



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

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Language Sciences

Submitted and Defended by:
ADOUANE Rabie

On: **The Role of Integrating Electronic Dictionaries in Enhancing
Students' Autonomy**

**A Case Study of Master One Students of English in the University of
Biskra**

Board of Examiners:

Mr. Zakarya Senouci	MAB	Biskra	Supervisor
Dr. Meddour Mustapha	MCB	Biskra	President
Dr. Rabehi Salima	MAA	Biskra	Examiner
Mrs. Aichaoui Thaldja	MAA	Biskra	Examiner

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DEDICATION

To my beloved parents, sisters and brother who have supported and motivated me to keep learning, to give the best of me and pursue my goals, to make improvements and achieve success.

My dear teacher and supervisor Mr. Zakarya Senouci.

To all my dear teachers.

To those who have brought joy to my learning experience through seventeen years of learning.

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Abstract

Information and communication technologies have become an irreplaceable part of human life through reaching more achievement in less time and better quality. Which saved more time and income, to be used in mastering skills not just reaching them. Also accomplishing more objectives not just focusing on one. The present research is intended to explore the views and perspectives of teachers and learners about the effect of ICTs on EFL learners' autonomy .Another objective of this research is to survey teachers' and learners' attitudes toward the possible role or roles that teachers should play in an ICT-based teaching environment. The study aims also at investigating the obstacles that students face through their autonomous learning experience, which could be barriers to a successful English as a foreign language learning method of teaching. The research was decided due to the teacher-centered teaching system where students are just receiving information without doing enough efforts to be the core and the essence of their own learning experience. A qualitative study was conducted on twenty three Master one students and seventeen of their teachers at the department of English, Mohamed Khider University, Biskra. The findings of this analysis indicates that teachers show strong and positive attitudes on the effects of ICTs on the autonomy of learners. Teachers and students also agreed that the role of teachers should be minimized in an ICT-based teaching-learning environment, they suggested the major roles as guide and facilitator, and it depends on the context of the class. The results also demonstrate that the autonomy of learners can be obstructed by some major factors such as the context of the classroom (number of students per class, the time and place). These results encourage teachers and students to integrate this form of learning more into the classrooms of English learning and do efforts to create the suitable environment to develop the autonomy skill.

Keywords: ICTs and education, ICTs and Learners' autonomy, Electronic dictionaries

List of Abbreviations

CALL: Computer Assisted/Aided Language Learning

EFL: English as a Foreign Language

ICT: Information Communication Technology

LCA: Learner Centered Approach

LMD: Licence – Master – Doctorat

SCT: Social Cognitive Theory

TCA: Teacher Centered Approach

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General Introduction

1. Background of the study

In the recent situations, learners are asked to start performing and learning by themselves, breaking the chains of relying on the teachers and the educational system. They are expected to switch the focus of the learning experience from the teachers to the students. Developing the skill of self-reliance is not an easy task and it requires efforts and paving the way for them to practice and master that skill as a good habit. Most of the achievements are obstructed by difficulties inside or outside the EFL learning environment. In light of this, teachers are expected to exert efforts to create a suitable climate for students to learn new skills and master them from self-reliance, self-confidence to other skills that will help them in learning by themselves. To reach this, teachers may tend to use different strategies and integrate technology to give students space and time to practice the desired skills.

2. Statement of the Problem

Eventually, we need to motivate learners to rely on themselves more. We do this by giving them the chance to be in full control of their learning while giving them space to ask for advice from the teacher. After working on their own, learners should reach out to their peers, then the teacher is readily accessible for help. Usually when learners experience success on their own, they feel much more confident. This is the secret to teaching-learning maximum outcomes. However, the educational status in the University of Biskra affected by several factors lead the learners to fully receive what is being presented without making efforts or participating in the learning process. ICT in the teaching-learning process influence the latter by switching the focus of the class from the teachers to the learners, which can balance the responsibilities of each part of the process.

3. Aims and Significance of the Study

3.1. General Aim

The research aims to enhance learners' autonomy of Master one students in the University of Biskra.

3.2. Specific Aims

1. To explore the challenges that face Master one students and prevent them from being autonomous.
2. To investigate teachers' attitudes toward ICT in the educational process and their role in the classroom.
3. To discover the role of electronic dictionaries in motivating and encouraging learners to enroll and be a part of the teaching-learning process.

3.3. Significance of the Study

There are many reports concerned with the autonomy of learners and ICT from different perspectives. This study aims to improve students' independency in learning, through integrating electronic dictionaries in the learning process. In addition, the research will pave the way for future researches on making it applicable or discovering new methods to increase the outcomes of learning through using ICT and empowering learners' autonomy.

4. Research Questions

This research aims to find answers to the following questions:

RQ1: What are the barriers preventing learners from being a part of the teaching learning process?

RQ2: What functions should the teacher perform in the learner centered classroom environment?

RQ3: How can we improve learners' independency in learning?

5. Research Hypothesis

RH1: Learners lack autonomy and confidence inside the classrooms with huge number of learners.

RH2: Prompter, Assessor and Tutor are the roles of the teacher in LCC to maximize learners' benefits and balance the responsibility of each member of the process.

RH3: The use of ICT might encourage learners to be more involved in the classroom environment, and foster peer work and self-directive learning.

6. Research Methodology

6.1. Research approach and design

The research illustrates a case study of master one students. The processes and methods to be used in the research are from descriptive method (quantitative data) aiming at testing the research hypotheses through administrating two questionnaires in order to investigate EFL teachers' and learners' attitudes towards the impact of Electronic dictionaries on learner's autonomy.

6.2. Data collection methods and procedures

In this research the researcher uses questionnaires as a tool of data gathering.

Questionnaire: Researcher uses the semi-structured questionnaire in this analysis for teachers and students. The purpose of the questionnaire is to identify the challenges that face EFL leaners and obstruct them from being autonomous and also teachers and students

attitudes towards the roles of the teacher in an ICT-based environment, and the effect of using E.D on learners autonomy.

6.3. Population

Master one students are going to be the target population of the research. Master one students were chosen because they are exposed to three years of university education, which makes them aware of how things are decided and lectures are given. In addition, they have a module called Mastery of the Language that requires the use of ICT and self-directive learning strategies.

7. Structure of the Study

The dissertation is divided into two major parts. The first part represents the theoretical background of the research work, which consists two chapters. Chapter one covers Learners' Autonomy in the Educational Setting. It introduces the two approaches of teaching learning process TCA and LCA. It also tackles role of the teachers in the learning centered classrooms and their attitudes towards learners autonomy and identifies the characteristics of an autonomous learners and define them. Chapter two is devoted to the informational and communication technologies in education, its advantages and disadvantages in other fields. In addition, it stats the ICT impacts on learners, their learning experience and independency in learning pointing to the proper use of ICT to maximize the benefits and avoid any negative consequences of its usage. The second part of the dissertation entirely examines the practical side of study through gathering data from both teachers' and students' questionnaires. This chapter includes discussions of the findings, suggestions and recommendations.

Chapter One:

Learners' Autonomy in the Educational Setting

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Introduction:

Learner autonomy serves language learners. It promotes and empowers learners to decide and work on their needs. Autonomous language learning reflects on the learning process, setting and achieving goals, while actively participating in the process of decision making related to their learning. Learner autonomy in language teaching is commonly known as the "buzz issue." (Field, 2007, p. 30). The need for an approach, which sees learners capable of making decisions and take action in their own learning, has emerged because of the change in social studies' understandings and roles in education and social networks. Language education had thus seen an increased interest in this field over the past years. Yet, the case of the new research areas with an increasing number of studies on, there is little agreement and much controversy about the autonomy of learners. One of the biggest issues in this field is the appropriateness of learner autonomy in different contexts, and what actually learner autonomy means and what an autonomous learner is.

1. Between TCA and LCA:

1.1. An Overview of TCA:

The traditional way of designing courses called teacher centered approach is to start from the content of the course. Teachers decided on the content that they intend to teach, plan how to teach this content and then assess the content. This approach is based on the teacher's input and on assessment in terms of how well the students learn and reproduce the materials taught. Course descriptions referred mainly to the content of the course that would be covered in lectures.

“Teacher-centered instruction means that the teacher controls what is taught and under what conditions.” (Toh, 1994, p. 13). This approach to teaching primarily focuses on a

traditional PPP course (Presentation - Practice – Production), as the instructor performs the exercise and provides information needed, usually in the open-class arrangement.

Teacher-centered teaching is generally seen as the transmission of information from the teacher to the learner (Bonk & Cunningham, 1998). Tables are organized in rows and most students face the teacher who speaks next to a board, giving instructions to all the students and asking them about what they are learning. Students work on tasks while following the teacher's direction at the same time. They recite in the exams what they received in the classrooms away from creativity or students' own touch.

Thomas (2002, p. 139) believes that “Education in Algeria is far below the standard required. Hence, education is far from achieving the ultimate goals of individual and social development”. According to the UNESCO as cited in Anderson & Wiseman (2014)

Undesirable teaching practices persist. They can be described as following: a rigid, chalk-and-talk, teacher centered/dominated, lecture-driven pedagogy or rote learning. Such pedagogy places students in a passive role, limiting their activity to memorizing facts and reciting them to the teacher. It is also reflected in classroom assessment practices; such teaching practices are the norm in the vast majority of classrooms in sub-Saharan Africa and elsewhere, even in the most affluent countries. (p. 250)

These studies show that such practices applies a non-desired environment that teachers generally are not aware of. Students will feel that they have to be silent and calm in the classroom or else they will face a punishment. This way of teaching destroys the bridge between learners and their desire to learn. Autonomous learners expect from the learning environment to be active and learner centered not the way around. It is worth acknowledging that schools are special places where learners won't be treated cruelly. Unfortunately, in a teacher-centered setting these acts are common.

1.2. LCA a New Approach to Teaching:

The Swiss-born French theorist Jean Jacques Rousseau (1712–1778) was the first to propose the concept of Learner-centered Theory of Education "LCTE". In his theory, the main idea is not to begin teaching with the emphasis on a huge amount of information that teachers' want the students to know, but rather on how to deliver the quality information to them. (Asmara, Eritrea, 2016, p. 100)

Barr and Tagg (1995) explains the extensive changes that occur when educational institutions switch the learning method. They explain learning philosophy that mold knowledge as a consequence of personal experience, focus on making students the center of the learning process, and teach students how to learn as much as they can and understand it. Barr and Tagg describe the faculty as educational developers, who blend difficult and complex learning experiences to foster an environment that enables students to participate and achieve the main goal of the learning process.

A reviewed paper on the creation of schools that focus on learners as the center of education has been published by president of the League for Innovation in the Community College, a professional organization for two-year institutions, he attempts to exemplify "learning colleges" affirming that learning college brings in substantial changes for individual learners, also requires them to engage in the learning process as partners and take responsibility for their own decisions. It generates and provides as many learning opportunities as possible, and encourages learners to develop and collaborate in various learning activities. Learning colleges outline the role of facilitators which only work if an improved and expanded learning can be documented for learners. (O'Banion, 1997, p.15)

Faculties do not link the transitions in instruction practice and attitude to the educational core, but they clear the way for a broader and more holistic approach that is

referred to as learner-centered instruction. The teacher and the teaching process move their focus to the student in a student-oriented approach (Schuh, 2004). The lesson is more student oriented lesson, where the students decide the subject and materials of the instruction and of cooperative or group working scenarios. Programs like active learning, interactive learning and writing approaches in the course of learning have put students in strong links with their peers and their teachers, which is the goal and the focus of the LCA of learning by keeping the classroom active, more student focused and identify the learning outcomes through the process of learning. Unlike the traditional way of teaching that focuses on giving too much information and determine the learning outcomes through grades and scores.

1.3. TCA vs LCA in the Classrooms:

As cited in Ahmad (2013), Brophy (2006) stated that there are a number of ways in which the two approaches differ. First, Teacher centered approach treats the students in a passive way since the main focus of the approach is the teacher himself because he is the one aware of the language and the lessons to be taught while students aren't in this case. Students tend to be less active and engaged in the learning process. However, student centered approach paves the way for both the teacher and the students to be actively involved in the learning process, by giving them the chance to be decision makers of what to learn and how to learn it.

Secondly, Students are asked to do tasks alone related to the teacher's presentation in a teacher centered classroom. Whereas, in student centered classroom, the tasks become more active, fun and rewarding, since the students will be involved in the learning process and will work on groups or pairs according to the purpose of the learning activity.

There is a difference in the way of testing the desired learning among the two approaches. In the student centered learning approach; the desired learning is tested through

direct portfolios, projects and papers, while in the teacher centered learning approach the testing is indirectly and objectively through exams.

2. Educators in a learner centered environment:

2.1. Teachers and Learners' Autonomy:

“An Investigation of EFL Teachers’ Beliefs and Practices of Learner Autonomy” is the title of a research conducted by Alhayson, M (2016) to explore learners’ autonomy in the educational institutions. This study aimed to examine in depth what learner autonomy meant to 77 EFL instructors of the University of Aljouf in Saudi Arabia (40 males, 37 females). The goal of the research was to show different perspectives on learning autonomy derived from the teachers' teaching experiences. The collection of data was based on a questionnaire and semi-structured interviews. A measurement of descriptive statistics, including frequencies, means and standard deviations, presented the quantitative data for the study. The results showed that EFL teachers were generally positive about autonomy of learners and were conscious of its value in language learning.

Nevertheless, the teachers were much less enthusiastic about the degree to which flexibility of their students can be productively encouraged. They offered learners the opportunity to develop flexibility in as well as outside the classroom but most students did not have the capacity and willingness to participate. Such results were supposed to significantly support the literature to encourage learner control in EFL contexts.

Weimer (2008) in the book entitled “Learner-Centered Teaching: Five Key Changes to Practice” stated in the fourth chapter, the role of the teacher, several changes and suggestions to be made in order to match the student-oriented approach of teaching. The chapter discusses something no less sacred or essential: the role of a teacher in the teaching process. The issue of instructor role has implicitly been raised and widespread participation in

productive, collective and cooperative learning and other research approaches. Nonetheless, it depends on the faculty's willingness to encourage students to take the lead in this approach that relies more on learners. However, staying the center of the teaching learning process will make it hard to bring the teacher to the center again or even change it. Consequently, despite the concerns, encouragement and some use of these more student-centered strategies, what happens in most classes, they remain quite teacher-centric.

Teachers direct and foster instruction in learner-centered learning. The subject is not new; it has been reported for years. The distinction is that the functions an instructor could choose to perform was optional but it is not in student-centered education. Their continuing emphasis that they always concentrate on in classroom activities compromises their ability to focus on the student. They have to move away quickly and consistently.

Weimer (2008) investigated another dimension of teaching which changes when teaching is based on learners: the role of teachers, and suggested to shift towards a greater role, but a no less significant one. Metaphors and conceptual explanations allow instructors to understand the role semantically. More than two or three good strategies are needed here. Instructors need a strategy, one Weimer (2008) wanted to use and demonstrate with seven concepts, one that still carries out specifics if they are to understand the full value of these much more beneficial instructional roles.

2.2. Teachers' Roles in Learner Centered Classrooms:

In the study of recent issues in language teaching, Johnson (2006) identified teacher learning as a field of research that has made a major contribution to teacher awareness in the past years. Therefore, the research has given a number of perspectives into the essence of teaching beliefs and the commonly accepted roles played in language education and teacher learning. There are two specific points which are significant:

First, the principles of teachers will influence the teacher's practices and therefore the learning potentials for learners. The way in which autonomy of learners is encouraged in language classes was therefore informed by the assumptions of teachers about the autonomy and their understanding of the desirability and viability of it. Second, when the teachers' activities are focused on their interpretation of teaching values, teacher education appears to be affected significantly (Borg, 2011). Therefore, an important component in planning ongoing professional development programs to encourage learner flexibility is the recognition of teachers' views in autonomous learners. The autonomy of learners relies upon teachers who create an independent learning environment.

Camilleri (1999) outlines three features that teachers need in an autonomous learning setting, including pedagogical comprehension, self-confidence and classroom management skillfulness. The teacher changes the role from information distribution to a leader, advisor and resource provider in this case, as suggested by Camilleri (1999). As a leader, teachers oversee the learning experiences and make clear the correct paths that students can take to attain their objectives. The teacher as a resource provider prepares the research conditions by increasing awareness of various learning techniques. Camilleri (1999) suggests that teacher as advisor can “accompany individual learning processes” (p.38) and can respond successfully once students feel that they have issues with learning.

Several associated work centered on the teachers' understanding of the usefulness and acceptability of including students in decisions on various program components using quantitative research methods. The difficulties and obstacles in fostering the autonomy of teachers from EFL backgrounds, however, are not extensively studied.

3. Characteristics of an Autonomous Learner:

3.1. Autonomous learning:

Autonomous learning refers to a group of practices within those connected to any self-directed learning platform. Resourcefulness, effort, and persistence-related activities form the core of autonomous learning. (Carr, Ponton, 1999 & Derrick, 2001 as cited in Ponton & Rhea, 2006, p.43). Following the latter description, an autonomous learner demonstrates resourcefulness, ambition and flexibility in his or her self-directed learning activities.

In the research work conducted by Ponton & Rhea entitled “Autonomous Learning from a Social Cognitive Perspective” they identified through the literature the main concepts that differentiate an autonomous learner from a normal learner self-efficacy and cognitive motivation which are an interrelated terms in the social cognitive theory. For learners to be fully autonomous they need to have the ability to define and establish learning objectives, to schedule and implement learning activities, to reflect upon and assess their learning activities. Also, they need to be able to understand the objective of their learning processes. The teacher does not participate through the learning process as the core of the lesson but instead they pave the way to learners to be constructive, positive, self-confident and inspired.

3.2. Concepts of Social Cognitive Theory:

3.2.1. Social Cognitive Theory Concept (SCT):

Bandura (1986) states that the social cognitive principle is that people are motivated in various activities by mental processes, which use evidence from personal action or from the behavior seen by others. SCT acknowledges five aspects of human activity in order to support these performance-related processes: symbolization, forethought, vicarious experience, self-regulation, and reflection. The symbolization refers to the ability of an individual to produce transient sensory impressions or long-term knowledge.

Forethought is the ability to use symbolization to create mentally unrealized future scenarios that provide motivation and desirable courses to pursue. Forethought is the willingness to use symbolization to create future possibilities that are currently unrecognized and that motivational and attractive courses to pursue. The ability to understand from others provides a tool that permits our culture to enhance our information continually without wasting time repeating the same lectures, but also avoids serious safety risks of studying again with life-threatening implications. Self-regulation allows a person to choose and control related tasks with a path to achieve objectives. Finally, self-reflection means the ability of an individual to dwell on the effects of past experiences, thus influencing future values, perceptions, actions and behaviors.

3.2.2. Cognitive Motivation:

Bandura (2006) reported outcomes that are a product of behaviors that humans are encouraged to perceive, personal, social and self-evaluative outcomes. Desirable results promote the implementation of performance goals and the actions leading to those results. Unanticipated effects prevent them from taking part in actions that contribute to them. Personal or self-assessment rewards provide the foundation of internal motivation, while collective rewards are the basis for external motivation.

3.2.3. Self-Efficacy:

It is one's ability to successfully execute an activity. Bandura (2006) defined self-efficacy in cognitive motivation as the key mediating role, therefore it affects the choice of action and perseverance needed for the achievement of the goal. Self-efficacy is a personal interpretation based on the information processed. Self-reflecting is the process in which effectiveness evaluations are influenced. The environment and attitudes, in accordance with mutual determinism, provide the knowledge that an individual interprets for the evaluation of efficacy, while self-effectiveness remains within the person. When efficacy

evaluations impact on the atmosphere and behavior, the reciprocal process based on triggers is applied. Self-efficacy inhibits the impact of outcomes on motivation, since behavior is not desired unless they feel that there is an adequate progress, people do not tend to make actions that they believe are pointless.

Conclusion:

Becoming an autonomous learner has four main benefits. The instructor may not always be able to support you, so you need to know about yourself and rely on yourself while dealing with learning issues and obstacles. Autonomous learning is more effective because it is personal and self-oriented, the learning is more effective. The skills necessary in real life that will be needed in the future, for example in the workplace, match the skills of autonomous learners and because autonomous learners are more interested in their own learning they typically succeed, although they may not always be confident or inspired during the process of learning. Teachers' role in developing autonomous learners is a key component for the success of the student-centered classrooms; this can be done through giving opportunities to learners to take control of their learning and engage them in peer or group activities. Another way of improving the autonomy of learners is their control of the materials used in achieving their desired goal from lectures, for example deciding which ICT material can help in reaching the intended goal of the vocabulary lectures.

Chapter Two

Information and Communication Technologies (ICT)

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Introduction

Significant improvements are being made concerning technology and Internet access. The objective is to provide and empower the community with high-quality learning and teaching methods and materials. But how to derive the outcomes of this educational investment? This calls for much more than equipment deployment, which is not only a question of utilizing ICT to do conventional things differently. Learning environments must adjust and adapt new and different forms of learning. Many professionals in foreign languages understand the value and effectiveness of encouragement to improve language learning and enhance targeted outcomes and how much will ICT improve motivation and involve students more in their learning. Several researchers argue that IT can affect the motivation and curiosity of students to learn and to make them more interested and active in the classroom. Dornyei (1998) states that it is not always easy to inspire students in the language classroom, as it has a range of psycho-sociological and linguistic elements.

1. ICT and education

Within the framework of ideas, Zuppo (2012) claims in the report entitled “Defining ICT in a Boundaryless World: The Development of a Working Hierarchy” that all across the United States and other nations, ICTs are frequently used in education. The International ICT Literacy Committee issued a special study in 2007 called "Digital transformation: A framework for ICT literacy". The Educational Testing Service (ETS) supported the panel, which defines ICT as a continuum of skills and abilities. The study stated that Global businesses, international media and educators are progressively using ICT to represent the integration of electronic and communications technologies. In summary, ICT can be seen as a range of practices and innovations in the field of education that comes under the union of IT and telecommunications.

Series of research related to education examine the application and feasibility of ICTs in the classroom. Moreover, the word ICT or ICTs is used in a specific way and may involve PCs, desktops computer, laptops, mobile devices and other forms of wireless or cable-connected equipment. (Jarnieson-Proctor et al, 2007; Demont-Heinrich, and Webber, 2005).

Studies have shown that the usage of teaching technologies and ICT especially in the English language classes will enhance and maximize the language development of students, and significantly encourage them to pursue their learning and promote their imagination and excitement. Language learning technologies will improve the diversity of learning chances and opportunities, and increase the value of student interaction by making the content of classes more diverse and available to almost any learner (Pennington, 1996).

1.1. Benefits of ICT in Education Field

Azmi (2017) in his article about “The Benefits of Using ICT in the EFL Classroom: From Perceived Utility to Potential Challenges” claims that a variety of electronic platforms, such as interactive video, e-mail and the World Wide Web are equipped with links to education incorporation of ICT. Such ICT resources may help learners develop linguistic skills, create communication and connection with other language users and expand their minds to diverse cultural traditions, beliefs and contemporary behaviours in nations where English is used as a native language or as a foreign language. ICT-assisted instruction in the EFL classroom is claimed to build greater liveliness and engagement.

Azmi in his paper reported that previous works similar to his work in (Warschauer, 1996; Dornyei, 1998; Joyce, 1998; Greenfield, 2003; McMinn, 2008; Abu Naba’h, 2009; Ilter, 2009; Hussain, 2010; Seiltad, 2012; Azmi, 2014) agree that the incorporation of Info-Tech and ICT into language teaching gives students a broad variety of benefits so that students master the foreign language successfully. Such benefits range from growing incentive to encourage self-reliant learning, promoting critical thinking abilities, growing innovation and

imagination and participation, fostering collaboration and promoting the study and cooperative learning in the language classroom.

Most of the studies analyzed by Azmi (2017) show and clarify that the effective application of IT in the language classroom facilitates learning, enhances engagement and communication, improves autonomous learning, maximizes targeted results, encourages students and enables them to boost their efficiency in the EFL classroom. Using relevant pedagogies and techniques will make a significant difference, bring significant improvements to the EFL classroom and turn the classrooms into open interactive learning experiences.

2. Advantages and disadvantages of ICT in different fields

Lacson (2016) stated the major advantages and disadvantages of ICT implementations in different fields (education banking and business):

2.1. ICT in education

2.1.1. Advantages

- The education sector has been influenced by ICTs that have certainly strengthened learning and better teaching strategies for students.
- Students who were introduced to ICT have had a positive effect, particularly in the areas of mathematics, English and Science, on their achievements.
- ICT allows students to improve, strengthen and expand their abilities and inspire students to participate.
- Students can access data at any time and everywhere by ICT.
- ICT will strengthen teaching through the development and introduction of modern teaching opportunities.

2.1.2. Disadvantages

- This may provide detailed and incorrect details that can merely incorporate the skill of the student.

- This still takes a long time to utilize the net for educational purposes.
- Since teachers have not adjusted such styles of duties. Often they have trouble adapting with this form of implementation.
- Certain details may be plagiarized and submitted by students on the internet for ratings.

2.2. ICT in Banking

2.2.1. Advantages

- With ICT, people will now review the balance and pay electronic bills.
- ATMs enable you to get your cash quicker to facilitate getting your cash in line.
- It makes it easier for customers to access their investments and helps control their income.
- In the area of banking industry, ICT has had a tremendous influence.
- With ICT, banks have increased their customer support. It offered easier access for customers to their banking accounts.

2.2.2. Disadvantages

- Hackers can break into one's account resulting in stolen account data from that individual.
- Since the computers and programs are already running, banks might need fewer workers resulting in job losses.
- If the Banking system falls offline, customers would no longer be able to reach their deposits.
- Without the help of ICT, certain banks can operate slower due to a massive system overload, because they have to wait in a queue just to get their cash and bills.

2.3. ICT in Business

2.3.1. Advantages

- People will quickly get in contact with a service.
- Improves efficiency, and saves time. Companies use technologies for process scheduling and quicker delivery.
- Improves information processing and data protection.
- In business and manufacturing, ICT became a significant consideration. Sales improved, the job grew rapidly and appropriately.
- The corporation and business will be even more lent without the usage of ICT. It allowed workers to be both creative and successful in their jobs.

2.3.2. Disadvantages

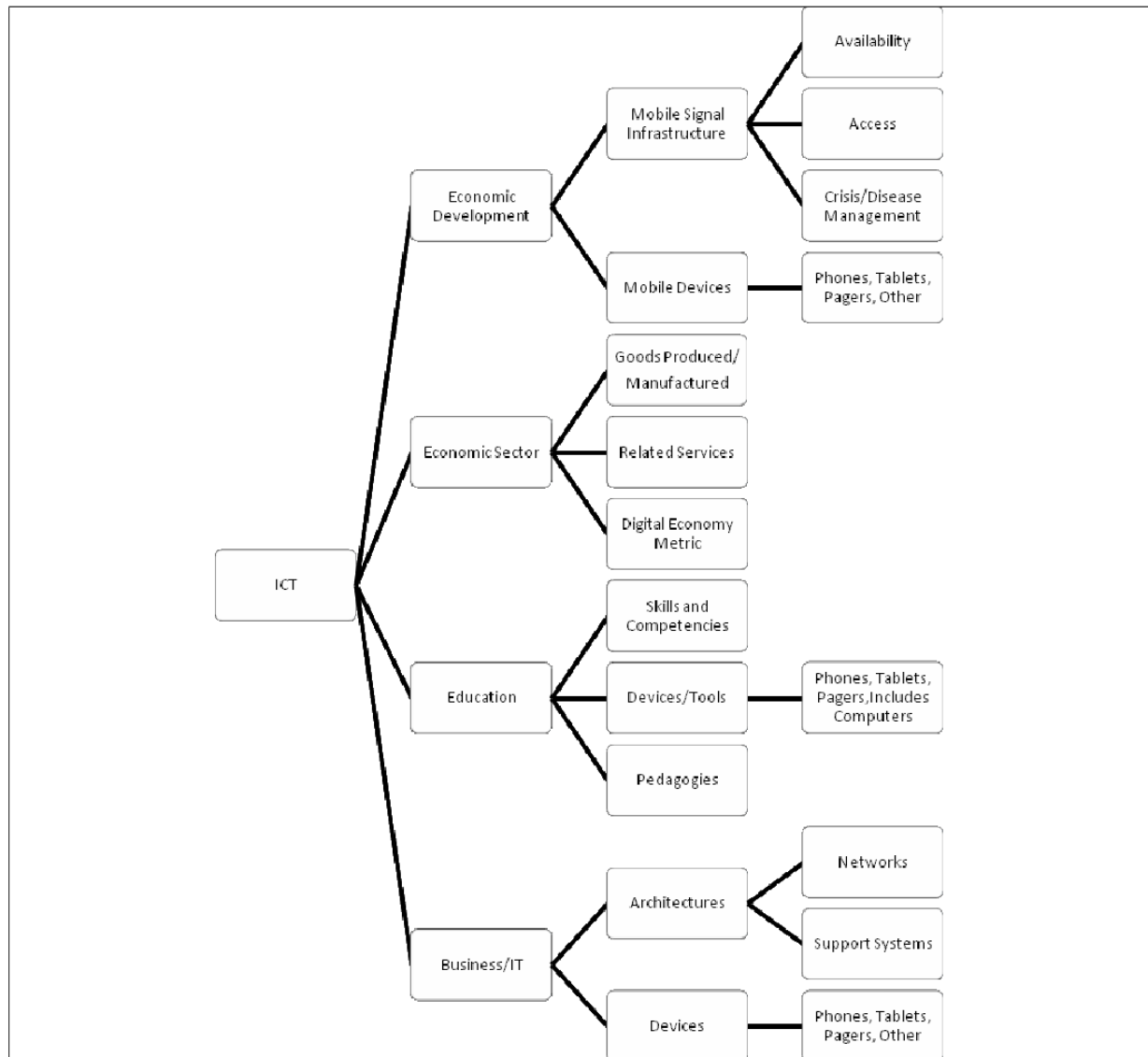
- When introducing some kind of information management program, any company has to consider initial costs.
- When technology advances, automated programs are now conducting functions which were traditionally done by human workers.
- Even if the organization could have the toughest protection, it is feasible to hack, change corrupt and damage all business information that can be accessed via the internet.

3. The ICT Developed Hierarchy

The Figure 1 the ICT hierarchy. It shows the ICT in different fields and its types.

Figure 1

ICT Hierarchy



(Zuppo, 2012)

Although there might be a certain similarity in the meaning or use of ICT within different parts of the hierarchy, distinct variations exist in the tools or circumstances within each use of the concept. For example, relating to ICTs in the sense of education requires not only a connection to equipment but also a category of skills or competencies that teachers and

students need to possess to acquire a certain degree of competencies when they contribute to ICT. (Zuppo, 2012, p. 19)

Nonetheless, ICT is more likely to be a waste of time and energy without proper preparation and specific goals. In particular, ICT used in teaching English and kinesthetic learning delivery have its limitations. There can be some difficulty and ambiguity in the cultural aspect of teaching content. Also, appropriate preparation and pedagogical planning are essential for the effective use of ICTs in language teaching and kinesthetic learning in particular.

Blake (2008) asserts that Teachers who are unfamiliar in using technologies often retain the assumption that the simple transformation of an operation into a web or CALL format would guarantee students success. Any operation without sufficient, technically advanced or unsatisfactory preparation will yield unsatisfactory results, even if is multimedia-related. Weak pedagogical preparation in the EFL school would possibly hinder ICT use.

4. Assessment of ICT-based Learning Activities

Karampelas and Karvounidis (2013) claim in their report that: Assessing quality and impact of ICT-based training guidance is a difficult long-term process. Oxford (1993) suggests that the usage of ICT in teaching may be successful as it refers to the desires, requirements and challenges that might be faced by learners and when it is used in contexts. The collection of relevant markers that Sander (1997) describes as pieces of information that illustrate, convey and transmit a situation, patterns, improvement or alert to a particular audience is necessary for successful assessment to take place.

Kozma and Wagner (2005) note that each session that includes ICT generally aims to enhance the knowledge of the learners. They pointed out that the assessment of the success of such courses also appears by self-reporting methods, such as interviewing instructors, learners and other participants. Such indirect markers can provide proof of the session's

success but they are not necessarily considered quite effective. There are other, more straightforward markers which are considered to be more valid, such as regional or international assessment tests or personalized program-oriented assessments. However, direct markers often attract criticisms for being overly centered on abstract problems, which do not give a comprehensive picture of the instructional process, ignoring abilities and behaviors.

Almost every marker has both benefits and drawbacks. The appropriate ones must represent the study's aims and objectives. In particular, they need to be associated with the context of learning and schooling. They should also be adjustable, as the study's focus and aims can shift. Eventually, there should be several criteria to ensure that statistics and findings are reliable and correct (Peterson, 1999; Wieman, Gast, Hagen, & Van der Krogt, 2001). Those criteria should be used to choose the correct project markers.

5. Impacts of ICT on Learners

Joshi & Poudel (2019) researched "Role of ICTs in Promoting Learner Independence and Motivation in English Language Classes" they stated in their report that it focuses on an action study undertaken primarily with two key goals, namely the student perceptions and attitudes about the usage of ICTs in English language classrooms and the role of ICTs in fostering the individuality and encouragement of learners. All participants are students in the English Education Ministry, Central Department of Education. The sample community and the region was chosen intentionally and for seven years we have taught in the same area. There were 37 applicants, often chosen purposefully. Just 15 students have been invited to a focused group discussion. All learners, however, took part in the entire semester of the experiment. Throughout the lecture, the protocol was applied. Throughout the research, blogs, e-mails and video were the key ICT resources embraced. To evaluate their success in terms of flexibility and encouragement, they conducted three development assessments. The

findings of this study show that students are inspired and actively engaged in language teaching through ICTs.

The study results indicate that ICT has a truly encouraging function when used correctly by students. In making the students more independent and autonomous, the use of ICT resources is critical. This interacts for students at all stages. The students are inspired if they are provided with different resources, such as blogs, e-mails and videos, among several others. There is also an important need to provide teachers with pedagogical instruction and to establish technological exposure in the classroom. Likewise, they build courage and overcome their weaknesses. The most surprising aspect of this analysis is that ICT is merely a tool. This tool can be used for knowledge management and system for information finding and incorporation. This is applied correctly in the correct circumstances and respects the desires, rates and expectations of the learner.

Conclusion

Educational Software and multimedia resources are critically required to be used in teaching learning environment. Teachers and students will become ICT users of intellect and skill. ICT will be assisted in the school community and teachers in this fast-changing area should be supplied with specialist assistance and guidance. Different methods of research and assessment are needed and innovative ways of organizing schools are required to achieve and understand the significant educational impact of ICT. Significant results have been found in educational technologies on the attitudes of students to learning and their identities. The students at the school were more effective, more inspired to study, and have greater self-confidence and self-esteem with computer-based teaching, (Sivin-Kachala and Bialo 2000 p. 135).

Chapter Three:

Fieldwork

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Introduction:

Provided that the two previous chapters deal with ICT and Learners' Autonomy, teachers and students' attitudes concerning the impact of ICT on Learners autonomy of EFL Learners can now be studied. The current chapter therefore attempts to analyze and explain the findings in order to obtain results that are more consistent. In addition, it aims to provide a description of the results from questionnaires for teachers and learners. More explicitly, the findings offer information about how the two variables affect each other.

3.1. Students Questionnaire

3.1.1. Population of the Study

The research currently aims at Master One students at the English Department, Biskra University. Master one students were chosen because they have tremendous background awareness. In addition, they are capable of assessing their development and correctly expressing their attitudes. Similarly, their learning experiences can be influenced by four years of university education. The above definitely gives them a significant view of the implementation of ICT in EFL Learners Autonomy. Besides their effect on their autonomy, as they may have already encountered learning through using ICT inside or outside the classroom. Taking into account the preceding factors, 23 master one students answered the questionnaire.

3.1.2. Description of Students Questionnaire

Students' questionnaire consists of 19 questions divided to three major sections. Some of the questions are close-ended as they include a set of options, whereas other questions give students the opportunity to share their own thoughts and opinions.

Section one is devoted to gather data about learners', it contains two questions. These questions collect information about students and which environment they are familiar with the ICT. Whereas, section two addresses the autonomy of EFL learners and the problems they face to become autonomous. It includes nine questions. This section explores the autonomy of the learners and the assistance of the teachers to encourage autonomy. Remarkably, this section also discusses the view of Master One students about their own autonomy and approaches that may help to improve it, and the obstacles that keep them from becoming autonomous. It also questions the possibility of minimizing teacher's role through implementing ICT in EFL context. The final part of the current questionnaire is section three. It contains nine questions. Specifically to examine the attitudes of EFL learners towards ICT and its usage at Biskra University, in addition to its effect on the autonomy of the learners.

3.1.3 Administration of Students' Questionnaire:

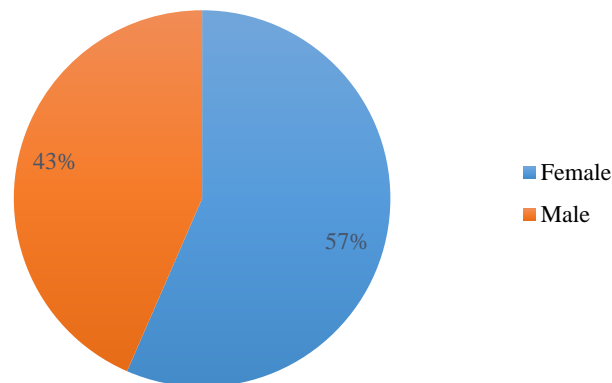
The questionnaire was conducted online on the 5th of June 2020. In seven days, the answers had been collected by posting it in the master one group and sending it directly to each member. Obviously, there was no confusion among the students who answered it, because the questionnaire was updated and corrected twice.

3.1.4 Data Analysis and Interpretation

3.1.4.1 Analysis of Results and Findings of Students' Questionnaire

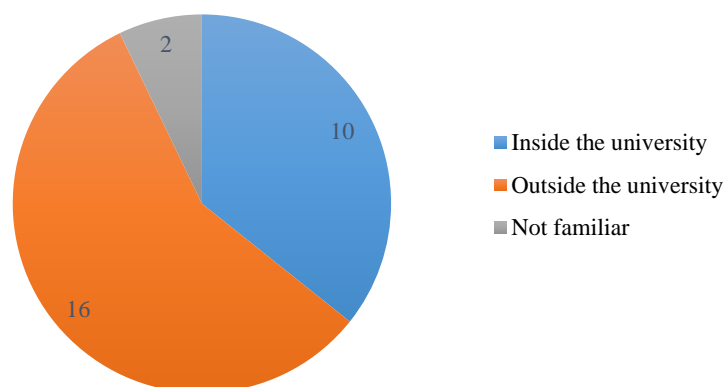
Section One: Background

Question one: The Figure 2 shows the percentage of gender participation in answering the questionnaire.

Figure 2*Students' Gender*

The findings that are shown in the Figure 1 indicate that the vast majority from 23 students that answered the questionnaire 13 were females (57%). In the other hand (43%) of students are males which equals 10 students.

Question two: The Figure 3 displays the environment in which students' are familiar with the ICT.

Figure 3*Students' familiarity with the ICT usage*

The findings indicate that the absolute majority of students (16 students) opt for the use of ICT outside the university. By contrast, 2 students point out their unfamiliarity with the ICT in either of the environments. This can be due to personal factors or due to the fact

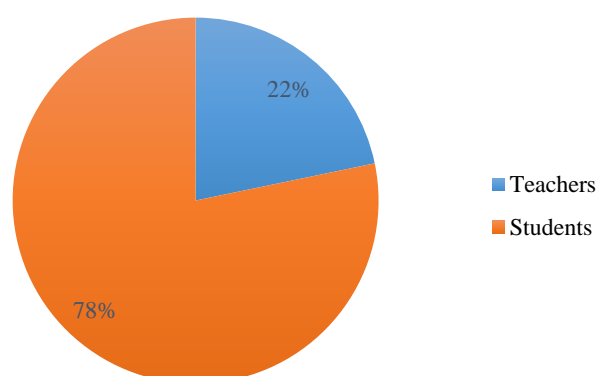
that some students have no access to ICTs. 10 other students assert that they are familiar with the ICT inside the university. This suggests that ICT is useful while making studies.

Section two: EFL learners' autonomy and the challenges facing them to become autonomous

Question three: The Figure 4 displays the opinions of the students about who is more active during the sessions.

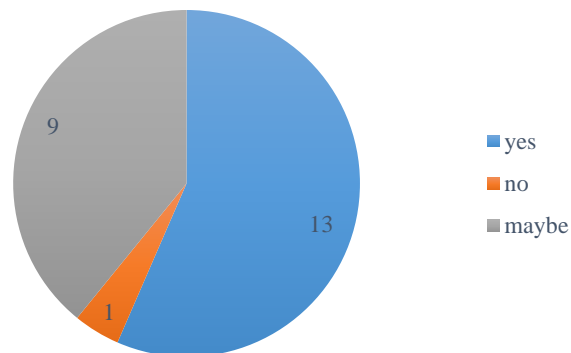
Figure 4

Activity during the Learning process



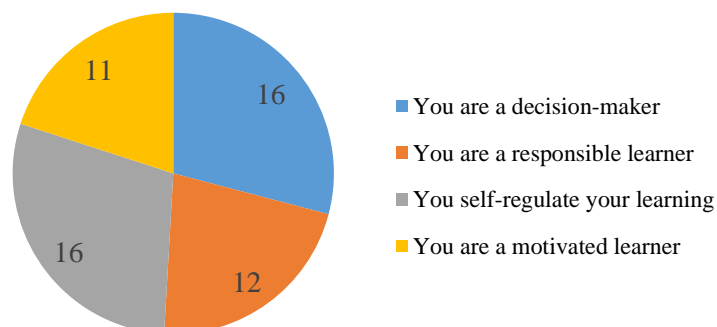
It shows that eighteen students (78%) agree that the activeness of the students' during the learning process is more than the teachers' which is (22%) in the opposite hand. Students' attitudes about who is more active in the classroom might be related to students' learning style, one category of students depends on the teacher and another category depend on themselves.

Question four: The Figure 5 shows learners attitudes about themselves, whether they are autonomous learners or not.

Figure 5*Learners' opinions about themselves*

Thirteen students believe they are a fully autonomous. This comes through the role they play in their own learning process and how much they rely on the teachers to fulfill their needs. Nine students do not know exactly if they are autonomous or not, these students work on their own but doesn't reach the objective of learning so they tend to rely on teachers sometimes. The remaining one student is sure that she or he is not an autonomous learner. Such students may lack access to ICT and internet or libraries to practice their autonomy.

Question five: Figure 6 is a summary of the data collected from students' answers on question five, it shows each trait of learners' autonomy and how many students believe it is a part of their skills.

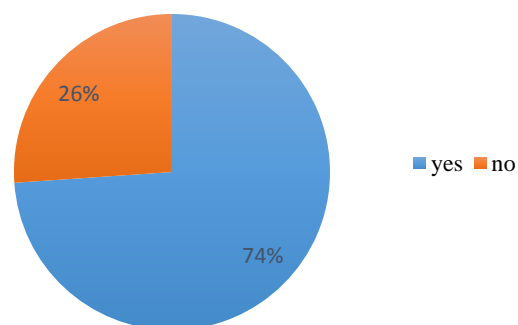
Figure 6*Traits of Autonomous Learner*

The data shows that a considerable number of students (11 students) claim that autonomous learners are motivated. Being a self-regulator was selected by 16 of the students as a principle of autonomy. This means that autonomous learners are able to deal with what they need to learn. Whereas, 16 students confirm that a fully autonomous learners is by being are capable of engaging in their learning process. The importance of taking responsibility for own learning without having to depend always on their teachers was selected by 12 students.

Question six: The Figure 7 indicates the attitudes of students toward teachers' efforts in motivating them to be autonomous learners

Figure 7

Teachers motivate students

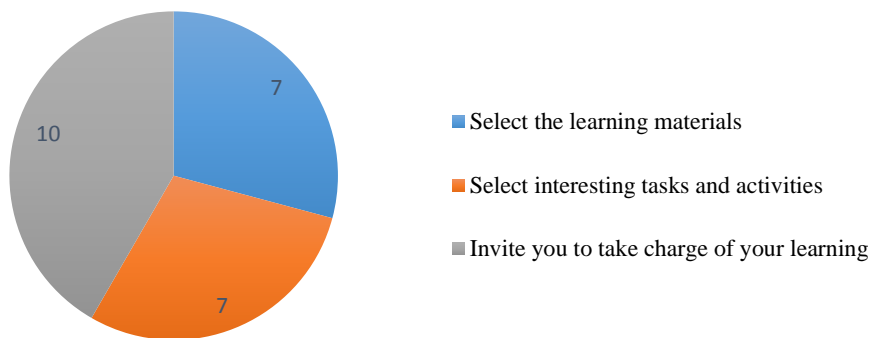


Most students (74 %) say that teachers inspire their students to engage and reflect on their learning process. This indicates that students understand the role of teachers' motivation to practice autonomy. In the other hand, (26%) of the students says that teachers does not motivate them to engage in the learning process. This suggests that students are not ready to be involved or that teachers did not find the appropriate environment to invite all students.

Question seven: The Figure 8 displays the attitudes of students towards the techniques that teachers apply to encourage students to engage and be involved in the classroom.

Figure 8

Autonomy teaching techniques by Teachers

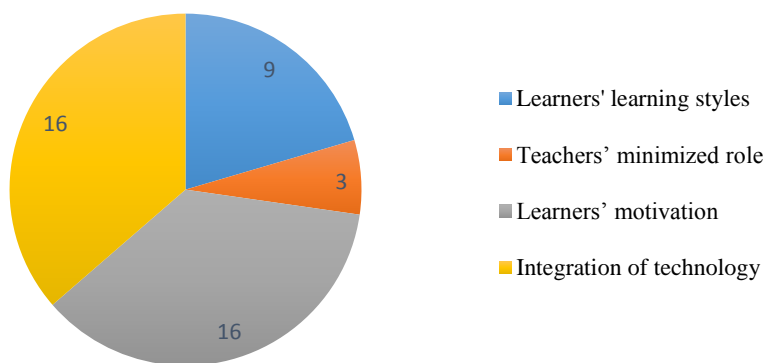


10 students agree that the teachers invite students to take charge of their own learning. This highlights that teachers want to make students more accountable for their own learning. Seven students argue that teachers tend to select the appropriate learning materials encourage students to be more active during the process. Similar number of students (7) acknowledge that teachers properly select tasks and activities for each part of the learning process.

Question eight: Figure 9 shows the attitudes of students toward what are the possible factors that might foster autonomy

Figure 9

How to foster learners' autonomy?



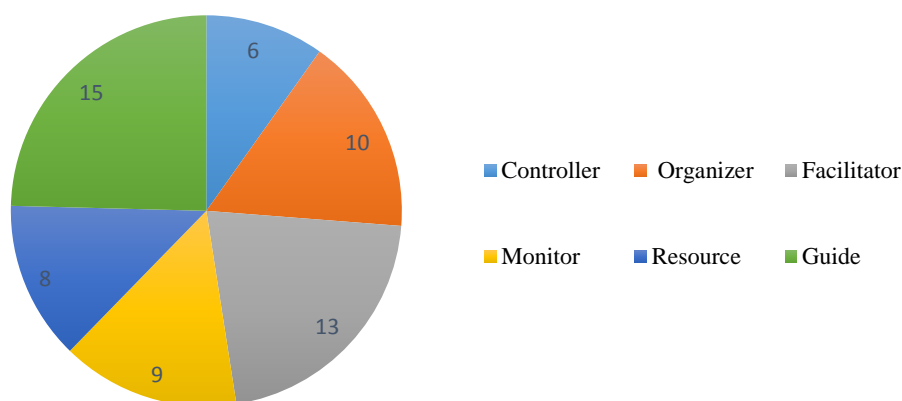
A considerable number of students (9) agree that individual learning styles influence their autonomy when asked about factors that may encourage autonomy. It suggests that

students trust their individual styles of learning and their abilities. 16 students confirm that the motivation of students enhances their autonomy. It asserts that students experienced the effect of motivation on their learning experience. Same number of students (16) agree that technology integration leads to self-reliant learning. They understand the values of using technology while learning to encourage their autonomy. Only 3 students claim that teachers' minimized role can give a chance to the student to take charge of his own learning.

Question nine: The Figure 10 displays the opinions of students on what role/ roles that the teacher should play to help them improve their skills during the learning process.

Figure 10

Teachers' role in EFL learning



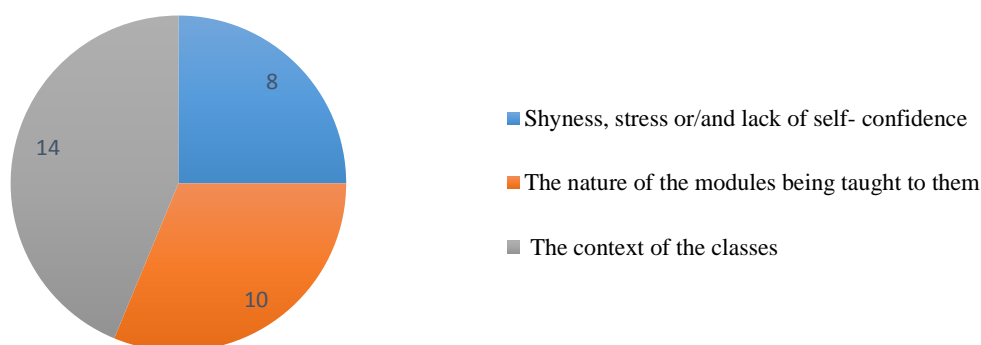
More than half of the students (15) agree that the most important role for the teacher during the classes is guiding. Teachers also prefer to have an Independent learner and they just guide them. In addition, (13) students point out that another important role for the teacher is facilitating. It might mean that students appreciate their teachers' role as facilitators to make learning as smooth as possible. Ten (10) of the participants agree that organizer role is important. Nine (9) Students claim that being a monitor in an EFL classrooms has a significant effect of learning. Students value the commitment of their teachers to monitor, assess and provide meaningful input to achieve effective learning. Eight (8) students state that

the teacher is a resource and should remain a resource in all teaching situations. Only six (6) students clarify that teachers should be controllers in the classroom.

Question ten: The Figure 11 shows the data gathered about some of the challenges that face students during their learning process.

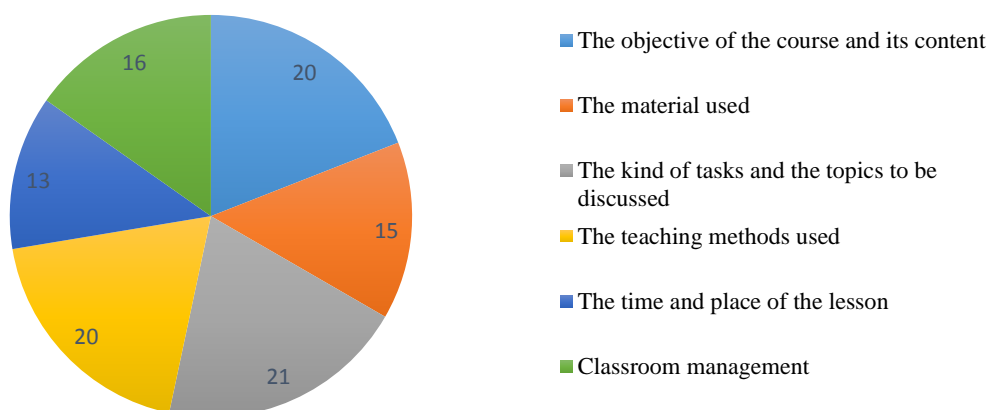
Figure 11

The challenges preventing autonomy



More than half of the students (14) confirm that the context of the classes (number of students per class, time and place...) in Biskra University is the number one factor to obstruct learners from engaging in classrooms or learn autonomously. Less than half the students (10) claim that the nature of the modules that might not much students' level and being taught to them is another obstacle. A considerable number of students (8) affirm that the challenge that face students while learning is Shyness, stress and lack of self-confidence. One student insisted that the way some teachers lecture make it difficult for students to engage in the class environment.

Question eleven: The Figure 12 shows the items that students think they need to be a part of the discussion about.

Figure 12*Items to be discussed between teachers and students*

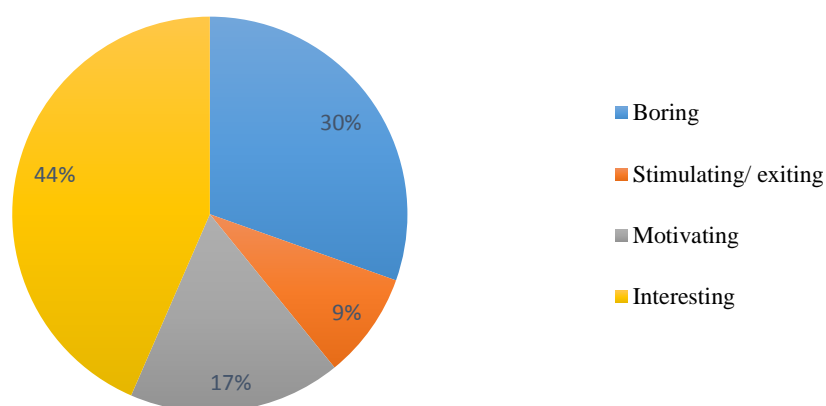
The objective of the course and its content is seen by 20 students that it is needed to be discussed. Concerning the discussion of the material used in the course 15 student selected that it is somehow a necessary item to be discussed between teachers and students. Tasks and topics to be discussed or dealt with in each session was selected by the majority of students (21) of the students asserting that it is needed to be discussed and it is necessary. Autonomy of learners can start from the point deciding the topic of the session, which will encourage them to look for information concerning the topic and increase their knowledge and be active during the sessions. For the fourth option; the methods of teaching to be used, 20 students want to be aware of the methods the teacher will use during the course. 13 students only see the importance of time and place in the learning process. The issue of timing and place of lesson is not by the teachers' hand to decide but it has a big influence on students' performance. The classroom management is an important factor to foster learners' autonomy and the quality of learning, 16 students say it always has to be discussed. The findings indicate that inviting students to be a part of the discussion of one these items engage them in the course.

Section Three: EFL learners' and ICT at the University of Biskra

Question twelve: The Figure 13 shows the impression of students towards their learning process inside the University of Biskra.

Figure 13

Students' impression on the learning process

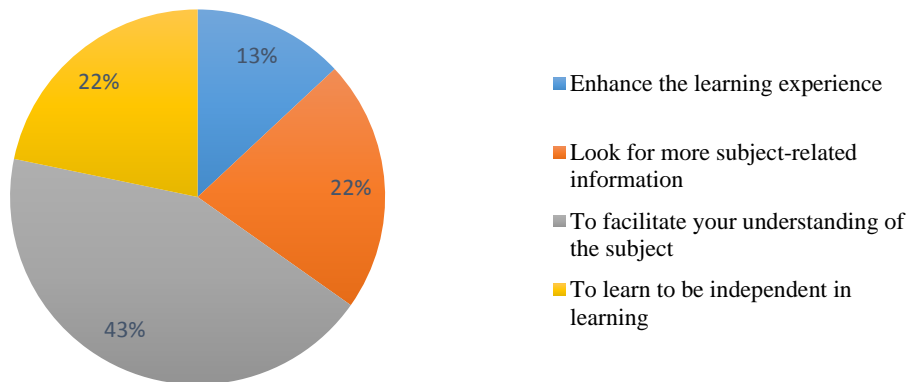


The vast majority (44 %) of the students have a favorable perspective of their learning. The answers pointed to that the progress of learning and experience is increasing for some students. 17% of students state that their learning is motivating. They added that the teachers has a big role in motivating and engaging learners. A considerable portion of students (30 %) who are not satisfied with learning process and they feel bored admit that the crowded classrooms, the absence of the equipment needed and the same teaching method followed due to the big number of students lead to make them lose focus at some point of the lesson. only (9%) of the students see the learning process stimulating and interesting. They admit that there is always new knowledge to be learned and to be discovered and efforts should be made in order to keep up with the flow of learning.

Question thirteen: The Figure 14 shows what students think is the reason behind encouraging them to use ICT by teachers

Figure 14

Teachers' desire from encouraging students to use ICT

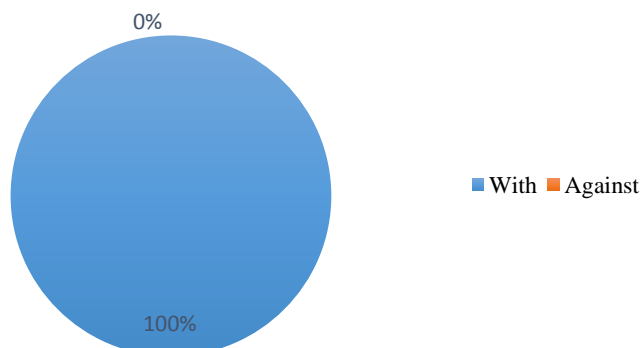


The majority of students (43.5%) believe that teachers ask them to use the ICT to facilitate the subject of the lesson. 21.7% of the students select the second option; to look for more subject-related information. ICT is helpful during the learning process and within the learning environment and it helps students' to break the chains and limits of knowledge. Same percentage of students (21.7%) agree that the use of ICT is to learn to be dependent and discover the autonomy skill. The remaining portion of students (13%) believe that teachers tend to ask them to use ICT to enhance their learning experience.

Question fourteen: The Figure 15 shows the opinions of students about integrating ICT in the learning process.

Figure 25

ICT in the classroom

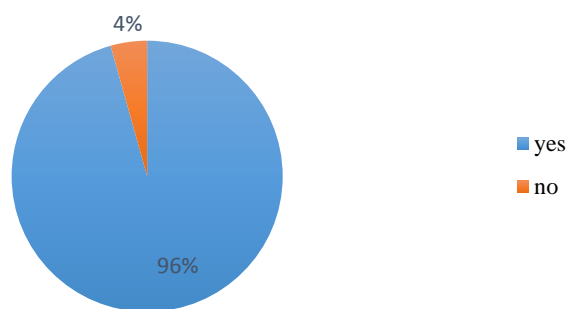


The results displays that all the students (23 students) are with the idea of using ICT in their learning process. Students claim that the use of ICT at home is an affective technique for motivating students. Integrating ICT in the learning process is the source of development for all fields and using it in our educational system will be so fruitful and help them to learn new skills and will teach them to rely on themselves and become autonomous.

Question fifteen: The answers of students that are revealed on the Figure 16 show their familiarity with the use of electronic dictionaries in classrooms.

Figure 36

Familiarity with using E.D in classrooms

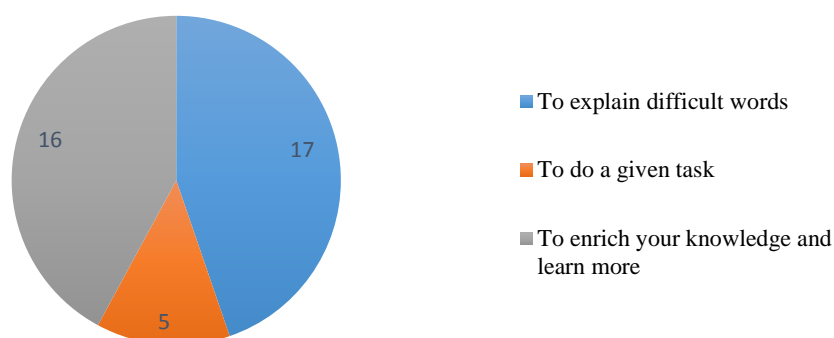


The findings show that 96% of the students which equals (22 student) asserts that they are familiar and used to using the electronic dictionaries in the classrooms. This shows that technology is so close to our educational system with all this smart phones, laptops and internet and its usage authority will show a significant change in the students' performance.

The Figure 17 displays the students' purposes behind using the Electronic Dictionaries inside the classrooms

Figure 17

The purpose behind the use of E.D

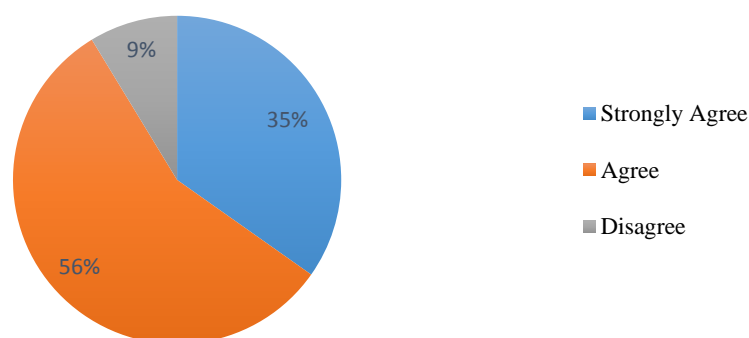


17 students use electronic dictionaries inside classes to explain difficult words. Some modules especially for this target population contain difficult and new words, it requires them to use smart phones to find their meanings. 16 students confirm that they use them to enrich their knowledge and learn more during the session. Some students may use the dictionaries to find opposites, examples or how to use the words. Only five students claim that they use the electronic dictionaries to do a given task during the process of university studies.

Question sixteen: The Figure 18 represents the opinions of students, on whether the electronic dictionaries help Improve autonomy and self-confidence for learners or not.

Figure 18

Electronic Dictionaries help students improve their self-confidence



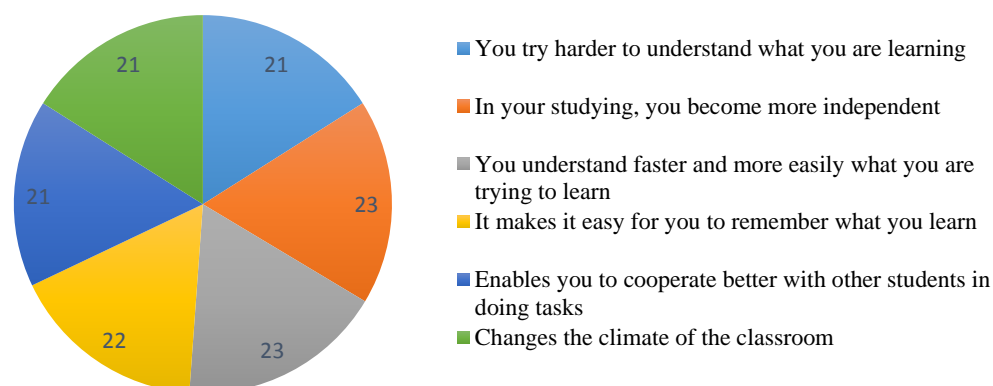
The majority of students (56%) agree that they help in enhancing the mentioned skills. (35%) of the students strongly agree and reinforce their point of view concerning the integration of electronic dictionaries, claiming E.D will give the students confidence on their

abilities and reduce the fear of relying on themselves. It will motivate them to enroll and do more tasks and improve their autonomy and will give them the taste of independent learning. 9% of the students believe that electronic dictionaries does not improve self-confidence and self-reliant for all students all the time. Self-confidence needs more than just the integration of electronic dictionaries change it, and the use of hard copy dictionaries lead students to acquire the skill of searching deeply, encounter new information unlike E.D they take directly to the word.

Question seventeen: The Figure 19 shows students' opinions about what might be effected by the electronic dictionaries.

Figure 19

The impact of E.D during the lesson



As the findings show 21 students agree that electronic dictionaries allow students to try more to learn and understand by themselves. All 23 students agree that E.D do help in making the learner more independent during the learning process. Also, all 23 students see that learning new things such as vocabularies is better and faster while using electronic dictionaries. 22 students affirm the usefulness of the E.D to remember new words, new information while reading or listening. Moreover, 21 students assert the benefits of using the electronic dictionaries by making students share what they find and exchange new

information. 21 students agree that with motivating students to use E.D, the classroom climate changes and it encourages students to show their touch on the learning environment.

Question eighteen:

Positive answers were dominating concerning learners' perspectives of the impact of electronic dictionaries on EFL learners' autonomy. Almost all the students agree that the electronic dictionaries are so helpful in the learning process because of the numerous benefits this tool offers when it is used, from saving time and the easy way of usage, to how much data and information they offer access to. Since ICTs are available for most of the students they will have access to dictionaries at home, outside or inside libraries, so they will be ready to use whenever they need them. Also, because they are interested more in technology they will use electronic dictionaries when they need to and will develop a good habit that will lead to enhancing their autonomy. Moreover, E.Ds help learners not only learn how to depend on themselves, but also help them in advancing their confidence and awareness about what can be helpful for them and what methods are easier to be used when studying. Few students admitted that it is not really helpful by any means, they confirmed the necessity for new teaching methods, computers and secured learning environment instead of the crowded classrooms that automatically demotivates students.

Question nineteen:

When students reached the question of the obstacles that face them in the learning process in Biskra University, some students claim that they faced difficulties and the other students didn't face obstacles that threaten their learning experience. The latter affirm that the university environment, teaching methods and the absence of materials don not affect their self-reliance and their learning process. The other group of students, in the other hand, stated that a major factor that obstruct their autonomy is the teaching methods used. They lead

demotivating students due to the routine and same ways of teaching. This effects their self-confidence and ability to learn. Another factor stated by students is the role of the teachers preformed in the learning environment, some students want the teacher to be a guide and controller; to give them space to practice their autonomy and to help keeping the learning going in a controlled classroom without being the only source of information. In addition, the absence of equipment and access to ICTs and the denial of the use of smart phones and technology, lead students to rely on the teacher to give the lesson, receive it and give it back in the exams. Also, the crowded classrooms as an obstacle for learners' autonomy does not pave the way for students to ask, share ideas or even think in such environment. The remaining factors stated by students were mostly personal from shyness, laziness and time management to the way teachers and classmates treat each other. Students think more than one time before saying anything to the teachers or share an idea.

3.2. Teachers Questionnaire

3.2.1 Population of the Study

The idea of using ICT to promote autonomy do not only concern students. Teachers are also encouraged to show their attitudes on how ICT influences the autonomy of learners. They are part of Biskra University, the Department of English. It is important to mention that the questionnaire has been answered by 17 online.

3.2.2 Description of Teachers' Questionnaire

The design of the questionnaire was based on the theoretical part. It consists of eighteen questions divided to two sections with the aim of collecting teachers' attitudes towards the use of ICT. Section one deals with Teachers' Opinions about ICT, tend to collect data about teachers acceptance of ICT, aims at knowing teachers' attitudes about the effect of the ICT on learners and what type of ICT is more helpful to improve learning. Section two

examines Teachers' opinions about their role in ICT-based classrooms and their attitudes towards the Impact of Electronic dictionaries on learners' autonomy. It also gathers teachers' opinions on the effect of ICT on learners' skills and their familiarity with the use of ICT and Electronic. The last two questions represent the title of the research and question about whether or not ICT and electronic dictionaries have an impact on learners' autonomy.

3.2.3 Administration of Teachers' Questionnaire

The administration of this questionnaire took about a month to gather the 17 answers online. It is essential to emphasize that it was not easy to get immediate answers from all the teachers, mainly because of the time factor, as it was Ramadan schedule, but some of the teachers responded immediately once they received it. The teachers who dealt with this questionnaire were satisfied with the length and content of the questions.

3.2.4 Data Analysis and Interpretation

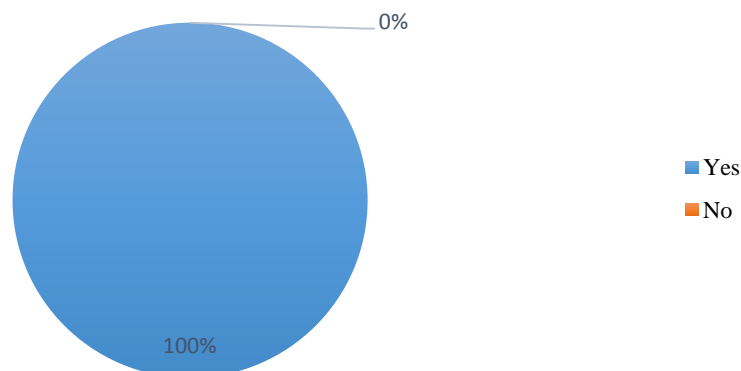
3.2.4.1 Analysis of Results and Findings of Teachers' Questionnaire

Section One: Teachers' Opinions about ICT

Question one: The Figure 20 indicates teachers' opinions about whether or not the ICT help learners in their learning process.

Figure 20

ICT Impacts learners in their learning process

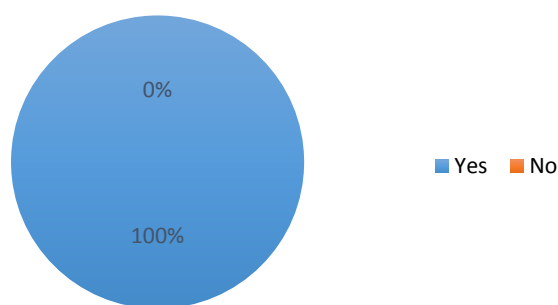


All teachers agree that ICT is a key to ensure that students meet the learning outcomes. This means that some of the teachers have already experienced the integration of ICT in their teaching, and some realize its advantages. None of the teachers opt for no.

Question two: The Figure 21 displays the favorability of the use of ICT through the learning process by teachers.

Figure 21

Favorability of the use of ICT during classes

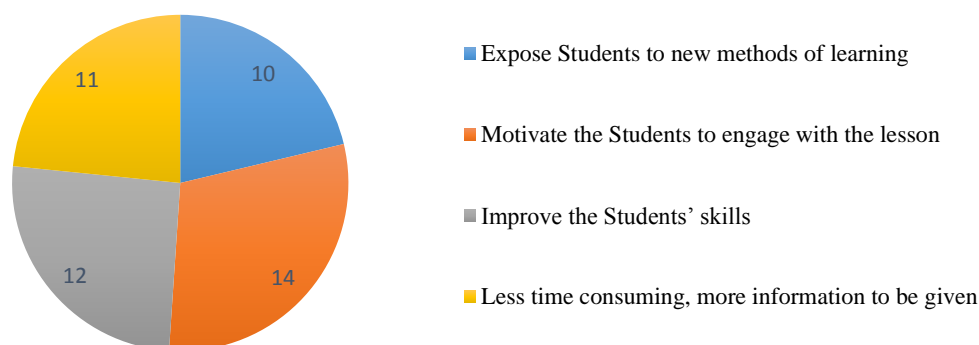


The findings reveal that all teachers (100 %) admit that they favor to use ICT in all its forms during the course of learning. This means that teachers would like to create an appropriate learning experience for students and the best way to deliver the lessons prepared and offer students a chance to be part of their own learning.

The Figure 22 shows the reasons teachers' favor to use ICT in classrooms. It shows that the use of ICT has benefits in the learning experience.

Figure 22

Reasons behind using ICT in classrooms

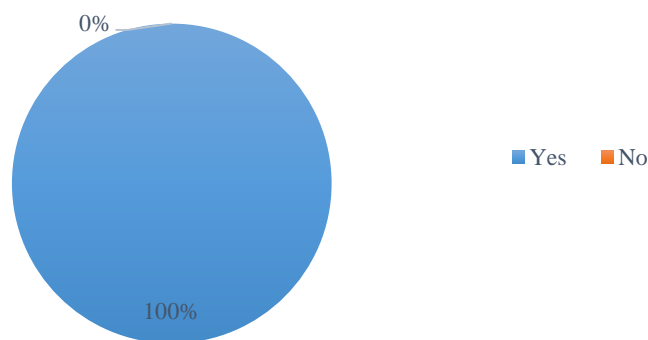


The findings indicate that teachers have a good impression about the use of ICT in classrooms, 14 teachers claim that they prefer to use it to motivate the students to engage with the lesson. 12 teachers state that improving the students' skills and learning new ones can be an outcome of the exposure to the ICT. 11 teachers confirm that the technologies nowadays are less time consuming. The exposure to new methods of learning was selected by 10 teachers to show the benefits of using ICT in the learning process.

Question three: The Figure 23 displays teachers' attitudes about allowing the use of electronic devices in their teaching process.

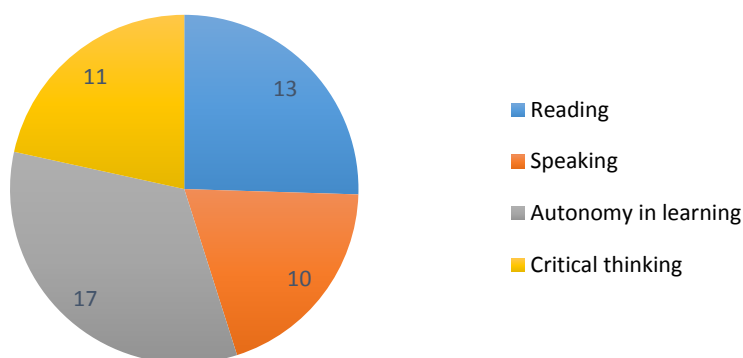
Figure 23

Authority of technology devices usage in classrooms



All the 17 teachers allow the use of electronic devices such as laptops and smart phones in the teaching process. This implies that teachers know the benefits of using electronic devices in learning. The use of electronic devices in learning can be in form of searching for words in electronic dictionaries, search for more topic related information and also to use it to watch a given video or listen to a given audio for better understanding.

Question four: The Figure 24 indicates the teachers' opinions about the skills that learners can improve through using electronic devices.

Figure 24*Electronic devices improve learners' skills*

The findings shows that all 17 teachers agree that learners' autonomy is the number one skill that learners develop using the electronic devices. This might be due to the fact that students are fans of technology and this leads them to rely on themselves using their own devices to learn, making a step towards autonomy skill. 13 teachers agree that through the use of electronic devices learners tend to read more and improve their reading skill. Also, 10 teachers confirm that speaking skill can be as well enhanced and 11 teachers argue that even critical thinking is affected by the use of electronic devices. A considerable number of teachers added other skills that can be improved through the use of electronic devices, these skill are: Pronunciation, note taking, listening, writing and the use of dictionaries. These skills might really be effected by the use the electronic devices, through listening to audio books, educational videos or documentaries and even checking electronic dictionaries for words can teach students how to pronounce correctly and expose them to the listening-learning relationship.

Question five:

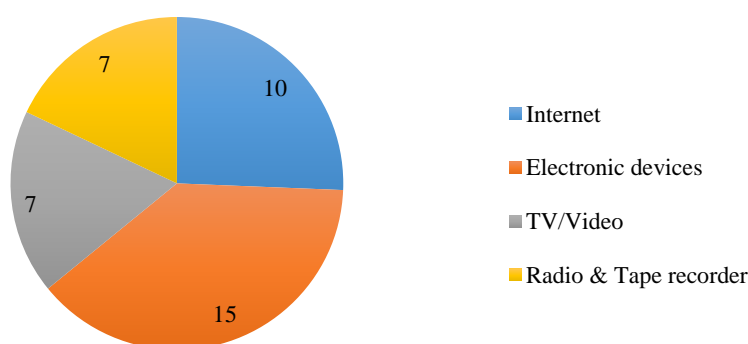
By asking teachers about the possible ways to improve the English language through the use of ICT. Teachers' claim that ICTs inspire students to explore autonomy and self-confidence even in the classroom because they fans of technology and dislike teaching-

learning routine that teacher is the only performer in it. Teachers also confirm that it is just another tool within the student's hands that presents so many possibilities, they can use it in many different ways: tons of learning material in audio, video, image, text formats, using electronic dictionaries, searching the web to verify/look for certain information, verify spelling, check pronunciation, look for texts relevant to the course being taught, watch videos about similar topics/courses, use the university platform to check the teachers' lessons/content and interact with other fellow classmates/ students from other universities. Another common idea between teachers is the task and problem based activities which are easily applied using ICTs, those activities are necessary for learning the English language and by developing unique resources and websites or smartphone applications that will satisfy the needs of students and meet the objectives of teachers.

Question six: The Figure 25 entitled Technologies that help to improve learning experience, shows teachers attitudes about the technologies for the betterment of students' learning experience and process.

Figure 25

Technologies that help to improve learning experience



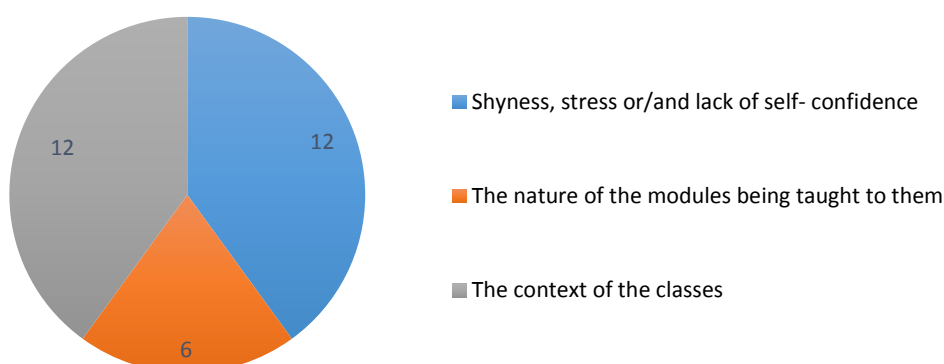
15 teachers consider that laptops, smart phones, tables and other electronic devices foster the learning experience and the skills of learners. 10 teachers insist that internet absence might be a factor that prevents students and teachers from reaching the objectives of the course, whereas its presence can noticeably change that fact. Seven teachers opt for the

radio and tape recorder, and similar number of teachers (7) suggest that even TV/videos can be so helpful for learners to understand and to engage in the classroom. One teacher consider that none of the options will be helpful to improve the learning experience.

Question seven: The Figure 26 displays teachers' opinions about the factors or obstacles that prevent learners from engaging during the session.

Figure 26

The challenges stopping learners from being active



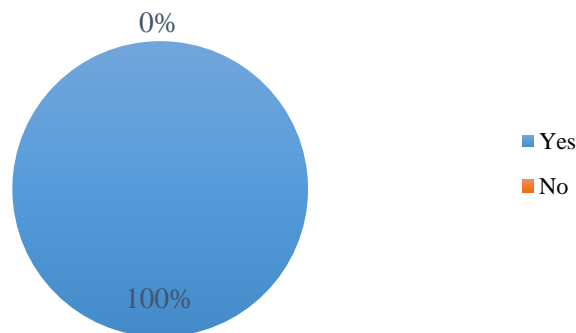
More than half of the teachers (12) confirm that the context of classes at the University of Biskra is the number one factor that hinders students from engaging in classes. Because if all students become active, they will create noise which is not a suitable climate to deliver or receive information. Same number of teachers (12) also claim that Shyness, stress and lack of self-confidence are obstacles facing students during the learning process. Less than half of the teachers (6) agree to select the nature of the modules that are taught to students as an obstacle. Which demonstrate that some modules in their learning process do not meet students' abilities and level. The teachers argue that these are not the only factors preventing students from engaging in the learning process, other factors like the absence of internet, in addition to some students' psychological factors such as lack of motivation, fear of making mistakes and lack of interest in some topics, might be the difficulties obstructing students from being active.

Section Two: Teachers' opinions about their role in ICT-based classrooms and their attitudes towards the Impact of Electronic dictionaries on learners' autonomy.

Question eight: The Figure 27 entitled ICT foster better learning, shows teachers attitudes about the impact of the ICTs that engage students, on the betterment of learning.

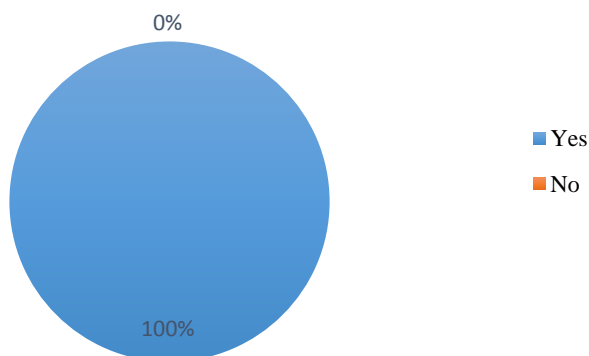
Figure 27

ICT foster better learning



The findings indicates that all the teachers confirm that any ICTs that make learners more active and involved in classrooms, will make the learning experience better and more beneficial. Due to the numerous data and information that are easy to access using the ICTs. For instant, educational software make students learn more information about a given topic and they will want to share it in the classroom with their peers and teachers, this creates a better learning experience.

Question nine: The figure 28 shows teachers' attitudes towards ICT help in developing learners learning skills. It is entitled ICT helps learners developing new skills.

Figure 28*ICT helps learners developing new skills*

The results show that (100%) of teachers confirm that ICT helps learners to discover a new preferred learning style or develop an already existing one. Teachers agree that ICT facilitates information access and its immediate use, therefore, creates interaction between the teacher and learner via technology-based information, and foster learners' autonomy. Also, coping and engaging with the new technologies will develop creativity skill for them. Matching the findings, teachers confirm that ICT helps students if they guided by teachers or the family, and it should be used wisely to avoid wasting time. For example, if a learner is auditory can also be visual, hence, he will end up with a mixed style. Also visual learners, for instance, may need to work more on their auditory skills to take higher benefit from podcasts. It also improves their critical thinking and problem solving skills. The use of ICT makes the learners more autonomous confident and less dependent on the teacher, because they become motivated.

Question ten:

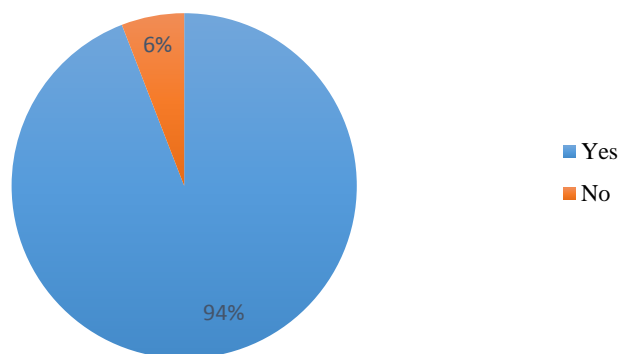
When asked about their opinions on which type of dictionaries is more beneficial for learning the English language, paper dictionary (hard copy) or electronic dictionary. Teachers assert that both types can be beneficial for students inside classrooms, as they both have advantages. Electronic dictionaries save time and Paper dictionaries, however, teach patience,

focus and perhaps lead to a better memorization. In the other hand, E.D and ICT can really be an entertainment source, but it makes student learn in a shallow manner. The E.D is free, easy to download and use in smartphones. It also provide audio pronunciation and give plenty of examples in different contexts. Teachers tend to favor the electronic dictionaries more because it is time saving, available, lighter, motivating and easy to use.

Question eleven: The Figure 29 demonstrates the attitudes of teachers to the effect of electronic dictionaries on English learning.

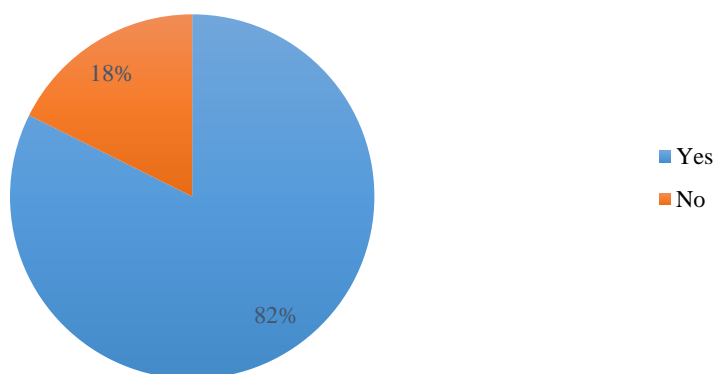
Figure 29

E.D Impacts the English language learning



Almost all the teachers believe that E-dictionaries are an effective way of making language learning simpler quicker and richer for students. This indicates that teachers understand its advantages. The remaining percentage of teachers (6%) disagree with the rest of the teachers about the impact of electronic dictionaries on the English language learning. This show that they may favor the use of paper dictionaries to teach students to be more patient and search deeply.

Question twelve: The Figure 30 entitled Teachers' experience with ICT based lesson, shows teachers' familiarity with the ICT-based teaching.

Figure 30*Teachers experience with ICT based lesson*

The findings show that (82%) of the teachers affirm that they experienced teaching an ICT based lesson. Teachers confirmed the great impact of ICT on motivating learners in all its forms and that educational software, augmented reality Apps, online sources, audio devices, videos, and some electronic devices like projectors and PCs in general offer great help for both teachers and students. Teachers were so kind to share their experience using ICT in classrooms; one teacher claims that she/ he relied once on oral activities implemented in an electronic dictionary to teach oral expression, and it was effective to inspire learners to talk and correct pronunciation mistakes. Another teacher says that she/ he used to make a challenge for the most rapid student to get to a word and find its definition, and pointed out the good impact of video projection while giving the lessons. 18% of the teachers are against the idea that ICT might help students to be more active and engage in classes

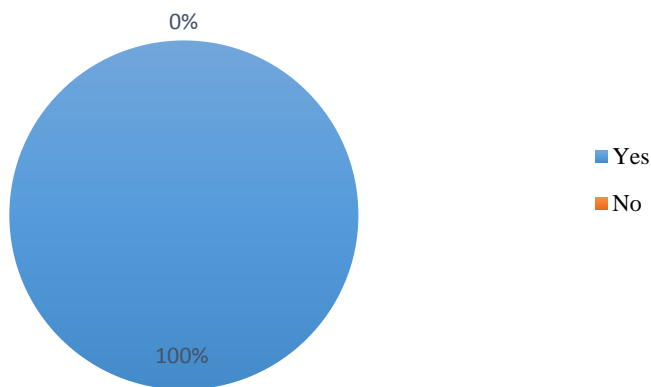
Question thirteen:

Teachers agree that a guide is the key role to be performed in FL classes in addition to other roles such as assistant and facilitator. This gives the language learners the chance to work on their own more and develop their autonomy. Teachers also confirm that the other roles such as source, knowledge provider, monitor and supervisor can be performed in early stages of the learning to engage learners with the language learning. The teacher can start minimizing the roles to give students the freedom to depend on themselves more.

Question fourteen: The Figure 31 shows teachers’ opinions about changing the teaching strategies in an ICT-based lesson.

Figure 31

ICT requires a change in the teaching strategies

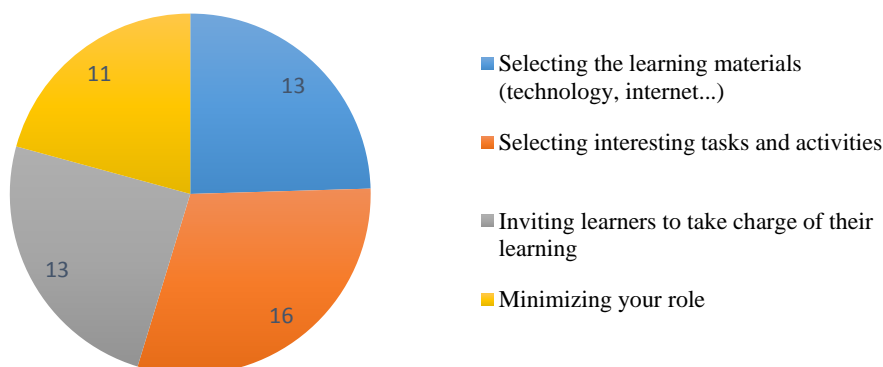


All teachers (100%) believe that new techniques will be used in the application of ICT. This means that ICT requires the integration of successful strategies. It needs new teaching strategies for optimizing benefits.

The Figure 32 demonstrates results on techniques used by the teacher to promote the autonomy of learners.

Figure 32

Teaching strategies required in an ICT based lesson



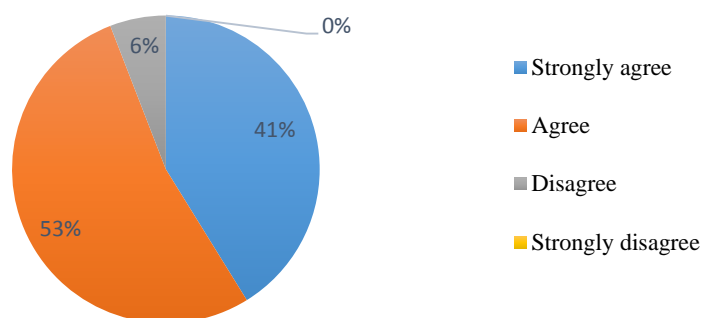
Almost all teachers (16) believe that choosing interesting tasks and activities encourages the autonomy of learners, it also suggests that teachers understand that it is

important to develop the individual skills of learners. (13) Teachers understand that another effective strategies is to enable students to take responsibility for their learning to improve learners' autonomy. Same number of teachers (13) agree with selecting the best materials to build an ICT friendly atmosphere for students. (11) Teachers believe that their roles effect the autonomy of learners. This shows that teachers understand the relation between their roles and learners' autonomy.

Question fifteen: The Figure 33 shows to what extent the teachers agree or disagree with that the role of the teachers change in ICT based classrooms, it is entitled the role of the teacher changes in ICT-based lesson.

Figure 33

The role of the teacher changes in ICT-based lesson

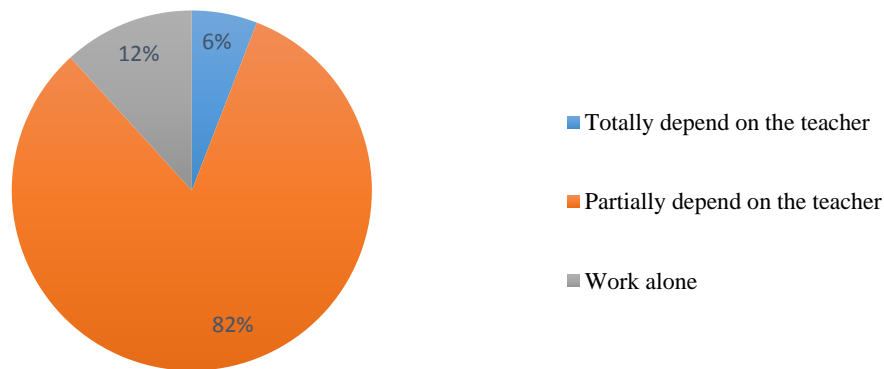


The results indicates that (41%) of teachers strongly agree, whereas, (53%) of the teachers agree claiming that the major roles the teachers shift to are from a guide to an assistant or a facilitator. Teachers should stay at the same distance from all the students, they only prepare topics and introduce them and give students the chance to learn autonomously. They should watch them learning and assist them when they are working accordingly with the objectives of the course. Teachers suggest that the roles should be played by the teachers in ICT-based classrooms are monitor, advisor and controller. One teacher confirms that teachers' roles don't change, they will just be adjusted. The teacher will always remain the source of information for his students.

Question sixteen: Teachers in the Figure 34 respond differently to the question: to what degree in an ICT-based setting students depend on their teachers?

Figure 34

Students' reliance on teachers in an ICT based lesson

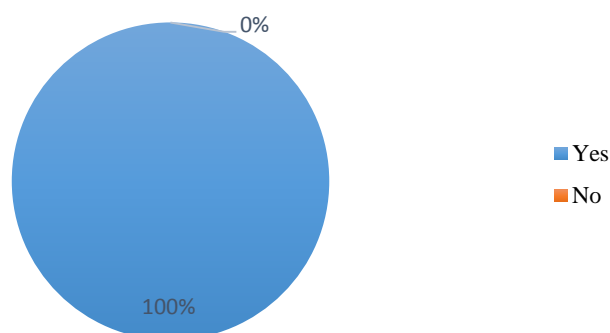


The vast majority of teachers (82 %) state that students are partially depending on them. This means that students will still rely on their teachers. (16%) of teachers say that students operate on their own, which implies that ICT might allow students to be independent and confident enough to make choices concerning their learning. Only (6%) of teachers say that students depend totally on them in the ICT setting.

Question seventeen: The Figure 35 shows the finding through asking teachers about their opinion about whether or not the ICT-based learning enhances EFL learners' autonomy.

Figure 35

ICT-based learning enhances EFL learners' autonomy



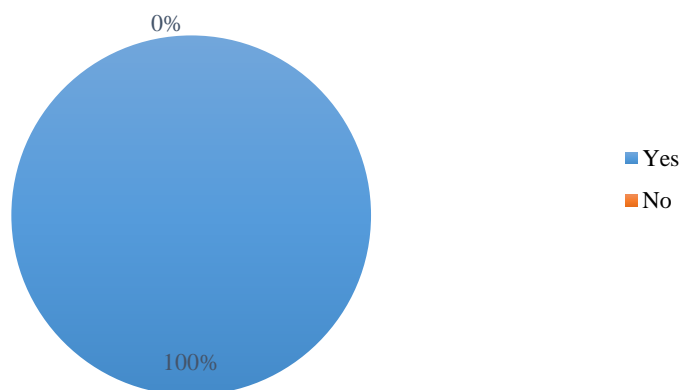
The findings reveals the total agreement of teachers on the impact of ICT on learners' independency. This might imply that teachers understand the true advantages of ICT being

used for learning. Also it indicates that teachers have experienced the use of ICT in education, by themselves or tried implying them in their teaching career, as it is shown in the Figure 30 and got great outcomes from its usage.

Question eighteen: The Figure 36 shows the opinions of teachers about the impact of electronic dictionaries on learners' autonomy through using them as a part of the teaching learning process.

Figure 36

Teachers' attitudes about the effect of integrating E.D on learners' autonomy



This question is based on the main hypothesis of the present study, which aims at exploring the attitudes of teachers towards the effect of E.D on the autonomy of EFL learners. The findings show that all teachers (100%) believe that E.D has a good effects on the autonomy of EFL students. Teachers acknowledge that E.D allows students to access language information immediately and limitless. It shifts the daily atmosphere of the classroom and incorporates a virtual context, offering EFL learners an opportunity to engage with their fellow students. Teachers also declare that E.D allows EFL students to control themselves and self-direct their learning by developing their own searching and note-taking strategies and their self-confidence.

3.3 Discussion and Interpretation

The findings of the present study reveal the availability of ICTs for teachers and students and its easy accessibility for both of them whether inside or outside the educational environment. The analysis of the findings in Figure 6 show that autonomous learners have sufficient motivation to engage in their own learning process, knowing what is best for them and taking responsibility of their learning. Students realize the importance of encouragement from the teachers to pursue autonomy as it is shown in Figures (7, 8). Teachers play a big role in students' learning experience and the skills they develop through the process, by selecting the suitable topics, learning materials and inviting them to learn autonomously.

In light of the findings of the teachers' questionnaire (question thirteen) and the questionnaire for students (Figure 10, question nine) regarding the role of teachers and learners' autonomy. Teachers must shift their traditional role. Mainly and as agreed by teachers and students, the major role for the teacher is to be a guide and a facilitator. More importantly, teachers should bring their teaching to the line of the recent demands (students the center of the classroom, the means of technology involved in the educational system). Teachers' roles are primarily related to the current Algerian LMD system, which is supposed to be learner-centered. The teachers cannot change their roles suddenly, but they still can avoid thinking instead of the students in this area of self-Independency.

Students in the other hand can take advantage of controlling their own learning and also by being a part of the content deciders, to develop individual learning skills as stated by teachers in (Figure 24) and to promote self-reliance. The results yielded in the present study, both teachers (Figure 26) and students' (Figure 11 and question nineteen) show that the learners' autonomy as it is a skill of learners to develop, it can be effected by some factors. The main factor is the context of the class (time and place, number of students...) in addition to the stress, shyness and some personal or psychological factors. With this in mind, the

administration should reconsider the context of the class and pave the way for learners to be more engaged and self-reliant.

Based on the findings of the present study, Question eighteen in the students' questionnaire and the Figures (35, 36) in the teachers' questionnaire, electronic dictionaries have a solid impact on learners' autonomy in particular and the other skills in general. E.D and ICT in general foster the performance of learners and using it in the learning process is a key for the betterment of the learning experience and inviting learners to exceed their normal learning style, to develop new styles and new skills. They enrich their vocabulary, and develop their communicative interaction.

Almost all teachers' have experienced teaching an ICT-based lesson (Figure 30), they confirmed that through their experience, they realized more the great impact of the ICTs on learners' autonomy when included as a part of the educational system. Moreover, it would certainly make students more active participants, self-directive and self-regulated by its proper implementation. It is therefore very important for students to not only use ICT and expect to be autonomous, but to make good use of ICT and E.D and do efforts to achieve the aim of the existing educational system and the present situation and demands; to be the core of the learning process.

Another implication for teachers concerning the integration of E.D in EFL classrooms, is that teachers know the impact of integrating E.D and ICT and make them an essential part of the teaching learning process. As the present research proves that the integration of E.D would enhance EFL learners' autonomy. Therefore, teachers should use new strategies that lead to the betterment of the learning experience, as shown in the Figures (25, 32). Nevertheless, electronic dictionaries (just like paper dictionaries) or any other ICT are just tools or keys that do not give solutions or suggestions by themselves. It is not just by using online dictionaries that students expect to become more experts or autonomous

unexpectedly. It is necessary to learn how to use the dictionaries. Explicitly, students should be placed in a situation to build their ability and willingness to take responsibility for their learning. They must be aware and try not only to sit still and wait to suddenly become autonomous.

Generally, English Language learning the University of Biskra needs some changes. Starting by teachers' roles during the course of learning; to give students chances to engage in their learning experience inside the learning environment. Also, the availability and accessibility of the necessary technological means: internet, audio labs, computers and educational software and websites. Which will create a motivating learning environment for the technology fans generation and invite them to learn on themselves. Another main point is that students should be aware of the appropriate use of ICTs and the objective from the changes in teachers' roles.

Conclusion

This chapter was dedicated to the fieldwork of the study. The second part aimed to reveal the attitudes towards the integration of Electronic dictionaries and its effect on EFL learners' autonomy from EFL teachers and students' perspectives. In addition, it dealt with the description, administration and data analysis of each questionnaire, discussion and interpretation of the findings.

Pedagogical Implications

The current research indicates that an effective implementation of ICT in EFL classrooms will promote the autonomy of the Learners. Consequently, the study comes to the final phase, which includes some suggestions and recommendations. The latter aims at strengthening the findings of the practical part and increasing one's knowledge of the subject under investigation.

Suggestions for Teachers and Administration

From the gathered data these recommendations seem to be helpful for teachers and administration to pave the way for students and enhance their autonomy:

- It is highly recommended to change the ways of teaching that focus only on the teacher and switch the focus to the students, by trying new strategies of teaching (instead of handing over lessons to be memorized, students should be asked to search about the lesson).
- It is highly recommended that teachers devote sessions to raise the awareness of students about autonomy and the possible ways to improve it.
- It is highly recommended that teachers minimize their roles in an advanced stages of learning to allow students to engage more in their learning.
- It is highly recommended that administration minimize the number of students in classrooms and give students chance to be active, and for the teacher to manage and deliver the lesson as expected.
- It is highly recommended for administration to give students and teachers access to ICTs in the learning settings.

Suggestions for Students

- Students should engage more and develop their self-reliance.
- Students should avoid memorizing only what is given by the teachers and seek for more information and develop their researching skills.
- Students should be aware enough about the wise use of ICTs inside and outside the learning environment to maximize the benefits from its usage.
- Students should not be obstructed by the difficulties they face in their learning; instead, they should work and develop their autonomy by taking advantage of them.

Limitations of the Study

Through the process of conducting the research, all researchers may face difficulties that challenge their working desire. The obstacles that effected the smooth progress of the current research are: The situation the world is in due to the Covid-19 pandemic lead to delaying the distribution of the questionnaire. The administration of both teachers' and students' questionnaires was online, which lead to the obstruction of the process; maybe due to the fact that some students did not want to answer it. Some teachers did not receive it or both students and teachers did not have access to emails, internet or the group where the questionnaire was administered. The researcher would like to acknowledge that after collecting the data and in the process of analyzing it, the researcher realized that few teachers and students did not answer some questions by leaving a blank space or a dot or a slash.

General Conclusion

General Conclusion

The research explores the attitudes of EFL teachers and students towards the influence of ICT-based learning on the autonomy of students. The research addresses two major phases in this relation; First of all, the theoretical phase attempts to provide a wide variety of professional standards that are important for a well-intensified field of study. Secondly, the practical phase aims to provide the perspectives, experiences and attitudes of teachers and students on the topic under research. The latter phase serves to add results, which would guide and put focus on one's research.

Results of the practical phase lead to a positive reactions by teachers and students towards the effect of ICT on the enhancement of individual learning skills and, in particular, their learners' autonomy. This study thus represents the importance of implementing ICT in EFL classrooms and the different attitudes that teachers and students shared.

Students enjoy the integration of ICT (Electronic Dictionaries) in their learning where they are less anxious especially those who disfavor traditional teaching-learning methods. Furthermore, they prefer to use ICT in classrooms because they are fans of technology and enable them to concentrate on the lesson, and as long as most of them have their own ICT (smart phones, tablets and laptops) it will create a healthy less noisy learning environment. They also confirm that they positively accept the idea of implementing ICT; they will be encouraged to take responsibility for their learning and decide how to learn and what form of experience they see themselves able to learn from better. They are also free from academic limitations and restrictions. Students pursue self-reliance learning faster and at ease.

In an ICT-based learning environment students are more involved and engaged to solve their own learning difficulties while searching for knowledge. They are also extremely motivated by the use of advanced technology and by acquiring interesting endless

information. At the same time, students do not deny the touch of teachers in their learning that the ICT cannot provide. Collaborative work between peers will be created through the use of Electronic Dictionaries and ICTs in general; they encourage peers to share knowledge, new information and seek for more. It creates an excellent educational context even when the university season is over, they still can continue their learning and knowledge sharing.

ICT leads in EFL classes to the adjustment of teachers' and students'. Teachers make a regular contribution, observe and direct students to engage and be responsible for their learning. Students thus, develop their learning skills and boost their learning performance by their own. In order to implement ICT, teachers must be comfortable and aware about ICT. It also requires effective techniques and technology awareness by students. Electronic dictionaries and ICTs allows teachers to professionally improve considerably and encourages students to meet the learning objectives. Its integration in the EFL classes is compatible with the academic requirements, the situation and the obstacles that face EFL students at Biskra University. ICT clears the way for moving from teacher-centeredness, making the autonomy of students a main pillar of learning.

Overall, it can be concluded that integrating Electronic dictionaries will encourage students to move from passivity to be active. It allows them to practice their skills and improve their autonomy. Also, it helps avoiding the traditional teaching methods which are based on memorization. They will learn by themselves, understand what they learn, improve their research skills and look for new strategies to learn more. Nevertheless, adopting this technique requires certain administration to make efforts to reduce the number of students in the classrooms and the availability of sources.

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Appendices

Students' Questionnaire

Dear students,

You are sincerely asked to help in completing the Master's thesis entitled "**The Role of Integrating Electronic Dictionaries in Enhancing English Foreign Language Learners' Autonomy**" by answering this questionnaire, which is a part of the study process. It explores the challenges that prevent ELF learners from becoming autonomous and the role of electronic dictionaries as an ICT tool in developing autonomy for learners. The questionnaire is anonymous and the responses stay private. Therefore, you are encouraged to address such questions either by ticking the correct responses or by providing a complete statement when needed. Thank you beforehand for your support. Your contribution is greatly valued.

Section One: Background

NB. ICT stands for Information and communication technologies including all telecommunication means that provide access to information (internet, cell phones, and laptops). (Christensson, P. 2010, January 4. ICT Definition. Retrieved 2020, May 12, from <https://techterms.com>)

Gender: Male Female

Are you familiar with ICT use:

Inside the university Outside the university Not familiar

Section two: EFL learners' autonomy and the challenges facing them to become autonomous

P.s. In this section below the questions are about your experience in our department of English.

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

The student The teacher

4. Are you an autonomous learner?

Yes No

5. How do you describe yourself? (you can pick more than one option)

a. You are a motivated learner

b. You self-regulate your learning

c. You are a responsible learner

d. You are a decision-maker

Others

6. Do your teachers motivate you to be an autonomous learner?

Yes No

7. If yes, what does your teacher do to enhance your autonomous learning?

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

Select interesting tasks and activities

Invite you to take charge of your learning

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

Learners' learning styles

Teachers' minimized role

Learners' motivation

Integration of technology

9. In your opinion, what role should a teacher play? (you can pick more than one option)

Controller

Organizer

Facilitator

Monitor

Resource

Guide

10. As a student what do you think are the challenges prevents you or your colleagues from becoming autonomous?

Shyness, stress or/and lack of self- confidence

The nature of the modules being taught to them

The context of the classes (time, place or/and the number of learners per class)

Others: (please feel free to mention your ideas)

11. Which of the following items you think that teachers and students should discuss before deciding them?

The objective of the course and its content

The material used

The kind of tasks and the topics to be discussed

The teaching methods used

The time and place of the lesson

Classroom management (number of students per group...)

Section Three: EFL learners' and ICT at the University of Biskra

12. What is your impression about your learning process?

Boring

Stimulating/ exiting

Motivating

Interesting

Why?

13. Do your teachers encourage you to use ICT to

Enhance the learning experience?

Look for more subject-related information?

To facilitate your understanding of the subject?

To learn to be independent in learning?

14. Are you with or against the use of ICT in the learning process?

With Against

Why?

15. Are you familiar with the use of Electronic Dictionaries in the classroom?

Yes, I am No, I am not

If yes, for what purpose: (you can choose more than one option)

To explain difficult words

To do a given task

To enrich your knowledge and learn more

16. Do you agree that integrating Electronic Dictionaries help students improve their self-confidence and reliance on themselves?

Disagree Agree Strongly Agree

Please explain your opinion

17. Do you agree that using Electronic Dictionaries during lessons has a positive impact on the following?

You try harder to understand what you are learning

In your studying, you become more independent

You understand faster and more easily what you are trying to

It makes it easy for you to remember what you learn

Enables you to cooperate better with other students in doing tasks

Changes the climate of the classroom

18. From your perspective, do you think that Electronic Dictionaries can be a mean for the betterment of EFL learners' autonomy? (would you please explain why)

19. As an experienced EFL learner in the University of Biskra, can you state some of the difficulties that you faced/are still facing that prevents you from being a self-directive learner in the university?

20. You are very welcome to give any feedback and/or comments.

**THANK YOU VERY MUCH FOR BEING PATIENT
WHILE COMPLETING THIS QUESTIONNAIRE**

Teachers' Questionnaire

Dear Teachers,

I am a Master researcher working on “**The Role of Integrating Electronic Dictionaries in Enhancing English Foreign Language Learners' Autonomy**” In this questionnaire I seek your valuable co-operation.

This study draws on the experiences and perspectives on information communication technologies and their application in English learning. The study will see if ICTs affect the cycle of learning and the skills of learners. It also seeks to understand the views of teachers on teaching English using ICTs in the Department of English at Biskra University.

I remain grateful if you read every item carefully and select the option that matches your opinion and thought and provide the details needed. All the received details shall be collected confidentially.

Section One: Teachers' Opinions about ICT

Informational and Communication Technologies (ICTs) can be in a form of: magnetic disk/ tape, optical disks - CD/DVD, flash memory, smart phones (Learning applications, electronic dictionaries, chat and meeting applications...), Internet (web blogs, emails sites, social media...).

P.S: Please read and tick (✓) the appropriate box that best explains your views and answer the questions.

1. Do you think ICT help learners in their learning process?

Yes No

2. Do you prefer to use ICTs during your courses?

Yes No

If yes, why do you prefer to ICTs?

a) Expose Students to new methods of learning

b) Motivate the Students to engage with the lesson

c) Improve the Students' skills

d) Less time consuming, more information to be given

3. Do you like/allow the use of electronic devices such as laptops and smart phones in your teaching process?

Yes No

4. What learners' skill or skills this electronic devices can improve?

Reading Speaking Autonomy in learning Critical thinking

Others

5. How could learning English be improved using ICT? (A brief explanation)

6. Which of the followings can be allowed or available in classrooms to improve the learning experience?

a) Internet

b) Electronic devices

c) TV/Video

d) Radio & Tape recorder

e) None of the above

7. Through your teaching career in our university, which of the followings do you think were or/and are obstacles preventing learners from engaging during classes?

- Shyness, stress or/and lack of self- confidence
- The nature of the modules being taught to them
- The context of the classes (time, place or/and the number of learners per class)
- Others:

Section Two: Teachers' opinions about their role in ICT-based classrooms and their attitudes towards the Impact of Electronic dictionaries on learners' autonomy.

P.S: Tick (✓) the appropriate box that best matches your views and explain when needed.

9. Do you think any ICT which makes the learner more active or engaged, fosters better learning?

Yes No

10. Do ICTs help learners in developing new learning styles?

Yes No

How?

11. In your opinion, between paper dictionary and electronic dictionary, which one is the most suitable for EFL learners inside classrooms? Why?

12. Do you think Electronic dictionaries have a strong impact on learning English language?

Yes No

13. Have you experienced teaching an ICT-based lesson?

Yes No

- If yes, is it possible to motivate learners and engage them in the class through the use of Electronic dictionaries or any other type of ICTs? (Mention other ICTs you think might help)

14. What role/roles do teachers usually perform in foreign language learning classes?

15. Does involving ICTs in learning requires you to look for new teaching strategies?

Yes No

- Which of these strategies do you think can be helpful? (You can select more than one)

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

Selecting interesting tasks and activities

Inviting learners to take charge of their learning

Minimizing your role

16. To what level do you agree or disagree that the role of the teacher in classroom changes when it is ICT-based?

Strongly Agree Agree Disagree Strongly Disagree

- If you agree, what role/roles should the teacher perform in ICT-based learning classes?

17. In an ICT-based learning environment, do you think students

Totally depend on the teacher? Partially depend on the teacher? Work alone?

18. Do you think that ICT-based learning enhances EFL learners' autonomy?

Yes No

19. Do you think that Electronic dictionaries Improve learners' autonomy? (Please explain your point)

20. You are mostly welcome to give any suggestion, recommendation or advice.

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE

ملخص

تهدف هذه الدراسة لإستكشاف مواقف الطلبة والمعلمين من تأثير تكنولوجيا الإعلام والاتصالات و بالأخص القواميس الإلكترونية على تطوير مهارة استقلالية التعلم لدى طلاب اللغة الإنجليزية كلغة أجنبية. تعتمد هذه الدراسة على وسيلة بحث تحت المنهج الوصفي و التي هي الإستبيان (إستبيان لطلبة اللغة الإنجليزية مستوى الماسترو إستبيان لأساتذة و دكاترة اللغة الإنجليزية). يسمح الإستبيان المذكورة بالحصول على بيانات كمية و نوعية. تتكون عينة البحث من ثلاثة و عشرون طالب ماستر و سبعة عشر بين أستاذ و دكتور من قسم اللغة الإنجليزية, جامعة محمد خيضر , بسكرة. توضح النتائج المتحصل عليها الفرضية الرئيسية و التي تعني بدورها أن إدراج القواميس الإلكترونية خاصة و وسائل الإعلام و الإتصال عامة يؤثر بشكل إيجابي على مهارة استقلالية التعلم لدى طلبة اللغة الإنجليزية. تلفت هذه النتائج الإنتباه إلى أهمية دمج هذه الوسائل في فصول تعلم و تدريس اللغة الإنجليزية.