

The Impacts of Learner Autonomy and Technology on the Language Achievement of Libyan Students

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

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

1. Introduction

Some learners are more successful in language learning than others because they can study languages on their own independently of their teacher. Students who heavily rely on their teacher cannot succeed in learning languages well because they are not said to be autonomous learners.

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

This study intends to explore whether or not students attending high school in Libya are involved in autonomous language learning. How do they perceive learner autonomy in terms of learners' motivation level in learning English, learners' use of metacognitive strategies in learning English, learners' responsibility perception of their own and their teachers' in learning English and learners' practice of English in the outside-class activities.

Most language teachers have experienced the frustration of investing endless amounts of energy in their students and getting very little response. All teachers have all had groups who have never done their homework, who have been reluctant enough to use the target language in pair or group work, who have not learnt from each other, who have not used opportunities to learn outside the classroom.

Learner's over-reliance on the teacher is the main cause of such a behaviour and it is the autonomous learning, which will help learners change their attitude by encouraging them to take responsibility for their own language learning, to change their attitudes towards the English class, and to deal with their foreign language learning problems.

However, teachers need to see whether their students are ready for autonomous learning or to what extent they are able to learn autonomously, and in what way teachers can help their learners to incorporate a greater degree of learner autonomy in the learning and teaching process. This study provides empirical support for the identification of factors considered to be crucial in the promotion of autonomy in foreign language classrooms and examines the claims made in language learning literature about each of these factors. By exploring them, teachers could construct a shared understanding of the essential foundation of learner autonomy.

The general purpose of the study is to investigate the perceptions of students, who attend International House Benhazi H in the academic year 2019-2020, for autonomous learning. In more detail, the present study has attempted to respond to the following research questions:

The following questions are addressed in the current study:

- Do students have a high level of motivation to learn English?
- Do students learn how to learn English?
- Are students aware of their learning process?
- How can learner autonomy be fostered through technology?
- Do students participate in outside-classroom activities?

2. Literature Review

Many educators have written a lot about learner autonomy. According to Richards (2015), learners are capable of utilizing their learning independently of educators. If learners want to succeed in foreign language learning, autonomy will become an inevitable purpose for learners because it is clear that teachers will not always be present to help learners to learn the language. Learners see learner autonomy as a vital goal of their own learning. Active learner involvement is of great importance to teachers. For example,

Nunan (2003) thinks that learners who are actively involved in the learning process can be said to be autonomous. When learners are engaged in the learning process, they can do well because they can make their own choices about what to learn or input, how to learn or process and how to be tested or output. It is a good idea for students and teachers to decide together. As learners take on more and more responsibility for their own learning, the chance of their success can get higher and higher. For this reason, they should take a lot of responsibility for what they learn and how they learn languages (Benson, 2001). Learner autonomy is usually seen as a kind of skill. A skilful learner can make decisions about each stage of the learning process. For example, Benson (2001) describes autonomy as a capacity because a variety of abilities can be involved in control over learning. As can be seen, there is a close relationship between the learner's capacity to decide what to learn, how to learn and how to be tested and learn autonomy. Learners are able to act independently of the teacher, so they need to be totally responsible for all the decisions which are concerned with learning and the implementation of those decisions they must take. Autonomy is a recognition of the rights of learners within educational frameworks (Benson, 2001). A good example of this is they can develop good learning strategies to help them to succeed in the improvement of a foreign language. Teachers also need to share power with their students. According to the innovations made in language teaching and learning, teachers need to put their learners responsible for the learning process. There is a big shift of role from the teacher to the student. A striking example of this is Nunan (2003) has announced that learning autonomy takes the educator out of the learning environment and gives the student the ability to create and also follow their own learning way. If the teacher allows his students to participate in the learning process and decision-making process, the teacher will consider learners' needs, goals and interests and preferences for learning.

2.1 Reasons for Autonomy

Many educators have paid a lot of attention to learner autonomy and it is considered as a desirable aim for three main reasons. The psychological reason for fostering student autonomy in the language classroom, which is the most engaging to educators, is that individuals learn well when they are responsible for their own learning. For instance, Crabbe (1993) claims that when adults are engaged in making decisions about the learning process like content, methodology and assessment, the learning process will become more meaningful and effective. In addition, students who are actively involved in their own learning will become more motivated as they make decisions about their own learning. The second reason why learner autonomy is so practical is that learner autonomy gives learners a chance to study English by themselves outside of the language classroom. Richards (2015) says that the teacher may not be available to assist them in the learning process or learners should learn to study independently of the teacher. The third reason is philosophical as Crabbe (1993) argues, the individual has the right to decide what to study and how to study freely. This is a very important principle of progressive education, so he emphasises individual decisions

and choices. When the teacher treats the learner as an individual, the learner will probably succeed in learning English.

2.2 Why is Learner Autonomy Important?

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

2.3 Dominant Philosophies Underlying Autonomy

Philosophically, learner autonomy and learner centeredness are related to three philosophies of learning: humanism, constructivism and experiential learning. Humanism facilitates personal growth, helps learners adapt to social change, takes into account differences in learning ability, and is responsive both to learner needs and practical pedagogical considerations. Nunan, (2003) has stated that some of the principles of humanistic approach are related to learner autonomy. Another philosophical theory which has a powerful influence on learner autonomy is constructivism, which thinks of language learning to be an active process. Therefore, constructivism claims that learners are actively involved in their learning process. Likewise, active learner involvement is a very important principle of learner autonomy. The third philosophy which emphasises learner autonomy is experiential learning. In experiential learning, students are usually placed at the centre of the learning process and their immediate personal experiences are taken as the point of departure for the learning process. Learners ought to learn to manage their own learning by taking responsibility and also they ought to gain self-concept to develop their language skills consciously and to reorganize their tasks.

2.4 Characteristics of Autonomous Learners

Autonomous learners can be described as the ones who take active roles in the learning process, by finding more learning opportunities for themselves, rather than being the complete pursuer of the teacher or being reliant on the teacher. Autonomous learners can be characterized in four points. To begin with, they are usually aware of what is happening in their classes. A self-directed learner studying English, for instance, may consider the connection between the new grammar item and the rule she has learned before. Besides this, self-directed learners are skilled enough to set their own learning goals in parallel with their teachers. Thirdly, independent students can choose learning strategies

to make learning easier, faster, more enjoyable and more transferable. For example, self-directed learners need some planning, observing and evaluating strategies to deal with a reading or listening text so that they can control their own learning. Fourthly, independent students can monitor the effectiveness of their use of strategies and make necessary changes for them.

2.5 Characteristics of Adult Learners

Knowles (1984), learner autonomy was developed for adult learners. Adult learners approach learning differently. Adults learn best when learning focuses on learners not the teacher. The concept of autonomy emphasizes the role of adults as agents of their own education, free from dependence upon conventional forms of knowledge and traditional pedagogical methods. The characteristics of adult learners are as follows. Firstly, adults are autonomous and self-directed. Their teachers must actively involve them in the learning process and serve as facilitators rather than fact generators. Secondly, an adult learner can experience a lot of changes as a result of being a grown-up person. An adult learner's self-concept moves from one of being a dependent personality toward one of being a self-directed individual. Thirdly, he or she gains a lot of experience that becomes a good resource for learning. Fourthly, he/she can utilize social media and online collaboration tools to relate learning to social development. Finally, his/her time perspective changes from one of postponed application of knowledge to immediacy of application and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness. His or her motivation gets internal (Knowles, 1984).

2.6 Learning Style and Learner Autonomy

In today's education world, learners are placed at the centre of the language learning process. Therefore, learning style, which is considered to be a cognitive factor influencing language learning, plays a key role in student achievement. Harmer defines learning style as "the way that individuals like to learn or learn successfully" (2014: 271). Similarly, Richards (2014: 337) thinks of learning style as a "general disposition or preference to approach learning in particular ways." Learning style and learner autonomy have a lot in common. Firstly, good language learners need to be aware of their preferences for learning. This can make their learning process easier. Secondly, as they get to know themselves well, they will be more self-directed and creative. Thirdly, they can learn to act independently because knowledge is individually constructed. For instance, individual learners are capable of learning new information by themselves and remembering the material better if they learn it alone. Finally, teachers can both respond to a diversity of learners in the classroom and facilitate them to become autonomous learners with different learning styles inside and outside the classroom.

2.7 Learning Strategies and Learner Autonomy

Language learning strategies are defined as "thoughts and actions consciously selected by learners to assist them in learning and using language in general and in the

completion of specific language tasks" by Cohen (2011; 682). Learners can take on a more active role in language learning process to be able to manage their learning thanks to learning strategies they use. Learning strategies focus on how students learn a foreign language. They are the cognitive and meta-cognitive strategies which students use to learn effectively and efficiently. Students need to develop learning strategies for two main reasons so that they can make learning easier, faster, more enjoyable and self-directed and more transferable to new situations. The first reason is that learning strategies help learners to become aware of how they learn in order to expand their repertoire of learning strategies and to be effective learners in the classroom. The second reason is that learning strategies help learners to develop ways to continue to learn beyond the classroom. Learner autonomy and learner strategies, especially meta-cognitive strategies go hand in hand. Good language learners are perfect at developing language learning strategies to help them learn how to learn the language. Research which has been carried out on learning strategies is useful because it can be used in teaching and learning or in developing learner autonomy. Cohen (2011) suggests that it is a good idea for teachers to take into account the following subjects to understand the nature of learner strategies better. Firstly, teachers need to be aware of the strategies students already use. Secondly, teachers introduce and model strategies so that students can learn about their learning processes. Thirdly, teachers can provide opportunities to help learners to use strategies independently of their teacher. Finally, teachers need to make students evaluate their strategies they use.

2.8 Motivation and Learner Autonomy

Motivation is a very important affective factor related to learners' emotions or feelings. Motivation is defined as a desire to learn a language (Harmer, 2014) or a key factor determining success or failure (Thornbury, 2016). Learners' interest, enthusiasm and passion for learning English can motivate them to learn successfully because motivation can be a predictor of success. Good language learners usually have a high level of motivation, so they are more successful than unmotivated learners. Being self-directed or autonomous have a lot in common with motivation. Harmer (2014) states that autonomy and self-direction have are related to learner motivation through self-determination theory. As there is a relationship between intrinsic motivation and self-directedness, learners can develop a good interest in learning and this can help learners to motivate themselves to learn well, which can lead to more effective learning outcomes. There is a close relationship between autonomous learning and motivation. Firstly, autonomous learners are more motivated. Motivation and learner autonomy are interrelated. Learner autonomy is very important and has a huge effect on motivation. To put it another way, the more autonomous the learners are, the more motivated they are. They both affect their ability to learn the language well. Secondly, autonomous learners are enthusiastic about the learning process. They are also happy to learn a language and willing to do the necessary things to reach their goals. Finally, autonomous learners are more personalised and focused on their studies and tend to take

more risks with the language because they enjoy using and producing language (Harmer, 2014).

2.9 Teacher's Role in Fostering Learner Autonomy

Teachers can play an important role in fostering learner autonomy. To begin with, teachers can start to raise students' awareness of the skills that are related to learning. Besides, teachers can demonstrate learning tasks. When the teacher acts as an organiser to set up and start an activity, s/he engages learners in the task, gives them instructions, demonstrates the activity, starts the activity and organises feedback. Moreover, teachers can offer learners binary choices. Teachers can offer choices more often as days go by. In other words, they can increase the number of choices they offer over time. Teachers can also train their learners to evaluate themselves. To put it another way, they can help learners reflect on their leaning and evaluate their achievement.

2.10 Principles for Achieving Autonomous Learning

The notion of learner autonomy suggests a different role for learners. Learners take on a more active role than their traditional role in language classroom. Benson (2001), there are five important principles for learner autonomy. Firstly, students need to be actively involved in the learning process. Secondly, the teacher can also provide students with options as well as resources students can have access to. For example, lots of self-directed learning resources can be available. To foster learner autonomy, learners should be offered choices and decision making resources. Fourthly, learners can be encouraged to study on their own independently of their teacher. If they can learn on their own, they can be self-directed rather than spoon-fed. They will not be reliant on their teacher. Finally, it is a good idea to help learners reflect on learning. This is a very good way for learners to personalise what they have learnt. Students can produce or use language if they can process the knowledge.

2.11 Applications of Learner Autonomy

There are a great number of applications of learner autonomy. To begin with, when the student's needs are assessed, the teacher can help the learner develop a profile of his or her strengths and weaknesses and make suggestions about independent learning approaches to address the weaknesses identified. Nunan (2015: 145) states, "Learners who have reached a point where they can describe their goals and create their learning opportunities can become autonomous". Learner training is also a significant application of learner autonomy, which can involve short courses or training activities, which try to present strategies for independent learning. Another aspect of autonomous learning is self-monitoring which allows learners to develop skills necessary to monitor their own learning. In addition, learning-counselling can be very useful for learners to meet their teachers for guidance as this involves holding regular meetings between teachers and students to help learners to plan for their learning. The institution can also provide links and many learning resources students can access to foster autonomous learning. Besides learning resources, self-

access-centres can be a good way to foster learner autonomy. Furthermore, successful implementation of fostering learner autonomy involves providing on-going support and encouragement. Finally, self-study is a very commercial language-learning package of learner autonomy.

2.12 Learner Training and Learner Autonomy

Nunan (2003) suggests nine steps to learner autonomy in process of training learners. Firstly, teachers can make instruction goals clear to learners: A first step in giving learners a voice is to make instructional goals clear to the students themselves. Secondly, teachers allow learners to create their own goals: The next step in giving learners a voice would be to allow learners to create their own goals and content. Thirdly, learners can be encouraged to use their second language outside the classroom: A logical extension of this idea is to get learners activating their language outside the classroom itself. Besides this, teachers can raise awareness of a variety of learning processes. Additionally, they can help learners identify their own preferred styles and strategies. The next step in the development of a learner-centred classroom would be to train learners to identify their own preferred learning styles and strategies. In addition, they can encourage learner choice. Moreover, learners can be allowed to generate their own tasks. Furthermore, learners can be encouraged to become teachers at a more challenging level, learners will become teachers. Finally, learners can be encouraged to become researchers (Nunan, 2003).

2.13 The Impacts of Technology

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

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

3. Methodology

3.1 Introduction

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

3.2 Research Design

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

3.3 Participants

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

Table 1: Demographic Information of the Participants

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

3.4 Data Collection Instrument

The essential data for Learners' Perceptions of Autonomy were gathered via a questionnaire developed by Koçak

(2003). The questionnaire was titled: Learners' perceptions of learner autonomy. The questionnaire has got five sections. The first section is dedicated to personal information about the participants. The second section of the questionnaire deals with *Motivation Level of the Respondents*. The third section examines *the meta-cognitive strategies of the respondents*. The fourth section investigates *the responsibility perceptions of the respondents* and the last section deals with *the outside class activities*. Excluding the demographic information, there are 45 items in total in the questionnaire.

3.5 Data Analysis Procedure

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

4. Findings

4.1 Findings from Learner Autonomy Questionnaire

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

4.1.1 Findings on Motivation Level of the Respondents

The first 20 items of the questionnaire were designed to examine the respondents' motivation level and Table 2 presents the students' motivation level.

Table 2: Motivation Level of the Respondents

Statements	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
1) Learning English is enjoyable for me.	76	63.9	40	33.6	2	1.7	1	0.8	0	0	0	0.0
2) I wish I could learn English in an easier way	71	59.7	45	37.8	3	2.5	0	0	0	0	0	0.0
3) I am trying to do my best to learn English.	68	57.1	42	35.3	8	6.7	1	0.8	0	0	0	0.0
4) Even if there is no attendance requirement in English course, my attendance will be high.	3	2.5	6	5	92	77.3	17	14.3	1	0.8	0	0.0
5) I want to continue studying English as long as possible.	45	37.8	66	55.5	7	5.9	1	0.8	0	0	0	0.0
6) I believe that I will be successful in the English class.	45	37.8	67	56.3	7	5.9	0	0	0	0	0	0.0
7) If I learn English well, I will be offered lots of opportunities.	72	60.5	42	35.3	5	4.2	0	0	0	0	0	0.0
8) I want to be the best in the class.	45	37.8	49	41.2	20	16.8	3	2.5	2	1.7	0	0.0
9) I feel uncomfortable when I have to speak in the English class	1	0.8	3	2.5	21	17.6	26	21.8	51	42.9	17	14.3
10) I cannot concentrate easily on the English class.	0	0	2	1.7	27	22.7	26	21.8	48	40.3	16	13.4
11) I am afraid I will not succeed in the English exams.	0	0	9	7.6	22	18.5	24	20.2	49	41.2	15	12.6
12) I like working in pairs in the English class.	25	21	72	60.5	12	10.1	5	4.2	4	3.4	1	0.8
13) I prefer individual work in the English class.	0	0	12	10.1	82	68.8	5	4.2	18	15.1	2	1.7
14) Group activities in the English class are not efficient.	9	7.6	37	31.1	4	3.4	1	0.8	56	47.1	12	10.1
15) In the English class, the teacher should be the one who talks more	1	0.8	8	6.7	4	3.4	8	6.7	78	65.5	20	16.8

16) In an English class I like activities that allow me to participate actively.	30	25.2	81	68.1	6	5	0	0	2	1.7	0	0.0
17) The teacher should encourage students to make contributions to the English lesson.	28	13.5	87	73.1	4	3.4	0	0	0	0	0	0.0
18) If I do well in this course, it will be because I have the ability to learn English.	32	26.9	83	69.7	4	3.4	0	0	0	0	0	0.0
19) If I do not do well in this course, it will be because I have not tried hard enough.	31	26.1	85	71.4	3	2.5	0	0	0	0	0	0.0
20) If I do not do well in this course, it will be because of the teacher.	1	0.8	4	3.4	85	71.4	10	8.4	15	12.6	4	3.4

As it is shown in Table 2, the majority of the participants reacted positively to items (1-8) which means learning was enjoyable for them, they took the attendance seriously, they wished to continue learning English, new doors of opportunity would be open to them through learning English, and they want to be the best. All in all, their answers indicate that they were highly motivated in an English class. Furthermore, the mass majority of the respondents either disagreed or strongly disagreed with the statements (9-11) which expresses the fact that they felt comfortable, can concentrate and are not afraid of exams in an English class. In addition, more than 91% of the participants stated that they liked pair work activities (item 12) and on the other hand, nearly 90% of them claimed that they did not prefer individual work (item 13) in the class. Similarly, nearly 59% of the respondents agreed that group work is efficient in an English class, but more than 41% of

them disagreed with this idea (item 14). Additionally, the responses to item 15 indicated that nearly 89% of the participants disagreed that the teacher talking time should be maximized. Moreover, the responses to the items (16-17) pointed out that the students were decidedly motivated to participate and be engaged in the classroom. And the responses to items (18-20) revealed the fact that the learners took the responsibility for their own learning by indicating that they were responsible for their success or failure in an English class not their teacher.

4.1.2 Findings on the Meta-Cognitive Strategies

This section of the questionnaire, which contains 8 items, was designed to investigate the students’ ideas about their meta-cognitive strategies. Table 3 demonstrates the meta-cognitive strategies of the respondents in details.

Table 3: Meta-cognitive Strategies: Learning How to Learn

Statements	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
1) When I am learning a new grammar rule, I think about its relationship to the rules I have learned.	6	5	9	7.6	24	20.2	42	35.3	32	26.9	6	5
2) When I study for my English course, I pick out the most important points and make diagrams or tables for myself.	5	4.2	10	8.4	23	19.3	44	37	31	26.1	6	5
3) I try to understand the meaning of a word dividing it into parts that I can understand.	6	5	8	6.7	24	20.2	43	36.1	31	26.1	7	5.9
4) I always try to evaluate my progress in learning English.	5	4.2	10	8.4	35	29.4	41	34.5	21	17.6	7	5.9
5) I use new English words in a sentence in order to remember them easily.	5	4.2	11	9.2	28	23.5	42	35.3	27	22.7	6	5
6) When studying for my English exam, I try to find out which structures and terms I do not understand well., books, etc.	5	4.2	10	8.4	28	23.5	43	36.1	26	21.8	7	5.9
7) I learn better when I try to understand the reasons for my mistakes I have made in English.	5	4.2	11	9.2	28	23.5	41	34.5	27	22.7	7	5.9
8) I arrange time to prepare before every English class.	6	5	19	16	92	77.3	2	1.7	0	0.0	0.0	0.0

As seen in table 3, the participants’ responses to items (21-27) show that more than 64% (the average) of the students reacted negatively to the first seven items of this section which means they have no idea about meta-cognitive strategies and/or are not able to apply the meta-cognitive strategies in their learning. This section shows that the participants are not autonomous enough to study on their own and take responsibility for their learning. Hence, it is inferred that they relied on the teacher and the teacher was transmitting the knowledge to them rather than putting them responsible for the learning process and facilitating the

learning process. However, the last item was agreed and slightly agreed by the majority of the participants which shows that they prepared before every class.

4.1.3 Findings on Responsibility Perceptions of the Respondents

This section of the questionnaire was designed to examine the respondents’ perceptions about their responsibilities in the learning process. The participants responded to 6 items in this section and Table 4 presents their answers in detail.

Table 4: Responsibility Perceptions of the Respondents

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

As Table 4 presents, nearly 96% of the participants stated that stimulating their interest is the teacher's responsibility which means they are not self-motivated and they need a kind of extrinsic motivation to stimulate their interest. Additionally, more than 93% of the students believed that this is the teacher's responsibility to identify their interests and strengths in learning which again expresses lack of application of meta-cognitive strategies and self-directed learning. On the other hand, nearly 92% of the respondents claimed that what they learn outside of the classroom is their own responsibility. However, selecting the classroom

activities and assessing student progress during the lessons were believed to be both the teacher and the students' responsibility by the majority of the participants. Finally, more than 96% of respondents agreed that evaluating their progress outside of the classroom is their own responsibility.

4.1.4 Findings on the Outside -Class- Activities Performed by the Respondents

This section which has got 11 items were designed to evaluate the respondents out of class performance. The Table 5 illustrates everything in detail.

Table 5: The Outside- Class- Activities Performed by the Respondents

Statements	Strongly agree		Agree		Slightly agree		Slightly disagree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
1) I do exercises though it is not homework.	5	4.2	21	17.6	58	48.7	13	10.9	21	17.6	1	0.8
2) I do assignments, which are not compulsory.	5	4.2	23	19.3	57	47.9	12	10.1	21	17.6	1	0.8
3) I try to learn new words in English.	105	88.2	11	9.2	3	2.5	0	0	0	0	0	0
4) I use the Internet in English for chatting, surfing.	114	95.8	4	3.4	1	0.8	0	0	0	0	0	0
5) I watch English movies on the Internet.	113	95	5	4.2	1	0.8	0	0	0	0	0	0
6) I read newspapers, magazines and books in English on the Internet.	6	5	7	5.9	99	32.2	2	1.7	4	3.4	1	0.8
7) I make use of self-access centre to study English.	82	68.9	5	4.2	29	24.4	3	2.5	0	0	0	0
8) I speak to foreigners in English through Skype interactively.	111	93.3	7	5.9	1	0.8	0	0	0	0	0	0
9) I listen to songs in English to have a good pronunciation.	110	92.4	7	5.9	2	1.7	0	0	0	0	0	0
10) I write in some blogs to express my opinion.	4	3.4	24	20.2	87	73.1	4	3.4	0	0	0	0
11) I like to watch the news in English.	5	4.2	22	18.5	85	71.4	3	2.5	2	1.7	2	1.7

As it is shown in Table 5, the students positively reacted to all eleven items of this section which normally means that they take responsibility for their own learning outside of the classroom and they perform whatever possible activity to improve their English. Furthermore, this section revealed the fact that the students make use of technology to learn and boost different macro skills of English such as reading, listening, speaking and writing through technology application. For instance, they read news and watch movies online, they have Skype conversations with foreigners and they write in some blogs. On top of that, they also make use of self-access centre to study and learn English. Consequently, they take more responsibilities for their own learning outside of the classroom rather than inside the class and utilizing technology has a remarkable impact on their language learning.

5. Conclusion

This chapter is allotted to the conclusions of the current study referring to the research questions. Additionally, the limitations are discussed in this chapter together with the recommendation with regard to the previous studies. As respects to the findings of the current study which was deliberated earlier, the current study uncovered the fact that

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

The findings showed that the participants were not autonomous enough to study on their own and take responsibility for their own learning. Hence, it was inferred that they relied on the teacher and the teacher was transmitting the knowledge to them rather than putting them responsible for the learning process and facilitating the learning process. However, students claimed that they took in charge of their own learning outside of the class, but it is partially believed that they confused autonomy with the absence of teacher at home. In lay terms, they misunderstood the concept of autonomous learning and practicing outside since they stated clearly that they have no control over whatever is going on in the classroom and this is merely the teacher who makes all the decisions and gives them no chance to be engaged in the learning process. Consequently, learner autonomy is not fostered in Libyan

context that whereupon affects the students' achievements, particularly in the long run. For as much as, the ultimate goal of education is to promote life-long-life learners, spoon feeding them lead to promoting them dependent.

1) What is the Level of Motivation in Learning English at Libyan School?

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

2) To What Extent Are the Meta-Cognitive Strategies Used in Learning English by the Learners?

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

3) How Do the Learners Perceive Their Own and Their Teachers' Responsibilities in Learning English?

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

4) To What Extent Do the Learners Perform the Outside-Class-Activities in Learning English?

Students are willing to do a variety of activities to develop their language skills and sub-skills. They like to study grammar though it is not homework. They also like to do assignments voluntarily. They try to learn words in English, too. Learners' awareness of self-directedness is very high. They are aware of their weaknesses and strengths. Moreover, they are fond of using the Internet to chat or surf and they are keen on watching movies on the Internet. Learners like to benefit from technology very much, which is a good way to foster autonomy. They also make use of

self-access centre like an online available and self-study involving commercial packages. They are both good applications of learner autonomy. They like to speak to native speakers via Skype in order to develop their listening and speaking skills. They study English for communication, which is the goal of language learning. They also listen to songs to have a good pronunciation. They are aware that it is important to speak English with a good accent.

5) What Are the Effects of Technology on Learners?

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

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

6. Limitations of the Study

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

7. Implications

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

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