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THE ROLE OF USING INSTRUCTIONAL MOBILE APPLICATIONS IN IMPROVING LEARNER'S AUTONOMY IN ENGLISH FOREIGN LANGUAGE

**The Case of First-Year LMD Students of English at Mohamed
Kheider University of Biskra.**

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Declaration

I, ZEHANI Hadjer, do hereby declare the work I presented in my thesis has not been submitted before in any institution or any university for a degree. The research project present in this thesis is my own, and it has been read and approved by my supervisor Dr. BENIDIR Samira.

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Dedication

This thesis is proudly dedicated to

All my beloved family

(My mother, my father, my lovely sisters, and my
supportive brothers),

My dearest friends,

Thank you for being such helpful, supportive and
beloved family; and for your endless love, prayers and
advices.

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

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Abstract

Nowadays, technology developments and mobile technologies are considered as a massive evolution in all areas of human life. Within the context of education in particular, several technology devices have appeared in the field of language teaching and learning, which have the potential to transform the nature of education, as well as, where and how learning process takes place.

Therefore, the present thesis aims at investigating both students' and teachers' perceptions about the role of using mobile applications in order to improve learner's autonomy inside and outside classrooms environments. Moreover, the highlighted hypotheses suggest that if EFL learners are using the mobile application, they will develop their autonomy efficiently and improve their learning. In order to confirm or reject this hypothesis, the study adopted two methods, as data gathering instruments, in the descriptive study were used: student's questionnaires administered to first year EFL students and teacher's Interview at the department of English division of Mohamed Khider University of Biskra. Additionally, after the analysis and interpretation of the data, the results and the findings revealed that both teachers and students show positive attitudes towards the use of instructional mobile applications as effective and efficient apps that enable learners to learn and practice their autonomy attitude inside and outside the classroom.

Key words: autonomy, instructional mobile applications, EFL students, learner's autonomy, mobile applications.

List of Abbreviations and Acronyms

Apps: applications.

CALL: Computer-Assisted Language Learning.

COVID-19: corona virus disease.

E-learning: Electronic Learning .

EFL: English as a Foreign Language .

ESL: English as Second Language .

ESP: English for Specific Purposes .

H: Hypothesis .

I.e.: It means .

ICT: Information and Communication Technology .

IOS : iDevice Operating System .

IPad: Internet Personal Application Device.

IT: Information Technology .

LMD: License-Master-Doctorate .

MALL: Mobile-Assisted Language Learning .

M-learning: Mobile Learning.

MP3: Moving Picture –group 3 .

PC: Personal Computer .

Q: Question .

UNESCO: United Nations Educational, Scientific and Cultural Organization .

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General Introduction

General Introduction

Introduction:

During the present time, with the vast emergence of technology, new approaches such as information and communication technology (ICT), and mobile-assisted language learning (MALL). Created a shift change in all spheres of human life. Therefore, learning English language considered as one of the essential requirements to cope with this globalized world.

Through the integration of new various technologies and innovations has no doubt left a significant impact in our life. The implementations of such instructional technological modalities evidently lead to changes in the roles of both teachers and learners through the shift towards a more learner-centered approach; for instance, the use of mobile applications has been considered one of the basic building blocks. It is used to enhance learners' attitudes and interest in the learning process.

Mainly, learners could go beyond their classroom environment to encourage them in meaningful interactional spaces. Where, they are pushed to promote their identities to be responsible for their own learning.

1. Statement of the Problem

The world in the 21st century, has turned into a global village due to the use of mobile technologies; mainly it maximizes many new possibilities for effective communication and it reflects in language learning for both teachers and learners. Therefore, EFL students today are considered as native speakers of the digital language of computers and smartphones because, most of them are not literate with those innovations. Whereas, they are still depending on traditional ways of learning. In addition to, the global pandemic spreading in most countries in the world and the outbreak period opened the doors for learners to learn autonomously by

using MALL tools. The use of instructional mobile apps came to be the bridging which shift the passive learners of traditional learning into active autonomous learner in learning process.

2. Research Questions

Main purpose of this study is to promote autonomous learning by the use instructional mobile apps sources. Therefore, this research will seek to answer the following research questions:

1. Does using the mobile applications promote the autonomous learning process?
2. What are the effects of using instructional mobile apps on developing learner's autonomy?
3. Are mobile apps effective and efficient for students to practice their learning skills?

3. Research Hypothesis

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

- If EFL learners use the instructional mobile apps efficiently can influence on their teaching and learning positively.
- If learners rely on using instructional mobile apps, their autonomous skills would be enhanced and improved.

4. Objectives of Research

The present study, aims are seek to investigate the attitudes of EFL learners toward the use of mobile application as a means to foster their study skills and attitudes. Moreover, how can the use of such apps help, improve the students autonomy during the learning process in both sides (outside and inside the classroom).

Eventually, it shed lights on how the instructional mobile apps could be an effective and efficient tool for students to practice their learning skills autonomously. Furthermore, another main aim is to determine teacher's perceptions and learners attitudes toward the instructional mobile apps and how they could promote in developing learners' autonomy.

5. Significance of the Study

Nowadays, EFL learners are interest in learning through mobile technologies, and it is taking considerable interest among them. This study would be interest for learners and teachers of English language. Therefore, the study conducted in order to make them aware of the significant use of instructional mobile apps in learning process. And should be regarded to higher educational levels that promotes learners achievements inside and outside the classroom .

Considerably, this study attempts to approve these mobile apps as instructional tools and its role in promoting autonomous learning as a modern learning method .

6. Limitation of the Study

Main purpose of this investigation is to promote EFL autonomous learning by the use and implementation instructional mobile apps. Nevertheless, some limits appear in the process of gathering data that are not adequate with regard to the results of this study.

The following are some limitations to be taken into account:

1. The validity of the responses to the instruments used in this study was limited to the honesty of the teachers and the learners .
2. In order to collect in-depth information about learners' attitudes the number of participants was not big enough this cannot facilitate to generalized information of the phenomenon or experienced study.

7. Research Methodology

In this section of research methodology , we will be presented to verify the proposed hypothesis are valid and correct or not , we tend for using a qualitative approach in this research and interpreting it descriptively .The two data collection tools are as follow: a **qualitative questionnaire** presented to the students online and, **semi-structured interview** to the teachers. Both of data gathering instruments will be used for collecting in-depth information. This research will help and encourage the student to use ICT resources for their academic progress and allow them to make changes in their and learning to improve their performance in learning English language and communication.

8. Population and Sample

Since the study is based on EFL student's autonomy, this investigation would be undertaken on EFL students of Mohamed Khider University. As population of study to show their approval into the use of mobile apps as new learning tools. Therefore, the number of students who have presented, as Sample participants are "First year LMD students" of the department of English division , at Mohamed Khider University of Biskra.

9. Structure of the Dissertation

The research study display in the both basics of theoretical and practical parts of conducting a research. The sub-divisions of this two parts are also divided into chapters

1. **General introduction**
2. **Chapter one:** theoretical framework
(Instructional mobile apps)

The first chapter tackles first variable and theoretical background of the mobile learning in general and the instructional mobile apps in specific.

3. Chapter Two: theoretical framework about

(Learner's autonomy in language learning)

The second chapter discusses the second variable, which is related to the autonomous learning and learner's autonomy and other related concepts towards new mobile learning method.

4. Chapter Three: fieldwork and data analysis

This final chapter will be focus more on the methodology of the work. Furthermore, it attempts to show the data collection methods, population, and sampling. Also, the analysis the and interpretation of results.

5. General conclusion.

Includes the end matter and certain suggestions, recommendations and limitations about the study.

Chapter one

INSTRUCTIONAL

MOBILE APPLICATIONS

CHAPTER ONE: INSTRUCTIONAL MOBILE APPLICATIONS.

Introduction

We live in a world that moves fast while technological advances happen at such speed; also today's mobile technologies become more advanced and user-friendly; it can be used to deliver education and training in a variety of contexts. At the same time, teachers will have to develop such instructional materials according to the variety of these technologies, including mobile language learning applications (apps). This last have the potential to transform the way languages are learned and acquired, also it serves how teachers and students access, gather, analyze, present, and transmit information. Unlike the traditional ways of sharing knowledge which have turned out to be increasingly less interesting and demotivating for many learners. In this respect, using mobile learning application will probably increase students commitments and interactivity inside and outside the classroom.

The following chapter, presents clear interpretation about the concept of technology boundaries within the education context, Next, it provides a description of the varied tools of educational technology. Henceforth, it sheds lights on mobile learning as a new instruction method, beside that it provides a clear description about the instructional mobile apps and its role in improving learners autonomy level and skills.

1.1. Technology and education

Nowadays , Technology has changed how teachers and students access, gather, analyze, present, and transmit information by giving them more power in the classroom and , its development offers opportunities and challenges in various aspects of life ; especially in education. In fact, today's educational system uses technology tools to make the learning process easier and more developed. According to Dooley (1999,as cited in Cruz. 2013, p.1)“ technology application in classrooms is essential to ensuring its efficiency and effective integration” . In addition, the National Council for Educational Technology (1967) has defined educational technology as “ the development, application, and evaluation of systems, techniques and aids to improve the process of human learning. Therefore, educational technology means not only the hardware or machines, but also all those processes which help in human learning”. (p.6).

In fact, educational technology isshaping a new system of education that helps encouraging and promoting the acquisition by technology. It can be said that the best technological advances and the most useful technological tools engage teaching for the better. Also it could be a way for teachers to deliver content to students and research within the classroom (Cruz. 2013,p.5).

Teachers who are integrating technology find that students are more motivated to learn, apply their knowledge to practical problems, and take ownership of their learning. Those teachersalso report that by using technology, students are developing key 21st century skills including creativity, collaboration, and skills in problem solving and critical thinking. They also see changes in their teaching practice , as a result of technology integration instruction (Lightle, 2011 , As cited in Cruz. 2013, p.5) .

1.2. Evolution of Educational Technology

The evolution of teaching and learning through technology integration is apparent at all levels of education. Technology and education have been brought together, which has changed the classroom, as well as, the roles of the teachers and students performance.

The first ways of sharing knowledge were handwritten books through printing press in the 15th century. Printing represented a technology that allowed knowledge to be spread to a larger group of people throughout the world. The printed books could be reproduced in editions of hundreds of copies that could easily be read and transported in privacy from one place to another. (Area Moreira, Gros Salvat, Marzal Gacia-Quismondo, 2008, as cited in Choto Alvarado, Ortega Palma, Sibrian Ramirez, 2015, p. 18)

From the 19th to the 21st century, the world has been deluged with new technological age of software technology which has been also used amply for education and training. Such as, Multimedia, E-mail, internet, intranet and website are used extensively today. There are telecommunication modes through which instructional materials can be given to students. After that, those multimedia tools and audio-visual aids are implemented at schools. (Grace & Kenny, 2003).

In the last decades, new innovations have played a vital role in communication and getting information including Smartphone, iPods, iPads, iPhones, and many technological devices were available in school and universities (Area Moreira et al., 2008, as cited in Alvarado et al., 2015, p. 18).

1.3. Educational Technological Tools

Using multiple technological tools in the learning process creates better communication for the learners. Also they are considered as essential instrument tools in EFL teaching and learning because it makes the learning process interesting and teaching more productive. Thus, technological tools can be represented in different technological materials

such as : information and communication technologies (ICT), computer assisted language learning (CALL), mobile assisted language learning (MALL), and audio visual aids.

1.3.1 Information and Communication Technologies (ICT) .

There are many definitions given to the term Information and communication technology (ICT) .However, we can simply say ICT or ICTs stands for “Information and communication technology or technologies”. It refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on communication technologies. ICT is defined as a diverse set of tools and resources used to communicate and to create, disseminate, store and manage information including television, radio, cellular phones, satellite systems, and internet or computer and network hardware and software. In addition to different mobile applications, and services related to these materials like video conferencing and distance learning.(Ratheeswari, 2018, p. 45) .

According to UNESCO, the term ICTs are forms of technology that are used to transmit, process, store, create, display, share or exchange, information by electronic means.ICT can be used in various contexts such as ; ICT industry, ICT law, ICT education...etc. (Ratheeswari(2018) advocate that ICT improves teaching and learning and emphasizes its importance for teachers in performing their role of creators of pedagogical environments. ICT helps teacher to present his teaching attractively likewise learners to learn at any level of educational programmers . Jager and Lokman (1999)define ICT as an object that refers to learning about ICT, an assisting tool, a medium for teaching and learning and as tool for organization and management in schools , also cited in Michiels and Van Crowder as follow Toomey(2001) claims ICT is that :

... Generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could

include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, and video conferencing). The most significant about ICT is the increasing convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterizes both the technologies and their use.

ICTs in present years are making dynamic change and influence all aspects of life. Yet, the influences reflect more at schools. Because ICTs provide both students and teachers with more opportunities in adapting, learning and teaching to individual needs and offers interdependence of learning among learners.

1.3.2 . Computer Assisted Language Learning (CALL).

The term Computer Assisted Language Learning or CALL : is fairly recent one , the existence of the wordCALL in academic literature has been recognizable for about the last thirty years(Levy, 1997 , p.1) .therefore , CALL has been defined in multiple ways according to many researchers . CALL refers to the use of the computer as tool which is used as an aid to the teacher and student in the classroom. Within the same perspective, Beatty (2017) provides a general definition of CALL as “any process in which a learner uses computer and, as a result, improves his/her language” (p.7). According to Levy (1999) and Amaral (2011) as cited in Pradheep Singh (2015. p.25) CALL is “the search for and study of applications of the computer in language teaching and learning” is a means used in EFL teaching and learning since it has multiple advantages for instance , the presentation, reinforcement, and assessment of material to be learned, most of the time including a substantial interactive element.(Levy, 1997) . in addition to , Warschauer and Whittaker (1997)states that :

CALL is used to assist learning because learners can develop and control theirlearning through the use of different tools such as email, electronic books and

dictionaries. Therefore, the learners can be more autonomous because they can use the computer to get information and feel satisfied about their learning .

Garrett (1991) in discussion about the computers role in language teaching, she argues that it is a medium or an environment in which a wide variety of methods, approaches or pedagogical philosophies may be implemented. Grammar -translation activities, audio-lingual drills, or cognitive analysis of language, or a communicative syllabus: any of these, according to Garrett can comprise Computer Assisted Language Learning (CALL).

Apparently, the integration of computer during the learning and teaching process has vital goals focus on more effective delivery of knowledge and increased skills.

1.3.3. Mobile assisted language learning (MALL) .

At the present time, the use of mobile devices has become an important tool in teaching and learning. Whereby, it is facilitate the acquisition of the target language whether inside or outside the classroom environment. However, this features led to the appearance of new learning approach which are specialized for learning second language are considered as instructional methods with intelligent capacities and systems well know by **Mobile assisted language learning (MALL)**. Malley (2003) defined mobile learning as type of learning that take place when the learner is not at affixed location .(Malley et al.,2003:6).

From another point. According to Chinnery (2006) view about the MALL he claims:

They are instructional tools and the effective use of any tool in language learning requires the thoughtful application of second language pedagogy. Imaginative examples of such applications using cell phones, personal digital assistants, and portable digital audio players. (p. 9).

In other words, the emergence of instructional mobile devices such as Cell phones including the iPhone or iPad, MP3 or MP4 player and Personal ,Digital Assistants (PDAs) including

Blackberry and Palm Pilot led to the appearance of Mobile Assisted Language Learning approach .(Chinnery, 2006, p. 9).

Clearly, (MALL) is considered as one of the most significant approach that may help its users to practice several activities in acquiring the language, and to arise their skills through using different study features. However, (MALL) can be viewed as an approach that may help learners to learn effectively outside the classroom in a short period of time. Especially for autonomous learners to learn whenever they want and according to their needs.

1.3.4 Audio Visual Aids

Audio-visual aids are an interesting tools and materials in teaching and learning EFL which involve any audio and visual media such as graphs, diagrams or picture ,voice messages, (Ratheeswari, 2018) . An audio Visual material creates a good atmosphere that makes the learners feel more confident because they find it more exciting to learn. It can help them to improve communication and increase their motivation. The learners like to use Audio Visual aids because it gives them the opportunity to practice the language skills. On the other hand, in the internet a plenty of educational videos are available Hence; thus ,videos are helpful aid in the educational system particularly, in EFL context because they enable the learners to discover other people's life and cultures and offers exciting possibilities for language teaching and learning .

In fact, using videos as learning materials could make the lessons more comprehensible. The learners rely on videos to develop their speaking and listening skills by listening to the native speakers (Lonergan, 1995) .Furthermore, most of audio-visual aids affect positively on the student's skills, it gives the learners' opportunity of language exposure in a modern way in order to enhance their level in language proficiency.

1.4. Mobile learning for Language education

Since the recent years, which quick advance of mobile technologies has appeared many new term, which is called mobile learning (M-learning). Mobile learning is a field which combines two very promising areas; mobile computing and e-learning. M-learning has been considered as the future of learning or as an integral part of any other form of educational process in the future. As M-learning is quite a new domain there is a lot of work and research that is being going on. People are trying to understand how the mobile devices will help in reaching better education.

1.4.1. Definition of Mobile Learning

Mobile learning brings a new sense of learning which is different from the traditional one. It could be considered as any form of learning and teaching that occur through a 'mobile device' or in a mobile environment (Trifonova, 2003). In addition, Traxler (2005) said that mobile learning includes "mobile phones, smartphones, personal digital assistants (PDAs) and their peripherals, tablet, PCs and laptop PCs" (p.262). Additionally Moreira, Pereira, Durão, and Ferreira (2018) they said: "mobile learning refers to the use of mobile or wireless devices for the purpose of learning while on the move". Which mean to give the ability to learn from anywhere; meanwhile, being more productive and saving time (Moreira, Pereira, Durão, & Ferreira, 2018).

Again, mobile learning, as defined by O'Malley et al (2003) is any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies. Some advocates of mobile learning attempt to define and conceptualize it in terms of devices and technologies; other advocates define and conceptualize it in terms of learners mobility and learning mobility. Whatever the perspective of viewing mobile learning,

most authors agree that mobile technology can provide particular benefits for learners, mainly its portability, interactivity, ease of use, high efficiency, flexibility and reliability (Picek&Grcic, 2013). Typical examples of the devices used for m-Learning include; cellphones, Smartphone, palm-tops, and hand-held computers. Tablet PCs, laptops and personal media players can also fall within this scope (KukulaskaHulme& Traxler, 2005).

1.4.2.The Beginning of Mobile Learning

The first generation of truly portable information has been integrated with many functions in small, portable electronic devices (Peters, 2007). Recent innovations in programme applications and social software using Web 2.0 technologies (e.g., blogs, wikis, Twitter, YouTube) or social networking sites (such as Facebook and MySpace) have made mobile devices more dynamic and pervasive and also promise more educational potential. However, it has been widely recognized that M-learning is not just about the use of portable devices, but is also about learning across contexts (Walker, 2006). Winters (2006) reconceptualised the nature of M- learning and addressed “mediated learning through mobile technology” (p. 9). Pea and Maldonado (2006) used the term “wireless interactive learning devices,” or WILD, an acronym created at SRI International’s Center for Technology in Learning, to define technology that made it possible for learners to work at unique activities in ways that were previously impossible. Peters (2007) viewed M-learning as a useful component of the flexible learning model. In 2003, Brown summarized several definitions and terms and identified M-learning as an “extension of e-learning” (Brown, 2005, p. 299). Peters (2007) also stated that it was a subset of E-learning, a step towards making the educational process “just in time, just enough and just for me” (Peters, 2007, p. 15). Finally, Pea and Maldonado (2006) stated that M-learning incorporates“transformative innovations for learning futures” (p. 437).

Finally, we can consider that mobile learning brings a new sense of learning. With its lightweight and small size, some devices can fit in a pocket or in the palm of one's hand. (Kukulski & Hulme & Traxler, 2005, .p.1)

1.5. Instructional Mobile applications

We live in an Age of “Mobilism”, in which users want to be connected all of the time, everywhere, on devices that are affordable and globally adopted. In the same time, the rapid advancing mobile technologies along with abundant mobile software applications “mobile apps” make ubiquitous mobile learning possible (Johnson, Adams, & Cummins, 2012 as cited in Hsu & Ching, 2012). The major traits of mobile technologies for learning include user mobility resulting from device portability, relatively strong computing power in small devices, and always-on connectivity (Hsu & Ching, 2012). In addition, mobile devices such as Smartphone or iPod touches are vastly gaining popularity (Johnson, Levine, Smith, & Stone, 2010 as cited in Hsu & Ching, 2012) due to the availability of various easy-to-use mobile software applications.

When talking about mobile devices and their closer relationship with the teaching-learning innovation, the significance of mobile applications (apps) as useful tools in the achievement and acquisition for specific learning cannot be overlooked. In the words of López-Hernández and Silva-Pérez “the apps are agile and intuitive and with a very brief learning curve that makes them motors of specific learning processes” (p. 177). In this regard, one of the main interests of the present study is the identification of some effective apps for the development of learning experiences.

1.5.1.Overview about mobileapplications apps

The emergence of mobile applications for teaching and learning foreign languages has attracted teachers and learners to benefit from them. As a result, the mobile applications that are earmarked for learning where learners may acquire new words, items, and definitions wherever and whenever they find an opportunity.

Mobile applications (or apps) as “end-user software applications that are designed for a cellphone operating system and which extend the phone’s capabilities by enabling users to perform particular tasks” (Purcell, Entner, & Henderson, 2010, p. 2). Mobile apps offer a massive amount of learner options. However, there are so many mobile native applications out there that there is no way anyone would be able to go through them all. Luckily, most apps are reviewed by the users, which make screening apps for specific topics a bit easier based on that feedback. Mobile applications can have a variety of educational formats: serious games, flashcard type of information deliverers, etc ... Mobile application most commonly referred to as an app, iPhone app or Smartphone apps (Techopedia, 2016).

Is a type of application software designed to run on a mobile device, such as a Smartphone or tablet computer. Mobile applications frequently serve to provide users with similar services to those accessed on PCs. Apps are generally small, individual software units with limited function. This use of app software was originally popularized by Apple Inc. and its App Store, which offers thousands of applications for the iPhone, iPad and iPod Touch .

Additionally according to Papadakis and Kalogiannakis(2017) a mobile application is a computer program designed to run on mobile devices such as Smartphone and tablet computers. Then , Goodwin (2013) states that there are more than just ‘paid’ and ‘free’ apps in the app stores. Mobile apps or well-known as software applications that is speciallydesigned

to be run on the mobile devices like Smartphone, tablet computers, and usually written for a specific operating system. They are typically available through native distribution platforms called app stores or app marketplaces platforms such as Android (Google), iOS (Apple) and or Windows.

According to Son(2016) language learning applications are defined as applications dedicated to the learning and teaching of languages which can be used in and out of the languageclassroom. These applications can be developed as native apps, web apps and hybrid apps. Son (2016) further mentioned that these are Instructional apps, which are explicitly designed with language learning and teaching in mind.

1.5.2. Definition of Instructional mobile apps

Since mobile learning, take education out of classroom boundaries. Based on the device used, the learner can access a vast area of content, via the use of mobile devices to consult information, download data, and install learning applications and so on.

While using instructional mobile applications many learners have the ability to participate various activities to improve their learning and acquisition. These activities may motivate and enable them to perform better in the learning task according to their needs. Since mobile phones can be used in different contexts, learners may practice vocabulary and learning independently. Besides, learners may be exposed to different flexible learning styles that may be adopted according to the learning demands. From a theoretical point of view, the classification of the activities practiced by learners in their mobile phones to facilitate learning. Likewise, learning a foreign language through the mobile application may have an important role in developing learners' lexical knowledge. It would provide its users with various study sets and features that may suit their learning style. It is not used only inside the

classroom to accomplish the task set by the teacher, but outside the classroom as well in order to achieve better results.

Since, one of the most important things in the learning process is to find the right style that makes learning easy; thus applications may offer different modalities in learning new items and words. It can be useful for visual learners and it can be helpful for auditory learners. Moreover, if learners are kinesthetic, it may help them to experience writing words and definition in each mode. Therefore, learners would be able to review and memorize better the new words and develop the target language. Mobile applications as: software is usable when it allows the user to execute his task effectively, efficiently and with satisfaction in the specified context of use (p.18). Therefore, various types of apps tend to teach vocabulary in isolated units rather than in relevant contexts, or apps minimally adapt to suit the skill sets of individual learners; another apps offer explanatory corrective feedback to learners.

Further mentioned the most cited definition of Mobile learning is using mobile technologies to facilitate and promote learning anywhere and at anytime (Chuang, Hwang, & Shih, 2010). Wexler et al. (2007) defined mobile learning as “any activity that allows individuals to be more productive when consuming, interacting with, or creating information, mediated through a compact digital portable device that the individual carries on a regular basis, has reliable connectivity, and fits in a pocket or purse” (p.21).

by all means, recently there are many software developers who try to make educational software possible because they found it will be helpful for everyone who tends to be autonomous learner. While people can learn anything anywhere from their Smartphone or tablet computer easily by installing the software.

1.5.3. Categories and types of Instructional mobile apps

Language learning applications create a very big category specialized for various types of students and learners with specific purpose and content(Godwin-Jones, 2011) Mobile learners prefer personalized programs like MALL -mobile assisted language learning applications to help them advance quickly in their studies. Most mobile apps are presented as useful mobile learning tools for education in the following categories:

1.5.3.1.Educational category:Educational and informative apps educate and inform

learners. While the purpose of this type of app is fairly straightforward, there is diversity when it comes to educational apps, like language learning apps.

However, a lot of apps that could be used for educational purposes can be found in other categories, For example, many game apps are also have an educational component.

1.5.3.2.Communication category: social networking and instant messaging or what is

well known Social media apps, these mobile apps give learners the opportunity to connect with people inside or outside their social circles. For the most part, social media apps are universal and have a very diverse user base where they can exchange and use language with different learners. These apps are used to share live video, post images, instant messaging, facilitate conversations and communication between its users.

1.5.3.3.Information sharing category: cloud applications or file-sharing app is type of

mobile application program that enables learners to share and collaboration information in the file sharing within the organization. With file-sharing applications, he can get to save, share, manage, and collaborate files and documents in one place. In addition, this mobile app can help learners in accessing their library wherever they are. It is useful way, where learners can download a book from the store and read it on their own device

1.5.3.4. Student organization category: (e.g. schedule management tools) taking as

example a time management app is a solution to help learner better prioritize their time with to-do lists, time trackers, memos, calendars, and/or a mix of these.

Additional features often include calendar or task sharing, project tracking, and analytics to better help them to see how time is spent and how to prioritize.

1.5.3.5. Classroom tool like (note-taking): Note-taking applications enable users to type,

write, and draw on their devices just as they would on paper. Many applications have their own unique features, storage, organization, and sharing capabilities, and

it's up to the user to identify which note-taking application will work best for their needs. Note-taking is not a new initiative in education. Students are encouraged to

take notes on their lectures, class assignments, readings, and other learning

activities. Faculty share notes with students to outline and summarize the content

in the course. The Office of Disability Services work with faculty, able-bodied,

and disabled students to make sure the students have the notes they need to

succeed in class. In recent years, learners, faculty, and departments around

universities are turning over to applications that will allow them to store and share

their information more efficiently.

1.5.3.6. Constructive or 'productivity' category: Constructive apps are designed for

creating expression, which are characterized by an open-ended design that allows users to create their own content or digital artifact using the app.

1.5.3.7. Instructive apps category: have elements of 'drill-and-practice' design whereby

the app delivers a predetermined 'task' which elicits a homogenous response from the user. These apps require minimal cognitive investment on behalf of the learner.

Most game apps are classified as instructive apps.

1.5.3.8.Manipulable apps category: allow for guided discovery and experimentation within a predetermined context or framework. These apps require more cognitive involvement than instructive apps but less than constructive apps.

Respectively, according to Cohen et al. (2011, p.9) the ‘world of apps’ currently designed for learners includes three general types: gaming apps, and in reading or e-books.

_ **In gaming apps**, the activity includes a range of challenges, actions and reactions that lead to skill acquisition and achievement as levels are played and mastered.

_ **In reading apps or e-books**, the story or the reading of the story is the activity. Playful features or mini activities are integrated into a familiar schema of reading a book. The curriculum is in this context either explicit in the text or implicit and embedded in the activities.

1.5.4. Top popular Instructional mobile apps

There are surprising numbers of apps to help people in learning English. They fall into a few different categories. Like Memrise or Drops, practice apps like HelloTalk or Tandem, and then phrasebook style apps like Simply Learn English.

1.5.4.1.Duolingo

Is one of the best English language apps today and highly recommended for English beginners. The gamified learning system of the app helps learners to learn English quickly by spending twenty minutes a day. Duolingo structures their lessons that teach about seven new words based on a topic and skill points being awarded for completing the lessons.

Duolingo is the most comprehensive online language learning platform. The most popular languages include Spanish, Dutch, Danish, French, German, Italian and Irish. Other languages offered include Russian, Japanese, Dutch, Turkish, Korean, Greek, Mandarin Chinese, and

even a few fantasy languages. The app has become a staple example of mobile language learning. Many Duolingo courses are created by native speakers themselves which empowers communities and language passionates to get involved and gave rise to less expected courses such as Guarani or Klingon. Another feature that makes Duolingo special is that it is not aimed solely at an English native speaker. For each language there are specific courses that aim at those with different first languages.

1.5.4.2.HelloTalk

Is one of the more interesting English learning apps. It uses a social network of sorts to teach. It teaches learner's language by the exchange helps with conversational English, vocabulary, and even grammar. The app supports over 100 languages and also includes voice calls, video calls, text messages, picture messages, and audio messages, texting, translation tools, group chats, and a great search feature that would get find friends.

Its recommend using this as a secondary form of study. This with something like Duolingo

1.5.4.3.Google Translate

Is an excellent app for language scholars. The app has three main features that make it really useful. The first is to standard text-to-text translation. It works with 103 languages online and 59 languages offline. The app also translates speaking in real time. This is an excellent tool for practicing the vocabulary and diction. Finally, the app translates the stuff on camera in real time as well, street signs, etc. Google Translate is free and anyone learning a second language should have it.

1.5.4.4.EWA

Is learning app for learning English. Including various levels of learning, and it works in small chunks so it is great for learning in any time or place. Additionally, the app offers over

1,000 books to help learners in practicing their English reading skills. Some of the other tools include 40,000 flashcards, various learning techniques, and it use things like TV show or movie to teach and practice listening and speaking activities. The entertainment aspect seems to keep people engaged while they learn. The only downside is the expensive monthly subscription.

1.5.4.5.Hello English

Best app for intermediate learners. Hello English starts with a language test, and then serves up English lessons based on the test results. Hello English supports learners with 23 native languages.

Hello English covers all the aspects of language learning, including vocabulary, translation, grammar, spellings, spoken, and reading skills.

However, it gives the ability to understand basic English structure and alphabets.

1.5.4.6.YOUTUBE

Is a video sharing service where users can watch, like, share, and comment and upload their own videos. The video service can be accessed on PCs, laptops, tablets and via mobile phones. YouTube also acts as a social network by allowing users with space to know about language, to watch and upload their own videos, comment on videos, rate and respond to comments, like or dislike videos, create playlists, and subscribe to other users and channels.

1.5.4.7.TED talk

The TED app is a tool for browsing, downloading, and viewing TED talks, the acclaimed short videos that feature thought leaders expounding on topics from technology, entertainment, design, and other disciplines in 18 minutes or less. Learners they could browse featured talks, search by subject matter, or use the "Surprise Me" feature to view a custom

playlist of talks centered on a certain theme. A "My Talks" page shows talks that have been bookmarked and saved for offline listening or viewing.

1.5.4.8. Quizlet

Is supposed to be one of the digital apps promoting autonomous learning. Quizlet is a multimodal mobile and web-based study app. Quizlet consists of auditory inputs and visual input which allow the students to explore the learning materials by them. Quizlet provides a new experience of learning in an online atmosphere which is interactive and fun which might not be found in an offline learning model.

1.5.4.9. Sli.do

It can be used for student and teacher to make a group discussion about current issues related to the education. This will help them to ask the question freely because they can ask as anonymous person and the other can respond to the question. This app refers to a room discussion that has its own code for every room discussion, so people can share the code and the other can join the room discussion by entering the code

1.5.4.10. Udemy

Is an American massive open online course provider aimed at professional adults and students. While, Students take courses largely as a means of improving activities related to skills. Some courses generate credit toward technical certification. Udemy has made a special effort to attract corporate trainers seeking to create coursework for employees of their company; there are more than 155,000 courses on the website and the platform has more than 40 million students, 155,000 courses and 70,000 instructors teaching courses in over 65 languages. There have been over 480 million course enrollments. Students and instructors come from more than 180 countries

1.5.5. Mobile application Versus Language Skills.

The use of instructional mobile apps under the language teaching and learning setting have an increased potentiality on the development of grammar, reading, writing, speaking, pronunciation and listening skills (Levy, 2009). Therefore, English teaching and learning relies in taking advantage of these applications to improve one's learning ability, as well as, offering the learners with opportunities to be independently active in the learning process and to activate their autonomous learning. As it is generally known, the English language can be categorized into receptive and productive skills (Scrivener, 2011. Cited in Muhammed, 2014. P.106). The former refers to both listening and reading skills, whereas the latter is related to speaking and writing. Including the listening and reading applications that the majority of the targeted EFL students used to strengthen their English language skills. Listening and reading are two receptive skills that are important to understand the others, as they provide input and activate the learners' plan to speak (Richards, 2006. Cited in Muhammed, 2014. p.106). Thus, such applications are not only providing better comprehension but also improving communication. Consequently, Smartphone learning applications have an impact on listening, reading and speaking skills.

Moreover, Kondaland Prasad (2016) also wrote about the extent mobile devices can reach to enhance the four skills. Starting with listening skill, they argued mobile learning enhances listening ability, mainly for the appropriate pronunciation. Thanks to the third generation or the fourth generation phones listening skill can be controlled effectively and proficiently. They added the different types of applications give many listening exercises to the learners to obtain command of the language. In this case, Through podcast learners can choose his/her favorite program according to his convenience and listen to it. The podcasts can provide conventional listening comprehension practice. Kondaland

Prasad (2016) also declared that one can find related apps on Google play store such as English listening tests, English listening, English daily listening, English listening Practice, advanced English listening.

As far as the productive skills are concerned writing and speaking , Muhammed (2014) stated that there are some applications that were used for reviewing and revising the writing process, such as spell checking and proofreading applications that can be used to develop better writing skills on the part of the participants. He gave an example, once the students have written an essay; they will use spell checking to correct the spellings of their essay. Consequently, he said this is another relevant mobile device application that could help many of the students' to develop their writing skills and produce a good piece of writing. Therefore, he deduced the mobile device has an impact on the writing skill of many of the students. (p.106).

Clearly , learning English relies in taking advantage of technology development to improve learning ability ,as well as, offering the learners with opportunities to be independently active in the learning process and to activate their autonomous learning.

1.6 Role of instructional mobile apps in promoting autonomous language learning

Nowadays, there are plenty of mobile apps that provide learners with information needed , because they found it very helpful for everyone who tends to be autonomous learner. People can learn anything anywhere from their Smartphone or tablet computer easily. According to Son (2016), language learning applications are defined as applications dedicated to the learning (and teaching) of languages which can be used in and out of the language classroom. These applications can be developed as native apps, web apps and hybrid apps.

Son (2016) further mentioned that these are Instructional apps, which are explicitly designed with language learning and teaching in mind. The most cited definition of Mobile learning is using mobile technologies to facilitate and promote learning anywhere and at anytime (Chuang, Hwang, & Shih, 2010). Wexler et al. (2007) defined instructional mobile applications as “any activity that allows individuals to be more productive when consuming, interacting with, or creating information, mediated through a compact digital portable device that the individual carries on a regular basis, has reliable connectivity, and fits in a pocket or purse” (p.21). However, Aljuaid, Alzahrani, and Islam (2014) cited from Ramamurthy & Rao considered it as learning procedures held outside of the traditional classroom and through learning devices (computers, tablets, iPads, palm tops, and mobile phones) people keep continuing their learning activities (p. 1). Meanwhile, students’ have the ability of self-control could be another obstruction for mobile learning. if they are really assisted on how to use their smart phones effectively and which application they should use, it will improve their level of autonomy and comprehension.

Conclusion

In conclusion, the current chapter tackled the fundamental boundaries about technology and the integration of innovations in the field of education. Then, we revisited the use of technology in the EFL classroom and inside educational system. Afterwards, we highlighted the role of technological tools like CALL in teaching foreign languages and the development of MALL in the language classroom to reach how can mobile learning boost learning autonomy and motivation inside or outside the classroom. Subsequently, more specifically we reviewed comprehensively the famous learning mobile applications, and how to use it. After a clear distinction was made of the varied instructional mobile apps that can be used in education, as a vital tool to enhance students’

learning autonomy . Finally, we considered the role of using mobile learning applications to rise the learners skills .

Chapter Two

LEARNER'S AUTONOMY IN LANGUGE LEARNING

CHAPTER TWO:LEARNERS' AUTONOMY IN LANGUGE LEARNING.

Introduction

Learning English nowadays has become a very complicated process , and the traditional way of teaching has shifted from teacher -centered approach toward learners-centered system .Furthermore , young learners have become more connected and linked to their smartphone more than any other time in recent years, which sometimes could affect their learning process ,in this respect, autonomy has acquired specific interpretations , For example; with the open educational resources and the Internet, learners are able to obtain rich information and learning resources (Cronin 2017; Smyth et al, 2016).Whereas , they are able to be engaged in authentic learning via technology and mobile learning which is no longer constrained by space and time . (Lan et al,2015).

2.1. Overview of Autonomy

2.1.1.The Notion of autonomy

The notion of autonomy came to exist in various fields as philosophy, psychology, politics and education. The word is basically originated from the Greek term "autonomus" / "autonomia", referring to someone or something which lives by his/her own rule, therefore, the autonomous learning is related to self -directed studies. This was introduced from the domain of politics. Particularly, from the Ancient Greek philosophers such as Aristotle and Socrates who claimed for citizens' right to self-government and advocate the principles of freedom and not being subjected to others' authority (Hadi, 2012).

Respectively Autonomy is an individual's capacity for self-determination or self-governance.

Recently, in (2018) Molly draw an analogy between the autonomous person like the

autonomous state “Autonomous person is clearly defined as self-sufficient, independent, and self-reliant, a self-realizing individual who directs his efforts towards maximizing his personal gains. His independence is under constant threat from other (equally self-serving)” .(Molly, 2018). However, the concept of autonomy is tightly related to modern teaching and learning approaches and methods and methods. It started to be used in the field of education and more precisely language education through the use of communicative approach .Its definition tends to vary in the literature. In fact that it is a multidimensional concept Initially, the first as one of the pioneer scholar who introduces the notion of autonomy and autonomous learning is **Holec** referring to the term autonomy as the ability to take charge of one's learning. Holec (1981) who defined it as “the ability to take charge of one’s learning [...] this ability is not inborn but must be acquired either by natural means or formal learning” .(Holec, 1981, p. 3)

This definition provides the basics in understanding the notion of the concept and the main characteristics of autonomous learners. Learner autonomy, according to this view, is not something we are born with, but the capacity to learn how to learn and act in specific situations. In other words, autonomy can be acquired by providing learners with opportunities to use their knowledge.

Holec(1981) went on to further develop his definition by explaining how learners behave he provides a definition of learner autonomy as: “To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning, and nothing more ...to take charge of one’s learning is to bear responsibility for all the decisions concerning all aspects of this learning” .(Holec , 1981,p.3) .Holec supports his definition by a set of roles the autonomous learner is adapted with such as:

- Determining their objectives.

- Defining the content and progression.
- Selecting the method and the techniques to be used.
- Monitoring the procedure of acquisition.
- Evaluating what has been acquired.

Additionally, Dickinson (1987) on the other hand, claims “the learner is responsible for the decisions concerned with his or her learning, and the implementation of these decisions.”

autonomy as a situation in which language learner takes over his or her own learning. Later on, Littlewood (1996) combines the notion of autonomy to the ability and willingness to take responsibility. In other words, the term autonomy as provided in Collins dictionary precisely defined as “**Autonomy** is the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do. Is to control the government of organization, or group by itself rather than by others.” Then autonomy has been defined in Mariani Webster dictionary as “the state of existing or acting separately from others or the power or right of a country, group, etc...,”

Furthermore, in Oxford advanced learners the term autonomy have been defined as” the ability to act and make decision without being controlled by anyone else .(p.84).

Defining autonomy is the fact that it is a multidimensional concept. According to Benson (2001), identifying autonomy is a difficult task especially when it comes to identifying the behaviors that demonstrate control over learning because autonomy can encompass many other aspects of learning such as learner strategies, motivation, and taking control. According to Murase (2015), autonomy is a multidimensional construct because it can be viewed from four inter-related dimensions: technical, psychological, political and socio-cultural which were further divided into sub-dimensions. Accordingly, the multidimensionality as seen in the

work of Murase means that a learner's autonomy may be demonstrated differently for different dimensions. Finally, the autonomy is general term that has lot of interpretation that could use it in all domains, as it requires the ability or act and behave independently from others.

2.1.2. Autonomous Learning

In today's educational setting, and with rapidly development learners are becoming independent decision makers is the direct way for maximizing their chances for success. The concept of learning autonomy has emerged for promoting the role of learners as key agent in the language learning process, the shift from teacher-centered approach toward learners-centered system. In this respect autonomy has acquired specific interpretations, according to Holec 1981 he defines autonomy as "the ability to take charge of one's own learning" (p.84).

Which means to have, and hold the responsibility for all decisions concerning all aspects of learning. Also, Carrbe 1993 argues that the essence of learner autonomy lies on the learner's rights to exercises his /her own choices in learning and freedom from the choices that is imposed by the instruction. (p.433)

From what is stated above, we understand the autonomy is related to being independent. However, the term independence does not mean the absence of guidance, but the outcomes learning process help learners to work with such guidance in other words learning autonomy we cannot be developed without the support of the instructor. A more comprehensive definition for autonomy is provided by Gibbs (1992), *Independent learning* "is becoming rallying cry for those who believe that students need, or can cope with, much less support from teachers..." (Gibbs, 1992, p41_42) the independent learning involves the freedom of using library and others sources of information rather than relying on formal teaching or teachers support. In same perspective to (Little 1990) he observe the autonomy as matter of

individualizing learning via out of class initiatives where learners work without a teacher.

Self-instruction can help in achieving some sort of autonomy; however, not all learners can become autonomous when working independently without the assistance of their teacher. The view which postulates autonomy as a ‘complete responsibility for one’s learning’ (Dickinson, 1987, p.11) . According to this argument, interdependence is ‘the ability of learners to work together for mutual gain and to take shared responsibility for their learning’ (Palfreyman, 2003, p. 4).

The concept of independence in learning has been introduced as a major component in promoting autonomous learning.

2.2. Definition of autonomy in learning and teaching

Under the realm of language learning and teaching, the new implementation of technology leads to shifts and interchanges regarding teacher' and learner's roles and come up with new beliefs and norms of autonomous learning. Where teachers scaffold learners towards independence by using variety strategies in order to help them to develop autonomy.

Otherwise learner as being autonomous means to have the ability of self-access and especially with technology-based learning. As well as, being autonomous is to take some charges on the part of learners, since the capacity of taking charges of one’s own learning is not innate but it must be taught, there would be much need for guidance .Thus , application of autonomy standards within the process of teaching and learning a foreign language came to be the shifting stream at the level of classroom criterion in general and the learning process in particular. In formal learning process teachers are the only responsible of the learning process (active) and their learners in terms of setting learning standards, conveying information, presenting, explaining, and assessing. Meanwhile, learners (passive) are less responsible and they are required to achieve knowledge set by the teachers (Elmoda, 2016).

However, with the practice of autonomy and the increase of the mobile and technology learning led to free the learning process and reformulated the teaching and learning standards of a foreign language field. In other words Benson and Voller (1997) explain that the shifting stream of autonomy approach aligned with the pedagogical concerns of learner-centered methods and aims. “Such an approach is often characterized by tensions between responsibility and freedom from constraint; between the individual and the social; and between the views of language learning as a means to an end (autonomy for language learning) and as an end in itself (language learning for autonomy)” (p.5).

In this respect, in order to emphasize on learners-centered goal this approach is focusing on independent learner mainly on how they think, learn and behave, sharing decisions in teaching, learning goal setting and leading students towards taking responsibility for their learning rather than prescribing the learning process. However, Autonomy is a long-term aim of education and one of the most important factors in successful language learning. (Candy, 1991).

Autonomy in field language learning and teaching is conducive to academic success and to develop learner's competences in the target language such as communicative competence. Moreover, autonomy does not help in language learning only, but contributed in the development of personal and professional life.

2.3. The autonomy in EFL context

Due to the changing world and the variables as technology, social values, life standards, the educational standards have witnessed also into this changes in the norms and approaches of teaching / learning English. As stated previously, language teaching and learning contexts have abandoned the traditional approaches with the substitution of communicative language teaching and learner-centered approaches (Nunan, 2000). Actually, learning

English as foreign language (EFL) is an interactive social process via which learners have to attend to the different situations in which they need to transfer their knowledge beyond the immediate context of the classroom. (Little 2007, as cited in Albadry, 2018). In this view, social interaction is essential to the development of learner autonomy, additionally with the ability to work individually and in collaboration with others. Thus, autonomous learners are those who have the ability to work in isolation or with other learners and benefit from their social interaction by reflecting on and synthesizing their learning to create new understanding beyond the conventions of the classroom context. However, learner autonomy and autonomous language learning can take place within institutional settings (Benson, 2001). He stresses both situations of autonomous language learning, the out-of-class learning and the classroom practice by taking into account the roles of teachers and learners from being dependent to independent in fostering the autonomous learning.

Hence, the practice or fostering of autonomy is applicable in and for learning English as foreign language and should be promoted within or beyond the boundaries of EFL classroom.

2.4. Learner autonomy

the following parts are therefore intended to explore how learner autonomy defined and other related concepts .

2.4.1 Definition of Learner's autonomy

Learner autonomy is considered as research of interest in foreign language teaching and learning ; there remain a great debate about what learner autonomy is .The concept of learner autonomy has been defined in a number of different ways. One of the widely acceptable definition was that “ the ability to take charge of one's learning [...] this ability is not inborn but must be acquired either by natural means or formal learning” . (Holec ,1981,

p. 3) according to Holec's view, autonomy is not something we are born with, but the capacity to learn how to learn and act in specific situations. Little (1991) expanded Holec's definition arguing that in order to be an autonomous learner, one has to have a positive attitude towards their learning, take responsibility, be willing to interact with others, and have the capacity for reflection "autonomy is a capacity for detachment, critical reflection, decision making, and independent action" (Little ,1991 ,p.4.). Learner autonomy is interpreted as students' willingness and ability to take responsibility for their own learning. This ability is not found in all students in the same degree, but it varies based on many interrelated factors such as the learning goals, context, and the level of language competence , also autonomy associated with the ability to work individually and in collaboration with others. In relation to the notion of collaboration, it can be viewed in terms of the interaction and the negotiation of meaning with others. White (2003) proposes a concept of autonomy about 'learner independence'. In her argument, learners can be independent in their learning and at the same time are expected to collaborate with others.

Moreover, other researchers highlight the importance autonomic attitude as form of learners' awareness in the learning process (Wenden, 1991) "learner autonomy, refers to learners' awareness of their role in the learning process which include their ability to acquire strategies to self-direct and manage their learning". Learners take their first step towards autonomy when they recognize that they are aware enough about their role in his own learning. This can be achieved through the involvement , management in all aspects of the learning process .Dickinson (1987) on the other hand, views learner autonomy as decision making in leaning context. According to him autonomy refers to the situation in which the learner is responsible for the decisions concerned with his or her learning and the implementation of these decisions.(Hadi , 2012).

Overall , to act autonomously, learners should have the confidence to take responsibility for their own choices and make decisions during the learning process. According to Alkhatnai (2011), the increase in self-confidence would have a positive impact on learners' involvement and learning.

2.4.2. Different concepts related to learners autonomy

Defining learner autonomy is mainly difficult , due the fact that there are degrees of autonomy, beside that the behavior of autonomous learners can change depending on their age, context , and how far they have progressed with their learning. Therefore, Benson (2001) explains that autonomy is a complex concept with multiple forms that are subjected to change for different learners and for a particular learner in different contexts. For this reason, there are a number of terms related to autonomy, some of which are used synonymously, and some others with separate meanings: such as self-direction, self-instruction, self-access, self-study, out-of class learning and distance learning in which they all partly or completely refer to the states of autonomous learning.

2.4.2.1. Self-direction/ self directed learning : a particular attitude to the learning

task, where the learner accepts responsibility for all the decisions of his learning (HADI,2012) ,a self-directed learning and the concept of autonomy are in a close contact in the learning process. In self-directed learning, learners are moving towards the processes of self-study, self-evaluation and autonomy (Majedi&Pishkar, 2016). Also as mentioned to Dickinson “the process or the techniques used in directing one’s own learning”. (Dickinson, 1987, p.11).

Similarly, Holec (1981) specifies the distinction between autonomy and self-directed learning in terms of the capacity that learners possess to various degrees as an autonomous capacity while self-directed learning is what learners can do more or

less effectively according to the degree of this capacity. Moreover, in this situation the learner can receive a help from the teacher in learning. However, autonomous learning entails the learner to be fully responsible of his or her learning. Therefore, identifies self-directed learning is a process in which the learner is responsible and able to set his/her own learning goals, identify and address learning gaps, identify resources, select and carry out learning strategies and evaluate his/ her own learning.(Loyens et al, 2008)

Otherwise ,learners have total freedom to generate and pursue their own goals, and undertake critical evaluation of the materials they select.

2.4.2.2 .Self-access/ self –accessed learning : self access learning promotes the approach where students study independently choosing from among different resources that are available. according Gardner and Miller (1999) self-access learning reflects the processes of learning training where the learner constructs basic self-study skills and Learner development. Also to Dickinson (1987) self-access learning is a mode of learning which makes use of materials that facilitate learning. In other words; learning from materials and facilities that are used organized and facilitate learning independently from teacher, for instance ;the Use of multiple technology materials in a more independent setting has been shown to improve motivation and increase students’ ability to work independently by taking more responsibility for their own learning. Students also report feeling more “empowered” by such modes of instruction. Therefore , self-access learning relies within the boundaries of two reasons: the complete reliance on classroom is insufficient for achieving all the learning objectives and the complete need to offer resources for learners to acquire knowledge relying on themselves (Richards & Smidt, 2002). However, self-access is a cognitive and affective development involving increasing awareness of oneself as a learner and an increasing willingness and ability to manage one's own learning .

2.4.2.3. Self-regulated Learning: Self-regulated learning refers to one's ability to understand and control one's learning environment. Self regulation abilities include goal setting, self-monitoring, self-instruction, and self-reinforcement (Harris & Graham, 1999; Schraw, Crippen, & Hartley, 2006; Shunk, 1996) Self-regulated learning is undertaken within a narrow perspective of self-directed learning. That is to assert, Zimmerman (2000) definition of self-regulated learning as “ self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.” (p. 14). In similar perspective , Vrugt and Oort (2008) describes self-regulated learning environment when the learners have control over directing their cognitive and meta -cognitive resource to achieve a learning goal. Clearly stated, a self-regulated learner refers to the processes whereby learners personally activate his or her behaviors and cognitive abilities in selecting and combining strategies for language learning. Henceforth, paying attention to the learners' personal regulation, self-regulated learning takes higher stands regarding learners' personal regulated performance. Zimmerman &Schunk ,2011,p.1)

Self-regulated learning help to prepare learners for lifelong learning and the important capacity to transfer skills, knowledge, and abilities from one domain or setting to another.

2.4.2.4. Self-instructional Learning: self-instruction learning is way that removes all the barriers that are caused in the traditional structured classrooms Dickinson (1987) defines it as learning process without a direct control of the teacher. However, the teacher may have a role in the learning process but in an indirect way. Moreover, Benson defines self-instructional learning as “making use of different resources to teach oneself a foreign language, often without a formal intervention” (Benson , 2011, p.127)

Holec (1988) stated that self-instruction is concerned with responsibility in learning. It describes a situation in which learners can assume varying degrees of responsibilities for their

learning. For self- instructed learning to occur, two conditions must be satisfied; firstly, the learner must take care of his learning by making decisions concerning all aspects of learning including determining the objective, defining progressions, selecting techniques used and evaluating what has been acquired. To do this, the learner is trained in certain learning strategies like planning and organizing, evaluating, practicing, timed practicing, developing and using memory aids, getting help, asking for correction and peer-learning. Secondly, there must be a learning structure in which the learner can exercise control over the learning process. Therefore, for learners to succeed in self-instruction, they must have the skills to manage their own learning. Specifically, in the case , Self-instruction learning. can be achieved by making learners the centre of learning activity in order to take charge of their learning it is need to engage t them in creative thinking as it develops solving problem skills.

2.4.2.5. Distance learning

Adapting with new technologies in the learning process has become pivotal factor in the development of any academic field. Apart from traditional ways of learning, Simonson et al. (2015) define distance education as“ institution-based, formal education where the learning group is separated geographically, and where interactive telecommunication systems are used to connect learners, resources, and instructors” . (Simonson et al, 2015, p.7). Mainly, as Moore (2013) explains, distance learning has structured learning in which the students and the instructor separated by time and place through delivered modes of learning. Such modes of learning are special forms of learning using nontraditional delivery systems. Additionally, with These delivery and telecommunication systems are further examined by Davidson-Shivers et al. (2018) to refer to the use of internet, world wide web, computer, digital technologies, teleconferences systems, communication networks, broadcast systems and corresponding courses. Simultaneously, Gunawardena and McIsaac (2013) describe these

delivery systems as networked learning, web-based learning, web-enhanced courses, connected learning spaces, flexible learning and hybrid learning systems

The Distance learning offers wide range of optioned mediums of instruction. Since it supplies the integration of both technological and traditional means of learning .

2.4.2.6.Learner Training: learner training is related to the concept of learner autonomy as a means to encourage learners to be more responsible for their learning (Dickinson, 1992). For Little (1991) and Sinclair (2000), one of the main aspects in developing learner autonomy is enhancing the learners' capacity for self-directed learning via which they can make informed decisions on how to learn the language .Also , learners need pre -defined skills and preparation to guide them through the learning process in order to achieve the goal of being autonomous, however, Wenden (1991), argued that learners training is essential condition to promote learners' language skills and help them use strategies effectively. For her, autonomous learners are those who have learned to use independently the strategies they have learned as a result of learner training.

2.4.3. Approaches to Learner Autonomy in Language Learning

In recent years, many new approaches and innovations have been used to develop learner autonomy in foreign language education. Helping foreign language learners to become autonomous is one of the fundamental and the universal duties of the foreign language educators whereby, learners' participation and active involvement in their learning process is requested .for implying these theories rely on providing language learning environments that support an autonomous approach of learning, in other words, the language learning situations that tend to foster learner autonomy. Therefore, thus, Theories of promoting learner autonomy are based on various approaches on how to approach autonomy into the foreign language education. Generally, referred to as pedagogy for autonomy or

more precisely as pedagogical strategies for autonomy.(Benson ,2011,p.174) . He provides several main approaches to the development of autonomy in language learning.

2.4.3.1. Curriculum-based Approach

According to Berson(2001) perspective curriculum based educational settings, extends the control of the learner over the curriculum itself where the content of learning emerges in the classroom through collaborative work of negotiation between teachers and learners.Hall and Hewings (2001) state that a language curriculum covers ‘all the issues relating to the planning, implementation and evaluation of a series of language learning events conceived as a coherent whole with a specified purpose’ (p.1) . Benson (2001) states that getting learners involved in a decision-making process at the level of the curriculum promotes their autonomy. Unlike, national curricular that limits learners' options of making autonomous choices and rather directing the control over the textbook writers in making decisions about the learning content, materials and tasks and thus hinder the learners' choices of being independent learners (Trebbi, 2003). However, Benson (2001) the process syllabus include two versions the weak and strong version. Where the former refers to project works in which learners make decisions about the content, the methods of inquiry and the outcomes. However, the latter allows to negotiation and re-negotiation of the content or the learning method during the course.

2.4.3.2.Learner-based Approach

Learner-centered approach provides learners with the fundamental skills for the development of learner autonomy. For this purpose, learner development or strategy training allows learners explicitly to learn how to apply language learning and strategy use and promote their autonomy . Benson (2001) states that the central aim of this approach is put emphasizes on the direct production of psychological and behavioral changes of the

learners, mainly, their abilities to take control over their learning. Whereas ,Weinstein (1988) indicates that this approach advocates the importance of identifying one's own learning strategies in order to get involved in the learning process and establish a sense of independency.

2.4.3.3. Teacher-based Approach:

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

2.4.3.4 Resource-based Approach:

This approach is essential in fostering autonomy, since the availability of resources . Benson (2001) exemplifies that this approach is concerned with independent interaction with learning materials and resources. The main aim of this approach is to develop learners' ability to take control over learning plans, the choice of materials and the evaluation

of learning . these materials is to help learners exploit learning opportunities that are external to the materials rather than the transmissions and testing of language content itself. Such availability of different resources and materials are frequently possible as means of technology. and the availability of ICT devices are very important. Apparently , administration and authorities in general are responsible to provide these two out class strategies.

2.4.3.5 . Classroom-based Approach:

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

2.4.3.6. Technology-based Approach

Technology-based approach advocates the use of technologies in accessing learning materials and resources. Smith (2015) states that technology based approach is based on text manipulation and computer mediated communication applications. Such applications include email, online discussion boards, web authoring platforms and software. These technologies provide the development of control over learning and opportunities for

collaboration. Accordingly, Benson (2001) stresses that this approach provides opportunities for self-directed learning and supports collaborative learning. Precisely, through using the internet in which learning is facilitated and learners' are in control over interaction as they cater for learners' different learning styles. He also, associates this approach to the independent interaction with educational technologies.(Benson ,2001) . when learners using this approach of learning they could fosters the autonomous learning process, beside that allow the interaction among learners, between learners and target language users, and most importantly between learners and teachers that could be difficult to achieve in the classroom.

Similarly, this form of technology allows teachers to shift their concerns in making learners responsible, and able to direct their learning through decision-making, selecting authentic and meaningful materials. For instance, Ankan and Bakla (2011) studies show that the implementation of blogs and websites make use of four points of reference: decision-making, independent action, critical reflection, and detachment. All of this is directed in order to promote learner autonomy.

2.5. Autonomy outside the classroom

Today's learners are not as dependent on in-class learning as they used to be. Otherwise, learner autonomy moves into an area where he can direct their own learning. It could mean those learning activities which take place without the immediate intervention of the teacher (Najeeb ,2015) .Thus, a deeper understanding of the terrain of out-of-class learning is of increasing significance in the current educational era. On the other hand, technology is part and parcel of out-of-class language learning, and has been a primary source that learners actively use to construct language learning experience beyond the classroom. For instance; Language learners of all ages around the world have been found to

actively utilize technological resources to support their language learning beyond formal language learning contexts.

Furthermore, Out-of-class learning constitutes an important context for learners development, and active engagement in out-of-class activities is associated with successful language development. Insights into learners' out-of-class autonomous use of technology for language learning are essential to our understanding of out-of-class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out-of-class learning experience. In a more precise description, of autonomous learning where takes place out of the classroom according to Benson views; he identifies it as out-of-class learning referring to any sort of activities that lead to language learning in the contexts outside the classroom. He further clarifies that out-of-class learning as entailing learners' deliberate and independent interaction with material, social and technological resources available to them to self-direct their own learning. In a more precise description, he states that "out-of-class learning is typically initiated by the learner, makes use of authentic resources, and involves pleasure and interest, as well as language learning" (Benson, 2011, p. 139). Additionally from Reinders perspective out of class learning is a form of self-direction regarding learners' identification of learning needs, goals and further operationalization of them in practicing different language skills. (Reinders, 2010). Progressively, Benson (2011). Categorizes and divides the out of class learning into three fundamental classes of learning:

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

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

Language learning is a lifelong practice, not one that begins and ends in a language Classroom. Conversely, Learners have to work within and beyond the classroom to develop their language skills.

2.6. Learner Autonomy and Successful English Language Learning

Autonomy is a long-term aim of education and one of the most important factors in successful language learning. (Candy, 1991). The Successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher, therefore they are autonomous. Then, (Wenden, 1991, p.15) claimed that learners who acquire the ability to use strategies appropriately and independently become more autonomous than those who don't use strategies flexibly these strategies depend on the nature of learner's development activities and can provide them with more opportunities to take greater control over their learning

therefore, the use of certain language learning strategies made the process of learning more "self-directed" that is to say, more autonomous. Learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations." (Oxford, 1990: 8). As Chamot and O'Malley (1994) indicate: Learning strategies are defined as thoughts or activities that assist in enhancing learning outcomes. Strategies by definition are probably performed with awareness or else they would not be strategic (Chamot&O'Malley 1994, pp. 60-61), here , learners are required to be aware and autonomous as for to improve

their language skills, be able to implement the preferred learning styles and strategies and explore more about the language they are learning

Moreover, Carr (2013) notes that "Autonomous learners are those who have acquired learning strategies, a meta-cognitive awareness of those strategies, and a positive attitude about learning so that they can use the strategies as appropriate, with confidence, independent of a teacher" (pp. 45-46). Both learner autonomy and language learning strategies are important aspects that contribute to the success in language learning.

2.7. Promoting learners Autonomy through Instructional Technologies

The integration of technology and its development becomes an opportunity to Fostering learner autonomy. Today's Instructional technological implementations have led into the shift of learner centeredness where, he changed their role to be, independent, and responsible of his own learning. Many researchers in the field seeking for an effective way that will help in promoting learner autonomy which is "the ability to take charge of one's own learning." (Little, 2007: 15). Digital technology has emerged in the field of language teaching and learning as an effective tool that can Fosters the autonomy and collaboration not only in class but also beyond classroom. (Lai, 2017). In other words, fostering learner autonomy it is an attempt to help learners become more independent and responsible of making decisions on their own, evaluate and monitor their language learning process through guiding them into using the effective language learning strategies. Consequently, learners can be responsible and monitor their own learning (DJOUAMA, 2020, p.126). Although Dam (2011) defines fostering learner autonomy as "a move from teacher-directed teaching environment to a learner-directed learning environment." (p. 41). In this regard, learners recent interaction environments where technology devices which is based on text applications online discussion boards These technologies provide the development of control over learning

and opportunities for collaboration. The advantage of using instructional technologies has an important part in fostering learner autonomy and has a major impact on students' development towards autonomy.

Conclusion

To conclude, autonomy cannot be achieved unless learners' are aware of their responsibility toward their own learning. Therefore, the emergence of technology and its development becomes an opportunity to promote learner autonomy not only in the classroom but also beyond the classroom. We attempted in this chapter firstly to cover overviews about autonomy ; then we added verity of definitions provided by researchers about learner's autonomy , the various definitions and points of view exist in the literature concerning autonomy. Which is discussed from a distinct point of view. Additionally, reviewing related conceptce of learner autonomy in language learning contexts. Progressively the chapter different approaches for autonomy implementation were displayed. Therefore, the present chapter is finalized through spotting the light on how certain instructional technological can foster and promote autonomy.

Chapter Three

FIELD WORK AND DATA ANALYSIS

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction

The following chapter concerns the methodology of the study. It includes the data analysis section and the reporting of the findings. It provides detailed information about the results collected through the research instruments, which aims to investigate the learners' attitudes towards the use of instructional mobile applications and its role on promoting their autonomy inside and outside the classrooms. In addition, it tries to examine the teachers' perspective towards the use of new learning methods. However, the current chapter opted for two data gathering tools, which are a questionnaire submitted to students in order to elicit their attitudes and experienced perceptions about the research study, and an interview with teachers in order to have detailed information and overview on the proposed framework. It endeavors to analyze and explain the findings objectively in order to get reliable results.

More precisely, the results give insights about the relationship between the two variables and permit to confirm or reject the main hypothesis. Yet, they attempt to provide convincing responses to the research questions.

3.1. Research Approaches

Under the umbrella of social sciences the applied linguistics studies, reveals discussions about the qualitative approach. Therefore, Dorney (2007) in higher paradigmatic contexts, there are two main approaches which are frequently used in the process of conducting a research. That is to declare, these approaches are qualitative and quantitative approaches. However, a mixture of these two approaches is another highly proposed approach in use. Within the concern of the current study, we intend to present an interpretation of the data analysis procedures and report of the findings about the role of instructional mobile

apps in promoting autonomy of EFL students at the University of Biskra . The current study is combining both qualitative and quantitative approaches which helps to seek more reliable and valid results .

Moreover , the advantages of using the combination approaches (i.e;qualitative and quantitative) is a worthy method for clear comprehension of the study. Mainly, start by a student's questionnaire at gathering both numerical and descriptive data in order to answer the first two research questions which state :

- a) What are the effective the efficient learning mobile apps that would help EFL learners in their learning inside and outside the classrooms?
- b) To what extent instructional mobile apps can improves learner's autonomy?

However, a teachers' was interview conducted to collect teacher's perspectives towards the use of learning mobile apps in practice. Both of these mentioned approaches are frequently considered to be appropriate within a single investigation.

3.2. Data Collection Methods

Data collection is an essential and worth component for conducting any research study. According to O'Leary claims that: Collecting reliable data is not easy task, taking into consideration that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method. (2004, p.150). However, the researcher may have to draw the suitable data collection methods such as; classroom observation, interviews, and questionnaires. In this study two of the above mentioned procedures have been used. A questionnaire is used to collect the students learning attitudes and perspectives towards the use of the mobile learning; also, the main focus of this questionnaire is on exploring the

effectiveness of using mobile apps to increase students' autonomous learning. Then, semi-structured interview conducted in order to select teacher's perspectives about instructional mobile learning as new method of learning. Both of the questionnaires and the interview were very important to this topic, since they gave useful information about learner autonomy in English first year classes at the Mohamed Khider University of Biskra.

Therefore, the next section reveals discussions about the use of data collection methods ,mainly, about the aim, structure ,and content , in addition, to the piloting, validation , and administration stages.

3.3. Students' Questionnaire

The student's questionnaire is held in order to obtain necessary data about learner's perceptions, attitudes, and opinions concerning their participation towards using the instructional mobile applications to promote autonomous learning inside and outside the classroom. As well as, the improvement of their study skills.

3.3.1. The population and Sampling

The questionnaire was conducted with first year LMD students of the department of English at Biskra University. Distributing the questionnaire was through an internet-based, i.e. online questionnaire was shared with Facebook groups (Licence Anglais UnivBiskra, and English students of biskra) and we asked them to answer it. The selection of the sample was randomly, thus involves a random selection of participants where each unit of the population has equal chance to be selected, based on the fact that 1st year LMD students they do not know how learn independently from instructor guide. in order to explore their opinions about the instructional mobile applications as a tool that may help them develop their autonomous learning .

3.3.2. Rational and Aim

The questionnaire are widely used by many researchers , as data collection tool were aimed at describing the characteristics of a sample group that were involved in the present research study. As Taherdoost (2016) asserts “The main objective of questionnaire in research is to obtain relevant information in most reliable and valid manner.”(p. 28).

Precisely, present student’s questionnaire is aimed to collect the necessary data about the attitudes and the opinions of first year students because; these learners were in touch with the use of technological tools. Otherwise, the data collection method aimed on exploring the effectiveness of using mobile learning apps to increase students’ autonomous learning.

3.3.3 Description of the Questionnaire

The questionnaire is the most common instrument used for collecting data in research works. According to Brown (2001), “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”(p. 6).

The student’s questionnaire is semi structured and consists of twenty (20) questions. The questions varied from closed-ended, open-ended and multiple choice questions , while most of the items are constructed either through giving various response options. In order to obtain the necessary answers, opinions, and comments from the participants. The questions are ordered in a systematic way, and they are divided in three sections (personal information, instructional mobile apps, learner’s autonomy), which refer to the variables which are used in this research.

Starting by ,section one is devoted to gather data about learner’s personal information, which contains three (3) questions which sought to know the students' language proficiency

level and their purpose of choosing English language ,and the preferable way of learning .

Next, Section two tackles learners' attitudes towards the use of Smartphone and their applications, as new learning tools . It encompasses eleven (11) questions (from question four till question fourteen). The questions varied into open-ended and close-ended, which is state the specification of mobile devices kinds, the activities the students often do in their mobile devices, how much time they use mobile, and the advantages they think may be offered by learning via mobile devices. Finally, the last section aims to explore students' perspectives, opinions and views about the concepts of autonomy and the impact of the instructional mobile Application on EFL learners' autonomy. This part consists of seven (7) questions (from question fourteen to question twenty). That investigate participants perceptions in understanding the autonomy, and what does it involves, what are the best betterments that develop the autonomy learning, and how do learner improves their autonomy. The last part was addressed to the students to give them the chance to mention some suggestions or comments about the use of instructional mobile apps that would improve the autonomous English language learning.

3.3.4. Validating and Piloting the Questionnaire

In the validating the questionnaire phase, which take place on 25th April 2021, the questionnaire was provided to the supervisor in order to check if the questions fit the objectives of the study and the tools. Whether it is valid and reliable or not. After that, it was piloted through distributing it into 2 students who answered about all the questions without facing any problems.

3.3.5 Administration of the Questionnaire

After the completion of the student's questionnaire, the administration phase took place through an online questionnaire because of COVID-19 circumstances; the sufficient numbers

of the students were not available in the university location. Alternatively, the online questionnaire was designed using the services of the survey software Google Forms. Has been delivered to participants via the internet; Facebook groups (Licence Anglais UnivBiskra, and English students of Biskra) were the main available digital space to reach students .

On 28th of April 2021, the questionnaire was distributed to first year level students of Department of English at Mohammed Kheider University, and only 35 students were answered the questionnaire.

3.3.6. Data Analysis and Interpretation

The following section is devoted to analyze and interpret the students' responses to the questionnaire and attempts to give the interpretation of it.

3.3.6.1 Analysis of Students 'Questionnaire

The students were demanded to answer the questionnaire by ticking in the right box that corresponds to their best choice. The participants were thirty five (35) students of first level English, at the University of Biskra. Who have joined within Google Drive Forms.

Therefore, the services of the survey software Google Forms (online questionnaire) helps in shown the statistical analysis of the quantitative data of the students' questionnaire, while the open-ended questions were descriptively discussed. The results were reported as follows.

Section one: personal information

Item 01: How do you evaluate your English level?

Level	Frequency	Percentage (%)
Advanced	4	11,4%
Upper-intermediate	16	45,7%
Intermediate	15	42,9%
Lower-intermediate	0	0%
Total	35	100%

Table 3.1: Participant's Level in English

The first question aims to identify the participants' evaluation of their levels in English language learning. The table 3.1 demonstrates that the dominant level among the participants was the one of “upper-intermediate” learners with a percentage of (45, 7%) which represent 16 participants.

While, (42,9%) of them considered themselves as “Intermediate” learners. The majority of the participants label themselves as high achievers of English language in terms of English skills proficiency or using English in an appropriate ways. Then, the advanced level with the percentage (11, 4%) of 4 participants. No one showed that his /her level is less than Lower-intermediate. This indicates that none of them was facing difficulties either in expressing themselves through one of the English skills, or the overall achievement of English studies.

Item 02: What is your purpose of learning English?

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

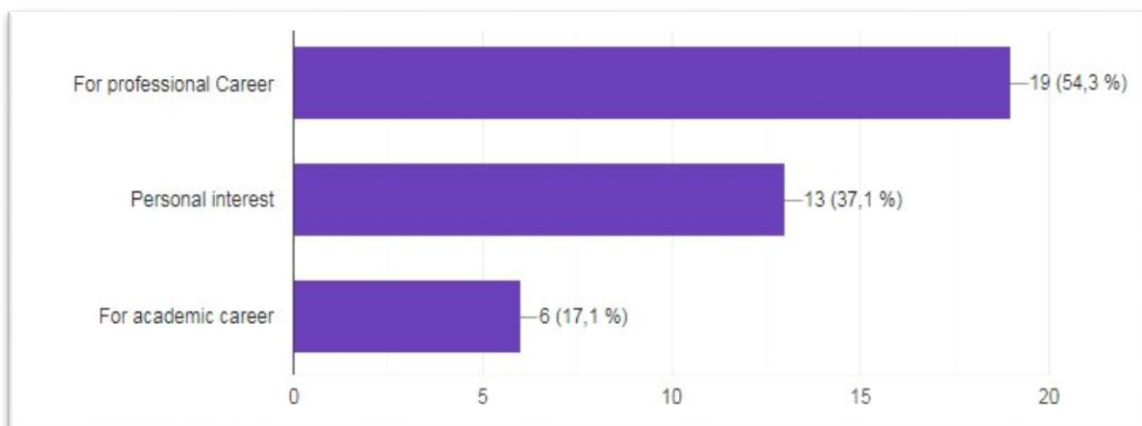


Figure 3.1: Participant's purpose of learning English.

purpose	Frequency	Percentage (%)
Professional career	19	54,3%
Personal interest	13	37,1%
Academic career	6	17,1%

Table3.2 : Participant's purpose of learning English.

As the figure distributes the percentage of the participants' purpose behind learning English. Most of the responses rest on choosing the purpose for English as professional career (54, 3%) of 19 participants. On the other hand, as a personal choice (37, 1%) of 13 participants. Wherein, the 6 participants whom appointed studying English for academic career represent the less responses fell on the academic (17,1%).

Despite the diversity of the reasons that led the participants to study English, the professional career choice reflects the participant's intentions in seeking out further occasions of learning English.

Item 03: Which way of learning do you prefer?

This question attempts to figure out between traditional and technological way of leaning that students prefer.

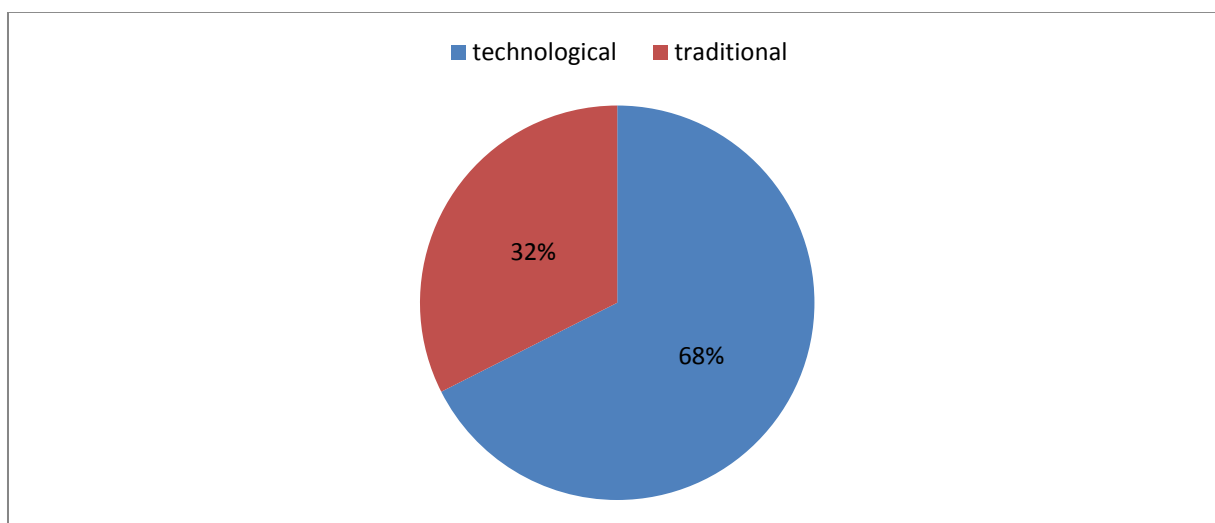


Figure 3.2: Participant's preferred way of learning.

From the results as they are demonstrated in the above figure3.2. We can deduce that most of the participants 24 (68%) prefer the technological way of learning they are considered the optimal one. However , only few of them 11 (32%) prefer traditional learning.

Section Two: instructional mobile applications.

Item 04: Are you familiar with the use of information and communication technology (ICT)?

	Frequency	Percentage (%)
Yes ,I'm familiar	25	71,4%
No ,not familiar	10	28,6%

Table.3.3: Familiarity of the use of (ICT).

The present item is indicated in order to explore the learner's perspectives towards the use of information and communication technology. According the table of participant's familiarity with the use of (ICT) confirmed that most of participants that represent 25(71, 4%) are familiar with the use of ICT tools. In Contrast to other part of participants of 10(28, 6%) who are not familiar with it.

Item 05: What kind of mobile devices do you use the most in your studies?

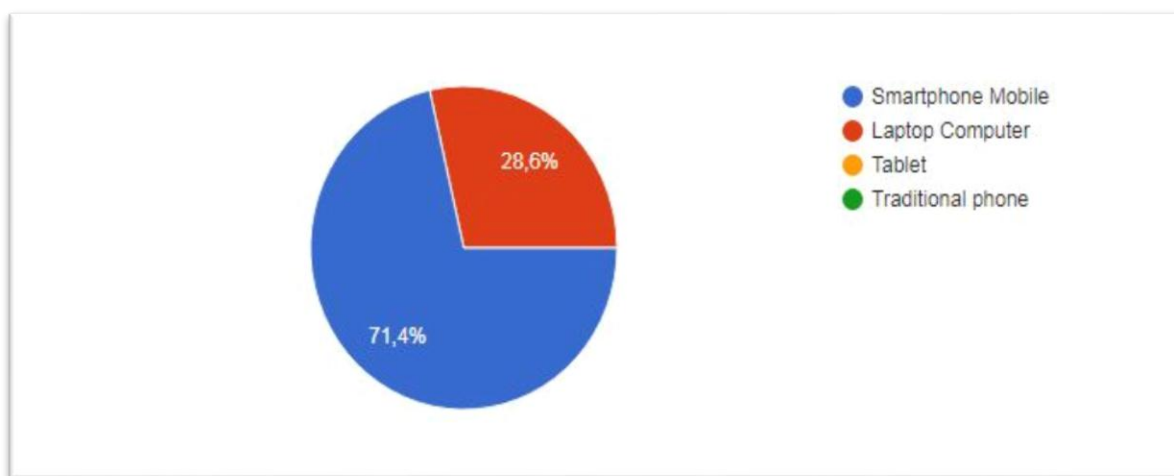


Figure.3.3: Participant's kind of mobile devices.

The aim from this question is to explore whether the students use any mobile device for their studies or not, and to know which mobile devices they have as well.

	Frequency	Percentage (%)
Smartphone mobile	25	71,4%
Laptop Computer	10	28,6%
Tablet	0	0%
Traditional phone	0	0%

Table3.4: Kinds of Mobile Devices Students Use for study

The results show that which kind of mobile device the participants use for study as it is presented in the table 3.4 above, the highest percentage goes for Smartphone mobile with(71,4%) at the first place then comes Laptop computer with (28,4%) at the second place. Then comes tablet and traditional phone at the third place that represent with 0% means no one of participants they use tablet and traditional phone in their studies. According to these findings, Mobile device are well spread among students .and Smartphone mobile device are pervasive among students which have many capacities and features that can be used for learning.

Item .6: How often do you use the Mobile in your studies?

This question sought to know often times students use mobile in learning. In the ender figure indicates that the absolute majority of students with 22 participants (65,7%) opt for the use of Mobile devices in all the time in their studies .Whereas, the second part participants reported whom sometimes they use the mobile devices to learn are 10 (28,6%).

However, only 3 participants (8, 6%) who said that they rarely use mobile devices to learn while, none of them (0%) ever used them at all.

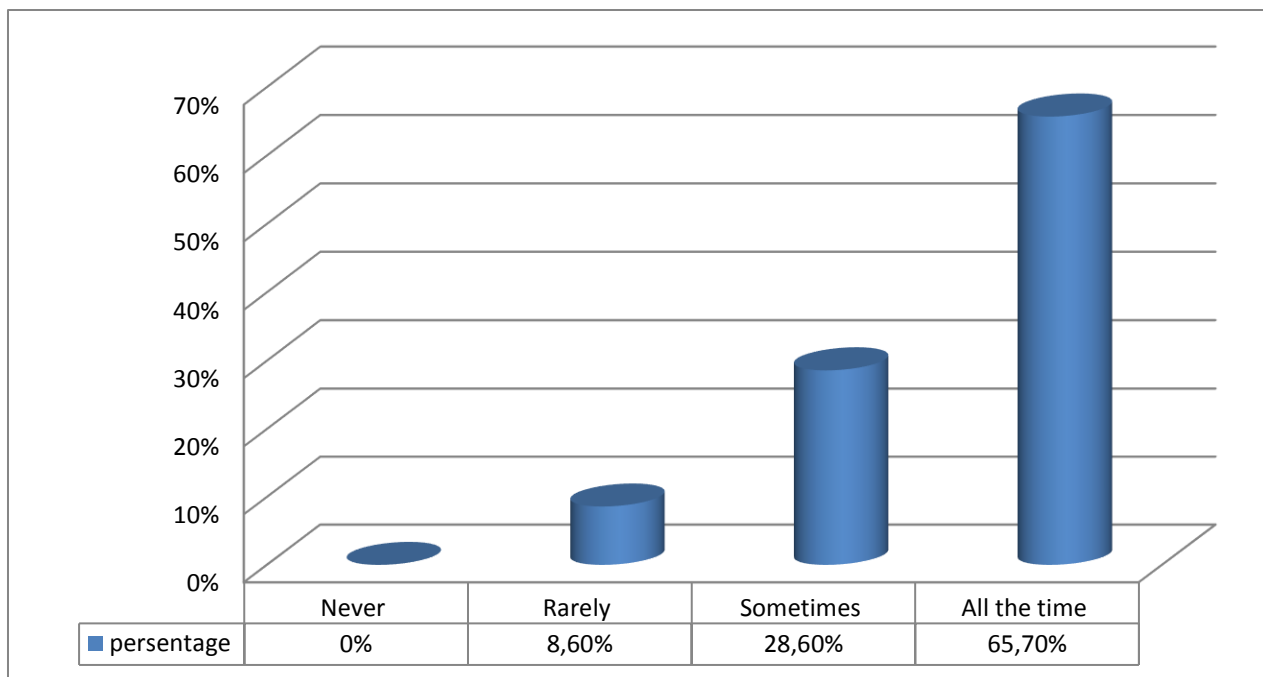


Figure3.4: Frequency of Students' Use of Mobile devices in their studies

Finally, the results show that the majority of the participants use their mobile devices to learn. Also few of them they are using it occasionally. This indicates that mobile is very useful and they really incorporate them in their daily lives.

Item07: How much time do you spend per day on your computer or Smartphone?

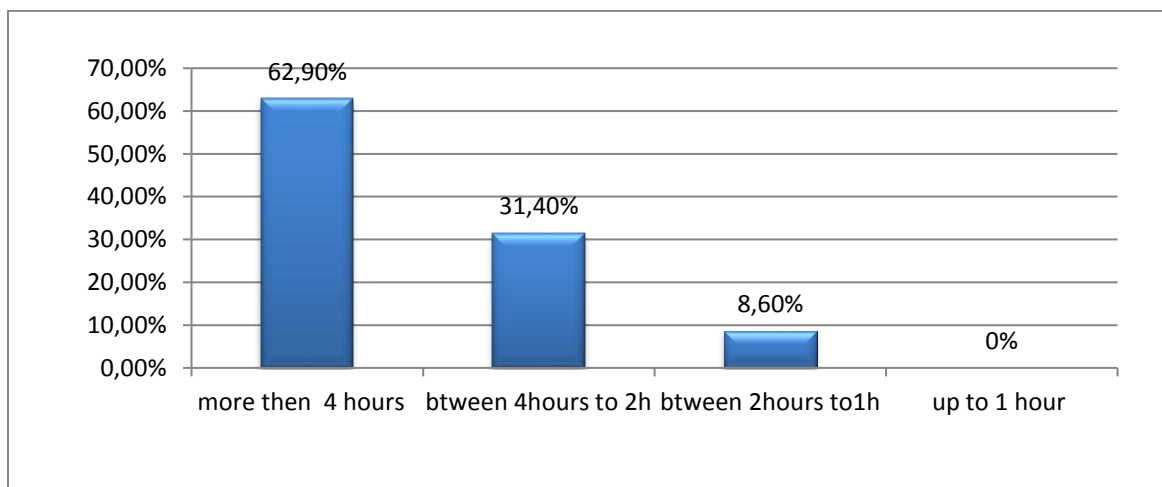


Figure3.5: Frequency of student's time they spent on mobile or computer per day.

It is obvious, from the figure that the majority of the participants 21 of (62, 9%) spend 4 hours and more per day on their mobile devices. While, 11 with (31, 4%) of them said that the time spent ranges between 4 to 2 hours. Then the rest with only 3 participants (8, 6%) claimed with the time 2 hours to 1 hour. No one of the participants declared that he/she spend up to one hour. The amount of time spent using mobile devices may reflect whether learning aided by the devices would be effective for them or not.

Item08: How often do you learn the English language through mobile applications?

The reason behind constructing this question was that wanted to reveal how open participants are to mobile applications.

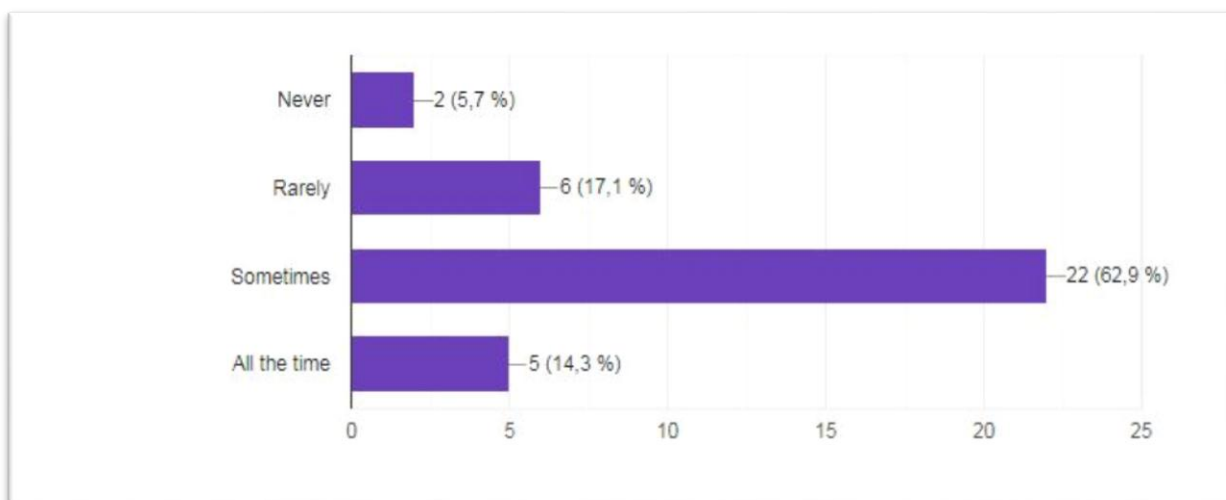


Figure3.6: Frequency of using mobile applications by students to learn English.

Out of 35 students, 22 participants (62,9%) declared that they sometimes use their mobile applications for purpose to learn English language; however, 6 of them (17,1%) claimed that they rarely use their mobile applications to learn the English language. Also, 5 (14,3) students showed that all the time they learn language by using mobile apps . Finally, only 2 participants (5.7%) answered that he/she never uses the mobile application to learn English. The results show that the majority of the participants use their mobile devices

to learn English through mobile applications. Hence, the students considered the mobile applications as a useful tool and they incorporate them while learning English.

Item 09: Have you used the internet at university during the last 6 months?

	Frequency	Percentage (%)
Yes	21	60%
No	14	40%

Table3.5: Using the internet at university.

The first part of this item is simply yes or no question . According the table 3.5.

21 of Participants (60%) confirmed that during the last 6 months they use the internet at university. However, 14 of them (40%) disapproved that they used the internet at university during the last 6 months.

Item 10: Do you use the internet or any type of mobile technologies inside the classroom?

	Frequency	Percentage (%)
Yes	24	86,6%
No	11	31,4%

Table3.6: The use of internet or mobile technology inside the classroom.

The second part of this question is a dual-choice question yes / no about the use the internet or any type of mobile technologies inside the classroom. As it can be seen in Table3.6 out of all 35 participants, 24 are using the internet or any type of mobile technologies inside the classroom. While, the rest of 11 participants they do not use the internet or any type of mobile technologies inside the classroom .In turn it depict that the overall number of participants were of a great relevance to outside resources of learning ,

mainly in depending on the use of internet and ICT tools and mobile technologies this would confirm the availability of this resources that help learners to achieve better in learning process .

Item11: What advantages do you think that mobile assisted language learning (MALL) may offer?

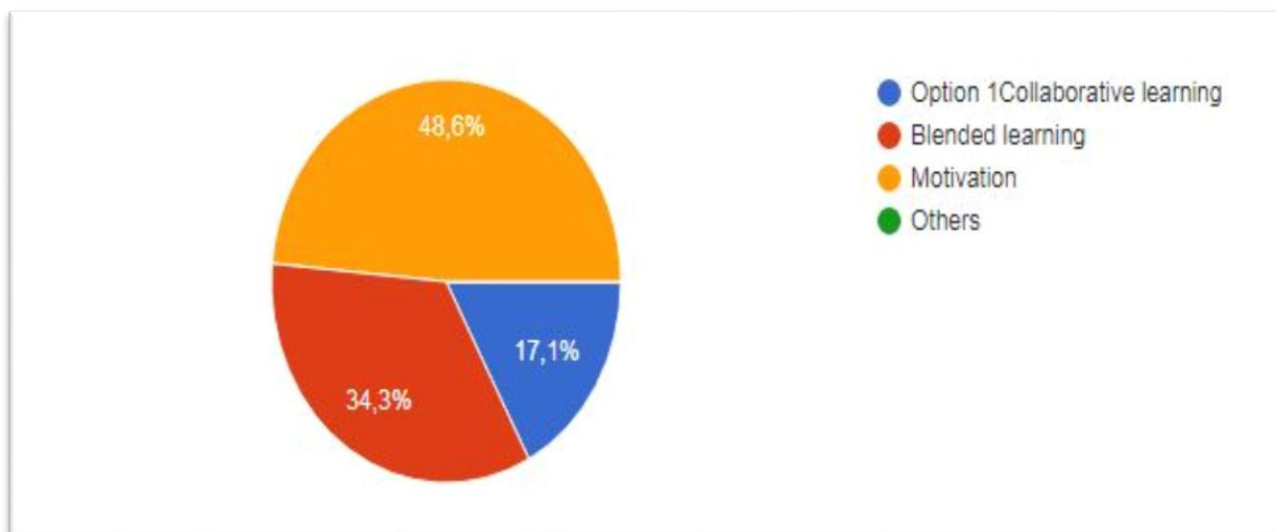


Figure 3.7: The advantages of MALL.

	Frequency	Percentage (%)
Motivation	17	48,6%
Blended learning	12	34,3%
Collaborative learning	6	17,1%
Others	0	0%

Table3.7: The advantages of (MALL) .

The above results represent students' answers displayed in the above figure 3.7 where most students (48,6%) with 17 participants chose motivation as the most advantage that MALL may offer ,then 12 of them (34,3%) who chose blended learning advantage ,

otherwise only 6 participants (17,1) who considered (MALL) may offer the advantages of collaborative learning as advantage in learning a foreign language through (MALL) approach, Additionally, the students were not added other advantages, as suggested advantages of MALL may offer in learning .

Item 12: Which of the following mobile techniques do you use for helping you in your studies outside the classroom?

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

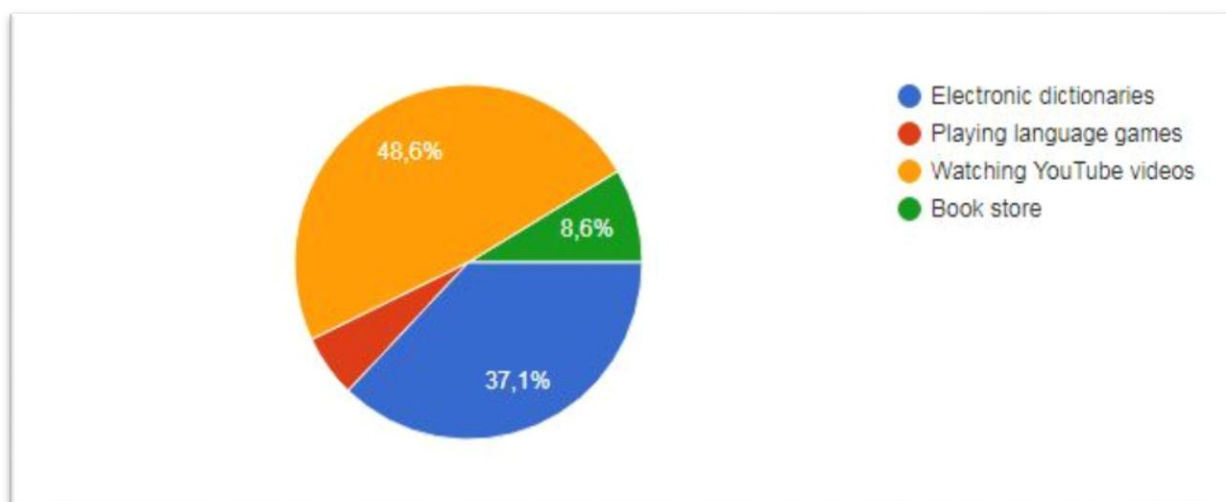


Figure 3.8: participant's mobile techniques they use in learning.

	Frequency	Percentage (%)
watching YouTube videos	17	48,6%
Electronic dictionaries	13	37,1%
book store	3	8,6%
Playing language games	2	5,7%

Table3.8: Participant's mobile techniques they use in learning.

The data displayed in the above figure 3.8. demonstrate the students' responses about the mobile techniques that they use in their studies outside the classroom. The highest percentage (48,6%) is given to students who declared that they watching YouTube videos. In addition, (37,1%) represent to students who respond that they use mobile for Electronic dictionaries as a tool to acquire new words. Whereas, (8,6%) are the value of students who reported that they use mobile for book store . The lowest percentage (5,7%) is related to students who said they use playing language games in learning new terms.

Item 13: Based on your learning experience and participation and the use of mobile technologies to what extent do you agree with the following statements?

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I regularly use the mobile technologies to improve my English studies.	12 (34%)	19 (54%)	4 (11%)	0 (0%)
The new design and style of mobile technologies is very attractive, informative and well organized.	14 (38%)	20 (55%)	2 (5,5%)	0 (0%)
I found the distributed online courses and Blended learning helpful to rely on myself in learning.	7 (19%)	16 (44%)	12 (33%)	1 (2,7%)
The instructional mobile apps help me to identify my learning weaknesses and strengths about Language.	10 (28%)	17 (48%)	8 (22%)	0 (0%)
I believe that learning, which require learners to use the internet, promote the learner's autonomy.	9 (25%)	18 (50%)	8 (22%)	1 (2,7%)

Table 3.9: Participants' Attitudes toward the use of mobile technologies

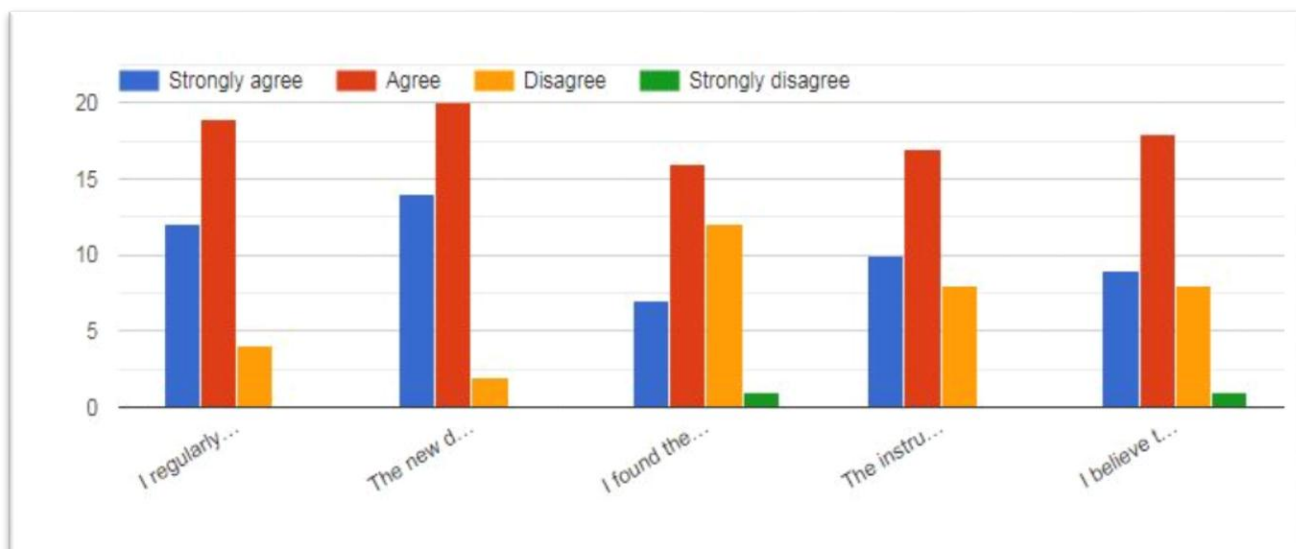


Figure 3.9: Participants' Attitudes toward the use of mobile technologies.

The results in the above table 3.9 represent the answers of the students according to the degree of their agreement or disagreement. For the first statement, the participants were asked to express their opinions concerning the first statement of "I regularly use the mobile technologies to improve my English studies." 12 (34%) of them chose "strongly agree", 19 (54%) then, 4 (11%) chose disagree and no one chose strongly disagree. In the second statement, "The new design and style of mobile technologies is very attractive, informative and well organized." the highest percentages 20 (55%) agree and 14 (38%) strongly agree are given to participants that represent the agreement with this statement.

While 2 (5.5%) represent the participants who are disagree with the statement and none of them were strongly disagreed. Next in the third statement most participants 7 (19%) and 16 (44%) are strongly agree and agreed with the statement "I found the distributed online courses and Blended learning helpful to rely on myself in learning." Whereas 12 (33%) are disagree and only one participants (2.7%) who was strongly disagreed. According to fourth statement, "The instructional mobile apps help me to identify my learning weaknesses and strengths about Language". The participants were required to identify their learning

weaknesses and strengths via the use of mobile apps. As the data shows, that vast majority of participants 17(48%) are agreed upon the significant of using mobile apps as an assessment tool to identify their learning strengths and weaknesses also , 10(28%) are strongly agree. Otherwise, only few of participants are 8 (22%) disagree with the statement the fifth and the last statement the participants were asked to express their opinions concerning the learning, which require learners to use the internet, promote the learner's autonomy. the participants mark on a scale of agreement that 18 (50%) of them agree and 9 (25%) strongly agree. however, 8 (22%) were remain disagree and only one participant who answered by strongly disagreed . Based on data provided, a great number of participants declared that they found the use of internet promotes learners autonomy in the learning process.

To sum up, from learners perspectives and their opinions, the majority of the participants agreed on having a positive experience with the learning from mobile technologies, also most of them opted for new learning method via using mobile applications.

Section three: Learners' Autonomy

Item 14: In your learning process, do you rely only on the information and knowledge provided in the class by your teacher?

	Frequency	Percentage
Yes	18	51,4%
No	17	48,6%

Table 3.10: Participant's attitude towards the reliance on the teacher's information

This item tries to gather the necessary data about whether students are relying on the teacher's information that he provided in the class or not. As it is demonstrated in the table, 18 students with (51.4%) answered by "Yes" while 17 of students with (48,6%) answered by "No".

Item 15: From your own perspective, 'Learners' Autonomy' involves?

The present question shed light on the participant's perspectives about the notion of learners' autonomy what would involve, and its related variables.

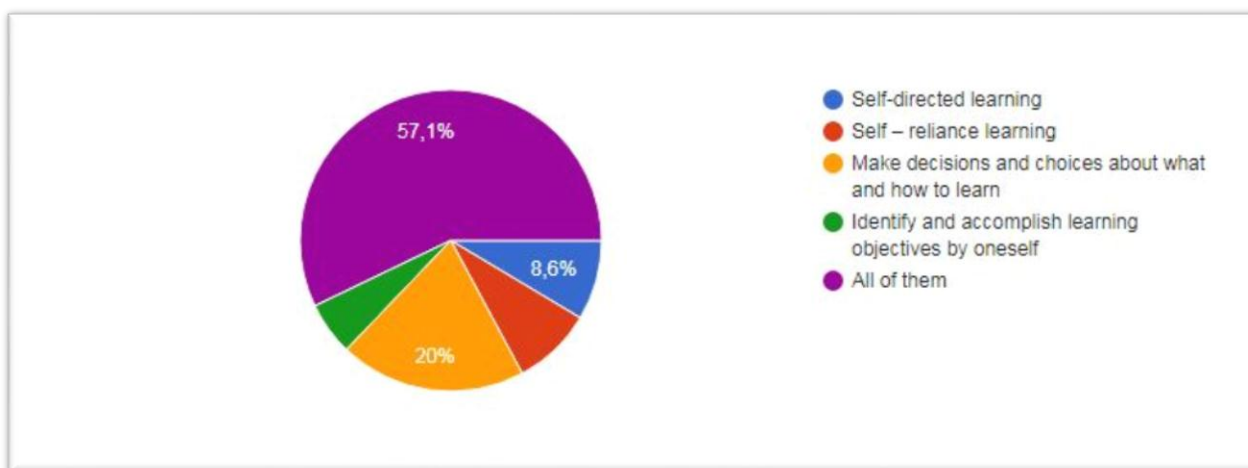


Figure 3.10: Participant's perspectives about the notion of learners' autonomy.

The dominant number of participant of 20 (57,1%) one share the same belief about learners autonomy they agreed upon all of the related variables in use to be part of any autonomous practice. However, part of the participant 7 with percentage (20%) answered by make decisions and choices about what and how to learn , the fewer of 3 participants with (8,6%) declare that autonomy involves self-directed learning and self –reliance learning , while only 2 others mark learners autonomy as a identify and accomplish learning objectives by oneself .

The great majority of participants assume to share the common answer of "all of them" and ; therefore, their perspectives reflect these personal practices of autonomy in which, to some extent, they contemplate them as their personal autonomous practice.

Item 16: For what reasons would you develop your autonomous learning?

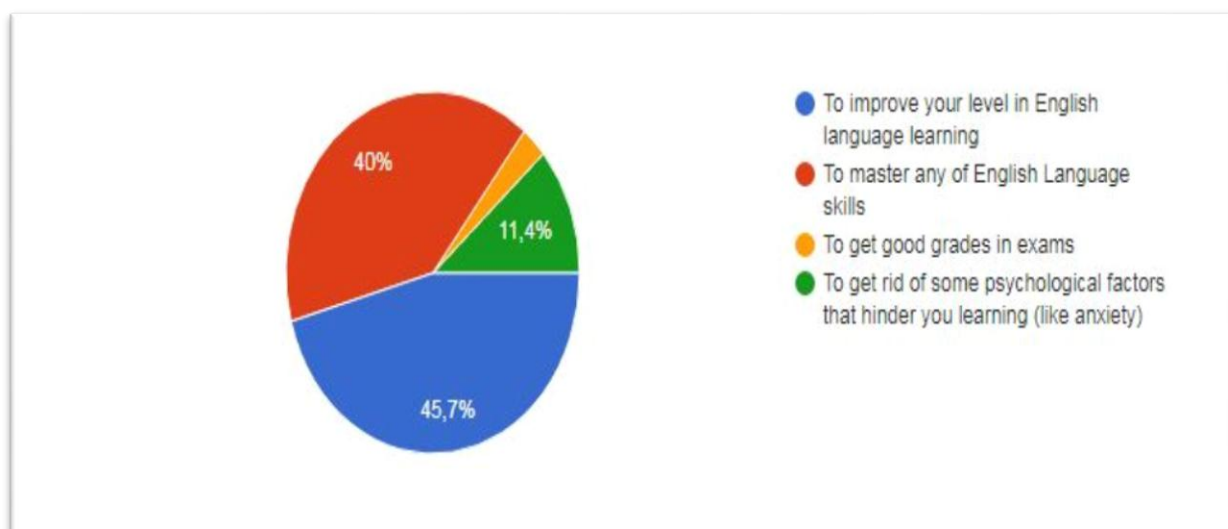


Figure 3.11: Reasons of developing autonomous learning.

Reasons of developing autonomous learning	Frequencies	Percentage%
To improve your level in English language learning	16	45,7%
To master any of English Language skills	14	40%
To get rid of some psychological factors that hinder you learning (like anxiety)	4	11,4%
To get good grades in	1	2,9%

exams		
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Table 3.11: Reasons of developing autonomous learning.

This question attempts to demonstrate the variety of reasons behind developing autonomous learning. The listed choices denote the main reasons through which the participants in quest of autonomy development. Based on the recorded data, the participants appoint to more reason for autonomy development is the improvement of English language level with 16(45,7%) then, the mastery of English language skills represent 14 participants, with 40%. Whereas, 4 students state for psychological reasons and the rest only one participants answered for the improvement of learning to get good grades in exams. Clearly stated, according to learners perspectives where they are interested in former reasons in order to develop their autonomy. Are the improvement of English language level and the mastery of English language skills?

Item 17: From your perspective, do you think that electronic and technology devices can be a means for the betterment's of EFL learner's autonomy?

The following question aimed at exploring the students' opinions and attitudes towards electronic and technology devices can be a means for the betterment's of EFL learner's autonomy in learning.

	Frequency	Percentage%
Yes	35	100%
No	0	0%

Table 3.12: Participants attitudes to the technology and electronic devices as means for the betterments.

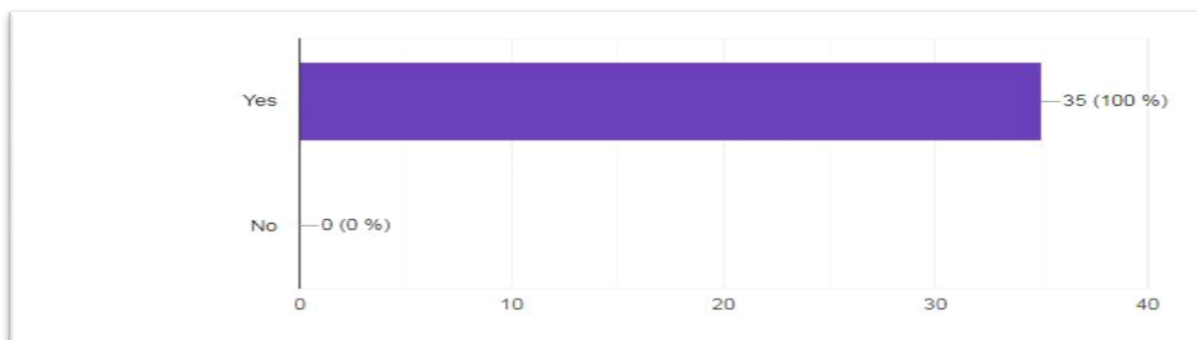


Figure 3.12: Participants attitudes to the technology and electronic devices as means for the betterments.

Concerning this question, is divided into two parts. In first part we wanted to know learner's perspectives towards the technology and electronic devices. As means for the betterments. All of them said yes, 100% claimed that the technology and electronic devices is means that can help them learn more and more about English. In second part, concerning about If they responds by "yes", how do learners autonomy improves. The students who agree that the technology and electronic devices are means for the betterments, they were asked how learners do learners autonomy improves the results as shown in the figure following figure:

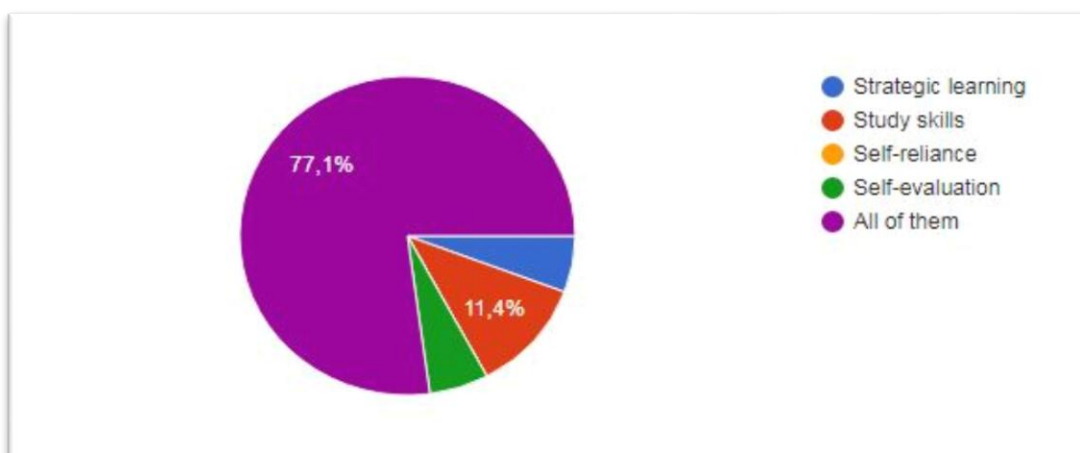


Figure 3.13: The participants' thoughts about autonomous learning and its related aspect of improvements.

	Frequency	Percentage%
Strategic learning	2	5,7%
Study skills	4	11,4%
Self-reliance	0	0%
Self-evaluation	2	5,7%
All of them	27	77,1%

Table 3.13: The participants' thoughts about autonomous learning and its related aspect of improvements.

The question seek to generate the participants' thoughts of autonomous learning and its related aspect of improvements . The great number of participants precisely 27 (77,1%) one of them share the common choice of "all of them" in which they coincide that the practice of learners autonomy improves the strategic learning, study skills, independence learning and self-evaluation. However , 6 (11,4%) others declare that learners autonomy improves study skills then , strategic learning and self-evaluation improvement report similar alike 2(5,7%) participants for each. And no one answer for self-reliance.

The great majority of participants believe that developing autonomous learning account for the learning strategies development, the study skills improvement, the activation of independence learning and the ability to self-evaluate their learning process.

Item 18: In your opinion, to what extent is the use of instructional mobile (apps) effective to promote autonomous English language learning?

The question concerning about learners views, about the effectiveness of the use of mobile apps in promoting autonomous English language learning. Where most of students consider this applications as one of the best effective and helpful tools that may facilitate learning . They students evaluate it as follows:

- It is highly effective especially for those who are shy. I know a lot of people that learn English using only educational software applications
- As mentioned in the previous question, it does help in promoting self reliance and improving different skills
- It is helpful to promote autonomous
- It does serve a good impact while learning a language, but in regards to the autonomic side of the process, it depends on how each app is formed and what it provides.
- They can be very helpful if one learns to use them correctly.
- It would be very helpful because it makes learners rely on themselves and learn about their week points so they can enhance themselves
- Since it helps in simplifying the research process, it enables the student to gain knowledge in a shorter time amount
- Very effective. Learner will not rely only on teachers they will be able to be part of their learning inside or outside the classroom
- I think the use of instructional mobile (apps) often promote autonomous English language learning. Because using technology and mobile application can easily facilitate the learning process and demonstrates EFL learners' weakness points .This can be helpful for many learners to correct their mistakes, errors and fix their weakness. Thus they will be more autonomous.
- It is very important and very effective to improve my language skill

- It can be very beneficial for learning vocabulary items without the pressure of traditional learning

Item 19: According to your experience in learning English, do you think the use of ICTs and instructional mobile (apps) can improve EFL student's level?

Justify your answer, please?

A vast majority of the students they claimed that the use of ICTs and instructional mobile (apps) can improve EFL student's level. Most of them gave common comments and justifications, and they consider that it is a helpful applications that develop students learning process. Some of their justifications are:

- Yes , they can improve students' level because they motivate students' to learn learn so their level will improved
- Yes, because there is a variety of programs that help in the different aspects of English language four skills.
- Yes , making contact with people that are more advanced in English or apps that gives new skills or things to learn is more important for any student
- Yes because we can improve our language while we are using the phone by language games and electronic dictionaries
- Yes, it can be highly effective and helpful because they are well organized and structured for a learning goal however the learner should consider his learning objective to make the good choice.

3.3.6.2. Interpretation of the Questionnaire's Results

Discussion and interpretation of the results take place after analyzing the questionnaire. In the following section, the major results that are collected form research instruments will be discussed in relation to learners perceptions towards the use of mobile applications

role in promoting the learners autonomy .Therefore, the research work has provided interesting results.The majority of participants consider their levels as advanced and upper-intermediate learners; this indicates they are consider themselves high English language achievers in terms of mastering the English language skills .So most of them have professional or personal objectives ,also the findings denote that the majority of them are motivated and ready to take advantage of studying this language in a more technological and digital way of learning. Moreover, depending on the learners perception towards the technology and its devices the participants display great familiarity with regard to the use ICT, and mobile applications in general, where they have the intended purposes of depending on it in specific.

In addition, most of the participants indicate that the Smartphone are their daily tool which they use wherever and whenever they need to access the internet for different purposes, like translating words in dictionaries, watching educational videos, reading books ...etc.

Based on these activities most participants denote that learning via this tool may facilitate the learning process and that the main reason of using MALL is motivate learners to engage in the classroom, as well as, the most advantage that can be offer to them .Also it is considered for them as one of the most important tools that may offer blended and collaborative learning. Almost all participants account for the use internet resources outside the classroom to reveal their independency from the instructor. More particularly, they emphasize on the idea that technological learning tools are promot their independent learning practices to improve their level and master any of English skills.

Section two deals with learners' attitudes towards autonomy in learning, the major number of participants declare that they rely on instructor during the learning process this show despite the availability of MALL resources. This demonstrates they are still depending

only on inside class information rather than out-of-class learning in which they achieve learning objectives. Moreover, according to the participant's views about learners autonomy they share the same belief, they agree upon all of the related variables in use to be part of any autonomous practice needs to be a decision maker about how to learn this could be acquired the use of electronic and technology devices as means of betterments. Furthermore, the major reasons of development learner's autonomy are that most of participants attempting to improve their level of English and to master better the English skills.

Based on the students' views about effectiveness of the use the mobile apps in learning and its promotion in learner's autonomy. The majority of participants advocated mobile apps are helpful and effective tools in promoting the learners autonomy level. Finally, we can conclude that the most students admit positively towards the use of mobile apps as tools for improving learners autonomy; this means that they recognize the significant impact of the application on their autonomous learning. The interpretation of the obtained results from the student's questionnaires, we could highlights that most of learners were looking for any effective tool that may encourage them to learn independently. In addition, learning autonomously is considered as one of the most important aspects that should be fostered in the coming years. Where, students claimed that the use of mobile applications provided them with helpful features that would improve learning and teaching. Respectively, most of learners recommended the integration of this application in future to benefit from its advantages.

3.4. Teachers' Interview

In addition, to the use of the questionnaire as a research instrument in this research work, the researchers depended also on the use of the interview, which is a research instrument used to collect in-depth information about phenomenon under investigation, (Dorney, 2007). The reason behind this interview was to gather data about the current status, and ideas and perspectives about the use of instructional mobile apps as new learning method that could improve learners' autonomy.

3.4.1. The population and Sampling

The concepts of using mobile applications and promoting autonomy do not concern students only. Teachers also are invited to show their perspectives towards the impact of mobile learning applications on learners' autonomy. The teachers' interview was conducted with five (5) teachers who teach courses such as, Written Expression, Oral Expression, ESP, Mastery of the language, and so on. To elicit detailed information from teachers who in turn have an experience in such contexts of ICT field and e-learning. The teachers belong to Department English division of Mohamed Khider University of Biskra

3.4.2 The rational aim of the Interview

The teachers' interview intended to explore teachers' perceptions about the use of mobile apps in learning English. Therefore, the interview aimed at identifying if the teachers help their learners to become autonomous or not in learning English and which material they use. Coupled with, these teachers were in touch with the use of technological tools i.e., they used language laboratory and audiovisual aids to teach the English language. Further, they had the experience of using such technological tools because they already used them in their classes at the university. So, they were mindful about the effect of using technology for learning the English language.

3.4.3 Description of the Interview

The teacher's interview is the semi-structured interview was held with five (05) teachers who teach courses that have a relationship with Written Expression, Oral Expression, ESP, Mastery of the language, and so on. In order to generate about teachers perspectives and their attitudes towards the impact of mobile learning application in improving on learners' autonomy.

As is mentioned above the semi-structured interview is hold into ten (10) questions In order to obtain the needed responses, closed-ended questions are used for purpose to help teachers to answer in rapid way. In addition, two open-ended questions are used to provide them an opportunity to express their ideas through using their own language, and to enable the respondents to add other information about the topic. Therefore, the interview items are ordered in systematic way. First, item one (Q1) aimed to know about teachers teaching career at the University teach. Second, item two (Q2) and investigated whether teachers use technological materials in the classroom and if they allow their students to use their mobile devices .The next question ,as well as, the item three (Q3) have divided into two (2) parts closed-ended question were teachers are asked about the experienced online/electronic teaching (Q4) ?.Whereas, the second half is about the way of teaching they prefer, then in item five (Q5) are recommended if teachers using the internet resources about the activities that teachers use during his/her class. For farther information teachers were asked to explain why. After that, the following item six (Q6) aimed to get teachers' view about how to motivate their learners to be more autonomous in learning and improving their skills. Furthermore, item seven (Q7) sought to investigate to what extent sought to investigate to what extent is important in EFL learning is important in EFL learning. Finally, the last two questions (Q8-Q9) were devoted to teachers' opinion about encouragement towards learning English language via mobile assisted language learning (MALL) ,and what are the

main challenges that could be face teachers during learning via technology instruments .To conclude the interview , ends with teachers' evaluation and comments.

3.4.4 Validating and Piloting the Interview

In order to construct a good Interview the researcher needs to validate and pilot his/her instrument. For this study, before the final administration, validating and piloting stage, in which the rationality of piloting it is to validate and to set a reliable data collection tool and, therefore, to ensure high quality of the outcomes in the specific context. At first phase, the interview guide was sent via Messenger on purpose to test the questions to an expert teacher in the field, at university of Biskra. Then, he gives some remarks about the overall framework and content. In the second phase, of the validating the interview , which took place in 25thapril 2021, emailed to the supervisor in order to check if the questions fit the objectives of the study and the tools whether it is valid and reliable or not.

3.4.5 Administration of the Interview

After validating and piloting the instrument, the researcher comes to the last stage that is the administration in order to collect the needed information. The interview was administered to the sample of five (5) teachers at the Department of Foreign Languages, Section of English at Mohammed Kheider University, normally interview are conducted in a face-to-face interaction with voice recording aids. Due the healthy circumstances of COVID-19 crisis, and the most of teachers are not available in university location, make us straggling in the participation of interview with ordinary method. Otherwise, by the end of May the necessary data were collected during three week respectively.

3.4.6. The analysis and interpretation

3.4.6.1 Analysis of Teachers Interview

Once the research data have been collected, data analysis is often a research procedure that refers to shifting, organizing, summarizing and synthesizing those data. In this sense, data analysis refers to the “process of bringing order, structure and meaning to the mass of the collected data” De Vos (2002 , p.339) . In this part of teacher’s interview analysis this interview includes ten (10) questions that will be analyzed. Furthermore, the teachers’ identity in this interview is intentionally kept anonymous for avoiding any ethical issues. We have present to each interviewee with: “interviewee A”, “interviewee B”, “interviewee C”, “interviewee D”, and “interviewee E” as it is reported in as below.

Item one: When did you start your career in education, and how long have you been teaching English?

Asking teachers about the period of teaching English, we have found that their answers varied between 3 and 13 years. The questions of this item aims to find out the extent to which EFL teachers are experienced in teaching and to recognize the expertise area of the teachers; in which the respondents were asked to identify how many years they have been teaching English. The answers reveal that Two EFL teachers have been teaching about 13 years ago, as well as , starting from 2006 , other one for six years and the remained teachers; one of them for four years and the second one have been teaching since 2012 he have been teaching for 9 years ago .

Item two: How often do you use or how will you use technology in the classroom?

Interviewee A: “Usually”

Interviewee B: “I use it frequently”

Interviewee C: “Sometimes”

Interviewee D: “I sometimes use it if necessary.”

Interviewee E: “Sometime”

Most of teachers answers by sometimes the uses technology inside the classroom, whereas, one teacher who responds by usually and the other one state that he use the technology frequently. Therefore, the results show that, interviewee teachers confirmed their use of the technology inside the classroom they use technology sometimes to improve their EFL learner’s level. The results indicate that the majority of teachers are familiar with the use of technology and its necessity in their teaching process inside the classroom.

Item three: Between the traditional and the new way” technological “of teaching which way do you prefer and why?

Interviewee A: “I prefer mobile apps because they contain different modes for teaching and learning”

Interviewee B: “Both are equally important”

Interviewee C: “I prefer the new way because it facilitates learning, learners learn better when they are motivated. It makes them more engaged and motivated”

Interviewee D: “Both are useful but tech is more motivating”

Interviewee E “Each method has its advantages and disadvantages. A combination of both is the best i.e. blended learning”

This question intended to gain data whether teachers like the way of technological methods in teaching the English language or them enough with traditional way. The majority of teachers’ answers were positive towards the new way of teaching i.e., the technological one. Regarding to their perspectives it facilitates learning and it contains

different modes for teaching and learning in addition, that make learner more engaged and motivated .For the other one combination both methods(traditional /technological) are useful and work interchangeable .

Item four: Have you experienced online/electronic teaching English in the internet?

The results indicate that the majority of teachers have experienced with the use of online/electronic technology teaching in their teaching process. Majority of them answered by yes I experience online/electronic teaching English in the internet before.

Item five: During your teaching, do you ask your students to check for any internet resources, and for what purpose?

Interviewee A: “To use YouTube and write down what they hear to improve their listening skill.”

Interviewee B: “Yes, I do. In order to improve their level and increase their knowledge”

Interviewee C: “To save time, usually I provide student with materials to check at home and bring into the classroom to speed up the learning process”

Interviewee D: “Yes. The purposes are for research and assessment.”

Interviewee E: “Yes.”

This denotes that the majority of teachers agree with the use internet sources , and recognizes the importance of integrating them in their teaching. They seem to be aware to the extent use of internet resources during learning, and provide aids for their students to understand the given lecture better.

This means that teachers have already experienced the use of internet resources in their teaching. Thus, they recognize its advantages. None of teachers opt for no, which means it is evident they are beneficial for realizing the target learning outcomes.

Item six: How do you motivate your learners to be autonomous, more specifically to rely on themselves while studying or improving their study skills?

While, the teachers asking about the learner's motivation inside the classroom specially using mobile learning. They declared as following:

Interviewee A: "I asked them to use vocabulary apps to enrich their repertoire. To use YouTube to improve listening and speaking skills, and to download electronic books to read short stories."

Interviewee B: by using YouTube videos

Interviewee C: "By providing advice and extra materials"

Interviewee D: "I often recommend further investigation into the subject after we are done with the lesson in class. I also ask them to read materials online to prepare for the coming lessons."

Interviewee E: "Posting audio visual courses"

The teachers responses showed that their attitudes towards the way of motivation in enhancing students' autonomy in learning process. All teachers states that are agree in willing to encourage and motivate learners to engage in their learning process. Using new method of learning and technology devices , which make students enhance their learning skills like using YouTube to improve listening and speaking skills or using audio visual courses .

Item seven: What extent does information communication technology ICT influence the improvement of student's language skills?

The main objective of this question is to determine the importance of information communication technology ICT in improvement of EFL learners skills.

Three out of five teachers, were answered by it is “very much important in influencing and improving learners skills ,then the other teacher he said it helps a lot , only one teacher who claims that It helps if it is consistently practiced. It can be seen from the answers above that the majority of teachers are aware about the importance of information communication technology ICT in influencing student’s language skills as a complementary learning tool in a formal educational context.

Item eight: Do you encourage your students to learn English language via mobile assisted language learning (MALL), why?

Interviewee A: “Of course”

Interviewee B: “Yes, I do”

Interviewee C: “As specialized, it is important to have an adequate language level at an early stage of their Educational career so yes I do encourage them to take any extra effort especially if it is more motivating and interactive”

Interviewee D: “Yes, I do. Mobile learning is instant and easy. It is also time saving.

Interviewee E: “YES as it is useful”

The majority of the interviewees share the same idea; they encourage their students to learn via mobile assisted language learning (MALL), (Interviewee C) claimed that the (MALL), it is important to have an adequate language level at an early stage of their educational career, also he added that he encourage their students to use mobile learning tools because it is more motivating and interactive. Whereas, (Interviewee D) recognize mobile learning is instant, easy, and time consuming.

From the obtained findings as they are demonstrated above, it is clear that all the interviewees respondents provided positive attitudes towards learning through Mobile Assisted Language Learning as it can be very important tool in encouraging learning

English as a foreign language. This New method of learning and teaching that encourages learners and motivates them. The teacher would seem 'fashionable' using mobile technologies with his students and they can work cooperatively.

Item nine: What are the challenges that you face when employing ICT and technological devices in your classroom?

Interviewee A: “Not all the students are equipped by such devices”

Interviewee B: “Lack of the availability of materials” .

Interviewee C: “Unequipped classrooms and illiteracy in terms of ICT materials use”.

Interviewee D: “Some students use them for entertainment and deviate from the purpose of using them.”

Interviewee E: “Not all learners respond positively”.

These answers can be used to identify the challenges and specific issues teachers have with employing the technological devices in classroom .The most frequent issue is not all the students are equipped by such devices .Also, unequipped classrooms and illiteracy in terms of ICT materials use. Then; Lack of the availability of materials another challenge is not all learners respond positively , and besides some students use them for entertainment and deviate from the purpose of using them is , also among the issues that hinders the smooth use of mobile devices.

The findings revealed that a number of challenges would block and slow down the process of the integration of technology devices into EFL instruction.

Item ten: How would you evaluate the role of using instructional mobile applications (apps) in improving student’s autonomy?

Interviewee A: “It is important”.

Interviewee B: “Very beneficial”.

Interviewee C: “It is very useful if it is properly implemented.”

Interviewee D: “Considerable”.

Significant answers of teachers assume that role of integrating technology and instructional mobile apps for improving learners’ autonomy. The three teachers claims positively towards the role of instructional mobile apps the state that it is important ,then the other it is beneficial , also another one he state that it is useful if it properly implemented

This indicates that teachers recognize the importance of using the mobile learning apps as tool to develop learners’ autonomy. This means that teachers recommended that implementing this tool for learning is would be beneficial to enhance learners’ autonomy skills.

3.4.6.2 Interpretation of Results and Findings in the interview

After analyzing the teacher’s interview the following stage is interpretation of results and findings. The teachers interview provided us with necessary information from teacher’s perspectives, feedback, and opinions about the use of mobile application as learning method that help learners in the improvements of learning autonomy . Based on the analysis of the interview answers it was found that the most of teachers of Mohamed Khider Biskra University are associate and assistance professors. Since thus, some of them are experienced enough in teaching. Therefore, teachers were asked about the use of technology and its impacts en learning .The majority of interviewed teachers display great interests toward the new learning methods such as learning via MALL, or the use of mobile applications at the sometime they were aware of the mobile technology use and they perceived its importance in improving learner’s autonomy. Since most of them practicing the use of technology inside the classroom .Moreover, interviewed teachers were asked to give

their perspective about the difference between traditional teaching and new technological one. They expressed their views that both of methods are necessary and work interchangeable each method has its advantages and disadvantages . On one hand, results showed that most of teachers have experienced online or electronic teaching .Alternatively, they highlight the importance of using technology to the students' study practices, and skills Therefore, they encourage the use of technology to enhance the students autonomy attitude that reflect on their learning skills. Although they are highly aware of mobile technology in teaching they taking the autonomous learning as priority to their teaching practices. Based on the teachers answers they motivate them by providing certain technological materials ; thus type of materials integrated was of an active learning materials in which the students could be instructed and interact with various learning materials. However, they claimed the use of this tool favorable in learning the target language. Almost all the teachers declare the use this tool in teaching are useful and important in improving learning skills. Despite the positive advantages of mobile technology ,but there are observable challenges that teachers may face. Most of interviewed teachers declare the lack of materials may get learners not responds into it positively .So the integration of this tools may obstruct the learning and teaching process .

Finally, most of the teachers also provided positive opinions towards the use of instructional mobile applications in improving learners autonomy also , It is worth most of them gave positive views about its importance in developing students autonomy .

Conclusion

The present chapter outlined the fieldwork of the present study. The data gathering instruments used are namely, student's questionnaires and semi-structured teachers interview, in order to explore teachers perceptions and students attitudes towards the use of instructional mobile apps on improving learners' autonomy. The questionnaire at the first stage was submitted to the first year LMD students of Mohamed Khider Biskra University, in order to gather the enough data about learner's attitudes and .Then second stage was the semi-structured interview administered to five EFL teachers in the same University.

Furthermore, from the description, the analysis, and the interpretation of the data instruments provided us with the opportunity to explore the attitudes and the opinions of the participants about the role of using mobile apps. Both of them have supported the integration of this mobile applications as a new educational tool in teaching and learning in order to improve students' autonomous learning inside and outside the classroom environment.

General Conclusion

In the 21st century, within this globalize world people cannot be separated from technology and sophisticated device. The devices which are mostly used in our daily life are Smartphone. they can be very helpful in every way for people if they use them wisely.

Mainly, the Smartphone can be used for educational propose by using such educational mobile apps. Such as; develop new skills and competencies, create new knowledge, uplifting cognitive skills as problem solving and critical thinking...,etc .

Apparently, the rational of conducting this study is an attempt to shed light on the role of using mobile applications as learning tools in promoting the learners autonomy, at Mohamed Khider Biskra University. In purpose to investigate the effectiveness of using certain instructional mobile apps to improve EFL learners' study skills and autonomous skills in order to master the language in attractive way. The results have shown how helpful, effective, and advantageous, those mobile apps are for both the teacher and to the progress of the students in learning English otherwise , in boosting their autonomous learning .

It is important to review the theoretical part the major concern of the two chapters is to provide a necessary literature review related to the technology and mobile application, and the learners autonomy concept, and its general practices inside and outside the classroom.

The first chapter, also reveals background information, and previous reviewed studies about the two variables in use including the basic concepts, related terms, educational context, and reveals the interrelationship between the two chapters. Chapter one was devoted to explain conceptual views about the mobile applications , as learning tool and how it can be useful to enhance the learners autonomy level, also to show its importance in developing

language skills during learning the English language . While, the second chapter dealt with the learners at the center of independence learning and reveals clear understanding of learner's autonomy concept. And other related concepts about the notion of autonomy

Finally, chapter three aims to gather the research data analysis in order to answer the research questions, the study documented on the use of two different data gathering instruments. These tools are a questionnaire, which has been submitted to (35) First year LMD students at the department of English in the University of Biskra, and semi-structured interview, which (5) interviewed EFL teachers at the University of Biskra. Consequently, the two data collection methods aimed to gather sufficient data to explore the opinions, and attitudes of teachers and students towards the use of mobile application as new learning approach. In addition, to answering the researched questions and verifying the researched hypotheses. For the latter case, after analyzing and interpreting the obtained results from the students and teachers, both of the participants reacted positively towards the use of mobile as learning tool inside the classroom , and benefits from its applications as well as we can consider it as one of the most important fostering device into autonomy . In addition, from the interpretation of results advocates agreed the learners autonomy level is acceptable, and is not sufficient because they still relying on teacher's knowledge that is why; they looking for any effective tool that may encourage them to learn independently. In this respect, the instructional mobile apps are considered as effective learning tools. Where, most of the participants agreed that the use of apps may make learning more attractive and more motivate to them, in other words, it may help and improve learners towards autonomous learning environment. And constitutes further learning advantageous with regard to promoting active learning, independent learning, learning achievements, and strategies of language learning.

Consequently, from the obtained finding from the data gathering instruments, also from both teachers and students' revealed positive opinions into mobile learning as new method of teaching and learning .Most of them recommended the integration of mobile application in future to benefit from its advantages. Furthermore, majority of students choose mobile application as effective and efficient apps that may enable them to learn and practice their autonomy attitude inside and outside the classroom effectively. From the above information the hypothesis was confirmed.

To sum up , it is clear that what bring mobile technology to the forefront of educational interest is the highly sophisticated delivery and interactivity now available with technological learning. Also, it is considered as vital that can be used when it is the best alternative for supporting skills requirement. for further research can be undertake it as integration of learning mobile apps inside the classroom ; for instance, implementing certain mobile apps during the class or encourage learners towards mobile learning out of class environment for both teaches and learners .Through this study , the researcher hopes to give more ideas and suggestions for everyone interested in the subject matter.

General Recommendations

The traditional teaching and learning in the present time is probably not sufficient alone, hence the integration of technology takes vital part among teachers and students. Thus, proposed many effective opportunities to them in enhancing the way of teaching and learning. Also, with the overuse of mobile devices in all spheres of life including educational context, it is needed to raise awareness among the students and teachers about its importance ,and to integrated them in teaching and learning process whereby , learners have to develop a different English skills and competencies by such applications .

After analyzing the data obtained from both questionnaires and Interview, some suggestions are proposed in order to benefit effectively from the mobile applications to improves learner autonomy.

➤ **For Teachers**

- With the widespread of mobile devices teachers may encourage the learners to use the different mobile devices, during the formal learning through the use of effective mobile applications.
- Integrating ICTs in English language classrooms has a very considerable amount of interest to enhance autonomy among students.
- Teachers should be able to take the advantages from technology approaches by implementing various technological aids for enhancing their teaching processes.
- Teachers are advised to emphasize on the autonomy of learners by shifting their roles from active authority to active guiders with the purpose to give the opportunity to learners to practices their autonomous learning attitudes.
- Teachers are advised to encouraging students to be autonomous learners by practicing various activities and tasks after the class via such mobile application.
- Teachers may collaborate with their students by such teacher apps inside the classroom for purpose to make them to discover the world of technology as a tool of learning and adapt to this new teaching and learning module of technology .

➤ **For Students**

- Students are required to promote their autonomous learning by using learning strategies and learning styles based on the use of technology and mobile devices as learning tool.
- Mobile learning applications may be concerned as developing tool to master students language skills, such as; listening ,writing, reading and linguistic competence.

- Students need to be aware of the positive advantages of mobile devices in the learning rather than just a tool of entertainment.
- Students should to rely on technology resources and certain learning mobile apps since it can be supportive and additional resources for students in developing their skills.
- Students need to use ICTs more and more in the learning in order to widen their knowledge.
- Students should learn inside and outside the classroom through the live mode wherever and whenever they have the opportunity, for purpose to make them sense the responsibility for their learning

➤ **For the Administration**

- The administration is asked to provide technological aids at the department of English learning, mainly, the availability of computers and internet inside the university.
- The use of new technologies has become a crucial part of learning as well as teaching. If e-learning will be taught as module to first year students, among their curriculum, they will unconsciously have the awareness about the use of technology effectively, and to raise the attention about the importance of being autonomous in learning English as a foreign language learners .
- Administrators should organize training sessions about the importance role of technology and how to use it for both teachers and students.
- Promoting the English Department with free cyber cafes and access to internet within University to access to Internet or to go to Cyber cafes in a continuous way in order to develop their learner autonomy.

Limitations of the Study

During conducting the research study there were a number of limitations that could not be avoided due to various factors related to the research data gathering, the sources.

First limitation of this study, related to sample size which was 35 students. The small-scale case study design, while collecting data from both questionnaire and the interview the number of participants is too small; in addition to healthy crisis of COVID-19 circumstances this led for the results could not be generalized.

Another limitation was related to the duration of the study, which was 14 weeks in total. Finally, despite the rich of sources in all subjects related to technology and, ICTs There is an unfortunate limitation which is the lack of available and reliable data related to mobile applications.

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Appendices

Mohammed Khider University of Biskra

Faculty of Foreign Languages

English Language Division.

Students' Questionnaire:

Dear students, this questionnaire is held under the title of using the instructional mobile applications by students to promote autonomous learning inside and outside the classroom.

You are gratefully asked to answer the following questions to express your attitude towards autonomy in EFL learning. Read each question carefully, and ask for help if you do not understand any question item or you are not sure how to respond.

- All responses are anonymous and treated in strict confidence; you can give more than one answer where necessary.

Section one: personal information

Q1: How do you evaluate your English level?

Advanced

Upper-intermediate

Intermediate

Lower-intermediate

Q2: What is your purpose of learning English?

For professional Career

Personal interest

For academic career

Q3: Which way of learning do you prefer?

Traditional technological

Section two: instructional mobile applications (apps)

Q4: Are you familiar with the use of information and communication technology (ICT)?

Yes, I'm familiar

No, not familiar

Q5: What kind of mobile devices do you use the most in your studies?

Smartphone Mobile

Laptop Computer

Tablet

Traditional phone

Q6: How often do you use the Mobile in your studies?

Never

Rarely

Sometimes

All the time

Q7: How much time do you spend per day on your computer or Smartphone?

Up to one hour

Between 1 and 2 hours

Between 2 and 4 hours

More than 4 hours

Q8: How often do you learn the English language through mobile applications (apps)?

Never / rarely /sometimes all the time

Q9: Have you used the internet at university during the last 6 months?

Yes

No

Q10 Do you use the internet or any type of mobile technologies inside the classroom?

Yes / no

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

For research

For study

For self directed learning

For entertainment and social networking

Q11: What advantages do you think that mobile assisted language learning (MALL) may offer? (You can select more than one choice)

Collaborative learning

Blended learning

Motivation

Others

- If you answer by “others”, like what?

.....

Q12:Which of the following mobile techniques do you use for helping you in your studies outside the classroom? (You can select more than one choice)

Electronic dictionaries

Playing language games

Watching YouTube videos

Book store

Q13: Based on your learning experience and participation and the use of mobile technologies to what extent do you agree with the following statements?

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I regularly use the mobile technologies to improve my English studies.				
The new design and style of mobile technologies is very attractive, informative and well organized.				
I found the distributed online courses and Blended learning helpful to rely on myself in learning.				
The instructional mobile apps help me to identify my learning weaknesses and strengths about Language.				
I believe that learning, which require learners to use the internet, promote the learner's autonomy.				

Section Three: Learners' Autonomy

Q14: In your learning process, do you rely only on the information and knowledge provided in the class by your teacher?

Yes / no

Q15: Do you consider yourself autonomous in learning English?

Yes /no

Q16: From your own perspective, "Learners' Autonomy" involves:

Self-directed learning

Self – reliance learning

Make decisions and choices about what and how to learn

Identify and accomplish learning objectives by oneself

All of them

Q17: For what reasons would you develop your autonomous learning? (You can select

More than one choice)

To improve your level in English language learning

To master any of English Language skills

To get good grades in exams

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

Q18: from your perspective, do you think that electronic and technology devices can be a means for the betterments of EFL learner’s autonomy?

Yes / No

- **If yes, how do learners autonomy improves?**

Strategic learning

Study skills

Self-reliance

Self-evaluation

All of them

Q19: in your opinion, to what extent is the use of instructional mobile (apps) effective to promote autonomous English language learning?

.....

Q20: according to your experience in learning English, do you think the use of ICTs and instructional mobile (apps) can improve EFL student’s level? Justify your answer, please.

.....

Thank you very much for your collaboration, and your opinion and experience is really important for our study 😊

Teachers Interview

A Semi-structured Interview

DEAR Teachers,

A Master student, I would be grateful if you could provide the current investigation with some pieces of information, concerning the use of instructional mobile applications (apps) in EFL learning process .This interviewis conducted in order to get in-depth data and information about teachers' opinion and perceptions about the experienced study. Your answerswould bea great value for the validity of this research.

Question 01: "When did you start your career in education, and how long have you been teaching English? "

.....

Question 02: "How often do you use or how will you use technology in the classroom?"

.....

Question03: " Have you experienced online/electronic teaching English in the internet? Between the traditional and the new way” technological “of teaching which way do you prefer and why? "

.....

Question04: " During your teaching ,do you ask your students to check for any internet resources , and for what purpose? "

Question05: "How do you motivate your learners to be autonomous, more specifically to rely on themselves while studying or improving their study skills? "

Question06: " What extent does sought to investigate to what extent vocabulary is important in EFL learning. influence the improvement of student’s language skills

Question07: "Do you encourage your students to learn English language via mobile assisted language learning (MALL), why? "

.....

Question 08:"What are the challenges that you face when employing ICT and technological devices in your classroom? "

.....

Question09: "How would you evaluate the role of using mobile applications in improving student's autonomy?"

.....

- **Anything else to add as a further suggestion or comment.**

.....

الملخص

في الوقت الحاضر، تعتبر تطورات التكنولوجيا وتقنيات المحمول على أنها تطور هائل في جميع مجالات الحياة البشرية. في سياق التعليم على وجه الخصوص، ظهرت العديد من الأجهزة التكنولوجية في مجال تعليم اللغة وتعلمها، والتي ترى أن لديها القدرة على تغيير طبيعة التعليم، وكذلك مكان وكيفية حدوث عملية التعلم.

لذلك، تهدف الأطروحة الحالية إلى التحقق حول دور استخدام تطبيقات الهاتف المحمول من أجل تحسين استقلالية المتعلم داخل بيئات الفصول الدراسية وخارجه من خلال تصورات كل من الطلاب والمعلمين. علاوة على ذلك، تشير الفرضيات التي تم إبرازها إلى أنه إذا كان متعلمي اللغة الإنجليزية كلغة أجنبية يستخدمون تطبيقات الهاتف المحمول، فسوف يطورون استقلاليتهم بكفاءة ويحسنون تعلمهم. من أجل تأكيد أو رفض هذه الفرضية، اعتمدت الدراسة وسيلتين كأدوات لجمع البيانات، في الدراسة الوصفية تم استخدام استبيانات الطلاب لطلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية ومقابلة الشفهية للمعلمين في قسم اللغة الإنجليزية بجامعة محمد خضر في بسكرة. بالإضافة إلى ذلك، بعد تحليل البيانات وتفسيرها، أن النتائج كشفت أن كل من المعلمين والطلاب يظهرون مواقف إيجابية تجاه استخدام تطبيقات الهاتف المحمول التعليمية كتطبيقات فعالة وكفو تمكن المتعلمين من تعلم وممارسة موقفهم المستقل في الداخل والخارج الفصل.

الكلمات الرئيسية: الاستقلالية، تطبيقات الهاتف المحمول التعليمية، طلاب اللغة الإنجليزية كلغة أجنبية، استقلالية المتعلم، تطبيقات الهاتف المحمول.