People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

English Division

Investigating Teachers and Students' Attitudes towards the Role of Blended Learning in Promoting the Autonomy of EFL Learners:
The Case of First Year Students of Biskra University

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillment

of the Requirements for the Master Degree in Sciences of Language

Presented by: BAISSI Abir   **Supervised by**: **Mrs**. HADDAD Mimouna

Board of Examiners

Chairperson: Dr. Hoadjli Ahmed Chaouki…………………………..University of Biskra

Examiner: Dr. Mehiri Ramdane…………………………………University of Biskra

Examiner: Mr. Chenini Abdelhak…………………………..University of Biskra

2016/2017

Dedication

I dedicate this work :

To my parents '' Mohamed and Fatima" especially to my mother for her sacrifice for us

*To my sisters, '' **Aida** 'and '' **Abla**''*

*To my brothers, '' **Issam** and **Azzedine** ''*

*To all the family '' **BAISSI**''*

To all my friends, Amel, Mouna and Hayat

To all my relatives and all those know me

Thanks for all their prayers and support

Abstract

This research attempts to shed light on the role of Blended Learning to promote autonomy among EFL classes. However, we have noticed that teachers at Mohamed KheiderBiskra University did not adopt this approach because of the overcrowded classes; thus, the teachers are facing many challenges and difficulties in their teaching process which may prevent them to complete their task effectively. In this essence , this research first takes an in–depth look at the blended learning approach in relation to autonomy and then goes to analyse the opinions of both students and teachers . The present research is based upon the hypothesis which states that if the Algerian Universities use blended learning in their educational system, with both techniques synchronous and asynchronous ,the students will be able to develop the skills necessary to become independent-lifelong learners. The descriptive method was used to fulfill this research using tow data collecting methods: the questionnaire which was administered to nine teachers and forty students of first year English at Mohamed Kheider Biskra University. From the analysis of data, the findings show that the teachers and students are not motivated in their traditional classroom. Therefore, students agree about the blended learning and see it as a useful approach and teachers suggest using more technology to promote learners autonomy and become self-directed.

Key Terms: Blended learning,synchronous learning, asynchronous learning, autonomous learning, self-directed

List of Acronyms

BL : Blended Learning

CAAL : Computer –Assisted Language Learning

CARL : Centre de Recherches et d'Applications en Language

CMC : Computer Mediated Communication

EFL : English as Foreign Languages

ESL : English as a second language

F2F : Face- to –Face

FAQ : Frequent Asked Page

FLL : Foreign Language Learning

ICT : Information Communication Technology

IM : Instant Messaging

IT : Information Technology

N : Answers

Q : Questions

List of Appendices

1. Students'Questionnaire
2. Teachers' Questionnaire

List of Tables

List of Figures

List of Graphs

Contents

General Introduction………………………………………………………………...1

Chapter One: The Role of Blended Learning

General Introduction

Recently, blended learning has been used as new technique in the higher education system. It is enhanced in language teaching and learning to improve learners' achievements which is known as the mixture between the classroom teaching and innovative teaching. Traditionally, it has been restricted in place and time and the teaching process was done just between the teacher and learners in immediate environment. The teacher explains the lesson and learners take notes (synchronous learning). However, it is developed through the use of innovative tools. The two pillars of the educational system have not to be in the same physical environments (asynchronous learning).

However, in the higher education system, most of students depend on their teachers' knowledge which, in turn, makes them passive receivers. So students are required to foster autonomous learning in their foreign language learning (FLL) and that should be encouraged and supported by their teachers because it is characterized as being lifelong process. But, the vital key of this process is self-motivation which plays an important role in language learning.

1. Statement of the Problem

We have observed that first year EFL students at Mohamed khider University are dependent learners who rely on "hand-holding" and "spoon-feeding" throughout their education experience. In other terms, they lack the ability to work independently. Thus, most of what they have learned is forgotten soon after the exam. To remedy this situation, Blended Learning, an educational program that combines online digital media with traditional classroom methods, is introduced as an alternative program that seeks to promote learners autonomy in language learning.

2. Research Questions

Based on what has been stated above, the study tries to explore these research questions:

1. Why do first year EFL students of Mohamed Khider University lack autonomy in language learning?

2. How can blended learning foster students' learning autonomy in their language learning?

3. How can EFL teachers use blended learning in their instructional practices as a method to improve students' achievements?

4. Does blended learning help students in their learning process?

3. Hypotheses

On the basis of the research questions formulated before, we hypothesized that if the Algerian universities use blended learning in their educational system, the students will be able to develop the skills necessary to become independent-lifelong learners because they have learned how to learn. If this happens, the skills they have learned will not be forgotten.

-Using blended learning in higher education may increase self-motivation of learners .

-Lifelong learning will be enhanced through independent learning.

-Blended learning may decrease peer pressures and increases participation .

4. Aims of the Study

The general purpose of the present study is to investigate the teachers and students' attitudes towards the effectiveness of using blended learning in promoting learners' autonomy in language learning. More specifically, this study aims at offering deeper insights about the nature and scope of blended learning and how it can encourage students to take responsibility for their own learning. In this perspective, a teacher is seen as a

learning counselor who guides and directs students to learn for themselves. Once a students learn to learn for themselves, and develop a confidence in their own learning, they can enjoy the learning process.

5. Research Methodology

Because the intention of this study is to have an overview about the teachers' attitude towards the effectiveness of using blended learning in promoting learners' autonomy in language learning, we found it appropriate to adopt the descriptive method, employing the questionnaire as a main data tool which is addressed to both teachers and students of English language at Mohamed Khider University.

6. Population and Sampling

The researcher has selected English language students of Mohamed Khider University because they have a relation with this subject as language learners. Since it is not possible to carry out the research on the whole population of the university, first year students of English (40 participants) are randomly selected. We have chosen first year students because they represent the basic level in higher education. So, if they start learning independently, they will be self-directed and responsible learners in the future.

7. Structure of the Dissertation

The research is divided into three chapters. Chapter one provides background information about blended learning. It also displays its components, techniques, features, goals, advantages. Chapter two identifies the autonomous learning with detailed information; definitions , developments , advantages ,principles ,teachers roles , levels and degrees of autonomy .Chapter three is devoted to the practical side by analyzing the findings**.** In addition, the chapter devotes a section to some recommendations and limitations of the study

Chapter One

The Role of Blended Learning in Language

Learning and Teaching

Chapter One: The Role of Blended Learning in Language Learning and Teaching

Introduction

Teaching foreign languages with the use of technology in professional, academic and social environments witnesses a great importance as well it is considered to be main tool in the higher educational system. As the appearance of the information technologies (IT) in teaching foreign languages, varied tools lead to the appearance of relatively new method which is called blended learning; It is used interchangeably with the term hybrid learning. This chapter will discuss the use of blended learning to improve students' outcomes in higher education as well , it aims to obtain an overall understanding of what is meant by blended learning (BL) and how can we improve the quality of academic studies in universities.

1.1Blended Learning Definitions

Blended Learning emerged as one of the most popular pedagogical concepts in the higher educational system (Güzer & Carner, 2014). However, most of people use it without knowing about it. On the other hand, it has been defined differently since its appearance.

Unlike the definitions found in dictionaries, Pankin et al. at MIT (2012) as cited in Banditvilai (n.d) have defined blended learning as :

" Structured opportunities to learn , which use more than one learning or training method inside or outside the classroom .It is a method that uses varied methods in the educational system linked between lectures, guided practices ,reading and (computer technology").(p.2)in which it requires the integration of different methods

to support learning in and outside the classroom environment and independency in language learning.

Moreover, BL is defined as a method of teaching that mixes between the best advantages of the traditional classroom teaching and the best aspects of the innovative teaching to create a single method which is known as blended learning(Sidorenko & Krasnova, n, d). It is a unified approach that selects the most appropriate in different methods to develop one approach. As stated by Poon (2013:1) the aim of the two delivery methods is to complement each other. It is embodied in the combination between face –to-face teaching and e-Learning.

Singh & Reed (2001) defined blended learning as " putting technology on the right place to transfer the skills and knowledge to learners taking into account the personal learning styles because learners have different styles and strategies .

All these definitions are descriptive in their definitions. Although they differ in the words choice, they lead to the same concept and meaning. It is summarized by Allen (2007:5) as the following:

| Online learning | ←——————→ | Face- to -face learning with |
| 100% e-Learning | | minimal use of technology |
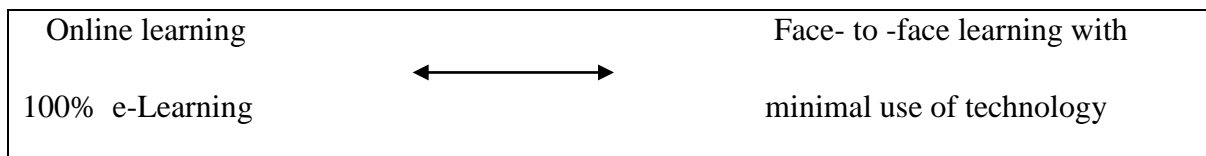
Figure1.1: Form of Blended Learning

1.2-Face -to-face Teaching

Face –to-face teaching refers to the known and usual method that is used by teachers that needs the teacher and student to be in the same immediate environment with limited class hours; the teacher explains the lesson verbally and students take notes and write down

6

their lesson .However, the conventional chalk and talk is replaced by the use of e-learning (Aleksic and Ivanovic, n.d) in which the classical classroom teaching is changed.

1.2.1 Advantages of F2F Learning

Face-to-face learning has many benefits. First, learners can better understand through the use of gestures and facial expressions. Secondly, it supports and strengths the spirit of competition between learners. Finally, it enables the teacher to discover the problems of comprehension and ambiguities (interrogations) of lesson that students are facing and feedback is highly introduced.

1.3 E-learning Instruction

E-Learning refers to the use of technology or as what is known as the technology-enhanced learning. It necessitates the use of Information Communication Technology (As well it is used interchangeably with online learning and distance education).The learning process is enhanced and promoted throughout of ICT components and it helps to promote independent learning.

1.3.1 Advantages of e-learning Instruction

E-learning has different advantages for learners. First, the learning process is not limited since it provides more access to information. Secondly, interaction is widely demonstrated because the problem of anxiety is reduced. Finally, learners can have more access to information without the limitation of time and place.

1.4 The Criteria that are Missed in Online Learning

Since every method has its drawbacks for learning, Stodel et al (2006) as cited in Azizan (2010)found that there three areas of presence that the learners are missing in the

online learning: social presence, cognitive presence and teacher presence in which they claim that the idea might improve the teachers' role and students 'learning experience.

The criteria	Description
Social Presence	-Development of social communication and interaction, interpersonal relationships, perception and reaction.
Cognitive Presence	Development of critical thinking, ability to construct and confirm meanings through sustained reflection and discourse. -Four phases of practical inquiry :triggering event, exploration, integration and resolution.
Teaching Presence	-Supports and enhances social and cognitive presence and is " most directly under the control of teachers " -There are three categories of teaching presence: design and organization, facilitating discourse ,and direct instruction.

Table 1.1:The Criteria that are missed in Online Learning

The social presence refers to the feeling that a person can freely express himself, The teaching presence reflects the instructional and organizational roles of the teacher because it is important to bring all the elements together in the classroom to ensure the productivity while the cognitive presence is related to the integration of reflective and interactive processes in the process of learning (Vaughan & Garrison, 2008) .

1.5 Components of Blended Learning.

Blended learning is a combination of different methods that are clearly demonstrated by different researchers. First, Bonk and Graham (2006) as cited in Vaughan & Garrisson

(2008) claimed that there are three main components of blended learning. First, the traditional class which means the classical face F2F instruction. The second component is the autonomous learning that requires the learner to be independent in his study. The last component is online learning which requires the use of Information Communication Technologies (ICT).

These components will work effectively only if its elements are balanced and followed with a methodology that is suitable to the objectives of the educational system because blended learning works for its benefits (Bonk &Graham,2006). The use of blended learning needs consciousness from both teachers and students towards using both methods because neglecting one component may lead to the failure of the mode .

1.6Blended Learning: Techniques and Characteristics

1.6.1 Techniques

E-learning has two modes which mean that the process of teaching and learning may be achieved synchronously or asynchronously.

Synchronous learning refers to teaching and learning in limited time and place for teacher and learner; it is a teacher –centered approach (Woodall, 2012) The synchronous (real time) domain is more traditional instructional approach that requires the presence of teacher and students. He focuses on the presence of teacher. Within the synchronous learning different tools that are used:

- **The live classroom (traditional**) is in which learners are all in the same place and time with their teacher sharing and discussing ideas.
- **Virtual classroom** allows instructors and learners to be in different places at the same time. It is a group of students gathered together online at a certain time,

for a certain duration and students are in different places and are taught electronically by a teacher using technology devices with integrated voice and video as a main delivery medium (Rossiou and Sifaleras (n.d). It uses materials such as PowerPoint , slides and video materials.

- **Instant messaging (IM)** is a type of communication that enables individuals to communicate with each other via short private messages to their friends in a specific time over the internet.

- **Video conference** is a system that allows people to have conversation and meetings with other people in different location without living their place.

Asynchronous learning refers to any learning that gives the learner a freedom to learn at anytime and anyplace that suits him; it is a learner –centered approach. Woodall (2012) the asynchronous learning (different times) means that the teacher and students are in different places. There are different tools that are used in the asynchronous learning as:

- **Email** is the most common form of electronic communication that enables all messages to be sent and received by computers . It can be text-based or files via attachment (Lewis ,n.d)

- **Blog** is a website that allows individual authors to publish their latest written work , and invite their audience to provide comments (Hodgson,2010, p.52)

- **Frequent Asked Questions page (FAQ)** is a page that uses a variety of questions asked by students concerning their studies. It allows students to have a look on previous questions.

Hrastinski (2007) noted that the asynchronous communication may increase cognitive effort since it have more time for reflection while synchronous communication may increase motivation and decrease ambiguity for possibilities for immediate feedback

(p.45), in which he divided participation into two dimensions that are personal and cognitive participation

Communication in relation to participation	
Asynchronous	synchronous
Cognitive participation	Personal participation
Increased reflection and ability	Increased arousal, motivation and
To process information .	convergence on meaning
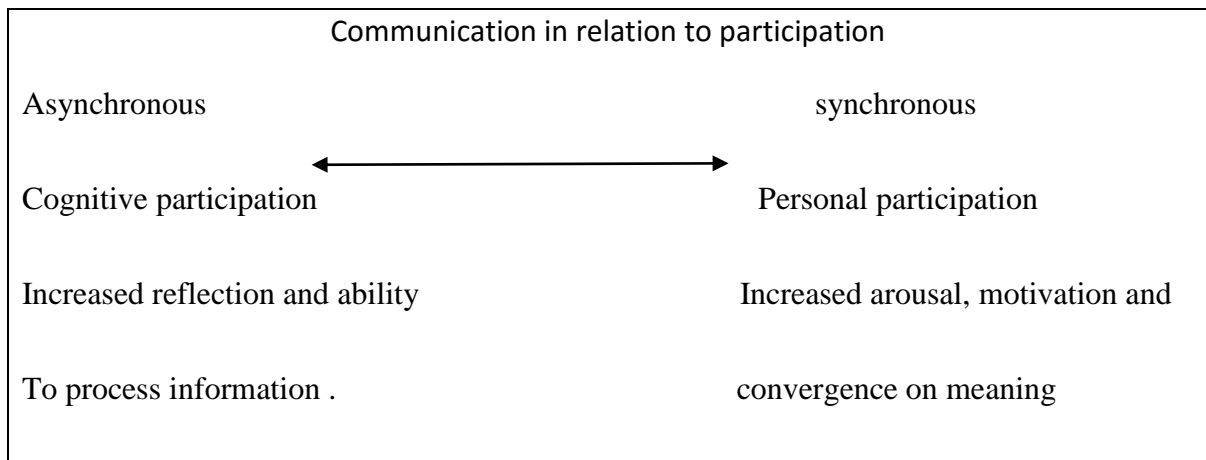
Figure 1.2: The asynchronous and synchronous communication in relation to participation.

1.6.2 Characteristics

According to Gil &Garcia (2011,p.85) blended learning has two main characteristics which are: First, less dependence on teacher: when learners use the IT outside the classroom, the dependence on the teacher is reduced and no more he considered as the only source of information. Second, multiplicity of relations where the teacher role is just facilitator of content, so the learners can interact more with their peers and that develops the relationships between them and cooperation is highly supported by the use of forums and chats where the group work is demonstrated. Third, students take responsibility over their own assessment in which the IT promotes self and co-assessment through self-checked activities and the workshop.

In a nutshell, blended leaning is flexible for providing learning resources to help learners to learn. It is a support of learning diversity because learners are different in their learning and each learner has a specific style, learning proficiency and ability. It is an

enrichment of traditional classroom throughout implementing online courses which represent an important factor in to promote autonomy in language learning.

1.7 The Main Goals of Blended Learning

The main goal of blended learning ,on one hand, is to reduce class seat time spent in classroom but not to eliminate it (Rossiou & Sifaleras ,n.d) because the integration of (ICT) is just to complement the face to face teaching , and on other hand , to develop the personnel intellectual abilities of learners (Vasbieva b Klimova ,2015) so that to transform the higher educational system from teacher-centered to learner –centered approach in order to empower the quality of teaching and learning process, so learners can rely on themselves to learn and reach high levels of achievements. In addition, it aims to improve students' outcomes , increases their engagement and self-motivation. Its importance is not related just on the use of technology but on its right implementation.

There are three main reasons why blended learning is being useful (Graham et al, 2003)

a) Promoting the quality of the educational system.
b) Greater cost effectiveness
c) Increased information access and convenience.

1.8 Advantages of Blended Learning

Blended learning has different advantages that learners can benefit from them:

- It creates enjoyable, relaxed, and motivating atmosphere for learners so they can feel at ease to learn because they are not obliged to attend the whole week and day sessions.

-It is helpful to develop the writing skill because of the frequent use of messages and texts.

- It enables students to study in foreign universities without leaving home (Kitchenham, 2011).He claims that we may study abroad even if we are in home without the need to travel.

-No place for time commitment and just learning by seeing and hearing.

-It develops critical thinking in learning environment so that learners can learn using the rational mind.

-Blended learning design is needed to engage learners outside of the class and leave large group teaching (Hung el al ,n.d) .Traditionally, students can only be supported by the teacher in the classical classroom teaching but with blended.

-BL strengths the learners' participation especially for those who are introverts; who feel anxious, shy, fear to participate in front of their class and make mistakes so that the interaction is highly developed.

-It is helpful for teachers and learners with homogenous class that cannot allow to them to understand the given topic and demonstrate their comprehension of a lesson and to discipline themselves for work.

-Flexibility represents the main advantage of blended courses because of the use of technology which help learners to be free from time and place limitation and facilitating delivery methods because lectures are criticized as being passive way of teaching.

-Rossiou & Sifaleras (n.d) claim that this approach will work well with students who are busy professionals and are used to the idea of self –paced learning; it suits university students' because most of them want to work while they are studying.

-Gil & Garcia (2011) stated that blended learning provides students with access to learning 24 hours a day, 365 days a year .(p.59) ,in which the learning process is continuous rather than being limited in time and place.

1.9. **Models of Blended Learning**

Blended learning approach has different models that many researchers have tackled in their studies. Staker &Horn (2012) created their own taxonomy of blended learning which identifies four (04) models which are: the rotation, flexible, independent and virtual:

-In the **Rotational Model,** the course content is combined with traditional and online learning, the activities provide lectures to the whole classroom participants. Rotation of student activities is carried out by a fixed schedules determined by the teacher.

-The **Flexible Model** presents the content primarily through the internet. The teacher provides individual consultations usually through activities such as managing group projects and commenting on assessments.

-The **Independent Model** describes the lecture in which the selections of one or more online courses in order to supplement the traditional teaching.

-The **Virtual Model** is a model of entire teaching based on combining between the classical teaching and online courses that students take in their homes. It is usually implemented in every traditional class while the access to the online content is optional.
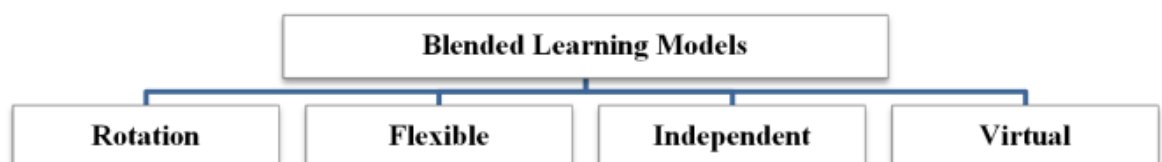
Figure 1.3 : Staker and Horn blended learning model taxonomy

According to Kudyshev& Kudyshev (2013) the model of blended learning is not just use of ICT in independent work of students at home or in the use of technology after school , it is about making good balance between both methods with complete responsibility.

1.10 Tutor's Role in Blended Learning

According to Sidorenko & Krasnova (n.d) the tutor role in blended learning is very important, using blended learning approach in teaching foreign languages may help teachers to increase their professional skills and have much time for lesson preparation . The tutor presence in the online course is very crucial; it can be achieved through comments and encouraging students in communicative assignments.

In 1978, Mackeachie as cited in Sidorenko & Krasnova (n.d) identified six roles in online teaching ; as facilitator who encourages the active participation in discussion , as socializing agent who has contacts with larger academic community , as an expert who is able to stimulate students through lecture and discussions , as an ego ideal who shows commitment and enthusiasm to the subject matter and students , as formal authority that helps students to be serious towards dates and materials submission, and as person who shows compassion and understanding of students needs .The first task of the tutor to integrate BL into the process of teaching a foreign language is to arrange learning materials properly and he should know which material should be used in the class and which can be posted online (Sidorenko & Krasnova .n,d) as well as it is important in classroom teaching to provide students with course content .

1.11 Teachers and Students' Perceptions of Blended Learning

Asking about the teacher and student perception on blended learning In the context of higher education have many opinions and dimensions.

1.11.1 Teachers 'Perceptions

According to Kuh et al (2005) as cited in Kitchenham technologies play a large role in enhancing educational environments in universities that are considered models of educational excellence (p.3). For universities, blended learning can be part of a strategy to compensate for the limitation of time, location, delivery methods and the communication styles that are offered in the classical teaching (Dziuban et al ,2011) in which it helps to reduce time and be free from place restriction. Moreover, 80% percent of all higher education institutions offer blended learning experience because of its power on university students (Arabasz and Baker, 2003) as cited in (Garrison and Vaughan,2008,p.23).The introduction of blended learning mode learning in the classroom encourages the development of group work, motivation and independent learning So that with the help of some technologies students can achieve high level of achievement and reach the level of independency.

Through the studies that have been used in the higher educational institutions, Dziuban et al (2004,p. 5)found that their blended learning courses had '' the potential to increase students' learning outcomes while lowering low marks in comparison with equivalent fully online courses and F2F modalities because using different methods can enhance the learning process . To conclude, Graham and Bonk (2006) as cited in Vaughan & Garrison (2008)state that BL would have a great role in the future and it would be spread in language learning

1.11.2 Students' Perceptions

To evaluate the effectiveness of blended learning, we try to check the opinions and satisfactions of students towards the BL to indicate their engagement and how their interest ,knowledge and entertainment will be promoted. Larsen (2012) studied about the use of

blended learning and its productiveness; Students were found to work more autonomously and were more focused while becoming more responsible for their own learning. In addition ,Deliağaoğlu & Yildirim (2007) as cited in Rossiou and Sifaleras (n.d)made an investigation about blended learning and they found that most of students are enjoyed with blended courses , emphasizing on interaction factor stating that " they prefer doing activities rather than sitting silently and listening to the instructor " because the traditional classroom is considered as demotivating and boring method as they are considered as passive recipients. Moreover, López-Pérez et Al (2011)as cited in Güzer& Caner (2014)reported 1431 students' perceptions that participated in blended learning activities. They indicated that students got positive perceptions on blended learning. They also observed that blended learning reduced low marks. Furthermore, Within blended learning students are excited to work because in the classical classroom learning students do not work because of some factors such as the lack of information , peer pressure and other psychological factors, so that they accept all what the teacher says without questioning. In a research , students views on blended learning with respect to their learning styles are positive with a level of 8.44 in a range of 1 to 10, 1 being the lowest and 10 being the highest(Akkoyunlu & Soylu ,2008) as cited in Güzer& Caner (2014).

However, Chandra & Fisher (2009) as cited in Güzer& Caner (2014)have studied students' perceptions on blended environments. In one hand, their findings revealed that learners claim that it is convenient which provides autonomous way of learning and promoted way of interaction between participants during communication through web-based lessons. In the other hand, students prefer asking questions to teacher as F2F instead of asking through e-tools. That entails they prefer the tradional learning rather than the innovative approach the blended learning. Furthermore, students in traditional setting are more satisfied with the clarity of instruction.

Chen and Jones (2007) as (cited in Güzer &Caner ,2014) in another point claim that students in blended learning class gained an appreciation of the class and indicated more strongly that their analytical skills are improved; that's mean when students are in class instruction, the lesson is clear and when they are in blended courses, their analytical mind is improved.

To conclude, blended courses which are traditional classrooms and online learning are employed to deliver instructional content and interaction have proven to be the most popular choices for students (Dziuban et al, 2011)

1.12 Blended Learning Application

Since it is known as the characteristic of higher educational system is a large number with multilevel students per teacher which make the quality of teaching with better practice is impossible, so the blended learning is introduced to reduce class seat time in which students are not obliged to attend lectures. However, they are required to attend a lecture which is introductory (in class session) for a topic and then it is followed by e-learning sessions whether synchronously or asynchronously where E-Homeworks and online self assessments are assigned. The teacher should think about the topic that will be given in accordance with the higher educational program (Haggins and Gomez ,n.d) ,then it should be a balance between in class courses and online lectures conditioning to be a responsibility between the teacher and his students in order to be successful approach.

The activities are addressed by the teacher through emails, blogs and announcements rather than attending all hours and day sessions. In addition, Trapp (n.d) claims that with blended learning students can work through a specific task or problem as often as they reach their learning goal .In which in the F2F method is not overcome this is why e-learning is said to be more effective and sustainable . According to Banditvilai (n.d) the teacher creates a facebook page / group that include all the students during a semester in

which the courses that are posted on the facebook page are not the same lessons that is introduced in the introductory lessons but parallel to the classroom lesson, tackling on the same topic, vocabulary, and some linguistic structures in which students were studying in the classroom, they will able to access the additional lessons whenever they want. He also addresses common students' questions and issues, orients them to current assignments in which the learners have a space for repetition through the FAQ page and feedback is highly recommended to support the course content.

To conclude, good teachers will always use more than one method or approach in their teaching and good learners will combine different strategies in their learning (Woodall, 2012). So blended learning is a helpful method which helps to address all sorts of problems of learners, to analyze their nature and to treat them with greater depth and work with the traditional approaches .However, it needs good alignment with university and faculty and students must have self-motivation required to be successful (Dziuban et all,2011).

Conclusion

Blended learning is an approach that is implemented in the higher education institutions. However, it needs good practice and planning with students and teachers beside introducing appropriate topics and avoid the misalignments which is related to including inappropriate topics in blended courses because its success depends on best application. Furthermore, because of face-to-face teaching is not enough and the online learning is not enough, the blended learning is introduced to complement both methods conditioning having harmonious balance.

Chapter Two
Promoting Learners' Autonomy

Chapter Two: Promoting Learners' Autonomy

Introduction

The language learning process should be individual so that the need to create more autonomous learners in the higher educational institutions and university levels is widely required to develop more aware and responsible learners about their learning. Moreover, autonomy makes a shift from receptive and passive learners to more productive and active learners. The research aims to obtain maximum number of individualized learners .However, being autonomous requires efforts from teachers such as making them aware about their hidden capacities and it aims to investigate how can we foster autonomy in our classes.

2.1 Definition of Learner Autonomy

In order to identify autonomous learners, we need to clarify the term autonomy. The word autonomy is the adjective of autonomous which is etymologically a legal –political term. It is from the Greek autonomia, auto means "self" nomos means "low" (Mlstar, n.d).Learners autonomy is defined by Holec (1981) as "The ability to take charge of one's own learning; is to have and to hold the responsibility for all decisions concerning own learning "(p.3) in which it refers to the capacity of being responsible for own learning by a particular person . Then, Holec (1981) specifies it as taking in consideration all the decisions about person's learning. It is about giving the students the freedom to take charge in the pedagogical operation. He emphasizes on his definition by a set of roles that the autonomous learner is supposed to play such as: - Determining the objectives. - Defining the content and progression. - Selecting the method and the techniques to be used. - Monitoring the procedure of acquisition. - Evaluating what has been acquired. It is process that should be taken into consideration by learners.

Autonomous learner is defined as" someone who is able to carry out his choices and actions. More specifically, to act autonomously, the individual should possess both "ability" and "willingness" (Littlewood, 1996, p. 428) as cited in liu (2012,p.126)

Ability refers to the knowledge about the choices and skills for carrying them out while willingness refers to the motivation and confidence a learner should have in order to take responsibility for his or her own choices during the language learning process.'(p.428)

Responsible learners are those who accept the idea that their efforts are crucial to learning progress .In one hand, they are not only supposed to do homework and answer questions in class but also whenever they fail to do their homework, they are aware of missing an opportunity to expand their knowledge of the foreign language because they are consciously supposed to monitor their progress and be ready to carry any opportunity they face (Scharle &Szabo, 2000).

2.2 Development of Autonomous Learning

Autonomous learning has been long used in different fields such as Philosophy, Religion, and Medicine (Hadi, 2012). Then in the early 1970's, Benson (2001:8)says that:"the idea of autonomy first appeared in language learning along with the establishment of Centre de Recherche et d'Applications en Language (CRAL), which was aimed at adult education."The importance of autonomy is rooted from philosophical, pedagogical and practical aspects . Philosophically, learners have the right to make choices about their own learning because helping learners to learn how to make their choices will prepare them for a changing future. Pedagogically, learning is more effective when learners are involved in decisions about the learning process. Practically, learners feel more secure when they participate in the decision-making process (ibid).It means that taking into account the

involvement of learners in the selection of program is vital issue because it helps to engage learners in their learning process.

Learner autonomy does not require learning alone in isolation but also with collaboration with others because the nature of people is devoted for communication and learner autonomy depends on it (Dam, 2003) as cited in Hadi (2012) . The cooperative learning is helpful for developing social interaction among humans.

Galileo has affirmed the importance of autonomy saying you cannot teach a man anything; you can help him find it within himself. In other words, teachers should not just provide learners with knowledge but rather they should help them to find it make sure that they have acquired what should be acquired (Hadi, 2012).

Historically and theoretically, autonomy takes its roots from the communicative approach. It appeared first in the 1970's in which some researchers started looking at language as a tool for communication where people can express their ideas freely (ibid).Several researchers associated with the development of the communicative approach have explored the relationship of autonomy to their work. (ibid). So they developed their studies in relation to autonomy in language learning, researchers within the sociology and psychology of education have argued persuasively that the idea of autonomy and self-direction are beneficial in first and to second language acquisition in particular((ibid) ,
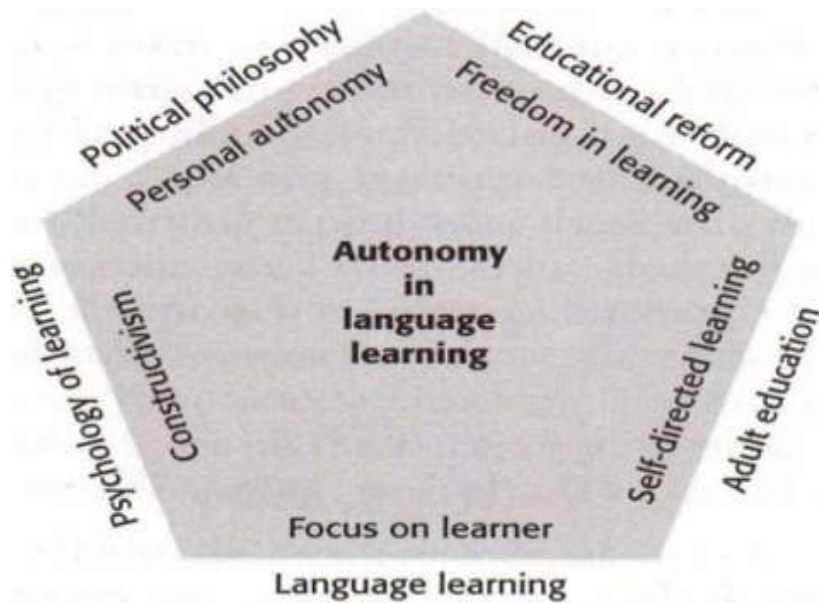
Figure 2.4: Major influences on autonomy in language learning (as cited in Hansen ,n.d)

2.3 Advantages and Principles of Learner Autonomy

2.3.1.Advantages

Learner autonomy has many advantages that students should take into consideration. They are as follow :

-Learner autonomy has a lasting influence which enables the learner to master the basic skills that are required to lifelong learning (Hansen ,n.d).

- It enhances the learners' willingness to active learning. Moreover, learners will acquire a habit of independent thinking and learning which will benefit them long after leaving university.

-Autonomous learning develops the critical and social awareness of learners towards their own lives and those around them (Benson,1995 cited in Barillaro,2011)**.**In addition , it increases motivation which in turn increases learning effectiveness .

2.3.2.Principles

In language learning there are many principles of learner autonomy which are proposed by researchers .

Little (2004:22-23)as cited in Knaldre (2015)lists three pedagogical principles for learner autonomy in foreign language education which are learner empowerment, learner reflection and appropriate target language use.

2.3.2.1 The principle of learner empowerment refers to the aspect of taking charge of one's own learning. Learners have to determine their learning objectives, defining content and progression, choosing appropriate methods and assessing their results. It is about awareness to self –learning.

2.3.2.2 The principle of learner reflection refers to the aspect of metacognition in which learners should develop awareness of the learning process and actively reflect upon their learning styles , strengths and weaknesses. Learner reflection should be seen as a necessary condition of learner empowerment and reviewing past experiences is very important to improve future learning among autonomous learners.

2.3.2.3 The principle of appropriate target language use; it entails that learners must be urged to speak spontaneously in the target language as well as the teacher in order to have understandable and useful input for the learners. Using the target language throughout the planning, execution and evaluation of their own work, learners can become more aware of their own development .Because social interaction is necessary component of learner autonomy .So little explains that interaction between learners and teachers is essential to the practical application of this three principles.

2.4 Teacher's Role

In the traditional classroom, the teacher is the only source of information and is considered as a supplier of knowledge deciding on what to teach and how to teach as most learners used to think about the teacher role. However, in the autonomous classroom they should focus their planning, teaching, and assessments around the needs and abilities of their students. In addition, they should guide students to accept responsibility for their own learning, guide them to be reflectively engaged in planning, monitoring and evaluating their learning (Al Asmari, 2013). Moreover, the teacher's role is reduced and become more of facilitator, but this does not mean that teachers become passive in learning process. Little (1991) as cited in Al Asmari (2013) argues that autonomous learning does not mean that the teacher help is not required; it means that he is not just supplier of knowledge but facilitator and guide with other roles. The role of the teacher is central to the development of learner autonomy (Hurd,1998 ; Benson 2008 Cited in Barrillado,2011).In which he should create a class that is supportive to learner autonomy and he should address learners' past experiences and then developing their learning autonomy (ibid). In addition, the teacher becomes more of a manager, a resource person and a counselor (Camilleri, 1997. Cited in Barillado,2011).

- As a manager, teachers combine between the role of supplier of knowledge and manager of learning opportunities. They should be skillful in managing class where learners actively participate in decision-making.

- As a resource, teacher as a resource person should promote their students' awareness towards their learning styles and strategies to be able to use the materials that are required for them.

- As a counselor, teacher as counselor person involves helping students to manage their learning difficulties (from Camilleri,1997 :36-38 as cited in Barillado,2011).

Dorneiy (2001) as cited in Al Asmari (2013) claims that there are two classroom changes for autonomy supporting teaching. The first, is to increase learner involvement and the second, is to change the teachers' role .They are important dimensions for promoting autonomy. To sum up, teachers need to experience autonomous skills in their initial training days to enable students to be self- directed and develop autonomy .

2.5 Approaches of Learner Autonomy

Benson (2001,p.107) distinguishes between six main approaches to learner autonomy which are as the following :

1) Resource –based approaches

2) Technology –based appraoches

3) Learner-based approaches

4) Classroom-based approaches

5) Curriculum –based approaches

6) Teacher –based approaches

- **Resource –based approaches** emphasizes independent interaction with learning materials such as CALL (Computer-Assisted Language Learning) and CMC (Computer Mediated Communication) via the internet.

- **Technology –based appraoches** focus on independent learning with educational technologies .

  -**Learner-Based Instruction** places the main emphasis on both behavioral and psychological changes that enables learners to take greater control of their learning and thus help them to become better language learners .Its overall is to change the learners' view of learning such as guiding them completing tasks set by others to construct knowledge for them.

- **Classroom-Based Approaches**, with classroom based approaches, Benson (2001,p.151) puts the emphasis on the changes on the relationships within conventional educational structures , in which students must have a feeling that they can ask on the assistance of the teacher when necessary. Besides the planning of learning activities, another main focus of classroom-based approaches is on the evaluation of learning outcomes.

- **Curriculum-Based Approaches** which focus on process syllabus such as specification of aims, selection and grading of content influenced mainly by the language learners themselves .It focuses on the extension of the idea of learner control to the curriculum as a whole.

- **Teacher-Based Approaches,** it makes shift from a focus on the teacher as conduit of the pedagogical process to a focus on the teachers as a self-directed learner and practitioner. It emphasizes on the role of the teacher.

2.6 Styles and Strategies in the Context of Language Learning

2.6.1Learning Styles; they are different methods that are used by people to achieve or express something; There are 4 predominant learning styles: Visual, Auditory, Read/Write, and Kinesthetic.

Visual learning*: visual learners learn through seeing, so tools like diagrams, pictures , images , colors and symbols can be key to understanding new concepts.

Auditory learning; auditory learners can learn through listening. Lectures and discussion group are very important for them in which they can pay attention to speakers' tone.

Read and write learning ; read and write learners learn through reading and writing using different textbook and dictionaries

Kinaesthetic learning: Kinaesthetic learners learn through the use of senses such as sight, touch, taste, smell and hearing.

2.6.2 Learning Strategies: Language learners have different strategies that are used consciously or unconsciously. Oxford (1990) as cited in Gursoy (2004) defines learning strategies as ''Operations employed by the learner to aid the acquisition, storage, retrieval, and use of information''(p.8) . It is process that includes varied processes within one process. Moreover, strategy use improves performance of the learners and leads them to regulate their own learning (McMullen, 2009) (ibid).

According to O'Malley and Chamot (1990) as cited in Gursoy (2004) language learning strategies are grouped under three broad categories. The first group of strategy is Metacognitive strategies which consists of seven strategies grouped under three category sets : planning , monitoring and evaluation .The second group is called cognitive strategies and consists of fourteen strategies ; resourcing , repetition , grouping , deduction , imagery , auditory, representation, keyword method, elaboration ,transfer, inference , note taking , summarizing , recombination , and translation. The last group of strategy is social strategies are named social mediation or social effective strategies , within this group there are two strategies : questions for clarification and cooperation (Chamot , 1993) .(ibid).

There are two language learning strategies which are stated by Oxford (1990) as the following:

2.6.2.1Direct strategies: which include memory strategies to remember more effectively which include the cognitive strategies in order to use all the mental process and the compensation strategies to compensate for missing knowledge.

2.6.2.2Indirect strategies*: which include the Metacognitive strategies to organize and evaluate learning, the affective strategies to manage emotions (anxiety) while the social strategies to learn with other and within groups .

However, O'Malley & Chamot (1990) as cited in Gursoy (2004) suggested three categories of language learning strategies which are : Metacognitive strategies ,cognitive strategies and social and affective strategies .

The learning strategies can be best illustrated by the following diagram.
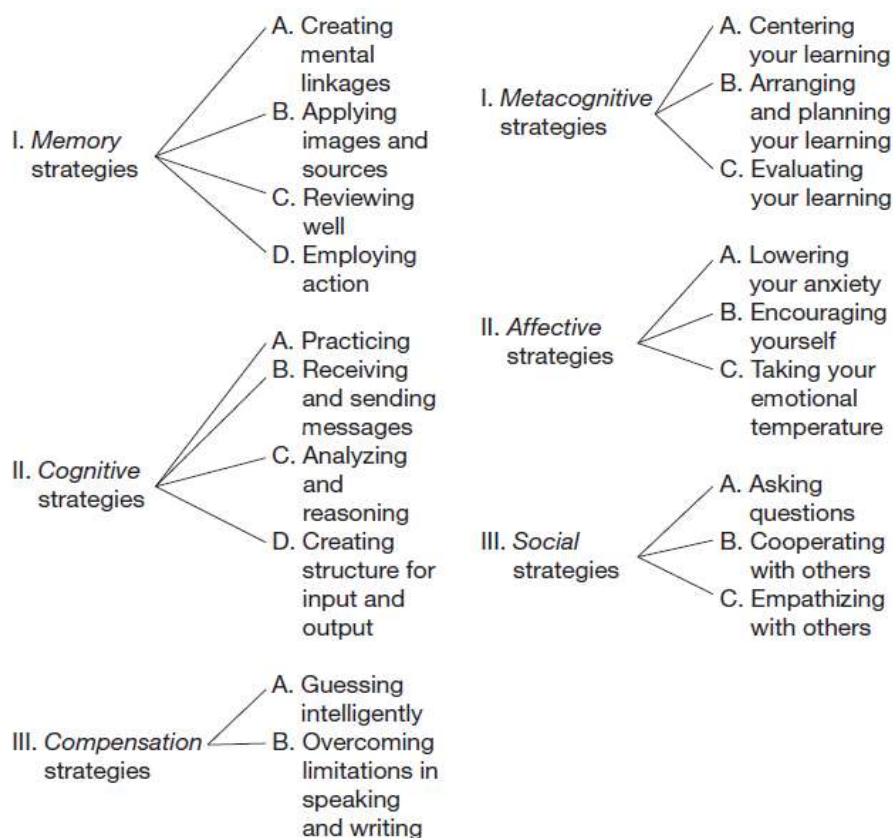
Figure 2.5: Oxford's Strategy System (Cited In Kumaravadivelu, 2003, p. 136)

2.7 Levels of Autonomy

There are several models of autonomy levels, Nunan's (1997) as cited in Hadi (2012)involves a model of five levels of autonomy in the learner action: awareness, involvement, intervention, creation and transcendence; At the awareness level learners would be made aware of the pedagogical goals and content of the materials. At the involvement and intervention level, learners would make links between the content of classroom learning and the world beyond. At the creation level, learners are able to set their own learning goals, they take the initiative role and are responsible for their learning achievements. At the transcendence level, learners can be described as autonomous learners, they can study outside the formal settings effectively, and improve their learning without guidance or help.

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

Level	Leaner	Process	Content
1-	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using	Learners can identify their own preferred learning styles and 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 2.2: Nunan's Model, Levels of Implementation (Nunan ,1997 :195 ; Benson ,2001,p.129)

Finally, Scharle & Szabo's (2000) propose three models involving: raising awareness, changing attitudes, and transferring roles. Raising awareness means that learners are aware about their learning and having the responsibility towards it, changing attitudes refers to making shift from teacher centered to learner centered path while transferring role refers to the change of teachers' role from just supplier of knowledge to different roles .

2.8 Aim of Autonomous Learning

Learner autonomy has been claimed to be the ultimate goal of education for long time (Benson,2001, 2009 ; Waterhouse ,1990) as cited n Knaldre (2015)

The major aim of autonomous leaning is to develop individualized learners able to be independent, critical thinkers, open -minded, socially and democratically conscious beings. In addition, it helps learners to know their rights and develop his / her identity. It is combined with the personal growth and maturation of learners.Kumaravadivelu (2001,p.133) argues that :

'' broad ''view of learner autonomy encompasses the aim of making learners critical thinkers , and that a "narrow " view of learner autonomy simply refers to the aim of learning to learn which provides learners with lifelong learning because the process of language learning is never-ending , and to a large extent foreign language learning takes place outside of classroom''.

The process of language learning is never-ending because it needs work outside the educational context and learning do not just depend on educational setting and teacher knowledge.(ibid)

Benson (2001) learning to learn is not in born capacity but it is acquired through practice. It means that all individuals are able to learn autonomously conditioning to be responsible .However, Learner autonomy is not only individual but also collaborative but it entails some capacity and willingness to act independently.(Dam, 2003,p.1) as cited in (Hadi ,2012)learning does not necessarily imply learning individually, in fact, interaction, negotiation and collaboration are important factors in promoting learner autonomy. The goal is create more autonomous individuals able to cope with the demands of the real world . An essential aim of learner autonomy is "learning to learn" with giving learners the knowledge and experience to learn independently (Knalder,2015).

2.9 Psychological Factors that Affects Autonomous Learning

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

2.9.1 Motivation : according to Gardner (1985) (as cited in Nimat ,2013,p.13) defines motivation as '' The combination of effort, desire to achieve the goal of learning the language, and favorable attitudes toward learning the language" Therefore, students who are autonomous and have high motivation, will experience less language anxiety and tend to learn the second language more effectively. Within motivation there are two types ; The first 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 .

2.9.2 Anxiety; it is associated with feelings of frustration which will affect the process of language learning. According to Macintyre and Gardner (1991) as cited in Nimat, 2013) .Anxiety can be interpreted from three categories: trait anxiety, state anxiety and situation-specific anxiety.

Oxford (1999) as cited in Nimat, 2013)indicated that anxiety damages language learners' achievement "indirectly through worry and self doubt and directly by reducing participation and creating overt avoidance of the language" (p.60).

2.9.3 Self confidence; it is self approval; a positive self image. People who have high self confidence are confident, resourceful, independent and responsible .However, people with low self confidence in themselves avoid taking challenges.

2.10 Stages of Autonomy

Autonomous learning has varied degrees that are tackled by many authors. Autonomy is a matter of agreement between the teacher and the learner with practices inside and outside the classroom (Kumaravadivelu, 2003) as cited in Mailbi (2013).knowing about the different levels of learners is a vital aspect in the process of autonomy .So that the learner passes through three different stages to seek autonomy (Kumaravadivelu , 2003, p.144). The first, the initial stage in which responsibility is upon the teacher to guide and illustrate the aims and practices that are provided. The second, is the intermediary stage in which the learner has the chance to choose from tasks and materials that are provided from the teacher .The third , is the advanced stage in which the learner is normally able to set his/her own goals and tasks without the teachers 'guidance. However, controlling the degree of preparedness is an important part in the autonomous classroom that should be taken into account among learners and teachers. (Mailbi , 2013).

2.11Types of Autonomy

There are three major types that appeared in autonomy which are: emotional autonomy, behavioral, value autonomy and cognitive autonomy

-Emotional autonomy : Russell and Bakken (2002) (as cited in Mailbi,2013) claimed that it is related to the individual's level of self control that affects social environment and it involves their feelings and emotions expressed in their relationship with other people (Ibid).

-Behavioral autonomy; according to(ibid) behavioral autonomy refers to the capacity of making and achieving individual choices in relation to certain behaviors.

-Value autonomy; it 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.

To conclude, promoting autonomy in foreign language learning process should be linked to the integration of technology to have an ongoing process of learning and hae more self-directed learners .

Conclusion

Autonomous learning is an essential subject that should be enhanced in our educational system among students and teachers to support the individualized learning outside of the classroom. So teachers should, in one hand, take into account that learners are different in their learning styles and strategies, and in other hand, they should have an idea about the principles and aims of the autonomous learning. Though it is not easy to be autonomous learner, it should be encouraged to be self directed by teachers .

Field work and Data analysis

Chapter Three : Field Work and Data Analysis

Introduction

This chapter is devoted to the field work and the analysis of the collected data. It aims at collecting data concerning students' awareness about autonomy and how it can be promoted through the use of blended learning approach , to shed light on its significance in learning process as well to the higher educational system. It also investigates their opinions about it .Moreover, this chapter investigates teachers 'opinions about the role of blended learning to promote learning autonomy in EFL classes. Throughout this chapter, we will try to analyze the data that have been collected from both teachers and students' questionnaire, taking into account our research questions and ascertain hypothesis towards using blended learning to promote autonomous learning.

3. Research Design and Methodology

3.1 Choice of the Method

The method that has been used in the research is the descriptive method because it suits the researcher in his work . Opinions that will gained in the research will play an important dimension in the future studies of the higher educational system. Moreover , this research provides a great help in proving the effectiveness of blended learning in promoting learning autonomy in EFL classes .In addition , it aims to support the enhancement of autonomous learning as an essential value and make it as a central goal for learners to be followed .

3.2. Sample of the Study: In our field work, we have worked with a limited sample since it is impossible to undertake the whole of population because of time constraints. So that we select forty (40) student of first year at the department of English that have been randomly chosen.

Choosing first year students represents the basic level in the higher education and students are new learners so if they start learning in autonomy , they will be self directed and responsible learners in the future , on the other hand , to collect data from teachers , we have selected eight (9) teachers of first year students that are chosen . However, two (2) from them do not render back the questionnaire because of time limitation .

3.3 Data Gathering Tools

The main purpose of data gathering tools is based on the aim of the research. First, the research aims at describing, identifying and understanding the concept of blended learning in the higher educational system in relation to autonomy and how it affects students' achievements. On the basis, we have used two gathering tools which are the questionnaire, given to both teachers and students to investigate their opinions towards the role of blended learning in promoting autonomous learning in EFL classes .

3.3.1 Students 'Questionnaire

3.3.1.1Aim of the Questionnaire

We have designed a questionnaire for first year students of English to collect data from their background knowledge about the concept of blended learning and their opinions about it also it helps to collect data within short time.

3.3.1.2 Description of the Questionnaire: Students' questionnaire has been given to forty (40) first year students, and questions are explained to students whenever necessary. Each section has been designed as the following :

Section One consists of five questions that aim at gathering personal information about the student; gender, age, if they have other responsibilities, students' satisfaction about their level and their opinions about the learning experience.

Section Two includes information about the role of blended learning in EFL classes, their classroom instruction, their participation and their allocated time in the classroom if it is enough or not.

Section Three is devoted for promoting the autonomous learning in EFL classes, students' dependence on their teacher , teacher roles, teachers opinions about their students autonomy and suggestions for fostering autonomy.

3.3.1.3 Analysis of Students 'Questionnaire.

<u>**Item one**</u> :**Students' gender**

Gender	Male	Female
N	7	33
%	17	83

Table 3.3: Students' gender
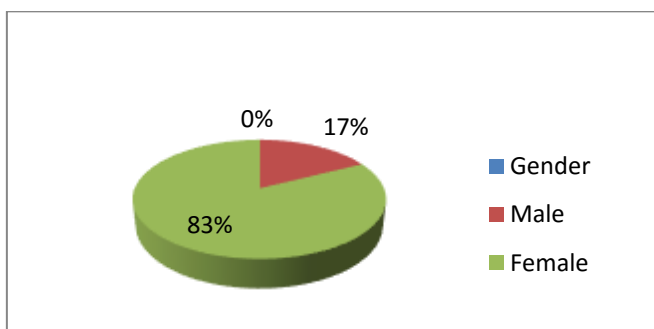
Graph 3. 5: Students' gender

From the table above, we have observed that there is a big difference between the number of males (17%) and females (83%). That indicates that the number of girls in the university level is higher than the number of girls because girls tend more to study foreign languages in comparison with boys. In addition, they are ready to answer than boys.

Item two : Students' age

Students	Between18-19 years	Between 20-22 years	22 years old
N	20	10	10
%	50	25	25

Table 3.4: Students' age
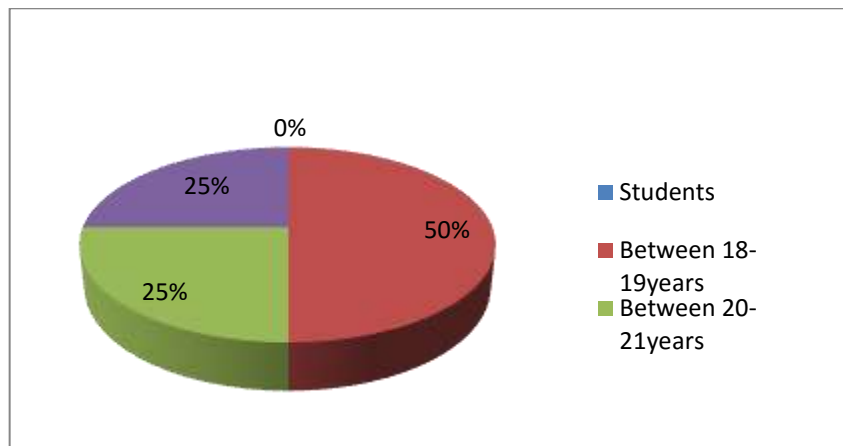
Graph 3. 9: Students' age

From the table we noticed that (50%) of students aged between 18and 19 take the first level and (25%) of students between the age of 20-21 / and 22 years old take the same portion which is (25 %). That indicates the students' are still young which means that we should start raising their awareness to self directed learning is very important.

Item three: **Students' additional responsibilities**.

Students 'responsibilities	Work	Married	Just learning.
N	17	3	30
%	17	8	75

Table 3.5: Additional students' responsibilities
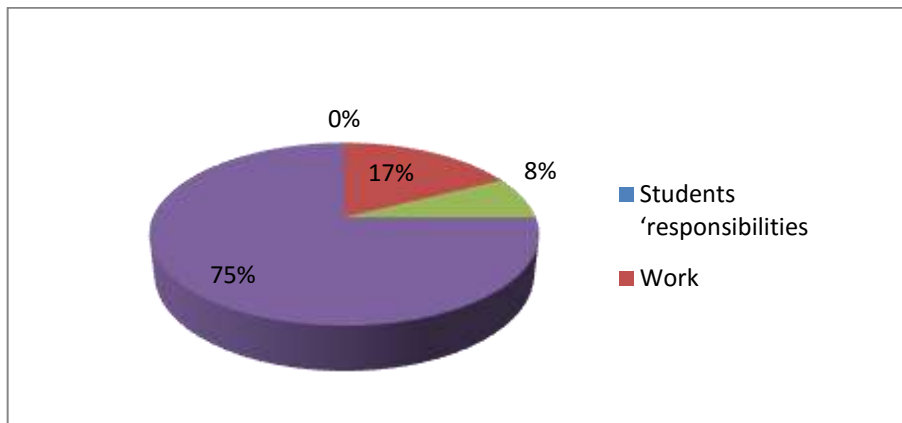
Graph 3.10: Additional students' responsibilities

The results show that (75%) of our students have just learning which means that they do not have any additional works or responsibilities in addition to their learning whereas (17%) they do have work after their learning classes and (8%) they are married (girls) which means that they should study and take care about their private family and house .So that entails attending all sessions is something tiresome for them .

<u>Item four</u>: **Students' satisfaction with their level** .

Students 'satisfaction	Yes	No	Do not know
N	13	15	12
%	32	38	30

Table 3.6: Students 'satisfaction with their level
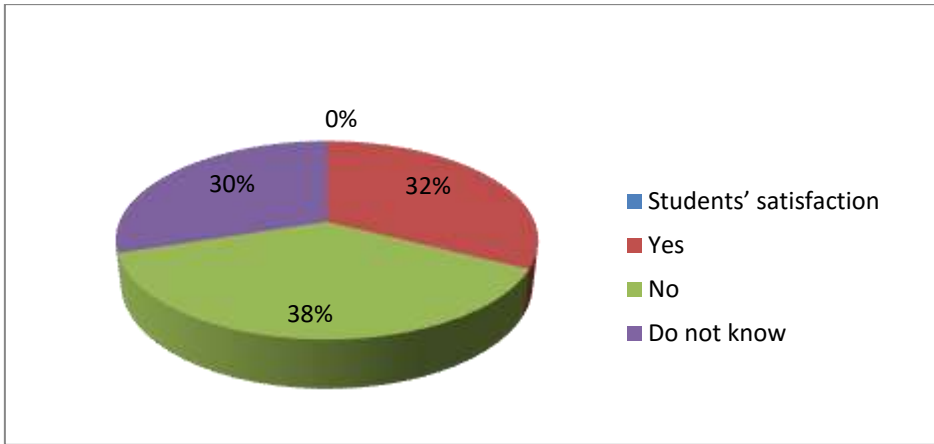
Graph 3. 11: Students 'satisfaction with their level

The results above show that most of students (38%) are not satisfied with their level while (32 %) of students are satisfied with their level, but (30%) they do not know if they are satisfied about their level or not .That means our students are not aware about their level .

Item five: **Students' opinions about learning experience.**

Students'opinion	pleasant	Stressful
N	19	21
%	47	53

Table 3.7: Students 'opinions about learning experience.
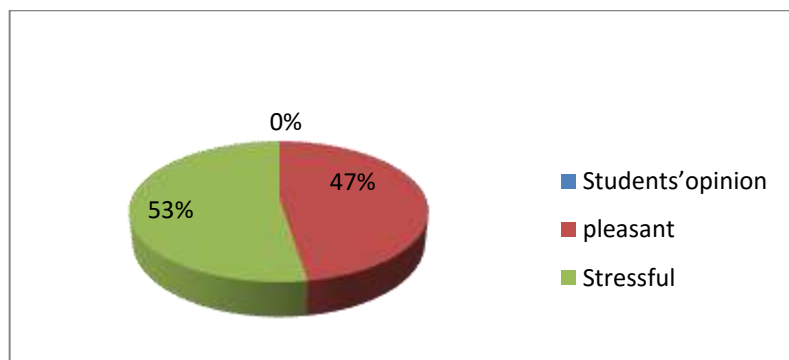
Graph 3.12: Students 'opinions about learning experience**.**

we noticed that most of students (53%) face stressful learning process in their English language learning while the rest of (47%) face pleasant learning experience .That indicates the way of English teaching should be improved to have successful degrees.

Item six :**Frequency of speaking English outside of classroom**

Answers	Always	often	Sometimes	Never
N	1	6	31	2
%	2	15	78	5

Table 3.8: Frequency of speaking English outside of classroom**.**
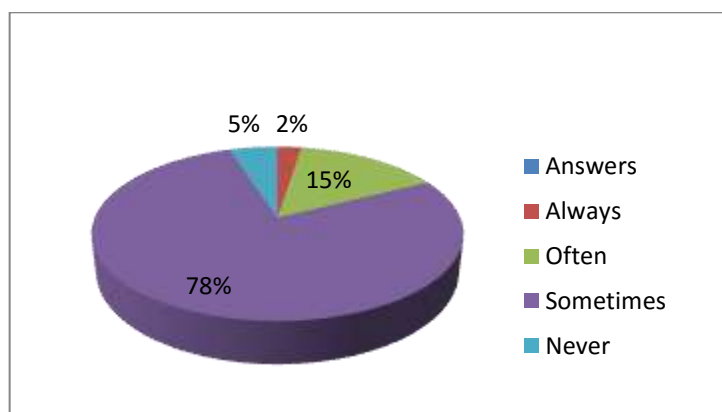
Graph 3.13: Frequency of speaking English outside of classroom.

The figure above shows that the majority of students (78%) do sometimes speak English outside of classroom; whereas (15%) often do . However , we find that only(5 %) do not speak it. and only (2%) always speak English outside of class . That means our students do not practice well their English language speaking skill .

Item seven :**Students' frequency of participation in class .**

Options	Always	Often	Sometimes	Never
N	1	6	31	2
%	2	15	8	5

Table 3.9: Students' frequency about participation in class
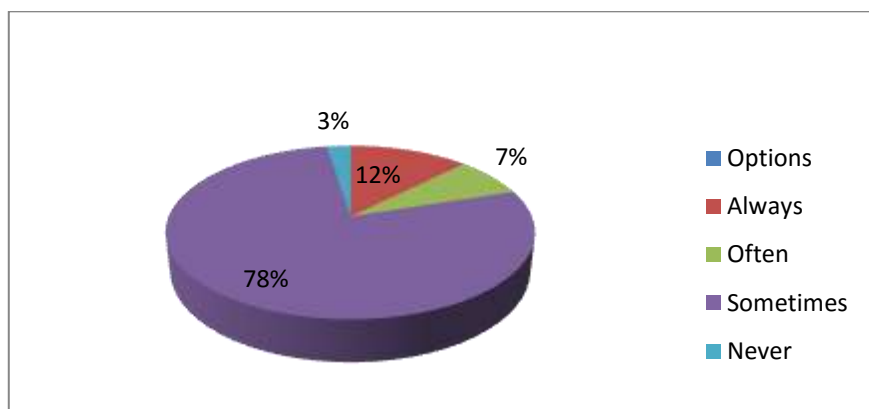
Graph 3. 14: Students' frequency of participation in class .

The results from the table above show that the majority of students (78%) do sometimes participate in classroom activities while (12%) of them do always, and just (7%) do participate . However, just (3%) among them never participate in class.

Item eight :**Students ' motivation in classroom instruction** .

Options	Motivating	Demotivating
N	16	24
%	40	60

Table 3.10: Students 'motivation in classroom instruction
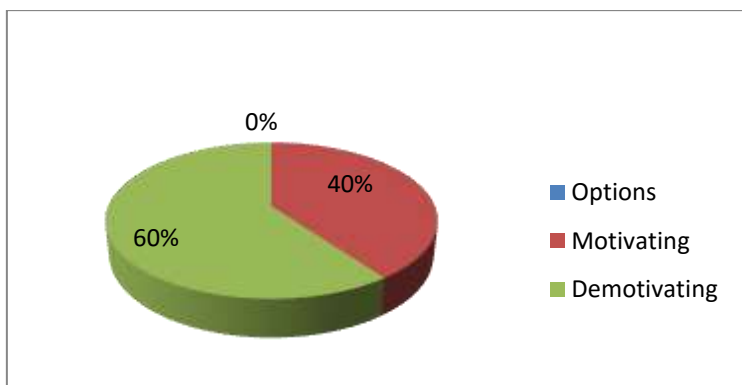
Graph 3.15 :Students ' motivation in classroom instruction

We noticed from the figure above that most of students (40%) are motivated in the classroom instruction because the classroom environment helps them to meet all together with their teacher and classmates where they can ask the teacher to explain the difficulties of a lesson .In addition , they can compete with each other and they claim that the classroom environment obliges them to attend in order to understand while (60 %) are not motivated in their lessons because of the huge number of students per class makes them do not understand well and feel pressure towards classmates to ask for repetition or clarification also they claim since we are obliged to attend the whole days sessions in something boring and there is no competition between students .

Item nine :**Students' support to the classical classroom instructions (face to face)**

Answers	Yes	No
N	16	24
%	40	60

Table 3.11: Students' support to the classical classroom instructions (face to face)
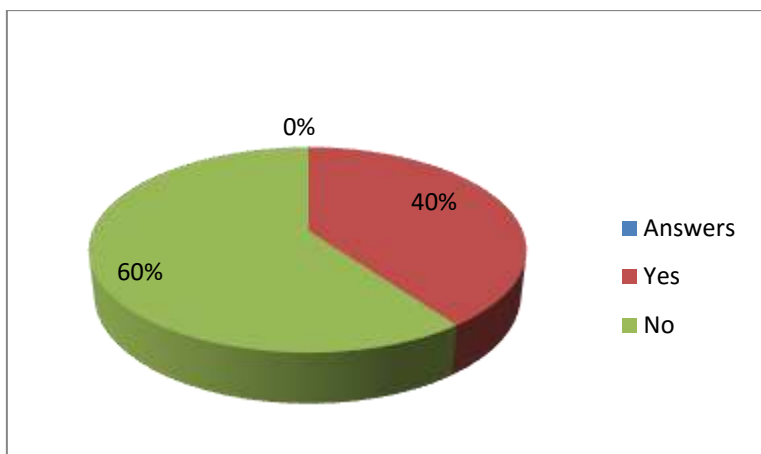
Graph 3.16 : Students' support to the classical classroom instructions (face to face)

Due to the observation of the figure we observe that most of our students (60 %) do not support the classical classroom (F2F) because it obliges them to attend and they claim that it is limited in time and place which makes it boring environment especially for those who live in far places while (40%) of our students welcome and support the classical classroom instruction because there is group discussion in the classroom and they claim that it obliges them to work hard since they are in face to face with the teacher and discuss the ideas of the lesson with the teacher.

Item ten: **Students 'evaluation about the use of online learning in higher education** .

Options	Useful	Useless	No answer
N	28	7	5
%	70	17	13

Table 3. 12 : Students 'evaluation about the use of online learning in higher education .
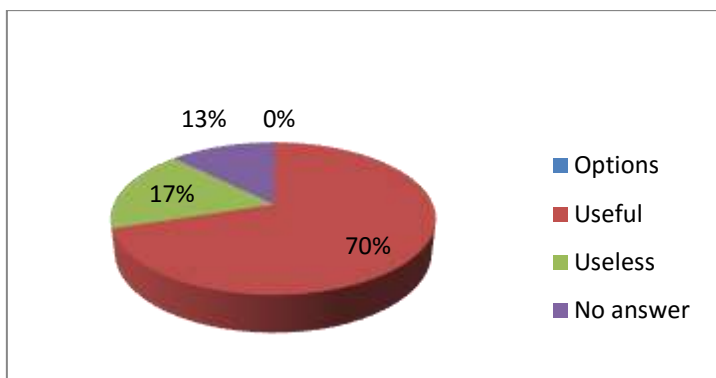
Graph 3.17: Students 'evaluation about the use of online learning in higher education .

From the figure above, we noticed that most of our students (70%) find that the use of online learning in the higher educational system is useful because they claim that with it they can have additional knowledge , it is helpful for their learning path since they can study outside the classroom limits . Moreover, it is motivating and encouraging besides its easiness and rapidness to explain information within a short time and (17%) of them reply that it is useless because of the lack of internet connection, interest just on the technology devices and students do not pay attention to class .Since most of them welcome the idea so we should support our students to study in online environment. However, (13%) do not reply.

Item eleven: The type of technology that is used in language learning .

Options	Facebook	Email	Blog	No tool
N	24	6	5	5
%	60	15	12	13

Table 3.13 :**The type of technology that is used in language learning .**
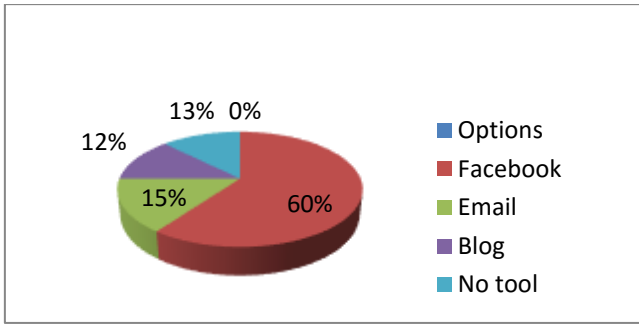
Graph 3.18: The Type of technology that is used in language learning .

(60%) of our students claimed that they use the facebook for their language learning as a helpful tool , (15%) of them they use the email while just small number of them (12%) use the blog but (13%) they use these tool in their language learning process. That indicates the majority of students prefer using the facebook to help them ask for additional clarification from their peers.

<u>**Item twelve**</u>**: The frequency of using technology tools in their learning process**

Answers	Always	Often	Sometimes	Never
N	9	5	21	5
%	22	12	53	13

Table 3.14 : The frequency of using technology tools in the learning process
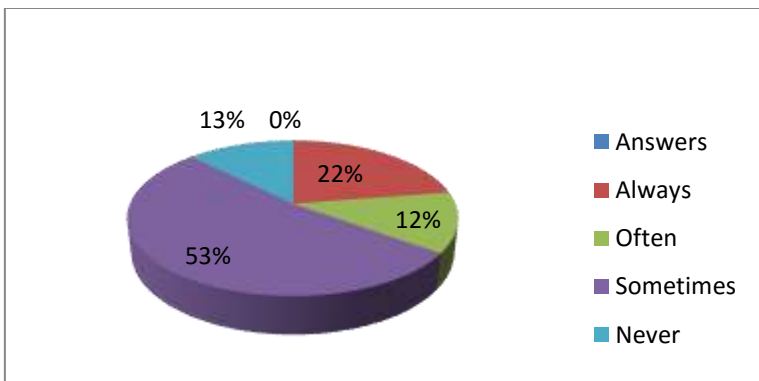
Graph, 3.19: The frequency of using technology tools in the learning process

49

From the table , we found that (22%) of students always use the technology tools in their language learning while (53%) do sometimes use this tools and (13%) they often use this tools but just (13%) they never use these tools in their language learning process .

Item thirteen: **Reasons for using technology in learning process**.

Answers	For learning	For enjoyment	Both	Just for passing time
N	8	0	31	1
%	20	0	77	3

Table 3.15: Reasons for using technology in learning process
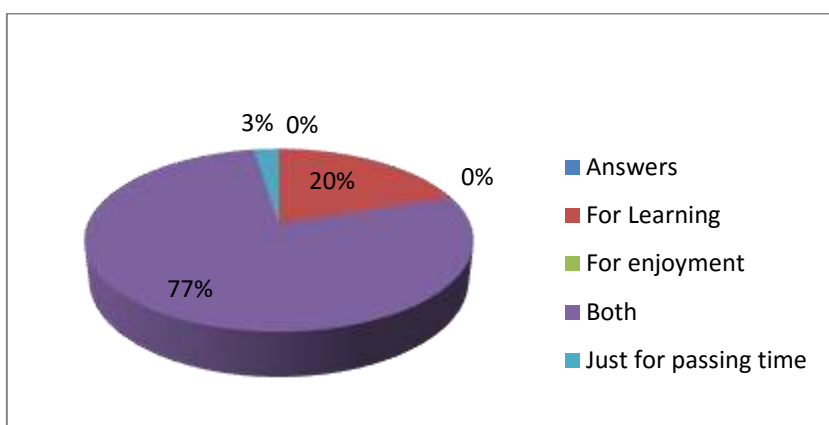
Graph 3.20: Reasons for using technology in learning process.

From the results, we found that most of our students (77%) are using technology tools for both learning and enjoyment and just (20%) they use it just for learning .However, just (3%) claim that they use it for passing time.

Item fourteen :**The time allocated to classroom instruction**

Answers	Yes	No
N	13	27
%	32	68

Table 3.16: The time allocated to classroom instruction
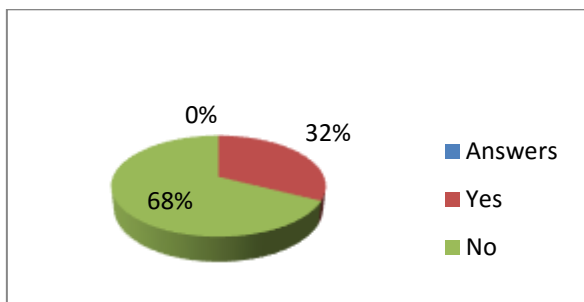
Graph 3.21 : The time allocated to classroom instruction

From the results, we found that(32%) of our students do not find the time allocated to classroom learning is t enough because they can show their language and skills ,helps to show their abilities and they can communicate with each other.(68%) claim that it is not enough because of time restriction they cannot proof their skills and developing them requires more time . Moreover, learning a specific language needs time especially oral expression skills sessions and the teacher is the only speaker.

Item fifteen :**Students 'opinion about the blended learning approach**

Options	Useful	Useless	No Answers
N	25	8	7
%	62	20	18

Table 3.17:Students 'opinion about the blended learning approach
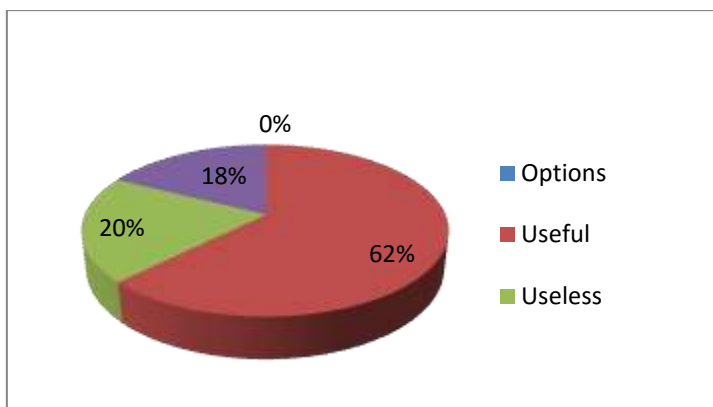
Graph 3.22: Students 'opinion about the blended learning approach

From the results, we found that a big part of our students (62%) do not know about the blended learning approach. (20%) of them see blended learning as useless while the rest (18%) do not answer. That indicate the concept of blended learning is not known among our students.

Item sixteen: **Students opinion about the teacher roles in classroom teaching**

Answers	Supplier of knowledge	Guider	Between supplier and guider	Between facilitator and guider	Others
N	10	14	5	4	7
%	25	35	12	10	18

Table 3.18: Students opinion about the teacher roles in classroom teaching

From the results, we noticed that (35%) of our students see the teachers role as a guide, (25%) see him as a supplier of knowledge ,(18%) claim that the teacher have different role that should be played in the classroom , (12%) of students claim that they play a role of supplier of knowledge and guide while (10%) claim that the teachers role is

facilitator and guide . We notice that almost all the students see it as guide. In which they must be .

Item seventeen: **Students 'dependence on their teacher**

Options	Totally	Partially
N	23	17
%	57	43

Table 3.18 :Students' dependence on their teacher
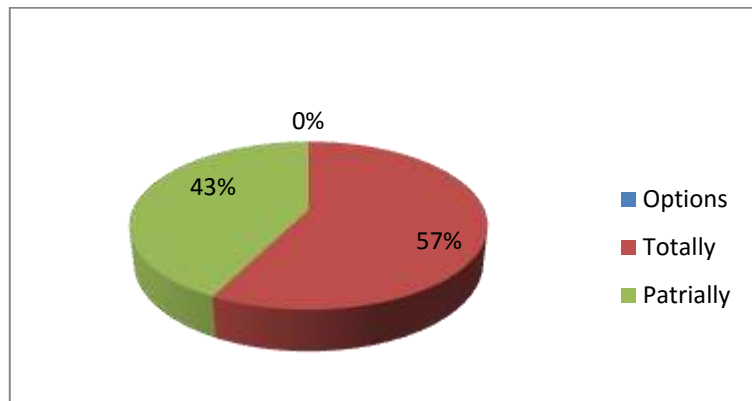
Graph 3.23: Students 'dependence on their teacher

From the results above, we find that (57%) of our students depend totally on their teacher knowledge as the only source of information which is something not good for developing their learning capacities. However, (43%) of them depend on their capacities which leads us to support the dependence on self capacities. That means teacher centeredness should be transformed to learner centeredness.

<u>Item eighteen</u>: **Students preference about their English language learning**

Options	Teacher –learner interaction	Learner-learner interaction	Reading handouts
N	25	9	6
%	62	23	15

Table 3.19: Students preference about their English language learning
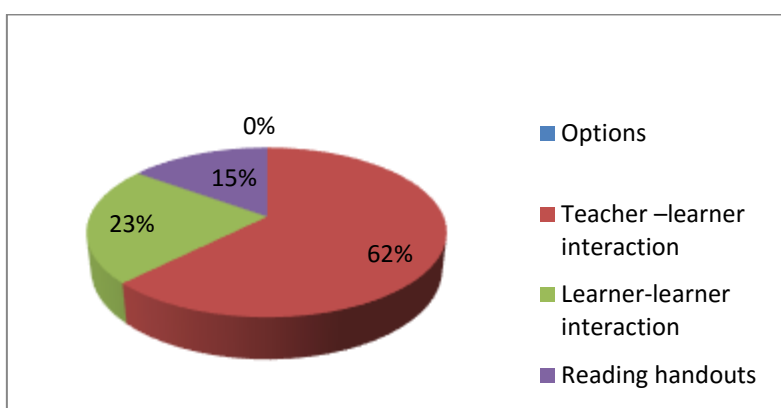
Graph 3.24 : Students preference about their English language learning

(63%) of our students prefer learning English language as teacher-learner interaction which is something not good for them to develop their language skills while (23%) of them prefer learner –learner interaction with is helpful for their language learning path but (15%) of the students prefer learning by reading handouts.

<u>Item nineteen</u>: **Students ' opinion about autonomous learning .**

Answers	Yes	No	Do not know
N	16	4	20
%	40	10	50

Table 3.20: Students ' opinion about autonomous learning
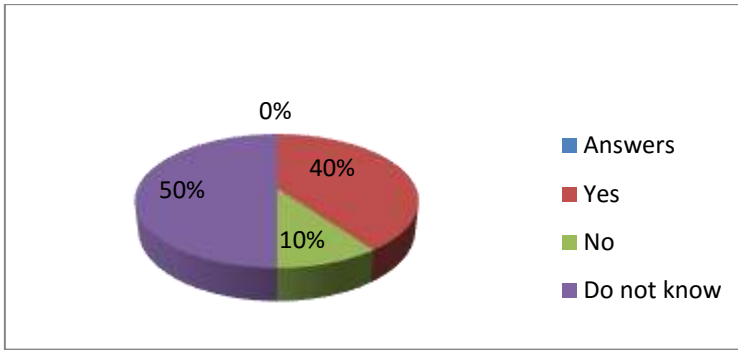
Graph 3.25 : Students ' opinion about autonomous learning

From the table above , we find that (50%) of students do not know if they agree with the idea of autonomy in language learning . (40%) of them said yes for autonomy and be independent in their learning just be guided by their teacher while (10%) said not agee with the idea and prefer teacher-centeredness.

Item twenty: **Students 'perceptions about themselves as autonomous learners** .

Answers	yes	no	Do not know
N	11	7	22
%	27	18	55

Table 3.21: Students ' perceptions about themselves as autonomous learners
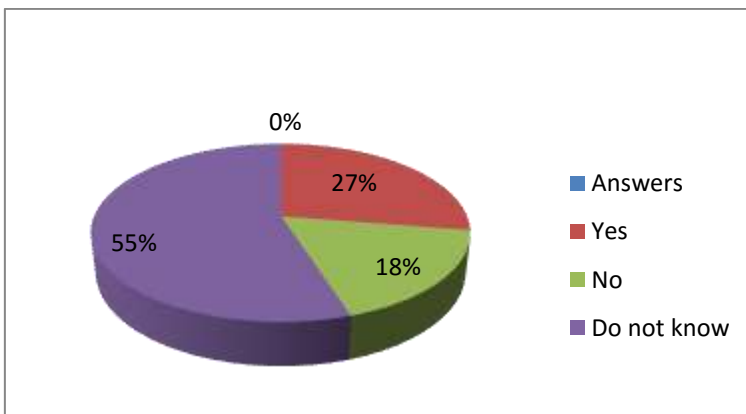
Graph 3.26: Students ' perceptions about themselves as autonomous learners

From the results, we notice that (55%) of students do not know if they are autonomous in their learning process which indicate their awareness is limited about the word autonomy while (27%) think that they independent in their learning and (18%) state that they are not autonomous .The result prove that our students are not aware about autonomy and independent learning .

3.2.2 Teachers ' Questionnaire

3.2.2.1.Aim of the Questionnaire

The teachers 'questionnaire is designed to seek about their awarness about the blended learning concept and its relation with autonomy in language teaching and learning. Moreover , we aim to investigate its importance in language teaching and learning and to promote the autonomous learning because the teacher play an important role in enhencing this autonomy and play the role of a guide instead of just a supplier or transmitter of knowledge in which learners can learn outside the classroom and be responsible about their own learning.

3.2.2.2Description of the Teachers' Questionnaire

The questionnaire was distributed to nine (9) teachers of first year at Mohamed khider University that have been chosen randomly .However, two among them do not answer. It includes three sections :

Section One : consists of four questions aiming at gathering personal information about teachers concerning their gender, qualification , teaching experience in teaching English and if they have other responsibilities besides their teaching work .

Section Two : consists of twelve question about the role of blended learning, teachers 'opinion about the traditional classroom instruction, the time allocated to classroom

teaching, the classes they teach per semester and number of their students per class , the materials they use and their understanding about the notion of blended learning.

Section Three : consists of seven questions about promoting autonomous learning, perceptions about students level, and students' dependence on the teacher, the psychological factors that affect the students' achievements inside and outside the classroom and how can we foster autonomy in EFL classes .

3.2.2.3 Analyses of the Teachers' Questionnaire.

<u>**Item one**</u> **:Teachers' gender**

Gender	Male	Female
N	4	3
%	57	42

Table 3.23: Teachers' gender
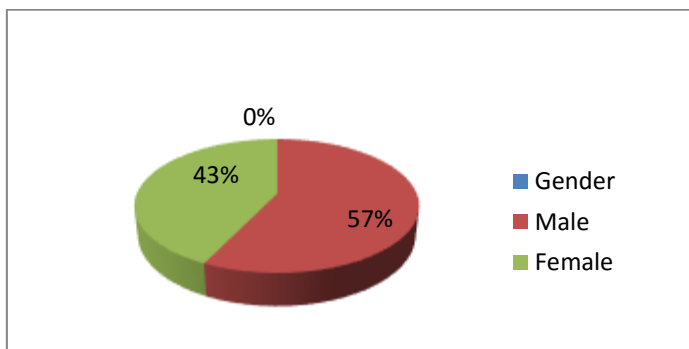
Graph 3.27 : Teachers' gender

From the result, we found (57%) of teachers are males and (43%) are females which indicate that the number of males teacher is higher than the number of females and they are ready to answer the questionnaire.

<u>Item two</u> : Teachers' qualification

Qualification	Ph D	Magister	Master
N	3	3	1
%	43	43	14

Table 3.24 : Teachers' qualification
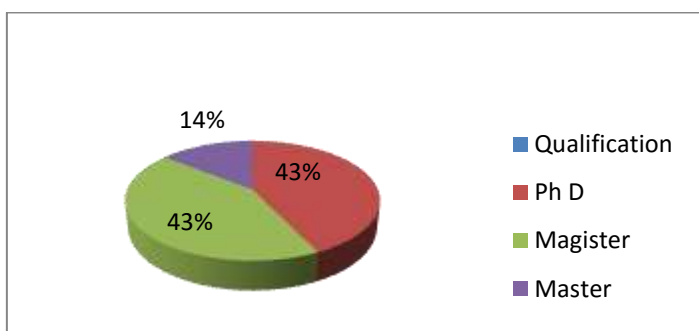
Graph 3.28: Teachers' qualification

From the figure above, we noticed that most of teachers have a magister and master degree (86 %) while just (14%) of them have a master degree. That indicates that most of them have high level.

<u>Item three</u> : Years of teaching experience

Teaching experience	Less than 10 years	More than 10 years
N	3	4
%	43	57

Table 3.25 : Years of teaching experience
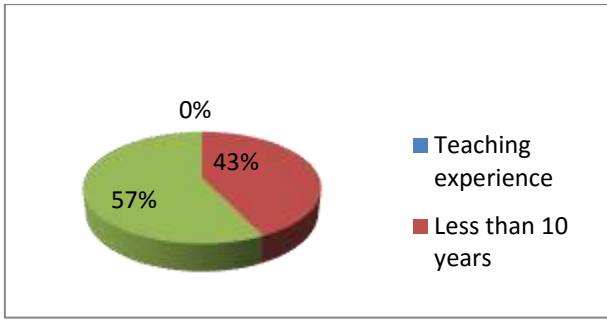
Graph 3.29: Years of teaching experience

The results in the figure above show that most of teachers have more than 10 years of experience in English language teaching whereas (43%) have an experience less than 10 years which may indicate that they are experts in their career especially those who have more than 25 years experience .

Item four : Teachers' additional responsibilities .

Answers	Yes	No
N	1	6
%	14	86

Table 3.26 : Teachers' additional responsibilities .
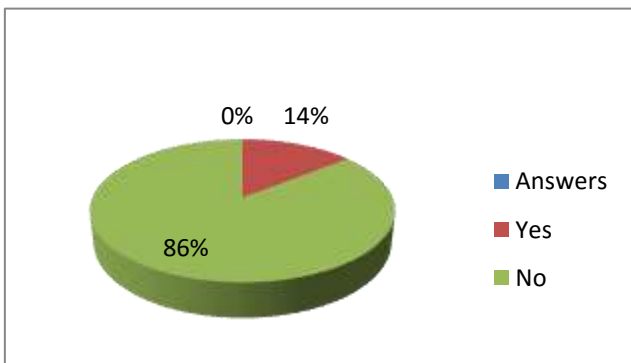
Graph 3.30: Teachers' additional responsibilities**.**

The results that have obtained show that (86%) of teachers do not have other responsibilities besides their teaching process while (14%)   they do have other responsibilities plus to their teaching process. That indicate most of teachers are just limited to teaching process.

Item five : Opinions about the traditional classroom teaching.

Opinion	Motivating	Demotivating
N	1	6
%	14	86

Table 3.27: Opinions about the traditional classroom teaching
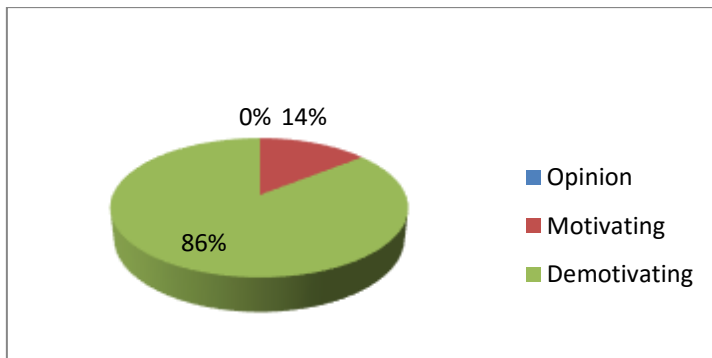
Graph 3.32 : Opinions about the traditional classroom teaching

From the table above , we noticed that almost all the teacher (86%) find that the traditional classical classroom is demotivating and just (14%) of them find it is motivating . That indicate that they should introduce different methods and activities to motivate their learners .

Item six : The time allocated to classroom teaching

Opinions	Yes	No
N	1	6
%	14	86

Table 3.28: The time allocated to classroom teaching
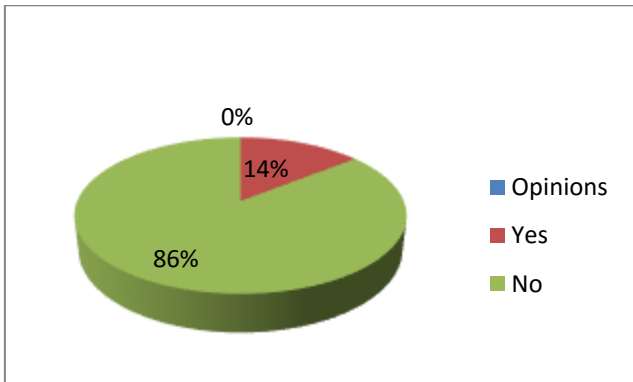
Graph 3.32: The time allocated to classroom teaching

The results obtained show that (86 %) of teachers find that the time allocated to classroom teaching is not enough for their learners and (14%) find it enough. The results indicate that teachers need more time for their learners and to proof their capacities.

Item seven : The number of classes that are taught per semester

Answers	2 classes	4 classes	6 classes
N	2	4	1
%	29	57	14

Table 3.29 The number of classes that are taught per semester
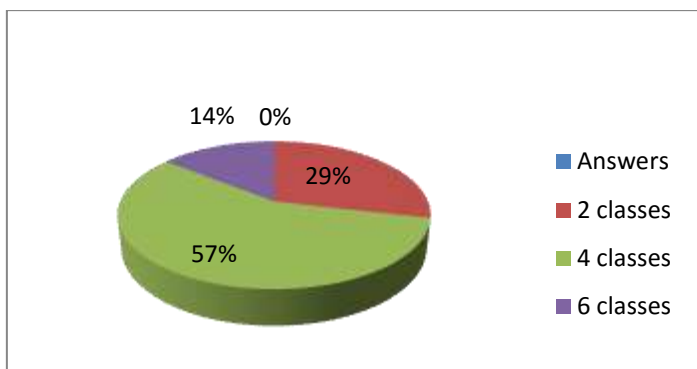
Graph 3.33 : The number of classes that are taught per semester

From the results , we found that (14%) of teachers teach six classes per semester which indicate that they are charged in their work whereas (57%) of them teach four classes and (29%) teach two classes or two sections per semester . The findings show that most of them are charged in their work .

Item seven: The average number of students that are taught per class .

The teacher answered that most of them have more than Thirty student per class which indicate that they have overcrowded number of students and as a result varied levels of students.

Item eight. The modules that are taught

The answers gathered from teachers questionnaire show that they teach different modules such as written, grammar and oral expression (the language skills) and other modules as ; applied linguistics , discourse analysis , pragmatics , study skills , British and American literature . That means they are busy professionals which require more time and efforts .

Item nine : The materials and sources that are used in class

Teachers answers are summarized as follow :

They claim that they use different materials in their teaching process such as authentic texts, audio-listening records, visuals aids, handouts, pictures, videos, blackboard, magazines, articles and whenever possible ICTs. Even if they vary their materials, they are required need to use more technology in their career .

Item ten: The other resources that are available but have not the chance to use

Answers	Yes	No
N	5	2
%	71	29

Table 3.30: The other resources that are available but have not the chance to use
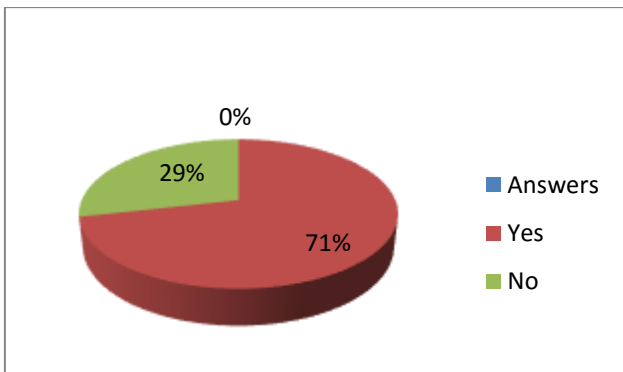
Graph 3.34 : The other resources that are available but have not the chance to use

The figure shows that most of teachers (71 %) claim that there are other resources that are available but they have not the chance to use them in their class as the data show, computers and websites via wifi whereas (29%) said they do not have other resources.

Item eleven : The use of computer lab with students.

Answers	Yes	No
N	00	7
%	00	100

Table 3.31 :The use of computer lab with students.
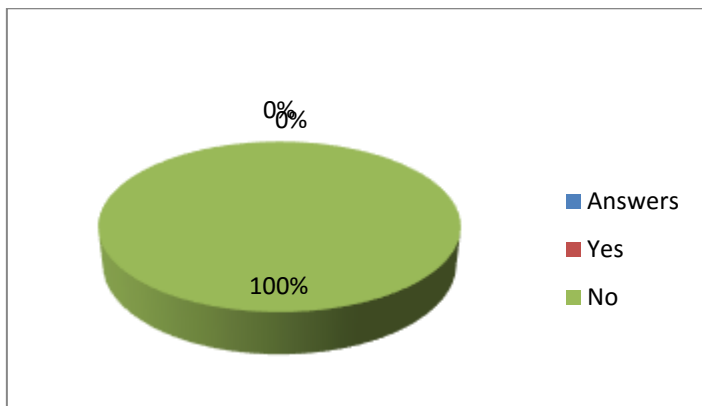
Graph 3.35: The use of computer lab with students.

From the figure above, we noticed that all the teachers (100%) do not use the computer lab with their students . The results obtained indicate that teachers do not follow their students outside of classroom limitation.

Item twelve:There is no answers since teachers do not use the computer lab with their students.

Item thirteen :**The challenges and difficulties that teachers face when they teach.**

The teachers claimed that:

-They have many overcrowded classes and lack of motivation ; activities that are able to motivate all learners .

-Difficulties to deal with different learning styles and levels in one class.

-The absence of modern means (ICTs) .

Item fourteen: The solutions that teachers can change to promote the quality of teaching.

Teachers may ascertain certains changes that are as follow:

-Speaking and delivering lectures with less efforts.

-Assigning motivating activities and providing more materials.

-Reduction of students 'number per class and use more technology.

-Using varied methods for delivering information

-Changing the traditional way of teaching by using means of technology when transmitting knowledge.

Item fifteen : Cheching teachers use of blended learning.

Answers	Yes	No
N	1	6
%	14	86

Table 3.32: Cheching teachers use of blended learning **.**
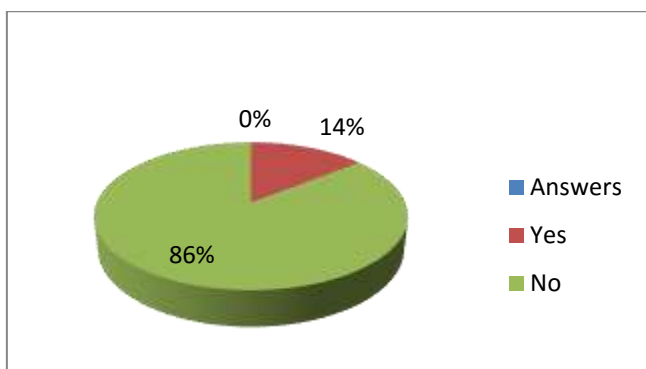
Graph 3.37: Cheching teachers use of blended learning .

From the figure above, we found that almost all the teachers (86%) do not use or know about the term blended learning whereas just (14%) know about it as conception to diversify and be eclectic.

Techers claim that they do not use blended learning because they do not know about it as well they do not have the opportunity to use it with their classes. However, one of them claim that he knows about it but he do not feel comfortable with using technology. Other said that the local situation (conditions) makes it nearly impossible to use blended learning

Item sixteen :**Teachers 'evaluation of their students level** .

Opinion	Good	Average	Bad
N	1	2	4
%	14	29	57

Table 3.33: Teachers 'evaluation of their students level
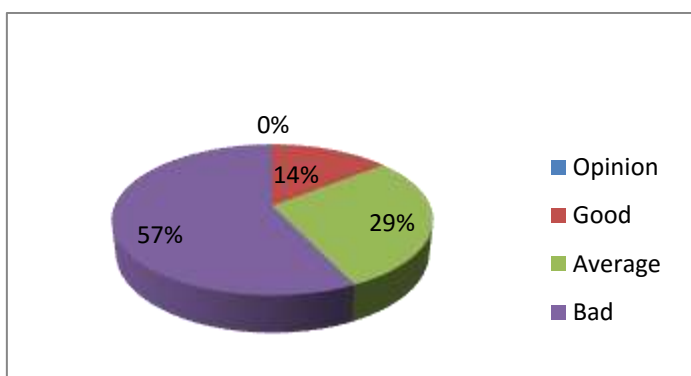
Graph 3.38: Teachers 'evaluation of their students level

From the results, we found (57%) of teachers find the level of their students is bad which indicates that it must be improved to have good or appreciated results and

achievements .(29%) of them evaluate it as average . However, just (14%) see that their students level is good .

Item seventeen: Teachers role in the classroom.

The teachers role in classroom is summarized as follows : he is planner, guide , information –provider (transmitter of knowledge) ,motivator ,feedback provider and decision –maker. In addition , they claim that it depends on the methods of teaching and the teacher experience .

According to the answers of teachers we found that the teachers role is not only a supplier of knowledge but also he has varied roles that the teacher should play in the classroom.

Item eighteen : Teachers familiarity with the concept of autonomy in language learning .

Answers	Yes	No
N	6	1
%	86	14

 Table 3.34: Teachers familiarity with the concept of autonomy in language learning .
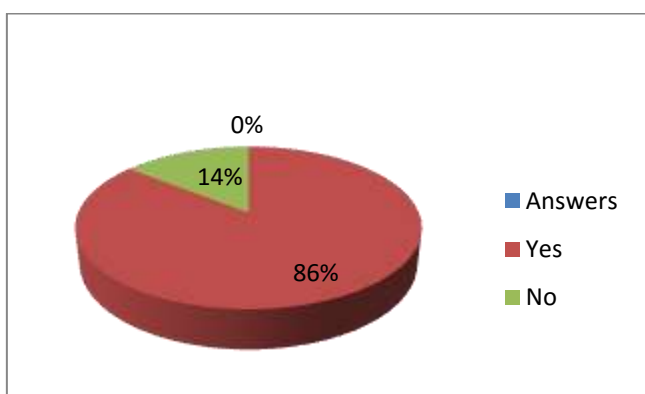
graph 3.39: Teachers familiarity with the concept of autonomy in language learning .

The results from the figure proved that (86%) of teacher are familiar with autonomy in language teaching while (14%) of them do not. They explained it as summarized as follow

-Being responsible about own learning and be self directed.

-Giving the students the freedom to take themselves in charge of their pedagogical operation in which learners are responsible on the learning process , they control ,take charge of their learning , practice , skill development .

The results indicate even if teachers are familiar with it but their classrooms are teacher-centeredness. Which means teachers should enhance autonomy in their classes

Item nineteen : Students' dependence on their teachers.

Answers	Totally	Partialy
N	5	2
%	71	29

Table 3.35 : Students 'dependence on their teachers.
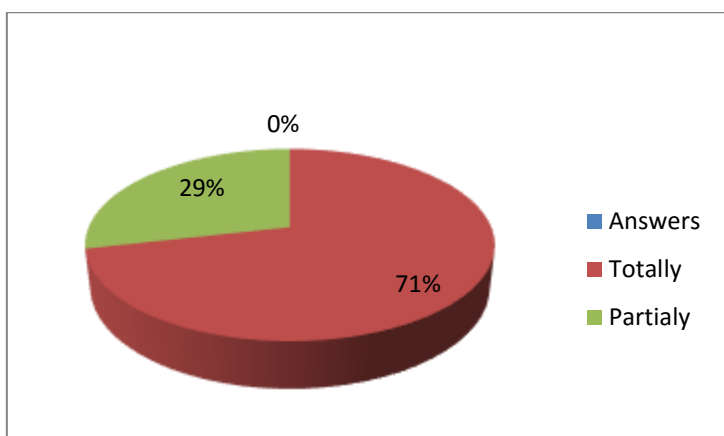
Graph 3.40: Students dependence on their teachers.

From the results, we found that teachers claim that their students dependence on them is (71%) which indicate that they do not depend on themselves ; teacher –centred learners while (29%) of students depend on their capacities.

Item twenty : Teachers views of their students as autonomous learners.

Options	Yes	No
N	0	7
%	00	100

Table 3.36: Teachers views of their students as autonomous learners.
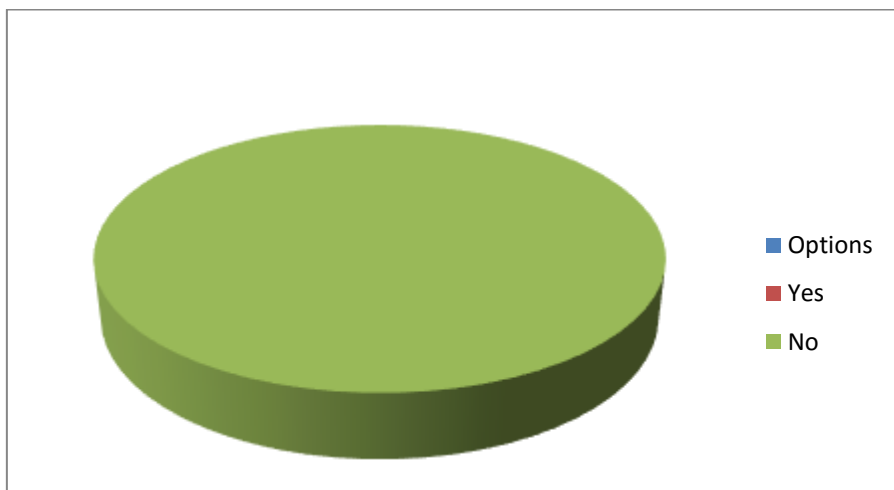
Graph 3.40 : Teachers views of their students as autonomous learners.

From the results , we noticed that (100%) of teachers see their students as non – autonomous (dependent) which means that all teachers are not dependent in their teaching process with the students .They state that students do not take initiation as well they do not achieve field work or outdoor research .

-They do not check the information presented in class or practice what they have learn ; do activities alone outside the class .

-They do not work individually and just depend on teachers activities.

-They are all spoon-feed by the teachers and depend on just depend on teachers knowledge

<u>Item twenty-one</u> : The psychological factors that affect learning achievements inside and outside the classroom .

Answers	Motivation+anxiety+self-confidence	Motivation +self confidence	Motivation
N	4	1	2
%	57	14	29

 Table 3.37: The psychological factors that affect learning achievments inside and outside the classroom **.**
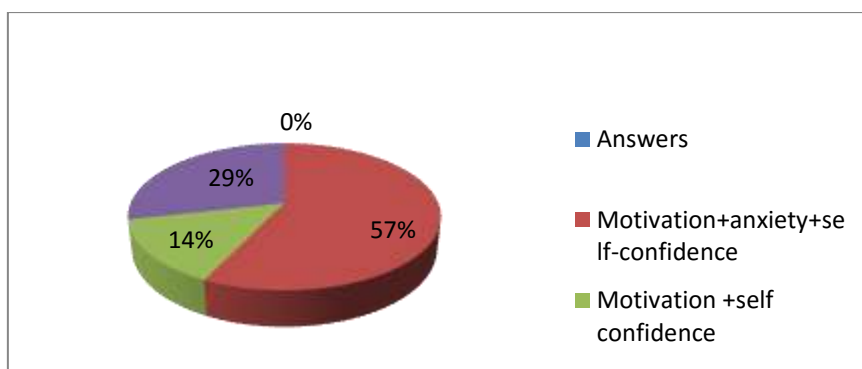
Graph 3.41 : The psychological factors that affect learning achievments inside and outside the classroom .

We noticed from the figure above that (57%) of teachers find that most of their students are affected by the psychological factors of motivation, anxiety and self-confidence. (29%) of teachers refer their students problems to motivation while (14%) claim that they are affected by motivation and self –confidence .That indicate these factors may hinder the process of language, so teachers must find solutions to help their learners

to reduce from the factor of anxiety and self-confidence as well to higher their motivation. One from the teachers state that the social factors do not anymore value the learning process.

Item twenty-two: Suggestions to foster autonomy .

Teachers suggest that to foster autonomy, they should :

-Enhance more technology and encourage self directed –learning.

-Higher students motivation and practice of ICT means.

-Application of modern teaching methods and to reshaping everything.

-Careful selection of activities that would push learners to become autonomous.

-The obligation of raising students awarness.

4.Limitation of the Study

Since the time constraint, we do not take the questionnaire on the whole population of the sample as well not all the teachers respond because they are busy and time is restricted. In addition , the lack of books which leads to the use of journals and articles .To conclude , because the students do not know about the blended learning term , they do not interact in the experiment ; the facebook group and page . In the other hand , they like them.

Conclusion

After analyzing both students' and teachers' questionnaire, we gathered their views on their attitudes on the role of blended learning to promote autonomy. Moreover , these views allowed us to make a summary about the opinions of both students and teachers of first year LMD students in Mohamed Khider University. We have noticed from both

questionnaires, almost all the students and teachers do not prefer the traditional classroom and find it demotivating as well they do not know about the concept of blended learning. However, they welcome the idea of using it the higher educational system.

Another fact , students are not autonomous in their learning and the classrooms are more teacher-centred .As a result , most of students prefer the use of online learning to have more successful results and more opportunities for learning . In addition, the teacher refer students problems to the psychological factors that affect the learning process inside and outside the classroom such as motivation, anxiety and self-confidence.

General conclusion

The research subject is centred on the blended learning approach in relation to autonomy in language learning and teaching. It has proved that our students are not autonomous in their language learning which is understood from both teachers and students ' questionnaire and that indicate the learner- centeredness is not enhanced in our classes of foreign languages because students depend totally on their teacher as the sole source of knowledge or just as supplier of knowledge. So that the introduction of new methods to promote this quality as the blended learning approach is very required .Furthermore, we have found that our students are not motivated in the classical classroom instruction especially the lack of the self-motivation in which it represents one factor among many affective factors that may hinder the process of learning .

To examine the variables and their Relationship with each other , we have conducted a descriptive research using the questionnaire as research tool . It was administrated to first year students and teachers at Biskra Mohamed Khider University. Based on the results obtained from the questionnaire. We have noticed that the majority of first year students are not motivated in their face –to-face classroom because of many factors: the classmate pressure and lack of self –confidence, the constriction of place and time, the obligation of being in the same physical environment and students are passive and the learning process is boring. In addition, students are not autonomous in their language learning because they prefer teacher-learner interaction and reading handouts

Finally , based on our field work , promoting autonomy through the use of the blended learning approach affirm that integrating blended learning in teaching-learning process is good and useful because of its advantages and positive impact on autonomy and language development.

Recommendations

The focus of this study is to investigate teachers and students' attitudes towards the role of blended learning to promote autonomy among EFL classes in higher education. Based on the investigation, it is considered very important to take the following recommendations.

-The higher education institutions should adopt blended learning in their programs in relation to its syllabus .

- Blended learning use should be harmonious in which it requires a balance between in-class sessions and online courses .

-Teachers and students should be responsible towards the use of blended learning in order to be successful .

- Independent learning should be increased to promote learner –centeredness.

-Blended learning should be enhanced to promote autonomy in foreign language classrooms.

References

Al Asmari, A. (2013). Practices and Prospects of Learner Autonomy: Teachers' Perceptions. *English Language Teaching*, *6*(3). doi:10.5539/elt.v6n3p1

Allen,B. (2007). Blended Learning: Tools for Teaching and Training. Facet Pub.

Azizan ,F (2010). Blended Learning in Higher Education Institution in Malaysia. *Proceeding of Regional Conference on Knowledge Integration in ICT 2010.*

Banditvilai, C. (n.d.). Enhancing Students' Language Skills through Blended Learning. *English Department, Faculty of Liberal Arts and Sciences , Kasetsart University, Thailan.*

Barillaro,F.(2011). Teacher Perspectives of Learner Autonomy in Language Learning MA dissertation. TESOL Center. Sheffield Hallam University

Benson, P. (2001). Teaching and Researching Autonomy in Language Learning. Harlow, England: Longman.

Dorney, Z. (2001). Motivational Strategies in the Language Classroom.Cambridge: Cambridge University Press.

Dziuban C., Hartman J. & Moskal P. (2004)"Blended Learning" *EDUCAUSE*, vol 2004, issue 7 http://net.educause.edu/ir/library/pdf/ERB0407.pdf

Dziuban, C., Hartman, J., Cavanagh, T. B., & Moskal, P. D. (2011).Blended Courses as Drivers of Institutional Transformation. *Blended Learning across Disciplines*, 17-37. doi:10.4018/978-1-60960-479-0.ch002

Garrison, D. R., & Vaughan, N. D. (2008). Blended Learning in Higher Education. Framework, Principles and Guidelines *(1st ed)*. San Francisco: Jossey –Bass.

Gil, O, P & .García, F.A .(2011) .Blended Learning Revisited: How it Brought Engagement and Interaction into and Beyond the Classroom, In Kitchenham, A. Blended Learning across Disciplines *University of Alicante, Spain*

Gursoy .(2004).Investigating Language Learning Strategies of EFL Children for the Development of Taxonomy ,English Language Teaching .Vol.3,No.3;September 2003

Güzer, B., & Caner, H. (2014). The Past, Present and Future of Blended Learning: An in Depth Analysis of Literature. *Procedia - Social and Behavioral Sciences*, *116*, 4596-4603. doi:10.1016/j.sbspro.2014.01.992

Hadi, K. (2012). Promoting Learner Autonomy in an EFL Context *:*Learners' Readiness and Teachers Roles (MA , dissertation, Abou Baker University Tlemcen , Tlemcen, Algeria).

Haggins ,D.& Gomez ,A (n.d) . Teaching English Studies through Blended Learning. *The Higher Education Academy* . University of Leeds and University of Murcia .July 2014.

Hansen ,I . How to become a successful language learner : Learner autonomy, styles and strategies revisited

Hodgson, P .(2010) . Enhancing Student Learning through Blended Learning; varied Learning and Assessment Experiencies. In Eugenia M.W .NG, Comparative Blended Learning Practices and Environments .Hong Kong Institute of Education, Hong Kong

Holec, H .(1981) . Autonomy and foreign language learning .Oxford : pergamon

Hrastinski, S. (2006). Introducing an Informal Synchronous Medium in a Distance Learning Course: How is participation affected? *The Internet and Higher Education*, *9*(2), 117-131. doi:10.1016/j.iheduc.2006.03.006

Huang, R., Ma, D., & Zhang, H. (n.d.). Towards a Design Theory of Blended Learning Curriculum. *Hybrid Learning and Education*, 66-78. doi:10.1007/978-3-540-85170-7_6

Ivanović, M &Aleksić, V .(n.d) . Blended Learning in Tertiary Education: A Case Study

Kitchenham, A. (2011). Blended Learning across Disciplines: Models for Implementation. Hershey, PA: Information Science Reference.

Knaldre, H .(2015) .Learner Autonomy Promotion :A qualitative document analysis of two Norwegian national curricula .MA dissertation ;Department of Foreign Languages University of Bergen

Kudysheva .A .A &Kudyshev .A .N .(2013) . The Model of Blended Learning and Its use at Foreign Language Teaching. International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering Vol :7,2013

Kumaravadielu, B. (2003). Beyond Methods : Macro-strategies for language teaching Newhaven. Yale University Press.

Larsen, L, J . (2012). Teacher and Student Perspectives on a Blended Learning

Intensive English Program Writing Course, Graduate Thesis and Dissertation

mes : Iowa State University

Liu ,H,J .(2012) .Understanding EFL Undergraduate Anxiety in Relation to Motivation , Autonomy , and language proficiency .Electronic Journal of Foreign Language Teaching ,9,124-127. Retrievedfromhttp://e-flt.nus.edu.sg/v9n12012/liu .pdf

Mailbi,F .(2013) .Empowering Learner' Autonomy through the Use of Internet.MA dissertation

Mlstar , J (n.d) .Miximizing Learning Strategies to Promote Learner Autonomy : University islam Malag

Nimat ,N.(2013) .An Investigation of English Language Anxiety –Experiences of Undergraduate Students of Bangladesh : Dissertation Submitted to the Department of English and Humanities of BRAC University

Poon, J. (2013) 'Blended Learning: An Institutional Approach for Enhancing Students' Learning Experiences', Journal of Online Learning and Teaching, vol. 9, no. 2, [Online], Available, http://jolt.merlot.org/vol9no2/poon_0613.htm [15 June 2013]

Rossiou, E. & Sifaleras, A .(n.d) . Blended Methods to Enhance Learning: An Empirical Study of Factors Affecting Student Participation in the use of e-Tools to Complement F2F Teaching of Algorithms, University of Macedonia, and Thessaloniki, Greece.

Scharle, A., & Szabó, A. (2000). Learner Autonomy: A Guide to Developing Learner Responsibility. Cambridge: Cambridge Univ. Press

-Singh, H. & Reed, C.(2001). A White Paper: Achieving Success with Blended Learning. Centra Softwarehttp://www.centra.com/download/whitepapers/ blendedlearning.pdf

Staker, H.& Horn, M. B., (2012). *Classifying K-12 Blended Learning*

Sidorenko,T.,&Krasnova,T . Blended Learning in Teaching Foreign Languages :   ICT for language learning 6th edition, International conference ,Tomsk Polytechnic University (Russia)

Vasbieva, D. G., & Klimova, I. I. (2015). Transformational Potential of Blended Learning to Personalize Foreign Language Teaching in a Non-Linguistic Higher School. *XLinguae*, *8*(1), 2-10. doi:10.18355/xl.2015.08.01.2-10

Wenden, A. (1998). Learner Strategies for Learner Autonomy: Planning and implementing learner training for language learners. New York: Prentice Hall.

Woodall, D .(2012) .Blended Learning Strategies : Selecting the Best Instructional Method.

Appendix A :Students' Questionnaire

The Role of Blended Learning to Promote Learners' Autonomy in EFL Classes

Dear students ,

This questionnaire is an attempt to gather information for the accomplishment of master dissertation .It aims to investigate the role of blended learning to promote autonomy among EFL learners. Thus, collecting data from students is a vital part of this process. Kindly answer the following questions as clearly as you can and your answers are very important and helpful in our research.

so, please, tick (√) the appropriate answer or give full statements whenever necessary.

Thank you,Abir BAISSI

Section one : Background Information

Q1) Gender

Male ☐

Female ☐

Q2) age …………………….

Q3) Do you have other responsibilities besides learning ?...

…………………………………………………………………………………………….

Q4) Are you satisfied with your level ?

Yes ☐   No ☐   I do not know ☐

Q5) What do you think about your experience of learning English ?

Pleasant ☐   Stressful ☐

Section two : The Role of Blended Learning on EFL Classes

Q6) How often do you speak English outside the classroom ?

Always ☐

Sometimes ☐

Often ☐

Never ☐

Q7) How often do you participate in your class ?

Always ☐

Sometimes ☐

Often ☐

Never ☐

Q8) How do you evaluate the classroom instruction ?

Motivating ☐   Demotivating ☐

Q9) Do you support the classical classroom instructions (face to face) ?

Yes ☐   No ☐

Why ?...

....

....

Q10) How do you evaluate the use of online learning in higher education ?

Useful ☐   Useless ☐

Justify ?..

....

....

Q11) Which type of technology do you use in your language learning ? (Enumerate your

answers from the first to the last).

    -Email   ☐

    -Facebook ☐

    -Blog   ☐

    -No tool ☐

Q12) How often do you use them in your learning process ?

    -Always ☐

    -Sometimes ☐

    -Often ☐

    -Never ☐

Q13) For which reason do you use the previous tools ?(you may choose more than one

answer).

    -For learning ☐

    -For enjoyment ☐

-For both ☐

-For just wasting time ☐

Q14) Do you find the time allocated to classroom teaching enough to practice your language learning ?

Yes ☐   No ☐

   Explain ?..

....

....

Q15) In the higher education system , there is a method called blended learning ; which is the mixture between face to face and online learning . So what do you think of this method ?

Useful ☐   Useless ☐

   Explain ?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………..

Section three : Promoting Learners Autonomy

Q16) In your opinion, what is the teacher role in classroom teaching ?

Supplier of knowledge ☐

Guider ☐

Facilitator ☐

Others ☐

Q17) To what extent do you depend on your teacher ?

Totally ☐   partly ☐

Q18) How do you prefer to learn English ?

    a. Teacher-learner interaction .(questions / answers) ☐

    b. Learner -learner interaction.(workshop) ☐

    c. Reading handouts . ☐

Q19) As a learner and future teacher , do you agree with the idea of autonomy in learning ?

Yes ☐   No ☐   I do not know ☐

Q20) Do you feel that you are an autonomous learner ?

Yes ☐   No ☐   I do not know ☐

Thank you for your cooperation .

Appendix B: Teachers' Questionnaire

Dear teacher,

This questionnaire is an attempt to investigate the role of blended learning on promoting

EFL learners Autonomy. We would be so grateful if you answer the following questions.

Your input is very important and greatly appreciated.

Thank you, Abir BAISSI

Please, tick (√) the appropriate answer or give full statements whenever necessary.

Section One: Background Information

1- Your gender

Male ☐   Female ☐

2-Highest level of education attained (e.g. B.A. in Applied linguistics):

………………………………………………………………………..

3- Years of teaching experience?

……………………………………………………………………………

4-Do you have other responsibilities besides teaching? (Additional work or others)

Yes ☐   No ☐

Section Two: The Role of Blended Learning

5- What do you think of the traditional way of teaching (classroom teaching)?

Motivating ☐   Demotivating ☐

7- Do you find that the time allocated to classroom teaching is enough?

Yes ☐   No ☐

8-How many classes do you typically teach each semester?

……………………………………………………………………

9- How many students do you have in a class, on average? ....

10-What classes have you taught? (Select all that apply)

Writing ☐ Grammar ☐ oral ☐ Other……………………………..

11- What kinds of materials/resources do you use in your classes?

………………………………………………………………………………

12- Are there any other resources you have available but have not had the chance to use?

……………………………………………………………………………….

13- Do you use the computer lab with your students?

14- If you use the computer lab, what kinds of activities do you do on your lab days?

………………………………………………………………………………

15- What challenges/difficulties do you have when you teach?

……………………………………………………………………………….

16- If you could make changes to the way you teach, what would you like to change?

…….

17- Have you ever used Blended learning pedagogy in any of your classes?

No ☐ Yes ☐

If you answered yes, how?

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

If you answered no, why not?

-I don't know much about Blended Learning. ☐

-I have never had the opportunity to use Blended Learning in with my classes. ☐

-I know about Blended Learning but do not feel comfortable with using technology. ☐

-I know about Blended Learning but do not feel comfortable with trying to implement

it. ☐

-Other reason ☐ Please explain:

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

Section Two: Promoting autonomy in EFL Classes

18- What do you think of your students 'level ?

Bad ☐ Good ☐   Average ☐

What is the teacher's role in the classroom?

…………………………………………………

19- Are you familiar with the word autonomy in language learning?

Yes ☐   No ☐

If yes, explain it?

……………………………………………………………………………………………

…………………………………………………………………………………………….

20- To what extent your students depend on your knowledge?

Totally ☐   partially ☐

21-Can you describe your learners as autonomous?

Yes ☐   No ☐

Justify,

……………………………………………………………………………………………

……………………………………………………………………………………………

22- In your opinion, what are the psychological factors that affect learning achievments

Inside and outside the classroom ?

-Motivation   ☐

Anxiety   ☐

-Self confidence ☐

- Other(s) :

....

....

....

23- As a Teacher what do you suggest to foster learners' autonomy ?

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

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

……………

Thankyou for your cooperation

ملخص المذكرة

يهدف هدا البحث إلى تسليط الضوء على دور المزج بين الطريقة التقليدية و الطريقة المعاصرة في ترقية الاستقلالية في التعلم أو ما يعرف بالتعلم الذاتي بين أقسام اللغات الأجنبية .أستعمل المنهج أولا في ميدان العمل مع التطورات التي حصلت في أمريكا بداية القرن 21 و بعدها في مختلف الجامعات . أدرج المنهج في قطاع التعليم العالي لتدريس اللغة الانجليزية كلغة أجنبية من أجل تحفيز الطلبة ,تقليص الوقت المستغرق في القسم و ترقية التعليم الذاتي الفعال لتمكين الطلبة من الاعتماد على أنفسهم . كما قد لاحظنا أن الجامعات الجزائرية , و نخص بالذكر جامعة بسكرة حيث أن الأساتذة يعانون من مشكل اكتظاظ الأقسام و العديد من الصعوبات و التحديات في مهنة التدريس التي يمكن أن تكون حاجزا يمنعهم من تأدية عملهم بنجاح . ولهذا,قام البحث بشرح مفهوم المنهج بالربط مع التعلم الداني . وبالتالي فإننا نفترض ان استخدام هدا المنهج في الجامعات الجزائرية يمكن ان يعزز التعلم الذاتي و اكتساب المهارات و خلق طلبة مستقلين مدى الحياة. أستعمل النمط الوصفي في إكمال هدا البحث بإجراء استبيان لكل من الطلبة (40) طالبا و الأساتذة (7) من أقسام سنة أولى في جامعة محمد خيضر بسكرة . من خلال تحليل المعطيات وجدنا أن الطلبة و الأساتذة من جهة غير متحفزين في القسم التقليدي و من جهة أخرى وافق الطلبة على إدراج منهج المزج بين الطريقة التقليدية و المعاصرة , كما اقترح الأساتذة استخدام التكنولوجيا لترقية الاستقلالية و التعلم الذاتي لإعدادهم على تعليم مستقل مدى الحياة من خلال هدا المنهج.