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EFL Students'and Teachers' attitudes towards autonomous learning through the use of information and communication technology (ICT)

The Case of First Year EFL Students of English at Larbi Tebessi University

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

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Abstract

The current study sheds light on EFL students' attitudes towards the use of information and communication technologies on autonomous learning at Larbi Tebessi University during the academic year 2019-2020. A descriptive method has been used to confirm the hypothesis, which states that EFL students' attitudes towards the use of ICT would be positive. Two questionnaires were used to gather data from both teachers and students in the department of English at the University of Larbi Tebessi. The findings revealed that the use of information and communication technologies helps students to develop their autonomous learning. Both teachers and students showed positive attitudes towards the questions asked and the topic of the research. Students' questionnaire results stressed the vital role that the use of ICT tools plays in giving learners more space to practice their autonomy. Based on the Results obtained, it can be stated that students and teachers have shown positive attitudes towards the use of ICT on autonomous learning.

Key Terms: Autonomous learning- ICT (Information and communication Technologies) _ EFL (English as Foreign Language)

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Dedication

This work is dedicated to my precious treasures in life, for my dear parents, for their love and support:

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List of Abbreviations

CALL: Computer-Assisted Language Learning

CD-ROM: Compact Disc Read-Only Memory

EFL: English as Foreign Language

ICT: Information and Communication Technologies

PhD: Doctor of Philosophy

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General Introduction

1. Background of the Study

The integration of new technologies and innovations has transformed the educational system into a new phase of learning by breaking traditional learning and teaching methods. It plays a crucial role in facilitating the teaching and learning process. At university, there is a new environment for students in which they are often required to adapt themselves and start having a sense of responsibility. So students need to take charge of their learning. The implementation of information and communication technology tools leads to change in the role of both learner and teachers through the shift towards a more learner-centered approach. However, the teacher still has an important role as pedagogues and facilitator. So ICT has a great role in autonomous learning

2. Statement of the problem

Nowadays, the use of technology plays a noticeable role in education. EFL learners learn via using different ICT tools to be in touch with information through online devices. EFL students are facing a problem of learning dependency, so they need to overcome this problem by searching for other tools that may make learning easier. The present research tries to investigate whether ICT tools may help students being more responsible in their learning. So the present research was conducted to determine students' and teachers' perceptions towards the use of ICT on autonomous learning.

3. Aim of the study

This research intends to investigate EFL students' and teachers' attitudes about the use of information and communication technology on autonomous learning. The main aim is to shed light on students' and teachers' attitudes towards the use of ICT on autonomous learning.

4. Research Questions and Hypotheses

Arising from these aims, the following questions are essential in this study:

Q1- What are students' and teachers' attitudes towards the use of information and communication technology on autonomous learning?

Subsequently, the following sub-questions are raised:

Q1.1- What are students' cognitive attitudes about autonomous learning?

Q2.1- What are students' affective attitudes about autonomous learning?

Q3.1- What are students' behavioural attitudes about the use of ICT to study independently?

Hypothesis 1: EFL learners' and teachers' attitudes towards learner's autonomy through the use of ICT would be positive or negative.

5. Population and Sampling

To accomplish our research, first year students and first year teachers were selected as a population; the target population of the present study consists of First year English teachers and first-year license students at the University of Larbi Tebessi. 18 teachers who taught the first and second semesters and 208 enrolled students.

6. Methodology and research tools

To test the hypothesis and obtain information to reach the intended objectives, this study is done descriptively. Thus, a questionnaire is used for both teachers and students to know their views and attitudes about the use of ICT in autonomous learning.

7. Structure of the study

The present dissertation comprises two chapters. The first chapter is devoted to the theoretical part while the second one is devoted to the practical part. The first chapter is composed of two sections; the first section is about autonomous learning. The second section deals with information and communication technologies. The second chapter deals with

description of the research design and methodology and more importantly, the process of data analysis and interpretation

Chapter One: Autonomous Learning and the Use of Information and Communication Technologies

Section One: Autonomous learning

In this section, the concepts of autonomy, autonomous learning, and learner autonomy are defined. Furthermore, the characteristics of autonomous learners and approaches of developing learners' autonomy are discussed. Moreover, the effective learning strategies and the teachers' role to foster autonomy are explained. Finally, the importance of learner autonomy in EFL context is highlighted.

1.1.1. Definitions of Autonomy

The concept of autonomy received interest in many fields especially in language education. The word autonomy is about a person's ability to make different decisions and choices without being controlled by others. Holec (1981, p.3) defined autonomy as "the ability to take charge of one's learning". Likewise, Schmidt and Richards viewed autonomy as the ability and responsibility to make choices about one's learning like "the goals, learning processes, and implementation of one's language learning needs". In the same line of thought, Young (1986) stated that the term autonomy is applied to situations where learners are able to develop and manage their learning without depending on others. (p.19)

Pennycook (1997, p.45) and Benson (1997, p.25) believed that autonomy is a set of strategies that include techniques, materials for self-determination of one's learning.

In conclusion, though the word autonomy has is defined in several ways; some authors summarized how the word autonomy is defined and mentioned the following points.

- Situation in which learners take charge of their own learning
- Exercise of learner responsibility for their learning
- Right of learners to determine their way of learning
- A set of skills which can be learned and applied in self-directed learning.

Benson and Voller (1997, pp.1-2)

In addition, Littlewood (1999) added that autonomy is commonly defined as “Taking responsibility” incorporates learners in taking ownership (partial or total) such as selecting learning materials, pointing learning objectives. (p. 01)

1.1.2. Definition of Autonomous learning

Autonomous learning is known as process which helps learners to state their goals without the help of teachers or others. Knowles (1975) believed that autonomous learning is synonymous with self-directed learning and, for him it is a process that includes “diagnosing learning needs, recognizing human, material resources for learning, choosing the appropriate learning strategies, and assessing the learning process”. Thus, learners should be able to state their objectives and needs, and select the best materials to develop their learning process. (p. 18). Moreover, Richard and Schmidt (2010) penned that autonomous learning is the support of learners which gives them the ability to be responsible for their learning (p. 326)

In addition, Hedge (2000) stated that autonomous learning is the ability to take responsibility and make plan, arrange, and organize the learning process autonomously without the need of the teacher. In this respect, learners can manipulate and manage their learning process on their own without referring to teachers' needs. (p. 104)

In conclusion, autonomous learning is about the student’s direction of their own learning by taking the appropriate strategies, moreover autonomous learning means when learners advocates learning language in terms of having control, taking responsibility and expanding abilities over the learning process.

1.1.3. Definition of Learner Autonomy

While autonomous learning refers to the process, the concept of learner Autonomy refers to learners who can take charge of their learning process; it means learners organize their learning process independently.

Holec (1981, p.3) defined learner autonomy as “The ability to take charge of one’s own learning [...], and to take responsibility and decisions concerning their learning.” This decision

is about selecting the appropriate learning strategies to be used in order to assess what has been learned. According to Oxford (2003), learner autonomy “is the ability to perform a language task without assistance” and it is related to learning techniques such as “planning, thinking, managing, self- monitoring, organizing”. (pp.110-111). Likewise, Benson (1997) claimed that learner autonomy is the act of learning a language outside the outline of an educational institution and without the need of the teacher. (p. 19).

Furthermore, Dickinson (1993) stated that learner autonomy can be behaviour towards learning in which learners are ready to acquire responsibility for their learning. (p. 330). There are other terms linked with the term learner autonomy like independent learning, self-access learning, and self –regulated learning.

According to Sheerin (1991), self-access is a way of portraying learning materials that are “designed” and organized for students to choose the task by their own. (p. 143). Moreover, Zimmerman (2000) defines self- regulated learning as “self-directive learning in which learners’ change their academic skills to mental abilities in order to maintain personal goals.” (p. 65). It means that self- regulated learning refers to the processes whereby learners activate cognitions, behaviours that are oriented to obtain personal goals. By getting personal goals, learners can monitor their learning process.

To put in a nutshell, the term learner autonomy means learners who are independent. They reach this level of independence, through understanding their learning objectives’, knowing the best learning strategies, and monitoring themselves to achieve their aims.

1.1.4. Characteristics of Autonomous Learner

Autonomous learners have some characteristics that distinguish them from non-non-autonomous ones. Those characteristics are the elements discussed above when dealing with definition of learner autonomy and autonomous learning. There are some researchers who discussed the characteristics of autonomous learner for example, Cotterall (1995, p.199) stated that “Autonomous learners not only monitor their language learning, but also assess

their efforts”. Moreover he stated that autonomous learners are likely to be individuals who have a good language in their learning, state their goals and feel comfortable in facing new activities. So, autonomous learners are capable of facing different challenges, to achieve their learning objectives.

Further, Wenden (1998) characterized autonomous learners as those who:

- Having the capacity to control the learning process
 - Identifying their learning styles and strategies
 - Having the notion of motivation
 - Taking the appropriate active task and approach to learning
 - Paying attention to both form and meaning
- Selecting the best materials and criteria for evaluation (p.526)

Additionally, according to Dickinson (1993) autonomous learners can be characterized by the following four features:

- Being able to recognize and maintain interest in the topic taught in the class.
- Being able to set their learning goals in cooperation with their teachers
- Being able to choose and use learning strategies that appeal to learning goals
- Being able to regulate their learning in terms of using appropriate learning strategies.

(p.330)

In short, as it has been explained before, autonomous learners have some characteristics which lead them achieving their learning. They set their own learning objectives in addition to their learning strategies.

1.1.5. Autonomy and language learning strategies

According to Schmidt and Richards (2010), learning strategies are ordinarily an intentional or potential- intentional behaviour carried out with the learning objectives, and there are certain kinds of learning techniques like cognitive and metacognitive strategies. (p. 331)

A great number of researchers agreed that both language learning strategies and learner autonomy are interrelated. Chen (2005) pointed that autonomous learners are able to implement the preferred learning styles and strategies. Consequently, effective language learning requires both learning strategies and learner autonomy. Furthermore, Graham (1993) viewed that language learning strategies as specific actions taken by learner to make learning easier, more enjoyable, more self -directed and faster. In this regards Chamot and O'Malley (1994) classified learning strategies as follow:

- **Social affective strategies:** this category provides learners with chances and opportunities for practice like self-talk, it helps learners to make conversations with native speakers and ask questions for clarification to know better the language. (p. 08)
- **Cognitive strategies:** this type of strategy including monitoring, memorization, practice, deductive reasoning, and inductive inference, manipulation of the method to be learned mentally and physically. (pp.141-142). For example, “summarizing what has been read and heard.” Richard and Schmidt (2010,p.93)
- **Meta-cognitive strategies:** are those procedures which include arranging, observing and self-checking the results of learning (p. 144). For example, when a learners start to learn a new language they will plan, decide and evaluate their own progress. Richard and Schmidt (2010,p.361)

1.1.6. Teacher's role in promoting learner autonomy

Teachers have different roles like controller, manager among others. Voller (1997) claimed that the roles of facilitator, counselor, and resource are linked to communicative language learning, autonomous language learning and self-instruction language learning. When performing those roles, teachers can help learners to set, arrange, and develop their learning.

- The teacher's role as a facilitator: teacher as a facilitator can help learners to set, plan, develop, continue their learning through needs analysis, goals setting, and work planning. A facilitator provides learners with high improvement by being

active learners, helping them to solve problems, preparing them to interact with other learners, and making them know the significance of autonomous learning (Voller, 1997, pp.185-186)

➤ Teacher's role as a counselor: This role is widely spread in the discussion of autonomous learning. A counselor refers to a person who generally advises those who need help. Voller (1997) pointed out that the counselor relies on a one to one interaction. The role of a teacher counselor is much more related to a supervisor, so the teacher helps learners to be more efficient. The role of a counselor is important because

- It helps students to know English learning strategies
- It helps them to know the effective manners of learning English autonomously
- It helps learners to develop their speaking and listening skills

➤ Teacher's role as a resource: Voller (1997) viewed that teacher's role is particularly appropriate for the students who are working independently but still need help from the teacher. Fostering autonomy implies that learners get appropriate resource material for use alone or in group work. When a student is provided with the best source of information they will understand more their lessons, besides, a teacher as a resource develops learning conditions and promotes learner's autonomy by evaluating learners' awareness about a wide range of resources and learning strategies.

1.1.7. Approaches to foster learner autonomy

Benson (2011) suggested that the approaches to foster autonomy can be divided into four main approaches: resource-based approach, technology-based approach, learner-based approach and teacher-based approach.

➤ **Resource-Based Approach**

Benson (2011, p.128) drew from Sheerin (1991) to define resource based approach as an umbrella term for sub approaches like self-access, distance learning, and self- instruction that share a focus on the learners independent language learning. This approach stresses independent contact with learning materials, those materials are differing from one pedagogical perspective to another. This approach helps Learners to be aware about how they construct their way of learning, with providing them with the appropriate materials, the best environment and define their goals.

➤ **Technology-Based Approach**

According to Benson (2011, p.145) nowadays the use of technology seems to be an important aspect in language learning for promoting learner autonomy, because it facilitates both teaching and learning processes. Technology-based approaches are different from the other approaches because they depend on the access to technological tools in learning and teaching. It helps learners to acquire computer skills and design tasks and lessons, guide them in their preparation for exams and courses by their own. Moreover, this approach helps teachers to construct the content of their lessons. There are many technological tools which can promote learner autonomy in language learning like Computer-assisted language learning, internet, email, social computing and multimedia, and others.

➤ **Computer-Assisted Language Learning (CALL)**

Computer-assisted language learning has been important in the teaching of a second or foreign language. It enables learners to cope with their learning without teachers' help. This appears through different views concerning its impact on building learner's autonomy. For example using a computer to present a reading text, or using computer programs to help students develop a thesis or a topic, check a composition of vocabulary, grammar. (Richards and Schmidt, 2010, p.110)

Levy (1997) pointed that a computer device can be a tool to develop learner autonomy because, it gives learners opportunity to manage their learning, and to choose the appropriate tool to be use.He claimed that “If the computer tutor satisfies such criteria then it can provide real autonomy learning opportunities for the students.”(p.199)

In the same line of thought, Schemenk (2005) pointed out that the notion of learner autonomy may be at least partially related to the development of computer technology atmosphere worldwide. Thus, the computer plays a crucial role in promoting learner’s self-reliance (p. 107)

Furthermore, Zhao (2015) stated several benefits of CALL on learners:

- It enables learners to select their learning place and time by their own to finish their tasks and activities
- It helps students to select learning materials according to their own interest
- Learners became more active
- Computer-assisted emphasise students’ centered- learning
- It helps learners to have more opportunities to learn autonomously (pp.59-60)

➤ **Internet**

Internet plays a major role in enhancing student’s autonomous learning. Nurul Islam (2011) claimed that autonomous learning and the uses of internet seems to be one of the most significant learning strategies because, it enables learners to select their materials, styles, and strategies of learning, and arrange their study by their own. (p.1084).So, internet is important in autonomous learning because, it helps learners to obtain knowledge easier instead of depending on teachers and books, and it gives them opportunity to choose the appropriate tasks.

In addition, Mutlu (2013) stated the following points:

- The Internet encourages learner autonomy by giving learners opportunities and possibilities to choose time- space and conditions that are “conducive” to their learning- The

Internet can develop learner's levels of motivation in language education by giving topics that are related to their interest, and introducing various ways of study methods inside or outside the classroom

- The Internet leads to the development of learner's language learning strategies by exposing learners to a digital atmosphere with native speakers. (p.110)

Technology seems to be a vital aspect in language learning in general and autonomous learning in particular. There are some types of ICT tools discussed in the next section.

➤ **Learner-Based Approach**

Benson (2011, p.154) claimed that this approach focuses on learners' behavioural and psychological development. The main aim of this approach is making learners take charge of their learning and relying on themselves while getting information, making them aware of various learning strategies as well as learning styles .So learners play a great role in developing their autonomous learning, however, teachers role cannot be neglected, because teachers can play a role like a guide, assessor, and suggest different tasks and activities as well as the best learning strategies.

➤ **Teacher-Based Approach**

Benson (2011) pointed out that the main aim of this approach is highlighting the teacher's role in promoting learner autonomy, it emphasizes that teacher can develop their student's autonomous learning with instruction. For example, teachers can set learner's objectives, select the best material for them, and plan their work.

This approach has a set of benefits for learners inside and outside classroom, such as giving them different tasks to do by their own, , selecting the appropriate materials and techniques (p.185).

1.1.8. The importance of Autonomy in the EFL context

Developing autonomy in EFL classes is very important, because learning foreign languages should be practiced for better achievement. This can be accomplished through

autonomy. According to Ayfer (2003) there are certain reasons behind developing learner autonomy in the EFL context.

Firstly, the psychological purpose means that learners can learn better a language when they are responsible for their learning. When learners make decisions about what they want to learn, they become highly motivated. The second reason is practically, secondly, the practical reason means that learners have certain needs and desires because they have a desire to learn a language. Since learners have the desire to learn a certain foreign language, they will have certain needs and goals. For the philosophical reason, learners are free to make their own choices. They have opportunity to choose their own learning strategies. Autonomous learning has a crucial role, because it helps learners to be motivated and more engaged in the learning process, it gives them the opportunity to choose the appropriate topics and activities by themselves. So learners may become, active and dynamic (p. 27)

In short, autonomy should be encouraged in EFL classes because it increases self-responsibility and motivation.

Conclusion

To conclude, this section defined the term autonomy, learner autonomy and autonomous by different authors. It provided the characteristics of autonomous learners, and teacher roles in autonomous learning. Moreover, it reviewed the necessary learning strategies and the main approaches to develop autonomy. Finally, it tackled the importance of autonomy in EFL context and discussed teacher roles to foster autonomous learning.

Section two: ICT information and communication technologies on fostering Learner Autonomy

Introduction

Nowadays, many students use the information and communication technologies (henceforth ICT) in their learning process. This section will tackle ICT definitions, types, and its importance in education. It reviewed the role of ICT in English language teaching and learning, major benefits of ICT in English language teaching, and teachers' and students' attitudes towards the use of ICT in English language teaching and learning.

1.2.1. Definition of ICT

Bindu (2016) stated that the term ICT is a broad term because it includes technological tools. He argued that ICT is used with computers and related to satellite programs like television and radio for communication. Likewise, it is much more applied in education. Since, it allows teachers to change the teaching method to meet the individual's needs. Moreover, it gives opportunities for the educational system in order to serve both teachers and learners in acquiring and manipulating knowledge (Bindu, 2016, p. 24).

Ogunsola (2005) viewed that ICT is presented through internet, by which learners can absorb more information in a short period of time. (pp.7-8). Thus ICT is based on transmitting, retrieving, processing information using different technological materials to facilitate communication.

From the definitions discussed above, ICT is an umbrella term that covers all the technological tools which can help learners to develop communication and manipulate information. In education ICT, proves its significance in improving the educational quality and facilitating both learning and teaching processes.

1.2.2. Types of ICT

ICT refers to the form of technologies that are used to make, store, transmit, share, or exchange data. Those technologies include computers, the Web, broadcasting advances (radio and television), also, communication. There are many sorts of ICT tools that can be utilized by teachers and students to improve the teaching and the learning process. In this regard, ICT tools have been classified into four categories, pointed by Karim (2017, pp.972-973)

- **Informative tools:** are applications that provide students with a huge amount of data in different designs such as, sound, or video. It includes digital resources available on the internet. Like multimedia.
- **Situating tools:** “Systems which help students’ experience both the context and real-life situation”. Karim (2017, p. 973). For instance, CD-ROM which offers hypermedia application to give better options to improve the learning environment.
- **Constructive tools:** Those tools allow students to create and produce some products that can be utilized to control data, or visualize understanding for educating purposes, such as Microsoft Word or PowerPoint which are considered as a major feature within the instructive environment which are widely used in reports, letters, presentation.
- **Communicative tools:** Systems or tools that permit simple communication between teachers and their learners. Communicative tools include emails, electronic bulletin, chat, and electronic whiteboards. (pp. 972-973).

This following figure shows the different types of ICT that can be used in language learning and teaching:

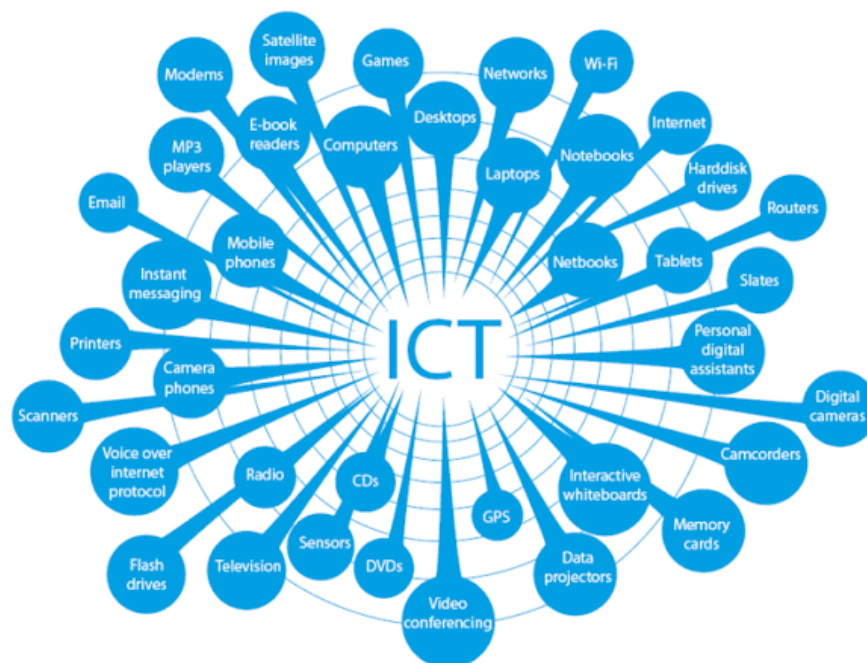


Figure 1.1: types of information and communication technology (ICT updated from Naima, Zarouri, 2013, p.8).

1.2.3. The importance of ICT in education

Nowadays ICT has a great role in the field of education, especially in empowering the technology into educational activities. Suryani (2010) claimed that the education field can be the most important one which needs the involvement of ICT tools; as a result ICT in the educational field led to increasing students' knowledge to develop their foreign language learning. Likewise, it encourages changing face to face classroom interaction by online communication and changing printed sources by online resources. (p.13). As a result, learners became more interested in the use of ICT for improving their learning. Besides, Meenakshi (2013) asserted that the importance of ICT in education became widespread and growing around the world. According to him,

“Technology (internet) on another side can be the most effective way to increase the student’s knowledge”. Being aware of the significant role of ICT (internet) in life, especially in the educational activities, education authorities should be wise enough in

implementing the strategies to empower ICT in supporting the teaching and learning process in the classroom” (Meenakshi, 2013, p. 4)

Belo and Ye (nd) argued that ICT tended to develop access to education; it makes, learning accessible anytime and anywhere; For example, online courses always occur, they make teachers and learners interact simultaneously with quick obtainability. Moreover, due to ICT teaching and learning process do not focus much more on printed materials like books, but multiple resources (p. 108)

1.2.4 .The Role of ICT in English language teaching/ learning:

ICT plays a major role in many fields particularly in language teaching and learning because of its remarkable usage and popularity around the world. Sekai (2011) claimed that there are some benefits to the use of ICT in language learning and teaching like:

- Teachers to explain the task easily to make students comprehend more.
- Teachers can make interactive classes.
- Make the learning process meaningful, since it provides real-life situations like using visual materials.
- Teachers can select the appropriate strategies that may enhance their teaching. (p. 01).

Subsequently, Selim (2017) claimed that “the integration of technology in English teaching and learning has great importance in the development of both learning and teaching processes.” (p.353). Furthermore, Cakici (2016) believed that the applications of educational technology and ICT tools provide flexible and multiple tasks in language learning and teaching whereas, it helps students to solve problems. (p.76)

Additionally, ICT brought a shifting paradigm in EFL teaching and learning. It helps students to increase their motivation and improving learning outcomes (Al-Mahrooqi, 2014, p.215). It makes the English language environment more dynamic, communicative, adaptable, and beneficial. The integration of computer technologies in language learning makes a student-

centered learning setting. It decreases teachers-centered understanding and students fear about learning the language (Al-Mahrooqi, 2014, p.101)

1.2.5. Benefits of using ICT in English language learning classroom:

According to Bindu (2016), the integration of ICT has great significant changes in both the teaching and learning processes; it helps to change students' actions inside the classroom and the way they perceive knowledge (p.25). Hence, the use of ICT inside or outside the classroom can lead to the improvement of learner's competences in different skills like in speaking, writing, reading, and listening. Learning with ICT help learners to engage in learning process to become an evaluated and motivated learner. (Ghazi, 2019, p. 18). The use of ICT in the classroom helps students to gain more resources, checking information like synonyms, antonyms, and pronunciation.

As noticed there are some benefits of ICT in English language learning, it enhances student's motivations, engagement and autonomy.

1.2.5.1. Enhancing learner's motivation towards English language learning

ICT has a significant influence in English language learning and on enhancing learner's motivation; furthermore, it supports the contemporary aspects of language learning, such as individual learning, communication, and students' motivation. (Afnan, Ghazi, 2019.p18).

Teachers should have good approaches to help students in their learning; this can be done through implementing various instructional strategies and using the appropriate devices like ICT, as long as, it encourages student's achievement. Due to the use of ICT students' overall motivation, so when teachers use ICT as a method for their teaching inside the classroom, such as, bringing a data projector to associate their learners with authentic materials and relate them with real-life situation this will motivate them to learn.

1.2.5.2. Improving learner's Engagement in Language Classroom

Azmi (2017) stated that providing ICT materials in the language classroom allows teachers to develop a sense of interaction, raise students' awareness and motivation and help

them to have good engagement inside the classroom. It helps students to develop their cognitive abilities, and it makes students more attentive, active during the class (p.117). The use of ICT s devices not only increases students' motivation but also increases students' concentration and attention while learning (Azmi, 2017, p. 117)

It has been stated in a research conducted by Azmi (2017) that learners are more likely to display a positive attitude when there is a computer used inside a classroom. ICT usage in English as a foreign language (EFL) has made the activities effective, and authentic (p. 117).

As a conclusion ICT helps students to interact in the classroom as in a real-life context which facilitate the tasks for the teachers when introducing the lessons.

1.2.5.3. ICT promoting learner's Autonomy

The impact of ICT on learner's autonomy brought changes in the role of the teachers in the classroom, it means from teacher-centeredness to learner-centeredness. Consequently, students become more independent, active, and self-sufficient. Learners, who are exposed to ICT will prepare themselves to, learn without the help of the teachers, which makes teachers play the role of a guide or controller.

Moreover, Budianto (2014) viewed that learning through online sources makes learners able to work by their own space and time; this is related to students' interests and needs (p. 132). Autonomous learners focus on the process as well as the product(Budianto, 2014). Furthermore, Condart (2014) broadly explained that learner's autonomy should focuson their learning process. By using ICT, learners will depend on themselves in understanding the lecture, because the information presented in a generic form, will makes them take charge in their learning. ICT led to a student-centered classroom environment; this means that they can manipulate and control their learning inside the classroom where more learner autonomy is achieved.The use of technology in the classroom gives learners the opportunity for cooperation in doing activities and allows them to develop their skills and talents (p. 09).

1.2.6. Teachers' and Students' attitudes Towards the Use of ICT in English language teaching and learning

Teachers exposed to technological tools and had some attitudes towards them, this conducted by many researchers like Mohammed and Almekhalfi (2017) which viewed that teachers purport a positive attitude towards ICT; he believed that ICT improves learner's achievement (p. 363).

Moreover, Sudiran (2016) concluded that students' attitudes towards the use of ICT in learning the English language are positive in the sense of using those ICT devices in a good way. However, they may face difficulties with internet access at university (p. 322). Furthermore, Moore (2005) claimed that ICT has a positive impact on students' learning motivation in which helps them to be more engaged in their learning and produce high-quality work. By the use of ICT students may learn more autonomously and start depends on themselves (pp.11-12).Mort studies tackled about student's attitudes and teacher's attitudes showed that both of them had positive attitudes towards the use of ICT in language learning and teaching.

Conclusion

As a conclusion, this section stated some definitions of ICT by some researchers, moreover, types of ICT and the importance of ICT in education. Furthermore, it reviewed the role of ICT in English language teaching/ learning. Likewise, it discussed the benefits of using ICT in an English language learning classroom. Finally, it tackled teachers' and students' attitudes towards the use of ICT in English language teaching and learning.

Chapter Two: Field of work

Introduction

This chapter describes the fieldwork conducted to complete the present dissertation. It presents the research method and design, data gathering tool, description of both Students' and teachers' questionnaires, in addition to the analysis of data obtained from both questionnaires, the discussion of the main results, and finally a conclusion.

3.1. Research Method and Design

This study has adopted a descriptive method to determine students' attitudes towards autonomous learning through the use of information and communication technologies. It is a descriptive study because it “describes and interprets data.” It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on evident effects, or trends that are developing” (Best and Kahn, 2006,p.118). In other words, the attitudes of teachers and students about ICT and autonomous learning can be uncovered. The actual uses of ICT can be brought to light.

A survey research design is chosen because a “survey help identifies important beliefs and attitudes of individuals. (Creswell, 2012, p.376) More precisely, the cross-sectional survey design is used because it facilitates the examination of current attitudes, beliefs, Opinions, or practices; it also provides information in a short amount of time. (Creswell, 2012, p.377)

3.2. Definition of Attitudes

For the sake of clarity attitudes will be defined as follow: One of the definitions of attitudes was presented by Aronson, Akert and Wilson (2005), similarly, defines an attitude as “a person’s enduring evaluation of people, objects, and ideas” (p.233). They also state that an attitude has three dimensions: affective, cognitive, or behavioural.

- An affectively based attitude is based more on people’s emotions and values conditioning. Affective attitudes were targeted in (question 05-06)

- A cognitive based attitude is based mostly on people’s beliefs. Cognitive attitudes were target in(questions of liker scale 07-14-16)
- A behaviourally based attitude is based on people’s actions toward the attitude object (Aronson, Akret and Wilson, 2005, p.233). Behavioural attitudes were targeted in (questions 04-05)

3.3. Population and Sample

To accomplish the conducted study first year LMD students and first year EFL teachers were chosen as a population. Because of the quarantine caused by the pandemic, using a probability sampling was not possible. Consequently, a non- probability sampling was used because a researcher may choose participants “who volunteer and who agree to be studied” (Creswell, 2012, p. 145). 44 students accepted to answer the questionnaire of this study. Four teachers answered the questionnaire of the pilot study. After making the necessary changes, the questionnaire was emailed to 13 teachers who still have contact with the department. 10 teachers replied. Other teachers apologized because they could not answer due to the quality of the internet connexion.

3.4. Data gathering tool

A questionnaire was selected as a type of data gathering tool. Creswell (2012) defined questionnaire as a form used in survey design that participants in a study complete and return to the researcher, participants answer questions and supplies basic personal information. (p.383)

Both teachers’ and students’ questionnaires were planned to know their attitudes (self-report their perception and view) about the use of ICT in autonomous learning.

Both questionnaires include the following types of questions:

- close-ended questions
- multiple choices questions
- open-ended sub-questions

- five likert scale and four likert scales

The data gathered through both questionnaires were analysed through descriptive statistics like measures of frequency (percent). Presenting the results in forms of tables.

3.5. Students' questionnaire

Student's questionnaire contains 17 questions divided into four sections, section one is entitled background information compose to two questions which targets personal information concerning the ' gender and reason for choosing English as a field of study. While section two includes 7 questions to gather data about students' attitudes towards autonomous learning via asking them questions to know the source of information that they used during their learning, moreover to know the importance of autonomy in EFL classes. In addition section three composes of five questions tackled to measure to which extent first-year LMD EFL students at the university of Larbi Tebessi use ICT tools during their learning and to know the effectiveness of the use of ICT and if it helps them to be independent learners, moreover it reveals students' views about the notion of ICT and whether the use of information and communication technologies led them to be independent learners or not in addition to the type of ICT tools they use in their learning. Finally, the last section includes three questions are devoted to know; how the learners used ICT to study during the quarantine caused by the pandemic (COVID 19).

3.5.1. Piloting Questionnaires

To check the clarity of the tool used in the current research, a pilot study was conducted in students' and teachers' questionnaire. In both questionnaires there is apart called opinionnaire, in this part the participants were required to give their feedback and comments. In the opinionnaire section at the end of the submitted questionnaire it included questions about repetition, ambiguity, and difficulty so that the researchers can make it necessary to get a valid and clear tool.

A pilot study was conducted with First year EFL teachers 4. The teachers were required to give their feedback and comments on the section called opinionnaire. The conclusion drawn from the analysis of this section reported that there are some questions limited by choosing just one answer and replaced by allowing for the choosing more than one answer. Besides, some questions are consider unclear, so rewording them and make them more specific by adding multiple choice.

Students' questionnaire was piloted with 10students that share the same characteristics as the target sample. The participants reported that it was easy and clear to be answered, because the of low response we including their answers in the analysis.

3.5.2. Administration of the students' questionnaire (online questionnaire)

Due to the spread of Covid19, Questionnaire was distributed online. The participants were approached via their Facebook accounts and groups, and Email addresses. The questionnaire was answered by 44 students. It is also sent to them via Google classroom by our supervisor and reminded them to answer several times to increase the response rate.

3.5.3. Analysis of the questionnaire

Section one: Background information

Item 1. Please, specify your gender:

Option	Respondents	Percentage
a) Female	36	82%
b) Male	8	18%
Total	43	100%

Table 1 : Students' Gender Distribution

The present item is a dual- choice question about the gender of participants. As can be seen in Table 3.1, the percentage of females was greater than males. That is to record, 82% of females and 18% of males from the total number of respondents.

Item 2. Why did you choose studying English at university

Option	Respondents	Percentage
Your personal choice	34	77%
Your parent(s)' choice	3	7%
An orientation(admission after the processing of pre-registration data 'orientation' results)	7	16%
Total	44	100%

Table 2 : Students Reason for Studying English at University

As table 3.2 shows, the majority of students are studying English, because they want to learn it 77 %, while 16% of them chose it as an orientation.

Item 3. To what extent do you consider yourself as an independent / autonomous learner?

Option	Respondents	Percentage
a) Extremely dependent	4	9%
b) Quite dependent	11	25%
c) Slightly dependent	4	9%
d) Neither dependent nor independent	6	14%
e) Slightly independent	4	9%
f) Quite independent	12	27%
g) Extremely independent	3	7%
Total	44	100%

Table 3 : Students' Views about the Degree of their Autonomy

This question aims to know student independence on different degrees. The results reveal that 43 % think they are independent on different degrees. On the other hand, 43% think they are dependent on different degrees. A quarter of the respondents believe they are quite dependent while 27% of the participants think they are quite dependent learners.

Item 4. In your learning process, do you depend only on inside classroom information?

Option	Respondents	Percentage
a) Yes	1	2%
b) No	43	98%
Total	44	100%

Table 4 : Students' Reliance on Information Given in Classroom

This question tries to explore whether First-year LMD students of English depend only on inside classroom information. The results above show that 98% of respondents tend to take some responsibilities, which means that they do depend on outside class information. These

numbers of students show awareness about the importance of making extra efforts outside the class because the information given in the classroom is not enough. However, 2% of them depend on the information given in the classroom.

Data from this table can be compared with data from table 03 which shows that there is a contradiction. In table 03 43% of students consider themselves as dependent learners and independent learners, while 14% of them are neither dependent nor independent. However, in table 04 the majority of respondent 98% they do not depend only on classroom information.

If "No", what other materials do you use?

Option	Respondents	Percentage
a) Internet	16	36%
b) Library	0	0%
c) Friends	0	0%
d) All of them	28	64%
Total	44	100%

Table 5 : Other Sources used by Students who depend on outside class information

This question aims at exploring the other sources used by students who depend on outside class information. As the table above shows the majority of respondents 64% use different sources of information rather than just one. These sources are the internet, library, and friends.

Item 5. Participants opinion towards the learning process?

Option	Respondents	Percentage
a) The teacher should provide all the information	2	5%
b) The Learner should look for information by him/herself	8	18%
c) Both	34	77%
Total	44	100%

Table 6 : Students' Perception about the learning process

This question aims to know students' views about how students perceive the learning process. The results show that 77% think that the learning process is a shared responsibility between both teachers and students, while 18 % of the students claim that the learning process is the learner's responsibility.

Students' justifications

In this question, learners were asked to explain their choice. Students who chose the first option for example, one wrote that “teacher should provide all the information because they can not always find the right information”. Furthermore, The participants who chose that learner should look for the information by him or her self, for example one wrote, “we cannot wait to have all information from the teacher, because the learner must look for the information by himself and the teacher should only be a guide”, another said that “it is high time to apply for a learner-centered approach”. Finally, their answers can be summarized to the point that most of the participants who chose the last option argued that there should be cooperation between the teacher and the students because of the teacher and learner complete each other.

Item 6. In your opinion, learner autonomy involves:

Option	Respondents	Percentage
a) Active learning (participate in the learning process)	0	0%
b) Make decisions and choices about what and how to learn	12	27%
c) Self-directed learning (learners can evaluate their own performances)	6	14%
d) All of them	26	59%
Total	44	100%

Table 7 : Students' Views about Learner Autonomy

This question aims to explain the participants' views about the notion of learners' autonomy. As table 6 demonstrates, 26students (59%) share the same belief about autonomy; most of them agreed that autonomy includes active learning, make decision and self-directed learning..While 12 (27%) claimed that autonomy is about making decision and choices about the learning process, and 6(14%)Self-directed learning. However, no respondent claims that active learning can not stand alone in autonomous learning.

Item 7. Would you specify to what extent each of the following statements represents you most?

Statement	Never true for me	Usually not true for me	Somewhat not true for me	Usually true for me	Always true for me
I can learn without teacher help	20%	37%	32%	9%	2%
When I have language problem, I turn to teachers help or students help	11%	32%	25%	23%	9%
I prefer to spend some time to study alone	2%	2%	20%	37%	39%
I make a study plan in order to achieve my aim	7%	14%	24%	39%	16%
I can use Internet for learning the language	7%	11%	4%	48%	30%
I like learning the language on my own because I know the best strategy that serves me	4%	14%	32%	27%	23%
I preview my lessons before I have my class	4%	20%	25%	32%	19%
D) In language learning, I enjoy tasks where I can learn on my own	4%	14%	14%	45%	23%

Table 8 : Students views towards Autonomous Learning

This question, aims to know students' ' views towards autonomous learning on a five-point scale: Never true for me, usually not true for me, somewhat not true for me, usually true for me, always true for me. The statements represent some actions that autonomous learners usually do while studying. Results show that the vast majority of learners prefer to learn the language on their own, through making a study plan, also they use internet in their learning and use the best strategy that serves them to better learn the language. In addition, 45 % of respondents enjoy activities where they feel they can learn by themselves.

In summary, these results show that all participants prefer to work alone without the help of the teacher, they make a study plan to better learn the language and they saw internet as a useful tool in language learning.

Item 8. Do you think that it is necessary to improve your autonomy to develop your English level?

Option	Respondents	Percentage
a) Yes	41	93%
b) No	3	7%
Total	44	100%

Table 9 : Students' Perception about the Necessity of Autonomy in Developing English Language Level

This question aims to know First-year LMD students views about the necessity of autonomy in developing English language level. The percentages indicate that the majority of respondents 41 (93%) chose the option “yes”. However, just 3 (7%) of them pick the option “No”. from the table above the great majority of students say that it is necessary to be an independent learner, to develop the English level.

Student's justification

In this question, students were invited to add their explanation. Participants who chose the option yes think that they should be autonomous learners to develop their English level. One of them wrote that “when learning the language students should not depend only on teacher; because when learners depend on themselves help them to be motivated and confident in their learning process”. Most of the students confirm that autonomy is necessary in English language learning.

Item 9. Do you think that the use of ICT tools in the classroom help you to be an independent learner?

Option	Respondents	Percentage
a) Yes	38	86%
b) No	6	14%
Total	44	100%

Table 10 : Students opinions about the Importance of ICT tools on Autonomous Learning

This question aims to know the importance of ICT tools on autonomous learning. The results show that the vast majority of students 86% agreed that ICT helps them to be independent

learners. However, six students find ICT tools are not effective tools in developing autonomy.

Student’s justifications

In this question, students were asked to justify their answers. Students who choose the option yes think that, it facilitates their learning process, makes them work individually and depend on themselves. In addition, they feel motivated. However, students who chose option ‘No’, stated that “the ICT tools could be harmful or beneficial at the same time; because they may use other tools like books, teachers and their information.” Moreover, they feel comfortable when they follow their teachers' instructions.

Section three: the use of ICT tools

Item 10. Do you have sufficient access to ICT tools?

Option	Respondents	Percentage
a) Yes	31	70%
b) No	13	30%
Total	44	100%

Table 11 : Students’ Access to ICT Tools

The question examines whether students have sufficient access to ICT tools. Thirty-one respondents 70% reports that they have sufficient access to ICT tools these results strongly support our assumption; however, 13 respondents 30% do not have sufficient access to ICT tools. The number of respondents who have the access to ICT tools is higher than who have not.

Item11. Do you think that using technology in English as a foreign language class is a good strategy?

Option	Respondents	Percentage
a) Yes	43	98%
b) No	1	2%
Total	44	100%

Table 12 : Students’ Opinions about whether technology is a good strategy in EFL class

This question aims examine students’ perceptions about whether technology is a good strategy in EFL class. The findings showed that 98% chose ‘yes’ and 2% pick ‘no’. Thus,

from the recorded data the majority of students agreed that technology is a good strategy in EFL class.

If yes, is that because:

Option	Respondents	Percentage
a) It raises your motivation and interest	10	23%
b) It raises your responsibility towards learning	0	0%
c) It facilitates your learning	13	30%
d) It gives you an opportunity to practice the language and to test your level	12	27%
e) It gives an opportunity to learn everywhere and every time	7	16%
f) It helps you to seek your objectives	1	2%
g) It gives you an opportunity for self-correction and evaluation	1	2%
Total	44	100%

Table 13 : Students' Reasons for Using Technology in EFL Class

This question tries to establish the reasons behind the use of technology in EFL learning. As the table shows the majority of students 98% agreed that technology is a good strategy in EFL class because it facilitates the learning process, it raises motivation and interests and it allows practicing the language. However, two students 4% think that technology is important because it helps them to seek their goals and evaluate themselves.

Item 12. Which of the following ICT tools do you use the most in your independent learning?

Option	Respondents	Percentage
a) Digital books and textbooks	6	14%
b) Exercise software, online quizzes and tests	5	11%
c) Multimedia production tools (e.g. PowerPoint)	3	7%
d) Educational and non-educational videos	23	52%
e) Social platforms (Facebook, blogs, etc)	3	7%
f) Digital learning games, computer/video game	4	9%
Total	44	100%

Table 14 : ICT Tools that Students Mostly use in their Independent Learning

This question aims to know the most ICT tools used in autonomous learning. As the table shows, Digital books and textbooks are used by 6 respondents 14%, 5 (11%) use exercise software, online quizzes, and tests, just 3 (7%) depend on multimedia production tools (e.g.

PowerPoint). 23 (52%)focus on educational and non-educational videos in their learning also Social platforms (Face book, blogs). However, just only 5 (16%) use digital learning games, computer/video game.

Students' justifications

In this question, students were invited to justify their answers. The majority of students use various ICT tools one of them said “i uses digital books, applications, and educational videos because it helps him to be a more independent learner.”

Item 13. Where do you use ICT tools

Option	Respondents	Percentage
a) Inside the classroom	0	0%
b) Outside the classroom	19	43%
c) Both	25	57%
Total	44	100%

Table 15 : Settings where Students Use ICT Tools

This question tries to explore where students use ICT. The findings showed that 19(43%) of students use ICT outside the classroom, while 25 (57%) use them both of them inside and outside the classroom. This result restated by the fact that learners use ICT tools both outside and inside the classroom and no use ICT only inside the classroom.

Mention for what purpose you use ICT tools:

Option	Respondents	Percentage
a) For researching	6	14%
b) For self-guidance to study	1	2%
c) For self-directed learning	4	9%
d) For doing tasks and assignments	2	4%
e) For discussing information with your classmates	3	7%
f) All of them	28	64%
Total	44	100%

Table 16 : Purposes of Students' use of ICT Tools

This question aims to know the purpose of using ICT. As the table 14 shows 6 respondents (14%) use ICT for researching and just 1 respondent (2%) use it for self-guidance. In addition 4 respondents (9%) use it for self-directed learning. While 2 of them (4%) use it for doing tasks and assignments. Moreover six of them (14%) use ICT for discussing

information with their classmates. 28 students (64%) use ICT for all the option mentioned above. In summary, students use ICT for different purposes in their learning for better achievement.

Students' justifications

In this question students were asked to mention other purposes of using ICT tools One of the students claimed that he/she use ICT tools for searching, communicating, seeking help and finding answers, in order to make the learning process easy, fast and with less energy

Item 14. Would you specify to what extent do you agree or disagree with each of the following statements?

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a) The use of ICT tools is effective for improving my capacities in learning	53%	36%	11%	0%	0%
b) I am able to learn alone through online courses and activities	18%	50%	18%	14%	0%
c) I am able to achieve my learning objectives and seek my own answers through varied activities	23%	47%	23%	7%	0%
d) I am able to evaluate my own learning through checking online Tasks	23%	44%	29%	4%	0%

Table 17 : Students Views about the Use of ICT

This question, aims to explore students' views about the use of ICT. The results show that 53% of participants strongly agree that the use of ICT is an effective tool for improving learning capacities. More precisely, 50% of participants agreed that online materials help student to learn by their own. Moreover, 64% of participants believed that online tasks help them to achieve their learning goals, and evaluate their learning.

From the above results, it seems that students they use of ICTto learn independently.

Item 15. According to you, how can the Use of ICT tools foster your autonomous learning?

Option	Respondents	Percentage
a) It improves my capacities through the vast exposure to English language materials	6	14%
b) It raises my self-reliance and sense of responsibility	7	16%
c) It helps me approach my learning objectives and seeking my own answers	5	11%
d) It provides opportunity for self-evaluation and self-correction	2	4%
e) All of them	24	55%
Total	44	100%

Table 18 :Students' Views about the Role ICT Tools To Foster Autonomous Learning

This question aims to determine whether the Use of ICT tools can foster their autonomous learning. The vast majority of learners claimed that the use of ICT can develop their autonomous learning; because it improves their capacities through the vast exposure to English language materials. 16% claimed that it raises self-reliance and sense of responsibility, while five of them 11% stated that ICT help students to attain their learning objectives and seek their own answers. Moreover, 2% (4%) of them stated that ICT provides opportunity for self-evaluation and self-correction. In summary, from the obtained results ICT tools can develop learner autonomy.

Section four: Independent learning in the period of Corona Virus (COVID 19) and the use of ICT

Item 16. Would you specify to what extent do you agree or disagree with each of the following statements?

Statement	Strongly agree	Agree	Disagree	Strongly disagree
a) In this period of virus corona, I used ICT tools (internet, computers...)	52%	44%	4%	0%
b) I used ICTs to look for information	43%	48%	7%	2%
c) I used ICT tools to contact teachers like using emails or chat windows	45%	42%	11%	2%
d) I used different strategies to learn like learning through online videos	32%	61%	7%	0%
e) I feel more independent in my learning because I work alone	41%	23%	27%	9%
f) I think that classroom learning via using ICTs tools is better	35%	20%	27%	18%
g) During pandemic, I used ICT tools to develop my English language skills by my own	30%	56%	7%	7%
h) in this period, I like learning via internet	27%	27%	35%	11%
I) I tried to use Internet to better understand the lessons	43%	43%	20%	4%
j) Moodle allowed me to be Independent Learner	18%	45%	27%	20%

Table 19 : Students' Views about and Use of ICT During Pandemic

This questions aims to explore students' attitudes towards the use of ICT during pandemic. The answers of this question merged between strongly agree and agree. Forstatement "a" 96% agreed that they use ICT during this pandemic, while 91% of them they use ICT in their practice for example, to look for information, to contact teachers, to develop language learning skills. Moreover, for statement "e" 64% of respondent claimed that the use of ICT makes them feel as independent learners. In addition, 63% agreed that moodle allows them to work alone without the need of teachers. While sentence "i" 86% of respondents stated that the use of Internet helps them understanding better the lessons. In summary, those

results show that the majority of students use ICT tools during the spread of COVID 19, and they feel that ICT helps them to learn autonomously.

Item 17. Did you face any difficulties with the use of ICT tools to learn online during the pandemic?

Option	Respondents	Percentage
a) Yes	14	32%
b) No	30	68%
Total	44	100%

Table 20 : Students’ Responses about the Difficulties with the Use of ICT tools During Pandemic

This question tries to establish whether students face difficulties with the use of ICT. The findings showed that 68% replied No and 32% answered yes. Thus, the majority of students are not facing any kind of difficulties during this period.

Students’ Justification

In this question students were asked to justify their answers. For those who chose “Yes” in their explanation, one of them said that “ICT tools are not always available”. Another one claimed that “the majority depends on the teacher and they find difficulties in this Moodle service, because lack of connection, lack of using online materials.”

3.6. Teachers’ questionnaire

Teachers’ questionnaire was designed to first-year EFL teachers at the English Department at Larbi Tebessi University. It consists of 16 questions. The items in the questionnaire are arranged into three sections.

Section one entitled “personal information”. Section two entitled Learner autonomy consists of 8 questions in order to investigate teachers’ perceptions towards learner autonomy and the use of ICT. Finally the last section includes 6 questions concerned with the use of ICT and learner autonomy where teachers asked to give their views about the role of ICT in developing autonomy. At the end of this section gave the teacher a chance for additional suggestions, recommendations concerning the topic of the dissertation.

3.6.1. Administration of the Questionnaire

The questionnaire was administered to a sample of 13 first year EFL teachers at the department of English at Larbi Tebessi University. Due to the spread of Covid19, it was distributed online via email addresses from 18 teacher of first-year; 4 of them answer on the piloted questionnaire, and from 13, just 10 of them are kindly cooperating. The others don't provide us with feedback because the lack of internet connection, so the whole sample had a response rate (76, 92%)

3.6.2. Analysis of teachers' Questionnaire

Section One: General Information

Would you specify:

Item 1. Your qualification:

Option	Respondents	Percentage
Master	4	40%
Magister	5	50%
PhD	1	10%
Total	10	100%

Table 21 : Teachers' Qualification

This table shows that (50%) of teachers have a magister degree and four teachers have a master degree, while just one of them has a PhD degree.

Item 2. Teaching experience at university: number of years?

Option	Respondents	Percentage
1-5 years	6	60%
5-10 years	4	40%
More than 10 years	0	0%
Total	10	100%

Table 22 : Teachers' years of experience in teaching EFL at University

This question aims to know teachers' years of experience in teaching EFL at university. Most teachers (60%) have 05 years of teaching experience, while (40%) have more than five years of teaching experience.

Section Two: Learner Autonomy

Item 3. What does learner autonomy mean to you as an English language teacher?

This question aims to know teachers' views about autonomy . Some of them answered as below:

- “Autonomy is the learners' ability to take charge for their own learning.”
- “Learner autonomy is defined as a learner's willingness and ability to evaluate their learning with support from the teacher.”
- “Have the capacity to learn independently.”
- “Learner autonomy is about learners being more active in their learning process.”
- “Learners determine what they are going to study and how they are going to study it.”

So according to their answers, some teachers are familiar with the term autonomy. They stated that autonomy is when learners are capable to learn by their own, it means to depend on themselves which means self-reliance in their learning process.

Item 4. In the process of learning English, do you think that autonomous learning is important?

Option	Respondents	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 23 : Teacher opinion about The Importance of Autonomous Learning

This question tries to explore teachers' perceptions about the importance of autonomous learning. All of them (100%) gave a positive answer; they think that autonomous learning is very important. From the results, those teachers have positive attitudes towards autonomous learning.

Teachers' Justifications

In this question teachers were asked to justify their answers. Some teachers who chose “yes” provided the following reasons:

- “Learners should be placed at the center of the learning system which must arouse the curiosity and interest of the learners with a view to developing their reasoning methods and sense of responsibility.”
- “In the context English is a foreign language this means that students will not have the opportunity to practice it outside of the classroom walls. Additionally, the learning hours are not enough for them to have an advanced level. Hence, they need to rely on themselves.”
- “It improves learners' oral and written skills. Also, it enhances their critical thinking since it is constructed around self-reliance and independency. Moreover, as self-reliant learners, open discussions and active conversations develop their own linguistic abilities.”

Item 5. Which of the following learning approaches can foster learner autonomy?

Option	Respondents	Percentage
Teacher-centered	1	10%
Learner-centered	7	70%
Both	2	20%
Total	10	100%

Table 24 : Learning Approaches to Foster Learner Autonomy

This question aims to investigate which of the options in the table above can foster learner autonomy, the majority of teachers (70%) viewed that the learning environment can be fostered by learner-centered approach, it means that learners should be engaged and active in the learning process, however, (20%) of them claimed that for being autonomous; there should be a collaboration between teachers and learners, while just one teacher said that it is a matter of teacher-centered approach.

Teachers’ justifications

In this question teachers were asked to justify their answers. For those who claimed that the learners should be responsible in their learning. Pointed that learners be the center. They become more responsible and the teacher adopts the role of a guide. Moreover, the choice of

materials, topics, and activities needs to revolve around learners' interests and needs, they were more likely to be autonomous. While teachers who opt for the choice of both they justify their answers that Autonomous learning cannot be taught or learned, but it can be developed through conscious awareness of the learning process. Therefore, the teacher and the course structure must provide guidance and support to learners when their abilities are still developing. So from teachers' justification, the notion of autonomous learning can foster through the presence of learners in their learning without neglecting the role of the teacher.

Item 6. How can you describe your students as autonomous learners? (You may choose more than one answer)

Option	Respondents	Percentage
Have the capacity to control their learning	0	0%
Self-motivated	0	0%
Have different styles and strategies	0	0%
Good critical thinking	0	0%
Take decision by their own	0	0%
Take the appropriate active tasks and approaches to learn	0	0%
Pay attention to both form and meaning	0	0%
All of them	10	100%
Total	10	100%

Table 25 : Teachers views about the characteristics of their learners as autonomous learners

This question aims to know teachers' views about the characteristics of their students as autonomous learners, it is clear that all teachers (100%) think that autonomous learners have all the characteristics. In other words, autonomous learners have the sense of responsibility, taking decisions and choosing the appropriate active tasks and approaches to learn.

Item 7. Which role(s) do you play while teaching? (You may choose more than one answer)

Option	Respondents	Percentage
Controller	0	0%
Monitor	0	0%
Counsellor	0	0%
Guide	0	0%
Assessor	0	0%
More than one role	10	100%
Total	10	100%

Table 26 : Teachers' Responses about their Roles

This question aims to know teacher roles, all the teachers (100%) admitted that they play many roles; a role of a guide, assessor, and monitor. In summary, teachers play a major role in the learning process which indicates that the role of the teacher cannot be neglected in the learning process.

Item 8. What do you do to promote learner's autonomy? (You may choose more than one answer)?

Option	Respondents	Percentage
Giving them tasks to do at home by their own	0	0%
Selecting the best material for them	0	0%
Suggesting the use of internet, particular websites, etc	3	30%
Asking them about their goals and needs	0	0%
Encouraging them to learn English outside the classroom without the help of any teacher	1	10%
More than one strategy	6	60%
Total	10	100%

Table 27 : Teachers' Strategies to Promote Learners' Autonomy

This question aims to explore the teachers' strategies to promote learners' autonomy. Only 3 of them (30%) suggested that the use of the internet, particular websites, while only one (10%) assumed that encouraging them to learn outside the classroom without the help of any teacher is a good strategy, (60%) of teachers argue that more than one strategy can help to promote learners' autonomy. So from the results, some teachers claim that suggesting the use of the internet is a good strategy for developing learner autonomy and this indicates that the

integration of technological tools can be one of the tools that lead to the development of autonomy.

Item 9. Does your strategy of teaching affect your learners’ autonomy?

Option	Respondents	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table 28 : The Effectiveness of Teachers’ Strategy on Learners’ Autonomy

Teachers were asked whether their strategy of teaching affects their learner’s autonomy. (90%) of the teachers have given a positive answer, they think that their strategy of teaching affect the learning process in a good way.

Teacher’s Justifications

In this item, teachers were asked to justify their answers, and in the table, most of them said “Yes” because they think that their strategies of teaching is effective ,they answered as the following :

- “Give the learners the opportunity to choose their materials of learning.”
- “Teachers should take the role of guide to make them rely on themselves.”
- “Teachers should choose topics.”

On the other hand, the teachers who answered “No” think that

- “Teachers do not think that their strategy in teaching have a great positive impact on the majority of students because they usually focus only on the lessons they receive in the classroom and do not try to develop their individual skills on their own.”

Item 10. In your opinion, what are the main factors that prevent EFL students to be autonomous learners?

Teachers were asked to give their opinion about the main factors that prevent EFL students to be autonomous learners, and they penned that

- “The strategy, method, and the behaviour of the teachers.”
- “The lack of motivation, also most of them doesn’t have the self-efficacy.”

- “Self-esteem, attitude, and confidence are factors that prevent EFL students to be autonomous learners.”
- “Teacher centered classroom, also his method of teaching and the curricula in Algerian University makes the students satisfied with what they learn in the classroom; due to the great number of lessons, the length and intensity of the programs.”

Section Three: Autonomous Learning and ICT Tools

Item 11. To what extent do you find the use of ICT tools important in teaching-learning English as a foreign language offline and online?

Option	Respondents	Percentage
Very important	2	20%
Important	4	40%
Somehow important	4	40%
Not important	0	0%
Total	10	100%

Table 29 : The Importance of ICT Tools in Teaching-learning English as a Foreign Language

This question aims to explore the importance of ICT tools in teaching and learning EFL, (40%) of teachers believed that ICT tools are important and somehow important in teaching-learning English language offline and online, however, 2 (20%) said very important and (0%) with not important, most of the teachers thought that ICT tools are important in their teaching-learning English as a Foreign Language Offline and Online.

Item 12. How many of your students engage in online learning?

Option	Respondents	Percentage
All of them	0	0%
Most of them	3	30%
Few of them	7	70%
Total	10	100%

Table 30 : Teachers’ Views about Students’ Engagement in Online Learning

This question aims to determine teachers views about students’ engagement in online learning, 7 (70%) engage in Online learning and only just three of them (30%) use online learning. So the majority of students engage in online learning.

Item 13. In your opinion what should teachers do to enhance learners’ sense of responsibility towards learning English as a foreign language?

Teachers were asked to give their opinion about what should they do to enhance learner’s responsibility towards learning English as a foreign language. Some of them suggested that the use of websites and online application encourage them to be motivated and learn autonomously, besides, introducing the importance of English language around the world, offer learners a choice of learning strategies and to raise learners' awareness to specify their objectives and realize their goals.

Item 14. According to you, to what extent the use of ICT tools can be effective in fostering EFL students’ autonomy?

Option	Respondents	Percentage
Very effective	3	30%
Somehow effective	7	70%
Not effective at all	0	0%
Total	10	100%

Table 31 : The Degree of the Effectiveness of ICT Tools in fostering EFL Students’ Autonomy

This question aims to investigate the degree of effectiveness of ICT tools in fostering EFL student’s autonomy. 7 (70%) stated that the use of ICT is somehow effective, while (30%) of them claimed that it is very effective. However, none of them said that ICT is not effective at all. So the majority of teachers agreed that ICT tools can foster EFL student’s autonomy.

Teachers’ justifications

In this question teachers were asked to justify their answers. Teachers who picked the choice “very effective”, believed that “ICT tools learner's lead to self-independence, it promotes autonomous learning, help in acquiring linguistic skills and establish a certain contact between learners and their teachers. Likewise, it gives learners access to a wide variety of resources on the Internet; - facilitate communications with teachers or natives using discussion forums and email; - learn the target language individually at their own pace”.

Moreover, teachers who choose the option “ Somehow effective” claimed that “may be ICT is effective but traditional means can do equally well and they need inspiration and it is not enough to depend only on ICT tools and it all depends on learners' readiness for efficient use of available ICT tools to learn more autonomously.”

Item 15. What are the main obstacles that prevent you from using ICT tools to enhance learner’s autonomy? (You may choose more than one answer)

Option	Respondents	Percentage
The classroom environment (equipment, large number of students...)	2	20%
The unavailability of ICT tools	0	0%
Unstable internet connection	0	0%
Lack of training in using ICT tools	0	0%
Lack of support from the administration	0	0%
All of them	4	40%
More than one Obstacle	4	40%
Total	10	100%

Table 32 : Obstacles that Prevent Teachers from Using ICT Tools

This table tries to explore the main obstacles that prevent teachers from using ICT tools to enhance learner’s autonomy, 4 (40%) for both all of them and more than one obstacle and just two (20%) state that the classroom environment (equipment, a large number of the student) and the rest is (0%) in all the other choices

Item 16. You are the most welcome for any additions, suggestions, or recommendations

For this addition or suggestion, teachers state that Learning English is more than a cognitive task, and the success of a learning activity depends on learner attitude and motivation.

3.7. Discussion of the main Results

This study attempts to investigate students' attitudes towards autonomous learning through the use of ICT. For the sake of summarizing and drawing conclusion to this study, This part will state and merge the main results obtained from the quantitative data of both students' and teachers' questionnaires. The results will be discussed in light of the research questions.

The first research question sought to know students cognitive attitudes towards autonomous learning. The analysis of students' questionnaire came out with significant results revealing that:

- Most of the students who took part in our research asserted the importance of taking charge of their learning (as presented in question 05). Moreover, they believe that depending on teachers is not enough for accomplishing their learning, but it demands that they do extra efforts outside the classroom (question 04). Learners should look for other resources to continue their studies like: ebooks, videos and the use of ICT.
- Students understanding about Autonomy, the majority of students in (question 06) that they are familiar with the concept of autonomy. While in (question 07) the majority of students prefer to work alone without the help of the teacher. Moreover, 93% of students agreed that is necessary to improve learner autonomy. While, the teachers' questionnaire results supported the results of students' views towards autonomous learning, teachers do consider autonomous learning is important in learning foreign languages, yet they tend to rely on classical ways in order to develop their students' autonomy; since teachers did not provided with the new technologies, they depend on the traditional materials to develop autonomous learning.

Therefore, the first sub research question which state student's opinions' about autonomous learning is partially confirmed.

The second sub research question sought to identify student's affective attitudes towards the use of ICT. The analysis of student's and teachers' questionnaire has shown different attitudes including:

- Students refer to ICT devices such as, internet, online videos, e-books as the appropriate tools which provide them with plenty of resources (question 04). Moreover, 91% use ICT in their practice for example, to look for information and developing language learning skills.
- Most importantly, the obtained findings from the students' questionnaire indicate that during pandemic students feel motivated to work alone without the help of teacher and to implement online courses through moodle allow them to learn autonomously. It enables them to activate their independence learning, to choose the appropriate learning strategy in accordance to their own preferred learning styles. (As presented in question 16). However, from the results obtained from teachers' questionnaire, teachers consider the use of ICT tools as one of the best ways to promote autonomous learning because they (question 08) suggest the use of internet, websites to promote learner autonomy, and to activate students' responsibility towards their learning. While teacher pointed that they have different roles like guide, monitor, assessor. From the obtained data teachers have a positive attitude towards the use of ICT.
- Teachers mentioned, there are challenges that prevent them to use ICT during their teaching such as lack of internet, ICT devices, but they claim that ICT is beneficial for learners who want to rely on themselves. The teachers assume positive perceptions and attitudes toward the use of ICT tools on enhancing autonomous learning.

Thus, such results confirm the second sub research question that indicates positive behavioral attitudes towards the use of ICT.

The third research question sought to identify student's behavioral attitudes towards autonomous learning and the use of ICT.

- Students 'questionnaire revealed that the majority of them consider autonomous learning as important aspect(question 08) .In addition, first year LMD students tending to rely on themselves, as well as making decision toward learning objectives, despite the fact that they lack the skill of assessing and evaluating their own learning. Students showed positive attitudes towards the use of ICT on autonomous learning (86% of them claimed that ICT help student to be autonomous learner).While results from teacher questionnaire most of teachers are aware of the importance of autonomous learning.

The obtained results through both data collection tools draw upon the concluding outline of the final synthesis. The present study relies on both questionnaires, in order to answer the studied research questions and to confirm the research hypothesis. The present study provides answers to the three different research questions, is that ICT tools have a great significance in helping students to develop their autonomy in EFL context. The research method confirm the research hypothesis and, henceforth, from both questionnaires students and teachers adjusting positive attitudes towards the use of information and communication technology on autonomous learning.

3.8. Suggestions and Recommendations

In light of the results obtained from the study, EFL Student's attitudes towards autonomous learning through the use of information and communication technologies (ICTs) can be enhanced by ensuring the followings:

For the teachers:

- Teachers should allow the use of ICT tools inside the classroom.
- Teachers should integrate ICT's in the learning process, as a key competence to the acquisition of the target foreign language.
- Teachers should use ICT's in the classroom to work on information processing, authentic communication, and on the learner autonomy, as the builder of his or her learning process.

- Give ICT's a role to help young people be able to arrange, evaluate, and decide on the information that comes to them.
- Challenge students with different types of supports and formats and, therefore, a great variety of activities in which they pass from receivers to makers.
- Bring students to the real contact with the target foreign language and users, through the electronic mail, "chats", "blogs".
- Bring students elements through authentic and real-time documents.
- Attend the diversity of students, using exercises available on the web.

For students:

- Students should motivate themselves and be responsible for their learning.
- Students should use ICT tools to develop and share teachers' information.
- Students should have access to the internet inside the classroom to have a second look for new information.
- Students should build their strategies to be autonomous learners.
- Students should be in touch with new technologies to facilitate their learning process.

3.9 . Limitation and further research

Even though this research has important significance in the process of learning and teaching English as a foreign language, it must be admitted that some limitations were raised. The first limitation is the period where the research takes place which is a pandemic area (COVID 19); there was no direct communication between the researchers and participants. Another limitation is that this research can be conducted not only with first-year LMD students, but other research could also be done on different levels. This research is also limited to a small sample because of the spread of corona virus.

Conclusion

This chapter gives an outline of the research method followed in the current thesis to highlight EFL Student's attitudes towards autonomous learning through the use of information and communication technology (ICT) .It presents the research methods, design, tools and procedures used to carry out the research. In addition to the results of students' questionnaire and teachers' questionnaire were analysed and discussed in the light of research questions and hypothesis.

General conclusion

Autonomous learning in a foreign language is very important because depending on the information provided by the teacher is insufficient. Learners need to take charge of their studies to master and succeed in a given language. The investigation carried out in this study has to dedicate and to confirm our hypothesis which states that both teachers and students have a positive attitude towards the use of ICT on autonomous learning and we test our hypothesis through quantitative data were analyzed following a survey method by adopting questionnaire as a data-gathering tool. The dissertation comprised with two chapters, the first chapter includes a general overview of the concept of autonomy and information and communication technologies. The second chapter is devoted to the practical part. It includes the research method and design, data gathering tool, and provided the analysis and discussion of results obtained from students 'questionnaire and teachers' questionnaire.

The data obtained from both questionnaires confirm the hypothesis and answer the research questions, both questionnaires point out the students' and teachers' awareness of the importance of autonomous learning in EFL context; also these results indicate that teachers and students hold a positive attitude towards the use of ICT on autonomous learning. Also teachers' have a major role in developing learner autonomy, because teachers act different roles in their teaching process. In short, information and communication technologies consider being a good tool for developing learner's autonomy.

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Appendix One

Students' Questionnaire (piloted)

Dear student

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt to investigate EFL learners' attitudes towards the use of information and communication technologies on learners' autonomy. Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (√) in the appropriate box (es) and give full answer(s) whenever it is necessary.

Thank you for your time and contribution

Key terms:

ICTS: Information And Communication Technologies like internet, computer...etc.

Autonomous learners: learners who do not depend on the teacher in their learning, but they take their own responsibility, i.e., they work independently (work alone)

Active learning is an approach to instruction that involves actively engaging students with the course material through discussion, problem-solving, case studies, role plays, and other methods .retrieved from

https://www.Queensu.ca/teachingandlearning/modules/active/04_what_is_active_learning.html

Self-directed learning: in this type of learning learners are moving towards the processes of self-study, self evaluation (Majedi and Pishkar, 2016)

Researchers' names:Supervised by:

Amel LASSOUEDMs. Asma DOUAIBIA

Rania BRIK

Section One: Background Information

Q1. Please, specify your gender:

a) Male

b) Female

Q2. Your choice of learning English at university was:

a) Your personal choice

b) Your parent(s)' choice

c) An orientation

Section Two: Autonomous Learning

Q3. To what extent do you consider yourself as an independent \ autonomous learner

(tick (√) between the two adjectives in the extreme)?

Dependent independent
Extremely Quite

Slightly Neither Slightly Quite Extremely

Q4. In your learning process, do you depend only on inside class information?

a) Yes

b) No

if no What other materials do you use?

a) Internet

b) Library

c) friends

d) All of them

Q5. In your opinion what is the source of information:

a)The teacher should provide all the information

b) The Learner should look for information

c) Both

justify your answer ,please

.....
.....

Q6. In your opinion learner autonomy involves:

- a) Active learning (participate in the learning process)
- b) Make decision and choices about what and how to learn
- c) Self directed learning (learners can evaluate themselves)
- d) All of them

Q7. Would you specify to what extent each of the following statements represents you most:

Statement	Never true of me	Usually not true of me	Somewhat not true of me	Usually true of me	Always true of me
I can learn without teacher's help					
When I have a language problem, I turn to teachers help or students help					
I prefer to spend some time to study alone					
In language learning , I enjoy tasks where , I can learn on my own					
I make a study plan in order to achieve my aim					
I can use Internet for learning the language					
I like learning the language on my own because I know the best strategy that serves me					
I preview my lessons before I have my class					

Q8. Do you think that it is necessary to develop your autonomy to improve your English level ?

- a) Yes b) No

Please, justify your answer:

.....
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.....

Q9. Do you think that the use of ICT tools in the classroom help you to be independent learner?

- a) Yes b) No

Please, justify your answer:

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

Section Three: The Use of ICT Tools

Q10. Do you have a sufficient access to ICT tools like (internet, laptops..)?

- a) Yes b) No

Q11. Do you think that using technology in English as a foreign language class is a good strategy?

- a) Yes b) No

If yes, what is your point of view towards its effectiveness?

- a) It raises your motivation and interest
- b) It raises your responsibility towards learning
- c) It facilitates your learning
- d) It gives you an opportunity to practice and to test their language level
- e) It gives you an opportunity to learn everywhere and every time

f) It helps you to seek your objectives

g) It gives you an opportunity for self correction and evaluation

Q12. Which of the following ICT tools do you use the most in your independent \ autonomous learning?

a) Digital books and textbooks

b) Exercise software, online quizzes and tests

c) Multimedia production tools (e.g. PowerPoint)

d) Educational and non-educational videos

e) Social platforms (Facebook, blogs, etc)

f) Digital learning games, computer/video game

Others, specify please

.....
.....

Q13. Do you use ICT tools outside classroom or inside classroom?

a) inside classroom b) outside classroom

c) Both

Whatever your answer is, please mention for what purpose do you use ICT tools

a) For researching

b) For self-guidance

c) For self-directed learning

d) For discussing information with your classmates

e) For doing tasks and assignments

f) All of them

Others, specify please

.....
.....

Q14. Would you specify to what extent do you agree or disagree with each of the following statements :

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
The use of ICT tools is an effective tool for improving my capacities in learning					
I am able to learn alone through online courses and activities					
I am able to achieve my learning objectives and seek my own answers through varied activities					
I am able to evaluate my own learning through checking online Tasks					

Q15. do you think that the use if ICTs tools foster your autonomous learning?

- a) It improves my capacities through the vast exposure to English language materials.
- b) It raises my self reliance and sense of responsibility
- c) It helps me approach my learning objectives and seeking my own answer
- d) It provides an opportunity for self evaluation and self correction
- e) All of them

Section four:

Q16:learning in the period of Corona Virus (COVID 19) independent learning/ICT.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
In this period I used ICTs tools (internet, computers...)				
I used ICTs to look for information				
I used ICTs tools to contact teachers like using emails or chat windows				
I used different strategies to learn like learning through online videos				
In this period of virus corona I feel more independent in my learning because I work alone				
I think that classroom learning via using ICTs tools is better				
During pandemic I used ICTs tools to develop my English language skills by my own				
In this period I like learning via internet				
I tried to use Internet to better understand the lessons				
Moodle allowed me to be Independent Learner				

Q17. Have you found any difficulties with the use of ICT tools to learn online during the pandemic?

a) yes

b)No

if yes, what kind of difficulties?

.....

.....

Section five :Opinionnaire

Q1. Are there some questions in this questionnaire that are difficult to answer?

A) Yes

b) No

If yes please mention them

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

Q2. Do you think the layout of the questionnaire is attractive?

a) Yes

b) No

If no what do you suggest making it more attractive?

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

Q3. Are there any ambiguous question?

a)yes

b)No

if yes please mention them

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

Q4.are there any repeated questions?

a) Yes

b) No

If yes please mention them

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

Q5. What can you suggest for the amelioration of this questionnaire?

.....

.....

.....

Thank you for your collaboration

Appendix Two

Students' Questionnaire

Dear student

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt to investigate EFL learners' attitudes towards the use of information and communication technologies on learners' autonomy. Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (√) in the appropriate box(es) and give full answer(s) whenever it is necessary.

Thank you for your time and contribution

Key terms:

ICTS: Information And Communication Technologies like internet, computer...etc.

Autonomous learners: learners who do not depend on the teacher in their learning, but they take their own responsibility, i.e., they work independently (work alone)

Active learning is an approach to instruction that involves actively engaging students with the course material through discussion, problem-solving, case studies, role plays, and other methods .retrieved from

https://www.Queensu.ca/teachingandlearning/modules/active/04_what_is_active_learning.html

Self-directed learning: in this type of learning learners are moving towards the processes of self-study, self evaluation (Majedi and Pishkar, 2016)

Researchers' names:

Amel LASSOUED

Rania BRIK

Supervised by:

Ms. Asma DOUAIBIA

Section One: Background Information

Q1. Please, specify your gender:

b) Male

b) Female

Q2. Your choice of learning English at university was:

d) Your personal choice

e) Your parent(s)' choice

f) An orientation

Section Two: Autonomous Learning

Q1. To what extent do you consider yourself as an independent \ autonomous learner

(tick (√) between the two adjectives in the extreme)?

Dependent

--	--	--	--	--	--	--

independent

Extremely

Quite

Slightly

Neither

Slightly

Quite

Extremely

Q2. In your learning process, do you depend only on inside class information?

a) Yes

b) No

if no What other materials do you use?

e) Internet

f) Library

g) friends

h) All of them

Q3. In your opinion what is the source of information:

a)The teacher should provide all the information

b) The Learner should look for information

c) Both

Justify your answer, please

.....
.....

Q4. In your opinion learner autonomy involves:

e) Active learning (participate in the learning process)

f) Make decision and choices about what and how to learn

g) Self directed learning (learners can evaluate themselves)

h) All of them

Q5. Would you specify to what extent each of the following statements represents you most:

Statement	Never true of me	Usually not true of me	Somewhat not true of me	Usually true of me	Always true of me
I can learn without teacher's help					
When I have a language problem, I turn to teachers help or students help					
I prefer to spend some time to study alone					
In language learning , I enjoy tasks where , I can learn on my own					
I make a study plan in order to achieve my aim					
I can use Internet for learning the language					
I like learning the language on my own because I know the best strategy that serves me					
I preview my lessons before I have my class					

Q6. Do you think that it is necessary to develop your autonomy to improve your English level ?

b) Yes

b) No

Please, justify your answer:

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

Q7. Do you think that the use of ICT tools in the classroom help you to be independent learner?

b) Yes

b) No

Please, justify your answer:

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

Section Three: The Use of ICT Tools

Q8. Do you have a sufficient access to ICT tools like (internet, laptops..)?

b) Yes

b) No

Q9. Do you think that using technology in English as a foreign language class is a good strategy ?

b) Yes

b) No

If yes, what is your point of view towards its effectiveness?

h) It raises your motivation and interest

i) It raises your responsibility towards learning

j) It facilitates your learning

k) It gives you an opportunity to practice and to test their language level

l) It gives you an opportunity to learn everywhere and every time

m) It helps you to seek your objectives

n) It gives you an opportunity for self correction and evaluation

Q10. Which of the following ICT tools do you use the most in your independent \ autonomous learning?

g) Digital books and textbooks

h) Exercise software, online quizzes and tests

i) Multimedia production tools (e.g. PowerPoint)

j) Educational and non-educational videos

k) Social platforms (Facebook, blogs, etc)

l) Digital learning games, computer/video game

Others, specify please

.....

.....

Q11. Do use ICT tools outside classroom or inside classroom?

- a) inside classroom b) outside classroom
c) Both

Whatever your answer is, please mention for what purpose do you use ICT tools

- a) For researching
b) For self- guidance
c) For self-directed learning
d) For discussing information with your classmates
e) For doing tasks and assignments
f) All of them

Others, specify please

.....

.....

Q12. Would you specify to what extent do you agree or disagree with each of the following statements :

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
The use of ICT tools is an effective tool for improving my capacities in learning					
I am able to learn alone through online courses and activities					

I am able to achieve my learning objectives and seek my own answers through varied activities					
I am able to evaluate my own learning through checking online Tasks					

Q13.do you think that the use if ICTs tools foster your autonomous learning?

- a) It improves my capacities through the vast exposure to English language materials.
- b) It raises my self reliance and sense of responsibility
- c) It helps me approach my learning objectives and seeking my own answer
- d) It provides an opportunity for self evaluation and self correction
- e) All of them

Section four: learning in the period of Corona Virus (Covid 19) independent learning/ICT.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
In this period I used ICTs tools (internet, computers...)				
I used ICTs to look for information				
I used ICTs tools to contact teachers like using emails or chat windows				
I used different strategies to learn like learning through online videos				
In this period of virus corona I feel more independent in my				

learning because I work alone				
I think that classroom learning via using ICTs tools is better				
During pandemic I used ICTs tools to develop my English language skills by my own				
In this period I like learning via internet				
I tried to use Internet to better understand the lessons				
Moodle allowed me to be Independent Learner				

Q14. Have you found any difficulties with the use of ICT tools to learn online during the pandemic?

a) Yes

b)No

if yes, what kind of difficulties?

.....

.....

Thanks for your collaboration

Appendix Three

Teacher Questionnaire (piloted)

Dear teacher,

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt to investigate EFL teacher's attitudes towards the use of information and communication technologies (ICTs) on learner's autonomy. Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (in the appropriate box(es) and give full answer(s) whenever it is necessary.

Thank you for your time and contribution.

Researcher's names:

1. AmelLassoued
2. Rania Brik

Supervised by:

Ms. AsmaDouabia

Section one: general information

1. Your qualification:
 - a. Master
 - b. Magister
 - c. PhD
2. Teaching experience at university number of years?
 - a. 1-5 years
 - b. 5-10 years
 - c. More than 10 years

Section two: learner autonomy

3. What does learner autonomy mean to you as an English language teacher?
.....
.....
4. In the process of learning English, do you think that autonomous learning is important?
 - a. Yes
 - b. NoJustify your answer, please
5. Which of the following learning environments can foster learner autonomy?
 - a. Teacher-centered
 - b. Learner-centered
 - c. BothJustify your answer, please

.....
6. How can you describe your students as autonomous learners?
.....
.....
.....

7. Which role (s) do you play while teaching ? (you may choose than more one answer)

- a. Controller
- b. Monitor
- c. Counselor
- d. Guide
- e. Assessor

Others, please specify

8. What do you do to promote learner's autonomy?

- a. Giving them tasks to do at home by their own
- b. Selecting the best material for them
- c. Suggesting the use of internet, particular websites, etc
- d. Asking them about their goals and needs
- e. Encouraging them to develop their learning of English as situation outside the classroom without the help of any teacher

Others, please specify

9. Does your strategy of teaching affect your learner's autonomy?

- a. Yes
- b. No

Justify your answer, please

10. In your opinion, what are the main factors that prevent EFL students to be autonomous learners?

.....
Section three: autonomous learning and ICT tools

11. To what extent do you find the use of ICT tools important in teaching-learning English as a foreign language offline and online?

- a. Very important
- b. Important
- c. Somehow important
- d. Not important

12. Do your students engage in online learning?

- a. Yes
- b. No

If yes how did you find them?

- a. Very engaged
- b. Somehow engaged
- c. Not engaged at all

13. In your opinion how can teachers encourage students to use ICTs to enhance their autonomy?

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

14. According to you, to what extent can the use of ICT tools be effective in fostering EFL student's autonomy?

- a. Very effective
- b. Somehow effective
- c. Not effective at all

Justify your answer, please

.....

15. What are the main obstacles that prevent you from using ICT tools to enhance learner's autonomy?

- a. The classroom environment (equipment, large number of students...)
- b. The unavailability of ICT tools
- c. Unstable internet connection
- d. Lack of training in using ICT tools
- e. Lack of support from the administration
- f. All of them

Others, please specify

.....

16. You are the most welcome for any additions, suggestions or recommendations

.....

Section four: Opinionnaire

Q1. Are there some questions in this questionnaire that are difficult to answer?

- a. Yes
- b. No

If yes please mention them

.....
.....

Q2. Do you think that the layout of the questionnaire is attractive?

- a. Yes
- b. No

If no, what do you suggest to make it more attractive?

.....
.....

Q3. Are there any ambiguous questions?

- a. Yes
- b. No

If yes please mention them

.....
.....

Q4. Are there any repeated questions?

- a. Yes

b. No

If yes please mention them?

.....
.....

Q5. What can you suggest for the amelioration of this questionnaire?

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

We really appreciate your time, effort and collaboration

Appendix Four

Teacher questionnaire

Dear teacher,

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt to investigate EFL teacher's attitudes towards the use of information and communication technologies (ICTs) on learner's autonomy. Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (in the appropriate box(es) and give full answer(s) whenever it is necessary.

Thank you for your time and contribution.

Researcher's names:

3. AmelLassoued
4. Rania Brik

Supervised by:

Ms. AsmaDouaibia

Section one: general information

17. Your qualification:

- d. Master
- e. Magister
- f. PhD

18. Teaching experience at university number of years?

- d. 1-5 years
- e. 5-10 years
- f. More than 10 years

Section two: learner autonomy

19. What does learner autonomy mean to you as an English language teacher?

.....
.....

20. In the process of learning English, do you think that learning is important?

- c. Yes
- d. No

Justify your answer, please

.....

21. Which of the following learning environments can foster learner autonomy?

- d. Teacher-centered
- e. Learner-centered
- f. Both

Justify your answer, please

.....

22. How can you describe your students as autonomous learners? (you may choose more than one answer)

- a. Have the capacity to control their learning
- b. Self-motivated
- c. Have different styles and strategies
- d. Good critical thinkers
- e. Take decision by their own
- f. Take the appropriate active tasks and approaches to learn
- g. Pay attention to both and meaning
- h. All of them

23. Which role(s) do you play while teaching? (you may choose more than one answer)

- f. Controller
- g. Monitor
- h. Counselor
- i. Guide
- j. Assessor

Others, please specify

24. What do you do to promote learner's autonomy? (you may choose more than one answer)

- f. Giving them tasks to do at home by their own
- g. Selecting the best material for them
- h. Suggesting the use of internet, particular websites, ect
- i. Asking them about their goals and needs
- j. Encouraging them to develop their learning of English as situation outside the classroom without the help of any teacher

Others, please specify

25. Does your strategy of teaching affect your learner's autonomy?

- c. Yes
- d. No

Justify your answer, please

26. In your opinion, what are the main factors that prevent EFL students to be autonomous learners?

.....

Section three: autonomous learning and ICT tools

27. To what extent do you find the use of ICT tools important in teaching-learning English as a foreign language offline and online?

- e. Very important
- f. Important
- g. Somehow important
- h. Not important
- i.

28. How many of your students engage in online learning?

- a. All of them
- b. Most of them
- c. Few of them

29. In your opinion what should teachers do to enhance learner's sense of responsibility towards learning English as a foreign language?

.....
.....

30. According to you, to what extent can the use of ICT tools be effective in fostering EFL student's autonomy?

- d. Very effective
- e. Somehow effective
- f. Not effective at all

Justify your answer, please

.....

31. What are the main obstacles that prevent you from using ICT tools to enhance learner's autonomy?(you may choose more than one answer)

- g. The classroom environment (equipment, large number of students...)
- h. The unavailability of ICT tools
- i. Unstable internet connection
- j. Lack of training in using ICT tools
- k. Lack of support from the administration
- l. All of them

Others, please specify

.....

32. You are the most welcome for any additions, suggestions or recommendations

.....

We really appreciate your time, effort and collaboration

المخلص

تلقي الدراسة الحالية الضوء على مواقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه استخدام تقنيات المعلومات والاتصالات في التعلم المستقل في جامعة العربي التبسي خلال العام الدراسي 2019-2020. تم استخدام طريقة وصفية لتأكيد الفرضية ، والتي تنص على أن مواقف الطلاب والمعلمين من اللغة الإنجليزية كلغة أجنبية تجاه استخدام تكنولوجيا المعلومات والاتصالات ستكون إيجابية. كأداة بحث ، استخدمنا استبيانين لجمع البيانات من كل من المعلمين والطلاب في قسم اللغة الإنجليزية بجامعة العربي التبسي. تم تصميم استبيان واحد لطلاب السنة الأولى LMD وآخر للمعلمين. كشفت نتائج استبيانات الطلاب والمعلمين أن استخدام تقنيات المعلومات والاتصالات يساعد الطلاب على تطوير التعلم المستقل. أظهر كلا المستجيبين مواقف إيجابية تجاه الأسئلة المطروحة وموضوع البحث. أكدت نتائج استبيان الطلاب على الدور الحيوي الذي يلعبه استخدام أدوات تكنولوجيا المعلومات والاتصالات في منح المتعلمين مساحة أكبر لممارسة استقلاليتهم. أظهرت النتائج مواقف إيجابية من استبيان كل من المعلمين والطلاب، بناءً على النتائج التي تم الحصول عليها، يمكن القول أن أدوات تكنولوجيا المعلومات والاتصالات فعالة لتعزيز استقلالية متعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الاستقلالية في التعلم – اللغة الانجليزية كلغة اجنبية- تكنولوجيا المعلومات و الاتصالات.

Resumé

L'étude courante met la lumière sur l'attitude des étudiants du EFL en vers la technologie de l'information et de la communication et l'apprentissage autonome chez les étudiants de "Larbi Tebessi Université" pendant l'année académique 2019-2020 une méthode descriptive a été utilisée pour confirmer l'hypothèse qui maintient que l'attitude envers l'utilisation du ICT serai positive en tant que outil de recherche on a utiliser deux questionnaires pour la collecte des données pour les étudiants et les professeurs du département de l'anglais dans l'Université de Larbi Tebessi un questionnaire a révéler que l'utilisation de la technologie de l'information et la communication a beaucoup aider les étudiants pour développer l'apprentissage autonome et ils ont fait bonne impression lors des questionnaires sur le sujet de la thèse en donnant aux étudiants un espace pour exercer leurs autonomie et les résultats furent extrêmement positives de la part des professeurs et des étudiants et en se basant sur ces résultats on peut affirmer que les outils ICT sont très efficace pour la florescence de l'autonomie des apprentis du EFL.

Les mots Clés : Technologies de l'information et de la communication – Autonomie - Anglais langue étrangère