



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of English Language

MASTER DISSERTATION

Letters and Foreign Languages
English Language
Applied linguistics

Submitted and Defended by:
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AN INVESTIGATION INTO THE EFFECTS OF IMPLEMENTING A WEB-BASED INSTRUCTIONAL MODEL IN PROMOTING LEARNERS' AUTONOMY

The Case study of Master Level Students at Biskra University

Dissertation submitted to the Department of Foreign Languages as a partial fulfilment of the requirements for the degree of **Master in Sciences of Languages**

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Academic Year: 2018 – 2019

Declaration

I, CHERIFI Sara, hereby declare that all the information in this document has been carried and presented in accordance with academic rules and ethical conduct. The research project I will present in this dissertation is my own, and it has been read and approved by my supervisor Dr. ASSASSI Tarek. This research project has not been submitted before to any other institution or university for a degree.

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Dedication

I dedicate this work to

My beloved parents CHERIFI LAMINE and CHIHANI NAZIHA

My supportive brothers BACHIR and CHERIF

My lovely sisters ABIR, WEJDANE, NOUR, and SOUAD

My angel and gorgeous niece JANA

Thank you for being such helpful, supportive and beloved family; and
for the unconditional love, encouragement and support that you
provide.

Acknowledgments

First and foremost, my most gratitude to **Allah** for giving me the will, strength and health to complete this work.

I would like to express my most sincere gratitude to my supervisor Dr. ASSASSI tarek for his valuable advice, and for his ongoing, genuine and encouraged support throughout developing this research.

Genuine and sincere gratitude goes for the respectable members of the jury who have accepted to give time to read and evaluate this humble work; namely, Dr. HOADJLI Ahmed Chaouki and Ms. MERGHNI Kanza.

I am definitely indebted to Dr. MEDDOUR Moustapha for his great effort, support and insightful advice for accomplishing this work.

I am particularly thankful to my friend MANSOURI Zakaria, the genuine web developer, who has helped me in designing the web-based platform.

I would like to expand my gratitude and appreciation to my friends SEBAA Amel, DERNOUNI Oumaima and for their help, assistance and support throughout conducting this research.

Finally, this research would not have been completed without the contribution of Master One students, your efforts are highly appreciated. Thank you for your collaboration in this work.

Abstract

Higher educational institutions are executing a paradigm shift in instruction and course delivery methods. Practically, through engaging technological advancements in the teaching and learning processes, the modern tendencies in English as a foreign language (EFL) contexts provoke for the rise of modernized models of teaching and learning. Therefore, the present study addressed the web-based learning model as a technological supplementary for delivering instructional materials. Mainly, this study attempts to investigate the effects of implementing a web-based instructional model of English learning and its effects on promoting EFL learners' autonomy. Furthermore, the implemented model of learning utilizes the web-based tools as a practical framework that target directing the students' independent learning in solving tasks, achieving objectives as well as improving their study skills. For accomplishing the present work's investigation, the suggested hypotheses set forth that the web-based instructional model of English learning is an efficient model of learning that promotes the learners' autonomous learning, self-directed learning and study skills of English language learning. Additionally, EFL learners would display positive attitudes towards the implemented model of learning. Within the scope of the present study, the theoretical and practical frameworks are outlined to discuss the assigned model of learning with regard to its implemented procedures, the theoretical framework of both the web-based and autonomous learning and the fieldwork. Thoroughly, the adaptation of the mixed method research approach sought to confirm the research hypotheses and to draw upon the research findings based on two data collection methods. These methods include a survey questionnaire which was used in order to investigate the students' attitudes and perceptions towards the web-based model in promoting their autonomous learning and a semi-structured interview in order to elicit teachers' perceptions and attitudes as well. Following, a case study of 50 Master level students was chosen as a sample at the University of Biskra. As the data collected descriptively was interpreted, the findings revealed that the Web-based Instructional model is an effective model of learning that positively contributes in promoting the learners' autonomy.

Key words: autonomy, EFL learners, learners' autonomy, web-based instructional model.

List of Abbreviations and Acronyms

EFL: English as a foreign Language

ESL: English as a Second Language

ICT: Information and Communication Technology

CALL: Computer Assisted Language Learning

WBL: Web-Based Learning

WBI: Web-Based Instruction

WBP: Web-Based Platform

WBLP: Web-Based Learning Platform

WBLM: Web-Based Learning Model

WBIM: Web-Based Instructional Model

WBCD: Web-Based Course Design

IT: Information Technology

ID: Instructional Design

WWW: World Wide Web

E-learning: Electronic Learning

VLE: Virtual Learning Environment

VLC: Virtual Learning Classroom

HTML: HyperText Markup Language

URL: Uniform Resource Locator

OQ: Online Quiz

Q: Question

H: Hypothesis

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General Introduction

Study Background

Considering the fact that language learning is a lifelong endeavour, English language learning is not only confined to academic situations but also it is enlarged to cope with the individual's needs in all spheres of life. As the English language has become a pivotal factor that serves the development of a globalized world, it has been considered as the means of communication that could facilitate interaction between individuals who do not share the same language. Henceforth, learning English is one of the essential requirements to cope with this globalized world. Pragmatically, with the vast emergence of technology, new approaches such as information and communication technology (ICT) and computer-assisted language learning (CALL) have been introduced to facilitate the process of teaching and learning English.

Through the integration of new technologies and innovations, the process of teaching and learning English has developed to be implemented with different methods and approaches. Particularly, it shifted to up-to-date process and imported various instructional technological modalities such as distance learning, blended learning, web-based learning, internet resources, and multimedia platforms. The implementation of these models of learning evidently lead to changes in the roles of both teachers and learners through the shift towards a more learner-centred approach. Therefore, due to the contribution of the network technology, the study of the web-based learning started to take a greater interest from different aspects in education. The web-based learning has reshaped new teaching and learning modes and then posed modern possibilities for learning a foreign language. Such modern modes of teaching and learning allow unlimited access to information and flexibilization of time and place constraints.

Accordingly, relevant studies in the literature have integrated this model with the concept of autonomy and the improvement of autonomous learning. Mainly, referring to the process of the web-based autonomous English learning in which the learners can take charge of their own learning and be self-independent in the learning process. However, teachers still have important roles as pedagogues and facilitators. Significantly, the researchers approach the application of the web-based learning as an efficient instructional model in promoting the learners' autonomy in which learners are able to be knowledge creatures and users at educational practices. Thus, the shift from traditional teaching classes, where the teacher is at

the centre of the learning process, to web-based classes, where the student is at the centre of the learning process, through the use of web-based instructional tools is taking a greater interest within EFL educational fields in general and with raising EFL autonomous learning in specific.

Statement of the Problem

Due to the widespread use of ICTs, English language teachers and learners are interested in various innovations and enhancements in the field of education. Whereas, most of them are not literate with those innovations and still depend on traditional ways of learning. The web-based learning came to be the bridging line among the use of traditional ways of learning (face-to-face learning) and telematic learning.

Thus far, web-based learning influences people's lives in many aspects including the English language learning in general and learners' autonomy in specific. In fact, autonomous learners are observed to be high achieving language learners, and they assume to learn the skills of English language smoothly and accurately than those who are not autonomous. Yet, because of the increased opportunities that the web-based learning context offers for its users, it affords for the English language learners to integrate the process of learning within technological enhanced environments and to get fully advantageous of unlimited set of academic and scientific information.

For that latter, the concerns of the present study is to enrol Master level EFL learners at the University of Biskra to such web-based enhanced environment. Namely, a web-based instructional model of English learning taking into consideration their willingness and adaptability in participating in such contexts of learning. However, the rationality of conducting this study is that Master level EFL learners are not able to take charge for their own learning of the English language and they assume to be passive recipients of knowledge; they are also in lack of practicing the web-based research skills and the personalized study skills. Therefore, developing learners' autonomy through the web-based instructional model of learning would promote learners' awareness and motivation to be actively autonomous in the learning process.

Research Questions

This research seeks to answer the following research questions:

RQ1: What are the effects of the "Learners' Autonomy" web-based instructional model on developing the learners' autonomy?

RQ2: What is the feasibility of implementing the web-based instructional tools as effective tools in improving the learners' autonomous and strategic learning?

Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: the proposed web-based instructional model of English learning is an efficient model of learning that promotes the learners' autonomous learning, self-directed learning and study skills of English language learning as well as learners would display positive attitudes towards the implemented model of learning.

RH2: If learners rely on using web-based tools, their autonomous skills including decision-making abilities, and self-evaluation abilities would be enhanced, as well as they would display the learning styles and strategies for each learner.

Aims of the Study

- General aim:

The present study aims to draw both teachers' and learners' attention on one of the most modern models of learning which is globally practiced. Though, the main aim is to explore the effectiveness of using web-based learning to facilitate the learning process of learners and to help them improve their language learning skills and achievements. Specifically, it attempts to promote Master level EFL learners' autonomy using a web-based instructional model of learning which is designed based on their "Language Mastery" course and other English learning resources. Furthermore, it seeks to investigate the attitudes of EFL learners toward the use of web-based tools (online platform, web resources, and quizzes) as a means to foster their research skills and study skills. Eventually, it shed lights on how a web-based platform

could be planned in terms of designing online courses; create synchronous and asynchronous environments as well as the implementation of the web-based instructional tools.

- Specific aims:

1. To provide an overview of web-based learning and its interdependence on autonomous learning.
2. To analyse the effectiveness of using web-based learning tools on learners' autonomous learning and study its viability as an action plan.
3. To determine teachers' perceptions and how they could promote in developing learners' autonomy.
4. To investigate the teachers' and learners' attitudes toward the use of an online platform as well as managing learners' to better improve their study and research skills.
5. To explore the procedures of creating a web-based educational model for language learners and facilitated tools, resources and strategies to integrate ICT into educational fields.

Research Methodology

- Research Approach

In order to verify to what extent the proposed hypotheses are valid and correct, we opted for a qualitative approach for this research. It addresses the core features of qualitative inquiries. Mainly, through collecting qualitative data and interpreting it descriptively. The rationality of adopting the qualitative approach is to set a fuller understanding of the study, which is held under the investigation of "the effects of implementing a web-based instructional model in promoting learners' autonomy". It aims at obtaining data from both the individual, learners, and the boarder-experienced study of the web-based platform. Accordingly, to enrich the researcher's ability in drawing conclusions about the problem under study.

- Research Design(s) / strategy (ies)

In order to carry out the present study, we have implemented a qualitative research design wherein a case study is described and surveyed through non-experimental research design. As the present study deals with inquiring an in-depth individual program and its effects on a

small-scale study, the case study is selected as a feasible means to any data collection method. Thus, the researcher feasibly tends to use qualitative research strategies to develop the analysis and to provide clearer links between different methods and mixed kinds of data.

- Data Collection Methods / Tools

In order to achieve the outcomes of the present study, both qualitative and quantitative data collection methods are used to gather the necessary data. The two data collection tools are as follow: an interview with the teachers and a quantitative questionnaire submitted to the students. The semi-structured interview is used for collecting in-depth information in a flexible manner; also, the quality of data gathered would be relevant to the researched topic and would provide reported details about the teachers' opinions, attitudes, and beliefs toward the conducted study. However, the quantitative questionnaire can supply a considerable amount of researched data for a relatively low cost in terms of time and materials. It constitutes the versatile instrument to gauge the opinions, preferences or perceptions of the learners' who are the object of interest for the research. In addition, it provides respondents with highly structured, numerical and descriptive data in a speed and direct way.

- Data Collection Procedures

The two methods which are applied to collect data are: a semi-structured interview with teachers, and a quantitative questionnaire submitted to students.

- Interview with teachers: interviewing seven (7) teachers who have background knowledge about the research interest through open-ended and close-ended discussions.
- A questionnaire submitted to students: a quantitative questionnaire is submitted to fifty (50) participants, students, who have used and participated on the web-based platform in order to collect in-depth information about their attitudes, views and the application of the platform.

- Data Analysis and Procedures

A descriptive analysis procedure is used to describe and interpret the data gathered and to draw upon the interpretation of the findings as well as numerical interpretation of this obtained data could be used to interpret the quantitative data.

Population and Sample

To accomplish our research, we have selected Master level students at the University of Biskra as a population since they show readiness and approval to the use of web-based learning tools. The whole population of Master level students are 188 students of applied linguistic studies. Therefore, the number of students who have volunteered are 50 students approximately 30% of the whole population.

Sampling Techniques

The number of students who have volunteered in the participation in this research are 50 students. Therefore, we opted for small-scale study because of the limited number of the participants and a purposive sample that it is known to be representative of the total population.

Significance of the Study

This study would be a considerable interest to learners and teachers of English classes. It is conducted in order to make them aware of the significant use of the web-based learning in education. The web-based learning offers chances for learners to improve their abilities for more independence and autonomy in the learning of a foreign language. Considerably, the autonomous learning should be regarded as a necessary skill in higher educational levels that promotes learners' achievements inside and outside formal settings as well as to cope with this globalized world.

The interest in learning through online technologies is taking greater interest among EFL learners. Therefore, this study tends to approve the application of these web-based instructional tools and its role in promoting autonomous learning as a modern learning model in which both teachers and learners should be included. The teacher could be the motivating factor that supports learners and helps them acquire this skill. While, learner is at the centre of the learning process that expected to develop this ability and make efforts to apply it successfully in the learning process. Finally, the present study enquires the effectiveness of using a web-based instructional model and its integration into the EFL context in terms of promoting learners' autonomous learning.

Limitation of the Study

The present research attempted to investigate the efficiency of implementing a web-based instructional model in promoting EFL learners' autonomy and to elicit their attitudes towards the proposed model of learning. Nevertheless, some hurdles appear and that limit the researcher in gathering data that are more adequate. With regard to the results of this study, the following are some limitations to be taken into account:

- 1- The number of participants was not big enough.
- 2- This study is limited to a sample size of 50 students,
- 3- The validity of the responses to the instruments used in this study was limited to the honesty of the teachers and the students,
- 4- The web-based platform addressed one study course of the target sample. However, the researcher attempted to design more than one study course but due to students' strikes that took three months, the researcher was unable to carry out with designing the courses,
- 5- The design of the web-based platform's courses lack the use of audiovisual materials. This is due to some technical procedures that prevent the designer, the researcher, to integrate the implementation of videos within the platform,

The findings of this study should be interpreted in light of some limitations. Initially, in spite of the fact that acceptable results was achieved, the small sample size of this study does not allow for large-scale generalizations. Mainly, its most common limitation is that the use of case studies is specified to a particular target sample and cannot be generalized yet the readers can relate to the findings to facilitate generalized information to the phenomenon or experienced study.

Structure of the Dissertation

The present study tackles the both basics of theoretical and practical parts in conducting a research. The subsume of the theoretical part is divided into two chapters which reflects the organization of the literature review of the researched variables. The first chapter outlines a theoretical background about the web-based learning and its relevant area of practice. The second chapter discusses the second variable in use which is the autonomous learning and its

researched theoretical areas. In like manner, the practical part is divided into two separate chapters. The third chapter provides the framework of the analysis and the data collected as well as the interpretations of the findings. However, the last, fourth, chapter is devoted to the actual implementation of the web-based instructional model of learning. With a total number of four chapters, the organization of the present dissertation is as follows:

- **Chapter One**

The first chapter displays a theoretical background of the web-based learning in general and the web instructional model in specific. It reveals significant reviewed discussions about the actual implementation of the web-based model and its practical tools in delivering instruction. Furthermore, it demonstrates both teachers' and learners' roles in such web-based environment. Thus, it addresses the fundamental pre-requisite knowledge of the web-based design and its relevant areas of practices. Then, it directs the scope to the applicability of English language skills, in addition to, the autonomous skills improvement within web-based settings.

- **Chapter Two**

The second chapter attempts to draw upon the boundaries of the autonomy concept and discussed issues. Mainly, through addressing its origins, related terms, areas of practice and ways of promoting in addition to the different pedagogical approaches in implementing autonomy. Moreover, it provides clear explanation upon teachers and learners interdependence in an autonomous approach and their interchanging roles in an autonomous classroom and beyond a classroom.

- **Chapter Three**

The third chapter is initiated by providing an inclusive theoretical background about the adapted research methodology. Following, it discusses and interprets the obtained data and the used methods of collecting it. To explain more, the assigned chapter constitutes of the data analysis and procedures of conducting the research. Namely, the submitted questionnaire and the semi-structured interviews. The former method targets to elicit the students' perceptions and attitudes toward the implementation of the web-based instructional model while the latter provides detailed information from teachers. Altogether, both data collection methods were

descriptively analyzed in order to draw upon credible findings which are summarized then further discussed within the synthesis of the results.

- **Chapter Four**

The fourth chapter practically demonstrates the procedures of implementing a web-based instructional model of learning. It supplies a descriptive extracts of the web-based instructional model components. Further, it provides clear interpretations of the followed procedures of designing a web platform, planning of the courses, implementing of tools and interactive behaviors of students. It supplies analytical data over the ongoing changes of the students and their actions and interactions. Finally, it advocates for major pedagogical implications for the administration, teachers and students.

Chapter One

Web-Based Learning

Introduction

In the field of education, tertiary level institutions are experiencing technological advancements as a means of transmitting learning materials. Notably, the shifts in delivering the instructional methods and courses are now taking part within technology-based instructional settings. In this case, modern sophisticated approaches of learning are modulating to substitute traditional learning methods. One of these approaches of learning is web-based learning; besides, e-learning, blended learning, and distance education. The functional paradigm held in implementing these technology-supported environments are as educational models to provide learning experiences.

Despite the widely use of information and communication technology (ICT) and computer-assisted language learner (CALL), the application of web-based learning (WBL) is relatively a new method of learning that is formed to convey learning skills and competencies including English language skills and autonomous skills. Therefore, the challenge of designing a web-based instructional model requires an instructor to be fully competent in terms of technical skills and learning skills. Additionally, WBL provides innovative and efficient tools in which learners practically acquire language content and engage in virtually instructional environments.

The following chapter, partly, discusses the purpose behind conducting the present study. It presents an interpretation of the web-based instruction (WBI) as a method of teaching and learning. To start with, it supplies clear boundaries of the used concepts within ICT context. Next, it provides a description of the varied tools that are applicable in WBL settings as well as a theoretical foundation and practical framework for the assigned model of learning. In addition, it draws a clear path for instructors about how to design a web-based instructional model and courses. Henceforth, it shed lights on the applicability of learning English language within such WBI environments. Finally, it addresses the integrated English language skills and autonomy skills based on telematic contexts of learning and the significant of developing these skills within a WBL environment.

1.1 Basic Concepts and Definitions

In the area of modern technologies, some concepts have integrated as technology-based systems to account for the teaching and learning processes. Therefore, the utilization of these technology-based systems have brought updated changes within the educational context.

However, the following segment clarifies and introduces these concepts as an integral part of a technology-enhanced environment and its relation to the teaching and learning processes of EFL.

1.1.1 Information and Communication Technology

Recently, the use of ICT has integrated in the educational field as an essential development in the teaching and learning processes (Khirwadkar & Puchpanadham, 2005). Herriot (1996) introduces information technology (IT) as the processing of data and the management of information through large-scale information systems. Technically, IT is attributed to computer assisted information technologies, computer assisted communication technologies and computer-assisted decision-making technologies.

Khirwadkar and Puchpanadham (2005) elaborate that ICT focuses on the practical use of IT. Whereby, the computer services are perceived as an efficient tool for accessing knowledge and information through internal databases (CD-ROM), external databases (internet), multimedia, e-mail, and data conferences. ICT consists of all forms of electronic communication namely the analogue and digital forms. The analogue electronic devices consist of conventional radio, broadcast technology and audio. Whereas, the digital devices include computers, CD players, cellular telephones and satellites broadcasting.

In the Algerian educational context, precisely, at higher educational levels wherein it witnesses constant changes of ICT inclusions which swiftly diffused to upgrade the means of delivering instructional materials. Yet, these ICT attempts are merely bounded with the use of audiovisual aids in the classrooms or computer-based activities and therefore little is done to fully take advantages of ICT applications in the language teaching and learning process.

1.1.2 Computer Assisted Language Learning

One of technology-based systems that contributed in the field of language teaching and learning is CALL. Earlier times, Levy (1997) integrates the term CALL with the study of applications of computer in language teaching and learning. Within the same perspective, Beatty (2017) provides a general definition of CALL as "any process in which a learner uses computer and, as a result, improves his/her language" (p.7). Equally important, due to the inclusion of computer systems into the field of language teaching and learning CALL has encompasses issues of technologies, modes of instruction, pedagogical theories and materials design.

She further added that CALL promotes methods of learning delivery. Such methods include the use of computers at home or classroom, email-based activities, World Wide Web (WWW), mobile assisted language learning, web-based learning, distance learning and networked learning. Namely, through using efficient tools as the employment of educational blogs, wikis, instructional models, platforms and other interactive WWW sites and services as learning resources.

Clearly stated, CALL facilities are prevailing to render for modernized instructional modalities in the process of language teaching and learning in addition to its accessibility and applicability in affording educational enhanced environments. Its affordances equip educational competencies in which both seeker of language teacher or learner can establish a learning environment that convey instructional materials. Based on this premise, the higher educational context of Algeria contributes with little efforts in such computer-based settings wherein the classical methods of delivering education is the predominant ones.

1.1.3 Distance Education

Over the past few years, the revolution of distance education started to gain popularity as a learning and teaching environment that provides educational materials. Simonson et al. (2015) define distance education as "institution-based, formal education where the learning group is separated geographically, and where interactive telecommunication systems are used to connect learners, resources, and instructors" (p.7). Mainly, as Moore (2013) explains, distance education has structured learning in which the students and the instructor separated by time and place through delivered modes of learning. Such modes of learning are special forms of learning using nontraditional delivery systems.

These delivery and telecommunication systems are further examined by Davidson-Shivers et al. (2018) to refer to the use of internet, world wide web, computer, digital technologies, teleconferences systems, communication networks, broadcast systems and corresponding courses. Simultaneously, Gunawardena and McIsaac (2013) describe these delivery systems as networked learning, web-based learning, web-enhanced courses, connected learning spaces, flexible learning and hybrid learning systems.

The attributes of distance education is mostly approached with higher educational levels in which it advocates for quality of learning that is the same of higher educational certificates. The practice of distance education is highly approached in foreign universities all over the world offering all sorts of programs and specialties with graduate, post-graduate and doctoral

programs. However, in the Algerian educational contexts, the distance education is neglected and did not reclaim its stances over the use of ICTs regardless the availability of instructional materials and devises to supply such educational model of learning.

1.1.4 Blended Learning

Adapting new technologies in the learning process has become pivotal factor in the development of any academic field. A part from traditional ways of learning, Alonso et al. (2005) introduce blended learning as a design that combines self-paced learning through web-based applications with face-to-face classroom teaching. To elaborate, Oliver and Trigwell (2005) trigger the use of blended learning within higher education context to refer to the integrated combination of the web-based online approaches within traditional learning classrooms.

Moreover, Tanaka-Ellis (2012) describe the features of blended learning environment with the use of traditional methods and computer-mediated activities where electronic learning (e-learning) components have to be a part of the course. Therefore, Sharma and Barrett (2007) further interpret the use of e-learning components as a means to deliver course materials. Such e-learning components consist of the use of computers, internet, interactive platforms, email, virtual learning environment (VLE), blogs, wikis and any relevant web-based application that enable the instructors to enrich their courses.

The blended learning model offers wide range of optioned mediums of instruction. Since it supplies the integration of both technological means and traditional means of learning, its requirements are applicable to deliver learning materials in the traditional based settings and with the use of technological aids. One of these blended models that have been examined in the Algerian EFL classrooms is the flipped classroom strategy in which it contributes in improving the speaking skill of EFL learners.

1.1.5 Web-Based Learning

Web-based learning is the modern type of learning where technological and multimedia platforms are used. Many scholars introduced WBL as on-line or e-learning which includes online course content, video conferencing, live lectures, and discussion forums via e-mail (McKimm et al., 2003). Khan (1997) conceptualizes WBL as "a hypermedia-based educational program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported" (p. 7). To

put it clearly, Jolliffe et al. (2012) describe WBL as the access to symmetric collection of learning materials using a web server as a means of electronic medium to deliver these learning materials. Accordingly, WBL program may include telematic applications, video or image services, intranet access, CD ROM technology and computer or mobile use. Therefore, as Khan (1997) expresses that the medium is the physical means by which the instructional message is communicate.

Furthermore, T-Kidd and Song (2008) elaborate in interpreting WBL as a learning model that supplies the internet use as an instructional delivery in performing multiple learning activities. They add that it is applicable to integrate the application of WBL into the entire course's curriculum or to use it as a supplement to traditional courses. Therefore, WBL takes two forms as they mentioned below:

- A pure on-line learning in which the curriculum and learning are implemented on-line without face-to-face meeting between the instructor and the learners,
- A hybrid educational program in which the instructor meets the students half of the time on-line and half of the time in the classroom depending on the needs and requirement of the curriculum;

In either case, WBL is certainly a learning model in which the settling of technology-based systems is the means of distributing web-based educational environment. As for, the inclusion of the web-based applications either as an isolated instructional model or a blended instructional model. Therefore, all of the abovementioned concepts intertwined in their functions within educational contexts, share common mediums and components like the used tools in delivering the learning content, and differ in other features such as full-blown online course or blended course. With regard to the previous mentioned reports, the scope of the present study sought to integrate the web-based learning model and to examine its efficiency in delivering English learning materials. Most importantly, to draw and explicate the procedures of implying it as supplementary to traditional learning context. However, this study is the preliminary initiative attempt in applying this model of learning within EFL classrooms in specific and the Algerian educational context in general.

1.2 The Integration of New Pedagogical Models and Technologies

ICT has enlarged the scope of language teaching and learning technologically through the implementation of web platforms. The utilization of its learning domain and tools in the educational settings have contributed in the emergence of new teaching and learning

methodologies and training modalities. Precisely, Camacho-Marti (2006) investigates that the inclusion of the learning models of e-learning, web-based teaching and learning, blended learning and distance education as educational mediums in addition to online training and classroom training. Consequently, it developed the traditional way of learning, changed the roles of both teachers and students, and provided virtually accessing learning materials through the web.

1.2.1 E-learning Versus Traditional Learning

Recently, the development and the implementation of technology in education have integrated modern learning models. A part from traditional learning, online learning is taking higher interests and gaining more popularity. Whereby, a number of researchers argued about traditional learning as the predominant learning model of maintaining a learning process whereas other models are less efficient; however, this argument has yet no supportive findings and several other studies have proved that e-learning models are efficient as traditional learning (Rashty, 2003). The fundamental quest about both mediums of instruction relies in the applicability of delivering the learning materials and their efficiency of transmitting the input regardless the means of achieving learning objectives.

That is to clarify, e-learning takes place via the web and it is composed of online materials and multimedia tools (Bencheva, 2010). Whereas, traditional learning is a teacher-directed learning that occurs in a physical setting and its course's characteristic supplies with a face-to-face interaction (Ngigi and Obura, 2019). Traditional learning is a conventional education that takes place in the traditional schools established by the society (Brown, 2017). In the traditional learning environment, the teacher allocates a certain time for the students, provides instant feedback and interacts with them. Students can also interact with each other. However, such interaction is not possible to occur outside the classroom. Wherein, e-learning has the potential of eliminating such limitations of face-to-face learning (Cinar & Tuzun, 2016). Henceforth, each model of learning constitutes specific attributes that conceptualize its features.

E-learning consists of several components that are familiar to traditional learning. Such components are group discussion, students' participation, presentations of students' ideas and arguments. While, most compelling evidences prove that e-learning consists of further features that are not established within traditional learning framework. Such features include the widely access of information and discussion ability, no time restrictions, exchanged and

communicated knowledge, a higher motivation and engagement in the learning process on the part of the learners (Bencheva, 2010). As for the next stated table enumerates the major differences between the two models of learning.

Table 01: Comparison between traditional learning and E-Learning (Bencheva, 2010)

	Traditional Learning	E-Learning
Classroom Discussions	The teacher usually talks more than the student.	The student talks at least as much as or more than the teacher.
Learning Process	The learning is conducted with the whole class participating; there is almost no group or individual study.	Most of the learning process takes place in groups or by the individual student.
Subject Matter	The teacher conducts the lesson according to the study program and the existing curriculum.	The student participates in determining the subject matter; the studying is based on various sources of information, including web data banks and net-experts located by the student.
Emphases in the Learning Process	The students learn "what" and not "how"; the students and the teachers are busy completing the required subject matter quota; the students are not involved in inquiry-based education and in solving problems, but rather in tasks set by the teacher.	The students learn "how" and less "what"; the learning includes research study which combines searching for and collecting information from web data banks and authorities on the communications network; the learning is better connected to the real world, the subject matter is richer and includes material in different formats.
Motivation	The students' motivation is low, and the subject matter is "distant" from them.	The students' motivation is high due to the involvement in matters that are closer to them and to the use of technology.
Teacher's Role	The teacher is the authority.	The teacher directs the student to the information.
Location of Learning	The learning takes place within the classroom and the school.	The learning takes place with no fixed location.
Lesson Structure	The teacher dictates the structure of the lesson and the division of time.	The structure of the lesson is affected by the group dynamics.

Accordingly, both learning models have contributed in the act of acquiring knowledge but with implying different instructional deliveries. At initial stages, learners may rely on a traditional way of learning. Whereas, at higher levels learners have the freedom to opt for advanced ways of learning according to his/her own preferences and needs. Thus, upon the implementation of e-learning, blended or web-based learning, the roles of both teachers and learners may change.

1.2.2 Teachers' Role

The integration of ICT framework has changed the learning dimensions and as a result teachers' and learners' roles accordingly transmitted. Within ICT framework, Camacho-Marti (2006) discusses that the teacher role as a knowledge transmitter has transmitted to be a facilitator of the learning process. Precisely, the role of the teacher is to act, as guide and an instrument to activate a comprehensible learning process as well as teachers are required to apply instructional learning models. Thus, a teacher is the instructor and the integrator of these ICT tools, a designer and researcher of relevant learning materials, and lastly an evaluator

In a similar vein, Lufti et al. (2001) identified five teachers' functions within ICT-based settings. They are information consultant, group collaborator, facilitator, critical generator of knowledge and academic supervisor. Within the same ICT-based settings, Cebrian (2003) further elaborated on teacher's role as an assessor and guide of autonomous learning process as well as producer of new didactic materials. Despite of, the varied roles that a teacher is required to act in ICT- based settings, Santandru (2004) summarizes the main roles that a teacher has to play which are:

- The teacher as a planner and facilitator of situations and suitable learning contexts,
- The teacher as a developer, adapter and creator of materials and resources,
- The teacher as an assessor, guide and knowledge facilitator,
- The teacher as an Evaluator;

In accordance to the productive skills that teachers have to possess and the varied roles they have to preform, they are also required to possess technical skills in order to cope with a technology-enhanced environment.

1.2.3 Learner's Role

As stated previously learner's role has shifted to be adaptive to this technological framework. Correspondingly, when using new web-based tools and resources, Learners are not merely passive recipients of knowledge. Rather, they have to acquire didactic and technical strategies so that they can develop a sense of competency.

Therefore, the significance of the teaching and learning processes rely upon different educational needs and qualities of the learners in which the primary objectives are to facilitate and promote their learning process (Camacho-Marti, 2006). In fact, as Cabero (2001) mentions that the acquired skills and learned abilities would promote these learners in managing themselves in a long-life learning, learners have to acquire these skills and abilities in order to fit in a technology-based environment as well. He further exemplifies that these skills and abilities include:

- To identify and organize the information,
- To locate the necessities for information,
- To organize the information and use it efficiently to solve the problem or investigation,
- To work collaboratively,

- To use creativity in identifying and solving problems,
- To learn new concepts and assimilate new ideas quickly,
- To lead new initiatives, be independent and adaptive,
- To carry out systematic comparisons,
- To develop alternative solutions,
- To solve problems in an independent way,

Apparently, the new active roles of learners contribute in enabling them to manipulate and infer language data independently within ICT-based settings. Mainly, through web-based educational environment (Camacho-Marti, 2006). Thus, being familiar with the content and achieved objectives, learners have to work autonomously and to have a sense of responsibility of their learning and the acquired knowledge.

1.3 Web-Based Education

The advent of the internet allowed the increase of modern instructional methods that are different from traditional ones. Therefore, one of these instructional methods is web-based education. Brewer and Stockten (2011) explain that web-based education offers increased accessibilities and capacities for both the teachers and the learners to evolve the learning process in various locations and situations. Hence, participating in such form of instructing and learning, the teachers need to adapt new methods of approaching instruction apart from the past limitations of the traditional learning. As for the learners need to get familiar with the way technology is reinventing communication and the way information is processed

1.3.1 Web-Based Teaching

Due to the vast accessibility of information and interaction through the web, web-based courses have developed as a central mode of web-based teaching. That is to explain, web-based teaching is a teaching model via the web with no or little face-to-face interaction (Levy, 2002). Wherein, Barker (2002) determines that online education is the utility of an integrated and accessible collection of teaching materials, mainly, through the web and for the achievement of course objectives. Thus, web-based education encompasses the extreme form of online education where there is little or no face-to-face interaction. In addition to, the utility of streaming media like videos, and the advanced functionalities of the educational software. E-Lynch and D-Lynch describe these advanced functionalities as follow

There are seven important functionalities in web-based education: (1) real time announcements, (2) posting of text, html, spreadsheets, videos, PowerPoint, audio files, (3) real time grade book, (4) external links, (5) discussion board and chat rooms, (6) automated quizzes, and (7) emails to individuals and list serves. For the student, the announcements are on the opening page of the course (p. 4).

They exemplified that announcements account for the opening page of the course in which students could yield the needed information and items about the course. Whereas, real-time grade book, external links and e-mail functions through which students can view their grades with confidentiality. Providing them with other relevant web resources, while e-mail function bridges the communication gap between them and the teacher or their peers. Additionally, the accessibility of exchanging files and documents via a drop box service in which documents are saved for later accessibility, as well as the ability of submitting online quizzes which are graded and corrected automatically through platform software.

1.3.2 Web-Based Instruction

The concept of WBI has emerged as an efficient medium for language teaching and learning. The integration of it in the educational settings has elaborated on new prospect for EFL learning and teaching (Mudawe & mudawe, 2016). A web-based learning environment is discussed through various concepts to refer to web-based instruction (WBI) or e-learning; these terms are often used synonymously to refer to an online instructional environment. A WBI refers to any process of instruction delivered via the internet, web or any electronic medium. Within the same perspective, e-learning adjusts the use of any electronic or telematic applications for instruction as a means to deliver learning content. Such applications include computer-based training, WBI and online learning (Stockley, 2016). Simultaneously, Khan (1997) considers WBI as an innovative approach to deliver instruction via the web. Likewise, Relan and Gillani (1997) further illustrate "WBI as the application of a repertoire of cognitively oriented instructional strategies implemented within a constructivist and collaborative learning environment, utilizing the attributes and resources of the World Wide Web" (p. 43).

Under those circumstances, WBI contribute in sustaining and facilitating English language instruction. Precisely, in terms of expanding the incorporation of its resources and boosting the application of students' knowledge and interaction over the restriction and confinement of classroom time and textbooks. Providing more details, the incorporation of computer mediated communication as a form of WBI in which English language practitioners virtually access communication with native speakers in instant clicks. Further on, WBI provides

empowered potentials for English language teaching because of its flexibility and richness of resources. As for, teachers are given the opportunities to engage their students with innovative teaching strategies (Khan, 1997). Accordingly, teachers are intentionally compelled to snap back their pedagogical practices and set up these resources as a means of creating authentic and effective contexts of English learning.

1.3.3 Web-Based Instructional Tools

At present time, implementing web-based instructional materials into the field of English teaching and learning is, by no means, a pedagogical shift from what we are currently teaching and learning. Hence, the application of web-based instructional materials and its digital tools are taking greater interests with EFL learning contexts either in or outside the classroom. The following eight web-based tools are the frequent used tools within ICT settings.

1.3.3.1 Virtual Learning Environment

VLE is defined as "computer-based environments that are relatively open systems, allowing interaction encounters with other participants and providing access to a wide range of resources" (Wilson 1996, p. 8). Mckimm et al (2003) introduce VLE as a designed learning environment in a set of electronic teaching and learning tools. Its principal components include systems that can map a curriculum, track student activity, and providing online student support as well as electronic communication.

1.3.3.2 E-mail

An electronic mail (E-mail) has been emerged as a new form of communication tool via computer. E-mails are asynchrony in nature; senders and receivers are not required to be online in a simultaneous way. Through a web-connected computer, we can draft, send, read and receive an e-mail message at any time. Unlike, mobile e-mail service which instantly notify a receiver about incoming e-mail via short message service (SMS) or a notification (Frehne, 2008). Therefore, as Parab (2015) explains the creation of an e-mail is accessible via G-mail, Yahoo, or Hotmail personal accounts as well as users or learners could correspond with their teachers, exchange study matters, send their homework and get feedbacks.

1.3.3.3 The World Wide Web

Due to the recent advancement of ICT, the WWW is one of the most used media in the teaching and learning context (O.Mudwane, N.Mudwane, 2016). The WWW, also termed as

the Web, indicates a global networked environment of interconnected data, information and documents accessible through the internet (Mcpherson, 2010). Correspondingly, Mckimm et al. (2003) express the web in terms of the use of the internet to explore any type of information. Wherein, the accessibility of websites or homepages are through browsing programs such as Microsoft Explorer that hold a hypertext markup language (HTML) server. Additionally, it allows learners to access information, communicate, and use software depending upon the search engines, portals and browsers services.

1.3.3.4 Web 2.0

The advent and emergence of web 2.0 technology has empowered the access of knowledge in such ways as web-based learning, online learning, discussion and interaction in digital forms. Constantinides and Fountain (2007) state a clear definition to refer to web 2.0 as follow

Web 2.0 is a collection of open-source, interactive and user controlled online applications expanding the experiences, knowledge and market power of the users as participants in business and social processes. Web 2.0 applications support the creation of informal users' networks facilitating the flow of ideas and knowledge by allowing the efficient generation, dissemination, sharing and editing / refining of informational content. (p. 233)

In a more narrow perspective, they categorized web 2.0 application into blogs, social networks (Facebook, YouTube, and Flickr), and communities sharing content, forums/bulletin boards and content aggregators. Similarly, Murugesan (2009) elaborates in defining the term web 2.0 to illustrate that "Web 2.0 is an umbrella term encompassing several new web technologies" (p.37). He adds that web 2.0 technologies include blogs, wikis, real simple syndication, mashups, tags and folksonomy. Therefore, Tifarlioglu (2011) explicates that the growth of these technologies have updated the field of education in EFL teaching and learning context where the use of web 2.0 technologies as teaching and learning tools.

1.3.3.5 Web-Based Platform

A web-based platform is an internet-based service that utilizes the internet to have an access of browsing documents stored on the web servers (Shahidehpour and Wang, 2003). More specifically, Chow et al (2003) utilize the implementation of a web-based learning platform (WBLP) to provide an educational environment for learners to browse information using web browsers and e-learning services. They further outline that WBLP allows learners to process any request of browsing course materials. Practically, it caters personalized

services for any learner to form an effective and dynamic e-learning system. Some of these personalized services include the personal information of the learner, the progress of the e-learning study, the customized layout and style of the content page.

1.3.3.6 Blog

A blog is a website designed by an individual to form an interactive web page where readers and learners can comment on blog posts, supply information and discussions (Allen, 2011). It is a web publishing software with additional features where learners is able to create, add or edit the content of a webpage (Holtz, 2006). Tse et al (2010) underline the two main features of a blog; editing the blog by designing text, picture, video, audio clips, and hyperlinks. Then, the robust archival that enable blogs and posts to be archived. In addition, they highlight its major components as the post date, content, comments, category, title, body, and footer.

1.3.3.7 Multimedia

Multimedia is a combination of two words multi, which refers to various. Media, which refers to the hardware and the software devices used for communication. Hardware devices include computer, television, interactive whiteboards and mobile phones. While, e-mail, images and videoconferencing are software devices (Klímová, 2013). To start with, Vaughan (1993) who was the first to introduce the multimedia concept as "Multimedia is any combination of text, graphic art, sound, animation, and video that is delivered by computer" (p. 3).

Alternatively, Jonasses (2003) states that multimedia is the integration of media tools into a computer system. Such media tools include pictures, videos, graphics, text and animation. In a similar way, Vaughan (2011) assimilates the use of multimedia as a class of computer-driven interactive communication systems that treat information practically through creating, transmitting, receiving and storing.

1.3.3.8 Quizzes

As the Cambridge dictionary defines a quiz as a game or competition in which learners answer questions. Quizzes are one of the ways to test learners' knowledge, and type of formative assessments that monitor learners learning to provide feedback. Quizzes measure small parts of instruction, abilities or skills (Online Assessment Tool [OAT], 2019). However, an online quiz is one of the web applications that facilitates or permits particular tasks in a

learning activity (Harasim, 2012). Additionally, she points out that an online quiz is effective tool to provide objective assessment in the form of listed questions and space answers for learners to fill or choose. She further explained that a quiz is graded and its results of are displayed at the end. Thus, learners receive instant feedback by a click of a button that submits the results to the computer. Quizzes could be deigned in multiple ways: multiple choice, true/false, matching, ranking, fill in the blanks and image answer.

In short, the use of each digital learning tool in different forms targets different objectives, and its flexibility provides a wide range of learning resources. For example, the use of multimedia (videos or images) in remedial and tutorial forms for learners. Whereby, Web 2.0 tools vary the content of a web-based platform. However, the online quizzes offer language exercises for learners to practice their knowledge.

1.3.4 Web-based Instruction Components

A WBI program contains various components, feature and tools that contribute in constructing a learning environment. As khan (1997) identifies that WBI components are interfering with some features; whereas, features are characteristics of WBI program supplied by those components. He further classified the major eight categories and its most important components of a WBI program as listed below:

a) Content Development

- Learning and instructional theories,
- Instructional design,
- Curriculum development;

b) Multimedia Component

- Text and graphics,
- Audio streaming such as Real Audio,
- Video streaming such as Quick Time,
- Graphical user interface such as Microsoft Windows,
- Compression technology such as Shock Wave;

c) Internet Tools

- Communication tools of asynchronous connection such as the use of E-mails; and synchronous connection such as text-based chat,
- Remote access tools include transferring files in and to from remote computers,
- Internet navigation tools such as databases and web documents,

- Search and other tools include search engines;
- d) Computer and Services Provider**
 - Computer platform,
 - Modems;
- e) Authoring Programs**
 - Programming languages (java, HTML and virtual reality modeling language),
 - Authoring tools,
 - HTML converters and editors;
- f) Servers**
 - Hypertext transfer protocol (HTTP) servers,
 - Uniform resource locator (URL),
 - Common gateway interface (CGI);
- g) Browsers and Other Applications**
 - Internet Explorer and Links,
 - Text-based browser, graphical browser, and VRML browser,
 - Applications that can be added to web browsers such as plug-ins;

Stating that a web-based instructional environment provides a learning environment that requires the use of many resources, the implementation of web-based activities and tools. Thus, the aforementioned components are integral part of a web-based instructional program that contributes in designing a VLE and online instructional materials.

1.3.5 Web-based Instruction Features

A WBI program also consists of various features related to teaching and learning, therefore, Maddux (1996) lists the major features and characteristics of WBI as follow:

- Accessibility of WWW as search engine for information,
- Use of multimedia such as graphics, videos, sounds and animation,
- Providing efficient learning and searching tools such as WWW and VLE,
- Well-designed and formed medium of information through the use of HTML and URL,
- Web-enhanced environments through enhancing interaction and communication via e-mails (asynchronous type of communication),
- Supporting student-centered learning, self-paced learning and collaborative learning;

Clarifying that, WBI components and features contribute to each other in an automatized way, the E-mail as component can supply asynchronous communication to students and teachers. Likewise, e-mails or any multimedia tools can supply VLE (khan, 1997). In that case, both components and features intervene in the process of constructing a web-instructional learning environment; however, both of them make the best of technology-enhanced environment for language teaching and learning.

1.3.6 Web-based Types of Communication

WBI model has integrated various components and features as a means of structuring innovative technological medium of teaching and learning; as a result, two types of communication have emerged. Whereby, the following segment states a clear distinction between the two types of communication of a web-based instructional framework.

a) Synchronous Communication:

Warschauer (2002) states that synchronous communication requires real-time interaction. Therefore, students have to be active within the same timeline regardless the physical location. For example, when a class is televised and broadcasted live to other locations. Other examples of synchronous communication include a telephone call, face-to-face meeting, and live lecturing class.

b) Asynchronous Communication

It is a technological mediated mode of communication and it does not require participants and instructors being present at the same time or location. Rather, it allows participants or learners to pace their own learning process by choosing the appropriate time and place (ibid).

1.4 Web-based Instructional Design Model

Each learning model has its rooted foundations and theoretical basis, the web-based instructional design (WBID) model is an on-line and instructional learning model that has its own foundational areas and theoretical approaches. The four foundational areas are learning theories, systems theories, communication theories, and instructional design (ID) models. They provide theoretical basis for the integrated approaches of language learning used in WBLD Model.

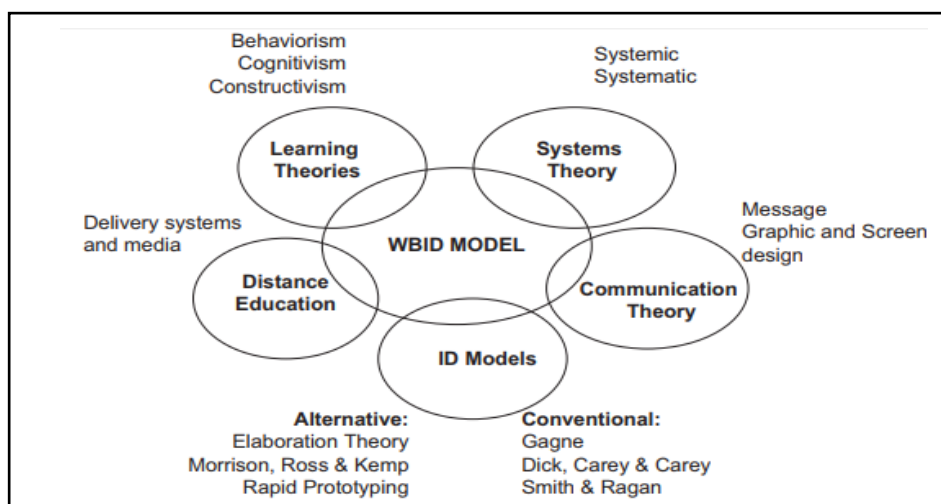


Figure 1.1. Foundational Areas for WBLD Model (Davidson-shivers et al., 2018)

1.4.1 Learning Theories

The learning theories provide theoretical basis for the integrated, multi-theoretical approach to language learning within WBLD model. These theories contribute in representing descriptions and prescriptions of how to implement instructional principles and to use them in an instructional design.

According to Davidson-Shivers et al. (2018) behavioral learning theories indicate the use of practice, reinforcement, and asking the students to be stimulators; overly, its proposed principles include practice, feedback, shaping, and modeling. These principals take part in WBLD model and form on-line instruction. These constructions form the applicable elements in designing an online learning. Whereas, cognitive learning theories emphasize the principles of meaningful learning, considering learners' prior knowledge and learner-centered instruction. The role of the designer is to establish these principles in accordance to the online activities; therefore, meaningful learning corresponds with the learners' prior knowledge, interests, and other relevant characteristics. For instance, using examples that relate to learners' backgrounds or interests. Accordingly, meaningful and relevant instructional materials may held learners to keep learning even if they condemn a sense of isolation. The cognitivist key principle of learner-centered instruction asserts on learners' individuality and centrality in accordance to the creation of efficient online instruction.

Wherein, the constructivist learning theories underlie the principles of individual constructivism and social constructivism; where the former refers to constructing knowledge through personal experiences and cognitive process, the later attributes to constructing

knowledge through social interaction and collaboration (Richey et al., 2011). Thus, within online learning a learner could build his own goals, build relationships, act freely and work with an expert (an instructor or designer) in creating a learning experience. (Davidson-Shivers et al., 2018). In this pedagogical foundation, the above-mentioned learning theories have evolved in three stages; starting from behavioral learning theory and crossing towards cognitive learning theory until reaching the constructivist learning theory. Each learning theory provided its main principles that can be applicable into a web-based language learning model. Specifically, each learning theory elicited the integrated online bases from which a teacher could initiate and design his/her online instructional learning model. Either depending on individual principals of a learning theory or integrating other different principals according to his/her students' need of language learning.

1.4.2 Systems Theory

Systems theory elucidates the approval of a model within instructional design field (Richey et al., 2011). This theory ensures the systematic boundaries for a model to form interrelated parts and to function as a complete and logical product (Andrews & Goodson, 1980). Therefore, Davidson-Shivers et al. (2018) underlie that the systematic development of instruction enables a logical plan that facilitates the design and development of effective instruction. Its contribution relies in how instructional design procedures systematically activate various iterations in the progression of the online learning. As for, the product of the WBID model is prepared for implementation.

1.4.3 Communication Theory

Richey et al (2011) point out that: "communication theory explains the process of transmitting information, the form and structure of the information and the functions and effects of the information" (p. 43). It clarifies the process of messaging and its delivery system, mainly, how to create and distribute messages to learners, from learners and among learners and the teacher or the instruction (Ormrod, 2016).

Technically, Davidson-Shivers et al. (2018) discuss the main implemented principals of communication theory in online instructional design which are associated with message design within virtual or online environment, message design caters for the application of buttons, icons, media, links, text and multimedia tools to assist for smooth navigation. Therefore, message design constitutes of the visual components of text and graphics that enable designers to manage for appealing and suitable layouts for web pages and websites.

1.4.4 Instructional Design Models

Regan et al. (2008) demonstrate that the common used ID models are the convention ID models and the alternative ID models. The conventional ID models comprise common core principles of identifying learner needs, strengths, characteristics, determining instructional learning objectives and goals, developing assessment tools, planning for instructional strategies and media as well as conducting formative evaluation. While, Davidson-Shivers et al. (2018) further explain that the alternative ID models focus on locating and supplying instructional material rather than developing them as well as the integration and use of technology into classroom teaching

1.5 Web-based Course Design Model

A comprehensible approach to a web-based course design (WBCD) model is composed of interrelated concepts that form its structure. To put it more simply, a design is an instructional information reconstructed in a form that learners could attain benefits from (M. Pinheiro & Simões, 2016). As for, a model is a set of ideas constructed in order to simplify a physical world phenomenon. It also contributes in forming a process or a system and simplifying the complexity of real situations (Gustafson and Branch, 2002).

In this regard, Wasim et al. (2014) a web-based course is an electronic course delivered through the web. To explain more, WBCD requires determining learners' needs and their classification as individual learners or group learners. In addition, they provided several features that construct a web-based course:

- Course information, course overview, notice board and timetable,
- Curriculum map,
- Teaching materials such as slides, handouts, articles and resources,
- Communication via email and discussion databases,
- Formative and summative assessments of evaluation,
- Student management tools such as records, statistics and student tracking,
- Links to useful internal and external websites such as library, online databases, and journals,

For attaining a well-supported instructional environment of English language teaching and learning. A designer, who is probably a teacher, has to consider several fundamental requirements with regard to the technical skills that he/she need to develop. As it reported,

WBCD requires a teacher to have complete background knowledge about his teaching materials and courses, ways of assessment, familiarity of WBI tools, and other technical skills for maintaining an interactive web-based teaching platform.

1.6 Types of a Web-based Course

Berge et al (2000), have proposed two categories of web-enhanced courses and web-based courses in which they discussed three models of delivery in a web-based instructional environment, each is having its own emphases regarding instructional design. These are: (1) using the web as a supplement to face-to-face instruction, (2) using the web in a mixed mode with face-to-face instruction, and (3) using web-based instruction instead of face-to-face instruction.

1.6.1 Web-Enhanced Courses: A Supplement to Face-to-Face Meeting

This model of courses is efficient for distributed classroom model in which students are attending virtual class from several places. The main emphasis of this model collapse in supplementing classroom activities, which are, used for the distributions of course documents as a resource of information or at asynchronous computer conferencing to allow interaction between students at different locations and at convenient times (ibid).

1.6.2 Web-Enhanced Courses: Mixed Mode

The mixed mode of web-enhanced courses is a combination of web-based learning and classroom sessions. It necessitates students to be in a particular place at a specific time (Belter, 1995). Additionally, the distribution of learning materials and resources are in both modes of online and printed (Dorbolo, 1996). To explain more, Berge et al. (2000) state that an online distributed mode of material is applied when the information is expected to change quickly or relatively, where a printed mode documents is applied when the information is stable and can be used for a long time. Therefore, deciding upon a course content in a face-to-face or a synchronously mode is essential step in content delivery course; however, designing a course that rely on both mediums maximizes the benefits to the learners.

1.6.3 Web-Based Courses

This model of courses supports totally web instructional courses; it offers instructional work areas that are available at any time. Additionally, web-based courses provide collaborative learning environment that is convenient more than face-to-face classroom

(Goldberg, 1996). Whereby, the design of the course content is interactive and with electronic medium that is capable of distributing any type of information (Berge et al., 2000). In this regard, the integration of each model depends upon the learning goals and objectives as well as the nature of course content; in addition, to the learners' needs and own preferences of learning.

1.7 Components of a Web-based Course

Constructing a well-designed course depends on a number of pedagogical components that insures its effectiveness; therefore, Polyson (1996) reveals the major component that should form a web-based course. These components of a web-based course are mentioned next.

- a) **General information:** a brief description of the web-based syllabus that represents course descriptions, overviews, and its prerequisites. In addition to the instructor's contact information and other aided technical information about how to use the course website;
- b) **Course information:** detailed and complete course descriptions, the course and unit objectives in a general and specific way as well as supplemented activities;
- c) **Schedule:** a schedule or calendar. It arranges for a timeline that consists of the sequence of the topics and activities in each session and course. It may encompasses other elements such as class requirements, assignments, quizzes, and surveys;
- d) **Resources:** text references, documents, materials and hyperlinks that construct a web-based course.
- e) **Multimedia:** the integration of media tools within course content. Such media tools include images, videos, or sounds;
- f) **The virtual classroom:** adjusting virtual learning tools within a web-based course as a way of enhancing interaction between learners' themselves and with their instructor. Such virtual learning tools include creation of discussion forums, chat rooms, or commenting dashboards;
- g) **Assessments:** assessment criteria for the whole course grade. The instructor as well is asked to design a database for tracking learners' progress and grades. It may consists of a performance progress tracking system that is available online to learners where they can check for individual progress each course or session.

- h) Testing:** the use of testing through online drill or practice tests to reinforce learning. For instance, the use of essays writing or multiple choice test format as form of online testing.
- i) Pre-requisite knowledge:** Frontez (2019) indicates that in web development settings the instructor is required to be familiar with these web development concepts and to have previous experience or trainee in developing web-based applications.

Consequently, these components are essential in forming any online course; however, a misuse of any components may affect the whole course or lead it to complete failure. For that reason, it is crucial to take into consideration the aforementioned components in the process of designing a web-based course.

1.8 Integrating Language Learning Skills Through Web-based Learning

Studies revealed that the use of technologies in teaching languages have an increased potentiality on the development of grammar, reading, writing, speaking, pronunciation and listening skills (Levy, 2009). Therefore, the significant of English teaching and learning relies in taking advantage of these technologies to improve ones' learning ability as well as offering the learners with opportunities to be independently active in the learning process and to activate their autonomous learning.

1.8.1 Productive Skills

The inclusion of productive skills in web-based courses depend upon practicing speaking and listening tasks within computer-based settings. Learners need to practice these tasks individually and to use language functions actively.

Through computer-based settings and mainly through using WWW listening and speaking skills could be activated (Pacheco, 2005). For example, Egbert (2005) points out several ways for developing speaking and listening skills through the WWW. He revealed that WWW is full of listening and speaking exercises; mainly, there is a wide range of websites to incorporate listening skills like Renata's ESL/CALL Corner and Dave's ESL Café. Additionally, speaking website that helps in improving spoken grammar and pronunciation is Adam Rado's English Learning Fun Site (ELFS). Through these websites, learners can virtually share their experiences, engage in practicing additional exercises, and enroll in asynchronous or synchronous conversations as well as getting a direct interaction with native

speakers or other advanced speakers around the globe. The figure 1.2 refers to one of the aforementioned sites of English Learning.

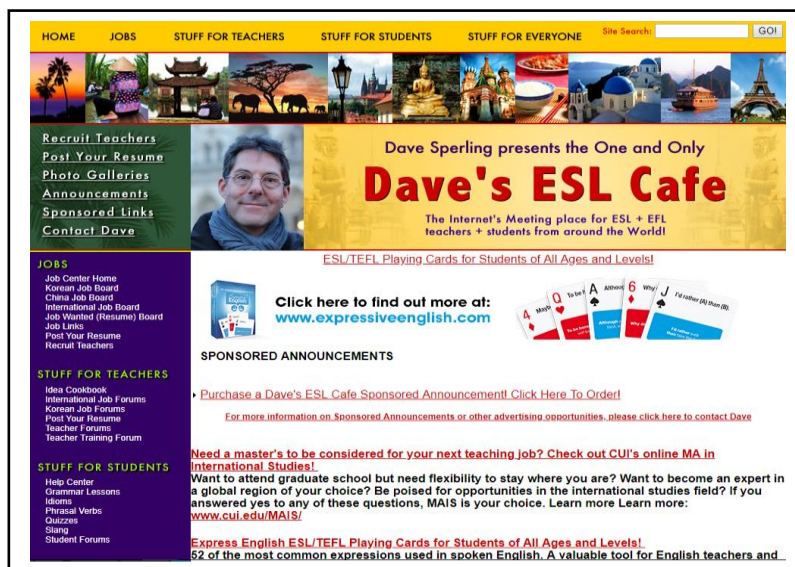


Figure1.2: a Screen-Print of Dave's ESL Café Website (Dave's Café, 2019)

Apparently, a web-based lesson allows learners to practice speaking functions and to enroll in debates, therefore, they would account for argument skills, critical thinking skills, discussion skills, formulating opinions and other debating skills. Arguably, an instructional on-line debate is composed of phases in which learners are processing them in order to achieve the target skills. These phases are Examined by Egbert (2005) as below:

- focus phase: the practiced skills and functions such as comparing or discussing;
- Preparation phase: the undertaken steps and procedures before online activity;
- Presentation phase: real-time debate and production;
- Practice phase: speaking stage of arguments or chat tool;
- Evaluation phase: self or peer assessments on presented arguments;
- Extension phase: reflection about the acquired knowledge;

During the implementation of these phases, learners are required to perform tasks in order to accomplish each phase and proceed to the other. Such tasks include brainstorming, get involved in website, explore activity assigned, learn new vocabulary, watch online videos, practice prior knowledge, provide arguments and share knowledge.

1.8.2 Receptive Skills:

The WWW embodied a wide range of writing and reading materials, thus, learners are expected to be responsible of their own learning and accomplish tasks of their pace and interest.

Web-based environments expose learners to extensive reading and writing. For instance, learners can access web-based stories with audio and video text exposure, exchange e-mails, they can also write comments in discussion forums. WWW provides websites for practicing reading and writing skills like NetGrammar website. It provides learning materials that are directed to practicing new structures in a variety of contexts, supplemented activities that cover communicative and controlled competences, modern tools of learning such as storytelling, conversations authentic passages for reading. Learners would have the chance of accessing other implemented tasks that are embedded in other web links to enrich their previous learning experience on writing and reading. Other websites like Interlink Language Center Reading lessons offers practices in speed-reading, extensive and science reading for ESL learners (Egbert, 2005). Consequently, accessing WWW resources determine learners' flexibility in making decisions and choices of their learning materials and acquired skills.

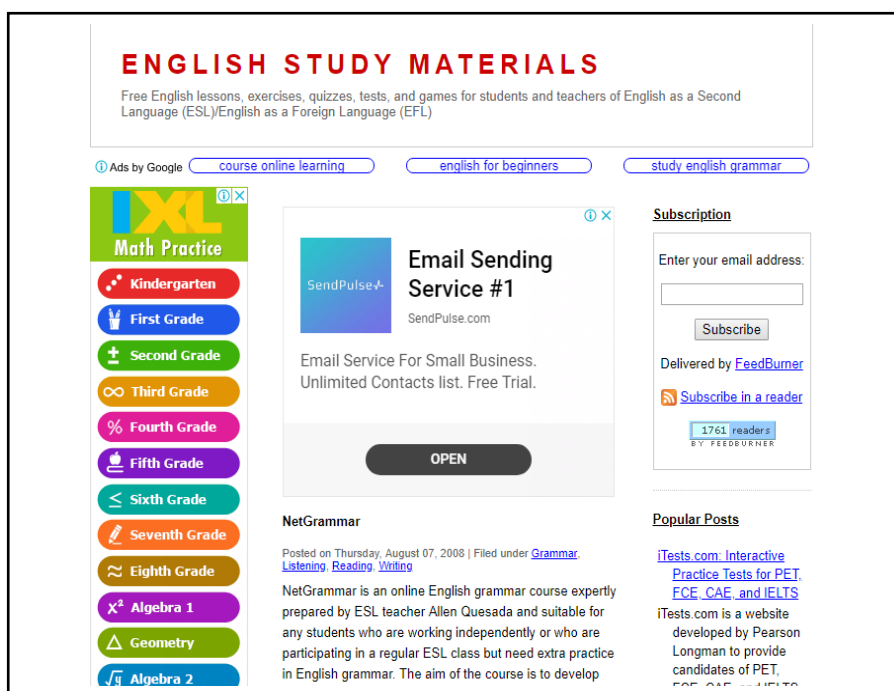


Figure1.3: Screen-Print of NetGrammar Website (NetGrammar, 2019)

Apparently, English websites are varied yet very organized in terms of distributing English study materials; therefore, a language learner is able to achieve and improve on any of learning objectives or English language skills.

1.8.3 Study and Research Skills

Besides, the productive and receptive English language skills, Web-based learning offers students to practice their study skills and hence their abilities would be improved (Tetiawat & Igbaria, n.d.). Before engaging in a web-based course, the recommendation of a course entails students to get involved in discussions and descriptions of the course guide. Thus, the course discussion helps them to raise awareness of their study skills; while reading how to study, they need to learn the study skills by putting them into practice Mehrotra et al (2001). Additionally, other studies revealed that students who enhance their study and learning skills are active and enrolled in on-going learning process (Cuseo, n.d.). As for, Tapscott (2008) mentions that learners use the web outside the classroom to perform tasks such as communicating, searching, learning, and entertaining themselves.

However, Najeeb (2012) explains that learners have to be aware and understand their own learning styles and to use these to their advantage. Therefore, they should adapt to a more autonomous method of learning by using tools that promote independence learning and autonomy. These tools include helping learners to understand their real goals and to develop skills to enable them to find answers and information they need in order for them to be successful in reaching these goals. He continues exemplifying that learners need to be exposed to the skills that enable them to seek out materials and resources outside the classroom. As a result, their recognition of what is relevant and what is not would be improved, and they need to recognize that these research skills are important and transferable and can be utilized when they opt for further study. Hence, a sense of achievement is highly achieved as they gain confidence.

1.8.4 Autonomy Skills

Many scholars and researchers emphasized the use of web-based learning in terms of enhancing the learners' autonomous abilities. For example, Warschauer (1996) outlines the combination of web-based environment and language learning as the most effective way to cultivate learner autonomy. While, Huang Ping (2004) notes that the web-based autonomous learning as "learners use the network, apply and control their own meta-cognition, motivation and behavior to learn the network course" (p.1293) cited in lin-lin, 2015. In addition, Zhong (2008) adds that the importance of helping learners become more autonomous is regarded as one of the essential themes in the theory and practice of language teaching.

The rationality of autonomy within teaching and learning contexts relies on improving the quality of language learning, promotes democratic societies, prepares individuals for lifelong learning and allows learners to make the best use of learning opportunities in and out of the classroom (Burg and Al-busaidi, 2012). As for Yagcioglu (2015) highlights that a good lesson plan, modern teaching techniques, and approaches make language learners be autonomous. In other words, autonomous learning requires applying particular skills and behaviors as well as particular methods of organizing the teaching and learning process.

With a web-based pedagogical model, Najeeb (2012) suggests that the language learning environment underlies autonomy into three basic pedagogical principals:

- Learner involvement: engaging learners to take responsibility for the learning process,
- Learner reflection: helping learners to think critically when they plan, monitor and evaluate their learning,
- Appropriate use of target language: using the target language as the principal medium of language learning;

Therefore, the learners are in charge of constructing their learning and to develop skills that match the new requirements that the emergence of new technologies into education have brought with, thus, to be able to find useful information, select and contrast it, as well to possess a critical thinking skill (Camacho-Marti, 2006).

Conclusion

In conclusion, this chapter tackled the fundamental boundaries that construct a web-based program. After a clear distinction of the varied used terms within a technology-based environment as well reporting the relationship between a traditional learning and e-learning. It started by catering the challenges that both teachers and learners have to be prepared to encounter within a web-based environment. Accordingly, it provided an organized timeline of how to opt for a web-based learning in both dimensions theoretically and practically where different theoretical foundations and applicable frameworks were discussed. Additionally, it answered the question of "how to construct a web-based instructional model?", described the most important steps, components and tools in doing so and its rationality in EFL contexts. Eventually, it specifically addressed the significance of implementing a web-based model on the behalf of the learners' English language learning skills, study and research skills, as well as autonomy skill. Subsequently, the next chapter outlined the autonomy and its related areas of practice.

CHAPTER TWO

LEARNERS'

AUTONOMY

Introduction

Ever since the English language starts to set the international boundaries of forming a globalized world with a unique communicative language, it has been regarded to be the first international and needed language to learn. Therefore, and with the changing demands of today's society, the educational context is witnessing enormous advancements regarding learning English as a foreign language. For this reason, the growing number of English teaching and learning approaches proceed to be applicable and flexible within these new requirements. Precisely, through approaching towards student-centeredness, the English learning process is set on the learners' responsibility and independence to learn. Based on this premise, the notion of autonomy stands out to reflect learners' control over the learning process and henceforth to appraise their abilities in being active language seekers.

Autonomy as a multidimensional area draws upon the confines of language learning in and beyond the classroom. Accordingly, the rationality of promoting and employing it into EFL context led to the raising notions of learner autonomy, teacher autonomy, and autonomous learning. Each of which notion addresses specific spectrum about learners, teachers and the process of language learning. Mainly, about taking forwarded steps toward establishing an autonomous learning environment in which the learners are willing to take charge over their learning and the teachers are in assistant roles providing the necessary help for their students; however, autonomous learning tackles the different aspects and principles that are in favor of implementing autonomy approaches within EFL context. In this regard, autonomy was proclaimed as a desirable goal due it its highly applicable standards in being successful language learner.

The need for examining such notion is of a great relevance to this study; thus, the present chapter discusses the overall framework of autonomy and its related areas of practice. To start with, it provides a clear definition and a general background information of this notion. Besides, it supplies the needed information about its related variables and clears the blurred boundaries of autonomy and its related and in use terms. Next, it explains the stances from which autonomy set the contributing factors of language teaching and learning and its interrelationship with EFL context. Furthermore, it provides interpretations of the related areas of practice that form an autonomous classroom and autonomy beyond the classroom. Finally, this chapter devotes the last section to examine the paradigmatic approaches that form

and opt for autonomy as an educational aim, in addition to that, the proposed instructional modalities that are in support of autonomy and serve as way to promote it.

2.1 The Notion of Autonomy and its Origins

From the eighteen century onward, the notion of autonomy started to take greater interests in the fields of philosophy, psychology, politics and education. Through associating the role of individuals as responsible social agents and emphasizing their independency and freedom, the notion of autonomy came to exist.

A great number of scholars and researchers, as an aid of cognitive, humanistic and constructive views in language learning, provide increasing number of new constructs such as autonomy and autonomous learning. Having said that the term autonomy is a consensual concept in the literature of foreign language learning and teaching. Yet, it is an elusive concept with multidimensional areas. It's basically originated from the Greek term "autonomia", referring to someone or something which lives by his/her own rule, which was particularly directed from the domain of politics. Particularly, from philosophers such as Aristotle and Socrates who claimed for citizens' right to self-government and advocate the principles of freedom and not being subjected to others' authority (Hadi, 2012). However, the concept of autonomy was initiated in the field of teaching and learning through the council of Europe's Modern Languages Project which was founded in 1971. Admittedly, it started to be used in the field of language education under the umbrella of communicative approaches.

Even though the notion of autonomy has received interest in the field of education, and in language learning in specific, its definition tends to vary in the literature. Initially, the first scholar who introduces the notion of autonomy and autonomous learning is Holec (1981) referring to "the ability to take charge of one's learning" (p. 2). Additionally, Dickinson (1987) defines autonomy as a situation in which language learner takes over his or her own learning. Later on, Littlewood (1996) combines the notion of autonomy to the ability and willingness to take responsibility. Whereby, Benson and Voller (1997) studies reveal that the notion of autonomy encompasses five different dimensions in the field of language education which are:

- For situations in which learners study entirely on their own;
- For a set of skills which can be learned and applied in self-directed learning;
- For an inborn capacity which is suppressed by institutional education;

- For the exercise of learners' responsibility for their own learning;
- For the right of learners to determine the direction of their own learning.

Clearly stated that the notion of autonomy traced back to several different dimensions until it reaches the teaching and learning of a foreign language. However, it provided feasible traits and merits that draw upon the frontiers of autonomous language learning.

2.2 Autonomous Learning

With the various approaches and theories of learning a foreign language, each of which provided a valid enhancement in the field but yet was incapable of fulfilling the new urging needs and demands of today's learners. For this matter, autonomous learning approach came to exist.

Therefore, apart from behaviorist learning approaches, the theory of autonomous learning emerged as a reaction to its latter from seeing the individual as merely passive recipient of knowledge. Respectively, the autonomous learning approach derives from cognitive, humanistic and constructive approach of language learning emphasizing on the concept that learning takes place in the mind not in the behavior and a learner is able to construct his or her own knowledge independently (Lin-lin, 2015). Getting into details, Huttunen (1986) cognitively believes that learners acquire new information by actively participating in the process of learning; they procedurally reconstruct the new information meaning, and eventually integrate it into the known knowledge for future use. From a humanistic psychological perspective, Rogers (1969) claims that each human is born with a natural capacity for learning and promotion of autonomous learning. In essence, learners are not passive recipient of knowledge but active constructors of it whereby the learner is able to decide upon the learning content, process, strategy and to participate in the assessment of his/her progress. Additionally, constructivism-learning theorists elaborate the importance of learner-centered approach under the guidance of teachers as well as the function of learner's cognitive ability in the learning process (Lin-lin, 2015). These perspectives which are in bias of autonomous learning provided the essential trails toward the implementation of an autonomous approach of learning.

Henceforth, according to this definition, autonomous learning is "the ability of the learner to take responsibility for his or her learning and to plan, organize, and monitor the learning process independently of the teacher" (Hedge, 2000; p.104). Progressively, Little (1991) explains that the autonomous learning encompasses three main capabilities: the ability to take

Independent action, the decision making ability and the critical ability. Wherein, Weiguo (2003) points out that autonomous learning consists of three aspects:

- Plan and arrangement for one's own learning activities;
- Supervision, evaluation and feedback to one's actual learning activities;
- Adjust modification and control to one's own learning activities;

To put it simply, autonomous learning on the part of the learners advocates learning language in terms of having control, taking responsibility and expanding abilities over the learning process. On the other hand, teachers also have intervening autonomous roles at the level of the learning process and their autonomy to which is referring to as teacher autonomy in the next section.

2.3 Teacher Autonomy

The concept of teacher autonomy come to exist as long as the concept of autonomy has been emerged; associating interrelationship between the two concepts as an entrance of requirements that lead to the overall development on the part of the teacher's roles in the learning process. Therefore, shedding the lights of autonomy on the teachers have unfolded the rise of autonomous practices that formed the teacher's roles and beliefs into a new stream.

Little (1995) was the first who conceptualize the notion of teacher autonomy referring to teachers' capacity to engage in a self-directed teaching. Furthermore, a great number of researchers argue in defining the concept of teacher autonomy from different aspects. To start with, Benson (2000) discussions reveal that teacher autonomy is taking the rights to get freedom from control. Accordingly, Smith (2000) explains that teacher autonomy as the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others. He further elaborates on examining this concept to exemplify that teacher autonomy presupposes the capacity for self-directed professional action and development or freedom from control by others over professional action (Smith, 2003).

Afterwards, Huang (2005) specifies that teacher autonomy as teachers' willingness, capacity and freedom to take control of their own teaching and learning. Lastly but not least, teacher autonomy is described as the capacity to take control of one's own teaching and that teacher autonomy means freedom of study, learn and teach (Sehrawat, 2014). The above stated definitions of teacher autonomy address the common core areas of the teachers and their autonomous practices. Particularly, these scholars examined the notion of autonomy at the level of teachers and their practices.

However, teacher autonomy, also, scrutinizes teachers' roles in the learning process and their contribution in developing learner autonomy. To exemplify, Thavenius (1999) associates teacher autonomy with the promotion of learner autonomy. Within the same perspective, Barfield et al. (2002) elaborate this interrelation between teacher autonomy and learner autonomy as "a continual process of inquiry into how teaching can best promote autonomous learning for learner "(p. 3). They add that this interrelationship involves among other principles, action, negotiation, understanding of constraints, and collaborative support.

Additionally, Castle and Aichele (1994) researchers on teacher autonomy show that it is a multidimensional capacity associated with shared decision-making, firstly, based on students' needs and interests then teachers' self-regulation, professional competence, and freedom from externally imposed agendas. More specifically, the practice of teacher autonomy requires teachers to be aware of the reason, the time, the place and the way they can acquire pedagogical skills and updated knowledge as part of their teaching practice and more importantly to make learners more autonomous (Smith, 2000). Therefore, proofing the autonomous practices within teaching requisites call for the overall enhancement in the learning process at the part of learners' autonomy and teachers themselves.

For the latter case, the dependence of learner autonomy on teacher autonomy is of a great relevance in the literature by most researchers in the area of autonomy. This standpoint is based on the assumptions that consider the development of learner autonomy starts from teachers' awareness and experience of what is to be an autonomous learner and their experience of practicing autonomous skills as they deliver a positive stance with regard to learner autonomy (Little, 1996). There is a logical significance of this standpoint as for how is it expected from a teacher who is not autonomous to play a role in the development of his learners' autonomy.

2.4 Learner Autonomy

Learner autonomy is considered as research of interest in foreign language teaching and learning, there remain a great debate about what learner autonomy is, the rationale of promoting it and its implications in teaching and learning. Thus, there is a need for setting the educational premises of it and its significance in learning EFL.

To begin with, Benson (2001) defines learner autonomy as "the capacity to take control of one's own learning" (p.42). Within the same perspective, Dickinson (1994) refers to learner autonomy as "an attitude towards learning in which the learner is prepared to take, or does

take, responsibility for his own learning" (p.167). Additionally, Little (1991) involves learner autonomy in a wide variety of behaviors such as "a capacity for detachment, critical reflection, decision making and independent action" (p.4). Alternatively, Macaro (1997) explains that learner autonomy encompasses the learnt abilities through which a learner is able to know about how to make decisions, to take charge of one's own language learning as well as to recognize the value of taking responsibility for one's own objectives, content, progress, method and techniques of learning. Therefore, Burg and Al-busaidi (2012) explain the rationality of learner autonomy relies on improving the quality of language learning, promotes democratic societies, prepares individuals for lifelong learning and allows learners to make the best use of learning opportunities in and out of the classroom.

Notably, in the field of applied linguistics, Benson (2006) was the first to distinguish three versions of learner autonomy. He classifies them as technical, psychological and political autonomy. In the "technical version" of learner autonomy, it is defined as an act of learning a language outside the framework of an educational institution and without the intervention of the teacher. Whereby, "psychological version" defines learner autonomy as construct of attitudes and abilities which allow learners to take more responsibility for their own learning. However, "political version" considers learner autonomy in terms of control over the processes and content of learning. Simultaneously, Najeeb (2012) suggests that the language learning environment underlies learner autonomy into three basic pedagogical principals: learner involvement (engaging learners to take responsibility for the learning process), learner reflection (helping learners to think critically when they plan, monitor and evaluate their learning), and appropriate use of target language (using the target language as the principal medium of language learning).

To put it differently, Omaggio (1978) discusses seven main characters of an autonomous learner. According to him an autonomous learner is:

- A learner who has insights into their learning styles and strategies;
- A learner who takes an active approach to the learning task at hand;
- A learner who is willing to take risks and to communicate in the target language at all costs;
- A learner who is a good guesser;
- A learner who attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;

- A learner who develops the target language into a separate reference system and are willing to
- A learner who revises and rejects hypotheses and rules that do not apply;
- A learner who has a tolerant and outgoing approach to the target language. (p.117-118)

Considering the fact, that learning is a personal act and a learner is fully responsible upon his or her learning performance. Therefore, the concept of learner autonomy relies within the central idea of the independency of learner as a decision maker in the learning process. Learner autonomy can often be addressed with other related terms such as independence learning, self-regulated, or self-directed learning.

2.5 Learner Autonomy Related Terms

Before discussing the issues of learner autonomy in its all different aspects, it is necessary to introduce the related areas that explicate for the different terms that are used in a comparable status of learner autonomy. Therefore, Benson (2001) exemplifies that autonomy is a complex concept with multiple forms that are subjected to change for different learners and for a particular learner in different contexts. For this reason, there are a number of terms related to autonomy, such as self-direction, self-instruction, self-access, self-study, out-of-class learning and distance learning in which they all partly or completely refer to the states of autonomous learning.

2.5.1 Independent Learning

According to Oxford (2008) independent language learning is the learning of a language without the involvement of a teacher. However, the term independent and autonomy are often used interchangeably (Sheerin, 1991). For the latter case, Dickinson (1992) distinguishes between autonomy and independence relating that autonomy with the idea of learning alone and independence with active responsibility for one's own learning. Independence learning can occur alone or with other learners in a formal or informal setting.

The process of promoting independent learning relies on designing frameworks that include combination of learning resources and learner counselling. Learning resources account for the use of printed materials, learning management systems, or multimedia aids. Wherein, learner counselling account for the use of self-access centers, a tutor via email or in person, a learner support group, printed web-based guidebook on how to learn and other

media support (Horváthová, n.d). Autonomy necessitates a learner in an independence state of learning by contrast independence is less covering for autonomy states of learning.

2.5.2 Self-access Learning

According to Dickinson (1987) self-access learning is a mode of learning which makes use of materials that facilitate learning. Therefore, higher education and adult learning have advocates this mode of language learning in which a learner use materials independently from the teacher. The rationality of self-access learning relies within the boundaries of two reasons: the complete reliance on classroom is insufficient for achieving all the learning objectives and the complete need to offer resources for learners to acquire knowledge relying on themselves (Richards & Smidt, 2002). To put it simply, Gardner and Miller (1999) report that self-access learning reflects the processes of learning training where the learner constructs basic self-study skills and Learner development. On the other hand, self-access is a cognitive and affective development involving increasing awareness of oneself as a learner and an increasing willingness and ability to manage one's own learning

2.5.3 Self-directed Learning

One of the present century concerns is to make learners autonomous, mainly, through teaching them the how of self-modification, self-directed behavior and activating language learning autonomy. Therefore, self-directed learning and the concept of autonomy are in a close contact in the learning process. In self-directed learning, learners are moving towards the processes of self-study, self-evaluation and autonomy (Majedi & Pishkar, 2016). Given these points, Sze-yeng and Hussain (2010) considers that self-directed learning as a necessary skill for the development of long-life learning in general and autonomous learning in particular. Wherein, Dickinson (1987) defines self-directed learning as a learning in which a learner makes and implements learning decisions. Such learning decisions include setting goals, selecting content, making choices with the allowance of teacher's intervention. Therefore, he distinguishes between autonomy and self-directed learning in terms of the degree of independence from the help of the teacher or others.

Moreover, he states that the learner can receive a help from the teacher in self-directed learning. However, autonomous learning entails the learner to be fully responsible of his or her learning. Similarly, Holec (1981) specifies the distinction between autonomy and self-directed learning in terms of the capacity that learners possess to various degrees as an autonomous capacity while self-directed learning is what learners can do more or less

effectively according to the degree of this capacity. Loyens et al. (2008) identifies self-directed learning is a process in which the learner is responsible and able to set his/her own learning goals, identify and address learning gaps, identify resources, select and carry out learning strategies and evaluate his/ her own learning. They explain that the self-directed learner initiates the learning task where learners have more freedom to generate and pursue their own goals, and undertake critical evaluation of the materials they select.

2.5.4 Self-regulated Learning

Self-regulated learning is undertaken within a narrow perspective of self-directed learning. That is to assert, Zimmerman (2000) definition of self-regulated learning as "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals." (p. 14). In like manner, Vrugt and Oort (2008) describes self-regulated learning environment when the learners have control over directing their cognitive and meta-cognitive resource to achieve a learning goal. Specifically, in the case of, the learners are actively able to engage in the process of their own learning through setting sub goals, planning activities, evaluating the success of those activities. Therefore, self-regulated learning involves meta-cognition, intrinsic motivation and other affective factors. In support of the latter argument, Zimmerman and Schunk (2011) explain this note:

[Self-regulated] learning and performance refers to the processes whereby learners personally activate and sustain cognitions, affects, and behaviors that are systematically oriented toward the attainment of personal goals. By setting personal goals, learners create self-oriented feedback loops through which they can monitor their effectiveness and adapt their functioning. Because self-regulated persons must be proactive in order to set goals and engage in a self-regulatory cycle, supportive motivational beliefs are also essential (p.1)

Clearly stated, a self-regulated learner counts on his or her behaviors and cognitive abilities in selecting and combining strategies for language learning. Henceforth, paying attention to the learners' personal regulation, self-regulated learning takes higher stands regarding learners' personal regulated performance.

2.5.5 Self-instructional Learning

Self-instruction learning refers to the process of learning without a teacher (Little, 1991). Similarly, Dickinson (1987) defines it as learning process without a direct control of the teacher. However, the teacher may have a role in the learning process but in an indirect way. Moreover, Benson (2011) defines self-instructional learning as "making use of different resources to teach oneself a foreign language, often without a formal intervention" (p. 127).

For instance, Ellis (2008) necessitates that if language learners become more self-instructional, they can provide language learning conditions for themselves outside the classroom which, in turn, means more exposition to language input something that is the prerequisite condition for language acquisition. Moreover, learning this way removes all the barriers that are caused in the traditional structured classrooms and lead to more effective language learning.

2.6 Autonomy in Language Teaching/Learning

The application of autonomy standards within the process of teaching and learning a foreign language came to be the shifting stream at the level of classroom criterion in general and the learning process in particular. It leads to shifts and interchanges regarding teacher' and learner's roles and brought sophisticated beliefs and norms of autonomous learning.

In formal settings where the elements of learning are arguable to include teachers, learners, schools and books. These elements conceptualize the large demands on teachers of being the only responsible of the learning process and their learners in terms of setting learning standards, conveying information, presenting, explaining, and assessing. Meanwhile, learners are less responsible and they are required to achieve knowledge set by the teachers (Elmoda, 2016). Related to these issues, the practice of autonomy freed the learning process and reformulated the teaching and learning standards of a second language. Autonomy was considered and still as a "buzz-word" of the learning process in second language learning field (Little, 1991, p. 2). In a specific way, Benson and Voller (1997) explain that the shifting stream of autonomy approach aligned with the pedagogical concerns of learner-centered methods and aims. They specify that:

Such an approach is often characterized by tensions between responsibility and freedom from constraint; between the individual and the social; and between the views of language learning as a means to an end (autonomy for language learning) and as an end in itself (language learning for autonomy) (p.5)

The main aim of this approach is focusing on independent learner mainly on how they think, learn and behave within the learning process. However, it concerns the views and beliefs toward language learning as an autonomous goal. With regard to these aims, the importance of applying autonomous learning relies within the shoulders of teachers in the classroom and learners in and out of the classroom.

2.6.1 Autonomy in EFL Context

The intensive globalization in all spheres of life has given rise to a huge demand for English as a foreign language (EFL). Accordingly, the educational standards have witnessed considerable changes in the norms and approaches of teaching English. For that reason, and with the changing world and the variables as technology, social values, life standards, new approaches and methods have been introduced to cater for individuals' demands of the modern society. Such new approaches and methods require learners to be skilled with life-long study skills than only being passive user of the language.

As stated previously, the notion of learner autonomy in language learning is historically and theoretically associated with communicative language teaching. Wherein, Language teaching and learning contexts have abandoned the traditional approaches with the substitution of communicative language teaching and learner-centered approaches (Nunan, 2000). Actually, the majority of researchers agree on the fact that autonomy has to be considered a worthwhile educational aim to enable learners master the foreign language (Nematipour, 2012). Narrowly, Nguyen (2014) points out that "learner autonomy in English as a foreign language education has received great interest from researchers all around the world."(p.2). regarding these beliefs, the notion of autonomy has influenced the realm of learning English and it was regarded as an educational aim that EFL strive to accomplish.

Although learner autonomy has traditionally been linked to contexts beyond the conventions of the classroom; however, learner autonomy and autonomous language learning can take place within institutional settings (Benson, 2001). He stresses both situations of autonomous language learning, the out-of-class learning and the classroom practice by taking into account the roles of teachers and learners from being dependent to independent in fostering the autonomous learning. Additionally, He assumes that learner-centered practice generates autonomy in the language classroom. In EFL classroom, Littlewood (1998) proposes three ways in which autonomy is applicable in the classroom: the organizational autonomy support gives to students the freedom to take decisions about classroom management and issues such as time management and exercises order. This support may encourage a sense of comfort with the way classroom functions. However, the procedural autonomy support offers choices to students about the use of different media to present ideas. Thus, it encourages a high sense of engagement with learning activities. Wherein, the cognitive autonomy support affords opportunities to students to evaluate, self-correct, and

peer-correct their work a part from the teachers command of evaluation. Here, the student is able to foster a high sense of deep-level thinking skill.

In Algerian educational contexts, learner autonomy may not sound as a very desirable term as that learning English is observed to be a compulsory subject at early stages of learning English and it is only taught for examination purposes especially at secondary school levels (Bensalem, 2018). However, at higher levels of learning, the English learners show a great desire to become active participants and may urge their needs for becoming independent from the teacher. Henceforth, learner autonomy is a desirable goal in all countries where English is taught as a second or foreign language (Hadi, 2018). To put it simply, learner autonomy is not confined goal to western European countries where English is their first or second language; therefore, the practice of autonomy is applicable in and for learning a foreign language and should be promoted in any of EFL classroom.

2.6.2 The Autonomous Classroom

Autonomy within the boundaries of the classroom expands its roots to every area of learning. Starting from the interchanges of teachers' and learners' roles to the boundaries that form a classroom-learning environment, the autonomous classroom advocates for paradigmatic changes within the practical related areas of teaching and learning processes.

With the changing norms of autonomous learning, learners are learning in a self-governing way ; however, applying the idea of taking charge of the learning process widens the scope of learning output where learners are at the center having the opportunities to explore their potential and interests. Therefore, in an autonomous classroom, teachers are working within the spectrum of facilitators and any of assistant roles that creates a friendly and positive learning environment. Meanwhile, learners are eligible to understand the purpose of their learning program, actively take initiatives in planning and managing learning activities, take big parts of setting learning goals, review their learning and evaluate it, and explicitly take responsibly for their learning (Holec, 1981). A fellow to the previous points, Littlejohn (1997) summarizes the basic principles that form an autonomous learning environment:

- Learner autonomy shifts its focus from teaching to learning,
- Learners themselves plan to make set objectives,
- Learners have full freedom in monitoring their progress,
- Learners evaluate their learning by themselves where self-assessment and peer evaluation get importance,

- Learners are free to select their learning strategies according to their needs and goals,
- There is a total chance to reshape approaches and procedures for optimal learning,
- In an autonomous classroom, a teacher is always a friend,
- A teacher is a facilitator too as he/she adapts materials, methods and other supports to the learners according to their needs,
- An autonomous classroom always provides an easy, comfortable and non-threatening climate (cited in Benson and Voller, 1997, p.181-182),

The previous principles partly illustrate the practiced standards of autonomy within the classroom and overly the autonomous learning of the learner. These principles distribute the characteristics of an autonomous learner as a self-guidance, the role of the peers in assessing learning, the role of the teacher as a friend and facilitator, the importance of establishing an easy and a flexible classroom environment where learning is accomplished regarding learners' freedom and independence.

Related to these claims, O'Malley and Chamot (1990) demonstrate that an autonomous classroom is any classroom that establishes friendly teacher-student relationship. It applies autonomy within the spectrum of learning to accomplish learning tasks such as setting goals, choosing materials, selecting methods, and assessing. Apparently, Holec (1997) elucidates that in an autonomous classroom learners will be able to know their objectives and select the appropriate applied methods of learning. Additionally, Tumposky (1982) adds that when learners select their learning materials they create a sense of interest and courage in learning. As for, combining each individual difference in making choices, their abilities, needs and needed practices make them responsible and sincere to the learning process; therefore, they develop a sense of autonomy, confident, self-respect and they can take charge of self-learning. In like manner, Elizondo (2013) states that while choosing materials, learners become decision makers and active participants in the learning process.

Within classroom settings, Holec (1981) indicates that autonomy develops according to certain stages of involvement in selecting goals and materials then to be engaged in a self-directed learning process. The latter allows them to go for the appropriate methods and that autonomous learning process directs them to language learning success through errors and corrections. An autonomous classroom shifts the centeredness from teachers to learners and thus learners are at the center of the learning process. Whereas, teachers work as helping hands and their roles and attitudes contribute in making independent journey of learning to

learners (sheerin, 1997). While, Oskarsson (1980) mentions another key feature of an autonomous classroom is learner's self-assessment and self-evaluation wherein this process creates link to the other self-guided steps of autonomous learning such as the selection of objectives, materials, methods and strategies. Therefore, an autonomous learner is involved in an internal learning process that allows him to be aware of making real differences regarding what he has learned and what he needs to gain further.

Through this way, Elizondo (2013) encapsulates the main characteristics that form an autonomous classroom as mentioned next:

- Learners are aware of their goal by setting their objectives themselves,
- Learners enjoy full freedom in selecting materials according to their objectives utilizing their own experiences,
- Learners choose their own strategies to sort out the right ones by applying multiple methods and then selecting and rejecting,
- Learners are allowed to do self-assessment,
- Teacher is always a guide and facilitator,
- All learners are equal and get importance and respect from teacher,
- Non-threatening climate or positive environment promotes learning easily.

Unlike the traditional classroom practices, an autonomous classroom allows for further requirements on the part of teachers, learners and what is created accordingly to these practices. So combining all of the above characteristics and principles result in forming a learning environment where any learner would be in control of his/her learning process and help remove any of mental blocks, rigidity, fear or barriers that he/she may encounter. However, these principles and characteristics have advocated for the new roles of teachers and learners that are required to perform in and out of classroom.

2.6.3 Teacher and Learner Roles in an Autonomous Approach

The autonomous approach has reshaped the roles of both teachers and learners through directing the control from teacher to learner. Therefore, teacher and learner roles are interrelated in the process of learning a foreign language. That is to report; Sharle and Szabo (2000) note the following quote to ensure the relationship between teacher and learner's roles.

No matter how much students learn through lessons, there is always plenty more they will need to learn by practice, on their own. Also, the changing needs of learners will require them to go back to learning several times in their lives: then again, they will need to be able to study on their own. The best way to prepare them for this task is to help them become more autonomous. (p. 4)

As stated above, teachers and learners are involved in the process of learning a foreign language. Their roles are dependent on each other's influences in terms of direction, cooperation and stimulating autonomy. Simply put, the most important role that the teachers have to perform is to stimulate autonomy in their students. Henceforth, their students have to take advantages and perform as responsible of their own learning.

2.6.3.1 Teacher's Role

In an autonomous approach, the teacher role can change to be flexible within a learner-centered environment and to foster the autonomy of the learner which is, in turn, dependent on the teacher autonomy. Thus, Benson (2008) reports that teachers have vital roles in the development of learner autonomy; precisely, in activating the learners' sense of responsibility. Similarly, Barillaro (2011) discusses that teachers have to create a supportive environment of autonomy and to raise awareness of independent learning.

Based on that, Benson (2000) highlights the main role of teacher is to mediate between the learners' right to autonomy and the constraints that inhibit the exercise of this right as well as to explain and justify these constraints to his or her students. Within the same perspective, Alasmari (2013) stresses the importance of understanding both concepts of learner and teacher autonomy. In an autonomous approach, the teacher is required to perform as an organizer, analyst as for to help learners to take responsibility by setting their own goals, planning practice opportunities and assessing their progress. Likewise, Yunus and Arshad (2015) assure that, in the process of learner autonomy development, teachers are required to be assistance in order to help learners to be more independent inside and outside the classroom. In like manner, Yang (1998) advocates that the teachers' roles have changed to match these learning environment demands. Thus, the teachers change their role from source of information to counsellor and manager of learning resources. Other roles of teachers also include helpers, facilitators, advisors, guides, active participants, and consultants.

The shift within these roles has advocates further demanding tasks on the behalf of the teacher. Zhuang (2010) specifies that teachers have to perform the roles of consultant and facilitator who provide psychological, social and technical support for their students.

Additionally, Camilleri (1999) stresses that teachers have to be self-aware, they have to be aware of their own personal influence on the learning process, understand teaching and be skilled in management. As for, Joshi (2011) reports that when a teacher is performing as a facilitator, organizer, or creator, he has to be able to perform as a resource providing learners with feedback and encouragement. He adds that the teacher is beyond authority constraints to substitute roles such as guide, co-operator and motivator. As an additional feature, Little et al. (2007) elaborate the role of teacher in an autonomous learning approach in terms of performing three steps of involvement, involving the students in their own learning; reflection, getting students to reflect about learning and the target language; and engagement, engaging their students in appropriate target language use.

In concluding phrases, teachers play important roles in the learning process, mainly, in stimulating their learners' autonomy. However, still remaining portions that guarantee teachers' autonomy so they would be able to establish an autonomous learning environment in which learners feel free and eager to play their roles as well.

2.6.3.2 Learner's Role

Although related work in literature reported the overall theoretical dimensions of the autonomous learner. Hence, the role of the learner in an autonomous approach has enlarged to correspond with students' beliefs, attitudes, actions, perceptions and abilities about learning. In addition to the educational practices that form an autonomous learner.

As the learners become pedagogically mature, their roles provoke an introspective analysis of every step they take to carry out classroom activities. The learner role is in control of using effective process of overcoming weaknesses and enhancing strengths, and through shifting their attitudes of applying self-management and self- instruction they achieve optimal language learning success. Based on the previous claims, the learner's roles in an autonomous environment include setting goals, identifying needs, selecting learning strategies, selecting resources, practicing, and monitoring progress, assessing and revising. Thus, the learner is able to share significant decisions with the teacher about what activities, goals and materials to use in the learning process (Elizondo, 2013). In EFL classroom, Little (2004) shares the fundamental beliefs of learner autonomy. He states that the learner is in total control of his or her own learning, and the capacity by which the individual learner is able to work alone develops language learning skills, and that language learning and use are maximized through the process.

In a precise manner, Littlewood (1996) attributes several abilities and roles that an autonomous learner is eligible to perform. These abilities and roles include:

- The ability to make their own choices in grammar and vocabulary,
- The ability to choose the meaning they want to express and communicate,
- The role as a participant in determining the nature and progression of their own syllabus,
- The ability to choose and shape their own learning contexts,
- The ability to choose communicative strategies in order to achieve communicative goals,
- The ability to make decisions in domains which have traditionally belonged to the teacher,
- The ability to use language (for communication and learning) independently in situations of their choice outside the classroom,

Therefore, an autonomous learner is the learner whose abilities match the previous stated ones and who is taking encouraged steps toward his or her learning responsibility, progress, control and most importantly autonomy.

On the other hand, Dickinson (1987) addresses the role of an autonomous learner in respect of his attitudes toward learning. He states that an autonomous learner is:

A self-directed learner, then, is one who retains responsibility for the management of his own learning. If the learner, in addition, undertakes all these management tasks himself, then he is also autonomous, that is, he no longer requires help from a teacher to organize his learning. (p.13)

He summarizes that the attitudes of an autonomous learner are assimilated in his responsibility of managing his own tasks of learning and adapting a self-directed method of learning. Further, Dickinson (1993) provides several qualities in regard to the roles of an autonomous learner. He reports that an autonomous learner is:

- Controller: he can control his own learning process and his own usage of learning strategies;
- Decision maker: he can establish the aims and objectives of his learning;
- Selective: he can choose and use consciously and responsibly learning strategies and materials;

Taking into account the roles and abilities of an autonomous learner, the promotion of autonomy in a great deal falls on learners' shoulders and their participation in the learning process. However, for accomplishing the same purpose learners are required to face other challenges beyond the boundaries of a classroom.

2.6.4 Autonomy beyond the Classroom

The nature of autonomy concept necessitates for examining its dimensions and characteristics in and out of classroom. In fact, learners are required to be equipped by autonomous practices and beliefs and hence to direct these practices out of classroom.

Another form of autonomous learning takes place out of the classroom; specifically, Benson (2011) identifies it as out-of-class learning referring to any sort of activities that lead to language learning in the contexts outside the classroom. He further clarifies that out-of-class learning as entailing learners' deliberate and independent interaction with material, social and technological resources available to them to self-direct their own learning. In a more precise description, he states that "out-of-class learning is typically initiated by the learner, makes use of authentic resources, and involves pleasure and interest, as well as language learning" (p. 139). According to this description, he call for more research in this area on the ground that out-of-class learning accounts for a significant contribution to higher levels of language proficiency.

In a precise manner, Reinders (2010) discusses that the out of class learning is a form of self-direction regarding learners' identification of learning needs, goals and further operationalization of them in practicing different language skills. Earlier times, this mode of learning and learners' activation of their second language outside the classroom is long established as a desirable goal of second language learning (Nunan, 1995). Accordingly, it started to take interest and attention by L2 researchers only at recent times and particularly within EFL contexts (Cortina-Pérez and Solano-Tenorio, 2013). Progressively, Benson (2011) categorizes the out-of-class learning under a resource-based approach that aims to foster the autonomous learning within language learning contexts. Moreover, he divides the out of class learning into three fundamental classes of learning:

- Self-instructional learning: making use of different resources to teach oneself a foreign language, often without a formal intervention;
- Naturalistic language learning: learning through direct contact with target language environment or speakers;

- Self-directed naturalistic learning: seeking out to create authentic learning opportunities for oneself.

For the latter case, Lave and Wenger (1991) favor the learning practices that take place through learners' individualistic actions and their participation in communities of practice that are often situated within their personalized learning environments outside the language classroom. However, the enlisted practices of this classification compose continuum activities that activate autonomous language learning in the form of self-instruction and naturalistic language learning and most importantly as a composition of them to create a self-directed learning environment in which the reflect of autonomy is beyond the classroom.

2.7 Significance of Autonomy in Language Learning

The spectrum of autonomy is not only confined to the roles, abilities or tasks that a language learner can do but it is also widened to address the selected learning styles and learning strategies that are in favor of autonomous learning. Equally important, the autonomous practices activate the language learners' sights and awareness over their preferred learning styles and strategies in achieving learning objectives.

2.7.1 Autonomy and Language Learning Styles

When learning a foreign or a second language, a learner has to gain insights about his or her learning style. For this reason, autonomy encapsulates the employment of one's own learning style; therefore, learners have to be aware of their learning styles and better understand how to use them to learn inside and beyond the classroom. As Oladoke (2006) studies discusses that highly self-directed or autonomous learners have the ability to utilize skills from all learning styles as they effectively process information.

Dorney (2005) defines learning styles as “an individual’s natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills” (p.121). The most common types of learning styles are visual, aural, verbal, physical, logical, social, and solitary as explained next.

- Visual (spacial): visual or special learners are those who prefer to learn by seeing and they use pictures, maps and visual aids in order to process the information. They have good spatial sense and sense of direction; can easily visualize objects, plans, and outcomes.

- Aural (auditory-musical): auditory learners are those who prefer to learn by listening. They respond primarily to sounds and tend to use clever rhymes to remember something.
- Verbal (linguistic): Verbal learners prefer to learn under both verbal instruction and writing. They read content aloud to learn something or prefer to have someone speak the information so they can process it.
- Physical (kinesthetic): physical learners prefer to learn by doing and moving i.e. using their hands to take note, make drawing or to get their whole body involved to play role-plays in order to process the information.
- Logical (mathematical): logical learners are reasonable learners who tend to know the reason behind content or skills. They prefer to organize, classify, plan agendas in order to process the information.
- Social (interpersonal): social learners are group workers and they prefer to be engaged with others, work on teams, and ask their peers for feedback in order to learn.
- Solitary (intrapersonal): solitary learners are those who prefer to learn on their own and keep to themselves. They need to sit alone and study by yourself in order to retain information (Diaz, 2018).

Putting together, each learning style reflects different mode of learning and hence may entail for a specific learning strategy. Yet, any learner could be a visual and aural learner, a solo verbal or may incline for other styles; therefore, all learning styles are flexible in use and one learner could embrace one or more learning style in accordance to his preferences and ways of learning the language.

Related work in literature states that the advantages of employing learning styles have a relatively significant relation in determining the extent of autonomous learning and learners' level of autonomy. To exemplify, inclining a learner who prefers to work collaboratively in an independent learning situations may not cater for the accomplishment of learning task. However, a learner who possesses both styles of learning independently and collaboratively may do better in compelling learning tasks. The viewpoint of understanding the relationship between autonomy and learning styles goes further beyond the extension of understanding the learners' preferred learning styles in the process of learning. By no doubts, learners better identify their learning style and align the overall curriculum with them will prove to be beneficial for the entire classroom (Kartal, 2013). Based on the previous assumptions, it is

clear that by understanding what kind of learner you are, learners can gain a better perspective on how to implement these learning styles into their lesson plans and self-direct their study techniques.

2.7.2 Autonomy and Language Learning Strategies

Recently, the fieldwork of literature in relation to language learning strategies and learner autonomy shifts their focus on learning English, through exploring the relationship between the two addressed terms, a great number of researchers agree that both language learning strategies and learner autonomy are interrelated in many different contexts.

Chen et al. (2015) report that the journey of learning a foreign language is not only limited to classroom learning but it is continuously a lifelong learning process. Thereby, learners are required to be autonomous as for to improve their language skills, be able to implement the preferred learning styles and strategies and explore more about the language they are learning. Consequently, effective language learning experience requires both learning strategies and learner autonomy. To start with, Nur-lyana et al. (2017) provide a clear definition of learning strategy as "Language learning strategies are the various options that learners use in order to make sense of the new language that they are learning" (p. 51). Additionally, Robin (1987) allocates learning strategies with behaviors, steps or techniques that language learners apply to facilitate language learning. However, Graham (1993) specifies that language learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. In this regard, Chamot and O`Malley (1994) list a comprehensible classification of language learning strategies as follow:

- Meta-cognitive Strategies: planning for learning, monitoring one`s own comprehension and production, and evaluating how well one has achieved a learning objective;
- Cognitive Strategies: manipulating the material to be learned mentally (as in making images or elaborating) or physically (as in grouping items to be learned or taking notes);
- Social/Affective Strategies: either interacting with another person in order to assist learning, as in cooperative learning and asking questions for clarification, or using affective control to assist learning tasks. (p. 62)

Nevertheless, Chamot (2010) stresses the importance of having a repertoire of learning strategies and their significant in helping learners to learn better and become more autonomous. For this reason, Carr (2013) notes that "Autonomous learners are those who have acquired learning strategies, a meta-cognitive awareness of those strategies, and a positive attitude about learning so that they can use the strategies as appropriate, with confidence, independent of a teacher" (pp. 45-46). Wherein, Lui (2015) agrees that the use of language learning strategies have high correlation with learner autonomy. Thus, this correlation serves as a good predictor of the level of autonomy. In addition, Oxford (2001) adds that language learning strategies are often related to the features of control, goal orientation, autonomy and self-efficacy. Consequently, Aliponga et al. (2015) link that successful language learners are more conscious and responsible of the language learning strategies they use. Both learner autonomy and language learning strategies are important aspects that contribute to the success in language learning.

2.8 Pedagogical Approaches for Autonomy Implementation

In foreign language education, many new approaches and innovative methods have been used to develop learner autonomy. The rationality of implying these approaches rely on providing language learning environments that support an autonomous approach of learning, in other words, the language learning situations that tend to foster learner autonomy.

In support of that, Morrison and Navarro (2014) list the four principles that form the autonomy approach. These principles hover over the basics of implementing an autonomous approach for learning. Such principles are:

- Student-led: Students decide how they will learn. They also decide what they are going to do after the class hours.
- Guided: Students are guided with the help of the classroom activities and discussions. They are also guided through a systematic cycle of planning, implementation, monitoring and evaluation.
- Focused: Students decide what they will learn and what they will not learn. They consider their own strengths and weaknesses.
- Collaborative: Students are encouraged to study with each other in their class hours. They are also encouraged to study or to practice their lessons with different people in their leisure times.

In spite of the changing demands that autonomy approach is setting, these principles draw upon the framework of the learning process. Therefore, and ever since, the foreign language educational context is rendering for learners' participation and active involvement in their learning; these requisitions of changing shift both teachers' and learners' roles, our perceptions and expectations and how we prepare and apply these new ways of teaching and learning. In a similar manner, Benson (2001) considers several approaches on how to approach autonomy into the foreign language education. He provides six main approaches to the development of autonomy in language learning and its connected areas of practice as illustrated in the next figure.

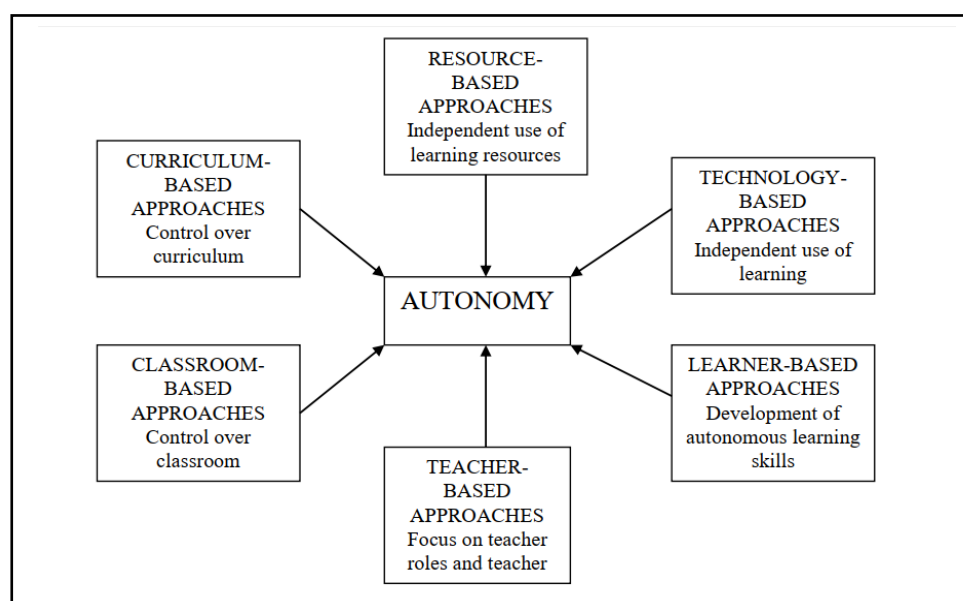


Figure2.1: Autonomy in Language Learning and Related Areas of Practice (Benson, 2001, p4)

2.8.1 Learner-based Approach

Benson (2001) states that the central aim of this approach is put emphasizes on the direct production of psychological and behavioral changes of the learners, mainly, their abilities to take control over their learning. Therefore, learner-centered approach provides learners with the fundamental skills for the development of learner autonomy. For this purpose, learner development or strategy training allows learners explicitly to learn how to apply language learning and strategy use and henceforth it promotes their autonomy. Additionally, Wenden (1995) adds that successful, intelligent or expert learners have learnt how to learn and they are aware of the best ways and strategies to apply learning .whereas, Weinstein (1988) indicates that this approach advocates the importance of identifying one's own learning strategies in order to get involved in the learning process and establish a sense of independency.

2.8.2 Teacher-based Approach

Benson (2001) claims the main aim of this approach is to focus on the role of the teacher in terms of fostering learner autonomy. Wherein, Balcikanli (2009) highlights the concept of cultivating teacher autonomy as another concern. Consequently, cultivating teacher autonomy requires developing how and what they know, therefore, directing the attention on teachers independence in regard with learners independence (Scott, 2015). In like manner, Nguyen (2004) reports that integrating both aims of this approach entail that teachers are required to shift their traditional role and transform it in order to stimulate the autonomous learning of their learners. More specifically, teachers have to start to shift their roles and perform as a facilitator, guide, counselor and advisor. Thus, allowing learners to take advantage of spaces of taking control over their own learning. As for, Moloney (1997) explains the teaching practices of the teacher are bounded of becoming aware of why, when, where and how pedagogical skills are acquired and used at the level of self-conscious awareness and classroom awareness.

2.8.3 Classroom-based Approach

Benson (2001) associates the autonomous learning and cooperative learning within classroom contexts through adjusting classroom based approaches. In this approach, learners are in control over the planning and evaluation of classroom learning through negotiation process held between teachers and learners in directing the control over learners, in setting the learning goals and determining evaluation and assessment. Besides, classroom based approach advocates the use of portfolios as an authentic evidence for evaluating language learning. Learners can take advantages of these portfolios as they improve their self-directed learning, self-confidence, self-assessment skills, self-awareness, a stress-free class, and a sense of rapport with teachers. Wherein, cooperated learning environment that is based on learners' interaction and teacher collaboration is another key factor of developing learners' involvement and autonomy.

2.8.4 Curriculum-based Approach

In curriculum based educational settings, Benson (2001) extends the control of the learner over the curriculum itself where the content of learning emerges in the classroom through collaborative work of negotiation between teachers and learners. He adds that getting learners involved in a decision-making process at the level of the curriculum promotes their autonomy. Unlike, national curricular that limits learners' options of making autonomous choices and

rather directing the control over the textbook writers in making decisions about the learning content, materials and tasks and thus hinder the learners' choices of being independent learners (Trebbi, 2003). However, Benson (2001) suggests the concept process syllabus as an alternative to curriculum based approaches. According to him, process syllabus include two versions the weak and strong version. Where the former refers to project works in which learners make decisions about the content, the methods of inquiry and the outcomes. However, the latter allows to negotiation and re-negotiation of the content or the learning method during the course.

2.8.5 Resource-based Approach

Benson (2001) exemplifies that this approach is concerned with independent interaction with learning materials and resources. The main aim of this approach is to develop learners' ability to take control over learning plans, the choice of materials and the evaluation of learning. As Sheerin (1991) clearly explains that these learning materials encompass:

- study guides for language practice activities,
- guided self-discovery tasks based on authentic data,
- fluency activities for pairs and groups together with checklists and guidelines for self and peer evaluation,
- suggestions for different ways of using learning materials,
- student-generated materials, and
- Standard reading and listening exercises designed for a particular genre rather than a particular text.

The primary focus of these materials is to help learners exploit learning opportunities that are external to the materials rather than the transmissions and testing of language content itself. Such availability of different resources and materials are frequently possible by means of technology.

2.8.6 Technology-based Approach

Benson (2001) associates this approach to the independent interaction with educational technologies. In other words, technology-based approach advocates the use of technologies in accessing learning materials and resources. In like manner, Smith (2015) states that technology based approach is based on text manipulation and computer mediated communication applications. Such applications include email, online discussion boards, web

authoring platforms and software. These technologies provide the development of control over learning and opportunities for collaboration. The advantage of using this approach of learning fosters the autonomous learning, allow for interaction among learners, between learners and target language users, and most importantly between learners and teachers that could be difficult to achieve in the classroom. Accordingly, Benson (2001) stresses that this approach provides opportunities for self-directed learning and supports collaborative learning. Precisely, through using the web in which learning is facilitated and learners' are in control over interaction as they cater for learners' different learning styles.

He adds that one of the typical forms of this approach is CALL where the learner is given useful language learning experiences in which computer aids provide independent learning from the teacher. Similarly, Maliki (2016) elaborates that this form of technology allows teachers to shift their concerns in making learners responsible and able to direct their learning through decision-making, selecting authentic and meaningful materials. For instance, Ankan and Bakla (2011) studies show that the implementation of blogs and websites make use of four points of reference: decision-making, independent action, critical reflection, and detachment. These four points are attached in a direct way of promoting learner autonomy. In our context, Al-Jarf (2005) specifies that the use of CALL in EFL classroom consist of computer technologies of learning materials. Such computer technologies include word processing, compact disks, authoring tools and software, e-mail, chat, discussion forums, videoconferencing, the web or any of online course.

2.9 Instructional Technological Modalities in Promoting Autonomy

The traditional teaching and learning methods have been substituted by other modalities that deliver interaction, communication strategies, and provide learning qualities. Such instructional modalities elevate the pursuing of teaching and learning scenarios within technological settings. For this reason, the deliberation of technological developments have manipulated the educational context through integrating new instructional models such as distance education, blended learning, and web-based learning. These instructional models play a significant role in promoting autonomous learning. Henceforth, there is a need in exploring and examining of such models of instruction and its activities in promoting the autonomous English learning as in which the next section is discussing.

2.9.1 Distance Instructional Model

According to Oxbridge Academy (2019), recent technological developments led to an increase in the methods and resources of distance education, which in turn, give rise to different distance instructional model to emerge. Such models include correspondence learning, electronic learning, and online learning. In correspondence learning, learners receive textbooks, study guides and assignments or other study materials via the post. They are eligible to work at their own pace and time in which the direct control of the learning is on the part of learners' decision-making. In addition to, instance feedback and direct interaction with tutors are available. Similarly, in the electronic learning, learners can approach learning materials via technological and computer-based applications. Therefore, they act autonomously in the learning process. In like manner, online learning is the most interactive model of distance learning in which learners, with internet aids, are allowed to communicate with tutors, teachers and fellow student in real time. They are able to share and download study resources, complete assessments, evaluate and assess their learning independently.

Distance instructional models cater for independent form of learning which is based upon a mediated didactic dialogue between the teacher and the student who is in turn placed in a different place. These distinctive instructional models for learning feature learning in many ways. Such ways include:

- Separation (physical student/teacher)
- Use of technological methods
- Peer revision by the teacher
- promote autonomous learning (Aretio, 2004)

Despite the fact that these models separate physical interaction held between teachers and their students, Camacho-Marti (2006) stresses that distance instructional models in teaching and learning provide direct interaction, instant feedback and quickness. Apparently, the above discussed qualities of this model have similar alike to that of autonomy approach. Consequently, the manifestation of these qualities emerged as an aid and target of promoting the learners' autonomy.

2.9.2 Blended Instructional Model

Blended learning emerges as one of one of the most widespread teaching modality used in the educational field, mainly by universities and higher Education Institutions. Arguably,

Teach-Thought Staff (2018) states that there are thousands of types of blended learning regarding the variation of content, use of technology, learning spaces and scale. The most common used types include the flipped classroom and self-directed blended learning. The former refers to a situation where a teacher introduce learners to the learning content at home through technological aids, and the working practice is completed at classroom in a face-to-face interaction. Whereby, the latter indicates a combination of online and face-to-face learning for guiding their own personalized inquiry, achieving formal learning goals, connecting with mentors physically and digitally and involving the learners in a self-criticism and autonomous way of learning.

In this way, Marsh (2002) describes when implementing a blended instructional model, learning is a matter of combination between face-to-face and virtual teaching. More specifically, Valiathan (2002) specifies that blended model is used to combine several different delivery methods such as collaborative software and web-based courses. Mainly, it used to describe learning that mixes various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning. This model enhances collaborative learning style, whereby learners are encouraged to learn autonomously online through the use of software introduced during class time. Therefore, the strategy of blending the use of technologies into the more traditional style of classroom learning creates a more integrated approach for both instructors and students. (Lander and Kuramoto, n.d). The rationality of using blended models is tending to combine challenges of classroom learning and out-of-class learning.

In this regard, this study has a partial role in conducting a blended instructional model for EFL learners. That is to depict, it provided an inclusion of face-to-face courses and online courses with technological-instructional activities that are pointing at fostering learners' autonomy and self-directed learning. However, the proposed instructional model was of a mixture of a partially blended yet fully web-based instructional model in which we turn the next section.

2.9.3 Web-based Instructional Model

In higher education, web-based learning is increasingly becoming an essential element in the learning process and particularly in autonomous learning. Throughout this, Tatiana (2016) specifies that web-based autonomous English learning is a subject of great interest and popularity in foreign language teaching, and that many colleges and universities are adopting the this new English teaching model whereby web technology is applied to assist learners'

autonomous learning. Simultaneously, Hu and Du (2012) state that web-based autonomy in foreign language learning is a new model and trend in English teaching and learning. They advocate the web-based autonomous learning to the study that learners use and regulate meta-cognition behaviors and motives for network course of study.

Accordingly, Yao (2016) stimulates the composition of a web-based instructional model in combining autonomous learning and internet technology to provide learners with instructional-based activities. Regarding that, Lui (2013) explains the process of constructing a web-based instructional model compiles for out-of-class learning and autonomous learning and hence practicing activities that aim at guarantee the learners' consolidation and expansion of the knowledge achieved in the classroom. He detects that web-based autonomous English learning is an efficient supplement to traditional English teaching. According to him, it offers:

- A large quantity of resources,
- Breaks the constraints of time and space,
- Improves the students' learning abilities,
- Promotes the ability of autonomous learning and for the personal life-long learning and its developments,

As for this background, the aforementioned qualities of learning are of a great deal in opting for a web-based instructional model in English learning. Practically, in constructing an independent autonomous approach within technological-enhanced environment in which EFL learners at university of Biskra are exposed to a web-based platform that serves as a learning resource for their studies. In like manner, taking into account the previous stated modalities, the purpose of this study goes beyond constructing a web-based instructional model for EFL learners that targets alike objectives of promoting autonomous learning, providing learning qualities and materials, practicing web-based tools and activating self-directed learning.

Conclusion

In conclusion, this chapter is set to lay theoretical and practical background on autonomy in foreign language teaching and learning. Initially, a brief historical background about the notion of autonomy and its origins is taking place, followed by several discussions about autonomous learning and its related area of practice, however, much interest is given to the concept of learner autonomy. Subsequently, this chapter addresses the application of autonomy in language learning in different settings. Thus, it tackles autonomy in EFL contexts along with autonomous classroom then much emphasis is devoted to the teachers and

learners role in the autonomous approach without neglecting autonomy beyond the classroom. Next, the significance of autonomy in language learning is presented in which it encapsulates the language learning styles and strategies and their interrelationship with autonomous learners. Progressively more, different Pedagogical approaches for autonomy implementation are displayed. Therefore, the present chapter is finalized through spotting the light on the various instructional technological modalities that promote autonomy. Subsequently, the next chapter addressed the practical side of implementing the web-based learning model to promotes the autonomous learning.

Chapter Three:

Data Analysis;

Field Work

Introduction

Based on the two preceding chapters, the following chapter is devoted to the actual implementation of the theories into practice. Mainly, this chapter includes the data analysis section and the reporting of the findings. At the outset, it lays a theoretical background about the research methodology adopted. It deeply provides detailed information about the nature of the research approach, research designs, procedures, participants, samples, and most importantly methods of analysis. Further, it supplies with the rationale behind the decision of using each data collection methods. It discusses the collected data and methodological instruments used in order to find answers for the raised research questions, and to confirm the research work's hypotheses.

Moreover, the present investigation elicits data and information about the effects of web-based learning on promoting learners' autonomy and their attitudes toward the use of a web-based learning model. Therefore, it seeks to develop a web-based learning content and online material designs as a learning experience to examine its effectiveness in promoting learners' study skills and autonomous learning. However, the present work opted for two data gathering tools, which are an interview with teachers in order to have detailed information and overview on the proposed framework, and a questionnaire submitted to students in order to elicit their attitudes and experienced perceptions about the researched study. Next, it presents an interpretation of the data analysis procedures and reporting of the findings through which the researcher explicates the two data collections methods and draw out important conclusions based on the present study. Therefore, the present chapter provides an interpretation of the obtained results in an attempt to answer the two research questions assigned which in return confirm the suggested hypotheses.

3.1 Research Methodology

In social sciences, the inquest of the research concept raises the questions of the how, what, and why, to seek for answers, results or solutions. Its nature necessitates a process of inquiries that an individual, who is a researcher or learner, has to do in conducting any of his or her research problem. Thus, this process is called a research methodology. In common parlance, Dorney (2007) identifies that research means trying to find answers to questions. Whereby, Kumar (2011) defines it as scientific and systematic activity undertaken to establish a fact, a theory, a principle or an application. In language studies, Dorney (2007) specifies that there several types of research which are applicable in this field of study; therefore, through

conducting one's own databased investigation. Particularly, involves collecting some sort of data information and drawing some conclusion from it. For accomplishing such purposes, a research methodology has to be adopted in which a researchers follows a systematic and scientific way in approaching their studies (Kumar, 2011). The discussions stated above illustrate that a research methodology is the overall framework for doing a research. Thus, it draws upon the research in terms of opting for the appropriate type, approach, design, and methods of research. Accordingly, the following part is devoted to substantiate and explicate the research methodology for this study.

3.1.1 Research Approaches

Research approach serves as a theoretical background undertaken within a particular study (Dorney, 2007). Therefore, in higher paradigmatic contexts, there are two main approaches which are frequently used in the process of conducting a research. That is to declare, these approaches are qualitative and quantitative approaches. However, a mixture of these two approaches is another highly proposed approach in use. Within the concern of the present study, the qualitative approach is implied as a paradigmatic research methodological approach for accomplishing the ultimate results.

In applied linguistics studies, Dorney (2007) reveals discussions about the qualitative approach at the data collection methods and analysis level; it answers the question of "how" to conduct a particular study. To exemplify, it caters for a qualitative approach in which the database is treated in a descriptive and non-numerical way of study. However, the rationality of adopting the qualitative approach relies on integrating qualitative research qualities. Particularly, the present study, which is held under the investigation of "the effects of implementing a web-based instructional model on promoting EFL learners' autonomy", is based on qualitative research qualities. Such qualities opt for:

- Describing the research setting in its natural context,
- Qualitative data,
- Exploring the insider meaning,
- Interpretive analysis,
- Small sample size (Dorney,2007),

Practically, the present study has correspond with the above stated qualities of qualitative research. To start with, it aims at describing the effects of implementing a web-based instructional model and its interrelation with promoting the autonomous learning of Master

level EFL students at the University of Biskra; therefore, to describe naturally an experience that took place outside the classroom. Following, the nature of the data collected was, partly, qualitative in terms of conducting semi-structured interviews then interpreting them in form of thematic analysis of transcripts and textual data. Wherein, the latter indicates the construction of the semi-structured interview with close-ended questions, in addition to, the utility of a quantitative questionnaire in the form of survey. Another key feature of qualitative research that it is, mainly, interpretive in which the outcome is ultimately the product of the researcher's interpretation of data. That is to deduce, the researcher serves as "measurement device" and draws upon the analytical procedures in conducting the research (Huberman, 1994, p.7). Eventually, the sample size collection of Master level students was constructed of small size, in number of participants, which represent the typical use of much smaller samples than quantitative ones.

The combination of qualitative paradigm qualities results in adopting the qualitative approach as research methodological component. That is to assert, within the present study, the significance of adopting the qualitative approach is to set a fuller understanding of the study and to draw upon an interpretive analysis of the findings. It aims at obtaining data from both the individual, learners, and the boarder-experienced study. Accordingly, to enrich the researcher's ability in drawing conclusions about the problem under study and, generally, to broaden the scope of the investigation in reaching multiple audiences.

3.1.2 Research Strategy (ies)/Design (s)

Kumar (2008) identifies a research design as a written plan of action for a particular study. This plan of action furnishes a systematic plan in which the researcher respectively communicates his/her intentions, identifies the purpose and the importance of the study. The research design appoints answers to the "what" question with regard to the identification of the research problem, questions, hypotheses, variables, and the subjects to be included in the sample, in addition to, the constructed instruments, data collection and analysis. Therefore, following the same subdivision of approaches, research designs are categorized into qualitative research design, quantitative research design and mixed method research design.

The concern of the present study opted for the qualitative research design whereby the qualitative research designs and strategies are used. To explain more, the procedure of selecting the appropriate research design is sequenced in a respective manner. In other words, the researcher follows procedural steps in an arranged sequence starting from the phase of the

research problem identification until it reaches the phase of data collection and analysis. Therefore, each step is undergone with regard to the qualitative research design through the inclusion of qualitative strategies.

Practically, the researcher used a case study, though dominantly a qualitative study design, that renders for acquainting an overview and in-depth understanding about the studied case. For this reason, the case study allows for the utility of a small-scale study due to the small number of the target population, in addition, it is chosen as a feasible means to any data collection method. Based on these premises, as the present study deals with inquiring an in-depth individual program and its effects on a small-scale study, the researcher feasibly tends to use non-experimental research strategies to develop the analysis and to provide clearer links between different methods and mixed kinds of data. This study comprises the application of the qualitative data collection and analysis.

3.1.3 Data Collection Methods

As previously stated, the qualitative research design decides upon the use of the applied data collection methods within a particular study. In its simplest, the data collection methods draw upon the "how" to carry out any research study. Equally important, the data collection methods are research procedures by which a researcher collects data in order to carries out his or her study. They are categorized into qualitative, quantitative and mixed method data collection methods. The qualitative ones comprises the utility of unstructured questionnaire, unstructured interview and unstructured focus group interview. Whereby, the quantitative ones obtain data using tests, questionnaire surveys, and structured interview.

However, the present study implements a mixture of both qualitative and quantitative data collection methods, thus, it advocates the use of a survey questionnaire and a semi-structured interview. Therefore, the next section reveals discussions about the used data collection methods, mainly, about their aim, structure and content in addition to the piloting, validation then administration stages.

3.1.3.1 Questionnaire

One of the most commonly used data collection method is the administration of the questionnaires. According to Brown (2001), "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers"(p. 6). Therefore, a

questionnaire is simply a data collection tool constructed in the form of written questions or statements in which it requires the respondents' response. Questionnaires are divided into three types: quantitative, qualitative and semi-structured questionnaires (Dorney, 2007), each type is held under different research approach and design and patterned through different type of forms and questions.

In constructing a quantitative questionnaire, several important features should be taken into consideration. Such features include the length, layout and content. Researchers in second language field decide upon the length of a questionnaire to be constructed between 4-6 pages. Wherein, the layout of the questionnaire is the overall framework of constructing an attractive and professional design of it. To illustrate more, an attractive and professional questionnaire is a well-designed and orderly layout that utilize various typefaces and highlighting options. In addition, to the appropriate density in which the questionnaire's items are classified in a full and appropriate way within the pages in terms of using the whole width, margins, appropriate use of font type and size and appropriate use of tables and item classification of question types. Other issues concerning the layout include sequence marking in which the items and questions are ordered in a respective manner. Whereby the content includes the main parts of a questionnaire in which, in turn, draws upon the title, instructions, questionnaire items, additional information and final concluding phrase.

The present study concerns the use of quantitative survey questionnaire, this type of questionnaire is a highly structured data collection tool with close-ended question and most of its items are constructed either through giving various response options in which the responded is asked to choose a prelisted option or through asking about very specific pieces of information. It identifies categories, viewpoints, choices and models that have been precisely defined by the researcher in advance. Thus, it results in collecting numerical and quantifiable data. The quantitative survey tool may contain particular open-ended questions which require a qualitative analysis as well (Dorney, 2003). Clearly stated, quantitative survey questionnaire are structured in nature and advocates the use of some specific types of questions that formulate its uniqueness in providing numerical data.

The present study opted for such a quantitative survey; however, it was conducted through an internet-based survey instead of a paper-based survey. It was distributed to a great number of participants in order to obtain data about their perceptions, attitudes, opinions concerning their participation and engagement in "Learners' Autonomy" web-based platform (WBP). More specifically, examining their web-based learning experience and its interrelationship on

the promotion of their autonomous learning and improvement of their study skills. Therefore, this internet-based survey of questionnaire has the potential of reaching multiple audience at the same time tends to attract greater responses. Henceforth, to engage the participants through an email-based survey in which it directs them to a web site at which the survey questionnaire is located in HTML form.

- **Aim (s)**

The applied data collection tool of quantitative survey questionnaire aimed at describing the characteristics of a sample group that were involved in the present research study. Precisely, in yielding the participants' attitudes, perceptions and opinions whom were engaged within the web-based learning program. The central purpose over the reliance of such data collection tool is that because a quantitative survey is a relatively easy to construct, extremely versatile and applicable of obtaining a large amount of information in a considerable time frame. Thus, it set the responses directly to the point and it is deliberately more focused questions.

- **Structure and Content**

The construction of the present questionnaire included three rubrics in addition to a general introduction updated with specific instruction and a final concluding phrase. To put it simply, the general introduction provided a general information including the title and specific instruction in which to lead the respondents about what and how to proceed with answering the survey. Furthermore, the succession of the three rubrics started by demonstrating three categories of questionnaire items. The first rubric contained four (4) questions wherein the second rubric consisted of eight (8) questions; however, the third rubric included nine (9) questions. Progressively more, the survey was fully composed of structured questions (close-ended) types yet it included a few of unstructured options (open-ended) in which the respondents were free to add their personal response if any of the pre-selected choices did not match their thoughts. Based on the present questionnaire, the close ended-questions used to collect data through direct yes or no questions, multiple choices, check boxes, Likert scales and semantic deferential scale; however, the rationality of including open-ended options is to correspond with the respondents' further inquiries with regard to the questions being asked.

As previously stated, the questionnaire was submitted in the form of email-based survey in which the target sample previously assigned their emails within the subscription box of the web-based platform then, after the completion of the course, they received the assigned

questionnaire through their emails (see Appendix 1). Within such internet-based context, online questionnaires are usually created as Web forms, such as Google forms, with a database to store the answers and statistical software to provide analytics. It allows the participants of any course to complete their surveys over the internet. Consequently, the relevant collected data was automatically stored, quantified and designed in form of graphs, charts and tables. Equally important, such web-based forms are flexible in use, attractive in form and easy to comprehend, therefore, each of the questionnaire's items were clearly designed whereby the rubrics were organized into three sections. Each rubric targeted to elicit data about specific aspect within the present study, the general background information of the participants, their general attitudes about the use of web then the application of "Learners' Autonomy" WBP and finally its significant in promoting their study skills and autonomous learning.

Rubric one: General Background Information (from item 1 to item 4)

This section consisted of four questions in which respondents were asked to identify their general background information. To begin with, in the first question they were asked to specify their gender (Q1), then to identify their level of English in the second question (Q2), following to state the reason behind choosing English as major of study (Q3). Additionally, in the fourth question they were specifically demanded to state which type of ICT tools do they rely the most in their studies (Q4) and whether they prefer using both. Each of the former question was constructed in the form of multiple-choice questions with multiple options to select.

Rubric two: "Learners' Autonomy" Web-Based Instructional Model (from item 5 to item 12)

The present section contained eight questions in which the sequencing of them were formulated from a general perspective to a more specific about the researched study. It started by a direct yes or no question in which the respondents were questioned if they were using a web-based sites and resources outside the classroom and if so to assign a specific purpose from the listed options (Q5). The next question inquired the respondents to select which of the web listed tools they are relying on as a helpful tool in their studies wherein four specific option and an open-ended option of "other" were assigned (Q6). The following questions specified the respondents to state how they knew about "Learners Autonomy" web-based platform (Q7), to appoint for what reason (s) they have joined it (Q8), then to allocate what

did attracted them the most about it (Q9). After that, they were required to choose which of the listed web-based tools they have practiced through this web-based platform.

The subsequent two questions were in the form of Likert scales which consist of characteristics and the respondents are asked to indicate the extent to which they agree or disagree with it by ticking. Practically, in (Q11) the users of the web-based platform (respondents) were asked to indicate to which they strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with the listed statements. Therefore, it attempted to elicit their attitudes and overall perceptions about their learning experience within this web-based platform. However, in (Q12) they were asked about the usefulness of practicing web-based tools by indicating whether the applied web tools were useful, somehow useful or not useful. This question attempted to identify users' views and opinions about their experience in practicing the web-based tools.

Rubric three: Learners' Autonomy (from item 13 to item 21)

The present section consisted of nine questions in which the respondents were addressed to generate their thoughts and perceptions about the practice of autonomy and autonomous learning. Each question targeted different aspect with regard to the autonomy scope; however, the last two questions determined the effectiveness of "Learners Autonomy" web-based platform as an efficient and applicable tool in promoting the autonomous learning and learning abilities of the participants. To begin with, the respondents were asked to clarify if they depend only on inside class information and what other sources do they rely on (Q. 13). In addition, they were asked to clarify if the learning progress is of teachers or learners responsibility (Q. 14) and if they consider themselves autonomous learners (Q.15).

In the following questions, they were demanded to elucidate their perceptions and understanding of autonomy and what does it involves (Q. 16), improves (Q.17) and for what reason (s) they would develop it (Q. 18) in addition to state which of the listed activities they are capable to do in an autonomous way (Q.19). Eventually, the participants were required to tick, in accordance to assigned characteristic from the likert scale, and to state to which extent they agree or disagree with the pre-arranged list of statements (Q. 20). Then, to pinpoint, through a semantic differential scale, the level of their satisfaction with the overall experienced study of "Learners Autonomy" web-based platform (Q. 21).

- **Pilot and Validation**

Before the final administration, the used quantitative survey went through several steps of questionnaire construction process. This process is referred to as a pilot stage in which the data collection tool is tested to ensure the high quality, in terms of validity and reliability, of researched study and the outcomes. Thus, piloting the quantitative questionnaire is a very important process due to its psychometric properties in adjusting sufficient items in covering all aspects of a variable. However, the lack of covering of some aspects would result in a complete failure of the outcomes. Henceforth, through conducting a pilot stage, the researcher can avoid a great frustration. He can also examine the comprehensibility of the questions, the actual wording of items, the correctness of redundancy and ambiguity and the overall framework of questionnaire.

In the initial piloting phase, which take place on 1st, April 2019, the questionnaire was distributed to two (2) expert in the field of study (see Appendix 2). One works as an online teacher while the other was a teacher from the University of Biskra. They were asked to check the overall appearance of the questionnaire, the clarity of instructions, the wording of items and if there are any ambiguities or difficulties that the respondents may encounter. It is important to note that the questionnaire was distributed to them through an email-based mail. In the meantime, as the final piloting phase took place, the questionnaire was submitted to twenty (20) students from the population of Master level students (see Appendix 2). They handed back the questionnaire right after the completion, which took fifteen (15) minutes, of answering. This version of the questionnaire included an opinionnaire questions in which the students were further asked to answer about their comprehension of items and what ambiguities or difficulties they faced while answering.

In the initial phase, the two experts have made some considerable remarks and changes about the questionnaire. On the one hand, the online teacher noted that some used e-learning terminologies were not very clear and the word choice was somehow overlapping. He offered some frequent used terminologies and recommended to use them. In addition, he criticized the length of the questionnaire and proposed to withdraw two questions which were in a repetitive form. On the other hand, the other teacher observed that the wording of items lack some organization while the statements of the Likert scales were too detailed and lack some instructions. He proposed to reconsider the organization of the items and to reduce the length of statements by adjusting a clear and comprehensive instruction within the Likert scales.

After the recapitulation of the initial stage, the final piloting phase accommodated further important consideration with regard to the final construction of the questionnaire. The twenty (20) students who have answered the questionnaire found some difficulty in grasping the purpose of some questions. However, some of them remarked that the listed options have limited their answers and suggested to leave spaces for open-ended questions.

- **Administration**

After the completion of the questionnaire (see Appendix 3), the administration phase took place through an email-based survey in which the respondents received an email attached by the questionnaire and brief instructional remarks to follow. On 1st of May 2019, the questionnaire was distributed to fifteen (50) Master level students, who have joined and learned from "Learners Autonomy" web-based platform, at the English Department in Biskra university. It is important to note that the answers of the students were automatically stored and recorded through Google forms survey platform.

3.1.3.2 Interview

According to Kumar (2008), interviewing is a commonly used method of collecting information from people. It involves face-to-face interaction or any kind of verbal interchange between two or more individuals with a specific purpose in mind. Dorney (2007) discusses that the interview is used to collect in-depth information about phenomenon under investigation, usually; it requires the participation of both the researcher and the expert in the field. He specifies that there are different types of interviews, however, the most commonly used ones are the structured, unstructured and semi-structured interview. Henceforth, this study is concerned with the semi-structured type of interview that combines features from both extremes of unstructured and structured version of interviews.

The semi-structured interview, based on the extreme of unstructured version, composes the format of asking open-ended questions, the flexibility of the content and that the interviewee (the expert) is encouraged to elaborate on certain issues raised in an exploratory manner. While from the extreme of structured version, the interviewer (the researcher) is eligible to ask some close-ended questions and to provide guidance and direction using "an interview guide" which contains a pre-prepared and piloted list of questions to be covered about the researched area under investigation. Therefore, a successful conduction of a semi-structured interview requires a series of carefully designed steps concerning interview guide

preparation, types of questions, the piloting stage, the structure and the aim of conducting the interview.

In a practical manner, the present study relied on using a semi-structured interview as a data collection method. Therefore, the researcher has interviewed seven teachers who have background knowledge about the researched study. To explain more, since that the study concerns investigating the effects of a web-based learning platform in promoting the autonomous learning of learners, the core principle of the study is to elicit detailed information from teachers whom in turn have an experience in such contexts of ICT field and e-learning stuff.

- **Aim (s)**

Due to the applicability of the semi-structured interview in providing reach yet organized information, the central aims of conducting it, as a data collection method, are to elicit qualitative data and to equip the researched study with breadth and depth information about the e-learning environment from insider and outsider perspectives. In other words, the discussions held upon these seven teachers aim at providing contextual information concerning the applicability of the web-based learning in delivering learning content and resources .Progressively more, to devise the teachers' attitudes, opinions and perceptions about the proposed and applied instructional web-based model of learning that was submitted to Master level EFL students.

- **Structure and Content**

As previously mentioned, the semi-structured interview went through preparatory stages before the first interview session. The questions of the interview were prepared in advance through an interview guide. It consisted of sixteen (16) questions that were subdivided into three rubrics. Therefore, each rubric covered a specific area in providing relevant data about the researched study. However, these rubrics were proceeded by a general introduction and finalized by a final closing question where the teacher is asked to add a comment or to provide a suggestion. To put into decode, the first rubric consists of three (3) while the second rubric includes six (6) questions, wherein, the third rubric contains other seven (7) questions.

Moreover, the semi-structured interview was constructed through adjusting both open-ended and close-ended questions. In other words, the type of questions were of a mixture of direct questions using yes or no question and justification questions that widened the scope of

the discussion and allow the teachers to respond openly and in detail phase. Additionally, the questions were varied in terms of asking general then more specific questions wherein the introductory phase was set to establish the tone of the interview and to create initial rapport with the teachers. Then, the very first questions were easy and factual questions that direct the flow of the interview to ask for detailed-oriented questions in which to elicit teachers' knowledge, attitudes, opinions and values on issues related to the web-based learning, autonomous learning and implementation of a web-based platform.

The interviews were conducted in the form of face-to-face interaction wherein each rubric targeted different aspect of the study. Initially, rubric one addressed the background information of the teachers whilst rubric two yielded detailed information about the web-based learning and its interrelationship with the promotion of autonomous learning. In addition, rubric three elicited teachers' attitudes and perceptions toward implementing such alike web-based learning model, namely, of "Learners' Autonomy" WB platform and its role in promoting the autonomous learning of Master level students.

Rubric one: Background Information (from item 1 to item 3)

This rubric addressed three general questions about the background information of the teachers and their experience in teaching in general and, whether, he or she experienced teaching online in particular. The first question (Q1) was asked to identify the academic degree of the teacher. Following, the second question (Q2) addressed the teachers' years of experience in teaching. Wherein, the third question (Q3) was a direct question to identify if the teachers have an expertise area in the online teaching and to provide a short explanation if they have so.

Rubric Two: Web-Based Learning and Autonomous Learning (from item 4 to 9)

The second rubric composed of six questions in which the teachers were asked to dig down their teaching practices and to supply pertinent answers concerning the web-based teaching and learning and its interrelationship with autonomous learning. In a respective manner, the fourth question (Q4) of the interview aimed at determining the teacher experience over the reliance of web-based resources in their teaching and learning practices and to enrich their answers with examples if they do so. Whereby, in the fifth question (Q5) they were asked to declare an agreement or disagreement of the statement that claims, "Online websites are rich in content and one could improve his or her learning through it", and if so to explain how.

Wherein, the sixth question (Q6) addressed the teachers if they do ask their students to check for any web learning materials or websites and for what purpose. Additionally, in the seventh question (Q7) they were asked to provide a general definition of the "Autonomy" concept and to state whether it is applicable to implement its features using learning websites and platforms. However, the eighth question (Q8) sought for an explanation of how they motivate their students to be autonomous in learning and to improve their study skills. Finally yet importantly, in the ninth question (Q9) the teachers were asked to state their opinions about an online course and whether it is applicable in delivering learning contents like lectured ones.

Rubric Three: "Learners' Autonomy" Web-Based Platform (from item 10 to 16)

Respectively, the last rubric of the interview devoted to ask further seven questions about the use of "Learners' Autonomy" WBP, as an implemented web-based learning model, in supplementing learning resources and materials through the web. Henceforth, these seven questions were designed to trigger teachers' attitudes and perceptions about the experienced study. It is important to note that the interviewed teachers were previously asked to check for "Learners' Autonomy" WBP and, before and during the interview, they were handed an analytical paper which summarizes the statistics and metrics of it.

Following the same sequence, the question number ten (Q10) in which the teachers were asked primarily if they previewed the attached link of "Learners' Autonomy" and the document of "the analytical paper" that have been sent in their emails. If so, to state a general overview about how they perceived it in terms of layout, content, design and arrangement. In the question number eleven (Q11), the teachers were required to assure whether this platform provided helpful study materials and content for Master level students and how they considered the application of the web-based learning tools. Accordingly, in the question number twelve (Q12), teachers were requested to infer the activeness or passiveness of these integrated web study materials. In addition, and in a more precise way, in the question number thirteen (Q13) they were asked to infer the applicability of the integrated choice of blending "Language Mastery" course within this web-based learning model and whether it was successful or not.

Furthermore, the question number fourteen (Q14)) in which the teachers were demanded to influence their thoughts based on the analytical paper and to state if Master level students were actually involved and motivated to learn via web-based learning platform. In like

manner, the question number fifteen (Q15) was a direct question followed by a justification to infer answer about the rationality and efficiency of implementing "Learners' Autonomy" WBP as a learning model in promoting Master level autonomous learning. However, the last question, which is the question number sixteen (Q16), sought to ask about the teachers future attempts in establishing their own personal websites and if so what would they plan for. Eventually, the closing part of the interview was left for the teachers to add further suggestions or comments with regard to the present study.

- **Pilot and Validation**

Before the final administration, the interview guide listed a preliminary list of questions that went through two preparatory steps (see Appendix 4). For this reason, the researcher designed a detailed interview guide to ensure that the angles of the present study is properly covered, to suggest appropriate question wordings, to offer a template for the opening statements. Henceforth, this interview guide is followed by a piloting stage, that took place in March 2019, in which the rationality of piloting it is to validate and to set a reliable data collection tool and, therefore, to ensure high quality of the outcomes in the specific context.

At first, the interview guide was emailed to two expert teachers in the field. One was an experienced teacher in online teaching whilst the other was a former teacher at university of Biskra. They were asked to review the questions pertaining to its language, wording and relevance. They made remarks about the overall framework and content; the online teacher suggested changing some relevant terminologies about e-learning and recommended to ask direct questions about the web-based platform and the integration of "Language Mastery" course. While the other teacher remarked that one of the questions was too detailed and passive in which he recommended to reformulate its content and to add a justification to the other. After the first phase, the researcher modified some terminologies and word usage and added one question about the web-based platform and the course. Besides, the other detailed question was divided into two questions.

In the second phase of the pilot study, which took place in April 2019, the researcher conducted a practical interview to test the questions and to set an opportunity where she can practice her communication skills and evaluate the questions being asked. Thus, during the interview, the researcher used probing questions to elicit further in-depth information and took other notes about raising issues within the researched study. Besides, the interviewee made some critical comments referring to that some questions were repetitive and not ordered

in a coherent way. After the second phase, the researcher changed the sequence of the questions and added one more question that was in relevant of discussions.

The researcher was able to recognize the deficiency of the questions and how to reformulate them in a more cohesive and coherent way. The interview guide contained thirteen questions (13) after the pilot stage it included sixteen questions (16); therefore, the added interview questions were the questions numbered (Q12), (Q13), and (Q14) (see appendix 5). The aim of the pilot study was to test the appropriateness of the questions and to provide the researcher with some early suggestions on the validity of the semi-structured interview. Additionally, the pilot stage assisted the researcher to practice the skills of interviewing and to set the tone and the flow of conversation. It facilitated for the researcher to obtain experience in conducting in-depth, semi-structured interviews and to build a sense of rapport with the interviewee.

- **Administration**

Before the conduction of the interview, the seven (7) interviewed teachers were previously asked to preview the web platform of "Learners' Autonomy" and to check its content as well as, before and during the interview, they were handed an analytical paper report that summarize the statistics and metrics of "Learners Autonomy" WBP (see appendix 6). Practically, in the administration phase, the semi-structured interview (see appendix 5) was conducted in a face-to-face interaction with voice recording aids. During the date timing of 5th to 20th of April, the conduction of the interview took three weeks respectively. The interviews ranged in time between approximately 20 to 40 minutes. It is important to note that these seven teachers were teaching in the English department of Biskra University with different specialties and academic degrees. However, six of them were experienced teacher in the field of teaching online while one of them did not have any experience before. Subsequently, three of them taught the language Mastery course while the rest did not.

3.1.4 Research Sampling

Dorney (2007) identifies that a sample is the group of participants whom the researcher actually examines in an empirical investigation. They are extracted from a population and function as representative of it. The process of selecting a sample requires the researcher to determine the nature of his or her researched study and to set the workable sample of it. Equally important, to choose the sampling procedures then the type of sampling that better serve his or her research.

- **Research Sampling For this Study**

There two procedures of sampling, probability and non-probability sampling, however, under each category there are certain types of sampling. The present study is concerned with the non-probability sampling, mainly, the purposive type of sampling. Thus, the selected population was Master level students at the University of Biskra since that they show readiness and approval to the use of ICT technologies and web-based learning. However, the whole population of Master level students are 180 students of applied linguistic studies. Therefore, the number of students who have volunteered are 50 students approximately 30% of the whole population.

3.1.4.1 Purposive Sampling Techniques

In the purposive sampling type, the researcher chooses specific people with particular characteristics within the population to examine for a particular study. It is based on the researcher's judgment to select the members of the sample that help him or her in the research conduction. Therefore, in the present study the researcher opted for such purposive sample due to its applicability in determining the groups' characteristics that corresponded with the researcher decisions in carrying out the research.

3.1.5 Population and Sample

To accomplish our research, we have selected Master level students at the University of Biskra as a population since they show readiness and approval to the use of web-based learning tools. The whole population of Master level students are 188 students of applied linguistic studies. Therefore, the number of students who have volunteered are 50 students approximately 30% of the whole population.

3.1.6 Data Analysis and Procedures

Designing and administrating the data collection methods are practically the initial half phase of conducting a research. Yet, after the completion of that phase, the next phase is the analysis of the obtained data. In this research, the researcher adopted a descriptive approach of data analysis through which to describe, interpret, and explore the data collected from the questionnaire and the data obtained from the semi-structured interview.

3.2 Results

The following section is devoted to the analysis of data collected from the students' questionnaire and teachers' interview.

3.2.1 Analysis and Interpretation of the Participants' Responses

The participants were asked to answer a questionnaire in order to investigate their views, attitudes and perceptions about the application of "Learners Autonomy" web-based platform and its interrelationship in promoting their autonomous and language learning. The participants were fifty (50) students of Master level English major at the University of Biskra whom have subscribed and joined within this platform. Therefore, the researcher analyzed fifty (50) received questionnaires from the participants. However, the following section provides quantitative and qualitative analysis and interpretations of the questionnaire's items and findings. As mentioned previously, the questionnaire comprises three rubrics dealing with different research angles. Accordingly, the analysis of these responses will consider each item in a respective manner.

▪ Rubric One: General Background Information

This section prompts to collect the general background information about the participants' gender, level and reason for choosing English as a study major in addition to the identification of the type of ICT tool they rely on while studying.

Item 01: Participants' gender

This question reveals the students' gender.

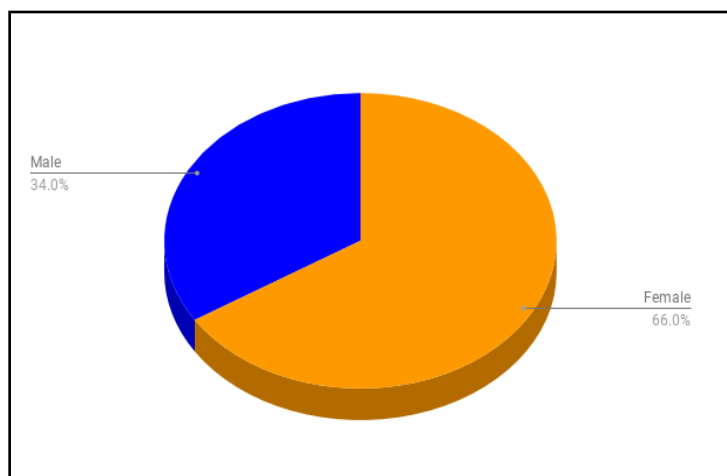


Figure 3.1: Gender Distribution

Table 3.1: Gender Distribution

Gender	Frequency	Percentage
Male	17	34%
Female	33	66%
Total	50	100%

The present item is a dual-choice question about the gender of participants. As can be seen in Table 3.1, of all 50 participants, 17 are males, and 33 are females. Similarly, as the figure 3.1 shows, that the percentage of female was greater than males. That is to record, 66% of females and 34% of males from the total number of respondents and whom they have joined the web-based platform.

Apparently, the exceeded number of females over males is due to the overall population of Master level students in which the English learners' females are more than males, however, there is no central bias towards the participation in the web-based platform. As that the participants were volunteering and each one had his or her specific reason for joining.

Item 02: Participants' level

- Advanced
- Upper-intermediate
- Intermediate
- Lower-intermediate

The present question aims to identify the participants' evaluation of their levels of English learning.

Table 3.2: Participants' Level in English

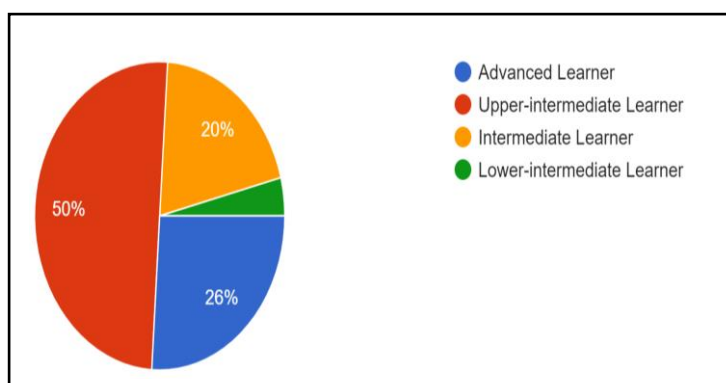


Figure 3.2: Participants' Level in English

Level	Frequency	Percentage
Advanced	13	26%
Upper-intermediate	25	50%
Intermediate	10	20%
Lower-intermediate	2	4%
Total	50	100%

As the figure 3.2 depicts, the dominant level among the participants was of "upper-intermediate" learners with a percentage of 50% of 25 participants while 13 (26%) of them considered themselves as "advanced" learners. Therefore, the majority of the participants label themselves as high achievers of English language in terms of English skills proficiency or

using English in an appropriate ways. Whilst, 10 (20%) of them stand as intermediate level of learners and 2 (4%) of them as lower-intermediate learners which indicate that some of them were facing difficulties either in expressing themselves through one of the English skills or the overall achievement of English studies.

However, the participants' variety of levels creates a sense of plausibility within the intended e-learning experience in which not only high achievers were involved but also medium and low achievers of Master level English learners. Alternatively, the intended outcomes would reflect this variety of levels, in addition to how each student perceived this learning experience and what encountered difficulties the participants face or other learning abilities they have improved.

Item03: Choice of Learning English

- For Professional Career
- For Academic Career
- Personal Choice
- Compulsory Choice

This question seek to identify the participants' reason for choosing English as a major of study.

Table3.3: Participants' Choice of Studying English

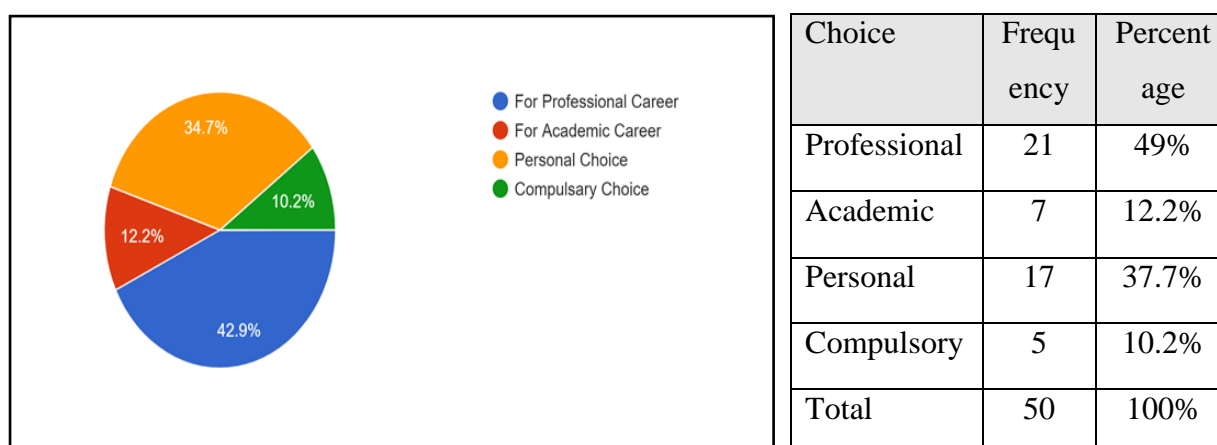


Figure3.3: Participants' Choice of Studying English

As the figure 3.3 distributes the percentage of the participants' choices of learning English, most of the responses rest on choosing English as professional career (49%) and as a personal choice (37.7%). Wherein, the less responses fell on the academic (12.2%) and compulsory (10.2%) choices. Henceforth, based on the frequencies showed in the table, the 21 participants

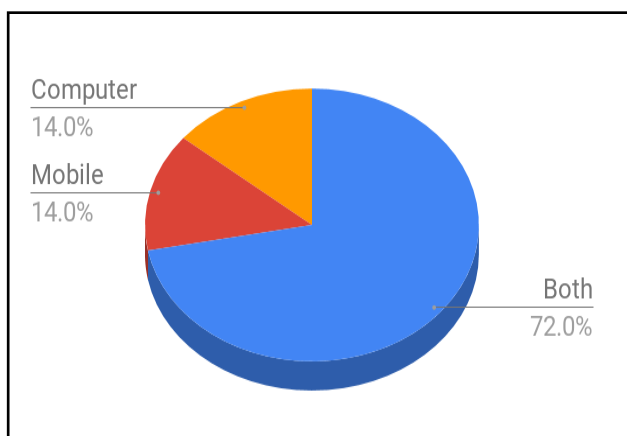
who chose English as a professional career reflect their future intentions of seeking out jobs within the English curriculum or even of using English for future projects. Whereby, the 17 participants of personal choice remained neutral in their choices as that they did not yet decide for what reasons they are studying English and deemed it as a personal choice. Similarly, the 7 participants whom appointed studying English for academic career are yet in a similar position of the personal choice because studying English for the sake of academic learning, getting degrees or diplomas did not draw upon their future intentions and limited their choices within the academic context. Alternatively, they may be interested only in improving their English studies and seeking to use it in other academic contexts. However, 5 of the participants declared that English major was a compulsory choice for them either due to some educational issues or someone with a high authority imposed on them choosing it.

Despite the diversity of the reasons that led the participants to study English, all of them were interested to get involved with the intended web-based instructional model of English learning that intentionally corresponded with their choices. That is to infer, the professional career choice reflects the participants intentions in seeking out further occasions of learning English, whilst, the academic career choice correspond with their willingness to examine different academic context of learning or to achieve specified objectives. Following, the personal choice respondents may have personal reasons such alike reaching the objectives of the platform or merely checking its content. The compulsory choice respondents may have some external reasons for joining such as for the sake of curiousness.

Item04: The Type of ICT Tools of Studying

- Computer
- Mobile
- Both

This item intends to indicate the type of ICT tool that the participants rely on in their studies.

**Table 3.4: Participants' Choice of ICT Tool**

ICT	Frequency	Percentage
Computer	7	14%
Mobile	7	14%
Both	36	72%

Table 3.4: Participants' Choice of ICT Tool

The present item is indicated in order to explore the type of ICT device that participants rely on during their study activities. A multiple choice of three choices were indicated, a computer, mobile or if they are using both interchangeably. Therefore, as the table 3.4 reports, the majority of participants, more precisely 36 (72%) of them, are relying on both type of ICT devices in order to study. whereby, as the figure 3.4 illustrates that the rest of them were equally subdivided to depend either on their computers (14%) or mobiles (14%) for studying.

That is to confirm, the ownership of ICT devices for all participants and their studying practices using computers and mobiles. The results are of a great significant to the present study in connection with the implementation of the web-based platform it confirms that all of the participants had an access to this platform either by using a computer or a mobile

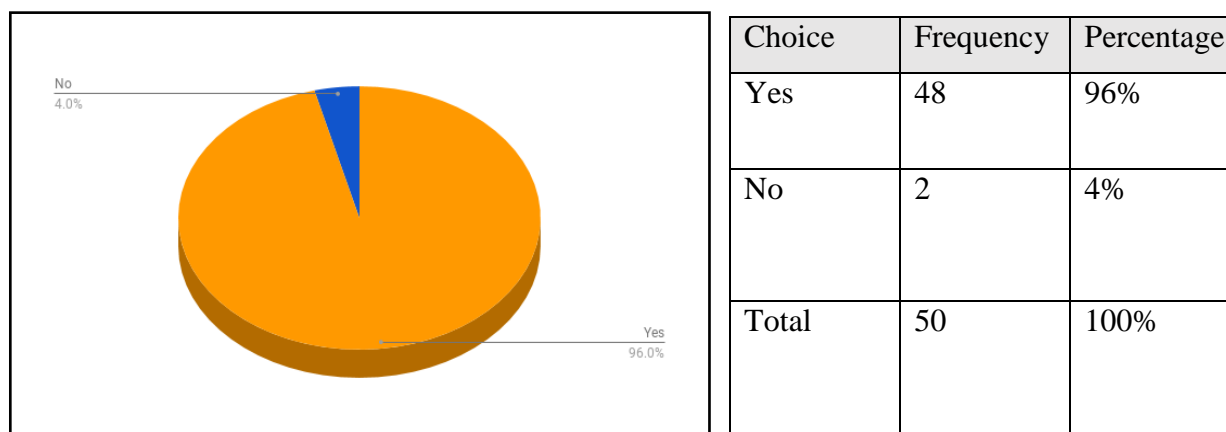
- **Rubric Two: "Learners' Autonomy" Web-Based Instructional Model.**

The aforementioned rubric is designed to investigate the participants general practices and attitudes using the web and in a more precise way toward the assigned web-based instructional model of learning. It comprised eight (8) questions, six (6) close-ended questions and two (2) Likert scales. Therefore, each question was designed to explore different aspect about the researched study. It started by elucidating the participants' web practices in general and then the intended practices toward "Learners Autonomy" WBP. Accordingly, the two Likert scalers were constructed to examine the participants' attitudes and perceptions about the inclusive learning experience and its usefulness in relation to the designed web-based tools of learning.

Item05: The Use of Web-based Sites and Resources Outside the Classroom

- Yes
- No

This item attempts to figure out if the participants were in practical use of educational website and resources beyond their classroom practices.

Table3.5: Participants' Opinion about the Use of Web-Based Sites**Figure3.5: Participants Opinion about the Use of Web-Based Sites**

The first part of this item is simply yes or no question. According the table3.5, 48 of participants confirmed that they use web-based resources and sites apart from their classroom learning, and only 2 of them disapproved that they rely on outside resources of learning, that is to confirm, as the figure illustrates that the high percentage of the confirmation reached 96% while the disapproval recorded 4% which in turn depict that the overall number of participants were of a great relevance to outside resources of learning mainly in depending on web-based sites and platforms. Accordingly, the participants who chose the yes option were asked to specify for what purpose (s) they were using the web-based sites and resources.

- **If yes, for what purpose:**
 - For researching
 - For study guides
 - For self-directed learning
 - For entertainment and social networking

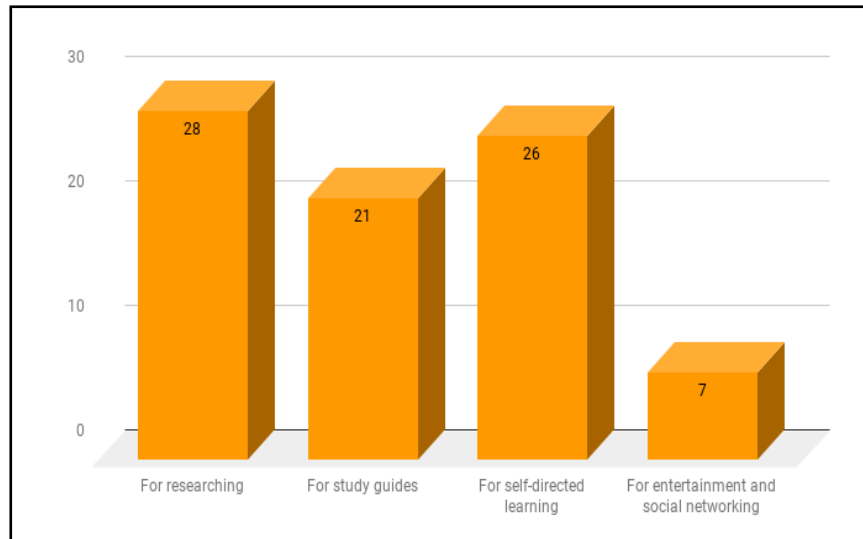


Figure 3.6: learners' purpose of using web-based site.

As the figure 3.6 represents, each column indicates a choice for using web-based site and resources. It is important to mention that the choices were given in a check boxes form in which the respondent is eligible to select more than one choice. Therefore, at the top of the choices, 28 participants chose for researching purposes, following, 26 of them chose for self-directed learning purposes. In an approximate manner, 21 of them chose for study guides purposes wherein 7 counts remained for entertainment and social networking purposes. Each of researching, study guides and self-directed learning count a considerable number comparable to the total number of participants.

Thereby, the salient purposes for surfing on the web relied on the former reasons which in turn indicate that the majority of participants are in frequent use of the web. Mainly, for the accomplishment of educational purposes and that they are responsible, independent and skilled enough to achieve some learning tasks by themselves.

Item06: The Web Tools Participants Use for Helping them in their Studies Outside the Classroom?

- Search engines like google scholar
- English learning platforms and sites
- English YouTube videos
- Social networking site (like Facebook)

This question aims to discover which of the listed web tools that the participants are using in their studies.

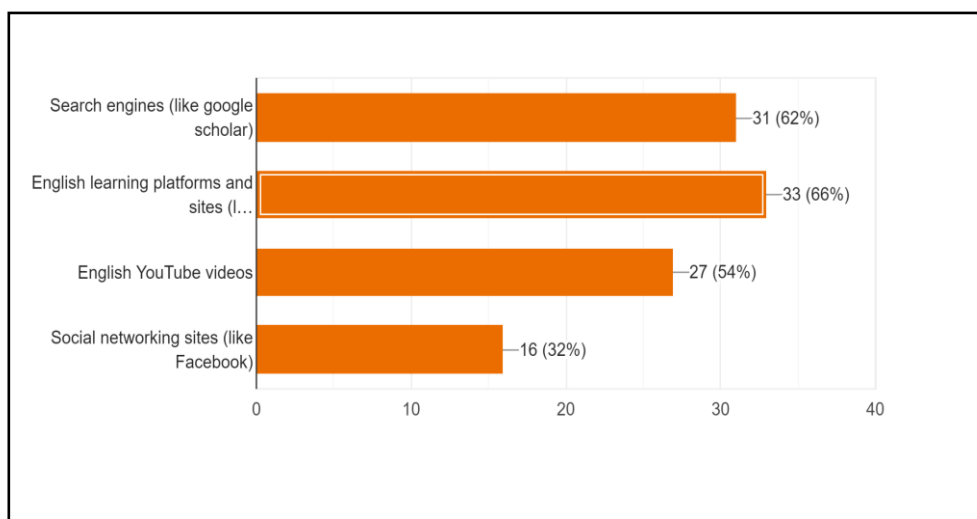


Figure3.7: Participants' Use of the Web Tools

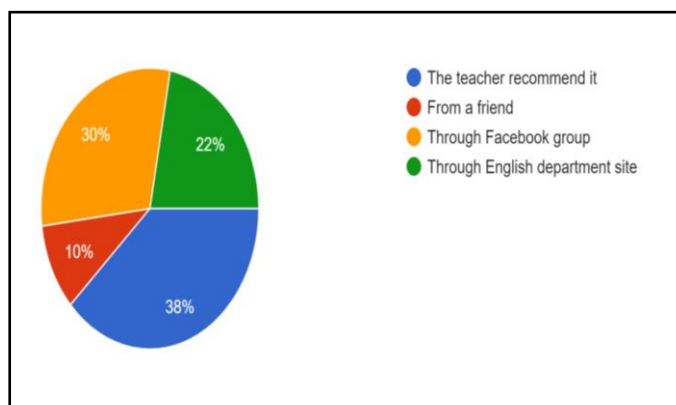
As the figure3.7 illustrates, each bar represents a web tool in which the participants are asked to choose one or more than one tool that they are relying on in their studies. The participants count on English learning platforms and sites, of 33 counts, as the most frequent used web tool of learning. Respectively, search engines reported similar counts of 31 wherein English YouTube videos amount to 27 counts; however, social networking sites remarked considerable number of 16 counts.

The outstanding results set forth the participants' study practices in connection to the web; therefore, the participants show a great interest concerning the web tools used for studying; their choices were similar alike upon the use of English learning sites, search engines and YouTube videos. In addition, some of them deemed the social networking sites not only a source for entertainment but also a resource for studying in which they can share, exchange and discuss about certain study stuff.

Item07: 'Learners' Autonomy' Web-based Platform Source of Knowing

- The teacher recommend it
- From a friend
- Through Facebook group
- Through English department site

The aforementioned question indicates how did Master level students knew about "Learners Autonomy" WBP.

Table3.6: Participants Source of Knowing

Choices	Frequency	Percentage
The teacher	19	38%
A friend	5	10%
Facebook	15	30%
English site	11	22%
Total	50	100%

Figure3.8: Participants' Source of Knowing

The present item aims to discover the way by which the participants knew about the aforementioned English learning platform. In a form of multiple choice, four choices were assigned in which the respondents were asked to state the source of knowing about the platform. Therefore, as the table demonstrates, most of participants, precisely, 19 (38%) of them stated that the teacher has recommend it while 15(30%) of them knew from the social networking site of Facebook, namely, from an assigned publication within their private Facebook group. Similarly, 11 (22%) of them knew from an assigned publication which took place on the English department site of Biskra university, whereby, 5 (10%) participants appointed to their friend whom introduced the platform to them.

Respectively, the aforementioned results highlight that students are in direct instruction from their teacher and willing to be involved in out of class learning. Progressively more, educational and social networking sites are of great importance in providing useful and practical information in addition peer and collaborative learning is yet another significant aspect in delivering instruction. Consequently, each of the choices reflected certain aspect within delivering or receiving instruction and that participants were active learners who seek to take advantage from the inside and outside resources.

Item08: "Learners' Autonomy" Web-based Platform Reason (s) for Joining it

- As a study resource of "Language Mastery course"
- To develop your study skills
- To develop your self-direct learning
- To practice web-based tools

- As a sense of curiosity

The present question sets to specify the participants main reason for joining "Learners autonomy" WBP.

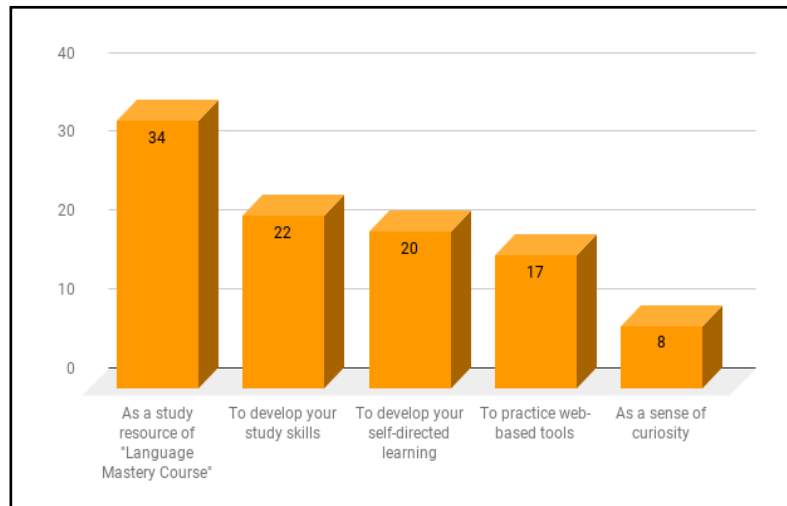


Figure3.9: Participants' Reason (s) for Joining the Platform

As the figure3.9 represents, each column indicates a reason that the participants may be interested in when they first joined "Learners Autonomy" WBP. Clearly stated, the choices were distributed in check boxes form, therefore, some of the participants indicate more than one reason for joining it. As a result, each of the listed choices recorded significant number of counts. At the top of the columns, joining the platform as a study resource of "language Mastery course" counted the highest number of choices of 34 counts, successively, the improvement of study skills and self-directed learning recorded similar alike counts between 22 and 20. Equally important, practicing web-based tool recorded adequate number of 17 counts wherein 8 counts rest for the sense of curiosity.

However, the inclusive number of counts of the participants' choices indicate that each one of them had more than one reason and objective as a part from their involvement. Accordingly, the allotted reasons were at the central core of the overall objectives of "Learners Autonomy" WBP which on its part engaged the participants to take their enrolment and participate in the web-based platform. Thus, it can be concluded that the vast majority of the participants were willing to use the platform for English learning and that they were motivated to take a forwarded seat among it.

Item09: "Learners' Autonomy" web-based platform features of attractions

- The layout and design

- The content and courses
- The online quizzes
- The objectives
- All of them

This question attempts to elicit the participants' main features of attractions about "Learners Autonomy" WBP.

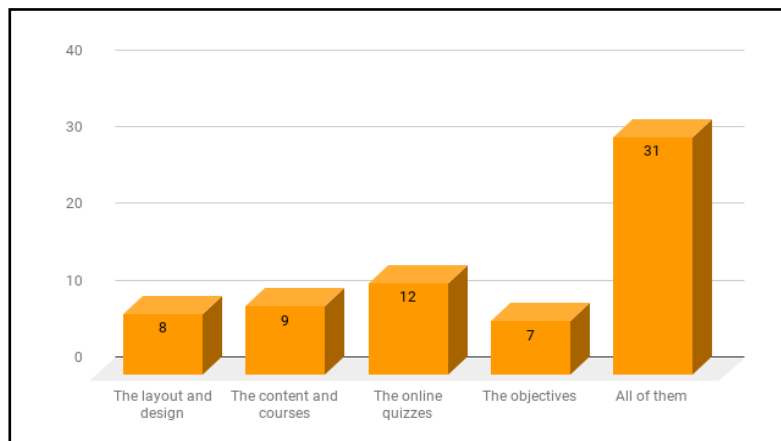


Figure3.10: Participants' Choice of Attractiveness

The presented figure3.10 illustrates the main templates of "Learners Autonomy" WBP; therefore, each choice is depicted with a column and its number of counts. Clearly identified, due to the 31 counts that "All of them" choice has received; most of the participants were attracted to the overall proponents of the platform. Wherein, some of them identified that they were attracted to a particular proponent such of the layout and design, the content and courses, the online quizzes, and the objectives which received lower counts of 8, 9, 12, 7 respectively.

As a result, the participants display great interest and attraction toward the platform's proponents that constructed the overall framework of the web-based instructional model. Within such model of learning, it is important to draw upon the basics of learning so that the target audience, participants, seek for their related areas of study and find their answers. Consequently, the delivered web-based instructional model of learning corresponds with the participants' objectives of studying in terms of designing practical tools, providing learning content, and distributing applicable learning environment.

Item10: The Practiced Web-based Tools

- Trivia quizzes
- Multiple choice quizzes

- Flipped cards idiom
- Convo sample
- All of them

This question aims to elucidate which of the web-based tools that the participants have practiced as a part from their learning journey of "Learners Autonomy" WBP.

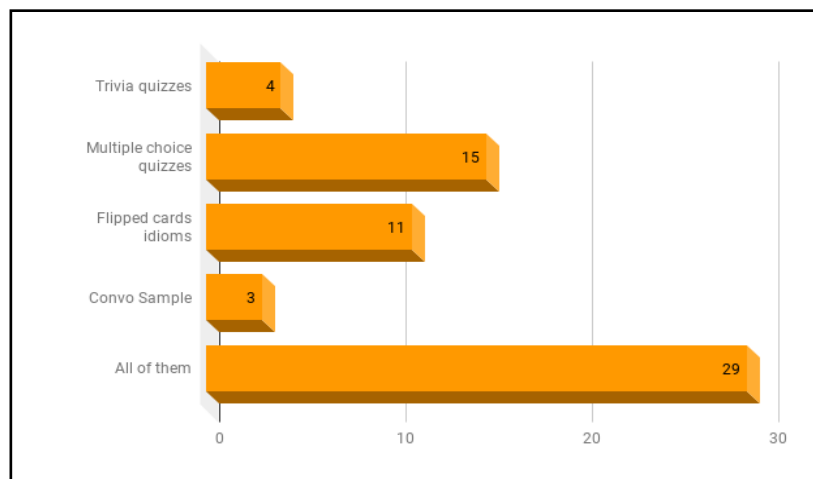


Figure3.11: Participants' Practiced Web-Based Tools

As figure 3.11 illustrates, the enlisted web-based tools that were applied within the platform of "Learners Autonomy" are represented with each bar; however, the bottom bar included all of the web-based tools. Clearly stated, the highest number of counts rate on "All of them" choice with 29 counts that is to infer most of the participants have practiced all of the web tools. Whereby, some of them have indicated a particular or two particular web tools through which trivia quizzes, multiple choice quizzes, flipped card idioms and convo sample have counted fluctuated number of 4, 15, 11, and 3 counts respectively.

Altogether, the above enumerated results indicate that the vast majority of participants have used and practiced all of the web-based tools, whereas, the fewer of them chose to depend on one or two web-based tool. This is in accordance to the results found in chart which appointed to the use of online quizzes as intervening objective for their overall web-based autonomous enrolments.

Item11: The Participants' Attitudes towards their Participation in the Learning Process of "Learners Autonomy" WBL

- Strongly agree
- Agree

- Neutral
- Disagree
- Strongly disagree

The present item targets to elicit the participants' attitudes, perceptions and opinions toward their engagement in the learning process of "Learners Autonomy" WBL. It distributed eight statements throughout a Likert scale in which the respondents are asked to select one of the scale degrees.

Table3.7: Participants' Views toward Web-Based Platform

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I regularly use the web to improve my English studies.	20 (40%)	18 (36%)	9 (18%)	2(4%)	1(2%)
2. I am familiar with educational sites on the internet to study English.	4 (8%)	6 (12%)	15 (30%)	15 (30%)	10 (20%)
3. "Learners' Autonomy" platform's design and style is very attractive, informative and well organized.	27 (54%)	17 (34%)	3 (6%)	1 (2%)	2 (4%)
4. The distributed online courses of the platform are helpful in "Language Mastery" studies.	28 (56%)	17 (34%)	3 (9%)	2 (4%)	0 (0%)
5. I felt motivated while browsing the content of "Learners' Autonomy" WB platform.	22 (44%)	19 (38%)	7 (14%)	1 (2%)	1 (2%)
6. The quizzes section helps me to identify my learning weaknesses and strengths about Language Mastery Course.	18 (36%)	23 (46%)	7 (14%)	2 (4%)	0 (0%)
7. I browsed "learners' autonomy" WB platform through my mobile/ computer in an easy way as for technical problems were rare.	23 (46%)	15 (30%)	6 (12%)	6 (12%)	0 (0%)
8. Generally, I had a positive experience with the online courses and quizzes provided by "Learners' Autonomy" WBL Platform.	28 (56%)	17 (34%)	3 (6%)	1 (2%)	1(2%)

- **Statement 1: "I regularly use the web to improve English studies"**

To start with, the participants were asked to express their opinions concerning the first statement of "I regularly use the web to improve English studies". From the stated data in the

table, 20 (40%) of them chose "strongly agree", 18 (36%) others chose "agree", 9 (18%) chose neutral, 2 (4%) chose disagree and 1 (2%) chose strongly disagree. It can be insinuated that a high number of participants were in similar learning opportunities of autonomous English learning through the web whereby fewer of them were class dependent.

- **Statement 2: "I am familiar with educational sites on the internet to study English"**

In the second statement, the participants were required to state the degree on which they are familiar with educational sites of English learning. The statement of "I am familiar with educational sites on the internet to study English." was used to test participants' general practice of online resources for learning English. From the recorded data, 4 (8%) of them chose "strongly agree", 6 (12%) agreed, 15 (30%) took neutral position, 15 (30%) others disagreed, and 10 (20%) of them chose "strongly disagree". That is to infer, a considerable number of participants were in doubting position of the statement because more than 25 (50%) of them disagreed that they are in connection with specific English educational sites. Opposite to, the few of them agreed with the statement. It can be concluded that the majority of them randomly surf on the web without a relative awareness of the most beneficial sites of English learning and they lack initiative overall.

- **Statement 3: "Learners' Autonomy" platform's design and style is very attractive, informative and well organized"**

The third statement targeted to elicit the participants' sights about the overall framework of "Learners Autonomy" WBP. Given the statement, "Learners' Autonomy" platform's design and style is very attractive, informative and well organized", 27 (54%) of the participants chose "strongly agree", 17 (34%) others agreed, 3 (6%) took neutral position, 1 (2%) disagreed and 2 (4%) chose "strongly disagree". This show, almost the total number of participants have agreed upon the assigned statement with nearly 75% while lesser portion of 12% took different positions. The data indicate that the majority of participants view "learners autonomy" WBP as well-designed and organized platform of English learning.

- **Statement 4: "the distributed online courses of the platform are helpful in "Language Mastery' studies"**

In this statement, the participants were demanded to indicate the usefulness of the designed online courses in their studies. Having said, "The distributed online courses of the platform

are helpful in "Language Mastery" studies", more than half of the participants of 28 (56%) one of them strongly agreed, following 17 (34%) one chose agree, while 3 (9%) took neutral position and 2 (4%) others disagreed. Based on data provided, a great number of participants declared that they found the web-based platform helpful in their "Language Mastery studies".

- **Statement 5: "I felt motivated while browsing the content of Learners' Autonomy WB platform"**

In the present statement, the participants' were directed to elucidate their level of motivation toward the learning experience of the web-based instructional model. Providing the statement of "I felt motivated while browsing the content of "Learners' Autonomy" WB platform", considerable number of participant of 22 (44%) indicated that they "strongly agree" with it, subsequently 19 (38%) of them agreed, 7 (14%) of them remain neutral, whilst 2 (4%) of them took different position of disagreement. Consequently, the significant number of participants indicated both scales of "strongly agree" and "agree", that is to infer most of them were motivated and eager to explore about the platform.

- **Statement 6: "the quizzes section helps me to identify my learning weaknesses and strengths about Language Mastery Course"**

According to this statement, "the quizzes section helps me to identify my learning weaknesses and strengths about Language Mastery Course". The participants were required to examine their practice of the online quizzes and its significant in identifying their learning weaknesses and strengths. As the data shows, the participants number of 18 (36%) chose "strongly agree", 23 (46%) chose "agree", 7 (14%) chose "neutral", and 2 (4%) chose "disagree". Accordingly, the data reveals that vast majority of participants agreed upon the significant of using online quizzes as an assessment tool to identify their learning strengths and weaknesses about Language Mastery course while fewer of them did not claim such advantage.

- **Statement 7: "I browsed "learners' autonomy" WB platform through my mobile/ computer in an easy way as for technical problems were rare"**

This statement set forth to overlook for the technical aspects of "Learners Autonomy" web-based platform. Given the statement, "I browsed "learners' autonomy" WB platform through my mobile/ computer in an easy way as for technical problems were rare". The participants are asked to declare the extent of agreement or disagreement. Therefore, 23

(46%) one of them indicate strongly agree, 15 (30%) other agree, 6 (12%) remain neutral, 6 (12%) other disagree and 1 (2%) strongly disagree. From the data, mostly all of the participants came to an agreement scale of 76% that is to infer the web-based platform is on a good quality of technical issues and provides easy and accessible way of browsing and previewing items.

- **Statement 8: "Generally, I had a positive experience with the online courses and quizzes provided by "Learners' Autonomy" WBL Platform."**

The last statement on this item generates the overall learning journey of the participants. Corresponding to the statement of "Generally, I had a positive experience with the online courses and quizzes provided by "Learners' Autonomy" WBL Platform.", the participants mark on a scale of agreement that 23 (46%) of them strongly agree and 15 (30%) agree. Wherein, 6 (12%) remain neutral and 6 (12%) disagree, however, 1 (2%) strongly disagree. From analysis of data, it can be concluded that the vast majority of the participants settle on having a positive experience with the learning courses of "Learners autonomy" WBP.

Item12: the participants' attitudes, study practices towards the web-based autonomous tools as effective techniques of English Learning

- Useful
- Somehow useful
- Not useful

The following item are designed to get a deeper understanding of the participants' attitudes, study practices toward the web-based autonomous English learning. More particularly, examining the participants' actual behavior toward the conduction of the web-based autonomous instructional tools. It is constructed of 7 statements through which to point on a scale the extent of usefulness.

Table3.8: Participants' Views toward the Web-Based Learning Tools

Statements	Useful	Somehow useful	Not useful
1. "Learners' Autonomy" web-based platform is useful for my studies.	40 (80%)	9(18%)	1(2%)
2. The use of Online Quizzes is efficient tool for English learning.	41 (82%)	6 (12%)	3 (6%)
3. The use of multiple choice quizzes are efficient tools for vocabularies and phrasal verbs learning.	36 (72%)	12 (24%)	2 (4%)
4. The use of trivia quizzes are efficient tools for idiomatic expression learning.	38 (76%)	11 (22%)	1 (2%)
5. The flipped cards' idioms are new and attractive tools to learn about idioms.	32 (64%)	15 (30%)	3 (6%)
6. The Convo Quiz is interesting tool to learn about collocations.	18 (36%)	23 (46%)	7 (14%)
7. Generally, the practice of the online quizzes provided active and useful learning materials.	45 (90%)	4(8%)	1 (2%)

- **Statement 1: "Learners' Autonomy" web-based platform is useful for my studies"**

The purpose of this statement is to elicit to what extent the participants found the web-based platform as a useful study resource. The statement literally refers to "Learners' Autonomy" web-based platform is useful for my studies", therefore, 40 of participants who represent the biggest percentage of 80% proclaim that it is useful. While, 9 (18%) of them state that it is somehow useful, whereas, 1 (2%) of them finds it not useful. Apparently, the data provides that the biggest portion of the participants confirm that the assigned web-based autonomous model of learning is useful as a study resource and commence for useful study materials.

- **Statement 2: "The use of Online Quizzes are efficient tool for English learning"**

The current statement, "The use of Online Quizzes are efficient tool for English learning", demonstrates the effectiveness upon the application of the online quizzes within the platform. It is important to mention that the online quizzes were blended as web-based tools within the platform. That is to report, 41 (82%) of the participants appoint its usefulness and 6 (12%) one of them indicate that the online quizzes are somehow useful whereas 3 (6%) of them

declare it is not useful. As a result, the great number of participants found the use of online quizzes as an efficient tool for English learning.

- **Statement 3: "The use of multiple choice quizzes are efficient tools for vocabularies and phrasal verbs learning"**

The present statement of "The use of multiple choice quizzes are efficient tools for vocabularies and phrasal verbs learning." aims to explore the usefulness upon the multiple choice quizzes in vocabularies and phrasal verbs learning. The multiple choice quiz is one of the applicable web-based tools within the intended web-based platform of English learning. Henceforth, as the data shows, 36 (72%) of participants consider it useful, 12 (24%) others found it somehow useful and 2 (4%) of them state it is not useful. However, the greatest portion of participants claim for the effectiveness of using multiple choice quizzes in vocabularies and phrasal verbs learning.

- **Statement 4: "The use of trivia quizzes are efficient tools for idiomatic expression learning"**

The following statement intends to examine the effectiveness of trivia quizzes in idiomatic expression learning. Through the statement of "The use of trivia quizzes are efficient tools for idiomatic expression learning.", the participant were required to appoint its usefulness in learning. It is important to make clear that the participants practiced these quizzes in advance within the web-based platform. As the data shows, 38 (76%) of participants mark that it was useful wherein 11 (22%) of them consider it somehow useful and 1 (2%) of them found it not useful. Based on the data provided, the great majority of participants found the use of trivia quizzes as effective tools in idiomatic expression learning.

- **Statement 5: "The flipped cards' idioms are new and attractive tools to learn about idioms"**

The following statement of "The flipped cards' idioms are new and attractive tools to learn about idioms." Intents to examine the effectiveness of the web-based tools of flipped cards over the idiomatic expression learning. Therefore, as the data shows, 32 (64%) of participants survey it as useful tool, 15 (30%) of them consider it as somehow useful and 3 (6%) of them found it not useful. Based on the data provided, the highest percentage of the participant emphasize the usefulness of flipped cards as an efficient web tool to learn about idioms.

- **Statement 6: "The Convo Quiz is interesting tool to learn about collocations"**

Given the statement, "The Convo Quiz is interesting tool to learn about collocations", the main purpose of it is to investigate the usefulness of the web tool of Convo in delivering activities about English learning. Mainly, to learn about English collocations. The Convo quiz was one of the implemented web tools of the platform. Henceforth, as the data supplies, 18 (36%) of participants consider it as useful, 23 (46%) as somehow useful and 7 (14%) as not useful. Consequently, only less than a half of the participant practice it as useful while the rest, which represent the biggest portion of the participants, consider it as somehow and not useful.

- **Statement 7: " Generally, the practice of the online quizzes provided active and useful learning materials"**

The last statement aims to generate comprehensive understanding of the implemented online quizzes and its effectiveness in providing active and useful learning materials. Listing the statement of " Generally, the practice of the online quizzes provided active and useful learning materials.", the participants record major advancement in data. As that 45 (85%) one of them confirm the usefulness of the overall practice of the web-based tools provided within the platform. Whilst, 4 (8%) of them claim somehow useful and 1 (2%) of them did not find it useful.

- **Rubric three: Learners' Autonomy**

The present rubric shed light on participants' general practices and perceptions about the concept of autonomy, autonomous learning, and their encountered autonomous practices and abilities. Accordingly, to explore data about the effectiveness of using "Learners Autonomy" WBP in relation to the autonomy promotion of the participants and their level of satisfaction from the web-based programmed learning. Therefore, this section is constructed of nine (9) questions, seven (7) close-ended questions and two (2) Likert scales. Each question is devoted to yield data about certain aspect related to autonomy in general then the participants' self-practices of and over autonomy in particular. In addition, the two Likert scales that provided the productive base of the researched study.

Item13: Participants dependency over the classroom

The present question aims to recognize the participants' reliance over classroom learning or there are other resources which they rely on.

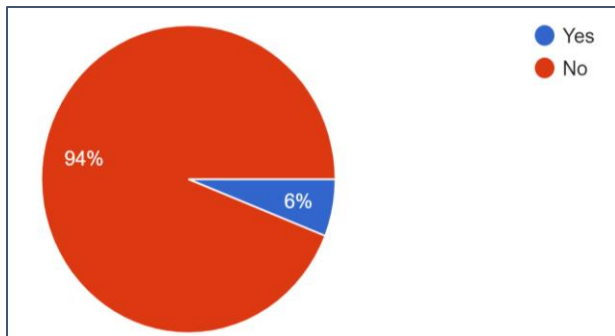


Table3.9: Participants' Opinion

Choice	Frequency	Percentage
Yes	3	6%
No	47	94%
Total	50	100%

Figure3.12 : Participants' Opinion

As the table3.9 table demonstrates, almost the total number of participants, accurately 47 of them indicate that they do not depend on solely classroom resources of studying rather they insinuate to rely over other resources. Whereby, 3 of them considered the classroom resources as the only source of information. Apparently, as the figure3.12 shows, the vast majority of the participants have exceeded 90%, which in turn proves that they were in a feasible usage of activities beyond the classroom practices.

Following, the present item suggests two choices that are of great relevance of studying beyond the classroom in addition to an open choice where the participants are optionally asked to state other resources which they rely on while studying.

If No, what other sources do you use?

- Internet
- Library
- Other:.....

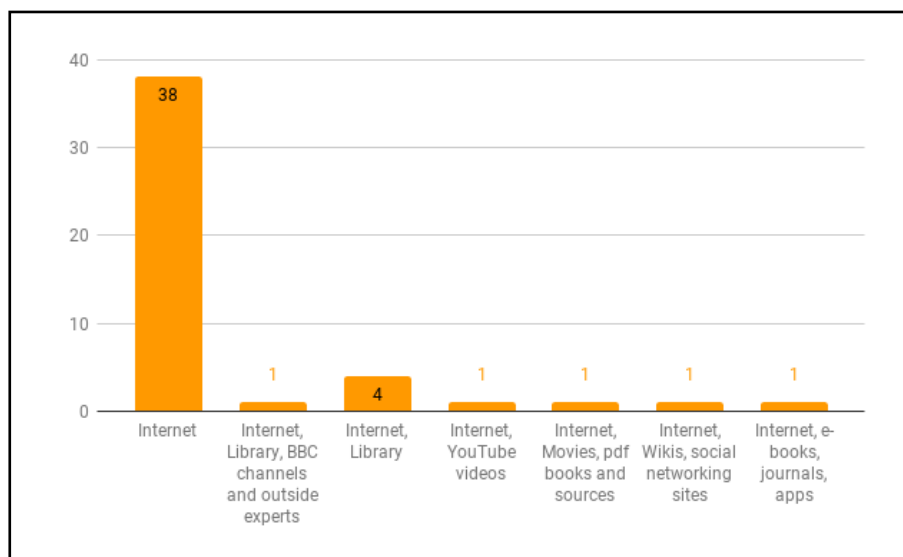


Figure3.13: Participants' Sources of Information

As stated above, the columns represent the outside resources of learning that the participants have indicated as a part of their beyond classroom learning. Interpretively, the internet option received 38 counts while the library was chosen as an additional option alongside the internet with 4 counts. Besides, the former mentioned options, the participants exemplify their out of class learning through adjusting further open choices in relation to out of class practices. Therefore, some of them report that they seek for information through BBC channels, YouTube videos, movies, electronic books, wikis, applications and social networking sites.

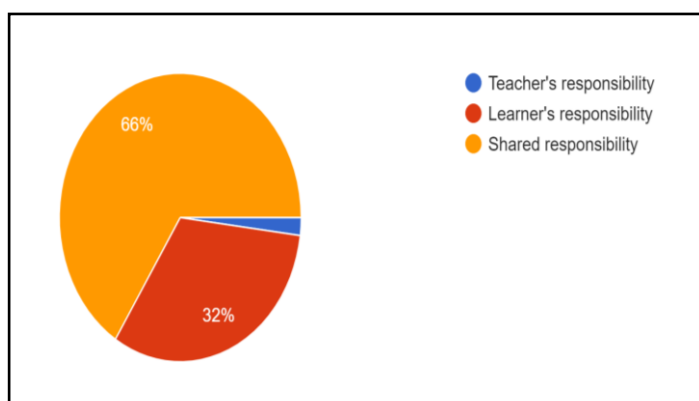
The participants refer to multiple options where they take advantage of out of class learning; these options compromised the use of the internet and its related areas of affordance. Thus, due to the massive learning occasions that the internet offers, the participants consider it as the foremost source from which they opt for study practices. As they refer, the internet provides them with audiovisual, in-text, and documented materials as for learning applications. The majority of the participants tend to take profit of it and use it as study resource.

Item14: Participants' opinions towards the learning progress?

- Teacher responsibility
- Learner responsibility
- Shared responsibility

The present question targets to preview the participants conception toward the process of learning progress.

Table3.10: participants' Opinion about Learning Progress



Choice	Frequency	Percentage
Teachers	1	2%
Learner	16	32%
Both	33	66%
Total	50	100%

Figure3.14: Participants' Opinion about Learning Progress

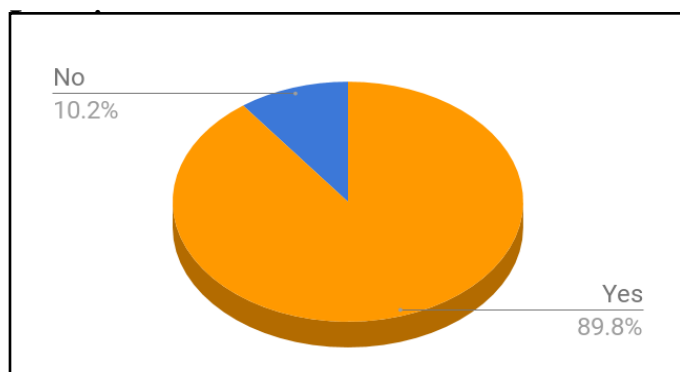
As the table3.10 indicates, most of participants, particularly 33 one of them, appoint that the learning progress is both of teacher and learner responsibility wherein lesser participant of 16 one of them depend the learning progress upon the learners. However, just one of them assigns the teacher as the responsible. Consequently, as the figure 3.14 represents, the great majority of participants 66% of them believe that the process of learning progress is both of teacher and learner's responsibility. That is to infer, they perceive the learning progress as an incorporation of student-teacher interrelation of delivering instruction and processing information.

Therefore, these participants are not teacher-dependent yet not fully independence; but they authorize to be under the guidance of an instructor in order to achieve learning progress. Wherein, the participants who assign for the learning progress is merely of the learner responsibility; they highlight their independency over the learning progress and believe in achieving study objectives in a self-directed way of learning. As that, the vast majority of participants came to an agreement of emphasizing their roles over the learning process. Their beliefs about the learning progress is critically important for the assigned study in terms of having the inducements of participating in similar alike context of learning.

Item15: Participants' consideration of autonomous learners?

- Yes
- No

This item seek to highlight the participants' self-perception toward autonomy and if they consider themselves autonomous learners or not.

Table3.11: Participants Opinion about Autonomous

Choice	Frequency	Percentage
Yes	45	89.8%
No	5	10.2%
Both	50	100%

Figure3.15: Participants Opinion about Autonomous Learning

As the table3.11 clearly classifies, the majority of participants particularly 45 (90%) one of them deem themselves as autonomous learners whereas the other 5 (10%) deny to consider themselves as autonomous learners. Thereupon, the high percentage of autonomous learners indicate that the majority of the participants whom participated to join "Learners Autonomy" WBP are capable of taking charge of their learning. Accordingly, they were further asked to justify their approval from the listed autonomous practices.

If yes, is it because:

- You seek your own learning objectives,
- You decide upon the method of learning,
- You solve your own learning problems,
- You depend on yourself in achieving tasks,
- Other:

Table3.12: Participants Reason (s) for Being Autonomous

Reason (s)	Frequencies
You seek your own learning objectives	20
You decide upon the method of learning	17
You solve your own learning problems	22
You depend on yourself in achieving tasks	20
Other reason (s)	4

The aforementioned reasonable grounds reflect the extreme of autonomous practices that mark the participants' justification of being autonomous learners. The assigned frequencies appoint that each participant has selected more than one reason based on which he or she advocated for yes answer. Therefore, with an average range between 17 and 22 counts, each reason reflect an autonomous practice in terms of setting learning objectives, making decisions about how and what to study, functioning in problem solving situations, and achieving learning tasks in a self-directed way. Based on their assigned choices, the majority of participants were in relevance of autonomy practices and they assume to have the ability to perform as an independence learners. Additionally, other participants exemplified further

reasons in which they refer to choosing the learning materials, self-studying, preferring specific time and place and practicing independency beyond the teacher authority.

Item16: 'Learners' Autonomy' involves:

- Active learning
- Self-directed learning
- Make decisions and choices about what and how to learn
- Identify and accomplish learning objectives by my own
- All of them

This question aims to elucidate the participants' perspectives about the notion of learners' autonomy and its related variable in use.

Table3.13: Participants' Perspectives about Learners' Autonomy

Learners autonomy is	Frequencies	Percentage
Active learning	5	10%
Self-directed learning	6	12%
Make decisions and choices about what and how to learn	2	4%
Identify and accomplish learning objectives by my own	2	4%
All of them	35	70%
Total	50	100%

As the table3.13 demonstrates, the dominant number of participant of 35 (70%) one share the same belief about autonomy they agreed upon all of the related variables in use to be part of any autonomous practice. However, the fewer of 6 participants declare that autonomy merely involves self-directed learning wherein 5 others mark it as a type of active learning. Whilst 4 of them narrowed their choices upon decision making or accomplishing objectives. Apparently, the great majority of participants assume to share the common answer of "all of them" and therefore their perspectives reflect these personal practices of autonomy in which, to some extent, they contemplate them as their personal autonomous practice.

Item17: Autonomous Learning improves:

- Strategic learning

- Study skills
- Self-reliance
- Self-evaluation
- All of them

This question seek to generate the participants' thoughts of autonomous learning and its related aspect of improvements

Table3.14: Participants' Opinion about Learners' Autonomy

Autonomous learning improves	Frequencies	Percentage
Strategic learning	5	10%
Study skills	6	12%
Independence learning	2	4%
Self-evaluation	2	4%
All of them	30	70%
Total	50	100%

As the table3.14 illustrates, the great number of participants precisely 30 (70%) one of them share the common choice of "all of them" in which they coincide that the practice of autonomous learning improves the strategic learning, study skills, independence learning and self-evaluation. Wherein, 6 (12%) others declare that learners autonomy improves study skills and 5 (10%) others claim the improvement of strategic learning. However, independent learning and self-evaluation improvement report similar alike counts of 2 for each. Interpretively, the great majority of participants seem to adjust a high level of awareness toward the related aspects in use that advocate for autonomous improvement and thus the emphasis of its development. Therefore, they believe that developing autonomous learning account for the learning strategies development, the study skills improvement, the activation of independence learning and the ability to self-evaluate their learning process.

Item18: the main reasons for developing autonomous learning

- To improve your level in English language learning
- To master any of English Language skills
- To improve your learning outcomes and marks

- To get rid of some psychological factors that hinder you learning (like anxiety)

This item indicates the participants' surrounding reasons for developing autonomy.

Table3.15: Participants' Reason (s) for Developing Autonomous Learning

Reasons	Frequencies
To improve your level in English language learning	29
To master any of English Language skills	27
To improve your learning outcomes and marks	27
To get rid of some psychological factors that hinder you learning	8

As the table3.15 classifies, the listed choices denote the main reasons through which the participants in quest of autonomy development. Clearly stated, the participants appoint to more than one reason for autonomy development. Based on the recorded data, the improvement of English language level count 29 times, the mastery of English language skills count 27 times, similarly, the improvement of learning outcomes and marks count 27 and for psychological reasons count 8 times. Each of the listed reasons, except for the last one, recorded considerable number of counts which means that the participants are interested in former reasons in order to develop their autonomy. Consequently, the quest of autonomy is interdependence over the learning process in which the participants seek for different objectives in accordance to their preplanned reasons of learning.

Item19: the participants' decisions upon the handled activities outside the classroom.

- Assessing your learning performance
- Evaluating your learning performance
- Doing assignments that the teacher asked for
- Deciding upon the study materials and objectives of learning

This question intends to examine the participants' abilities in doing autonomous activities outside the classroom. Thus, they were asked to choose from one of the prelisted set of activities.

Table3.16: Participants' Decisions about Out-of Class Activities

Learning decisions	Frequencies
Assessing your learning performance	2
Evaluating your learning performance	2
Doing assignments that the teacher asked for	40
Deciding upon the study materials and objectives of learning	6

As table3.16 demonstrates, the vast majority of the participants forty (40) claim that they can only do assignments that teachers asked for. This may imply that those learners have a deficiency in some certain aspect in the language which impedes them from carrying out more autonomous activities rather than the teachers' assignments. Besides, it might denote that students usually do not make efforts outside the classroom which made them restricted to the classroom and teachers' information. That in turn, could suggest that most of our participants rely on the teachers as the only knowledge providers. Nevertheless, according to the results, there is a small minority of the participants, who are capable of doing autonomous activities outside the classroom which can be an indicator of their sense of independence in language learning.

Item20: the effectiveness of using "Learners' Autonomy" WB platform to promote the autonomous English language learning.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

This item provides comprehensive understanding about the effectiveness of implementing a web-based instructional model of English learning in promoting the autonomous learning of the participants. It is designed in form of 10 statements through which the respondents are asked to indicate the extent to which they agree or disagree.

Table3.17: Participants' Attitudes toward "Learners' Autonomy" Web-Based Platform

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The use of the web is an effective tool for improving my capacities in learning English.	36(72%)	13(26%)	1(2%)	0(0%)	0(0%)
2. Independent learning from the teacher often confuses me and raise some learning doubts within me.	6 (12%)	12 (24%)	17 (34%)	10 (20%)	5 (10%)
3. I believe that Out-of-class tasks, which require learners to use the internet, promote the learner's autonomy.	28 (56%)	19 (38%)	3 (6%)	0 (0%)	0 (0%)
4. I felt comfortable and free while browsing the content of LA platform outside the classroom.	29 (58%)	12 (24%)	8 (16%)	1 (2%)	0 (0%)
5. I was able to learn at my own pace and preferred style through the courses.	23 (46%)	19 (38%)	8 (16%)	0 (0%)	0 (0%)
6. I was able to practice web-based tools, namely, to play quizzes in accordance to my learning preferences and styles.	26 (52%)	14(28%)	9 (18%)	2 (4%)	0 (0%)
7. I was able to monitor and evaluate my own learning through the online scored quizzes.	29 (58%)	16 (32%)	4 (8%)	1 (2%)	0 (0%)
8. I was able to achieve my learning objectives and seek my own answers through the varied activities.	26 (52%)	18 (36%)	5 (10%)	1 (2%)	0 (0%)
9. I was able to identify my own preferred style and strategy of learning.	25 (50%)	12 (24%)	11 (22%)	2 (4%)	0 (0%)
10. Generally, I have developed a sense of autonomy and improved my study skills of English Language learning.	31(62%)	14(24%)	4(8%)	1(2%)	0(0%)

- **Statement 1: "The use of the web is an effective tool for improving my capacities in learning English"**

The present statement aims to elicit the participants' views of using the web as a tool in improving English learning capacities. Given the statement, "The use of the web is an effective tool for improving my capacities in learning English." Therefore, 36 (72%) of participants state that they strongly agree with the statement while 13 (26%) other agree with it wherein 1 (2%) of them took a neutral position. Based on the data, almost all of the

participants came to an agreement over the use of the web in providing efficient tools for improving the English learning capacities.

- **Statement 2: "Independent learning from the teacher often confuses me and raise some learning doubts within me"**

The aforementioned statement, "Independent learning from the teacher often confuses me and raise some learning doubts within me", sought to assay the participants' reliance over the teacher and their independent learning. Thus, 6 (12%) of the participants tend to strongly agree with the statement and 12 (24%) of them agree whereas 10 (20%) of the participants tend to disagree and 5(10%) others to strongly disagree. Yet, 17 (34%) others remain neutral. Interpretively, at the both extreme of the scale, there was proportionality of agreement and disagreement in which a considerable number of the participants incline to stress the reliance over the teacher in managing for comfortable learning environment while the other ones disagree to be teacher-dependent. However, the last quarter of the participants stand as neither agreements nor disagreements.

- **Statement 3: " I believe that Out-of-class tasks, which require learners to use the internet, promote the learner's autonomy"**

As for the statement in the third sequence, " I believe that Out-of-class tasks, which require learners to use the internet, promote the learner's autonomy." Set forth to educe the participants' beliefs about learning English autonomously. Based on the recorded data, 28 (56%) of the participants assign for strongly agree, 19 (38%) others agree and the 3 (6%) latter remain neutral. Clearly stated, the recorded numbers prove that almost all the participants believe that opting for out-of- class tasks, as an internet-based activity, improves their autonomous English learning.

- **Statement 4: " I felt comfortable and free while browsing the content of LA platform outside the classroom"**

This statement aims to examine the participants' receptive attitudes toward "Learners Autonomy" web-based platform. Through which the assigned statement of " I felt comfortable and free while browsing the content of LA platform outside the classroom", 29 (58%) of the participants strongly agree with the statement and 12 (24%) others disagree; however, 8 (16%) of them remain neutral and 1 (2%) of them disagree. Based on the recorded data, almost all the participants claims their freedom and comfort while previewing the content of

the web-based platform. That is to infer, the organized design of "Learners Autonomy" WBP and the construction of its proponents load a comfortable learning environment in which the participants felt free and comfortable while reviewing it.

- **Statement 5: "I was able to learn at my own pace and preferred style through the courses"**

Given the statement of "I was able to learn at my own pace and preferred style through the courses.". Its central aim is to trail the participants' ability in constructing a self-directed learning process and accomplishing learning tasks based on the designed courses. As the data shows, 23 (46%) of the participants strongly agree with the statement, 19 (38%) one of them agree and 8 (16%) others take neutral position. Therefore, it can be inferred that the vast majority of participants claim that the courses get them to be in charge of their learning in a self-directed way and that the courses correspond with their preferred learning styles.

- **Statement 6: "I was able to practice web-based tools, namely, to play quizzes in accordance to my learning preferences and styles"**

The objective of this statement is to scrutinize the participants' practice of the web-based tools provided by the platform. Through the statement of, "I was able to practice web-based tools, namely, to play quizzes in accordance to my learning preferences and styles", the data recorded that 26 (52%) from the total number of the participants strongly agree with the statement and 14 (28%) others agree whilst 9 (18%) of them take neutral position and 2 (2%) of them disagree. As the data shows, almost all the participants labeled strong agreements and merely agreements of the scale which indicate that their abilities in taking advantages and examining of the web-based quizzes as an instructional method of learning that correspond with their learning preferences and styles.

- **Statement 7: " I was able to monitor and evaluate my own learning through the online scored quizzes"**

The present statement attempts to test the participants' abilities of self-monitoring and evaluating with the aid of the scored online quizzes provided by the platform. The statement literally refers to "I was able to monitor and evaluate my own learning through the online scored quizzes.". Therefore, as the data recorded, 29 (58%) of the participants strongly agree, 16 (32%) agree, 4 (8%) remain neutral and 1(2%) disagrees. Interpretively, the greatest

portion of the participants account for the use of scored online quizzes in enabling them to self-monitor and evaluate their learning.

- **Statement 8: "I was able to achieve my learning objectives and seek my own answers through the varied activities"**

This statement set forth to provide a comprehensive understanding about the participants' actual behavior in finding relevant answers and achieving learning objectives through distributing varied activities designed for such purposes within the platform. Given the statement, "I was able to achieve my learning objectives and seek my own answers through the varied activities.". Based on the data provided, 26 (52%) of the participants strongly agree, 18 (36%) agree, 5 (10%) remain neutral and 1 (2%) disagrees. Consequently, it can be seen that the great number of participants are of agreeing posture that account for the accomplishment of learning objectives and finding answers through which they examine the varied activities of the platform.

- **Statement 9: " I was able to identify my own preferred style and strategy of learning"**

This statement put forward to explore the participants' abilities in detecting their own learning styles and strategies of learning. As the statement dictates, " I was able to identify my own preferred style and strategy of learning", the data recorded reveals that 25 (50%) of participants strongly agree, 12 (24%) agree, 11(22%) remain neutral and 2 (4%) others disagree. Consequently, the agreement scale counts more than the half number of the participants as being able to identify their own learning styles and strategies through the distributed online courses and quizzes provided by the platform.

- **Statement 10: "Generally, I have developed a sense of autonomy and improved my study skills of English Language learning."**

The last statement investigates the participants' attitudes toward the instructional deliveries of the web-based platform in relation to their autonomy development and study skills improvement. Given the statement, " Generally, I have developed a sense of autonomy and improved my study skills of English Language learning.", the data reports that 31 (62%) of participants strongly agree with the statement, 14 (24%) others agree, 4(8%) remain neutral and 1(2%) disagrees. Interpretively, it can be concluded that the vast majority of the participants confirm that the instructional deliveries and activities distributed by the platform

have dominated them to develop an autonomous learning capacity and to improve their English study skills.

Item21: Participants' satisfaction with the learning program provided by "Learners Autonomy" web-based platform.

- Extremely satisfied (1)
- Satisfied (2)
- Neutral (3)
- Unsatisfied (4)
- Extremely unsatisfied (5)

This item aims to evaluate the level of satisfaction of the learning program provided by "Learners Autonomy" web-based platform. It is designed in the form of semantic differential scale in which the participants are asked to answer by making a continuum, precisely to tick a number, between two bipolar adjectives on the extremes.

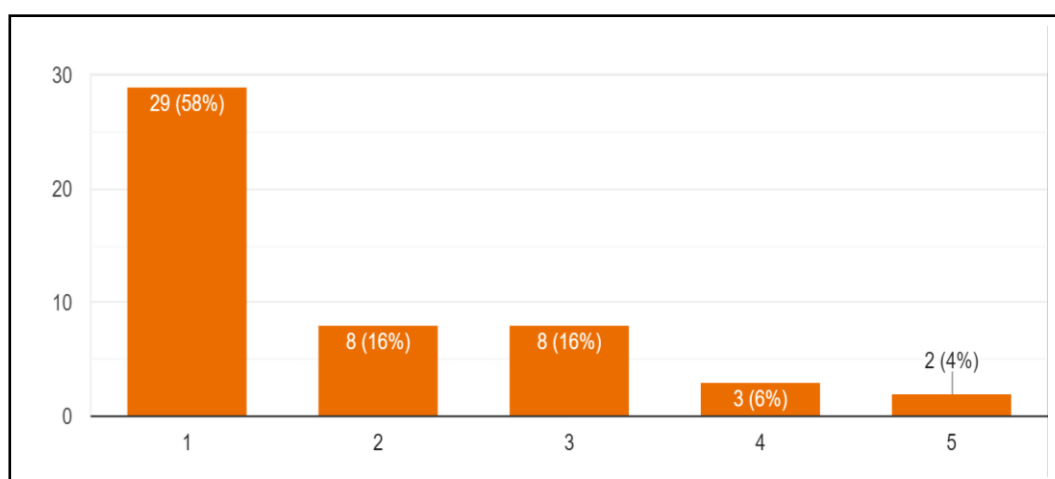


Figure3.16: Participants' Level of Satisfaction toward "Learners' Autonomy" Web-Based Platform

As the figure3.16 shows, each column represents a number assigned by an adjective and its frequency. The numbers from 1 to 5 respectively refer to extremely satisfied, satisfied, neutral, unsatisfied, extremely unsatisfied. Based on the data provided, 29 (58%) of participants state that they are extremely satisfied, 8 (16%) others indicate satisfaction wherein 8 (16%) others take neutral position and 3 (6%) others appoint that they are unsatisfied and 2 (4%) other mark extremely unsatisfied. Interpretively, combining each of extremely satisfied and satisfied rates, the high percentage of satisfaction level exceeded 74%

of the total number of participants that is to infer they were contented about the overall experience of taking learning advantages. However, few others particularly 16% of the total number participants did not manifest any of their satisfaction or dissatisfaction this is may be due to their opposition toward online environment and hesitation in making a forwarded or back warded step within the platform. Nevertheless, little few others precisely 10% of the total population mark their dissatisfaction toward their learning experience therefore they assume to be discontent about the learning materials and content. This may be due to the mismatch of their intended objectives and the actual content of the platform or that they lack some technical skills which did not allow them to proceed with the courses and the web tools.

3.2.2 Interpretation of the Questionnaire's Results

Based on the analysis of students' questionnaire, a typical final interpretation is outlined as fellow:

The target sample of the present study is Master level EFL students at the university of Biskra, therefore, 50 students of them volunteered to partake in the learning platform of "Learners Autonomy" web-based instructional model. Although, the platform was exposed to the large population of Master level students but only 50 one of them were selected as subscribers and followers of the courses and quizzes. Accordingly, this study is concerned with those 50 participants whom are 33 females and 17 males. The exceeded number of females is due to the whole population of Master level in which the number of females is over males, which in turn refer to the preferences of the language studies upon the females rather than males. Moreover, the quarter of the total number of participants consider their levels as advanced learners wherein the other half deem themselves as upper-intermediate learners. Thus, the majority of participants are considered high English language achievers in terms of mastering the English language skills. Nevertheless, their main reasons for studying English are for professional, academic and personal matters, so that the majority of them have different purposes as which to seek for professional jobs, mastering the English language or merely to have personal motives. Henceforth, the majority of them are motivated and ready to take advantage of studying this language in a more technological and modern way of learning.

Since that, the participants reveal the dependency on ICT tools, precisely on mobiles and computers, in carrying out study activities; they are considered tech-generation in which they are adaptable to any technological enhanced environments of learning. Based on these premises, almost all participants account for the use of web-based sites and resources outside

the classroom to achieve educational purposes. Such purposes include researching, self-directed learning and study guides. Henceforth, the participants display great familiarity with regard to the use of web in general and the intended purposes of depending on it in specific. More particularly, they emphasize the acquaintance of the English learning platforms, English YouTube videos and multimedia as web-based learning tools through which they carry out study practices independently. Based on provided results, the majority of participants assume to be technological users and supply prompted insights into their independent study practices in connection to the use of the web. This is perhaps the main reason for their involvement within the implemented web-based instructional model of learning, predominately, because they are motivated, eager, and interactive for such learning technological learning environment.

Practically, "Learners Autonomy" WBP is a web-based instructional and blended model of learning in which the participants are exposed to study resources, particularly about "Language Mastery" course of study, and web-based tools of English learning. For this reason, they were invited to join it as a supplemented model of learning. The results summarized that a great number of participants report that the teacher and other networking publications have introduced them to the platform. However, their main reasons for joining it was for a study resource of "Language Mastery course" in addition to the practice of web-based tools and the development of their study skills and self-directed and autonomous learning which in turn reflect the chief objectives of the platform. Consequently, the objectives of the platform correspond with the participants' objectives and reasons for joining and henceforth they were encouraged to be engaged in such distance mode of learning. Additionally, they further identify that the designed attributes of the platform was another contributing factor that lead their involvement in such learning contexts. Such attributes' compromise the objectives, the online quizzes, the content and the layout and design. Progressively more, the application of the web-based tools, mainly, the different models of online quizzes was another principally objective for their overall web-based autonomous enrolments.

Furthermore, the implementation of "Learners' Autonomy" WBP is considered the first initiative, in the context, to be applicable as an online learning environment that guarantees the features and attributes of distance education. Important to realize, the examination of the participants' attitudes, behaviors, and opinions reveal significant results and basic findings for the overall conduction of the study. Based on the obtained results, the large proportion of

participants were surveyed as internet users but they are not yet aware when, how and where to opt for web-based autonomous English learning. Interpretively, the major number of participants are social networking and multimedia users; hence, they seek for objectives of English learning beyond the classroom and particularly through internet mediums. Yet, they tend to be randomized surfers who openly seek for information in an indiscriminate way of learning. For that reason, they were exposed to such platform of learning that offers the occasion of web-based autonomous English learning. By all means, the obtained results supply that the great majority of participants found "Learners' Autonomy" WBP very helpful site of learning. They display positive attitudes toward the overall framework of the platform, the online courses of "Language Mastery", the distributed web-based tools and online quizzes. As for, they emphasize over the use of online quizzes as an aid to identify their learning strengths and weaknesses of "Language Mastery" course and hence the overall learning attributes establish an active learning environment in which they were able to improve on their learning deficiencies and study skills and enhance their motivation .

Following, the participant were further investigated over the usefulness of the applied web-based tools. Based on obtained results, almost all the participants examine the web-based tools as efficient tools for English learning. Such tools provided digital and modern mediums of instructional deliveries with regard to vocabularies, phrasal verbs, collocations and idiomatic expression learning. Referring back, these digital mediums are constructed in the form of Trivia, multiple choice, flipped card, and convo models. The quest of these digital mediums of instruction relies in providing learning qualities and autonomous learning. As for, the affordance of the web-based autonomous learning environment create an active and interactive atmosphere of learning in which the participants were in direct instruction with the implement web tools.

Pointing out to autonomy, the participants condemn depending only on inside class information but rather they denote on out-of-class learning in which they achieve learning objectives over the use of the web. Since that, the web is the only accessible and available informant provider for the participants; the majority of them consider it as their primary study resource in out-of-class settings. However, in classroom context, a great number of the participants claim that the learning progress fell upon the shoulders of both teachers and learners as shared responsibility and largely upon the learners independently. Therefore, they are, to great extent, aware of their roles as well as how to manage for their learning progress in both situations. Undoubtedly, they consider themselves autonomous learners through which

they seek for independent learning opportunities. They display great influence towards autonomy, show a high desire for promoting it, and readiness to practice its extremes in achieving their learning objectives. Their fundamental reasons for autonomy development included English level improvement, English skills improvement and learning outcomes and marks improvement. Therefore, they believe that the key factor of successful English language learner is through autonomy development.

Reaching this point, the central aim of establishing "Learners Autonomy" WBP is to improve the English autonomous learning of the participants. In doing so, the inclusive attitudes and actual behaviors of the students toward the intended web-based instructional model are the measurement devises for reaching the findings. As the results provided, the use of the web is accessible and effective learning tool through which the participants are able to decide upon the learning materials, time and place of learning and provide them with learning opportunities to learn autonomously. In like manner, "learners' autonomy" WBP displayed comfortable and accessible learning environment in which the participants choose their preferred time and place of studying and therefore, the distributed online courses and quizzes corresponded with their preferred learning styles and strategies. Moreover, the participants assure the efficiency of intended instructional mediums in enabling them to seek answers, objectives, self-evaluate and self-monitor their learning through the varied implemented activities and learning materials. Consequently, the participants intend to be positivity satisfied with the overall experience of web-based learning as for they believe that they have developed their autonomous learning and study skills for the English language learning.

3.2.3 Analysis and Interpretation of the Teachers' Responses

The present study opted for a semi-structured interview as a data collection instrument to obtain breadth and depth qualitative data the researched study. The researcher interviewed seven teachers, five male teachers (Tr1, Tr2, Tr3, Tr4, Tr5) and two female teachers (Tr6, Tr7), whom are English major teachers at the University of Biskra. As previously mentioned, the semi-structured interview contains both close-ended questions underpinned with justification and open-ended questions. The interviews are recorded then transcribed for valid interpretation. Therefore, the analysis and interpretation of the interview aim at providing contextual and practical information concerning the applicability of the web-based learning in delivering learning content and resources and most importantly in promoting the learners' autonomy. More particularly, to elicit the teachers' attitudes, opinions and perceptions about the proposed and applied instructional web-based model of learning that was submitted to

Master level EFL students. However, the following section provides qualitative analysis and interpretations of the interviews' items. The interview comprises three rubrics dealing with the research aspects. Accordingly, the analysis of these responses will consider each item in a respective manner.

▪ **Rubric one: Background information**

This section intends to collect the general background information about the teachers' academic degree, years of teaching experience and if they have expertise area in online teaching.

Item01: Respondents' Academic Degree

The question held under this item is an open-ended question which intends to identify the respondents academic degrees that mark their status as English language teachers at the university of Biskra. It is important to note that the higher academic ranking in Algeria are either undergraduate degrees (bachelor degrees) or postgraduate degrees (master, magister or doctoral degrees). However, all of our respondents are of postgraduate degrees.

Table3.19: Respondents' Academic Degree

Number of teachers	Academic degree
04	Doctorate
03	Magister

As the table3.19 classifies, the interviewed respondents are seven university teachers that hold either doctorate or magister degrees. Two of them are associate professors (Tr1, Tr7) while the others are assistance professors (Tr2, Tr3, Tr4, Tr5, Tr6). Clearly stated, their ranks vary according to their status in the English teaching curriculum that is preprogrammed by the ministry of higher education and scientific research of Algeria. That is to clarify; the required degrees for tertiary education are of magister or PhD (doctorate) degrees which accordingly mark their status as associate or assistance professors in addition to the years of experience, lecturing and other academic stuff. Therefore, the interviewed teachers are of higher status of English teaching and henceforth their contribution and answers are critically important in providing reliable and credible information to the researched study.

Item02: Respondents' Expertise of Teaching

The question of this item aims to recognize the expertise area of the teachers in which the respondents were asked to identify how many years they have been teaching English. Thus, to subsume them as expert or novice teachers. Sabers et al. (1991) state that one of the fundamental features of distinguishing a novice from an expert teacher is the years of teaching experience in which the novice teacher is with little or no teaching experience while experience develops through years of teaching.

Table3.20: Respondents' Expertise of Teaching

Teachers	Years of expertise
01	1-4
01	5-10
04	11-13
01	Above 14

As the table3.20 demonstrates, the dominant number of teachers are of great years of experience having more than 10 years of experience wherein one of them is out of 4 years of experience. Therefore, six teachers are subsumed as expert teachers and the other one as a novice teacher. Altogether, expert or novice teachers corroborate in the planning of teaching process yet expert ones are more qualified and acquainted about their methods and strategies of teaching, students' styles, classroom management, and materials planning. Most importantly, as Tsui (2003) identifies that expert teachers exercise more autonomy in the teaching planning process; that is to infer they are acquainted of the importance of learners' autonomy and the possible strategies and ways to promote it. Consequently, the discussion held among these teachers provide comprehensible recommendation and valid explanation about the researched variables in use.

Item03: Respondents' Expertise of Online Teaching

The question of the present item inquires the teachers' expertise area over the distance teaching. Mainly, if they experienced teaching English language with any of digital or technological aids as an online teaching then to explain such experience of e-teaching.

The answers reveal that 4 teachers (Tr1, Tr3, Tr6, and Tr7) have confirmed experimenting distance teaching, however, their experiences vary according to their situations and accessibility of internet. Since that the distance education advocates for multiple approaches of

online teaching, one teacher approached the flipped classroom strategy of teaching to foster the students speaking skill in which she implemented blended videos online and devoted the classroom session for practice. She explains that the students manifest positive attitudes as for their speaking skill has improved. The other three teachers refer to "web-based tools" in which they opt for social networking sites such as Facebook and YouTube as a medium to distribute their courses and tasks to their students. They demonstrate that the use of the web-based tools are deliberate and feasible in transmitting learning materials and tasks. Nevertheless, the other three teachers (Tr2, Tr4, and Tr5) disconfirmed taking part in such experiences but they emphasized their intentions in planning to do so.

Consequently, the shift in traditional ways of teaching is corresponding with the new emerging demands of the technological advancements in the field of foreign language teaching and learning. Based on this premise, the great majority of interviewed teachers emphasize over the pros of taking advantages of distance teaching as a supplementary attribute to their classroom teaching.

Rubric two: Web-Based Learning and Autonomous Learning

The present section is constructed in order to explore the teachers' general teaching practices and attitudes concerning the web-based teaching and learning and its interrelationship with autonomous learning. It comprises six (6) questions in relation to the themes under investigation. Therefore, each question addresses specific aspect of these themes and provides reach detailed information about it. It started by grasping the teachers' teaching and learning practices using the web and then their personal identification of "Learners' Autonomy" notion and through which ways to promote it. Finally, they were asked to state the applicability online and lectured courses.

Item04: Respondents' Reliance over Web-based Resources and Sites

The present item aims to question the teachers' reliance over using web-based resources and sites in their learning and teaching processes with exemplifications.

Based on the recorded data, all of the teachers admit their reliance over the use of the web-based sites and resources either as learning resources or in the design process of their courses. They explain that web-based resources are rich in content and provide authentic language input in which they are able to seek for, clarify, or design any information. As Tr2 notes that

"since that the status of English in Algeria is a foreign not a second language, the availability of sources is very limited so we frequently tend to use the web..."

The web-based resources is acknowledged the primary accessible source for English language teachers and learners. Some of the teachers exemplify that they tend to use the web in adapting relevant tasks and activities, designing documents and courses, delivering audiovisual authentic materials and downloading e-books. Nevertheless, they stress on "the selectivity" in depending on such web-based resources as that not every web-based site is academically reliable and credible in providing information.

Consequently, since that teachers themselves rely upon the use of web-based resources and sites, it is undeniable the attributes of the web-based sites over the teaching and learning of English Language and that they provide accessible and large amount of information, however, a language seeker has to be selective and draws upon his or her learning objectives.

Item05: Respondents' Opinions about the Statement

Given the statement, "online websites are rich in content and any student could improve his/her learning through it", the respondents were asked to state if they agree or disagree with the statement and to provide a brief justification.

All of the teachers agree with the aforementioned statement justifying that the use of the internet became integral part in the students' daily practices and that they are "internet-users" who practically depend on digital and technological tools in order to achieve a specific objective. Additionally, they point out over the importance of "identifying learning objectives" in which the students identify in advance a specific objective then surf over the web to accomplish it as well as "the selectivity" of the reliable website to do so. They conditioned the seriousness and motivation of the students as two main principles of a successful web-based learning process. For example, Tr5 justified that:

I do agree with this statement. One could easily store a limitless amount of knowledge in a small and easily accessible web space. With this in mind, any interested and motivated learner can learn and improve his skills using various platforms. It offers room for trial and error and self-assessment which a better way of learning. Teachers' traditional feedback can hinder learners' progress. Moreover, websites offer a variety of materials and activities, which account for the different learning styles of students...

Accordingly, Tr4 describes the overall process of learning from a web-based site. He identifies that " important point in web-based teaching and learning that is interesting and

organized, all sequences and steps of the lessons are inside, it is very organized way to present the lesson, to make learners follow certain points in the form of systematic instruction in addition the practical side of it". As for, all of the teachers share the common features that entail web-based sites are accessible, rich, varied and organized and its ability in equipping any students with his or her intended achievable objectives.

Item06: Respondents' Instruction over the Use of the Web

The present item intends to dig over the teachers teaching instructions about advising their students to check for websites and their intended reasons to do so. The purpose of this question is to examine the teacher-students interdependence and if the teacher freed up the space for further web-based inquiries.

Based on the teachers' answers, all of them confirmed that they do ask and instruct their students to check for websites and internet-based resources. Mainly, they highlight the concept of "autonomy" and its interdependence with web-based learning. They explain that it is important to direct their students to do depend on themselves with providing relevant study guides and resources through the web. For instance, some of the teachers (Tr1,Tr2,Tr3 andTr4) exemplify that they provide their students with websites and YouTube channels that are of great relevant of studied courses; and that they advise their students to seek for or clarify certain information that may facilitate learning tasks. Similarly, Tr6 and Tr7 emphasize over "the practical side" that the web-based sites offer in which they provide their students with practicing online grammar quizzes, and vocabulary quizzes, and further related activities for self-directed learning. Furthermore, Tr5 shed light over the importance of "the web-based tools" in equipping the students with the necessary technical skills as an initiative to cope with these modernity mediums of instructions.

Clearly stated, the teachers contribute in promoting their students' autonomy through which the web-based sites and resources are the central medium of delivering it. Progressively more, the web-based sites contribute in setting the self-paced environment for learners in which he/she is independently able to achieve any objective of language learning.

Item7: Respondents' Identification of the "Learners' Autonomy" Concept and its Scope of Application.

This item indicates teachers' perception about the concept of Learners' Autonomy and its application using the web. The purpose of this question is to concept the teachers'

identification of learners' autonomy as well as to examine the autonomy scope of applicability.

The teachers provide common interpretations of the concept of learners' autonomy; they commonly share the beliefs that learners' autonomy is the independency, freedom and self-capacity to learn. It advocates for a process of self-reliance and being totally independent from the teachers without excluding the role of the latter as a guide, facilitator or motivator. Therefore, the interviewed teachers feature the students as being "internet-users" and that they are closely attached to the digital world in terms of surfing and communicating through the internet. Thus, they consider the web as the most applicable era in which the students are able to promote their autonomous learning. the dependency over the web allows them to seek answers, solve tasks, complete assignments and connect with the world all by their own decisions and through choosing the appropriate time and place of learning.

Consequently, the web creates an autonomous learning environment whereby the students are in direct charge of their own learning, they can decide upon the style and strategy of achieving certain objective of learning.

Item08: Respondents' Ways to Promote their Learners' Autonomy

The present item indicates the ways by which the teachers are stimulating their students' autonomy. The teachers were asked to provide brief explanation about how to motivate their learners' autonomy.

Based on the interpreted data, each teacher has his/her own method in promoting their students autonomy. Yet, all of them have a tendency over the classical ways of promoting autonomy, they share the common ways of asking questions, submitting homework or assignments, and managing for collaborative activities. Furthermore, Tr1 explains the process of stimulating autonomy as fellow:

Autonomy could be triggered in many ways; the first thing is to convince them that successful learning and the modern pedagogy is of learner-centered. If they do not understand this notion then there is no way to let them be autonomous. Next, always try to elicit information, notions or ideas from them. In other words, try to make the lesson derived from the students themselves so students in the next sessions will understand that the teacher is looking for something from them. They need to be ready for that. Third thing is that the teachers should keep asking them to check further things such as further resources or to address some questions at the end of the course for reflection.

Therefore, autonomy starts from the teacher himself and his attitudes so that a teacher need to believe in autonomy in order to motivate his/her students and promote their autonomous. However, teachers argue that they do not consider autonomy as priority due to some obstacles that hinder their teaching processes and that they left little room for their students to develop their autonomy. Thus, they still depending over traditional ways of teaching. Some of the teachers clarify that they are not exploiting technological means in their classroom teaching in order to motivate and break the routines of their courses while other teacher states that the students are too passive in which the devoted time for talking is only for the teacher.

Nevertheless, they seek for different methods and strategies to stimulate their students' autonomy. Most importantly, one of the applicable ways is that they integrate the reliance over web-based resources and sites in order to promote their students' autonomy.

Item09: Respondents' Perceptions over Online Courses

The present item aims to appoint the teachers' perceptions toward online courses and its applicability as lectured courses. The teachers were questioned to identify their perceptions about an online course and its applicability in delivering learning content as lectured course.

Based on the recorded data, the interviewed teachers describe that the online course as organized way to design for a lesson, it provides systematic way of instruction and can deliver both theoretical and practical side of a lectured course. They explain that online course saves time, focus only on essential points and provide more resources about the lesson. Yet, for a lectured course to be supplemented with an online course it requires appropriate and qualified conditions in addition to the availability of materials and the efforts of stakeholders. However, all of the teachers reinforce the idea of blending both online and lectured courses. To put it simple, they advocate for "the use of a mixture of both methods", in which the teacher design the course online and devote the classroom session for practice, and that students learn best through online instructional courses and in class courses because it is undeniable to exclude the role of the classroom in proving humanistic touches and interaction.

Nevertheless, Tr7 raises an opposing view that the online courses are somehow confusing as that the students may not be interested in learning content and they only preview it for the sake of having information that they have missed from the traditional classroom. Henceforth, teachers need to make sure that the students are autonomous and active enough so they can rely on them once they provide the lecture online.

Rubric three: "Learners' Autonomy" Web-Based Instructional Model

The last rubric is designed to elicit the teachers' attitudes and perception about the implemented web-based learning model that is constructed to promote Master level EFL students. It is crucial to mention that the interviewed teachers are previously asked to check and evaluate the web-based platform as for they were handed a statistical document that summarizes the metrics of the platform. Therefore, the last rubric of the interview is devoted to ask further seven (7) questions about the use of "Learners' Autonomy" WBP in supplementing learning resources and materials through the web. Accordingly, these seven questions were designed to trigger teachers' attitudes and perceptions about the experienced study.

Item10: Respondents Attitudes and Perception about "Learners' Autonomy" WBP

The present item furnishes the teachers' general perceptions and attitudes about the overall framework and design of the platform. Specifically, the teachers were asked to state a general overview about how they perceived the platform in terms of layout, content, design and arrangement of proponents.

The interviewed teachers reveal that they have previewed "Learners' Autonomy" WBP and henceforth they found it well prepared, organized, simple, informative, attractive and most importantly motivating. One of the teachers (Tr5) reports brief and comprehensible description about the platform as follow:

I find the platform inviting. I believe the idea itself is great and similar initiatives must be encouraged. I like the way one pages moves from one to the other. The items are clear and organized. I think students will find this fun, interesting and useful

Therefore, the teachers share common discussions upon the overall framework of the platform. They appraised upon the attractiveness of the layout, style and design. In addition, they found the heading gives the general idea about the platform, the logo is very informative, the homepage and sections are systemized, and choice of colors and titles are not disturbing. They assure that the platform's proponents are of professional work and corresponds with the requirement of professional websites.

Clearly stated, all of the teachers display positive comments and attitudes toward the overall framework and design of "Learners' Autonomy" WBP that is to confirm the platform's applicability and attractiveness in catering for the students' interests and motives.

Item11: "Learners Autonomy" WBP as an Efficient Tool in Providing Helpful Study Materials and Tools

The aforementioned item intends to examine the teachers' expectation over the platform in distributing helpful courses and efficient web-based tools for Master level Participants. The teachers were required to assure whether this platform provided helpful study materials and how they considered the application of the web-based learning tools.

- **Study Materials**

As previously mentioned, the platform distributes study materials about "Language Mastery" course and other English learning resources, mainly, about different strategies and styles of learning. Based on the data recorded, after previewing the platform content and the statistical document, all of the teachers confirm that the platform distributed helpful study materials for the intended target audience. They emphasize that the idea of incorporating both theoretical and practical sections within the platform is of great significant in implementing an instructional model of online learning. It includes the basics of providing comprehensible learning materials about "Language Mastery course" and other beneficial English learning resources. Yet, they indicate some critical points concerning the content in general, some of the teachers note that the platform constitute beneficial but limited number of courses as for the materials were somehow insufficient. In addition, Tr5 mentions that the platform lack some audiovisual materials particularly the use of videos. However, they assure the credibility and applicability of the overall designed courses and quizzes as a study resources for English Language learners.

- **Web-Based Tools**

"The web-based tools" established the practical section of the platform; it constitutes the use of different type of tools through which the students practiced their knowledge and learned from them. Thus, the teachers consider the web-based tools as very attractive set of platform in which the different types of quizzes were organized, informative, purposeful, useful, helpful and efficient tools for studying as for students can benefit from them. Some of them evaluate the online quizzes as accessible and play a significant role in promoting autonomous learning because the students are working on their own and then they receive the instant feedback after each quiz. Therefore, "the scored online quizzes" provide opportunities for the students to self-assess and evaluate themselves. Additionally, they stress that different

types of quizzes create a sense of activity and reflect the different learning styles of the students as for the form of questions are instructional and the language is very accessible.

As a conclusion, the results of the interviews confirm that the integration of both theory and practice draws upon the confines of a successful web-based instructional model of learning; the interviewed teachers evaluate the overall content of the platform as being comprehensible, helpful and efficient tool for providing a study resource for Master level EFL learners.

Item12: Respondents' Views about the Activeness or Passiveness of the Platform

The present item sought to infer the teachers' point of views about the activeness or passiveness of these integrated web study materials. After consulting the platform, the teachers were asked to state the type of learning that the platform distributed.

According the recorded data, almost all of the teachers survey that the platform distrusted an active learning environment. Yet, one of the teachers (Tr1) argues that the platform was somehow passive. The former view relies upon the premises that the platform is associated with the objectives of promoting autonomy in which the students are working at their own pace and preferred time and place. To explain more, the students are motivated to check for the content and then practice a quiz to check their understanding then get a feedback as for the instructions are in direct forms and students can interact with posting comments or asking about things they did not understand. Therefore, the platform breaks the barriers of formal institutions and advocate for taking learning advantages any time and everywhere so that the students are active recipient once they decide to enroll in an online course. However, the latter view assume that the platform lack some active learning material particularly the use of audiovisual materials.

Consequently, the majority of the interviewed teachers confirm that the platform distributed an active learning environment in which the students gain the ability to interact with the learning materials and designed quizzes; and since that the platform is motivating and encouraging for autonomy development, which leads us to conclude that learners are active.

Item13: the Applicability of "Language Mastery" Course

This item tends to elicit the teachers' opinions about integrating "Language Mastery" course as central theme within this web-based platform. Mainly, the teachers were asked to

infer the applicability of the integrated choice of blending "Language Mastery" course within this web-based learning model and whether it was successful choice.

The interviewed teachers reveal that the web-based learning is applicable with learning materials regardless any type of a specific course, once a course guarantees the basics of an online course it is applicable to deliver any type of learning materials. Some of the interviewed teachers (Tr1, Tr5, Tr6, Tr7), which are teaching Language Mastery course in the formal settings, explain that the nature of language mastery course deals with the aspects of language and chunks. It is detailed course and requires practice. Therefore, its applicability within the web-based platform creates a valid and practical framework of the course. They consider it was a successful choice and beneficial for the target audience. The other interviewed teachers add that it was a great choice and comprehensible online learning course that guarantees the objectives through which it was made for. Most importantly, since that the platform is attached to their language mastery course, they are learning in the same context and learning for the sake of achieving certain learning objectives.

Based on the teachers' answers, the integration of language mastery course was applicable yet beneficial choice for Master level EFL learners. Thus, it guarantees the practical demands of the course and advocate for applicable and accessible learning environment which reflect the students' needs and objectives of practicing and learning it.

Item14: Respondents' Opinion about the Motivational Factors of the Platform

In this item, the teachers were demanded to influence their thoughts based on the analytical document and to state if Master level students were actually involved and motivated to learn via web-based learning platform.

Based on teachers' responses, all of them concur that the web-based platform motivate the students to take learning advantages from it and that they were actually involved to learn via "Learners' Autonomy" WBP. According to the statistics, they all ensure that the students were motivated and that everyone has done some activities which were very useful in their studies. They add that the assigned number of views, subscribers and interactional activities entail how the platform was successful. As Tr1 notes that:

The statistics show how the platform is successful, because it is not easy to convince students to check and see for certain things. However, on the internet you may find similar platforms of learning but the fact that "Learners Autonomy" WBP reached 200 students it indicates that every students has logged and decide to take advantages from it. As for, the average dwell time recorded 8 min it is a

considerable time as that students surfing on the net may not exceed 2 min then they change the webpage. It indicates that Master level students has done some activities that was very useful for them as learning materials all in all the statistics shows that how useful, valuable and successful the platform was.

The other teachers explain that, since the platform guarantees the proponents and basics of e-learning it caters for the students' interests and motives of taking initiatives toward new ways of learning. Web platforms are the modest and best way to attract students to read and study; therefore, "Learners Autonomy" WBP was an example of this modern way of learning which compromises organized and beneficial courses, lively and clear materials, and practical and active web tools.

Henceforth, the platform offers all of the flexible options of reloading quizzes, reentering pages, checking information, commenting, seeking instant feedback and gaining time so the students are in direct lead for their own learning. And since that Master level are closely related to autonomy, they going to be teachers or rely on themselves in preparing any of related courses or tasks so they need to develop their autonomous learning and take part within similar alike intuitive.

Item15: "Learners Autonomy" WBP as an Effective Tool in Promoting Autonomy

The present item aims to answer the main inquiry of this study, it is a direct question followed by a justification to infer answers about the rationality and efficiency of implementing "Learners' Autonomy" WBP as a learning model in promoting Master level autonomous learning.

According to the recorded data, all of the teachers assert that web-based platforms in general and "Learners' autonomy" WBP in specific is an efficient tool in promoting the autonomous learning of Master level students. It is one of the many ways to approach autonomy and one of the best ways to foster the autonomous learning. They provide commentaries to justify that students are working in their own pace choosing the preferable time and place. They are able to perform, self-evaluate, comment, and make decisions about which quiz to test and which course to review. As for, it fulfils the objective of the platform in activating autonomous learning, independence learning, improving on the study skills of the students, providing learning qualities and practicing web-based tool. Further, Tr5 comment that:

Yes, it can be effective. The more students frequent the platform and perform the quizzes and express their opinions about them and the platform itself, the more

they unconsciously develop a sense of autonomy. The frequency of accessing the platform, with its materials and exercises, means that students are developing a likeness to web based learning. On the platform, they are on their own, so they feel free and at ease. Students don't feel supervised, a fact which encourages them to try, err, self-evaluate and self-correct.

Furthermore, some of the teachers comment on the structure of the overall framework of the platform. They state that the platform is appealing for direct instruction concerning its flexibility in use and cleanliness in providing instruction in which the students are taking all of the steps by their own. However, the effectiveness of the web-based platforms may also depend on the type of student as being "internet-users" or classical student.

Based on the aforementioned results, all of the interviewed teachers consider the implementation of "learners Autonomy" WBP as an efficient tool for promoting the autonomous learning of Master level students. Consequently, due to considerable factors in which the students examined and practiced the attributes of autonomous learning, the web-based platform of "Learners Autonomy" implements such attributes and contributes in promoting the autonomous learning of the students.

Item16: Respondents' Opinions of Implementing Personal Websites

The present item sought to ask about the teacher's future attempts in establishing their own personal websites and if so what would they plan for to design.

All of the interviewed teachers display their future intentions of establishing their own websites. They show a great desire toward integrating technological mediums with their classical way of teaching. One of the interviewed teacher (Tr3) was already in the process of achieving so; he had a YouTube channel, with a considerable number of subscribers and large number of filmed courses, in which he is distributing "Written Expression" courses. He states that it is preferable to deliver the theoretical part of the lesson over the digital mediums then to devote the classroom session for practice. Similarly, the other teachers thought of establishing web-based integrated content, mainly, about "Written expression" courses in which they design the theoretical part on the platform and devote the classroom session for practice. In addition, to the implementation of some practical quizzes on grammar or language chunks.

That is to infer, all of the teachers tend to integrate the establishment of web-based projects in the near future. Therefore, they confirm its applicability and accessibility in providing helpful study materials for students and in developing the teaching methods of the teachers.

- **Respondents Comments and Suggestions**

The present section devotes an open space for the teachers to add their personal comments and suggestions concerning the present study. Therefore, all of the teachers add personal recommendations, comments and suggestions with regard to the conducted study and for future research. Initially, they appraised upon the researcher efforts of conducting such platform with its attributes then they recommend the following:

- They believe that teachers have to consider "autonomy" as priority in the language teaching process and advocate for the use of ICT technologies in and out classroom settings;
- There should be collaborative work of teachers, technicians, computer scientist, and administrators in order to create a successful web-based platform of English learning;
- Teachers training and students training are fundamentals for establishing an online learning environment in which teachers and students can work together;
- Students can better learn in classroom environment enhanced by online courses and materials. However, the role of teacher should not be excluded;
- Students should not exclude the role of the classroom but rather to depend on both means classroom learning and web-based learning;
- The platform should contain various materials such as audio visual, e-books, written courses, exercises, and practices;
- Teachers have to adopt their ways of teaching and follow the track of technology and to address the students of the 21st generation;
- The intention, efforts and availability of materials are essential attributes for establishing web-based platforms of English learning;
- The web-based platforms are motivating which in turn lead the students for successful language learning in which the student is the leader and the teacher is a guide;
- This kind of models have to be generalized to other courses of language learning;
- Teachers have to take into consideration that we are in the era of technology and to get away from traditional methods of teaching and to shift to distance education whereby to deliver courses through web platforms, social networking sites and forums;
- Teachers and students should take advantage from web-based platforms and sites in which any teacher can post courses practice and there is scope for exchanging ideas discussion, students they can post their answers of quizzes, comments questions and they get feedback directly of teachers so this is autonomy;

- Moodle courses are established in all over the world, the Algerian educational context have to adopt such kind of learning;
- The English language department at University of Biskra need such collaborative work.

3.2.4 Interpretation of the interview' results

Based on the analysis of the interviews' answers, the data provided by the teachers are utmost important in interpreting and synthesizing the results of the semi-structured interviews. The Seven (7) interviewed teachers are associate and assistance professors who hold either doctorate or magister degrees in the English language department at the University of Biskra. Therefore, the discussions draw upon several outcomes and conclusions related to the present study.

The obtained data reveals that the majority of interviewed teachers display great interests toward the e-learning methods. Since that, some of them have practiced the use of technological mediums and web-based tools in their teaching processes; they underlie the significant of implementing them as advantageous in improving the English language skills and as a way of delivering study materials for their students. Furthermore, they admit over the reliance of web-based resources and sites as the primary source for their daily language teaching practices, particularly, in designing courses and adopting tasks. Alternatively, they highlight the importance of the web on behalf of the students' study practices, mainly, in selecting the convenient web sites in achieving learning objectives. Respectively, the results reveal that the web-based learning is typically organized, revealing and systematic process of learning that offers authentic, practical, achievable language learning environment. For that reason, the teachers slightly bid their students to rely on such web-based resources and to develop a sense of independence and autonomy.

Practically, the teachers lined upon the beliefs of that web-based environment contribute in developing the autonomous learning of students. As the results confirm, the teachers are acquainted with the capabilities of the online learning contexts in equipping the students with necessary technical and study skills needed for developing a specific skill or achieving an intended objective. Yet, they consider the practice of the autonomous web-based English learning as a requisite for language users to get advantages from large, rich and authentic learning environment. Therefore, the applicability of the autonomous learning relies within activating the students' active, self-directed, and independence learning and one of the best

possible ways to applicate it is through technology-based approaches, mainly, through web-based applications. However, teachers tend to rely on the classical ways to stimulate the students' autonomy and yet they neglect the autonomy approach of teaching. Although they are highly aware of the technological approach of teaching but they are not taking the autonomous learning as priority to their teaching practices.

Within the spectrum of this study, the proposed framework of research is based on implementing a web-based instructional model of English learning to stimulate the students' autonomy. As previously mentioned, "Learners Autonomy" WBIM is an online platform of English learning designed for promoting the students' autonomy. The results of the interviews examine that the overall framework and design of the platform was exhibiting for organized, attractive and professional website. Thus, all of the teachers declare their appraisal and positive comments toward the platform and its function in catering for the students' attention, interest and motive. At utmost important, the teachers contribute in previewing the platform and evaluating its content, thus, they assure its applicability as an efficient learning medium in supplementing useful study materials and web-based tools for English learning in general and "Language Mastery" course in particular. As they emphasized over the principle of integrating both theoretical (assigned courses) and practical (web-based tools) equipment of web-based materials. Similarly, they stress over the application of the web-based tools as effective tools in proving helpful, useful, and instructional learning materials.

More particularly, the interpretive results show that the inclusion of "Language Mastery" course as a blended online course was applicable choice through which the students could get learning advantages from it. As for, since that the course guarantees the basics of an online course that is viable to deliver any type of learning material, the web-based platform covers the practical demands of the assigned course and advocate for accessible learning environment which reflect the students' needs and objectives of practicing and learning from it. Alternatively, based on the teachers answers, the type of materials integrated was of an active learning materials in which the students could be instructed and interact with various learning materials. Further, they refer to the students of 21th generation as "internet-users" whom are closely related to technology in use. Thus, they consider that "Learners Autonomy" WBP was one of the best way to cater their motivation and henceforth to direct their learning process to the next distance of promoting their autonomy. Consequently, the assigned platform offers considerable attributes of autonomous learning in which the students are able

to self-direct their own learning, self-evaluate, and self-correct their own progress as well as to improve on their study skills and autonomous learning.

3.3 Summary of the results

As a recapitulation, the present study is conducted in order to investigate the effects of implementing a web-based instructional model in promoting EFL learners' autonomy. To accomplish such a result, the researcher exposed the target sample to a web-based platform of English learning with intended objectives. Therefore, the scope of the researched study is to elicit the teachers and participants' attitudes and perceptions toward implementing such model of learning. As for, to activate the autonomous learning of the participants. Therefore, in an attempt to develop a credible piece of research, the researcher used two instrument as data collection methods. A survey questionnaire to students and a semi-structured interview with teachers.

The present research project attempts to impart the English learning process to be practiced within technological-enhanced environment, namely, through a web-based learning platform. The distributed web platform targets to establish an active learning environment in which the participants are in direct lead for their own learning to stimulate their autonomous learning, to improve their study skills and to practice web-based learning tools. Moreover, the researcher intends to expose such learning model to students, teachers and stakeholders of the educational career to investigate the advantageous of such learning environment and to modernize our educational system. For conducting this study, the researcher creates a web platform for English learning studies that activate the students' independence learning from the teachers and direct their reliance over other tools of language learning. In addition, to acquaint both students and teachers of the intended model of learning as one of the effective techniques to promote the students' autonomy.

The findings obtained from the analysis of the two implemented data gathering tools are to great extent positive in considerable aspects. Initially, the students' questionnaire reveal that the majority of them consider autonomous learning as a priority of learning as for they show eager stances to promote their autonomous learning skills. Yet, they lack the guidance and the suitable atmosphere to accomplish their learning goals. Furthermore, they display great motivation and readiness toward the intended web-based learning model participation, thus, the web-based platform addressed this type of learners, whom are internet-users, and contribute in activating their autonomous learning. Although, they may be due to web

practices but they lack the necessary skills and resources for developing their autonomous learning.

Therefore, with the limited opportunities that the students' are facing concerning the target language, it is important to clarify the areas of language deficiency that encounter students' performance in learning. The results of this study revealed that a number of important challenges that face Master level students which are the inabilities of assessing and evaluating their learning as well as making decision toward learning objectives. Consequently, students tend to be over-reliance upon the teacher and they lack the skill of evaluating and assessing their own learning. Based on this result, a web-based autonomous English learning may equips students with such skill, because the implementation of the web-based tools caters for students' comprehension abilities of any learning task and henceforth the practical process of self-directed learning guides them to further check their understanding and evaluate their learning performance.

The obtained findings from the students' questionnaire indicate that the implementation of the web-based instructional model is an effective way to promote the students' autonomous learning. Such web-based learning environment allows them to foster their study skills, self-directed learning, and their abilities in self-assessment and evaluation. Students' responses reveal that the web-based autonomous English learning offers learning resources and tools which are useful for their study skills improvement and autonomous learning development. It enables them to create an active learning environment, to activate their independence learning, self-directed learning, to decide upon the learning material in accordance to their own preferred learning styles and strategies.

Most importantly, students have positive attitudes toward the implementation of a web-based autonomous English learning platform. They believe that out-of-class activities promote the students' autonomy and thus they are able to learn at their own pace through their preferred learning styles and strategies. Moreover, the web-based tools are efficient and useful tools to practice the English studies, mainly, in vocabularies, idiomatic, collocations, and phrasal verbs learning, and to identify their learning weakness and strengths of the intended courses. The students' express their freedom in browsing the content and to set their prelisted objectives of learning and henceforth they assume to achieve these objective through the assigned platform. Finally, they appraise upon the attractiveness and organization of the platform in activating their readiness and motivation.

Additionally, according to the teachers' interview results, the obtained results teachers do not consider promoting autonomous learning as priority in their teaching philosophy yet they tend to rely on classical ways in order to stimulate their students' autonomy. Nevertheless, they consider the practice of web-based autonomous English learning as one of the best way to promote the autonomous learning and to activate the students' independence learning. The agree upon the principle of web-based sites are rich and provide helpful and authentic learning materials but they stress on the selectivity and seriousness of the students to decide upon the learning content and achieve intended objectives. More specifically, they assure that the capabilities of the web-based learning platform in providing the students' with necessary skills and study practices in order to improve their English studies and therefore their autonomous learning.

The teachers assume positive perceptions and attitudes toward the intended model of web-based learning. At initial stage, they estimate the overall framework of the platform as being organized, informative, well developed and attractive. Then, they addressed the content as being useful and helpful for the students' English studies and the applicability of the web-based tools in providing practical learning materials which function as effective learning tools for English learning. Following, they consider the practice of web-based learning promotes the students' autonomy, precisely, in activating their active learning, self-independence learning, and study skills. Consequently, they examine the applicability of web-based instructional model as an effective tool to promote the students' autonomous learning.

3.4 Synthesis of the Findings

The obtained results through both data collection methods draw upon the concluding outline of the final synthesis. The implemented data collection methods direct the researcher to rational conclusions toward the use of a web-based instructional model on promoting the learners' autonomous learning. Therefore, the present study rely on both methods of data collection in order to answer the studied research questions and to confirm the two research hypotheses.

Accordingly, both research methods confirm the two-research hypothesis. First, the web-based instructional model of English learning is an efficient model of learning that promotes the learners' autonomous learning, self-directed learning and study skills of English language learning as well as learners display positive attitudes toward the implemented model of learning. Following, if learners rely on using web-based tools, their autonomous skills

including decision-making abilities, self-evaluation abilities, as well as they would display the learning styles and strategies for each learner.

The web-based autonomous English learning create an active learning environment that caters for students' self-directed learning and independent learning. Additionally, students examine the efficiency of the web-based learning environment due to its applicability in delivering theoretical and practical learning materials and in improving the study skills of English language learning. Thus, the web-based instructional model is an efficient learning model that promotes the students' autonomy. Furthermore, the implementation of the web-based learning tools, which represents the practical side of the platform, contribute in displaying effective tools with multiple forms that correspond with each learners' styles and strategies of learning. These tools enable students to self-direct their own learning through a process of selecting objectives, making decisions and self-evaluating their performance.

Consequently, the present study provides answers to the two different research questions and progressively it achieved the intended objectives of the web-based platform. The research methods confirm the two-research hypothesis and, henceforth, the efficiency of implementing a web-based instructional model results in adjusting positive attitudes of the students and in promoting their autonomous learning. Whereby, the implemented web-based tools direct the learning process of the students through a self-directed, independent and self-study learning.

Conclusion

The present chapter outlined the fieldwork of the present study. At the outset, it starts by setting a theoretical background concerning the research methodology used for this study. Substantially, it explicated the process that the researcher followed in the descriptive procedures of analysis and interpretation of the data collected methods. Mainly, two data collecting methods which are a semi-structured interview and structured questionnaire. However, based on the qualitative approach, the descriptive analysis and interpretation of the obtained data draw upon the results in outlining the final synthesise with regard to the researcher's suggested two hypothesis. Accordingly, the chapter was an attempt to answer the research questions and to confirm the suggested hypotheses. Subsequently, the next chapter practically attached the application of the web-based instructional model into procedural steps of implementation.

Chapter Four

The Implementation

of a Web-Based

Instructional Model

for EFL Learners

Introduction

The web plays a crucial and rapidly evolving role in the field of education, particularly in the area of language learning. Apart from being restricted to classroom situations of learning, the web offers wide range of abilities to transform the process of language learning through the pioneering application of innovative models and technologies. In this regard, the web-based applications provide unparalleled access to instructional resources; make possible learning experiences that are open, distributed and flexible. Therefore, the process of the web-based learning furnishes engaging opportunities for language learners to be self-dependent and active language seekers.

Based on these premises, the present study sought to design a web-based instructional model of English learning. Mainly, to design and plan for English learning courses, to implement web-based tools and to integrate the "Language Mastery" course materials as efficient learning model for Master One EFL learners. Presently, the assigned integrative web-based model of learning probes the interdependency of autonomy skills and study skills improvement as well as yields the participants' attitudes and perceptions toward experiencing a distance mode of learning.

The following chapter, practically, discusses the procedures of conducting the present study. It presents a descriptive interpretation of the proposed web-based instructional design model of learning. To start with, it gives a clear understanding upon the different components that construct a web platform. Next, it supplies a description of the total features that form the assigned model of learning. Further, it demonstrates the procedural steps of planning for a web-based course and the actual implementation of the web-based tools. Following, it examines the process of designing the web-based tools in addition to an inclusive depiction over the different applied web tools of learning.

Progressively more, it outlines the practical frameworks and interactions that have been reported on behalf of the participants' behaviors and attitudes. Therefore, it draws a clear path of data interpretation with regard to the reported behaviors and interactions of the participants. Mainly, throughout descriptively interpreting the participants behaviors toward the implemented courses and web tools that took place within the platform. Henceforth, these data interpretations put forth the outstanding results of the applicability of this learning model as an efficient model of English learning.

4.1 Design and Implementation of a Web-Based Instructional Model

In the Information Age, the view of the paradigm shift in the teaching and learning environment put forward the web-based teaching theory and practice as the predominant medium for the English language learning process. Based on the inclusion of the technological-based approach of language learning, the raising notions of distance learning, e-learning and web-based learning led the process of learning English to be practiced within technological platforms. Therefore, the present study opted for such web-based platform as an instructional model of English learning. The functions embedded into this model are: orienting the learner, providing navigational assistance, providing instructional strategies, and providing interactive feedback. Technically, as Davidson-Shivers et al. (2018) mention that the web-based instructional model follows the general phase of design, implementation, development, analysis and evaluation. This phase includes the basic stages of framework designing, material planning, development of courses, and analysis of students' interaction and evaluation of students' progress. Simultaneously, the present web-based learning model was established through such phase where each stage works in collaboration to form a web-based instructional model. Henceforth, the procedures of designing and implementing a web-based instructional model are further discussed in the following sections.

4.1.1 Designing of the Web-Based Platform

In order to accomplish this work in an effective way, we have managed to design an online content and material using a web-based instructional model of learning. The platform was based on learners' study course of "Language Mastery" and it contained courses, lessons, exercises and other English learning resources, which are constructed to help Master One students in their studies and to foster their autonomous learning. Therefore, the programming of this web-based learning platform took two weeks of technical procedures, however, the implementation of the courses and materials were planned in parallel with Master One students' lessons within a specific time period starting from 15th of November 2018 to 15th of January 2019. Thus, it covered all the courses of their 1st semester syllabus of "Language Mastery" course. The application of "Learners' Autonomy" web-based learning platform was processed in a practical way and it constitutes several framing components that are mentioned next.

4.1.1.1 Layout

Generally, a layout is a framework that forms a website's structure. It represents clear paths for database and navigation within WebPages. It puts and arranges the most important elements of a web site front and center. In addition, it has the role of structuring the information present on a site both for the website's owner and for user. A layout is designed from the proposed frameworks that the database navigates as samples for websites. The following figure represents the designed layout of "Learners' Autonomy" web-based platform.

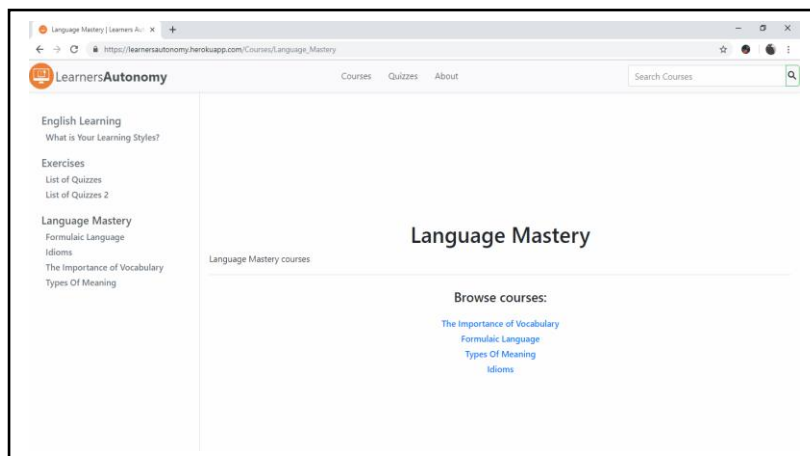


Figure4.1: screen-print of web-based platform layout (Learners' Autonomy, 2018)

4.1.1.2 Template

A template is a pre-designed webpage, or set of HTML webpages that anyone could use to plug-in to create a website or a platform. It allows users to setup a website, usually built with HTML and Cascading Style Sheets code, which can be listed in search engines so users can search for any specific product or service. "Learners' Autonomy" template encompasses a cover page, a heading, a search bar, an email subscription box, and category bars as it illustrated in the following figure:

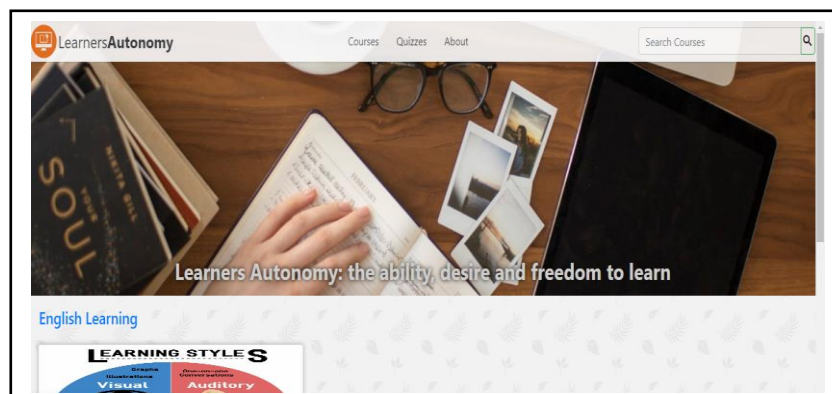


Figure4.2: screen-print of web-based platform template (Learners' Autonomy, 2018)

4.1.1.3 Logo

Generally, a logo is a symbol (or icon) made up of text and images that help to identify a specific brand or host. A logo is a representative cornerstone of a website or a platform. The logo serves as a landmark that orients users when they first land on a page and helps them identify the website they are visiting. It describes key information, helps users understand what you do, who you are and what you value. It simply gives a unique mark that identifies a webpage where simple image, specific color and typography are designed to form it. For example, "Learners' Autonomy" WBP's logo is a combination of two icons: a screen of desktop and an insider book to illustrate the idea of technological education. Logos are usually placed at the top-left and bottom-down of a webpage.



Figure4.3: a screen-print of web-based platform's logo (Learners' Autonomy, 2018)

4.1.1.4 Web Address

A website address, also known as a URL (uniform resource locator), is an internet or intranet name that points to a location where a website page is hosted. Website addresses can represent the home page of a web site, a script, image, or other file made available on a server for viewing, processing or download. They can also be embedded into the code of web pages in the form of hyperlinks to direct the user to other locations on the Internet. An URL could be established by a username in addition to the hosting ID address. "Learners' Autonomy" URL link is <https://learnersautonomy.herokuapp.com> as it represented in the following figure:

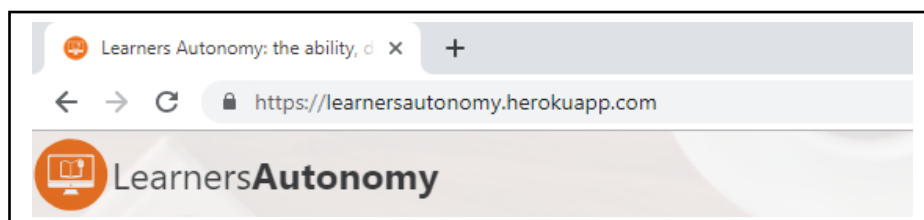


Figure4.4: screen-print of web-based platform web address (Learners' Autonomy, 2018)

4.1.1.5 Home Page

A home page is a webpage that serves as the starting point of website. It is the default webpage that loads when users visit a website address; namely, the URL link of "Learners' Autonomy". It represents the content of the site and a navigation bar that provides headings and links to different sections within the website. It includes a search bar, information about the website, and recent news or updates. A homepage constitutes of a header, usually the strip across the top of a web page with a big heading and a logo. A body, this is the large area in the center that contains most of the unique content of a web page and a footer; this is the strip across the bottom of a web page. It generally contains fine print, copyright notices, and quick access links and contact information.

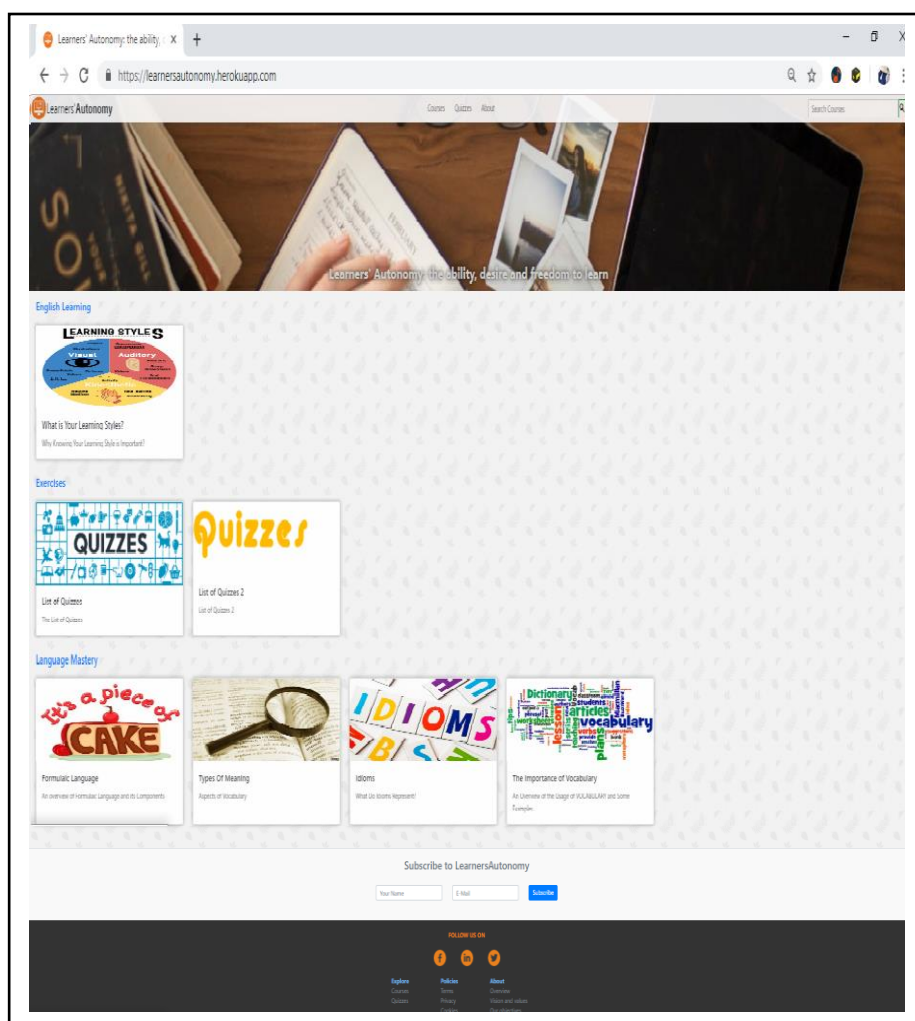


Figure4.5: Screen-print of Web-Based Platform Homepage (Learners' Autonomy, 2018)

4.1.1.6 Subscription Box

An Email subscription box is an online plug-in widget that is attached to the website. It requires both the visitor's full name and email address, therefore, it represents the registration process of the website or the platform in which subscribers or users are allowed to receive updates and to get access to content via email. It is an elective option for those who want to enroll in the platform's courses. Email subscription box is usually design as it represented in the following figure.

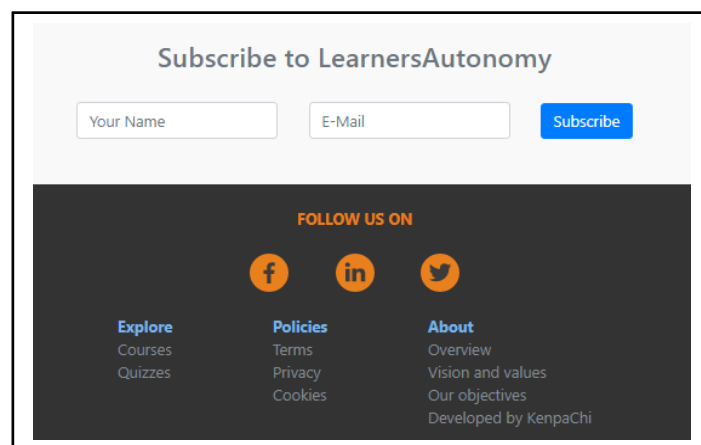


Figure4.6: A Screen-print of Subscription Box (Learners' Autonomy, 2018)

4.2 Web-Based Platform's Description

To begin with, a web-based learning platform is an online e-learning platform integrated in the form of set interactive online services that provide learners, trainers, and others involved in education with information, resources and tools to support and enhance education delivery and management. A web based learning platform is a comprehensive system enabling secure, web-based training and e-learning content that employ a simple and intuitive user interface (Chow et al, 2003). Technically, a web-based learning platform is a platform designed in the form of online e-learning courses and materials where language content is practiced and learning objectives are achieved. In addition, it includes different type of databases that provide exercises and quizzes which are designed and integrated to develop learners' skills in a specific area.

The proposed web-based learning platform was held under the heading of "Learners' Autonomy: the ability, desire, and freedom to learn", the platform contained three main categories of English learning, language mastery, and exercises. Thus, language mastery category contained four courses that were designed based on learners study course of

"Language Mastery". The courses are as follow: formulaic language, idioms, types of meaning, and the importance of vocabulary. It covered the most important courses and lessons that Master One students dealt with during their studies in the 1st semester. Moreover, English learning category contained one course that was designed to introduce learners to different type of learners' styles and strategies as well as some practical steps and online quiz to help them know their own preferred learning styles and strategies. Additionally, the quizzes category is considered to be, the practical side of the web-based instructional model, it contained 22 Playbuzz quizzes where different types of technological platforms were integrated.

Particularly, the quizzes were formed in different models; a trivia model, multiple choice model, flip card model, convo model, list model, and personality quiz model. Each model presented different content and learning materials that were adapted based on learners' needs and study context. More specifically, each quiz held a different content and contained various learning materials of vocabularies quizzes, idioms, collocations, phrasal verbs, formulaic language chunks, synonyms, abbreviation and acronyms.

The platform was programmed in collaboration with the database of "herokuapp", an URL link of: <https://learnersautonomy.herokuapp.com/> was assigned to the website. The web-based platform supports many multiple databases such as visual materials; email subscription, quizzes and data navigation. Other networking platforms were supplemented to enable viewers and users view the content, make comments, reactions and play the quizzes. Such networking databases are: Disqut, reactions and playbuzz. The platform supported mobile browsing and desktop browsing. Besides, the layout, templet and the logo of web-based platform were simply designed and attractive so that users enjoy browsing the content in a clear and enthusiastic way.

4.3 Web-Based Instructional Model's Overview and Objectives

"Learners' autonomy" WBP is a web-based learning platform with an educational purposes and unique URL link. The platform is committed to help EFL learners in their educational career, to make available technology-based literacy and to integrate e-learning environment with traditional learning classes. "Learner autonomy" is directed to M1 English learners at university of Biskra, it was designed to meet M1 students' needs in the learning of academic modules. More specifically, "Language Mastery" course and it provided other learning courses and resources of English language learning. It offers the opportunity for learners to

practice language content in a modern and technological manner, to play quizzes, and to be engaged in web-based, blended and online program. "Learners' autonomy" courses were designed to prepare participants for autonomous, self-activated, and independence learning. Providing innovative and effective products and services, therefore, the following objectives are to be achieved:

- To activate autonomous learning,
- To activate independence learning,
- To improve learners' study skill,
- To practice web-based learning tools,
- To provide learning quality,

"Learners' Autonomy" WBP aims to be a primary and reliable web-based learning resource in the area of English language skills, mainly, English study skills and autonomous learning skills.

4.4 Course Description

Mastery of Language course is designed for master's graduates of English. Its ultimate objective is to reinforce students' level of academic proficiency with special emphasis on the advanced formal aspects of language use. The course is divided into two semesters in which students are exposed to a wide range of advanced language structures and functions intended to help students improve their grammar and lexis in both spoken and written contexts. Therefore, it stresses language practice to eventually achieve a substantial level in grammar usage, vocabulary reception and production needed for both spoken and written communication. Mastery of Language is a prerequisite course for students to prepare and pursue Master's academic studies.

4.4.1 Course objectives

Upon completion of the web-based courses, students should be able to:

- Locate unfamiliar vocabulary in its context using contextual clues,
- Communicate their spoken and written ideas using advanced lexis on a variety of topics,
- Use properly formulaic language, including phrasal verbs, idioms and collocations,
- Learn advanced vocabulary in an effective way,
- Identify their own learning styles and strategies,

As mentioned above, the intended objectives that are assigned within the web-based courses and integrated within the web-based tools. As a part of the participants' enrolment, students are required to achieve these objectives based on the web courses.

4.4.2 Course outline

- **Course 1: The Importance of Vocabulary**
 - Academic vocabularies
 - Phrasal verbs
 - Idioms
 - Informal/slang or colloquial
 - Euphemisms
- **Course 2: Types Of Meaning**
 - Polysemy (multiple meanings)
 - Synonymy
 - Metaphor
 - Connotations
 - Register
 - Acronyms and abbreviations
- **Course 3: Formulaic language**
 - Idiomatic expressions
 - Proverbs
 - Collocations
 - Routines and preferred ways of learning
- **Course 4: Idiomatic Expression**
 - Verbs plus object
 - Prepositional phrases
 - Compounds
 - Binominal
 - Simile
 - Proverbs and maxims

Clearly stated, the integrated four courses within the web-based platform and its contextual clues cover the fundamental topics "Language Mastery" course. To explain, the course topic covers the theoretical aspect of the course wherein the listed aspects cover the practical part,

which are designed in the form of web-based tasks, and therefore the web-based courses expand to improve on the learning achievements of the participants.

4.5 Web-Based Learning Courses and Instructional Materials' Planning

Considering the fact that the use of internet is exceeding to be adaptable in any field of life, the educational field encompasses new approaches of learning. Such approaches include web-based, blended and e-learning where the adaptation of online courses and instructional materials which are used as means to deliver learning content. Therefore, planning for a web-based course depends on a number of steps to ensure the quality and effectiveness of the delivered content. It evolves the following steps:

- Planning the course;
- Selecting, preparing and developing relevant materials;
- Choosing the appropriate framework;
- Addressing a title and overview;
- Uploading the content to the web-based platform;

However, the aforementioned steps require the instructor to collect the resources, plan for a course, design the content, choose a specific framework, assign the description and finally upload the content to the web-based platform. Thus, the process of uploading the content takes place within an attached platform of content manager that is in advance linked to the web-based platform.

4.6 Web-Based Tools' Implementation

The usefulness of integrating web-based learning tools with learning content rely on implementing an applicable learning environment, where the delivered content is accessed via instructional tools that present learning materials as well as to examine the effectiveness of these tools in instructing the learners. The following tools are used as means of delivery within the web-based learning platform:

4.6.1 Quizzes

The use of online quizzes, as an instructional guide to implement a web-based learning tool, was the core of developing a web-based learning model for EFL learners. Therefore, a quiz is a web-based application system that is designed to be taken online. An online quiz (OQ) is programmed by using the open technological sources of scripting languages of HTML, Hypertext Preprocessor, My Structured Query Language or JavaScript databases.

However, the implementation of quizzes took a place within the hosting network of "Playbuzz.com" through which the quizzes have been designed and presented in multiple forms. Technically, the quizzes have been integrated in the web-based platform of "Learners Autonomy" in multiple forms. Such forms are:

4.6.1.1 Trivia quiz

Trivia quiz is the most practical and applicable type of quizzes, it allows database management and empowerment to freely implement any type of data and structured content. It could be designed as multiple-choice questions, Intelligence Quotient (IQ) quizzes, definitions, matching, and fills in the blank; it also allows the user manager to add images as a background and supplement scores as a final assessment.

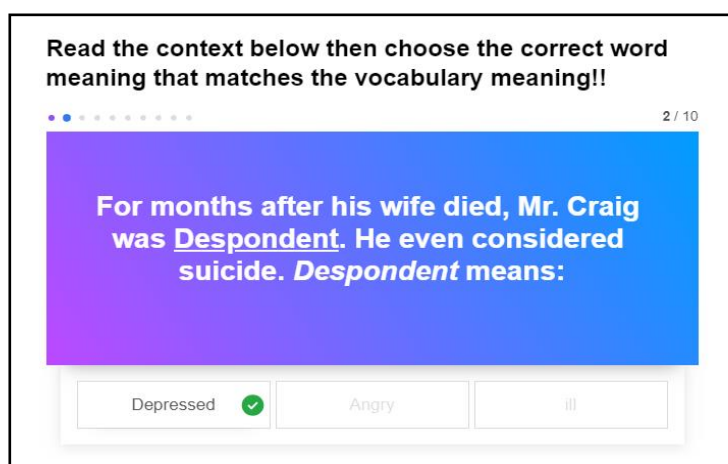


Figure4.7: A Screen-print of Trivia Quiz Model (Playbuzz, 2018)

Within the assigned web-based platform, trivia model was one of instructional tools in implementing various activities and tasks concerning the English language learning of "Language Mastery" course, precisely, the types of trivia quizzes addressed exercises about vocabularies, prepositional idiomatic expressions,

4.6.1.2 Multiple Choice Quiz

Briefly, this type of quiz is the most effective ways to test learners on the content of the e-course. It represents a statement or a direct question with three answers whereby only one answer is right. Multiple choice's questions could test both the deductive skill of learners and their knowledge skill.

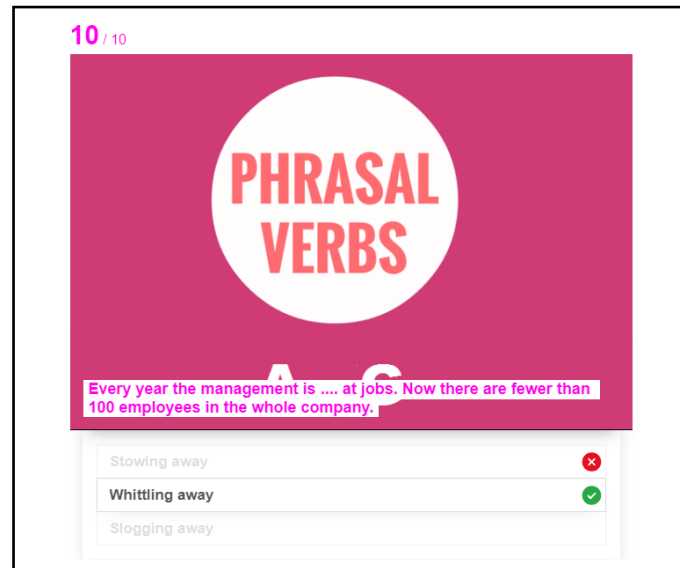


Figure4.8: A Screen-print of Multiple Choice Quiz Model (playbuzz,2018)

In like manner, the multiple choice model was one of the instructional web-based tools implemented for the purpose of creating an active learning environment in which the users, students, can check their understanding and test their knowledge about the content in use. Multiple choice quizzes addressed exercises such as phrasal verbs,

4.6.2 Flipped Card model

Flip cards are modern tools that manage to present the targeted audience with a card, or series of cards, that they are able to flip over by simply clicking or tapping to reveal the content on the other side of the card. Flipped cards are easy to grasp, support the use of texts, images, audios or videos in which the learning content can be represented in multiple forms and with attractive and comprehensible way of learning.

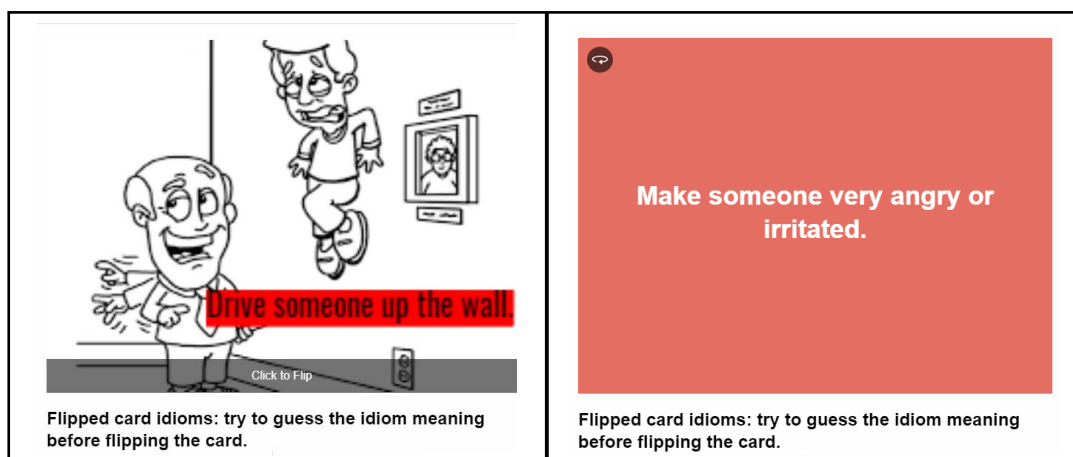


Figure4.9: A Screen-print of Flipped Card Quiz Model (playbuzz, 2018)

The present model is one of the attractive web-based models of instruction, it is flexible in use and provide users, students, with a learning content in a modern medium of instruction. Flipped cards were used to address tasks about idiomatic expressions of English learning.

4.6.3 Convo

One of the Playbuzz creation tool is convo, which allows user to present any interview, conversation, or sequence of events in a modern form that resembles an instant or text messaging conversation. It provides a specific layout and design to transform any content in an interesting and entertaining way of learning.

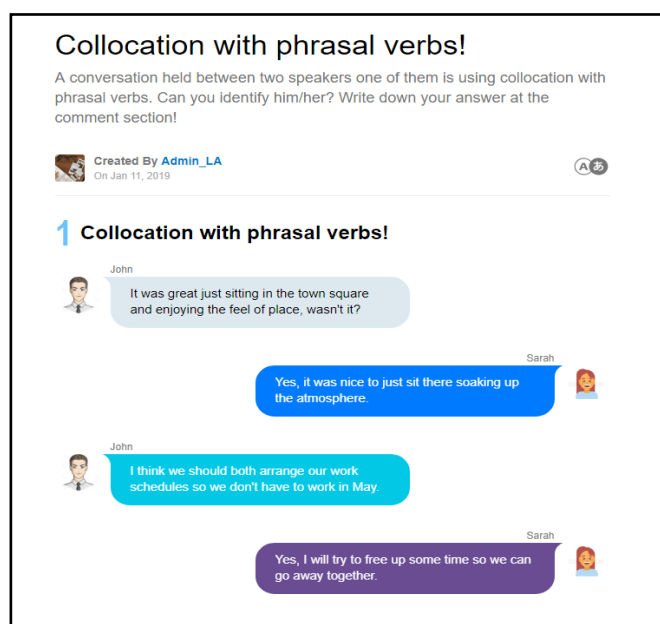


Figure3.10: A Screen-print of Convo Model (playbuzz, 2018)

Within the web-based platform, the implementation of convo model addressed multiple tasks about collocations and phrasal verbs. Consequently, the primary aim of integrating OQ as a web-based learning tool is to design an instructional learning model that corresponds with promoting learners study skills and autonomous learning skills.

For that matter, the exercise section of web-based learning platform contained two courses of quizzes, list of quizzes 1 and list of quizzes 2. The first list consisted of 12 quizzes; however, the second list of quizzes consisted of 10 quizzes. As it shown in the following figure:

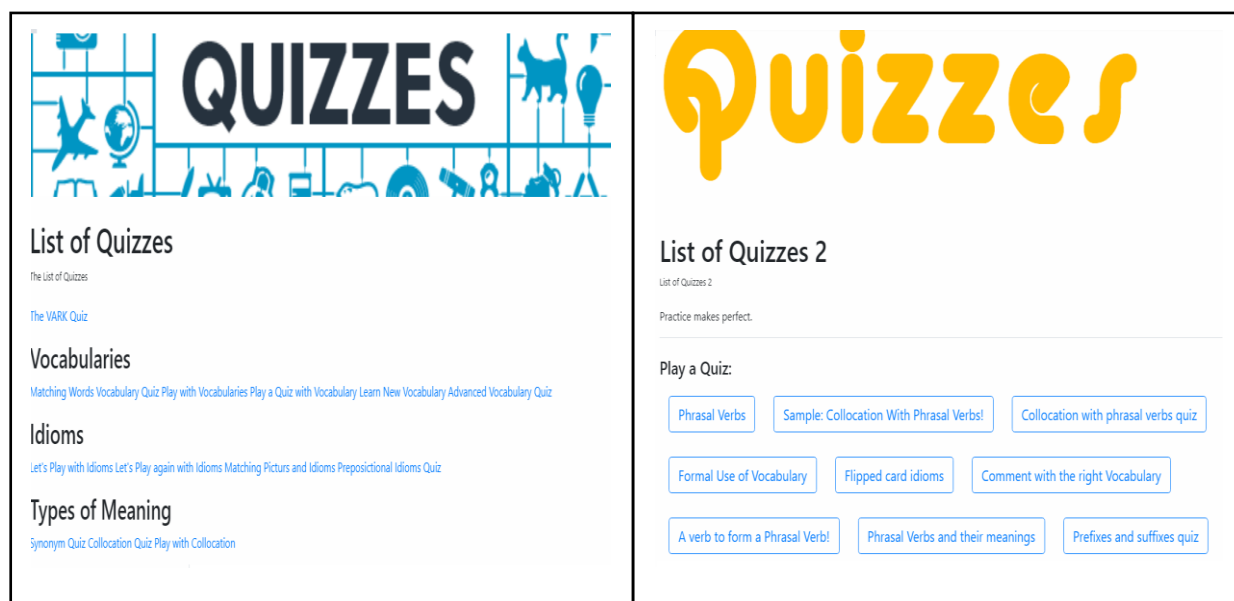


Figure4.11: A Screen-print of List of Quizzes (Playbuzz, 2018)

The listing of OQ corresponds with English language learning materials in which each quiz held different content, design, and objective according to the previously listed forms of quizzes. Practically, each quiz targets a learning goal, style, and attempts to cover different learning strategies. The OQ was distributed through "Play-buzz" platform whose activities can be integrated into other platforms with full reporting; instructors can view their learners' scores, time started, and lapsed time. As well as the participants can automatically receive immediate feedback and correction about the task and reveal his/her achieved score owever, it offers a backup of analysis that reports the interactions and behaviors of each quiz.

4.6.4 Participants' Feedback and Evaluation

The following sections illustrates the participants' feedback and self-evaluation over the distributed learning materials and quizzes of "Learners' Autonomy" WBP. It is crucial to mention that the participants are able to receive automatic correction of the played task or quiz and they can self-correct and evaluate their learning performance and progression. However, the participants are allowed to asynchronously post comments and discussions over the platform through the integrated widget of Disqus in addition they can also interact with the content and assign a "Buzz" of reaction as helpful, love it, surprised, or confused.

The screenshot shows a Disqus comment thread for the topic "What do you think?" with 17 responses. At the top, there are four reaction buttons: "Helpful" (6), "Love it" (10), "Surprised" (1), and "Confused" (0). Below this, there are 3 comments from the user "learnersautonomy". The first comment is a text input field with the placeholder "Join the discussion...". The second comment is from user "Manar" (6 months ago), who expresses appreciation for the course's design and content. The third comment is from "bencharef. S" (2 months ago), praising the course's focus on idioms and suggesting more examples. The fourth comment is from "amila_loulita" (6 months ago), who found the course helpful and motivating. The fifth comment is from "Sa Rra" (6 months ago), who mentions a score of 6/10 and a lack of understanding of idioms. A moderator "Admin" (6 months ago) responds to "Sa Rra" by pointing to a quiz. The final comment is from "amila_loulita" (6 months ago), who is happy to be tested and suggests adding more quizzes.

Figure4.12: a Screen-print of Disqus Platform (Learners' Autonomy, 2018)

As the figure 4.12 represents, list of comments that the participants post to reflect their thoughts about the content. Therefore, it displays their positive appointments toward the study materials provided by "Learners' Autonomy" WBP. Precisely, about the "idiomatic expression" course, idiom quiz, and some of the vocabularies quizzes. Apparently, the participants have demonstrate eagerness and an extent of autonomy upon the learning materials. As for, they examine the overall content as helpful, efficient and motivating.

4.7 Analysis and Interpretation of the Web-Based Instructional Model's Data

The data analysis procedures of the web-based platform are retrievable within analytical applications that store its data navigation and process it into restored organized and statistical information. These analytical applications record the ongoing changes of the platform, mainly, the interactions and behaviours that users precede as a part of their enrolment in the courses and quizzes.

Henceforth, the data analysis of "Learners' Autonomy" WBP is distributed through two applications, "Google analytics" and "Play-buzz analytics", in which the former records the analysis of the overall content manager of courses , web pages, the behaviours of the users in addition to its statistical metrics. Wherein, the latter distributes the analysis of the implied web-based tools and its interactions, behaviours and statistical metrics as well. Therefore, the next section introduces comprehensible data interpretation with regard to these analytical applications and discussions of the outstanding results of the platform.

4.7.1 Analysis of the Platform's Data

As data analytics are essential part to serve new inquiries, it has been developed and elaborated in a way that matches today's technological systems. One of these data analytic systems is Google Analytic, which has been integrated to reflect the analysis and findings of "learners Autonomy" web-based platform. Google analytics is considered to be an online data analysis tool that provides reports and statistics for linked websites and it is mainly used to measure a website's ongoing performance, however, it is accessed via a Google account. Google analytics featured the data analysis of "Learners' Autonomy" WBP through data visualization tools, dashboards, scorecards, custom report, email-based sharing and motion charts which display the platform's changes over time. Each of which item provided detailed information about the number of users, audience, time allocating, number of sessions, dashboard, and behavior.

4.7.1.1 Audience

In Google analytics, audience represents the users that the web platform group based on its attributes which enroll the visitors. Once the audience is defined in the analytics reports of the application, it enables the manager to retrieve reports about the inclusive overview of

audience and their undertaken behavior. That is to explain, it represent the section whereby reports about the number of users, sessions, average duration, and page views are recorded.

4.7.1.2 Audience over time

Audience overview appears to report the total number of users, sessions, and new users; thus, the total number of users represent the total number visitors of the platform whereby each user is counted one time. Whilst, the total number of sessions of the total number of users. However, one session represents a group of interactions one user takes within a given time frame on the web-based platform, thus, Google analytics defaults that time frame to 30 minutes. Therefore, whatever users perform on the web-based platform within this time frame (e.g. browse pages, review content, read or interact with material) before they leave equals one session. More particularly, the audience overview's metrics are a unified way to report "active users" and "visits". It also reports new users as it shown in the following figure:

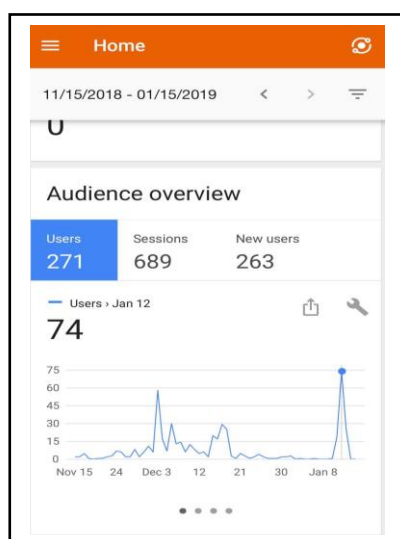


Figure4.13: Screen-Shot of Google Analytics' Audience (Google Analytics, 2018)

As the figure represents, the interpretive data records that the total number of users, who have joined the web-based platform, reached 271 users. It is important to mention that not only students whom have reviewed the platform but also teachers were asked to preview it. Therefore, the total number is a combination of students' views and teachers'. Additionally, the total number of sessions that the active users have registered is 689 sessions. Considerably, the registered metrics infer that the total population of Master One students has checked on the platform. Yet, only 50 one of them whom have subscribed were selected as a purposive sample for the present study. This statistical metrics have been collected through a given period. Precisely, from the date of the website's release in 15/11/2018 to 15/01/2019.

4.7.1.3 Users by device category

The device categories used by users in order to browse "Learners' Autonomy" WBP are mobile and desktop. Henceforth, users tend to rely on both devices to get access to the platform's content. The following figure illustrates the number of users by device category:

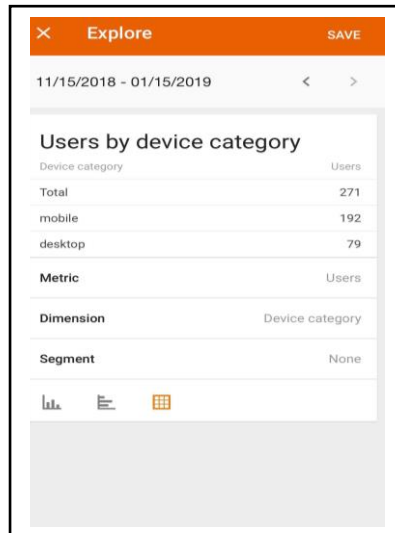


Figure4.14: Screen-Shot of Google Analytics' Device Category (Google Analytics, 2018)

As the figure represents, mobile users are more than desktop users in which mobile users are 192 users whereas desktop users are 79 users. It demonstrates that students are accessibly integrating ICT tools in their participation in the web-based platform.

4.7.1.4 Average Session Duration over Time

Average session duration represents the average length of a Google analytics session in a given time period. It is the time allocating of each session. It is important to note that the average is the sum up of the total period of times for each user. Therefore, the following figure illustrates the average and time period for the users:

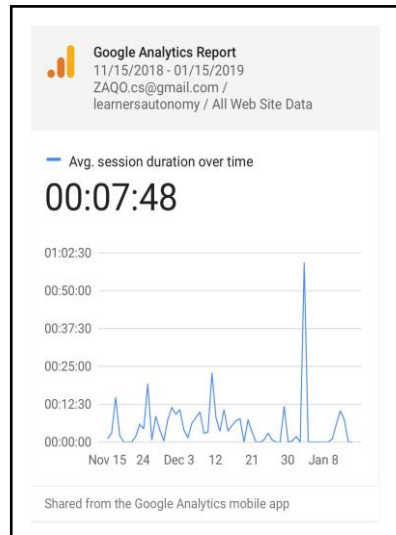


Figure4.15: Screen-Shot of Google Analytics' Average Session Duration (Google Analytics, 2018)

As the figure captures, the average session duration that has been reported is 00:07:48, it indicates that each student spent approximately eight (8) minutes while browsing the content of web-based platform. However, the period of time recorded on the platform may vary according to each user and the number of minutes he/she spent over the platform.

4.7.1.5 Page Views

Page views represent the metrics of the total number of pages viewed where repeated views of a single page are counted. It counts every single entrance users made along the given time frame of the platform.

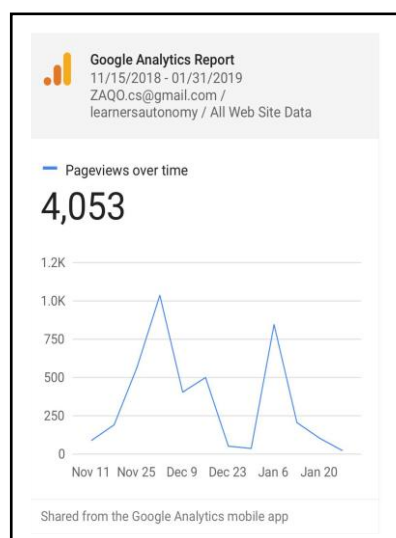


Figure4.16: Screen-Shot of Google Analytics' Page Views (Google Analytics, 2018)

The total number of page views that GA (Google Analytics) has counted are 4,053 views. The registered number is considered a high number of views which illustrate that students have been viewing the content of "Learners' Autonomy" web-based platform in a frequent manner.

4.7.2 Analysis of the Platform's Behavior

Behavior reports display the actions and interactions that users take within the web-based platform. It reveals detailed reports about what pages have been visited, what actions users took, and an overview of the content. Practically, its metrics reveal how the platform engage users, if they're leaving after viewing one page (Bounce rate) or if they are viewing multiple pages (Pages/Session) or if they're spending the amount of time engaging with the content.

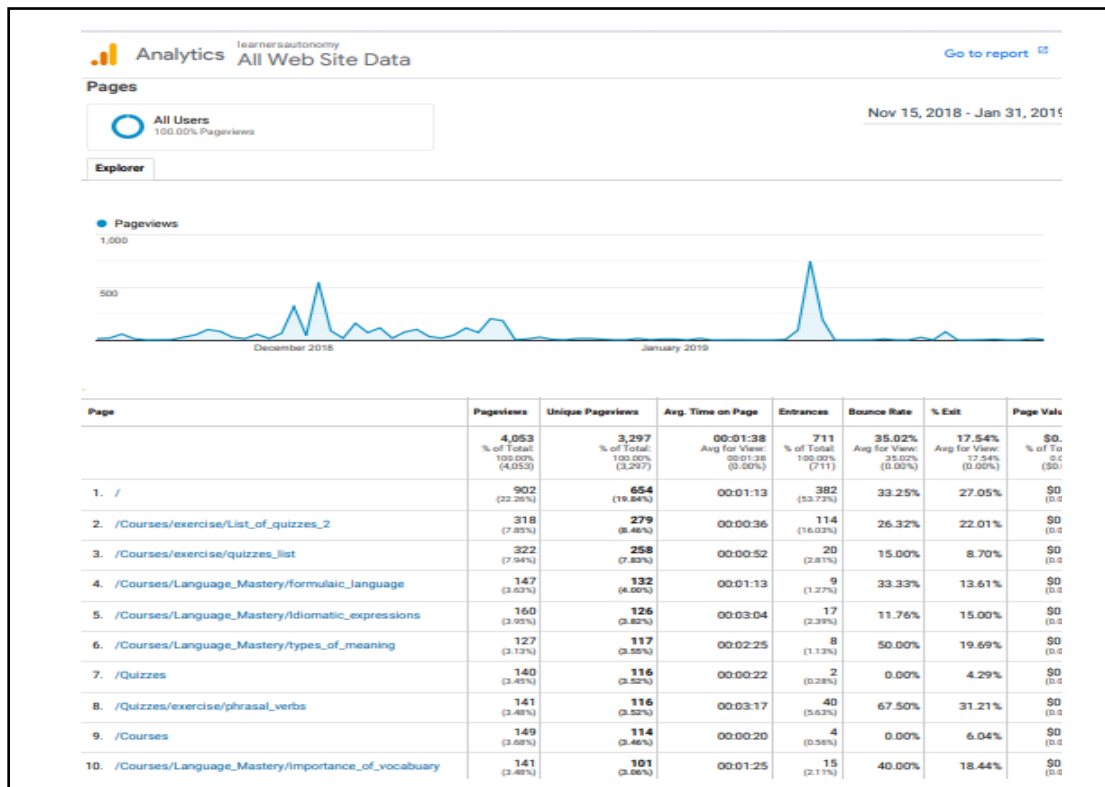


Figure4.17: Screen-Print of Google Analytics' Behavior (Google Analytics, 2018)

As it shown in the previous figure, a representative diagram and a table to indicate the ongoing changes that took place in "Learners' Autonomy" web-based platform. To begin with, the diagram indicates the time frame which the web-based platform was revealed in (from 15th of November 2018 till 31st of January 2019) and the page views that has been reported during this time frame.

As it reported, page views remain stable at the beginning; however, it started to signal a slight change by the beginning of December until it increased into nearly 500 views then it reaches 500 views. Further, the views declined then remained in a fluctuation until the beginning of January where it witnesses no constant change. By the mid of January the views reaches its peak nearly 1000 views. Consequently, the fluctuation represents that users have been frequently viewing the content on a daily bases. however, by the mid of January and precisely during their exams' period the views reaches its peak and reported the highest number of views which conclude that students rely on it in order to revise for their study module of "Language Mastery" course as a learning resource.

Whereas the table represents the content of web-based platform and additional metrics that report the behavior of each page and course. As it listed in the table, the courses are orderly numbered from 1 to 61. Each number on the table represents a course or a page and its metrics of page views, unique page views (number of sessions), average time on a page, entrances (number of times users used this page in order to enter), bounce rate, and exit (the last page that users reviewed). Overly, the metrics indicate that the quizzes pages as the highest rated pages in terms of views, average time, entrances and exits than the other courses; however, these metrics revealed that users are actively interacting with the content of a web-based platform and that quizzes pages are actively receiving higher rates rather than the course pages.

Another remarkable metrics that each course has received more than 100 views and an average time of 2 minutes to 3 minutes, although it is a short time period but it is sufficient to review all the elements within each course content. By contrast, quizzes pages have recorded much average time of 3 minutes to 4 minutes which deduce that students spent considerable time while playing the quizzes and improving their study skills to accomplish the task. The majority of both courses and quizzes scored a high number. Therefore, these statistics played a significant role in reporting the interactions and activities in which students were performing within the web-based platform and which ensured their participation.

4.7.2.1 Courses' Behavior

As previously stated, behavior concerns with the interactions and actions that user took during their enrolment within the platform. Mainly, the interactive behaviors in each page and course and its additional metrics mark the participation of the users and their enrolment with viewing the content of the web-based platform.

Clearly stated, Google analytics application has recorded the overall statistical metrics of each single page and course. Mostly importantly, the analysis provided draw upon clear and distinct way of refereeing to the most interactive pages and courses that were designed on the platform. Thus, it provided detailed statistical metrics for each page and allowed the researcher to draw upon the basic interpretations and analysis of the users, participants, progress and behaviors. Nevertheless, all of the pages and courses about the content of the platform remarked considerable metrics but only the prominence was given to major courses and quizzes. The following figure depicts the overall recorded metrics in accordance to numbered web pages of the courses.

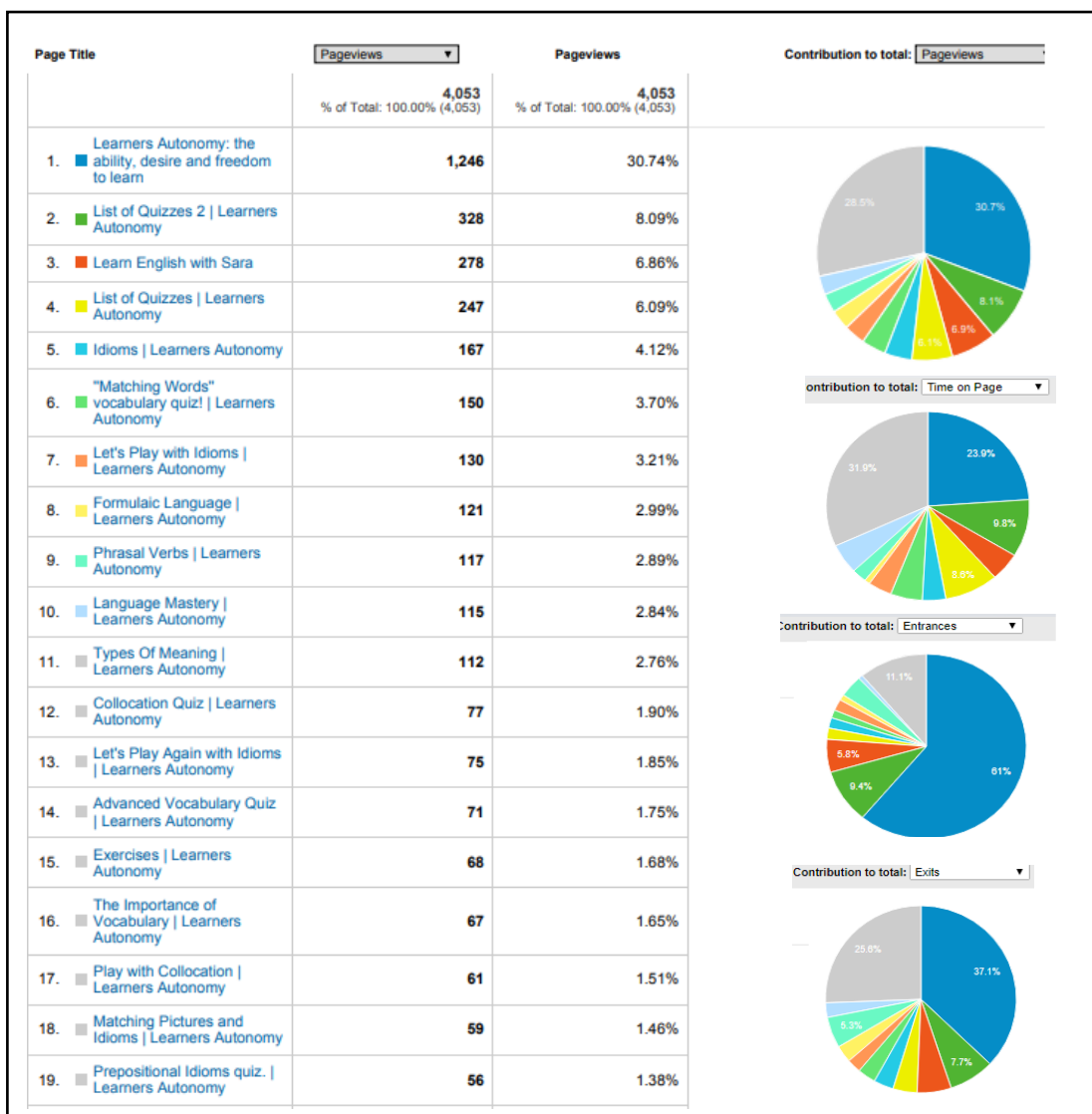


Figure4.18: Screen-Print of Google Analytics' Behavior of the Content (Google Analytics, 2018)

As the figure shows, there is a table and illustrated pie charts to represent a list of the content that was held in "Learners' Autonomy" web-based platform. The list is ordered respectively from the most interactive page to least. To start with, the first page of learners' autonomy, which is the homepage, received the highest metric rates of 37.5% as the most viewed page of 1.246 views. Additionally, it scored 23.9% as the longest average time that users spent on, 61% of an entrance page that the majority of users start with and 37.1% of an exit page that users end with. Moreover, the two lists of quizzes were amongst the interactive pages of 8.09% and 6.09% that is to collect 328 and 247 views as for the two lists recorded a noticeable percentage of 9.8% and 8.6% of average time spent on page.

Besides, some quizzes were remarkably practiced than others. For example: quizzes of matching words, let's play with idioms and phrasal verbs have recorded a high percentage of views of 3.70%, 3.21% and 2.89% as well as longest average time spent on these pages of 4 minutes. Furthermore, as the table shows, the courses of idioms, formulaic language and types of meaning were the uppermost viewed topics of 4.12%, 2.99% and 2.76% respectively. Another remarkable metrics, "Language Mastery" page were among the top 10 courses in which it recorded 2.84% of the total number of views. Sequentially, the course of "Types of Meaning" recorded 2.76% of views. However, the rest of pages were also in an interactive phase where each page exceeded 50 views and recorded average spent time of 2 minutes. Consequently, the variability of each page's metrics had an interactive phase to engage in students within the web-based platform, so whether it received a high or a low rate of metrics each page was reviewed differently by student's with regard to their needs of learning and studying.

4.7.2.2 Web-Based Tools' Behavior

Behavior of the web-based tools distributes the analysis of the main implied quizzes and its interactions, behaviors and statistical metrics. The distributed analysis was hosted by "Play-buzz" analytics through which the OQ were implemented and integrated to the platform. "Play-buzz" analytics provides reports and statistics for the attached quizzes on the platform. It measures the outstanding results of the OQ and it is accessed via "Play-Buzz" account in which it allows the admin to create a channel with multiple models of quizzes and to integrate different forms of styles and designs. It displays the ongoing changes that users perform while using and playing the OQ. Mainly, it features the attributes of the number of item published, item loads, item engagement and average dwell time. It provides statistical report of each quiz

that was integrated in "Learners' Autonomy" web-based platform. The following figure illustrates the reported analytics of the quizzes section.

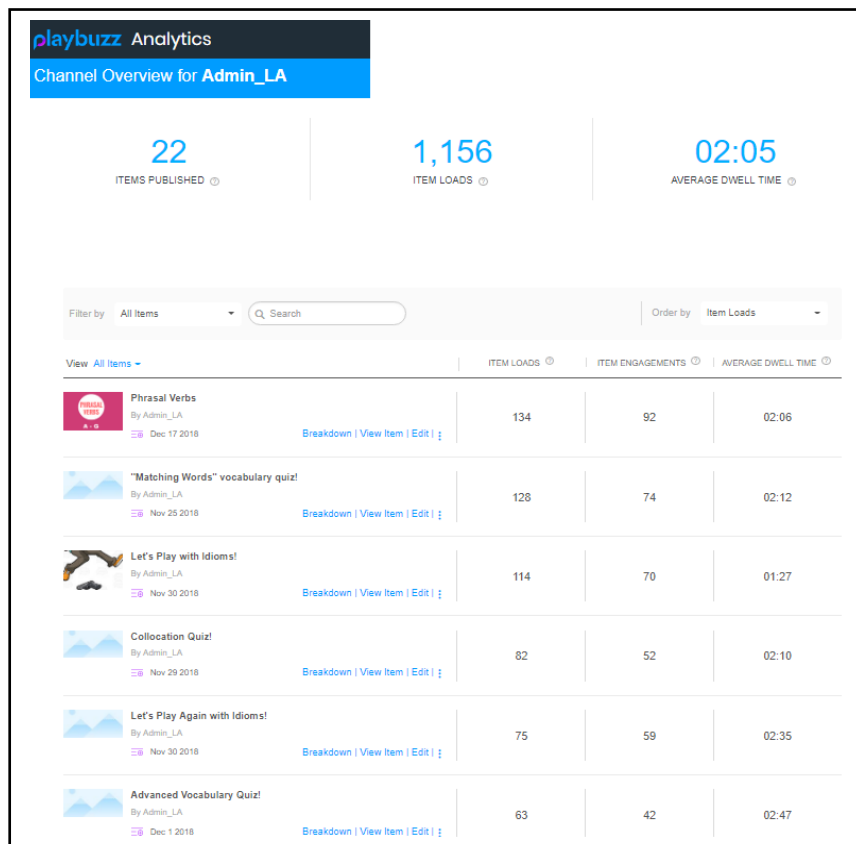


Figure4.19: Screen-Print of Play-buzz Analytics' of Quizzes (Playbuzz, 2018)

As it arranged in this figure a list of quizzes that were implemented in the web-based platform. Wherein "Play-buzz" platform was the host of these quizzes, "play-buzz" analytics provides detailed reports about each quiz and the interaction held by users. To start with, the number of items that were published is 22 items, the frequencies of items loaded that are 1.156 times (the overall number of times students have played the quiz and its frequency). The average dwell time of 02:05 that each user spent on while playing the quizzes, and item engagement of each quiz that is to indicate the total number of times the users interacted with the items. The quizzes are ordered through the most interactive item to least; at the top of list is the "Phrasal Verbs" quiz that got 134 items load, 93 item engagements and 02:06 as an average dwell time. The following quizzes of vocabulary, idioms and collocation respectively ranked after phrasal verb quiz with 128, 114, and 82 of item loads. Therefore, it indicates that the users were engaged in and played these quizzes several times.

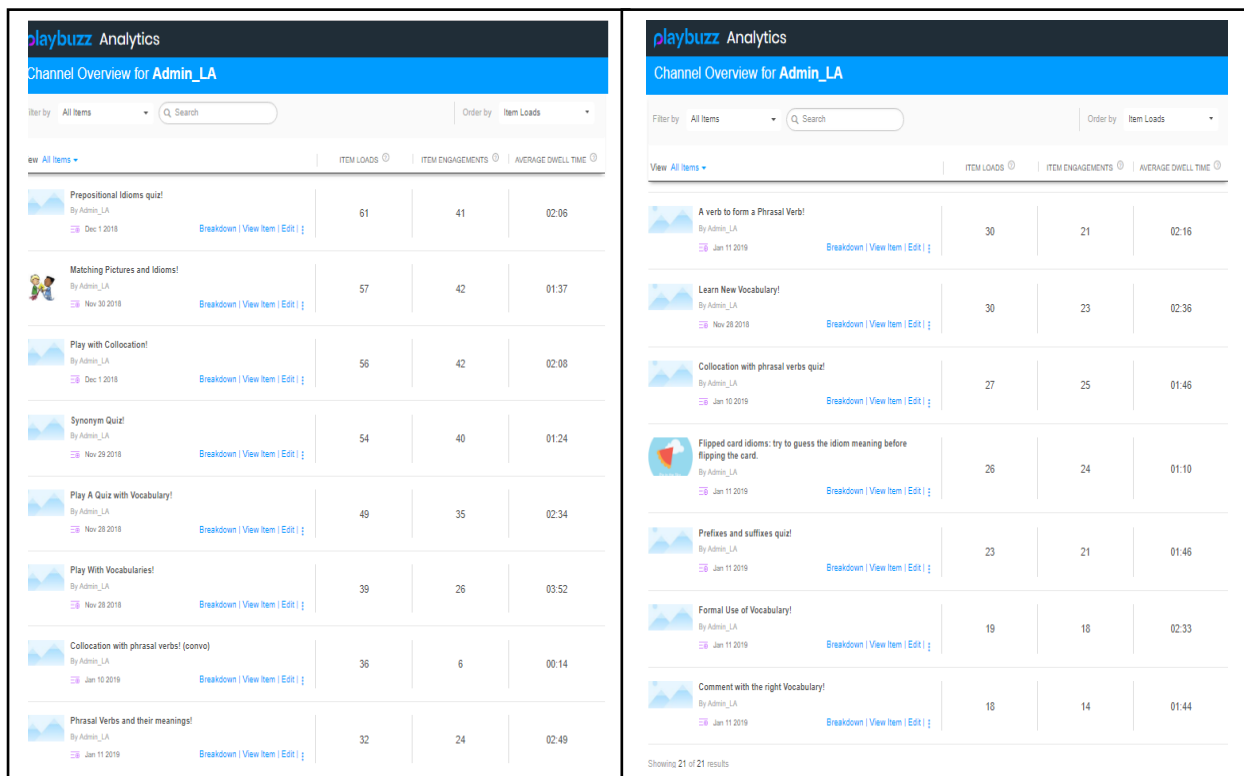


Figure 4.20: Screen-Print of Play-buzz Analytics of list of Quizzes (Playbuzz, 2018)

Following, as the figure further classifies the rest of 15 quizzes, which address different forms and content of language learning exercises, mainly, about additional vocabularies, phrasal verbs, idioms, synonyms, prepositional, prefixes and suffixes. Interpretively, the ranks and orders of quizzes are classified from the most items loaded to least, from most item that engaged the users to least in addition to the specific average dwell time for each quiz. Henceforth, each quiz recorded remarkable metrics, which in turn, exemplify that students were browsing the content, playing the quizzes as means of participation, and practicing their study skills. However, the disparity of the reported analytics demonstrates that students have the freedom of exploring any page according to their own preferences and study needs, which in turn, explicate the activeness of users and their autonomy in exploring the quizzes.

4.8 Interpretation of the Platform's Data Results

On the part of the platform's data analysis, the two approachable analytical applications of "Google analytics" and "Play-buzz" analytics provide systematic data analysis on account of interpreting and synthesizing the results of ongoing changes of the platform. To explain more, the web-based platform was submitted to Master One students at the English language department at the University of Biskra. As previously discussed, it was implemented with

intended objectives and practical content to achieve those objectives. Therefore, the target sample were of 50 subscribers of students, however, most of the population of Master One have interact with the content. Henceforth, the interpretation of the platform's results directs the present study to outline several outcomes and conclusion in synthesizing the validity of the present study.

Based on Google Analytics' results, the platform records high views of visitors and 50 subscribers of participants, the number of subscribers represents the target sample of this study in which the participants enroll with the planned courses and examine the implemented web-based tools. To explain more, the statistics provided by "Google Analytics" application ensures the activeness and engagement of the participants concerning the number of sessions they registered, the spent time of enrolment, the frequencies of entrances and the total number of page views. Each distributed category of statistics reflects the total metrics of the audience, participants that codified their actions and interactions within the platform into measurable numerical data. This numerical data proves that the participants have been interacting with the content and performing deliberate actions.

Additionally, the behavior of the courses records the highest and lowest viewed courses according to the interactions of the participants in previewing the content. Significantly, the data analytics reveal that the behavior of the courses and content were at upper most level of interactions that result in creating an active learning environment through which the participants could browse the courses, react with the content, play the quizzes and comment their feedbacks. The delivered courses correspond with the participants' study course of "Language Mastery" in addition to other English learning resources, thus, the learning content was of great relevance to the context of learning and henceforth the participants enroll with the courses with regard to their own intended objectives and learning styles and strategies. Consequently, these statistics played a significant role in reporting the interactions and activities in which the students were performing within the web-based platform and which ensured their activeness and enrolments.

Progressively more, according to "Play-buzz" analytics results, the implemented web-based tools record considerable frequencies of loading items, engagement and average dwell time for each quiz. The behavior of the quizzes distribute a list of ranked quizzes form most interactive quiz to least therefore each item account for the interactions and behaviors of the participants in examining the quizzes. The load over the quizzes was of participants' choice

and freedom of interacting, henceforth, each participant chooses a quiz according to his/her learning style, learning strategy, deficiency of learning or an intended objective of learning. Interpretively, the behavior's results indicate the autonomous learning of the participants in playing the quizzes, assigning their activeness, and self-dependence learning in exploring the quizzes concerning their study needs and skills.

4.9 Conclusion

The last chapter sought to finalize the present study with providing the necessary procedures of conducting a web-based platform of English learning. At initial phase, it represents the major components that construct a web-based platform, following, it discusses the platform's description and objectives in addition to the intended course's description and objectives. Furthermore, it provides inclusive exemplifications of the implemented web-based tools within the platform and the practical steps of designing and planning for the overall framework. Significantly, it supplies the hosted data navigation and dashboards of the participants' interactions and behaviours and henceforth the researcher draws upon descriptive interpretations of the data obtained from the web-based platform. Mainly, the researcher approached towards an analytical interpretation concerning the interactions that the participants report in reviewing the courses and practicing the web-based tools. Consequently, within the final phase of the implementation, the researcher elucidated conclusions which are of great significant to the present study.

4.10 Pedagogical Implications

The web-based instructional model of learning is modernized medium to deliver instruction, mainly, in English language learning. Based on this premise, the present study opted for such model of learning with the purpose of stimulating the learners' autonomy, which in return, reflect the learners' independence learning in taking the lead for their own learning progress. Therefore, the present study contributes significant findings in integrating a web-based environment that provokes the learners' autonomy. Based on the findings stemming from students' questionnaire, teachers' interviews and the platform's data analysis that result in affirming the effectiveness and positive influence of the web-based instructional model as an efficient model of learning. We attempt to propose several pedagogical recommendations and implications that might be helpful in implementing the web-based learning models successfully. Therefore, such learning model could help in improving

teaching and learning process. We suggest a number of recommendations that are illustrated as follows:

Recommendation for Teachers

- ✓ Teachers are advised to state the autonomy approach as priority in their teaching process and try to equip their learners' with the best strategies for promoting autonomy;
- ✓ Teachers should be autonomous in order to stimulate their learners' autonomy; Teachers' teaching styles should correspond with their learners' preferred ways of learning;
- ✓ Teachers should be able to evaluate their students' needs and identify their learning preferences and learning independently;
- ✓ Teachers are advised to adapt to the new teaching and learning models of technology and not be resistant to new approaches;
- ✓ Teachers need to be acquainted with the technology-based approaches and the scope of implementing technological aids for enhancing their teaching processes;
- ✓ Teachers should take advantages from ICT tools and integrate them into their teaching practices;
- ✓ Teachers are advised to take web-based trainers to upgrade their teaching strategies;
- ✓ Teachers should be encouraged to teach their students with web-based instruction to enhance the teaching and learning of basic technology;
- ✓ Teachers should plan for their personal websites, blogs or platforms of English learning and integrate their courses and materials;
- ✓ Teachers are advised to collaborate and plan for a web-based teaching program for their students;
- ✓ Teachers should be encouraged to use web-based instruction to bridge the gap within High, Medium and Low achievers' performance;
- ✓ Teachers are asked to shift their roles from the dominators, controller, or authority to facilitators, guiders, and supervisors.

Recommendation for the Administration

- ✓ The administration is asked to plan for education programs for teachers and students need to provide opportunities and training for both teachers and students on how to promote learner autonomy in their teaching and learning;
- ✓ Administrators should organize seminars or training sessions about learner autonomy for both teachers and students;
- ✓ The administration is asked to provide technological aids at the department of English learning, mainly, the availability of computers and internet;
- ✓ The administration is asked to furnish web-based trainings for both teachers and learners;
- ✓ The administration is asked to support such initiatives of distance learning and web-based learning and applicate it into their teaching curriculums;
- ✓ The administration should consider this study to be applicable within the other courses of English learning;
- ✓ The administration should consider the replication of this study with different English proficiency levels is necessary in order to conclusively support the usefulness of a Web-based conditions;
- ✓ The administration should consider future research of this type should include other language skills (e.g., listening, speaking, writing..) and language components such as grammar and vocabulary;
- ✓ The administration should materialistically support such kind of web-based learning programs.

Recommendation for Students

- ✓ Students should be encouraged on the use of web-based package to learn since it is interactive, student-centered approach and user friendly basic technology;
- ✓ Students are required to promote their autonomous learning;
- ✓ Students are required to identify their own learning styles and strategies and to study based on their own preferences;
- ✓ Students should rely on web-based tools and resources that can be a supportive and additional resource for students' in developing their reading comprehension and vocabulary acquisition;

- ✓ Students should be assisted through web based instruction in developing their ideas by using the web;
- ✓ Student should maximizes the use of web-based instruction options for developing their cultural knowledge by exposing them to multicultural context;
- ✓ Students should be encouraged to use technology for their academic progress. This would foster learner autonomy, and will make them sense the responsibility they have for their learning;
- ✓ Students are required to take advantage from web-based tools in the learning process through which they can evaluate, assess and develop their learning performance.

In short, any attempt towards the integration of ICT tools and CALL devises are of great advantageous to the English learning process. Thus, the web-based learning model is an example of this integration through which EFL learners are able to develop their autonomous learning and study skills of English language learning based on this platform.

General Conclusion

General conclusion

Apparently, the rationale of conducting this study is to examine the effects of the web-based instructional model of English learning in promoting EFL learners' autonomy. Mainly, to explore the effectiveness of applying an online medium of instruction and its implemented tools in delivering learning materials. In an attempt to integrate such model of learning, the present study sought to enroll Master One students, as online participants, within "Learners' Autonomy" web-based platform. The central practice of this study is to motivate and encourage EFL learners to take initiative steps toward self-directed learning and therefore to promote their autonomous learning. In addition, it investigates the effectiveness of implementing web-based instructional tools to improve EFL learners' study skills and autonomous skills.

Within the spectrum of this study, the theoretical part is divided into two major theoretical chapters, the web-based learning and the Learners' autonomy. The major concern of the first chapter is to provide a comprehensible outline of the web-based learning model and its related areas of practice. Wherein the second chapter put forward the learners at the center of independence learning and reveals clear understanding of autonomy concept and its general practices in and outside the classroom. Both theoretical chapters provide background information and previous reviewed studies about the two variables in use including the basic concepts, related terms, educational stances, and reveal the interrelationship between the two chapters.

The present study adopted a mixed method research approach to achieve the intended objectives. Hence, the third, practical, chapter sets the rationale and practical methodological procedures of examining the researched variables and their interrelationship; initially, it explains the rationality behind adopting the methodological approach and design of the study. Then, it discusses the applicable data collection methods. However, practically, it examines the procedures of collecting and interpreting the data gathered. Therefore, in order to gather a credible data, the researcher opted for two data gathering methods. These tools are a questionnaire, which has been administered to fifty (50) Master One EFL students at the department of English in the University of Biskra, and semi-structured interview, which seven (7) interviewed English major teachers at the University of Biskra. Consequently, the two data collection methods aim at answering the two researched questions and verifying the researched hypotheses.

Based on the results obtained from the students' questionnaire and teachers' interviews, the results indicate that the participants, students, display positive attitudes and readiness in taking part of the web-based platform. In particular, the students confirm the effectiveness of "Learners' Autonomy" web-based platform as an efficient learning model that has a significant role in promoting their autonomous learning as well as their study skills. More practically, they emphasize over the effectiveness of the implemented web-based tools as an active tools in developing their self-directed learning, decision-making skill, and self-evaluation skill. Moreover, they assure over developing a sense of autonomy in detecting their strategic learning and learning styles. In like manner, teachers show great positivity and appreciation toward the assigned web model of learning. Yet, they examine the efficiency of the implemented courses and web tools in delivering learning content that is helpful for Master One students. Further, they display great eagerness and willingness in implementing the same model of learning in other different courses.

For the latter case, the present study sought to integrate the web-based model equipment in designing similar alike web-based platforms; henceforth, the practical framework of chapter four provides practical procedures in implementing a web-based platform. Initiated by a general description of the different components that construct a web-based platform then the applicable steps in designing web-based courses and tools. It addresses the dashboards and data navigation of the participants and most importantly their reported interactions and behaviors that took place within the assigned model of instruction. Further, the researcher draws upon the interpretation and analysis of the participants' interactions and behaviors and came to conclusion that Master One students were actively engaged within the platform and preformed the assigned tasks and instructions of it.

Consequently, the implemented platform is efficient instructional model that is based on the web and which provides effective and useful tools that contribute in developing the autonomous learning. Precisely, the web-based platform advocates for active learning environment in which learners were able to develop their self-directed learning and decision making abilities upon the assigned courses and tools of instruction. Therefore, it promotes their study skills of English learning, mainly, through developing their strategic learning and assigning tasks and activities that correspond with their learning styles. In this respect, the web-based instructional model is an effective model of learning that establishes an autonomous learning environment and constitutes further learning advantageous with regard to promoting active learning, independent learning, learning achievements, and strategies of language learning.

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Appendices

Appendix 01

Participants' e-mails' list

The screenshot shows the Strapi admin interface. On the left is a dark sidebar with navigation options: CONTENT TYPES (Categories, Courses, Quizzes, Subscribers, Users), PLUGINS (Content Manager, Files Upload, Roles & Permission), and GENERAL (Plugins, Marketplace). The main area displays a list of subscribers. At the top, there is a search bar, a filter for 'Subscriber', and user information 'Sara_Admin' with a language selector 'EN'. The table lists 12 subscribers with columns for selection, ID, name, email, and actions (edit/delete). A pagination control at the bottom shows '50' items per page.

<input type="checkbox"/>	ID	Name	Email	Actions
<input type="checkbox"/>	5d06b458d6ae730016431701	moulim	moulim_9@gmail.com	
<input type="checkbox"/>	5cb1864a5ce5770016324efa	Salima RABEHI	rabehi_salima@yahoo.fr	
<input type="checkbox"/>	5c8ec39a6d2f4f001680ac54	Amina.benchaira	amina.benchaira@yahoo.com	
<input type="checkbox"/>	5c8b14ab8a92550016687768	Farouk	farok.ali.1995@gmail.com	
<input type="checkbox"/>	5c8412a4bf33680016f936a8	Meriem	henoudameriem9@gmail.com	
<input type="checkbox"/>	5c840f29bf33680016f936a5	Sana Merghad	sanamerghad8@gmail.com	
<input type="checkbox"/>	5c8370ac704c6e0016595652	Dernouni Omaima	omaima.dernouni@gmail.com	
<input type="checkbox"/>	5c82fe13e2402d0016c62e44	Sebaa Amel	sebaamel7@gmail.com	
<input type="checkbox"/>	5c82fd0ee2402d0016c62e43	Saad Benchanaa	saadbenchanaa@gmail.com	
<input type="checkbox"/>	5c7e4c383f5d64001671b0ff	sara	sara48780@gmail.com	
<input type="checkbox"/>	5c7ac1c74bc8b900166dd483	Zakaria Mansouri	zaqo.cs@gmail.com	

Appendices 02

Students' Questionnaire

Dear autonomous learners, the present questionnaire is an attempt to gather information needed for the accomplishment of a master dissertation. You are gratefully asked to answer the following questions about your attitudes towards the use of a web-based instructional model for promoting M1 Learners Autonomy. Your contribution is very important and greatly appreciated. Please answer the questions and tick the corresponding square. You can give more than one answer where necessary.

Best regards

Sara. Cherifi

General Information

Q1: Specify your gender

Male / Female

Q2: How do you consider your level in English?

Advanced learner

Upper-intermediate learner

Intermediate learner

Lower-intermediate learner

Q3: Your choice of learning English was.

For professional career

For academic career

Personal choice

Compulsory choice

Q4: Which type of ICT technologies do you rely the most in your studies?

Mobile / Computer / Both

Web-based learning

Q5: Do you use internet outside the classroom?

Yes / No

If yes, for what purpose: (you can select more than one choice)

For researching

For study guides

For self-directed learning

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

For entertainment and social networking

Q6: Which of the following web tools you use for helping you in your studies outside the classroom? (You can select more than one choice)

Search engines

English learning platforms and sites

English YouTube videos

Social networking sites

Q7: how did you know about "Learners' Autonomy" web-based platform?

The teacher recommend it

From a friend

Through Facebook group

Through English department site

Q8: For what reason have you joined "Learners' Autonomy" web-based platform? (You can select more than one choice)

As a study resource of "Language Mastery Course"

To develop your study skills

To develop your self-directed learning

To practice web-based tools

As a sense of curiosity

Q9: what did attract you the most about "Learners' Autonomy" web-based platform? (You can select more than one choice)

The layout and design

The content and courses

The online quizzes

The objectives

All of them

Q10: which of the following tools have you practiced (you can select more than one choice)

Trivia quizzes

Multiple choice quizzes

Flipped cards idioms

Convo Quiz

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

All of them

Q11: Attitudes towards the implementation of the web-based learning platform and the web.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I regularly use the web to improve my English studies.					
I am familiar with educational sites on the internet to study English.					
"Learners' Autonomy" platform's design and style is very attractive, informative and well organized.					
I found the distributed online courses of the platform helpful in my "Language Mastery" studies.					
I felt motivated while browsing the content of "Learners' Autonomy" web-based platform.					
The quizzes section helps me to identify my learning weaknesses and strengths about Language Mastery Course					
I browsed "learners' autonomy" WB platform through my mobile/computer in an easy and fast way as for technical problems were rare.					

Q13: Students' views of the usefulness of web-based tools of "Learners Autonomy" WB platform.

Statement	Very Useful	Useful	Somehow Useful	Not Useful	Not very Useful
"Learners' Autonomy" web-based platform useful for my studies.					
the use of Online Quizzes efficient tool for English learning.					
the use of multiple choice quizzes efficient tool for vocabulary and phrasal verbs learning.					
the use of trivia quizzes efficient tool for idiomatic expression learning.					
that flipped cards' idioms new and attractive tool to learn about idioms.					
Convo Quiz interesting tool to learn about collocations.					

Learners' Autonomy

Q14: In your learning process, do you depend only on inside class information?

Yes / NO

If No, what other sources do you use?

Internet

Library

Q15: Do you think that learning progress is?

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

Teacher's responsibility

Learner's responsibility

Shared responsibility

Q16: Do you consider yourself autonomous in learning English?

Yes / No

Q17: From your own perspective, "Learners' Autonomy" involves:

Active learning

Self-directed learning

Make decisions and choices about what and how to learn

Identify and accomplish learning objectives by my own

All of them

Q18: Do you think Learners Autonomy improves:

Strategic learning

Study skills

Self-reliance

Self-evaluation

All of them

Q19: For what reason you would develop your autonomous learning? (You can select more than one choice)

To improve your level in English language learning

To master any of English Language skills

To get good grades in exams

To get rid of some psychological factors that hinder you learning (like anxiety)

Q20: Which of the following decisions you think you are capable to take outside the classroom? (You can select more than one choice)

Deciding upon the study materials and objectives of learning

Doing assignments that the teacher asked for

Evaluating your learning performance

Assessing your learning performance

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

Q21: The effectiveness of using web-based platform to promote the autonomous English language learning.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The use of the web is an effective tool for improving my capacities in learning English.					
Independent learning from the teacher often confuses me and raise some learning doubts within me.					
Out-of-class tasks, which require learners to use the internet, promote the learner's autonomy.					
I felt comfortable and free while browsing the content of "learners' autonomy" WB platform outside the classroom.					
I was able to learn at my own pace and preferred time through the course materials organized on "Learners Autonomy" web-based platform.					
I was able to practice web-based tools, namely, to play quizzes in accordance to my learning preferences and style					
I was able to monitor and evaluate my own learning through the scored online quizzes.					
I was able to achieve my learning objectives and seek my own answers through the varied activities.					

Opinionnaire

1- Did you find difficulties in answering the questions? If yes, please explain why?

.....

2- Did you find repeated questions? If yes, please mention the number of the questions

.....

3- Are there any ambiguities confusing the questions?

.....

4- Did you find questions which need reformulation? If yes, please state which questions?

.....

5- - Please, could you propose other questions?

.....

Thank you for your collaboration ☺

Appendices 03

Students' Questionnaire

Dear autonomous learners,

The present questionnaire is an attempt to gather information needed for the accomplishment of a master dissertation. You are gratefully asked to answer the following questions about your attitudes and the experienced study toward "Learners' Autonomy" web-based platform. This research project is held under the title of "An investigation into the effects of implementing a web-based instructional model in promoting EFL Learners' Autonomy". Therefore, your contribution would be important and greatly appreciated. Please answer the questions and tick the corresponding checkboxes and rating scales. You can give more than one answer where necessary.

Mohammed khider University of Biskra

Faculty of Forieng Languages

English Language Section

Best regards

Content Manager

And e-teacher

Of "Learners' Autonomy"

Ms. Cherifi Sara

Sara48780@gmail.com

<https://learnersautonomy.herokuapp.com/>

Section One: General Information

Q1: Specify your gender

Male / Female

Q2: How do you consider your level in English?

Advanced learner

Upper-intermediate learner

Intermediate learner

Lower-intermediate learner

Q3: Your choice of learning English was.

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

For professional career

For academic career

Personal choice

Compulsory choice

Q4: Which type of ICT technologies do you rely the most in your studies?

Mobile / Computer / Both

Section Two : the web-based instructional model of "Learners' Autonomy"

Q5: Do you use web-based sites and resources outside the classroom?

Yes / No

If yes, for what purpose: (you can select more than one choice)

For researching

For study guides

For self-directed learning

For entertainment and social networking

Other

Q6: Which of the following web tools you use for helping you in your studies outside the classroom? (You can select more than one choice)

Search engines (like google scholar)

English learning platforms and sites (like slide share)

English YouTube videos

Social networking sites (like Facebook)

Other

Q7: how did you know about "Learners' Autonomy" web-based platform?

The teacher recommend it

From a friend

Through Facebook group

Through English department site

Q8: For what reason have you joined "Learners' Autonomy" web-based platform? (You can select more than one choice)

As a study resource of "Language Mastery Course"

To develop your study skills

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

To develop your self-directed learning

To practice web-based tools

As a sense of curiosity

**Q9: what did attract you the most about "Learners' Autonomy" web-based platform?
(You can select more than one choice)**

The layout and design

The content and courses

The online quizzes

The objectives

All of them

Q10: which of the following web-based tools have you practiced (you can select more than one choice)

Trivia quizzes

Multiple choice quizzes

Flipped cards idioms

Convo Quiz

All of them

Q11: Based on your learning experience and participation in "Learners' Autonomy" Web-based platform, to what extent do you agree with the following statements?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I regularly use the web to improve my English studies.					
2. I am familiar with educational sites on the internet to study English.					
3. "Learners' Autonomy" platform's design and style is very attractive, informative and well organized.					
4. I found the distributed online courses of the platform helpful in my "Language Mastery" studies.					
5. I felt motivated while browsing the content of "Learners' Autonomy" web-based platform.					
6. The quizzes section helps me to identify my learning weaknesses and strengths about Language Mastery Course					
7. I browsed "learners' autonomy" WB platform through my mobile/ computer in an easy and fast way as for technical problems were rare.					
8. Generally, I had a positive experience with the online courses and quizzes provided by "Learners' Autonomy" WBL Platform.					

Q13: As a part of your participation, indicate to what extent the applied web-based tools within the platform are effective techniques of English learning.

Statement	Useful	Somehow Useful	Not Useful
1. I found "Learners' Autonomy" web-based platform useful for my studies.			
2. I found the use of Online Quizzes efficient tool for English learning.			
3. I found the use of multiple choice quizzes efficient tool for vocabulary and phrasal verbs learning.			
4. I found the use of trivia quizzes efficient tool for idiomatic expression learning.			
5. I found that flipped cards' idioms new and attractive tool to learn about idioms.			
6. I found that Convo Quiz interesting tool to learn about collocations.			
7. Generally, the practice of the online quizzes provided active and useful learning materials.			

Section Three: Learners' Autonomy

Q14: In your learning process, do you depend only on inside class information?

Yes / NO

If No, what other sources do you use?

Internet

Library

Other

Q15: Do you think that learning progress is?

Teacher's responsibility

Learner's responsibility

Shared responsibility

Q16: Do you consider yourself autonomous in learning English?

Yes / No

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

If yes, is it Because:

- You seek your own learning objectives
- You decide upon the method of learning
- You solve your own learning problems
- You depend on yourself in achieving tasks

Q17: From your own perspective, "Learners' Autonomy" involves:

- Active learning
- Self-directed learning
- Make decisions and choices about what and how to learn
- Identify and accomplish learning objectives by my own
- All of them

Q18: Do you think Learners Autonomy improves:

- Strategic learning
- Study skills
- Self-reliance
- Self-evaluation
- All of them

Q19: For what reason you would develop your autonomous learning? (You can select more than one choice)

- To improve your level in English language learning
- To master any of English Language skills
- To get good grades in exams
- To get rid of some psychological factors that hinder you learning (like anxiety)

Q20: Which of the following decisions you think you are capable to take outside the classroom? (You can select more than one choice)

- Deciding upon the study materials and objectives of learning
- Doing assignments that the teacher asked for
- Evaluating your learning performance
- Assessing your learning performance

Q21: to what extent do you agree with the following statements that indicate the effectiveness of using "Learners' Autonomy" WB platform to promote the autonomous English language learning.

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The use of the web is an effective tool for improving my capacities in learning English.					
2. Independent learning from the teacher often confuses me and raise some learning doubts within me.					
3. I believe that Out-of-class tasks, which require learners to use the internet, promote the learner's autonomy.					
4. I felt comfortable and free while browsing the content of "learners' autonomy" WB platform outside the classroom.					
5. I was able to learn at my own pace and preferred time through the course materials organized on "Learners Autonomy" web-based platform.					
6. I was able to practice web-based tools, namely, to play quizzes in accordance to my learning preferences and style					
7. I was able to monitor and evaluate my own learning through the scored online quizzes.					
8. I was able to achieve my learning objectives and seek my own answers through the varied activities.					
9. I was able to identify my own preferred style and strategy of learning.					
10. Generally, I have developed a sense of autonomy and improved my study skills of English Language learning					

Thank you for your collaboration 😊

Appendix 04

Interview guide

A Semi-structured Interview guide.

For accomplishing the present study of "Investigating the effectiveness of using web-based learning in promoting EFL learners' autonomy", we have opted for a semi-structured interview for five teachers. The present method is conducted in order to elicit in-depth data and information about teachers' attitudes and perceptions about the experienced study. Therefore, the interviewed teachers are previously asked to preview the website of "Learners Autonomy" and to check its content as well as they would be handed an analytical reviewed paper that summarize the statistics of the web-based platform.

Introductory phase: introducing myself and developing a sense of rapport with the teacher, then explain the reason of calling him/her for an interview in addition to providing a general overview about the studied phenomenon.

Question01: How long have you been teaching English?

Question02: Did you ever experienced teaching English in the internet?

Question03: How about learning or using internet for your courses? Can you give examples when do you rely on internet?

Question05: Do you agree that online websites are rich in content and one could improve his learning through it? How?

Question06: Do you ask your students to check for any internet resources and for what purpose?

Question07: Did you previewed the attached link and document that have been sent in your email? If yes, what do you think of "learners' autonomy" web-based platform? (About style, layout, design, and content)?

Question08: Do you think "learners autonomy" web-based platform provided a helpful study materials for M1 learners? How about the quizzes section?

Question09: Do you think it is an effective tool that has a role in promoting their autonomous learning? How?

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

Question10: in your opinion, and based on the analytical paper are students motivated to learn via web-based learning platforms? If yes, Why?

Question11: How do you motivate your learners to be autonomous, more specifically to rely on themselves while studying or improving their study skills?

Question12: What do you think of an online course? Is it applicable and would deliver learning content as a lectured course?

Question13: Do you think of establishing your own website? If yes, what would it include?

- **Anything else to add as a further suggestion or comment**

.....
.....
.....
.....

Appendix 05

A Semi-structured Interview guide.

For accomplishing the present study of "the Effects of Implementing a Web-Based Instructional Model in Promoting EFL Learners' Autonomy", we have opted for a semi-structured interview for five teachers. The present method is conducted in order to elicit in-depth data and information about teachers' attitudes and perceptions about the experienced study. Therefore, the interviewed teachers are previously asked to preview the website of "Learners Autonomy" and to check its content as well as they would be handed an analytical reviewed paper that summarize the statistics of the web-based platform.

Question01: What is your academic degree?

Question02: How long have you been teaching English?

Question03: Did you ever experienced teaching English online? If yes, would you briefly explain?

Question04: How about learning or using web-based resources for your courses? Can you give examples when do you rely on web-resources?

Question05: Do you agree that online websites are rich in content and one could improve his learning through it? How?

Question06: Do you ask your students to check for any web-based resources and for what purpose?

Question07: What is "autonomy" for you? Could it be implemented through a web-based learning model? (Like to give them a web designed course and tell them to learn)

Question08: How do you motivate your learners to be autonomous, more specifically to rely on themselves while studying or improving their study skills?

Question09: What do you think of an online course? Is it applicable and would deliver learning content as a lectured course?

Question10: Did you previewed the attached link and document that have been sent in your email? If yes, what do you think of "learners' autonomy" web-based platform? (What do you think of its design, logo, heading and layout in general)?

THE WEB-BASED MODEL PROMOTES LEARNERS' AUTONOMY

Question11: Do you think "learners' autonomy" web-based platform provided helpful study materials for M1 learners? How about the quizzes section?

Question12: How about learning, did this platform distributed an active or passive learning to M1 students?

Question13: Do you think that the integration of Language Mastery Course within this web-based instructional model was a successful choice?

Question14: in your opinion, and based on the analytical paper are students motivated to learn via web-based learning platforms? If yes, Why?

Question15: Do you think that using this web-based platform is an effective tool that has a role in promoting their autonomous learning? How? (Based on statistics and metrics)

Question16: Do you think of establishing your own website? If yes, what would it include?

- **Anything else to add as a further suggestion or comment**

.....
.....

Appendix 06

Statistical Review

"Learners' Autonomy" a Web-based Instructional Model

The following statistics and metrics represent and interpret the ongoing changes that took place within "Learners'Autonomy" web-based platform. The following data is hosted by Google Analytics and Playbuzz Analytics as two data analytical systems. Therefore, both of these tools provide detailed reports about the actions and interactions users took, audience, time allocating, number of sessions, dashboard, and behavior of the web-based platform.

1. Audience

The following screen-shots represent the reported analytics of the audience overview, average session duration, and the total number of page views.

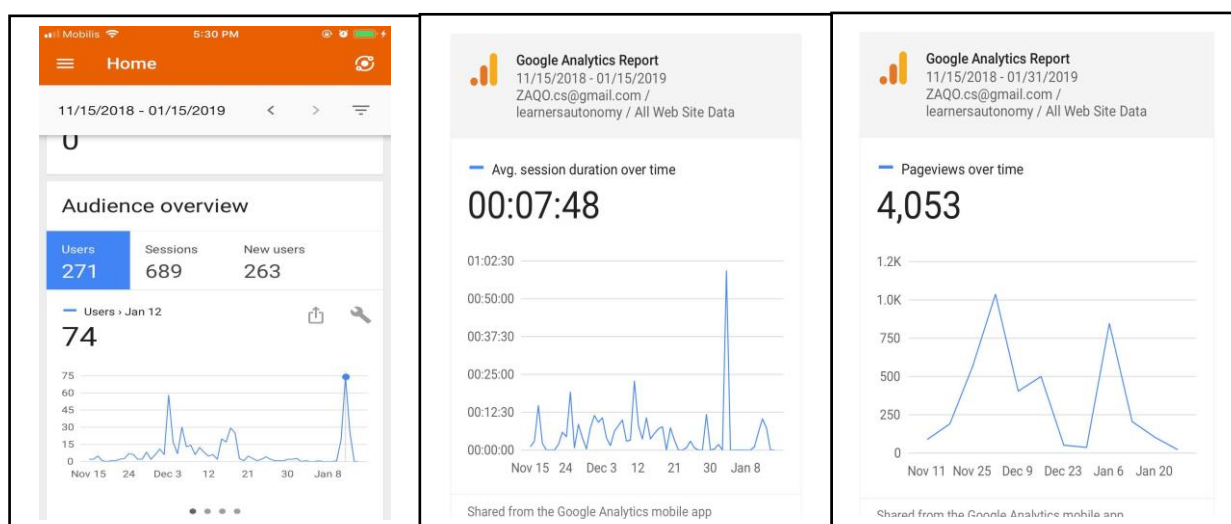


Figure01: screen-shots of Google Analytics' reported data.

Users: the total number of students that have joined the web-based platform, which are 271 students.

Sessions: the total number of sessions is 689. It represents a group of interactions one student takes within a given timeframe on the web-based platform, however, google analytics defaults this timeframe to 30min. Therefore, whatever students perform on the web-based platform within this timeframe (e.g. browse pages, review content, play a quiz, read or interact with materials) before they leave equals one session.

Average session duration overtime: it represents the average length of a session in a given time period. It is the time allocating of each session. Therefore, each student indicates that he/she spent approximately eight minutes while browsing the content of web-based platform.

Pageviews: the total number of pageviews is 4,053. It represents the metrics of the total number of the viewed web page where repeated views of a single page are counted.

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In short, the audience section represents the essential metrics that M1 students have reported. Starting from the total number of students that have joined the web-based platform next to the total number of sessions which summarized the number of interactions that students took. Wherein, the average session duration reports that each session recorded approximately eight minutes. The pageviews recorded high views of 4,053 views.

2. Behavior (Overview Of The Content)

The following table represents the content of "Learners' Autonomy" web-based platform and additional metrics that report the behavior of each page and course.

Table01: Screen-print of Google Analytics' Behavior of the Content.

Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	4,053 100.00% (4,053)	3,297 100.00% (3,297)	00:01:38 Avg for View: 00:01:38 (0.00%)	711 100.00% (711)	35.02% Avg for View: 35.02% (0.00%)	17.54% Avg for View: 17.54% (0.00%)	\$0.00 % of Total: 0.00% (\$0.00)
1. /	902 (22.26%)	654 (19.84%)	00:01:13	382 (53.73%)	33.25%	27.05%	\$0.00 (0.00%)
2. /Courses/exercise/quizzes_list	322 (7.94%)	258 (7.83%)	00:00:52	20 (2.81%)	15.00%	8.70%	\$0.00 (0.00%)
3. /Courses/exercise/List_of_quizzes_2	318 (7.85%)	279 (8.46%)	00:00:36	114 (16.03%)	26.32%	22.01%	\$0.00 (0.00%)
4. /Courses/Language_Mastery/Idiomatic_expressions	160 (3.95%)	126 (3.82%)	00:03:04	17 (2.39%)	11.76%	15.00%	\$0.00 (0.00%)
5. /Courses	149 (3.68%)	114 (3.46%)	00:00:20	4 (0.56%)	0.00%	6.04%	\$0.00 (0.00%)
6. /Courses/Language_Mastery/formulaic_language	147 (3.63%)	132 (4.00%)	00:01:13	9 (1.27%)	33.33%	13.61%	\$0.00 (0.00%)
7. /Courses/Language_Mastery/importance_of_vocabulary	141 (3.48%)	101 (3.06%)	00:01:25	15 (2.11%)	40.00%	18.44%	\$0.00 (0.00%)
8. /Quizzes/exercise/phrasal_verbs	141 (3.48%)	116 (3.52%)	00:03:17	40 (5.63%)	67.50%	31.21%	\$0.00 (0.00%)
9. /Quizzes	140 (3.45%)	116 (3.52%)	00:00:22	2 (0.28%)	0.00%	4.29%	\$0.00 (0.00%)
10. /Quizzes/exercise/idioms_practice	135 (3.33%)	101 (3.06%)	00:02:05	15 (2.11%)	26.67%	17.78%	\$0.00 (0.00%)
11. /Courses/Language_Mastery/types_of_meaning	127 (3.13%)	117 (3.55%)	00:02:25	8 (1.13%)	50.00%	19.69%	\$0.00 (0.00%)
12. /Quizzes/exercise/Collocation_quiz	93 (2.29%)	73 (2.21%)	00:02:40	6 (0.84%)	66.67%	18.28%	\$0.00 (0.00%)
13. /Quizzes/Language_Mastery/matching_words	86 (2.12%)	76 (2.31%)	00:04:24	6 (0.84%)	50.00%	20.93%	\$0.00 (0.00%)
14. /Courses/Language_Mastery	79 (1.95%)	72 (2.18%)	00:00:34	3 (0.42%)	33.33%	7.59%	\$0.00 (0.00%)
15. /Quizzes/exercise/idioms_quiz	75 (1.85%)	58 (1.76%)	00:03:05	1 (0.14%)	100.00%	6.67%	\$0.00 (0.00%)
16. /Courses/english_learning_resources/learning_styles	74 (1.83%)	66 (2.00%)	00:01:22	1 (0.14%)	0.00%	14.86%	\$0.00 (0.00%)
17. /Quizzes/exercise/advanced_vocabulary_quiz	72 (1.78%)	58 (1.76%)	00:02:50	13 (1.83%)	53.85%	20.83%	\$0.00 (0.00%)
18. /Quizzes/exercise/collocation_exercise	65 (1.60%)	55 (1.67%)	00:02:21	2 (0.28%)	50.00%	4.62%	\$0.00 (0.00%)
19. /Quizzes/exercise/idiom_pic_quiz	64 (1.58%)	55 (1.67%)	00:02:00	4 (0.56%)	75.00%	15.62%	\$0.00 (0.00%)
20. /Quizzes/exercise/Propositional_idioms	57 (1.41%)	46 (1.40%)	00:03:16	3 (0.42%)	66.67%	8.77%	\$0.00 (0.00%)

Rows 1 - 25 of 61

The table represents the content of the web-based platform and additional metrics that report the behavior of each page and course. As it listed in the table, the courses are orderly numbered from 1 to 61. Each number on the table represents a course or a page and its metrics of page

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views, unique page views (number of sessions), average time on a page, entrances (number of times users used this page in order to enter), bounce rate (the percentage of a single page session), and exit (the last page that users reviewed). Overly, the metrics indicate that the quizzes pages as the highest rated pages in terms of views, average time, entrances and exits than the other courses; however, these metrics revealed that users are actively interacting and participating with the content of the web-based platform and that quizzes pages are actively receiving higher rates rather than the course pages.

3. Behavior (Overview of the Quizzes)

The following screen-prints illustrate the reported analytics of the quizzes section; it provided statistical report of each quiz that was integrated in "Learners' Autonomy" web-based platform.

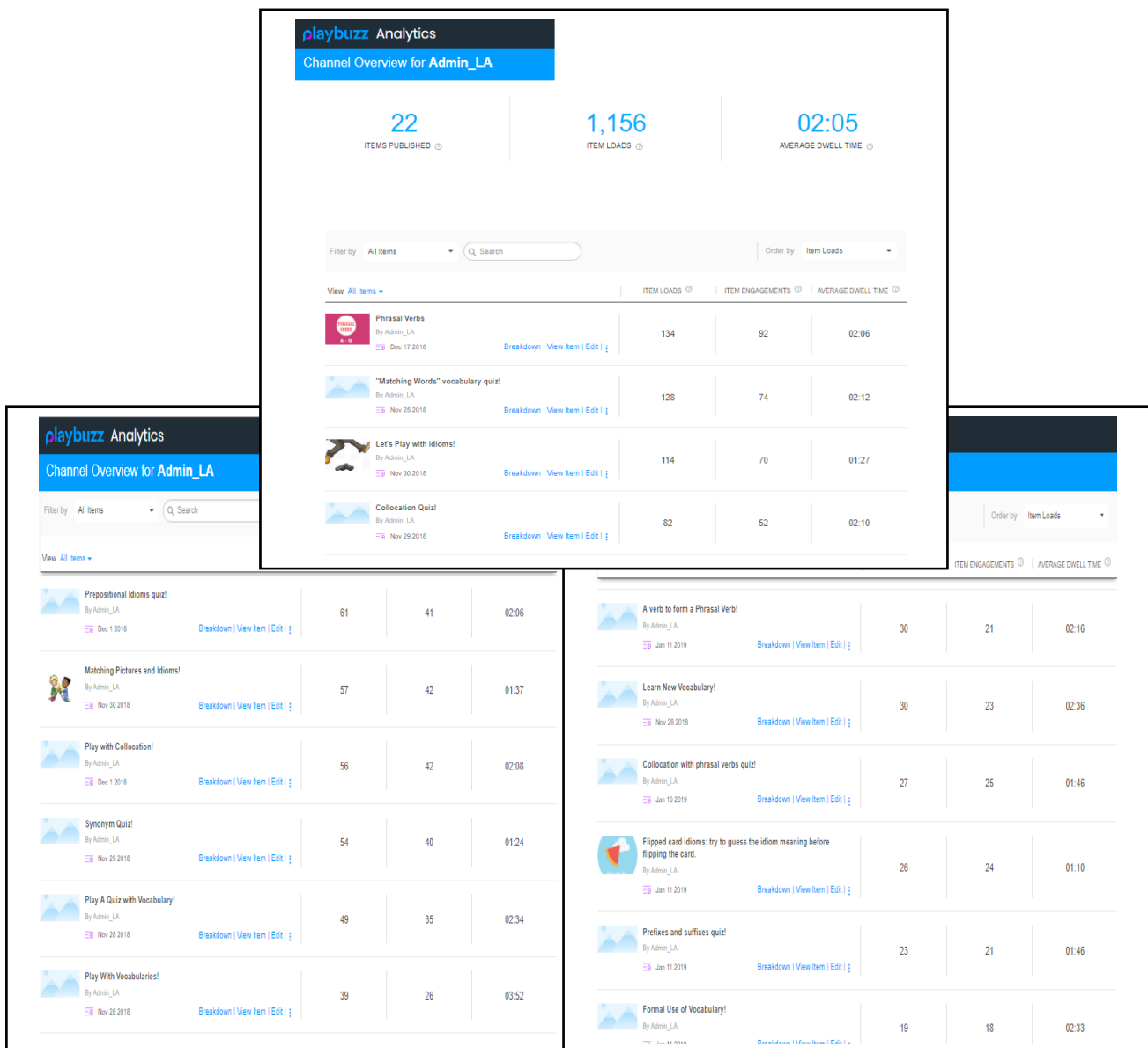


Figure02: Screen-Print of Playbuzz Behaviour of the Quizzes

الملخص

إن الدراسة الحالية تهدف إلى البحث في تأثيرات تقديم نموذج قائم على الويب ودوره في تطوير استقلالية متعلمي اللغة الإنجليزية، وذلك بهدف تطوير التقنيات الدراسية واستقلالية طلاب السنة الأولى ماستر في تعلم اللغة الإنجليزية. كما تهدف هذه الدراسة بالأساس إلى البحث في مدى فاعلية هذا النموذج القائم على الويب في تقديم مواد دراسية ودوره في استكشاف مواقف وتصورات طلاب اللغة الإنجليزية المشاركين في هذا النموذج التعليمي التكنولوجي. ولتحقيق هذا الهدف، فإن الدراسة الحالية تتكون من جزأين: الجزء الأول يكمن في الجانب النظري والذي يسلط الضوء على النموذج القائم على الويب وادواته التكنولوجية الحديثة في تطوير التعلم الذاتي للطلاب ودراسة مدى استقلاليتهم في ممارسة تقنيات دراسية بالاعتماد على هذا النموذج التعليمي. في حين خصص الفصل الثاني للجانب التطبيقي والمتمثل في الدراسة الميدانية. أجريت هذه الدراسة بشكل رئيسي على 50 طالب من طلبة السنة الأولى ماستر انجليزية بجامعة بسكرة، ولجمع المعلومات اعتمد الباحثون على وسيلتين لجمع البيانات والمتمثلون في استبيان خاص بالطلبة لمعرفة آراء وسلوكيات الطلاب حول تطبيق نموذج تعليمي قائم على الويب في تطوير تقنيات التعلم الذاتي والاستقلالي. أما الوسيلة الثانية المتبعة في جمع البيانات تتمثل في مقابلة شفاهية مع 7 أساتذة لغة انجليزية بجامعة بسكرة بهدف استقضاء آرائهم وتقييمهم للنموذج المعتمد في هذه الدراسة. وفي الأخير بينت نتائج الدراسة الميدانية أن طلبة سنة أولى ماستر لديهم اعتقاد ايجابي حول فعالية النموذج التعليمي القائم على الويب في تطوير التعلم الاستقلالي والتقنيات الدراسية الخاصة باللغة الانجليزية. ومن هنا يمكن الإستخلاص ان النموذج التعليمي القائم على الويب اثبت فعاليته في تطوير مهارات التعلم الذاتي للطلبة واستقلاليتهم في التعلم.

Résumé

L'étude présent vise à découvrir l'inféliance d'un modèle éducatif basé sur le web et son role de développer l'autonomie des apprenants de la langue anglaise pour le développement de leur techniques d'étude Et l independence des étudiants de la premiere année master pour apprendre l'anglais. La présente étude vise à étudier les effets de l'introduction d'un modèle basé sur le Web et son rôle dans le développement de l'indépendance des apprenants de l'anglais afin de développer les techniques d'apprentissage et l'autonomie des étudiants de première année en anglais. Le but de cette étude est d'examiner l'efficacité de ce modèle basé sur le Web pour la fourniture de matériel d'étude et son rôle dans l'exploration des attitudes et des perceptions des étudiants anglais participant à ce modèle d'éducation technologique. Pour y parvenir, La présente étude comprend deux parties: la première partie concerne l'aspect théorique qui met en évidence le modèle basé sur le Web et ses outils technologiques modernes pour développer l'autoapprentissage des étudiants et examiner leur indépendance dans la pratique des techniques d'étude fondées sur ce modèle pédagogique. Alors que le deuxième chapitre est consacré à l'aspect pratique de l'étude de terrain. Cette étude a été menée principalement auprès de 50 étudiants de première année de l'université Biskra et a utilisé deux méthodes de collecte de données dans un questionnaire destiné aux étudiants pour évaluer leur point de vue sur la mise en œuvre d'un modèle d'apprentissage basé sur le Web pour le développement de l'autoapprentissage et l'autonomie des étudiants. La deuxième méthode de collecte de données consiste en un entretien verbal avec sept professeurs d'anglais de l'Université de Biskra afin d'explorer leurs opinions et leur évaluation du modèle adopté dans cette étude. Enfin, les résultats de l'étude sur le terrain ont montré que les étudiants de première année avaient une conviction positive quant à l'efficacité du modèle d'apprentissage basé sur le Web dans le développement de techniques d'apprentissage autonome et d'apprentissage de l'anglais. Ainsi, le modèle d'apprentissage basé sur le Web s'est avéré efficace pour développer les compétences d'autoapprentissage des étudiants et leur indépendance dans l'apprentissage.