

# Optimizing the Concept of Autonomy for Language Learning Purposes in the Digital Libraries: A Context Model for Language Learning

Hussam Eddin Alfitouri Elgatait & Wan Mohd Fauzy

Centre for Instructional Technology and Multimedia  
Universiti Sains Malaysia  
Penang, Malaysia  
hussamelgatait@hotmail.com, fauzy@usm.my

**Abstract**— the online learning, digital library, and other service programs consist of set of exercises that usually designed to train and improve the learners' attention, working memory, processing speed and executive function. Most of these services are composed of five discrete exercises which support the training operation for the trainer during the training design assessment, training participants, speeded n-back memory task for shapes and numbers, navigate through a maze of monsters qualitative, and feedback. Current researches indicate the lacking to adapt or find the causes of the modernization of the educational process for the language learning services in the digital libraries in terms of teachers and learners. Thus, this paper was established to model a context model for language learning by putting in consideration the concept of autonomy for learning in the digital learning libraries.

**Index Terms**—Electronic library, language learning, autonomy learning methods, educational process

## 1 INTRODUCTION

**N**OWADAYS, the wide using and optimizing the concept of autonomy for learning purposes has been rapidly becomes a buzzword within the context of language learning for obtaining better language learning among different behaviors (Benson, 2001b; Boud & Higgs, 1999). Recent studies define the using of autonomy in many different structures. Nunan (1996) has defined autonomy in learning as "the ability to take charge of one's own learning". Moreover, another definition has been presented by Dickinson (1995) states that autonomy is a "situation in which the learner is totally responsible for all of the decisions concerned with his or her learning and implementation of those decisions". Additionally, these definitions carry out different meaning for planning and organizing the learning concepts based learner behavior for sharing and retrieving the learning contents. As for language teachers, the main roles they play should be information provider, counselor, assessor, administrator, organizer, etc (Cook, 2001).

Digital learning libraries have the potential role to offer unprecedented resources for supporting student inquiry. Access to current content and to an unprecedented breadth of information within a well developed infrastructure can provide students with the opportunity to ask complex questions and do deep analysis their learning needs (Kirriemuir, 2002). However, digital libraries will not make a change in education without changes in the tasks that students are asked to perform along with the self-assessment provided for both students and teachers (Borgman, et al., 2000).

Although digital libraries find it difficult to change the pedagogy or textbooks, but it would be possible for students to have access to scientific information and data based on their interests (Loveless & Ellis, 2001). From the other hands, digital libraries can provide teachers with a feasible way to let stu-

dents pursue their own interests for learning language within the bounds of the curriculum and without creating an enormous amount of extra work in providing students with materials to support their investigations (Mendel, 1999). Therefore, this paper explored the ways in which digital libraries can support inquiry learning.

As well, computer based communications have extensively facilitated the transmission of messages, transfer, and exchange of files and text, such as online submission of papers for publication in books and journals, etc (Redfern & Naughton, 2002). Uncountable numbers of monographic materials, journals, learning resources, documents, reports, data, databases, and audiovisual materials generated and published by government and non-governmental organizations are now available in electronic formats to access even from the remote corner of a country, thereby increasing the use of these materials and enhancing the efficiency of information dissemination.

Using digital learning libraries in language learning are more independent than before, they are self-learners and self-accesses, and they can access web-based information resources even from their home computers and search databases according to their needs (Benson, 2001a; Kuhlthau, 1997).

## 2 AUTONOMOUS

The wide usage of the Internet facilities has brought the ways for enhancing and developing learners' skills based on different learning concepts by linking the distance between the learners of the world in space, and making globalized communicational stage (Piccoli, Ahmad, & Ives, 2001). The way of using the Internet to learn language can compensate for the

lack of general approach with no real language environment, which will greatly enhance language autonomous learning (Papanikolaou, Grigoriadou, Magoulas, & Kornilakis, 2002). Furthermore, there are other alternative gaps for those who are unable to use the Internet to aid in autonomous language learning. When efficiency of learning is low, the result is not satisfactory (Harland, 2003).

Hence, the meaning of autonomy comes for obtaining learning facilities such as, control over the learning process, acquiring learning strategies, acquiring ways to use these strategies without the help of a teacher, and more control over objectives (Zhong, 2009).

Language learning based autonomy digital library addressed the main challenges for optimising learning concepts in the online educational environments, which can provide:

- Methodical and disciplin;
- Logical and analytical;
- Reflective learning behaviour;
- Flexible learning ;
- Responsible and persistent

### 3 LITERATURE

Digital library has been used wildly; there are different reasons of using digital library for the learning purposes such as:

- No time zones, and location and distance are not an issue.
- Students can access the online materials at any time, while synchronous e-learning allows for real-time interaction between students and the instructor.
- Can use the internet to access up-to-date and relevant learning materials, and can communicate with experts in the field in which they are studying.
- Online materials can be updated, and learners are able to see the changes at once.
- It is easier for instructors to direct them to appropriate information based on their needs.

### 4 METHOD

Thang (2009) addressed several researches towards undergraduates learning ESL (English as a Second Language) in public universities in Malaysia, he illustrated that the students were basically teacher-centred and lacked personal autonomy. He explored whether this phenomenon applied to students at a private university in Malaysia. He applied quantitative approach in the form of questionnaires in order to measure his assumption among three public and private universities in Malaysia. The findings revealed that generally learners from both public and private universities preferred a more teacher-centred approach.

O'Leary (2007) examine the issues and benefits of assessing autonomy through the existing literature, and explore how assessment approaches which demand self-awareness, reflec-

tion, metacognitive knowledge and collaborative learning might contribute to the development of autonomy in final year languages' students at Sheffield Hallam University in the UK. He concludes that some approaches to assessment, such as portfolio work, may have the potential to act as a vehicle for learner development, and points to the need for more research in this area.

According to Wagner (2007) who reported the importance of using e-content services and technology for better English learning. He deployed an online training program hosted by ebrary's, the ebrary's is a set of e-stuff tools and resources that provide access to information and current partnership with other English learning facilities. Then, he tested the effectiveness of ebrary's on the students' progress to learn English.

While Vogel, et al. (2006) illustrated the functionality of using online instructional invention for learning English, which developed and evaluated through a field test. The module presents a prototype. The sample consisted of 25 trainees who were teachers, appointed intern assistant principals, or interim principals. The instructor was district-based and served as the subject matter expert. Their module used to help teachers, appointed intern assistant principals, or interim principals to have their training via online instructional invention for learning English. To guide the three phases of the module's production three instructional design models were combined. Trainees evaluated the online training favorably; the majority of trainees agreed with all 49 items on an evaluation questionnaire administered after the field tested successfully.

### 5 PROPOSED LEARNING MODEL

The goal of education should not be filling the mind of the student information, but the objective should be developing learner capacities they need, to do that it must necessary to be touch with modern developments which take the strategy of educational institutions depend on advanced techniques. And because the technical is an indispensable tool to achieve overall development and modernization of education so the start should be from the base of the development of school libraries through which we can contribute autonomy of student's learning in all subjects specially English. The propose model was constructed based on the recommendations given by (O'Leary, 2007; Thang, 2009; Vogel, et al., 2006; Wagner, 2007; Zhong, 2009) in adapting the concepts of autonomy for language learning purposes. Figure 1 presents the proposed context model for language learning which consists of the self-learning and control of the learner based on the concepts of autonomous. The teacher in the proposed model is presented as a facilitator for the learning process in terms of teaching appearance and navigation along with the main steps of learning management.

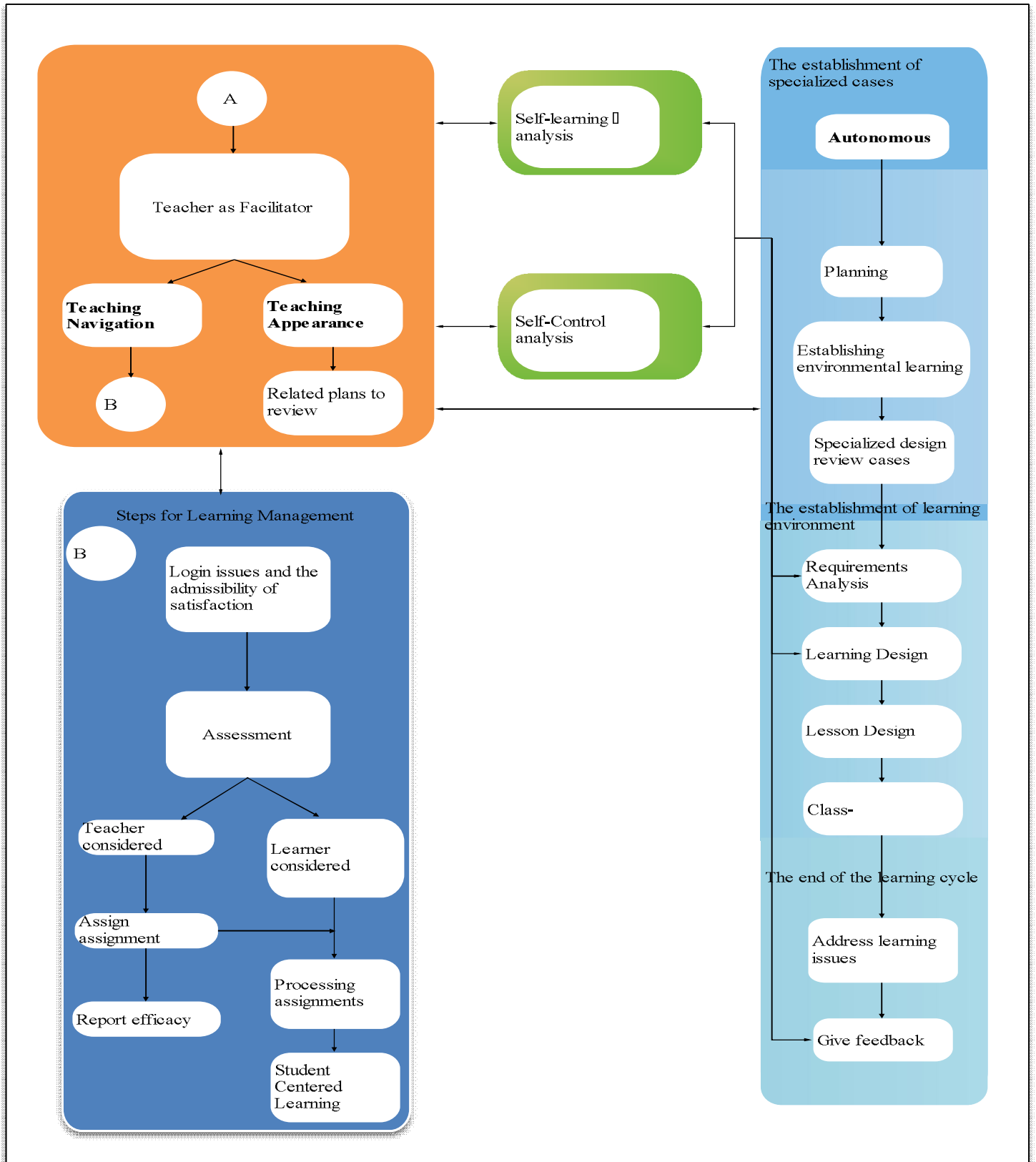


Fig 1. Context Model for Language Learning

## 6 EXPECTED OUTCOME

The proposed context model for language learning would help learners in learning language in terms of:

- Improving student performance;
- Improving the students self-control;
- Developing students learning skills;
- Adapting different lesson designs;
- Increasing the efficacy of learning.

## 7 CONCLUSION

Because the trend toward the electronic world or the digital world has become a powerful and effective it is necessary to pay attention to this side during focus on the development of language learning. The acquisition of self-learning students is usually one of the main objectives of the curriculum. This paper elaborated the main issues faced students while learning new languages in the class. The paper also addressed the previous researches towards applying the concepts of autonomous in learning language. The outcome of this study was based on modeling a new context model for language learning. The expected benefits were also pointed for improving the students' self-control and learning.

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