

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**



**THE IMPACTS OF LEARNER AUTONOMY AND TECHNOLOGY ON THE
LANGUAGE ACHIEVEMENT OF LIBYAN STUDENTS**

**THESIS
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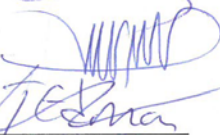
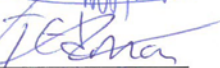
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FOREWORD

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TABLE OF CONTENT

	<u>Page</u>
FOREWORD	iii
TABLE OF CONTENT	iv
LIST OF TABLE	vi
ABSTRACT	vii
ÖZET	viii
1. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Purpose of the Study	5
1.3 Research Questions	5
1.4 Significance of Study	6
1.5 Definition of Key Terms	6
2. LITERATURE REVIEW	7
2.1 Definitions of Autonomy	7
2.2 Reasons for Autonomy.....	9
2.3 Why is Learner Autonomy Important?	10
2.4 Dominant Philosophies Underlying Autonomy	10
2.4 Characteristics of Autonomous Learners	12
2.5 Characteristics of Adult Learners.....	13
2.6 Learning Style and Learner Autonomy.....	13
2.7 Learning Strategies and Learner Autonomy	15
2.8 Motivation and Learner Autonomy.....	16
2.9 Teacher’s Role in Fostering Learner Autonomy.....	17
2.10 Principles for Achieving Autonomous Learning	18
2.11 An Autonomous Classroom	19
2.12 Applications of Learner Autonomy.....	19
2.13 Learner Training and Learner Autonomy	20
2.14 The Impacts of Technology.....	21
3. METHODOLOGY	23
3.1 Introduction	23
3.2 Research Design	23
3.3 Participants	23
3.4 Data Collection Instrument	24
3.4.1 The questionnaire	24
3.5 Data Analysis Procedure	24
4. FINDINGS	25
4.1 Findings from Learner Autonomy Questionnaire	25
4.1.1 Findings on motivation level of the respondents	25
4.1.2 Findings on the meta-cognitive strategies.....	27
4.1.3 Findings on responsibility perceptions of the respondents	29
4.1.4 Findings on the outside -class- activities performed by the respondents..	30
5. CONCLUSION	32

5.1	Introduction	32
5.2	Conclusions	32
5.2.1	What is the level of motivation in learning English at Libyan school?	33
5.2.2	To what extent are the meta-cognitive strategies used in learning English by the learners?	33
5.2.3	How do the learners perceive their own and their teachers' responsibilities in learning English?.....	33
5.2.4	To what extent do the learners perform the outside-class-activities in learning English?.....	34
5.2.5	What are the effects of technology on learners?	34
5.3	Limitations of the Study	35
5.4	Recommendations	35
	REFERENCES.....	36
	APPENDICES	38
	RESUME.....	44

LIST OF TABLE

	<u>Page</u>
Table 3.1: Demographic Information of the Participants	23
Table 4.1: Motivation Level of the Respondents	25
Table 4.2: Meta-cognitive Strategies: Learning How to Learn	27
Table 4.3: Responsibility Perceptions of the Respondents	29
Table 4.4: The Outside- Class- Activities Performed by the Respondents.....	30

THE IMPACTS OF LEARNER AUTONOMY AND TECHNOLOGY ON THE LANGUAGE ACHIEVEMENT OF LIBYAN STUDENTS

ABSTRACT

Teachers put learners responsible for their own language learning, so autonomous learners can make decisions about their own learning outside the class independently of teachers. Learner autonomy and technology can go hand in hand and influence student success in language learning positively. This research aims to explore the learners' beliefs about learner autonomy and technology applications in terms of motivation, meta-cognitive strategies, responsibility perceptions and outside-class-activities. To carry out this research, a questionnaire in which 119 high school students participated was conducted at a high school in Benghazi, Libya with a view to identifying their perceptions of learner autonomy and technology in language learning. In the light of the findings discovered, although Libyan students are unaware of learner autonomy involving being intrinsically motivated, developing meta-cognitive strategies and making decisions about their own learning, they only participate in outside -class- activities and make use of technology to develop language skills. Learner autonomy should be fostered in a student-centred approach and learners should be trained to become autonomous from the very beginning in order that they can produce better learning outcomes. Learners should learn to be self-directed rather than spoon-fed.

Keywords: *Autonomous Learning, Self-Directed, Technology, Strategy, Motivation.*

ÖZERK ÖĞRENME VE TEKNOLOJİNİN LİBYALI ÖĞRENCİLERİN DİL ÖĞRENME BAŞARISI ÜZERİNDEKİ ETKİLERİ

ÖZET

Öğrencinin dil öğrenme sürecinden sorumlu olması gereklidir, bu yüzden otonom öğrenci öğretmenden bağımsız olarak sınıf dışında öğrenme süreciyle ilgili kararlar alabilmelidir. 21. yüzyıl dil becerisi olarak otonom öğrenme ve teknoloji birbirini tamamlamakta ve yabancı dil öğreniminde öğrenci başarısını pozitif olarak etkilemektedir. Bu çalışma öğrencinin motivasyon düzeyini, strateji geliştirmesini, sorumluluk anlayışını ve sınıf dışı öğrenme etkinliklerini içeren otonom öğrenme ve teknoloji arasındaki bağlantı ile ilgili düşüncelerini belirlemeyi amaçlamaktadır. Bu çalışmayı gerçekleştirmek amacıyla Libya'da karma bir lisede 119 lise öğrencisinin katıldığı öğrencinin dil öğreniminde otonom öğrenme ve teknoloji uygulamaları ile ilgili tutumunu ölçme amacıyla bir anket uygulandı. Elde edilen bulgulara göre, öğrenci otonom öğrenme ile ilgili hiçbir bilgisi olmamasına rağmen, sınıf dışında bireysel öğrenmeye yönelik bir çok aktiviteye katılmakta ve teknolojiden faydalanmaktadır. Daha başarılı öğrenme kazanımları yaratabilme amacıyla, öğrenci merkezli yaklaşımla otonom öğrenme programın en başından desteklenmeli ve öğrenci dili nasıl öğreneceği ilgili eğitilmelidir. Öğrenci kaşıkla beslenme yerine kendi kendini yönlendirmeyi öğrenmelidir.

Anahtar Kelimeler: *Özerk Öğrenme, Kendi Kendini Yönlendirme, Teknoloji, Strateji, Motivasyon.*

1. INTRODUCTION

Johnson (2013) has declared that in a multilingual world, it is natural to find a large number of people who speak and learn more than one language. He has also announced that people learn foreign languages for a great variety of reasons: work, education and fun. Teachers have changed their approaches to teaching and learning languages. They allow learners to communicate and interact with one another. Learning takes place in a social setting, so learners can learn from the teacher or other students (Richards & Rodgers, 2014). Learners plan their own learning program and thus, they ultimately assume responsibility for what they do in the classroom. Learners can monitor and evaluate their own progress they make while studying languages.

The role of learners in learning a foreign language has changed a lot. There has been a shift from a passive role to an active role. Learners are actively involved in the learning process. In other words, learners can co-decide what to learn, how to learn and how to be tested. Learner autonomy has become increasingly popular with teachers recently. They consider it to be very important in student learning.

Autonomy is the ability to take charge of one's own learning. In order to help learners to assume greater control over their own learning, it is essential to help them to become aware of and identify the strategies that they already develop. Autonomy is a kind of capacity to take responsibility for and control of their own learning (related to self-learning), whether in an institutionalized context or completely independent of a teacher or institution.

1.1 Background of the Study

Learner autonomy has recently been a major trend in teaching English as a foreign language. There have been many innovations in learner and teacher roles in the language classroom because language learning is a very innovative and dynamic process. The roles both teachers and students play in the language classroom undergo many changes.

Both humanistic approach and progressive education have a great influence on the role of the learner today. Humanistic approaches to teaching emphasise active student involvement in learning, self-awareness, sensitivity to human feelings and the way learning takes place. Similarly, progressive education has changed the way teachers approach language learning. An important tenet of progressive education is that learner-centred teaching places learners at the centre, so many teachers put them responsible for the learning process.

Before student or learner-centred approaches to teaching emerged, the learner acted as a passive recipient in the traditional language classroom in which the teacher was required to transmit knowledge. It was teacher-fronted and the learner did not have any control over the learning process. In other words, the learner was unable to make decisions about content, methodology and assessment because it was the teacher who was in charge of making the whole decisions about the learning process. The learner was the object of the learning process, so s/he was not expected to make any decisions about material or textbook, methodology and assessment of what they learnt.

On the other hand, when learner-centeredness emerged in the 1980s, the role of the learner was redefined. There was a big shift from teacher-centred instruction to learner centeredness. The teacher who made decisions about the learning process handed over to the learner and assigned power and autonomy in learning, which is thought to be a great change in education. The learner is now seen as the subject of the learning process and therefore, s/he has a very active role in it.

In today's methodology, the teacher and the student take on a variety of roles in language classroom. The teacher is supposed to act as a facilitator who facilitates the learning process and creates the conditions where learning happens. The new role which the teacher assumes helps him put learners in charge of their own learning process. Likewise, the learner is now an active constructor of knowledge, actively involved in the learning process, an active participant in the learning process and a self-directed or an autonomous learner.

The main reason for the shift in the role of the learner and the teacher is that the methods and approaches to teaching English have always viewed the role of the learner and the teacher differently. While non-communicative approaches are teacher centred, communicative approaches to teaching are learner-centred, For example, in

audio lingual method, which dominated language teaching until the early 1980s, the learner was a passive recipient and imitator; the teacher was in charge of the whole learning process in which s/he made all decisions about what to teach, how to teach and how to be assessed. The outcome was not satisfactory enough, so educators needed to question the methods which did not enable learners to use or produce language although they knew a lot about it. This led educators to search for alternatives to teaching to produce better learning outcomes.

There has been a communicative movement in language teaching since the mid-1980s. Communicative language teaching (CLT), whose goal is to use language to communicate, is a very good example of this. Being a communication-based approach to teaching, CLT views the learner as an active communication participant and collaborator. Learners can cooperate with their peers when they work in a group or in a pair rather than relying on the teacher for a model. Teachers also expect them to take on a very big degree of responsibility for their own learning. Another communicative method is content-based instruction (CBI), in which learners assume a diversity of roles in the language classroom. For example, learners are expected to become autonomous or self-directed. For this reason, they are in charge of their learning process from the very beginning. CBI is in the "learning by doing" school of pedagogy, so learners assume an active role in language learning. Like CLT, learners are active creators of knowledge and understanding, collaborative learners and self-directed. They are able to direct their own learning, so they are good at developing strategies to help them learn successfully.

Learner-centred approaches to teaching have led educators to develop learner autonomy as a reaction to the passive role the learner has played. Learner autonomy was first introduced by Holec (1981), who is still considered to be a prominent figure in this field. He thought the learner was the subject of the learning process, so s/he was required to play a more active role in the process than the teacher.

Learner autonomy has been on the agenda of the Council of Europe's thinking about language teaching and learning since the early 1980s, when autonomy and foreign language learning was written by Henri Holec. Learner autonomy is defined as the "ability to take charge of one's own learning". According to Holec, "To take charge

of one's learning is to have the responsibility for all the decisions concerning all aspects of this learning" (Holec 1981, p.3).

Regardless of what the term is used, the two ideas are worried about urge understudies how to think, how to learn and to assume responsibility for their own learning. The main refinement among independence and self-directed learning is unmistakably accentuated by Hawkins (2018), who says that self-way students acknowledge duty regarding every one of the choices identified with their learning forms, then again, not really execute those choices; then again, in self-judgment learning the students are altogether in charge of the considerable number of choices worried about their learning and furthermore the utilization of these choices (Holec 1995).

Enhancing learner independence has an essential role in the theory and practice of language teaching. Language learning is a lifelong process, not one that begins and ends in a language classroom (Borg & Al-Busaidi, 2012). Most learners and teachers feel that language learning consumes a considerable amount of time. Learners have to work within and beyond the classroom to develop their language skills. The notion of learner independence or learner autonomy moves into an area where learners can direct their own learning. It could mean those learning activities which take place without the immediate intervention of the teacher (Najeeb, 2013).

At the outset, teachers can start to foster an awareness of the skills that are concerned with learning and make use of the learning strategies to make learning easier, more interesting and faster. In this way, teachers encourage learners to understand the rationale behind the teaching methodology, for instance, learning through discovery. Through texts, questionnaires, surveys, and discussion, different learning strategies can be brought to the learners' attention so that they can evaluate them for personal effectiveness or decide which ones to develop. Gradually, teachers may transfer some of the decision-making and choices to the learners in order to develop their awareness and confidence in making decisions. For example, through pyramid discussions, learners can identify their preference for scheduling different skills work or different activity types (Nunan, 2015).

With the wealth of resources available for self-study through multimedia and the Internet, language teaching is, now more than ever before, in a position to encourage learner autonomy supported by learner training in the classroom. While classroom

learning may result in extensive ‘far-reaching’ learning in terms of the language input, autonomous learning may complement this by encouraging the learner to go ‘deep’ and exploit materials that help with the acquisition of language.

1.2 Purpose of the Study

In contrast to traditional ‘lockstep learning’, in which learners study in a vicious circle all the time, (Nunan, 2015) learn in the same way and are all expected to achieve roughly the same outcomes, autonomous learning starts from the premise that the individual has the potential to take responsibility for everything in their own life, including learning (Richards & Rodgers, 2014). It is noteworthy that autonomy can be thought of in terms of a departure from education as a social process, as well as in terms of redistribution of power attending the construction of awareness and the roles of the participants in the learning process. Independence', 'language awareness', 'self-direction' etc., which testify to the importance attached to it by scholars, are very important personal qualities good language learners should have.

Autonomy has sparked considerable controversy, inasmuch as linguists and educationalists have failed to reach a consensus as to what autonomy really is (Smith, 2008). For instance, learner autonomy is “essentially a matter of the learner's psychological relation to the process and content of learning, critical reflection, decision-making and independent action”. It is not something done to learners; therefore, it is far from being another teaching method. Autonomy is the learners' willingness and capacity to control or oversee their own learning. Smith (2008) argues that an autonomous learner can independently choose aims and purposes and set goals, choose materials, methods and tasks; exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation. Hence, the main purpose of this study is to explore the impacts of learner autonomy and technology on the language achievement of Libyan students.

1.3 Research Questions

The following questions were addressed in the current study.

- What is the level of motivation in learning English at Libyan school?
- To what extent are the meta-cognitive strategies used in learning English by the learners?

- How do the learners perceive their own and their teachers' responsibilities in learning English?
- To what extent do the learners perform the outside-class-activities in learning English?
- What are the effects of technology on learners?

1.4 Significance of Study

Learner autonomy is an important issue in the improvement of English nowadays. Similarly, technology plays an active role in teaching a foreign language as it allows learners to be in contact with the target language and gives learners a chance to get a lot of exposure to it. Several studies point to the importance of technology and learner autonomy because they both facilitate learners to practise English language learning easily, at any time at a low cost (Collentine, 2011).

For the purpose of this research study, it is important to express clearly what is exactly meant by this term and in what sense it was operated with; otherwise, the intended outcomes may show rather inconclusive. The concept of learner autonomy is relatively wide and therefore, it is hard to grasp.

1.5 Definition of Key Terms

- Learner autonomy: is the ability to take charge of one's own learning and independently and in collaboration with others (Holec, 1981).
- Autonomous learner: is the one who can take responsibility for his or her learning and is likely to be more effective than a learner who is more reliant on the teacher (<https://www.teachingenglish.org.uk>).
- Student-centred instruction is the one learners are actively involved in the learning process. Their needs, goals, interests and preferences can be met (Nunan, 2015).

2. LITERATURE REVIEW Definitions of Autonomy

Many educators have written a lot about learner autonomy. According to Blin (2004), learners are capable of utilizing their learning independently of educators. If learners want to succeed in foreign language learning, autonomy will become an inevitable purpose for learners because it is clear that teachers will not always be present to help learners to learn the language. Learners see learner autonomy as a vital goal of their own learning.

Active learner involvement is of great importance to teachers. For example, Nunan (2003) thinks that learners who are actively involved in the learning process can be said to be autonomous. When learners are engaged in the learning process, they can do well because they can make their own choices about what to learn or input, how to learn or process and how to be tested or output. It is a good idea for students and teachers to decide together.

As learners take on more and more responsibility for their own learning, the chance of their success can get higher and higher. For this reason, they should take a lot of responsibility for what they learn and how they learn languages (Benson, 2001). Autonomous learning can make learning more personal and focused. Therefore, they can produce better learning outcomes because learning is based on learners' needs and preferences (Victori & Lockhart, 1995).

Learner autonomy is usually seen as a kind of skill. A skilful learner can make decisions about each stage of the learning process. For example, Benson (2003) describes autonomy" as a capacity because a variety of abilities can be involved in control over learning". As can be seen, there is a close relationship between the learner's capacity to decide what to learn, how to learn and how to be tested and learn autonomy. Therefore, researchers generally agree that the most important abilities autonomous learners can learn will give learners a chance to plan their own learning activities, monitor their progress and evaluate their outcomes (Benson, 2003: 290).

Many educators follow in Holec's footsteps. For instance, Benson and Voller (1997) define autonomy in the same way as Holec (1981, p.28), who defines learner autonomy as "the ability to take charge of one's learning" and according to them, learner autonomy in FLL can be used in many ways. Firstly, learner autonomy can be used for situations in which students can study entirely on their own. Secondly, it can be used for a number of skills which can be learned and applied in self-directed learning. Thirdly, it can be used for the exercise of learners' responsibility for their own learning. Finally, it can be used for the right of learners to determine the direction of their own learning (Benson & Voller, 1997: 1 – 2).

Learners are able to act independently of the teacher, so they need to be totally responsible for all the decisions which are concerned with learning and the implementation of those decisions they must take. Autonomy is a recognition of the rights of learners within educational frameworks (Benson and Voller 2014). A good example of this is they can develop good learning strategies to help them to succeed in the improvement of a foreign language. The learner needs to plan, implement and evaluate the learning process to reach his target.

Teachers also need to share power with their students. According to the innovations made in language teaching and learning, teachers need to put their learners responsible for the learning process. For instance, Boud (2012) thinks that language learning autonomy is the ability to take charge of one's own language learning. Thus, autonomy can be defined essentially as a matter and significant issue of being a good language learner. To be a successful language learner, learners need to raise their awareness of the learning process. As they become more and more responsible for their own learning, they will be able to achieve their goals.

There is a big shift of role from the teacher to the student. A striking example of this is Clegg (2004) has announced that learning autonomy takes the educator out of the learning environment and gives the student the ability to create and also follow their own learning way. If the teacher allows his students to participate in the learning process and decision-making process, the teacher will consider learners' needs, goals and interests and preferences for learning. This will make learners feel valued. As diverse to being reliant on the educator, learners take responsibility for their own methodology of learning. For this reason, teachers need to take into account how learners learn. In other words, self- directed learners manage their own way of

learning through setting learning goals and learning development to be adaptive to change.

Students have the capacity to make decisions about their own learning process. However, Holec (2009) considers independence to be a limit and basic capacity to ponder one's involvement and to assume responsibility for one's own learning. Little and Dam (1998) expand this definition by expressing that self-governance empowers students to decide their destinations, characterize the substance and procedure of their own learning, select their strategies and methods and assess their progress.

2.2 Reasons for Autonomy

Many educators have paid a lot of attention to learner autonomy and it is considered as a desirable aim for three main reasons.

The psychological reason for fostering student autonomy in the language classroom, which is the most engaging to educators, is that individuals learn well when they are responsible for their own learning. For instance, Lutta (2019) claims that when adults are engaged in making decisions about the learning process like content, methodology and assessment, the learning process will become more meaningful and effective. In addition, students who are actively involved in their own learning will become more motivated as they make decisions about their own learning. The course designed in accordance with learners' needs, interests and goals will be a great success, so learners and teachers can collaborate with one another to make decisions about the learning process. When students are offered choices over what they read or write, they will be happy with their studies as they participate in decision-making process actively.

The second reason why learner autonomy is so practical is that learner autonomy gives learners a chance to study English by themselves outside of the language classroom. Cook (2016) says that the teacher may not be available to assist them in the learning process or learners should learn to study independently of the teacher. Also, if the class is crowded with students, the teacher should hold them responsible for the learning process, which can a very practical solution. Learner autonomy can be practical because learners can learn how they can learn or direct their own learning. For example, meta-cognitive strategies allow learners to control their learning process. Adults tend to search for practical and problem-solving ways to

deal with the language learning process. Many adults return to continuing education for specific practical reasons such as entering a new field.

The third reason is philosophical as Crabbe (1993) argues, the individual has the right to decide what to study and how to study freely. This is a very important principle of progressive education, so he emphasises individual decisions and choices. When the teacher treats the learner as an individual, the learner will probably succeed in learning English.

2.3 Why is Learner Autonomy Important?

Becoming an autonomous learner offers learners many advantages. To start with, learners might not always have the support of their teacher, so they will need to learn on their own as knowledge is constructed by the learner. In addition, self-directed learners will be more successful than those who are not good at developing meta-cognitive strategies which will help them with the process. Learning will be more personal and focused; however, they need to be trained by the teacher. Furthermore, the skills required in autonomous learning are the ones which will be needed in future, for example in the workplace. For this reason, autonomy was mainly developed to meet the needs of adult learners. Finally, since autonomous learners are more proactive in their learning, they will usually achieve success even though they may not always feel positive towards their learning or may sometimes lack motivation

2.4 Dominant Philosophies Underlying Autonomy

Philosophically, learner autonomy and learner centeredness are related to three philosophies of learning: humanism, constructivism and experiential learning.

Humanism facilitates personal growth, helps learners adapt to social change, takes into account differences in learning ability, and is responsive both to learner needs and practical pedagogical considerations (Nunan, 2003). Shir et al (2018) have stated that some of the principles of humanistic approach are related to learner autonomy. For example, humanistic approach involves placing high respect and value on the learner, regarding learning as a form of self-realisation, allowing learners to participate in the decision-making process, participating in the learning process and viewing the teacher as a facilitator. Likewise, teachers should trust and

respect learners so that learners can take charge of their own learning. In addition, autonomous learners can use meta-cognitive strategies involving controlling the learning process i.e. learning how to learn: planning, monitoring and evaluating the activity or task. One of the significant aspects of learner autonomy is to encourage learners to participate in the “what” and “how” of the learning process, so the teacher can act as a guide or counsellor.

Another philosophical theory which has a powerful influence on learner autonomy is constructivism, which thinks of language learning to be an active process. Therefore, constructivism claims that learners are actively involved in their learning process. Likewise, active learner involvement is a very important principle of learner autonomy. Learners can be responsible for the learning process which involves input (what to learn: syllabus), process (how to learn: methodology) and outcomes (how to be tested: evaluation). Schmitt (2018) says that the teacher should guide students to construct their own knowledge and to develop skills; consequently, students will be in charge of their own learning. Constructivist approaches to teaching and learning are student-centred, so learners' needs, goals and interests are considered when designing a course. Constructivist approaches empower and develop self-directed learning as an essential component condition for student independence. Besides, self-judgment students are relied upon to use meta-cognitive systems including self-observing, self-assessment, and so forth. One of the pivotal components in student self-governance is to include students in the basic leadership process (Chen 2016).

The third philosophy which emphasises learner autonomy is experiential learning. In experiential learning, students are usually placed at the centre of the learning process and their immediate personal experiences are taken as the point of departure for the learning process. Learners ought to learn to manage their own learning by taking responsibility and also they ought to gain self-concept to develop their language skills consciously and to reorganize their tasks. Jang et al., (2016) suggest that venture work, which is a typical application of experiential learning in language learning, is a viable strategy to support self-directedness. As a matter of fact, students can be given a chance to adapt self-learning in venture works while they are progressing in the direction of the task objectives, for example, arranging, sorting out and completing the work, looking at the work basically, working and collaborating with others, clearing up thoughts in discourse or composing, etc. Sallab et al (2017)

have announced that perspective on instruction which thinks about the training as social interest, critical thinking and classroom association underpins the students' having the greater duty to involvement in instructive exercises which requires collective work, critical thinking strategy and learning by doing collaborative learning (Blidi 2017).

2.4 Characteristics of Autonomous Learners

Autonomous learners can be described as the ones who take active roles in the learning process, by finding more learning opportunities for themselves, rather than being the complete pursuer of the teacher or being reliant on the teacher.

Autonomous learners can be characterized in four points. To begin with, they are usually aware of what is happening in their classes. A self-directed learner studying English, for instance, may consider the connection between the new grammar item and the rule she has learned before. Besides this, self-directed learners are skilled enough to set their own learning goals in parallel with their teachers. Thirdly, independent students can choose learning strategies to make learning easier, faster, more enjoyable and more transferable. For example, self-directed learners need some planning, observing and evaluating strategies to deal with a reading or listening text so that they can control their own learning. Fourthly, independent students can monitor the effectiveness of their use of strategies and make necessary changes for them. For example, self-directed students who have not done well on the English test, can attempt to discover which structures they have not comprehended. Therefore, they will need to develop better study habits and skills. In addition to these four qualities of autonomous learners, they are intrinsically motivated; they usually learn English for enjoyment or fun. They can manage or direct their learning: they can follow some strategies to help them to learn how to learn. They are critical or analytical thinkers. They are good at high-order skills. They are also good decision makers.

2.5 Characteristics of Adult Learners

There is a close relationship between learner autonomy and adult learners. According to Knowles (1984), learner autonomy was developed for adult learners. Adult learners approach learning differently. Adults learn best when learning focuses on learners not the teacher. The concept of autonomy emphasizes the role of adults as agents of their own education, free from dependence upon conventional forms of knowledge and traditional pedagogical methods.

The characteristics of adult learners are as follows. Firstly, adults are autonomous and self-directed. Their teachers must actively involve them in the learning process and serve as facilitators rather than fact generators. Teachers must get participants' perspectives on the topics to cover and let them work on projects that reflect their interests. They should also allow participants responsibility for presentations and group leadership and show participants how the class will help them reach their goals. Secondly, an adult learner can experience a lot of changes as a result of being a grown-up person. An adult learner's self-concept moves from one of being a dependent personality toward one of being a self-directed individual. He/ she can create learning experiences that offer minimum instruction and maximum autonomy. Thirdly, he or she gains a lot of experience that becomes a good resource for learning. Fourthly, he /she can utilize social media and online collaboration tools to relate learning to social development. Finally, his/her time perspective changes from one of postponed application of knowledge to immediacy of application and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness. His or her motivation gets internal (Knowles, 1984).

2.6 Learning Style and Learner Autonomy

In today's education world, learners are placed at the centre of the language learning process. Therefore, learning style, which is considered to be a cognitive factor influencing language learning, plays a key role in student achievement.

Harmer defines learning style as "the way that individuals like to learn or learn successfully" (2014: 271). Similarly, Richards (2014: 337) thinks of learning style as a "general disposition or preference to approach learning in particular ways".

Learners approach the learning process differently in the language classroom. Differences in learning styles may be reflected in the preferences learners have for different classroom activities, for teacher roles and learner roles, for a variety of patterns of interaction and for specific modes of learning within and outside the classroom.

A diversity of learners in the classroom can usually respond to the teaching and learning process differently. For this reason, their preferences for the learning process have a great effect on how they respond to different learning situations.

Teachers can explore a variety of learner styles in different ways. They can conduct questionnaires and interviews or do some writing activities in order to get to know their students well.

Various types of learning styles can be available in the language classroom. For example, visual learners who prefer visuals and learn well from reading, auditory learners who learn best from teacher explanation and from some listening activities, kinaesthetic learners who learn best when they actively participate in activities like drama or role play, tactile learners who learn best when they are engaged in “hands on” activities like jigsaw, group learners who enjoy working in a group or with others cooperatively, individual learners who prefer to work on their own and authority oriented learners who like to study English in a teacher-fronted classroom.

Learner styles can help learners to manage to learn both inside and outside of the classroom. There is a close relationship between teacher role and student achievement. If the teacher acts as a facilitator, s/he tries to build good rapport to be very important and also places emphasis on learner creativity or independent learning. For example, analytical learners can be encouraged to enquire and challenge what the teacher says. Some students are also eager to use English by communicating in front of the class.

Learning style and learner autonomy have a lot in common. Firstly, good language learners need to be aware of their preferences for learning. This can make their learning process easier. Secondly, as they get to know themselves well, they will be more self-directed and creative. Thirdly, they can learn to act independently because knowledge is individually constructed. For instance, individual learners are capable of learning new information by themselves and remembering the material better if

they learn it alone. Finally, teachers can both respond to a diversity of learners in the classroom and facilitate them to become autonomous learners with different learning styles inside and outside the classroom.

2.7 Learning Strategies and Learner Autonomy

Language learning strategies are defined as "thoughts and actions consciously selected by learners to assist them in learning and using language in general and in the completion of specific language tasks" by Cohen (2011; 682). Learners can take on a more active role in language learning process to be able to manage their learning thanks to learning strategies they use.

Learning strategies focus on how students learn a foreign language. They are the cognitive and meta-cognitive strategies which students use to learn effectively and efficiently. Cognitive strategies are described as the actions learners take to understand or remember learning materials or input and in retrieving it, such as underlying key phrases in a text, making word lists following a lesson to meta-cognitive strategies are related to the ways in which learners "control their language learning by planning what to do, monitoring their progress and then evaluating their performance on a given task" (Cohen 2011:682).

Students need to develop learning strategies for two main reasons so that they can make learning easier, faster, more enjoyable and self-directed and more transferable to new situations. The first reason is that learning strategies help learners to become aware of how they learn in order to expand their repertoire of learning strategies and to be effective learners in the classroom. The second reason is that learning strategies help learners to develop ways to continue to learn beyond the classroom.

Learner autonomy and learner strategies, especially meta-cognitive strategies go hand in hand. Good language learners are perfect at developing language learning strategies to help them learn how to learn the language. Research which has been carried out on learning strategies is useful because it can be used in teaching and learning or in developing learner autonomy. Cohen (2011) suggests that it is a good idea for teachers to take into account the following subjects to understand the nature of learner strategies better. Firstly, teachers need to be aware of the strategies students already use. Secondly, teachers introduce and model strategies so that students can learn about their learning processes. Thirdly, teachers can provide

opportunities to help learners to use strategies independently of their teacher. Finally, teachers need to make students evaluate their strategies they use.

Students need to be trained about learning how they will learn. Teachers should make strategy training an important part of a language lesson. Learners need to be trained about how to learn. They need the teacher's guidance, so the teacher should act as a guide or mentor. This training session involving five stages: preparation, presentation, practice, evaluation and expansion can guide students to learn how they will learn, understand and produce language.

2.8 Motivation and Learner Autonomy

Motivation is a very important affective factor related to learners' emotions or feelings. Motivation is defined as a desire to learn a language (Harmer, 2014) or a key factor determining success or failure (Thornbury, 2016). Learners' interest, enthusiasm and passion for learning English can motivate them to learn successfully because motivation can be a predictor of success. Good language learners usually have a high level of motivation, so they are more successful than unmotivated learners.

Self-determination theory (SDT) which was developed by Ryan & Deci (2000) is a theory linking personality, human motivation and optimal functioning. According to this theory, motivation is categorized into intrinsic and extrinsic motivation. Intrinsic motivation, a kind of motivation from within, involves doing something as an end in itself like rewards of enjoyment, interest, challenge or skill and knowledge development. However, extrinsic motivation involves doing something as a means to such outcomes as gaining a qualification, getting a job, pleasing the teacher or avoiding the punishment. Therefore, intrinsic motivation and learner autonomy have a lot in common. Intrinsically motivated learners can become good autonomous learners because they decide whether to learn English by themselves or not.

SDT links self-determination to the importance of three basic human needs. To begin with, learners usually feel the need to participate in determining their own preferences, needs, goals, etc. Secondly, learners need to feel capable of controlling the environment and outcomes. Finally, learners who decide to learn a foreign language on their own rather than being told what to do can learn English more

successfully than others because they are more aware of their needs, goals and interests than those who learn English for some external reasons.

Being self-directed or autonomous have a lot in common with motivation. Thouësny and Bradley (2011) state that autonomy and self-direction have are related to learner motivation through self-determination theory. As there is a relationship between intrinsic motivation and self-directedness, learners can develop a good interest in learning and this can help learners to motivate themselves to learn well, which can lead to more effective learning outcomes.

There is a close relationship between autonomous learning and motivation. Firstly, autonomous learners are more motivated. Motivation and learner autonomy are interrelated. Learner autonomy is very important and has a huge effect on motivation. To put it another way, the more autonomous the learners are, the more motivated they are. They both affect their ability to learn the language well. Secondly, autonomous learners are enthusiastic about the learning process. They are also happy to learn a language and willing to do the necessary things to reach their goals. Finally, autonomous learners are more personalised and focused on their studies and tend to take more risks with the language because they enjoy using and producing language (Ushioda, 2011).

2.9 Teacher's Role in Fostering Learner Autonomy

In traditional schools all decisions are made without reference to student views or wishes. They have no choice. Teachers usually work on topics learners have not chosen.

However, in today's language teaching teachers and learners can work together, discuss or negotiate all aspects of teaching including, content, method and assessment.

In a fully learner-centred approach learners make their autonomous decisions about what to work on and how to study by considering guidance, advice and information from the teacher. According to this fully learner-centred approach, teachers let students make their decisions about their own learning process. Teachers need to gain expert facilitation skills which can help students learn to work autonomously, work together, listen to each other well and discuss successfully.

Teachers can play an important role in fostering learner autonomy. To begin with, teachers can start to raise students' awareness of the skills that are related to learning. They can also demonstrate the learning strategies in use through the activities that they plan during the course. In this way learners can be encouraged to understand the rationale behind teaching methodology, such as learning through discovery. Teachers can also help learners learn how to learn or decide which learning strategies to develop. Besides, teachers can demonstrate learning tasks. When the teacher acts as an organiser to set up and start an activity, s/he engages learners in the task, gives them instructions, demonstrates the activity, starts the activity and organises feedback.

Moreover, teachers can offer learners binary choices. e.g. Would you like to have five minutes or ten minutes to do this task? They can allow each student to choose what they want. Teachers can offer choices more often as days go by. In other words, they can increase the number of choices they offer over time. Teachers can also train their learners to evaluate themselves. To put it another way, they can help learners reflect on their learning and evaluate their achievement. For example, can-do statements or a learner portfolio can be a good starting point. In the course of time they will become more demanding on themselves and set more challenging goals. Gradually, teachers can hand over power to students. For instance, learners can be given choices in order to develop their awareness and confidence for making decisions. For example, through pyramid discussions learners can identify their preference for scheduling different skills work or different activity types.

2.10 Principles for Achieving Autonomous Learning

The notion of learner autonomy suggests a different role for learners. Learners take on a more active role than their traditional role in language classroom. They can set objectives for learning, determine ways to study, reflect on their learning and evaluate what has been learned. According to Benson (2001), there are five important principles for learner autonomy. Firstly, students need to be actively involved in the learning process. They make decisions about what to learn and how to learn. Secondly, the teacher can also provide students with options as well as resources students can have access to. For example, lots of self-directed learning resources can be available. To foster learner autonomy, learners should be offered

choices and decision making resources. Fourthly, learners can be encouraged to study on their own independently of their teacher. If they can learn on their own, they can be self-directed rather than spoon-fed. They will not be reliant on their teacher. Finally, it is a good idea to help learners reflect on learning. This is a very good way for learners to personalise what they have learnt. Students can produce or use language if they can process the knowledge.

2.11 An Autonomous Classroom

The teacher prefers to act as a facilitator rather than an instructor in an autonomous classroom. The teacher tries to make learning happen smoothly. For example, s/he is responsible for the interaction and communication process. Students do not also need to depend on their teacher as the main source of knowledge because teachers will not always be present whenever students need them. Moreover, teachers can encourage learners to develop their capacity to learn for themselves as knowledge is constructed individually. Besides this, teachers need to be aware of students' favoured learning styles, so their preferences for learning will help the teacher to do activities to respond to the students. Finally, teachers can assist learners in developing their own strategies which can help learners to understand and produce language like cognitive or meta-cognitive strategies.

2.12 Applications of Learner Autonomy

There are a great number of applications of learner autonomy. To begin with, when the student's needs are assessed, the teacher can help the learner develop a profile of his or her strengths and weaknesses and make suggestions about independent learning approaches to address the weaknesses identified. Nunan (1995: 145) states, "Learners who have reached a point where they can describe their goals and create their learning opportunities can become autonomous". Learner training is also a significant application of learner autonomy which can involve short courses or training activities which try to present strategies for independent learning. Another aspect of autonomous learning is self-monitoring which allows learners to develop skills necessary to monitor their own learning. A learning diary or portfolio can be used for this purpose, but technology offers many other options. For example, students can video record themselves performing different tasks and compare their

performance on the same tasks over time. In addition, learning-counselling can be very useful for learners to meet their teachers for guidance as this involves holding regular meetings between teachers and students to help learners to plan for their learning. The institution can also provide links and many learning resources students can access to foster autonomous learning. For example, the universities may provide links to online or print resources that foster autonomous learning. Besides learning resources, self-access-centres can be a good way to foster learner autonomy. Lots of institutions offer students a facility available online or in a dedicated centre where learners can access a variety of self-directed learning resources to complement classroom instruction and for independent self-directed learning. Furthermore, successful implementation of fostering learner autonomy involves providing ongoing support and encouragement. This may involve self-directed group discussion sessions as well as opportunities for reflective review involving students and teachers. Finally, self-study is a very commercial language-learning package of learner autonomy. There are several commercial language learning packages intended for self-study. These are in a way learner-centred and teacher-free.

2.13 Learner Training and Learner Autonomy

Learners need to be trained to become autonomous learners. They should be taught how to learn a language independently of their teacher. If they are trained to be good language learners who are not dependent on their teacher, they will become more autonomous. Nunan (2003) suggests nine steps to learner autonomy in process of training learners. Firstly, teachers can make instruction goals clear to learners: A first step in giving learners a voice is to make instructional goals clear to the students themselves. Secondly, teachers allow learners to create their own goals. The next step in giving learners a voice would be to allow learners to create their own goals and content. Thirdly, learners can be encouraged to use their second language outside the classroom. A logical extension of this idea is to get learners activating their language outside the classroom itself. Besides this, teachers can raise awareness of a variety of learning processes. It is important to give them a voice in how they learn. Additionally, they can help learners identify their own preferred styles and strategies. The next step in the development of a learner-centred classroom would be to train

learners to identify their own preferred learning styles and strategies. In addition, they can encourage learner choice. In some foreign language contexts, the notion of student choice may be relatively unfamiliar. Moreover, learners can be allowed to generate their own tasks. Having encouraged learners to make choices, the next step is to provide them with opportunities to modify and adapt classroom tasks. Furthermore, learners can be encouraged to become teachers at a more challenging level, learners will become teachers. There is nothing like the imminent prospect of having to teach something for stimulating learning. Finally, learners can be encouraged to become researchers. It is possible to educate learners to become language researchers (Nunan, 2003).

2.14 The Impacts of Technology

Educational technology can play a pivotal role in the development of learner autonomy by supporting learners. Learners can make great use of educational technology which provides opportunities for learners to be less dependent on classroom learning and the teacher. Firstly, students can get exposed to English, including authentic language input and output. Secondly, technology enables learners to interact both with other learners and with native speakers and second language users of English worldwide. Technology can also support a diversity of learning styles and allow learners to find learning resources that match their preferred way of learning. Moreover, technology provides opportunities to focus on particular skills such as reading or listening for learners. In addition, technology provides support which is appropriate for learners of different proficiency levels and enables learners to choose activities that range from beginner to advanced. Besides this, technology can encourage learner autonomy by offering learners a sense of choice over what they learn and how they learn it. As a result of this, it can foster a great sense of learner autonomy. Additionally, technology gives learners a chance to join a social learning community in which they can interact socially with others. In other words, it supports learning cooperatively. A further benefit of making use of technology is that it motivates learners to learn well because when students are actively engaged in technology-based learning, they will be more motivated. A major benefit of using technology is that it facilitates learners to access more engaging and useful material for them like youtube videos. The main benefit of technology is that it supports learning outside of the classroom by using mobile technology which can be helpful

for them to improve their English such as when travelling. Finally, technology-based learning can give learners a lot of feedback on their learning when they work with others or ask the teacher for help like peer editing (Richards & Rodgers, 2014).

3. METHODOLOGY

3.1 Introduction

This chapter presents the research methodology. The followings are presented in this chapter respectively: research design, participants, data collection tools and data analysis procedure.

3.2 Research Design

The current research was done to investigate the impact of learner autonomy and technology on the language achievement of Libyan students. To do so, the researcher administered a questionnaire to the target population to find out their perceptions about the impact of learner autonomy and technology on their achievements.

3.3 Participants

The current research was conducted in a Libyan school called International House Benghazi H which is located in Benghazi, Libya and 119 students were randomly selected to participate in this study. The target population consisted of male and female high school students.

Table 3.1: Demographic Information of the Participants

		F	%
Gender	Male	52	43.69
	Female	67	56.30
Total		119	100%

3.4 Data Collection Instrument

The essential data for this research was gathered via a questionnaire developed by Koçak (2003) (see Appendix A). The questionnaire was titled: *The Impacts of Learner Autonomy and Technology on the Language Achievement of Libyan Students*.

3.4.1 The questionnaire

The questionnaire has got five sections. The first section is dedicated to personal information about the participants. The second section of the questionnaire deals with *Motivation Level of the Respondents*. The third section examines the *meta-cognitive strategies* of the respondents. The fourth section investigates the *responsibility perceptions* of the respondents and the last section deals with the *outside class activities*. Excluding the demographic information, there are 45 items in total in the questionnaire.

3.5 Data Analysis Procedure

When the researcher distributed and collected the necessary data using the questionnaire, the collected data were analyzed through Statistical Package for Social Science (SPSS) version 22.

4. FINDINGS

4.1 Findings from Learner Autonomy Questionnaire

In this section the findings from the questionnaire are presented. The required data for the current study were gathered via the questionnaire developed by Koçak (2003) (see Appendix A). The questionnaire has got five sections. The first section is dedicated to personal information about the participants. The second section of the questionnaire deals with *motivation level of the respondents*. The third section examines the *meta-cognitive strategies* of the respondents. The fourth section investigates the *responsibility perceptions* of the respondents and the last section deals with the *outside class activities*. Excluding the demographic information, there are 45 items in total in the questionnaire.

4.1.1 Findings on motivation level of the respondents

The first 20 items of the questionnaire were designed to examine the respondents' motivation level and Table 4.1 presents the students' motivation level.

Table 4.1: Motivation Level of the Respondents

Statements	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Learning English is enjoyable for me.	76	63.9	40	33.6	2	1.7	1	0.8	0	0.0	0	0.0
2. I wish I could learn English in an easier way	71	59.7	45	37.8	3	2.5	0	0.0	0	0.0	0	0.0
3. I am trying to do my best to learn English.	68	57.1	42	35.3	8	6.7	1	0.8	0	0.0	0	0.0
4. Even if there is no attendance requirement in English course, my attendance will be high.	3	2.5	6	5.0	92	77.3	17	14.3	1	0.8	0	0.0
5. I want to continue studying English as long as possible.	45	37.8	66	55.5	7	5.9	1	0.8	0	0.0	0	0.0

Table 4.1 (con.): Motivation Level of the Respondents

Statements	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
6. I believe that I will be successful in the English class.	45	37.8	67	56.3	7	5.9	0	0.0	0	0.0	0	0.0
7. If I learn English well, I will be offered lots of opportunities.	72	60.5	42	35.3	5	4.2	0	0.0	0	0.0	0	0.0
8. I want to be the best in the class.	45	37.8	49	41.2	20	16.8	3	2.5	2	1.7	0	0.0
9. I feel uncomfortable when I have to speak in the English class	1	0.8	3	2.5	21	17.6	26	21.8	51	42.9	17	14.3
10. I cannot concentrate easily on the English class.	0	0.0	2	1.7	27	22.7	26	21.8	48	40.3	16	13.4
11. I am afraid I will not succeed in the English exams.	0	0.0	9	7.6	22	18.5	24	20.2	49	41.2	15	12.6
12. I like working in pairs in the English class.	25	21.0	72	60.5	12	10.1	5	4.2	4	3.4	1	0.8
13. I prefer individual work in the English class.	0	0.0	12	10.1	82	68.8	5	4.2	18	15.1	2	1.7
14. Group activities in the English class are not efficient.	9	7.6	37	31.1	4	3.4	1	0.8	56	47.1	12	10.1
15. In the English class, the teacher should be the one who talks more	1	0.8	8	6.7	4	3.4	8	6.7	78	65.5	20	16.8
16. In an English class I like activities that allow me to participate actively.	30	25.2	81	68.1	6	5.0	0	0.0	2	1.7	0	0.0
17. The teacher should encourage students to make contributions to the English lesson.	28	13.5	87	73.1	4	3.4	0	0.0	0	0.0	0	0.0
18. If I do well in this course, it will be because I have the ability to learn English.	32	26.9	83	69.7	4	3.4	0	0.0	0	0.0	0	0.0
19. If I do not do well in this course, it will be because I have not tried hard enough.	31	26.1	85	71.4	3	2.5	0	0.0	0	0.0	0	0.0
20. If I do not do well in this course, it will be because of the teacher.	1	0.8	4	3.4	85	71.4	10	8.4	15	12.6	4	3.4

As it is shown in Table 4.1, the majority of the participants reacted positively to items (1-8) which means learning was enjoyable for them, they took the attendance seriously, they wished to continue learning English, new doors of opportunity would be open to them through learning English, and they want to be the best. All in all, their answers indicate that they were highly motivated in an English class. Furthermore, the mass majority of the respondents either disagreed or strongly disagreed with the statements (9-11) which expresses the fact that they felt comfortable, can concentrate and are not afraid of exams in an English class. In addition, more than 91% of the participants stated that they liked pair work activities (item 12) and on the other hand, nearly 90% of them claimed that they did not prefer individual work (item 13) in the class. Similarly, nearly 59% of the respondents agreed that group work is efficient in an English class, but more than 41% of them disagreed with this idea (item 14). Additionally, the responses to item 15 indicated that nearly 89% of the participants disagreed that the teacher talking time should be maximized. Moreover, the responses to the items (16-17) pointed out that the students were decidedly motivated to participate and be engaged in the classroom. And the responses to items (18-20) revealed the fact that the learners took the responsibility for their own learning by indicating that they were responsible for their success or failure in an English class not their teacher.

4.1.2 Findings on the meta-cognitive strategies

This section of the questionnaire, which contains 8 items, was designed to investigate the students' ideas about their meta-cognitive strategies. Table 4.2 demonstrates the meta-cognitive strategies of the respondents in details.

Table 4.2: Meta-cognitive Strategies: Learning How to Learn

Statements	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
	21. When I am learning a new grammar rule, I think about its relationship to the rules I have learned.	6	5.0	9	7.6	24	20.2	42	35.3	32	26.9	6

Table 4.2 (con.): Meta-cognitive Strategies: Learning How to Learn

Statements	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
22. When I study for my English course, I pick out the most important points and make diagrams or tables for myself.	5	4.2	10	8.4	23	19.3	44	37.0	31	26.1	6	5.0
23. I try to understand the meaning of a word dividing it into parts that I can understand.	6	5.0	8	6.7	24	20.2	43	36.1	31	26.1	7	5.9
24. I always try to evaluate my progress in learning English.	5	4.2	10	8.4	35	29.4	41	34.5	21	17.6	7	5.9
25. I use new English words in a sentence in order to remember them easily.	5	4.2	11	9.2	28	23.5	42	35.3	27	22.7	6	5.0
26. When studying for my English exam, I try to find out which structures and terms I do not understand well., books, etc.	5	4.2	10	8.4	28	23.5	43	36.1	26	21.8	7	5.9
27. I learn better when I try to understand the reasons for my mistakes I have made in English.	5	4.2	11	9.2	28	23.5	41	34.5	27	22.7	7	5.9
28. I arrange time to prepare before every English class.	6	5.0	19	16.0	92	77.3	2	1.7	0	0.0	0	0.0

As seen in table 4.2, the participants' responses to items (21-27) show that more than 64% (the average) of the students reacted negatively to the first seven items of this section which means they have no idea about meta-cognitive strategies and/or are not able to apply the meta-cognitive strategies in their learning. This section shows that the participants are not autonomous enough to study on their own and take responsibility for their learning. Hence, it is inferred that they relied on the teacher and the teacher was transmitting the knowledge to them rather than putting them responsible for the learning process and facilitating the learning process. However, the last item was agreed and slightly agreed by the majority of the participants which shows that they prepared before every class.

4.1.3 Findings on responsibility perceptions of the respondents

This section of the questionnaire was designed to examine the respondents' perceptions about their responsibilities in the learning process. The participants responded to 6 items in this section and Table 4.3 presents their answers in detail.

Table 4.3: Responsibility Perceptions of the Respondents

Statements	Teacher's responsibility		Both teacher and my responsibility		My responsibility	
	F	%	F	%	F	%
29. Stimulating my interest in English.	114	95.8	5	4.2	0	0.0
30. Identifying my interests and strengths in learning English.	111	93.3	6	5.0	2	1.7
31. Deciding what I will learn outside of the English class.	1	0.8	9	7.6	109	91.6
32. Choosing what activities to use in English lesson.	10	8.4	107	89.9	2	1.7
33. Making sure I make progress during English lessons.	46	38.7	72	60.5	1	0.8
34. Making sure I make progress outside of the English class.	2	1.7	2	1.7	115	96.6

As Table 4.3 presents, nearly 96% of the participants stated that stimulating their interest is the teacher's responsibility which means they are not self-motivated and they need a kind of extrinsic motivation to stimulate their interest. Additionally,

more than 93% of the students believed that this is the teacher’s responsibility to identify their interests and strengths in learning which again expresses lack of application of meta-cognitive strategies and self-directed learning. On the other hand, nearly 92% of the respondents claimed that what they learn outside of the classroom is their own responsibility. However, selecting the classroom activities and assessing student progress during the lessons were believed to be both the teacher and the students’ responsibility by the majority of the participants. Finally, more than 96% of respondents agreed that evaluating their progress outside of the classroom is their own responsibility.

4.1.4 Findings on the outside -class- activities performed by the respondents

This section which has got 11 items were designed to evaluate the respondents out of class performance. The Table 4.4 illustrates everything in detail.

Table 4.4: The Outside- Class- Activities Performed by the Respondents

Statements	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
35. I do exercises though it is not homework.	5	4.2	21	17.6	58	48.7	13	10.9	21	17.6	1	0.8
36. I do assignments, which are not compulsory.	5	4.2	23	19.3	57	47.9	12	10.1	21	17.6	1	0.8
37. I try to learn new words in English.	105	88.2	11	9.2	3	2.5	0	0.0	0	0.0	0	0.0
38. I use the Internet in English for chatting, surfing.	114	95.8	4	3.4	1	0.8	0	0.0	0	0.0	0	0.0
39. I watch English movies on the Internet.	113	95.0	5	4.2	1	0.8	0	0.0	0	0.0	0	0.0
40. I read newspapers, magazines and books in English on the Internet.	6	5.0	7	5.9	99	32.2	2	1.7	4	3.4	1	0.8

Table 4.4 (con.): The Outside- Class- Activities Performed by the Respondents

Statements	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
41. I make use of self –access centre to study English.	82	68.9	5	4.2	29	24.4	3	2.5	0	0.0	0	0.0
42. I speak to foreigners in English through Skype interactively.	111	93.3	7	5.9	1	0.8	0	0.0	0	0.0	0	0.0
43. I listen to songs in English to have a good pronunciation.	110	92.4	7	5.9	2	1.7	0	0.0	0	0.0	0	0.0
44. I write in some blogs to express my opinion.	4	3.4	24	20.2	87	73.1	4	3.4	0	0.0	0	0.0
45. I like to watch the news in English.	5	4.2	22	18.5	85	71.4	3	2.5	2	1.7	2	1.7

As it is shown in Table 4.4, the students positively reacted to all eleven items of this section which normally means that they take responsibility for their own learning outside of the classroom and they perform whatever possible activity to improve their English. Furthermore, this section revealed the fact that the students make use of technology to learn and boost different macro skills of English such as reading, listening, speaking and writing through technology application. For instance, they read news and watch movies online, they have Skype conversations with foreigners and they write in some blogs. On top of that, they also make use of self-access centre to study and learn English. Consequently, they take more responsibilities for their own learning outside of the classroom rather than inside the class and utilizing technology has a remarkable impact on their language learning.

5. CONCLUSION

5.1 Introduction

This chapter is allotted to the conclusions of the current study referring to the research questions. Additionally, the limitations are discussed in this chapter together with the recommendation with regard to the previous studies.

5.2 Conclusions

As respects to the findings of the current study which was deliberated earlier, the current study uncovered the fact that the Libyan students who participated in this study were not fully aware of what learner autonomy is and how they can make use of their autonomy in learning and discovering new things without relying on the teacher. That is to say, educational system of Libya, however this study was only conducted in one Libyan school and it cannot be generalized to whole Libya or other contexts, did not judiciously pay attention to promotion of learner autonomy.

The findings showed that the participants were not autonomous enough to study on their own and take responsibility for their own learning. Hence, it was inferred that they relied on the teacher and the teacher was transmitting the knowledge to them rather than putting them responsible for the learning process and facilitating the learning process. However, students claimed that they took in charge of their own learning outside of the class, but it is partially believed that they confused autonomy with the absence of teacher at home. In lay terms, they misunderstood the concept of autonomous learning and practicing outside since they stated clearly that they have no control over whatever is going on in the classroom and this is merely the teacher who makes all the decisions and gives them no chance to be engaged in the learning process. Consequently, learner autonomy is not fostered in Libyan context that whereupon affects the students' achievements, particularly in the long run. For as much as, the ultimate goal of education is to promote life-long-life learners, spoon feeding them lead to promoting them dependent.

5.2.1 What is the level of motivation in learning English at Libyan school?

Students have a high level of motivation. They seem to be highly motivated, so their desire to learn English appears to be high. They are interested and enthusiastic about foreign language learning. They think it is a fun activity to learn English. They think they will succeed in learning English, so they must be self-confident and hopeful for the future. They attend classes voluntarily, so they must be satisfied with English classes. They feel that learning English will offer them lots of opportunities in the future. For example, there might be good employment opportunities across the world. They are aware of the importance of language learning. They also want to be the first in class, so they tend to be ambitious and competitive.

5.2.2 To what extent are the meta-cognitive strategies used in learning English by the learners?

Learners are not aware of learning how they learn. They do not know much about learning how to learn. Meta-cognitive strategies are ways in which learners control by planning what they will do, checking on progress and then evaluating their performance on a given task (Richards & Rodgers, 2014). If learners do not know how to learn language, they will not understand, produce or use language effectively. As a result, they will not make any progress in language learning. Learners need to be trained when listening to or reading a text to be able to deal with it.

5.2.3 How do the learners perceive their own and their teachers' responsibilities in learning English?

To start with, students are not intrinsically motivated. They need to be motivated by their teacher. Secondly, learners cannot identify their own weaknesses and strengths. They do not know themselves well. However, they think they are responsible for selecting their materials outside of the class, so they can decide what to study by themselves. It is surprising that they hold both the teacher and the students responsible for choosing the activities to do in class. They want to be actively involved in the learning process, which is a principle for achieving learner autonomy (Benson, 2001). Learners are not sure about who is responsible for the evaluation of what they have learned. On the other hand, they can evaluate their own progress, which is also a significant principle for learner autonomy.

5.2.4 To what extent do the learners perform the outside-class-activities in learning English?

Students are willing to do a variety of activities to develop their language skills and sub-skills. They like to study grammar though it is not homework. They also like to do assignments voluntarily. They try to learn words in English, too. Learners' awareness of self-directedness is very high. They are aware of their weaknesses and strengths. Moreover, they are fond of using the Internet to chat or surf and they are keen on watching movies on the Internet. Learners like to benefit from technology very much, which is a good way to foster autonomy. They also make use of self-access centre like an online available and self-study involving commercial packages. They are both good applications of learner autonomy. They like to speak to native speakers via Skype in order to develop their listening and speaking skills. They study English for communication, which is the goal of language learning. They also listen to songs to have a good pronunciation. They are aware that it is important to speak English with a good accent.

5.2.5 What are the effects of technology on learners?

Technology is a great way to improve English. Technology can provide a wider exposure to English, increase opportunities for interaction, support different learning styles, provide learners with opportunities to focus on skills like reading or listening, provide a social context for learning like peer tutoring, increase motivation and provide access to more engaging material such as digital games.

Additionally, though the participants argued that they make use of technology outside of the classroom to learn new things such as watching movies online, using a computer to study, chatting with people through the Internet, etc., but there was no sign of technology application in the classrooms to motivate and encourage learner autonomy.

5.3 Limitations of the Study

This study was limited to only a Libyan school, so it cannot be generalized to entire Libya and/or other contexts. There were a small number of students participating in this study and generalization needs a bigger target sample population.

5.4 Recommendations

Learners should not be reliant on the teacher; they should act independently. Teachers should foster learner autonomy in and outside of class. Learners should be trained about what they learn and how they learn. Teachers should help them control learning involving planning, monitoring and evaluating learner progress. Learners should decide to learn English intrinsically. Intrinsic motivation can be more effective than extrinsic motivation. Teachers should put learners responsible for the learning process from the very beginning. They can learn English by doing the outside class activities. Technology is one of the best learning resources. Learners should learn to make great use of technology to be able to get a lot of authentic input and output. Learners can learn English because knowledge can individually be constructed. English cannot be taught. Students should be self-directed rather than spoon-fed. They should be actively involved in the learning process. They learn best when they are involved in the learning process. Otherwise, teachers cannot respond to their needs, goals and interests. Learner autonomy can help learners succeed in language learning because it is a very important tenant of student centred learning.

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APPENDICES

Appendix A: Questionnaire Learners' Perceptions of Autonomy

Appendix B: Ethical Approval Form

Appendix A: Questionnaire On Learners' Perceptions of Autonomy

QUESTIONNAIRE ON LEARNERS' PERCEPTIONS OF AUTONOMY

The present research is carried out to fulfill the partial fulfillment of a Master's Degree thesis. I am currently conducting a survey for my thesis study entitled "The impact of technology on learner language autonomy" under the supervision of Assistant Professor Osman SABUNCUOGLU. You are cordially invited to take part in this study as an autonomous English learner. Your participation is of great importance to help us depict a valid picture of learner autonomy and technology.

This survey should take less than 10 minutes to complete. Thank you for your time and effort.

Salem SALEH / Student

Before you start to complete the questionnaire, you will be asked to answer some personal questions.

1. What sex are you?
 - a. female
 - b. male

2. How long have you been studying English?
 - a. 1-3 years
 - b. 4-7 years
 - c. longer than 7 years

3. State your father's educational background
 - a. primary school
 - b. secondary school
 - c. high school
 - d. university
 - e. master's degree or higher

4. State your mother's educational background
 - a. primary school
 - b. secondary school
 - c. high school
 - d. university
 - e. master's degree or higher

5. How long do you usually spend studying English?
 - a. 1 hour
 - b. 2 hours
 - c. 3 hours
 - d. 4 hours

Table 1: Motivation Level of the Respondents

Question	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
46. Learning English is enjoyable for me.						
47. I wish I could learn English in an easier way						
48. I am trying to do my best to learn English.						
49. Even if there is no attendance requirement in English course, my attendance will be high.						
50. I want to continue studying English as long as possible.						
51. I believe that I will be successful in the English class.						
52. If I learn English well, I will be offered lots of opportunities.						
53. I want to be the best in the class.						
54. I feel uncomfortable when I have to speak in the English class						
55. I cannot concentrate easily on the English class.						
56. I am afraid I will not succeed in the English exams.						
57. I like working in pairs in the English class.						
58. I prefer individual work in the English class.						
59. Group activities in the English class are not efficient.						
60. In the English class, the teacher should be the one who talks more						
61. In an English class I like activities that allow me to participate actively.						
62. The teacher should encourage students to make contributions to the English lesson.						

63. If I do well in this course, it will be because I have the ability to learn English.						
64. If I do not do well in this course, it will be because I have not tried hard enough.						
65. If I do not do well in this course, it will be because of the teacher.						

Table 2: Metacognitive strategies: Learning how to learn

Question	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
66. When I am learning a new grammar rule, I think about its relationship to the rules I have learned.						
67. When I study for my English course, I pick out the most important points and make diagrams or tables for myself.						
68. I try to understand the meaning of a word dividing it into parts that I can understand.						
69. I always try to evaluate my progress in learning English.						
70. I use new English words in a sentence in order to remember them easily.						
71. When studying for my English exam, I try to find out which structures and terms I do not understand well., books, etc.						
72. I learn better when I try to understand the reasons for my mistakes I have made in English.						
73. I arrange time to prepare before every English class.						

Table 3: Responsibility Perceptions of the Respondents

Question	Teacher responsibility	Both teacher and my responsibility	My responsibility
74. stimulating my interest in English.			
75. identifying my interests and strengths in learning English.			
76. deciding what I will learn outside of the English class.			
77. choosing what activities to use in English lesson.			
78. making sure I make progress during English lessons.			
79. making sure I make progress outside of the English class.			

Table 4: The Outside Class Activities Performed by the Respondents

Question	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
80. I do exercises though it is not homework.						
81. I do assignments, which are not compulsory.						
82. I try to learn new words in English.						
83. I use the Internet in English for chatting, surfing.						
84. I watch English movies on the Internet.						
85. I read newspapers, magazines and books in English on the Internet.						
86. I make use of self –access center to study English.						
87. I speak to foreigners in English through Skype interactively.						
88. I listen to songs in English to have a good pronunciation.						
89. I write in some blogs to express my opinion.						
90. I like to watch the news in English.						

Appendix B: Ethical Approval Form



T.C.
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Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 11.03.2019 tarihli ve 2019/04 sayılı kararıyla uygun bulunmuştur.

Bilgilerinize rica ederim.

e-İmzalıdır
Prof. Dr. Ragıp Kutay KARACA
Müdür

19/03/2019 Enstitü Sekreteri

NESLİHAN KUBAL

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Education/Qualifications:

2013 Master in Law (Civil code), Ain Shams university – Egypt.
2004 Bachelor in Law, University of Benghazi – Libya.
2008 Bachelor in Translation / SAQR Language college - Libya .
2008 TOEFL with score 421.
2008 Certificate in Law/ High Institute of Judgment – Libya.

Employment to Date/Work Experience:

2005-2007 Private lawyer(internship) 2005-2007.
2005-2007 Legal department with ACCO 2005-2007.
2007-2009 Legal advisor at the General Electricity Co 2007-2009.
2009- present Legal advisor at the information and technology of man-made river project to date.

Languages: Arabic: native speaker, English: Speaking (fluent), writing (Advanced)
Turkish : beginner (Taking Turkish courses)

Special Skills & Interests:

Reading and writing English.
Fitness/ body building.
Reading a lot about different aspects of life.
Thoughts writing in both English and Arabic.

Others:

Look for an experience in a reputable company that promotes professionalism and makes me more efficient and influential person. Moreover, I would like to share my experience and knowledge with the company.