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Empowering Learners' Autonomy through the Use of Internet

Case study of Third Year LMD Students of Biskra University

Dissertation Submitted in Partial Fulfillment for the Requirements of Master Degree in Sciences of Language

Submitted by:

Fatima MAILBI

Supervised by:

Mrs. Sakina BENCHAREF

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Dedication

To my mother and father "Fatiha & Roumaili"

To my lovely sisters: Djamila, Hadda, Noura, Huria, Ahlem

To my brothers: Ziyan, Aissa, Nour- eddin

To my brother in law "Foudil and Redwane"

To my sisters in law:" Fatiha and Fadila"

To my friends:

To all my relatives and all who knows me

I dedicate this work

Acknowledgement

Exalted in the above all, we would like to thank Allah who helped us to fulfill this work.

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Abstract

The present study investigates the effective role of internet in enhancing learners' autonomy as well as in improving their learning skill. One major problem within Algerian university students is the lack of independency. This problem can be related to students' ignorance of the significance of being autonomous in university as well as the unawareness of the positive influence of this skill on their formal achievement and long life learning. In order to provide an effective study, we have focused on ways to foster autonomy in improving the listening skill. This skill has proved to be an active element though it is considered as a passive skill it has proved its active role in language learning. Thus, we hypothesize that using internet enhances learners' autonomy in improving learning skills. To prove this hypothesis, a questionnaire has been conducted to oral expression teachers and to third year students to gain more information about their opinion towards using internet in fostering autonomy in learning. Results have shown a limited knowledge of autonomy on the part of learners although their wide use of internet. Results revealed also that teachers use varied activities in class to develop students' listening and they encourage them to use internet and rely more on themselves to enhance their learning. By doing this research, we hope that learners will be familiar with the concept of autonomy and more aware of its importance in fostering their learning process. We hope also that teachers will recognize the significant role of internet in helping learners be autonomous inside and outside   the   classroom.

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General Introduction

Introduction

The world we live in today is a knowledge society. The social and cultural characteristics of a knowledge society require learners to be highly adaptive. To develop students as confident people in today's knowledge society means to have access to education, capacity to learn, communication and collaboration in knowledge. In terms of higher education, lack of independency in learning has been a serious problem; indeed, most of students do not have the capacity to manage their own learning and be active participants. In these recent years, a new concept has been brought to the process of education in order to meet the demands of globalization. Researchers have created a concept called Self-Directed Learning (SDL) or also known as 'Autonomy' which enriches the domain of adults' learning and encourages students to become more active in the learning process. It also leads to better achievement inside and outside formal settings. Besides considering autonomy, our study is concerned with learning thorough technology and its relation to the improvement of the learning process. Our major goal will be to consider autonomous learning as a skill that should be acquired among students of English in university and be improved by one of the most powerful technologies which is Internet.

1. Literature Review

The learning process holds wide range of issues. The way adults learn has been one of the major themes that encourages researchers to investigate more; they have discovered that children and adults learn in different ways and this truth uncovered many problems. The phase of transmission from childhood learning to adolescence learning has been the hardest part concerning the process of learning. In that phase, learners are supposed to move from depending on the teacher as the only source to seek knowledge to the level where they can direct their learning by themselves. Self directed learning has come to support and improve the idea of learning independently. It was systematically studied in the early 20th century partly due to the development in the field of adult learning and based on the work of Yves Chàlon (1970), and Holec (1981). Their main goal was to develop a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learners, choosing

and implementing appropriate learning strategies and evaluating learning outcomes. Since 1970, autonomy has been the major theme in adult learning, and the priority of helping students to become autonomous learners has been ranked high.

Internet has proved to be the most effective technology all around the world. It has affected many different fields such as: economy, trade, and investment. Moreover, it has been also linked to the field of education; especially with the need for improving the process of learning. The history of internet goes back to 1970 coping with the new revolution of communication technologies. Its main goal was helping people to communicate easily, and exchange all different forms of information all around the world. After a decade, internet has achieved its goal and has become the most powerful technology.

2. Statement of the Problem

Learning dependency can be addressed as a serious difficulty which faces most of students in university. Lack of challenges and misunderstanding of learning processes in primary and secondary schools affect negatively and lead to low level of preparedness for autonomy in higher education. Besides, it makes learners passive participants in their learning. Most teachers think of teaching as a simple process of filling a student's head with information. They define learning as a process that transmits knowledge from teacher to learner, generally through lectures inside the classroom without giving opportunities for learners to take responsibility and control their learning by themselves. In our research, we will analyze the factors which hinder and self-autonomy among university students and propose solutions that can solve this issue.

3. Significance of the Study

The fast expansion of internet has had a great influence and has made a significant development in recent years, and education is considered as one of the domains that has benefited from these changes. One of the advantages concerning the use of internet is that it offers chances for learners to improve their abilities for more independency and self-direction in learning the foreign language.

Autonomous learning should be regarded as a necessary skill in university in order to improve learners' achievement inside and outside formal settings and cope with globalization.

Due to internet, the ability of autonomy among students will be acquired easily and successfully especially for learners who have interests in learning through online technologies.

This research is directed to learners as well as teachers. The process of autonomy improvement through the use of internet should include both teachers and learners. The former can be the motivating factor that supports learners and helps them acquire this skill, whereas the later are the centre element which is expected to receive this ability and make efforts to apply it successfully in the learning process. By reading this research, we hope that teachers and learners will be more aware of the importance of this skill and its positive impact on learning. They would also recognize the great power of internet in enhancing autonomous learning and developing the language skills. The research can be also conducted to researchers who will see the concept of autonomous learning from a different point of view and will use it as a guide to link between autonomy and online technologies.

4. Aims of the Study

The main objective of this research is to ascertain the significance of acquiring autonomy as a skill among students of English and to show the effectiveness of internet in enhancing this ability. The research will also shed light on the whole background starting from autonomous learning as a concept to autonomous learning as a domain. It also includes an overview on internet as a technology that helps students to improve autonomy in higher education and enhance their language skills. In our research, we will also illustrate the role of the teacher in enhancing autonomy among university students.

5. Research Questions

- Are university students autonomous learners?
- How can the teacher help students to be more autonomous in learning the foreign language?
- Does internet improve autonomy among students in higher education?
- How does internet develop autonomous learning?
- What is the role of the teacher in enhancing learners' autonomy?
- How can the teacher implement internet in foreign language instruction to enhance autonomy and develop learners' language skills?

6. Hypothesis

We hypothesize that the use of internet enhances students' autonomy to learn English as a foreign language.

7.   Research Methodology

7.1. Choice of the Method

This research has been conducted through the descriptive method as an appropriate way of investigating our hypothesis which states that using the technology of internet would help learners to improve their sense of responsibility and enhance their learning process. The use of internet would improve students' autonomy if we help them recognize the importance of fostering autonomy and show them the effectiveness of internet in empowering this ability .Consequently, using the descriptive method can surely provide us with valuable findings and serve our main purpose.

7.2.Sample of the Study

This research is concerned with third year LMD students at the English Division of Mohamed kheider University since they have spent three years in university. Thus, we think, they will be more aware of the importance of being independent in learning, and will have more experience in using internet in their educational process. The whole population includes 360 students. Forty (40) students will be chosen randomly to represent our sample.

7.3. Data Gathering Tools

To collect data and confirm our hypothesis, one data gathering tool will be used: A questionnaire. The questionnaire will be handed out to a sample of forty students of third year in order to collect information about how they actually learn and whether they understand and apply autonomous learning. Furthermore, we want to know their level of readiness to adopt such a skill in their learning. Also, we want to investigate their attitude towards the use of internet to learn English as a foreign language in general, and to develop their learning skills more particularly. Concerning teachers' questionnaire, it will be   conducted   to   8   teachers   of   different   modules.

Introduction

Being able to recognize the different needs, identify and overcome problems, make decisions without interference or help from others, have always been a desired goal for all human beings. Studies and researches have improved the possibility for acquiring and promoting this ability. The field that stands as an evidence for the existence of such a skill is known as autonomy. Autonomy is a term which carries multiple dimensions and covers many areas that is related to different aspects of life. For more understanding to this field, its main principles, and its contributions to the learning process we will provide a whole chapter which will cover the autonomy process starting from its origins to the state of this field in the present time.

1. Definition of Autonomy

Autonomy has been stated in Oxford Dictionary (2008, p. 25) as a capacity of performing actions independently, without helping from others. Therefore, it is not confined to a specific field; rather, it can be fostered in any aspect of life. It also stands for a desire for independency in all different aspects of life. This means being independent mentally, socially…etc (Kumaravadivelu, 2003, p. 131). Without being limited to any feature or category, the concept of autonomy is displayed in many different walks of life.

In educational circles, there is a noticeable difference. The concept of autonomy, here, is limited to the teaching/learning process, and the objectives are purely educational. Generally, autonomy is defined as an ability which consists of management over individuals' learning (Benson, 2001, p. 2). The capacity of managing one's own learning - as researchers called 'autonomy'- was first defined by Holec as "the ability to take charge of one's own learning" (1981, p. 3; Benson, 2001, p. 48). Based on Holec's famous definition which made a turning point in the field of autonomy, we can say that learning autonomy means, to a large extent the responsibility of the learner towards his/her learning.

Another major definition was brought to the scene little after a decade from Holec's definition; it describes the most important basics that should be involved in the process of autonomous learning. Autonomy represents an ability of independent performance and freedom of choices. It also involves certain psychological characteristics which learners

improve in order to be active parts in the learning process. This ability affects learners' way of learning and show a great impact on how they use learning outcomes outside institutional settings (Little, 1991, p. 4; Benson, 2001, p. 48). Little's interpretation had provided a new significant dimension that was not mentioned in previous definitions of autonomy. This ignored dimension is related to the field of psychology; it consists of psychological characteristics which are represented in learning autonomy as key concepts.

Studies which have been clarified and analyzed starting from the evolution of autonomy in theory and practice have explored many different aspects concerning the description and the definition of autonomy. Benson (2001, p. 02) suggests three principles that describe the process of autonomy as a significant field for learning. These principles will be summarized as follows:

- Autonomy is a natural capacity of one's own learning, despite the variation of its perspectives; it can be acquired by any learner.

- If learners provide the suitable learning environment, they can promote the capacity of autonomy though; it does not exist.

- Learner's autonomy enhances learning process and leads to more effective learning.

As a result, it should be stated that the field of autonomy is a social and mental system which includes many different walks of life. In addition to the educational process, it is open to different changes, developments and various stages. Consequently, it is not an isolated or separated field (Murray et al., 2006, p. 63). In other words, the field of autonomy is just like any other field; it may be exposed to different changes, criticisms, or developments. But most importantly; autonomy has proved its effectiveness and positive impact on the learning process since its emergence to the present time.

2. Origins and History of Autonomy

For more understanding to the field of autonomy, it is better to have a deep look into its historical background. Though it is known as an educational field, the concept of autonomy has deeply rooted in other different domains. The theory of autonomy has been originally existed in the field of politics and moral philosophy. (Murray et al., p. 11). Its objectives were mainly related to individual's independency in all aspects of daily life that

is far away from educational field. Benson (2001) states that autonomy is grounded in other different aspects rather than language learning process such as society, etc. (p. 15- 6)

It is noticeable that educational process has witnessed major developments due to the different researches and studies on the field of autonomy, especially in language learning contexts, since it has rooted in various domains, autonomy is originally related to the need for independency as natural attribute. The need for learning autonomy comes from the idea of personal independency in social context in human nature; (Raz, 1986, p. 83; Benson, 2001, p. 43). According to Benson (2001, p. 7), the history of autonomy in language learning goes back to almost three decades; it is mainly involved with institutional settings (formal learning).

The concept of autonomy has entered the field of language learning thanks to the council of Europe's modern language project. later on, this project has been put into practice, and has been turned to a center for language researches and applications .the council of Europe's modern language project can be considered as the center in which the theory of autonomy in learning process was created for the first time in 1971; as a result for this project, the "Centre de Recherches et D'applications en Langue" (CRAPEL) has been brought to light. (Benson, 2001, p. 8). Yves Chàlon, who is considered to be the father of language learning autonomy, was the founder for the CRAPEL center. It was created at the university of Nancy in France. After his death in 1972, Henri Holec took the leadership of CRAPEL.(ibid)

One of the published works which have witnessed a major success was the project of Henry Holec who was considered as an active member in CRAPEL center at that time. His work has contributed to a great extent to the development of autonomy in language learning context. In the context of published works of autonomy in 1981, Benson has stated that the project of Holec that was reported to the council of Europe in1981 is considered as" a key early document on autonomy in language learning". Another important document which has had a great influence on research in the field of autonomy from its early existence to the present time is "the Journal Mélange Pèdagogique" published at CRAPEL. (p. 08).

To sum up, the history of autonomy as a multidimensional field has certainly provided many evidences that is related to different aspects of individuals' life and has

enriched the educational process. Moreover, it has enlightened the path for the new educators and researchers who have benefited from valuable documents, works, and researches.

3. Significance of Autonomy in Learning

Autonomous learning has been proved to be a more successful, active mode of learning. People who perform actively develop their learning more effectively rather than people who depend only on teachers (Knowles, 1975, p. 14; Hedge, 2000, p. 83). As Hedge (2000) states, the practice of autonomy in learning has made a great success and has spread in many different countries.

Our nature as human beings and the situations we are exposed to demands us to be responsible for our attitudes and actions personally and socially. As Benson suggested, autonomous learners are more educated individuals who have the ability to take the charge and contribute not only to their learning process, but also in their social life (Benson, 2001, p. 01). Therefore, autonomous learners do not confine themselves only to instructions, methods, or materials given by teachers inside classroom; instead, they take the charge and promote their learning process by themselves. They choose the appropriate tools and materials and decide whether it is effective for their learning or not.

The Main goal of autonomy in learning is to promote learners' independency and help them achieve a great progress in their learning process. According to kumaravadivelu (2003, p. 131), supporting learners to be autonomous means providing them with more opportunities to be successful.

For many of its advocates, autonomy is a natural attribute of the learning process. Thomson (1996, p. 59), for example, argues that we are born self-directed learners. As young children, we take control over the acquisition of our mother tongue. He also states that learners have an inborn capacity for managing their own learning, and he concerns the mother tongue acquisition as an evidence for his claims. (Cited in Benson, 2001, p. 59)

Autonomy can be developed on the basis of capacities that most, if not all, learners already posses and exercise to some degree (ibid, p. 60). Thomson suggests that based on the

abilities which most of the students have to a certain level, autonomy can be improved. Benson (2001, p. 60) supports this view by putting a set of principles:

- Learners routinely initiate and manage their own learning both outside and within the context of formal instruction.
- Learners receiving formal instruction tend rather to follow their own learning agendas rather than those of their teachers.
- Learners tend to exercise control over psychological factors influencing their learning, especially those concerned with motivation, affective state and beliefs or preferences.

To conclude, the theory of autonomy in learning has contributed in enhancing individuals' learning capacities to a great extent, especially that the need for independent, developed learners has been ranked high. Fostering such a capacity will give chances for learners to figure and realize that there are more opportunities and possibilities which will help them to solve their learning problems and empower their skills. Fostering autonomy will also help learners to achieve the goals they have established for themselves or at least to have the confidence to set their own goals and make efforts to do this in real life.

4. Measuring Autonomy

As Nunan suggests: "autonomy is not an all -or-nothing concept but a matter of degree." (1997, p. 92; Benson, 2001, p. 5). Therefore, it is a capacity that can be acquired through time and by making efforts. Autonomy measurement depends on opportunities provided to the learner and circumstances that surrounds him/her. These factors can decide whether the learner is ready to adopt the skill or s/he still lacks the motivators. As a result, the acquisition of autonomy goes step by step. In this line, we will suggest one of the major evidences that prove the possibility of measuring autonomy and the possibility of enhancing this skill, this evidence is represented in Nunan's model. This model shows the different levels that learners go through in the process of fostering autonomy.

According to Nunan (1997), there are five main stages that learner goes through in order to foster autonomy inside and outside classroom successfully. They are classified as follows:

Awareness: In this stage; learners start identifying the main goals of each lesson, and recognizing content of the learning materials that are used by the teacher inside classroom.

Involvement: Students are more involved in their learning process. They have more opportunities to choose their own goals and decide their learning path to improve their level.

Intervention: This stage refers to students' ability to select and decide the activities that are practiced inside classroom. They can also be involved in choosing the content of the learning programme.

Creation: Students are able to set their own learning goals. They take the initiative role and are responsible for their learning achievement.

Transcendence : In the last stage students can be described as autonomous learners. They can study outside formal settings effectively, and improve their learning without guidance or help**.**

These main stages can be best identified in the following table. It includes the content of each level and the process in which it passes through.

LEVEL	LEARNER ACTION	CONTENT	PROCESS
1-	**Awareness**	Learners are made aware of the pedagogical goals and content of the materials they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/ strategies
2-	**Involvement**	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options
3-	**Intervention**	Learners are involved in modifying and adapting the goals and content of the learning programme	Learners modify /adapt tasks
4-	**Creation**	Learners create their own goals and objectives	Learners create their own tasks
5-	**Transcendence**	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond	Learners become teachers and researchers

Table 1: Nunan's Model, levels of implementation (Nunan, 1997: 195; Benson, 2001, p. 129)

5. Degrees of Autonomy

In institutionalized learning, teachers and learners share the responsibility for deciding the appropriate level of autonomy used inside the classroom in order to achieve learning goals. Indeed, autonomy is a matter of agreement between the teacher and the learner on the extent in which this latter practices his/her independency inside and outside the classroom (kumaravadivelu, 2003, p. 143). To enhance learner's autonomy in class, teachers should be aware of the different levels that are involved in the process of autonomy. On that base, Kumaravadivelu (2003, p. 144) suggests that the learner passes through three different stages to seek autonomy. First, the initial stage in which responsibility is upon the $_{teacher}$ to guide and illustrate the aims and practices that are provided. Second is the intermediary stage. The learner has the chance to choose from tasks and materials that are provided from the teacher. Third is the advanced stage in which the learner is normally able to set his/her own goals and tasks; s/he will also have a complete chance to orient his/her own learning without the teacher's guidance.

Another significant aspect which should be taken into consideration when applying autonomy in classroom is the degree of preparedness that learners have to foster autonomy in learning process. Hence, teachers should be also aware of their learners ' capacities in order to decide which level of autonomy should be practised. According to kumaravadivelu, the degree of autonomy which teachers practice concerning learning situations, learning practices and aims inside classroom should be based on the level of autonomy that suits his or her learners and to what extent they can be opened to adopt autonomy, with the help of teacher learners should also be responsible for the results and the improvement of their learning.In addition; they should be aware of level of preparedness they posses in order to accept and foster autonomy in their learning. (p. 155)

6. Types of Autonomy

As a separated field, autonomy has had a significant impact on many different characteristics related to human beings. Many studies have attempted to classify autonomy into categories in order to be more detailed and more effective. On that base, three major types appeared: Emotional autonomy- behavioral autonomy - value autonomy. Russell and Bakken (2002) have stated that these different types may not occur and

develop at the same time, instead; any type can be improved separately. The three types have been defined as follows:

6.1. Emotional Autonomy

Situations in which this type is used are mainly concerned with individuals' level of control over feelings that are affected by social environment. Emotional autonomy involves individuals' feelings and emotions expressed in their relationship with other people (ibid).

6.2. Behavioral Autonomy

Dealing with circumstances and experiences we are exposed to is be best defined through our reactions and behaviors. According to Russell & Bakken (2002); behavioral autonomy refers to the capacity of making and achieving individual choices in relation to certain behaviors.

6.3. Value Autonomy

It is considered to be the third type in which autonomy is described. Value autonomy is related to personal principles in certain aspects such as: religion, politics, and beliefs (ibid). In order to acquire and develop this type, people should have their own believes and principles which need to be respected and appreciated.

7. Autonomy in Formal Language Learning

In non-autonomous institutionalized learning, failure or success seems to depend on the teacher. S/he is considered as the only source for knowledge inside classroom. In this case, learners will be only receptive and passive elements in the learning process. In the contrary, autonomous institutionalized learning provides many opportunities for learners to share responsibility, be involved, and take the initiative role for their learning. As Benson (2006, p. 28) states: "the concept of classroom autonomy refers to a sort of autonomy in which teachers help learners to improve their autonomy without being limited only to what is taught inside classroom".

The key factor in classroom learning is educational achievement; according to kumaradivelu, learning inside classroom should be stated as a narrow view for the learning process; it focuses more on learning for the sake of learning and for improving educational achievement. This involves providing learners with strategies and techniques to make them practice their autonomy by themselves and achieve their learning goals in institutionalized settings (p. 133). The ultimate goal for institutionalized learning is to improve learners' achievement. As an educational field, autonomy focuses on achieving the same goal; consequently, it posits a noticeable impact on classroom environment.

As an evidence for the positive effect of autonomy inside classroom environment; Benson (2006, p. 27) has mentioned some significant books which display the necessity of fostering autonomy to develop classroom learning. He named Hedge (2000), Harmer (2001) and kumaravadivelu (2003). These researchers' books point to the effective role of autonomy in language teaching/learning process.

Enhancing autonomy in formal language learning is best clarified by kumaradivelu who has suggested some characteristics that help learners to develop their learning independency:

- Develop a capacity for critical thinking, decision making, and independent action;

- Discover their learning potential, in addition to merely gathering knowledge about the learning process;

-Take responsibility for learning and for using appropriate strategies to achieve their general and specific objectives;

- Face heavy psychological demands that require learners to confront their weaknesses and failures;

-Develop self- control and self- discipline, which lead to self-esteem and self confidence

-Give up total dependence on the teacher and the educational system, and more beyond a mere response to instruction; and

- Understand that autonomy is a complex process of inter acting with one's self, the teacher, the task, and the educational environment. (2003, p. 133)

8. Teacher's Autonomy

One of the prominent principles regarding classroom learning autonomy is the capacity of sharing responsibility (teacher/learner) for learning procedures and learning outcomes. Autonomy "requires teachers who are willing to let go and learners who are willing to take hold" (kumaravadivelu, 2003, p. 144). Based on this view, teacher's autonomy is also required. The concept of teacher's autonomy was first suggested by Allright (1990) and developed by Little (1995; Benson, 2006). It refers to the teacher's capacity of taking responsibility over one's decisions and practices inside the classroom. Aoki argues that comparing to learner's autonomy which involves independency and responsibility for one's own learning, teachers' autonomy emphasizes on independency and responsibility for one's own teaching (2002, p. 111; Benson, 2006, p. 31).

9. Learner's Autonomy

Responding to human nature, learners tend to follow their own agendas in class. In addition, they attempt to take a part of responsibility to grasp knowledge by themselves inside the classroom. This fact raises the possibilities for enhancing the skill of autonomy and improving learning achievement.

The way teachers deliver the information and the way learners receive it has been always an issue for debate among researchers. What learners learn in class can differ from what has been taught by teachers. Learners do not always respond to what teachers say or perform in class, instead; they only respond to what is more appropriate for them. (Nunan, 1995b, p. 135; Benson, 2001, p. 65).

As a proof for learner's agenda in the classroom, it is worth mentioning a significant study which was reported by Slimani (An Algerian teacher of English). Slimani's (1992) study investigated what a group of 13 Algerian EFL learners claimed to have learned within an authentic program of study. Focusing on 'uptake', or what they learned at the end of a lesson, Slimani asked participants to write down what they had learned after each of the six lessons that she has observed and recorded. She found that learners were more likely to claim to have learned items initiated by themselves than items initiated by the teacher. She also found that they were more likely to have learned items initiated by other learners than those initiated by themselves (cited in Benson, 2001, p. 66).

In fact, the shift from being a dependent, passive learner towards an active, autonomous learner is a difficult task which requires serious efforts from learner and help from teacher. In order to achieve this goal, learners need to be well prepared. According to Dickinson (1987) and Holec (1985), there are two different kinds of preparation. They are psychological preparation and practical preparation; the first refers to positive changes in attitudes towards language learning and the way of teaching in classroom, the second refers to obtaining skills to enhance learning. (Cited in hedge, 2000, p. 85).

The two kinds of preparation are involved in learner training. Learner training is best defined by Hedge as:

> A set of procedures or activities which raises learners' awareness of what is involved in learning a foreign language, which encourages learners to become more involved, active and responsible in their own learning, and which helps them to develop and strengthen their strategies for language learning.

> (ibid).

Learner training is the key factor in which learners prepare themselves to develop their learning skills and improve their learning autonomy successfully. The best known principles were made by Wenden (1991, p. 105), who have suggested that learner training should be:

-Informed: the purpose of training should be made explicit and value brought to the students' attention.

-Self-Regulated: students should be trained how to plan and regulate the use of the strategy, and also how to monitor the difficulties they may face in implementing it.

-Contextualized: training should be relevant to the context of the subject matter content and/or skill for which is appropriate. It should be directed to specific language learning problems related the learner's experience.

-Interactive: learners should not be merely told what to do and when to do it and then left on their own to practise rather, until they evidence some ability to regulate their use of the strategy , teachers are expected to continue to work with them.

In order to posit the form of autonomy process in formal settings, Dickinson has stated a diagram which summarizes the main phases that learner passes through. This diagram is mentioned below:
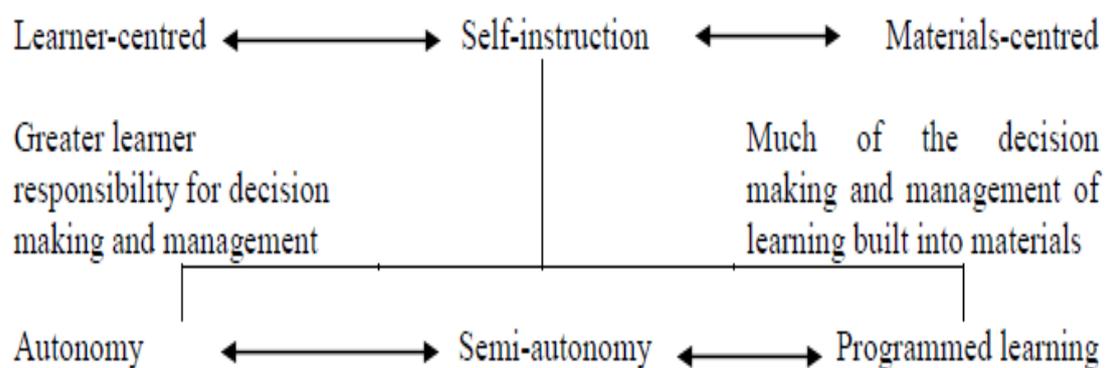
Figure1: An Autonomy Continuum (Dickinson 1987, p. 10, retrieved from httpwww.finchpark.comafeaut02.htm).

10. Autonomy in Long Life Learning

Autonomy in long life learning goes beyond classroom; its main goal is to create not only independent, responsible learners inside classroom environment; rather, it focuses on creating more educated, open-minded individuals who can cope with situations in real world, and who are able to practise autonomy in other aspects of life. Autonomy in long life learning has been involved in the broad view of learner autonomy, it has been considered to be a type which deals with learning as a tool for total freedom (Benson & Voller, 1997, p.2; Kumaravadivelu, 2003, p.141)

Interests in the concept of autonomy in long life learning have been developed by the different studies of many researchers and scientists. These studies are traced back to early years in which the term of autonomy in language learning has occurred and can be considered as valuable. They enriched the view of autonomy in general on the concept of autonomy in long life learning. Interests on increasing the theory of autonomy for freedom

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have been spread by educational philosophers such as Paulo Freire (1972), social scientists such as Ivan Illich (1971), and general educationists such as Henry Giroux. They have displayed the significance of fostering autonomy in other aspects of life like: society, politics…etc (ibid).

11. Levels of Control

The field of autonomy has emerged to show learners how to control their learning in order to achieve better results inside and outside the classroom. In order to achieve learning goals, three levels of control should be attained. (Benson, 2001) has argued that if we want to have a full understanding for the concept of autonomy in language learning, we should consider three main levels in which learner's control is practised, they are learning management, cognitive processes and learning content (p. 50). Moreover, to make use of these levels, we should be aware that these levels complement each other and we cannot apply one of them separately. These three levels are integrated and involved; each level cannot be achieved without the others (ibid). They are classified as follows:

11.1. Control over Learning Management

The key factor in this level is learner's behaviors. It describes efforts that learners make in order to control their learning process by applying certain behaviors. This level of control can be identified as a sort of control in which learners practise certain behaviors in order to manage their learning objectives, patterns, and outcomes (ibid, p. 76). In an effort to provide a valuable study for learning management level, three main areas have been discussed.

11.1. 1. The adult Self-directed Learner

This area of study focuses on learning outside educational institutions. Moreover, it describes the process in which individuals improve their learning process without being necessarily involved in formal learning for a long time. Consequently, results have been presented in forms of questionnaires or scales to know to what extent learners own and exercise learning autonomy or to what extent they think they have this ability. Benson (2001, p. 78) has mentioned two famous examples that made a turning point in the field of self-directed learning. The most known scale in this area is self-directed learning readiness

scale (SDLRS), (Brocket & Hiemstra, 1991; Candy, 1991). The other example refers to a questionnaire developed by Gugliemino, L. M. in 1997. (ibid)

11.1.2. Learning Strategies

Learning strategies appear to have become a significant phase for achieving control over learning management. Cohen (1998, p. 4) has defined them as "processes which are consciously selected by learner" (Cited in Benson, 2001, p. 80). Due to studies and researches, this area has witnessed many noticeable developments which have had great influence on the whole process of autonomy. Among these developments, we will shed light on: First, O'Malley and Chamot (1990) schema. It consists of learner's active involvement in:

- **Cognitive Strategies**: it is learning process based on materials.

- Metacognitive Process: this type aims at controlling the learning process by making use of previous knowledge on cognitive process.

- Social/Affective Strategies: they describe learning process in terms of learner's interaction with others, and learners' own management, for the purpose of improving the learning process (ibid, p. 81)

The second remarkable development is Rebecca Oxford (1990) taxonomy which has provided six different strategy groups, they are:

Direct Strategies: they are strategies that deal with target language directly.
This group is composed of three:

- **Memory Strategies**: this kind of strategies provides help for memorize and get back the knowledge that has been stored.

- **Cognitive Strategies**: its main objective is to provide more illustration and more practice in the side of language.

- **Compensation Strategies**: it refers to a sort of strategies that make use of the limited background knowledge of learners concerning the target language.

Indirect Strategies: they are strategies that focus on helping learners to control their own language learning without being necessarily involved in the target language. This group contains also three types:

 - **Metacognitive Strategies**: for making learning process.

- **Affective Strategies**: for controlling emotions, attitudes.

- **Social Strategies**: for learning in relation to interacting with others (Cited in Kumaravadivelu, 2003, p. 135).

These strategies can be best illustrated by the following diagram:

Direct strategies   Indirect strategies

I. *Memory strategies*
- A. Creating mental linkages
- B. Applying images and sources
- C. Reviewing well
- D. Employing action

II. *Cognitive strategies*
- A. Practicing
- B. Receiving and sending messages
- C. Analyzing and reasoning
- D. Creating structure for input and output

III. *Compensation strategies*
- A. Guessing intelligently
- B. Overcoming limitations in speaking and writing

I. *Metacognitive strategies*
- A. Centering your learning
- B. Arranging and planning your learning
- C. Evaluating your learning

II. *Affective strategies*
- A. Lowering your anxiety
- B. Encouraging yourself
- C. Taking your emotional temperature

III. *Social strategies*
- A. Asking questions
- B. Cooperating with others
- C. Empathizing with others

Figure2: Oxford's Strategy System (Cited In Kumaravadivelu, 2003, p. 136)

11.1.3. Profiling the Autonomous Learner

In order to be autonomous learner, there are certain elements which should. In this manner, candy (1991, cited in Benson, 2001,p) has proposed a list which contains more than 100 competencies. These competencies are classified under 13 headings; they are mentioned below, candy has Stated that learners who have the ability to be autonomous, willconsequently:

-Be methodical and disciplined.

-Be logical and analytical.

-Be reflective and self-aware.

-Demonstrate curiosity, openness and motivation.

-Be flexible.

-Be interdependent and interpersonally competent.

-Be persistent and responsible.

-Be venturesome and creative.

-Show confidence and have a positive self-concept.

-Be independent and self –sufficient.

-Have developed information seeking and retrieval skills

-Have knowledge about and skill at, learning processes.

-Develop and use criteria for evaluating.

11.2. Control over Cognitive Processes

Regarding cognitive processes, Benson (2001) has argued that this level of control is more related to learning psychology rather than learning behaviors, though it may be described in terms of observation reached from learner's behaviors (p. 87). The central aim in this area is mainly concerned with the psychological factors that influence the process of learning in one way or another. In this line, researches have figured out that cognitive processes are based on three different factors. Cognitive process is best explained in the area of research which is concerned with attention, reflection, and metacognitive knowledge (ibid).

11.2.1. Attention

Bialystok (1994, p. 160) stated that in relation to cognition which is rooted in "mental representations", there should be a method to direct attention towards a certain representation, that is related to a" particular purpose" (ibid, p. 89). For more explanation, attention should be considered as a mental capacity which needs a sort of direction and a limited aim to be achieved.

11.2.2. Reflection

Another important phase in the cognitive process of learning is to perform actions that are related to different aspects of life such as culture and society based on actions which have happened in the past. Louden (1991, p. 149) has described reflection as "a mental process which takes place out of the stream of action, looking forward or (usually) back to actions that have taken place" (ibid, p. 91). In the field of autonomy in learning, reflection represents a crucial role; indeed, "in an environment where autonomy plays a major role in institutionalized learning, reflection should be one of the main principles from the start" (Little, 1997, p. 94). On this light, Louden (1991) has argued that the process of reflection is described in terms of four forms:

-Introspection: deliberate contemplation of a past event at some distance from the stream of action.

 -Replay and rehearsal: where events are reworked in our heads again and again.

-Enquiry: where there is a deliberate and explicit connection between thinking and doing.

-spontaneity: tacit reflection, which takes place within the stream of experience.

11.2.3. Metacognitive Knowledge:

This type of knowledge is entirely related to the field of autonomy in language learning. The concept of metacognitive knowledge was first suggested and added as a new dimension to the literature of autonomy in language learning by Wenden (1995) in order to provide more clarification for the level of cognitive process (ibid ,95) . Moreover, it has been proved that the means in which metacognitive knowledge works may take

three different forms. The Diagram below represents the psychological factors that affect the educational process in terms of autonomous mode of learning.
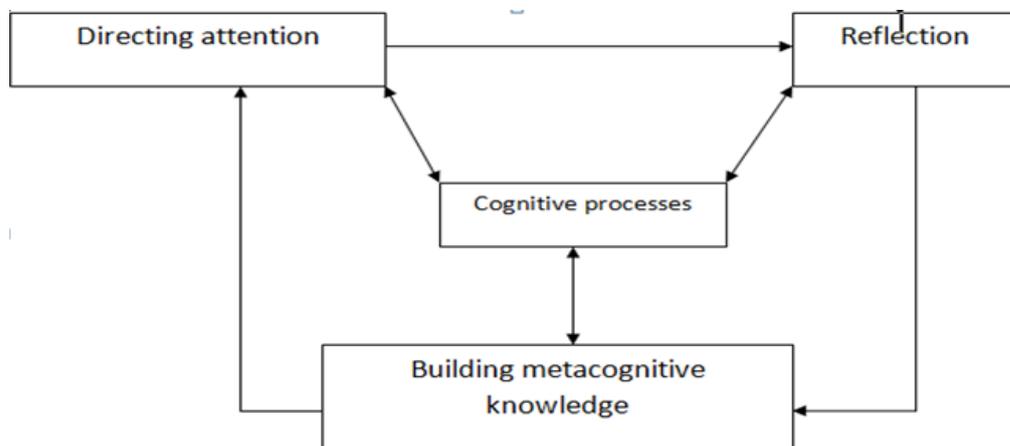
Figure 3: Control over Cognitive Processes, the Psychology of Autonomous Learning

11.3. Control over Learning Content

Taking into consideration the two major levels of control that have been discussed before, this level tends to study the goals that learners want to achieve from language learning and to uncover purposes which stand behind these wants. "Control over the content of language learning thus implies a capacity to evaluate one's broad learning purposes and their relationship to language acquisition" (Benson, 2001, p. 101). By taking control over learning management, cognitive processes, and learning content , learners will be able identify learning needs , develop learning capacities; and most importantly, they will be absolutely considered as autonomous learners. To conclude, we have displayed a suggested a diagram which represents the three different modes of control of learning and clarify the levels of control over learning process (ibid, p. 50).
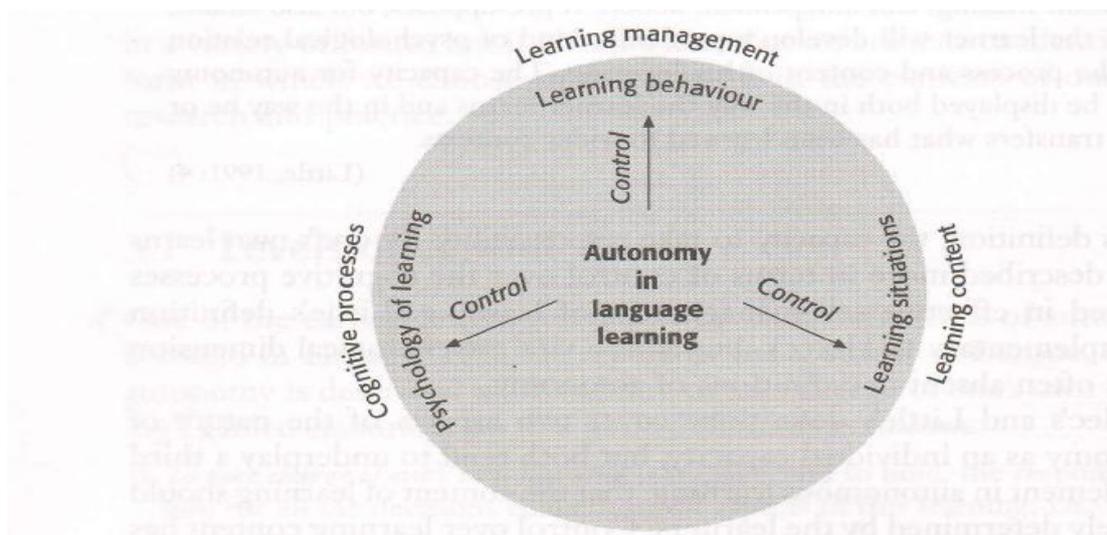
Figure 4: Defining Autonomy: The capacity to take control over learning

12. Psychological Factors Influencing Learning

The field of psychology has proved its impact on the learning process; it has been recognized as a key point. On this base, there are three main psychological elements that influence in great extent the way individuals learn and the way they respond to learning experiences. They are: motivation, anxiety and beliefs.

12.1. Motivation

The study of motivation in the field of learner autonomy has attracted much attention from scholars. It has been considered as active factor in the process of autonomy; indeed, "motivation is a necessary condition for autonomy" (Murray et al., p. 63). Many researchers have noticed that the process of motivation is changeable due to the field which is practised within. According to Gardner and Lambert (1972), the process of motivation in language learning differs from the process of motivation in general learning (cited in Benson, 2001, p. 63). This difference can be related to the fact that language learning is affected by many social and personal perceptions towards the target language.

Motivation is made up of two different types. They are related to learner's attitudes toward their learning process. The first type is intrinsic motivation which is related to learners who are interested in doing activities and who learn just for the sake of pleasure. The second

type, extrinsic motivation, involves learners who are imposed to learning or who want to be rewarded for learning (Vallerand, 1997; ibid, p. 65).

In its best known characteristics, motivation has been always known as a multidimensional area of study. It is also recognized as unstable power that can be affected by different aspects in life. The process of motivation is changeable; it is characterized by social, affective, and cognitive factors such as: needs, values, and expectations (Murray et al., p. 63)

12.2. Anxiety

It is considered as the second psychological factor which has noticeable effects on learning. "Anxiety […] has been recognized as a key factor in successful language learning" (Horwitz & Young, 1991; MacIntyre & Gardner, 1991, cited in Benson, p. 71). Many researches have been made in order to recognize learning environment in which anxiety is noticed the most. Benson believes that anxiety can be most noticed in language learning classrooms (p. 71). The field of language learning needs a serious effort from learners to acquire different skills and provide more practice especially inside classroom in front of other learners. These challenges can raise pressures and concerns that will be transformed into the feel of anxiety.

12.3. Beliefs and Preferences

In addition to the two factors that have been mentioned earlier, beliefs and preferences are known as the third factor in which the field of learning is related to. They are concerned only with language learning. Different Principles and early thoughts about the process of language learning can have a major effect on learner's reactions. According to Benson (2001), there have been many researches on learners' beliefs and preferences. These researches have stated that learner's attitudes towards the field of language learning are influenced by different beliefs(p. 73).

Conclusion

As a multidimensional concept, autonomy has been manifested in many fields and has been related to different aspects of individual's life. Moreover, it has proved its effective role in the educational process especially in language learning. In this first chapter, we have attempted to shed light on autonomy as a necessary skill that demands more interest and

research. We have also provided a deep look into the process of autonomy in education. Being aware of the different aspects and the nature of autonomy in education helps for more understanding to the field and its implication, it also provide instructions and strategies for teachers and learners to contribute positively and achieve success.

Chapter Two

Internet

Chapter Two: Developing Language learning through Internet

Introduction

1. Definition and History of Internet

   2. Internet in Language Teaching/ Learning

   3. Internet Applications

      3.1. E-mail

      3.2. World Wide Web (WWW)

4. The Use of Internet in Improving Learners' language Skills

   4.1. Videos

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5. Songs

6. Movies

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   6.2 Movies' learning techniques

7. Audio books

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8. Accessing Resources on the World Wide Web

      8.1 General

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      8. Forums

9. Digital Stories

   Conclusion

Introduction

In recent years, the need for more developed, open-minded, independent individuals has been increased especially with the rise of challenges to cope with new world concepts such as globalization, digital age, and knowledge society. These changes have had a great influence on the field of education. The hope to improve the effectiveness of the educational field and promote learning and teaching processes in order to meet new technologies have motivated researchers and thinkers to provide learners -who have faith in their abilities- with tricks to make more efforts to enhance their learning abilities. In this chapter, we will shed light on the practice of autonomy with the help of internet. Our main focus will be on explaining how internet can improve learners' language skills. This will be done because of the significant role of the four skills on the process of learning in general. We will also provide learners with activities and techniques in which they can improve their learning skills by themselves through the use of internet in non-formal settings. Providing such elements will certainly help learners to find their own path for enhancing their learning skills.

1. Definition and History of Internet

As a multifunctional concept, internet refers to a technology in which people can be provided with any kind of materials, documents, audio and video tapes, etc. According to Teeler & Gray (2000, p. 1), internet is basically defined as a global network that includes different aspects such as people and information; it connects people and information via telephone lines that are linked to computers. There are many different concepts that are used interchangeably with internet. It has many different terms such as: cyberspace, online community and digital revolution (ibid).This fact proves that internet is a very effective technology in which people make use of. It helps in communicating with others and facilitates the transformation of knowledge among people around the world.

In recent years internet has been considered to be a very effective tool. It can be used in many aspects of our daily life and has had a great influence on different walks of life (Mills, 2006, p. 45). It can be used for many purposes such as seeking knowledge, watching videos and movies, and communicating with people from different countries. According to Teeler & Gray (2000) internet "has been hyped as the most significant development in communication tools since the invention of the printing press and then condemned as the end of civilization as we know it". In this sense, internet should be considered as the most noticeable phenomenon

that has made a significant impact on individual's lives and has created many opportunities to facilitate life conditions.

The history of internet goes back to early 1970. It has been recognized as a new revolution in terms of communicative technologies. Since 1973, internet has proved its effectiveness and significant role as a form of international communication (Teeler & Gray 2000, p. 03). To provide more precise overview on the spread of internet around the world, some hints are provided in the following:

- **In Early 1980:** North Europe, Japan and Canada, Germany and china.
- **After 1980:** Australia , Iceland ,Israel ,Italy ,Mexico , new Zealand , and Puerto Rico (ibid)

The wide range of countries that have been using the internet sinc**e** 1980 indicates the great influence and power of internet on the world. Nowadays, most of countries have been linked to the internet, and all people have the capacity to access and surf on the Net. Thanks to this technology, the world has become a small village.

2. Internet in Language Teaching/ Learning

In terms of learning, internet provides many opportunities for improving modes of learning and providing valuable sources for different kinds of knowledge. Teeler & Gray (2000) report that internet has been always an effective tool for enhancing modes of teaching/ learning processes. Moreover, teachers may also use internet as a source for providing materials to improve their methods of teaching and develop learners' achievement. In classroom learning, students are confined with limited materials used by the teacher. Concerning outside classroom learning, internet can provide a wide range of audio and visual materials in addition to various documents and e-books. Indeed, "It provides a far richer learning environment than secondary source language textbooks and limited collections of audio material" (Pasch & Norsworthy, 2001).

3. Internet Applications

As a wide spread technology, internet provides certain programs to exchange materials and information, the most known application programs for the use of internet are e-mail and WWW (World Wide Web) (Teeler & Gray, 2000, p. 1). These two programs are widely used all over the world.

3.1. E-mail

Teeler & Gray (2000, p. 3) state: "email is an electronic postal service". It is a familiar mode of texting and can be described as the speediest way of sending texts and messages, important documents electronically in daily life. Moreover, it does not cost much money; people will also have the chance to send different kinds of materials such as: videos, graphics, or sounds, and can also listen to their messages through voice-mail (ibid., p. 4).

3.2. World Wide Web (WWW)

The World Wide Web (WWW) is a multimedia resource and communication tool based on hypertext, a system of "When you click on a highlighted word or picture you are magically transported to that location" (ibid, p. 05). Furthermore, it is a sort of application which allows users of the net with a click to enter any page or download any kind of material to their computer. It can be considered as the motive that stands behind the ultimate power of internet. People usually use the term internet and www interchangeably; this can be true because serving the net is always followed by viewing the web, and by viewing the web one can enter to many pages, open email, …etc (ibid)

4. The Use of Internet in Improving Learners' language Skills

As an educational tool, internet may provide many kinds of materials to improve the four skills. The comparison between language skills as communication activities is best illustrated in the following diagram.

	Listening	Speaking	Reading	Writing
Learned	First	Second	Third	Fourth
Used	Most	Next to most	Next to Least	Least
Taught	Least	Next to least	Next to Most	Most

Table 2: Comparison of Communication Activities (Childs, 1999, p. 3)

In order to provide more clarification for the importance of the four skills, child has also provided an important figure in which the four skills are presented by percentage.
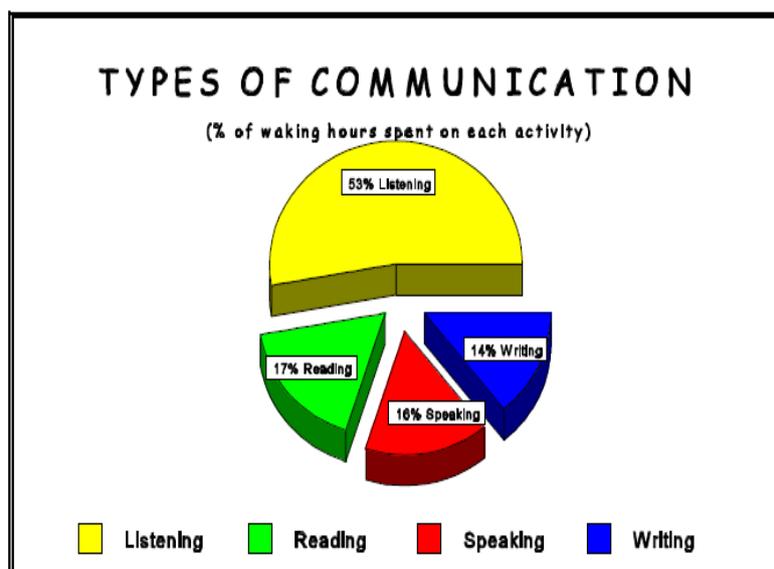
Figure 5: Comparison of Communication Activities (Childs, 1999, p. 26)

Websites, if appropriately selected and used, can offer a range of opportunities to develop the four skills in a playful and enjoyable context. Songs, videos, movies, Audio Books and digital stories are the most effective tools for improving language learning skills. Consequently, we will shed light on these different materials in order to give learners a detailed overview on how these learning materials should be used, and how they can be effective for language learning students.

4.1. Videos

The video is simply "another classroom tool" as it has been stated by Jim Scrivener (2005, p.351). Harmer (2001, p. 282) has also raised this designation that the video is the best tool that enables learners not only to listen to the language but also to see it.

Learners of foreign languages can use videos as new materials which enable them to see and to listen to the native speakers at the same time. And this can be done without the help of the teacher; indeed, the learner will rely on him/herself to search for an adequate and interesting video (in YouTube, for example) through connecting to internet at home or anywhere. With computers connected to the Net, the learner can start, stop, download, or even modify videos freely and easily. All what is needed is a bit of skill. Videos can comprise many types: movies, video clips, documentaries, speeches, etc. Harmer (2001) lists the reasons that make using videos very effective for students of English as a foreign language they are stated as follows:

- **Seeing Language in Use:** The students have the chance to see and listen at the same time. It is helpful for them because they hear the sound and see the images and expressions -in real life situations- which help them improve their listening skill.

- **Cross-Cultural Awareness**: Students are all time learning about others' culture and have just to imagine them. Nevertheless, when they watch videos they can know about their beliefs, traditions, etc.

- **The Power of Creation:** Using videos in the classroom may allow students to do something new and to create enjoyable video clips by themselves.

- **Motivation:** Teachers of foreign languages use videos to get their students' attention and raise their interest.

Using videos is considered to be one of the most effective tools and motives in the field of language learning. Moreover, when students use videos they are directly linked to the video ; in this case, they will easily combine between the images and the words which help them learn new vocabulary, culture , pronunciation and provide them with many opportunities to improve their learning .

4.1.1 Video's components

In order to use videos correctly, the learner should be aware of what this tool contains exactly. In this line, Scrivener (2005) has classified the most significant components of video as follows:

- Sound.
- Moving images; are the reflection/ interpretation of hearer's sound.
- "Rewind" button: is for replaying the pictures again.
- "Pause" button: to stop the image at any moment.
- A volume control: to manage the sound; loud, quit, or turn it off. (p, 351)

Videos help at avoiding boredom and motivate students to learn .They can be a very effective tool for learners in order to enhance their achievement and improve their level in language learning.

5. Songs

According to Encarta, a song is "a short lyrics narrative text set to music. The music often reproduces the mood and lends a heightened often a poem." From this, definition we understand that songs mix between a poem and a mood or music. Using songs can surely help students to be better listeners and consequently improve other skills. Listening to songs help improve learners' pronunciation, intonation, accent and help them enrich their vocabulary and views about others' cultures and traditions.

Songs play major role in the enhancing learners' achievement in the process of language learning .Hence; this kind of learning materials provides an enjoyable atmosphere for learning and facilitates grasping information. The benefits of using songs in language learning process are best illustrated as follows, using songs:

- Provides a light – hearted and fun way to interact with another language and culture.
- It is linked to Howard Gardner's theory of multiple intelligences (Musical and Linguistic intelligence) in which integrating music and songs in language learning is considered as a kind of intelligence.
- It can be a powerful tool for learning new concepts or memorizing information.
- It helps at building upon musical traditions that are part of students' cultures.
- It brings to students a powerful and long-lasting memory tool that they can rely on in future learning situations. (retrieved from
  http://www.google.dz/#sclient=psyab&q=learning+materials+for+english+language+learners+benefits+of+SONGS&oq=)

6. Movies

The main goal in learning through using movies is to learn how to use and practice the language effectively."Learning English by watching movies is learning by input. The learning process is similar. First, you get lots of correct English sentences into your head. Then you can imitate them and you can make your own sentences". (Retrieved from http://www.google.dz/#sclient=psyab&q=learning+materials+for+english+language+learners+benefits+of+watching+films&oq=)

Movies are powerful tools in helping English language learners improve their language skills. They provide the learner with content, context, and language .In order to provide more valuable information concerning the use of movies in language learning, we will summarize the main points that show the positive impact of watching movies on learning process:

By watching movies we can:
- ❖ Learn the spoken language (formal language, informal language, and slang words).
- ❖ Improve pronunciation, grammar, and vocabulary.
- ❖ Understand the spoken language of native speakers and cope with fast speech delivery.
- ❖ Stop playing the movie whenever we don't understand, play the sentence several times, and check the difficult words in a dictionary (ibid).

6.1 Movie guides

To help learners improve their language skills and understand what they are watching, internet provides many different websites which offer explanations for movies sequences, content, and difficult language forms. One of the most important websites the use of movies in language learning is ESLnotes.com "it is a list of over 100 difficult sentences from a movie with explanations"(ibid). This kind of websites provides an illustration for most of the new and difficult sentences before watching the movie; it gives a chance for learners to understand what they are watching. ESLnotes.com is considered to be the best strategy for Watching Movies. Here are some notes which display the effectiveness of using such strategy:

- It provides a motivating environment for learning.
- It gives a good feeling for understanding a movie in the original language.
- Knowledge of the difficult words before watching the movie gives a lot of pleasure, and motivates students to learn more.
- You do not have to stop the movie each time. Consequently, you can watch and enjoy. (ibid)

6.2 Movies' learning techniques

This type of techniques helps students for grasping knowledge from watching movies. It contains two main steps:

- **Paying attention to interesting things**: new words, phrases, and grammar structures.
- **Using dictionary to learn about these interesting things**: Learners can stop the movie to look up difficult words. They can also write down all the interesting sentences, and look them up later.(ibid)

Watching movies has proved to be an effective material that improves language skills of students, whether they are learning English as a foreign language or whether they just want to improve their ability to concentrate and comprehend. Moreover, it provides learners with a visual and an audio depiction in potential real life situation. This tool requires from learners to use their real emotions and this can be lost in a classroom environment. By watching movies, students will also be more involved In the Story line. This type of materials provides an interesting and motivating atmosphere of learning that is different from class room learning.

7. Audio books

Enhancing the learning skills have always been a desired goal for all English students , the need for new effective learning methods has motivated learners to search for interesting language materials in which they can surely improve their achievement . One of the most noticeable and valuable materials in the field of language learning is audio books "Audio books have proven successful in providing a way for students to access literature and enjoy books". (Retrieved fromhttp://www.google.dz/#sclient=psy ab&q=learning+materials+for+english+language+learners+benefits+of+AUDIO+BOOKS&o q=) .

7.1 Benefits of using Audio Books

As an effective language learning material; Audio Books have a significant impact on learning process. According to Baskin & Harris (1995, p. 376) Audio Books can be used to:

- Introduce students to books above their reading level
- Model good interpretive reading
- Teach critical listening
- Highlight the humor in books
- Introduce new genres that students might not otherwise consider
- Introduce new vocabulary or difficult proper names or locales

- Sidestep unfamiliar dialects or accents, Old English, and old-fashioned literary styles
- Provide a read-aloud model
- Recapture "the essence and the delights of hearing stories beautifully told by extraordinarily talented storytellers". (ibid).

8. Accessing Resources on the World Wide Web

The World Wide Web offers a vast array of resources from throughout the world. Since the majority of Web pages are in English language, learners of English can benefited so much for such resources. Here are the most important resources which help students in improving language skills and enhancing achievement, it is divided into three main sections: General, Resources, and Forums.

8.1 General

Dave's ESL Cafe: It is a portal of ESL resources for all people . This kind of resources include job board, lesson ideas, and forums.

ESL Gold: ESL gold provides thousands of free information and resources for ESL/ELL. All materials are organized by skill and level for quick and easy access.

USOE's English Language Learners Web Page : This page provides additional strategies and resources for learners and educators.

Learning the Language: it refers to an education week's blog in which it provides learners with information about news and policy regarding the education of ELLs.

Many Things: this website is directed to learners of English as a second language, it contains quizzes, word games, proverbs, slang expressions, random-sentence. (Retrieved from e generator and more. (Retrieved from

http://www.google.dz/#output=search&sclient=psyab&q=learning+materials+for+english+language+learners+&oq=)

8.2 Resources

Clip Art for Foreign/Second Language Instruction : It refers to a series of hand-drawn pictures illustrating verbs, adjectives, and common nouns.

Bab.la dictionary: it offers translations in many different languages; this includes all kinds of expressions and vocabulary: colloquial, regional, technical; and field – specific.

Bab.la Games: this type of resources includes online word games directed to EFL/ESL learners.

Games: Online word games targeted to those learning a foreign language and the ESL/ELL .

Ernie's ESL/EFL Activity Page: There are many different activities and games in this page that are suitable for all levels of ESL/EFL classes.

 ESL Party land: It includes different interactive quizzes related to learning English as a second language.

Google Translate: it provides translation for most of the English short phrases (ibid).

8.3   Forums

SK Judie - Everything ESL: Ask a question to Judie Haynes, an ESL teacher from New Jersey or share your thoughts and ideas.

Teacher Discussion Forums Dave's ESL Cafe: It refers to a virtual meeting place for ESL/EFL/ELL students and teachers from around the world.

Student Discussion Forums Dave's ESL Cafe: It also refers to a virtual metting place for ESL/EFL/ELL students and teachers from around the world.

One Stop English Forum: This space can be used for sharing ideas, questions and tips on English language (ibid).

With the help of these web pages and web sites, students will have more opportunities to take the initiative role to improve their learning skills. Consequently they will learn to be more independent and open minded.

9. Digital Stories

Tales and stories are effective learning materials for foreign learners do develop listening comprehension and literacy (Verdugo et al., 2007). They are associated with cultural values and perceptions. Besides their usefulness in improving learners' pronunciation and intonation, they present linguistic forms, grammar, phrases, vocabulary with a meaningful context.

Just like videos and songs, digital stories can be used by the learner him/herself without the help of the teacher. Here his/her autonomy is fostered.

The figure below show other means to improve learners' listening skill. It includes other devices like films, course book audios, websites, radio, podcasts that all contribute (when used effectively) in developing listening and the other language skills.

Figure 6: Activities in Internet to Promote Listening

Conclusion

To summarize, putting autonomy into practice can be best applied through the use of technology; the widespread of the use of technology has raises the opportunities for improving learning process outside classroom .To be autonomous needs a lot of efforts that is shared between teachers and learners to achieve autonomy , in this chapter we have attempt to provide a valuable practices taken from internet (different sites) in order to prove the effective role of internet in enhancing learners' capacities in language skills by providing such materials we hope that learners' will recognize the significant role of internet and will appreciate the role of autonomy in language learning process, they will also benefit from this activities and the access to internet(world wide web will be more easier and more beneficial), learners will take responsibility for their own learning. As university mode of learning requires students who are able to identify their needs and recognize their learning capacities and who can handle different situations and solve learning problems without being spoon fed from teachers.

Chapter Three

Field Work

Chapter Three: Analysis and Evaluation of Data

Introduction

1. Research Design

   1.1 Choice of the Method

   1.2 Sample of the Study

   1.3 Data Gathering Tools

      1.3.1 Students' Questionnaire

         a- Aim of the Questionnaire

         b- Description of the Questionnaire

         c- Analysis of the Students' Questionnaire

      1.3.2 Teachers' Questionnaire

         a- Aim of the Questionnaire

         b- Description of the Questionnaire

         c- Analysis of the Students' Questionnaire

Conclusion

Introduction

This second part of our research work aims at collecting data concerning students' awareness of the concept of autonomy and its significance and importance in the learning process. It also indicates their opinions about considering internet as effective tool in enhancing their listening skill. Moreover, this chapter investigates teachers' views and opinions about improving learners' autonomy through the use internet as well as their evaluation of students' participation in class and their level of preparedness for fostering autonomy in the learning process. Throughout this chapter, we will try to analyze the data that have been collected from both teachers' and students' questionnaires, taking into consideration our research questions and our stated hypothesis which ascertain the positive impact of using Internet in enhancing students autonomy and its impact in developing their listening skill.

1. Research Design and Methodology

1.1 Choice of the Method

The method that has been used in this research is the descriptive method. This choice is based on the major different points and views that are discussed and are best illustrated by that kind of method. Opinions which have been tackled in this research can display in a very effective way phases in which the autonomy process passes through; definition, origins and the positive impact of this new concept on the learning process in university and especially in language learning. Moreover, this method provides a great help in proving the effective role of internet in empowering learners' autonomy and improving their learning language skills. To give a precise and concise view about the issue, we have chosen the listening skill due to its significance in the process of language learning, and also to prove that autonomy enhancement should be considered as a central goal for learners to be achieved in order to improve their learning skills and to take the initiative for their language learning progress.

1.2 Sample of the Study

In our field work, we have worked with a limited sample of students due to the huge proportion of third year students and the impossibility of gathering data because of the

limited time and the huge number of students. Taking into consideration the whole population of third year students which represent a number of 360 students; forty (40) students have been selected randomly to be our sample. This equates to 11.11 of the target population.

Choosing third year students to work with was a conscious and deliberate decision because of the following reasons:

- They have already a well background and a considerable experience in university in terms of independency and autonomy in learning.
- They are preparing for a term paper and are about to graduate, so they have bigger challenges and more effort to give comparing to first or second year students.
- Most importantly, third year students are not like first / second year students who are not familiar with taking most of the responsibility for learning improvement and learning progress and who do not give much importance to take the initiative role in learning.

On the other hand, and in order to collect satisfactory data in the side of teachers, we have selected eight oral expression teachers who have a considerable experience in teaching this module at university.

1.3. Data Gathering Tools

The main purpose of data gathering tools is based on the central aims of our research. First, the study aims at describing, identifying and understanding how autonomy affects positively learners' progress and level in English at the university level. Second, it aims at proving that learners are not aware of their learning needs, problems and that they need more help to improve their level and take the initiative role in learning. Third, it aims at showing the positive impact of using internet in enhancing learners' capacities and improving autonomy as a skill by itself. On that base, we have used one gathering tool: a questionnaire, given to both teachers and learners to imply their different opinions and attitudes towards empowering autonomy through the use of internet.

1.3.1 Students' Questionnaire

a- Aim of the Questionnaire

We have designed a questionnaire for third year students of English to collect data about their background knowledge about autonomy, attitudes towards classroom activities, to evaluate their level in listening skill and to know about their opinions on using internet to improve their listening skill outside the classroom.

b- Description of the Questionnaire

Students' questionnaire has been given to forty third year students. And in order to make sure that all of them have understood the questions, we have explained each section that has been designed as follow:

Section One: Consists of four questions that aim at gathering personal information about the student: gender, choice of studying English, level in English and whether he/she heard before about the concept of learning autonomy.

Section Two: Includes questions about learners' attitudes towards learning in the classroom, their participation in classroom activities, and their opinions about their teacher's method and techniques.

Section Three: All deals with the listening skill; how students perceive heir level in this skill, what activities they prefer to develop it, and how they see the relationship between the use of internet and listening.

c- Analysis of Student's Questionnaire

<u>**Item One**</u>: **Students' Gender.**

Gender	Male	Female
N	04	36
%	10	90

Table 3: Students' Gender
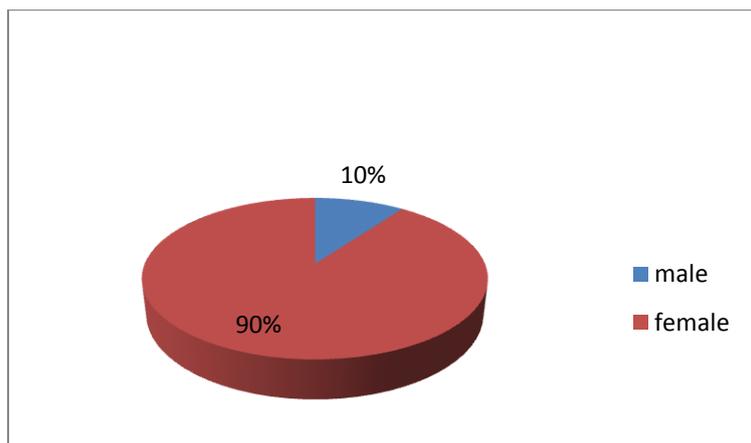
Figure 7: Student's Gender

From the table above, we observe a big difference between the number of males (10%) and females (90%). This indicates the actual situation of Algerian universities that girls have tendency to choose the literary stream (mainly languages) as opposite to boys who rather choose the scientific stream with more technical branches.

Item Two: Students' Choice to Study English.

Choice	Optional	Imposed
N	36	04
%	90	10

Table 4:   Students' Choice to Study English
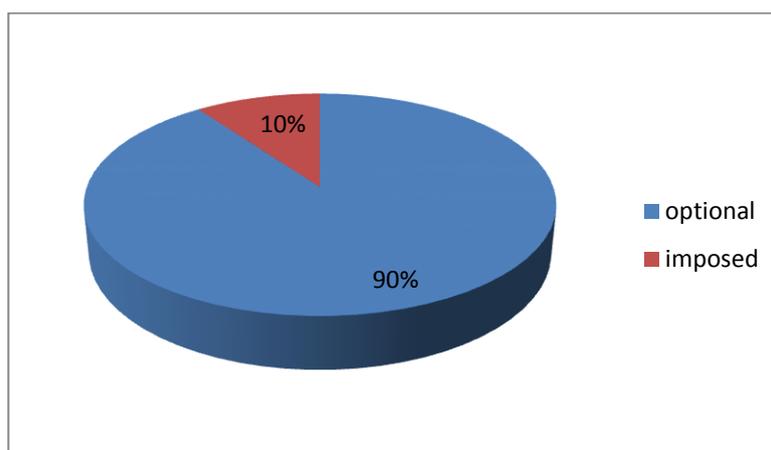
Figure 8:   Students' Choice to Study English

The results above show that 90% of the whole sample has chosen deliberately and personally to study English in university because they like to learn this language. However, 10% confessed to have been imposed that branch and that they did not chose it themselves.

Item Three: **Students' Level in English**

Level	good	average	bad
N	13	26	04
%	32	65	03

Table 5: Students' Level in English
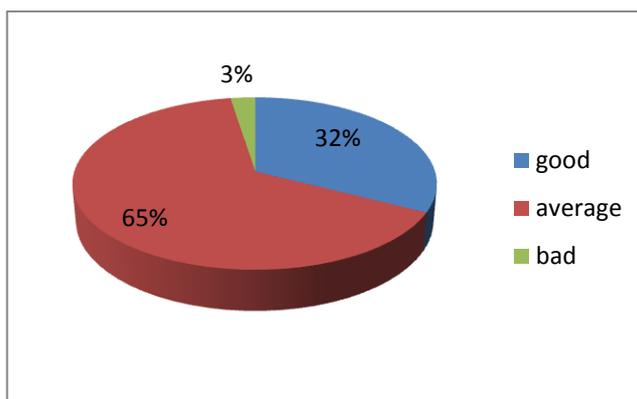
Figure 9:Student's Level in English

We can read from the table above that more than half of the students (65%) said to have an average level in English language. 32% evaluated their level to be 'good', and only 3% revealed to have a 'bad' level in English.

Item Four: Students' knowledge about 'Learning Autonomy'

Answer	Yes	No
N	14	26
%	35	65

Table 6: Students' knowledge about 'learning autonomy'
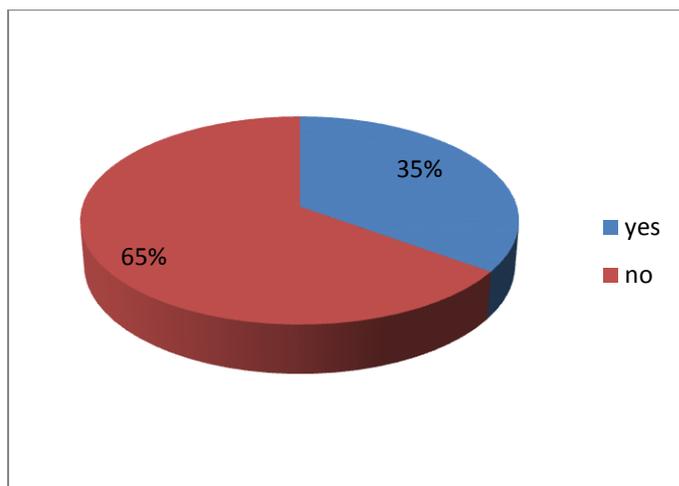
Figure 10: Students' knowledge about 'Learning Autonomy'

The figure above shows the percentage of the students that have not heard before about 'learning autonomy' which is (65%); whereas, 35% revealed to know about this concept. This means that the majority of students in the University need to know about autonomy, its importance and impact on their learning process.

<u>Item Five:</u> Students' Practice in Class.

Answer	Yes	No
N	36	04
%	90	10

Table 7: Students' Practice in Class.
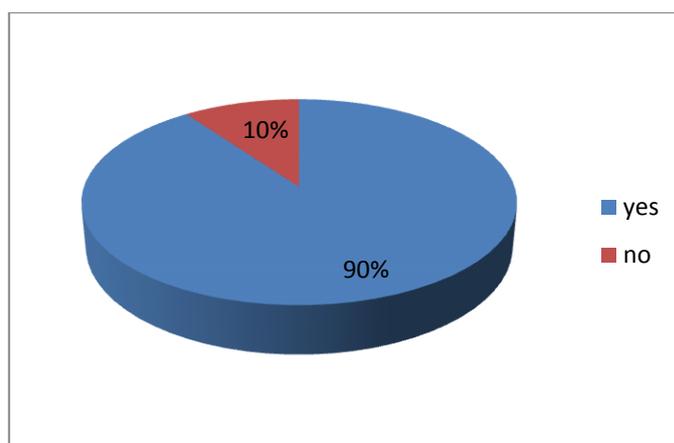
Figure 11: Students' Practice in Class

The table above shows that (90%) of students like to practise English in the classroom which means that they want to speak and use the target language and learn more about it.

Nevertheless, 10% said to take part in participation and do not use the language (at least not enough) inside the classroom. This, we presume, will hinder their progress in learning the language.

Item Six: **Students' Preferred Activities in Class**

Option	N	%
Written activities	03	8
Group discussion	19	51
presentation	06	16
all	03	6
Written activities + presentation	02	5
Group discussion + presentation	05	14

Table 8: Students' Preferred Activities in Class
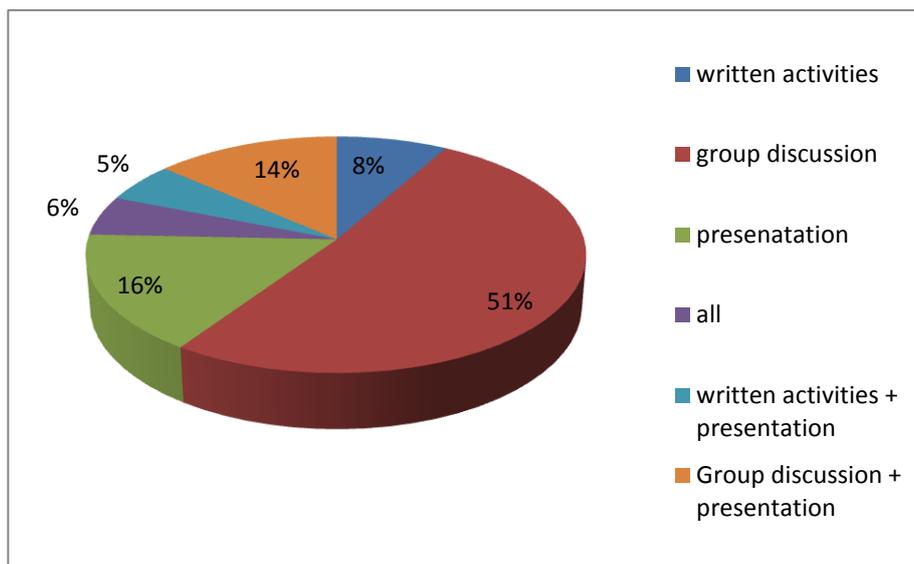
Figure 12: Students' Preferred Activities in Class

We can notice that students prefer group discussion (51%) to all other types of activities proposed to them in this question. Some (16%) have chosen presentation, (14%) group discussion + presentation. These first results reveal that most students may prefer speaking activities. 8% of the sample chose written activities, 05% both written activities + presentation, and finally 06% like all activities with no particular preference.

Item Seven: **Students' Perception of themselves as Autonomous Learners**

Answer	Yes	No	No answer
N	30	06	04
%	75	15	10

Table 9: Students' Perception of themselves as Autonomous Learners
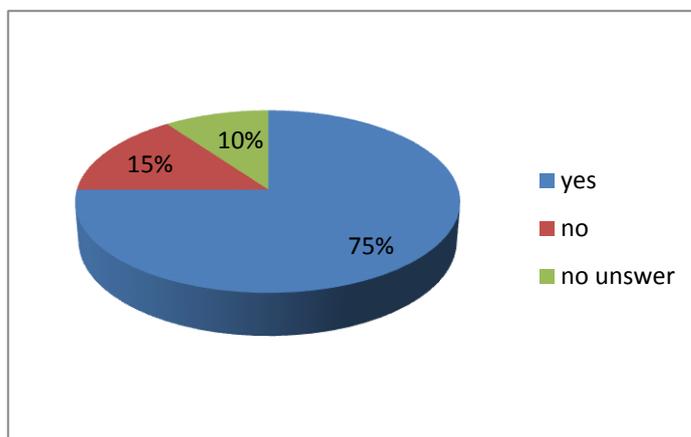
Figure 13: Students' Perception of themselves as Autonomous Learners

The results above show that 75% of our sample are autonomous in learning which means that they do not rely completely on their teacher but they search for information by themselves outside the classroom. 15%, however, do not consider themselves autonomous and dot not try to enrich their learning relying on themselves.

Item Eight: **Psychological Factors Affecting Learning inside the Classroom**

Option	N	%
Motivation	07	17
Anxiety	02	5
Self-confidence	08	20
all	09	22
Anxiety + self confidence	03	8
Motivation + self confidence	07	18
No answer	04	8

Table 10: Psychological Factors Affecting Learning inside the Classroom
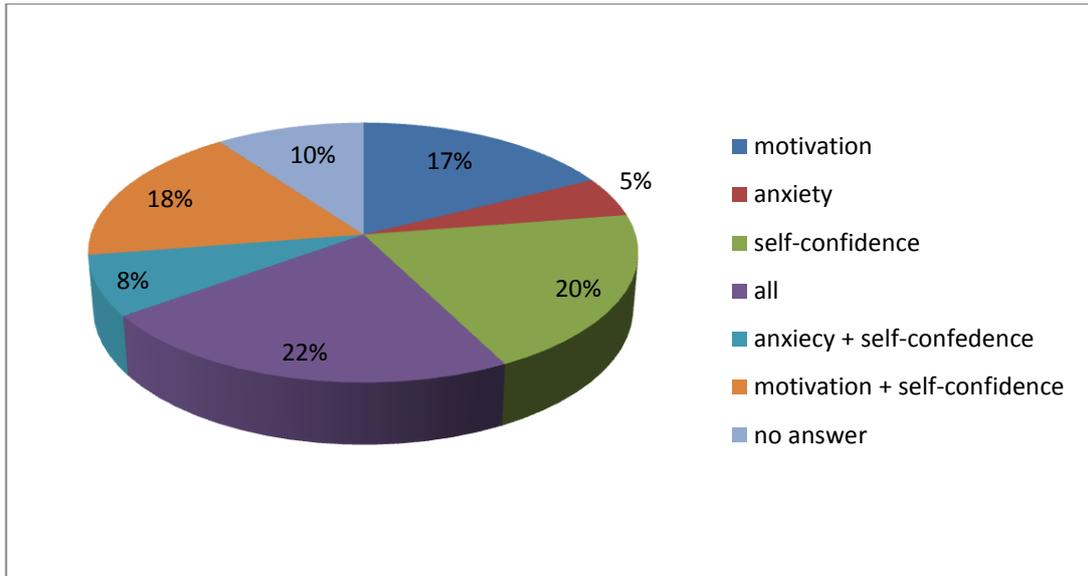
Figure 14: Psychological Factors Affect Learning inside the Classroom

Students differed in opinions about the psychological factors that may affect learning and achievement inside the classroom: (20%) opted for self-confidence, (18%) for self-confidence and motivation, (17%) for motivation, (08%) for anxiety and self-confidence, and (22%) for all the psychological factors. However, (08%) did not answer this question. What we can notice is that learners have different points of view about what may hinder their achievement, but the majority focused on motivation and self-confidence as being the two most affective factors.

Item Nine: Students' Dependence on their Teacher.

Option	**N**	%
Totally	07	17
Partially	31	73
No answer	02	05

Table 11: Students' Dependence on their Teacher.
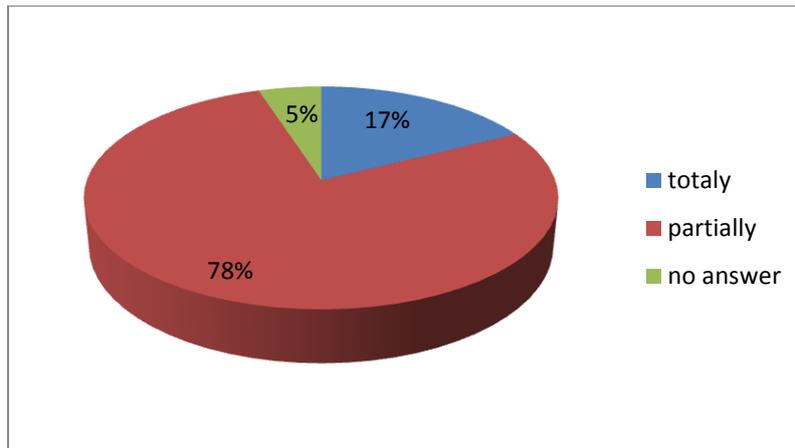
Figure 15: Students' Dependence on their Teacher

The results above show that the majority of students (78%) do not depend on just their teacher but more on themselves on maybe their mates. This is something good for them to rely on themselves in their process of learning. 17%, however, confessed to depend totally on the teacher who is the one who delivers information, explains, assesses, and corrects.

Item Ten: Teachers' Giving Responsibilities

Answer	N	%
yes	28	70
No	10	25
No answer	02	05

Table 12: Teachers' Giving Responsibilities
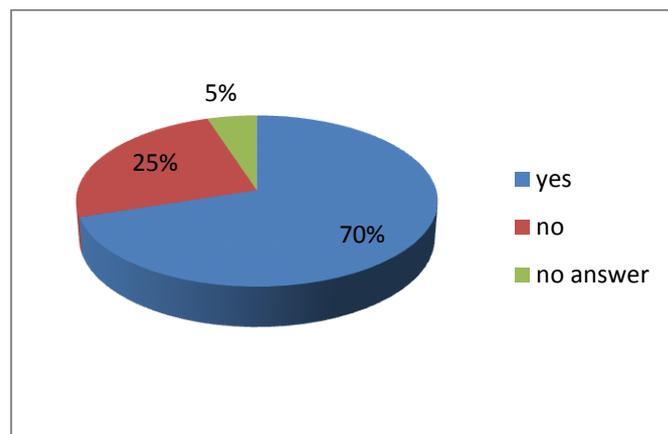
Figure 16: Teachers' Giving Responsibilities

From the answer of students, 70% of them declared that their teachers give them the responsibilities in the classroom and make them participate in the process of teaching-learning. 25%, however, revealed not to be given opportunities to be more autonomous in class, and this leads us to call for teachers' awareness about the importance of providing learners with some freedom and autonomy in order to be conscious of their progress and appreciate it.

Item Eleven: Teachers' Reasons for giving Responsibilities to Students.

Option	N	%
All	27	39
3+4	05	23
1	04	19
1+3	04	19

Table 13:Teachers' Reasons for Giving Responsibilities to Students
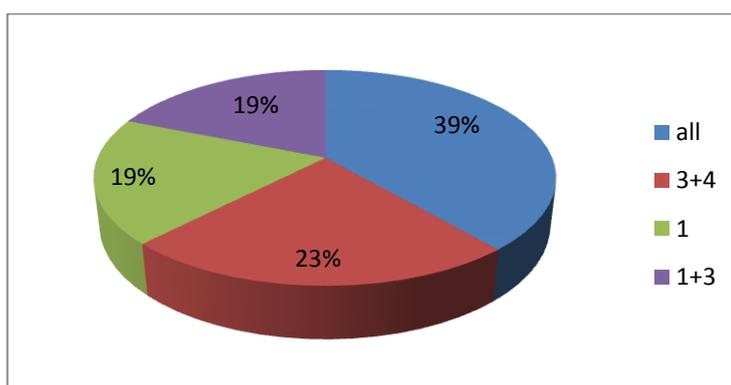
Figure 17: Teachers' Reasons for Giving Responsibilities to Students

39% of students said that their teachers give all the responsibilities to students in the classroom in: letting them correct and evaluate themselves, decide about the method to use, and decide on the kind of topics and activities to use.

Item Twelve: Students' Opinion about who is Responsible for Learning.

Option	N	%
Teachers' responsibilities	00	00
Learners'	05	12

responsibilities		
Shared responsibilities	33	83
No answer	02	05

Table 14: Students' Opinion about who is for Learning.
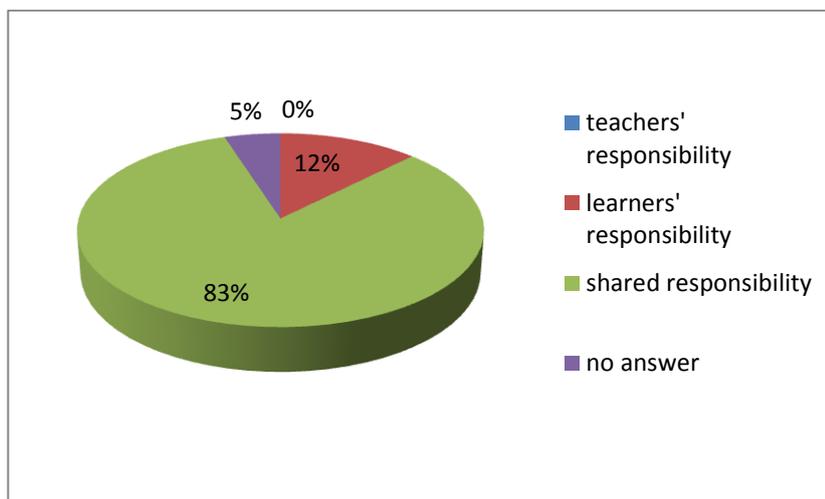
Figure 18: Students' Opinion about who is Responsible for Learning.

83% of our sample think that the learning process is a shared responsibility between teachers and students and that both sides must collaborate together to achieve good results. 12% of students think that they are the ones responsible for supervising and controlling their own learning.

Item Thirteen: Students' Reaction towards Difficulties.

Option	N	%
Avoid it	05	12
Try to solve it	33	83
No answer	02	05

Table 15:Students' Reaction towards Difficulties
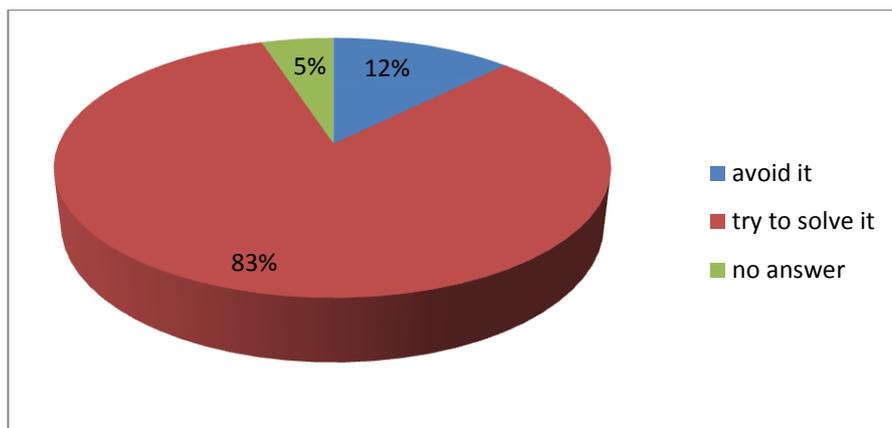
Figure 19: Students' Reaction towards Difficulties

83% of students try to solve the difficulties they face in their learning process; however, 12% just avoid them.

Item Fourteen: Students' Reliance on the Given Information in Class.

Answer	N	%
yes	11	27
No	27	68
No answer	02	05

Table 16 : Students' Reliance on the Given Information in Class.
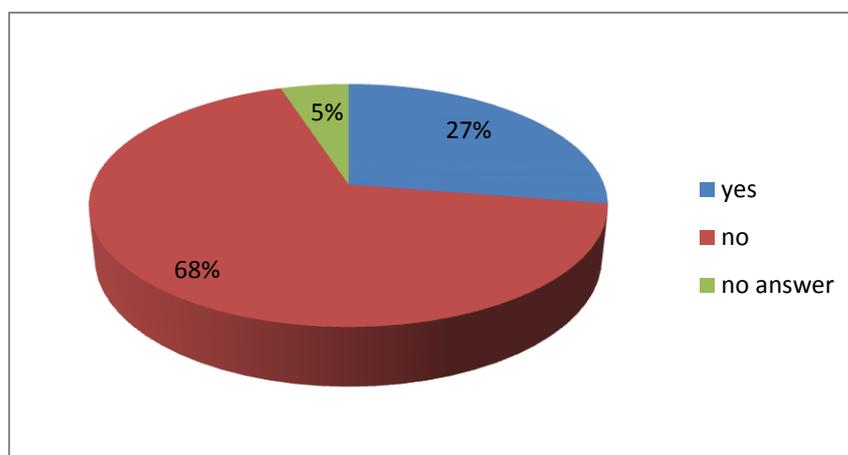
Figure 20: Students' Reliance on the Given Information in Class

68% of students declared that they do not depend only on the information delivered inside the classroom. This means that they depend on themselves and their teachers in learning the language. And 27% of them said that they depend entirely on the information

50

in the classroom and do not try to search for further outside the formal setting. 05%, unfortunately, did not answer the question.

Item Fifteen: Sources that Help Students to Gather Information outside the Classroom

Option	N	%
Internet	13	**48**
Library	04	**15**
Both	09	**33**
No answer	01	**04**

Table 17: Sources that Help Students to Gather Information outside the Classroom
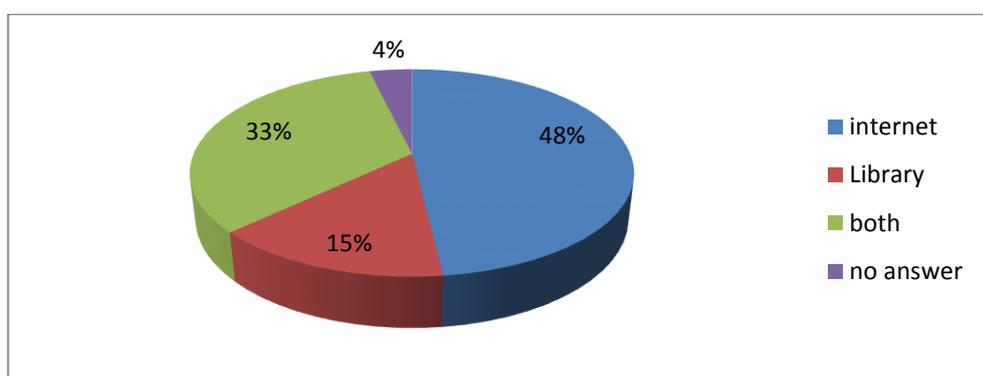
Figure 21: Sources that Help Students to Gather Information outside the Classroom

We can notice that 48% of students prefer to use Internet outside the classroom in order to learn and to collect extra information; (15%) of them prefer using the library, and (33%) declared that they use both of them. Therefore, we can notice that the majority of students prefer Internet as a useful tool to help them learn outside the classroom.

Item Sixteen: Students' Use of Internet outside the Classroom.

Answer	N	%
yes	36	90
No	02	05
No answer	02	05

Table 18: Students' Use of Internet outside the Classroom.
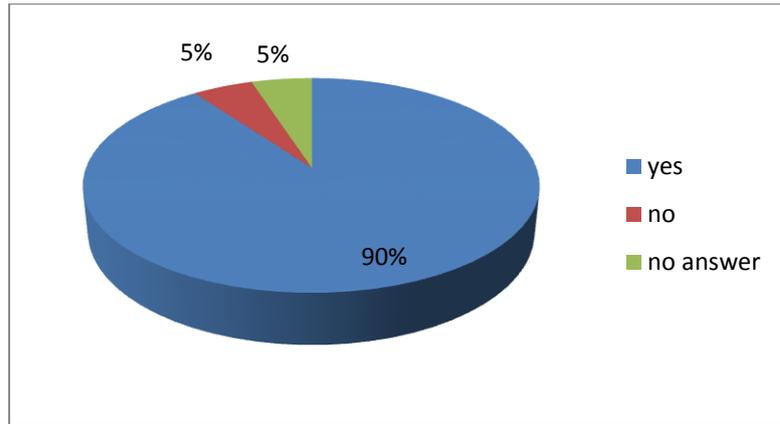
Figure 22: Students' Use of Internet outside the Classroom.

It is clear that (90%) of our sample use Internet outside the classroom maybe because they enjoy using it, or they find in it more opportunities to learn the language. 5%, however, do not use internet because of different reasons.

Item Seventeen: Students' Rate in Using Internet.

Option	N	%
Always	14	35
Sometimes	20	50
Rarely	03	07
No answer	03	08

Table 19: Students' Rate in Using Internet
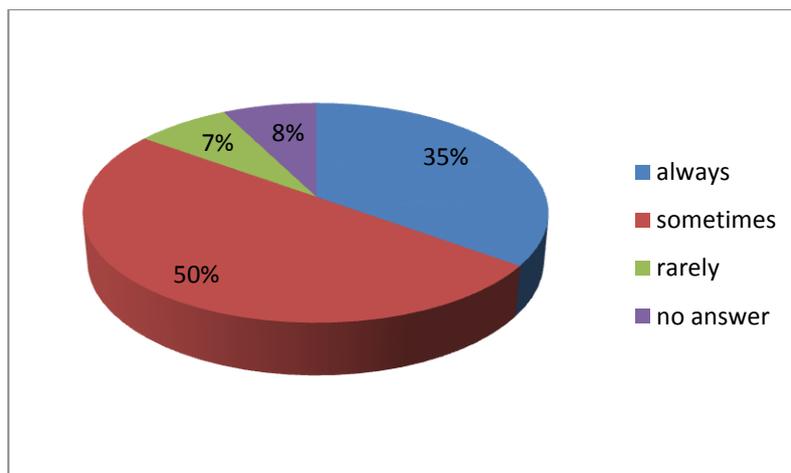
Figure 23: Students' Rate in Using Internet

50% of the students declared that they sometimes use Internet; 35% of them use it always, and 07% use it rarely. These results are mainly related to the availability of this tool, especially for students who live in the university campus who generally do not have opportunities to have access to internet.

Item Eighteen: Students' Downloading of Programs from the Net.

Answer	N	%
Yes	31	77
No	05	13
No answer	04	10

Table 20:Students' Downloading of Programs from the Net.
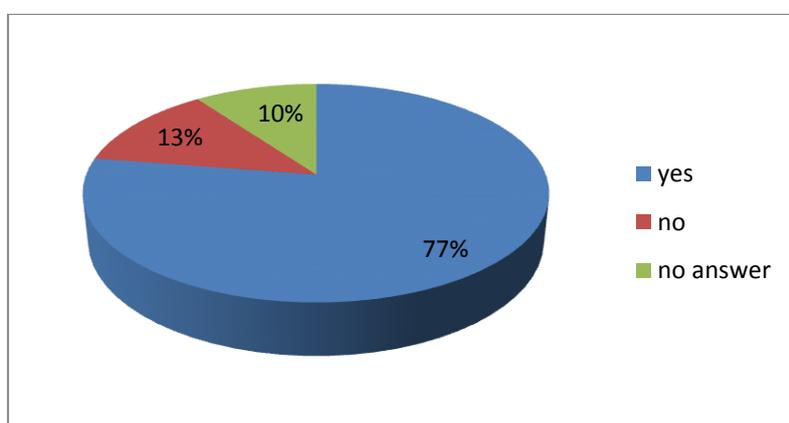
Figure 24: Students' Downloading of Programs from the Net.

We can notice that a big percentage (77%) of our sample download programs from Internet. These programs may be educational or purely entertaining. 13% revealed not to download programs.

Item Nineteen: Types of Programs Downloaded by Students.

Option	N	%
music	05	16
books	04	13
videos	04	13
Movies	02	16
All	05	16
Music + video	03	10

Books + video	01	03
Music + books+ videos	02	06
No answer	05	16

Table 21: Types of Programs Downloaded by Students
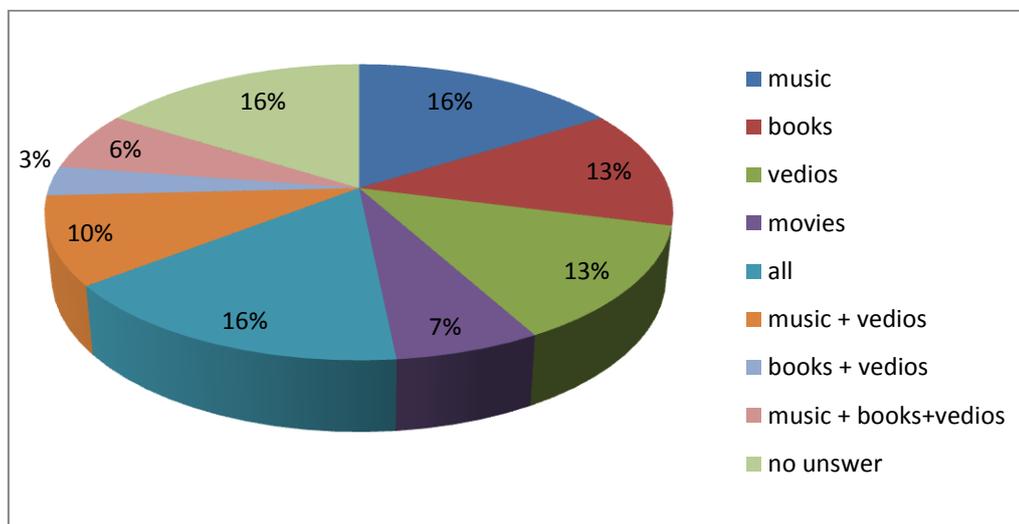
Figure 25: Types of Programs Downloaded by Students

16% of the sample prefer do download music; 16% prefer to download movies, and 10% declared that they download both music and videos. 10% prefer to download all the programs. So, we notice that the majority of students tend to download entertaining programs like music, videos and movies far from formal educational programs.

Item Twenty: Students' Use of Websites (social networks)

Answer	N	%
Yes	29	72
No	09	23
No answer	02	05

Table 22: Students' Use of Websites
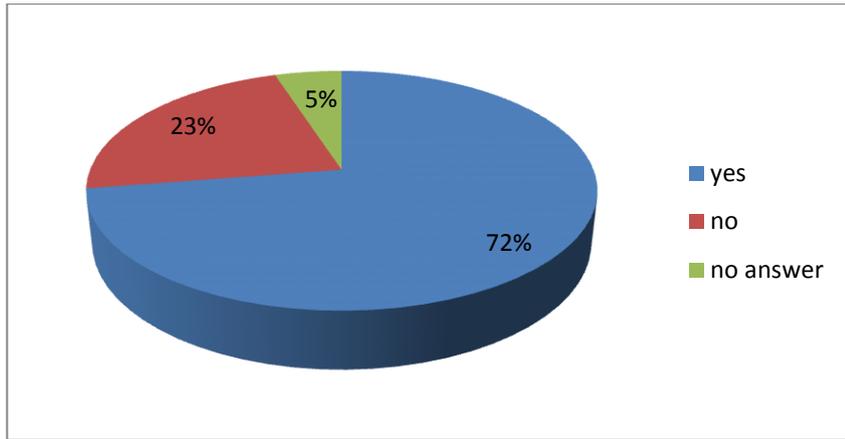
Figure 26: Students' Use of Websites

72% of participants declared that they use websites, and just 23% said that they do not. In fact, this question asks about the use of websites in relation with chatting and knowing people (social networks) and is not concerned with websites used to have access to different programs.

Item Twenty One: Types of Websites Used by Students.

Option	N	%
face book	12	41
Skype	03	10
No one	01	04
Both	12	41
No answer	01	04

Table 23: Types of Websites Used by Students.
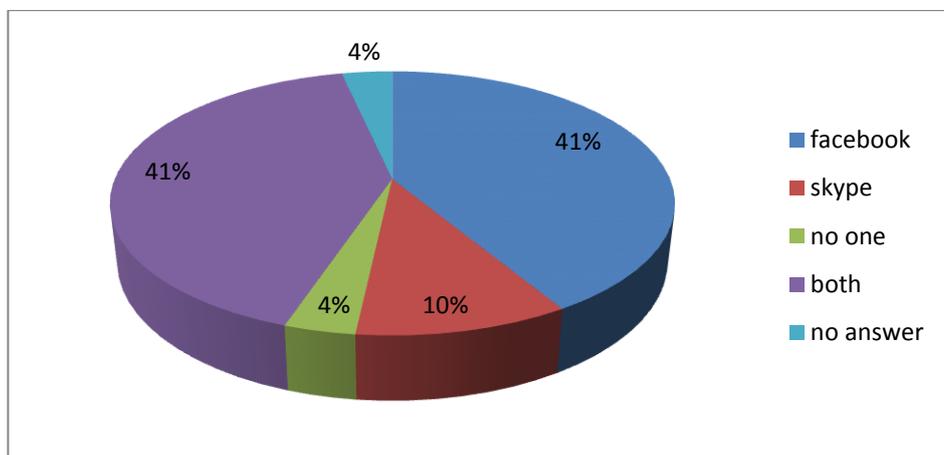
Figure 27: Types of Websites Used by Students.

41% of the sample declared that they use Facebook as a tool for communicating with people, and (10%) say that they use Skype, whereas 41% use both of them. 04%, however, do not use any of these tools perhaps because they don't know how to use them or are not interested.

Item Twenty Two: **Students' Use of English when Using Websites (social networks).**

Answer	N	%
Yes	30	75
No	03	07
No answer	07	18

Table 24: Students' Use of English when Using Websites.
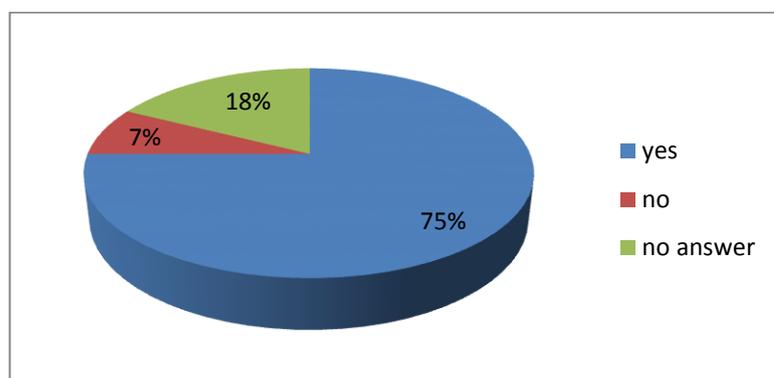
Figure 28: Students' Use of English when Using Websites.

From the table above, it is clear that 75% of students use English to communicate with the people they are in contact with through social networks. 07%, however, do not. Therefore, for those who use English, it is a good way for them to practice the language and use it in real life situations.

Item Twenty Three: **Students' Opinion about Internet Effectiveness in Improving their Learning Capacities.**

Answer	N	%
yes	36	90
No	00	00
No answer	04	10

Table 25: Students' Opinion about Internet Effectiveness in Improving their Learning Capacities.
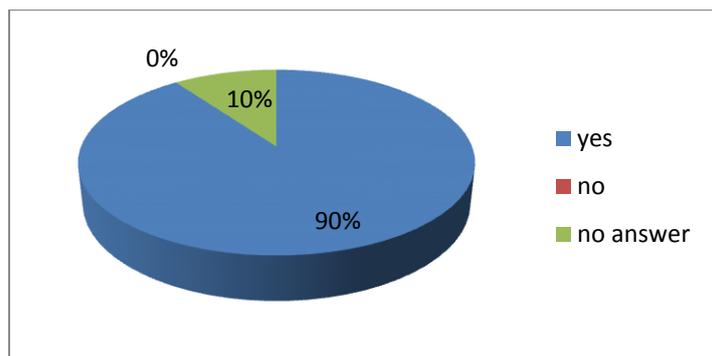
Figure 29: Students' Opinion about Internet Effectiveness in Improving their Learning Capacities.

We have found that a big percentage (90%) of students think that Internet is an effective way in improving their capacities in learning English.

Item Twenty Four: Students' Level in Listening.

Option	N	%
Good	10	25
Average	26	65
Bad	02	05
No answer	02	25

Table 26: Students' Level in Listening.
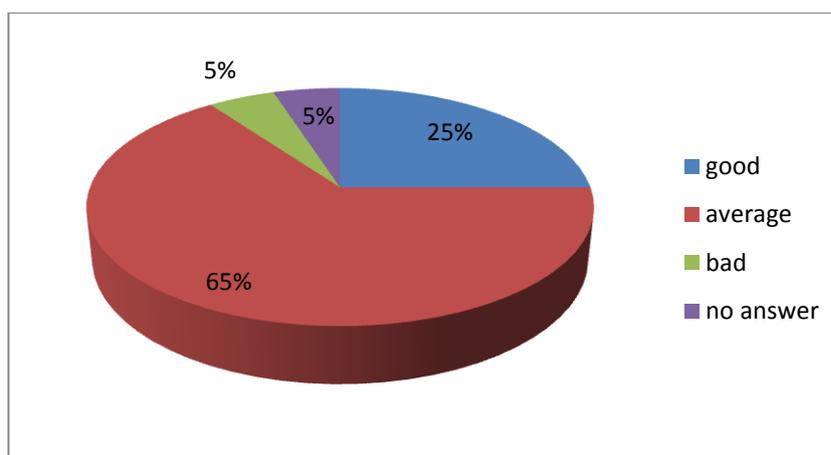
Figure 30: Students' Level in Listening.

More than a half of students (65%) evaluated their level in listening as 'average'; 25% said to have a 'good' level, and 05% have a 'bad' level. This means that students need to develop more their level of listening.

Item Twenty Five: Students' Opinion about Classroom Activities in Developing their Listening Skills

Answer	N	%
Yes	15	50
No	13	43
No answer	02	07

Table 27: Students' Opinion about Classroom Activities in Developing their Listening Skills
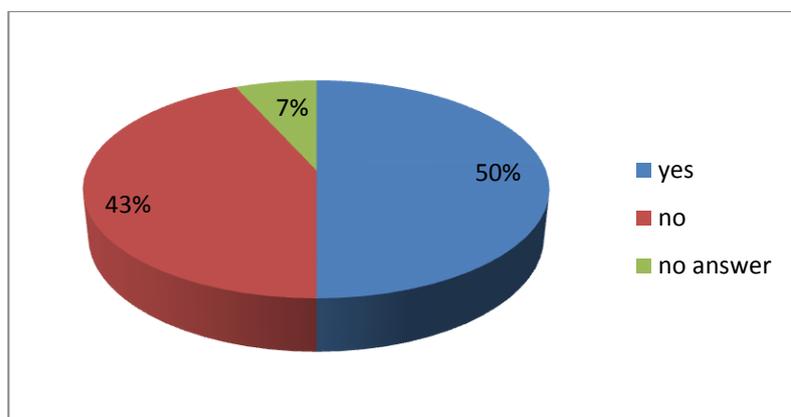
Figure 31: Students' Opinion about Classroom Activities in Developing their Listening Skills

50% of students think that classroom activities develop their listening skill, and 43% of them do not think so.

Item Twenty Six: Listening Improvement through Internet

option	N	%
Effective	37	92
Ineffective	01	03
No answer	02	05

Table 28: Listening Improvement through Internet
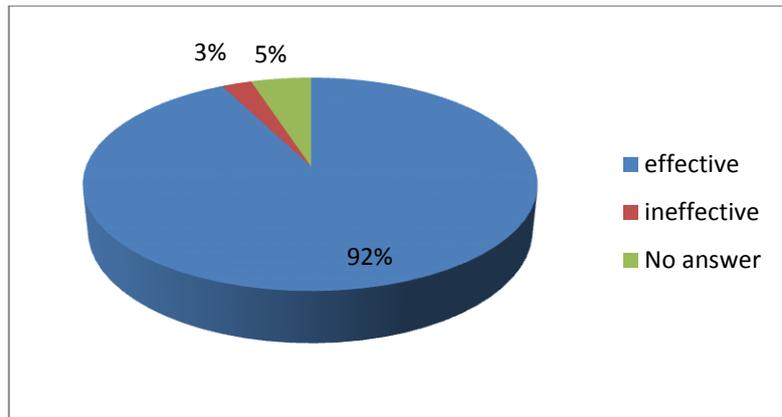
Figure 32: Listening Improvement through Internet

From the results in the table above, a big number of students (37) declared that using Internet helps them improve their listening skill. Only one student said it does not.

Item Twenty Seven: Language Materials' Effectiveness in improving Listening

Option	N	%
Songs	02	05
Videos	05	12
Movies	06	15
News	03	07
Audio courses	04	05
Songs + videos	05	13
Songs + video + movies	06	15
All	07	18
No answer	02	05

Table 29: Language Materials' Effectiveness in improving Listening
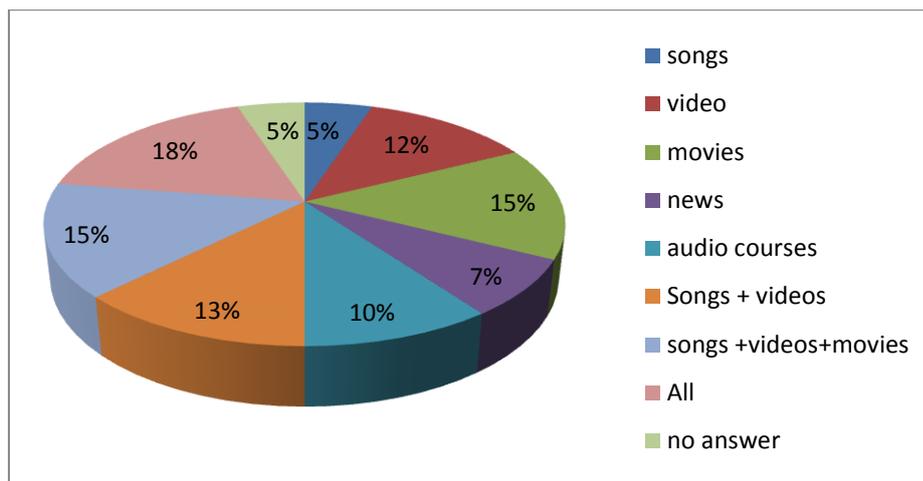
Figure 33: Language Materials' Effectiveness in improving Listening

The graph above represents the language materials to improve listening. 18% prefer videos, 15% prefer songs+ videos + movies, 13% prefer the use of songs +videos, 07% prefer news and so on. These results show the students' difference in preferences concerning the activities the like to do in class and which they see them effective in developing their listening skill.

1.3.2. Teachers' Questionnaire

a- Aim of the Questionnaire

The teachers' questionnaire is submitted because we seek to answer the questions about the teachers' awareness of the notion of 'learning autonomy' and the role of the teacher to make students autonomous inside the classroom, and also we want to identify the importance of Internet on learners' autonomy and its effectiveness in improving their listening skill. We aim as well at investigating the role of the teacher in encouraging students to use internet outside class and to take some responsibilities over their learning process and education.

b- Description of the Teachers' Questionnaire

The questionnaire was distributed to eight teachers of oral expression in the University of Mohammed Khider Biskra. It includes three sections:

Section One: Consists of six questions aiming at gathering personal information about teachers concerning their qualification, experience in teaching English, and the modules they actually teach.

Section Two: Consists of five questions that deal with autonomy in the classroom, the usefulness of the activities used by teachers in the classroom to help students to progress in their level of learning and improving their sense of responsibility towards their learning.

Section Three: Contains ten questions about Internet and autonomous learning, the importance of Internet in improving foreign language learning and in developing their listening skill, and the activities used by teachers inside the classroom to enhance students' listening skill.

c- Analysis of Teachers' Questionnaire

<u>**Item One**</u>**: Teachers' Qualification.**

Qualification	N	%
Master	1	12
Magister	6	75
B.A	1	13

Table 30: Teachers' Qualification
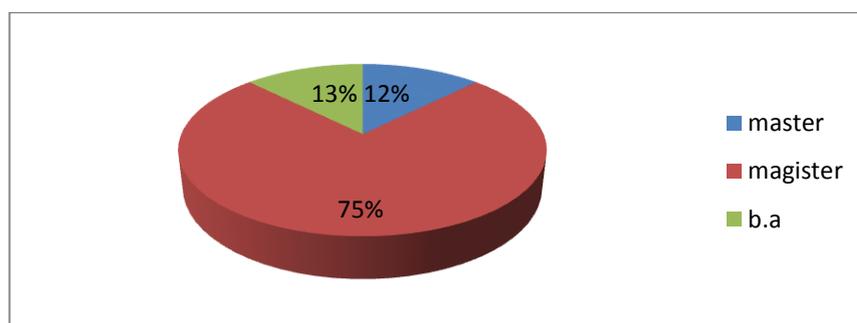
Figure 34: Teachers' Qualification

From this table, we notice that most of teachers of oral expression have a magister degree (75%). This indicates that probably all teachers have a high level and the same background.

<u>**Item Two**</u>: **Teachers' Experience in Teaching English.**

Experience	N	%
Twelve	1	12
Fourteen	1	12
Eighteen	1	12

Nine	1	12
Fifteen	1	13
Thirteen	1	13
Twenty six	1	13
Three	1	13

Table 31: teachers' experience in teaching English
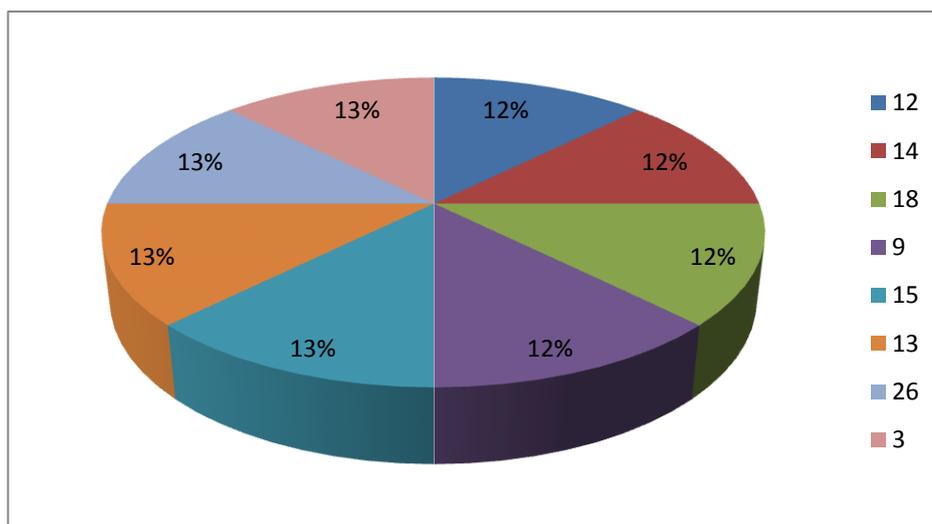
Figure35: teachers' experience in teaching English

We notice from the results obtained from this question that teachers have different experience in teaching English; but at the same time, all of them except two have a long experience.

Item three: Teachers' Experience in Teaching in University.

Experience	N	%
three	1	12
six	1	12
Seven	2	25
nine	1	12
Ten	1	13
Twelve	1	13
Fourteen	1	13

Table32:Teachers' Experience in Teaching in University.
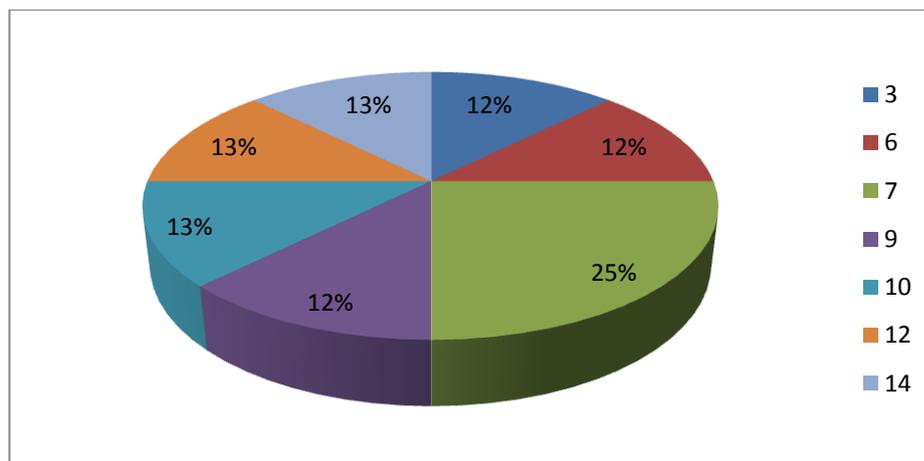
Figure 33:Teachers' Experience in Teaching in University.

We notice that teachers' experience in teaching in university is between 3 and 14 which is not in fact a long experience.

Item Four: Modules Teachers have already Taught.

Modules	N	%
Oral Experience	3	**37**
All	1	**12**
Oral +written +grammar+ linguistics	1	**13**
Oral +ESP+ culture	1	**13**
Oral+ written+ Am civ+ linguistics + didactics.	1	**12**
American civ+ oral+ grammar+ written.	1	**13**

Table 33: Modules Teachers have already Taught
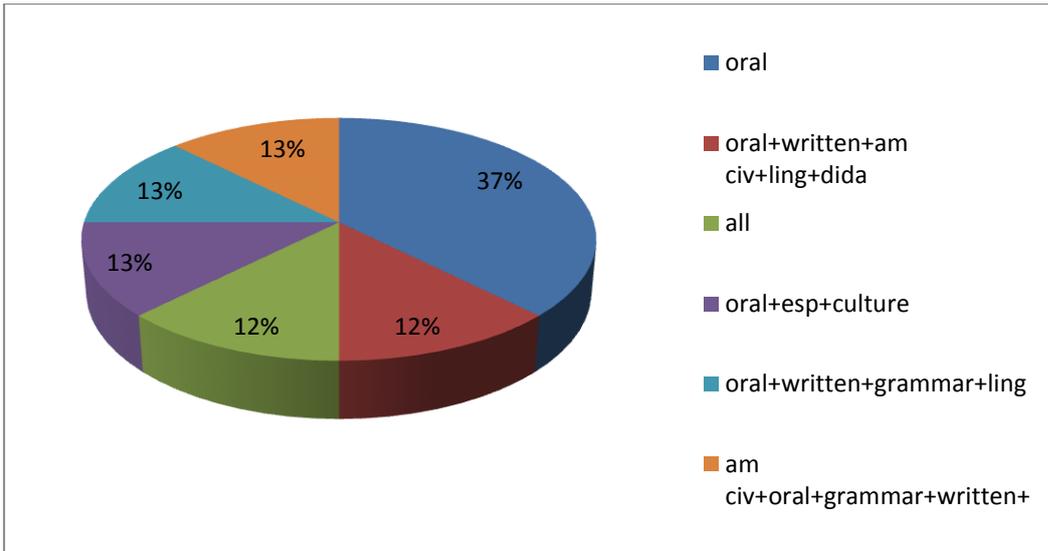
Figure 37: Modules Teachers have already Taught

From the results above, we can say that most teachers have experience in teaching almost all modules, so they have a general background.

Item Five: **Modules teachers are Teaching now.**

Modules	N	%
Oral	3	43
Oral +written	2	29
Oral + ESP	1	14
Didactics + oral	1	14
Oral + linguistics	1	43

Table34: Modules Teachers are teaching now
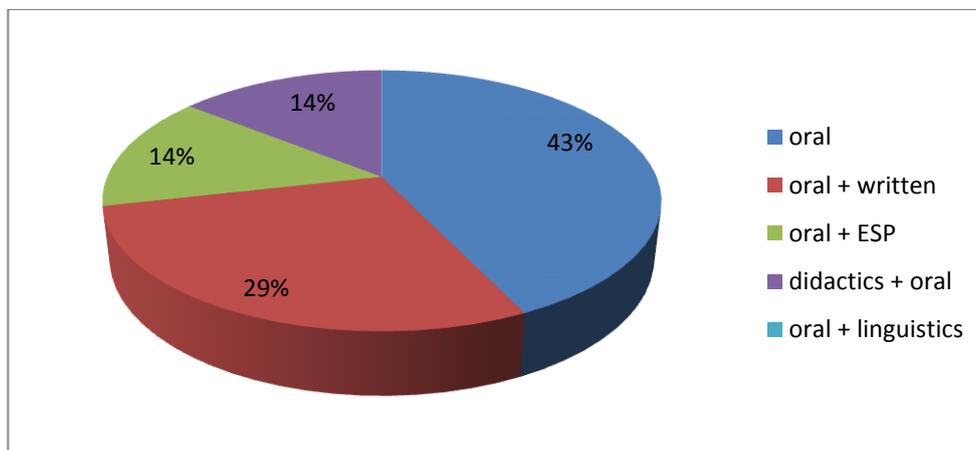
Figure 38:Modules Teachers are Teaching now

Item Six: **Teachers' Knowledge about 'autonomy in learning'.**

Teachers' answers are summarized in the following points:

- It is the main focus of modern language methodologies.
- It means that students takes responsibilities for his/her own learning. She/he is self oriented and self guided and sets own goals/ objectives.
- That teachers dry to apply, it is used to design materials (choice of the topic, assessment).
- Taking learning individually through personal decision and practice.
- Self-guidance.
- It is learning by your self, you just rely on yourself and abilities to learn without the help of the teacher.
- Is encouraging individuals capacities .
- Learners' own responsibilities.

Item Seven: **Teachers' Opinion about whether their students are autonomous.**

Answer	N	%
Yes	1	12
No	**7**	**88**

Table 35: Teachers' opinion about whether their students are autonomous.
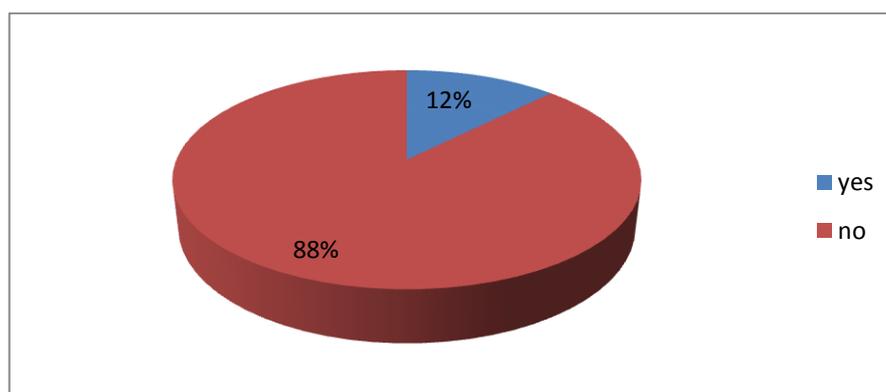
Figure 39:Teachers' Opinion about whether their students are autonomous.

The majority of teachers (88%) see that their students are not autonomous in class, whereas 12% see their students autonomous and take responsibility over their learning.

Item eight: Teachers' Opinion about centeredness in Class.

Option	N	%
Learners' centered class	5	61
Teachers' centered class	1	12
No answer	1	12
They complete each other	1	15

Table 36:Teachers' Opinion about centeredness in Class.
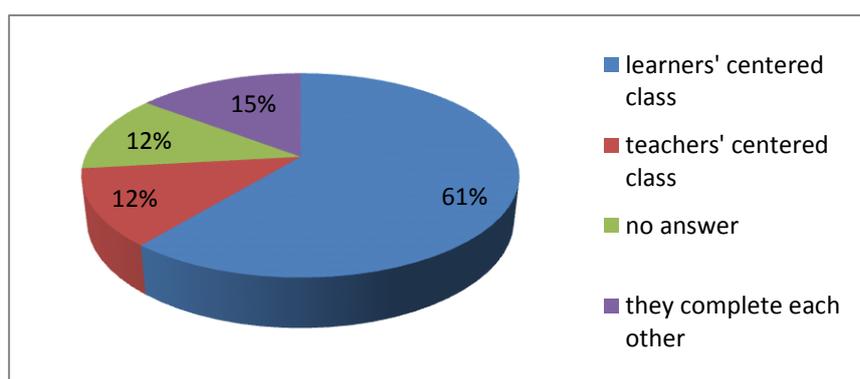
Figure40:Teachers' Opinion about Centeredness in Class

In the table above, we can notice that 61% of teachers think that a learner-centered class in more effective than a teacher-centered class (12%). They stated the difference between them as follow:

- In TCC the learners' are spoon-feed, LCC the learners' feed them selves by them selves.
- TCC refers to the students' monopoly of language; LCC refers to students who make responsibilities of their language.

Item nine: learners' opinion about learners' progress.

The answer	N	%
Teachers' responsibilities	0	00
Students' responsibilities	0	00
Both	8	100

Table 37: learners' opinion about learners' progress.
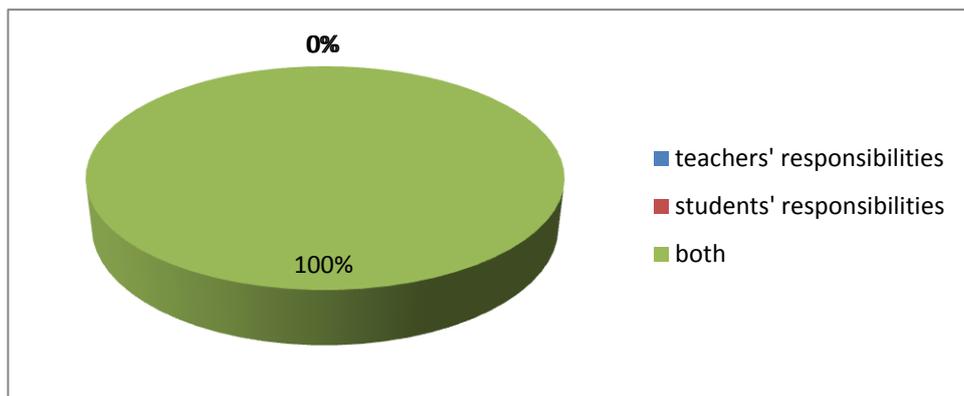
Figure 41: learners' opinion about learners' progress.

Item ten: teachers' use of the activities that help learners to improve their sense of responsibilities towards learning.

The answer	N	%
Yes	09	74
No	01	26

Table 38: teachers' use of the activities that help learners to improve their sense of responsibilities towards learning.
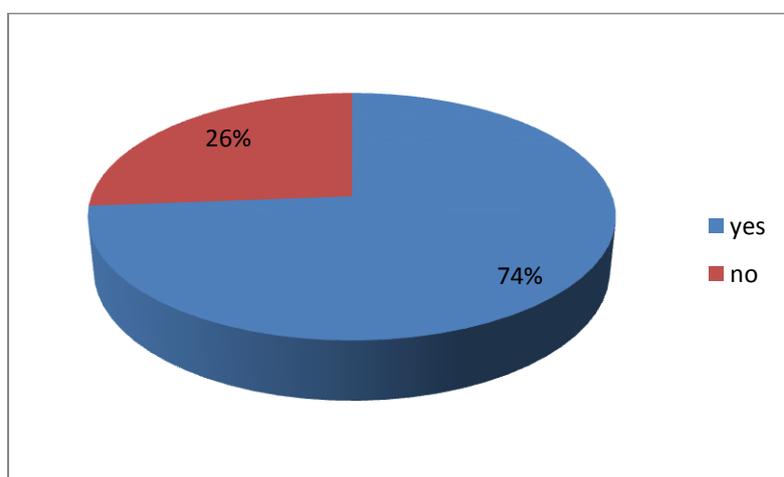
Figure 42: teachers' use of the activities that help learners to improve their sense of responsibilities towards learning.

Item eleven: students respond to teachers' activities.

- They appear to be excited.
- They show their interest and motivation.

-   They positively welcome the idea and successfully perform the activities since they find a free space for themselves to become autonomous.

We have noticed from their answers that students respond positively to their teachers' activities.

Item Twelve: **Teachers' View about Promoting Autonomy only inside the classroom.**

Answer	N	%
Yes	00	00
No	08	100

Table 39: Teachers' View about Promoting Autonomy only inside the classroom.
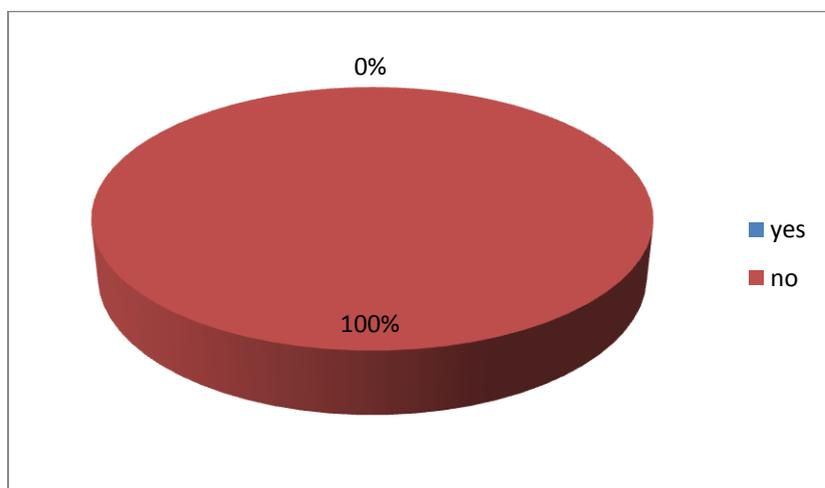
Figure 43: Teachers' View about Promoting Autonomy only inside   the class.

From the results above, we can notice that all teachers (100%) think that students do not have to promote autonomy just inside the classroom but also outside it by searching and learning the language by themselves.

Item Thirteen: Teachers Role in Enhancing Learners' Autonomy outside class.

-   Provide interest.
-   They should make them bring subjects, tasks and activities of their own.
-   Raise awareness.

According to teachers' answers we can notice that all teachers think that they should push students to read for extra information and prepare subjects.

Item Fourteen:**Teachers' View about Internet effectiveness in providing FL Learning.**

Answer	N	%
Yes	08	100
No	00	00

Table 40: Teachers' View about Internet effectiveness in providing FL Learning.
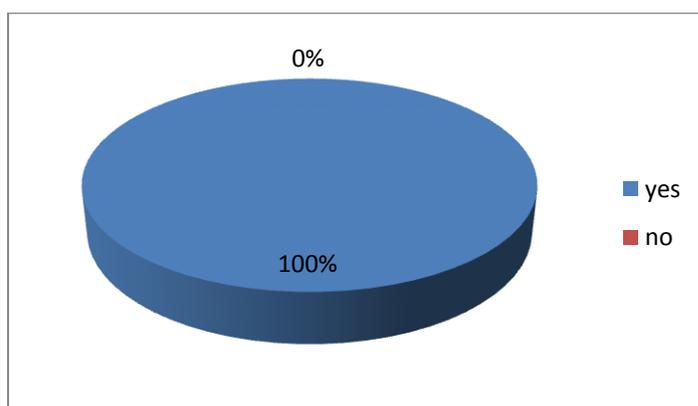
Figure 44: Teachers' View about Internet effectiveness in providing FL Learning.

From the results above, it is clear that all teachers think that using Internet is an effective way for learners to improve their foreign language learning.

Item Fifteen: Teachers' Encouragement to Use Internet outside the class.

Answer	N	%
Yes	07	87
No	01	13

Table 41: Teachers' Encouragement to Use Internet outside the class.
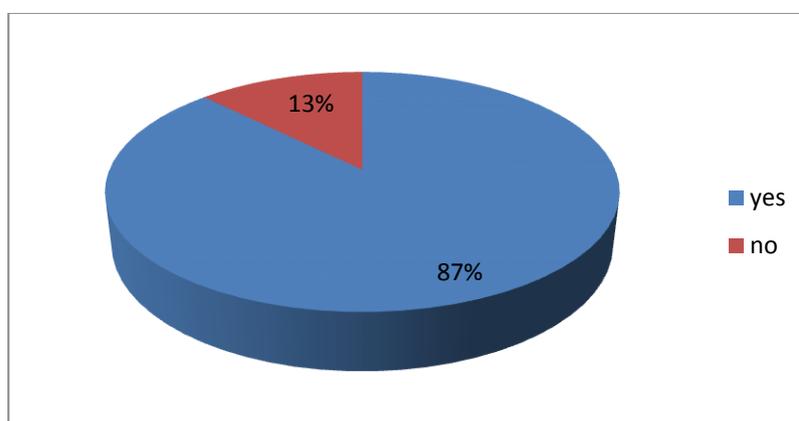
Figure 45: Teachers' Encouragement to Use Internet outside the class.

From the results above, we can say that almost all teachers (78%) encourage their students to use Internet. However, 13% of them do not.

Item Sixteen: Teachers Opinion about the Use of Internet outside the Classroom.

Teachers suggested how to use Internet outside the classroom; downloading songs, watching videos, chatting with native speakers and exchanging e-mails.

Item Seventeen: **Teachers' Evaluation of their Students' Listening Skill.**

Option	N	%
Good	1	12
Average	6	75
Bad	1	13

Table 42: Teachers' Evaluation of their Students' Listening Skill.
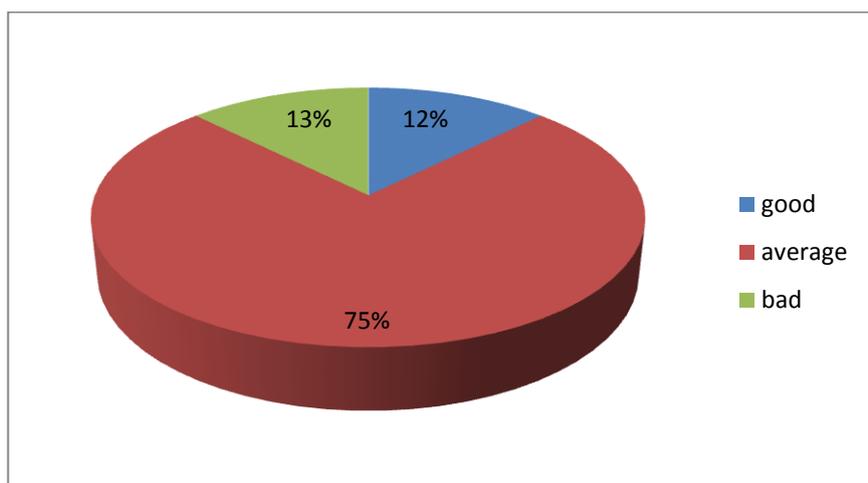
Figure 46: Teachers' Evaluation of their Students' Listening Skill.

When we see the results, 75% of teachers said that their students have an average level in listening. 12% declared that their students have a 'good' level whereas 13% see their learners to have a 'bad' level in listening.

Item Eighteen: **Activities used in Class to Enhance Students' Listening Skill**

Option	N	%
Songs	2	28
Audio tapes +reading comprehension+ songs.	3	41

| Audio tapes | 1 | 14 |
| all | 2 | 17 |

Table 43: Activities used in Class to Enhance Students' Listening Skill
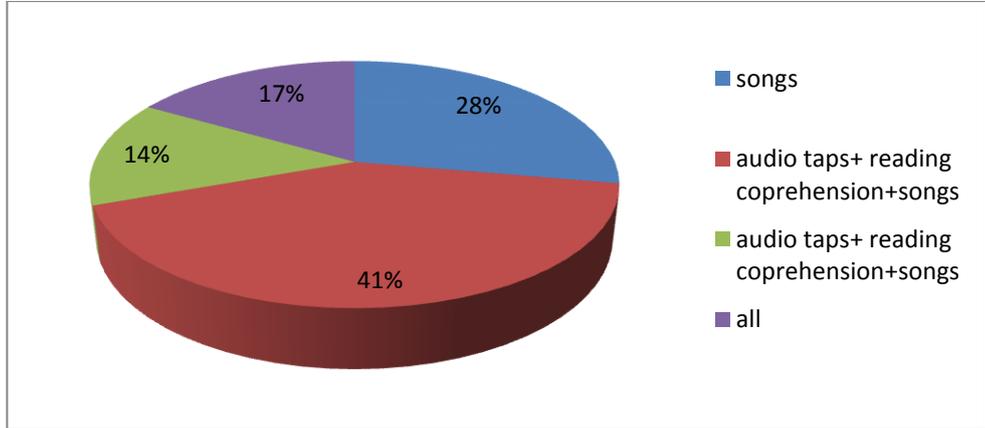
Figure 47: Activities used in Class to Enhance Students' Listening Skill.

Item Nineteen: Teachers' Opinion about the time allotted to Activities to Develop Students' Listening.

answer	N	%
Yes	5	62
No	3	38

Table 44: Teachers' Opinion about the time allotted to Activities to Develop Students' Listening.
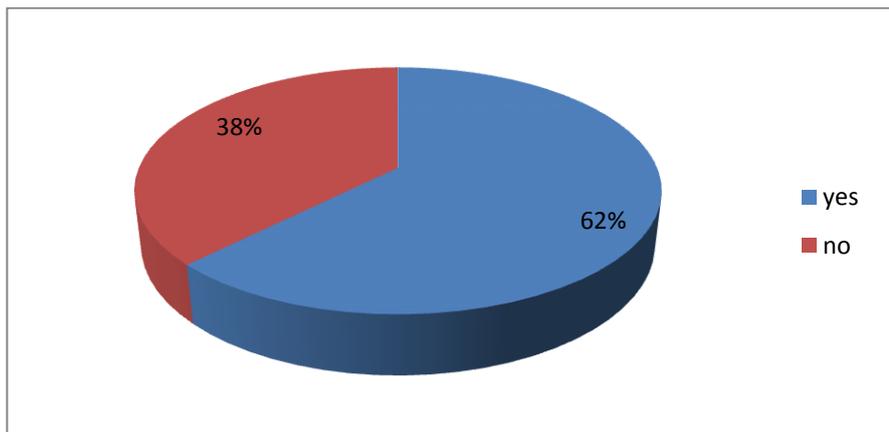
Figure 48: Teachers' Opinion about the time allotted to Activities to Develop Students' Listening.

Item Twenty: Teachers' Opinion about Internet Usefulness in Enhancing Students' Listening.

The answer	N	%
Yes	7	**87**
No	1	**13**

Table 45: Teachers' Opinion about Internet Usefulness in Enhancing Students' Listening
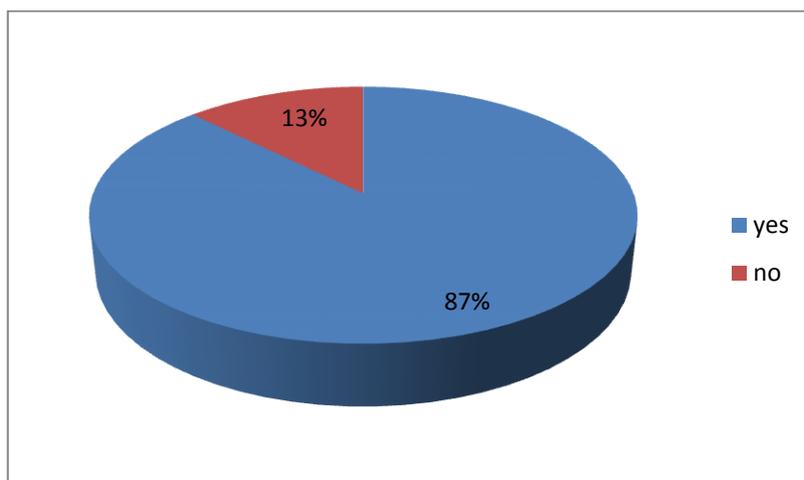
Figure 49: Teachers' Opinion about Internet Usefulness in Enhancing Students' Listening.

Conclusion

After analyzing both students' and teachers' questionnaires, we gathered their views and attitudes concerning the use of Internet in empowering learners' autonomy to learn English. Moreover, these views allowed us to make a summary about the needs of both learners and teachers of third year LMD in Mohamed Kheider University. In fact, we have noticed that in the students' questionnaire, the great majority of students did not heard about the word autonomy. After giving them a clue about the definition of the concept, they considered themselves autonomous in learning English due to many factors.

Another fact which proved the learners' need to be autonomous is that 85% of them see the learning process neither teachers' responsibility nor their own, but rather a shared responsibility between the two sides even though 90% of them are using Internet in their daily life. Moreover, as what we have noticed from their responses, they use internet just for entertainment by downloading music, videos and movies while a small proportion of

students tends to download books. Internet helps also in develop their listening skill by using social websites because the majority of students are chatting in English. On the other hand, most teachers consider that our sample of study are not autonomous due to different factors.

General Conclusion

GENERAL CONCLUSION

The investigation carried out in this study has attempted to confirm our hypothesis; students are not autonomous learners till they use internet as a learning aid in an appropriate way outside the classroom. In the theoretical part of the study, we have tackled three different variables: autonomy, listening, and internet. Indeed, first, we have clarified the importance of autonomy in learners' daily life as an essential psychological aspect for any learning success. Second, we have focused on the listening skill in the learning and teaching processes. Finally, we have dealt with the use of internet in improving learners' listening and we have stated the former's relation to autonomy.

To examine those variables and prove their close relationship, we have conducted a descriptive research using the questionnaire as a valuable data gathering tool. One has been administrated to third year students and another to teachers of oral expression in Mohamed kheider University. Based on the results we obtained from the questionnaires, we have noticed that the majority of third year university students are not autonomous to learn due to many factors:

- The difficulty of the transitional phase from learning in the middle and secondary school to learning in university.
- The lack of opportunities to take the initiative role in learning.
- The lack of activities inside the classroom that encourage students to be independent.
- The lack of some psychological factors such as self confidence, motivation, anxiety.
- The mode of learning in our university does not insist on helping learners to become autonomous.

We have also concluded that Internet has a positive impact on learning. Moreover, many students have interest in using internet hence all of them appreciate learning with internet. Furthermore, we found that internet has a positive impact in increasing learners' listening skill since it allowed them to have a direct contact with real conversations presented by proficient English native speakers. In addition, we found that students could easily comprehend the subject matter through listening features; so

when they understand, they feel more confident to use internet independently to improve their listening skill. As a result, internet increases the degree of participation and interaction as well as it enhances learners' autonomy to improve their listening skill.

Finally, based on our field work results about empowering learners' autonomy through the use of internet, we can affirm that integrating internet in the teaching-learning process is good because of its advantages and positive impact on autonomy and language development.

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APPENDICES

Appendix A: Student's Questionnaire

Dear Students:
    This questionnaire is an attempt to gather information needed for the accomplishment of a master dissertation. We would be so grateful if you could answer the following questions about your attitudes towards the Use of Internet for Empowering Third Year Students' Autonomy and Developing their Speaking Skill.
Your input is very important and greatly appreciated.
    Please answer the questions and tick the corresponding square. You can give more than one answer where necessary.

Sincerely yours
Miss F. MAILBI

Section one: Background Information

1. Gender :   Male   ☐   Female   ☐

2. Choice of English:

          Optional   ☐

          Imposed   ☐

3. How would you describe your level in English?

 Good ☐   Average   ☐   Bad   ☐

4. Have you heard before of the term 'learning autonomy'?

     Yes   ☐   No   ☐

If 'yes', what can you say about it?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Section two: Autonomy in the Classroom

5. Do you participate in classroom activities?

     Yes   ☐   No   ☐

6. What kind of activities do you prefer to do in class?
    - Written activities   ☐
    - Group discussions   ☐
    - Presentations   ☐

- why?

....
....

1

7. Do you consider yourself autonomous in learning English?

Yes ☐ No ☐

8. In your opinion, what are the psychological factors which may affect learning achievement inside and outside the classroom?

- Motivation ☐

-Anxiety ☐

-Self confidence ☐

- Other(s): …………………………………………………………………………………..

9. To what extent do you depend on your teacher in your learning?

Totally ☐ Partially ☐

10. Does your teacher let you take some responsibilities inside the class?

Yes ☐ No ☐

-If "yes", it is because:

- He lets you correct/ evaluate yourself ☐
- He lets you decide on the method to use ☐
- He lets you decide on the kind of topics/ activities to use ☐
- He asks you sometimes to prepare the course and present it ☐
- Other: ……………………………………………………………….

11. Do you think that learning progress is?

-Teacher's responsibility ☐

-Learner's responsibility ☐

-Shared responsibility ☐

- Please justify your answer:

……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………………………….

12. When you face a difficulty in your learning, how do you usually act?

Avoid it ☐ Try to solve it ☐

13. In your learning process, do you depend only on information which has been given inside the classroom?

☐ ☐

Yes   No

- If "no", what other sources do you use?

Internet   ☐   Library   ☐

Section Three: Internet and Autonomous Learning

14. Do you use internet outside the class?

Yes ☐   No ☐

15. How often do you use internet?

Always   ☐   Sometimes ☐   Rarely   ☐

16. Do you use downloading programs?

Yes ☐   No ☐

- If "yes", what do you usually download?

Music ☐   books ☐   videos ☐   movies ☐

Other (s): ………………………………………………………………………………….

17. Do you use any social web site to communicate with other people?

Yes   ☐   No   ☐

- If "yes", which site do you use?

- Face book   ☐

- Skype   ☐

- other(s): …………………………………………………………………………..

18. When you contact through social websites, do you use English?

Yes   ☐   No ☐

19. Would you consider internet as an effective tool for improving your capacities in learning English?

Yes ☐   No ☐

- Justify your answer:

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

20. How would you evaluate your level in listening?

Good ☐   Average ☐   Bad ☐

21. Do you think the activities you do in class are effective to develop you listening skill?

Yes ☐   No ☐

22. Using internet to improve your listening skill is?

     Effective ☐   Ineffective ☐

23. What can be more effective to improve listening?

- Songs ☐
- Videos ☐
- Movies ☐
- News ☐
- Audio courses ☐

Thank you for your collaboration

Appendix B: Teachers' Questionnaire

Dear Teachers,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. We would be so grateful if you could answer the following questions on your attitudes concerning the Use of Internet for Empowering Learners' Autonomy to learn English and to Develop their Speaking Skill.

Your input is very important and greatly appreciated.

Sincerely yours,
Miss F. *MAILBI*

Section One: Background Information

1- What is your qualification?

……………………………………………………………………………

2- For how long have you been teaching English?

……………………………………………………………………………

3- For how long have you been teaching English in university?

……………………………………………………………………………..

4- Which modules have you been teaching?

………………………………………………………………………......

5- Which modules are you teaching now?

……………………………………………………………………………..

6- What do you know about 'autonomy in learning'?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Section Two: Autonomy in Classroom Learning

7- Generally, autonomous learning refers to a state in which learners have a capacity to recognize learning needs, to make decisions about the learning process, and to solve their learning problems. Can we describe our university students as autonomous learners?

Yes ☐   No ☐

- Please, justify your answer:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

8- Is there any difference between teacher's centered class and learner's centered class, and which is more effective?

……
……
……
……
…….

9- Do you think that learners' progress is?

- Teacher's responsibility ☐

- Student's responsibility ☐

- Both ☐

- Please, justify your answer:

……
……
……
……

10- As a university teacher, do you use any activities to help learners improve their sense of responsibility towards their leaning?

Yes ☐   No ☐

- If "yes", please give examples**:**

……
……
………………………………………………………………………………………………………..

11- How do your students usually respond to these activities?

……
……
………………………………………………………………………………………………………..

Section Three: Internet and Autonomous Learning

12- Do you think that autonomy should be promoted only inside the class?

Yes ☐   No ☐

13- What should teachers do to enhance learners' sense of responsibility towards their learning outside the classroom?

……
……
……
……

14- In your opinion, can we consider internet as effective tool for improving foreign language learning?

Yes ☐ No ☐

15- Do you encourage your students to use internet outside university?

Yes ☐ No ☐

16- How do you think it should be used to enhance students' capacities for better learning?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………….

17- How do you evaluate your students' listening skill?

Good ☐ Average ☐ Bad ☐

18- Which activities do you use to enhance students' listening skill?
- Audio tapes ☐
- Reading comprehension ☐
- Drills ☐
- Songs ☐
- Other(s): …………………………………………………………………………………….

19- Do you think that these activities and the time allotted are enough to develop students' listening?

Yes ☐ No ☐

20- Do you think that internet is effective in enhancing students' ability for better listening?

Yes ☐ No ☐
- If "yes', how?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

21- If you have any suggestion(s) concerning this topic, please do not hesitate.

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Thank you for your collaboration

RÉSUMÉ

La présente étude examine le rôle efficace de l'Internet dans le renforcement de l'autonomie des apprenants, ainsi que dans l'amélioration de leurs compétences d'écoute. Un problème majeur concernant les étudiants universitaires Algériens est leur manque d'indépendance. Ce problème peut être lié à l'ignorance de l'importance d'être autonome à l'université ainsi que leur méconnaissance de l'influence positive de cette compétence sur leur réussite scolaire et l'apprentissage de longue durée. Afin de fournir une étude efficace, nous nous sommes concentrés sur les moyens de favoriser l'autonomie dans l'amélioration de la compétence d'écoute grâce à l'utilisation d'Internet. Cette compétence s'est avérée être un élément actif et si elle est considérée comme une compétence passive, il a prouvé son rôle actif dans l'apprentissage des langues. Ainsi, nous émettons l'hypothèse que l'utilisation d'Internet renforce l'autonomie des apprenants à améliorer leurs compétences d'écoute. Pour prouver cette hypothèse, un questionnaire a été donné aux enseignants d'expression orale et aux étudiants de troisième année pour obtenir plus d'informations sur leurs opinions à l'utilisation d'Internet dans la promotion de l'autonomie dans l'apprentissage et le développement de l'écoute. Les résultats ont montré une connaissance limitée de l'autonomie de la part des apprenants, bien qu'ils utilisent largement Internet. Les résultats ont révélé également que les enseignants utilisent diverses activités en classe pour développer l'écoute des élèves et les encouragent à utiliser Internet et compter davantage sur eux-mêmes pour améliorer leur apprentissage. En faisant cette recherche, nous espérons que les apprenants seront familiers avec le concept d'autonomie et seront conscients de son importance dans l'amélioration de leur processus d'apprentissage. Nous espérons également que les enseignants reconnaissent le rôle important de l'Internet pour aider les apprenants a être plus autonomes à l'intérieur et à l'extérieur de la classe.

الملخص

ان الغرض من هذه الدراسة الحالية, هو دراسة الدور الفعال للإنترنت في تعزيز استقلالية التعلم لدى الطلبة أو ما يسمى "بالتعلم الذاتي " من أهم المشاكل الرئيسية هي عدم وجود الاستقلالية في التعلم ، وهذا راجع لجهل الطلاب" أهمية كونهم مستقلين في الجامعة، وجهل من التأثير الإيجابي من هذه المهارة على تحقيقها الرسمي والتعلم وحياة طويل من أجل تقديم دراسة أكثر تفصيلا وفعالية، فقد ركزنا على تعزيز الحكم الذاتي لتحسين واحدة من أهم المهارات في تعلم اللغة هي مهارة الاستماع وقد تم اثبات ان مهارة الاستماع هي عنصر نشط، على الرغم من اعتباره المهارة السلبي ، فقد أثبت دورها الفعال في تعلم اللغة وبالتالي، فإننا نفترض أن استخدام الانترنت يعزز الحكم الذاتي للطلبة في تحسين مهارة الاستماع. ولإثبات هذه الفرضية، تم إجراء استبيان لكل من الأساتذة والطلاب للحصول على مزيد من المعلومات حول استخدام عينة لدينا من الإنترنت وآرائهم تجاه تعزيز الحكم الذاتي في التعلم وقد أظهرت نتائج الاستبيان معرفة محدودة من الحكم الذاتي واستخدام مجموعة واسعة من الإنترنت. وهكذا، فإنه قد أكدت فرضية لدينا، فإنه أيضا عرض الطلاب الرغبة في اكتساب هذه المهارة في تعلمهم من خلال ذلك البحث، ونحن نأمل أن المتعلمين سوف يكون على دراية مفهوم الحكم الذاتي وأكثر وعيا من أهمية تعزيز ذلك في تعلمهم نأمل أيضا أن الأساتذة سوف يعرفون دورهم الهام في مساعدة الطلبة على ممارسة الحكم الذاتي داخل الفصول الدراسية وإعدادهم لتعليم مستقل مدى الحياة من خلال استخدام الإنترنت.