

Autonomy is a long-way path. Teachers have to overcome their instructor role, and this might be a difficult decision as it implies a revolution in the methodology used until now. Learners must be aware of its benefits for the learning process and change their passive role in the classroom to a proactive one. If the two main actors are not convinced of this, MALL and specially, smartphones, will never be the solution.

- Theoretical implications

Our paper contributes to the existed literature on the use of smartphones in the secondary education, especially in language teaching and learning. So far, very few studies have focussed on that matter. It also tries to relate the concept of autonomy of learners with this new tool at school.

- Practical implications

We believe it is vital that French teachers (language teachers in general) in secondary education, realize the importance of a change in methodology in order to motivate students and improve outcomes in different skills.

- Limitations

This action research study mainly collected qualitative evidence on the potential of smartphones in a FFL class and with a relatively small sample. The impact of the these mobile technologies on autonomy and new methodologies should be further investigated via an experimental comparison study.

6. Conclusion

This study presents how the teaching of FFL to secondary students using smartphones in a communicative and collaborative set of activities, develops students' autonomy and communication skills. The outcomes from this study entrenched the study research questions and the literature review and confirm that the integration of mobile devices, especially, smartphones is, at least, to be rethink by secondary teachers.

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