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**Investigating Students' Readiness for Autonomy and
Self-access Learning during COVID-19 Pandemic. A
Case Study of Master Students at the University of Ibn
Khaldoun**

-Tiaret-

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Dedication

This study is dedicated to my parents, who have been my source of inspiration and strength throughout my journey. To my beloved sisters “Amina and Douaa” whose words of encouragements ring in my ears. To my beloved brother “Mohammed”. I also dedicate this work to my relatives, friends Nawel, Sabrina, and Amira who have supported me throughout the process.

Weiteres mochte ich bei meiner Familie, meinen Onkel, meinen Eltern und Geschwistern bedanken, die immer für mich waren.

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- Khamkham Hadil-

Dedication

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Abstract

The present study investigates the students' and teachers' perception of the concept autonomy. Foregrounding the paramount role of autonomy to boost foreign language learning at educational strata. It attempts to reveal the students' readiness to assume responsibility of their own learning during COVID-19. Therefore, this study is designed to scrutinize the students' attitudes towards autonomous learning and the extent to which they are prepared for it. Finally, it seeks ways to promote EFL learners' autonomy at university level. For this purpose, a case study was undertaken with first and second year Master classes of one hundred twenty students majoring in English. Four data collection methods were used in this study; an intervention, a questionnaire, an interview, and journal prompts. The findings reveal both teachers and learners are not sufficiently aware of the concept and find it even difficult to implement it in learning. Students are also unable to self-regulate their own learning due to lack of intrinsic and extrinsic motivation. This study recommends some measures to promote autonomous learning at higher education level which is a common pattern across universities in advanced countries. Furthermore, it suggests the involvement of students in assuming more responsibility for their own learning and direct them to become proficient autonomous learners.

Keywords: autonomy, COVID-19, foreign language learning, higher education, self-regulation.

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List of Acronyms and Abbreviations

TERM	EXPLANATION
AAR	Anticipation-Action-Reflection
CILL	Centre for Independent Language Learning
CL	Collaborative Learning
COVID-19	Corona Virus Disease-19
EGP	English for General Purpose
ESP	English for Specific Purpose
BMD	Bachelor-Master-Doktorat
MOODLE	Modular Object-Oriented Dynamic Learning Environment
PHD	Doctor of Philosophy Degree
SAC	Self-access Centers
SAL	Self-access Learning
SALL	Self-access Language Learning

General Introduction

General Introduction

Higher education deals with the tertiary level of education. One of the important aims of higher education is training students for leadership in the profession and public life since education is both a training of minds and a training of souls. Hence, higher education provides them with the required methods and helps them develop skills and strategies they need inside and outside university. Similarly, having a good mastery of English language enables students to approach autonomy. A tight relationship exists between autonomous learning and language proficiency. That is to say, learners share responsibility with their teachers in the classroom and do further research outside university so as to foster autonomy and to improve their level in language learning. At this higher level, a good command of autonomous learning is extremely crucial because it develops responsible learners who are able to govern their own learning and seek a journey of lifetime learning outside university.

However, in the Algerian context, studies such as teachers and learners defining the concept autonomy. The concept autonomy is still rarely discussed and implemented in the Algerian university. Part of this issue is that our university still use traditional ways of delivery and learning (E.g., reliance on teacher-centered teaching, lack of technological devices across universities). In addition to that, reliance on the teacher is a cultural norm since the early stages of education in our context. How the concept is used as a practical construct in the language classroom, and the way it may contribute to successful language learning, even the way both EFL teachers and learners view autonomy, are obviously lacking at university level. The key reason for such current unsustainable situation is to develop learners' self-reliance and to boost their autonomy in language learning. In addition to the availability of serious readiness for becoming autonomous, there should be teaching that fosters motivation to learn to align students towards the path of independent learning, teachers should explore this method and split from their traditional teaching method. This issue has come to the surface with the outbreak of COVID-19 and the closure of universities across Algeria. Furthermore; the issue of student autonomy is put into question and whether the students are able to face this challenge.

In fact, there is an urgent need to place autonomy at the heart of teaching foreign language at the level of higher education aiming at changing learners' attitudes towards English learning and making them assume more responsibility. However, it is necessary to investigate first how Algerian EFL students perceive autonomy in English learning, whether they are aware of the concept autonomy and the importance of autonomous learning for successful English learning.

General introduction

In addition to that, this research study aims to revisit the concept of autonomy and its implementation during lockdown in which interaction between teachers and students has been reduced, and there was a shift to Moodle platform. Eventually, it is necessary to see whether students were willing to maintain learning continuity during this period, and ready to start the journey of life-long learning and developing their skills and their knowledge remotely from their teachers who were not constantly contacting them.

In the Algerian context, the majority of the studies that were undertaken during COVID-19 targeted one dimension only by tackling the theme of replacing face-to-face lectures with digitalization and online learning. Meanwhile, they unfortunately neglected the importance of attempting the role of students during lockdown, and at the same time there were no studies that were devoted to the student's initiative to cover their needs, and to make efforts to respond on their own learning, their own resources, participation and autonomy throughout the lockdown. Therefore, this case study attempts to investigate the following research questions:

1. Are EFL students aware of the importance of learner autonomy for a successful learning?
2. Is there a link between EFL learners' perceptions and their readiness for becoming autonomous?
3. To what extent are EFL students ready to approach autonomy during pandemic?
4. Does Imposter Syndrome affect students learning in time of COVID-19 pandemic?

From the above questions, the following hypothesis were formed as follow:

1. University students may not be familiar with the definition and the application of the concept autonomy, hence not aware of the importance of autonomous learning in promoting education.
2. When addressing the notion of learner autonomy, several factors can be spotted that affect the practice of autonomous learning.
3. Establishing a supportive environment, raising students' awareness, and teacher's motivation can be some of the aspects that foster autonomy in English learning at university level.

4. Imposter syndrome is a new phenomenon that has left students in nearly complete isolation during their learning, without communal spaces to contextualize their shared challenges and solve problems together.

The major aim of this research study is identifying whether university students are active autonomous learners in setting their own decisions about their learning process targets and finding the appropriate strategies to realize them so they can share responsibility with their teachers. It is worth mentioning that this research is about to explore the possibility that multiliteracies will ensure that learning is significant for students, connected to their interests and understandings about the world. Thus, the researchers are going to closely explore the teachers' and learners' attitudes towards autonomy by relying on four data collection methods intervention, a questionnaire to the students of Master one and two degree, interviews with teachers, and journaling dedicated to first and second years Master degree.

The utility of this research study relies on its endeavor to provide empirical support for essential factors in the promotion of autonomy in foreign language classrooms.

This study enables both teachers and learners to construct an understanding of learner autonomy and become aware of the roles to be played for facilitating learner autonomy. This study serves, as well, to increase learners' awareness of how to be in charge of their own learning, and to train them to use certain language learning strategies, what both teachers and students really need is autonomy-oriented training. And finally, this research work may open the door for further research, and may serve as a preliminary idea for any interested researchers in the area.

This dissertation is composed of four chapters. The first chapter explores the milestones of autonomy and provides a thorough description of the variables and the components derived from them. The second chapter is developed to highlight the situation of promoting autonomy to the first and second years Master BMD students at the University of Ibn Khaldoun –Tiaaret- as well as the demands and challenges of becoming autonomous learners. It ends with a description of the research tools to conduct the research. The third chapter reports the results of the data collection methods and at the same time it provides the analysis of the obtained data. Finally, the last chapter provides some suggestions and pedagogical implications about conducting successful autonomous learning such as the implication of open access, the application of protocol, the implementation of the learning management system and the implementation of self-access centers.

Chapter One

The History of Autonomy

Introduction

The requirements of the new world and globalization have led to the improvement of the learning achievements. Thus, creating autonomous learners. Addressing autonomy in the real world with sudden events is strongly critical to instantaneous adaptation to the continuously changing situations. Autonomous adaptation relies on the understanding of the surrounding environment.

Therefore, this chapter is going to be devoted to examine profoundly the relevant literature related to the concept of autonomy in time of crisis particularly, the disruption that is caused by the outlook of COVID-19. The literature will be arranged according to two procedures: the chronological order of originating the concept of autonomy in the domain of teaching in general, its theoretical framework and finally the previous research and findings on the topic. And by organizing the literature into the main headings and their sub-headings. Accordingly, this chapter will shed light on the concept of autonomy, its purposes, functions and what principals ought to be adopted so as to embody the real meaning of autonomous learning in developing students' achievements and therefore creating autonomous learners. Eventually, this chapter will tackle the way teachers should promote autonomous learning inside and outside the classroom.

The term autonomy has sparked considerable controversy. Linguists and educationalists have failed to reach a consensus as to what autonomy really is. In fact, autonomy in language learning is a desirable goal for philosophical, pedagogical, and practical reasons. Fortunately, there have been voices in the domain of language teaching and learning calling for granting autonomous learning in higher education. Some theories and philosophical ideas related to autonomy are provided in this chapter, in addition to insights about autonomy in education in general and in language teaching and learning in particular. The purpose is to investigate the connection between autonomy and good learning of English. Nowadays, language learning is no longer seen as teaching ability but as learners learning ability. Therefore, learner-centered training places the student in the center of the classroom. The concept that language learning is conveyed to teacher learners via a series of rules has changed to a process in which the student is more responsible for learning. In doing acting, the student becomes independent in language learning.

1.1 Definition of Autonomy

Autonomy or autonomous learning is one of the pedagogical principals that have been revealed by learner-centered approaches. It has been examined and defined by various language professionals. Autonomy involves a claim that individuals should govern or be allowed to decide on their own and that those decisions should be respected by others, unless the decision requires harming someone else. (Kant, 1785)

According to Deci & Ryan (1985) autonomy is the inner endorsement of one's actions, the sense that one's actions emanate from oneself and are one's own. It is also considered a fundamental psychological need to function independently with will, choice, and self-determination. Dickinson (1987) defines autonomy as a situation in which the learner is totally responsible for all the decisions concerned with his learning and the implementation of those ideas.

According to the influential definition by Little (1991, p. 4), autonomy is a capacity for detachment, critical reflection, decision-making, and independent action. Whenever autonomy and independence figure in concrete language education projects, there is always a risk that underlying conceptual differences will emerge in the form of conflicts over the practical steps to be taken (Benson & Voller, 1997:2).

Lee (1998) argues that autonomy is usually accepted as essentially implying particular skills and behaviors and particular methods of organizing teaching and learning process. While, Benson (2001, p. 82) suggests that autonomy is not a method of learning but an attribute of learner's approach to the learning process. However, there is a continuing conflict between pedagogical approaches which mainly reinforce autonomy as something that students lack and therefore need to be 'trained towards', and that learners of any background culture are already able to monitor their own learning, at least to some degree (Smith, 2003).

The support for the current autonomy of learners (by teachers) can be regarded as an essential cornerstone for progressive growth, in reality, the idea that many advocates regard learners as a fundamental concept as having both the power and the right for themselves to learn. The criticism of autonomy being a Western concept unacceptable to non-Western students. On the other hand, can also be supported by learning and other approaches which aim to fit students into preconceived models (ibid.).

1.2 Milestones of Autonomy

This section traces the history of coining the concept and the underlying principles of autonomy. Autonomy is a Greek term, *autos*: self, *nomos*: govern, rule, i.e., self-rule or self-government in the politics. However, it took a wider meaning as liberty rights, privacy, individual choice, freedom of the will, causing one's behavior, and controlled by none except himself.

Autonomy as a political concept originated in the Ancient Greek from philosophers such as Aristotle, and Socrates who claimed for citizens the right to self-government. Hence, autonomy is defined as, "self-governance" or "self-determination" (Mappes and DeGrazia 1996, p. 25).

The most influential conceptions of autonomy are modern, having arisen in the 18th and 19th centuries, respectively, Immanuel Kant and John Stuart Mill. Kant views that a person is autonomous only if his choices and actions are unaffected by factors that are external, or inessential, to himself as having authority over one's actions such as convention, peer pressure, legal or religious authority, the perceived will of God, or even his own desires. According to Kant, a person will be autonomous with respect to his choices and actions if they are directed solely by his rationality.

According to the Millian (1970) view of autonomy, autonomy shapes the character of person to the extent that he directs his actions in accordance with his own values, desires, and inclinations. Therefore, Mill's view stands against Kant's since it does not hold that autonomous persons cannot be motivated by desires; rather it requires that the desires be their own. The Millian account of autonomy appears to be more realistic, and it has been used more commonly within applied ethics than the Kantian account. Philosophers distinguish between moral autonomy (personal autonomy) and political autonomy.

Moral autonomy can be traced back to Kant, Autonomy in moral judgments is "an independent and self-legislative stance taken in making moral judgments in the domain of justice" (Tappan et al., 1987, p. 315). Personal autonomy is the capacity to decide for oneself and pursue a course of action in one's life, often regardless of any particular moral content. Citizens are politically free to the extent to which they, as freedom-grantors and freedom users, are morally, ethically, legally, politically, and socially autonomous members of a political community ... Rights and liberties therefore have to be justified. (Forst, 2005: 46).

Forst's (2005) argument shows how much difficult is to introduce autonomy and how much complex is the fact of limiting rights and liberties.

1.3 Autonomy Related Terms in the Literature

Pemberton (Pemberton et al. 1996, p.2) and Dickinson (1987) identify various different terms in the literature on autonomy, some of which are used exchangeably, and some of which have been ascribed a number of separate meanings:

1. Self-instruction: learning without a teacher (Little, 1991, p.3); learning “without the direct control of a teacher” (Dickinson, 1987, p.5).
2. Distance learning: a way of organizing learners which usually only allows them control over access (Lewis, 1995).
3. Individualized instruction: is designed to meet the needs of individual learners, but the teacher prepares materials, sets objectives and evaluates the learner's ability to perform required skills (Logan, 1980). “... a learning process which (as regards goals content, methodology and pacing) is to a particular individual, taking this individual's characteristics into consideration” (Chaix & O'Neil 1978).
4. Flexible learning: the teacher or department provides materials and activities; the learner has some choice over what to do and when, but there is usually little negotiation about learning goals or evaluation (Page 1992, p.83; Evans 1993).
5. Self-Access learning: learning from materials/facilities that are organized to facilitate learning; self-instruction in using these materials. The term is neutral as to how self-directed or other-directed the learners are (Dickinson 1987, p.11).
6. Self-direction: a particular attitude to the learning task, where the learner accepts responsibility for all the decisions concerning his learning but does not necessarily undertake the implementation of those decisions (Dickinson 1987, p.11); the process or the techniques used in directing one's own learning (Holec 1980, p.14); the change of consciousness that is the result of such learning (Brookfield 1985).
7. Autonomy: the situation in which learners are totally responsible for all of the decisions of learning and the implementation of those decisions. In full autonomy there is no involvement of a “teacher” of an institution, and the learner is also independent of specially prepared materials (Dickinson 1987, p.11).

8. Semi-autonomy: the stage at which learners are preparing for autonomy (Dickinson 1987:11).

9. Self-access materials: materials appropriate to and available for self-instruction (Dickinson 1987, pp.11).

1.3.1. Self-access Learning

There have been considerable efforts made to help learners to take responsibilities for their learning, in particular through the use of self-access learning. Likewise, Anderson, Reinders, and Jones- Parry (2004) used self-access study to reduce the number of teaching hours. It is mainly used to offer additional or complementary ways in Australia that are implemented by trained teachers, and to offer a wide range of language learning resources. 'Self-access' cannot be equated with 'learner autonomy'.

Self-access refers to materials that are made available for learners to work on their own (Sheerin, 1990). As a result of educational reform movements which are concerned with a learner-centered approach, they led to the development of self-access. It provides learners with manifold ways of learning (Littlewood, 1997; Sheerin, 1997; Sturtridge, 1997). Thus, self-access can be seen as one context in which autonomous learning can be developed. According to Sheerin (1997:54), "*it is the way teachers and learners use self-access facilities which determines whether independent learning takes place*".

Self-access learning is self-instruction using the aforementioned materials (Dickinson, 1987 :11). However, it does not assume a lonely work, without other people's support, or an immediate transition. It aims to guide learners in their choice and accomplishment of self-instruction materials, because as Meyes (1994 :30) puts it, "*unguided choice may be as inefficient as no choice*".

1.3.2. Self-access Language Learning

Self-access language learning is roughly defined in the growing literature on the subject as the process of encouraging learners to take greater responsibility for their own language studies (Dam 1995; Garder Miller 1999; Benson 2001). The term self-access language learning stands for the kind of learning that takes place precisely in self-access center, as Sheerin (1997) mentioned that « *[t]he essential prerequisite to self-access learning is the provision of self-access materials within an organized framework so that students can get what they need* » (pp.7).

Self-access language learning appears to stir debate in two ways: cost-effectiveness and autonomy growth. In the former, authors like Aston (1993) who considers this mode of learning as a cost-a-saving proposition which could gradually replace direct teaching. Whereas others like Gardner and Miller (1997 :32) assume that

“implementing SALL should not be seen as cheap alternative to teaching. It should be seen as a useful complement to teaching which enhances language learning opportunities and provides learners with the independent learning skills to continue learning languages after they have finished formal studies. In this light it may be judged to be relatively cost efficient”.

With regard to the latter, there is a statement that while this mode of learning should encourage learners’ autonomy, this is not necessarily the case. In any case, positive positions towards SALL are still present. Even if it is not carried out in order to become autonomous learners,

Self-access learning is the practical solution to many language teaching problems: mixed-ability classes, students with different backgrounds and needs, psychological and personality differences between students, etc. (Sheerin, 1989 :7)

The above is as valid as Gardner and Miller’s (1997) view of SALL as a mode of learning that provides various degrees of instruction, but allows students to shift towards autonomy. The achievement of such autonomy will not depend on the manner in which students can teach themselves, nor on the self-access center, but on their decisions, their behaviors, and the educational system they can be immersed.

1.3.3. The Development of Self-Access Learning across the World

In different parts of the world there have been different focuses in the way these concepts have been implemented. In Western Europe, the development of self-access learning was a result of ongoing debate about autonomous learning. While implementing self-access learning in Europe comes from the Centre de Recherches et d’Application Pédagogiques en Langues (1972) at the University of Nancy in France, from the Language Centre at the University of Cambridge, UK; and from the Bell School in Saffron Walden, UK. It was the British Council who was in charge of giving teachers the training course called ‘Self-access’ in 1998.

Southern Asia has recently increased self-access development. Interactions to European supporters of self-access by European university consultants, sponsors and advisory services given by the British Council have been a major influence in this development. In Hong Kong the emphasis has been on the development of tertiary self-access learning currently this focus extends to secondary schools. In Singapore, the situations are slightly similar to those in Hong Kong where self-access is well developed at a tertiary level. In Malaysia, teacher-training colleges provided the initial impetus and has since rapidly extended into elementary and secondary schools. In Thailand, the emphasis has been on the training of school teachers at both diploma and degree level.

As result of creating an Australian Migrant Program that addresses the needs of new immigrants to the country, Australia is committed to self-access learning. Intensive work on learners' styles and strategies has largely resulted in North American influences relating to self-access learning. It is where the concept of 'good language learners' was first developed. This prompted teacher to consider how they might encourage their learners, based on successful learners' experiences, to develop effective learning techniques. This concept was later expanded to include all approaches learners could take to language learning. Insights into the styles and strategies of learners make teachers more conscious of their positions. In classroom-based learning in North America this research on learners' styles and strategies took place, adding a second dimension to the concept of self-access.

1.4 Levels of Autonomy

Learner autonomy is closely related to the level of learners. Farmer & Sweeney (1994: 139) state that, "autonomy is not an absolute but a relative term, and the degree of autonomy may vary from one context to another". There is also an educational environment context, and Farmer & Sweeney (1994: 138) highlight the cultural aspect that among Hong Kong students there is a perception that, "no teacher equals no learning." which may pre-dispose Hong Kong learners to a low level of independence. The CILL Internet site tries to modify this perception among its users by explaining about independent learning.

This range in degrees of autonomy is analyzed by Sheerin (1997: 57), who gives a model of activities involved in independent learning that illustrates the range of factors from dependence to independence (see table 1.1).

		Disposition to	
	1	← Analyse one's own strengths / weaknesses, language needs →	I
D	2	← Set achievable targets and overall objectives →	N
E	3	← Plan a programme of work to achieve the objectives set →	D
P	4	← Exercise choice, select materials and activities →	E
E	5	← Work without supervision →	P
N	6	← Evaluate one's progress →	E
D		ABILITY TO	N
E	7	← Analyses one's own strengths / weaknesses, language needs →	D
N	8	← Set achievable targets and overall objectives →	E
C	9	← Plan a programm of work to achieve the objectives set →	N
E	10	← Exercise choice, select materials and activities →	C
	11	←Work without supervision→	E
	12	← Evaluate one's progress →	

Table 1- 1: Sheerin's (1997: 57) Model of Activities Involved in Independent Learning

The centre for Independent Language Learning Internet (CILL) site helps the learners to develop the disposition and ability to do all these activities in the following ways.

It allows learners to analyze their own strengths / weaknesses and language needs by providing an explanation and a framework for them to analyze these, and by providing links to various test sites, and authentic communication situations such as e-mail pen pals, so that learners can test their language abilities.

The CILL Internet site helps the learners to set achievable targets and overall objectives by giving an explanation of the planning process, and providing learning pathways. It helps the learners to plan a program of work to achieve the objectives set

through access to lists of materials in CILL useful for common learner requests such as report writing, by providing learning pathways, and by providing a copy of a page from the CILL learner diary which takes learners through a planning to evaluation process for one learning session.

Learners are encouraged to exercise choice, and select materials and activities from the links, pathways and materials lists by the multitude of choices of materials they can choose. Criteria for these choices are explained in the explanation of the planning process. Work without supervision is encouraged, but the site provides e-mail connections to advice from tutors because it is recognized that there is a range to the degree of learners' autonomy.

Self-evaluation of learners' progress is explained and aided by the page from the CILL learner diary, but for less independent learners' e-mail advice and tutor evaluation is available.

Farmer and Sweeney (1994: 139) also regard autonomy as a developmental process involving learner training, "helping students to develop the confidence and motivation to believe that they can use these materials more independently, and that they can learn without a teacher." The CILL Internet site also shows learners how to use materials independently, for example with an example book chapter and details of how to use it.

Nunan (1997: 195) sets out a scheme proposing five levels for encouraging learner autonomy in relationship to use of learning materials (see Table 1.2 below).

Level	Learner action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles / strategies.
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options.
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program.	Learners modify / adapt tasks.
4	Creation	Learners create their own goals and objectives.	Learners create their own tasks.
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond.	Learners become teachers and researchers.

Table 1- 2: Nunan's (1997: 195) Model of Autonomy: Levels of Implementation

The CILL Internet site puts this range of independence into practice in the following ways.

In Nunan's Level One: 'Awareness', learners are made aware of the pedagogical goals and content of the materials they are using. The CILL site has details with each link that explain the pedagogical goals that can be fulfilled by accessing that link, and what type of materials they will encounter. The process whereby learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles / strategies is facilitated by the sections on planning and learning styles and strategies.

In Level Two: 'Involvement', where learners are involved in selecting their own goals from a range of alternatives on offer, the site offers some example goals in its section explaining a page from the learner diary.

In Level Three: 'Intervention', learners are involved in modifying and adapting the goals and content of the learning program. The planning of learners' work is an on-going process of modification and adaptation in the light of previous work as learners move through the process from planning to evaluation, and as the results of the evaluation feedback into planning further work. As Holec (1980: 33) states, "*the learner does not define his needs a priori, but works them out empirically as he goes along.*" This can be seen in the self-assessment sections of the learner pathways.

In Level Four: 'Creation', learners create their own goals and objectives. They graduate from use or reliance on the learner pathways to being able to create their own goals and objectives. This is explained in the sections on planning. To this description might be added the capability suggested by Holec (1980: 32) that learners may find that they wish to omit suggested materials on the grounds that, "The knowledge to be acquired is defined by the learner (or group of learners) on the basis of his (or their) communicative aims alone, without reference to the complete range of competence of a native speaker."

In the last level, 'Transcendence', learners go beyond the classroom and make links between the content of classroom learning and the world beyond. The nature of the Internet is that it is part of the world beyond as well as sometimes being part of a classroom. Learners can use it to communicate authentically with people in the world beyond, for example by using text conferencing or by taking part in on-line discussions. Therefore, this property of the fifth level of Nunan's typology is available to learners at all levels when they access the CILL Internet site.

1.5 The Correlation between Motivation and Autonomy during Pandemic

During COVID-19 Pandemic, keeping the students engaged and motivated represents the most frequently seen problem among Algerian teachers. This can be explained by the learners' unfamiliarity with the novel teaching instruction. The learners are used to the presence of their tutors who give them much support, guidance, and instant feedback. Being miles away from them, and just behind the computer screen, makes the students feel less secure and uncomfortable. They, therefore, end up quitting learning or usually show less

motivation. The focus of language teaching in the 21st Century has begun to play an increasingly important role in helping the learners to become independent in their learning.

The concept of autonomy is found not only in the field of education but also in the fields such as, organizational management, feminist study, medicine, and business. But the literature on autonomy in language learning is larger in number compared to other fields. According to Dickinson (1987: 11), autonomous learner takes complete responsibility for all of the decisions concerned with learning and implementation of those decisions. He also takes an active, independent attitude to learning and undertakes a learning task separately.

Little (1991) sees autonomy as a capacity for detachment, critical reflection, decision-making and independent action. He describes the term responsibility as control over the cognitive processes underlying effective self-management of learning. Autonomy is strongly associated with metacognitive strategies which engross thinking about the learning process, preparation for learning, monitoring the learning task, and self-evaluating. "Autonomous learners are by definition motivated learners". (Ushioda in Dornyei, 2001:59)

Gredler, Broussard and Garrison (2004) broadly define motivation as the quality that makes us do or refuse something. According to Guay and his associates (2010), motivation implies "the reasons underlying behavior". The socio-psychological approach of Gardner and his associates (Gardner and Lambert, 1972; Gardner and MacIntyre, 1992) dominated the area of motivation in language learning for several years. Learners who are intrinsically motivated perform learning activities for the delight of learning, for the pleasure of achievement, or to practice stimulation (Vallerand, 1997).

Ellis' (1985) comment on success in learning and motivation is worth mentioning. He claims "we do not know whether it is motivation that produces successful learning or successful learning that enhances motivation". Dweck (1986) emphasizes the fact that learning success alone will not be sufficient to construct and develop productive motivational attitudes but the learners should make every effort even after achieving performance goals or learning goals. In the views of Deci and Ryan (1992), external rewards can be merged with or even lead to intrinsic motivation, if a learner is adequately self-determined and internalized.

According to Dickinson (1995), success in learning and enhanced motivation will occur when a learner has more control of his/her own learning process. It has been shown

that there is considerable evidence from motivational studies that learning success and enhanced motivation is conditional on learners taking control over their learning, being able to make choices for their own learning and recognizing that their learning successes or failures are to be ascribed to their own efforts and strategies rather than to factors outside their control.

1.6 The Challenges of Teachers and Students during COVID-19

COVID-19 is affecting the foundations of the educational landscape. The virus grows exponentially due to the ease of transmission coupled with the miscibility of the symptoms for the first few days. The short-term solution is quarantine and social distancing. However, universities have been affected. Distance learning has inadequately replaced the traditional classroom setting. EFL teachers have been tested beyond any reasonable standards in their effort to sustain students well-being, while still striving for academic progress.

Teachers are struggles to find ways to adapt their virtual classrooms to fit the new reality and shifting the goal of teaching. Teachers strive for teaching the new content amid a difficult period. They look even after the mental well-being of students and providing them with reliable resources on platforms and virtual groups to help them access to affordable services during this time. The stay at home order is forcing teachers to embrace distance education. They have to create a new environment where students can still engage in materials and assignments like creating virtual classrooms. Thus, teachers should build a relationship in creating a positive learning environment reveals a level of communication, where students share responsibility with their teachers, they learn to participate and guide one another to expand their ideas and learn from one another.

The COVID-19 crisis has raised salient questions about the necessity, importance and usefulness of creating autonomous atmosphere. The paramount need that has emerged is to preserve students' motivation, engagement and interest as well as their connection with universities.

Teachers can draw on the UN's 2030 Agenda Sustainable Development Goals as a source of inspiration for contextualized and authentic learning situations relating to the major challenges facing humanity.

It suggests in language courses, using critical thinking to write an argumentative essay on the credibility of a given information source.

Training students to draw on various internal and external resources to meet an authentic challenge fosters knowledge transfer by placing students at the centre of their learning. Authenticity in education would therefore be a relevant approach for contextualizing the students' return to school and the continuation of their school paths in the wake of the upheavals caused by the pandemic crisis.

The experience of distance education during the pandemic has highlighted the issue of students' independent learning. Indeed, while students are used to being supervised, guided and strictly scheduled in their school work and in using resources, including technological tools, the school closures have required them, especially those with parents who are less available to help them, to become more independent in their learning.

In this regard, work plans for making students more independent and responsible could be a useful resource, provided that they are adapted for each student and each subject, and that students are explicitly taught how to use them. Moreover, work plans as an educational tool could benefit student learning under normal circumstances in order to foster the development of independent learning by encouraging students to set their own goals and exercise self-discipline, as well as by giving them some control over the choice of methods and tools used to carry out tasks. On the evaluation front, it would also be relevant for work plans to be integrated with educational approaches that support independent learning, such as project-based or problem-based tasks.

1.7 Multiliteracies Empowering Learners' and Teachers' Engagement

The education challenges of the 21st century include the discovery and the development of tools that bring value to both teaching and learning. New technologies and shifts in student demographics have a profound impact on the evolving landscape of higher education. Although people prefer to rely on traditional methods, also known as conventional method to study and memorize using traditional teaching aids are blackboards, textbooks, charts, pictures, posters, maps, atlases, globes, flash cards, flip cards, worksheets, science lab apparatus and materials, models, crossword puzzles, quizzes, the opportunities in form of virtual reality that has the power to transform the classroom into the practical field for students to experience real-life applications in a virtual world, E-books, a global learning platform offered by technology.

The demographics of today's learners are fragmented by age, locations, places, research areas and learning preferences. These groups demand personalized teaching

modalities to optimize the efficiency of education. Today's education is no longer confined to the traditional classroom lecture, face to face mentoring in class and in teachers' office time, scheduled lectures, activities and fixed locations. The global educational approach is impacted due to global economy and advancement of technology.

In the early part of the 20th century, people who had reached a certain degree or were able to sign their names or possess basic reading, and writing skills were considered as literate. However, in today's dynamic society these levels of competence are no longer adequate. Scribner and Cole (1981: 136) view literacy not just as simply being the ability to read and however, write. It is about applying the knowledge in particular contexts of use for specific purposes.

The term literacy has shifted from "*reading and writing effectively*" to "*the ability to use technology for gathering information and communicating ideas*". James Gee (1991) has characterized the term literacy as the ability to regulate the use of secondary discourses instead of simply using the primary ones at home and community; thus, Gee is adding to the concept of literacy a metacognition or metalanguage dimension. The New London Group (1996): "*they (students and teachers) need a metalanguage- a language for talking about language, images, texts, and meaning-making interactions*" (77). Years ago, a congregation of literacy professionals gathered in New London to promote a new literacy teaching approach to the growing cultural, linguistic and communication networks. The approach suggested a pedagogical and metalanguage of multiliteracies to exclusively expand print-based and monocultural language and literacy teaching approaches (New London Group, 1996). In response to improvements that were observed and were required in literacy education, they established a pedagogical approach. The New London Group (1996, 2000) defined multiliteracies as having the knowledge and skills to actively engage in the globalized economics, information, and social networks. The principle of multiliteracies involves the knowledge of use the management of modern technical instruments rather, it is applied beyond the reading and writing of various forms of texts. Our evolving communications environment presents features suggesting that multiliteracies in institutional learning environments will gain increasing currency (Cope & Kalantzis, 2000).

Sometimes, the concept of multiliteracies is discussed under other terms, such as new literacies and multiple literacies. Multiple literacies show how people read and write, it covers a range of static texts, printed and non-printed media including art, movies, music, magazines, books, television labels and pamphlets. Visual and audio communication modes

presented by written media, images, videos or charting are multimodal forms of information (Kress, 2010). The New London Group has established the framework for a pedagogy of multiliteracies which described the elements of a linguistic (delivery, vocabulary, and logos), visual (colors, perspective), auditory (music, sound effects), gestural (body, kinesics, feeling/ effect), and spatial (layout, architecture) that are used within texts. This approach emphasizes two main respects of literacy diversity and multimodal forms of linguistic expression and representation.

In response to two major shifts in globalized economies, this concept was coined; the proliferation of diverse communication modes through new communications such as multimedia internet, and digital media. The presence of increasing linguistic and cultural diversity due to increased transitional migration because the way people communicate is changing due to new technologies and shifts in the usage of the English language within different cultures a new literacy will be used and developed. People should be able to critically interpret and produce multimodal texts which transcend cultural, community and national boundaries. (NLG, 1996, p. 64).

However, they are dealing with noticeable consequences of the digital world than they could assumed. Since Marc Prensky (2001) coined the terms digital native and digital immigrant to describe the generational gaps between students, digital literacy is becoming a more popular concept. Paul Gilster describes digital literacy as "*the ability to understand and use knowledge through computer presentations in multiple formats from a wide array of sources*" (Gilster, in Paul, 1997:6).

Lanham argues that being digitally aware requires an ability to decipher complex images and sounds and the syntactic subtleties of words (Lanham 1995:200). It convolutes mastering ideas as Gilster described four key digital literacy competencies: knowledge assembly, evaluating information content, searching the Internet, and navigating hypertext in his book, *Digital Literacy* (Gilster 1997).

Gilster claims that we need to teach and learn "how to use the Web properly and how to be critical" and to teach students "how to assimilate the information, evaluate it, and then reintegrate it" (Gilster, in Pool 1997:8-9). Digital literacy may offer a help for university lectures to strive and to enhance students' English literacy skills for their future occupations in today's increasingly globalized era. New communication technologies influence the

pedagogy for literacy in various educational settings which will make teaching English significantly different from the old with a rigid and standard syllabus.

1.8 Imposter Syndrome during the Pandemic: A Barrier towards Autonomy

The term syndrome derives from the Greek idiom, *syndromé*, “competition; action of gathering tumultuously”. It emerged in the 19th century. The word imposter appeared in the 17th century (KAUTI, 2012). Imposter, a consciousness bearing the Imposter Syndrome has an intense feeling of a lack of authenticity in relation to the image of competence passed to other consciousness, even if they have attained real success. (Clance,1986). Imposter Syndrome, which is also known as the imposter phenomenon, refers to an individual who doubts their own skills, abilities, successes, and overall capabilities in life (Parkman, 2016).

Ustin (2009) argues that it is directly related to a fear of intimacy and self-deprecation. Parkman (2016) stated “*researchers looking at the relationship between Imposter Syndrome and mental health among student populations have found it to be a predictor of mental health, it has been found to be correlated with anxiety, depression, psychological distress, and minority student status stress*”. While for some people, impostor syndrome can fuel feelings of motivation to achieve, this usually comes at a cost in the form of constant anxiety. You might over-prepare or work much harder than necessary to “make sure” that nobody finds out you are a fraud.

The problem with impostor syndrome is that the experience of doing well at something does nothing to change your beliefs. Even though you might sail through a performance or have lunch with coworkers, the thought still nags in your head, “*What gives me the right to be here?*” The more you accomplish, the more you just feel like a fraud. It's as though you can't *internalize* your experiences of success. We know that certain factors can contribute to the more general experience of impostor syndrome. For example, you might have come from a family that highly valued achievement or had parents who flipped back and forth between offering praise and being critical.

We also know that entering a new role can trigger impostor syndrome. For example, starting college or university might leave you feeling as though you don't belong and are not capable.

Studies show that 70% of the general public report feeling Impostor Phenomenon (Sakulku & Alexander, 2011) and this percentage increases in academia. Clance and Imes (1978) suggest that individuals with achievement- orientation, who have perfectionist

expectations for themselves and work in highly competitive environments like academic settings, report higher tendencies of IP. "Publish or perish" academic culture --where performance goals can be vague, and stakes are usually high, results and feedback could be delayed, and individuals strongly identify with their professional roles -- increases the internal experience of intellectual self-doubt. Albert Einstein famously said, "The exaggerated esteem in which my lifework is held makes me very ill at ease. I feel compelled to think of myself as an involuntary swindler" (Holt, 2018). IP is primarily connected to high-achieving individuals; even the most influential experts experience the feeling of being a fraud. Signals of Impostor Phenomenon include :

1. A belief that one has fooled others into overrating one's abilities
2. The attribution of personal success to factors other than one's ability or intelligence, such as luck, misjudgment, charm, networking, presentation skills, or a lowering of standards

The IP cycle: "Impostors" start tasks with extreme over preparation, or with initial procrastination followed by frenzied preparation. If the task is achieved successfully, a person with IP would experience a feeling of accomplishment and relief. The new cycle begins once a new achievement task is encountered, and feelings of self-doubt and anxiety recur. The chart below illustrates this cycle.

1.8.1 The Imposer Cycle

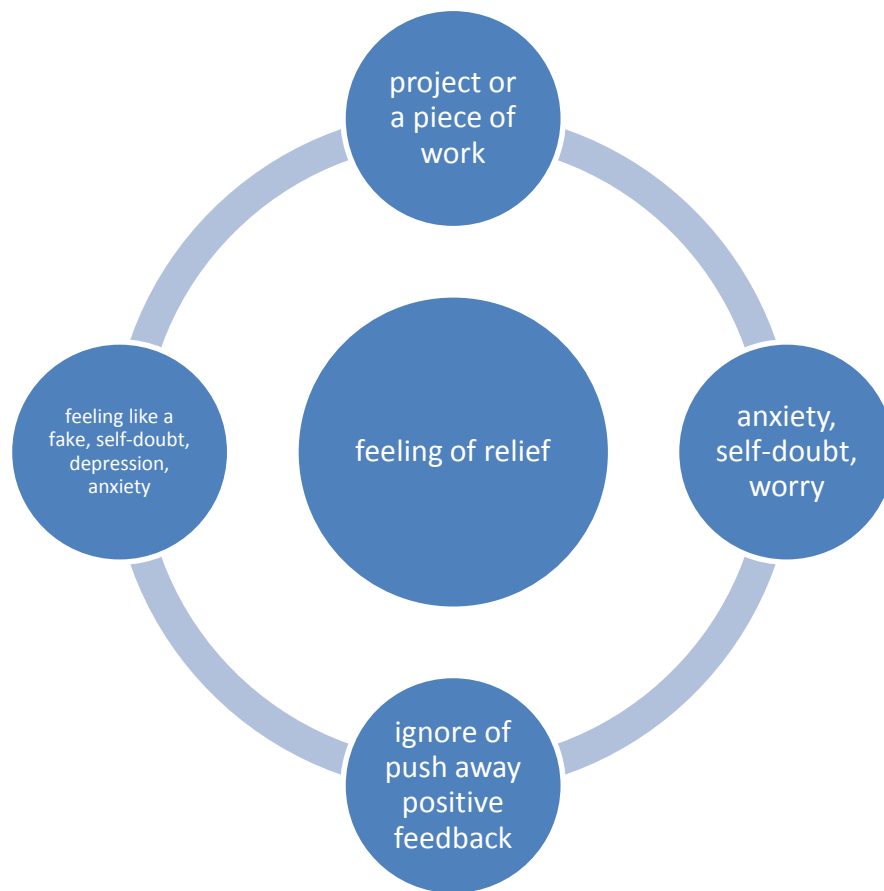


Figure 1- 1 : The Imposter Phenomenon cycle (Clance et al., 1995).

Harvey and Katz (1985, as cited in Hellman & Caselman, 2004) use the term the Imposter Phenomenon to describe “a psychological pattern rooted in intense, concealed feelings of fraudulence when faced with achievement tasks” (Hellman & Caselman, 2004, p. 164). Based on the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013), Impostor Syndrome is not classified as a mental disorder. For this reason, psychologists refer to it as the Impostor Phenomenon (IP). Thus, it is important to destigmatize this phenomenon by not using medicalized language of “syndrome.” Harvey and Katz (1985) proposed that Imposter Phenomenon consisted of 3 core factors:

(1) the belief that he/she has fooled other people,

(2) fear of being exposed as an imposter,

and (3) inability to attribute own achievement to internal qualities such as ability, intelligence or skills.

According to Harvey and Katz's (1985) definition, all three criteria must be met in order to consider someone an Imposter. Imposter phenomenon relates to intraindividual phenomenon that individuals experience themselves as inadequate and do not believe in their own abilities, even though they are objectively considered capable and competent due to their professional or academic accomplishments and qualifications (Clance and Imes, 1978).

Moreover, their world is persuaded of their capabilities to fool and so they are afraid to be relieved as an imposter or fraud, as long as their environments has the opportunity to recognize their presumed incompetence (Harvey, 1981; Langford and Clance, 1993; Cozzarelli and Major, 1990; Leary et al. 2000; Rohrmann et al., 2016) argue that this phenomenon does not seem to be gender-typical in contrast to initial assumptions of Clance and Imes (1978).

The pandemic has left students in nearly complete isolation during their learning, without communal spaces to contextualize their shared challenges and solve problems together. Students often do not know who is in their virtual classes, as many turn their cameras off. This environment makes it increasingly difficult for students to form study groups and to learn from each other and grow together. Zoom eliminates the potential for spontaneous side conversations, as students no longer have the ability to turn to a fellow classmate to ask questions about course content or the professor's expectations.

Moreover, students have limited outlets to alleviate stress and cultivate new social connections. These further distances students from their peers, making school an individualistic activity rather than a collaborative experience. This level of isolation facilitates internal doubts and anxieties. Students are vulnerable to negative thoughts related to lack of self-worth or capability, with little to no realm of comparison for how other students are doing. Many students may simply live at Tufts without feeling like part of a community. Lacking a sense of belonging and opportunities to connect, it appears inevitable that students face impostor syndrome more prominently this year. It was originally believed that people with the phenomenon of impostor fear being overestimated in their environment because they feel less competent than others (Clance and Imes, 1978). However, studies by Leary et al. (2000) have found that this anxiety did not come from a disparity between self- and other evaluations, but that individuals with impostor self-concept are generally worried about potential negative evaluations of themselves or their results due to their overall negative self-evaluation. Another line of research had shown that individuals appear to be

unfavorable rather than favorable when they feel that negative self-presentation has a social value for them (Kowalski and Leary, 1990).

Valerie Young, the author of *"The Secret Thoughts of Successful Women: Why Capable People Suffer from the Impostor Syndrome,"* suggested that impostor syndrome becomes problematic if your doubts and insecurities get too big and hold you back from performing at your highest potential. Experts believe that you are more vulnerable to impostor syndrome if you face a new obstacle or you are out of your comfort zone. The pandemic has exacerbated doubts about individuals' skills, talents, or accomplishments. Studying from home exposed much about the person behind the laptop – your home, your life, and your family.

The pandemic has added new stressors, intensified pre-existing factors, and in many cases, increased disparity. Self-doubt feelings can often lead to impostor syndrome. Imposter syndrome is neither intentional nor motivated, it is driven by the benefits of believing in one's own inadequacy along with the factors such as isolation from face to face instruction, isolation from peers, also sense of authentic evaluation that determine that utility.

Future research is however justified in gaining a more and more direct understanding of what motivates this community of impostors to be unfavorable. At the same time, a group of people are high in impostorism, who are haunted by deeply negative self-evaluations. These persons will look for advice and lead to the appearance in academic literature of the impostor phenomenon.

1.9 Anticipation

Learner's capacity and willingness to take a step forward stems from anticipation. Anticipation involves by all means projecting desires, predictions and intentions that may potentially impact the ability to develop a certain awareness of how actions and consequences of doing one thing might have been in the future.

The term Anticipation originates from the Latin *anticipare*, literally "to take before". It is hence a sense of being aware of something coming at the future time (Springer Dictionary). To wit, prediction can be another meaning of anticipation that signify all of attention, desire and will. In anticipating, learners are required to understand problems in the present, manipulate tensions, and consider the short- and long term- consequences (Rychen, 2016) to cope and create new values for future needs.

By the spread of the COVID-19 pandemic, and during a time of change, governments around the world are craving insights and aggravating uncertainties into what's to come next. Education centers in one hand are making new intricacies for learning arrangements to fix the instructional climate by for instance designing online courses, normalizing distance learning yet preparing an accurate program to meet what have been missing inside the classroom walls during quarantine, therefore prepare learners to anticipate and define a ready- to- achieve goals. On the other hand, with everything being cancelled and vulnerability encompassing the future anticipation is no longer an exclusive concern for learners. It tends to be a difficult task for learners to set goals, make decisions.

Educators in the realm of improving learning processes presented an AAR cycle stand for Anticipation Action- Reflection. According to the OECD Future of Education and Skills 2030' conceptual learning framework AAR cycle is defined as an:

The Anticipation-Action-Reflection (AAR) cycle is an iterative learning process whereby learners continuously improve their thinking and act intentionally and responsibly, moving over time towards long-term goals that contribute to collective well-being. Through planning, experience and reflection, learners deepen their understanding and widen their perspective.

It is assumed here that the AAR model consists of three phases:

- In the anticipation phase, learners are required to think about how actions taken today might have impact tomorrow, also builds up their abilities to predict and anticipate what type actions to take based on short- and long-term consequences, understand what are their needs, own intentions and goals to be achieved.
- The next phase is identified by Leadbeater (2017) as a bridge between what learners already have in mind and what they are expecting to be in the future. Through anticipation, the learner is directed towards making changes
- The reflection phase as pointed by Dewey (1933) is a rigorous, disciplined way of thinking that improves learner's way of thinking, and leads to gain over time a sense of power and responsibility towards well-being.

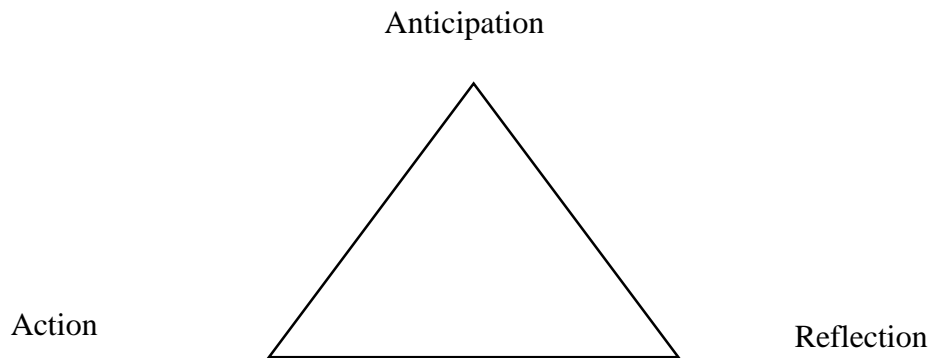


Figure 1- 2 :The Three-phase AAR cycle

(Adopted from OECD Future of Education and Skills 2030 Conceptual learning framework, 2019)

The three stages in this triangulation represent a general heuristic plan that can in particular form a chain between anticipation, action, and reflection. In this respect the everyday learner is required to take decisions based on the way he anticipated what the future brings, makes an action, and reflect the way that connects him/her with previous experiences and ideas (Dewey, 1933). Therefore, help learners to mold and have a clear insight on how to focus on anticipatory emotions and on how can it be grounded from different disciplines so learners can face their worries about the future at any time of change.

Conclusion

In this chapter, the concept of autonomy was explored deeply in order to trace back its foundation and the theoretical background that backed it. It described the main phases that shaped changes in the perception of autonomy during COVID-19, particularly in higher education. It also provided a thorough account of the challenges of teachers and learners during COVID-19. The focal point of this part was on the implementation of muliliteracies to empower teachers' and students' engagement during the process. Gradually, this chapter examined the available literature towards autonomy such as imposter syndrome and anticipation. The chapter provided a necessity to create a correlation between motivation and autonomy during COVID-19.

Chapter Two

Learning Situation and Research Methodology

Introduction

The current chapter contextualizes the research by highlighting the most important factors to develop autonomous learners. The significance of this study is that it vigorously attempts to implement autonomy in the daily educational process by engaging students to build prior knowledge and life experiences for maintaining effective learning habits in the classroom and to be aware of learners' characteristics. Included in this section are the theoretical justifications of the utilization of case study, the targeted populations including, the teachers' and students' profile, the data collection methods namely, the intervention, the questionnaire, the interview and journal prompts. Eventually, it highlights the purposes of using each research instrument in this context.

2.1 Developing Learners Autonomy

Enabling learners to become more aware of their learning preferences and strategies that work best for them and helping them to take control of their learning by thinking critically as learners are learning to think for themselves so that makes them better equipped to decide about their learning, to reflect critically, and evaluate the success of their learning. By developing effective collaboration skills what learners are encouraged to do is to take a more active role in their learning. (Lewis, 2019)

That is to say, they are learning how to work together, learn from each other, and rely less on the teacher to become more independent learners. Therefore, all the three of these skills contribute to creating a classroom where the teacher is more facilitator of learning rather than an instructor.

2.1.1. Learning to Learn

'Learning to learn' is the ability to pursue and persist in learning, to organize one's own learning, including effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. (Lewis, 2019)

Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Setting up and maintaining good or effective learning habits in the classroom about setting up useful habits for learners. These habits or the way they use learning strategies will help them to take control of their learning i.e., how to organize their notes, how to record and recycle new language or how to best approach a text or reflect on their learning. It is not enough for teachers to just introduce these strategies once to the learners and expect them to use them. Besides, teachers need to introduce them gradually and guide them how to use them again and again until they do use them automatically and they become able to choose the ones that best suit the individual needs and learning styles. (Lewis, 2019)

As an example of how to record vocabulary, teachers could teach their students to record new words using pictures, making word roses, or mind mappings. As the learners try out all of these different techniques, they will become abler to choose the ones that are most appropriate for them to use and to record a particular vocabulary item. However, every learner is different and some ideas will work better for some try out different ideas, to decide and become aware of which ideas they preferred so they understand their preferred learning styles.

In autonomous classrooms, learners are active in the classroom that moves away from a very traditional teacher led classroom to include more participation from the learner. However, this does not only help the learners become more responsible for their learning, it is more motivating for them because they are more involved, and are interested. (Lewis, 2019)

Using a variety of learn to learn techniques if the aim is to the learners to become more autonomous, when they need to make decisions about the kinds of strategies that will help them approach each task in the most effective ways.

- a. Using a variety of learn to learn techniques if the aim is to help the learners to become more autonomous, when they need to make decisions about the kinds of strategies that will help them approach each task in the most effective ways.
- b. Identifying goals and reflecting on their learning.

2.1.2 Critical Thinking and Autonomous Learning

Critical thinking skills ensure that the learners are always thinking through exploiting every single opportunity in the classroom. Elder and Paul (1994) state that critical thinking refers to the ability of individuals to take charge of their own thinking and develop appropriate criteria and standards for analyzing their own thinking.

Furthermore, Maiorana (1992) maintains that critical thinking aims at achieving understanding, evaluating different perspectives, and solving problems. Critical enhances effective language learning. If language learners can take charge of their own thinking, they can monitor and evaluate their own ways of learning more successfully. Critical thinking expands the learning experience of the learners and makes the language more meaningful for them if they have motivation and are taught the ways of displaying critical thinking in foreign language usage, they may become proficient language users and autonomous learners as well.

In a study by Mahyuddin et al (2004), language learners with critical thinking ability are capable of thinking critically and creatively in order to achieve the goals of the curriculum; are capable of making decisions and solving problems; capable of using their thinking skills, and of understanding language or its contents; capable of treating thinking skills as lifelong learning; and finally intellectually, physically, emotionally and spiritually well-balanced.

As Brown (2004) declares, in an ideal academic language program, the objectives of the curriculum should go beyond linguistic factors to develop critical thinking among learners. In fact, the effectiveness of language teaching will depend upon what is being taught, in addition to language, which learners can consider as a purposeful and relevant extension of their horizons (Widdowson, 1990).

2.2 Teaching Aptitude Learners' Characteristics

According to Gardner Murphy, the term learning “*covers every modification in behavior to meet environmental requirements*”. That is to say, it is an acquisition of new behavior through experience, instructions, and study. Therefore, learner characteristics aptitude is defined as “*any characteristic of a person that forecasts his probability of success under a given treatment*” or “*whatever makes a person ready to learn rapidly in a particular situation (or more generally, to make effective use of a particular environment)*” (Cronbach and Snow, 1977). Various characteristics can be from learner characteristics such as age, gender, attitude, motivation, learner style and cultural background.

2.2.1 Learning

Learning is a continuous process of life, the pinnacle of the attitude and the vision of the universe. To be precise, a learner is that person who is consistently learning at some or the other time in our daily life.

However, for a decision maker, it is important to recognize what facts affect their learning. Thus, learning can be defined as a permanent change in behavior that results from

experience. It is also a process of acquiring new or modifying existing knowledge, skill values, behavior and preferences.

Learning is strongly based the intellectual level, cognitive ability, perception, personality and attitude of a learner. A lot of factors affect the learning of a person. They are bound to get influenced by social arena, cultural habits, and willingness of a person to adopt change. Furthermore, students should take responsibility of their own learning, set their own learning goals so they can evaluate their successful acquisition. Autonomous learning is an approach to learning with which learners hold the power or right to regulate and control their own learning activities. Learners are in charge of their own learning processes with autonomy. Autonomous learning is also called self-directed learning. (Seda, 2021)

2.2.2 Learner Characteristics

Teachers should analyze learners' characteristics because no successful outcome strategy can be expected. Learner characteristics can be identified by collecting the information based on their cognitive, physiological, affective and social characteristics using different methods to collect information about learners such as surveys, interviews, observation, current knowledge/skill levels and performance result. (Lewis, 2019)

Learner's characteristics are personal, academic, social/ emotional and/or cognitive in nature. Personal characteristics can be defined as demographic information about the learner such as age, gender, cultural background, maturation, language, social economic status and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning.

Cognitive characteristics of learner can be described such as a memory, mental pressure, solve problems, intellectual skill, remembers, organizes and store information in the brain.

In learner characteristics aptitude is defined according to Cronbach and Snow (year) as "any characteristic of a person that forecasts his probability of success under a given treatment" or any characteristic that prepares a person to learn rapidly and make effective use of a particular environment. Various components were described in learner characteristics such as gender, attitude, motivation, learner style and cultural background.

During a learning phase, a learner faces different issues such as doubts, fear of exam, exam pattern, study materials and syllabus. These problems can be tackled through hard work, consistent efforts and more practice.

There are some characteristics of learners given below:

- ✓ Good learners are curious

A learner is never satisfied. They are always waiting for more information, love the discovery and try to find out solution to problems. Learner collects the information about best study material and latest information which was provided by University Grant Commission.

- ✓ Carefully understanding

A good learner possesses the attribute of careful understanding. Most of the knowledge can be gained with the hard work and efforts. A learner should try to understand the subject matter carefully. An effective learner always tries to interpret the stimulus, combine and differentiate them and give them some meaning.

Learner's characteristics are divided into following categories which are explained as follows

- Social and personal quality

A learner who has a personal quality understands subject matter easily and solves the problems very fast. Different learners have different personal and cognitive power. A learner who belongs to the different social structure may face problem during the study at other place but a good learner easily adapts and adjust environment of the class.

- Growth and development

Learners' characteristics are subject to his mental and intellectual growth and development. Education and training are helpful to positive growth and development. A good educationist takes the responsibility to himself of identifying the characteristics of the learner and developing skills into him/her.

- Willingness to learn

A learner is always willing to learn and open for information. He has a broad mental space and accepts the changes consistently. Inquisitive nature of learner develops an urge in them for acquiring more and more knowledge from their parents, siblings, neighbors, relatives, teachers, society and many more.

- Interest and attitude to learn

There is a difference between the interest and the attitude of learner. A teacher always plays an important role to assess the learners for their interest and attitude so that they can guide according to their attitude.

- Easily adjustment to change

Although it is not possible to every learner to adjust in every situation as a different learner has different characteristics of adjustment. Some learners easily adapt classroom environment and some feel uncomfortable in the class environment. So, a good learner should adjust according to the situation.

- Internal motivation

Motivation is an important factor for a learner to achieve their goals. Learners differ in their capacity of motivation. Some learners are easily motivated while some feel hesitation for a long time before they get motivated by their instructors.

- Social-cultural background

Learners come from different culture, area and family background. The learners perform in homogenous group. The learner takes some time to understand the class environment and adapt. It is arduous for the learner to adapt, understand and merge the different disciplines in the beginning.

- Learner power

Some learners immediately understand the questions and solve the problems. If the learners solve the problems, it means the understanding level of a learner is high as compared to another person who takes more time to understand and solve the problems.

- Nervousness

Nervousness is the natural attribute of learners. If the learner feels nervous, it means that he/she lacks knowledge about the subjects. It can be reduced with the teaching-learning process.

- Creativity

All learners have different approach to their lives. Most of the learners accept what is taught to them but others have creative abilities. They have the ability to explore and innovate.

Moreover, the application of mind is necessary to remain ahead. In society, different people have different professions such as doctor, scientist, innovator, and discover are from the categories of learners who are creative.

2.3 Moodle

Moodle™ stands for Modular Object-Oriented Dynamic Learning Environment. Founded and developed by Martin Dougiamas in 2002, Moodle™ was designed to provide educators, administrators, and learners with an open, robust, secure and free platform to create and deliver personalized learning environments. Moodle™ is a user-friendly Learning Management System (LMS) that supports learning and training needs for a wide range of institutions and organizations across the globe.

Today, Moodle™ is the most widely used Learning Management System in the world, with well over 100,000 registered implementations worldwide supporting over 170 million learners. Moodle™'s open-source project is managed by a dedicated team at Moodle™ HQ with a head office in Perth, Australia and satellite offices around the world. Moodle™'s modular nature and inherent flexibility make it an ideal platform for both academic and enterprise level applications of any size.

Moodle™ delivers a powerful set of learner-centric tools and collaborative learning environments that empower both teaching and learning. Because of its flexibility and scalability, Moodle™ has been adapted for use across education, business, non-profit, government, and many other community systems of all sizes.

Freely available for all users, Moodle™ can be self-hosted (if you have the time, ambition, and talent) or you can utilize a Moodle™ provider for hosting and support for your Moodle™ environment. Designed with a simple and flexible user interface and well-documented resources, Moodle™ can be easy for educators and learners to use. Moodle™ is web-based and features a mobile-compatible interface, making it accessible from anywhere in the world across different web browsers or devices. Moodle™ has been translated into more than 120 languages and is designed to comply with open and accessibility standards.

Additionally, Moodle™'s modular and interoperable design allows developers to build plugins that can integrate external applications to enhance system capabilities and extend what is possible with the core Moodle™ product. There are more than 1,400 plugins in the Moodle™ plugins directory that are freely available for the Moodle™ community to use, and Moodle™'s

open code base encourages users to create their own as needed to share with the open-source community at large.

2.3.1 Moodle in Ibn Khaldoun university

Registered	Number
Students	23319
Teachers	918
Courses	2305
Total	24706

Table 2- 1 Moodle Users in Ibn Khaldoun University

2.4 BMD System

The most recent policy update is the so-called BMD launched in 2004. The need for change has come from a high number of dysfunctions that have prevented the university from providing more adequate learning conditions. The idea was to provide the university with the proper pedagogical and didactic means in order to meet the society's expectations while integrating the international system of higher education. The Algerian university needed a global and thorough reform the BMD aimed at bringing. What was also aimed at was quality education, the satisfaction of the needs of the socioeconomic environment and the adaptation to professions that are continuing to evolve in a world of expanding technological solutions to societal problems.

The BMD reform has come to help universities face globalization and the internationalization of higher education. Furthermore, the other concern was to offer better training in order to satisfy the societal demand for quality education. The recurrent problem has always been that of the employability of degree-holders who very often ended up unemployed. Another aim was to insure the best governance possible in order to relieve universities from too strong bureaucracies. Hence the work of the CIAQES (Committee in charge of the implementation of Quality Assurance in HEIs) aimed at providing the educational institutions with a clear guide in order to better meet the needs of students (in their studies and future jobs).

The update was done with a view to bring all stakeholders closer together (the socioeconomic environment, the employers, the parents...). One of the key issues was that the labor market has not always considered that universities help students get jobs after completion

of their studies. Job descriptions have always been missing in the traditional degrees, something the new system has tried to remedy by rendering the training of students more flexible, competency-based and relying on national as well as international cooperation. The result of such a policy is the professionalization of curricula giving more room to subjects that are directly linked to a given profession or job. This has allowed all university establishments to offer academic and professional degrees.

The idea behind such an enterprise is to make the training more visible to potential employers, and degrees that are better valued socially and in workplaces. Pedagogically speaking, the implementation of such a reform meant that training is highly student-centered (their learning needs, profiles and even wishes). This change has even brought in the notion of ‘andragogy’ to mean that teachers have to change their vision of their students as adolescents rather than adults. The change concerns also the introduction of the credit system that provides more flexibility and which has to be translated into new ways of teaching and new ways of learning expressed in terms of performances realized by the student. This new approach to teaching has brought to the fore the notion of learning outcomes (translated in terms of knowledge, competences, skills and attitudes). The change follows the competency-based approach to teaching/learning already introduced in national education.

The implementation of the BMD system in the Algerian universities meant also a change in the evaluation techniques. The main shift is the change from the summative to the formative assessment. Formative assessment corresponds more to the learner-centeredness that is at the heart of the reform. The learner is then less of a spectator. The consecrated term is autonomy, of action, thought and practice.

One of the main reasons that led to this research study is the sudden shift from face-to-face teaching to online teaching as an effective measure to face widespread of COVID-19 in Africa. Hence, it is relevant to examine whether the university students have been ready to assume responsibility in their own learning, and in reference to limited access to their teachers. The case study is the most suitable for such type of research since our research study deals with autonomy in its formal context, university. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. A case study is congruent with this research since it describes the students’ learning experiences during COVID-19 and identifies whether they developed any habits that indicate active and autonomous patterns.

Furthermore, this study is interested in highlighting the participants' attitudes about autonomous learning during the confinement. Autonomy is a phenomenon that may take place inside the language classroom and outside of it. An equally essential investigation is about finding out whether autonomous learning has taken during COVID-19.

To get reliable answer for the research questions, this case study takes place at the Section of English at Ibn Khaldoun University, Tiaret. It employs four data collection methods; an intervention, a student questionnaire, a teacher interview and journal prompts.

2.5 The Profiles of the Targeted Population

This research study involves teachers and Master one and two students at the Section of English. Both teachers and students are involved to get a clear account of how autonomy is perceived and whether it has been developed as an alternative for limited access to teachers and instruction in class during the pandemic.

2.5.1 Teachers' Profile

In order to investigate a situation in detail and in its real context it requires the presence of the involved persons who can give a detailed image of what is happening. The cooperation of teachers regardless of gender, age and job experience is of essential relevance during this study. However, the three participants are teaching in Ibn Khaldoun university. The reliance on teachers' participation in this study was due to a set of reasons:

- They spend much time with their learners in which they are in a position to differentiate between students who are demonstrating more autonomous learning or not. Besides, they are able to know their learners' styles, strategies, preferences, needs and interests which enable them to determine their profile.
- The teacher's role is important to distinguish between learners who are relying only on the teacher or they are doing further research outside the classroom with the direct motivation of the teacher.
- They are an important source for the improvement of students' learning and for new ideas to be offered to researchers for further investigation.

2.5.2 Students' Profile

One hundred and twenty students participated in this study from the University of Ibn Khaldoun English department. Their age ranges between 18 to 28. This group of students was

chosen at random and the students' permission was taken so as to be a part of this research study.

2.6 Methods of Data Collection

Once the researcher identifies the research problem and hypotheses, the next step is deciding about the methods that he will rely on in order to carry out his study and gather the relevant data that will help him find answers for his research questions.

Kothari (2004) asserts that the researcher has to decide which kind of data better suit his research study. Therefore, if the researcher strives for originality and up-to-date information, he has to collect primary data. These types of data are characterized by the fact that they have specific results. Thus, the most common methods of conducting primary research that are going to be adopted: journal prompts directed to the students, a questionnaire directed to the students and interview directed to the teachers. Here are the definitions of the four used methods and some crucial reasons for their relevance.

2.6.1 Intervention

In general terms, classroom intervention is a set of steps a teacher takes to help a child improve in their area of need by removing educational barriers. (Mathew, 2019)

In the classroom, teachers may observe and identify problems with a student's behavior or academic performance. Thus, intervention is a planned set of procedures that are specifically designed at teaching a specific academic skill to an individual or small group of students. An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37). As an example of an intervention, the teacher may select question generation (Davey & McBride, 1986.; Rosenshine, Meister & Chapman, 1996), a strategy in which the student is taught to locate or generate main idea sentences for each paragraph in a passage and record those 'gist' sentences for later review. The interventions should be aimed at skills that need to be acquired or that need to be performed more often to lead to successful results. For children with autism, these educational interventions must be specific and targeted to address the deficits and lead to generalization and maintenance.

2.6.2 Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post (Saul McLeod, 2018). Questionnaire is non-experimental research approach used to gather information about the incidence and distribution of, and the relationships that exist between, variables in a pre-determined population. Questionnaires, depending on the data required, use both total populations (population census) and samples of the population to gather this data (David, 2007). Questionnaires are also used for obtaining data that are related to facts, attitudes, knowledge, beliefs, opinions, perceptions, expectations, and the behaviors of individuals (Parahoo, 1979: page).

This study relies on both open-ended and closed-ended questions to categorize respondents into groups based on the options they have selected and for the critical thinking and uncut opinion of the respondent, they are perfect for gaining information from specialists in a field that the researcher is less qualified in.

2.6.3 Interview

An interview is generally a qualitative research technique which involves asking open-ended questions to converse with respondents and collect elicited data about a subject. The interviewer in most cases is the subject matter expert who intends to understand respondent opinions in a well-planned and executed series of questions and answers. Regarding an interview, as Kvale (1996: 14) remarks, as an interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.

The interview is not exclusively either subjective or objective, it is intersubjective (Laing 1967: 66). Interviews enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable.

The purposes of the interview First, it may be used as the principal means of gathering information having direct bearing on the research objectives. As Tuckman (1972) describes it: By providing access to what is ‘inside a person’s head’, [it] makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and

preferences), and what a person thinks (attitudes and beliefs). Second, it may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships. Third, the interview may be used in conjunction with other methods in a research undertaking. In this connection, Kerlinger (1970) suggests that it might be used to follow up unexpected results, for example, or to validate other methods, or to go deeper into the motivations of respondents and their reasons for responding as they do.

2.6.4 Journal Prompts

Journal prompts are used when you feel a lack of creativity. As Malcolm Gladwell suggests that you need about 10,000 hours participating in order to gain mastery-level proficiency with your craft. While there is a debate about the actual amount of time needed for proficiency, it is clear that to hone any skill, it is necessary to spend time performing and practicing it. The prompt may pose a series of questions or offer suggestions for details.

Journal prompts offer students the opportunity to reflect on their learning and to build skill and the more they spend time, the better they will become at it. It is a helpful tool for anyone interested to jumpstart his creative juices. Students can use it as a starting point to allow their creative expressions to step in and control it. It is a creative process.

The aim behind using this journal prompt is to take part of the learners' activities and to collect "real" pieces of information from actual situations. Besides, journal prompts fit case studies because they enable the researcher to have a clear idea about the learner's schedule at home since a systematic observation is not allowed during COVID-19.

The researcher can interpret and fully understand if the learners are leaning outside university if they still rely on their teachers.

For the journal prompt to be more systematic, students were given a prompt to fill it out with their weekly schedule and what they are doing once they are no longer at university.

As far as our research is concerned with unleashing the power of autonomy, the researchers are going to identify students' readiness to be autonomous through inspecting their activities at home. Hence, the main key elements included are namely:

- Biographical details of the respondents
- Learner To-Do list
- Skills to be developed
- Learning materials

This chapter was devoted to look closely at the learning situation as well as the adopted research methodology. It provides insight on the notion of autonomy in Algerian EFL context at university and tackled the imperative role of autonomy as an important factor for learning and succeeding in all levels of education as well as training them for academic and professional occupations, and public life. Thus, training autonomy should be one of the priorities in Ibn Khaldoun university to help learners in their learning in context where the English language is considered as a foreign language. Then, we explored ways to develop learner autonomy such as learning to learn, critical thinking and collaborative learning and shed light on learner characteristics for better outcome strategies. The chapter also presented Moodle platform to create and develop personalized learning environments alongside with view on the educational system and how you can access to higher education followed with BMD system and teaching English in Algeria. Eventually, the chapter ends with the methodology and methods of research that we depend on to answer the research questions.

Chapter Three

Field Work and Data Analysis

Introduction

In this research study our main objective is to identify if university students are active autonomous learners in setting their own decisions about their learning process targets and finding the appropriate strategies to realize them so they can share responsibility with their teachers. This chapter purposefully describes the results of an academic intervention, a questionnaire, an interview, and journal prompts. The obtained data will specifically address the research question of this thesis. The first question focuses on how EFL students in Ibn Khaldoun University perceive autonomous in English learning. The second question examines the extent of learner's awareness of the importance of learner autonomy for a successful learning. The purpose of the third research question is to identify the correlation between EFL learners' perceptions and their readiness for becoming autonomous. The fourth research question addresses participant's readiness to approach autonomy during pandemic. The last question examines whether Imposter Syndrome affect students learning in time of COVID-19 or not.

In order to collect the relevant data to investigate the heart of autonomous learning, the use of four data collection methods; both questionnaire and interview, academic intervention and journaling directed to master students from Faculty of Literature and languages, English Section at Ibn Khaldoun University, Tiaret are called for and are presented in numbered, entitled tables, graphs, and statistics figures.

Firstly, the questionnaire is designed to obtain overall measures of learner's familiarity, opinion, and experience dealing with autonomous learning, and is considered as a way of investigating student's readiness to practice their own role as learners.

Secondly, the interview aimed at measuring teacher's pedagogical knowledge and methods at training learners to take a part in the classroom and encourage them to transfer skills beyond the learning setting to become more resourceful. Furthermore, the purpose of journaling is to record the concerned participants' experiences in their natural, real –life context, where they are supposed to implement autonomy outside the classroom atmosphere. Finally, the intervention aimed at producing a behavioral change among EFL learners that hoped for approaching autonomy, also it helps learners with learning disabilities to develop what are the factors that may impedes them to take charge of their own learning.

3.1 Intervention Analysis

This intervention takes into consideration the holistic nature of individual student learning and the most effective practices for helping them develop into autonomous and responsible learners and attend to a session of writing a literature review aims at capturing “real-life” teaching and learning situation. Addressing the whole learner in developmentally appropriate ways includes establishing positive student relationships and listening to each learner’s voice in creating productive learning climates. With this whole learner perspective, teachers are able to help learners become responsible for their own learning in higher education and in life. By addressing student learning needs and negative behaviors from a place of trust and positive relationships, students are better able to make good choices during learning as well as outside the classroom. These learner-centered practices are meant to detect the patters of involving the students and share responsibility with the teacher from teacher-centered method to learner-centered method, the teacher’s role is a guide as well as identifying the use of technology to empower students’ learning.

The primary aim of this session was that by its end the students would be able to make decisions about their own learning and to demonstrate their ability in writing an outline about an article related to a literature review. This intervention was an opportunity to practice and apply the theoretical background and what they have learned. At the beginning, students were given the definition of literature review and the purpose of a literature review in details. However, some students were not familiar with the concept.

The second part, students were given a task to identify the list of strengths and weaknesses of the given articles about Gun Control and Virginia. Then, they answer the following questions to check students’ understood about the topic to pick the most and least persuasive article among the three articles and for further reading a suggestion was made about if they are addressing the same topic. This technique enables the students to control their own learning. After the students shared their outlines, they were assigned the completion of this task by offering them a handout entitled step by step approach to writing a literature review that they would count on when they write their final draft. In this context, students were asked to pick an article of their interest and fill out the table consisting of the title of the article, the aim, the limitation of the article, method used and the findings. The process was encouraged by the blended learning environments. That is, combining more individualized and technology-supported options can provide a way to engage students beyond what is possible in traditional classrooms and being independent on themselves.

To conclude, when new technologies and programs for creating blended classrooms are added, teachers can feel overwhelmed unless they have sufficient knowledge and training to understand which programs are best and which actually distract students and interfere with their learning. This intervention was a reliable clue in relation to assisting students on how to learn by providing them with immediate feedback so that they could make adjustments to their writing task. Moreover, working online with students can make them more productive and rely on the use of technology to learn by themselves. Finally, the students are able to generate their process.

The intervention presented in this research study unveil areas of participants' weaknesses in increasing their academic proficiency. In this context, it is necessary to highlight that teachers' education for literacy is often narrow in focus. This indicates that both teachers and learners exhibit a lack of access to multiliteracies approach that is supposed to be combined with learning traditional methods to cope with higher education demands at all levels to make a significant movement. Thus, this type of intervention revealed some problematic issues when dealing with technology involvement and multiliteracies approach that consequently formed a hindering factor to reach the optimal academic progress, and boost autonomy

3.2 Learners' Questionnaire

For a methodical research, any study done should be based on a range of data collection tools to bring about predictable results. In the field of education, pupil's experience during their academic career is unquestionably necessary and thus, provides valuable insights about their prior knowledge, experiences and point of view. Henceforth, learners' questionnaire is considered as the most appropriate method to investigate and identify the extent of student's readiness to be autonomous learners.

The corpus of this questionnaire is a collection of learner's different opinions and involvements' concerning what it means to be an autonomous learner and also to get a closer look at the factors surrounding learners that hinder them from being autonomous.

This questionnaire directed to the learners aimed to examine the following points :

- Identifying student's familiarity with the concept "learner autonomy".
- Learners readiness for autonomous learning in time of crises.
- Learners motivation to practice autonomy and self-access learning.
- Determining the main reasons of the failure of some students to be autonomous learners.

-Investigating the overall factors that can be an obstacle for learners to practice autonomy.

3.2.1 The questionnaire Design

This questionnaire is divided into four main sections and filled up by Master students from Faculty of Literature and languages; English section at Ibn Khaldoun University, Tiaret (see appendix 02 P.000). Each section involves a variety of questions: open-ended questions allow collecting qualitative data from respondents without limiting them with predefined answers. Close ended questions are considered as a simple way so as to be able to collect data clearly and easily. In other questions, multiple choice questions are used by providing a number of options to be selected. Simplicity, coherence, and respondent's level were taken into consideration when formulating this questionnaire.

The four sections are:

- 1- Biographical details of Respondents
- 2- Investigating Students willingness to Approach autonomy
- 3- Students Psychology
- 4- Experience of being autonomous learner

3.2.2. The Target Population Profile

Participants included in this research were selected purposefully; first and second year Master students from Faculty of Literature and languages, English section at Ibn Khaldoun University, Tiaret were selected as our sample. First year master learners have been selected because they are preparing for their master thesis, besides they are at an advance level that enables them to be aware of their needs and goals, and also are able to develop their learning portfolios so that they can exhibit skills and abilities they have learned from their academic career. Meanwhile, second year master students are required by the end of their studies to submit a thesis, henceforth, by conducting a research, relying on real-life situation, different resources, materials, motivation, and self-access.

The table 3.1 represents the biographical details of respondents that participate in answering the questionnaire

Level	Master 1 BMD students	Master 2 BMD students
Number of students	57	
Females	43	
Males	14	
Age	Ranged from 18 to 28	
Sample	Master Linguistics and Didactics learners from Faculty of Literature and languages, English section at Ibn Khaldoun University, Tiaret	

Table 3- 1: Participants' profile

3.2.3. Findings and Analysis of Students' questionnaire

- **Section one:** Biographical details of Respondents

The first section of this questionnaire center of attention on the biographical details of respondents.

Question 01 Learners' gender

- 1- Females
- 2- Males

Gender	Number of Students	Percentage
females	43	75,40%
males	14	24,60%
Total	57	100%

Table 3- 2: Gender distribution

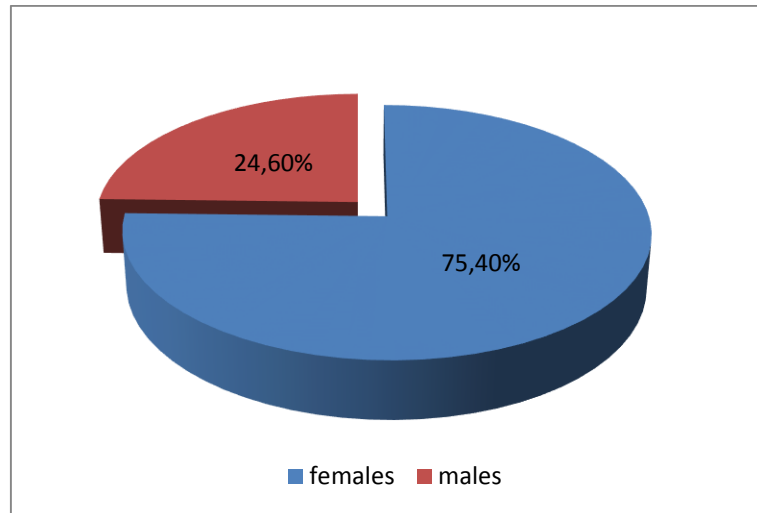


Figure 3- 1: Gender distribution

The results in the graph 3.1 demonstrate that the most significant percentage covers female respondents 75, 40%, i.e., females tend to be more collaborating, as opposed to the minority which only 24, 60% of males respond. It remains a challenge to strike a balance between females and males.

Question 02 learner's age

Age	18_22	23_28
Participants	22	38,60%
Percentage	35	61,40%
Total	57	100%

Table 3- 3: Learners Age distribution

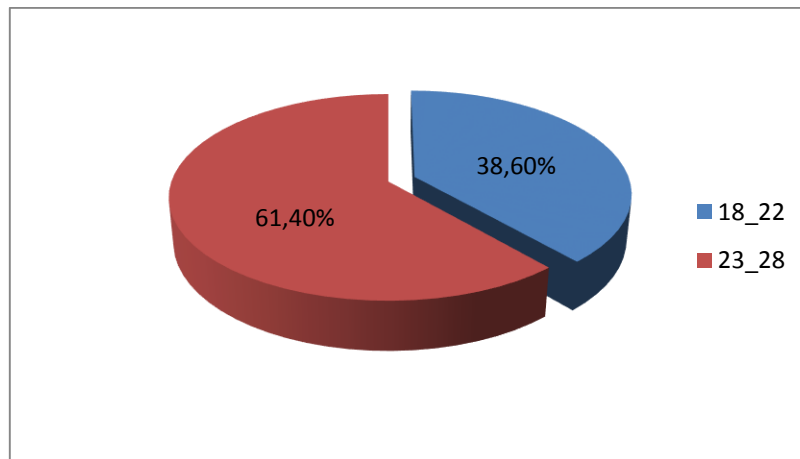


Figure 3- 2: Learner's Age Distribution

According to the global number of the sample, 61, 40% of student's age as shown in the graph 3.2 ranges between 23_28. 38, 60% provides students aged from 18_22. Diversity in student's age improves exposure to learner's practices, own learning experiences and also gives an opportunity to collect distinct point of views about the study conducted.

Question 04 How do you define the concept of learner autonomy?

The question asked was intended to know how our participants perceive the concept of 'learner autonomy', especially in their Master degrees since they are both in the preparatory stage of preparing their research proposals and working on their dissertations when it comes to Master 2. The results indicate that more than (72,14%) of respondents are able to identify the term 'learner autonomy' as a level of independence and control of one owns learning process, involving learners' 'capacities, abilities, decisions making, and learning strategies. Hence, this indicates that these learners are well aware of the nature of learner autonomy as an approach manifested in linking the classroom instructional content and the world beyond the classroom walls. While (21, 56%) of students stated that 'learner autonomy' is a hard process to implement in real-life situations since they are not highly exposed and well introduced to the concept during both their learning program and experience. Moreover, (6, 30%) of learners were totally not familiar with what is meant by being an autonomous learner.

Question 05 Synonym for the term autonomy

Synonym	Number of Students	Percentage
Independent learning	19	33,33%
Individual learning	14	24,56%
Own learning	11	19,29%
Self-learning	6	10,52%
Free-learning	4	7,04%
Self-Teaching	3	5,26%
Total	57	100%

Table 3- 4 : Percentage representing learners' definition

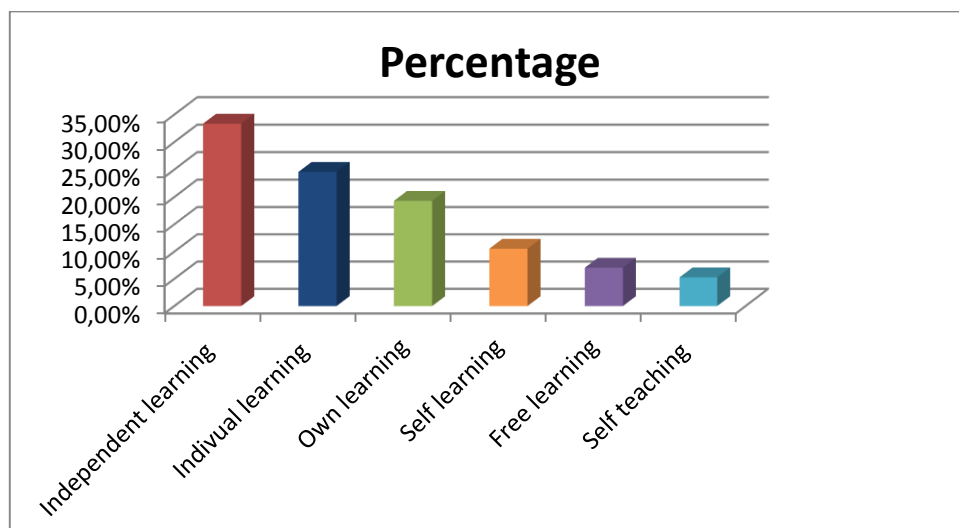


Figure 3- 3: Percentage representing learners' definition

The above table 3.4 clearly shows that more than (33%) of the students involved in answering this questionnaire identified autonomy as an independent learning. (24, 56%) of them describes autonomy as an individual learning process. Moreover, (19, 29%) of students defined the term as once owns learning. The minority used ‘free-learning’ and ‘self-teaching’ as a definition for the concept.

Question 06 The importance of learner autonomy

Options	Number of Students	Percentage
To high extent	31	54,40%
To some extent	22	38,60%
Neutral	2	3,50%
To low extent	2	3,50%
No idea	0	0%
Total	57	100%

Table 3- 5: Importance of Learner Autonomy

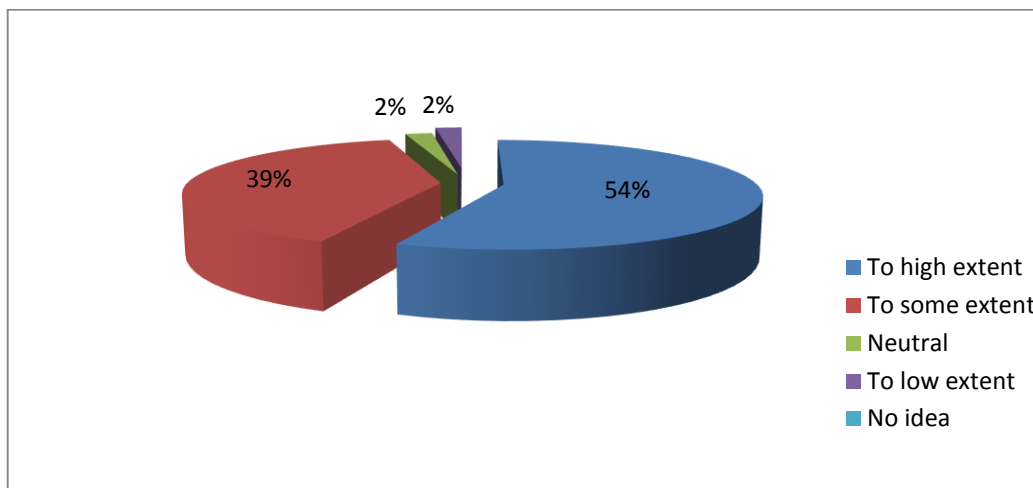


Figure 3- 4: Importance of learner Autonomy

It is obvious from the results shown in Figure 3.4 that more than (90%) of students involved in this study assume that autonomy has a place of great importance in any learning

process, and considered it as a prominent element for more accurate learning experiences. It should be mentioned that only (4%) of respondents considered autonomy as a non-essential element in developing learning skills. 02 Students' responses were neutral.

Question 07 Autonomy role in learners' overall results

Options	Number of Students	Percentage
Positive	46	80,70%
Neutral	6	10,5%
Negative	3	5,30%

Table 3- 6: Autonomy role in student's results

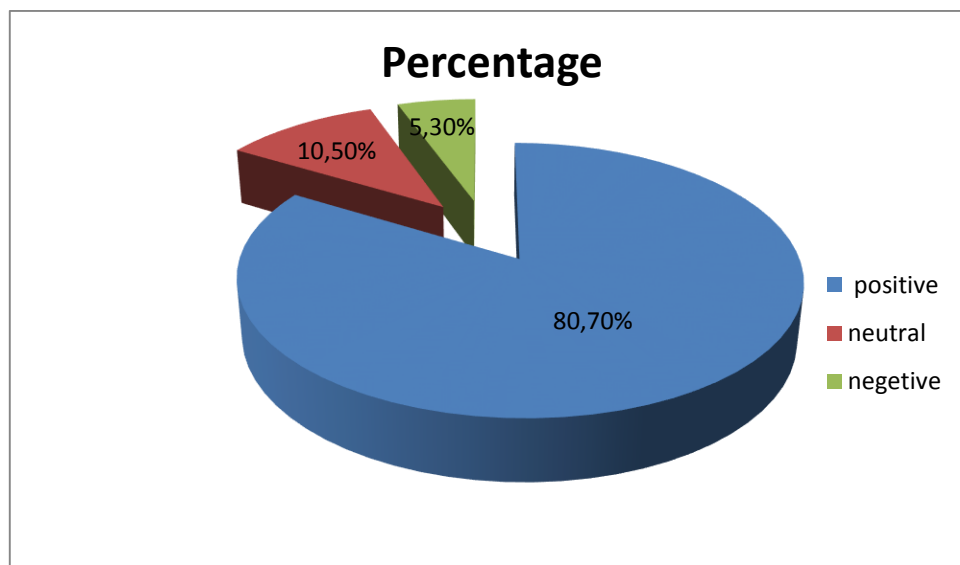


Figure 3- 5: Autonomy roles in students' results

This question attempted to reveal if autonomy had a positive or negative impact on students' performance. (80, 70%) of respondents approved that autonomy had a positive impression on their overall results during their learning process. Whereas (5, 30%) pointed out that autonomy has negatively impacted on their results, justifying this by lack of support. 06 students give no response.

Question 08 Factors that hinder autonomous learning

Options	Number of Students	Percentage
Not perceiving the importance of autonomy	3	5,26%
Lack of motivation	6	10,52%
Lack of time devoted to study at home	5	8,77%
Teachers 'methodology	8	14,03%
Lack of materials	4	7,03%
Your society	2	3,50%
All the factors mentioned above	29	50,87%

Table 3- 7: Factors that hinder autonomous learning

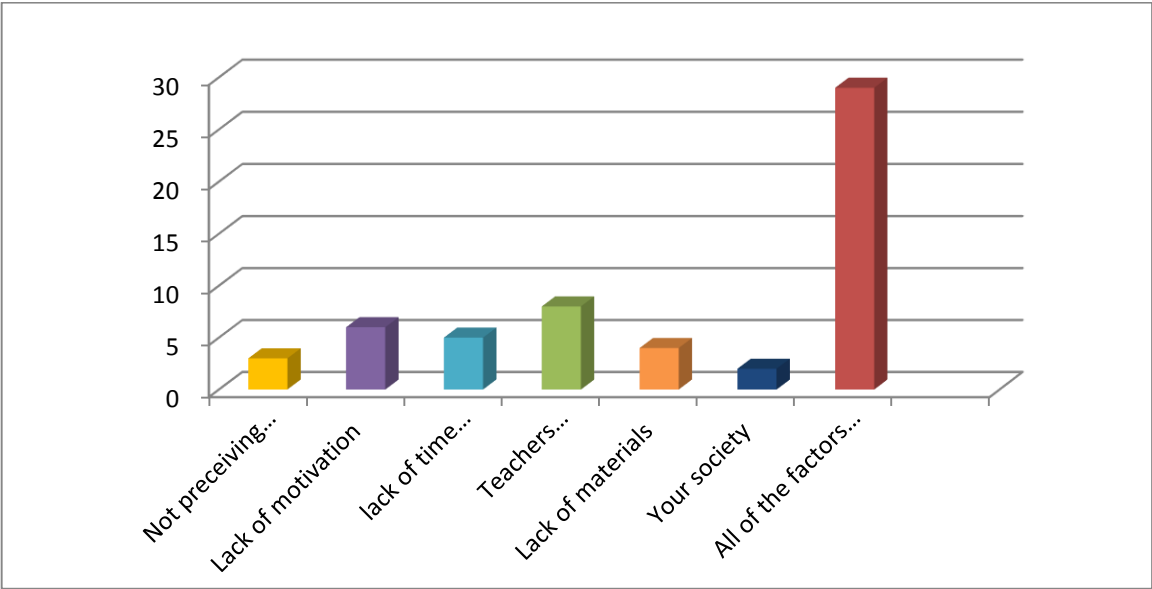


Figure 3- 6: Factors that hinder autonomous learning

Table 3.7 indicates that (50, 87%) from the obtained results show that all the options mentioned in the question are influencing factors that make it harder for learners to implement

autonomous. i.e., the reason behind autonomy development is covered under the mentioned points that limit learner autonomy practice and support. (14, 63%) of students admit that teacher's methodology is one of the reasons that impede learners from being autonomous. While only the minority mention that 'luck of motivation' (10, 52%), 'lack of materials' (7, 03%), 'lack of time devoted' (8, 77%) are considered as obstacles for practicing autonomy.

- **Section two:** Investigating Students' Willingness to Approach autonomy

The second section of the questionnaire was directed to learners to investigate student's willingness and desires to approach autonomy.

Question 01 In your opinion, why should learners be autonomous?

Options	Number of Students	Percentage
To get good grades	11	19,29%
To boost lifelong learning	9	15,78%
To improve their language level	18	31,57%
To self-regulate their learning	7	12,28%
To serve themselves in the future	12	21,06%

Table 3- 4 : Investigating Students' opinion

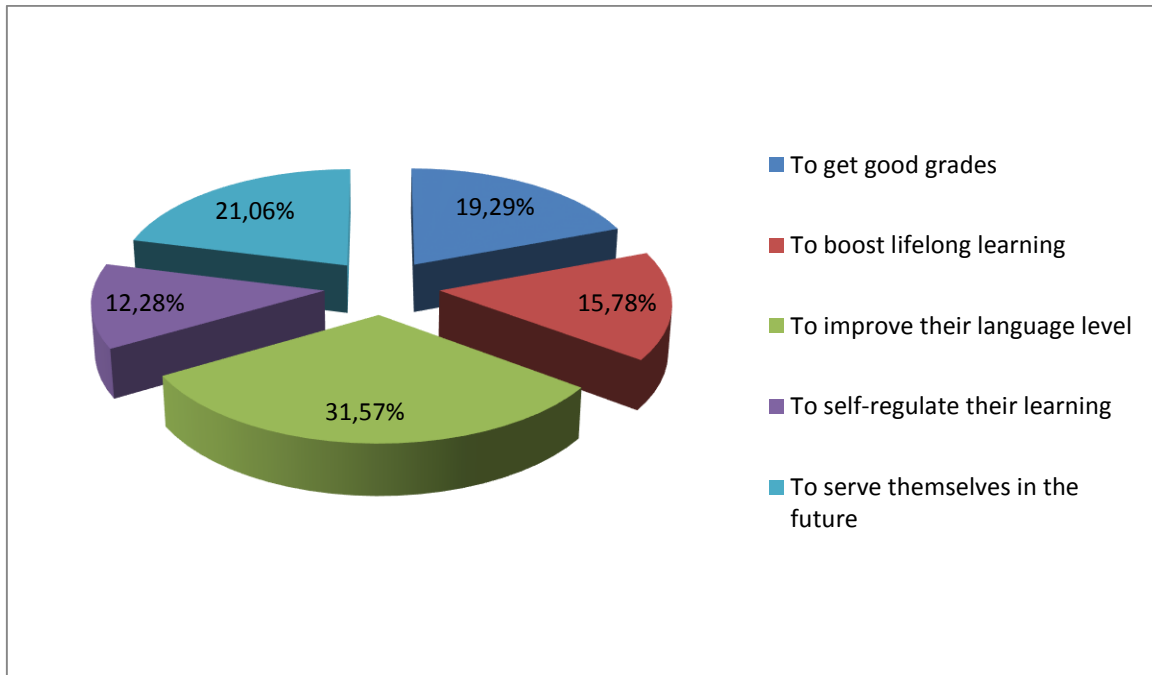


Figure 3- 7: Investigating Students’ opinion

Autonomy is a learner-centered form of education where learners are supposed to take a part of their learning; the question seeks to explore learner’s opinion about their reasons approach autonomy. The results demonstrate that (31, 57%) of learners considered learners’ autonomy as interesting approach to improve their language level. Yet (21, 06%) declare that autonomy serves their needs and goals in the future. Only the minority (15, 78%) linked autonomy to a life-long learning process, (19, 29%) to get good grades, and (12, 28%) to self-regulate their learning.

Question 02 Can you learn without the supervision of your teachers?

Variables	Number of Students	Percentage
Never true for me	11	19,60%
Usually true for me	31	55,40%
Neutral	2	3,60%
Somewhat true for me	6	10,70%
Always true for me	6	10,70%

Table 3- 5: Student’s ability to learn with/without teacher supervision

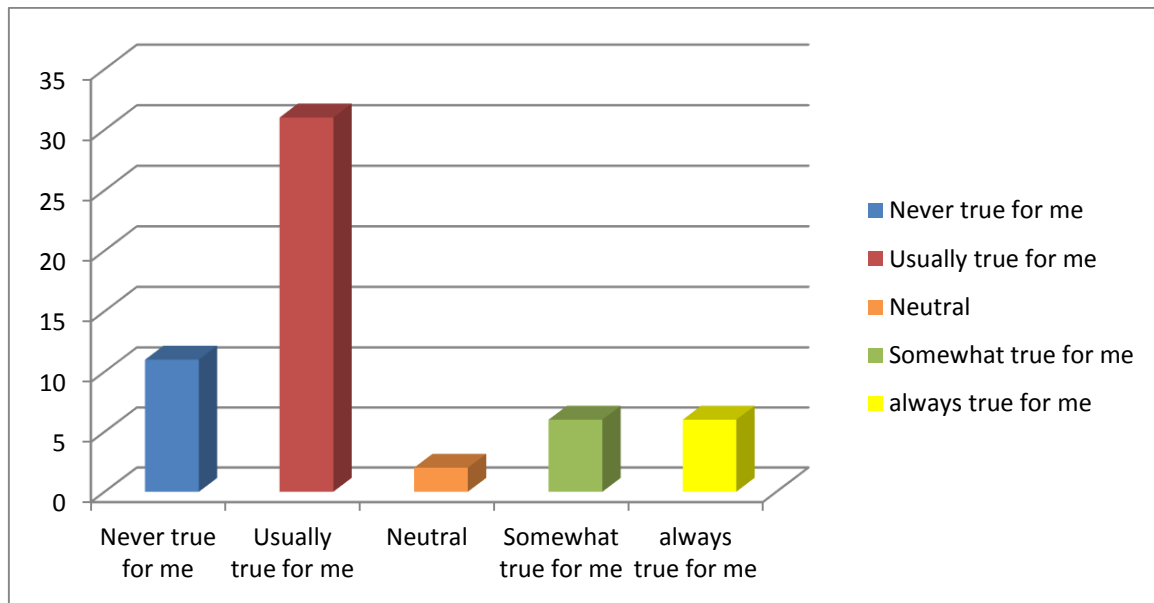


Figure 3- 8: Student’s ability to learn with/without teacher supervision

Hands-on learning brings about so many positive points to students and allow learners to practice skills they have acquired before, thus, the question asked aimed at exploring whether learners are able to learn passively. In this figure 3.8, more than two thirds of students (76, 80%) state that they are able to learn without teacher’s supervision; compared with the minority (19, 60%) of respondents show their reliance on the teacher and their inability to learn without teacher supervision.

Question 03 Does your teacher show you how to learn by yourself?

Options	Number of Students	Percentage
Yes	8	14%
No	49	86%

Table 3- 6:Students’ opinion and feedback

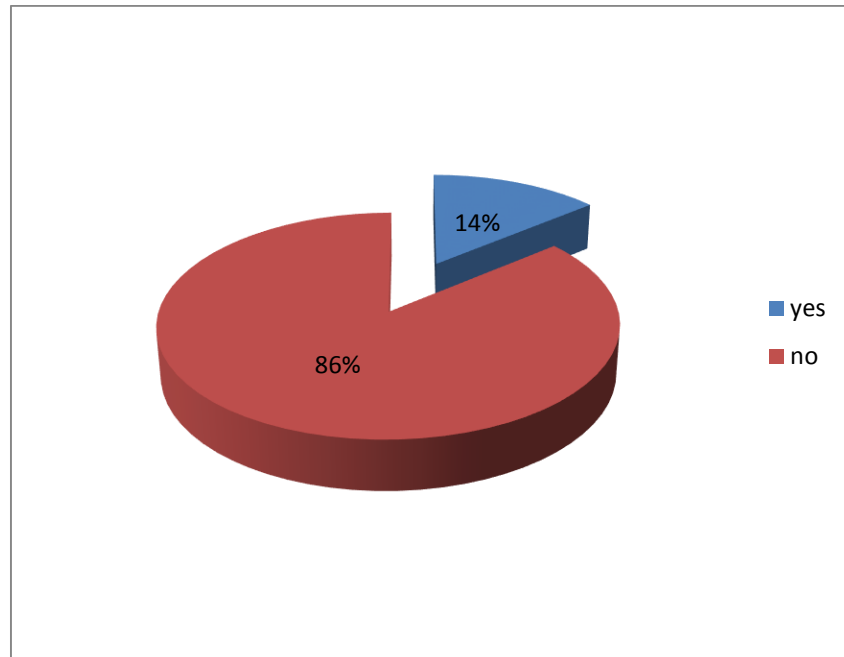


Figure 3- 9: Students' opinion and feedback

Showing learners how to learn by themselves can develop a breadth of knowledge for learners, and enable them to find out the best ways that suit their learning style. It is apparent from the results shown in the graph 3.9 (86%) of respondents approved that teachers do not show them how to learn on their own, yet this represents the majority of respondents. Only (14%) stated that they teachers have guided them on how to learn.

Question 04 Have you sought help from your teachers or classmates in any stage of your academic career?

Options	Number of Students	Percentage
Yes	35	61,40%
No	22	38,60%

Table 3- 7: Asking Teachers for guidance

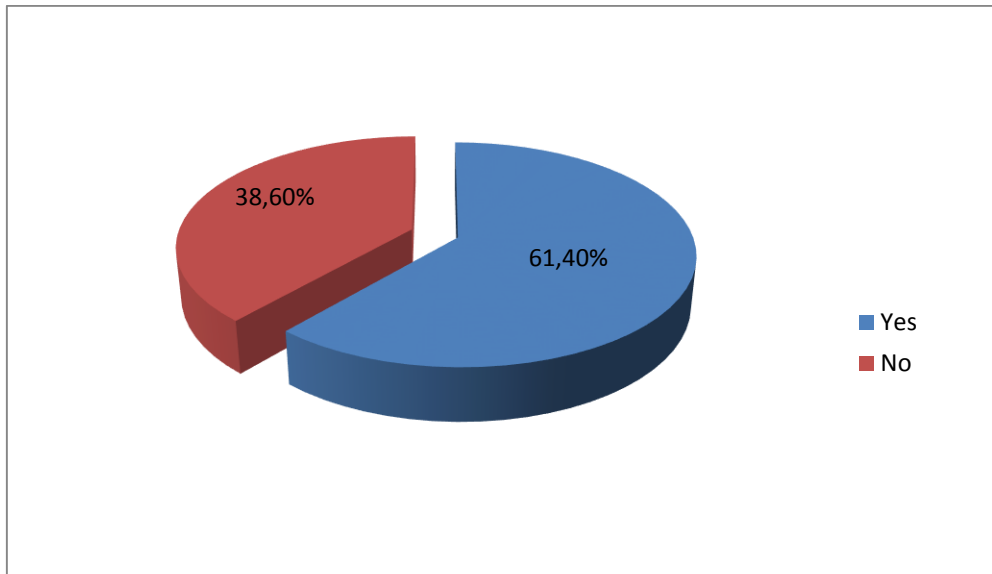


Figure 3- 10: Asking Teachers for guidance

Arguably, teachers help and support build a strong relationship between them and their learners, and influence their development in different levels. It is obvious from the results shown in table 3.9 that (61, 40%) of learners approved that the fact that they asked for help from their teachers or classmates to fulfill their needs. With percentage of (38, 60%) learners admitted that they did not approach their teachers to get any sort of help about what they have been dealing with.

Question 05 Were you giving the syllabus of the modules?

Options	Number of Students	Percentage
Yes	23	41,10%
No	35	58,90%

Table 3- 8: Asking about modules' syllabus

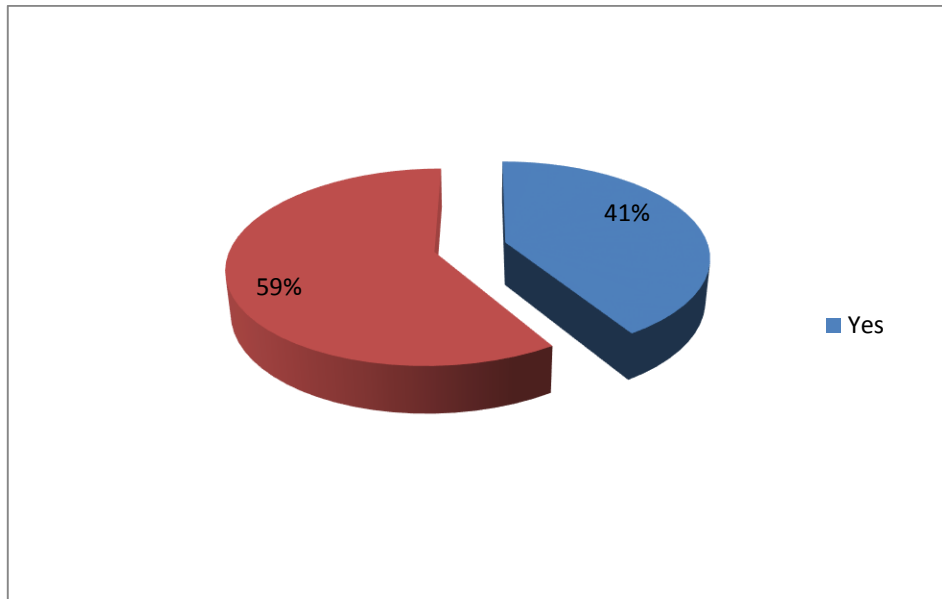


Figure 3- 11: Asking about modules' syllabus

The syllabus can be considered as a virtual handshake between the teacher and learners as it conveys quality information about what is going to be done during class, and lays out teacher's expectations of how students are going to prepare it. It is worth noticing that more than (58, 90%) of respondents claimed that they were given the syllabus of the modules during the academic year. While (41, 10%) of students indicate that during the classroom most of teachers did not provide them with the syllabus of the modules.

Question 06 Did you ask your teacher to provide you with the contents of the syllabus of the modules?

Options	Number of Students	Percentage
Yes	36	63,20%
No	21	36,80%

Table 3- 9: Asking about modules' syllabus provided by teachers

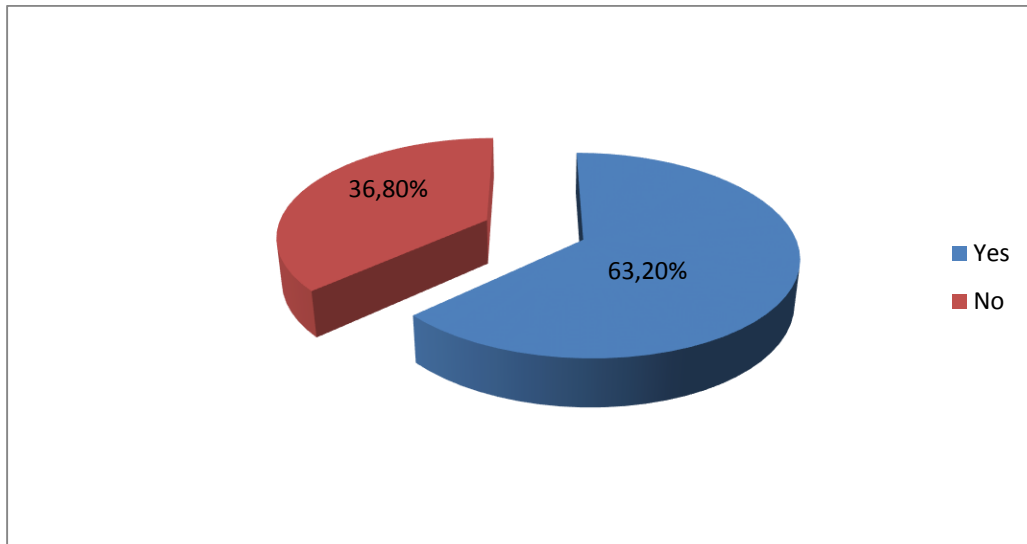


Figure 3- 12: Asking about modules' syllabus provided by teachers

Figure 3.12 shows that (63, 20%) of students contacted their teachers to supply them with the contents of their program to be conducted in the classroom. While (36, 80%) of students showed no interest in asking the teacher for any piece of information about what they are expecting to learn in the module. This indicates that there still is a number of learners who are not taking a part of the instructional process seriously and still rely on the teacher to deliver the lesson and provide them with the appropriate asserts.

Question 07 Have you ever prepared some notes about a lesson?

Options	Number of Students	Percentage
Yes	46	80,70%
No	11	19,30%

Table 3- 10:Learners' preparation

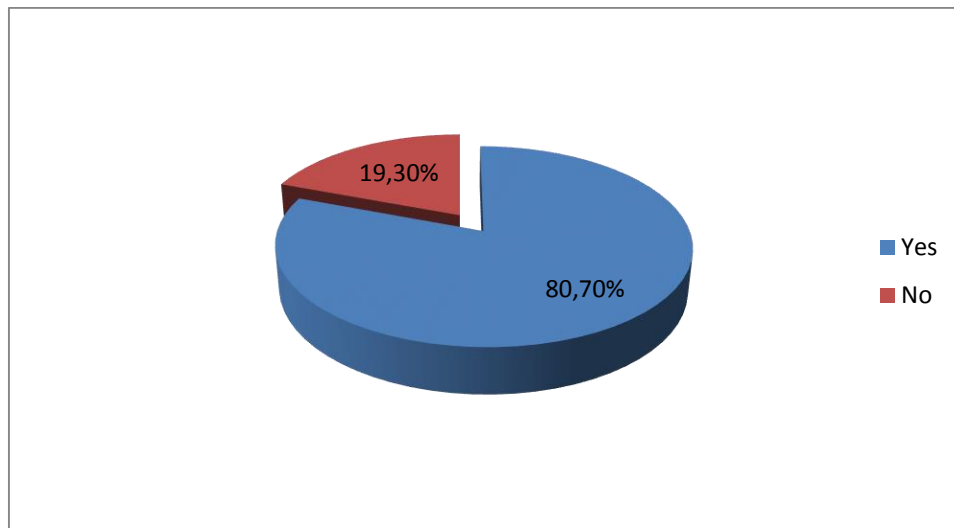


Figure 3- 13: Learners' preparation

Taking notes actively during class help learners to improve focus and attention to details and boosts comprehension and retention for a better understanding. The results clearly demonstrate that the majority of respondents (80, 70%) claim that they do prepare some notes about the lessons, only very few (19, 30%) admit that they do not.

Question 08 As student, can you handle designing your own learning process?

Options	Number of Students	Percentage
Yes	31	54,40%
No	26	45,60%

Table 3- 11: Designing learning process

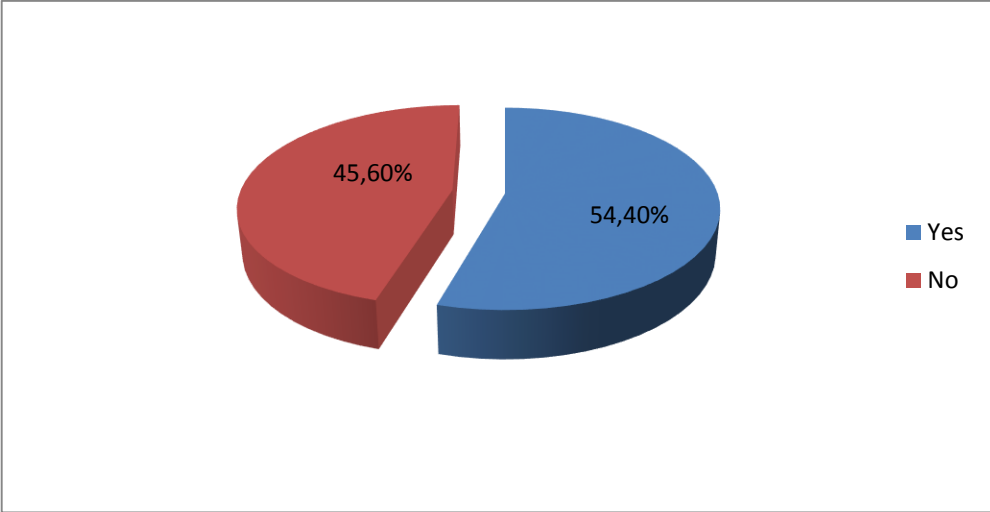


Figure 3-14: Designing learning process

This question aims to check learners’ ability to handle designing their own learning process that may fit their personal goals, needs, and interest and advance their performance. The results in the table 3.15 show that (54, 40%) of the informants answered by “yes”, while (45, 60%), which is surprisingly a big score, stated that they are not able to do so.

Question 09 Have you looked for appropriate references to use while studying?

Options	Number of Students	Percentage
Yes	33	60%
No	22	40%

Table 3- 12 : Learning materials

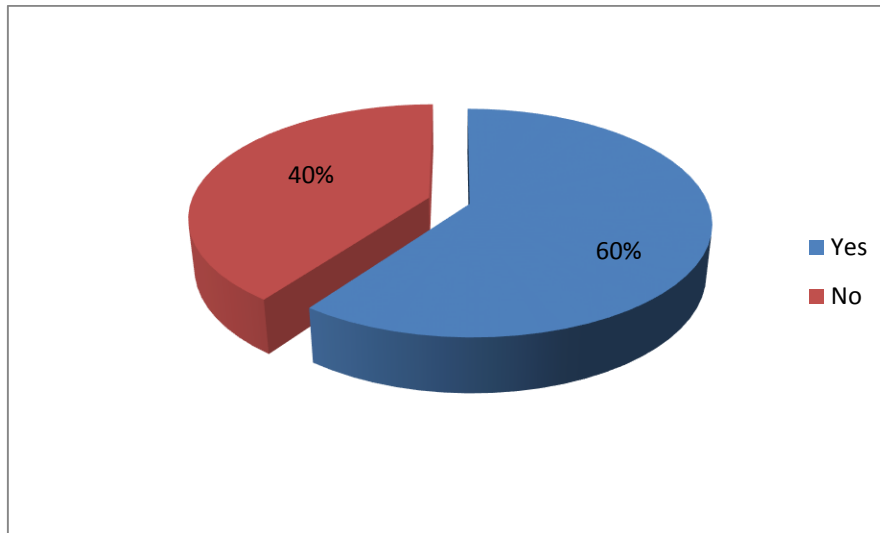


Figure 3-15: Learning materials

The purpose behind including this question was to reveal whether learners are practically accomplishing in autonomous practice and to identify learner's ability to search for appropriate referencing while learning. Learners' responses show clearly that (60%) of learners are able to look for appropriate references to rely on when studying. Whereas (40%) do not. 2 students give no response.

- **Section Three:** Students' Psychology

The third section focuses on students' psychology, mainly on the factors that may in a way or another affect language learner's autonomy practice.

Question 01 Do teachers offer plenty of recognition and appreciation to develop and pick up new information?

Options	Number of Students	Percentage
Yes	41	71,90%
No	16	28,10%

Table 3- 13: Teacher's appreciation for learner's intervention

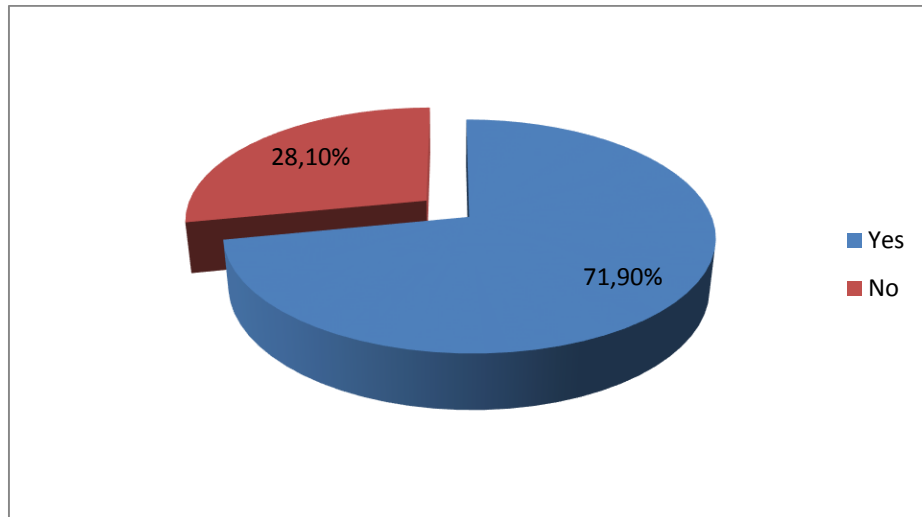


Figure 3- 16: Teachers' appreciation for learner's intervention

The purpose behind this question is to know whether teachers appreciate learner's intervention in the classroom. Nearly (72%) which represents the majority agreed on teacher's recognition to pick up new information introduced by learners, this can be a motive that supports learners to seek autonomy. However, (28, 10%) of them express their refusal by answering with no.

Question 02 Are the environments at the learning setup productive and supportive to learn independently?

Options	Number of Students	Percentage
Yes	17	28,60%
No	40	71,40%

Table 3- 14 : The nature of environment surrounding learners

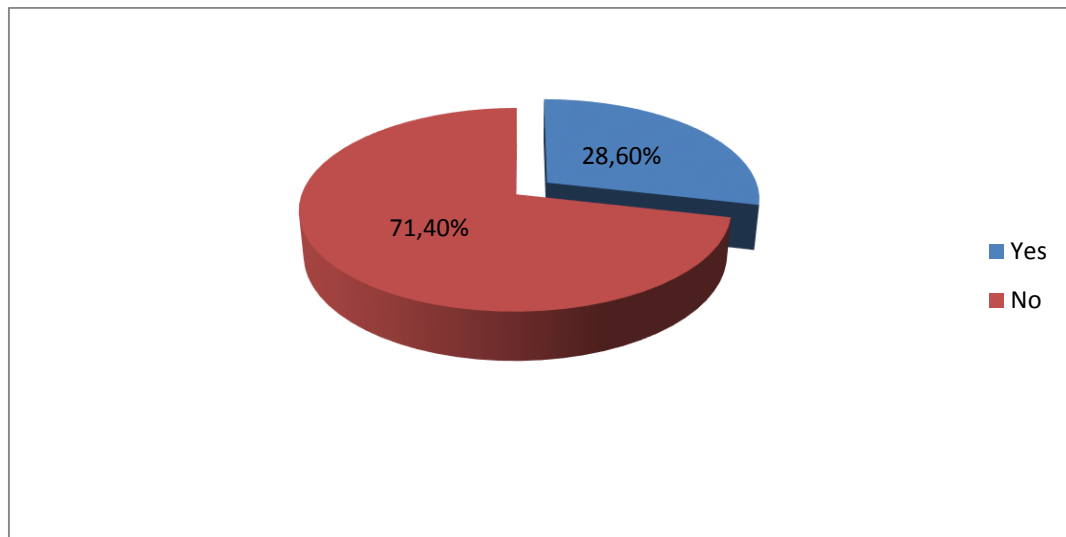


Figure 3-17: The nature of environment surrounding learners

This question attempted to reveal the nature of environment whether is positive or negative. The obtained results highlighted that (71, 40%) of learners are suffering from the unproductive setting surrounding their learning process and may by all means have an impact their achievement, and may also lead to a poor performance. On the contrary, (60%) of learners find their learning environments supportive to boost their performance.

Question 03 Do you prepare for the lesson before coming to university?

Options	Number of Students	Percentage
Yes	32	57,10%
No	24	42,90%

Table 3- 15: Learner's preparation for modules

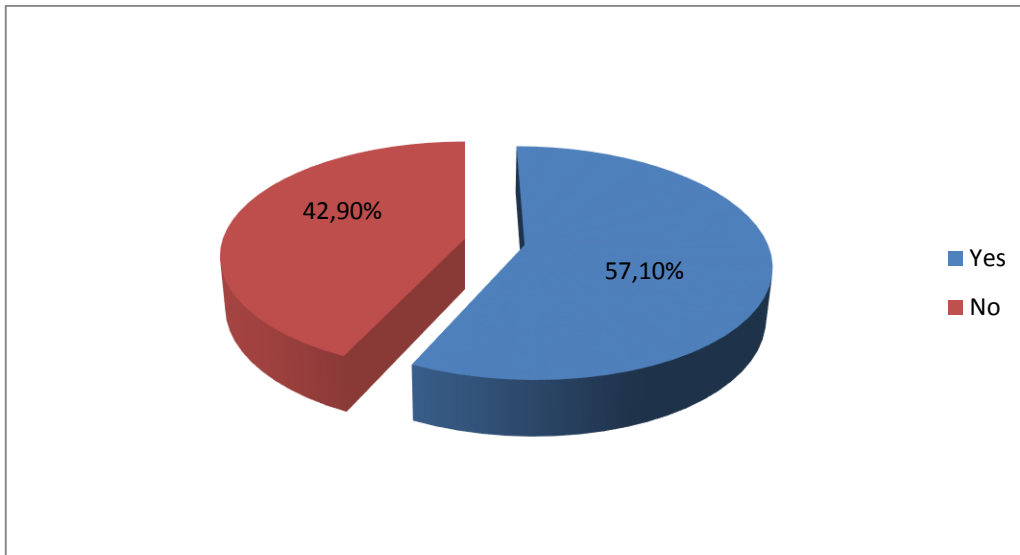


Figure 3-18: Learner's preparation for modules

As to investigate student's readiness to approach autonomy, through preparing some notes related to preparing some notes before coming to university, it is worth noticing that (57, 10%) of learners are always interested in investigation more about certain topics before making it to the classroom setting, while a great number of learners scores the percentage (42, 90%) claimed that they in fact never did.

Question 04 How do you consider yourself after the English language Class?

Options	Number of Students	Percentage
Satisfied by the knowledge presented by the teacher	15	26,30%
Feel the necessity to develop it and enrich it outside school	42	73,70%
Indifferent about it	2	3,50%

Table 3- 16: Learner's feedback after the instructional process

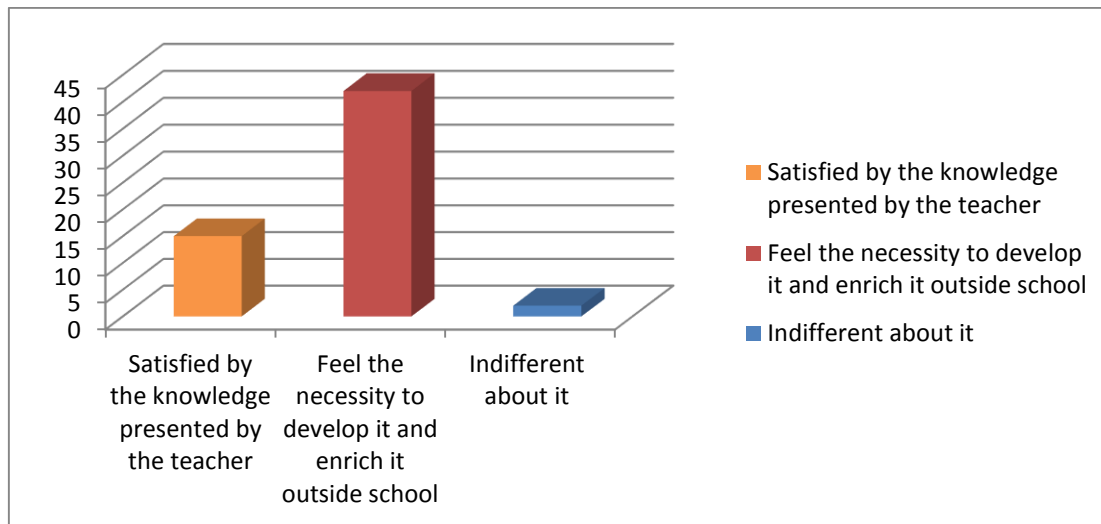


Figure 3- 19: Learner’s feedback after the instructional process

The question seeks to unveil learners’ attitude and feedback about the knowledge allocated in the classroom. From the cumulative percentage (73, 70%), it is clear that learners still feel the necessity to develop more about a what is presented in the classroom, this indicates the fact that they are faced with some difficulties which can be drawn on critical thinking. (26, 30%) of respondents ticked the first option, that is, feeling satisfied by the knowledge presented in the classroom setting, only very few (3, 50%) of learners feel totally indifferent about what they have been exposed to.

Question 05 Are you willing to work on your weaknesses in order to improve your level?

Options	Number of Students	Percentage
Yes	33	57,90%
No	0	0%
Maybe	24	24,10%

Table 3- 17 :Learner’s willingness to improve learning skills

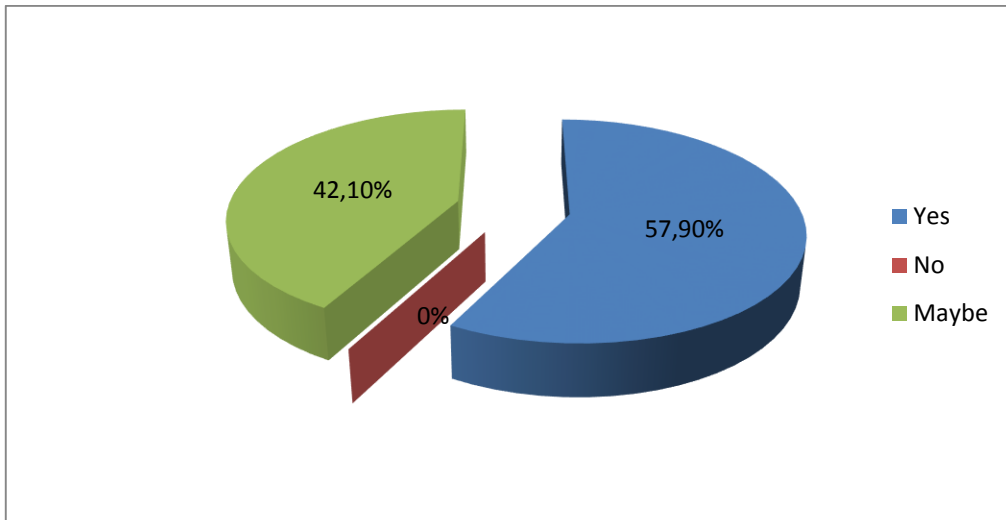


Figure 3-20: Learner’s willingness to improve learning skills

The clear-cut purpose of this question is to point out learner’s readiness to develop their performances and remedy their weaknesses. In this vein, the overriding majority of respondents 100% reacted positively by selecting ‘yes’ or ‘maybe’ option, indeed, this indicates that all respondents are interested in developing their learning skills, and this can be a crucial significance for the utter success of the instructional process, and shows learners’ readiness to make extra efforts outside the classroom and are encouraged to push their participation to get involved in the classroom.

- **Section Four:** Students’ Psychology

The fourth section is introduced in the following table provided with a variety of options aimed to check learner’s role and experience of being autonomous language learners in different situations, and the overall impact of these factors on their achievement.

Situation 01 I feel motivated to study

I feel motivated to study	Regularly		Infrequent		Never	
	Number	Percentage	Number	Percentage	Number	Percentage
At any free time	2	3,50%	10	17,54%	4	7,01%

When I design my own study schedule	14	24,56%	0	0%	2	3,50%
On deadlines only (exams period)	10	17,54%	17	29,82%	0	0%

Table 3- 18: Representation of scores illustrating students’ area of motivation

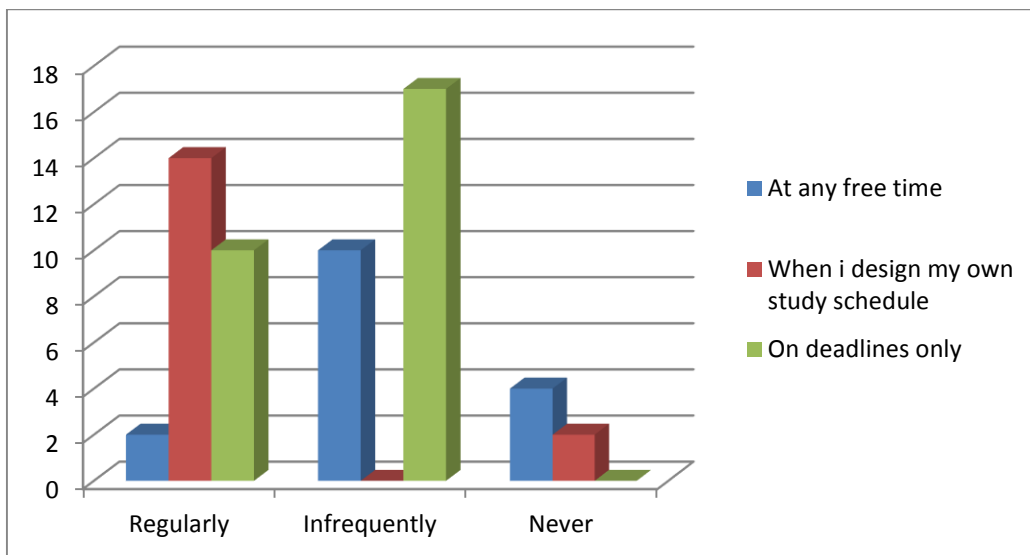


Figure 3-21: Representation of scores illustrating students’ area of motivation

This question is purposefully directed to students in order to know the right situation for them to learn outside the classroom setting. (21,04%) of respondents tend to study at any time, while (7,01%) of them claimed the opposite. Therefore, (24, 56%) of them agreed that they regularly feel motivated to study whenever they design their own study schedule, only a very few (3,50%) do not. However, (47, 36%) is the highest average of respondents claimed that deadlines such as exam period is the reason behind them studying devotedly.

Situation 02 I'm autonomous learner for the following

I'm autonomous learner for the following	Regularly		Infrequent		Never	
	Number	Percentage	Number	Percentage	Number	Percentage
To adjust, edit information	6	10,52%	3	5,26%	1	1,75%
To meet my personal goals	12	21,05%	18	31,57%	5	8,77%
To pinpoint mistakes, gaps, unfamiliar information	5	8,77%	2	3,50%	0	0%
To improve / enhance my skills	2	3,50%	0	0%	3	5,26%

Table 3- 19: Representation of scores illustrating students' area of being autonomous

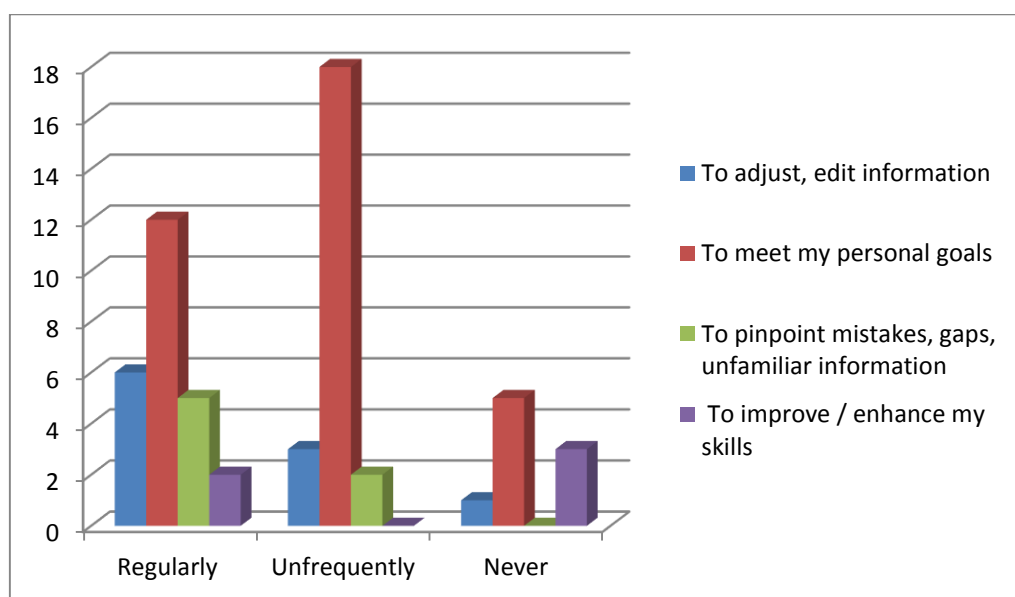


Figure 3-22: Representation of scores illustrating students' area of being autonomous

The above section was mainly devoted to investigate students' implementation of the practice of autonomy. (15,78%) of respondents claim that for the sake of adjusting, editing information, they tend to assume responsibility of what they have been looking for only very few (1,75%) mention that the word 'never'. Besides, a big number of the informants (52, 62%) share the idea that meeting personal goals is one of the reasons to practice self-access learning; still there remain a less important number who claimed the opposite. (12, 27%) of the concerned learners are autonomous to pinpoint mistakes, gaps and unfamiliar information they have might face while learning. While (8, 76%) of students solely stated that improving their skills is their major concern.

Situation 03 I feel unmotivated to study for the following

I feel unmotivated to study for the following	Regularly		Infrequent		Never	
	Number	Percentage	Number	Percentage	Number	Percentage
Lack of resources	2	3,50%	10	17,54%	4	7,01%
Lack of motivation, productivity and supportive environments	14	24,56%	0	0%	2	3,50%
Procrastination/ anticipation free(uncertainty surrounding the future)	10	17,54%	17	29,82	0	0%

Table 3- 20: Representation of scores illustrating hindering factors for autonomy advancement

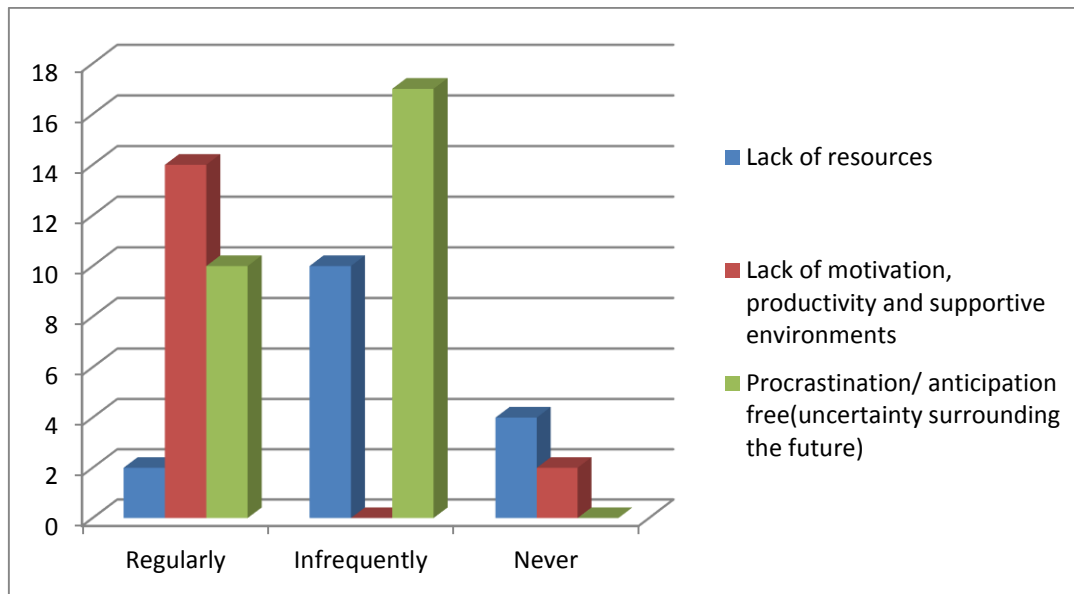


Figure 3-23: Representation of scores illustrating hindering factors for autonomy advancement

The rationale of the question was to figure out the main factors that cause learners to have no motivation to develop their autonomy in the learning process. Between the notion ‘regularly and infrequent’, (21, 04%) of students admit the lack of resources as a demotivating element to foster learning, while (7, 01%) of respondents revealed that their lack of motivation is not linked to the lack of resources. Therefore, (24, 56%) of learners refer to productivity, lack of motivation and supportive environment as a justification for their performance failure; while only the minority (3, 50%) mention the word ‘never’. With regard to the mentioned hindering factors, nearly half of the concerned respondents, 36% referred their absence of motivation while learning to the act of procrastination and anticipation-free surrounding the future of teaching and learning process.

3.3 The Conducted Interview with Teachers

The major objective of the interview is to get intuitive accounts from the experiences of some teachers as well as their point of about autonomy, the useful materials strategies and procedures to foster autonomy so that they can be aware of the concept autonomy and look for better ways to implement it.

3.3.1. The Informants

Three teachers at the University of Ibn Khaldoun were interviewed. Each interview took about half an hour. Two female teachers and one male teacher. Two of the teachers are teaching writing and the other one linguistics.

3.3.2. The Analysis of the Interviews

The three interviewees provided interesting information about the concept autonomy and better ways to help the learners become autonomous learners as well as involving the students in the process they become more active learners rather than passive receivers of knowledge relying only on the teachers.

A semi-structured interview form consisted of three sections was designed and shared with PHD teachers.

Definition	Procedure	Role	Learner	Teacher	Advantages	Difficulties
Defining the concept	Application	The teacher's role	Learner Characteristics	Teacher characteristics	Competition to Teach in EFL Department	Educational
	Evaluation			Motivation	Teachers' support	Environnemental
	Learning situation				Fostering autonomy	Materials

Table 3- 21: Themes and Codes to Explain the Data Gathered from the Interview Questions

- **Section one: Autonomy**
-

Question 01 Defining the concept

Under this code, teachers give their own definition of the concept autonomy, how they see autonomy and clues of understanding and applying it in their own context. (see Table 3.26)

Autonomy is an at method considered as once own way of learning and investigating beyond the classroom (Interviewee 1)
--

Refers to a range of principals that learner should take an overall control of responsibility of their own learning in and outside the classroom and stay independently not relying on the teacher (Interviewee 2)
--

It is when you as student make research yourself, correct your mistakes and errors, ask questions to your teachers and elsewhere to enhance your level. It is when you learn and nobody expect you (Interviewee 3)

Table 3- 22: Defining the Concept Autonomy

Question 02 The Importance of Autonomy

Under this code, teachers indicate to what extent autonomy is important. (see Table 3.27)

Autonomy is important to high extent (Interviewee 1)
Autonomy is important to high extent (Interviewee 2)
Autonomy is important to high extent (Interviewee 3)

Table 3- 23 : The Importance of Autonomy

Question 03 Fostering Autonomy

Under this code, teachers mention what kind of techniques they are using in classroom to foster autonomy. (see Table 3.28)

<ul style="list-style-type: none"> - Providing homework - Providing projects - Remedial work implementation (Interviewee 1)
<ul style="list-style-type: none"> - Diversifying lesson plan activities - Revise questions of interest to learners - Ask learners to search about certain topics (reward of +1) (Interviewee 2)
<ul style="list-style-type: none"> - Stop the “walking dictionary” technique so we let the learner to be more creative - Providing homework and projects - Leave space for the learners to think critically (Interviewee 3)

Table 3- 24:Fostering Autonomy

Question 04 Learner Characteristics

Under this code, teachers believe that learner characteristics are also important while fostering autonomy and it also has impact on the success of promoting autonomy. (see Table 3.29)

Learner characteristics are important while fostering autonomy and it also has an impact on the success of promoting learner autonomy (Interviewee 1)
Learner characteristics are very important while fostering autonomy and it also has an impact on the success of promoting learner autonomy (Interviewee 2)
Learner characteristics are very important while fostering autonomy and it also has an impact on the success of promoting learner autonomy (Interviewee 3)

Table 3- 25: Learner Characteristics

Question 05 Procedure

Under this code, teachers extract show that they are trying to apply autonomy and they explain how they are trying to implement it. (see Table 3.30)

Training is needed at their level and it all depends on the module itself. Therefore, the procedures vary from one teaching unit to another. Reward, practice, group work all raise autonomy, but the student interest in turn is required too (Interviewee 1)
During the lesson, leave time and space for learners to express themselves about the topic given and open a debate, tackle the subjects from different angles and perspectives (Interviewee 2)
Always by the start of the year, I provide my learners with the curriculum so that they have an idea and they prepare, pointing out keywords and welcoming further information about the subject discussed in the classroom (Interviewee 3)

Table 3- 26 : Procedure

Section two Motivation

Question 01 Teacher Role

Under this code, teachers aware that teacher role is so important and effective while implementing autonomy. They have clear ideas how they behave and what a teacher should do to promote it. (see Table 3.31)

The teacher should provide the learners with keywords, titles, the idea of the lesson, he plays the role of the guide (Interviewee 1)
The role of the teacher as mediator and guide, if they allow students to do or perform tools themselves in class, they would get used to teacher-centered approach (Interviewee 2)
Teacher is a guide, committed, encourage new and extra information (Interviewee 3)

Table 3- 27: Teacher Role

Question 02 Teacher's Motivation

Under this code, teachers believe that teachers' motivation is important to foster autonomy. (See Table 3.32)

Teacher's motivation is important to high extent for autonomous learners (Interviewee 1)
Teacher's motivation is important to high extent for autonomous learners (Interviewee 2)
Teacher's motivation is important to high extent for autonomous learners (Interviewee 3)

Table 3- 28 : Teachers' Motivation

Question 03 Factors

Under this code, teachers explain what factors facilitate autonomy and help learners to be more autonomous. (See Table 3.33)

The factors that facilitate autonomy are a good environment, teacher's methodology, teacher's motivation and materials (Interviewee 1)
The factors that facilitate autonomy are a good environment, teacher's motivation and materials (Interviewee 2)
The factors that facilitate autonomy are a good environment, teacher's methodology, teacher's motivation and materials (Interviewee 3)

Table 3- 29: Factors to Facilitate Autonomy

Question 04 Teachers Materials

Under this code, teachers say whether they are using any other supplementing materials to encourage learner autonomy. (see Table 3.34)

I have other learning materials to encourage my learners to be more autonomous likewise online courses, webinar, and workshops (Interviewee 1)
No, I don't have other learning materials to encourage my learners to become autonomous learners (Interviewee 2)
No, I don't have other learning materials to encourage my learners to become autonomous learners (Interviewee 3)

Table 3- 30: Teachers' Materials

- **Section three: Autonomy in Time of Crisis (COVID-19)**

Question 01 The Effect of COVID-19 Quarantine on Student' Performance

Under this code, teachers explain whether COVID-19 quarantine has a negative or a positive impact on students' performance. (see Table 3.35)

COVID-19 quarantine has a negative impact on students' performance (Interviewee 1)
COVID-19 quarantine has a negative impact on students' performance (Interviewee 2)
COVID-19 quarantine has a negative impact on students' performance (Interviewee 3)

Table 3- 31: The Effect of COVID-19 Quarantine on Student' Performance

Question 02 Autonomous Learning during COVID-19

Under this code, teachers believe that learners who demonstrated more autonomous learning were achieving better results in terms of exam results and acquisition. (see Table 3.36)

Learners who demonstrated more autonomous learning always achieve better results in terms of exam results and acquisition (Interviewee 1)
learners who demonstrated more autonomous learning usually achieve better results in terms of exam results and acquisition (Interviewee 2)
learners who demonstrated more autonomous learning always achieve better results in terms of exam results and acquisition (Interviewee 3)

Table 3- 32: Autonomous Learning during COVID-19.

Question 03 Cognitive Awareness

Under this code, teachers argue that throughout the practice of autonomous learning, learners can be always cognitively aware of their own learning. (see table 3.37)

Cognitively, Learners can be always aware of their learning through approaching autonomous learning (Interviewee 1)
Cognitively, Learners can be usually aware of their learning through approaching autonomous learning (Interviewee 2)
Cognitively, Learners can be always aware of their learning through approaching autonomous learning (Interviewee 3)

Table 3- 33: Cognitive Awareness

Question 04 Teachers' Suggestions

Under this code, teachers attempt of suggest some key elements that may enhance autonomous learning and encourage self- regulations among learners. (see Table 3.38)

For interviewee (1) autonomy nowadays is a key element for developments, the more learners are interested on their leaning, the more brilliant results increase. It is a very interesting topic to be tackled.
For interviewee (2) autonomy goes hand in hand with instructional motivation and self -confidence. Not anyone is born to become autonomous through many factors intervene in this process including society, parental involvement, and group work.
For interviewee (3) I suggest that teacher should be open up to this topic and foster learners to get used to autonomy.

Table 3- 34: Teachers' Suggestions

3.4 Analysis of the Journal Prompts

Both Master one and two students are not autonomous outside the classroom in the real sense of the word. The Results from the journal prompts showed that neither materials not students' schedule help in fostering autonomy because learners rely only on the teacher. EFL learners are still influenced by the traditional method of teaching. Learners do not govern their own learning or even share responsibility for nearly all decisions about learning at home.

English teachers as well as the department should create an atmosphere that foster autonomy, stimulate learners and motivate them to rely on themselves with the direct supervision of the teacher. They should create an autonomous culture where they are encouraged not obliged to study at home. Thus, the success of autonomy is, to higher extent, linked to the educational system and the roles of teacher.

That is to say, most of students think it is up to their teacher to take decisions on their learning. Moreover, they do not have a tolerant and outgoing approach to the target language. Teachers play a vital role not only in guiding their students through the writing process but also to cultivate self-efficacy in guiding students' own processes.

The aim behind journaling is to create their own processes in writing a schedule about what they are going to in their week and how to make their own decisions. It is an opportunity for the students to develop their own learning processes at class and at home.

Based on the data obtained from the journal prompts, it can be found that EFL students are unready to be autonomous learners, henceforth, this can be considered as a characteristic of most participants which are considered as passive learners relying on teachers learning processes that ends in the classroom and do merely have no will to approach learning proficiency as well as the autonomous ability. That is, EFL students lack the capacity of decision-making and the willingness to bear responsibility towards their learning and do not consider it as an educational practice. Likewise, students' firm belief that autonomous learning in their daily routine outside the classroom context is nor present neither integrated, despite the fact that they have already had an idea about the significant role of autonomy and this can be summed up in their inability to learn by their own and the long term spoon-feeding techniques used by teachers.

3.5 Interpretation and Discussion

3.5.1 Intervention Results Discussion

Teacher education for literacy is often narrow in focus. This need can be meet by largely adopting a "multiliteracies" approach to the learning process and combining it with the traditional method. It reveals significant movement in the learning process. Thus, it is important to strive in a multiliteracies direction in teaching and learning education. The intervention presented in this research study unveil areas of participant weaknesses in increasing their academic proficiency. In this context, it is necessary to highlight that teachers' education for literacy is often narrow in focus. This indicates that both teachers and learners exhibit a lack of

access to multiliteracies approach that is supposed to be combined with learning traditional methods to cope with higher education demands at all levels to make a significant movement. Thus, this type of intervention revealed some problematic issues when dealing with technology involvement and multiliteracies approach that consequently formed a hindering factor to reach the optimal academic progress, and boost autonomy.

3.5.2 Questionnaire Results Discussion

The obtained results from the questionnaire conducted in this study demonstrate that the overriding majority of respondents following this line of inquiry assumed that autonomy has a place of great importance in any learning process and should be practically a reality not merely a theory or a concept. Thus, it becomes increasingly an area of their concern as it is considered as a globalization demand.

A great number of learners shed a brighter light on some points that are regarded as a barrier which can be in fact drawn on not providing learners with enough recognition and guidance on how to implement autonomy and self-regulation. Many factors were mentioned by learners that hinder them from practicing autonomous learning; namely, lack of motivation that cripples learners from taking actions to deal with their weakness in relation to skills and performances. In this regard, the unsupportive environments surrounding the area of learning are one of the points that EFL learners stressed which impact negatively both their involvement and responsibility towards their learning. Teachers' methodology especially in time of pandemic is another aspect to call attention to for which a range of challenges and limitations are preventing learner-learner interaction.

Moreover, the respondents inform that unavailability of materials can significantly decrease student adequacy to perform a task or achieve a goal. In addition, it can influence their commitment in learning and preparing. Moreover, the students' express willingness to approach autonomy is clearly shown from their responses, and can be carefully thought about as a key behavior in which typically broaden learners' horizons and sharpen their skills towards their personal and professional life. Being open to this, can powerfully unleash learner's readiness to make efforts and invest time to show adaptability to the worlds' demands.

3.5.3 Interview Results Discussion

The analysis of the collected data from the interviews revealed that the teachers' role in facilitating and supporting learners' is paramount. The most important part would be

developing a supportive classroom environment with teachers' helping aids to motivate learners, leave time and space for learners to take part of the teaching learning process.

Growing independence for the learner and diminishing support from the teacher. The teacher demonstrates a number of different techniques, methods, and the learners practice what they have learnt. Learners will be able to monitor their own learning.

Teachers and learners should be aware of the concept autonomy and the teachers should direct them to autonomy as language learners.

3.5.4 Journal Results Discussion

The findings of journal prompts show that EFL students are unready to be autonomous learners, henceforth, this can be considered as a characteristic of most participants. They are passive learners because they rely on the teacher. The process of learning ends in the classroom. Students have difficulties in shifting their styles and shouldering responsibility because of the long-term spoon-feeding method. Based on the data obtained from the journal prompts, it can be found that EFL students are unready to be autonomous learners. Henceforth, this can be considered as a characteristic of most participants which are considered as passive learners relying on teachers learning processes that ends in classroom and do merely have no will to approach learning proficiency as well as the autonomous ability. That is, EFL students lack the capacity of decision-making and the willingness to bear responsibility towards their learning and do not consider it as an educational practice. Likewise, students' firm belief that autonomous learning in their daily life routine outside the classroom context is not present neither integrated, despite the fact that they have already had an idea about the significant role of autonomy and this can be summed up in their inability to learn by their own and the long-term spoon-feeding techniques used by teachers.

Conclusion

In the last decades, being autonomous language learners has been the spotlight of researchers and accepted as crucial learning strategy worth to think carefully and precisely about its application in teacher training institutions. This chapter was devoted to the discussion of the obtained results of each of the four methods used to collect and analyses data and therefore verify the research hypothesis as answers to the conducted study. Each method focuses closely on implementing autonomy as a pedagogical element especially at an age of crisis where self-regulation becomes a high demand. Therefore, this study deliberately foregrounds EFL learners' readiness to approach autonomy and take a maximum amount of responsibility to make a linkage of the classroom content and what they capable of to do beyond the learning setting, thus, the present study suggests a rage of pedagogical implications and recommendation in the chapter that follows.

Chapter Four

Recommendations and Pedagogical Implementations

Introduction

Algeria is to thrive as a democratic country, plenty of educational measures need to be launched, in order to create Algerian learners autonomous in their learning, free and self-determining Algerian EFL students will be successful learners and build lifetime skills important for professional development if they take on a greater number of responsibilities in their learning. Particular attention should be given to early learners because today's youngsters are tomorrow's men. Once they have developed their autonomy as learners, in a later stage, they develop their autonomy as learners as persons and citizens.

4.1. Implication of Open Access (OA)

Over the last decades, a range of open research movements are progressively increasing and being covered under a great scrutiny than before. And as the world continues to grapple with the COVID-19 pandemic and due to the global change surrounding the world, many educational institutions get lost in the absurdity of 'how are we going to deliver knowledge and share academic information'. Hence, availability of academic research materials should be taken into consideration, this can be solely offered by the so called 'open access' program. As the results demonstrated in the data analysis chapter, a great number of respondents claimed that lack of resources and pedagogical materials prevent them from approaching and practicing autonomous learning. Accordingly, open access can help learners to rapidly continue to accelerate learners' involvement in learning.

Open access, according to UNESCO (2002) is defined as an idea of sharing research publications to be read and re-used, whether on form of articles, books, journals, chapters with a great respect to the authors credits and data policies implementation. In 2004, Oxford University Press (OUP) became the first educational institution to successfully launch a nature journal to open access, forward and since the Oxford University Press presented a well-defined plan to facilitate the widest possible dissemination of high quality, the major key element of the OUP program was fully grounded on a free available online academic papers via the internet, that in fact target researchers from small institutions, people with fewer journal subscriptions where accessing to a research is considered as a challenging step.

The open availability and searchability of academic research serve autonomous learners all the way. In fact, it can be considered as a motive for learners to wider their insights on a different variation of studies done all over the world and get imposed to diversity in dissemination. On top of that, it ensures students get the most relevant information that suits

their research process with no limitations that may deprive the opportunity for them to bring appropriate resources. In connection with the significance of open access on learners' performance here are some key benefits of publishing open access:

- Open access serves many students researching beyond the degree whom will continuously rely on access researches, published articles, studies conducted, journals
- The more learners are exposed to a vast amount of knowledge, the better outcomes can be revealed, and this can positively affect their own learning decisions based on up-to-date information related to what they are searching for.
- Open access encourages learners and open up doors for opportunities to re-use published papers in conducting researchers with a non-geographic restriction.
- Financially, no researcher wants to waste time and money on a research that has been done before, yet open access is a way of avoiding duplication among researchers.

4.2. Application of the Protocol Model

Overwhelmingly, one of the best qualities a teacher can have is a willingness to bring new teaching techniques to provide a successful learning atmosphere, and a high quality education. In line with this, a new teaching strategy is presented as a recommendation to unleash the power of autonomy among the 21th century learners, hence called Protocol. Protocol is generally defined as a system of rules and instructions to be followed in official situations (Cambridge Dictionary). Implementing this system as a pedagogical technique serves as a guide that a teacher can adapt and uses to determine student's involvement in the classroom, yet continuously control students' performance outside the class.

Student:		Teacher:	
Date:	Course Title:	Material used:	
Points discussed in the classroom:			
1.			
2.			
3.			
4.			
5.			
Notes:			
.....			
.....			
.....			
.....			
Independent Practice			
.....			
Interventions/	Feedbacks/	Suggestions:	
.....			
...			
.....			
.....			
.....			
.....			

Figure 4- 1 : Protocol Model Design (own source)

The present model of protocol highlighted the main elements that should be included in designing it, and should particularly involve the course title, the main discussed points in the classroom, the materials used to learn, take-home tasks or projects, notes discussed during class, and most importantly learners' interventions and feedbacks about the subject explained in the class.

4.2.1. The Application of this Model

The teacher is required to select in each session a protocolist; a student selected by the teacher who is going to be provided by the model and take charge of transcribing the main points, notes, and feedbacks discussed in the classroom course, accordingly, the session that follows, at the start of the lesson, the protocolist is required in 5 minutes to read in front of his/her classmates what he/she has recorded and added in the protocol sheet, it is also advisable to discuss what the learner outlined or noticed during class, and sorts of suggestions or feedbacks about the subject., yet, the step that follows is that the teacher is asked again to select a new protocolist for the next mission.

The importance of this model can be drawn on the following:

- This technique knows no exceptions, all learners can seize the opportunity to take part as a protocolist; and hence will feel a sense of responsibility towards the lesson and grow his/her involvement in the classroom.
- Learners can develop their linguistic repertoire, enrich their knowledge, writing ability and bring about other resources, information in line with the subject discussed during class.
- Protocol can develop mature attitudes in learners towards their learning and help them to approach autonomous learning.
- Taking time into consideration, protocol can be a warming-up activity a teacher can use to enable learners to shift into the thinking process, can recall information, and provide feedbacks and point of view.

4.3 Learning Management System Implementations

In this tech-driven world, the traditional classroom-based approach is losing its significance, that is, the use of online different learning systems offers a smart alternative to the pedagogical institutions and leverage students' performance. Learning management system

(LMS) is an online educational platform that delivers a set of aspects to support the instructional process, and can be drawn on classroom learning or distance education (REF). Learning management system can do wonders to improve the ability to learn and manage educational activities, for instance delivering knowledge, analyses and assets student's results, open opportunities, and makes learning more interactive. In addition to the mentioned advantages, learning management system can boost student's achievement and amend to monitor their progress.

- Learning management system can be a time saving software tool
- It prioritizes school tasks and assignments for students to be completed
- Learning system application is considered as an organization tool that helps learners to avoid procrastination and keep them on track.
- Learning management system enhances autonomous practice by providing a wide range of resources that helps learners to get access and search for any information with no time or efforts consuming.

Here are some of free online platforms that include different types of information and a huge data-based information in more than ten languages and that can be used by EFL learners to enhance their skills and improve their autonomous practice:

- Moodle
- Edrak
- Coursera
- FutureLearn.com
- MIT OpenCourseWare
- ALISON
- Udemy Free Courses
- Khan Academy

4.4. EFL Learners Preparation for autonomy:

4.4.1 Developing Learner's Responsibility

Taking responsibility is not an easy task to achieve; however, by addressing student's learning needs and goals meant to be achieved EFL students involved in the current research seems to be ready to take responsibility to cover their learning, because developing such a sense of authority; learner autonomy can be easily established in any educational arena. Additionally, this can be achieved by going through stages so as to become gradually independent learners

and develop autonomous learners; the following stages are suggested by Scharle & Szabo (2000) and are clarified as followed:

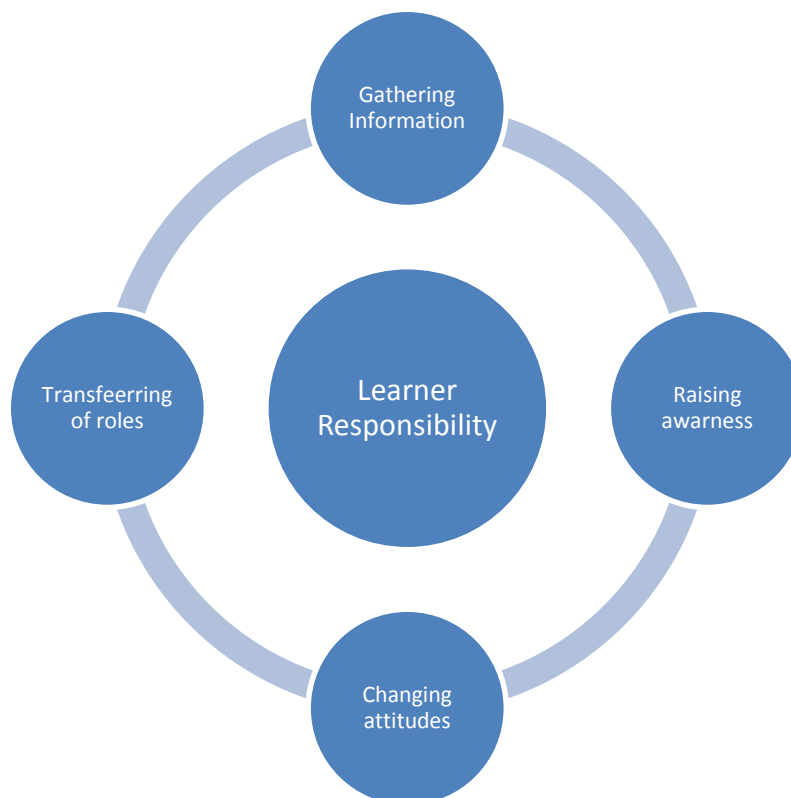


Figure 4- 2 A Modified Framework of Stages of Learner Autonomy and Responsibility on Scharle & Szabo (2000)

Generally, the activities described in the four stages are designed to develop student's responsibility and independent learning in a gradual manner; starting from collecting information about learners learning styles, preferences, to experiencing new area of learning with a careful structured activities, hence, changing learners' attitudes slowly and requires practice and patience, and break away the iceberg for new techniques, methods, and roles.

Last but not least, transferring roles which can be noticed step-by-step in the classroom, where learners are able of deciding about tasks, assignments, materials, peer, or group work. The four stages aim at developing the sense of responsibility in EFL learners not only in class, but in real life situations as well.

4.4.2 The Use of Journals, self-reports and diaries writing

Researches in the field of enhancing education provided pedagogical techniques and tools that promote autonomous practice. Self-reports, journals and diaries are considered as a tool of

reflection, based on honest reviews that help the students to assess what she/he has acquired, invest less time and efforts and develop their writing skills. For EFL learners searching behind approaching autonomy can put in use self-reports, writing journals and diaries.

- Writing a diary allows bettering learner's performances, it is in fact a written record of each day experiences, ideas, feelings and memories in different domain whether work, family, or school in educational context. EFL learners are recommended to write diaries that linkage learning to thoughts, ideas, and opinions. The purpose of writing diaries is to address questions related to their personal profile such as:
 1. What did you cover in your lesson?
 2. How did you learn?
 3. What did I used to learn?
 4. How can I use what I learned in my life?

Keeping a learning diary is an easy and effective way to understand the best way to keep learning active and can boost achievement in a number of ways. Diary writing was implemented and testified in a different area of EFL research, this is one of the diaries recorded in words by a student:

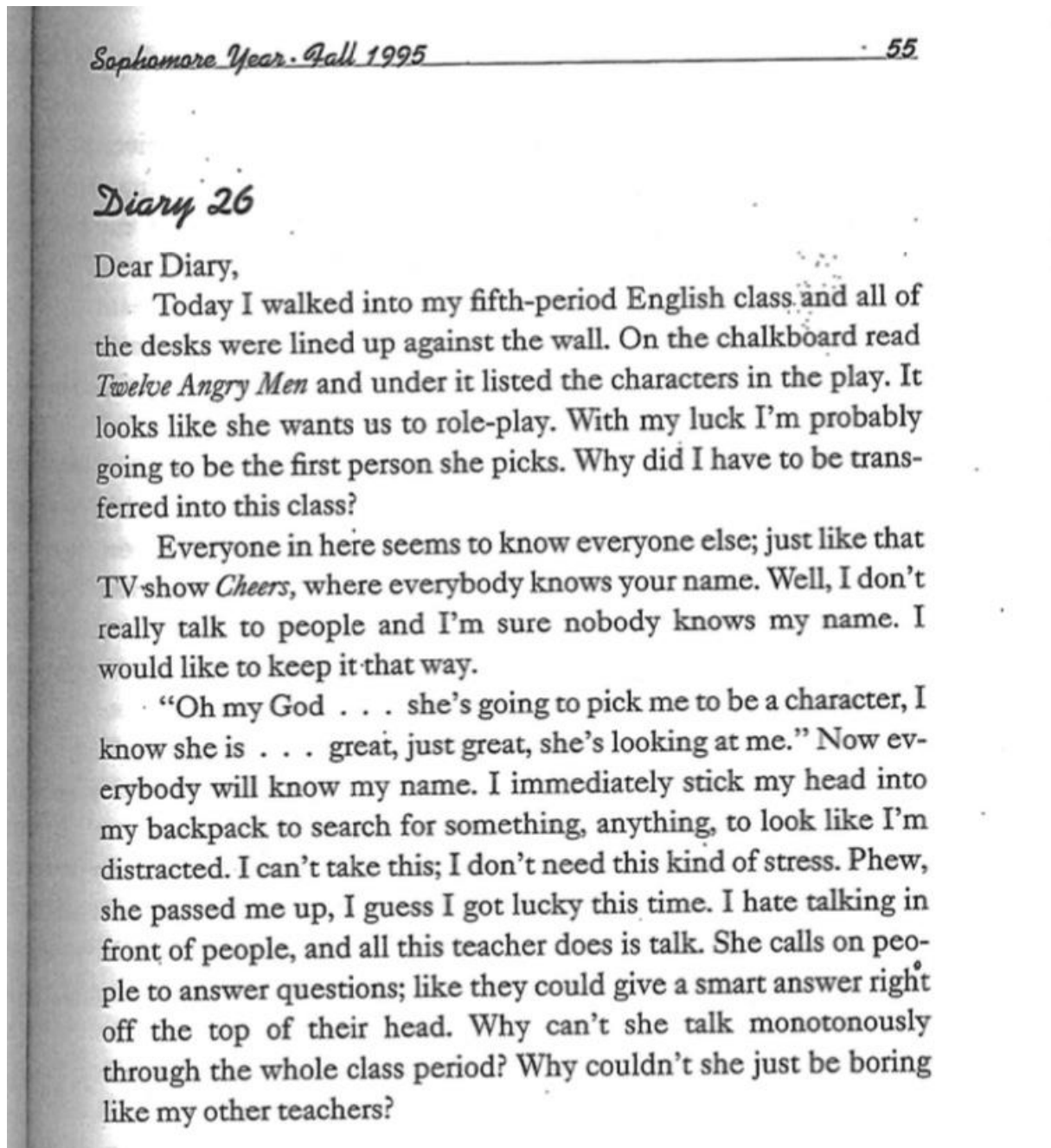


Figure 4- 3 A Diary Model from the Freedom Writers' diary Foreword by Zlata Filipovic

- Cognitively, self-report capture the psychological process in learning, and allow EFL students to write about what they are thinking when performing tasks, and what type of strategies they use. The aim of using these self-report strategies is to help learners to develop their sense of motivation, emotion and metacognition and verbalize their thoughts toward a task, an experience or a moment, a problem, they encounter during learning. According to Wenden (1998: 79-95), self-report is one of the best techniques

used to collect information on learners' performance, how they are learning and till what extent they are aware to assign tasks. Henceforth, writing a reflection can help learners to focus on their skills improvement.

- Journals writing provoke more reflections and help learners to make connection of what is done in the classroom and the real world. It is a way used by learners to verbalize their thoughts, opinions and difficulties they may encounter. Not only that, journaling can improve learners' repertoire, writing skills brings about critical thinking. It also helps learners to express themselves in an honest words and give the extra confidence. During our research journey we provided an example of journaling that includes some questions addressed to EFL learners that helps them to figure out how to practice autonomy, and what are the barriers they faced, demonstrate the level of their abilities and awareness.

**CREATING AUTONOMOUS
ATMOSPHERE PROMPT**

LEVEL _____ GENDER _____

What do I need to feel supported and motivated to study?

What makes me feel empowered to make my own decisions?

To me flexibility, choice and decisions while learning are exemplified
 by.....

I feel motivated to study when

I am able to design my personal learning process based on:

I feel a sense of ownership when :

The pace at which I am able to learn in is :

If you meet your deadlines , roll with the punches , come up with your own ideas, critical thoughts, offer solutions for yourself, work independently yet ask and raise your research spirit, then you are demonstrating your preference for autonomy

Figure 4- 4 A Journal Prompt Model (own source)

4.5. Implementation of self-access centers

Since self-access centers became the spot where students were to carry out some of their work as 'autonomous students' and a different method of learning emerged from it, this section seeks to explain some of the notions related to these terms.

In a school or college, a **self-access center** is a place where students can choose and use books, tapes, or other materials. (Collins English Dictionary)

Self-access Language Learning Centers are well known as an educational facilities designed for student learning that is at least partially, if not fully self-directed. Students have access to resources ranging from photocopied exercises with answer keys to computer software for language learning.

These Centers are an outgrowth of a style of learning that can go by several names: Learner-Centered Approach, Learner Autonomy or self-Directed Learning. These centers exist primarily in Asia, Europe and North America. However, the self-access centers as a support to the languages learning appeared in Mexico in the early nineties and they have been present since then in the agenda of these country universities.

In this text is mentioned on a short way the backgrounds, implications, pedagogy, advantages and disadvantages on the language laboratories, such as some considerations about this.

4.5.1 Self-access and its Implications

There are diverse definitions on what is and involves a self-access center. Grander and Miller (1999) define as a language learning system which involves diverse elements such as:

- a) Resources: materials, activities, technology, people (assessors, administrators, other students),
- b) Administration, which permits coordination and planning on the center work.
- c) A control and support system for students,
- d) Capacitating for the user and staff,
- e) Tutors
- f) Self-evaluation

- g) Learning feedback
- h) Center evaluation
- i) Development and adaptation of self-learning materials

4.5.2 Materials

When we think of self-access resources, we immediately consider the technology Utilized, e.g. the hardware, the computers, the video and sound equipment (TV sets, VCRs, DVD players, tape recorders, CD players) (Moore, 1992). When talking about materials, it could be specially designed, adapted or processed materials (books with answer guides, worksheets, pathways, etc.) and authentic materials (text books, magazines, newspapers, novels, etc) (cf. Sheerin 1989, Sturtridge 1992, McCall 1992, Booton and Benson 1996, Carvalho 1993). The materials and hardware available in a self-access center are important, still some authors focus on the procedures in which the facilities may be used; that is, “the accessibility and relevance of materials; learner training and learning strategies; [and] alternative uses of self-access facilities” (Barnett and Jordan, 1991: 305) are central in setting up a SAC.

One of the academic goals of many self-access centers is to promote self-learning. This is defined as every single student ability to learn by him/herself. And it will be acquired on a systematic and conscious way (Holec, 1979:3). It is “when the student determines the moment, the space and the rhythm on he will have to carry out his/her formal studies on any subject or topic” (García Rocha, 2005:3) On this type of situations, student responsibility is involved of his own learning and the developing of learning strategies (learn to learn).

4.6. EFL Teachers Preparation for Autonomy

4.6.1 Reflective Approach in Teaching

Reflective approach refers to a process of self-observation that is defined as a thinking process that enable teachers to consider all his/her work done in the classroom. It allows the teacher to investigate the extent of the effectiveness of practices implemented during the lesson, and this can be possible by implementing classroom observation routinely, collecting recordings, notes and feedbacks to figure out whether teaching process went well or not. Indeed, EFL teachers’ involvement can be the most significant aspect to foster autonomy and independent learning, because it helps them to think about what is happening in the classroom, factors that are effecting autonomy implementation, reasons, obstacles that may negatively

impact autonomous practice among learners, and about the best ways to improve learners' performance and how to build life-long learners. Unquestionably, a teacher reflecting on his/her teaching is considered as one of the best qualities a teacher can have or improve that brings up improvements into teaching.

4.6.2. Professional Development

As the world continues to develop day by day, technology has a great impact on merely all of the domains, and the field of education is no exception, as all the educational institutions are investigating different forms of technological systems. Therefore, training teachers to adapt and get used to the newly developed teaching materials that can serve them during the instructional process can be a key element to promote successful teaching learning process, as teachers are the one dealing with multicultural classroom, different type of learners with diverse learning styles and preferences. It therefore prepares teachers to face all challenges that can develop throughout their career. It is important for educational institution to integrate such a system to provide teacher with opportunities to maintain a high quality standard of teaching, and help them cope with brand new techniques involved in the program and others aspects of teaching practice.

Conclusion

Addressing the notion of autonomous learning is an unending process, as it becomes a significant aspect to promote autonomy among EFL learners. The fourth chapter spotlight some best ways and conditions to put in use when fostering autonomy, hence, the study is hoped to help learners develop a sense of belonging in learning. hence, the recommended models and programs such as open access, diaries and journals writing, and teacher self-reflection emphasize students' involvement to make choice and take control of their learning process.

General Conclusion

General Conclusion

This study was meant to investigate the situation of unleashing the power of autonomy at university. In fact, many students do not perceive the concept autonomy. Therefore, some hypotheses were formulated in order to seek some authentic solutions that assist the teachers with appropriate methods and techniques that enable them to create an autonomous atmosphere and booster learners to be autonomous. In this respect, it was assumed that the key element that is effective enough to create an autonomous atmosphere and to bring remarkable changes would be through the inclusion of multiliteracies in the daily teaching-learning process as the teacher's support and motivation has to make a remarkable difference to help learners advance their abilities to learn if they are ready to share and assume responsibility to become autonomous learners by taking the teachers' guide and support into account.

To explore the matter in depth, four methods of data collection were adopted for that reason. The intervention aimed at highlighting the role of multiliteracies to empower teaching and learning. A questionnaire directed to first and second year Master students to find out how the concept of autonomy is understood by EFL students. The interviewed teachers approved the importance of giving autonomy the status that it deserves. The application of the concept in the classroom is tightly related to teachers' awareness of it, and their training, in addition to teachers' motivation. Teachers also seem frustrated from applying such dimensions of autonomy in their classrooms. However, COVID-19 affected students' performance in a negative way due to their lack of autonomy and time devoted to study outside university. The last data collection method was a journaling directed to all students of Master one and two LMD. It was meant to involve students in the process of autonomous learning through providing us with their own schedule outside university, what materials they are using to study at home and the skills they are trying to improve.

The obtained data showed that autonomy is a necessity in the present era of modernization and globalization, EFL learners seem reliant on the teacher and they consider themselves as not being able to take charge of their learning. This factor in itself can hinder them in the development of a lifelong learning skill, which is a necessity in the new world.

In short, the aim of this study is to find out how EFL students and teachers understood the term autonomy, and how it is applied within the parameters of the university. The objective is to look for better ways for promoting autonomy in English learning at Ibn Khaldoun university. Students establish autonomous learning as a fundamental step towards the development of lifelong learning for personal and professional development. The findings show that the traditional way of teaching is still prevalent. In fact, both EFL teachers and learners are

General Conclusion

not trained and there is a lack of using multiliteracies that end up with the absence of autonomy. Besides, COVID-19 has affected learners learning in a negative way. It is not an easy task for teachers and learners because spoon-feeding still exists. As both EFL teachers and learners are not able to provide a definition to the concept autonomy.

Based on the above results, the fourth chapter tackled the best ways to encourage the learner to do self-study because classroom learning cannot provide all what learners lack and need. The current study provides recommendations and suggestions that could foster autonomous learning which include first the implication of open access. Second, the application of protocol model that serves as a guide that a teacher can adapt and uses to determine students' involvement in the classroom. Third, learning management (LMS) which is an online educational platform that a set of aspects to support the instructional process, and can be drawn on classroom learning or distance education. Fourth, developing learners' responsibility so as to become gradually independent. Fifth, EFL teachers can also encourage their students to use journals and diaries as a tool to reflect on their strategies and goals. Sixth, self-access centers become spot where students can carry out some of their work as "autonomous students". Finally, teachers should use reflective approach as an ability to consider all the work done in the classroom and training teachers to adapt and get used to the newly developed teaching materials.

To sum up, the domain of autonomous learning is still in need of explorations; it may include the notion of autonomy in teacher training programs. Autonomy is important in language learning and looking for better ways to implement it is important.

Due to the nature of this research, the sample selected for this study was specifically first and second year master students from Ibn Khaldoun University, it was somehow hard to deal with some of the sample due to their lack of importance and unfamiliarity with the theme conducted. Moreover, COVID-19 protocol implemented in educational institutions restricted the application of some of data collection tools, which were replaced by other methods to continue the research. Results in the study may not be generalized because no all of them are certain to fulfill all EFL students' desire in promoting autonomy.

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Appendices

The Intervention Conducted

1. What is a literature review?

A literature review is a compilation, classification, and evaluation of what other researchers have written on a particular topic. A literature review normally forms part of a research thesis but it can also stand alone as a self-contained review of writings on a subject. In either case, its purpose is to:

- Place each work in the context of its contribution to the subject under review;
- Describe the relationship of each work to the others under consideration;
- Identify new ways to interpret, and shed light on any gaps in, previous research;
- Resolve conflicts amongst seemingly contradictory previous studies;
- Identify areas of prior scholarship to prevent duplication of effort;
- Point the way forward for further research;
- Place an original piece of research in the context of existing literature.

2. Literature review purpose

The purpose of a literature review is to gain an understanding of the existing research and debates relevant to a particular topic or area of study, and to present that knowledge in the form of a written report. Conducting a literature review helps you build your knowledge in your field. You'll learn about important concepts, research methods, and experimental techniques that are used in your field. You'll also gain insight into how researchers apply the concepts you're learning in your unit to real world problems.

Another great benefit of literature reviews is that as you read, you'll get a better understanding of how research findings are presented and discussed in your particular discipline. If you pay attention to what you read and try to achieve a similar style, you'll become more successful at writing for your discipline.

2.1. Evaluating the sources

A literature review should not just be a summary of each source. That would be more like an annotated bibliography. Instead, you need to:

→ compare and contrast each source to other relevant literature on the topic

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→ critically evaluate each source

→ indicate how each source contributes to the body of knowledge about the topic

→ integrate your discussion of the sources into your argument about the state of knowledge on the topic.

You can also organize your literature review report in a way that demonstrates your evaluation of the sources in terms of how each one relates to other sources and to the major debates on the topic.

2.2. Understanding the state of things

Literature reviews are often found at the beginning of research articles. This is because the literature review shows the reader where the research community is up to in researching that topic and highlights gaps in the existing research. The research article then addresses those gaps through new research.

Researchers conduct a literature review to identify the areas of a topic that have not yet been researched in detail. They then go and do the research to fill the research gap. This is how researchers contribute to the development of knowledge on that topic.

3. EDITORIALS: GUN CONTROL AND VIRGINIA

Editorial #1: Getting Rid of Gun Control

Virginia finally is poised to repeal its unusual law that prohibits law-abiding citizens from buying more than one gun per month. It's about time, because the red tape has not had the desired effect in lowering crime. There is no academic research by criminologists or economists that shows that one-gun-a-month regulations reduce crime in either the states that pass them or their neighbors. The laws have merely inconvenienced honest Americans who want to buy guns. Besides Virginia, only Maryland, California and New Jersey still have these laws. South Carolina was the first state to adopt the restrictions in 1976 but repealed the limit in 2004. New Jersey has had the law on the books for less than two months now. Contrary to the nanny-state notion that gun control is good, gun limitations are actually harmful. The book "The Bias Against Guns" shows that one-gun-a-month rules significantly reduce the number of gun shows, because they reduce the number of sales that can occur. For the same reason, it's likely the regulation reduces the number of gun dealers. The reduction in legal sources to buy guns can raise the cost of law-abiding citizens buying guns relative to criminals, and thus disarm

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good people relative to criminals. The book “More Guns, Less Crime,” the only peer reviewed research on one-gun-a-month restrictions, from the University of Chicago Press, shows the laws either have no effect or a detrimental effect on violent crime. The Brady Campaign claims that Virginia's one-gun-a-month law reduced the number of crime guns traced to Virginia dealers, but it provides no link to crime rates, which is ultimately the bottom line. If people around the nation's capital should understand anything, it is how hard it is to keep criminals from getting guns. The District of Columbia banned handguns entirely, and murder rates still soared. Criminals got a hold of guns despite the law, because by nature they don't care about breaking laws, and they can't buy guns legally anyway. The question ought to be focused on whom these laws prevent from getting guns, and the evidence is that law-abiding citizens are the ones who are stopped. One-gun-a-month rules are similar to gun bans and waiting periods, which tend to disarm victims relative to criminals and therefore, increase crime. If possible, it's a good idea to keep guns from criminals, but laws that make it more difficult for law-abiding citizens to get guns relative to criminals cause more harm than good. In the case of the right to keep and bear arms, safety and freedom go together.

—Washington Times, February 19, 2010

Editorial #2: Firearms Still Easily Available

Three years have passed since the massacre at Virginia Tech that took the lives of 32 innocent people, including my sister Reema. I look back over the past 1,097 days since my sister died and wonder how it is still legal for criminals and people with serious mental illness to buy guns without passing a background check. Reema was killed because of a gap in Virginia's gun background check system that allowed a mentally ill man to buy weapons. Even though a court determined that he was mentally ill and therefore prohibited from purchasing and possessing guns, his record of mental illness was not in the background check system. Thankfully, following recommendations of the Virginia Tech review panel, action was taken at the state and federal level to help get missing mental health and criminal records into the background check system. The number of mental health records submitted to the federal instant background check system has tripled from 298,571 (as of Dec. 31, 2006) prior to the Virginia Tech massacre to 932,559 (as of March 31, 2010). Unfortunately, the problem doesn't end there. Criminals, the mentally ill, and even terrorists are still able to purchase firearms from gun shows with no background check whatsoever. Federal law requires every licensed gun dealer to conduct

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criminal background checks on all purchasers. But dealers without licenses are selling guns at gun shows without these checks. According to the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF), 30 percent of guns in federal illegal trafficking investigations are connected to gun shows. This Gun Show Loophole is exploited by criminals and those who know they cannot pass a background check. Last May, I went to a gun show in Richmond to see for myself. I bought 10 guns in less than one hour. No background check. No identification. No questions asked. It was as easy as buying a bag of chips at a grocery store; simple cash and carry. Luckily, I'm not a criminal. What's clear is that anyone, even criminals, can go to any gun show and buy an unlimited number of guns,

without undergoing a background check. It's hard to believe, but it's true. And there's nothing to stop them from doing it over and over again. Three years have passed and the Gun Show Loophole still remains intact. The solution is simple: Congress should pass legislation to require background checks for all sales at gun shows. Sen. Jim Webb and Sen. Mark Warner, the families of the Virginia Tech victims and survivors are counting on your leadership. Closing the loophole will not affect the Second Amendment rights of law-abiding gun owners. But it will help ensure that guns do not end up in the hands of people who, because they are a danger to society, have lost the right to own them. In May 2009 my father and I, and several other Virginia Tech family members, met with Sen. Webb to ask for his support for legislation to close the Gun Show Loophole. What impressed us was how seriously he took the issue and his promise to work in Congress to fix this problem. It has been almost 11 months since that meeting, three years since the tragedy at Virginia Tech, and no action has been taken to move this lifesaving legislation forward. I hope that all Virginians will stand with the families of the Virginia Tech victims and survivors in calling on Sens. Webb and Warner to get behind this effort. Closing the Gun Show Loophole won't bring my sister Reema back, or any of the other victims of the mass shooting at Virginia Tech. But it would save an untold number of innocent lives. It's been three years. The time to act is now. Sen. Webb and Sen. Warner, what are you waiting for?

—Richmond Times-Dispatch, April 20, 2010

Editorial #3: Virginia Handgun Law: Don't Reopen the Pipeline of Guns

Seventeen years ago, pressured by its neighbors to stem the flow of guns into the Northeast, Virginia enacted a bipartisan bill that limited the purchase of handguns to one every 30 days.

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Virtually overnight, experts say, the “Iron Pipeline” slowed and the number of guns used in crimes in New Jersey and traced to Virginia fell sharply. But now a Virginia legislator wants to turn his state back into one of New Jersey’s leading arsenals. A bill proposed by L. Scott Lingamfelter, a Republican, has cleared the House of Delegates, with mostly Republican support, and is headed for the state Senate, which is controlled by Democrats. There the bill’s chances are uncertain, but if it passes, Gov. Bob McDonnell intends to sign it. Virginia’s gun-running days could be back again. Lingamfelter, a retired Army colonel, insists Virginians’ Second Amendment rights are being restricted. The current law “rations constitutional rights,” he says; “It hasn’t reduced crime. It has reduced commerce.” Lingamfelter says the National Instant Check System, which wasn’t around in 1993, can keep felons from purchasing guns. Maybe, but many of the guns that end up in New Jersey are purchased by “straw buyers” — people with valid Virginia drivers’ licenses who act as purchasing agents for a fee. New Jersey officials — from U.S. senators to police chiefs — are wondering what Virginia lawmakers are thinking. In a gun-trafficking study of 2008, the Bureau of Alcohol, Tobacco, Firearms and Explosives determined that, even with the reduced flow, Virginia still ranked third among outside states providing guns used in New Jersey crimes. Repealing Virginia’s firearm law will mean hundreds more guns on New Jersey streets each year, many married to a violent, criminal intent. To argue that the law is an onerous burden on law-abiding gun buyers is silly. Virginians can buy 12 guns a year. How many do they need?

—Star-Ledger (Newark, NJ), February 22, 2010

4.1. LITERATURE REVIEW WORKSHEET: GUN CONTROL AND VIRGINIA

1) List the strengths and weaknesses of Editorial #1.

STRENGTHS

1) _____

2) _____

3) _____

4) _____

WEAKNESSES

1) _____

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2) _____

3) _____

4) _____

2) Please do the same for Editorial #2.

STRENGTHS

1) _____

2) _____

3) _____

4) _____

WEAKNESSES

1) _____

2) _____

3) _____

4) _____

3) And please do the same for Editorial #3.

STRENGTHS

1) _____

2) _____

3) _____

4) _____

WEAKNESSES

1) _____

2) _____

3) _____

Appendices

4) _____

4.2. LITERATURE REVIEW WORKSHEET #2: GUN CONTROL AND VIRGINIA

1) To your mind, which of the three articles was the most persuasive? Why?

2) Which of the three articles was the least persuasive? Why?

3) Are there any important issues regarding gun control that are not covered by these three pieces, but that you would write about if you were addressing this topic?

Task2: Pick an article of your interest and fill out the following table

Title	Aim of the study	Method used	Limitations (what wasn't discussed)	Results (findings)

5. Organizing a Literature Review

A successful literature review should have three parts that break down in the following way:

A. INTRODUCTION

1. Defines and identifies the topic and establishes the reason for the literature review.
2. Points to general trends in what has been published about the topic.
3. Explains the criteria used in analyzing and comparing articles.

B. BODY OF THE REVIEW

1. Groups articles into thematic clusters, or subtopics. Clusters may be grouped together chronologically, thematically, or methodologically (see below for more on this).
2. Proceeds in a logical order from cluster to cluster.
3. Emphasizes the main findings or arguments of the articles in the student's own words. Keeps quotations from sources to an absolute minimum.

B. CONCLUSION

1. Summarizes the major themes that emerged in the review and identifies areas of controversy in the literature.
2. Pinpoints strengths and weaknesses among the articles (innovative methods used, gaps in research, problems with theoretical frameworks, etc.).
3. Concludes by formulating questions that need further research within the topic, and provides some insight into the relationship between that topic and the larger field of study or discipline.

Sources

Parts of this mini-lesson were adapted from the UC Santa Cruz University Library website (<http://library.ucsc.edu/help/howto/write-a-literature-review>), the University of North Carolina Writing Center website (http://www.unc.edu/depts/wcweb/handouts/literature_review.html), the University of Wisconsin-Madison Writing Center website (<http://writing.wisc.edu/Handbook/ReviewofLiterature.html>), and the Writing at the University of Toronto website (<http://www.writing.utoronto.ca/advice/specifictypesofwriting/literature->

review). Other parts were written by Brendan O'Malley (WF, 2009-2011) and Corey Frost (WF, 2006-2008).

The Questionnaire Directed to Students

The Readiness of Learners to be Autonomous in Time of Crisis (COVID-19)

Dear students,

This questionnaire is part of master research. You could be providing us with the information we need for our study titled “**Investigating Students’ Readiness for Autonomy and Self-access Learning during COVID-19 Pandemic**”. The purpose of our study is to find out the best ways to implement autonomy in teaching and learning process in order to help EFL students to assume responsibility for their own learning and to be fully motivated. All the responses we get will be totally anonymous. For more information contact us via email: BousematFatiha98@gmail.com or/and hadilhadil568@yahoo.com

I-The Biographical Details of Respondents:

Instructions: please tick only one box for each of the items that follow. If you do not understand a question, answer it as well as you can and note the question in the margin.

A- Tick () the box that is appropriate for your situation:

1- Gender Male Female

2- Age

3- Level, first year master BMD students,

4- How do you define the concept of learner autonomy?

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

5- Give equivalence (synonym) to the concept)?

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.....

6- To what extent do you consider learner autonomy important?

To high extent

To some extent

Neutral

To low extent

No idea

7- What role did autonomy play in your overall results?

Positive Neutral Negative

If your answer is negative or neutral, explain!

.....

.....

8- What is/are the factor (s) that hinder (s) you from being autonomous learner?

a- Not perceiving the importance of autonomy.

b- Lack of motivation.

c- Your society (entourage family).

d- Lack of time devoted to study at home.

e- Teacher's methodology.

f- Lack of materials (e.g., internet, platforms, books...).

g- All the factors mentioned above.

II-Investigating Students' willingness to Approach autonomy:

1- In my opinion, why should learners be autonomous?

a. To get good grades

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- b. To boost lifelong learning
- c. To improve their language level
- d. To self-regulate their learning
- e. To serve themselves in the future

2- Can you learn without the supervision of your teachers?

- Never true for me.
- Usually true for me.
- Neutral
- Somewhat true for me.
- Always true for me.

3- Does your teacher show you how to learn by yourself?

Yes No

4- Have you sought help from your teachers or classmates in any stage of your academic career?

Yes No

5- Were you given the syllabus of the modules?

Yes No

6- Did you ask your teacher to provide you with the contents of the syllabus of the modules?

Yes No

7- -Have you ever prepared some notes about a lesson?

Yes No

8- As student, can you handle designing you own learning process?

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Yes

No

9- Have you looked for appropriate references to use while studying?

Yes

No

III-Students' Psychology:

1- Do teachers offer plenty of recognition and appreciation to develop and pick up new information?

Yes

No

2- Are the environments at the learning setup productive yet supportive to learn independently?

Yes

No

3- Do you prepare for the lesson before coming to university?

Yes

No

4- How do you consider yourself after the English class?

-Satisfied by the knowledge presented by the teacher

-Feel the necessity to develop it and enrich it outside school

-Indifferent about it

5- Are you willing to work on your weaknesses in order to improve your level?

Yes

No

IV-Experience of being autonomous learner:

Directions: please complete the following table by placing a cross ⊗ in the appropriate box.

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1-I feel motivated to study	Regularly	Infrequently	Never
At any free time			
When I design my own study schedule			
On deadlines only (exam period...)			

2- I'm an autonomous learner for the following	Regularly	Infrequently	Never
To adjust, edit information			
To meet my personal goals			
To improve/ enhance my skills			
To pinpoint mistake, gaps, unfamiliar data			

3- unmotivated	Regularly	Infrequently	Never
Lack of resources			
Lack of motivation, productivity and supportive environment			
Procrastination/ anticipation free (uncertainty surrounding the future)			

Thank you for your collaboration

Conducting an Interview

Dear Teachers,

This interview is part of master research. You could be providing us with the information we need for our study titled “Unleashing the Power of Autonomy and Self-Access Learning amid Students in Time of Crisis”. The purpose of our study is to find out the best ways to implement autonomy in teaching and learning process in order to help EFL students to assume responsibility for their own learning and to be fully motivated.

In last decades, being autonomous language learners has been the spotlight of researchers and accepted as crucial and worth to think carefully and precisely about its application in teacher training institutions. Autonomy has been defined as the ability to govern your own learning with the direct supervision of the teacher.

I- Autonomy

1. What is “Autonomy ?
2. To what extent do you consider autonomy important ?
3. What kind of techniques are you using to foster autonomy ?
4. Learner characteristics is important while fostering autonomy and it also has impact on the success of promoting learner autonomy ?
5. How do you design the assessment procedures to help learners become autonomous ?

II- Motivation

1. What is the role of the teacher while implementing autonomy ?
2. To what extent teachers’ motivation is important for autonomous learners ?
3. What are the factors that facilitate autonomy ?
4. Do you have other learning materials for your classroom to encourage learner autonomy ?

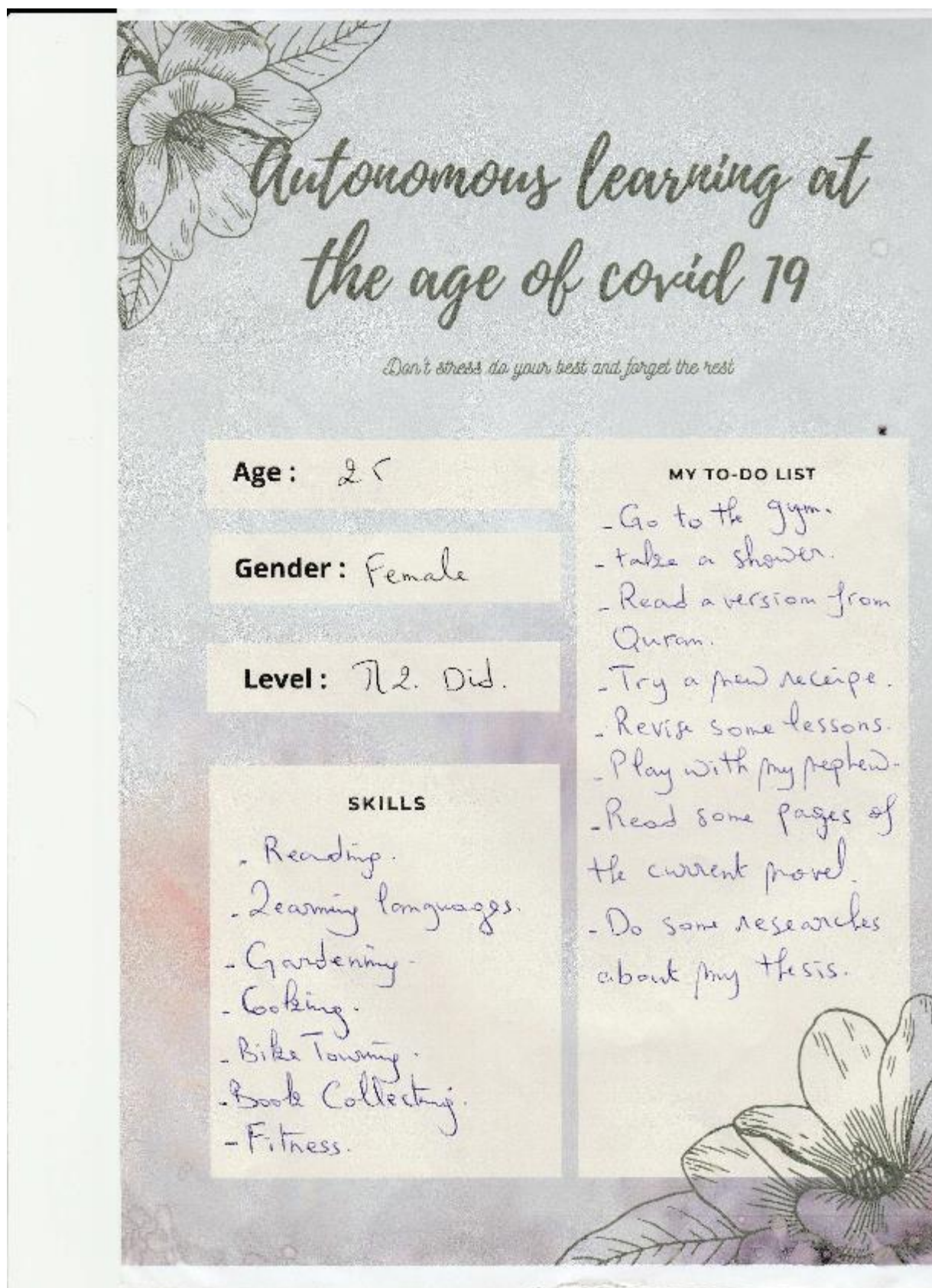
III- Autonomy in Time of Crisis (COVID-19)

1. What is the effect of the COVID-19 quarantine on students’ performance ?

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2. The students who demonstrated more autonomous learning were achieving better results in terms of exam results and language acquisition ?
3. Can learners be cognitively (conscious awareness) aware through autonomous learning ?
4. Would you like to add other suggestions concerning this topic?

Journal Prompts sheets



FRIDAY PLANS

Learning Materials

Personal Computer

Paper books

Cell phone

Internet

Morning Schedule

- Read and collect information -
- Then, take notes.

Afternoon Schedule

Summarize what I have already read in the morning.

- Paraphrase with my own style.

SATURDAY PLANS

Learning Materials

PDF format articles

Personal Computer

Previous Thesis

Morning Schedule

- Read the thesis and get an idea about the methodology used.
- Ask some questions that are burning in my mind.

Afternoon Schedule

- Try to solve or consider those questions.

- Dig deeper in my research.

ملخص باللغة العربية

الهدف من هذا البحث العلمي وتحديد السبل المثلى لتطبيق عاصمة التعلم وخلق جو مستقل وكيفية إدراك المعلمين والمتعلمين لمفهوم عاصمة التعلم والى أي مدى يكون المتعلمون جاهزين ليصبحوا متعلمين مستقلين وبعدها لقد تم الاعتماد على أربعة وسائل بحث وهي: مناقشة، الاستبيان، والحوار مع أساتذة المادة من أجل معرفة آرائهم حول ادراج عاصمة التعلم وترقيتها و مذكرة افكار.

Summary in English

This research shed light on the concept autonomy in English language at univeristy level, in Algeria. It investigates how teachers and learners perceive the term autonomy and to what extent learners are ready to be autonomous. This research study aims at identifying and selecting the appropriate ways to foster autonomy and create an autonomous atmosphere during COVID-19 pendamic.

Four data methods were adopted : an intervention, a questionnaire directed to students, an interview with EFL teachers and journal prompts adressed for learners.

Résumé en français :

Cette étude de recherche met en lumière le concept d'autonomie, et examiner comment les enseignants et les apprenants EFL perçoivent ce terme et dans quelle mesure ils sont prêts à être autonomes au niveau de l'université algérienne puisqu'est devenu un thème central des pédagogies nouvelles qui ont trouvé dans les différents systèmes scolaires national. L'objectif de cette recherche est de mettre en évidence à identifier et à sélectionner les moyens appropriés de favoriser la pratique autonome, et de créer une atmosphère positive pendant la pandémie de COVID-19 et aussi de trouver des moyens de promouvoir l'autonomie d'apprenant. Basé sur une méthode d'analyse, ce travail a adopté quatre méthodes de données ; une intervention, un questionnaire et un Journal prompt adressé aux apprenants, un entretien avec des enseignants.