

*Technological impress on self-directed learning*

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**ABSTRACT**

Some researchers have highlighted the motivational component of self-directed learning, arguing that this kind of learning is effective because it makes students more willing and more motivated to learn. The paper is framed with the Self Determination Theory (SDT) and its implementation in the FL classroom. Recommendations will be provided to support the students' psychological needs for autonomy, competence and relatedness, in order to create enjoyable and relaxed classroom environment. Although there are many theories of motivating FL learners, researchers have found that autonomy is the most effective theory to motivate FL learners. Using technology in the classroom is in accordance with SDT because it allows each student to work at his or her own pace and gives them more freedom over choosing the material of interest. Furthermore, it motivates the learners, engages them in learning and helps them to be autonomous. To better explore the situation, a questionnaire was conducted for first year LMD System students to involve them and know about their opinions concerning self-directed learning and the use of ICT's.

**Key words:** self-directed learning, autonomy, motivation, technology, FL classroom.

**ملخص**

أشارت بعض الدراسات إلى أهمية العامل التحفيزي في التعلم الذاتي وذلك أن هذا الأخير يعتبر فعالة لكونه يجعل الطلاب أكثر حماسا ورغبة في التعلم. والغرض من هذه الدراسة هو اقتراح أساليب فعالة ومتعددة حول كيفية تحفيز الطلاب وتفعيل دورهم في عملية التعلم وإيجاد جو تعليمي ممتع يمكن الطالب من النجاح وإنجاز تقدم عالي. وقد صيغت هذه الدراسة بنظرية تقرير الذات وكذا تطبيقها في فصول اللغة الأجنبية، بالإضافة إلى توصيات ستقدم لدعم الحاجات النفسية للطلاب من أجل الاستقلال والكفاءة والقراءة بغية خلق جو تعليمي ممتع ومريح. وعلى

الرغم من أن هناك العديد من النظريات لتحفيز طلبة اللغات الأجنبية إلا أن الباحثين وجدوا أن الاستقلالية هي النظرية الأكثر فعالية لتحفيز متعلمي اللغة الأجنبية. فيما يتعلق بالأنشطة الصفية والمواد التي تلبي احتياجاتهم يمكن استخدام التكنولوجيا في الفصول الدراسية والتي تتناسب مع نظرية تقرير الذات لأنها تسمح لكل طالب بالعمل في وتيرته الخاصة. وعلاوة على ذلك فإنها تحفزهم وتفعّل دورهم في عملية التعلم وتساعدهم على الاستقلالية أكثر. ومن أجل استكشاف الوضع أكثر، أجري استطلاع لطلاب السنة الأولى نظام (ل م د) بغية تضمينهم ومعرفة آرائهم حول موضوع التعلم الذاتي واستخدام تقنيات المعلومات والاتصالات.

**الكلمات المفتاحية:** التعلم الذاتي، الاستقلالية، التحفيز، التكنولوجيا، فصول اللغة الأجنبية.

**Research question:** What do language learners need to be autonomous and successful?

**Hypothesis:** Using technological tools may have an impress on self-directed learning.

### **Introduction:**

Self directed learning (SDL) is any increase in knowledge, skill or performance pursued by any individual for personal reasons employing any means. Becoming self-directed involves managing oneself and seeking ways to improve one's capacity. This kind of learning is effective because it makes students more willing and more motivated to learn.

Self-directed learning is a continuous engagement in acquiring knowledge. It is one of the critical challenges in supporting lifelong learning. It creates new challenging requirements for learning technologies. Using technology in the classroom is in accordance with SDT because it allows each student to work at his or her own pace and gives them more freedom over choosing the material of interest. Furthermore, it motivates the learners, engages them in learning and helps them to be autonomous. The purpose of this paper is to suggest various effective methods on how to motivate students, engage them in learning and create an enjoyable classroom environment in which students can succeed and achieve higher proficiency.

The paper is framed with the Self Determination Theory (SDT) and

its implementation in the FL classroom. Recommendations will be provided to support the students' psychological needs for autonomy, competence and relatedness, in order to create enjoyable and relaxed classroom environment.

**Methodology:**

The tools used in this investigation are:

- 'Classroom observation': A sample population of 24 students were observed during the courses then data was collected as to see their reaction towards letting them learn by their own using technologies such as data show, tapes, video films and the net as a final step.
- 'Questionnaire': it was administered to learners to see their feed back about 'self-directed learning and also the use ICT's'.

**Definition:**

Autonomy is known as the independence of the learners from the teacher's control and authority. It is then the student's ability to learn by his own relying on his efforts, skills and capacities. This idea was introduced in the field of second language pedagogy in 1950's by Henry Holec:

*The ability to take charge of one's own learning, i.e. the learner is expected to be included or involved in the learning process, and to participate in it effectively, by operating and using his, the learner, own competencies and efforts, especially the exploitation of one's own mental faculties.*

(quoted in Arnold Jane.1999:142)

**Analysis:**

As demonstrated by policy documents and research, the most frequent explanations are lack of status of the subject due to structural, organisational and motivational factors, a lack of adequate teacher education, and prevailing traditional teaching methods (see, for example, Experts' Report Norway 2003\_2004, 11). It is still a widely accepted view that not all students are able to learn foreign languages, that language subjects are theoretical and academic.

There seems to be a vicious circle where students fail because foreign languages are not made accessible to all students and where the dominance of failure serves as a confirmation of the view that the subject is only suitable for selected students.

Viljo Kohonen (2008, 95) pointed out that there is a need to address the fundamental notion of educational thinking and action. Kohonen goes on saying that teachers' 'teaching methods are an inseparable part of their view of man'. Research into teachers' and learners' representations of the nature of language, language teaching and language learning provides valuable insight into the relationship between beliefs, attitudes and action (see, for example, Coco 2009; Holec 1987, 1989; Kajala and Barcelos 2003; Trebbi 2002).

Admittedly the concept of learner autonomy itself may provoke resistance among teachers. The combination of the two words 'learner' and 'autonomy' seems to have led to misunderstandings, apparently related to an antithesis between the semantic fields of the two words in everyday speech. The concept may therefore need a clarification. Henri Holec puts it this way in the conclusion to his seminal definition of learner autonomy from 1979: '( . . . ) a clarification (is) called for owing to the many semantic distortions to which these terms are subjected in the current phraseology of educators' (Holec 1979/1981, 7). In a footnote he says that the adjective 'autonomous' can be applied only to a person and not a process. In the frequently used expression 'autonomous learning', 'autonomous' necessarily assumes a different meaning. To obviate any ambiguity it is preferable to replace this expression by 'self-directed learning'. (Holec 1981, 6)

Holec further claims that autonomization of learning implies two conditions, ( . . . ) firstly, the learner must have the ability to take charge of his learning, i.e. he must know how to make the decisions which this involves (and) secondly, there must be a learning structure in which ( . . . ) the learner has the possibility for exercising his ability to take charge. (Holec 1981, 6; italics in the original text.

There is a third condition, namely the learner's willingness to take charge, which Holec prefers to include in the ability to take charge because

‘in an actual learning context, desire cannot be put into effect without ability and experience shows that ability cannot be acquired without desire’ (Holec 1981, 6; Bergen definition [Dam et al. 1990]).

But even with this clarification, teachers tend to reject the concept on the basis of long lasting beliefs and views about the role of the learner and about language learning. The theory of learner autonomy poses a radical alternative to established practices and might be frightening.

An example can be observed in teachers’ reactions to one component of learner autonomy that has been adopted in recent educational reforms, namely taking responsibility for one’s own learning (the Norwegian curriculum from K06 [2006]). Either the concept is rejected or it is construed differently from the original (‘you are responsible for doing your homework’). Michel de Certeau claims that by re-using words people subvert discourse that institutions seek to impose upon them (1984). This is a common way of resisting a top-down discourse from school authorities and is a form of self defense when the teacher feels that her identity is threatened. Catachresis or misuse of words is often seen in relation to the concept of learner autonomy. An additional point in teachers’ resistance to change may be that teachers’ knowledge of practice is constructed by the teachers themselves mainly based on their own experiences. This is described as theory-in-use by Argyris and Schön (1974, 6\_7), a theory that governs teachers’ classroom actions, as distinct from theory of action.

**Aim of this article:**

Language learner autonomy is still hard to find at school level in spite of a growing and far-ranging interest in learner autonomy. What, the why and the how, these three didactic key questions, in the light of challenges and change are necessary to be answered: What are the benefits of language learner autonomy? What kind of relationship is there between learner autonomy and independent learning, freedom, internal and external constraints, teacher and learner control, and individualism? What are the professional competences needed to support the development of learner autonomy? What are the challenges and how can change be brought about? Why is it that traditional

foreign language teaching still is dominant at all educational levels in spite of the fact that too many students fail at learning languages and in spite of the new educational reforms (Miliander and Trebbi 2011).

In a conference at the University of Bergen, Norway, 27\_29 August 2009, the above questions have been studied to find suitable replies by many contributions:

The first contribution is Henri Holec's reflection on the following two questions that were asked as an overall introduction to this special issue: What kind of competence does the language teacher need in order to make language learning accessible to all learners, and how may teacher education that can develop that competence be conceived of?

Holec's answer puts emphasis on creativity, or rather imagination, which is the motor of creativity, as a crucial component of the composite competence that is required of the language teacher. The imagination is the starting point of discoveries, inventions and innovations permitting us to see reality in ways that are different from the usual (Ngalasso-Mwatha 2011). Holec labels the competence required as 'teacher autonomy' and redefines what is often found in the literature as teacher autonomy related to personal characteristics (2007).

After Holec's introductory reflection on teacher training, Kuchah Kuchah and Richard Smith present a narrative and an analysis of a teaching experience of a student teacher in an under-resourced secondary school setting in the Cameroon. A main issue is notably how processes of autonomisation can be a spontaneous teacher response to what is labelled 'difficult circumstances', without the teacher being aware of the concept of learner autonomy. The authors discuss the distinction proposed between a pedagogy of and a pedagogy for autonomy that appears to be a useful distinction for shedding light on the experience. This article again bears in mind that learner autonomy as a didactic theory evolves from practice and that ethnography, and here 'autoethnography', are among the most appropriate research methods in the field.

In the third article Anja Burkert gives an account of her own experiences of developing a pedagogy for autonomy in three of her own classrooms with a focus on students' reflection and evaluation. Noticeable in this account is what may trigger changes in one's own teaching practice and how change can be brought about. The author points to the fact that she never experienced an autonomous learning classroom as a student. However, she also points out that she had implemented some aspects that she realised afterwards were vital for the development of an autonomous learning environment, such as believing in her students, enhancing the students' self-esteem and establishing a supportive atmosphere. This echoes Kuchah Kuchah's spontaneous reaction to the context he was operating in as a teacher in North-Cameroon, which he only later recognised as including prominent features of learner autonomy. Both these experiences resonate with Viljo Kohonen's contention mentioned above that teachers' view of man may be seen as the basis for his/her educational thinking and practice (Kohonen 2008, 95). The author raises the issue of students' representation of teacher and learner roles and sees this as a challenge to the students' acceptance or not of the meta-cognitive approach that they experienced, and also to the teacher's self confrontation and construction of a new teacher identity.

The issues dealt with by Anja Burkert are taken further by both Manuel Jimé'nez Raya and Pia Acker in the two subsequent articles. Manuel Jimé'nez Raya presents a case based approach to initial and in-service teacher education developed by the EuroPAL project team introducing alternative practice for learner autonomy.

The author discusses the potential of cases to invite teachers and student teachers to realise the need for changes in traditional teaching in the first hand and secondly to support teachers' reflexion and exploration of alternative practices. The author's contention that cases, and more precisely multimedia cases, have a rich potential in teacher education by offering diverse perspectives on professional development resonates with Holec's concern with the contextual variability in which teaching practice is embedded.

Pia Acker's work gives insight into what is at stake when students are faced with changes in their learning environment including a new teacher

role. Her research, which was undertaken in a Language Resource Centre, investigates how students' representations evolve or do not evolve in a process of change. The author gives an example of how learning environments can be shaped in order to promote the process of changing representations. She concludes that students' representations of the teacher's role are key elements for students' efficient work in a Language Resource Centre. Defence of deeply seated beliefs (10%) or rapid acceptance of the new approach (60%), are two kinds of response that were identified among the informants together with a gradual acceptance (30%).

Leni Damand Lienhard Legenhausen discuss data that derive from action research and case studies in Danish mixed-ability classes of English in a comprehensive school, focusing on what they see as the pivot of learner autonomy, namely integrated evaluation and assessment in day-to-day practice. The response given by the article to the conference theme 'Strengthen the how' is not technical, but rather educational in the sense that modelling integrated evaluation and assessment aims at developing insight, awareness, responsibility, self-esteem, identity and cognitive control, all of which are aspects of learner autonomy. The concept of 'cognitive control' appears as distinct from the meaning inferred to the word 'control' when we speak of 'teacher control' versus 'learner control' and 'being in control'. Together with the authors' view of willingness as emotional and motivational, this features also the what and adds further insight into the concept of learner autonomy.

The three remaining articles by Peggy Candas, Tim Lewis together with Elodie Vialleton and by Ema Ushioda address the nature of learner autonomy and seek to contribute to the clarification of the concept. The arguments presented are related to the conference theme of finding ways of strengthening both the what and the why.

Peggy Candas's contribution sheds light on a poorly investigated question, namely how learner autonomy develops. The author sets out to do this by studying self-directed learning amongst university students learning English as a foreign language in a Language Resource Centre. In her research, Candas is concerned with the distinction between learner autonomy and self-directed learning as established by Holec (1981). The author argues that

her findings contradict the widely accepted assumption that planning is central to self-directed learning. She concludes that the results open challenging areas of investigation into the nature of the process involved in self-directed learning.

Tim Lewis and Elodie Vialleton view learner autonomy as a theory of self-directed learning and the article sets out to compare this theory with what they see as another theory of self-directed learning, namely self-regulated learning. This takes the reader on a challenging journey where conceptual discussions related to the two scientific fields seek to elicit parallels and divergences between the two approaches to self-directed learning and to identify mutual enrichment. The focus is on control and consciousness and how these concepts are understood in the two approaches, a focus that is also central to other investigations in this issue. From the discussions it becomes apparent that both theories share common ground but also differ significantly, especially as regards control and consciousness. Such a comparison is useful for further conceptual evolvments in the field.

Ema Ushioda relates to the conference theme of strengthening the why. This article also compares two constructs, learner autonomy and motivation. Ushioda considers what insights from motivation theory may contribute to legitimate learner autonomy as a pedagogical goal. Interestingly, on the basis of contemporary developments in motivation theory and research she describes a move from achievement-oriented to identity-oriented analyses of motivation. This takes us again to self-regulation but now from a different angle. Ushioda concludes her article by answering the question ‘Why autonomy?’ with the following words: ‘(. . .) because we want (our students) to fulfil their potential to be persons they want to become and do the things they value in a healthy way’.

Scientists have been seeking ways to increase students’ motivation in learning; there is no better way than integrating New Technologies in the educational system.

The best way to improve approaches to the learning / teaching, is to use new technologies: the fast development of new media technologies (such

as VCD, DVD, DTV, MP5, PlayStations, Visual Presenter, PowerPoint, Internet and Intranet) has begun to usher in new approaches to classroom management. The teachers have to learn to adapt themselves to this new revolution in media technologies with reference to the designing and teaching of cultural studies course.

We need to present our students with different kinds of information. The list below shows some possible sources of information which can be used as materials for teaching. By using a combination of visual, audio and tactile materials, we are also likely to succeed in addressing the different learning styles of our students. (Video, CDs, TV, Readings, Internet, Stories, Students own information, Songs, Newspapers, Interviews, Jokes, Anecdotes, Souvenirs, Photographs, Surveys, Illustrations).

The use of multimedia will not only increase learners' motivation but will make them learners centered since they are going to learn in a self-directed way.

Using ICT's (Multimedia) in the classroom provides students with a useful interactive means of self-study and self-evaluation. Planning and successfully implementing self-directed learning with technology is likely to produce motivation. Thus, learners are eager to learn and are autonomous. Multimedia can be a powerful tool for adult education. When used effectively it can captivate an audience, tug emotions, maintain attention, and contextualize scenario-based learning. But creating and producing quality content also has a number of drawbacks in terms of cost, learning curves, and copyright laws. Integrating multimedia into curricula can have a tremendous impact on the learning process.

### **Benefits of integrating multimedia:**

#### **1. Ward off Boredom**

Multimedia can be a valuable source of instructional variation because it helps to capture the attention and imagination of learners to bring content to life.

**2. Engagement**

People learn in different ways. Visual learners are stimulated by images, auditory learners by sound, and kineesthetic (or tactile) learners through touching, feeling and experiencing.

When implemented effectively, multimedia can stimulate the senses to create learning environment where new information impacts an audience.

**3. Activate the Imagination through Storytelling**

Storytelling is a powerful communication tool that can activate our imagination and maintain our attention. When we hear a story we naturally visualize the context and characters and mentally rehearse actions. Stories are especially relevant to equip individuals for high stress tasks.

**4. Provide an Alternative to Statistics and Data**

Research studies have shown that overloading individuals with facts, figures, and statistics can actually be counter-productive when trying to convince people to embrace new ideas. Multimedia can break of the tedium of content to help bring include those personal elements.

**5. Encourage Self-Directed Learning**

Enhance a class with supplemental multimedia materials your students can access for further learning. If a student is intrigued by a specific topic they will know where to go to learn more. Interestingly, ask the participants to watch each clip, even though not required, they would enjoy doing so. Multimedia encouraged this form of self-directed learning.

**Survey:****1/ Classroom observation:**

1st Year LMD students , a sample population of 24 students was observed during a five weeks- period i.e. 15 hours time in American Literature.(1h30 for each course)

**The 1st course:** the 24 students were splitted into 4 groups, i.e. 6 st in a gr -a video tape film (the first scene 'act I, II' of 'Othello' by Shakespeare) were played for students to watch and take notes. (30 mns)

- (30 mns) was allocated for discussing the plot and summarizing it in groups and the leader notes down his fellow friends ideas.

-(15 mns) for each leader to present the work for the whole class.

-(15 mns) for general discussion among all the groups: challenge was raised, warm discussion, interference, competition .....

**The 2nd course:** Students were asked to read the manuscript given by the teacher and:

-30 mns to find out the characteristics of the characters: each group was given a character to deal with.

-30 mns for discussion in groups and the leader notes down his fellow friends ideas.

-(15 mns) for each leader to present the work for the whole class.

-(15 mns) for general discussion among all the groups: the students came with ideas like ' courage in Othello, fear in Desdemona, betrayal in .....

**The 3rd course:** Students were asked to act on the scene performing the role of the characters.

-30 mns for each group to learn the roles

-45 mns for the groups to act on the scene

-15 mns for general discussion and criticism ( about each group performance; for example, they made remarks to each other: group one was the best, no, group three was since they knew how to show the courage of Othello, the fear of Desdemona ..... but group one failed in showing that.

**The 4th course:** to change learners from cyber café addicted where they spent their time chatting, the aim here is to make them net lovers and later library addicted since libraries have almost been deserted by learners. Students were asked to gather some proverbs that have a relation with the plot of Othello in Arabic then to translate them to English using the net, their I pads, mobiles to call friends from abroad or inside the country seeking for help; they were given a whole week for doing that, then to come to the 4th course with this small research.

-(45 mns) was allocated for all the groups to expose their work.

-(45 mns) was allocated for discussion.

**The 5th course:** Students were asked one week before to go to the library , to search in books and compare the information found with their own work; bringing the references for the next session.

-(30 mns) was devoted for exposing their findings , teacher collected their bibliography to check it later.

-(30 mns) was devoted for self correction.

-(30 mns) for general discussion between teacher and learners.

**2/ Questionnaire:** We asked 24 students whether they like to study through technological tools, since we're talking about learners' centeredness, their interest, their needs, their involvement in the choice of materials. we conducted a survey: 1st year LMD students were asked to fill in a questionnaire by answering various questions, such as if the teacher motivates them or not, if they like studying by their own without the teacher always interrupting them but only to guide them (self-directed learning), whether they enjoy learning through technological tools, and their suggestions to make the courses better ...etc.

- Is it enjoyable to study through technological tools?

Among the 24 students who were asked, 100% i.e all of them answered 'Yes' explaining that ICT's allow them to have fun and learn at the same time, they relax and cut the routine , and that the traditional tools do not provide improvement.

- Which technological tools do you prefer? choose the suitable letter ( a or b )

a/ Data show

b/ Tape recorder

20 students chose 'a' i.e data show explaining that pictures help to remember and facilitate understanding. It allows both seeing and hearing which makes them learn in a relaxing atmosphere.

The 4 students who chose 'b', said that through the tapes, they listen to native speakers and this will make them learn more vocabulary and improve their listening skills and even the speaking skill since they will hear different sounds.

- What are your suggestions to make the courses better?

19 students suggested the use of technological tools since they allow learning easily through a relaxing atmosphere and it cuts boredom. The 5 remaining students suggested to be given chances to speak and to write and that ICT's should be used from time to time.

- Does the teacher motivate you?

24 students i.e. all of them answered that a few teachers are motivating since they are always updated and bring to the classroom something new every day they are good listeners, they care about students; however, other teachers spend all the time speaking and dictating without even giving learners opportunities to speak and express their opinions.

- Do you enjoy learning by your own?

23 students answered 'Yes', arguing that time has changed, the teacher is no longer the only source of information but learners have to rely on themselves to develop their competencies. Only 1 student said 'No' explaining that he needs the teacher to explain to him.

### **Findings:**

It was noticed that students enjoyed working by their own, i.e. self – directed learning, they also enjoyed working through technologies, and it raised their motivation. In addition, they became reluctant to go to libraries for checking and comparing work after having deserted them.

### **Recommendations:**

\*\*\* Practical Tips to make the classroom an enjoyable place to learn \*\*\*

Use of ICT's: (Information Communication Technology)

A teacher can present a film through a DVD or CD for students to watch and follow it with a class discussion. A song can be heard and students will be asked to fill in the gaps. Jokes are part of the learning process, through them, the four skills are likely to be involved: One student can write a joke, read it to his fellow friends who will be listening then the whole class will discuss its meaning or its moral so the speaking process will take place in this

phase.

- In speaking: the aim is to make learners express themselves freely, to help them see first they have developed their capacities to say what they want to mean then to invent new meanings. The teacher can illustrate a picture about a story to be dealt with later. Students observe the picture then in small groups, they start speaking/ telling about it. It will be challenging when one student disagrees with another. The teacher can also present the student with a problem to solve. In small groups, learners discuss possible solutions which they present to the class for comparison.

-In listening: the aim is to make learners develop their listening skill and try to guess vocabulary meaning through context. The teacher reads or tells a story twice. Then asks a couple of general questions which provide their listening with a purpose. At first, learners may not grasp all the words and the story meaning but when the teacher reads several times and uses gestures and facial expressions , this helps to facilitate comprehension for learners. They grasp the whole meaning and are ready to discuss it later.

-In reading: the aim is to improve learners' reading proficiency. Students participate in the reading- selection process. A good technique is a group discussion in which the chairs are arranged in a close circle. Students respond to each other. The teacher's role is to ask questions and record what is said. The teacher may, for example, ask - "what problems do you think you will have in Dubai?" learners state their fears and begin to invest in the course and a sense of community begins. The teacher gathers information for choosing reading selections. The next question - "what do you want to read about Dubai?" is asked. The teacher records again what is said. From the list of students' interests, the teacher selects appropriate readings.

-In writing: this skill is related to "Reading"; the aim is to make learners produce a piece of writing. For example, if learners have already read in the reading skill a text, an article, a letter or an interview, the teacher encourages learners to write about a topic that necessitates personal investment. After reading an interview, such as "Interviewing an actor" students are asked to prepare questions to ask a fellow friend.

**Conclusion:**

Teaching is a noble job. A teacher is faced to every day challenging but complex explorations in his long journey which is far from being easy. He / she is a messenger who is responsible to reveal a message: generations will be trained thanks to him/her: the proud teacher, is the one who attracts learners by listening to them, giving them chance to express their opinions, improving their level, negotiating with them, caring about them and letting them learn by their own, i.e. learners need to be self-directed to better improve.

It's essential to teach learners how visual information works: how to comprehend and how to work with it; incorporating visual literacy such as maps, diagrams, tables, graphs, charts in a curriculum would be a challenge. Some educators may view diagrams, pictures, and charts as nice add-on tools for students who are visual thinkers. But Steve Moline sees visual literacy as fundamental to learning and to what it means to be human. In Moline's view, we are all bilingual. Our second language, which we do not speak but which we read and write every day, is visual. From reading maps to decoding icons to using concept webs, visual literacy is critical to success in today's world.

In addition to that, motivating learners is an art: a student in a foreign language class is seeing and hearing a lot of unfamiliar words. Consequently, he or she must use creative thinking skills to put together sentences using unfamiliar vocabulary words. Foreign language students also improve their thinking skills by comparing the words they are learning with words of their native language.

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