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***Using Moodle to Foster Learners' Autonomy In  
literature classes***

***(The case study of Master one English students at Ammar Thelidji University-Laghouat)***

A Dissertation submitted in Partial Fulfillment For the Requirement of Master Degree in English  
civilization and Literature.

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# Dedication

We dedicate this work to our parents, who offered unconditional love and support.

We dedicate this dissertation to all those who helped us in finishing this work either in by providing us with the needed information or even with prayers and wishing us a good luck.



# Acknowledgements

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# Abstract

This work is part of broader project that investigates the impact of the use of Moodle as a pedagogical platform in enhancing learners' autonomy as well as in improving their learning skill. One major problem within Algerian university s is the lack of independency which can be related to students' ignorance of the significance of being autonomous. In order to highlight the attitudes and behavior of learners toward the use of information and communication technology in higher education. At the same time we wanted to know wether teachers are confident in using this platform in their classes. Hense, after giving the questionnaire to master one English students and interviewing five teachers of literature working in the field of . Results have shown that those ICT(Information Communication Technology)in Ammar Thelidji university. These questions have to do with their experiences of applying this system and wether can help learners to be autonomous. The work has a descriptive nature ;the results obtained in this study revealed that the majority of investigated learners have a very positive attitude towards the use of Moodle pedagogical platform ,provided that better technical and techno-pedagogical support and training on the computer-based teaching tool will be adapted to the learners' needs. Besides, the results are in favor of promoting the updating of teaching methods, use of very adequate teaching resources, rapid dissemination of teaching evaluations and facilitating the organization of students 'working time .By doing this research, we hope that learners will be familiar with the concept of autonomy and more aware of its importance in fostering their learning process. We hope also that teachers will recognize the significant role of Moodle in helping learners be autonomous inside and outside the classroom.



## ملخص

هذا العمل جزء من مشروع أوسع يدرس تأثير استخدام في تعزيز استقلالية المتعلمين وكذلك في تحسين مهاراتهم في التعلم. إحدى المشكلات الرئيسية داخل الجامعة الجزائرية هي الافتقار إلى الاستقلال الذي يمكن أن يرتبط بجهل الطلاب بأهمية الاستقلالية. من أجل تسليط الضوء على مواقف وسلوك المتعلمين تجاه استخدام تكنولوجيا المعلومات والاتصالات في التعليم العالي. في نفس الوقت، أردنا أن نعرف أن معلمي الطقس واثقون من استخدام هذا المنبر في فصولهم الدراسية. أظهرت النتائج أن تلك تكنولوجيا المعلومات والاتصالات (ICT) في جامعة عمار ثليجي. تتعلق هذه الأسئلة بتجاربههم في تطبيق هذا النظام ، ويمكن أن يساعد الطلاب على أن يكونوا مستقلين. يحتوي العمل على طبيعة وصفية ؛ حيث كشفت النتائج التي تم الحصول عليها في هذه الدراسة أن غالبية المتعلمين الذين تم التحقيق معهم لديهم موقف إيجابي للغاية تجاه استخدام منصة 'مودل' التربوية ، شريطة أن يكون الدعم والتدريب الفني والتقني أقل على التعليم القائم على الكمبيوتر سيتم تكييف الأداة مع احتياجات المتعلمين. إضافة إلى ذلك ، فإن النتائج تؤيد تشجيع تحديث أساليب التدريس ، واستخدام الموارد التعليمية الكافية للغاية ، والنشر السريع للتقييمات التعليمية ، وتسهيل تنظيم وقت عمل الطلاب. من خلال القيام بهذا البحث ، نأمل أن يكون المتعلمون على دراية مفهوم الحكم الذاتي وأكثر إدراكا لأهميته في تعزيز عملية التعلم الخاصة بهم. نأمل أيضًا أن يدرك المعلمون الدور الهام لمودل في مساعدة المتعلمين على أن يكونوا مستقلين داخل القسم وخارجه.

# List of Abbreviations

**CBE:** Computer Based Technology.

**CMC:** Computer-mediated communication.

**CMS:** Course management system.

**ICTs:** Information Communication Technologies.

**LCMS:** Learning content management system .

**LMS:** Learning management system.

**LP:** Learning platform.

**LSS:** Learning support system.

**Moodle:** Modular object-oriented dynamic learning Environment.

**MLE:** Managed learning environment.

**MP:** Moodle platform.

**MS:** Management system.

**VLE:** virtual learning environment.

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# General Introduction

## **Introduction:**

Nowadays it is not possible to think about teaching and learning process without associating it with the information and communication technologies (ICTs). It is becoming an important part of our lives for the last few decades affecting our society as well as individual life. It is used in teaching learning process to make it more easier and more interesting. Today Technology plays a big role in changing the way i.e. a shift from face-to-face teaching environment. The use of technology is so important, because learners are highly connected with it in their daily lives. It has made information accessible/transmittable from anywhere and to all groups of people. It allows students to become more independent and they can benefit from the diversity of online information, communication and sharing with their teachers. It also changes the role of the teacher from being the only source of knowledge to a controller or a supervisor. It also facilitates the learning process. The integration of internet services in the teaching practices can provide opportunities for learners to learn effectively. The e-learning approach is the right path towards a continuous and more effective learning process for students and teachers (Hsieh, 2009), and with the development of internet, several different online environments such as Moodle that can be used for supporting learners' autonomy.

Moodle is a free web application that teachers and learners can use to create effective learning sites. Moodle stands for «Modular Object-Oriented Dynamic Learning Environment ».It is a virtual learning environment (VLE) which helps both teacher and learner to have a virtual space where they can share information and knowledge through different kinds of controlled activities, tasks and where the teacher can help the learner to become more autonomous. In general, it is considered as a free ware, which means that it is relatively free to use .It was first introduced by Martin Dougiamas who was born in 20 August 1969, he is an educator and computer scientist.He was known the founder and creator of Moodle which provides a free learning platform.

## **Review of Literature:**

Empowering Learner's Autonomy Through the use of internet submitted by F Mailbi( A study entitled the importance of internet in fostering learners' autonomy as well as enhancing their learning skill. A descriptive method is used to provide them with valuable findings. A questionnaire is designed for 40 students of third year to know their attitude towards the use of internet to foster autonomy. She also designed a questionnaire for 8 teachers of different modules. She found that using the technology of internet would help learners to improve their sense of responsibility and enhance autonomous learning.

Erdal(2015) conducted a research to focus on Moodle position to motivate and create autonomous e-learning in English language courses. This study was carried out at university of Corum, Turkey .A questionnaire was used to evaluate the effectiveness of Moodle on students autonomous learning. The significance of this study was that learners who were participants of the study never used a particular learning management system to learn English before, However the student who used Moodle to learn and improve their English their averages of their exam score were good .As a consequence of the study ,it was observed that Moodle notably contributed to the levels of the students autonomy and motivation to enhance their English language skills.

Navaporn ( 2010) investigated the extent to which learner autonomy could be fostered in blended learning situation involving the integration of course management system into traditional class (face to face ).The aim of this study is to identify whether these integration changes the students perception and practice in relation to their autonomous learning .the methods used in this research were both qualitative and quantitative. the data collected from the five research tools i e questionnaire, students learning journals, interviews and classroom observation showed the validity of the findings which suggest that course management system plays an important role in the development of the learner autonomy .

According to HelleLykke (2012) considerable studies have dealt with e-learning tools in the form of online tests, individuals learning plans and portfolios were included into the teaching of Arabic as second language at university level with the aim of promoting learner autonomy .the results indicated that compulsory use of e-

learning tools such as Moodle might be necessary if all the students who might benefit most from using e-learning tools were the ones who used them the most.

### **Rational:**

Moodle is considered as a recent and new study which is important to be implemented in the field of education in order to enhance the learning process but the students and a few teachers in our department are not using it. Many research works have been conducted on Moodle but there is a huge gap since 2012, researchers didn't tackle the use of Moodle to improve autonomous learning in classes. Thus the current study is going to look for ways to maximize the use of technology, internet and Moodle between teachers-learners in order enhance autonomous learning and explore the positive points of Moodle and their attitudes toward Moodle and their performances.

### **Significance of the study:**

The research aims to gain a clear understanding of the benefits of using the application of Moodle, and how it enhances autonomous learning. One of the main advantages of Moodle is that it offers opportunities for learners to improve their abilities for more independency in their learning. Thanks to Moodle, the ability of autonomy among learners will be acquired easily. This research is directed to learners as well as teachers. They will notice the importance of Moodle in enhancing autonomous learning. To observe the main result within the performances of teachers-learners when avoiding the traditional method and adopting the new one and the integration of ICT in teaching through the implementation of Moodle in order to see whether it helps to foster learners 'autonomy.

### **Statement of the Problem :**

Algerian universities in general, lack the use of technology in teaching literature classes. Students get bored easily; they feel that they have no interest in the subject. They are un motivated. The traditional method which may discourage learning and cause little or no improvement in their progress. There is a technological gap in our teaching specifically in our literature classes. Teacher-centered instruction which can be most of the time boring and not to gain interest to the student, doesn't allow them to express themselves, share their own ideas with classmates, and rely on themselves.

Students remain quiet and during activities, they are not asked to work individually, they don't learn to be autonomous and self-independent. In our classes the information is imparted by the teacher in a traditional way, students have little role in class, they listen to their teacher, take notes, they are not given the opportunity to be active participants. They are simply there to learn through lectures and direct instructions, and the focus is on passing tests and assessments.

### **Research Questions:**

The research questions are posed to guide the study:

- 1-Is the conventional way of teaching useful in literature classes?
- 2-To what extent is using Moodle effective to facilitate the learning process?
- 3- Can Moodle foster learners' autonomy in literature classes?

### **Hypotheses : we hypothesize that:**

- 1-The conventional way of teaching is not useful in literature classes.
- 2-Moodle may facilitate the learning process.
- 3-Moodle will foster learners' autonomy in literature classes.

### **Research Methodology:**

In this research, the qualitative approach is used to evaluate the use of Moodle in order to develop learner's autonomy. It is a quasi- experimental study based on descriptive method in which a questionnaire designed to 10 students of Master one at University of Laghouat, and a semi-structured interview designed to 3 teachers of literature, both of them are included in this research. By collecting the opinion of students and teachers, we would evaluate the use of Moodle to enhance learners' autonomy in class. Their answers, feedback and comments will guide us in making improvements in our result.

### **The structure of the dissertation:**

The current work is composed of a general introduction and three chapters. The general introduction presents the rational for conducting the study, the scope of the study, its significance, aims as well as research methods .Chapter one provides a

theoretical framework for the study, it focus on Moodle platform including definitions and types of platform, issues in Moodle platform and some factors of Moodle beside its advantages and drawbacks. In addition, chapter two, focuses on the importance of learners' autonomy that is achieved through Moodle, while the last chapter reports the methodology used in the research including research questions, sample and the procedures for data collection and analysis through the questionnaire administrated to students. The work ends with a conclusion that summarizes what is addressed in the study.

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### **1-0 Introduction :**

In the recent decades, life has been based on rapid access and exchange of information. Technology has a great influence on today 's life style in general and learning experiences in particular .these changes created a tendency to rethink about the teaching learning methods and approaches to cope with the challenges of the digital age . This need to use technology in learning and teaching process a new way has been created e-learning becomes the only medium to from autonomous learners and makes the learning process easier and more effective to overcome the challenged of the digitally oriented generation learners.

The appearance of those technologies mainly in education emerged as a demand for new ways of learning, in which it refocused on how the learners learn and how the instructors teach. Actually the birth of the internet paved the way for integration between the new technologies and education knowing first as the online learning and the learning (Wang, 2010).

Algerian university on the track of other universities around the world wants to withstand to the challenges of this new ear and it started adopting this form of teaching using technology to foster learning however it is still in it youth and it faces many problems among them lack of infrastructure; lack of mastery of tools and many other obstacles. In recent years, it is very clear how the internet and its tools and application make an increase of the role of Computer Based Environment (CBE) in the learning process that was the reason behind the unlimited use of virtual learning environment (VLE) in educational institutions;but there are a specific web resources that are used in teaching those kinds are found in some concepts of virtual learning environment .

### **1-1/ E\_learning Platform:**

E- learning is a system which is easy to use ,it can be described as a way by which the teacher and the student may interact .in other words teaching learning process can be done online using new tools of communication to interact. For instance using chats, forums, messages.

In many other concepts the e-Learning concept is presented through different terms depending on the context such as learning management system (LMS) ;course management system (CMS) ,learning content management system (LCMS) ;managed learning environment (MLE)

## ***Chapter One : Moodle Platform***

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learning support system (LSS) or learning platform (LP). In other context is known as education via computer mediated communication or online education (Kateeva, 2010)

E-learning provides an easy access to a wanted material or course at any wanted time besides in case of any chronological or geographical restrictions the learner is not obliged to attend and he may feel that he is acting completely alone isolated from the real world. The e learning system offers many new ways of learning via online; of those is what is called Moodle.

### **1\_2 Moodle Platform:**

Moodle platform as a concept represents one of the most widely used open source e learning platform. It was originally created by Martin Dougiam as he is computer science engineer and educator the first version of Moodle released on 20 August 2002 (Wang, Li & Gu, 2004).

In these systems; students or learners and even educators can be given a single robust. Students can access course contents in different formats (image; sound, text) and to interact with teachers or colleagues also it can be described as a tool by teachers to help foster autonomy by organising learning to help foster autonomy by organizing learning recourses and facilitating an environment for autonomous learning.

Moodle mainly is used to make courses online in order to have an effective class it doesn't matter which level you are teaching or which level is concerned. This course management system Moodle is a web application that can be located anywhere in the world and the person who used Moodle is Moodler.

This platform provides a set of web based tools in order to allow the creation of online courses such as forums, messaging, quizzes, blogs, assignment and databases.

the Moodle platform has 3 levels of use with features of differential use and access. those three users are: the administrator who is the one in charge of the management of the platform, the teacher who has many roles to play depending on the course nature for example he can be a trainer, facilitator, promoter and the third user is the student who has also different roles to play he can be a learner participant (Cook, 2001)

It is easy to navigate from any advanced devices which need only to be connected to the internet, Moodle interface gives us the opportunity to organize and display courses in the way that you are tackling the course subject and the method you are using to deal with the course.

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### **1-3 Moodle features:**

As a platform, it contains some other features and activities that are available online. Among these features are: chat, forums; database, language variety; glossary, questionnaire, scheduler, lesson, assignment, uploading documents.

#### **1-3-1 Moodle Chat**

It allows participants to have a real time synchronous discussion, it gives them the chance to meet other kinds of understanding and other points of view that make him open-minded rich theoretical criticism.(Ibid,2012)

#### **1-3-2 Moodle Forums**

Online forums provide means of communication outside of classroom meetings forums give the students more time to generate their responses and can lead to more thoughtful discussion option used in order to conduct a synchronous us on line discussion when you subscribe to a forum you receive copies about anything posted by e mail teachers use it in order to be in contact with their students through this option student as well as teacher can post comments on everything posted in order to exchanges information to correct each other (ibid ,2012)

#### **1-3-3 Moodle Database**

This tool allows students and instructors to upload information. It is a great way to share resources and to develop engaging assignments and final projects such as student galleries and portfolios .It is also an excellent way for students to share resources and to evaluate the reliability of sources they have found the documents and texts . It makes participants share and store data with all participants (ibid ,2012)

#### **1-3-4 Language variety**

Moodle is available almost in all used language, so that it is very easy for any teacher to teach his students in their own language and that does not mean that cannot use other language ,and that is what is meant by languages variety said that language variety.(Ibid,2012)

## ***Chapter One : Moodle Platform***

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### **1-3-5 Moodle Glossary**

It is an excellent tool for courses that require students to be able to identify and define a broad range of items and to be able to master and use a new vocabulary .

It is an activity within Moodle platform on which the user can create his own dictionary and that is what will lead to build a list of useful websites , those definitions can be found in many forms and can be linked to other places in the site (ibid ,2012)

### **1-3-6 Moodle Questionnaire:**

Moodle allows us to create a survey or questionnaire for students to fill out , for instance a course evaluation or a reading response survey we may choose wither or not the responses are anonymous “the questionnaire allows the users ,teachers and students to answer questionnaire contains a series of questions ,you are free to answer or not (ibid,2012)

### **1-3-7 scheduler:**

It allows the course instructor to post available meetings between student and professor , such as advising days , or simply for optional office hours . “it is a Moodle activity in which the course maker or the instructor can post time table about any available course or meeting and propose the timing and give the students sing up for the slot that best suits them .this is useful for required meetings between student and professor ,such us advising days ,or simply for optional office hours .”it is a Moodle activity in which the course maker or the instructor can post any time table about available course or meeting and propose the timing and give the students or the users to choose what suits them creating a very comfortable atmosphere (ibid,2012)

### **1-3-8 Moodle Lessons:**

It is an organizational tool that allows us to organise elements , list key concepts and to provide unit overviews and learning objectives .

Through the lesson, the teacher can create a passing path to the material presented it includes a group of pages, each page contains an element explanation ,and it ends with a question and a number of possibilities to answer those questions. Depending on the answers, the teacher decides whether the previous pages are well understood or not and that what decides whether the previous pages are well understood or not and that what decides whether

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to complete with the next pages or so blank and that is what would help a lot in tackling the materials (Dougiama & Taylor, 2003).

### 1-3-9 Moodle Assignments:

It is a tool where the instructor defines a task that the learner must complete. It often links back to study materials. This feature gives the students the chance to submit their home work or assignments. They also can download any files or courses, documents, video clips. The feedback can be provided in the past.

### 1-3-10 Moodle Quiz :

The quiz module allows the lecturer to design and set quiz test. It gives the teacher the opportunity to set a range of different question types that provide the learner with more open possibilities about any questions or tests (Rauhvargers and Rusakova, 2010). Quizzes are a great tool for giving students rapid feedback on their performance and for gauging their comprehension of materials.



Figure One : Activities in Moodle.(Javad Mehrabi, Masoumehsadat Abtahi 2012).

# ***Chapter One : Moodle Platform***

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## **1-4 Instructions to Use Moodle:**

When we create a Moodle learning site, we generally follow a series of steps:

### **Step 1: Learn about the Moodle experience.**

-Each Learning Management System (LMS) has an example that guide the user experience and make him use it in a certain way.

-He will learn about Moodle and become ready to decide how to make use of Moodle's many features, and to propose your online learning site.

### **Step 2: install Moodle**

-Installing Moodle shows you how to install Moodle on your webserver.

### **Step 3: Configure your site**

### **Step 4: Creating categories and courses.**

-Takes you through creating courses categories, and then creating courses.

-Also, in this step, it shows you how to add teachers and students to the courses.

### **Step 5: Make decisions about common setting:**

-In Moodle, course is either a resource or an activity.

- A resource is an article that the learner listens to, reads, views, or downloads.

- An activity is an article that helps the learner to become more independent and rely on oneself.

- He will also learn how to include a resources and activities to a course.

### **Step 6: Add basic course material.**

-Online course consists of web pages that the learner views.

- These pages include text, graphics, movies, records, games, activities.

-It also help you where /when to use all of these materials.

### **Step 7: Make your course interactive.**

-It means the interaction between the teacher and the learner.

## Chapter One : Moodle Platform

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- How the teacher helps the learner and how he involves him in a specific task.

### Step 8: Evaluate your students.

-In this step the teacher evaluates the learner's knowledge with a quiz, quiz questions, and feedback.

### Step 9: Make your course social.

-Moodle enables you to add chats and forums to your courses

### Step 10: Add autonomous/collaborative activities.

-Moodle enables learners to work and be more autonomous/more independent. Learners can add glossaries.

### Step 11: Manage and extend your courses by adding blocks

- How to implement them and which one meet with your goal.

- Shows you how to use groups to separate the student in a course.

### Step 12: Take the pulse of your course.

- Moodle offers several tools to help teachers to deliver a course.

## 1-5 Moodle advantages and drawbacks:

Some advantages and drawbacks of using LMS are:

Moodle advantages	Moodle drawbacks
<ul style="list-style-type: none"><li>- Moodle is designed to support both teaching and learning.</li><li>- Students learn to work with all types of people.</li><li>- Actively involving students in learning, and foster their autonomy.</li><li>- Each one has opportunities to contribute.</li><li>-More opportunities for personal feedback.</li></ul>	<ul style="list-style-type: none"><li>- It can be used only at university.</li><li>- It can't be accessed from anywhere and anytime.</li><li>- Students are struggling, they are always controlled by engineers</li><li>- Limited time.</li></ul>

## ***Chapter One : Moodle Platform***

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There are other advantages that make Moodle best LMS :

Moodle facilitates learning for educators and even teachers and provides them with technology to provide online learning in personalized environment, that foster learner's autonomy therefore, They become more independent. In addition, Moodle is also used outside education. It is used by: organizations, businesses, corporation, hospitals, and non-profits online learning, training, online course development, product and services launches, and online learning and continued education opportunities.

### **Conclusion:**

Finally, Moodle can be used in a variety of different ways and how it is used is important to what extent it can foster autonomy, it changes the way students thinking toward learning, increase their interest to learn more. The learners became more engaged in activities and tasks moreover this platform helps many teachers facilitating environment for autonomous learning in order to achieve the learning goal.

## Chapter Two : Learners' Autonomy

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### 2-1 Introduction:

The rapid growth of technology had great influence and made a significant development in recent years .and education is considered as one of the domains that has benefited from these changes .One of these advantages concerning the use of technology is that it offers a chance for learners to improve their abilities for more independency and self - direction in learning language Autonomous learning should be regarded as a necessary skill in university in order to improve achievement inside and outside formal settings and cope with real life situation . The ability of autonomy among student will be acquired easily and successfully especially for learners who have interests in learning through online technology.

### 2-2 Learners' autonomy definition:

In recent years, there has been an increasing interest in autonomy in the field of education in general and in language learning in particular, Holec views autonomy as “the ability to take charge of one's learning” (Holec 1981, p 3). In fact, making students learning by themselves is at the foreground of the teaching/learning process, there is a need for a change from the traditional roles of the teacher and the learners; hence, more focus is on assisting students to develop and acquire skills then apply them to any new learning situation and move from students who are extremely dependent on their teacher to more self-reliant learners. We can say that learning autonomy means .the responsibility of the learner toward his /her learning.

Inculcating autonomy is to involve students in their own learning process in order to make connection between what they learn in class and the outside world. In fact, the promotion of autonomy aims at preparing students for the future, i.e. their further studies; their future jobs and acquiring the necessary skills for life.

After a decade from Holec's definition. Little describes the most important basics that should be involved in the process of autonomous learning. Autonomy represents an ability of independent performance and freedom of choices .it also involves certain psychological characteristics which learners improve in order to be active parts in the learning process. This ability affects learning way of learning and show a great impact on how they use learning outcomes outside institutional setting (little, 1991).

Many teachers and educators misunderstand learner autonomy thinking that the student is left to learn alone without the involvement of the teacher or their peers. Learning alone

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does not develop independent learning. However, promoting autonomy demands much more efforts from the teacher to create conditions in which the students learn how to take responsibility of their own learning, 'learner autonomy is the product of an interactive process in which the teacher gradually enlarges the scope of her learners' autonomy by gradually allowing them more control of the process and content of their learning.' (Little 2007, p 26)

Benson (2001, p02) suggests three principles that describe the process of autonomy as a significant field for learning, these three principles are:

- Autonomy is a natural capacity of one's own learning despite the variation of its perspectives; it can be acquired by any learner.
- If learners provide the suitable learning environment, they can promote the capacity of autonomy though; it does not exist.
- Learners' autonomy enhances learning process and leads to more effective learning.

With an agreement of Holec's and Benson's definitions, Sinclair summarized their opinions into a term of self-directness. According to her survey review (1999), "one view is that autonomy in language learning is principally concerned with providing learners with situations and opportunities for exercising a degree of independence"(p310). In other words, autonomy means being self-directed.

Depending on the teacher and considering him as the fount of knowledge is no longer needed. In the 21st century, students are no more expected to be passive learners who sit and listen to their teachers' instructions. They have to face new challenges and relate what they learn in the classroom with the real life context. According to Trebbi (in Lamb & Reinders, 2008), learner autonomy is associated with freedom. Freedom may be examined from both a political and a philosophical angle. It is basic to human right to be free, however and as far as the philosophical aspect is concerned one cannot speak about absolute freedom since we are living in a society that is subject to rules and regulations. Consequently, 'if freedom at broader sense suffers from internal and external constraints, learner autonomy will also be bound by those constraints in the same way.' (Tamer 2013, p16).

The concept autonomy in learning is long life learning have been developed by many researchers who considered as a valuable term.

As it considered by Benson "autonomy in lifelong learning goes beyond classroom ,its main goal is to create not only independent, responsible learners inside classroom environment,

## **Chapter Two : Learners' Autonomy**

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rather it focuses on creating more educated, open mind individuals who can cope with situation in real world ,and who are able to practise autonomy in other aspects of life.

Autonomy in long life learning has been involved in the broad view of learner .

autonomy, it has been considered to be a type which deals with learning as a tool for total freedom” (Benson &Voller, 1997; kumaravadivelu, 2003,p141)

Though the various definitions and concepts are given to autonomy, the idea remains the same, which is to promote learning by giving the learners more responsibility to be engaged in deep learning rather than spoon feeding. Furthermore, educational systems all over the world become conscious of the technological spread and the need to inculcate autonomy to have lifelong learners who will be able to learn even in the absence of the teacher.

### **2-3 The importance of learners' Autonomy:**

The Main goal of autonomy in learning is to promote learners’ independency and help them achieve a great progress in their learning process. According to kumaravadivelu (2003, p. 131), supporting learners to be autonomous means providing them with more opportunities to be successful.

Jiao(2005,p.28) gives four substantial reasons in support of learner autonomy for English learning.

- 1/-It enhances the learners' motivation and leads to more effective learning.
- 2/- It provides learners with more opportunities for English communication in a non-native environment
- 3/- It caters to the individuals needs of learners at all levels.
- 4/- It has a lasting influence.

### **2-4 The Autonomous Learner**

Learner autonomy has become one of the educational goals in learning in general, and in foreign language learning in particular. Though autonomy is not an observable feature, helping students to become more independent is the cornerstone of the teaching/learning process. William and Burden define ‘autonomous learner’ as ‘one who is equipped with the appropriate skills and strategies to learn a language in a self-directed way.’ (William and Burden 1997, p147). Learners should be aware of their responsibility in learning so as to

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become more autonomous and successful in learning new things. Language learners still depend on the teachers whom they consider the sole source of knowledge. However, it is a shared responsibility between the teacher and the learner. It is the teacher's responsibility to foster autonomy through good lesson plans, modern teaching, and different methods and approaches that make learner's active participant and help them in taking charge of their own learning. Being independent can be beneficial for the learners and make them responsible in their learning as well as in their personal life.

Autonomous learners have insight into their learning styles and strategies , They Take an active approach to the learning task at hand and are willing to take risks, i e to communicate in the target language at all costs in addition they are good guessers.

According to Cotteral (1995), Little (1999), and Littlewood(1999), autonomous learners are also defined as 'successful' or 'expert' or 'intelligent' learners who have learned how to learn. An autonomous person is "one who has an independent capacity to make and carry out the choices which govern his or her actions", thus autonomy is "the ability to use a set of tactics for taking control of their learning", which can be obtained through learning training. They believe "the most successful learners are autonomous and they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, how they are learning, and with what degree of success" (Little 1999:13).

The table below identifies the difference between dependent and independent learners.

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**Table 1: Characteristics of Dependent and Independent Learner**

(Mynard and Sorflaten 2002, p 2)

<b>Dependent learners</b>	<b>Independent learners</b>
Rely heavily on the teacher	Are self-reliant
Cannot make decisions about their learning.	Can make informed decisions about their learning
Do not know their own strengths and weaknesses.	Are aware of their strengths and weaknesses.
Do not connect classroom learning with the real world	. Connect classroom learning with the real world.
Think that the teacher is wholly responsible for their learning	Take responsibility for their own learning· know about different strategies for learning.
Do not know the best way to learn something.	Plan their learning and set goals.
Do not set learning goals· will only work when extrinsic motivators such as grades or rewards are offered.	Are intrinsically motivated by making progress in learning.

The ability of autonomy is not an inborn concept but should be acquired and encouraged (Holec, 1979); it is a skill which can be acquired by learners in suitable environment. However, Little (2007) draw from psychology as well as from real life experience as parent, while stating that autonomy is an innate, basic need that is present already from the early years of childhood: 'It is our nature to be autonomous, to be proactive in exploring and responding to our environment and to persist in following the agendas we set for ourselves.' (Little 2007, p17). Accordingly, as human beings we have a predisposition to autonomous behaviour which needs to be fostered, nevertheless, Bassou (2015) stated that autonomy is a "never-ending process" that both teacher and learners exercise in a continual way and beyond the teaching/learning process. Autonomy varies from one individual to another. It can fluctuate even within the same individual, in other words, autonomy manifests itself in different contexts.

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### 2-4-1 Domains of Autonomy:

According to Littlewood (1996) there are three domains of autonomy within different levels: Autonomy as a communicator (Using the language to communicate effectively), autonomy as a learner (To be responsible of their own learning and relate what is learned at school with real life situations) and autonomy as a person (Being able to express one's own feelings). When the student has the capacity of being responsible of the actions he/she undertakes, this capacity is based on the learners' ability and willingness to be self reliant in their own learning. These components are relatively linked; when learners have the necessary knowledge and adequate skills they are more likely to have confidence when learning independently. On the contrary, students who are over reliant on their teachers may lack confidence to carry out their learning, though they have the necessary skills and appropriate knowledge. Motivation, especially intrinsic motivation, is one of the components that leads and encourages autonomy; learning becomes more efficient when autonomous learners become more motivated. With learner autonomy, students move away from dependence on the teacher; this act in itself entails reflection in planning and permits them monitor and evaluate their own learning.

According to Omaggio(1978) there are seven main attributes characterising autonomous learners:

- 1- Autonomous learners have insights into their learning styles and strategies
- ; 2- take an active approach to the learning task at hand;
- 3- Are willing to take risks, i.e., to communicate in the target language at all costs;
- 4- Are good guessers;
- 5- Attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
- 6- develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
- 7- Have a tolerant and outgoing approach to the target language.

However, more emphasis should be placed on the implementation of appropriate skills such as self-evaluation, taking decision, critical thinking, communication, work in collaboration in groups or with peers, etc. and competencies to provide learners with

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opportunities to connect knowledge acquired at school with real world application. Learners should accept their role as active participants rather than passive recipient of the knowledge. Thereby, to be more independent, learners need to step towards conscious awareness of the learning process, i.e. conscious reflection and decision making

Successful autonomous learning requires students to change their behaviour towards learning, it is worth noting that every student has the capacity to become an autonomous learner and develop the necessary skills which help him/her to exercise his/her independence in and outside the school walls. Full autonomy cannot be reached without the active participation of the teacher who has an important role in fostering autonomy among his learners. Autonomy is a holistic change, not something that can be done to another person; implementing autonomy takes a long time to become a functional way of working in the classroom.

### **2-4-2 Qualities and Characteristics of Learners' Autonomy**

Compared with detailed definition of learners' autonomy, many educators try to categorize what makes responsible and autonomous learners.

Dickinson (1993) believes that autonomous learners are people who are characterized in five ways:

- 1) - they are able to identify what has been taught
- 2) - they are able to formulate their own learning objectives
- 3) - they are people who can and do select and implement appropriate learning strategies;
- 4) - they are able to identify strategies that are not working for them;
- 5) - And they are able to monitor their own learning.

Littlewood (1996) gives a detailed explanation on levels of autonomy, which is a level of behaviour at which a person makes independent choices:

- Learners are able to make their own choices in grammar and vocabulary. This is the initial step towards "autonomous communication";(p429)
- Learners choose the meanings they want to express and the communication strategies they will use in order to achieve their communicative goals;
- Learners are able to make more far-reaching decisions about goals, meanings and strategies;
- Learners begin to choose and shape their own learning contexts;

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- Learners become able to make decisions in domains which have traditionally belonged to the teacher;
- Learners participate in determining the nature and progression of their own syllabus.

And learners are able to use language independently in situations of their choice outside the classroom.

According to Scharle&Szabo (2000) who summarized that :

- 1) Responsible learners who accept the idea that their own efforts are crucial to progress in learning, and behave accordingly. When doing their homework or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something;
- 2) Responsible learners do not have to be especially keen on team work, but they are willing to cooperate with the teacher and others in the learning group for everyone's benefits.
- 3) And responsible students may not always do their homework, but whenever they fail to do it, they are aware of missing an opportunity to expand their knowledge of the foreign language. This is because they consciously monitor their own progress, and make an effort to use available opportunities to their benefit, including classroom activities and homework.(p3)

### **2-5 Using Technology to Promote Learners' Autonomy:**

The fast expansion of technology has had a great influence and has made a significant development in recent years, and education is considered as one of the domains that has benefited from these changes. One of the advantages concerning the use of technology is that it offers chances for learners to improve their abilities for more independency and self-direction in learning the foreign language.

Autonomous learning should be regarded as a necessary skill in university in order to improve learners' achievement inside and outside formal settings and cope with globalization. Due to the use of technology, the ability of autonomy among students will be acquired easily and successfully especially for learners who have interests in learning through online technologies.

Technology has become a primary "globalising force" that should be considered as a significant tool in the process of education. It could make learning more motivational and help students get better results. But above all, technology can help boost learner autonomy also it could serve as a means that will help realize such a goal which is fostering learners' autonomy.

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One of this technological tools which can be a very useful tool to promote learners autonomy is Moodle that can have a clear role to foster learners autonomy .

### **2-5-0 Promote learner autonomy through the use of Moodle:**

The interest the education system is to make learning motivational and inspiring. Teachers try to make students responsible for their own learning, it means the shift from teacher-centeredness to learner centeredness, without neglecting the important role that the teacher plays in helping his students to develop self-reliance. The teacher should foster learner autonomy from the very beginning and make him aware of the big responsibility she /he has. Technology serves the purpose of fostering learner's autonomy. The use of technology « Moodle » makes the learning process more individual and enhances learner autonomy. The teacher should encourage his students to use Moodle for their academic progress because they will become more autonomous students, and make him/her more responsible of his/her own decisions. They can use it either inside or outside the classroom. The teacher is always in touch with his students, especially when feedback is needed. They are encouraged to do different tasks and test individually, so they will get a better understanding of the mistakes they make without being embarrassed in front of their classmates. The teacher as a facilitator makes the students feel free to express him/herself, so they become more self-confident.

### **2-5-1-Teacher's Role:**

The teacher has an important role in helping his students in becoming more autonomous and guiding them through the process of self-assessment, planning, goal setting, testing and evaluating their performances and learning. The first thing a teacher should do is to discover the students 'learning style. There are four types of learners; visual , auditory , kinaesthetic and reading/writing learners and he takes into consideration their preferences. The teacher contributes a lot to develop learner autonomy, he should be more aware in the learner's learning so that the learners will also be more involved in making his/her own choices and decisions. The teacher should create a suitable atmosphere and conditions in which they will develop autonomous learning. Using Moodle is one of the best ways to be more autonomous. It motivates the learners and it gives them opportunity to control their learning experience. « When learners succeed in developing autonomy, they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live »(Benson,2001).It is believed that the ultimate goal of language teachers is to help learners become autonomous. In language education, the idea of

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learner-centered practice and autonomy has been integrated into communicative language teaching. The teacher helps him/her to improve his/her performances inside and outside the classroom through the use of Moodle. He must make them aware of the responsibility and the important decisions they have to make in their learning process, help them to set their goals, guide them to choose the right method and techniques, and help them to evaluate their performances (the four skills). Involve them in lesson planning. Encourage them to be reflective learners.

**Table 1: Teachers' Role in Fostering Learners' Autonomy:**

Teachers role	Description
Facilitator	He must act as a facilitator. He helps them in acquiring, developing their skills and how to learn independently. He also helps them to develop better techniques and methods for learning.
Organizer	The teacher organizes and selects appropriate activities to make the learners more involved in the lesson.
Atmosphere creator	The teacher creates a suitable atmosphere which makes them more motivated, energetic and eager to learn
Evaluator	The teacher provides the positive feedback of their learning performances.

### 2-5-2 The learners' Role:

“Learner must no longer sit there and expect to be taught; teacher must no longer stand up there teaching all the time. Teacher have to learn to let go and learners have to learn to take hold” Kumaravadivelu (2003) . The scholar describes three stages. At the initial stage of autonomy, the emphasis is simply on raising the learner's awareness of the reasons behind the teacher's choice of goals, tasks and materials. At the intermediary stage, the emphasis is on allowing the learner to choose from a range of options given by the teacher. Finally, at the

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advanced level stage, the emphasis is on learner determination of his or her own goals, tasks, and materials ( p 144).

One great way to be autonomous learners is through the implementation of Moodle.

- Firstly, the learners have to seek out knowledge for themselves instead of relying on their teacher. They have to develop their own learning styles. By distance themselves from the teacher, so that the learners see the teacher as facilitator, They must be active and decide for themselves what methods and techniques to work with, and when to use them.
- Secondly, learners have to know what step they need, and when they should do each one. In addition, they need to be able to learn by themselves and to understand the purpose of their learning because They have to take control of their own learning thus, they will be able to work alone.

Finally, Autonomous learners need to be motivated, reflective, self-aware, self-dependent.

### **2-6 Benefits of Moodle in learner autonomy:**

Moodle gained more popularity to enhance the learning process, thus it has many benefits that can help learners to foster their learning autonomously which are:

- Moodle Gives students the flexibility to work independently and Provides them with the freedom to work at their own pace ,It Can ideally give students greater control over their own learning and Reduces teacher-centeredness. In additiona, Moodle can increase self-confidence for those afraid of making mistakes and increase the range and quality of l2 interaction for learners .so that, It can equalize class participation for students who may be shy in a face to face setting and allow multiple attempts. [Brown 2001,145].

#### **2-6-1 Social Benefits:**

Moodle help learners to work in groups ,because grouping develop learning communities and to build their understanding and these lead to develop and obtain different understanding from their classmates.

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### **2-6-2 Psychological Benefits:**

The psychology of the learner is very important in learning, Moodle encourage learners to be confident enough to participate and engage in learning by increasing their self-esteem and make them eager to learning.

### **2-6-3 Academic Benefits:**

in the late time the most needed result is the learner's academic improvement and this should be easily achieved through Moodle that develop learners autonomy as well as improve their classroom or educational level and outcomes ,in addition to enhance motivation toward learning.

### **Conclusion:**

To conclude, the theory of autonomy in learning has contributed in enhancing individuals' learning capacities to a great extent, especially that the need for independent, developed learners has been ranked high. Fostering such a capacity will give chances for learners to figure and realize that there are more opportunities and possibilities which will help them to solve their learning problems and empower their skills. Fostering autonomy will also help learners to achieve the goals they have established for themselves or at least to have the confidence to set their own goals and make efforts to do this in real life. In technology field, students should be encouraged to use technology for their academic progress. This would foster learner autonomy, and will make them sense the responsibility they have for their learning. Similarly, learner autonomy will enhance the security needed for risk taking, i.e. students will have to make their own decisions understanding the consequences. To summarize, putting autonomy into practice can be best applied through the use of technology; the widespread of the use of technology has raises the opportunities for improving learning process outside classroom .To be autonomous needs a lot of efforts that is shared between teachers and learners to achieve autonomy.

## **Chapter Three: Research Methodology and Results’ Interpretations**

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### **3.1 Introduction**

This chapter deals with the methodology of the study and findings’ interpretations. It introduces the research variables, the research plan, research sample and tools. Moreover, this chapter represents results’ analysis which are adopted from a questionnaire which is addressed to Master one students of English; and results from a semi-structured interview with teachers of literature at Ammar Thelidji University in Laghouat. In addition, this chapter tends to discover the effect of integrating Moodle as a teaching tool in literature classes for the sake of enhancing students’ autonomy in literature classes and investigating students’ attitudes towards the use of Moodle in teaching literature.

### **3.2. Variables of the Study**

The term “a variable” is usually found and used in any research. A variable is a concept that can cause change or changes itself. It is something that can have more than one value. In others words, a variable is something that various (Kuar, 2013). In addition to, there are different types of variables in any research with different effects. The current study deals mainly with two main variables or factores which we tend to search for. The two variables are: Moodle as an independent variable, and learners ‘autonomy as a dependent variable.

#### **3.2.1. Independent Variable**

Moodle as an open source, an active and suitable means which can be used in teaching, especially in literature classes. Integrating Moodle in literature classes doesn’t only contribute in a full interaction but also helps in improving EFL students’ autonomy in literature classes which is most of the time affected by the boredom of traditional lecturing method. Therefore, by integrating Moodle in literature classes, students can understand easily courses and better interact with the teacher. That interaction helps the teacher set the feedback to either expect good or bad achievement in his/her class Furthermore, teaching literature using Moodle can contribute in getting better knowledge of literary texts for EFL learners and make them dependent, participate and do further researches.

#### **3.2.2. Dependent variable**

Improving students’ autonomy in literature classes is the independent that is affected by Moodle, as an independent variable. Literature is regarded as an interesting authentic module

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which has a major role in EFL classes. Most literary branches and lessons that need to be explained in a different way far from traditional lecturing which highly affects students’ achievement.

### **3.3. Research plan**

In an attempt to check and investigate the effectiveness of Moodle integration as a tool of teaching literature which helps in ameliorating students’ autonomy in literature class, we chose students of Master One and teachers of literature at Ammar Thelidji University of Laghouat in Algeria to be the sample of our study. We have adopted the descriptive analytical research to do the study. Brown and Rodgers (2002) presented the descriptive research as that research which provides and describes many characteristics in numerical terms.

In other words, statistics obtained from the questionnaire findings will help in investigating the influence of integrating Moodle. Additionally, Abu Shaaban (2003) confirmed that point by defining the descriptive research as that descriptive research addressed to get precise and interesting information concerning a specific phenomenon with a valid conclusion of facts presented. Answers adopted from the open-ended questions in the semi-structured interview with teachers of literature will help, too, in checking the influence of incorporating Moodle in enhancing EFL learners’ autonomy in literature classes.

The approach of the study is qualitative to investigate the influence of using Moodle as a teaching tool for the sake of enhancing EFL learners’ autonomy in literature classes. To investigate, the researchers depended on case study research based on a questionnaire addressed to master one student in the department of English at Ammar Thelidji University of Laghouat.

#### **3.3.1. Research Questions**

For the current study, a set of questions have been raised to investigate the effectiveness of using Moodle to enhance learners’ autonomy in teaching literature and they are as follows:

- 1- Is the conventional way of teaching useful in literature classes?
- 2- Is integrating Moodle in literature course more effective than just lecturing in improving EFL students’ autonomy?
- 3- How can Moodle enhance learners’ autonomy in literature classes?

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### **3.3.2. Hypotheses**

The following hypotheses focus on the impact of adopting Moodle as an Extra tool in EFL classes of literature, as well as Moodle contribution in ameliorating EFL learners’ autonomy in literature, and are as follows:

#### **Hypothesis 1:**

The conventional way of teaching is not useful in literature classes.

#### **Hypothesis 2:**

Incorporating Moodle in literature courses may be more effective than just “lecturing” in improving EFL students’ autonomy.

#### **Hypothesis 3:**

Moodle may foster learners’ autonomy in literature classes.

### **3.3.3. Research objective**

The objective of the current study is to prove the effectiveness of using Moodle in teaching literature in improving EFL students’ autonomy.

### **3.4. Sample of the research**

The study’s population of interest is Master One students of English language department at Ammar Thelidji University of Laghouat 2018/2019. It has been necessary for researchers to choose master students since they are more open and familiar with Using Moodle, as a pedagogical tool, in their studies. The whole number of master one students is 210. The population of interest was a mixed sex and age.

This study is a case study as it focuses on 20 participants from the whole Master One promotion. Thus, it was more suitable for researchers to distribute the questionnaire only to a sample of 10% of the whole section.

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### **3.5. Tools of the Research**

The researchers depended on Moodle. They have chosen the questionnaire to conduct the study as we believed that it would be the suitable tool for achieving the study's purpose. The questionnaire was used to collect data concerning the validity of integrating Moodle in literature class; and to define the difficulties EFL learners face and need to be changed and improved in literature class.

The researchers had the chance to interview five teachers of literature of different levels at the department of English-Ammar Thelidji University. The researchers introduced five open-ended questions to the teachers of literature which will help in checking the influence of incorporating Moodle in enhancing EFL learners' autonomy in literature classes.

### **3.6. Questionnaire and Semi-structured Interview Analysis.**

#### **3.6.1. Students' Questionnaire.**

The students' questionnaire tends to shed the light on the students' attitudes towards studying literature, the difficulties they face and the students' attitude before, while and after being exposed to Moodle. This questionnaire, also, aims at Checking the validity of incorporating Moodle in teaching literature to develop EFL learners' autonomy in literature classes. The researchers' objective is to investigate the influence of using Moodle as a teaching tool for the sake of enhancing EFL learners' autonomy in literature classes. The results of the questionnaire were summarized in figures.

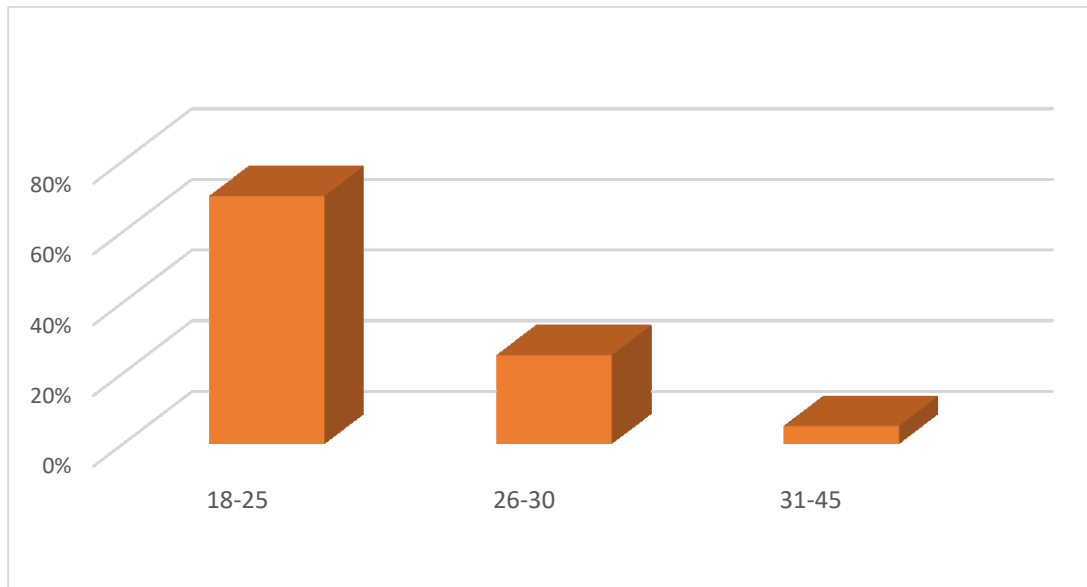
#### **3.6.1.1. Analysis of the Results**

##### **A. Personal Information**

The first two questions are concerned with the gender and age of the participants in this study.

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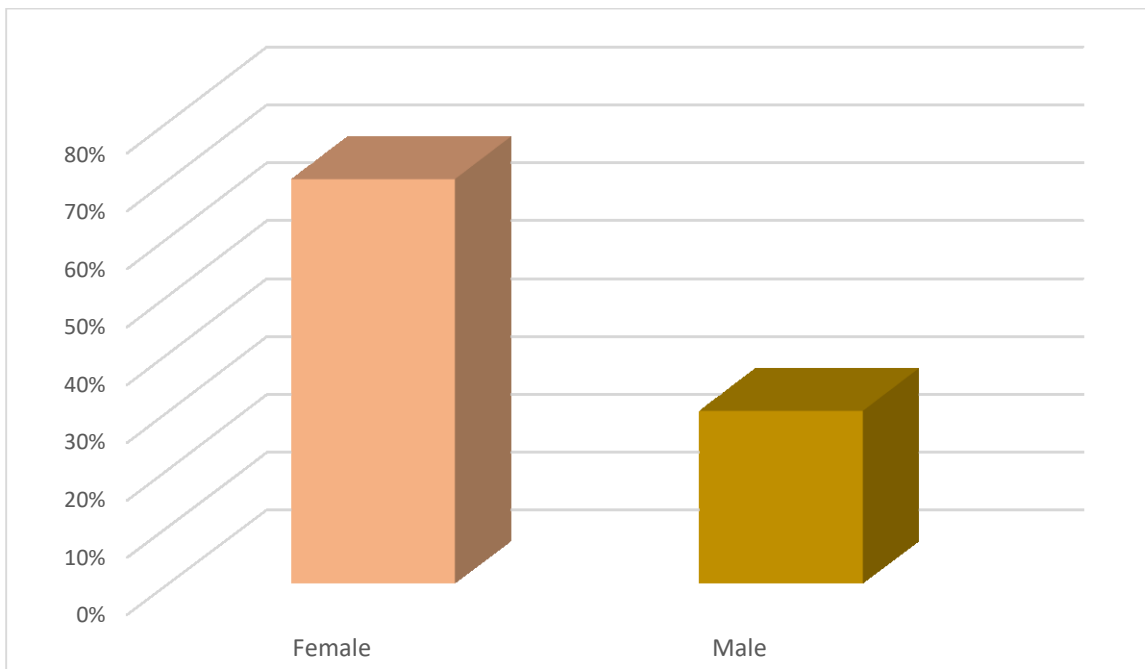
### Question 1: How old are you?



**Figure 3.1: Students' Age.**

It is clearly noticed that the majority of students are about 18 – 25 years old. The results show that the most of our participants are teenagers.

### Question 2: What is your gender?



**Figure 3.2: Students' Gender.**

As illustrated above, we can notice that females are about 70% whereas male are 30%.

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### Part one:

#### Question 1: Do you like literature courses?

Options	Students' number	Students' number in percentage
Yes	14	70%
No	06	30%
-Total	20	100%

**Table 3.1: Students' Attitude towards literature.**

Fortunately, when asking students whether they liked literature or not, most of them (70%) responded by yes, they do like literature. 30% of them responded by no.

#### Question 2: Do you feel comfortable in your traditional English literature class? Why?

Options	Students' number	Students' number in percentage
Yes	08	40%
No	12	60%8/
Total	20	100%

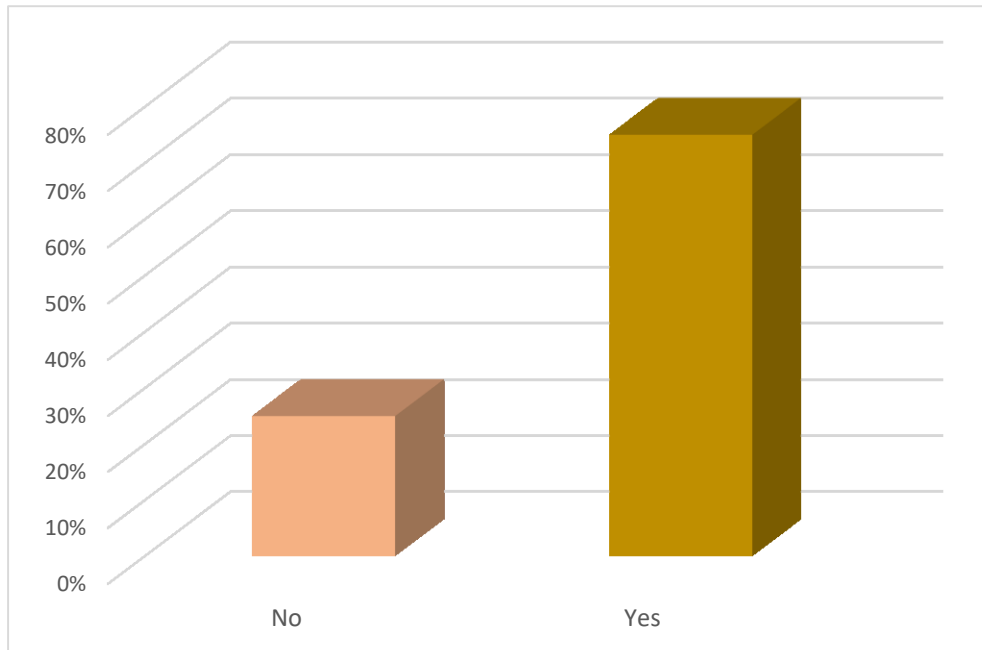
**Table 3.2: Students' Opinion about Traditional Literature Class.**

We can notice that most of students (60%) do not feel comfortable in their traditional English literature class; whereas, 40% feel comfortable in it.

In the opinion of 75% of the participants, feeling passive is the main reason of feeling uncomfortable during literature session. Others answered that they were not interested in literature itself as it represented most of the time imaginative works and that they didn't want to concentrate with things that were all the time given by the teacher.

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**Question 3: Do you encounter problems while studying literature?**



**Figure 3.3: Number of students who encounter problems when studying literature.!**

The bar-graph presents clearly that 75% of students do face problems while studying literature; whereas 25% don't.

**Question 4: What kind of struggles you face while promoting autonomy in literature class?**

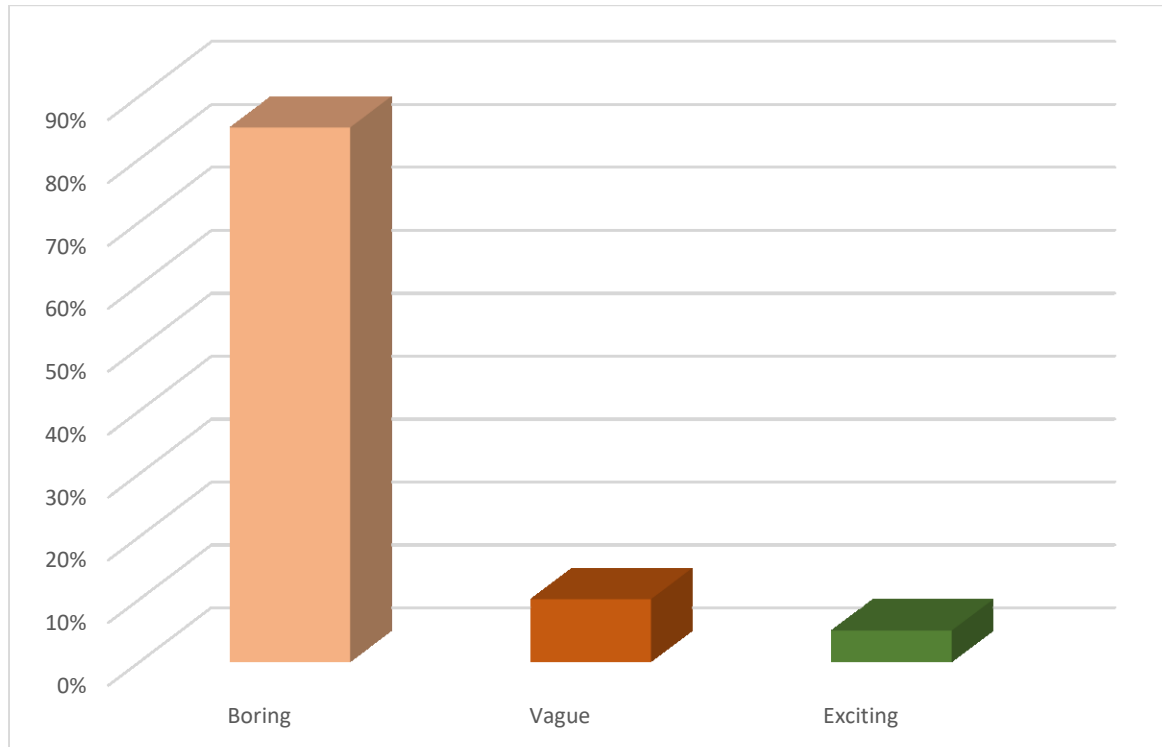
Struggles	Percentages
a- Difficulties to focus in the literature class.(teacher centered)	80%
b- The course content is so long.	75%
c- Easily get bored.	90%
d- Teacher's method is boring.	80%

**Table 3.3: Struggles Students Face in Literature Courses.**

The table above shows that most students face the struggle of boredom in literature courses (90%). 80% of students cannot focus for a long time in the literature course, and claim that teacher's method is boring. 70% of students see that the course content is long.

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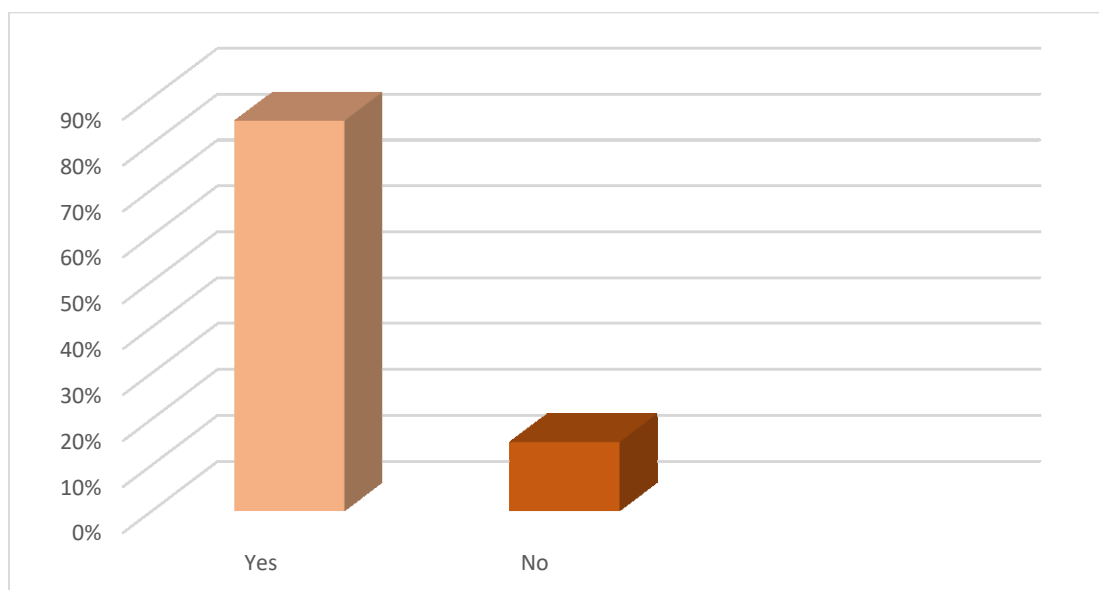
**Question 5: what do you think of the teacher's methodology of teaching literature?**



**Figure 3.4: Students' Attitudes towards Teacher's Methodology.**

85% of the participants saw the literature teacher's method as boring because he is the only source. Moreover, only 5% of the students described the teacher's method as exciting. The other 10% of students considered the teacher's method as vague.

**Question 6: Do you use any application or software to help you in your studies?**



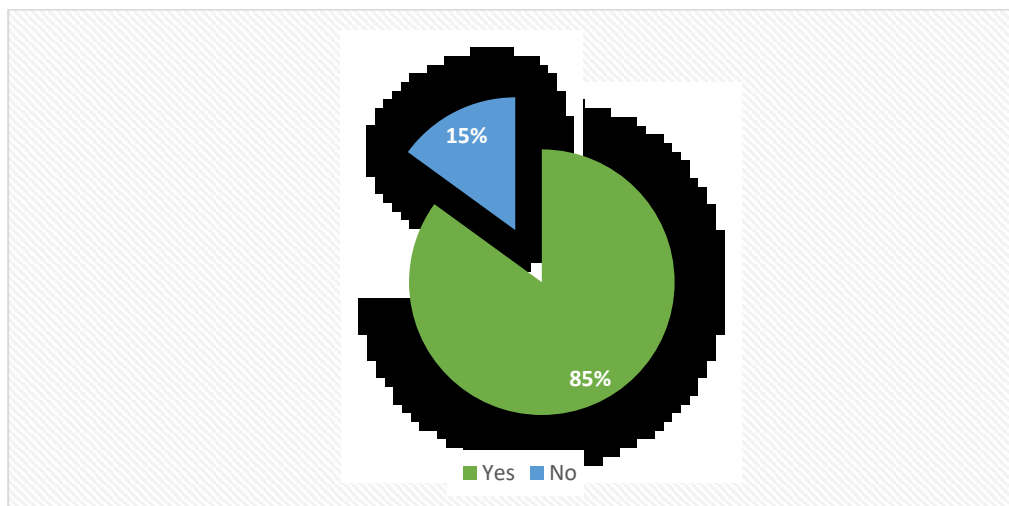
**Figure 3.5: Students' Use of Software and Applications.**

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As the bar-graph above shows, most of students use applications to help them in their studies. When we asked them what are those applications, most students replied that they relied on computers, Facebook and Moodle platform to study.

### “Part two

**Question 1: Do you enjoy using Moodle in your daily life?**



**Figure 3.6: Students’ Opinion about Using Moodle in their Daily Lives.**

The figure above shows that 85% of the participants enjoyed using Moodle in their daily lives, whereas only 15% who didn’t enjoy Moodle.

**Question 2: What are the advantages you get from learning using Moodleplatform?**

Advantages	Percentages
a- More opportunities to participate.	75%
b- Change traditional method.	80%
c- It improves the students effectiveness.	80%
d- Autonomous students.	90%

**Table 3.4: The Advantages Students Get from learning using Moodle platform.**

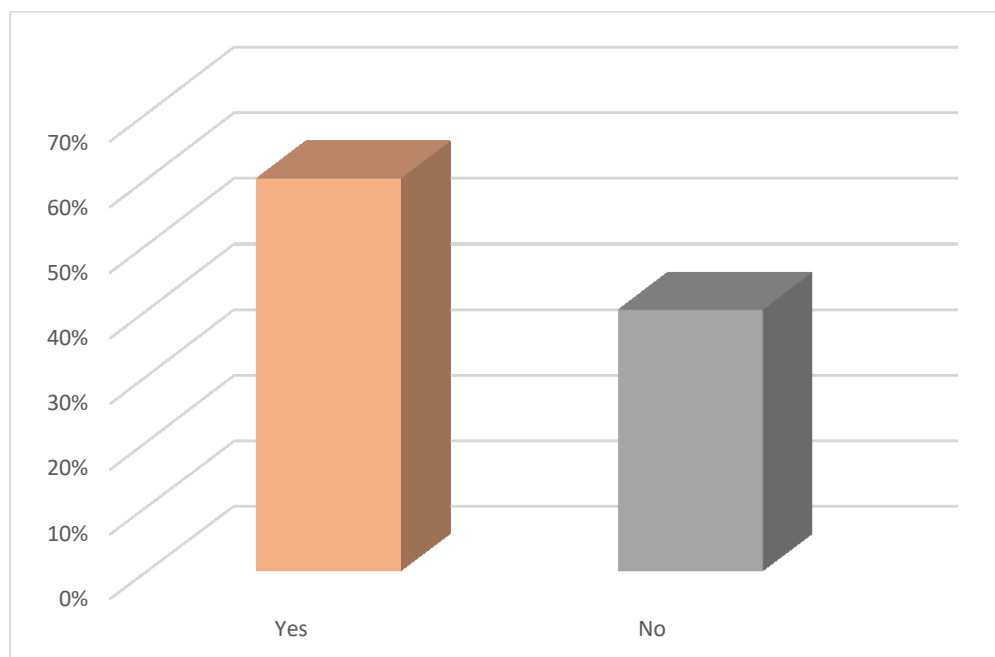
## Chapter Three: Research Methodology and Results' Interpretations

The table above represents the advantages students get from learning using Moodle platform. So, 75% of students answered that they have more opportunities to participate using Moodle, 80% like the fact that traditional method is changed and it improves the students' effectiveness. Whereas 90% answered that they will be more autonomous.

### Question 3: What are the features that Moodle may add to your learning literature?

The answers of the question above were different and various, 20% of the students declared that Moodle contributed in learning literature as they were able to ask their teacher's help to take specific points. 70% mentioned that they could find other information that had relation with the topic they wanted to study. 30% of the students replied that they had the chance to use Moodle even outside the classroom. 85% of the students answered that they were able to understand the lessons and instructions easily.

### Question 4: Is it more interesting to learn using Moodle platform?



**Figure 3.7: Students' Opinion about Moodle.**

The bar-graph above shows that 60% of the participants found that learning using Moodle is more interesting than lecturing, and 40% of the participants replied by "no". the answers of the participants who agreed on the importance of learning using Moodle gave different reasons: Moodle raised attention among them; others declared that they preferred Moodle because they feel interested. Others found Moodle interesting as it is considered

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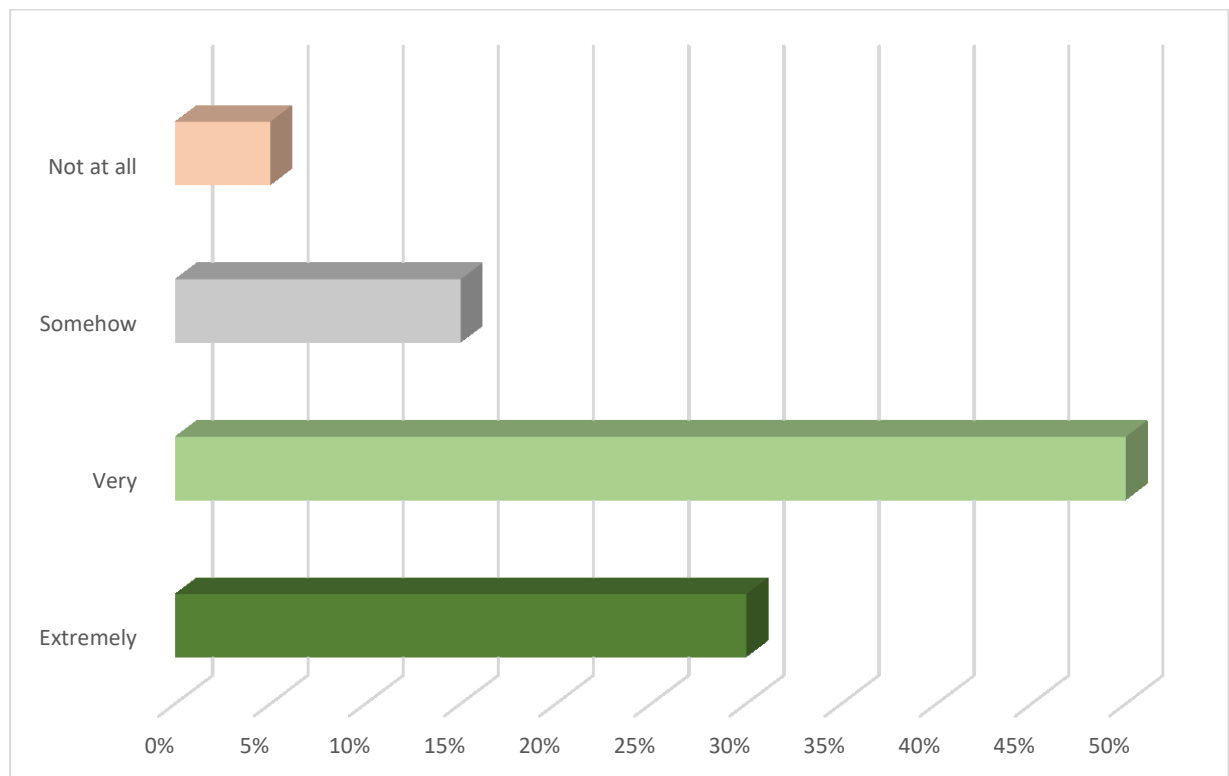
as a modern technological tool which made literature courses flexible. Other participants replied that it helped them to be more autonomous.

But, some of the students didn’t find Moodle interesting as they usually prefer depending on their teachers by lecturing, while others confessed that they didn’t know how to use computer; and didn’t have internet connection.

### Question 5: What are the advantages of using Moodle in your literature class?

According to many participants’ answers, there are many advantages of using Moodle in literature class. Some of them answered:” it is advantageous simply because students are exposed to an interesting illustration of lessons that were difficult to understand.”, Using Moodle will encourage learners to be independent and to share their ideas and information and learn from each other opinions about.” And “it facilitates the learning process.”.

### Question 6: Have you found Moodle helpful?

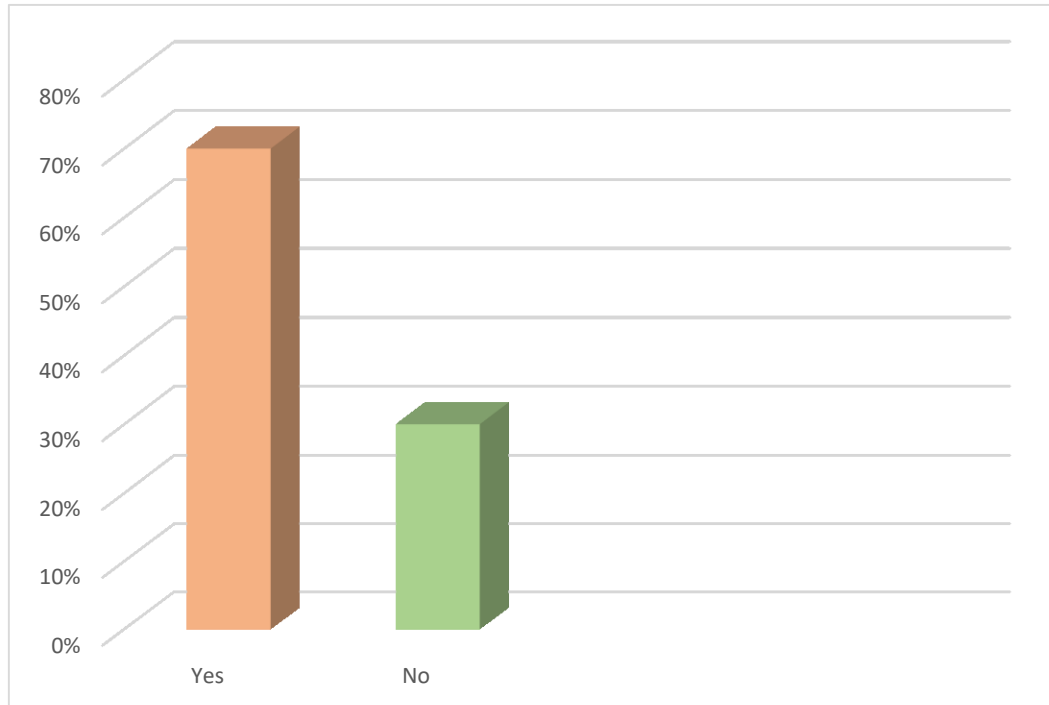


**Figure 3.8: Students Opinion about the Usefulness of Using Moodle.**

The figure above represents that most participants (55%) found Moodle very helpful, 30% found it extremely helpful. Whereas the rest of the participants (15%) state that Moodle is somehow helpful, and the remaining students (5%) believe that it was not helpful.

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**Question 7: In your opinion, has the integration of Moodle contributed positively in elevating your learners' autonomy?**



**Figure 3.9: Students' Opinion about the Positive Contribution of Moodle in enhancing learners' autonomy.**

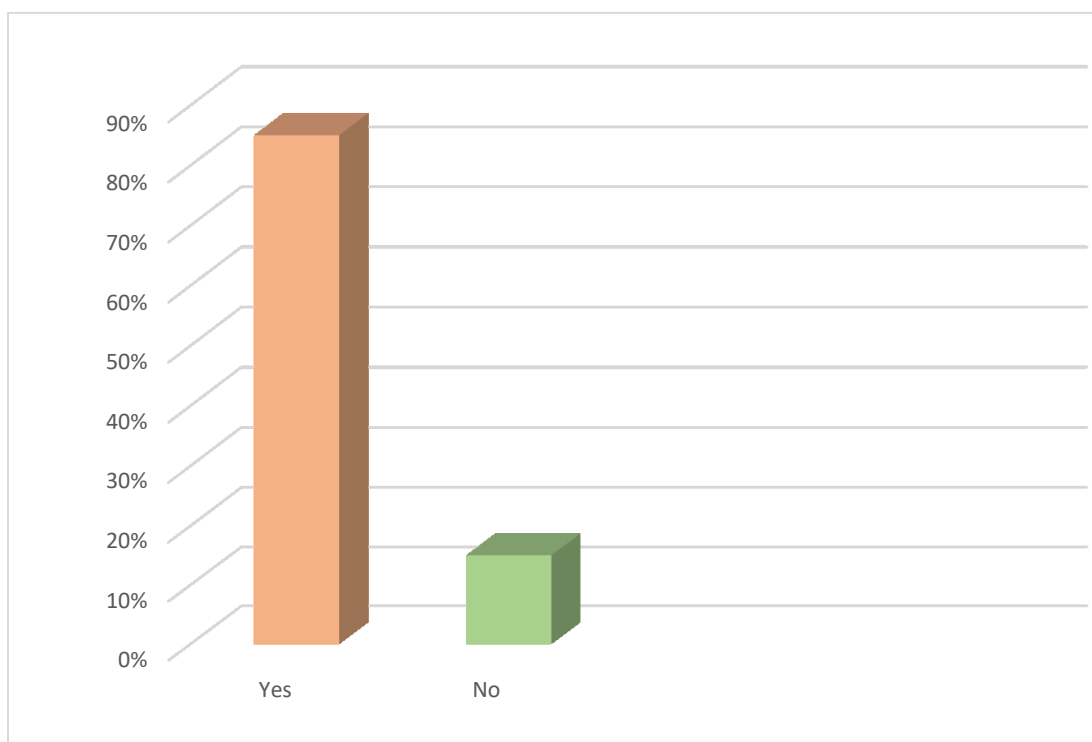
The figure above shows that 70% of the participants thought that the integration of Moodle enhanced their autonomy. Whereas 30% of them answered by “no”.

Most students who agreed on the positiveness of integrating of Moodle explained that they found it rich, easy and enjoyable. Others see that Moodle is made just to share ideas and Information.

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**Question 9: Do you think Moodle will enhance your autonomy in English literature class?**



**Figure 3.10: Students’ Opinion about the Role that Moodle Plays in Enhancing their autonomy in English Literature Class.**

For this question, 85% of the participants thought that Moodle would enhance their autonomy in English literature class as it clarified and simplified courses. Others answered that it helped them in understanding lessons by their own, depending on themselves in everything.

### **3.6.2. Semi-structured Interview Questions.**

The researchers prepared five open-ended questions to interview teachers of literature. The whole five questions tend to shed the light on the difficulties teachers of literature face while teaching literature; and on the teachers’ attitudes towards the use of technological tools in teaching literature. The questions are as follows:

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- 1- How long have you been teaching literature at university?
- 2- What are the difficulties you usually encounter while teaching literature?
- 3- Do you use technology when teaching literature?
- 4- Do you think that integrating Moodle is more fruitful than lecturing?
- 5- In your opinion, what are the advantages of using Moodle in teaching literature to foster learners' autonomy?

### 3.7. Interpretation of the Questionnaire's Results.

To start with, most of the target population of this study are females (70%) and 30% are boys. This confirms the view that females are more interested in studying foreign languages like the English language. Moreover, the students' age is suitable for this investigation. Most of students' age (80%) is between 21-25 years old, and the other 30% is between 26-32 years old. This confirms that most of them are teenagers and are familiar with the use of technological tools and applications like Moodle.

#### 3.7.1. Part One

Concerning the first question, the majority of students do not like literature courses. Since they don't like it, this means that they do face some obstacles which prevent them from admiring literature, from being autonomous and doing well in its exams. Having bad scores in literature exam affects students' attitudes, that's why most of students in the second question admitted that they do not feel comfortable in their traditional English literature class and declared that they face problems while studying literature in question three.

Whereas in question four the struggles students face while studying literature are many; and the results show that there is a high percentage in all points suggested: difficulty to focus in literature class, the course content is so long, easily get bored, they are passive, they depend on the teacher in everything and his method is boring too. This means that literature courses has to be improved in order to stop these difficulties. As a result, the researchers introduced integrating Moodle as an extra tool of teaching literature. The researcher discussed all the students' answers and discovered that many reasons contribute in disturbing the students' capacity to recognize learning needs, to make decisions about the learning process, and to solve their learning problems.

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The students complain about the course content that is so boring, as a result of many reasons. Traditional lecture lacks of vivid tools which attract students' attention like for example diagrams, photos and sounds. So, most of students attended the lectures just because attendance is compulsory in some courses.

The students, also, didn't like the course content that is always lectured in the same way and manner. Students cannot understand lessons because learners do not feel responsible, they are just sitting there and poured with information, simply, they are passive. That is why it is suggested for teachers to use Moodle to attract students' attention and motivate them in literature classes as they will feel comfortable when integrating Moodle in the session. They will, also, concentrate with the tasks and understand them better.

Concerning the fifth question, most students found that a few teacher's methodology boring and vague. This means that students will get bored in lecturing courses which results in little interaction between teachers and students. Thus, researchers of this study suggest using Moodle to stop the boredom in literature classes and to promote autonomy inside the class.

Answers to question 6 shows that most students use modern application or softwaresuch as Moodle to help them in their studies. As a result, the researchers of this study suggest integrating Moodle as most students are familiar with the use of modern technological tools and applications of social media outside the classroom.

### 3.7.2. Part Two

Answers to the first question in part two were all about confirming that students enjoy using Moodle in their daily lives which supported the idea of using Moodle in literature class as most students enjoy using it even outside the classroom.

The second question of part two in the questionnaire focused on the advantages of Moodle as a new tool in teaching literature. The question was if Moodle can be useful in learning and teaching process. Most of students' answers were yes. So, Moodle provided students with the knowledge needed to understand how to use technology, and facilitate active leaning and helps autonomy.

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answers to the second question show that Moodle provides students with comprehensive elements which enable them to foster autonomy. It is so interesting for the students to have fun while learning, providing them with feedback, informing them about any information. The students' answers supported the live environment Moodle provided.

In the third question, the focus was on the features Moodle may add to the students' learning of literature. The answers of the students supported the flexibility Moodle provided. Moodle enables students to find other information that has a relation with the main topic. Students could have feedback from the teacher. Moodle had an interesting role as it enable students understand the literary work through presenting images and simplifying events with the help of their teacher.

Moodle is considered as a technological tool which belongs to the net generation EFL students belong to. This characteristic made Moodle preferable to students. Many students preferred teachers who depend on using modern and electronic tools in studying different modules especially literature. They, also, believed that Moodle transformed difficult works into easy ones by making them active learners and autonomous. It aided them, in changing the traditional method, the teacher is not the dominant actor in the classroom, the learner has more space to participate and to have their own chance to be part of the course management in the class.

On the other hand, few participants found the experience negative. Some of them preferred traditional methods, as they didn't know how to use computer and couldn't make a connexion between technological materials and literature.

Regarding students' answers to question five, six and seven, most students found using Moodle as advantageous and helpful since it improves the student learning effectiveness through the huge range of information contained in the multimedia tools. Most of them believe that getting good scores in literature exam depended on their understanding of literature courses in the lecture. These answers confirmed the positive effect left Moodle on students.

Meanwhile, few of the participants did not found Moodle helpful, and mentioned some disadvantages which are merely technical such as not focusing well and loosing information.

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The last two questions were designed to check Moodle effectiveness in elevating literature course understanding and students' autonomy on English literature class. Some of the students liked the way Moodle introduced a full and good understanding of tasks which were complex before. One of them replied that Moodle helped him to be more dependent. Another one commented on the full understanding and the simplification of introducing activities. Few of the participants didn't think that Moodle would enhance their autonomy in English literature class.

Moodle has an effect on learners. This characteristic gives a better understanding for all the activities given. This helps students to increase their level through real life experience, perceive some hidden facts and connect things easily and chronologically.

In brief, these studies emphasized on using and integrating Moodle in literature class. The study, also, proposed using Moodle in other classes to give students good knowledge.

### **3.8. Interpretation of the Semi-structured Interview Answers.**

#### **Question 1: how long have you been teaching literature?**

Most of our interviewees had long experiences of teaching literature between two years and seven years of experience. These experiences of teachers will help us gather reliable and valid data that are relevant to our research objective to investigate the effectiveness of incorporating technological tools as Moodle in literature classes.

#### **Question 2: What are the difficulties you usually encounter while teaching literature?**

Concerning the second question which deals with the difficulties teachers of literature face while teaching. Most teachers of literature face several challenges in their literature classes. The biggest challenge is the students' refusal to read the literature text. Generally, teachers of literature ask students to prepare literary texts, novels, before the session. Teachers of literature mentioned that it was very challenging to discuss a novel (plot, themes, characters.... etc) when students knew nothing about the novel, everything were presented by the teacher.

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This means that the lesson would not be successful until the teacher would give them the summary of the of the lesson. The students' refusal of reading the literary text will affect their performance in literature classes.

This means that EFL students do not, only, face problems in understanding lessons, but also find it difficult to depend on themselves. This will affect their achievements in literature classes. So, teachers must think of different tools, such as incorporating technological tools as Moodle, to develop their EFL learners' autonomy.

### **Question 3: Do you use technology when teaching literature?**

Answers to the third question showed that a few of teachers of literature did not integrate technology in their sessions. 80% of them depended on technological tools such as Moodle, videos, powerpoint programs, pictures.... etc to present their lessons.

Since most of teachers of literature used technological tools in their sessions, such as PowerPoint program; it will not be a problem if teachers turn their attention to online websites such as Moodle to foster learners' autonomy.

Incorporating technological tools will help teachers and learners, too, to create suitable conditions for learning. In addition to, using technological platforms, as Moodle, in literature classes will facilitate teaching and learning process and contribute in developing EFL students' autonomy which are affected by boring lecturing.

### **Question 4: Do you think that integrating Moodle is more fruitful than lecturing?**

All teachers of literature, we interviewed, strongly agreed on the important role of integrating Moodle in developing learners' autonomy.

Most teachers mentioned that they were all the time seeking for new ways, methods and tools to make their literature classes different and motivating. So, they, sometimes, asked students to do activities depending on themselves using laptops, so as to raise some kind of motivation, interaction and develop their autonomy in their classes. Unfortunately, this wouldn't happen as most of learners did not respond; therefore, the teacher would not reach her /his aim. So, they thought that putting learners in a true educational context should be realized by turning their attention to the use of online technological tools such as Moodle.

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Not only this, our interviewees advised other teachers to integrate this technological tool, Moodle, to make difficult literary lessons easier. They suggested, too, using Moodle for helping them to be more autonomous.

This means that Moodle is considered, by teachers of literature, as a helpful tool that can facilitate teaching and learning English literature.

### **Question 5: In your opinion, what are the advantages of using Moodle in fostering students 'autonomy'?**

Concerning the last question, teachers presented highly positive attitudes towards the integration of Moodle in the teaching process of literature. Most teachers agreed on the motivation created to learn literature. Furthermore, they viewed online lessons as memorable sources of information since they served kinaesthetic learners who learn through...! audio visual tools. They, also, confirmed that Moodle facilitated the teaching task by helping teachers present planned lessons; and save much time and effort.

Another teacher of literature, who used PowerPoint program in teaching literary texts, mentioned that he was asked again by learners, who appreciated delivering the lesson, to use again educational PowerPoint programs. This means that Moodle can help in developing EFL students' autonomy in English literature classes.

However, some teachers demonstrated some obstacles they faced when teachings using technological tools classes were not equipped with the tools that facilitate using technology effectively.

### **3.9. Results of the Hypotheses of the Study:**

The results obtained from the questionnaire's interpretation prove the hypotheses of the study. The results of the students' questionnaire confirm that the integration of Moodle in teaching literature is effective in improving students' autonomy. In addition to, the findings support the second hypothesis of the study that Moodle helps teachers, too, in teaching literary works successfully. All in all, all the findings of this descriptive analytical study empower the hypotheses that Moodle, as a teaching tool, is effective and fruitful.

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### Conclusion

This chapter is considered as the center of the study as it introduces information about the tools and the sample of the study, data analysis and the interpretations of the results. The data analysis show that students prefer and appreciate the idea of incorporating Moodle as a tool of teaching which, positively, affects their performance in literature classes. It shows, also, the five open-ended questions asked in the semi-structured interview with teachers of literature. Therefore, Moodle, as a teaching tool, can have positive effects on learners; and develops their autonomy; and helps teachers, too, in the fulfilment of their teaching aims. Basically, using Moodle as a tool of teaching contributes in enhancing students' autonomy in literature classes, and enables them get better scores in it.

## **General conclusion:**

In the recent years, technology has become a must on the daily life, people start being addicted to using it, and no one can deny. The huge changes that this new concept has brought .So Teachers as well as students were included in this ingoing process.

The main objectives of the study were to discover the teachers' experiences in using Moodle during their teaching process .this study also seeks to see wether Moodle platform can help in fostering learners' autonomy. at the same time, we wanted to know wether teachers are confident in using this platform in their classes .Hence after giving the questionnaire to students and interviewing five teachers of English .these questions that has to do with their experience of applying this new system and wether it can help learners to be autonomous.

Therefore, the present study aimed at investigating the use of Moodle in the educational field for answering the question of the study; this dissertation has been divided into three chapters. Chapter one focuses on an overview of Moodle platform and presents its features and advantages. The second chapter focuses on the importance of learner autonomy that is achieved through Moodle platform, while the last chapter is devoted to the collection, and analysis of data.

The present study aimed to examine the relationship between Moodle as a tool and how it fosters learners' autonomy. The quasi experimental research are used conducting the research. through the use of questionnaire as variable data gathering tool, which has been submitted to group of Master one students from English department and five questions devoted to five teachers of English besides to what has been identified in the literature review provided worthy answers to the raised research questions .the findings of the questionnaire confirm the hypothesis that Moodle platform can help in fostering learners ' autonomy and in the teaching process as well .Moreover, the results confirm the second hypothesis which demonstrates that Moodle can facilitate the learning process.

The interview answers have shown that most teachers are confident about using e-learning in general and Moodle platform in specific. The teachers are more confident in using Moodle platform due to many reasons here are some of them.

- 1- Provide more space to students to express their own ideas and exchange their knowledge.
- 2- Gives the teachers the opportunity to find out the weaknesses of his students.
- 3- Devote the classroom time for more exercises.

To end with, this research would spark another notion wide debate on how to make our educational system more based on e-learning environment in order to have active learners with high independency. We still have hope and confidence that the next generation will gain the chance to have a suitable atmosphere to learn better through a successful provision of the digital materials.

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## Appendix1: Students' questionnaire

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE  
UNIVERSITY OF AMAR TELIDJI – LAGHOUAT/DEPARTEMENT OF  
ENGLISH  
MASTER 2

### Dear Students:

This questionnaire is an attempt to gather information needed for the accomplishment of a master dissertation" using Moodle to foster learner Autonomy in literature classes". We would like you to help us answering this questionnaire. And tick the corresponding square. You can give more than one answer where necessary.

### A/ Personal information:

1/. Gender: Male  Female

#### 2/. Age:

10 → 20

20 → 30

30 → 40

40 and more

#### 3/. How would you describe your level in English?

Good  Average  Bad

### B/ E-Learning trends:

1/ Do you use any technological devices inside classroom such as computer?

Yes  No

Comment: .....

2/ where do you access you e-learning platform?

At home

At university

In class

Comment.....  
.....

3/ if you have used E-learning platform do you think that easy to use?

Yes

No

Comment: .....

### C/- Moodle platform

1-Do you have any idea about Moodle Platform?

Yes

No

Comment: .....

2-Do you think that Moodle can be useful in learning and teaching process?

Yes

No

3- What do you get out of Moodle?

Fun

learn how to use technology

increase motivation

helps autonomy

facilitate active learning

student cantered class

others

4- Do you use Moodle outside the class?

Yes

No

5- How often do you use Moodle? Always  Sometimes  Rarely

6-Which Moodle features do you / have you/will you use within your course?

Forums

chat

assignment

quizzes

scheduler

In your opinion, would you consider Moodle as an effective tool for improving your capacities in learning English? Yes  NO

Justify your answer:

.....

7-In general, Moodle use has an effect in the classroom

Positive

Negative

Neutral

**D/ Moodle and Autonomy:**

1- Have you heard before of the term "learning autonomy"?

Yes

No

If yes, what can you say about it?

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

2-Do you consider yourself autonomous in learning English?

Yes

No

3-Generally, autonomous learning refers to a state in which learners have a capacity to recognize learning needs, to make decisions about the learning process, and to solve their learning problems. Can we describe our university students as autonomous learners?

Yes

No

Please, justify your answer: .....

4-Do you think that learners' progress is?

- Teacher's responsibility

- Student's responsibility

- Both

- Please, justify your answer: .....

5-Do you think that autonomy should be promoted only inside the class

Yes

No

6-Do you think that Moodle platform foster learners autonomy

Yes

No

Comment:.....

.....

Thank you for your collaboration

## **Appendix 2 :Teachers interview :**

- 1- How long have you been teaching literature at university?
- 2- What are the difficulties you usually encounter while teaching literature?
- 3- Do you use technology when teaching literature?
- 4- Do you think that integrating Moodle is more fruitful than lecturing?
- 5- In your opinion, what are the advantages of using Moodle in teaching literature to foster learners' autonomy?