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Submitted and Defended by:
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On:

**STUDENTS' AND TEACHERS' PERCEPTIONS OF THE
USE OF "TEACHERAPP" ON IMPROVING LEARNERS'
AUTONOMY**

**The Case of First Year English Language Students of Sciences of the
Language at Biskra University**

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Dedication

To my family and friends

Acknowledgments

All praise is to Allah, the Almighty, on whom we depend for guidance, patience, and strength.

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Abstract

This research attempts to investigate students' and teachers' perceptions towards the impact of the mobile learning application TeacherApp on improving EFL learners' autonomy, which is very important for the attainment of the learning objectives. Moreover, the current study aims to display learners' heavy dependence to their teachers that may be an obstacle towards an effective learning process of English as a foreign language. Therefore, our study hypothesized that if EFL learners are using the mobile learning application TeacherApp, they will develop their autonomy efficiently and improves their learning inside and outside the classroom. In order to confirm or reject the hypothesis, a quantitative study is done through two semi-structured questionnaires. They were administered to first year EFL students as well as phonetics and grammar teachers at Mohamed Khider University of Biskra, English division. The results that the study yields show that teachers and students reveal positive attitudes towards the effect of the mobile learning application TeacherApp on learners' self-reliance. Accordingly, we concluded that the suggested hypothesis is confirmed because the results were in favour of the research assumptions. Students and teachers are invited to use this type of learning applications in the Algerian classes to learn the English language.

Keywords: TeacherApp, mobile learning applications, autonomy, EFL, perceptions, impact, independent.

List of Abbreviations and Acronyms

AL: Artificial Intelligence

ALL: Second Language Learning

CALL: Computer-Assisted Language Learning

CBA: Competency-Based Approach

EFL: English as a Foreign Language

ESP: English for Specific Purposes

FLL: Foreign Language Learning

ICT: Information and Communication Technology

LA: learning autonomy

MALL: Mobile-Assisted Language Learning

SDL: Self-Direction Approach

SMN: Social Media Network

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GENERAL INTRODUCTION

General Introduction

1. Background of the Study

Mobile technologies become one of the fastest growing technologies and an indispensable part of teaching/learning process, including teaching and learning English as a Foreign Language. In addition, there has been an increasing interest in incorporating mobile applications into teaching/learning process which have the potential to change the way students behave and the way of becoming independent.

Although many studies have looked at the benefits of mobile learning applications on learning foreign language, but very few have addressed the importance of using them and their effects on the teaching/learning process. Therefore, the current study attempts to explore the perceptions of students towards the use of mobile learning application TeacherApp on their autonomy and enhancing their learning.

2. Statement of the Problem

Learning English nowadays has become a very complicated process and the traditional way of teaching has turned out to be increasingly uninteresting and demotivating for many learners. In this respect, young learners became more connected and linked to their smartphones more than any other time in recent years, which sometimes could affect their learning process. Therefore, teachers and learners should invest in the new technologies in favour of learning English effectively using mobile learning applications to increase their commitment and interactivity inside and outside the classroom. To reach this end, we are conducting the present study to investigate the impact of mobile learning application TeacherApp on increasing Algerian students' autonomy. In this regard, many teachers are not aware of its importance despite the increasing number of studies conducted in this subject, which showed its benefit. Among the problems that teachers complain about are the addiction of their students to social media use and gaming in the class yet there are many strategies that

teachers can propose to overcome those drawbacks, this is why, we are investigating this topic.

3. Significance of the Study

This study is significant and worthy in the field of teaching and learning English as a Foreign Language (EFL) for many reasons. First, due to the importance of interaction in studying English and the growing interest in the use of smartphones in the daily-life of learners nowadays. In this respect, the current study seeks to find the impact and some benefits of the use of phone-based application “TeacherApp” inside and outside the classroom.

The main purpose of this study is to investigate to what extent are the students of English at Mohamed Khider University of Biskra are using their smartphones for extensive reading, self-study and out of the class practice. In fact, previous studies showed that smartphones increase interactivity and willingness to communicate in English. Therefore, the present study attempts to obtain new insights and ideas from the students on how the use of the mobile application TeacherApp can develop and promote their autonomy and to reach their mastery of English. Also, we plan to survey teachers’ views about the current topic and how to enhance their teaching and instruction using technology and mobile application TeacherApp to facilitate the task for students. Another reason, this study may help other researchers to conduct more research works about the effectiveness of mobile-based instruction.

4. Research Questions

On the basis of the problem stated previously and to show the impact of the mobile learning application TeacherApp on the students of English at Mohamed Khider University of Biskra, we have formulated the following research questions to guide the research study:

- 1- What are the difficulties that students meet when using their smartphones to learn English?
- 2- To what extent do the mobile learning application TeacherApp affects EFL learners' autonomy?
- 3- Are teachers aware of the effectiveness of the mobile learning application TeacherApp as an active teaching aid inside and outside the classroom?

5. Research Hypothesis

We hypothesize that if EFL learners are using the mobile learning application TeacherApp effectively, they will develop their autonomy efficiently and improve their learning inside and outside the classroom.

6. Aims of the Study

The main objective of the present research is to investigate whether the use of the mobile application TeacherApp would boost students' learning and autonomy. Furthermore, we intend to raise students' awareness about the efficacy of the mobile application TeacherApp and its contribution to improve their autonomy efficiently inside and outside the classroom and to help them in their practice of English.

7. Research Methodology and Tools

The present study conducted using a descriptive method that focuses on qualitative design in order to get in-depth insights about the investigated problem. To reach consistent results, in this research work we used two instruments as data collection tools; we design two questionnaires for students and teachers to explore their stand points and mind sets towards the impact of the mobile learning application TeacherApp inside and outside the classroom to reach autonomy.

8. Population and Sample of the Study

The present study conducted with EFL first year students, in addition to phonetics and grammar teachers of English at Mohamed Khider University of Biskra. Particularly, this level is selected for the reason that the mobile application TeacherApp conforms to the official syllabus of the modules of grammar and phonetics of first year students. Also, the mobile learning application TeacherApp may have an enormous impact on learners' autonomy if the students were monitored when using their smartphones inside the classroom and advised on how to manage their time when using it outside the classroom. Consequently, since most students use their smartphones constantly for different purposes, thus, teachers should invest this device in learning. Hence, the sample involve EFL first year students to survey their view points. Furthermore, teachers' questionnaire administered to phonetics and grammar teachers to gauge their attitudes towards the use of the mobile learning application TeacherApp in EFL context.

9. Structure of the Study

The present research divided into two main parts, which are the theoretical part and the fieldwork. The first chapter give an overview about TeacherApp and mobile learning applications also their contributions and limitations in EFL context. In this chapter, we will present the use of technology in EFL learning contexts. We will deal with the various pedagogical implications of the mobile learning application TeacherApp to improve the four language skills. Then, we will reveal the possible problems and challenges of implementing it. The second chapter dedicated to provide a summary about autonomy in EFL context. Thus, we will review the concept of autonomy by various experts and its origins. The third chapter assigned to the analysis of students and teachers' questionnaires to reveal their opinions and to draw the conclusions in order to expose the real impact of the mobile learning application TeacherApp on enhancing EFL learners' autonomy in EFL context.

CHAPTER ONE

CHAPTER ONE: TECHNOLOGY IN EDUCATION AND MOBILE-ASSISTED LANGUAGE LEARNING

Introduction

The roadmap of pedagogy witnessed a break through changes since the immense innovations that took place in the second millennia with the development of connected devices through the internet and other technological tools. The latter led to a transformation from traditional way of teaching to integrating more technologies in education inside and outside the classroom. Yet, in practice the desired plans and prospects have not been implemented successfully as expected in theory. Hence, the current chapter reveals the main benefits of using technology in education with a special reference to mobile-based education to foster learning autonomy.

1.1. History of Technology Use in Education

In the literature, there has been voluminous research works conducted in the field of education to show how to make use of technology in education and to improve learners' comprehension and skills. Since the introduction of the LMD system in the Algerian tertiary level and the reforms of the national educational system there have been many attempts and projects to integrate technology in education. In recent years, there has been a special interest in how digital devices and the Internet could improve the efficiency of educational syllabuses based on technology at different levels and inside and outside the classroom settings. However, the infrastructure of the Algerian technologies are still poor and do not cope with the large demand in the educational system. In the previous years, with the emergence of Audiolingualism, the only education tools that were used were the educational programmes on radio and television channels which acted as a source for distance learning, then Communicative Approach changed the paradigm to focus more on the learners through interactive learning. After that , the use of personal computers (PCs) and the Internet spread

all over the world even in the underdeveloped countries, but due to lack of a good infrastructure and the high costs prevented implementing technology in the educational sectors.

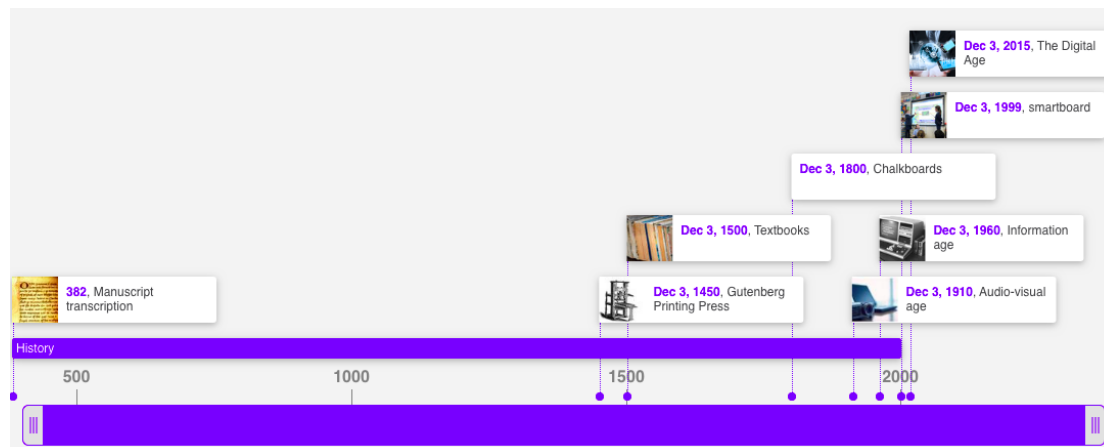


Figure 1. 1: The History of Technology in Education (Retrieved from <https://www.timetoast.com/timelines/the-history-of-technology-in-education>)

The history of manuscript documents used for education goes back to the ancient civilizations with the emergence of writing and religious teachings. Afterwards, the ink printing textbooks were the main teaching tools that support teaching starting. More recently, after centuries the chalkboards were first used in the schools and institutions till present day in many countries of the world. Then, chalkboards were considered as a pre-digital because of its lack of storage and retrieval of information for later use in order to use it interactively and effectively for distant learning.

According to Bates (2014):

The British Broadcasting Corporation (BBC) began broadcasting educational radio programs for schools in the 1920s. The first adult education radio broadcast from the BBC in 1924 was a talk on Insects in relation to Man, and in the same year, J.C. Stobart, the new Director of Education at the BBC, mused about ‘a broadcasting university’ in the journal *Radio Times*.

The wheel of development did not stop at printing textbooks but went to a new era with the introduction of the radio and films, but the real age of audiovisual aids started with the pioneer channels of the BBC.

Howard and Mozejko (2015) stated that:

In the 1970s and early 1980s, desktop computers became affordable enough to be purchased by schools. Similar to the pre-digital technologies, there was overwhelming and relatively unsubstantiated public belief in the positive learning benefits of computer use. Education departments began to purchase computers to have in classrooms and to equip computer labs... it was believed that computers would revolutionize education (p.3).

In the information age, the educational institutions introduced Overhead Projectors to create more interactive classes which focused more on listening and repetition drills with videotapes and audio cassettes used to motivate learners and give more concrete examples. Moreover, Outmoune (2015) stated that “In the 1970s and 1980s, Video Cassette Recorder (VCR) and Video Home System (VHS) were used in education” (p.07). In the same regards, these tools became more reliable in teaching pronunciation, listening and speaking skills.

Computers age mainly started with the invention of PCs which were very limited to high budget institutions in very limited contexts for teaching science and languages using “Apple” and “IBM” laptops.

The interactive board was first used in 1999, and then renamed as smartboard which acts as an interactive tool to store and retrieve data immediately and distantly all over the world which led to a new fashion in the institutions to adopt and equip classes with more digital tools that work with connected devices. The cooperative learning and workspaces encouraged teamwork and collaboration between students, teachers and researchers.

In the last decade, the digital age witnessed an enormous development with the great innovations in the handheld and smartphones led to developing new ways of teaching with unlimited opportunities and digital devices such as supercomputers, tablets, laptops, smartphones, iPads, iPhones and mobile applications for educational purposes. The latter devices and websites for learning and teaching are promising gears used with low cost for many educational settings and contexts.

1.2. The State of the Algerian Educational System in Technology Implementation

The digital literacy rate in the developed countries has reached a very high level; however, in Algeria there still decades to reach that level of the latter countries to widespread the use of technology in all the daily domains not only in education. In the educational context, there have been many reforms in the sector of education to incorporate the recent scientific technologies and digital tools since 1976 reforms then the introduction of the Competency-based Approach (CBA), which recommended learner-centered approach with ICT technologies inside and outside the classroom.

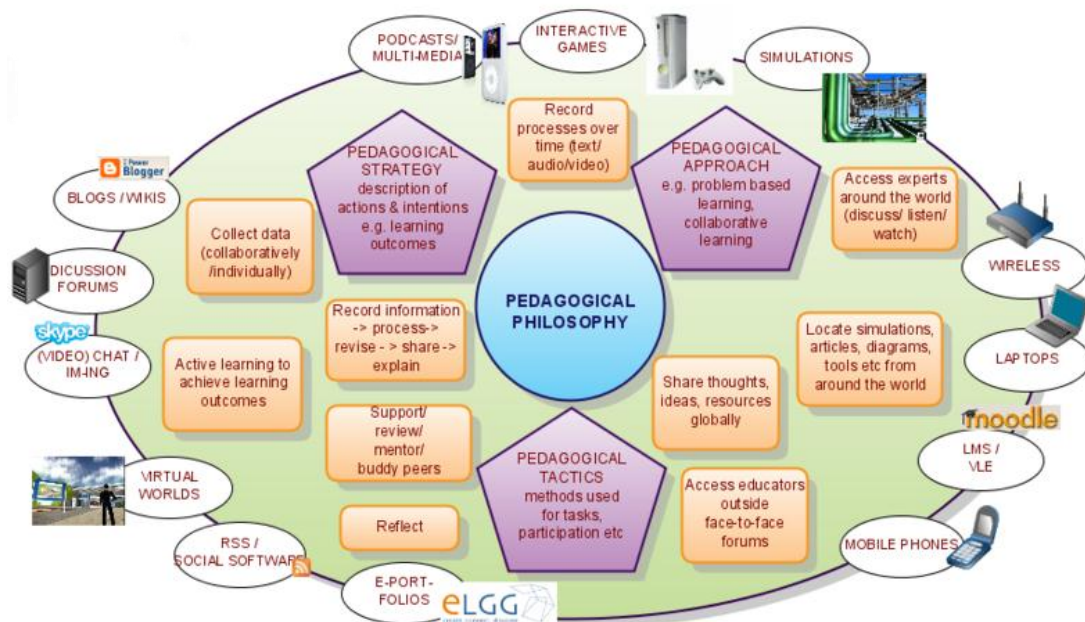


Figure 1. 2: Pedagogical Tools for ICT Enhanced Learning & Teaching Design (Adapted from Owen 2008, p. 7)

As for the integration of technological tools and the latest digital innovations in the Algerian sector of education, we can summarize the main difficulties in promoting technology in the educational institutions as follows:

- The technical problems and the access to the internet in the institutions.
- The lack of a strategy to train teachers and students on how to use ICT tools effectively.
- The current infrastructure cannot cope with the teachers' and students' needs.

There were many attempts to integrate technology and ICT tools in the Algerian society, schools and universities such as the early project Ousratic. According to the Algerian website (www.algerie-focus.com) "L'opération Ousratic, lancée en 2005 et qui visait à doter 6 millions de familles en micro-ordinateurs à l'horizon 2010, a été un échec malgré des résultats », avait soulevé en avril 2010 par le ministère de la Poste et des Technologies de l'information et de la communication". The latter project refers to an initiative launched in 2005 to provide high speed internet and a desktop or a laptop to every family in Algeria targeting 6 million homes in a five years period, however, the project failed to achieve the outlined objectives and there it has been cancelled in April 2010.

Another famous technology that has been used for almost a decade in many universities, yet, it is not famous in the Algerian context which is called MOOCs. According to the website (<http://edutechwiki.unige.ch/en/MOOC>), "Massive open online courses (MOOCs) came into existence into the late 2010s. Initially, MOOCs were tied to connectivism. Between 2012 and 2013 a number of institutions came with the idea to combine short video lectures with exercising and peer tutoring and became "mainstream" MOOCs". Therefore, MOOCs courses act as a model for distant learning in which the content is available online to any person who wants to take a course, identifies three important instructional components that MOOCs typically lack as summarized in the following points:

- MOOCs are created by lecturers who do not have instructional training to create online courses.
- Participants do not receive timely and informative feedback other than simple feedback on declarative knowledge items that can be tested with a quiz.
- Summative assessment does not include a grade indicating the level of knowledge and competence attained.

Most of the Algerian universities integrated the famous platform Moodle for boosting e-learning instead of MOOCs. In this regard, (Moodle) stands for Modular Object-Oriented Dynamic Learning Environment as a free learning gadget dedicated to offer educators, administrators and students with an integrated system to create personalized teacher-student learning environments mostly designed by lecturers from the same university. In this respect, Ghemmour and Sarnou (2016) declare that the Algerian University is facing several hurdles in teaching and learning English as a foreign language (EFL) which prevent it to fulfil the demands of higher education and globalization. One key element which can foster knowledge and raise the quality education is the advent of MOOCs.

1.2.1. Technology Use in the EFL Classroom

In fact, the implementation of the ICT tools in the classroom creates a big challenge for the Algerian decision makers to cover the Algerian institutions with more digital tools in order to achieve better results. The status of the use of ICT in education in Algeria could be achieved through integrating the ICT tools gradually and overcoming the challenges each year as proposed by teachers in a study conducted by Berbar and Ait Hamouda (2016):

- Raise teachers' and learners' awareness on the importance of ICTs in facilitating the teaching/learning process.
- Train teachers on how to use ICTs to benefit from the advantages those tools can have.

- Equip classrooms with ICT resources like tablets, data shows and educational websites.
- Repair the deficient equipment (computers, sockets, etc.) in order to create a digital and agreeable atmosphere for teaching and learning.
- Reduce the number of students per class. This can improve learners' understanding of the delivered information and allow the teacher to be attentive and meet the needs of every student.

1.2.2. Technology Training and Support for Teachers and Learners

One of the obstacles to promote technology in educational institutions effectively as stated by Karehka (2013), “the major reason behind the ineffective use of technology in education is the lack of professional development. Teachers in different schools find themselves not ready to cope with and implement technology with their students” (p.1). The use of technology in education needs training and a constant recycling for all the stakeholders because every year there are new innovations and digital gadgets that could be integrated in the classroom from the part of teachers and students alike. In recent years, the digital tools, software and websites became more advanced and user-friendly which could boost learning inside and outside the classroom but both teachers and students need training to show how to use them effectively.

According to the website (www.oxfordbusinessgroup.com), in 2013, “Algeria instituted the e-Algeria initiative to accelerate ICT use in the country. The e-Algeria initiative aims to boost access to ICT equipment, expand human capacities and strengthen research, development and innovation in the country”. And another project offering online materials written by retired teachers using a website and an android application began in 2014 named iMadrassa, web-based learning service established to provide Algerian students with course lessons, tests, e-learning activities and, soon, video resources from the national educational

curricula. Then, a recent online initiative called Dirassatti, was also launched in 2014, which “provides senior-year high school coursework and includes tests in math, physics, and life and earth sciences developed by educators in alignment with the national educational programmes”.

In the tertiary level, ICT training should be integrated in all the domains starting from administration to teachers and students, however, in reality there has been just few teachers who have been trained and fewer students who are connected. As stated by Gherbi (2015):

The higher education institutions in Algeria are now connected to Internet to link universities to the international academic community and research network. They have created their own interactive sites and the majority of them use the moodle platform which links the teachers to their students distantly to offer e-learning and distant courses. They access to this site with password to download documents, discuss issues related the course, and do their homeworks or to get the necessary feedback.

This platform provides students with different courses according to their speciality, however this experience is still in its beginnings and it faces many problems such as the lack of high speed Internet connexion, and the lack of Moodle training for most of teachers and students which impoverished the platform.

1.3. The Role of CALL and ICT Tools in Education

The term computer-assisted language learning (CALL) was introduced in the field of education in the 1950s which witnessed three stages; according to Boulmerka (2016, p. 11) for the first was based on behaviourism (aka Behaviouristic CALL) and it was conceptualized in the 1950s but it was until the 1960s and 70's that it was implement. Boulmerka (2016, p. 12) added, in short, that rationale is as follows:

- Repeated exposure to the same learning material is indispensable.

- The computer is the perfect machine to carry out repeated drills since it does not get bored with presenting the same material many times. It can also supply immediate non-judgmental feedback.
- The computer can provide learners with an individualized presentation so that they can work at their own pace and therefore it frees up class time for other activities.

The shortcomings of behaviourism led to the end of the previous stage with the rise of communicative approach in teaching and the use of personal computers (PCs) in the schools. So, according to Underwood (1984, p. 52):

- CALL focuses more on using forms rather than on the forms themselves.
- Teaches grammar implicitly rather than explicitly.
- Allows and encourages students to generate original utterances rather than just manipulate prefabricated language.
- Does not judge and evaluate everything the students reward them with congratulatory messages, lights, or bells.

In the 1990s, the communicative CALL shifted to integrate new advancements in the field of education and technology to become known as the “integrative CALL” with the use of multimedia and the internet. The most frequent types of ICT tools according to Lim and Tay (2003) are classified as follows:

- Informative tools - Internet, Network Virtual Drive, Intranet systems, Homepage.
- Resignation devices - CD-ROM, etc.
- Constructive tools - MS Word, PowerPoint, FrontPage, Adobe Photoshop, etc.
- Communicative tools - e-mail, SMS, etc.
- Collaborative tools - discussion boards, forums, etc.

In order to integrate the ICT tools effectively in the classroom there have been many approaches proposed in the literature such as:

- The Integrated approach aims at knowing how to use the ICT resources within the subject to enhance particular concepts and skills and improve learners' achievement. It starts by choosing the appropriate ICT tools that copes with objectives of the lesson.
- The Enhancement approach targets the use of ICT to enhance the content of the curriculum through digital gadgets and devices to improve the lessons and tasks
- The Complementary approach seeks to use ICT resources to improve and focus more on comprehension of the learners' learning.

According to Fekih (2018, p. 728), "In Algeria, and according to this study, EFL teachers are still using traditional methods in the classroom where the classroom teachers teach learners largely without taking into account their pupils learning exceptionalities, different needs, and interests"(p.728). In the Algerian context, the reliance on the traditional way of teaching with the lack of CALL tools created demotivating learning conditions since we live in a digital age where technology became an essential component in our daily lives.

1.4. Mobile-Assisted Language Learning in the EFL Classroom

The development of technology in the field of education has reached numerous level of high precision and advancement in which mobile-assisted language learning (MALL) almost replaced the CALL tools nowadays and there is more interest in the applications and utility of the new handheld devices in the improvement of learning.

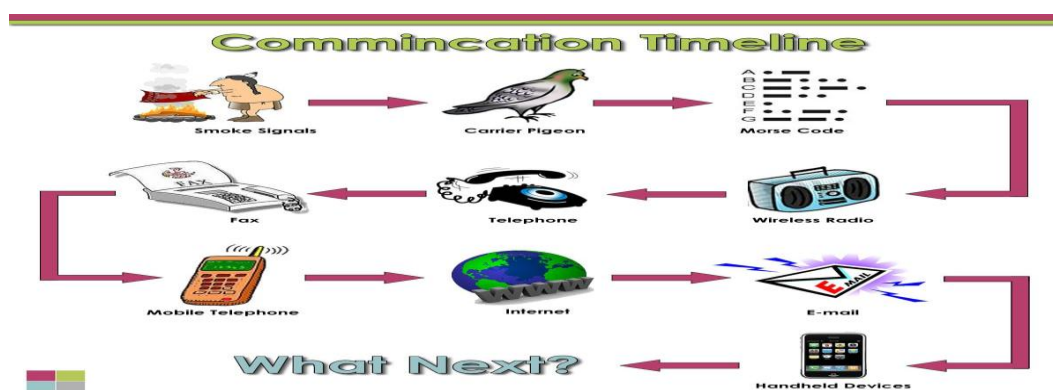


Figure 1. 3: History of Communication Technology (Adapted from <https://communicationtechnology2015.wordpress.com>)

As shown in figure 2, the earliest communication known in history of human civilizations is in a form of oral announcements, drums and smoke signals. Then, with the invention of writing as a system of communication afterwards the telephone invention led to a revolution. In the last century, the telephone was developed to become handheld as a cell phone with wireless connection. After the cell phones became more developed with embedding the internet to enable the users to communicate in real-time then the new innovations created smartphones and tablets which brought more possibilities and tasks in one device. In the future, computers would become outdated and it will be replaced with new technologies like integrated chips or hologram devices. In the same vein, Baleghizadeh and Oladrostam (2011) stated that:

As with other forms of technology, mobile assisted language learning (MALL) is a branch of technology-enhanced learning which can be implemented in numerous forms including face-to face, distant or on-line modes. However, different scholars in the field have underscored that MALL should be implemented in the classroom, taking the presence of learners as a paramount factor into consideration (p. 78-79).

In the field of education, the new trend of using smartphones for learning (m-learning) as a shift from blended learning and flipped classroom using e-learning for more than a decade now.

In Kukulska-Hulme' words (2016), MALL technology gives the learners a free time and more chance to experience language learning outside the classroom settings; it saves the time and distance as in the traditional classrooms. MALL can improve language skills, including reading skills, and support learner-centered approach. MALL can be more effective

if learners are equipped with certain tools and platforms to help teachers with recent technologies and resources. Another study conducted by Fernandez (2018) that:

The study could be concluded from the findings that students show positive attitudes about cell phones use in university classrooms during lectures. Their motivation to learn has been enhanced by the use of mobile phone in and outside the classroom. Even though, the Off-task behaviour of some students are causing distractions to the fellow classmates, majority of the students agreed that mobile phones have assisted in their overall learning process (p. 255).

We can say that most teachers consider the use of smartphones in the classroom as a waste of time or useless in the process of learning, this is why, teachers do not highly recommend using them while lecturing and monitoring the students while solving tasks. However, if students are really assisted on how to use their smartphones effectively and which application they should use, it will improve their level and comprehension.

1.5. Mobile-Assisted Language Learning and Autonomy

Autonomy in learning is the process of making students in charge of their own learning and more independent from instructors. It could be attained nowadays with the implementation of technology and making students aware of the role of m-learning through training them to use educational applications effectively inside and outside of the classroom. As in Lyddon (2016), “As the rate of technological advancement continues to accelerate, the exponential growth and rapid dissemination of new knowledge now makes many traditional academic courses of study out-of-date almost as soon as they reach completion”(p.302). Therefore, for the spread of connected devices such as smartphones and tablets showed promising results to promote learner autonomy by providing a potential means of learning anytime and anywhere, and to access a variety of applications and multimedia content. As it

is mentioned by Kukulska-Hulme, Lee and Norris (2017, p. 22) examples of possible mobile language learning outcomes include, but are not confined to:

- Identifying gaps in linguistic (and other) knowledge.
- Developing the habit of reflection on language learnt and processes involved.
- Learning to notice how language is used.
- Rehearsing.
- Experimenting.
- Developing digital (mobile) literacies.
- Learning to learn.
- Developing autonomy.

The use of m-learning in teaching foreign language became more popular and it gained more research and attention from teachers and institutions, which was called the Mobile Pedagogy for English Language Teaching and its objectives are detailed in the following guide (see table 1) which contains examples of learning activities designed to bridge in-class with out-of-class learning and exploit the features of mobile pedagogy (Kukulska-Hulme, Norris and Donohue, 2015, p. 24-25):

Model	Example MALL activities	CEFR example descriptors	Digital technologies required
SAMR	Teacher wisdom	Language &	Device features,
	(effective task design & teaching strategies)	learning outcomes, language dynamics	Learner mobilities

Modification	A learner makes a voice/video recording of a speaking task done in class to share with partner for reflection and repair beyond class.	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	voice or video recording <ul style="list-style-type: none"> • Connectivity • Access to internet e.g. • curation/sharing/ editing note-taking apps or tools • Reference apps (dictionary or grammar reference, etc.)
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Table 1. 1: Example MALL Activities, CEFR Descriptors and Digital Technologies Required

In the digital age, we can exploit the m-learning in a positive way since learners are always connected to invest in this technology through making them more engaged in achieving classroom activities even out-of-the class time.

1.6. Frequently Used Educational Mobile Applications in the Teaching/Learning

Nowadays, in a digital world and with young generations who prefer using their handheld devices all the time, smartphones could be used to enhance the teaching and learning processes for achieving technology-enhanced learning to improve commitment, accessibility, achievement and motivation towards learning foreign languages. The educational mobile applications are more convenient and popular among learners but the big question is that which applications are more practical for students and conform to their needs and syllabus? The answer might differ from one context to another according to the

objectives of each institution and the peculiarities of each student. Accordingly, we can review the most frequently used applications in education as follows:

The Artificial Intelligence (AI) mobile learning applications from the attitudes and preferences of the users to offer them a suitable content according to their daily use of their smartphones, also known as machine learning, such as personal assistants in mobiles like Bixby for Samsung mobiles and Siri for Apple devices like iPhones, iPad and Mac computers. AI can predict and suggest reminders and content according to users' routines, which can improve learners' education using mobile apps. According to the blog (<https://blog.vsoftconsulting.com>), there are seven indispensable language learning apps like Duolingo which is a very popular mobile app for learning languages according to the users' preferences and contextual situations using AI.

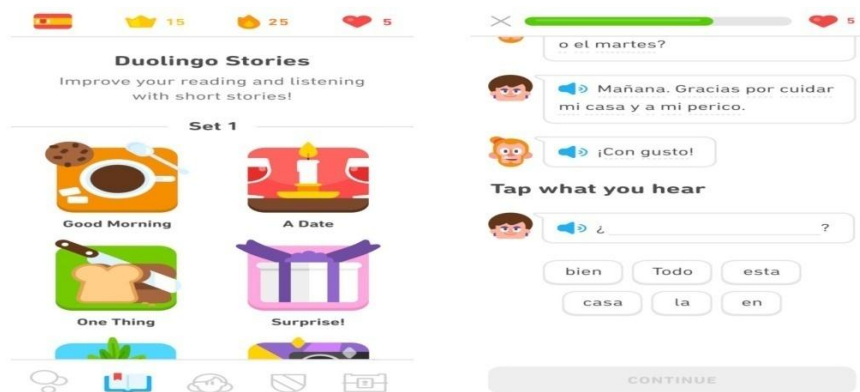


Figure 1. 4: The Mobile learning Application Duolingo

Another application called Mondly, which is available for both android and iOS operating systems, helps learners to understand more than 33 languages.



Figure 1. 5: The User Interface of the Mobile Application Mondly

Andy application offers tutoring on languages and special courses too. It has more than 20 languages around the globe and also offers smart ways to engage readers in learning language and vocabulary in a more native way. Additionally, for ESL and EFL learners, Andy is an application that helps learners to master English grammar and vocabulary without a teacher. Andy can give lessons in grammar, expanding your vocabulary with a built-in dictionary, and even providing a simple interface. You can even have Andy play language games with you.

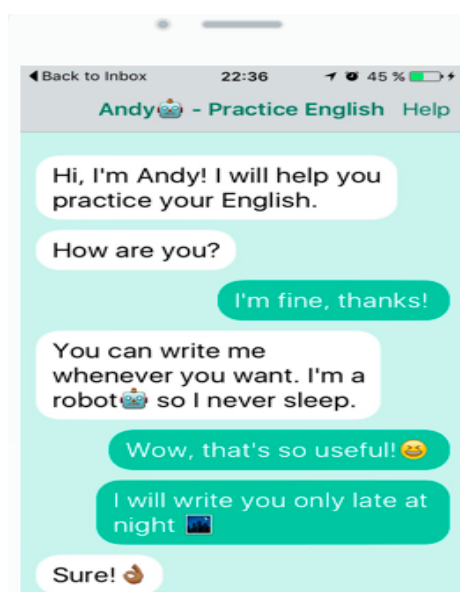


Figure 1. 6: A Snapshot of the Application Andy

Another world renowned mobile application and computer software called Rosetta Stone, which enables users to learn more than 25 languages. It works offline and online on iOS and Android platforms along with the a web version. It uses TruAccent speech engine to ensure users get the right articulation. This app uses augmented reality and embedded translation features to teach users in real-time.



Figure 1. 7: A Snapshot of the Contents of Rosetta Stone

In another regard, social media networks (SMN) like Facebook, Twitter, and Instagram are popular mobile technology apps that can improve online education. Students and teachers nowadays can create their own groups and pages to post personalized learning courses and discuss their lectures to make learners more comfortable. In the same vein, there are websites and applications that use gamification which is a tool for making learning more interactive with fun to engage the learners in the lessons inside or outside the classroom as mentioned in the table 2

The Mobile Application	Content

TEDEd	TEDEd creates amazing, fun, entertaining educational videos. It allows users to create video lessons that are actionable. Choose a video, add a description, add a quiz (multiple choice or open-ended), and prompt some discussion.
Khan Academy	Khan Academy is an educational platform where students can learn math, science, computer programming, history, and more.
Coursera	Coursera is an online learning platform that provides universal access to the world's best education from top universities.
Udemy	Udemy is an online platform that allows educators to upload courses and for students to purchase these courses and learn online.
Tinycards	Tinycards makes learning with boring old flash cards actually fun and enjoyable through the use of gamification.

Table1. 2 The Most Famous Mobile Application based on Gamification

1.7. TeacherApp as an Educational Mobile Application for Teaching and Learning

In 2020, there are more than 4.6 million apps in iOS and Android platforms. So, the choice of which apps are beneficial for students is a big challenge for them, this is why learners need teachers to advise them on which mobile learning applications they should use according to their needs and preferences but the final choice goes to the users who can review the content and the user-friendly settings of the application. From what has been written earlier, we have chosen the application TeacherApp for its rich content and the simple interface that enables both teachers and students benefit from its focus on teaching two basic

subjects yet difficult to grasp which are phonetics and grammar. According to the application developers' website (<https://www.teacherappenglish.com>):

This App will allow you to work easily and efficiently. You will be able to check the Grammar Rules and the use of the Tenses in a clearer way with many examples which make comprehension easier. This App provides the tools needed to write essays, texts, sentences, compositions, etc. using fluent vocabulary through sections like Pronouns, Connectors, Adjectives, Adverbs, Nouns and Verbs. The Phonetic section will allow you to interpret and deduce the pronunciation of the words in English with simple examples including Audios. Trip Guide offers an option of easy and quick comprehension to communicate abroad. TeacherApp is the perfect tool to develop your Language skills, reading, writing, speaking and listening... Anytime and everywhere.

In fact, the application is available for iOS, Android Mac users and it contains more than 35 chapters and 30 exams which make it offering everything learners need to know about English grammar and pronunciation.

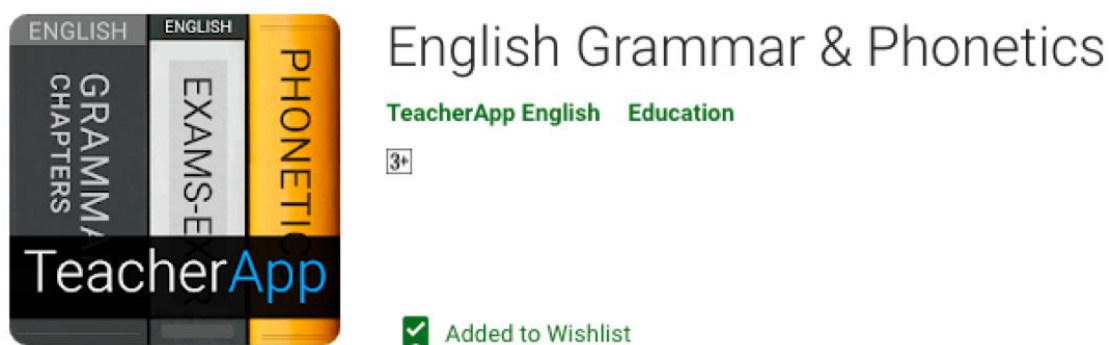


Figure 1. 8: A Screenshot of TeacherApp Icon

As it is claimed by the developers, TeacherApp was written by professors to learn English Grammar and Phonetics supplemented with audios, exams, resources and exercises.

It offers free content and audios for download to study on your mobile, work on your PC/Mac or print what you need. Likewise, if you need help you can listen to improve your pronunciation or translate to your language for a better comprehension.

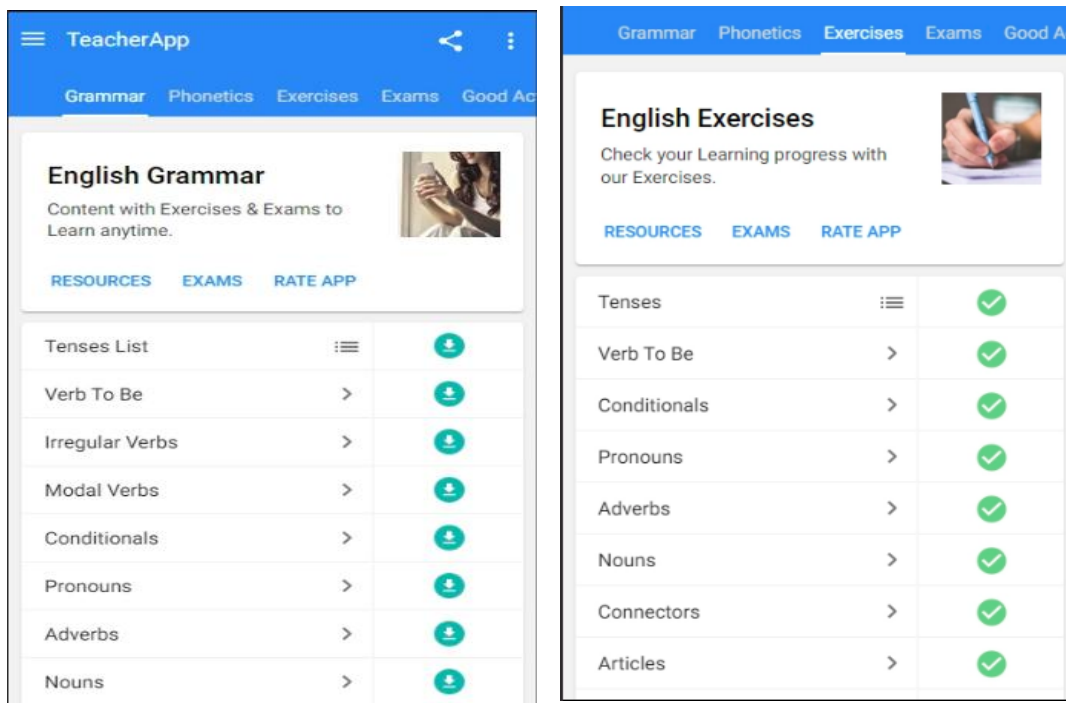


Figure 1. 9: A Screenshot of TeacherApp Content in English Grammar

In the section of English grammar, you can find everything you need to know for beginners and intermediate learners which conform to the syllabus of first year students. It covers all the 12 English tenses and the conjugation of the English verb to be and other verbs in the affirmative, negative and interrogative.

Grammar items	Content
English irregular verbs	- Full list, infinitive, past simple, past participle
Modal verbs	- Can, could, may/might, will/shall, should/ought to, must/have to, would.
English conditionals	- Zero, first, second, third conditional

English pronouns	- Personal, objective, possessive adjectives, possessive pronouns, reflexive, demonstrative, indefinite, relative, reciprocal.
English adverbs	- Manner, time, place, degree, frequency, grammar rules, use of the adverbs.
English nouns	- Types, gender and number, simple and compound, functions.
English connectors	- Copulative, disjunctive, conditional, concessive, conclusive, continuative, adversative, causative.
English articles	- Definite and indefinite.
English adjectives	- Qualifying, demonstratives, quantitative, interrogative, possessive, numerical, grammar rules.
Comparative superlative	- Comparative and superlative adjectives.

Table 1. 3: The Detailed Content of TeacherApp in the Section of English Grammar

According to the same developers, in the section of English exams, the application TeacherApp offers more than 30 exams to Test your English Level and Practise for Universal Exams as TOEFL, IELTS, TOEIC, CAE and others. You can check your score and send a copy to your email to focus your learning on your weak points.

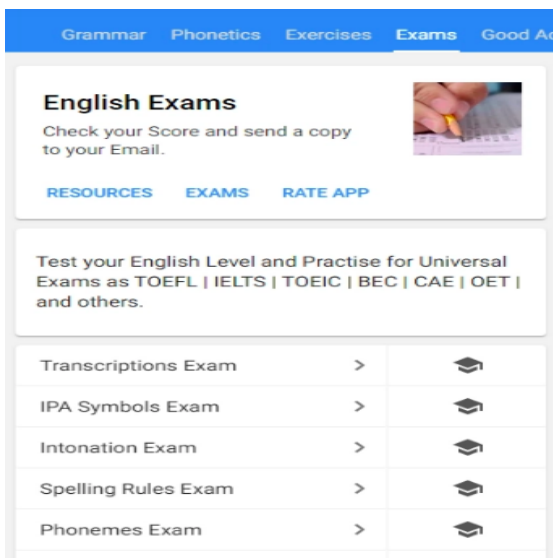


Figure 1. 10: A Screenshot of TeacherApp Content in English Exams

In the section of English phonetics, there are many useful items such as IPA chart symbols, vowels, diphthongs and consonants audios. In addition, the transcription of phonemes and the basics of intonation as well as spelling rules and stress patterns then useful expressions with pronunciations tips in British and American English.

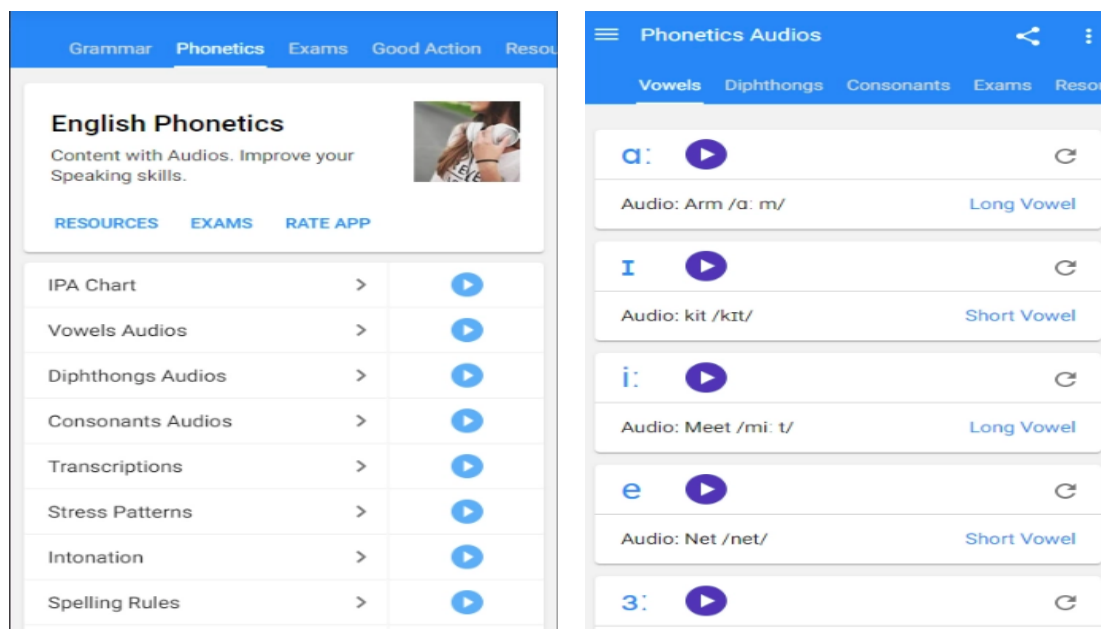


Figure 1. 11: A Screenshot of TeacherApp Content in English Phonetics

By the end of learning the application sections, you can find a separate corner for good action project which provides free content for teachers all around the world who teach in low resource institutions.

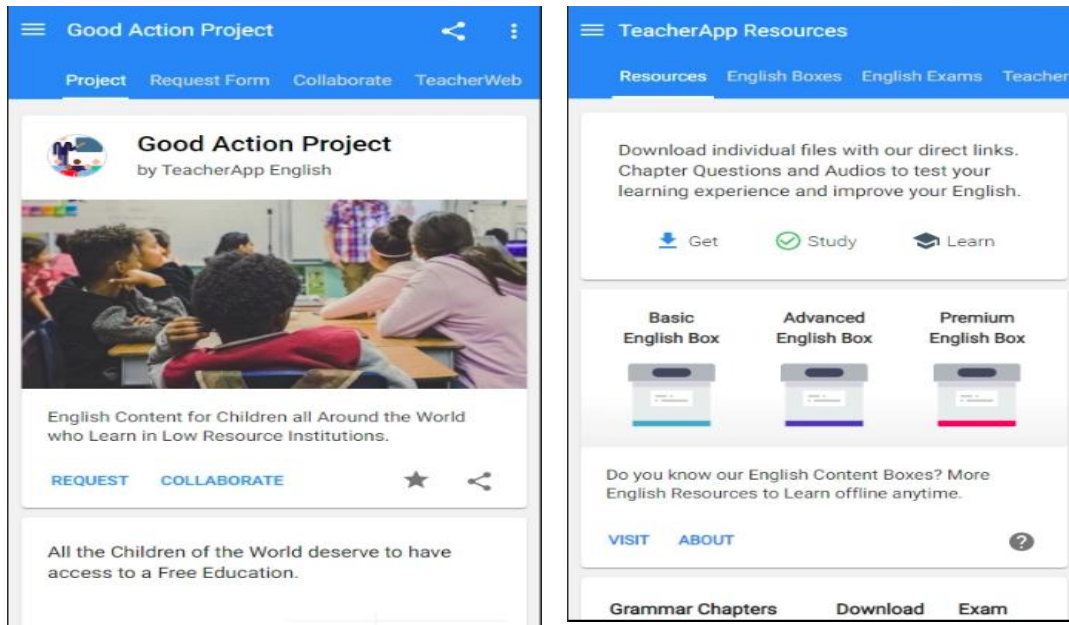


Figure 1. 12: A Screenshot of Good Action Project and Resources in TeacherApp

TeacherApp allows students to work in an easier and more efficient way. They will be able to revise grammar rules, irregular verbs and tenses in a clearer way through many examples which make comprehension easier. It also offers the required tools to write compositions, texts, sentences, essays, etc, using fluent vocabulary through sections like parts of speech and the translator. In the phonetics chapter, learners can listen to and repeat the pronunciation of words in English through simple examples including audio tracks.

1.8. The Effects of Mobile-Based Learning on Students' Motivation

In the digital era, the students use their smartphones every day and among mobile apps, they can use dictionaries to look up the meaning of new terms and their pronunciation which is highly regarded by students (Kukulaska-Hulme, 2012). For Luna-Nevarez & McGovern (2018), there are many apps that can motivate learners to read extensively,

“Digital magazines are an example of such technologies, which can help educators to improve the learning experience of their students inside and outside of the classroom” (p. 17). Using mobile dictionaries with visual media help language learners acquire vocabulary and check grammar. Therefore, students are more motivated when they use their smartphones for improving their level because learning through mobile apps manage their classroom activities by offering supplementary tasks.

In the same vein, Sari and Nurcahyo (2018) agree that “Learning will be more comfortable and faster if you use mobile audio-visual learning compared to direct explanation. Learning to use mobile learning can explain abstract concepts more accessible to learn, besides that it can provide significant satisfaction and learning experience to students” (p. 273). And they add that learning using electronic-based media can boost students’ motivation and enhance better life skills in the future for improving their comprehension of present-day innovations. Likewise, Lamb (2017, p. 30) listed the main motivational benefits of using m-learning in foreign language learning:

- Greater autonomy and individualization.
- Enhanced opportunities for communication.
- Identity development.
- Recognizing and utilizing learners’ existing IT skills.
- Content-based instruction; Intercultural content.
- Designing motivating tasks.
- Increasing the relevance of the L2.
- Alternative forms of assessment.

1.9. Obstacles of Promoting Mobile-Based Learning

Despite the fact that technology has a promising future in the sector of education, yet there are many issues and challenges that could crop up when applying m-learning in

education. According to Okai-Ugbaje, Ardzejewska and Imran (2020) the main challenges perceived by academics in promoting m-learning are:

- Distractions to learning.
- Students may become negligent.
- Low coverage and cost of mobile data.
- Make academics redundant.
- More work for academics to keep up with “serious” students.
- Academics may lose relevance and respect if unable to answer students’ questions.
- Academics may lose being “in- charge”.

Conclusion

In the current chapter, we reviewed the chronological history of technology and the integration of new innovations in the field of education. Then, we revisited the use of technology in the classroom and the Algerian educational system. Afterwards, the role of CALL in teaching foreign languages and the development of MALL in the language classroom to reach how can m-learning boost learning autonomy and motivation inside or outside the classroom. Then, we enumerated the most famous mobile applications in the teaching and learning languages and to more specific we reviewed comprehensively the content and how to use the mobile application TeacherApp as a tool to enhance students’ learning autonomy and motivation. Finally, we considered the benefits of using m-learning and how can mobile-based education motivate learners and in the meantime the challenges and the difficulties that hinder the application of this technology in the field of education.

CHAPTER TWO

CHAPTER TWO: AUTONOMY IN LANGUAGE LEARNING/TEACHING**Introduction**

The notion of learner autonomy has obtained a major attention and it has been brought to the field of education as a whole, and in teaching languages in particular. Therefore, foreign language learning has been influenced. Since the focus shifts from teacher centered to learner centered approaches, several suggestions have been offered to make learning more motivational and inspiring. The fact that leads scholars to assert on offering the students a sort of responsibility for their own learning is considered as a major key to motivate them. Accordingly, the current chapter attempts to cover some definitions provided by researchers in the field with a particular focus on EFL. The chapter also tackles teachers' roles in an autonomous environment, and learners' autonomy within the classroom context. Finally, it deals with some tips and approaches to develop autonomy for learning languages.

2.1. Definition of Autonomy in EFL Context

Various definitions and points of view exist in the literature concerning autonomy. Each is discussed from a distinct point of view. Moreover, the nature of the scholars' study fields, their needs, and purposes for autonomy result in offering numerous interpretations. The concept of autonomy is often represented as a radically learner-centered idea which has evoked within a context where individual freedom becomes the focal interest of the world. Indeed, attention has paid to raising people social awareness of the need to take the role of making decisions that concern their life.

The concept of autonomy in education is a multifaceted concept; it was defined by many researchers. However, there is no consensus on it. The idea of autonomy was introduced first in the field of learners' autonomy through the adult education movement in Europe and North America in late 1960's, which gained an increasing interest over the past years and it was concerned with adult learners who left formal education (Benson, 2003 as

cited in Djoub 2017, p. 83). Thus being an autonomous learner was considered as a driving engine that could help in achieving the goal of ensuring an educational progress and career, since the lifelong learning was began at that time to become a prerequisite need to realize all the complitions that leed to success.

Numerous of current debates about autonomy in foriegn language learning originated in Henri Holec's book that was published first in 1979, which is concerned in the first instant with adult learners. Holec started his view by pointing the argument that the purpose of adult education should be to prepare them for participation in the democratic process, this is to make them aware of their rights and improve the quality of their life as well. In this regard, adult education was seen as an empowering tool to instill this awareness.

Jane (cited in Holec, 1981) stated that:

Adult education....becomes an instrument for arousing an increasing sense of awareness and liberation in man, and, in home cases an instrument for changing the environment itself from the idea of man is product of his society, one moves to the idea of man's producer of his society (p. 3).

Holec (1981) refers autonomy to "the ability of an individual to take charge of his own learning" (p.3). That is to say learning autonomy is all about learners' way of taking responsibility for their learning such as understanding where they have some problems with the English language or understanding how well they are going to do in a test or exam, realizing what kind of learning approaches that they prefer. Additionally, Holec (1980) supports his definition by make clear such a decision process which autonomous learners are supposed to play set of roles such as:

- Determining the objectives.
- Defining the content and progression
- Selecting methods and techniques to be used.

- Monitoring the procedure of acquisition (rhythm, time, and place).
- Evaluating what has been acquired.

Learning autonomy relates to learners' attitude towards responsibility for learning and it is considered as their first step to be autonomous. However, it is associated with all aspects of the learning process such as the ability to plan, to implement and to evaluate one's own learning. Nevertheless, it does not mean learning without a teacher especially in the case of Algerian students at the university level when it concerns determining objectives or defining the content and progression. The above-mentioned roles that are viewed by Holec are suitable more for adult learners who are well-trained to take charge of their learning.

Moreover, Scharle and Szabo (2000) define autonomy as "the freedom and ability to manage one's own affairs which entails the right to make decisions as well". The researchers further conclude that in order to boost LA, it is necessary to promote a sense of responsibility for making decisions to be made concerning all aspects of their learning. In addition, they point out a set of skills and attitudes that learners can obtain as essential aspects to be autonomous:

- Motivation either intrinsic or extrinsic as a prerequisite for learning.
- Self-confidence, which contributes to responsibility development.
- Focusing on the learning process rather than learning outcomes.
- Improving learning competencies.
- Developing a sense of cooperation with teacher and peers.
- Willingness to share learning experiences.
- Tracing clear, controlled and limited expectations.
- Accepting the new role which is delegated from teacher to learner to achieve the task and make decisions.

In another vein, Benson (2001) did not agree with Holec's definition and maintain that he did not take into consideration the nature of the cognitive capabilities underlying effective self-management of learning (p.49).

Little (1991) similarly argues that:

Autonomy is a capacity for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns, and in the way he or she transfers what has been learned to wider contexts (p.3).

In Little's definition, he considered learning autonomy also as a vital psychological aspect since it describes autonomy as a cognitive and self - management processes of learning. On the other hand, Dickinson (1987) elucidated that "the learner is responsible for the decisions concerned with his or her learning, and the implementation of these decisions." Dickinson explained that there is a difference between decision taking and decision making, decision making is related to advanced learners who are self-reliant and autonomous, unlike decision taking which is related to less proficient or less advanced learners.

Autonomy has been defined by many researchers in different ways due to the complexity of this term. Its meaning has been discussed from different perspectives. Learning autonomy includes concepts from different domains, such as politics, education, psychology and philosophy, which in fact contribute to the complexity of this concept (Gremmo and Riley, 1995, p. 125). Some researchers consider it as a psychological ability; others see it as taking control over learning through taking decisions. Learners' autonomy can take place inside and outside the classroom; it has cultural, political, and psychological dimensions.

2.2 Learner Autonomy and Other Related Concepts

A range of terms were employed by various scholars to describe and define learning autonomy as related to learners' involvement and responsibility in the learning process (Carson, 2010, p.77).

Autonomy in language learning has been related to terms, such as self-instruction, self-direction, self-access and independent learning. The misconceptions of using these terms can be related to the fact that some aspects of LA are either differently interpreted or misunderstood (Al-Maqubali, 2010, p.10). Indeed, LA has a broader meaning than these terms but they have a significant role in its manifestation.

2.2.1. Self-Instruction

According to Dickinson (1987, p.5), self-instruction refers to the "situations in which the learner, with others or alone, is working without the direct control of a teacher". Dickinson (1987) neglected the role of the teacher and sees the homework as an old example of a self-instruction activity. However, Nunan (1997) declare that the teacher remains the one who makes decision in the learning process. In addition, Benson and Voller (1997) stated that "It appears that learners who are forced into self-instructional modes of learning without adequate support will tend to rely all the more on the directive elements in the materials that they use" (p.09). Learners' autonomy may not develop in terms of skills and strategies since they have to be involved in making such decisions.

Benson (2001) defines self-instruction as "any deliberate effort by the learner to acquire or master language content or skills" (p. 62). Learners can master the target language by themselves without being in institutions or teacher's help. Thus, self-instruction might attribute to learner's responsibility and independent learning.

Teacher's role is a crucial part in learners' autonomy, and it does not imply working alone, nor neglecting the teacher's role that represented as guidance to develop effective

strategies so that they do not “waste a lot of time through use of ineffective strategies and eventually come to the conclusion that autonomous approaches simply do not work ” (Sheerin, 1997, p.63-4). Thus, teachers and learners should work collaboratively.

2.2.1. Self-Direction

Dickinson (1987) states that self-direction is “a particular attitude to the learning task, where the learner accepts responsibility for all the decisions concerned with his learning but does not necessarily undertake the implementation of those decisions” (p.11). Dickinson considers that learners may not have the ability to take responsibility of their own decisions, thus they may participate in teachers-centered courses. Students need an expert’s instructions to act independently and know what they want to learn.

The terms self-instruction, self-direction, independent learning ... have been seen as synonyms that related to the term “autonomy” in language learning (Nucamendi, 2014, p.26). This idea was shared with Tudor (1996) who defines self-direction learning as “the strategic and attitudinal traits of a learner who is able, or who is in the process of developing the ability to make informed decisions relative to his language learning, and who accepts the responsibility in a free and willing manner”(p.7-26). Tudor (1996) confirms that self-direction is autonomy synonym’ since they share the same idea of the ability to take control and have the capacity to take responsibility.

Hence, there are other scholars who hold an opposing view. Dickinson (1987) for instance, elucidated that “learners might resist to these modes of learning, i.e., self-directed and self-instruction learning, because they are not familiar with them and prepared to involve within” (p.02). According to this definition self-direction has been primary based on individualistic attitudes and values unlike autonomous learning.

Within all these definitions, scholars’ views still remain different opinions and dimensions, yet there are misconceptions and debates about SDL definition. However, it

seems that the concept of autonomy is not a synonym of the term self-direction. In fact, is a mode within the whole procedure of learning autonomy, where learners decide their actions towards their learning process which involves conscious reflection, i.e., it is a meta-cognitive process.

2.2.3. Self-Access

According to Sheerin (1991), self-access is “a way of describing learning materials that are designed and organized in such a way that students can select and work on tasks on their own”(p.143). Sheerin refers self-access to the materials which are made available for learners to learn independently and by themselves without depending on the teacher’s help and aid. In addition, Sturtridge (1992) defines self-access as “the system which makes materials available to language learners so that they can choose to work as they wish, usually without a teacher or with very limited teacher support” (p.04). Accordingly, self-access does not remain as synonym of autonomy. It refers to the materials which learners use to help them in developing their autonomy. It can take place in the language program, or as in Benson’s (2001, p.144) words, self-access is designed facilities which can used as a guidance, it proposes learning resources, such as audio, computer workstations, videos, audiotapes and a variety of printed materials. Moreover, for Dickinson (1987) “self-access learning refers to modes of learning rather than where the locus of control may lie” (p.27). Self-access language learning is an approach to language learning rather than language teaching where different elements are integrated within the process as the figure 2.2 displays.

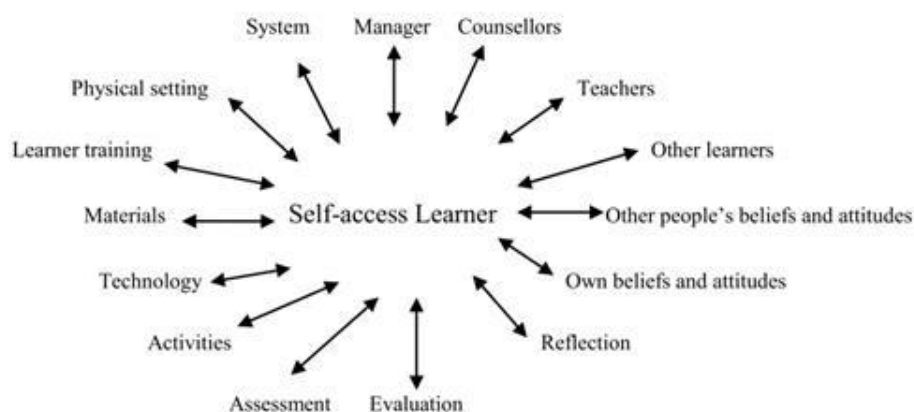


Figure 2. 1: Interaction between the learner and the self-access environment (Gardner and Miller, 1999, p. 11).

Sheerin (1994) explained the difference between self-access and self-direction as the following: “a self-access centre could be used as a teacher-directed source of individualized homework activities, but this would in no way constitute self-directed learning” (p.144). In self-access learning, learners may work individually without the teacher, yet doing things that the teacher had told them to do while self-direction learning is based on learners’ taking decisions in their learning.

2.3 Teachers’ Role

There were numerous misconceptions among scholars about autonomous learners as though they are learning independently without any teachers’ cooperation. Accordingly, Little (1991) admits that autonomy is not an overall independence or isolation in his saying “Because we are social beings our independence is always balanced by dependence, our essential condition is one of interdependence. Total detachment is a principle determining feature not of autonomy but of autism...” (p.05). Furthermore, Holec (1981) noted that learning individually is not autonomy. Hence, a distinction needs to be made between a method of learning without teachers’ help and the tendency across learning, where they should be conscious of the process exist.

In the same vein, Voller (1997) maintains that teachers need to be aware of the different degrees of autonomous learning and should have clear attitudes towards it. Hence, they should play the role of facilitator in which they work with groups of learners, unlike counselor and resource that concern one-to-one situation. To promote learners' autonomy, he proposed three fundamental assumptions that are represented in:

- Autonomous learning requires a transfer of control from teacher to learner.
- Course design should reflect autonomous learning purposes.
- Self-monitoring, observing and reflection upon the teaching strategies used and the nature of interaction and participation set up with learners.

Within the diversity of constraints on autonomy, the teacher's role is to act as a mediator through "explaining and justifying these constraints to his or her learners" (Benson, 2000, p.116). However, Harmer (2001) incorporated teachers' role into which autonomous learning occurs when teacher plays them in the appropriate way among the following:

- **Controller:** symbolizes a teacher who is an instructor, tells what to do, and drills students on a regular basis. This type is not desirable for autonomous learning, as teacher plays the role of a guard rather than stimulating independent work.
- **Organizer:** symbolizes teacher who sets a variety of activities for students, gives guide lines, organizes small groups, and care about the understanding of the task. At the end, he/she comments and gives feedback. This role is useful to promote autonomous learning since learners are involved in the learning activity and learn independently.
- **Assessor:** is the quality of a teacher who provides feedback, evaluates and gives students grades. The teacher here should be objective following fair benchmarks. The advantage of this role is that autonomy-oriented teaching can be by giving opportunity to learners to spot their weaknesses, and then proceed to an immediate remediation.

- **Prompter:** symbolizes a teacher who attempts to help learners when they encounter different hinders through prompting vocabulary or suggesting what to say. This role is not useful to encourage autonomous contribution as it provides ready solutions.
- **Monitor:** as the name implies, the role depends only on observing, monitoring, checking how students cope with their tasks, and giving them some advice. Here the emphasis is put on inferring details about students learning based on monitoring. It is highly beneficial to reach autonomy if the role is played properly.
- **Counsellor:** The teacher, who sets up a learning situation, pushes learners to achieve the task and contents with orienting them and offering some advice and counsel. It is desirable for enhancing independent learning, as learners participate to acquire knowledge.
- **Guide:** is the most desirable and effective role that teachers should play to realize an autonomous learning. Here teachers give hints to learners and guide them to construct knowledge without overwhelming the teaching / learning process. Therefore, learners are given opportunity to take control over their learning and make the right decision as well.
- **Resource:** symbolizes a teacher who assist learners with informations when they are dealing with presentations or work that need the help of teacher, which by that the teacher can supplies the needed knowledge to do that work. This role is not desirable, since learners are lazy and less active. However, it may be significant for developing learners' autonomy if teachers play it moderately.

2.4. Fostering Learner Autonomy

Fostering learner autonomy becomes a substantial educational goal and the main concern of many reasearchers, especially with the increasing interest in learning foreign languages. Dam (2011) defines fostering learner autonomy as “a move from teacher-directed

teaching environment to a learner-directed learning environment.”(p. 41). In other words, it is an attempt to help learners become more independent and responsible of making decisions on their own, evaluate and monitor their language learning process through guiding them into using the effective language learning strategies.

2.4.1. Tips to Foster Learner Autonomy

The development of autonomy requires learners to build up a set of skills that makes them responsible to take control of their own learning. However, most of learners need an explicit training to develop this skill. In this regard, Gardner and Miller (1999) argued that occasionally fostering learner autonomy is carried out through “learning training” which allows learners to come into contact with the idea of autonomy and to develop appropriate skills in the learning process. However, Dickinson (1992, p. 330) notes that the teacher has an important part in fostering learner autonomy and has a major impact on students’ development towards autonomy. He identifies six ways in which the teacher can promote greater learner independence:

- Legitimizing independence in learning by showing that we, as teachers, approve, and by encouraging the students to be more independent.
- Convincing learners that they are capable of greater independence in learning-give them successful experiences of independent learning.
- Giving learners opportunities to exercise their independence.
- Helping learners to develop learning strategies so that they can exercise their independence.
- Helping learners to become more aware of language as a system so that they can understand many of the learning techniques available and learn sufficient grammar to understand simple reference books.

- Sharing with learners something of what we know about language learning so that they have a greater awareness of what to expect from the language learning task and how they should react to problems that erect barriers to learning.

Moreover, Lewis and Reinders (2008) agree about some practical tips which help teachers in promoting learner language autonomy in classroom. Firstly, they see that the teacher should support the collaborative learning through the interaction of pair and group works to improve their language level and developing their learning skills. Secondly, teachers should offer more opportunities for their learners to act independently and make decisions concerning their learning process, but under the teachers' guidance. Thirdly, providing learners with reflective tools for self- assessment which make them reflect on their learning, and become more interested in.

As a conclusion, we notice that most researchers see that teachers have an important role in enhancing learners' autonomy. Therefore, teachers should take into consideration the different beliefs and attitudes among learners, and understand how learners perceive their autonomy and responsibilities in learning when they are attempting to broaden the horizon of learner autonomy in their classrooms.

2.5. Approaches to Learner Autonomy in Language Learning

The focus on promoting learner autonomy in language learning has been the main concern of researchers. This focus has noticed an important change with the increasing interest in learner-centred teaching. As a reaction to achieve this aim, different approaches have been suggested to develop learners' autonomy, such as curriculum-based approach, technology-based approach, the learner-based approach, the teacher-based approach.

2.5.1. Curriculum-Based Approach

According to Benson (2001, p.111) the curriculum-based approach "extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole".

This approach supports the learners' contribution and control over the syllabus content and design in addition to the teachers' ones. In other words, they aim thus at promoting learners autonomy through involving them in decision-making processes at the level of the curriculum: negotiating the curriculum.

Negotiating the curriculum may help unit teachers and learners within a common purpose. According to Smith (1993), this negotiation means "custom-building classes every day to fit the individuals who attend" (p.01). Similarly, Boomer (1992) explains that this process is important for teachers "to talk openly about how new information may be learned and about constraints such as obligatory curriculum" (p.04). Yet, curriculum developers and instructors' role is to assist learners to make choices over what and how they will learn. Besides, the curriculum's traits need to prompt their involvement in such a task. In this respect, Cotterall (2000) refers to the principles which the curriculum should follow:

- The course reflects learners' goal in its language, tasks, and strategies.
- Course tasks are explicitly linked to simplified model of the language learning process.
- Course either replicates the real world communicative tasks or provides rehearsal for such tasks.
- The course incorporates discussion and practice with strategies known to facilitate task performance.
- The course promotes reflection on learning (learners being aware of their own learning).

(Cotterall, 2000, p.111-112)

Hence, teachers need to take part in the process syllabus were students are involved to get motivated and help learners make the right decisions that contribute to their learning achievement and language progress. Also, it needs to be noted that in formal educational

contexts, learners' negotiation of the curriculum remains limited as there are goals and contents set beforehand by curriculum designers.

2.5.2. Technology-Based Approach

Technology-based approach has been promising to foster learner autonomy because of their potential to facilitate learner control and the opportunity for collaborative learning. This approach insists on the importance of the independent manipulation and interaction with technology materials during the learning process, as Benson (2001) states that this approach "emphasizes independent interaction with educational technologies" (p.111). Similarly, Schwienhorst (2002) also refers to the role of virtual environment (VE) in enhancing learner autonomy as follows: "They provide tools for awareness-raising and critical reflection; they enhance conversation management and collaboration and encourage learners to actively participate in the creation and organization of their learning environment" (p.205).

In spite of the association with fostering learner autonomy, technology-based approaches have certain constraints related to its use. In this respect, Jones (2001) proposes four constraints which can enhance learners' autonomy. Which are: the lack of technical support which makes using computers impossible, learners' lack of information communication technology skills can also contribute in doing so their lack of interest which can render them unwilling to engage in learning tasks. Finally, poor interaction among learners can also lead to the failure of a project. Barnett (1993) argues that such resources may actually be an impediment to the development of autonomy unless students have the ability to make useful choices.

2.5.3. The Learner-based Approach

The approach also called learner development. It proclaims the development of independent learning skills, and strategies that promote the learners' autonomy. Furthermore, it aims at observing the production of behavioural and psychological changes that will enable learners to take greater control over their learning (Benson, 2001).

Studies have revealed the importance of learner strategies to promote learner autonomy. These learning strategies have been defined as “behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable” (Oxford, 1989, as cited in Ellis, 2008, p.704). In fact, Boekaerts (1997) considers them as crucial not only to guide the learner’s own learning during the formal education, but also to educate the learner in order to update his or her knowledge after leaving the school.

Since these strategies are related to self-efficacy and goal-oriented it facilitate learning and help learners become autonomous. Indeed, O’Malley and Chamot (1990) and Oxford (1990) made a distinction between the Cognitive Strategies, Meta-cognitive Strategies, and the Socio-affective Strategies:

- **Cognitive Strategies:** These strategies involve thought processes which learners use to deal with tasks and materials such as memorization, guessing the meaning of words, etc.
- **Meta-cognitive Strategies:** in which learners attempt to regulate their learning through planning, self-monitoring, evaluating and thinking about how to make this process effective.
- **The Socio-affective Strategies:** help learners to interact with other speakers of the target language, to collaborate on tasks and ask for correction. These strategies aim to enhance self-confidence, motivation and lowering anxiety.

There have been other taxonomies of learning strategies, but what needs to be maintained is that autonomous learning requires the implementation of strategies which can help learners plan, control and monitor their own learning.

2.5.4. The Teacher-based Approach

This approach “emphasizes the role of the teacher and teacher education in the practice of fostering autonomy among learners” (Benson, 2001, p.111). Being autonomous,

teachers required within this approach to develop students' autonomy. In effect, the teachers' role changes into counselors when learners have control over their learning.

According to Gremmo and Riley (1995), a teacher can take the role of counseling in the way he is involved in selecting, processing and producing materials. However, Cook (2001) points out that to achieve this aim, "there is a need for a well-trained and confident teachers who can handle this constant process of negotiation" (p.232). For instance, Dam (2003) develops a model for in-service teacher training which aims at changing teachers' traditional teaching practice "by guiding them through the four steps towards responsibility for one's own learning: experience, awareness, influence on and participation in decision making and responsibility" (p.143). Some in-service teacher training models have been proposed to achieve the aim of preparing practically and academically in teacher training, in order to deal with the influences which autonomous learning can have on teaching methodology and language teachers and learners' role.

2.6. Benefits of Promoting Learner Autonomy in EFL Classroom

Recently, there has been a neoteric change in the field of foreign and second language, where a shift made in learning from teachers to learners, in focus from how to improve the teaching situation to how individual learners go through their learning. Little (2003) points on the importance of learner autonomy as being on developing positive relation between the present and future learning targets. In addition, learners' motivation and their reflective engagement with the learning process help them to be more autonomous and better language learners. Furthermore, Little (2004) demonstrates three beliefs that elucidate learner autonomy in the EFL classroom. Firstly, the learner is in total control of his or her own learning. Secondly, the capacity of the individual learner to work alone develops learning language skills in collaboration with the rest of the peers. Thirdly, both language learning and language use are maximized throughout the process.

To conclude, the notion of learner autonomy seems to be more difficult to implement in our university since it is not an easy task to deal with. Yet, there are efforts and opportunities were the teachers and learners are involved to achieve the fundamental of successful learning.

Conclusion

This chapter has attempted to clarify some principles related to learner autonomy in language learning contexts. Learning is a lifelong process. During this process, learners are given the responsibility of their own learning; they are taught and guided to become autonomous. In fact, reviewing the literature has revealed the complexity of this process. Yet, there is a common consensus that learner autonomy means taking control over one's learning by making and taking decisions concerning what to learn and improve, also trained them to become aware and skillful in using the appropriate techniques and strategies to take charge of their language learning. This requires as well learners' motivation and readiness to be involved within this process.

CHAPTER THREE

CHAPTER THREE: FIELD WORK

Introduction

This chapter presents the results collected through the research instruments, which aims to investigate teachers' and learners' attitudes towards the use of mobile learning application "TeacherApp" on improving their autonomy. Thus, the current chapter attempts to offer an accurate summary of the findings from teachers' and learners' questionnaires. Besides, it endeavours to analyse and explain the findings objectively in order to get reliable results. More precisely, the results give insights about the relationship between the two variables and permit to confirm or reject the main hypothesis. Yet, they attempt to provide convincing responses to the research questions.

3.1 Population of the Study

The present research targets First year students of the academic year 2019-2020, at Mohamed Khider University of Biskra English division. Particularly, this level is selected for the reason that the mobile application TeacherApp conforms to the official syllabus of the modules of grammar and phonetics of first years students. Additionally, this category of students should be competent enough to estimate their educational progression and express their attitudes and perceptions properly. Certainly, the latter impacts their autonomy by making them independent in their learning process.

3.2 Description of Students' Questionnaire

The layout of this questionnaire is based on the theoretical part of the current research. It consists of twenty two questions structured under three main sections. Almost all questions are close-ended as they include a set of options which lead to quantitative findings. Otherwise, some questions give chance to students to share their personal ideas and opinions, especially, if these ideas are not presented in the options list.

Section one is devoted to gather data about learners' attitudes towards the use of smartphones and their applications, it contains eight questions. The five first questions aim to get maximum statistics in regard to the purpose and the importance of mobile applications according to them. These questions cover the use of online courses, e-books, videos, and websites for students' learning, and teachers' contribution to implement this type of learning. Questions from six to eight aim to collect information about students' impression about their learning process and the use of internet for their learning.

Section two tackles learners' attitudes towards autonomy. It encompasses eight questions (from question eight to question sixteen). This part deals with autonomous learning in general as it covers questions that investigate learners' autonomy, teachers' assistance, and support to foster autonomy.

Section three is the last part of the present questionnaire. It comprises six questions (from question seventeen to question twenty two). Concisely, this part explores learners' opinions and views about the impact of the Application "TeacherApp" on learners' autonomy in EFL classes. Besides, this final part questions the possibility of minimizing teacher's role through using the application "TeacherApp" in EFL context. In sum, it inquires about learners' attitudes towards the impact of the Application "TeacherApp" on learners' autonomy.

3.3 Administration of Students' Questionnaire

The questionnaire was delivered to participants via the internet; Facebook groups were the main digital platform to reach students. The online questionnaire was designed using the services of the survey software Google Forms. The platform provides many facilities to vary the questions structure including Likert scale, multiple choices, and open-questions. The questionnaire has been distributed to first year groups and only 40 students replied.

3.4 Data Analysis and Interpretation

3.4.1 Analysis of Results and Findings of Students' Questionnaire

Section One: Learners' perceptions of the use of smartphones and their applications

Q1. What type of mobile devices do you own?

Table 3. 1 : Students' Types of Mobile Devices

Items	Frequency	Percentage (%)
Smartphones	40	78
Tablet or iPad	6	12
Digital media players	2	4
Ordinary phone.	3	6
Total	51	100

As far as students' ownership of mobile devices is concerned, the results show that all the participants own at least one mobile device, and some of them possess more than one device. The detailed analysis presented in table 3.1 shows that the majority of the participants have smart phones (78%). In the second rank comes Tablet or iPad with 12%. Other participants indicate that they have digital media players (4%). Also, three participants (6%) possessed an ordinary phone. According to these findings, smart phone is pervasive among students which has many capacities and features that can be used for entertainment or learning.

Q2. How often do you have access to the Internet or the cellular network?

Table 3. 2: Students' Access to the Internet

Options	Number	Percentage (%)
Always	36	90
Sometimes	4	10
Rarely	0	0
Never	0	0
Total	40	100

Table 3.2 indicates that the absolute majority of students (90%) opt for the use of internet in their lives. This indicates that internet is very useful and they really incorporate it in thier daily lives. On the other hand, few of them point out that they are using it occasionally. This may be due to the fact that some students have no access to internet or they do not master computer and technology-based tools enough.

Q3. What is your primary purpose of using internet or your mobile phone?

Table 3. 3: Students' Uses of Internet and Mobile Devices

Uses	Scale option	Frequency	Percentage
Internet browsing and social networking	Always	29	72,5%
	sometimes	11	27,5%
	Rarely	/	0%
	Never	/	0%
Reading books online and further studies	Always	15	37,5%
	Sometimes	20	50%
	Rarely	4	10%
	Never	1	2,5%
Text messaging (chat with native-speakers or someone who is using English).	Always	15	37,5%
	Sometimes	21	52,5%
	Rarely	3	7,5%
	Never	1	2,5%
Watching English educational videos.	Always	11	27,5%
	Sometimes	19	47,5%
	Rarely	10	25%
	Never	/	/

As illustrated in table 3, almost all the students use their devices daily for internet browsing and social networking (always 72, 5%) while some of the participants reported that they use it sometimes (27, 5%). In addition, as seen in table 3, the participants indicate (always 37, 5%, sometimes 50%) that they use mobile technologies in order to read books

online and further studies. Only few participants use it rarely (10%) or do not use it at all for that purpose (never 2, 5%). A high percentage of students, (always 37,5%, sometimes 52,5%) respond positively that the purpose of using the internet and mobile devices is to text messaging (chat with native-speakers or someone who is using English) ; however, a low percentage of participants indicate that this is not their main purpose (rarely 7,5%, 2,5%). Other activities carried out by participants for learning purposes is watching English educational videos (always 27,5%, sometimes 47,5), while others use it rarely (25%). In this regard, this net generation is acquainted and comfortable with the latest development of mobile technologies. Therefore, they have skill readiness to engage in MALL activities.

Q4. What is the importance of mobile applications (apps for learning) according to you?

Table 3. 4: Importance of mobile applications

Options	Number	Percentage
Very important	23	88,5%
Important	17	11,5%
Quite important	0	0%
Not at all	0	0%

Referring to the impact of the mobile learning applications, a significant percentage of students (88, 5%) which presents the majority choose the option very important while (11, 5%) opt for important. This implies that students recognize the paramount importance of using mobile learning applications. They also avow that mobile learning applications serve highly their studies success. This denotes that they do have an idea about the impact of using mobile learning applications in their learning process.

Q5. Which of the following mobile learning applications you frequently use?

Table 3. 5: Students' uses of mobile learning applications

Mobile learning applications	Frequency	Percentage	Relative frequency
PowerPoint slides	4	5%	0,1
Audiobooks and educational videos	37	43%	0,92
PDF e-books	19	22%	0,47
Dictionaries	26	30%	0,65
Total	86	100%	/

This question was tend to explore the types of the different mobile learning applications used in EFL learning. The more one is familiar with certain type, the more effective practice is increased. As the table 3.5 shows, the answer audiobooks and educational videos have been chosen thirty-seven (37) times with an approximate of (43%) and a relative frequency of (0,92%) which is the highest choice number among the other answers. Dictionaries have been selected thirty (30) times, twenty-two (22) times is for PDF e-books, and four (4) is the number of times the choice PowerPoint slides have been chosen with approximately (5%) and relative frequency (0,1). The majority of students indicate that they prefer Audiobooks and educational videos which means that these tools were useful for facilitating the understanding of lectures.

Q6. How often do you use mobile applications for self-study or revising for exams?

Table 3. 6: Students' Use of mobile applications for self-study

Items	Number	Percentage
Always	28	70%
Sometimes	10	25%
Rarely	2	5%
Never	0	0%

The reason behind constructing this question was that we wanted to reveal how open participants are to mobile applications. As reported in table 3.6, students (70%) considered mobile applications as a significant integrative tool in their learning, while others (25%) use it sometimes. A very low percentage of students (5%) use it rarely. The absolute majority of students considered the mobile applications as a useful tools and they really incorporate them while making studies.

Q7. In your opinion, the use of smartphones could enhance your productivity and improve your learning.

Table 3. 7: Effectiveness of smartphones on the Development of Learning Process

Items	Number	Percentage
Strongly agree	29	72,5%
Agree	11	27,5%
Disagree	0	0%
Strongly disagree	0	0%

This question aimed at collecting how participants perceive the role of smartphones in enhancing their productivity and improving their learning. From table 3.7 all the students

strongly agreed (72,5%) and agreed (27,5%) that smartphones is beneficial for fostering their learning quality.

Q8. Many scholars think that mobile learning has a promising future and could replace traditional learning in the class.

Table 3. 8: Students' Options for their Learning Process

Items	Number	Percentage
Strongly agree	19	47,5%
Agree	17	42,5%
Disagree	4	10%
Strongly disagree	0	0%

As indicated in table 3.8, more than half of students opt for strongly agree (47,5%) and agree (42,5%). This indicates that students prefer mobile learning as a type of learning process. Additionally, this might mean that they are aware about this educational instruction. This significant percentage also interprets that students enjoy learning in such environment. Only four (4) students declare that they disagree. Opting for traditional learning implies that students still prefer to learn in the presence of the teacher to overcome any kind of challenges that they may encounter immediately.

Section Two: Learners' attitude towards autonomy in learning

Q9. What is your impression about your learning process?

Table 3. 9: Students' Impression about their Learning Process

Options	Number	Percentage
Motivating	10	25%
Exciting	26	65%
Boring	4	10%
Total	40	100%

The findings that are shown in table 3.9 indicate that the vast majority of students (65%) have a good impression about their learning process. This category find their learning process exciting which implies that either university provides a good and an important learning environment for them, or the instructional strategies make the learning process enjoyable. (25%) of students state that their learning process is motivating which may suggest that their learning integrates elements that are attractive. Only for (4) students are not satisfied about their learning process where they feel bored. This may be due to their passiveness and lack of studiousness; as it may also denote an imposed administrative choice.

Q10. During your learning process, who is more active?

Table 3. 10: Learners' Autonomy

Option	Number	Percentage
You	16	40%
Your teacher	24	60%
Total	40	100%

Findings shown in table 3.10 reveal that more than half of students (60%) state that their teachers are more active during their learning process. This implies teachers' dominance over the teaching/learning process or students' unwillingness to reduce their passivity against an active role. Less than half of students (40%) agree that they are more active than their teachers. This suggests that students are responsible and independent in their learning process.

Q11. How often do your teachers suggest online courses and quizzes, e-books, websites for your learning and self-study?

Table 3. 11: Teachers' Suggestions of Online Elements

Items	Number	Percentage
Always	28	70%
Sometimes	12	30%
Rarely	0	0%
Never	0	0%
Total	40	100%

Table 3.11 displays the frequency of teachers' contribution to implement online elements. Less than half of the students (30%) admit that their teachers sometimes suggest online elements like e-books and websites. This indicates that teachers dominate the teaching/learning operation, and rely completely on themselves to achieve their educational tasks. This also might imply that either teachers do not master technology-based tools or they rarely use online sources for their teaching. However, a majority of students (70%) admit that their teachers always suggest online sources. This might mean that teachers try to motivate and involve their students in their learning process through suggesting various online elements. Accordingly, teachers aim to mobilize their students and attempt to reduce their passivity. No

one of the students opt for rarely and never which means that teachers' suggestion of online elements varies from one teacher to another.

Q12. How often do your teachers help you when you have any online learning misunderstanding or difficulties?

Table 3. 12: Teachers' Contribution to Overcome Online Learning Hinders

Items	Number	Percentage
Always	32	80%
Sometimes	3	7,5%
Rarely	0	0%
Never	5	12,5%
Total	40	100%

Concerning teachers' contribution to implement mobile learning, table 3.12 shows that an important percentage of students (80%) assert that teachers do not hesitate to help students overcome the different online challenges which they encounter while making an online learning. This suggests that teachers acknowledge the importance and benefits of mobile learning with virtual learning for them as teachers and for their students too, while others choose sometimes (7,5%). A very low number of students (12, 5%) declare that teachers refuse to provide help in such situation. This may be returned to teachers' lack of time or students themselves who do not persist to get more explanation and clarification for their misunderstanding.

Q13. How often do your teachers encourage you to take part in virtual learning?

Table 3. 13: Teachers' Suggestion of Virtual Learning

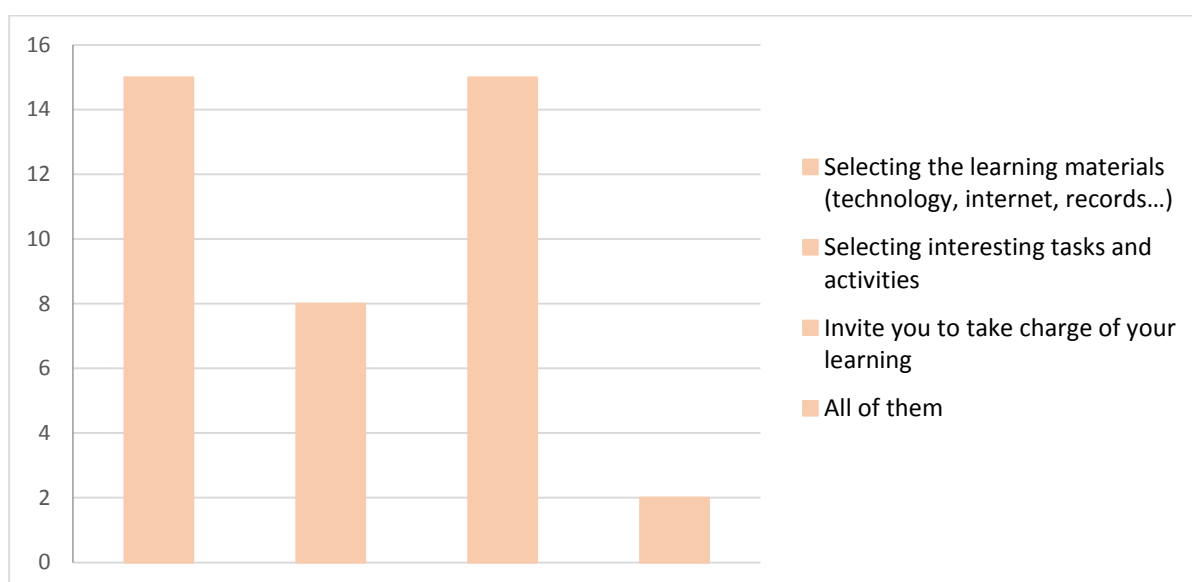
Items	Number	Percentage
Always	36	90%
Sometimes	4	10%
Rarely	0	0%
Never	0	0%
Total	40	100%

According to the findings displayed in table 3.13, (10%) of students avow that their teachers sometimes urge them to virtual learning. This means that some teachers do not value this type of learning. Whereas a vast majority of them (90%) agree that their teachers always invite and encourage them to participate in virtual learning. This implies teachers' high appreciation for their students to take part in this genre of learning. No student selects the option rarely and never. This indicates that teachers really propose such way of learning variously.

Q14. How do you perceive your teachers' help to enhance your learning autonomy?

Table 3. 14: Teachers' Strategies to promote Autonomous Learning

Strategy	Number	Percentage
Selecting the learning materials (technology, internet, records...)	15	37,5%
Selecting interesting tasks and activities	8	20%
Invite you to take charge of your learning	15	37,5%
All of them	2	5%
Total	40	100%

**Figure 3. 1:** Teachers' Strategies to promote Autonomous Learning

As shown in table 3.14 which describes strategies teachers adopt to implement an autonomous learning, a significant percentage of students (37, 5%) argue that teachers select the learning materials. This denotes that they are aware that their teachers make effort to provide them with the appropriate materials for a successful learning process. Few students (20%) admit that teachers select more interesting tasks and activities which mean that students recognize the importance of teachers' endeavour for attracting their attention to

engage them in the learning task. The same percentage of students (37, 5%) declare that teachers invite them to take charge of their learning. This suggests that students estimate the fact that teachers try to enhance their autonomous learning through involving them in the learning operation. This also explains that teachers intend to give more responsibility to students over their learning. Low percentage of students (5%) state that teachers employ all the mentioned strategies which might point out that students can distinguish and evaluate teachers' strategies that seek to promote their autonomy.

Q15. As an autonomous learner, how do you describe yourself?

Table 3. 15: Traits of Autonomous Learner

Traits	Frequency	Percentage
You are a motivated learner	15	25%
You self-regulate your learning	9	15%
You are a responsible learner	23	40%
you are a decision maker	12	20%
Total	59	100%

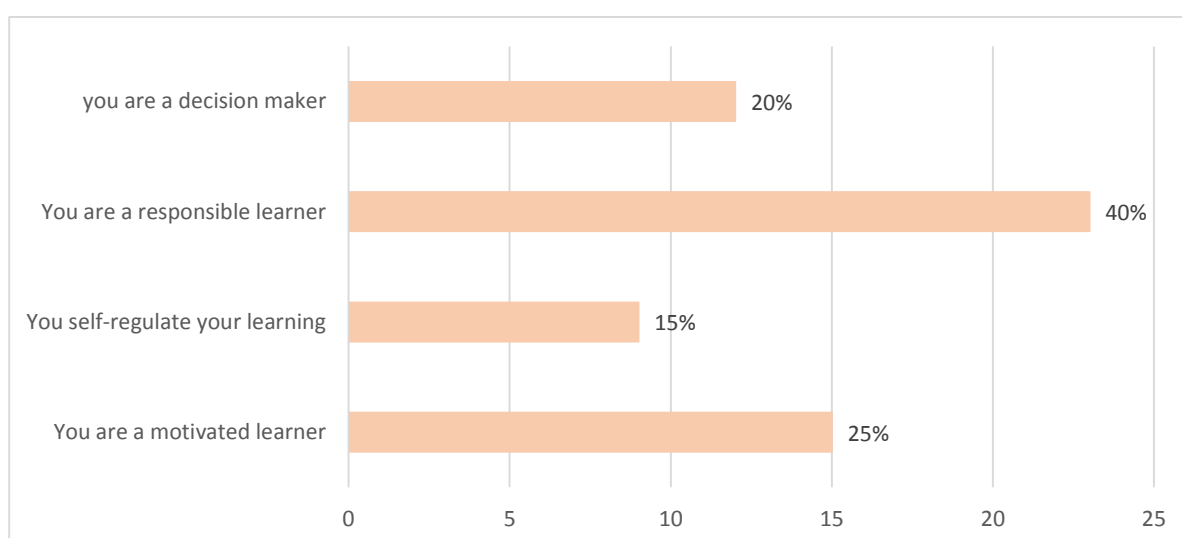


Figure 3. 2: Traits of Autonomous Learner

As it is displayed in table 3.15, a significant percentage of students (25%) assert that autonomous learners are motivated. This insinuates that autonomous learners have sufficient motivation which offers them a great willingness to engage in their learning process. Another considerable percentage of students (40%) admit that autonomous learners are responsible. This means that students acknowledge the significance of responsibility and being responsible to take control over their learning without relying on their teachers. (20%) of students agree that autonomous learners are decision makers. This might imply that autonomous learners are able to make the right decision about their learning, and they know what and how to learn. (15%) opt for self-regulator. This denotes that autonomous learners are able to select and deal in purpose with what to learn.

Q16. In your opinion, what can foster learners' autonomy?

Table 3. 16: Students' Views of how Foster Autonomy

Factors	Number	Percentage
Learners' individual learning styles	10	25%
Teachers' minimized role	5	12,5%
Learners' motivation	12	30%
Integration of technology	13	32,5%
Total	40	100%

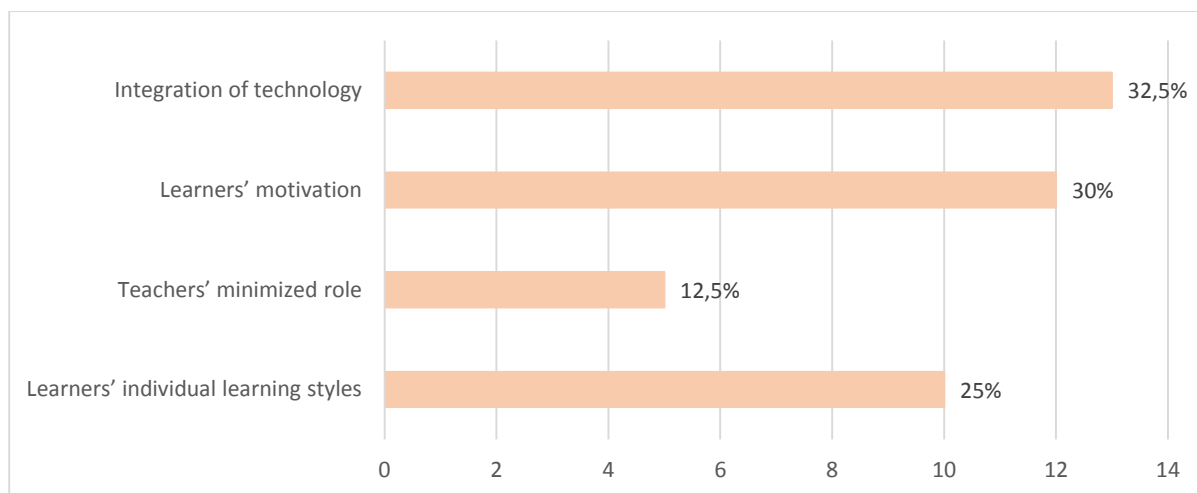


Figure 3. 3: Students' Views of how Foster Autonomy

When asked about factors that can foster their autonomy, (25%) of students admit that learner's individual learning styles affect their autonomy. This might point out that students believe in their individual learning styles to promote their abilities to take control over their knowledge acquisition. (12, 5%) state that minimizing teachers' role contribute to their autonomy. This implies that students are aware of the importance of reducing teachers' interaction during their learning process. Therefore, they can be more engaged and make decision about what and how they want to learn. (30%) assert that learners' motivation enhance their autonomy. This insinuates that students acknowledge the great impact of motivation which enables them to develop their individual skills to take responsibility of their learning task. A majority of students (32, 5%) agree that the integration of technology leads to an autonomous learning. This indicates that students recognize the significance of using technology while learning to foster their self-independence.

Section Three: Students' Perceptions of the Use of the Application "TeacherApp"

Q17. Do you agree that using the mobile application (TeacherApp) motivate you to become engaged and autonomous?

Table 3. 17: Effectiveness of using “TeacherApp”

Items	Number	Percentage
Strongly agree	28	70%
Agree	12	30%
Disagree	0	0%
Strongly disagree	0	0%

Concerning the relationship between using the mobile application “TeacherApp” and autonomy, table 3.17 displays the following findings: a vast majority of students (70% strongly agree, 30% agree) avow that indeed using the mobile application in their learning positively affect the autonomous learning. This implies that students are aware of the paramount importance of incorporating elements of mobile learning to self-direct and self-regulate what to learn. Using virtual material allows EFL learners to reach a considerable level of self-independence. No one opt for the options disagree and strongly disagree. This may suggest that students have experienced such learning environment before and they know its benefits and significant impact to promote their autonomy.

Q18. The mobile application (TeacherApp) reduces your teachers’ role.

Table 3. 18: TeacherApp and Teachers’ Role

Items	Number	Percentage
Strongly agree	22	55%
Agree	8	20%
Disagree	10	25%
Strongly disagree	0	0%

As it is shown in table 3.18, a majority of students (55%) strongly agree and (20%) agree that the provision of the mobile application (TeacherApp) in their learning process reduces teachers' role. This may suggest that students recognize the mobile application impact on the development of their independent contribution to learn. Thus, teachers' interaction will be reduced. However, 25% of students assert that the mobile application (TeacherApp) does not affect teachers' role. This might point out that they prefer the traditional ways or they depend completely on their teachers to get knowledge.

Q19. The mobile application (TeacherApp) offers you the best way of learning to enhance your learning skills in grammar and pronunciation.

Table 3. 19: Students' Views of the Impact of TeacherApp

Items	Number	Percentage
Strongly agree	35	87,5%
Agree	5	12,5%
Disagree	0	0%
Strongly disagree	0	0%

Concerning the relationship between the mobile application (TeacherApp) and the development of learners' individual learning skills in grammar and pronunciation, table 3.19 shows that the majority of students select strongly agree (87,5%) and agree (12,5%). This denotes that students acknowledge the advantages of the application as it provides maximum benefits to promote their grammar and pronunciation learning abilities

Q20. The mobile application (TeacherApp) conforms with the official syllabus of the modules grammar and phonetics.

Table 3. 20: Content of TeacherApp

Items	Number	Percentage
Strongly agree	38	95%
Agree	2	5%
Disagree	0	0%
Strongly disagree	0	0%

Table 3.20 shows the students' responses of whether the mobile application conforms to the official syllabus of the modules grammar and phonetics regarding what they have studied. Students (38%) strongly agree and (2%) agree, which means that the informants do attend out of class activities to practice and learn.

Q21. How do you consider the section of self-evaluation and quizzes in the mobile application (TeacherApp)?

Table 3. 21: Effectiveness of mobile application sections

Items	Number	Percentage
Very effective	32	80%
Effective	8	20%
Not effective	0	0%
Not effective at all	0	0%

This question is highly appealing in the sense that is sought to elicit the informants' views and perceptions about the effectiveness of the application sections and if it serves their needs. As table 3.21 shows, 80% and 20% of the students confess that the self-evaluation and quizzes sections are very effective. The results indicate that these students have looked at the

application and use it, which means that they are self-evaluated as they do not rely on an external help to evaluate their own performance.

Q22. After having used the mobile application (TeacherApp), would you recommend it for other freshmen students to improve their level?

Table 3. 22: The impact of TeacherApp on improving students' level

Items	Number	Percentage
Highly recommended	37	92,5%
Recommended	8	7,5%
Not recommended	0	0%

When asked if learners will recommend the application to others since it helped them to improve their level, a vast majority of the students (92, 5%) highly recommended the applications it has a paramount effect on their learning autonomy. Few students (5%) indicate that they recommended it to others. This implies that students favor this kind of applications as a learning tool in comparison to depend on external help. This also might mean that students are aware of the effectiveness of the application to foster their self-independent for learning.

3.4.2 Summary of Results and Findings of Students' Questionnaire

Concerning learners' perceptions of the use of smartphones and their applications (section one), the majority of students indicates that the smartphones are their daily tool to access to the internet for different purposes. Most of them stated that they use it for internet browsing and reading books online, others prefer to use it for text messaging or watching educational videos. These findings show students' high appreciation to the use of smartphones during their learning process. Moreover, students value the contribution of various audiobooks and educational videos, dictionaries, PDF e-books and PowerPoint slides

for self-study or revising for exams. Besides, they agree that the use of smartphones could enhance their productivity and improve their learning. The findings denote that students are experiencing a learning environment that incorporates both traditional instruction and virtual interaction. This also denotes that students manifest a great willingness towards mobile learning applications to enrich their knowledge and to develop their individual learning skills.

Section two deals with learners' attitudes towards autonomy in learning, the majority of students express good impression about their learning process, over a half of them find it interesting and almost half find it motivating. This suggests that they are satisfied about their educational environment. Also, it reveals a significant majority of students who declare that their teachers are more active during the learning process. Moreover, students value their teachers' contribution through suggesting various online courses, e-books, and websites. Besides, they agree that the majority of their teachers are willing to help them overcoming their learning hinders. A significant percentage of students in table 3.14 affirm that their teachers select the adequate learning tools. Similar percentage of students confesses that their teachers attempt to engage them to take control over their learning. Only few students agree that teachers set more interesting tasks and activities to implement an autonomous learning. This means that students enjoy an appropriate learning environment, which provides the indispensable elements for the attainment of an autonomous learning. Additionally, this indicates that teachers shift towards the new focus and embrace learner-centeredness which targets students' autonomy. Findings about autonomous learner traits (table 3.15) indicate that the majority of students assert that they are responsible, motivated, and decision makers, which means that they acknowledge the necessity of responsibility and motivation for the effectiveness of their learning. Less than half state that they are self-regulated. Hence, they possess a strong self-confidence to control their own learning. As it is shown in the students' answers, a noticeable percentage of students agree that integration of technology could foster

their autonomy; also they agree that they should increase their motivation and develop their learning styles. This means that students need to be encouraged and mobilized to enhance their individual learning skills. They also strongly believe in their capacities to achieve their learning objectives.

Section three deals with learners' perceptions of the use of the Application "TeacherApp". Almost all students admit that autonomy is fosterable through the use of mobile learning application in their learning process. A vast majority of students advocated that the Application "TeacherApp" is an effective tool to motivate them and become autonomous which means that they have already experienced it. These findings indicate that the sample under study is appropriate for the actual research. Concerning the mobile application and teachers' role (table 3.18), a remarkable number of students declare that using the application "TeacherApp" contributes in minimizing teachers' role. This means that students recognize the significant impact of the application on their autonomous learning. Precisely, the mobile application "TeacherApp" helps in alternating learners and teachers' roles. It offers more activeness to learners against a reduced role for teachers. Less than half of the questioned students state that the application does not affect teachers' role. The analysis of findings (table 3.19) shows that all of the students respond positively concerning the relationship between the mobile application (TeacherApp) and the acquisition of learning skills in grammar and pronunciation. This indicates that using the application in their learning process will boost and reinforce the students' abilities to access knowledge. Moreover, students agree that the mobile application conforms to the official syllabus of the modules grammar and phonetics; which means that they realize what they are learning and what they have been taught before. Identically, all students agree about the positive impact of the application "TeacherApp" on their autonomy. In light of the previous results, it is necessary

to highlight that students value the application “TeacherApp” and believe that it has an impact on learners’ autonomy.

3.5 Population of the Study

The concepts of using mobile applications and promoting autonomy do not concern students only. Teachers also are invited to show their attitudes towards the impact of mobile learning application “TeacherApp” on learners’ autonomy, in addition to the teachers’ experience in the field of teaching grammar and phonetics. They belong to Mohamed Khider University of Biskra English division.

3.6 Description of Teachers’ Questionnaire

The design of this questionnaire is grounded on the theoretical part of this research. It comprises seventeen questions which are categorized into four sections. The large portion of the present questionnaire is set of close-ended questions, the fact that leads to quantitative findings; whilst some questions are open-ended aiming for more qualitative results. Furthermore, it treats a sample of Algerian EFL teachers in real instructional situations, which makes the nature of the findings more tangible. Therefore, it will be possible to deduce teachers’ attitudes towards the relationship between the mobile learning application “TeacherApp” and autonomy.

Section one deals with teachers’ perceptions of the use of smartphones and their application. Questions from one to three attempt to get more information about teachers’ usage of ICT resources in their teaching. Question four aims at eliciting teachers’ opinions concerning the significance of mobile applications to enhance students’ learning skills. The last question in this part explores whether or not teachers assist students with some applications choices for more information.

Section two examines teachers’ perspectives about learners’ autonomy. Question six tackles learners’ motivation related to their autonomy in learning. Question seven aims at

exploring to which extent EFL teachers thought their students are autonomous. While question eight aims to know the participants' views about their learners' readiness to be responsible for their learning. Questions nine and ten attempt to treat teachers' contribution and the main strategies they adopt to foster learners' autonomy. The last question in this section investigates teachers' perceptions towards EFL learners' autonomy.

Section three is devoted to tackle teachers' attitudes towards the impact of the use of the Application "TeacherApp" on learners' autonomy. Question twelve examines teachers' frequency of using applications in teaching English. Similarly, question thirteen attempts to explore learners' positive response to mobile learning applications. Question fourteen investigates teachers' use of the application "TeacherApp". Question fifteen deals with teachers' perceptions towards the advantages of the mobile learning application "TeacherApp" in favor of enhancing EFL learners' autonomy. Question sixteen explores teachers' attitudes towards the impact of the application "TeacherApp" on their students' autonomy. Finally, question seventeen is set to get further information about the topic as it gives opportunity to teachers to add other suggestions or recommendations.

3.7 Administration of Teachers' Questionnaire

The questionnaire was delivered to participants via the internet; email was used to contact grammar and phonetics teachers. However, it is important to note that only 6 out of 12 teachers answered the questionnaire. The administration of this questionnaire has no precise date. It is important to point out that it was not easy to get immediate answers from all teachers mainly due to the quarantine. Teachers who dealt with the present questionnaire were satisfied in terms of the degree of questions' length, content and explicitness.

3.8 Data Analysis and Interpretation

3.8.1 Analysis of Results and Findings of Teachers' Questionnaire

Section One: Teachers' perceptions of the use of smartphones and their application

Q1. Do you use mobile devices in your teaching?

Table 3. 23: Teachers' use of mobile devices

Options	Number	Percentage
Yes	5	83%
No	1	17%
Total	6	100%

As it is shown in table 3.23, the majority of teachers (83%) admit that they make use of mobile devices. This might imply that teachers tend to use instantaneous information that is up-to-date. Only one teacher opts for no, which may mean that he/she does not master the mobile-based skills and prefers old methods.

Q2. If yes, how often do use it?

Table 3. 24: Frequency of Teachers' Use of mobile devices

Item	Number	Frequency
Always	3	50%
Sometimes	2	33%
Rarely	1	17%
Never	0	0%
Total	6	100%

Findings shown in table 3.24 reveal that (50%) of teachers always use mobile devices in their teaching whereas (33%) of them choose sometimes. This indicates that teachers are aware of the importance of using the mobile devices in their teaching. Only one teacher confesses that he/she rarely uses the mobile devices for his/her teaching, which may mean that he/she does not master the computer-based skills or prefers old methods.

Q3. What are the main ICT sources that you use in your EFL classes?

Table 3. 25: Teachers' Main Used ICT sources in EFL Classes

ICT sources	Number	Percentage
PDF e-books	1	17%
Online courses and quizzes	3	50%
virtual learning forums,chats	0	0%
E-learning websites	2	33%
Total	6	100%

Concerning the main used sources, table 3.25 shows that significant percentages of teachers (50%, 33%) select online courses, quizzes, and E-learning websites. This denotes that the majority of teachers values these sources and recognizes the importance of integrating them in their teaching. 17% of teachers opt for PDF e-books. This suggests that teachers appreciate PDF e-books as an information sources.

Q4. Integrating mobile applications in the learning process will enhance students' learning skills?

Table 3. 26: Expected teachers' perceptions towards the mobile applications

Options	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 3.26 shows that teachers' attitudes towards the impact of mobile applications on enhancing students' learning skills. All teachers (100%) agree that mobile applications make students enhance their learning skills. This means that teachers have already experienced the use of mobile applications in their teaching. Thus, they recognize its advantages. None of teachers opt for no, which means that it is evident that mobile applications are beneficial for realizing the target learning outcomes.

Q5. Do you assist your students with some applications choices for more informations?

Table 3. 27: Expected Teachers' assistance with applications

Options	Number	Percentage
Yes	5	83%
No	1	17%
Total	6	100%

As shown in table 3.27, the majority of teachers (83%) respond by yes. This indicates that teachers appreciate assisting mobile applications with their students. This also may indicate that these teachers opt for mobile applications choices to consolidate and reinforce their teaching. Only 17% of teachers select no, this may indicate that teachers avoid this kind

of assisting and they prefer to keep certain level of formality when they deal with their learners.

Section Two: teachers' perspectives about learners' autonomy

Q6. To what extent do you consider EFL students as autonomous learners?

Table 3. 28: EFL Students' Autonomy

Options	Number	Percentage
Autonomous to high extent	0	0%
Somehow autonomous	1	17%
Not autonomous at all	5	83%
Total	6	100%

This question aims at exploring to which extent EFL teachers thought their students are autonomous. The vast majority of the respondents (83%) considered EFL students not autonomous at all, so the behavior of reliance on the teacher is the characteristic of those students. While 17% of the respondents thought students were somehow autonomous learners in the classroom; while none of them claimed that those students had a high extent of autonomy in learning. This means that the majority of students are not autonomous in their learning, they expect to cover everything by the teacher and they do not like to do things on their own and have no readiness for relying on themselves.

Q7. Do you motivate your learners to participate in their learning?

Table 3. 29: Teachers' Contribution to Boost Learners' Engagement

Options	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

As it is indicated in table 3.29, all teachers (100%) state that they are willing to encourage and motivate learners to engage in their learning process. This suggests that teachers' optimal goal is the embodiment of an autonomous learning.

Q8. Do you think that your learners have a sense of responsibility towards their learning?

Table 3. 30: Teachers' Perspectives towards their Learners' Responsibility for Learning

Options	Number	Percentage
Yes	1	17%
No	5	83%
Total	6	100%

Through this question, we aim to know the participants' views about their learners' readiness to be responsible for their learning and to measure the degree of autonomy among them. Interestingly, the results show that the great majority of teachers believe that their students are not ready at all to handle their learning process and be autonomous. Unfortunately, most teachers (83%) respond by "No" to confirm that their learners have no sense of responsibility in learning; however, very few teachers (17%) see that their students

are ready to take charge of their learning. Which means that learners are developing a sense of responsibility in learning.

Q9. Do you give your learners the opportunity to direct their learning process?

Table 3. 31: Teachers' Views about Learners' Conduct of the Learning Process

Options	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Being autonomous learner means the learner dominates while the learning process is taking place, and so this process becomes more learner-centered rather than teacher-centered. Through this question, teachers are asked whether they allow their learners to conduct the learning process. All the participants (100%) affirm that they do give their learners a chance to be in charge of directing their learning process. This confirms that the learning process is totally learner-centered.

Q10. What are your strategies to foster your learners' autonomy?

Table 3. 32: Teachers' Strategies to Foster Learners' Autonomy

Strategy	Number	Percentage
Selecting the learning materials (technology, internet...)	1	17%
Inviting learners to take charge of their learning	2	33%
Selecting interesting tasks and activities	1	17%
Minimizing your role	2	33%
Total	6	100%

Table 3.32 shows findings about the strategies that teachers use to foster learners' autonomy. Over a half of teachers (33% and 33%) admit that the most efficient strategies are inviting learners to take charge of their learning, and minimizing their roles respectively. This might denote that teachers target learners' autonomy through allocating to them more responsibility over their learning in comparison to themselves. A significant percentage of teachers (17%) assume that integrating technology and internet develops learners' autonomy. This indicates that teachers recognize the importance of using internet and technology-based tools to develop learners' autonomy. (17%) of teachers agree that selecting interesting tasks and activities promotes learners' self-independence, which means that teachers recognize that this strategy is beneficial to enhance learners' individual skills.

Q11. Do you think autonomy is indispensable for EFL learners? Please explain.

The aim of this question is getting teachers' views about the indispensability of EFL learners' autonomy. Although all teachers agree about the paramount importance of autonomy in regards to EFL learners, they argue it differently. Two teachers pinpoint that learning a foreign language needs learners' motivation and willingness to take charge of their learning, as well as, deciding what and how to learn. Another teacher declares that self-independence is necessary for EFL learners since they should acquire the language. Even though, their teachers give them knowledge and adopt several strategies to make it successful, they cannot teach them how to learn it. Another teacher claims that autonomy is the core of LMD system which seeks to form independent citizens starting from learners. The remaining teachers affirm that 21st century education supports learner-centeredness. Thus, it requires an autonomous learner who is responsible for his/her learning, the fact that can boost her/his learning. In sum, the findings confirm that autonomy is indispensable for EFL learners.

Section Three: Teachers' attitudes towards the impact of the Use the Application***“TeacherApp” on learners' autonomy*****Q12. Have you ever used an application to teach your students online?****Table 3. 33:** Teachers' frequency of using applications in teaching

Options	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

In the traditional teaching, learners were used to be passive listeners and the teacher was the only autonomous body who knows, acts, and speaks in the classroom. Today, the use of applications aids in teaching languages helps a lot in shifting value towards learners. These aids benefit learners and help them develop a sense of self-reliance and independence. The main objective of this question is to determine the importance of applications for EFL teachers and to know if they really consider it as a tool for creating certain autonomy in learning. All the teachers answer that they use applications in their teaching which means that they know its benefits either for them or for their students.

Q13. To what extend do your students respond positively to mobile learning applications?

Table 3. 34: Teachers' Perceptions towards Learners' Response on mobile learning applications

Extent	Number	Percentage
All of them	5	83%
The majority of them	1	17%
Few of them	0	0%
Total	6	100

Concerning teachers' perceptions towards learners' response on mobile learning applications, table 3.34 shows that teachers (83%) admit that learners respond positively towards mobile learning applications. This insinuates that learners appreciate mobile learning applications. Only (17%) of teachers claim that few students have a good response toward the mobile learning applications which means that students face some hindrances or they ignore how to benefit from the applications' advantages.

Q14. Have you used the application *TeacherApp* which conforms with the syllabus of first year students (grammar and phonetics)?

Table 3. 35: Teacher' perceptions of using TeacherApp

Options	Number	Percentage
Yes	5	83%
No	1	17%
Total	6	100%

As table 3.35 shows, the majority of teachers (83%) have used the application before which means that they appreciate this kind of tools for teaching and get more information.

17% of teachers claim that they have not used the application before. This might be explained by disfavoured such resources for teaching.

Q15. Do you think that the mobile application *TeacherApp* enhances EFL learners' autonomy? Please explain.

Question fifteen is grounded on the main hypothesis of the current study; it aims to investigate teachers' attitudes towards the impact of the mobile learning application *TeacherApp* on EFL learners' autonomy. The findings reveal that all teachers (100%) agree that the application *TeacherApp* has a positive impact on developing EFL learners' autonomy. Three teachers declare that the application enables EFL learners to self-regulate and self-direct their learning material since they experience a learning process without the assistance of instructors. They also add that teachers reduce their instructional activity to pave the way for learners to meet their learning objectives by themselves. Three teachers argue that the application provides the best of both environments. More precisely, learners are put in a learning situation under teachers' instructional mode, and then they are invited to take charge of their learning. Simultaneously, using this application can put learners in a learning situation where they are fully free of any instructional constraints.

Q16. What are your perceptions towards the impact of the mobile application *TeacherApp* on "your" students' autonomy?

Question sixteen is set to explore teachers' views to get clear insights and accurate findings about the topic under examination in a real-context situation. Precisely, this question aims at investigating teachers' attitudes toward the impact of the mobile learning application *TeacherApp* on EFL learners' autonomy. All teachers (100%) agree that the application *TeacherApp* has a pivotal importance to foster students' autonomy. Four teachers argue that the application has a great impact on students' autonomy. Their argument lies in the high degree of motivation and self-confidence that students acquire once involved in such

environments. They also add that the application reduces classrooms' anxiety as learners enjoy learning using their own tools like smartphones. Two teachers declare that this kind of application is one of the best methods to develop students' autonomy, for the fact that in such learning environment students are given chance to learn through doing. Hence, they are allowed to gain more activeness. By contrast, teachers make fewer efforts. The precedent findings in table 3.22 reveal students' agreement that the mobile application TeacherApp has an enormous effectiveness on the promotion of their autonomy.

Q17. You are the most welcome for any addition, suggestions or recommendations

Most teachers have added further suggestions and comments that are mainly related to learners' reluctance, and bad management of policymakers:

- Using a new technique in our classrooms will motivate students in one way or another and help students to be more autonomous, but it is challenging one as it needs a well-equipped classroom.
- Students are unwilling to engage in such an environment to enhance their individual learning skills. However, they still rely on their teachers for the acquisition of knowledge and information. But it is a good idea to make them independent and autonomous
- Some teachers avoid using this method and tools for the reason that it wastes time and efforts. While most of teachers should be trained on the use of technological instruments.
- Policy-makers marginalize the educational sector under which the future generation is formed. Likewise, they ignore the educational outcomes that mobile application and ICT may realize.

3.8.2 Summary of Results and Findings of Teachers' Questionnaire

On the light of the findings from teachers' questionnaire, one may deduce that all teachers have a good perception towards the mobile *TeacherApp*. The absolute majority of teachers affirm that they widely use different ICT sources to consolidate their teaching. They also stress that mobile applications is very effective to achieve learning objectives. Moreover, teachers declare that they opt for mobile applications choices to consolidate and reinforce their teaching.

As noticed from their views and opinions, teachers seem to have a strong belief in regards to the significance of students' autonomy. The vast majority of teachers considered EFL students not autonomous at all, which makes the behavior of reliance on the teacher, is the characteristic. Equally, they show a full readiness to motivate students to get engaged. This denotes that teachers have no tendency to dominate the learning activity. These results prove teachers' awareness of the importance of independent learning which is the ultimate goal of LMD system that is based on learner-centered principle. It is important to note that all teachers argue that they endeavor to foster students' autonomy adopting different instructional strategies. Accordingly, one might infer that autonomy is promotable. Thus, teachers make great efforts to implement an autonomous learning mainly mobilizing students to take control over their learning.

When asked about their attitudes towards the impact of the use the application "TeacherApp" on learners' autonomy, teachers in Mohamed Khider University of Biskra English division, show a positive reaction. Almost all of them admit that the majority of students show partial self-reliance in this kind of tools to which they respond positively. This reality leads someone to question that despite students' recognition and high estimation to mobile learning applications, they still depend on their teachers who are always struggling to develop their autonomous learning. Likewise, all teachers agree that this application is

convenient to satisfy the 21st century education's requirements, which focus on learner centeredness; as it offers learners the best of both learning environments (inside and outside the classroom) to enhance their learning skills. Therefore, these findings demonstrate that the mobile learning application "TeacherApp" is suitable for the promotion of learners' autonomy. The latter is proved when all teachers confirm that the application enhances EFL learners' autonomy due to its mixed nature, which makes learners motivated and self-directed. Identically, teachers manifest good perceptions towards the effect of the mobile learning application "TeacherApp" on their students as a sample of EFL Algerian learners. However, they do not exclude that there are several challenges that impeach the use of the application inside the classroom in general and the development of EFL Algerian students' autonomy in particular.

3.9. Discussion of the Results Related to Research Hypotheses

The current study confirms the main hypothesis, which implies that an adequate use of the mobile learning application "TeacherApp" will foster learners' autonomy and improve their learning inside and outside the classroom. According to the findings shown in students' and teachers' questionnaires, it is important to mention that both reveal a strong agreement about the positive effect that the application "*TeacherApp*" may achieve for EFL learners' autonomy. Students' questionnaire proves the existence of strong acceptance towards the use of the application as a learning tool to reinforce the different learning skills. It also confirms that the application influences teachers' role and offers more interactive contribution to students. Accordingly, students' questionnaire shows appropriateness of this sample for the present investigation. Correspondingly, teachers' questionnaire exhibits favourable conceptions regarding the application and self-reliance. It stresses teachers' intensive usage of ICT sources as an effective strategy to boost independent learning and to meet high degree of learning attainment. Overall, teachers and students at Mohamed Khider University of

Biskra English division, agree that the mobile learning application “*TeacherApp*” fosters EFL learners’ autonomy.

3.10. Recommendations

Based on the conclusion derived from the research findings, the researcher proposes the recommendations that can be drawn out from this study.

- Students should appreciate the use of the application as a tool for learning where they are less anxious and enjoy two different learning environments especially those who disfavoured daily classroom attendance.
- Students should value the mobile learning application whereby they are given opportunity to take responsibility of their learning, and self-direct what to learn at their ease, pace and time. In this way, they are out of any instructional constraints and limitations. Thus, students reach an autonomous learning.
- Students are highly motivated as they experience the use of sophisticated technology and get interesting information.
- The mobile learning application contributes in alternating teachers’ and students’ role in EFL classes. Teachers keep a minor contribution, they observe and guide students giving them chance to be involved and take charge of their learning. Accordingly, students develop their learning skills and increase their learning outcomes
- The use of the mobile learning application fits the actual educational demands. This kind of application paves the way toward the shift from teacher-centeredness, the fact that makes learners’ autonomy the core of the learning process.

3.11. Limitations

This study collected data using only questionnaire due to the quarantine. A classroom observation in an EFL phonetics and grammar classroom where teachers use the application would have collected interesting information. Because a large number of master two students

prepare their research dissertations at approximately the same time, the latter is problematic for teachers to provide in-depth interviews. Also, it was expected that the online questionnaire will collect many versions. However, we reached only six teachers from twelve and forty students from the total number (80).

Conclusion

This chapter represents the field work of this study that seeks to explore teachers' and students' perceptions of the use of "TeacherApp" on improving learners' autonomy. To collect data, the researcher provided two questionnaires for participants. The former targeted grammar and phonetics teachers; however, the latter was submitted to first year EFL learners at Mohamed Khider University of Biskra, English Division. To analyse data, we adopted descriptive analysis.

GENERAL CONCLUSION

General Conclusion

Rapid changes in present, networked, knowledge society give rise to new challenges and requirements for work life competence. Productive participation in such society requires that individual professionals, their communities, and organizations continuously surpass themselves, develop new competencies, advance their knowledge and understanding as well as produce innovations and create new knowledge. To be able to productively participate in knowledge work, students must develop high-level cognitive skills such as problem solving and critical thinking, to learn to go beyond individual efforts, and collaborate for the advancement of knowledge.

Mobile learning applications can have the potential benefit to make the link between learners' engagement and success through promoting a reflective approach to learning where they take responsibility for what and how they learn. Besides, developing students' abilities, promoting their motivation, encouraging their interaction were among the advantages which were outlined in this research.

Accordingly, chapter one and two provided the necessary conceptual views about the mobile learning application TeacherApp and autonomy respectively. Chapter one was devoted to explain the services of the mobile learning education and how they can be useful to enhance the educational level, language learning outcomes and EFL autonomy. However, chapter one reviewed the main definition of autonomy, teachers' role, tips to foster learner autonomy, and its approaches. Also, benefits of promoting learner autonomy in EFL classroom. Finally chapter three attempted to discuss the results obtained from the questionnaires which aims to provide teachers' and students' views, opinions and perceptions concerning the topic under exploration. Accordingly, we find that both of them hold positive attitude and interest.

As with any study, there were some limitations that affect the generalizability of the results. One of the limitations of this study is the small size of the sample (40 students and 6 teachers). Besides, since developing autonomy is a process which requires time and practice, the mobile learning application TeacherApp needs to be prolonged. Thus, to improve the validity of the findings and conclusions, the study needs to be carried out on a larger number of participants over a longer term.

A further research can be carried out as a survey study to investigate the notion of autonomy in EFL classes. Such research on learner autonomy may be dealt with from different angles that remain to be explored for instance: To which extent are Algerian EFL learners autonomous in the University ? What are the roles of teachers in fostering their learners autonomy in learning? How can the use of the mobile learning application TeacherApp help learners become autonomous in their learning ?

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APPENDICES

Appendix one:

Questionnaire for First Year Students

Students' Questionnaire

Dear students,

The following questionnaire aims to investigate EFL learners' attitudes and perceptions towards the use of mobile learning application "TeacherApp" on improving their autonomy. The questionnaire is anonymous and your answers remain confidential. Your participation is highly appreciated; therefore, you are politely invited to answer the following questions either by ticking or circling the appropriate answer(s), or by making a full statement. Thank you in advance for your cooperation.

MASTER STUDENT: Laabas Fatma Zohra

Email: fatmalaabas@gmail.com

Mohamed Kheider University of Biskra

Faculty of Foreign Languages

Section of English

Section 1: Learners' perceptions of the use of smartphones and their applications

Q1. What type of mobile devices do you own:

Smartphones Tablet or iPad Digital media players Ordinary phone.

Others, please specify

Q2. How often do you have access to the Internet or the cellular network:

Always. Sometimes Rarely Never

Q3. What is your primary purpose of using internet or your mobile phone?

Uses / Scale	Always	Sometimes	Rarely	Never
a- Internet browsing and social networking				
b- Reading books online and further studies				
c- Text messaging (chat with native-speakers or someone who is using English).				

You

Your teacher

Please, justify your answer.

.....
.....

Q11. How often do your teachers suggest online courses and quizzes, e-books, websites for your learning and self-study?

Always Sometimes Rarely Never

Q12. How often do your teachers help you when you have any online learning misunderstanding or difficulties?

Always Sometimes Rarely Never

Q13. How often do your teachers encourage you to take part in virtual learning?

Always Sometimes Rarely Never

Q14. How do you perceive your teachers' help to enhance your learning autonomy?

Selecting the learning materials (technology, internet, records...)

Selecting interesting tasks and activities

Invite you to take charge of your learning

All of them

Q15. As an autonomous learner, how do you describe yourself?

You are a motivated learner.

You self-regulate your learning.

You are a responsible learner

you are a decision maker.

Others, please specify

Q16. In your opinion, what can foster learners' autonomy?

Learners' individual learning styles Teachers' minimized role.

Learners' motivation Integration of technology.

Others, please specify

Section 3: Students' Perceptions of the Use of the Application "TeacherApp"

Q17. Do you agree that using the mobile application (TeacherApp) motivate you to become engaged and autonomous?

Strongly agree Agree Disagree Strongly disagree

Q18. The mobile application (TeacherApp) reduces your teachers' role.

Strongly agree Agree Disagree Strongly disagree

Q19. The mobile application (TeacherApp) offers you the best way of learning to enhance your learning skills in grammar and pronunciation.

Strongly agree Agree Disagree Strongly disagree

Please, say how?

Q20. The mobile application (TeacherApp) conforms with the official syllabus of the modules grammar and phonetics.

Strongly agree Agree Disagree Strongly disagree

Q21. How do you consider the section of self-evaluation and quizzes in the mobile application (TeacherApp)?

Very effective Effective Not effective Not effective at all

Q22. After having used the mobile application (TeacherApp), would you recommend it for other freshmen students to improve their level?

Highly recommended Recommended Not recommended

Thank you for your help

Appendix two:

Questionnaire for Phonetics and Grammar Teachers

Dear Teachers,

The following questionnaire aims to investigate EFL learners' attitudes and perceptions towards the use of mobile learning application "TeacherApp" on improving their autonomy. Therefore you are kindly requested to answer the following questions by putting a tick in the appropriate box and providing your comments when necessary.

MASTER STUDENT: Laabas Fatma Zohra

Email: fatmalaabas@gmail.com

Mohamed Kheider University of Biskra

Faculty of Foreign Languages

Section of English

Section 1: Teachers' perceptions of the use of smartphones and their application

Q1. Do you use mobile devices in your teaching?

Yes No

Q2. If yes, how often do use it?

Always. Sometimes Rarely Never

Q3. What are the main ICT sources that you use in your EFL classes?

PDF e-books Online courses and quizzes Virtual learning forums, chats E-learning websites

Others, would you please specify?

.....
.....

Q4. Integrating mobile applications in the learning process will enhance students' learning skills?

Yes

No

Please, justify your answer.....

.....

Q5. Do you assist your students with some applications choices for more informations?

Yes

No

Section 2: teachers' perspectives about learners' autonomy

Q6. To what extent are EFL students in the English department autonomous learners?

Autonomous to high extent somehow autonomous

Not autonomous at all

Please, justify your answer.....

.....

Q7. Do you motivate your learners to participate in their learning ?

Yes

No

Q8. Do you think that your learners have a sense of responsibility towards their learning ?

Yes

No

Q9. Do you give your learners the opportunity to direct their learning process?

Yes

No

Q10. What are your strategies to foster your learners' autonomy?

Selecting the learning materials (technology, internet...)

Inviting learners to take charge of their learning

Selecting interesting tasks and activities

Minimizing your role

Other strategies, would you please specify?

.....
.....
.....

Q11. Do you think autonomy is indispensable for EFL learners?

Please, explain.

.....
.....
.....

**Section 3: Teachers' attitudes towards the impact of the Use the Application
"TeacherApp" on learners' autonomy**

Q12. Have you ever used an application in Teaching?

Yes

No

If yes please mention them/it

.....
.....
.....

Q13. To what extend do your students respond positively to mobile learning applications?

All of them The majority of them Few of them

Q14. Have you used the application *TeacherApp* which conforms with the syllabus of first year students (grammar and phonetics) ?

Yes

No

Q15. Do you think that the mobile application *TeacherApp* enhances EFL learners' autonomy?

Please, explain.

.....
.....
.....

Q16. What are your perceptions towards the impact of the mobile application *TeacherApp* on “your” students’ autonomy ?

.....
.....
.....

Q17. You are the most welcome for any addition, suggestion or recommendations

.....
.....
.....

Thank you for your help

الملخص:

تهدف هذه الدراسة لاستكشاف مواقف الطلبة والمعلمين من تأثير التطبيق TeacherApp على استقلالية متعلمي اللغة الانجليزية كلغة أجنبية. زيادة على ذلك، فإنها تسعى إلى تقييم نتائج الاستعمال الملائم للتطبيق في فصول اللغة الانجليزية. ولتحقيق هذه الغاية، تعتمد هذه الدراسة على مجموعة من المقاربات والأدوات البحثية، حيث أنها توظف المنهج الوصفي من خلال استبيانين. تسمح الأدوات المذكورة بالحصول على بيانات كمية ونوعية. تتكون عينة البحث من أربعين طالب سنة أولى وستة مدرسين م تقسم اللغة الانجليزية، جامعة محمد خيضر بسكرة. تؤكد النتائج الناشئة الفرضية الرئيسية والتي تعني بدورها أن الاستعمال الملائم للتطبيق TeacherApp يعزز استقلالية طلبة اللغة الانجليزية. توجه هذه النتائج الانتباه إلى أهمية استعمال هذا التطبيق في الفصول الجزائرية لتعليم ودراسة اللغة الإنجليزية.

الكلمات المفتاحية: تأثير، تطبيق TeacherApp، الاستقلالية، تطبيقات الهاتف المحمول.