

21ST Century EFL Learner's New Profile, from the Virtuality of Internet to the Reality of Autonomy

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Abstract: Enhancing the autonomous learner skills has a key role in the language teaching-learning process. Language does not start and finish within the classroom context. Learners should work inside and outside the box to achieve a better success of the target language learning. The autonomous learner is the one who is able to supervise and direct his own language learning task without the instant interference of the teacher. In this respect, Internet seems to have an imperative function since it may provide all types of facilities and supports to the autonomous learners. Yet, little attention is paid to the role of the Internet in promoting students' autonomy. The University of Mascara makes no exception to the rule. The study, therefore, is implemented to investigate the effectiveness of the Internet use in promoting EFL learners' autonomous learning skills. To set up the study, 40 EFL Master Didactics learners are questioned, and four EFL teachers at the same university are interviewed. The mixed method approach is adopted to decipher two important issues, first the EFL learners' attitudes and awareness towards the effectiveness of learning autonomy through the use of Internet, and second the teachers' role in promoting the learners' autonomy in language learning. Surprisingly, the study reveals two significant truths: the learners' high awareness about the effectiveness of Internet to boost their autonomous learning skills, and their readiness to be autonomous. However, the results also show that teachers are not doing great to promote their learners' autonomy. They remain loyal to the spoon-feed strategy. The study, consequently, comes up with some effective pedagogical implications that may help teachers spot the important role of the Internet in enhancing learners' autonomy inside and outside the class.

Key words: Students Independency, Autonomous learning skills, Innovative teaching, Innovative teaching

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1. INTRODUCTION

Learning another language besides one's mother tongue has become a necessity in an international community where transactions in the different domains of life are becoming increasingly important. Today, being bilingual or multilingual speaker is the norm whereas being monolingual speaker is the exception. Besides, the need to English is increasingly growing because of the so-called globalisation. Consequently learning English has become a challenging step towards better gleaming future. Yet, learning foreign languages has always been a complicated mission for the majority of EFL learners. Moreover, today's universities and schools are facing great defy as they are required to educate students according to the rapidly changing society where technology is fossilised.

Before diving any further, it is worth mentioning that formerly, chalk and talk was one of the most practical and useful technique for transferring knowledge to learners. However, with the expansion of new technologies mainly Internet, education has approved various ways for advancing the quality of teaching-learning process. E-learning, blended learning, e-books, virtual universities, and social media are few examples of the so-called Information and Communication Technology that have invaded the field of language learning in particular.

The history of Internet in education could be traced back to 1980, the year that marked the use of the computer in education. The introduction of Internet to the educational ground provides both students and teachers with phenomenal opportunities to innovate and renovate both the teaching and the learning strategies. Internet has become a vital channel and instrument for suggesting learning alteration and innovation that change the 21st century student into creative knowledge producer and autonomous learner. Consequently, learner has acquired a new profile due to the new data and circumstances. On the other hand, autonomous learner is a student who is responsible for his own learning. Simply put, autonomous learner is the one who can enjoy learning dependency, self-motivation, self-assessment, and self-responsibility to make decisions about his own learning. Yet, being an

autonomous learner is not an easy task. In this respect ICTs and Internet can be of a great assistance to the learners.

Consequently, the present research will be an attempt to examine the extent to which Internet may have impacts on boosting the EFL learners' autonomous skills at the Faculty of Letters and Languages in the University of Mascara. Therefore, wishing to attain the previously mentioned purpose, the following research questions are raised:

- How ready are EFL learners to be autonomous through the use of Internet?
- How successfully do EFL learners use the Internet to enhance their autonomous learning skills?
- What role can EFL teachers play to make their learners more autonomous?

Hence, the aforementioned research questions lead the researcher to hypothesize that:

- EFL learners may not be enough ready to be autonomous through the use of Internet.
- If EFL learners use effectively Internet, they may enhance their autonomy and have a positive impact on their learning process.
- EFL learners may be more autonomous if teachers make them more responsible about their learning process.

To set up the research, the mixed-method approach is used. It involves the collection and the analysis of both qualitative and quantitative data in a single study. Accordingly, the study is quantitative through the use a 'questionnaire' for EFL learners. And, it is qualitative through the use of a semi-structured interview with EFL teachers. The questionnaire is meant to check the extents to which EFL learners are ready to be autonomous; whereas, the interview aims to examine the EFL teachers' attitudes and perceptions about the use of Internet as an innovative tool to boost EFL learners' autonomous skills.

All in all, the present survey may be very significant because it is supposed to bring changes in the attitudes of both EFL learners and teachers

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as regards to the impact of Internet and ICTs on enhancing and fostering the EFL learners' autonomous skills.

2. Literature Review

Teaching is the act of sharing understanding, inspiring learners and implementing enthusiasm to find out the world around. EFL learners in Algeria are often described to be unreceptive and fan of rote learning. Besides, the learning hours are not sufficient (mainly for the master studies) with a huge number of students (more than 50 most of the time) inside the class. Consequently, the new tendency of using ICTs in the field of learning English as a foreign language can shape a kind of autonomous language learners if effectively practised. In other words, this innovative brand of exploiting ICTs in the area of learning in general and learning English as a foreign language in particular can be a very effective approach to generate the 21ST century profile of autonomous EFL learners that language teachers have been for a long time dreaming about.

2.1 Autonomy as a Concept

Learners' autonomy in language learning is a complicated concept that should be examined from different perspectives and according to different contexts. To start with, Henry Holec defines autonomy as the "ability to take charge of one's own learning" (1981: 3), and that ability "is not inborn but must be acquired either by "natural" means or by formal learning, i.e. in a systematic, deliberate way". According to Holec, the autonomous learner is the one who has the ability to establish aims, choose suitable instruments and processes to track and finally to assess his own advancement. In brief, Holec's explanation leads to the idea that autonomy is an attribute of learners, rather than a learning situation. In other words, learners should develop such skill of being autonomous rather than to be involved in a situation in which he is called to be autonomous. In his turn, Little believes that autonomy in language learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action (1991:4). It is very clear that Little

refers to the same idea of being independent in making decisions. Autonomy is that ability to allow its owner to be able to decide about what to do and how to do it as clearly put forward by Holec: ‘Autonomous learners assume responsibility for determining the purpose content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes (1981:3). Finally, Dickinson (1987:11) illustrates the term autonomy as the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In other terms, autonomy refers to a state when the learner is mature enough to make choices about all possible ways that may lead to learning success. It can be said that autonomy is linked to freedom since it allows the learner to make decisions about his own learning. However, such freedom is generally within a certain framework. Freedom is not absolute but rather restrained. To put it into a nutshell and according to previous definitions, autonomy as a concept refers to a shift of responsibility for learning from the instructor to the student. With such responsibility, the learner gains a greater degree of active involvement and better learning.

2.2 Internet Role in Promoting Learner’s Autonomy

It is undeniable that Internet can offer various opportunities to innovate and renovate learning approaches, methods and techniques. Internet is that wonderful and amazing key that opens gates towards huge amount of knowledge and information. Most importantly, Pasch and Norsworthy (2001) see Internet as a supplier of an extremely prosperous and diversified learning atmosphere than any other type of learning providers such as books or handouts. In their turn, Teeler and Gray (2000) think that Internet has always been a successful device for improving style of instructing and learning processes. Inside schools, learners are always restrained with the teacher’s inadequate resources. But, outside this formal institutional context, ICTs is able to propose an extensive variety of information sources such as books, articles, lectures, videos, discussions, debates and many other facilities that one cannot imagine. Teeler & Gray add that thanks to this mysterious World Wide Web the exchange of knowledge over the globe has been a reality through the different programmes

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set up especially to achieve that function. As far as EFL learning is concerned, the World Wide Web is a multimedia and communication means, which offers a range of opportunities to develop the four language skills in pleasant and enjoyable circumstances such as songs, videos, audio books and digital stories. Subsequently, these different techniques may provide learners with a great chance to enhance their autonomous skills for better and effective language learning. Accordingly, Benson (2001) mentions five strategies to prop up learners' autonomous skills including resource-based, technology-based, classroom-based, curriculum-based, and teacher-based or learner-based. In this respect ICT and Internet seem to be the essential issue that contributes to the autonomy and independency of language learning. Internet is obviously an added value and an effective educational component. It holds a significant status in any language teaching space. Consequently, abundant studies in this field have stressed opportunities offered to autonomous learner thanks to the advance of ICTs. Schemenk (2005:107) admits that the immense expansion of the autonomous learner idea is mainly due to the proliferation of computer technology and the upward standing of computers in language learning setting.

Also, Godwin-Jones (2011) underlines that learners should be stimulated to make use of the meta-cognitive strategies that may affect positively their autonomy through the integration of computing sciences. At last, and according to Godwin-Jones (2011), teachers may be guidance providers for their students' effective use of web-based resources. Briefly put, teachers are to equip their learners with the ability to recognise pluses and minuses of the information being used.

2.3 Teacher's New Role

The new role of the teacher in enhancing the learners' autonomous skills is a fresh ground of study consequently very few studies have been tackling such an issue. With the emergence of innovative tendency in learning languages namely the "learner's autonomy", the teacher's role has changed from conventional and classical style of delivering data, planning classroom tasks, stimulating the learners and presenting reliable

comments on students' performance; to a style of a counsellor and facilitator who assists learners to get important responsibility by setting their own purposes, scheduling exercise occasions or weigh up their own progress. In the same vein, Little (1995) points out that it is difficult for learners in formal education contexts to accept responsibility immediately for their learning so the teachers are called to help them do so by equipping them with sufficient materials and offering practice opportunities.

2.4 Autonomous Learners' Attributes

With the change of the tendency in ELT, language learners certainly have adopted new attributes and characteristics. Most autonomous language learners devote a great deal of efforts to develop their language skills outside the classroom context. Moreover, Dickinson (1993) considers that autonomous learners may develop the following features. First, they are able to recognize what is going on, i.e. what is been taught in their classrooms. Second, autonomous learners can determine their own learning purposes along with their teachers. Third, autonomous learners can be capable to decide on and apply suitable learning approaches and specifically strategies. Fourth, autonomous learners may assess the efficiency of the strategies put into practice and bring essential changes for a better purposes achievement. Once the learner acquires the previous four attributes, he can be an active component of the learning teaching process. He can take control of his own learning. Thus, one can speak about a true autonomous learner. Finally, Nunan (1997) points out that a succession of stages should be achieved before speaking about an autonomous learner. The stages start by first making learners aware of the learning objectives and materials, to finally making connections between the content of class learning and the outside world.

2.5 Internet Significance to Learning

Roblyee and Edwards (2000) identified four effective functions of the integration of Internet and ICTs into the process of teaching. First, Internet motivates students. The teachers can draw the learners' attentions during a speaking class by providing them with videos. Also, they can support the students' writing skill by sharing their written pieces with worldwide writers through special Internet websites. Thus, students may have various type of feedback. Peer assessment and self-assessment have proved their effectiveness in enhancing the learners' writing and speaking skills in particular. Second, Internet might enhance

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instructions. The EFL may adapt in their teaching software tools to exemplify and illustrate all the possible issues that may impede learning. Third, Internet can make the students and teachers' work more productive. Technology can take place in several situations where students and their teachers work together in group or team tasks in order to save time and to make the lecture more effective. Fourth, Internet helps students learn and sharpen their information age skills. It allows the progress of the learners' language skills and the acquirement of the critical thinking faculty. EFL learners can appreciate and evaluate the visual messages. They also may concentrate and understand better facts exposed through Internet tools. Besides, Internet may provide extra facilities such as giving access to different sources of information. It also permits the learners to work with different remote worldwide teachers and experts.

Finally, many theories have been set up to decipher the effectiveness of ICT as learning facilitator and learning assistant. Generative Theory of Multimedia is an example of those theories. GTM is based on the idea that learners can build a better understanding only if words and pictures are connected together. Its purpose is to help the learners to foster their mental representation from the presented material (Mayer, 2009). Another theory is Dual-coding Theory. It is based on symbolic systems. This latter is divided into verbal and non-verbal symbolic representations. The verbal system is activated by the non-verbal system (images) for instance a teacher can use the Power Point and the Data show to provide picture or videos to help the learners acquire and understand faster (Paivio, 1986). The last theory is Constructivism Learning. In the present day, Constructivism Theory plays a central role in the field of education. Teachers from constructivist school are willing to help the learners to construct and build the information from the world inside their minds by integrating technology in their classrooms (Kerry, 1990). The constructivism approach sheds light on learners when trying to construct meaning and gain new experiences from the teacher. Therefore, the essential part of constructivism in education is communication (Randy, 2016).

2.6 Internet Significance to EFL Learning

Ammanni and Aparanjani (2016) pointed out to some positives impacts of ICT on foreign language learning. First, learners turn out to be more inventive and innovative with the help of e-learning. Second, Internet supplies the learners with practical original information allowing them to achieve a better success. Third,

Internet can make learners and teachers integrating up to date and genuine sources of knowledge. Fourth, Internet boosts the learner's interaction, verbalization involvement in collaborative learning groups. Sixth, students can enjoy more independency in learning. At last but by no means least, EFL lectures that incorporate multimedia applications can exert powerful positive motivation and provide bored students with exciting new ways and strategies to learn.

Besides, many advantages can be mentioned about the use of Internet and ICT in learning in general and in EFL learning in particular. To start with, learners can be more motivated to spare additional efforts on learning the subject matter. Also, students may appreciate the idea of becoming autonomous learners. Moreover, technology can assist learners in discovering new recent data. Accordingly, the learners may be able to understand, compare, analyse and interpret every issue. However, to achieve the objective previously mentioned, an important condition should be realized: both teachers and learners' attitudes toward Internet should be positive. Lee (2007:82) claims that the ability to think critically is needed in this revolutionary age of technological change.

3. The Survey Results

3.1 Questionnaire Results

The students' answers to the questionnaire are very significant since they have confirmed that learners are ready to be autonomous. The first section of the questionnaire shows that all the respondents appreciate English and are aware of its role in today's life. Moreover, they willingly learn English for many different purposes. Also and as expected, all the learners own electronic devices with Internet connection, and they spend at least two hours a day connected to the Web. Besides, most of the informants admit that Internet can assist their learning of English in different ways such as providing access to books, and interacting with peers, natives and even teachers all over the globe. However, it is worth mentioning that 26 out of 40 students confess that most of the time they use Internet to connect to the different social networks. Some respondents believe that learning English is also possible through those social networks.

The second section of the questionnaire, which is devoted to the informants' attitudes towards Internet, reveals that the majority has positive attitudes towards the Internet features. Most of the informants agree that (1)

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Internet is very effective in their learning, (2) learning English through Internet has many advantages, (3) computers save time and effort, (4) Internet makes them feel secure and motivated, and (5) computer use is appropriate to language learning activities. Most importantly, they approve that Internet makes them autonomous learners. It can be said that learners seem ready to be autonomous. Moreover, they strongly oppose that using Internet in English learning is a waste of efforts and time, and that Internet has not brought any change to their learning. However, the respondents are unable to make their minds about two issues: first, whether they prefer learning from teachers or from Internet and second if computers encourage unethical practices.

The following section of the questionnaire spots the students' Internet skills. Incredibly, the results show that the population of the study master approximately all types of Internet competences starting with the simple activity of creating and organizing computer files and folders to the complicated activity of operating a database and spread sheet programmes.

Other significant aspects of students' readiness to be autonomous are concluded from the informants' answers to the last session of the questionnaire. Marvellously, learners admit that they are effectively learning and enhancing most of the English language skills mainly the listening, the speaking, and the reading competences on the net. Most astonishingly, informants affirm that they consider themselves autonomous learners. Besides, they mention plenty of evidences to prove that they are in their way towards autonomy. At last but by no means least, learners state many Internet tricks that help them be autonomous such as being able to interact with native speakers thus enhancing their speaking skills, and getting further understanding.

3.2 Interview Results

The findings of the interview give good credits to the implementation of ICT and Internet in education in general and in universities in particular. The results divulged and validated that EFL instructors hold a positive approach towards Internet. Most of the

respondents agree on the fact that Internet is a useful means, and it is an added value to the teaching-learning process. Also, it plays a significant role in improving the quality of education. As previously mentioned, Roblyee and Edwards (2000) identified four effective functions of the integration of Internet and ICTs into the process of teaching: First, Internet motivates students. Second, Internet might enhance instruction. Third, Internet can make the students and teachers' work more productive. Fourth, Internet helps students learn and sharpen their information age skills. Moreover, a number of theories have already emphasized the usefulness of Internet as learning and teaching facilitator and assistant. First, Generative Theory of Multimedia as an example is based on the idea that learners can build a better understanding only if words and pictures are connected together (Mayer, 2009). Second, Dual-coding Theory is based on the idea that the verbal system is activated by the non-verbal system (images) for instance a teacher can use the Power Point and the Data-show to provide picture or videos to help the learners acquire and understand faster (Paivio,1986).The last theory is Constructivism. The theory aims at making the learners construct and build the information from the world inside their minds by integrating technology in their classrooms (Kerry, 1990).

As far as the significance of Internet to EFL learning is concerned, the interviewed teachers also agree that Internet can have many positive impacts. Ammanni and Aparanjani (2016) stated different advantages of using Internet in the field of EFL learning. EFL learners may be more inventive and innovative. Second, Internet offers exclusive source of practical original information. Third, Internet can make learners and teachers integrating up to date and genuine sources of knowledge. Fourth, Internet boosts the learner's interaction, verbalization involvement in collaborative learning. Sixth, students can benefit from more independency in learning, consequently; they can be more autonomous. Finally, EFL lectures that include multimedia applications can exercise influential positive inspiration and provide uninterested students with stimulating new ways to learn.

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However, the four interviewed teachers do not consider Internet as a tool to enhance their students' autonomous learning skills. They believe that their students are not autonomous learners. They admit that their learners have never been shown how to be autonomous. Their EFL students seem to be at the very beginning of the process of autonomy despite the widespread of Internet and ICTs. Yet, it is indisputable that Internet suggests a variety of chances to innovate and restore learning approaches, methods and techniques. Most importantly, Pasch and Norsworthy (2001), as previously mentioned, notice Internet as a provider of an exceptionally rich and diversified learning ambience than any other type of learning providers such as books or handouts. Also, Godwin-Jones (2011) asserted that learners should be stimulated to make use of the meta-cognitive strategies that may affect positively their autonomy through the integration of computing sciences. Internet seems to be the indispensable subject that contributes to the autonomy and independency of language learning.

At last but by no means least, the interview findings disclose that autonomy cannot be reached because of the poor Internet equipments not only inside universities but inside learners' homes. Accordingly, teachers cannot engage in any autonomous project which may impede the process of learning. Moreover, most of the time both teachers and learners miss any kind of internet and computer training. The four teachers insist on the fact that before tackling the topic of autonomy, our universities should be technologically equipped.

All in all, a possible interpretation of the interview results is that teachers hold a favorable feeling toward using Internet in education. Hence, a class with empty Internet resources will make the task difficult for both teachers and students. Also, training is very important in education because it is at the heart of learning results. The finding support and confirmed that Internet may enhance the learners' autonomous skills but unfortunately we are in front of two types of barriers. The first barrier is related to attitudes and behaviours of some learners and teachers who themselves reject the idea of autonomy. The second barrier is related to the poor Internet and

ICTs tools. At the end, an autonomous learner is the one who develop the following profile:

- He is able to identify and manage his own language learning goals.
- He develops his knowledge of learning strategies (cognitive, metacognitive, and socio-affective).
- He is able to assess their effectiveness in learning.
- He reflects upon and evaluates his own performance.
- He is curious about the learning process.
- He tries to understand the purposes of the classroom activities.
- He is motivated and self-directed, responsible, self-aware, and independent.

3.3. Results Interpretation

EFL learners at the University of Mascara rarely learn English autonomously, and they are always dependent upon their teachers. Yet, they possess a great sense of awareness and positive attitudes towards the effectiveness of Internet to improve their English learning autonomous skills. They have not found much motivation and encouragement to be autonomous learners. Their autonomy level is just at the second level where their awareness of autonomous learning is available but they have not made much effort and implemented appropriate learning strategies (Nunan, 1997). On the other side, the study revealed that students have already got suggestions on how to use the Internet to promote their autonomy, however, the way of guidance is still ineffective or has little influence on their autonomy. The results were also appropriate to the ideas from Little (1995) which pointed out that learners find it difficult to accept responsibility immediately for their learning, and the teachers have great roles to assist them much in formal education contexts. Students have not got familiar to and worked well on the new teaching and learning trend which requires their high level of autonomy. Considering the definition of learners' autonomy (Little, 1991), no one has an inborn ability to learn autonomously, however, people can develop autonomy through experience

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with teachers' help as adviser. Thus, teachers should not only take into consideration the various factors such as an individual learner's traits, affinity for a particular learning style and cultural attitudes or behaviours to give them the most appropriate learning strategies (Williams & Burden, 1997) but also encourage learners to develop/use meta-cognitive strategies to assist them to improve learner autonomy through the use of Internet (Godwin – Jones, 2011).

4. Recommendations and Suggestions

EFL learners seem to be ready to be autonomous. They have exhibited a high sense of awareness towards Internet functions and features. Moreover, EFL teachers hold positive attitudes toward using Internet despite the different factors that impede the implementation of this technology in their professional environment. Accordingly, significant suggestions can be made. First of all, high quality or broadband Internet connection should be available in every corner of our universities. Second, both EFL teachers and learners should go through a specific Internet and computer training. Great majority of students and even teachers are unable to manipulate all type of ICTs. Third, multimedia laboratories should also be at the disposition of either teachers or students. Besides, one of the main important suggestions provided by participants is that university should provide teachers and students with enough computers, Data Show and new technology applications to be integrated to their instructions since the availability of these different ICT resources may motivate students' creativity and stimulate their imagination. Fourth, teachers may attempt to provide learners with more research freedom instead of making them faithful to the handouts. Fifth, teachers' may implement this culture of autonomy by an effective involvement of the learners in their teaching process. The teacher's classical role as the 'knower' has changed today. Both teachers and learners share the same access to knowledge due to Internet, accordingly, the learners could also have a voice inside the class. Finally and most importantly, 'Autonomy' may be made a subject matter that learners may deal with to learn the different tricks enhance the autonomous competencies.

Internet has a vital role in teaching and learning English as a Foreign Language; in other words, digital tools impact all the fields of education, not only

teaching English as a Foreign Language. Moreover the integration of technology in teaching and learning English may lead to the effectiveness of improving EFL students' level and proficiency. However, 'Autonomous learner' is an important profile that may be adopted by the EFL learner. In addition, the majority of EFL learners have their own Smartphone, tablet, and/ or computer; technology should be used in teaching English. The implementation of technology in EFL classrooms is not only to motivate learners and to boost their autonomous skills, but also to provide new strategies and approaches to teach and learn English. As a result, electronic instruments create an authentic and a dynamic context for learning. Briefly, the story of 'autonomous learner' should start earlier from the primary schools i.e. autonomy is a behaviour that should be acquired since an early age.

5. Conclusion

The Information and Communication Technology has added a clear footprint to the language learning process. In fact, a lot of instructing sites have popped up, and made learning more agreeable, effective, interactive and exciting than usual. The use of Internet in education has created a new EFL learner autonomous profile. The findings of present study revealed that students are aware of the Internet use in promoting autonomous English learning but they are still not actually autonomous because of their inefficient learning strategies, low motivation and many Internet distracters. On the other hand, it seems that EFL teachers hold positive attitudes toward Internet use. However, they do not appear so enthusiastic about the impact Internet may have on learners' autonomy due to the following reasons: First, the University possesses neither the appropriate Internet infrastructures nor the strong or broadband connection. Second, many teachers and students do not enjoy great computing competences. Third, and more importantly, when connected to Internet, EFL learners do not consider learning. Finally, the students are usually devoted and loyal to their teachers' knowledge. Accordingly, the EFL learners need to go through appropriate learning strategies training programme aiming at making the students more autonomous and more independent. The programme **is to be based on the Internet use**. It may include courses such as ICTs use, computer and Internet skills, and time management techniques.

Moreover, it is significant to valorise and boost language-learning environment among students. Many students are not so confident to communicate in English with their friends or teachers outside the class context.

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Therefore, more interaction and cooperation is needed. Teachers may incite EFL learners to work out of the box (outside the classroom) through the effective use of Internet. Learners may enlarge their knowledge about the materials they have learned. Besides, they may even prepare the subject matter before they deal with in class. Moreover, they may discuss with remote teachers and peers to strengthen their class knowledge and remove any ambiguity they could come cross.

To wrap it up, Internet can be teachers' assistant that provides support and help. Most significantly, the traditional role of teacher should be gradually changed, making students more independent and autonomous learners. At last but by no means least, motivation and interest are the key factors affecting learner autonomy. Thus, to stimulate the learners' interest and motivation, teachers can make home learning a reality through the use of Internet. Teachers may ensure continuous learning process outside the classroom borders. Integrating the Internet in teaching and learning languages is an effective way, which does not only help students improve their English but stimulates their autonomous skills as well.

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