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Students' Attitudes towards Self-Access Learning Materials in
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To the memory of my grandparents,
To my parents and all members of my family,
To my friends who love, support and encourage me ...

Abstract

Nowadays, the technological revolution paves the way for learners to find a rich variety of facilities, known as self-access learning materials, to help them acquiring easily any foreign language, especially English. The main objective of this research work was to explore third year 'licence' students' attitudes and perceptions towards the use of self-access learning materials and their contribution to the development of students' proficiency level. For this purpose, a questionnaire was addressed to forty five EFL university students while another one to twenty two EFL teachers. The results revealed that, learners were aware of the existence of these materials as they had positive attitudes towards them. They stated that these materials were a way for broadening their cultural backgrounds, acquiring vocabulary knowledge and improving their four language skills. Moreover, they asserted that these facilities may help them to increase their proficiency level for better achievement in their academic context. Furthermore, findings demonstrated that teachers encourage their learners to use these materials by orienting them to specific resources and mentioning their benefits. In addition, they assumed that they supplemented their lectures with such materials to maximize learners' motivation and lead them to become more autonomous. To sum up, enhancing students to use self-access materials may foster their autonomy which is considered to be crucial for their academic success at tertiary level.

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LIST OF ABBREVIATIONS

AF : Absolute Frequency

EFL : English Foreign Language

RF : Relative Frequency

SAC : Self-Access Centre

SALL : Self-Access Language Learning

SALMs : Self-Access Learning Materials

GENERAL INTRODUCTION

During the last decades, scholars and educationalists have tried to look for new methods and approaches to facilitate foreign language learning. Thanks to the technological revolution, education has seen many shifts that change its quality. It provides teachers and their students with various technological devices at their fingertips which gives the floor to various methods of learning and teaching. These new ways of learning mainly include independent learning and self-access language learning as new modes for learning a second/ foreign language. In this regard, students shifted from teacher centredness to learner centredness, i.e., students nowadays are no more considered as passive learners but rather active ones in the learning process.

This student-centred approach in the learning process led to the emergence of the concept of learner autonomy. Moreover, autonomy in learning has attracted great attention in research and education, where learners are the main actors for effective and self-motivated learning based on their interests and needs.

In this respect, self-access centres are established in many parts of the world. They aid in promoting learner autonomy and helping them to take in charge their own learning styles and strategies by setting up their own objectives to be reached. However, in the Algerian context, these centres are not available. For this reason, students are facing the problem of learning by themselves, especially at tertiary level, since they should look for books and other materials, and adapt them according to their needs. These materials are mostly known as self-access learning materials.

The purpose of the present research work is to examine EFL students' perceptions and attitudes towards self-access learning materials. It also aims at finding ways and suggestions to motivate students to use these materials as well as to assess students' progress while using such materials. In this sense, three research questions are put forwards:

- 1- What are third year EFL students' attitudes towards self-access learning materials?
- 2- Do they improve their learning using self-access materials?
- 3- How can students be motivated to use self-access learning materials at tertiary level?

These research questions led to the formulation of the following hypotheses:

- 1-Students may have positive attitudes towards SALMs, in the sense that they may find them effective and beneficial for their learning context
- 2- A regular use of such materials will help significantly students in their learning as they will become more autonomous.
- 3- Students can be encouraged to use SALMs by their teachers who will orient them to the most useful ones and raise awareness to their benefits.

To multiply data sources, the investigator opts for two questionnaires to collect the necessary data. One is administered to forty five EFL third year 'licence' students while the other one for twenty two EFL teachers. Besides, the case study used is exploratory where the researcher attempts to investigate students' attitudes and standpoints concerning SALMs and make a kind of evaluation to check their learning progress. As it seeks for the different ways implemented by teachers to orient and motivate their learners using such materials.

The current study is divided into two chapters. The first one is concerned with the theoretical part since it brings some insights of previous research works related to SALMs that include mainly the historical background of self-access language learning as a new approach for acquiring a foreign language and the types of materials that students may choose to overcome their difficulties. It also refers to learner autonomy and its relation with SALMs. The second chapter describes the empirical phase of the work; the collected data were analyzed quantitatively and qualitatively. In

addition, it provides some suggestions and recommendations for both learners and teachers to emphasize the importance of SALMs for the development of students' language proficiency and to present some techniques for an appropriate use of these materials.

CHAPTER ONE

Review of the Literature on Self-Access Learning Materials

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1.1 Introduction

Self-access learning materials have emerged mainly due to the development that occurs primarily in technology. It resulted in the appearance of a set of methods that enhance learning foreign languages namely English. Among them, there is what is called self-access language learning.

This chapter is outlined for a literature which is closely related to previous background research concerned with self-access learning mode in general and self-access learning materials in particular. This latter will deal mainly with the definition of Self-access learning , its development as an approach, a brief view of self-access center , types of materials and the learner autonomy as well as the characteristics of a good Self-access learning materials (SALM).

1.2 Definition of Self-Access Language Learning

Self-access language learning (SALL) is used to refer to a new method of learning a language in which the learner has the right to choose and decide about his own way of learning, in relation to his skills as well as his weaknesses that need to be overcome. It is also considered as a mode of learning that helps the learner to foster his autonomy. Gardner (2002: 17) states that:

Self-access learning is different from the learning that takes place in the classrooms. It contains a larger element of individualisation, learner choice and learner responsibility. Learners' level of readiness for self-access learning are variable and, consequently, levels of control and guidance must also be variable. Their needs and wants vary from person to person and also for any individual through time. The perceptions learners have of self-access learning influence their willingness to participate and to cater, as much as possible, to the individual needs, wants and perceptions of learners.

It is clear that learning may change according to the sitting, that is, learners start having a sense of responsibility by taking their own decision concerning their learning process which leads them to individualized learning. According to Miliani (1991:68) SALL

usually refers to the organization of learning materials according to the needs of specific groups of learners who, themselves, play a more active role:

- (i) when they select materials according to their needs and skills to develop;
- (ii) when they use the materials on their own;
- (iii) when they assess themselves;
- (iv) when they establish themselves contacts with the teacher for some feedback.

Compared to the traditional way of learning in which the teacher is considered as the knowledge giver and the one responsible for the learning process. Nowadays, it is no more focus on teacher but rather on learners who should take in charge their learning, by selecting the materials that fit their needs and wants.

1.3 The Development of Self-Access Learning as an approach

SALL is mainly regarded as a modern approach thanks to the technological developments. According to Miliani (1991:68), it is nowadays becoming more and more used and known as a new approach to language learning “In contrast to traditional approaches, where the teacher is viewed as a knowledge-giver a great deal of importance is given to the learner, in individualised instruction, self-access learning, self-directed learning, autonomous learning. These have become today’s slogans [...]”. This recent approach helps learners to become more autonomous, in the sense that, they start studying by their own, out of the classroom environment, moving forward to

other environments where learning can take place as well, and begin to be aware of and responsible for their own learning process.

Gremmo and Riley (1995) in their article try to trace back how autonomy, self-direction and self-access have emerged. Although, they find it difficult and complicated to do it, they come up with some historical factors that contributed to the spread of these concepts and ideas. These factors have a complex relationship with developments in psychology, philosophy, sociology, and so on. Among these factors, there is the rejection of behaviourist theory which is an approach of psychology that focuses on humans' behaviours. This approach was rejected by the western countries since they started to be interested much more in the personal experience of the individual, that is, the cognitive revolution. This has brought change in many domains mainly education, linguistics, and psychology.

Moreover, population growth increased the wide access to schools and universities. Consequently, new development in educational structures and approaches to deal with the huge number of learners emerged. This led to new ways of learning as well as the creation of new centres, which aim at encouraging learner-centredness and self-directed learning, and this without referring to the teacher's traditional way of providing knowledge. Publishers quickly responded to people's demands and provided a rich set of materials which were suitable for self-instruction and autonomous studies. This paved the way for the commercialisation of language provision and its influence on the way the learner is perceived as well as his central and active role in the learning process. He is no longer considered as a passive learner who relies only on the teacher to give him knowledge, but rather the one who makes choices and decides about his own way of learning.

According to Miliani (1991:68), the main reason behind the emergence of such an approach is that "Teachers have large classes with a wide range of cognitive abilities, academic achievements, learning styles/strategies, linguistic behaviours,

motivations and needs of learners. Thus, dealing with mixed ability classes requires a lot of effort. Besides, the traditional classroom has been unable to satisfy the needs of individual learners". It is difficult for teachers to know and deal with each student individually having different needs and wants, as well as to conduct his teaching according to one's own ability and learning style. That is why; teachers are obliged to design his course in a way that suits all the learners. In this respect, self-access learning as an approach helps a lot in fostering autonomy within learners in which they will be able to strengthen their learning through the access of some centres that exist in some part of the world.

1.4. Self-Access Centres

After the emergence of SAL as a new approach for learning, people start being more and more aware of its importance. Consequently, they started establishing centers around the world which, in turn, are considered as facilities designed for students' learning. The aim of these centers is to foster and enhance learner autonomy. Cotterall and Reinders (2001: 24) view self-access centre (SAC) as a place which:

consists of a number of resources (in the form of materials, activities and support) usually located in one place, and is designed to accommodate learners of different levels, styles, goals and interests. It aims to develop learner autonomy among its users. Self Access Language Learning is the learning that takes place in a Self-Access Centre.

Moreover, self-access centre is considered as a place where materials are grouped so that autonomous learners can learn easily according to their styles, levels as well as their needs and wants

Gardner and Miller (1999) have identified two kinds of environment: a controlled one which encompasses classrooms, libraries, self-access centre, etc... and an uncontrolled one that includes namely the learning that takes place at home using web resources and some other materials which is considered as private. In addition to

this, there is the public environment which englobes students clubs and residences, where the learning takes place without the presence of teachers.

Autonomy is agreed by many scholars to be promoted and fostered thanks to centres which are specialized and equipped by materials that support learner's needs while learning foreign languages. In fact, Navarro and Brady (2003:69-70) point out that classrooms are considered as obstacles for learners' autonomy development, in the sense that,

[...] these obstacles are closely related to the lack of opportunities allowing the learner to make decisions regarding the learning process. This situation has given rise to the recent proliferation of a learning context known as the self-access centre- a facility created with the apparent objective of 'promoting' learner autonomy.

In the same vein, Herrera diaz (2013: 117) argues that "Derived from self-access centres, the term self-access language learning (SALL) stands for the kind of learning that takes place precisely in a SAC." For Sturtridge (1992) as well associated the term 'self-access' to SAC, in which, these kinds of centres are essential for the development of learner autonomy. However, SACs are not the only way to promote autonomy and independent learning. Learners, in present time, can easily have access to some materials without any existence of these specialized centres and thus learn independently. Besides, SACs may differ from one another, in terms of materials and equipment and as a result, according to Navarro and Brady (2003: 70)

SACs focus more on providing an abundance of learning material and technological support for the user rather than on actually providing guidance for learners to manage and direct their learning process so that they might eventually reach a certain or full degree of autonomy.

These centres can be found at an international level mainly in some places in Asia, Europe and America. Although, it does not exist in North Africa in general and Algeria in particular, learners have access to a rich variety of some materials that they use to consolidate and strengthen their learning online.

1.5 Self-Access Learning Materials

With the growth of people's demand to learn foreign languages, mainly English, a great range of materials are designed for learners to facilitate and help them in their learning process as well as to have an easy access to these materials not only in specialized centres but at home as well which is something beneficial especially for those countries who do not have such centres. These materials are created in a way that suit all learners of different ages, learning styles and strategies according to their needs since traditional way of learning (classroom) cannot take into consideration each student alone. In other words, teachers have a large number of learners in the classroom and have a syllabus to go through; they are unable to look after each learner independently. According to Felder and Brent (2005: 57) the issue lies on "that no two students are alike. They have different backgrounds, strengths and weaknesses, interests, ambitions, senses of responsibility, levels of motivation, and approaches to studying". Besides, teachers are obliged to teach in a way by going through the four skills so that he will not neglect learners' style of learning. Consequently, there are a great range and types of materials that are implemented especially for learners to consolidate their learning.

1.6 Types of Self- Access Learning Materials

With advance in technological development which has paved the way for the creation of a very rich set of materials. According to Sheerin (1989 quoted in Jessie Choi, 2012: 389) "The essential pre-requisite to self-access learning is the provision of self-access materials within an organized framework so that [learners] can get what they need". Indeed, these materials are majorly assembled in a centre, especially in

Europe and western countries, which is controlled by counsellors and other administrator to guide students on the way and how these materials should be used appropriately. However, since there is no self-access centre in Algeria, students may use materials that are available for them and easy to be accessed. In this vein, it is clear that there are types of self-access materials which include: online and print materials. However, although self-access learning materials (SALM) are always related to self-access centre, students in Algeria may access mainly to some materials without the existence of these self-access centres.

1.6.1 Online Materials

With the advance and the widespread of technological devices, new approaches for language learning emerged using online resources known as “computer-assisted language learning”, CALL for short. It is closely related to applied linguistics, used to enhance autonomy and language learning. Beatty (2010: 7) gives a broad definition of ‘computer-assisted language learning’ as being “any process in which a learner uses a computer and, as a result, improves his or her language”. So computer-assisted language learning aimed at helping student’s language learning process.

Among the various kinds of materials created to help learners in learning easily foreign languages, there is what is called online materials which are easy to access. In this vein, Nielson et al. (2008: 6) state that “Students working online have the world at their fingertips, with target-language newspapers, magazines, radio shows, television programs, video clips, movies, cartoons, lectures, podcasts, literature, and websites available”. Indeed, these online materials are in the form of websites in which each website has its own exercises and lessons for learners to learn according to their level and potential to understand as well as to learn. Additionally, Hobrom (2004: 1) points out that

Computers have often been viewed as the perfect independent learning tool rather than simply a part of the autonomy/independence bigger

picture [...] It could be argued that online resources are the ultimate engine for language learning. They offer volumes of text, pictures, sound, and video. They are also interactive and increasingly offer ready made self-access materials available at any time and place for individual or collective learners.

There are different online resources, designed for students depending on their wants. Yet, while some websites are free, others are not, that is, learners have to pay an amount of money per week, per month or even per year to be able to access them.

Concerning free websites which are the most used and designed for everyone, in the sense that, a learner could be a child, a teen and or an adult whose interest is to be able to use the language appropriately. Some of them require doing a test so that to put learners in the right level in order to have access to lessons and exercises according to their proficiency level. Learners in this way can register into this particular website and then will receive e-mails containing lessons everyday depending of course on the nature of the website. Indeed, these websites are not enough for improving one's own proficiency level in the English language mainly¹. These courses include vocabulary, grammar, culture and tips, expressions as well as pronunciation and more, as it is divided into levels (beginner- intermediate- advanced). This latter is found in youtube, facebook, twitter and other social networks, to facilitate access as well as leaning the English language. Teachers first give the lesson and at the end they mention the website so that learners can benefit more by having more details as well as doing exercises to consolidate and assimilate what they have just learnt.

Historically speaking, YouTube was a forum for sharing short videos and having fun in which it had mainly relation with entertainment and different purposes rather than educational ones. Nowadays, people start being aware of the possibility that

¹ For this reason, YouTube has bridged this gap by giving audio visual lessons (videos) as in "engvid", which is a famous website used for learning English for free, having more than 955 videos courses taught by a number of experienced native speakers teachers.

YouTube can be also a tool to be used for the purpose of instruction and learning. In this respect, Bastos and Ramos (2009: 002088) state that

[...] new web 2.0 technologies as YouTube come up as a challenging support to language learning. The effective integration of this pedagogic resource in the learning environment resides in the way it is used in teaching and learning and in its combination with other alternative materials.

YouTube, Nowadays, has overwhelmed the whole world, in the sense that whatever learner wants to know, it is found in this latter. Education plays a significant role in it since learners may use it as a support to help themselves to overcome their difficulties faced within classroom. However, there are some inappropriate and distracting videos contents, so it is up to students to use it for the sake of education. For this reason, YouTube, in 2012, has initiated specific channels for educational purposes that facilitate the learner's task to find the desired source much easier.

In today's globalized world, people are more tempted to use technological devices that is why many of them prefer reading online books, known mainly as e-books (electronic books), by either uploading them on their smart phones and tabs or having a direct access through the web. In addition to this, the advantage of this kind of device, in contrast to traditional books, is that in one single smart phone, thousands of books may be uploaded to be read. As pointed out by Fotheringham² (The rise of eBooks section, para.2)

You can literally carry thousands of ebooks with you on your mobile device or ebook reader. Language learning is then just a click away whether you are on the bus, a plane, or bored to tears in a meeting. And if

² No date

you forgot to download books at home, you can always download more on the go via WiFi or even 3G networks.

Speaking about smart phones as well as tabs which are considered as fashionable and very useful devices, the world has shifted from the use of pencil to digital devices in a wink, thanks to the rapid creation of technologies. In present times, students have the ability to upload a very rich variety of applications especially designed for everyone whose desire is to improve his/ her English. However, these electronical devices have some free apps and others in which people have to pay to access them.

It is impossible, in today's life, to find someone that does not carry a mobile phone with him. The appearance of such devices has changed our way of communicating, learning as well as life styles. This technological revolution seem to arrive timely, as a support for educational objectives, in the sense that learners have more opportunities to improve their own achievement and also to support the differences that are found among learner's own needs, wants and learning styles. This kind of learning is known as 'mobile learning' and "mobile-assisted language learning' (MALL). Understanding the relationship between mobile learning (ML), mobile-assisted language learning (MALL), and computer-assisted language learning (CALL) is somehow complicated since these terms have appeared almost at the same period. Yet, what one should know is that, mobile learning and CALL are very often related to mobile-assisted language learning, in the sense that, this latter takes some parts from both of them. Stockwell and Hubbard (2013: 5) suggest the following diagram to show this relationship. The shaded area represents the overlap:

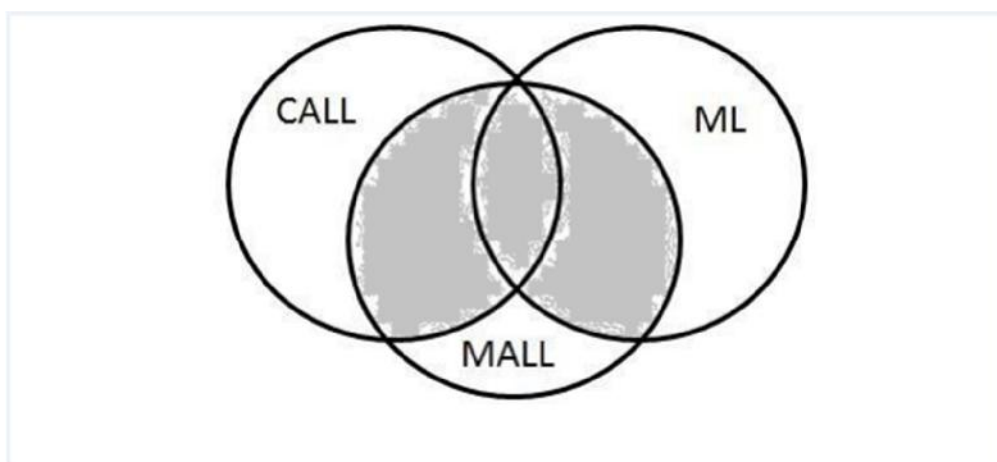


Figure 1.1 : The relationship of computer-assisted language learning (CALL), mobile-assisted language learning (MALL), and mobile learning (ML). Stockwell and Hubbard (2013: 5)

1.6.2 Print Materials

It is obvious that print materials are of great importance since they existed before online ones. Print materials are commercialized and have existed for centuries ago, since people were learning through books, articles... etc. in their mother tongue. Through times, people have developed a kind of awareness concerning the importance of learning other languages due to trades and immigration...etc. Consequently, commercialization of printed materials of other languages appeared which was introduced later to education and schools.

Despite the fact that technology may englobe all kinds of learning materials, printed materials remain always of great help for students to learn since many learners may prefer them. In this respect, there are different types of books especially for people having different ages and different proficiency levels. Concerning printed books, novels are the most used and read ones. Moreover, they are retold by other authors in a way to facilitate their reading by designing them through levels ranging from beginner to advanced ones. It may include pre-reading, reading and post reading

activities to ensure that the learner has understood the story. Some books carry the audio version that includes the audio form, so that the student improves reading and listening skills and at the same time learn how to pronounce words in the right way as well.

In addition, there are grammar books³ which are designed according to learner's proficiency level, that is, elementary for those beginners, intermediate, and advanced. Learners can choose the book that best suits them and start learning independently in their free time.

Furthermore, essential grammar topics are found within these series of books which in turn, are divided into units each one of them has sections which includes a particular grammar lecture with explanations and illustrations as well as some remarks followed by a set of exercises in the next page and key answers at the end of the book. At the end of each unit, there are tests that give more opportunities for learners to practice what they learnt and for self-evaluation. According to Yule (2006: 2) "The book's chapter arrangement does not follow any specific order of difficulty. Therefore, users can choose to study the chapters in the order they like or study only the chapters or grammar points they need to". Students are free to choose the lesson they want to start with, they are not obliged to follow the order of the book (the list of topics found in the content page), that is, they may begin with a topics that that they may cause them some difficulties while learning, as they have the possibility to start learning the first lesson and go through till the end of the book.

Besides, a CD-ROM is sold with the books in which students have many other opportunities to practice and improve their English grammar and they can practice their speaking and listening to real English. For reading and writing skills, learners can practice reading English and understanding the context, as they can find the

³ E.g Oxford Practice Grammar

grammatical mistakes and correct them. At the end, learners may test and evaluate their progress by doing a series of tests.

In any second language learning, vocabulary is of great importance in learner's language development as mentioned by Schmitt (2000: 55) who sheds light the importance of vocabulary acquisition, he insists on the point that "lexical knowledge is central to communicative competence and to the acquisition of a second language". Of course, vocabulary acquisition does not rely on learning it by heart, but on memorizing it through the context in which words are used.

For this reason, one can find book series which concern much more vocabulary⁴. As for grammar books, they are approximately the same thing concerning the division of the proficiency level, the form as well as the way they are designed and the CD-ROM. The only difference relies on the contents and the purpose to which the author's book want to achieve. For grammar books, the purpose is of course to improve one's own English but by avoiding grammar mistakes and to make a difference between some verbs, tenses, articles, countable / uncountable nouns, ...etc. However, for English vocabulary in use, the focus is mainly on lexical words in relation to their real contexts.

As in grammar, vocabulary book is divided into units and each one includes a particular topic and lexical words related to that latter. When opening the book at any page, the left page is always devoted for new words and expressions which are written in bold and their explanations and meanings according to the context. In this latter, vocabulary is divided into a number of sections each one with a clear and simple title. In addition to this, different techniques are used for the explanation for lexical words and phrases by using short explanation and definition, also by giving either a synonym or the opposite of the word, or by giving diagrams or drawings which is the simplest way. The right page is more concerned with a series of activities and exercises to check

⁴ English Vocabulary in Use

learners' understanding of those words and to be able to use them in their own sentences. The activities focused mainly on the meaning and one exercise is devoted for learner speaking about his own experiences or life so, he will have the opportunity to think about and to practice the new vocabulary.

In the same vein, another sort also as series of four books⁵, that focuses on the relationship between reading and the learning academic vocabulary that consists of words that are used generally in some academic domains and not in others. These lexical words are needed for those students who want to pursue their studies at tertiary levels. These kind of books englobe topics from different fields as engineering, business, nutrition, journalism, medicine, psychology and many others, if someone do not belong to any of these areas or he belongs to just one area, these topics can be considered as general culture.

These four level books are divided into units. Each one starts with an introduction of the topic and the content area. As it includes goals and target academic words of the unit dealt with which are presented so that student will think about their background knowledge of this particular topic as they will focus on the target lexical words they will encounter. The unit in its turn starts with a self-assessment activity in order to increase student's awareness of their own knowledge of the word. By the end of the unit; learner will come back to this latter to evaluate himself and check his progress as well as to make sure that he has assess his/her new knowledge. Besides, within each unit there are two sections (reading one and two) and before the two readings, learner should answer and discussed some questions to refresh his background knowledge and what he already know about the topic. Texts are represented in a various forms either in the form of newspaper, magazine, encyclopedia ...etc. targets vocabulary are written in bold at first sight to raise awareness and then they are repeated throughout the unit and also within the following

⁵ Inside Reading

units to facilitate their assessment. After reading, there are a set of activities such as reading comprehension to evaluate learner's understanding and to reproduce the target words.

In addition, vocabulary exercises start at word level in which the activities are mostly receptive and focus on meaning and on single words in the sense that learner has to fill gaps, and then it progresses to the sentence level; these latter are productive in the sense that instead of fill in gaps the learner has to write a paragraph on his own to explain a particular point. By the end of each unit, there are topics to be tackled and discussed in the form of essay writing in order to enhance learners' level in writing and to expose what they have grasped and assessed from these units. Besides, as for the previous books, these ones also include a CD-ROM format, in this respect, Coxhead et al state that "[...] students would enjoy doing some self-study on a computer [...] The CDs allow students to focus on the AWL [academic word list] words in different ways through gapfills and reflection on the words and their uses".

There is another type of novel which comes in the form of a bilingual book, also known as dual language book. One side in English and the other in another language that the reader masters either French or Arabic, this kind of bilingual book is called "full-translation text" that Semington et al (2015: 134) explain that

[...] the entire story is presented in two languages. Both languages are placed on one page, or facing pages [...] These books are meant to be read in both languages, page by page, either by one reader who is able to read both languages, or by two readers, each fluent in one of the languages

Moreover, it allows readers to improve their language proficiency as well as their knowledge about the English language in general and vocabulary in particular, which facilitate their assimilation in an easy way since the reader will notice the meaning of words and expressions in their actual contexts. These kinds of series

constitute an authentic method of autonomy and self-teaching. Besides, concerning their contents, the left hand page is for the English language whereas the right hand one is devoted for the translation, that is, the target language (French/ Arabic). Some remarks are written in the form of foot note in both pages, a set of explanatory notes which concerned mainly vocabulary, grammar and some historical events as reminder...etc. Footnotes as well as the list found at the end of the book constitute a set of words and idiomatic expressions that help the reader to notice them since they have a common usage in which he has to memorize them. It is recommended to start reading the original version, that is, the English page first with its footnotes and remarks by trying to understand the sense and grasp its meaning then moving to the translated page to check the comprehension of the target text. Otherwise, if the reader finds this way difficult for him, he may start with the translated page in which he has to focus on it so that when he comes back to the English version, he will be able to master its meaning.

All these materials are important for one's own learning since it will promote autonomy and learner becomes more motivated and yet learn independently. Since there is no self-access centre in Algeria, students are directed to these SALM. Thanks to these learning materials, new educational approaches have emerged as personalized and lifelong learning.

1.7. Self-Access Learning Materials and Learner Autonomy

For many years, self-access learning has been of great interest for many scholars who link it to learner autonomy. Giving a pivotal importance to specialized centres to develop one's autonomy, Morrison (2005), in this respect, during his framework reports the lack of consideration made upon the evaluation of self-access centers, in which he gives a pivotal importance in education, in general and in English language learning in particular.

In addition, one can say that the use of self-access learning materials can foster autonomization within learner. Historically speaking, in 1980 and 1990 emerge various approaches for learner centredness including autonomy and independent learning, Holec is considered as the first who started employing the expression of ‘learner autonomy’ according to him this term is an ability to be acquired, i.e., people are not inborn with it, in which the learner start taking charge of his own learning. In addition, Holec (1981, quoted in Herrera diaz, 2010: 46) argues that

[...]to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.: determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.); evaluating what has been acquired

It is evident that to achieve autonomy, a pivotal condition has to be taken into consideration which is responsibility for decision-making in learning. Likewise, Dickinson (1987, cited in Holec,2008: 22) characterizes autonomy as “[...] a situation in which the learner is totally responsible for all the decisions concerned with his (or her) learning and the implementation of those decisions”, that is, the learner has the freedom to make choices on his/ her own.

Many terms emerged just after the concept of autonomy by different authors seeing this new approach as an innovative one that is why views may differ from one to another, since they may see the term from different angles. Benson (2006) points out that ‘self-access’, ‘self-study’, self-instruction’, ‘distance learning’ and ‘out of class’ are not considered as synonyms of the word ‘ autonomy’, in terms that each one of them may describe different levels and ways of one’s learning by himself, whereas autonomy and autonomous learning are considered as attitudes and abilities. Likewise, Holec (1981, quoted in Herrera diaz,2010: 50) makes a distinction between autonomy and self-directed learning , since he does not refer to autonomous learning for the learning process, adding that “a learner may have the ability to take charge of his

learning [carrying out self-directed learning] without necessarily utilizing this ability to the full [exercising autonomy] when he decides to learn.” This shows clearly that autonomy has some degrees resulting from and depending on learner’s decision. However, unlike Benson, in Holec’s terms, many people may use them interchangeably since they share more similarities than differences.

It is clear that autonomy has various and somehow different definitions and views. Yet, it is commonly agreed that autonomization is a matter of degrees among learners, that is to say, the process of autonomy is like a continuum movement from lower to higher level. Nunan (1997, quoted in karastateva et al, 2010: 137) claims that classroom is the appropriate sitting to push learners towards the notion of autonomy. As a result, he sets up 5 levels of this latter. The first one include awareness in which learner should be aware of the learning’s objectives as well as the strategies he uses while learning and the materials used. The second level is concerned with the involvement of the student in the learning process, in the sense that, the learner should take part in the learning process by choosing his own exercises and tasks. For the third one, since learner is involved, as a result, he is responsible for the decision-making as well as the approaches used to learn. The next step is creation, in which it is up to student to create and decide upon his objectives and goals while learning. The last level includes ‘transcendence’, that is, the learner engages himself in an out of class activities, in other words, to consolidate one’s learning, student may use materials to learn once being at home.

As mentioned previously, the term ‘self-access’ is used as synonym for many other terms in order to mean autonomy. As pointed out by Chitashvili (2007: 2), self-access “can reach into many types of autonomous learning. In fact, full-autonomy would involve complete self-access. The learners would choose all of their own materials.” In this respect, Jones (1998) sets up the following diagram to show the position and the role of self-access in relation to learner autonomy as it demonstrates the learner dependence on the teacher and his independence from him

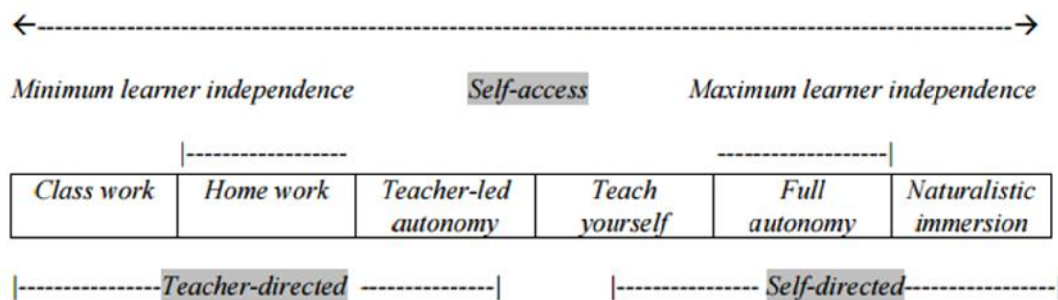


Figure 1.2 : Diagram representing the scope of study with adaptations to show self-access (Jones, 1998: 379)

To reach autonomy, it is generally agreed that the latter is related strongly to motivation, as in autonomy, motivation plays a pivotal role in language learning. This latter is defined differently by different scholars in different fields.

In an educational view, motivation is regarded as one factor affecting learner autonomy. Unfortunately, few research works worked on the relationship that exists between autonomy and motivation. Thus, Ishida asserts that (2011: 02) “autonomy, such as control over method or timing and discretion in setting goals, is a key determinant of intrinsic motivation”, that is, intrinsic motivation appears first then leads to learner autonomy. In other words, motivation is considered as a continuum starting from non motivated learners then going through intrinsic motivation and then to autonomy.

According to Murphy (2011:107) “Autonomous learners are, by definition, motivated learners”, however, she did not mention which kind of motivation is. On the other hand, Sheerin (1991, cited in Serra Salvia, 2000: 97) asserts that learners using SALM as well as those who choose to study with teachers and having extra hours are not considered as autonomous learners. Yet, in here, one should consider the type of learner’s motivation to determine whether he is autonomous or not. In other words, those learners having extra hours with their teacher may have an extrinsic motivation, in the sense that, he is motivated to get a good mark. However, autonomous learners have intrinsic motivation in order to have knowledge, and learn for pleasure using

facilities on their own without guidance of their teachers. Besides, the use of SALM since they foster autonomy and motivation, it has some benefits in which the researcher is going to deal with in the following section.

1.8. The Benefits of Using Self-Access Learning Materials

It is clear that SALM are used to promote autonomy for those students who are intrinsically motivated, thus, one may conclude that these materials are beneficial and useful within the learning process. Among the benefits of using such materials there are:

1.8.1 Vocabulary knowledge acquisition and Grammar

In any foreign language learning, one should learn vocabulary first to be able to communicate as pointed out by Schmitt (2000: 55) “lexical knowledge is central to communicative competence and to the acquisition of a second language”, that is, communicative competence is acquired through vocabulary learning. In this respect, Wilkins (1972: 97) as well asserts that “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say [...] While without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. While vocabulary knowledge is at the top of any language, in the sense that without it, there is no communication; grammar as well has its importance, in terms of sentence structure and combining words to form meaningful and correct utterances since knowing words independently is not really useful. Grammar is important mainly for a beginner in order to become familiar with the language since structures differ from one language to the other.

Moreover, reading becomes an important activity for foreign language learning. Learners can practice their reading skills according to their needs. Cohen (2015, para. 2) points out that

Like reading in one's native language, reading in foreign language helps us become more comfortable with the words and grammatical rules that enable us to express our own thoughts. Seeing the text of new words and concepts visually helps to reinforce our memory of them, while having the ability to stop, think, or look up words in a dictionary allows for more individualized pace of mental absorption.

In a nutshell, vocabulary knowledge and grammar have a strong relationship since learning lexical words without its grammatical structure is needless. Learners need to learn both of them to be able to use the language effectively.

1.8.2 Cultural awareness

As languages may differ in terms of structures, cultures as well vary from one another. For this reason, one should take a great importance of the target culture when learning its language. The relationship between language and culture has been for a long time a matter of debate due to its complexity which has aroused many research works trying to understand this intricate connection between the two. This is why, without culture, learner cannot use the target language appropriately as he should acquire pragmatics and intercultural competence to be able to communicate with native speakers without any problem or misunderstanding. In this vein, Ali et al (2015: 4-5) point out that

Competence in intercultural communication is the ability of an individual's understanding of key issues involved in the communication of language in culturally different contexts. These cultural differences convey dissimilar meanings and values attached to a social system demanding a great deal of understanding on the part of speakers taking part in intercultural communication. It even requires higher level of communication skills to make sense of the meaning communicated in culturally diverse contexts

In a nutshell, culture plays a pivotal role in foreign language learning, that is, being aware of the target culture helps the learner in acquiring an intercultural communicative competence and understanding as well as using the foreign language freely without expecting a misunderstanding

1.8.3 Self-confidence development

The fact that being competent in intercultural communication may increase in one's self confidence while using the language. In other words, knowing about other's culture may help to decrease anxiety when communication takes place. For this reason, the use of SALMs is of a great help for increasing self-confidence in learning a foreign language. Besides, Al-Hebaish (2012: 60) states that self-confidence "may facilitate or debilitate academic achievement. Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learner". In contrast, low self-confidence may lead to fear and anxiety in which the learner may suffer when learning foreign language.

1.8.4 Autonomous learning

It is generally agreed that the aim of SALMs are considered as means to lead to autonomous learning. Besides, it is assumed that autonomy is the key factor for a successful academic learning and a better performance. Using SALMs encourage students to direct and be responsible for their own learning without guidance from their teachers

1.8.5 Availability of various kinds of materials

It is generally assumed that technology nowadays takes more advantages since people use it a lot and it becomes part of one's life as they have multiple choices concerning the rich variety of devices in which learner can store as much as he wants concerning online books, Apps, as he can access on learning websites,...etc and all this

within the same device and anywhere. However, this does not mean that print books are no more used, in here; it depends on the learner's preference. In a nutshell, the benefits of SALMs rely on the easy access to these materials, it increases self-confidence and thus no more anxiety when using the language, as it helps learners to be more tolerant and aware of others' culture (cultural awareness) and prevent misunderstanding and misinterpretation. Also, the use of these materials may help learners to develop their vocabulary knowledge and language construction. Yet, learners should use appropriate SALMs to enhance their learning proficiency which will be dealt in the following section.

1.9 Characteristics of Appropriate Self-Access Learning Materials

It is clear that for acceptable and satisfactory results, appropriate and adequate materials are needed to be used. As stated by Yusof et al (2004:12-13) assert that "students who are forced to learn via inappropriately designed materials will feel that it is useless doing the activities and that it is better to be passive learners". In this respect, there are some characteristics to take into consideration for choosing appropriate SALMs among them:

1.9.1 Accessible with clear objectives

It is important to into account the availability of these materials, in the sense that, they should be easy to access and provide/ have clear objectives including some explanations on the way they should be appropriately used. Besides, learners need to know the summary of the content that is provided by these materials, so that they will have an idea about them. Materials should contain also activities with their key answers to help the learner to practice his/her new knowledge and reinforces his weaknesses. It is clear that learners have to opt for SALMs that suit their levels to be encouraged and more motivated to learn. In other words, materials should be attractive

and designed in a professional way. In addition, the content of the particular material should be well-presented, so that learners will use these materials appropriately.

1.9.2 Repetition

Repetition is considered as an important feature since it aids at assessing foreign language learning easily and rapidly. For this reason, reading involves vocabulary knowledge that helps to expand one's knowledge and culture of the target language. In this regard, Graves et al (2012:32) add that "Reinforcement of learned material that provides students with repeated exposures to words, concepts, and skills has been long known to be effective for strengthening learning". In other words, repetition has a positive effect on the reinforcement of vocabulary learning. As far as repetition is concerned, books (novels) carrying a CD player are useful printed materials since it offers the written form of the story as well as its audio form that can be helpful for learners to enhance their reading, listening as well as speaking skills. In addition, learners need to use SALMs frequently to be able to notice fruitful results and improvement.

1.9.3 Language skills improvement

Language skills have to be taken into consideration since learners will use materials that cater his needs and thus consolidate his weaknesses. Yet, it is generally agreed that to be able to produce a language, one should receive first (productive VS receptive skills). Nielson et al (2008:04) state that

Input is essential for second language acquisition. If learners are not exposed to language, they will not be able to learn a language. Even when theorists disagree about exactly how a language is learned, they all maintain that without a wide variety of input, students will not acquire a second language. Input provides positive evidence of the correct

formulations of the language so that learners can form hypotheses about how it works

In this vein, reading and listening are considered as receptive skills, that is, the ones responsible for acquiring the input, whereas speaking and writing as productive skills, the ones related to producing the output. Generally speaking, the reading skill is associated with the writing one while listening with the speaking skill. One should not neglect any of these skills since all of them have their importance in foreign language learning.

1.9.4 Combination of Materials

It is somehow a mistake to choose one material and neglect the others since they all have a particular thing to add in the learning process which can be needful for learners. However, it is obvious that learners opt for the material that they think it suits their needs and wants as well as their proficiency level. Appropriate SALMs should be able to improve language proficiency of the learner by consolidating their four skills (reading, listening, speaking and writing). So combination of materials is of paramount importance to enhance one's learning.

1.10 Conclusion

This chapter was more concerned with the theoretical framework related to SALM since it has reviewed the definition of the term SALM, its emergence and the types of these learning materials, as well as, their benefits on the student's learning. Finally, it demonstrates the characteristics of appropriate SALMs.

In contrast with this chapter, the following one is rather practical and is more concerned with research design of this present work, including quantitative and qualitative data analysis which has been gathered through the research tool used with teachers and third year students 'licence' within the English Department- Tlemcen university.

CHAPTER TWO

Data Collection and Interpretation

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DATA COLLECTION AND INTERPRETATION

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2.1 Introduction

The previous chapter which shed light on the theoretical aspect of this research work, this chapter is much more concerned with practical framework. Since it is an empirical work, two questionnaires have been administered: one for teachers and one for students in order to analyze and interpret the results obtained from this instrument both quantitatively and qualitatively. This research instrument aims at investigating the research questions proposed by the researcher and find answers to them. Thus, in this chapter, the investigator tries to understand and find the causes/attitudes and consequences behind using self-access learning materials.

Additionally, the researcher has given importance to teachers and third year Licence students about whom the research is concerned, at the level of Abou Bekr Belkaid Tlemcen University –English department- in order to gain valuable insights as well as to answer the researcher’s enquiries.

2.2 Research Methodology

In this section, a detailed account of the research methodology will be presented. For this reason and in order to achieve reliable results, the researcher has to choose an appropriate research methodology. The following sub-section will be devoted for the discussion of the research methodology used in this research work.

2.2.1 Research Design

This research work is a case study in which one entity, group, process, etc is studied. Yin(1993:11) points out that a case study “refers to an event, an entity, an individual, or even a unit of analysis”. In the same vein, Shuttleworth (2008) defines a case study as “an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic”. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of

evidence. This kind of research methodology tries to identify a problem and provide a set of suggestions. The latter includes three kinds of case studies, one which is related to the purpose when dealing with a particular research topic, another one which is related to the number of cases and the third one related to the unit of the analysis

Additionally, the case study that is related to the purpose comprises three types: descriptive, explanatory, and exploratory. The first one, which is the descriptive case study, its purpose is to describe the object or the phenomenon. It puts emphasis on the specific characteristics of a certain issue as it tries to answer the question ‘what’. For the explanatory one, it studies the reasons of a problem and explains why something happens. It attempts to answer the inquiries ‘what?’ and ‘why’. However, the exploratory case study focuses on the study of a problem to understand the issue and to bring ideas about the way of improving the existing and actual situation. It answers the questions ‘what?’ ‘why?’ and ‘how?’ and this type of case study constitutes a prelude to other research works

The current research work is devoted to know whether or not students use self-access learning materials and the reasons behind as well as to seek information about the way teachers and learners perceive them. The present investigation is an exploratory case study. Its major concern is to investigate about the students’ attitudes towards SALMs and about their progress in language learning using them. In addition to the methods used by teachers to encourage and orient their students using such materials.

2.2.2 Sample Population

Population sampling is defined as “the process of taking a subset of subjects that is representative of the entire population. The sample must have sufficient size to warrant statistical analysis”(explorable.com2009). For this reason, the present research work takes place at the University of Abou Bekr Belkaid (Tlemcen) – in the Department of the English Language. Third year ‘licence’ students and EFL teachers are chosen to be the sample population of this investigation.

2.2.2.1 Students' Profile

This case study deals with third year licence students from which 45 students are randomly selected as a sample, there are 26 males and 19 females, aged from 21 to 31 years old, belonging to different groups. As there are six groups in all.

2.2.2.2 Teachers' Profile

The teachers involved in this study are 22(12 females and 10 males).They are teaching different levels from the first year licence till master's year level. Their teaching experience ranges between 4 and 30 years, some of them hold a Doctorate Degree, others a magister Degree. They differ in their fields of study and their teaching experience.

2.2.3 Data Collection

In any research work, data collection is an important aspect since it is considered as a process of gathering information. For collecting data, there are many instruments to be used such as: interviews, questionnaire, classroom observation...etc. the findings obtained van be analyzed either quantitatively or qualitatively, or both of them. In this investigation, the researcher opt for two questionnaire attributed to both students and teachers.

It is agreed that the questionnaire as a research tool is the most used one due to its usefulness since it gathers a large amount of data as it is easy to analyze. According to Dornyei (2003: 1) questionnaires are “extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable”. The questionnaire is designed generally as a set of written questions specific to the researcher's objectives and thus to reach the respondents' view points. To conclude, this tool is used to have an idea about people's point of views and what they really think about a particular issue.

2.2.3.1 Student Questionnaire

This questionnaire was designed and administered online to students via Facebook. According to Roztocki (2001: 1)

The most significant advantages of Internet-Based Surveys as compared to the traditional paper-and-pencil approach, are its efficiency and speed.

The use of Internet-Based Surveys:

eliminates mailing costs for questionnaires;

reduces costs for coding respondents' data;

reduces human-error;

effectively reaches respondents in different geographic areas; and

reaches respondents in a relatively short amount of time.

The online questionnaire is a helpful way for gathering informants' answers, in terms of efficacy, time and speed. The researcher's questionnaire contains 9 questions classified in the form of rubrics in relation to each research question. The latter include three types of questions: close-ended questions, multiple choice, and open-ended questions. The first one requires definite sets of answers, for example (yes/no). The second one involves a set of responses or alternatives and respondents are required to choose one or more answers. In fact, the close ended and the multiple choice questions provide quantitative data, they are easily analyzed and quickly answered. Whereas the third kind of questions requires a long answer and thus provide qualitative data. This type of questions includes the respondents' standpoints and opinions without a direct influence from the researcher and it takes more time to be answered and is sometimes difficult to be analyzed.

2.2.3.2 Questionnaire Procedure

This questionnaire was designed for the purpose of seeking students' opinions and views concerning the use of SALMs as well as their attitudes towards and perceptions of these. It was administered to 45 EFL students of third year license.

During the whole week, the researcher tried collecting data by sharing the questionnaire within a Facebook group that gathered all the groups of the third year as well as by asking them to fill it through instant messages in order to have an acceptable number of the data collected.

Besides, the questionnaire contained four sections:

- Section one is concerned with learner's profile that seeks to have some information about the selected students in this piece of research like their gender and age.
- Section two is related to the first research question. It includes questions about the students' attitudes towards SALMs. Questions one and two seek for the students' English learning experience whereas questions three, four and five investigate students' use, opinions and perceptions of SALMs and their roles in the learning process.
- Section three is linked to the second research question; it attempts to shed light on whether students' level improves through the use of these materials. It includes two items that aim at exploring frequency in using these materials and their consequences upon the learners.
- Section four is concerned with the last research question. It seeks for information about what motivates students to use such materials. It covers two questions that intend to ask about how SALMs can help learners to improve their English.

2.2.3.3 Teacher questionnaire

This questionnaire contains 10 questions managed in the form of rubrics and according to research questions. It consists of three types of questions including open-ended, close-ended and multiple choice questions. This questionnaire was addressed to

teachers, teaching different levels concerning the Licence degrees, mainly the third level. The reason behind the researcher's choice of teachers is that all teachers contribute to the development and improvement of students' proficiency level, since they are in a better position to make them aware of the existence of SALMs.

2.2.3.4 Questionnaire procedures

The questionnaire was administered to 35 teachers, but only twenty two of them gave it back. It was designed in two different ways, online and printed format. Since the researcher did not know the emails addresses of all teachers, she collected data mainly through the printed one.

Purposefully, the questionnaire seeks for teachers' contribution to make students aware of the existence of these materials and their benefits in the learning process. As in student questionnaire, this one as well is divided into four sections where the first one is concerned with the teachers' profile and the three remaining sections include a set of questions that are related to the research questions and it is as follow:

- Section one is devoted to general information about teachers, including their gender, degree, experience and courses taught.
- Section two tries to gather information about the teachers' opinions concerning the students' attitudes towards SALMs. It is organized as follows:
 - Question 1: Students' proficiency level
 - Question 2: Students' awareness of SALMs
 - Question 3: Teachers' reference to these materials
 - Question 4: Supplementing teachers' lectures with SALMs
 - Question 5: Students' attitudes towards these materials
- Section three it attempts to investigate the roles of SALMs in relation to the students' progress in the language learning process. This last section contains:
 - Question 6: The most beneficial type of SALMs

- Question 7: Students' progress thanks to SALMs
- Section four aims at gathering data concerning the role of the teacher in encouraging students to use such materials and their benefits for the learning process. It comprises the following questions:
 - Question 8: Number of students using SALMs
 - Question 9: Teachers' encouragement for using them
 - Question 10: Students' benefits from these materials

2.3 Data Analysis

Data analysis plays a pivotal role in the research work as it gives scientific validity. It is an important step in reporting the research findings. After collecting data, analysis takes place either qualitative or quantitative. In this respect, Hamzaoui (2006: 130) points out that “using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement”. Qualitative data is more concerned with the formulation of textual information provided in the form of texts or sentences. The latter relies mainly on using the technique of coding, that is, summarizing the content of each response and classifying similar answers together according to their content. The researcher may use diagrams or tables to provide more explanations as well as to summarize and recapitulate the main points listed previously within the text. However, concerning quantitative data, this kind of data analysis relies majorly on statistics and statistical techniques that are employed for the description and the analysis of the respondents' information provided. It involves the use of descriptive statistics which include percentages, frequencies, graphic representations ...etc.

2.3.1 Results of student questionnaire

➤ Section one : students' profile

The results reveal that 58% of informants are males and 42% of them are females, their age ranges between 21 and 31 years old. Knowing that, the researcher limited her sample population to third year EFL learners, since they are considered as more mature, have already experienced SALMs and are aware that they need to have some consolidation through the use of such materials.

Gender	AF	RF
Male	26	58%
Female	19	42%
Total	45	100%

Table 2.1 : Students' gender

➤ Section two: students' attitudes towards SALMs

Question 1 : Students' use of the English language outside the university

Students are asked about the frequency of practicing English outside the university. In this respect, the researcher gives a set of definite options to be selected. The diagram below shows that the majority (39%) practice sometimes the language, where 26% often use it outside the university. The results show also that only 11% always exercise their English language whereas 20% and only 4% of students rarely and never make use of it respectively.

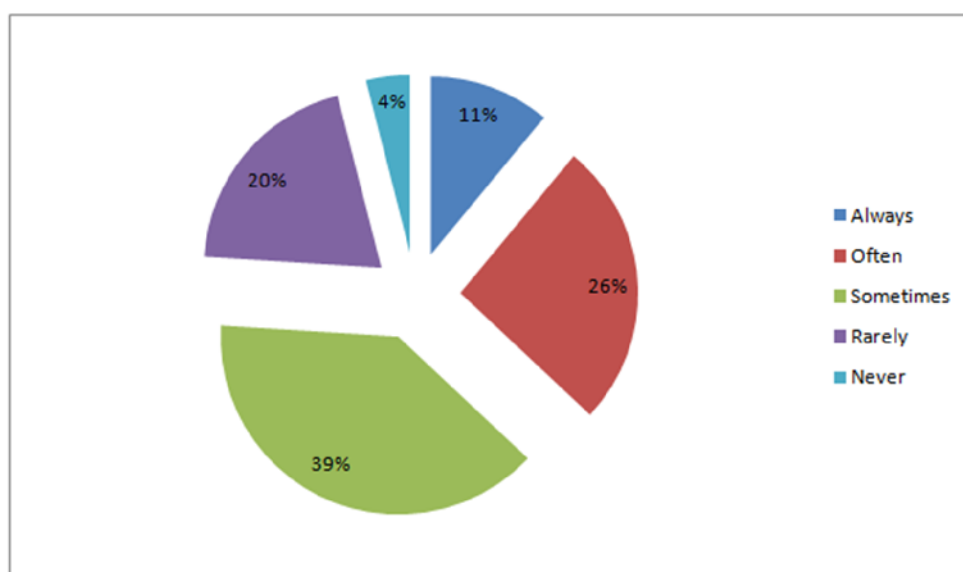


Figure 2.1 : Students' use of the English language

Question 2 : Students' difficulties in the learning process

The following graph shows the difficulties faced by students while learning the language, in which, the researcher uses a multiple choice question and learners can select more than one answer. In this respect, the results are as follows: 38.6% feel that they are not good in academic writing, 43.2% state that they lack vocabulary knowledge and thus have difficulties in speaking and expressing themselves, 36.4% admit that they lose confidence when hearing their classmates speaking fluently and having a native-like pronunciation. Besides, 13.6% add that they have some listening

comprehension difficulties, in the sense that they do not grasp words when they are uttered and finally, 31.8% have problems in reading comprehension, in the sense that they rely on independent words rather than the whole meaning. Some respondents remark that one of the difficulties that they encounter is discouragement when they see teachers having a tendency to work only with specific students and thus they lose their attention. Only one student does not mention the difficulties that he may face in his learning process.

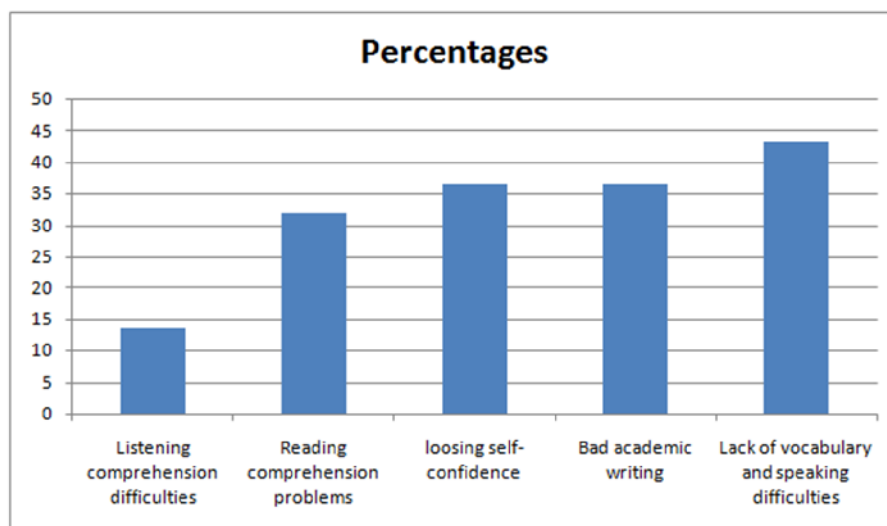


Figure 2.2 : Students' difficulties in the learning process

Question 3 : The use of SALMs to overcome learning difficulties

Learners are asked whether they use self-access learning materials to help them overstep their difficulties. In this respect, the majority of students (89%) admit that they use some of these materials. Only (4%) of students do not use SALMs, whereas 7% did not answer. These percentages are shown as follow in the figure below.

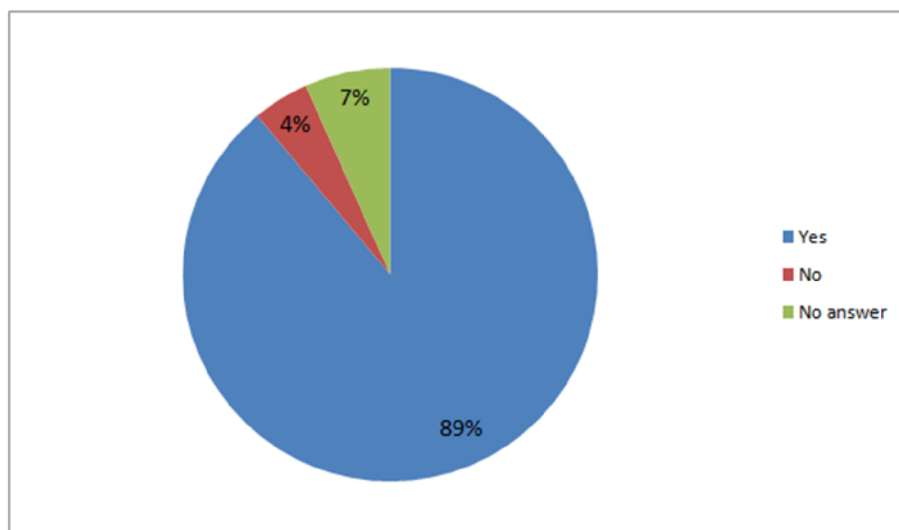


Figure 2.3: The use of SALMs to overcome learning difficulties

Under the same question, the researcher asks participants the kinds of materials they use in order to consolidate their learning. The materials proposed are divided into two separate sub-sections. The first sub-section is for printed materials and the other one for online materials.

Results reveal that 56.1% of respondents read novels, about 29.3% use grammar books, 19.5% read magazines and finally, 43.9% prefer articles. The results are figured out as follows:

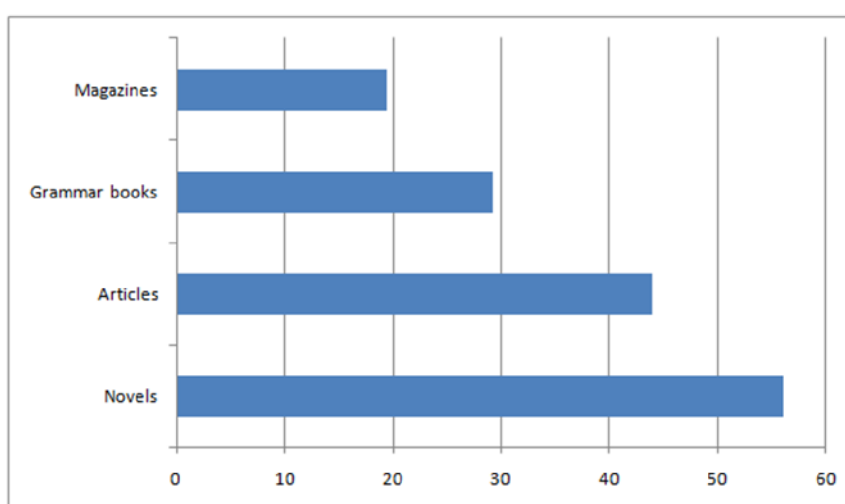


Figure 2.3.1 : Types of print materials

Concerning online materials, the results show that both English learning websites (71.4%) and electronic books (50%) are the most used materials by learners. In addition, 21.4% read online newspapers.

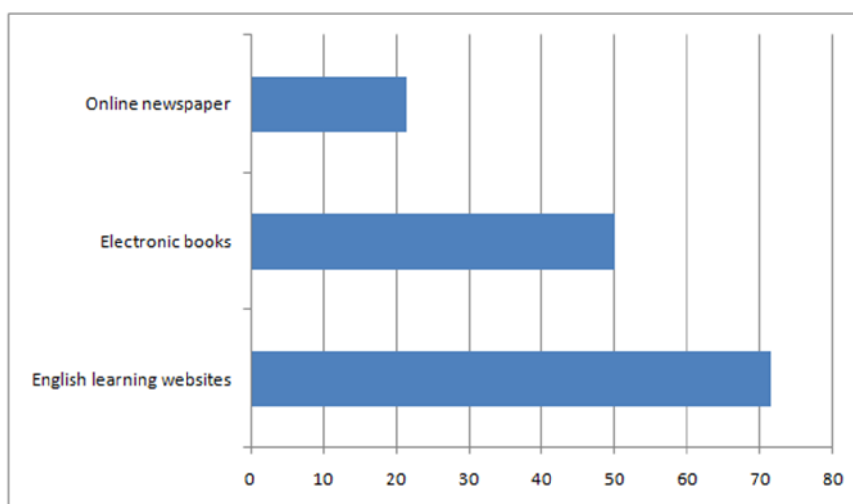


Figure 2.3.2 : Types of online materials

Most of them add that they watch movies to increase their knowledge of the language, use Youtube for learning and playing some English learning games, as well as, listen to music and communicate with native speakers via social networks.

Question 4 : Attitudes towards SALMs materials

In this question, the participants are inquired to give their attitudes towards SALMs and how they really find them whenever they come to use them. In this respect, the majority are satisfied. The results show that 93% of students' answers admit that they find them either very helpful or helpful. Only 7% of the informants find them somehow helpful.

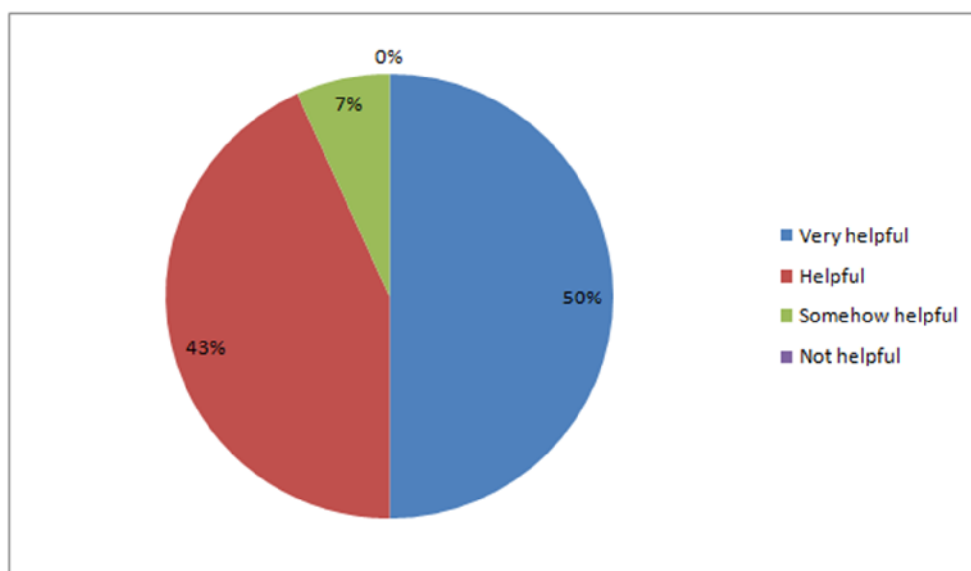


Figure 2.4 : Attitudes towards these materials

Question 5 : Students' perceptions of SALMs

Regarding the informants' opinions and standpoints, the results show that they are satisfied when using these materials since 84.1% of them confirm that SALMs are a way for increasing their knowledge and vocabulary, 59.1% state that they feel more confident while using them. However, few of them 4.5% think that they are not interesting as they do not fit their level while 2.3% recognize that they do not know how to use these materials appropriately. Some of them add that SALM are useful tools and a way to enrich their background knowledge as it is needless to rely only upon the teacher's course since these materials bring more data and additional explanation thanks to the huge amount of sources.

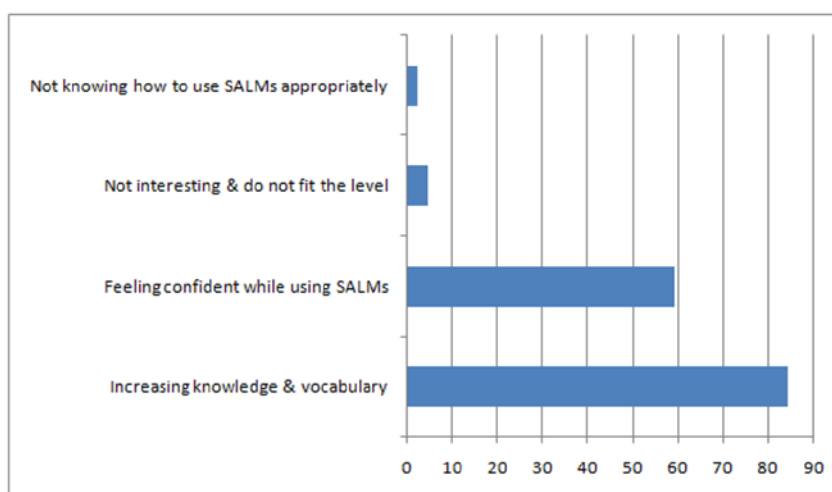


Figure 2.5 : Students' perceptions of SALMs

- Section three : Students' language learning improvement through the use of SALMs

Question 6 : Students' frequency of use of SALMs

The researcher's goal behind this inquiry is to see if learners use SALMs regularly so that to enhance their learning or not. Some of respondents (57%) always or often use these materials. 37 % of students sometimes use these. Yet, only 6% of learners who do not have frequent use of SALMs.

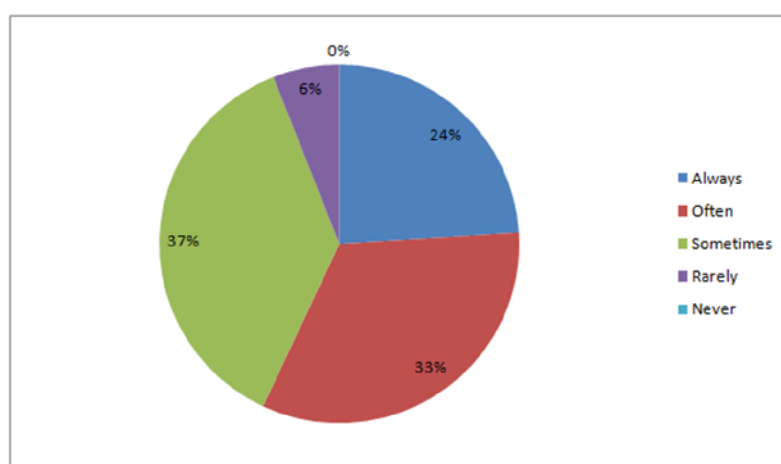


Figure 2.6 : Students' frequency of use of SALMs

Many students are satisfied when using these materials; others claimed that they are discouraged whenever there is no improvement as they are not always motivated. Some others added that they do not have time to use them.

Question 7 : Students' progress thanks to SALMs

This question investigates the effect of SALMs on learning progress. The informants reply positively, since all learners agree on the fact that their learning is consolidated thanks to these materials. Many students have noticed some progress in their learning process, namely in writing. Other students confirm that the use of such materials improve their language skills and allow them to gain new knowledge and new lexis.

➤ Section four : Motivating students using SALMs

Question 8 : Students' desire to use SALMs for improving their proficiency level

It is important for students to improve their English proficiency. In this regard, learners need to be highly motivated and autonomous. The aim behind this question is to see whether students would like to consolidate their learning through the use of these materials. All the students asked agree to use SALMs to improve their English proficiency.

Question 9 : Students' preference in using SALMs

The aim of this question is to see which type of print and online materials are mostly used by students. For printed materials, novels are the major materials that learners opt for since the results show that 71.1% of students find them helpful in learning, whereas 33.3% choose grammar books, 20% get benefits from magazines, finally 48.9% of students prefer listing some words and expression to be memorized for personal and later use.

Concerning online materials, watching movies is at the top of the scale since the majority (80% of learners) indicates their tendency to use this type of material. Then,

listening to music and watching English learning videos are both used by many students as displayed by the results (64.5% and 60% respectively). Some respondents learn also English through e-books (53.3%), and 46.7% of students through English websites. Moreover, some informants (37.8%) select audio books to be of great use to develop their listening skills. Finally, 20% of them find online newspapers helpful. In addition, some students admit that they prefer printed books to online ones as they like reading short stories and analyzing.

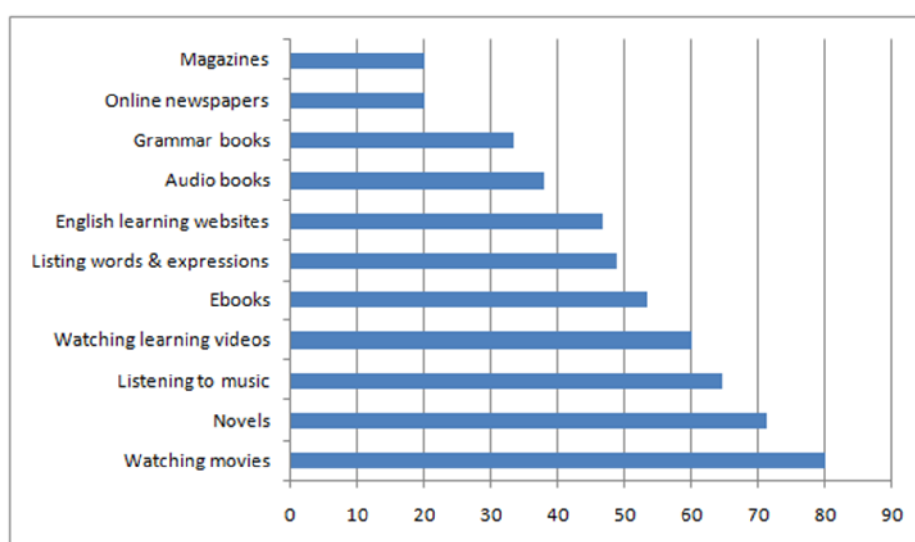


Figure 2.7 : Students' preference in using of SALMs.

The participants justify their answers concerning the choice they made about their preferences towards the use of SALMs. The majority of them emphasize the importance of watching movies to improve their listening and speaking skills. In addition, these materials provide a joyful atmosphere which helps their minds easily accept and visualize information, in contrast to grammar books that some learners consider as boring. Other students focus mainly on reading and acquiring vocabulary knowledge.

2.3.2 Results of teacher questionnaire

This questionnaire aims at collecting data about the use of SALMs and their effect on students' improvement in their learning process. Unfortunately, only 22 teachers out of 35 answered the questionnaire. In this respect, the results obtained are as follow:

➤ Section one : Teachers' profile

Participants are inquired to specify their gender, degree and experience as well as the courses they teach. The results show that 45% are males and 55% are females. Besides, 50% hold a Doctorate Degree and the others a Magister. Their teaching experiences ranges from 4 to more than 30 years. Concerning the courses they teach, findings reveal that teachers have different modules including: oral expression, phonetics, grammar, literature, civilization, linguistic theories, writing production, TEFL, educational psychology,...etc. The researcher chose her sample population randomly, especially teachers teaching the three years of Licence, as they know the importance of SALMs in consolidating students' learning.

Gender	AF	RF
Male	10	45%
Female	12	55%
Total	22	100%

Table 2.2 Teachers' gender

➤ Section two: Teachers' perception of their students' attitudes towards SALMs

Question 1 : Students' proficiency level

According to teachers, the majority of students (59%) have an average proficiency level, 23% have a good language proficiency and only 9% have a low

proficiency level. 9% of teachers claimed that they are unable to evaluate their students' proficiency.

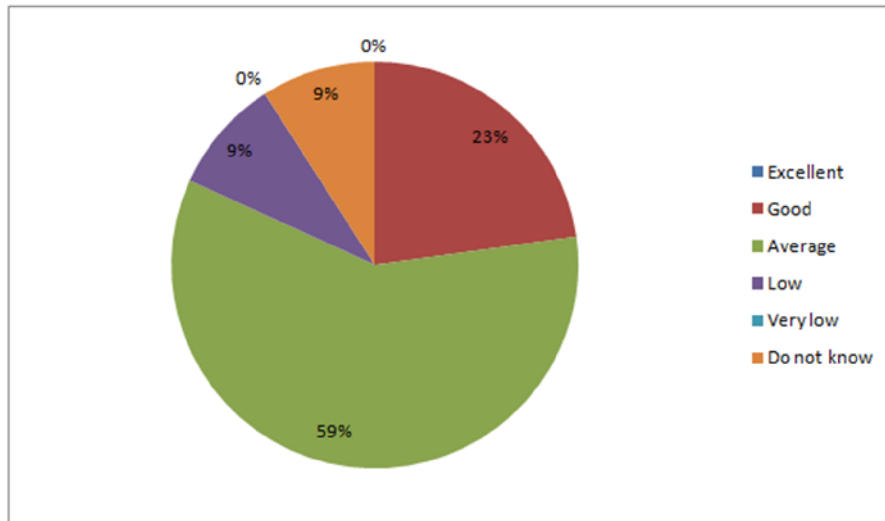


Figure 2.8 : Students' proficiency level

Question 2 : Students' awareness of SALMs

When being asked whether their students are aware of such materials, 64% of teachers give a positive answer while 32% claim that students do not know these materials and 4% of them did not answer to the question.

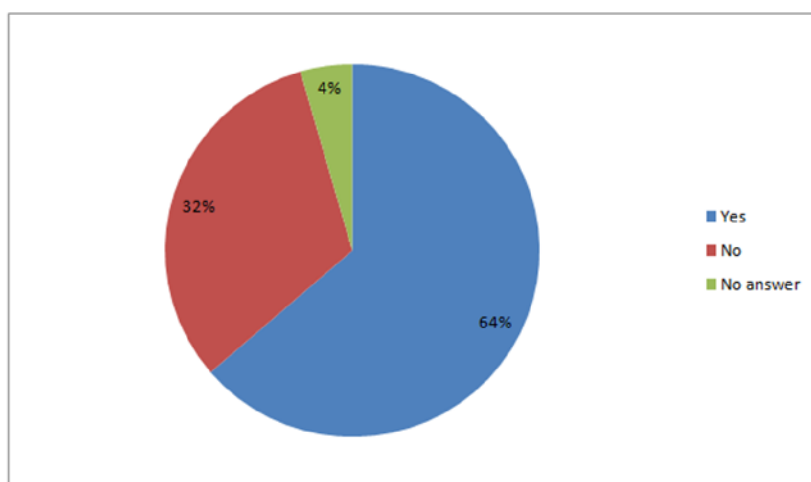


Figure 2.9 : Students' awareness of SALMs

Question 3: Teachers' reference to these materials

The aim behind this item is to see whether teachers ask regularly their students to work with these materials to consolidate what they have learnt during the lecture.

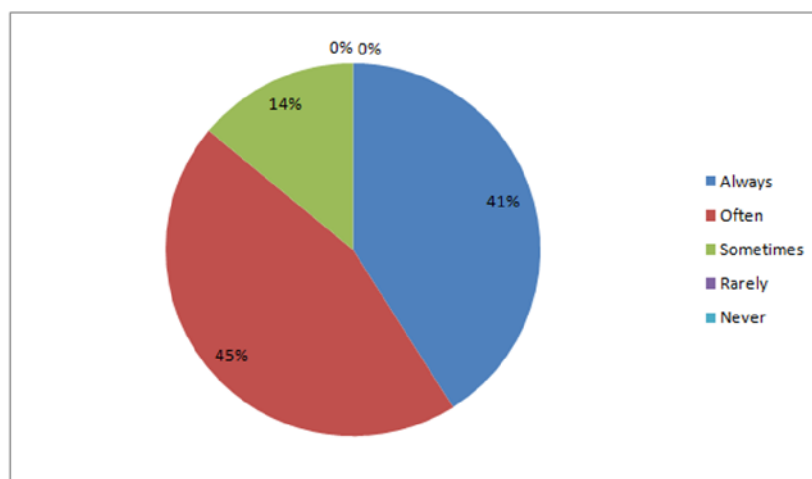


Figure 2.10 : Teachers' reference to these materials

As shown in the diagram, all teachers refer to use SALMs but at different rate of frequency. 41% of teachers always refer to them, and 45% often ask their students to use them while the rest (14%) sometimes mention them.

Question 4 : Supplementing teachers' lectures with SALMs

In this inquiry, the investigator seeks to know whether teachers supplement their lectures using SALMs, in order to make learners grasp and understand the course easily. In this respect, the majority of teachers (86.4%) confirmed complementing their lectures with SALMs.

Answers	AF	RF
Yes	19	86.4
No	3	13.6
Total	22	100

Table 2.3 : Supplementing teachers' lectures with SALMs

Teachers with positive answers list some of them: articles, excerpt of videos, recordings (audio or audio- visual), selected texts/ chapters, articles... etc. Others may ask their learners to work by themselves at home to search for documents, download some e-books as they may give them some links to specific websites so that learners will consolidate their knowledge and what they have learnt during the session.

Concerning those teachers who do not complement their lectures using SALMs, they argued that they rely on their own lesson plans and update their lectures or summarize things of their own readings and giving students references. Other teachers added that these materials are either supposed to be accessed online or they are not available.

Question 5 : Students' attitudes towards these materials

Teachers were questioned about their students' attitudes towards using these materials. The majority of teachers (70%) state that learners have a positive attitude arguing that these students are highly motivated as these materials create such a funny atmosphere. They add that such materials are accessible and very useful and beneficial for students to consolidate their learning since they provide extra information and new knowledge. 35% of teachers believe that their students are indifferent, explaining that they are not interested, their objective is to get their Licence Degree. Others state that students are not enough motivated nor aware of their learning requirement as they show some reluctance to use these materials since they consider them as extra work. According to teachers, indifferent students are lazy; they rely mainly on teachers rather than on themselves. Finally, 5% of teachers think that their students have a negative attitude towards them by justifying that students are not used to them.

Attitudes	AF	RF
Positive	14	70%
Negative	1	5%
Indifferent	7	35%
Total	22	100

Table 2.4 : Students' attitudes towards these materials

- Section three : Students' language learning improvement through the use of SALMs

Question 6 : Teachers' selection of SALMs

The aim behind this question is to see which types of SALMs teachers may advise learners to use for enhancing their learning. Findings are as follows:

For print materials, grammar books are the major materials that teachers opt for since the result show that 81.8% of teachers find them helpful in learning, 72.7% choose novels, 68.2% think that learners may benefit from magazines. 63.6% of teachers opt for listing some words and expression to be memorized for personal use.

Concerning online materials, E-books and English learning websites are at the top of the scale since the majority with 81% of teachers selected them, in the sense that learners can benefit from them. 72.2% claim that watching English learning videos is also considered as one of the best tool for some teachers to be used by learners while some teachers (61.9%) prefer online newspapers, and listening to music. In addition, 66.7% of instructors opt for watching movies as they think that students will improve their language skills thanks to it; Whereas, 38.1% selected audio books to be among the best materials for learners to use. Some teachers add some materials such as articles, journals, online dictionaries, short stories, encyclopedias and online access learning such as academic social networks and the GVC programme.

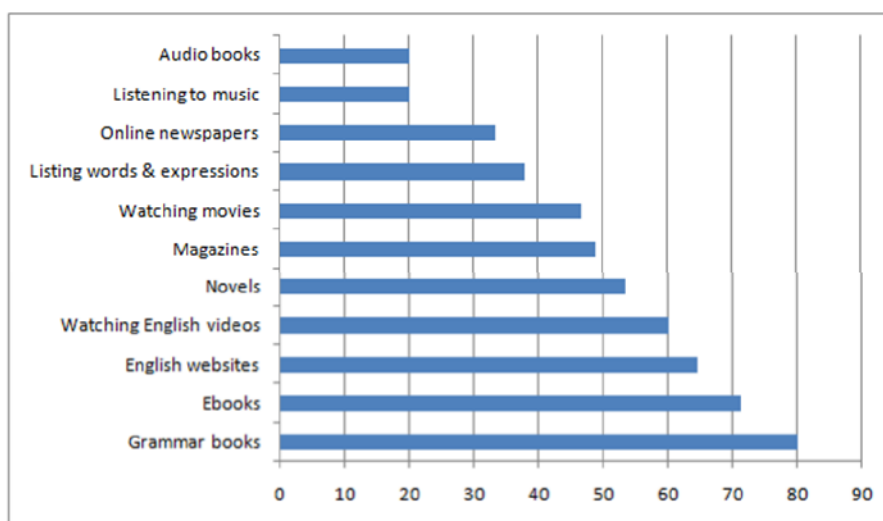


Figure 2.11 : Teachers' selection of SALMs

Besides, teachers have justified their answers about the choice they made regarding their preference on some materials rather than others stating that all extra materials are considered as fruitful for students' improvement. Direct access to these materials may give a clear image of how language is used in actual settings. They are easily accessible for learners and provide instruction and entertainment at the same time. Others add that students, nowadays, belong to a digital generation that makes use of electronic devices; the use of this latter will keep learners updated as they will follow developments that may occur in different fields.

Question 7 : Students' progress through SALMs

The major target behind this item is to make teachers evaluate the students' progress in relation to SALMs. Accordingly, the majority of teachers (73%) confirmed that they noticed some improvement within certain students, claiming that their progress is evaluated due to the learners' active participation in class to show their increased self-accessed knowledge which is increased. Others noticed students' progress in their better understanding of concepts, better pronunciation, richer vocabulary and fluent use of the language. However, few instructors 9% do not

perceive any development in learners' proficiency level, due to large size classes. They are unable to check their progress since they consider it to be a difficult task; as they add that it is not simple to know whether their improvement is due to SALMs or another way of learning. It should be noted that 18% of teachers do not answer to the question.

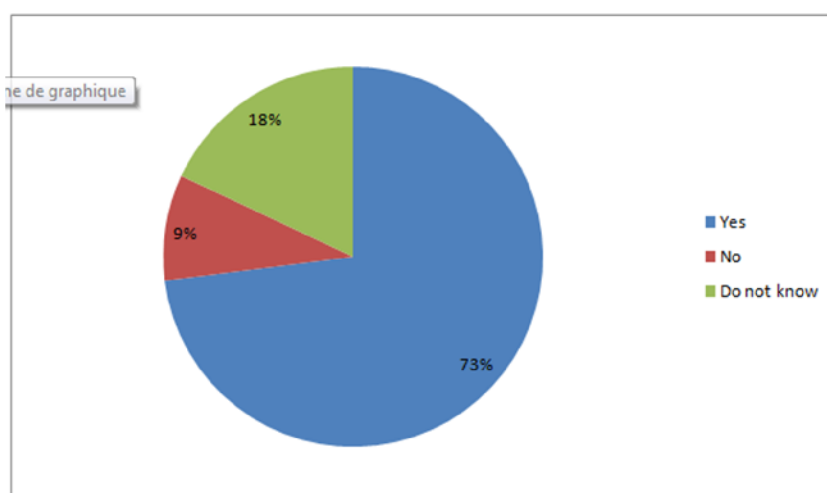


Figure 2.12 students' progress through SALMs

➤ Section four: Motivating students using these materials

Question 8 : Teachers' estimation of the frequency of using SALMs

When being asked about the frequency of students using SALMs, 36.4% of teachers claim that only some students may use them to enhance their learning, while 22.7% of teachers state that many of them may get benefits from these materials. 27.3% believe that only few students may use them whereas the remaining teachers (13.6%) are unable to know since the use of these materials are considered to be a personal and private use. These results are figured in the diagram below.

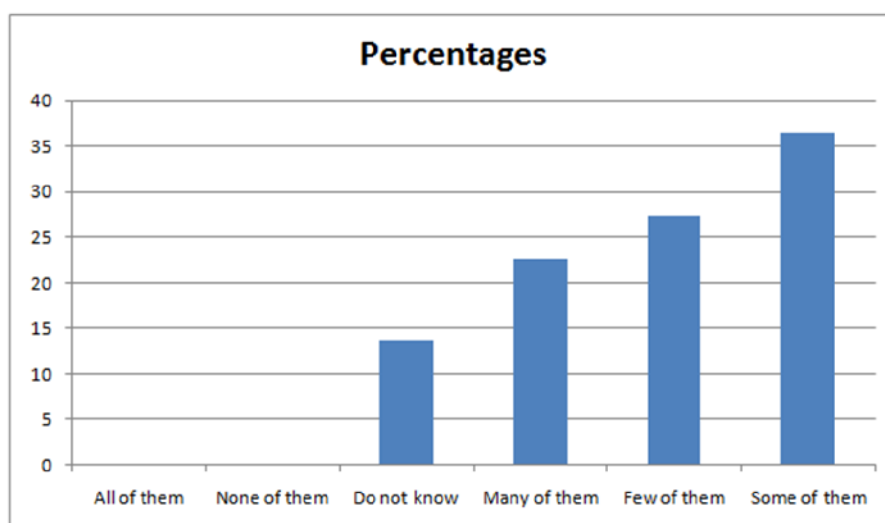


Figure 2.13 : Teachers' estimation of the frequency of using SALMs

Question 9 : Teachers' encouragement to use SALMs

This question asks whether or not teachers encourage and motivate their learners to use SALMs. The results show that almost all teachers 95.5% urge their learners to use such materials. According to teachers, they encourage them by directing students to specific websites, mentioning some references and advising them to refer back to such reading materials, and by making them aware of the fact that lectures are not enough and that they have to look for information thanks to these materials.

Question 10 : Teachers' reference to the benefits of SALMs

To lead learners to use SALMs, one should mention their benefits. For this reason, teachers are asked if they refer to the advantages of these materials. Most of them (72.7%) claim speaking about the benefits of SALMs to their students as displayed in the following table.

Answers	AF	RF
Yes	16	72.7%
No	6	27.3%
Total	22	100%

Table 2.5: Teachers' reference to the benefits of SALMs

According to teachers, the benefits that they speak about to their students are as follows:

- Learning autonomy and self-reliance on technology use lead to performance improvement
- Enlarging knowledge and having a better understanding
- The vast and fast access to them as well as the opportunity to stay updated and to get in touch with native speakers
- Improving their English language skills and thus overcoming students' difficulties
- Becoming autonomous learners and being aware of their objectives since they will take responsibility for their own learning and thus will be better equipped to undertake research work.

2.4 Summary of the Main results and Discussion

The lack of self-access learning centres in Algeria leads learners to use available materials in order to help themselves. These materials may lead students to new ways of learning and to be more autonomous. The main goal behind this study is to investigate students' perceptions and attitudes towards SALMs. For this purpose, the researcher uses two questionnaires, one for learners and the other for teachers, to gather the necessary data.

Regarding the first hypothesis, which denotes that SALMs may be considered to be helpful and useful by learners, and as a result they may have positive attitudes

towards them, the results show that 88.9% of learners use such materials in order to be able to overcome their learning difficulties. In addition, the majority of students claim that these materials are useful for them (see figure 2.4). Moreover, most students (84.1%) admit that using SALMs is a way for them to enrich their background knowledge and increase their vocabulary. On the other hand, teachers too reveal students' positive attitudes towards using these materials and explain that students are aware of such materials since they refer and consolidate their lectures with these materials.

Concerning the second hypothesis, it states that learners should be aware of the SALMs benefits by being oriented to them. Results mirror up that all students want to consolidate their learning difficulties using them. Having the freedom to choose by their own the materials they find suitable for their proficiency level. In this regard, findings show that most of students (71%) opt for novels while nearly the majority of them (80) rely mostly in watching movies to learn the English language to improve their language skills and proficiency level. As far as teachers are concerned, results demonstrate that almost all of them (95.5%) try to direct and motivate students to benefit from the large amount of sources by mentioning their great importance and advantages to them.

The third hypothesis stipulates that students will become autonomous by using SALMs regularly, as they will enhance their learning and language proficiency. The findings indicate that students' regular use of such materials may change from one to another depending on their level of motivation and their objectives (see figure2.8). Even though learners do not use these materials frequently, they all have noticed some improvement in their language proficiency level. In fact, each material may develop a particular skill, for example, reading novels may help students to acquire new vocabulary as it aids also in analyzing the structure of the language, while watching movies helps a lot in enhancing the listening comprehension of the learner as well as his pronunciation. On their part, teachers as well observed a kind of progress within

learners who use SALMs. This progress is noticed in students' use of the language during class and their rate to be familiarized with the four language skills proficiency.

2.5 Suggestions and recommendations

It is clear that to acquire appropriately a foreign language, classroom is not considered to be a sufficient environment. For this reason, some students may look for other ways of learning and acquiring another language. These ways are majorly put in the form of SALMs in which learners are free to choose whatever material to study by themselves. In this vein, some suggestions and recommendations are proposed by the investigator to show some ways to make an appropriate use of materials by learners and also to give a piece of advice for teachers on the way they can direct students to use such materials in a pleasant atmosphere.

2.5.1 Implementing literary books in teaching and learning process

According to the results obtained, some teachers find difficulties to motivate and make their students use SALMs. In this respect, the researcher suggests that it is preferable for teachers to end their session using one type of these materials. For example, he may ask students to look for a novel that he already read before and told them to read section by section at home, and at the end of the session, they recapitulate what they have understood from each section till they finish the book. For this reason, Hişmanoğlu points out that "When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students". This way may motivate student and encourage them to read more, that is, teachers should make effort to inculcate the love of reading within learners.

2.5.2 The use of videos in classroom

Using videos containing different topics is an appropriate way to enhance students' motivation. Teachers may bring some excerpt of videos in English whatever the topic would be so that to make a kind of discussion and enhancing learners to share their background knowledge about the subject matter. The discussion may include pre-viewing, during and post-viewing of the particular video. These methods may be beneficial for students so that to enlarge and enrich their knowledge, train their listening and speaking skills and develop their critical thinking.

2.5.3 Students' preference of SALMs for improving their language proficiency

It is obvious that learners are more attempted to use materials that they may find distracting and entertaining. For this reason, learners mainly opt for novels and watching movies to gain information and increase vocabulary knowledge as the results demonstrate it. In this vein, it is preferably for students to use almost all kinds of materials to reinforce their learning process as well as to promote their autonomy since university level is considered as an environment for leading learners to independent learning. This means that learners are viewed to be mature enough to take their own responsibilities and make their own choice in their learning process. However, learners are not used to this new way of learning since during their whole studies; they are accustomed to rely only on the teachers. That is why, students should be trained to be autonomous and start relying on themselves. As a consequence, SALMs are a way to foster and promote learner autonomy in which student have to take them into consideration. In this respect, learners should not neglect any of them since each material has its own benefits and role to bring in the learning process.

2.5.4 Techniques in the way learner can exploit movies appropriately in learning

Learners can learn a language rapidly if they expose themselves more to the English language, in the sense that all what they read, what they listen, and what they

watch is in English. For instance, if one wants to watch a movie in English, he should provide an English subtitle. In this regard, Hanf (2014) describes the use of movies, mainly series watching sources where learners are involved to take notes on words and expressions they want to acquire, understand and assess/ use them in other contexts. hearing native speakers is considered to be a difficult task , that is why, visualizing movies with their subtitles in the target language will help learners significantly to comprehend native speakers' speech. In this way he will be accustomed to the native speakers and their way of pronouncing words in their real contexts since they will be able to read and listen at the same time. In this vein, Richards (2014: 13) emphasized on the importance of viewing movies adding that “[...] watching movies and other programmes on television is an important source of learning English for them [learners]. Television viewing has been found to support many aspects of language learning, including listening comprehension, vocabulary acquisition, as well as cross-cultural awareness”. This kind of material facilitates students' foreign language acquisition as they may consolidate their listening skill, learn new lexis and being mindful and aware of the target culture.

Moreover, In order to avoid getting bored, learners should use different materials so that they will find that language learning is entertaining. Thus, students start being more and more motivated and interested as well. In other words, it is preferably to change from time to time their materials in order not to get bored and start feeling that the material, that they used to use, is tiresome and tedious. For this reason, combination of SALMs are important so that learners will be always in mood to learn more about the English language, in the sense that he will learn the four skills at the same time.

2.6 Conclusion

This second chapter deals with the practical phase of the research work that includes the description of the research design, research tool used and the selected sample population. It aims at reporting the analysis of the data gathered as well as its interpretation thanks to the questionnaire that was administered to both students and teachers.

Furthermore, it contains a discussion upon the findings obtained that revealed that both teachers and learners are aware about the importance of SALMs and their roles in the teaching and learning process. This chapter ends with some suggestions and recommendations that the investigator reached due to the main findings. These latter may give some piece of advice to strengthen students' proficiency level in language learning process. This chapter provides also some techniques and suggestions for an appropriate use of movies, videos and novels in the teaching and learning processes.

GENERAL CONCLUSION

The spread of technology has an important impact on education especially on foreign language learning. As a result, new ways of learning come to exist including mainly what is known as independent learning and self-access language learning. These modes of learning have paved the way for learners to have an active role in the learning process. In this vein, scholars start being more and more aware of the concept of learner autonomy where students are responsible for their own learning

Consequently, specialized centres are initiated mainly in European and western countries that aim at fostering learner autonomy in foreign language learning which are known as self-access centres. Unfortunately, these SAC do not exist in Algeria, but still, students may search by themselves for materials to learn by their own. These facilities are known as self-access learning materials.

This study is an investigation of the students' perceptions of SALMs among third year students 'licence' within the English department at Tlemcen University. It attempts also to explore some suggestions and ways to encourage learners to use and benefit from these materials and also to evaluate the improvement of those students who utilize them. In this regard, through this work, the researcher tries to provide answers to the following three research questions:

- 1- What are third year EFL students' attitudes towards self-access learning materials?
- 2- Do they improve their learning using self-access materials?
- 3- How can students be motivated to use self-access learning materials at tertiary level?

The current work is divided into two chapters; the first one is concerned with background studies which are closely related to the concept of SALMs and the types of materials students opt for in their learning process. The second chapter is an empirical framework that deals with the description of the research design and procedures as well as the analysis of the data gathered, followed by some suggestions and recommendations.

The actual research work is a case study in which the investigator uses two questionnaires for learners of third year licence and EFL teachers. This latter was analyzed quantitatively and qualitatively.

This investigation departed from three hypotheses. The first one was proved since results revealed that students have positive attitudes regarding the use of these materials as they may find them beneficial and effective to overcome their difficulties encounters in their learning context. Additionally, the second one was proved since findings shows that students utilize these materials frequently. Consequently, learners' proficiency level is improved depending on their level of motivation they have in this regard. The results confirmed the last hypothesis as teachers revealed trying constantly to encourage their learners and direct them as frequently as possible to benefit from SALMs and foster their learning.

The researcher has faced some obstacles while undertaking this piece of research. These limitations can be recapitulated mainly by the lack of time since it needed more time to collect more data and analyze them. Also, the lack of references, in the sense that the researcher finds difficulties in finding more appropriate sources which was limited and challenging since SALMs are majorly equated to self-access centres and not as an independent component.

This current research work could be just the beginning for further research and investigation to demonstrate the role of SALMs and to provide others ways for encouraging students to use them since teachers consider them somehow as a challenging issue and also to find some techniques on how to incorporate these materials in the teaching process.

To conclude, it is important to shed light on the importance of SALMs within language proficiency of learners and their benefits in relation to the learning context. In addition to their pivotal roles in enhancing students' learning to become motivated and more importantly autonomous.

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APPENDICES

APPENDIX A

Student Questionnaire



Student Questionnaire

Dear learners, this questionnaire is designed to seek for your attitudes and perceptions towards self-access learning materials as well as your motivation in using them. You are kindly requested to answer the following questions and to comment when necessary.

- Male
 Female

Age :

Which year do you study :

What are the students' attitudes towards self-access learning materials?

1- Do you practice English outside the university?

- Always
 Often
 Sometimes
 Rarely
 Never

2- What are the difficulties that you encounter while learning English? (you can pick more than one answer)

- You are not good at academic writing
 You do not have enough vocabulary to express yourself and you have difficulties to speak

- You lose self-confidence whenever you see someone who has a native-like pronunciation
- You have difficulties in listening comprehension
- Whenever you read, you have problems in comprehension (to understand the whole meaning)

Other difficulties, mention them

3- Do you use some self-access materials to help you solve these difficulties?

- Yes
- No

If no, why?

If yes, which ones?

• Print materials:

- Novels
- Grammar books
- Magazines
- Articles

Something else? What is it?

• Electronic/ Online sources?

- Electronic books
- Online newspapers

- English learning websites

Other? Mention them

4- How do you find these materials?

- Very helpful
 Helpful
 Somehow helpful
 Not helpful

5- What do you think about them? (you can tick more than one answer)

- You use them to increase your knowledge as well as your vocabulary
 You are not interested because they do not fit / suit your level
 You do not know how to use them appropriately
 You feel more confident whenever you use them

Other, please specify

Do students improve their learning using self-access materials?

6-How much do you use these self-access learning materials?

- Always
 Often
 Sometimes
 Rarely
 Never

Why?

7-When using these materials, have you noticed any improvement thanks to them?

- Yes
- No

How ?

How to motivate students to use self-access learning materials at tertiary level?

8- Would you like to use self-access materials to improve your English?

- Yes
- No

9- Which SALM do you think is more helpful? (you can select more than one answer)

• Print materials:

- Novels
- Grammar books
- Magazines
- words/expressions for personal use

Other, ?

• **Electronic/ Online sources?**

- Electronic books
- Online newspapers
- English learning websites
- Audio books
- Watching movies
- Listening to music
- Watching English learning videos

Other, ?

|| **Would you please justify your choice**

Envoyer

N'envoyez jamais de mots de passe via Google Forms.

APPENDIX B

Teacher Questionnaire



Teacher Questionnaire

This questionnaire is designed to gather some information about your perceptions and attitudes towards self-access learning materials and how much is it beneficial and helpful for students to become autonomous and motivated. You are kindly requested to fulfill this questionnaire and to comment when necessary.

- Male
- Female

Degree:

Experience:

What course do you teach?

What are the students' attitudes towards self-access learning materials?

1-What is the proficiency level of your students?

- Excellent
- Good
- Average

- Low
- Very Low
- Not know

2-Do you think that your students are aware of self-access materials?

- Yes
- No

3- How often do you ask your students to refer to these materials to learn more about the lesson?

- Always
- Often
- Sometimes
- Rarely
- Never

4- Do you supplement your lectures with self-access learning materials?

- Yes
- No

If no, why?

If yes, which ones?

5- What is the students' attitude towards using these self-access materials?

- Positive
- Negative
- Indifferent

Why?

Do students improve their learning using self-access materials?

6-For you, what is the best self-access learning material that will help learners to enhance and improve their English proficiency level?

Print materials:

- Novels
- Grammar books
- Magazines
- Listing words/expressions for personal use

Other, please mention them?

Electronic/ Online sources?

- Electronic books
- Online newspapers
- English learning websites
- Audio books
- Watching movies
- Listening to music
- Watching English learning videos

Others? Mention them

Explain your choice

7- Have you noticed any progress in your students' learning thanks to self-access materials?

- Yes
- No

How?

How to motivate students to use self-access materials?

8- How many of your students use self-access learning materials?

- All of them
- Many of them
- Some of them
- Few of them
- None of them
- Not know

9- Do you encourage your learners to use self-access materials?

- Yes
- No

If yes, how?

If no, why?

10-Do you speak about the benefits of these materials to your students?

Yes

No

If yes ,please list these benefits

Envoyer

N'envoyez jamais de mots de passe via Google Forms.

100 % : vous avez réussi.