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Fostering Learner Autonomy through the use of Computer  
Assisted Language Learning - A study conducted in the Republic  
of Kosova, PhD Dissertation

**Candidate**

**FLORA MALIQI**

**Mentor**

**Assoc.Prof.Dr. BRIKENA XHAFERI**

## ABSTRACT

This study is about *fostering learner autonomy through the use of computer assisted language learning* conducted in the three secondary schools and one private English course in Gjilan. The six research questions guiding this study were: 1. *What does 'Learner Autonomy' mean to English Language teachers?* 2. *What is teacher's role in promoting self-access learning through technology?* 3. *How desirable and feasible do teachers feel in promoting Learner Autonomy by the use of CALL?* 4. *How does CALL help learners become autonomous?* 5. *How can CALL assist learners develop their language skills independently?* 6. *To what extent, according to the teachers CALL contributes in fostering Learner Autonomy in ELT?* In addition, there were also four hypotheses included: 1. *Learner Autonomy can be promoted by the use of technology.* 2. *Computer Assisted Language Learning improves learners' English Language skills in autonomous way.* 3. *Learner Autonomy by the help of technology promotes willingness, voluntariness, motivation and challenge in ELT.* 4. *Learner Autonomy promotes lifelong learning.*

Data were collected through students' questionnaire, teachers' interview and students' test. The participants were 300 students for the questionnaire, 30 English teachers for the interview and 50 students for the test. Moreover, the quantitative method was used for the questionnaire and the qualitative one was used for the interview and the test.

The findings indicate that participants appreciate practicing the language through computers and consider themselves autonomous being responsible and motivated at their own pace. The teachers as well share the same opinion, finding computers very helpful in promoting learner autonomy. Finally, the findings suggest that having the different multimedia materials available foster learner autonomy by making the learning process more attractive, interesting and more efficient.

**Key words:** Learner Autonomy, CALL (Computer Assisted Language Learning), The History of Learner Autonomy and CALL, Language Skills.

## ABSTRAKTI

Ky studim ka të bëjë me nxitjen e autonomisë së nxënësit për të mësuar nëpërmjet përdorimit të kompjuterit si mjet ndihmës për mësimin e gjuhës. Studimi është bërë në tri shkolla të mesme dhe në një kurs privat të gjuhës angleze në Gjiilan. Pyetjet kërkimore në këtë studim gjithsej ishin gjashtë; 1. Cfarë nënkupton termi 'autonomia e nxënësit' sipas mësimdhënësve të gjuhës angleze?, 2. Cili është roli i mësimdhënësit në nxitjen e të mësuarit me vetë-qasje përmes teknologjisë?, 3. Sa të dëshirueshëm dhe të realizueshëm ndjehen mësimdhënësit në nxitjen e autonomisë së nxënësit për të mësuar përmes përdorimit të kompjuterit si mjet ndihmës?, 4. Si i ndihmon nxënësit kompjuteri si mjet ndihmës, për tu bërë të pavarur?, 5. Si mund kompjuteri t'i ndihmojë nxënësve t'i zhvillojnë shkathtësitë gjuhësore në mënyrë të pavarur?, 6. Deri në çfarë mase, sipas mësimdhënësve kompjuteri mund të kontribojë në nxitjen e autonomisë së nxënësit për të mësuar në mësimdhënien e gjuhës angleze?. Përveç këtyre në këtë studim ishin edhe katër hipoteza; 1. Autonomia e nxënësit për të mësuar mund të zhvillohet përmes përdorimit të teknologjisë. 2. Kompjuteri si mjet ndihmës zhvillon shkathtësitë e gjuhës angleze në mënyrë të pavarur. 3. Autonomia e nxënësit me ndihmën e teknologjisë nxit gatishmëri, vullnetarizëm, motivim dhe sfidë në mësimdhënien e gjuhës angleze. 4. Autonomia e nxënësit nxitë mësim gjatë gjithë jetës.

Të dhënat janë mbledhur përmes pyetësorit, intervistës së mësimdhënësve dhe testimit të nxënësve. Pjesëmarrësit në studim ishin 300 studentë të cilët janë përfshirë në pyetësor, 30 mësimdhënës të anglishtës të pëfshirë në intervistë dhe 50 studentë nga shifra e përmendur lart janë përfshirë në testim . Për më tepër , metoda sasiore është përdorur për pyetësorin dhe ajo cilësore është përdorur për intervistë dhe testim.

Rezultatet tregojnë se pjesëmarrësit e vlerësojnë praktikimin e gjuhës përmes kompjuterëve dhe e konsiderojnë veten të pavarur duke qenë përgjegjës dhe të motivuar në punën e tyre . Mësimdhënësit janë të njëjtin mendim , duke konsideruar kompjuterët shumë të dobishëm në nxitjen e autonomisë së nxënësit për të mësuar. Së fundi, zbulimet sugjerojnë se duke pasur materiale të ndryshme multimediale në dispozicion, ato nxisin autonominë e nxënësit për të mësuar dhe e bëjnë procesin e të mësuarit më tërheqës , interesant dhe më efikas.

**Fjalët kyçe:** Autonomia e nxënësit për të mësuar, Kompjuteri si mjet ndihmës në mësimin e gjuhës, Historia e autonomisë së nxënësit dhe kompjuterit, Shkathtësitë gjuhësore.

## Абстракт

Оваа студија има за цел поттикнување на автономијата на ученикот во учењето преку користење на компјутерот како помошна алатка за учење на јазикот, студија која се одвиваше во три средни училишта и во еден приватен курс за јазици во Гњилане. Како истражувачки прашања во ова истражување беа поставени следниве шест прашања: 1. Што се подразбира под поимот “автономија на ученикот” според наставниците по англиски јазик?; 2. Која е улогата на наставникот во поттикнувањето на учењето со авто-пристап преку технологијата?; 3. Коклу пожелни и остварливи се чувствуваат наставниците во поттикнувањето на автономијата на ученикот во учењето преку користење на компјутерот како помошна алатка?; 4. Како компјутеро, како помошна алатка, им помага на учениците да станат независни?; 5. Коко компјутерот може да им помага на учениците независно да ги развијат своите јазични вештини?; 6. До кој степен, според наставниците, може компјутерот да придонесе во поттикнувањето на автономијата на ученикот во учењето во наставата по англиски јазик?. Покрај овие прашања, во оваа студија беа поставени и четири хипотези: 1. Автономијата на ученикот во учењето може да се постигне со користење на технологијата; 2. Компјутерот како помошна алатка ги развива на независен начин вештините по англиски јазик; 3. Автономијата на ученикот со помош на технологијат поттикнува подготвеност, волонтерство, мотивација и предизвик во наставата по англиски јазик; 4. Автономијата на ученикот поттикнува учење во текот на целиот живот. Податоците се собрани преку прашалник, интервју со наставниците и преку тестирање на учениците. Учесници во оваа студија беа 300 студенти кои беа вклучени во прашалникот, 30 наставници по англиски јазик вклучени во интервју и 50 студенти од погоре наведената бројка беа вклучени во тестирање. Понатаму, во прашалникот се користеше квантитативниот метод, а пак, во интервјето и тестирањето се користеше квалитативниот метод.

Резултатите покажуваат

дека учесниците го ценат практикувањето на јазикот преку компјутерот и се сметаат себеси за независни имајќи одговорност и мотивација за работа. Наставниците делат исто мислење, сметајќи дека компјутерите се од голема корист во поттикнувањето на автономијата на ученикот во учењето. И на крај, наодите укажуваат дека имајќи на располагање различни мултимедиални материјали се поттикнува автономијата на ученикот во учењето и со тоа и процесот на учење е поатрактивен, поинтересен и поефикасен.

**Клучни зборови:** Автономијата на ученикот во учењето, Компјутерот како помошна алатка за учење на јазикот, Историјата на автономијата на ученикот и компјутерот, Јазичните вештини.

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## **ACRONYMS**

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**ASR- Automated Speech Recognition**

**CMC- Computer Mediated Communication**

**CALL-Computer-Assisted Language Learning**

**CAP- Computer Aided Pronunciation**

**ECDL- European Computer Driving Licence**

**EFL- English as a foreign language**

**ELT-English Language Teaching**

**FL-Foreign Language**

**LA- Learner Autonomy**

**LAN-Local Area Network**

**LLA-Language Learner Autonomy**

**MALL- Mobile Assisted Language Learning**

**NSs- Native speakers**

**WTC-Willingness to communicate**

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## Chapter I

### Introduction and Overview

*“Not I, nor anyone else can travel that road for you.*

*You must travel it by yourself.*

*It is not far. It is within reach.*

*Perhaps you have been on it since you were born, and did not know.*

*Perhaps it is everywhere - on water and land.”*

(Walt Whitman)

Autonomous learning has become a popular issue in second language acquisition with the transformation from teacher-center instruction to learner-centered instruction. In order to improve this phenomenon, computer technology with its great quantity of sources in education, is being used as a significant supporter. When we use the term “technology, we mean computers, hardware and software, that help learners and teachers work with them for their educational purposes” (Mehlinger & Powers, 2002 cited in Zare-EE, 2010, p. 14). Therefore, such technology offers a great possibility for autonomous learning by facilitating the quick development in independent language learning. According to Little (2003), “autonomy requires making decision, critical reflection and social interaction”. Further on it is claimed that “a learner is autonomous when he/she is engaged in the process of learning by being responsible to set their personal goals, plan and perform tasks” (Dam, 1995; Little, 1996 cited in Lee. 2011, p 87).

#### **1.1. Background to the study**

One of the most significant recent changes in education is the application of computer technology which has influenced the whole aspect of human life. Today, it is highly used to develop the language skills. Having into consideration that students like working with computers, they can serve as great aid instruments in fostering autonomous learning. Therefore, while using CALL materials in English language learning, computer plays a significant role for giving learners power and freedom to work on their own. Accordingly,



it is easy for teachers to get different online resources, which can help to fulfill learner's learning gaps.

Many studies show that CALL materials motivate students for a better individual learning experience. By using this technology learners develop self-discipline and confidence through a great responsibility for learning on their own. According to Warschauer, Turbee, and Roberts (1994) cited in Hobrom. A. (2004, p12) "Computer software is a good example of technology when learning a language which helps a lot in promoting autonomy and offers a great opportunity of self-study". Furthermore, by doing a self-study learners are more vigilant and ready to learn more rather than depending on the teachers' feeding. This helps learners learn in different environments outside the classroom too.

However, when teaching English, there is no evidence to indicate with any accuracy when we should best use this technology, or avoid it to promote autonomy. This means that learners need to be aware of the best ways of the use this technology to reach their goal. In order for students to gain maximum awareness, teachers should support this phenomenon by helping learners to benefit from technology and advise them how to use it for their educational purposes.

## **1.2. Significance and Purpose of the Study**

The purpose of this study is to present the best ways of how to foster autonomous learning through technology in the language learning, increase the students' interest and also make the learning process independent, attractive and permanent as well. This is very important because students in general are used to waiting for what the others serve to them and they do not try to learn on their own. As a result of this, they become passive learners and the information that they get may move out of their short term memory and it may be forgotten easily. However, based on my experience with my students, I have realized that when students learn on their own, the information may stay permanent and is stored on the basis of its significance. Therefore, the main aim of

this research study is to present how this technology, exactly computer assisted language learning fosters autonomous learning in ELT.

### **1.3. Aims and Objectives of the Study**

The major aims of this research study are to investigate:

- If learners can learn independently through the use of CALL
- In what ways CALL can serve as an instrumental aid in Learner Autonomy to develop learners' language skills independently
- How teachers can promote learner autonomy by using technology

### **1.4. Research Questions**

The research questions developed for the purpose of the study will serve as the focus of this thesis. They are the following:

- What does 'Learner Autonomy' mean to English Language teachers?
- What is teacher's role in promoting self-access learning through technology?
- How do teachers feel about the desirability and feasibility of promoting Learner Autonomy by the use of CALL?
- How does CALL help learners become autonomous learners?
- How can CALL assist learners develop their language skills independently?
- To what extent does CALL contribute in fostering Learner Autonomy in ELT?

## **1.5. Hypotheses**

- H.1 Learner Autonomy can be promoted by the use of technology.
- H.2 Computer Assisted Language Learning improves learners' English Language skills in an autonomous way.
- H.3 Learner Autonomy by the help of technology promotes willingness, voluntariness, motivation and challenge in ELT.
- H.4 Learner Autonomy promotes lifelong learning.

## **1.6. Conclusion**

The importance of learner autonomy is noticeable nowadays. Recently, researchers have shown a great interest to raise teachers and learners' awareness in promoting learner autonomy in their teaching and learning process. According to many research studies computers are very useful tools in facilitating autonomous learning. Today, technology enhances learners' interest and achievement on their own learning tasks. It is believed that learners who use computers are more motivated and able to work independently. Moreover, they help learners in developing their language skills and allow teachers to provide differentiated work for different types of learners. Furthermore, technology especially computer assisted language learning is a potential tool to practice learner autonomy in English language learning process.

Additionally, based on the previous studies, the teachers' role is very important when fostering learner autonomy through the use of technology. In order to teach learners what and how to learn, teachers should be skilled with computers themselves. Hence, this research study tends to find the best ways to promote learner autonomy through the use of technology. In addition, we will see how much the things discussed by different scholars and other studies conducted in this field are true for the sample of population in the schools where this study is conducted.

## **1.7. Description of the doctoral thesis organization**

### **Chapter 1: Introduction**

This chapter is an introduction of the role of computer assisted language learning (CALL) in learner autonomy, including the significance of the study and its aims and objectives. It further presents five research questions and hypotheses.

### **Chapter 2: Literature Review on CALL and Learner Autonomy in ELT**

This chapter presents some literature review of learner autonomy and CALL in English language learning. This includes some definitions by different authors regarding to LA and CALL, their history, characteristics, as well as the role of CALL in fostering learner autonomy exactly in language skills like reading, writing, listening, speaking and its advantages and disadvantages in English Language Teaching.

### **Chapter 3: Discussion on CALL in Learner Autonomy and Mobile Assisted Language Learning.**

This chapter presents a brief overview of CALL, including its phases, characteristics in LA, the use of computers in English classes, characteristics of mobile assisted language learning, specific tools to foster LA, the use of CALL to develop language skills in autonomous way, its advantages and disadvantages in EFL classrooms.

### **Chapter 4: Discussion on the recent studies about CALL and LA in education**

This chapter presents seven recent studies about CALL and LA where the authors present the recent results obtained from the instruments used in regards to this topic.

### **Chapter 5: Methodology of the thesis**

This chapter presents the main objectives, methods, and data gathering procedure, the research aims, research questions, hypotheses and the participants for this study. This

includes a detailed description of the instruments as well. It also presents an analysis of the results and discussion of the pilot study. In regards to the pilot study a questionnaire was used to test the reliability of the instrument for the further study.

#### **Chapter 6:** Analysis of the results and discussion of the main study

This chapter presents the results of the main study and gives a detailed discussion. The participants for the main study were 300 students and 30 English teachers. The questionnaire and the test were completed by the students and the interview was done by English teachers.

#### **Chapter 7:** Conclusion

This chapter presents the overall conclusion of all the results obtained from the three research instruments.

#### **Chapter 8:** Limitations and Recommendations

This chapter presents the limitations and recommendations of this study.

## CHAPTER II

### **Literature Background**

This chapter summarizes a literature background about learner autonomy, its definitions and relevance in teacher education nowadays. It also provides some characteristics of learner autonomy and different levels. Additionally, teacher roles and learner roles are summarized.

#### **2.1. Literature Review**

Taking into consideration that learning is a long term process there are always things that need to be changed. We as learners should not always be passive and wait what the others serve to us. However, having the authority and capability of working on our own, is better rather than asking the others what to do. It is true that being an autonomous learner is not easy and in order to support this phenomenon we should always think of better solutions that can help learners become autonomous. Regarding this issue, technology is considered the most effective supporter. However, before addressing the solutions and supportive elements that help achieve this goal, here will be mentioned some different definitions by different authors on learner autonomy and computer assisted language learning, as well as its effects.

#### **2.2. Towards definitions on learner autonomy in language learning**

*“Autonomous learners understand the purpose of learning, accept responsibility for their learning, share in the setting of learning goals, take the initiative in planning and executing learning tasks, and regularly review their learning to evaluate its effectiveness”.*

(Little, 2003)

Learner autonomy has been defined differently by various scholars. Holec (1988) cited in Hafner & Miller (2011, p. 69), define learner autonomy as “the ability to take control over one’s learning” Some others describe this term as a “capacity for detachment, critical reflection, decision-making, and independent action” (Little, 1991, p. 4). Moreover, according to Benson & Voller, (1997) cited in *Dimitrios Thanasoulas* (2000, p.2) the term autonomy is used for: “cases when students learn on their own”, “in self-directed learning a set of skills may be learned and carried out”, “for the practice of students' duty for their own learning”, “for the right of learners to choose the path of their own learning”.

According to Hobrom (2004) there are four main performers in the learner autonomy picture; the learner, the teacher, the materials and the learning context as well. Therefore, it is the learner who certainly is expected to have the willingness to take responsibility and courage to work and convey on his/her own without relying on others. The role of the teacher is without a doubt important too in independent learning. They should perform as good facilitators, guides, and instructors, as well as face the challenge to make learners independent.

Additionally, choosing the right materials is another challenge in independent learning. Teachers should always be aware of the material they choose since it always has to be suitable for the learners needs according to their level. Hence, to be successful in developing learner autonomy the learning environment should be stimulating and meaningful.

In order to start taking the responsibility of being autonomous, students need to be motivated. Therefore, autonomous learning is also considered to raise the motivation of learning rather than allow students to provide the content of learning and speed to their own needs, which enhances to lead to better language learning (Dickinson, 1995; Dörnyei & Csizér, 1998 cited in Limuro & Berger 2010, p.127).

“Autonomy does not only mean having the right of choice in learning situations, or being responsible for the duties they take, but also for permitting and stimulating

learners, through the process to begin describing who they are, what is their opinion and what kind of task they would like to do” (Kenny 1999, p. 440).

Littlewood (1996: 428) defines an autonomous person “as the one who has his own independence in making decisions and carrying out the choices which rule his or her actions”. Therefore, this is a competence of two principles – *ability* and *willingness*”.

Accordingly, the proverb shown below says a lot and best summarizes different authors’ opinions related to learner autonomy;

**Give a man a fish, and you feed him for a day.**

**Teach a man to fish, and you feed him for a lifetime.**

**Chinese proverb**

As it is noticed from the above mentioned proverb teaching learners how to learn is better than getting them used to being spoon-fed. Lifelong learning can be defined as a process which is practiced throughout the life, by being able to learn at different times and places. This means that schools or teachers cannot always provide learners with all knowledge in their lives. It is better for them to be more responsible for their own needs and know to think how to learn. Therefore, it is time for teachers to think of the best ways how to teach their learners be autonomous by doing autonomous learning on their own, instead of doing it for them.

In addition, according to Dam (1995) learner autonomy means “a readiness to take charge of one’s own learning and willingness to serve to one’s needs and purposes”. She further states that learners are autonomous when they understand the reason they are learning and accept responsibility for their duty. Moreover, Dam (1995) defines that learners are in the center of learning when they are able to be actively involved in the learning process. In order to implement such an environment the author mentions some prior conditions;

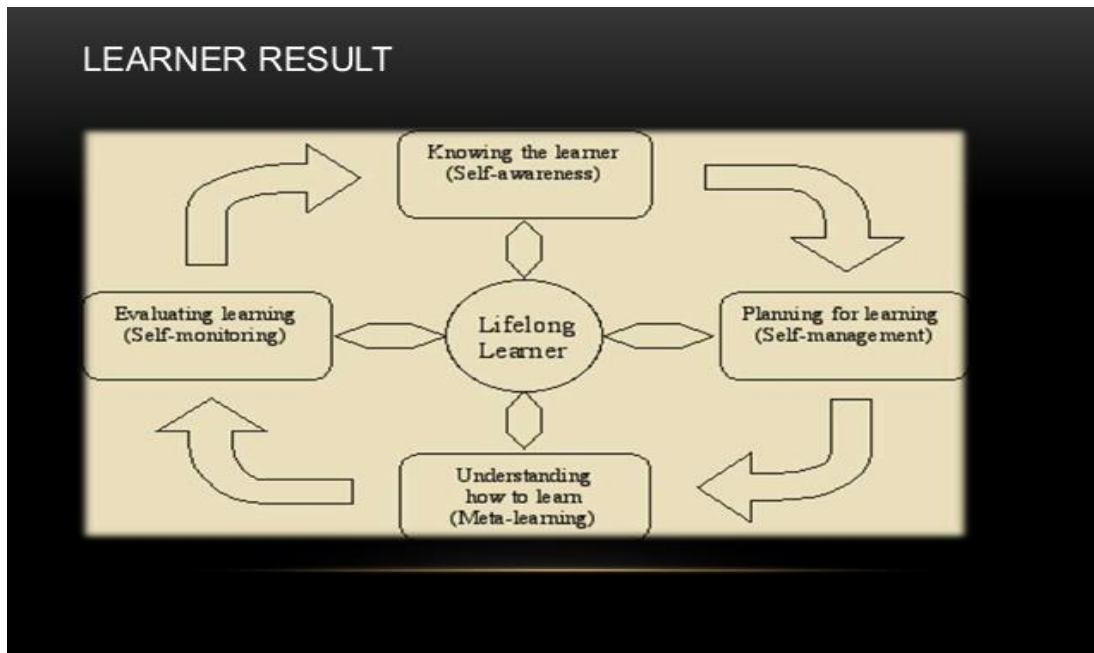
- “A willingness on the part of the teacher to let go, and on the part of the learners to take hold”



- “An understanding of what to do and why and how it should be done, this applies to teachers as well as learners”
- “An experience-based insight into the learning process for both teachers and learners”
- “An atmosphere of security, trust and respect”

Such conditions cannot be implemented in a day. It is the teachers’ duty to give their learners opportunities to become autonomous by introducing it to them gradually. Another key issue in promoting learner autonomy is the learners’ continuous self-evaluation and evaluation of others (Dam, 1995).

Learners, by evaluating themselves and their peers, probably become aware of their own learning. In order to support this process, the author mentions logbooks and portfolios as very supportive things in raising this awareness. By using those logbooks learners can record the activities they do throughout the lesson, and they also write new vocabulary and record their homework. Additionally, other significant things mentioned by the author in promoting autonomous learning is managing the physical position of learners in the classroom. She mentions this concerning tables where learner can be seated in groups by giving those advantages; “Quick discussions, exchange of opinions, cooperation, and supporting individual learner participation” (Dam, 2010, p.23). The figure bellows show the shape of a lifelong learner.



**Figure 1.Learner Result (Dam, 2010)**

When it comes to analyzing the definitions from different scholars mentioned above, it is clearly realized that most of them consider the term autonomy as a concept of “responsibility”, “charge”, “control”, “freedom”, “choice”, “motivation” and “making decisions”. These words are regarded as those which lead to the same concept. Therefore, the learners are autonomous when they are able to take responsibility on their own for the tasks they are supposed to fulfill and ready to take control for their own learning by having the independent capacity or freedom and being highly motivated to choose the right way or the appropriate things they need to learn. This then makes them autonomous in making decisions on their own instead of being dependent on the teacher.

Autonomy puts learners in full attention of learning by letting them be free to choose whatever they want which means that this is totally different from traditional classroom dynamic, where the teacher is in the center and the learner must follow him/her, everything is chosen by the teacher and the learner autonomy is not engaged. Hence, in autonomous learning the roles are exchanged.

### **2.3. A brief history of the rise of autonomy in language education**

The early history of learner autonomy in language education begins with the *Council of Europe's Modern Languages Project*. It was recognized in the publication of Holec's (1981) seminar report, where he defines autonomy as "the ability to take charge of one's own learning". Some other essential work is found in the early issues of the journal *Mélanges Pédagogiques* and in papers presented at a 1976 seminar at the University of Cambridge (Harding-Esch 1977). Experiments done in the field of autonomy were encouraged by humanistic expectations which were stimulated by the 'political turmoil and 'counter-cultures' of late-1960s Europe (Holec 1981; Gremmo & Riley 1995).

Holec (1981) handled autonomy "as a feature of the learner, and later on it was used to describe learning situations". Moreover in the book on self-instruction, Dickinson (1987, p. 11), autonomy has been defined as 'a matter where the learner is entirely responsible for all of the things he/she choose with his/her learning and the realization of those decisions" cited in Benson (2001 p, 22). Accordingly, those experiments were done for the learners who were not able or did not have the opportunity to attend the classroom course, and show that there was a great interest in autonomy in 1999s.

### **2.4. Learner autonomy in cultural context**

As we know education and culture are closely related. Accordingly, techniques and methods used in one culture may not applicable in another culture. This is also true for learner autonomy. In this aspect Holliday (2007) states that "The issue of autonomy has often been connected with the individualism and collectivism dimension in cultural difference" (p. 20). In this regard individualism is connected with the culture where people live their lives in a self- direct way. Their priority is to make their own desires and feelings as they wish. They make their own choices and are always open to new things. However, collectivism has to do with the people who are group-oriented. They are dependent on the group they belong to. Therefore, leaner autonomy functions in an individualistic culture rather than in a collectivist one.

Based on the literature some researchers state that the origin of autonomy comes from the European continent whereas some others say that the origins are rooted in Eastern philosophies.

According to Pierson (1996, pp. 49-58) the roots of learner autonomy come from Chinese. Despite of the fact that there have been various debates on this, many studies have been conducted relating to those issues and it was found that the national culture is an important factor for fostering learner autonomy. Pennycook (1997: 35-53) states that, the concepts of autonomy originate from a particular context, and they are appreciated differently from culture to culture. We as humans cannot escape entirely from the cultural assumptions and things that shape us however there are always opportunities to make differences though.

Thus that culture is very important in education. Kneller (1965) claims that culture include the following elements:” a community which shares the culture (e.g. a society, or a classroom); learning practices which are recognized in this community (e.g. going to classes, or practicing language by talking to tourists), with their associated roles (e.g. teachers, learners, learning counsellors); institutions within this community which structure learning (e.g. schools, self-access centers or families); and tools and products which play some part in the community’s learning practices (e.g. computers, textbooks or students’ essays”.

## **2.5. Levels of learner autonomy**

Although learner autonomy has gained a great popularity in education in developing countries and much has been written about its definitions, models versions and levels, there is still hesitation among practitioners and teachers about how to promote it in language classrooms. Hsu (2005) states that, “few systematic and pedagogically applicable theories have been proposed to account for the development and implementation of learner autonomy”. Based on the literature it can be concluded that autonomy cannot simply be implemented only by giving instructions for learners to work on their own. This means that learners need to be prepared gradually in order to be able

to become autonomous. Reaching a state of autonomy takes place in different ways of language learning counseling facilities such as self-access learning or in-class learner training. It does not matter which forms it takes however, the main aim of this issue is to improve learners' capacity for doing a self-direct learning and also foster their willingness to be more responsible (Little, 1991).

Even though learner autonomy has been defined differently regarding its key components by authors, it is still controversial and there is an assumption that there are degrees of autonomy. Accordingly, Nunan (1997) suggests five level model of learner autonomy.

**Levels of Autonomous Learning (Nunan, 1997)**

Level	Learner action	Content	Process
1	Awareness	Learners are made aware of pedagogical goals and content of the materials they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred styles/strategies
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives	Learners make choices among a range of options
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program	Learners modify and adapt tasks
4	Creation	Learners create their own goals and objectives	Learners create their own learning tasks
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom	Learners become teachers and researchers

**Figure 2. Levels of Autonomous Learning**

As it can be seen from Figure 2, learner awareness is considered to be level 1, involvement is level 2, intervention means level 3, creation is level 4 and transcendence is considered to be level 5.

## 2.6. Characteristics of Learner Autonomy

There are three versions classified on autonomy: *technical* autonomy, *psychological* autonomy, and *political* autonomy (Benson 1997 cited in Chiu 2005. p 29). *Technical* autonomy is defined as the process of learning the language outside the classroom or on one's own, meaning without the help of the teacher at all. Moreover, it is stated that the main concern of this point of view on autonomy comes to provide language learners with the skills in order to deal with their learning independently or outside the educational environments.

The *psychological* autonomy is characterized as the learners' capacity to be responsible for their own learning. This definition is compatible to the concept in self-direct learning and self-access language learning.

The *political* autonomy is defined as the learner's control towards the progress of their own learning. It is realized that in this version of autonomy learners have the rights of language learning and take control of the things that they choose to learn.

Young (1986) cited in Chiu (2005. p 30) stated that the main idea inside this version of autonomy "is that of authoring one's own world without being subject to the will of others". By defining it so, he connects language learning to the matters of having the power and control in critical pedagogies, which 'supports the political version' of learner autonomy. The figure below summarizes the three versions on of learner autonomy;

### Oxford's Model of Learner Autonomy

- **Technical perspective**
  - Focus on physical situation
- **Psychological perspective**
  - Focus on characteristics of learning
- **Sociocultural perspective**
  - Focus on mediated learning
- **Political-critical perspective**
  - Focus on ideologies, access, power structure

Oxford (2003, pp. 76, 80)

**Figure 3.Oxford's model of Learner Autonomy**

## **2.7. Misconceptions about learner autonomy**

According to Little (1991) there are five misconceptions about learner autonomy. The first one stated by him is that autonomy is synonymous with self-instruction. This means that the learner has to learn alone without a teacher. However, Little (1995) claims that there is an interdependence between teacher and learner in autonomous learning.

In addition, Benson (2001) mentions two aspects of learner autonomy which led to misconceptions. The first aspect is due to the conceptual and terminological confusion in the field. The second aspect is that autonomous learners make teachers redundant which is not true since there is a great connection between teacher-learner in learner autonomy.

Moreover, another misconception is related to the teaching methods where the teacher has all the control and learners receive the information in a passive way. However, if learners want to be autonomous they need their teachers' support and there must be a continuous interaction between them. (Little 1991, p.3).

The next misconception in learner autonomy is described as a simple behavior (Little, 1991, p.3). However, there are various approaches to support autonomous learning such as "as learner metacognitive training (Wenden, 1999) or knowing and developing students learning styles" (Ng & Confessore, 2010).

The last misconception is that learner autonomy is not achieved by every learner however it is achieved by certain learners. Therefore, it is really important for teachers to take into account different aspects and learning strategies in order to promote autonomous learning to all learners. Lastly, it is worth mentioning that learner autonomy does not mean learning alone.

## **2.8. The role of the teacher in fostering learner autonomy**

As we know the significance and the main goal in teaching is bringing changes in learners. Voller (1997) claims that, those changes can be brought only if they are determined about their roles, upon a set of decisions about any learning situations. Additionally,

according to Nunan (1993) it is claimed that the role of the teachers is very important since they should be active participants, monitors and consultants who always guide students to better learning and help them develop their learner autonomy as well.

Another researcher Ho (1995) agrees that the role of the teacher in learner autonomy is very significant since they should be responsible for students' learning. Crabbe (1993), cited in Benson (2004) also states that fostering autonomy is not only the matter concerning interaction with learners but it is also important to consider the way we interact with them. This means that they are expected to play the roles as good guiders, psychological coordinators, facilitators, researchers too (Xu and Xu 2014).

According to Nunan (2003) there are nine steps in fostering autonomous learning;

- Step 1: 'Make instruction goals clear to learners'
- Step 2: 'Allow learners to create their own goals'
- Step 3: 'Encourage learners to use their second language outside the classroom'
- Step 4: 'Raise awareness of learning processes'
- Step 5: 'Help learners identify their own preferred styles and strategies'
- Step 6: 'Encourage learner choice'
- Step 7: 'Allow learners to generate their own tasks'
- Step 8: 'Encourage learners to become teachers'
- Step 9: 'Encourage learners to become researchers'



Step 1: *'Make instruction goals clear to learners'*

The first thing that teachers should do is to make instructional goals clear to learners.

Here is an example;

UNIT GOALS

In this unit you will:

- Make comparisons: "Do you prefer, the bus or the subway?" "I guess I like the subway better."
- Make plans: "I'm going to fly to Spain for my vacation"

(Nunan 1995, p. 85)

The tasks in this unit can be done differently, the teachers can ask learners to do an exercise and then make them check on their own unit like the following one;

Review the language skills you practiced in this unit. Check [v] your answers.

CAN YOU?

Make comparisons? [ ] yes [ ] a little [ ] not yet Find or give an example:

.....

Make plans? [ ] yes [ ] a little [ ] not yet Find or give an example:

.....

Give advice? [ ] yes [ ] a little [ ] not yet Find or give an example:

.....

(Nunan 1995:92)

As it is indicated above, making such pedagogical agenda explicit is very helpful. This can be done with all learners and it let learners be involved in choosing their goals and content. Researchers Dam and Gabrielsen (1988) in their study found that this kind of task functioned even with young learners, stating that all of them had positive participation in selecting their own learning procedures. Moreover, they were highly positive and responsible in fulfilling their own task.

#### *Step 2: Allow learners to create their own goals*

The next step aims to give learners an opportunity to create the content for their own goals. Parkinson and O'Sullivan (1990) report the practical way of learners' involvement in this regard. Their notion of the "action meeting" is reported below;

*"A mechanism was needed for course management: as the guiding and motivating force behind the course, it would have to be able to deal with individual concerns and negotiate potential conflicts of interest, need, and temperament. It would also have to satisfy the individual while not threatening the group's raison d'être. As foreshadowed in the orientation phase, the group would now experiment with a mechanism suggested by the teachers, namely a series of Action Meetings. ... [These] would provide an opportunity for individuals to participate (interpersonally and interculturallly) in an English-medium meeting, negotiating meaning and authentic content. They would also be a means of facilitating group cohesion and motivation and would be a primary mechanism for ongoing program evaluation by the participants" (Parkinson and O'Sullivan, 1990: 119-120).in ...*

#### *Step 3: Encourage learners to use their second language outside the classroom*

Encouraging learners to use the language outside the classroom is a good idea. There are lots of activities which learners can do to improve their second language outside the classroom. Here is the extract which best illustrates the way one teacher encouraged the learners to do an activity outside the classroom.

[The students are sitting in small groups of two to four as the teacher addresses them.]

*T: Well students, as you know, this morning we're going to be looking at ways that we can help learners improve their English - without a teacher, without, um, a class to come to. What've we got all around us that can help us? Well the first thing that we're going to be looking at are these things. [She bends down and picks up a plastic shopping bag.] Now in the bag - I've got a bag full of mystery objects in here - different things, but they all have one thing in common. We can use them to help improve our language. Now this is going to be lucky dip type activity. Have you ever done a lucky dip?*

*Ss: Yes, yes. T: Yes. Where you put your hand in and you take one thing out. I'll do it the first time. Put my hand in and I'll just bring ..... something out. [She pulls out a mirror.] Oh, a mirror. Now how can this help us improve our language – you got any ideas? Irene? David*

*S: We can help, er, our voc ... vocabulary.*

*T: Vocabulary's one thing, yes. How? S: We can look, er, how we pronounce the words (Mmm). We can look in the mirror and see how our mouth moves.*

*T: Good. Yes, we can see how our mouth moves - by looking at our reflection in the mirror. For example, the sound 'th'. Can you all say 'th'?*

*Ss: No. [Laughter] [The teacher distributes the rest of the objects in the bag and the students, working in groups, spend ten minutes discussing the ways in which the different objects they have chosen can be used for practicing English outside the class.*

*The teacher then calls the activity to a halt.]*

(Nunan, 1991: 182)

- Step 4: *Raise awareness of learning processes*

As mentioned in the previous section teaching learners how to learn is very important. In this regard, raising learners' awareness of their learning process is something that teachers should do to teach learners the best strategies. Nunan (1991) best illustrates this in the following extract.

*T: One of the things, er, we practice in this course ... is ... or some of the things we practice are learning strategies. And one of the learning strategies that will help you learn new words is the learning strategy of 'classifying'. Do you know what 'classifying' means?*

*Ss: No no.*

*T: Have you heard this word before?*

*Ss: No. T: Classifying means putting things that are similar together in groups. OK? So if I said, er, I want all of the girls to go down to that corner of the room, and all the boys to go into this corner of the room, I would be classifying the class according to their sex or their gender. What I'd like you to do now in Task 5 is to classify some of the words from the list in Task 4. OK? [In the preceding task, students had read a postcard and circled the words that describe people. They were then given a three column table with the headings: 'color', 'age', and 'size'.]*

(Nunan, 1991)

#### *Step 5: Help learners identify their own preferred styles and strategies*

In order to develop learners' ability to choose their own preferred learning styles and strategies, they should be well trained in this aspect. In order to achieve that, teachers should give learners a range of options to be chosen. According to Widdows and Voller (1991), their study found that learners were able to make their own choices. As a result their findings showed that learners preferred being active rather than reading and translating passively. Therefore, teachers should think of best ways to address the learners' needs in developing their preferred styles and strategies.

#### *Step 6: Encourage learner choice*

In some places the notion of learner choice may be not familiar. However, in such a case it is good to engage learners in decision making process. The way learners decide depends on the teachers' criteria; they can be asked to make decision between two tasks or they may also be asked to do different tasks at the same time.

YOU CHOOSE: DO A OR B

A: Group Work.

*“Think about the last time you went grocery shopping. Make a list of all the things you bought. Compare this list with the lists of three or four other students. Whose list is the healthiest?”*

B: Group Work.

*Think about all the healthy things you did last week. Make a list. Compare this list with the lists of three or four other students. Who had the healthiest week? Once learners are used to the idea, they can be invited to make more elaborate choices, as in the following example. Here learners are asked to preview three tasks that they will be doing in a lesson, to identify the major skills focus, and to decide the order in which they will do the tasks.*

*YOU CHOOSE a) Look quickly at the next three tasks and decide whether these are listening, speaking, reading, or writing tasks. (b) Now decide the order in which you wish to do them.*

*Circle your choices.*

*I'll do this task .....*

*Task 1: A ..... task 1st 2nd 3rd*

*Task 2: A ..... task 1st 2nd 3rd*

*Task 3: A .....task 1st 2nd 3rd,*

Nunan (1991)

*Step 7: Allow learners to generate their own tasks*

The previous step discussed how to encourage learners in making their own choices, after we have reached this, learners should be given chances to make modifications and adaptations on their classroom tasks. Accordingly this may be by teaching learners to

make their own tasks this includes developing their own materials, for instance learners can be given a text however without questions, so they can be encouraged to make the questions on their own based on the text they are given.

*Step 8: Encourage learners to become teachers*

Although teaching is not an easy job, another challenging step is to encourage learners to become teachers. Learners can be given a topic and asked to prepare it in a PowerPoint presentation by bringing the materials created on their own. This is a good opportunity for them to have the feeling of being a teacher and good practice for their future career. This can be done individually or in a group. By doing so learners have the opportunity to increase their self-esteem and become more confident.

*Step 9: Encourage learners to become researchers*

Lastly, encouraging learners to become researchers is among Nunan's steps in fostering autonomous learning. When learners are able to search on their own it means that they have reached the level of autonomy. However, in order to reach that, they need much support from their teachers who should be very responsible in addressing this issue.

Furthermore, Cotterall (1995) believes that learners, who consider their teachers as facilitators of their learning, are ready for autonomous learning, which means that teachers appear to be central in preparing and raising learners' awareness about working independently.

The table below shows that to be successful in fostering learner autonomy, teachers need to be aware of their main role and duties being good facilitators instead of information providers, therefore teachers have to be willing to accept their role (Little, 1995).

**Table 1. Strategies associated with different features of autonomy support**

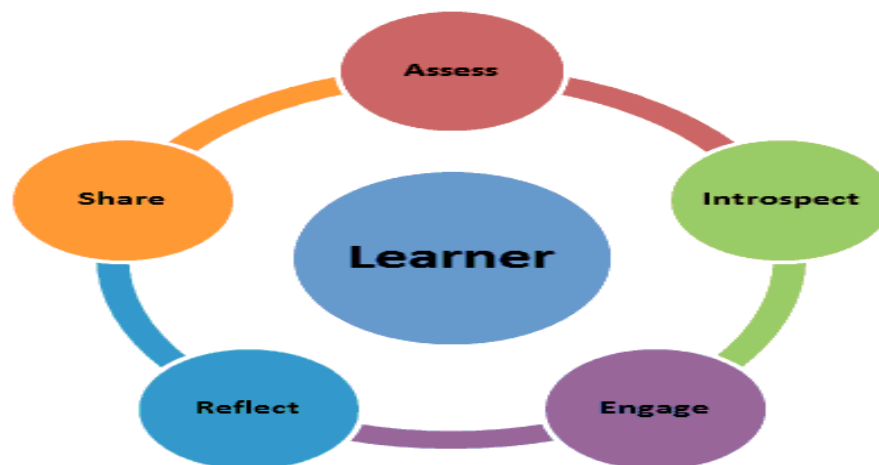
<b>Organizational autonomy support</b>	<b>Procedural autonomy support</b>	<b>Cognitive autonomy support</b>
<b>students are given opportunities to:</b>	<b>Students are given opportunities to:</b>	<b>Students are given opportunities to:</b>
<b>Choose group members</b>	<b>Choose materials to use in class projects</b>	<b>Discuss multiple approaches and strategies</b>
<b>Choose evaluation procedure</b>	<b>Choose the way competence will be demonstrated</b>	<b>Find multiple solutions to problems Justify solutions for the purpose of sharing expertise</b>
<b>Take responsibility for the due dates for assignment</b>		<b>Have ample time for decision making</b>
<b>Participate in creating and implementing classroom rules</b>	<b>Display work in an individual manner</b>	<b>Be independent problem solvers with scaffolding</b>
<b>Choosing seating arrangement</b>		<b>Re-evaluate errors Receive informational feedback</b>
	<b>Discuss their wants</b>	<b>Formulate personal goals or realign task to respond with interest</b>
		<b>Debate ideas freely</b>
		<b>Have less teacher talk time; more teacher listening time</b>
	<b>Handle materials</b>	<b>Ask questions</b>

(Stefanou et al., 2004, p. 101)

## 2.9. The role of the learner in promoting learner autonomy

The learners' role in promoting learner autonomy is highly important. They should be active in a community or a classroom in order to reach the highest level of autonomy. As mentioned earlier Dam (1995) characterizes learner autonomy as "a readiness to take charge of one's own learning and willingness to serve to one's needs and purposes". Furthermore, learners are autonomous when they understand the reason they are learning and accept responsibility for their own duty. This means that learners should be in the center of learning and always involved in the learning process.

Accordingly, their role is not to be passive receivers however they need to be willing to "learn independently and in co-operation with others as social responsible people" (Dam, 1995). Another important component of learner autonomy is self-assessment. They need to set their criteria up and develop their own capacity to judge their strong and weak points during the learning process. By doing so, they will be able to increase their knowledge and level of competence.



**Figure 4. Learner role in promoting learner autonomy**

Figure 4 shows the process of learner autonomy and the learner role in it. It clearly shows that learners should have access in the material they need to learn, introspect, engage, reflect and share it with others. This is a long process but the learners should be given opportunities to develop their abilities in developing their own autonomy.



## 2.10. Promoting Language Learner Autonomy

Researchers have used different approaches for the purpose of finding out how learner autonomy can be enhanced. According to Thanasaulas (2000) activities like self-reports, diaries, evaluation sheets and persuasive communication might foster a certain degree of learner autonomy. Furthermore, Ma and Gao (2010) claim that learner autonomy can be attained by developing syllabuses in the language classroom where learners can make their decisions for their own needs and learning. According to him learners are highly motivated and take great responsibility to work on their own. Moreover, according to a study conducted by Dafei (2007) it can be concluded the relationship between learner autonomy and language proficiency is highly interrelated. This results that autonomy indicates levels of English language proficiency which learners possess, and this means that the more autonomous the learner becomes, the more proficient he/she is.

Another researcher Trinh (2005) in his study presented two separable goals: to foster learner autonomy in order to develop communicative competence. Accordingly, to foster learner autonomy the author believes that learners should be given the opportunity of choices of the learning content and strategies. Whereas to enhance communicative competence learners should be offered opportunities in the following issues: " use English in planning, monitoring, and assessing their task performance; seeking support from the teacher and classmates; and while negotiating meaning". Trinh (2005). The figure below shows how learner autonomy is developed;



**Figure 5. The growth of learner autonomy**

Moreover, Benson (2001) groups six broad headings for above suggested practices which support learner autonomy in language learning:

**Table 2 Approaches to Promote Learner Autonomy (Benson, 2001)**

Approaches	Focus on	Key forms	Previous empirical studies
Resource based approach	Providing opportunities for learners to interact with educational materials. Two main forms are self-study or self-access and distance learning.	Self-access Language learning (SALL) Self-access Center (SAC)	Chiu (2005)
Technology based approach	Providing opportunities for learners to work with diverse forms of educational technology. The roles of teachers and learning strategies are vital.	Computer Assisted Language Learning (CALL)	Lee (2005)
Learner based approach	Providing opportunities and necessary skills for learners to participate in and control their own learning. The main form is learner strategy training or learner training.	Learning strategies and strategy training or learner training (Strategy-based instruction)	Nguyen (2009); Dion (2010); Le (2013)
Classroom-based approach	Changing the relationships between teachers and learners and classroom practices. Providing professional development and teacher education on such aspects as teachers' beliefs about autonomy, encouraging practices to foster LA.	Learning agendas/ portfolios (setting goals, selection of tasks, self-assessment and peer assessment), Collaborative learning, Out-of-class learning.	Chan (2000) Fukuda (2014)
Teacher-based approach	Positioning the negotiating between teachers and learners to enhance learners' participation in deciding their learning content and evaluation	Teachers' beliefs, commitments, and practices to support LA Teachers as facilitators, advisors and guides	Non empirical studies
Curriculum-based approach		Process syllabus: - strong version: syllabus is not predetermined but negotiated, renegotiated by teachers and learners - weak version: project work	Trinh (2005); Ma and Gao (2010) No empirical studies

### **2.11. Learner Autonomy and Willingness to Communicate in EFL**

Many research studies show that willingness to communicate (WTC) can make learners more active in second language. Kang (2005) states that WTC puts emphasis on creating learners opportunities, involving authentic interactions, both inside and outside classrooms for EFL learners. Findings from his study show that there are three psychological conditions of WTC in EFL: (1) being secured (having the feeling of being safe without having the anxiety to communicate, (2) being exited (having the feeling of euphoria about the act of talking) and (3) being responsible (having the feeling of necessity to communicate). Accordingly, some researchers have interrelated willingness to communicate with language learner autonomy and language proficiency. Therefore, researchers MacIntyre, Clément, Dörnyei, & Noels (1998), claim that developing WTC is a right way to promote autonomous language learning and communicative language proficiency.

### **2.12. Methods and materials for motivation and learner autonomy**

Motivation is the key component for a successful learning. According to Dörnyei (2001) one of the most serious sources of difficulty in the classroom is motivating students. This depends on a range of features, and how learners perceive their own progress. Another factor depends on the materials and tasks they choose to do in and outside the classroom. Furthermore, among other factors there is the issue on how autonomous learners feel, how important is to be autonomous, the methods used in the classroom, the relationship between students, and the culture that learners bring with them as well.

However, researchers Masgoret and Gardner (2003) claim that “motivation is more related to second language achievement” than other factors. When learners see themselves doing things better their motivation raises. Based on this, it can be concluded that learner autonomy is connected to motivation, to the materials learners choose and task to be done.

According to Bandura (1977) building learner autonomy within individuals depends on self-motivation. Furthermore, it has also been connected to social context. It is assumed

that learners learn better in a classroom setting, where there is collaboration and communicative language practised. Crandall (1999) claimed that cooperative learning makes learners more self-confident and reduces anxiety at the same time.

Moreover, it was estimated that teachers play the main role in motivating or demotivating learners. (Noels, Clement & Pelletier, 1999; Dornyei, 2001). They are the ones who have to provide structural formats as setting groups, choosing the right content and should also foster self-direction and autonomy. Therefore, engaging learners in the classroom environments is highly important. They have to like the class, the teachers, and the materials.

### **2.12.1. Grammar exercises as cooperative learning**

Among the methods and materials used in fostering learning autonomy and motivation is making learners learn grammar exercises as group work. This can be done by letting learners find and correct errors, as opposed to fill-in-the-blank as a traditional way of learning. Learners are expected to work alone by creating their portfolios and then discuss it to the groups. This kind of exercise fosters learners' communication where they discuss and negotiate concerning the answers they got while working. Therefore, this encourages them to talk about the results for self-assessment of understanding and ability to use grammar. Accordingly having learners practice grammar in group is a good method which enhances learners' motivation to learn and communicate (Wachob, 2004).

### **2.12.2. Teamwork**

Providing learners with activities to work as a team is another method which fosters learner autonomy. In this regard, teachers have to make sure that all learners contribute to the team. Researcher (Wachob, 2004) used this method where he made the learners read and discuss about how teams are used in the business world. Learners were responsible for reading about marketing and then discussed why they chose a particular product. The next assignment was to design the chosen products and present them orally. Furthermore, learners had to compile a survey of what the particular audience

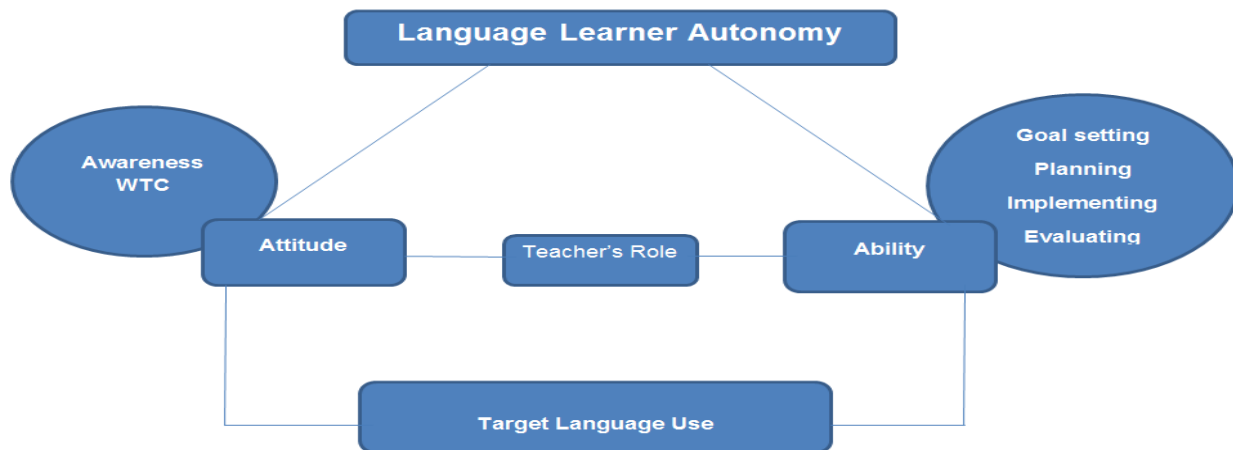
thought of the product. This surely helped learners learn how to depend on their teammates and also make collective decisions for a specific purpose. By doing cooperative work they were able to connect with their friends, practice different learning strategies and motivate each other for better learning.

### **2.12.3. Reflective activities**

Another methodology in this regard is reflecting activities. Here learners have lots of opportunities to use reflective questions and activities for individual review of work like portfolios. After learners do different exercises which require reflection they have to reflect on what they understood and the things that they find easy or difficult. Researcher (Wachob, 2004) in his study used pre- and-post course questionnaire in order to ask learners to report their ideas and plans of what was important, easy and difficult while doing the exercises. He claims that this was a good learning strategy of reflective practice in order to promote learner autonomy and self- efficacy.

### **2.13. The Conceptualization of Language Learner Autonomy**

Language learner autonomy is defined as the learner's *attitude* and *ability* to take control for learner's own learning. This is related to being able to be involved in decisions making, planning, implementing and evaluating one's learning. This does not mean learning without the teacher (Smith, 2003), however, it refers to the *ability* to learn how to learn (Holec, 1981; Little, 1991; Littlewood, 1996), which is different from the ability of learning in the absence of teachers. Therefore, with the help of the teachers, learners gradually shift from being dependent and non-autonomous to being independent and autonomous (Holec, 1981). As a result, there is a close connection between learner autonomy and language learning proficiency. The description of those elements is shown in the figure below;



**Figure 6. The Conceptualization of Language Learner Autonomy**

### **2.13.1 Attitude**

As the figure shows the attitude component is separated into awareness of learner's responsibility and willingness to communicate. According to recent studies in an Asian context, attitude is considered as a component of LLA. Chan (2001) in his study found that learners had positive attitudes towards learner autonomy in English language learning. This finding is parallel to Jones's (1995) study on English language students in Goal Setting, Planning, Implementing, Evaluating (Phan, 2015). Jones's study found that Cambodian students were ready and appeared to be at willingness to accept autonomy. There is consensus regarding LA as a responsibility.

However, with implications that one has to deal with the consequences of one's own actions, such as "making significant effort in order to learn something; willingness to cooperate with the teacher and others in the learning group for everyone's benefit; monitoring their own progress, and making an effort to use available opportunities to their benefit, including classroom activities and homework" (Scharle and Szabó, 2000, in Phan 2015).

### 2.13.2. Ability

Regarding the interpretations of different authors, learner autonomy is usually cited as “the ability to take charge of one’s own learning” (Holec, 1981, p. 3). Furthermore, Holec classifies five features of this concept as “determining the objectives; defining the content and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition, and evaluating what has been acquired” (Holec, 1981, p. 3). Based on different studies they confirm literature that being able to take control of one’s own learning is the key characteristic of autonomous learners. As mentioned previously, ability in this aspect includes goal setting, planning, implementing, and evaluating. The definitions below will show the cooperation between teachers and learners in promoting learner autonomy (Phan, 2015):

1. *Goal setting* “involves learners clarifying what they want and need to learn” (Fried-Booth, 2002).

2. *Planning* occurs when “learners form their groups, brainstorm their ideas or outcomes (the learning scope and content), and draw up plans for group members in within-class and out-of-class activity ”(Smith, 2003b).

3. *Implementing* takes place when “learners carry out the tasks in order to achieve their objectives” (Fried-Booth, 2002; Stoller, 2002).

4. *Evaluating* requires learners “to perform their products within class learning, sharing their formal or informal evaluations and feedback about what they have produced and presented” (Smith, 2003a; Stoller, 2002).

## **2.14. Ways to Foster Learner Autonomy in English Teaching and Learning**

Among the different ways to foster English Teaching and Learning, researchers mention some important elements that should be used in order to enhance learner autonomy in teaching and learning:

### **2.14.1.Changing teachers and students' beliefs**

The first thing that teachers and learners should follow is to change their beliefs about learning. According to Todor (1993) "teachers need to prepare learners for their new role by developing learners' self-awareness as language learners and their awareness of learning goals and options and of language itself". They should also be aware of their roles as facilitators, consultants, guiders, and supporters, in learning processes. Not only teachers, but learners as well should change their traditional way of learning to their central role in learning. They should be aware of their roles as managers, organizers, and evaluators. Also students need to change their traditional roles and become more aware of their central roles in learning. This surely, influences their approach of learning and develops learner autonomy.

### **2.14.2. Teaching Learning Strategies in autonomous learning**

According to Oxford, (1989 p. 8) learning strategies are "... specific actions taken by the learner to make learning more easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations". In this aspect learner autonomy involves refinement of learning strategies. In order to make learners learn autonomously teachers should give them sufficient training in order to prepare them to work independently. "The goal of strategy use is to affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes or integrates new knowledge" (Weinstein and Mayer, 1986). However, strategies have to be learnt, it is teachers' job to find the best way and apply them to their learners. There are various learning strategies, in which the key component is maximizing learner autonomy. Among them social strategies are highly important because people use the language between



them. In this regard three kind of strategies are included; “asking questions, cooperating with others and empathizing with others (Oxford, 1990).

When learners are able to ask questions it means that they have acquired the learning and it results to cooperating with others. Many studies show that cooperative learning effects in learners’ self- esteem and confidence and as a result it also increases learners’ level of autonomy. In this regard, empathy is also important. If a learner is empathic he/she is able to put his/her self in on someone else’s situation and therefore understand the others’ point of view. (Oxford, 1990).

### **2.14.3. Using Cooperative learning**

In cooperative learning, the learners’ role is to direct their own needs. Based on many studies cooperative learning is an influential approach for learner autonomy. The main aim of it is to create a group of learners which can develop their lifelong learning skills- learner autonomy. According to Johnson (1991), cooperative learning incorporates five elements: “positive interdependence; face-to-face interaction, individual accountability and personal responsibility; interpersonal and small group skills and group processing”. Positive interdependence appears when the members in the group are all for one and one for all, which means that the group is able to support each of the individual member and each member is able to support the group (Freeman and Anderson, 2011).

### **2.14.4. Self-Reports**

Making learners report what they think and perform is a good way of collection information and see learners progress. If learners are able to self-report this means that they are asked to introspect on their own progress and this is called introspective. Therefore, “the introspective self-report is a verbalization of one’s stream of consciousness” (Wenden, 1998, p. 81). These kinds of reports are expected to offer information on the strategies learners use at the time they do the report. Another kind of report is called a retrospective self-report because of the fact that learners are required to think back or retrospect on their own learning. There is no limit on what learners say

in response, they are open-ended self-reports. Furthermore, there are two kinds of retrospective self-report: semi-structured interview and structured questionnaires. The aim of the semi-structured skill is to be focused on specific skill such as extracting information about learners' attitude to reading, writing, listening, speaking, problems that might come across, or dealing with learning tasks. Whereas the aim of the structured interview is to seek information differently such as by means of questions and statement and by asking learners to decide between options like strongly disagree to strongly agree, or deciding between true or false and so forth.

#### **2.14.5. Diaries, Evaluation Sheets and Portfolios**

Diaries and evaluation sheets are highly important for learners to evaluate their own progress. This helps collecting and developing learners' thoughts and interpretations that cannot be easily observed but which require time during the inquiry process. Accordingly they offer learners the opportunity to plan, monitor, evaluate and identify problems that they may face during the learning process (Wenden, 1998, p. 107). Moreover, the use of portfolios leads to more autonomous learning including planning, taking responsibility, setting goals making decisions and so forth. Accordingly, Shimo (2003, p. 175) suggests that providing "optional tasks which allow students to make choices" and "decision-making tasks which enable students to plan and organize their learning." will help learners feel the sense of autonomy. Furthermore, Thomsen (2010) claimed that "the portfolio helped learners talk about their learning experiences, and assume an active role in their learning".

### **Conclusion**

To conclude, this chapter discussed overall issues about learner autonomy. It dealt with different definitions on LA, its history in education, levels and characteristics of LA, misconceptions of LA, the teacher and the learner's role in fostering autonomy, methods and materials for motivation and learner autonomy. Therefore, in order to promote learner autonomy, there are some important elements to be considered; if the teacher is

aware enough to provide learners with autonomous learning, if the learners get the required needs, materials according to their level and so on.

As mentioned previously, motivation is very essential in learner autonomy. Hence, teachers are important factors in contributing to learners' motivation and the level of autonomy. They should be very flexible in choosing the right materials in promoting learner autonomy in EFL classrooms.

## **Chapter III**

### **Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL)**

This chapter gives a brief overview of CALL as a new direction in education. There are shown four phases of CALL, its characteristics on learner autonomy, the use of computers in English classes, specific computer tools to foster LA, the use of CALL to develop language skills in autonomous way, its advantages and disadvantages in EFL classrooms and the importance of MALL in language learning.

#### **3.1. A brief history of CALL**

*Computer Assisted Language Learning* is used to refer to the language class where computers are part of the class for learning a language (Hardisty & Windeatt 1989). They started being used for educational purposes in 1970. The aim of CALL is to improve the quality of teaching and learning. Although it is considered as a difficult field it makes learning and teaching more interesting since there is always something new to be researched. In 1977 a report called "How Do Students Learn?" was developed by lots of researchers by using a software in the sciences, geography and history. There was a classification of four models from learners perspective; "instructional, revelatory, conjectural, and emancipatory.

In the instructional model learners had a programmed learning in which they were passive since their learning was programmed earlier.

In the revelatory model there were different activities included where learning was delivered gradually to learners through simulation or by giving them various problem-solving tasks.

In the conjectural model learners needed to have some basic knowledge of computers since it included tasks where learners had to write programs in order to fulfill them.

In the emancipatory model learners used computers as tools for instance, for word processing or looking up for words in dictionaries and so on. (Jiang Zh, 2008). Moreover, the history of CALL is divided into three phases. The first one was Behaviorist CALL which appeared around 1960' and 1970's. The second one was the phase of 1980's called Communicative CALL. The third one which focuses on the past few years was Integrative CALL (Warschauer & Healey 1998).

### **3.2. Behavioristic CALL**

In the 1960 and 1970's this phase was presented to the community due to the influence of Audio-lingual teaching method. Its purpose was for giving repetitive drilling and practicing. In this phase computers served as a mechanical tutor by giving learners the chance to work on their own. The best known program of this phase was PLATO Project including "translations, grammatical explanations and extensive drills" and Stanford Project (Warschauer & Healey 1998, p. 7).

The aim of the *PLATO Project* was as following;

- "the system consisted of computers and terminals (platform-dependent material)"
- "the aim was to teach students to translate Russian into English"
- "grammar was presented as an aid to translation"
- "reading course consisted of vocabulary drills, brief grammar explanations and drills, and translation tests which measured the student's progress"
- "the disaster stories of the machine translation experiments motivated Curtin to include a sentence judge which looked for keywords or synonyms, indicated

misspellings, and allowed the prescription of word order in the student's answer''( Warschauer 1996, Ahmad 1985, Simonson & Thompson 1997).

### *The Stanford Project*

- '' students were asked to type answers to questions stated in Russian, to inflect words, and to perform various types of transformation exercises''
- '' equipment consisted of a teletype coordinated with a tape recorder''
- ''the results of the introductory Russian course by computer were promising. Those students who used the computer-based material scored significantly better than those who were taught conventionally''
- '' the hardware at Stanford has changed significantly. Instead of slow teletypes there is now a bilingual visual display unit, and in place of the tape-recorder there is a computer-generated audio system'' (Warschauer 1996, Ahmad 1985, Simonson & Thompson 1997).

### **3.3. Communicative CALL**

This is the phase when computers were more advanced offering better opportunities for individual learning. The supporter of this phase was John Underwood. Therefore, according to him the focus of communicative CALL is more on using forms, the grammar is taught implicitly and not explicitly, it encourages learners to produce original utterances, it does not judge learners nor reward them, and it is flexible to learners' response (Underwood, cited in Warschauer M. (1996). In the communicative phase there was the arrival of PC which resulted in the development of software for language learning. During this phase the following type of CALL programs were developed;

- Computer as tutor model
- Computer as stimulus
- Computer as tool

The first type provided skill practice like ''paced reading, text construction, language games'' (Healey & Johnson, 1995). However, this type of program still remains as the one

which know the right answer and did not let the learners to choose on their own. (Warschauer, 1996). The second type was to stimulate learners' communication and develop their critical writing and thinking. It gave learners the opportunity to develop the above mentioned skills rather than to find the correct answers in the designed programs (Taylor & Perez, 1989, p.63). The third type of this phase was computer as a tool. Its purpose was to enable the learners to use or understand the language even if the programs did not essentially provide language material at all. There were included "word processors, spelling and grammar checkers, desk-top publishing programs" (Taylor & Perez, 1989).

### **3.4. Integrative CALL**

Integrative CALL is based on the computers and the internet. This means that learners had more opportunities during this phase by practicing the language in authentic social context (Warschauer M. 1996). Moreover, this phase had a great effort in teaching language skills, which means that learners learned the use of different kind of technological tools for their development of learning. Accordingly, integrative CALL has enabled teachers to have access to authentic information. This phase was based on *multimedia* and *electronic communication*.

- Multimedia entails texts, graphics, sound, animation video. It also includes hypermedia with authentic learning environments combined with integrated skills reading, writing, speaking and listening. Learners have control on their individual path.
- Computer-Mediated Communication (CMC) became very popular in this phase where learners can communicate with their peers. It enables learners to share documents, graphics, sounds, videos, and have access to endless authentic materials. system" (Warschauer 1996, Ahmad 1985, Simonson & Thompson 1997).

### 3.5. Characteristics of Computer Assisted Language Learning

CALL is defined as a mean for studying of applications of the computer for educational purposes. Levy (1997, p.2) Research which has been done to better comprehend the effect of computers on students language learning has shown that the integration of computers in language instruction increases the students' interest and accomplishment and also makes them stay on the task longer. According to Perrett (1995, p.2) if learners are given opportunities to use language and learning strategies in the second language, they can improve leaning strategies.

It is concluded that when learners speak to computers they feel more comfortable rather than speanking in face-to-face (Kataoka 2000, p.2). This means that they do not mind if they make errors while speaking and they are more flexible in computerized communication. In classes where computers are used, learners are allowed to decide the way and the material according to their needs (Hoven 1999, p.1).

According to Littlewood (1981) a good teacher is the one who gives the right material, offers explanations continuously provides feedback and finally tests. Therefore, form teacher's perspective Computers Assisted Language Learning (CALL) can be classified as "tutor, Socratic, tutee and tool".

- Tutor

The term tutor for CALL is used when the computers are programmed in language teaching and they teach learners in specific subject evaluate them, keep records point learner's weaknesses and decide the tasks the learners should be dealt with (Levy, 1997).

- Socratic

In this method the teaching is done by asking not by telling, this is developed calling on learners, and engaging them to participate and reflect autonomously and critically. The programs are authored in such a way that learners get engaged independently.

- Tutee

CALL as tutee puts the importance on the learners by making them being highly in control, and telling the computer what to do. However, learners should have a basic knowledge since they have to give instructions to the computer.

- Tool

In this case CALL is presented as a learning tool where the learner is not controlled. There are lots of CALL tools to be used; World Wide Web (www), CD, word processors, graphic programs video conferencing, chat, email etc. Using the World Wide Web learners have access to different video conferencing where they have the opportunity to see each other and communicate in different chats or write emails and practice language.

According to Johns T. (1990) "CALL is classified as a lively description of four approaches which are connected with a metaphor".

"Syringe: injecting the learner with knowledge"

"Gymnasium: reflected in words like "drill" and "exercise"

"Bath: which gives us the expression "total immersion" as a description of learning"

"Test tube: sees the learner as somebody who can discover rules by examining evidence"

Additionally, a lot of research has shown that Computer Assisted Language Learning contribute in these aspects (Lee. K.2000);

- Experiential Learning

In this regard the World Wide Web gives learners the possibility to search, create and experiment on their own, where they develop their critical thinking and their creativity by being independent explorer.

- Motivation

As we know computers are used almost by everyone because of the fact that there are a lot of funny, creative and useful things. Therefore, learner motivation is highly increased when there is the opportunity to have access to a variety of activities. This makes the learners more interested in learning and more independent as well.



- Enhanced Student Achievement

Computer Assisted Language Learning is also considered to strengthen learner's language skills, since there are various activities to improve reading, writing, listening and speaking skills.

- Authentic Materials for Study

The advance of technology offers numerous authentic materials about all language skills, where learners have access every time and everywhere.

- Greater Interaction

Learners have more interaction by communicating with each other via e-mail or chats. The activities found on the internet give them greater chance for better interaction.

- Individualization

Learners' characters are different undoubtedly, there are some introvert learners who feel shy and never take the initiative to do things on their own. Hence, computer assisted language learning has a great impact for those kind of learners which make them benefit by doing individualized and learner-centered learning.

- Independence from a Single Source of Information

By using computers learners are focused on single source information. They have the chance to search for and explore thousands of things and fill the gaps about the multicultural world.

- Global Understanding

When learners learn a foreign language they learn it in a cultural context. Therefore, the use of CALL makes them have access worldwide and also helps them practice communication on a global level.

### 3.6. Mobile-Assisted Language Learning

Mobile-Assisted Language Learning (MALL) has to do with the activity of learning the language through the use of mobile technology. Comparing mobiles to computers it takes longer when learners use mobiles for learning, but they feel the sense of freedom of time and place which means that they can learn at different time and place. This gives the advantage to spare learners from sitting in a classroom. Learning through mobile phones the learners control his/her progress in his/her own. This kind of learning provides them with the opportunity to learn outside their regular living places.

According to Miangah T and Nezarat A (2012) there are two characteristics of mobiles; *portability* and *connectivity*. As for portability learners bring learning materials and move mobile devices into different places, however, as for connectivity, mobiles should be connected with the wireless network and learning websites. There are different examples of mobile learning, for instance, SMS-based learning, Game-based learning, and m-learning. SMS-based learning is developed through the use of wireless technology by receiving text messages to support learning outside of classroom. Additionally, m-learning games are helpful to teach second language skills.

Based on previous studies MALL has been useful for the acquisition of vocabulary as well. A study conducted by Song and Fox (2008), reveals that the participants of their study who used smartphones were able to enhance their vocabulary learning on their own. Therefore, learners appreciate mobile phones because of the immediate access to a dictionary that they give when searching for new words.

This kind of vocabulary learning via mobile phones is different from one to another. Researchers Kennedy and Levy cited in (Miangah T and Nezarat A. 2012) in their study found that sending e-mails or SMS by covering the vocabulary taught in the classroom is very helpful in learning vocabulary. The experiment was done by sending learners mini-lessons through email to their mobile phones three times a day. The results indicate that learners used new words and it was really encouraging.

Additionally, mobile phones offer the possibility to design a multimedia system for developing listening skills by different listening exercises. Therefore such facilities help

learners practice their pronunciation as well by downloading a multimedia which gives them the opportunity to record their voice and compare it to the correct pronunciation. Researchers Huang and Sun (2010) cited in (Miangah T and Nezarat A. 2012) designed two subsystems; a multimedia materials website that uploaded video materials and a multimedia which consisted English exercises about listening. Those were disposable on learners' mobile phones in order to repeat listening exercises in a more interesting environment. Therefore, the results were highly positive and enhanced learners listening abilities.

Learning Grammar is also possible through mobile phones. There are specific programs which can be installed on mobile devices where grammatical rules can be learnt and lots of grammatical exercises can be done such as true false, fill-in-the-blanks, or write the missing word. This is possible through voice service or message service. (Miangah T and Nezarat A. 2012).

Mobile devices are useful for practicing pronunciation as well. They enable learners to download dictionaries in which they can practice and correct pronunciation of new words. Those facilities also allow learners to record their voice and improve their speaking as well.

Reading Comprehension activities are offered through mobile phones too. Learners can find online and install them on their mobile device. Chen, C-M., & Hsu, S-H. (2008) cited in (Miangah T and Nezarat A. 2012) presented a "personalized intelligent learning system PIM" where learners were provided with English reading articles. The study results were very effective since learners could practice their vocabulary learning and increase their reading abilities.

It can be concluded that mobile assisted language learning is a good solution for language learners in terms of time and place.

### **3.7. Learner autonomy and Computer Assisted Language Learning**

Learner autonomy has been the focus of interest recently. It was also linked to the technological development in education. Today there is a big attention in using computers in education. Educational institutions have invested in supporting teaching and enhancing learners' interest in language learning through the different uses of technology. Therefore, it is noteworthy to mention that "technology has been connected to learner autonomy particularly when the previous is taken in the broadest sense and the later as a super-ordinate term" Motteram (1997) cited in Chiu (2005, p19). This means that computers especially computers connected to the internet are playing a great role for the improvement of learner autonomy. With the use of different computer learning networks students become autonomous.

The role of technology in learner autonomy has been discussed over the years with the claim that it really enhances language learning. Particularly, computers have an important role in providing language students with useful language experiences while learning a new language. Therefore, computer is not only an information finding tool, but it is a tool for learning and teaching too. There are lots of programs which do really help learners develop their language learning. Many schools and universities offer learners and teachers access to Computer Assisted Language Learning tools to be integrated into their everyday teaching.

CALL is considered to be a path to learner autonomy, which enables learners to use computers and learn individually without the help of the teacher at all. Additionally, they are considered to be successful if they build up knowledge by searching for new things on their own. Today the internet tools allow students to search for limitless information. The success of being autonomous depends on the learner computer literacy and their beliefs in technology and how much they are motivated to search for it. Such technology allows teachers as well to authorize their learners, and make them capable of making decisions concerning their own learning and choose authentic and meaningful materials.

As mentioned above, computer literacy is very important to be successful in learning autonomy. It was realized by the author Toyoda. E. (2001) who, in his research findings, indicates that whether the learner becomes autonomous through the use of CALL depends on how well his/her attitudes to computers are. He further states that advanced computer literacy learners achieved the learning autonomy while using computers and were confident as well as liked the challenge of working on something that was not ready made. However, those at a low level were not satisfied because of their insufficient skills in using computers and could not be autonomous.

### **3.8. The use of CALL in EFL classrooms to foster autonomy**

Many research findings have shown that the use of technology in EFL classrooms have shown positive results in learning a language since CALL offers additional practice. Today, computer offers lots of opportunities for developing second language skills. In English Foreign Language classrooms, CALL serves different types of technology starting from word processing to the World Wide Web (Al-Jarf, Reima 1995, p.5). Those kinds of classrooms are livelier where students are more motivated for practicing their language skills. Therefore, it is highly important to make learners involved in the learning and provide them with multimedia materials like showing them images or offering them the combination of both seeing and listening. This means that computers offer them an environment similar to the real world.

Furthermore, computers offer activities for speaking skills improvement. They can listen to native speakers on the internet and try to speak as they hear them and correct their pronunciation as well. Therefore, using various modules of the computer's programs increases learners' interest and motivation. This will have positive results in the development of language learning autonomy.

Moreover, not only CALL 'computer assisted language learning' is accepted as a significant mean that enhances learner autonomy, but MALL 'mobile assisted language learning' as well is very useful in language learning. Mobile assisted language learning has to do with the use of mobile technology in language learning where there is no need

for learners to be stuck in their classrooms but instead can create their learning environment where ever they want. The researcher Yamaguchi states that, *"A computer is better than a mobile phone or handling various types of information such as visual, sound, and textual information, but the mobile phone is superior to a computer in portability"*.

According to Selwyn, Gorard, & Furlong, (2006) today's world is becoming more and more connected and global and people are being as mobile as possible. In order for students to address their needs in language learning there are various technologies available for them. Those facilities are appreciated by students and educators as well. Among those useful technologies, smartphones are being used in pedagogical concept too.

Authors Vavoula and Sharples (2002) consider learning as mobile in three ways: *"in terms of space (like the workplace, at home, at places of leisure), in terms of different areas of life (work demands, self-improvement, or leisure), and in terms of time (during the day, night, week days and weekends)"*. In this case learning and mobility seem to take place anywhere and anytime since people carry them along all time.

### **3.9. Specific tools to foster in Learner Autonomy**

Recently, software has been developed with the focus to utilize the teaching process and bring more autonomous learning for learners. The uses and benefits of those tools will be laid out in below sections.

#### **3.9.1 Sanako Study 1200**

Sanako Study 1200 as a PC version of a language laboratory is a tool which offers different teaching and learning activities mostly Listening Comprehension, Model Imitation, Reading Practice, Round table discussion, (Sanako Corporation, 2013). Its advantageous uses are that it gives learners opportunities to record their speech, with the emphasis to develop their reading, and speaking skills and also teaching

them phonetics and phonology. Accordingly, Edwards (2009, p.87) concludes that “educational technology permits students to control the learning process and to address areas of personal need and interest, rising levels of motivation and promoting learners autonomy”.

### **3.9.2. Moodle**

This tool is an online platform used for distance learning which was developed in 2002 by an Australian company. Moodle has features that help learners with their learning. Some of the institutions use it as a platform for online sources and some others use it for face to face courses. Learners can submit their papers through their individual accounts where they may find the format and the deadline for the specific requirements. It keeps learners with the up to date web designs which makes the content more attractive.

### **3.9.3. Adobe Connect**

The Adobe Connect is “a conferencing platform for web meeting, e-Learning and webinars” (Adobe Systems Incorporated, 2013). In particular for e-learning it offers opportunities for training and mobile learning with the access from anywhere at any time. This means that it allows teachers to hold lectures to classes without necessarily being in the same place. In addition, it offers the opportunity to record class sessions which can later be posted on Moodle, a good chance for learners who missed the class and also a good revision for all learners. Consequently, Edward concludes that “ internet based communication technology can enable intercultural exchange, increase motivation, and provide learners with access to authentic language in meaningful context” (Edwards, 2009, p.88).

### **3.10. Computers and the development of Language Skills in autonomous way**

Students who learn a new language need a great deal of language support. This means that they need to practice language a lot, and should be given opportunities to listen, write, speak and read in English. All those possibilities can be offered by the use of computers.

#### **3.10.1 Autonomy in developing reading skills through CALL**

Technological developments continue to increase opportunities for using computers in reading. There are lots of interesting and attractive activities which require learners' full attention. Reading activities could be found on computer since the early days of the field (Hubbard, P. (ED) (2009:7). Accordingly, individualized instruction is among the best ways for the development of reading skills. They allow learners to work at their own pace and become autonomous. The text which can be read on the computer is not a simple one however it can be accompanied by different sounds and animations.

As a result, computerized reading is a more active process which makes students work *individually* and offers more flexible reading strategies and is enjoyed by students as well as helping them develop their learning autonomy.

A study conducted by researchers Farrah, M and Tushyeh, H (2010) show that CALL was very helpful in increasing their learners' motivation and it also developed their reading and writing skills. By using computers in their classes researchers claim that it decreased the anxiety felt by learners and they enjoyed using them.



### **3.10.2 Autonomy in developing writing skills through CALL**

The popularity of the information access appeared in 1990s. Among the best use of computers in developing writing skills is word processing. It provides the writer various options as opposed to writing with the pen and paper. There are lots of opportunities to organize the writing. In particular, Microsoft word offers accessible tools such as spelling and grammar check, where learners can correct their mistakes and are allowed to work in an autonomous way. (Hyland, K 2003:146).

Additionally, email is also a helpful CALL activity which assists in becoming autonomous by facilitating learners with the awareness of their weaknesses of English language writing skills. Accordingly, blogs as well are other appreciated tools for autonomous writing. Using blogging helps learners to increase their own critical literacy and academic writing. Such opportunities that technology offers make learners engaged autonomously.

### **3.10.3 Autonomy in developing listening skills through CALL**

Listening skills are very important when learning a foreign language. Learners need to have access to enough sources in order to improve their listening. Today, the internet offers countless materials where learners can practice listening individually. They can choose to correct their errors themselves or to be corrected by computers; they can communicate at distant terminals with their peers, moreover, podcasts are helpful for downloading the lectures and practice the language in the absence of the teacher. Therefore, they help learners utilize autonomous learning.

Furthermore, digital stories are also very supportive regarding this issue. They make things more memorable when introducing a new language. Such multimedia applications for learning a foreign language offer more opportunities to convey the new language and culture including both linguistic and paralinguistic features (Brett, 1995; Fidelman, 1997; Gassin, 1992; Hurley, 1992 cited in Verdugo, D. & Belmonte, I. (2007, p 87-101). Hence, it can be concluded that computers have a positive effect in developing listening skills autonomously.

### **3.10.4 Autonomy in developing speaking skills through CALL**

When we learn a foreign language we need a lot of time to speak it fluently. Accordingly, foreign language teachers always concern about finding the best ways on how to teach pronunciation. In this case Computer-Assisted Language Learning (CALL) is considered as a very useful tool for helping teachers and learners teach and practice pronunciation. As we know there are lots of computerized tasks which can provide immediate feedback and correct learners. This means that, technology has improved a lot by offering learners access to practice pronunciation via visual displays and showing them how the right words and phrases should be pronounced comparing them to the native speakers speech. Furthermore, podcasting is also a supportive tool which gives learners opportunities to improve speaking skills not only inside but outside of class too. Related to podcasts O'Bryan and Hegelheimer (2007) cited in Warschauer, M & Liaw, M. (2011) states that, "podcasts can be a helpful storage of classroom discussions or lectures in order to use outside of class and extend or fulfill autonomous learning".

Consequently, practicing pronunciation with computers, gives students a more comfortable environment as well as helping them reduce their anxiety and speak without worries for making any mistakes which surely make them independent from their teachers.

### **3.11. Advantages of using CALL in EFL classrooms**

Recent computer technology provides both teachers and learners with many benefits for foreign language learning. There are various programs on the computer which offer independent learning for learning at any time outside classroom.

According to Lee (2000 cited in Lai 2006 p, 2) those programs offer "practices, motivation, increase learners' achievements, encourage interaction and foster individual learning". Therefore, among the best advantages of CALL it is learner autonomy. The activities offered there may be repeated until the learners feel that they have learnt

specific required things. Based on the fact that learners cannot always get the immediate feedback in non-computerized classrooms, in computerized environments they can be corrected by computers in the private environments (Krashen,1985).

Accordingly it raises learners' interest and motivation. Comparing to the traditional classes where learners get bored quickly and lose their interest, the classes where CALL is used provide learners with the attractive materials and connect them to the virtual world. Taking into consideration that learners have different style of learning, CALL lets them decide which ways to learn for their own needs and develop their language skills.

### **3.12. Disadvantages of using CALL in EFL classrooms**

As mentioned in the previous parts CALL offers lots of advantages however, there are some disadvantages as well. The following parts show the constraints of CALL in practice;

#### **3.12.1 Lack of computers**

The first disadvantage using computers in English classes is the associated expense. In order to use them for educational purposes schools and learners should be able to afford it. Otherwise, the lack of access to technology and Internet resources hinders the possibility to get the opportunities of CALL.

There were some computer technology investments in one of the secondary schools in Gjilan, exactly in technical secondary school Mehmet Isai, where this study was conducted but they were not used in every subject because it was difficult to manage the classes in order to use them regularly. They could be used only by few teachers specifically by those who taught information technology classes.

<b>Project</b>	<b>Year</b>	<b>Device</b>	<b>Cost</b>	<b>School-cabinets</b>
VES Project (Vocational Education Support) III- Swisscontact	2011	Laptops Computers Printers Video projectors	3800 €	Telecommunication cabinet
VES Project (Vocational Education Support) III- Swisscontact	2011	PC-s Laptops Digital projector Projection screen Wireless access	3200 €	IT cabinet
VES Project (Vocational Education Support) III- Swisscontact	2011	PC Pentium 4 Monitor 8.5 LCD white, ASR ROCK, Hard disk 320G, Software Ram 1G,DVD-RW, Keyboards, Mouse	10 000 €	Mechanical cabinet
ZNKE Pilot project	2011	PC-s Laptops Digital projector Projection screen Multifunction device printer Wireless access UTP cable	13000 Euro €	IT cabinet
Caritas,Luxemburg Kosovo	2011	Video projector	450 €	e-learning cabinet

**Table 3.Technology investments in a school in Gjilan**

### **3.12.2 Teacher's lack of computer training and time**

Another disadvantage is the lack of teacher training. In order to teach learners with computers teachers should be well trained to enhance the learning via technology. There are some teachers who attended a computer training course called ECDL (European Computer Driving Licence) offered by the ministry of education. Its aim was to train all the teachers in primary and secondary schools in Kosovo and consisted of 7 modules including theory and practice. However, not all the teachers were able to benefit from it, especially teachers over 45 found it difficult to start teaching with computers because of their age. Additionally, time is another disadvantage, which means that teachers need a lot of time to adapt to technology. Implementing and preparing materials needs a lot of time and effort, so this may be a big barrier for teachers.

### **3.12.3 Learners' lack of technical competence**

As we know there are students with a mixture of technical abilities in classes. If learners do not possess the sufficient technical ability they cannot succeed in using CALL in autonomous learning. Accordingly, (Toyoda, 2001) mentions his experience with his students who had a limited experience with computers and as a consequence their attempt to use call in their classes was a failure. Therefore, learners who do not have a computer experience are not likely to be successful in using CALL to foster learner autonomy.

### **3.12.4. Learners' lack of interest**

According to many studies, learners around the world are obsessed by the use of computers. However, there are learners who do not use them for learning a language. This is because of the learners' lack of interest. However, the teacher should recognize that and try to manage the alternative tasks to develop. Accordingly Aoki's study (1999:9) it is stated that knowing " what kind of language learner one is and how one learns" is a capacity of autonomy.

### **3.12.5. Learners' disinclination to be autonomous**

Although there are learners who are interested in learning English by the help of computers, yet some of them prefer their teachers to direct their learning. Felix (1997) noted this issue when she led a CD-ROM course. She further states that her learners liked the program however they preferred it as a complement to the classroom instruction. Therefore, the lack of the willingness to be autonomous by using computers in English classes results to the disadvantage of fostering learner autonomy through the use of CALL.

### **3.12.6. Poor interaction among learner**

Communication among learners is favored greatly nowadays even if it happens between individuals or groups. However, those kinds of interactions do not always happen. If communication is absent among learners where CALL is used, then autonomous learning cannot be achieved. Toyoda (2001) mentions a case of Chinese students in a CALL project who were not allowed to communicate with each other and as a result they did not enjoy it. Therefore, in such cases it is the teachers' duty to alert to such situations and try to improve the quality of communication in class and also raise the level of awareness to work autonomously by using CALL.

## **Conclusion**

According to many studies and different scholars today, new technologies offer various tools than in the past for learners to improve their language skills through autonomous reading, writing, listening and speaking. As mentioned in previous sections to many authors, autonomy means as control, choice, responsibility, decision making, freedom and motivation. Therefore, technology especially computer assisted language learning present autonomous learning tools for individual learners in order to meet their needs on their own. They are widely acknowledged as the best supportive contributors to foster learner autonomy by being very useful in facilitating the language learning process as well. As a result, they develop learners' language skills and allow them to have access on differentiated work for different types of learners.

## **Chapter IV**

### **RECENT STUDIES IN THE AREA**

In this chapter here are seven recent studies summarized. Research findings show that teachers are aware of the importance of learner autonomy in education. They mention lots of effective ways in order to implement learner autonomy. Among those significant ways computers are considered very supportive tools in fostering learner autonomy. The researchers also highlight that teachers' role is very important in order to get the full effectiveness of learner autonomy.

#### **4.1. Phan (2015)**

Researcher Phan, Thi, Thanh Thao (2015) investigates his study to see how the term learner autonomy (LA) is understood and also find the right pedagogy to enhance learner autonomy in education in the Vietnamese higher education context. In his study the researcher used a qualitative case study approach at a university in Vietnam, where he examined both teachers' and learners' understandings of language learner autonomy and their perceptions of pedagogy to enhance LLA. The data were gathered through classroom observations and rounds of interviews.

Findings of his study give a theoretical and pedagogic justification for enhancing learner autonomy in language learning. In this study language learner autonomy is defined as the learner's attitude and ability to be responsible for their own learning. This does not only refer to responsibility but also to the ability how to learn. Accordingly, results show that both teachers and learners do not consider language learner autonomy as a situation where learning is carried out in the absence of teachers, believing that both teachers and learners should share the responsibility for the consequences.

The researcher explores the similarities and differences between cases in three sections: the teachers' understanding of language learner autonomy, the students' understanding of language learner autonomy, and the teachers' and students' perceptions of pedagogic approaches to foster LLA.

#### **4.1.1. Teachers' Understanding of LLA**

During the interviews, which were done with three teachers the author claims that three teachers kept their interpretation of LLA in the same way during the two rounds of interviews. According to the results there were similarities between the ways they defined autonomy.

Language learner autonomy is also considered as "learning attitudes of "self-regulation", "self-recognition of the task", "self-awareness of the responsibility for learning". Ly, another teacher used descriptors such as "be responsible or be independent" in order to give her opinion of LLA. And the third teacher Hai defined her understanding of LLA as "learners conducting their learning in an active, positive, creative, and scientific way". Therefore, according to Ly learners should be given the opportunity to decide what to study in order to suit their learning needs. Whereas Anh and Ly's focus was more on attitudes, where Hai used "new" teaching methods which were Vietnamese government's requirements and her example was students' awareness and their acceptance of the expectation to take responsibility.

Three of the teachers agreed that learners had ability in implementing their duties, which means that they were able to direct their learning on their own. The researcher further states that learners of Anh, conducted their learning by doing different exercises on websites and then they sent them to their teachers.

According to Ly, the time when students were most autonomous was the implementation stage of the project. This was done in groups where learners discussed how to complete their tasks and also decided the materials to be used. In the same way, Hai believed that autonomous learners had the capacity to complete their own tasks in groups.

#### **4.1.2. Students' Understanding of LLA**

Amongst the students there was agreement that learner autonomy helped them to learn English efficiently, believing that learner autonomy and language achievement were interrelated. Therefore, learners stressed their understanding of LA in language context as the learners' attitude and ability to complete their tasks the target language.



There was general consensus among most of the learners that language autonomous learners possessed such characteristics as being “active”, “creative”, “responsible”, and “independent”.

Most of the learners stated that autonomous learners had the ability “to self-study”, “to decide their own learning content”, “to set learning goals”, and “to explore or to self-research”.

#### **4.1.3. Teachers’ and students’ perceptions of pedagogic approaches to foster LLA**

Regarding to the findings it can be concluded that fostering language learner autonomy depends on the teachers’ perceptions of the students’ levels of English proficiency. The data showed that the teachers’ perceptions of the learners’ level of English proficiency defined if the learners had opportunities to decide about their learning progress and also specified the level of teachers’ confidence in learners’ ability to learn in autonomous way. Although Anh’s beliefs were that only 10 to 15 percent of learners showed an attitude of being responsible, most of the learners claimed that they wanted to learn English autonomously. Moreover, regarding the students’ perceptions, it can be concluded that learners wanted communicative activities and more opportunities to work in groups in order to interact in English language. They further stated that having the chance to share feedback with their partners and teachers was highly important in implementing their tasks to improve their language learner autonomy. Despite this, learners also considered their teachers support necessary in searching and presenting their outcomes.

#### **4.2. Duong, Seepho, (2014)**

According to the researchers Duong, Th. Seepho, S. (2014) today’s technology give learner lots of opportunities for autonomous learning. In their study “ *Promoting learner autonomy: A qualitative study on EFL teachers’ perceptions and their teaching practices*”, they have explored teachers’ perceptions of promoting learner autonomy and their

teaching practices. Their study was conducted in a Thai university being as an autonomous one which was under the control of Royal Thai Government. The participants of this study were thirty English Foreign Language teachers where the study was conducted. Among the participants there were twenty one females and nine males, of whom six of them were from China, fifteen from Thailand, six from Vietnam, three were from the United States of America and eight others were chosen for semi-structured interviews.

Additionally, the researchers prepared an open-ended questionnaire and semi-structured interviews in the English Language. The results from those mentioned instruments were analyzed through content analysis.

Regarding the English Foreign Language teachers, learner autonomy was associated with learner independence but was not independent of the teachers as a whole. This means that the majority of them did not believe that total independence can promote learners autonomy. It was understood from the results gathered by three interviewees that autonomous learning demonstrated that learners can find their ways for learning. Some others stated that they understand autonomy as a process of being able to learn and work independently. Moreover, the rest of the respondents perceived autonomy as a making decision process when addressing to learning methods, type of activities and learning materials.

Therefore, the majority of participants claimed that in autonomous learning, learners need to find their own way and take control of their own learning, adding that by doing so learners may set their own learning goals inside and outside the classroom, organize their study, monitor it and assess their learning on their own. Meanwhile, in terms of the teachers' role, 70% of the participants and 87.5% of the interviewees claimed that teachers should be good facilitators and support learners to become autonomous by trying to find the best ways and make the learning process easier in order to make them more motivated. Moreover, the rest of the participants and the interviewees reported that the teachers should play a role as a counselor.

The respondents, in regards to their teachers' attitudes in promoting autonomy, stated that they attempted to make learners work on their own by giving them lots of opportunities believing that autonomous learning can lead to life-long learning. The activities they included were similar to asking learners to consult different sources on their own, go to self-access centers to improve English Language by using computers there, encouraging them to reflect or assess their own progress, and motivating learners by giving various meaningful assignments in order to do more practice. However, a few number of the participants reported that they deny their learners or they give them a little chance to develop autonomous learning because of the time constraint in their classes, also adding that they have to control lots of things in order to meet the objectives required with limited time. Some other participants gave other reasons for not promoting learner autonomy in their classes. One of them stated that some of the Thai students are not good at English; another one said that sometimes they should force their learners to do any task on their own because they are not motivated at all.

As it is realized researchers claim that there were some contradictions between teachers with regards to their perceptions about promoting autonomous learning. The first contradiction was related to learners' selection of learning materials. Among the participants 83.3% claimed that they allow their students to choose their own learning materials whereas 63.3 % of the teachers stated that they rarely give their learners that opportunity saying that their learners do not know how to choose the appropriate learning materials. The second one was related to learners' evaluation of their own learning. Therefore, 56.6% agreed that they learners might decide when assessing their own learning but 63.3% of the respondents claimed that they seldom offer learners the opportunity to evaluate their learning by justifying that their learners are not able enough to shoulder such responsibility. In addition, the third one was to contradict the concept of learner autonomy because according to the participants there were three roles which teachers should possess.

The first one was a facilitator, the second one was counselor, and the third was a resource. However, when it comes to their teaching practices, apart from the things

mentioned earlier, the participants tended to take the role of authoritarian because the learners were directed to do their tasks inside and outside the classroom.

Consequently, despite of some limitations the researchers state that participants in general understood the concept of learner autonomy, and it helped to raise teachers' awareness of the development of LA yet it was difficult to implement it practice.

#### **4.3. Osmani, R. (2014)**

The purpose of this study was to discuss the importance of learner autonomy and the role of technology at South East European University, Tetovo, the Republic of Macedonia. The researcher investigated how learners used computer technology, in order to assist them become autonomous learners. There were two types of data used; student's questionnaire and a quiz. The researcher answered the following questions in his study; 1.What is the role of technology in enhancing autonomous learning? 2.What is the importance of choosing appropriate exercises which foster learner autonomy?, 3.Are autonomous learners more successful in a course?

The participants of the study were 50 students of South East European University. They were 18-30 years old, all of them non-native speakers of English. They were divided into two groups. One group used only books with some extra activities based on vocabulary, grammar and writing. The other group was encouraged to use technology in their classes. After some weeks the researcher got the results by doing the questionnaire and the quiz with both groups.

Regarding to research question 1: What is the role of technology in enhancing autonomous learning?-the results are found in the students' questionnaire that used computers in their classes, as for the statement 1. "I was able to do the activities by myself" (62% of the learners strongly agreed, 12% agreed, 14% were neutral, 8% disagreed and 4% strongly disagreed). This showed that the majority of the learners were able to work on their own.

Statement 2 "I was not depending on the teacher as much as I usually do in traditional classes" gave the following percentages 76% strongly agreed, 12% agreed and 12% were neutral, and no one disagreed or strongly disagreed.

Statement 5 "I felt more self-confident" being related to the first research question showed that 72% strongly agreed, 16% agreed, 8% were neutral, and 4% disagreed. For the statement 7 "I enjoyed these classes much more." The researcher gives these percentages; 88% strongly agreed, 4% agreed, and only 8% were neutral. Additionally, 72% of the students strongly agreed, 16% agreed, 8% were neutral, and 4% of the students strongly disagreed with the 8 statement "I felt autonomous".

Regarding to research question 2: "What is the importance of choosing appropriate exercises which foster learner autonomy?" the results are found in the statement 3, "I felt I learned more like this" where the majority of students with 54% strongly agreed, 26% agreed, 10% were neutral and 10% disagreed, showing that the materials were appropriate to their needs. Furthermore, 92% of the students strongly agreed and 8% agreed with the statement 10 "All the activities were relevant and helped me a lot".

Regarding to research question 3: "Are autonomous learners more successful in a course?" -showed that learners enjoyed more the classes where computers were used. This was based on the results where 42% strongly agreed, 30% agreed, 14% were neutral and 16% disagreed with the statement 4 "I was much more successful in the classes with technology". The highest percentage comes from statement 9 "So far I have accumulated more percentage of the overall course than before," with 96% of learners who strongly agreed and only 4% were neutral).

Findings of this study show that technology was very helpful which enabled learners control their own learning and allowed them to make decisions on the activities. They claim that they were independent and felt more relaxed comparing to their regular classes. Therefore, the data showed that learners who studied with technology in their classes were more successful than those who used books. In computerized classes learners were in the center and more likely to participate in an autonomous

environment. Hence, the researcher concludes that computer technology is highly effective in fostering autonomous learning.

#### **4.4. Le, Quynh X. (2013)**

The purpose of this research study was to investigate ways to foster learner autonomy, with the main emphasis to learn more understanding of the development of learner autonomy in English language learning. It was conducted with the students of a private university in Hochiminh city, Vietnam. The author also identified certain obstacles to promoting learner autonomy among Vietnamese learners. There were difficulties for both teachers and learners in their efforts to promote autonomous learning, such as time constraints and a tough syllabus.

Moreover, another factor to hindering learner autonomy was the large power distance between teachers and learners in Vietnamese culture. The researcher identified five research questions: Q1. How ready are students of the University for autonomous learning? Q2. How motivated are the University's students to learn English? Q3. How is learner autonomy perceived and practised by teachers and students in the context of tertiary education in Vietnam? Q4. What are the perceived effects of the learner training programme on the intervention students? Q5. To what extent is culture perceived to play a role in the development and manifestations of learner autonomy in Vietnam?

The participants of his study were 403 students who were enrolled in B.A studies in English at Faculty of Languages and Cultural Studies, and 44 English teachers. The researcher used a mixed methods approach. Furthermore, students were supposed to join a group and discuss about their learner autonomy and their learning experience and also they completed a questionnaire about their perspectives on learner autonomy. Teachers as well contributed in his study by doing an interview to respond to the questions related to their beliefs about learner autonomy.

Findings show that the English language classrooms were highly controlled by the teachers, which was to fact that teachers had all the responsibility for making decisions related to the language classes. In particular, the results from the statistical tests

revealed that learners are limited to making greater efforts in learning and teachers are authoritative to language teaching. However, the results indicate that learners have a positive attitude towards being responsible for their own learning. Students' most preferable sources of language input were audio-visual media, such as watching English-speaking TV programmes and listening to music whereas social interactions learning with teachers and friends were less preferable. However, these findings highlight the need to develop the students' ability to succeed in their learning efficiently in order to enhance their competence of autonomy. It was also concluded that learners needed to be encouraged and motivated to communicate with their teachers in order to develop their ability to take more active roles in their learning process.

Regarding to research question 1 "How ready are students of the University for autonomous learning" the findings show that students showed a readiness to initiate their own learning and preferred to have more opportunities to take more active roles in learning.

Regarding to research question 2" How motivated are the University's students to learn English" the data collected from the focus group reveals that most students were motivated in learning English. Furthermore, their acceptance to get a role in decision making outside the classroom, and expressing willingness for setting their own goals in learning, indicate that learners, were highly motivated to learn English.

Regarding to question 3" How is learner autonomy perceived and practised by teachers and students in the context of tertiary education in Vietnam" findings show that students were aware of autonomy. In this aspect students preferred their teachers to be their guiders and facilitators and also direct them to achieve their learning goals. However, teachers claim that their learners were highly dependent on them and believe that students lack the skills to become autonomous learners. Hence, the teachers continued to have an authoritarian view however, they are aware that learners rely on them for being guided and directed on how to learn.

Regarding to the research question 4" What are the perceived effects of the learner training programme on the intervention students" the findings show that there

were positive effects of learners training programme on improving English language and promoting autonomy.

Regarding to the research question 5'' it can be concluded that the power distance dimension in the Vietnamese culture hinders the possibility to promote learner autonomy in Vietnam. The author suggests that teachers should be less authoritarian and let learners to have more control and be responsible for their own learning.

It can be concluded that learner autonomy is accepted by both teachers and learners however, in order for making learners more responsible and active teachers should give them more opportunity and be less autonomous in their teaching process.

#### **4.5. Milinović. M and Milinović. D (2013)**

This study which was conducted at the university of Banja Luka which focuses on three specific tools of computer assisted language learning, such as Sanako study 1200, Moodle and Adobe connect. Its aim was to utilize the teaching process through technology and its benefits in bringing up autonomous learning. The researchers obtained a Sanako language laboratory with 14 student licenses and one teacher license on a purpose to develop learners' language skills, vocabulary, and also comprehension through translation exercises.

The findings from the laboratory showed that they were very useful since learners had new opportunities for exercises and could work individually without being interfered by others.

Therefore, those tools brought lots of benefits and made learners more motivated and engaged in the learning process. The discussion that learners did by using Sanako was very beneficial which enabled them to work on their own pace. It was also easier for the teachers as well to monitor several groups or individuals. Another benefit was that the class could be extended to learners' homes, enabling them to have access to the materials discussed in the class. The web which was designed to fulfill learner's need encouraged them to find more information or do quizzes there.



The other tools Moodle and Adobe Connect helped learners too by making them more active and responsible on their tasks. For instance, submitting papers on time, was one of the rules when using Moodle otherwise they could fail if they did not complete it then. Adobe Connect also helped organize distance learning. There was a great change of interaction patterns after introducing those new tools. It changed from the teacher-student to student-student pattern and enhanced more autonomous work.

Finally, the researchers claim that the use of the Sanako, Moodle and Adobe Connect tools resulted in lots of benefits for improving the process of teaching and autonomous learning.

#### **4.6. Xhaferi, Xhaferi, Waldispühl and Ericson (2013)**

Xhaferi, Xhaferi, and Waldispühl (2013) in their research study investigated learners' beliefs about Learner Autonomy (LA) and practices in language learning and teaching. This study was conducted at SEEU Tetovo and PH Zug and the participants were students and teachers of above mentioned universities. In order to get the best results of this study, the researchers used a questionnaire survey which was distributed to 75 students enrolled in the BA studies, and 9 language teachers at SEEU, whereas at Zug, the participants included in the study were 64 students enrolled in the second year of BA studies and 3 language teachers of both genders, male and female students with different nationalities. The questionnaire distributed to the teachers was an adapted version of the questionnaire developed by Borg and Al-Busaidi (2012) and by some additions of the researchers of this study. There were four sections on it.

Results obtained from the teachers' questionnaire show that both groups believe that learner autonomy is not something which means to learn alone without a teacher. Especially in Tetovo, teachers' role was as an assistant, guide, motivator and a role model, because of the fact that autonomy was something new in Macedonia and language teachers themselves were not autonomous enough as the teachers in Zug. On the other hand, teachers' role in Zug was just a controller when fostering learner autonomy and teachers expected the students to bring some autonomy to the classroom. Additionally,

for both groups of teachers, the psychological concept of LA – e.g. “learning how to learn”- was accepted as the most important one. They stated that teachers should always be ready in promoting learner autonomy and teach their students how to learn.

In addition, the results obtained show that the teachers should be more responsible and encourage students to work more autonomously. Among the ideas mentioned there, it was that learners wanted to be guided on how to plan their own learning by giving them better chances for creating their own work. Furthermore it was realized that the technical dimension is more valued than the political one in Tetovo, whereas in Zug it was the opposite. When it comes to what teachers feel of learners-centeredness in a classroom, it was realized that teachers in Zug felt that it clearly promotes learners autonomy. However, teachers in Tetovo disagreed with that believing that autonomy was a new concept in Macedonia. Although students’ involvement in classroom management and teaching methods used is desirable to a smaller degree, the teachers in Zug felt that it was more desirable involving students in assessment, while those in Tetovo thought it is less desirable.

Moreover, there were totally different beliefs among teachers of two universities concerning the desirability and feasibility of learning skills in students. At the PH Zug there was a full desire of all aspects such as learn *‘independently, co-operatively, evaluation and monitoring of learning, identifying strengths and weaknesses* as well as their own *learning needs*. Whereas in Tetovo at South East University, the expectations were lower, concerning to desirability and feasibility of all those aspects and concepts. Furthermore, teachers from both universities assessed themselves to a very high degree when it comes to their own promotion of learner autonomy in their teaching process.

Regarding the results obtained from the students’ questionnaire it was seen that learners from both universities agreed on the *technical, political* and *cultures* aspects. The other issue that what both groups of learners had in common was that they both thought that learner autonomy did not mean learning alone without the teacher. When it comes to the concept of the relationship of effectiveness again it was more significant for students who study in Zug rather than for those who study in Tetovo. It is similar to the

results from teachers' questionnaire regarding to the learner-centeredness in the classroom, being very necessary for Zug students and not such for students from Tetovo. Additionally, another thing which both learners agreed with was students involvement in the learning process. They claimed that they should be involved in course evaluation and see how much they have improved their learning.

However, it is realized that students from Tetovo were more involved in deciding about the type of assessment and course topics compared to those from Zug. Nevertheless the main difference between learners from two universities was that those from Zug were more involved than learners from Tetovo when deciding about the aims of the study. When it comes to the extent of autonomy the students have, there were different answers. However, it can be concluded from the combined results of the learners from both universities that learners were not satisfied with the amount of autonomy they were given. Therefore, learners prefer to be given more autonomy and more opportunities in decision-making. Another interesting thing that is noticed here is the results from the statement '*I have a fair of autonomy*', the majority of learners from Tetovo agreed with that and few students from Zug Tetovo agreed. What I mean is that from the teachers results we see that they believed the opposite for learners.

As a result the data obtained from this research study shows that autonomy does not mean learning alone. It is teachers' duty to teach learners how to become autonomous. Although teachers' role in promoting learners autonomy was more necessary in Tetovo, teachers and learners from Zug appreciated it too. It was recommended that it is necessary to teach learners to learn independently from the beginning of their studies. It was especially noteworthy for learners in Macedonia based on the fact that learners were used to learn in a teacher-centered classroom. Accordingly this phenomenon should be changed in order to promote learner autonomy by encouraging and making them feel free and more active in learning process in the classroom.

#### **4.7. Cuervo, Buitrago, Ojeda, et.al (2011)**

Researchers Cuervo, Buitrago, Ojeda.J et.al (2011) in their study have determined the types of Internet tools teachers use and their perceptions regarding to autonomous learning among students at Centro Colombo Americano and Universidad de La Salle. Therefore, their main purpose was to identify the types of Internet tools teachers use in their teaching process, to describe how those tools were applied by teachers, to find out how such tools help fostering learner autonomy at two institutions; Centro Colombo Americano and Universidad de La Salle and identify teachers' perceptions about technology and learner autonomy. The population of those two institutions were students of EFL programs from 13 to 19 and young adults from 20 to 25 years old. There were forty four students and eighteen teachers from both universities. In order to collect the data, the researchers used questionnaires and video recording as appropriate instruments. The students' questionnaires aimed to find out the access and the way they use the Internet whereas teachers' questionnaires aimed to identify their perceptions about internet and learner autonomy. Additionally, video recording aimed to see how English classes were improved by using internet tools and the way teachers tried to foster learner autonomy to their students. Throughout the data collections there were two English classes recorded in both universities. The two classes at Universidad de la Salle lasted 60 minute for each whereas at Centro Colombo Americano they lasted around 20 and 50 minutes. According to the results regarding teachers' perceptions and knowledge about internet tools, it was realized that six of the teachers stated that they use them in their classes; three of them stated that they use them for their research purposes and the rest of them claimed that they consider internet tools as helpful technological aims for various purposes especially for communication and information. Therefore, based on those results it was realized that teachers use online resources apart from their textbooks and board inside or outside their classes. When it comes to types of internet tools CCA teachers used, there were lots of possibilities they mentioned; *social networks, software to record, multimedia, web quest*, whereas teachers from USL

preferred using *e-mails, podcasts, online dictionaries, e-books*. Accordingly, it was seen that there was not any standard to which those tools were known by teachers. Hence, the results from the CCA made it clear that, they tend to use internet tools for social interaction. Whereas, the aim at ULS was to prepare teachers, while that of CCA was limited to English language. Additionally, regarding to internet tools for fostering autonomy most of the teachers gave positive response believing that they are really helpful aids in promoting learner autonomy. However, only two USL teachers responded negatively. This showed that the majority of teachers were aware of their importance regarding to this issue except a few of them who considered internet tools as means of entertainment.

Based on the results found from the majority of the teachers it was seen that internet tools made their classes more meaningful by providing learners with authentic materials. Regarding to the results from students' questionnaire it was realized that most of them used internet tools for educational purposes like; doing homework but they stated that they use them for entertainment too and only one CCA student claimed that he uses them to communicate with people abroad. Moreover, students from both universities consider internet tools as very helpful to do homework, improve their English saying that they allow learners to have access to authentic materials by making them in a contact to native speakers of English, and to the English culture. By doing so they stated that they were improving their language skills a lot.

Furthermore, according to the answers given by the teachers regarding to their perceptions about learner autonomy, two of the CCA teachers considered autonomy as students being motivated, four of them connected it a meta-cognition process, the other two said that they see it as students having helpful tools in order to live on their own and some rest of them said that it was a good practice for learning outside the classroom. Whereas four USL teachers considered autonomy as the way learners work individually, one of them claimed that autonomy means taking charge of one's own work and the rest

of them saw it as a process where an individual set his/her own learning goals by discovering new things without the help of the third person. It was clear that CCA teachers mentioned only key terms whereas those from USL had clearer definitions about learner autonomy probably due to the previous experience they had related to it. Consequently, researchers have concluded that internet tools are very helpful which motivate learners to practice English inside and outside classroom. They also support learners in taking control of their own learning. The majority of the participants agreed that online resources help learners improve their English skills not only inside the classroom but they give them the opportunity to do it whenever they want on their own. Researchers also state that the results from the instruments showed that both teachers and learners from both universities have positive attitude regarding to internet tools in fostering learner autonomy based on the fact that they took an advantage of the internet tools for that purpose.

## **Conclusion**

According to the recent studies and different scholars today autonomy is accepted as a very important issue. The authors of the above mentioned studies from their conducted studies have concluded that learner autonomy is meant to be the capacity to control learners' own learning, to choose their materials according to their preferences and hold their learning responsibility on their own. However, in order to make learners autonomous, teachers' role was very important. They should be very responsible in acting as facilitators, counselors and controllers and they should guide learners how and what to learn. Among the things that authors mentioned in promoting learner autonomy was the computer technology. Researchers stated that both teachers and learners are aware of advantages that computers give learners to become autonomous. Thus, it enhances learners' interest and achievement on their own learning tasks. It can be concluded that the majority of the teachers and learners have positive attitudes toward promoting learner autonomy in their learning and teaching process.

## Chapter V

### **RESEARCH METHODOLOGY**

Taking into consideration the role of computers in education, we conclude that nowadays, they are highly important and essential. Hence, the purpose of this study is to investigate the role of CALL (Computer Assisted Language Learning) in fostering learner autonomy, its advantages and disadvantages as well and see how CALL can help learners develop the four language skills independently, such as: *reading, writing, listening and speaking*. In this chapter, here are presented the main objectives, the research questions and the participants for this study. It presents the detailed description of instruments as well. The topic of this study is of great importance in our life.

#### **5.1 Methods**

Quantitative method is used for the questionnaire and the qualitative one is used for the interview and the test. This methodology is appropriate because it helps us find how much and how well the learners will be able to become autonomous learners by using computers for educational purposes especially for learning English as a foreign language in the Republic of Kosova.

As mentioned above the questionnaires, semi-structured interview and test were part of this study. Before the questionnaires were distributed to students, they were given some basic information on Learner Autonomy in order to realize its importance and be ready to contribute on this issue. The questionnaires benefited us in finding out some essential general information regarding student's attitude toward becoming autonomous in learning English through CALL.

Additionally, English language teachers of the secondary schools, and those from the English Language Course "Oxford Studio" in Gjilan were part of the interviews. The interviews helped us in finding out more information which was related to their opinions of computers in fostering learner autonomy ELT. By using these methods we will realize if

and to what extent technology can help learners become autonomous and teachers' role in promoting self-access learning through the help of computers.

Furthermore, students were taught in a traditional way and then they were taught by using technology, specifically computers. During and after these traditional and computerized classes, students were tested and figured out which kind of classes helps them better become autonomous and learn independently. The test provided questions about lessons from the traditional and computerized classes to find out which information from which class is stored better in terms of its meaning and significance and furthermore which one is moved more to their short or long term memory. So, they showed us which kind of classes helped them acquire better knowledge and in a more motivated and attractive way as well as to what extent they become autonomous.

## **5.2. Data Gathering Procedure**

In order to accomplish the best consequences, the following instruments are used in this study:

- *Questionnaires which include open and closed questions.*
- *Semi-structured Interview*
- *Test*

## **5.3. Research aims**

The major aims of this research are to see:

- If learners can learn independently through the use of CALL
- In what ways CALL can serve as an aid instrument in Learner Autonomy to develop learners language skills independently
- How teachers can promote learner autonomy by using technology



## **5.4. Research Questions**

- What does 'Learner Autonomy' mean to English Language teachers?
- What is teacher's role in promoting self-access learning through technology?
- How desirable and feasible do teachers feel in promoting Learner Autonomy by the use of CALL.
- How does CALL help learners become autonomous?
- How can CALL assist learners develop their language skills independently?
- To what extent, according to the teachers CALL contributes in fostering Learner Autonomy in ELT?

## **5.5. Hypotheses**

H.1 Learner Autonomy can be promoted by the use of technology.

H.2 Computer Assisted Language Learning improves learners' English Language skills in an autonomous way.

H.3 Learner Autonomy by the help of technology promotes willingness, voluntariness, motivation and challenge in ELT.

H.4 Learner Autonomy promotes lifelong learning.

## **5.6. Participants**

The participants of this study were students and English Language teachers of three secondary public schools, and some from an English Language Course "Oxford Studio" in Gjilan. There were approximately 30 teachers included in this study, whereas the number of students for the questionnaire was 300 and those for the tests were 50. They were between 14-23 ages, including both male and female learners.

## **5.7. Detailed description of instruments**

In this study, the main instruments used are as follows; *questionnaires, teachers' interviews, and students' tests.*

### **5.7.1. Students' questionnaire on LA and CALL**

The first instrument in this research study was the students' questionnaire it was taken from the Likert scale model. It was about the implementation of Learner Autonomy with the use of technology specifically CALL. It consisted of 27 questions and was divided into two parts. The first parts included 22 closed questions where the participants were supposed to choose between the following options for the statements; *Strongly Disagree, Disagree, Neutral, Strongly Agree* and *Agree*. The second part of the questionnaire included 4 open questions where students had to give their opinion about the implementation of Learner Autonomy through the use of technology. Firstly, a questionnaire was adapted and translated into Albanian, the students' first language, and after all they were administered at schools and at the mentioned English Course. This instrument is important for this study because it will help to determine the participants' opinions and attitudes toward this topic.

### **5.7.2. Teachers' Interview**

The second instrument in this research study was the teachers' interview on LA and CALL. It was in the English language consisting of ten questions, and was distributed to 30 English teachers. The questions were modified from *Borg and Al- Bushaidi 2007*. The purpose of the teachers' interview was to find out more information related to the role of computers in developing Learner Autonomy and their usage in today's classes in ELT.

### **5.7.3. Students' Test**

Students' Test was the third instrument in this research study. The tests were taken in a computer laboratory by 50 students, which were carefully chosen for the purpose of finding out how computers function in developing Learner Autonomy in English and shows to what extent computers can help to develop language skills. The tests were selected based on the students' skill level using an internet webpage which provided questions of four language skills like reading, writing, listening and speaking skills. The links used for the tests will be shown in the following parts.

In this chapter the research methodology was discussed. The research methodology consisted of three instruments that gathered the required data for this study. The following chapter will go into a detailed analysis of the questionnaires, teachers' interview and students' tests. Moreover, a detailed comparison of the study's results will be shown.

### **5.8 Pilot study**

This chapter shows the results of the research instrument for the pilot study. The following parts present the instrument used in this pilot study such as the students' questionnaire, and a detailed explanation and analysis of the results. Additionally, the results of the main study will be discussed as well. In order to test the reliability of the instruments for the further study, a pilot study was conducted with a few numbers of participants including both teachers and students. It was carried out in February, 2015 and lasted for about one month. The participants of this pilot study were thirty students and ten English Language teachers of some secondary public schools, and some from an English Language Course "Oxford Studio" in Gjilan.

The students' task in this pilot study was to complete the questionnaire which consisted of twenty seven questions. Twenty- two of them were completed by selecting between Strongly disagree, Disagree, Neutral, Agree, or Strongly agree, and five of them were completed by giving students' opinions related to the implementation of LA with

the use of technology. Afterwards, the data collection of the instruments and the analysis of the results took about two weeks.

### 5.8.1 Results and discussion of the pilot study from the Students' questionnaire

Results from the students' questionnaire show that learners believe that, Computer Assisted Language Learning can help promoting learner autonomy by giving them different opportunities to work on their own and make them more responsible. It is also realized that learners need their teachers support in order to promote learner autonomy. They also think that CALL is helpful in promoting LA and developing learners' language skills and they are aware of their teachers' role, who should support learners to become autonomous.

### 5.8.2. Results from the students' questionnaire

The results obtained from the student questionnaire are presented in figures and explained in detail.

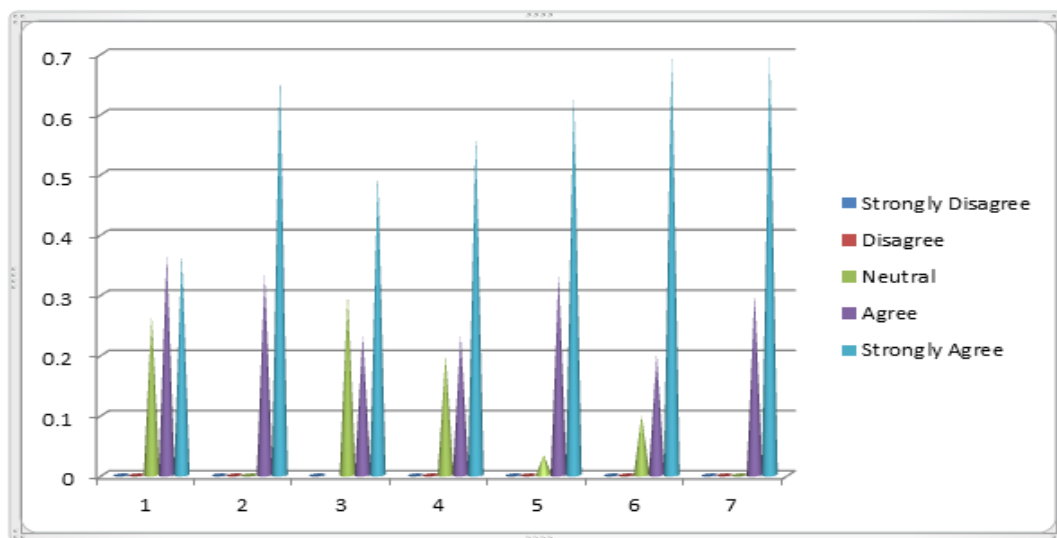


Figure 7: Results of the pilot study from the students' questionnaire

As it is shown in the Figure 7, for statement **1'I am informed about the concept of Leaner autonomy'** there was no one who strongly disagreed or disagreed, **26.64%** of them were neutral, **36.63%** agreed, and **36.63%** strongly agreed. They also were positive with the statement **2 'Computers have a positive effect on success as a language learner'** **33.3%** agreed and **66.6%** strongly agreed. They further agreed with the statement **3 'I often use computers to learn'** with the following percentages; **29.97%** neutral, **23.31%** agreed, **47%** strongly agreed.

Additionally, for the statement **4' I like using a computer in English classes and outside classes'** **19.98%** were neutral **23.31%** agreed, **56.61%** strongly agreed. Furthermore, they continue to give positive results for the statement **5' Computer-assisted language learning gives flexibility to autonomous learning'**, where **3.33%** were neutral, **33.3%** agreed, and **63.27%** strongly agreed. Results for the next statement **6 'Independent study in the self-access center is an activity which develops learner autonomy'** are as follows; **9.99%** neutral, **19.98%** agreed and **69.93%** strongly agreed. Moreover, results for the statement **7' Computer Assisted Language Learning improves learners' English Language skills in autonomous way'** show that **29.97%** agreed and **69.93%** strongly agreed.

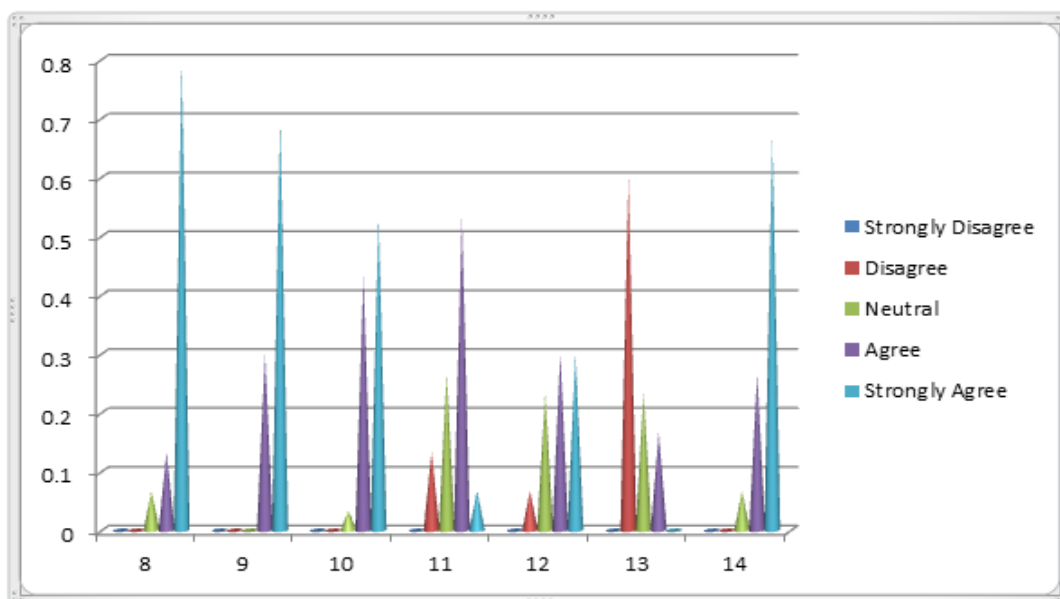
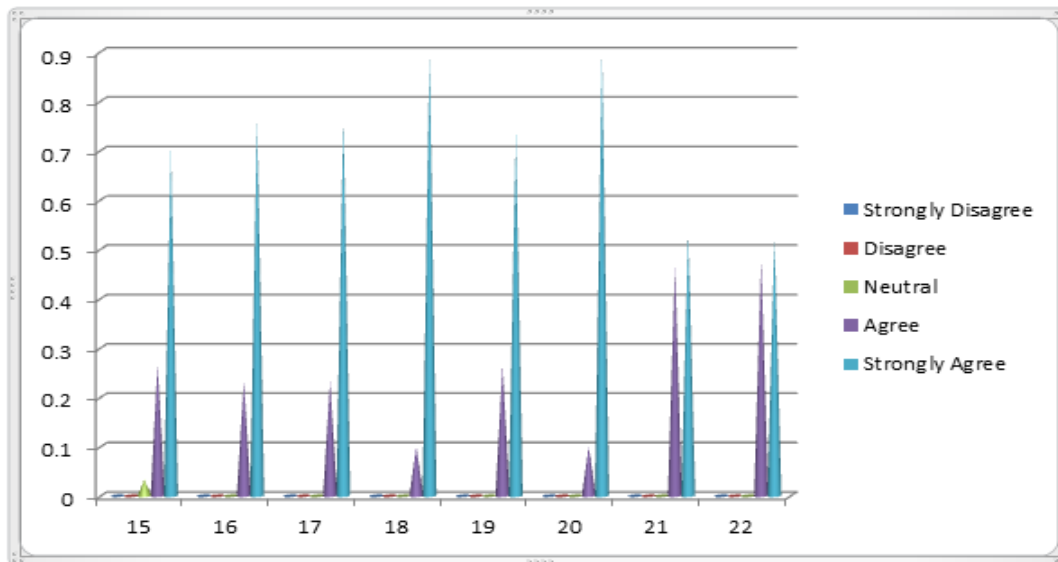


Figure 8: Results of the pilot study from the students' questionnaire

Regarding to the statement **8 'Learner Autonomy with the help of technology promotes willingness, voluntariness, motivation and challenge in English language learning'**, **6.66%** of the learners were neutral, **13.32%** agreed and **79.92%** strongly agreed. In addition the results from the statement **9' Learner Autonomy promotes lifelong learning'** show that no one selected the options strongly disagreed, disagreed nor neutral however **29.97%** agreed and **69.93%** strongly agreed.

The results for the statement **10 'Autonomy means that learners can make choices about how they learn'** show that **3.33%** were neutral, **43.29%** agreed and **53.28%** strongly agreed. Furthermore the results for the statement **11 'Individuals who lack autonomy are not likely to be effective language learners'** show that **13.32%** disagreed, believing that learner can be effective even if they do not show any effort to work independently, **26.64%** were neutral, **53.28%** agreed and **6.66%** strongly agreed.

For the statement **12 'Involving learners in decisions about what to learn promotes learner autonomy'** the results are as follows; **6.66%** disagreed **23.31%** neutral, **29.97%** agreed and **39.96%** which makes the majority strongly agreed with that. The **13<sup>th</sup>** statement '**Learner autonomy means learning alone**' shows different percentages where **59.94%** disagreed, **23.31%** neutral and a few of them agreed with **16.65%**. The results for the statement **14' Confident language learners are more likely to develop autonomy than those who lack confidence'** shows that **6.66%** of the learners chose the option neutral, **26.64%** agreed and **66.6%** strongly agreed.



**Figure 9: Results from the students' questionnaire**

For the next statement **15' Learner autonomy cannot be promoted in teacher-centered classrooms'** only the options; neutral, agree and strongly agree were selected with **3.33%**, **26.64%**, **69.93%**. The results for the statement **16, 'Learner autonomy is promoted through activities which Computer Assisted Language Learning gives learners opportunities to learn'** show that **23.4%** agreed and **76.59%** strongly agreed.

Further on for the statement **17' Learning how to learn is very important in developing learner autonomy'** again only two options were selected with **23.31%** for agree and **76.59%** for strongly agree. It is also observed that learners consider the use of the internet really helpful in promoting learner autonomy where they give positive results for agree **9.99%** and **89.91%** for strongly agree for the statement **18' Out-of-class tasks which require learners to use the internet promote learner autonomy'**.

Moreover, they range motivation at a highest importance by giving the percentages **26.64%** for agree and **73.26%** strongly agree for the statement **19 'Motivated language learners are more likely to practice learner autonomy than learners who are not motivated'**.

In this issue, the role of the teacher is also considered highly important where learners give those percentages for the statement **20 'The teacher has an important role to play in supporting learner autonomy'** with **9.99%** agree and **89.91%** strongly

agree. Finally, we have the same results for the last two statements **21' Teachers' proficiency of using computers and their attitudes towards learner autonomy in language learning largely defines my own attitude to independent learning through CALL'**. Lastly for the **22<sup>nd</sup> statement' To become autonomous, learners need to develop the ability to evaluate their own learning'** with **46.62%** for the option agree and **53.28%** strongly agree.

For the rest of the rest questions, learners and teachers were supposed to give their opinions about the implementation of learner autonomy with the use of technology, it is seemed that all of them believe that CALL can help them develop the LA by considering lots of useful available programs on the internet. However, they stated that the role of the teachers is also important, who should guide them to choose the appropriate track in order to meet their needs.

### **Conclusion**

As it has been shown, the role of computers is highly important in developing learner autonomy in language learning. The gathered data show that, learners believe that Computer Assisted Language Learning can help in promoting learner autonomy by giving them different opportunities to work on their own and make them more responsible. It is also evident that learners believe that learner autonomy cannot be developed alone however, learners need their teachers support in order to promote learner autonomy.

Another important finding of this study was that learners were willing to be involved in the learning process. In general, they agreed with the idea that students should be involved in the decision making process regarding the selection of the materials which meet their needs.

In addition, teachers as well find CALL helpful in promoting LA and developing learners' language skills and are aware of their role who should support learners to become autonomous. So, the findings from this research study show that both learners and teachers consider CALL helpful in improving autonomy in the teaching and learning process. However, the main concern is the lack of sufficient computer technology at the schools where they teach.



## **Chapter VI**

### **RESULTS AND DISCUSSIONS**

#### **6.1 Main study**

This chapter shows the results of the research instruments for the main study. The following parts present the instruments used in the main study such as the students' questionnaire, teachers' interview, students' test, a detailed explanation and analysis of the results.

The first instrument (i.e. the students' questionnaire) asks students the questions about the implementation of Learner Autonomy with the use of technology specifically CALL. It consisted of 27 questions and was divided into two parts. The questionnaire part A and part B was adapted from Borg, S. & Al-Busaidi, S. (2007) and Tuncok, B's research papers (2010). The purpose of it was to find out some essential general information regarding student's attitude toward becoming autonomous in learning English through CALL.

The second instrument (i.e. the teachers' interview) asks the teachers some questions for the purpose of finding out more information related to the role of computers in developing Learner Autonomy in ELT, as well as the advantages and disadvantages of CALL. The questions for the interview were adapted from Borg, S. & Al-Busaidi, S. research paper (2007). There were ten questions in the interview. The purpose of the interview was to find out more information related to their opinions of computers in fostering learner autonomy ELT. By using these methods we will realize if and to what extent technology can help learners become autonomous and teachers' role in promoting self-access learning through the help of computers.

Finally, the last instrument (i.e. the students' test) on CALL helps to find out how computers function in developing Learner Autonomy in English language and shows to what extent computers could help to develop language skills. The tests were selected based on the students' level and using an internet webpage, which provided questions of four language skills like reading, writing, listening and speaking skills. The links used for the tests will be shown in the following parts.

## 6.2. Results of students' questionnaire

The main aim of the questionnaire was to find out some essential general information regarding student's attitude toward becoming autonomous in learning English through CALL. There were 300 students involved in the questionnaire.

<b>PART A</b> <b><i>Student opinions about LA</i></b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1. I am informed about the concept of Learner autonomy.			23.3%	50%	25.9%
2. Computers have a positive effect on success as a language learner.			16.8%	45.4%	37.6%
3. I often use computers to learn.		0.6%	20.7%	48.7%	29.8%
4. I like using a computer in English classes and outside classes.			19.98%	23.31%	56.61%
5. Computer- assisted language learning gives flexibility to autonomous learning.			3.33%	33.3%	63.27%
6. Independent study in the self- access center is an activity which develops learner autonomy.			9.99%	19.98%	69.93%
7. CALL improves learners' English Language skills in autonomous way.				29.97%	69.93%
8. LA with the help of CALL promotes willingness, voluntariness, motivation and challenge in ELT.			6.66%	13.32%	79.92%
9. Learner Autonomy promotes lifelong learning.				29.97%	69.93%
10. Autonomy means that learners can make choices about how they learn.			3.33%	43.29%	53.28%
11. Individuals who lack autonomy are not likely to be effective language learners.		13.32%	26.64%	53.28%	6.66%

12. Involving learners in decisions about what to learn promotes learner autonomy.		6.66%	23.31%	29.97%	39.96%
13. Learner autonomy means learning alone.		59.94%	23.31%	16.65%	
14. Confident language learners are more likely to develop autonomy than those who lack confidence.			6.66%	26.64%	66.6%
15. Learner autonomy cannot be promoted in teacher-centered classrooms			3.33%	26.64%	69.93%
16. Learner autonomy is promoted through activities which CALL gives learners opportunities to learn.				33.3%	66.6%
17. Learning how to learn is very important in developing learner autonomy.				23.31%	76.59%
18. Out-of-class tasks which require learners to use the internet promote learner autonomy.				9.99%	89.91%
19. Motivated language learners are more likely to practise learner autonomy than learners who are not motivated.				26.64%	73.26%
20. The teacher has an important role to play in supporting learner autonomy.				9.99%	89.91%
21. Teachers' proficiency of using computers and their attitudes towards learner autonomy in language learning largely defines my own attitude to independent learning through CALL.				46.62%	53.28%
22. To become autonomous, learners need to develop the ability to evaluate their own learning.				43.29%	56.61%

**Table 3.Results of students' questionnaire**

As the table shows regarding to the question 1” ***I am informed about the concept of Learner Autonomy***” the results show that **0%** of the participants strongly disagreed and 0% disagreed too, **44.8%** of them were neutral, **42.2%** agreed and **12.9 %** strongly agreed with the above statement. **Question 2: *Computers have a positive effect on success as a language learner*** - it is seen that **0%** of the participants *strongly disagreed*, **0%** chose the *disagree option*, *However*, and **11.6 %** were neutral. **40.2% agreed 48% strongly agreed** with the second question.

**Question 3: *I often use computers to learn***- The results of the question ‘*I often use computers to learn*’ show that **0%** strongly disagreed, **1.9%** disagreed, and **31.8 %** selected the option neutral, **26.6%** agreed and **39.6 %** strongly agreed.

**Question 4: *I like using a computer in English classes and outside classes***- **0 %** of the participants selected the strongly disagree option, **0.6 %** disagreed, **23.3%** of them were neutral, **50%** agreed and **25.9 %** strongly agreed. **Question 6: *Independent study in the self-access center is an activity which develops learner autonomy***- The findings shows that **0 %** of the participants strongly disagreed, **0.6 % disagreed**, **20.7%** were neutral, **48.7 %** agreed and **29. 8 %** strongly agreed.

**Research question 7: *Computer Assisted Language Learning improves learners’ English Language skills in autonomous way***- shows that **0 %** of the participants strongly disagreed, **11 %** were neutral, **44.1 %** agreed and **44.8 %** strongly agreed with the above question. **Question 8: *Learner Autonomy with the help of technology promotes willingness, voluntariness, motivation and challenge in English language learning***- The findings give the following results; **0%** of the participants strongly disagreed and disagreed, **27.4 %** selected the neutral option, **42.8 %** agreed and **29.8 %** strongly agreed.

**Question 9: *Learner Autonomy promotes lifelong learning***- The percentages of the results for question 9 are **0 %** for strongly disagree and disagree options. Additionally, **1.4 %** of the participants were neutral, **55.8 %** which makes the majority agreed and **42.8 %** strongly agreed. **Question 10: *Autonomy means that learners can make choices about how they learn.***

Regarding to question 10 the majority of the participants agreed which makes **51%**, **29.8 %** of them strongly agreed, **19.1%** neutral and there was not any participant who chose the options strongly disagree or disagree.

**Question 11: *Individuals who lack autonomy are not likely to be effective language learners.***

**0 %** of the participants strongly disagreed, however, the results of options disagree and neutral gives us the same percentage which makes the **13.6 %**, then it is **29.8%** for the agree option and **42.8 %** shows that they strongly agreed.

**Question 12: *Involving learners in decisions about what to learn promotes learner autonomy.***

The percentages of the results for this question are the follows: **0 %** strongly disagreed, **5.8 %** disagreed, **33.1 %** neutral, **45.4%** agreed and **15.5 %** strongly agreed. **Question 13: *Learner autonomy means learning alone.*** Here we have different percentages for the following options. There were **5.1 %** of the participants who *strongly disagreed*, **16.2 % disagreed**, **26.6 %** were *neutral*, **26.6 %** agreed and **25.3 %** strongly agreed.

**Question 14: *Confident language learners are more likely to develop autonomy than those who lack confidence - shows that,*** **0 %** of the participants strongly disagreed, **9.7 %** disagreed, **12.6 %** were neutral, **28.3 %** agreed and **49.3 %** strongly agreed.

**Question 15: *Learner autonomy cannot be promoted in teacher-centered classrooms-*** The above presented results show that **0 %** of the participants strongly disagreed, **3.8 %** disagreed, **14.2 %** were neutral, **31.8 %** agreed and **49.9%** strongly agreed.

**Question 16: *Learner autonomy is promoted through activities which CALL gives learners opportunities to learn-*** The results give the following percentages **0 %** of the participants strongly disagreed, a few of them disagreed which makes the **1.2 %**, then **24 %** of students were neutral, **46.7 %** agreed and **27.9 %** strongly agreed. **Question 17: *Learning how to learn is very important in developing learner autonomy-***As it is seen in the table above the majority of the participants gave positive results for the above question which makes the **44.8%** for strongly agree and **39.6%** for the option agree.

However, there were **15.5%** of the students who were neutral and no one who strongly disagreed or just disagreed.

**Question 18: *Out-of-class tasks which require learners to use the internet promote learner autonomy.*** The results from the findings show that, **0 %** of the participants strongly disagreed, **5.1 %** disagreed, **24.6 %** were neutral **38.3%** agreed and **31.8 %** strongly agreed.

**Question 19: *Motivated language learners are more likely to practice learner autonomy than learners who are not motivated.*** The table above shows that **0 %** of the participants strongly disagreed, **9 %** disagreed, **20.7 %** were neutral, **36.3 %** agreed and **33.7 %** strongly agreed.

**Question 20: *The teacher has an important role to play in supporting learner autonomy.*** The majority of the participants strongly agreed with **59.7 %**, **28.5%** agreed, **11.6 %** were neutral and there was no one who strongly disagreed or just disagreed.

**Question 21: *Teachers' proficiency of using computers and their attitudes towards learner autonomy in language learning largely defines my own attitude to independent learning through CALL.*** Regarding to the results for question we see that **40%** strongly agreed, **36.3%** agreed, **22.7%** were neutral and no one strongly disagreed or disagreed.

**Question 22: *To become autonomous, learners need to develop the ability to evaluate their own learning.*** It is seen that **0%** of the participants strongly disagreed and disagreed, **11.6%** were neutral, **38.9%** agreed and **49%** strongly agreed with the above question.

## Part B

The second part of the student questionnaire asked the participants about their opinions on implementation of learner autonomy with the use of CALL. This table presents the results from the students' questionnaire where they were supposed to give their opinions about the implementation of learner autonomy with the use of technology.

<b><i>Implementation of LA with the use of technology</i></b>	
23. Do you think that computers help in promoting Learner Autonomy? If yes, how does CALL help learners become autonomous?	90% of the stated that they help a lot. They continuously mentioned that CALL gives learners full access to everything they need and enable them to work and study on their own which automatically makes them independent learners. They claimed that they make them more responsible and autonomous on the task, support in developing their own ideas, and make the learning easier.
24. How can CALL assist learners develop their language skills independently?	<p>There are various available programs on the internet. By using CALL learners can practice their reading, writing, listening, and speaking.</p> <p>In addition, they said that it has a significant role, because of its attractive- practical aspects, quickness and efficiency during the learning process. In this regard, they stated that CALL is the best way to promote learner autonomy being aware that it is a multifunction device, starting from writing a letter, communicating in any distance to designing any postcards. Furthermore, students can have access to online tutorials, exercises and tests that their schools may put online and work independently.</p>
25. How can teachers help you in promoting learner autonomy by the use of technology?	Teachers should motivate learners and encourage them to search for Internet-based materials where students can find appropriate sources to read there by contributing in spiritual growth and increasing their knowledge and autonomy in English language learning. Teachers seem to be helpful advisor in guiding the learners to find the path towards becoming autonomous learners through the use of CALL.

26. Do you think that autonomy can be promoted without the help of the teacher?	95% of students believe that they need the teachers to advise them and guide for the best ways in order to promote autonomy, whereas 5% mention that if they can search on their own as well.
27. Is there any specific computer program that you would suggest to promote LA?	Online Talk to Me, The Grammar Checker, Englishlink, Microsoft Word, Duolingo, Goethe-verlag, Tell me more, Howjsay, Readme, Speak-A-Message, Listen-Record-Compare, etc. dictionaries, Chatbot (where learners can chat to a human in natural language), TextAloud, Speak N Spell, eBook,

### 6. 3. Results from teacher interviews

The aim of the interview was to find out more information which was related to their opinions of computers in fostering learner autonomy ELT. By using these methods we intended to discover if and to what extend technology can help learners become autonomous and teachers' role in promoting self-access learning through the help of computers. There were 30 English teachers who contributed by giving their opinions about the questions in the interview.

***The following are some excerpts from teacher's interviews.***

***R=Researcher***

***P=Participant***

***R:*** What does 'Learner Autonomy' mean to you as an EFL teacher?

- P1: *It means students are able to learn independently.*
- P2: *It is students' ability to learn whatever they are interested in.*



- P3: *As a teacher of English I find ‘Learner autonomy’ as a piece of puzzle in learning English whether it is learning from books and notes found outside of usual English classroom or learning through various websites in Internet such as “clips in YOU Tube”, other English learning social websites etc.*
- P4: *Autonomy is about being able to act for oneself, regardless of what others may or may not be doing, and if a student wanted more autonomy I would assume they had an idea of what they wanted to learn, and were initiated a guided self-study.*

**R:** What is teacher’s role in promoting autonomous learning through technology?

- P1: *The teacher’s role is to motivate students to learn and to be a good coach, as well as provide things that technology cannot.*
- P2: *The teacher’s role is very important they should be very supportive.*
- P3: *The teacher’s role in this aspect should be more in pinpointing the ways and the sites where autonomous learning through technology may be developed such as computer, radio, different CD programs, as well as TV programs such as BBC etc.*
- P4: *If a student is willing and interested in using technology for autonomous learning, but isn't certain what materials (apps, programs, books, videos, etc.) to use, the teacher can help them select good materials, then follow up with them and offer encouragement as they progress.*

**R:** Teaching how to learn is very important in developing learner autonomy. Please give your opinion.

- P1: *Teaching how to learn is very important in developing learner autonomy because learners shouldn’t just take any materials and try to learn them but they are supposed to take only the best practices in “how to learn” and try to develop them in the manner that it suits their intellect so teachers in this case may explain and give their personal experience and other scientific arguments that are in favor of autonomous learning.*

- P2: Yes, I agree, although I would say that motivation is more important.
- P3: Knowing how to learn is very important, for sure. If a student is still at the point where the teacher has to explicitly and continuously teach them how to learn, they are not yet in any sense autonomous.
- P4: Even though learner autonomy means learning independently, students should be taught how to learn and what to learn, they should be taught to highlight the important parts and different techniques to remember them. Teachers are those who are responsible to lead learners toward those paths and make them independent learners. So, teaching them how to learn and how to become independent really matters and affects learners' ability to become autonomous.

**R:** How desirable do teachers feel in promoting Learner Autonomy by the use of CALL (Computer Assisted Language Learning)?

- P1: Well, I believe that for some teachers this issue tackles the "to be or not to be" saying since some of them might see it as a potential threat for their future jobs and therefore they are not very pleased to promote this way as it makes the teacher a 'spectator' and it takes the main role from him.
- P2: They are willing to promote learner autonomy but it depends on the students' interest as well.
- P3: I think this really depends on teachers' age and their ability of using computer. If teachers are really good at using different applications on computer, I think they feel more desirable to promote Learner Autonomy by the use of CALL. On the other hand if teachers' ability to use the computer is limited then their desire is lower and they think that using CALL complicates situation more and they continue teaching in the traditional way.
- P4: I think that some teachers have not heard of it but it would be receptive to do.

**R:** Do the students you teach have a fair degree of learner autonomy? Can you state the reasons?

- P1: *Most of the students I teach do not have a fair degree of learner autonomy, because they lack motivation however, those that do they can learn quickly through movies/video games etc.*
- P2: *Most of them do not have a fair degree of learner autonomy. The reasons are different*
- *however, some of them are seem autonomous, those who use the internet for learning English.*
- P3: *It depends, for example in the early stages of learning English they don't really develop learner autonomy but after they conclude Pre-Intermediate level they start to broaden their aspects of learning English and therefore they start learning new things from Internet, TV and other technology devices which shows kind of autonomy in learning.*
- P4: *The students I teach do not have much learner autonomy because the education system does not seem to support this methodology.*

**R:** Do you think that autonomous learners are more motivated than the others? Why or why not?

- P1: *Yes I do, the only way to learn autonomously is through self-motivation.*
- P2: *Yes I do, if they are autonomous the desire to learn comes from their inside and they are eager to do the learning on their own.*
- P3: *I do believe that autonomous learners are more motivated since they don't get bored with the language because they get different info from different sources ,while the usual learners time after time gets bored with old classic way of learning.*
- P4: *Obviously. It's more or less part of the definition.*

**R:** How can CALL assist learners in developing their language skills independently?

- P1: *If the students are motivated they can find lots of exercises on the internet that suits them which can develop their language skills.*

- P2: *It can help by providing learners useful materials on different areas of language.*
- P3: *Well, it may help in different ways such as new ways of learning either from the internet or some other professional sites, where the learners may sit at home and practice grammar, pronunciation and even dialogue by chatting and talking with their peers verbally through SKYPE or in a written form.*
- P4: *They can improve their language by using different links and different programs. These links are easy to be found so they can be autonomous because they can learn everything on their own.*

**R:** To what extent, can CALL contribute in fostering Learner Autonomy in the context where you teach?

- P1: *If we as teachers get the motivation up then it would contribute more.*
- P2: *I think it can make an increase because trying new things is always interesting.*
- P3: *At the place where I teach maybe not so much but it may help and foster Learning autonomy in different language courses throughout.*
- P4: *It is not easy, because everything I can do is suggesting or encouraging them to use computer in the process of language learning, and also with different homework, but I cannot do it in my classroom because my school is not equipped with computers.*

**R:** What about your own experience as a language teacher – do you encourage your learners to work on their own by using computers?

- P1: *I encourage students to search for the useful website that suits them best.*
- P2: *Yes I do, however, most of them do not use the internet for learning.*
- P3: *Yes I do, however I try to advise them to pick their ‘battles’ in the sense that I suggest some of the ways they can learn.*

- P4: *Yes, I do. Skype calling with native speakers, online forums, and alternative books or lessons are all tools I personally use in my own language learning and try to incorporate in the classroom.*

**R:** Do the schools in your country have sufficient technology tools to support LA? Can you state the reasons?

- P1: *I don't think that schools have sufficient technology to support LA.*
- P2: *In my country, there are not a lot of schools that have sufficient technology tools in order to support LA. I am not sure for the reasons, but I think that Ministry of Science and Technology is not interested enough about any important project which can help schools with technology means and through these means support LA.*
- P3: *No, schools in my country don't facilitate the need for technology and this reflects the LA. Unfortunately there is a lack of computers in our schools and even those few computers that we have sometimes have problems with internet connections. This is another reason for our students not being independent learners but however if there is a will they will find a way.*
- P4: *Not yet in so much actually, primarily it is because of lacks of funds and also since this way of learning is not full function in my country.*

### **Conclusion**

In conclusion, the tables above show the percentages from the students' questionnaire and teachers' responses about the implementation of learner autonomy through the use of technology in language learning. It can be concluded that in general both learners and teachers have positive opinions being hopeful as well regarding to the use of computers in promoting learner autonomy for language learning purposes. Regarding the results from the students' test, it is realized that they were very productive and helpful.

Consequently, it has been shown that the role of computer is highly important in developing learner autonomy in language learning. Hence, results show that, learners

believe that Computer Assisted Language Learning can help in promoting learner autonomy by giving them different opportunities to work on their own and make them more responsible. It is also realized that learners believe that learner autonomy cannot be developed alone however, learners need their teachers support in order to promote learner autonomy.

Another important thing to mention is that learners are willing to be involved in the learning process. In general, they agreed with the idea that students should be involved in the decision making process regarding to the selection of the materials which meet their needs.

In addition, teachers as well find CALL helpful in promoting LA and developing learners' language skills and are aware of their role who should support learners to become autonomous. So, the findings from this research study show that both learners and teachers consider CALL helpful in improving autonomy in the teaching and learning process. However, the main concern is the lack of sufficient computer technology at the schools where they teach.

Further details will be shown in the discussion part of the results from the three research instruments.

#### **6. 4. Analysis of the Results of the Students' Questionnaire**

This part of the chapter presents the results from the students' questionnaire. Students' questionnaire was the first instrument in this research study. It was about the implementation of Learner Autonomy with the use of technology specifically CALL. It consisted of 27 questions and was divided into two parts. The first parts included 22 closed questions where the participant were supposed to choose between the following options for the statements; *Strongly Disagree*, *Disagree*, *Neutral*, *Strongly Agree* and *Agree*. The second part of the questionnaire included 4 open questions where students had to give their opinion about the implementation of Learner Autonomy through the use of technology. Firstly, a questionnaire was adapted and translated into Albanian, students' first language, and after all they were given to complete it at schools and at the

mentioned English Course. The results of the students 'questionnaire are presented in figures.

### Part A

#### Question 1: *I am informed about the concept of Learner Autonomy*

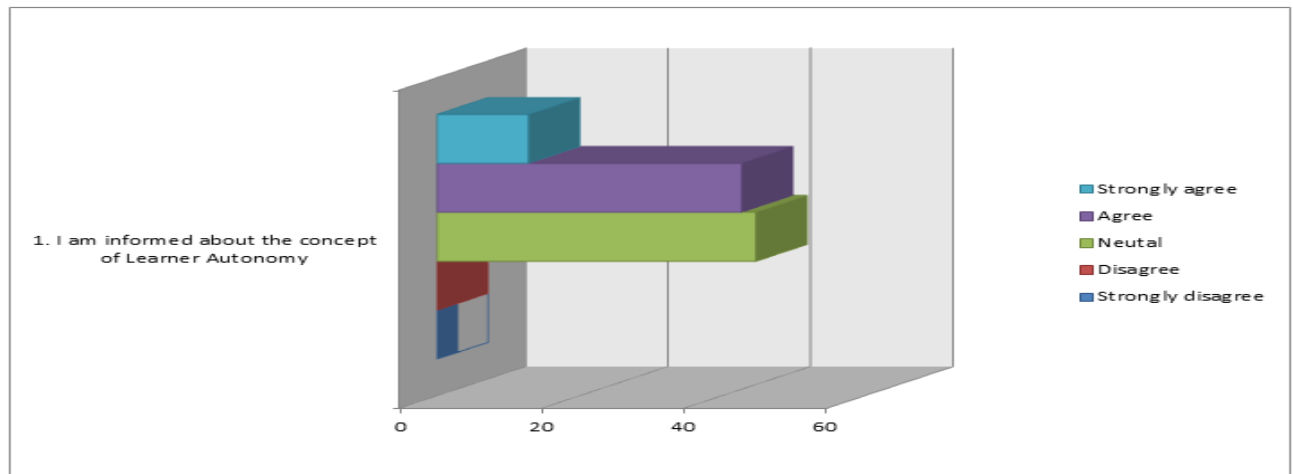


Figure 10: Results of question 1

From this figure we can see that **0%** of the participants *strongly disagreed* and **0%** disagreed too, **44.8%** of them were *neutral*, **42.2%** agreed and **12.9 %** strongly agreed with the above statement.

#### Question 2: *Computers have a positive effect on success as a language learner.*

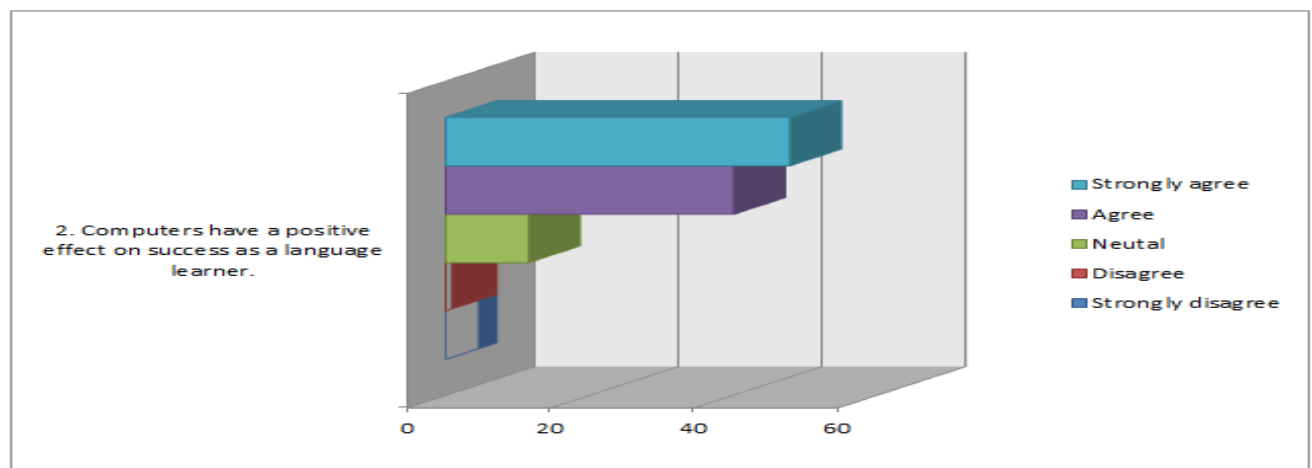
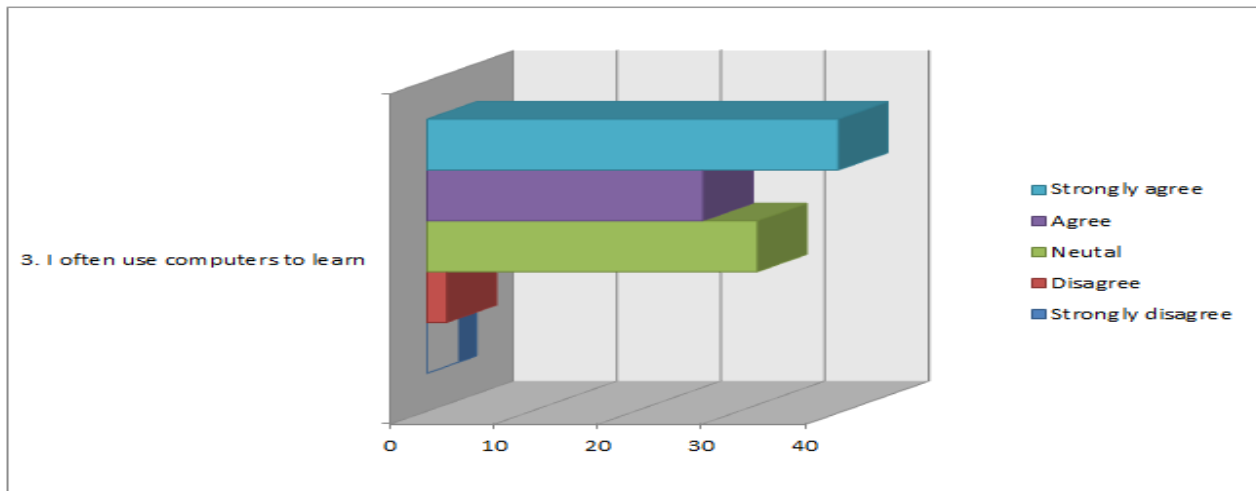


Figure 11: Results of question 2

The figure above shows that **0%** of the participants *strongly disagreed*, **0%** chose the *disagree option*, **11.6 %** were *neutral*. **40.2%** *agreed* **48%** *strongly agreed* with the second question.

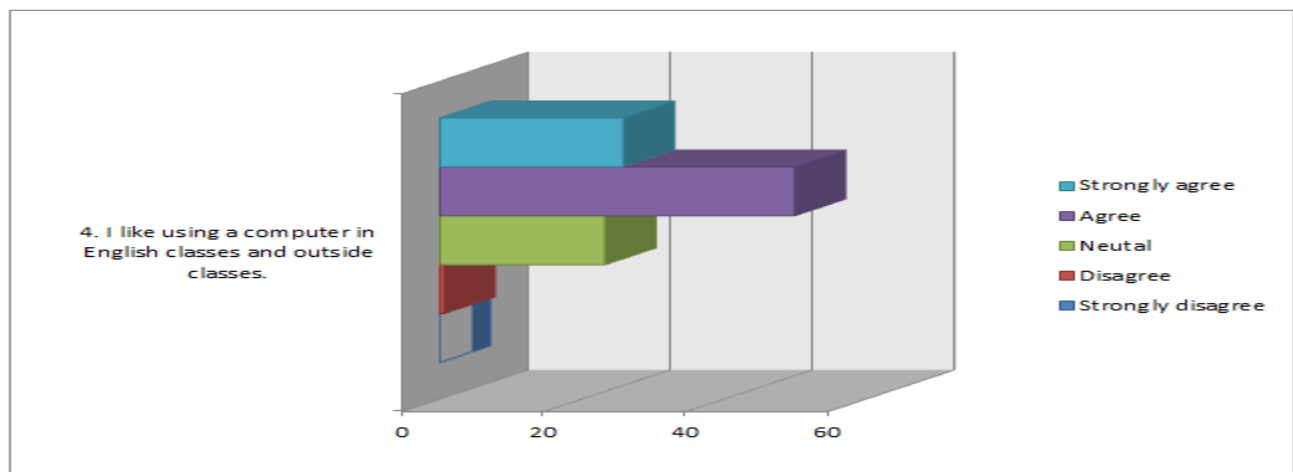
**Question 3: *I often use computers to learn.***



**Figure 12: Results of question 3**

The results of the question '*I often use computers to learn*' show that **0%** strongly disagreed, **1.9%** disagreed, **31.8 %** selected the option neutral, **26.6%** agreed and **39.6 %** strongly agreed.

**Question 4: *I like using a computer in English classes and outside classes***

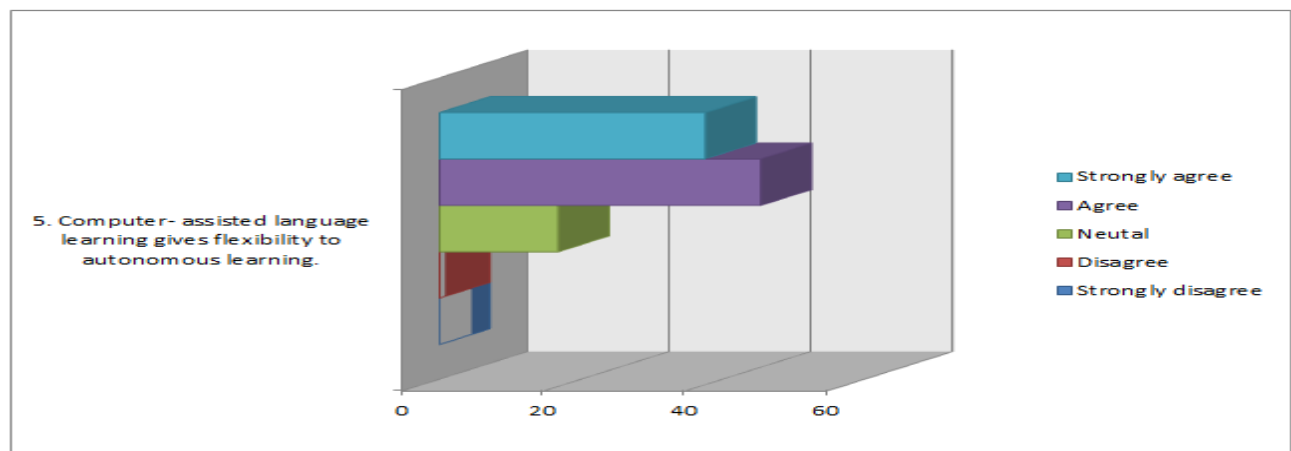


**Figure 13: Results of question 4**

**0 %** of the participants selected the strongly disagree option, **0.6 %** disagreed, **23.3%** of them were neutral, **50%** agreed and **25.9 %** strongly agreed.



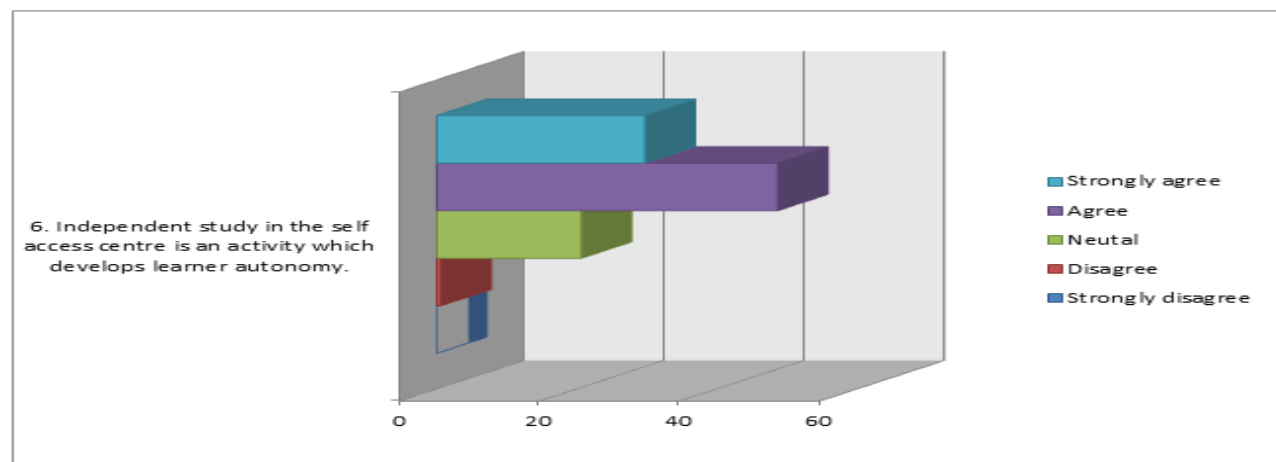
**Question 5: *Computer- assisted language learning gives flexibility to autonomous learning.***



**Figure 14: Results of question 5**

As seen from the figure **0 %** strongly disagreed and disagreed, **16.8 %** were neutral, **45.4 %** agreed, and **37.6 %** strongly agreed.

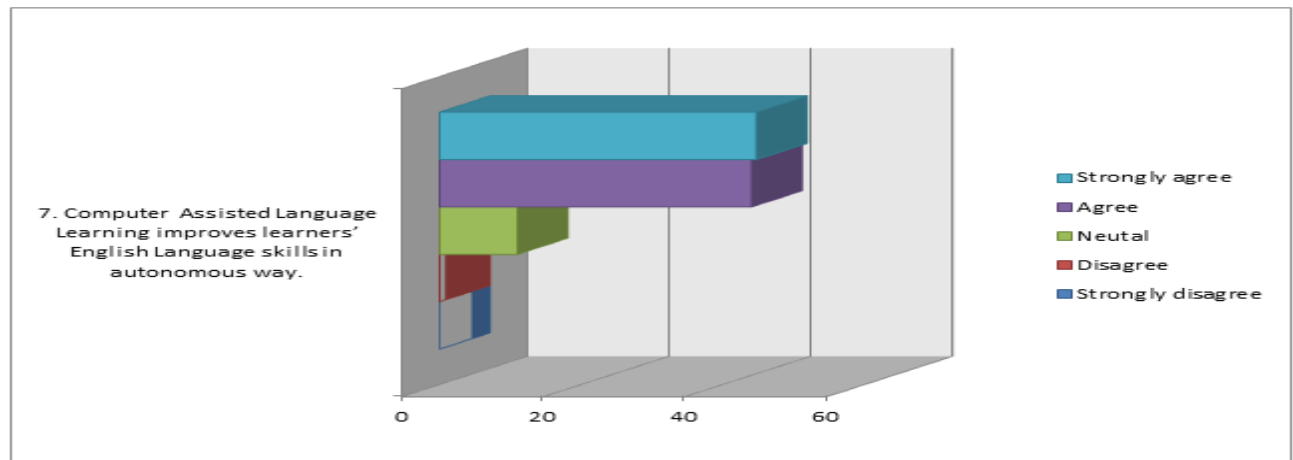
**Question 6: *Independent study in the self-access center is an activity which develops learner autonomy.***



**Figure 15: Results of question 6**

The above figure shows that **0 %** of the participants strongly disagreed, **0.6 %** disagreed, **20.7%** were neutral, **48.7 %** agreed and **29.8 %** strongly agreed.

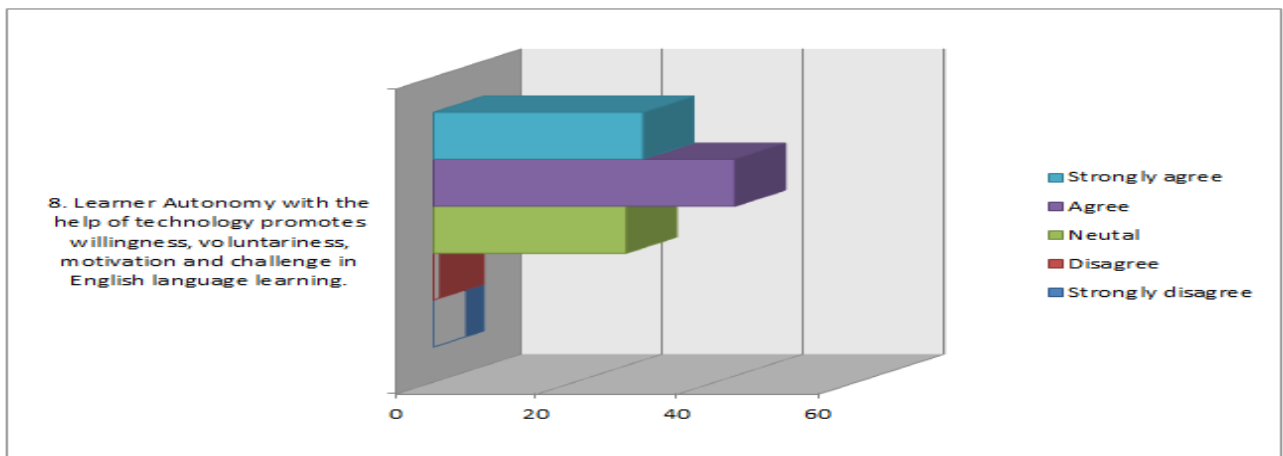
**Research question 7: *Computer Assisted Language Learning improves learners' English Language skills in autonomous way.***



**Figure 16: Results of question 7**

**0 %** of the participants strongly disagreed, **11 %** were neutral, **44.1 %** agreed and **44.8 %** strongly agreed with the above question.

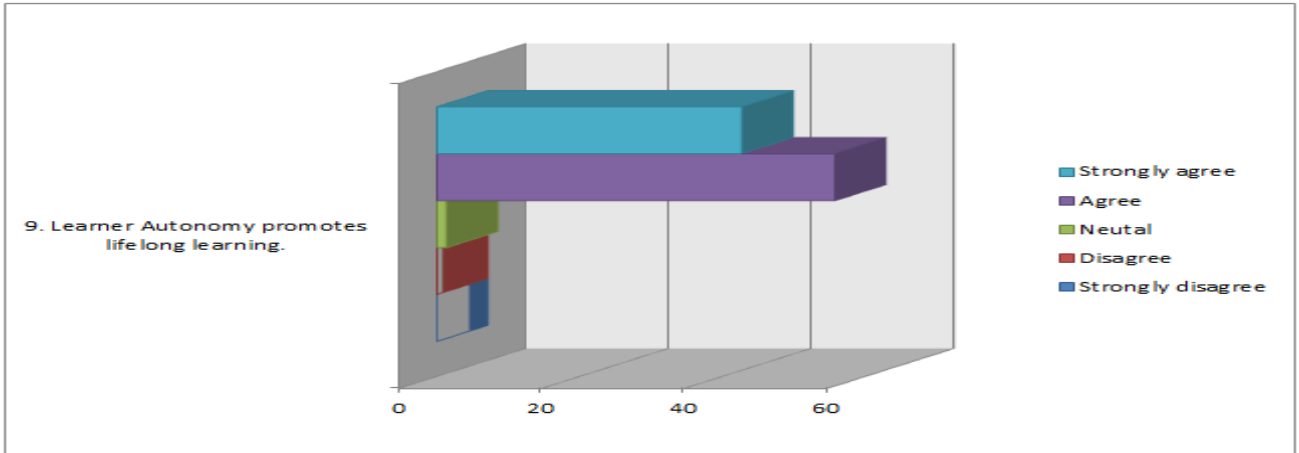
**Question 8: *Learner Autonomy with the help of technology promotes willingness, voluntariness, motivation and challenge in English language learning.***



**Figure 17: Results of question 8**

It is seen from the figure that **0%** of the participants strongly disagreed and disagreed, **27.4 %** selected the neutral option, **42.8 %** agreed and **29.8 %** strongly agreed.

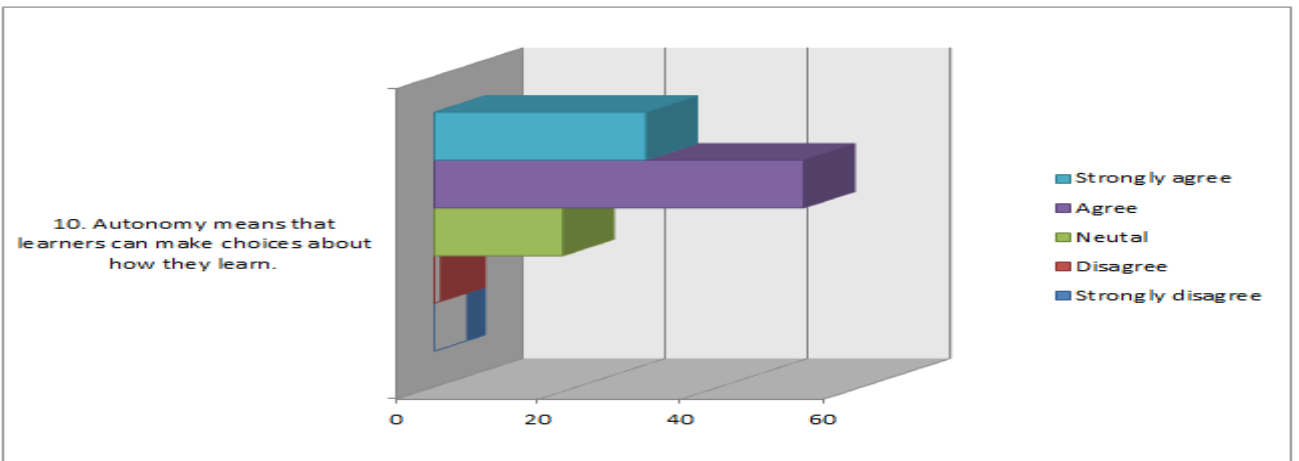
**Question 9: *Learner Autonomy promotes lifelong learning.***



**Figure 18: Results of question 9**

This figure shows that the percentage of the results for question 9 is **0 %** for strongly disagree and disagree options. Additionally, **1.4 %** of the participants were neutral, **55.8 %** (the majority) agreed and **42.8 %** strongly agreed.

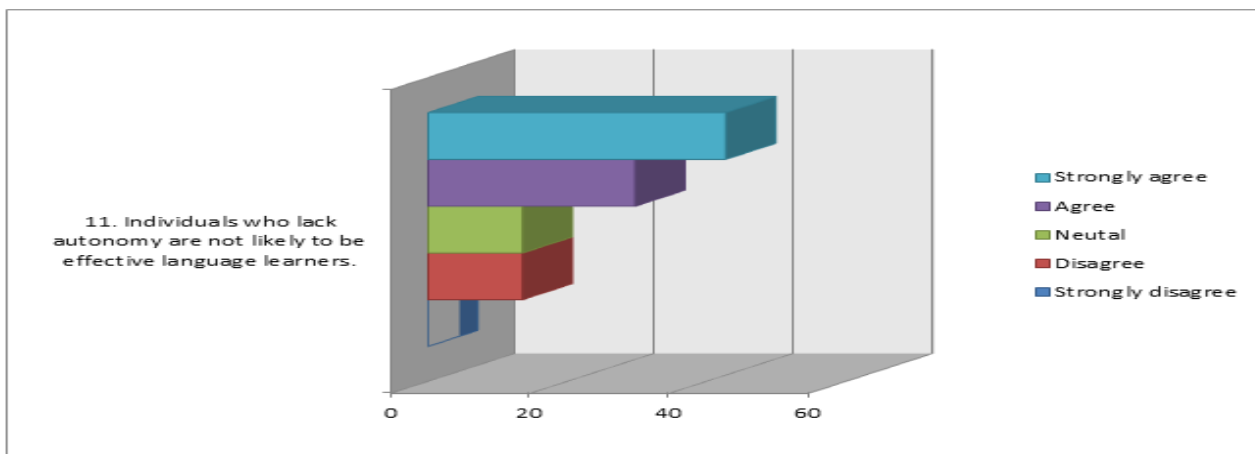
**Question 10: *Autonomy means that learners can make choices about how they learn.***



**Figure 19: Results of question 10**

Regarding to question 10 the majority of the participants agreed which makes **51%, 29.8 %** of them strongly agreed, **18.1%** neutral and there was no participant who chose the options strongly disagree or disagree.

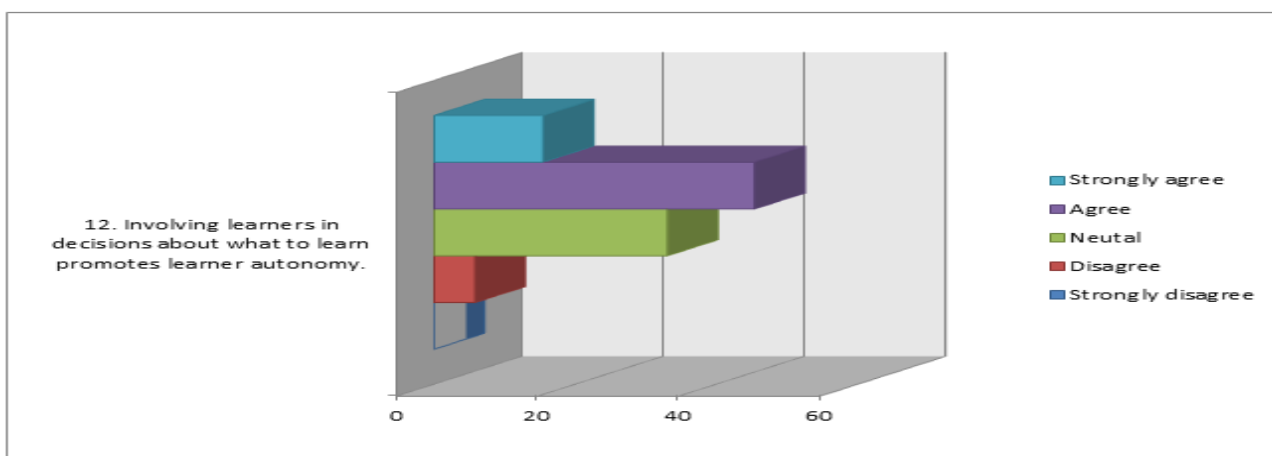
**Question 11: *Individuals who lack autonomy are not likely to be effective language learners.***



**Figure 20: Results of question 11**

**0 %** of the participants strongly disagreed, however, the results of options disagree and neutral gives us the same percentage which makes the **13.6 %**, then it is **29.8%** for the agree option and **42.8 %** shows that they strongly agreed.

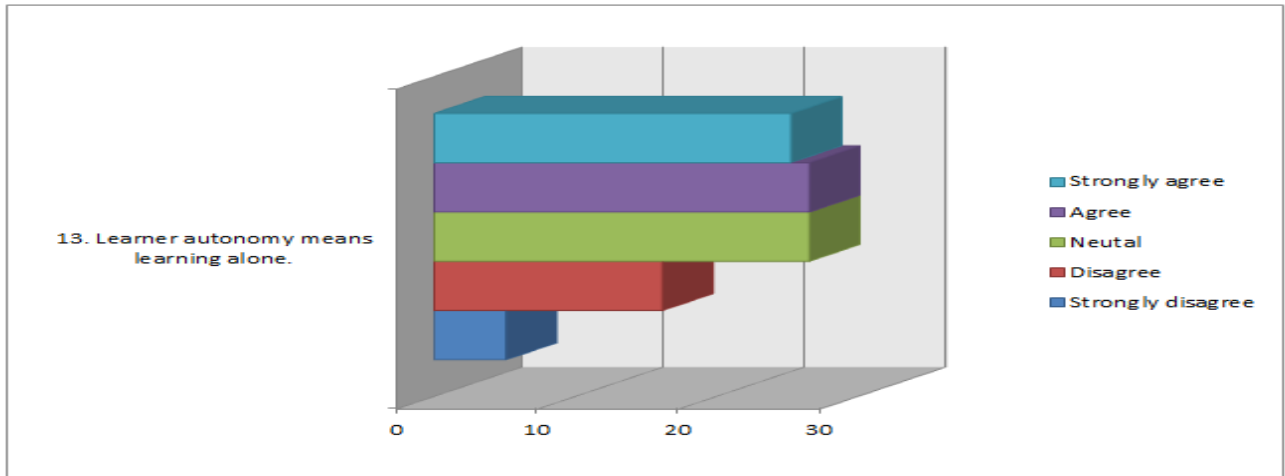
**Question 12: *Involving learners in decisions about what to learn promotes learner autonomy.***



**Figure 21: Results of question 12**

The percentages of the above figure are the follows: **0 %** strongly disagreed, **5.8 %** disagreed, **33.1 %** neutral, **45.4%** agreed and **15.5 %** strongly agreed.

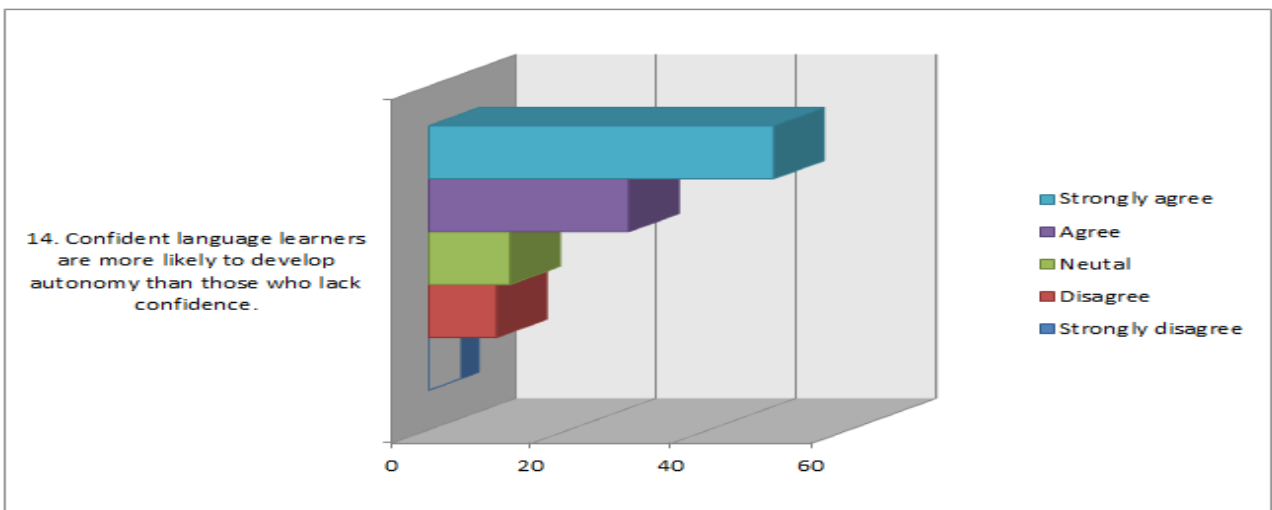
**Question 13: *Learner autonomy means learning alone.***



**Figure 22: Results of question 13**

The figure above shows different percentages for the following options. There were **5.1** % of the participants who *strongly disagreed*, **16.2** % *disagreed*, **26.6** % were *neutral*, **26.6** % *agreed* and **25.3** % *strongly agreed*.

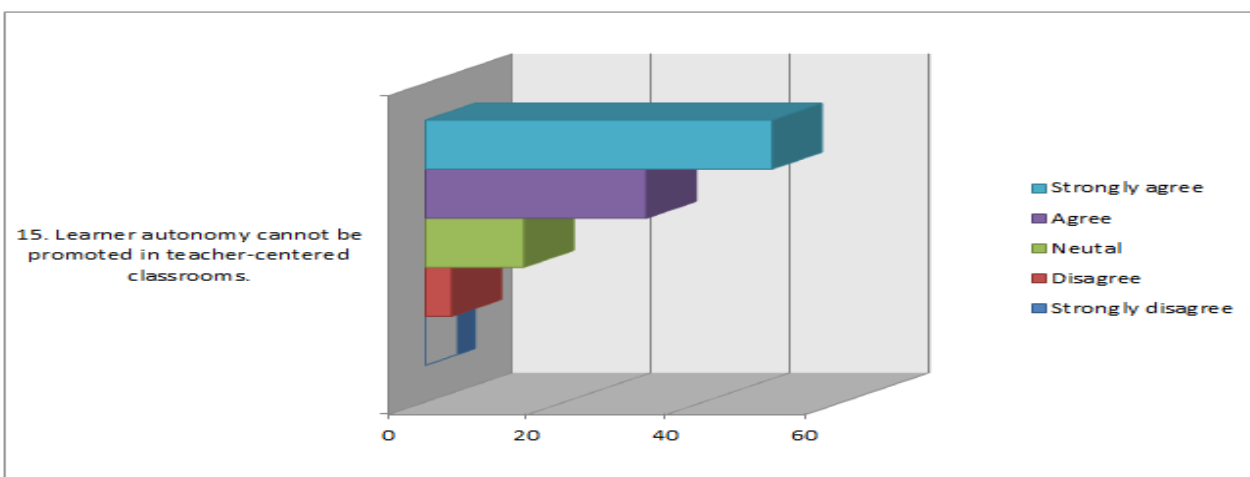
**Question 14: *Confident language learners are more likely to develop autonomy than those who lack confidence.***



**Figure 23: Results of question 14**

**0** % of the participants *strongly disagreed*, **9.7** % *disagreed*, **11.6** % were *neutral*, **28.3** % *agreed* and **49.3** % *strongly agreed*.

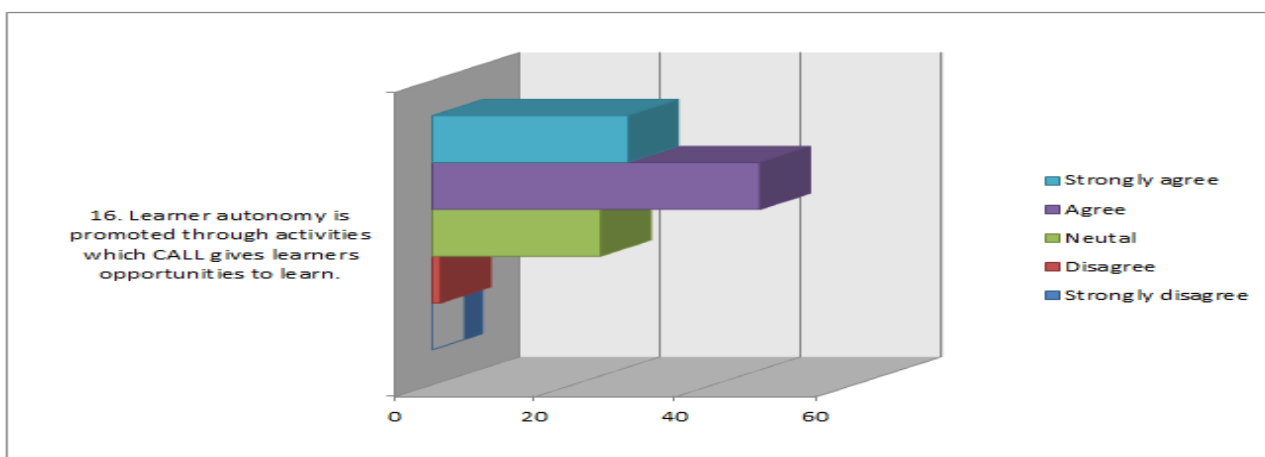
**Question 15: *Learner autonomy cannot be promoted in teacher-centered classrooms***



**Figure 24: Results of question 15**

The figure presented above shows that **0 %** of the participants strongly disagreed, **3.8 %** disagreed, **14.2 %** were neutral, **31.8 %** agreed and **49.9%** strongly agreed.

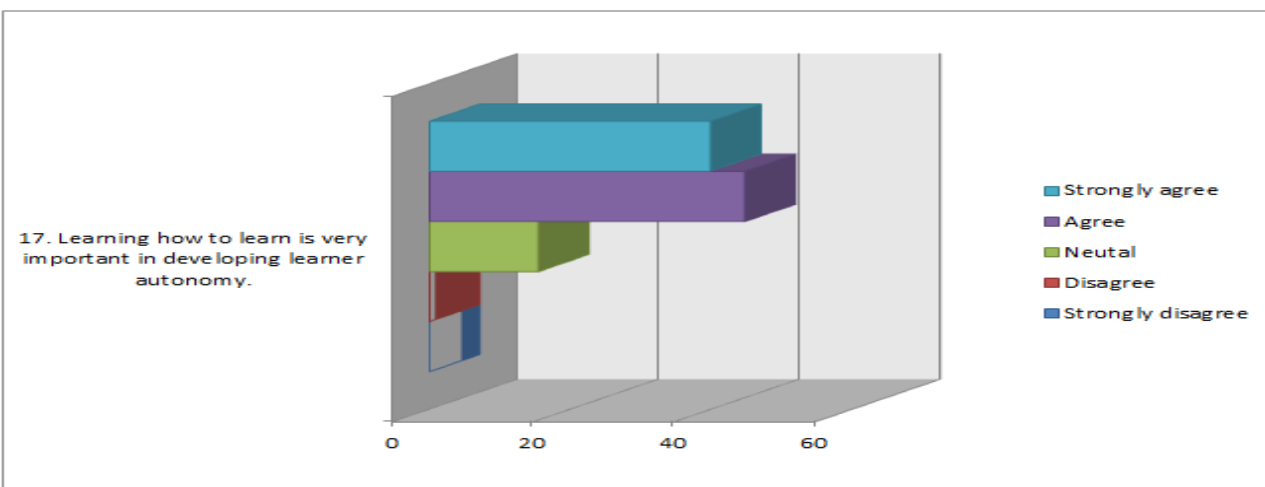
**Question 16: *Learner autonomy is promoted through activities which CALL gives learners opportunities to learn.***



**Figure 25: Results of question 16**

**0 %** of the participants strongly disagreed, a few of them disagreed which makes the **1.2 %**, then **24 %** of students were neutral, **46.7 %** agreed and **27.9 %** strongly agreed.

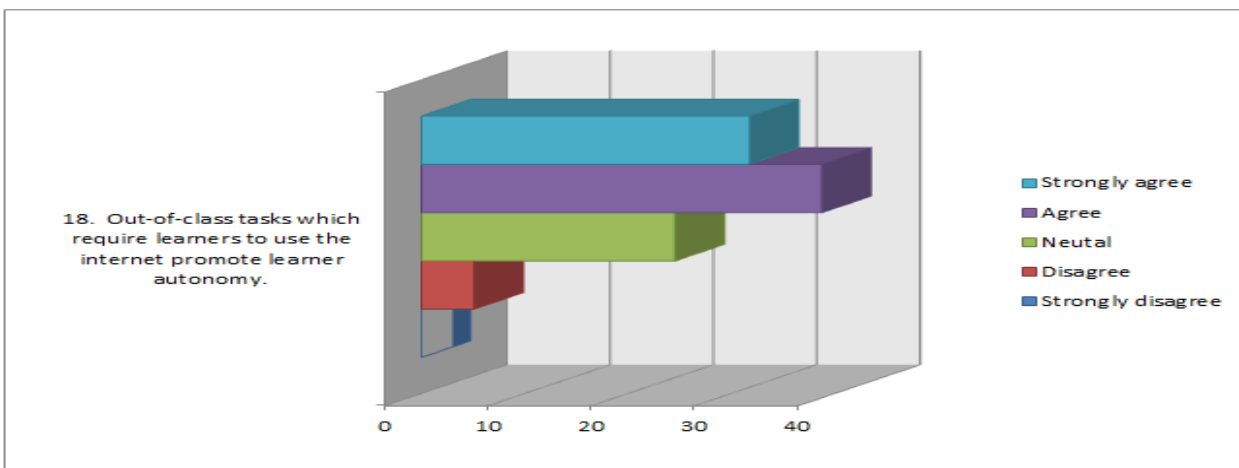
**Question 17: *Learning how to learn is very important in developing learner autonomy.***



**Figure 26: Results of question 17**

As in the figure the majority of the participants gave positive results for the above question which makes the **44.8%** for strongly agree and **39.6%** for the option agree. However, there were **15.5%** of the students who were neutral and no one who strongly disagreed or just disagreed.

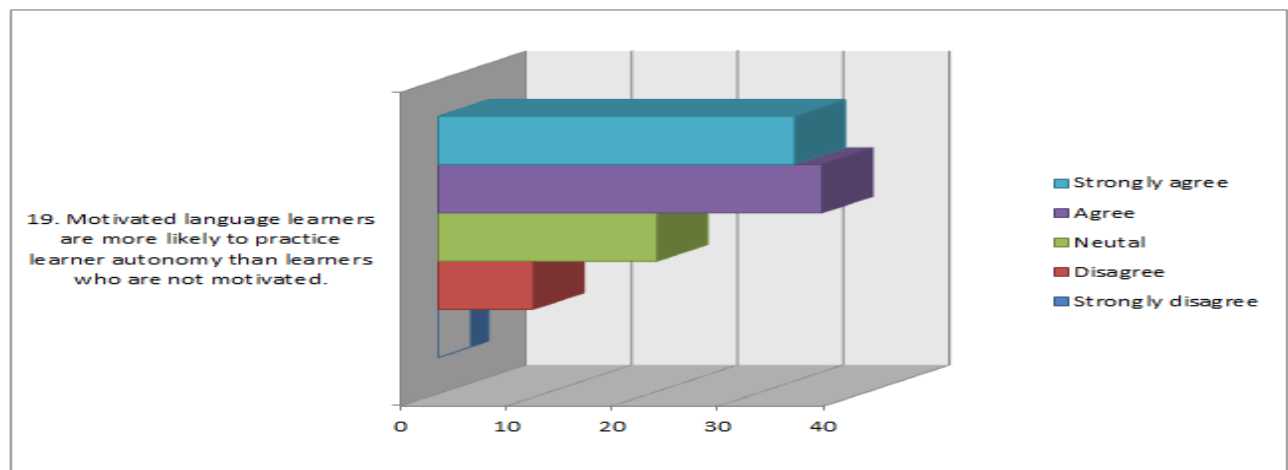
**Question 18: *Out-of-class tasks which require learners to use the internet promote learner autonomy.***



**Figure 27: Results of question 18**

**0 %** of the participants strongly disagreed, **5.1 %** disagreed, **24.6 %** were neutral **38.3%** agreed and **31.8 %** strongly agreed.

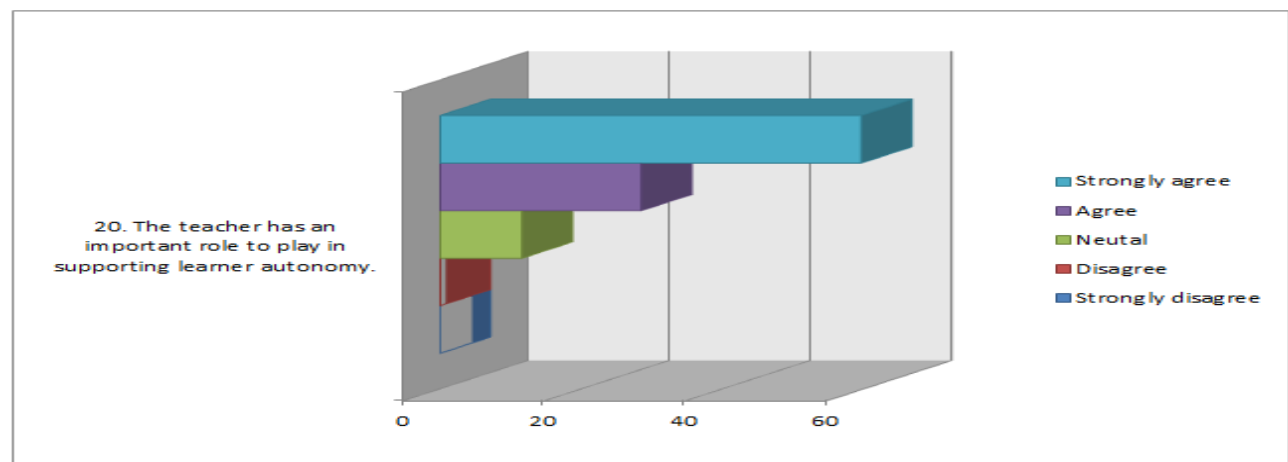
**Question 19: *Motivated language learners are more likely to practice learner autonomy than learners who are not motivated.***



**Figure 28: Results of question 19**

The figure shows that **0 %** of the participants strongly disagreed, **9 %** disagreed, **20.7 %** were neutral, **36.3 %** agreed and **33.7 %** strongly agreed.

**Question 20: *The teacher has an important role to play in supporting learner autonomy.***

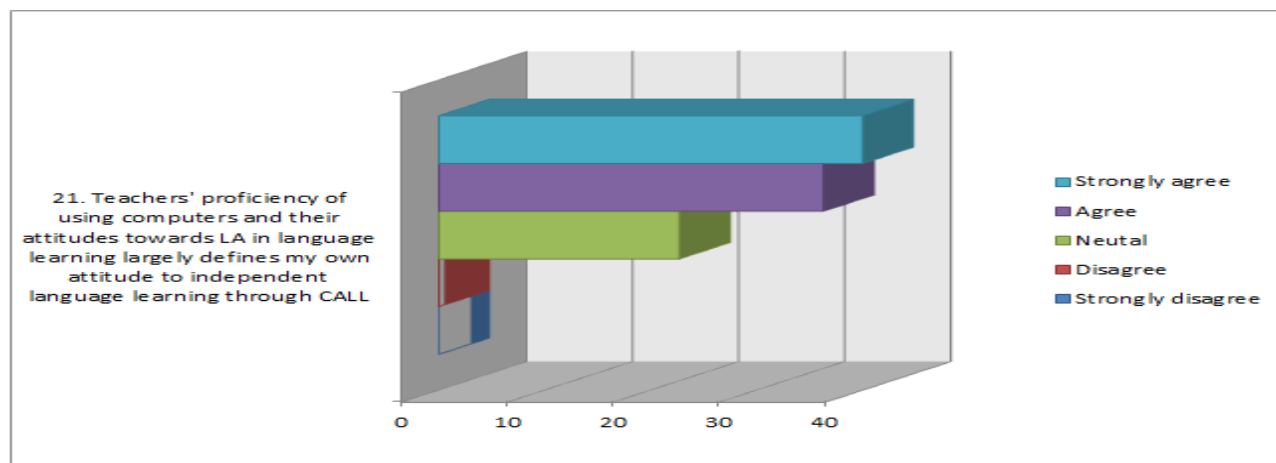


**Figure 29: Results of question 20**

The majority of the participants strongly agreed with **59.7 %**, **28.5 %** agreed, **11.6 %** were neutral and there was no one who strongly disagreed or just disagreed.



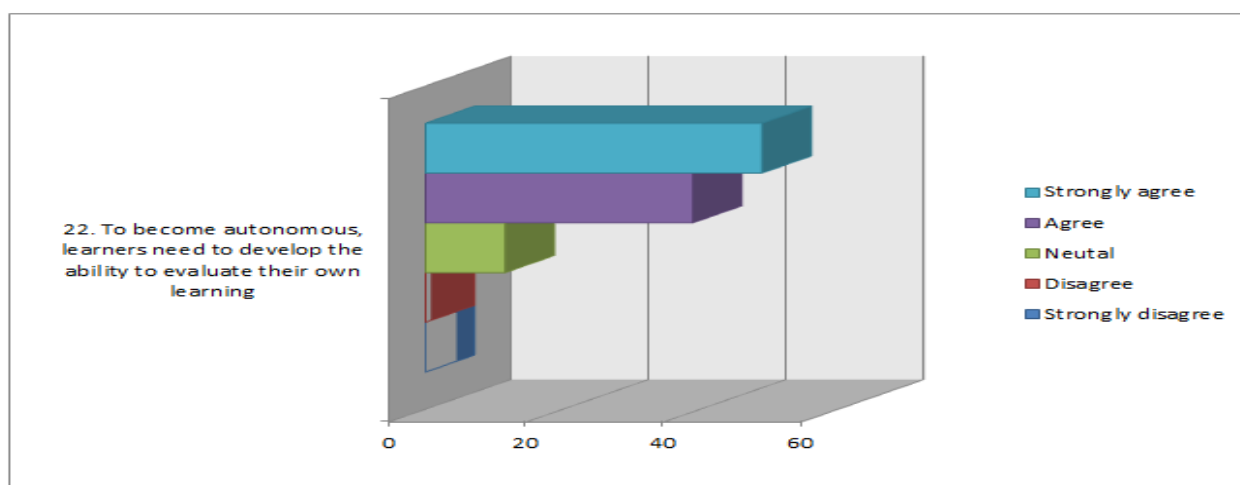
**Question 21: *Teachers' proficiency of using computers and their attitudes towards learner autonomy in language learning largely defines my own attitude to independent learning through CALL.***



**Figure 30: results of question 21**

Regarding to the question **40%** strongly agreed, **36.3%** agreed, **22.7%** were neutral and no one strongly disagreed or disagreed.

**Question 22: *To become autonomous, learners need to develop the ability to evaluate their own learning.***



**Figure 31: Results of question 22**

**0%** of the participants strongly disagreed and disagreed, **11.6%** were neutral, **38.9%** agreed and **49%** strongly agreed with the above question.

## Part B

This part of students' questionnaire includes open questions where students shared their opinions about the questions related to learner autonomy through the use of computers.

**Question 23: *Do you think that computers help in promoting Learner Autonomy? If yes, how does CALL help learners become autonomous?***

All of the students stated that computers help a lot, believing that CALL gives learners full access to everything they need and enable them to work and study on their own which automatically makes them independent learners. Computers support them in developing their own ideas and make the learning easier by making learners more responsible and autonomous on the task.

**Question 24: *How can CALL assist learners develop their language skills independently?***

There are various available programs on the internet. By using CALL learners can practice their reading, writing, listening, and speaking. Additionally, learners claimed that it has an important role, because of its quickness and attractive- characteristics, and efficiency during the learning process. In this regard, they stated that CALL is the best way to promote learner autonomy being aware that it is a multifunction device, where learners can write a letter, communicate at any distance and design any postcards. Moreover, learners can access online exercises and lessons put by their teachers and work independently.

**Question 25: *How can teachers help you in promoting learner autonomy by the use of technology?***

Teachers should motivate learners and encourage them to search for Internet-based materials where students can find appropriate sources to read, there by contributing in spiritual growth and increasing their knowledge and autonomy in English language learning. Teachers seem to be helpful advisors in guiding the learners to find the path towards becoming autonomous learners through the use of CALL.

**Question 26: *Do you think that Autonomy can be promoted without the help of the teacher?***

The majority of students believe that they need the teachers to advise them and guide for the best ways in order to promote autonomy.

**Question 27: *Is there any specific computer program that you would suggest to promote LA?***

Online dictionaries, Chatbot (where learners can chat to a human in natural language), TextAloud, Speak N Spell, eBook, Talk to Me, The Grammar Checker, Englishlink, Microsoft Word, Duolingo, Goethe-verlag, Tell me more, Howjsay, Readme, Speak-A-Message, Listen-Record-Compare, etc.

## **6.5. Analysis of the results of Teachers' interviews**

The second instrument (the teachers' interview) asked the teachers some questions on a purpose to find out more information related to the role of computers in developing Learner Autonomy in ELT, as well as the advantages and disadvantages of CALL. The following part shows the analyzed answers for each question;

Q1. What does 'Learner Autonomy' mean to you as an EFL teacher?

*Regarding to the first question, all of interviewed teachers shared the same opinion where they stated that learner autonomy means students' ability to learn independently as well as their ability to learn the things they are interested in. In addition, two teachers mentioned that it is not ability or even a level that every learner can reach since they should be able to set themselves goals and then work hard independently to reach those goals.*

*Additionally, all of them consider LA as the learners' capacity take some control over their learning, also the ability to act on oneself, regardless of what others may or may not be*

*doing, meaning that if a student wants more autonomy it means that they have an idea of what they want to learn, and are initiated a guided self-study. Moreover, according to them it is a piece of puzzle in learning outside of usual English classroom, or learning through various websites on the Internet’.*

Q2. What is teacher’s role in promoting autonomous learning through technology?

*According to one teacher the question is defined as follows; their role in this aspect should be more in pinpointing the ways and the sites where autonomous learning through technology may be developed. Three other teachers stated that they see themselves as a motivator and a good adviser, believing that teachers can help develop students' learner autonomy by demonstrating how to use available technology to gather and disseminate credible information. Moreover, five other teachers claimed that they can easily promote autonomous learning with technology since they can encourage learners to search on the internet for specific topics independently and then discuss them in the classroom. This can be done by suggesting learning different useful links with different exercises that give immediate results.*

Q3. Teaching how to learn is very important in developing learner autonomy. Please give your opinion.

*The five interviewed teachers claimed that teaching how to learn is very important in developing learner autonomy because learners shouldn’t just take any materials and try to learn them but they are supposed to take only the best practices in “how to learn” and try to develop them in the manner that it suits their intellect so teachers in this case may explain and give their personal experiences and other scientific arguments that are in favor of autonomous learning. What is more one teacher stated that teaching how to learn is very significant considering that the material comes the second to teaching how to learn .Students should be taught how to learn and what to learn, they should be taught to highlight the important parts and different techniques to acquire the learning.*

*Additionally five other teachers stated that teachers are those who are responsible to lead learners toward those paths and make them independent learners.*

Q4. How desirable do teachers feel in promoting Learner Autonomy by the use of CALL (Computer Assisted Language Learning)?

*Promoting learner autonomy with the use of CALL is really desirable for most of the teachers by being aware of its advantages also finding it a great facilitator which makes their teaching easier.*

*In general, the all the teachers think that computers are useful in increasing learner motivation. They say that the reason is related to the fact that by using computers in English classes, learners will be more active, they will work in a more creative way independently.*

Q5. Do the students you teach have a fair degree of learner autonomy? Can you state the reasons?

*Some of the teachers stated that their students are ready to take initiative and control in their learning. However, the majority of them believe that most of the students usually wait for ready-made learning. Some state that in the early stages of learning English they don't really develop learner autonomy but after they finish Pre-Intermediate level they start to broaden their aspects of learning English and therefore they start learning new things from the Internet, and other technology devices which show kind of autonomy in learning.*

Q6. Do you think that autonomous learners are more motivated than the others? Why or why not?

*Regarding to this question five teachers stated that autonomous learners are more motivated, and also capable and to take the initiative and responsibility for their education. By this they meant that learners are more motivated since they don't get bored with the language because they get different information from different sources , while*

*the conventional learners time after time get bored with traditional way of learning' where the teachers is in the center. Moreover, five other teachers claimed that autonomous learners are highly motivated since they have confidence, they know their learning goals and they are aware of the things they want to achieve believing that being autonomous helps learners to be more assertive and interested.*

Q7. How can CALL assist learners in developing their language skills independently?

*According to the teachers it may help in different ways such as searching for educational sites on the internet where the learner may sit at home and practice language skills, grammar, pronunciation and speaking as well by chatting and talking with their peers verbally through different social networking sites. The most helpful activities mentioned by all interview teachers for developing language skills were; Multimedia activities , Reading comprehension, Power point presentations, Combination of images and sounds , Practicing spelling and pronunciation, Listening to English songs, Attractive puzzle games , Web-Quests'.*

Q8. To what extent, can CALL contribute in fostering Learner Autonomy in the context where you teach?

*It could help a lot however, because of the lack of computers and other technological devices at schools it is still a big barrier. However, the ten interview teachers from the private course stated that CALL contributes a lot in their classes since they have more technological devices comparing to those who teach in public schools. In this regard, the majority of public schools teachers stated that it would be impossible to fulfill their tasks, without the help of computers. Furthermore, ten teachers think that the computer is a resource for teachers and students, where they can work with each other in a very attractive atmosphere.*

Q9. What about your own experience as a language teacher – do you encourage your learners to work on their own by using computers?

*All the teachers stated that they try to advise and encourage learners to use the computers for educational purposes as well by telling them of the advantages computers give us. Furthermore, ten claimed that they encourage their students to practice by utilizing different kinds of reading comprehension quizzes, listening of several stories, songs, watching films, power point presentation, which can be very useful, because of the fact that using the mentioned activities can increase all four English language skills speaking, writing, listening and reading.*

Q10. Do the schools in your country have sufficient technology tools to support LA? Can you state the reasons?

*The teachers from the public schools claimed that the schools are not so much equipped with sufficient technology believing that it's because of lacks of funds and also because this way of learning and the opportunities it provides are not fully recognized yet. However, the teachers from the private course stated that the place where they teach has fair technological devices which are enough do to use it for educational purposes.*

## **6.6. Analysis of the results of Students' Test**

Students' Test was the third instrument in this research study. The tests were chosen online for the purpose to see the effect of the computers in learning English language and showing at what extent computers could help to develop learner autonomy. The websites used for the tests were as follows; [www.busyteacher.org](http://www.busyteacher.org), [www.linguapress.com](http://www.linguapress.com), [www.speak-n-spell.en.softonic.com](http://www.speak-n-spell.en.softonic.com).

The test was done by students of some secondary schools and one of the English Language courses. It was done on a computer, where students had the chance to work individually and see how well they could do on their own. The online tests on the

internet included questions of four language skills like; reading, writing, listening and speaking skills.

The following section will show some of the online test exercises done by students in order to get the best results from the intended instrument. Therefore, here are few examples of some of the exercises which included the four language skills in order to see how well learners can develop their English and the learner autonomy by working individually.

### **6.6.1 Examples from online Test exercises**

The first tests included exercises related to reading skills. Firstly, students were given instructions about the links which they had to use on the internet. The topic was about *shopping* and they could see things in a lively atmosphere. The following link was used for this exercise; <http://busyteacher.org/23103-shopping.html>



**Figure: 32. Reading exercises-Shopping**



As it is seen in the chart students were supposed to read the vocabulary in the chart and search for any unknown words in any online dictionary.

After checking the meaning of the words or phrases, students began doing the first task by grouping the words and filling them in the correct parts of the chart. The following link was used for this exercise; <http://busyteacher.org/13092-shopping-wordsearch.html>

**Task 1: Group the following words and fill in the relevant parts of the chart. (There are some extra words that you do not have to use at all).**

customer	trolley	discount	lunch voucher
to mend	items	goods	bargain hunter
label	shopper	to purchase	armchair
buyer	rows	shopaholism	manager
by credit card	till	addiction	in cash

1

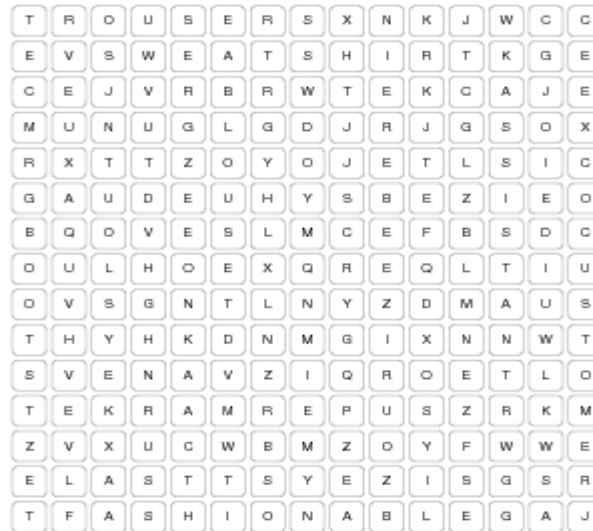
**Figure: 33. Vocabulary exercises-Shopping**

The next exercise was a word-search and in order to revise the shopping vocabulary students were supposed to find the hidden words in the word search. The following link was used for this exercise; <http://busyteacher.org/13092-shopping-wordsearch.html>

## Shopping

Can you find all the hidden words in this word search?

Words can go in the following directions: → ↓ ←



TROUSERS

JACKET

BOOTS

SIZE

CUSTOMER

BLOUSE

SALE

ASSISTANT

SWEATSHIRT

SUPERMARKET

FASHIONABLE

**Figure: 34. A word search exercise-Shopping**

Afterwards students continued doing the next task where they read a passage related to advantages and disadvantages of buying online. After reading the passage they answered the questions on the screen. The following link was used for this reading exercise;  
<http://busyteacher.org/23103-shopping.html>

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

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### Reading Comprehension (20 marks)

Read the article below and then answer the questions that follow.

Online shopping allows **consumers** to shop in the convenience of their own home, and to save travelling time to retail stores and spend their time on other important tasks and hobbies. Researchers indicate convenience as the '**primary** objective' of online shopping. This is relevant to 72% of online shoppers' claim that they would rather surf online than go to retail stores to get information about a product. According to a study, 72% of online shoppers chose convenience over privacy. In addition to the ease of finding products online and time saved, consumers can shop without time limitations with 24 hour access as a beneficial characteristic of online shopping.

Online shopping **benefits** both the society as a whole and individuals. The society can save human resources when consumers help themselves by browsing freely online instead of asking for assistance from vendors. Consumers are also freed from the pressure to buy from the **vendors** and can spend more time to make wise purchase decisions.

Consumers desire a variety of products because they look for the right product that will fully satisfy them. There is an infinite **variety** of products available online and the internet allows consumers to browse through products that are made all around the world without geographical boundaries.

With the online tools that enable product comparison, consumers can compare product prices and features to make a better decision with less effort.

One of the numerous disadvantages of online shopping is that many shoppers enjoy shopping with others and it is often a good way to make social connections. When shopping independently online, that enjoyment is lost.

Privacy is the number one reason that non-online shoppers do not shop online. Almost 95% of Web users have declined to provide personal information to Web sites at one time or another when asked.




Because one needs money to buy a computer and to have internet connection, online shopping seems to be limited to people with a reasonable amount of income. Also since it is harder to learn to use computers at an older age, elderly people tend to shop at traditional retail stores. Another reason some people do not shop on line is that they are worried that the products will not be what they have expected by viewing online.

**Figure: 35. Reading exercise-Shopping**

The results of the reading test exercises were fair and highly positive. The participants claimed that these kinds of online exercises are really enjoyable and useful in developing their reading skills. Additionally, they stated that doing reading exercises on the internet encouraged them a lot because of the attractive parts that computers give us. Being highly motivated it was realized that learners were very successful in learning individually.

The second tests asked learners to do *writing* test exercises. The students' task for this exercise was to write about their favorite celebrity. In order to help them start writing their paper they had the sample sheet on their screen and accordingly they could to write a similar one. The following link was used for this writing exercise; <http://busyteacher.org/23124-celebrities-pt-2-writing.html>

**Topic: Celebrities (Lesson 6)**  
Worksheet: countries and nationalities  
Tamarrah Brown

GROUP	COUNTRY	NATIONALITY
<b>ESE</b>	Japan	Japanese
	China	Chinese
	Portugal	Portuguese
	Vietnam	Vietnamese
<b>AN</b>	Jamaica	Jamaican
	The United States of America	American
	Korea	Korean
<b>IAN</b>	Canada	Canadian
	Australia	Australian
	Colombia	Colombian
	Russia	Russian
<b>CHANGE COMPLETELY</b>	France	French
	Switzerland	Swiss
	Thailand	Thai
<b>ISH</b>	Britain (Great Britain)	British
	Sweden	Swedish
	Poland	Polish

Writing Activity

Think of a celebrity that you like. Write about him or her. In your paragraph please include the celebrity's: *name, country, nationality, profession and what you like about him or her.*

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Figure: 36. Writing exercise-Celebrities

Task 2; Students were supposed to prepare a power point presentation about clothing. In order to give them an idea how to prepare it students were shown some links which included clothing vocabulary. The following link was used for this writing exercise; <http://busyteacher.org/6054-clothes-worksheet.html>

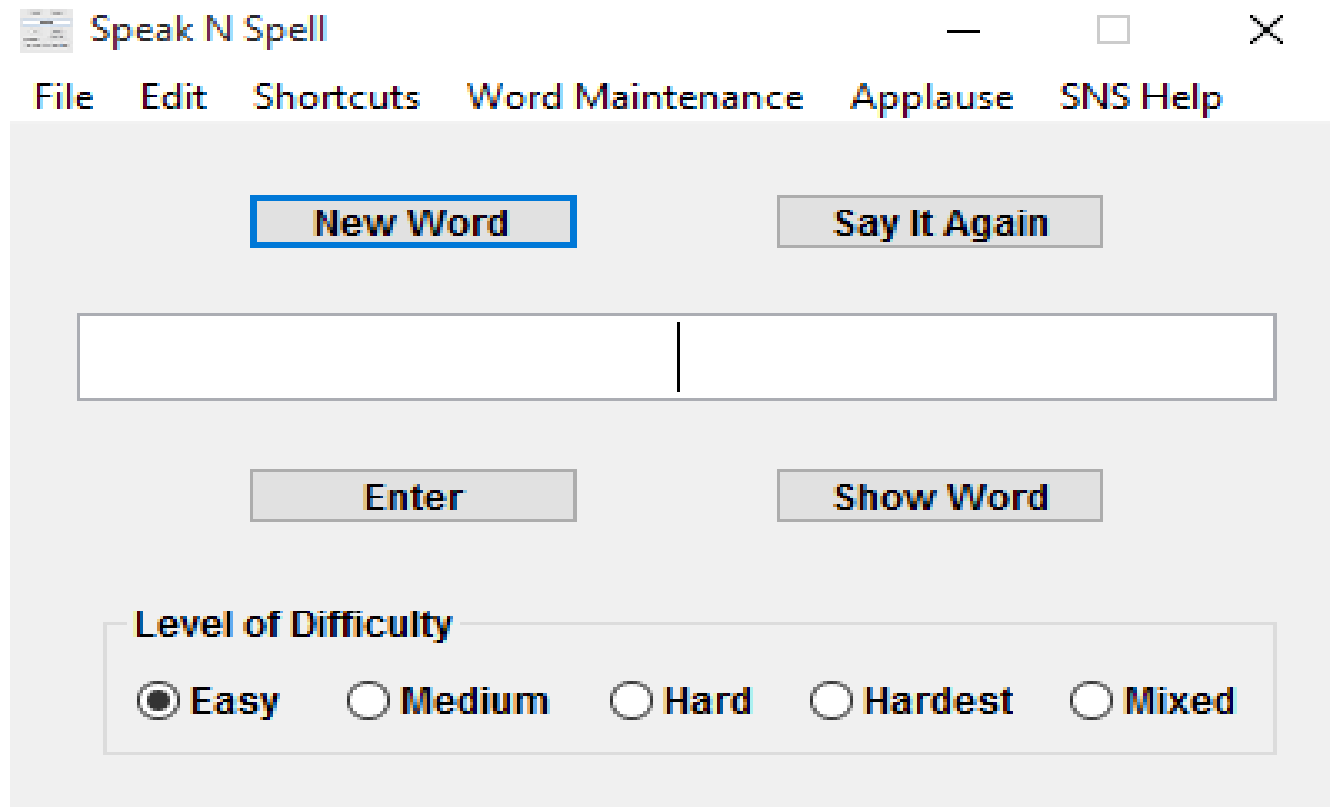
#### POWERPOINT PRESENTATION



**Figure: 37. Writing exercise-Clothes**

The other writing exercise was to write about designer clothes. Students were shown the following link <http://linguapress.com/intermediate/brand-slave.htm> , where they were supposed to read the passage and then write an essay in about 200 words and tell why they like or don't like buying designer clothes.

Moreover, students also had another writing test exercise, which had to do with spelling. They used software called Speak N Spell. They practiced it by listening to some words in English and afterwards they had to write them down until they did it correctly. Learners did the exercise on the following software: <http://speak-n-spell.en.softonic.com>



**Figure: 38. Writing exercise-Spelling**

*The results* of the writing test exercises were helpful as well. Learners claimed that they helped them improve their writing skills by making their work easier and more encouraging.

The third tests were listening test exercises. In the first listening test exercise students watched a video which was about a conversation between the shop assistant and the costumer. After watching the video, students answered the questions related to

the previous video. The video was watched in the following link;  
<http://busyteacher.org/7816-shops-and-shopping.html>

**AT THE SHOP**

Customer	Good morning!
Shop assistant	Good morning! Can I help you?
Customer	Yes, please. Do you have a . . . (any . . .)?
Shop assistant	Sorry! I don't have any . . . . But I have a (some) nice . . . .
	Do you want a . . . (any)?
Customer	Yes, please!
Shop assistant	Here you are!
Customer	Thank you!
Shop assistant	You are welcome!

Mr. Black	I'd like some apples, please.
Shop assistant	What apples would you like: green, red or yellow?
Mr. Black	Green, please.
Shop assistant	How many apples would you like?
Mr. Black	Can I have five apples?
Shop assistant	Of course.

Customer	Good morning!
Shop assistant	Good morning!
Customer	I want a loaf of bread, please.
Shop assistant	Here you are.
Customer	Thank you.
Shop assistant	Do you want anything else?
Customer	Yes. I'd like a bottle of milk, a packet of sugar, three pounds of apples and two cans of Cola-Cola. How much is all that?
Shop assistant	Five pounds fifty, please.
Customer	Here's six pounds.
Shop assistant	That's 50 pence change. Thank you very much and come again.

**At the Clothes Department**

Shop assistant	Can I help you?
Customer	Yes, please. I'm looking for a shirt.
Shop assistant	What kind of shirt would you like?
Customer	The one like those on display in the shop window.
Shop assistant	What about this one?



**Figure: 39. Listening exercise-Shopping**

In the *second* listening test exercise, students had the opportunity to listen to an interview as well watch it. They were supposed to listen to the speaker carefully and afterwards they decided if the following statements were true or false according to the video. The link below was used for this listening exercise; <http://busyteacher.org/7743-interview-with-javier-bardem.html>



**Figure: 40. Listening exercise-Interview**

Additionally, in the *third* listening test exercise students were shown a sheet on the screen where they had to choose the 20 words out of 24 they thought they might be in the lyrics of a song .This means that the idea of this was to pay attention to the sound words and also enjoy the music and have students compete in a relaxing atmosphere. The following link was used for the third listening exercise:

<http://busyteacher.org/17013-hey-jude-bingo.html>

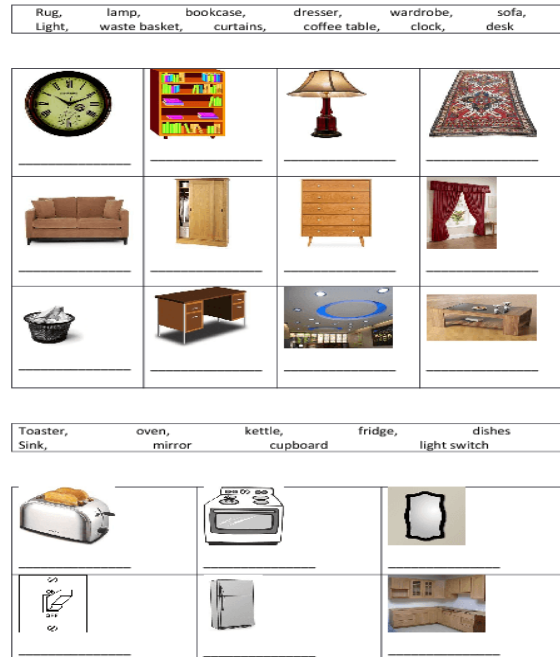


anytime	colder	boyfriend
beloved	start	carry
dear	sweet	secrets
remember	make	down
under	shoulders	pain
heart	love	romance
when	someone	song
melancholy	feel	plays
Choose 20 words you think you can find on the lyrics		
anytime	colder	boyfriend
beloved	start	carry
dear	sweet	secrets
remember	make	down
under	shoulders	pain
heart	love	romance
when	someone	song
melancholy	feel	plays
Choose 20 words you think you can find on the lyrics		
anytime	colder	boyfriend
beloved	start	carry
dear	sweet	secrets
remember	make	down
under	shoulders	pain
heart	love	romance
when	someone	song
melancholy	feel	plays
Choose 20 words you think you can find on the lyrics		
anytime	colder	boyfriend
beloved	start	carry
dear	sweet	secrets
remember	make	down
under	shoulders	pain
heart	love	romance
when	someone	song
melancholy	feel	plays
Choose 20 words you think you can find on the lyrics		
anytime	colder	boyfriend
beloved	start	carry
dear	sweet	secrets
remember	make	down
under	shoulders	pain
heart	love	romance
when	someone	song
melancholy	feel	plays

**Figure: 41. Listening exercise-Lyrics in a Song**

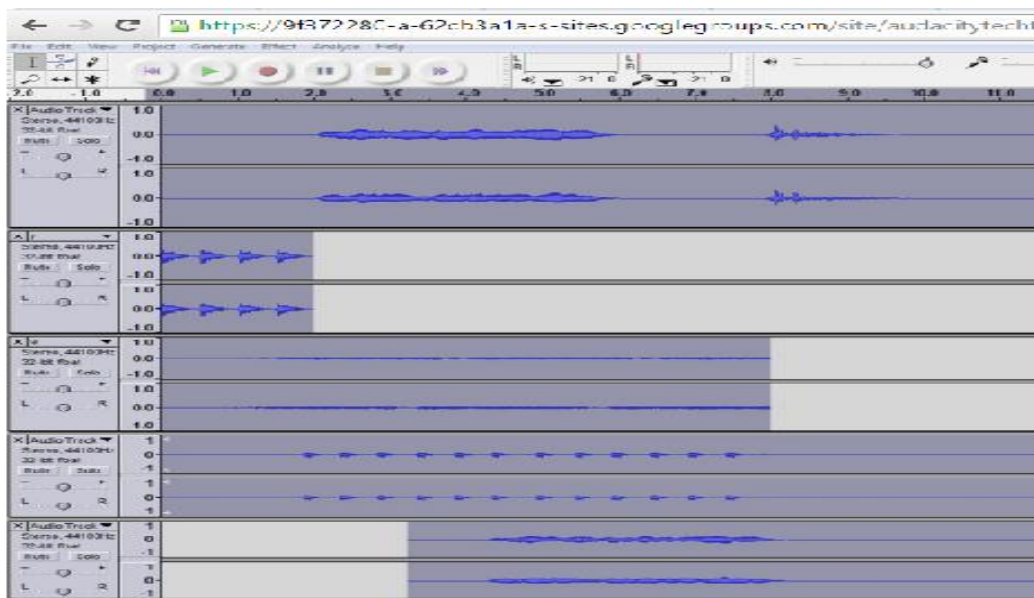
*The results* of the listening test exercises were very important. Learners stated that they were highly enjoyable and gave them the chance to listen English from native speakers, even if they did not have the opportunity to listen or talk to them in person. Therefore, this helped them a lot developing their learner autonomy and made students aware that using computers in developing listening skills of non- speakers of English is essential.

The fourth tests were *speaking* test exercises. In the first *speaking* test exercise, students were shown a picture on the screen which included house objects. First, they had to find the right word for every picture and after they had to speak about them by telling the functions that these objects have. The following link was used for this speaking exercise; <http://busyteacher.org/15928-common-house-objects.html>



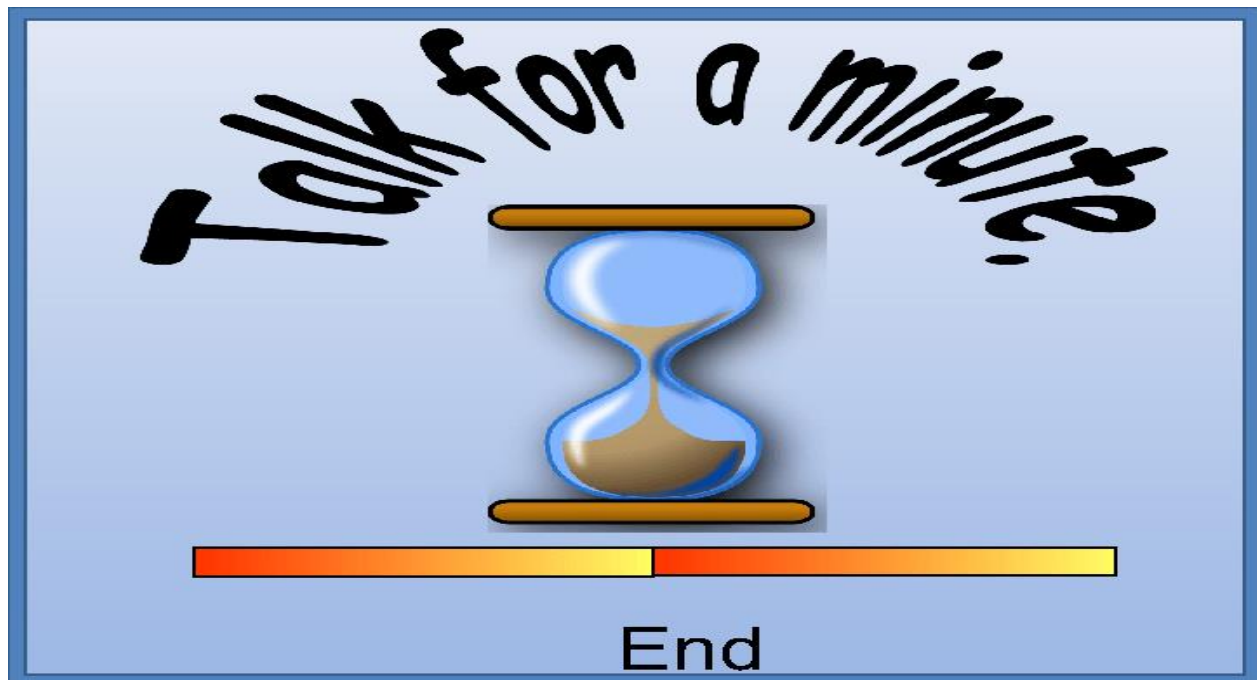
**Figure: 42. Speaking exercise-Objects**

In the second *speaking* test exercise learners practiced their speaking in a software application program called Audacity. They did the exercise by recording their speech and later on they could correct themselves in the cases where it was necessary.



**Figure: 43. Speaking exercise-Audacity-speak record and check**

The next speaking exercise was to talk for a minute. Students were supposed to choose a number on the screen. Each number had a topic which means that students did not know what the topic was going to be about before opening the number. The following link was used for this exercise <http://busyteacher.org/12947-talk-for-a-minute.html>



**Figure: 44. Speaking exercise-Talk for a minute**

*The results* of the speaking test exercises were outstanding. They show that learners enjoyed them and were more confident, they also felt more comfortable using that online program rather than speaking in front of the teachers or their classmates.

Consequently, the learners appreciated doing those test exercises on the internet stating that the role of computer was highly important. As a result, they claimed that the computer is really productive and very helpful in developing learner autonomy and their language skills.

## **6.7. Comparison and Analysis of Results**

The results from the three research instruments show positive conclusions about the use of CALL in fostering Learner Autonomy in English Language Teaching. Results from the students' questionnaire show that, students believe that Computer Assisted Language Learning can help promoting learner autonomy by giving them different opportunities to work on their own and make them more responsible.

They also stated that Computer Assisted Language Learning helps in developing their language skills independently believing that by being autonomous they can make choices about what they learn. It is also noted that learners believe that learner autonomy cannot be developed alone however, they need their teachers support in order to promote learner autonomy.

Therefore, the results indicate that learners are more likely to be autonomous when they are engaged in a more autonomous context by having things in control and being involved in different attractive activities.

Results from the teachers' interview show that teachers find Computer Assisted Language Learning helpful in promoting Learner Autonomy and developing learners' language skills as well. This means that teachers are aware of their role that they should always support learners to become autonomous. They should be good facilitators in helping learners solve different issues, encourage learners to become researchers and help them manage their own learning.

So, the findings from this research study show that both learners and teachers consider CALL helpful in improving autonomy in the teaching and learning process especially in developing the four language skills: reading, writing, listening and speaking.

Results from students' test also give positive results regarding to the role of computers in fostering learner autonomy. The majority of them often use computers to learn and as a result, they have positive results on success as e language learners. Comparing the traditional classes to computerized classes it becomes evident that

students were more successful when they used computers in English classes. It also did not make them feel embarrassed of asking the teacher to repeat things several times since computers gave them the opportunity and freedom to control and search for the things they wanted to learn.

Having taken into consideration that learners like working with computers the learning was also more productive in computerized classes. This was true also for learners who did not want to study at all; they were very active and participated a lot in online exercises. Therefore, this shows us that learners learn better while using computers because of the allure of computers. Comparing the two kinds of class learners, they definitely felt more empowered when using computers online in the classroom because they could see their own achievement without their teacher's help. In this way, they were more concentrated on the things they were doing. All exercises like reading, writing, listening and speaking were different from traditional classes. They could see the real language, do reading comprehension exercises and lots of multiple choice reading quizzes. It was also more appreciated when doing online writing activities, practicing spelling, writing emails.

Additionally, they could do different listening practice exercises by listening to native speakers and other activities such as practicing pronunciation, listening to different songs and watching movies. In the speaking classes they had lots of different opportunities to practice speaking where they could speak and record themselves, make videos, engage in discussions do voice chats, and so on. Regarding the cases of speaking face to face, those few students who were more confident at an advanced level didn't think that computers made them feel less anxious when speaking a foreign language. However, the rest of the learners, which were the majority, claimed that computers made them feel more comfortable as opposed to speaking face to face.

However, although learners agreed to take this responsibility they wanted the presence of their teacher because it was almost their first time trying to learn on their own seriously. There were students who liked less autonomy meaning that they needed more control from the teacher especially those who had fewer computer skills and were less advanced in English.

The results show that learners benefited a lot from the computer lab sessions, finding them as a source of support and motivation, which ensured their attitudes toward CALL in terms of working independently. The results from the students' tests all show that that computers had a great role in developing their language skills. Therefore, the findings from this research study show that technology, especially computers, have great benefits for the language learner. It definitely makes learners feel more empowered by using online sources. Both learners and teachers consider CALL helpful in improving autonomy in the teaching and learning process especially in developing the four language skills: reading, writing, listening and speaking.

Consequently, the findings mentioned above dealt with the role of CALL 'Computer Assisted Language Learning' in autonomous learning. As it is discussed, computers are really helpful in developing learner autonomy. They show that learners felt positive about computers in English Language Learning. It can be concluded that learners enjoy learning the language through computers, finding the very supportive, compensating for the lack of the skills mentioned above and also in reaching their goals with regards to autonomous learning.

## CHAPTER VII

### CONCLUSION

This chapter summarizes the six research questions and four hypotheses and discusses each one regarding to obtained results.

#### **7.1. Research questions- obtained results**

Findings from the first research question **“What does ‘Learner Autonomy’ mean to English Language teachers”** showed that for teachers learner autonomy means students’ ability to learn independently also their ability to learn the things they are interested in. They also mentioned that it is ability or even a level that not every learner can reach since they should be able to set themselves goals and then work hard independently to reach those goals.

Additionally, they consider LA as the capacity for learners to take some control over their learning, also the ability to act on oneself, regardless of what others may or may not be doing, meaning that if a student wants more autonomy it means that they have an idea of what they want to learn, and are initiated a guided self-study. Moreover, according to them it is a peace of puzzle in learning outside of a usual English classroom, or learning through various websites on the Internet’.

Moreover, findings from the second research question **“What is teacher’s role in promoting self- access learning through technology”** show that teachers perceive their role in this aspect as more in pinpointing the ways and the sites where autonomous learning through technology may be developed. They see themselves as a motivator and a good adviser, believing that teachers can help develop students' learner autonomy by demonstrating how to use available technology to gather and disseminate credible information. Teachers can easily promote autonomous learning with technology since they can encourage learners to search on the internet for specific topics independently

and then discuss them in the classroom. This can be done by suggesting different useful links with different exercises that give immediate results.

Findings from the third research question **“How desirable and feasible do teachers feel in promoting Learner Autonomy by the use of CALL”** claim that all the teachers think that promoting learner autonomy with the use of CALL is really desirable for most of the teachers by being aware of its advantages also as a great facilitator which makes their teaching easier. All in all, the teachers stated that that computer is helpful and increases learner motivation; they also help them be more creative because they will not let learners get bored by the books and they will be also more independent in learning the English language.

However, one of the teacher’s opinion was that students become lazy when finding ready-made materials on a computer and they got used to this phenomenon by using things from the internet and as a result they read and create less on their own.

Findings from the fourth research question **“How does CALL help learners become autonomous”** found in the students’ questionnaire show that all of the students stated that computers help a lot, believing that CALL gives learners full access to everything they need and enables them to work and study on their own which makes them independent learners. It supports them in developing their own ideas and makes learning easier by making learners more responsible and autonomous for the task. Therefore, they indicate that they feel more independent and self-sufficient and perceived themselves as flexible learners.

Regarding the findings from the fifth research question **“How can CALL assist learners develop their language skills independently”** which come from the two instruments students’ questionnaires and teachers’ interviews, the students stated that there are lots of available programs on the internet. By using CALL learners can practice their reading, writing, listening, and speaking. Furthermore, learners stated that CALL is the best way to promote learner autonomy because of its efficacy and quickness during the learning process. In this regard, learners can easily access online exercises and work independently.



Moreover, the interviewed teachers claimed that it may help in different ways such as searching for educational sites on the internet where the learner may sit at home and practice language skills, grammar, pronunciation and speaking as well by chatting and talking with their peers verbally through different social networking sites.

In addition, findings from the sixth research question **“To what extent, according to the teachers CALL contributes in fostering Learner Autonomy in ELT”** show that they according to the teachers, it has an important role stating that they would hardly do their job without using computers. Furthermore, they claim that the computer is a device which gives them the opportunity to get different creative ideas for teaching and interfacing with learners.

## **7.2. Research hypotheses- obtained results**

Regarding to the results from the first hypothesis **‘Learner Autonomy can be promoted by the use of technology’** is it seen that 1% of the participants strongly disagreed, 1.2% disagreed, 24% of them were neutral whereas the percentage of those who agreed was 46.7% and 27.9% comes from those who strongly agreed. This shows that the majority of the learners believe that the use of technology is highly supportive in promoting learner autonomy. This is also evident from the students’ questionnaire where the learners stated for the 27<sup>th</sup> question that CALL gives learners full access to everything they need and enable them to work and study on their own which makes them independent learners. They further believe that computers support in developing their own ideas, make the learning easier by making learners more responsible and autonomous on the task.

Results from the Hypothesis 2 **‘Computer Assisted Language Learning improves learners’ English Language skills in autonomous way’** show that there was nobody who strongly disagreed or disagreed with this statement. However, 11% of the participants were neutral, 44.1% agreed and 44.8% strongly agreed. This is also evident from the question 24<sup>th</sup>

in the students' questionnaire where the students stated that there are various available programs on the internet. By using various available programs on the internet learners can practice their reading, writing, listening, and speaking.

In addition, they claimed that the role of the computer is highly noteworthy, because it gives them a chance to search and practice a foreign language independently.

Results from the hypothesis 3 '**Learner Autonomy by the help of technology promotes willingness, voluntariness, motivation and challenge in ELT**' show that 0.6% strongly disagreed, there was not anyone who disagreed, 24.5% were neutral, 42.8% agreed and 29.8% strongly agreed. These results are also confirmed by the students' tests where there was a great willingness and motivation among students who volunteered doing different tasks by using CALL and also a big challenge since they had to concentrate and be responsible for fulfilling their duty successfully on their own.

Results from the Hypothesis 4 '**Learner Autonomy promotes lifelong learning**' show that 0.6% strongly disagreed, no one disagreed, 24% of them were neutral, 42.8% agreed and 29.8% strongly agreed. This shows that students are aware of the fact that being autonomous means pursuing the learning throughout their life which is possible at different times and in different places as well which helps them unlearn the habit of being taught only by the others.

## CHAPTER VIII

### LIMITATIONS AND RECOMMENDATIONS

This chapter presents the limitations of this study as well as recommendations for pedagogy and future studies.

#### **8.1. Limitations of the study**

It is important to mention some limitations of this study. The *first* limitation of this study is the lack of sufficient promotion of learner autonomy at schools. When I state this I mean that in the beginning some of the learners were not informed about the term 'learner autonomy'. I had to explain the basic idea until they came up with an idea of how a learner can be autonomous. However relating it to the use of computers they realized that they had a fair degree of autonomy, meaning that by using technology especially computers they learn lots of things on their own as well.

The *second* limitation of this study was the insufficient supply of computers in schools. The use of CALL and the Internet are very crucial in the process of English language learning and teaching. However, not every school in the places where the study was conducted possessed computers in every English class.

Therefore, the *third* limitation of this study was the lack of the software-based materials at schools. This could help me by having complete feedback from all exercises done instead of only observing their overall work.

Additionally, there were some teachers who lacked computer training which results to the *fourth* limitation of this study. As a result, they were not able to teach English by using computers or by promoting learner autonomy by the use of CALL in their classes.

## **8.2. Recommendations**

Regarding to the results from this study it is essential to mention that in order to accomplish the issue of technological and autonomous learning there are some recommendation for teachers and future researchers. Learners can be successful if their teachers are aware enough of the benefits that technology gives us and teachers as well are more aware of it if there is more research done to increase the importance of this issue.

### **8.2.1. Recommendations for teachers**

Considering the fact that computer technology with its advances helps a lot in autonomous learning, there should be more investments and technological support in education. Although there are online resources available on the internet, it is essential to broaden the possibilities of technology for the curriculum and provide schools with the software based materials. This would be easier for learners if they are taught through software-based learning.

The teachers' role in CALL is that of a facilitator, which means that his/her role is not canceled but that they offer students technical support and respond to their needs.

As a result teacher's role in CALL classes is very important. They should be able to search for appropriate computer activities and fulfill their duty in a successful way. Based on the thesis results it is revealed that learners need their teachers support in autonomous learning. Therefore, teachers should give learners more opportunities to search and discover the path on how to learn autonomously. They should teach learners appropriate learning strategies and enhance them interact with them in order to succeed in finding this new way of learning.

However, in order for the teachers to be successful in language teaching through technology and enhancing autonomous learning, teachers themselves should be constant researchers and always search for new techniques and teaching strategies, otherwise they will not be able to facilitate the learners with the suitable sources.

### **8.2.3. Recommendations for future research**

An important issue from this research points out that more studies should be conducted in this area in order to raise teachers' awareness on how to promote learner autonomy by the use of computers in ELT. Both teachers and learners' attitudes toward teaching and learning with technology were highly positive. However, there is something insufficient. The results conclude that because of the fact that their awareness is not enough regarding to the benefits that technology provides they neglect their teaching and learning through the technology facilities. This means that researchers have to prove more data on this issue. For instance, they may organize workshops in order to remind teachers about this kind of teaching and stimulate them by showing effective strategies on how to start teaching with technology and promoting LA.

Regarding to the study results teachers claimed that they are aware of the advances of technology however, not all of them put it in practice. Therefore, something like a workshop may raise their awareness more and assists their teaching. This could be done only after teachers get enough computer training on how to use them appropriately in order to foster learner autonomy in educational context.

Though, the schools are recommended to do more in getting supplied with computers and the Internet access in order to enable both teachers and learners work efficiently. They should work more on encouraging learners to improve their level of autonomy.

Consequently, my recommendation is to supply schools with those essential technical devices for enabling learners improve their learning and also give teachers the opportunity to attend efficient computers training in order to make their job easier and provide learners with a more attractive learning atmosphere.

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## Appendix 1

### Students' Questionnaire

#### Part I

Please give your opinions about the statements below by choosing between Strongly disagree, Disagree, Neutral, Agree, or Strongly agree, for the questions 1- 22. There is no right or wrong answer. The purpose of this questionnaire is to find out some essential general information regarding student's attitude toward becoming autonomous in learning English through CALL. Thank you for your time

<b><i>Student opinions about LA</i></b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1. I am informed about the concept of Learner autonomy.					
2. Computers have a positive effect on success as a language learner.					
3. I often use computers to learn.					

<b><i>Student opinions about LA</i></b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
4. I like using a computer in English classes and outside classes.					
5. Computer- assisted language learning gives flexibility to autonomous learning.					
6. Independent study in the self-access center is an activity which develops learner autonomy.					

<b><i>Student opinions about LA</i></b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
7. Computer Assisted Language Learning improves learners' English Language skills in autonomous way.					
8. Learner Autonomy with the help of technology promotes willingness, voluntariness, motivation and challenge in ELT.					
9. Learner Autonomy promotes lifelong learning.					

<b><i>Student opinions about LA</i></b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
10. Autonomy means that learners can make choices about how they learn.					
11. Individuals who lack autonomy are not likely to be effective language learners.					
12. Involving learners in decisions about what to learn promotes learner autonomy.					
13. Learner autonomy means learning alone.					

<b><i>Student opinions about LA</i></b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly disagree</b>
14. Confident language learners are more likely to develop autonomy than those who lack confidence.					
15. Learner autonomy cannot be promoted in teacher-centered classrooms.					
16. Learner autonomy is promoted through activities which Computer Assisted Language Learning gives learners opportunities to learn.					
17. Learning how to learn is very important in developing learner autonomy.					



<b><i>Student opinions about LA</i></b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
18. Out-of-class tasks which require learners to use the internet promote learner autonomy.				
19. Motivated language learners are more likely to practise learner autonomy than learners who are not motivated.				
20. The teacher has an important role to play in supporting learner autonomy.				
21. Teachers' proficiency of using computers and their attitudes towards LA in language learning largely				

defines my own attitude to independent learning through CALL.				
22. To become autonomous, learners need to develop the ability to evaluate their own learning.				

## Part II

Please give your opinions about the below

<b><i>Implementation of LA with the use of technology</i></b>	
23. Do you think that computers help in promoting Learner Autonomy? If yes, how does CALL help learners become autonomous?	
24. How can CALL assist learners develop their language skills independently?	

## Part II

Please give your opinions about the below

<b><i>Implementation of LA with the use of technology</i></b>	
25. How can teachers help you in promoting learner autonomy by the use of technology?	
26. Do you think that Autonomy can be promoted without the help of the teacher? <hr/>	
27. Is there any specific computer program that you would suggest to promote LA?	

## Appendix 2

### Teacher's Interview 1

1. What does 'Learner Autonomy' mean to you as an EFL teacher?
  - *It means students are able to learn independently.*
2. What is teacher's role in promoting autonomous learning through technology?
  - *The teacher's role is to motivate students to learn and to be a good coach, as well as provide things that technology cannot.*
3. Teaching how to learn is very important in developing learner autonomy. Please give your opinion.
  - *Yes, I agree, although I would say that motivation is more important.*
4. How desirable do teachers feel in promoting Learner Autonomy by the use of CALL (Computer Assisted Language Learning)?
  - *I think that some teachers have not heard of it but it would be receptive to do.*
5. Do the students you teach have a fair degree of learner autonomy? Can you state the reasons?
  - *Most of the students I teach do not have a fair degree of learner autonomy, because they lack motivation however, those that do they can learn quickly through movies/video games etc.*
6. Do you think that autonomous learners are more motivated than the others? Why or why not?
  - *Yes I do, the only way to learn autonomously is through self-motivation.*
7. How can CALL assist learners in developing their language skills independently?
  - *If the students are motivated they can find lots of exercises on the internet that suits them which can develop their language skills.*
8. To what extent, can CALL contribute in fostering Learner Autonomy in the context where you teach?
  - *If we as teachers get the motivation up then it would contribute more.*

9. What about your own experience as a language teacher – do you encourage your learners to work on their own by using computers?

*-I encourage students to search for the useful website that suits them best.*

10. Do the schools in your country have sufficient technology tools to support LA?

Can you state the reasons?

*-No, it doesn't because there is inadequate funding.*

## Teacher 2

1. What does 'Learner Autonomy' mean to you as an EFL teacher?
  - *It is students' ability to learn whatever they are interested in.*
2. What is teacher's role in promoting autonomous learning through technology?
  - *The teacher's role is very important they should be very supportive.*
3. Teaching how to learn is very important in developing learner autonomy. Please give your opinion.
  - *Yes, I absolutely agree.*
4. How desirable do teachers feel in promoting Learner Autonomy by the use of CALL (Computer Assisted Language Learning)?
  - *They are willing to promote learner autonomy but it depends on the students' interest as well.*
5. Do the students you teach have a fair degree of learner autonomy? Can you state the reasons?
  - *Most of them do not have a fair degree of learner autonomy. The reasons are different however, some of them are seem autonomous, those who use the internet for learning English.*
6. Do you think that autonomous learners are more motivated than the others? Why or why not?
  - *Yes I do, if they are autonomous the desire to learn comes from their inside and they are eager to do the learning on their own.*
7. How can CALL assist learners in developing their language skills independently?
  - *It can help by providing learners useful materials on different areas of language.*
8. To what extent, can CALL contribute in fostering Learner Autonomy in the context where you teach?
  - *I think it can make an increase because trying new things is always interesting.*

9. What about your own experience as a language teacher – do you encourage your learners to work on their own by using computers?

*-Yes I do, however, most of them do not use the internet for learning.*

10. Do the schools in your country have sufficient technology tools to support LA?

Can you state the reasons?

*-No, it doesn't because there is not sufficient equipment to enable the learning through computers.*



### Teacher 3

1. What does 'Learner Autonomy' mean to you as an EFL teacher?
  - *As a teacher of English I find 'Learner autonomy' as a piece of puzzle in learning English whether it is learning from books and notes found outside of usual English classroom or learning through various websites in Internet such as "clips in YOU Tube", other English learning social websites etc.*
2. What is teacher's role in promoting autonomous learning through technology?
  - *The teacher's role in this aspect should be more in pinpointing the ways and the sites where autonomous learning through technology may be developed such as computer, radio, different CD programs, as well as TV programs such as BBC etc.*
  -
3. Teaching how to learn is very important in developing learner autonomy. Please give your opinion.
  - *Teaching how to learn is very important in developing learner autonomy because learners shouldn't just take any materials and try to learn them but they are supposed to take only the best practices in "how to learn" and try to develop them in the manner that it suits their intellect so teachers in this case may explain and give their personal experience and other scientific arguments that are in favor of autonomous learning.*
4. How desirable do teachers feel in promoting Learner Autonomy by the use of CALL (Computer Assisted Language Learning)?
  - *Well, I believe that for some teachers this issue tackles the "to be or not to be" saying since some of them might see it as a potential threat for their future jobs and therefore they are not very pleased to promote this way as it makes the teacher a 'spectator' and it takes the main role from him.*
5. Do the students you teach have a fair degree of learner autonomy? Can you state the reasons?
  - *It depends, for example in the early stages of learning English they don't really*

*develop learner autonomy but after they conclude Pre-Intermediate level they start to broaden their aspects of learning English and therefore they start learning new things from Internet, TV and other technology devices which shows kind of autonomy in learning.*

6. Do you think that autonomous learners are more motivated than the others? Why or why not?

- *I do believe that autonomous learners are more motivated since they don't get bored with the language because they get different info from different sources ,while the usual learners time after time gets bored with old classic way of learning.*

7. How can CALL assist learners in developing their language skills independently?

- *Well, it may help in different ways such as new ways of learning either from the internet or some other professional sites, where the learners may sit at home and practice grammar, pronunciation and even dialogue by chatting and talking with their peers verbally through SKYPE or in a written form.*

8. To what extent, can CALL contribute in fostering Learner Autonomy in the context where you teach?

- *At the place where I teach maybe not so much but it may help and foster Learning autonomy in different language courses throughout.*

9. What about your own experience as a language teacher – do you encourage your learners to work on their own by using computers?

- *Yes I do, however I try to advise them to pick their 'battles' in the sense that I suggest some of the ways they can learn.*

10. Do the schools in your country have sufficient technology tools to support LA?

Can you state the reasons?

- *Not yet in so much actually, primarily it is because of lacks of funds and also since this way of learning is not full function in my country.*

#### Teacher 4

1. What does 'Learner Autonomy' mean to you as an EFL teacher?
  - *Autonomy is about being able to act for oneself, regardless of what others may or may not be doing, and if a student wanted more autonomy I would assume they had an idea of what they wanted to learn, and were initiated a guided self-study.*
2. What is teacher's role in promoting autonomous learning through technology?
  - *If a student is willing and interested in using technology for autonomous learning, but isn't certain what materials (apps, programs, books, videos, etc.) to use, the teacher can help them select good materials, then follow up with them and offer encouragement as they progress.*
3. Teaching how to learn is very important in developing learner autonomy. Please give your opinion.
  - *Knowing how to learn is very important, for sure. If a student is still at the point where the teacher has to explicitly and continuously teach them how to learn, they are not yet in any sense autonomous.*
4. How desirable do teachers feel in promoting Learner Autonomy by the use of CALL (Computer Assisted Language Learning)?
  - *Not sure.*
5. Do the students you teach have a fair degree of learner autonomy? Can you state the reasons?
  - *No. Most elementary students don't, developmentally.*
6. Do you think that autonomous learners are more motivated than the others? Why or why not?
  - *Obviously. It's more or less part of the definition.*
7. How can CALL assist learners in developing their language skills independently?
  - *If the students are motivated they can find lots of exercises on the internet that*

*suits them which can develop their language skills.*

8. To what extent, can CALL contribute in fostering Learner Autonomy in the context where you teach?

- *Not sure.*

9. What about your own experience as a language teacher – do you encourage your learners to work on their own by using computers?

*I've tried, but they haven't even pretended to. They all said their computers and phones were "busy."*

10. Do the schools in your country have sufficient technology tools to support LA?

Can you state the reasons?

*-Not at all.*

## Teacher 5

1. What does 'Learner Autonomy' mean to you as an EFL teacher?

- *"Learner Autonomy" means teaching students how to think critically and giving them the skills to acquire knowledge on their own rather than simply teaching them information.*

2. What is teacher's role in promoting autonomous learning through technology?

- *Teachers can use technology to develop students' learner autonomy by demonstrating how to use available technology to gather and disseminate credible information.*

3. Teaching how to learn is very important in developing learner autonomy.

Please give your opinion.

- I agree with this statement. Teaching the material is second to teaching how to learn.

4. How desirable do teachers feel in promoting Learner Autonomy by the use of CALL (Computer Assisted Language Learning)?

- *Not sure*

5. Do the students you teach have a fair degree of learner autonomy? Can you state the reasons?

- *The students I teach do not have much learner autonomy because the education system does not seem to support this methodology.*

6. Do you think that autonomous learners are more motivated than the others?

Why or why not?

- *Not only more motivated, but they are also capable and qualified to take the initiative and responsibility for their education.*

7. How can CALL assist learners in developing their language skills independently?

- *It helps a lot by giving the opportunities to search and use it for educational*

*purposes.*

8. To what extent, can CALL contribute in fostering Learner Autonomy in the context where you teach?

- *Not sure*

9. What about your own experience as a language teacher – do you encourage your learners to work on their own by using computers?

- *Yes, I do. Skype calling with native speakers, online forums, and alternative books or lessons are all tools I personally use in my own language learning and try to incorporate in the classroom.*

10. Do the schools in your country have sufficient technology tools to support LA?  
Can you state the reasons?

- *I don't think that schools have sufficient technology to support LA.*

## Teacher 6

1. What does 'Learner Autonomy' mean to you as an EFL teacher?

- *"Learner Autonomy" is the capacity learners take some control over their learning.*

2. Teaching how to learn is very important in developing learner autonomy.

Please give your opinion.

- *Teachers' role in this process is providing opportunities to the learners and creating autonomy in the language learning process..*

3. What is teacher's role in promoting autonomous learning through technology?

- *Teachers can use technology to promote autonomous learning. Nowadays learners are very interested in computers and other different technology means. I think teacher can use this interest toward technology in order to promote autonomous learning. Teacher's role is important, because using technology can make attractive classes and influence learners' motivation.*

4. How desirable do teachers feel in promoting Learner Autonomy by the use of CALL (Computer Assisted Language Learning)?

- *It is interesting and very pleasant, when you see your students being able to take some control over their learning. Searching on the internet, using different links in order to find information they need, without asking the teacher about everything is lovely. Learners learn to think, search, create, compare and analyze and finally give a conclusion. This can help them learn how to create a strategy and help them become independent.*

5. Do the students you teach have a fair degree of learner autonomy? Can you state the reasons?

- *Some of my students are ready to take initiative and control in their learning. But not all of them. Some of them are more dependent and usually wait for instructions and help from the others. There are different reasons why some*



*students prefer autonomy and some not. Family is important in this process, as well. Some parents help their children being independent, while some others make their children dependent, trying to take care of them every time.*

6. Do you think that autonomous learners are more motivated than the others? Why or why not?

- *Yes, I think autonomous learners are motivated and more encouraged than others. Being autonomous helps them to be more assertive and interested.*

7. How can CALL assist learners in developing their language skills independently?

- *They can improve their language by using different links and different programs. These links are easy to be found so they can be autonomous because they can learn everything on their own.*

8. To what extent, can CALL contribute in fostering Learner Autonomy in the context where you teach?

- *It is not easy, because everything I can do is suggesting or encouraging them to use computer in the process of language learning, and also with different homework, but I cannot do it in my classroom because my school is not equipped with computers.*

9. What about your own experience as a language teacher – do you encourage your learners to work on their own by using computers?

- *Yes of course. I usually do this by giving them different homework and various assignment.*

10. Do the schools in your country have sufficient technology tools to support LA? Can you state the reasons?

- *In my country, there are not a lot of schools that have sufficient technology tools in order to support LA. I am not sure for the reasons, but I think that Ministry of*

*Science and Technology is not interested enough about any important project which can help schools with technology means and through these means support LA.*

## Teacher 7

1. What does 'Learner Autonomy' mean to you as an EFL teacher?
  - *Learner Autonomy, as I understand means the ability that learner might have to learn new things independently. It is an ability or even level that not every learner can reach since they should be able to set themselves goals and then work hard independently to reach those goals.*
2. What is teacher's role in promoting autonomous learning through technology?
  - *Nowadays things are becoming easier and easier, technology has a major role inside the classroom but however it depends on teachers' willingness to use new technology and to make independent learners through technology. Teachers can easily promote autonomous learning with technology since they can ask learners to search on internet for specific topics independently and then discuss them in the classroom they also can send them links with different exercises that give immediate results and so on. So, technology enables different methods for promoting autonomous learning.*
3. Teaching how to learn is very important in developing learner autonomy. Please give your opinion.
  - *Even though learner autonomy means learning independently, students should be taught how to learn and what to learn, they should be taught to highlight the important parts and different techniques to remember them. Teachers are those who are responsible to lead learners toward those paths and make them independent learners. So, teaching them how to learn and how to become independent really matters and affects learners' ability to become autonomous.*
4. How desirable do teachers feel in promoting Learner Autonomy by the use of CALL (Computer Assisted Language Learning)?

- *I think this really depends on teachers' age and their ability of using computer. If teachers are really good at using different applications on computer, I think they feel more desirable to promote Learner Autonomy by the use of CALL. On the other hand if teachers' ability to use the computer is limited then their desire is lower and they think that using CALL complicates situation more and they continue teaching in the traditional way.*
5. Do the students you teach have a fair degree of learner autonomy? Can you state the reasons?
- *I don't think that students that I teach have a fair degree of learner autonomy and I think there are different reasons for this. One of the reasons is that they are not interested to be independent learners, their level of English is very low and it doesn't allow them to become independent even if they are willing to do so and even for teachers it is very difficult to make them independent.*
6. Do you think that autonomous learners are more motivated than the others? Why or why not?
- *I think that autonomous learners are far more motivated than other learners since they have confidence, they know their goals, they know where do they want to go and what do they want to achieve and this sends them half of the way there. Whereas other learners are less motivated since they don't have a clear goal of what do and what they want and where they want to go, so, this makes them less motivated to learn independently.*
7. How can CALL assist learners in developing their language skills independently?
- *I think that CALL can strongly affect learners developing language skills independently since there are different applications that enable them with different opportunities. There are dictionaries that teach them new vocabulary, the pronunciation of the new words and their use. They offer exercises to practice new vocabulary in order to learn easier, their use and this lets us know that CALL assists and helps learner autonomy.*

8. To what extent, can CALL contribute in fostering Learner Autonomy in the context where you teach?

- *Where we teach, it's a bit difficult to foster LA even in Computer Assisted Language Learning because the materials that we use in public schools are really old and sometimes it's difficult to adapt them.*

9. What about your own experience as a language teacher – do you encourage your learners to work on their own by using computers?

- *I personally try to make them learn independently using computers through different activities such as; writing, completing exercises, watching videos and listening to different records in computer. I always try to do my best but sometimes it's difficult since in our school, there is a lack of computers and this makes things more complicated.*

10. Do the schools in your country have sufficient technology tools to support LA?

Can you state the reasons?

- *No, schools in my country don't facilitate the need for technology and this reflects the LA. Unfortunately there is a lack of computers in our schools and even those few computers that we have sometimes have problems with internet connections. This is another reason for our students not being independent learners but however if there is a will they will find a way.*