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Teachers-Learners Roles within an Autonomous
Learning Process: A Case Study of Third Year
Students of English at University of Ibn Khaldoun/Tiaret

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Submitted by:

- ❖ BELBAH Nassima
- ❖ BELHOUARI Dalila

Pannel of Examiners:

- | | | |
|----------------------|------------------------|------------------------------------|
| ❖ Chairman: | Dr. MOURI Djilali | University of Ibn Khaldoun /Tiaret |
| ❖ Supervisor: | Mr. BELAIDOUNI Djilali | University of Ibn Khaldoun /Tiaret |
| ❖ Examiner: | Dr. BELARBI Khaled | University of Ibn Khaldoun /Tiaret |

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Dedication

I dedicate this research work to my dearest parents who have helped and supported me during all the stages of my life. To all my teachers from the primary school to the university and to all my pupils .special dedication to my supervisor Mr. Djilali Belaidouni for his assistance, patience, guidance and valuable pieces of advice in the realization of this dissertation.

Abstract

The present research investigates the EFL students and teachers' perception of the concept of autonomy. It attempts to reveal both of teachers and learners' roles within an autonomous learning process; and how the concept of autonomy is understood and used in Algerian Universities. The current research is a case study designed to investigate the perception of the concept, how it is used, and to what extent the learners are ready to be autonomous in their learning. The purpose is to look for ways to promote EFL learners' autonomy at University level. For this purpose, two research instruments are used: questionnaires, and semi-structured interviews. The findings of the research reveal that EFL students and teachers are not sufficiently aware of the concept and find it even difficult to implement in learning. Suggestions and recommendations to teachers, learners and policy makers are provided for the aim of building a concept of learner autonomy in EFL at University level in Algeria. There is a need to integrate learner autonomy in English learning as a gradual procedure based on training of EFL teachers and learners. This study argues for an urgent need to promote learners autonomy at University level which is nowadays a characteristic of almost all University students in advanced countries.

Key words: autonomous learning, perception, roles, teacher, EFL learners.

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List of abbreviations

LMD: License, Master and Doctorate.

EFL: English as a Foreign Language.

SLA: Second Language Acquisition.

General introduction

General introduction

The learning process is one of the foremost problems that have been tackled by eminent researchers and scholars. They have discovered that teens and adults learn in exceptional approaches and this fact uncovered many problems. The transition from childhood to maturity is the hardest phase concerning the learners' life and even their learning. During this stage, they are supposed to pass from total reliance on the instructor as the only source of knowledge to the degree where they can become self-reliant and take charge of their own learning. Thus, many English as Foreign Language teachers nowadays are encouraging autonomy to allow their learners to be engaged in self-reliant learning to enhance their language learning process.

Learner autonomy can be implemented in an atmosphere where learners can direct their own learning. It needs implementing those learning activities which take location besides the immediate intervention of the teacher. In this case, learners set their own goals and comply with techniques they devised to be fulfilled. It allows learners to become extra efficient and advantageous when mastering language learning independently.

Learner autonomy has received importance within the Algerian language mastering context at university due to the fact that the implementation of the (LMD) reform by the Ministry of Higher Education and scientific research in 2005. The LMD as an instructional system indicates that the language learning process is based primarily on the learners' adoption of an active role in and outside the school context. It is clear that the implementation of LMD system in Algerian universities used to be a means to carry change and shift from classical teaching to a greater contemporary one, it encourages the autonomous learning techniques in Algerian universities.

The aim of this study is to shed light on the concept of autonomy and illustrate both teachers and learners' roles in an autonomous learning environment. The present work is carried out to answer two research questions:

1. How do EFL teachers and learners perceive autonomous learning?
2. What are teachers-learners roles within autonomous learning process?

This research intends to investigate and confirm or disconfirm the following hypotheses:

1. EFL University teachers and learners may not be aware enough of the concept of autonomy.
2. Teachers and learners are expected to play specific roles within an autonomous learning process.

To carry out this study, the present work is divided into two main chapters. The first chapter is outlined mainly to introduce a literature related to the concept of autonomy. It deals

with the definition of autonomy and its origins, as well as the definition of learners and teachers autonomy, and characteristics of teachers and learners autonomy. In addition, the roles of both teachers and learners in autonomous learning process. The second chapter addresses the research methodology used in this dissertation. The participants of the study are third year License students and teachers of English at Ibn khaldoun University of Tiaret. Data are collected through questionnaires and interview delivered to the same target sample.

Chapter One

Autonomy in Language Learning

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1.1.Introduction:

Language learning is currently not seen as a potential to instruct but a capacity to make learners learn. For this purpose, learner- centered education puts the student at the center of classroom organization .By doing this, learners take more responsibility on their own learning and become autonomous in this process. *Learner-centeredness stands on autonomy because autonomy is a precondition for an effective learning.*”(Benson, 2001:24). For more understanding of this field, it is better to shed light on the concept of autonomy, and insights about autonomous roles for both teachers and learners.

1.2. Facts about the concept Autonomy:

This step is dedicated for tracing back autonomy and providing facts as an informational background about this quality.

1.2.1.The Origins of the Concept Autonomy

For a better understanding of autonomy, it is better to have a deep look into it’s origins and historical background. The term autonomy is derived from ancient Greek “Autonomia” from “Autos” which means self, and “nomos” which means law, It has developed to refer to countless meanings such as: self- legislation, self- governance, self- determination, self- ownership, and personal sovereignty. However, ancient Greek writers spoke about the right of city states to self governance and freedom from the interference of foreign powers.

In the 17th and 18th centuries, this term was used in the political context and legal texts, in Europe to denote the individual’s capacity to manipulate his own affairs by contract. However, at the end of the 19th century, many legal writers viewed the idea of autonomy as a historic usual concept which traced back to the Dark Ages. At the beginnings of the 20th century, the term “autonomy” used to be widely used in philosophy and more than a few social sciences, as far as education is concerned. Many scholars and educationalists targeted the thought of autonomy and claimed that education should be independent by itself.

Hence, autonomy seems to be a critical condition for education. It performs a vital role in growing a sense of pedagogical freedom which contributes successfully to profitable instructing and learning. As Edward Spranger put it: “*Learning and education will only be successful if teachers and students come together in freedom and the schools themselves are free.*” (Spanger, 1928:273).

1.2.2. Definition of learner Autonomy:

According to (Hadi,2012), there is no consensus on the concept of autonomy in education. Autonomy as a concept was developed first in politics .Then, it moved to other fields such as economy, religion, and education.

The idea of learner autonomy is tightly related to the present day teaching strategies and techniques. It started to be used in the field of education and more precisely language education through the use of Communicative approach. It may be earlier according to some different researchers. But it is generally agreed that the concept of autonomy first entered the field of learning through the Council of Europe's Modern Language Projects which was founded in 1971.

Holec(1981) is regarded as one of the pioneers who dealt with the concept of learner autonomy in education, and more particularly in language learning. His definition of the idea is considered original. Holec provides a definition of learner autonomy as:

To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning, and nothing more ...to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of his learning. (Holec,1981,p:03)

Holec supports his definition by a set of roles the autonomous learner is supposed to play such as:

- *Determining the objectives.
- *Defining the content and progression.
- *Selecting the method and the techniques to be used.
- *Monitoring the procedure of acquisition.
- *Evaluating what has been acquired.

Learners take their first step towards autonomy when they apprehend that they are responsible for their own learning. This can be executed via the involvement in all components of the learning process such as: planning, implementing and evaluating. The above mentioned roles cannot to a certain extent all be performed by the Algerian students at the university level. This takes place specially, when we talk about determining the objectives, defining the content, and the progression of English learning. Thus, learner autonomy as viewed by Holec is suitable for more mature learners, well trained for taking charge of their learning, self-reliant and autonomous. Unfortunately, it is rather not the case for EFL students in the Algerian context.

Nevertheless, Holec's (1981) definition is regarded as unique, and it covers all the areas that contain the transfer of control over learning from the instructor to the learner. "Other researchers disagree with him and maintain that Holec's account of learner autonomy did not take into consideration the nature of the cognitive skills underlying effective self-management of learning". (Benson,2001:49). Little similarly argues that:

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.

The capacity for autonomy will be displayed both in the way the learner learns, and in the way he or she transfers what has been learned to wider contexts. (Little, 1991:3-4)

According to Benson (2001), the definition provided by Little (1991) completes what was missing in Holec's definition, and indicates that: " *this definition adds a vital psychological aspect since it describes autonomy as a cognitive and self- management processes of learning*".(Benson,2001). Dickinson (1987) on the other hand, views learner autonomy as decision making in learning context. According to him autonomy refers to the situation in which: " *the learner is responsible for the decision s concerned with his or her learning, and the implementation of these decisions .*"(Dicknison,1987:81). Here, it is worth mentioning the difference between decision taking and decision making, in fact, decision making is related to advanced learners such as university students, while decision taking is related to less superior learners. As an example, EFL learners in Algeria at secondary education are supposed to take decisions and choose among a list of proposals, whereas, university students should have the responsibility of making decisions related to their learning.

As stated above, the notion of learner autonomy is multi-faceted, in fact, it is because each researcher defines it in accordance to his own perspective. Jefferies (1990) as an example views learner autonomy as an individual or group of learners " *study on their own possibility for a part or parts of a course, without direct intervention from a tutor, so that, to take a greater responsibility for what they learn "*. (Jeffries,1990:35). In the modern research, Jeffries definition of learner autonomy seems to be the most suitable because we are much more fascinated in partial autonomy not with the full or total one. The absence of the teacher during all the phases of the universal learning process is referred to as total autonomy, whereas, the absence of the teacher for the duration of one or a variety of these phases is known as partial autonomy (Hadi,2012).

The concept of learner autonomy appears to be controversial or hard to be defined, because it describes a capacity and responsibility in language learning. Some researchers consider it a psychological ability; others see it as a decision taking, while some others consider it as partial or full conduct of learning. Seeking a entire autonomy in language learning seems to be an idealistic goal. Learner autonomy can take place both inside and outside the classroom, it has political, cultural, and psychological dimensions. And promoting learner autonomy in EFL context is no longer easy, since this requires reshaping teachers roles, helping learners to be more self-reliant in learning, in addition to certain pedagogical, as well as, cultural elements.

1.2.3. Characteristics of an Autonomous Learner:

Many researchers as Holec, Little and Benson have shared the same view of autonomous learners and expect them to manage their own affairs. In other words, they see them as independent individuals entirely able to take charge of their own learning. Holec defines the autonomous learner; in his famous book *Autonomy and Foreign Language Learning*, as:

“To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning and nothing more ...to take charge of one’s learning is to bear responsibility for all the decisions concerning all aspects of this learning .” (Henry Holec, 1981:03)

To support his definition, Holec (1981) adds that autonomous learner is supposed to be able to determine the objectives, define the content, select the strategies to be used and assess what has been acquired. According to him, learners can be autonomous if they are responsible for their own learning through being involved in the different aspects of the learning process. In the same context, Holec (1988) mentions that:

...the autonomous learner is not automatically obliged to self direct his learning either totally or even partially. The learner will make use of his ability to do this only if he so wishes and if he is permitted to do so by the material, social and psychological constraints to which he is subjected. (Holec,1988:08)

However, Little has a different point of view about autonomous learners he says that:

“ Autonomous learners can understand the purpose of their learning program, unequivocally recognize the conscientiousness for their learning; divide the set of learning objectives, take initiatives in planning and implementing learning activities, and regularly review their learning and evaluate its effectiveness.” (Little,1991:11)

Moreover, Kumaravadivelu is for Little’s definition and argues that: “ *supporting learners to be autonomous means providing them with more opportunities to be successful.*” (Kumaravadivelu,2003:131). Whereas for Nunan, he argues that: “ *Learners who have reached a point where they are able to define their own goals and create their own learning opportunities have ,by definition, become autonomous.*”(Nunan,1995:145). Arguing that an autonomous learner is the one who is able to find the best strategy to learn and to be successful.” For Huttunen: “*A learner is fully autonomous when he is working individually or in a group, taking responsibility for the planning, monitoring and evaluating of his studies .*”(Huttunen,1986:95). In the same context, Candy (1991) views that autonomous learners have some competencies. These competencies make them characterized by particular features such as: methodical, logical, reflective, flexible, self-aware, creative, responsible, self- sufficient, etc .

On the other hand, Benson suggests that: “ *Autonomous learners are more educated individuals who have the ability to take the charge and contribute not only to their learning process, but also in their social life.*”(Benson,2001:01) However, Thanasoulas (2000) defines the autonomous learning “*like somebody whose life has a consistency that drives from a coherent set of beliefs, values and principles and also who engages in a still- continuing process of criticism and reevaluation.*”(Thanasoulas,2000)

Therefore, autonomous learners do no longer confine themselves only to instructions, methods, or materials given with the aid of teachers inside classroom; instead, they take the charge and promote their learning process by themselves. They pick the splendid equipment and materials and decide whether it is effective for their mastering or not.

1.2.4. Definition of teacher autonomy:

Teaching and learning are two interrelated processes since teachers and learners are working with each other and sharing all what happens in the classroom. The notion of teacher autonomy traced back to the beginning of the 1990's, when it was mentioned by Allwright (1990). Some years later, Little (1995) defined this concept as the "Teachers capacity to engage in self-directed teaching." (Little,1995:176), and in the same context, he adds:

"Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest degree of affective and cognitive control of the teaching process, and exploring the freedom that this confers." (Little,1995:179).

After that, Benson argues that teacher autonomy can be seen as: "A right to freedom from control (or an ability to exercise this right) as well as actual freedom from control." (Benson,2000:111)

As to Aoki (2002), he argues that teachers autonomy is mainly based on independently and responsibility for one's own teaching unlike learner's autonomy which emphasizes on self-reliance and responsibility of one's own learning. "The *capacity, freedom, and responsibility to make choices concerning one's own teaching.*"(Aoki, 2000:19).

According to Richard Smith, teacher autonomy refers to "The ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others." (Smith, 2000:89). In addition, Smith (2001) identifies three different dimensions of teacher autonomy. Teacher autonomy, first of all, is a capacity for self-directed professional action. Second, it is a capacity for self-directed professional development. Third, teacher autonomy is freedom from control by others in the professional action and development. However, Thavenius (1999) provides a different definition about teacher autonomy; he writes that an autonomous teacher is one who promotes learner autonomy:

"Teacher autonomy can be defined as the teacher's ability and willingness to help learners take responsibility for their own learning. An autonomous teacher is thus a teacher who reflects on her teacher role and who can change it, who can help her learners become autonomous, and who is independent enough to let her learners become independent." (Thavenius,1999:160).

Lamp (2008), on the other hand, suggests that the capacity teachers have in determining the improvement of their teaching through their own effort and through research and reflective thinking shows one facet of teacher autonomy. He goes on to indicate that the freedom to be able to teach in the way that one desires is also a manifestation of autonomy.

According to Tort-Moloney, in order to develop teacher autonomy, teachers must:

"become autonomous regarding curricular demands, pedagogical materials and discourses, as well as in research, by being able to acknowledge the virtues and limitations of these areas."(Tort-Moloney,1997:50)

Another definition about teacher autonomy is provided by De vries and Kohlberg who give a picture of what an autonomous teacher looks like:

“...the autonomous teacher can think about how children are thinking and at the same time think about how to intervene to promote the constructive culture. Autonomous teachers do not just accept uncritically what curriculum specialists give them. They think about whether they agree with what is suggested. They take responsibility for the education they are offering children.” (De Vries and Kohlberg,1987:380)

In short, all of these definitions reveal that teachers autonomy is a kind of freedom through which teachers are able to practice their duty independently. As a result, they can carry out their teaching process in an autonomous way which suits them and meets the learning needs of their students.

1.2.5. Characteristics of Teacher Autonomy

After the widespread of learners autonomy in the academic area in general and in Second language acquisition (SLA) in particular, the term instructor autonomy as a new notion has been given greater attention and become the chief concern of many researchers who have been inspecting it from one of a kind dimensions.

Smith (2001) illustrates the traits of teacher autonomy and summarizes them in six very complete elements as follows:

- Self-directed professional action.
- Capacity for self –directed professional action.
- freedom form control over professional action.
- Self-directed professional development.
- Capacity for self-directed professional development.
- freedom from control over professional development.(Smith,2001:5)

However, Little (1995) confirms that the use of the term “teacher autonomy” may have one of a kind dimension, as it is stated in the following examples :

First, Self-directed professional action: teachers sense more independent when they take cost of their educating procedure in non-public way and practice it via reflection, analysis and cognitive control of the educating process. (Little,1995)

Second, Self-directed professional development: the independent teacher ought to be aware of why when, where and how pedagogical skills can be acquired in the self-conscious cognizance of educating exercise itself.(Little,1995)

Third, Freedom from control by others over professional action: different words, teachers are free from any exterior control and this is one of the principal facts of the time period «teacher autonomy in the time honored instructional literature. However, this autonomy cannot be absolute ;teachers can pick their educating methods. But, they have no desire in the content or the curriculum considering they are imposed on them in the identical regard, McGrath (2000) sees that the traits of teacher autonomy can be illustrated from solely tow dimensions “ *as self- directed motion or development ; as freedom from manger by way of others.* “ (McGrath,2000:100-110)

Firstly, teachers can be autonomous in the experience of having the capability to manipulate their own development and behave independently in a self–directed manner. Secondly, autonomous instructors are free from any variety of constraints; they manage their teaching procedure via themselves barring accepting the other selections or interference.

1.3. Teacher’s Role:

In order to foster students learning autonomy, teachers need to adapt to perform a variety of roles. Breen and Candling classify the roles of teachers into the following categories: teacher as manger and organizer teacher as a facilitators; the third role is that teacher as counselor. (Richard and Rodgers ,1986:77)

1.3.1. Managers and Organizers

In a learner-centered system the teacher should take the responsibilities of organizing various kind of activities and games which are appropriate, effective and relevant to the classroom teaching and which will best meet the students needs and expectation. The ultimate intention is to respond to the students interest and skills so that they may be pretty influenced to perform in each degree of lecture room activities, but the trainer need to bear in thoughts that he or she needs to provide clear commands as to what’s to be done due to the fact of many activities, no matter whether it is a specific role play or a group discussion, depends good organization and on the students knowing exactly what they are expected to do. Otherwise it is impossible for the tow parts of teaching–learning process to achieve their objective .Teacher’s role are as manager and organizer is considered to be the first and foremost role teacher has to play in class.

1.3.2. Facilitators

In order to make the progress more flexible and successful, it is necessary for teachers to serve as a facilitators.

1.3.2.a. Features of Facilitators

According to Volker, a facilitators provide psycho-social support and technical support.

First, psycho-social support refers to the capacity of motivating learners as well as the ability of raising learners’ awareness.

Second, technical support refers to helping learner to plan and carry out their learning, helping learners to evaluate themselves and helping learners to acquire the skills and knowledge.

1.3.4. Motivator

In focusing on the role of teacher as a facilitator in autonomous learning, this part makes clear that independent English mastering knowledge does not imply learners sincerely examine their own learning. Learners in the procedures of becoming self sustaining need a teacher to support them to reach the highest feasible achievement as a facilitators, teacher want to do all of the efforts to make the learning less difficult and motivate learners to achieve their exceptional potentials, which includes : helping the learners to plot and perform their independents language learning supporting them to acquire knowledge and skills and motivate learner to learn autonomously. In the manner of facilitating it involves teachers encouragement and assist. Teachers encourage commitment, helping them to get rid of the uncertainly and anxiety and overcome the obstacles.

1.3.5.A resource

During the participation in classroom activities the teacher is expected to be the language resource. It is the obvious that the teacher is responsible to ensure necessary language input and offer help whenever it is needed. during this process, the teacher's first role is to motivate learners to produce their own language and to advisably correct students errors so as to help students develop their own learning strategies and techniques. As a guide to resource, teachers could also introduce some learning materials as: English magazines and newspapers, some useful websites to learners in order to motivate learners should be capable to select the materials which can be used arouse learners interest and cater to their learning level so this ensures the learners satisfaction and confidence. And thirdly, when the students had difficulty in learning teachers would get ready to provide information.

1.3.6.An evaluator

It is typically believed that it's another major part of a teacher's job to assess the students work. Teacher need to concentrate on students fulfillment or development in order to provide a successful learning atmosphere. It make learners extra assured in autonomous learning.

Teacher role as counselor

Richard and Rodgers (1986:78) argued *"The teacher-counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation ,through the use of paraphrase, confirmation, and feedback "*.

Teacher as counselor is to give advice and help learners so that they can achieve more efficient learning. This kind of role can be realized by means of helping learners to become

more self-monitoring fulfill learners aims and needs, as well as give feedback and support learners toward the target of autonomous learning .

1.4. Autonomous Learners' Roles

Since the notion of autonomy focus on getting to know instead than teaching, we must take a closer appear at the learners roles in autonomous classroom.

1.4.1. Responsible for learning

In self sufficient classroom, beginners are no longer passive receivers of information; they should be energetic producers of understanding and real makers of their own learning .According to Lacey (2007) : « *the college students have duty for their learning but via scaffolding¹* »

(Lacey ,2007 :8). Autonomous students have to be capable and willing to take charge of their mastering process. As Scharle and Szabo state : « *successing mastering very a good deal relies upon on beginners having a responsible attitude.* » (Scharle and Szabo ,2000 :4). So, Learners grow to be successful if they take accountability for their personal learning. (Lowe and Target, 1999).

1.4.2. Involved in the learning process

Fostering learner autonomy requires unbiased learners who have the capability to be worried in all components of the getting know process: planning, implementation and assessment. In addition; they can be involved in making decisions, editing the content and placing the desires of the gaining knowledge of program.

1.4.3. Being Aware

Learners must be aware of the pedagogical materials ,strategies, methods and skills that they use in their learning process, Thus, they will identify their own preferred getting to know patterns which swimsuits them. In this context, Dam says: " *...An awareness which with any luck will help them come to an appreciation of themselves and as a consequence amplify their self – esteem.*"(Dam, 2000: 18).

1.4.4. Self-assessor

Learners have to mirror on their learning in order to consider their work and develop independence from the trainer as the sole choose of their weak spot and strength. In autonomous classroom, students take the initiative in planning and executing mastering things to do and they are include to examine their very own mastering and evaluate the results .(Little, 2002).

1.4.5. Creative

¹ *Scaffolding is the aid given in the course of the mastering system with the intention of supporting college students achieve their getting to know goals.*

To create is to produce or make something new from oneself besides depending on the others ideas. Therefore, autonomous learners are supposed to be creative persons, According to Schell(2004) :” *Creative persons provide ideas the freedom to develop.*” (Schell, 2004:14) Such men and women are capable to suppose in an independent way, notice things that different humans do not, and find options to solve unusual problems. At the same time, they are chance takers who favor to strive new matters without being afraid of making errors while creating new ways of learning the use of new materials to improve their knowledge. The thought of learner autonomy is basically observed on the reality of considering the learners as the pillar of the learning process; except him no educating can be occurred. Thus, in order to be autonomous, newbie’s have to play some key roles which make them able to take charge of their very own studying and flip the lecture room into a motivating surroundings the place they can research autonomous.

1.5. Promoting learner autonomy in the EFL classroom

Since learner autonomy is a suitable goal for education, there has been several approaches to promote it. Benson identifies six different approaches to fostering learner autonomy: “*resource-based, technology-based, learner-based, classroom-based, curriculum-based and teacher-based approaches.*” (Benson,2011:125-126).While resource-based and technology-based approaches refer mainly to the out-of class strategies that aim at promoting learner autonomy, the four latter approaches are essential to this present study, since they approach the issue mainly from within a classroom context.

According to Benson (2011), the curriculum-based approach seeks to promote autonomy with the aid of trying to involve learners in decisions making tactics at the curriculum level. In essence, learners are inspired to select learning content and method. Proponents of this approach argue that permitting learners’ choice facilitates learners’ decision making, flexibility, adaptability and modifiability. This helps learners learn how to make informed choices as learners are entitled to reflect on their learning experience (Lee,1998).

The teacher-based approach is characterized by a change in the role of teachers from an informer, knowledge keeper to a facilitator and counselor. The process of role changing is a gradual one where the teacher helps learners to develop awareness of the learning process, practice an attitude of responsible learners and gradually take over some roles from the teacher (Scharle and Szabo, 2000).

The learner-based approach focuses on bringing about behavioral and psychological changes that are necessary for learners to be able to take greater control over their learning (Benson, 2011). This aim is manifested in the promotion of learner development, which takes its roots from self-directed language learning in Europe and learner strategy training in North America. Basically, learner development seeks to equip learners with strategies to develop control over learning management, i.e meta-cognitive strategies, social strategies, and cognitive strategies and proposes ways to incorporate these elements into the process of language learning.

The classroom approach, Benson (2011: 164) refers to those theories that aim at promoting learning autonomy by incorporating learners in the decision-making processes concerning their everyday learning content and procedures.

In order to develop learner autonomy in language learning, Lewis and Reinders (2008) propose some tips:

Firstly, following the view that language learning and the development of learner autonomy require interaction and cooperation, they suggest that the teacher should encourage pair and group work .

Secondly, in order to develop learner autonomy among his students, the teacher should provide opportunities for self-access language learning, in which the students can work independently, but with the teacher's guidance and help.

Thirdly, as awareness of learning is important in autonomous learning, the teacher should draw their students' attention to the learning process and make it explicit by incorporating the use of diaries and portfolios in their teaching. This gives way to self-assessment, which, according to the researchers, helps the students in identifying the problematic issues in their learning and, consequently, in coming up with suitable strategies to overcome those difficulties.

Lastly, while formal language teaching usually follows rather strict curricular demands and course designs, for Lewis and Reinders this is not a problem in developing learner autonomy as long as the teacher gives the students an overall understanding of the course outline, demands and objectives, this will help the students to regain a sense of responsibility in the face of external demands.

1.6. Psychological Factors Influencing Learner Autonomy

The field of psychology has been recognized as a key point in the process of learning on this base, there are three main psychological elements that have a great influence on the way individuals learn and the way they respond to learning experiences:

1.6.1. Motivation

The study of motivation in the area of learner autonomy has attracted a whole lot attention from scholars. It has been considered as an active component in the technique of autonomy, Ushioda (1996) (as cited in liu, 2015) contended that "*Without motivation, there is no autonomy the link between Autonomy used to be additionally .*" supported by Spratt, Humphreys, and Chan (2002, as stated in Liu, 2015) who reported that greater motivated in more self reliant mastering practice outside the class." *Indeed ,motivation is a necessary condition for Autonomy.*" (Murray et al, as stated in Mailbi, 2013:24). Learners can be encouraged in different approaches which are shaped via the individuals' specific wishes and wants. In line with this, Harlow (2007as cited in Boyno) state that motivation is based upon students interests, successes, and it modifications from one type to another, from one instructor to every other

and from one day to another from this perspective, researchers have classified motivation into two unique components which are related to learner's attitudes in the direction of their getting to know process.

The first kind is intrinsic motivation which is associated to rookies who are involved in doing things to do and who examine simply for the sake of pleasure. The second type is extrinsic motivation which includes inexperienced person who are imposed to gaining knowledge of or who favor to be rewarded for learning (Vallerand, 1997, as stated in Mailbi 2013: 25). The system of motivation is changeable. It is diagnosed as unstable strength that can be affected with the aid of distinctive factors in life.

1.6.2 Anxiety

Anxiety is regarded as the second psychological element which has substantial effects on learning. Foreign language classroom anxiety is a feeling of tension and worry which associated with overseas language mastering. This kind of anxiety which is common among adult learners in a classroom environment, can effect learners performance in a negative way .As Horwitz claims that: *“Not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education... (Horwitz, 2001:113 as cited in Savaskan, 2017). In this view, it have to be mentioned that “Generally speaking, language anxiety has been viewed as a particularly negative psychological factor in the language learning process.” (Daubny,2005, as cited in Savaskan,2017)*

Some researchers have cited that most college students reflect on consideration on language training the most anxiety provoking courses of all topics and a threat to their self-concept (Campbell & Ortiz ,1991:Horwitz et al, 1986, as cited in Boyno, 2011: 66). Onwuegbuzie et al .(1999, as cited in Boyno,2011) express that foreign language anxiety takes place when lack of private confidence, self-esteem, Willingness, motivation which can be considered as a barrier in the front of learner autonomy. Additionally, researchers such as Bound (1985) viewed elements that strongly prevent learners from decision making during their learning process. In the same view, Yu(2006) (as stated in Boyno, 2011)consider self assurance and commitment as a means to reach higher levels of responsibility and Autonomy.

1.6.3. Beliefs and Preferences

In addition to the two elements that have been stated earlier, beliefs and preferences are regarded as the third factor in which the field of learning is related to.

They are worried slowly with language learning. Different principles and early thoughts about the technique of language learning can have a major effect on learner's reactions.

According to Benson (2001:73) :*“there have been many researches on learner beliefs and preferences.”* These researches have stated that learner's attitudes towards the field of language learning are influenced by using distinct beliefs.

1.7. Conclusion

As a multidimensional concept, autonomy has been manifested in many fields and has been related to special components of individual's life. Moreover, it has proved its effective function in the instructional technique in particular in language learning. This chapter has basically reviewed the theoretical framework of autonomy, including its definition and origins. It has provided a deep insight into the system of autonomy in education.

Chapter two

Data Collection and Interpretation

Chapter Two: Data Collection and Interpretation

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2.1 Introduction

Assessing learner autonomy requires the collection of various types of information about the concept as well as the role that the teacher and the learner play in the learning process. This chapter concerns the methodology of the study. It aims at collecting data concerning students' awareness of the concept of autonomy and its significance and importance in the learning process. Moreover it investigates autonomy at university level, through the following research instruments: a questionnaire to learners and teachers, because autonomy in learning is a process resulting from interdependence between both of them and an interview delivered to teachers. Throughout this chapter, we have analyzed the data that have been collected from both teachers' and students' questionnaire and interview.

2.2 Research Methodology

With the aim of achieving a reliable piece of research, the investigator needs to choose an adequate research method. And since our study deals with teachers' and learners' roles within an autonomous learning process in its formal context (university), the case study is the most suitable for such type of research. In this research two questionnaires were designed for both EFL teachers' and learners', as well as an interview for the teachers.

2.3 The Design of the Study

The selection of the type of research is based mainly on the nature of the research itself. Learner and teacher autonomy is a phenomenon that actually happens both inside and outside the class. A case study is selected because: "*A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context.*" (Nunan (1967:76 as cited in Hadi, 2012)). Accordingly, there are three types of case study: case study according to the purpose of research, case study in terms of the number of cases, case study according to the units of analysis. In this research we are concerned with the first type which is case study according to the purpose of research.

2.4 The participants

In this current research, two samples are selected. The first made of teacher required to fill-in questionnaire and interview, and the second made of third year License students of English also required to fill a questionnaire that would serve as tools of data collection.

2.5 Data Collection Tools

The research instruments used in this study is a questionnaire and an interview for EFL teachers, and another questionnaire to learners, in order to understand both Algerian EFL teacher' and learners' perception of learner autonomy.

2.6 Students' Questionnaire

The present questionnaire contains nine items. It consists of three types of questions:

- Closed questions request the informant to opt for one of the proposed possibilities without commenting.
- Mixed question ask the informant to choose one of the proposed possibilities, and then justify their answer.
- Open questions invite the informant to express freely their point of view.

2.6.1 Questionnaire Analysis

The questionnaire is divided into two rubrics. Each rubric has specific aim. The first one which contains four questions aims at discovering learner's knowledge and perceptions towards autonomy. The second rubric comprises a set of five questions. It is designed to measure the extent to which learners are autonomous.

Rubric one: learners' Knowledge and perceptions towards autonomy

Item one: how would you describe your level in English?

The main purpose behind this question is to see if students are able to evaluate their own level in English which shows that they tend to be more aware about their weaknesses and strengths. Besides the autonomous learner is the one who is able to evaluate his level in English.

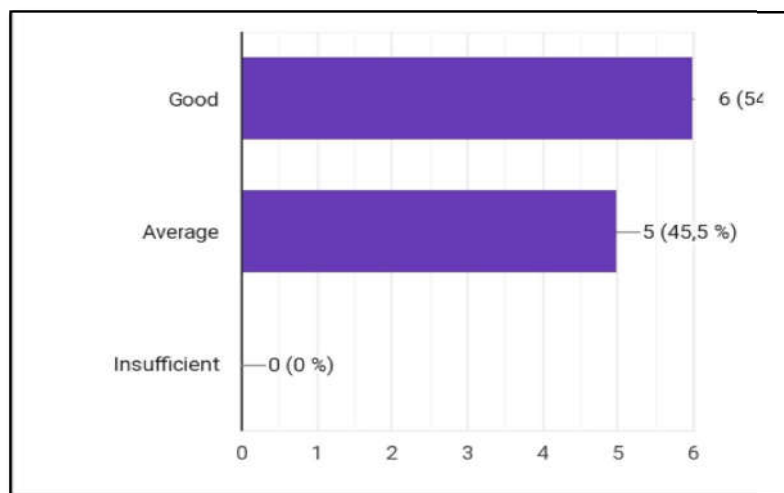


Figure 1: Students' Level of English

The bar chart above illustrate that more than half of the students (54.5%) evaluated their level to be good.(45.5%) said to have an average level in English language. And (0%) revealed to have a insufficient level in English.

Item 2: have you heard before about term”learner autonomy?”

The question aims at discovering whether or not students have background knowledge about the term” learner autonomy”.

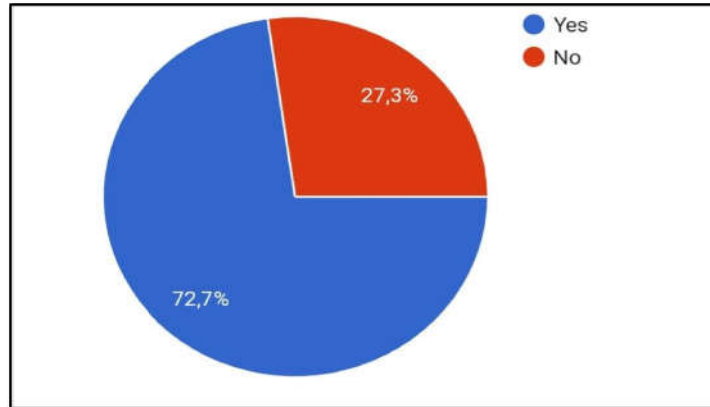


Figure 2: Student’s Knowledge about “ learner autonomy”.

The figure above shows the percentage of the students that have heard before about “learner autonomy” which is (72.7%). Most of them agreed on defining the term as taking responsibility during the learning process; whereas, (27.3%) of the students revealed that they have not heard about this concept. This means that the majority of third year Licence students in the University know about autonomy.

Item 3: do you think that learning process is:

This question aims at gathering students’ opinion about who they think is responsible for the learning process. In other words who takes the initiative part to promote autonomous learning.

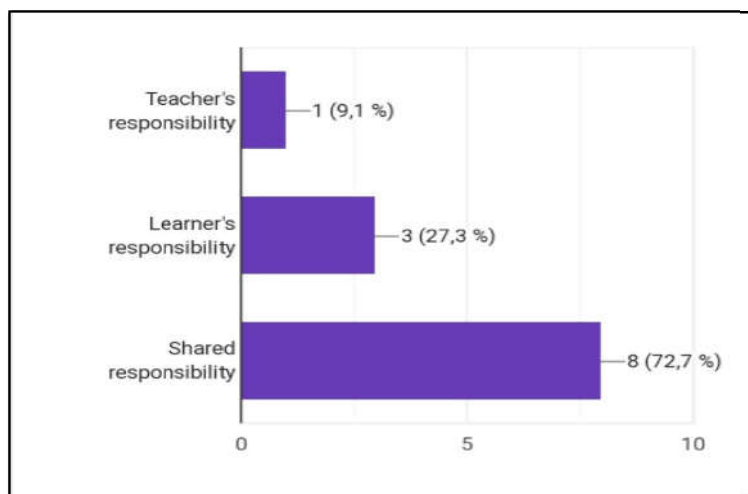


Figure 3: Students’ opinion about who is responsible for learning

The number above illustrate that (72.7%) think that the learning process is a shared responsibility between teachers and students and that both sides must collaborate together to achieve good results. In the other hand (27.3%) of students' think that they are the ones responsible for their own learning. whereas (9.1%) stated that it is the teacher's responsibility to guarantee good results.

Item 4: are you a self-directed learner (a learner who depends mostly on himself in learning)

This question is an inquiry into students autonomy .Its purpose is to show whether students are independent learners or not.

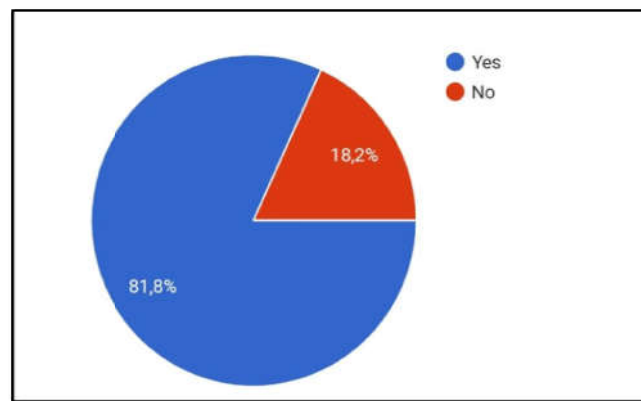


Figure 4: An Inquiry into Students' Autonomy

According to the information gathered, the majority of students' (81.8%) are self-directed learners in their principle.(18.2%) confirmed that they are not self-directed learners; this merely indicates their total reliance on their teachers in the learning process.

Item 5: according to you, independent learning is:

This question is basically interested in getting students' selected definitions of independent learning. By choosing what corresponds their perspectives towards this concept.

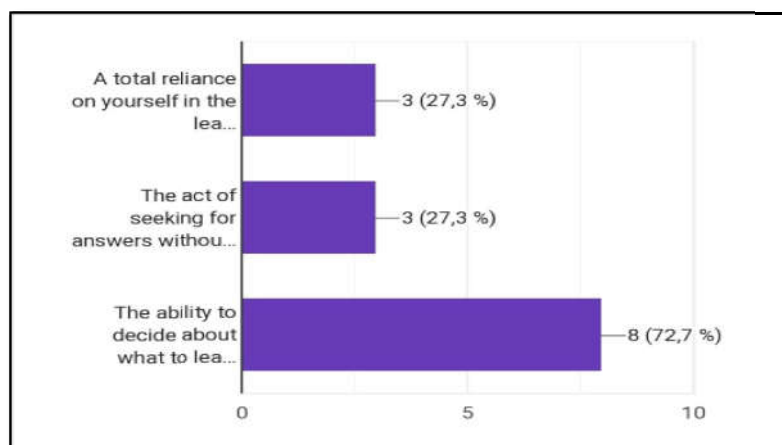


Figure 5: Definition of independent learning

The table and the bar chart above illustrate that a great number of students that is (72.7%) regard independent learning as a total reliance on themselves. Eventually, it's mirrored as a self-responsibility of the learner to be fully involved in learning. Whereas (27.3%) have chosen the act of seeking for answers without asking the teacher. And (27.3%) define independent learning as the ability to decide about what to learn. This indicates that learners' prefer relying on themselves when looking for answers and the importance of their choice in correspondence to autonomous learning.

Rubric two: Learners' degree of autonomy.

Item 6: to what extent do you depend on your teacher in your learning?

This question attempts to know whether students regard the teacher as the first source of input or not.

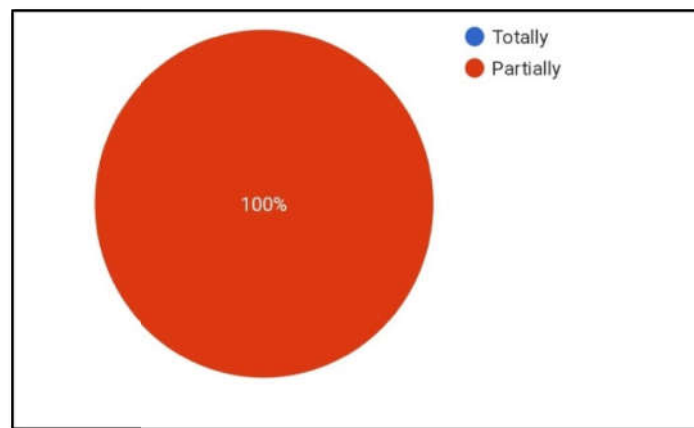


Figure 6: Students' dependence on the teacher

The results above show that (100%) do not depend on just their teacher but more on themselves or maybe their mates. This is something good for them to rely on themselves in their learning process.

Item 7: does your teacher let you take some responsibilities inside the class?

The objective of this question is to know if the teacher is giving opportunities to the student to be part of the learning process, and eventually encourage them to be autonomous learners. This question is divided into two parts: the first is a closed question and the second is a multiple choice question where the informants have to choose their answers.

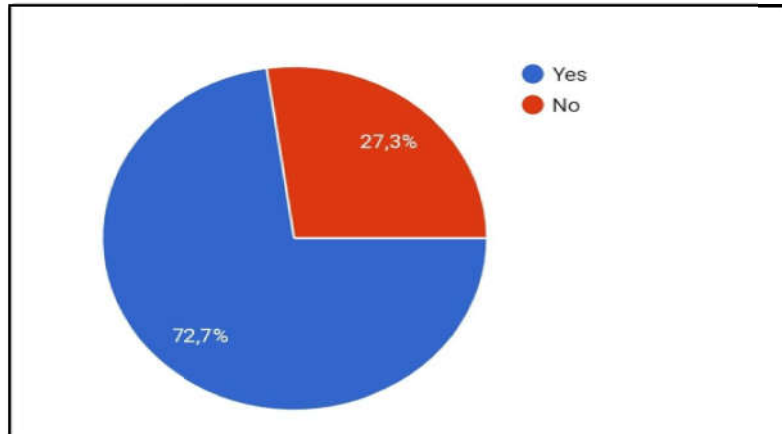


Figure 7: teacher giving responsibilities

From the answer above (72.7%) of students' declared that their teachers give them the responsibilities in the class and make them participate in the process of teaching-learning. (27.3%) of them however, revealed not be giving opportunities to be more autonomous in the class, which leads us to call for teachers' awareness about the importance of providing learners' with some autonomy to be conscious of their progress.

In the second part of the question, the students who answered "yes"(8 students) were asked to select the reasons that led the teacher to give responsibilities to them.

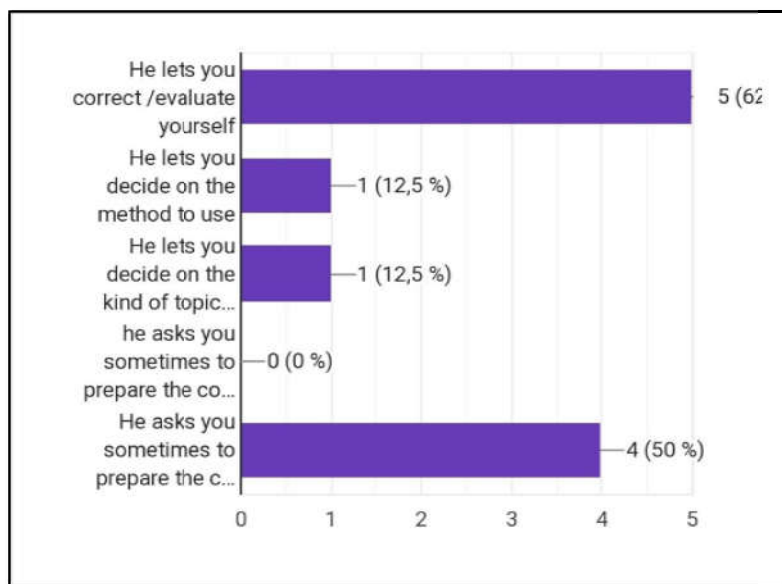


Figure 8: Teachers' reasons for giving responsibilities to students

The numbers above show that (40%) of students' said that the teachers' let them correct and evaluate themselves, and (16%) of them said that their teachers give them the responsibility to prepare the course and present it, and only (12.5%) said that the teacher let's us decide on the method to use, the other(12.5%) of them said that he let's us decide on the kind of topics and activities to use.

Item 9: Which of the following roles do you take during the session?

The present question intends to discover how learners perceive their real role during the sessions. In fact, when the learner is aware that he has to work in complete cooperation with the teacher to be successful learner is considered a step towards autonomy.

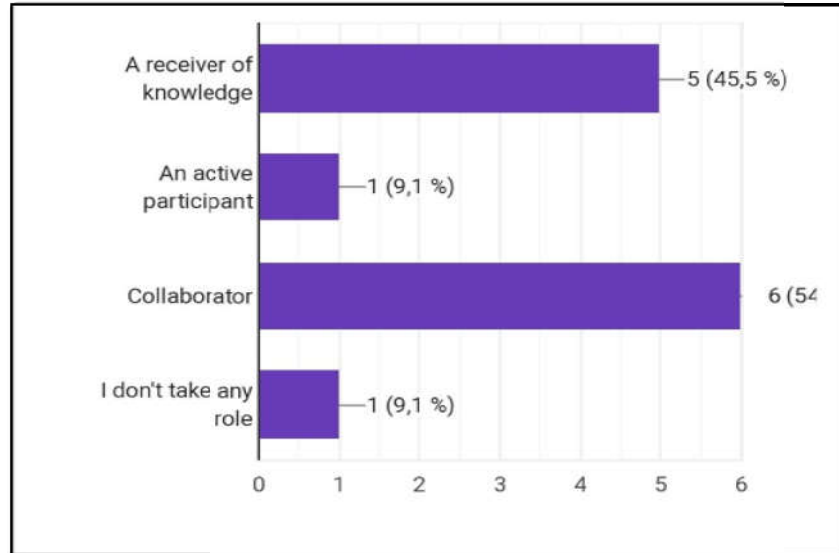


Figure 9: learners' role in the classroom

The table and the figure above present information on the learners' role attribution according their own view.(54.4%) of learners' estimated their roles as collaborators,(45.5%) said that their role is receiver of knowledge, and(9.1%) said that they did not take any role, and(9.1%) estimated their roles as an active participant.

Item 10: In your learning process, do you depend only on the information which has been given inside the classroom?

This question aimed to discover whether students use other means to search for information or not, and to find out if learners' have the ability to take the responsibility for their learning outside the classroom.

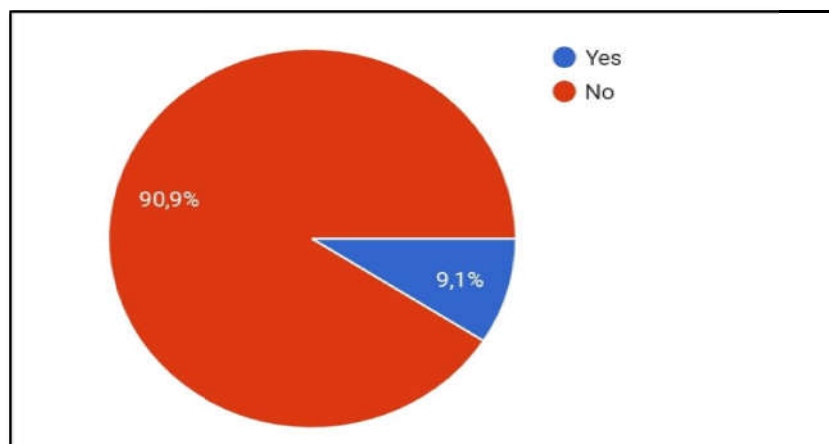


Figure 10: Students reliance on the giving information in class

From the numbers above, (90.9%) of students declared that they do not depend only on the information giving inside the class. They clarified their answer their answer by saying that they use internet and read books, also asking their mates. Whereas (9.11%) of them said that they depend entirely on the teacher's information.

2.7 Results interpretations

In the basic terms autonomy is defined as taking the responsibility for one's own learning. However, this is not as simple as it may look. Students' responses' to the questionnaire show that they are to some extent independent from the teacher. This confirms their response to the question number 6.(100%) depend mostly on themselves in their learning process. However, they consider themselves as self-directed learners. A great number of them see that the learning process is a shared responsibility between the teacher and the learner. According to them the collaboration between both sides is important in successful language learning. The learners' roles taking during the session is vital, most of them focused more on the product giving by the teacher, the rest of them were active participant or didn't take any role during the sessions.

2.8 Teachers Questionnaire

A second questionnaire was designed to inspire views and opinions from third -year License Instructor of English to investigate the research questions and hypotheses .It was submitted to 4 teachers .It contains closed, mixed ,and open questions. It is formed of 9 questions grouped into tow rubrics.

2.8.1 Questionnaire analysis

The questionnaire contains a set of 9 questions divided into two rubrics. The primary rubric is designed to get a thought about the instructors perception of autonomy. The second rubric is concerned with teachers' role in promoting autonomy.

Rubric one: Teachers Perception of Autonomy

Item 1: in the process of learning English, do you consider learner autonomy important?

The point of this question is to uncover teachers' attitude towards autonomy

Table 11: The Importance of Autonomy

Answers	Number of teachers	Percentages %
Yes	3	66.6%
No	1	33.3%
Total	4	100%

The information above show that all instructors have given positive answers .

According to them autonomy is important. Generally teachers have a positive attitude towards autonomy.

Item 2: according to you what is autonomy?

The most target of the question was to generate the teachers selected definitions of autonomy

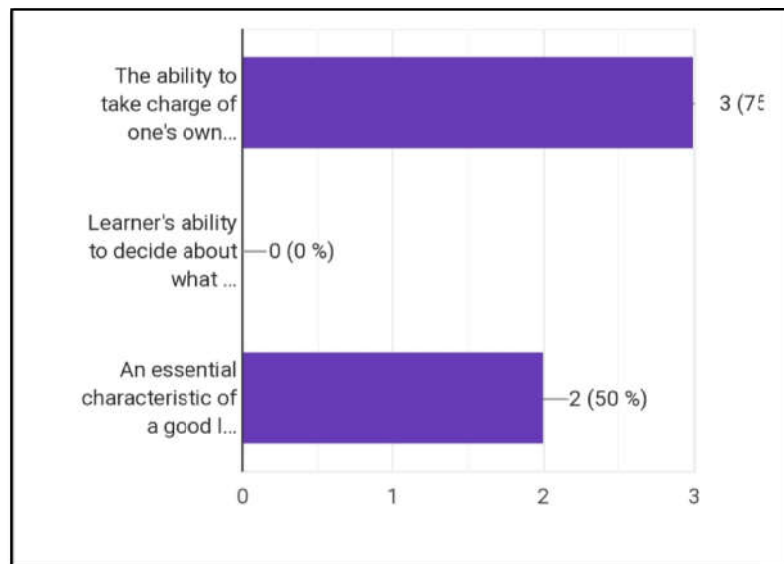


Figure 2: Teacher's Definition of Autonomy

The results gotten are displayed in the bar over. Basically three teachers confirmed Hole's definition of autonomy which states that autonomy is: "*the ability to take charge of one's own learning*". Other teachers had different opinions. two of the regarded autonomy as an essential characteristics of a good learner, in other words, the successful student is the one who directs his own learning. The other teachers said that autonomy is the ability to decide about what to learn.

Item 3: do you consider third- year License student of English autonomous ?

The objective behind this question is to find whether autonomy is present within third-year License learners.

The larger part of the respondents have a positive attitude when it comes to speak about learner autonomy, (66,7%) of the teachers said that students are autonomous in their learning, and (33,3%) said that students are not autonomous. The results shows the presence of autonomy in EFL class.

Item 4: If you think that they are not autonomous, is it because?

This questions is related to the past one. Its intention is to discover the reasons behind the absence of autonomy in EFL classes. Some teachers said that students are not autonomous,

they claimed that it was because of students come from a long spoon feeding tradition. They practically blamed the old education system. Others expressed that students lack of autonomy was because of their weak level of English .

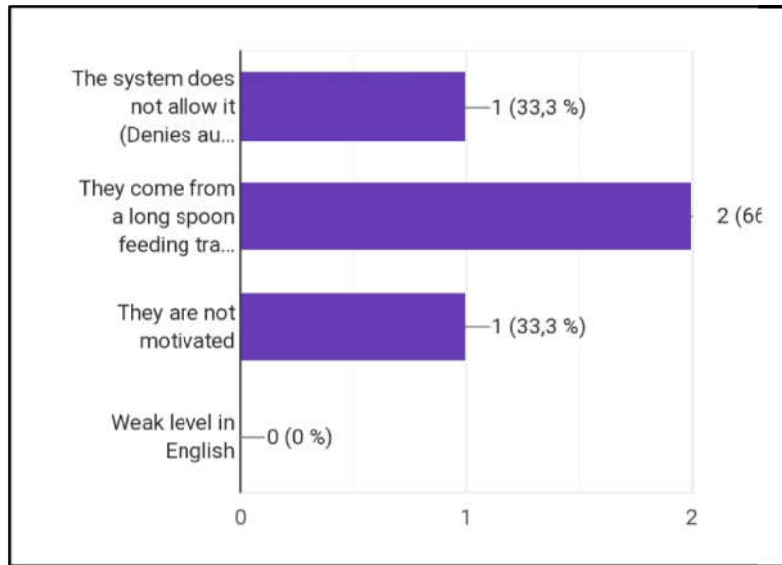


Figure 14: Reasons which Deny Autonomy

Item 5: is there any difference between teachers centered class and learners centered class, and which is more effective ?

The aim of this question is to gather instructors opinion about centeredness in the classroom .It is an open question ;therefore answers were varied from one teacher to another. All the teachers agreed on the difference between teacher-centered and learner-centered classes. The difference lays on the roles of both teachers and the students .According to them students centered class is more effective as it gives the learners more opportunities to be a part of their learning, and make, theme responsible for what and how they learn .

Rubric two: Advancing (promoting) Learner Autonomy

Item 6: what is (are) your role (s) in the classroom ?

The role of the teachers perform in their classroom show whether they are giving opportunities to students to step towards autonomy or they are still the controller of the teaching/ learning process.

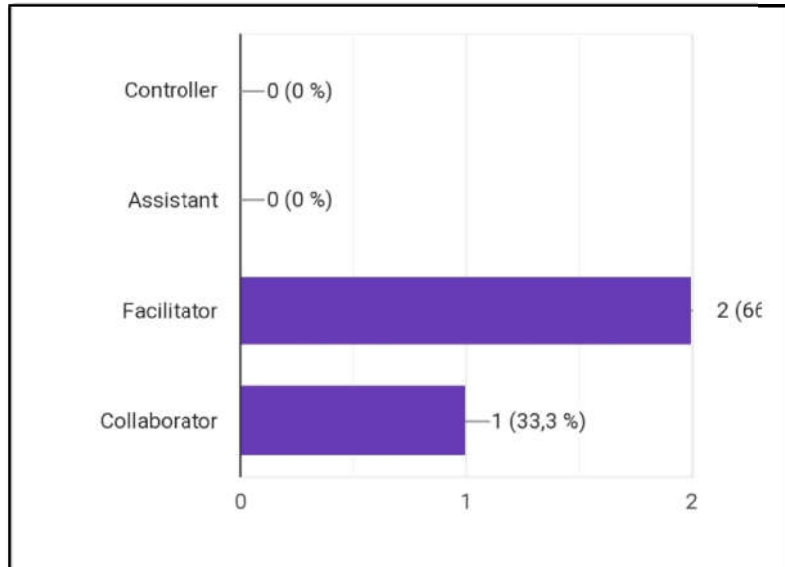


Figure 15: Teacher's Role in classroom

According to the collected answers ,most of the teachers affirmed that they cannot have only one role, they have to play another roles within different tasks. whereas(66,6%) see themselves as facilitator.(33.3%) as collaborator (0%) as assistant ,(0%) as a controller .

Item7: according to you, promoting autonomy is based mostly on .

Teachers were asked about the bases on which they should rely in promoting learner autonomy

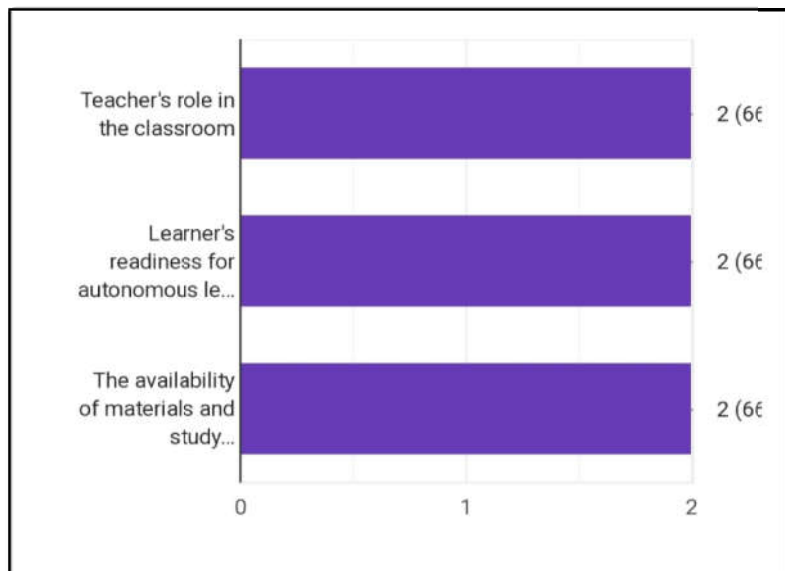


Figure 16: Promoting learner autonomy

The information above show that, (66.6%) of the teachers considered teachers role as the first basis, at the same time the other teachers see that the readiness for autonomous learning and availability of materials are also most important basis in promoting autonomy .

Item 8: how do you encourage students to be autonomous learners ?

The fundamental objective of this question was to discover the way by which teachers encourage autonomy among students.

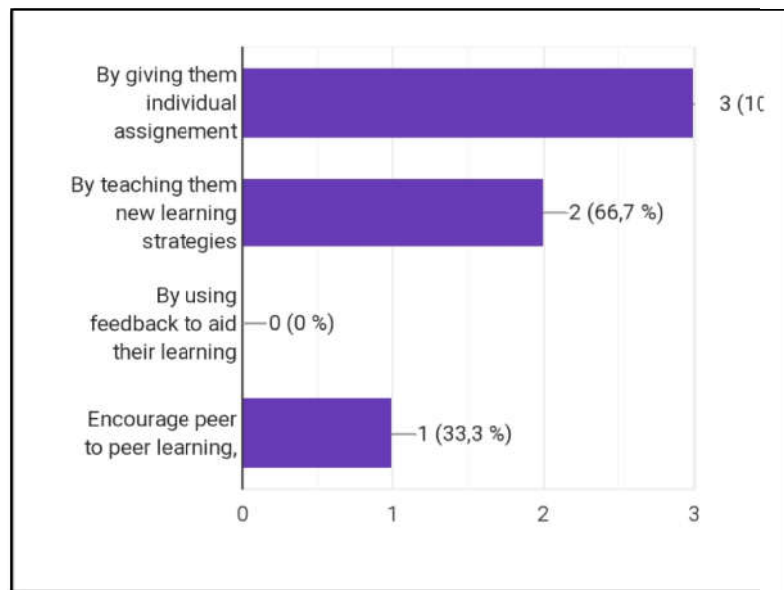


Figure 17: Encouraging Students to be Autonomous.

According to the results shown above. the majority of the teachers(100%) said that giving them individual assignments can encourage students to be autonomous learners .while (66.6%) said that teaching students new learning strategies can also encourage learners to be autonomous.

Item 10: does the LM D system contribute in promoting autonomy among University learners?

The main purpose of the question is to reveal whether the implementation of the LMD reform helped in promoting autonomy in the university or not .

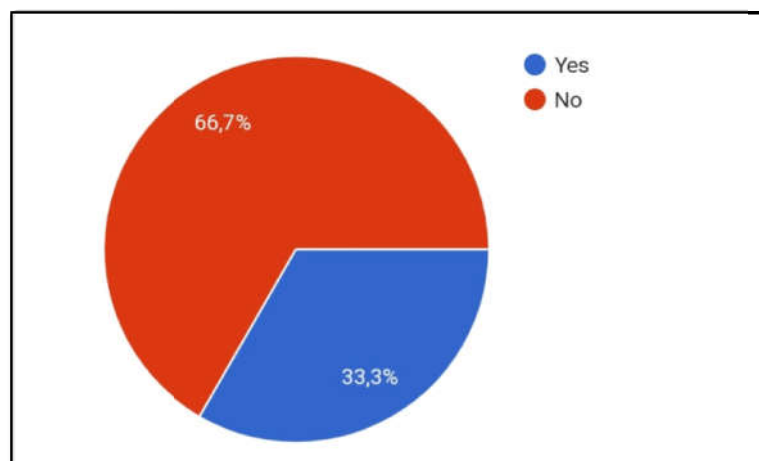


Figure 18: LMD system contribution in promoting autonomy

As the results show, (33.3 %) of the teachers declared that the LMD system contribute in promoting autonomy. However they see that the students are not ready to engage in autonomous learning. Whereas, (66.6%) stated that the LMD system has failed in promotion autonomy among university students. According to them there is no difference between previous and current system. Finally, one teacher said that, this questions cannot be answered by a” yes” or “no “. He said the success or the fail of LMD system in promoting autonomy depends mostly on the teachers approaches of teaching and techniques .

2.8.2 Results Interpretations

EFL Algerian instructors appear to be mindful of the significance of learner independence and how significant is the usage of independency in learning many instructors have misunderstood learner autonomy .They consider it as a handle which leads the learners learning on their process without claiming any intervention .However educatos ought to be mindful that it is their part to create independent behavior in their classroom through guideness and encouraging the empowerment of their learners.

3.1 Data obtained from the interview

The Interview is a discussion made with a reason ,and can be conducted in diverse modes, such as face to face, by telephone, and web ,Semi-Structured is chosen within the current investigation, since it gives the interviewee the flexibility to precise his opinions and see in his claim term. The interviewees have been inquired open-ended questions, in order to collect qualitative data about their understanding of learner autonomy, whether or not it is included in instructor preparing, programs, deterrents, and proposals for inciting learner independence at University level In Algeria, Questions have already been prepared by the analyst, so as to be replied by the interviewees.

The teachers were asked seven questions, (see appendix 3), the first four questions where about their understanding of learner autonomy, in English learning at University, and the extent to which EEL students were autonomous, in expansion to their attitudes toward it,

question five explored the interviewee opinion about project work, and whether or not really fostered autonomy in English learning, the questions six ,looked forward gathering data about students over-reliance on the teacher and the solution to this problem. Question seven investigated whether or not the learning and teaching environment at Algeria University help or hinder the establishment of autonomy in the English language classroom.

3.2 Results Analysis of the Interview:

Item 01: What is your understanding of learner autonomy?

According to the teacher's responses, learner autonomy is an approach that enable learners to take control and responsibility for their own learning, both in terms of what they learn and how they learnt. Or a principle that should take a maximum amount of responsibility for what they learn and how ,also the ability of learners to develop an independent approach in their studies, however teacher's answers seems to be somehow similar, they all agreed in the fact that learner autonomy is the ability to take responsibility of his own learning .

Item 02: Do you consider learner autonomy important in learning English at University level? Why? Why not?

According to the teachers, learner autonomy was important not only at University, but in all education from middle to secondary school. Generally speaking autonomous learners are more highly motivated than non-autonomous learners, that is to say autonomy is conducive to better and more effective learning. The interviewee (1) claimed that autonomy increase capacity and confidence of an active learners and it is absolutely needed to provide them with opportunities to take control of their own learning, increase the readiness and motivation, it help students to be aware of their limitation and their ability to manage them.

Item 03: On the basis of your experience as a teacher, do you think EFL Students' are autonomous?

EFL students in the English department according to the interviewees (Teachers) are autonomous to a low extent, expect some brilliant and smart students who did self –study tasks out of the language classrooms without being asked to do so by the teachers. They stated that EFL students share nearly the same culture, background, they were influenced, by way or by another, by their culture view of learning. The beliefs that teacher was the authority and the provider of knowledge still existed in their minds, so they just received knowledge .

Item 04: How do you see EFL students attitude towards learning English autonomously inside and outside the classroom?

In this context (for the interviewees), the success of the learner is to a great extent, determined by the educational system as a whole, for instance, students ability to behave autonomously was to depend on teachers who create a classroom culture were autonomy was created and encouraged, some teachers said that learners are given an opportunity to be

involved in their learning and improve their self-study skills if they have a positive attitudes ,another said it differ from one learner to another but in general it depends on learning styles and background .

Item5: Are project works really helping EFL students to be autonomous ? if no why ?

The project work according to the teachers, is a real world task, a suitable educating strategy that joins knowing with doing, it has a few common place highlights that recognize it from other learning exercise, project work emphasizes learners involvement and duty. The primary point is advancing learner independence, in any case no independence can be achieved from these project since they are prepared made (copy-paste), they did not benefits students, since they did not make sufficient efforts in them ,even instructors did not show their understudies how to conduct projects effectively, and successfully .

Item 6: What should be done to encourage students to become more autonomous in and outside the classroom?

The interviewee was asked about the roles, teachers ,educators, were gathered to encourage EFL students to become more autonomous in and outside the classroom .He expressed that the way towards autonomy in learning in general and in English learning in specific ought to begin at home ,parents had better encourage their children, to rely on themselves, on teachers also lied responsibility of motivating their learners and raising their awareness, they should modify their strategies of instructing to open the door for students to bear responsibility in the language classroom .Some suggested response of teachers ;giving projects and encouraging them to join groups of English people and to make relationships with them, build upon the students prior knowledge, choose engaging context and topics create flexible tasks keep it active, encourage students to take risk and allow risks .

Item07:According to you does the teaching and learning environment in Algeria help or hinder the development of autonomy ? In what way ?

The teachers thought that the teaching learning environment in Algeria in general did not truly help the development of autonomy in learning, the educational system know by its preservation. The traditional view to the role of teacher and learner is rooted in mind, and he accepted that autonomy worked well in western world, in non-western world it is difficult to be connected, they have given EFL instructors with some parts of advice :

1. To begin by themselves, to know what autonomy implies, how to apply it within the language classroom.
2. By identifying learning needs and setting learning goals to address those needs.
3. Identifying resources (human, as well as materials) to help learners achieve their goals.
4. Applying appropriate learning strategies.

5. Evaluating the outcomes of learning.

3.3 General Results

The interview show that teachers insist on the importance of autonomy in English learning, they claimed and believed that literature is linking autonomy with motivation, according to them EFL is not highly autonomous learners, because they are victims of such educational institutions, in which teacher training programs do not help in promoting learners autonomy, and the traditional view of teachers and students are still holding in mind .

3.4 Conclusion

The idea of autonomy is new in Algerian context both teachers and students ought to have training towards it. The Algerian educational system has a few focus that inhibit, autonomous learning rather than promoting it, the instructor is more a specialist than a facilitator, the system is still teacher-centered, students have trouble in moving their learning styles and taking responsibility since of a long-term ,spoon-feeding methods ,teaching learners how to learn is terribly lacking in our Universities, this study highlights the need to coordinate learner autonomy into the language programs ,through the explicit teaching of learning techniques and to prepare EFL students alike with teachers. Thus a difficult work is to be done if we want autonomy to be a reality in EFL at University level, most of the learners questioned in this research seem not ready to take more responsibility in learning, so teachers should change their authoritative and domineering roles inside the classroom, autonomy in language learning is an innate capacity that can be created through instruction; it may be right and capacity, It additionally a characteristic of today language learners. There is an important link between motivation and readiness within the field of English learning, in case EFL learner is sufficiently motivated, he is at the point prepared to make strides his level of capability, to help EFL learners getting to be prepared for autonomy, EFL teachers ought to begin by motivating them as a first and fundamental step. According to Chan et al: “*motivation may play an inhibiting or enabling role in the realization of learner autonomy ; the connection between motivation and autonomy is bidirectional and dynamic.*”(2002:262)

General Conclusion

General Conclusion

The concept of autonomy has become an obvious topic in the field of English language teaching and learning. Especially, the different perspectives devoted to the term commonly overlap according to both teachers and learners' perspectives.

The present study is designed to investigate learners' readiness for autonomous learning, and teachers' role in promoting it in higher education. Furthermore, it tends to shed light on the learners' and teachers' perception of the concept of autonomy in the EFL framework.

This work is divided into two chapters. The first chapter is a literature review closely related to the concept of autonomy and its teaching and learning process. The second chapter is a practical framework where the research design and procedure are described with the analysis of the collected data.

The case study was opted for using a questionnaire and interview that was administered to third-year License students and another one to their teachers. The collected data were analyzed both qualitatively and quantitatively. The results of the students and teachers' revealed that autonomy is basically important in language learning. The results also revealed that the majority of third year University students are not yet sufficiently autonomous due to many factors:

- * The difficulty of the transitional phase from learning in the middle and secondary school to learning in University.
- * The lack of opportunities to take the initiative role in learning.
- * The lack of activities inside the classroom that encourage students to be independent.
- * The mode of learning in our University does not insist on helping learners to become autonomous.
- * The lack of some psychological factors such as motivation.

Many language teachers would agree that autonomy is a good idea in theory, but somewhat idealistic as a goal in language teaching in practice. It was concluded that autonomous learning could occur when teachers assumed the role of facilitator of knowledge, became a supporter of helping learners build self-responsibility. As for learners, we can argue that they are required to be motivated learners in order to succeed as autonomous learners.

Language teaching is now more than before, on a position to encourage learner autonomy. While classroom learning cannot provide all what learners need, autonomous learning may complement this by encouraging the learner to go deep and exploit materials to enrich their knowledge and improve their skills.

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Appendices

Appendices

Appendix A

Learners' Questionnaire

Dear learners,

This questionnaire is an attempt to gather information needed for the accomplishment of a Master dissertation. It seeks to gather your perceptions and attitudes towards your own learning, and to what extent you are ready to take charge of your own learning and how independent you are in learning English i.e. autonomous learners. Therefore you are kindly requested to answer the following questions by putting a tick for the answer you think is more appropriate, and make comments where necessary.

1- How would you describe your level in English?

Good Average Bad

2- Have you heard before of the term "learning autonomy"?

Yes No

If "yes", what can you say about it?

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

3- Are you a self-directed learner (a learner who depends mostly on himself in learning)?

Yes No

4- According to you, independent learning is:

- A total reliance on yourself in the learning process
- The act of seeking for answers without asking the teacher
- The ability to decide about what to learn

5- To what extent do you depend on your teacher in your learning?

Totally Partially

6- Does your teacher let you take some responsibilities inside the class?

Yes No

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If “yes” it is because

- He lets you correct/evaluate yourself
- He lets you decide on the method to use
- He lets you decide on the kind of topics/activities to use
- He asks you sometimes to prepare the course and present it
- Others:

.....

7-Which of the following roles do you take during the sessions?

- A receiver of knowledge
- An active participant
- Collaborator
- I don't take any role

8-In your learning process, do you depend only on the information which has been given inside the classroom?

Yes

No

If “no”, what are the other resources do you use?

.....

9-Do you think that learning progress is?

- Teacher's responsibility
- Learner's responsibility
- Shared responsibility

Thank you for your collaboration

Appendix B

Teacher's Questionnaire

Dear teachers,

This questionnaire is an attempt to gather information needed for the accomplishment of a Master dissertation. It seeks to gather your perspectives about learner autonomy and how can it be fostered in teaching English in higher education more precisely the level of third year License. You are therefore kindly requested to answer the following questions by putting a tick in the appropriate box and make comments when necessary.

Your input is very important and greatly appreciated.

1-In the process of learning English do you consider learner autonomy important?

Yes No

2-According to you, autonomy is:

- The ability to take charge of one's own learning
- Learner's ability to decide about what to be learnt
- An essential characteristic of a good learner

3-Do you consider third year License students to be autonomous?

Yes No

4-If you think they are not autonomous, is it because?

- The system does not allow it (denies autonomy)
- They come from a long spoon feeding tradition
- They are not motivated
- Weak level in English

5-Is there any difference between teacher's centered class and learner's centered class, and which is more effective?

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

6-What is (are) your role (s) in the classroom?

Controller Assistant Facilitator Collaborator

7-According to you, promoting learner autonomy is based mostly on:

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- Teacher's role in the classroom
- Learner's readiness for autonomous learning
- The availability of materials and study aids

8-How do you encourage students to be autonomous learners?

- By giving them individual assignments
- By teaching them new learning strategies
- By using feedback to aid their learning

9-Does the LMD system contribute in promoting autonomy among university learners? Please justify your answer.

Yes

No

.....

Thank you for your collaboration

Appendix C

Semi-structured interview

1. What is your understanding of learner autonomy?
2. Do you consider learner autonomy important in learning English at University level? Why? Why not?
3. On the basis of your experience as a teacher, do you think EFL students are autonomous?
4. How do you see EFL students attitude towards learning English independently inside and outside the classroom?
5. Are project works really helping EFL students to be autonomous? If no, why not?
6. What should be done to encourage students to become more autonomous in and outside the classroom?
7. According to you does the teaching and learning environment in Algeria help or hinder the development of autonomy? In what ways?