

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH
N°:.....



DOMAIN: FOREIGN LANGUAGES
STREAM: ENGLISH LANGUAGE
OPTION: LINGUISTICS

**EFL Students Perceptions of the Impact of
Autonomous Learning on the Utilization of
Formal English
The case of Master One Students at University
of M'sila**

**Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master in Linguistics**

**Candidate:
CHERHABIL Nedjia**

**Supervised by:
BAGHDADI Assia**

Board of Examiners

Dr. CHERIET Imane	University of M'sila	Chairperson
Prof. BAGHDADI Assia	University of M'sila	Supervisor
Mrs. LAADJINI Messouda	University of M'sila	Examiner

Academic Year: 2023/2024

Declaration of Originality

I Nedjia Cherhabil hereby declare that this study entitled: "The impact of autonomous learning on the utilization of formal English among master one students at university of M'sila is entirely my own work. I certify that it has never been submitted before to any university nor institution neither a part nor the whole of it. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise state

Dedication

In the name of Allah, the most beneficent, the most merciful To the most caring and affectionate ever, the ones who taught me to believe in myself and chase my dreams, the ones who never saved an effort to see me happy, the ones who love me the most, to my mother who was there for me all along.

The Acknowledgements

First and foremost, all praise to Allah who gave me strength to finish this research .This work could not have been completed without the tremendous efforts of many people. My heartfelt gratitude is hereby extended to my supervisor, Baghdadi Assia, I shall be indebted forever for her insightful guidance, support, and patience. She never hesitated nor saved any effort to provide me with her enlightening advice. My sincere thanks to the board of examiners who accepted to assess this work. This means a lot to me. Words cannot be enough to thank my teachers who contributed to shaping who we are today and encouraged me through my entire learning journey... Forever grateful.

Abstract

This dissertation investigates the relationship between autonomous learning practices and the development of formal English language skills among EFL Master's students. Autonomous learning, characterized by self-directed strategies to acquire knowledge and skills, is particularly relevant in language acquisition, empowering learners to take ownership of their learning journey. The study aims to address the observed phenomenon of some Master's students struggling with maintaining the expected level of formality in their use of English, despite their advanced language skills. Methodologically, the study utilizes questionnaires to gather self-reported information from EFL students about their autonomous learning practices and their perception of its impact on their formal English use. The findings imply that while students demonstrate awareness and positive attitudes towards autonomous learning; there is a need for improvement in the frequency and consistency of self-directed activities to enhance formal English proficiency. Challenges such as lack of time and motivation are identified, along with recommendations for educators to support students in their pursuit of autonomous learning. Overall, this study contributes to the understanding of how autonomous learning practices can enhance formal English language skills among EFL Master's students, providing insights for educators and language learning institutions on supporting and enhancing autonomous learning experiences.

Key words: *autonomy, self-directed learning, autonomous learning strategies, EFL learners.*

List of Abbreviations

AL Autonomous Learning

EAP English for Academic Purposes

EFL English as a Foreign Language

EOP English for Occupational Purposes

ESL English as Second Language

ESP English for Specific Purposes

ICT Information and Communication Technologies

SDL Self Directed Learning

List of Tables

Table 01 : Frequency of Familiarity of (AL).....	29
Table 02 : Methods of Introductions to (AL) Autonomous Learning	30
Table 03 : Degree of Autonomous Learning	31
Table 04 : Degree of Exposure to (AL) Activities.....	32
Table 05 : Percentage of Level of Proficiency	33
Table 06 : Areas of Utilization of Formal English	34
Table 07 : Goals of Autonomous learning Formal English.....	35
Table 08 : Frequency of learning Strategies	36
Table 09 : Resources of (AL) Autonomous Learning	37
Table 10 : Frequency of Exposure to (AL) Activities	38
Table 11 : Students Opinions of the Beneficially of (AL).....	39
Table 12 : Areas of (AL) S Impact on Formal English	40
Table 13 : Types of Challenges Encountered by (EFL) Learners	41

List of Figures

Figure1: Student’s Awareness of the Concept of Autonomous Learning.....	29
Figure2: The Way the Students’ Acknowledgement of Autonomous learning	30
Figure3: the Frequency of Consensus on Adopting Self-learning Process.....	31
Figure4: the Frequency of Application of Autonomous Learning outside Classroom	32
Figure5: Level of Proficiency in English.....	33
Figure6: The Context to which Formal English is Used.....	34
Figure7: The Goals Behind Learning Formal English Autonomously	35
Figure8: Autonomous Learning Strategies to Learn Formal English	36
Figure9: Learning Formal English Resources Used by Autonomous Learners.....	37
Figure10: The Frequency of Engagement in Autonomous Learning Activities.....	38
Figure11: The Students Point of View of the Efficiency of AL	39
Figure12: the Contribution of Autonomous Learning in enhancing Formal English	40
Figure13: Challenges Students Face in Self-Directed Learning Process.....	41

Table of Contents

Dedication.....	I
The Acknowledgements	II
Abstract.....	III
List of Abbreviations.....	V
List of Tables	VI
List of Figures.....	VII
Table of Contents	VIII
General Introduction.....	1
1. Background of the Study	1
2. Problem Statement.....	2
3. Research Questions	3
4. Aims of the Study	3
5. Significance of the Study.....	3
6. Tools and Methods	4
7. Literature Review	4
8. Research Structure.....	4
I. Section One: Autonomous Learning in Foreign Language Learning	5
Introduction	5

I .1. Definition of Autonomous Learning	5
I .2. Characteristics of Autonomous Learning.....	6
I .3. Characteristics of Autonomous Learning.....	7
I .4. Self-Directed Learning	7
I .5. Motivation	8
I .6. Role of The Teacher	9
I .7. Dominant Theories Underlying Autonomous Learning.....	9
I .8. Importance of Autonomous Learning in Foreign Language Education.....	10
I .9. Role of Information and Communication Technology in Foreign Language Learning...11	
I .10. Effective Tools and Strategies for Autonomous Learning.....	12
I.11. Difficulties in the Successful Implementation of Autonomous Learning.....	14
I. 12. Fostering Learner Autonomy	15
II. Section Two: Formal English	15
II.1. Historical Background of English Language Development	15
II. 2. Definition of Formality	15
II .3. Definition of Language Formality	16
II .4. Factors Influencing the Utilization of Formal Versus Informal English	16
II. 5. Advantages and Disadvantages of Formality in Language	18
II .6. English for Occupational Purposes (EOP).....	19
II.7. English for Academic Purposes (EAP).....	20
II .8. Obstacles in Speaking English.....	20
II.9. Formality of Academic Writing.....	21

II.10. What makes writing sounds Informal?	23
II .11. Main Features that Contribute to Formalizing Academic English	24
II.11.1. NOMINALIZATION.....	24
II.11.2. USE OF SPECIALIST LANGUAGE.....	24
II.11.3. USE OF THE PASSIVE VOICE.....	24
II .12. Conclusion	25
Chapter Two: Field Work.....	26
Introduction	26
I .Research Design.....	26
1.1. METHODOLOGY OF RESEARCH	26
1.2. POPULATION AND SAMPLING.....	26
1.3. INSTRUMENTATION	27
1.4. PROCEDURES OF DATA ANALYSES	27
II . Data Description and Presentation.....	28
II.1. AWARENESS OF AUTONOMOUS LEARNING	28
3.2. Autonomous Learning and Formal English	40
3.3. Challenges in Autonomous Learning	41
3.4.Suggestion Recommendation	42
III. Discussion of the Findings	43
IV. Pedagogical of Study Implications for Teachers.....	45
V. Suggestions of Students.....	46
VI. Limitation of the Study	48
VII. Suggestions for Further Research	48
Conclusion.....	48

General Conclusion.	50
References	52

General Introduction

1. Background of the Study

Autonomous learning, characterized by learners' self-direction and responsibility in their educational journey, has garnered significant attention in the field of language acquisition. The concept, which aligns with the principles of learner-centered education, promotes independence, critical thinking, and personalized learning paths. In the context of English as a Foreign Language (EFL) education, autonomous learning is seen as a crucial factor in enhancing learners' proficiency and competence, especially in formal English usage.

Research in this domain has extensively explored various aspects of autonomous learning, including its benefits, challenges, and implementation strategies across different educational contexts worldwide. Studies indicate that autonomous learning can lead to improved language skills, greater motivation, and better academic performance among EFL learners (Benson, 2011; Little, 1991).

In the Algerian context, the impact of autonomous learning on EFL learners' formal English remains under-researched. Although the Algerian education system has undergone significant reforms aimed at promoting learner autonomy, there is a noticeable gap in the literature regarding its actual implementation and outcomes. Existing studies primarily focus on traditional teaching methods and their effectiveness, often neglecting the potential benefits of autonomous learning approaches. This oversight is significant given the unique sociocultural and educational dynamics in Algeria, which could influence the adoption and success of autonomous learning strategies.

Furthermore, the formal English proficiency of Algerian EFL learners is a critical area that demands attention. Formal English, which includes accurate grammar, vocabulary, and discourse conventions, is essential for academic and professional communication. Yet, many

General Introduction

Algerian EFL learners struggle with mastering these aspects due to various factors, including limited exposure to English outside the classroom and a reliance on teacher-centered instructional methods.

This study aims to bridge this gap by investigating the impact of autonomous learning on Algerian EFL learners' proficiency in formal English. By focusing on this specific context, the research seeks to provide insights into how autonomous learning can be effectively integrated into the Algerian EFL curriculum to enhance learners' formal English skills. This study also intends to contribute to the broader discourse on autonomous learning by highlighting its applicability and benefits in diverse educational settings, thus addressing the current literature gap and offering practical implications for EFL educators and policymakers in Algeria.

2. Problem Statement

Autonomous learning represents a pedagogical approach wherein individuals take charge of their own learning process, actively engaging in self-directed strategies to acquire knowledge and skills. This approach is particularly relevant in the context of language acquisition, as it encourages learners to take ownership of their language learning journey.

Formal English, on the other hand, denotes the standard and grammatically precise use of the English language, often required in academic and professional settings.

In this context, students known for their advanced proficiency in English, are expected to demonstrate a high level of formal language competence in their written and verbal communication despite their advanced language skills, an observed phenomenon suggests that some Masters one students struggle with maintaining the expected level of formality in their use of English. This discrepancy prompts an exploration into the factors contributing to the deficiencies in formal English usage among master students one and the potential correlation with their engagement in autonomous learning practices.

3. Research Questions

This study investigates the awareness and extent of autonomous learning among (EFL)master one students, it seeks to answer the following questions:

1. Are EFL Master one students aware of the importance of autonomous learning?
2. To what extent are Master`s one (EFL) students autonomous?
3. Does autonomous learning contribute to the enhancement of the formal use ofEnglish among (EFL) masters one student?

4. Aims of the Study

The purpose of this study is to examine how autonomous learning affects (EFL) master one students 'formal English usage, it seeks to collect self-reported information from (EFL) Master one students about their autonomous learning practices and their perception of its impact on their formal English .Additionally, it aims to identify the challenges encountered by Master students.

The research intends to provide a comprehensive understanding of how autonomous learning influences language proficiency and to highlight areas where support may be needed to enhance students learning's autonomy.

5. Significance of the Study

The significance of this study lies in its multifaceted contributions to both theoretical andpractical domains of applied linguistics. Theoretically, it advances understanding of learner autonomy by providing evidence on its impact on formal English proficiency. Practically, it offers strategies to improve (EFL)learners' formal English skills, essential for academic and professional success. Pedagogically, it guides educators on fostering autonomous learning,emphasizing the teacher's role as a facilitator.

6. Tools and Methods

This research is descriptive in nature based on self-administered structure questionnaire, which is a pivotal tool to systematically gather quantitative and qualitative data, it consists of (15) Questions. (13) Close ended questions with (MCQs) and (02) open-ended questions. The sample consist of EFL Master one students both linguistic and literature branche, a in which convenience sampling method utilized wherein participants selected based on their accessibility and their willingness to participate and the survey was conducted electronically via Google form distributed to them through telegram application. Collection of data is treated in Excel; it aims to discover participants points of view of their perceptions of the impact of practicing self-directed learning on the enhancement of formal English.

7. Literature Review

A previous study was conducted in Thailand by Scheb-Buenner (2019), aiming at investigating (EFL) students perceptions of autonomous learning at private university. In Thailand, it focused on exploring the extent to which students could understand the concepts of learners' autonomy. Results displayed limited understanding of the concepts of learner autonomy, although they viewed themselves as Autonomous learners. As a consequence, this dissertation's purpose is to understand the perception of EFL master one students the impact of autonomous learning in the formal English usage.

8. Research Structure

As regards the structure of this dissertation, it consists of a general introduction, two chapters and a general conclusion. The general introduction provides the guidelines of this work. It identifies the problem and presents the questions, and methodology used. As for the first chapter, it is theoretical. It introduces the literature review tackling the main ideas and theories

Chapter One: Literature Review

about autonomy in learning, formal English use in academic and professional settings, while the second chapter is practical. It is devoted to the explanation of the research design, the presentation of the data collected from the questionnaire, and the interpretation of the findings.

In general conclusion, a summary of the results, some pedagogical implications for teachers, and suggestions for students.

I. Section One: Autonomous Learning in Foreign Language Learning

Introduction

Nowadays English language has conquered the world and it stands as one of the most widely spoken languages, serving as lingua franca in diverse domain .in addition to, the proficiency in English has become essential for individuals since it opens doors to a myriad of opportunities, it is not merely a skill but a strategic asset, helping individuals pursuing academic and professional advancement on a global scale.

This section presents a literary background concerning the definition of this approach, its benefits, in addition to the characteristics of Autonomous learning and the role of teacher in enhancing self-directed learning, the effect of (ICT) to improve autonomous learning as well as its major theories, its implementation strategies and its

challenges, finally some recommendation to foster autonomous learning for students.

I .1. Definition of Autonomous Learning

Learner 's autonomy has been a difficult concept to define overtime, especially when educators find some contrasts whether autonomous learner are responsible for their learning or they control learning whether this AL is a psychological phenomenon or psychological

Chapter One: Literature Review

implication, however, in the research of Rongmei Yu Nanchang Normal University, China (2020) mentioned that educators have been supporting the development of this concept since 1960s. Autonomous learning is the ability to act and make decisions without being controlled by anyone else" (Oxford Advanced Learners' Dictionary Online, n.d) as well as learners autonomy has been defined as multifaceted -concept which lead learner to control his learning journey. (Holec, 1981; Fredholm et al, 2015).

In Horvath' study (2007) little argues that learning autonomously is not one 's own process without the guidance of teacher, which means students are not allowed full responsibility to learn on their own. Another definition stated by Holec (1981;3) is the learner's capacity to self-direct their learning journey, which means take charge of different aspects of learning, furthermore Benson (2001, 59-60) stated that autonomous learning means critical thinking planning and evaluating, monitoring the learning process consciously from the start to the end.

I .2. Characteristics of Autonomous Learning

According to Boud (2012), autonomous students exhibit several key characteristics. They identify their learning needs, set goals, and plan learning activities. They independently seek out necessary resources and often work collaboratively with others. They choose their learning projects and create challenges to address. Autonomous students decide where and when they will learn, view teachers as guides rather than instructors, and engage in additional independent work using structured materials. They set criteria for evaluating their work, engage in self-assessment, and extend their learning beyond educational institutions, such as in work settings. They determine when their learning is complete, reflect on their learning processes, and make significant decisions about these aspects, which they are responsible for managing (Boud, 2012, p. 23).

I.3. Self-Directed Learning

Self-directed learning as clarified by Knowles (1975), is considered a humanistic approach. In addition to, Additionally, Hiemstra (2013), defines SDL as “designed to help adults learn how to make their own decisions in accomplishing personal learning goals” (p.24).

In self directed learning, personal learning requires one's responsibility to establish his or her own decisions linked to the pre-purposed intent, self-direction is observed to be a great trait that people must have to some extent even with different degrees. This leads self-directed learners to turn the learning process to entirely different stages, related to knowledge and skills. Thus, self-directed study approach is more precise with multiple resources and practices such as self-guided reading, participation in study groups, training, ICT dialogues, and reflective writing activities. Self-directed approach is not merely based on student-centred approach but it can include teachers' assistance for instance, dialogue with learners, securing resources, evaluating outcomes, and promoting critical thinking. Some educational institutions are finding ways to support self-directed study through open-learning programs, individualized study options, non-traditional course offerings, and other innovative programs.

I .4. Motivation

Rong Yu (2020) noted that motivation is closely tied to human thoughts. It is believed that individuals' actions are driven by their needs and interests. Motivation is a powerful tool for effective learning when learners grasp that increased effort leads to greater success, thereby motivating them. In essence, motivation represents the essential drive that sustains patience throughout the journey. However, the level of motivation varies among individuals. Learners with strong desire to learn perceive challenges differently; they understand that failure results from insufficient effort and that effort is crucial for success. These learners develop confidence as they face challenges. Despite the frequent use of the

Chapter One: Literature Review

term "motivation" in educational settings, experts lack consensus on its precise definition. consequently, motivation can be categorized into two types: initial motivation involves the decisions learners make to engage in learning processes, while task motivation pertains to the effort required to remain focused and persistent in task motivation, persistence is crucial for achieving activities and goals .

I .5.Role of the Teacher.

In a research done lately by Gurniche & Rezig affirmed that teacher s rolehas immensely shifted from teacher- centred approach to students self-approach based on earlier studies , which made teacher as a guidance for learners. more than instructor of lessons and information, better explained teacher became as source of knowledge yet learners are responsible for their own learning process based on their needs .they acclaim that teacher is a facilitator , meaning that his main job is to render learning easy and rapid. and a counselors is about providing guidance better said a teacher is a supervisor to his students which will help them to be more self-directed ,in addition to, teacher can foster a positive impact on psychologyof learners .(Guernich Meriam and Rezig Imene,2020,p24)

I.6. Dominant Theories Underlying Autonomous Learning

Autonomous learning can be interpreted differently to people based on their perception and readiness to receive new concepts within learning approaches. This approach can have a positive feedback for foreign language learner, it can affect them negatively.

The constructivist learning theory is not based only on passively learn instead this theory emphasize the important role that the learner plays in understanding of subjects. Meaning the learner is active in the process of learning. According to this theory, learning should be the main focus, and learner are responsible for their learning experience. Teachers are organizers, guiders for Learners must not only receive the information instead they must also to analyze, evaluate, and question it as they learn. (Wang, 2014).

According to Olusegun (2015), constructivism is the outcome of mental construction, in which students learn by integrating new information with what they already know and that this process is always linked to their environment to begin with. Stated differently, this theory is based on the efforts made by learners in connecting what they knew and the new received data along with the impact of their environment on the learning process. It also focus on the details that follow which are the arrangement of resources to learn from tasks to enhance their proficiency, in addition to aligning with the goals preplanned by the learner since he is the only one who can evaluate his level and the goal he aspire to reach.

I.7. Importance of Autonomous Learning in Foreign Language Education

In an article written by Marhabo Avazmatova, Uzbekistan (2022) mentioned significant points to take into consideration. The participation of learner's autonomy is one of the most significant key to thriving. The improvement of autonomy in students learning process lead to the use of the knowledge acquired in real life at least that's what is expected from autonomous independent Learners.

Chapter One: Literature Review

According to many empirical research in social psychology, autonomy" feeling free and volitional in one's actions" (Deci 1995,p.2). Autonomy in learning is a fundamental human need that both feeds and is fueled by our intrinsic motivation and proactive interest in the world. This relationship explains how learner autonomy addresses the issue of learner motivation: when learners take responsibility for their own learning and commit to developing reflective self-management skills, they tap into their intrinsic motivation. This self-driven approach to learning enhances their intrinsic motivation, making their learning more efficient and effective. Consequently, the more autonomous a learner is, the more successful their learning is likely to be. Moreover, the efficiency and effectiveness gained from autonomous learning enable students to apply the knowledge and skills acquired in the classroom to real-world situations.

I.8. Role of Information and Communication Technology in Foreign Language Learning

According to Abdalkareem (2018) in his conference paper he mentioned that the integration of information and communications technology (ICT) in education offers a medium through which diverse teaching methods and educational philosophies can be implemented. However, using (ICT) as an educational tool is more complex as it requires teachers to possess specific skills. The development of (ICT)such as email, the internet, multimedia, and collaborative platforms—significantly impacts its integration into daily classroom teaching and learning. (ICT) has evolved from being merely an additional resource to becoming an essential component of the modern educational environment.

The use of (ICT) enhances opportunities for communication among learners. They can exchange information in real-time, engage in blog discussions, collaborate on projects, send emails, search for information, and more. By utilizing authentic materials available on the

Chapter One: Literature Review

internet, learners can gain a deeper understanding of the culture associated with the language they are studying.

I.9. Effective Tools and Strategies for Autonomous Learning

Coronado & Miyashiro, (2019), demonstrate in their research that Self-directed learning as practices and procedures arranged by students, which will help them solve issues concerning learning process. These learning strategies are linked to metacognition; strategic behaviour requires flexibility in selecting of resources and capabilities in planning and evaluation. Strategies are processes Which entails making decision in addition to processed knowledge they depend on the context of the student, and the characteristics of the specific learning situation with the objective of achieving learning and thus acquiring competences. Appropriate use of these strategies will enable the student to develop self- learning. The student will have control and self-regulation of his/her learning process, thus leading to the achievement of competences. The student's acquisition of a diverse range of strategies is crucial, tailored to individual needs. Initially, the teacher serves as a motivator and facilitator. LópezAguado (2010) proposes various strategies:

1. **Expansion Strategies:** the purpose behind this strategy is to evolve students informational skills. Which are demonstrated in the students' ability to seek information to expand which was received in classroom, it indicates consulting ICTs sources as well as traditional materials to continue outside classroom practices.

2. **Collaboration Strategies:** it indicates the utilization of resources provided by educational institutions to pursue teamwork with classmates by exchanging summaries, material, data adopted form ICTs to practice activities and assignments and clearing ambiguity .according to Roschelle & Teasley (1995,p70). In Buitrago, (2017) research this approach" is coordinated , synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem."

3. **Conceptualization Strategies:** it is based adopting different knowledge organized for instance mapping concept according to Kommer (2001) is one of the tools or methods used to organize data as well as to develop higher level of thinking skills, thus deepening knowledge, bringing clarity, it helps to perceive correlation between concepts since students are required to find links between them, it also helps collect prior knowledge to the recent data obtained.

4. **Preparation Strategies:** preparation autonomous learners are prepared by nature since it is very useful to organize their academic activities including assignment and his time along the journey of learning which will end with self-evaluate.

5. **Participation Strategies:** autonomous learners are aware of their needs for participating in learning journey, using the guideline of teachers as well as participating in classroom activities such as presentations, debates prepare for exams.

6. **Planning Strategies:** is a metacognition strategy which linked to students' behaviour in classroom such as participation in classroom, taking notes from teachers and colleagues, writing his doubts and clarifying them, it is useful to test knowledge he is obtaining.

In essence, these strategies aim to empower students to take charge of their learning process effectively.

I.10. Difficulties in the Successful Implementation of Autonomous Learning

It has been demonstrated so far that AL is an effective language learning strategy that enables EFL students to control their learning environments and direct their academic achievements and performance. However, studies also have demonstrated that learners face major challenges while trying to implement the AL in their learning approach or journey,

Chapter One: Literature Review

Lamichhane (2017), claimed that learners are accustomed to the conventional way of teaching and learning meaning that learners are more likely to be only passive receivers rather than active participants in learning process. Thus, this made it difficult for them to shift these old patterns and failure is a normal consequence for that.

Furthermore, Lamichhane (2017), mentioned another common difficulty that EFL often come across when intending to adopt AL approach which includes language and communication barriers, since this obstacle is linked to the new language they are willing to learn by themselves to acquire high proficiency level. Furthermore English is used to search for different resources for studying nowadays on social media and websites in addition Artificial intelligence that conquered the world lately with a necessity to use mostly and only English. Therefore, for those of lower levels in English it would be difficult for them to interpret the outcomes they receive from internet thus the only reaction presupposed is they will rely on teachers instead as a source for data, at the end of all this learners find themselves incapable of reaching tasks that are more beneficial for improving their English level autonomously as well as a lack of materials.

In Lamichhane's (2017) study, he identified another category of common challenges faced by EFL learners during their autonomous learning (AL) journey, referred to as personal challenges. Which are psychological and personal barriers that students come across in their daily lives; consequently they will be unable to use autonomous approach. For instance issues of motivation, financial constraints, and family responsibilities. Motivation as a term widely known in the realm of education and the pre-researches that display the positive impact that motivation has on the academic achievement. Conversely, students with low motivation may lack the intrinsic or extrinsic drive to pursue their learning process successfully; the learners will depend on their instructors. Furthermore, the pre-mentioned challenges, like financial limitations and inadequate access to learning resources and technology, may confine students' ability to access multimedia materials integral to AL success. In addition to, students

Chapter One: Literature Review

may compete with unpleasant living conditions for example overcrowded households, domestic disturbances, and other unfavorable surroundings, which for sure diminish the implication of autonomy in learning.

I.11. Fostering Learner Autonomy

To foster autonomy among EFL learners, several strategies should be employed, as outlined by Barkley (2010) in "Student Engagement Techniques." These strategies include ensuring that learners have access to explanations that clarify the purpose of courses and activities, and being attentive to their feelings, especially when they are required to participate in specific tasks. It is also important to offer a variety of activities to give students a sense of freedom and ease, and to allow them to control how classroom procedures are implemented. Students should be permitted to choose when, what, and where they complete assignments and to develop their own learning objectives. Additionally, they should be encouraged to use self-assessment techniques to monitor their progress, identify strengths, and anticipate challenges. Providing opportunities for students to evaluate activities and avoiding binary judgments of their performance are also crucial in promoting a more autonomous learning environment.

II. Section Two: Formal English

II.1. Historical Back ground of English Language Development

English language evolution date back to earlier civilizations which it was mainly influenced by many cultures and politics. For instance Roman civilization .all of which has contributed to the creation and precision of this language Events like War the rise of the middle class, the Renaissance, and the expansion of the British Empire have also played significant roles. Additionally, the language has been enriched by regional dialects varieties, displaying therichness of this language. (Baugh & Cable,1993)

II.2. Definition of Formality

In the research of Muslimawati (2019) .he mentioned that formal English emerged lately than informal language, and he clarified that formal English is set of symbols categorized by construction rules, used to structure grammatical language. he also affirms that there is correlation between age and status to formality levels in anther words age and status differences affect formality of language usage for instance the conversation with old person differ from the conversation with political figure in addition to Social distance and familiarity play a role in formality, with closer relationships leading to more casual language use.

In a research done by Muslimawati, (2022) (Brown & Gilmani 1960) stated that level of formality highly depends on relations between communicators, since power has huge impact to enforce their demand (Brow & Levinson, 1987). on the other hand Mizutami (1987) affirm that age difference influence the formality's' level meaning that when someone is talking to older people he is presumed to demonstrate formal language and formal attitudes unlike informality which is displayed often among friends or people with similar social status(zahid & Johari,2018).

II .3. Definition of Language Formality

The underlying assumption of most approaches is that formal language is characterized by some special "attention to form" (Labov 1972), where the formal speaker tries to approximate as closely as possible the standard form and pronunciation of the language, perhaps the way it is defined in textbooks. But we should first ask why someone would want to invest more than the usual amount of attention in the form of his or her expressions. Though we certainly can imagine occasions, such as ceremonies, rituals or examinations, where form appears important for form's sake, the most fundamental purpose of language production is still communication: making oneself understood by someone else. Even language that seems to have a purely social, "non-informational" function (e.g. expressing conformity to the group norm) still communicates the elementary message "I do/don't belong to the same group as you", and tries to do that as clearly as possible. We assume that language production will in general obey Grice's (1975) maxims of conversation, which include requirements of informativeness, truth, relevance, and the avoidance of obscurity and ambiguity.

(Muslimawati,2019).

II .4.Factors Influencing the Utilization of Formal versus Informal English

Formal and informal language expression used in specific context where the speakers communicate. Both formal and informal language expression have their own fields.

There are some factors that influence people to use either formal or informal language in particular situation .Generally, the factors could be situation, status, setting and pattern. Status means the speaker and hearer position in society either superior or inferior .Setting means the place or environment of the speaker such as, school, home, or classroom. Pattern refers to medium of communication either spoken or written language. Situation means the situation when the speaker communicates whether it is formal situation or informal situation .

Chapter One: Literature Review

The appropriateness of using formal and informal language is tightly related to the situation. Hence, the feature of a situation during communication must be considered as well. There are three features of a situation as external aspects effect the language choices of the speaker

a. The Nature of the Audience

The nature of the audience refers to the level of education of the audience. Their level of education can determine the choice of word that someone as a speaker selects in communication. There is a certain vocabulary that js not suitable to use in school. The vocabulary that only suitable to use in the constitution.

b. The Medium of Communication

The medium of communication means either spoken or written language. The use of spoken language and written language is very different. There must be a variation that should be avoided in written language such as slang. Slang cannot be used in writing.

c. The Purpose of Communication

The purpose could be for education, entertainment or information. The purpose of communication also important thing to be considered when choosing of words. The selection of vocabulary often varies according to the purpose of communication. The ways we communicate in educational field are likely to be stricter and more formal then when we communicate in for the entertainment purposes.

Chapter One: Literature Review

Furthermore, one of the factors that influence the communication pattern is interpersonal relation among speaker and hearer in communication. Brown & Gilman (1960), Cate Payton (1985) in Eggins, and Eggins precises three features of interpersonal relationship .

Those are;

a. Power is an equal and unequal power among interactants. The example of equal power is friend relation. The example of unequal power is interaction in the classroom between lecturer and student.

b. Contact refers to the frequency of communication. Either the interactants have frequent contact or rarely contact. For example, contact between family is more frequent than a stranger .

c. Affective Involvement refers to the emotional relationship between the interactants. How close the relationship that each of interactants have. For example, husband and wife are more intimate than work associates. (Muslimawati, 2019).

II. 5. Advantages and Disadvantages of Formality in Language

Depending upon the theoretical framework established by (Heylighen & Dewaele 1990). The main advantage of formality is It lessen the misinterpretation by those who do not share the same context as the sender. Which is more evident in written language, where there is no direct contact between sender and receiver, leading to less shared context compared to spoken language? Formal messages are also more likely to be valid and comprehensible across different contexts, making it easier for knowledge expressed formally to spread among different individuals, groups, or cultures.

However, the downside of formality is less of flexibility. Formal speech is more static and less adaptable to situations where meanings need to be expressed differently from what is founding dictionaries. In contrast, informal speech is flexible, allowing meanings to shift with

Chapter One: Literature Review

changing contexts. This flexibility is especially useful when describing phenomena for which there are no clear expressions in the language yet.

Another disadvantage of formal speech is its structural complexity. Formal expressions require more time, attention, and cognitive processing to produce and understand. The absence of context in formal speech forces the language user to include necessary presuppositions within the message, resulting in a higher use of complex nouns that require more lexical searching. Informal speech, on the other hand, can use simpler and more familiar words that are easily retrieved, requiring less precision due to the shared context between sender and receiver. Formal speech is also less direct than informal speech, as it does not make use of the salient features of the context to express meanings. Informal speech, in contrast, is more interactive and responsive to the immediate context, conveying meanings from a more personal and involved perspective.

In conclusion, the degree of formality in speech depends on the situational requirements and the preferences of the sender. Empirical observation is the most reliable method for studying these dependencies, comparing expressions produced in different situations or by different individuals to understand their overall formality levels.

II .6. English for Occupational Purposes (EOP)

According to a study established by Teyebi et al (2015), English for Occupational Purposes (EOP) is the use or learning of English specifically for work-related needs in fields such as medicine, law, banking, and administration. Kennedy et al. (1984) define (EOP) as English taught in situations where learners need to use English in their professional work. Dudley-Evans et al. (1998) offer a more recent definition, stating that (EOP) includes English for professional purposes in fields like administration, medicine, law, and business, as well as vocational purposes for non-professionals in work or pre-study work settings.

In essence, (EOP) is aimed at preparing learners to effectively meet the demands of their work environment, whether professional or vocational.

II.7. English for Academic Purposes (EAP)

EAP refers to any English teaching that relates to a study purpose. Students whose first language is not English may need help with both the language of academic disciplines and

Study skills which are crucial for students in their academic pursuits, varying based on their specific areas of study. English for Occupational Purposes (EOP) encompasses professional fields such as administration, medicine, law, and business, as well as vocational purposes in work or pre-work settings.

English for Academic Purposes (EAP) has seen huge development since there became a strong demand for English in academic contexts. It is considered a subset of English for Specific Purposes (ESP), personalized to the specific needs of learners at different proficiency levels. Teaching EAP begins with analyzing students' linguistic backgrounds, understanding their pre-knowledge and precising their needs. (Herida, 2020).

II .8. Obstacles in Speaking English

According to Daar(2020), there are certain obstacles that learners may face during speaking English:

a. Lack of Interest in Learning English

Students often lack interest in learning to speak English, which makes them cautious to engage with the language. This lack of interest also affects their focus on learning, leading them to shift their attention to other, more appealing subjects. The level of interest in certain subjects is influenced by the teaching approach and the teacher's effectiveness.

Chapter One: Literature Review

b. Lack of Motivation

The study indicates that a majority of students are not motivated to practice speaking English outside of class. This lack of motivation is attributed to limited time available for English learning, as students prioritize other subjects taught by different lecturers. To enhance motivation, it is crucial to understand and address students' needs, such as through various homework assignments that promote autonomy, although assigning such tasks concurrently with other assignments may reduce motivation.

c. Lack of Basic Knowledge and Vocabulary Mastery

Insufficient foundational knowledge and vocabulary mastery diminish students' motivation and interest in learning English. Focusing on core competencies can result in neglecting vocabulary acquisition, leading to difficulties in understanding English materials. This challenge is compounded by the complexity of the English language, including its semantics, pronunciation, and sentence structure.

d. Lack of Confidence in Speaking

Many students lack confidence when speaking English, often feeling pressured and nervous. This lack of confidence can result in wasted practice time and a fear of speaking. Leo (2013:206) notes that students may lose confidence entirely if they feel embarrassed, unappreciated, disappointed, frustrated, or belittled teachers. Negative comments can exacerbate this issue, causing students to miss opportunities to improve their skills.

II.9. Formality of Academic Writing

According to praminatih (2018), Written language is often perceived as structured, formal, and impersonal, whereas spoken language is seen as less structured, informal, and more subjective. However, there are instances where spoken language can exhibit characteristics of written language, such as in formal lecture, and written language can resemble speech, as in a hastily written email to a friend.

Chapter One: Literature Review

Context plays a crucial role in determining the appropriate level of formality or informality. Using the wrong level can lead to communication breakdowns. For example, in academic writing, using informal language can make the content seem like personal opinion rather than a scholarly synthesis of research, analysis, and critical thinking.

It is widely accepted that academic writing should be highly formal. However, several studies have suggested that academic writing can contain features of informality. Unlike creative writing, academic writing requires a formal tone, which is considered inflexible and conservative (Hyland and Jiang, 2017, 41). Hyland and Jiang (2017, 41–42) argue that formality is crucial in academic writing as it prevents vagueness, misunderstanding, and personal opinion, which can compromise objectivity. Therefore, the lack of formality in academic writing can be detrimental to both the author and the content.

Several studies have observed a trend towards a more spoken-like style in academic writing. Biber and Finnegan (1989) noted a shift from written to spoken language in academic writing. Hundt and Mair (1999) and Seoane and Loureiro-Porto (2005) demonstrated the presence of colloquial language in academic writing. Additionally, Hyland and (Jiang, 2017) reported a slight increase in informal features in academic writing, indicating a decrease in formality over time, particularly among native English speakers.

A survey of style manuals and writing guidebooks by Chang and Swales (1999) identified 10 features of informality in academic writing, including the use of first-person pronouns, unattended anaphoric pronouns, and split infinitives, starting sentences with conjunctions or conjunctive adverbs, ending sentences with prepositions, run-on sentences, sentence fragments, contractions, direct questions, and exclamations. Hyland and Jiang (2017) later adapted these features and suggested the following as indicators of informality: first-person pronouns, unattended anaphoric pronouns, and split infinitives, starting sentences with conjunctions or conjunctive adverbs, ending sentences with prepositions, listing expressions,

Chapter One: Literature Review

second-person pronouns/determiners referring to readers, contractions, direct questions, and exclamations.

In research conducted on formality or informality, Jassim and Nimehchisalem (2016) studied apology strategies used by Arab postgraduate learners of English as a foreign language (EFL) in different speech contexts. They identified thirteen formal and informal strategies used by students, depending on the context's formality. Furuya (2017) focused on the third-person anaphoric pronoun in English, distinguishing between notional person (with semantic orientation) and grammatical person with morphological realization

II.10. What Makes Writing Sounds Informal?

There are certain linguistic features that render speech informal as stated by (wollong, 2020)

1. Inclusion of Personal Pronouns: Using pronouns like "I," "we," "you," and "our" can create a more personal and informal tone. For example, "I think you'll agree with me" establishes a personal connection between the writer and the reader.

2. Verbs Showing Feelings: Verbs that express the writer or speaker's feelings can add an informal touch. For instance, "I disliked Prosser's conclusion" clearly conveys the writer's personal opinion.

3. Use of Colloquial Expressions: Phrases like "turning a blind eye" can make writing sound more conversational and less formal. These expressions are often used in casual conversations rather than formal writing.

4. Use of Everyday Language: Using everyday language, such as "Retirement is something most of us must face sooner or later," can contribute to an informal tone. This type of language is typical in casual settings.

Chapter One: Literature Review

5. Use of Strong Arguments and Emotive Language: Using strong arguments and emotive language, such as "Age can never be totally irrelevant" or "The conditions were appalling," can make writing more persuasive but also less formal and objective.

II .11. Main Features that Contribute to Formalizing Academic English

II.11.1. Nominalization

This refers to turning verbs into nouns, as in "Resource allocation is a significant factor.

Nominalization is common in abstract and technical writing, which are hallmarks of formal language.

II.11.2. Use of Specialist Language

Using specialized terminology relevant to the field of study adds formality to academic writing. For example, using terms like "radiotherapy centers" and "radiation therapists" indicates specific and technical language use.

II.11.3. Use of the Passive Voice

The passive voice is often used in academic writing to avoid personal pronouns and to focus on the action rather than the agent performing the action. For instance, "The treatment sheet and its calculations are independently checked" uses the passive voice to emphasize the action rather than who performs it.

When transitioning from an informal to a formal writing style, it's important to not just focus on removing personal pronouns and colloquial language. You may need to reorganize sentences and paragraphs to ensure a more formal tone. For example, replacing "In conclusion, in this essay I have argued that multiculturalism is good for economic development" with "In conclusion, in this essay it is argued that multiculturalism is beneficial for economic development" removes the first-person pronoun and uses a more sophisticated descriptor «beneficial" instead of "good", resulting in a more formal expression. However, it's worth noting that some lecturers may not object to the use of "I" in essays as long as the

expression is not clumsy or unsophisticated.

II .12. Conclusion

In this theoretical chapter we delved into the crucial relationship between autonomous learning and the use of formal English. Autonomous learning, with its emphasis on self-directed learning and motivation, significantly impacts the development and utilization of formal English language skills. Learners who engage in autonomous learning are more likely to exhibit greater proficiency in formal English, as they take ownership of their learning process and actively seek out opportunities to practice and improve their language skills.

The role of teachers in fostering autonomous learning cannot be overstated, as they play a pivotal role in providing guidance, feedback, and resources that facilitate the acquisition of formal English language skills. Additionally, the integration of Information and Communication Technology (ICT) in language learning can enhance autonomous learning by providing learners with access to a wide range of authentic materials and interactive tools that support the development of formal language skills.

Moreover, Understanding the historical development of the English language and the factors influencing formality in language use is essential for learners aiming to master formal English. While formality in language has its challenges, such as in academic writing and professional communication, autonomous learners are better equipped to navigate these challenges and adapt their language use to suit formal contexts.

Despite the obstacles in speaking English fluently and the complexities of formalizing academic writing, fostering autonomous learning remains a key strategy in improving language proficiency, particularly in the use of formal English. By providing learners with the tools, resources, and support they need to engage in autonomous learning, educators can empower them to become proficient users of formal English in a variety of real-world contexts

Introduction

This chapter focuses on the practical aspects of the research, including the research design, data presentation, analysis, and interpretation. It outlines the overall approach that guides the study and provides an overview of the research context and participants. Additionally, it discusses the instruments used to collect data from the sample and the procedures for data analysis and interpretation. Furthermore, the chapter includes the presentation of findings obtained through the questionnaire. This questionnaire is displayed to both branches (linguistics and literature) master one students at university of Msila. The results are approached quantitatively and displayed in form of diagrams. Then, they are interpreted in relation to the literature review provided in the first chapter. By the end of this chapter, a summary of the results is made in reference to the research questions and hypothesis.

I .Research Design

I.1. Methodology of Research

This research is descriptive in nature as it attempts to explore learning autonomy among master one student in both branches literature and civilization and linguistics in M'sila's University as well as the relation of autonomy in learning with formal English utilization. A questionnaire of (15) questions was designed to master one students both branches (linguistics and literature) in M'sila's university. I selected this method to analyze data gathered from the questionnaire responses in form of statistics.

I.2. Population and Sampling

This investigation was conducted in the Department of Letters and English Language at Mohamed Boudiaf University, M'sila. From a larger population of (84) students to which we wish to generalize the results of this study, English master students sample was chosen based on their years of experience in English learning, the questions were distributed to them online

Chapter Two: Field Work

via of Google form.

Since this study is concerned with EFL Master one students in University of Msila during the year 2023/2024 both branches linguistic and literature ,the questionnaire was delivered to them online through Google form using telegram application , telegram members were above 45 in each of the branches. The selection of this promotion in particular is related to the fact that Master One students are presumed to possess a sufficient background knowledge and competence that enable them to recognize their educational level. Equally, they have already received at least four years of University instruction which therefore has influenced their learning experience. The sample used in this study is non-probable sampling based on Convenience ,accessibility and availability.

The questionnaire comprises (15) questions, (13) questions supported by multiple chosen answers (MCQs), while the two last ones are open ones. The first (6) questions where purposefully designed to seek data about the awareness of students of autonomous learning, while the (6) following questions where designed to focus on the Autonomous Learning of Formal English practices. The last section was designed to Challenges in Autonomous Learning of Formal English.

I.3. Procedures of Data Analyses:

In order to interpret the questionnaire findings, I selected the quantitative method. The fact that almost all of the questions are closed-ended that provided me with numerical data, I analysed the results in terms of numbers and percentages. Besides, two open-ended questions are analysed qualitatively. The administration of student's questionnaire took place on April20th, 2024 at the department of letter and English language, Msila University using questionnaire, which was distributed to them in Google form, and it has been answered immediately.

II .Data Description and Presentation

II.1. Awareness of Autonomous Learning

The participants were asked to give their own perception of the familiarity of autonomous learning. Their answers varied superficially. Based on these percentages, it appears that there is a range of familiarity among students regarding autonomous learning. This highlights the need for targeted interventions and educational efforts to promote autonomous learning among all students, especially those who are not familiar or only somewhat familiar with the concept.

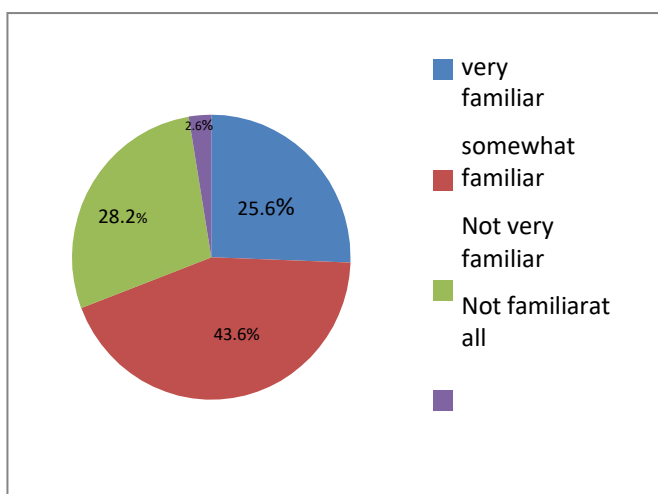
Chapter Two: Field Work

1/ How familiar are you with the concept of autonomous learning in language education?

Table (01) : Frequency of Familiarity of (AL)

Answers	Percentage %
Very familiar	25.6%
somewhat familiar	43.6%
Not very familiar	28.2
Not familiar at all	2.6

Figure (01): Student's familiarity of the concept Autonomous learning



Results display higher awareness of the concept Autonomous learning which will help us for the following questions.

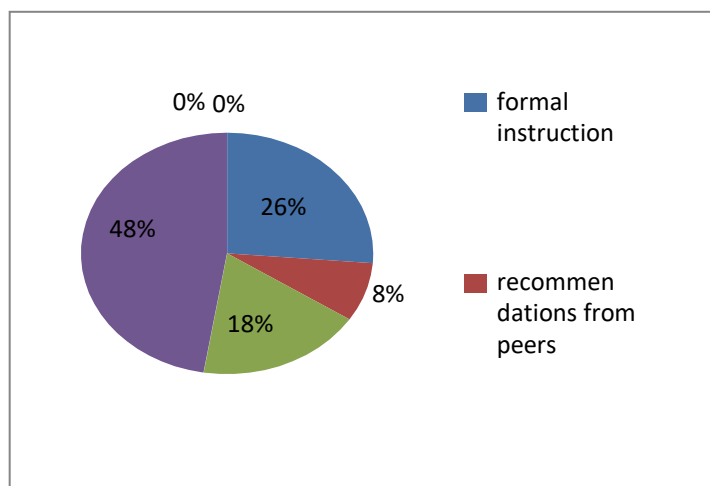
Chapter Two: Field Work

2/ How were initially introduced to the concept of autonomous learning in language education

Table (02) : Methods of Introductions to (AL) Autonomous learning

Answers	Percentage %
-through formal instruction settings (school, university, etc)	26%
-Recommendations from peers and educators	8 %
-online resources or courses	48%
-Personal research and exploration	0%
-other(specify)	0%
-was not introduced to it, not yet	

Figure (02): students' point of view of how they were introduced to the concept



The data demonstrate the self-directed effort made by students, in addition to formal instruction which indicates some students still depend on their instructors to obtain data.

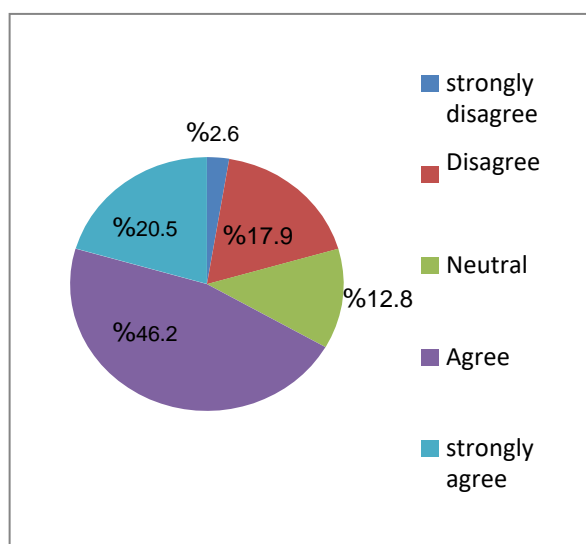
Chapter Two: Field Work

3/On a scale of 1 to 5 how much does you agree with the statement: " I prefer to take charge of my learning process rather than relying solely on teachers or structured classes".

Table (03):Degree of Autonomous learning

Answers	Percentage %
- strongly disagree)	2.6%
- Disagree	17.9%
- Neutral	12.8%
- Agree	46.2
- strongly agree	20.5%

Figure (03): the reliability of students on themselves while learning(self-directed learning)



From the percentages above chart, we conclude that almost all the students are autonomous in learning more than relying only on the teachers instructions, in other words master students of M'sila are adopting the autonomous learning concept and applying it to

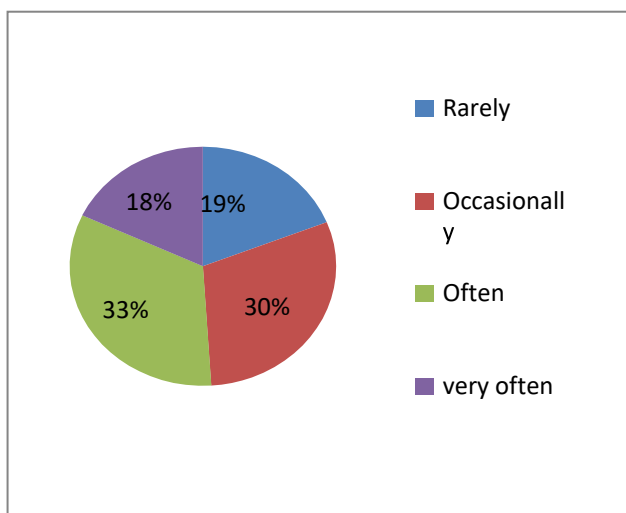
Chapter Two: Field Work

4/How often do you engage in self-directed learning activities outside of formal classroom setting (e.g., reading, online courses, self-study)?

Table (04) : *Degree of Exposure to (AL) activities*

Answers	Percentage %
-Rarely	19%
-Occasionally	30%
-often	33%
-very often	18%

Figure(04): frequency of exposure to self-directed learning outside formal setting.



The results demonstrate the usage of autonomous learning by students in their daily life, however they are not frequent or consistent, and not all of the students are applying it.

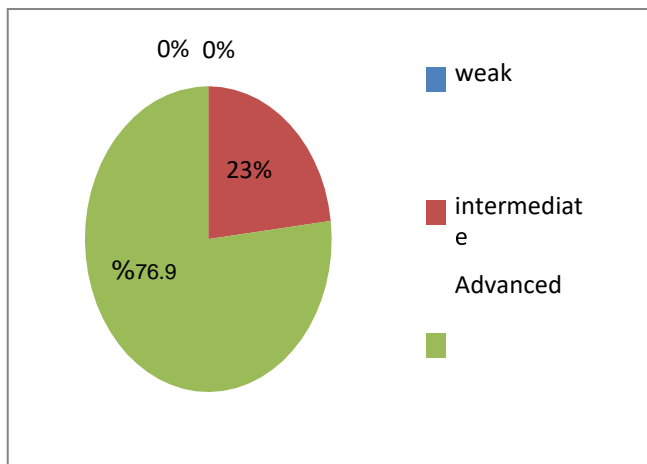
Chapter Two: Field Work

5/What is your level of proficiency in formal English language?

Table (05) : Percentage of level of proficiency

Answers	Percentage %
-Weak	0%
-Intermediate	23.1%
-Advanced	76.9%

Figure (05): The level of English language proficiency at master one students



The majority of respondents rated their proficiency in formal English as either intermediate or advanced, indicating a substantial level of competence in this aspect of the language. This suggests that many respondents likely have a solid grasp of formal English language skills, which could be beneficial for academic, professional, and other formal communication contexts.

Chapter Two: Field Work

6/In what contexts do you typically use formal English?

Figure (06): *the context in which students uses formal English*

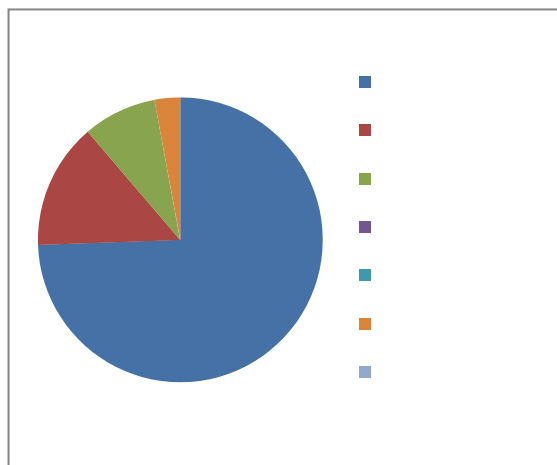


Table (06) :
Areas of Utilisation of formal English

Answers	Percentage
	%
-Academic writing	66.7%
-Professional communication	12.8%
- Presentations	7.5%
-others (please specify)	2.6%
- the first, second and third	2.6%
- everywhere every time	2.6%
-Teaching	2.6%
- All of the previous	

The majority of respondents (66.7%) typically use formal English in academic writing, indicating that this context is a primary domain for the application of formal language skills. This suggests a strong association between formal English and academic contexts, highlighting the importance of proficiency in formal language for academic success.

Additionally, a notable proportion of respondents (12.8%) use formal English in professional communication, indicating that formal language skills are also valuable in workplace settings. This finding underscores the versatility of formal English and its relevance across various professional domains.

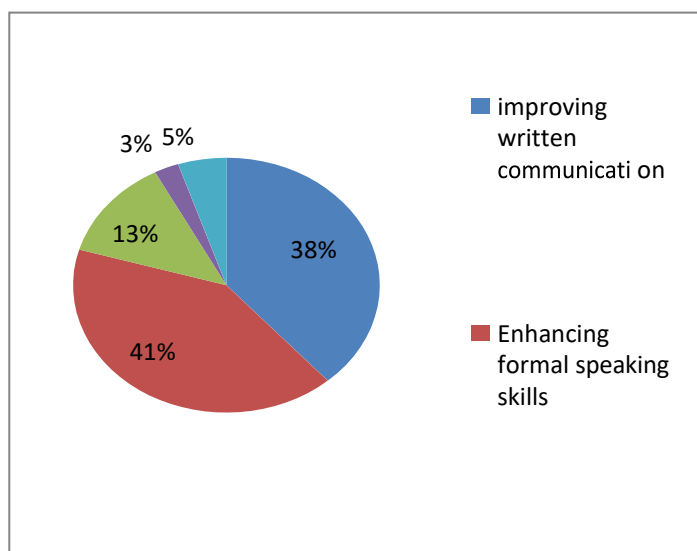
II.2. Section two: Autonomous learning and formal English practices

7/what goals do you set for your autonomous learning of formal English?

Table (07) : *Goals of Autonomous learning Formal English*

Answers	Percentag e %
-Improving written communication	38.5%
- Enhancing formal speaking skills	41%
- Understanding formal English grammar rules	12.8%
- other(please specify)	5.1%
- want to learn formal vocabulary toenhance my level in both soft skills andwritten	2.6%

Figure (07): Student's purposes behind learning autonomously the formal English



These results suggest that respondents prioritize both spoken and written aspects of formal English in their autonomous learning, recognizing the importance of both skills in formal communication contexts.

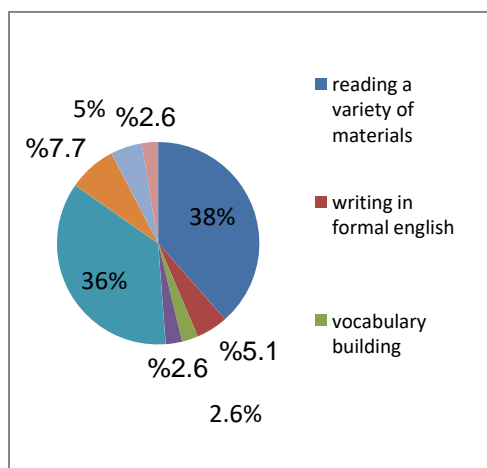
Chapter Two: Field Work

8/what autonomous learning strategies do you use to improve your Formal English?

Table (08) : Frequency of learning Strategies

Answers	Percentage %
- Vocabulary building	2.6%
- Practicing grammar and punctuations	2.6%
- Listening to formal speeches, lectures	35.9%
- practice speaking in formal settings	7.7%
- Self-assessment	5%
- using language learning apps	2.6%
- writing in formal English regular	5.1%
- Reading a variety of materials written	38%

Figure (08): learning strategies



The results display the importance of reading to enhance the formal English and Listening to formal speeches, lectures that explain the awareness of students and their willingness to enrich their language proficiency.

Chapter Two: Field Work

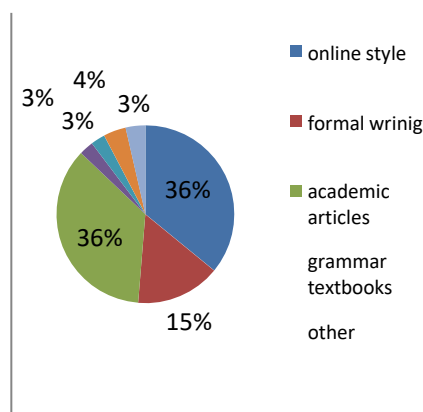
9/What specific resources or tools do you use for autonomous learning of formal

English?(Select all that apply)

Table (09): Resources of (AL) Autonomous learning

Answers	Percentage %
- Online style guides	35.9%
- Formal writing practice	15.4%
- Academic articles or journals	35.8%
- Grammar textbooks2	2.6%
- Other (please specify)	2.6%
- I used to practice to write essaysandparagraphs	4.1%
- Reading some quote, poetry, listeningto native people	3.6%

Figure (09): autonomous learning tools



The result is fascinating since it shows that students do not rely only internet but they also supportive to traditional tools, which enrich diversity in using tools.

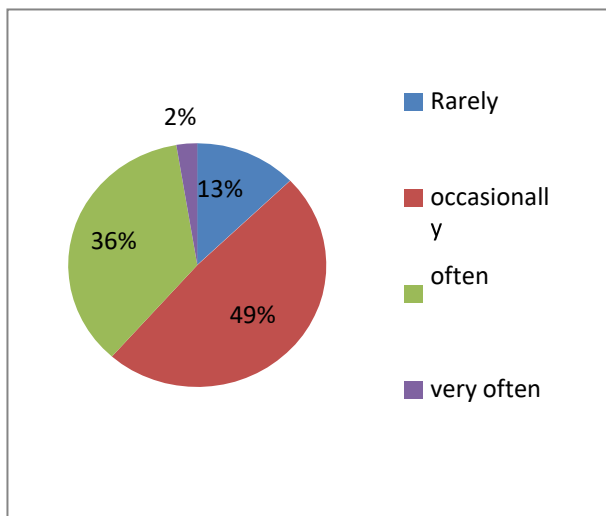
Chapter Two: Field Work

10/How often do you engage in autonomous learning activities specifically focused on formal English language use?

Table (10) : Frequency of Exposure to (AL) activities

Answers	Percentage %
-Rarely	12.8
-Occasionally	48.7%
-Often	35.9%
-Very often	2.6%

Figure(10) : exposure to autonomous learning activities



This result is somehow counter-productive the previews answers where students appears to read journal and articles which interpret the motivated learners to achieve higher level of proficiency.

Chapter Two: Field Work

11/Do you find autonomous learning beneficial for improving your formal English?

Figure (11): *the importance of autonomous learning*

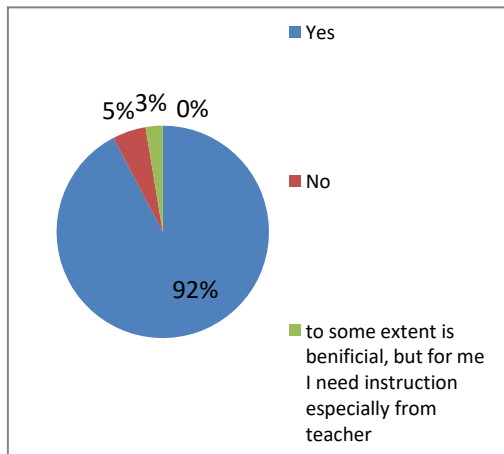


Table (11):

Students opinions of the Beneficiality of (AL)

Answers	Percentage
	%
- Yes	92.3%
- No	5.1%
-some extent is beneficial, but for me I need instruction especially from teacher.	2.6%

The (92.3%) indicate that autonomous learning is beneficial for improving formal English suggests a strong belief among respondents in the effectiveness of self-directed learning in this context. This aligns with research that highlights the benefits of autonomous learning, such as increased motivation, engagement, and the ability to tailor learning to individual needs.

However, the small percentage of respondents (5.1%) who indicated that autonomous learning is not beneficial raises important considerations. It suggests that while autonomous learning may work well for many individuals, there are also those who may struggle with this approach and may require more structured instruction, such as guidance from a teacher. This highlights the importance of recognizing and accommodating different learning preferences and needs within the context of formal language learning.

Chapter Two: Field Work

12/If yes, to what extent does autonomous learning contribute to improving your formal English language skills?

Figure (12): *the impact of autonomous learning on the development of formal English*

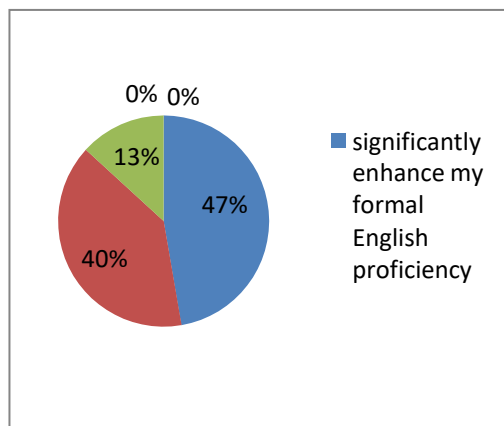


Table (12) :
Areas of (AL) S impact on formal English

Answers	Percentage
	%
-significantly enhances my formal English proficiency	47.3%
- moderately aids in enhancing formal English skills	39.5%
-plays a minor role in enhancing formal English	13.2%
- No noticeable impact on formal English improvement	0%
- Unsure/ I haven't thought about it	0%

The data suggests that the majority of respondents believe that autonomous learning significantly enhances (47.3%) or moderately aids (39.5%) in improving their formal English language skills. This indicates a strong positive perception of the effectiveness of autonomous learning in this context.

Additionally, the fact that no respondents reported no noticeable impact or being unsure about the impact of autonomous learning on their formal English improvement suggests a high level of confidence in the benefits of self-directed learning for formal language skills.

II.3. Section three: Challenges in Autonomous Learning of Formal English.

13/What challenges do you face in maintaining a consistent routine for autonomous learning?

Figure (13): *challenges in maintain autonomous learning*

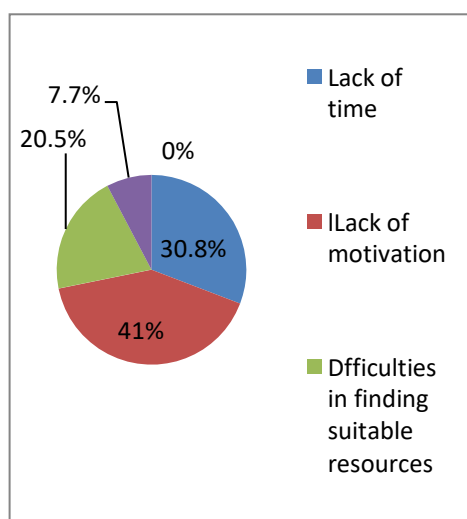


Table (13) :

Types of Challenges Encountered by (EFL) learners

Answers	Percentage %
-Lack of time	30.8%
-Lack of motivation	41%
-Difficulty in finding suitable resources	20.5%
- Limited internet access	7.7%
- other (please specify)	0%

Results display that psychological issues are pre-dominant reason that perpetuate the consistency of learning autonomously, in addition to the lack of time which I acclaim as not a good reason, since students at college are known to have more free time, as well as resources

since there are plenty of websites that deliver different information from which students can choose the most convenient for them.

Chapter Two: Field Work

14/Have you faced any difficulties in applying what you learn through autonomous learning in real-world formal English use? If yes, please describe.

From a critical perspective, the responses suggest that while many learners do not face significant difficulties in applying autonomously learned formal English in real-world contexts, there are several noteworthy challenges. These include a lack of practice opportunities, limited feedback on language use, difficulty in using learned vocabulary correctly, and situations where the need to apply formal English does not arise in learners' environments. Addressing these challenges may require creating more opportunities for practice and feedback, as well as encouraging learners to seek out and create contexts where they can use formal English effectively in real-world settings.

II.4. Section four: Suggestion and Recommendation

15/ Do you have any suggestion for fostering greater autonomy in learners specifically for the improvement of formal English language skills?

Interpretation of results

The responses suggest that fostering greater autonomy in learners for improving formal English involves encouraging self-directed learning, providing resources and support, incorporating technology, setting goals and self-assessment, and emphasizing reading and consumption of formal English content. These strategies aim to create a learner-centered environment that empowers learners to actively engage in their language learning journey.

III. Discussion of Findings:

The questionnaire designed for master one student demonstrates multiple results and significant points to be mentioned as follow:

The first section headed to investigate the awareness of the concept Autonomous learning and the way they were introduced to it apparently the results focus more on the self-made effort by students in addition to formal instruction which is a evident since it helps EFL learners to learn to write in a second language by creating contexts for learning and practice, however, self-directed learning, self-assessment requires a certain level of metacognitive skill, which not all students possess. As Cotterall (1995) notes, "Learners often lack the necessary skills and confidence to effectively self-assess their performance." Therefore, teachers must provide support and training to help students develop these skills. The third question was specifically focused on the degree of autonomy displayed by students, the results correlate and harmonize with the previous answers, next the fourth question was focused on the frequency of exposure to self-directed activities, the results demonstrate that the students are somehow not enthusiastic about autonomous learning, the lack of enthusiasm is a result of lower self-esteem and lack of confidence according to earlier research done by Cotterall, S. (1995) who found that students often lack confidence in their self-directed learning abilities and are not always enthusiastic about taking on the responsibility. Moreover the fifth question was design to investigate the level of proficiency in English ,the results are very positive 77% are advanced in English, while the rest are intermediate which is quite fine for master level. Furthermore an investigation of the context in which formal English is used was directed to EFL master students , results displayed students are more applicable to formal English in academic writings and professional communication, this result is evident since Academic writing typically demands a high level of formality, precision, and adherence to specific conventions. EFL students are trained to meet these standards to succeed in their studies, it also helps

Chapter Two: Field Work

EFL students present their work as serious and scholarly, in addition to the formal settings requires seriousness, clarity and understanding, which formal English can provide for EFL students.

The second section was focused on the relation of formal English to autonomous learning, firstly, the question planned to inquire the goals behind learning autonomously the formal English which improves the productive skills, the following question was about the strategies used to learn autonomously, the students appeared to give more attention to speaking in formal settings and reading different materials, as well ,listening to formal speech They also appear to use different resources to learn from ICTs and traditional books. Emphasizing the reading of formal English content can expose students to the appropriate language structures and vocabulary used in academic and professional contexts. Extensive reading helps in building a strong foundation in formal language usage. According to Krashen (2004), "Reading is a powerful tool for language acquisition, particularly in acquiring the formal language used in academic settings". Nevertheless this result contradicts with the frequency they are exposed to activities that enhance their autonomy, most of them are sloppy, even though the majority of them

(92%) of students agree that autonomous learning contributes to enhance formal English. According to Dincer, Yesilyurt and Takkac (2012) mentioned that there is significant and positive correlation between autonomy supportive climates and learners' achievement

Lastly, the lack of time and motivation can hinder learners in pursuing their learning journey, as research has proven many times that Autonomously motivated students engage more actively in their learning activities and show higher interest in topics since they endorse their own actions by integrating the learning outcomes with their own personal values and goals (Ryan et al., 2010). This what the previous studies demonstrated according to Dickinson

(1995), learners with a high level of motivation and confidence was expected to be autonomous and autonomous learners were intrinsically motivated.

To enhance autonomous learning in formal English, students suggest promoting self-directed learning with adequate resources and technological support, setting goals and self-assessment to improve awareness and self-regulation, and emphasizing the reading of formal English content. These strategies aim to create a learner-centered environment that encourages active engagement in the learning process, the success of these strategies depends on the student ability to self-assess and set realistic goals, and the role of teacher in facilitating the process, since many studies proved the importance role that educators and teachers play

IV. Pedagogical Implications for Teachers

According to many authors like (Nunan, Little, and Holec) who support autonomous learning not only for students but also for teachers in the process of learning foreign language and Based on this study some suggestion are provided to teachers:

- Encourage students to manage their time effectively by creating study schedules and prioritizing tasks. Provide guidance on time management techniques and emphasize the importance of allocating time for autonomous learning activities.
- Help students find intrinsic motivation by highlighting the relevance of formal English language skills for their academic and professional success, on addition to encourage them to set specific, achievable goals and celebrate their progress to maintain motivation.
- Provide regular feedback on students' language use, focusing on both strengths and areas for improvement. Encourage peer feedback and self-assessment to supplement instructor feedback.
- Offer vocabulary-building exercises and strategies to help students practice using new words in context. Encourage them to create flashcards, use vocabulary apps, and engage

Chapter Two: Field Work

in regular reading and writing activities.

- Create opportunities for students to practice formal English in realistic scenarios, such as mock professional presentations, academic debates, or writing assignments. Encourage them to seek out formal English language resources and practice using formal language in everyday conversations.
- Formal instructions is necessary in case the students find difficulties to guide themselves in choosing the learning processes and organizing the information, yet the arrangement and finding suitable materials that fit to their learning needs.

Overall, by addressing these problems and providing support and guidance, educators can help students overcome barriers to autonomous learning and enhance their formal English language skills.

V. Suggestions for Students

Autonomous learners are more likely to achieve a higher level of language proficiency. Therefore, Algerian students should lessen their reliance on teachers and take more initiative in their learning. It is essential for them to be fully aware of the entire learning process, beginning with understanding their abilities, preferences, and learning styles. They must also recognize their roles as students and those of their teachers in a modern, learner-centered classroom. Additionally, numerous opportunities are available to learners, especially through ICTs and the internet. Nowadays, students can easily access additional knowledge sources, materials, activities, and assessment tools. They can also enhance their linguistic, communicative, and pragmatic skills by interacting with native speakers or other EFL/ESL learners.

- Learners should take advantage of various ICT tools, such as language learning apps, online courses, and educational websites. These resources can provide interactive and engaging ways to practice formal English.

Chapter Two: Field Work

- Read a variety of formal English content, including academic journals, professional articles, and high-level literature. This will expose them to different writing styles and vocabularies.
- Develop productive skills through writing for instance: regularly practice writing formal English by composing essays, reports, and research papers. Focus on clarity, coherence, and proper grammar.
- Enhance Speaking by Engage in activities that require formal speaking, such as presentations, debates, and discussions. Practice speaking clearly and confidently in formal settings.
- Learners can create a Supportive Learning Environment through joining Groups or discussion forums where they can share experiences, resources, and strategies with peers.
- Actively seeking feedback from teachers, peers, or language experts. Constructive feedback can help students identify strengths and areas for improvement in the use of formal English context.
- Incorporate Learning into Daily Life for instance learners can apply formal English in
 - writing professional emails, attending academic conferences, or participating in internships. Practical application reinforces learning.
- Learners can enhance their motivation for learning by reminding themselves of the goals pre-planned and the necessity of formal English in professional settings
- Learners should Practice Self-Regulation by setting deadlines, monitoring progress, and adjusting learning strategies as needed.

VI. Limitation of the Study

The barriers I encountered while pursuing my research were the hesitation from students to answer some questions, in addition to some difficulties to the accessibility of the

sample since many were not attending in class as a result I reached them online using the online material Google form.

VII. Suggestions for Further Research

Since Autonomous learning is significant for students to learn formal English, it is highly recommended to conduct more research about it highlighting different angles:

For instance; exploring the differences in Autonomous learning approaches for formal English in professional versus Academic settings, identifying the specific needs and strategies for each context, furthermore the impact of peer learning and collaboration in learning formal English autonomously etc.

Conclusion

In this practical chapter, the research design was presented including the research method, context, population and sampling, instrumentation, and data analyses procedures. The findings obtained through the questionnaire are presented and interpreted quantitatively and qualitatively. This work aims at investigating the relationship of autonomous learning and the utilization of formal English among master one students at university of M'sila.

The questionnaire's results demonstrate significant data into the awareness, practices, and challenges faced by Master one students regarding autonomous learning and the use of formal English. The findings indicate a generally positive attitude towards autonomous learning, with a majority of students acknowledging their autonomy in learning and recognizing its importance in enhancing formal English skills. However, there seems to be a

Chapter Two: Field Work

discrepancy between students' awareness and their actual engagement in self-directed activities, with lack of time and motivation as barriers.

The results also displayed the context in which formal English is used, with a focus on academic writing and professional communication, suggesting a practical understanding of when and where formal language is appropriate. Despite this, there is a need for improvement

in the frequency and consistency of self-directed activities to enhance formal English proficiency.

Suggestions from students, such as encouraging self-directed learning, providing resources and support, incorporating technology, and setting goals, provide valuable insights for enhancing autonomous learning experiences. By implementing these strategies, educators can create a more learner-centered environment that motivate students to take ownership of their language learning journey and improve their formal English skills.

General Conclusion

General Conclusion

This study stimulates an exploration into the impact of autonomous learning on formal English usage among master one students, as the observed phenomena of discrepancy in the level of formality expected from them, this study aims to collect self-reported information from EFL master one students about their autonomous learning practices as well as their perceptions of its impact on their formal English use, therefore a descriptive research approach with a questionnaire designed to 84 participants compromised of 15 questions 13 close ended and two open ended questions to both branches linguistics and literature, which was delivered to them online through Google form, the participants were purposefully selected due to their suitable time, available time and accessibility.

The findings revealed positive attitude toward the autonomous learning s impact on formal English usage, they agreed that autonomous learning contribute to enhance formal English which is emphasized in previous research according to Nunan, D (1997). He emphasized that autonomous learning helps students be more proficient in English language.

Additionally, most students are more aware of this concept by their own made effort with the help of formal instruction which means they should adopt this approach into their learning process, however they are not enthusiastic enough to apply it frequently as a result of lack of confidence an low self-esteem in their abilities to manage their time and process of learning, as well as identifying their needs.

Moreover, a concentration on listening to formal speeches, lectures are among the most used strategies to enhance autonomy in learning foreign language as well as reading different materials using ICT and traditional books, furthermore the goals behind learning formal English autonomously was introduced in improving written communication and enhancing

General Conclusion

formal speaking which is evident to develop these productive skills which are paramount for their professional success.

This study also demonstrates some challenges encountered by students, a lack of time and motivation can hinder the process of learning which educators should take into considerations by implementing some techniques to help them manage their own time furthermore educators should help students find intrinsic motivation to pursue their learning autonomously another recommendation is to offer vocabulary building exercises and strategies to help students practice new words in context.

To better understand these implications of these results, future studies could address some research's for instance, exploring the differences in Autonomous learning approaches for formal English in professional versus Academic settings, identifying the specific needs and strategies for each context, furthermore the impact of peer learning and collaboration in learning formal English autonomously

References

- Abdalkareem, M. (2018). The positive Effect of ICT on the English language learning and teaching
Retreived from: <https://www.researchgate.net>
- Apu, M. W., Neo, T. K., Farhana, K., Amphawan, A., Hew, S. H., & Neo, M. (2022). Encouraging Student Motivation in a 3D Self-Directed Learning Environment. In *2nd International Conference on Creative Multimedia 2022 (ICCM 2022)* (pp. 99-107). Atlantis Press.
- Avazmatova, M. (2022). The Role of Learner Autonomy in Foreign Language Learning. *Humanising Language Teaching*, 24(4).
- Baugh, A & ,Cable, T. (1993). *A history of the English language*. Routledge.
- Boud, D. (2012). *Developing student autonomy in learning*. Routledge.
- Buitrago, A.G. (2017). Collaborative and Self-directed Learning Strategies to promote Fluent EFL Speakers. *English Language Teaching*. 10 (5), 139-157. Retrieved from <https://eric.ed.gov/?id=EJ1139857>
- Chamorro, R. S. J. (2015). *The Influence of Autonomous Learning in the Development of listening for Learners*. Retrieved from: <https://sired.udenar.edu.co/4434/1/91426.pdf>.
- Chilingaryan, P. K. (2015). *Motivation in Language Learning*. 2nd International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM2015. ResearchGate. DOI:10.5593/SGEMSOCIAL2015/B12/S3.085.
- Ciechanowskaalso, D. (2011). Benefits of students autonomy and independent thought. [in:] K.Denek, A.Kamińska, W.Kojs, P.Oleśniewicz, *Education of Tomorrow. Contemporary Education and its Contexts*, (ed): p 77-89.
- Daar, G. (2020). *Problems of English Language Learning in Context .PKBM sambipolleng*. 124-1.

- Dang, T. T. (2012).Learner autonomy: A synthesis of theory and practice. *Internet Journal of Language, Culture and Society* 35:52-67. ResearchGate.
- Desai, N. (2023). A study on the role of ICT in Language learning. *Revista Review Index Journal of Multidisciplinary*, 3(1), 05-11. Retrieved from: Fareen, J. A. M. *English language use and usage in formal and social contexts—A critical review*.
- Guerniche, M., &Rezig, I. (2021). *Investigating the language learning strategies employed by EFL learners to promote learning autonomy: The case of third year EFL students at M'sila University*.
- Gülnehal, Ş. E., &Cem, B. (2019). Does autonomy really matter in language learning?. *Journal of Language and Education*, 5(4 (20)), 98-111.
- Günes, S., &Alagözlü, N. (2020). The Interrelationship between Learner Autonomy, Motivation and Academic Success in Asynchronous Distance Learning and Blended Learning Environments. *Novitas-ROYAL (Research on Youth and Language)*, 14(2), 1-15.
- Herida, I. C. P., & Enriquez, A. (2021).Perceptions in English For Academic and Professional Purposes Competencies: An Analysis of TVL Class. *Journal of Social Work and Science Education*, 1(3), 281-288. <https://doi.org/10.52690/jswse.v1i3.121>
- Heylighen, F& ., Dewaele, J. M. (1999).Formality of language: definition, measurement and behavioral determinants. *Internet Bericht, Center "Leo Apostel", Vrije Universiteit Brussel*.1(4)

- Hiemstra, R. (2013). Self-directed learning: why do most instructors still do it wrong. *International journal of self-directed learning*, 10(1), 23-34.
- Saeed, M. A. (2021). Learner Autonomy, Learner Perceptions on Strategies to achieve Autonomy in an EFL Classroom. *International Journal of Linguistics, Literature and Translation*, 4(3), 150–158. <https://doi.org/10.32996/ijllt.2021.4.3.17>
- Hong-mei, Z. (2018, December). On Teacher's Roles in Developing Learner Autonomy. In *1st International Conference on Contemporary Education and Economic Development (CEED 2018)* (pp. 69-72). Atlantis Press. <https://doi.org/10.31305/rrijm2023.v03.n01.002>
- Ildikó, H., Eötvös, L. (2007). Autonomous learning; What makes it work in postgraduate interpreter training? ILDIKO Horvath. University, Budapest Retrieved from <https://www.researchgate.net>
- Kommer, P. (2001). Concept mapping as learning strategy for autonomous students with a serialistic cognitive style. *International Journal of Continuing Engineering Education and Life-Long Learning*, 11(1), 42-50. Retrieved from <http://www.researchgate.net/publication/22877404>
- Lamichhane, P. (2017). Identifying the Challenges of Autonomous Learning among International Master of Research Students in Western Sydney University. Western Sydney University. Retrieved from: <https://researchdirect.westernsydney.edu.au/islandora/object/uws:46778/datastream/PDF/view>
- Learning Development — University of Wollongong. (2020). *Academic writing: Formal writing* Retrieved from: <https://documents.uow.edu.au/content/groups/public/@web/@stsv/@ld/documents/doc/uow195602.pdf>
- Little, D., & Dam, L. (1998). Learner autonomy: what and why? *Language teacher*, 22.7_8

- Medina Coronado, D., & Nagamine Miyashiro, M. M. (2019). Autonomous Learning Strategies in the Reading Comprehension of High School Students. *Journal of Educational Psychology-Propositos y Representaciones*, 7(2), 147-159.
- Muslimawati, N. S. (2019). *Expresi Bahasa formal dan non formal yang digunakan oleh siswa dalam kelas interaksi* Doctoral dissertation, Universitas Negeri Makassar.
- Muslimawati, N. S. (2022). *Formal and informal language expressions used by English students of Indonesia in classroom presentation-interaction*. *Elsya: Journal of English Language Studies*. 23-12, 1(4).
- Mynard, J., & Stevenson, R. (2017). Promoting Learner Autonomy and Self-Directed Learning: The Evolution of a SALC Curriculum. *Studies in Self-Access Learning Journal*, 8(2).
- Olusegun, S. B. (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning. *IOSR Journal of Research & Method in Education (IOSR-JRME)*.
- Pawlak, M., & Kruk, M. (2012). The development of learner autonomy through internet resources and its impact on English language attainment. *Studia Anglica Posnaniensia*, 47(2-3), 69-91.
- Pramatih, G. A., Kwary, D. A & Ardaniah, V. (2018). Is EFL students' academic writing becoming more informal. *Journal of World Languages*. 112-101, 2(5).
- Raymond, A. N & Ellingson, J. E. (2017). *Autonomous Learning in the Workplace*. An Introduction. Copyright Taylor & Francis Group. Retrieved from: https://www.routledge.com/rsc/downloads/4.1.10.4324_9781315674131-1.pdf
- Retrieved from: <https://www.hltmag.co.uk/aug22/role-of-learner-autonomy>
- Sari, R. (2019). Social Media as an Autonomous Learning Facility to Enhance Writing Skill in

Digital Era. 3rd English Language and Literature International Conference

- Teyebi, A& ,.Boubekeur, L. (2015 .) *BusinessEnglish as a Successful Key for Professional Career LMD Students of Commerce ,Economy and Managements Department at Adrar University*(Doctoral dissertation, Ahmed Draia University-Adrar (ELLiC).
- Wang, H. (2014). *Learner Autonomy Based On Constructivism Learning Theory*. World Academy of Science, Engineering and Technology.International Journal of Cognitive and Language Sciences.
- Yu, Z. (2017, February). The characteristics and methods of autonomous Learning of Higher Mathematics.In *2017 International Conference on Humanities Science, Management and Education Technology (HSMET 2017)* (pp. 1259-1263). Atlantis Press

Appendices

Students' Questionnaire

Dear students, in order to fulfil the Master degree, we are required to conduct a research, which this questionnaire is part of. Your responses will be kept confidential and used only for the purposes of this research.

Section 1: Awareness of Autonomous Learning

1. How familiar are you with the concept of autonomous learning in language education?

- Very familiar
- Somewhat familiar
- Not very familiar
- Not familiar at all

2. How you initially introduced to the concept of autonomous learning in language education?

- Through formal instruction settings (school, university, etc.)
- Recommendations from peers or educators
- Online resources or courses
- Personal research and exploration
- Other (please specify).....

3. On a scale of 1 to 5, how much do you agree with the statement: "I prefer to take charge of my learning process rather than relying solely on teachers or structured classes"

Strongly disagree Disagree Neutral Agree strongly agree

4. How often do you engage in self-directed learning activities outside of formal classroom settings (e.g., reading, online courses, self-study)?

Rarely occasionally Often Very often

5. What is your level of proficiency in formal English language?

Weak intermediate advanced

6. In what contexts do you typically use formal English?

- Academic writing
- Professional communication
- Presentations
- Others (specify please).....

Section 2: Autonomous Learning of Formal English practices

7. What goals do you set for your autonomous learning of formal English?

- Improving written communication.
- Enhancing formal-speaking skills.
- Understanding formal English grammar rules.
- Other (please specify).....

8. What autonomous learning strategies do you use to improve your Formal English?

- Reading a variety of materials written in formal English
- Writing in Formal English regularly
- Vocabulary building
- Practicing grammar and punctuation specific to formal English
- Listening to formal speeches, lectures, or podcasts
- Practice speaking in formal settings
- Self-assessment
- Using language learning apps
- Other (please specify).....

9. What specific resources or tools do you use for autonomous learning of formal English? (Select all that apply)

- Online style guides.
- Formal writing practice.
- Academic articles or journals.
- Grammar textbooks.
- Other (please specify).....

10. How often do you engage in autonomous learning activities specifically focused on formal English language use?

- Rarely
- Occasionally
- Often
- Very often

11. Do you find autonomous learning beneficial for improving your Formal English?

Yes No

12. If Yes, to what extent does autonomous learning contributes to improving your formal English language skills?

- Significantly enhances my formal English proficiency.
- Moderately aids in improving formal English skills.
- Plays a minor role in enhancing formal English.
- No noticeable impact on formal English improvement.
- Unsure/I have not thought about it.

Section 3: Challenges in Autonomous Learning of Formal English.

13. What challenges do you face in maintaining a consistent routine for autonomous learning of formal English?

- Lack of time.
- Lack of motivation .
- Difficulty in finding suitable resources.

- Limited internet access.
- Other (please specify).....

14. Have you faced any difficulties in applying what you learn through autonomous learning in real-world formal English use? If yes, please describe.

.....

Section 4: Suggestions & Recommendations

15. Do you have any suggestions for fostering greater autonomy in learners specifically for the improvement of formal English language skills?

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

ملخص

تهدف الدراسة الحالية الي تقصي العلاقة بين نشاطات استقلالية التعلم للطلاب و تطوير اللغة الانجليزية الاكاديمية (رسمية) بالتحديد لطلاب سنة اولى ماستر بتطبيق استراتيجيات مباشرة ذاتية من طرف هؤلاء الطلاب لتحصيل المعرفة و المهارات ، و التي تعرف بارتباطها الخاص باكتساب اللغة، و دعم الطلاب لاكتساب اللغة بمفردهم، من الاهداف المسطرة لهاذه الدراسة توضيح الظاهرة الملاحظة من طرف بعض طلاب ماستر الذين يعانون من نقص في احترافية اللغة الانجليزية الرسمية، على الرغم من المستوى الدراسي الذي وصلوا اليه و المهارات المكتسبة. و تعتمد هذي الدراسة على استبيان كأداة للحصول على بيانات كمية و نوعية تتعلق بممارسات و الانشطة المتبعة من طرف الطلاب لتحسين الاستقلالية في تعلم اللغة و كذلك لمعرفة وجهة نظرهم فيما يخص تأثير الاستقلالية الذاتية في التعلم على تحسين استعمال اللغة الانجليزية الرسمية او الاكاديمية. النتائج تبين مدى وعي الطلاب بالمنهج المتبع.

(استقلالية التعلم)، لكن يبقى عليهم زيادة نسبة ممارستهم للنشاطات التي تدعم هذا المنهج بالإضافة الي الاستمرارية لتحقيق مستوى عالي من اتقان اللغة الانجليزية الرسمية، كذلك تم تحديد بعض التحديات التي صرح بها الطلاب فيما يخص رحلتهم في تعلم بمفردهم هي نقص الحافز و كذلك قلة الوقت . بعض النصائح المقدمة من طرف الطلاب للأساتذة لكي يدعموا بها الطالب في عملية التعلم الذاتي. بصفة عامة هذه الدراسة تساهم في فهم كيف يمكن للتعلم.

الذاتي أن يحسن من اتقان اللغة الانجليزية الرسمية لدى طلاب الماستر.

الكلمات المفتاحية: الاستقلالية، التعلم الذاتي، استراتيجيات التعلم الذاتي، متعلمو الإنجليزية كلغة اجنبية.

Résumé

Cette dissertation examine la relation entre les pratiques d'apprentissage autonome et le développement des compétences en anglais formel chez les étudiants en Master FLE (Français Langue Étrangère). L'apprentissage autonome, caractérisé par des stratégies d'auto-direction pour acquérir des connaissances et des compétences, est particulièrement pertinent dans l'acquisition des langues, permettant aux apprenants de prendre en charge leur parcours d'apprentissage. L'étude vise à aborder le phénomène observé de certains étudiants en Master ayant du mal à maintenir le niveau de formalité attendu dans leur utilisation de l'anglais, malgré leurs compétences linguistiques avancées.

Les questions de recherche portent sur la prise de conscience des étudiants quant à l'apprentissage autonome, l'étendue de leur autonomie, et l'impact de l'apprentissage autonome sur l'utilisation de l'anglais formel. Les hypothèses suggèrent qu'un engagement actif dans l'apprentissage autonome contribue significativement à l'amélioration de l'utilisation de la langue formelle.

Sur le plan méthodologique, l'étude utilise des questionnaires pour recueillir des informations auto-rapportées des étudiants en FLE sur leurs pratiques d'apprentissage autonome et leur perception de son impact sur leur utilisation de l'anglais formel. Les objectifs incluent l'examen de l'impact de l'apprentissage autonome sur l'utilisation de la langue formelle, l'identification des défis et des obstacles rencontrés dans l'apprentissage autonome, et la formulation de recommandations pour soutenir et améliorer les expériences d'apprentissage autonome.

Les résultats suggèrent que bien que les étudiants démontrent une prise de conscience et des attitudes positives envers l'apprentissage autonome, il est nécessaire d'améliorer la fréquence et la constance des activités auto-dirigées pour renforcer la compétence en anglais formel. Des défis tels que le manque de temps et de motivation sont identifiés, ainsi que des

recommandations pour les éducateurs afin de soutenir les étudiants dans leur quête d'apprentissage autonome.

Dans l'ensemble, cette étude contribue à la compréhension de la manière dont les pratiques d'apprentissage autonome peuvent améliorer les compétences en anglais formel chez les étudiants en Master FLE, fournissant des perspectives pour les éducateurs et les institutions d'apprentissage des langues sur la manière de soutenir et d'améliorer les expériences d'apprentissage autonome.

Mots clés : autonomie, apprentissage auto-dirigé, stratégies d'apprentissage autonome, apprenants FLE