has changed in the field of English language autonomy, some would argue that these changes are due to the different way societies are structured others would say it is because of modernity and embracing globalization in both cases; nobody denies the breakthrough of English learners' autonomy made in the last years.

"Autonomy in language learning is developed as a socially mediated process based on cultural and political background Learner beliefs do not exist in a vacuum"[17]. The notion of individual cannot be separated from the social environment they are inter-related. Also, the cultural aspect plays a major role in shaping autonomous learners. Being an autonomous learner is having the basic level of freedom to learn your skills.

---

[17] http://www.jallr.com/index.php/JALLR/article/viewFile/201/pdf201

1.5.3 Professional Demands: the Importance of English in Business

Winston Churchill observed that "The gift of a common tongue is a priceless inheritance." It's our task to safeguard that inheritance. Today, we are living in a 'Global Community'. People correspond with others from around the globe on a regular basis, products are bought and sold, and services are provided globally. The English language has inarguably achieved a major role in this "globalization" and it has become the prime language of choice for communication by many different nationalities. Effective communication is the key to success. No matter how good your selling techniques are, or how good your marketing proposal is, poor language skills inevitably destroy all your efforts. It is important as a business professional to be able to communicate effectively with overseas business partners, proficient and proper use of English is vitally important.[18]

The rapid breakdown of national barriers over the last decade has resulted in English language skills acquiring a great deal of importance in business circles. English language is at the highest qualities in order to get a job. Lacking the basic English skills is a problem because most of companies demand from employs to have a minimum level of English. "The minimum level should by no means be considered high enough to resolve language requirements in what is at the moment a highly competitive work market. It is designed to make sure that the student has at least a reasonable based on which they can build a level that will help them face fierce competition when they begin to search for work. There is nothing more frustrating than seeing someone far less qualified or capable to obtain the post that you wanted for the sole reason that they have a superior level of English".[19]

No-one should underestimate the importance of the English language in the business world today, in fact special English courses can be given to those who haven't got a qualification level for a certain job, these courses provide the learner with everything he needs in his domain. They reinforce the skills required and make the learner the right person for the job.

While English may not be easy to learn, it has been adopted by foreign companies as the most effective means of gaining access to global commerce and trade. Cultural differences aside, the predominance of English has allowed for an efficient means to conduct business

---

[18] http://www.itseducation.asia/business-english.htm

[19] https://www.ie.edu/business/programas/PDFs/The_Importance_of_English_2013.pdf

throughout the world, and has also provided an effective tool used to deal with political differences, also viewed as barriers to trade.

Learning English is primary an individual success and should be given to anyone wishing to gain access to the corporate world of today. As the spread of English continues, learning the language appears to be one of the most productive means to meet the demands of a rapidly changing world.

1.6 The Importance of Out-of-Classroom Learning

When students leave university they leave everything they have studied during the whole day, they start being themselves and try not to have any contact with their lessons unless they had homework or exams in the near future. This is not the type of learners we want to have. If they do not implement what they are studying, absolutely their daily attending lectures and their presenting will result nothing. Therefore the word autonomy must take a place in the learners' life not only in the classroom where the learner is surrounded by teachers and classmates but it should also be implied outside the classroom where the learner is proceeding his personal life and with his parents, friends or society in general, learning outside classroom or using other places than classroom for teaching and learning, these most memorable learning experiences often help us to make sense of the world around us by making links between feelings and learning. They stay with us for long life term and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

> *"There is only one thing more painful than learning from experience and that is not learning from experience"* [20]

<div align="right">Archibald McLeish</div>

Out-of-classroom autonomous learners' priorities are not only what students learn but more important than that how and where they learn, as we are all aware, education is more than the acquisition of knowledge. Improving people's understanding, skills, values and personal development can significantly enhance learning and achievement. There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It can lead to a deeper understanding of the concepts that span traditional subject

---

[20] Archibald MacLeish. (n.d.). BrainyQuote.com. Retrieved April 25, 2017, from BrainyQuote.com Web site: https://www.brainyquote.com/quotes/quotes/a/archibaldm312060.html

boundaries and which are frequently difficult to teach effectively using classroom methods alone, it provides a context for learning in many areas: general and subject based knowledge; thinking and problem-solving skills; life skills such as co-operation and interpersonal communication.

Much has been learnt in recent years about how the brain works and the different ways in which we prefer to learn. Research suggests the need to re-engage learners with the world as they actually experience it. This is often called 'experiential' or 'authentic' learning. In recent years teachers have been exploring 'learning how to learn' in order to raise achievement. What we see, hear, taste, touch, smell and do give us various pathways to learning. Students are intensely curious and should be given the opportunity to explore the world around them. The potential for learning is maximised if we use the powerful combination of physical, visual and naturalistic ways of learning as well as our linguistic and mathematical intelligence.

1.7 Conclusion

Learners' autonomy is very effective and relevant in the process of language learning. An autonomous learner uses every context which is appropriate for learning even those contexts which exist outside the classrooms; in other words they use their surrounding environment for learning. They develop critical thinking and confidence especially when they want to form and give their opinions. They do not forget that interacting and mixing with other students is a necessary condition for autonomy. They establish realistic goals, monitor their own learning, reflect and challenge their own attitudes. They are able to take risks in different parts of the learning process. However, autonomy is a new concept in the educational systems that are following traditional methods for years and if it is developed in these systems, a significant evolution happens in the process of language acquisition.

After getting familiar with the notion of autonomy and the different steps learners should follow in order that he/she can involve in autonomous learning, it is urgent to shed some light not only on the classroom autonomy but on a different type of autonomy which some find a crucial part in ELT. out of class autonomy seems to be the revolution in the field of modern language learning techniques and this could be due to many factors but one thing is unarguable is that technology has the upper hand in this learning technique.

It is expected from out-of-class autonomy that students would take own directions and to become more responsible for their learning process in a way that is tasty and enjoyable. Since the research is also for the impact of self-chosen materials on the learners' communicative competence, the second chapter will provide the bird's eye view on the different modern technologies learners use to shape up their communicative skills.

Chapter Two:

The Importance of ICT's Integration in Learner Autonomy

2.1 Introduction

Chapter two indicates the impact of technology on students' communicative skills. Then, it introduces a brief review about the language of technology which is "English language". After that, it defines the communicative skills that learners should possess and reviews the four macro-skills "listening, speaking, reading and writing". In addition, it extends to cover the relation that relates technology and students' autonomous activities. Also, it discusses the learners' self-chosen authentic materials in order to gain full understanding of these activities. More importantly, the chapter sheds light on a variety of tools like movies, videos, TV shows, and social media. The latter consists of facebook, twitter, skype and also extends to integrate music and digital games in students' learning process. Finally, it highlights the importance of context culture in learning English.

2.2 The Impact of Technology on Students' Communicative Skills

The world and the way we interact have changed thanks to technology. Today's teachers have to understand that they have virtual rivals out there from educational TV shows, electronic games and web-based computer applications. These virtual rivals are rich with information and data. Consequently, they are gaining much attention especially in the field of education. In this digital world, educators have to think to change their way of teaching to cope with changes. Since the integration of technology into EFL classes, there has been a shift that increased students' willingness to learn and participate actively in their own learning process.

Students use various devices to communicate, share, exchange, understand, and search to satiate their curiosity and increase their personal satisfaction. Technology provides them with opportunities to experience multitasking and increase their productivity as they feel engaged and challenged. Simply, technology responds to their cognitive and mental needs. They connect, respond and interact with electronics much better. 'When students have all this information at hand, they can access their courses at any time, and complete their activities at their own pace. This flexibility will require students to make use of metacognitive strategies in order to set their own objectives, distribute their time, and evaluate their own performance

in completing the assigned tasks. In this way, students become responsible for their own learning.'[21]

Today, teachers have to make efforts in order to cope with their digital students and get engaged into their digital world as well. They have to comprehend the learning style of their learners to be able to teach them using their own style in order to have better results. Therefore, technology has a great impact on the way students use English language especially in a world surrounded with modern technological devices. Since, language of technology is English, EFL students find themselves obliged to learn the language in order to use those technological tools. Achieving English language proficiency through modern authentic materials will take students' communicative competence to a whole different new level, and they definitely will be on the right path towards English language proficiency.

2.2.1 English as the language of technology

English has become a global language, i.e. the official language of the international companies, industries and the language of Internet. After the World War II and particularly during the 1980s and 1990s, the computer revolution spread all over the world. It was due to the American technology. So, it is understandable why the language of the computers is English. The main reason behind this fact is that, although it could be designed with languages of one own country. Most of the manuals, if not all products in markets, are in English due to the fact that the U.S is an economical super power, the consumer may find himself in an increasing obligation to acquire the language

2.2.2 Communicative skills

The communicative skill is the ability to convey information to someone else effectively and efficiently, through verbal and non-verbal help and facilitate the sharing of information between people. With the development of Web-based technologies and the Internet, foreign language students now have access to a wide range of authentic material at any time. For the student who would like to practice their new language outside of the classroom, a wealth of opportunities now exists through the Web, the Internet and social media.

The effectiveness of technology depends largely on how it is used appropriately. Exploring the Web and its capabilities, students will have to discover what works for them and what does not. As they become more familiar with these resources, they will find

---

[21] Dafne Gonzalez and Rubena St. Louis . The use of Web 2.0 tools to promote learner autonomy , p 30

opportunities to enhance their skills and abilities that go well beyond what is offered in the traditional classroom.

Each language subject or area has different educational tools that likely suit it . The use of several technical tools has a significant effect on the learning process of each area of the language. English language skills are classified as input skills and output skills: (see figure 2.1)

```
                    ┌─────────────────────────┐
                    │  English language skills │
                    └─────────────────────────┘
                         /              \
          ┌──────────────┐            ┌──────────────┐
          │  Input skills │           │ Output skills │
          └──────────────┘            └──────────────┘
             /       \                   /        \
    ┌───────────┐ ┌─────────┐    ┌──────────┐ ┌─────────┐
    │ Listening │ │ Reading │    │ Speaking │ │ Writing │
    └───────────┘ └─────────┘    └──────────┘ └─────────┘
```
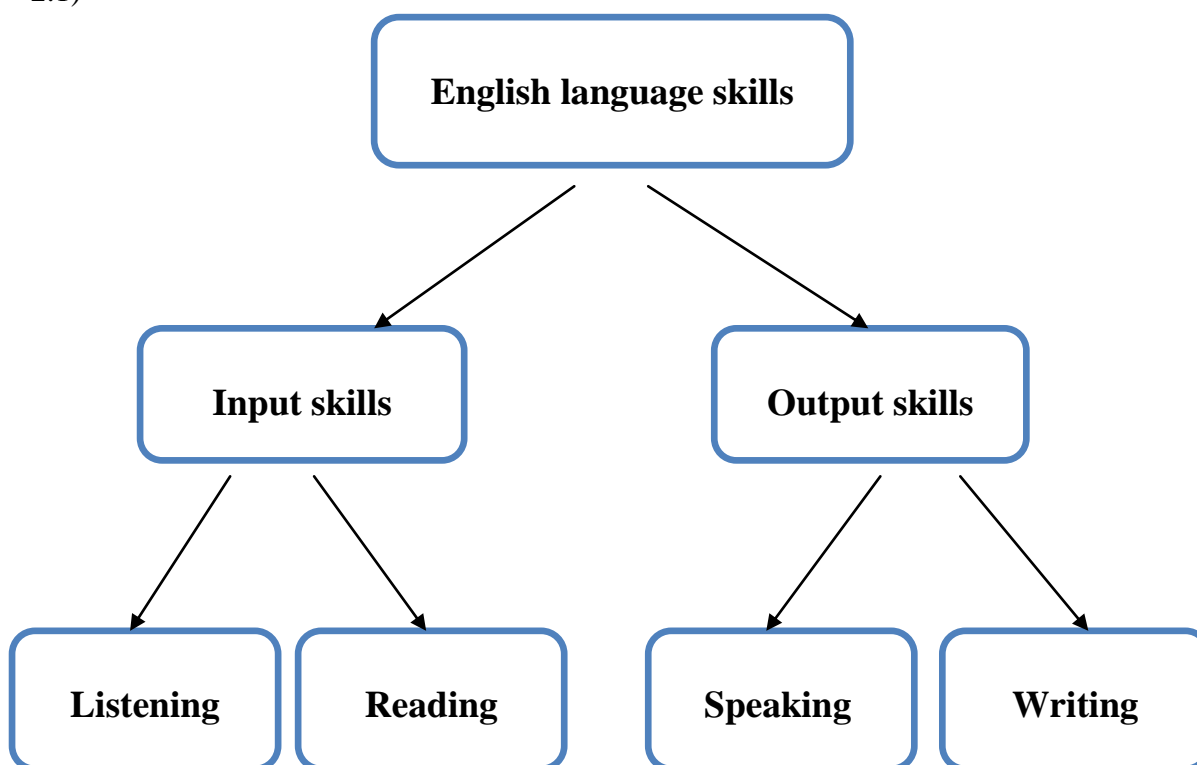
Figure 2.1: The classification of English language skills

2.2.2.1 Listening Skill

The listening skill refers to the process of understanding and identifying the speech of the speakers. It involves understanding the speaker's pronunciation, vocabulary, and comprehension of meaning. According to Neisa(2008) and Shen (2009), listening is considered as one of the most difficult language skills. Therefore, the listener should be able to understand the speaker's pronunciation, vocabulary, and comprehension of meaning at the same time. So listening is an essential skill in the process of language acquisition of any language. It is the corner stone of language skill. Through listening, people can acquire a large amount of knowledge, information, ideas, and understanding the world around them. As an input skill, listening plays a vital role in student's language development (Saricoban, 1999).

The use of computers in listening problems provides students with visual and voice inputs that can enhance their information and ideas, and develop their listening skills (Hoven, 1999).

2.2.2.2 Reading Skill

The reading skill is the process of understanding a written text by learners. It is regarded as an essential input skill that depends on vocabulary and knowledge of the students in leaning foreign languages. During the reading process, EFL learners have the opportunities to improve their vocabularies and acquire new ideas. Various methods are used in order to promote the reading ability of the learner through using technology.

One of the most important means of ICT is computers. They can be used to enhance many several tasks in which they increase the students' levels in all aspects such as improving vocabulary, fluency, comprehension and of the students, as well as correcting answers.

"One of the most important ways to enhance learners' role to become autonomous is the use of the internet".[22] Browsing the Internet is certainly a modern technological way for learners to develop their English language skills. There are many Internet web sites that can enhance the reading abilities of English language learners. There is also a large amount of resources available in newspapers, magazines, journals, electronic libraries, dictionaries, and so on. These resources and sites will obviously enhance the learner's vocabulary and reading ability.

2.2.2.3 Speaking Skill

Human communication can take place between the speaker and the listener if only they understand each other. Both the speaker and the listener have a certain function to perform in simple terms. Chatting through the internet has become beneficial process to communicate. It facilitates in understanding speech between speaker and listener from wherever and however they are.

2.2.2.4 Writing Skill

The writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary, using the computer mainly can be very beneficial. The use of computers and graphics-based programs can make the writing task much easier and enjoyable, and can make learners express their thoughts more clearly. At this time, traditional writing has become a useless

---

[22]KHADIDJA Feidjel (2012/2013). Developing Learner Autonomy Strategies in EFL Classes : A Case Study: Master one students Department of English at Biskra University, p 37.

process that is compared with the new one, computer as a motivating tool for students helps too much in improving grammar skills by "word processing programs'' This process achieve learner's writings through highlighting a specific part from any text, the process itself will check spelling and grammar automatically

2.3 The role of Technology in Students' Autonomous Activities

"The field of learner autonomy and technology has been dramatically shaped by the development and diffusion of social technologies for learning. Such technologies introduced the possibility of forming learner networks (Candlin & Byrnes, 1995) through which learners could interact, share experiences and resources, raise questions, and so on—all of which were seen as supporting learning processes".[23] The term autonomy was referred to as the learner taking the responsibility of his own learning process. It is about freedom and autonomous students are allowed to choose any of the materials they find suitable and helpful in making progress in their English learning.

In the twenty-first century, autonomous students has become more modern and more lucky to learn by automatic ways thanks to the materials they use in their learning. Technology has offered a range of authentic materials for EFL learners. Generally "authentic materials" are reading texts that were written and spoken by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility. The advantage of authentic materials is that they give higher-level of authenticity and credibility to students' exposure to foreign languages native-speakers. Also, it helps to prepare learners for the real communication, guide learners toward the language they need for their particular context and most importantly motivate learners to communicate, because they help make communication 'real'.

Autonomous students have started to become more aware about the technological authentic materials they use in their various activities. They have prepared in their acquisition for the English language to put it in a real usage. Besides, these technological authentic materials motivate learners to learn more about the utility of the process, in this way student can achieve English language proficiency appropriately.

---

[23] Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? Language Learning & Technology, p148.

For instance, "when promoting learner autonomy in a computer-based learning environment, there are important elements that need to be considered: the teacher, students and the requirement of the curriculum and syllabus. These three elements play important but interrelated roles for the promotion of learner autonomy."[24]

2.4 The Learners' choices of Authentic Materials

Nowadays, the use of authentic materials is not just the first choice of students but also they are very efficient in preparing students for real-life situations. These technological authentic materials have become are very popular because it concerns both teachers and students. Therefore, they suit exactly the students' and interests and realize their wishes like movies, videos, TV shows, social media, music and digital games.

Authentic materials help and motivate EFL students to learn English easily. They provide them with various ways to improve learners' communicative skills thus enhance their English language level. Therefore, EFL students need to know the appropriate way to use these materials to enhance their skills. Students should be actively involved when watching videos, films, TV shows, or even when playing games or using social media. Furthermore, computer activities increase students" interactivity and learning, moving towards increased autonomy as language learners can only be successful if computer applications are properly used and understood (Benson, 1998; Towndrow, 2007).

These materials make students engaged in their learning process by explaining and memorizing the new vocabularies and expressions. Also, students have the opportunity to exercise the new vocabulary, lexicis and grammar rules through using dictionaries or even application related to their studies. Additionally, authentic materials such as videos, movies and TV shows help learners improve their listening and speaking skills through paying attention to sounds, stress and intonation by native speakers. The audio-visual authentic materials help the students in comprehension of the story, or the topic dealt with these materials can also foster the students' reading and writing skills through many ways like he subtitles in movies and instructions in videogames.

---

[24]Nadzrah Abu Bakar (2007).Technology and Learner Autonomy: Teachers' and Students' Perceptions towards Learner Autonomy in a Computer-Based Learning Environment in a Malaysian Context Universiti Kebangsaan Malaysia, p 6

2.4.1 Movies, Videos and TV Shows

Robert Mirabian, the American psychologist, said that 80 % of human communication is non-verbal our expressions, gesture, posture and clothing are equal to what we say we can see those aspects in motion on a video. Moreover, the verbal aspect is available too with the accessibility to freeze any moment in the video and discuss it or watch it for several times. There are many good reasons why audio-visual aids like movies, videos and TV shows are important. This audio-visual aids make the appropriate authentic material for any EFL students intending to be autonomous in their learning.

Besides, the reason mentioned previously through videos and movies students can observe differences in culture which is essential in understanding the other nation and make students more communicative in the target language. Actually, The English spoken in movies is very natural. It's also close to the native English language. One of the most important aspects of watching movies, videos or TV shows is learning English words in *context*. This will help improve their spoken English, Most importantly is that videos and TV shows and series have a huge interest from students. Therefore, the motivation provided by these authentic materials increase their interest to learn faster when experiencing the language in a lively and amusing way.

2.4.2 Social Media

Nowadays, learning the English language involves much more than studying a textbook or just doing tests and exams; it goes beyond that process. Learning is becoming a type of lifestyle in modern world due to the technological innovations. The learning process has witnessed new waves that combine the traditional version of learning through the use of technology, and implementing social media in the learning process. Therefore, learning in the context of social media has become highly self-motivated, autonomous, and informal, as well as an integral part of the college experience.

Social media are being increasingly used as tools for developing both the teaching/learning processes. The social media enable learners to experience a new way of learning for better achievements concerning their study. They communicate in order to learn about other cultures, have fun, and to learn English at the same time. Social networks are a relatively new phenomenon. "Social networking websites provide new opportunities for the educational sector. The social media technologies provide bigger possibilities for learning in cooperation, the learner's creativity, independence, motivation, participation in learning activities, and

provide students with the possibility to take on responsibility for their learning process".[25] Therefore, social media plays an essential role in the educational setting since they help learners effectively to become autonomous

2.4.2.1 Facebook

Facebook is the most popular social networking. It is a social networking service where users can create their own personal profile, add other users as friends, and exchange messages. This includes automatic notifications when they update their personal profile. Facebook users can also join common-interest user groups that they find useful. This social media is a web portal for keeping in touch with others. You choose whom you allow to access your Facebook pages. One can post text, pictures, images, video, and music on your Facebook page. One can also use a "Timeline", which other members can use in order to text each other via comments. In addition to text, messages can also contain photos, videos, music and links to other websites. Again, this is an excellent mechanism for building your English skills. You gain English writing experience through composing your various messages. Users are not limited to 140 characters, and so they can be elaborate a bit more with their messaging.

Facebook also builds students' English reading skills. They can read an assortment of messages from those whom they allow into their pages. This diversity of messages means they can learn new words from people all over the world, depending on their list of friends. Some may write extended messages, giving them the opportunity to study their way with words, as well as their word choice. Facebook exposes you to a significant selection of writing (text) in which to build their English skills.

2.4.2.2 Twitter

Twitter is a social networking site that demands accuracy of expression. Students can update others on the news about them and their interests immediately they are obliged to choose their words clearly since they have only 140 characters available per message,. This technique is too useful to enhance their English language ,as they eliminates unnecessary words, the matter here is just like writing poetry in which the writer appoints his words and verbalization carefully.

---

[25] Wolters Kluwer (May, 2016). 11th International Scientific Conference on Distance Learning in Applied Informatics, p 332

With Twitter, students send their Tweets to their Friends or Followers, and they can follow other people who interest them, and read their Tweets, which are also short. In this way Twitter helps them improve their English reading skills too. They can read a variety of short messages on a myriad of subjects. In this way, they learn new words, turns of phrase, and jargon, which all helps them in building their English vocabulary.

2.4.2.3 Skype

Skype is one of the most popular social media that is very beneficial for its free services. It allows for its users to talk to each other from anywhere through voice calls over the internet. It is an application which can be downloaded on computer, mobile device or even on TV if it is a modern one. By Skype, students can make conversations with native English speakers; this would improve their listening and speaking skill. Consequently, they can convey their messages successfully and enrich their vocabulary.

Moreover, they listen, which means they learn English words and phrasing from others. Of course, they can text on Skype, which lets them practice their English writing skills just as they do on other social networking sites, but its main strength is using it for voice and video chats. There are even teachers on Skype who offer traditional English lessons and there are conversational groups that meet more informally.

There are other social sites out there, but these are the most popular, and they are all free and likely to remain so, anyone can join a social networking site dedicated to learning English, but that way student could be restricting himself to speaking about learning English, which would get pretty boring after a time. By expanding the horizons a bit, it would be more likely to meet other native speakers, and people who are interested in things that students are interested in, English learners ought to think of the rest of the net as the playground at school. They'll keep learning, but they'll be having fun too.

2.4.3 Learning from Music

Learning English through art is the ultimate method of acquiring any new language, music has always been the first choice of students when speaking about best language learning techniques. In this context, Neisa (2008) mentions that using music in language learning has become more and more common with the possibilities that the Internet offers. Besides, music has a high value in society and particularly in education. It helps learner to reduce their stress

and relax. Furthermore, it is a great means to create a relaxing atmosphere for students to learn languages (English) easily and effectively. Furthermore, it exposes students to a variety of vocabularies, idioms, and expressions used by English speakers in particular native speakers.

The traditional way of learning English that depends on memorizing vocabulary is effective but it can be quite tiring to students and boring. However, music has changed the way students can learn English. Music makes this task much easier and more entertaining for both EFL teachers and learners. Music presents language in different forms and the teaching possibilities are unlimited: it can be used, for example, to introduce cultural issues, new vocabulary and expressions, pronunciation and topics of discussion Neisa (2008).

According to scientific studies and the so-called"Mozart Effect" , listening to classic music boosts the performance of mental activities like learning, in which it can help learners to acquire grammar and vocabulary and improve spelling **.** Nearly, Songs and music contain a lot of useful vocabulary, phrases and expressions. They include up-to-date language and colloquialisms in which the language used in songs is random and actually available, if the audience picks the right music**.** Listening to them will also lighten our pronunciation and understanding of the English language's rhythm, as well as tone and beating. Tunes and lyrics in songs will often stimulate our thoughts and play over and over in our minds.

Many of the words and sound patterns within a song are repetitive and this makes it easier for them to stick in our minds, all of which will help us to learn English through songs as we easily memorize vocabulary and phrases. Deeply, when something is emotional, then of course it is also easier to remember**.** The relationship between the audience and music is deep, powerful and hugely rewarding. It is considered as a key that unlocks our emotions, influences our moods and enhances our mental and physical well-being. When the listener learns English language through songs, he does not need to set aside too much time because he can take the music with him wherever he goes without becoming bored. For instance: English songs playing in the car, the house or in a store, etc.

Familiarity with popular songs Music opens the door for the listener particularly and provides him with a kind of insight and awareness into the English-speaking culture besides, the way English-speaking people believe, feel and react. Students are also using music in their learning process. Using music is a great tool to remember new vocabulary or even grammar.

If they have a list of new words or phrases and their meanings, they try to turn it into a song or a rhyme; it is much easier for their minds to remember the lyrics of a song than just a list of words, by following these tips students will improve their English language.

2.4.4 Digital Gaming

Nowadays, the genre of digital games has exploded to include numerous platforms and designs. Digital games, whether computer-, game console-, or handheld-based, are characterized by rules, goals, feedback, outcomes, challenges and interaction. Simply, Klopfer (2008) point out that "Purposeful, goal-oriented, rule-based activity that the players perceive as fun". They are distinguished by two key elements: an interactive virtual playing environment, and the struggle of the player against some kind of opposition.[26]

Gaming is a widespread activity all over the world. Learners of both genders are attracted to video games. Therefore, one of the most obvious benefits of using these technologies for learning is that students are often already familiar with these interfaces and the "language" of interacting when utilizing them. Games may have a number of potentials for foreign or second language learning. Most of these potentials are associated with the ability of games to provide learning environments that contextualize knowledge and provide immersive experiences for learners. Games and simulations have been part of language learning for decades, and have had a role in supporting communicative approaches to language learning, i.e. in providing authentic and meaningful opportunities for language production and use. According to Macedonia (2005) games may serve to proceduralise foreign language knowledge, i.e. to encourage and support fluency against the generally rule-based, declarative approach to foreign language teaching. In moving from declarative to procedural knowledge game-based language learning may serve to provide practice as well as a basis for the repetition of grammatical structures in the foreign language.

---

[26] Eric Klopfer (2008).Augmented Learning, Research and Design of Mobile Educational Games: chapter 2,p14.

2.5 The Importance of Context Culture in Learning English

Learning English is not simply mastering an object of academic study, but more appropriately focuses on learning a means of communication; it is to enable learners to communicate with people from English-cultural background in a diverse and multicultural world. Communication can never be out of context and because culture is a part of context, communication is seldom culture-free. Thus, it is today increasingly acknowledged and recognized that in language learning, language and culture cannot be separable and culture teaching is an indispensable aspect in language teaching programs.

Since language cannot be separated from culture the modern authentic materials especially the technological ones facilitate the interaction between students and the target language ,Thanks to these technological authentic materials, the newest generation of students has every possible mean to determine or study any culture exists in the world, they have the apportunity to learn things that 20 years ago students would never dream of , they can learn anything which is necessary and important in communicating with natives for instance: music, videos, social media , facebook websites, twitter, and the digital games are the most valuable source to acquire the real language.

Moreover these authentic materials open the door for ELL to get to know the different ways that native English speakers use their language in their daily lives, they can interact with them effectively. Thus they will become more familiar with the target language culture. In contrast, some teachers are not agree with this later, they argue that students need a formal and an academic language which could be adopted in classrooms and in exams, not that is heard in music or watched in movies. In fact, the main aim for teachers is to develop the students' cultural and intercultural awareness, and to enable them to negotiate with anyone from their speech community, nevertheless the authentic materials contribute in students' knowledge of the way they receive and produce English language.

Technological means like movies, games and music etc do not only provide students with a huge amount of vocabularies but they even tell students how and when to use the word and expressions they acquired in certain contexts; in other words students have become more selective when it comes to choosing the appropriate words that go with each context, and this is one of the most importing advantages of using authentic materials in learning.

2.7 Conclusion

Many students socialize and spend a great deal of time in online global social settings. The process of English learning has become much easier at least partially in technology-mediated environments such as online discussion boards, social networking sites, fan communities, and video gaming environments. Thus, it is important to consider how modern English learners learn the language and shape their interactions through online spaces, music, videos and games. There is no doubt that the use of authentic materials in English learning is not something new, but with the globalization and the increase of world technology development, authentic materials have also developed and evolved to be more helpful and useful in English language acquisition.

The exposure to authentic and real language used among natives through authentic materials made a revolution in English language learning for the several advantages of this method used by many English language learners. Nowadays, the modern authentic materials have brought the language to the students' ears and eyes. Therefore, students are enchanted with the fancy of music and the magical colors of screens from all types; such authentic materials increase their motivation and their love for the language. This way, students will not only learn English but also will have fun. Moreover, motivation is the most important element not just in learning English in learning anything, when students find themselves doing something they love and learning at the same time to become autonomous learners.

In this sense and after that we have shown and explained the relevance of the technological authentic materials in learning autonomously, we would like to experience them and try to examine their importance by presenting our case study, the research methodology and gathered data that will be well presented in the following chapter.

Chapter Three

Research Methodology and Data Analysis

3.1 Introduction

The present chapter is concerned with the research design and methodology. During this phase we have tried to gather data that enable us to investigate learners' authentic materials mainly the technological ones which are used by modern English students. Besides, it discovers how university students view autonomy outside the class and what would teacher's role be in promoting it. Moreover, we will try to figure out what methods teachers may use in order to be on the right road towards encouraging learners' autonomy. During gathering of data we have collected information to analyze what learners know about autonomy, what sort of methods they use to keep in touch with English language at home or in any place but classroom and whether or not they are ready to embrace autonomy, also through the analysis of the findings we will try to find out how can this autonomy be promoted. The research instruments used to gather data from participants were questionnaires addressed to both EFL learners and teachers.

3.2 Sampling

To follow up this study, we have chosen our informants among teachers and learners, both of them are required to fill in respective questionnaire that would serve as tools of data collection.

3.2.1 Teachers' Profile

The informants are lecturers of English at the English department of Abdelhamid Ibn Badis in the Wilaya of Mostaganem. Their teaching experience varies from one another. The teachers' questionnaire was given to 5 English teachers (3 females and 2 males). The choice of Abdehamid Ibn Badis University's English teachers is due mainly to the fact that those teachers are much aware of their students' level of proficiency and their autonomy in learning English. All the 5 teachers did fill and handed back the questionnaire.

3.2.2 Learners' Profile

The study is concerned also with first year master students specialized in you mean language and communication. The survey involves twenty (2O) students at university Abdelhamid Ibn Badis of Mostaganem, English department. They have been chosen precisely because they have been learning English for a long time. Moreover, the core of this survey is about English department students who have chosen English language to build a

career. Furthermore; these students are in the right age to decide about their studies and to benefit from out-of-class autonomy as an important method to foster their learning process.

3.3 Research Instruments

The selection of the type of research is based mainly on the nature of the study itself. Learner autonomy is a phenomenon that does happen both inside and outside the class. Yin (1984) states that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real - life context.(Yin, 1984 Nunan, 1997) .Through the use of a case study we have tried to discover both learners' and teachers' views and perceptions about autonomy in learning.

First, teachers' responses to the questionnaire are quite essential data simply because no one can be aware of students' level, their motivation, and their readiness to autonomy in learning more than the teacher himself/herself. The data obtained are helpful in answering the research questions which deal with learners' readiness and teacher's role as well as ways for promoting learner autonomy outside an EFL classroom or even inside this classroom.

Second, the students are handed a questionnaire written in English. They were handed the questionnaire and completed it in the class hoping to get their immediate reactions. The learners' responses are useful in answering most of the research questions related to learners' readiness for autonomy. Promoting learner autonomy should start first by the learners themselves, their motivation, their attitudes as well as their views of autonomy.

Phil Benson (2007) argues that: "research on autonomy should combine as many perspectives as possible and no 'single' perspective should be considered antithetical to any other." For this reason, the tools used in data collection are considered as a crucial component that aims at obtaining a richer description of learner autonomy in Abdelhamid Ibn Badis University. The questionnaires give us a reliable data that make it clear to understand how to foster learner autonomy.[27]

---

[27] Autonomy in language teaching and learning . Hong Kong Institute of Education Volume 40, Issue 1 January 2007, pp. 21-40 Retrieved from http://www.academia.edu/2249383/State-of-the-art_article.

3.4 Limitation of Data

First, since the research is about out of class autonomy and the impact of choosing materials on the communicative competence, the selection of the research instrument for gathering information about behaviours that are not easily observed such the exercise of autonomy is one limitation. Another limitation is that the data collected in this research study would provide an incomplete picture of learner autonomy because this study is based only on one EFL classroom in the University of "Abedlmahimd Iben Badis" in Mostaganem.

3.5 Data Analysis

The selection of a specific data analysis technique depends fundamentally on the nature of the research problematic. Both qualitative and quantitative methods are used so as to gather then analyze the data. The questionnaires will be analysed and presented in tables and graphs which will explain the ambiguity in a way that contribute to adding a valuable credibility to the research.

3.5.1 Questionnaire Addressed to the Teachers

The questionnaire has been chosen as an instrument to elicit data from the informants so as to investigate the research questions and hypotheses .It has been administered to 5 teachers.

The questionnaire contains three types of questions: closed, open and mixed questions:

- ✓ Closed questions request the informant to opt for one of the proposed possibilities without commenting.
- ✓ Mixed questions ask the informants to choose one of the proposed possibilities, and then justify his answer   .
- ✓ Open questions invite the informant to express freely his point of view

The teachers' questionnaire comprises a set of fourteen questions divided into three Rubrics:

- **Rubric One**: aims at eliciting data from the informants (teachers) about their teaching experience and their beliefs about the learners' level of autonomy. It attempts also to give information about the technology used by learners and what place it takes in fostering the four skills of English language learner.

- **Rubric Two**: intends to get an idea about out of classroom autonomy, and about whether or not teachers view autonomous learners as helpful inside the classroom. It also aims at getting an idea about the teachers' opinion about learners' use of "out of classroom autonomy" as a strategy to achieve proficiency in the English language.

- **Rubric Three**: at this level, the researcher draws teachers' attention towards promoting learner autonomy. Teachers are asked whether the teacher is able to stimulate their students to be autonomous learners outside the classroom. Here, the informants will also answer questions about the impression they have toward technology, and at the end teachers are asked to propose ways for fostering learner autonomy out of the classroom.

3.5.1.1 Teachers' Responses and Suggestions:

After collecting data through questionnaires which were handed to the informants (students and teachers), it comes the phase of analyzing and interpreting the data collected. In fact, we have used tables, and bar graphs for better illustrating the data obtained and analyzed.

Rubric one: teachers' beliefs about learner autonomy

The questionnaire is submitted to 5 English teachers, among those teachers there are males and females, and the first question represents their gender.

Teachers' Gender	Number	Percentage
Male	2	40%
Female	3	60%
Total	5	100%

Table 1.Teacher's gender
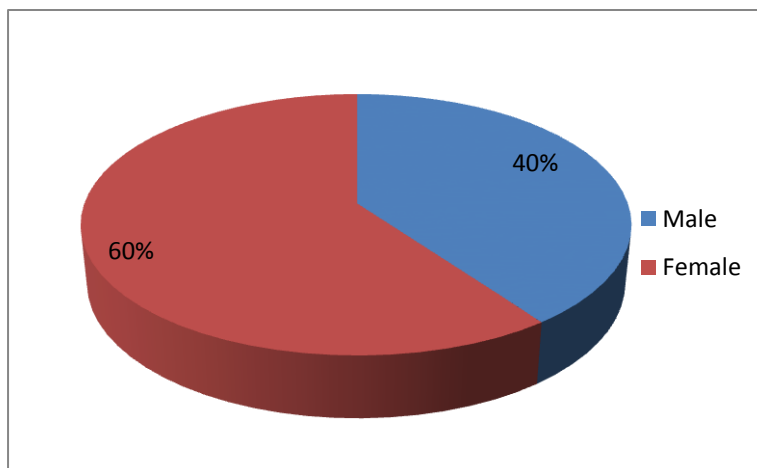
Graph1. Teacher's gender

In the second question Teachers are asked whether learner autonomy is important in English learning. The aim is in fact to reveal their attitude towards learner autonomy. All the informants have given positive answers. According to most of them, autonomy is important. So we contend that most teachers have a positive attitude towards learner autonomy

The importance of autonomy	N	%
Yes	05	100%
No	00	00%
Total	05	100%

Table 2. The importance of autonomy
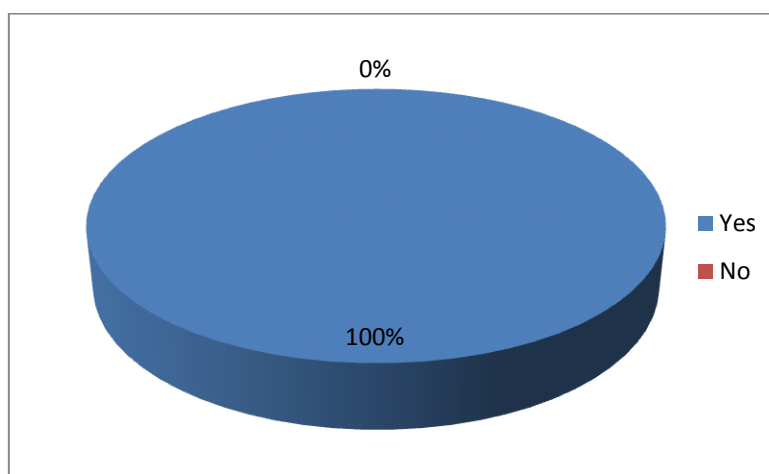
Graph2. The importance of autonomy

Question three shows how teachers assess students' level of autonomy. The reason behind this question is to show to what extent students are autonomous. Teachers provided adequate answers since they are more aware of the students' level. 100% of them consider students as average in autonomous learning.

Teacher' assessing of their students' level in their autonomous learning	N	%
Good	00	00%
Average	05	100%
Weak	00	00%

Table 3. Students' level of autonomy
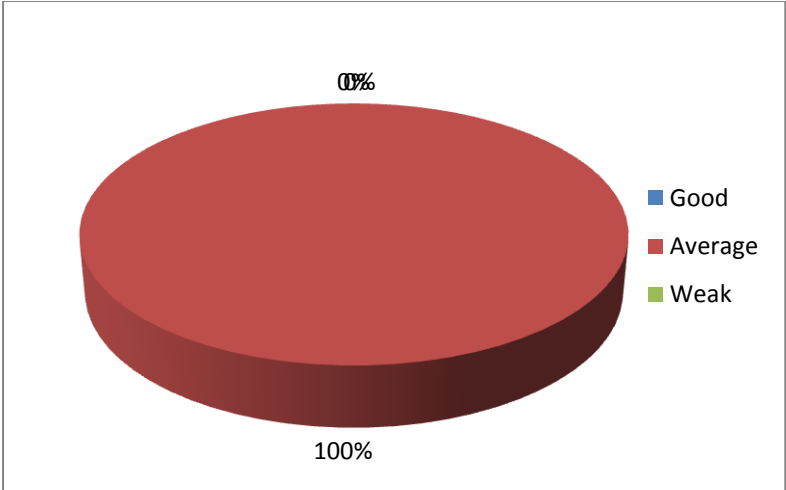
Graph 3. Students' level of autonomy

The fourth question seeks to demonstrate to what extent students are dependent on their teachers; the impression students make inside the classroom has a great reflection on their behaviour and the way they manage their lives outside the classroom; teachers are asked to give a degree for the reliance of their students on their teachers. All the informants claim that their students are dependent on their teachers partially.

How much students are dependent on their teachers	N	%
Little	00	00%
Partially	05	100%
Much	00	00%

Table 4. How much students are dependent on their teachers
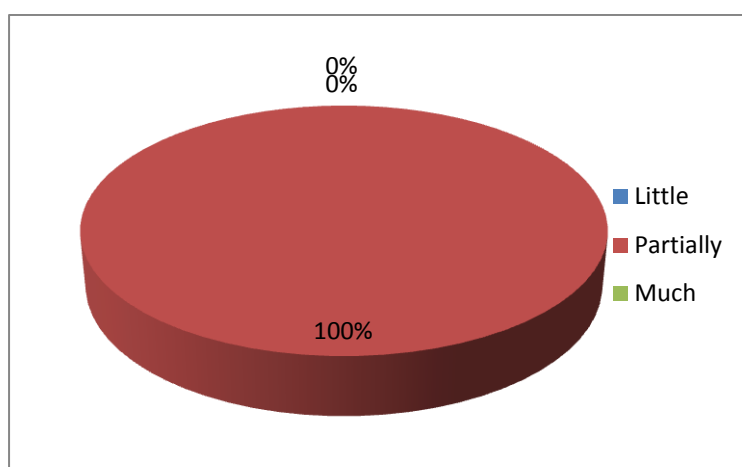
Graph4. How much students are dependent on their teachers

The fifth question attempts to clarify teacher's view about their student's assumption towards learner 'autonomy in which the students accept the concept of autonomy and implement it or refused it.

Students' attitude towards autonomy	N	%
Positive	05	100%
Negative	00	00%
Indifferent	00	00%

Table5. Students' attitude towards autonomy
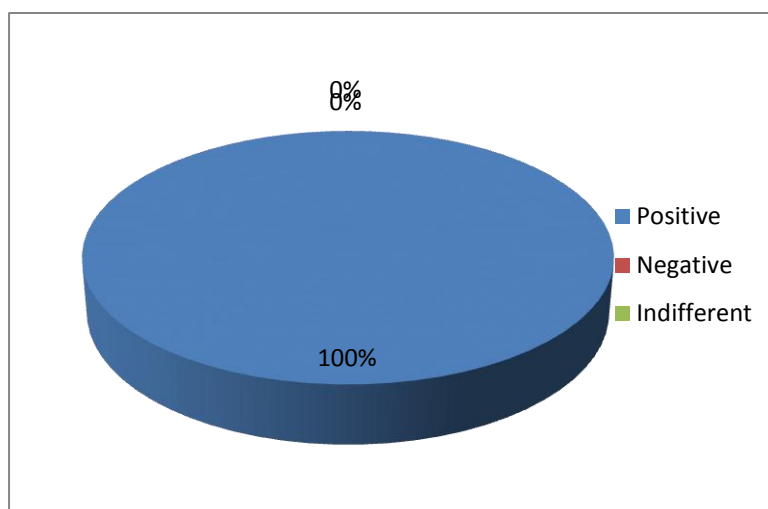
Graph 5. Students' attitude towards autonomy

Teachers are also asked whether or not the language proficiency is related to their autonomous learning. On the one hand, 60% think that there is tight relationship between English language proficiency and the learner autonomy and they are closely related, whereas 40% think that it is not necessary to have this relationship so they deny it at all. Question (06) aims at eliciting teachers' views about the students' attitude towards autonomy. 70% think that students show indifference towards learning autonomously; however 30% seems to be optimistic since they said their students' assumption toward autonomy is positive

The relationship between autonomy and language proficiency	N	%
Yes	03	60%
No	02	40%
Total	05	100%

Table 6. The relationship between autonomy and language proficiency
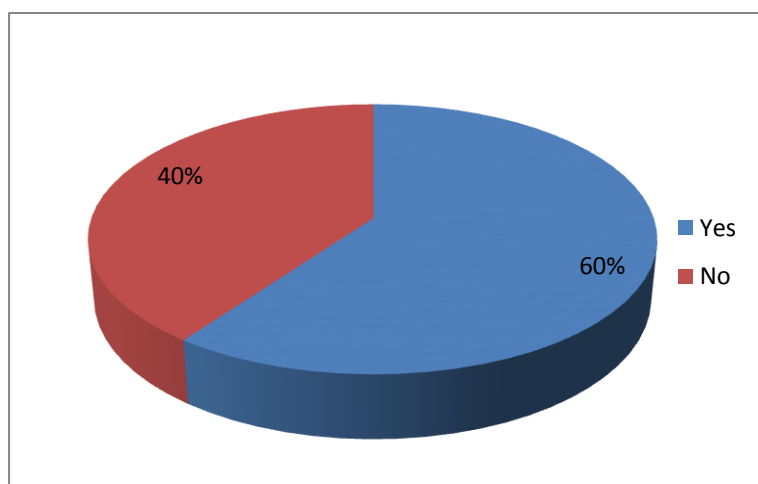
Graph 6. The relationship between autonomy and language proficiency

Rubric Two: the teachers' beliefs about the students' out of class autonomy

The teachers are required to answer a couple of questions that intend to get an idea about out of classroom autonomy, whether or not teachers view autonomous learners as helpful learners inside the classroom, and to get an idea about the teacher opinion about learners' use of "out of classroom autonomy" as strategy to achieve English language proficiency.

Students' readiness is essential to foster autonomy; teachers are asked whether students are responsible enough for conducting a self-directed learning at the level of university. All of the informants, i.e. 100%, see that students at this educational level are mature enough to have such a responsibility.

Students' responsibility of conducting a self-directed learning	N	%
Yes	05	100%
No	00	00%
Total	05	100%

Table 7. Students' responsibility of conducting a self-directed learning
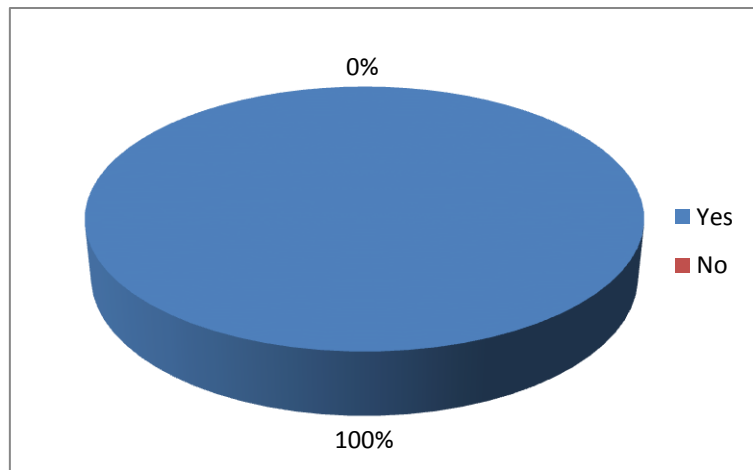
Graph 7. Students' responsibility of conducting a self-directed learning

Teachers are also asked whether students use self-monitoring and self-evaluation or not, in this sense "Self-monitoring is the process of observing ones behaviour and evaluating it in relation to goals. Self-monitoring can be conscious and deliberate"[28] , students are required to monitor their learning process then these two techniques are one of the bases of being autonomous to evaluate their progress in order to see the advance they are making by using autonomy. The aim of the question is to know if students have the habit of monitoring their learning and evaluating it or not; 70% of the informants approved that their students sometimes use self-monitoring and self-evaluation; in contrast, 30% of them claim that their students neither monitor nor evaluate their learning process; however no teacher has proved that his students constantly use these techniques technique.

Students' use of self-monitoring and self-evaluation	N	%
Yes	00	00%
No	00	00%
Sometimes	05	100%

Table 8. The students' use of self-monitoring and self-evaluation

---

[28] http://www.projectlearnet.org/tutorials/self-monitoring.html
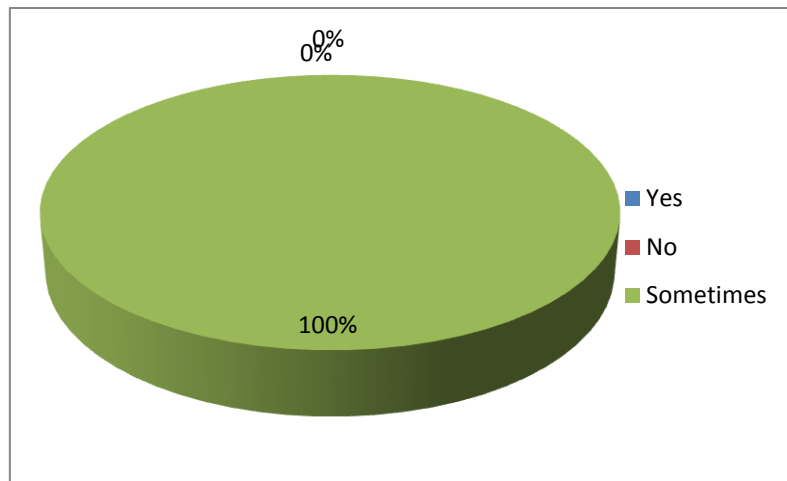
Graph 8. The students' use of self-monitoring and self-evaluation

Rubric three: teachers' ability to stimulate their students to be   autonomous learners outside the classroom and to foster modern learner's autonomy by using technology

The ninth question stands for the relevance of technology; all of the informants are optimistic; they view technology as an important tool and a facilitator for students to acquire English and work on their language.

The relevance of technology in promoting autonomous learning	N	%
Yes	05	100%
No	00	00%
Total	05	100%

Table 09. The relevance of technology in promoting autonomy
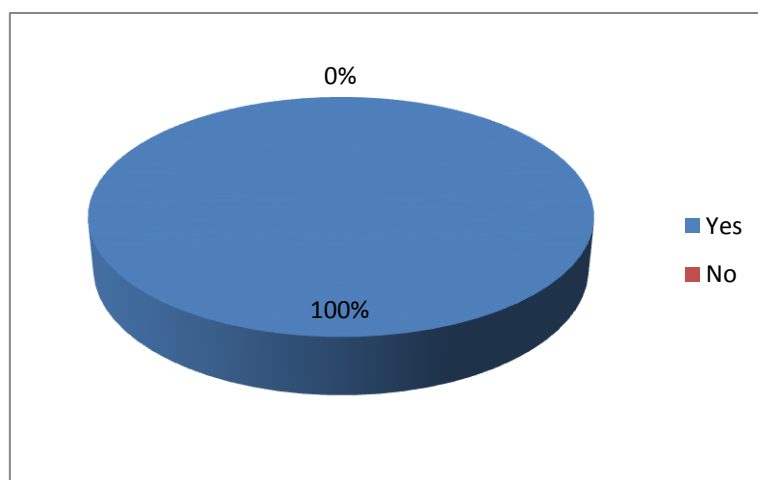
Graph 09. The relevance of technology in promoting autonomy

The tenth question aims to draw out the teachers' views of the impact of technology on English language learners, Teachers are asked what impact technology has on English language learners; all the teachers claim that it has a very positive effect on students with all the authentic materials it supplies for EFL learners. Also, technological facilities provide learners with limitless possibilities to keep in touch with English. They pointed out that technology indeed develops the learners' macro-skills and all the other necessary abilities in which extensive exposure to the language fosters autonomy; other informants assert that if ICT is well-used, it will have great impact on learners 'autonomy since it offers them the knowledge they may not have in class; it also enables them to expend their learning horizon.

The eleventh question goes together with the previous one since it asks teachers whether authentic materials have an effect on learners' communicative competence; teachers as we have expected in gathering data argue that since they are authentic so they help us communicate in a proficient way. This increases its high and positive role in making learners competent enough as autonomous students.

The twelfth question has the direction toward the degree or the extent' amount of the Algerian EFL students' interest in learning English autonomously; this time teachers' responses do not seem to be too optimistic; some of them say that students do not show a real interest; in other words it is just unreliable interest. Whereas, the other ones say that their interest is shown in their using technology in learning.

The thirteenth question sheds light on how we can promote autonomy in the Algerian context, so teachers have different estimations. Each one thinks of it from his/her own perspective. In

general, they affirm that we can promote it by integrating tools of blended learning; moreover, this study is ready to be put in Algeria because the CBLT (competency-based approach in language teaching) focuses on collaborative learning where project-based instruction is important. Autonomy is therefore developed and encouraged.

The last question aims to have the teachers' suggestions about how to foster learner autonomy outside the classroom; the informants have welcomed the idea; they provided the research with interesting ideas; they suggested that students should love what they are learning, because this is the key factor in embracing autonomous learning. Besides, they must feel the necessity of being responsible for their own learning mainly in the LMD system. They should connect with them online outside the classroom after the class is over, involve higher cognitive levels, improve metagognitive skills, develop skills\ life-coping skills, likewise working in groups, reading extensively and trying to make researches. However, the point that most of the teachers agreed on is to learn how to use the internet which will provide autonomous learners with the necessary information to take their English to the next level. In fact, all the selected teachers emphasized on the importance of encouraging students to build their inner motivation, and to remind them that studying outside the classroom is the key to success, but after all and as most of the teachers said, it is a matter of willingness, interest, curiosity and desire to go further and to be autonomous in EFL.

3.5 Teachers' interpretation

EFL teachers in Algeria seem very familiar with the notion of learner autonomy, because they are aware of its usefulness in English learning. In fact, introducing learner autonomy for learners who have been used to certain roles in the classroom is not an easy task. Many of the answers given by teachers were positive and served the aim of the research. It is true that the LMD system used by most of the Algerian universities is basically learner centred approach, which means the learner is obliged to make much efforts than s/he ever used to make, and this point must be taken into consideration in such researches especially when it is about autonomy.

Changing students' attitudes towards learner autonomy is in no way an impossible task. On the contrary, students need training for such a change. Also accepting the inevitable truth which is the urge to start building autonomous students gives teachers another task, and makes tem handle other responsibilities in promoting outside classroom autonomy which is

something out of the hands of teachers though obviously the last decision always refers to the students and their desire and curiosity in making an advance in their autonomous studies; however, the teachers' role should be at least to urge those learners to start relying on themselves, to show them the importance of discovering things on their own, but most of all to show them how to be autonomous and how to study by themselves.

Teachers were optimistic with the idea of promoting learners' autonomy with ICT' integration because it supplies their students with spiritual things that old materials would find it difficult to provide to them, like curiosity, desire and patience. In addition, entertainments those are the main reasons and the biggest motivations behind being autonomous.

3.5.2 Questionnaire Addressed to students

To see whether students at the English department of of Abdelhamid Ibn Badis University are ready to engage in learning autonomously and to figure out the impact of technology on these students who are considered as modern students since we are in the age of technology and modernity, this questionnaire is designed to seek out some answers to enrich our dissertation and to provide it with the necessary data on which we can base our results. The questionnaire contains closed and mixed questions. They are formed of a set of thirteen questions grouped in two rubrics:

Rubric One: is about out of classroom autonomy and includes two parts:

- Part one: is reserved to questions about students' motivation in learning English, and how they view their responsibility in the learning process. The aim is to see whether students have a traditional view of English learning or a modern one. and their perceptions about being able to monitor their own learning.

- **Part two**: the aim is to provide data about students 'use of autonomous strategies while learning.

Rubric two: is about getting students' opinion of how much time they spend on learning English outside the classroom. And which activities attract them most in practicing their English outside the classroom. The questions aim to discover how autonomous are the students without the teacher's guidance , and how much they really take in charge to improve their level in English.

3.5.2.1 Students' Responses:

Rubric one:

Part one: The Students' Motivation and Their Beliefs about the Learning Process

The first five questions are submitted to seek out from the informant a set of data that are considered crucial in the process of building final results for this research:

The first question concerns students'gender. The majority of the informants are female 65% whereas 35% of them are male.

Students' Gender	Number	Percentage
Male	7	35%
Female	13	65%
Total	20	100%

Table 01: Students Gender
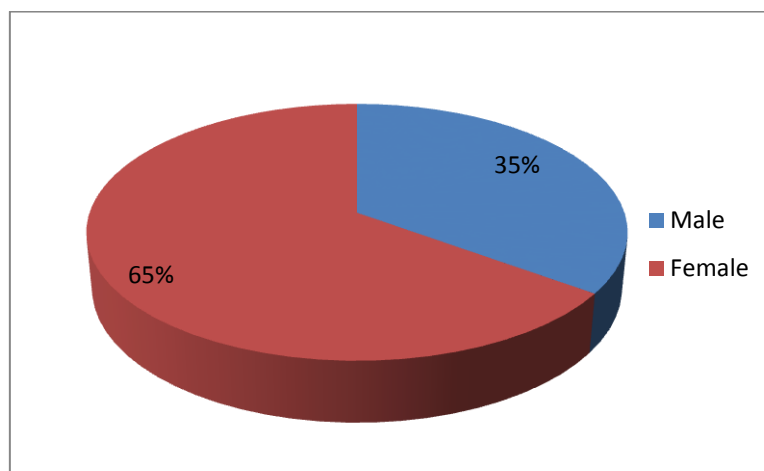
Graph 02: Students' gender

The second question is about students' age, it varies from 21 to 24 years old there are only few informants who are 29 or more.

Students' age	N	%
21-24	18	90%
29	1	5%
38	1	5%

Table 02: Students' age
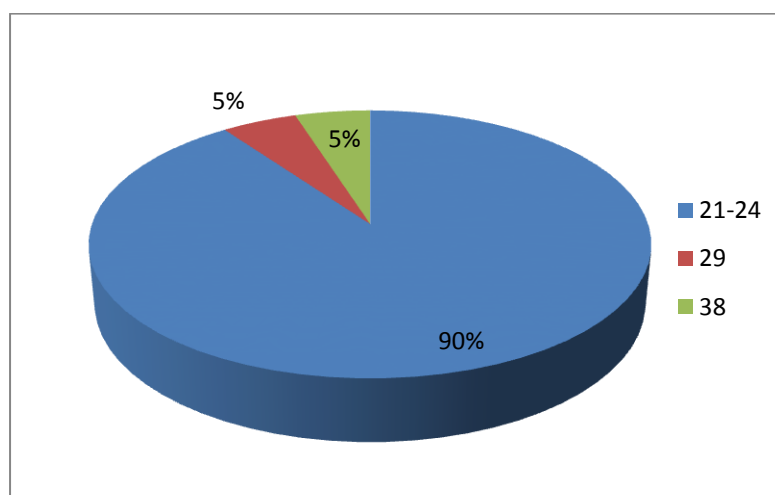
Graph 02: Students' age

The third question represents if learners enjoy learning English. Most of the informants enjoy learning English , i.e. 90% of our informants, while 10% of them do not do that. We suggest that enjoying learning English may be due to the fact that English is the global language. It helps them in travelling; it is the language of science and technology, and some think that English is easy to be learnt. Others enjoy learning English simply because they love it. However, those who do not enjoy it may see English as a difficult language.

Options	N	%
Yes	18	90%
No	2	10%
Total	20	100%

Table 03: Students' Enjoyment in Learning English
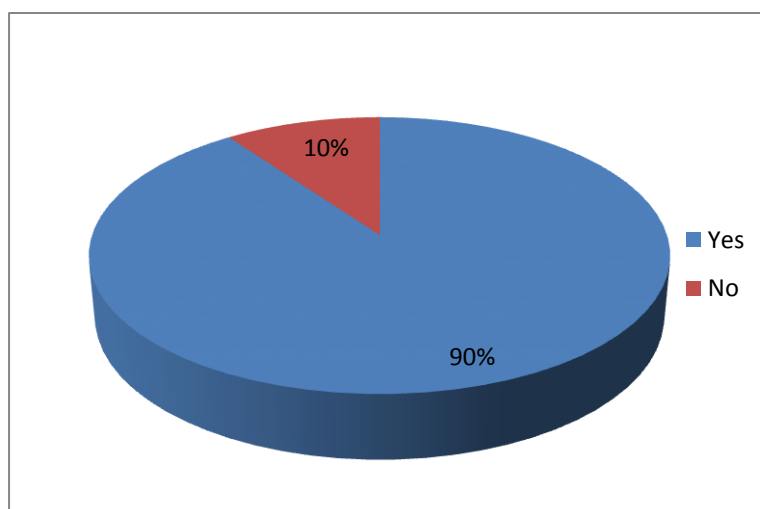
Graph03: Students' Enjoyment in Learning English

As for question number (4), students are asked whether they see the teacher or the learner as more responsible in teaching-learning process, so 60% of them said it is the learner who has more responsibility and this is a proof on the readiness of the university students to be indulged in an autonomous English learning. Yet, 15% consider the teacher as the first and most responsible for the teaching learning process. Whereas, 25% of the informants state that both teachers and learners assume the responsibility of the teaching and learning process.

Options	N	%
Teachers' responsibility	3	15%
Learners' responsibility	12	60%
Both	5	25%

Table 4: The Responsibility of the Learning Teaching Process
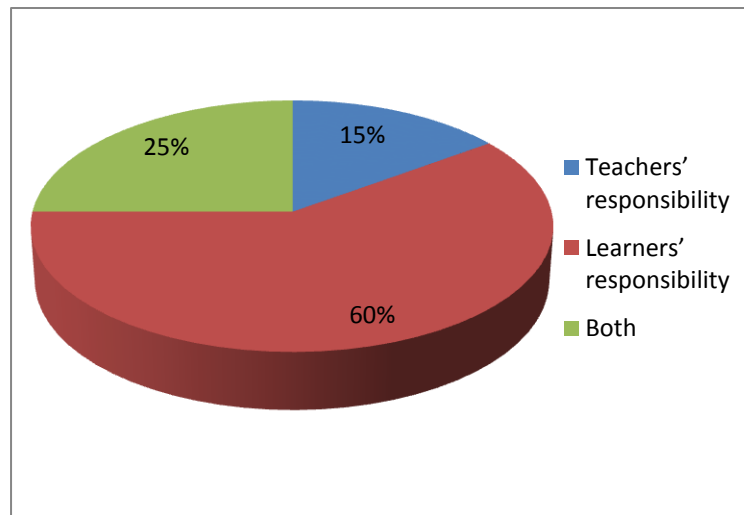
Graph 4: The Responsibility of the Learning Teaching Process

The autonomous learner is never satisfied with what he learns in the classroom; instead he makes efforts outside the classroom and makes further research. The informants showed great confidence while answering question (5) which is put forward to seek out their ability to study on their own; the informants results were quite optimistic 95% of students claimed that they are capable of studying by themselves, but 5% of them responded negatively.

Students' capability of studying by themselves	N	%
Yes	19	95%
No	1	5%
Total	20	100%

Table 5: Students' capability of studying on themselves
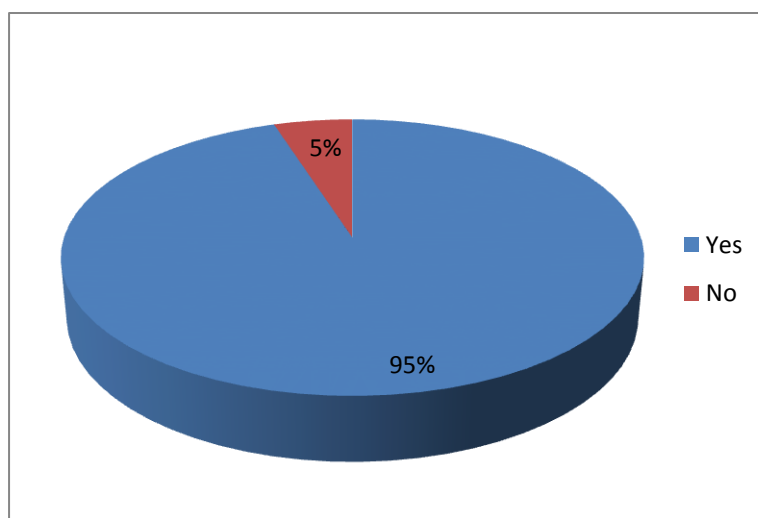
Graph 5: Students' capability of studying on themselves

Part two: Students' Use of Autonomous Strategies While Learning.

Question number (6) showed the real intentions of students; it elicited their real attitude towards their teachers. Most of students answered that they prefer watching educational videos instead of listening to the teacher in a percentage of 55%; on the other hand, 45% claimed that they prefer listening to the teacher over watching educational videos; the majority of students showed a sense of modernity and practicing autonomy to a certain degree.

Students' tendency for watching educational videos over hearing the teacher	N	%
Yes	09	45%
No	11	55%
Total	20	100%

Table 6: Students' tendency for watching educational videos over hearing the teacher
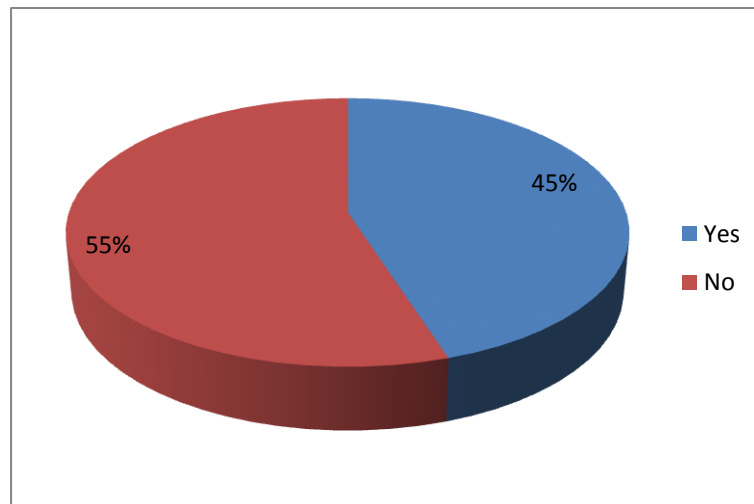
Graph 6: Students' tendency for watching educational videos over hearing the teacher

Question (7) is addressed to find out whether teachers help their students to be self-reliant by telling them how to learn by themselves or not. 50% of the students answered negatively: they admitted that their teachers weren't helpful in showing them how to start relying on themselves. On the contrary, 50% of the informants claimed that they were exposed to few techniques that help in studying without the need for a teacher.

The teacher guidance in making a self-reliant student	N	%
Yes	10	50%
No	10	50%
Total	20	100%

Table7: The teacher guidance in making a self-reliant student
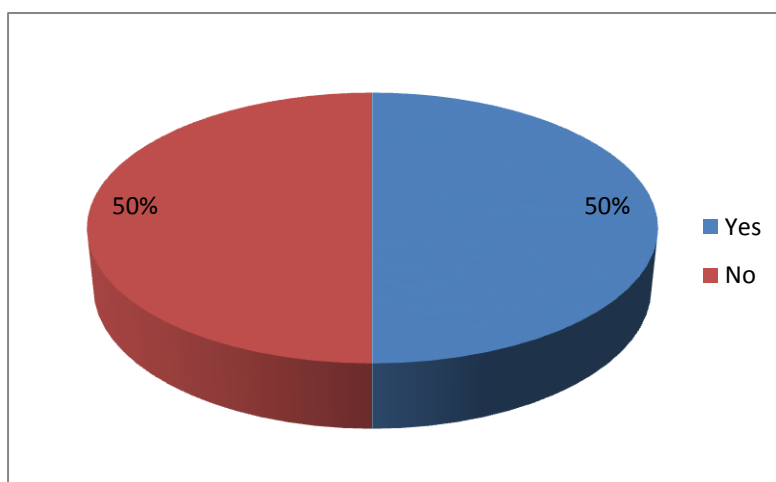
Graph7: The teacher guidance in making a self-reliant student

Question number (8) was put forward to affirm an arguable fact which is that learners do learn new words and expressions while listening to music or watching movies; we emphasized on these two materials because they are the most common things people do in their leisure time. The majority of students directly answered with yes, in a rate of 90% this percentage includes even those who do not enjoy learning English but they affirmed that they spontaneously pick up words while hearing music watching movies or when having contact with any other language. The 5% of the informants claimed that they acquire new vocabulary rarely. Similarly, 5% of students answered negatively. The reason behind their choice could be the lack of knowledge they have about English so it would be very difficult for them to receive something they do not understand.

The learning of new words while listening to music or watching movies	N	%
Yes	18	90%
No	1	5%
Rarely	10	5%

Table 8: the Learning of New Words While Listening To Music or Watching Movies
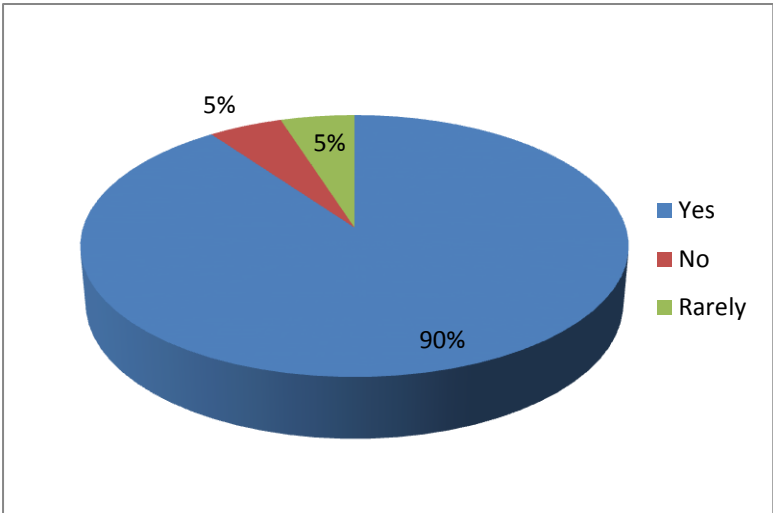
Graph 8: the Learning of New Words While Listening To Music or Watching Movies

Rubric three: the students' use of English outside the classroom and the authentic materials involved in that process

The ninth question attempts to collect data about the use of English language outside the classroom. 60% of the students actually use English outside classroom; they claim that they use it most of the time on facebook while talking to foreigners; other said they sometimes use it with their friends at home or at University. Only few informants said that they use it in making songs and writing poetry; however, 40% of the informant said they do not use it at all outside the classroom and this could be due to their weak communicative skills and the scarcity of their vocabulary.

English language use outside the classroom	N	%
Yes	12	60%
No	8	40%
Total	20	100%

Table 9: English Language Use outside the Classroom
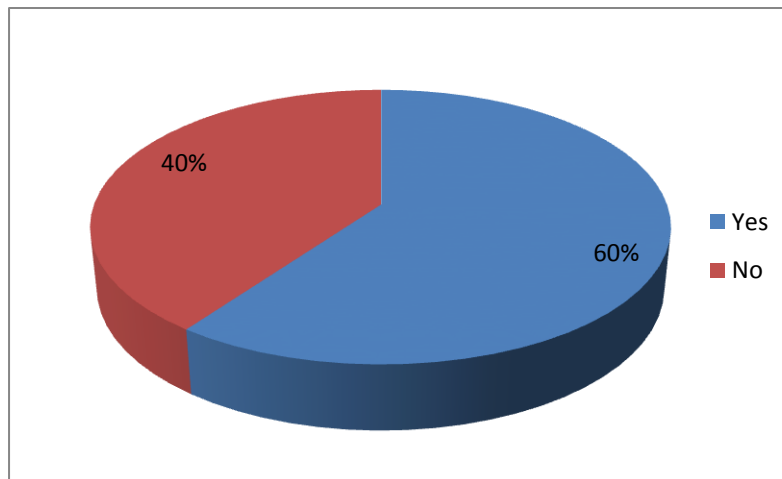
Graph 9: English Language Use outside the Classroom

Question (10) aims to know whether students are updated in their way of using English language or not; the question was asked to see if the informants have a direct interaction with native speakers via social media like "facebook, twitter and Skype". The majority of students declared that they do use social media including facebook and twitter to communicate with native English speakers; the percentage of those students was 70% opposed to 30% of the students who denied using the social media in communicating with natives.

Communicating with native English speakers via "facebook, Skype"	N	%
Yes	14	70%
No	6	30%
Total	20	100%

Table 10: Communicating With Native English Speakers Via "Facebook, Skype"
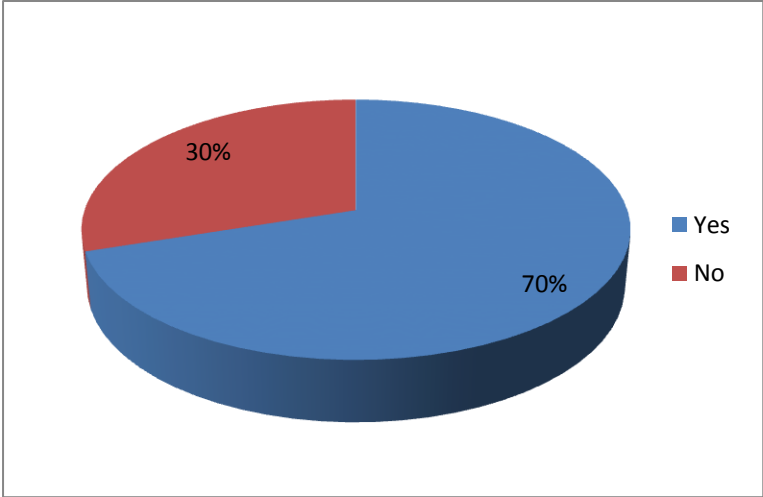
Graph 10: Communicating With Native English Speakers Via "Facebook, Skype"

Afterwards, informants who answered with yes they also had to specify how often they talk to natives via Facebook or Skype; their answers were positive: 3 students claimed they do communicate with natives very often. Also, 8 of students select the option "sometimes". On the other hand 3 students claimed that they rarely do it.

How often students talk to natives	N	%
Very often	3	21,43%
Sometimes	8	57,14%
Rarely	3	21,43%

Table 11: How Often Students Talk To Natives
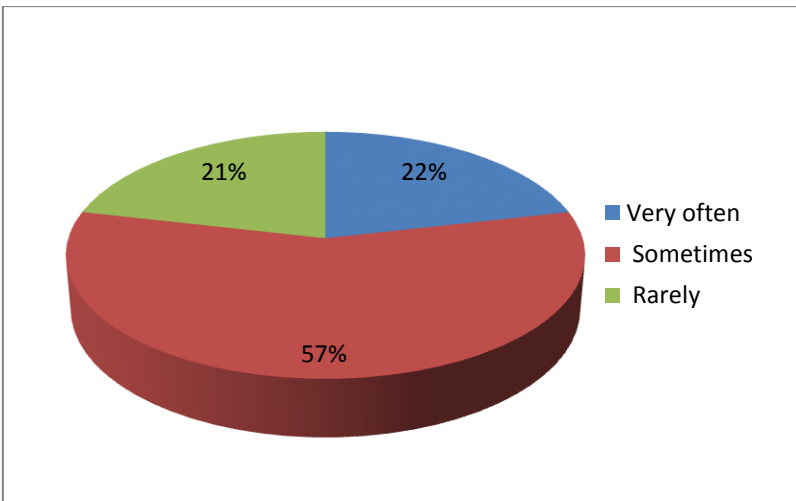
Graph11: How Often Students Talk To Natives

Question number 12 is supposed to elicit which activities they do outside the classroom so that to improve their level in English. The students who like to use grammar books and dictionaries were 22,45%. While, the informants who choose surfing on the net were 26,51%. Moreover, the informants who prefer watching movies were mainly 30,61 %. Finally, The informants who select the option "reading books, newspapers, articles in English" were only 20,41%.

Activities to improve students' English outside the classroom	N	%
reading books, newspapers, articles in English	10	20,41%
surfing on the net	13	26,51%
watching movies	15	30,61%
using grammar books and dictionaries	11	22,45%

Table12: Activities to improve students' English outside the classroom
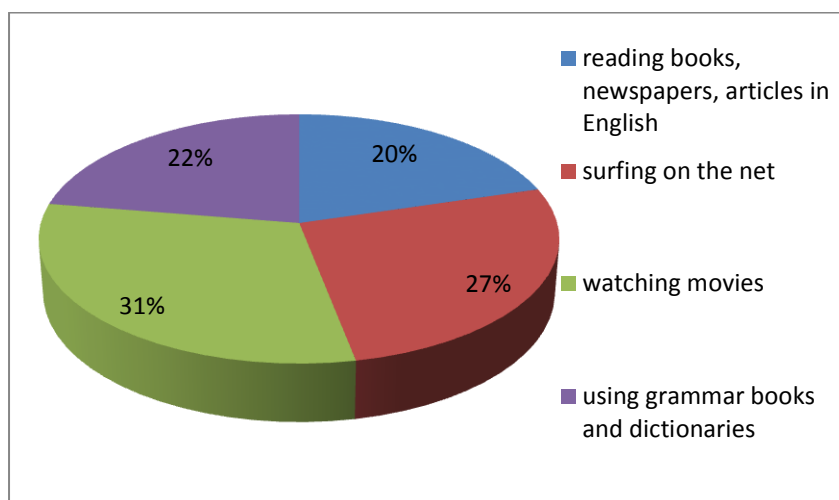
Graph12: Activities to improve students' English outside the classroom

The last question opens the door to students to give their opinions as autonomous learners about what responsibilities they have to accomplish their learning. The majority of students, i.e. 90% provided answers; while only 10% did not reply.

Options	N	%
Respond	18	90%
Did not respond	2	10%
Total	20	100%

Table 13: Responsibilities of autonomous learners
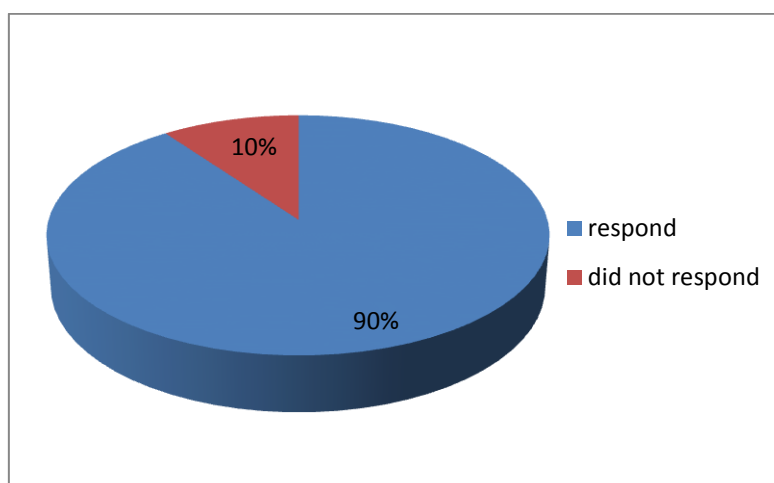
Graph 13: Responsibilities of autonomous learners

The answers given by the participants varied from one to another as follow:

✓ The student should read very often in order to have critical thinking in all aspects in during his autonomous learning

✓ He should be aware of his level concerning his weaknesses and strengths

✓ He should be conscious about his needs and lacks

✓ He must be careful about the information he selects and the availability of the evidence he takes from, especially when he depends on the technological authentic materials.

✓ He should follow certain techniques and strategies in order to improve his learning process independently.

✓ He should take his teacher into consideration, for instance:when he feels confused about a specific topic.

3.6 Interpretation of students' Responses

According to students' responses, students are ready to be independent from their teachers to accomplish their autonomous learning and perceive themselves as sufficiently autonomous. Most of them have the will to be responsible for most tasks during their own learning process. The latter controverted the hypothesis made so far in the general introduction of this research. Although the students are inadequately motivated in which they lack the right attitude in learning a language, this will effect negatively on making any step in realizing outside classroom autonomy.

For the most part, students think that they can consider themselves ineligible to set their objectives in their learning; they do not know how to use the right strategies that help them being autonomous learners like: self-monitoring, self-evaluation and advanced preparation They are unaware of the benefits of using these strategies in learning English.

As it was expected, many students feel satisfied and safe because they think that the teacher himself is the basic evidence for the knowledge he provides them with, so that they do not search or make further studies to augment it. This feeling of satisfaction or indifference justifies the fact that these students do not read much in English. Since a good reader is a good writer, indeed, they find numerous difficulties in writing which is according to them the most difficult skill. But the good news is that they pay much attention to music; they try to interpret and understand the meaning of the lyrics and what is the song about; this may help them in their speaking skill

Students' weaknesses in certain skills are due to a lack of self-learning at home. When students are surrounded by all the different virtual worlds of the technology, they would prefer to use things that suit the needs of their time; this makes books and dictionaries considered inefficient for them., students use this technology for fun more than for learning en general. However, the situation here could change by sensibilizing these students that doing and using something they love can improve their learning; besides, they also need huge efforts in being familiar with the right methods and strategies to start doing outside classroom autonomy. As a concluding point, we can say that students can be independent only if both, the teachers' support and the personal supplement of students are available; this way enhances their interest and motivates them to start going into outside classroom autonomy.

3.7 Conclusion

The analysis of data has unveiled the ambiguity of the notion of autonomy for university students and teachers. It has disapproved the hypotheses made so far in the introduction that says: "students are not yet ready to be involved in autonomous out of class activity, and they are over-reliant on what happens inside the classroom and this is the main cause of this behaviour".

Whereas, the second part of the hypothesis remains a fact for both teachers and students; therefore, it is possible to say that despite of the readiness of university students to engage in outside classroom activities, they are still tied up with what happens inside the classroom. Furthermore, the second hypothesis was disapproved by students who showed a sense of awareness when most of them declared that they consider themselves as more responsible for their learning than the teacher, whereas some teachers argue that their students are still dependent on them.

In this case, teachers' encouragement is highly demanded to help their students to realize that successful language learning largely depends on themselves not on the teacher. What students really need is not offering them knowledge but rather showing them how to find it. In this way, teachers can succeed in establishing what is called life-long learning which is unfortunately lacking in our universities.

General Conclusion

Learner autonomy is considered as a decisive learning method of acquiring any type of knowledge; it is a long-life learning skill that has been ascertained theoretically and practically in the same time. This dissertation has shed light on the role that technology in forming autonomous learners' communicative competence. The research tested to what extent EFL students of 'Language and Communication" master one are in touch with technology and what sort of impact it has on them. It has also investigated students' readiness for learning autonomously outside the classroom then it focused on seeking out ways to help them indulge in this type of autonomy by being free to obtain knowledge wherever and whenever they like and through the means they see more suitable.

The findings have confirmed the research hypotheses. By generalizing these findings, we may assume that University students are ready to be involved in autonomous learning. Students consider the teacher to be more responsible in the learning teaching process; this is the reason why they have teacher-dependent learner characteristics. It is quite often assumed that students do not know which strategies to select and how to use them in order to learn English independently; they take technological tools for granted and it can never replace what a real teacher does in class.

Learners need to be able to achieve their success not just in class, but also out-of the class, in other words without the teacher. However improving learning independently does not neglect the vital role of the teacher, in the main, the classroom teacher is likely have a great impact on students' development towards autonomy. His boosting role takes charge in his knowledge of autonomy, his ability to implement it into the curriculum, and his awareness of the necessary practical skills to foster inside and outside classroom autonomous learning. This could be realized by including such elements that can support the development of autonomous learning skills.

In this research Algerian English teachers claim that university is the best place to deal with autonomy with its different dimensions in and outside the classroom. In this respect, a strategy for developing autonomy in language teaching will require enhanced metacognitive skills, self-awareness to improve motivation and willingness to take charge of learning.

We would make sense to offer suggestions and recommendations for teachers to enable them lift barriers in students' minds concerning out of class learner autonomy. Motivation is the heart and the basic factor of autonomous learning. So the first step that the teacher should take in promoting learner autonomy is motivation the teacher should consist of: determining the objectives, defining the contents and progression, selecting methods and techniques to be used, monitoring the procedures of acquisition properly speaking (time, place, etc) and evaluating what has been acquired. But before any attempt to motivate learners, a number of conditions should be available. Some of these conditions concern the teacher while others are directly linked to the students' readiness.

First teachers' behaviour is so important in motivating students and demotivating them in it is a powerful tool in fostering learner autonomy, this latter based on trust and mutual respect. Second, cooperativeness, learner autonomy is not only individual but also collaborative in fact interaction and negotiation are important factors in motivating learners and promoting learner autonomy. Third, increasing learners' self-confidence is based on convincing learners that their level in English can be developed; teachers' supportive words and encouragement are greatly helpful in making self-confident learners who can engage in their learning independently.

Therefore, it is better for teachers to provide their students with the necessary guidance. Offering students as many chances as possible to think about this new learning strategies and put them in practice, teachers can also take a part in the process of learner autonomy when helping students to figure out how to select their materials, monitor and evaluate their learning, all this will enable students to rely on themselves and make out of them autonomous students.

To conclude, students also should read quite often in order to have critical thinking in all aspects during their autonomous learning as well being aware of their level concerning their weaknesses and strengths. Besides, they should be conscious about their needs and perspectives. Students need to be conscious about the selection of information and its evidence, especially when they depend on technological authentic materials. They should follow some techniques and strategies in order to improve their learning process independently.

List of References

-Andrew Finch, Autonomy: where are we? Where are we going ,The Hong Kong Polytechnic University Based on the author's unpublished Ph.D. thesis.

-Ayfer kocak,A study on Learners' readiness for Autonomous Learning of English as Foreign language. A Thesis submitted to the graduate school of social sciences of Middle East Technical University, 2003.

-Benson (2003). "What is autonomy?"

-Benson. "The philosophy and politics of learner autonomy".1997.

-Chu Hsi "The natural philosophy of Chu Hsi".

-Chi-Yen Chiu (2005). Teacher Roles and Autonomous Language Learners.

-Chapter 1, The history of autonomy in language learning.

-David Little, Learner autonomy: drawing together the threads of self-assessment, goal-setting and reflection.

-Dam. L (1995) . Learner autonomy: From theory to classroom practice". Dublin: Authentik.

-Dafne Gonzalez and Rubena St. Louis . The use of Web 2.0 tools to promote learner autonomy

-David Ames Curtis, Philosophy,Politics, Autonomy, Oxford university press, 1991.

-Dilek ÇAKICI, Autonomy in Language Teaching and Learning Process, İnönü University Journal of the Faculty of Education, 2015.

-Eric Klopfer (2008).Augmented Learning, Research and Design of Mobile Educational Games: chapter 2

-Gremmo and Riley, "Autonomy, self-direction and self-access in language Teaching and learning: The history of an idea"

-Holec, H(1981). "Autonomy in Foreign Language Learning" ,Oxford UK: Pergamon

-Jo tait and peter knight,The management of independent learning, 1996.

-KHADIDJA Feidjel (2012/2013). Developing Learner Autonomy Strategies in EFL Classes : A [1] Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? Language Learning & Technology. Case Study: Master one students Department of English at Biskra University

-Kimiyoshi Inomata, Japanese students' autonomy in learning English as a foreign language in out-of-school settings, 2008

-Little (1991) "Learner Autonomy: definitions, Issues and Problems" Dublin: Authentik.

-Little, D (1991). "Learner Autonomy: Issues and Problems" Dublin: Authentik

-Little.D(1991). "Learner Autonomy: Definitions, Issues and Problems". Dublin: Authentik.

-Nadzrah Abu Bakar (2007).Technology and Learner Autonomy: Teachers' and Students' Perceptions towards Learner Autonomy in a Computer-Based Learning Environment in a Malaysian Context Universiti Kebangsaan Malaysia

-Ozlem Yagcioglua, New approaches on learner autonomy in language learning,2015.

-Özgür Yıldırım, A Study on a Group of Indian English as a Second Language Learners' Perceptions of Autonomous Learning. Turkish Online Journal of Qualitative Inquiry, April 2012, 3(2), oyildirim@anadolu.edu.tr

-Richard Smith, Learner autonomy, key concepts in elt.

-Rebecca L. Oxford, Ph.D.,Lnaguage Learning Styles And Strategies :an overview, Learning Styles & Strategies/Oxford, GALA 2003

-Richard C. Smith, The History of Learner Autonomy, University of Warwick 2006.

-Shien Sakai, Akiko Takagi, and Man-Ping Chu, Promoting Learner Autonomy: Student Perceptions of Responsibilities in a Language Classroom in East Asia, Educational Perspectives v Volume 43 v Numbers 1 and 2.

-Sinclair , B. "Learner autonomy: the next phrase". 2000.

-Ushioda, E. "Language motivation in a reconfigured Europe: Access, identity, autonomy". Journal of Multilingual and Multicultural Development 2008.

-Vera Lúcia Menezes de Oliveira e Paiva, The complex nature of autonomy.

-Wolters Kluwer (May, 2016). 11th International Scientific Conference on Distance Learning in Applied Informatics.

-Young,, R." Personal Autonomy: Beyond Negative and Positive Liberty". London: Croom Helm 1986.

Websites:

-http://www.jallr.com/index.php/JALLR/article/viewFile/201/pdf201

-http://www.itseducation.asia/business-english.htm

-https://www.ie.edu/business/programas/PDFs/The_Importance_of_English_2013.pdf

-Archibald MacLeish. (n.d.). BrainyQuote.com. Retrieved April 25, 2017, from BrainyQuote.com Web site: ht

http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/14082
05017.pdf

tps://www.brainyquote.com/quotes/quotes/a/archibaldm312060.html

-https://connectiv.wordpress.com/2011/01/25/autonomous-learner-freedom-and-boundaries/

-http://www.projectlearnet.org/tutorials/self-monitoring.html

-Autonomy in language teaching and learning . Hong Kong Institute of Education Volume 40, Issue 1 January 2007, Retrieved from http://www.academia.edu/2249383/State-of-the-art_article

Appendix1: Teachers' questionnaires

Dear teachers,

The following questionnaire seeks to explore your perspectives about learners' autonomy and how it can be fostered in teaching English at university. You are, therefore, kindly requested to answer the following questions by putting a tick in the appropriate box and adding your comments when necessary.

Thank you so much for your collaboration

1-Gender

   a) Male   ☐

   b) Female   ☐

2-In the process of learning English, do you consider autonomy important?

   a) Yes   ☐

   b) No   ☐

3-How would you assess your students' level in their autonomous learning?

   a) Good   ☐

   b) Average   ☐

   c) Weak   ☐

4-To what range are students dependent on their teachers?

   a) Little   ☐

   b) Partially   ☐

   c) Much   ☐

5-How do you think is your students' assumption towards learners' autonomy?

   a) Positive   ☐

   b) Negative   ☐

   c) Indifferent   ☐

6-Do you think learners' level of language proficiency is related to their autonomous learning?

a) Yes ☐

b) No ☐

7-Do you think that at university students are responsible for conducting self-directed learning?

a) Yes ☐

b) No ☐

8-While learning English, do students use self-monitoring and self-evaluation?

a) Yes ☐

b) No ☐

c) Sometimes ☐

9-Do you think that technology is important in autonomous learning?

a) Yes ☐

b) No ☐

10-What impact do you think technology has on the English language learners?

....

....

....……………………………………

11-What impact do the authentic materials have on our communicative competence?

....

....

....

12- To what extent are EFL students in Algeria showing interest in learning English autonomously?

....

....

....

13-If this study is ready to be put in practice in Algeria how can we promote for it?

....

....

....

14-Relying on your classroom experience, what suggestions would you make to help students practicing their autonomous learning or/and outside the classroom?

....

....

....

....

Appendix 2: Students' questionnaires

Dear students,

The following questionnaire is submitted to you in order to collect information about your own perception of learning English and the different ways to improve it. It is also concerned with your responsibility to engage in learning English autonomously so as to discover your readiness in becoming autonomous learners. The questionnaire assesses the strategies you may use. Therefore you are kindly requested to answer the following questions by putting a tick on the answer you think is more appropriate, and adding comments where necessary.

1- Gender

    a) Male ☐

    b) Female ☐

2-Indicate your age:

....

3-Do you enjoy English language learning?

    a) Yes ☐

    b) No ☐

4-According to you, which one has more responsibility in teaching/ learning process?

    a) Learner ☐

    b) Teacher ☐

    c) Both ☐

5-Do you think you have the ability to study by yourself?

    a) Yes ☐

    b) No ☐

If not, is it because:

    a) The teacher knows best and you used to rely on him ☐

b) You don't know the strategies of studying independently ☐

c) You don't have aids and materials ☐

6-Would you prefer watching educational videos instead of listening to the teacher?

a) Yes ☐

b) No ☐

7-Do your teachers show you how to learn by yourself?

a) Yes ☐

b) No ☐

8-Do you learn new words and expressions while listening to music or watching movies?

a) Yes ☐

b) No ☐

9-Do you use English in situations outside the class?

a) Yes ☐

b) No ☐

If yes, where?

....

....

10-Do you communicate in English with English native speakers on social media such as faceboook, Skype and twitter?

a) Yes ☐

b) No ☐

11-If yes, how often do you talk to them?

a) Very often ☐

b) Sometimes ☐

c) Rarely ☐

12-What do you do to improve your English outside the classroom?

    a) Reading books, newspapers, articles in English ☐

    b) Surfing on the internet ☐

    c) Watching English movies ☐

    d) Using grammar books and dictionaries ☐

13-What responsibilities come with being autonomous?

....

....

....

....

Thank you for your answers!