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*Exploring the Effectiveness of Social Media Tools in
Promoting Autonomous Learning: A Case of
Master One Students at IbnKhaloudun University of
Tiaret.*

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Requirements for the master's degree in Didactics

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Dedication

We dedicate this work to our parents from both families **Belarbi** and **Djaballah** , to our sisters, and brothers. Special dedication to my supportive husband and to my loyal friend and my partner in my dissertation.

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Abstract

The initial aim of this study is to discuss ways to promote learners' autonomy in English learning at university, as it helps in successful learning and in building learners' lifelong study skills. The problematic at hand seeks to find out the obstacles that hinder the education of independent learners and the development of their awareness and ability to become autonomous through using social media. In order to reach the desired goal and fulfill the requirements of our investigation, we followed a descriptive method, which consists of both qualitative and quantitative approaches, including interviewing the teachers and presenting a questionnaire to Master One students at Ibn Khaldoun University of Tiaret. According to research findings, students learning English as a foreign language possess some degree of autonomy in making educational choices. They lean on social media to bolster their independence, yet still rely on their teachers to guide them towards learning to a far extent. Based on the available findings, e-learning is strongly recommended for enhancing learner autonomy due to the effect it has on their academic endeavors and self-directed learning.

Keywords : Autonomy, Social media, E-learning, social platforms, self-directed learning.

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List of Acronyms and Abbreviations

EFL.English as a Foreign Language.

FB.Facebook.

SM.Social media.

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General Introduction

Social media has become an increasingly popular tool for autonomous learning. Autonomous learning refers to the process of learning that is self-directed and self-initiated, where learners take control of their own learning and set their own learning goals. Social media provides an online environment that allows learners to create, share, and interact with information and knowledge, making it a powerful tool for autonomous learning.

Statement of the Problem

New methods of language instruction have been introduced all over the world to close the knowledge gap between the classroom and the real world, largely due to the traditional methods' failure to meet the needs of contemporary society. This society demands not only language proficiency, but also the capacity for lifelong learning. The concept of learner autonomy was introduced in the educational context with this objective in mind.

To build responsible students who are capable of being in charge of their own education. i. e. students who work collaboratively with their language teacher in class and who also keep up their research outside of the classroom to raise the bar on their language proficiency. The fact that students still rely heavily on their teachers as their main information source is visible in our universities, though students studying English as a foreign language must find other learning aids to help them overcome the issue of learning dependency. The current study was motivated by a personal desire to find out if using social media tools could encourage students to take more ownership of their education. This study is being done in this context to look the effectiveness of social media to foster learner autonomy.

Aim of Study

The purpose of this study is to look into the effectiveness of using social media by EFL learners to foster autonomous learning. The main aim of our study is to investigate whether social media sites have an impact on learning English and how they can lead students to become autonomous and responsible of their learning without having to fully rely on teachers most of the time.

Research Questions

The present research revolves around the following questions:

- 1- Do students comprehend the significance of autonomous learning?
- 2-What is the extent of students' utilization of social media for educational purposes?
- 3-Is it possible for the social media to promote autonomy in higher education students?

Research Hypotheses

To answer the research questions, the following hypotheses are advocated:

- 1-University students are highly aware of the importance of autonomous learning and fully understand its significance.
- 2-Students use social media to a high extent and regularly for educational purposes.
- 3-Yes, social networking sites can promote independence in higher education students by offering students the freedom to select what they learn about.

Research Methodology

The data for the study has been collected from a sample of English teachers and first year master students at the University of IbnkhaldounTiaret ,The study is carried out

through a descriptive method where both quantitative and qualitative methods were used in the form of a questionnaire and interview . The questionnaire was administered to 50 students to check their awareness about autonomous learning, and their perception towards the social media as a tool to foster it and the interview has been administered to 5 teachers of English to investigate their perception towards the social media as a tool to develop learning autonomy among EFL students.

Structure of the Study

Our research is divided into three main chapters. The first and second chapters are devoted to the theoretical part while the third one is devoted to the practical part. The first chapter is about the social media and autonomy in language learning. The second chapter deals with autonomy and language learning. The third chapter deals with a description of the research design and methodology and more importantly, the process of data analysis and interpretation.

CHAPTER ONE : Social Media and Language Teaching and Learning

1.1. Introduction

The term social media networks refers to all websites and electronic applications that enabled all people around the world to communicate and create accounts for them, where man became fully able to learn about the culture and language of others; this was not limited to only here but also got to know their thoughts.

In this section, our interest is to highlight the concept of social media and the notable platforms that learners may use. In addition, we deal with social media networks as language learning and teaching tools and the role of social media in developing learners language skills. Furthermore, we shed light on the English language in Algeria and the university system. Our main focus will be on learners attitudes towards using social media.

1.2 Background of social media

Many people use social media as their main source of news. It has become one of the most popular platforms for many purposes and has become an increasingly important part of our daily lives. Boyd and Ellison (2007) discuss social media in their article "Social Media Network Sites: Definition, History, and Scholarship" and define social networks as: Web-based services that allow users to (1) construct public or semi-public profiles within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these" connections may vary from site to site (p. 213).

In the same line, Kaplan & Haenlein (2010) defined social media as "a group of Internet based applications that build on the ideological and technological foundation of web 2.0 and that allow the creation and exchange of user-generated content." It is a collection of applications where users are able to connect via common online platforms and exchange content. In the last decades, the digital world has changed radically, thanks to the growth of social media. Most people now trade ideas, pictures, posts, videos, and personal information.

According to Boyd (2015), "Social media platforms have been taken up around the globe at an unprecedented speed, revealing the extraordinary nature of the social media phenomenon." Due to the importance of social media networks, they are considered the most widely and widely used means of communication between people today. As they make it easier for users to access information in a timely manner, they seem to be the most effective means of engaging users (Baruh, 2012).

Moreover, Cara and Hayes (2015) claim that people are given access to a variety of trustworthy news and information through electronic communication and social networks, which enable them to develop reasoned opinions on a range of topics and issues. According to Tess (2013), social media, considered the most used means, allows all individuals to interact with many users who share the same interests, as it is distinct from other boring traditional platforms.

Additionally, Safko and Brake (2009) adopt a more generalized approach and propose that social media are:

"[...] activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media. Conversational

media are Web-based applications that make it possible to create and easily transmit content in the form of words, pictures, videos, and audios."(p.6).

Furthermore, Solis (2007) defined social media as "online tools that people use to share content, profiles, opinions, insights, experiences, perspectives, and media itself, thus facilitating conversations and interaction online between groups of people." Numerous studies have shown how social media is being used more frequently by academics and how this is affecting their efforts to teach and learn. Social networks have improved communication, collaboration, community creativity, and convergence as they have grown in usefulness for learning and teaching (Friedman & Friedman, 2008). The best illustration of this is the growing popularity of collaborative and interactive learning, » which places an emphasis on students' independent learning and problem-solving.

Tiryakioglu and Erzurum (2011), for instance, have shifted the emphasis to Facebook as a teaching tool. Most of the participants they spoke with, according to their report, have Facebook accounts, and the majority of them use it as a form of communication. 80 percent of respondents agreed that it encourages interaction between students. The findings of their study also demonstrate that the majority of academics are open to using Facebook to set up groups for the purpose of exchanging course-related information.

Despite these benefits, critics believe there are potential risks to using social media in the classroom. Social media techniques may not always be appropriate because a successful method of teaching and learning a second or foreign language was not developed for this purpose (McBride, 2009). In other words, materials available on social networks Media platforms lack the educational design necessary for English learners to develop the language Ability (Yunus et al., 2012).

Also, since social media hinders face-to-face contact, English learners' communication, social, and academic skills may not develop, but for many educators, the time has come for teachers and school leaders to realize this. *The Critical Role of Social Media in Improving Teaching Strategies and Enhancing Learning Environments in Language Teaching* (Kessler, 2013). People perceive these social networks differently; some of them see them as places of youth corruption, which is negative because it leads to their social isolation, considering the large number of people participating in them just for negativity rather than improving real social relations. In addition, there are fear and obsession. Although social and moral standards have changed over time, many people push boundaries by exaggerating to reveal the mysteries of personal life and intimate relationships, which is inconsistent with society's inherited values. (2013, Students now more than ever rely on the information available easily on the internet, and these social networking sites decrease their ability to learn and do research.

Students frequently use abbreviated or slang words in long-distance interpersonal communication. Locales. Depending on the PC language structure, they start with a spelling check, which lessens their charge over the dialect and their writing experimentation skills. Students get distracted while searching and concentrating online.

Drawn into using online networking sites occasionally while ignoring the purpose of their internet use, at times students are unable to complete their assignments by the deadline considering how much time they waste because of this, the student's motivation declines to use such long-distance interpersonal communication locales as opposed to becoming dependent on the virtual state. Increasing logical understanding of this reality as it is the most prominent thing that condemns these methods is the problem of privacy violations, as anything that happens appears online quickly and automatically. There is a possibility that all the information provided through it is not correct, as social

media is a platform that carries all the news about everyone; however, it is not certain that this information is accurate, as there are times when people receive wrong information and cause confusion and spread rumors.

Although these means help us meet new people, it is also expected that these people are fake and unreal, seeking to achieve sordid purposes and using these various means as a cover to reach their ambitions. Addiction to these means leads, in turn, to consumption and waste of time instead of using it to do useful and useful things.

Social media can generate negative emotions and reduce members' life satisfaction. A survey of 600 Facebook users found that more than a third feel frustrated and envious when they read friends' posts, check their news feeds, and browse travel and leisure-related photos friends have posted on the platform. This can negatively impact users' satisfaction with their own lives. (Krasnova and Buxmann, 2012). Despite conflicting findings from some surveys, it is clear that a large proportion of students in the digital age no longer see traditional ways of learning and teaching as the most appropriate model of education. However, students are increasingly using social networks for their learning, raising concerns about the quality of knowledge shared among them and how they assess its credibility.

1.3. Social Media Types

Social media platforms enable people to connect with each other, form communities, and engage in various activities such as messaging, sharing photos and videos, commenting, liking, and following.

There are many types of social media platforms, each with its own unique features and characteristics. Some of the most popular types of social media platforms include:

1.3.1 Facebook

Founded in 2004 by a Mark Zuckerberg student from Harvard University (Nomar 2014), Sadiq (2008) states that one of the oldest apps allows users to easily create their profile through the online platform. Facebook is the most popular social networking site among users. There are no difficulties or limitations when setting up or using the app. According to Salehi and Yunus (2012), Facebook is essentially a personalized profile for the majority of users.

Most people use Facebook because it is a popular component of modern communication as well as the most frequently visited social network site. Additionally, students are encouraged to participate in a wider range of activities and collaborate more openly with their teachers and peers by sharing on Facebook. Nowadays, almost everyone has a Facebook account and can easily share any information that is potentially public more quickly. Therefore, teachers also favor encouraging their students to participate in Facebook group discussions. It can be said that Facebook has a positive effect on today's education because it strives to ensure that no detail is overlooked and the student's future will be prosperous. According to Zuckerberg (2004), Facebook is empowering users to share and expanding the global community.

Connected and open people are able to talk about anything thanks to features like sharing links, status updates, and photos. Types of information are available here without charge (Shih, 2011). The freedom to share anything at any time contributes. Inspire hope for education. Learner-friendly has been made possible by web-based learning, such as Facebook. A setting in which they can share resources and knowledge (Wang, 2010). Furthermore, this aids in boosting their motivation for self-directed learning (Shih, 2011). More likely, they will be persuaded to work for that teacher and make an effort to impress

him.

They can be encouraged to participate and learn by using Facebook or another social media platform. Present-day students spend the majority of their time on Facebook, so they are excused from completing any tasks posted there. They could just focus on the assignment while casually browsing Facebook if they each had open books and sat in their own space.

1.3.2 Whatsapp

WhatsApp is a messaging app that is widely utilized for seamless communication between students and teachers. The app facilitates instant sharing of notes and enables group projects to be accomplished effortlessly. Teachers can send reminders, feedback, and learning resources using the app. WhatsApp also provides an excellent platform for creating study groups, where students can discuss and resolve problems together. The app's features such as video calls, voice notes, and file-sharing make it a valuable tool for distance education and remote collaboration. By encouraging communication, collaboration, and engagement between learners and educators, WhatsApp can enhance the overall learning experience. One of the social media platforms used for communication during the learning process is WhatsApp. The daily activities of students outside of these social media platforms are currently inseparable from their studies. (Aicha, 2014).

The behavior of undergraduates is influenced by WhatsApp and how this affects their learning, as student behavior related to the learning process has both positive and negative effects, including positive effects such as student knowledge sharing, class preparation, attention, class attendance, study, and the desire to take additional courses or topics.

WhatsApp's slogan was used when it was first launched in 2009. 'Easy real-time personal messaging A messaging service that allows users to communicate with each other. No

SMS charges Can be used as an alternative to sending SMS. It runs over a data connection to the internet.

Users can send unlimited money. Send and receive messages without borders. You can also form groups with friends, family, and colleagues.

1.3.3 YouTube

YouTube has become a valuable platform for both teaching and learning, offering an extensive collection of educational content in multiple formats. Whether it's lectures, tutorials, or documentaries, learners can access information on virtually any subject. Furthermore, YouTube's accessibility and flexibility are ideal for self-motivated learners who seek autonomy in their education. Learners can choose their pace and preferred learning style, and can easily review and revisit content at their convenience. To top it all off, YouTube provide learners with personalized suggestions for new content that aligns with their interests and requirements. With such a vast array of educational content available on YouTube, anyone can take control of their own learning journey and pursue their goals independently.

Additionally, the YouTube platform was founded on February 14, 2005, by three former PayPal employees (Jefferson, 2005). That is a video sharing website where you can easily upload, share, and watch video clips. Would be the best, as it is widely used as an online video resource (Burke and Snyder, 2008). YouTube is hosted by thousands and even millions of entertainment, educational, political, medical, and historical videos from around the world. Derkhshan, Lee, Bahama ,Barbariet, and Shaye (2019) stated that students can share videos online using this audio and video tool.

A study found that YouTube is the most popular place to find educational videos for online learning and to disseminate instructional videos. YouTube allows videos to be shared through comments and other forms. The interaction of DeWitt et al. (2013) YouTube primarily produces knowledge. Multimedia education enhances learners' ability to remember and understand better through a variety of experiences they see, hear, and do. Over 75% comprehension of seeing, listening, and seeing 20% is for learners who create material during class and only understand it during preparation.

1.3.4 Google Classroom

There are a lot of online social media sites that are accessible for both learners and teachers to keep in touch. Many teachers and administrators embraced Google Classroom as the platform of choice for remote teaching and learning during the COVID-19 pandemic.

Google Classroom is a free application made at no cost by Google for Education and is available to teachers and students. This is now being adopted and widely used by all types of school districts.

Google Classroom is one of the educational features provided by Google Apps for Education (GAFE), which was released to the public on August 12, 2014. Google Classroom can be a means of distributing tasks, submitting tasks, and even assessing the tasks that students submit collected. The Google Classroom application is very useful for online learning, is available for free, and can be used on any device.

According to Yeshe, N. (2022), Gc is software intended to be effective for both teachers and students due to its numerous features that facilitate the teaching and learning process. Teachers can easily assess students with social anxiety disorder when they learn online without having to worry about appearing in front of their peers. In addition, students

gain more independence and information analysis skills because they are also in charge of their own education.

Most of these services are claimed to be user-friendly, paid-for, and time-saving. Furthermore, GC is known as an appropriate platform for students and teachers because it is easy to use, efficient, functional, more environmentally friendly, and allows collaboration between teachers and students. Moreover, Gc stands for groups connecting, which is a tool that helps teachers and students collaborate online. This makes it easier for teachers to create and distribute assignments to students. It is free to use and can be accessed online.

Teachers can make lessons that are tailored to fit the needs of their students by using GC; this can include activities that are collaborative and lifelong learning-oriented. According to Yeshi, N. (2022), Google Classroom is a program that enables teachers to create digital classrooms for students to communicate with teachers as well as their peers. It can be used anywhere with an internet connection. This free app integrates emails, files, videos, and links.

Post, announcement and assign tasks. Documents can be shared and edited in class, which facilitates cooperative learning.

1.4. Social Media and English Language Teaching / Learning Process

Thanks to advances in communication technology, people can now easily overcome the limitations of time and space. This has improved and increased people's ability to communicate with millions of people at the same time. Initiatives such as education can greatly benefit from these developments. Activities such as distance learning, blended learning, and even interactive education could be significantly streamlined and made more

effective. In terms of education, for example, language classes could benefit significantly from the use of social media.

The use of social media sites such as Facebook, WhatsApp, and YouTube by teachers and students alike could help students develop their language skills. The social media platforms would allow learners to immerse themselves in scenarios where they interact openly with people who are better at using the language than they are. Learners could improve their language skills in this way. Learners have the opportunity to communicate freely with native speakers of the language they want to learn and take control of the learning process themselves.

This is made possible by integrating social media into the teaching process. Learners could also immerse themselves in the culture associated with the language they wish to learn. Consequently, students' understanding would grow, which would improve the educational process. Finally, social media could allow for unrestricted communication with native speakers.

Significantly, expanding the use of computers and mobile devices in classrooms and similar areas Learning English and disseminating social media is the idea behind using social games for educational purposes. Klopfer (2008) found that young college students spend most of their time playing video games, and mobile games have become an important part of their lives. Social games in the classroom should be a teacher's focus and goal. Authentic and honest communication A pleasant teaching method According to Klopfer (2008), these games can also help teachers find ways to connect language learning to the real world.

Furthermore, Klopfer (2008) states that, given the economic, cultural, and technological changes in today's world, it is important to try to connect students' experiences with media and technology in schools with their lives outside of the classroom. Social media has been very valuable in the classroom environment, especially for schools, as considerations have emerged that suggest undergraduates have seized the opportunity at this stage to further their study and research. In South Africa, Murire and Cilliers (2017) detail the use of social media in higher education and show that the ubiquity of social media among undergraduates requires college faculty options.

Facebook has been found to have significant potential for attracting undergraduate students, as it continues to land an overwhelming majority (90%) of higher education courses (Blattner and Lomicka, 2012). Furthermore, Manca and Ranieri (2016) found that video sharing sites such as YouTube and Vimeo also offer great potential for university communication and the promotion of workplaces aimed at self-enhancement. Both early research on web technologies like blogs and wikis and more recent research on social networking sites like Facebook and Twitter have clearly identified the pursuit of innovative teaching and learning using social media.

Bradley (2009) and Grosbeck (2008) focused on the acceptance of higher education and the development of the enormous potential of web technologies to improve student engagement, college experiences, and pedagogical practices. They also advocated innovation and change to keep up with the changing world and the education market. 2008; Ajjan and Hartshorne; Chen, Heiberger. Yang and Chang (2011) came to the conclusion that university students displayed more favorable attitudes toward peer interaction and academic achievement through interactive blogs. The research done by Junco et al. (2011) found that Twitter use significantly increased student engagement and GPA. However, the

author of the other study, Junco (2012), discovered that Facebook use had a weak and significantly negative correlation with grade point averages among college students.

1.5. The Role of Social Media in Developing Language Skills

According to Soliman,(2014) It is not easy to sustain all four language skills because they require a lot of materials, so social media may provide learners with some kind of source to improve their language skills. It enables English learners to access useful language resources and communicate directly with native speakers. Greater use of social media appears to have helped many students develop their language skills in a short period of time.

While people make international friendships through SM sites and start learning their language, once they have mastered the spoken language, they can easily start reading and improve both their language and grammar skills. Many language training centers believe that SM can be an effective tool to develop students language skills, whether in English or a foreign language. Various SM sites offer a wealth of opportunities to improve language skills in a relatively short period of time, like YouTube videos, Facebook chat, and audio-visual calls.

In order to learn and improve their speaking, listening, reading, and writing skills, students around the world are exposed to second language approaches, distinctive tactics, and a variety of methodologies:

"If we want to teach writing or help students learn how to write more effectively, then we have to see writing in the same ways that they do and be with them where they write.

Networks are classrooms. Digital writing is socially situated in a collaborative, recursive,

and responsive space in which teachers must participate with their students". Gabrill (p. 306).

We must see writing from their perspective and be present when students write if we want to teach writing or help them become better writers. The networks in the classroom a collaborative, recursive, and responsive environment where digital writing is socially situated is required of teachers and students.

1.5.1. Youtube Video

Video is a combination of "image sequence, audio tracks, and textural information" (Ma et al., 2005). Applying potentially useful technology to encourage student autonomy and designing engaging lessons is often a challenge when teaching English as a foreign language (Watkins & Wilkins, 2011). In this teaching category, both the teacher and learners must have adequate access to familiar internet, computers, and other technological media in order to use them for their purposes. In addition, it's easier to understand using YouTube videos as an instructional medium.

Hedge (2000), cited in Gilakjani and Sabouri (2016), states that modern society respects the shift from print media to other media such as sound and audio-visual media. Some researchers have found that using YouTube videos can improve students English proficiency. According to the findings of Watkins and Wilkins (2011), using YouTube videos to improve student listening skills provides learners with audio-visual video so that they can identify the language or words they hear while studying the topic content.

Additionally, videos on YouTube can be a useful resource for improving language abilities. Learners can find material that is both engaging and pertinent to their language goals thanks to the millions of videos that are available in a variety of languages. The

pronunciation, comprehension, and vocabulary of learners can all be enhanced by seeing and listening to native speakers.

In addition, YouTube provides a selection of language learning channels with lessons and exercises that are organized to help students advance in their language study. Through comments and communities, the platform also gives users the chance to interact with native speakers and other language learners, offering useful chances for criticism and practice. Overall, using YouTube videos to enhance language instruction and sharpen language abilities may be enjoyable and successful.

1.5.2. Facebook Chat

21st century students face a massive information overload that is difficult to manage. Today, students have many resources at their disposal to learn languages and other subjects. These resources include audio recorders, videos, and chats. If students don't change the way they learn in all subjects, but especially in language learning, they may not get the skills they need. Therefore, 21st-century students must actively use technology to improve their language performance. (Aqel et al. 2006, p. 599).

Recent research in the field of second language acquisition (SLA) suggests that online chatting can help learners master certain aspects of oral communication (Lee, J. 2002; Patterson, 2001). Chat sessions also provide SLA researchers with insights into the cross-lingual development of language learners by providing readily available analytical data (Mynard and Mynard 2002).

Chatting is a great way to practice informal English. Messages in chat rooms are usually short sentences. Sometimes it's not even a sentence, just some words that aren't

quite grammatically correct, but maybe the way we typically talk in a quick chat with friends. (Theresa, 2003).

Text chat shares important features with written products, making it a powerful medium for language learning using the concepts behind written thoughts (Manchn 2011). That said, given the importance and permanence of the written form, text chatting provides learners with the time to formulate, monitor, and edit their information (Sauro and Smith 2010) and thus may enhance learners' cross-lingual competence (Abrams 2003; Blake 2000; 2009, 2017; Michael 2018).

1. 5.3 Audio and Visual Calls

With the rise of technology, audio and visual calls have become an increasingly popular method of communication. While these tools are commonly used for personal conversations, they can also be valuable resources for students looking to improve their language skills. By using audio, speaking over the Internet can be improved. video conferencing or teleconferencing. Multiple people can meet via audio teleconferencing. speakers to conduct a real-time audio conversation. Communication is what is meant by video conferencing via a real-time video link over the Internet (Teeler and Gray, 2000).

Audio and visual calls provide an opportunity for students to practice their listening and speaking skills in real-time. When communicating with a native speaker or someone who is fluent in the language, students can learn to recognize different accents, intonations, and rhythms of speech. Additionally, they can practice their own pronunciation and intonation, receiving feedback and corrections from their conversation partner. This type of interaction is especially valuable for language learners who may not have access to native speakers in their local community.

Furthermore, audio and visual calls can also help students improve their vocabulary and grammar skills. During a conversation, students may encounter unfamiliar words or grammatical structures. They can ask their conversation partner for clarification and learn how to use these new words and structures in context.

1.6. The English Language in Algeria

During the colonial period, French colonists insisted on inflicting a change in Algerians' culture and language and, consequently, on assimilation of Algerians into French culture. Hence, the general educational policy was to spread the French language as a national and official language, whereas the status of Arabic was weak and marginalized. (Ennaji, 1991). The French colonists closed all community schools where Arabic was taught and introduced. They also closed Qur'an schools (katatib); these schools contributed greatly to raising people's awareness and helping them cling to their religion and language, which consequently paved the way to a revolution that lasted till independence in 1962.

After Algerian independence, French became the official language. Giving such value to the French language led to a revolution undertaken by the Arabophones, which attempted to marginalize the French language through a process of status planning called the Arabization process. (uring the colonial period, French colonists insisted on inflicting a change in Algerians' culture and language and, consequently, on assimilation of Algerians into French culture. Hence, the general educational policy was to spread the French language as a national and official language, whereas the status of Arabic was weak and marginalized. (Ennaji, 1991).

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At the time of freedom in 1962, the Algerian government acquired an education framework centered on European substance and conducted in a remote dialect by remote instructors. Algerian specialists have attempted to create a system more suited to the desires of a developing country. The center was on Arabization and on logical and specialized ponders so as to meet the wants of Algerian industrial and managerial sectors. (Lekhal, 2008). The focus of specialists at that time was to set up an educational framework characterized by opportunity.

The specialists were mindful that this can be accomplished, as it were, by expanding proficiency, giving free instruction, making essential school enrollment obligatory, expelling outside instructors and educational programs, and replacing French by Arabic as the medium of instruction. (Lakhal, 2008) Not at all like French, English has no connection with the belief system spread after independence, which considered French as no more than a remaining of a long and excruciating period of colonization, and so are the strategies of instructing; as it were, at that point, independence gets to be a reality in the Algerian instructive framework. And in terms of the arrangement of instructors, the Service of Education depended intensely on ostracized students from all over the world to compensate for the lack of instructors.

1.7 .Overview of Algerian Universities

Algeria has compulsory education starting at the age of six. Education is one of the top priorities of the Algerian government. The Algerian education system is divided into several levels: preparatory education, basic education (primary and secondary), secondary education, vocational education, and higher education. A high school diploma or equivalent is required for college admission.

In 1962, Algeria had only three universities (Algiers, Oran, and Constantine) with fewer than 2,000 students, of whom only 1% were women, and a total of 250 faculty members. Only after independence (1963) did the Algerian government begin to rebuild its state and educational system. After the establishment of the Ministry of Higher Education and Scientific Research in the 1970s, universities gradually emerged. In 2015, the university network represented 107 universities and over 1,500,000 students, 60% of whom were women, with 54,000 teachers.

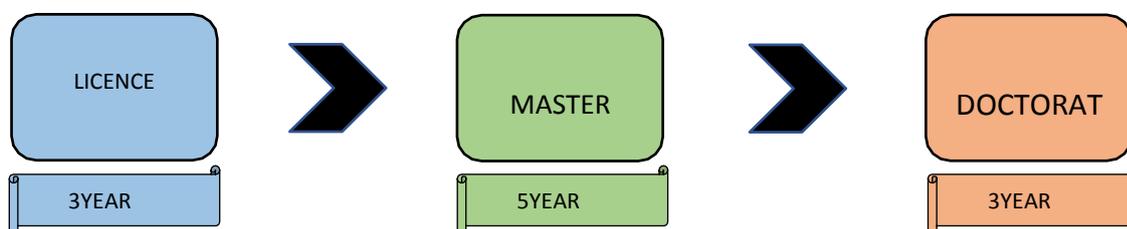
Algerian universities are public scientific, cultural, and professional institutions with legal personality and financial autonomy. They consist of a governing body (board of directors, scientific committee), deans, faculties, institutes, and branches, as well as joint administrative and technical departments. The Algerian education system is structurally influenced by the Napoleonic system, dating back to the French colonial period and the introduction of the BMD (Bachelor Master Doctor) system. This reform led to a major overhaul of the curriculum and new teaching practices. Maximizing opportunities and going international are the main reasons for choosing BMD.

For this reason, Algeria switched from the previous system (4 years of licensure, 2 years of master's, and 3–4 years of PhD) to BMD (3 years of bachelor's, 2 years of master's, and 3 years of doctorate) in 2004. Improving the quality of higher education outcomes has become a top priority for the Algerian government. To meet the challenge, the government launched a comprehensive education reform. In 2004, Algeria joined an earlier major European reform of higher education. Most experts and policymakers consider this reform to be one of the most significant higher education teaching reforms ever undertaken in Algeria. This is a transition under the new education law.

This shift marks a shift from a traditional or classical system modeled on France to a three-tiered system seen as more internationally compatible, the LMD (Licence, Masters, and Doctorate) system. The license corresponds to three years of post-secondary studies (bac+3); the master corresponds to two years of post-licence continuing education (bac+5); and the doctorate corresponds to three years of research activity following the master's degree (bac+8). Mimouna Zitouni and Farida Djaileb (2014)

Figure:1.1.

Organization of the LMD system in Algeria



1.8. Learners Attitudes towards Using Social Media

Online social networks these days (e. g., Google, Facebook, LinkedIn, orTwitter) draw a lot of interest due to the fact that they quickly spread throughout the world. These social networks have actually been successful in recent years transform communication fields through the sharing of data and knowledge. They have, in particular, attracted young people's attention as well. Schoolchildren, these networks enable their ardent users, all experienced with the quick, to freely and quickly share with their family, friends, and others in the growing world of technology and the internet coworkers, their most memorable experiences, as well as their thoughts, beliefs, and opinions. Also demonstrated how these networks work in a 2009 study can directly affect learning, especially when it comes to learning foreign languages diversity and interaction of languages Numerous other studies back up this assertion. Learners' oral and written language skills can be improved and enhanced by studying foreign languages. (Akbari, 2012)

With worldwide advocacy and advancement of language learning, there were increasing numbers of advantages in education provided to educators and students using social media platforms as learning methodologies. Social media comes first has made it possible for students to interact, work together, share ideas, and create long-lasting connections with their colleagues and instructors. The students are able to use social media tools, too to cater to each learner's unique learning preferences. Additionally, such tools encourage collaboration, interaction, and socialization classrooms that effectively build student knowledge.

Additionally, social media encourages collaboration. independent study to increase students' self-confidencedependent study to increase students' self-confidence. Social media has established itself as effective in various ways areas like nurse education and the medical and health sciences Business marketing, business education, and anatomy, as well

as higher learning (al-Qaysi, 2019). Many learners have positive attitudes toward social media use in the classroom. Social media can provide a platform for collaboration and communication, allowing learners to connect with peers and experts in their field of study. It can also provide access to a wealth of information and resources, including online lectures, articles, and research studies.

1.9.The Use of Social Media in Algeria

Technology and social media are both essential parts of our lives today. Every person will have a profile on at least one of the widely used social media sites. The younger generation of today is addicted to social media, which is spreading more widely. Some teachers and parents alike want to keep it out of the classroom because they worry that it would be too distracting. They believe that if they allow their students to use social media, they will be posting status updates about how their days are going, which will only take away from their educational experiences. Due to this, many schools have begun to censor students' access to social media websites. The ability to connect and communicate in novel and interesting ways through social media, however, can increase the likelihood of learning. Social media offers many wonderful features that English teachers and students may find very helpful.

Learning would be simpler, more colorful, interesting, and limitless if they used social media. Using social media could help them stay current, professional, and productive and effective so that teaching English wouldn't get boring. Social media use can be a potent educational tool that increases students' motivation to learn English and offers both students and teachers new and exciting learning opportunities. Social media has evolved into a common academic tool that is used by all students in academic institutions to share academic works, research findings, and book reviews and communicate with their

peers and teachers.

Researchers have opinions about social media use.

When social media is used in the classroom, there are more opportunities to express oneself, participate, collaborate, find information, share and store knowledge, process, write, and have students produce content. Get teacher feedback, reflect, and learn alongside others (Crook 2008; Moody 2010; Liburd 2011). Above all, they were able to declare a state of alertness at all levels thanks to traditional social structures beginning of the interaction, at the individual and large family levels, and at its impact on the area and society at large, but it is obvious that its impact starts with particularly the Algerian state's political choices and efforts to improve the situation. State media's weaknesses are those websites that have the ideal environment for nesting.

After they begin on YouTube or Facebook, it is considered "an electronic social network that can be accessed for free and is managed by Facebook Limited Liability Company as its private property, and it is one of the most prominent social networking sites that appeared in the twenty-first century through which a personal page identifying the person is set up and communication and an acquaintance is carried out with all subscribers to this site to transfer knowledge, news, and form visions and orientations without restrictions or limits" (Theeb, 2015:246)..

Unlike other websites, Facebook might be the one that Algerians are most interested in this website has documented the methods of virtual communication between communities individuals, this site has provided Algerians with political, social, and psychological outlets. Economic transactions also include buying and selling as well as other private and public actions. (Ali Alioua,2022)

1.10. Conclusion

In conclusion, the widespread use of technology increases opportunities for enhanced learning outside the classroom on the one hand and opportunities for self-directed learning on the other. In this section, we try to highlight the various resources on social media (websites, videos, etc.) that can help EFL learners become autonomous so that they can plan their own learning paths and strategies. Learners acquire knowledge on social media websites instead of relying on teachers and books alone. Online learning resources are not only rich and colorful but also have many channels, and they are very fast and timely. We can choose learning materials from the massive resources on the Internet, which can easily arouse the interest of learners. Can fully mobilize the initiative and enthusiasm and improve learning efficiency.

CHAPTER Two : Autonomy and Language Learning

2.1. Introduction

With the technological progress that we have witnessed in recent decades, there has been a continuous pursuit for further development, especially in the field of language teaching, where the focus has shifted from teacher-centered methodologies to learner-centered ones. The idea of independence gained momentum in recent years as a means to improve learning outcomes, so it was resorted to reviewing older literature in order to understand the full scope of this complex concept.

Hence, this section sheds light on the historical origin of autonomy, explains the concept of learner autonomy and its conceptual roots in the field of education and traces its

development over the years to derive a rationale for promoting it inside and outside the classroom. It also explains how learners are encouraged to be independent in their education with mentions of the effective role of the teacher in developing the independence of his learners, and finally, the role of social media in achieving independence since it has become an effective factor in the process of teaching and learning English.

2.2. The Historical Origin of the term word Autonomy

According to ancient Greek philosophy, the origin of the word goes back to the word « auto-nomus, » where autos means « self » and nomos means « law » (Self-law), and the whole word symbolizes the person who decides his own destiny and lives according to his laws, meaning that his decisions are up to him and not affected by outer elements.

The original roots of autonomy go back to ancient Greek philosophy, and among the names that have emerged in this field are those of Plato and Aristotle, who believed that the basic part of the human spirit is the rational part, as they explained the importance of a person being intellectually free from the restrictions of society. They also supported the right of citizens to self-government in their policies, self-determination, and decisions as a kind of freedom that should be available. To each person where Aristotle considers self-sufficiency as an essential ingredient of happiness to pave the way for a group of philosophers like Immanuel Kant and John Stuart Mill to adopt this idea, develop it, and try to spread it.

Moreover, Mill(1956) writes, “The only part of the conduct of anyone for which he is amenable to society is that which concerns others. » In the part that merely concerns himself, his independence is, of course, absolute. He also adds that: « Over himself, over his own body and mind, the individual is sovereign” (Mill 1956, 13). Kant adds that a

person is autonomous only if his choices and actions are unaffected by factors that are external, or inessential, to himself.

For him and others, this has become a famous mantra since the concept of the individual's role in society underwent a shift from "man as a product of his society" to "man as the producer of his society." (Holec, 1981 :3). Which means that societies, in order to ensure their development and prosperity, must provide their members with freedom of thought, action, and self-determination. The concept evolved further in modern times with the decline of religious authority and the expansion of political freedom, to be associated with learning.

There has been a significant increase in interest in language as an educational objective, which can be seen in the developments that took place in the twentieth century, as this century is considered a pivotal period in the social sciences, psychology, philosophy, and political science. First used in Holec's work (1981) « Autonomy and Foreign Language Learning, » published in the Council of Europe's modern language project, the phrase first entered contemporary language teaching and learning rhetoric. Since then, there has been a significant process of reconceptualization, an increase in complexity, and new directions in the study of autonomy.

In addition, (Benson, 2001 :24) highlights that "autonomy is a precondition for effective learning." This means that if a person wants to learn, he must have the freedom to do it, which means he is not restricted by rules or limits set for that.

The two concepts of education and autonomy are clearly related, and we see that the ultimate aim of education must be the individual's self-determination. Consider the requirement that social science function independently. Therefore, educationalists attempted to free their research from the control of philosophy and religion under the

banner of autonomy. The autonomy of educational theory also indicated that this discipline should not be influenced by societal influences such as politics and the economy; autonomy served as more than just a basis for the science of educational theory. The education process must be self-regulatory if a person's self-determination is its ultimate goal.

As Eduard Spanger clears up in 1928: "Learning and education will only be successful if teachers and students come together in freedom and the schools themselves are free ". In this respect, it appears that autonomy is a necessary precondition for education. derived from particular conditions of the teaching process and connected to the idea of pedagogical or academic freedom.

2.3. Definition of Learner's Autonomy

Autonomy in learning is the ability to teach oneself, to know your own strengths and weaknesses well enough to manage them and find the best ways to teach yourself what you need to learn. Therefore, learners must keep in their minds that education is not limited to the instructions, materials, or methods followed by teachers and that they provide in the classroom, that education is more concerned with responsibility and love of exploration to enhance the learning process, and it also allows learners to select appropriate tools and materials that be effective for their education.

Additionally, the idea of autonomy first made its way into the world of education and learning through Holec's seminal report to the Council of Europe's Modern Languages Project. Where Holec sought to solidify the idea that autonomy is "the ability to take charge of one's own learning" (Holec 1981: 3), He is also considered the person who sought to spread and consolidate the idea of the learner's independence; he was called "the

father of learner autonomy.” The origin of this nickname goes back to the theoretical basis and pedagogical implications of learner autonomy, which opened the doors for researchers and educationalists to address this concept and present it with different definitions .

However, not all researchers agreed with what Holec put forth. such as Little who points out to an important condition for autonomy, which is not mentioned in the previous definitions of the researchers and it is psychology, Which he was able to add a new dimension to the concept of learners' autonomy and consider it as a cognitive and self - management processes of learning. Where he argued that “Autonomy is a capacity for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning.” (Little, 1991 :3-4)

For this reason Benson (2001) favors Little's definition and referred that this definition adds an essential psychological aspect to Holec's definition because it describes autonomy as controlling the cognitive processes involved in effective self-regulation of learning (Benson, 2001:49). However, Benson argues that holec and Little's definitions of autonomy devalue the fact that automatic learning presupposes the learner's freedom to determine the content of education.

On the other hand, Dickinson (1987) sees learner autonomy as making choices within the context of learning. He added that autonomy refers to the ability of learners to mentioning the difference between decision taking and decision making, where he said “The learner is responsible for the decisions concerned with his or her learning, and the implementation of these decisions.” (Dicknison, 1987:81).He described Autonomous learners are those who are able to identify what has been taught, who are aware of the teacher's objectives and who are able to formulate their own objectives, who can

implement learning strategies and identify strategies that are not working for them and use others, and also who can self-assess and monitor their own learning.

In the same context, Jeffries brought a new definition to the square where he indicated that : “Learning in which an individual or a group of learners study on their own possibly for a part or parts of a course, without direct intervention from a tutor, so that to take a greater responsibility for what they learn.” (Jeffries, 1990:35).Where he meant to views learner autonomy as an individual or group of learners.

This definition includes indirect teacher support to help learners take charge of their own learning; the guidance of teachers and collaboration with peers are essential for the development of learner’s autonomy. Moreover, the latter has to be developed by the learner in a continuous process and as an ultimate goal of the learning process. which seems to be the most suitable because we are much more interested in partial autonomy not with the full or total one.

From what was previously mentioned, it can be said that the idea of educational autonomy is not widely accepted. It is a complex idea whose meaning has been examined from a variety of angles. And this is due to every researcher defines it according to his own perspective. In addition to, the reasons that clarify the difficulty of defining the concept of learner autonomy, there is another reason which is the several terms used in the literature.as equivalent words to learner independence or utilized as close in meaning. There are plenty of terms in the literature such as: Self Access, Training, and Individualization.

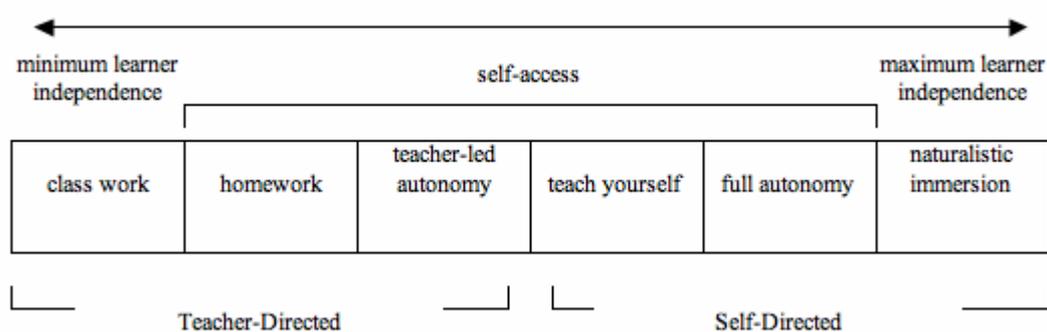
2.3.1. Autonomy and Self-access

Self-access refers to the ability of learners to learn on their own with the resources and facilities which are organized with the purpose of helping learners . The term is

neutral as to “how self-directed or other-directed the learners are.” (Dickinson, 1987:11). This means that although self-access necessitates the student’s autonomy, he needs the intervention in order to properly direct the materials and resources and the correct way to use them. These materials ought to be simple to use and easy to recognize, clear instructions and aims that direct learners through their learning process.

Figure 2.1.

Teachers and Self-access (Jones, 1998:379)



2.3.2. Autonomy and Training

It includes everything that the learner and the teacher do to develop and enhance the independence of learning, in order to know the weaknesses in the taught materials (Harmer, 2001) named this process by "Student's Self Analysis" which explains why some skills or subjects are more difficult than others. This can be enhanced by a discussion about why they remember certain issues, why they like or dislike certain topics or subjects, and why they find certain parts of certain lessons easier or more difficult.

They might also be encouraged to assess their own progress (Harmer, *ibid*). This entails responding to questions about how well they have learned the material in the previous lessons. An example of coaching and independence is giving learners homework

and assignments which must be viewed by both students and teachers as a form of active learning and a main tools to promote autonomy rather than punishment or a time-consuming activity.

2.3.3. Autonomy and Individualization

According to Littlewood (1999:75) : Learners take charge of their own learning, determine their objectives, select methods and evaluate what has been acquired. Whereas reactive autonomy is the kind which does not create its own directions but one direction has been initiated. What shows us that individualization is closely related to autonomy, as both require self-rule and not allowing external influences to control or influence the decisions taken, meaning that individualization requires independence and self-sufficiency, which allows learners to evaluate their performance and define their goals and choices, which means that both concepts individualization and autonomy need the existence of each other some.

2.4. Autonomy in Language Learning and Proficiency

With the expanding intrigue in autonomous learning, create learner independence as an fundamental instructive point gets to be the subject of intrigue of numerous teachers and dialect instructors. Hence, a noteworthy body of research has been conducted within the point of supporting learner independence and finding the compelling ways which offer assistance learners learn autonomously.

It was concluded through these studies that "feeling free in one's actions is a basic human need."(Deci, 1996:2).which means that if we want to enhance the independence of the learners, we must give them complete freedom to do what they want, explore what they

are looking for, and cover the shortcomings of what they need. When learners feel that they can express their ideas, observations, or questions freely, their autonomy grows faster.

Many researchers have also concluded the importance of self-regulated learning for learners in all educational stages. Zimmerman (1992) reported that successful students' use of self-regulated learning strategies resulted in success in school. What tell us that learner autonomy improves the learner's educational level and develops their potential, but only if they know how to self-manage it. because if students make a move or an effort to learn and manage to regulate their own learning, they will definitely reach satisfying results in anything they learn.

This point was confirmed by Little (1991) when he said about the self-regulation of learning that it also helps them in promoting a healthy mentality, enhancing their attention, and improving their critical thinking. which leads us to say academic performance and the development of skills in the target language, such as communicative competence, are both facilitated by autonomy in language acquisition. Moreover, autonomy not only supports language acquisition but also the growth of one's personal and professional life.

After the student finds that his independence is available to him in order to learn and acquire the language, he moves on to how to master it, which we called language proficiency. which is considered the main objective for both teachers and learners as they try to pay tribute to the importance of gaining the language completely, that is, the capacity to read, speak, write, and understand the language in general.

The hypothesis that learner autonomy encourages the development of language proficiency has gained huge momentum at the present time as it has undergone adequate testing by numerous researchers in language education. In order to come up with the

conclusion that learners' autonomous learning is equivalent to better language learning, research is likely to be most valuable «if it establishes proficiency criteria relevant to autonomous learning and documents the ways in which autonomy and proficiency interact» (Benson, 2001: 191–192) which gives the research priority to claim autonomy as a primary goal for language learning and links it strongly to the development of language competence, which is considered to be the main objective of the entire language education process.

Both academic scores and proficiency are both approved by autonomy in learning and this is additional reason that open the way to the concept of learner autonomy in the educational context

2.5. Autonomy Support

From autonomy conditions it is to encourage the interest of the person without pressure on him, with the availability of social environments that support his independence and not to use arbitrary language, and instead offer him meaningful choices and motivate him to do the best in order to have confidence in his current and future decisions, which provides him with internal security and high self-confidence and thus develop his independence.

Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened (Willis, 1996:7). Which proves that the learner in his academic journey needs support more than others, and the encouragement should be both internal (support from parents) and external (support from the teacher during his studies).

- Parents can be an autonomy-supportive parent through giving their kids :

-The chance to help make decisions about home things (grocery, what to cook ... etc).

- Give them the freedom to do what they want and try to direct them to the right way to do it instead of trying to control everything that concerns them which gives them a sense of control over their own actions.

- encouraging their children by offering them rewards for their work, no matter how small or useless it is. It is enough for parents to give their children self-confidence, which motivates them to work hard to reach better achievements in the future. This applies at learning as well, where the learner during his study, looks for his parents' motivation instead of just being interested in the grades he gets.

-Meeting their children three psychological needs (autonomy, competence, and relatedness), like giving their kids challenges to do alone and telling them they are up for the challenge, which makes them want to do it and helps their kids deal with schoolwork and life in general in an effective way.

- As for the teacher, he has to perform several efforts to develop and encourage the independence of his learners, especially since the child finds himself in a new environment other than the one he is accustomed to (home). For example:

-Provide learners with opportunities to take a part in choosing the way they want to learn depending on their own needs for create an atmosphere that allows them to learn independently this demonstrates trust, and freedom to make decisions, and individuality.

-Designing assignments and lessons that must be completed both inside and outside of the classroom can also be a supported way for learners' autonomy in order to accelerate the pace of learning. .In addition to, giving them permission to suggest how they want to learn, do projects, etc.

-Teacher attempts to create a desire to study inside his learners to be curious to explore the prosperous world of knowledge

-Create a fun atmosphere to make learners feel comfortable during the lesson this allowed them to express what's on their minds with ease and without affectation to build strong, positive relationships with the teacher and with each other.

In simple terms, fostering learner autonomy is regarded as an endeavor to assist learners become more self-reliant through training them on the efficient use of the language learning which make them responsible to take control, evaluate and monitor their language learning process.

Table 2.1

Autonomy support:

	Type of support	The aim behind it
Parental support	<ul style="list-style-type: none"> -Encourage them to take charge of their choices. -Allow them the liberty to experiment with novel ideas. -Reward them. 	<ul style="list-style-type: none"> -Boost their assurance in the choices they make. -Developing a sense of trust between parents and their children. -Motivate them to strive for excellence.

Teacher support	<ul style="list-style-type: none"> -Allow for the option to select preferred learning method. -Fostering a heightened eagerness for knowledge acquisition. -Create an atmosphere. 	<ul style="list-style-type: none"> -Empowering individuals to expand their knowledge base and fulfill their needs by means of informed decision-making. -Captive the learners' attention. -Creating a feeling of safety and psychological comfort.
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2.6. Teacher Roles in Autonomy Classes

One of the common concepts of autonomous learning is that it includes only learners without teachers, And this is wrong ; teachers play an important role in supporting learners' autonomy. Where teachers must adapt to perform many roles in order to foster students' learning autonomy. Autonomous learning is by no mean teacher-less learning (Thanasoulas,2000). What proves and reinforces the idea 1 there is no independent education for learners without the need for a teacher to reach their achievements.

The role of the teacher was divided according to Richards and Rodgers (1986), into three categories : **Teacher as manager and organizer ; teacher as facilitator ; teacher as a counselor** (p.77).

2.6.1 Teacher as Manager and Organizer

Teacher assumes the role of leadership during his education and is keen to assume the responsibility of this role to the fullest extent, as this role is considered the most important in the profession of any teacher, so he seeks to organize various activities

and effective works in the classroom to help the learners to plan and carry out their independent learning that meet the needs and expectations of students and provide them with what they are looking for and be related to what they have studied in classes where teacher adapt the students learning according to specific needs. The teacher can play the role of the manager and organizer to the fullest by planning, setting up processes and materials, setting up the atmosphere to enhance efficiency, keeping track of students' development, and foreseeing any issues and all this allowed the classes to be organized during teaching.

2.6.2 Teacher as Facilitator

Being a facilitator means being the person who extends a helping hand to the learners by understanding their common goals, reviewing their needs, and being always there to answer their inquiries about anything in order to give them a sense of security that they are in safe hands, which motivates them to develop their interest in providing useful content. We can also highlight the role of the teacher as a facilitator in guiding students to the sources that provide them with the necessary information and knowledge to help them. The teacher focuses on the importance of the student acquiring facts and concepts appropriate to his continuous flow of knowledge. The teacher should also seek to provide appropriate and useful guidance to the teachers to allow them to discover the learning materials on their own.

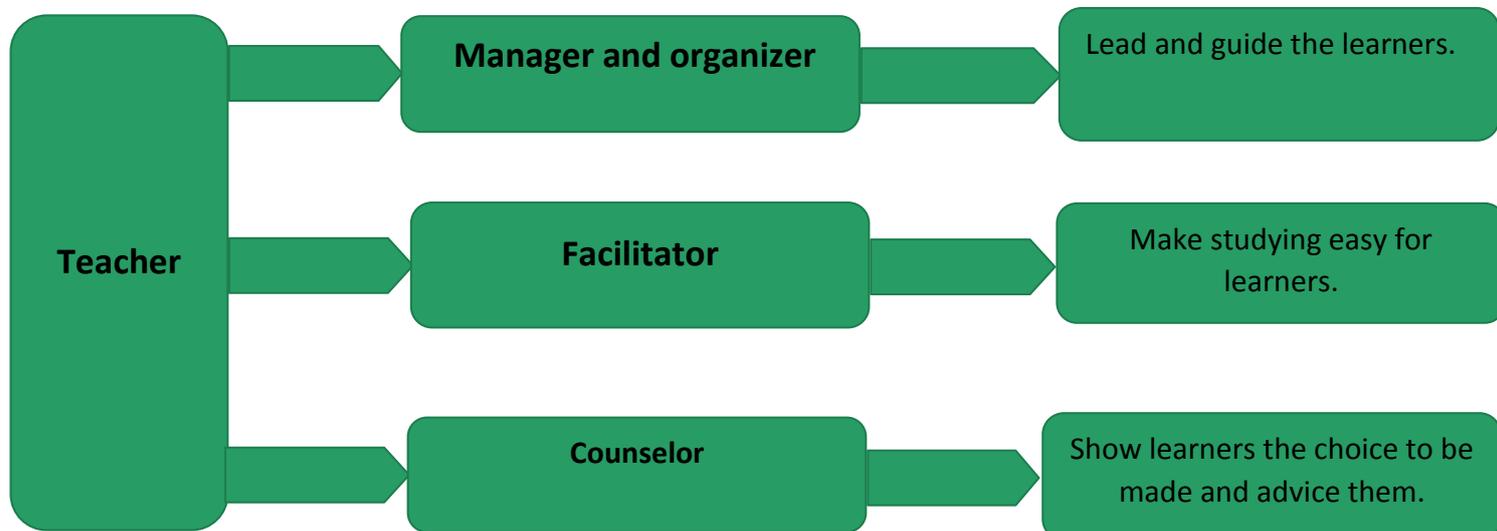
2.6.3 Teacher as a Counselor

Means that the teacher is the person that the students go to when they need him and he offers them help with what they need, and show them the best option when comes to making rational decisions. In another sense, it can be said that The

teacher's role as a counselor revolves around developing the students' personality, by being a good listener to them and giving them the opportunity to express their worries and fears ; counselor role also requires the need to follow up the progress of the learners' study and to carry out several tasks that helps students in adjusting to their surrounding and their studies by giving awareness of the importance of education. The counselor teacher should also be a problem solver for students they face in their learning as well as he has to provide the students information to parents and administrators on students' wellbeing to ensure the smooth running of the study in a good atmosphere.

Figure 2.2

Teacher roles in autonomy classes:



The role of the teacher is not only centered on what has been mentioned, but it has several other roles. The teacher has to know how to play each role when, how and where. To show his ability to play all roles to the fullest extent, which shows him in his best condition in front of the learners, and their feeling that their teacher is able to meet their

needs and guide them for the best during and outside the lesson, which makes them more willing to learn, whether during or outside the classroom, and when the teacher sees that he has mastered all his roles He himself benefits in terms of feeling satisfied with himself and gaining the love and respect of his learners

2.7. Role of Social Media in Autonomous Learning

(Deuing, 2012, P1), defines the term of Social Media “ As the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute users-created content, or join online communities”. (Ivanovic 2012) highlights the importance of social media; she considers it as an important tool in our daily life communication like Facebook or Twitter in laptops or mobile devices. While (Walter and Riviera, 2004) describe “social media as the relationship that exist between the network and people” (as cited in Johnson and Weiclen and Juliang, 2011).

Social media appears for the first time to entertain and transmit news, but after a while and with the expansion of its popularity and its frequent use, it witnessed a wide spread and acquired new roles, where it is today the most used tool by all age groups and the most famous among youth and learners. As it took the place of newspapers and became the one that keeps us constantly informed of what is going on around us.

It is undeniable that social media is a great device for education that students can educate themselves on many topics by using it for its capacity to afford all the required information about any object just a click away. Students no longer rely solely on lecturers and books, but acquire knowledge online and Learning Aids They found their endeavor in the Internet, while it is not only rich, but also has a variety of channels and is extremely fast and social media made them choose it as a source of learning. This is what makes most students turn to it when they need to understand or know something, and it can be

said that social media have replaced the teacher in many sites. Especially since the learners are now resorting to autonomous learning in which they rely on themselves for research and exploration without the need for direct teacher help, this is where the role of social media appears.

Benson (2011) asserts that by suggesting novel approaches, the media can provide significant linguistic and nonlinguistic input. In using new language and this is what we notice at the present time in the educational institutions, where they are incorporating these advancements within their system and depending on group resources and instruments to improve learners' growth. The use of social media in study assists both the teacher, the student, and the parents in obtaining effective and helpful information for the sake of connecting with learning communities and other educational programs that make learning more accessible.

According to Sung, Chang and Yang (2015) believes that improving learners' autonomy in language learning is very effective and social media can play a role in highlighting its effects on the student and his education, where it has the capacity to broaden the learner's viewpoint on different subjects and give enlightening, momentary substance that's new. It also gives them the opportunity to engage specialists to urge answers on points that they may require offer assistance. Besides, it allows the student to determine the pace of learning as well as the time and place, which gives the learner the ability to take responsibility for controlling his learning in terms of choosing the content and goals he wants to achieve through learning.

One of the effective advantages of using such media is that it affects learning positively for the progress of independent learning since it increases the inspiration and motivation of students to learn and provides them with assistance in order to communicate

effectively at their own pace. Integrating social media into the educational sphere can foster a stronger connection between students and their instructors, ultimately enriching the learning experience. It also opens up a world of creative opportunities within a virtual space, promoting collaborative and peer-based learning. Real-time discussions and consultations with tutors become more accessible, providing a dynamic and interactive platform for group learning. Utilizing various social media platforms can enhance student-centered learning, such as peer instruction, and create a robust and meaningful learning environment. An educational method that focuses on solving real-world problems is commonly known as problem-based learning.

Social media also changes the role played by the teacher as a source of content to a translator of the content in such a way that students are able to absorb the information, which makes the learning environment more flexible and students are able to share their ideas and observations and exchange information on any topic, and among these types of social media that are likely to be used there is Facebook, messenger groups, and WhatsApp all of which are considered social media aids that develop learning autonomy, and their benefits go beyond the student, through the teacher, and up to the parents of the learners.

For example, we find that WhatsApp keeps students engaged with learning materials and the subjects where it supports free voice and video calls, which allows learners to stay in constant contact with teachers or experienced people to provide them with the information they need. This application also facilitates education for the teacher, as he can send updates or edits for exams, tests, homework due dates, etc.

On the other hand, we have Facebook and Messenger groups in which learners are very active by sending lessons or summaries in them, in addition to exchanging knowledge and helping each other. The application of Messenger is more widely used than WhatsApp,

so we find only a minority dealing with it, most of them being teachers. As for students, they depended more on Messenger, which made teachers In turn, they use it, especially when revealing points or communicating with students about problems that concern them, whether they do not understand a lesson or problems related to points.

To keep students updated on any changes, teachers can rely on social media platforms like Facebook or messenger groups to disseminate information. In the event of a change in venue, class cancellations, or the topic of the next course, instant notifications will be sent to students, enabling them to share the information with their peers. Even if there are last-minute modifications to the study program, a quick online post can ensure that everyone is promptly notified, and the two applications can be very effective even for parents, by following their children and how they are studying. It also keeps them in contact with teachers, who provide them with feedback about their children, whether positive or negative, so that they can help their children achieve their independence in a more appropriate way.

2.8. Conclusion

In this chapter, an overview about the concept of "autonomy" is presented and its development over the years. As it strives to explore the concept of learners' autonomy in language education in depth, encompassing all related elements related to it. The drive that render learner autonomy a coveted objective is highlighted while focusing not only on students but also on the critical role that teachers play in promoting self-reliance in their students to facilitate self-study and boost English proficiency. Moreover, the pivotal role of social media in fostering learner autonomy cannot be overlooked where it makes autonomous learning desirable goal.

CHAPTER Three :Data Analysis and Recommendations

3.1. Introduction

The main objective of this chapter is to explore the potential of social media as a tool for promoting autonomous learning within the context of Tiaret University. To achieve this, extensive field work was conducted which included interviews with teachers and distribution of questionnaires to Master students in the department of English at Tiaret University. The results and findings were meticulously analyzed and interpreted in order to provide conclusive answers to the research questions and ultimately establish the validity of the primary research hypotheses and confirm or reject it .

3.2. Research Methodology and Design

Choosing the appropriate research methodology is fundamentally vital to the success of the study. The success of research largely hinges on the research type and context. Therefore, The most appropriate methods for doing this study is Descriptive method which consists both Qualitative and Quantitative approaches means giving a questionnaire to the students to fill them out, arranging an interview with the teachers, and taking notes to their answers.

3.3. Research Participants

In this research, Master one students at the department of English at the University of Tiaret were targeted based on the fact that they presumably possess the sufficient knowledge and competence that enable them to recognize their educational level and to provide insights into the integration of E-learning into their FL learning and its impact on their autonomy. In this respect, a random sample consisting of Master students has been

selected and required to fill in questionnaires. On the other hand, we interviewed their teachers for the purpose of serving us as tools of data collection.

3.3.1. The Students' Profile

The total number of selected students is 40 students out of 182, which equals 21.97% of the whole Master students "population". As masters students they are also expected to undertake research projects, therefore, more than others, they are expected to demonstrate Required skills which related to autonomy. In addition, they have previous experience with e-learning platforms, what gives them a strong background and familiarity with the necessary skills to use them.

3.3.2. The Teachers' Profile

The study also concerned teachers of English Master classes at Tiaret University. The number of the teachers participating in the investigation is seven. Their teaching backgrounds differ. They teach different modules in the English Department. It was better to choose masters teachers, as it is assumed that they are more familiar with their students, the extent of their competence, the level of independence, and the important role they play in raising it.

3.4 Research Tools and Analysis

In order to understand both teachers' and learners' perceptions of using social media to foster learners' autonomy, the present study leads us to use both qualitative and quantitative research approaches. The research instrument used is a questionnaire for EFL learners because of its ability to enable swift and efficient data collection and because it also saves time. A vast amount of information can be absorbed in a short period of time with minimal effort.

Furthermore, data can be swiftly processed with ease. Besides, respondents are allowed to express their feelings and thoughts freely and without pressure. Moreover, it is also beneficial to rephrase the research hypothesis as a series of questions and queries. As for the teachers, we did a remote interview with them.

For optimum data processing, a combination of qualitative and quantitative analytical techniques is employed. The qualitative methodology incorporates the usage of descriptive statistics, representing percentages, frequencies, and graphical displays. On the other hand, quantitative analysis emphasizes data accuracy, with particular focus on content.

3.4.1. Description of Students' Questionnaire

The current questionnaire design takes its basis from the theoretical section of the study. It consists of seventeen questions structured into three types: -Closed-ended questions that include an already specified set of options to choose from. -Mixed questions provide the ability to share further insights and choosing one of the suggested possibilities.- Open-ended questions give students the chance to share their ideas and opinions. In this questionnaire, almost all questions are closed-ended, as they include a set of options that lead to quantitative findings. The questionnaire is divided into three main sections.

The first section is devoted to gathering data about Learners' attitude towards Learner's autonomy, it contains eight questions. The three first questions are general profile for the learners (personal information) that set to collect information about students such as their gender, age, and their academic level. For the rest of the questions, it was dealing with autonomous learning in general, as it covers questions that investigate learners' autonomy and how much do they seek to it.

Section two involve Learners' attitude towards E-learning, it include five questions that attempt to find out to what extent learners are familiar with social media, whether they use it for learning, and the most important means used for that. The third section dealt with the learners' attitude towards using social media to improve their autonomous learning. It consists of four questions that seek to investigate the effectiveness of social media and its role and extent of using it inside or outside the university campus in promoting autonomous learning.

The administration of the questionnaire was completely online through Google Forms. It targeted Master students of the department of English at Tiaret University. The questionnaire has been sent by email to 20 Master 1 students and has been posted also in Facebook group. It has been answered by 50 students in about 2 weeks. Students did not welcome the administration of this questionnaire and they did not cooperate with the researchers, as the number of respondents did not even reach a quarter of the number of students.

3.4.2. Questionnaire Analysis

Question1: Gender distribution: Are you: A –Male B- Female

The aim behind this question was to examine the possible impact of gender on the present study.

Table 3.1.

Gender distribution of Participants

Answer	Number of Students	Percentages (%)
Male	14	28%

Female	36	72%
Total	50	100%

Table3.1 shows that 72% of the whole sample are females, whereas only 28% are males. From these numbers, we can assert that the present study is based on females. Thus, the factor of gender is not taken into consideration.

Question 2: Age distribution: How old are you?

The central aim behind this question was to examine the possible influence of age on the current study.

Table 3.2.

Age distribution of Participants

Answer	Number of Students	Percentages (%)
18-20	3	6%
21-23	39	78%
25 and over	8	16%
Total	50	100%

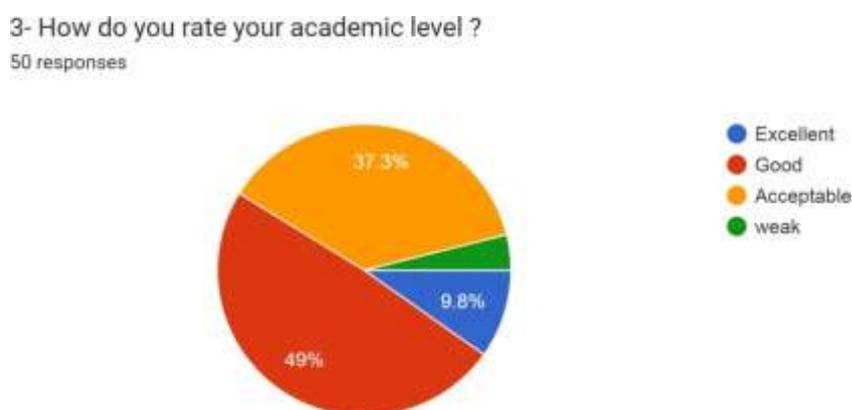
As mentioned above, the vast majority of students (78%) are between the ages of 21 and 24, while the rest (22%) are split (6%) into those aged between 18 and 20, and the remaining (16%) are learners over the age of 25. This means that most are young learners,

belonging to a generation that understands social media and they have the ability to be independent in their education.

Question 3: How do you rate your academic level?

Figure 3.1.

Students' perception about their Academic Level



It can be seen that the half of the students (49%) indicate that their English was good, while only (10%) of consider themselves excellent. Others (40%) responded that they were between average (37%) and weak (4%). Overall, students' level varies from acceptable to good which makes this sample appropriate for the topic under investigation.

Question4: How ready are you to take charge of your learning?

The purpose of this question was to find out the readiness of the students to learn by themselves.

Table 3.3.

Students' Readiness to be Responsible of Learning

Answers	Number of	Percentages (%)
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	students	
To high extent	23	46%
Somehow not ready yet	23	46%
Not ready at all	4	8%
Total	50	100%

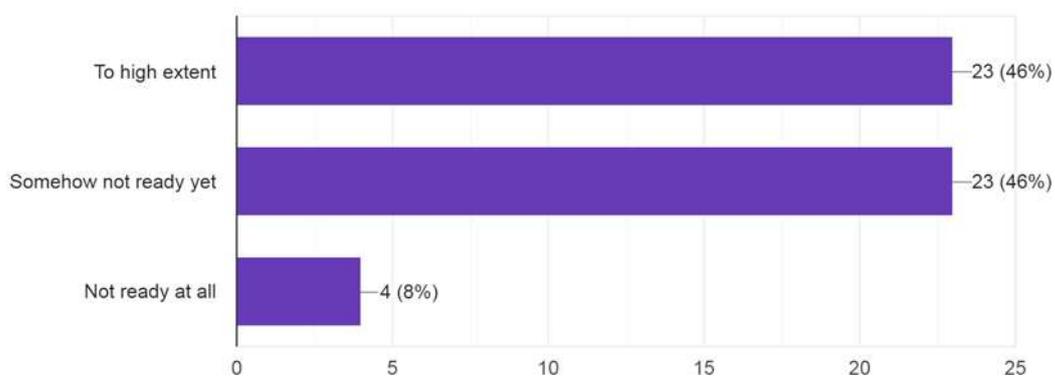
When asked about their preparedness, 92% of the students split into equivalent percentages between those whose ready to high extent (46%) and the ones who are somehow not ready yet were also (46%), while (8%) stated that they were not ready at all. The confident ones believed in taking responsibility for their own learning, citing technology as a helpful tool for individual learning. They also agreed that with more responsibility comes more freedom to make decisions.

Figure 3.2.

Students' readiness to their responsibility of Learning

4- To what extent do you think you are ready to take charge of (be responsible of) your own learning?

50 responses



On the other hand, as shown in the figure above those who felt unprepared yet believed they needed to work on their personal skills and competencies and lacked knowledge about certain topics. Those who were completely not ready expressed an urgent need for guidance from their teachers to help them with their learning, they justified this by the fact that they grew up dependent on the teacher. This, unfortunately, cannot change drastically overnight.

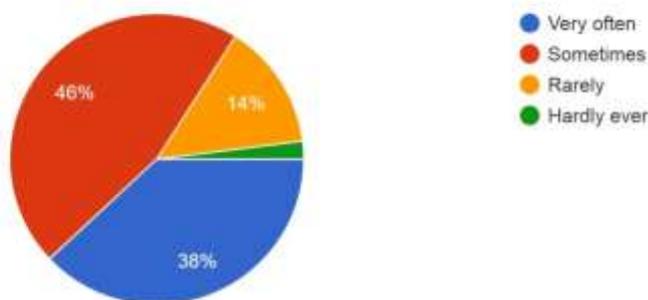
Question 5: How often do you learn English outside the classroom:

The reason for asking this question is to find out whether or not students seek learning outside classroom

Figure 3.3.

Frequency of students' Learning outside of Classroom

5- How often do you learn English outside the classroom ?
50 responses



It can be concluded through the percentages shown above, that students opt for learning outside the classroom, but not consistently. A majority of the students (38%) reported that they very often learn outside the classroom, while (46%) of them do so only

occasionally. A minority of students answered "rarely" (14%), while just (2%) said "hardly ever".

Question 7: Which activities do you do out of the class to improve your level in English learning ?

The type of activities according to the answers revolves around the development of the four skills, where we find that the majority of students tend to listen to music, podcasts, audio recordings, and watch YouTube videos in order to develop the listening skill.

Speaking skills honed by communicating with foreigners and interacting with the native people. As for their daily social interaction they tried to communicate with friends and teachers in English.

While reading skills were sharpened by reading books, Articles of Novels. Some students explained that they are seeking to develop their written skill by writing short essays, writing tasks and playing cross words. In general, it can be said that all these ideas help in acquiring the necessary knowledge of both grammatical rules and learning proper pronunciation.

Question 9: Are you a social media user?

Table 3.4.

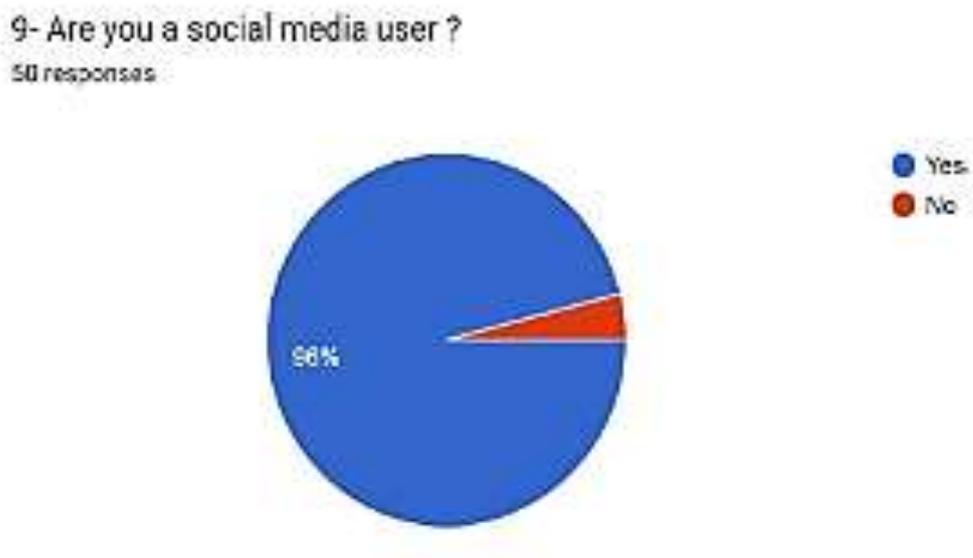
Students' Use of Social Media

Answers	Number of students	Percentages(%)
Yes	48	96%
No	2	4%
Total	50	100%

According to the collected information, 96% of social media users use it regularly and its daily user count reaches 92%, while the remaining 8% use it several times a week, proving that learners are social media pioneers.

Figure 3.4.

Students' Use of Social Media



Question 12: which social media do you prefer?

The aim of this question was to know the most important means that learners use in order to know whether these social media allow them to learn remotely or not.

Table 3.5.

Students' Preferred Social Media

Answers	Number of students	Percentages(%)
Facebook	15	30%
WhatsApp	1	2%
YouTube	25	50%
Others	9	18%
Total	50	100%

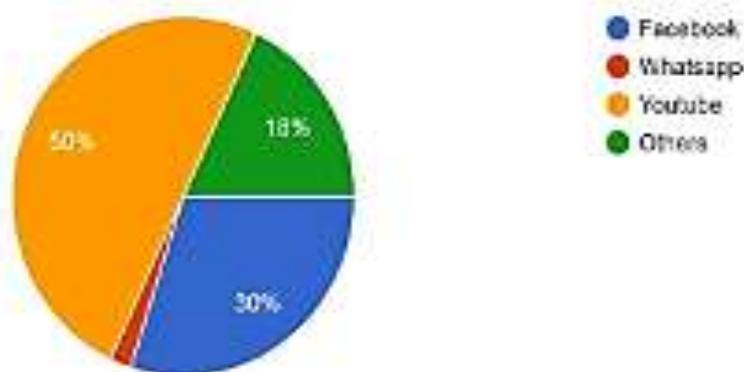
The majority of students surveyed chose YouTube as their number one social media platform, with 50% opting for it. Facebook came in second with 30%, while WhatsApp lagged behind at only 2%. The remaining 18% preferred alternative platforms.

Figure. 3.5.

Students' Preferred Social Media

12- Which of the following social media do you prefer for learning ?

50 responses



Question 16: Does social media make learning easier?

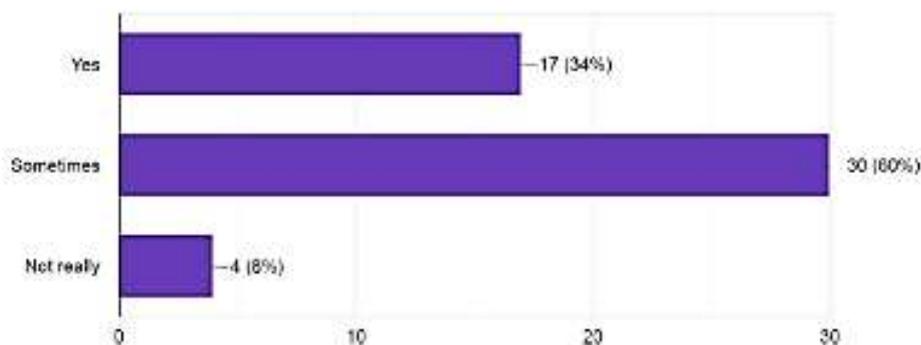
The point of this question was to find out whether the learners believed in the idea that education would be easier if we use social media.

Figure. 3.6.

Easy Learning through Social Media

16- Does social media makes learning easier ?

50 responses



Based on the data presented in the figure above, it can be inferred that 60% of learners believe that social media occasionally facilitates education, while 34% fully agree with this notion. On the other hand, 8% of learners do not share this perspective. Despite this, a majority of learners, 60%, still prefer traditional face-to-face education. However, 52% of learners are of the opinion that social media could potentially replace teachers, with 22% strongly in favor of this idea, while 26% oppose it.

Question 17: Do you agree that social media enhance learners autonomy?

The main objective of this question was to know if social media is effective tool to promote learners' autonomy.

Table 3.6.

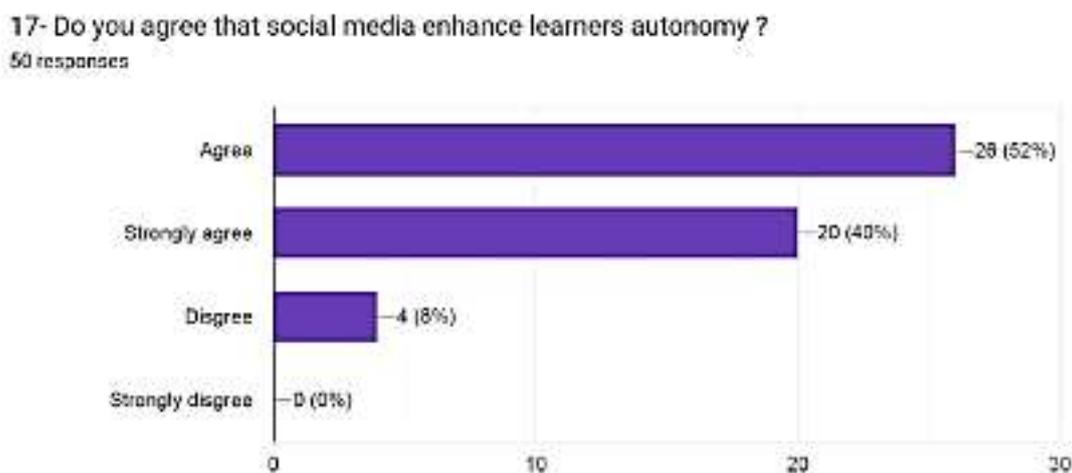
Social Media Effect on Autonomy

Answers	Number of students	Percentages(%)
Agree	26	52%
Stronglyagree	20	40%
Disagree	4	8%
Strongly disagree	0	0%
Total	50	100%

Table 3.6.indicates that 52%of the students agree that social media foster learners 'autonomy and 40% confirm it. Whereas 8% disagree with this idea, leading us to believe that social media can be partially beneficial for learners' independent learning and since the majority of the students agreed with this theory, it means that social media can be very useful to his students, and it is a basic requirement for them.

Figure. 3.7.

Social Media Effect on Autonomy



3.4.3. Interview Description

This section offers a detailed description about the aim behind asking each question in the Teacher's interview.

1. "How many years have you been teaching English?"

This question is addressed to provide information about the person's level of experience and expertise in teaching this subject.

2. "According to your experience, what difficulties do students encounter in the acquisition process of foreign language?"

This question is asked to collect opinions about the challenges that students face when learning a foreign language. It may include information about common difficulties such as pronunciation, grammar, vocabulary, and cultural differences. It may also include strategies or techniques that the person has found effective in helping students overcome these difficulties.

3. “Do you find that your learners are autonomous enough to achieve good communicative performance?”

The question is asking if the students are independent enough to perform well while communicating. The answer to this will depend on the learners and their levels of self-motivation, self-direction and self-efficacy.

4. “Do you provide learners with opportunities to manage their learning or do you promote their interests to be autonomous?”

This researcher wants to know if the teacher provides opportunities for learners to manage their learning. It is asking if the teacher is allowing the students to take control of their own learning or if they are pushing them towards autonomy. Providing opportunities to manage their learning means allowing students to take control of their learning process and make their own decisions about how they will learn. Supporting their interests to be autonomous means the teacher motivates and encourages students to be independent, often by pointing out the benefits of taking ownership of their learning.

5. “How do you support your learners to be more autonomous? “

This question is asking how the teacher encourages their learners to become more autonomous and what teachers should do to help learners become more autonomous? Do they motivate and encourage them to take more responsibility for their own learning?. Do they provide opportunities for the learners to make decisions about their learning?.

6. “Do you think social media can help students become more autonomous in learning English as a Foreign Language?”

This question is asking if social media can help students become more autonomous in learning English as a foreign language, can SM be a useful tool for students

learning English as a foreign language?. Does SM provide opportunities for practising and learning the language in an authentic and meaningful context?

7. “Do you recommend to your students to browse certain websites and learn more on their own?”

This question is asking if the teacher advises their students to visit specific websites to independently learn and acquire knowledge. It will potentially collect names of some educational sites teachers want students to learn from.

8. “Are your students interactive on Google Classroom (starting chats, asking questions, debating content of lesson.....) ?”

This question is inquiring if the teachers are actively using Google Classroom and if students engage with the course material and each other through chat, question asking, and debating.

9. “Are Facebook, Twitter and Google Classroom, WhatsApp effective tools to improve foreign language learning proficiency?”

This question is asking if social media platforms, such as Facebook, Twitter, Google Classroom, and WhatsApp, can be effective tools for improving foreign language skills.

10. “According to you, students can improve their learning skills through email, chat or video calls with native speakers online?”

This question is seeking the teachers’ opinions on whether students can enhance their learning skills by communicating with native speakers via email, chat, or video calls.

11. “Do you have any suggestions to benefit from social media in learning and become more autonomous?”

This question is asking for the speaker's suggestions on how students can use social media to their advantage in the learning process and become more self-directed in their learning.

3.4.4. Interview Analysis

This section will provide a detailed analysis of the interview findings directed to the teachers at the English department of Tiaretuniversity.

Question 1: Teachers' experiences: How many years have you been teaching English?

This question is addressed to provide information about the person's level of experience and expertise in teaching this subject.

Table 3.7

Teachers'experience

Answers	Number of teachers	Percentages(%)
1-5 years	2	29%
5-10 years	3	42%
10-15 years	2	29%

The above table reveals that the majority of the professors have competence and seniority in the field of teaching English as a foreign language, meaning that they have experience in what they do.

Question 2: According to your experience, what difficulties do students encounter in the acquisition process of foreign language?

Gauging the difficulties of students when it comes to learning a foreign language, this inquiry seeks to gather opinions on the subject and how can Common stumbling blocks such as pronunciation, grammar, vocabulary, and cultural disparities be processed .

Numerous teachers have highlighted various reasons why students struggle to learn a foreign language. They cite several factors, including inadequate vocabulary acquisition(28%), difficulties in grasping grammatical rules(14%), and struggles with mastering the four primary language skills(58%).

Question 3: Do you find that your learners are autonomous enough to achieve good communicative performance?

The main objective of this question was to try to find out the teachers' opinion about the independence of their learners and their ability to reach good communicative performance.

Table 3.8

Students'AutonomyLevel

Answers	Number of teachers	Percentages (%)
Yes	0	0%
No	7	100%

The teachers unanimously agreed(100%) on one opinion , which is that the learners do not have the necessary competence or capabilities to do well when communicating.

Question 4:Do you provide learners with opportunities to manage their learning or do you promote their interest to be autonomous?

The aim behind this question wants know if the teacher provides chances for learners to manage their learning.

Table. 3.9.

Students' Autonomy Opportunities in Learning

Answers	number of teachers	Percentages(%)
Yes	4	57%
No	1	14%
Sometimes	2	29%

According to the percentages shown in the table,(57%) of the teachers confirmed that they provide opportunities for their students to work independently, while 29% indicated that they do it sometimes, and only 14% of those who refrain from doing so.

Question 5: How do you support your learners to be more autonomous?

The goal of this question was to determine the methods employed by the teacher to promote learner autonomy, and the measures taken to motivate students to take responsibility for their own education; this inquiry also sought to uncover the teacher's approach to facilitating this process.

Most teachers have highlighted their methods for promoting their students independent learning where they offer guidance (29%), facilitate the learning process (28%), and permit them to express their own perspectives while making their own choices(29%). Additionally, they encourage web surfing as a means of accessing information that can supplement their studies(14%).

Question 6: Do you think social media can help students become more autonomous in learning English as foreign language?

This question seeks to find out if social media can help students become more autonomous in learning ,and how can it be a useful tool for them in learning English as a foreign language and whether SM provide opportunities for practicing and learning the language in an authentic and meaningful context.

Table 3.10.

Social Media role in Autonomy

Answers	Number of teachers	Percentages(%)
Yes	7	100%
No	0	0%

All teachers (100%) agreed with the idea that social media can be an effective way for learners to be more independent in their learning and acquisition of language.

Question 9: Are Facebook, Twitter and Google Classroom effective tools to improve foreign language learning proficiency?

This question clarify if social media platforms, such as Facebook, Twitter, Google Classroom, and WhatsApp, can be effective tools for improving foreign language skills.

Table 3.11.**Teachers' View on Social media Sites' Effectiveness in Learning**

Answers	Number of teachers	Percentages(%)
Yes	7	100%
No	0	0%

All teachers 100% agreed that the aforementioned social media platforms are instrumental in containing the language

Question 10: According to you, students can improve their learning skills through email, chat or video calls with native speakers online?

This question is seeking the teachers' opinions on whether students can enhance their learning skills by communicating with native speakers via email, chat, or video calls.

Table 3.12.**Effectiveness of Interaction with Natives on Social Media**

Answers	Number of teachers	Percentages(%)
Yes	7	100%
No	0	0%

The teachers unanimously agreed (100%) that practicing the language by communicating with native speakers through chats or video calls help to know the language more and contributes to the development of speaking skill . In addition to, learn the proper pronunciation etc..

Question 11: Do you have any suggestions to benefit from social media in learning and become more autonomous?

This question highlights the speaker's suggestions on how students can use social media to their advantage in the learning process and become more self-directed in their learning.

Teachers proposed a range of ideas to foster independent learning among students, utilizing social media as a tool. Enhancing the four learning skills- listening, speaking, reading, and writing, was recommended through activities such as listening to podcasts (14%) and watching YouTube videos(29%). Communication with foreigners (29%) and locals can also boost one's speaking skills. Additionally, cooperative e-learning (28%) was suggested to improve daily social interactions. Overall, implementing these ideas can lead to greater autonomy and skill development among learners.

3.5 General Discussion of Findings

Based on the data collected by analyzing the interview and the questionnaire, it was concluded that Master One students lack the autonomy required to learn English as an additional language. It is clear from the students' answers that they consider themselves ready to be autonomous, that they are aware of what they are doing, and that they express the extent of their readiness to learn on their own in complete independence without relying entirely on the teacher.

Especially in today's era of technological advancements, social media platforms have proven to have a positive impact on autonomous learning because of the ease of access and limitless learning opportunities where students utilize these platforms to enhance their language skills and become more self-sufficient learners, both inside and outside of the classroom. The students unanimously agreed that social media provides a diverse range of educational opportunities. Many participants acknowledged that they improved their language skills by watching YouTube videos and conversing with individuals from other countries. This allows them to develop their vocabulary and learn the proper pronunciation, thus enhancing their overall proficiency in the language.

However, some teachers feel that their students are not yet ready to take full advantage of these resources due to their lack of necessary competencies. The teachers encourage their learners to embrace independence, and while social media can be a valuable aid in this, it cannot be the sole means of learning. Despite the progress of technology and the support it provides, the teacher's role remains essential and cannot be substituted by social media.

3.6 Suggestions and Recommendations

In the light of the research work, we recommend that the following suggestions be taken into account:

- Learners need to be more responsible, independent, and active in their learning.
- Students need to develop the habit of Finding resources to learn.
- Learners should not rely entirely on social media for learning because it is only a way of learning and cannot always be effective.

- Learners must keep in mind that social media cannot overshadow the role of the teacher in education.
- Students should understand that teachers offer social-emotional support and direction that technology cannot replace.
- Teachers should raise their students' awareness about the importance of learners' autonomy and how it can be useful for them to learn.
- Teachers should raise students' awareness of the proper use of social media information.
- To enhance their academic pursuits, students should employ social media platforms as a valuable tool for expanding their knowledge.
- Teachers need to adopt certain teaching strategies to foster their learners' autonomy.
- Teachers should aim to limit their influence on the teaching and learning process to help students adjust to self-directed learning.
- Teachers should give their learners opportunities to express their opinion about their studies, such as how they learn, what they want to learn, and what they need to learn.
- Teachers should give their students more opportunities to prove themselves and become more independent in their learning process.
- Teachers should do their best to improve their familiarization with e-learning technologies to conduct their learning more and more by using e-learning tools in order to make their students aware of the appropriate ways to utilize them effectively.

3.7 Conclusion

The findings of this study appear to corroborate other studies in suggesting that autonomy can positively affect the language learning experience in numerous ways that enhancing autonomy seems to increase language acquisition, self-evaluation and learner motivation. Therefore, it is suggested that awareness of learning autonomy and the proper use of social media sites strategies be heightened and taken seriously by teachers and students alike. Our research attempted to examine learner autonomy in M1 classrooms of the Tiaret English department by using social media platforms . In this work, we shed light on the effectiveness of social media to offer learner autonomy as an acquired attribute. To answer the questions stated at the beginning, we have investigated this problem relying on different data gathered from questionnaire oriented to learners and , an Interview oriented to teachers.

From this research we suggest some solutions that can be achieved with association of the efforts of some sides, and we hope that would help students in their studies.

General Conclusion

In the field of language teaching and learning, learner autonomy has emerged as a prominent concept that has gained significant attention in recent years and many educators consider it as one of the primary objectives of education today. The growing interest in autonomous learning can be attributed to the various changes and innovations that have taken place in the educational landscape, particularly in the field of educational technology. With the advent of new technologies and tools such as social media platforms, learners have more opportunities to take control of their own learning and become self-directed learners. As a result, the promotion of learner autonomy has become an essential aspect of language education.

This study aims to investigate the concept of autonomy in addition to the use of social media platforms. It researches about EFL learners' and their teachers' use of E-learning and its impact on learner autonomy. The sample selected for this study is Master one students at the department of English, university of Tiaret , and their teachers for the academic year 2022/2023. The case study investigation opted for imposed using two main tools: a questionnaire that was administered to students and an interview directed to their teachers. The collected data were analyzed both qualitatively and quantitatively.

The results of the students' questionnaire and the teacher's interview revealed that both teachers and students aware of the concept of autonomy and the proper use of social media platforms , and their self-independent . They also stressed that learner autonomy is basically essential for effective language learning since it enables learners to develop a sense of responsibility, awareness, and self-reliance where they can manage to study on their own. In addition, both teachers and students appreciate the integration of E-learning, in which students are more active and engaged, highly motivated, and given the

opportunity to take responsibility and self-direct their learning. While teachers keep a minor contribution as observers and guides to students. Therefore, the research hypotheses are confirmed.

This study has got some limitations essentially in terms of the sample population as its results cannot be generalized, unless other studies are carried elsewhere on a larger scale and with a larger sample population, the sample was limited to only 50 students at the same university while their total number was 200 students. We faced a problem when we delivered the questionnaire to them, they ignored to answer, in addition, we encountered a problem that a large number of males did not respond to the questionnaire. Another limitation concerns the use of questionnaires; data would have been much more accurate if the questionnaires were carried out with classroom observation.

Similar to all this, we had difficulty collecting answers about the interview questions with the teachers, they were unable to answer it through their e-mail. Despite this, we printed and delivered it, but most of the professors refused and apologized to answer for the reasons of and exhaustion and fasting.

Finally, the results of the present study are limited to a specific kind of learners that could not be generalized over other learners from other departments and universities all around Algeria. Thus, other studies and investigations are required to enhance the validity and reliability of the present research where one particular social media platform can be specified instead of talking about social media in general. Based on our findings, we recommend for future research that YouTube's influence on students' autonomy can be investigated separately.

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Appendix 1: Students' questionnaire

Dear students,

This questionnaire is a part of master investigate, it endeavors efficiently to gather information around your recognition of the concept of learner autonomy and the role of social media in promoting it . Hence, you are compassionate asked to reply the following questions by choosing the answer you think more fitting ,and make comments where necessary.

Thank you for your cooperation

Section one: Learners' attitude towards Learner's autonomy:

General profile for the learners:

Question 1:Gender:

Male

Female

Question 2: How old are you ?

18-20

21-24

25 and over

Question 3: How do you rate your academic level ?

Excellent

Good

Acceptable

weak

Question 4: To what extent do you think you are ready to take charge of (be responsible of) your own learning?

To high extent

Somehow not ready yet

Not ready at all

Justify

Question 5: How often do you learn English outside the classroom ?

Very often

Sometimes

Rarely

Hardly ever

Question 6: Do you consider yourself capable to choose activities and set objectives for learning outside the classroom ?

Yes

No

If No why?

Question 7: Which activities do you do out of the class to improve your level in English learning ?

Question 8: Does your teacher show you how to learn by yourself ?

Yes

No

Section two:Learners' attitude towards E-learning:

Question 9: Are you a social media user ?

Yes

No

Question 10: How often do you use social media ?

Every day

Few times a week

Every weekend

Question 11: Do you use social media for learning ?

Yes

Often

Sometimes

Not really

Question 12: Which of the following social media do you prefer for learning ?

Facebook

Whatsapp

Youtube

Others

Question 13: Do you think social media can replace the teacher in the future ?

Yes

No

Maybe

**Section three: Learners' attitude towards using social media to improve their
autonomous learning**

Question 14: Which of the following types of learning do you prefer ?

Face to face learning

Online learning

Blended learning

Question 15: Are you with or against using e-learning ?

With

Against

Question 16: Does social media makes learning easier ?

Yes

Sometimes

Not really

Question 17: Do you agree that social media enhance learners autonomy ?

Agree

Strongly agree

Disagree

Strongly disagree

Appendix 2: Teacher ' interview

Dear Teachers,

You are kindly requested to answer the following questions that seeks to gather your perspectives about learner autonomy and how it can be fostered by social media in English learning at university level.

Question 01: How many years have you been teaching English?

Question 2: According to your experience, what difficulties do students encounter in the acquisition process of the language?

Question 3: Have you found that your learners are autonomous enough to achieve good communicative performance?

Question 4: Do you provide learners with opportunities to manage their learning or promote their interest to be autonomous?

If yes, explain why?

Question 5: How do you support your learners to be more autonomous?

Question 6: Do you think social media can help students become more autonomous in learning English as a Foreign Language?

If yes, explain in which way?

Question 7: Are you currently teaching virtual/remote classes on Google Classroom?

Question 8: Are Facebook, Twitter and Google Classroom effective tools for improving foreign language learning proficiency?

Question 9: According to you, students can improve their learning skills through email, chat or video calls with native speakers Speaker online?

Question 10: Do you recommend to your students to browse certain websites and learn more on their own?

Question 11: Do you have any suggestions to benefit from social media in learning and become more autonomous?

Thank you very much for your collaboration.

الملخص

الهدف الأساسي من هذه الدراسة هو معالجة استراتيجيات تعزيز استقلالية الطلاب في تعلم اللغة الإنجليزية على مستوى الجامعة. تهدف القضية المطروحة إلى تحديد وسائل التواصل الاجتماعي التي تحول دون تطوير وعي المتعلمين المستقلين وقدرتهم على أن يصبحوا مستقلين ، وكذلك تعليمهم ، من خلال استخدام وسائل التواصل الاجتماعي. استخدمنا طريقة ربطية وصفية ، والتي تتضمن كلاً من المقاربات النوعية والكمية. تضمنت هذه الطريقة إجراء مقابلات مع الاساتذة في جامعة ابن خلدون بتيارت وتوزيع استبيان لطلاب السنة الاولى ماستر. تظهر نتائج استطلاعات رأي الطلاب و الاساتذة انهم يدعمون تكامل التعلم الإلكتروني وفوائده كما تدعم النتائج توظيف التعلم الإلكتروني و استخدام تطبيقات التواصل الاجتماعي لتعزيز استقلالية الطلاب الاكاديمية و التعلم الذاتي. الكلمات المفتاحية: الاستقلالية ، وسائل التواصل الاجتماعي ، التعلم الإلكتروني ، تطبيقات التواصل الاجتماعي ، التعلم الذاتي.

Résumé

L'objectif principal de cette étude est d'aborder des stratégies pour favoriser l'autonomie des étudiants dans leur apprentissage de l'anglais au niveau universitaire. L'enjeu vise à identifier les barrières qui empêchent le développement de la conscience et de la capacité des apprenants indépendants à devenir autonomes, ainsi que leur éducation, par l'utilisation des médias sociaux. Nous avons utilisé une méthode de corrélation descriptive, qui intègre à la fois des approches qualitatives et quantitatives. Cette méthode comprenait des entretiens avec les enseignants de l'Université Ibn Khaldoun de Tiaret et la remise d'un questionnaire aux étudiants de Master Un. Les résultats des enquêtes auprès des étudiants et des sondages auprès des enseignants montrent que les enseignants et les étudiants soutiennent l'intégration de l'apprentissage en ligne et ses avantages. Les résultats soutiennent fortement d'utiliser les plateformes des médias sociaux pour favoriser l'autonomie et l'apprentissage autonome.

Mots Clés : *Autonomie, réseaux sociaux, Apprentissage en ligne, plateformes des médias sociaux, Apprentissage Autonome.*

Summary

The primary goal of this study is to address strategies for fostering students' autonomy in their university-level English learning. The issue at hand aims to identify the barriers that prevent the development of independent learners' awareness and capacity to become autonomous, as well as their education, through the use of social media. We used a descriptive correlation method, which incorporates both qualitative and quantitative approaches; this method included interviewing the teachers at IbnKhaldoun University of Tiaret and administering a questionnaire to Master One students. The findings of students' surveys and teachers' responses show that both teachers and students are supportive of e-learning integration and its benefits. The results strongly support the use of social media platform to reinforce autonomous and self-directed learning.

Key words: *Autonomy, Social media, E-learning, Social Platforms, Self-directed Learning.*