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COMPUTER-ASSISTED LANGUAGE LEARNING METHOD TO
FACILITATE LEARNER AUTONOMY IN ENGLISH LANGUAGE
LEARNING

MASTER'S THESIS

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DATORIZĒTA VALODU MĀCĪŠANĀS METODE STUDENTU
AUTONOMIJAS VEICINĀŠANAI ANĢĻU VALODAS MĀCĪBĀS

MAĢISTRA DARBS

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ABSTRACT

Notwithstanding the renewed interest in learner autonomy due to technological developments in language learning and teaching and intensive research carried out by language professionals to describe and analyse the phenomenon of learner autonomy in computer-assisted language learning environments, no single study exists which adequately explains how learner autonomy is facilitated by modern information communication technology. Therefore, the present research was conducted with the aim to explore how the application of the computer-assisted language learning method facilitates learner autonomy in learning the English language.

Within the empirical research, phenomenology as a research methodology was used and the data collection methods included a student questionnaire, a teacher questionnaire, in-depths teacher interviews, and a student self-reflection checklist. Having thoroughly analysed the responses of the fifty-three students of English in the student questionnaire, the thirty-one teachers of English in the teacher questionnaire, the six teachers of English in the teacher interviews, and the seven students of English in the student self-reflection checklist, the diversified facets of the phenomenon “Learner Autonomy in the Computer-Assisted Language Learning Environments” were explored.

Based on the outcomes of the research, it can be concluded that the application of the computer-assisted language learning method facilitates learner autonomy in learning the English language.

Keywords: Learner autonomy, computer-assisted language learning method, information communication technology, phenomenology.

ANOTĀCIJA

Neskatoties uz to, ka tehnoloģiju attīstības rezultātā, atjaunojas interese par studenta autonomiju valodu apgūvē un mācīšanās, kā arī pētniecībā, ko veic valodas speciālisti, lai aprakstītu un analizētu studenta autonomiju datorizētā valodu mācīšanās vidē, tomēr nav neviena pētījuma, kas adekvāti izskaidrotu, kā modernās informācijas tehnoloģijas sekmē studenta autonomiju. Tādēļ šis pētījums ir veikts ar mērķi izpētīt, kā datorizētās valodu mācīšanās metode, sekmē studentu autonomiju, apgūstot un mācoties angļu valodu.

Tika izmantota fenomenoloģiskā pētījuma metode. Datu ieguvei tika izmantotas anketas, intervijas un studentu pašnovērtējuma anketas. Tika analizētas piecdesmit trīs angļu valodas studentu anketas, trīsdesmit viena angļu valodas skolotāja atbildes uz anketas jautājumiem, sešas angļu valodas skolotāju intervijas un septiņas angļu valodas studentu pašnovērtējuma anketas, tika izpētīti fenomena "Studenta autonomija datorizētā valodu mācīšanās vidē" dažādie aspekti. Balstoties uz pētījuma datiem, var secināt, ka datorizētās valodu mācīšanās metodes izmantošana sekmē studenta autonomiju, apgūstot un mācoties angļu valodu.

Atslēgvārdi: Studenta autonomija, datorizēta valodu mācīšanās metode, informācijas tehnoloģijas, fenomenoloģija.

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INTRODUCTION

Not only is the English language the main official language of the European Union and fifty-three other countries in the world, but it is also the language of business, science, technology, diplomacy, media, tourism, international communication, culture, and education; therefore, most of the countries in the world have included it as the first foreign language in their school programmes of study (Santillana, 2013). Since 2004, Latvia having been one of the countries of the European Union and the Latvians having had the desire to travel, live, work, and study abroad, the knowledge of the English language, in general, has been of paramount importance for the country, and therefore it is taught from the first form and most children begin learning it at an early age.

Notwithstanding that the English language is exceptionally popular in Latvia, the number of class hours devoted to teaching English in most schools in Latvia is usually so limited and language teaching being so teacher-oriented that students are at a disadvantage since they principally do not have sufficient time at school to learn the language effectively; however, the issue can be tackled by promoting learner autonomy with the computer-assisted language learning (henceforth CALL) method.

Benson and Reinders (2011) mention that teaching and learning of the English language in schools have changed considerably in the past decades and that in modern language teaching and learning, learners have become active processors of knowledge. In addition, according to Little (1991), when students control their own learning, they become autonomous and thus gain learner autonomy; moreover, he explains that the implication of the concept of learner autonomy is wide-ranging and that it is one's capacity to make decisions and act autonomously.

Furthermore, in the last two decades, the findings of a significant amount of research carried out by Borg and Al-Busaidi (2012), Benson and Reinders (2011), Cakisi (2015), and Moore (2010) confirm that the interest in learner autonomy to accommodate learner diversity in language acquisition and learning has grown substantially; however, the role of teachers and overall learning environment should not be undermined since for all teachers of English, it is a daily challenge not only to foster language learning by keeping students interested and engaged in classroom activities but also to enable them to attain learner autonomy.

In addition, according to Moore (2010), learner autonomy enables learners with different levels of language knowledge and skills to work at the time and pace most

suitable to them. Likewise, Felder and Brent (2005) highlight that when learners possess learner autonomy which implies learners becoming responsible for their learning and thus independent, learning English becomes more effective. Moreover, they remind that each individual student has his or her own learning style, pace, level of motivation, attitude, and responses to classroom environments, which, to a significant extent, can be modified through learner autonomy to achieve success in language learning.

The insights drawn from scholarly references also show that learner autonomy helps learners become more efficient and responsible for their own learning, and therefore once learner autonomy is developed, it can be applied in any school subject in any class in any form at any time. In Addition, Moore (2010) asserts that not only does learner autonomy help learners to achieve learning goals more effectively, but it also helps them gain well-being, keep up with the fast and continuous changes in the world, and success in their lives since it enables them to become responsible, motivated, independent, and decisive.

Given the rapid advances in the field of information computer technology (henceforth ICT) in the modern world, Schwienhorst (2008) asserts that almost every aspect of teaching and learning a language is affected by technology; moreover, ICT has completely changed the way how students learn a language in and out of classrooms. He also accentuates that not only has technology with its modern and sophisticated audio and visual advancements made teaching and learning more effective, but it also helps learners to gain learner autonomy.

Owing to a remarkable presence of ICT in language learning and teaching, Schwienhorst (2008) and Benson and Reinders (2011) have carried out a noteworthy deal of research on the application of computers and Internet resources in language acquisition which witnesses the benefits of the CALL method as a tool to enhance learner autonomy. Likewise, Godwin-Jones (2011) highlights that the dramatic increase in modern technology, such as electronic devices, online resources, network services, and educational software can provide learners with learner autonomy; moreover, the level of interest and application of modern technology have notably quickened due to the developments in mobile technology and the Internet. Not only do various innovations and new Internet-based technologies allow students to gain autonomy and control their learning processes, but they also help students improve their achievements.

Moreover, the findings of the research on learner autonomy in CALL environments carried out by Schwienhorst (2008) accentuates that in the modern technological world, only learner autonomy and ICT together can make a significant difference in foreign

language acquisition and learning since students engaged in CALL environments possess higher motivation and more willingness to take responsibility for their own learning and thus higher learner autonomy and better language learning and acquisition results. He, therefore, highlights that learner autonomy in CALL environments, which implies using modern ICT, fosters learner's individuality and awareness of the learning process and is beneficial for both language learners and teachers.

It is obvious that the modern computer-literate students live in the new information era where the application of modern technology to learn and teach English as a foreign language is unavoidable, and therefore the application of the CALL method to foster learner autonomy is inevitable. Unfortunately, despite the notable potential of Internet resources for educational use and the significant benefits of learner autonomy, average schools in the world still make notably limited use of computers and Internet resources and do not pay sufficient attention to promoting learner autonomy (Zhao, 2015); therefore, the current research took the challenge to explore all possible benefits of learner autonomy in CALL environments and popularise it with learners and teachers of English in Latvia through disseminating the findings.

Aim:

The aim of the research was to explore whether the application of the computer-assisted language learning method facilitates learner autonomy in acquiring and learning the English language.

Objectives:

To reach the aim of the research, the following objectives were set:

1. To review the existing research and theoretical literature on learner autonomy, the CALL method and learner autonomy in CALL environments.
2. To explore students' experience with learner autonomy, CALL and learner autonomy in CALL environments through a questionnaire.
3. To explore teachers' experience with learner autonomy, CALL and learner autonomy in CALL environments through a questionnaire and interview.
4. To provide a group of intermediate-level students with a specially designed and developed website with various Internet resources and CALL materials.
5. To explore students' experience in using the website with Internet resources and CALL materials to develop learner autonomy through a self-reflection checklist.

Research Questions:

The following questions will be answered by the research:

1. What the students' and teachers' perspectives on learner autonomy, the CALL method and learner autonomy in CALL environments are.
2. To what extent students of English possess various dimensions of learner autonomy.
3. To what extent teachers of English promote various dimensions of learner autonomy.
4. To what extent students develop learner autonomy using the computer-assisted language learning method in acquiring and learning the English language.

Research Method:

Learner autonomy being a phenomenon, phenomenology as the key research methodology was selected and the phenomenological research was conducted at Riga Technical University Riga Business School in Riga, Latvia, to explore the participants' real-life experience with learner autonomy. The research was carried out for three months, and therefore a considerable amount of data was collected.

Research Sample:

The research sample comprised ninety-one respondents, both teachers of English with different teaching experience and students of English with different levels of the knowledge of English.

For the student questionnaire, the research sample comprised fifty-three students who had been using ICT in learning English for at least three years.

For the teacher questionnaire, the research sample comprised thirty-one teachers of English who had been using ICT in teaching English for at least four years.

For the interview, the research sample comprised six RTU Riga Business School teachers of English who had been using ICT in teaching English for at least four years.

To gain better understanding of the usefulness of the CALL method to facilitate learner autonomy, the student self-reflection checklist was completed by the group of seven RTU Riga Business School students with the intermediate level of the knowledge of English who had used the specially designed and developed website with various Internet resources and CALL materials for two months.

The detailed sampling procedures are described in the corresponding subchapters of the research.

Data Collection Methods:

To maintain not only the validity but also the reliability of the research, both quantitative and qualitative data were collected using such instruments as the teacher interviews, the student and teacher questionnaires and the student self-reflection checklist. The purpose of the teachers' interviews was to obtain detailed data, whereas the student and teacher questionnaires and the student self-reflection checklist were administered to ensure the validity of the data. The purposes of various data collection methods were as follows:

1. A student questionnaire consisted of four sections with thirty-nine comprehensive questions to determine students' perspectives on learner autonomy, the CALL method and learner autonomy in CALL environments.
2. A teacher questionnaire consisted of four sections with forty-six comprehensive questions to determine teachers' perspectives on learner autonomy, the CALL method and learner autonomy in CALL environments.
3. In-depth interviews consisted of ten questions to determine six English teachers' perspectives on learner autonomy, the CALL method and learner autonomy in CALL environments.
4. A student self-reflection checklist consisted of two sections with eighteen comprehensive questions to receive the feedback with regard to their experience in using the specially designed and developed website with various Internet resources and CALL materials.

Outline:

The outline of this paper is as follows:

The first chapter reviews the literature on the history, development, definition, advantages, and disadvantages of learner autonomy.

The second chapter explores the history, development, definition, advantages, and disadvantages of the CALL method and discusses how the CALL method facilitates learner autonomy.

The third chapter describes the research design and methodology and outlines the samples, the participants, and the data collection and processing procedures. It is also devoted to the empirical part of the research and focuses on the objective analysis of the data.

Finally, the last chapter draws the conclusion, describes the limitations of the current research and gives the recommendations for further study.

1. Learner Autonomy in Language Learning

In language learning and teaching, the concept of learner autonomy was first mentioned in the studies of Holec (1981) and Nunan (1988), who attempted to define learner autonomy and its main features, significance and limitations.

According to Borg and Al-Busaidi (2012: 42), over the last three decades, learner autonomy has been of paramount importance in foreign language teaching and learning and due to the popularity of the concept, a significant number of researchers have given its definitions, which differ a great deal, especially in its details; however, in general, the term learner autonomy implies ‘conscious and deliberate efforts to develop individuals who have the ability to participate to some extent in all aspects of their studies’. They also assert that the ultimate achievement and learning process are negotiable and depend on both students and teachers.

On the other hand, Littlewood (1996) takes the notion of learner autonomy as the capability and preparedness of learners to make decisions about their learning without their teacher’s supervision. He describes that learners’ preparedness involves learners possessing motivation and confidence to make necessary decisions, whereas learners’ capability involves learners possessing necessary skills to accomplish the choices which are made during the learning process. He also emphasises that learners are able to gain autonomy only when they possess necessary knowledge, skills, motivation, and confidence.

Likewise, Little (1991) highlights that learner autonomy implies learners gaining and holding a high level of freedom in learning; however, the freedoms are always conditional and never utter. He also accentuates that in learner autonomy, not only does a learner develop his or her own goals of learning and defines the content and the way of learning, but a learner is also responsible for successful learning. He also defines learner autonomy by negation, listing the most common misconceptions (see Table 1.1):

Table 1.1 Misconceptions about Learner Autonomy and Their Refutations (adapted from Little, 1991)

Misconceptions	Refutation
Self-instruction	Autonomy is not a synonym for self-instruction and it does not involve learning without a teacher.
No teacher’s involvement	Learner autonomy cannot be gained without a teacher.

New teaching method	Autonomy is not another teaching method and it cannot be programmed in lesson plans.
Learner's behaviour	Autonomy is not a learner's behaviour and it can be of different forms.
Learner's state	Autonomy is not a learner's state and it can differ in various learning circumstances.

The misconceptions shown in Table 1.1 can develop a significant deal of confusion with regard to the universal definition of learner autonomy; however, their refutations make it clear and allow understanding that learner autonomy is neither a learner's behaviour nor state.

To systemise the term learner autonomy, Littlewood (1999) classifies learner autonomy into proactive and reactive autonomy levels (see Figure 1.1):

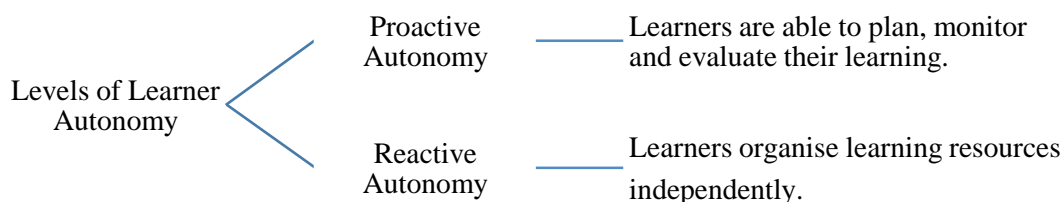


Figure 1.1 Levels of Learner Autonomy (adapted from Littlewood, 1999)

As Figure 1.1 shows, the two levels of learner autonomy significantly differ from each other. The proactive autonomy levels involve the learner's ability to control his or her learning process, whereas the reactive autonomy levels imply learners organising their learning resources. In addition, Littlewood (1999) points out that reactive autonomy is a lower order autonomy than proactive and that learners are obliged to gain reactive autonomy first before proactive autonomy.

Having analysed the aforementioned definitions, the following features of learner autonomy (see Figure 1.2) should be identified:

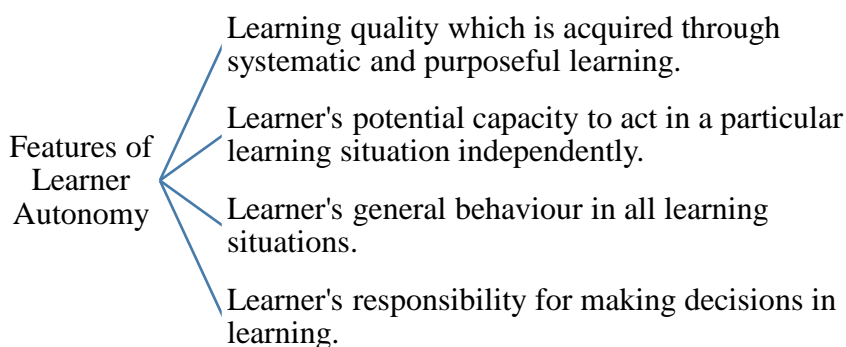


Figure 1.2 Features of Learner Autonomy

As illustrated in Figure 1.2, to gain learner autonomy, which is not the learner's specific behaviour in a particular learning situation, not only should learners possess the necessary quality which can be developed in systematic learning and which is not innate or in-born, but they should also become responsible for their own learning.

Moreover, to define the term learner autonomy in learners' and teachers' perspectives, Nunan (1997) describes the main features of autonomy-focused and institution-focused classrooms in different stages of language learning and teaching (see Table 1.2).

Table 1.2 Features of Autonomy-focused and Institution-focused Classrooms (adapted from Nunan, 1997)

Stage	Autonomy-focused Classroom	Institution-focused Classroom
Syllabus-planning	Learners are involved in the development of the curriculum and strategies.	Teachers make all decisions about the curriculum and strategies without learners' involvement.
Learning Materials	Both learners and teachers take part in selecting teaching and learning materials based on learners' needs.	Teachers select all the teaching and learning materials without learners' involvement.
Assessment	Learners accomplish self-assessment.	Teachers assess learners' achievements.

As Table 1.2 shows, teachers play the main role in institution-focused classrooms since they make all the decisions about when, how and what will be taught; moreover, these decisions do not correspond to the actual needs of learners, and therefore learners are put at a great disadvantage. In autonomy-focused classrooms, however, learners actively participate in the selection and sequencing of the content, they are involved in the selection, modification and adaptation of the content and process and they are encouraged to reflect on their learning experiences and to accomplish self-assessment; thus, they become responsible for their learning to a significant extent and achieve high results.

Sinclair, McGrath and Lamb (2000), responding to Nunan (1997) to complete the list of the main features of learner autonomy, suggest thirteen widely accepted aspects of learner autonomy:

1. Autonomy is a concept of ability.
2. Autonomy implies learner's preparedness to take responsibility for learning.

3. Learner's ability and preparedness to take responsibility is not natural.
4. The goal of perfect autonomy is unrealistic.
5. There are different levels of autonomy.
6. The autonomy levels are unsteady and adjustable.
7. Autonomy does not imply placing learners in situations where they must be free.
8. Developing autonomy needs sensible reflection and decision-making.
9. Teaching strategies do not imply promoting autonomy.
10. Both inside and outside classroom activities are equally required for autonomy.
11. Autonomy is both individual and social.
12. The promotion of autonomy is both political and psychological.
13. Autonomy differs in different cultures.

It is obvious that learner autonomy is not universal and it significantly differs from person to person and from place to place; for example, in Asian countries with the hierarchical culture where teachers' role is dominating, learner autonomy can be limited, whereas in the countries with the egalitarian culture, learner autonomy can be comparatively wide-ranging. Moreover, learner autonomy consists of different unsteady levels which tend to need adjusting based on learners' ability to take responsibility for their learning.

Likewise, the findings of the research carried out by Balcikanli (2010) suggest that learner autonomy can be achieved not only when a learner takes part in making decisions about the learning objectives, methodology and materials together with teachers, but also when he or she has an opportunity to define the time, place and pace of learning. On the other hand, Dang (2012), responding to Balcikanli (2010), highlights that learner autonomy is significant for language learning and depends on learner's personal psychology, learning environments and the want for power; in addition, Farquharson (2011) highlights that in traditional learning environment, all learners do the same thing at the same time and they are expected to achieve the set results, whereas to possess learner autonomy, learners are responsible for their learning and achieving the set results autonomously.

To draw a comprehensive view on learner autonomy, Nunan (1997) also develops a five-level model of learner autonomy (see Table 1.3) which describes the gradual developmental stages of learner autonomy.

Table 1.3 Five-level Model of Learner Autonomy (adapted from Nunan, 1997)

Level	Learner Action	Content	Process
1	Awareness	Learners' participation in becoming acquainted with the goals and content of learning materials.	Learners identify their learning styles and strategies and define practical implications of tasks.
2	Involvement	Learners' participation in the selection of learning goals.	Learners select goals from a range of options.
3	Intervention	Learners' participation in modification and adaptation of learning programme.	Learners modify and adapt the learning goals and contents.
4	Creation	Learners' participation in the creation of learning goals and objectives.	Learners develop their own tasks.
5	Transcendence	Learners' participation in developing in and out of classrooms learning materials.	Learners begin to work as teachers.

The five-level model in Table 1.3 clearly illustrates learning behaviours and processes in each stage of learner autonomy. However, it should be mentioned that this model of learner autonomy is not universal and cannot be true for all types of learners, since, for example, instead of selecting learning goals from a range of options at Level 2 of learner autonomy, learners can achieve Level 4 of learner autonomy where they can create their own learning goals and objectives.

On the other hand, outlining the concept learner autonomy, Benson (2001) classifies the practices related to learner autonomy into the following six approaches (see Table 1.4):

Table 1.4 Approaches to Learner Autonomy (adapted from Benson 2001)

	Approaches	Learner's Role
1.	Resource-based	Learners independently interact with learning resources.
2.	Technology-based	Learners independently interact with learning technologies.

3.	Learner-based	Learners' psychological and behavioural changes take place.
4.	Classroom-based	Learners directly control the planning and assessment of their learning in the classroom.
5.	Curriculum-based	Learners control the learning curriculum.
6.	Teacher-based	Teachers only foster learner autonomy.

As Table 1.4 shows, to possess learner autonomy, learners autonomously participate in controlling learning resources, technologies and curriculum, whereas teachers only foster it; however, it should be mentioned that all learners are neither ready to take responsibility for their own learning nor able to independently interact with learning resources and technologies, and therefore no teachers are able to help learners gain autonomy equally.

Moreover, Benson and Reinders (2011, 92-116) elaborate that since learner autonomy is the learner's control over learning, the dimensions of the control itself can be divided into three categories (see Figure 1.3):

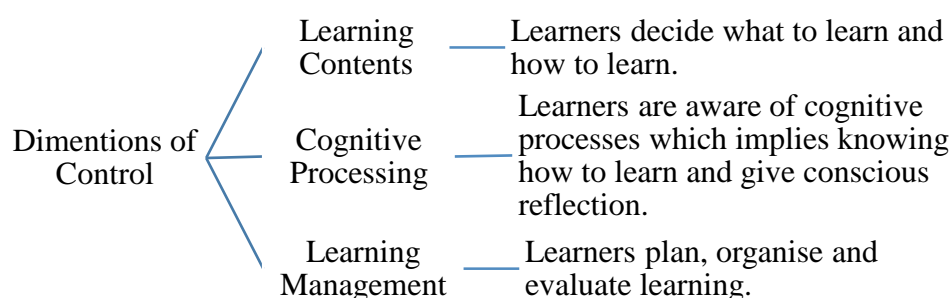


Figure 1.3 Dimensions of Learner's Control over Learner Autonomy (adapted from Benson and Reinders, 2011)

As illustrated in Figure 1.3, it is obvious that no autonomy can be gained without learners being responsible for controlling their own learning; however, not all learners know how it should be done, and therefore the role of teachers becomes yet more significant which implies explaining to their learners how to control learning.

The most striking outcome of the above-mentioned aspects of learner autonomy is that it is worthwhile to consider that learner autonomy enables learners to become more confident, responsible and effective learners in all subjects, including foreign languages. Learner autonomy determines the learners' success in English language proficiency by enabling them to choose the most appropriate language learning strategies. Furthermore, Benson (1997) distinguishes three main perspectives to define learner autonomy in language learning (see Table 1.5).

Table 1.5 Perspectives of Learner Autonomy (adapted from Benson, 1997)

Perspectives	Main Focus
Technical	Learner’s skills and strategies such as metacognitive, cognitive and social for unsupervised learning.
Psychological	Learner’s attitudes and cognitive abilities to take responsibility for learning.
Political	Learner’s abilities to control over the content and processes of learning.

Highlighting the significant perspectives in Table 1.5, it is worthwhile to mention that the aforementioned perspectives may combine or conflict in various ways; for example, learners can face a significant number of complications to control over the content and processes of learning without thoughtful supervision in an outside the classroom context.

Furthermore, Kavaliauskiene (2002) explains that besides being given an opportunity to gain autonomy, not only should learners find their learning styles and the way they learn best, but they should also become more active and less dependent on their teachers. Expanding Kavaliauskiene’s (2002) list of learners’ obligations to gain autonomy, Moore (2010) emphasises that not only are learners obliged to have the capacity to take control over their learning, but the learning environment should also provide them with an opportunity to gain autonomy. He mentions that to gain learner autonomy, not only are learners required to have or develop a set of personal qualities, such as confidence, enthusiasm, taking and accepting obligation, and ability to take initiative, but they should also possess a set of skills, such as academic, intellectual, personal and interpersonal (see Figure 1.4).

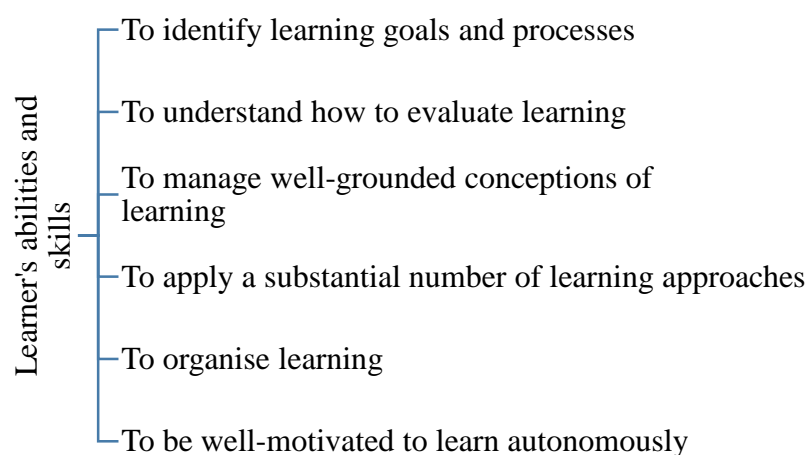


Figure 1.4 Learner’s Abilities and Skills (adapted from Moore, 2010)

As illustrated in Figure 1.4, learners should possess certain abilities and skills to gain learner autonomy; however, besides the aforementioned abilities and skills, it is also significant for learners to possess a willingness to work independently and for teachers to be able to encourage learners' independency in learning.

Expanding Moore's (2010) list of learners' abilities and skills to gain autonomy, Mackness (2011), explains that learner autonomy enables learners to become successful in learning; however, they should possess a certain set of abilities to gain autonomy (see Figure 1.5).

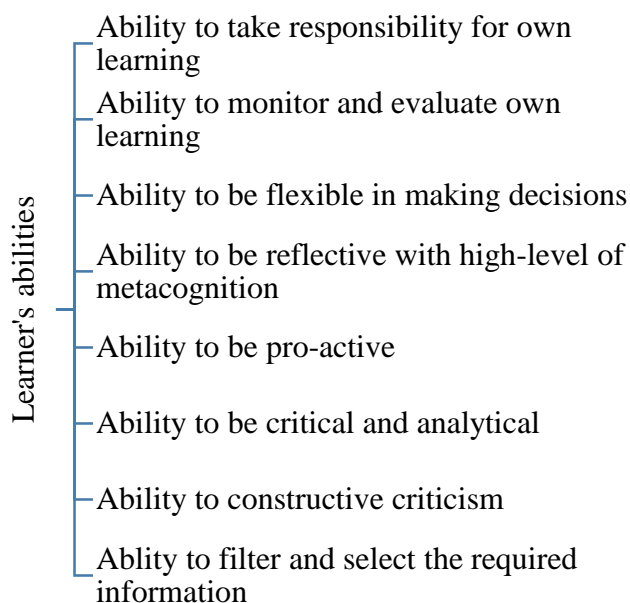


Figure 1.5 Learner's Abilities to Gain Autonomy (adapted from Mackness, 2011)

Analysing the learners' abilities and skills illustrated in both Figure 1.4 and 1.5, it is worthwhile to mention that learners should possess a certain set of abilities to gain autonomy; however, possessing the aforementioned skills and abilities cannot be sufficient for learners to gain autonomy and achieve success in learning since it is a teacher who plays the leading role in promoting learner autonomy by creating the appropriate learning environment and developing the required skills.

Furthermore, Nunan (1988) states that to gain learner autonomy, not only is it sufficient for learners to be aware of their learning styles and possess certain characteristics such as a motivated and active approach to learning, a quest for learning and success, and multiple skills, but teachers should also actively participate in promoting learner autonomy. He suggests the following nine steps for teachers to help learners gain autonomy (see Table 1.6):

Table 1.6 Teacher’s Role in Developing Learner Autonomy (adapted from Nunan, 1988)

Strategy Steps	Learner Autonomy Aspects	Teacher’s role
1.	Awareness of the objectives of learning and teaching	Teachers should make teaching and learning objectives clear to learners.
2.	Setting learning objectives	Teachers should allow and help learners set their own learning objectives.
3.	Learning outside the classroom	Teachers should motivate learners to learn not only inside but also outside classrooms.
4.	Learning themes	Teachers should allow learners to decide what to learn and how to learn.
5.	Defining learning styles and strategies	Teachers should help learners to define their learning styles and strategies and develop a learner-focussed classroom.
6.	Making decisions	Teachers should encourage learners to decide what to learn.
7.	Modifying and adapting tasks	Teachers should allow learners to modify and adapt classroom tasks.
8.	Developing learning materials	Teachers should encourage learners to design and develop their own learning materials.
9.	Becoming researchers	Teachers should encourage learners to become researchers.

As Table 1.6 shows, notwithstanding that teachers play a significant role in enabling learners to gain autonomy by encouraging learners to make decisions about what, how and when to learn, allowing learners to set learning goals and motivating them to become researchers, in a traditional classroom environment, the above-mentioned nine-step strategy seems unrealistic since learner autonomy can be developed only with a pedagogical partnership between teachers and learners. Moreover, if learners lack interests, not to mention knowledge and skills to plan, implement and evaluate learning outcomes, no learner autonomy can be gained.

Enhancing the role of a teacher as a facilitator to promote learner autonomy, Sykes (2014) suggests the following four strategies be integrated into the course:

1. Teachers should establish a relationship with their future students and learn their needs and preferences before the course begins.
2. Teachers should encourage learners to monitor themselves while doing tasks.
3. Teachers should encourage learners to summarise the key points of the task.
4. Teachers should encourage learners to develop their own quizzes which are necessary to develop the ability to assess, combine and utilise what has been learnt.

The above-mentioned strategies explain what teachers are required to do to develop learner autonomy; however, one of the key aspects of learner autonomy is learning, not teaching; therefore, teachers as facilitators should organise lessons in collaboration with learners where learners can fully enjoy autonomy with regard to the choice of learning materials, methods, timing, pace, approaches, tasks, and styles.

Likewise, according to Little (1991), teachers enable learners to gain autonomy by engaging them to share responsibility and thinking critically while planning, observing and assessing learning. In addition, Little (2009) explains that the scope of learner autonomy is always constrained by what learners can do in the target language; however, in autonomy classrooms, with the target language as a medium of communication and instruction, the role of teachers becomes more significant (see Figure 1.6) since only a teacher can help learners achieve learning goals by supporting their initiatives.

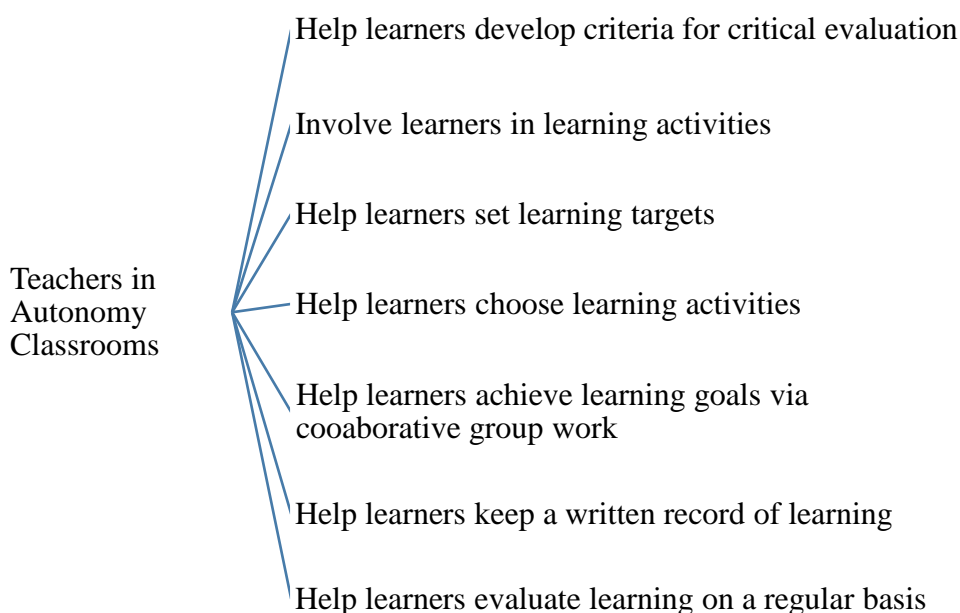


Figure 1.6 Teacher's Role in Autonomy Classrooms (adapted from Little, 2009)

As illustrated in Figure 1.6, autonomy classrooms do not imply learners working independently without their teacher's supervision; on the contrary, learners are guided through all the learning process to achieve the objectives of learning.

On the other hand, Stefanou, Perencevich, DiCintio, and Turner (2004) emphasise that not only do teachers organise various autonomy-supportive activities in classrooms to help their learners gain autonomy, but they also provide personal and instructional assistance. They suggest that learner autonomy can be defined in three different ways (see Figure 1.7):

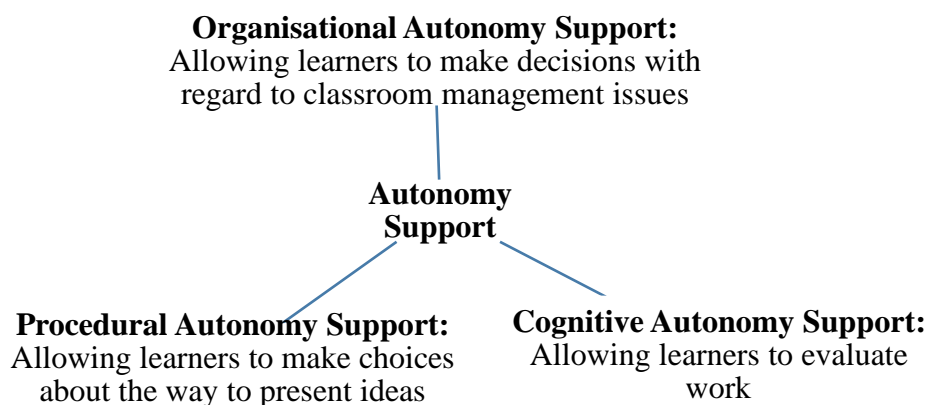


Figure 1.7 Ways of Autonomy Support (adapted from Stefanou, Perencevich, DiCintio, and Turner, 2004)

As illustrated in Figure 1.7, Stefanou, Perencevich, DiCintio, and Turner (2004) explain that in organisational autonomy support, teachers allow learners to actively participate in classroom management issues, such as the selection of pair and group mates, the selection of seats, the selection of assignment due dates, the selection of the evaluation procedure, the selection of classroom rules, and the selection of the order of making presentation, whereas in procedural autonomy support, teachers allow learners to select learning materials to accomplish learning tasks, and in cognitive autonomy support, teachers allow learners to develop their own learning strategies and evaluate learning outcomes. All things considered, it seems reasonable to mention that no learners can develop true autonomy only through dealing with classroom management issues or selecting learning materials and strategies separately; however, the implication of all the three aforementioned ways of autonomy support at a time can easily foster autonomy.

The most obvious finding to emerge from the review of the literature on autonomy and teachers' role is that not only does learner autonomy involve learners controlling their own learning, but it also implies teachers encouraging learners and directing them towards autonomy.

1.1 Advantages of Learner Autonomy

The studies carried out by Little (1991), Benson (1997), Nunan (1988), Benson and Reinders (2011) confirm that learners benefit a great deal from possessing learner autonomy. According to Little (1991), the benefits of learner autonomy in language learning and teaching can be divided into three categories (see Table 1.7):

Table 1.7 Benefits of Learner Autonomy in Language Learning and Teaching (adapted from Little, 1991 and Littlewood, 1999)

Categories	Researcher	Benefits
Decision-making	Little, 1991	Learning becomes more effective since learners decide what to learn, how to learn and when to learn.
Responsibility for learning	Littlewood, 1999	Learners being responsible for their learning, the constraints between learning and living minimise.
Autonomy of learning	Little, 1991	As learners are autonomous for their own learning, they become more effective and useful citizens of their community and society.

It is apparent from Table 1.7 that learners benefit from possessing autonomy since they become more effective decision-makers and successful citizens of their community by taking responsibility for their own learning.

Likewise, the findings of the research conducted by Borg and Al-Busaidi (2012) claim that learner autonomy positively affects learners' success; moreover, most language teachers believe that in the learning environment where learner autonomy is promoted, students learn a foreign language more effectively than in a traditional language learning environment since learners are prepared to take more risks and when they achieve success, they become more satisfied and committed.

Furthermore, Little (1991) explains that to gain learner autonomy, learners set the outline; therefore, learning becomes more focused and effective both in the short and long term. He also points out that since learners are responsible for their own learning, they can easily overcome all the barriers between learning and living and become full-fledged and successful members of society. Moreover, Benson and Reinders (2011) emphasise that learner autonomy positively influences not only the learner's individual and

educational level but also the whole society since becoming accustomed to taking responsibility, learners continue behaving in the same manner in their community.

In addition, Farquharson (2011) explains that not many learners can learn a foreign language successfully since foreign language learning occupies learner's time and effort; however, learner autonomy can solve this problem since possessing learner autonomy, learners can learn whenever they want and they are not required to physically attend all instances of learning.

Moreover, Ambrosio (2010) claims that possessing learner autonomy, learners can easily overcome the difficulties learning a second language due to the following reasons (see Figure 1.8):

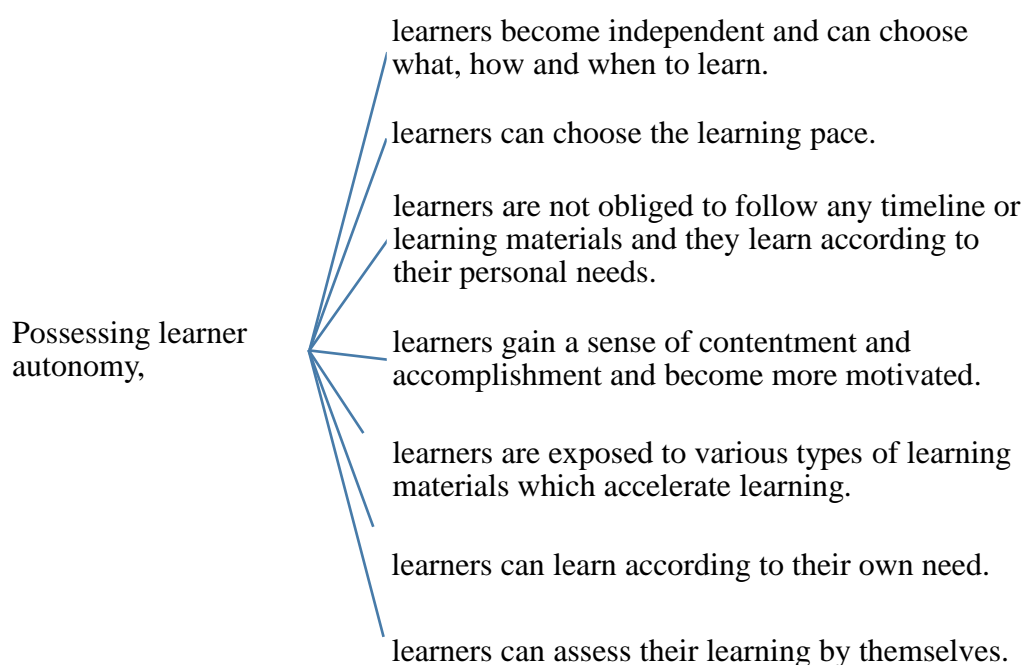


Figure 1.8 Benefits of Possessing Learner Autonomy (adapted from Ambrosio, 2010)

Highlighting the significant benefits of learner autonomy illustrated in Figure 1.8, it is worthwhile to mention that possessing all the features of learner autonomy, learners become more motivated, more efficient and more effective and thus language learning becomes easy.

Notwithstanding that learner autonomy has a significant number of advantages, it should be mentioned that no learners can benefit from it if they are reluctant to plan, monitor and evaluate their learning by themselves and their teachers are unwilling to become facilitators.

1.2 Challenges of Implementing Learner Autonomy

The findings of the research carried out by Little (1991), Balcikanli (2010), Borg and Al-Busaidi (2012), and Farquharson (2011) indicate that notwithstanding that the benefits of learner autonomy outnumber the challenges, its promotion and implementation in educational institutions leave much to be desired.

Having conducted an in-depth analysis of the reasons why learner autonomy is not endorsed, Borg and Al-Busaidi (2012) identify various factors which hinder the promotion and application of learner autonomy (see Figure 1.9).

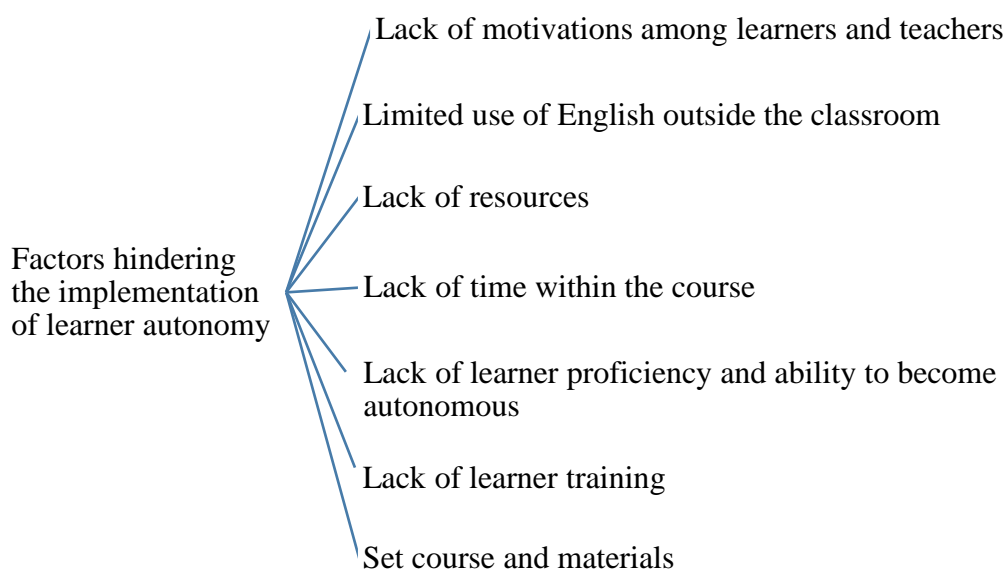


Figure 1.9 Factors Hindering the Implementation of Learner Autonomy (adapted from Borg and Al-Busaidi, 2012)

As can be clearly seen in Figure 1.9, not only the lack of learners' motivation, time, abilities, and skills but also the lack of teachers' abilities, skills and motivation can be the causes of learners' failure to gain autonomy.

In addition, according to Little (1991), learner autonomy for school children and adult learners differs a great deal since school children learn because they are obliged to do it, and therefore they lack willingness or preparedness to take responsibility for learning, which makes learner autonomy inaccessible; moreover, school examinations predetermine the content of learning, and therefore learners cannot enjoy full freedom of choice in learning. He also explains that those teachers who were taught in a teacher-oriented environment find it difficult to become counsellors, promoters and facilitators of learner autonomy.

Having analysed the role of teachers in fostering learner autonomy, Balcikanli (2010) explains that most teachers feel insecure because they lack necessary abilities and

skills; consequently, they fail to promote learner autonomy. Likewise, Little (2009) claims that a significant number of learners fail to gain autonomy because their teachers are not well-prepared which results in their unwillingness to make changes or they simply lack necessary skills (see Figure 1.10).

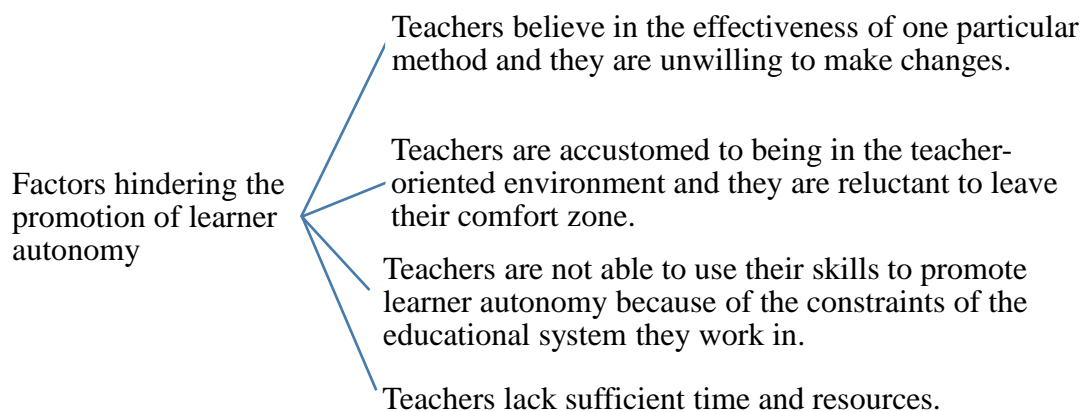


Figure 1.10 Factors Hindering the Promotion of Learner Autonomy (adapted from Little, 2009)

As can be seen in Figure 1.10, no learners can gain autonomy if their teachers are lack of time and resources and reluctant to change their usual teaching style as they simply do not have necessary skills or they are not permitted to do so in the educational system they work in. Moreover, Farquharson (2011) points out that not only are teachers unable to promote learner autonomy, but learners are also reluctant to gain autonomy because they do not find learner autonomy flawless since learner autonomy do not allow them to become completely autonomous as they are still required to attend regular classroom lessons and fulfil course requirements. Likewise, Kavaliauskiene (2002) emphasises that a significant number of learners are passive learners and they do not want to develop a sense of responsibility for achieving positive results; moreover, they completely rely on their teachers who do not have skills or desire to promote learner autonomy.

Having only learner autonomy, learners cannot achieve the positive results because learner autonomy is a simple tool which enables learners to learn and its effectiveness depends on the learner's learning style, motivation, personality traits, own strengths and weaknesses, and strategies. The findings of the research carried out by Nunan (1988) suggest that it is difficult to achieve high results in learning exclusively through learner autonomy; however, they can be achieved in the environment which is developed by a teacher to promote learner autonomy.

Having considered all the issues, it seems reasonable to mention that both learners and teachers can be equally responsible for the failure of learner autonomy development (see Table 1.8).

Table 1.8 Reasons for the Failure of Learner Autonomy Development

Obstructing Factors	
Learners	Teachers
<ul style="list-style-type: none"> • Lack of necessary skills; • Unwillingness; • Unpreparedness; • Lack of motivation; • Lack of sense of responsibility; • Being accustomed to teacher-oriented classroom; • Lack of time and resources. 	<ul style="list-style-type: none"> • Lack of skills and competences; • Unwillingness; • Lack of motivation; • Being accustomed to set methodologies; • Being accustomed to teacher-oriented classroom; • Lack of time and resources.

As Table 1.8 shows, no learners can gain autonomy if both learners and teachers do not possess necessary skills, motivation, resources and willingness. Moreover, learner autonomy is a lengthy process and it develops gradually and requires equal participation from both learners and teachers.

The insights drawn from the review of the theoretical aspects of learner autonomy in this chapter suggest that possessing learner autonomy, which involves taking control of own learning, not learning independently, learners can acquire and learn a foreign language more effectively and that learner autonomy does not imply learning without a teacher; on the contrary, teachers play a substantial role in promoting and fostering learner autonomy. The thorough analysis of the limitations of learner autonomy in language learning and teaching also shows that both teachers and learners are equally significant in learner autonomy and that both of them should possess not only certain skills and abilities but also strong willingness. Moreover, The findings of the research carried out by Beatty (2003) highlight that there, however, exist a significant number of ways and methods to enhance learner autonomy, the CALL method has been proved to be most effective since with its unlimited number of modern and authentic resources, learners can obtain all the learner autonomy dimensions with ease.

The next chapter is devoted to reviewing the literature on the computer-assisted language learning method as a tool to enable learners to gain learner autonomy.

2. Concept of Computer-Assisted Language Learning Method

In the last two decades, the Computer-assisted language learning (CALL) method to teach and learn a language has been developing rapidly and applied in progressively more educational institutions all over the world (Beatty, 2003; Davies, 2006; Chapelle, 2001; Hartoyo, 2008).

According to Chapelle (2001), CALL has started to become personalised because modern microcomputers did not require users to be attached to a mainframe computer since any school, learner, or individual teacher or researcher could purchase one and explore its potentials for language learning and teaching. Moreover, Davies (1991) asserts that CALL has significantly changed since inexpensive microcomputers with more memory, better graphics, and faster speed became widely available and more user-friendly.

Likewise, Thomas, Reinders and Warschauer (2013) explain that with the introduction of World Wide Web (henceforth WWW) and innovative technologies, such as smartphones, tablet PCs, e-readers, blogs, podcasting, and social networking, CALL has become more accepted in educational institutions all over the world than ever before, and therefore a wide range of participants, from teachers and learners to software developers, are engaged in modern CALL.

In addition, Barson and Debski (1996: 50) describes that based on the certain level of the development of technology as well as a pedagogical approach, the growth of CALL can be categorised in “Behaviouristic CALL”, “Communicative CALL” and “Integrative CALL” phases (see Figure 2.1).

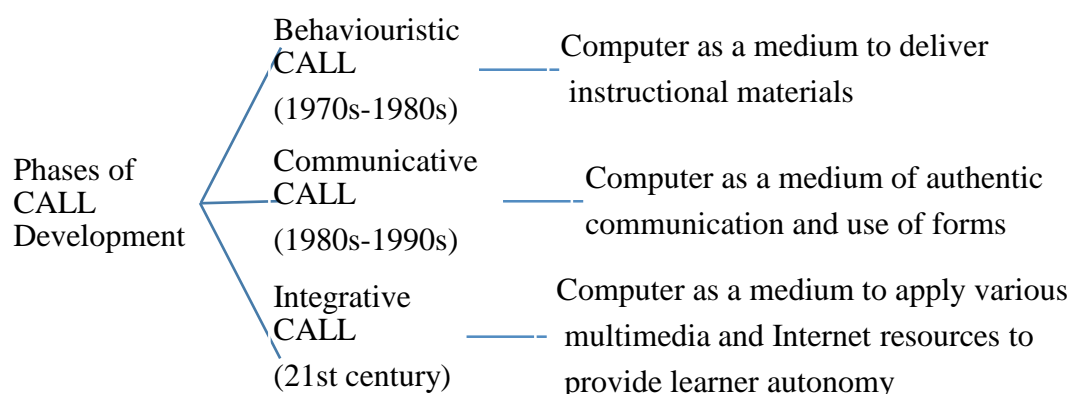


Figure 2.1 Phases of CALL Development (adapted from Barson and Debski, 1996: 50)

As illustrated in Figure 2.1, during the development of CALL from the 1970s to present, according to Barson and Debski (1996: 50), in the initial phase “Behaviouristic CALL”, computer programmes included repetitive language drills and they were used to deliver merely instructional materials, in the second phase “Communicative CALL”, computers were used for communication and included such features as word processor, spelling checkers and desktop publishing programmes which enabled learners to use the language through discussion and critical thinking and writing, whereas in the third phase “Integrative CALL”, computers included multimedia and the Internet which enabled learners to control over their own learning by using various authentic learning materials and communication.

According to Beatty (2003), the computer-assisted language learning method is often considered a language teaching method with any use of a computer to assist students to acquire or learn a language. However, according to Scott and Beadle (2014), this definition is excessively broad and a more precise way of describing CALL is to say that it is a language teaching and learning approach in which the computer and its resources are widely used. They also accentuate that modern technology includes not only different types of computers such as desktops, laptops, tablet PCs and handheld PCs but also smart mobile phones, smart TVs, video game consoles, and other sophisticated electronic devices. Furthermore, having carried out the in-depth analysis of the CALL method, Scott and Beadle (2014) assert that the technologies used in CALL fall into two categories: software and Internet-based teaching and learning materials and they include:

- Authentic language learning materials, such as films, music, blogs, news, and online quizzes and games;
- Online communication using messengers, email and social media;
- Various online language learning applications;
- Game-based language learning.

It is obvious that both modern computer software and Internet-based teaching and learning resources contribute to CALL and make language learning interesting and interactive; however, it is also significant to identify to which extent each learning resource is beneficial since not every learner and teacher can equally use and take advantage of them.

Likewise, Kongrith and Maddux (2005) suggest that CALL used for innovative teaching tends to have the following characteristics:

- Interactive combination of technology and students;

- Student-controlled learning process;
- More creative and complex tasks.

All things considered, it seems reasonable to mention that the CALL method enables learners to gain control over their own learning and become more effective to solve complex and creative tasks. Moreover, according to Beatty (2003), the CALL method is equally applicable in both in and out of classrooms; moreover, it is a complete method of language learning and it can be used to reward strong learners or help weaker ones.

2.1 Reasons for Implementing Computer-Assisted Language Learning (CALL)

Owing to ever-faster developments of information communication technology in recent years and the advent of modern devices, the CALL method for language learning and teaching with its numerous benefits has become exceptionally popular among learners and teachers (Lee, 2000; Ravichandran, 2009; White, 2006).

The findings of the survey carried out by Hani (2014) reveal the following benefits of CALL in language learning (see Figure 2.2).

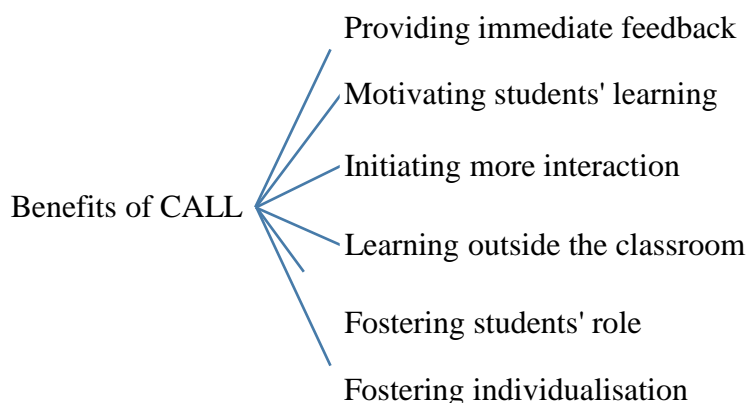


Figure 2.2 Benefits of CALL (adapted from Hani, 2014)

As illustrated in Figure 2.2, CALL fosters language learning more effectively since it enhances learners' individualisation and their role inside and outside the classroom through providing them with immediate feedback, interaction and various authentic materials.

In addition, Torat (s.d.) explains that the application of the CALL method among English teachers is becoming popular because it offers a significant number of benefits which make teaching easier and more effective (see Figure 2.3).

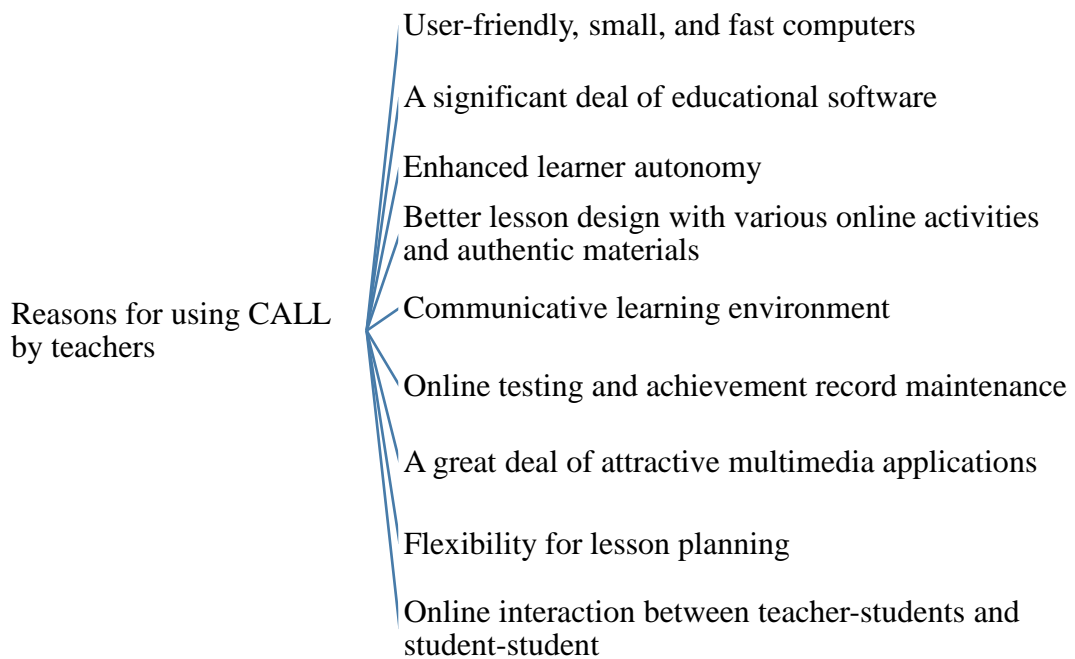


Figure 2.3 Reasons for Using CALL by Teachers (adapted from Torat, s.d.)

As illustrated in Figure 2.3, CALL provides teachers of a language with a significant number of authentic resources which enable them to develop not only a communicative learning environment but also learner autonomy; moreover, interacting with students online, carrying out online testing and keeping an achievement record on the computer, teachers can substantially reduce their workload and focus more on teaching.

In addition, McCormack and Jones (1998) believe that not only do most teachers find using the CALL method effective, efficient and enjoyable, but most learners also benefit from it since it provides instructional support, offers cooperative learning and distance education and exposes them to a significant number of authentic learning materials. Moreover, the findings of the profound research carried out by Lee (2000) suggest that CALL can contribute to global understanding, individualisation, authentic educational materials, interaction, learner autonomy, higher achievement, and motivation.

Furthermore, Ravichandran (2009) asserts that CALL can make lessons challenging and stimulating through various games, graphics, videos, online quizzes, activities, and authentic materials. He also explains that in order to fulfil learning objectives, many students require learner autonomy, extra time, self-instructional tasks, time optimisation, prompt feedback, repetitive practice, and individualisation which can be easily provided by a computer and online resources.

In addition, Dina and Ciornei (2013) clarify that not only does CALL enable learners to access the same educational material repeatedly, but it also helps learners connect with the world and learn a language using authentic materials and communication provided by the Internet. Moreover, according to White (2006), CALL enables students to present the material as text, audio, visual or any combination of the three, which is not possible in a traditional classroom environment, and which keeps students engaged and motivated to develop a more creative and effective learning environment. He also explains that unlike most teachers, computers never become tired or frustrated with repetitive tasks.

Having considered all the advantages of CALL, it seems reasonable to mention that no modern learner and teacher of a language can avoid using modern ICT in learning and teaching since it provides both learners and teachers with all the necessary resources required for success.

2.2 Challenges of Implementing Computer-Assisted Language Learning

Notwithstanding that the CALL method provides both learners and teachers of English with a substantial number of benefits, due to some limitations, its full-fledge application in language learning and teaching in the world leaves much to be desired (Beatty, 2010; Hani, 2014; Indrawati, 2008; Ravichandran, 2009).

According to Indrawati (2008), in the last two decades, ICT has developed well; however, there is still no quality software to fulfil all the requirements of modern language teaching and learning. Moreover, the findings of the survey carried out by Hani (2014) reveal a significant number of the limitations of CALL in language learning and teaching (see Figure 2.4).

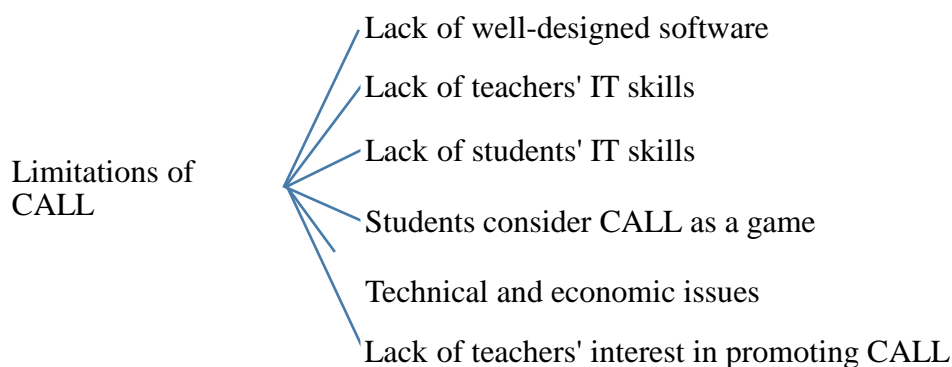


Figure 2.4 Limitations of CALL (adapted from Hani, 2014)

As illustrated in Figure 2.4, the application of CALL is limited due to deficiency of well-designed software which, therefore, leads to lack of both students' and teachers'

interest in using and promoting CALL. Moreover, CALL cannot be applied equally in all schools because of technical and economic issues.

In addition, Ravichandran (2009) claims that the quality of CALL software and online resources is not at a desirable level because of the lack of professional programmers with linguistic knowledge, language teaching approaches, and experiences. He also explains that computers with their under-developed artificial intelligence simply cannot manage students' unexpected learning problems. Moreover, Dina and Ciornei (2013) emphasise that not only does CALL deteriorate the teacher's role in language teaching, but it also assists only the learners with analytical thinking, and thus a significant number of students with synthetic thinking cannot achieve the same results.

Furthermore, Indrawati (2008) explains that the application of CALL is not successful to a great extent because it costs money, and therefore learners and schools with limited funding may encounter difficulties; moreover, a significant number of schools in the world simply do not have computer labs or Internet access. In addition, Lee (2000) explains that CALL is not implemented widely because of financial obstacles, low availability of computer hardware and software, and lack of knowledge, time and commitment.

According to Torat (s.d.), besides some limitations of CALL for learners, there are a significant number of challenges which discourage a teacher of English to use the CALL method in language teaching (see Figure 2.5).

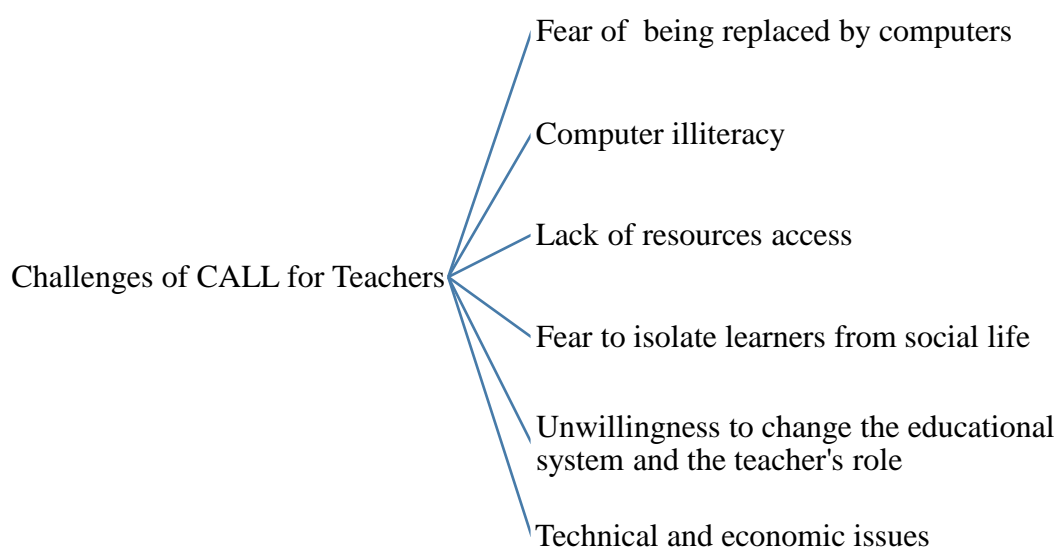


Figure 2.5 Challenges of CALL for Teachers (adapted from Torat, s.d.)

As Figure 2.5 shows, a significant number of teachers are reluctant to apply the CALL method since not only are they accustomed to their dominant role in teacher-

oriented classrooms, but they also consider a computer as a distraction, and therefore they do not allow learners to use it in classrooms. Moreover, they fear that CALL can minimise their role. In addition, Blanchard and Marshall (2004) claim that not only do teachers encounter such challenges as selecting the most useful teaching materials since the Internet offers an unlimited number of materials, but they also cannot adapt most existing teaching materials available on the Internet since they were developed by other teachers for their own teaching purposes.

Moreover, according to Beatty (2010), the CALL method implies working at a computer alone, and therefore learners can become socially isolated; however, it should be mentioned that a computer facilitates language learning not only individually but also in pairs and groups and such collaboration may become international through email, messengers and social networking.

Having the insights drawn from the analysis of the aforementioned challenges of implementing the CALL method in language learning and teaching, it is worthwhile to mention that there may still exist other barriers which have not been identified so far because they relate to a specific person, situation or institution; nevertheless, the advantages of CALL substantially outnumber the disadvantages. With regard to students and teachers in schools in Latvia, it should be mentioned that they do not lack IT skills and most of them are computer-literate; however, lack of fund to equip schools with modern computers is still a challenging issue.

2.3 Learner Autonomy with Computer-Assisted Language Learning Method

Over the last three decades, the application of the computer-assisted language learning method, which enables students to gain autonomy and thus effective language learning, has been profoundly endorsed by the presence and advancement of ICT (Schwienhorst, 2008; Reinders and White, 2011; Benson and Reinders, 2011).

According to Mutlu and Eroz-Tuga (2013), to develop learner autonomy, learners should have the opportunities to choose the time, place and circumstances that are necessary for their successful learning and modern ICT can easily provide these opportunities since a computer can be used in any place at any time; moreover, modern computers come with sophisticated software which can be programmed to correspond to learners' needs; in addition, ICT offers an unlimited number of authentic learning materials and challenging resources which can motivate learners to frequently use technology inside and outside classrooms. They also accentuate that modern ICT enables learners to work individually at the most suitable pace.

Likewise, Schwienhorst (2008) asserts that the availability of ICT inside and outside classrooms has made CALL an increasingly significant and essential method to promote learner autonomy. He believes that learner autonomy with the CALL method enables learners to become independent and critically assess their own learning; moreover, he accentuates that learner autonomy can be easily gained through interaction and learning choices which are made individually by using various Internet resources.

Moreover, Farquharson (2011) suggests that learner autonomy can be enhanced by using various Internet resources such as online discussion board, social networking sites, exam preparation site, authentic resources, and language exchange since through Internet resources, learning can take place in any place at any time and be accessed autonomously.

Likewise, Reinders and White (2011) explain that learner autonomy in CALL can help learners change input, control and reflect on their progress, and prioritise learning. The findings of the research carried out by Benson and Reinders (2011) show that learner autonomy consists of four dimensions, namely location, formality, pedagogy, and locus of control. They also accentuate that all these dimensions of learner autonomy can be enhanced by the application of the CALL method (see Table 2.1).

Table 2.1 Dimensions of Learner Autonomy and CALL (adapted from Benson and Reinders, 2011)

Dimension	Implies...	Components of Autonomy	Application of CALL Method
Location	Place or setting where language learning takes place.	After-class, extra-curricular, self-access, out-of-class, distance	Computers and Internet resources can be used anywhere.
Formality	Degree to which language learning is formal or informal.	Non-formal, naturalistic	Computers and Internet resources offer non-institutional learning materials.
Pedagogy	Degree to which language teaching is involved.	Self-instructed	Computers and Internet resources can be used in self-learning.

Locus of control	Degree to which language learning is controlled.	Autonomous, independent, self-regulated	Computers and Internet resources can be used individually.
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Having analysed all the above-mentioned statements with regard to learner autonomy and the application of the CALL method, it is worthwhile to conclude that with the application of the CALL method, learning becomes more challenging and effective since it enhances learners' individualisation and their role inside and outside classrooms. Moreover, Benson and Reinders (2011) explain that the CALL method provide learners with immediate feedback, interaction, various authentic materials, and various dimensions of learner autonomy:

- Autonomy of selecting learning materials;
- Autonomy of designing learning process;
- Autonomy of selecting what, how and when to learn;
- Autonomy of selecting place;
- Autonomy of selecting pace;
- Autonomy of planning studies;
- Autonomy of repeating tasks;
- Autonomy of involving others or working independently;
- Autonomy of action;
- Autonomy of interaction;
- Autonomy of assessment;
- Autonomy of working and shaping learning outcomes.

Benson and Reinders (2011) assert that learner autonomy consists of multiple dimensions and that each dimension has its own role in the development of autonomy; moreover, these dimensions can be put in such big categories as locus of control which includes autonomy of selecting study materials, action, pace, time, interaction, autonomy of planning which includes setting learning goals and objectives independently, and autonomy of self-assessment which includes evaluation of learning progress and results.

Moreover, according to Schwienhorst (2008), the autonomy dimensions such as locus of control, planning and self-assessment can easily be gained using the CALL method (see Table 2.2).

Table 2.2 Three Main Dimensions of Learner Autonomy and CALL (adapted from Schwienhorst, 2008)

Dimension	Implies...	Application of CALL Method
Locus of control	What to learn, how to learn, when to learn.	<ul style="list-style-type: none"> • Unlimited authentic resources; • Time flexibility; • Location flexibility; • Pace flexibility; • Social networks for interaction.
Planning	Setting learning goals and objectives.	<ul style="list-style-type: none"> • Online and computer software for planning.
Self-assessment	Evaluating own learning.	<ul style="list-style-type: none"> • Online testing and assessment and computer software.

As can be seen in Table 2.2, the CALL method provides learners with various authentic learning resources and thus learners acquire flexibility and individuality to control, plan and evaluate own learning. The CALL method also enables learners to monitor their own learning since learners can keep a record of their learning through ICT.

According to Schwienhorst (2008), not only is CALL a motivating and powerful tool because learners can become independent and gain control over their learning, but it is also a resourceful tool which provides the access to unlimited authentic learning materials.

Modern ICT with its unlimited number of resources helps learners design, conduct and control individual learning more effectively (see Table 2.3).

Table 2.3 Online Resources to Gain Learner Autonomy and Learn English

Online Resources	Features
Researcher's website: www.englishtests.webs.com	Online grammar tests and a collection of useful links.
https://lingualeo.com/	Planning, monitoring and evaluating English learning.
http://www.engvid.com/english-lessons/	Level-based video lessons.
https://www.youtube.com/user/MinooAngloLink/videos	Online video lessons.
http://www.learnerstv.com/Free-Language-Video-lectures-ltv213-Page1.htm	Online video lessons.

http://learnamericanenglishonline.com/Video%20Lessons.html	Online video lessons on American English.
https://www.youtube.com/user/rachelsenglish/videos	Online video lessons on pronunciation.
https://www.youtube.com/user/ENGLISHCLAS/S101/videos	Online video lessons on speaking English.
https://www.youtube.com/user/twominenglish	2-minute long online video lessons.
https://www.youtube.com/playlist?list=PLxYD9HaZwsI5C0d8CivHvoI_-0rs8XMfc	Online video lessons on vocabulary.
http://babeleo.com/	Audio English books with translation.
http://www.newsinlevels.com/	Level-based reading and listening.
https://ororo.tv/en and http://speechyard.com/us/video/	Online films in English with English subtitles and Google translation.
http://www.multimedia-english.com/contents/videos	English music with subtitles and translation.
http://lyricstraining.com/	Level-based exercises on English songs.
http://testyourvocab.com/	Test the level of vocabulary.
http://www.peevish.co.uk/slang/a.htm	Dictionary of English slang.
https://www.usingenglish.com/reference/phrasal-verbs/a.html	Dictionary of English idioms and phrasal verbs.
http://englishpage.com/grammar/index.html	Online Grammar and exercises.
http://www.fromtexttospeech.com/	Convert texts to speech.
http://www.elbot.com/	Chat with a bot.

As Table 2.3 shows, the Internet offers a significant number of authentic resources which help learners gain the autonomy of learning materials selection, the autonomy of time, the autonomy of place, the autonomy of pace, and the autonomy of planning; moreover, online testing can also enhance the autonomy of self-assessment.

According to Daniel (2013), in the last two decades, computer programming has revolutionised in all the spheres, including language learning and teaching. In addition to a significant number of online resources, ICT includes sophisticated computer software

that provides well-designed and well-structured language learning tools to develop learner autonomy (see Table 2.4).

Table 2.4 Computer Software to Gain Learner Autonomy and Learn English

Computer Software	Features
Transparent Language	To learn English through defining the pace and learning methods. Following a limited and structured plan is not required in the software.
English Live	To improve listening, reading, writing, and speaking skills through one-to-one lessons and group conversations.
Rosetta Stone Language Learning	To learn English through learning, practising and playing.
Learn It Now	To learn English through listening and practising English.
Merit Software	To improve reading, vocabulary, grammar and writing skills. The programme is designed for learners of all skill levels.
Instant Immersion	To learn English at multiple levels through reading and writing vocabulary words.
Exceller	To improve and become more fluent in English through reading, writing, listening and speaking.

As can be seen in Table 2.4, ICT offers a significant number of computer programmes for learning English which enable learners to gain autonomy since using these programmes, not only can they select the place, pace, time and learning materials independently, but they can also repeat their learning processes a number of times to achieve better results.

According to Zhao (2015), for decades, CALL has been used in English teaching effectively because it helps shy and pro-passive students benefit through the communication between teachers and students since communication becomes more direct, inclusive and effective. He also explains that CALL enables learners to navigate through learning contents in an autonomous way, and therefore they can select the learning materials according to their goals and needs and gain autonomy.

Having drawn the insights from the analysis of the theoretical aspects of learner autonomy, CALL and learner autonomy in CALL environments, notwithstanding that CALL proves to be a relatively effective method to enhance learner autonomy, it is worthwhile to mention that CALL still remains a complementary tool in English language

learning and teaching since computers, including all online resources and software, have their own limitations and weaknesses, and therefore not all learners and teachers can equally benefit from them. However, if the CALL method is used properly with clear and definite educational objectives, it can interest and motivate students, can increase information access to students, can provide teachers with flexibility to instruction, and can help learners gain autonomy. All things considered, it seems reasonable to conclude that the CALL method facilitates learner autonomy which enables learners to become more effective, more responsible and more independent.

The next chapter is devoted to the phenomenological research, data collection and analysis. The thorough analysis of the data obtained through the interviews, the questionnaires and the self-reflection checklist will allow drawing specific conclusions and answering the research questions.

3. Phenomenological Research on the Computer-Assisted Language Learning Method to Facilitate Learner Autonomy

As previously mentioned, the main goal of the research was to explore the role of the computer-assisted language learning method in facilitating learner autonomy. The research mainly focused on the teachers' and learners' experience and perspectives on using modern information communication technologies to gain learner autonomy. During the research, which lasted for four months, a considerable amount of data was collected and analysed to draw conclusions.

3.1 Research Design and Data Collection

To conduct the empirical research, the phenomenological approach was chosen as the research method since according to Lester (1999: 1), phenomenology 'is concerned with the study of experience from the perspective of the individual' and it is implemented to explore how phenomena are perceived by the actors in a situation. He also accentuates that phenomenological approaches involve personal knowledge and subjectivity and highlight the significance of personal viewpoint and interpretation. Furthermore, Creswell (1998) asserts that while applying a phenomenological approach, a researcher should first analyse the individual point of view and claims that no phenomenological research can be successful without research accomplishing the following process (see Figure 3.1.1):

1. A researcher understands the concept of studying how people experience a phenomenon.
- ↓
2. A researcher writes research questions and asks individuals to describe their everyday lived experience.
- ↓
3. A researcher collects data from individual through interviews, questionnaires, focus group discussions, etc.
- ↓
4. A researcher conducts a phenomenological data analysis to understand what is experienced and how it is experienced.
- ↓
5. A researcher develops a report underlying the structure of the experience.

Figure 3.1.1 Procedures of Phenomenological Inquiry (Adapted from Creswell, 1998)

As illustrated in Figure 3.1.1, to conduct phenomenological research, a researcher goes through the step-by-step process and not to be biased, he or she should not impose the meanings of the data received from respondents. Moreover, Creswell (1998) explains

that the aim of the analysis process is to study the experience without any deviations and interpretations.

The research design involved both large-scale quantified data and small-scale data collection. The plan of action for the research was as follows:

- For the large-scale data collection, administer the questionnaire for the learners of the English language to gather information about their previous experience and perspectives on learner autonomy and the CALL method and to code and quantify the responses for the analysis;
- For the large-scale data collection, administer the questionnaire for the teachers of the English language to gather information about their previous experience and perspectives on learner autonomy and the CALL method and to code and quantify the responses for the analysis;
- For the small-scale data collection, develop questions regarding learner autonomy and the CALL method and conduct an in-depth interview of the teachers of the English language and analyse their responses;
- For the small-scale data collection, administer the student self-reflection checklist to gather information about their experience in using the website and various Internet resources and to code and quantify the responses for the analysis;
- Analyse all data and draw conclusions.

However, it should be mentioned that at the beginning stage of the research, to gain more reliable outcomes of the research, besides the questionnaires and the interviews, it was decided to organise a research sample group which consisted of seven students with the intermediate level of English knowledge. During the research, for two months, the seven students used various learning materials from the website (www.englishtests.webs.com) developed by the author of the research and filled in the self-reflection checklist to show whether the internet resources had enhanced their autonomy. The responses were analysed and the conclusions were drawn.

The research took place throughout the spring of 2017. The responses to the questionnaires were collected between February and March and the interviews were conducted in March. The research sample group was provided with various learning resources in February and March. The reflection checklist was completed by the research sample group in the first week of April. The analyses and writing were completed

throughout the spring of 2017. The in-depth description of the research procedure is presented in the corresponding subchapters.

3.2 Measurement of Learner Autonomy in the CALL Environment

According to Benson and Reinders (2011), since learner autonomy consists of multiple dimensions and it has been given a significant number of definitions which notably differ from one another, it becomes complicated to measure it. However, Benson and Reinders (2011) affirm that to measure learner autonomy, researchers should focus on only those dimensions of learner autonomy which are relevant to studies.

Since the main aim of the research was to explore the effectiveness of the CALL method as a tool to facilitate learner autonomy, the following dimensions of learner autonomy which were identified by Benson and Reinders (2011) were taken into consideration:

- Autonomy of selecting learning materials;
- Autonomy of designing learning process;
- Autonomy of selecting what, how and when to learn;
- Autonomy of selecting place;
- Autonomy of selecting pace;
- Autonomy of planning studies;
- Autonomy of repeating tasks;
- Autonomy of involving others or working independently;
- Autonomy of interaction;
- Autonomy of self-assessments.

The above-mentioned dimensions of learner autonomy were further grouped into three categories (see Table 3.2.1), which became the measurement criteria of learner autonomy with the CALL method in the current research.

Table 3.2.1 Measurement Criteria of Learner Autonomy with the CALL Method (adapted from Schwienhorst, 2008)

Categories	Dimensions	Application of CALL Method
Locus of control	<ul style="list-style-type: none"> • Autonomy of selecting learning materials • Autonomy of selecting what to learn • Autonomy of selecting how to learn 	<ul style="list-style-type: none"> • Unlimited authentic resources • Time flexibility • Location flexibility

	<ul style="list-style-type: none"> • Autonomy of selecting when to learn • Autonomy of selecting learning pace • Autonomy of repeating tasks • Autonomy of involving others or working independently • Autonomy of interaction 	<ul style="list-style-type: none"> • Pace flexibility • Social networks for interaction
Planning	<ul style="list-style-type: none"> • Autonomy of setting goals and objectives • Autonomy of designing learning process 	<ul style="list-style-type: none"> • Online and computer software for planning
Self-assessment	<ul style="list-style-type: none"> • Autonomy of self-assessments 	<ul style="list-style-type: none"> • Online testing and assessment and computer software

The questionnaires for the learners and the teachers of the English language, the English teacher interview and the student self-reflection checklist, being designed to reflect the above-mentioned dimensions of learner autonomy, would embody the measurement of learner autonomy in the CALL environment.

3.3 Student and Teacher Questionnaires

In the initial research, to gain insights into English teachers' and learners' perspectives on the CALL method to facilitate learner autonomy, two questionnaires were designed and administered. According to Siniscalco and Auriat (2005: 3), a questionnaire is a 'survey instrument used to collect data from individuals' about his or her experience with some particular subject and a questionnaire is standardised when 'each respondent is to be exposed to the same questions and the same system of coding responses'; moreover, the main aim of any questionnaire is 'to try to ensure that differences in responses to questions can be interpreted as reflecting differences among respondents, rather than differences in the processes that produced the answers'.

Student Questionnaire

The student questionnaire (see Appendix 1) was adapted from the Learner Autonomy Questionnaire (henceforth LAQ) by Borg and Al-Busaidi (2012) for English learners with the aim to explore whether they possessed learner autonomy and to what extent, for what they used ICT and how often, and whether ICT enabled them to gain learner autonomy. The main features of the learner questionnaires are as follows:

- The questionnaire was created using the online survey platform “Google Form” that students could access from anywhere and respond only once after being given or sent a link over “Google Classroom”;
- As it was intended to have learners respond to all the items, the questionnaire contained the thorough introduction explaining the aim of the questionnaire and how the respondents should fill it in;
- The items of the questionnaire were selected with regard to the dimensions of learner autonomy (see Subchapter 3.2);
- To determine whether the questions of the questionnaire were understandable for students with B1-B2 level of English level knowledge, before sending out the questionnaire to all the target students, the questions were piloted with a small group of five students and based on their feedback and reflection some questions were removed, some questions were re-worded and some explanations, such as ICT involves the Internet, a computer, mobile devices, etc. were added to make the questionnaire as comprehensible as possible;
- Section 1 was developed to obtain the general information about the respondents’ gender and educational background;
- Section 2 was designed to explore whether the respondents possessed learner autonomy and to what extent, their years of experience in using ICT and for what they used ICT. For Questions 1 and 2, the respondents were asked to select all the statements that applied and to mark them based on their agreement or disagreement. For question 6, the respondents were asked to select all the answers that applied and to mark them based on for what and how often they used ICT;
- Section 3 with sixteen questions was designed to explore whether the respondents possessed learner autonomy and to what extent. The respondents were asked to select all the statements that applied and to mark them based on their agreement or disagreement;
- Section 4 with fourteen questions was designed to explore whether ICT enabled learners to gain learner autonomy and to what extent. The respondents were asked to select all the statements that applied and to mark them based on their agreement or disagreement.

The distribution of the questions with regard to the dimensions of learner autonomy and the CALL method as a tool to facilitate learner autonomy is as follows (see Table 3.3.1):

Table 3.3.1 Learner Autonomy and CALL Related Questions in the Student Questionnaire

Dimensions of Learner Autonomy	Learner Autonomy Related Questions	CALL Related Questions
Locus of control	Section 2: 1, 2 Section 3: 3, 4, 5, 6, 10, 11, 12, 14, 15, 16	Section 2: 3, 4, 5, 6 Section 4: 2, 3, 4, 5, 6, 7, 8, 10, 13, 14
Planning	Section 2: 1, 2 Section 3: 1, 2, 7	Section 2: 6 Section 4: 1, 12
Self-assessment	Section 2: 1, 2 Section 3: 8, 9, 13	Section 2: 6 Section 4: 9, 11,

Student Questionnaire Data Analysis and Interpretation

A total of 53 first-year university students participated in the study and filled in the questionnaire on Google Form (see Appendix 1). The data received through the student questionnaire and its interpretations are as follows:

Section 1 of the Student Questionnaire

The aim of the three questions of Section 1 was to explore the participants' gender, years of experience as an English learner and educational background (see Figure 3.3.1).

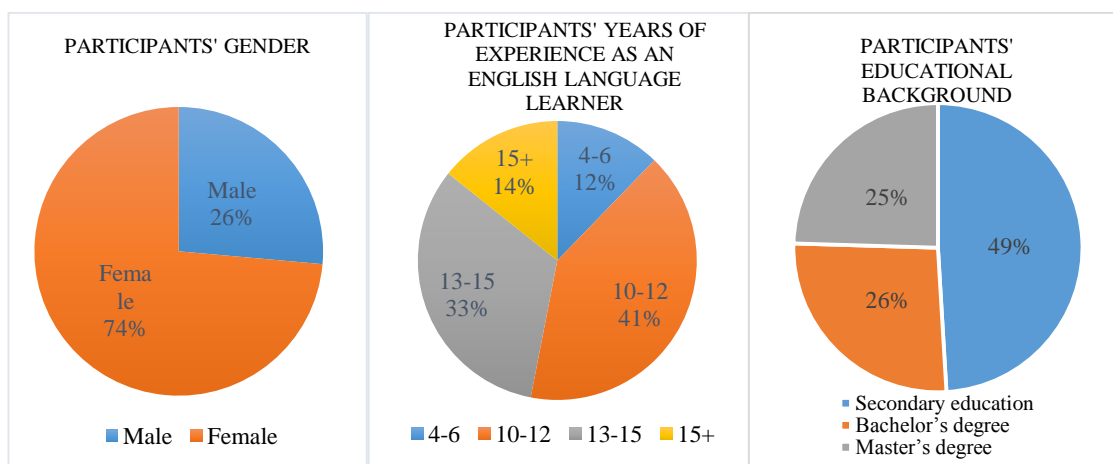


Figure 3.3.1 Participants' Gender, Years of Experience as an English Language Learner and Educational Background

As illustrated in Figure 3.3.1, male and female students were fairly represented in this study. Of 53 participants, 39 were female and 14 male. The participants' experience

in English language learning varied from 4-6 years to over 15 years, with 10-12 years being the largest group (41 per cent). The data showed that 81 per cent of the participants had been learning English for at least 10 years, whereas only 12 per cent of the participants had 4-6 years' English language learning experience. Since the questionnaire was administered in the university, as regards the educational background, 49 per cent of the participants had secondary education, 25 per cent held a bachelor's degree and 26 per cent held a master's degree. The data varies a great deal which provides evidence that the theme of the research can be appealed to a significant number of students with various educational backgrounds.

Section 2 of the Student Questionnaire: Learner Autonomy

Section 2 of the student questionnaire was developed to explore to which extent and which dimensions of learner autonomy the participants retained and the possession of which dimensions of learner autonomy enabled them to learn a language more effectively.

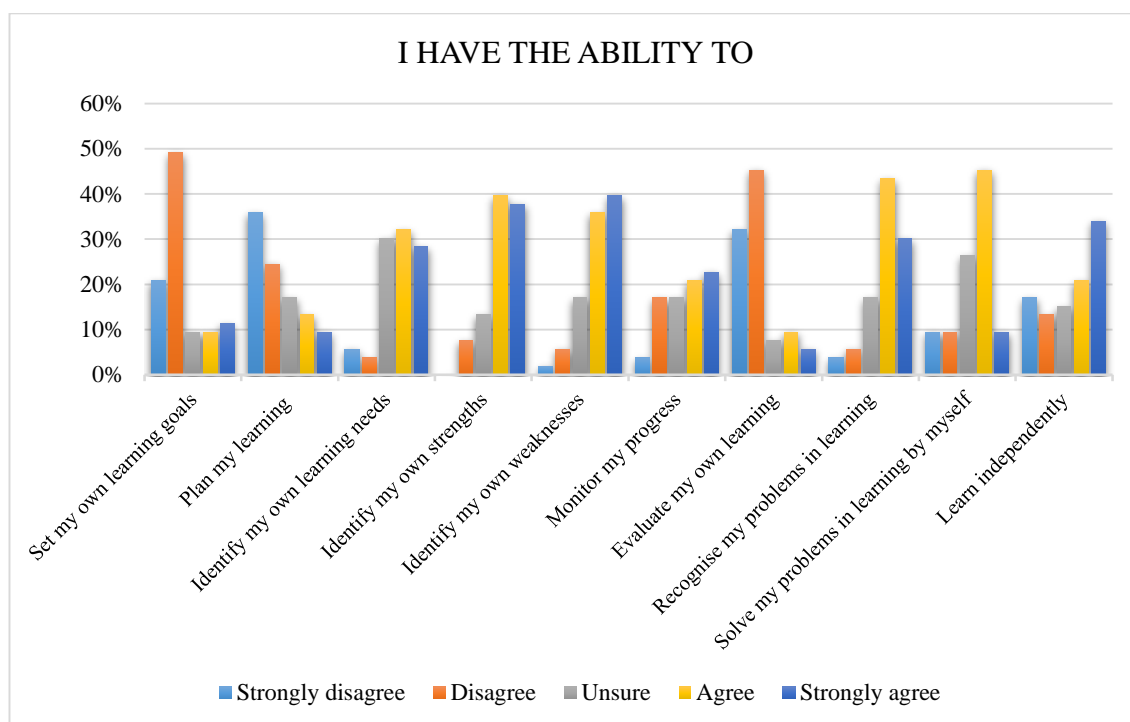


Figure 3.3.2 Participants' Current Autonomy

As illustrated in Figure 3.3.2, the first question in Section 2 was asked to explore whether the participants possessed learner autonomy and in which dimensions. With regard to the autonomy dimension "Planning", the overwhelming majority, namely 85 per cent of the participants, strongly disagreed or disagreed and 10 per cent of the participants strongly agreed or agreed with the statement that they had the ability to set their own learning goals and plan learning, whereas only 5 per cent of the participants did not hold any opinion. The data suggests that the participants do not possess the ability to

plan their learning by themselves. As regards the autonomy dimension “Locus of control”, only 6 per cent of the participants strongly disagreed or disagreed and 74 per cent of the participants strongly agreed or agreed with the statement that they had the ability to identify their own learning needs, strengths, and weaknesses, to monitor their progress, and to recognise and solve their problems in learning by themselves, whereas only 20 per cent of the participants did not hold any opinion. The data shows that most of the participants are able to control their learning. With regard to the autonomy dimension “Self-assessment”, the vast majority, namely 78 per cent of the participants, strongly disagreed or disagreed and only 15 per cent of the participants strongly agreed or agreed with the statement that they had the ability to evaluate their learning by themselves, whereas only 7 per cent of the participants did not hold any opinion. The data shows that most of the participants are unable to evaluate their learning by themselves. Having analysed the data, it should be mentioned that the participants possess learner autonomy to a significantly limited extent since they believe that they lack the ability to plan, monitor and evaluate their own learning. The data also suggests asking a question “Why do the participants lack these essential abilities and who or what to blame for it?”

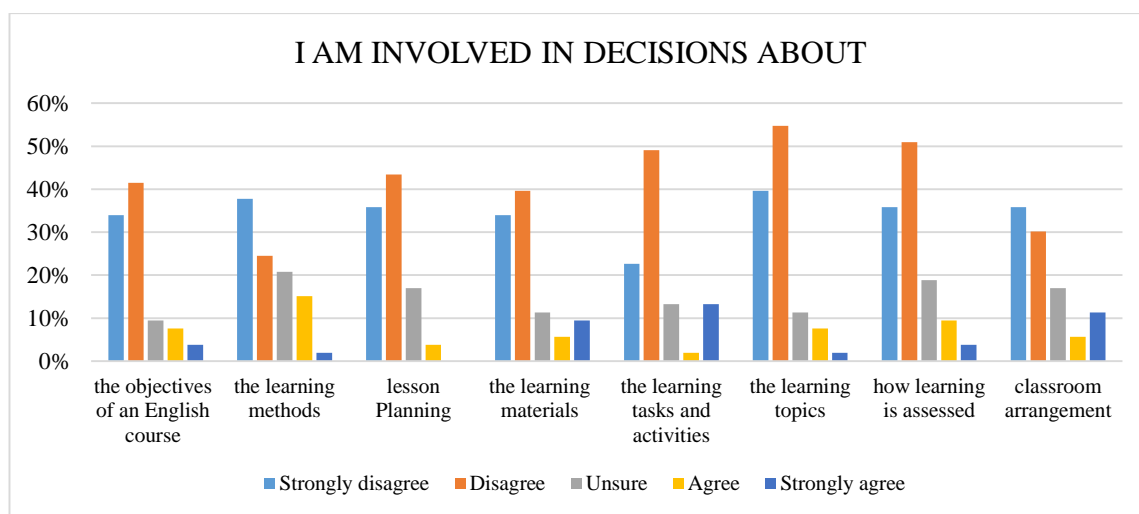


Figure 3.3.3 Participants’ Involvement in Decisions about Language Learning to Gain Autonomy

As illustrated in Figure 3.3.3, the second question in Section 2 was asked to explore whether the participants were involved in making decisions about their language learning to gain autonomy. With regard to the autonomy dimension “Planning”, 72 per cent of the participants strongly disagreed or disagreed and only 16 per cent of the participants strongly agreed or agreed with the statement that they participated in the decisions about lesson planning, the objectives of an entire course and the learning methods, whereas only

12 per cent of the participants did not hold any opinion. The data shows that the participants do not take part in planning their own learning. As regards the autonomy dimension “Locus of control”, 77 per cent of the participants strongly disagreed or disagreed and only 14 per cent of the participants strongly agreed or agreed with the statement that they participated in the decisions about the learning materials, tasks, activities and topics and the classroom arrangement, whereas only 9 per cent of the participants did not hold any opinion. The data suggests that most of the participants do not participate in the decision about controlling their learning. With regard to the autonomy dimension “Self-assessment”, virtually all, namely 87 per cent of the participants, strongly disagreed or disagreed and only 7 per cent of the participants strongly agreed or agreed with the statement that they participated in the decision about how learning was assessed, whereas only 6 per cent of the participants did not hold any opinion. The data shows that most of the participants do not take part in the decisions about how learning was and should be evaluated. Having analysed the data, it should be mentioned that the participants participate in the decisions about planning, monitoring and assessing their learning to a substantially low extent which suggests that either the participants are reluctant due to lack of motivating factors or not encouraged by their teachers.

Section 2 of the Student Questionnaire: Information Communication Technology

To explore whether the CALL method facilitates learner autonomy, the computer related questions such as the participant’s years of experience in using ICT in language learning, how often the participant uses a computer inside and outside the classroom in language learning and for what the participant uses ICT in Section 2 are of paramount importance (see Figure 3.3.4, Figure 3.3.5 and Figure 3.3.6).

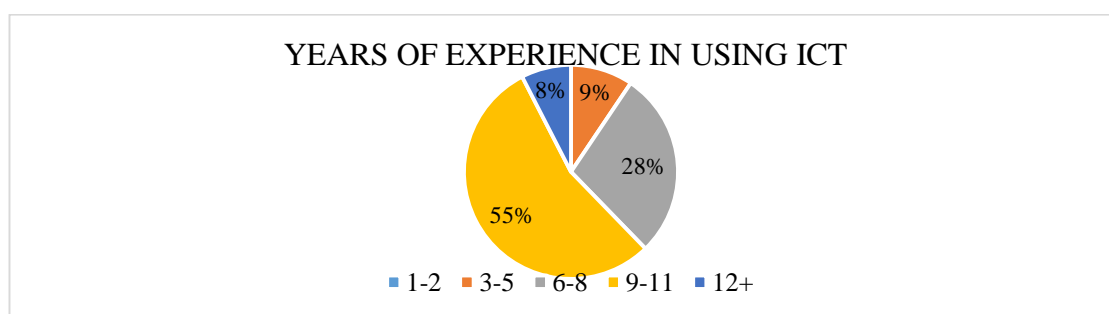


Figure 3.3.4 Participants’ Years of Experience in Using ICT

As illustrated in Figure 3.3.4, the participants’ experience in using ICT varied from 5 years or less to over 12 years, with over 9 years being the largest group (55 per cent). The data confirms that the participants are accustomed to using modern ICT.

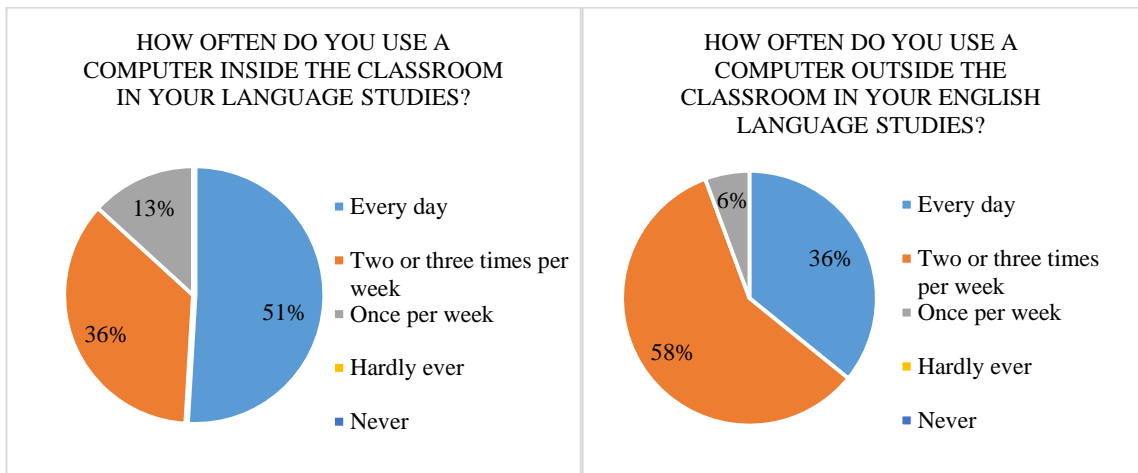


Figure 3.3.5 Frequency of Using a Computer Inside and Outside the Classroom

As illustrated in Figure 3.3.5, the frequency of the participants using a computer inside the classroom varied from every day to once per week or more often, with every day being the largest group (51 per cent), whereas the frequency of the participants using a computer outside the classroom was slightly different with 58 per cent being the largest group of the participants mentioning that they used a computer two or three times per week. The data suggests that most of the participants use a computer inside and outside the classroom on a regular basis.

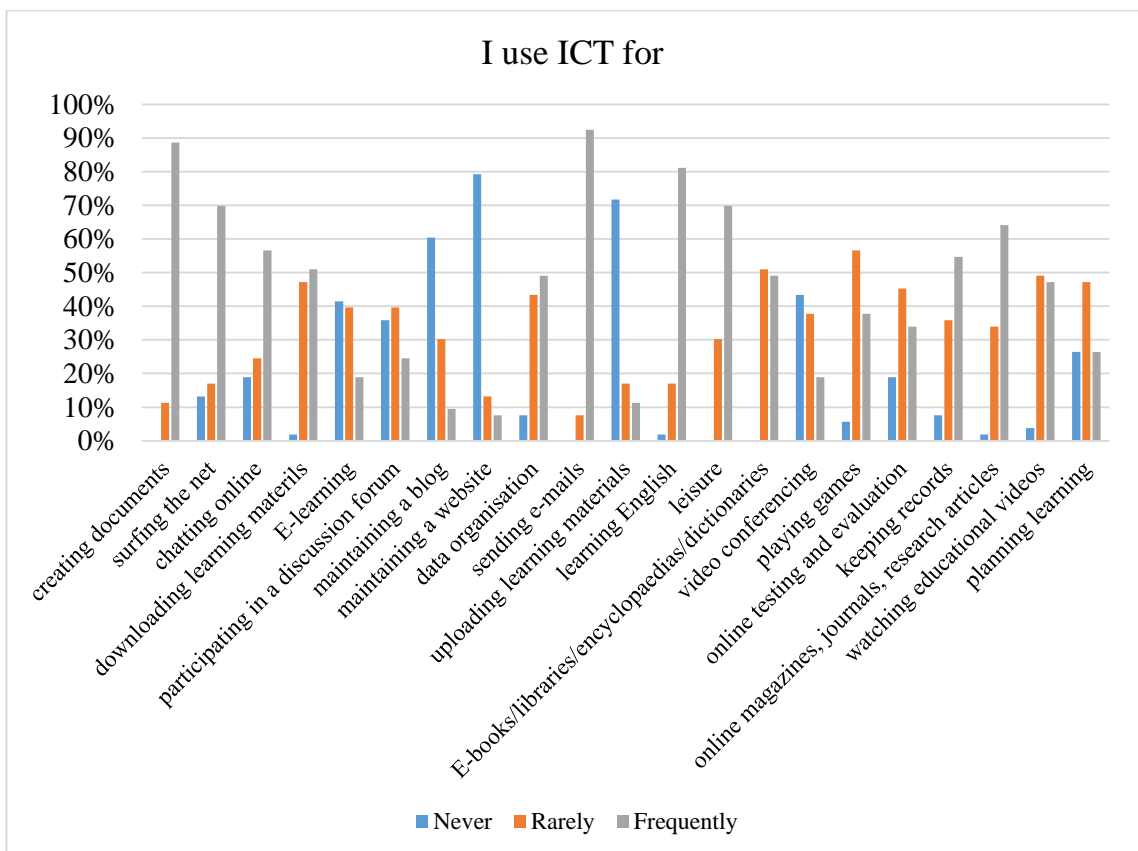


Figure 3.3.6 Purposes of Using Information Communication Technology

As illustrated in Figure 3.3.6, the purposes of the participants frequently using ICT varied from creating documents, leisure, data organisation, surfing the net, maintain a blog and website, E-learning, chatting online, and learning English to planning learning, with sending E-mails being the largest group (93 per cent) and creating documents the second largest group (87 per cent). With regard to using ICT for learning English which implies downloading and uploading learning materials and using various E-resources such as E-books, online dictionaries, magazines, etc., 81 per cent of the participants mentioned that they had frequently used a computer, 17 per cent of the participants had rarely used a computer and only one participant had never used a computer. As regards planning learning, 26 per cent of the participants mentioned that they had frequently used ICT, 47 per cent had rarely used ICT, whereas 26 per cent of the participants had never used ICT. Using ICT for online testing and evaluation, 34 per cent of the participants mentioned that they had frequently used it, 45 per cent of the participants had rarely used it, whereas 19 per cent of the participants had never used it. The data suggests that the participants frequently use ICT for various reasons, including learning, planning and evaluating their progress.

Section 3 of the Student Questionnaire: Learner Autonomy

The sixteen questions in Section 3 of the student questionnaire were developed to explore the participants' opinion on the benefits or drawbacks of the possession of the dimensions of learner autonomy in language learning and what enabled them to become effective language learners.

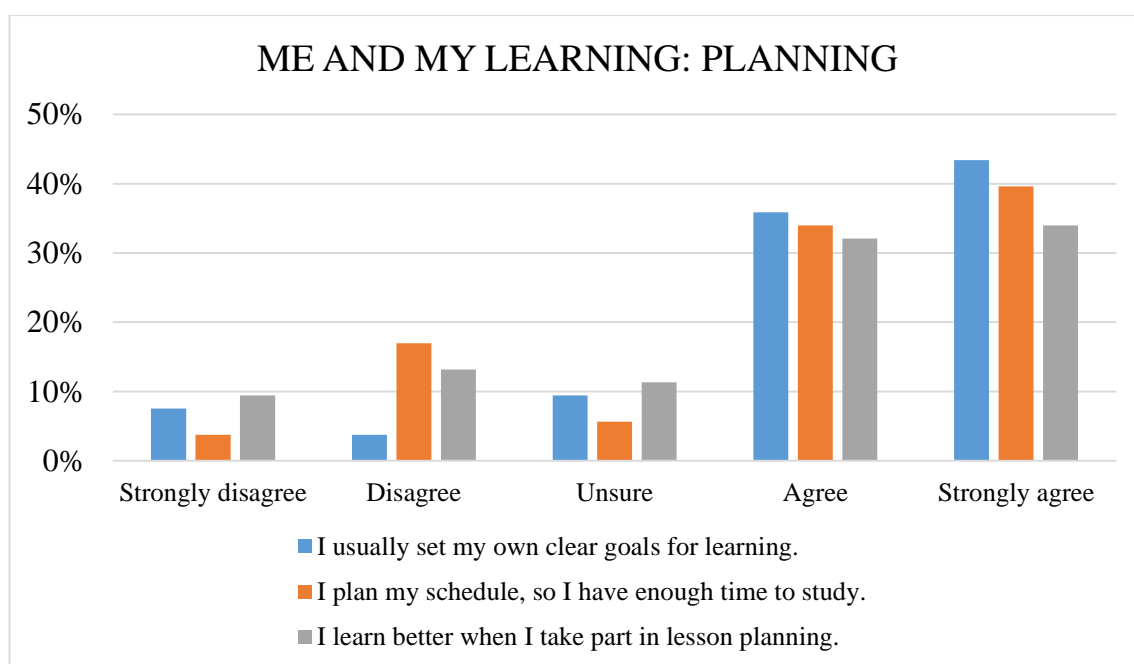


Figure 3.3.7 Participants' Language Learning within the Dimension "Planning"

As illustrated in Figure 3.3.7, with regard to the autonomy dimension “Planning” which implies setting learning goals, planning a learning schedule and participating in lesson planning, 73 per cent of the participants strongly agreed or agreed and only 18 per cent of the participants strongly disagreed or disagreed with the statement that they learnt better when they set learning goals, planned their learning schedule and participate in lesson planning, whereas only 9 per cent of the participants did not hold any opinion. The data suggests that the participants hold a strong opinion that planning learning is of paramount importance in language learning.

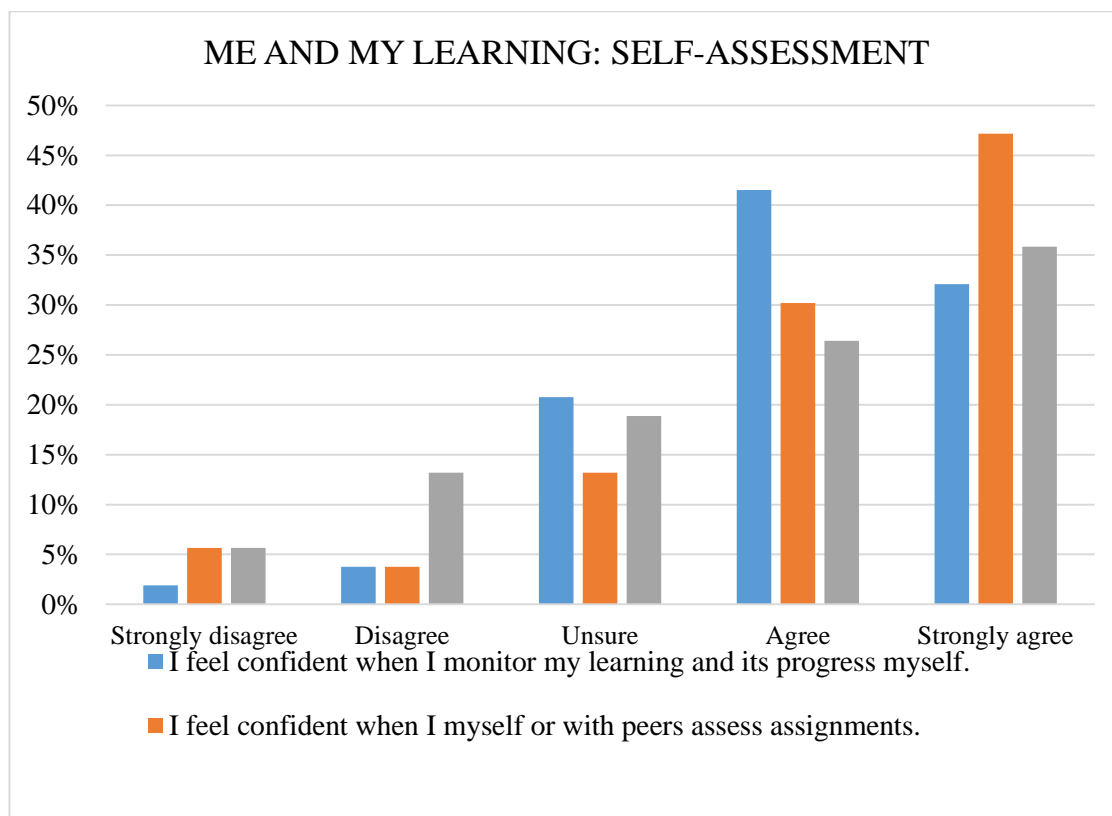


Figure 3.3.8 Participants’ Language Learning within the Dimension “Self-Assessment”

As illustrated in Figure 3.3.8, With regard to the autonomy dimension “Self-assessment”, the overwhelming majority, namely 73 per cent of the participants, strongly agreed or agreed and only 11 per cent of the participants strongly disagreed or disagreed with the statement that they felt confident when they monitored and evaluated their learning by themselves or with peers, whereas only 16 per cent of the participants did not hold any opinion. The data suggests that most of the participants’ self-confidence increases and thus language learning becomes more effective when they monitor and assess their learning themselves or together with their classmates.

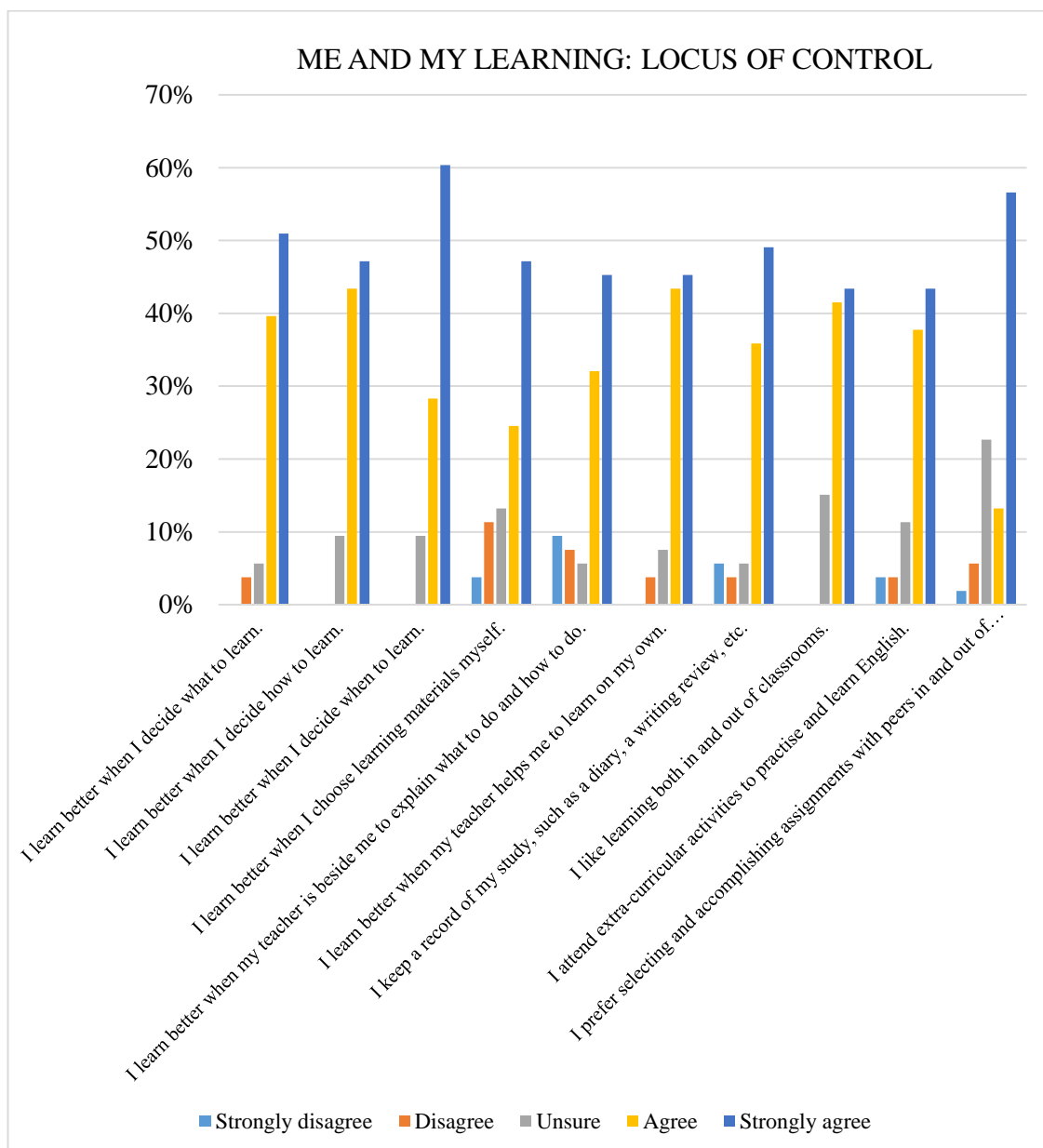


Figure 3.3.9 Participants’ Language Learning within the Dimension “Locus of Control”

As illustrated in Figure 3.3.9, as regards the autonomy dimension “Locus of control”, the vast majority, namely 84 per cent of the participants, strongly agreed or agreed and only 5 per cent of the participants strongly disagreed or disagreed with the statement that they learnt more effectively when they decided on the learning materials, tasks, in and out-of-classroom activities and topics, and whether to keep a learning record, whereas only 9 per cent of the participants did not hold any opinion. With regard to a teacher’s role, 77 per cent of the participants strongly agreed or agreed that a teacher should be beside to help them learn on their own and only 17 per cent of the participants held an opinion that teacher should be beside to explain to them what to do and how to do. The data suggests that most of the participants find holding control over their own

learning beneficial and they strongly believe that it enables them to feel confident and learn more effectively. They also see their teacher as a mere facilitator who encourages them to become an independent learner rather than a traditional teacher who is always beside them to explain what to do and how to do.

Section 3 of the Student Questionnaire: Learner Autonomy and Information Communication Technology

The fourteen questions in Section 3 of the student questionnaire were developed to explore the participants’ perspectives on the benefits of possessing the dimensions of learner autonomy in language learning using ICT (see Figure 3.3.10, Figure 3.3.11 and Figure 3.3.12).

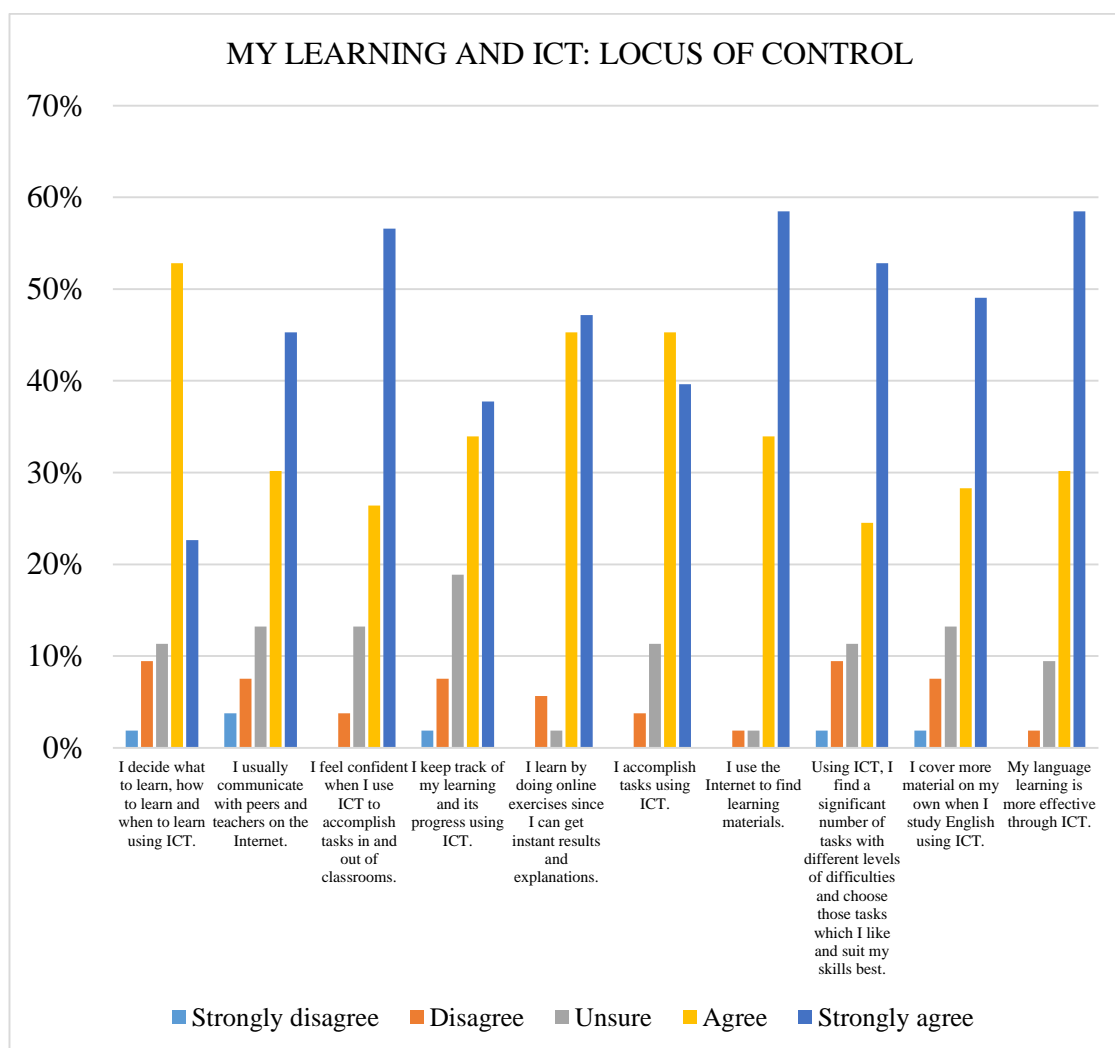


Figure 3.3.10 Participants’ Language Learning through ICT within the Dimension “Locus of Control”

As illustrated in Figure 3.3.10, with regard to gaining the autonomy dimension “Locus of control” which implies learners deciding what to learn, how to learn and when to learn, using ICT, 75 per cent of the participants strongly agreed or agreed and only 11

per cent of the participants strongly disagreed or disagreed with the statement that they decided what to learn, how to learn and when to learn using ICT, whereas only 14 per cent of the participants did not hold any opinion. With regard to using ICT to find learning materials, accomplish assignments, keep track of learning, do online exercises, and communicate with teachers and peers, 82 per cent of the participants strongly agreed or agreed and 9 per cent of the participants strongly disagreed or disagreed that they were more effective and feel more confident, whereas 9 per cent of the participants did not hold any opinion. The data suggests that most of the participants find ICT beneficial and they strongly believe that it enables them to feel confident and learn more effectively; moreover, they are also certain that they can find a substantial number of learning materials and cover them through ICT.

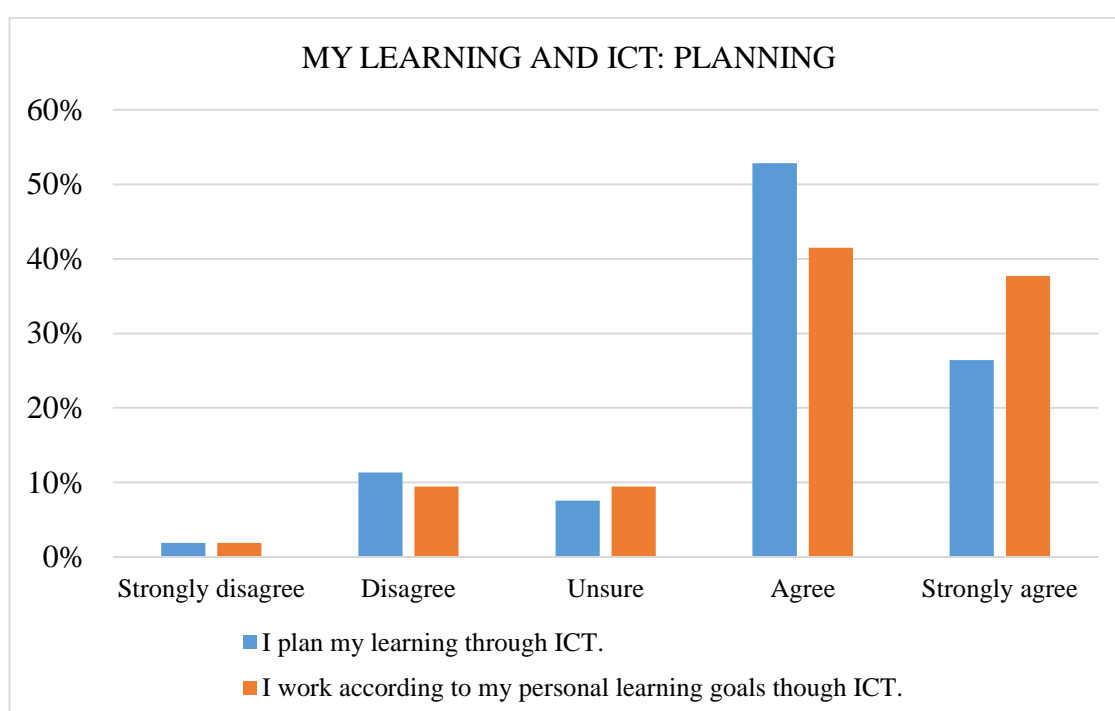


Figure 3.3.11 Participants’ Language Learning with ICT within the Dimension “Planning”

As illustrated in Figure 3.3.11, with regard to gaining the autonomy dimension “Planning” which implies planning own learning and working according to personal learning goals through ICT, 79 per cent of the participants strongly agreed or agreed and only 12 per cent of the participants strongly disagreed or disagreed with the statement that they planned their learning and worked according to their personal learning goals through ICT, whereas only 9 per cent of the participants did not hold any opinion. The data suggests that the participants hold a strong opinion that planning their own learning by using ICT enables them to work according to their personal learning goals more effectively.

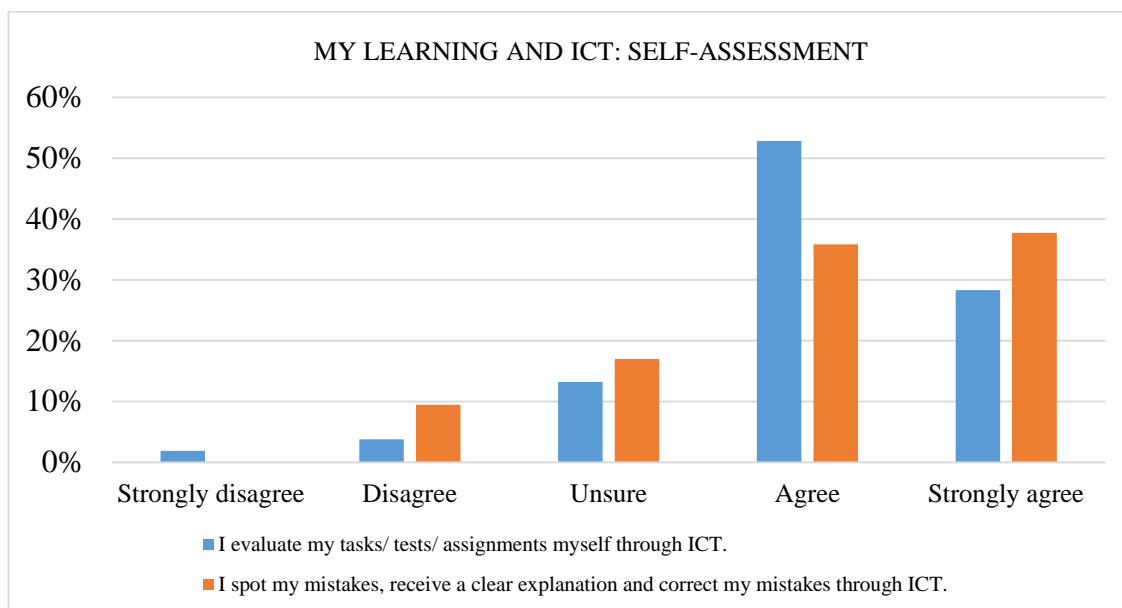


Figure 3.3.12 Participants’ Language Learning through ICT within the Dimension “Self-Assessment”

As illustrated in Figure 3.3.12, with regard to gaining the autonomy dimension “Self-assessment” which implies learners evaluating tasks, tests and assignments and identifying and correcting mistakes by themselves through ICT, 77 per cent of the participants strongly agreed or agreed and only 8 per cent of the participants strongly disagreed or disagreed with the statement that they evaluated their learning themselves through ICT, whereas only 15 per cent of the participants did not hold any opinion. The data suggests that most of the participants believe that they are able to accomplish self-assessment through ICT and that ICT enables them to become more self-confident and thus language learning becomes more effective.

Cumulative Conclusion of the Student Questionnaire

Having interpreted and analysed the responses received from the participants, the following conclusions can be drawn:

- The overwhelming majority of the participants do not possess the ability to set their own learning goals, plan learning and evaluate their progress; however, they are capable of identifying their own learning needs, strengths, and weaknesses, monitoring their progress and recognising and solving their problems in learning by themselves;
- Virtually all the participants are willing to take part in the decisions about lesson planning, the objectives of an entire course and the learning methods, whereas they do not participate in the decisions about how learning is assessed;

- The participants have frequently used ICT inside and outside the classroom for over five years;
- The participants use ICT for various reasons, such as downloading and uploading learning materials, using various E-resources, E-mailing, creating documents, communicating with teachers and peers, etc.;
- The participants rarely use ICT for self-assessment;
- The participants believe that they learn better when they set learning goals, plan their learning schedule and participate in lesson planning;
- The participants feel confident when they monitor and evaluate their learning by themselves or with peers;
- The participants learn more effectively when they decide on the learning materials, tasks, in and out-of-classroom activities, topics, and whether to keep a learning record;
- The participants see their teacher as a mere facilitator who encourages them to become an independent learner rather than a traditional teacher who is always beside them to explain what to do and how to do;
- The vast majority of the participants are certain that their self-confidence increases and thus language learning becomes more effective when they monitor and assess their learning themselves or together with their classmates;
- The participants hold a strong opinion that planning their own learning by using ICT enables them to work according to their personal learning goals; moreover, they believe that they are able to accomplish self-assessment through ICT and that it enables them to become more self-confident and thus language learning becomes more effective.
- The participants find ICT beneficial and they strongly believe that it enables them to feel confident and learn more effectively.

Following the detailed analysis of the above-mentioned statements, it can be concluded that virtually most of the learners of English profoundly believe that learner autonomy which implies learners deciding what to learn, how to learn and when to learn, setting goals and objectives of learning, monitoring progress, and carrying out self-assessment can be easily fostered using the CALL method.

Teacher Questionnaire

The second questionnaire for teachers of English (see Appendix 2), who had been applying the CALL method in teaching English for at least three years, was adapted from the Learner Autonomy Questionnaire (henceforth LAQ) by Borg and Al-Busaidi (2012), with the aim to explore whether they promoted learner autonomy and to what extent, for what they used ICT and how often, and whether ICT enabled them to help their learners gain learner autonomy. The main features of the learner questionnaires are as follows:

- The questionnaire was created using the online survey platform “Google Form” that teachers could access from anywhere and respond only once after being given or sent a link over email;
- The items of the questionnaire were selected with regard to the dimensions of learner autonomy (see Subchapter 3.2);
- Section 1 was developed to obtain the general information about the respondents’ gender, years of experience as an English language teacher, years of experience in using ICT, and their students’ educational background;
- Section 2 was designed to explore whether the respondents’ promoted learner autonomy and to what extent, how often they used a computer inside and outside the classroom in teaching English and for what they used ICT. For Questions 1 and 2, the respondents were asked to select all the statements that applied and mark them based on their agreement or disagreement. For question 6, the respondents were asked to select all the answers that applied and mark them based on for what and how often they used ICT;
- Section 3 with twenty-one questions was developed to explore participants’ perspectives on learners possessing learner autonomy. Although the LAQ consists of thirty-seven questions, only twenty-one questions which corresponded to the dimensions of learner autonomy selected for the current research (see Table 3.3.2) were adapted. The respondents were asked to select all the statements that applied and mark them based on their agreement or disagreement;
- Section 4 with fifteen rating scale questions was designed to explore whether ICT enabled learners to gain learner autonomy and to what extent. The respondents were asked to select all the statements that applied and mark them based on their agreement or disagreement.

The distribution of the questions with regard to learner autonomy and the CALL method as a tool to facilitate learner autonomy is as follows (see Table 3.3.2):

Table 3.3.2 Learner Autonomy and CALL Related Questions in the Teacher Questionnaire

Dimensions of Learner Autonomy	Learner Autonomy Related Question	CALL Related Question
Locus of control	Section 2: 1, 2 Section 3: 1, 2, 3, 6, 7, 8, 9, 10, 13, 16	Section 2: 5 Section 4: 2, 3, 4, 5, 6, 7, 8
Planning	Section 2: 1, 2 Section 3: 4, 5	Section 2: 5 Section 4: 1, 9
Self-assessment	Section 2: 1, 2 Section 3: 11, 12, 15, 16	Section 2: 5 Section 4: 10, 13
	Teachers' perspectives Section 3: 17, 18, 19, 20, 21	Teachers' perspectives Section 4: 11, 12, 14, 15

Teacher Questionnaire Data Analysis and Interpretation

A total of 31 university teachers participated in the study and filled in the questionnaire on Google Form (see Appendix 2). The data received through the teacher questionnaire and its interpretations are as follows:

Section 1 of the Teacher Questionnaire

The aim of the three questions of Section 1 was to explore the participant's gender and years of experience as an English teacher (see Figure 3.3.13).

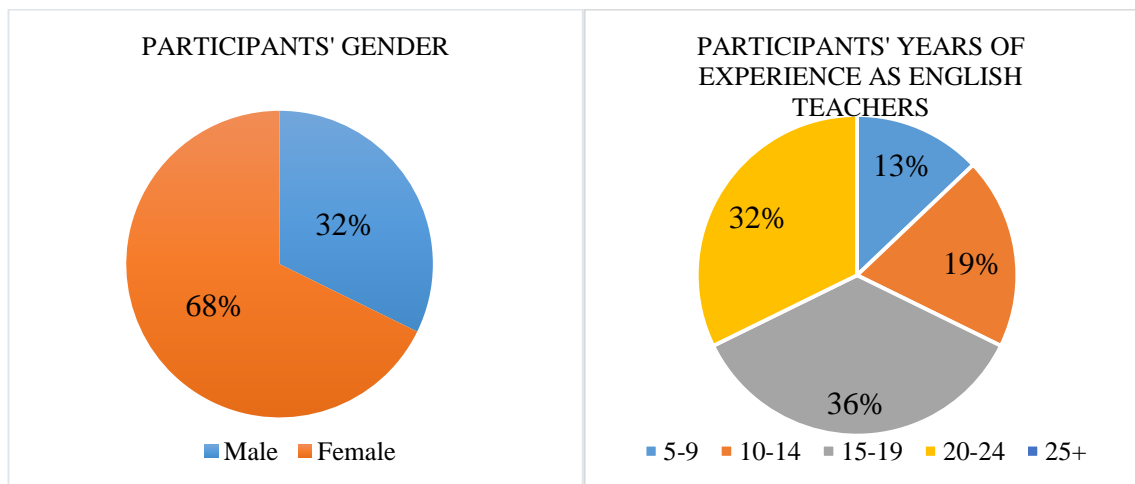


Figure 3.3.13 Participants' Gender and Years of Experience as a Teacher of English

As illustrated in Figure 3.3.13, male and female teachers were fairly represented in this study. Of 31 participants, 21 were female and 10 male. Since the questionnaire was administered in the university, the participants' experience in English language teaching varied from 5-9 years to 20-24 years, with 15-19 years being the largest group (36 per cent). The data varies a great deal which provides evidence that the theme of the research can be appealed to a significant number of both male and female teachers.

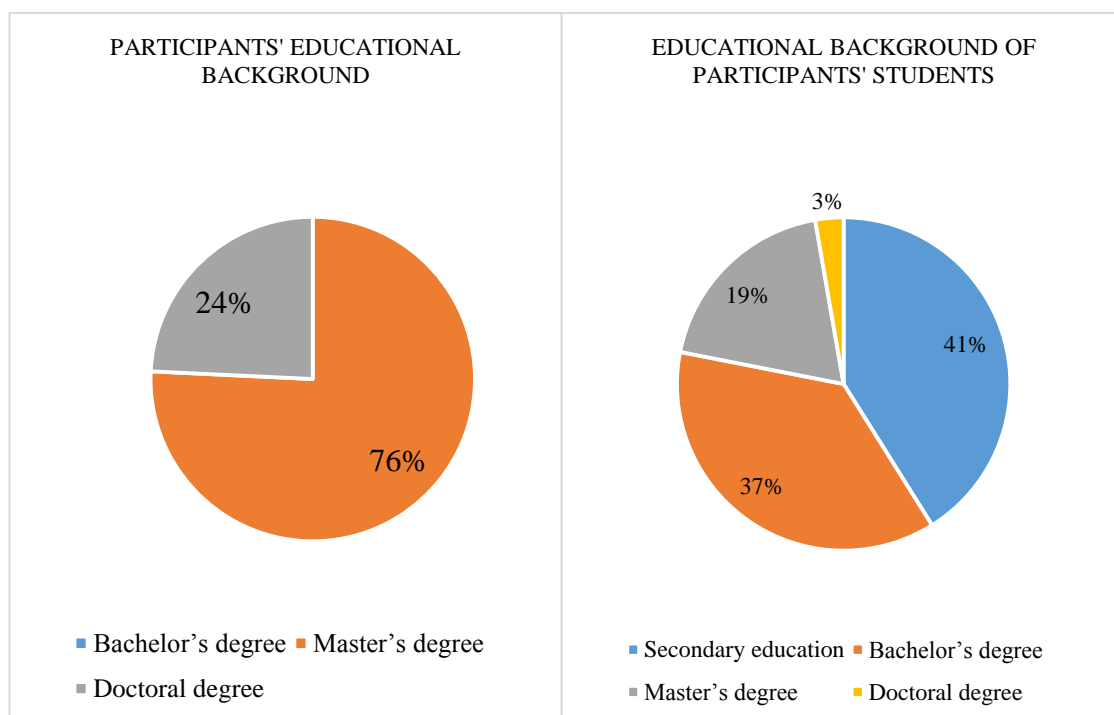


Figure 3.3.14 Participants' and their Learners' Educational Background

As illustrated in Figure 3.3.14, 76 per cent of the participants held a master's degree and 24 per cent of the participants held a doctoral degree. Since the questionnaire was administered in the university, the educational background of the participants' students varied from secondary education to doctoral degree, with the students having secondary education being the largest group (41 per cent) and doctoral degree being the smallest group (3 per cent). The data shows that both the teachers and the students are well-educated and computer-literate, and therefore they should be acquainted with all the features of modern ICT and able to apply it in teaching the English language.

Section 2 of the Teacher Questionnaire: Learner Autonomy

Section 2 of the teacher questionnaire was developed to explore whether the participants encouraged and involved their students in the decisions about language learning to promote learner autonomy.

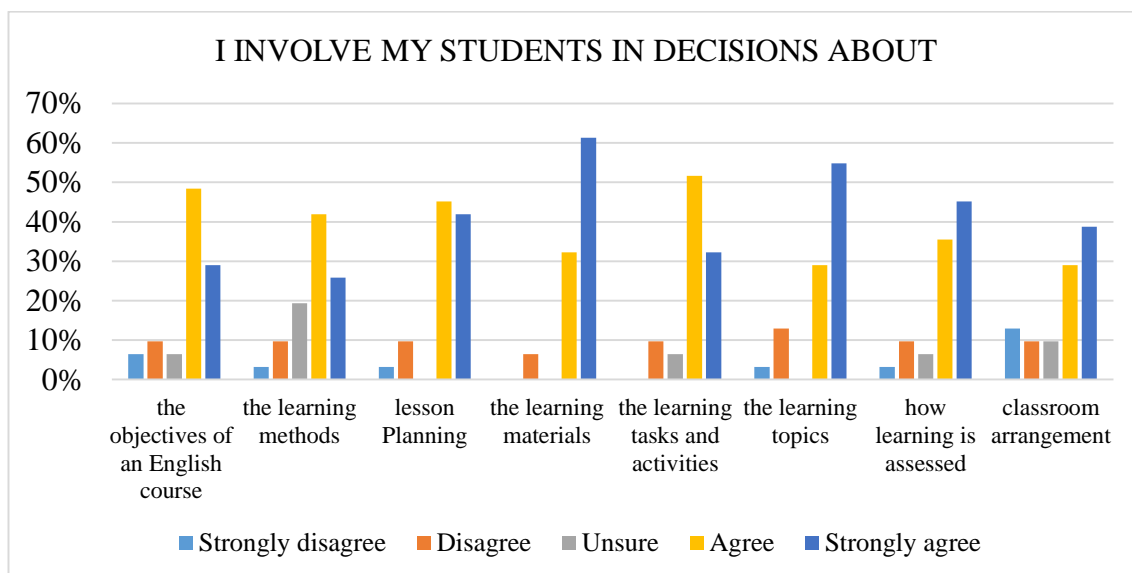


Figure 3.3.15 Participants’ Commitment to Involve Students in Decisions about Language Learning to Promote Autonomy

As illustrated in Figure 3.3.15, the first question in Section 2 was asked to explore whether the participants involved their students in making decisions about their language learning to promote autonomy. With regard to the autonomy dimension “Planning”, 74 per cent of the participants strongly agreed or agreed and only 19 per cent of the participants strongly disagreed or disagreed with the statement that they involved their students in the decisions about lesson planning, the objectives of an entire course and the learning methods, whereas only 7 per cent of the participants did not hold any opinion. As regards the autonomy dimension “Locus of control”, 82 per cent of the participants strongly agreed or agreed and only 14 per cent of the participants strongly disagreed or disagreed with the statement that they involved their students in the decisions about the learning materials, tasks, activities and topics and the classroom arrangement, whereas only 4 per cent of the participants did not hold any opinion. With regard to the autonomy dimension “Self-assessment”, 81 per cent of the participants strongly agreed or agreed and only 13 per cent of the participants strongly disagreed or disagreed with the statement that they involved their students in the decision about how learning was assessed, whereas only 6 per cent of the participants did not hold any opinion. The data shows that most of the participants involve their students in the decisions about how learning is and should be evaluated. Having analysed the data, it should be mentioned that most of the participants believe that students’ involvement in the decisions about planning, monitoring and assessing is of paramount importance and can lead students to gain learner autonomy.

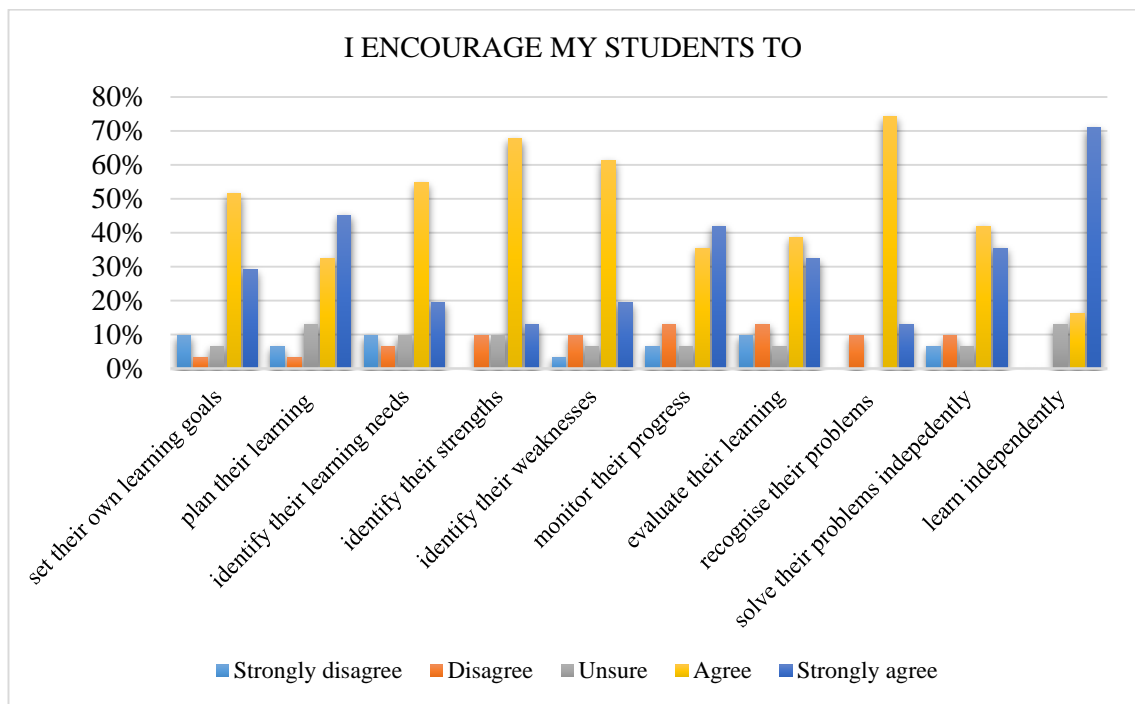


Figure 3.3.16 Participants' Commitment to Encourage Students in Decisions about Language Learning to Gain Autonomy

As illustrated in Figure 3.3.16, the second question in Section 2 was asked to explore whether the participants encouraged their students to identify their learning needs, set their learning goals, identify their strengths and weaknesses, monitor their learning progress, and evaluate their learning to possess learner autonomy. With regard to the autonomy dimension “Planning”, 79 per cent of the participants strongly agreed or agreed and 11 per cent of the participants strongly disagreed or disagreed with the statement that they encouraged their students to set their own learning goals and plan learning, whereas only 10 per cent of the participants did not hold any opinion. The data suggests that the participants encourage their students to possess the autonomy dimension “Planning”. As regards the autonomy dimension “Locus of control”, only 11 per cent of the participants strongly disagreed or disagreed and 81 per cent of the participants strongly agreed or agreed with the statement that they encouraged their students to identify their own learning needs, strengths, and weaknesses, monitor their progress, recognise and solve their problems in learning by themselves, and learn independently, whereas only 8 per cent of the participants did not hold any opinion. The data shows that most of the participants encourage their learners to control their learning. With regard to the autonomy dimension “Self-assessment”, 74 per cent of the participants strongly agreed or agreed and only 20 per cent of the participants strongly disagreed or disagreed with the statement that they encouraged their students to evaluate their learning by themselves,

whereas only 6 per cent of the participants did not hold any opinion. The data suggests that most of the participants encourage their students to plan, monitor and evaluate their learning by themselves to help them gain learner autonomy.

Section 2 of the Teacher Questionnaire: Information Communication Technology

To explore whether the CALL method facilitates learner autonomy, the computer related questions such as the participant's years of experience in using ICT in language teaching, how often the participant uses a computer inside and outside the classroom in language teaching and for what the participant uses ICT in Section 2 are of paramount importance (see Figure 3.3.17, Figure 3.3.18 and Figure 3.3.19).

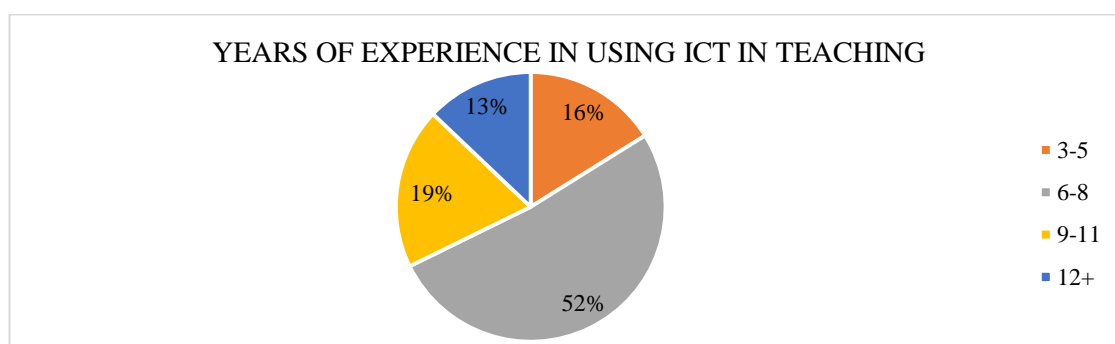


Figure 3.3.17 Participants' Years of Experience in Using ICT

As illustrated in Figure 3.3.17, the participants' experience in using ICT varied from 3-5 years to over 12 years, with 6-8 years being the largest group (52 per cent), which confirmed that the participants were accustomed to using modern ICT and that they had been applying ICT in teaching English for three and more years.

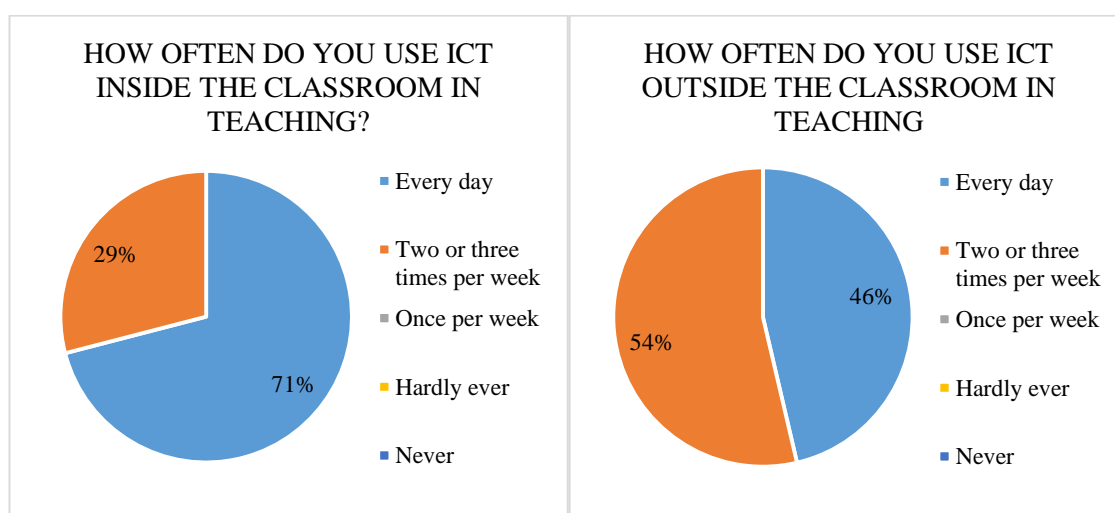


Figure 3.3.18 Frequency of the Participants Using ICT Inside and Outside the Classroom

As illustrated in Figure 3.3.18, the frequency of the participants using ICT inside the classroom varied from every day to two or three times per week, with every day being the largest group (71 per cent), whereas the frequency of the participants using ICT

outside the classroom was slightly different with 54 per cent being the largest group of the participants mentioning that they used a computer two or three times per week. The data suggests that most of the participants use a computer inside and outside the classroom in teaching English on a regular basis.

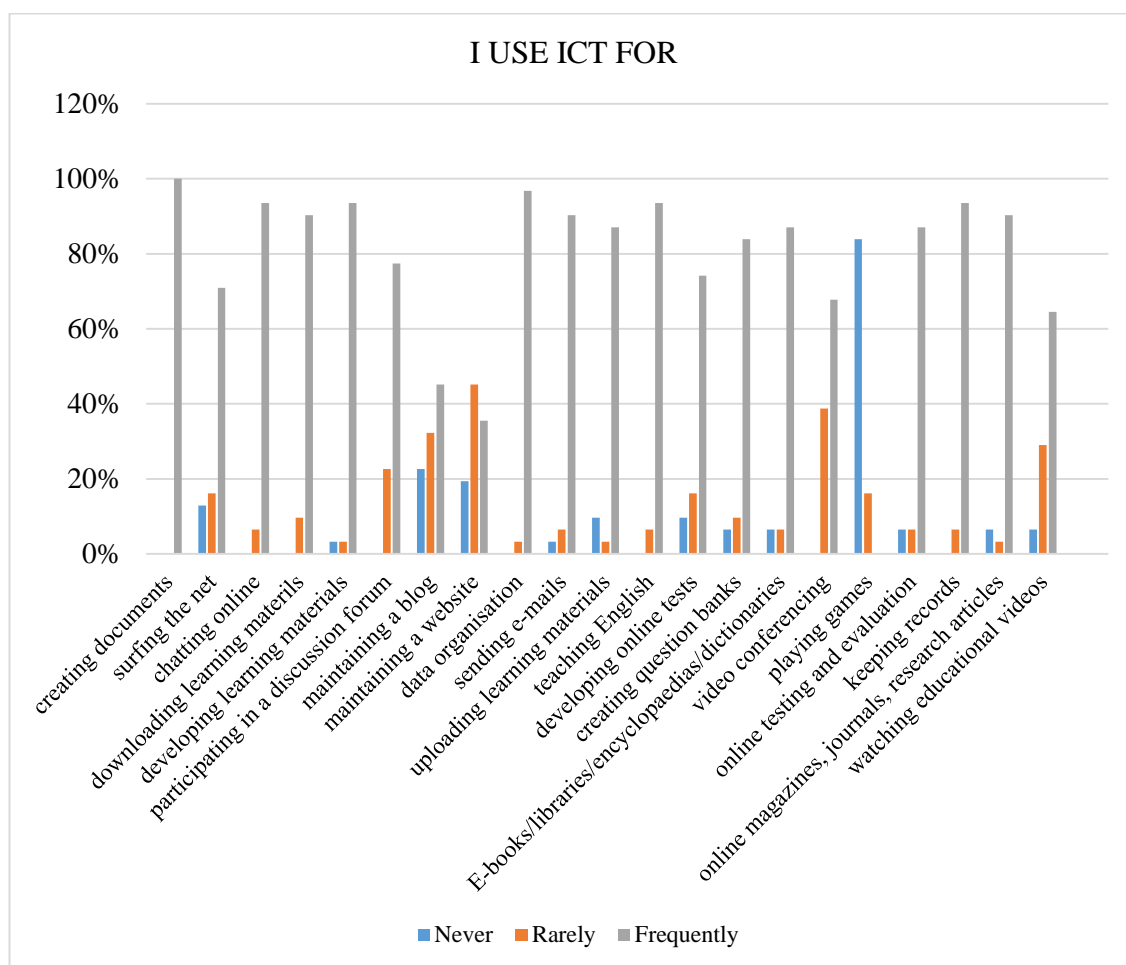


Figure 3.3.19 Purposes of the Participants using Information Communication Technology

As illustrated in Figure 3.3.19, the purposes of the participants frequently using ICT varied from creating documents, developing, downloading and uploading learning materials, data organisation, surfing the net, maintaining a blog and website, creating question banks, online testing and evaluation, keeping records, and chatting online to teaching English, with sending data organisation being the largest group (97 per cent) and developing learning materials, teaching English, and keeping records the second largest group (94 per cent). With regard to using ICT for teaching English which implies developing and uploading learning materials, using various E-resources such as E-books, online dictionaries, magazines, creating question banks, and keeping records, 89 per cent of the participants mentioned that they had frequently used a computer, 7 per cent of the participants had rarely used a computer and only 4 per cent of the participants had never

used ICT. Using ICT for online testing and evaluation, 87 per cent of the participants mentioned that they had frequently used it, 6 per cent of the participants had rarely used it, whereas 7 per cent of the participants had never used it. The data suggests that the participants involve students gaining autonomy through ICT since the participants frequently use ICT for developing and using online learning materials in and out of classrooms, evaluating students' learning and communicating with their students.

Section 3 of the Teacher Questionnaire: Learner Autonomy

The twenty-one questions in Section 3 of the teacher questionnaire were developed to explore the participants' opinion on which students' abilities and involvement in which learning activities enabled students to gain learner autonomy. The last five questions were developed to learn the participants' perspectives on learner autonomy in general (see Figure 3.3.20, Figure 3.3.21, Figure 3.3.22, and Figure 3.3.23).

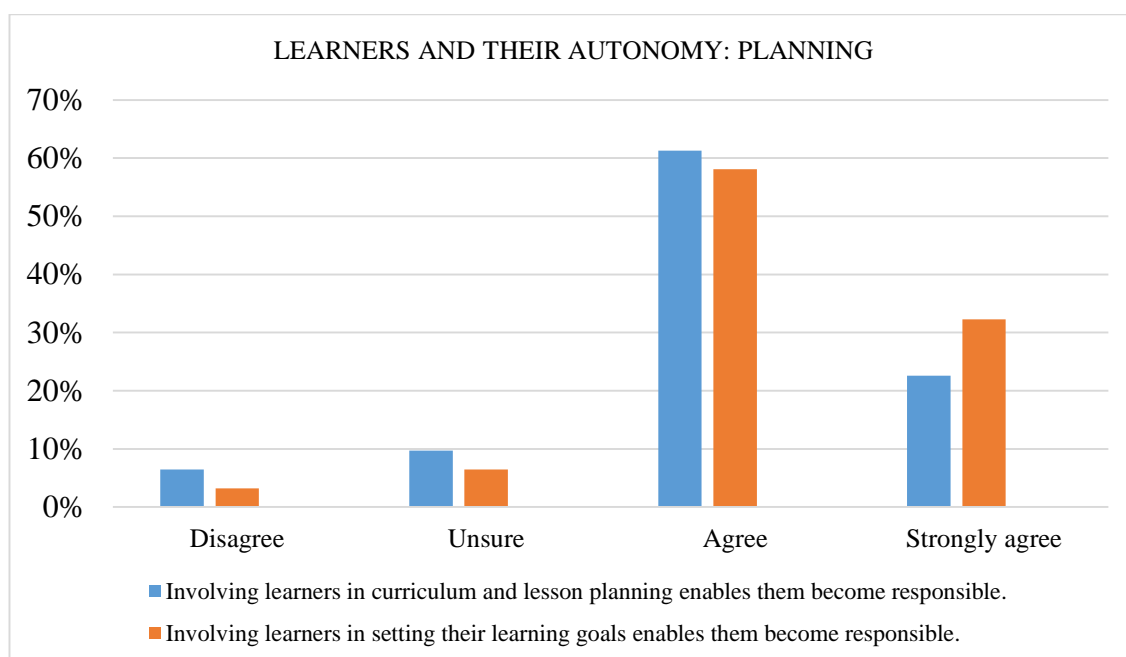


Figure 3.3.20 Participants' Perspectives on the Autonomy Dimension "Planning"

As illustrated in Figure 3.3.20, with regard to the autonomy dimension "Planning" which implies setting learning goals and curriculum and lesson planning, 87 per cent of the participants strongly agreed or agreed and only 5 per cent of the participants strongly disagreed or disagreed with the statement that setting learning goals and planning the curriculum and lessons enabled students to become more responsible, whereas only 8 per cent of the participants did not hold any opinion. The data suggests that the participants hold a strong opinion that planning learning is of paramount importance in becoming responsible for own learning and thus a step forward towards gaining autonomy.

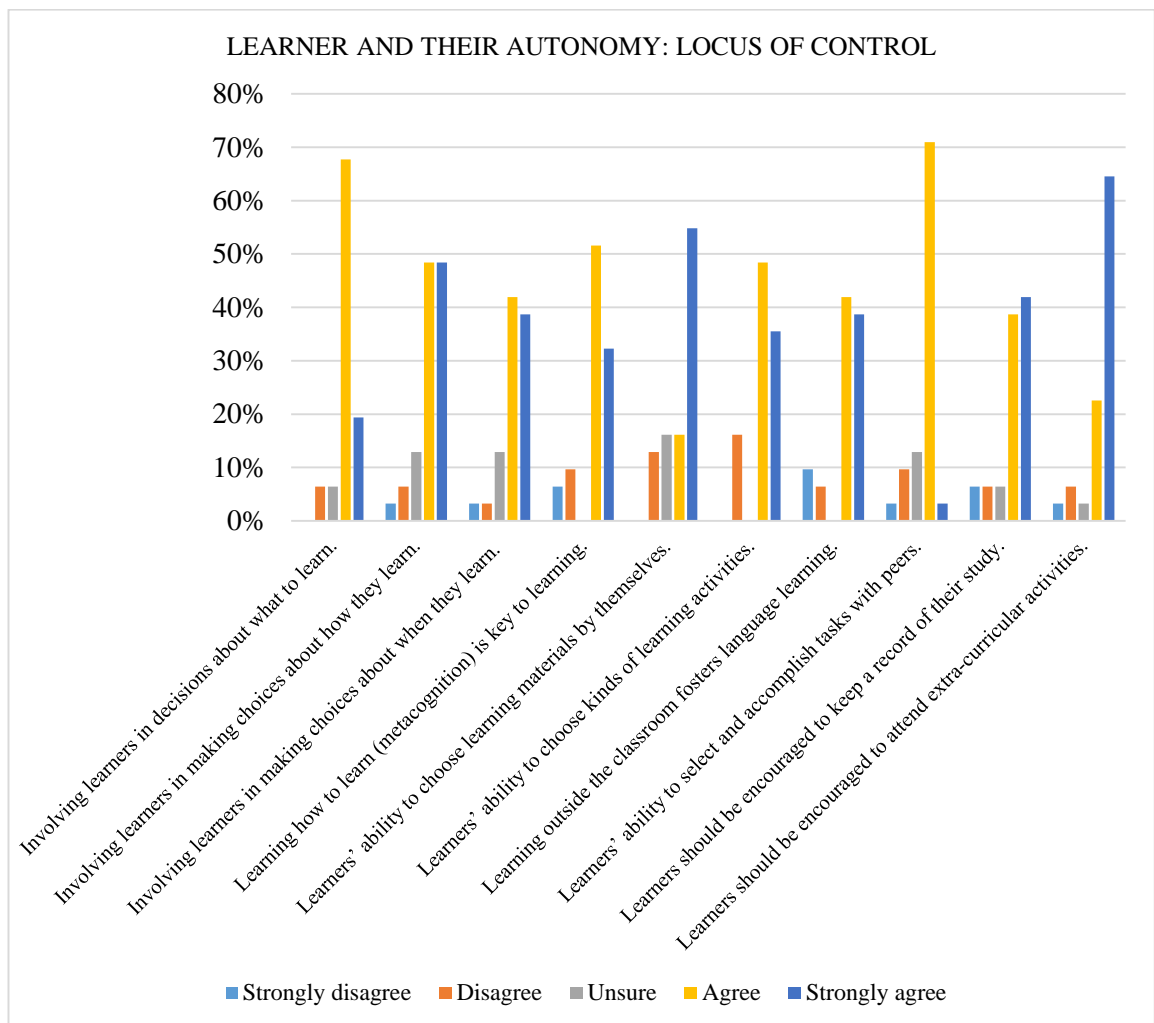


Figure 3.3.21 Participants’ Perspectives on the Autonomy Dimension “Locus of Control”

As illustrated in Figure 3.3.21, as regards the autonomy dimension “Locus of control”, 78 per cent of the participants strongly agreed or agreed and only 18 per cent of the participants strongly disagreed or disagreed with the statement that learners’ ability to choose learning materials and kinds of learning activities by themselves and to select and accomplish tasks with peers in and out of classrooms fostered learner autonomy, whereas only 4 per cent of the participants did not hold any opinion. With regard to a teacher’s role in promoting learner autonomy, 86 per cent of the participants strongly agreed or agreed and only 10 per cent of the participants strongly disagreed or disagreed that a teacher should involve learners in the decisions about what, how and when to learn and encourage them to keep a record of their learning and do extra-curricular activities, whereas 4 per cent of the participants did not hold any opinion. The data suggests that most of the participants believe that the learners’ ability to hold control over their own learning enables them to feel confident and learn more effectively; moreover, the

participants see their role as facilitators who involve their learners in the decisions about controlling over learning and encourage them to become independent learners.

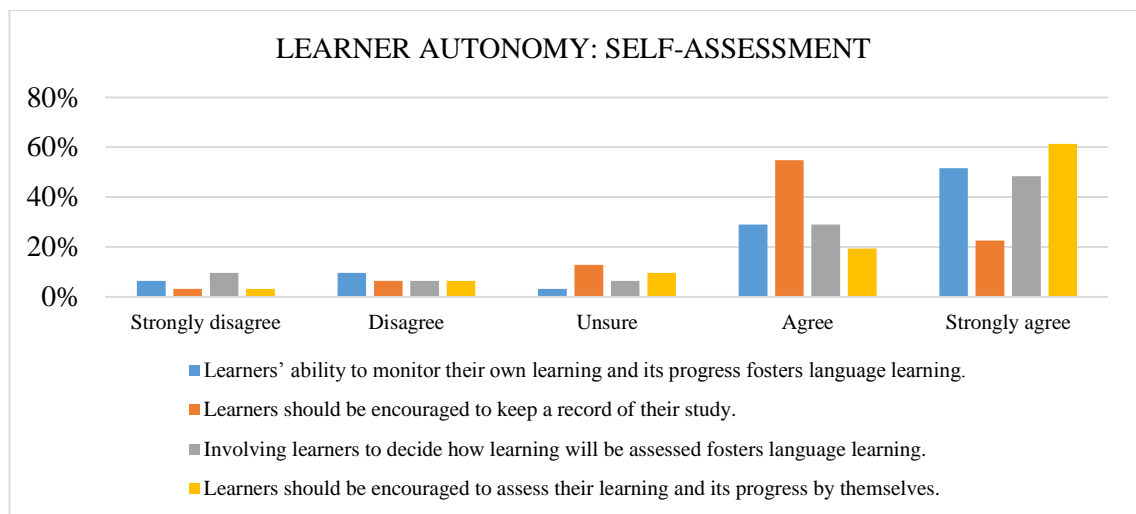


Figure 3.3.22 Participants' Perspectives on the Autonomy Dimension "Self-assessment"

As illustrated in Figure 3.3.22, with regard to the autonomy dimension "Self-assessment", 79 per cent of the participants strongly agreed or agreed and only 8 per cent of the participants strongly disagreed or disagreed with the statement that students should be encouraged to keep a record of their study and monitor and evaluate their learning by themselves, whereas only 3 per cent of the participants did not hold any opinion. The data suggests that most of the participants strongly believe that teachers should encourage students to keep a record and assess their learning by themselves since it fosters language learning and thus a step forward towards learner autonomy.

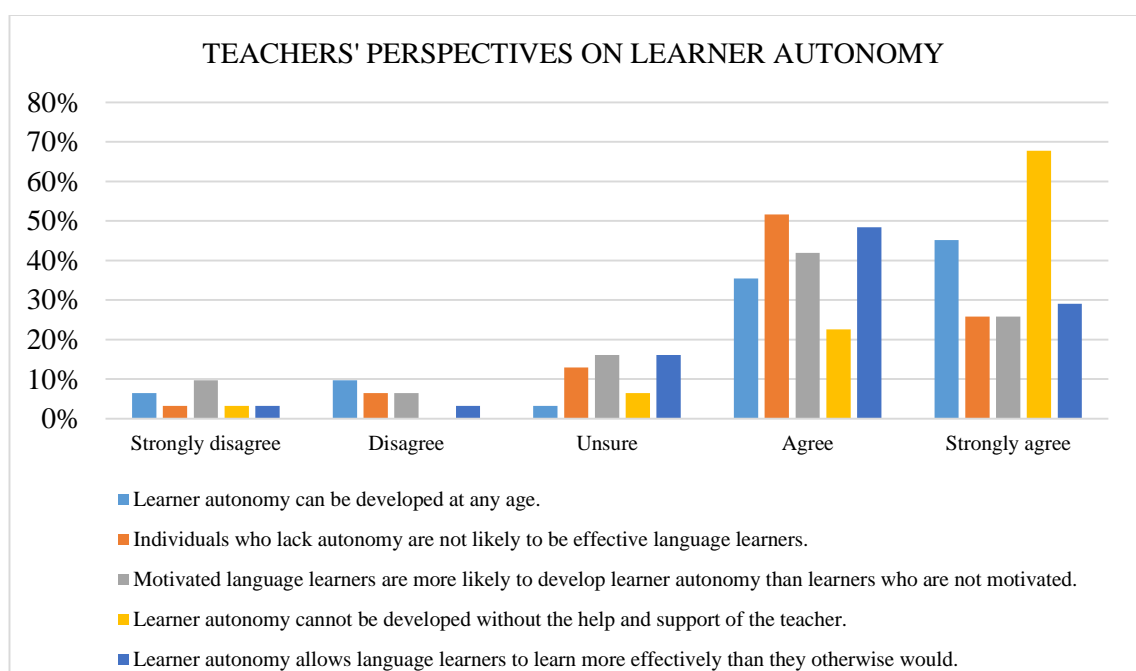


Figure 3.3.23 Participants' Perspectives on Learner Autonomy

As illustrated in Figure 3.3.23, as regards the participants' general perspectives on learner autonomy, 74 per cent of the participants strongly agreed or agreed and only 16 per cent of the participants strongly disagreed or disagreed that learner autonomy could be developed at any age and that motivated learners were more likely to develop learner autonomy, whereas 10 per cent of the participants did not hold any opinion. With regard to the role of a teacher in developing learner autonomy, 90 per cent of the participants strongly agreed or agreed and only one participant strongly disagreed that learner autonomy could not be developed without the help and support of a teacher, whereas 6 per cent of the participants did not hold any opinion. As regards the effectiveness of learner autonomy, 84 per cent of the participants strongly agreed or agreed and 8 per cent of the participants strongly disagreed or disagreed that learner autonomy allowed learners to learn more effectively, whereas 8 per cent of the participants did not hold any opinion. The data suggests that the participants profoundly believe that learner autonomy enables learners to become effective learners and it can be developed at any age under the supervision of a teacher.

Section 3 of the Teacher Questionnaire: Learner Autonomy and ICT

The fifteen questions in Section 3 of the teacher questionnaire were developed to explore the participants' perspectives on the implementation of ICT to foster learner autonomy (see Figure 3.3.24, Figure 3.3.25 and Figure 3.3.26).

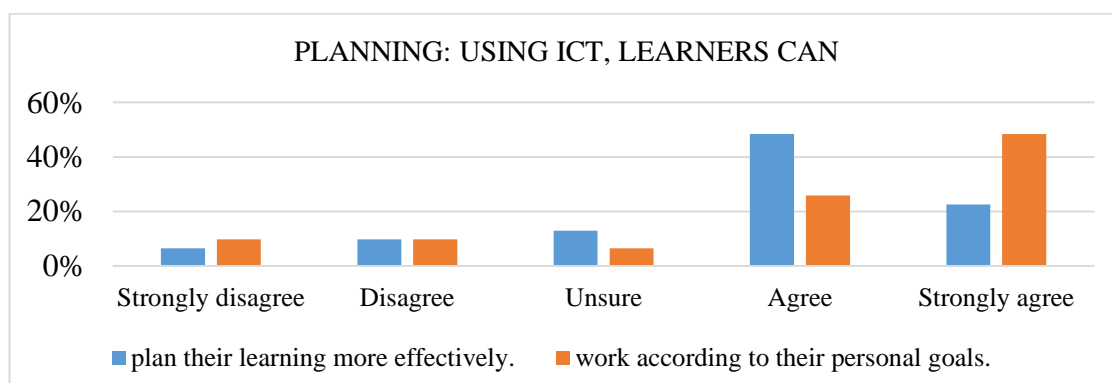


Figure 3.3.24 Participants' Perspectives on Learner Autonomy Dimension "Planning" with ICT

As illustrated in Figure 3.3.24, with regard to the participants' perspectives on the learner autonomy dimension "Planning" with ICT, 73 per cent of the participants strongly agreed or agreed and only 18 per cent of the participants strongly disagreed or disagreed with the statement that using ICT, learners could plan their learning and work according to their personal goals, whereas only 9 per cent of the participants did not hold any opinion. The data suggests that the participants hold a strong opinion that ICT enables

learners to plan learning and work according to the personal learning goals more effectively and thus a step forward towards learners gaining autonomy.

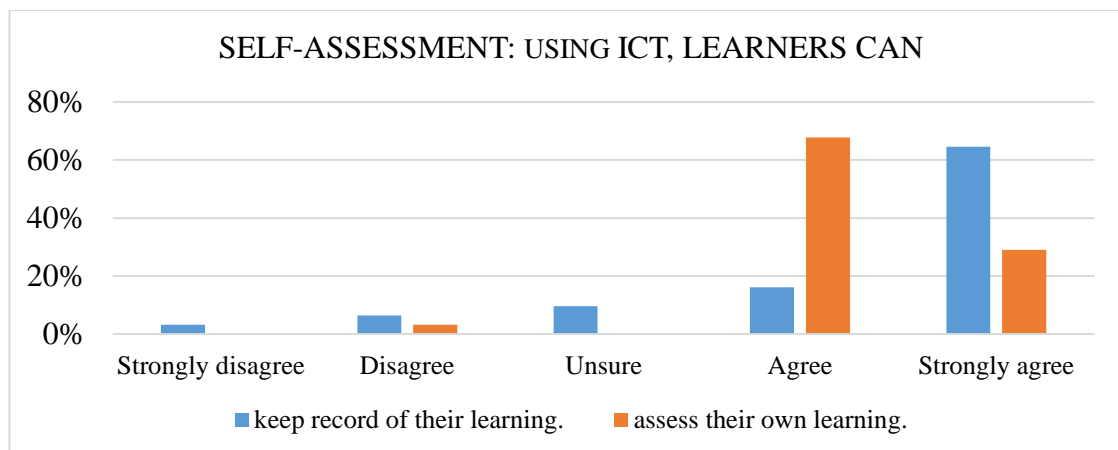


Figure 3.3.25 Participants’ Perspectives on Learner Autonomy Dimension “Self-assessment” with ICT

As illustrated in Figure 3.3.25, with regard to the participants’ perspectives on the learner autonomy dimension “Self-assessment” with ICT, 87 per cent of the participants strongly agreed or agreed and only 7 per cent of the participants strongly disagreed or disagreed with the statement that using ICT, learners could keep a record and assess their own learning, whereas only 6 per cent of the participants did not hold any opinion. The data suggests that most of the participants profoundly believe that ICT enables learners to accomplish self-assessment and thus a step forward towards learners gaining autonomy.

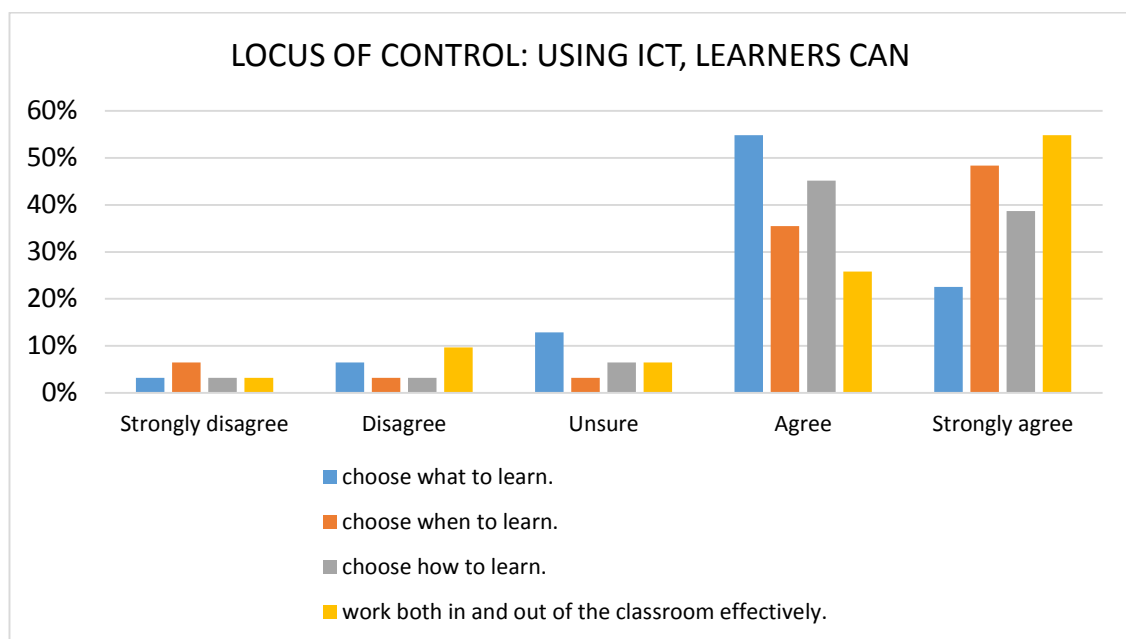


Figure 3.3.26 Participants’ Perspectives on Learner Autonomy Dimension “Locus of Control” with ICT

As illustrated in Figure 3.3.26, with regard to the participants' perspectives on the learner autonomy dimension "Locus of Control" with ICT, 82 per cent of the participants strongly agreed or agreed and only 9 per cent of the participants strongly disagreed or disagreed with the statement that using ICT, learners could decide what to learn, how to learn and when to learn, whereas only 9 per cent of the participants did not hold any opinion. With regard to using ICT to work both in and out of the classroom effectively, 81 per cent of the participants strongly agreed or agreed and 13 per cent of the participants strongly disagreed or disagreed, whereas 6 per cent of the participants did not hold any opinion. The data suggests that most of the participants strongly believe that ICT enables learners to feel confident and learn more effectively. They are also certain that they can find a substantial number of learning materials and cover them through ICT both in and out of the classroom.

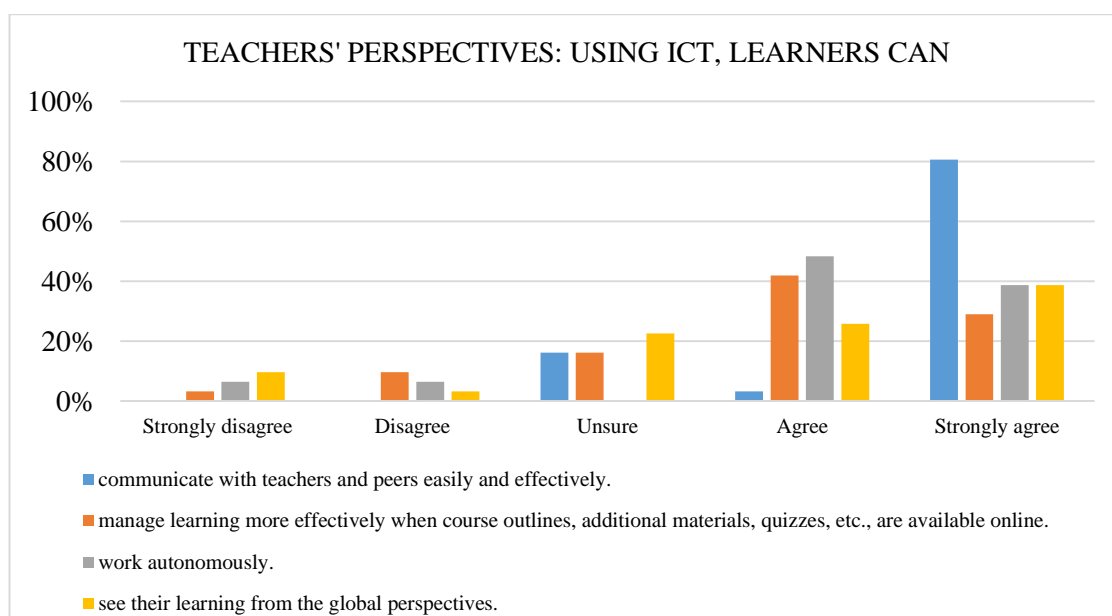


Figure 3.3.27 Participants' Perspectives on Learner Autonomy with ICT

As illustrated in Figure 3.3.27, with regard to the participants' perspectives on the learner autonomy with ICT in general, 87 per cent of the participants strongly agreed or agreed and only 13 per cent of the participants strongly disagreed or disagreed with the statement that using ICT, learners could work autonomously. With regard to using ICT to communicate with teachers and peers easily and manage learning more effectively, 78 per cent of the participants strongly agreed or agreed and 13 per cent of the participants strongly disagreed or disagreed, whereas 9 per cent of the participants did not hold any opinion. As regards the learners seeing their learning from the global perspectives by using ICT, 65 per cent of the participants strongly agreed or agreed and only 13 per cent

of the participants strongly disagreed or disagreed with the statement, whereas 22 per cent of the participants did not hold any opinion. The data suggests that most of the participants strongly believe that ICT enables learners to work autonomously since they can communicate with teachers and peers easily and thus manage learning more effectively.

Cumulative Conclusion of the Teacher Questionnaire

Having interpreted and analysed the responses received from the participants, the following conclusions can be drawn:

- The vast majority of the participants involve their learners in the decisions about planning, monitoring and assessing which can lead students to gain autonomy;
- Virtually all the participants encourage their students to identify their own learning needs, strengths, and weaknesses, monitor their progress, recognise and solve their problems in learning by themselves, and learn independently;
- Not only do the participants believe that setting learning goals and planning the curriculum and lessons enable students to become more responsible, but they are also certain that the learners' ability to hold control over their own learning enables them to feel confident and learn more effectively;
- The overwhelming majority of the participants are certain that teachers should encourage students to assess their learning by themselves since it fosters language learning and thus a step forward towards learner autonomy;
- The participants see their role as facilitators who involve their learners in the decisions about controlling over their learning and encourage them to become independent learners;
- Learner autonomy enables learners to become effective learners and it can be developed at any age under the supervision of a teacher;
- ICT enables learners to plan learning and work according to the personal learning goals more successfully, to accomplish self-assessment, to feel confident and learn more effectively since they can find a substantial number of learning materials and cover them through ICT both in and out of the classroom, to work autonomously since they can communicate with teachers and peers easily and thus manage learning more effectively, and to see their learning from the global perspectives

Following the detailed analysis of the above-mentioned statements, it can be concluded that virtually all the teachers of English profoundly believe that learner autonomy which implies learners deciding what to learn, how to learn and when to learn,

setting goals and objectives of learning, monitoring progress, and carrying out self-assessment can be easily fostered using the CALL method.

3.4 English Teacher Interview

To gain insights into different perspectives on learner autonomy through the CALL method, six English Teachers who had been working for RTU Riga Business School for at least three years and who had been applying ICT in teaching English were interviewed (see Appendix 3). As an integral part of the research, an in-depth structured interview as a qualitative data collection method was selected since according to McLeod (2014), a structured interview is a formal interview with a fixed set of questions and the interviewer does not diverge from the agenda and plan of the interview.

Interview Procedure and Features

In order to conduct the interviews, the following steps were taken:

- Step 1: To develop the questions of the interview, a great deal of research on learner autonomy and the CALL method was conducted.
- Step 2: To determine whether the questions of the interview were comprehensible, before conducting the interviews, the questions were piloted with two English teachers and based on their feedback and reflection some questions were removed and some questions were re-phrased.
- Step 3: Eight interviewees who had been working as English teachers for RTU Riga Business School for at least three years and using the CALL method in their English teaching were drawn up.
- Step 4: The potential interviewees were contacted in person and explained the aim, timing and procedure of the interview.
- Step 5: The time and the venue where the interview would take place were settled after receiving the permission.
- Step 6: The detailed information about the procedure of the interview and the questions (see Appendix 3) of the interview were sent via email since all the interviewees wanted to get acquainted with them in advance.
- Step 7: The interview techniques were brushed up and preparation for the interview was done.
- Step 8: A reminder was sent to the interviewee one day prior to the interview.
- Step 9: The physical environment for the interview was prepared.
- Step 10: At the interviews, before starting to question, the interviewees were greeted and introduced to the topic.

Step 11: The recording was started.

Step 12: The interview questions were asked one by one.

Step 13: The interviewees' changes in tone, inflection, body language and vocabulary were noticed and the interviews were adjusted.

Step 14: The interviews were ended with gratitude for interviewees' time and participation in the interview.

Step 15: The interviewees were asked whether they wished to receive the transcript of their interview.

Step 16: A prompt thank-you note was sent to the interviewees.

Step 17: The responses were meticulously transcribed (see Appendixes 13-18) to understand the in-depth meaning of the phenomenon.

Step 18: The transcripts were sent to three interviewees as requested.

To conduct the interviews, six English teachers from RTU Riga Business School were selected. At the time of the interviews, all the interviewees held a master's degree in English, taught students with different levels of English knowledge and had been using ICT in teaching English on a regular basis for at least three years. The interviews were conducted both face-to-face at 11 Skolas Street, Riga, and via Skype. The main features of the interviews and the interviewees are as follows (see Table 3.4.1):

Table 3.4.1 Features of Interviewees and Interviews

Interview	Gender	Teaching Experience (years)	Experience in Using CALL (years)	Interview Duration (minutes)	Interview Type
1	Male	12	6	22	Face-to-face
2	Male	9	4	24	Face-to-face
3	Female	24	7	18	Face-to-face
4	Female	17	9	20	Via Skype
5	Female	9	4	19	Face-to-face
6	Female	14	7	21	Via Skype

As can be seen in Table 3.4.1, four interviewees were female and two interviewees were male. At the time of the interviews, all the interviewees' English teaching experience was nine years or more and all the interviewees had been using the CALL method in teaching English for at least four years. The four interviews were conducted face-to-face and two interviews were conducted via Skype and the average duration of the interviews was about twenty minutes.

The interviews with the aim to gain insight into the English teachers' opinion on learner autonomy through the computer-assisted language learning method consisted of ten questions (see Table 3.4.2):

Table 3.4.2 Interview questions and Reasons for Asking

No.	Interview Questions	Reasons for asking
1.	How are you?	An introductory question to prepare the interviewees for the serious questions.
2.	What challenges do you face in helping your students become effective language learners?	To determine learners' problem with regard to learner autonomy and CALL.
3.	What is your opinion on learners deciding what to learn, when to learn and how to learn?	To explore whether learners possess the learner autonomy dimension "Locus of control".
4.	How significant is it for learners to participate in setting the aim and objectives of an entire course?	To explore whether learners possess the learner autonomy dimension "Planning".
5.	To what extent should learners participate in selecting in and out-of-classroom learning materials?	To explore whether learners possess the learner autonomy dimension "Locus of control".
6.	What are your perspectives on learners monitoring and assessing their own learning?	To explore whether learners possess the learner autonomy dimension "Self-assessment".
7.	Think back over all the years that you have worked as an English teacher and tell me about your attitude and experience in using ICT to teach English?	To explore teachers' perspectives on using the CALL method.
8.	What factors contributed to your decision to use ICT to teach English?	To explore how using the CALL method enables learners to gain autonomy.
9.	How ICT enables learners to learn English more effectively?	To explore how using the CALL method enables learners to gain

		autonomy and thus to learn English more effectively.
10.	Is there anything you would like to add?	A concluding question to give an opportunity to the interviewees to add anything the interviewees feel is significant to complete the interview.

As can be seen in Table 3.4.2, Questions 2, 3, 4, 5, and 6 focused on exploring the teachers' opinion on learners' possessing such learner autonomy dimensions as locus of control, planning and self-assessment (see Section 3.2), whereas Questions 7, 8 and 9 were asked to explore the teachers' perspective on using the CALL method to enable learners to gain autonomy.

Analysis and Interpretation of the Teachers' Interviews

To gauge teachers' perspectives on the CALL method to facilitate learner autonomy, six interviews were conducted. The responses received during the interviews and their interpretations are as follows:

Five of the interviewees in response to Question 2 (see Appendix 5) mentioned that in teaching English, they faced a wide range of challenges. All six interviewees stated that the challenges such as motivating learners, involving learners in extra-curricular activities and encouraging learners to identify their learning needs were mainly due to both teachers and learners lacked necessary skills, interest and time. Two of the interviewees indicated that the lessons lacked interesting tasks and learning materials, whereas one of the interviewees stated that most of the learners were not involved in defining learning goals.

To respond to Question 3 (see Appendix 6), all the six interviewees held the opinion that learners benefitted a great deal when they possessed the key element of learner autonomy; namely, when they decided what to learn, how to learn and when to learn; however, two of the interviewees mentioned that it should be accomplished under the guidance of a teacher.

Having analysed the responses to Question 4 (see Appendix 7), it is worthwhile to mention that all the six interviewees found it significant for learners to participate in setting the aim and objectives of an entire course; moreover, they were convinced that teachers should encourage them. However, one of the interviewees mentioned that since most teachers used a course book to teach, it would not be possible to modify the objectives of an entire course.

The analysis of the responses to Question 5 (see Appendix 8) suggested that five of the interviewees believed that learners should participate in selecting in and out-of-classroom learning materials to a great extent; however, two of the interviewees stated that learners should select learning materials under a thoughtful guidance of their teachers, whereas one of the interviewees was certain that teachers should provide learners with learning materials.

The responses to Question 6 (see Appendix 9) suggested that all the six interviewees believed that it was significant for learners to monitor and assess their own learning. Moreover, two of the interviewees stated that teachers should encourage learners if they lacked motivation. One of the interviewees claimed that self-monitoring and self-assessment ensured learner autonomy, and thus learners could realise their failures in success. One of the interviewees asserted that learners could monitor and assess their learning by using modern technologies, such as computers, mobile phones, etc.

To respond to Question 7 (see Appendix 10), all the six interviewees mentioned that they had been using ICT for some time and that they believed that teaching and learning could not be effective without modern technology in and outside classrooms since they lived in the world where every aspect of modern life was technology-dependent; moreover, four of the interviewees asserted that ICT offered a significant number of learning materials which made lessons more varied and more interesting and thus more effective.

The analysis of the responses to Question 8 (see Appendix 11) suggested that all the six interviewees believed that ICT made teaching and learning enjoyable and thus more productive. Three of the interviewees asserted that they had decided to use ICT in teaching to fulfil the requirements of the modern technological world, whereas two of the interviewees started using ICT to bring more variety into teaching, and only one interviewee explained that it had been done to make teaching easier.

All the six interviewees in response to Question 9 (see Appendix 12) pointed out that ICT enabled learners to learn more effectively since ICT provided a variety of authentic learning resources to various age group and levels, immediate feedback and control over learning itself. Three of the interviewees mentioned that ICT enabled learners to select what to learn, how to learn and when to learn; moreover, two of the interviewees stated that by using ICT, learning could be individualised and learners could measure their progress themselves. Two of the interviewees also mentioned that ICT made classroom time more effective and enjoyable.

Cumulative Conclusion of the Teachers' Interviews

Having interpreted and analysed the responses received from the interviews, the following conclusions can be drawn:

- A significant number of challenges such as motivating learners, involving learners in extra-curricular activities and encouraging learners to identify their learning needs are faced in teaching a language on a daily basis;
- Most teachers do not involve learners in setting learning goals and monitoring and evaluating learning; moreover, since teachers lack necessary skills, interest and time, lessons become uninteresting with no challenging tasks and authentic learning materials;
- Since learners benefit a great deal when they decide what to learn, how to learn and when to learn, teachers should actively participate in encouraging learners;
- It is significant for learners to participate not only in setting the aim and objectives of an entire course but also in selecting in and out-of-classroom learning materials; however, it should be accomplished under a thoughtful guidance of their teachers;
- Learners can monitor and assess their learning by using modern technologies, such as computers, mobile phones, etc.;
- Teaching and learning cannot be effective without modern technology in and outside classrooms;
- Not only does ICT offer a significant number of learning materials which make lessons more varied and more interesting and thus more effective, bring more variety into teaching and makes teaching and learning enjoyable and thus more productive, provide a variety of authentic learning resources to various age group and levels, immediate feedback and control over learning itself and make classroom time more effective and enjoyable, but it also enables learners to individualise their learning and measure their progress themselves.

Following the detailed analysis of the above-mentioned statements, and having compared with the outcomes of the student and teacher questionnaires, it can be concluded that learner autonomy which implies learners deciding what to learn, how to learn and when to learn, setting goals and objectives of learning, monitoring progress, and carrying out self-assessment can be easily fostered using the CALL method since modern ICT offers a variety of resources to various age group and levels, immediate feedback, online testing and evaluation, and time, pace and location flexibility. It is also

worthwhile to mention that both learners and teachers are equally significant in learner autonomy since it is a learner who gains autonomy, but it is a teacher who enables him or her to gain it.

3.5 Student Self-Reflection Checklist

In the final stage of the research, to gain more reliable and real-world data and insight into the participants' experience in developing learner autonomy using various Internet resources, besides the student and teacher questionnaires and the interviews, a research sample group was organised and a student self-reflection checklist (see Appendix 4) was developed and administered. According to Geis and Birkhofer (2009), a checklist is a data collection tool consisted of a list of questions which is administered to gather information and make judgements about research. The main features of this stage of the research are as follows:

- To test the participants' level of English knowledge to homogenise them, the Michigan Test of English Language Proficiency (MTELP), which is one of the internationally-recognised tests to test English knowledge, was conducted. It includes 100 items, namely 40 items on grammar, 40 items on vocabulary and 20 items on reading comprehension. The test scores of twenty-two test-takers varied from 42 to 89, with 60-65 being the largest group (7 test-takers). The further research, therefore, was conducted with the seven students who scored 60 to 65 points MTELP.
- A student self-reflection checklist was developed using the online survey platform "Google Form" and administered at the end of the research period to explore how often and for what the participants used ICT and whether ICT enabled the participants to gain learner autonomy and in which dimensions (see Subchapter 3.2).
- A specially designed website (see Figure 3.5.1) was created using the online website creator www.webs.com to provide the participants with various online learning materials to develop autonomy. At the initial stage of the research, all the features of the website were introduced and the thorough instructions on how to use the website were given to the participants. The participants were also requested to keep the record of their learning experience with the website and report it the researcher on a weekly basis.

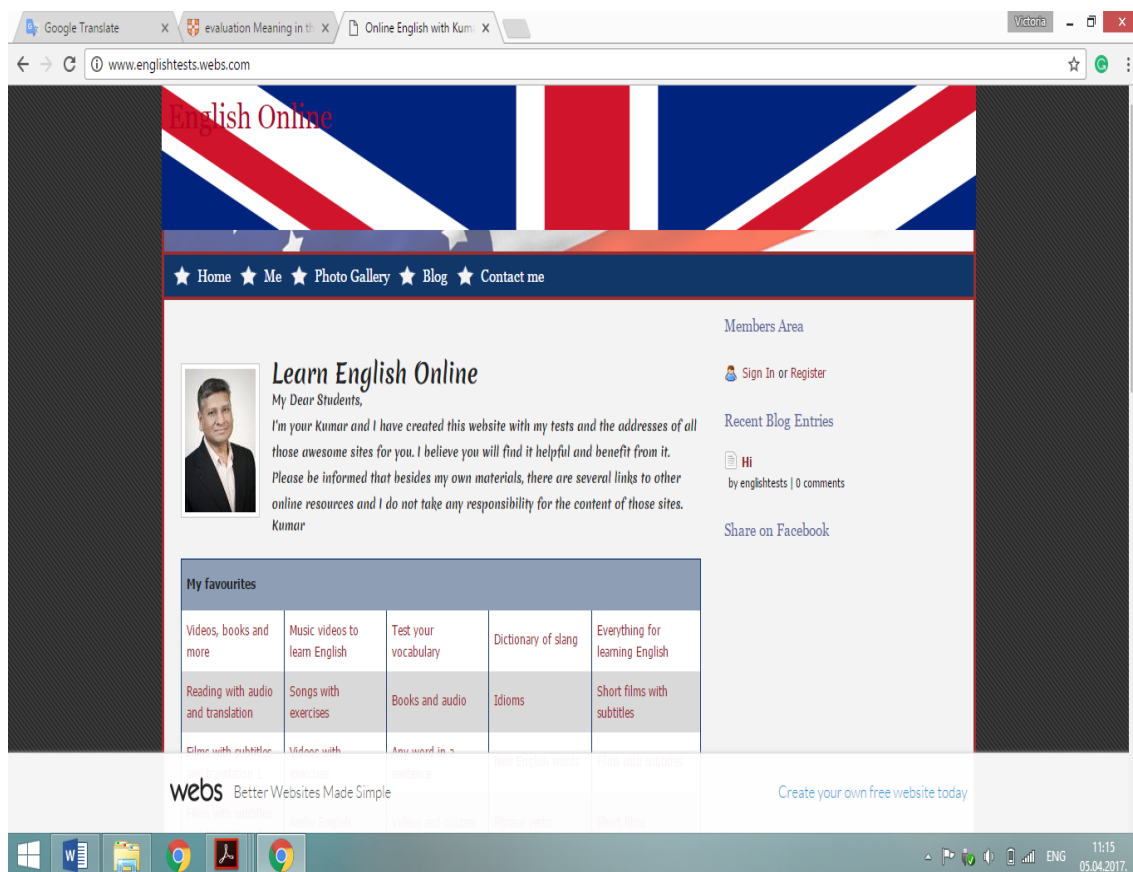


Figure 3.5.1 A Screenshot of the Website “www.englishtests.webs.com”

Features of the Website

The main features of the website which was specially designed and developed to gauge the research from the practical perspective are as follows:

- The learning materials were either developed or thoroughly chosen from other online resources and software for the website so that they could enable learners to gain the learner autonomy dimensions, namely locus of control, planning and self-assessment. With regard to the participants gaining the autonomy dimension “Locus of control”, such computer software as *Transparent Language* was included on the website (see Table 2.4). To develop the participants’ autonomy of planning and self-assessment, such computer software and websites as *Merit Software*, *Rosetta Stone Language Learning*, <https://lingualeo.com/>, <http://englishpage.com/grammar/index.html>, and <http://www.cambridge.org/test-your-english/> were included on the website (see Table 2.3);
- A significant number of online learning materials, including tests and quizzes with the opportunity to receive instant results were developed using the online software www.testmoz.com and published on the website (see Figure 3.5.2);

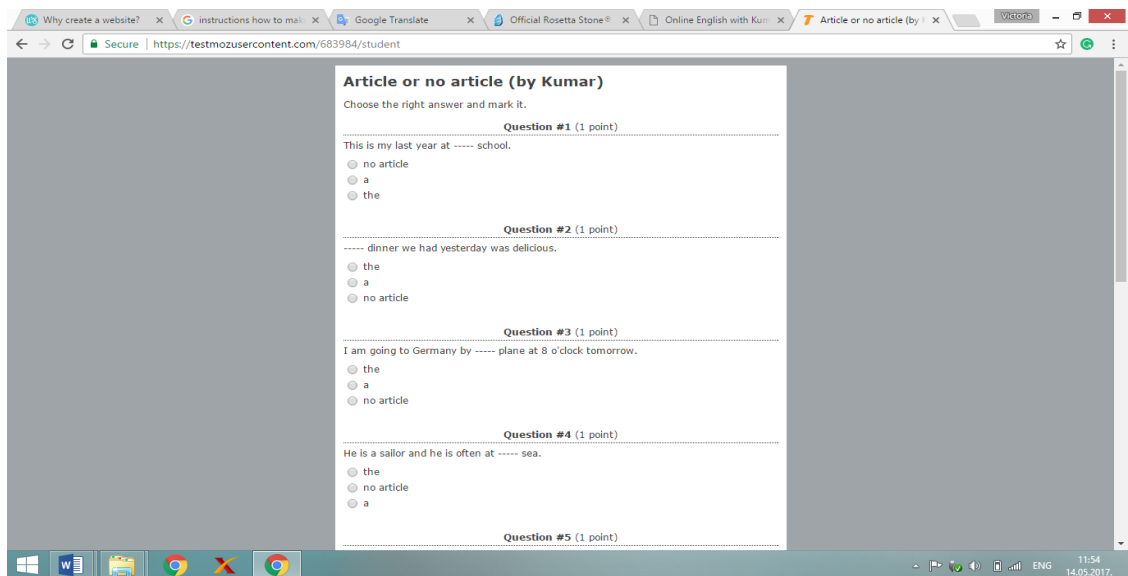


Figure 3.5.2 A Screenshot of the Online Quiz “https://testmozusercontent.com/683984/”

- To cover all four skills, namely reading, writing, listening, and speaking, the website included a wide choice of thoroughly selected online quizzes, videos, audios, songs, films and other learning materials (see Figure 3.5.3).

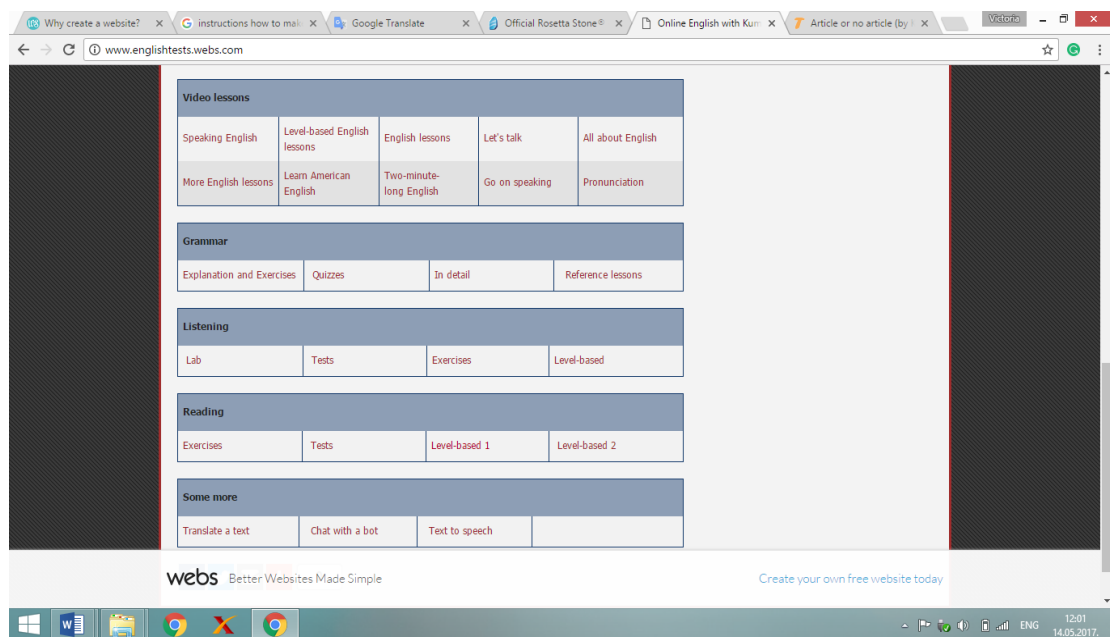


Figure 3.5.3 A Screenshot of Learning Materials on the Website

- The website also allowed communicating with the other participants and the researcher through messengers and social networks.

At the beginning of the research, the participants selected the skill they wanted to develop and planned their learning using the website. Having covered the topic, the participants took several online quizzes and reported the results to the researcher. The participants also recorded their experience in using the website to learn English so that

they could reflect their language learning experience on the self-reflection checklist (see appendix 4).

The distribution of the questions with regard to learner autonomy and the CALL method as a tool to facilitate learner autonomy in the student self-reflection checklist is as follows (see Table 3.5.1):

Table 3.5.1 Learner Autonomy and CALL Related Questions in the Student Self-Reflection Checklist

Dimensions of Learner Autonomy	Learner Autonomy with CALL Related Questions
Locus of control	Section 1: 2, 3 Section 2: 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 15
Planning	Section 1: 2 Section 2: 4, 14
Self-assessment	Section 1: 2 Section 2: 13

Student Self-Reflection Checklist Data Analysis and Interpretation

A total of seven first-year university students participated in the study and filled in the self-reflection checklist on Google Form (see Appendix 4). The data received through the student self-reflection checklist and its interpretations are as follows:

Section 1 of the Student Self-Reflection Checklist

The aim of the first question of Section 1 was to explore the participants' gender and the frequency and the purpose of using the website during the research period. Of seven participants, five were female and two male. As regards the frequency of the participants using the website throughout the research period varied from every day to two or three times per week, with every day being the largest group (six participants). The data suggested that most of the participants used ICT throughout the research time on a regular basis, and therefore their responses to the questions in Section 2 with regard the usefulness of ICT to gain autonomy could be considered reliable.

Throughout the research period, the purposes of the participants using ICT varied significantly. All the seven participants used ICT not only for learning English but also creating documents, communicating with teachers and peers, data organisation, planning learning, and video conferencing, with communicating with teachers and peers being the largest group (all the seven participants). With regard to using ICT for learning English which implies downloading learning materials, using various E-resources such as E-

books, online dictionaries, and magazines, and watching educational videos, six participants mentioned that they had frequently used a computer. As regards planning learning and online testing and evaluation, six participants also mentioned that they had used ICT. The data suggested that during the research, the participants used ICT for various reasons, including learning, planning and evaluating their progress. Having compared the responses which were given to the same question in both the student questionnaire and the self-reflection checklist, it is worthwhile to mention that the participants who completed the self-reflection checklist had used ICT for planning and evaluating their learning more frequently than those who completed the student questionnaire, which suggested that if required, teachers could motivate students to use ICT.

Section 2 of the Student Self-Reflection Checklist: Learner Autonomy and Information Communication Technology

The fifteen questions in Section 2 of the student self-reflection checklist were developed to explore which dimensions of learner autonomy were fostered by the participants using ICT (see Figure 3.5.4, Figure 3.5.5 and Figure 3.5.6).

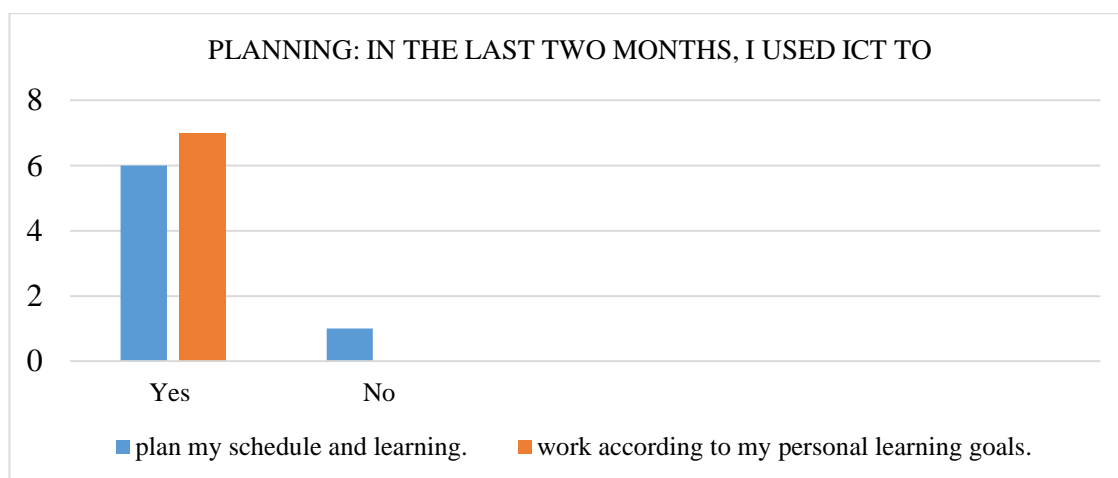


Figure 3.5.4 Participants’ Language Learning with ICT within the Dimension “Planning”

As illustrated in Figure 3.5.4, with regard to the autonomy dimension “Planning” which implies planning schedule and learning and working according to personal learning goals through ICT, six participants, agreed and only one participant disagreed with the statement that in the last two months they had used ICT to plan their learning and work according to their personal learning goals. The data suggests that the participants continually use ICT to plan their own learning since they believe that ICT enables them to work according to their personal learning goals and reach them more quickly and more effectively.

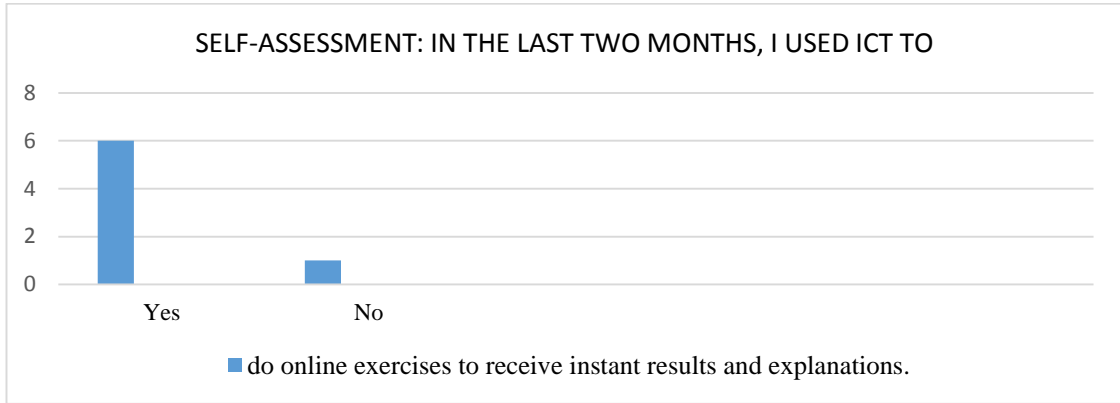


Figure 3.5.5 Participants’ Language Learning with ICT within the Dimension “Self-Assessment”

As illustrated in Figure 3.5.5, with regard to gaining the autonomy dimension “Self-assessment” which implies learners doing online exercises to receive instant results and explanations through ICT, six participants agreed and only one participant disagreed with the statement that they had evaluated their learning by themselves through ICT. The data suggests that most of the participants believe that accomplishing self-assessment through ICT enables them to become more self-confident and thus more effective language learning.

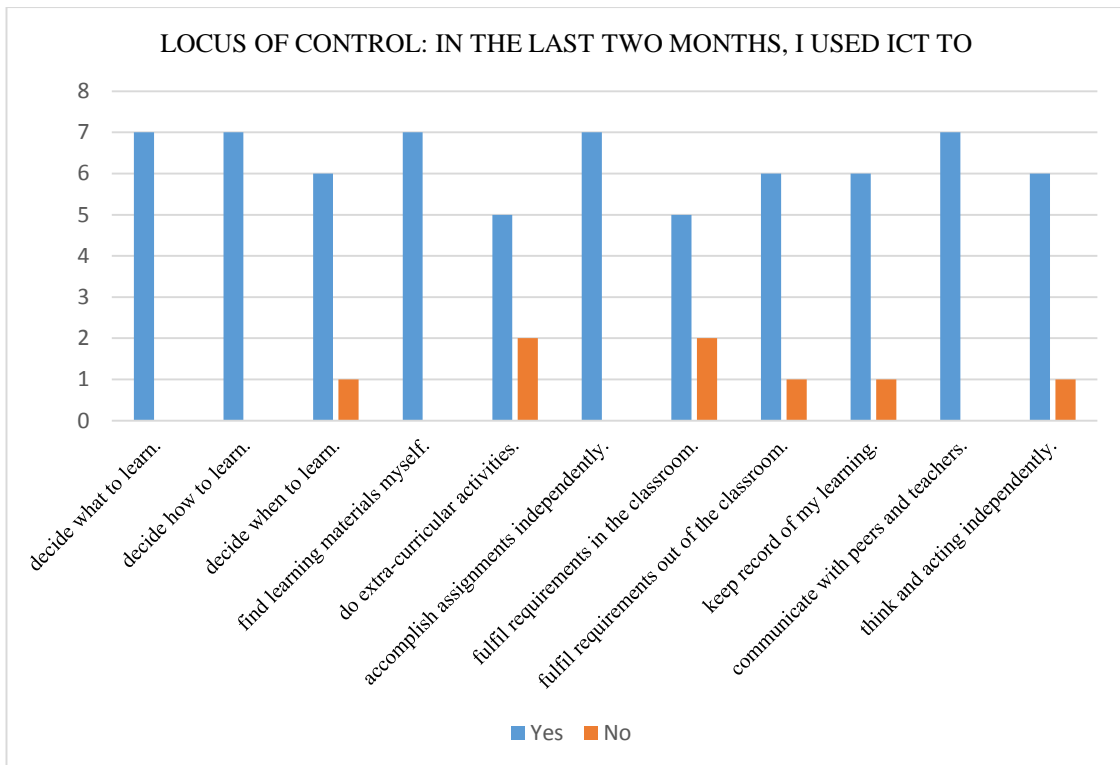


Figure 3.5.6 Participants’ Language Learning with ICT within the Dimension “Locus of Control”

As illustrated in Figure 3.5.6, with regard to gaining the autonomy dimension “Locus of control” which implies learners deciding what to learn, how to learn and when to learn, using ICT, all the participants agreed with the statement that they had used ICT to decide what to learn, how to learn and when to learn. Six participants agreed and only one participant disagreed with the statement that they had used ICT to find learning materials, accomplish assignments, keep track of learning, do online exercises, and communicate with teachers and peers. The data suggests that most of the participants find ICT beneficial and they strongly believe that it enables them not only to feel confident and learn more effectively but also to think and act independently. They are also certain that they are able to find a substantial number of learning materials and cover them through ICT.

Cumulative Conclusion of the Student Self-Reflection Checklist

Having interpreted and analysed the responses received from the participants, the following conclusions can be drawn:

- Virtually all the participants regularly use ICT for learning English, creating documents, communicating with teachers and peers, data organisation, planning and evaluating learning, and video conferencing;
- All the participants hold the opinion that ICT enables them to work according to their personal learning goals and reach them more quickly and more effectively.
- All the participants believe that accomplishing self-assessment through ICT enables them to become more self-confident and thus language learning becomes more effective.
- All the participants are certain that ICT enables them not only to feel confident and learn more effectively but also to think and act independently and thus a step forward towards autonomy.

Following the detailed analysis of the above-mentioned statements, it can be concluded that the overwhelming majority of the participants believe that modern ICT enables them to become more confident and more effective in language learning since they can manage their learning by themselves which confirms the usefulness of ICT as a tool to facilitate learner autonomy.

CONCLUSION

The computer-assisted language learning method appears to be an effective learning and teaching strategy which leads learners of English to learner autonomy that implies learners gaining control over their learning process. The phenomenological research conducted within the framework of the study provided a descriptive picture of the CALL method as a tool to facilitate learner autonomy and revealed the fact that the use of modern ICT enabled learners to gain such learner autonomy dimensions as locus of control, planning and self-assessment, and thus learner autonomy. The present study also provided evidence that the application of the CALL method would result in learners gaining higher levels of autonomy.

The study has gone some way towards the understanding that ICT plays a noteworthy role in the development of learner autonomy by supporting learners of English in a number of ways, namely free and ubiquitous access to unlimited authentic resources, self-evaluation, online communication, self-monitoring, video-conferencing, etc.

In the initial stage of the research, having designed and administered the student questionnaire and analysed the data, it was revealed that most of the students lacked the ability to plan, monitor and evaluate their own learning and they participated in the decisions about controlling over their learning to a substantially low extent. However, they used ICT in and out of classrooms for various reasons on a regular basis and were confident that modern technology could make a difference and that it would enable them to learn English independently. The overwhelming majority of the students of English held a strong opinion that controlling, planning and evaluating their own learning by using ICT enabled them to work according to their personal learning goals more effectively

The findings from the teacher questionnaire and interviews affirmed the students' responses that learner autonomy could be easily gained by using various computer and Internet resources. Moreover, virtually all the respondents believed that students should be encouraged and involved in the decisions about planning, monitoring and evaluating their own learning. The respondents, therefore, considered learner autonomy, which could be developed at any age, significant and saw their role as facilitators to support learners to take control of learning and become independent learners. A higher percentage of the respondents who had been using ICT in and out of classrooms for several years profoundly believed that learner autonomy could be easily fostered using the CALL method.

Furthermore, in the final stage of the research, in fact, the participants of the research highly acknowledged and welcomed the construction and application of the website since it provided them with a rich learning experience and gaining learner autonomy in language learning through ICT. Having analysed the responses given in the students' self-reflection checklist, it should be concluded that all the students believed that modern ICT helped them become more confident and more effective in language learning since they were able to manage their learning by themselves which confirmed the usefulness of ICT as a tool to facilitate learner autonomy.

The analyses and the interpretation of the data received throughout the research prove that all the three dimensions of learner autonomy, namely locus of control, planning and self-assessment, are highly enhanced by students using ICT in and out of classrooms since ICT enables students to carry out planning, monitoring, and evaluating their language learning more independently and more effectively.

Moreover, the study demonstrates that, unlike students in a traditional teacher-centred classroom, students in a learner-centred classroom equipped with modern information communication devices become highly-motivated and their willingness to learn English increase to a great extent. The results of the research also show that the students want to see their teachers beside them as facilitators to help them gain learner autonomy and it is a common misconception that modern technology enables learners of English to control their own learning without the help of a teacher.

The present study confirms the previous findings and contributes additional evidence that modern technology is undoubtedly useful in many ways; however, without adequate knowledge, skills, preparation, and practice, both learners and teachers of English are unable to make effective use of all the advantageous features of ICT, and indeed might face severe problems from not using technology adequately.

The findings of the research suggest that the computer-assisted language learning method with its unlimited resources facilitates learner autonomy in language learning, and therefore further delay of learners and teachers using the CALL method, teachers promoting learner autonomy and learners possessing learner autonomy can lead to failure or limit success and render the aim of successful language learning and teaching far more distant.

LIMITATIONS OF THE RESEARCH

Although the present study provides additional evidence with respect to the CALL method as a tool to facilitate learner autonomy, the following limitations need to be acknowledged:

- While the data collection from the participants by using the student and teacher questionnaires, the teacher interview and the student self-reflection checklist was successful, the research entirely relied on the participants' reports on using ICT to gain learner autonomy as contrasted with the real-time observation of their actual teaching and learning English;
- Notwithstanding that the website which was developed for the current research covered all the three dimensions of autonomy, namely locus of control, planning and self-assessment, the number of resources on it left much to be desired.
- Although before sending out the questionnaire to all the target students and teachers of English, the questions were piloted with a small group of students and teachers and based on their feedback and reflection some questions were removed and rephrased and some explanations were added to make the questionnaire as comprehensible as possible, some questions were not accurate and clear enough since six of the participants experienced difficulties answering them;
- Due to the scope of the research and time constraints, the current study examined only a limited number of university students and teachers, and therefore the findings might not be applicable to all other contexts.

DIRECTIONS FOR FURTHER RESEARCH

Given the findings of the present study, it is recommended that further research is undertaken in the following areas:

- Replicate the current study after improving the aspects mentioned in the chapter “Limitations of the Research”;
- Assess the effects of the application of the CALL method to develop the rest of the learner autonomy dimensions other than locus of control, planning and self-assessment;
- Conduct a number of case studies with students of various age groups to obtain more reliable data;
- Conduct on-site observations to explore to which extent and which dimensions of learner autonomy are developed and enhanced by using the CALL method;
- Conduct a large scale of study including a rather substantial number of learners and teachers of English;
- Develop an online resource bank with all possible learning materials and apply it to explore its effect on learners gaining learner autonomy;
- Replicate the current study in various educational institutions, including primary and secondary schools.

THESES

Despite the exploratory nature of the current study, the following theses and insights into learner autonomy in the CALL environments could be concluded:

1. Learner autonomy involving taking control of own learning, not learning independently, learning becomes more effective both in the short and long terms as learners are involved in the decisions about planning, monitoring and assessing their own learning.
2. With learner autonomy, learning a foreign language accelerates and becomes more efficient and effective since students learn according to their personal needs as they are exposed to various types of learning materials and they are not obliged to follow any timeline or definite resources.
3. Learner autonomy positively affects learners' success and an autonomous learning environment enables students to learn a foreign language more effectively than a traditional language learning environment since possessing autonomy learners become responsible for their own learning.
4. Gaining learner autonomy is one of the greatest challenges faced by students of English, whereas promoting learner autonomy is noticeably perplexing for teachers of English.
5. With learner autonomy, the constraints between learning and living minimise as learners take responsibility for their own learning and become independent and thus more useful citizens of their community and society.
6. Possessing learner autonomy, learners can choose what, how and when to learn, and therefore they gain a sense of contentment and accomplishment and become more motivated since they attain the success by themselves.
7. CALL fosters language learning more effectively since it enhances learners' individualisation and their role inside and outside the classroom through providing them with immediate feedback, interaction and various authentic materials.
8. CALL contributes to global understanding, individualisation, authentic educational materials, interaction, learner autonomy, higher achievement, and motivation and thus flexibility and individuality.
9. CALL is not only a motivating and powerful tool because learners can become independent and gain control over their learning but also a resourceful tool with constant access to unlimited useful materials beyond the classroom.

10. Teachers play a significant role in promoting learner autonomy in CALL environments since computers are merely machines with under-developed artificial intelligence, and therefore they cannot manage students' unexpected learning problems and respond to their questions immediately as teachers can.
11. CALL enables learners to achieve not only autonomy but also other educational goals since ICT provides language learners with an access to unlimited authentic materials of the target language and opportunities for local and global interaction and assistance.
12. Notwithstanding that the CALL method is useful in many ways, it cannot enable learners to gain autonomy if both learners and teachers of English lack necessary knowledge, skills, preparation, and practice, and are unable to make effective use of all the valuable features of ICT.

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APPENDICES

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Questionnaire for the Learners of the English Language (adapted from Borg and Al-Busaidi, 2012)

Dear Students,

This questionnaire is part of a study, conducted by Kumar. M. Agarwal, about the role of the computer-assisted language learning method in fostering learner autonomy. Participation is entirely voluntary; however, owing to your interest in learning English more effectively, your responses are substantial as they will lead the research to indisputable outcomes. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally. All the responses will be summed up before being analysed to develop a report as accurate as possible. If there are items you do not feel comfortable answering, please skip them. There are no right or wrong answers here – what I am interested in are your insights and perspective on the computer-assisted language learning method as a tool to foster learner autonomy.

It will take about 15 minutes to complete this questionnaire. To answer, please use your computer mouse to click on the box after each question. If you change your mind, you can click the box with your answer a second time to uncheck the box and choose another answer.

Thank you for taking the time to fill in this questionnaire.

Section 1: About yourself

Please tell me about your background.

1. Gender (Tick ONE):

Male Female

2. Years of experience as an English language learner (Tick ONE):

0 1-3 4-6 7-9 10-12 13-15 15+

3. Your educational background (Tick ONE):

Secondary education

Bachelor's degree

Master's degree

Doctoral degree

Other (Please specify) _____

Section 2: My language learning and ICT

1. I have the ability to (Please select all that apply by ticking **ONE** answer for each)

I have the ability to		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.	set my own learning goals.					
2.	plan my learning.					
3.	identify my own learning needs.					
4.	identify my own strengths.					
5.	identify my own weaknesses.					
6.	monitor my progress.					
7.	evaluate my own learning.					
8.	recognise my problems in learning.					
9.	solve my problems in learning by myself.					
10.	learn independently.					

Other (Please specify) _____

2. I am involved in decisions about (Please select all that apply by ticking **ONE** answer for each)

I am involved in decisions about		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.	the objectives of an English course.					
2.	the learning methods.					
3.	lesson planning.					
4.	the learning materials.					
5.	the learning tasks and activities.					
6.	the learning topics.					
7.	how learning is assessed.					
8.	classroom arrangement.					

Other (Please specify) _____

3. Years of experience in using information technologies, i.e. the Internet, computer software, etc. in English language learning (Tick ONE):

0 1-2 3-5 6-8 9-11 12+

4. How often do you use a computer inside the classroom in your English language studies?

Every day
 Two or three times a week
 Once a week
 Hardly ever
 Never

5. How often do you use a computer outside the classroom in your English language studies?

Every day
 Two or three times a week
 Once a week
 Hardly ever
 Never

6. I use a computer for (Please select all that apply by ticking ONE answer for each):

I use a computer for	Never	Rarely	Frequently
creating documents.			
surfing the Net.			
chatting online.			
downloading learning materials.			
E-learning.			
participating in a discussion forum.			
maintaining a blog.			
maintaining a website.			
data organisation.			
sending e-mail.			
uploading materials.			
learning English.			
leisure.			
E-books/ libraries/ encyclopaedias/ dictionaries.			

video conferencing.			
playing games.			
online testing and evaluation.			
keeping records.			
online magazines, journals, research articles.			
watching educational videos.			
planning learning.			

Other (Please specify) _____

Section 3: Me and my learning

Please give your opinion about the statements below by ticking **ONE** answer for each.

Statement		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.	I usually set my own clear goals for learning.					
2.	I plan my schedule, so I have enough time to study.					
3.	I learn better when I decide what to learn.					
4.	I learn better when I decide how to learn.					
5.	I learn better when I decide when to learn.					
6.	I learn better when I choose learning materials myself.					
7.	I learn better when I take part in lesson planning, i.e. timing, activities, pace, assessments, etc.					
8.	I feel confident when I monitor my learning and its progress myself.					
9.	I feel confident when I myself or with peers assess assignments.					
10.	I learn better when my teacher is beside me to explain what to do and how to do.					
11.	I learn better when my teacher helps me to learn on my own.					

12.	I keep a record of my study, such as a diary, a writing review, etc.					
13.	I regularly evaluate my progress with the exam papers chosen by myself.					
14.	I like learning both in and out of classrooms.					
15.	I attend extra-curricular activities to practise and learn English.					
16.	I prefer selecting and accomplishing assignments with peers in and out of classrooms.					

Section 4: Me and ICT

Please give your opinion about the statements below by ticking **ONE** answer for each.

Statement		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.	I plan my learning through ICT.					
2.	I decide what to learn, how to learn and when to learn using ICT.					
3.	I usually communicate with peers and teachers on the Internet.					
4.	I feel confident when I use ICT to accomplish tasks in and out of classrooms.					
5.	I keep track of my learning and its progress using ICT.					
6.	I learn by doing online exercises since I can get instant results and explanations.					
7.	I accomplish tasks using ICT.					
8.	I use the Internet to find learning materials.					
9.	I evaluate my tasks/ tests/ assignments myself through ICT.					
10.	Using ICT, I find a significant number of tasks with different levels of difficulties and					

	choose those tasks which I like and suit my skills best.					
11.	I spot my mistakes, receive a clear explanation and correct my mistakes through ICT.					
12.	I work according to my personal learning goals through ICT.					
13.	I cover more material on my own when I study English using ICT.					
14.	My language learning is more effective through ICT.					

Thank you for taking the time to respond.

Questionnaire for the Teachers of the English Language (adapted from Borg and Al-Busaidi, 2012)

Dear Sir/Madam,

This questionnaire is part of a study, conducted by Kumar. M. Agarwal, about the role of the computer-assisted language learning method in fostering learner autonomy. Participation is entirely voluntary; however, owing to your valuable expertise and the significant role you play in your community, your responses are substantial as they will lead the research to indisputable outcomes. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally. All the responses will be summed up before being analysed to develop a report as accurate as possible. If there are items you do not feel comfortable answering, please skip them. There are no right or wrong answers here – what I am interested in are your insights and perspectives on the computer-assisted language learning method as a tool to foster learner autonomy.

It will take about 15 minutes to complete this questionnaire. To answer, please use your computer mouse to click on the box after each question. If you change your mind, you can click the box with your answer a second time to uncheck the box and choose another answer. By clicking on the submit button after completing the questionnaire, you kindly give your consent to the participation.

Thank you for taking the time to fill in this questionnaire.

Section 1: About yourself

Please tell me about your background.

1. Gender (Tick ONE):

Male Female

2. Your educational background (Tick ONE):

Bachelor's degree

Master's degree

Doctoral degree

Other (Please specify) _____

3. Years of experience as an English language teacher (Tick ONE):

0 1-4 5-9 10-14 15-19 20-24 25+

4. Years of experience in using ICT, i.e. the Internet, computer software, etc. in teaching (Tick ONE):

0 1-2 3-5 6-8 9-11 12+

5. Educational background of your students (Please select all that apply):

Secondary education

Bachelor's degree

Master's degree

Doctoral degree

Other (Please specify) _____

Section 2: My teaching and ICT

1. I involve my students in decisions about (Please select all that apply by ticking ONE answer for each)

I involve my students in decisions about		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.	the objectives of an English course.					
2.	the learning method.					
3.	lesson planning.					
4.	the learning materials used.					
5.	the learning tasks and activities.					
6.	the learning topics.					
7.	how learning is assessed.					
8.	classroom arrangement.					

Other (Please specify) _____

2. I encourage my learners to (Please select all that apply by ticking ONE answer for each)

I encourage my learners to		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.	set their own learning goals.					
2.	plan their learning.					
3.	identify their learning needs.					
4.	identify their strengths.					

5.	identify their weaknesses.					
6.	monitor their progress.					
7.	evaluate their learning.					
8.	recognise their problems in learning.					
9.	solve their problems in learning by themselves.					
10.	learn independently.					

Other (Please specify) _____

3. How often do you use a computer inside the classroom in your English teaching?

- Every day
- Two or three times a week
- Once a week
- Hardly ever
- Never

4. How often do you use a computer outside the classroom in your English teaching?

- Every day
- Two or three times a week
- Once a week
- Hardly ever
- Never

5. I use a computer for (Please select all that apply by ticking **ONE** answer for each):

I use a computer for	Never	Rarely	Frequently
creating documents.			
surfing the Net.			
chatting online.			
downloading learning materials.			
developing learning materials.			
participating in a discussion forum.			
maintaining a blog.			
maintaining a website.			
data organisation.			
sending e-mail.			
uploading learning materials.			

teaching English.			
developing online tests.			
creating question banks.			
E-books/ libraries/ encyclopaedias/ dictionaries			
video conferencing.			
online testing and evaluation.			
keeping records.			
online magazines, journals, research articles.			
watching educational videos.			

Other (Please specify) _____

Section 3: Learners and their autonomy

Please give your opinion about the statements below by ticking **ONE** answer for each.

When answering, please consider your experience as a language teacher more generally.

Statement		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.	Involving learners in decisions about what to learn facilitates language learning.					
2.	Involving learners in making choices about how they learn facilitates language learning.					
3.	Involving learners in making choices about when they learn facilitates language learning.					
4.	Involving learners in curriculum and lesson planning enables them become responsible.					
5.	Involving learners in setting their learning goals enables them become responsible.					
6.	Learning how to learn (metacognition) is key to facilitating language learning.					
7.	Learners' ability to choose learning materials by themselves facilitates language learning.					

8.	Learners' ability to choose kinds of learning activities and learning activities by themselves facilitates language learning.					
9.	Learning outside the classroom fosters language learning.					
10.	Learners' ability to select and accomplish tasks with peers in and out of classrooms fosters language learning.					
11.	Learners' ability to monitor their own learning and its progress fosters language learning.					
12.	Learners should be encouraged to keep a record of their study.					
13.	Learners should be encouraged to attend extra-curricular activities.					
14.	Learners should be encouraged to participate in both in and out-of-class tasks.					
15.	Involving learners to decide how learning will be assessed fosters language learning.					
16.	Learners should be encouraged to assess their learning and its progress by themselves.					
17.	Learner autonomy can be developed at any age.					
18.	Individuals who lack autonomy are not likely to be effective language learners.					
19.	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.					
20.	Learner autonomy cannot be developed without the help and support of the teacher.					

21.	Learner autonomy allows language learners to learn more effectively than they otherwise would.					
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Section 4: Learning and ICT

Please give your opinion about the statements below by ticking **ONE** answer for each.

When answering, please consider your experience as a language teacher more generally.

Using ICT, learners can		Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1.	plan their learning more effectively.					
2.	choose what to learn.					
3.	choose when to learn.					
4.	choose how to learn.					
5.	work both in and out of classroom effectively.					
6.	find a significant number of in and out-of-classroom resources.					
7.	find tasks with different levels of difficulties and choose those tasks which they like and suit their skills best.					
8.	cover more learning materials independently.					
9.	work according to their personal goals.					
10.	keep a record of their learning.					
11.	communicate with teachers and peers easily and effectively.					
12.	manage learning more effectively when course outlines, additional materials, quizzes, etc., are available online.					
13.	assess their own learning.					
14.	work autonomously.					
15.	see their learning from the global perspectives.					

Thank you for taking the time to respond.

English Teacher Interview

Good morning!

This interview is part of a study about the role of the computer-assisted language learning method in fostering learner autonomy. The main aim of the interview is to explore how learner autonomy in learning and acquiring the English language can be enhanced using the computer-assisted language learning method. Owing to your valuable expertise and the significant role you play in your community, I would appreciate you sharing your insights and perspectives on the topic. Your responses are substantial as they will lead the research to indisputable outcomes. I would like to inform you that the interview will be audiotaped. All the responses including gestures will be summed up before being analysed to develop a report as accurate as possible. After the interview, you can receive the copy of the transcription of the interview and make any necessary modifications. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally. The interview is designed for about 20-30 minutes. I appreciate that you have agreed to be interviewed. Do you have any questions before we start the interview?

Thank you in advance for your time and cooperation!

1. How are you?
2. What challenges do you face in helping your students become effective language learners?
3. What is your opinion on learners deciding what to learn, when to learn and how to learn?
4. How significant is it for learners to participate in setting the aim and objectives of an entire course?
5. To what extent should learners participate in selecting in and out-of-classroom learning materials?
6. What are your perspectives on learners monitoring and assessing their own learning?
7. Think back over all the years that you have worked as an English teacher and tell me about your attitude and experience in using ICT to teach English?
8. What factors contributed to your decision to use ICT to teach English?
9. How ICT enables learners to learn English more effectively?
10. Is there anything you would like to add?

Thank you very much for your time and answering the questions!

Reflection Checklist for the Students of the English Language

Dear Students,

This checklist is part of a study, conducted by Kumar. M. Agarwal, about the role of the computer-assisted language learning method in fostering learner autonomy. The main aim of the checklist is to explore how effective it has been to use various Internet resources and computer software to learn English independently. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally. All the responses will be summed up before being analysed to develop a report as accurate as possible. If there are items you do not feel comfortable answering, please skip them.

It will take about 10 minutes to complete this questionnaire. To answer, please use your computer mouse to click on the box after each question. If you change your mind, you can click the box with your answer a second time to uncheck the box and choose another answer.

Thank you for taking the time to fill in this checklist.

Section 1: About yourself

Please tell us about your background.

1. Gender (Tick ONE):

Male Female

2. How often did you use ICT in your English language studies in the last two months?

- Every day
- Two or three times a week
- Once a week
- Hardly ever
- Never

3. In the last two months, I used ICT for (Please select all that apply)

- creating documents
- downloading learning materials
- participating in a discussion forum
- data organisation
-

communicating with teachers and peers

learning English

E-books/ libraries/ encyclopaedias/ dictionaries

video conferencing

online testing and evaluation

keeping records

online magazines, journals, research articles

watching educational videos

planning learning

Other (Please specify) _____

Section 2: Me and ICT

Please give your opinion about the statements below by ticking **ONE** answer for each.

In the last two months, I used ICT to		Yes	No
1.	decide what to learn.		
2.	decide when to learn.		
3.	decide how to learn.		
4.	plan my schedule and learning.		
5.	find learning materials myself.		
6.	do extra-curricular activities to practise and learn English.		
7.	accomplish assignments independently.		
8.	fulfil learning requirements in the classroom.		
9.	fulfil learning requirements out of the classroom.		
10.	keep a record of my learning and its progress.		
11.	organise my learning properly.		
12.	communicate with peers and teachers.		
13.	do online exercises to receive instant results and explanations.		
14.	work according to my personal learning goals.		
15.	think and act independently.		

Other (Please specify) _____

Responses and Interpretation to Interview Question 2

What challenges do you face in helping your students become effective language learners?		
Interviewees	Responses	Interpretation
1	<ul style="list-style-type: none"> • <i>Most of the learners I teach attend classes after work, so energy and concentration levels aren't exactly at a maximum.</i> • <i>...classes consist of people of all ages, professions and widely varying interests.</i> • <i>...course books don't cater to everyone.</i> • <i>...not everyone is going to find every topic interesting.</i> 	<ul style="list-style-type: none"> • Lack of interesting and useful teaching materials; • Lack of time; • Lack of interesting topics.
2	<ul style="list-style-type: none"> • <i>People don't seem to have as much free time as in the past.</i> • <i>...to get students learning outside of class with all their other commitments.</i> • <i>...Giving tasks that are interesting and motivating</i> 	<ul style="list-style-type: none"> • Lack of time; • Lack of learning outside classrooms; • Uninteresting tasks; • Lack of motivation.
3	<ul style="list-style-type: none"> • <i>The foreign language speaking skills of any given person are always limited by their verbal skills in their mother tongue.</i> • <i>People find it hard to properly explain what they mean, they have fewer ideas when it comes to describing things, people or natural phenomena.</i> • <i>Teachers simply cannot really teach a person to be better in a foreign language than they already are in their mother tongue.</i> 	<ul style="list-style-type: none"> • Lack of speaking skills; • Lack of communication skills; • Lack of teaching skills.

4	<ul style="list-style-type: none"> • ...to motivate students. • ...to deal with peculiarities of students' behaviour • Teachers are overloaded. Teachers have to have a lot of time to prepare for lessons and mark students tests, 	<ul style="list-style-type: none"> • Students with different needs; • Teachers do not have much time to involve students in extra-curricular activities.
5	<ul style="list-style-type: none"> • ...to show the importance of learning. • ...to get students interested in learning. 	<ul style="list-style-type: none"> • Lack of interest.
6	<ul style="list-style-type: none"> • Students tend to forget what they were taught in class. • ...to help learners identify or uncover their real needs • Too often they claim to want 'grammar' or 'vocabulary' when in fact they want to improve the functional language. 	<ul style="list-style-type: none"> • No time for revision • No outside the classroom learning; • Learners are not involved in identifying their learning needs.

Responses and Interpretation to Interview Question 3

What is your opinion on learners deciding what to learn, when to learn and how to learn?		
Interviewees	Responses	Interpretation
1	<ul style="list-style-type: none"> • <i>Learners should have a big input into what they do.</i> • <i>Students who just wait for teachers to spoon-feed them never open their books between lessons to review or practise. This means learning is going to take a long time.</i> • <i>If learners feel that they have some control over the lessons, they will realise that they don't need the teacher's help for everything and start to do more by themselves.</i> 	<ul style="list-style-type: none"> • Learners who control over their learning become more responsible and thus are successful in learning.
2	<ul style="list-style-type: none"> • <i>I'm trying to encourage it more in my students by asking them what they want.</i> • <i>Most students want to take an active role in their own development.</i> • <i>Students learn better if they feel they're involved, not only in topics but in terms of time or pace as well.</i> • <i>...it's probably the key to increasing motivation.</i> 	<ul style="list-style-type: none"> • It is motivating when learners are encouraged to decide what to learn, how to learn and when to learn.
3	<ul style="list-style-type: none"> • <i>...is always an important prerequisite for success.</i> • <i>This is not bad in itself.</i> 	<ul style="list-style-type: none"> • It is significant.
4	<ul style="list-style-type: none"> • <i>I am positive about it.</i> 	<ul style="list-style-type: none"> • Teachers should encourage students to

	<ul style="list-style-type: none"> • <i>I am convinced that teachers have to assist and direct the process anyway.</i> 	decide what to learn, how to learn and when to learn.
5	<ul style="list-style-type: none"> • <i>It would greatly promote students' autonomy only if it would fit in some frames of the course.</i> • <i>It is worth encouraging students to decide what, when and how to learn so that they would feel and understand that this is for their own sake.</i> 	<ul style="list-style-type: none"> • It would enable learners to gain autonomy.
6	<ul style="list-style-type: none"> • <i>I have nothing against learners deciding what, when and how to learn.</i> • <i>Teachers' guidance is important.</i> 	<ul style="list-style-type: none"> • Teachers should help learners decide what, how and when to learn.

Responses and Interpretation to Interview Question 4

How significant is it for learners to participate in setting the aim and objectives of an entire course?		
Interviewees	Responses	Interpretation
1	<ul style="list-style-type: none"> • <i>...they should be involved to some degree, because if the aim of the course doesn't correspond with their aims, they're probably not going to be as motivated and they won't be successful learners or not so successful.</i> • <i>I'm not sure learners are always able to really specify what they want to...</i> • <i>...if you're working from a course book, there are some limitations on what the aims will be.</i> 	<ul style="list-style-type: none"> • Learners should be involved in setting goals; however, there are some limitations.
2	<ul style="list-style-type: none"> • <i>...we as teachers often think we know best what students need and tend to decide ourselves what the aim of the course will be...</i> • <i>We should probably listen far more to the students themselves about what their goals are and what they want to achieve by the end of the course.</i> • <i>...if objectives are set collectively and collaboratively, the course will be more effective and the students will be more enthusiastic about the whole process.</i> 	<ul style="list-style-type: none"> • The objectives should be set collectively and collaboratively; • Teachers should encourage learners to set the aims and objectives of the course.

3	<ul style="list-style-type: none"> • <i>...very significant for the students to have a proactive stance as well as to have certain expectations in connection with the course.</i> • <i>...it would be impossible to adequately measure your achievements after the course ended if you had not set any goals in the first place.</i> 	<ul style="list-style-type: none"> • Setting learning goals is significant for measuring the achievements.
4	<ul style="list-style-type: none"> • <i>...this is really important as in this case students take/feel more responsibility for their own studies, have more understanding of the learning process and, undoubtedly, the results of it.</i> 	<ul style="list-style-type: none"> • By setting learning goals, learners become more responsible.
5	<ul style="list-style-type: none"> • <i>...it is very important to involve students in every part of the course so that it would be connected with their own interests and goals of the future.</i> • <i>That would increase motivation to learn.</i> 	<ul style="list-style-type: none"> • Learners should be involved in setting goals since by doing it, they become more motivated.
6	<ul style="list-style-type: none"> • <i>In 'courses' helping learners clarify their own objectives within the frame set-up for the course is important.</i> • <i>The objectives evolve over time, so it is important to revisit them frequently.</i> 	<ul style="list-style-type: none"> • Teachers should help learners set their own learning objectives which should be modified over time.

Responses and Interpretation to Interview Question 5

To what extent should learners participate in selecting in and out-of-classroom learning materials?		
Interviewees	Responses	Interpretation
1	<ul style="list-style-type: none"> • <i>...this relates to the issue of letting the learners have control over the learning process.</i> • <i>...there's a benefit in terms of motivation.</i> • <i>...learners should be involved in this.</i> • <i>...as a teacher, you don't always know what's suitable.</i> 	<ul style="list-style-type: none"> • Learners should be involved in selecting in and out-of-classroom learning materials to have control over the learning process.
2	<ul style="list-style-type: none"> • <i>...students are different in terms of their needs, interests and also free time, so they should be able to participate in choosing what they want to do.</i> • <i>As a teacher, I find that I have to go with the wishes of the majority.</i> • <i>...that's harder in class, not all the class will agree.</i> 	<ul style="list-style-type: none"> • All students are different, so there cannot be the same learning materials for all; • It is difficult for teachers to allow their learners to select in and out-of-classroom learning materials.
3	<ul style="list-style-type: none"> • <i>It is great if the student finds learning aids that he/she likes so much that he/she feels inspired to learn more on his/her own.</i> • <i>...it would be more reasonable if the teacher chose the materials to use in class. Out-of-classroom materials, on the other hand, are different.</i> 	<ul style="list-style-type: none"> • Teachers should select materials to use in class; however, learners can select out-of-classroom materials.

4	<ul style="list-style-type: none"> • <i>It depends on your students' age, activities, and themes.</i> • <i>There are some creative assignments from time to time when the level of their freedom to choose learning materials is quite high.</i> 	<ul style="list-style-type: none"> • Not all students can select in and out-of-classroom learning materials on their own since they are all different; however, to accomplish some creative assignment, they should be allowed to do it.
5	<ul style="list-style-type: none"> • <i>Teacher could provide some choice or sources where learners could find materials that seem exciting for them.</i> • <i>...teacher needs a different attitude as well, to see the learner as a person who knows what's best for him, to see him more as a partner.</i> 	<ul style="list-style-type: none"> • Teachers should change their attitude towards learners and provide them with learning materials that are interesting.
6	<ul style="list-style-type: none"> • <i>I tend to expect the first ideas to come from the student.</i> • <i>The learner and teacher both bring materials to the table and end up agreeing on how to use those materials.</i> 	<ul style="list-style-type: none"> • Both teachers and learners should be involved in selecting learning materials.

Responses and Interpretation to Interview Question 6

What are your perspectives on learners monitoring and assessing their own learning?		
Interviewees	Responses	Interpretation
1	<ul style="list-style-type: none"> • <i>...the idea is good in principle, but it has to be done effectively to have any real benefit.</i> • <i>...it can work well if the students have been involved in setting their own targets so that they're relevant to them.</i> • <i>...it's only going to be effective if it improves the students' self-esteem and leads to increased motivation.</i> 	<ul style="list-style-type: none"> • Learners should monitor and assess their learning when they have been involved in setting their own learning goals.
2	<ul style="list-style-type: none"> • <i>...that's actually good to encourage self-monitoring and self-assessment to adjust learners' beliefs regarding themselves, so that they can see their own improvement and realise that failures in success.</i> 	<ul style="list-style-type: none"> • Self-monitoring and self-assessment of learning can encourage learners to realise their failures in success.
3	<ul style="list-style-type: none"> • <i>...constant monitoring and assessing the learning process makes the said process way more productive because the feedback the students get can help them notice it when something goes wrong or not as expected and thus they can rectify the process.</i> 	<ul style="list-style-type: none"> • Self-monitoring and self-assessment of learning should be carried out constantly to rectify the learning process when necessary.
4	<ul style="list-style-type: none"> • <i>I do that from time to time and consider it to be very important in the learning process as, first of all, all students like working in pairs or groups. Secondly, they are massive fans of</i> 	<ul style="list-style-type: none"> • Modern technologies enable learners to carry out self-monitoring and

	<p><i>modern technologies and if you tell them that some work will be checked by computer, they like it. Moreover, if computers check some tests or tasks, the process of assessment becomes more objective.</i></p>	<p>self-assessment objectively.</p>
5	<ul style="list-style-type: none"> • <i>This would be very welcome but it depends very much on the age and the level of knowledge of the learner as well as on the attitude of the teacher. But this would ensure learners autonomy and responsibility for sure.</i> 	<ul style="list-style-type: none"> • Self-monitoring and self-assessment of learning ensure learner autonomy; • It depends on learners' age and knowledge and their teachers' attitude.
6	<ul style="list-style-type: none"> • <i>...it is a good idea for learners to monitor and assess their own learning. Nevertheless, they might have some difficulties in motivating themselves, and that is where the teacher's role is important.</i> • <i>...you can't stop it from happening.</i> 	<ul style="list-style-type: none"> • It is significant; however, teachers should encourage learners if they lack motivation.

Responses and Interpretation to Interview Question 7

Think back over all the years that you have worked as an English teacher and tell me about your attitude and experience in using ICT to teach English?		
Interviewees	Responses	Interpretation
1	<ul style="list-style-type: none"> • <i>...students today are kind of used to interacting with technology</i> • <i>...it's easier for many teachers not to use ICT. But I've come to think that this doesn't necessarily lead to long-term retention.</i> • <i>...it's better to try to integrate online activities and presentations and videos into everyday lesson plans.</i> • <i>... You end up with lessons that are more varied and more interesting and often better in terms of clarity of presentation.</i> 	<ul style="list-style-type: none"> • Modern learners are used to interacting with modern technology; • Lessons with technology become more varied and more interesting; • Online activities should be integrated into lesson plans.
2	<ul style="list-style-type: none"> • <i>...a source of additional homework exercises.</i> • <i>I have started trying to use online sources more flexibly to let the students have much more say over what they do, what topics they want and how they want to practice.</i> • <i>...all my classes have reacted very positively to this.</i> • <i>...in the past I've probably misused or underused ICT, and I suspect that I'm probably not alone in that regard.</i> 	<ul style="list-style-type: none"> • ICT is a source of additional materials; • ICT enables learners to decide what to learn and how to learn; • Many teachers were unaware of the advantages of ICT.
3	<ul style="list-style-type: none"> • <i>...I started using computer-assisted teaching techniques some 15 to 16 years ago.</i> 	<ul style="list-style-type: none"> • ICT with its resources enables teachers to develop various

	<ul style="list-style-type: none"> • <i>My experience includes using the resources of the Internet in class and as part of the homework assigned, incorporating YouTube videos into the process of teaching, engaging students in working on different projects involving information technology, teaching individual and group lessons via Skype, assigning homework via email with embedded links to online resources to be used for self-study purposes, using social networking websites (Facebook) as the platform for informal study circles.</i> 	<p>assignments and activities;</p> <ul style="list-style-type: none"> • ICT can be used in both individual and group lessons.
4	<ul style="list-style-type: none"> • <i>My attitude is 100 per cent positive.</i> • <i>I would use ICT almost every lesson - there are numerous things to do, fantastic tools to use, online movies, books, dictionaries, social networking sites and many other exciting things to use/do.</i> • <i>ICT can make our teachers' lives much easier.</i> 	<ul style="list-style-type: none"> • ICT offers a variety of learning materials; • ICT enables teachers to work more effectively.
5	<ul style="list-style-type: none"> • <i>Since Internet itself as well as computers are so closely connected with the English language, it is a great way to encourage students to use it for learning.</i> • <i>...nowadays everyone is so much connected with ICT on daily basis – social network, news, music or movies, work and studies, etc.</i> • <i>...I've found ICT most useful and students more excited about learning a language.</i> 	<ul style="list-style-type: none"> • Modern learners cannot imagine their learning without ICT; • ICT is encouraging.
6	<ul style="list-style-type: none"> • <i>I have always used ICT to teach English and I have discovered that it helps students to learn and improve their English while having fun, especially with videos.</i> 	<ul style="list-style-type: none"> • ICT helps learners learn and improve their English knowledge;

	<ul style="list-style-type: none">• <i>As the tech has evolved so has my use and attitude. I have depended on written materials from the internet for a long time. Now I use more and more interactive tools.</i>	<ul style="list-style-type: none">• Modern technology has been evolving and offering many new teaching and learning materials.
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Responses and Interpretation to Interview Question 8

What factors contributed to your decision to use ICT to teach English?		
Interviewees	Responses	Interpretation
1	<ul style="list-style-type: none"> • <i>...just about every aspect of modern life involves technology, so it seemed a bit out of date not to.</i> • <i>...most people usually enjoy using, computers and other types of technology, so I think there's an advantage if you use it in lessons.</i> 	<ul style="list-style-type: none"> • Every aspect of modern life is affected by modern technology; • Most people enjoy using ICT.
2	<ul style="list-style-type: none"> • <i>...ICT as a way to allow weaker students to fill in gaps in knowledge or skills and provide opportunities for stronger students to be more challenged.</i> • <i>...to make my teaching more effective for every student.</i> 	<ul style="list-style-type: none"> • To provide both weak and strong students with equal opportunities; • To make teaching more effective.
3	<ul style="list-style-type: none"> • <i>...to bring more variety into the process and this helped make the studies more fun and more productive for both the students and myself.</i> 	<ul style="list-style-type: none"> • To bring more variety into teaching process; • To make learning more interesting and more productive.
4	<ul style="list-style-type: none"> • <i>...a motivation tool for my students.</i> • <i>It makes the learning process more enjoyable and when you enjoy what you are doing, you learn better</i> • <i>ICT can make the job of a teacher easier.</i> 	<ul style="list-style-type: none"> • To make learning enjoyable; • To make teachers' work easy.
5	<ul style="list-style-type: none"> • <i>...nowadays students' paper materials and books might seem old-school.</i> 	<ul style="list-style-type: none"> • To follow the requirements of the modern world.

	<ul style="list-style-type: none"> • <i>...it is the right way of learning.</i> • <i>...can practise speaking and listening as well on ICT, not only grammar or reading.</i> 	
6	<ul style="list-style-type: none"> • <i>I discovered that students pay more attention to power point slides, videos as well as internet resources during teaching processes.</i> • <i>Accessibility, student willingness and my own understanding.</i> 	<ul style="list-style-type: none"> • Due to accessibility and students' interest and willingness.

Responses and Interpretation to Interview Question 9

How ICT enables learners to learn English more effectively?		
Interviewees	Responses	Interpretation
1	<ul style="list-style-type: none"> • <i>...material can be better presented on a computer than on a whiteboard in class or on a paper photocopy.</i> • <i>...Better presentation and also greater variety can only increase interest and understanding and retention.</i> • <i>...to submit work electronically and use spellcheckers and grammar checkers.</i> • <i>...useful for non-native speakers because it helps to draw their attention to errors.</i> • <i>...any kind of online activity where they can get instant feedback and control the level of difficulty.</i> • <i>...they not only get more out of the process, but they enjoy the control and the way they can measure progress themselves.</i> 	<ul style="list-style-type: none"> • ICT enables learners to present learning materials electronically; • By using ICT, learners can receive instant feedback; • By using ICT, learners can control the level of difficulty; • By using ICT, learners can enjoy the control of their learning and measure their progress themselves.
2	<ul style="list-style-type: none"> • <i>ICT means that learning opportunities are available to learn ...anytime anywhere.</i> • <i>...the opportunity for deeper and self-paced learning.</i> • <i>...ICT should be, at least, facilitators and mentors, maybe managers in a sense, helping to guide the students through.</i> • <i>...learning opportunities can be more individualised, both in and out of the</i> 	<ul style="list-style-type: none"> • By using ICT, learners can learn anywhere anytime and at any pace; • By using ICT, learning can be individualised; • ICT provides learners with a personalised approach.

	<p><i>classroom, and therefore they will be more effective.</i></p> <ul style="list-style-type: none"> • <i>ICT gives a more personalised approach, especially if we give the students some control over the process.</i> 	
3	<ul style="list-style-type: none"> • <i>ICT provides the opportunity to address the needs of learners with every learning style.</i> • <i>Due to the dynamic nature of the Internet the information you use and the contexts you put your students in are always the most topical and the most relevant ones.</i> • <i>ICT can always help the students find out more about the culture of the country the language of which they are currently learning.</i> 	<ul style="list-style-type: none"> • <i>ICT can be used by learners with any learning style;</i> • <i>ICT provides learners with the most topical and relevant information.</i> • <i>ICT helps learners learn not only a language but also the culture of the country.</i>
4	<ul style="list-style-type: none"> • <i>It is easy and in most cases cheap.</i> • <i>It is trendy.</i> • <i>There are myriads of exciting things to do for various age groups and levels.</i> • <i>Students can use the possibility to repeat, revise, consolidate stuff.</i> • <i>In quite many cases you can receive immediate feedback, see answers and so on.</i> • <i>You can learn from home on a comfy sofa drinking a cup of coffee.</i> • <i>You can talk to your teachers from home.</i> • <i>You can learn online over Skype and other technologies.</i> 	<ul style="list-style-type: none"> • <i>ICT is easy, cheap and modern;</i> • <i>ICT offers a variety of interesting things to various age groups and levels;</i> • <i>ICT offers immediate feedback;</i> • <i>By using ICT, learning can be done from anywhere and by various communication means.</i>
5	<ul style="list-style-type: none"> • <i>On the internet everyone can find a resource that fits him or her the best or that they find most topical, so learning English becomes a part of other interests. In other</i> 	<ul style="list-style-type: none"> • <i>ICT provides learners with a significant number of resources which make learning more interesting.</i>

	<i>words, sometimes they might learn even not knowing it.</i>	
6	<ul style="list-style-type: none"> • <i>...learn while having fun which makes them remember lessons covered effectively.</i> • <i>...it makes classroom/office time more effective. It means less time on mundane tasks and more on the actual work of introducing concepts and working on 'naturalistic' use of language.</i> 	<ul style="list-style-type: none"> • ICT makes classroom time more effective and enjoyable.

English Teacher Interview Transcript 1

Interviewer: Kumar M. Agarwal

Interviewee: An English teacher (Male)

Interview setting: Face-to-face

Affiliation with interviewee: The interviewee has been my colleague at RTU
Riga Business School

Date: 2 March 2017

Time: 4:30 p.m.

Length of interview: 22 minutes

(Start of Interview)

Interviewer: Good afternoon!

Interviewee: *Good afternoon!*

Interviewer: This Interview is part of a study about the role of the computer-assisted language learning method in fostering learner autonomy. The main aim of the interview is to explore how learner autonomy in learning and acquiring the English language can be enhanced using the computer-assisted language learning method. Owing to your valuable expertise and the significant role you play in your community, I would appreciate you sharing your insights and perspectives on the topic. Your responses are substantial as they will lead the research to indisputable outcomes. I would like to inform you that the interview will be audiotaped. All the responses including gestures will be summed up before being analysed to develop a report as accurate as possible. After the interview, you can receive the copy of the transcription of the interview and make any necessary modifications. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally.

The interview is designed for about 20-30 minutes. I appreciate that you have agreed to be interviewed.

Interviewer: Do you have any questions before we start the interview?

Interviewee: [Pause] Nup!

Interviewer: Thank you in advance for your time and cooperation!

Interviewee: *It's OK. Hmm, you're welcome.*

Interviewer: How are you?

Interviewee: *Everything is OK. And you? [smile]*

Interviewer: I am fine too. Thank you!

Interviewer: What challenges do you face in helping your students become effective language learners?

Interviewee: *Well, um, most of the learners I teach... attend classes after work, err, so energy and concentration levels aren't... re...exactly at a maximum. But they have to be, err, you know, engaged in the lesson... if they're really going to learn, I, err, ... so that's the biggest challenge, becau... especially as classes consist of people of all ages, err, professions and widely varying interests. I... Course books don't cater to, well, everyone and, err, I mean, not everyone is going to find every topic interesting, so... err, but the interest has to be there if it's, um, if, err, if language learning's going to be effective.*

Interviewer: What is your opinion on learners deciding what to learn, when to learn and how to learn?

Interviewee: *I think that learners should have a big input into what they do. Students who just wait for teachers to, err, spoon-feed them... chunks of language.... and, err, grammar, as well... I suspect that these students never open their books between lessons... eith... um, to... to review or practise... let alone expand on it. And this, um, this means learning is going to take a long time. And, err, whereas if learners feel that they have some control over the lessons, I think they will, kind of, realise that they don't need the teacher's help for everything... and start to do more by themselves. I...err, so, I think it will speed up the learning process.*

Interviewer: How significant is it for learners to participate in setting the aim and objectives of an entire course?

Interviewee: *I'm not sure learners are always able to... err... to... to really articul...err, specify what they want to, err, want the overall aim of a particular course to be, well, other than to "improve their English". And, you know, if you're working from a course book, it's... I think there are some limitations on what the aims will be. But... I think ideally they should be involved to some degree, I mean, because if the aim of the course isn't, err, doesn't correspond with their aims, they're probably not going to be as motivated, and... so they won't be... err... successful learners.... or not so successful.*

Interviewer: To what extent should learners participate in selecting in and out-of-classroom learning materials?

Interviewee: *I'm very keen on students, err, participating in learning materials. It doesn't matter whether it's f... for in or out of the classroom. Course books aren't ... Not everything in a course book will be great for every class, so... um... if the material isn't*

suitable, I... I think there's little value in it. And as a teacher, you don't always know what's, well, what's suitable. Every class is different, so... I think learners should, err, need to be involved in this. Also, it's... I think that this relates to, um, the issue of letting the learners have control over the learning process. Learning materials are an important part of that, I mean, so they should be able to choose...err, have at least some choice, I think. How much depends on... err, well, basically, the more they can participate, the better. Again, I think there's a benefit in terms of motivation, so... yeah.

Interviewer: What are your perspectives on learners monitoring and assessing their own learning?

Interviewee: I think that the idea is good in principle, but it has to be done effectively to... to have any real benefit. I think, um, what is it? I... I think there has to be a clear idea of how assessment should work, it's... otherwise it's a meaningless activity. I mean, I've found that students often have vastly different views on their success... err, or not... and... it's, um, something that sometimes comes out in class discussion. Yeah, I think it can work well if the students have been, err, been involved in setting their own targets... so that they're relevant to them, and that these are, well, specific and, err, measurable. It's... err, yeah... it's only going to be effective if it improves the students' self-esteem and... and leads to increased motivation.

Interviewer: Think back over all the years that you have worked as an English teacher and tell me about your attitude and experience in using ICT to teach English?

Interviewee: I think it's easier for many teachers not to use ICT... or to... to treat it as a separate activity, err, something extra to the curriculum. It's... um... of course, it's easy to teach using just a whiteboard. Yeah... it's what we've always done and it works. But I've come to think that, well, maybe this doesn't necessarily lead to long-term retention. My experience is... um... it's better to try to integrate online activities and presentations and, err, videos or... whatever, to integrate them into everyday lesson plans. You end up with lessons that are more... varied, and... more interesting... and often better in terms of, um, clarity of presentation. And students today are kind of used to interacting with technology, so I think, yeah, all these things lead to better retention. But it should be integrated to get the best results... I think.

Interviewer: What factors contributed to your decision to use ICT to teach English?

Interviewee: Hmm, I think I... err, well, just about every aspect of modern life is... I mean, involves technology... so.... so it seemed a bit, kind of, out of date not to. Plus, I think

most people usually enjoy using, err, computers and ... other types of technology, and, err, so, I think there's an advantage if you use it in lessons.

Interviewer: How ICT enables learners to learn English more effectively?

Interviewee: I think material can be better presented on a computer than, well, than on a bla... err, whiteboard in class... or on a paper photocopy. That's... I guess... probably true for any subject, err, not only English. Better presentation and also, um, greater variety... it... can only increase interest, and understanding... and retention. Yeah, retention. So, it's... that's a big benefit, I suppose. Also, I kind of prefer students to submit work electronically and use spellcheckers ... it can be useful for non-native speakers and, err, because... err, it helps to draw their attention to errors. Same for grammar checkers, which are slowly getting better and better... I think. And any kind of online activity where they can, you know, get instant feedback and obviously... err, preferably control the level of difficulty... is really useful. I think they not only get more out of the process, but, err, but they enjoy the control and, yeah, the way they can measure progress themselves.

Interviewer: Is there anything you would like to add?

Interviewee: Thank you for having me.

Interviewer: Thank you very much for your time and answering the questions!

English Teacher Interview Transcript 2

Interviewer: Kumar M. Agarwal

Interviewee: An English teacher (Male)

Interview setting: Face-to-face

Affiliation with interviewee: The interviewee has been my colleague at RTU
Riga Business School

Date: 2 March 2017

Time: 3:30 p.m.

Length of interview: 24 minutes

(Start of Interview)

Interviewer: Good afternoon!

Interviewee: Hi!

Interviewer: This Interview is part of a study about the role of the computer-assisted language learning method in fostering learner autonomy. The main aim of the interview is to explore how learner autonomy in learning and acquiring the English language can be enhanced using the computer-assisted language learning method. Owing to your valuable expertise and the significant role you play in your community, I would appreciate you sharing your insights and perspectives on the topic. Your responses are substantial as they will lead the research to indisputable outcomes. I would like to inform you that the interview will be audiotaped. All the responses including gestures will be summed up before being analysed to develop a report as accurate as possible. After the interview, you can receive the copy of the transcription of the interview and make any necessary modifications. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally.

The interview is designed for about 20-30 minutes. I appreciate that you have agreed to be interviewed.

Interviewer: Do you have any questions before we start the interview?

Interviewee: Not really.

Interviewer: Thank you in advance for your time and cooperation!

Interviewee: Thank you!

Interviewer: How are you?

Interviewee: Fine! How are you doing? [smiles]

Interviewer: I am fine too. Thank you!

Interviewer: What challenges do you face in helping your students become effective language learners?

Interviewee: *I've noticed over the last few years, um, that people, err, don't seem to have as much free time as in the past. And... students have also told me the... um, as much. So this obviously has an impact on language learning outside the classroom, and... but, um, it's... I don't think language learning will be effective if it only happens inside the classroom. So, I think, I mean, that's the biggest challenge, for... to get students learning outside of class with all the... their other commitments. Obviously, we have to try to give them tasks that are interesting and motivating... and that they want... want to do, but this is a challenge sometimes [laughs]. I mean, generating interest inside the classroom is much easier in comparison.*

Interviewer: What is your opinion on learners deciding what to learn, when to learn and how to learn?

Interviewee: *It's, well, it's not something I've had much experience with, to be honest, as the syllab...syllabi I teach tend... not to be very flexible... but on the occasions I've let the students take control it's... I think they, err, it... it was a very positive for the class....err, and for me too. So, I'm trying to encourage it more in my students, err, by asking them what they want. I think they, um, well, most students... want to take an active role in their own development. I think what we teach them becomes, err, more significant, it, err, also more efficient too. Basically, they will get more out of it and, you know, learn better if they feel they're involved... if they are involved. Not only in topics, err, content, I mean, but in terms of time or pace as well. So, it's probably the key to increasing motivation, especially for adult learners... I guess.*

Interviewer: How significant is it for learners to participate in setting the aim and objectives of an entire course?

Interviewee: *I think that we as teachers often think we know best what students need and, err, tend to decide ourselves what the aim of the course will be... err, should be. We should probably listen far more to the students themselves, um, about what their goals are and, I mean, what they want to achieve by the end of the course. I think that if we, err... if objectives are set collectively and, you know, collaboratively, it's...um... .. the course will be more effective and... and the students will be more enthusiastic about the whole process.*

Interviewer: To what extent should learners participate in selecting in and out-of-classroom learning materials?

Interviewee: *I think that we can... we should... give learners as much say as possible over, err, out-of-classroom materials, because it's quite easy to do. Why not? It's... err, students are different in terms of their... err, needs, and... interests... and... also free time, so they should be able to contr, err, to participate in choosing what they want to do. But I think that's harder in class, yeah... not all the class will agree. As a teacher, I find that I have to, kind of, go with the wishes of the majority, so... I hav... it's ever going to be ideal for every student in-class. But yeah, outside of class, I think it's easier.*

Interviewer: What are your perspectives on learners monitoring and assessing their own learning?

Interviewee: *I've found that most students are usually quite kind of, pessimistic about their own improvements in language and they... they like to hear from a teacher, it's... um, who they see as an authority, ... they like to hear that they're getting better. Yeah, but I think that's actually kind of a good reason to encourage self-monitoring and self-assessment [Pauses] If we can, sort of, adjust learners' beliefs regarding themselves... so that, err, they can see their own improvement and, you know, maybe more importantly, realise that failures, um, in success... are due to, I don't know, ineffective strategies or... lack of practice, say, um, rather than lack of potential... or lack of intelligence, which it never is.... it's..., yeah, um, if we can get students to put their learning into perspect ...um... better perspective, I think there's a huge benefit for them in terms of, well, how they feel about learning the language and the way, err, how they approach it.*

Interviewer: Think back over all the years that you have worked as an English teacher and tell me about your attitude and experience in using ICT to teach English?

Interviewee: *Honestly, I'm not sure how well I use ICT. It's... I think there is a lot of potential for learners, err, for them to take control of their own learning and, um, really add another dimension to the learning experience. But... well, I'm not sure that I as a teacher have really managed to get the most out of the tools available. There's, err... I think there's a temptation for teachers to see ICT as, well, I suppose, like it's simply a source of additional homework exercises... which, um, they're set by the teacher and with little possibility for control by the learners themselves. For me... I have just started, really, err, trying to use online sources more flexibly and, um, to let the students have*

much more say over what they do, what topics they want, err, and how they want to practice. And I've found all... all my classes have reacted very positively to this. So, I think that in the past I've probably misused, or, no, err, underused ICT, and I suspect that I'm probably not alone in that regard. Yeah. I don't think it should just be, you know, just merely an extension of the course book.

Interviewer: What factors contributed to your decision to use ICT to teach English?

Interviewee: As I teacher, I know I generally teach to, err, "the middle" of the class. I originally thought of ICT as a way to allow weaker students to fill in gaps in knowledge or skills and provide opportunities for stronger students to be, err, more challenged. I suppose the ideal we are moving towards is one where we have a classroom that adjusts content and, err, I guess also pedagogy too, err, based on individual student needs – both weak and strong. So, for me, it was sort of a way to try to make my teaching more effective for every student.

Interviewer: How ICT enables learners to learn English more effectively?

Interviewee: I think ICT means we can... or maybe should... I don't know... we can rethink the traditional 45-minute lesson, in a sense. It, err, ICT means that learning opportunities are available to learn... err, students... anytime, anywhere. There is the opportunity for deeper, and, err, no, self-paced, deeper learning. And... and... I think the idea of the teacher being, kind of, the source of all knowledge has long been dead in language teaching. We are, err, and should be, at least, facilitators and mentors, maybe managers in a sense, helping to, um, I suppose, guide the students through, err, what, learning opportunities. And ICT means these learning opportunities can be more pers...err, indiv...err, individualised, both in and out of the classroom, and, therefore, err, be, um, they will be more effective, because it's not a case of, yeah, "one size fits all". ICT gives a more, kind of, personalised approach, especially if we give the students some control over the process.

Interviewer: Is there anything you would like to add?

Interviewee: Thank you!

Interviewer: Thank you very much for your time and answering the questions!

English Teacher Interview Transcript 3

Interviewer: Kumar M. Agarwal

Interviewee: An English teacher (Female)

Interview setting: Face-to-face

Affiliation with interviewee: The interviewee has been my colleague at RTU
Riga Business School

Date: 3 March 2017

Time: 5:30 p.m.

Length of interview: 18 minutes

(Start of Interview)

Interviewer: Good afternoon!

Interviewee: *Good afternoon!*

Interviewer: This Interview is part of a study about the role of the computer-assisted language learning method in fostering learner autonomy. The main aim of the interview is to explore how learner autonomy in learning and acquiring the English language can be enhanced using the computer-assisted language learning method. Owing to your valuable expertise and the significant role you play in your community, I would appreciate you sharing your insights and perspectives on the topic. Your responses are substantial as they will lead the research to indisputable outcomes. I would like to inform you that the interview will be audiotaped. All the responses including gestures will be summed up before being analysed to develop a report as accurate as possible. After the interview, you can receive the copy of the transcription of the interview and make any necessary modifications. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally.

The interview is designed for about 20-30 minutes. I appreciate that you have agreed to be interviewed.

Interviewer: Do you have any questions before we start the interview?

Interviewee: *Nup! [smile]*

Interviewer: Thank you in advance for your time and cooperation!

Interviewee: *That's fine!*

Interviewer: How are you?

Interviewee: *Fine, thank you! [smile]*

Interviewer: What challenges do you face in helping your students become effective language learners?

Interviewee: *Hmm, the main challenge (one that is the hardest to triumph over) is the fact that, you know, the level of foreign language, err, proficiency you can help your student, you know, achieve can possibly be only as high, you know, as the level of proficiency the person has in their mother tongue (at best). In other, hmm, words, the foreign language speaking skills of any given person are, err, always limited by their verbal skills, I guess, in their mother tongue. The reason is that verbal skills, hmm, vary from person to, err, person and, you know, some people are naturally better, err, conversationalists and find it easier, hmm, to put into words exactly what they mean, hmm, in their mother tongue, err, than others. These individuals also have more, err, ideas concerning different ways of, hmm, putting one and the, um, same idea into words, rephrasing and, hmm, explaining their thoughts in the process of, err, communication. They are never, you know, at a loss for, err, words and always have something to say and are willing, you know, to speak out at all, hmm, times. In contrast, other people, um, find it hard to properly, err, explain what they mean, they have, you know, fewer ideas when it comes to describing things, people or, err, natural phenomena mostly because they just don't think much of them. These people are, err, naturally less „verbal”, which in itself is not a negative aspect of their, err, personalities but rather a difference in their, err, mind-set and a different mode of perception. This results in the fact that, hmm, “verbalists” (I stress the fact I am using the term in its good sense as in „a person, err, skilled in verbal expression; one who uses words well”) learn languages more easily than “non-verbalists” who, you know, place more importance on, hmm, actions and the kinaesthetic aspect of, err, life than they do on words and who are often more, err, of listeners than speakers themselves. The common paradigm, err, of expectations, you know, any language teacher, you know, has to face is their work suggests that a good teacher can teach the students to be precise, relevant and fluent in the target language so they, err, can extensively, you know, discuss different topics, share their view of things, describe anything they, you know, physically see, dream, imagine or remember, err, in great detail as well as relevantly support any dialogue. In my opinion, you know, the paradigm is inaccurate in that you simply cannot, you know, really teach a person to be better in a foreign language than they already are, err, in their mother tongue. This is impossible. Thus, to me a good teacher is, you know, someone who can teach their student, you know, to be almost as good, err, in the target language as they are, err, in*

their mother tongue and, hmm, help the student develop, you know, their general, err, verbal skills (beyond focusing on the target language only, as the root of, you know, difficulty in teaching, you know, is in the student's, err, mind-set and perception peculiarities).

Interviewer: What is your opinion on learners deciding what to learn, when to learn and how to learn?

Interviewee: I suppose this is, hmm, not bad in itself. It is, you know, great in fact that there are students who have some expectations in connection with the course they are about to take. This means, hmm, they have, you know, a proactive position which, hmm, is always an important prerequisite for success. I think, however, the teacher and his/her proactive students, you know, should team up for better results with the students, hmm, pointing out what they, you know, would like to, hmm, focus on more and the teacher contributing his/her share of knowledge, professionalism and, you know, command of teaching methods, hmm, and techniques that can be utilized to help the students, you know, achieve their purpose.

Interviewer: How significant is it for learners to participate in setting the aim and objectives of an entire course?

Interviewee: As I said, it is, to my mind, very, you know, significant for the students to have a proactive stance, you know, as well, hmm, as to have certain expectations in connection with the course, because, after all, it, you know, would be impossible to adequately measure, hmm, your achievements after, you know, the course ended if you had not set any goals in the first place.

Interviewer: To what extent should learners participate in selecting in and out-of-classroom learning materials?

Interviewee: Hmm, One of the teacher's primary, hmm, responsibilities is, you know, planning the course on the whole as well as planning out individual classes. I suppose it would be more reasonable, you know, if the teacher, hmm, chose the materials to use in class. Out-of-classroom materials, on the other hand, are, hmm, different. These have to do with, you know, auto-didacticism (or self-learning) and they have to fit in with the student's individual learning, hmm, style the most. It is great if the, hmm, student, you know, finds learning aids that he/she likes so much that he/she feels inspired to learn more on his/her own.

Interviewer: What are your perspectives on learners monitoring and assessing their own learning?

Interviewee: *I think that, hmm, constant monitoring and, you know, assessing the learning process makes the said process way more productive because the feedback the students get can help, hmm, them notice it, you know, when something goes wrong or not as expected and thus they can, you know, rectify, hmm, the process.*

Interviewer: **Think back over all the years that you have worked as an English teacher and tell me about your attitude and experience in using ICT to teach English?**

Interviewee: *I have been teaching, hmm, English for 21 years and I started using computer-assisted teaching techniques, you know, some 15 to 16 years ago. My experience includes using the resources of the Internet, hmm, in class and as part of the homework assigned, you know, incorporating YouTube videos into the process of teaching, engaging students in working on different projects, you know, involving information technology, teaching individual and group lessons, hmm, via Skype, assigning homework via email with embedded links, you know, to online resources to be used for self-study purposes, using, hmm, social networking websites (Facebook) as the platform for, hmm, informal study circles.*

Interviewer: **What factors contributed to your decision to use ICT to teach English?**

Interviewee: *I wanted to bring more, you know, hmm, variety into the process and this helped make the studies more fun and more productive for both, hmm, the students and myself.*

Interviewer: **How ICT enables learners to learn English more effectively?**

Interviewee: *Hmm, ICT provides, you know, the opportunity to address the, hmm, needs of learners with every learning style. Due to the dynamic, hmm, nature of the Internet, you know, the information you use and the contexts you put your, hmm, students in are always the most topical and, you know, the most relevant ones. And because any language is a living being in that it is born, it grows, evolves, hmm, and, you know, will eventually die, relevance is the most important factor here. Besides, ICT can always help the students find out, you know, more about the, hmm, culture of the country the language of which they are currently learning. What is behind the language, the mind-set, hmm, of the nation – these things matter a lot more than many people, you know, hmm, tend to....*

Interviewer: **Is there anything you would like to add?**

Interviewee: *I would like to thank you for this opportunity to answer such interesting questions. [smile]*

Interviewer: **Thank you very much for your time and answering the questions!**

English Teacher Interview Transcript 4

Interviewer: Kumar M. Agarwal

Interviewee: An English teacher (Female)

Interview setting: Via Skype

Affiliation with interviewee: The interviewee has been my colleague at RTU
Riga Business School

Date: 6 March 2017

Time: 5:10 p.m.

Length of interview: 20 minutes

(Start of Interview)

Interviewer: Good afternoon!

Interviewee: Hello!

Interviewer: This Interview is part of a study about the role of the computer-assisted language learning method in fostering learner autonomy. The main aim of the interview is to explore how learner autonomy in learning and acquiring the English language can be enhanced using the computer-assisted language learning method. Owing to your valuable expertise and the significant role you play in your community, I would appreciate you sharing your insights and perspectives on the topic. Your responses are substantial as they will lead the research to indisputable outcomes. I would like to inform you that the interview will be audiotaped. All the responses including gestures will be summed up before being analysed to develop a report as accurate as possible. After the interview, you can receive the copy of the transcription of the interview and make any necessary modifications. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally.

The interview is designed for about 20-30 minutes. I appreciate that you have agreed to be interviewed.

Interviewer: Do you have any questions before we start the interview?

Interviewee: No! [smile]

Interviewer: Thank you in advance for your time and cooperation!

Interviewee: OK!

Interviewer: How are you?

Interviewee: I am fine, thanks. How are you? [smile]

Interviewer: I'm fine too. Thank you!

Interviewer: What challenges do you face in helping your students become effective language learners?

Interviewee: *Well, there are, err, lots of, hmm, challenges. First, it's quite challenging to motivate, hmm, some students, nothing seems to be, err, interesting for, err, them. Secondly, if you teach in a simple humble, hmm, secondary school, you need to be able to, err, deal with peculiarities of students' behaviour, misbehaviour, err, occasionally, which might affect the effectiveness of teaching. Thirdly, nowadays, hmm, some students are, err, really addicted to their mobiles. In addition, teachers' overload can represent one of the big challenges. I have seen, hmm, a lot of, hmm, teachers who cannot teach effectively, err, because of professional burnout. Finally, to make students effective learners, teachers, err, have to have a lot of time, hmm, to prepare for lessons, mark students tests etc. I don't have that much time.*

Interviewer: What is your opinion on learners deciding what to learn, when to learn and how to learn?

Interviewee: *In general, I am, hmm, positive about, err, it but if we are speaking about senior secondary school, err, students or adults, people who, hmm, have some learning experience, know, err, themselves though I am convinced that teachers have to, err, assist and direct, hmm, the process anyway.*

Interviewer: How significant is it for learners to participate in setting the aim and objectives of an entire course?

Interviewee: *I guess this is really, err, important, hmm, as in this case students take/feel more responsibility for their own studies, have more understanding, err, of the learning, hmm, process and, undoubtedly, the results of it.*

Interviewer: To what extent should learners participate in selecting in and out-of-classroom learning materials?

Interviewee: *It is difficult to answer, err, this, hmm, question since there are a lot of "it depends" in this process. It depends on your, err, students' age, activities, and themes. In general, to be honest with you, I do not, hmm, give my secondary school students a lot of freedom. There are, hmm, some creative, err, assignments from time to time, err, when the level of their freedom, err, to choose learning materials, hmm, is quite high. In my opinion, I have to, err, encourage them, hmm, to participate in the process of selecting, err, learning materials more. Thanks for the idea! [smile]*

Interviewer: What are your perspectives on learners monitoring and assessing their own learning?

Interviewee: *I do that from, err, time, hmm, to time and consider, err, it to be very important, err, in the learning process as, first of all, all students, hmm, like working in pairs or groups. Secondly, they, hmm, are massive fans of modern technologies and if you tell them that some work will be, err, checked by computer, they, hmm, like it. Moreover, if computers check, err, some tests or tasks, the process, hmm, of assessment becomes more objective.*

Interviewer: Think back over all the years that you have worked as an English teacher and tell me about your attitude and experience in using ICT to teach English?

Interviewee: *My attitude is, err, 100% positive, but, unfortunately, heads, hmm, of some schools do not consider, err, it important, hmm, and you either do not have access to ICT classrooms or can't use computers, err, in classrooms. If I could, hmm, I would use ICT almost every, err, lesson - there are, hmm, numerous things to do, fantastic tools to use, online, err, movies, books, dictionaries, social networking sites and many other exciting things to use/do. To sum, err, it up, I believe, hmm, that ICT can make our teachers' lives much easier but in, hmm, quite, err, many schools this opinion is not supported by managers.*

Interviewer: What factors contributed to your decision to use ICT to teach English?

Interviewee: *Firstly, err, and mainly, as a motivation, hmm, tool for my students. It makes the learning process more, err, enjoyable and when you enjoy, hmm, what you are doing, you learn, hmm, better, err, ICT can make the job of a teacher easier.*

Interviewer: How ICT enables learners to learn English more effectively?

Interviewee: *It is easy and in most, hmm, cases cheap. It is, hmm, trendy. There are, err, myriads of exciting things to do for various, err, age groups and levels. Students can use the possibility to repeat, revise, and consolidate stuff. In quite many, hmm, cases you, err, can receive immediate, hmm, feedback, see answers and so on. You can learn from home on a comfy sofa drinking, err, a cup of coffee. You can talk, hmm, to your teachers, err, from home. You can learn online, hmm, over skype, err, and other technologies.*

Interviewer: Is there anything you would like to add?

Interviewee: *Thanks a lot for, err, the opportunity, hmm, to take part in the interview as some questions, hmm, really made, err, me think!*

Interviewer: Thank you very much for your time and answering the questions!

English Teacher Interview Transcript 5

Interviewer: Kumar M. Agarwal

Interviewee: An English teacher (Female)

Interview setting: Face-to-face

Affiliation with interviewee: The interviewee has been my colleague at RTU
Riga Business School

Date: 7 March 2017

Time: 5:00 p.m.

Length of interview: 19 minutes

(Start of Interview)

Interviewer: Good afternoon!

Interviewee: *Good afternoon!*

Interviewer: This Interview is part of a study about the role of the computer-assisted language learning method in fostering learner autonomy. The main aim of the interview is to explore how learner autonomy in learning and acquiring the English language can be enhanced using the computer-assisted language learning method. Owing to your valuable expertise and the significant role you play in your community, I would appreciate you sharing your insights and perspectives on the topic. Your responses are substantial as they will lead the research to indisputable outcomes. I would like to inform you that the interview will be audiotaped. All the responses including gestures will be summed up before being analysed to develop a report as accurate as possible. After the interview, you can receive the copy of the transcription of the interview and make any necessary modifications. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally.

The interview is designed for about 20-30 minutes. I appreciate that you have agreed to be interviewed.

Interviewer: Do you have any questions before we start the interview?

Interviewee: *No, thank you! [smile]*

Interviewer: Thank you in advance for your time and cooperation!

Interviewee: *That's fine!*

Interviewer: How are you?

Interviewee: *Thank you, I'm fine. [smile]*

Interviewer: What challenges do you face in helping your students become effective language learners?

Interviewee: *Sometimes it is, you know, quite, hmm, hard to show the importance of learning some things. I mean, they, you know, think they, hmm, already know enough or that they, hmm, would not need these, you know, certain things in future. So, you know, it might be hard, hmm, to get them interested in learning. It is quite, you know, challenging to show students, hmm, there are still many, hmm, things they could and would learn, to get, you know, them interested in learning.*

Interviewer: What is your opinion on learners deciding what to learn, when to learn and how to learn?

Interviewee: *It would greatly, you know, promote, hmm, students learning autonomy if only it, you know, would fit in some frames of the course, you know. I think, you know, it is worth encouraging students, hmm, to decide what, when and how to learn so that they would, hmm, feel and understand that this, you know, is for their own sake.*

Interviewer: How significant is it for learners to participate in setting the aim and objectives of an entire course?

Interviewee: *Surely it is, you know, very important, hmm, to involve students in every part of the course, you know, so that it would be connected, hmm, with, you know, their own interests and goals, hmm, of the future. Then learner would find this course more exciting, hmm, and fitting in their own life not if it was for some teacher or, you know, educational system. That would for sure, you know, increase motivation, hmm, to learn.*

Interviewer: To what extent should learners participate in selecting in and out-of-classroom learning materials?

Interviewee: *Well, it probably, you know, depends on, hmm, the student – some might get involved, you know, more and some might less. Teacher could provide some choice or sources where learners, hmm, could find, you know, materials that seem exciting for them, still if the student would clearly know, hmm, what they, you know, needed – what kind of materials, any specific field, hmm, of interest, would be, you know, even greater and most welcome. But this means that, you know, teacher needs, hmm, a different attitude as well, to see the learner as a person, you know, who knows what's best for him, to see him, hmm, more as a partner.*

Interviewer: What are your perspectives on learners monitoring and assessing their own learning?

Interviewee: *This would be, you know, very welcome, hmm, but it depends very much on the age and the level of knowledge of the learner, you know, as well as on the attitude, hmm, of the teacher. But this would, you know, ensure learners autonomy and responsibility for sure. Actually I do try, you know, to promote, hmm, this with my students but it takes time for everyone.*

Interviewer: Think back over all the years that you have worked as an English teacher and tell me about your attitude and experience in using ICT to teach English?

Interviewee: *Since Internet, you know, itself as well as computers, hmm, are so closely connected, you know, with English language (in means that rarely anybody uses translated terms), it is a great way to encourage, hmm, students, you know, to use it for learning. As well as nowadays, you know, everyone is so much connected, hmm, with ICT on daily basis – social network, news, music or movies, work and studies, etc. Although I haven't used, you know, most, hmm, of it for sure, there are still so many things to learn for me as a teacher, I've found ICT most useful, you know, and students more excited, hmm, about learning language.*

Interviewer: What factors contributed to your decision to use ICT to teach English?

Interviewee: *Most of those, you know, that I've mentioned, hmm, above, you know, like using ICT for everyday needs, it seems, you know, just normal to use it for learning. For nowadays students paper, hmm, materials, you know, and books might seem old-school, since the world and the technologies, hmm, they use is ICT. So it is the right way of learning, hmm, for them. Not mentioning, you know, all the different sources and fields of interest, hmm, you can find there for mostly, you know, everyone. Besides you can, you know, practise speaking and listening as well on ITC, not only grammar, hmm, or reading, or vocabulary.*

Interviewer: How ICT enables learners to learn English more effectively?

Interviewee: *When students find, you know, the things they learn, hmm, really topical and urgent for them and can see the usefulness, hmm, of the things they learn, it becomes more effective for sure. If it is not learning, you know, for the teacher's sake or for the university, hmm, but for students themselves, there is, you know, a new level of learning and understanding reached. What's more, in, hmm, Internet, you know, everyone can find a resource that fits, you know, them the best or that they find most, hmm, topical, so learning English becomes a part of other interests. In other words, sometimes they, you know, might learn even not knowing it.*

Interviewer: Is there anything you would like to add?

Interviewee: *No, I don't think so. Except that, you know, ICT is the most effective way of learning for the moment.*

Interviewer: Thank you very much for your time and answering the questions!

English Teacher Interview Transcript 6

Interviewer: Kumar M. Agarwal

Interviewee: An English teacher (Female)

Interview setting: Via Skype

Affiliation with interviewee: The interviewee has been my colleague at RTU
Riga Business School

Date: 7 March 2017

Time: 4:20 p.m.

Length of interview: 21 minutes

(Start of Interview)

Interviewer: Good afternoon!

Interviewee: *Good afternoon!*

Interviewer: This Interview is part of a study about the role of the computer-assisted language learning method in fostering learner autonomy. The main aim of the interview is to explore how learner autonomy in learning and acquiring the English language can be enhanced using the computer-assisted language learning method. Owing to your valuable expertise and the significant role you play in your community, I would appreciate you sharing your insights and perspectives on the topic. Your responses are substantial as they will lead the research to indisputable outcomes. I would like to inform you that the interview will be audiotaped. All the responses including gestures will be summed up before being analysed to develop a report as accurate as possible. After the interview, you can receive the copy of the transcription of the interview and make any necessary modifications. It is important to me that you give your honest opinions since all your responses will be anonymous and never be linked to you personally.

The interview is designed for about 20-30 minutes. I appreciate that you have agreed to be interviewed.

Interviewer: Do you have any questions before we start the interview?

Interviewee: *No.*

Interviewer: Thank you in advance for your time and cooperation!

Interviewee: *You are welcome!*

Interviewer: How are you?

Interviewee: *Fine! Hope you are, hmm, fine too.*

Interviewer: What challenges do you face in helping your students become effective language learners?

Interviewee: *Hmm, my biggest challenges are, err, helping learners identify or, err, uncover their real needs. Too often, hmm, they claim to want 'grammar' or, err, 'vocabulary' when in fact they, hmm, want to improve functional language in either, err, speaking or, err, writing or both. Students tend to forget, hmm, what they were, err, taught in class as, most probably, they don't go through the materials at home. Not all of them do their homework, and, hmm, some of them use L1 in class.*

Interviewer: What is your opinion on learners deciding what to learn, when to learn and how to learn?

Interviewee: *I have, hmm, nothing against learners deciding what, when and how to learn as they have, err, all rights to do so. The only problem is, hmm, that they might underperform, err, when it comes to writing exams, and that is why teachers' guidance, hmm, is important.*

Interviewer: How significant is it for learners to participate in setting the aim and objectives of an entire course?

Interviewee: *It is not quite significant for, hmm, learners to participate in the entire course, hmm, as far, err, as the aims and objectives are concern. However, they could participate, hmm, in researches conducted by, err, language institutions that would add value to the course. If we are, err, talking private, hmm, or one-on-one it is paramount. A successful course is always, hmm, ones that meets, err, the student's individual needs. The objectives evolve, hmm, over, err, time, so it is important to revisit them frequently. In 'courses' helping learners, hmm, clarify their own objectives within the frame, err, set-up for the course is important and one that I try and do up front.*

Interviewer: To what extent should learners participate in selecting in and out-of-classroom learning materials?

Interviewee: *I agree to a certain extent. For example, if, hmm, they are, err, interested in an area that might be useful for, err, their jobs or personal interests, they could ask the teacher, err, to give additional materials, hmm, in their, err, area of interest. The learner, err, and teacher both bring materials, hmm, to the table and end up agreeing on how to use those materials. For me, it depends on the objective. If it is test prep- I have, err, lots of materials. For special purposes students, I tend to, hmm, expect the first ideas to, err, come from the student. Once the lessons are, err, going, I introduce more.*

Interviewer: What are your perspectives on learners monitoring and assessing their own learning?

Interviewee: *I guess my perspective is, hmm, that you can't stop it from happening. It is important, err, that teachers/coaches help, hmm, learners understand how to understand, err, the right way(s) to interpret monitoring that the teacher, err, provides. I think it is a good idea, hmm, for learners to monitor and assess their own learning. Nevertheless, they might have some difficulties, err, in motivating themselves, and that is, hmm, where the teacher's role is important.*

Interviewer: Think back over all the years that you have worked as an English teacher and tell me about your attitude and experience in using ICT to teach English?

Interviewee: *I have always used ICT, hmm, to teach English and I have discovered that, err, it helps students, hmm, to learn and improve their, err, English while have fun, especially with videos. As the tech has evolved so has my use, err, and attitude. I have depended on written materials from the internet for a long time. Now I use, err, more and more, hmm, interactive tools. It is probably still very primitive because I basically use them to take over drill work.*

Interviewer: What factors contributed to your decision to use ICT to teach English?

Interviewee: *Hmm, accessibility, student willingness, hmm, and my own understanding. The more, err, I taught in English, the more I saw the value of the tools. I discovered that students pay more attention to power, err, point slides, videos, hmm, as well as internet resources during teaching processes.*

Interviewer: How ICT enables learners to learn English more effectively?

Interviewee: *For me it makes, hmm, classroom/office time more effective. It means less time, hmm, on mundane tasks and more, err, on the actual work of introducing concepts and working on 'naturalistic' use of language. They learn, hmm, while having fun which makes them to remember, err, lessons covered effectively.*

Interviewer: Is there anything you would like to add?

Interviewee: *No, thank you.*

Interviewer: Thank you very much for your time and answering the questions!

DOKUMENTĀRĀ LAPA

Maģistra darbs „Datorizēta valodu mācīšanās metode studentu autonomijas veicināšanai angļu valodas mācībās” izstrādāts LU Pedagoģijas, psiholoģijas un mākslas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: _____ / Mahešs Kumars Agarvals /

Datums: _____ / _____ / 2017.

Rekomendēju/nerekomendēju darbu aizstāvēšanai

Vadītāja: Profesore Dr. Paed. Indra Odiņa _____

Datums: _____ / _____ / 2017.

Recenzents: Docente Dr. Paed. Anna Stavicka _____

Datums: _____ / _____ / 2017.

Darbs iesniegts: LU PPMF Skolotāju izglītības nodaļā . .2017.

Dekāna pilnvarotā persona: studiju metodiķe Agnese Kozlovska _____
(paraksts)

Datums: _____ / _____ / 2017.

Darbs aizstāvēts maģistra gala pārbaudījuma komisijas sēdē

..2017. protokola Nr. _____, vērtējums: _____

Komisijas sekretārs: _____

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