

**INDEPENDENT LEARNING: FACTORS INFLUENCING
LANGUAGE STUDY.**

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Abstract

In this work we have addressed a number of aspects concerning, in particular, the institutional teaching of foreign languages, independent learning, the means proposed by language teaching to facilitate independent learning as well as the role of the learner and that of the teacher in such learning. We have noted that, nowadays, the teaching of foreign languages in an institutional environment favors methods aimed at the linguistic aspect of the language to the detriment of the communicative aspect. This teaching proves to be unmotivating for students.

Keywords

emotions, influence, independent learning, environment, resources, motivation, language

INTRODUCTION. Self-directed learning, also known as self-directed learning, refers to a process in which an individual takes charge of managing their own learning. It involves the learner identifying their learning needs, setting goals, seeking resources, and evaluating their progress independently. So, the autonomous learner is a learner who knows how to learn the target language according to his or her own criteria. Furthermore, we have noticed that the new conceptions of learner/learning and teacher/learner relationships presented by this system require special training on this subject.

If we had to describe foreign language teaching in our time, we could say that the adjectives "ennuyeux" and "routinier" would be a good description. Unfortunately, and despite the progress made in research in second language teaching, language teachers still insist on using old teaching methods that mainly aim to analyze grammar rules and apply them immediately, as if learning a language derived exclusively from this knowledge. These traditional methods, whose objective is to memorize lists of words and complete exercises, prove to be irrelevant or even ineffective when it comes to language practice. In addition,

learners are assessed on their mastery of the grammatical aspects of the target language. This teaching, which particularly favours the analysis of the language itself without seeking to place the student in a situation of understanding or communication, contributes to developing in the student an attitude of passivity towards his learning and leads him to think that if he knows the grammar he will therefore be able to function in the target language. Adapted, differentiated teaching, recommended for teaching so-called heterogeneous groups, could not transform the traditional approach in its foundations because the student remained the object of the teaching and not the subject of his learning.⁷¹

Key characteristics of self-directed learning include:

1. Personal initiative: The learner is proactive in choosing topics and learning methods.
2. Responsibility: The individual takes responsibility for their own learning process.
3. Intrinsic motivation: Learning is often motivated by personal interest or a desire for improvement rather than external demands.
4. Ability to reflect: The learner must be able to self-assess and reflect on their experiences to adjust their learning strategies.

Self-directed learning is often encouraged in modern education settings because it promotes the development of essential skills such as critical thinking, problem solving, and self-discipline. Self-directed learning, also known as self-directed learning or self-directed learning, is a process by which individuals take the initiative in their own learning, setting their goals, choosing resources, and evaluating their progress. Several factors can influence learners' ability to engage in this type of learning.

1. Personal motivation

Motivation is a key factor in independent learning. Learners must have an intrinsic reason for wanting to acquire new skills or knowledge. Motivation can be influenced by internal factors, such as personal interest in the subject, or external factors, such as the professional opportunities that arise from it. Strong motivation drives learners to overcome obstacles and persist in their efforts.

2. Self-regulation skills

Self-regulation skills are essential for independent learning. This includes the ability to set clear goals, plan one's time effectively, and assess one's own progress. Independent learners must be able to organize themselves and manage their

⁷¹ Turid Karin TREBBI, « Apprentissages des langues et autonomisation : provocation ou réussite éducative ? », *Recherches en didactique des langues et des cultures* [En ligne], 19-1

learning without direct supervision. The development of these skills can be facilitated by specific training or previous experiences.

3. Access to resources

Access to educational resources also plays a fundamental role in independent learning. This includes not only access to books and scientific articles, but also to online platforms offering courses, video tutorials and discussion forums. A resource-rich environment facilitates the search for relevant information and encourages independent exploration.

4. Learning environment

The environment in which independent learning takes place can influence its quality and effectiveness. A supportive environment that includes social support (such as family, friends or mentors) can encourage learners in their self-directed approach. In addition, a calm and stimulating setting promotes concentration and creativity

5. Self-confidence

Self-confidence is crucial for undertaking independent learning. Individuals who believe in their abilities are more likely to explore new topics and take on academic challenges. Previous successful experiences can strengthen this confidence, while failures can have an inhibiting effect.

6. Emotional state

Emotions also play a significant role in the process of independent learning. A positive emotional state promotes better concentration and greater openness to discovering new ideas, while an anxious or negative state can hinder the ability to learn.

Factors that influence independent language learning: Independent language learning has become an increasingly common practice in the digital age, where resources are easily accessible. However, several factors influence this learning approach. Here are some of the key elements that play a determining role in the success of independent language learning.

1. Personal motivation: Motivation is arguably the most crucial factor. Learners who have intrinsic motivation, such as a personal interest in the culture of a language or the desire to communicate with native speakers, are generally more engaged and persistent. On the other hand, those who learn a language solely out of obligation may have difficulty maintaining their commitment.

2. Clear goals: Setting specific and achievable goals is essential to guide learning. Whether it is for traveling, working abroad, or simply for fun, having a clear vision helps structure efforts and assess progress.

3. Access to resources: Accessibility to a variety of educational resources (mobile applications, educational websites, books, videos) plays a crucial role in independent learning. Modern technologies facilitate this access and allow learners to choose the materials that best suit their learning styles.

4. Learning environment: A conducive environment promotes independent learning. This may include a quiet space to study, but also the opportunity to interact with other learners or native speakers through online platforms or in real life.

5. Learning strategies: Independent learners must develop effective strategies to assimilate and retain information. This may include note-taking, regular practice of spoken and written language, and the use of mnemonic techniques.

6. Self-assessment: The ability to self-assess allows learners to measure their progress and adjust their methods accordingly. Reflecting on one's own skills also helps identify areas that require more attention.

7. Social support: Although learning is autonomous, social support can greatly facilitate this process. Participating in language exchange groups or joining online communities not only allows you to practice the language but also to benefit from advice and encouragement.

8. Perseverance and discipline: Learning a language requires time and constant effort. Perseverance in the face of challenges is essential to overcome the obstacles inherent in the learning process.

CONCLUSION. In sum, several interconnected factors influence autonomous learning: personal motivation, self-regulation skills, access to educational resources, a supportive learning environment, self-confidence, and the learner's general emotional state. Understanding these elements not only allows educators to encourage this form of learning, but also allows learners themselves to better prepare themselves to become effective autonomous learners throughout their academic and professional lives. So, autonomous language learning relies on a complex combination of personal and external factors. Each can significantly influence an individual's ability to acquire a new language effectively and enjoyably. By being aware of these elements, learners can better direct their efforts towards successful and lasting learning.

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