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Enhancing Autonomous Learning among Foreign Languages Learners: the Case of Study of English Learners at Ibn Khaldoun University

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Dedications

To my **MOTHER** and **FATHER** my bless in this life who

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Dedications

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Abstract

The present study sheds light on the phenomenon of autonomy in foreign language learning, the case of English. It aims at exploring the positive impact of autonomy on the acquisition of foreign language learning and the ways to enhance learners' autonomous learning. The study adopts both quantitative and qualitative research tools. The quantitative method deals with the analysis of the yields of the questionnaire administered to students from the three LMD levels of English section; the qualitative method consists in an interview submitted to a group of English teachers at the University of Ibn Khaldoun, Tiaret. The results confirm the hypotheses of the study of the positive role of autonomy to expose learners to independent learning and bring the learning process to positive outcomes. The results also assert the need for promoting autonomy at universities to lift foreign language learning to higher levels and better outcomes.

Key Words: Autonomy, Autonomous learning, English, Independent learning,

Foreign language.

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EFL: English as a Foreign Language.

L2: Second Language.

General Introduction

General Introduction

In any course of learning students can be categorized into two types. The first type consists of students who depend entirely on the teacher, show over-reliance on him in giving Instructions, assignments, and feedback. For them, learning stops when the class ends; the other type tends to show a sort of independence in learning. For this kind, learning can be continued even after teaching stops. They get involved in the learning process, make personal research, and take important decisions about how to carry on their own learning. This kind shows autonomy in learning. An autonomous learner is that kind of learner who shares responsibility with the teacher inside the classroom and do further effort outside to develop his skills.

Autonomy in learning has been evidenced to be a very effective solution to reduce over-reliance on the teacher, develop strategies and techniques to help students learn on their own, raise their conscious awareness of what they do, why they do it and how they do it, and create a type of self-reliant learner. Autonomous Learners are aware of their own needs, take full charge of their learning, and make judicious decisions. Autonomous learners are generally known of more motivation to undertake learning tasks by themselves and to be constantly in search of knowledge and activity. They generally demonstrate more knowledge and skills. They excel in class and get the highest results. Enhancing learners to acquire autonomy in learning implies assuring more involvement, more activity, and hence, eventual success. The present research endeavor is inspired by this belief and sets out to pursue effective ways to acquire learners enough tools to become autonomous.

Autonomy in learning is recently having a great deal of interest in modern learning methodology. The concept of learner autonomy is tightly related to modern teaching and learning approaches and methods since it is believed to support lifelong learning and assist learners in probing their way towards language proficiency. Autonomy draws immensely on learners' readiness for taking charge of their own learning, enhances learners' self-reliance and emboldens them to assume more responsibility for their own learning. Autonomy does not mean full teacher-independent learning nor does it mean utter self-instruction; it is rather concerned with changing learners' conception about the learning process into one which allows them to actively take part in it rather than remaining passively receiving knowledge from the instructor. It motivates them to be more confident and self-directed. Developing autonomy is fundamental because the sooner learners become autonomous the better for themselves and their teachers.

Foreign language learning stands distinct from learning other subjects due to some psychological and cognitive particularities pertaining to the learner himself; therefore, enhancing autonomy among foreign language learners, English learners in our case, is a subtle business that requires much heed from instructors. The research work at hand

sets out to highlight the importance of learner autonomy and find out infallible methods to equip learners with enough tools and encourage them to launch autonomous learning enterprise.

The present study intends to answer the following research problem: how can a learner reach the level of autonomy in acquiring a foreign language?

The research problem has been divided into three research questions to make the research work possible and feasible. The research questions are:

1) In what way does learner autonomy affect foreign language learning?

2) How can autonomy be enhanced among learners?

3) What strategies can be used to sustain autonomy among learners?

Three assumptions are suggested as answers likely to meet the stated research questions:

1) Teachers and students may not be aware enough of the concept learner autonomy can free learners from the constraints of class instruction and broaden their exposure to wider ranges of knowledge, sharpen their personal strategies of study, choose learning techniques that fit in well with to their own learning styles, bestow on them positive feelings such as self-esteem, self-reliance, responsibility, and self-satisfaction. Autonomy in learners affects foreign language learners positively.

2) Autonomy can be enhanced among foreign language learners by teaching them metacognitive strategies of learning, helping them find about their learning preferences and carrying them out through selective choice of learning methods and techniques, and by encouraging them to assume independent learning tasks.

3) Autonomy can be sustained among foreign language learners through positive feedback and constant encouragement for unceasing pursuit of knowledge and bold self-reliance.

The sum of the hypotheses suggests that a foreign language learner can get to the stage of autonomy if convinced of its promising yields, equipped with infallible metacognitive strategies and encouraged to carry on autonomous learning enterprise.

The study deploys both quantitative and quantitative tools of investigation; the quantitative will deal with analyzing data collected through a questionnaire administered to students from the three LMD levels of English at ibn Khaldoun university of Tiaret, while the qualitative will be through an interview submitted to a group of English teachers at the same university.

Chapter One

Chapter One

Autonomy, an Asset in Successful Learning

I.1. Introduction

During the transition from childhood to adulthood, the human individual passes through several stages. In the early stages he shows an over-reliance on others. He gets all or most of his things done for him. Gradually, he starts assuming things that are within his potential and does them by his own. His physical as well as his intellectual growth enables him to undertake more and more activities and reduce reliance on his parents and the surrounding people. Right afterwards comes the stage in which the individual needs to become more aware of his needs, get more independent, assume full responsibility for himself. The learning process is one of the main issues in which this individual needs to reach a level of independence in making decisions, takes charge of his own learning, and be actively involved in the learning process. This can be achieved once the learner becomes autonomous in his learning.

Learner autonomy in the last few decades has been considered as one of the ultimate goals in education in general, and in language learning in particular, because of the remarkable efficiency it has shown in enhancing learning strategies and acting as a drive of learner's engagement. The shift from teacher-based classrooms to students-based learning has been accelerated by the concept of learner autonomy. With an autonomous learning approach learners are often prepared to embark on their own learning adventure creatively. Autonomy enables learners to be more aware of their needs, acquires them ways to take charge of their own learning, and triggers and maintains their curiosity for learning. It; thus, supports lifelong learning and assists learners in facing fortuitous challenges. For more understanding of this phenomenon, its principles, and its contribution to the learning process, we will provide a whole chapter which will cover learner autonomy, how to enhance it, and what strategies are needed to help forming autonomous learners, starting with its emergence to strategies and tips to foster it for foreign language learners.

I.2. Autonomy in Learning

Over the last decades, the concept of learner autonomy started to be used in the field of language education and more precisely foreign language education through the use of the communicative approach which is concerned as a set of principles about teaching and learning processes. Autonomy has been defined by several researchers in different ways due to the complexity of the term; its meaning has been discussed from different perspectives. The current debate about learner autonomy was first introduced in second and foreign language learning. Autonomy and foreign learning was first published by Henri Holec in 1979, where he provided a definition of learner autonomy. He says:

> **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 his learning.**
>
> **(Holec, 1981: 3)**

According to Holec learners can be considered as autonomous when they realize that they are responsible for their own learning. He states that learners have to get involved and assume full responsibility for them learning and take control over all aspects concerning the learning process such as: determining the objectives, defining the content, and evaluating what has been acquired. Up to Holec (1981), autonomy means to a large extent the capacity of the learner to take responsibility for his learning.

There are several other researchers who contend that Holec's definition falls short of the genuine aspects of autonomy. Benson (2001) evokes aspects relating to metacognitive skills are indispensable prerequisites for successful self-managed learning. He claims that Holec's perspective about learner autonomy is lacking the **''nature cognitive capabilities underlying self-management of learning.''(Benson, 2001: 49)**. In the same vein, little (1991) focuses on the very nature of autonomy. He says

> **''Autonomy is a capacity - for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning.''**
>
> **(Little, 1991: 3-4)**

Little's definition provides a new important dimension that was lacking in Holec's definition. This important dimension is related to the field of psychology. According to Benson (2001) little's definition completes what is missing in Holec's view and adds to it a vital psychological aspect since it describes autonomy as a cognitive and self-management processes of learning. In another context Dickinson (1987) claims **"the learner is responsible for the decisions concerned with his or her learning, and the implementation of these decisions." (Dickinson, 1987: 81)**. He sees autonomy as a matter of decision making in a learning context. He suggests that the autonomous learner should be aware of his role as a manager of his own learning and as being required to make choices from a wide range of alternative possibilities. Because learners who are considered as decision-makers are those who have the ability to know how and what to learn inside as well as outside the classroom, independently without being controlled.

Defining learner autonomy is mainly seen as a difficult process due to the fact that there are different dimensions and degrees of autonomy as well as the behaviors of independent learners which can be considered differently according to some factors such as their age, their abilities, and how far they have promoted their learning process. As it was mentioned above, there are different conceptualizations about the concept of learner autonomy in the field of education, some consider it as taking charge of one's own learning, others see it as a matter of decision making, and others think autonomy is mainly about a cognitive and self-management process.

The brief consideration of the different definitions of learner autonomy has revealed that it can be approached from different perspectives and examined at different levels. Several views are suggested about its very essence, its requisites, and the ways it is practiced. The different definitions highlight different aspects about it but complementarity contribute to a holistic conceptualization of the term that serves exhaustive and detailed understanding of it. The conceptualization of learner autonomy that people share at the present time is a result of long investigations and contemplations that find roots in the far past.

I.3. The Emergence of Learner Autonomy as an Educational Concept

The concept of autonomy in education is a multifaceted concept which has been discussed from different perspectives, referring to the fact that autonomous learning is related to self-directed studies, self-determination, and self-mastery. The concept of autonomy originated in the Ancient Greek era as a political term before it came up to be incorporated in education. It consists of two parts "auto" and "nomous" the two Greek words which are joined to describe someone who lives by his / her own rules. The Greek philosophers like Aristotle and Socrates used the term autonomy to claim for citizens' right to self-government.

Autonomy as a concept continued to develop in the modern period passing by John Stuart Miller theory who defined autonomy as a philosophical concept which has to do with shaping the character of the human being and without which the person is no more than a machine that works with orders. Furthermore Kant (2060) developed the theory of moral autonomy as having authority over one's actions, rather than allowing the political leaders, posters, and society to determine principles by which we make decisions.

Autonomy also took societal dimensions as well. As this tendency argued the development in the quality of life based on the respect of individuals in the society, where the conception of the role of the individual in society has been shifted from **"man as product of his society " to man as a producer of his society" (Holec. 1981: 3).**

Throughout time, the concept of autonomy started moving to other fields such as economy, religion, and medicines. Education is not an exception; autonomy was introduced as an educational concept that works on promoting democratic educational societies. Learner autonomy was first introduced by Henry Holec (1981), it is tightly related to modern teaching approaches and methods, and it started to be used in the field of education and more noticeably in language education through the use of communication approaches. It first entered the field of learning and teaching through the council of Europe's Modern Languages Project which was founded in 1971.

Henry Holec (1981) who was the first to deal with the concept of learner autonomy and who still remains as an eminent figure in the field , defines learner autonomy as **"the ability to take charge of one's own learning" (Holec, 1981:3).**

Holec's definition is considered as the most known and original definition used in the literature. After holec's definition of the concept there has been a remarkable growth of interest in theory and practice around autonomy in language teaching and learning from different researchers and scholars in the field.

To start with Gabriéla Ladron de Guevara de León (2010) claims that learner autonomy is important for the opportunities it gives to students to experience the different ways in which they can handle problems in their lives and therefore do not learn the language only, but more than that, **"Autonomy is essentially a matter of the learners psychological relation to the process and content of learning" (Little, 1991:2)**. Little emphasized; however, that learner autonomy does not only refer to situations where students are given freedom in their learning, but also includes the psychological aspect of the students' capacity to organize and control their learning. **"Autonomy is a situation in which the learner is totally responsible for all the decisions considered with his [or her] learning and the implementation of those decisions " (Dickinson,1987:81)**, which means that learners are no longer considered as passive recipients of knowledge transmitted by teachers. Instead a need has emerged to train learners for lifelong learning by granting them to power to take charge of their own learning enterprise.

Benson (1997) posits that autonomy is a legitimate right of the learner. He states that **"Autonomy is recognition of the rights of learners within educational systems"(Benson, 1997:27)** Benson sees that autonomy is an extension of the learner's contour of freedom where he can feel no restriction in engaging in learning activities that he himself find suitable to his potential, in deploying learning strategies that suit his learning style, and in moving through the learning tasks at a cadence that assures him efficient learning and poses no problems for him. Autonomy, in Benson's thought, is a right and a good opportunity for learners to use their creative ideas in and out of the classroom.

The advent of the concept of Autonomy has changed the traditional roles of teachers and students. It has marked a new era in the field of education where learner centeredness has been given a more extended meaning, one that exceeds mere attendance to his needs, and full assistance of his activities; it rather invest in all possible ways of enhancing his readiness and equipping him with enough tools to take full charge of his own learning. In this sense, students are rather made responsible, self-determined, and self-reliant.

I.4. Learner Autonomy Development in Education

Learner autonomy is considered as a new trend in education which gives learners the ability to direct and monitor their own learning. Before discussing the issues of learner autonomy in all its various aspects, it is necessary to know that the concept of learner autonomy is imported from the field of Politics and Moral Philosophy; it is not an educational concept originally. As it was mentioned above, the

idea of autonomy was first as a legal and Political concept which moved rapidly to be used in other fields such as education.

According to Boud (1988) in 1960, Europe witnessed a wave of political troubles which led to social radical changes. Hence, the concept of autonomy within the field of education gained an increasing interest in Europe over the past twenty years, and it has been seen as an important means to innovate both of the teaching and the learning processes.

In the 1980s, some researches started to give a great importance to language, in which language is concerned as a tool for communication since people tend to acquire it in order to express their ideas and communicate with each other. Therefore, many Educationalists and psychologists in their researches about the concept of autonomy in language learning agreed with the fact that the idea of autonomy is beneficial in Education in general and in language learning in particular. In other words, the development of autonomy in education expectedly implies better language learning.

Gremo and Riley (1995) determined the variety of significant factors and ideas related to the concept of autonomy and the extent to which those factors contributed to the development of autonomy generally in education and particularly in language learning .They made out a shortlist of the most dominant reasons for the development of learner autonomy:

- The minority right movement.
- Development of adult education.
- Increase in both of school and university population, wider access to education in many countries and development of new educational structures dealing with large number of learners.
- Development in technology.
- Increased demand for foreign languages.

The concept of autonomy in the field of language learning has been developed to move to autonomy in foreign languages learning, which is considered as an important component for creative development in communication. In the same context Benson (2007) stated that autonomy has also gained a great importance in the area of foreign language education.

I.5. Autonomy from a Psychological Perspective

The concept of autonomy plays a central and controversial role within the field of psychology. Autonomy is central in psychology regarding its role in developing the child personality and motivation. However, it is considered as controversial at the level at which the concept is often confused with concepts such as independence, separateness, or free will. Several theories in personality and social psychology have suggested that autonomy is a basic psychological need. They stress the importance of attaining a degree of personal autonomy and self-reliance.

Autonomy is generally associated with more intrinsic motivation, high self-esteem, great interest and cognitive flexibility. The sense of autonomy can be sustained in the individual when the latter starts to act from a deeply moral belief; thus, once this individual is controlled by external social forces and starts following moral values and behaviors he lacks belief in, he starts losing intrepidity and tends to quit his tasks or simply acquiesce to do them in pursue of an immediate reward or in fear of a punishment. Autonomous acceptance of moral virtues and behavior is a strong determinant of his autonomous learning enterprise.

With a regard of autonomy it is accepted that the truly good life is possible only if people are autonomously motivated by their will to take control of their own decisions. It represents the sense of volition and the desire of doing something by one's own initiative. What has been noticed psychologically is that the individual feels autonomous when he does things he enjoys or finds important and valuable to do. Therefore autonomy is a fundamental condition for the individual psychological development, in which he assumes a degree of independence and offers choice for self-direction.

The stable psychological condition of the individual depends mostly on the extent to which the environment can provide opportunities to satisfy one's need for autonomy. Evidence from researchers in the field of psychological autonomy suggest that **"when the need for autonomy is satisfied, people feel more interested, engaged and happy" (Niemiec and Ryan, 2013: 214)**, which means when people behave autonomously, their performance in any sort of activities will be better, and a level of self-satisfaction will be reached, in contrast, **"when the need for autonomy is neglected or actively frustrated, people feel more alienated, helpless, and sometimes even hostile or destructive" (Meller & Deci 2010: 41)**. In the case where the ones' motivation is controlled autonomy is likely neglected and the behavior is caused by external factors for the one's self. Controlled actions are that kind of actions which the person does with no sense of volition or willingness, which may clearly appear in their low levels of interest.

All the human behavior can be ranked from low to high levels of autonomy. The least autonomous behaviors are those that are motivated by external reward and punishment factors. The actions in this case are dependent on the presence or the absence of an extrinsic pressure or reinforcement. This affects perceiving autonomy and people's ongoing motivation; it typically undermines the sense of autonomy. However autonomy can be sustained when using rewards in non-controlling ways in which they are given unexpectedly or as an acknowledgement of competence. Therefore greater autonomy can be fostered and motivation can be enhanced when providing people with more choice opportunities, positive and noncritical feedback, and when allowing them to express opinions and make inputs.

In education in general and in L2 learning in particular, the psychological autonomy of the learner is highly affected by his affective state. His emotional

reactions towards the learning environment, his level of anxiety, self-confidence, and motivation play a dominant role in the level of autonomy the learner would show in his learning. The degree of autonomy relies on the affective state of the learner; a positive affective state, with a high level of confidence and motivation is likely to lead the learner gradually to higher level of autonomy in learning; in contrast, a negative affective state marked by anxiety, fear, or stress would cause low levels of autonomy in learners'.

I.6. Autonomy from a Didactic Perspective

Autonomy has gained a noticeable attention in all fields. In education, mainly, it has brought about a revolution that challenged traditional conceptions and definitions of learning. Despite the overarching definition of autonomy and theorists' wondering whether autonomy is realistic for L2 learners or not, researchers agreed that autonomy develops simultaneously with the acquisition of learning strategies. As noted by Griffiths (2013), **"... strategies are important elements of learner autonomy, since it is by using strategies that learners are able to become autonomous"**. Using different strategies enable learners to reach the level of autonomy needed.

Oxford (2003, 2008) confirmed the interrelationship between autonomy and learning strategies as she states that **"autonomy, like agency, contributes to the use of learning strategies, and use of strategies also strengthens autonomy." (Oxford, 2003: 81)** Where she emphasized that learning strategies are steps taken by students to enhance their own learning, these strategies are important for language learning; learners who use learning strategies are frequently described as "autonomous" or "autonomy-seeking". This means that the learner is required to choose autonomously the learning strategies that serve his needs. **"Successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task" (Chamot & Kupper: 1989: 13**). The authors confirm that successful learning outcomes depend mainly on the use of strategies that work in harmony and serve each other. However the level of awareness of the learner and the task requirements affect directly his choice of strategies.

An autonomous learner is that sort of learner who is able to select carefully his learning strategies, to make his learning easier, more self-directed, more effective, and even more enjoyable. According to O'Malley and Chamot (1990) autonomous **"learners can easily explain the strategies they use and why they employ them"**. This shows that the high level of awareness and self-direction the autonomous learner has enables him to explain the strategies he uses during his learning, the relation between those strategies, and also the reasons behind each.

Learner autonomy took a crucial role in learner-centered classrooms where the learner is supposed to take responsibility for his own learning, assume a degree of independence in making decisions, and acquire a lifelong learning using the

appropriate learning strategies**. "Learning strategies enables students to become more independent, autonomous, lifelong learning" (All-wright, 1990; Little, 1991)**. This confirms the role learning strategies play in forming independent autonomous learners.

"Yet students are not always aware of the power of consciously using L2 learning strategies for making learning quicker and more effective" (Nyikos & Oxford, 1993). Nyikos and Oxford claim that the majority of students are lacking awareness about using the appropriate learning strategies that facilitate their learning and make it quicker and more effective. At this level comes the teachers' role to raise their students' awareness and enable them to use the appropriate strategies that serve their needs. Teachers are required to find out about their students' learning styles as the first step. Students differ in their preferences in which they can be classified into four types which are: visual, auditory, kinesthetic "movement-oriented", and tactile "touch-oriented". These learning styles are defined as the physical learning channels with which the students find his comfortable spot. This directly affects their level of autonomy.

I.7. Autonomy as a Desirable Goal in Language Learning

Since 1981, Autonomy has been considered as desirable goal in language education. Many Educationalists, Scholars and researchers in the field of language teaching and learning believe that learner autonomy is a very necessary component of successful learner. As said by Benson and Voller (1997)

> **It is not an easy task to write critically about learner autonomy in language learning. Principally because autonomy seems such an unquestionably desirable goal**.

> **(Benson and Voller, 1997:39)**

Furthermore, the concept of learner autonomy in language learning becomes increasingly an ultimate goal in education. It has been understood as the gradual shift of the learning process from the teacher's control to the learner's. Autonomy gives the learner the opportunity to assume more responsibility about his/her learning because when the learner gets involved actively in the learning process, he reduces his reliance on the teacher. Many different researchers describe autonomous learners as good learners who learn better than learners who sit passively waiting for the teacher to provide them with knowledge.

Learner autonomy has gained ground in language classroom as an important asset sought after. According to some educationists, there are certain historical grounded factors which stand behind this fact. Up to Cotteral (2000) autonomy has become a desirable goal for three reasons: philosophical, pedagogical, practical.

I.7.1. Philosophical Rationale of Autonomy

The philosophical rationale is the first reason behind considering autonomy as a desirable goal. The idea is that the learner is free and has the right to make choices regarding to his/her own learning. This means the learner can make decisions not only about learning a particular language, but also in dealing with other subjects. According to Cotteral (2000) many writers emphasized the importance of preparing individuals for smoothly changing in the future. This preparation for independence in learning will be an integral part of effective functioning in society simply because learners who make their own choices will not become victims of others' choices, so providing learners with help in getting autonomous in their learning can increase their life choices and shape their personalities and direct them to the right path.

I.7.2. Pedagogical Rationale of Autonomy

Improving learner autonomy can also be explained pedagogically. Learners have to consider themselves as an important part in the teaching and learning process. Adult learners, in particular, feel more secure in their learning as they can learn more effectively when they participate in making decision about the pace, sequence, and the mode of instruction. This can be understood by taking part in all decision making related to learning, having a role in the content design and course progression, and choosing the right methods and techniques which lead them to their overall objectives, because when learners are involved actively in the classroom, they can easily realize their learning styles and make decision about the nature of the content being taught as well as what is going to be taught. In the same context Candy (1991) stated that learning is effective when learners are involved in making choices and decisions about the content and the mode of what they are studying. (Candy, 1991:24)

I.7.3. Practical Rationale of Autonomy

The practical rationale is the third reason behind autonomy; it is considered as a serious problem that any teacher may face in the classroom. Because the teacher may not be always available to assist each and every learner due to some factors such as the large number of students which lead to the overcrowded classes. For teachers, managing a classroom is not that easy task, they should have an ability to control and organize the whole class in order to satisfy all learners' needs and preferences, so learners need to acquire the ability to learn on their own. To a certain extent, learners might not always have access to the knowledge delivered by the teacher, as well as to the quantity and the quality of individual instruction they need in order to become proficient in the language. Coterall (2000) says: **''learners become more efficient in their language learning if they do not have to spend time waiting for the teacher to provide them with resources or solve their problems.''**

To sum up, learner autonomy has been increasingly seen as a very important component in education, thus many researchers and educators denoted it as an important goal of the learning activity and one of the most important issues that

determines whether an individual reaches his potential or falls short of aims. So learner autonomy is considered as a desirable educational goal of today, and especially in higher education and language learning proficiency.

I.8. Learner Autonomy and Language Proficiency

Nowadays, acquiring a second or a foreign language has become a principal goal in people's lives. Educational research has emphasized the need for students to take a sort of responsibility and direct their own learning. Accordingly, many educationalists and experts agree with the fact that learner autonomy should be taken as a desirable educational aim for student to master the target language. To be proficient in a target language or in learning English as a foreign language in specific, is to be able to speak the English language with sufficient structural and vocabulary accuracy and with enough fluency to get involved and to participate effectively in most conversations on practical, theoretical, and professional topics. The improvement of English language proficiency is highly contingent on the development of autonomous learning.

Language proficiency and learner autonomy are similarly concerned as two of the terms which are regularly used but somehow difficult to be understood or explained even if both of them are referred to as the principal aim in education in general and to language learning in particular. Briére(1972) defines language proficiency as **''the degree of competence or the capability in a given language demonstrated by an individual at a given point in time independent of a specific textbook, chapter in the book, or pedagogical method'.** *(Briére 1972: 332)* However the association for academic language and learning AALL (2007) rather characterize proficiency in relation to its communicative significance as **''the ability of student to use the English language to make and communicate meaning in spoken and written context''** **(2007:1).**

According to Benson (2001), autonomous learning is highly more effective than non-autonomous learning and the development of learner autonomy implies better language learning. This is one of the prominent hypotheses which almost all research in the domain of learner autonomy is based on. The relationship between learner autonomy and language proficiency has been largely explored by several researches. Many researchers in the field of education confirmed that the development of learner autonomy support the development of language proficiency, this idea has been tested by many educators such as Little (2003) who said that

> **The development of learner autonomy and the growth of the target language proficiency are mutually supporting and fully integrated with each other.**
>
> **(Little, 2003:14)**

Examining the relationship between learner autonomy and language proficiency has become a critical issue in recent years, researchers are increasingly starting to determine that there is an intimate relationship between the two terms. According to Corno and Mandinach (1983) learner autonomy can effectively help to promote the

language proficiency of the learner and concluded that autonomous learners were learners of high language proficiency. Ablard and Lipshtulz (1998) also pointed out that high-result student applied different autonomous tools. It is very important for teachers to know the level of their learners'autonomy and to what extent the concept can affect their language proficiency. So improving learners' EFL proficiency depends on the development of their independence on learning. Most of teachers have the desire to develop a certain degree of autonomy in their learners to reach an effective level when acquiring a foreign or second language.

It is no exaggeration to say that autonomy is tightly related to English language proficiency, automatically when learners show a sort of development in their autonomous skills, their English language proficiency will be absolutely improved, this kind of learners are characterized as independent learners who can study English by themselves. Contrary to this idea, some learners lack autonomous skills; in other words, they are dependent learners who need teachers' help in studying English. For that reason, teachers' concern is to find out effective strategies and methods to improve and develop learner autonomy.

I.9. Developing Learner Autonomy

Developing learner autonomy requires how to develop learners' involvement in the learning process, but it is a bit complex and sometimes seems as a difficult process. Learners need to be exposed to a wide range of effective useful learning activities to become autonomous learners, and should also have the opportunity to evaluate and reflect on the outcomes of their learning, because more successful learners are those who take on responsibility and direct their own learning. In doing so, teachers must help them by reflecting on the meaning of the concept as well as guide and direct them to be proficient in language learning. This view is further supported by several studies.

One of most misconception concerning the concept of learner autonomy is that autonomous learners learn by themselves without the teacher's help and guidance. According to Little (1994) giving independence to learners does not mean abandoning your responsibilities as a teacher and having no role to play in the language classroom. He puts forth that **"Learner autonomy does not rise as spontaneously from within the learner but develop out of learner's dialogue with the world to which he or she belongs." (Little, 1994:431)**

For learners to become autonomous they need the teacher support because developing learner autonomy means developing a wide range of academic, rational and personal skills. Teachers are required to overcome learners' barriers to reach the aims and objectives. For this reason, the main role teachers should play in developing learner autonomy is training learners to become responsible and get more involved in their learning. Voller (1997) claims that in autonomous learning. The teacher's role is

that of a facilitator, a counselor or a resource. As a facilitator, teacher's role consists in managing the activities in the classroom and create a collaboration relationships among learners; as for counselor, the teacher is supposed to show learners how to select the most suitable learning strategies; and as a resource, he is supposed to develop learners' awareness of the different learning strategies provided to them in order to adapt them to the appropriate learning materials.

The idea of promoting learner autonomy has been largely explored by several researchers. To become an independent learner who holds on responsibility for his own learning is not that easy task. Learners have to go through stages under the help and the support of the teacher to reach the level of autonomy. These stages are illustrated by Scharles and Szabo (2000) as follows: raising awareness, changing attitudes and transferring roles.

I.10. Stages of Autonomy Acquisition

In autonomous classrooms, both teachers and learners are likely supposed to have a degree of freedom and comfort to interact constructively with each other within the learning community. Fostering learner autonomy has been elaborating an essential concern to be concentrated on; it requires independent learners who have the ability to take charge concerning all the aspects of their learning, alongside with teachers who are ready to play different roles to raise their students' sense of autonomy. According to Sharles and Szabo (2000) there are some essential stages that should be taken into consideration in order to build an autonomous classroom.

I.10.1. Raising Awareness

Raising awareness is the first step to be taken towards developing the sense of responsibility in learners'. In this phase students do not feel responsible, so the teacher's function is to make his students fully aware of their own responsibilities and duties. He has to stimulate his learners to be critical thinkers in order to make judicious judgments. He also has to discard that sense of learner passivity from his repertoire and stop thinking that learners are not responsible and that they only receive the knowledge delivered from the teacher which makes them passively involved and over-reliant on the teacher. Therefore, the teacher has to reduce this over-reliance through communication other effective methods. This is better than keeping spoon-feeding as one method in teaching. Teachers would better look for change in their way of teaching and in their way of optimizing their students 'attitudes.

I.10.2. Changing Attitudes

This stage aims at preparing learners to be, to a certain extent, independent from the teacher. Learners' motivation, their desire to learn, and the beliefs they hold about themselves and about their learning, all these are the basic requirements for developing autonomous learning as well as language proficiency. However, the problem is that changing learners' attitude towards education in general and English

learning in particular is not as easy as it may seem. Changing someone's perspectives about what he has already believes in is relatively difficult, and also learners may have a sort of stubborn minds. Nonetheless, the teacher's role is to make an effort to change learners' negative attitudes and convincing them that responsibility for English learning falls on them not entirely on the teacher as they generally hold. This can drive them gradually responsible and ready to play new kinds of roles in the classroom.

I.10.3. Transferring Roles

After raising learners' awareness and changing their negative attitudes, there comes the last stage of developing learner autonomy which revolves around role transfer. It is the phase of implementing the change. It tends to show whether the previous stages worked effectively or not, for the teacher in this stage is supposed to give his students much more freedom than they used to do. By doing so, he will make students ready and able to accomplish tasks, decide about materials and even decide about self-evaluation which helps the student becomes self-reliant in the learning process.

To sum up, the teacher has a decisive role in developing learners' autonomous skills; he can create a sort of independence in learners' personalities by motivating and supporting them to take on more responsibility in language learning and more precisely in English language learning. Promoting the sense of independence in learners is effective not only in learning English but also in dealing with other fields and subjects and even in real life. Autonomous learners are those motivated learners who set their goals and work actively to achieve their objectives to serve both themselves and the society.

I.11. Theories for Promoting Learner Autonomy

Learner autonomy as an educational concept sheds light on the principles of self-regulated learning that acknowledges the learner's own responsibility in the learning process. Hence, the role of the teacher in enhancing autonomy in learners' is said to be undoubtedly pivotal. With the purpose of finding out about efficient ways of promoting learner autonomy, several languages teaching theories have been put forward by many researchers in the field of education. They are mainly meant to increase independent learning. Among those researchers is Esche (2010) who describes the promotion of learner autonomy as:

> **The provision of circumstances and contexts for Language learners which will make it more likely That they take charge at least temporarily of the whole or part of their language learning program , and which are more likely to help rather than prevent learners from exercising their autonomy.**
>
> **(Esch, 2010: 37)**

Learner autonomy is a changeable capacity that can be suppressed as it can be improved to reach effective achievements; this can be pursued through theories of promoting learner autonomy which are generally referred to as the pedagogical strategies for autonomy. In order to help learners enhance their autonomy, a wide range of out-of-class and in-class theories are made by proponents and practitioners of learner autonomy, which are effectively selected for the purpose of developing learners' autonomous skills. Benson (2011:125-126) identifies six different approaches to fostering learner autonomy: resource-based, technology-based, learner-based, classroom-based, curriculum-based and teacher-based approaches. However the two first approaches are out-of-class strategies and the other four refer mainly within a classroom context.

I.11.1. Resource-based Approach

Resource based approach is a pedagogical approach which involves in-class strategies that aim at promoting learner autonomy. The availability of this approach is very important in language classroom, it is the responsibility of the administration to provide resources to test the interaction of learners with these kinds of resources and how they can develop learners' ability to take control of their learning. Resource-based approach is mainly based on creating opportunities for learners to be responsible for their learning.

I.11.2. Technology-based Approach

Technology- based approach is the second approach which involves out-class strategies. It aims at supporting learners to be self-directed and self-reliant, since the widespread of technology helps greatly in facilitating the second and foreign language acquisition. Technology-based approach becomes an important fact on today's language instruction that promote learner autonomy.

I.11.3. Learner-based Approach

According to Benson (2011: 154) the general focus of Learner-based approach is on the learner. He tends to insist on theories that connect learner training and learner autonomy development. In learner-based approach, there should be a move from teacher-directed teaching environment to learner-directed learning environment; thus, learners must be given the opportunity to take more and more control of their learning. Bearing such responsibility prepares the learner to be active and productive at the same time because learners who assume responsibility and are in charge of their learning are more likely to learn better. By doing so, teachers will increase a sense of motivation in their learners. Theories for learners' development seek to provide learners with strategies to promote control over their learning management.

I.11.4. Classroom -based Approach

Classroom-based approach, according to Benson (2011), is referred to as the theories that aim at promoting learner autonomy by transferring responsibility and

incorporating learners in the decision-making processes concerning their everyday learning context and procedures. In fact, involving students in the organization and planning of the learning content is likely to help learners create a sort of positive rapports with one another. This can make students feel that they are learning in a supportive learning environment which determines their goals and needs, and it is the learner's duty to find out and obtain those needs either individually or cooperatively.

I.11.5. Curriculum -based Approach

According to Benson (2011) curriculum-based approach refers to those theories which attempt to involve learners in decision making processes at the level of the curriculum. This means that teachers tend to encourage their learners to choose the suitable effective learning content and methods. According to this approach, the content of learning should emerge in the classroom through peer or collaborative work. Proponents of this approach agreed with the fact that allowing learners' choice can facilitate learners' decision making.

I.11.6. Teacher-based Approach

Teacher-based approach has received an increasing amount of attention in the field of education recently. The process of conceptualizing the teacher's role is an integral change that is so necessary for a smooth adoption of the new approach.   On the one hand, the teacher has to change his role from knowledge provider to other types of role such as that of a facilitator, an adviser, or a counselor; on the other hand, the teacher himself should be autonomous and engage in the process with learners because only he who is independent enough can inspire independence among his student. Thus, promoting learner independence is a process which involves the teacher support and training.

To conclude, language teaching has changed now. It is not like before. Many language teachers would agree that autonomy is a good idea in theory, but somehow idealistic as a goal in language teaching in practice. It was concluded that autonomous learning could occur when the teacher assumes the role of facilitator sustaining learners to build self-responsibility, self-confidence and self-direction. As for learners, they should not be lacking some psychological factors such as motivation. They are required to be motivated learners in order to succeed as autonomous learners.

I.12. Learning Styles and Learning Strategies

Learning styles are defined as the general approaches the student use in acquiring a new language. These styles are **"the overall patterns that give general direction to learning behavior"(Cornett, 1993: 9)**.

Students differ in their styles, Schmeck (1988) insists on the need of discovering the students' different learning styles, respect these differences benefit from their strength points and strengthening their weaknesses. Discovering the students' learning

styles from an early stage and helping students to identify their learning preferences make learning more effective. Schmeck claims that,

> **In education, if we understand the styles of individual students, we often anticipate their perceptions and subsequent behaviors, anticipate their misunderstanding, take advantage of their strengths, and avoid (or correct) their weaknesses.**
>
>   **(Schmeck, 1988: 7)**

Alongside with these learning styles, the student uses learning strategies to make his learning more effective. As pointed by Ehrman and Oxford (1996) **"when left to their own devices and if not encouraged by the teacher or forced by the lesson to use a certain set of strategies, student typically use learning strategies that reflect their basis learning styles."** This implies that students subconsciously tend to use strategies that fit and serve their learning styles if they were not obliged to use ready-made learning strategies. This confirms the assumption that learning styles and learning strategies are dichotomous. They make up, together; the most essential factors that show the manner and the efficiency students use to learn a foreign language.

Categorizing learning styles can be made on basis of various dimensions in L2 learning. Ehrman and Oxford (1996) cited four major dimensions which can help classifying learning styles in ways that ease understanding, discovery, and satisfaction of the different students' inclinations. Those criteria of classification are of four major types: sensory, personality, generality-inclined, and biological.

I.12.1. Sensory Preferences

Sensory preferences refer to the ways in which the student prefers to get and process information. Four types of learner are accordingly distinguished: the visual who learns best by seeing, the auditory who learns best by hearing, the kinesthetic who prefers moving and doing while learning takes place, and the tactile who rather learns by touching or holding.

I.12.2. Personality Types

Personality-based categorization is another dimension that is important for L2 learning. Students' personalities can be classified as extroverted, introverted, sensing-sequential, thinking, and closure-oriented. An extroverted person is the one which prefers interaction with the external world; an introverted is the one who prefers solitude and who is rather intuitive, random and prefers to guide his own learning. A sensing-sequential person tends to seek after guidance and specific instructions from the teacher while a thinking learner is the one who is logical and make conclusions based on reasons, facts, and feeling tend to make conclusions based on feelings and general impressions. The last personality type dichotomy brings together the closure-

oriented which represents the student who wants to reach judgments quickly and the open student who prefers to stay available for continuously new perceptions.

I.12.3. Desired Degree of Generality

In which students can be classified into global who prefer to look at the whole idea or event or analytical where students like to look at the part of an event or idea. A remarkable difference can be noticed between the two types of students, the global or holistic students tend to focus on the main idea or the big picture, and they prefer to be parts of communicative events in which they can emphasize the main idea of a certain topic. This kind of students tends to avoid analyzing the grammatical features and drive guesses from a context, they are not bothered from incomplete information. In contrast the analytic students try to concentrate on details because of their high levels of precision. This kind of students is more careful; they deeply focus on grammatical details, avoid free flowing communicative activities and make guesses from a context unless they are based on accurate bases. A balance between generality and specify could be so useful for L2 learning classes, so teachers are required to make corporative learning atmosphere between the two kinds of students.

I.12.4. The Biological Differences

In the biological respect, students differ in their biological make-up, which may affect their performance. Yet, the biological aspects of L2 learning are often forgotten, which requires teachers to use the needed accommodations and compromises to meet the students' differences. Differences in L2 learning styles can be related to biorhythms, sustenance, and location. Biorhythms reveal the times of the day when student feel good and perform his best. Students can be categorized as morning people, afternoon and night students, so their motivation and will for learning can also differ. Sustenance refers to the need for food or drinks while learning, where some students, where some students enjoy learning and feel highly motivated in contrast others feel destructed about this. Finally Location involves the nature of environment: temperature, lighting, sound and even the rows on the classroom setting. Students differ widely with regard to these environmental factors which should neglected for the major effect they have on the levels of interests and motivation of the students.

So to conclude, strategies are not considered good nor bad until it shows improvement in enhancing students' performance. Oxford (1996) confirms that a learning strategy is useful if the following conditions are present: first, the strategy relates well to the L2 task at hand, second, the strategy fits the particular students' learning style and preferences to a sufficient degree; third, the student employs the strategy effectively and links it with other relevant strategies. This confirms the interrelationship between learning styles and learning strategies.

Following the correspondent styles and using the appropriate strategies increase massively the sense of autonomy in students'. Teachers, who assess their

students' use of learning styles and strategies, are subconsciously acquiring their students a level of independence in taking decisions, enabling them to be self-reliant, and therefore become autonomous.

I.13. Acquiring Learners Learning Strategies

For decades, researchers have agreed on the idea that effective learners are typically aware of their strategies of learning, can judge the effectiveness of these strategies, and can choose strategies well (Chamot & O'Malley. 1996; Cohen. 1998; O'Malley & Chamot. 1990; Oxford. 1990). Learning strategies have been the subject of research for the key role they play in drawing on learners' conceptualization of autonomy and linking between learner autonomy and successful outcomes. They are believed to enable learners to take a degree of responsibility for their own learning, learn, develop, and use strategies autonomously to manage their own learning and improve their competence in acquiring a foreign language.

Strategies are generally signs of learner autonomy. According to Oxford (1996), strategies can be seen in a deep sense, as "learning strategies" if they are consciously used to learn and retain the information rather than to be used as a tool to pass a test or get through an assignment. In order to acquire learners learning strategies, teachers are required to design, adapt and apply effective teaching methods to improve the use of learning strategies. Learners, then, become able to develop a control over their learning experience, take charge of their own learning, and consequently increase their autonomy in learning. Learning strategies can also be acquired in an independent language learning setting out of the teacher's aide, in such settings, learners often develop skills for learning independently, exercise more responsibility for their learning, and therefore reflect a move towards more learner-centered approaches and higher levels of autonomous learning.

The classification of learning strategies has been carried out over the last years in the field of language learning, the most current taxonomies are one authored by Rebecca Oxford (1996) who made a primary distinction between direct/primary strategies and indirect/support strategies, and another taxonomy put forth by O'Malley, küpper, Chamot and others which comprises the three categories of strategy including the metacognitive, cognitive, and socio-affective scheme that are based on the cognitive theory (Liu . 2008).

The proliferation of meanings of strategies does not necessarily mean that they differ in nature (Griffiths, 2004), they; otherwise, differ in their classification and survey's aims according to the researcher's views. Yet O'Malley and Chamot questioned Oxford's extended listing of the strategies claiming that it was **"far removed from any underlying cognitive theory"**. **(O'Malley and Chamot, 1990: 103)**

Oxford's (1990) contribution in the field of strategy was mainly oriented to explore the influence of gender, motivation on the broad goal of communicative

competence, in which she declares, **"development of communicative competence requires realistic interaction among learners using meaningful, contextualized language learning strategies"** **(Oxford, 1989: 235)**. Oxford (1989) also confessed that the metacognitive, cognitive, and socio-affective taxonomy of strategy use derived from O'Malley and his co-workers is among **"the most widely known language learning strategy classification systems"** **(Oxford & crookall 1989: 406)**, which will be explained in the following section.

I.13.1. The Metacognitive Strategy

Cognition is a term used to refer to the mental activities that are deployed in the processing of data; metacognition, however, comprise thoughts and stratagems deployed to manage data processing to ensure economical and efficient learning. Metacognition consists of two dimensions: one that has to do with knowledge and another relating to the control the learning process. **"Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed" (O'Malley et al. 1985b: 560-1)**. It means that learners are supposed to gain knowledge and think about their learning while they are planning, monitoring and evaluating it. Holec (1987) argued that it is the use of metacognitive strategies that distinguishes learners who are consumers of language courses from those who are actively involved in their own learning programs and who are self-directed, and thus autonomous in learning.

I.13.2. The Cognitive Strategy

The cognitive strategy refers to the separate learning activities which learners basically use to control the input or use a certain skill to complete a particular task (Holden. 2004; Meang. 2006; Griffiths. 2004; Azumi. 2008; Martinez. 1996). According to O'Malley and Chamot (1990) cognitive strategies are strategies that **"reflect mental manipulation of tasks" (O'Malley and Chamot, 1990: 21)** such as separating and analyzing. It comprises the bulk of steps and operations used in learning, problem-solving and activities which require direct analysis, transformation and synthesis of learning materials and are meant to enable learners to understand and produce new language by many different ways. Cognitive strategy use is intended to enhance comprehension and acquisition. Examples of cognitive strategy include guessing meaning from context.

I.13.3. The Social and Affective Strategy

The social and affective strategy: often referred to as socio-affective strategy was identified in the cognitive psychology literature. It has a remarkable contribution in cooperative learning. It refers to the strategies learners use to learn by interaction with their classmates and the questions the teacher asks to enable them to understand the target subject or remove or lower their anxiety. It **"represents a broad grouping that involves either interaction with another person or ideational control over**

affect" (O'Malley & Chamot. 1990: 45), which requires working with peers to solve a problem, share information, or to get a feedback on a task, or for repetition and clarification. Affective strategy use can be used by self-talk or increasing confidence levels and reducing anxiety **"by using mental techniques that make one feel component to do the learning task" (O'Malley & Chamot.1990: 45).**

I.14. Conclusion

      Taking a move towards learner-centered approaches in foreign language learning classes, and erasing the traditional learning practices applied in schools nowadays, cannot be reached unless autonomy is applied in learning. Despite the great deal of research on promoting autonomy in foreign language learning, it is still a great challenge to create a learning environment that enhances autonomy among learners and develop their sense of self-direction for the reason of their different beliefs, aims, perspectives, and levels of interest in acquiring a foreign language, the English language in our case.

      The present chapter has been aimed at giving a general idea about the concept of learner autonomy starting from its emergence and development in the field of education to the relation between learner autonomy and language proficiency and theories for promoting and developing learners' autonomy. It also deals with its psychological and didactic dimensions, and shed light on the need for fostering learner' styles and acquiring them learning strategies to help them become autonomous in their learning, and therefore apply autonomy in foreign language learning.

Chapter Two

Chapter Two

Practical Views of Autonomy

II.1. Introduction

To carry on the present research a practical framework has been designed for the sake of gaining insights about learner autonomy and how it can be enhanced among university students. To gather relevant data and guiding information, two investigation tools have been used: a questionnaire for university students of English and an interview for teachers at university of Tiaret. This chapter is an attempt to shed light on the phenomenon of learner autonomy starting with gathering learners' different opinions and the teachers' views about this phenomenon, to gradually work on enlightening the students' understanding of the concept of learner autonomy and enhancing their sense of independence using different strategies to reach the ultimate goal of becoming autonomous learners.

II.2. Observation

The lack of independence in English learning classes has been considered as a serious problem. What has been noticed in the English classes is that most of students do not take responsibility for their own learning. The majority of them tend to be passive learners who do not bother themselves to take part in the learning process. They show total reliance on the teacher while the latter remains the most dominant agent in the classroom. Teachers are usually taking all the decisions, playing the different roles, and controlling students' learning, which is not reassuring for serious and effective learning. Autonomy should rather be adopted as a solution to reduce learners' over-reliance on the teacher, as it is an important key for learners to become a self-directed, motivated and independent. Several researchers have emphasized how the role of the learner is important in the language learning, which made educationists' focus shift from the teacher to the learner. This can be achieved by involving learners and helping them acquire more and more autonomous behaviors, which is the focus of this research.

II.3. Hypotheses

It has been put forth right since the first steps of the present investigation that a foreign language learner can get to the stage of autonomy if convinced of its promising yields, equipped with infallible metacognitive strategies and encouraged to carry on autonomous learning enterprise. The first assumption assumes that teachers and learners may not be aware enough of the concept of learner autonomy, then autonomy can be enhanced among foreign language learners by teaching them metacognitive strategies of learning and helping them to discover their learning preferences. And finally, autonomy can be sustained among foreign language learners through positive feedback and constant encouragement.

II.4. Research methodology

As a preliminary step towards achieving a reliable objective piece of research, both qualitative and quantitative tools of investigation have been deployed. The quantitative method crystallizes in a questionnaire administered to students from the three LMD levels

of English and meant to collect analyze data relevant to students' conceptions of autonomy in learning while the qualitative will be through an interview submitted to a group of English teachers to elicit their views about the phenomenon and the ways it can enhanced to serve learners.

II.4.1. The questionnaire

The first tool of investigation of this research work is an online questionnaire, for the flexibility it shows in collecting a large amount of data, opinions and views from a large number of respondents, where respondents are given a ample chance to express their minds freely and anonymously about their interaction with English as a foreign language, the obstacles they face and their views about autonomy. Because of the preventive measures imposed lately and the obligatory quarantine condition because of the virus (covid19), an online questionnaire has been used for its practicality and validity, so the respondents are given an extra time to reply, the questions are made the simplest and the clearest, which is believed to facilitate the procedure for the students from different levels.

II.4.1.1. The questionnaire sample

The present questionnaire is submitted to English students. It is a combination of the three types of questions: closed-ended that contain a definite set of answers to choose among them, open-ended ones which require more thoughts and more than a simple one-word answer as a chance to express their minds freely, in addition to multiple choice questions which give the respondent the opportunity to select the appropriate answer among a variety of choices.

There are eighteen questions; the questions are divided up into three sections: the first one has to do with information about students' gender, level, and to what extent they are ready to take charge for their own learning. The second tempts to investigate students' understanding and attitudes towards the concept of autonomy, the conscious levels among students and the responsibility shared between the teacher and the learner in the language classroom. The third one targets at out-of-classroom learning activities and the strategies used by learners to enhance their autonomous skills. Each question has its own objective.

II.4.1.2. Pilot study

The questionnaire is introduced to a group of classmates and some students from different levels to check the clarity of the questions.

The respondents show positive reactions towards the questionnaire as a proof of the absence of ambiguity and the clarity of the questions of the addressed questionnaire. The respondents understood all the questions and were able to respond easily to them, so the questionnaire is ready to be administered to the rest of the sample.

II.4.1.3. Questionnaire results

Question one: Are you male or female?

Gender	Number of participants	Percentage
Males	58	57,4%

Females	43	42.6%

Table 1: students' gender
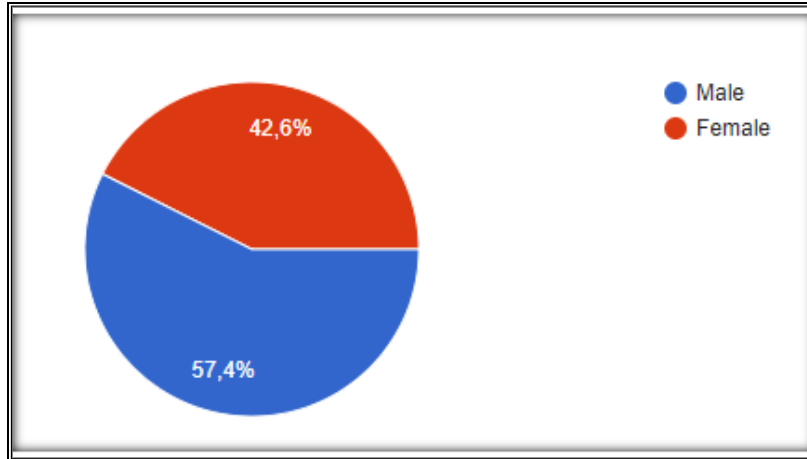
Figure 1: Representation of students' gender

The number of males who responded to this questionnaire is 58 which make them 57,4 % of the total number of respondents, and the number of females is 43 representing 42,6 %; 9 participants, however, have not mentioned their gender.

Question two: Your age is:

Age	Number of participants	Percentage
18-20	16	15.1 %
21-25	58	54.7%
26-30	23	21.7%
30-40	6	5.7%
+40	3	2.8%

Table 2: Students' age
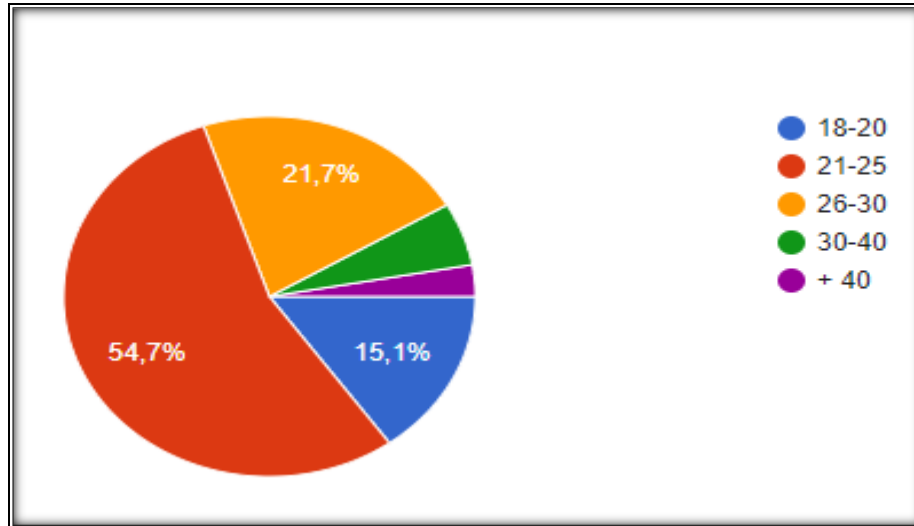
Figure 2: Representation of students' age

The number of respondents aged between 18 and 20 is 16 participants with a percentage of 15,1% from the total number, and 58 of them are in the age between 21 and 25 years old which make them 54,7%. The percentage 21,7% represents the ones aged between 26 and 30 which make them 23 respondents, while 6 of them are between 30-40 showing 5,7 %; finally 3 respondents are older than 40, representing 2,8%.

Question three: What is your level?

Level	Number of participants	Percentage
L1	11	10.5%
L2	11	10.5%
L3	27	25.7%
M1	16	15.2%
M2	34	32.4%

Table 3: Students' level
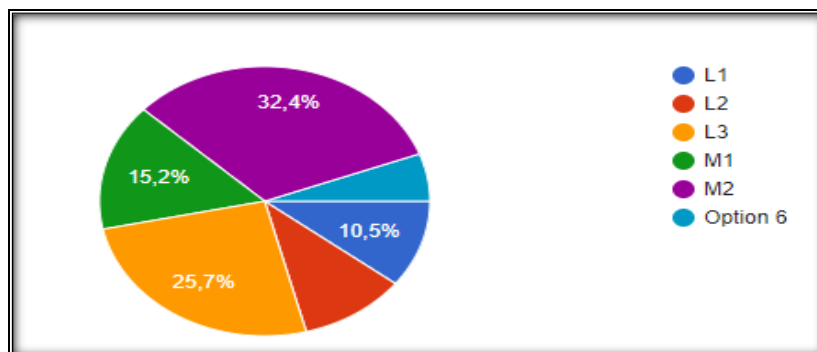
Figure 3: Representation of students' level

The first and second year respondents are 11 students in each level, representing 10,5 % for each category; third year students are 27 students taking 25,7% from the whole percentage. Master one students are 16 which make them 15,2 %, however master two students make the largest number with 34 respondents, which represents 32,4%. 6 respondents have not mentioned their level.

Question 4: Are you satisfied with your selection of the specialty?

Answers	Number of participants	Percentage
Yes	88	84.6%
No	16	15.4%

Table 4: Students' attitudes towards their selection of specialty
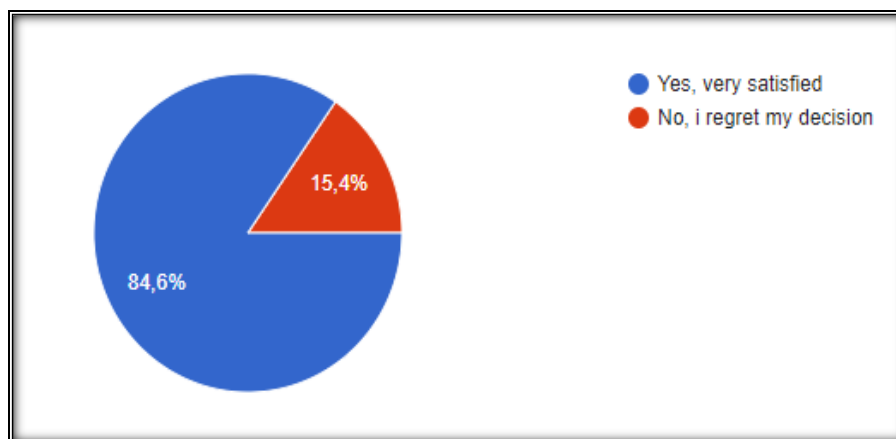
Figure 4: Representation of students' attitudes towards their specialty

84, 6% (88 respondents) answered that they are satisfied with choosing to learn English at university, while 15,4% (16 respondents) declared their regret of choosing the specialty.

Question 5: How do you consider your level at English?

Answers	Number of participants	Percentage
Very good	13	12.3%
good	53	50%
average	38	35%
Weak	2	1.9%

Table 5: students' level at English
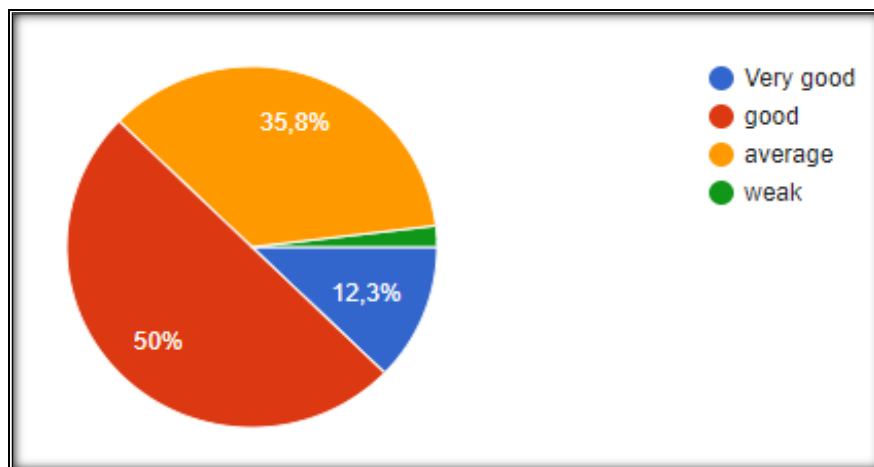
Figure 5: Representation of students' level at English

12,3% (13 respondents) consider their level of English very good, 53 informants representing 50% of the total number see their level good, while 38 of them with a percentage of 35,8% find their level average. And finally 1,9 % (2 students) consider their level at English weak

Question 6: Do you prefer to learn English:

Answers	Number of participants	Percentage
By yourself	52	49.1%
With the help of the teacher	44	41.5%
With the help of your classmates	10	9.4%

Table 6: Students' preferable ways to learn English
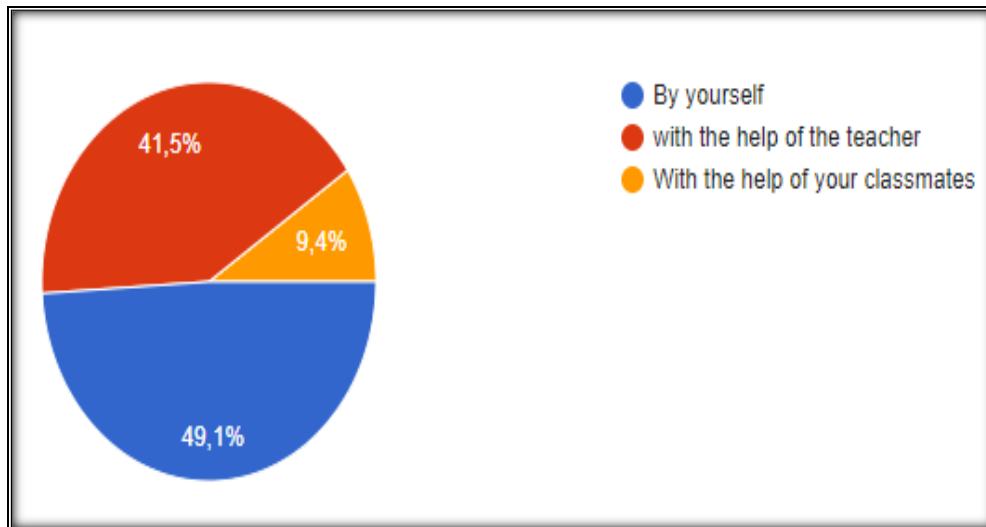
Figure 6: Representation of students' preferable ways to learn English

49,1 % (52 informants) prefer to learn English on their own, 41,5% prefer to learn it with their teachers' assistance, and 9,4 % (10) of them prefer learning with their classmates.

Question 7: Do you prepare the learning activities before coming to the school?

Answers	Number	Percentage
Always	14	13.2%
Sometimes	44	41.5%
Rarely	31	29%
Never	17	16%

Table 7: students' pre-classroom activities
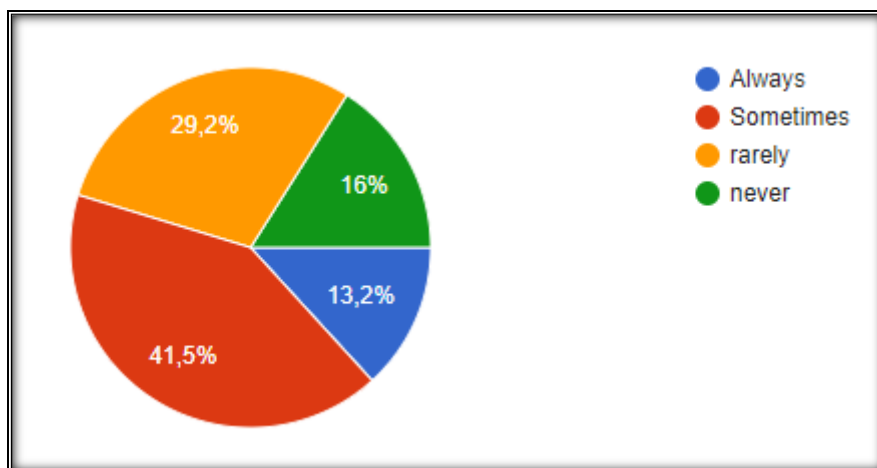
Figure 7: Representation of students' learning activities

13,2% (14) affirm that they always prepare their learning activities before coming to school. 41,5 % (44) say that they sometimes try to. 29,2 % (31) report that they rarely do, while 16%(17) declare that they never do.

Question 8: How often do you learn English outside the classroom?

Answers	Number of participants	Percentage
Very often	36	34%
Sometimes	47	44%
Rarely	18	17%
Hardly ever	5	4.7%

Table 8: Students' practices outside the classroom
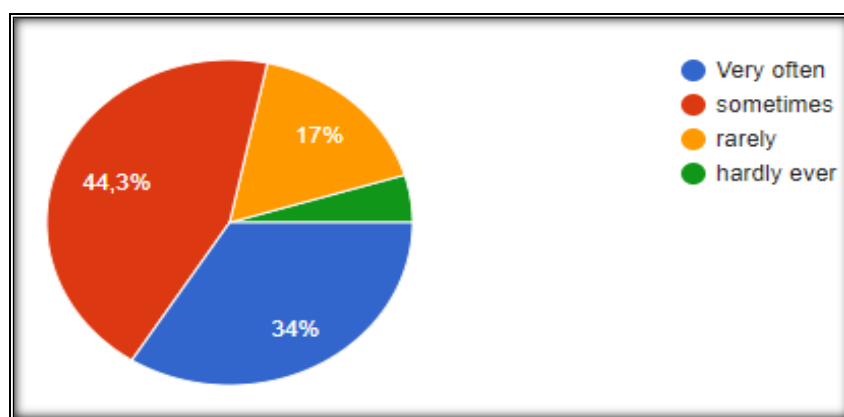
Figure 8: Representation of students' practices outside the classroom

34 % (36) confirm that they very often try to learn English outside the classroom, and   44,3 % (47) sometimes try to; 17 % (18) with a rare possibility for trying, and 4,7 % (5) declare that they never try.

Question 9: When the English class ends you:

Answers	Number of participants	Percentage
Do further research	22	21%
Do the assignments given by the teacher	38	36%
Both	14	13.3%
Neither	31	29.5%

Table 9: Students' attitudes towards assignments
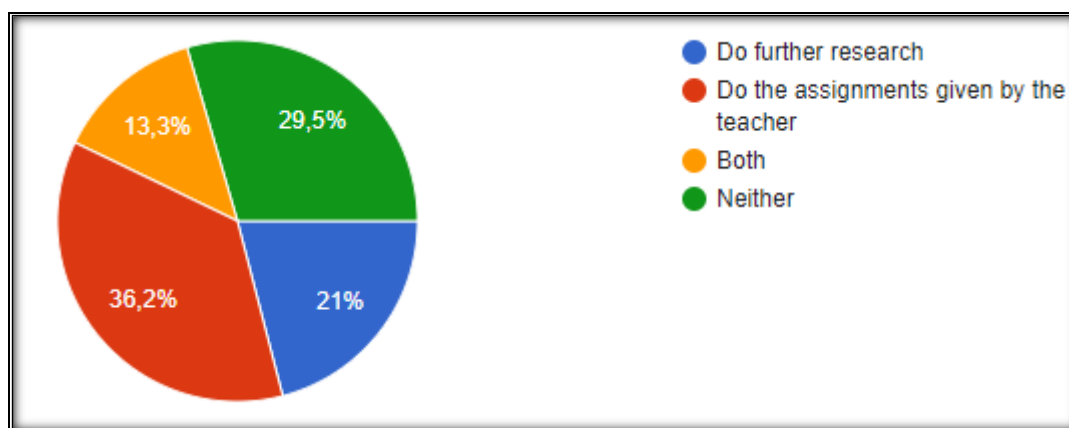
Figure 9: Representation of students' attitudes towards assignments

21 % (22) report that they do further research when the English class ends, 36,2 % (38) try to do the assignments given by the teacher when the class ends, 13,3 % (14) tend to do both, while 29,5 % (31) report that they do not work on the assignments given by their teachers nor do personal researches.

Question 10: Do you happen to do free tasks to improve your English level?

Answers	Number of participants	Percentage
Always	22	20.8%
Sometimes	69	65.1%
Never	15	14.2%

Table 10: students' ways to improve their English level
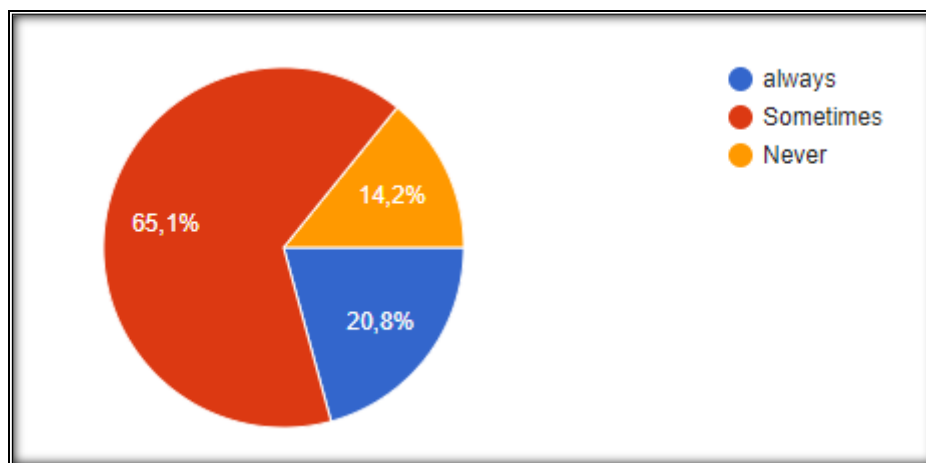
Figure 10: Representation of students' ways to improve their English level

20,8% (22) say that they always do free tasks to improve their English level, 65,1% (69) sometimes try to, while 14,2% (15) they never do.

Question 11: After your English class do you feel:

Answers	Number of participants	Percentage
Satisfied with the knowledge gained	27	25.5%
In need to enrich the knowledge gained	65	61.3%
Not satisfied but still indifferent	14	13.2%

Table 11: Students' satisfaction after the English class
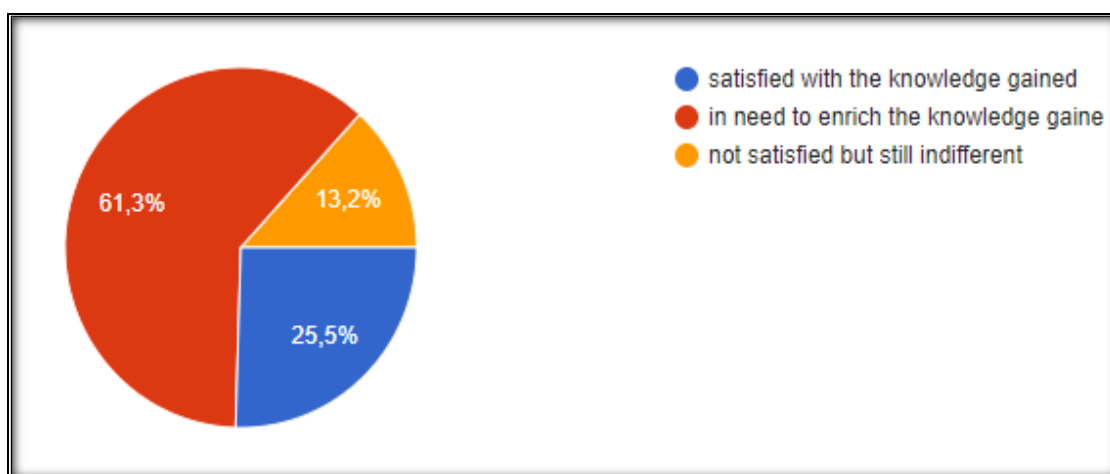
Figure 11: Representation of students' satisfaction after the English class

27 participants (25.5%) confirm their satisfaction with the knowledge gained, however 65 informants (61.3%) declare that they are in need to enrich the knowledge gained, other 14 (13.2%) respondents claim that they are not satisfied but still Indifferent .

Question 12: Do you prefer to learn English with:

Answers	Number of participants	Percentage
Auditory devices	33	31.1%
Visual devices	58	54.7%
Tactile devices	10	9.4%
Kinesthetic devices	5	4.7%

Table 12: Students' preferable devices to learn English
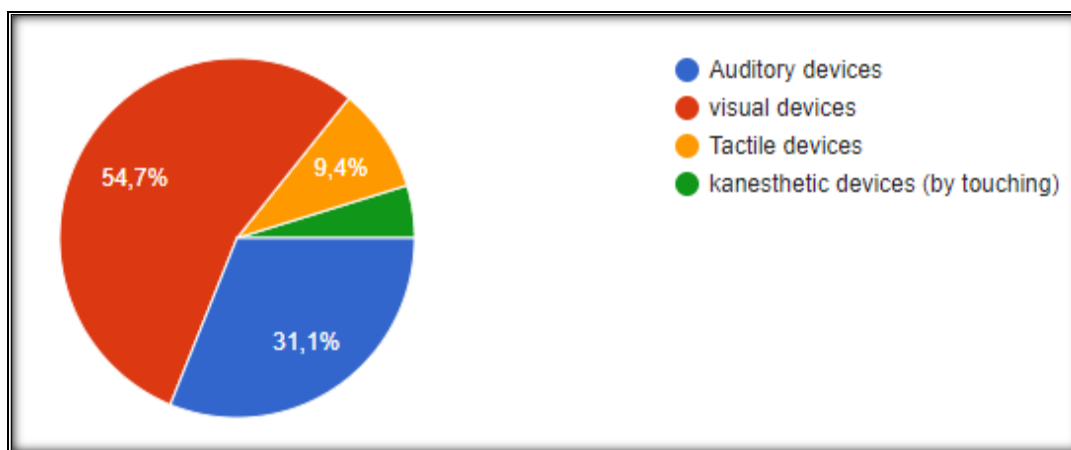
Figure 12: Representation of students' preferable devices to learn English

33 (31.1%) participants prefer to learn English with auditory devices; however 58 (54.7%) participants prefer visual devices, other 10 (9.4%) respondents prefer to learn English with tactile devices, the rest of participants who represents 5 (4.7%) prefer to learn English by touching.

Question 13: Are you familiar with the concept of learner autonomy?

Answers	Number of participants	Percentage
Yes	44	42.3%
No	60	57.7%

Table 13: Students' perception of the concept of learner autonomy
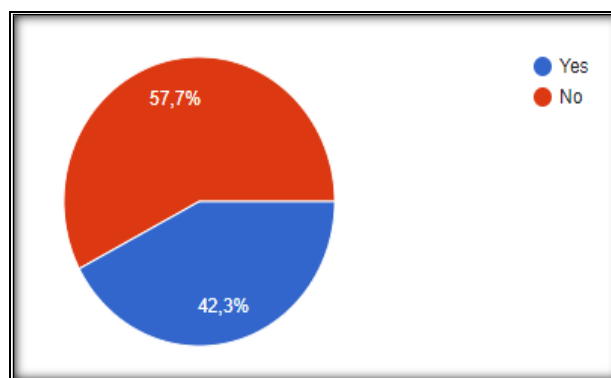
Figure 13: Representation of students' perception of the concept of learner autonomy

42,3% (44) of the informants affirm that they are familiar with the concept of learner autonomy. While 57,7% (60) say that they are not familiar with the concept. The respondents who are familiar with the concept of autonomy agreed on its importance in learning English, while they were indifferent on their views about the ways it may help. Most of the informants think that autonomy helps in taking charge of one's own learning and assuming more responsibility concerning the learning process; some of them see that autonomy helps in developing learning skills and boosts self-development; others suggest that the sense of autonomy enables them to be free in choosing different learning methods using their preferable learning styles. And finally some respondents report that autonomy helps releases students from the teacher control and allows them to be more independent on their own learning.

Question 14: Do you think you are ready to take charge of your own learning?

Answers	Number of participants	Percentage
Yes	65	62.5%
No	8	7.7%
Not rally	31	29.8%

Table 14: Students' readiness to take charge of their own learning
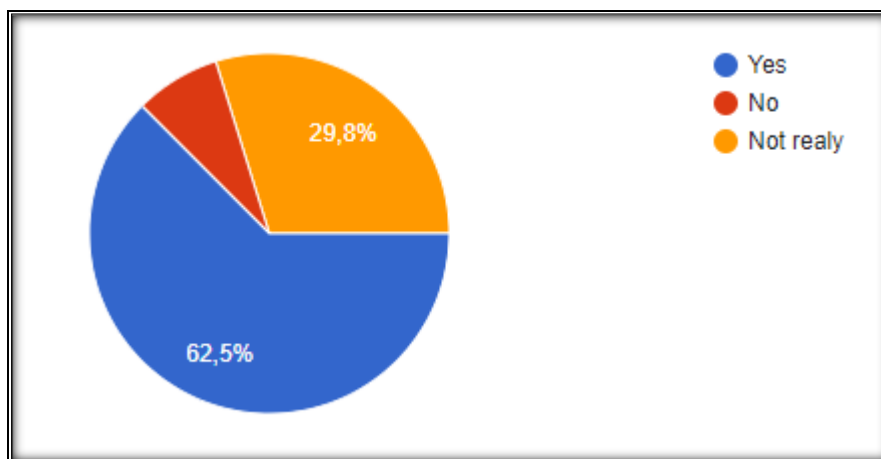
Figure 14: Representation of students' readiness to take charge of their own learning

65(62.5%) informants confirm that they think themselves ready to take charge of their own learning, however only 8(7.7%) see that they are not at all, and 31 (29.8%) participants say they are not really.

Question 15: Do you think you are capable of taking important decisions concerning your learning?

Answers	Number of participants	Percentage
Yes	101	95.3%
No	5	4.7%

Table 15: students' capacities to take important decisions concerning their learning
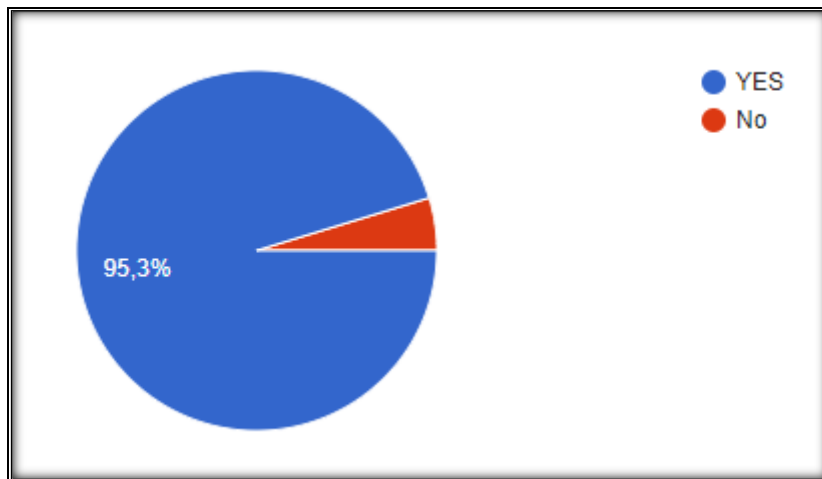
Figure 15: Representation of students' capacities to take important decisions concerning their learning

101 (95.3%) participants think they are capable of taking important decisions concerning their learning, while only 5(4.7%) respondents report that they are not.

Question 16: Does your teacher encourage you to learn by yourself?

Answers	Number of participants	Percentage
yes	82	77.4%
No	24	22.6%

Table 16: Teachers' encouragement towards students learning
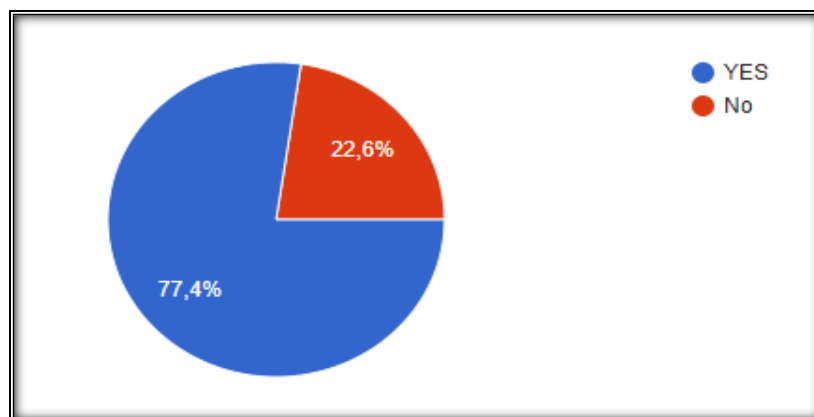
Figure 16: Representation of teachers' encouragement towards students Learning

82 (77.4%) informants respond by yes, they affirm that their teachers encourage them to learn by themselves, however 24(22.6%) answer by no, they do not feel encouraged to learn by themselves.

Question 17: What strategies do you use as an English student to enhance your level at English?

In the open ended question the respondents' answers were various, some of them report that they use visual devices to enhance their level of English including watching movies and you-tube channels, reading books, journals, and novels; others prefer auditory devices so they tend to listen to music and native speakers, while the third kind use strategies like practicing speaking, chatting, and making conversations in English with friends; some of them find that using English apps help them to improve their English level; and finally a respondent suggests that using translation from his mother tongue to English helps in improving his level at English.

Question 18: Do you think that your learning environment helps you to be autonomous? How?

49% of respondents think that their learning environment helps them to be autonomous; on the other hand 51% of them see that their learning environment is not helpful to be autonomous, four respondents were objective because of their lack of knowledge about the topic. The category of informants who find their environment helpful to be autonomous agreed on the role of the teacher on creating a positive atmosphere. The majority of them assert that they become independent once their teachers teach them how to be responsible for their own learning and give them chances to discover their learning styles and strategies, and support and praise their achievements. Other respondents think that their environment helps them to be autonomous outside the school, thanks to the support they gain from their family members and surroundings; which encourage them to take serious decisions about their learning; and finally some of them see that they can be naturally autonomous regardless of any external pressure or rejection. On the other hand, the respondents who report that their environment is not helpful for them to be autonomous complain about the lack of support from their teachers and the cripples of the traditional learning practices at schools which force them to be always contingent on their teachers. Some of them relate this to their constant dependency on the teacher during their academic course from a young age.

II.4.1.4. Questionnaire results analysis

II.4.1.4.1. Students' gender

What the answers reveal is that the number of male respondents exceeds the number of females. Yet, they come near in percentage, possibly for the availability of males for online questionnaire.

II.4.1.4.2. Students' age

The question about age has shown that most of the respondents are aged between 21 and 25, which includes mostly the master students followed by the age group between 26 and 30, which, again, shows that university embraces the youth category of the community; then comes the youngest group aged between 18 and 20, which corresponds mainly to the new baccalaureate holders; and finally the minor categories consists of the category aged between 30-40 and the category older than 40 with minimum difference in percentage, which shows a normal gradual age groups of students at the university.

II.4.1.4.3. Students' level

Most of the informants are master-two students who generally show conscientiousness about the importance of questionnaires and about their considerate collaboration; then comes gradually third year and master one students who show maturity and remarkable knowledge about autonomy; and finally come first and second year students with the minimum category because of their young age and lack of experience in dealing with questionnaires on the one hand and the topic of autonomy on the other.

II.4.1.4.4. Students' attitudes towards their selection of the specialty

The answers show that the highest majority of students are satisfied with their choice to study English at the university. This means that they are well aware of their needs and are responsible in taking decisions about academic choices, while a minor percentage have shown their regrets on choosing the specialty, which indicates problems in taking future decisions.

II.4.1.4.5. Students' opinions about their level at English

The results show that half of the participants consider their level of English good, which shows a sort of satisfaction, while a lower percentage consider their level very good, which shows higher levels of commitment in learning English. A great percentage of participants consider their level at the medium average, which is totally normal regarding the position that English holds as a second foreign language in Algeria. Finally, a minority of informants see their English level weak, which might be because of learning troubles and more dependency.

II.4.1.4.6. Students' views about their preferable ways of learning

The majority of informants prefer to learn English on their own as a sign of independence and taking charge of learning. A second category affirm that they prefer learning English with the teacher's assistance, which indicates a sort of proneness to dependency on the teacher in their learning process. A minor percentage prefers learning with their classmates which shows their extroverted personalities and inclination to learn in groups.

II.4.1.4.7. Students' attitudes towards their pre-classroom learning activities

The largest section of informants consists of the students who rarely or sometimes prepare their learning activities, which shows a lack of motivation and intention to take responsibility for their own learning, and a minority of students who declare that they always tend to prepare their learning activities as a sign of autonomy and motivation to take charge of their learning. The lowest minority report that they never do, which shows a remarkable difference in the students' interest, care, and motivation to develop their level of English.

II.4.1.4.8. Students' practices outside the classroom

The two largest categories of respondents confirm roll between regular and casual trial to take up learning tasks outside the classroom, which shows fluctuating levels of will to improve their level and a sort of inclination towards autonomous behaviors in learning, while the two lowest percentages show that some students rarely or never try to learn English outside the classroom, which shows a total dependence on learning in classroom settings and a lack of autonomous skills.

II.4.1.4.9. Students' attitudes towards assignments

The majority of students agree on doing the assignments given by the teacher when the class ends, which indicates a sort of commitment and mutual care between teachers and students to extend learning opportunities beyond classes. Right afterwards comes the category of students who tend to do further personal researches beside the teachers' assignments, which shows a great level of commitment and self-engagement, and therefore a sense of autonomy. On the other hand, a large number of students do not prepare the assignments given by the teacher nor do they try to do personal effort for research, this shows an absence of autonomous behaviors among students and a lack of control over their learning.

II.4.1.4.10. Students' ways of improving their English

The results show a progressive divergence between students who always do free tasks to improve their English and the ones who sometimes tend to, which shows difference in levels of autonomous. As a lower minority expressed that they never try to do free tasks to

improve their English to show a lack of independence and taking responsibility for improving their skills.

II.4.1.4.11. Students' satisfaction after the English class

The results of this question show that the majority of students feel themselves in need to enrich the knowledge gained which confirmed their over-reliance on the teacher, this type of students do not take any part in the learning process; they only consider the knowledge delivered by the teacher, however the other type who claim that they are satisfied with the knowledge gained are those autonomous students who show a sort of Independence inside the classroom, they do not consider the teacher as the only resource of knowledge, while the ones who are unsatisfied but still indifferent are those students who do not make an effort to become autonomous learners, and they need time to do so.

II.4.1.4.12. Students' preferable devices to learn English

The answers of this question show that the majority of participants prefer to learn English using visual devices, which means that using visual devices in learning is effective, for it arouses students' attention to engage better in processing information, and also it helps the teacher explain and deliver the lesson easily. However students who prefer to learn English by auditory devices are students who have the ability to listen, record, and take notes while learning English. The ones who prefer to learn English with tactile devices are students who can create, move, and demonstrate. And the few remaining students prefer to learn English by touching.

II.4.1.4.13. Students' perception of the concept of learner autonomy

The results of this question confirm that the majority of students are not familiar with the concept of learning autonomy; this indicates the lack of knowledge of the concept among students. Moreover, students do not take any responsibilities to develop their skills and abilities inside and outside the classroom setting. In contrary, the Students who are familiar with the concept show a great knowledge about autonomy and its importance in learning and the potential to adopt the latter to become independent students who can expose themselves to extra sources of knowledge.

II.4.1.4.14. Students' readiness to take charge of their own learning

The majority of informants demonstrate readiness to take charge of their own learning, this confirms that students are willingly ready to develop their learning skills and to get fully responsible without relying on the teacher nor considering him as the only resource of knowledge. Whereas others admit the opposite which means that they are not ready at all to bear responsibility towards their learning. Such students really lack

motivation, support and awareness to become responsible and take charge of their learning.

II.4.1.4.15. Students' capacities to take strong decisions concerning their learning

Taking important decision in learning is being highly accepted among students, the majority of them admit it, which confirms their conscientiousness and awareness of their learning and their self-monitoring over their own progress and abilities. However the few students who ignore the importance of personal decision making are an over-reliant students who are not ready to be autonomous yet.

II.4.1.4.16. teacher encouragement of students' self-directed learning

The results of this question reveal that most of students are encouraged by their teachers; this avers of the roles that the teacher has to play, he should be a facilitator as well as a motivator who raises students' awareness, and emphasizes the importance of autonomy in learning among his students. A section of informants do not feel encouraged by the teacher; this indicates the lack of motivation.

II.4.1.4.17. Students' strategies to enhance their English

The majority of students are using impressive strategies to enhance their level at English. Students always tend to choose strategies that meet their learning styles, such as; reading books and novels for visual students and listening to music for the auditory students, this shows a sense of autonomy and independence among students, which needs to be fostered and enhanced.

II.4.1.4.18. Students' learning environments

What has been noticed through the students' different answers is a disparity of views between students who see their learning environment helpful to be autonomous, and the ones who totally disagree on that. Yet, they come close in percentage. The majority of students complain about their learning environment, and talk of obstacles which prevent them from becoming autonomous including the lack of support from their teachers and the cripples of the traditional learning habits. On the other hand, a good number of students admit that their learning atmosphere is really helpful to be autonomous starting from their personal habits of taking charge of their own learning to the support they get from their teachers, family, and classmates.

II.4.1.5. Overlook on the questionnaire results

Because of the enforced confinement lease taken up by the authorities due to the health stakes the world has recently witnessed because of the new covid19 virus, and the

closure of the educational institutions, the questionnaire has been conducted in an online manner, and the study sample has been broadened beyond Tiaret University English students to English students from different universities; as the online questionnaire has no control over sample. Yet, the questionnaire has been well conducted, respondents were cooperative and the results were obtained quickly. There were slight differences in the number of respondents to each question, however; generally the questionnaire has been successful and the results have been sufficient to pursue the research.

For deeper investigation and more clarification, an interview has been administered with teachers of English to benefit from their teaching experience, and collect their views on how to foster learners' autonomous skills.

II.4.2. The interview

To continue the research, an interview has been designed as a qualitative investigation tool. The interview has been conducted with a number of English teachers at university of Tiaret to seek their views about the phenomenon of learner autonomy, its levels within their English classes, and their recommendations on how to enhance it among students.

II.4.2.1. Interview sample

An online interview is conducted with 8 teachers of English from the department of foreign languages at the University of Tiaret. The purpose behind the use of this investigation tool is to elicit teachers' views of learner autonomy and report their insights, as they are considered as the main partner of students in their learning process, and they play a pivotal role in motivating learners, affect positively their learning habits and therefore foster their autonomy.

II.4.2.2. The interview in details

The interview contains 9 questions divided into three sections. Each section bears a number of questions to gradually tackle the teachers' opinions about learner autonomy. The sections are:

II.4.2.2.1. Students' attitudes towards learning English

The first section of the interview contains three questions targeting at teachers' views about students' attitudes towards learning, their level of independence in learning, and their views about independent learners.

1- How do you see ELF students' attitudes towards learning English inside and outside the classroom?

2- In you English classes, do you have students who have that tendency towards independence, and who are actively involved in your class activities?

3- Up to you, which of the two categories of students tend to do better in class: the dependent or the self-reliant?

II.4.2.2.2. Teachers' views about learner autonomy

This section contain two questions meant to gather information about teachers' knowledge of the phenomenon of autonomy, the way it affects learning, and its importance according to them for successful learning.

4- In what way does learner autonomy affect foreign language learning?

5- Can you size up the importance of autonomy for successful learning?

II.4.2.2.3. Teachers' recommendations for enhancing autonomy among students

The last section contains four questions to broadly gain data about how autonomy can be enhanced, and collect suggestions about the strategies needed to raise and sustain autonomy.

6- Do you use any strategies to raise the sense of autonomy among your teacher-dependent students?

7- What strategies can be used to sustain autonomy among learners?

8- Do you think the teaching-learning environment at University, by and large, helps to develop the students' self-direction skills?

9- How can autonomy be enhanced among students?

II.4.2.3. Interview results

II.4.2.3.1. Teachers' views towards learners' attitudes in learning English inside and outside the classroom

A remarkable difference appears in the teachers' opinions about the learners' different attitudes towards learning English. Some teachers affirm that the majority of students are more attached to classroom learning than to out-of-classroom learning. Furthermore they agree on the lack of motivation among students and their total dependence on them as teachers. However, there still exist some students who show positive attitudes towards their learning especially speaking and oral expression activities contrary to grammar.

II.4.2.3.2. Teachers' attitudes towards learners' independence

The majority of teachers agree on the existence of students with independence tendency, but in varying proportions. Some teachers confirm that they have so many students with this tendency; yet, others report that the number of independent students in their classes is very low. One teacher complains from the total absence of independence among his students and their total dependence on him.

II.4.2.3.3. Teachers' attitudes towards independent learners Vs dependent learners

All teachers assert that they prefer students with self-reliance tendency to teacher-dependent ones. They all agree on the flexibility and positive results self-reliant students have conversely to dependent ones. However; some of them point out that teacher-centered classrooms are better for students' performance.

II.4.2.3.4. Teachers' appreciations of the effects of autonomy on learners

All teachers agree on the positive impact of autonomy on the students' performance. Teachers report that autonomy helps students to reflect on their own learning, raise their self-confidence levels and motivation. Teachers also affirm that autonomous behaviors provide learners with the required potentials for positive learning outcomes, ease their learning to a great extent and help them to learn how to rely on themselves. In an autonomous learning environment, students are able to evaluate their learning experience and create a safe-zone to learn the foreign language; English in this case, in the most convenient way using their metacognitive abilities.

II.4.2.3.5. Teachers' views of the importance of autonomy

According to teachers, autonomy is a crucial factor of a paramount importance for successful learning, it is of great importance; it enables learners to be self-depend and explore their skills. For teachers, if autonomy is promoted lifelong learning would be assured and successful learning should reach its horizons. Teachers' attempts to install autonomy in their students help them to be progressive, make sound decisions and be independent learners.

II.4.2.3.6. Teachers' strategies to raise autonomy among students

Different strategies are used by teachers to raise the sense of autonomy among their students. Some teachers ask their students to prepare their lessons to assume responsibility in choosing items to be included in the lesson and discussed in class; others tend to enrich their motivation through classroom discussions and collective speech; some teachers affirm that the use of self-assessment and self-regulation techniques helps to promote learners' autonomy, in which students are actively engaged in taking an active part in their learning since they know the intended objective and the steps towards realizing it. And finally they report the effectiveness of cross-curricula activities in promoting autonomy.

II.4.2.3.7. Teachers' suggestions about strategies to sustain autonomy

Teachers suggest several strategies to sustain autonomy among learners, including self-directed research and project-based approaches for the role they play in enhancing the sense of independence in the students and therefore their autonomy. Enhancing their motivation through instructions that support autonomy, triggering their curiosity, giving them assignments, and using praisal would effectively sustain their motivation. As further strategies teachers can ask their students to prepare lessons and role-play the teacher a

space of freedom in decisions making, and finally use role playing method to discuss their need and guide them for continuous self-development.

II.4.2.3.8. Teachers' views about the impact of university setting on promoting autonomy

The majority of teachers affirm that the teaching-learning environment at university is helpful to develop students' autonomous skills for the opportunities it gives for learners to be independent and assume more responsibility over their learning, and therefore support them to be autonomous. On the other hand, a minority of teachers point at the negative impact of university on promoting autonomy, since it restricts their freedom of decision making and compel them to follow traditional learning habits where teacher centeredness is adopted and rote learning is encouraged rather than deep learning. Finally some teachers report that university environment does not have any kind of impact on autonomy; rather, the strong will and desire of learners is what determines to what extent they could be autonomous. University environment is not an obstacle nor a help since university students are mature enough to take decisions.

II.4.2.3.9. Enhancing learners' autonomy

Most of the teachers see that autonomy depends mostly on the students themselves , their beliefs and learning habits; teachers are not but facilitators and guides who pave the way for their learners to be fully aware of the positive impact autonomy could offer them in their learning process. Teachers see that their role is to give students freedom to express their opinions, thoughts and ideas about the teaching method teachers are using, train them on independent learning and encourage them to take active roles in their learning, and build a solid communication base with them based on motivation, praise and continuous support. Autonomy cannot be enhanced unless learners are guided to discover their learning styles and preferences, acquire effective strategies, and develop their metacognitive strategies including synthesizing, evaluating and creating. Learners are required to take an active role through the teaching learning process, have a continuous contact with the target language and take part in decisions about the content they are to be taught. Teachers are required to create a cooperative balanced learning environment between independent learners and learners with dependence tendency to interact actively with each other, share ideas and learn from each other how to be independent and responsible for their own learning.

II.4.3. Analysis of teachers' answers of the interview

II.4.3.1. Teachers' views of learners' attitudes towards learning English

What can be noticed from the teachers' responses is the strong attachment of students to classroom setting unlike outside learning which may requires more efforts from them. Students are likely demotivated and dependent on their teachers on high levels. Yet, some

students show a great interest in their own learning. Students prefer learning that includes direct communication like oral practice and show lower motivation for grammar.

II.4.3.2. Teachers' views of learners' independence

According to teachers, there are always students with independence tendencies in their classes; however, they differ in percentage. A minority of students who show higher levels of independence are likely to be autonomous and take control over their learning in contrast to the majority of teacher-reliant students who are far away from being autonomous. So the level of autonomy among learners differs according to their levels of interest and dependency.

II.4.3.3. Teachers' attitudes towards independent learners Vs dependent learners

Independent learners are the preferable type for teacher for their higher levels of interest and flexibility on learning and the great role they play on facilitating teaching for them unlike dependent learners who force teachers to use further effort dealing with them. However, teachers assert that independence is not always helpful for positive learning outcomes; teacher centeredness could be more effective in some cases.

II.4.3.4. Teachers' views of the effects of autonomy on learners

Autonomy, according to teachers, is an integral part of the learning process, autonomous learners are more confident, motivated learners who are well aware of their needs, have strong potentials for successful learning, and have the ability to rely on themselves and evaluate objectively their learning experience, which reflects positively on the teachers, help them on their teaching process, and make it more flexible and effective.

II.4.3.5. Teachers' views of the importance of autonomy

By following autonomous behaviors successful learning would be achieved and dependency burdens would be erased. Teachers insist on the positive effect of autonomy on the students' learning in the long run. Teachers who are willing to install lifelong learning cues in their learners' and help them to get independent and make strong decisions about their learning, are required to adopt autonomy as permanent solution.

II.4.3.6. Teachers' strategies to raise autonomy among students

Self-assessment practices, raising motivation and encouragement, sharing decisions about the lesson items, are among the different strategies used by teachers to enhance their students' autonomy. Teachers as a step towards raising the sense of autonomy among

learners tend to make their students take an active part in their learning, provide them with the needed support by allowing discussions and effective speeches, and make them feel responsible for their learning by giving them chances to decide about the lesson items within the limits permitted by the course.

II.4.3.7. Teachers' suggestions about strategies to sustain autonomy

To sustain autonomy among learners, teachers suggest the adoption of project-based approaches and self-directed research to enable learners to be responsible and independent, triggering students' curiosity, using praising and reward methods, involving them in decision making, and teaching them how to take charge of their own learning by giving them assignments.

II.4.3.8. Teachers' views of the impact of university setting on promoting autonomy

Most of teachers see that university environment has a great importance in promoting autonomy among students. A supportive learning environment where students are able to assume responsibility, take decisions, and be independent is really helpful to promote autonomy subconsciously among students and erase any dependency habits. While the absence of this supportive environment and the rote learning habits reduce the chances of promoting autonomy; other teachers see that autonomy levels depend at the first place on the learners' desires and needs. University environment has only tiny effects.

II.4.3.9. Enhancing learners' autonomy

Autonomy in learning can be enhanced through guiding students to meet their learning styles and preferences, develop their metacognitive strategies and raise their awareness. In autonomous learning environment, students are taking active parts in their learning process, assume responsibility and make decisions. Teachers play the role of facilitators and guides who work on increasing their students' motivation and supporting them.

II.4.4. Overlook on the interview results

The online interview has been a useful alternative to face-to-face interview for the reasons mentioned before. The interviewees were very helpful and cooperative, and the answers were rich and very inspiring. The teachers' participation has given the research broader ideas and deeper insights, which help in seeing clearly the dimensions of learner autonomy at university, the teachers' views about the phenomenon, alongside with their valuable suggestions and recommendations on the best ways to enhance autonomy among university students.

II.5. Conclusion

The second chapter is aimed mainly to describe the research methodology adopted in this study, including the research design, instruments, and population. Both quantitative and qualitative methods have been used, statistical data has been collected through a questionnaire, and opinions through an interview; both methods have been administered online, for the sake of making fair judgments, deriving conclusions, and finding solutions to the research problems. This empirical study also attempted at answering the research questions and confirming or infirming the hypotheses of this research. The chapter presented the results and data analysis of the research by examining the learners' interactions with English as a foreign language, their readiness to be autonomous, and the teachers' views about the phenomenon.

The main findings gathered from the student' questionnaire and the teachers' interview revealed that the concept of autonomy is not so common among students, EFL students are not familiar with the concept, nor are they fully aware of the pivotal role autonomy plays in facilitating learning English as a foreign language, the majority of students are demotivated to work on their own despite the teachers' assistance and motivation. On the other hand, some students show positive attitudes and use different resources to progress on the study of the language, but they still have not found their way to be autonomous. Teachers, on the other side of the coin, are aware of the concept and its importance; the majority of them seem ready to help their students to become autonomous by offering support, guidance, and putting responsibility on the students' hands to make decisions about their learning; however, students still remain over-reliant on them and wait for the spoon feeding. The teacher-centeredness as well is still dominant in English classes instead of learner centeredness, which make the learning environment not encouraging to enhance learners' autonomy.

The third chapter will mainly shed light on recommendations and suggestions to overcome these obstacles and pave the way for students to become independent and enhance their autonomous skills.

Chapter
Three

Chapter Three

Suggestions and Recommendations

III.1. Introduction

The research findings collected from the second chapter indicates a remarkable lack of autonomous behaviors among students and teachers at university level, which requires an urgent need to lift the EFL context for the sake of promoting learners' autonomy and raise awareness about its importance among educators as well as educatees. As a final step of the study and for the purpose of reaching its preliminary goal which is enhancing autonomy among foreign language learners, the current chapter embodies recommendations and offer directions in light of what has been attained through the field work. These insights are addressed to EFL students and teachers alike for clearer understanding of the concept, and more effective ways to enhance autonomous learning among university students. The recommendations will be laid out concomitantly with the issues that are in direct bearings to autonomy and contribute, each on its part, to the enhancement of autonomy ultimately.

III.2. Learners' attitudes towards their selection of the specialty

Most of the learners demonstrate positive attitudes towards the English language gained from their first interaction with the language in the middle and the high schools to gradually influence their choice to learn English at university. These positive attitudes show more responsiveness and flexibility among students to become autonomous but does not deny the need for change in the students' traditional outlook and beliefs about the learning process of English. Students must be taught from the early stages that learning English at university would not be the same as learning it in the middle and the high schools. Learners must be taught how to be responsible for their own learning and rely on themselves in deciding about how to learn English. On the other hand, students who regret their choice to learn English at university must have faced a sudden and shocking change in the educational methodology, and other possible obstacles which made them demotivated and regretful. This category of students should be morally supported; teachers can establish communication with these learners and provide them with arguments to dispel their negative beliefs and motivate them to find their ways towards effective lifelong learning, and therefore become autonomous learners.

III.3. Learners' opinions about their level of English

To raise the learners' level of English, autonomy should be adopted as permanent solution. Learners who consider their level of English good or very good have surely a sort of autonomy and need to be encouraged and guided wisely; whereas, students who see their level at English as weak are being far away from being autonomous. Such category of students are surely dependent on their teachers

and not able to take charge on their learning or do efforts to improve their levels at English. Teachers are asked to develop their learners' abilities and language skills to enable them to become autonomous and potentially able to take charge of their own learning, and adopt suitable and effective strategies to improve their level at English.

III.4. Learners' views about their ways of learning

Students' ways of learning differ from learners who prefer learning on their own as a significant sign of independence and responsibility to students who prefer learning with their teachers' assistance as a sign of over-reliance and dependence on the teacher on to students who prefer working with their classmates. To meet the students' different orientations, needs, and desires, teachers need to vary methods of teaching. Students with independence tendency need wise guidance on the needed learning techniques and strategies to learn more effectively and purposefully. Teachers should support independent learners by offering them more freedom and appreciating their interventions and performances attained through their personal researches. On the other hand, to bypass the students' dependence, teachers need to retrain dependent students to assume responsibility over their own learning to overcome their over-reliance. Teachers can gradually start giving students chances to decide about the class materials and presentations, and use different activities like data searching to improve their critical thinking with reward and praising methods. Following this, learners can find themselves engaged in autonomous behaviors subconsciously. Teachers can also design work groups to join dependent with independent learners to allow them to benefit and influence each other positively.

III.5. Learners' attitudes towards their learning activities

Learners who tend to deliberately assume learning activities are showing a sort of autonomy and seem to be able to take charge of their own learning; in contrary, learners who rarely or never try to do their learning activities are dependent learners who see that learning inside the classroom is sufficient for them. The main reason behind this is the lack of motivation among learners. Learners should first have interest and curiosity to search and prepare activities before coming to school. They should, additionally, be encouraged by their teachers to learn how to take responsibility for their learning and become self-directed learners. It is the teacher's role to make his learners aware of the importance of learning activities, equip them with research methods and techniques to make their work on activities more enjoyable and easy by rewarding their achievements.

III.6. Learners' practices outside the classroom

The majority of learners try to enrich their knowledge in English and improve their skills outside the classroom learning hours. This category needs to be guided and encouraged by their teachers and surroundings to find their way towards autonomy. The teacher is supposed to emphasis the importance of self-directed learning in improving English language level and developing learning skills. He should trust his learners and their choices, and encourage them to keep doing personal efforts; accordingly, he must help those who never try to do further practices outside the classroom by providing them with guidelines and tools to do, alongside with higher motivation and encouragement.

III.7. Learners' attitudes towards Assignments

Assignments refer to the activities that teachers recommend learners on their own outside the classroom. They use them to measure their learners' understanding of what has been taught. The majority of learners assert that they do the assignments given by the teacher, as a sign of commitment to learning but still depend on their teachers. Teachers need to reduce this dependency by making their learners to design extra-classroom works for themselves and not always give them readymade assignments. Conversely, learners who tend to do further researches, show a sort of independence and responsibility, they are well aware of their needs and able to establish peculiar ways to learn independently without the teacher interference. Oppositely, the type of learners who do not tend to do any effort outside the classroom, the absence of their autonomous behavior is clearly noticed, therefore the teacher' role is to train them on self-directed learning at home; an effective way that help learners do homework and prepare lectures before attending English classes. Learners also have to be trained on how to reflect on their learning and provide feedback to themselves in order to be autonomous.

III.8. Learners' ways of improving their levels at English

An autonomous learner is supposed to make personal efforts to improve his own learning process. There are learners who always do free tasks to improve their English and others who are sometimes in charge of self-designed tasks. Their levels of autonomy need to be fostered, hence they are not fully aware to select ways that contribute to the development of their English level; teachers as well have to provide them with methods to practice their autonomy and to remove obstacles that inhibit them from being independent. On the other hand, learners who never try to do free tasks need to be controlled by the teacher who is supposed to involve, motivate, and provide them with the necessary tools to enhance their autonomy in learning.

III.9. Learners' satisfaction after English classes

Most of learners feel themselves in need to enrich the knowledge gained in classes. The teacher's role is to provide them with extra-classroom tasks to pursue learning at home in order to satisfy their needs. Learners who get satisfied with knowledge gained are learners who get into the bad habit of being spoon-fed. That is why they demonstrate a little interest in doing extra researches or seeking for new information. The teacher should convince them to carry on studying when English class ends and to keep focusing on improving their English level by searching and seeking for new information.

III.10. Learners' preferable devices to learn English

Learners' preferable devices to learn English have to be taken into consideration. They reveal clearly the learners' learning styles and preferences. The teacher has to test and discover their styles from the first stages of the learning process and help learners to use effective devices for the best improvement of their learning. There are learners who prefer to learn English with visual devices; others with auditory ones, and some with tactile or kinesthetic devices. The teacher's role is to use different types of materials and aids to make the session satisfactory for all learners; and since these tools are within reach nowadays, the teacher should be selective and advise learners to use the most convenient tools to make the lesson enjoyable and interesting and help learners to self-engage actively in the learning process by keeping their intention and interest.

III.11. Learners' perception about the concept learner autonomy

The results reveal the current state of autonomy at university setting. The majority of learners are not familiar with autonomous learning, nor are they aware of its role in improving their learning. Autonomy at universities is not given what it deserves. The educational institutions are supposed to make decisions about promoting autonomy at universities and train both teachers and learners on autonomous practices. Yet, teachers can still foster their students' autonomy, to a certain extent, by raising the learners' awareness of the importance of autonomy and the opportunities it gives to them to achieve lifelong learning, and involve them in the learning process, because the more learners are taking active roles in their learning the closer they are to become autonomous. Teachers can also promote their students' autonomy through motivation, and developing their sense of responsibility.

III.12. Learners' readiness to take charge of their own learning

Learners' views differ about their readiness to take charge of their own learning. Some learners see themselves ready to take charge of their learning as a fundamental step towards achieving autonomy; other learners consider themselves not ready to take charge of their learning, which leads to the conclusion that these learners are not able to bear responsibility about their own learning. Teachers can help their learners to assume responsibility for their learning by helping them to make strong decisions about their learning and break the chains of dependency on their teachers, and convince them that teachers are not but facilitators; it is their responsibility to seek knowledge.

III.13. Learners' capacities to take strong decisions

Learners show willingness to make decisions about their learning, giving learners chances to make decisions about the lesson content and activities, and allowing them to choose the teaching methods can pave the way in front of them to become autonomous. This way, learner-centered classes are created. Learners should be taught how to make decisions that serve their learning, make it easier and more effective.

III.14. Teachers' encouragement for students

Teachers' support plays a great role in fostering their learners' autonomy. Teachers should not underestimate the positive effect their encouraging, supporting, and motivating words have on their students' performance and psychology. The teachers' material and psychological encouragement have a positive influence on raising students' self-esteem, and self-confidence, and therefore help them to become autonomous.

III.15. Learners' strategies to enhance the English

Learners use different strategies to enhance their level at English. They tend to use strategies that fit in with their learning styles and preferences. Reading books, watching movies and you tube channels, and listening to music by learners to improve their level of English enable them to build their own acquisition and learning backgrounds. Following these strategies permanently help learners to become responsible and rear their autonomy. The teacher's role here is to guide learners to choose the most effective strategies, and make these activities as assignments to

involve all the learners in such activities, and teach the learners such methods as summarizing, note taking, and consulting dictionaries.

III.16. Learners' views of the Learning environment

The majority of learners face obstacles to become autonomous because of their unsupportive learning environment. To promote autonomy among students, a suitable learning environment should be provided in the first place. Teachers should take the role of guides and facilitators in learner-centered classes in which learners are actively involved in the learning process and traditional learning habits are erased. Learners should be treated according to their learning styles, where support, encouragement, and motivation are at their highest levels. The learners' psychology also affects the process of promoting autonomy, so the learning environment should be free of anxiety, fear, and stress; furthermore, it should take the learners' inherent psychological traits into account. Teachers should vary the teaching strategies to meet the students' different characteristics.

III.17. Teachers' views of learners' attitudes towards English learning inside and outside the classroom

Learners will reach the level of autonomy when they feel self-confident and highly motivated. If learners are fully motivated, they can become autonomous in their learning. Teachers have to raise learners' self-awareness to deal with learning in an interesting manner which induces them to promote their autonomy and enhance their level in English. On the one hand, the teacher has to emphasize the importance of using such strategies for learners who hold negative attitudes towards their learning, in order to increase their motivation and willingness to take charge of their own learning, and on the other hand, he should sustain learners who have positive attitudes towards their learning to assume more responsibility for their learning.

III.18. Teachers' attitudes towards learners' independence

In any English class, there are always learners who are independent and deliberately involved in the learning process, alongside with learners who are dependent and sit passively waiting for the teacher to deliver knowledge. The teacher should focus on learners' involvement and participation to make learners feel that they are taken into consideration and motivated to keep on developing their independence skills. Learners' involvement can be achieved; for instance, by giving them the chance to be decision-makers in their learning process, and gradually enable dependent learners to take responsibility of their own learning and therefore find their ways towards autonomy.

III.19. Teachers' attitudes towards independent learners Vs dependent learners

Autonomous learners generally tend to assume more and more responsibility for their own learning. They are the preferable type for teachers, since they are an active part in the learning process; on the contrary, non-autonomous learners force the teacher to do further effort dealing with them. The teacher should not ignore this category of learners and focus only on the active ones. He should awaken the sense of maturity in them and raise their awareness to promote their autonomy. In this regard, the teacher should motivate them psychologically by using all the possible ways and strategies to get them involved progressively in the learning process and be independent learners.

III.20. Teachers' attitudes towards the effects of autonomy on learners

According to teachers, autonomy is an essential component in learning to build up and improve learners' learning level because it is an effective tool that makes learners benefit from the acquired knowledge in their real-life situations; however, being autonomous does not mean to be independent from teacher's help and support. Teachers have to treat their learners as mature learners who are in the age of being able to take charge for their own learning. And build trustful communicative bounds with them. Also, they should themselves believe that creating an autonomous environment is the responsibility of both teachers and learners because learner autonomy is a complex concept which requires concerted efforts by teachers and learners.

III.21. Teachers' views of the importance of autonomy in learning

Teachers have to adopt autonomy as a solution to reduce learners' over-reliance on them, as they have to emphasize its importance in learning. Teachers should be aware of their effective role in changing learners' attitudes and habits towards their learning and making them closer to become autonomous. If affected positively, learners will be able to direct their learning by using different strategies, tools, and techniques that help them raise their self-directed learning and reduce their dependency on the teacher.

III.22. Teachers' strategies to raise autonomy among learners

Self-assessment practices constitute an effective tool that makes learners reflect on and evaluate their own learning as well as providing feedback to their learning outcomes. Motivation, as well, is another effective strategy which has a positive impact on learners' psychology and help them find their ways towards

autonomy, learners who are motivated by their teachers are more likely to be autonomous learners. In addition, it raises their readiness and willingness to manage their own learning. Involving learners in decision making concerning the aspects of learning is another key strategy which enables learners to share responsibility with the teacher and decide about what and how to learn.

III.23. Teachers' suggestions about strategies to sustain autonomy

It has been evidenced that the teacher has an undeniable role in establishing such strategies to prepare his learners for a positive change to become autonomous. Project-based approach as a suggested strategy has proved an effective way to raise learners' level of awareness. Teachers have to apply it as a strategy that takes learners from theory to practice. It boosts learners to undertake practical research activities from different sources of knowledge. Learners are supposed to do more personal research tasks because it is a way that makes learners move from teacher-directed teaching to learner self-directed learning. That is to say that certain strategies and steps should be taken by teachers to raise the sense of autonomy among their learners such as using praising and reward methods, involving learners in making decision concerning their learning and giving them assignments as well as oral presentations. After considering all the elements that make the learning process run actively, learners will be encouraged to think about learning objectives, choose certain tasks or projects and suggest the use of such materials; as a result, learners will not find it difficult to be familiar with the notion of autonomy in English language learning.

III.24. Teachers' attitudes towards the impact of university setting on promoting autonomy

For teachers, university is a supportive learning environment where learners are more likely to take responsibility for their own learning. Learners have to be well informed by teachers with the idea that they are mature enough to assume responsibility. That is to say, teachers have to play some key roles. For instance, they have to instore a positive change in learners' behavior by treating them as mature learners. They should also act as monitors and guides to support and adjust their learners' attitudes. They also have to provide them with the necessary language needs to increase their awareness, self-esteem and their level of autonomy. In this way learners will feel themselves motivated and more independent.

III.25. Enhancing learners' autonomy

Autonomy is a process which requires conscious awareness of the learning process. It is considered as a very important component in developing learners' skills.

Autonomy cannot be enhanced without explicit strategies to meet all learners' preferred styles and needs. Teachers should, as a first step, raise their learners' awareness of the importance of autonomy as an essential element in effective language learning, and engage them in an open discussion to realize their learning styles and strategies. This can help the teacher get a better understanding of learners' needs and preferences. In the next step, teachers should train their learners on developing their metacognitive strategies and how to put these strategies into practice. As a result, learners will be aware of the importance of using strategies to learn independently with more self-confidence. Finally, teachers have to establish positive relationships between learners to create a sense of mutual respect and mutual support among them so that they can learn in a positive autonomous learning environment.

III.26. Conclusion

The latter chapter has been devoted to recommendations and suggestions for both teachers and learners, for the sake of paving the way and overcoming difficulties for them to reach autonomy in learning. The recommendations attempted to find solutions and compromises for the issues and obstacles driven from the findings collected from the teachers' and learners' views. The research work went through several stages that can be continued and investigated more deeply in other researches to reach the main goal of enhancing autonomous learning among learners of English as a foreign language; however, theory should be bridged to practice for better results. The whole educational family must participate in the process of producing independent autonomous learners who will soon become good citizens.

General Conclusion

General conclusion

Sustaining lifelong learning and ensuring better and better learning outcomes have always been the main goals of any learning process; and learning English as foreign language is not an exception. For the purpose of making learning English more effective, several studies and researches proved the progressive efficacy of autonomy in improving the old teaching-learning practices and paving the way for learners to become independent, responsible, and take charge of their own learning.

For the above reasons and so many others, this research work attempted to tackle the phenomenon of autonomy in learning from different dimensions to investigate its role in improving and facilitating foreign language learning. The study intended to shed light on the ways autonomy can affect positively the acquisition of English as a foreign language, which enables learners to assume responsibility for their own learning and bypass their dependency habits on their teachers. The main aim of the study is to find out how autonomy can be enhanced among EFL learners.

The study confirmed the positive impact of autonomy on foreign language learning, since it helps learners to develop their critical thinking, and enables them to become self-directed and self-reflective on their own learning, and therefore achieve lifelong learning. The application of the concept in reality is tightly related to both the teachers' motivation and encouragement for their learners on the one hand and to the learners' readiness to bear responsibility on the other hand.

The findings of the research have given confirmation to the research hypotheses. The results show the close relationship between autonomy and successful English learning. Autonomous learners show a strong willingness and desire to learn English independently. Autonomy works on overcoming dependency on teachers and creates independent learners who take charge of their own learning. EFL teachers need to pay attention to the development of learner autonomy, since the majority of learners have not found their ways to autonomy; only few learners act autonomously towards their own learning. Autonomy can be enhanced among learners by creating learner-centered classrooms where learners are responsible for decision making and well aware of their needs, and where teachers are facilitators who advise, support, encourage, and pave the way for learners towards independence.

It seems clearly that the work on establishing autonomous learning is an area that will continue to grow and more research will be conducted; looking for ways to enhance learners' autonomy is of a paramount importance as autonomy is highly recommended for better learning. The study tried to suggest recommendations which may hopefully be useful for more clarity of the concept of learner autonomy and how it can be achieved in learning English as a foreign language. Further research is

needed in the field to implement such a culture in the Algerian universities and bridge theory to practice.

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Appendices

Appendix 1

The questionnaire

Dear students,

This questionnaire attempts to gather information needed to settle a very important issue in language learning. Your considerate and accurate answers will certainly be precious and informative. Your contribution to the present survey is very likely to help the researchers attain important insights about the question under investigation. Therefore, 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.

1 – Are you: Male ☐   Female ☐

2- Your age: 18-20 ☐   21-25 ☐   26-30 ☐   +40 ☐

3- Your level: L1 ☐   L2 ☐   L3 ☐   M1 ☐   M2 ☐

4- Are you satisfied with your selection of the speciality?
Yes, very satisfied ☐   No, i regret my decision ☐

5- How do you consider your level at English?
Very good ☐   Good ☐   Average ☐   Weak ☐

6- Do you prefer to learn English?
By yourself ☐
with the help of the teacher ☐
With the help of your classmates ☐

7- Do you prepare the learning activities before coming to the school?
Always ☐   Sometimes ☐   Rarely ☐   Never ☐

8- How often do you learn English outside the classroom?
Very often ☐   Sometimes ☐   Rarely ☐   Hardly ever ☐

9-When the English class ends you:
-Do further research ☐
-Do the assignments given by the teacher ☐
-Both ☐
-Neither ☐

10- Do you happen do free tasks to improve your English level?
Always ☐   Sometimes ☐   Never ☐

11- After your English classes, do you feel

-satisfied with the knowledge gained ☐

-in need to enrich the knowledge gained ☐

-not satisfied but still indifferent ☐

12- Do you prefer to learn English with?

Auditory devices ☐ visual devices ☐

Tactile devices ☐ kinaesthetic devices (by touching) ☐

13- Are you familiar with the concept of learner autonomy?

Yes ☐ No ☐

- If yes do you think it is important for learning English? in what way?

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14- Do you think you are ready to take charge of your own learning (be fully responsible)?

Yes ☐ No ☐ Not really ☐

15- Do you think you are capable of taking important decisions concerning your learning?

Yes ☐ No ☐

16- Does your teacher encourage you to learn by yourself?

Yes ☐ No ☐

17- What are the strategies that you use as an English student to enhance your level at English?

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18- Do you think your learning environment help you to be autonomous? How?

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Appendix 2

The interview

The Interview questions

- On the basis of your experience as a teacher:

1) - How do you see EFL students' attitudes towards learning English inside and outside the classroom?

2) - As we notice university students especially those of first and second year are really depending on the teacher because of over-reliance habits they used to from the secondary school : what do you suggest as solutions for this problem?

3) - Do you consider learner autonomy important in learning English at university level why /why not?

4) - Do you see that teaching and learning environment at University helps to develop the students' autonomous skills?

5) - In your English classes, do you have students who have that sense of independence, and who are actively involved in your classes activities?

6) - Do you think your students are somehow autonomous in their learning?

7) - How do you deal with your dependent students to raise their sense of autonomy?

8) - In what way does learner autonomy affect foreign language learning?

9) - How can autonomy be enhanced among learners?

10) - What strategies can be used to sustain autonomy among learners?

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الملخص

تسلط هذه الدراسة الضوء على ظاهرة استقلالية التعلم الذاتي في الأوساط الجامعية، وبالأخص طلبة اللغة الانجليزية، كما نسعى من خلالها إلى إثبات الدور الإيجابي لهذه الظاهرة، وعرض طرق تعزيزها لدى الطلبة لتمكينهم من تحمل مسؤولية تعلمهم والوصول تدريجيا لتعلم مستقل ومتحكم فيه. كما تهدف أيضا الى ايجاد استراتيجيات ناجعة لرفع وعي الطلبة ليصبحوا مسؤولين ومستقلين في تعلمهم، فيحققوا بذلك تعلما ثابتا ودائما.

الكلمات المفتاحية : الاستقلالية – متعلم مستقل – تعلم مستقل و متحكم فيه – تعلم دائم.

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Summary

The research work is an attempt to shed light on the phenomenon of autonomy in foreign language learning at universities, the case of English language. It investigates the positive impact of autonomy on the learning process and the ways to enhance it among learners to enable them to assume responsibility for their own learning and gradually achieve self-controlled learning. The study aims at finding effective strategies to raise students' awareness of their learning and of the peculiarity of their learning styles and preferences and the necessity to heed all these in an autonomous life-long learning enterprise.

Key words: Autonomy - Autonomous learners - controlled-independent learning - lifelong learning.

Résumé

Cette recherche vise à faire la lumière sur le phénomène de l'autonomie dans les universités, le cas de la langue anglaise. Il cherche à étudier le rôle positif que l'autonomie joue dans l'apprentissage de la langue et les moyens de l'améliorer pour les étudiants afin de leur permettre d'assumer la responsabilité envers leur éducation et de parvenir progressivement à un apprentissage indépendant et autocontrôlé. La présente étude est censée référez à l'étudiant à ses styles et préférences d'apprentissage particuliers qui le distinguent des autres afin qu'il puisse en faire usage pour développer un apprentissage autonome, efficace et durable.

Mots clés: l'autonomie – apprenant autonome - apprentissage indépendant et contrôlé.