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**Exploring ESP Students' Perceptions Of The Use Of E-learning
To Enhance Their Autonomy
The Case Of First Year ST Students at M'sila University**

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the Requirements for the Degree of Master in Linguistics**

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Dedication

I dedicate this work,

To my father and mother whose support and encouragement have been my greatest motivation.

To my lovely sisters :Amani, Wissal and Ranim and my brother Mohamed.

To my friends and classmates who have shared this challenging journey with me providing support and motivation especially Ilyas and Melissa.

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Abstract

The present study investigates how internet-based instruction influences learner autonomy, defined as learners' ability to take control of their learning process and make their own decisions about their learning strategies in the context of English for Specific Purposes (ESP). It is a case study designed to investigate the extent to which internet promotes learner autonomy by examining learners' perceptions and experiences related to autonomous learning. We hypothesize that using internet in ESP classes help in boosting learners' autonomy. To validate this hypothesis a questionnaire was designed to first year science and technology students at M'sila university to collect information about their opinions and attitudes towards fostering autonomy in learning through the use of internet. The results obtained which validate the hypothesis are tabulated and analyzed in the last chapter. It was revealed that students of ST are aware of autonomous learning and that they heavily rely on the internet as their primary resource in their learning process. Results also revealed that teachers have a significant role in fostering learners' autonomy through internet by supporting them to use ICT tools and also by contacting them whenever they need feedback. On the basis of these results, it is recommended that educational institutions specifically in the field of ST consider integrating internet-based instruction and ICT tools into ESP classes to promote learners' autonomy. Besides, it is recommended that teachers receive support in utilizing ICT tools and providing timely feedback to students. This would help create an environment that empowers students to take control of their learning process, make informed decisions, and develop their own learning process.

Keywords: ESP, ICTs, learner autonomy, ST students, perceptions.

LIST OF ABBREVIATIONS

ESP: English for Specific Purposes

SDL: Self-Directed Learning

LA: Learner Autonomy

ST: Science and Technology

ICT: Information and Communication Technology

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General Introduction

With the technological development in the last decades, learners dependency appears to be one of the major drawbacks for ESP learners who need to be highly aware to achieve the effectiveness of language teaching. This led the higher educational domain to shift from teacher centered approach to learner centered one where self--directed learning (SDL) or learner autonomy (LA) had been brought as a new concept which support learners to be active and to be able to take responsibility for one's own learning process (Holec, 1981). The internet is a technology that has become an enormous part of people's daily lives and it has an important role in developing the educational process. Although ICT-Based instruction is attracting researchers' attention, it has not been investigated in terms of developing autonomous learning among ESP students.

The current study is concerned with the impact of the internet based instructions in this domain and it sheds light on ESP learners' attitudes toward this concept as well as the way it affects autonomous learning.

Therefore, there has been a considerable growth of interest in LA concept in the recent years in Algeria and it has been at the heart of research on ESP teaching and learning. Researchers noticed that children and adults learn in different ways which drives them to go deeper in how they actually learn. The concept of learner autonomy promoted first by Henri Holec "the father of learner autonomy" and others in the context of language education in Europe and had been a top concern since 1981. Education rapidly evolved under the pressure of technological innovation that have been introduced in language teaching and learning since the 1980s, with the aim of improving efficiency in the educational process.

1-Statement of the problem

Dependency in learning is treated as a significant challenge that most university students encounter. The main reason of the failure of Autonomy in universities is the insufficiency of tasks, tools and challenges in learning. The majority of teachers view teaching as a process of imparting information to their students, they define learning as a procedure in which information is transferred from teachers to students through lectures and tasks without providing students with a chance to control their learning process. The current research will analyze the barriers of self-autonomy at university and suggest some solutions to this problem.

2-Significance of the study

Education is one of the fields that has profited from the recent development of the internet which has had a significant impact on society. One of the advantages of using internet is that it gives students the opportunity to develop their capacity for learning independency. Students who are interested in learning through online tools will be able to develop their autonomy skills quickly and effectively and both students and teachers should take part in the process of increasing autonomy via internet which is required to possess this ability and attempt to apply it successfully in the learning process. This study attempts to explore the concept of learner autonomy and the role of internet in supporting learners to be active and to take responsibility for their own learning process. The contribution of this study may be needed by both ESP teachers and ESP learners. Learners would be more aware of the importance of autonomy and how it influences learning and also realize the extent to which internet contributes in enhancing their autonomy and teachers will approach the concept of autonomy from another perspective using it to bridge the gap between autonomy and ICT tools.

3- Aims of the study

The general aim of this study is to shed light on the effectiveness of E-Learning in enhancing learner's autonomy. The research will also elucidate the students' perceptions and attitudes towards the concept of autonomy in the ESP framework. In addition this research tries to illustrate the role of the E-Learning in enhancing autonomy among university students.

4- Research Questions

Standing on what has been stated on the problematic; the following research questions will be verified through this study:

- Are first year ST students autonomous learners ?
- What is the role of teachers in the learners' autonomy ?
- Does E-Learning enhance autonomy among ESP learners ?
- What are ESP learners perceptions toward the impact of E-Learning towards autonomous learning ?

5- Research hypothesis

According to the previous questions, this study is assumed that using internet in ESP context is really important and has a major impact on learners autonomy. Hence, We hypothesize that by integrating E-Learning in ESP classes, there may be a positive impact on learner autonomy among first-year ST students.

6- Research methodology

6-1- Choice of the method

In order to confirm the hypothesis the research has been conducted through the experimental method as an appropriate way to achieve the aims of this study. The design of this

study is experimental design because the researcher wants to measure the effect of E-Learning in enhancing learner autonomy. According to Arikunto (2006), Experimental study is a study which aimed to know there is or not the effect of the variable studied.

6-2- Sample of the study

This research is concerned with first year LMD ST students at Mohamed Boudiaf University (M'sila) as the main sample to focus on in this study. From the total population which is almost 300 students, 40 students will be chosen randomly and employed to represent our sample.

6-3- Data Gathering Tools

To collect data about the actual study, one data gathering tool will be used which is a questionnaire. The questionnaire will be submitted to the sample of the study (forty students of first year ST students) in order to collect information about their points of views about autonomy as a skill in their learning process and how they actually learn. Furthermore, we want to investigate their attitude towards the use of internet to learn English independently.

7- Structure of the dissertation

This research is composed of three main chapters. The first chapter which is entitled Learner Autonomy in EFL Settings and the second one entitled ESP, internet-mediated instruction, and learner autonomy are a literature review. The third chapter which is entitled Data presentation and analysis is the practical part of this research and it is composed of two parts, part one represents research design and analysis, part two represents analysis of results and findings.

Chapter one: ESP, E-Learning, and learner autonomy

Introduction

All humans have always aspired to be able to make decisions without outside assistance or interference. The likelihood of acquiring and promoting this ability has increased as a result of many studies. The discipline of autonomy serves as proof of the existence of such a skill.

Autonomy can be seen in various contexts, including personal relationships, political systems, and technological advancements.

It is a complex and multifaceted concept that is relevant to many areas of human life. The importance of teaching English has grown significantly in recent years, it involves a variety of methods that take into account the needs and interests of learners. English for specific purposes (ESP) is known as a brunch of English language teaching that focuses on teaching English for specific discipline such as: business, law or psychology. On the other hand, there has been a growing interest on the role of learner autonomy in ESP where they both help students to acquire necessary language skills in their fields and take responsibility of their learning. We will provide a chapter that covers the autonomy process from its inception to its current state in order to reach a deeper understanding of this field, its guiding principles, and its contributions to the learning process.

1. Definition of autonomy

According to Oxford Dictionary (2008, p. 25), autonomy is the ability to carry out tasks on one's own, without assistance from others. It can therefore be promoted in any area of life and is

not limited to a particular field. Additionally, it stands for a desire for independency in all different aspects of life. The idea of autonomy can be seen in a wide range of contexts and is not restricted to any one trait or category. A distinction can be seen in educational circles. Here, the idea of autonomy is restricted to the teaching and learning process, with only educational goals. Generally, autonomy is defined as an ability which consists of management over individuals' learning (Benson, 2001, p. 2). The capacity of managing one's own learning - as researchers called 'autonomy'- was first defined by Holec as "the ability to take charge of one's own learning" (1981, p. 3; Benson, 2001, p. 48). Based on Holec's famous definition which marked a turning point in the field of autonomy, we may conclude that learning autonomy largely refers to the learner's responsibility for his or her education.

2. What learner autonomy is not

Learner autonomy is a complex concept that is often misunderstood with other concepts and it is a multifaceted one that requires a deep understanding. Many researchers explore and analyze those misconceptions to clarify it.

Learner autonomy is not the absence of guidance: according to Benson (2001, P.80) learner autonomy involves learners interacting with others and construct knowledge. It does not mean that learners are self-sufficient or completely left on their own, rather they require guidance and support to enhance their autonomy.

Learner autonomy is not an individualistic concept: little (2007) argued that learner autonomy is not a single concept but a range of practices and behaviours that are shaped by the learner's social and cultural context. He highlighted that it is about collaborative learning where learners can work effectively with others.

Learner autonomy is not as the same as independence: Holec (1981. p.3) confirmed that autonomous learning “is not a state of isolation or detachment nor it entails the absence of interaction” that means learners must not learn entirely on their own, they seek help and support when it is needed, but with no neglect to their ability to monitor themselves and control their learning process.

3. Origins and History of Autonomy

The concept of autonomy, which refers to the ability of an individual or entity to self-govern or act independently, has a long and complex history that can be traced back to ancient philosophical and political debates.

In ancient Greece, philosophers such as Aristotle and Plato explored the concept of autonomy in relation to individual freedom and self-determination. Aristotle, for instance, argued that individuals could only achieve true happiness and fulfill their potential if they were able to act autonomously and make their own choices. It is noticeable that educational process has witnessed major developments due to the different researches and studies on the field of autonomy, especially in language learning contexts, since it has rooted in various domains ; autonomy is originally related to the need for independency as natural attribute. The need for learning autonomy comes from the idea of personal independency in social context in human nature; (Raz, 1986, p. 83; Benson, 2001, p. 43). According to Benson (2001, p. 7), the history of autonomy in language learning goes back to almost three decades; it is mainly involved with institutional settings (formal learning). In the 20th century, the concept of autonomy became increasingly important in the fields of psychology and medicine, as researchers began to study the ways in which individuals could exercise control over their own lives and make autonomous decisions about their health and well-being. Today, the concept of autonomy remains a

fundamental principle in many areas of human life, including law, ethics, politics, and medicine. It continues to be a subject of debate and discussion, as people grapple with questions about how to balance individual autonomy with the needs of society as a whole.

4. Types of Autonomy

Autonomy has significantly influenced a wide range of human traits as a distinct field. Autonomy has been categorized in numerous research's in an effort to be more precise and useful. On that base, three major types appeared: Emotional autonomy- behavioral autonomy - value autonomy. Russell and Bakken (2002) have stated that these different types may not occur and develop at the same time, instead; any type can be improved separately. The three types have been defined as follows:

4.1 Behavioral autonomy

Behavioral autonomy is the ability of an individual to make independent decisions and to act on those decisions without influence from external factors or imitating the decision-making habits of parents. According to Russell & Bakken (2002); behavioral autonomy refers to the capacity of making and achieving individual choices in relation to certain behaviors.

4.2 Values-Based

Values-based autonomy refers to the idea that individuals have the right to make decisions about their lives, and these decisions must be guided by their values and beliefs. It can also be seen as a mix of individual freedom and social responsibility because individuals have the right to make their own choices but these choices can impact others and society.

4.3 Emotional autonomy

Emotional autonomy refers to the ability to express emotions independently without any influence of others' opinions. It develops a sense of self that is able to maintain a stable

emotional state no matter what. Individuals who are emotionally autonomous tend to have higher levels of self-esteem.

5. Importance of Autonomy in Learning

It has been established that autonomous learning is a more effective and active method of learning. People who perform actively develop their learning more effectively rather than people who depend only on teachers (Knowles, 1975, p. 14; Hedge, 2000, p. 83). According to Hedge (2000), the practice of autonomy in learning has been successful and widespread in many countries. Benson (2001) suggests that autonomous learners are more educated and can contribute to their learning process and social life. Autonomy allows learners to be independent and learn at their own pace and in their own way, leading to deeper and more meaningful learning experiences. It also encourages learners to take risks and explore new ideas without fear of failure. Supporting learners to be autonomous means providing them with more opportunities to be successful (Kumaravadivelu, 2003). Autonomy in learning has positive effects on learners' mental health and well-being, reducing stress and anxiety related to seeking approval or validation from others. Fostering autonomy in learning can improve people's learning capacity and help them overcome their learning issues while developing their skills and self-assurance to achieve their goals.

6. Development of Autonomy through Language Teaching

Littlewood (1997) provides a detailed explanation of how language learners develop autonomy during the process of language learning. He highlights three types of autonomy that language teachers should focus on developing: the ability to communicate in unpredictable situations, the ability to work independently with the language, and the ability to manage one's

own learning and apply effective strategies both inside and outside of the classroom. The ultimate goal is to help students develop greater autonomy as individuals, while also improving their capacity for independent communication and learning. Figure 1 is used by Littlewood to illustrate how teaching a language can promote the growth of autonomy.

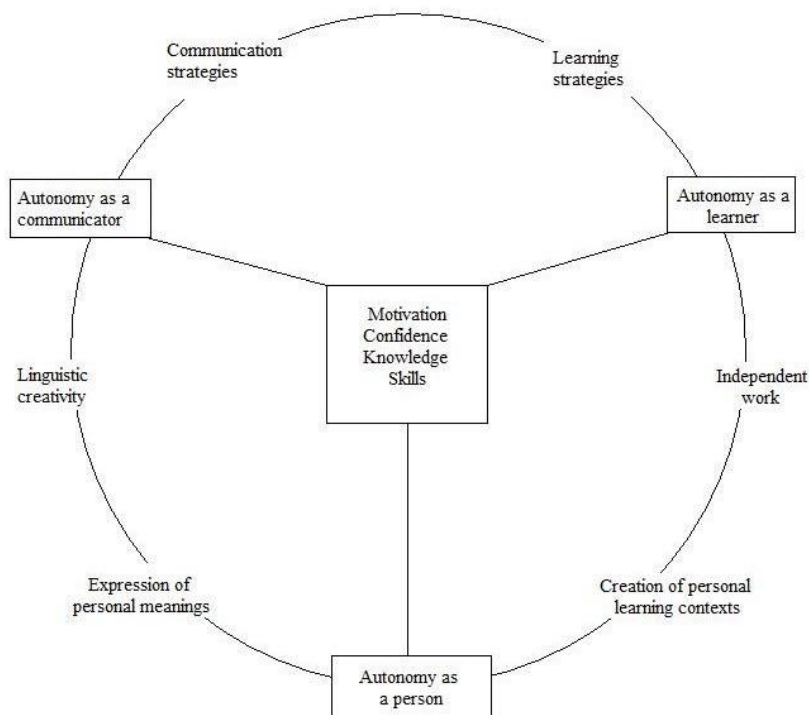


Figure 1: Developing autonomy through teaching (Littlewood, 1997, p.83)

In figure 1, the box in the middle includes the factors which play an important role in the learner's readiness to act autonomously. The other three boxes illustrate three forms of autonomy which can be acquired or developed by students. The circle is also surrounded by other six components: learning strategies, Independent work, creation of personal learning contexts, expression of personal meanings, linguistic creativity and communication strategies, they indicate the ways in which learners can express the three types of autonomy in their learning.

Every way is positioned next to the kind of autonomy which it has a strong connection with. For example, expressing linguistic creativity and using communication strategies demonstrate and develop learners' autonomy as communicators, while applying personal learning strategies and engaging in autonomous work develop learners' ability to learn autonomously. Lastly, creating personal learning contexts and expressing personal meanings demonstrate and develop learners' autonomy as a person.

7. Teacher's Autonomy

In learning autonomy, both teachers and learners share responsibility for the learning process. Autonomy "requires teachers who are willing to let go and learners who are willing to take hold" (kumaravadivelu, 2003, p. 144). The term "teacher autonomy" refers to the ability of a teacher to take charge of their own teaching. It involves the freedom to learn, teach and study without excessive interference from higher authorities. When teachers have autonomy, they can perform their duties without fear. According to Richard Smith (2000), teacher autonomy refers to "the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others." The characteristics of teacher autonomy include self-directed action or development, as well as freedom from control by others. However, just because teachers have the capacity for self-directed behavior does not mean they always engage in it. For example, some college teachers in China may have the capacity for self-directed activity but refuse to do so due to personal responsibility

8. Psychological factors influencing learner autonomy

Psychology and learner autonomy are closely related in the field of education as psychology has a great impact on learning. However achieving learner autonomy is not a simple process and it is influenced by a range of psychological factors.

8.1 Motivation: Ushioda (1996) argued that “without motivation there is no autonomy” motivation can be defined as the psychological process that drives behaviour towards achieving a goal, it is considered as an active factor in the field of learner autonomy as it helps learners stay engaged and focused. A study conducted by Ryan and Deci (1985) found that motivated learners are more likely to take responsibility of their learning and become more autonomous. Learners can be motivated in different ways which are shaped by the individual’s specific needs, researchers have classified motivation into two types:

8.1.1 Intrinsic motivation: it is the internal desire that comes from the learner, it is related to learners’ personal interest. It includes a love of learning, curiosity and the satisfaction of mastering a new concept.

8.1.2 Extrinsic motivation: it involves learners who are imposed to learning or it may come from external resources like rewards and grades. It can be further divided into two: external regulation refers to motivation controlled by external factors (rewards , punishment) where learners might study hard just for a test or good grades and introjected regulation refers to motivation derived by internal pressure such as a desire to please others or avoid shame.

8.2 Anxiety: anxiety in education is a complex term that has been studied by many researchers since it has a noticeable effect on learning. Sarason (1984) stated that anxiety is a “state of apprehension or fear resulting from anticipation of real or imagined threat” it is a feeling of worry and tension which associated with and can affect learners performance negatively and lead to lack of confidence. A study by Tse and Bond (2002) found that anxiety can lead to a decrease in learner autonomy in language learning. The study found that learners with high levels of anxiety tended to rely more on their teachers and less on themselves for learning. This suggests that anxiety can undermine a learner’s confidence and concentration.

8.3 Preferences and interests: Interests and preferences are closely related to learner autonomy because learners are more likely to be motivated and engaged in learning activities when they are interested in the subject matter and have a say in how they learn. When learners have autonomy over their learning, they are more likely to pursue topics that interest them, select resources that align with their preferences, and engage in activities that are personally meaningful.

Therefore, it is important for educators to take into account learners preferences when designing learning activities or materials so their autonomy will be increased.

9. Origins of ESP

Hutchinson and Waters (1987) state that there are three reasons to the emergence of ESP: the demands of a brave world, a revolution in linguistics and focus on the learner.

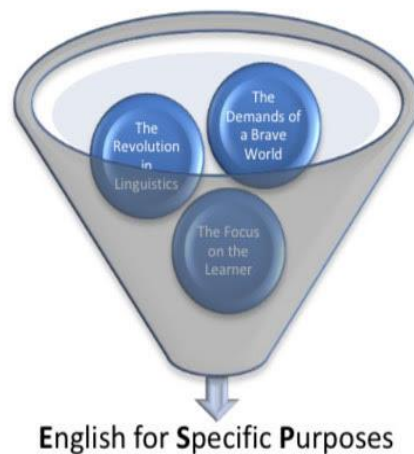


Figure 2: The Common Reasons to the Emergence of ESP

9.1 The Revolution of Linguistics

The revolution in linguistics was an important reason that led to the emergence of ESP. In the 1960s and 1970s of the past century linguists focused on the ways in which language is used in communication rather than describing the features of language. According to Hutchinson and Waters (1987) English language usage in a specific context requires a particular variant of English to be used. This concept has been expanded upon to suggest that if language varies in different settings, then it is feasible to customize language instruction to cater to the specific needs of learners in those contexts.

9.2 The focus on the learner

Another reason that Hutchinson and Waters (1987) state that it has a great impact on the emergence of ESP is related to psychology. During the 1970s, there was a change in emphasis from language learning methods to understanding the various ways in which learners acquire language. This included studying the learning strategies, skills, and motivational factors used by different individuals. This shift in focus resulted in a greater consideration for the needs of learners and the creation of tailored courses to better address those needs.

10. Learner autonomy in ESP context

In order to demonstrate the efficiency of the learner-centered approach in the teaching and learning of foreign languages, so many attempts have been done by specialists.

Hutchinson and Waters In their book "English for Specific Purposes: A Learning-Centered Approach," they discuss the importance of learner autonomy in the context of ESP. According to them, learner autonomy is the ability of learners to take control of their own learning and become

independent and self-directed learners. They argue that in ESP, where learners often have specific goals and needs related to their professional or academic fields, learner autonomy is particularly important.

Hutchinson and Waters provide several strategies for promoting learner independence in ESP, which includes motivating students to create their own learning goals, allowing them to choose their own readings and tasks, and supporting the development of their skills and techniques for managing their own learning. They stress the significance of collaboration and social interaction in fostering learner autonomy, suggesting that learners should work together and exchange knowledge and experiences, while teachers should facilitate rather than just impart information. Popovska and Pirsl define learner autonomy in ESP as the ability of learners to take responsibility for their learning, actively participate in the learning process, set personal goals, choose appropriate learning resources and strategies, and evaluate their own progress. Additionally, learner autonomy encompasses the ability to communicate effectively in the target language within a particular context.

The authors argue that promoting learner autonomy in ESP can have a number of benefits for both learners and teachers. For learners, it can lead to increased motivation and engagement in the learning process, as well as improved language proficiency and the ability to use the language effectively in real-world contexts. For teachers, promoting learner autonomy can lead to a more learner-centered approach to teaching, which can improve the overall quality of the learning experience.

11. The importance of autonomy for ESP students

“We need to bring learning to people instead of people to learning.” – (Elliott Masie, 2014). Online tools are beneficial for promoting autonomous learning. The internet offers a wide range of tools and resources that can be used to foster learner autonomy. Learning management systems (LMS) - Platforms like Moodle provide a variety of features that can help students take more control of their learning. For example, students can set their own learning goals, monitor their progress, and choose from a range of resources and activities that match their interests and learning styles. Moreover, university E-learning platform can be designed to promote learner autonomy by incorporating various features and resources that enable students to take control of their learning. The platform can provide various opportunities for students to collaborate with each other, such as group projects and online discussion forums which enhances their social and communication skills, as well as promotes critical thinking and problem-solving. ESP students have a clear idea of the language skills they require for their specific field, such as business, medicine, or engineering, and autonomy empowers them to focus on these skills. Furthermore, ESP students who possess autonomy can identify their language strengths and weaknesses, set their own learning objectives, and develop strategies to achieve them. This allows them to progress at their own pace, in a way that is relevant and engaging for them.

12. Internet in language teaching and learning

12.1 E-learning in Algeria

E-learning refers to the use of electronic technology to facilitate and deliver educational content and training programs. This can include a range of approaches, such as online courses, webinars, podcasts, digital textbooks, virtual classrooms, and more. It is widely recognized as playing an important role in higher education. According to Marc Rosenberg (2001) E-learning

refers to the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance.

Algeria is actively promoting the use of ICT to improve the educational system. According to (Hamdy, 2007, p.05) The government has made a pledge to create a plan for incorporating ICT (Information and Communication Technology) into the education system. This plan was officially included in the country's ICT policy in June 2002, with an allocation of three billion dinar, it involves reforming the education process and implementing a structured approach to integrating ICT. Universities are supplied with computers, digital libraries and other ICT tools. These computers are connected to the internet and are easily accessible to students. Additionally, students in faculties such as Sciences and Technology may need to use computers as part of their learning process. (Hamdy, 2007, p.05)

13. Fostering autonomous learning through Internet

The internet offers various opportunities for learning and access to valuable knowledge resources. Teeler and Gray (2000) state that the internet is an effective tool for improving the teaching and learning process. Teachers can use the internet to provide materials and enhance their teaching methods to improve students' academic performance. Inside the classroom, students may have limited access to learning materials, whereas the internet offers a vast range of audio-visual materials, documents, and e-books for outside classroom learning. In comparison to secondary source language textbooks and limited audio material collections, Pasch and Norsworthy (2001) argue that the internet provides a much richer learning environment. Developing learner autonomy through the internet can be achieved through various techniques

14. Techniques of developing learner autonomy through internet

According to Lai (2017), advancements in technology provide a chance to encourage learner independence both inside and outside of the classroom. Today's learners, who are part of the digital generation, no longer rely solely on traditional classroom learning. Instead, they require a new language learning experience that allows them to enjoy what they are doing, feel at ease, and make use of their technological knowledge outside the classroom. Developing learner autonomy through the internet can be achieved through various techniques.

Internet provides learners with opportunities for online collaboration. Collaborating with others online can help learners develop their autonomy by sharing ideas, discussing concepts, and giving and receiving feedback. Moreover, internet encourages learners to use online tools like blogs, journals, and reflection prompts to reflect on their learning and progress. This can help them take responsibility of their learning and identify areas for improvement. Additionally, online discussion forums, social media groups, and other collaborative tools can be used to encourage learners to share their knowledge, support each other, and learn from one another. The internet also provides a vast amount of information, and learners can take advantage of this to become self-directed learners. Encourage learners to identify their own learning goals and use online resources to achieve them. Project work can be easily integrated with online research and collaboration tools, such as online libraries, and video conferencing software. This allows learners to access a wide range of resources and collaborate with peers remotely.

15. Tools for developing learner autonomy through internet

Online tools are beneficial for promoting autonomous learning. “We need to bring learning to people instead of people to learning.” – (Elliott Masie, 2014).The internet offers a wide range of tools and resources that can be used to foster learner autonomy. Learning management systems (LMS) - Platforms like Moodle provide a variety of features that can help students take

more control of their learning. For example, students can set their own learning goals, monitor their progress, and choose from a range of resources and activities that match their interests and learning styles. Moreover, university E-learning platform can be designed to promote learner autonomy by incorporating various features and resources that enable students to take control of their learning. The platform can provide various opportunities for students to collaborate with each other, such as group projects and online discussion forums which enhance their social and communication skills, as well as promote critical thinking and problem-solving.

16. Challenges of developing learner autonomy through Internet

Some students with a traditional mindset find it difficult to be autonomous in learning through internet due to many challenges. Learners may struggle to develop autonomy if they do not have access to appropriate guidance and support from teachers. Without this guidance, learners may feel lost and unsure of how to proceed, which can hinder their ability to develop autonomy. Moreover, the internet can provide a wealth of information, but this can also be overwhelming for learners. Deciding what information is relevant and reliable can be a huge challenge, and learners may require support and assistance to do so effectively. It can also be a source of distraction for them, with social media, entertainment, and other non-educational content readily available. Learners need to be able to manage their time effectively and avoid these distractions to make the most of the internet as a tool for developing autonomy. Technical issues such as poor internet connectivity, computer malfunctions, and software compatibility issues can all hinder learners' ability to develop autonomy through the internet. These issues can be frustrating and can detract from the learning experience. Moreover, individuals who are not fluent in the language of the internet may have difficulty obtaining and comprehending online

information, which can limit their ability to develop autonomy in their learning. To overcome these challenges, learners may need to work with teachers to develop the skills and strategies necessary to effectively use the internet to develop autonomy. This may involve developing information literacy skills, time management skills, and language proficiency, among other things.

Conclusion

To sum up, autonomy is a complex idea that has been observed in various areas of life and has been linked to various aspects of students' lives. In particular, it has been found to be valuable in language learning. This chapter displays a brief review of the theoretical concept of learner autonomy in the field of language learning including its definition, its origins and history, its types and the psychological factors that may affect it. The integration of ESP with E-learning offers a promising approach to enhancing learner autonomy in language learning. With the availability of numerous online resources and tools, learners can take charge of their own learning. The use of technology can offer opportunities for learners to engage in self-directed learning. However, to ensure the effectiveness of this approach, it is important for instructors to provide guidance and support to learners.

Chapter two: Data presentation and analysis

Part one: Research Design and Methodology

Introduction

The third part of our research work aims at collecting data concerning students' awareness of the concept of autonomy and its importance in the learning process, it also indicates ESP students' opinions on the internet-based-instruction impact on enhancing their autonomy. Moreover, this chapter investigates teachers' role in fostering learner's autonomy. Throughout this chapter, we have analyzed the data that have been collected from students' questionnaire taking into consideration the research questions and the stated hypothesis.

This chapter reports the research design, sampling techniques, procedures of the data analysis, and discussion. It is divided into two sections. The first part supplies the description of the research methodology; it includes the research design and methodology, data collection, and the limitation of the study. The second part describes the analysis of the obtained data and the discussion of the results in the light of the related literature.

Choice of the Method

the investigator needs to choose an adequate research method. There are nine types of research which are: experimental, ethnography, case study, classroom observation, introspective, elicitation, interaction analysis, and program evaluation. To some extent, these research methods typically explore various aspects concerning objectives and viewpoints. The method that has been used in this research is the experimental method .

Sample of the Study

In our field work, we have worked with a limited sample of students due to the impossibility of gathering data because of the limited time and the huge number of students. Taking into consideration the questionnaire was online and the whole population of ST first year students at M'sila university which represent a number of 300 students; only forty (40) students filled in the questionnaire.

Choosing the faculty of science and technology first year students to work with was a conscious and deliberate decision because our research is within ESP context, and ST first year students remotely study English as transversal module.

Data Gathering Tools

The research instrument used in this study is a questionnaire for ESP Students (ST first year students at M'sila university). The questionnaire is adequately designed to meet certain goals, already planned by the researcher. It consists of a set of written questions that aim to gather the participants' perspectives and opinions.

Aim of the Questionnaire

We have designed a questionnaire for first year students of science and technology to collect data about their background knowledge about autonomy, attitudes towards their teachers' role in fostering their autonomy and their opinions about the internet use and its effectiveness on enhancing their autonomous learning.

Description of the Questionnaire

The questionnaire has been given to forty first year students of science and technology faculty. In order to make sure that all of them have understood the questions, we have translated it into Arabic. The types of questions are mainly closed-ended (yes/no questions or multiple choice questions), and open-ended questions were also included. We explained each section that has been designed as follow:

-Section One: Consists of four questions that aim at gathering personal information about the student: gender, age, their level of English, and whether they have ever heard of the term autonomous learning

-Section two: It is about autonomy and ESP. It includes questions about whether they are responsible of their learning or not and whether they depend on their teacher in the learning process, the psychological factors that influence their learning and their teacher's contribution in enhancing their autonomous learning.

-Section three: it is about internet and autonomous learning. It includes questions about their use of the internet and their opinions on whether the internet is important to their learning progress or not and the resources they use the most to learn autonomously.

-Section four: it is about availability and accessibility of ICT. It includes questions about the type of ICT technique they use to learn English online and the accessibility of internet inside and outside the university

-Section five: it is about online and in-site education. It involves questions about the difference between face-to-face learning and remote learning in terms of achieving learning outcomes.

-Section six: it is a free space for students so they can express their feelings and give their opinions and comments about the impact of internet and ICT on enhancing their autonomous learning.

Part two: Analysis of Results and Findings

Analysis of the questionnaire

Item one :Student's gender

Gender	Male	Female
Number of students	22	18
%	55%	45%

Table 1: Students' gender distribution

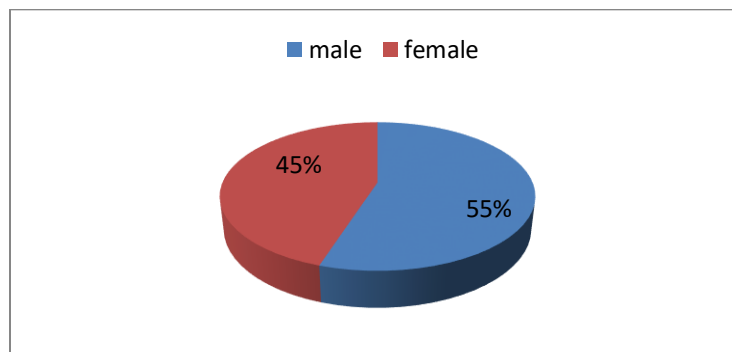


Figure 3: students' gender distribution

Item two: How would you describe your level in English ?

Level	Good	Average	Poor
Number of students	5	30	5
%	12.5%	75%	12.5%

Table 2: students' level in English

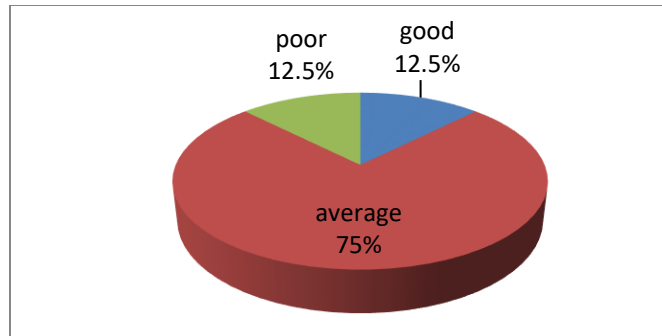


Figure 4: students' level in English

We can read from the table above that more than half of the students (75%) said to have an average level in English language. (12.5%) of the participants evaluated their level to be good and also (12.5%) said to have a poor level in English.

Item three: Have you ever heard of the term autonomous learning ?

Answer	Yes	No
Number of students	21	19
%	52.5%	47.5%

Table 3: Students' knowledge about autonomous learning

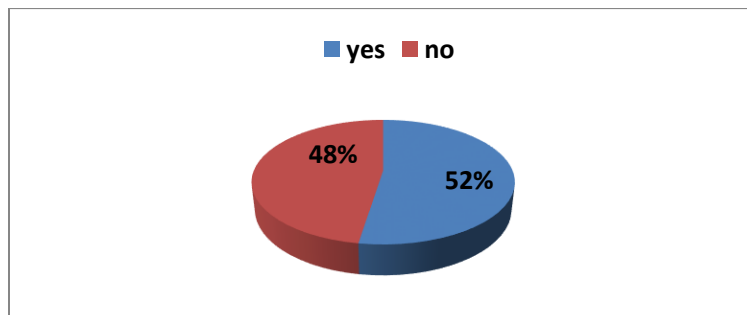


Figure 5: Students' knowledge about autonomous learning

The figure above shows the percentage of the students that have heard before about 'learning autonomy' which is (52.5%); whereas, 47.5% said they never heard of this concept. This means

that more than a half of science and technology students know about autonomy and the rest need to know about it, its significance and impact on their learning process.

Item four :if yes, what do you know about it ?

Based on the students' responses, one student described autonomous learning as the act of exerting effort to learn something independently. It is obvious that there is a common understanding of autonomous learning as self-directed learning, where learners take responsibility for their own learning and development without relying on teachers. Another student highlighted the importance of seeking information and knowledge without relying on the teacher's assistance. It appears that the students have a positive attitude towards autonomous learning, which involves developing knowledge and skills independently without the need for instructors. They also mentioned the benefits of autonomous learning, such as the ability to study at home, self-discipline, and the freedom to choose one's own resources. They view autonomous learning as a means to expand their knowledge, develop skills, and achieve personal growth without being dependent on traditional academic systems. They affirmed that autonomous learning allows them to achieve their goals without being limited by the constraints of traditional academic structures. They also see autonomous learning as a way to develop self-motivation, and a sense of personal responsibility. Other students mentioned that they use various resources, such as online sources, books, and music, to improve their language skills and gain knowledge. One student revealed that

Item five: I am responsible of my own learning.

Option	Numberof students	%
Strongly agree	7	17.9%
Agree	24	61.5%
Neutral	6	15.4%
Strongly disagree	1	0.1%
Disagree	2	5.1%

Table 4: Students' responsibility of their learning

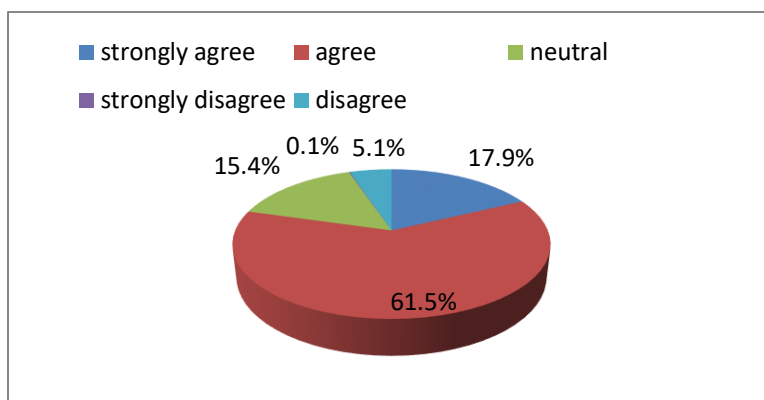


Figure 6: Students' responsibility of their learning

The results above indicate that the majority of the participants 61.5 % agree or strongly agree 17.9% on the statement that they are responsible for their own learning. Whereas, 15.4% of them were unsure about it.

Item six: I consider myself autonomous in learning English.

Option	Number of students	%
Strongly agree	5	12.5
Agree	27	67.5
Neutral	3	7.5
Strongly disagree	2	5
Disagree	3	7.5

Table 5: Students' perception of themselves as autonomous learning

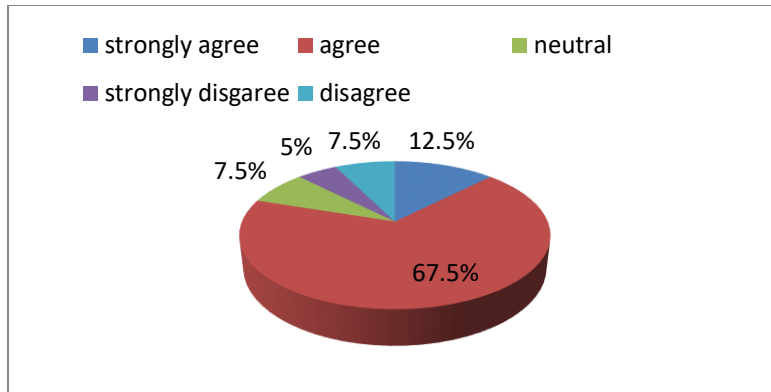


Figure 7: Students’ perception of themselves as autonomous learning

From the table and chart mentioned above, we can observe that the majority of the participants 67.5% agree or strongly agree on the fact that they consider themselves autonomous learners which means they rely on themselves in their learning process instead of relying on their teacher. Whereas 7.5% of them were unsure about it.

Item seven: I depend on my teacher totally.

Option	Number of students	%
Strongly agree	00	00
Agree	10	25
Neutral	8	20
Strongly disagree	7	17.5
Disagree	15	37.5

Table 6: Students’ dependence on their teacher

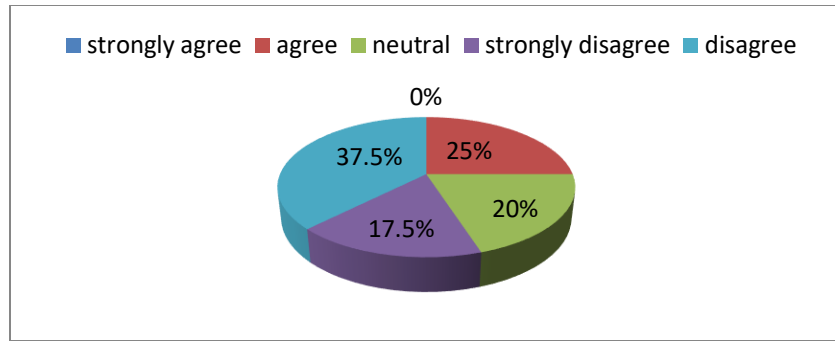


Figure 8: Students' dependence on their teacher

The results above indicate that most of the participants 37.5% disagree or strongly disagree (17.5%) with the statement that they depend on their teacher in their learning process. Whereas (20%) of them were unsure whether they depend on their teacher or not.

Item eight: From your perspective what are the psychological factors that affect learning ?

The factor	Number of students	%
Motivation	8	20
Anxiety	11	27.5
Self-confidence	21	52.5

Table 7: the psychological factors that affect learning

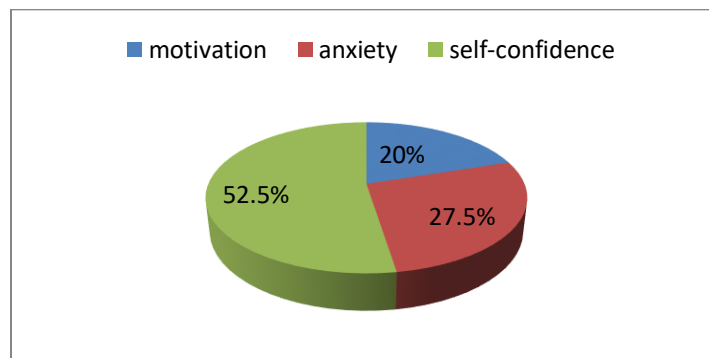


Figure 9: the psychological factors that affect learning

From the table and chart above, we observe different answers from the students concerning the psychological factors that influence their learning process. We observe that most of them (%52.5%) selected Self-confidence. (27.5%) selected anxiety and only (20%) selected motivation. What we can notice is that ST students have different points of view about what may hinder their achievement, but the majority focused on self-confidence as being the most affective factors.

Item nine: learning progress is my responsibility.

Option	Number of students	%
Strongly agree	13	32.5
Agree	21	52.5
Neutral	5	12.5
Strongly disagree	00	00
Disagree	1	2.5

Table 8: Students’ responsibility of their learning progress

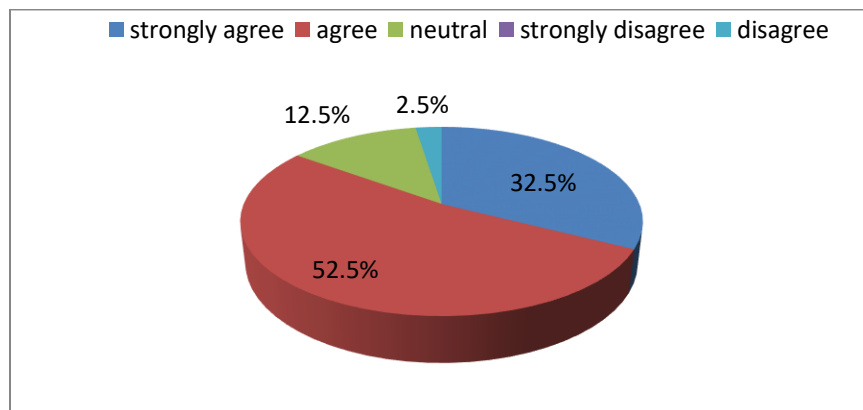


Figure 10: Students’ responsibility of their learning progress

From the table and chart mentioned above, we can observe that the majority of the participants (52.5%) agree or strongly agree (32.5%) with the statement that they are responsible of their own learning. Whereas, (12.5%) were unsure about it. What we can notice is that ST students bear the responsibility for their learning.

Item ten: when you face a difficulty in your learning how do you react ?

Option	Number of students	%
Avoid it	5	12.5
Try to solve it	30	75
Ask my teacher for help	5	12.5

Table 9: Students’ reaction towards difficulties

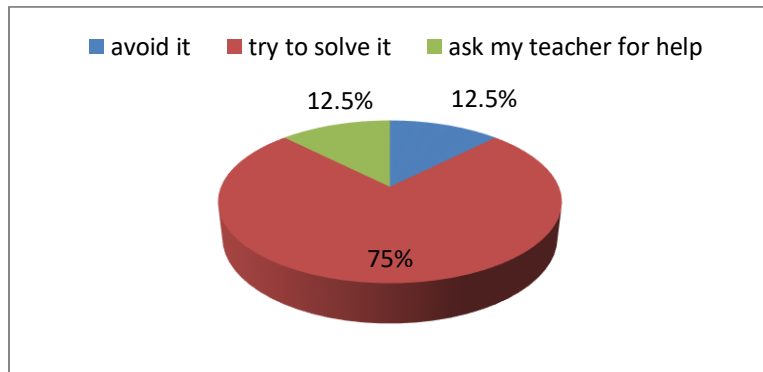


Figure 11: Students’ reaction towards difficulties

From the results above we can observe that the majority of students (75%) try to solve any difficulty they face while learning. Whereas (12.5%) of them ask their teacher to help them solve it and (12.5%) avoid it completely.

Item eleven: In language learning I enjoy tasks where I can learn on my own.

Option	Number of students	%
Strongly agree	9	22.5
Agree	24	60
Neutral	5	12.5
Strongly disagree	1	2.5
Disagree	1	2.5

Table 10: Students' preference to the task that allow them to learn on their own

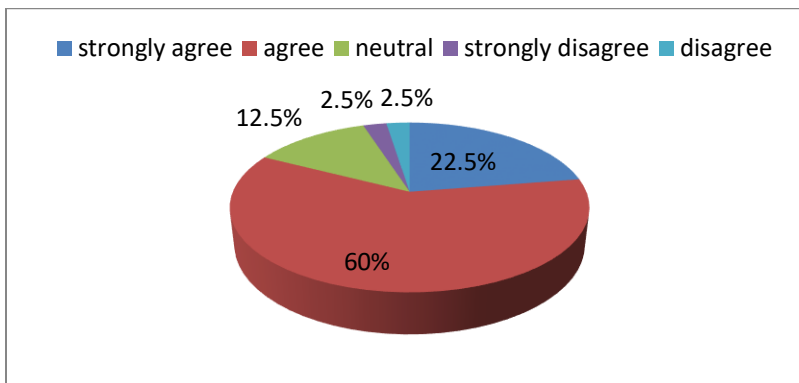


Figure 12: Students' preference to the task that allow them to learn on their own

From the results shown in the chart and table above, we can observe that the majority of students (60%) agree or strongly agree (22.5%) with the statement that they enjoy tasks where they can learn on their own. (12.5%) of them were unsure about it. We can notice that tasks that allow students to learn by their own are preferred by students of science and technology.

Item twelve: In my learning process I depend only on the information which has been given in the classroom.

Option	Number of students	%
Strongly agree	1	2.5
Agree	6	15
Neutral	5	12.5
Strongly disagree	11	27.5
Disagree	17	42.5

Table 11: students' reliance on the given information in class

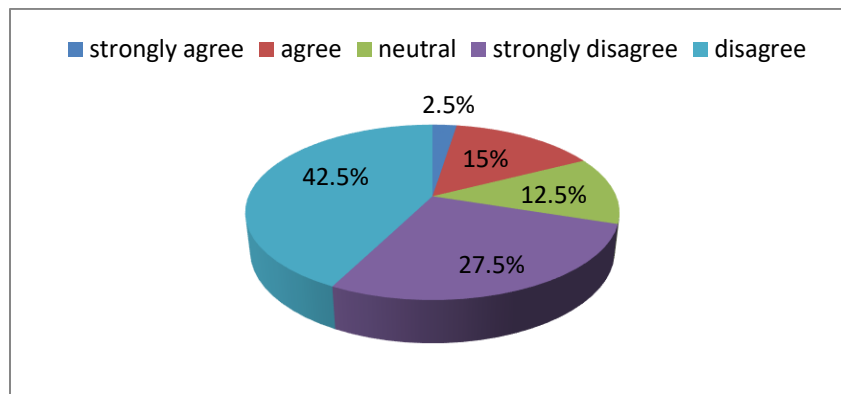


Figure 13: students' reliance on the given information in class

From the results above, we can see that most of the participants (42.5%) disagree or strongly disagree (27.5%) with the statement that in their learning process they depend only on the information that has been given in the classroom which means they depend on themselves while learning. (12.5%) were unsure about it whereas (15%) of them agreed and (2.5%) strongly agreed, which means they depend only on the information that has been given in the classroom and they do not depend on themselves.

Item thirteen: if no. what do you use to get more information ?

Option	Number of students	%
Internet	34	97.1
Books	1	2.9

Table 12: sources that students use to gather information outside the classroom

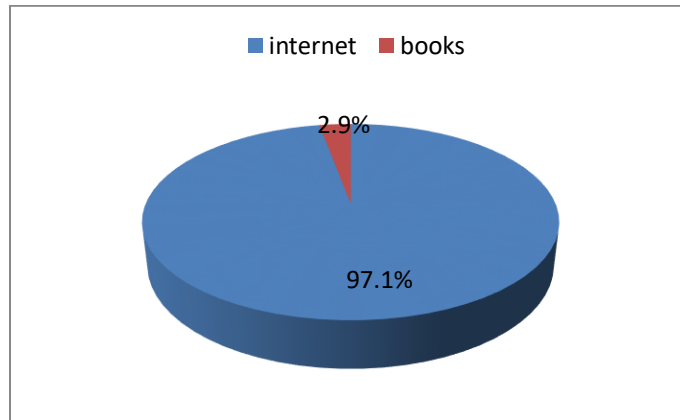


Figure 14: sources that students use to gather information outside the classroom

From the chart and the table above, we can notice that the majority of participants (97.1%) prefer to use the internet to get more information for their learning progress. Only (2.9%) said they prefer books instead of internet. We can notice that most of the students prefer using the internet to learn.

Item fourteen: My teacher of English always motivates me to use technology for my academic progress.

Option	Number of students	%
Strongly agree	9	23.1
Agree	15	38.5
Neutral	6	15.4
Strongly disagree	2	5.1
Disagree	7	17.9

Table 13: teacher's motivation for students' academic progress to use technology

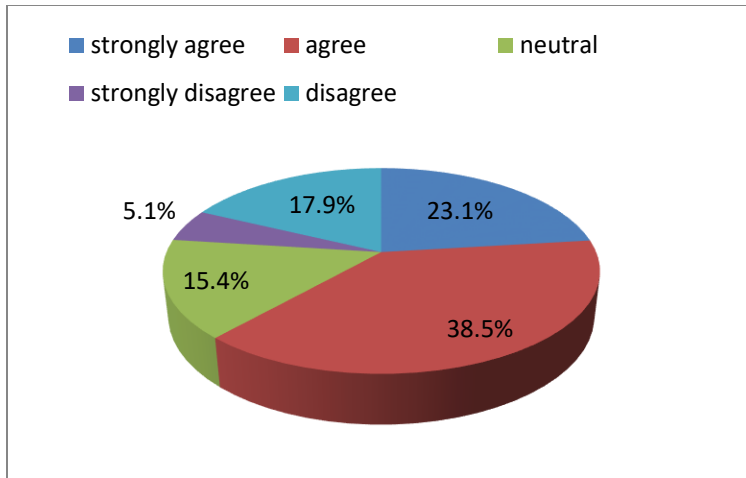


Figure 15: teacher's motivation for students' academic progress to use technology

The results in the table above indicate that (35.8%) of the participants agree or strongly agree (23.1%) with the statement that their teacher of English always motivates them to use technology for their academic progress. (15.4%) of the participants were unsure about it, whereas (17.9%) disagree which means their teacher of English does not always motivate them to use technology for their learning progress.

Item fifteen: My teacher of English keeps in touch with us –students- especially when feedback is needed.

Option	Number of students	%
Strongly agree	7	17.9
Agree	8	20.5
Neutral	11	28.2
Strongly disagree	7	17.9
Disagree	6	15.4

Table 14: The communication of the teacher with students when feedback is needed

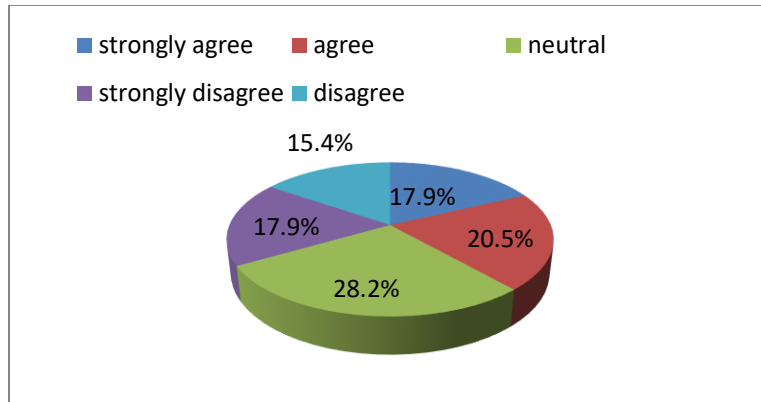


Figure 16: The communication of the teacher with students when feedback is needed

The results above indicate that (20.5%) of the students agree and (17.9%) strongly agree with the statement that their teacher of English keeps in touch with them especially when feedback is needed. (28.2%) were unsure about it, (17.9%) disagree and (15.4%) strongly disagree which means that their teacher of English does not always communicate with them.

Item sixteen :My teacher of English uses different tools and strategies which encourage me learn autonomously.

Option	Number of students	%
Strongly agree	5	12.5
Agree	17	42.5
Neutral	5	12.5
Strongly disagree	3	7.5
Disagree	10	25

Table 15: the teacher's use of different tools and techniques to support autonomy

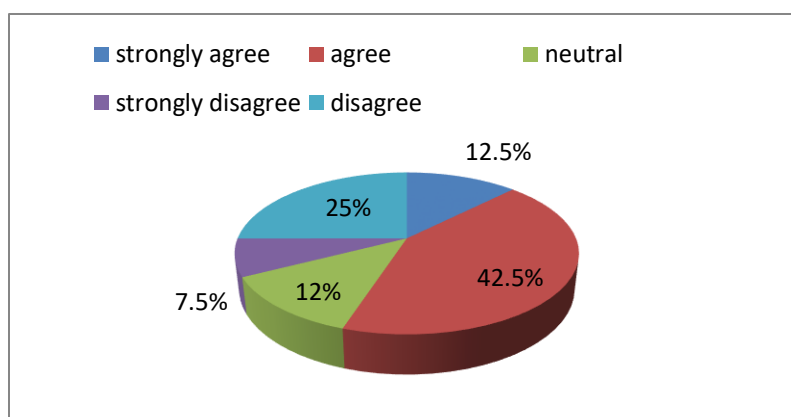


Figure 17: the teacher's use of different tools and techniques to support autonomy

From the results above, we can notice that (42.5%) of the students agree or strongly agree (7.5%) that their teacher of English uses different tools and strategies which encourage them to learn autonomously, (12%) were not sure about it. Which means that some teachers support the use of technology and some others do not.

Item seventeen: Do you use the internet outside the class ?

Option	Number of students	%
Yes	40	100
No	00	0

Table 16: internet use outside the class

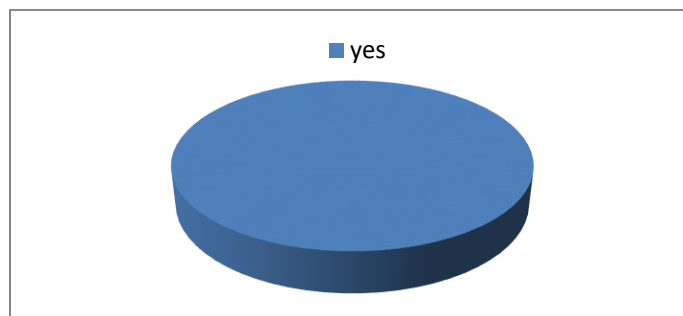


Figure 18: Internet use outside the class

From the table and the chart above, we can readily observe that all of the students (100%) use the internet outside the class.

Item eighteen :if yes. how often do you use internet ?

Option	Number of students	%
Always	33	82.5
Sometimes	7	17.5
Rarely	00	0

Table 17: Internet use frequency

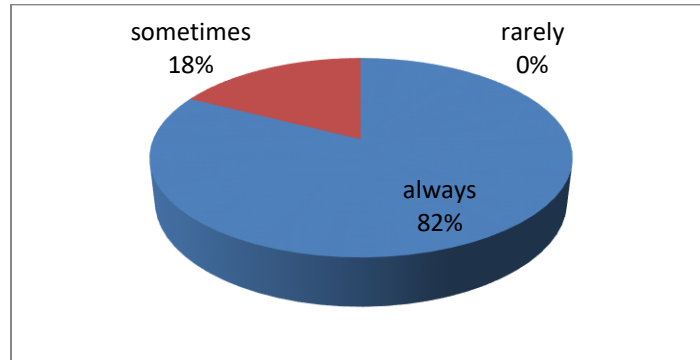


Figure 19: internet use frequency

What is noticeable from the results which are shown above is that the majority of students (82.5%) always use the internet and only (17.5%) use it sometimes. Which means internet use is common among science and technology first year students.

Item nineteen: From your point of view how important is the internet for the learning process ?

Option	Number of students	%
Very important	24	60
Important	11	27.5
Slightly important	4	10

Not important	1	2.5
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Table 18: the importance of internet for the learning process

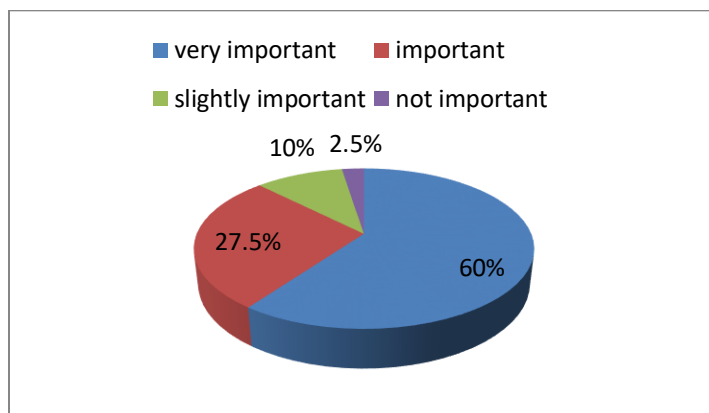


Figure 20: the importance of internet for the learning process

It seems from the illustrations above that (60%) of the students affirm that internet is very important for the learning process and (27.5%) find it important whereas (10%) of them do not see in the internet that much importance for their learning process, whereas only (2.5%) do not see any importance of the internet.

Item twenty :I feel motivated and comfortable while using the internet for learning English.

Option	Number of students	%
Strongly agree	10	25
Agree	26	65
Neutral	3	7.5
Strongly disagree	0	0
Disagree	1	2.5

Table 19: students' comfort towards the use of internet

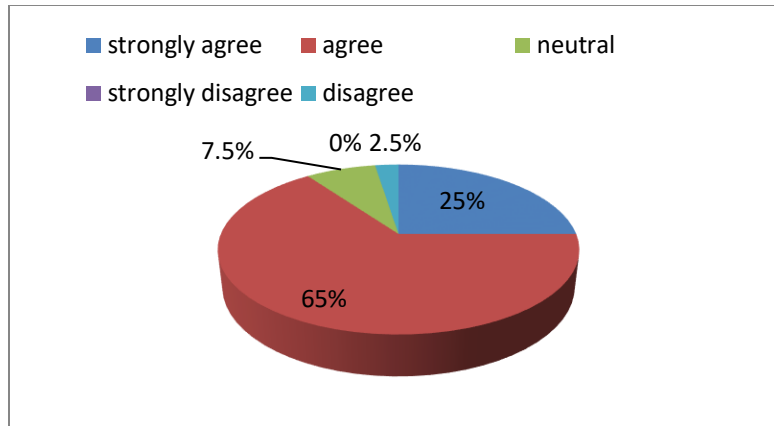


Figure 21: students' comfort towards the use of internet

The table and chart above show that (65%) of the participants agree and (25%) strongly agree with the statement that they feel motivated and comfortable while using the internet for learning English. (7.5%) were unsure about that and only (2.5%) disagree, which means they do not feel comfortable and motivated while using the internet for learning English.

Item twenty-one: I think that the internet impact my learning process in a positive way.

Option	Number of students	%
Strongly agree	9	22.5
Agree	27	67.5
Neutral	2	5
Strongly disagree	0	0
Disagree	2	5

Table 20: the positive impact of the internet

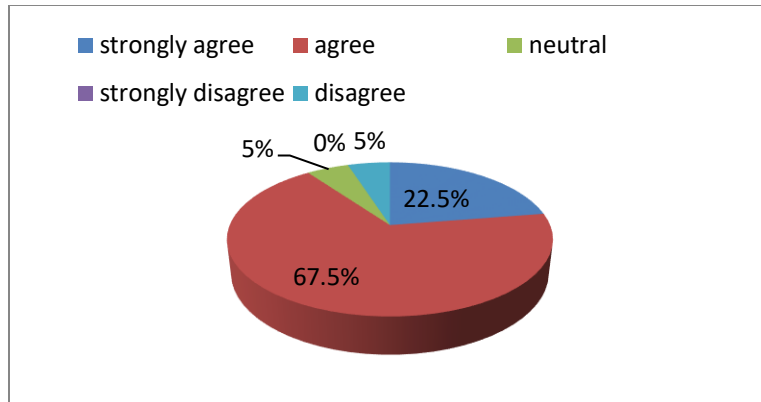


Figure 22: The positive impact of the internet

27 participants making up (67.5%) of the sample agreed and (22.5%) strongly agreed on the positive impact of the internet on their learning process, (5%) were unsure whether the internet has a positive impact on their learning process or not. Whereas only (5%) disagreed which means they do not think that the internet impact their learning in a positive way.

Item twenty-two: hat type of resources do you use most frequently to learn autonomously ?

Option	Number of students	%
Videos	33	82.5
Social media	7	17.5
Articles	0	0
Handouts	0	0

Table 21: resources that students use to learn autonomously

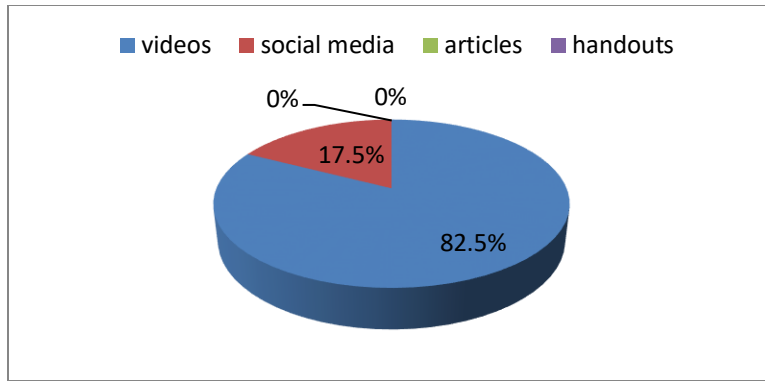


Figure 23: resources that students use to learn autonomously

What is noticeable from the results which are shown above is that most of the participants (82.5%) prefer videos as a resource to learn autonomously, and the rest (17.5%) prefer social media to learn autonomously.

Item twenty-three: Which ICT do you often use to follow your online English course

Option	Number of students	%
Smart phone	28	71.8
Personal computer	7	17.9
Computer provided by the university	0	0
All of the above	3	7.7
None of the above	1	2.6
No answer	1	2.6

Table 22: ICT tools that students use to learn English

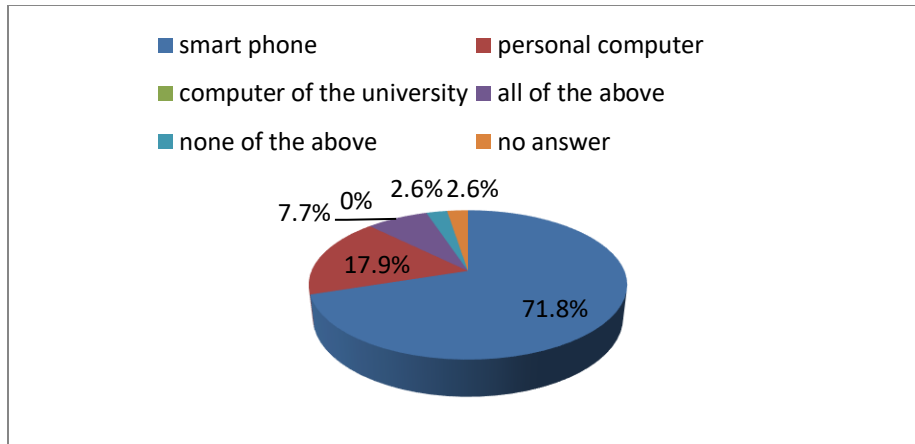


Figure 24: ICT tools that students use to learn English

It seems from the illustrations above that smart phone is the ICT tool that is the most used by (71.8%) of the participants. (17.9%) of the students said they use personal computers to follow their online English course and (7.7%) said they use both, while one participant said that s/he uses none of the above. And another participant did not answer this question.

Item twenty-four: How would evaluate Internet accessibility at home ?

Option	Number of students	%
Very good	10	25
Good	17	42.5
Fairly good	10	25
Poor	3	7.5
Very poor	0	0

Table 23: Evaluation of internet accessibility at home

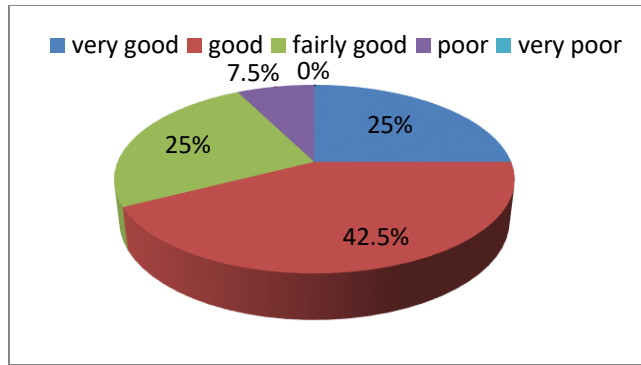


Figure 25: Evaluation of internet accessibility at home

The table and the chart above show that the majority of respondents have good or very good internet accessibility at home, with (25%) reporting very good and (42.5%) reporting good. Another (25%) report that their internet accessibility is fairly good, while only (7.5%) report poor internet accessibility at home.

Item twenty-five: How would evaluate Internet accessibility at university ?

Option	Number of students	
Very good	4	10
Good	13	32.5
Fairly good	8	20
Poor	9	22.5
Very poor	6	15

Table 24: Evaluation of internet accessibility at university

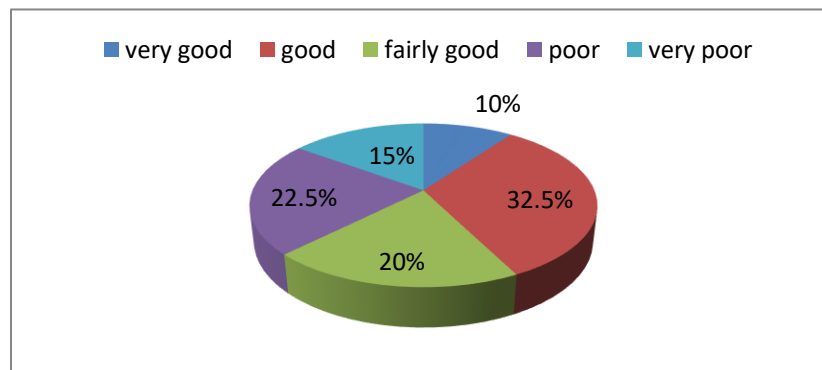


Figure 26: Evaluation of internet accessibility at university

The table and the chart above show that only (10%) of the participants reported that the internet accessibility at the university was very good. The majority of the participants (32.5%), reported that the internet accessibility was good. A further 20% reported that the accessibility was fairly good. However, a significant proportion of participants (22.5%), reported that the internet accessibility at the university was poor, while (15%) of respondents reported that the internet accessibility was very poor.

Item twenty-six: Remote education is more effective in terms of achieving learning outcomes.

Option	Number of students	%
Strongly agree	5	12.5
Agree	16	40
Neutral	10	25
Strongly disagree	7	17.5
Disagree	2	5

Table 25: effectiveness of remote education

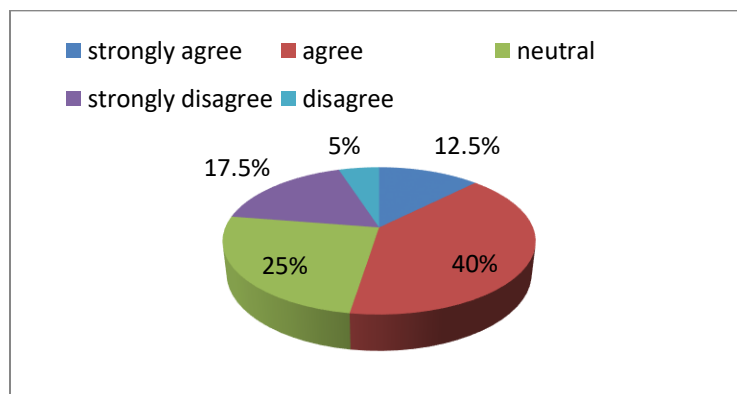


Figure 27: effectiveness of remote education

From the results above, we observe that (40%) of the participants agree and (12.5%) strongly agree with the statement that remote education is more effective in terms of achieving learning outcomes, (25%) were unsure about it whereas (17.5%) disagree and (5%) strongly disagree which means that they do not think that remote education is more effective.

Item twenty-seven: Remote learning is as the same as face-to-face learning.

Option	Number of students	%
Strongly agree	2	5
Agree	10	25
Neutral	3	7.5
Strongly disagree	8	20
Disagree	17	42.5

Table 26: the similarity between remote education and face-to-face education

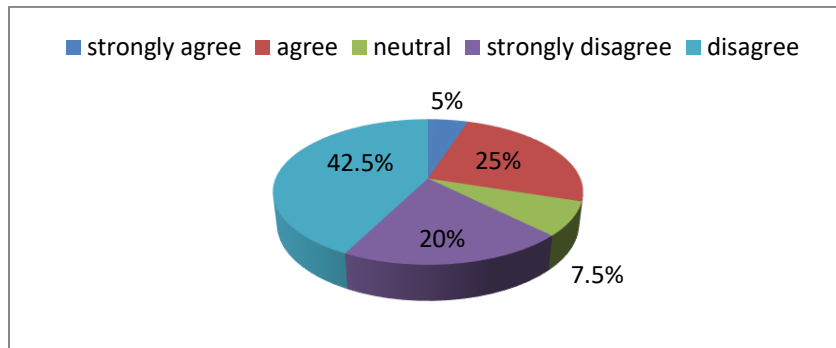


Figure 28: the similarity between remote education and face-to-face education

What is noticeable from the results which are shown above is that only a small proportion of the participants (5%) strongly agree that remote education is the same as face-to-face learning, while (25%) agree. A further (7.5%) were unsure about it. However, a significant proportion (20%), strongly disagree and (42.5%) disagreed which means that remote education is completely different from face-to-face education.

Item twenty-eight: Face-to-face learning is more effective in terms of achieving learning outcomes

Option	Number of students	%
Strongly agree	16	41
Agree	11	28.2
Neutral	9	23.1
Strongly disagree	1	2.6
Disagree	2	5.1

Table 27: effectiveness of face-to-face learning

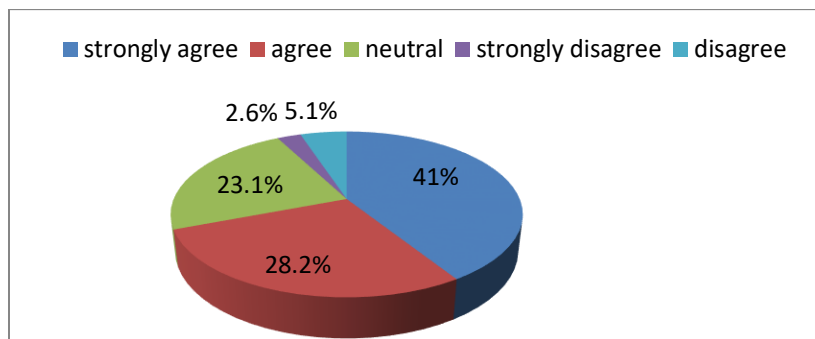


Figure 29: effectiveness of face-to-face learning

From the results above, we observe that (28.2%) of the participants agree and (41%) strongly agree with the statement that face-to-face education is more effective in terms of achieving learning outcomes, (23.1%) were unsure about it whereas only(5.1%) disagree and (2.6%) strongly disagree which means that they do not think that face-to-face education is more effective.

Item twenty-nine: students' space

One student said: “ internet is very important for self-learning, especially because there is a lack of educational books and materials compared to the tremendous progress in internet-based

resources”. Based on this and other students’ opinions and comments there is an agreement that the internet is a crucial tool in self-learning and provides a procedure for accessing information that may not be readily available through traditional sources, such as books and handouts. One student stated: “ I find internet-based learning effective when it is organized”,another one said: “The internet has a significant impact on promoting self-learning and is often considered the primary source of learning”. What is noticeable is that the majority of the opinions highlight the positive impact of the internet on learning English and suggest that it is an effective tool, particularly when used in an organized way. Some opinions even suggest that the internet is the primary source of learning for many people, particularly in the absence of other learning materials. Someone reported: “The internet helps in learning English through videos on platforms like YouTube and other applications”.Another one affirmed: “ The internet provides speed in accessing information and offers the freedom to choose what and how to learn”. We can conclude that the internet is seen as a means of facilitating language learning, as it provides access to educational videos, applications, and other resources.

Discussion of The Questionnaire Results and Recommendations.

Discussion of Results (Findings)

From the analysis of the students’ questionnaire, we find that ST students generally have a common understanding of autonomous learning as self-directed learning, where they take responsibility for their own learning without relying heavily on teachers. They view autonomous learning positively and recognize its potential for independent development of knowledge and skills and they seem aware of the importance of autonomy in their learning process and how

crucial the implementation of independency in learning but there is still room for improvement in terms of raising awareness among the remaining students. The answers of item five demonstrate a sense of responsibility and self-reliance among the students. Moreover, students prefer to take more independent approaches to learning and rely less on direct guidance from teachers. Also, students perceive self-confidence as a significant factor in their learning process which indicates that first year ST students are somehow autonomous learners.

The findings indicate that the internet is widely used by science and technology first-year students, who considered it a valuable tool in their learning process and the majority of them feel comfortable and motivated while using the internet for learning English, recognizing its positive impact, also Videos are the preferred resource for autonomous learning, and smartphones are the most commonly used ICT tool for learning English. Moreover, we analyze that there is an agreement on the crucial role of the internet in self-learning and accessing information. The internet is seen as a valuable tool that provides access to resources beyond traditional sources like books and handouts, which proves that internet plays a significant role in enhancing learners' autonomy.

The comparison between remote and face-to-face learning reveals contrasting opinions, with a majority favoring the effectiveness of face-to-face education. Moreover, from the answers of items fourteen, fifteen and sixteen we can notice variations in teachers' motivation for students' academic progress, communication with students when feedback is needed, and the use of tools and techniques to support autonomy. While some teachers are perceived to be motivating, communicative, and supportive of autonomous learning through the use of technology, others may not exhibit these qualities consistently, This answers one of our

questions which means that the teacher plays an important role in enhancing learners autonomy by motivating and supporting his/her students.

Furthermore, From the answers of item twenty and twenty-one it is obvious that students have positive attitudes towards the impact of internet toward their autonomous learning, they seem to be more comfortable when learning online.

Based on the analysis of results, it can be concluded that that the findings align with our hypothesis that the implementation and utilization of the internet in ESP classes have a positive impact on learner autonomy among first-year students.

Recommendations

Several recommendations can be made for future research to further investigation to the effectiveness of using internet and ICT tools to enhance learner's autonomy in ESP context.

Those recommendations are summarized into the following points:

- In our case of study, we have identified that students frequently encounter connectivity issues, we suggest that universities should improve better internet accessibility and provide reliable internet services for educational purposes.
- We recommend implementing comprehensive training programs for teachers to enhance their proficiency in using Information and Communication Technology (ICT) in the teaching process.
- Provide Resources to ensure that teachers have access to reliable ICT resources, such as computers, projectors, interactive whiteboards, and internet connectivity.

- Encourage students to use moodle to enhance their learning experience and empower them to take control of their education and have the flexibility to learn at their own pace and convenience

Conclusion

This chapter is devoted mainly to the description of the research design, instrument and population. It is also an attempt to answer the research question and the hypothesis put forward through the analysis of the questionnaire. After the analysis of the questionnaire that was submitted to science and technology first year students at M'silauniversity, we gathered their opinions and attitudes towards the use of internet to enhance their autonomy in learning English. It has confirmed the hypothesis made so far in the introduction. Implementing and using internet in ESP courses increase ST students' autonomy in their learning process.

General conclusion

Autonomy plays a critical role in ESP learning. With the increasing demand for English proficiency in specific domains, learners need to take responsibility for their learning and develop the necessary skills to succeed in their field of interest.

The present study is designed to investigate the impact of internet-based instruction on ESP students' autonomy. Furthermore it tends to shed light on the learners' perception on the concept of autonomy. The study is consisted of three chapters. The first chapter is a literature review which is entitled « Learner autonomy in EFL settings ». The second chapter deals with internet-based instruction in relation with ESP learners' autonomy. The third one is a practical framework where the research design and procedure are described with the analysis of the collected data.

The case study was opted for using a questionnaire that was administrated to first year science and technology (ST) students in Mohamed Boudiaf university-M'sila. The collected data was analyzed both qualitatively and quantitatively.

The study seeks to answer to the following questions:

- Are first year ST students autonomous learners ?
- What is the role of teachers in the learners' autonomy ?
- Does internet enhance autonomy among ESP learners ?
- What are ESP learners attitudes toward the impact of internet towards autonomous learning ?

Based on the results we obtained from the questionnaire, we have noticed that students are able to be autonomous through internet due to many factors:

- their English teachers' guidance and support to using technology for their academic progress
- The communication with their teachers whenever they need feedback
- The good accessibility of internet especially at home
- The availability of ICT tools and strategies.
- The majority of them try to solve any difficulty that faces them when learning by using the internet.

We have concluded that the internet has a positive impact on ESP students' learning process and the majority of them have interest in using internet rather than any other resources to

learn English. Moreover, students are responsible of their own learning, they make efforts to make progress,they are also motivated. We noticed that most of them lack self-confidence which influences their learning somehow. Students highlight the positive impact of internet on enhancing their autonomy and think that it is really significant for their academic progress.

Finally, based on our field work results about the impact of internet-based instruction on learners' autonomy, we can conclude that integrating internet technology into the learning process has several benefits and a great influence on the development of learners' autonomy.

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Appendix: Students' questionnaire

ESP Students' Perceptions Of The Use Of E-learning

Dear students,

The purpose of this questionnaire is to gather information needed for the accomplishment of a master dissertation. We would be grateful if you could answer the following questions about Internet-Based Instruction Impact on enhancing 1st year ST students' autonomy.

Please answer the questions and tick the appropriate answer.

Section one: Background information

1/ **Gender:** Male Female

2/ **How would you describe your level in English ?**

- a. Good b. Average c. Bad

4/ **Have you ever heard of the term autonomous learning ?**

Yes No

If yes, what do you know about it ?

.....
.....

Section two: autonomy and ESP

5/ **I am responsible for my own learning**

- a. Strongly agree
b. Agree

- c. Neutral
- d. Disagree
- e. Strongly disagree

6/ I consider myself autonomous in learning English.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

7/I depend on your teacher totally

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

8/From your perspective, what are the psychological factors that affect learning ?

- a. Motivation
- b. Anxiety
- c. Self-confidence

9/I think learning progress is my responsibility

- a. Strongly agree
- b. Agree
- c. Neutral

- d. Disagree
- e. Strongly disagree

10/ When you face a difficulty in your learning, how do you react ?

- a. Avoid it
- b. Try to solve it
- c. Ask my teacher for help

11/ In language learning I enjoy tasks where I can learn on my own

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

12/ In my learning process I depend only on the information which has been given in the classroom ?

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

If no, what do you use to get more information

- a. Internet
- b. Books

13/My teacher of English always motivates me to use technology for my academic progress

- a. Strongly agree

- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

14/ My teacher of English keeps in touch with us –students- especially when feedback is needed.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

15/ My teacher of English uses different tools and strategies which encourage me learn autonomously.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

Section Three: Internet and autonomous learning

16/Do you use the internet outside the class

- a. Yes
- b. No

17/How often do you use internet

- a. Always b. Sometimes c. Rarely

18/ From your point of view how important is the internet for the learning process ?

- a. Very important b. important
c. Slightly important d. Not important

19/ I feel motivated and comfortable while using the internet for learning English

- a. Strongly agree
b. Agree
c. Neutral
d. Disagree
e. Strongly disagree

20/ I think that the internet impact my learning process in a positive way.

- a. Strongly agree
b. Agree
c. Neutral
d. Disagree
e. Strongly disagree

21/What type of resources do you use most frequently to learn independently ?

- a. Videos b. social media c. articles d. Handouts

Section Four: availability and accessibility of ICT

22/Which ICT do you often use to follow your online English course ?

- a. Smartphone
- b. Personal computer
- c. Computer provided by university
- d. All of the above
- e. None of the above

23/How would evaluate Internet accessibility at home ?

- a. Very good
- b. Good
- c. Fairly good
- d. Very poor
- e. Poor

24/How would evaluate Internet accessibility at university ?

- a. Very good
- b. Good
- c. Fairly good
- d. Very poor
- e. Poor

Section five : Online and in-site education

25/Remote education is more effective in terms of achieving learning outcomes.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Strongly disagree

- e. Disagree

26/Remote learning is as the same as face-to-face learning.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Strongly disagree
- e. Disagree

27/Face-to-face learning is more effective in terms of achieving learning outcomes.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Strongly disagree
- e. Disagree

Section six: student' space

Dear student, the following space is devoted to you to give your opinions and comments about the impact of internet on enhancing your autonomous learning

.....

.....

.....

.....

.....

RÉSUMÉ

La présente étude examine comment l'enseignement basé sur Internet influence l'autonomie des apprenants, définie comme la capacité des apprenants à prendre le contrôle de leur processus d'apprentissage et à prendre leurs propres décisions concernant leurs stratégies d'apprentissage dans le contexte de l'anglais à des fins spécifiques (ESP). Il s'agit d'une étude de cas visant à évaluer dans quelle mesure Internet favorise l'autonomie des apprenants en examinant les perceptions et les expériences des apprenants liées à l'apprentissage autonome. Nous formulons l'hypothèse que l'utilisation d'Internet et des outils de TIC dans les cours d'ESP aide à renforcer l'autonomie des apprenants. Pour valider cette hypothèse, un questionnaire a été conçu pour les étudiants de première année en sciences et technologie à l'université de M'sila afin de recueillir des informations sur leurs opinions et attitudes concernant la promotion de l'autonomie dans l'apprentissage grâce à l'utilisation d'Internet. Les résultats obtenus, qui valident l'hypothèse, sont répertoriés et analysés dans le dernier chapitre. Il a été révélé que les étudiants en sciences et technologie sont conscients de l'apprentissage autonome et qu'ils dépendent largement d'Internet comme principale ressource dans leur processus d'apprentissage. Les résultats ont également révélé que les enseignants jouent un rôle important dans la promotion de l'autonomie des apprenants via Internet en les soutenant dans l'utilisation des outils de TIC et en les contactant chaque fois qu'ils ont besoin de commentaires. Sur la base de ces résultats, il est recommandé que les institutions éducatives, en particulier dans le domaine des sciences et de la technologie, envisagent d'intégrer l'enseignement basé sur Internet et les outils de TIC dans les cours d'ESP

afin de promouvoir l'autonomie des apprenants. De plus, il est recommandé que les enseignants reçoivent un soutien pour utiliser les outils de TIC et fournir des commentaires en temps opportun aux étudiants. Cela aiderait à créer un environnement qui permet aux étudiants de prendre le contrôle de leur processus d'apprentissage, de prendre des décisions éclairées et de développer leur propre processus d'apprentissage