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Promoting Learner Autonomy via American Movies: An Investigation among Undergraduate EFL Students at Belhadj Bouchaib University Centre

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Dedications

It is my genuine gratefulness and warmest regard that I dedicate this research work to my beloved mother, my dear father and my wonderful brother. Thank you for your encouragement, support and sincere prayers.

Special dedications also go to my closest friends. Thank you for supporting me all the way throughout the realization of this research work.

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Abstract

The present study investigated the relationship between learner autonomy and American movies. It sought to foster the EFL learners' autonomy and improve their English language skills and vocabulary, using American movies outside the classroom context. To fulfil the aims of the current research work, a survey was conducted at the University Centre of Ain- Temouchent in order to know more about the learners' perceptions about the concept of autonomy and the possibility of promoting it through their exposure to American films. To achieve this aim, two research instruments were used, a questionnaire and an interview. The findings revealed that American movies play a significant role in empowering learner autonomy and enhancing the English language learning among the university students, mainly because these movies motivate learners, expose them to the authentic language they lack inside the classroom, and allow them to learn the English language, unconsciously, and in context. Suggestions and recommendations on how to integrate American films for the sake of promoting autonomy were also provided.

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List of Abbreviations and Acronyms

3D. Three Dimensional

CEFR. The Common European Framework of Reference for Languages

CIEL. Curriculum and Independence for the Learner

CRAPEL. Centre de Recherches et d'Applications en Langues

EFL. English as a Foreign language

MBC. Middle East Broadcasting Centre

SLA. Second Language Acquisition

TV. Television

UK. United Kingdom

General Introduction

General Introduction

Learner autonomy is one of the recent and most controversial topics in the field of applied linguistics. Since the emergence of this concept in language learning, its major aim has been to support learners to depend on themselves and take responsibility not only for their learning process held inside the classrooms, but also for all the activities undertaken throughout their lives.

In fact, learner autonomy has been and is still a highly debated concept. For instance, it is viewed as both the readiness and ability to take charge of one's own learning, the ability to make decisions or a self-management and a cognitive process. Moreover, since learner autonomy is a multi-faceted concept, it involves many aspects such as, full and partial autonomy, autonomy of learners both inside and outside the classroom, etc.

However, most of the studies involving learner autonomy stress the investigation of this concept in its formal setting which is the classroom. Indeed, research concerned with empowering the autonomy of learners outside the formal setting, especially in the Algerian EFL context, is considerably lacking. It is true that the new teaching methods, as far as the university context is concerned, seek to shift the focus from the teacher to the student. Still, the fact that autonomy comes from the student, even if he/she is not present in the classroom, is completely neglected. Hence, the current study presents and suggests that American movies can be an effective means to promote EFL learners' autonomy and enhance their English language skills outside the university context.

As such, this study aims at investigating the role American movies play in empowering the learning process and the autonomy of the Algerian EFL learners through revealing their perceptions about autonomy, and the possibility of promoting it through American films. Taking into account the objectives of the study, the

researcher seeks to conduct this investigation through asking the following research questions:

1-Do American movies trigger off and improve autonomy among students in higher education?

2-In what ways do American movies enhance autonomy and develop learners' language skills?

Trying to answer these questions, the following hypotheses are put forward:

1-American movies play a significant role in promoting autonomy among students in higher education.

2-American movies are motivating since they deliver authentic language, overcome the lack of interaction with English EFL learners suffer from, and teach English unconsciously and in context.

Thus, the study seeks to determine whether American films truly foster learners' autonomy or not, and in what ways if they do so. For this purpose, the research method selected to undertake this research work is the case study, which has been held among EFL learners studying at the University Centre of Ain Temouchent. These learners belong to first, second and third year licence grades and have been chosen mainly because these students face many problems in learning English during their first years specializing in it. These learners need constant practice to better all their language skills and vocabulary. In fact, the researcher has used two research instruments to collect the required data, namely the questionnaire and the interview, both conducted with the undergraduate students. After obtaining the needed data, the researcher has analysed them both quantitatively and qualitatively.

Besides, the current study has been divided into four chapters. The first chapter is devoted to the review of literature related to learner autonomy. It fundamentally defines learner autonomy, discusses some terms related to it and tackles the issue of how autonomy is viewed in this research work. It also demonstrates the aims and

principles of autonomous learning as well as the importance of autonomy in the learning process.

The second chapter is concerned with the empowerment of learner autonomy through the use of American movies. It mainly presents the role of these movies in enhancing learners' language skills and vocabulary as well as their autonomy. Next, the third chapter presents the methodology and the research design of the present study. It introduces the research aims and motivations, and describes the methods used to collect and analyse the required data.

Finally, the fourth chapter analyses, interprets and discusses the results obtained from our enquiry with the ultimate purpose of answering the research questions and test the validity of the suggested hypotheses. The chapter concludes with some suggestions and recommendations about enhancing learner autonomy via American movies, then with the limitations the researcher has encountered when conducting this study.

Chapter One / Learner Autonomy

1.1 Introduction

In this chapter, literature relevant to the study and related to learner autonomy will be presented. First, autonomy and language learning will be defined, followed by the definition of learner autonomy, then a succinct discussion of some terms related to ‘autonomy’ will be presented. After that, the issue of how learner autonomy is considered will be tackled. Finally, and before dealing with the importance of autonomy in the learning process, aims and principles of autonomous learning will be explained.

1.2 Definition of autonomy

Before defining learner autonomy, it is overwhelmingly important to explain what is meant by autonomy. Indeed, this term is used to describe a person’s or government’s ability to make decisions with no interference from another person or government. The word *autonomous* arises from the Greek words ‘auto’ and ‘nomus’, indicating an individual who lives by his/her own rule (Hadi, 2018).

The concept of autonomy first originates in the ancient Greek when philosophers such as Aristotle and Socrates have claimed for citizens’ right to self-government. Citizens governed their own cities and it was done according to their own laws. In line with this, and according to Yule (1996), an autonomous person just like an autonomous state must not be subject to external interference or control, but must rather direct his own life. *Autonomy* has been described in Ancient Greek philosophy as the self-mastery. Plato and Aristotle both linked the ideal for humanity with the independence and a lack of reliance on others (Hadi, 2018).

The concept of autonomy develops in the modern period to include political and societal dimensions along with being, to a large extent, philosophical. Nowadays, more human rights are declared and respected. As it has been advocated by Holec (1981), the role of the individual has been changed to “man as the producer of his society” (p. 1). From politics to religion and economy, the concept of autonomy moves throughout history to include education, especially language teaching and learning.

1.3 Definition of language learning

It is primordial to shed light on the concept of learning before defining language learning. Learning has been a significant topic in psychological research since its emergence as an independent science. Many other disciplines have focused on this process as well; yet, it is surprising not to find explicit definitions to the term 'learning'. Even influential textbooks on learning, rarely take into consideration defining its subject matter. In fact, it is difficult to define this concept since it is abstract and broad. However, all researchers interested in learning hold some idea of what learning is (Lachman, 1997; De Houwer, Barnes-Holmes, & Moors, 2013).

As pointed out by Lachman (1997), the majority of definitions provided by learning textbooks refer to it as a change of behaviour due to experience. In other words, learning may be defined as a side effect of experience on behaviour. Lachman (1997) further affirms that learning should not be confounded with the product of this process (i.e., the change in behaviour). Thus, he (1997) defines learning as a process that controls behaviour which means that it can be abstract, and involves a mental process leading to a change in behaviour.

There are other definitions for the term 'learning', for example, Cambridge Advanced Learner's Dictionary defines the word 'learn' as:

- a- to get knowledge or skill in a new subject or activity.
- b- to make yourself remember a piece of writing by reading it or repeating it many times.
- c- to start to understand that you must change the way you behave.
- d- to be told facts or information that you did not know.

Merriam-Webster online dictionary defines the word 'learn' as 'to gain knowledge or understanding of a skill by study, instruction, or experience'.

According to Gow and Kember (1993), learning includes the following points:

- a- an increase in knowledge.

b- memorizing.

c- acquiring facts and measures which can be saved and/or practised.

d- rendering meaning abstract.

e- an explanatory process directed at understanding reality.

After considering and reviewing different literature dealing with the concept of learning, it is essential to claim that all the different learning theories or definitions complete one another. Thus, learning involves the following aspects:

a- curiosity

b- experience

c- knowledge/skills

d- memory

e- eruditeness (characterized by great knowledge)

f- effective action and creativity (Hammoudi, 2010).

Those aspects can be illustrated in the following graph:

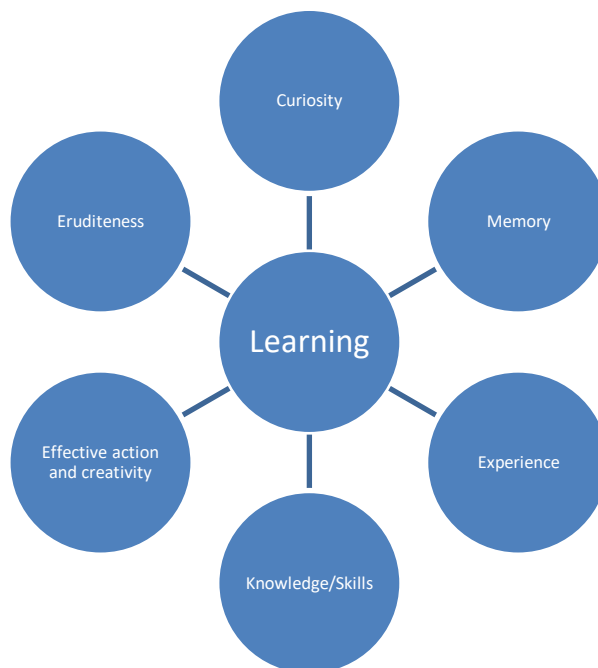


Figure 1.1 Features included in a learning process. (Adapted from Hammoudi, 2010).

In the field of education, language learning is a process which consists of increasing one's language capabilities. It is also defined as a process by which language capability develops in a person. Studying this process has drawn the interest of many linguists and scholars such as Chomsky (1965). Most of his studies focus on first language learning, also called 'first language acquisition'. However, more recent studies- particularly after establishing Second Language Acquisition (SLA) as a field of Applied Linguistics- have differentiated between both language learning and acquisition. Studies in SLA have drawn significant differences between acquiring a language and learning it. "Language acquisition is opposed to learning and it is a subconscious process similar to that by which children acquire their first language" (Kramina, 2000, p. 27). On the other hand, language learning is a conscious process, and is the result of either learning in a school setting or a self-study programme (Kramina, 2000). This means that learning can be done either in school or outside the classroom context.

Thus, at this level, it is worth mentioning that our study is concerned with language learning and not language acquisition, as it takes into consideration learning English as a foreign language (EFL), and it is accomplished by the learner himself /herself. However, the fact that learning through movies is considered as a kind of language acquisition will be tackled in chapter 2 section 2.3.

1.4 Definition of learner autonomy

In order to define learner autonomy, it is crucial to start by exposing some history of autonomy in language learning. As already stated, the term *autonomy*, first originates in the Greek desire for self-governance in politics. After that, it has moved to society which uses education as a powerful tool to achieve goals related to the freedom of choice. Nevertheless, autonomy in learning has emerged only in the 1970s with the introduction of the communicative approach.

Learner autonomy was introduced in the field of language learning and teaching by the Council of Modern Languages Project in Europe, which was founded in

1971. The establishment of the 'Centre de Recherches et d'Applications en Langues' (CRAPEL) at the university of Nancy in France, was one of the major results of this project. The founder of CRAPEL, Yves Châlon, is thought to be the father of autonomy in the field of language learning (Benson, 2001). After his death, the command of CRAPEL was given to Henri Holec, an outstanding leader in the field of autonomy in language learning. Benson (2001) says, "The idea of autonomy first appeared in language learning along with the establishment of Centre de Recherches et d'Applications en Language (CRAPEL), which was aimed at adult education" (p .8).

The Council of Europe's Modern Languages Project aims at providing adults with opportunities for life-long learning. Likewise, the approach developed at CRAPEL insists on developing the freedom of the individual. This can only be done by developing those abilities which enable him/her to act more responsibly in the society in which he/she lives. Following this, the goal of education is to prepare learners to be responsible and active in their learning process and teach them the necessary skills to take control of their own life. Moreover, it aims at improving others' life, as it has been claimed by Collins & Hammond (1991) "the betterment of society, and to promote emancipation, these are desirable results of any educational intervention" (p. 13). This , not only shows that the aim of education is to improve social issues , but also demonstrates that many countries throughout the world give great importance to education and value it for its power to change whole societies.

The process of education is endless. Indeed, an individual cannot reach a particular age and declares that his/her education is complete. As a matter of fact, education is rather an on-going process that makes individuals seek achievement and amelioration. Therefore, they ought to do most of the learning by their own and rely on themselves .To be able to do this, the will to learn should, first of all, come from within. Brown (2001) points out, "the most powerful rewards are those that are intrinsically motivated within the learner" (p. 59) and states that "no externally administered reward is necessary" (p. 59). For this reason, learner autonomy is above all a responsibility coming from the part of students who take into consideration the importance of their learning. In Scharle and Szabo's own words (2000) "Responsible

learners are those who accept the idea that their own efforts are crucial to progress learning, and behave accordingly'' (p. 3).

As such, learner autonomy is a much-debated concept as some researchers view it as the readiness and ability to take charge of one's learning process (Holec , 1981) while others define it as the ability to make decisions (Dickinson , 1987). Others think that it is both a self-management and a cognitive process (Little , 1991 ; Benson , 2001). Because the meaning of learner autonomy has been discussed from many perspectives, it is almost hard to come up with a right definition to this term.

Indeed, defining autonomy can be demanding because of its broad and abstract nature. For instance, Holec (1981) is one of the prominent scholars in learner autonomy in education, and more particularly in language learning. He (1981) defines learner autonomy in his famous book entitled 'Autonomy and Foreign Language Learning' first published in 1979 as,

To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning and nothing more [...] to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning (p.3).

Holec's definition deals with a set of roles the autonomous learner is supposed to assume which consist of the following: deciding what the objectives are, specifying the content, choosing the method and techniques to be used, monitoring the process of learning and self-evaluation of what has been learned. Accordingly, the first step towards autonomy should take into account the learners' development of a sense of responsibility for their learning.

Despite the fact that Holec's (1981) definition is considered as original, covering all aspects that allow the transfer of the control from the teacher to the learner, there are researchers who do not agree with him. For instance, Benson (2001) and Little (1991) criticize Holec's definition since it does not account for "the

nature of the cognitive capabilities underlying effective self-management of learning’’ (Benson, 2001, p. 49).

Little (1991) adds, ‘‘Autonomy is a capacity for detachment, critical reflection, decision making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning’’ (Little, 1991, p. 4). Benson (2001) agrees with the definition provided by Little (1991) saying that it completes what is missing in Holec’s definition as it adds a vital psychological aspect to it and it promotes autonomy as a cognitive and self-management processes of learning.

By contrast, Dickinson (1987) considers learner autonomy as a decision making in the learning context and refers to a situation where ‘‘the learner is responsible for the decisions concerned with his/her learning, and the implementation of these decisions’’ (Dickinson, 1987, p. 81). In fact, decision making refers to any decision made by advanced learners such as students.

Learner autonomy is also defined in terms of life-long learning. For instance, Wenden (1991) as cited in Richards (2006) views this concept as concerned with developing students’ life-long learning and their willingness to plan, control as well as evaluate their own learning.

Another definition is provided by Jeffries (1990) who claims that learner autonomy is,

learning in which an individual or a group of learners study on their own possibly for a part or parts of a course ,without direct intervention from a tutor, so that to take a greater responsibility for what they learn (p. 35) .

In his definition, Jeffries (1990) mentions two types of autonomy: *partial autonomy* where the teacher is absent in one or several phases of learning and *full autonomy* where the teacher is absent for the whole learning process. It is crucial to state that, in this research work, full or total autonomy is more suitable since it

promotes learner autonomy without a teacher. Moreover, Sinclair (2000) suggests that autonomy can take place both inside and outside the classroom. Waite (1994) agrees with him when he insisted that learners need to take charge of their own learning in order to make the most of available resources, especially outside the classroom. Indeed, EFL learners need to take charge of their own learning outside the classroom context.

In light of the aforementioned definitions about learner autonomy, it is hard to settle for one, just as it is hard to reject any of them. However, we may consider learner autonomy as both a process and a product, for it allows learners to experience learning a language by their own and make the learning situation more effective, more motivational and more suited to their individual needs. In addition to this, it will make learners better able to take charge of their own learning (Knaldre, 2015).

Terms such as self-directed learning, independent learning and self-access learning hold a similar meaning to that of learner autonomy.

1.5 Autonomy and other related terms

Learner autonomy in language learning is often interpreted in various ways by using various terms in the literature. Some of these ‘terms’ include: self-directed learning, independent learning, self-instruction and self-access learning. In fact, these terms represent different degrees and capacities in learning.

First of all, the term ‘independent learning’ which is seen as an overall approach to learning, includes related notions. ‘Learner autonomy’ is one of these notions which, as previously mentioned, has been defined as “the ability to take charge of one’s learning” (Holec, 1981, p. 3). It forms one of the most desirable goals of independent learning. In the UK, the CIEL¹ project distinguishes between independent learning and learner autonomy as follows:

¹ The CIEL Project in the UK is a collaboration of many researchers in the area of independent language learning. Through this collaboration, a total of six handbooks on independent language learning have been written.

In the specific case of UK higher education, the CIEL project takes independent learning as an approach to learning which, in the context of widening access and acquiring skills for life-long learning, values and promotes the development of learner autonomy or learner independence.

(CIEL, 2000, section 1.4)

Indeed, the CIEL project considers independent learning as an approach to learning which seeks to develop learner autonomy.

Another term often confused with learner autonomy is self-directed learning which came to prominence within the field of adult education in the 1970s. It is closely related to learner autonomy. In fact, several scholars such as De Beaufort (2016) and Livingston (2012) promote those terms as synonyms. However, Malcom Knowles who coined the term self-directed learners in 1975 favours 'self-directed learning' as a term with no synonyms. He notes that concepts such as 'self-planning learning, inquiry method, independent learning, self-education, self-instruction, self-teaching, self-study and autonomous learning' (Knowles, 1975, p. 18) are strongly related to the learner acquiring knowledge in isolation, i.e., without any guidance of a teacher. On the contrary, self-directed learning is a guided experience which embraces feedback from teachers, tutors, etc. For Holec (1981), *autonomy* is a purpose of independent learning while *self-directed learning* is "a tendency to be encouraged" (p. 34). Similarly, Dickinson (1987) distinguishes between these two terms and advocates that self-directed learning is "when a learner, with others, or alone, is working without the direct control of a teacher" (p. 9). She (1987) further claims that it is a state in which the learner is fully in control of the decision-making process concerning his own learning and accepts full responsibility for it, but "will probably seek expert help and advice" (p. 12) as cited in Thornton (2010, p.159). This means that a learner can choose whether to study under the supervision and guidance of a teacher or manage all his learning alone. The second case means that a learner is completely autonomous.

This research work uses the term autonomous learning instead of self-directed learning since the learning process occurs outside the classroom context and without the intervention of any teacher. Thus, the term autonomous learning is more suitable to our research work, for movies help students learn and enhance their English language skills outside the school milieu. These students do not need any guidance and have to take ‘full’ control of their learning. It is also important to note that since we are concerned with full autonomy, terms such as: self-access learning; self-direction and e-learning are used.

Self-access learning , on the one hand , lies in the description of the way in which resources are organized to facilitate learning , and may be “self-directed or other directed”(Dickinson,1987, p. 11). On the other hand, e-learning is when technology is used to enable people to learn. No single e-learning method is best for all the learner’s needs. Therefore, several e-learning technologies are provided nowadays (Hadi, 2018).

Finally, according to Little (1991), self-instruction is “learning without a teacher” (p. 3) while Dickinson (1987) views it as “learning without a direct control of the teacher” (p. 5). She (1987) believes that the teacher can help his learners in an indirect way which does not exclude his/her intervention.

Even though the terms self-directed learning, self-access and self-instruction represent different degrees of learning by relying on one’s self, they do not necessarily mean that a learner is autonomous since autonomy is the ability and knowledge of learning effectively.

1.6 Aims and principles of autonomous learning

After defining learner autonomy, it is important to examine the major aims and principles regarding its promotion

1.6.1 Aims of autonomous learning

The aims in this section represent the reasons why learner autonomy exists, i.e., for which purpose, the goals it seeks to achieve and the objectives that promoters of this concept take into consideration. In fact, the first step should be to figure out the aims learner autonomy encompasses.

According to Benson (2000) , autonomy is a human right .Therefore, its first aim is to both recognize and support the rights of the learner to develop his/her own identity. It is a way that seeks to make an independent, responsible, open-minded and critically thinking learner. Moreover, it makes the learner a socially and democratically conscious being (Knaldre, 2015).

Another major purpose of learner autonomy is ‘learning to learn’ also termed *savoir-apprendre* (CEFR, p. 106) in French. This aims at providing learners with opportunities to independently learn in the future. Since the process of learning a language has no limits and as the focus of our research is learning a foreign language outside the educational context, this particular objective of learner autonomy is necessary for this study, for it aims at making EFL learners accomplish their learning goals independently.

To facilitate learning and make it more effective, is another aim of learner autonomy. It intends to satisfy the needs of different learners so that each learner spots the difficulties he/she encounters when learning a language, and therefore can overcome them.

Learner autonomy is also beneficial when it comes to increasing motivation. Studies conducted in self-determination theory have shown that being autonomous is necessary for motivation, as it satisfies an innate human need to be in control (Deci & Ryan, 2000). On the contrary, a low degree of motivation results in an authoritative as well as a controlling environment. This, of course, takes into consideration the intrinsic motivation which comes from inside the person and is not driven by other

external forces. It can also be described as a readiness to learn and take responsibility for one's own learning.

In relation to motivation, 'self-efficacy' is also another aim of learner autonomy. It is the learner's beliefs in his/her ability to achieve a certain objective. These beliefs have a major impact on his intrinsic motivation and thinking. If the learner is efficiently convinced of his own capabilities, he/she will certainly have a high degree of self-efficacy and thus, of autonomy. This idea is supported by claims that a strong sense of self and display of confidence are key-characteristics of the autonomous learner (Benson, 2001). Also, successful experiences of autonomous learning improve self-efficacy and this makes the learner more motivated; learner autonomy leads to highly motivated learners (Benson, 2001).

1.6.2 Principles of autonomous learning

Promoting learner autonomy involves outlining the principles that are necessary to achieve the above aims. Little (2004) lists three principles: learner empowerment, learner reflection and appropriate target language use. These principles are explained in the following table.

Table 1.1 Principles of autonomous learning.

Learner empowerment	<ul style="list-style-type: none"> -The operational aspect of taking charge of one's own learning. -Learners make choices that affect the outcome of their learning, by controlling the whole process. -They set learning objectives, define content, choose the methods and assess the results.
Learner reflection	<ul style="list-style-type: none"> -The aspect of metacognition and critically monitoring learning. -Learners should develop awareness of the learning process and reflect upon their individual learning styles, strengths and weaknesses. -Seen as a condition of learner empowerment.
Appropriate target language use	<ul style="list-style-type: none"> -The need for carrying out activities in the target language. -Spontaneous practice and active language use is vital to language learning. -Has an indirect relation with learner autonomy as it affects and stimulates both learner reflection and empowerment that lead to learner autonomy.

Learner empowerment, learner reflection and target language use are essential principles of learner autonomy especially if the learner has to work by himself throughout all his learning process. By this we mean that he/she exercises full autonomy without the guidance of a teacher as is the case in our study.

Since aims and principles of learner autonomy relate to the reason why learner autonomy is of paramount importance to learners, the importance of learner autonomy will be dealt with in the next section.

1.7 The importance of learner autonomy in the learning process

Learner autonomy is one of the major goals of education, especially in higher education. However, the importance of autonomy has not only been discussed in the school setting, but also outside the classroom context. Initially, autonomous learning is crucial for life-long learning. Life-long learning refers to “ all learning activities undertaken throughout life , with the aim of improving knowledge , skills , and competence within a personal , civic , social and/or employment related perspective” (European Commission , 2001 , p.9). Being autonomous has a positive impact on life-long learning (Yurdakul, 2017) and, since learning is an-going process undertaken throughout life, individuals should rely on themselves.

According to Benson (2001 , p.1) : “a precondition for effective learning ; when learners succeed in developing , they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live”. In fact, as autonomy is seen as a human right, citizens have the right to make their own choices and not to be restricted to institutional choices (Ciekanski, 2007). Therefore, learner autonomy is seen, particularly from the part of critical theorists such as Pennycook (1997) as “emancipatory practice, contributing to the good of individual and of society” (Ciekanski, 2007, p. 112). The freedom of choice produces learners who can be autonomous citizens. For instance, Knowles (1975) believes that when individuals are free to choose for themselves, their societies will be healthier and happier.

Many researchers consider autonomy as an important characteristic of successful learners. Benson (2001), further, states that the development of autonomy is beneficial to learning. Better learners, in general, are those who are in charge and control of their own learning. In this context, Candy (1991) states, “when learners are involved in making choices and decisions about the content and the mode of what they are studying, learning is more meaningful, and thus, effective” (p. 24).

Effective learning, in turn, is related to motivation in a way that autonomous learners are intrinsically motivated to take responsibility for their own learning ((Ushioda, 2006). Thus, their learning is efficient and effective which in turn, nurtures their motivation. Learners involved in the process feel more motivated and are generally successful as Dickinson (1987) says,

There is convincing evidence that people who take initiative in learning (proactive learners) learn more things and learn better than do people who sit at the feet of teachers, passively waiting to be taught (reactive learners)...they enter into learning more purposefully and with greater motivation (p. 14).

As previously stated (see section 1.6.1), autonomy is thought to be associated with intrinsic motivation since motivation is a key factor in autonomy. Some researchers such as Benson (2001) believe that motivation reinforces autonomy. For instance, Benson (2001) claims that “by taking control over their learning, learners develop motivational patterns that lead to more effective learning”. Others declare that autonomy matures motivation (Dörnyei, 2001).

Autonomy is also associated with responsibility. For instance, Scharle and Szabo (2000) state,

In theory we may define autonomy as the freedom and ability to manage one’s own affairs, which entails the right to make decisions as well. Responsibility may also be understood as being in charge of something, but with the implication that one has to deal with the consequences of one’s own actions. Autonomy and responsibility both require active involvement, and they are apparently very much interrelated. In practice, the two concepts are more difficult to distinguish. (p. 4)

Finally, Umeda (2000) cited in Onozawa (2010) specifies three reasons for the significance of autonomy from an educational perspective which are: fostering a survival capacity to cope with rapid social changes,

developing learners' individuality, and improving the diversity of learners' cultural and educational backgrounds.

The following diagram is a synopsis of all the advantages of learner autonomy in the learning process.

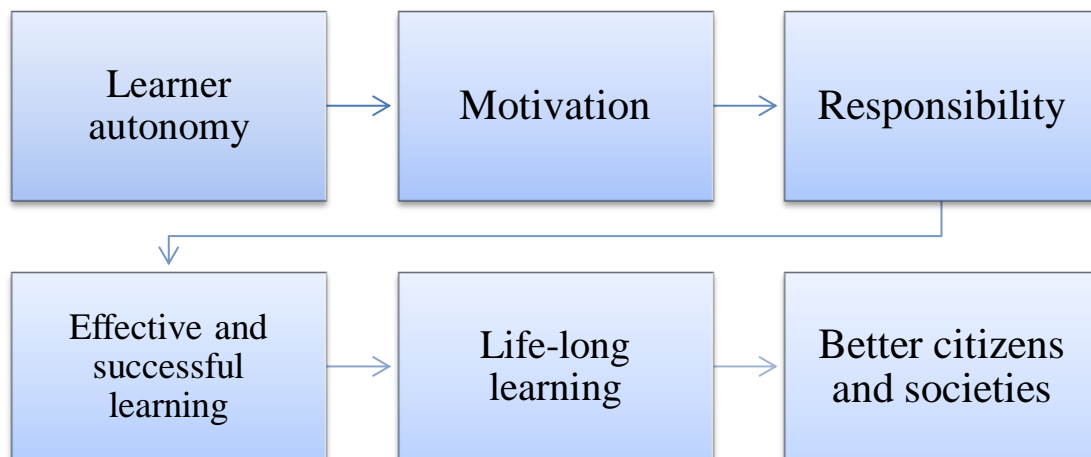


Figure 1.2 Advantages of learner autonomy in the learning process.

1.8 Conclusion

As the major aim of 'learner autonomy' is to develop students' sense of responsibility and self-reliance, a brief review of this concept mostly in relation to foreign language learning has been provided in this chapter. However, the task of promoting learner autonomy outside the classroom context for the EFL learners is considered as a challenge and more particularly for Algerian undergraduate students. For this reason, the second chapter will be devoted to the use of movies as a source outside the classroom to replace all what these EFL learners lack in terms of genuine input. Thus, the impact of American movies on improving language learning and more importantly, on learner autonomy will be discussed in details, in the next chapter.

**Chapter Two / Empowering Learner
Autonomy through American Movies**

2.1 Introduction

This chapter will be devoted to the empowerment of learner autonomy through the use of American movies. First, the role of audiovisual mass media in reinforcing language learning will be introduced. Next, the role of movies along with the role of subtitles in enhancing learners' language skills and vocabulary will be presented. Then, the broadcast of American movies via TV and different platforms on internet will be explained. Finally, the present chapter will deal with the advantages of learner autonomy via American movies.

2.2 The role of audio-visual mass media in fostering language learning

Today, media have a salient impact on our lives. In fact, not a single day passes by without them. Books, radio, records and tapes, newspapers, magazines, movies, television, new media (internet) are all called mass media. A study conducted by Livingstone and Bovill (2001) showed that adolescents all over the world spend more time 'consuming' mass media. These include TV, internet, movies, music, etc. Despite the criticism advocated to mass media, some people believe that they create unique opportunities especially for foreign language learners since they represent authentic means and provide students with a lot of language practice. Exposure to mass media plays a vital role particularly in developing language learning and language skills.

Nowadays, we live in an audio-visually driven world where different audio-visual media can be used as sources to learn foreign languages. In this context, research suggests that people learn new and abstract concepts easily if they are presented in both verbal and visual form (Salomon, 1979). In the same line of thought, Cowen (1984) states that concepts presented in visual media are more accessible to a person than those presented in text media and help with later recall. In a research conducted by Willingham (2009), he asks a simple question to explain his point of view: "why do students remember everything that is on Television and forget what we lecture?". Our attempt to answer this question is that because audio-visual media help

students retain ideas and concepts in an enjoyable and entertaining way, they hardly ever notice that they are learning.

Perhaps, movies are one of the most effective audio-visual mass media in foreign language learning. In fact, “movies are an enjoyable source of entertainment and language acquisition”(Ismaili,2013, p. 122).They expose learners to authentic language which, in turn, provides the necessary language input learners need as it is the case of our research work that deals with EFL learners of Belhadj Bouchaib University Centre. Movies have always been considered a great source of entertainment, but they also play the role of a language learning medium.

2.3 The role of movies in enhancing language learning

Learning a foreign language can be challenging. For instance, when Algerian students opt for studying English as a speciality, they usually face many problems during their first years in learning it. While these students attend lectures, they confront many obstacles like lack of vocabulary, weak comprehension and understanding, poor language skills, etc. Movies can, therefore, help these students deal with those difficulties and thus, improve their language learning (Sabouri, Zohrabi & Osbouei, 2015).

Watching movies may be seen as entertaining and not educational. However, movies can actually have a leading role in education. A movie or a film can be used as a powerful tool in education for learning enhancement. In fact, in order to support the learning process accomplished inside the classroom and add to the teaching styles provided by teachers, it is crucial to use movies as a way to improve language learning outside the classroom context. This is mainly because movies are advantageous to the learning process.

Successful learning should be varying and motivating and thus, motivation is one of the most important factors in determining successful foreign language learning.

For this reason, the entertaining aspect of learning from movies is essential to motivate learners and make their language learning process more enjoyable.

Many scholars have recognized that movies attract learners' attention and affect their motivation to learn (Xhemali, 2013). Furthermore, using movies brings variety, authenticity, reality and flexibility to language learning all at once. The most prominent advantage of movies is their authenticity (Varga, 2013). They provide authentic language presented "in real life contexts rather than artificial situations" (King, 2002, p. 2) and pave the way to get in touch with the different dialects of the English language (King, 2002). In addition to that, a learner can be familiar with slangs as well as the informal speeches and other speech forms he/she cannot encounter in textbooks or classrooms.

Therefore, movies can be considered as an authentic material providing learners with genuine input (Mishan, 2004), and according to Krashen (1985), a natural input allows these learners to acquire a language without even noticing that they are listening to a foreign language. In fact, any real-life language input is difficult to receive in an environment which considers that language as foreign. Thus, movies can substitute the input these learners cannot receive.

It is of paramount importance to state that there are many different definitions as to what the word *authenticity* means. Yet, there is a general agreement in the definitions provided by some scholars. The emphasis has always been on the fact that the material is neither made for learning nor for teaching purposes, but rather for native speakers. For instance, Allan (1985) claims that authentic materials are in fact those materials destined to an audience of native speakers while Sufen (2006) defines authentic material as material not produced for language learning and teaching purposes, and as material produced in a real communication situation. For Gilmore (2007), authenticity can refer to several points, one of them is that "the language [is] produced by native speakers for native speakers in a particular language

community” or “the language produced by a real speaker/writer for a real audience, conveying a real message”.

Movies bring reality to language learning since they offer learners facial expressions and body movements and all the paralinguistic characteristics having a beneficial impact in situations where communication occurs (King, 2002). Since companies producing movies actually produce movies for native speakers, the accent and the intonation any movie character uses - in addition to small talk and conversations - are those used in real life. Allan (1985) highlights the realistic examples provided by movies or films which combine both audio and visual features. These examples include characteristics that a textbook alone cannot present such as false starts, hesitations as well as social, regional, gender and ethnic variations. Therefore, to support knowledge of textbooks, it is important to learn with movies in order to learn the language that occurs in real-life situations and in context.

Moreover, a myriad of previous researchers have come to the conclusion that language flexibility is achieved through watching movies. This implies that movies help students improve all four skills. For instance, Varga states this research question: “which skills can be developed with the help of feature movies?” (Varga, 2013, p. 343). The results show that all the four skills of listening, speaking, reading and writing are possible to develop with a movie.

Furthermore, the real language to which students are exposed helps them pick up words and expressions spontaneously and learn vocabulary. Mishan (2004) also advocates that films are designed to appeal directly to people’s emotions. An example of this is what Swain tells in her article entitled “Film can have a leading role in education”.

When the school film club planned to take an autistic boy on a trip to London's Leicester Square to watch *War Horse*, his mother was worried. He wouldn't make it through the tube journey, she warned, let alone the cinema experience. Having survived both by keeping his anorak zipped well up over his nose, the boy was asked what he thought of the film. "It was very interesting," he replied. "I put my hand up to my face when the horse was stuck in the barbed wire and it was wet. That's never happened to me before," he added, revealing how for the first time a film had moved him to tears.

(Swain, 2013, para¹.1)

The autistic boy's behaviour can be explained by the fact that movies offer cognitive and affective experiences (Ruusunen, 2011). According to Champoux (1999, p. 1), "film scenes can offer a visual portrayal of abstract theories and concepts [...]. Inexperienced students will likely benefit from the use of film because of a greater feeling of reality. Showing concepts through different film scenes also shows the application of these concepts in different situations". Champoux (1999) states that because of their visuality, movie scenes make teaching - and thus learning in the same way- abstract themes and concepts easier.

Besides, not everybody learns using one single learning style. Usually, each one combines many learning styles to make the learning experience richer. In this sense, movies provide a varied input for people who have different learning styles by presenting the same concept visually and auditorially for those visual, auditory learners, etc.

Finally, the process of learning a foreign language through watching movies is called learning by input since many correct and appropriate statements are stored within the brain to be drilled later to make sentences. To be precise, movies help learners acquire statements and rules unconsciously instead of learning them

¹ By para, we mean paragraph.

consciously. In this vein, *the input hypothesis* has been developed by Krashen (1985). It is a useful model in foreign language learning even though it was first developed to adapt to second language acquisition. (Ruusunen, 2011)

According to Krashen (1985), the ‘input hypothesis’ suggests that by understanding messages and receiving comprehensible and detailed input, humans acquire language. This hypothesis attempts to answer an essential question: how do we acquire a language? (Krashen, 1988). The learner can understand the language depending on the context even if he has not learned the needed grammar yet.

This context consists of extralinguistic information, i.e., the learner’s knowledge about the world and any linguistic competence he/she acquired before (Ruusunen, 2011). Carroll (2001), in her turn emphasizes the difference between acquiring a language and learning it and claims that Krashen’s (1985) theories of input applies to acquiring a language, not learning it. The major difference between them, as stated previously (chapter 1, section 1.3), is that learning is a conscious process while acquisition is unconscious. Still, both processes are needed in studying a foreign language, and input in this case, can add a lot to improve language learning.

Krashen (1985) emphasizes the importance the comprehensible input has and points out that “input is the essential environmental ingredient” (p.2). This comprehensible input is, in fact, what a learner obtains when he/she hears or reads in another language (Krashen, 1988). When the learner lacks access to this input, there might be delays on his/her language learning (Krashen, 1985). That is why, it is important to use movies outside the classroom context to have the needed comprehensible input. For all the reasons stated above, learning a language via movies is beneficial and important.

2.4 The impact of using movies on the language skills and vocabulary

Learning a foreign language mainly aims at improving the four language skills including listening, speaking, reading, writing and other aspects such as grammar,

vocabulary, culture, etc. This part discusses how movies can foster language learning including language skills and vocabulary.

2.4.1 Movies and listening skills

Listening is an essential ability in social interactions .Through different researches, it has been said that people receive messages more efficiently via listening than via reading (Luo, 2004).Without a good listening skill, we cannot have a successful conversation (Howatt & Dakin, 1974). It has also been proved that by adding images, listening comprehension can be fostered (Bowen, 1982; Guichon & Mclornan, 2008). Thus, because movies are both motivating and entertaining as they encompass different topics and are presented in both a visual and an audio form (Lonergan , 1984), they can have many advantages that support listening comprehension (Guichon & Mclornan, 2008) because of all the additional information they provide. As far as our research work is concerned, movies in English are one of the most effective media for improving students' listening skills (Brown & Yule, 1983).

2.4.2 Movies and speaking skills

Speaking and listening skills are necessary to communicate effectively in any language .Therefore, the ability to speak fluently is usually the goal of any foreign language learner. However, formal speaking needs a great amount of practice (Nation & Newton, 2009) and does not come naturally. Nation and Newton (2009) claim that the most important thing is that the learner should experience the task as a listener. This enables him/her to see all the factors that affect any conversation and all what happens within it. Thus , movies provide communicative skills that help the learner acquire language naturally since textbooks do not usually include small talk and long conversations (Katchen, 2003) , and in turn, the exposure to a large amount of speech enables learners to pick up more words and expressions to use in conversations with others.

2.4.3 Movies and reading skills

Minor detailed studies have been done about the role of movies in enhancing the reading skills. However, many researches have been accomplished on using videos in developing language skills mainly on reading comprehension (Opat, 2008; Ginther, 2002). For instance, some researches have provided evidence that movie fragments help enhance memory and recovery of information in reading and listening (Pezdek, Lehrer, & Simon, 1984). In fact, the use of subtitles in the same language students want to learn (English subtitles) enhances the reading and writing skills. The learners make an association between what they hear and what they read which helps them foster their reading skills.

2.4.4 Movies and writing skills

According to Katchen (2003), writing is an active skill since it is productive. Thus, alongside speaking, writing needs to be practised regularly. Gebhard (1996) has listed some important points that any writing should include such as word choice, use of appropriate grammar, syntax, etc. Writing should also take into consideration a purpose and an audience. Movies help improve writing skills through the use of subtitles since as in reading, a learner associates between what is written on the screen and what he / she actually hears. Moreover, the vocabulary learned while watching movies and the grammar structures all help learners develop their writing skills.

2.4.5 Movies and learning vocabulary

Nowadays, more attention should be paid to vocabulary learning since vocabulary development means more advance in the language learning process. In fact, the verbal communication helps students pick up words and expressions easily. The exposure to authentic and real language motivates students to learn vocabulary and understand language better, and the repetition of many words throughout the movie enables them to learn new words each time (Ismaili, 2012). Thus, movies play a prominent role in vocabulary learning.

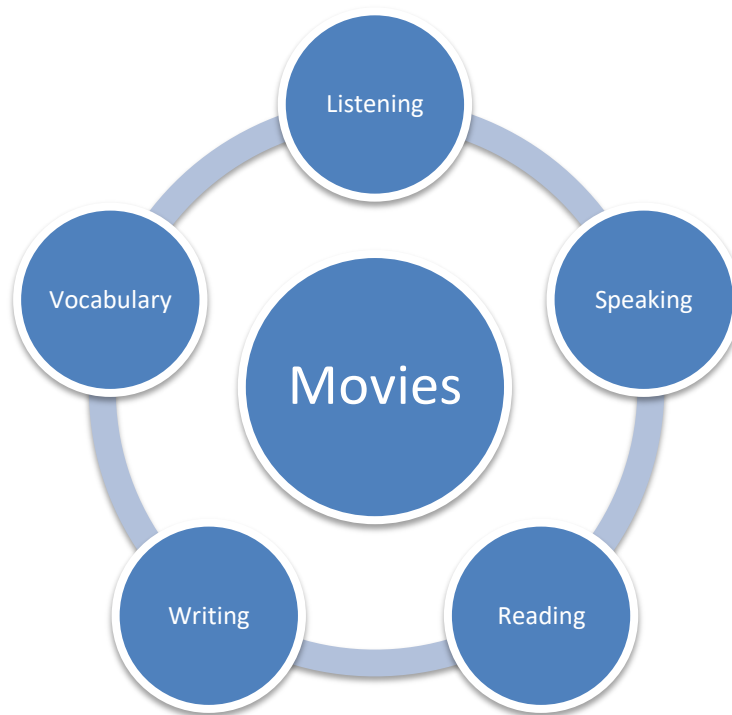


Figure 2.1 Learner skills improvement through movies.

2.5 The use of subtitles in EFL learning

Watching English movies with subtitles has become widely popular nowadays. “One reason for this trend is the assumption that perceptual learning of the sounds of a foreign language -English- will improve perception skills in non-English speakers” (Birulés-Muntané & Soto-faraco, 2016). In this context, Vulchanova et al. (2015) claim that interlingual and intralingual subtitles (in the listener’s native language, in the original language of the movie , respectively) improve vocabulary learning and plot comprehension while other studies believe that intralingual subtitles are better as they facilitate vocabulary learning, language production and content comprehension.

Moreover, a study by Mitterer and McQueen (2009) has been conducted in a Dutch university where students used to watch movie clips in either Scottish or Australian strong accents. These clips were either subtitled in English, Dutch, or not subtitled at all. Students were tested on their comprehension in the English clips. The study has concluded that the same language subtitling in English is better in foreign

language learning. Subtitles indeed, help in developing language skills and aspects implicitly, especially if they are in the foreign language and not in the native language.

2.6 American movies broadcasted via TV and different platforms

The most recognizable and popular film industry in the world title has to go to Hollywood in the United States of America. ‘‘Hollywood movie is the American medium’’ (Maisuwong, 2012). Thus, the majority of movies produced in English, nowadays, are American movies regardless of the accent used. In the Arab world, for instance, most people watch those movies via television channels mainly on MBC channels, which are Emirati free-to-air movie channels subtitled in Arabic .These channels mostly include MBC2, MBC Action and MBC Max and have managed long-term deals with Hollywood studios.

Hollywood imposes mostly American culture and language on the world, and since MBC channels target the Arabic audience, Algerians are also included. However, with the advance of technology and the spread of internet, movies are broadcasted via different platforms offering many options of subtitling either in English or in other languages representing a kind of translation. These platforms can be free such as YouTube, EgyBest, Popcornflix, or sometimes the user has to pay money to be able to watch movies such as Netflix.

People all over the world show more and more interest in watching American movies. In fact, with the technological innovations happening down the road, they, undoubtedly, have more access to these movies. The reason why those people are fond of American movies in particular is mostly due to the excellent technology, interesting storylines and especially the well-known Hollywood actors provided by the American film industry (Lei, 2013). American movies, compared with others, are always done creatively, particularly in terms of using technology. For instance, 3D cartoons are created with almost realistic kids, animals, plants, etc. An illustration of that can be the outstanding cartoon ‘Finding Nemo’ (Lei, 2013). Moreover, famous Hollywood stars

such as Leonardo DiCaprio, Angelina Jolie or Cameron Diaz always grab movie viewers' attention and make them watch their 'American' movies more and more.

Americans, worldwide, spread not only their culture and ideas, but also their language through their movies. Since these successful and remarkable movies introduce the American language, it is crucial not to deny the fact that the way learners of English use language has been impacted one way or another by those movies (Maisuwong, 2012). These learners may even turn to speak with the American accent in most cases and adopt those American slangs and jargons to their English language.

2.7 Benefits of learner autonomy via American movies

Learning a language inside the classroom only, is insufficient. Horwitz (1987) correctly states, "a large proportion of language learning goes on outside of the classroom and is therefore not subject to the teacher's direct intervention." (p. 120) Numerous studies related to learner autonomy agree that active learners make the learning process more manageable and therefore, more successful (Cotterall, 2000). For this reason, researchers concerned with learning and teaching English through movies always recommend autonomous learners to watch movies in order to improve their language skills (Kobayashi, 2011).

The benefits of watching movies lie in the authentic, varied, contextual and entertaining aspects they bring to the process of learning, especially for the undergraduate university students who may have a lack in vocabulary, and can use these movies as a supplementary material next to their inside 'school learning'. According to Kobayashi (2011), "we should workout effective ways to facilitate autonomous learning" and especially "encourage learners to become autonomous and responsible for their own learning". Thus, movies are one of the most beneficial learning materials that lead to the development of language skills, vocabulary and life-long learning of English.

Accordingly, American movies provide diverse advantages that may enhance the learning process without excluding learners' autonomy. As a first step, learners can develop a sense of independence and ability to learn by themselves because of the motivating aspect of these movies. As a second step, new opportunities are given to them as these films allow these learners to learn in a much more relaxed setting to at least, feel more entertained and free. Such an atmosphere certainly differs from the classroom context. Likewise, the authentic and varied content displayed on the screens help them catch words, phrases and pronunciations unconsciously.

Students need to watch more of these films for many reasons: to get familiar with the English language in a natural way, have positive attitudes towards English, increase their understanding, and most importantly, rely on themselves throughout the language learning process.

2.8 Conclusion

This chapter has been concerned with the role played by American movies in enhancing learner autonomy at university level. In fact, the impact audio-visual mass media have on language learning in general has been mentioned. The function movies hold in fostering language skills and vocabulary has been also introduced. The current chapter has ended with the role of subtitles in addition to the benefits of learner autonomy via American movies. The next chapter will be completely devoted to the research design and the methodology followed in our study.

Chapter Three / Research Methodology and Data Collection

3.1 Introduction

The present chapter is concerned with the presentation of the methodology, research design and the procedures of data collection followed in our study. It takes into consideration the various steps undertaken in order to investigate the promotion of learner autonomy through the use of American movies from the part of EFL undergraduate university students. First, our aims and motivations are detailed. Then, the research method is presented, followed by a description of the context of investigation and sample population. After that, the chapter tackles the different research instruments as well as the data collection methods used in this study. Finally, the data analysis methods are described.

3.2 Research aims and motivations

This study mainly aims at investigating the role of American movies in promoting learner autonomy at university level. It seeks to improve students' English language skills and vocabulary outside the school context. The target population consists of EFL undergraduate students, with a special focus on the first, second and third year licence-degrees. This study reveals their perceptions about *autonomy* and how it can be empowered through the use of American movies outside the classroom. Eventually, the results of this research work will determine whether American movies help in enhancing EFL students' autonomy and language skills or not.

The students have been selected from the University Centre of Ain Temouchent because of two main reasons: first, the researcher studies at the same university centre, a fact which facilitates the process of gathering data from the participants. Second, the students tend to be autonomous and rely on themselves in learning foreign languages (Hadi, 2018). This actually makes them a valuable source of information, especially that these students use a variety of activities to learn English outside the classroom.

As an EFL Master two student, the researcher has always been interested in discovering new ways to learn English on her own, and to develop her language skills besides the recognized help provided by her teachers during the previous years. In fact,

all along the period of her studies, she has noticed that many of her classmates have been and are still watching American movies not only for fun, but also to improve their language skills effortlessly at home. This has drawn her interest to explore the impact these movies have on learners' autonomy.

3.3 Research method

Since our research work deals with the use of American movies to promote learners' autonomy outside the school milieu, the research method selected to undertake such type of research is 'the case study'. In fact, the case study is one of the several ways of conducting social science researches (Yin, 1994), and according to Nunan (1997) as cited in Hadi (2018, p. 102) "a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context" (p.76). Accordingly, the issue of learner autonomy as viewed in this research work takes place not only outside the classroom setting, but also takes into consideration EFL students at *university*. For this reason, this research method (the case study) is convenient to investigate such an issue.

Through the use of different research tools, including the questionnaire and the interview, learners' autonomy has been investigated as objectively as possible. Besides, a total number of 46 students were selected randomly to participate in this case study.

3.4 Context of investigation and sample population

To investigate the role American movies play in promoting autonomy in learning English, it is important to select a context or a site where the investigation can occur. Moreover, choosing a sample population is also of paramount importance, since no study can be conducted without the selection of a sample.

Firstly, we have opted for a case study at Belhadj Bouchaib University Centre in Ain Temouchent. This is mainly because we could manage to have access to it easily. Secondly, and as previously claimed, the study should be undertaken only after choosing a particular sample population. A sample is namely "a set of units which is

some part of a larger population and which is pointedly chosen to represent the whole population'' (Hamzaoui, 2017, p.162).

When choosing the participants involved in this study, we have taken into consideration the following criteria: first, the students engaged in our investigation should be undergraduate students, that is, first, second and third year faculty students, for these students are mature enough to take responsibility of their own learning and at the same time, they are in need of constant improvement of their English language learning level. Second, these students should accept to participate in our study, since this is fundamental, especially in terms of receiving real data which in turn, means valid results. Uninterested students, however, may not be honest and may not provide relevant data as well.

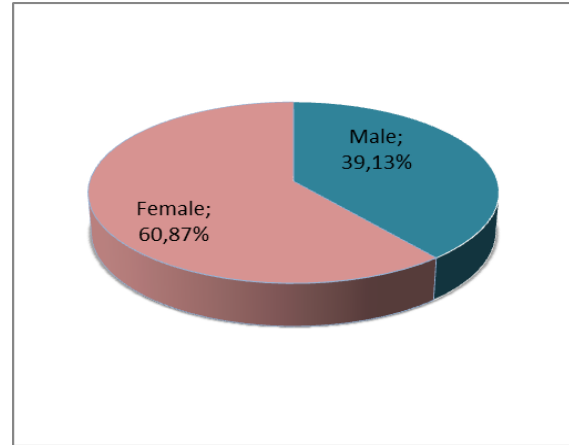
The sample population has been selected randomly that is, all the students had equal opportunities of being chosen and this way, the representation of the total population is supposed to be unbiased. 46 students were picked up from the three aforementioned undergraduate grades. In fact, teachers were not chosen to take part in our study because our research work is concerned with promoting *learners'* autonomy and focusing upon the learning rather than the teaching process outside the classroom context. That is, without getting instructions or any sort of help and guidance from the part of teachers. In other words, this is meant to be a *full autonomy* in which the learner improves his /her language skills by himself/herself. Moreover, these students are supposed to immerse themselves with this foreign language alone and 'acquire' it, since they are supposed to specialize in it.

To check the relevance of the gender variable, we have considered this factor among the participants. From the 46 students, 28 of them were females while the other 18 were males rating 60.87 % and 39.13 % respectively, which shows that the number of females exceeds that of males.

The table and the figure below show the gender distribution of the students:

Table 3.1 The gender variable of the participant students.

Gender	Frequency	Rate
Male	18	39.13%
Female	28	60.87%
Total	46	100 %



Pie chart 3.1 The gender variable of the participant students.

The above table and its corresponding pie-chart show that the sample population is mixed in terms of gender. These students are also mixed when taking into account another variable consisting in their age , as they proved to be of varied ages (from 18 to 36 years old).

To conduct our study, we had to present the aim of our research work to the participants before collecting the data needed. Besides, the fact that their identities were kept anonymous was also explained. It is extremely important to note that all the participants were friendly and cooperative, and added further comments and suggestions to support our research work.

3.5 Research instruments

In an attempt to explore the impact American movies have on empowering learners' autonomy, we have opted for two research tools, namely the questionnaire and the interview. We should also mention the fact that the interviews were all recorded.

These research tools were selected because the research on autonomy “should combine as many perspectives as possible” (Oxford, 2003, p. 90), and to get

maximum information in relation to learner autonomy. In fact, the use of numerous research instruments is crucial in terms of obtaining valid and in-depth data for the study.

The present study makes use of both the qualitative and quantitative approaches. This choice mostly depends on the nature of the phenomenon being studied. The questionnaire and the interview complement each other since the relevant data which could not be collected from the interview was rather collected from the questionnaire and vice-versa. On the one hand, it is generally known that when filling questionnaires, the participants easily get bored from ‘writing’ long answers. Thus, the open-ended questions included in the interview allowed these participants to answer in the way they want especially that the interviews were held orally. On the other hand, the –mainly- close-ended questions of the questionnaire were easier to distribute and analyse, compared to the interview which requires a longer time. Each one of the already mentioned research instruments will be described in the following section.

3.5.1 The questionnaire

Questionnaires are tools used to collect and record information about a particular phenomenon. Their main purpose is to provide researchers with important information about participants’ beliefs, interests and attitudes. This instrument basically consists of a set of questions related to the objectives of the research work to be answered by the respondents. Similarly, Babbie (1990) as cited in Hamzaoui (2017, p.168) defines the questionnaire as “a document containing questions and other types of items designed to solicit information appropriate to analysis” (p. 377). Thus, the questionnaire allows the researcher to collect a huge amount of information in a relatively short period of time.

On the basis of the existence of two types of questionnaires, structured and unstructured, the first type, that is the structured questionnaire, is comprised of a well-defined set of questions. These questions are generally close-ended questions and they ask the respondents to either circle or tick the response that most likely represents their viewpoint. Alternatives such as ‘yes’ or ‘no’ and ‘agree’ or ‘disagree’ are proposed to

them. As for the second type, the questionnaire is made of a set of open-ended questions where the participant is allowed to answer using his own words.

The following table represents the main differences between open-ended and close-ended questions.

Table 3.2 The main differences between open-ended and close-ended questions.
(Adapted from Hamzaoui, 2017, p. 170)

Open-ended questions	Close-ended questions
<ul style="list-style-type: none"> -Successful in interviews. -Difficult and more time-consuming to accomplish. -The respondent is generally motivated. -The respondents may not provide the expected answers and may instead provide others which are not anticipated. 	<ul style="list-style-type: none"> -Mostly used in questionnaires. -Easier and faster to accomplish. -The respondent may be easily bored. -The respondent may not find the response that relates to his/ her perspective.

In order to gain time, the participants of the current study were asked to report their responses by themselves. The questionnaire took approximately 10 to 15 minutes to get answered. Besides, it was divided into two main sections, the first one was about the personal information and the other was about the autonomous learning through American movies.

3.5.2 The interview

In conducting interviews, the interviewer has access to the interviewees' beliefs, motivations and experiences which enables him /her to elicit a variety of answers that strongly enrich the scope of his/her research work, and permits him/her to get a deeper understanding of it. Interviews, further, allow the researcher to get detailed and in-depth insights into his/her research phenomenon. Thus, for Burns (1999), interviews

serve for gathering qualitative data. That is, information which covers rich details in the perspectives of participants. In this respect, to show the significant role interviews have as a data collection instrument, Cohen et al. (2000) claim that,

Interviews enable participants -be they interviewers or interviewees- to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses, the interview is not simply concerned with collecting data about life: it is part of life itself (p. 267).

Indeed, interviews represent part of life as they make the participants experience the situation in which they find themselves in. There are three types of interviews: structured, semi-structured and unstructured. First, the structured interviews are the most formal, their questions are already determined, and the researcher has to go through them in a fixed order.

On the other hand, the semi-structured interview is less formal than the structured interview. The researcher has an already prepared list of questions but he /she will follow the course the interview takes him/her in and he/she may add other questions when asking participants for clarifications. In this case, he/she knows what is expected to be covered by this interview; yet, he/she is being flexible. Finally, the unstructured interview considered as the most informal, flexible and spontaneous, implies that no set of questions is determined. Therefore, the researcher has little or no control over the process.

The interview also presents many disadvantages. These include longer time requirements, difficulties in arranging them and in some cases, the misinterpretation of the responses provided by the participants.

In this study, the semi-structured interview has been chosen because of both the organization of questions and the flexibility it offers as a research tool. It took us 5 to 7 minutes to interview each student, and the semi-structured interview was divided into three major parts: personal information, autonomous learning and autonomous learning through American movies.

3.5.3 The audio-recordings

Audio- recordings were used to gather data from the interviewees because, with the use of such a research tool, we can gain a considerable amount of time compared with the strategy of taking notes. Besides, all the information provided by the participants were saved. Indeed, the researcher will certainly not miss any important data.

3.6 Data collection methods and constraints

To collect data for this study, we have relied mainly on the questionnaire and interview. Considering the fact that all students of BBUC were on a strike, data collection was constantly delayed. For this reason, it took us more than a month –from to gather all the data required for our study. Therefore, information gathered from the participants were accumulated in the course of time, and whenever we met a student, we had to either provide him/her with the questionnaire or directly interview him/her.

For the sake of answering our research questions, we have confronted other constraints during the period of collecting data. These flaws lie in the limited time the participants had. Indeed, all the participants were available for a short period of time. Thus, we had to quickly ask for clarifications if any of the provided answers seemed ambiguous or unclear especially when undertaking the interview.

3.6.1 Questionnaire to students

The students' questionnaire was divided into two main sections, namely the personal information and the autonomous learning through watching American movies (see appendix A). The first part aimed at eliciting personal information concerning the participants while the second part is considered as the core of the study and aimed at investigating autonomous learning through watching American movies.

The set of questions presented in this questionnaire was designed in accordance with our research questions. 30 copies were printed and distributed to 30 undergraduate students. In fact, all these students are EFL (English as a foreign

language) students and as mentioned several times in this chapter belong to either the first , second or third year of licence. Additionally, whenever the students were reporting their answers by themselves in order to avoid any bias from their part, we had to be present.

The aim of the questionnaire was first presented to them in a few lines, then the two main sections were introduced. The first section intended to extract the age, gender and level of each participant, whereas the second part was composed of 11 questions. Some of these questions were close-ended while a few others were open-ended questions. Both of these two types of questions intended to get data in relation to the students' perceptions about learner autonomy and the role American movies play in promoting it. All the questions are listed below.

Question 1 asks about the definition students could provide about learner autonomy.

Question 2 explores the extent to which these students consider learner autonomy important in learning English.

Question 3 aims at finding out the advantages learner autonomy provides to the learning process.

Question 4 asks about the students' perceptions of themselves in terms of being autonomous or not.

Question 5 involves asking these students about what type(s) of activities they exercise to improve their level in English outside the classroom.

Question 6 is intended to find out the frequency to which students are exposed to American movies.

Question 7 asks about the platforms on which students watch American films.

Question 8 aims at figuring out whether American movies help students improve their English language skills or not.

Question 9 is designated to get information about the skills students think they have improved when watching American films.

Question 10 attempts to reveal whether American movies help in enhancing students' autonomy or not, and in what ways they do so.

Question 11 is devoted to the suggestions students have on the way they use American films as a means of fostering their language skills and empowering their autonomy.

3.6.2 Interviewing the students

Interviews are qualitative research methods which aim at getting in-depth insights about the research phenomenon. Indeed, our interview was designed to appeal to the needs of our research work and answer our research questions. It was also an addition to the questionnaire and allowed us to obtain data which could not be obtained from the questionnaire. The complex and open-ended questions our interview includes (see appendix B) help in getting more explanations to the situation that relates learner autonomy to the use of American films as far as our study is concerned.

It is worth mentioning that the interview was addressed to 16 students from the three aforementioned undergraduate grades and the questions were asked orally in English. Thus, students asked for clarifications each time they could not understand a point. The whole interview includes three main parts. The first part is concerned with the personal information about age, gender and the level of the participants. The second part was dedicated to autonomous learning while the third part was completely about the autonomous learning through American movies. The questions of our interview were as follows:

Question 1 aims at determining the viewpoints of students in relation to learner autonomy as a key-concept.

Question 2 intends to find out whether EFL students at university are autonomous or not, and explores the methods the autonomous students employ in order to improve their level in English.

Question 3 aims at sorting out the advantages autonomy brings to the learning process.

Nonetheless, in the third part, there are 7 questions and they are listed as follows:

Question 1 seeks to obtain information about the media platforms or channels on which students usually watch American films.

Question 2 is designated to verify whether these undergraduate students consider American movies as an effective means to improve their language skills or not.

Question 3 is intended to determine what skills the participants think they have developed from watching these movies.

Question 4 asks about the strategies these students use to improve their language skills whenever they watch an American movie.

Question 5 aims at identifying the students' different perspectives about the use of subtitles in watching American films.

Question 6 involves asking whether students believe that American movies help in enhancing learners' autonomy or not, and how.

Question 7 which is the last question of our interview questions seeks to find out whether these students may encourage other EFL students to watch American films for the sake of improving their language abilities and fostering their autonomous learning or not.

As obvious as it might seem, it is important to mention that the participants we interviewed were distinct from those who took the questionnaire. Moreover, the interview conducted for our study was considered as an 'individual interview' since each student was interviewed alone and, before starting conducting it, the participants were introduced to the aim of the study. It is also worth mentioning that all of the responses were audio- recorded after , evidently, asking for permission from students

in order not to miss any idea stated by them, and we did not correct nor interrupt them except for when they asked for clarifications.

The following graph is a summary of the research methods we have used in this study.

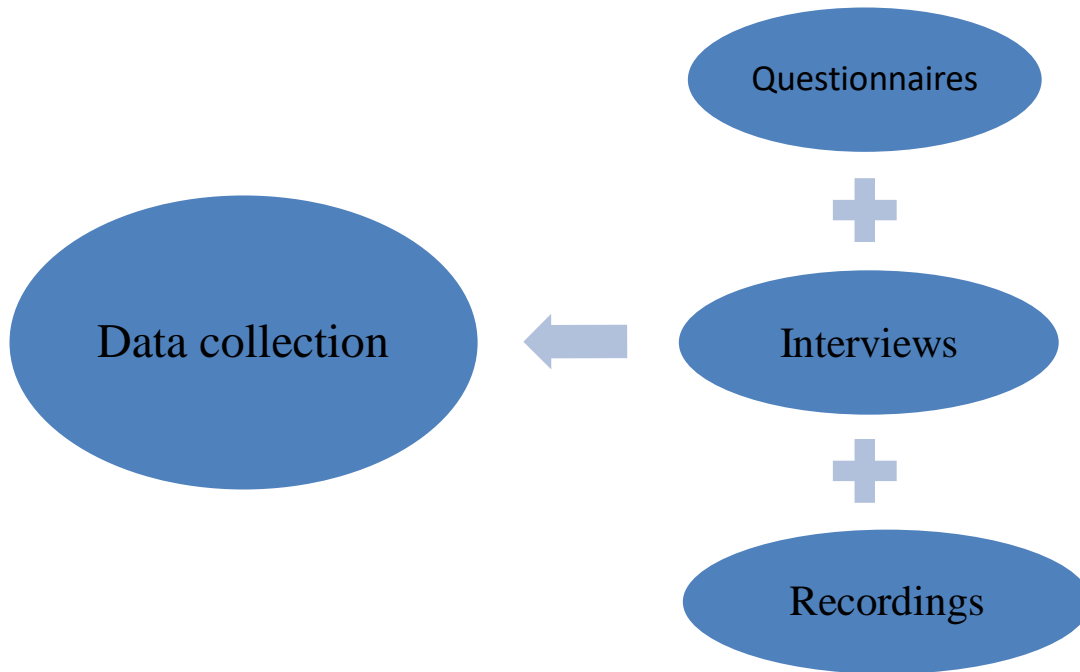


Figure 3.2 Research methods used.

3.7 Data analysis methods

Data analysis is the process by which it is possible to evaluate the obtained data by means of analytical and logical reasoning in order to analyse each component of the data delivered by the participants (Hamzaoui, 2017). Thus, analysing data helps in getting useful information. There are two distinct perspectives on how to analyse the data obtained: the quantitative and the qualitative analysis.

In fact, both the quantitative and qualitative approaches were employed for the purpose of investigating the promotion of learner autonomy via American movies since we believe that using these two approaches to analyse our findings, may provide us with more reliable results.

3.7.1 Quantitative analysis

The quantitative approach to analysing data is considered objective in the sense that it is based on testing a certain theory measured with numbers and analyzed with the use of a statistical method. In other words, this approach is concerned with collecting and analysing data in the form of numbers. However, describing the data which comes from the quantitative analysis is considered as weaker than that coming from the qualitative analysis (Hamzaoui, 2017). The aim behind using such a method is to add more objectivity and relevance to the results. Following this, the researcher sets aside all her own perceptions, viewpoints and prejudices to make sure that the study she conducted as well as the conclusions she arrived at are objective.

The quantitative analysis, in our study, is built upon data in a numeric form which can reveal the attitudes students have towards the use of American films as a means of empowering learner autonomy. These data are classified in tables and bar-graphs or pie-charts while the quantified data are converted into percentages. This technique is used for the analysis of the questionnaire.

3.7.2 Qualitative analysis

The qualitative approach is subjective and is usually associated with the interpretive paradigm. Thus, it is considered more stressful and more time-consuming. Its main aim is to get a complex and detailed description (Ochieng, 2009).

Qualitative research methods are thought to be inductive since the researcher can generate hypotheses and explanations from the information given by the respondents. However, unlike the quantitative research methods, the results obtained from the qualitative research methods cannot be applied to wider populations with a high level of certainty. As far as our research work is concerned, the qualitative analysis is based on our interpretation and description of data.

Researchers use different approaches to analyse data depending on the nature of the 'data' they collect. For this reason, we have adopted a mixed-method approach by combining both the quantitative and qualitative approaches to examine the correlation

between autonomous learning and American movies from the data collected about students' perspectives.

3.8 Conclusion

This chapter has been devoted to the research methodology and research design of this study. Put another way, to investigate the phenomenon of learner autonomy via American movies, the objectives and motivations conducting this study have been presented. Moreover, the setting and the participants taking part in this research work have been introduced. In addition to that, the research tools used have been presented. Data collection methods used to explore the relation between learner autonomy and American films have been described in details as well. As a final step, we have included a discussion of the methods used to analyse the data obtained from the participants.

The following chapter will be devoted to the analysis, interpretation and discussion of the results obtained from our enquiry, in addition to some suggestions and recommendations that may promote learner autonomy through the exposure to American movies.

**Chapter Four/ Data Analysis and
Interpretation; Suggestions and
Recommendations**

4.1 Introduction

The present chapter is concerned with the analysis, interpretation and discussion of the results obtained from our investigation. Moreover, some suggestions and recommendations regarding learning English and promoting learner autonomy through American movies are also provided. This chapter also suggests several internet platforms where learners can have the opportunity to be exposed to American movies. By the end of the chapter, some limitations of our study are briefly discussed.

4.2 Data results and analysis

Data analysis is the process of looking through, organizing, summarizing and arranging the data collected to finally achieve results and draw conclusions. In this context, and according to Seliger and Shohamy (1989), selecting a particular technique to analyse data depends mostly on the nature of the research phenomenon, the design chosen to investigate it, and the type of data collected. In our study, both the quantitative and qualitative methods of analysis are employed to analyse and interpret the data gathered from the questionnaire and the interview.

4.2.1 Analysis of the questionnaire results

The aim of our questionnaire is to explore the students' perceptions and viewpoints about the concept of learner autonomy in learning English. It is also meant to explore the relationship between the learners' autonomy and American movies. In other words, it seeks to figure out whether American movies truly empower learner autonomy and improve the learners' language skills or not, and in what ways if it is the case.

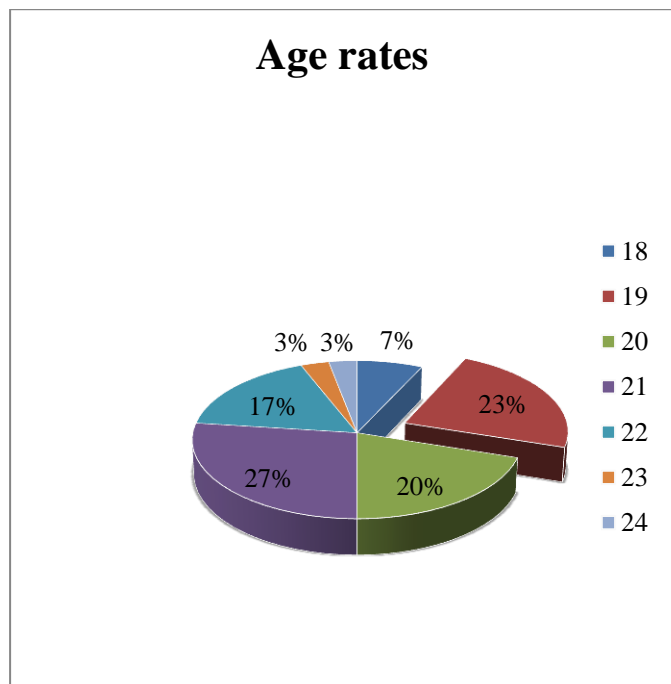
The questionnaire designed for the students is divided into two parts. Part A is devoted to the personal information concerning our participants, that is, age, gender, and level. The informants who took part in our study are of varied ages. Only 7% of these participants were 18 years old while the majority were aged between 19 and 20 years old, rating 23% and 20% respectively. In fact, the majority of them were 21

years old, rating 27% whereas many others were 22 years old, rating 17%. Very few students were 23 years old, that is, 3% of them only and the same goes for those who were 24 years old rating 3% as well.

In the following table, the participants' ages are classified, and then they are represented in its corresponding pie chart.

Table 4.1 The age variable rates of students.

Age	Frequency	Rate
18	2	7%
19	7	23%
20	6	20%
21	8	27%
22	5	17%
23	1	3%
24	1	3%

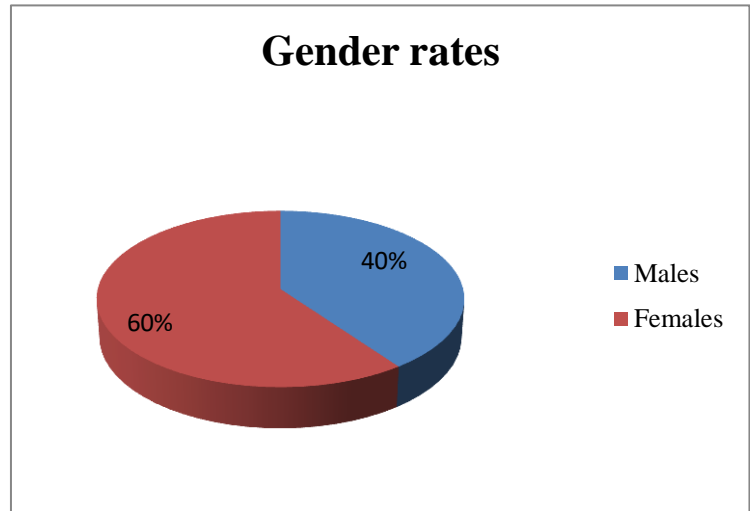


Pie chart 4.1 The age variable rates of students.

As far as the gender variable is concerned, the participants were from both sexes. However, the number of females neatly exceeds that of males since 60% of them are females while 40% are males. The following table and pie chart are an illustration of the gender distribution of the students.

Table 4.2 The gender variable rate of students.

Gender	Frequency	Rate
Males	12	40%
Females	18	60%

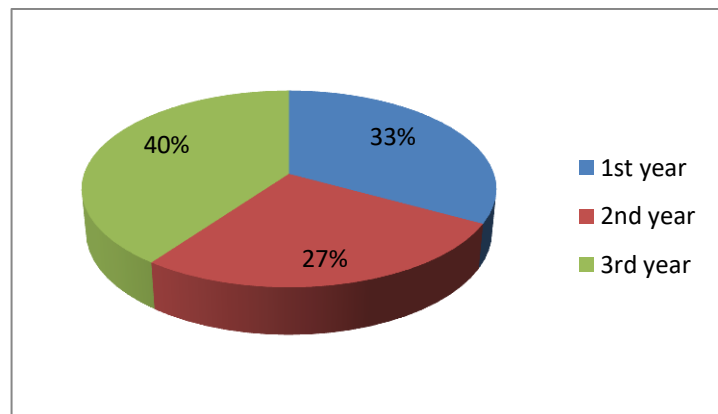


Pie chart 4.2 The gender variable rate of students.

It is worth mentioning that the sample population selected to undertake our study includes undergraduate students, with reference to first, second and third year licence grades. In fact, 33% of them are first-year students, 27% of them are from the second-year grade, while the majority of them were third-year students with a rate of 40%. The following table and pie chart represent the level of the participants.

Table 4.3 Students' licence grades.

Level	Frequency	Rate
First year	10	33%
Second year	8	27%
Third year	12	40%



Pie chart 4.3 Students' licence grades.

Part B of the students' questionnaire contains 11 questions. Some of these questions are open-ended questions while others are closed-ended questions. For instance, the first question asking about the definition the participants could provide to the concept of learner autonomy was an open-ended question. In fact, most of the participants were aware of the concept of learner autonomy while very few of them, mainly first-year students, had no clue about what does that term mean. Moreover, the majority of the students provided -in their own words- definitions that are related to our research work, that is, they considered learner autonomy as a full autonomy outside the classroom context. The following statements are some of the responses provided by the students:

-“Personally, I think that the autonomous learner defines his/ her own goals in learning according to his/her needs to reach them by himself/herself instead of relying on teachers. This leads to preparing himself/ herself to the future”.

-“It is a matter of explicit or conscious intention and it grows out of the individual learner's acceptance of responsibility for his/ her own learning”

-“It is learners' dependence on themselves and the control over the tasks or skills they want to learn without getting instructions from the teacher”.

-“It is a person relying on himself or herself and not on the teacher to develop his or her knowledge and language skills using his or her own means”.

-“It is the ability, motivation and desire to learn by one's own and it occurs outside the university and the curriculum”.

-“The learner chooses his own style of learning outside the classroom”.

-“It is the active learner who counts on himself in making efforts to learn, and this way he is motivated”.

-“It is when a learner is motivated enough to learn on his own with less depending on the teacher's instructions”.

-“It is self-development”.

-“It is a personal conclusion resulting from a particular experience”.

These responses show that most of the students relate learner autonomy to full autonomy. Others went to consider learner autonomy as a decision made, consciously, by the learner. Some students cited advantages of autonomy in the learning process such as motivation, responsibility and life-long learning while many of them mentioned the fact that autonomous learners have the ability to choose their own learning styles and tools. In general, although the participants interpreted learner autonomy differently, they referred to at least one aspect of it and were surprisingly knowledgeable about this concept.

In the second question, when the students were asked to which extent they consider learner autonomy important in the English language learning, the higher rate is attributed to those who considered it as extremely important, as they represent 70% of the total number of the sample population. Others representing 27% of the total number of participants considered learner autonomy as being important, while none of them considered it as unimportant (0%). Besides, only 3% of them claimed that they had no idea about it, which means that they are either indifferent, uninterested or unaware of the importance of learner autonomy in the process of learning English.

Since the higher rate is ascribed to those who consider learner autonomy ‘extremely important’ and ‘important’, then, it is clear that the majority of the students are fully aware of the role learner autonomy plays in the learning process.

The table and figure below are a representation of the participants’ responses.

Table 4.4 The extent to which learner autonomy is important.

The extent to which learner autonomy is important	Frequency	Rate
Extremely important	21	70%
Important	8	27%
Unimportant	0	0%
I don’t know	1	3%

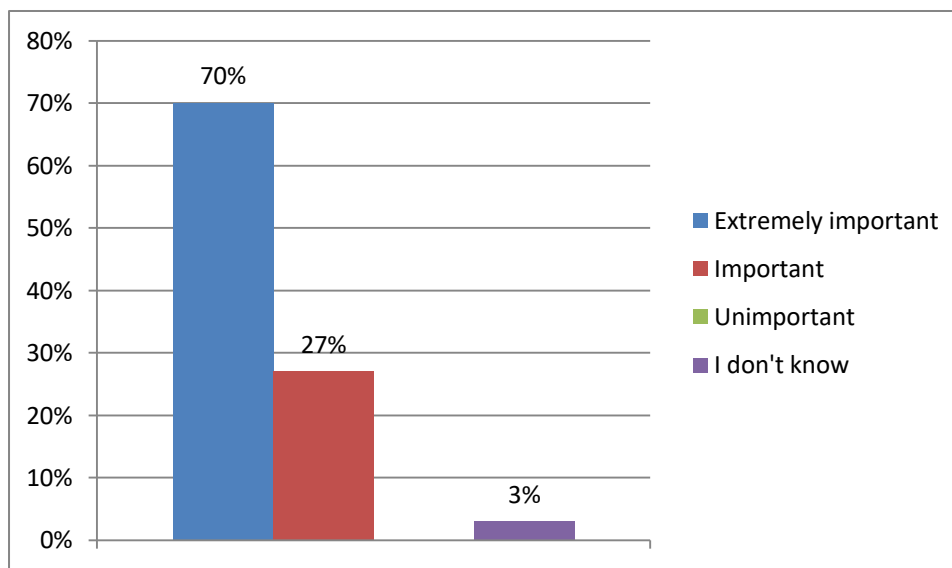


Figure 4.1 The extent to which learner autonomy is important.

When the students were asked if autonomy has an impact on motivation, responsibility, effective and successful learning, and life-long learning, , 20 respondents opted for ‘motivation’, 14 of them chose responsibility, 18 respondents reported that autonomy had an impact on effective and successful learning, 15 of them referred to life-long learning, and finally only 6 informants selected ‘other’ suggestions. In fact, the 30 students were allowed to choose more than one response. The following table and figure exhibit the results obtained.

Table 4.5 The impact of autonomy.

Autonomy has an impact on	Motivation	Responsibility	Effective and successful learning	Life-long learning	Others
Number of answers	20	14	18	15	6

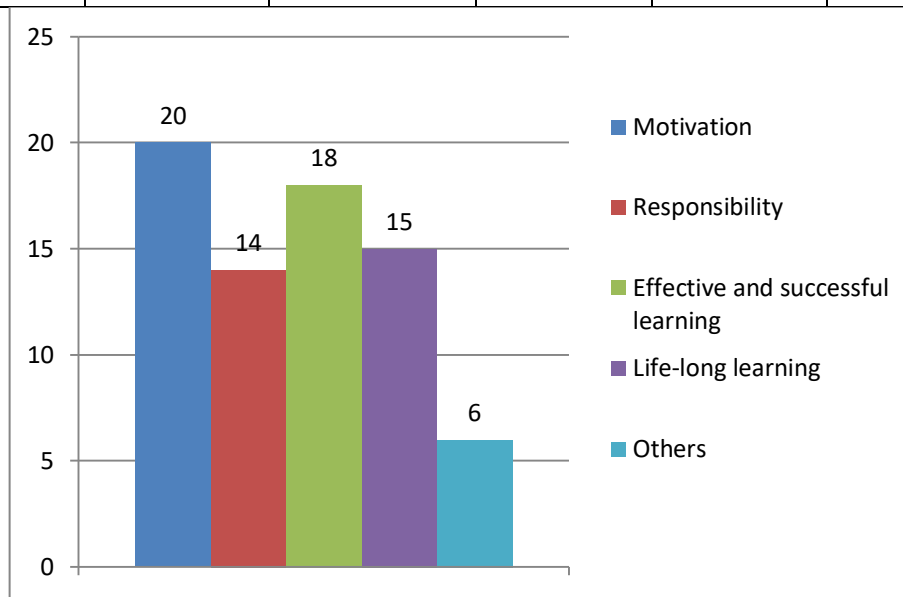


Figure 4.2 The impact of autonomy.

The other suggestions provided by the students are listed as follows:

- Increasing self-confidence.
- Developing yourself.
- Open-mindedness.
- Gaining more experience.
- Self-happiness and satisfaction.

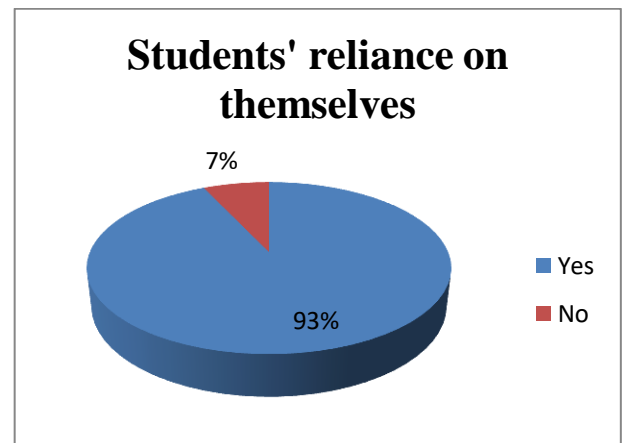
From the results obtained, it is clear that the students are aware of the impact that autonomy has on the learning process. Students believe that autonomy strongly influences their motivation. This statement is in accordance with what has been

mentioned in our literature review (see chapter 1, section 1.1.6 and 1.7). Indeed, autonomous learners are thought to be motivated and more willing to learn. In addition to that, and according to the research findings, autonomy makes learners more responsible for their learning as well. Unsurprisingly, autonomy leads to both effective and successful learning. As stated by Benson (2001), autonomy is a condition for effective learning. Finally, students opted for life-long learning with regard to autonomy. This means that, on the long-term, autonomy surely provides learners with opportunities to improve their knowledge and skills in all their learning activities.

Question 4 was meant to ask whether students relied on themselves to improve their level in English- apart from the information delivered by the teachers- or not. The table and its corresponding pie chart below clearly represent the findings obtained.

Table 4.6 Students' reliance on themselves.

Students' reliance on themselves	Frequency	Rate
Yes	28	93%
No	2	7%



Pie chart 4.4 Students' reliance on themselves.

The majority of the students (28) claimed that they rely on themselves in learning English by doing other activities outside the classroom, while a minority (2) admitted that they do not depend on their own efforts to improve their level in English. These results show that students at university are autonomous and they

support the information provided by their teachers by doing further research outside the school setting.

When asked about the type(s) of activities they practise as a means of improving their level in English, outside the classroom, students were allowed to select more than one response. Thus, 16 students selected the option ‘reading books’ while 13 respondents chose ‘watching series’. 24 students opted for ‘watching movies’ whereas listening to songs was picked up by 22 students and finally, 13 students affirmed that they do other activities. In fact, this question is considered quite significant for our study. The table and figure corresponding to these findings are mentioned below.

Table 4.7 Activities practiced to improve students’ level in English.

The type of activities	Reading books	Watching series	Watching movies	Listening to songs	Others
Number of answers	16	13	24	22	13

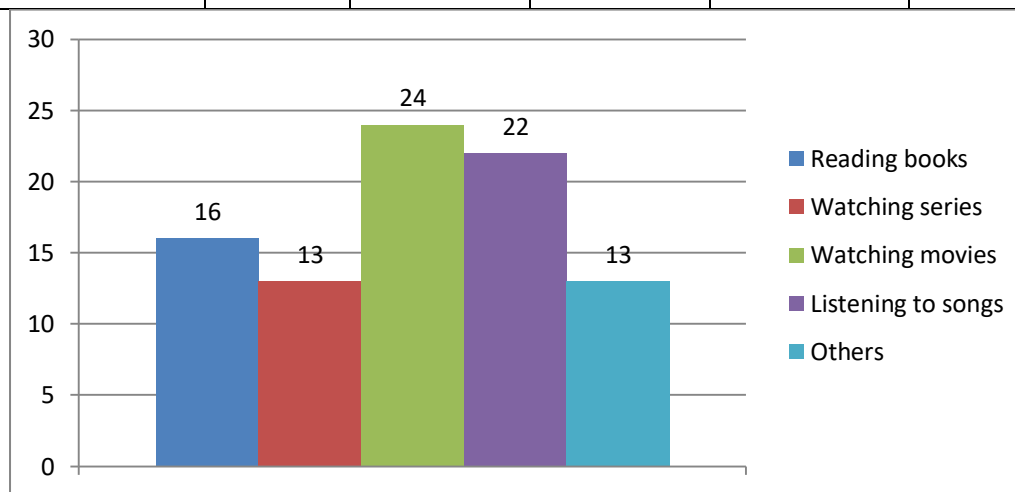


Figure 4.3 Activities practised to improve students’ level in English.

It is clear that the students practise a variety of activities to improve their level in English, since they usually mix more than one activity for the sake of developing their language skills. Hence, the majority of these students watch movies, which shows

that films are part of any EFL student's lifestyle, and a high number of them listen to songs, while many others read books. They equally watch series and do other activities. Here is a selection of the other activities these students further practise to foster their English language skills:

- Listening to podcasts.
- Watching YouTube videos.
- Communicating with native speakers on social media.
- Using language learning applications.
- Watching interviews and motivating videos.
- Watching videos related to teaching English.
- Reading articles.
- Trying to think in English.
- Getting into conversations and interacting with people/friends who are more knowledgeable and more proficient in the English language.
- Listening to audiobooks.
- Watching videos of TED Talks.
- Listening to radio broadcasts.

Concerning question 6, most students rating 47%, affirmed that they always watch American movies, while a great number of them, rating 37%, mentioned that they sometimes watch those movies. Only 5 respondents rating 16% safely claimed that they often watch these movies, and none of them argued that they rarely or never watch them. These results are represented in the following table and figure.

Table 4.8 The frequency of the students' exposure to American movies.

The frequency to which students are exposed to American movies	Frequency	Rate
Always	14	47%
Sometimes	11	37%
Often	5	16%
Rarely	0	0%
Never	0	0%

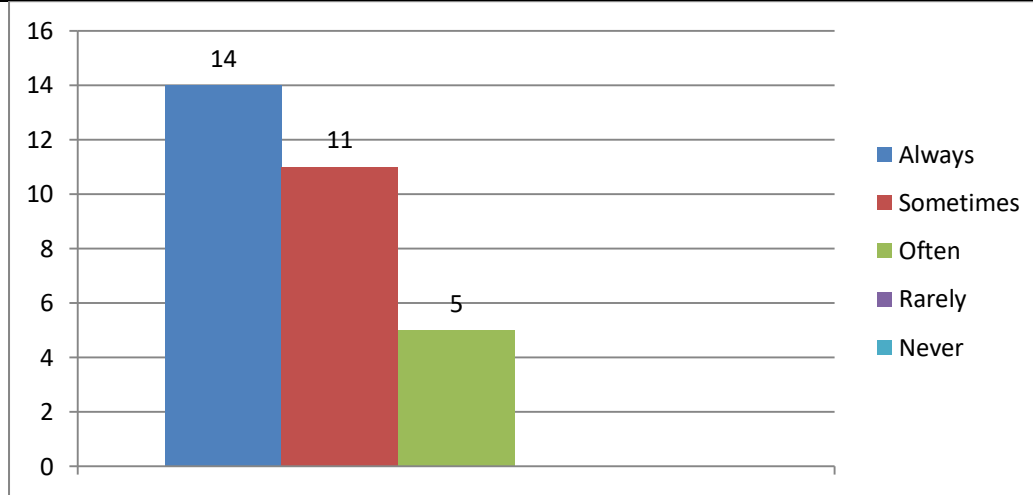


Figure 4.4 The frequency of the students' exposure to American movies.

Considering these results, it is apparently obvious that EFL students are much exposed to American movies. This can be interpreted as follows: these students watch American movies, not only because they are entertaining and popular, but also because they help them improve their English language skills effortlessly.

When the informants were asked where they usually watch American movies, most of them rating 40% claimed that they are exposed to them through the internet network, others rating 27% said that they watch them via TV channels, and finally, a rate of 33% is assigned to those who declared that they watch them via both television channels and internet. Taking into account the results obtained, these students mostly watch American movies broadcasted via internet platforms, since we are living in the

era of technological advancements. However, despite the advance of technology and internet, students are still exposed to TV channels broadcasting American movies. This information is, indeed, in accordance with what has been mentioned earlier in our second chapter (section 2.6), since it has been affirmed that some Algerians still watch American films through MBC channels, namely MBC2, MBC Max and MBC Action. The following table and figure are provided to represent the findings.

Table 4.9 Students’ exposure to American movies.

Students’ exposure to American movies	Frequency	Rate
TV channels	8	27%
Internet	12	40%
Both	10	33%

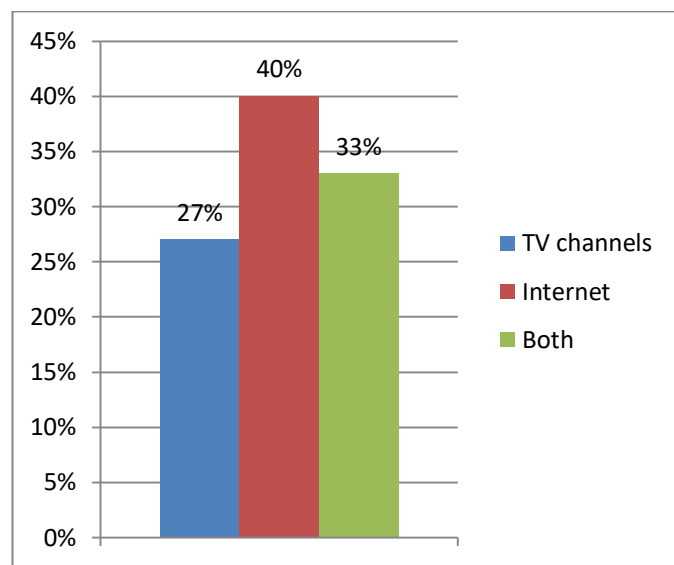
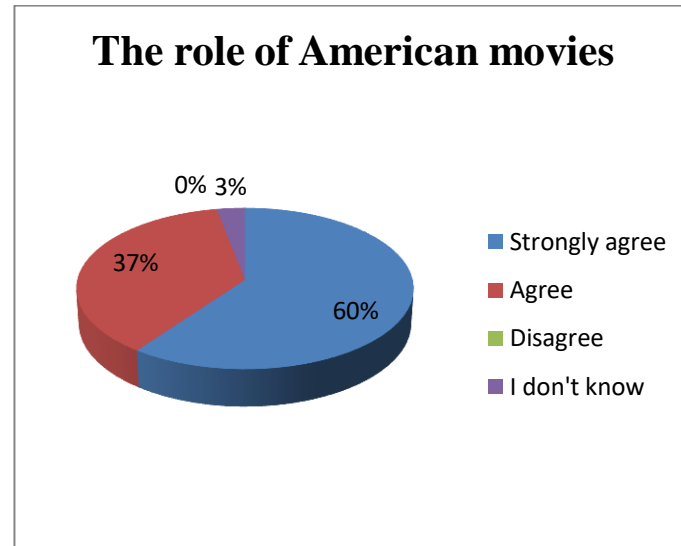


Figure 4.5 Students’ exposure to American movies.

Question 8 was meant to figure out whether students believe that American movies help them improve their English language skills, or not. The vast majority rating 60% revealed that they strongly agree with the fact that American films foster their English language skills. Meanwhile, a fairly good number, with a rate of 37%, declared that they simply agree, a percentage of only 3% is attributed to those who answered by ‘I don’t know’ and none of the participants seemed to be indifferent as to the role these movies play in improving their language skills. These findings are represented in the following table and pie chart.

Table 4.10 The role of American movies in learning English.

Response	Frequency	Rate
Strongly agree	18	60%
Agree	11	37%
Disagree	0	0%
I don't know	1	3%



Pie chart 4.5 The role of American movies in learning English.

The table and pie chart above clearly summarize the respondents' claims. As expected, these findings fundamentally show that American movies play such a huge role in fostering learners' English language skills. In fact one interpretation to this might be the fact that these movies are entertaining, motivating and at the same time supporting the learning process accomplished inside the classroom. As highlighted by Allan (1985), students are usually exposed to authentic and realistic language through these movies, which in turn, supports knowledge transferred from teachers.

Taking into account the kind of skills students think American movies help improve (question 9), various responses were provided. However, the lion's share went to those who proposed the speaking skills and pronunciation, since students suggested this 27 times. Numerous students (17) mentioned listening as a skill to be improved by American movies while few suggestions included vocabulary (7). Very few answers (3 to each skill) introduced, equally, reading and writing as a skill enhanced by these movies. Other responses involved syntax, grammar and

comprehension skills (1 for each skill). Here are some answers provided by the students regarding question 9:

-“American movies first and foremost improve listening and speaking, but when using subtitles in English, they might improve reading and writing skills as well”.

-“Learning new words to enrich our vocabulary”.

-“American movies help retain the American pronunciation and accent because the majority of films produced by American companies essentially introduce those two aspects”.

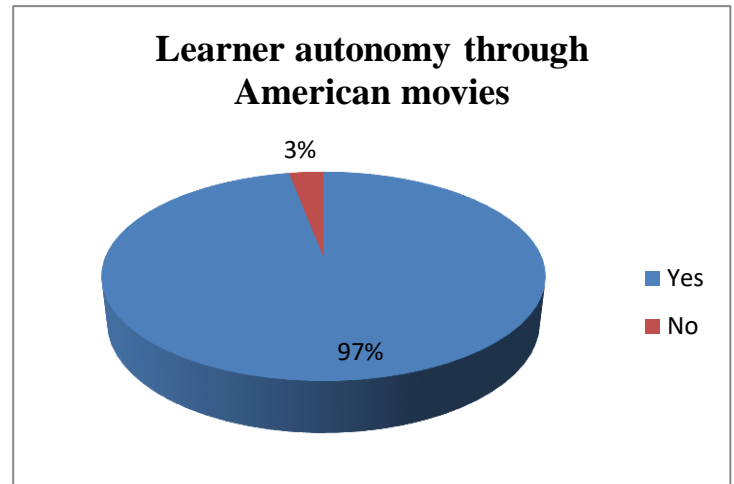
-“With the body language, comprehension skills are usually reinforced”.

The answers suggested by the respondents demonstrate that American movies, above all, improve speaking and listening skills and help enriching their vocabulary, since they provide students with a varied and genuine input that allows movie viewers to acquire the language they are exposed to. Unexpectedly, just a few students acknowledged the impact these films have in fostering their reading and writing skills. This is due to the fact that these movies are considered as informal sources to learn English, and students would rather seek other learning activities to learn how to write and read in formal English.

Question 10 is the core question of our study since it relates directly to our first research question. Here, students were asked whether American movies help in enhancing their autonomy. Almost all of the participants (97%) believed that autonomy is empowered through American movies while only one participant rating (3%) answered ‘no’. The results are presented in the following table and pie chart.

Table 4.11 Empowering learner autonomy
through American movies.

Response	Frequency	Rate
Yes	29	97%
No	1	3%



Pie chart 4.6 Empowering learner autonomy
through American movies.

The informants who gave a positive answer were asked to justify how they think American movies promote learners' autonomy, hence, the following statements represent some of their answers:

-“They stimulate all our language skills and allow us to learn by ourselves”.

-“The spontaneity in those movies helps me to learn alone and without being stressed”.

-“American movies actually motivate us to be more responsible for our own learning process”.

-“The body language is always a bonus when learning a foreign language. Thus, these movies help me easily learn the English language in context”.

-“They provide us with the language practice we need and we lack in the classrooms”.

-“It is more fun and entertaining than the academic activities”.

-“Being familiar with the culture opens a door to learn the language by depending on one’s self”.

The eleventh and final question serves another fundamental objective behind conducting the current study, which is finding ways to promote students’ autonomy and foster their language skills. Students were asked to include any suggestions they had regarding fostering learners’ autonomy and improving their level in English. Their suggestions did not show flagrant differences between the ways these different students expect American movies to empower learners’ autonomy. A minority respondents suggested that students who are not proficient in English may need to watch these movies with translated subtitles, and once they feel they have improved their language skills, they should give up on the translation. Others said that, even though American movies may help us learn informal instead of formal English, students need to know how to benefit the most from them by picking up the new vocabulary and pronunciation of words in an enjoyable and less stressful atmosphere. Other students believed that they need to take notes and check the dictionary from time to time, during the movie.

Many students suggested that they watch a movie without making pauses and without subtitles to challenge themselves, while approximately the same number (4 students) asserted that subtitles in English are really useful. One student revealed that since the middle school, she has been learning English from movies by checking some words in the dictionary and writing them down, along with expressions, in a notebook. Another student proposed to choose a movie that is relevant to the level of the student and note down interesting new words. Meanwhile, another student believed that learners should watch and rewatch clips they like to learn and remember most of them. Choosing movies according to what interests them is another response some students proposed. These students said that this genre of movies may motivate them to learn English. Finally, many (5 students) recommended imitating native speakers by repeating some words and expressions to become fluent.

4.2.2 Analysis of the interview results

Since the semi-structured interview allows the interviewee to express all his/her opinions in the way he/she wants, it has been selected, as a second tool to carry on our investigation. The aim behind our interview is mainly to get a deep understanding concerning the role American movies can play in prompting learners' autonomy at university. For this reason, a set of mainly open-ended questions has already been prepared to collect qualitative data. However, the questions have sometimes been modified according to the students' responses and comments.

We have conducted the interview with 16 students. Most of these students were third year students since they are considered more advanced in English and have more experience in learning it than the other undergraduate students (first and second year licence), and they can provide us with interesting insights about our topic. However, one student from the second year and 5 others from the first year were also interviewed. All of the interviewees were asked 10 questions, apart from the personal information questions (see Appendix B). We have divided our interview into three parts. Part A is concerned with personal information (age, gender and level). Part B is meant to sort out the different opinions students have on autonomous learning; part C is devoted to autonomous learning via American movies. The data obtained from the interview are presented in the next section.

4.2.2.1 Results from the interview

In the first part, students were asked to mention their age, gender and level. In this context and in terms of gender, there was a total number of 6 males and 10 females, and they were from different ages (from 18 to 36 years old). Moreover, the majority of the interviewees were third year licence students (10 students out of the 16 interviewees), some of them were first year students (5 students) and one of them was a second year student. At this level, it is important to note that each student was interviewed individually. However, the results obtained from them are analysed all together, since we did not notice flagrant differences between their answers. The

second part was devoted to autonomous learning. Hence, the following results were obtained.

Question 1: In your own viewpoint, what does the term learner autonomy mean?

When this question was asked, most informants answered either by saying it means depending on your-self in learning or to be responsible for all your learning process. One student went to consider learner autonomy as adopting one's own methods and tools to foster one's own learning, without the help of a teacher while another student asserted that it is when the learner is motivated to learn alone and outside the classroom. Other informants reported that it is the capacity to learn by themselves without getting help from teachers. Yet, first year students had some trouble to understand the term in English, that is why we tried to translate it into Arabic without defining it.

Question 2: When learning English, do you only depend on the information provided by your teachers, or do you improve your level employing other methods outside the classroom? What types of methods do you really employ?

The vast majority of the respondents replied that they never only depend on the information given by their teachers. One of the first year students claimed that teachers cannot provide you with everything you need. That is why students always have to rely on themselves outside the classroom. Only two students said that they depend on their teachers. One of them declared that normally, as university students, we should not depend on the teachers and we have to look for further information by ourselves, but I personally depend on them. I also read newspaper articles; always watch TV series and YouTube videos and sometimes movies.

For the second half of the question, most students replied by saying that they either watch movies, series and YouTube videos, or they read books (especially third year students). Some others replied that they read articles and books loudly. One student said that he generally listens to songs and sings in English. Those who claimed that they surf on the net and communicate in English with their friends are also

numerous. Exceptionally, one student said that he listens to the radio. Finally, a student reported that she learnt English from movies and series.

Question 3: Which advantages stand behind being autonomous and responsible for one's own learning?

Here, nearly the same replies were given by the students since all of them insisted on the fact that the autonomous learners, above all, are responsible for their own learning. They depend on themselves and not on the others, so they always progress in all the domains of life, not only in their studies. Some said that being autonomous means that you are stronger and you manage your life easily while others claimed that, what you receive from others is limited, but what you search for, by your own, is going to survive forever to make you improve. Finally, a student confirmed that autonomy makes students strongly motivated in their studies.

The third part is concerned with autonomous learning through American movies.

Question 1: On which media platforms or channels do you usually watch American movies?

Here, most students reported that they watch them on internet platforms. These platforms include websites and applications such as Netflix, EgyBest, Cima4u, YouTube, Cimaclub, Yesmovies, HDSS, etc. A third year student claimed that she just 'googles' the title of the movie and wherever she finds it available, she watches it. Some students replied by saying that they view American movies on TV and precisely on the MBC channels: MBC2, MBC Max and MBC Action. Another third year student revealed that previously, she was exposed to them through TV, namely the MBC channels. However, since the technological development and internet, she no longer watches TV. Instead she switched to internet. Finally, a first year student said that, sometimes, she watches on internet (Netflix) and others on TV (MBC2, Canal Cinema). Yet, she is obliged to watch them on TV only if the internet is not available at home. Otherwise, it is mainly on internet platforms.

Question 2: Do you consider American movies as an effective means for improving your skills in English? Why?

Concerning this question, most, if not all the students agreed on the fact that American films help a lot in improving the English language skills, especially beginners. More than one student commented by saying that the first step in learning English is done through movies, and the basis of their English is from American movies. For them, the reasons why American movies are considered as effective means included the following: the spontaneity and fluency of the actors, the paralinguistic elements in them such as the intonation and the gestures that help in acquiring the language easily, the exposure to both the culture and language to learn them in context. Exceptionally, one student said that, for her friends, she thinks American films helped them a lot. Yet, for her, she does not think they really helped her to learn English since she is addicted to books and prefers them to movies. Another student added that the American pronunciation is difficult for beginners.

Question 3: Which skill(s) do you think you have really improved from watching American movies?

The vast majority answered this question by mentioning speaking, pronunciation and listening skills, and a large number included vocabulary as well. A student said that the most you listen, the most you speak, while another one replied by saying that learning vocabulary from these movies leads to developing the writing skills. In fact, many others shared with him this idea by claiming that learning vocabulary makes students write better.

Question 4: When watching American movies (for the purpose of improving your language skills), do you:

- a- use a notebook and mention new words?
- b- stop the movie , and try to memorize words and expressions?
- c- grasp words easily and use them later on in your conversations?

As far as this question is concerned, numerous students agreed on the idea of stopping the movie only to check the dictionary for a word they do not understand and that it is better to watch the movie directly. Some of them said they actually repeat words and expressions and imitate the actors from time to time. Still a small proportion (2) of students cited that they use a notebook and take notes.

Question 5: What do you think about referring to subtitles when watching an American movie, and which language do you prefer using? (Arabic/ French/ English)- Why?

When answering this question, many students agreed that subtitles in Arabic are recommended for beginners. However, students at university should use subtitles only in English, and if it is possible, they need to omit them altogether in order to challenge themselves. A first year student said that he is more familiar with French. Thus, he uses subtitles in French to understand the movie better.

Question 6: Do you think that American movies help in enhancing learners' autonomy? How?

The greatest score is attributed to those who answered with 'yes'. The other responses included 'somehow' and 'maybe, why not?'. Some explained by advocating that it is a tool that permits students to grasp words easily. A female student said that it is a great way to have an interaction with the English language, and it is what made her love and choose English. Another student further explained that movies are fun and entertaining. As a consequence, they help us learn the English language unconsciously. Finally, according to the rest of the participants, movies help us to be motivated to learn.

Question 7: Would you like to encourage all EFL students to watch American movies in order to foster their autonomous learning and improve their language abilities? How?

All the students answered this last question positively. Some added the following comments:

-“Yes, not only to develop our skills, but also to discover the culture and to be intellectual”.

-“Since not all the students are fond of reading, movies can help facilitate their learning process and can be a great alternative”.

-“I would prefer movies with the British accent since they are more academic and formal”.

-“Yes, because the best way to learn is through a tool that is fun and educating at the same time”.

-“Most of my fluent classmates have acquired their language skills through movies. They always recommend me to do the same and I’m planning to do that”.

- “My friends and I always watch the same movie, and once we meet, we discuss it in English. We improved a lot through this”.

In the next section, data obtained from the interviewees are interpreted.

4.2.2.2 Interpretation of the interview results

The majority of the students relate learner autonomy to studying without a teacher. In fact, the varied definitions provided by them, concern our theme, since most, if not all the students focused on full autonomy exercised outside the school milieu. Moreover, most informants revealed that they are autonomous outside the classroom because they adopt different styles and methods of learning to develop their English language skills and knowledge. Indeed, all of them mentioned at least two ways of learning English. Most of their answers included movies, YouTube videos, series and books.

Taking into account the advantages that stand behind being autonomous, life-long learning, motivation and responsibility are the most prominent advantages from the informants’ claims.

With the technological progress, nowadays, American movies are mainly being viewed via internet platforms. The MBC channels are also popular besides being the reason why most Algerian students watch American movies. In addition to this, American movies are considered by a vast number of the informants as effective means to facilitate the English language learning. This is due to, not only their spontaneity, the help the paralinguistic elements provide and the exposure to both the culture and language in context through them, but also because they motivate learners and help them acquire the language unconsciously. Again, students agreed that American movies improved their pronunciation, listening and speaking skills largely. They further claimed that these movies enrich their vocabulary stock, and this leads to improving their writing skills.

When asked about the strategy they use to learn the most, the majority agreed that watching directly and stopping sometimes to check for words is the best strategy. In fact, they insisted on giving up on subtitles if it is possible. However, many agreed that employing subtitles in English is beneficial at the university level. Finally, the responses provided by the majority of the students confirmed our first and second hypotheses by claiming that American movies strongly help to enhance learners' autonomy since they are motivating, entertaining, teach language in context, and they added that they would gladly encourage EFL students to support the learning process they have in classrooms with American movies.

4.3 General discussion and interpretation of the main results

Both the questionnaire administered to students and the interview conducted with them were intended to investigate the relationship between learner autonomy and American movies. In fact, this was done through exploring the students' perceptions about learner autonomy and the possibility of prompting it through the use of American films.

One of the distinctive findings of the current study is that most students associate learner autonomy with learning individually without the help of a teacher,

precisely outside the classroom context. This, in fact, is in accordance with our research work, since learner autonomy, in the present study, is viewed as integrating American movies to foster the undergraduate students' language skills. Students have mentioned different aspects related to autonomy such as the motivation and responsibility to handle the learning process. Moreover, they seem to be aware of the importance of autonomy in the course of both learning and life. They generally believe that autonomy has the greatest impact on motivation and responsibility, while it facilitates the language learning and helps on the long term in all the activities undertaken throughout life.

Another significant finding relating to this study is that the majority of EFL students are autonomous in the sense that they do not depend on the teachers only in order to develop their language skills. In this context, the results show that these students make use of at least two, if not more, strategies to improve their language skills without the instructions of a teacher. Accordingly, the majority of them claimed that they actually watch movies to enhance their language skills. Besides, they are exposed to American movies, not only via internet, but also through television channels.

Moreover, many respondents considered American movies as the best way to foster their English language skills since they are motivating, provide them with an authentic language, containing paralinguistic elements and they make up for the lack of interaction with English EFL students suffer from. Finally, they teach English unconsciously and in context.

Another important result we obtained for our study is that American movies directly affect the listening and speaking skills as well as the pronunciation, positively. They improve vocabulary which leads to improving the writing skills as well. This fact is supported by the claims of our respondents. Not only they believed that American movies encourage students to learn English easily, but they also agreed that using no

subtitles at all, or at least subtitles in English may help other EFL students to improve their level by challenging themselves.

Finally and with regard to the main purpose of our research work, our respondents strongly believe that American movies play a huge role in promoting learner autonomy among students in higher education. This is because they believe that these films empower learner autonomy in the same ways they enhance the English language skills. In fact, all these results answer our research questions and confirm our hypotheses. Besides, some suggestions were provided concerning the way to use movies effectively. These include: integrating subtitles in English if the movie viewer seems to have trouble in understanding the actors or movie events, and using the dictionary to check for the meaning of some words.

In conclusion, the greatest problem about using American movies to develop learners' autonomy is the fact that they use an informal register. For this reason, in the next section, some suggestions and recommendations to promote learner autonomy via American movies will be provided.

4.4 Some suggestions and recommendations

Since American movies represent effective means to promote learner autonomy and improve the English language skills, suggestions and recommendations on how to integrate them within the learning process should be provided. Accordingly, the following guidelines are arranged to help undergraduate students use these movies effectively as an additional practice outside the classroom.

4.4.1 Learning English and promoting learner autonomy via American movies

First, the selection of movies is very important, since the learners' choice will highly determine whether they will learn the language or not. Thus, they have to choose a movie based on their interests. In fact, there are different movie genres such as: fantasy, comedy, drama, action, adventure, horror, etc. If a learner opts for horror and action as a favourite genre, there is a great chance that he/she will be tempted to

watch horror and action movies with genuine excitement and motivation, and this will lead to a better English learning. To find movies based on what they like, there are many websites on which learners can read reviews, and movies are rated, classified into genres, and a short description about them is provided. One example is the website *Rotten Tomatoes*. Moreover, they should select a movie according to their current level. For instance, if a learner is a beginner, it is better for him/her to watch animation movies or cartoons, i.e., movies made for children with a simple language. However, if the learner is more advanced, it is recommended for him/her to watch movies that match or even surpass by a little his/her level.

Next, using the dictionary while watching a movie is also a good way to improve the English language skills and precisely to learn vocabulary. An EFL learner has to check for words he/she cannot understand in the context, especially if the word is important to the movie events. If the learner is keen on taking notes, he/she would better apply this strategy. Nonetheless, keeping on pausing and checking up words is rather boring and tiring. If learners miss words and cannot seem to understand them, it is rather acceptable, for English is not their mother tongue. A student can always pause and watch again some scenes. Yet, overdoing it will prevent him/her from enjoying the movie.

Another important point is the use of subtitles. If a student is advanced in the English language, he/she ought to give up on subtitles altogether. If a student is rather a beginner, we advise him/her to watch movies subtitled in English, not in his native language. This way, all the language skills can be developed; listening, speaking, reading and writing. Watching a movie without subtitles is challenging. Still, it is the best way to make learners rely on themselves.

After that, repeating words or short phrases is also beneficial to students who want to be autonomous. When a student hears them, he/she should imitate the actors, to better his/her pronunciation and to memorize these words, phrases or even expressions. Afterwards, students ought to watch at least a movie once a week. The

consistency certainly has positive effects on the language learning process, since practice makes perfect. Students should also watch movies and discuss them with their friends.

Finally, a crucial problem raised by the students when conducting our study involves the informal language which does not support the academic learning. Hence, the researcher has thought of ways to decrease the informality level by picking up American movies which are considered more formal and might help students in higher education. In fact, the best movie options include the following: first, classical movies with, preferably, English subtitles. These, generally, are more formal and include less colloquial words and vernacular language. Second, students, mostly beginners, should watch animation movies such as Disney movies and cartoons, etc. Movies of this category are usually produced for an audience consisting of children. Thus, they contain less complicated and less informal language and usually, less slang words are used in them as well. Hence they are appropriate in the English language learning. Third, the exposure to documentaries, a movie genre which is non-fictional, also helps students retain a formal language. Compared to other American films, this kind of movies is effective to acquire knowledge about some aspects of reality while learning indirectly the English language and empowering the autonomy of learners. As a final recommendation, book adaptations into movies, that is, movies extracted from books, either modified or not, are not so informal, since they mainly use the vocabulary of the original book which is most likely formal.

4.4.2 Movies' recommendations

Here are some recommendations of types of movies that might help to learn English by depending on one's self: The Hunger Games movie series (2012), Clueless (1995), The Wizard of Oz (1939), 500 Days of Summer (2009), Men in Black (1997), Finding Nemo (2003) and Finding Dory (2016), Dear John (2010), Beauty and the Beast (2017). These movies are either book adaptations, classical movies, animation

movies, cartoons or Disney movies. As previously claimed, all these types of movies help to learn English and provide learners with a formal English language.

4.4.3 Optimal internet platforms

Here is a selection of some platforms which broadcast American movies. These are either websites or applications: Netflix, EgyBest.2.com, Myegy, Cimaclub, Cima4u, Movizland, Dardarkom, Akoam, Movs4u, Arabseed, Miniova, YouTube, Yesmovies, websites of streaming in general and movies downloaded using torrents.

4.5 Limitations of the study

Our research work aims at investigating the promotion of EFL learners' autonomy through the use of American movies outside the school setting. The first limitation is that many constraints have been faced during the period of data collection because the research participants were on a strike and we could not meet them to gather the needed data. In addition to this, the findings cannot be generalized to other contexts, for the number of participants does not go beyond 46, and this way, all their responses represent their own perceptions. Thus, in future research, a larger number should be taken into consideration.

4.6 Conclusion

After the analysis of data, interesting results were obtained concerning the relationship between learner autonomy and American movies. Thus, our investigation has led to the conclusion that American movies promote learner autonomy and the English language learning at university level, for they represent a source of motivation, authenticity, language practice, unconscious learning and learning the language in context. In fact, the current chapter has shown that learner autonomy is rather considered as full autonomy by most EFL students; that is why, most of them are considered as autonomous outside the classroom setting. Besides, the idea of prompting self-reliance in the English language learning and skills development

through the use of American movies has been proven to be possible. Accordingly, some suggestions and recommendations have been proposed by the end of the chapter.

General Conclusion

General Conclusion

In the light of the numerous studies conducted about learner autonomy, an important concept falling within the field of language learning, the current study has dealt with promoting the autonomy of EFL learners through the use of American movies outside the university context. By investigating the relationship between autonomy and American movies, this research work has shown the important role these movies play in fostering learners' autonomy and enhancing their language skills and vocabulary. Indeed, the present study has taken into account the reasons behind empowering and fostering the autonomy of EFL students through their exposure to American movies.

To achieve the objectives of the research work and to attain answers to the research questions, a case study has been held in the English department at the University Centre of Ain Temouchent. In fact, as far as the sample population is concerned, 46 EFL students have been selected randomly. Besides, this study has been based on a questionnaire and an interview conducted with the selected students, in order to obtain relevant responses.

After analysing the data, we have obtained certain findings which have given evidence to our research hypotheses. One crucial result relates to the fact that undergraduate EFL learners associate learner autonomy, mainly, with learning individually outside the school setting. As expected, it appears to be clear that EFL students are aware of this notion only outside the formal context.

Another significant result obtained from this enquiry is that American movies play an important role in promoting learner autonomy and improving the English language learning among university students. Indeed, this relates to the fact that these movies are motivating and entertaining at the same time. Yet, they still provide learners with the genuine input and the interaction with the English language input they lack inside the classroom, and they teach language unconsciously and in context. Thus, these results have confirmed our research hypotheses.

However, we have also come across other results that show the difficulty of empowering learners' autonomy through American films, simply because of the informality of the language used. Therefore, some suggestions and recommendations have been mentioned as to the ways American films can be integrated for the creation of an efficient learning process.

In addition, since this study has dealt with autonomy as a notion to be promoted outside the school setting, it suggests that further research scrutinizes and seriously takes into consideration the language learning process not only in the formal context - as the majority of researchers do-, but also in the informal context.

Finally, despite the interesting results obtained in this research work, they cannot be generalized to other contexts because of the limited number of the sample population and which has encompassed 46 students only. Thus, in future research, a larger number of participants would be more reliable. Moreover, the concept of autonomy, in our research work, represents only one aspect of it, that is, autonomy outside the classroom context, and since the concept of autonomy is broad in nature, further research about this phenomenon is recommended especially if it suggests shifting the focus towards Master students, secondary school pupils or even the whole community involved with learning.

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Appendices

Appendix A

Questionnaire

Dear students,

This questionnaire is part of my Master extended essay and attempts to collect information about the way American movies can promote learner autonomy in higher education. That is why, you are kindly requested to answer the following questions by putting a tick on the answer you think is more appropriate and make comments where necessary.

Part A: Personal information

Age:

Gender: male female

Level:

Part B: Autonomous learning through watching American movies

1. How do you define the concept of 'learner autonomy'?

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

2. To what extent do you consider learner autonomy important in English Learning?

Extremely important important unimportant I don't know

3. Does autonomy have an impact on : (you can tick more than one box)

- Motivation
- Responsibility
- Effective and successful learning
- Life-long learning
- others (Please mention them)

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

4. You always rely on yourself and improve your level in English apart from the classroom activities.

Agree disagree

5. What type of activities do you practise outside the classroom to improve your level in English? (You can tick more than one box)

Read books watch series watch movies listen to songs
others

If you do other activities, then what are they?

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

6. How often do you watch American movies?

Always sometimes often rarely never

7. Where do you usually watch American movies? Is it via

TV channels internet both

8. American movies helped you improve your English language skills?

Strongly agree agree disagree I don't know

9. Which kind of skills do you think they help you improve?

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

10. Do you think American movies help in enhancing students' autonomy?

Yes

No

- If yes', how?

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

11. Do you have any suggestions on how to use American movies to help students improve their level in English and foster their autonomy

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

Thank you for your collaboration

Appendix B

Interview

Dear Students,

You are kindly asked to answer the following questions for my Master extended essay.

Part A: Personal information

Age:

Gender:

Level:

Part B: Autonomous learning

1. In your own viewpoint, what does the term learner autonomy mean?
2. When learning English, do you only depend on the information provided by your teachers, or do you improve your level employing other methods outside the classroom context? What types of methods do you really employ?
3. Which advantages stand behind being autonomous and responsible for one's own learning?

Part C: Autonomous learning through American movies

1. On which media platforms or channels do you usually watch American movies?
2. Do you consider American movies as an effective means for improving your skills in English? Why?
3. Which skill (s) do you think you have really improved from watching American movies?

4. When watching American movies (for the purpose of improving your language skills) , do you
 - a- use a notebook and mention new words?
 - b- stop the movie , and try to memorize words and expressions?
 - c- grasp words easily and use them later on in your conversations?

5. What do you think about referring to subtitles when watching an American movie, and which language do you prefer using? (Arabic/ French/ English)- Why?

6. Do you think that American movies help in enhancing learners' autonomy? How?

7. Would you like to encourage all EFL students to watch American movies in order to foster their autonomous learning and improve their language abilities? How?

Thanks for your collaboration.

الملخص

إنّ الغرض الرئيسي من هذا البحث هو دراسة دور الأفلام الأمريكية في تعزيز استقلالية المتعلم. الهدف منه هو الكشف عن آراء الطلبة حول مفهوم استقلالية المتعلم و امكانية تعزيزه عن طريق مشاهدة الأفلام الأمريكية خارج الجامعة. تمّ إجراء البحث على مستوى المركز الجامعي بعين تموشنت، من خلال استخدام الاستبيانات و المقابلات شبه المنظمة. تكشف النتائج على أنّ الأفلام الأمريكية تلعب دورا هاما في تعزيز استقلالية الطلبة و تحسين مستواهم فيما يخص تعلم اللغة الانجليزية.

الكلمات المفتاحية: استقلالية المتعلم -الطلبة -تعزيز - الأفلام الأمريكية- تعلم اللغة الانجليزية.

Résumé

L'objectif de ce travail de recherche est d'explorer le rôle des films américains dans la promotion de l'autonomie des apprenants. Le but de cette étude est de révéler comment les étudiants perçoivent le concept de l'autonomie de l'apprenant et la possibilité de le promouvoir en regardant les films américains, hors du cadre universitaire. La recherche est menée au centre universitaire d'Ain-Témouchent, en utilisant des questionnaires et des entretiens semi-structurés. Les résultats révèlent que les films américains jouent un rôle majeur dans la promotion de l'autonomie des apprenants EFL, ainsi que dans l'amélioration de leurs niveaux en ce qui concerne l'apprentissage de l'anglais.

Mots-clés : autonomie de l'apprenant- apprenants EFL- promouvoir- les films américains- l'apprentissage de l'anglais.

Summary

The purpose of the present research work is to investigate the role American movies play in promoting EFL learners' autonomy. It aims to reveal the learners' perceptions about the concept of learner autonomy and the possibility of promoting it through exposure to American movies outside the university context. The research is conducted at the level of the University Centre of Ain-Temouchent, through the use of questionnaires and semi-structured interviews. The findings reveal that American movies play a significant role in promoting learner autonomy and enhancing the English language learning among students in higher education.

Key words: learner autonomy- EFL learners- promoting- American movies- the English language learning.