



**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ibn Khaldoun University of Tiaret
Faculty of Letters and Languages
Department of English**



**EFL Teacher`s Challenges in Promoting Autonomous Learning
Case Study: 1St Year EFL Learners at Ibn Khaldoun University of Tiaret**

A Dissertation Submitted in Partial Fulfillment for the Requirements of Master`s Degree in
Didactics

Submitted by:

Miss Charef Hiba

Supervised by:

Dr. Lakhdar Toumi Asmaa

Examination Board

Chairman: Pr. Hemaidia Mohamed Prof **University of Tiaret**

Supervisor: Dr. Lakhdar Toumi Asma MCA **University of Tiaret**

Examiner: Dr. Saraa Nadia MAA **University of Tiaret**

Academic Year 2023/2024

Dedication

I dedicate this work to my parents who were there whenever I needed it and even when I thought I didn't need it.

To my supportive sisters Afia, Fatima Zohra, and Imen.

To my nieces and nephews: Douaa, Cyrine, Mustapha, Riad and Majd.

Acknowledgments

First and foremost, all Praises and Thanks are to Allah for providing me with the health and ability to complete this work.

I would like extend my deepest gratitude to my supervisor Dr. Lakhdar Toumi Asmaa for providing guidance and feedback throughout this project.

I would also like to express my appreciation to Pr. Hemaïdia Mohamed and Dr. Saraa Nadia as board members, for having accepted to examine this work and for the energy and time they devoted to do so.

Special thanks to the teachers and the students who helped me accomplish this dissertation through answering the research questionnaire.

Finally, I would like to acknowledge the consistent contribution of all the teachers towards my learning and development.

Abstract

Developing learner`s autonomy has opened doors to self-dependence and individual progress in the learning process. This has led to a remarkable rise for interest of autonomous learning among researchers. On this basis, this research aims to investigate the challenges EFL teachers face in enhancing autonomous learning. In addition; we attempted to contribute in enhancing learner autonomy by suggesting some recommendations to evade these barriers and encourage learner`s independence and develop their learning level. In order to provide an efficient study we utilized both quantitative and qualitative research approaches. A student`s questionnaire, teacher`s questionnaire and a classroom observation were used in order to collect the required data. The findings revealed that the teachers faced several challenges that impede the effective development of learner autonomy. The result also showed that the students are not fully prepared to take responsibility for their learning and this arises from lack of motivation, fear of failure, deficiency of languages acquisition thereby impeding their capacity to prove their proficiency.

Key words: Autonomous learning, learner`s centeredness, EFL Challenges, Language teaching and learning strategies

List of Tables

Table 1: Levels of implementation autonomy (Nunan,1997.p.195).....24

Table 2: Levels of autonomy (Alrabai, 2017,p,223).....26

Table 3: Elements of motivation Murray (2001)and Ushioda (1996)43

Table 4: Types of socio-cultural barriers.....50

Table 5: Extent of doing learning activities.....73

List of Figures

Figure 1: Student`s Gender.....65

Figure 2: Student`s age.....66

Figure 3: Student`s Level of English.....67

Figure 4: Student`s familiarity with the concept.....68

Figure 5: Student`s definition of autonomous learning.....69

Figure 6: Student`s dependence on the teacher.....70

Figure 7: student`s role during the session.....71

Figure 8: Student`s confidence in taking responsibility of their learning.....72

Figure 9: responsibilities in the class.....75

Figure 10: Student`s perception about what they shoould be involved in.....76

Figure 11 student`s opinion about who is responsible for learning.....77

Figure 12: Teacher`s gender.....79

Figure 13: Teacher`s age.....80

Figure 14: Teacher`s teaching experiences.....81

Figure 15: Encouraging students to be autonomous learners.....82

Figure 16: Teacher perception of learner autonomy.....83

Figure 17: Teacher challenges faced in enhancing autonomous learning.....84

Figure 18: Teacher perception of student`s capacity to be autonomous learners.....85

Figure 19: Student`s willingness and reliance on teacher`s guidance.....86

Figure 20: The necessary resources to promote autonomous learning.....87

Figure 21: Assessment methods.....88

Figure 22: The responsible on enhancing learner autonomy.....89

Table of Content

Dedication II

Acknowledgments..... III

AbstractIV

General Introduction 13

Chapter One Autonomy in Language Learning 15

Introduction..... 16

I.1. Definition of learner autonomy:..... 16

I.2. Origins and History of autonomy: 20

I.3. Dimensions of Autonomy:..... 21

 I.3.1. Self-Governance Dimension:..... 21

 I.3.2. Self-determination Dimension:..... 22

 I.3.2.1. Freedom: 22

 I.4.2.2. Opportunity:..... 22

 I.3.3. Self –authorization Dimension: 22

I.4. Levels of Autonomy: 23

 I.4.1. In the stage of awareness: 23

 I.4.2. In the involvement stage: 23

 I.4.3. In the creation stage: 24

 I.4.4. Transcendence: 24

I.5. Theories of Autonomy from Educational Perspectives:.....26

 I.5.1. Constructivism Learning Theories:.....27

I.5.2. Cognitive Learning Theories:	27
I.5.3. Humanistic Theories:	28
I.6. Characteristics of an Autonomous Learner:	29
I.7. Characteristics of Teacher Autonomy:	31
I.7.1. Self-directed professional action:	33
I.7.2. Self-directed professional development:.....	33
I.7.3. Freedom from control by others over professional action:.....	33
I.7. Teacher and Learner Role:.....	33
I.7.1. Teacher’s Role:	34
I.7.1.1. Managers and Organizers:	34
I.7.1.2. Facilitator:	35
I.7.1.3. Counselor:	36
I.7.2. Student’s Role:.....	37
Chapter Two Challenges and Strategies in Enhancing Autonomous Learning	39
II.1. Challenges in enhancing autonomous learning:	40
II.1.1. Internal challenges:.....	40
II.1.1.1. Lack of Searching Skills Experience:.....	41
II.1.1.2. Lack of Motivation:	42
II.1.1.3. Fear of failure:	44
II.1.1.4 Laziness:	45
II.1.1.5 Dependency:	46

II.1.2. External challenges:.....	46
II.1.2.1. Time Management Constrains:.....	46
II.2.1.2. Socio-Cultural Barriers:.....	47
II.2.1.3. Selection of teaching methods and material:.....	50
II.2.1.4. ICT Barriers:.....	51
II.2.1.5. Life Quality:	52
II.3. Strategies to Promote Autonomous Learning among Students:.....	53
II.3.1. Make instruction goals clear to learners:.....	53
II.3.2. Allow learners to create their own goals:.....	54
II.3.3. Encourage learners to use their second language outside the classroom:	55
II.3.4. Raise awareness of learning processes:.....	55
II.3.5. Help learners identify their own preferred learning styles and strategies:	56
II.3.6. Encourage learner choice:.....	57
II.3.7. Allow learners to generate their own tasks:.....	57
II.3.8. Encourage learners to become teachers:.....	58
II.3.9. Encourage learners to become researchers:.....	58
II.3.10. The use of technology:	58
II.3.11. Classroom-based approaches:.....	60
II.4. The Importance of Learner Autonomy in EFL Classes:.....	61
Chapter Three Fieldwork	61
Introduction:.....	62

III.1. Methodology:	62
III.2. Sampling:	62
III.3. The students:	63
III.4. Teachers:	63
III.5. Data Collection tools:.....	63
III.6. Data analysis:	64
III.7. Student`s Questionnaire:	64
III.8. Questionnaire analysis:	65
III.9. Summary of Results and Findings of Students` Questionnaire:	78
III.10. Teacher`s questionnaire:	78
III.12. Summary of Results and Findings of Teacher`s Questionnaire:.....	90
III.13. Classroom Observation:	90
III.13.1.The Aim of the Observation:.....	90
III.13.2.Analysis of the Observation:	90
III.14.Conclusion:.....	92
III.15.General Conclusion.....	100
III.16. Limitation of the study.....	100
III.17. List of References.....	105
III.18. Appendices.....	106

General Introduction

General Introduction

Teaching English does not revolve around teachers only instead, learners are involved in the learning process as well. The teacher needs to identify the method that best meets the needs and requirements of the students. Yet, the learner should consider certain procedures and strategies, including the development of learning autonomy. This particular aspect plays a crucial role in developing the competence of both students and teachers in learning and teaching. In addition, it is considered a crucial element that influences the academic progress of foreign language learning. Learner Autonomy in educational psychology is defined as the learner`s ability to control their own learning processes, perspectives, beliefs, methods, and strategies. However, there are various definitions of this concept that will be elaborated in our study. The concept of autonomous learning has gained considerable attention internationally, encouraging teachers to prioritize it in order to fully use its advantages. Our study aims to provide teachers and students with the necessary data on this crucial concept, allowing students to make meaningful contributions both inside and outside the classroom. Therefore, the present research attempts to answer the following questions:

- 1- Are 1st year EFL students aware of autonomous learning importance?
- 2- What are the challenges faced by teachers in enhancing autonomous learning among EFL learners?
- 3- What are the effective strategies to enhance Learner`s autonomy?

The findings of this study provide important insights into the barriers and difficulties teachers encounter when fostering learner autonomy in the EFL classroom

This study will particularly concentrate on the teacher`s perceptions of promoting learner`s autonomy in the context of teaching English as foreign language. In this respect, we formulated the following hypotheses:

- ✓ 1st year EFL students are not well aware of autonomous learning`s importance.
- ✓ The process of enhancing autonomous learning among learners, particularly first-year EFL learners, faces numerous challenges.
- ✓ The effective teaching strategies that can enhance learner`s autonomy involve incorporating student-centered approaches such as project-based learning.

In this connection, the following research objectives are put forward. First, to highlight how important it is for students to develop an autonomous mentality in order to increase their learning responsibility, second, to identify the main challenges faced by EFL teachers in enhancing autonomous learning. Finally, to provide practical recommendation for teachers to enhance learner`s autonomy in EFL classrooms.

This research is conducted at Ibn Khaldoun University of Tiaret, involving first year EFL students as a sample. The present study is conducted through a descriptive method (quantitative and qualitative data) aiming to answer the mentioned research questions through utilizing two tools of research. A questionnaire is distributed to 103 first year EFL students to get a clear idea about learner`s perception of autonomous learning, and another questionnaire is administered to their teachers in order to gather information about the challenges they face in enhancing autonomous learning. A classroom observation is used to gather data about teaching strategies and student`s engagement in the classroom.

The questionnaire is chosen as an instrument of research because it saves time and efforts and enables the researcher to collect a great amount of information in a short period of

time. However, the classroom observation provides closer look at teacher and students practices at developing autonomous learning.

To assess the research hypotheses and answer the research questions the dissertation is made of general introduction, three chapters and general conclusion. The general introduction presents background information about the topic, the first chapter provide an overview of the theoretical background of the research project, it presents general information regarding autonomy in language learning: definitions, origins and history of autonomy, dimensions of learner autonomy, level of autonomy, characteristics, and teacher and learner roles. While the second one is about the challenges that teachers face in enhancing autonomous learning among EFL learners. The third chapter is devoted to the field work which explains the research methodology and tools which were implemented, and provides the analysis and discussion of the findings, concluding with some recommendations and implication.

Chapter One

Autonomy in Language

Learning

Chapter one: Autonomy in Language Learning

Introduction

With the emergence of the Internet, the roles of teaching and learning began to change. Where once teachers held knowledge, students now have the opportunity to discover and use knowledge the time and the way they want. However, this does not mean that the role of the teacher is any less important. In this case, teachers can help students to choose their learning path. In recent decades, foreign language education scholars have focus on learner autonomy by offering different definitions, reasons for its popularity around the world, and the importance of learner autonomy in foreign language learning and teaching. Since Henri Holec presented *Autonomy and Foreign Language Learning* in 1979, the idea of learner autonomy has been at the center of the Council of Europe's thinking regarding language teaching and learning. Since then, the idea of autonomy in foreign language instruction has gained more focus, and scholars such as Barfield & Nix, 2003; Benson, 2001; Benson & Toogood, 2002; Benson & Voller, 1997; Brookes & Grundy, 1988; Cotterall & Crabbe, 1999; Dam, 1995; Dickinson, 1987; Dickinson & Wenden, 1995; Holec, 1988; Little, 1991; Palfreyman & Smith, 2003. Cotterall have come up with a significant amount of books, paper collections, and journals. learner autonomy is crucial factor in developing democratic societies, enhance language learning quality and prepare learners for lifelong learning. It is said that all humans have the right to enhance their autonomy which provide them with learning opportunities in and out of classroom.

2. Definition of learner autonomy:

Learner autonomy is often considered an important goal in education because it can help learners develop the skills and knowledge necessary to continue their learning process. When learners are self-directed, they are likely to be motivated, engaged, and self-directed in

their learning, unlike students who rely primarily on outside help. The concept of learner autonomy has been explored from many different perspectives over the years. Holec's *Autonomy and Foreign Language Learning*, which was first published in 1979, served as the inspiration for the present discussions over autonomy in second and foreign language learning. He defines learner autonomy as follows:

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

(Holec,1981,p.3)

Learner autonomy has been interpreted and implemented in various manners, which are contingent upon specific political, social, and current circumstances (Dang, 2010). Primarily, it is commonly regarded as the capacity to acquire knowledge on how to learn (Wenden, 1991). Moreover, it is acknowledged as the skill to govern and supervise one's educational undertakings (Cotterall, 1991). It is regarded as a skill for 'disengagement'(Little, 1991) or the capacity to acquire knowledge "independently, without the guidance of an instructor" is a valuable skill (Dickinson, 1987, p. 11).

The theory of Tut Wuri Handayani, which translates as “to give support from behind”, suggests that teachers should help learners realize their potential and pursue their objectives independently of being spoon-fed (Claramita, 2016). According to Hunt, Gow, and (Barnes 1989), learner autonomy is the ability to engage in rational decision-making processes during learning activities. (Boud,1988) further emphasizes that this ability involves going beyond typical instructions and providing responses that demonstrate a deeper understanding.

These various examples highlight that while different definitions may emphasize different aspects, they all revolve around the central core of this construct, which is the

responsible and effective management of learning processes. We take the first step toward developing the ability to take responsibility for our own learning when we accept full responsibility for the learning process, recognizing that successful learning depends primarily on ourselves, us not others.

Accepting responsibility implies that we seek to learn “systematically and deliberately.” (Holec 1981, p.3), Thinking and analytical skills enable us to design, manage and evaluate our learning. But accepting responsibility for one's own learning is about more than gradually developing meta-cognitive mastery of the learning process.

It has an equally important emotional dimension: with their commitment to self-management and their overall proactive approach, autonomous learners are motivated learners. Furthermore, Holec's definition implies that autonomous learners can freely apply their knowledge and skills outside of the immediate learning context. Little (1991) argues that:

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

This provides an important new dimension that was not mentioned in previous definitions of autonomy. This neglected aspect is relevant to the field of psychology. It consists of psychological characteristics that are presented as important concepts in learning autonomy. Benson(2001) argues that this definition adds an important psychological dimension to Horek's definition by describing autonomy as a cognitive, self-directed learning process.

According to Dickinson “Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions” Even more, learner autonomy is based on the idea that if students are

involved in decision making processes regarding their own language competence, “they are likely to be more enthusiastic about learning” (Littlejohn, 1985, p. 258).

The psychological perspective places importance on the personal character of the learners, while the technical perspective values the attributes present in the learning settings. In contrast, the socio-cultural perspective highlights the interactions between learners and their environment, while the political-critical perspective focuses on the learners' access, control, power, and ideology within their community. Although these perspectives may initially seem divergent and even contradictory, they actually complement each other.

The impacts from the learning environment, as viewed from the technical perspective, and the personal characteristics, as viewed from the psychological perspective, are two interconnected aspects that contribute to the formation and development of learner autonomy. The negotiations and interactions between an individual and their situation, as emphasized by the socio-cultural perspective, take place within a shared space. These interactive behaviors within a community are driven by a desire for more effective learning outcomes, increased agency, and enhanced quality of life, as emphasized by the political-critical perspective.

The task of defining learning autonomy has proven to be a challenge for scholars, as it cannot be confined to a single, specific definition. This is primarily because the level of autonomy in learners can differ significantly, and their behavior as autonomous individuals is subject to change. These changes can be attributed to various factors, including age, learning styles, and the extent of their educational advancement. For instance, Holiday (2003) highlights the significance of cultural distinctions and presents three distinct perspectives: native-speakerist, cultural-relativist, and social autonomy.

These perspectives are based on varying assumptions regarding cultural superiority, which are believed to have diverse implications for the understanding of learner autonomy. Another illustration is personal autonomy, as discussed by Young (1986).

3. Origins and History of autonomy:

Despite the fact that over the past thirty years, the idea of autonomy in language learning has developed and gained more importance, the concept's historical foundations in other disciplines return even farther. The origins of autonomy as tone- determination can be set up in ancient Greek gospel, in the point of tone- mastery. The word" autonomy" has an aged origin which goes back to the sixteenth and seventeenth centuries in Europe, when it was originally used to relate to governments and associations that were independent of outside authority (Benson, 2011,p.50).

Kant expanded on the notion of moral autonomy, which is the capacity to control one's own behavior. Kant linked the notion of self-government to morality by calling on the will to determine its guiding principles for itself, as opposed to allowing the political superiors, pastors, or society to dictate them. This means that one should obey one's own self-imposed law rather than being obedient to an externally imposed law or religious precept. He called the latter autonomy and the former heteronomy.

Even if the concept of autonomy roots can be found in philosophy, it can also be seen in psychology. The humanistic psychologies of Abraham Maslow and Carl Rogers, who defined the purpose of human growth as "self-actualization" and "becoming a person," respectively, accepted the link between autonomy and the supreme of creating one's own unique self.

According to Maslow and Rogers, the most advanced individual is also the most independent, and independence is directly linked to not relying on other people. Roger argued that Learning is a unique, personal process that originates from and is influenced by

individual experiences, leading to behavioral changes, the teacher's job is to support this organic process of self-actualization. Given the intrinsic qualities of student autonomy, it is not surprising that the idea has gained traction in psychology even beyond the setting of education, if only because of psychological ideas that are intimately linked to learner autonomy.

The Council of Europe's Modern Language Project has introduced the idea of autonomy into the field of language acquisition. This initiative has since evolved into a center for language applications and research. The modern language project of the Council of Europe led to the creation of the first theory of autonomy in the learning process in 1971. The "Centre de Recherches et D'applications en Langue" (CRAPEL) has been made public as a result of this initiative. (Benson, 2001: 8). The CRAPEL facility was founded by Yves Chàlon, who is regarded as the father of language learning autonomy. It was developed at the French University of Nancy following his death in 1972, Henri Holec assumed CRAPEL's leadership.

All in all the multidimensional nature of autonomy has provided ample evidence for various aspects of individual existence and enhanced the educational process. Furthermore, the door is now open for fresh educators and researchers to access useful documents, works, and researches.

4. Dimensions of Autonomy:

It is believed that the initial step for individuals to reach their full potential is to gain autonomy. Mackenzie (2014), suggested three distinct but causally interdependent dimensions

4.1. Self-Governance Dimension:

According to Mackenzie Self-governance means having the ability and necessary skills to carry out ideas of autonomy and self-control, to act according to one's preferences and

personality norms. The idea of autonomy requires people to take full responsibility for their decisions, without considering external dependencies and only considering their own principles, values, and perspectives. This means managing personal matters.

4.2. Self-determination Dimension:

As stated by Mackenzie (2014) being self-directed involves having the ability to make decisions that are relevant to your personal growth and development. This includes determining your values, identity, and activities. It means that the self-determination axis is the external structural condition that characterizes individual autonomy, particularly freedom and opportunity. The self-determination axis has two major external, structural conditions for learner autonomy; which are:

4.2.1. Freedom: Is the ability to be responsible to carry out one's different aspects of life, the exercise of freedom holds significant relevance when it comes to individuals' social lives, political inclinations, and viewpoints. Any restrictions or limitations that impede the process of autonomy would serve as hindrance and require rectification.

4.2.2. Opportunity: This condition delineates the specific types of opportunities that should exist within an individual's social surroundings in order for them to possess the freedom to determine their own values, identity, and actions. Scholars such as Gerald Dworkin, Joseph Raz, and Marina Oshana have all underscored the significance of autonomy in relation to both freedom and opportunity conditions. Mackenzie (2014,p.17).

4.3. Self –authorization Dimension: As mentioned by Mackenzie (2014) Self-authorization involves perceiving oneself as possessing the normative right to be self-determining and self-governing. In simpler terms, it entails recognizing oneself as having the authority to exercise practical control over one's own life, determine the motivation behind one's actions, and shape one's values and identity through practical commitments. Recent social and relational theories of autonomy have placed significant emphasis on self-

authorization axis, which has become a central concern in understanding autonomy. This axis encompasses various conditions that contribute to autonomy, including accountability, self-evaluative attitudes, and social recognition. Scholars have explored these conditions from different perspectives, highlighting their importance in recent research.

5. Levels of Autonomy:

During the 1990s, researchers put forth the notion that autonomy can be conceptualized at different levels, resulting in the emergence of several models of learner autonomy. Identifying the level of learners is integral to evaluating the level of learner autonomy in their education. One of the first models to promote learner autonomy was developed by Nunan (1997).

According to Dang (2012), Nunan is recognized as the pioneer in categorizing the different stages of autonomy. The model proposed by Nunan consists of five phases: awareness, involvement, intervention, creation, and transcendence. This model serves as a visual representation of the sequential steps involved in the learning process, shedding light on how learners engage and demonstrate their understanding of a language item, ultimately fostering a learner-centered approach. The five levels of autonomy are classified as follows:

5.1. In the stage of awareness: learners initiate the process of identifying the main objectives of each lesson and gaining familiarity with the learning materials employed by the teacher within the classroom setting

5.2. In the involvement stage: Students become actively engaged in their learning process. This stage offers them greater autonomy to select their own objectives and chart their own learning trajectory, thereby facilitating the improvement of their educational attainment.

5.3. Intervention: This stage highlights the students' ability to exercise discretion and make informed choices regarding the activities conducted within the classroom. Additionally, they are actively engaged in the process of selecting the content that forms the foundation of the learning program.

5.4. In the creation stage: Students are capable of establishing their own learning goals. They assume the initiative and are responsible for their own learning achievements

5.5. Transcendence: During the final phase, students can be characterized as independent learners. They possess the ability to effectively engage in self-directed study beyond traditional educational environments, thereby enhancing their learning without the need for external guidance or assistance. The following table will present more details proposed by Nunan (1997, p. 195) (as cited in Dang, 2012, p.54):

Table 1: Levels of implementation autonomy (Nunan,1997,p.195)

Level	Learner action	Content	process
1	Awareness	Students are informed of the educational objectives and the content of the resources used	Learners are aware of their own learning styles and the effects of different teaching methods on their learning strategies
2	Involvement	Learners actively participate in the process of choosing their own objectives from a variety of available options.	Students are given the freedom to choose from a multitude of options that are available to them.
3	Intervention	Learners actively engage in modifying and	Learners adjust or modify

		adjusting the objectives and the content of the educational program	tasks
4	Creation	Learners create their own goals and objectives	Students design and develop their own assignments
5	Transcendance	Learners expand their understandings of the acquired knowledge in the class making a coo-relation between the content taught in classroom and the real word	Learners become instructors and researchers

The second model developed by Littlewood (1997), He outlined 3 levels; the first level emphasizes the ability to work autonomously with the language, enabling individuals to effectively communicate their personal thoughts and ideas in real-life situations. This level, referred to as autonomy as a communicator, highlights the importance of language proficiency in facilitating meaningful interactions.

Additionally, Littlewood highlights the significance of learners taking responsibility for their own learning within the classroom organization, which constitutes autonomy as a learner. This level underscores the learners' active engagement in the learning process and their ability to independently navigate their educational journey.

Furthermore, autonomy extends beyond the realm of language learning and includes a broader sense of independence as individuals, denoted as autonomy as a person. This level emphasizes the development of self-reliance and self-determination in various aspects of life. Macaro (1997) also presents a similar three-stage model within the same context, further

supporting the significance of autonomy in language learning. Finally Scharle and Szabo (2000) suggest a three-phase model that consists of raising awareness, changing attitudes, and transforming roles.

The previous stages are classified in a slightly different manner, yet they all possess several common traits. These include an examination of the process by which a language learner can gradually attain autonomy as they progress through the various levels of proficiency. The following table will show how those classifications are summarized:

Table 2: Levels of autonomy (Alrabai, 2017,p,223)

Nuan’s Model 1996	Littlewood’s model 1996	Sharle and Szabo’s Model 2000	Macro’s Model 2005
<ul style="list-style-type: none"> - Awareness. - Involvement. - Intervention. - Creation. - Transcendence. 	<ul style="list-style-type: none"> - Autonomy as a communicator. - Autonomy as a learner. - Autonomy as a person. 	<ul style="list-style-type: none"> -Raising Awareness -Changing attitudes. -Transferring roles. 	<ul style="list-style-type: none"> - Autonomy of language competence. - Autonomy of language learning competence. - Autonomy of choice and action.

6. Theories of Autonomy from Educational Perspectives:

Various perspectives within the field of education have extensively examined the concept of learner autonomy. Scholars belonging to different schools of thought, such as the constructivists, cognitivists, and humanists, have contributed to the understanding of this

phenomenon. Each of these schools offers unique insights and approaches to exploring learner autonomy, shedding light on its multifaceted nature.

According to Swanson and Chermack (2013), theories play a crucial role in illustrating the framework of particular behaviors, orientations, and preferences. By elucidating the operational dynamics and outlining the necessary steps, theories provide guidance to achieve the ideal objective within any given domain. Hughes (2003), provided a concise overview of the viewpoints presented by humanistic and constructivist theories in relation to the value of autonomous learning. These theories have been pivotal in shaping and validating pedagogical approaches that prioritize the development of learner autonomy.

6.1. Constructivism Learning Theories:

Constructivist theories recommend the promotion of self-directed learning, recognizing it as a crucial element for fostering learner autonomy. This means that learners are encouraged to take ownership of their own learning journey and to actively seek out knowledge and understanding. By doing so, learners are able to personalize their learning experience and tailor it to their individual needs and interests. This approach aligns with the words of the ancient Chinese philosopher Lao-tse, who stated that true learning occurs when individuals are given the opportunity to experience and engage with the subject matter firsthand.

6.2. Cognitive Learning Theories:

The primary focus of cognitive theories revolves around the complex workings of learners' minds, including various aspects such as their perceptions, ideas, thoughts, memory, and cognitive processes involved in acquiring and adapting new information. For effective learning to occur, learners are required to experience a transformative process whereby they modify their existing understandings and construct new ones.

Additionally, learners must actively guide their learning attempts by organizing information in a manner that aligns with their pre-existing knowledge. This deliberate organization of information serves as a foundation upon which individuals can subsequently restructure their knowledge based on the newly acquired information.

According to Paul Eggen and Don Kauchak, learning can be understood as a transformation in the cognitive structures of learners. From a cognitive perspective, learning theories focus on how learners engage with and process information in their minds. These theories aim to discover the mechanisms behind human thinking, learning, knowledge transfer, and problem-solving.

It is believed that learners actively participate in the learning process, and their existing knowledge and experiences are crucial in comprehending new information. In this context, teachers play a vital role in assisting learners in organizing and structuring the newly acquired knowledge.

6.3. Humanistic Theories:

Humanism refers to a prominent learning theory that proposes the belief that human cognition and education are driven by the development of the individual as a whole. This theory highlights the importance of reaching maturity and becoming a conscious human being, equipped with a strong character and the ability to make choices that can positively impact those in their domain.

Humanistic theories support the idea that learners have the innate capacity to learn and make decisions that influence their lives and educational journeys. In the context of education, humanism places great importance on fostering students' self-concept, autonomy, and ability to make personal choices. By prioritizing these aspects, humanistic theories aim to cultivate learners who are self-directed, motivated, and accountable for their own learning.

This approach recognizes the significance of permitting learners to take responsibility of their educational experiences and make well-versed decisions that align with their unique needs.

The theories of constructivism, cognitivism, and humanism offer a different perspective on learning, one that empowers learners to take control of their educational journey. Unlike behaviorists who view the teacher as the central figure, these theories recognize the learner's potential to be a creator rather than a passive recipient of knowledge. By acknowledging the learner's agency, these theories encourage learners to become leaders in their own learning process. However, it is important to note that the teacher still plays a vital role in providing guidance and support.

7. Characteristics of an Autonomous Learner:

What factors contribute to the classification of a learner as autonomous? Several characteristics of autonomous learners appear to exist in an educational context. Numerous researchers in the field have indicated various traits associated with autonomous learners (Candy 1991) outlines the characteristics of autonomous learners, which encompass a range of qualities. These include being methodical and disciplined, demonstrating logical and analytical thinking, and being reflective and self-aware.

Additionally, autonomous learners are characterized by their curiosity, openness, and high motivation. They are also flexible, interdependent, and possess interpersonal competence. Furthermore, they exhibit persistence and responsibility, as well as a willingness to take risks and showcase creativity. Lastly, autonomous learners are self-sufficient, actively seek information, possess knowledge and skills related to the learning process, and engage in critical thinking.

Dickinson (1993) discovered that a significant number of students are not aware of the subject matter being taught in their classes. On the other hand, autonomous learners have the

capacity to understand and grasp the information that is being presented to them. These independent learners are able to create their own learning objectives, either with the guidance of their teachers or with the teacher's guidance. Furthermore, self-directed learners own the ability to consciously choose and apply suitable learning techniques, while also being capable of evaluating their own utilization of these strategies. This highlights their proactive approach towards acquiring.

According to Holec (1981) and Little (1991), autonomous learners are learners who take full responsibility for their own learning. They own a deep understanding of their personal and educational needs, allowing them to determine the objectives and goals for their learning journey. Moreover, they have the ability to establish a strong connection between what needs to be learned, how to approach the learning process, and the available resources. This level of autonomy empowers them to define the content and development of their learning, select appropriate methods and techniques, manage the learning process, and evaluate their acquired knowledge and skills.

Cotterall(1995) stated that autonomous learners are those who have successfully surmounted the challenges that may have been imposed by their educational background, cultural norms, and prior experiences. In line with this definition, learners must primarily exhibit a willingness and readiness to embrace the necessary changes that come with learner autonomy. Within the learning environment, learners are provided with dedicated time to engage in experiences that allow them to uncover and embrace their unique strengths. Also, the management of time for learners to engage in meaningful experiences plays a crucial role in raising their sense of identity and independence.

By providing dedicated opportunities for learners to reflect on their strengths and abilities, they can develop a clearer understanding of who they are as unique individuals. This

self-awareness contributes to the formation of a strong sense of identity, allowing learners to confidently express themselves and make informed decisions. Moreover, this process also fosters independence, as learners become more self-sufficient and capable of taking charge of their own learning and personal growth (Dam, 1995; Finc , 2000).

Learners should have the ability to evaluate their own learning process. This includes assessing their progress, identifying areas of strength and weakness, and determining the effectiveness of their learning strategies. By engaging in this evaluative practice, learners can make necessary adjustments to their approach, optimizing their learning outcomes. Furthermore, the capacity to reflect on their learning process independently and cooperatively allows learners to gain insights from their own experiences as well as from the perspectives and feedback of others. This collaborative reflection fosters a deeper understanding of the subject matter and promotes a more holistic approach to learning (Little, 1991; Benson, 2001).

The emergence of autonomous learners signifies an exit from the traditional model of education, where students passively receive information from teachers. Instead, these learners actively engage in the learning process, taking responsibility of their educational journey. By selecting the most effective tools and materials, they are able to optimize their learning experience and tailor it to their unique learning styles and preferences. This shift towards autonomy fosters a sense of empowerment and self-dependence, enabling learners to become lifelong searchers of knowledge.

8. Characteristics of Teacher Autonomy:

Numerous ongoing studies conducted globally aim to comprehend the concept of teacher autonomy and its resulting effects. Remarkably, these investigations have revealed significant behavioral and educational consequences, not only for educators but also for

students. The AILA Scientific Commission on Learner Autonomy Symposium, which took place in Tokyo (cf. Dam 2002), has highlighted the significance of teacher autonomy as a critical subject of interest. With the aim of examining the possibilities of teacher-learner autonomy, the conference was meticulously arranged. Teachers' autonomy encompasses the notion of teacher`s independence in decision-making processes related to classroom instruction, allowing them to have control over their teaching methods and strategies (Çakır & Balçıkanlı, 2012).

Autonomous teachers possess the liberty to design and implement teaching strategies. According to Shaw (2002), teachers' autonomy can be characterized as the capability to assume control over their own teaching methodologies. It also entails being free from the influence and demands of other teachers and administrators. Autonomous teachers enjoy the freedom to plan and execute teaching activities as they see fit. Additionally, they hold a pivotal position in making important decisions regarding critical matters within their professional duties.

Within their roles, teachers possess the ability to exercise autonomy in six specific domains. These domains encompass curriculum, pedagogy, assessment, student conduct, classroom ambiance, and professional development (Rudolph, 2006). The traits of teacher autonomy are thoroughly examined and condensed into six distinct elements by (Smith,2001:5) which are :

- Self-directed professional action.
- Capacity for self –directed professional action.
- Freedom form control over professional action.
- Self-directed professional development.

-Capacity for self-directed professional development.

-Freedom from control over professional development.

Little acknowledged that the term "teacher autonomy" can encompass a distinct dimension, as exemplified in the following cases.

8.1. Self-directed professional action: Teachers experience a greater sense of autonomy when they assume responsibility for their teaching process and engage in self-reflection, analysis, and cognitive control (Little,1995).

8.2. Self-directed professional development: Independent teachers need to be cognizant of the ways in which they can acquire pedagogical skills, including the reasons behind it, the appropriate timing, suitable locations, and effective methods to enhance their teaching abilities (little,1995).

8.3. Freedom from control by others over professional action: This autonomy is not without limitations, as teachers are able to choose their teaching approaches but do not have any influence over the content or curriculum, which are imposed upon them.

Teacher autonomy can be exemplified through only two dimensions. The experience of being able to manipulate their own development allows teachers to have autonomy and behave independently, and the freedom which they have to operate without any constraints, allowing them to independently manage their teaching procedures without accepting any external decisions or interference.

9. Teacher and Learner Role:

It is commonly misunderstood that teachers no longer have a role in the autonomous learning process. Nevertheless, it is important to acknowledge that teachers continue to play a crucial role and their responsibilities cannot be disregarded. Learner autonomy is built upon

the learner's ability to be independent and actively engage in the learning process. The learner bears the responsibility of making decisions and taking control of their own learning. However, the absence of teachers' guidance and oversight would lead to reduced efficiency or even chaos in the learning process the transition of power from the instructor to the student holds immense significance in embracing an autonomous methodology, regardless of the specific organizational setup. This alteration entails a change in roles and has the potential to evoke sentiments of anxiety, uncertainty, or uneasiness (Little,1995).

9.1. Teacher's Role:

As the concept of learner autonomy is increasingly being applied in educational practice, teachers are encountering new considerations and challenges in their roles and involvement in autonomous language learning. Learner autonomy is both a means and an end in language teaching, with a strong emphasis on developing learner autonomy as an important educational objective. To cultivate students' autonomy in learning, educators must be flexible and assume diverse roles. Breen and Candline have categorized the roles of teachers into three distinct categories: teacher as manager and organizer, teacher as facilitator, and teacher as counselor.

9.1.1. Managers and Organizers:

In the autonomous learning methodology, the teacher assumes the crucial role of organizing a wide range of activities and games that are not only suitable for the classroom environment but also efficient and relevant to the instructional process. These activities should be tailored to meet the specific needs and expectations of the students, with the ultimate goal of capturing their interests and harnessing their abilities. By doing so, the teacher aims to motivate the students to actively participate in every stage of the classroom activities.

However, it is essential for the teacher to provide clear and explicit instructions regarding the expected outcomes, as the success of various activities, such as role-plays or group discussions, heavily relies on effective organization and the students' understanding of their assigned tasks. Without this clarity, the teaching-learning process will fall short of achieving its objectives. Therefore, the teacher's role as a manager and organizer holds utmost.

9.1.2. Facilitator:

The role of a facilitator is crucial in promoting a more flexible and successful learning experience, instead of depending only on traditional teaching methods, teachers who hold this role act as guides and mentors for their students. They create opportunities for active engagement and collaboration, allowing students to learn from one another and develop important social and communication skills. By facilitating rather than dictating, teachers encourage independent thinking and problem-solving abilities, enabling students to navigate through challenges and achieve their goals.

According to Voller the facilitator's role includes providing both emotional and technical assistance to learners. Psycho-social support entails the ability to inspire and motivate learners, while also promoting an elevated level of awareness among them; Technical support facilitates the acquisition of skills and knowledge by learners.

9.1.2.1 Teacher as a facilitator: a guide to motivate in learning.

The process of facilitation undertaken by teachers also includes encouragement and assistance. Teachers play a fundamental role in motivating learners to remain responsible on their language learning journey, helping them overcome doubts, anxieties, and obstacles that may hinder their progress. By providing a supportive environment, teachers empower learners to defeat challenges and develop a sense of self-assurance. Through their guidance

and assistance, teachers foster a positive learning atmosphere that nurtures learners' autonomy and motivates them to take charge of their own learning.

9.1.2.2. Teacher as a facilitator: a guide to resource.

The teacher plays a crucial role as a language resource during classroom activities. It is evident that the teacher bears the responsibility of ensuring that students receive the necessary language input and offering assistance whenever required. In this process, the primary role of the teacher is to inspire learners to generate their own language and effectively correct any errors made by students, thereby aiding them in developing their own learning strategies and techniques. Additionally, teachers can serve as guides by introducing various learning materials such as English magazines, newspapers, and useful websites to enhance the learning experience.

9.1.2.3. Teacher as a Facilitator: An Evaluator

The assessment of students' work is widely acknowledged as a significant aspect of a teacher's role. By prioritizing the success and progress of their students, teachers can cultivate an environment that fosters achievement. Consequently, this approach instills confidence in students, empowering them to engage in self-directed learning.

9.1.3. Counselor:

Richards and Rodgers (1986, p.78) argued that it is expected that the teacher-counselor will serve as a role model for effective communication, aiming to enhance the harmonization between the speaker's intended message and the listener's comprehension. This can be accomplished by utilizing paraphrasing, confirmation, and feedback strategies. The role of a teacher as a counselor involves providing guidance and assistance to learners in order to enhance their learning efficiency. This particular role can be effectively fulfilled by assisting

learners in developing self-monitoring skills, addressing their individual goals and needs, and providing constructive feedback and support to facilitate their journey towards autonomous learning.

Making students truly become masters of autonomous learning is a challenging task. In order to achieve this, teachers need to transition from being dominators to directors, allowing students to engage in positive learning experiences (Little, 2000).

9.2. Student's Role:

Holec (1981) argues that in an autonomous learning environment, learners are no longer passive recipients of information and knowledge. However, they are expected to take an active role in their own learning. Therefore, it is necessary for EFL students to develop learning habits that are effective.

According to Little (2003) autonomous learners are those who have a clear understanding of the objectives of the learning program. They willingly accept responsibility for their own learning, actively contribute to the development of learning objectives, take the initiative to plan and execute learning tasks and activities, and regularly evaluate and assess the efficacy of their learning efforts.

Holec (1981, p. 3) described autonomous learners as learners who actively engage in the process of selecting their own learning objectives, determining the contents and steps of their learning, choosing the methods and techniques to be employed, manage their development, and evaluating their learning outcomes.

Dam asserted that it is crucial for learners to have knowledge about the pedagogical materials, strategies, methods, and skills that they use during their learning journey. By doing so, they can effectively explore their abilities and recognize their own preferred learning style

that best meet their needs and preferences. This consciousness plays a significant role in promoting the learning experience and improves the learning outcomes.

Learners who own the ability for self-directed learning are expected to obtain a creative thinking, these learners are driven by a desire to constantly evolve and improve their understanding of various subjects. They are not worried by the possibility of failure, but rather view it as an integral part of the learning process. By adopting this thinking, they are able to explore uncharted territories and experiment with new materials, ultimately enhancing their knowledge and expertise in a dynamic and ever-changing world (Shell, 2014).

The concept of autonomy require a redefinition of the roles played by teachers and learners, led by a transfer of responsibility from teachers to learners, which arises from a change in the distribution of power and authority. With autonomy, learners are empowered to make decisions about their own learning, and Huang (2006) argues that this process involves a genuine dialogue and collegial negotiation between the teacher and the learner.

Chapter Two

Challenges and Strategies in Enhancing Autonomous Learning

Chapter Two

Challenges and Strategies in Enhancing Autonomous Learning

Introduction:

This chapter work toward exploring some of the key challenges that EFL teacher face in enhancing autonomous learning. It examines teacher`s and student`s perspectives and attitudes towards autonomous learning. Furthermore, it presents a range of strategies that may be of use to overcome these challenges and facilitate the process of enhancing autonomous learning.

1. Challenges in enhancing autonomous learning:

Teachers around the globe whether in language learning or other fields have faced challenges of keeping students engaged and focused within various distractions (Mercer and Dörnyei, 2020). Fostering learning in students in EFL classrooms involves a complex process influenced by various factors. These challenges can be categorized as external hurdles stemming from the environment students characteristics and the teachers responsibilities.

1.1. Internal challenges:

Promoting autonomous learning among English as Foreign Language learners presents internal challenges that can hinder its effective implementation. The learning process of each student is influenced by their innate abilities and psychological variances, resulting in distinct approaches to learning in various environments. These psychological differences can be regarded as internal factors that impact a student's ability to work independently, as they originate from within the individual. These factors are presented as follows:

1.1.1. Lack of Searching Skills Experience:

The difficulty of information seeking tasks is the main problem for EFL learners as the limiters are currently on a way to become self-directed learners. Such gap in skill can subsequently lead to exploring of inadequate learning sources by the learners. Consequently, they may face difficulties, depending on the types of learning materials they use. Al-Daghrir (2018) argued that the quality of education has been impacted to the extent where students are now being prepared for their exams, but they lack the needed skills in the development of language acquisition, and research activities.

Alshehry (2014) stated various challenges that are present, such as the limited availability of knowledge-based resources and the failure to prioritize research knowledge and skills as prerequisites students. Therefore, it may result in EFL learners not having a basic understanding and knowledge of managing their own learning projects which may consequently have a negative impact on their lifelong learning strategies. Despite student's perception about their proficiency in accessing information and conducting library research, their actual abilities do not meet their expectation. Some students struggle with realizing the need for information, identifying reliable sources, locating relevant information, effectively using it, and communicating it appropriately.

The importance of information literacy skills in research remains elusive to many students, including the implications for lifelong learning. Information literacy has captured the interest of librarians, researchers, conference organizers, and educational institutions due to its significant impact on information utilization (Al-Aufi, Ali and Al-Azri, Hamed, 2013). To build independent learners who can thrive in a continuously evolving higher education system, research competence is an undeniable and essential skill (as Maddens et al., 2013 referred to Braguglia and Jackson, 2012).

1.1.2. Lack of Motivation:

Language of EFL Learners may come across difficult circumstance of developing autonomous learning because of motivation shortage they are being lack of. Motivation is a pivotal aspect of individual learning process, becoming an impetus for acquiring and applying it within the independent domain. Without motivation of its own, the Self-Directed Learning of EFL learners may be a problematic thing as it is one of the means of students to build autonomy (Siska 2015).

Tick mark all the items that play role in the development of autonomy accordingly, learners, with higher level of motivation, can learn more effectively by compare to those with lower level of motivation. This kind of therapeutic intervention (de Bot, Lowie, and Verspoor, 2005) has received wide attention among researchers and practitioners because it yields several advantages for mental health treatment. The manifestation of motivation is as pivotal as the lack of it in shaping learners' desire to dip their selves in learning (Ellis, 1986; Brown 2001). Through this view, one can easily tell that such learners tend to take personal responsibility and demonstrate independence whether inside or outside the classroom.

Motivation is the underpinning pressure which makes learners makes choices, they participate actively and as far as their actions are concerned, they persevere throughout Dickinson (1995). He used the case of motivation and autonomy example and claimed that one's motivation is increased as the individual gains autonomy and take responsibility of his/her learning process and he/she realize the link between the successes and failures and their own actions as a result (Dickinson,1995, p. 173-174).

Learner's motive tends to increase when he/ she feels to have greater control over his/ her learning decisions. Autonomy and self-regulation are closely interconnected, as meta-cognitive skills, which contain deeper understanding of one's learning process, awareness of

what helps to achieve better outcomes, self-assessment, and monitoring, fall into this category as the highest learning strategies. (Lamb 2001; Da Silva 2002; Sakui 2002; Takagi 2003; Ushioda. 2003, 2006).

It can be viewed as the use of language and techniques which are related to our mother tongue to express ourselves in a second language (Sakui 2002, Takagi 2003, and Ushioda 2003, 2006).

Ryan and Deci (2000) noted two different types of motivation; intrinsic motivation is characterized by the following of an activity for its own interest, directed by the pleasure, interest, and personal growth it provides. In contrast, extrinsic motivation refers to engaging in an activity with the purpose of achieving a separate, external result (Ushioda , 1996). The first type is characterized by learners who are naturally drawn to activities and find joy in the learning process. In contrast, extrinsic motivation involves learners who are motivated by external factors or rewards (Murray et al, 2001). The distinction between these elements as outlined by Murray et al. (2001) and Ushioda (1996) is illustrated in the table below

Table 3: Elements of motivation Murray (2001)and Ushioda (1996)

Intrinsic Motivation	Extrinsic Motivation
Contributes in increasing the degree of achievement and proficiency in learning.	Contributes to a lack of success and effectiveness in learning.
The motivation to achieve a goal comes from an innate internal drive.	Motivated by external influences or individuals.
It is guided by individual’s aspirations, necessities, and fulfillment.	Inspired by external stimuli or the guidance of others.

Despite the ongoing controversy views about the connection between motivation and autonomy, multiple studies on learner autonomy have consistently demonstrated that motivation is amplified when learners exert more autonomy over their learning (Lamb, 2002; Sakui, 2002; Ushioda, 2003, 2007). According to Ushioda (2007), autonomous learners can also be referred to as motivated learners.

1.1.3. Fear of failure:

The fear of failure has been the critical problem since the early 1980s, the researchers exploring the causes of students developing this fear and a consequent decrease in their self-confidence. The fear of failure is defined as the main aspect driving learners to avoid failure in achievement settings, including cognitive, behavioral, and emotional aspects e (Atkinson, 1957; McGregor & Elliot, 2005; Murray, 1938).

According to Elliot(1997) The fear of failure come up when individuals are faced with the prospect of not succeeding in a particular undertaking. Various academic studies focusing on the fear of failure, as discussed by Sagar et al (2007), show that this fear can result in greater anxiety, fluctuating self-esteem, perceptions of low control, pessimism, and self-handicapping and increased cheating in academic assignment (Monte & Fish, 1989).

McGregor and Elliot (2005) asserted that the origin of the fear of failure can be dated back to parental socialization and the dynamics of parent-child relations, they investigated further the fear of failure experienced by students and explore the underlying aspects, particularly shame, to understand why individuals are distressed. According to their findings, shame is closely related with the fear of failure as it is a clear contrast to pride. It has been observed that learners who indicate a high fear of failure often have parents who punish failure but react neutrally to success (Ramer,2022).

Fear of failure is a problem that still exists in the education sector because a student who is unable to overcome it may experience problems of this nature for the rest of their life. The American Psychological Association defined fear of failure as persistent and illogical anxiety about failing to reach one's own or other's expectations and objectives (Martin, A. J, 2012). These learners are facing real problem of controlling and managing their actions and requirements, it is important for such learners to be able to resist their uncertainties and develop a strong belief in them-selves.

Along with this line, learners who have a fear of failure usually show signs of anxiety have a strong sense of doubt about them and are undecided regarding their capability to avoid failure or reach success (Covington, 1992). The factor of fear surrounding shame, embarrassment, and negative social judgments has been identified as a motivating factor for students from low-income families to avoid academic failure (Nsiah,2017).

1.1.4 Laziness:

Certain learners experience academic failure seem to have unmotivated and lazy mindset in life, they usually do not engage in independent thinking or take the time to deeply consider their personal objectives. According to Oxford Dictionaries laziness is defined as the unwillingness to engage in activities or exert energy. The lack of being problem-solver and incapacity to manage the responsibility of their performance and learning may face issues in developing their knowledge (Chakavarthi, 2018). Meador (2020) defined lazy student as the learner who has the intellectual capacity to succeed but never realizes their potential because they opt not put effort to reach their goals.

Non-autonomous learners have the intellectual abilities as the autonomous ones however they do not have the heart to make more effort regarding their studies. Kessel and Heyder(2020) argued that t disruptive behavior from certain students caused others to

attribute low academic achievement to a lack of effort rather than a lack of aptitude. Therefore, English as a foreign language (EFL) students have the capability to learn independently, but laziness and a lack of interest or engagement inside or outside the classroom can lead to poor performance or an inability to be self-directed learners as they are completely unwilling to expend more energy.

1.1.5 Dependency:

The overdependence can create challenges for both teacher and learner, The teacher should give attention to all learners equally, However the overly dependent learner require more time which can limit their learning outcomes. According to Beltran(2019) the dependent learners has trust issues, he is resistant to make decisions for himself and to think critically , Instead of looking for answers and solutions constantly he looks for support from the teacher and the external resources .

Beltran (2019), emphasized the potential negative impact on both the learner and the teacher. Also, Egel (2009) argued that if we provide learners with the appropriate sources and support, they can be able to manage their learning process and develop their self-direction rather than rely on others. Agel asserted that it is crucial to develop learner autonomy in the classroom through the guidance of the teachers and the collaboration among learners.

1.2. External challenges:

1.2.1. Time Management Constrains:

Efficient time management is not only about the execution of tasks but it also carries a lot of weight. Wongen et al (2019) reiterate the fact that proper time management is critical for the development and maturity of one. Through the provision of time for self-awareness, learning and hobbies or personal interests, the learners will be able to improve their overall wellbeing and upgrade their quality of life.

In addition, through the mastery of time management, individuals can also create chances for self-improvement, skill acquisition and lifelong learning, which are vital for adapting to new situations and achieving long-term goals. (Claessens et al., 2007) has maintained that an efficient time management involves assigning the right amount of time allocated systematically during the learning period to the set tasks put in motion by the end goals.

Among the main obstacles that have to be overcome at the onset of learning is a proper time management. It needs to be highlighted that students are not offered with external motivation or professional help in organizing their schedules. On the contrary, there are people who devote much more time and energy to accomplishing all the tasks and participating in the activities at their best. In contrast to this, some people choose the other solution of if not productive activity they should indulge in self-care. Students should pay attention to maintain the balance of their learning process, since the human brain needs occasional breaks without interrupting the process of learning absolutely.

2.1.2. Socio-Cultural Barriers:

Culture is the broad term that implies the whole social behavioral and habitual practices of human groups. The importance of the context is not only found in everyday life but it is also essential in the educational process and in language acquisition (Ivanovska, 2014). The cultural context conveys a great impact on the process of learning. Students having open-mindedness and ongoing thinking may find it hard to move away of their cultural background.

Culture and education are much interconnected, and culture cannot be ignored as a part of the learning process as culture stands as an integral part of the language (Roberts et al., 2001). Savolainen (2016) indicated that there is a diverse range of socio-cultural barriers that

can undermine the efficacy of learner autonomy. For instance, those who are not well-versed in the language used for instruction may encounter many difficulties, some of which may hinder them from being autonomous in their learning journey. While the information becomes problematic they try their level best in catching the material presented to them.

Similarly, joining in conversations with others or classmates also becomes a huge obstacle, as language fluency is very crucial to effective communication. Among other factors that make the situation worse, is that the limited sources of information that can be used for self study also limit the learners' ability to independently plan their learning path. The popular norms, stigmas, and cultures taboos equally have a very important influence on the learner autonomy. In some societies some specific groups may think education as not very important for certain reasons like gender, social class or insignificant other factors. Overall stigmas and taboos may play as barriers, thus making members of these groups less inclined to educational pursuits.

Beside it, the barrier of the Small-world are often selected freely by the learners, presenting the limitations forced by the social network. Although, it may seem as if the obstacles will be the same to every person; in reality, these obstacles show themselves diversely in the different life conditions, denying opportunities for personal growth and expanding the perspective on the outside world.

Oftentimes the mentality starts that people who live in small worlds begin to apply a thinking that it is hard to step out of the bounds set up by their immediate surroundings and explore the outer world. For instance, the students who study in the rural or the distant areas may not have the chance to study and learn independently from a broad spectrum of ideas and the diverse views.

(Wang, 2008) asserted that the process of learning foreign languages is mostly content in the diverse cultural beliefs and values which characterize every culture. Such cultural elements are definitely very important with respect to how individuals learn languages. For example, in Chinese culture, collectivism becomes the focus which influences the people to a large extent how they perceive work. Such togetherness and co-dependence are the intrinsic values of the Chinese as they desire to work together more than achieving something alone.

Therefore, they gain proficiency in group work while their achievements in individual studies continue to deteriorate. This, in turn, can be explained with the shared essence of cooperative learning that is based on the active cooperation of all group members' willingness to contribute. Another example is Saudi students though they are in general modest, they unreservedly let the leaders know that they reject the teaching that goes against their religion. Nonetheless, they accommodate any changes associated with the educational system being put in place that have occurred lately, suggesting that they are ready to adjust to social liberation and globalization.

One important change that they have accepted without any difficulties it is learner autonomy in the field of education. The Saudi students have certainly made this method their own and they have indeed proven that they can do better in this category as they showed their great success in this area (Althaqafi, 2017). Evaluating culture, beliefs, perspectives, and social values upon education have been widely examined and documented. These factors offer a direct connection with what learner autonomy is really about.

When countries give a particular type of educational environment a chance, they create a fertile ground for a life that is more of ease and fruitful. Authoritarian regimes that oppose such reforms deny the students the infrastructure for acquiring responsible autonomy in their own learning. Such practices can be frequently observed in the collectivist societies of China,

Japan, and North Korea that carry emphasis on the social values to the detriment of the classical individual autonomy. Soolain (2016) categorized socio-cultural barriers into five clear categories which are mentioned in the table below:

Tableau 4: Types of socio-cultural barriers

Types of the cultural barrier	The main characteristics
Linguistic limitation	Limited English proficiency Overreliance on the teacher
Social stigmas and taboo	Being stigmatized by society Restrictions related to social taboos
Small-word challenges	Fear of risk taking Mistrust external sources
Institutional	Authoritarian rules
Organizational	Hierarchical system

2.1.3. Selection of teaching methods and material:

The selection of materials plays an important role in the learning process; it effects the learner’s motivation and engagement. Learners are able to have access to the appropriate sources and reference materials to foster their learning whether in a group work or individual learning (Alonazi,2007).

Recently, Learners seem to be carless about engaging in their learning process and struggle in remembering information presented to them (Joseph,2015). This could be due to

the methodologies and the material used in the classroom, In order to promote the teaching learning process teacher should give the opportunities to their learners to select the method and the material which suits them.

The choice of the material should serve personal practice rather than depend on mechanical application (Bell& Gower,1998). Students may find mechanical practices familiar and safer, However; it is crucial to recognize that the main objective of learning English is to develop communication skills which requires more than mechanical exercises.

According to Tomilson the aim of materials is to boost learning capacities through the promotion of intellectual and emotional engagement, thereby stimulating activity in both the right and left hemispheres of the brain. Language acts like the tool that transfer a message of different sorts of subjects, by the use of both hemisphere of the brain the learner recalls the knowledge required in the class outside the learning environment.

Therefore, Teachers have to shift from the teacher-centered approach to learner-centered approach where learners have an active role in their learning journey. Finally, learners can achieve autonomy when teachers involve them in making decisions and allowing them to engage in tasks and activities.

2.1.4. ICT Barriers:

In This Technological era, digital materials are crucial for providing learners options to acquire and apply skills and knowledge .The recent technology facilitate and present various methods to promote teaching learning process (Ghavifekr et al., 2014; Lefebvre, Deaudelin & Loiselle, 2006).

According to Nadia, (2022) the use of digital material in learning English provide a significant advantages for both teachers and learners, as it transforms ICT into a beneficial

teaching medium. In line with this, it is extremely important to both teachers and learners have access for these features, nonetheless it is disappointing that few institutions have adopted its use.

The incorporation of online learning activities can greatly promote learner's motivation and independence in learning English and develop their skills, basically a large number of activities including group work and individual assignments can encourage autonomy in learning English language acquisition. However, if teachers are unready to use ICT effectively it may negatively impact learning outcome and learner's autonomy (Sudinaji, Kumaidi, 2019).

2.1.5. Life Quality:

Malsow's theory suggests that in order to achieve self actualization, individuals must meet the basic needs such as physiological, safety, love belonging, and esteem (King-Hill, 2015).

Additionally, Burleson and Thoron (2014) have rightly pointed out that it is not possible for a teachers to fulfill all learner's needs, especially basic ones like food, home, sufficient sleep and safety. Still, it is crucial to take into consideration that if learners' most main needs are not guaranteed, they may struggle to realize their full potential and develop autonomy. This presents a significant challenge for learners in their educational journey and may block their efforts to enhance their autonomous learning. Thus, learners are searching to satisfy their needs like love, belongingness and confidence in any way.

Burleson and Thoron (2014) highlighted the importance of defending learner's needs and provide the necessary support , like boosting through compliments to foster a sense of achievement. These actions are critical in fostering learner`s progress towards self-actualization and enhancing their autonomous learning capabilities.

3. Strategies to Promote Autonomous Learning among Students:

Nunan presented a theoretical framework for a curriculum that is based on notion of learners-centeredness and learner autonomy. Subsequently he outlined a nine-step process supported by data from the classroom to guide learner to shift from dependent learning to autonomous learning.

3.1. Make instruction goals clear to learners:

The first step toward fostering autonomous learning is ensuring that instructional goals are communicated to learners so that it empowers them to express their thoughts and opinions. When setting out the educational objectives and goals students might be encouraged to actively participate in the learning process. The objectives should be well-defined along with well-planned learning strategy and activities. Besides, this strategy also permits students to have the freedom to select their own objectives and materials.

Dam and Gabrielsen (1988) found that even young learners have the ability to take decisions concerning the content and processes of their own learning. Regardless of their aptitude or ability, learners indicate positive engagement in selecting their own learning materials and procedures. Plus, learners spontaneously assume responsibility for their own learning (Nunan, 2003, p.197).

Additionally, it is important to assess on a regular basis the personal goals as a model of guidance. Teachers have the ability to encourage their students to analyze their personal goals in order to remain focused and keep on track. Different methods and tools, such as student profiles, learning journals, diaries, and portfolios, can examine students in self-assessing their goals. These tools of assessment indicate the student's efforts, progress, and achievements, which are crucial for self-assessment.

3.2. Allow learners to create their own goals:

Affording learners the freedom to select their own objectives and the content is an extra step to enhance independent learning. The behavior outcomes are affected by the characteristics of goals, including specificity, proximity, and difficulty level (Bandura, 1988; Locke, Shaw, Saari, & Latham, 1981). Precise goals develop performance by selecting the required amount of effort needed for success. Correct goals increase self-belief as progress can be easily tracked. An individual's goal creation is the key factor in the goal-setting process.

Those who are focused inquiring new knowledge and skills, are indicated as having a "mastery" goal orientation. Conversely, individuals who focus on task completion and the anticipation of extrinsic rewards, recognition, or status are indicated to have a "performance" goal orientation (Dweck & Leggett, 1988). Nuan 2003 stated that *“An interesting and practical way of involving learners at this level is reported in Parkinson and O’Sullivan (1990)”*. They refer the idea of “Action of meeting” as mean to actively involve them in their own learning.

Accordingly, it is claimed that to grant an effective course management, a mechanism was required to perform as guiding and motivation force covering individual concerns and resolving potential conflicts of interest, need, and temperament (Nunan, 2003, p.198). Thereby, Motivation is vital factor in enhancing the opportunities of the program evaluation by the students. (Parkinson & O’Sullivan,1990). Also, the argued that engaging students the course material, where they actively participate and negotiate their conflicting needs, is one way to empower them to set their own objectives (Oussou, 2020).

3.3. Encourage learners to use their second language outside the classroom:

To widen this idea logically, it is beneficial to motivate learners to exercise and use their linguistic skill in everyday-life. Based on Nunan (2003) it is crucial for teachers to motivate learners to make use of any accessible resource to increase their learning of vocabulary, grammar, or pronunciation. Also, disregarding the use of target language outside the class may result to a drop in language proficiency due to limited practice.

Nunan(1991) explained the different methods learners could utilize to independently and creatively acquire new information in the target language outside the walls of the classroom. Students were classified together by the teacher to facilitate better understanding, engaging in an exercise where they reflected on using a mirror outside the classroom to enhance their language skills. Through this approach, the teacher planned to awaken critical thinking and creativity among learners, eventually assigning an autonomous task for them to further develop their language proficiency.

3.4. Raise awareness of learning processes:

Teachers play a vital role in raising awareness about the methods that should be used during the learning process, as well as the choice of proper materials and tasks that serve their own individual differences. Enhancing student's self-esteem and apprehension of responsibility in the learning process is important, as it empowers an active and effective learning environment.

With that, teachers can ensure that students do not feel neglected but rather valuable participants in their own learning. Additionally, it is essential for teachers to provide clear instructions and objectives for learning tasks, permitting students to trace and follow their progress and avoid feelings of confusion or ignorance. This approach support students to

search about different effective learning methods and strategies, ultimately making their learning journey more autonomous and manageable (Nunan,2003).

3.5. Help learners identify their own preferred learning styles and strategies:

In the field of learning and development, it is major point to first identify the learning styles of learners before applying any training program. As Nuan (2003) explained, this step is essential as it permits for the adaptation of learning experiences to provider to the individual preferences of learners.

To further promote learner-centered classroom, it is crucial to prepare learners on how identify their own preferred learning styles and strategies. (Guoqiao Wang and Ligang Han, 2020) argued that learners are required intentionally or unintentionally review and identify their preferred learning style. Yet, teachers should prioritize learning style preferences. Learners should incorporate strategic methods to cope with the learning environment and apply these strategies flexibly.

According to Oxford, learning strategies are “.... The actions and conducted by the learner during the learning process to manage and promote their own learning” (1989, p. 8).More precisely, Learning strategies involve the characteristics we seek to foster in learners empowering them to enhance their language proficiency (Oxford, 1990, p.11).

The development of language communicative ability requires the use of learning strategies which encourage learners to engage in self-directed learning and improve their language communicative competence (O'Malley and Chamot, 1990). Also, they believe that Learning strategies are conceived to assist the learning process and are intentionally used by the learner. The main aim of employing these strategies is to prompt the learner's motivational or affective state, as well as their approach to selecting, acquiring, organizing, or integrating new knowledge (Weinstein and Mayer, 1986).

Wang(2020) stated that in order to promote the language learning process more effectively, teachers need to be aware of student's learning style preferences, use, and needs. This idea allows teachers to effectively support the learning process. Moreover, teachers should actively encourage and motivate students to adapt various learning strategies to successfully carry out diversified learning activities.

3.6. Encourage learner choice:

In this step learners should be assigned to engage in a cognitive process of evaluation and selection. When learners are asked to make decisions or select learning item, they are obliged to consider the positive aspect and the drawback associated with each option this systematic process allow learners to make rational decisions that line up with their needs and preferences so it maximize their learning outcomes.

Nuan (2003) recommended teachers to encourage learners to engage in a somewhat controlled way of decision-making at the starting point. At this stage, giving learners the opportunity to practice autonomy and make choices that enhance their learning journey, they would develop a sense of confidence and acquire valuable skills in self-directed learning. Consequently, they would be positively engaged in the learning process.

3.7. Allow learners to generate their own tasks:

Once learners are motivated to make decisions, the next step is to give them chance to adapt and customize assignment, this process may serve in teaching learners how to design their own tasks. Nuan (2003) focused on gradually shifting from a simple to a more complex process, allowing learners to progressively and efficiently acquire this skill without saturate them with unnecessary items.

3.8. Encourage learners to become teachers:

According to Nuan (2003) the effective strategy to ensure the memorization of the information of most learners, is to explain it to someone else. the last step in fostering learner autonomy involves taking on the two-fold role of a knowledge provider and facilitator. This critical concept is fundamental in taking responsibility and promoting independent learning among students. This approach lines-up with Vygotsky's theory, showing the significance of collaborative learning experiences in enhancing intellectual growth and development among learners of varying levels of expertise.

3.9. Encourage learners to become researchers:

At long last, the last step in promoting autonomous attitude is teaching learner to become language researchers. The mastery of searching skills is a fundamental element to achieve at a certain level, particularly when developing their ability to learn independently.

According to Nuan (2003) Learners are motivated to execute real and practical research instead of only focusing on theoretical concepts. Researchers think highly of learners who reveal independent thinking, conceive hypotheses, and actively investigate solutions to questions without depending on external guidance. These qualities show that learners become autonomous learners.

In addition to the nine step of Nuan, other scholars include Schemenk (2005), Benson (2011) , (Ren, 2013), have discussed other ways to foster learner's autonomous learning

3.10. The use of technology:

Teachers can enhance learner's autonomy by adopting technology into their teaching strategies. The use of technology offers EFL students additional opportunities to practice the language in authentic contexts, access genuine materials for self-directed learning, and extend

their educational experiences beyond the traditional classroom setting (Pazilah et al., 2019; Rahman, 2017).

The development of technology in the process of teaching and learning allow learners to engage in promote their learning journey. Schemenk asserted that: *“the popularity of learner autonomy may be at least partially related to the rise of computer technology and the growing importance of computers in language learning environments worldwide”* (p. 107). The integration of new technologies in the field of education holds the potential for enhancing autonomous language acquisition in English. Allowing students to access to a diverse range of resources, tools, and learning environments beyond the confines of the traditional classroom, facilitate independent language learning (Benson, 2001; Motteram, 1997).

Also, the use of technology in learning English outside traditional educational settings can carry out the development of motivation, meta-cognitive strategies, self-esteem, and social aptitudes (Warni et al., 2018). In addition to that Agustina (2017) reported that digital platforms like Facebook, blogs, Skype, and WhatsApp have the potential to enhance the process of language learning. She argued that short messages, play a significant role in effectively promoting students' autonomous learning.

The adoption of smartphones in learning English language influences the methods of student learning activities within autonomous learning. Moreover, the use of smartphones can help students in accessing supplementary resources quickly, such as reading the meanings of challenging words, examples, and detailed explanations for comparing ideas (Ramamurthy & Rao, 2015). So teachers are required to assume a more challenging role in promoting student's capacity for independence.

This implies on the use of multimedia resources as instructional materials. Consequently, these teachers should be prepared to guide their students through the learning process, ensuring the creation of impactful teaching and learning experiences within the classroom.

3.11. Classroom-based approaches:

Autonomy in the classroom is forested through the negotiation process between teachers and students regarding control and responsibility in planning and evaluating classroom learning. Common methods are used in these approaches include Portfolios, cooperative learning, and self- and peer assessment.

According to F. Leon Paulson and Pearl R. Paulson a portfolio is a collection of work that shows a person's skills and what they know. It's like a resume, but it can include more than just words. It can have photos, videos, drawings, and other things that show what the person can do. Portfolios are used by students, teachers, parents, and anyone else who wants to see what a person can do. They can help people learn more about themselves and share their skills with others. Most research on using portfolios to foster learner independence has generally found beneficial outcomes (Chauhan, 2013; Nunes, 2004).

Portfolio use empowers students to drive their own learning independently, become aware of their learning preferences and passions, and engages more actively in class by sharing their work and collaborating with others.

Different techniques are used to enhance learner autonomy for instance, self-evaluation and peer evaluation. Self-evaluation refers to learners actively participating in the process of evaluating their own learning, specifically in relation to their accomplishments and the outcomes of their educational process (Boud & Falchicov, 1989, p. 529).

Dickinson (1987) argued that Self-assessment is a crucial skill for every language learner, especially those who are autonomous. This skill helps learners to understand of assessment criterion, critical thinking and integrated learning.

According to (Falchikov, 2007, p. 132) the process of peer assessment involves students giving feedback or assigning grades to their classmates on a product, process, or performance. The assessment criteria are based on the standards of excellence for the given activity which the students may have had a role in deciding. Besides, according to Searby and Ewers, Peer assessment offers students opportunity to enhance their learning experience by engaging in critical analysis of their mate's work, giving them more independency over their educational journey.

4. The Importance of Learner Autonomy in EFL Classes:

In this new era, developing student's ability to learn independently is crucial for the progress of society, in view of the fact that we are faced with unusual challenges, including the development of science and technology, and the constant change in career choices. Wang &han(2020) stated that to achieve the ability of lifelong learning, students should improve the ability to take part in self-regulated learning, which affects to their autonomous learning skills. Thus, enhancing student's autonomous learning ability has become a fundamental educational concern and objective. This effort depends on the basis of education; summarize the principle of both teaching and learning.

Agadzhanova (2020) argued that Students who have independent learning skills show the ability to independently set up their objectives, design a well-defined study plan, select the appropriate learning techniques and strategies, manage the learning process effectively, and evaluate their own progress. Such students actively contribute in the general progress of classroom education.

Chapter Three

Fieldwork

Chapter Three

Fieldwork

Introduction:

This chapter of our research work aims at collecting data about the student's awareness of the concept autonomy and its importance in the learning process. It also investigates the challenges that may face the teacher in promoting autonomous learning inside and outside the classroom. In this chapter we will analyze the data collected from the both the teacher's and the student's questionnaires, and a classroom observation in which the learner's centeredness will be observed and analyzed.

1. Methodology:

The selection of the appropriate research method is certainly crucial in achieving reliable research work. In the analysis of open-ended questions in the questionnaire, the quantitative research method was used, focusing only on a set of responses. However, in the close-ended questions and classroom observation a qualitative method was used. In the context of triangulation, the data collection tools play a vital role as a key element in providing a more detailed understanding of learner autonomy. This approach was undertaken to ensure the validity of the findings and to gather a significant amount of data, enabling a multifaceted examination of the problem from various perspectives.

2. Sampling:

Two samples have been chosen for this research. The initial sample consists of LMD students and the second one includes EFL teachers who are requested to complete a questionnaire which will serve as a mean of collecting data.

3. The students:

The study is conducted with 1st year LMD student their age varies from 18 to 30 years old the questionnaire is randomly given to 155 students from the department of English language at the University of Ibn Khaldoun Tiaret. However, only 103 students filled the questionnaire. This choice is due to the fact that the first year in learning EFL is the starting point to orient learners towards independent learning and activating their autonomy which can be challenging for teachers also their transition to a new education system in which they are required to enhance their autonomous learning skills in order to adapt to the teaching methods and strategies employed at the university. The student's questionnaire aims to highlight how important it is for students to develop an autonomous mentality in order to increase their learning responsibility.

4. Teachers:

The second sampling is 1st year English LMD teachers at the University of Tiaret, their teaching experience varies from one to another and they are in charge of different modules. The questionnaire is administered to 10 teachers 5 are full-time teachers and 2 are contractual, only 8 teachers handed the questionnaire back. The objective is to gather valuable insights by exploring teachers' experiences, perspectives, and practices in the areas of teaching preparation, induction, and future plans.

5. Data Collection tools:

According to oxford (2003,p90) studies on autonomy should include a wide range of perspectives without viewing any perspective as opposing to another. To understand the perspectives of both teachers and students about learner autonomy, two questionnaires and a non-participant classroom observation have been employed as the research tool in this study. This method is chosen due to the utilization of quantitative and qualitative research methods. Also, Dornyei (2003:101) asserted that: "*the popularity of questionnaires is due to the fact*

that they are relatively easy to construct, extremely versatile, and capable of gathering a large amount of information, quickly in a form that is readily possible". The questionnaire is designed for both English as a Foreign Language (EFL) learners and their teachers, allowing a comprehensive understanding of their perceptions. Applying a questionnaire as a tool for data collection proves to be highly advantageous, as it saves time and effort. This approach facilitates the collection of a considerable amount of data within a short timeframe, also simplifying the data analysis to be fast and uncomplicated. And the classroom observation is used to assess the challenges faced by teachers in promoting autonomous teaching strategies

6. Data analysis:

Data analysis includes the systematic process of delving into, organizing, summarizing, and synthesizing the collected data in order to obtain meaningful results and draw informed conclusions. Both qualitative and quantitative methods are used to analyze the collected data. Percentages, frequencies, and graphic representations are reflected through the use of descriptive statistics in the first method. While in the second indicates an authentic background for all the necessary responses, and most significantly, their substance. In this respect, Hamzaoui (2006) states that *"using more than one type of analysis is believed*

to provide more reliable research findings since the latter are not compressed into a single dimension of measurement" (p130).

7. Student's Questionnaire:

In the present questionnaire, there are a total of fourteen questions structured under close-ended questions, and open-ended questions.

The questionnaire is divided into 2 sections; the first section is devoted to the general information of the student it involves gender, age, level of English language, and the learners knowledge and perceptions towards autonomy. The second section is devoted to measure the extent to which learners are autonomous.

8. Questionnaire analysis:

Section one: learner's general information.

Question one: What is your gender?

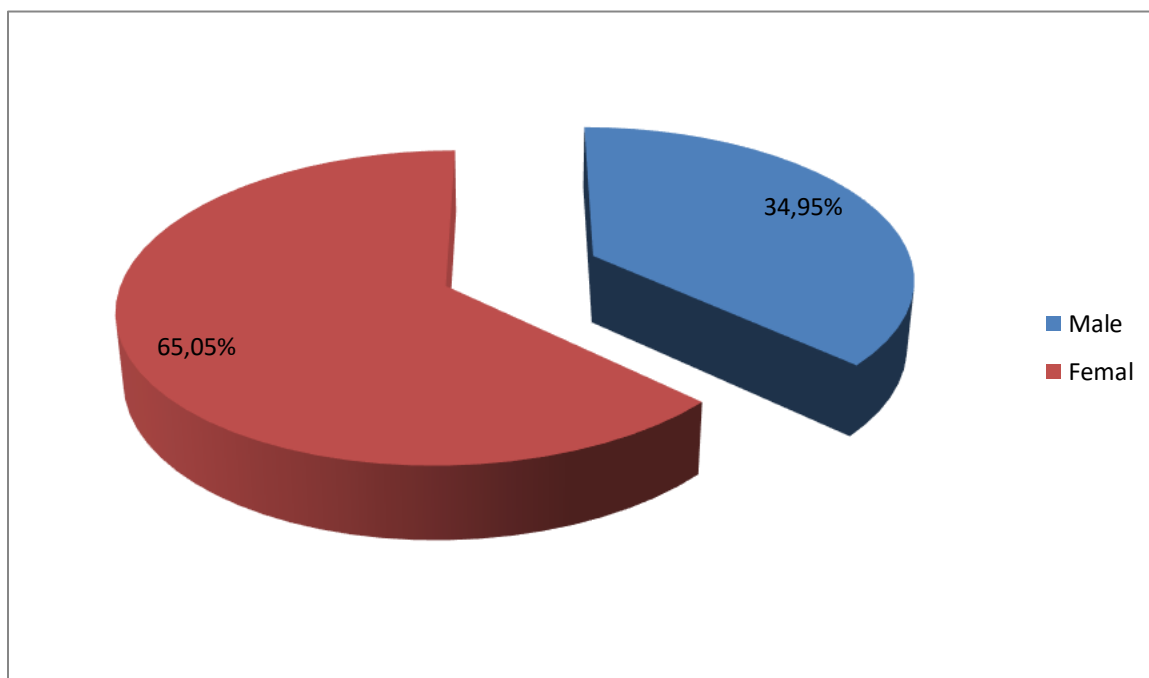


Figure 1: Student's Gender.

The figure 01 demonstrates that both genders participated in this research. However, 65,05% are female and only (34,95%) are male. This shows that females have a great passion for learning than boys and girls have tendency to volunteer in learning activities.

Question 02: What is your age?

This question helps to understand the influence of age on learner autonomy.

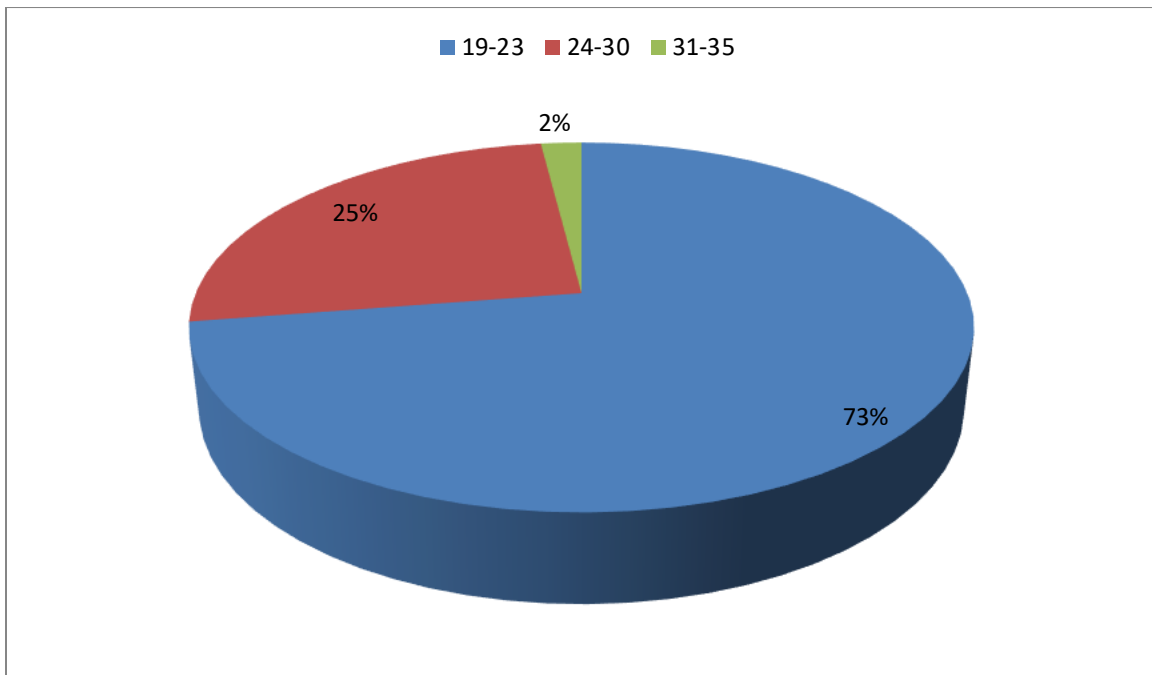


Figure 2: Student`s age.

As one can observe from the figure above, the majority of students (72,81%) are younger than 24 years old, while (25%) are from 24 to 30 years old and (2,18%) which mean only 1 participant is older than 30. This indicate that younger individuals engage in learning which can have implications for educational practices and outcomes, especially in the digital learning era influenced by factors like the Covid-19 pandemic.

Question 03: How do you describe your level of English?

This question investigate student`s language proficiency.

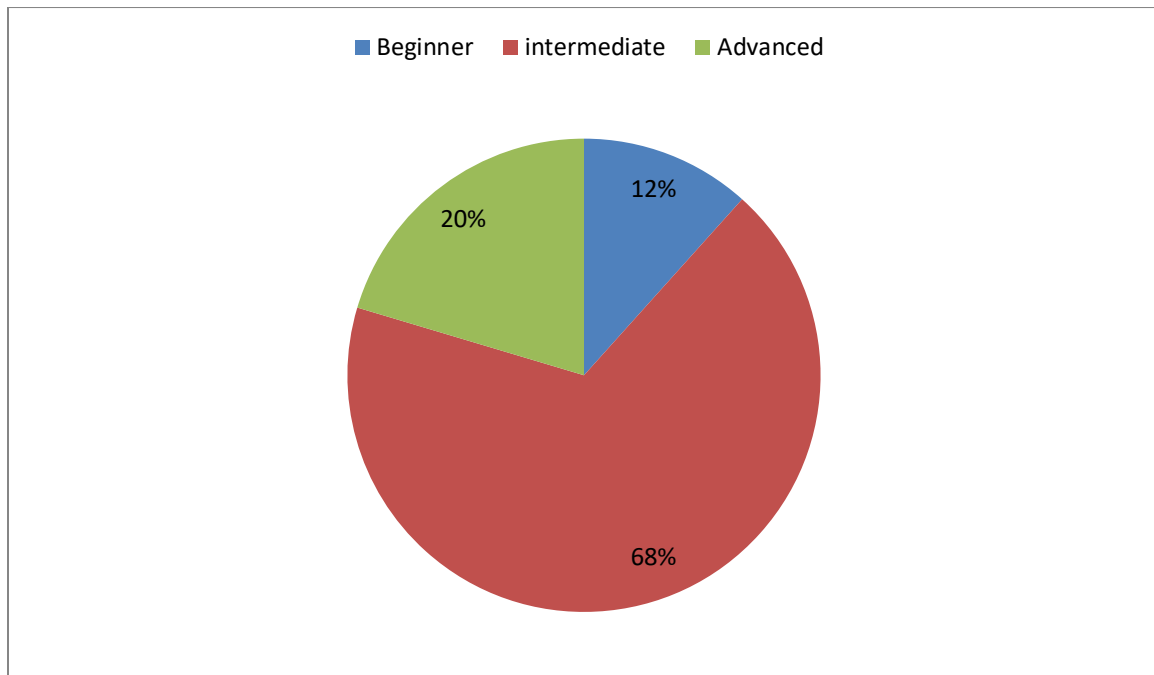


Figure 3: Student`s Level of English.

Based on the data in the figure above, it is clear that more than half of students (67,96%) said to have an intermediate level of English, while (11,65%) indicated that they are beginners in the language and the remaining (20,38%) reported that they have an advanced level. Overall student`s language proficiency varies from beginners to advanced so the sample for the question is appropriate.

Section Two: Student`s knowledge and perceptions towards autonomy.

Question 01: Have you ever heard about the word autonomy or autonomous learning?

The aim behind this question is to check whether the 1st year students are familiar with the concept of autonomy or not.

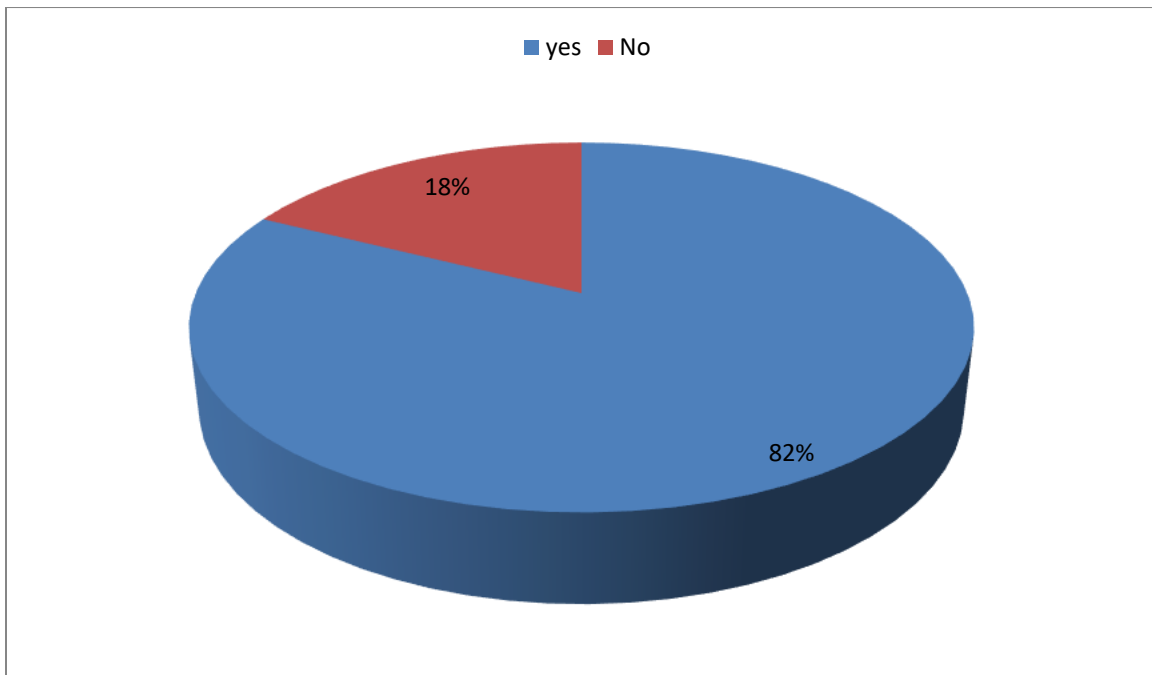


Figure 4: Student`s familiarity with the concept.

As we see in the figure most of student (82,52%) are familiar with the term autonomy, However; some student(17,47%) said that they never heard about this term and they asked to explain it to them , and this mean that they are not aware of its importance in their learning process.

Question02: If yes how can you define it?

I asked the (82,52%) student to define the term autonomy in order to and to measure the student's comprehension, critical thinking skills, and ability to articulate concepts.

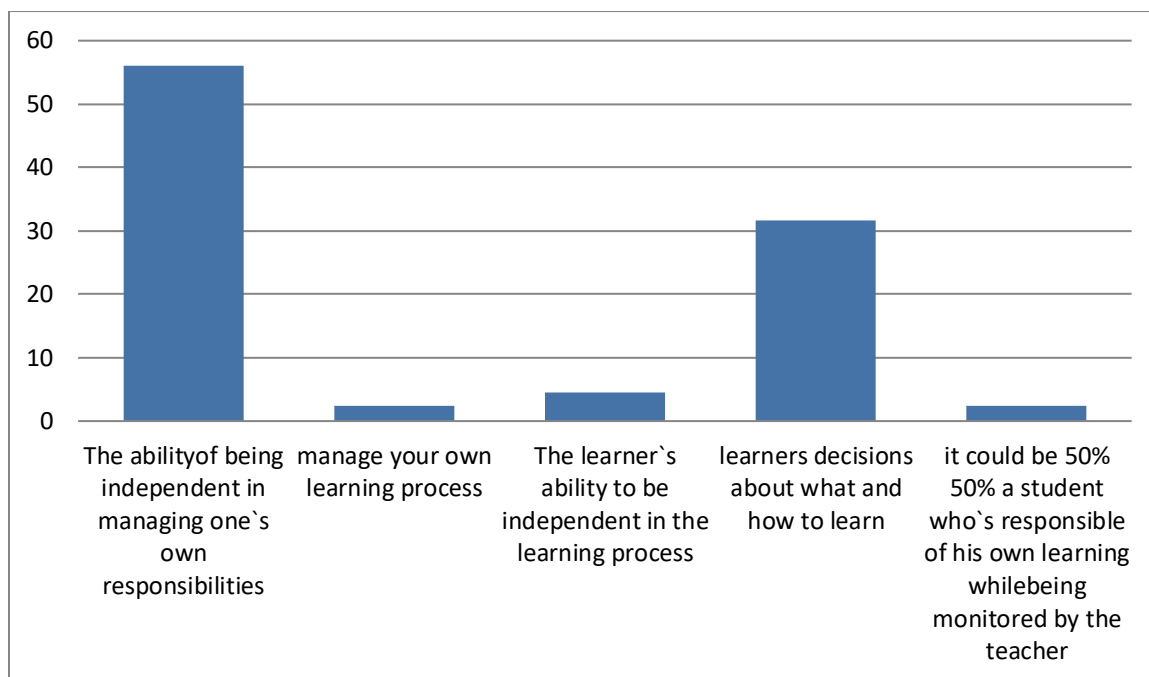


Figure 5: Student's definition of autonomous learning.

The chart above shows that (56,1%) of the students who answered the questionnaire define learner autonomy as the ability of being independent in managing one's own responsibilities, and (31,7%) of them define it as learner's decisions about what and how to learn, however, one participant said that it could be fifty-fifty, a student who is responsible of his own learning while being monitored by the teacher and another participant define it as the learner's ability to be independent.

Question 03: How often do you depend on your teacher to help you learn?

The aim of this question is to understand the student's dependence on the teacher for learning support and guidance, it also seeks to assess the student's perception of the teacher's role in their learning process.

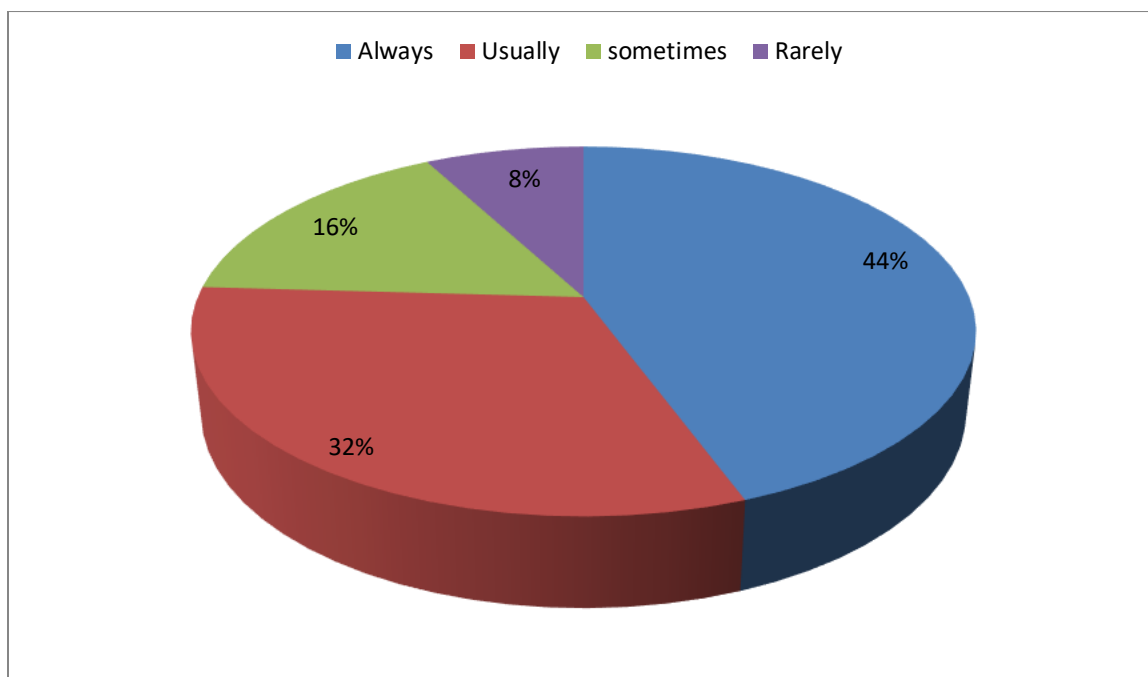


Figure 6: Student`s dependence on the teacher.

Through the figure above we can see that students (42,74%) expressed their complete dependence on their teachers. The other (32,03%) said that they usually depend on their teachers, while 16,50% of the students reported that sometimes they depend on the teachers and (8,73%) have a rare dependence on the teacher , from shows that these students have some readiness to take responsibility of their learning.

Question 04: What is your role during the session?

This question helps to explore the student`s role during the session

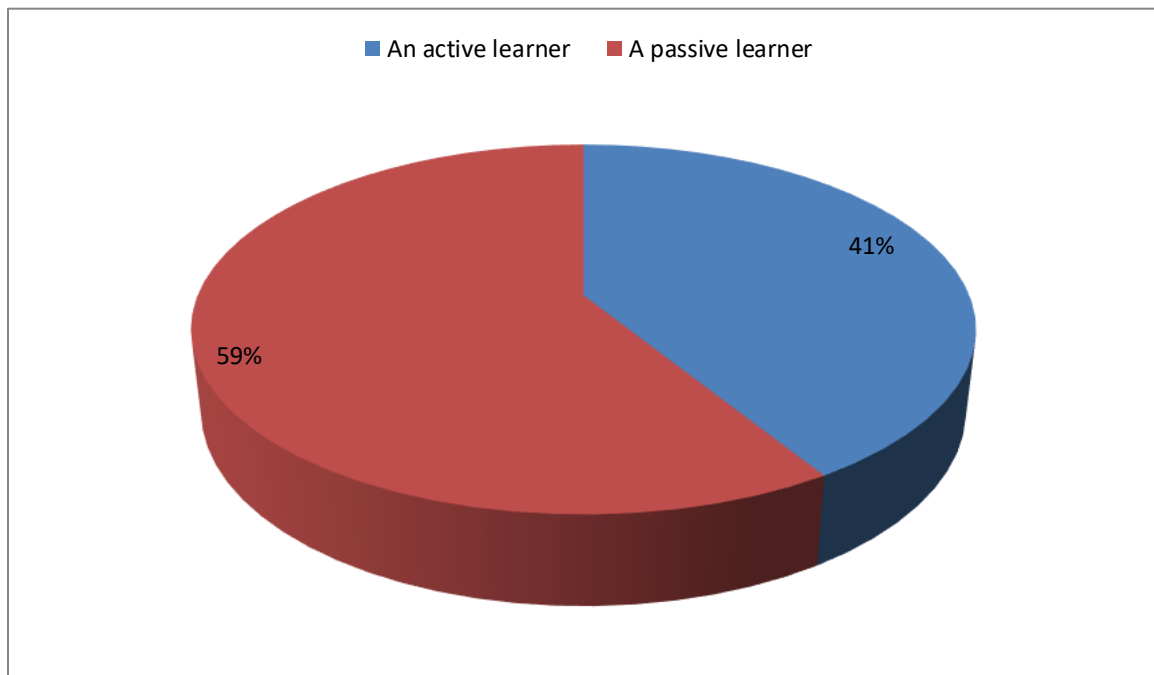


Figure 7: student`s role during the session.

The figure shows that the majorities of students (59,22%) were sincere and said that they are passive learner`s, the remaining(40,77%)said that they have active role in their sessions. It may seem that students are spoon-fed learners; they are expected to absorb and recall information without active engagement or participation.

Question 05: do you feel you feel confident in taking responsibility for your own learning ?

The aim of this question is to measure the student's level of self-belief and self-regulation skills, which are important in increasing their learning outcomes.

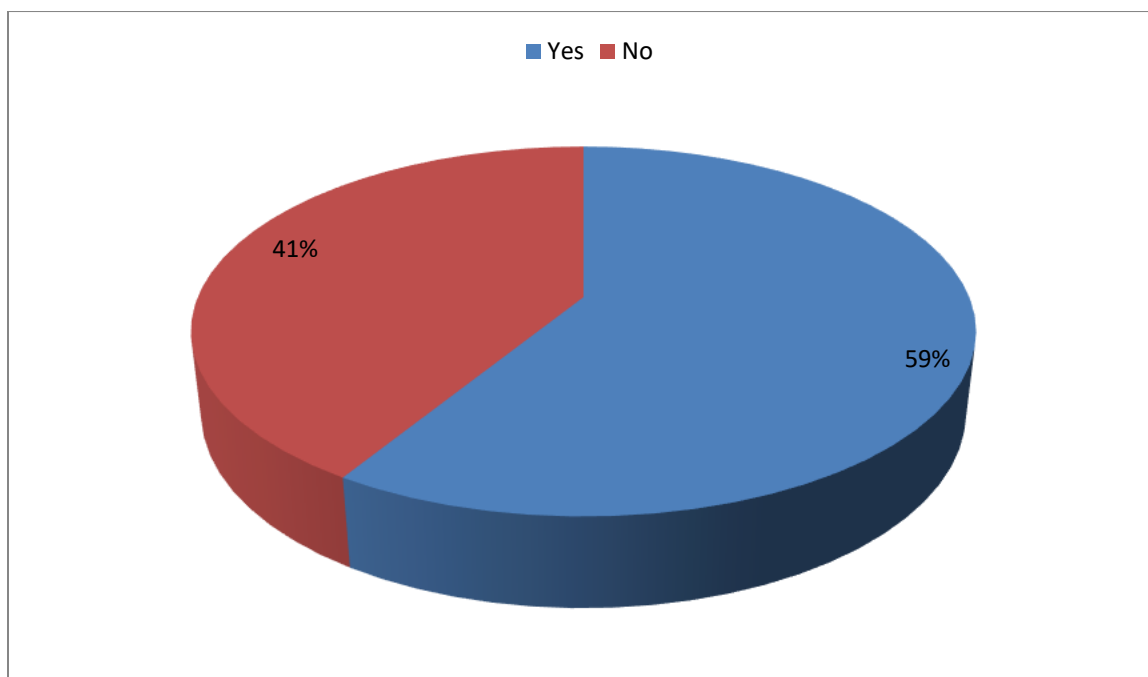


Figure 8: Student`s confidence in taking responsibility of their learning

The data above indicate that the majority of student`s (68,93%) feel confident in managing their learning process, this means that they believe in their ability to control their learning outcomes, and seek help when needed. In contrast, (31,06%) of them asserted that they don`t feel confident in managing their learning. In order to obtain more details about the barriers that they face in managing their learning, we asked the (31,25%) student to why they don`t feel capable of managing their learning their answers were are as presented below:

Answer	Number
I don`t know	1
I don`t have a reason	1
I don`t know how to learn alone	2
I don`t know from where to start and what to learn	3
I always feel that I`m doing things on the wrong way	5

I don't have enough information about the language	6
I fear to give wrong answers	3
I don't have enough time because I work after the classes	1
I don't understand some modules so I leave it to my teacher to explain to me	1
I feel shy and stressed	8
I need help to study	2

According to their answers we observed that there are diverse barriers that block students to take responsibility of their learning and affect negatively their confidence, the answers indicate that stress and fear of failure is the first barrier for students to manage their learning development, 8 students said that they feel stressed and shy to take responsibility of their learning. Then, 6 participants affirmed that they don't have enough language skills. Also, the answers show that students lack learning skills which hinders them to take responsibility of their learning progress.

Question 06: How often do you do the following?

The aim of this question is to identify if the students engage in their learning process outside classroom walls or not.

Tableau 5: Extent of doing learning activities

	Always	usually	sometimes	rarely	never
Read English textbook on your own	15,62%	26,4%	31,25%	48,95%	43,75%

ENHANCING AUTONOMOUS LEARNING AMONG EFL LEARNERS

Do non-compulsory assignments	5,20%	13,54%	28,12%	21.87%	31,25%
Do non-required revision by your teacher	0%	36,45%	25%	26.04%	12.5%
Use the internet to learn English	43,37%	27,08%	26,04%	12.5%	0%

The table above shows that the majority of students don't do learning activities outside the classroom. First, 48,95% of student asserted that they rarely read English textbook on their own, and 43,75% said that they never read textbook on their own and this mean that they do not engage their reading activities which may lead them to struggle with comprehension and overall understanding of the material. However, 15,62% said that they always read textbook and 26,4% usually do this activity so they are actively involved in their reading comprehension theses active students are more likely to develop vocabulary and grammar knowledge, and exhibit higher levels of reading interest. Second, 53,12% of the student declared that they rarely to never do non-compulsory assignments from this we can understand that they limit their ability to enhance their skills, in contrary to 5,20% of the participant who always do non compulsory assignment and the 26,4% who usually do it they may improve their learning skills , their academic performance and outcomes. The 28,12% left of the participant said that they sometimes do non obligatory assignments, this indicate that they have some willingness to be engaged in their learning process. Third, the table shows that all the participants do not always do non-required reason by the teacher this means that all participants necessitated some form of revision guided by the teacher, yet the majority 36,45% of them usually do non-required revision by their teacher , they take the initiative to revise their work voluntarily, seeking to improve their compositions beyond what

is strictly required. Finally the minority of them (26,04%) rarely or (12,05%) never do non-required revisions , they may lack the initiative or motivation to engage in extra revision efforts and they may miss out on opportunities to enhance their skills. Finally the data show that (43,37%) of the participant always use the internet to learn English and (27,08%) of them usually use it . This finding demonstrates that a significant part of the participant opt to use the internet as a valuable tool to enhance their English language skills. Also(26,04 %) sometimes use the internet in learning and a small part of the participant (12,05%) rarely use the internet to learn English. it appears that while the internet provides large amount of resources for language learning, there is a small part of participants who fail to maximize the potential of these digital tools to enhance their English proficiency.

Question 07: What responsibilities does your teacher assign you to in class?

The main purpose of this question is to figure out if the teacher is providing the students with opportunities to be part of the learning process, and eventually encourage them to be autonomous learners.

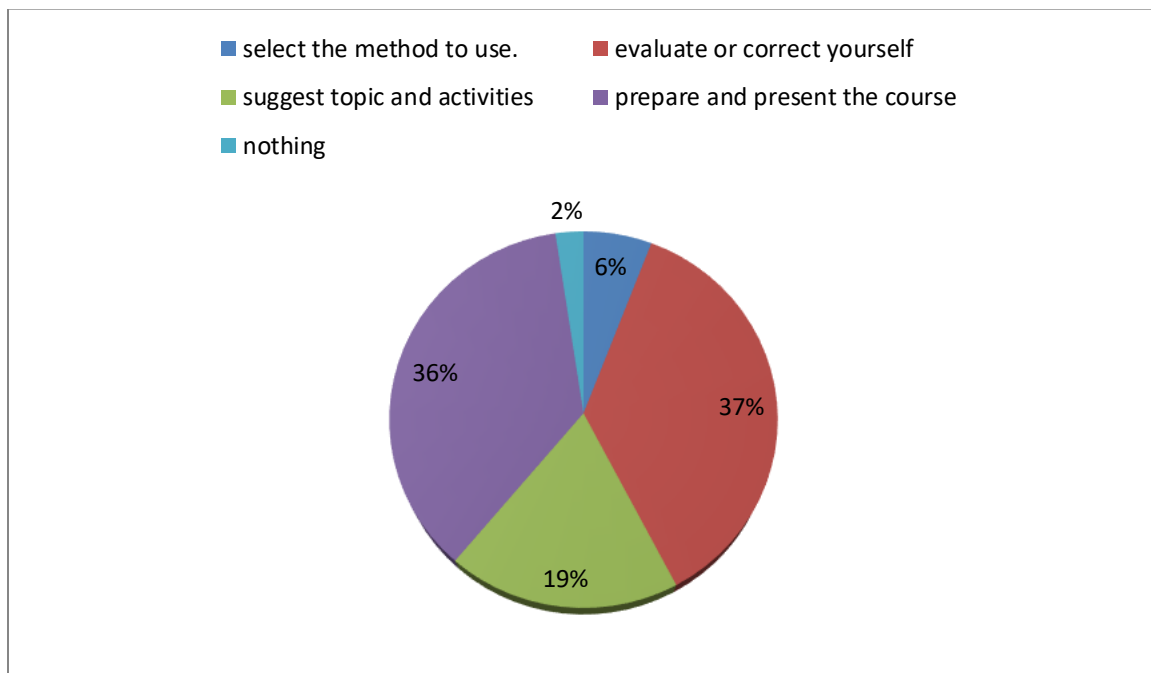


Figure 9: responsibilities in the class

The figure show that (60,19%) of the students declared that their teachers assign them with responsibilities evaluate and correct their selves in addition to the preparation and the presentation of the course this indicate that teacher are aware about the importance of providing learners with some freedom and autonomy.(28,15%) of the participant said that their teachers sometimes ask them to suggest topics and activities. (9,70%) said that sometimes they are allowed to select method to use , and only (1,94%) said that their teacher doesn't assign them with responsibilities

Question 08: do you think that teacher should involve you in the following?

This question helps to explore whether students are aware in what they should be involve in or not.

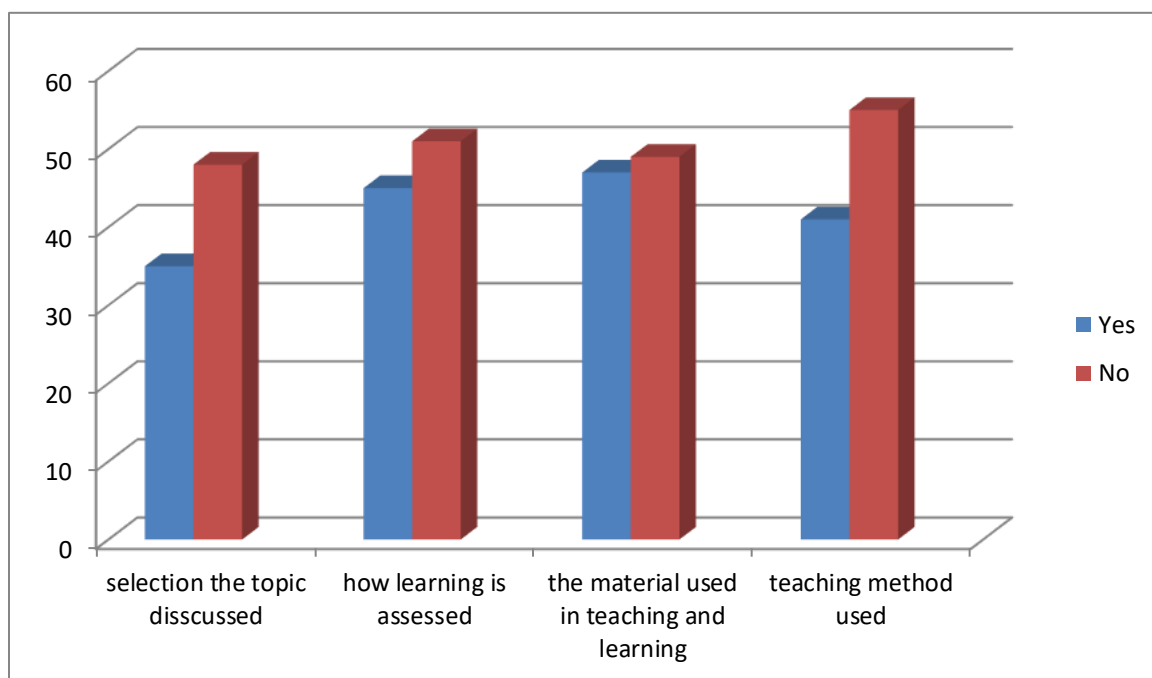


Figure 10: Student`s perception about what they should be involved in

The findings above indicate that (36,89%) of the students think that teacher should involve them in selecting the topic discussed. However, the majority of them (63,10%) believe that they should not be concerned in selecting the topic discussed. (56,31%) of the

participant said that they should not be involved in deciding how learning is assessed and (43,68%) think that their teacher should involved them in deciding how learning is assessed. (48,54%) think that they should take part in selecting the material used in teaching in contrary to (51,45%) of them who said that they shouldn't be involved in selecting the material used in teaching and learning. At last,(57,29%) of the student think that they should be involved in selecting the teaching method used and the last portion of the participants (42,71%) said that they shouldn't be involved in that.

Question09: do you think that developing the learning process is the responsibility of the teacher or the learner's?

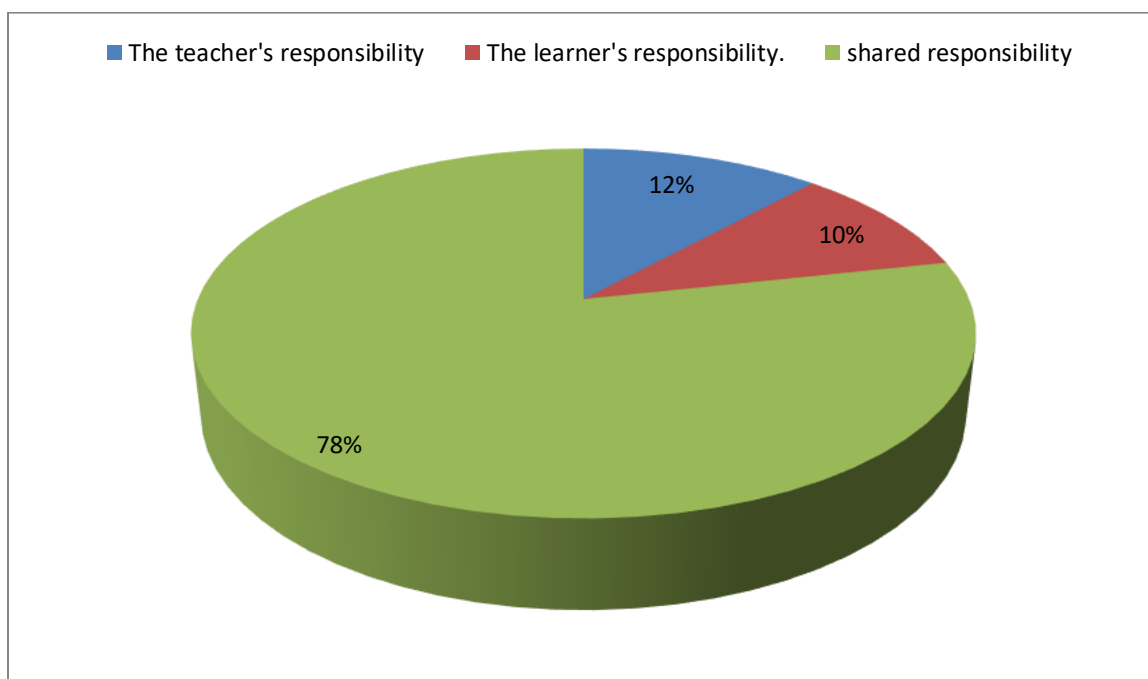


Figure 11 : student`s opinion about who is responsible for learning

The numbers above indicate that (78,55%) of our sample think that developing the learning process is a shared responsibility between teachers and students and that both sides must collaborate together to achieve good results. on the contrary, (11,65%) of students think that they are the ones responsible for managing and controlling their own learning. Besides (9,8%) asserted that it is the teacher responsibility to enhance the leaning process.

9. Summary of Results and Findings of Students' Questionnaire:

Based on the findings collected from the conducted questionnaire, it can be assumed that a significant number of students, if not all, were aware of and agreed upon the idea of autonomous learning, although they appeared to be somewhat hesitant in adopting it. At the same time, the data indicated a positive aspect where students showed that they can be autonomous learners, but in an informal manner rather than a professional one. A great percentage of students indicated a willingness to independently explore questionable information.

At the first stages of learning, it is crucial to guide students to self-dependence. Without this guidance, the process of development towards achieving the desired level of autonomy may be delayed, or students may feel completely lost right from the beginning. Learners' responses indicate that they are indeed aware of the necessary requirements to construe a sense of responsibility and they recognize the importance of self-directed learning. However, despite this awareness, they are not yet prepared to engage in this new experience. There exists a difference between being aware of the idea and being prepared for the idea, and it seems that fear of failure and insufficient language proficiency impedes their readiness.

10. Teacher's questionnaire:

The main purpose of this questionnaire is to gather insights into teacher's experiences, skills, knowledge, and attitudes, which can then be analyzed to understand the teacher's point of view about learning autonomy and explore the challenges that may face them when

trying to enhance their student's autonomy, through this questionnaire, we seek to investigate

the teacher's role in adopting learner-centered approach in their classes and motivate student to take responsibility of their learning. Was administered to 10 teachers. It contains closed, mixed, and open questions. It is formed of a set of 12 questions grouped in three

sections. The first section is designed to get an idea about the teacher's general information; the second section is designed to explore the teacher's perception of enhancing autonomy in EFL learners. The last section is concerned with teachers' role in promoting autonomy and the challenges they may face in the teaching process.

Section one: Teacher's General information.

Question 01: What is your Gender? Male Female

The aim of this question is to understand how gender may impact the study.

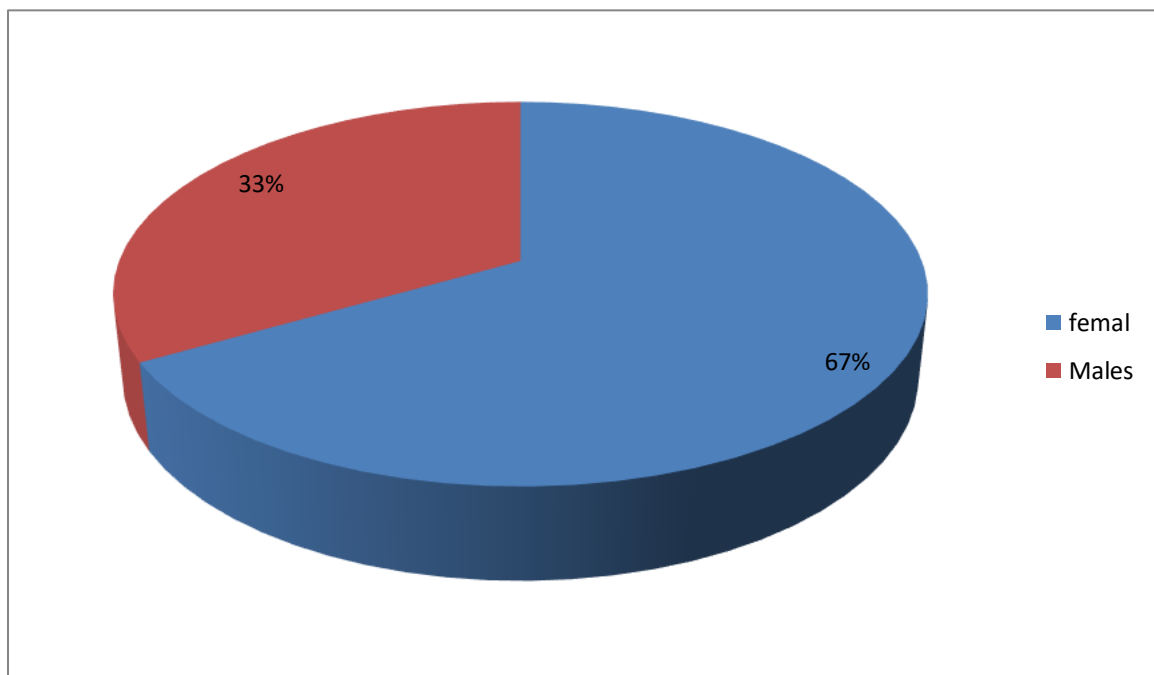


Figure 12: Teacher's gender

The data above shows that 33% of the participants are male, while 67% are female. We can say that females are more present and active than males in the educational domain.

Question 02: What is your age?

The main goal of this question is to explore the influence of age on the current research.

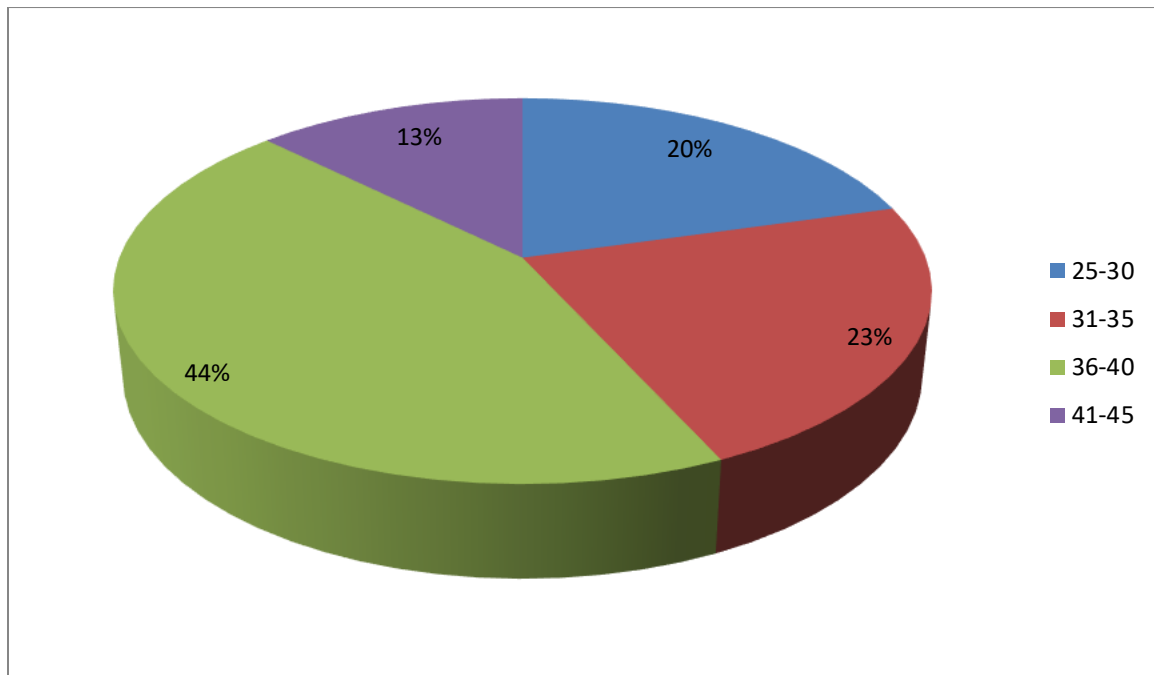


Figure 13: Teacher`s age

The information indicates that the majority of the participants (44%) are aged between 36-40years old. (23%) of them are between 31-35 old , and (20%) are between 25-30 old, and 13% age between 25-30 old .According to this data the age distribution of EFL teachers varies significantly, covering a wide range of age groups from younger teachers to those with more experience. This diversity in age among EFL teachers has the possibility to influence teaching approaches, perspectives, and experiences within the field of teaching.

Question 03: what is your teaching experience?

The objective of this question is to gain insights into the experiences of EFL teachers to understand their perspectives and challenges in teaching.

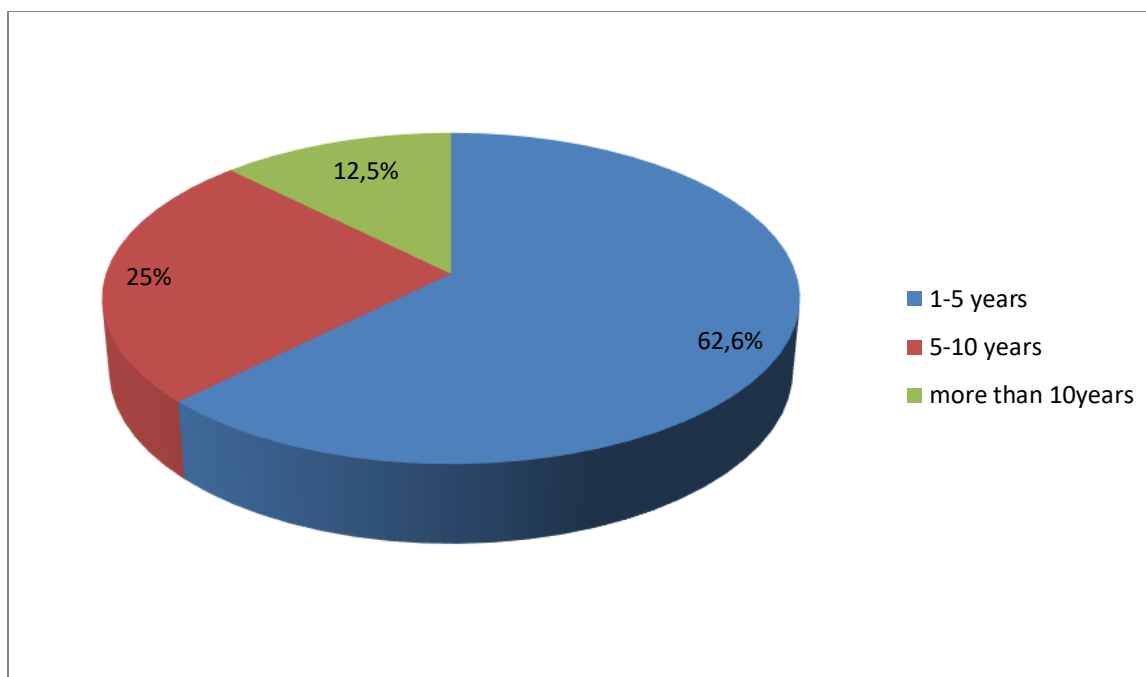


Figure 14: Teacher`s teaching experiences

The figure indicate that a great part of the participant`s experience (62,6%) is from 1 to 5 years, following this group 25% of them are experienced of 5to 10 years and only (12,5%) have the experience of more than 10 years. representing a smaller part of highly experienced teachers in the sample. The information gathered indicates that the study covers a varied group of teachers, consisting of novice teachers, mid-career teachers, and a smaller group of highly experienced teachers. This diversity in teaching experience provides a valuable insight through which to investigate the relationship between experience, teacher role, and student achievement.

Section Two: teacher perception of learner autonomy.

Question 01: How do you encourage learners to be autonomous learners?

The aim of this question is to understand the strategies and practices used in the classroom to promote learner autonomy.

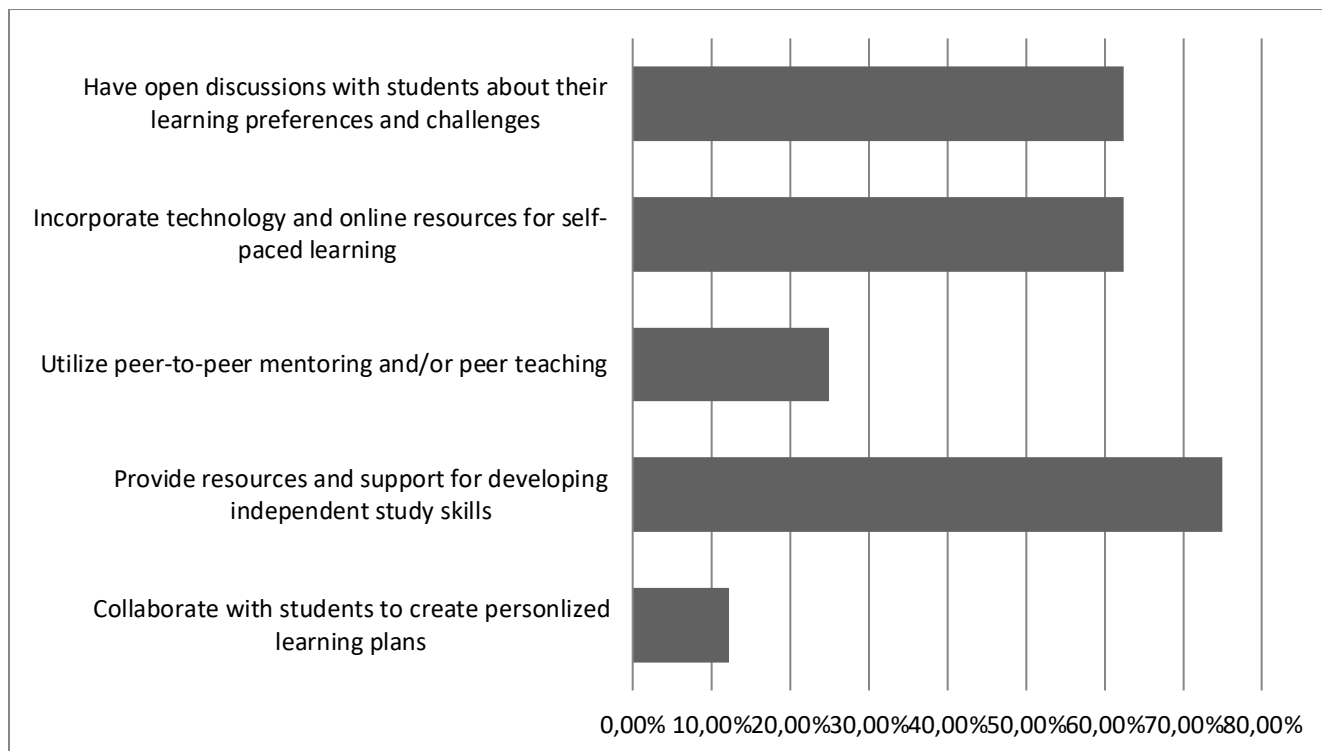


Figure 15: Encouraging students to be autonomous learners

The table indicate that (75%) of the teachers encourage learner-centeredness by providing resources and support for developing independent study skills, these teachers independent learning by providing opportunities for students to self-monitor, , offering models of behavior, developing communication that includes language focused on learning, and providing written and/or oral feedback on class-work and homework. Folloing this group, (62,50%) of the teacher said that they encourage independent learning by incorporate technology and online resources for self-placed learning and they have open discussions with students about their learning preferences and challenges. (25%) said that they utilize peer to peer mentoring or peer teaching. Lastly (12,25%) said that they collaborate with students to create personalized learning plans. The information indicates that teachers have employed various strategies to promote autonomous learning among students.

Question 02: How can you define learner autonomy?

This question aims at understanding teacher`s perspectives on learner autonomy, and how they apply it in classroom.



Figure 16: Teacher perception of learner autonomy

The information above show that majority of teachers (62,5%) define learner autonomy as the ability of being independent in managing one`s own responsibilities, next, (37,5%)of them define it as learners decisions about what and how to learn. Lastly, (12,5%) view it is the quality of a good learner. The definitions presented provide various insights into the roles of both the teacher and the learner in the teaching-learning process. Some definitions highlight the value of teacher guidance, while others underline the importance of learner autonomy and decision-making.

Question 03: which of the following challenges do you face in enhancing autonomous learning?

The aim of this question is to is to identify the challenges and barriers that EFL teachers face in implementing learner centeredness in the classroom.

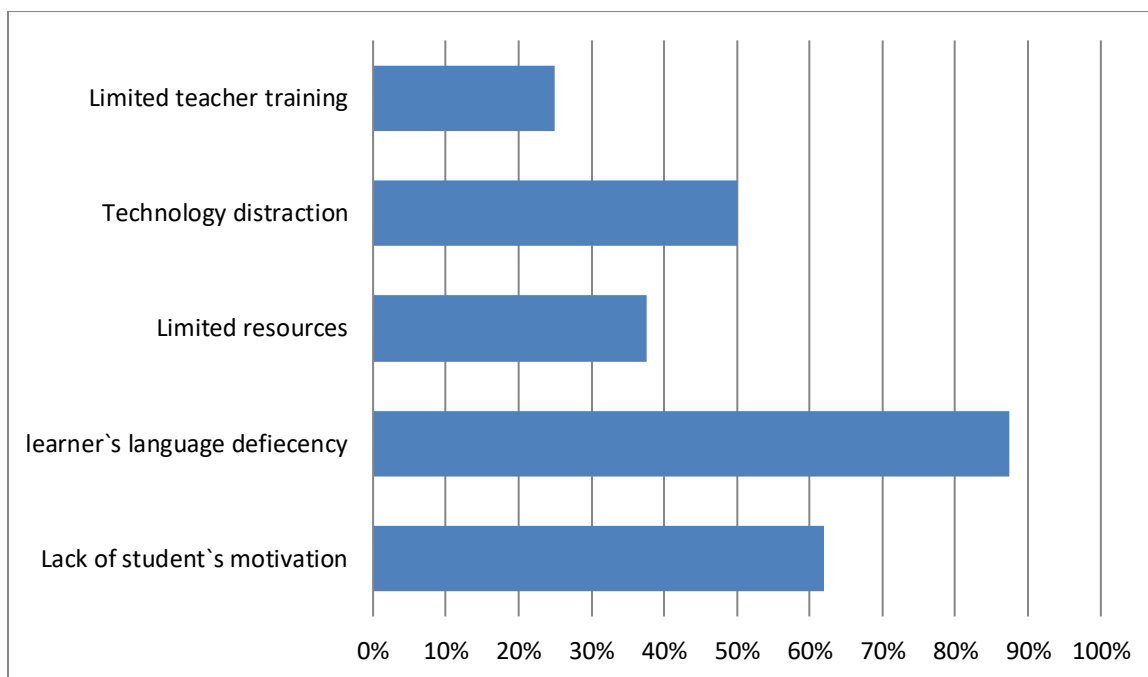


Figure 17: Teacher challenges faced in enhancing autonomous learning

The data collected indicate that a great part of the sample (87,5%) face several challenges in promoting autonomous learning for students with language deficiency. also most of teachers (62%) find that students lack of motivation which can block them from the progress. Next, (37,5%) of the sample face difficulties in enhancing autonomous learning due to the limited access to resources, and (50%) encounter barriers of technology distraction. Finally, a small group of the sample(25%) face challenges due to limited teacher training. Although teachers have a crucial role in fostering independent learning, yet they face several challenges that require continuous professional development, support, and a supportive educational environment.

Question 04: Do you consider 1st year student to be autonomous learners?

This question aims to explore how teachers perceive the autonomy of 1st-year students and whether they believe these students have the capacity to take charge of their own learning.

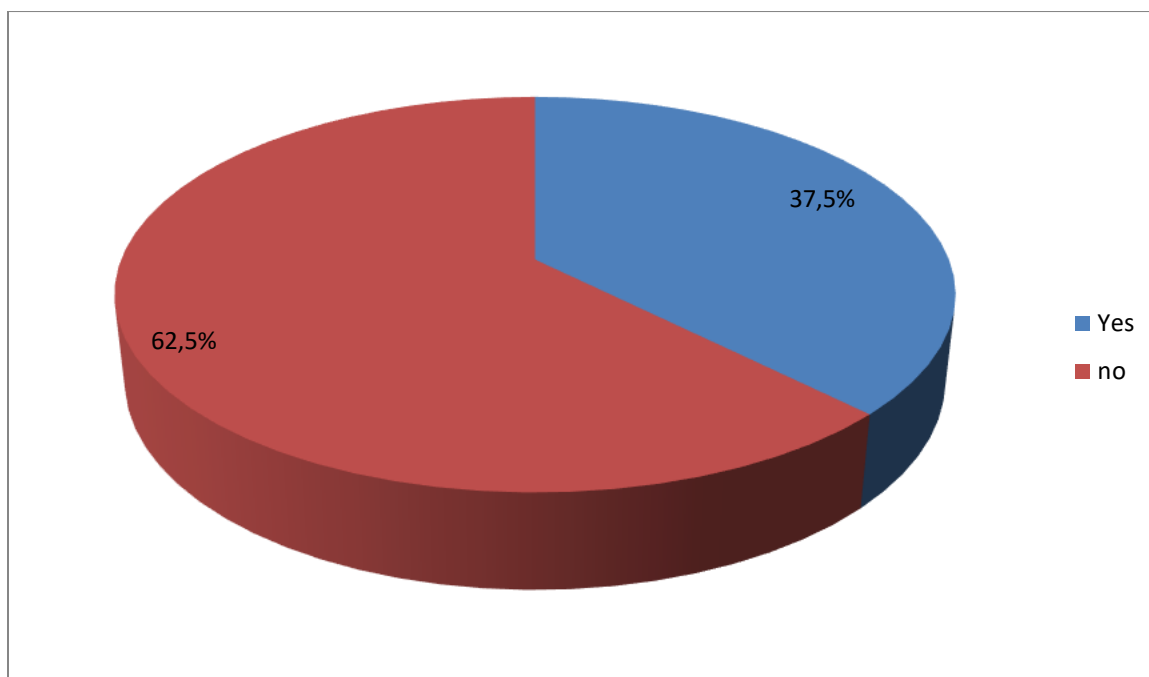


Figure 18: Teacher perception of student`s capacity to be autonomous learners

According to the collected data the majority of the teachers (62,5%) believe that 1st year students lack the capacity to take charge of their learning. (37,5%) consider their students to be autonomous learners. This finding demonstrates that students often lack important prior knowledge and skills needed. To explore the teacher's perspective on learner autonomy and engagement in outside-the-classroom learning activities we asked the participant the reason behind not considering their students to be autonomous learners and their answers were as follows:

-Students may come to university without prior experience in self-directed learning. A transaction from one level to another in Algeria is completely different and complicated. They are not aware of learning foreign language also they have limited exposure in their environment to this language.

- They are unable to manage their learning they need to develop their learning skills.
- Autonomy in learning involves students taking charge and responsibility for their own learning, which can be challenging for new learners; they need the guidance of their teacher.

- It is not a complete no but most of them wait for the teacher to provide most of the knowledge. I do assign them resources and further readings but only studious ones prepare enough.

- They are always waiting for teacher`s assistance.

Through the teacher`s responses we come to observe many factors that influence the student`s learning autonomy including student lack of prior knowledge of the language, lack of learning skills, limited exposure to the language, lack of learning languages experience, and lack of motivation.

Question 05: Do you feel that students have a willingness to take responsibility for their own learning?

This question aims at assessing the level of autonomy and motivation among students in taking charge of their own learning.

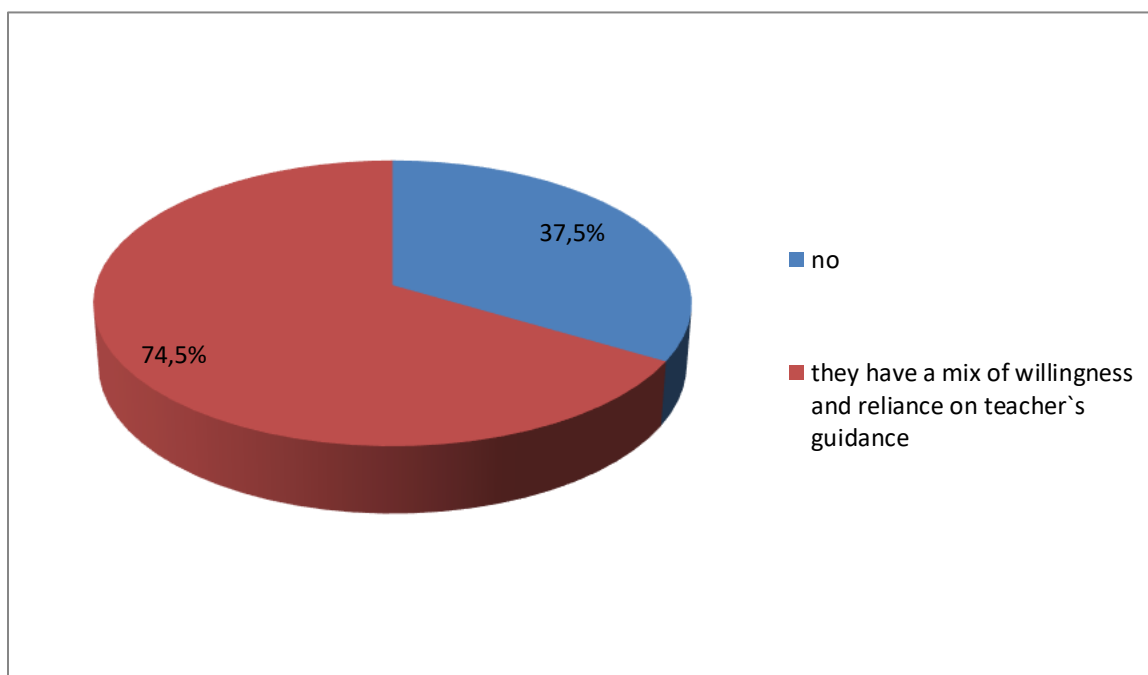


Figure 19: Student`s willingness and reliance on teacher`s guidance

The information above indicates that most of the participants (74,5%) feel that their students have a mix of willingness and reliance on teacher`s guidance. This can be explained

as the combination between personal responsibility and teacher guidance and assistance in the learning process. It is evident that this relationship is a positive element of learner growth, bringing up a balanced approach to learning that combines self-motivation and teacher assistance. Then, (37,5%) of the teachers feel that their students are not yet motivated to take responsibility of their learning. This data indicate that some students are not ready to become independent learners because of lack motivation and confidence.

Question 06: What resources do you think would be beneficial for teachers trying to promote autonomous learning among university students?

The objective of this question is to explore the necessary resources for teachers to enhance learner-centeredness in university settings.

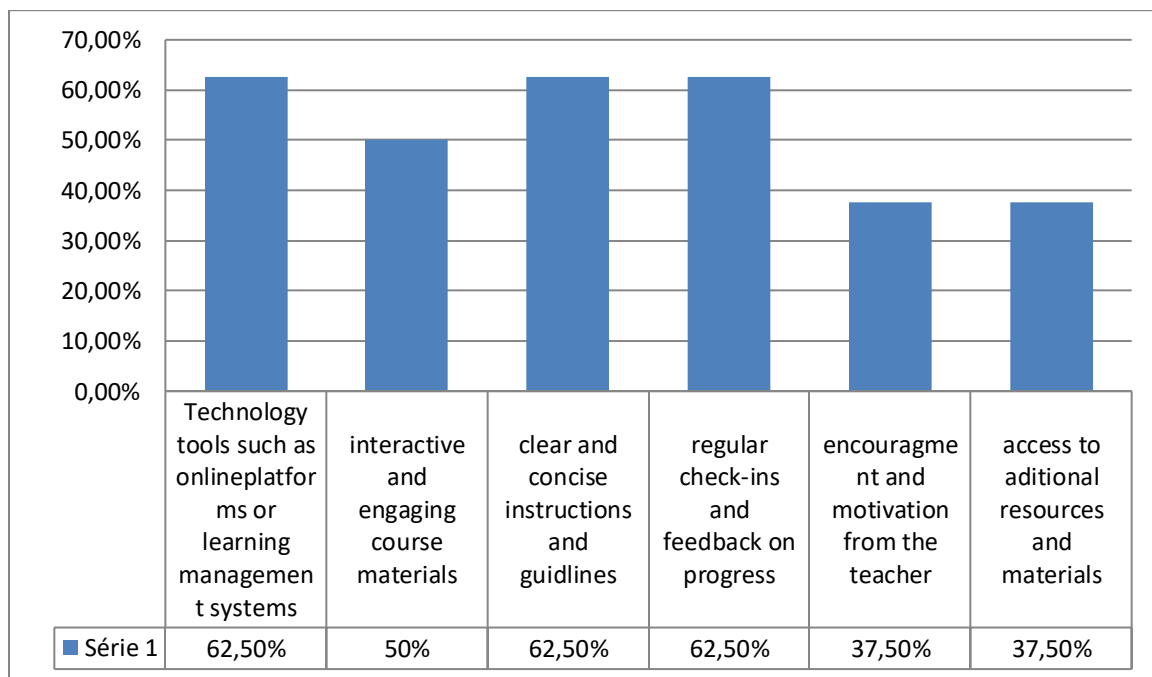


Figure 20: The necessary resources to promote autonomous learning.

The chart above show that university teachers use diverse resources to enhance autonomous learning. (62,50%) of the sample have the same opinion about the resources that would be beneficial for promoting learning, first technology tools such as online platforms or learning management systems, the use of technology tools can capitulate a large quantity of

benefits in enhancing learning, this include the improvement of content, knowledge and teaching strategies. Second, clear and concise instructions and guidelines, when the instruction are clear and concise, students become able to understand the assignments, and they become aware of what is expected of them this motivates them to engage in the learning process. Third, regular check-ins and feedback on progress this means offering students with the guidance and the information they need to develop their skills. In addition to that, (37,50%) of the informants claimed that encouragement and motivation from the teacher, and access to additional resources and materials are crucial for teachers to enhance autonomous learning. Finally, (50%) of them indicated that interactive and engaging course materials would be necessary to promote autonomous learning.

Question 07: Which of the following assessment methods do you think align well with learner autonomy?

This questions aims to understand the methods of assessment used to support students in taking managing their learning process.

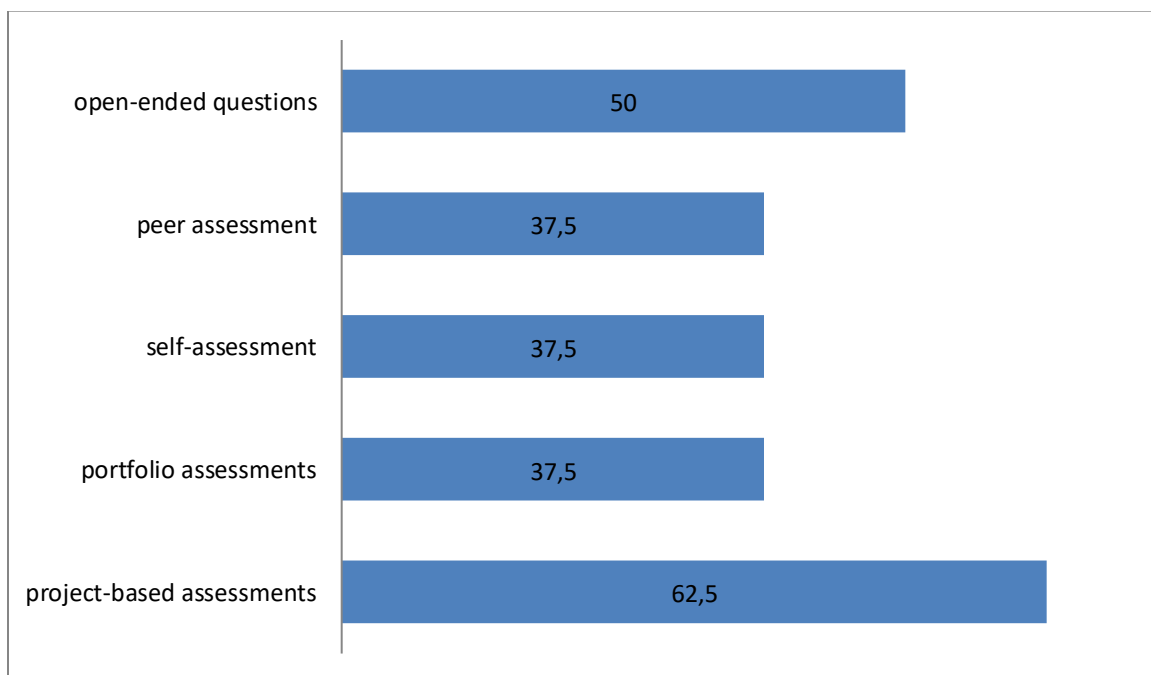


Figure 21: Assessment methods

The collected data indicates that (63,5%) of the teacher think that project-based assessment is one of the best methods that aligns with autonomous learning.(50%) use open-ended questions to assess their student`s learning autonomy because these questions provide detailed information about learners' abilities to manage their learning. On another hand, (37,5%) think that portfolio assessments are useful to evaluate learner autonomy. Lastly, (37%) believe that portfolio Assessments and self-assessment align well with learner autonomy, these methods provide students a self-reflection tool that offers instant feedback on their language proficiency and allows them to evaluate the effectiveness of their learning strategies better.

Question 08: Do you think that promoting learners` autonomy is responsibility of Teacher Student Shared responsibility?

This question aims at understanding the teacher`s perception on enhancing autonomous learning.

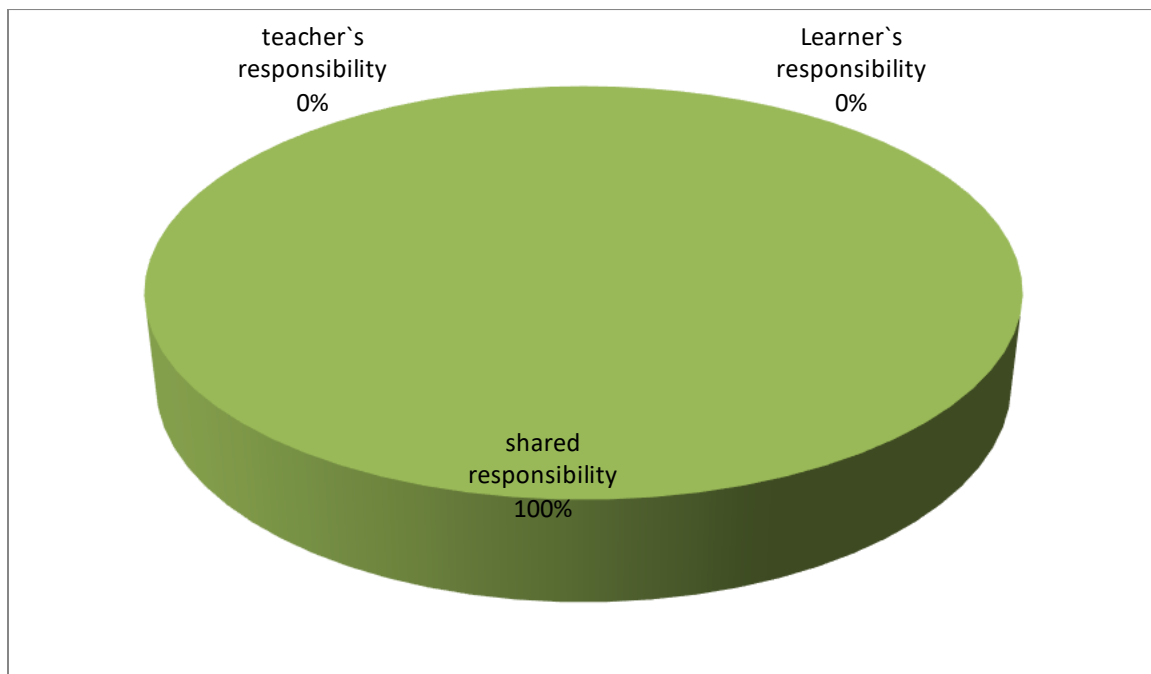


Figure 22: The responsible on enhancing learner autonomy

The collected data indicated that (100%) of the teachers believe that enhancing autonomous learning is a shared responsibility between Students and Teachers. The findings underline the significance of enhancing autonomy in the learning process through collaboration. Teachers play a crucial role in guiding learners to become independent and actively engaged in their learning process. However, students are also expected to take responsibility for their own learning and engage in their learning journey.

12. Summary of Results and Findings of Teacher`s Questionnaire:

The findings of teacher`s questionnaire show that Teachers hold positive views on learner autonomy, acknowledging its significance in developing student growth and progress. They consider the value of empowering learners to take responsibility of their learning journey, thereby promoting a more engaging and effective learning environment. The absence of sufficient readiness among learners to independently acquire English arises from their lack of motivation, inability to effectively utilize the resources at their disposal, deficiency of language acquisition, and fear of failure, thereby impeding their capacity to prove their proficiency. The data indicate the crucial role of teachers in enhancing learner autonomy, as students continue to require direction, guidance, and assistance from their teachers.

13. Classroom Observation:

The Aim of the Observation:

To evaluate the autonomy of first-year students, I opted for a classroom observation as a tool. This method enhanced the first two questionnaires and provided a different perspective for collecting information.

Analysis of the Observation:

1- The involvement of students in decisions related to class activities and homework types is a rare thing among teachers. Consequently, students got used to the

traditional teaching style where teachers unilaterally determine the content and classroom activities without taking student perspectives into account.

2- Instead of considering the needs and interests of students and introducing a variety of activities, students are directly exposed to the activities they are expected to perform. The sole materials utilized are the textbook, the lesson, and the tasks. Consequently, students are not provided with different opportunities and control over the activities and materials in the classroom. In order to foster an autonomous learning environment, students should be granted the freedom to choose the materials they utilize in their classrooms, thereby encouraging their engagement.

3- The assessment and evaluation are carried out in a traditional manner. The teacher corrects tasks, homework, and exams, which consumes a significant amount of time instead of focusing only on the students' weaknesses. However, there is a positive aspect that I have noticed. The teacher consistently offers assistance to the students and encourages them to ask questions at any point in time, whether it be before, during, or after the lesson. Additionally, the teacher promotes collaboration among the students, encouraging them to help one another. Occasionally, the teacher presents authentic scenarios in the warm-up activity to foster the students' autonomy. These procedures enable the students to establish connections between their prior knowledge and the new content they are exposed to, thereby stimulating their thinking and engaging them in the learning process. Also they have responded to personal questions regarding their study difficulties, which naturally provided them with an opportunity to receive support and empathy from their peers.

To summarize, considering the observation data gathered, it is evident that this classroom is not autonomous since it lacks the essential characteristics of an autonomous classroom.

Conclusion:

According to the results obtained from the students' questionnaire, teacher Questionnaire, and classroom observation, it appears that 1st-year BMD students of English at Ibn Khaldoun University were aware of the idea of autonomy however, they appeared to be somewhat hesitant in adopting it. Learner`s responses indicate that they indeed aware of the necessary requirements to construe a sense of responsibility. However, despite this awareness they are not yet prepared to engage in this new experience. There exists a difference between being aware of the idea and being prepared for it.

The data indicated that teachers hold positive views on learner autonomy, acknowledging its significance in developing students' growth and progress. The absence of sufficient readiness among learners to independently acquire English arises from their lack of motivation, inability to effectively use the resources at their disposal, deficiency of language acquisition and fear of failure, thereby impeding their capacity to prove their proficiency. The data showed the crucial role of teachers in enhancing learner autonomy, as students continue to require direction, guidance, and assistance from their teachers.

General Conclusion

General conclusion

The concept of autonomy has become progressively well-known and extensively discussed in the field of English language teaching and learning. However, the educational system is mainly characterized by a teacher-centered approach, where traditional teaching methods are widely used. Accordingly, learners commonly do not take responsibility of their own learning during their learning journey.

The current research tends to investigate the challenges EFL teachers face in developing autonomous learning among EFL students. The case study of this work is first year EFL students at Ibn Khaldoun University of Tiaret. Additionally, it aims to highlight their crucial role in the learning process.

This study primarily revolves around investigating the challenges faced by EFL teachers in enhancing autonomous and the effective teaching strategies to enhance learner`s autonomy, in addition to answer the research questions.

Through data analysis, the research has revealed significant result in relation to the development of learner autonomy and has covered the uncertainty on the understandings of autonomy and it has affirmed the following hypotheses:

- ✓ 1 st year EFL students are not well aware of autonomous learning`s importance
- ✓ The process of enhancing autonomous learning among learners, particularly first-year EFL learners, faces numerous challenges.
- ✓ The effective teaching strategies that can enhance learner`s autonomy involve incorporating student-centered approaches such as project-based learning.

To conclude, the findings from the fieldwork confirms the hypothesis mentioned before. The major finding of this study is that some students may be considered as independent learners still, some others that are not well prepared to be autonomous learners and they are not engaged in their learning process. This hinders the teachers to enhance the learner`s autonomy.

Suggestions and Recommendations:

By examining the gathered data and interpreting it, it has been confirmed that it that EFL teachers encounter a set of barriers which hinders their attempts to develop autonomous learning among 1st year students, these barriers can be classified as internal challenges and external challenges. In this regard, we suggest a set of suggestions for students and teachers to facilitate the effective development of learner autonomy and learning responsibility.

-It is crucial for teachers to enhance their students' understanding of the value of learners' autonomy and the positive outcomes it can bring in terms of developing learners' independence.

-To ensure that students truly engage in autonomous learning from the very beginning of their studies, educational authorities must provide teachers with the necessary requirements and trainings.

-Teachers are required to adopt specific teaching strategies, such students-centered learning approaches, project-based learning and flipped classrooms to promote the autonomy of their students. These strategies can empower students to take responsibility of their learning, promoting self-directness, critical thinking and problem solving skills.

-Teachers need to encourage students to set their own goals and involve them gradually in classroom activities and provide them with choices.

-To be self-reliant in their learning, students need to invest more time and effort in their personal development. It is important to note that the development of learner autonomy is not the responsibility of teachers only; students also play a crucial role in this process.

-In conclusion, granting student additional freedom within the classroom to make their own learning choices may boost their motivation and self-confidence.

Limitation of the study:

This research faced quite few numbers of limitations:

- ✓ -The primary limitation of this study is the restriction of time. Exploring learner autonomy requires much more time, effort, and the incorporation of a vast amount of information.
- ✓ -The number of teacher who answered the questionnaire is very small which affects the representativeness of the sample.
- ✓ -Many students gave incomplete answers.

List of References

References

Books:

1. Abbatt, F. (1992). *Teaching for better learning A guide for teachers of primary health care staff Second edition.*
<http://library.health.go.ug/sites/default/files/resources/Teaching%20for%20better%20learning.pdf>.
2. Agadzhanova, R. (2020). THE IMPORTANCE OF STUDENTS' AUTONOMOUS LEARNING ABILITY. In LLC "Publishing house "Internauka" eBooks (pp. 4–14). <https://www.inter-nauka.com/uploads/public/16171829504600.pdf>.
3. Benson, P. (2011). *Teaching and Researching: Autonomy in Language Learning* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315833767>.
4. Benson, P., & Voller, P. (2014). *Autonomy and Independence in Language Autonomy and Independence in Language Learning* [Review of *Autonomy and Independence in Language Autonomy and Independence in Language Learning*]. Taylor Francis.
<https://www.taylorfrancis.com/books/edit/10.4324/9781315842172/autonomy-independence-language-learning-phil-benson-peter-voller>.
5. Boud, D, (Ed.). (1987). *Developing Student Autonomy in Learning* (1st ed.). Routledge.
<https://doi.org/10.4324/9780203059036>.
6. Kant, I., & Wood, A. W. (1996). *Immanuel Kant: Practical philosophy.*
<https://antilogicalism.files.wordpress.com/2018/04/kant-practical-philosophy.pdf>
7. Little, D. (1991). *Learner Autonomy 1: Definitions, issues, and problems.* Authentik
8. Martin, A. J. (2012). *Fear of failure in learning.* In *Springer eBooks* (pp. 1276–1278).
https://doi.org/10.1007/978-1-4419-1428-6_266

9. Nunes, A. (2004). Portfolios in the EFL classroom: disclosing an informed practice. *ELT Journal*, 58(4), 327–335. <https://doi.org/10.1093/elt/58.4.327>
10. Paulson, F.L., Paulson, P.R, and Meyer, c.A. (1991). What Makes a Portfolio?, *Educational Leadership*, 48 (5), (pp. 60-63)
11. Pemberton, R., Li., & Pierson, H. D. (Eds.). (1996). *Taking Control: Autonomy in Language Learning*. Hong Kong University Press.
<http://www.jstor.org/stable/j.ctt2jc12n>
12. Tomlinson, B. (2011) Introduction: principles and procedures of materials development. In: Tomlinson, B. (ed). *Materials Development in Language Teaching* (2nded) Cambridge: Cambridge University Press. pp.1-31.
http://assets.cambridge.org/97805217/62854/excerpt/9780521762854_excerpt.pdf.

Articles :

1. Agadzhanova, Radmila. (2020). THE IMPORTANCE OF STUDENTS' AUTONOMOUS LEARNING ABILITY. 10.25313/pp2020-1
2. Agustina, D. (2017). PROMOTING AUTONOMY THROUGH THE USE OF INTERNET AND SOCIAL MEDIA: EXAMPLES FROM INDONESIAN ENGLISH CLASSROOMS. *NELTAL Conference Proceedings the 9th National English Language Teachers and Lecturers Conference*, 18–22
3. Al-Dighrir, W. M. (2018). Challenges that affect acquisition of scientific research skills and its relationships to the research opportunities among college students in Najran University. *مجلة كلية التربية (أسبوط)*, 34(12), 1–23.
https://mfes.journals.ekb.eg/article_105013.html.

4. Alibakhshi, G. (2015). Challenges in Promoting EFL Learners' Autonomy: Iranian EFL Teachers' Perspectives. *Issues in Language Teaching (ILT)*, 4(1), 79–98.
https://ilt.atu.ac.ir/article_3464_5f97acf1c82149f4bbcd3f411836d02e.pdf
5. Balcikanli, C. (2010). Learner Autonomy in Language Learning: student teachers' beliefs. *the Australian Journal of Teacher Education*, 35(1).
<https://doi.org/10.14221/ajte.2010v35n1.8>
6. Beltran, E. (2019). *Student's overly dependent on teacher*. [Review of *Student's overly dependent on teacher*]. Attawit Commercial Technology College.
<https://www.atc.ac.th/FileATC/ศูนย์วิจัยและพัฒนา/วิจัยเผยแพร่61/9.สาขาวิชาภาษาต่างประเทศ/5.อาจารย์ Eric.pdf>
7. Burleson, S. E., & Thoron, A. C. (2014). Maslow's hierarchy of needs and its relation to learning and achievement. *EDIS*, 2014(4). <https://doi.org/10.32473/edis-wc159-2014>
8. Çakici, D. (2015). Autonomy in language teaching and learning process. *İNöNü Üniversitesi Eğitim Fakültesi Dergisi/İNönü Üniversitesi Eğitim Fakültesi Dergisi.*, 16(1). <https://doi.org/10.17679/iuefd.16168538>
9. Camelleri, G. (1999). *The Teachers' Role in Learner Autonomy*. In G. Camelleri (Ed.), *Learner Autonomy: The Teachers' View* (pp. 35-40). Council of Europe
10. Candy, P. C. (1991). *Self-direction for lifelong learning: A comprehensive guide to theory and practice*. Jossey-Bass.
<https://doi.org/10.1177/074171369204200307>
11. Dickinson, L. (1995). Autonomy and Motivation: A Literature Review. *System*, 23, (pp.165-174). [http://dx.doi.org/10.1016/0346-251X\(95\)00005-5](http://dx.doi.org/10.1016/0346-251X(95)00005-5)

12. Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 16–37.
<https://doi.org/10.9734/ajess/2020/v10i430273>
13. Fithri, Sophia. (2018). Students' Motivation in EFL Learning. *TELL-US JOURNAL*. 4. 107-119. 10.22202/tus. 2018.v4i2.2779
14. Hughes, P. (2003). Autonomous learning zones. *European Conference for Research on Learning and Instruction, Padova, Italy*, 26–30. Retrieved from https://scholar.google.co.uk/citations?view_op=view_citation&hl=en&user=PtIZ6EgAAAAJ&citation_for_view=PtIZ6EgAAAAJ:W7OEmFMy1HYC
15. King-Hill, S 2015, 'Critical analysis of Maslow's hierarchy of need', *The STeP Journal Student Teacher Perspectives*, vol. 2, no. 4, pp. 5457 .
<http://insight.cumbria.ac.uk/id/eprint/2942/>
16. Lamb, T. (2016). Lamb, T.E. (2008) 'Learner and teacher autonomy: synthesizing an agenda', in Lamb, T.E. and Reinders, H. (eds) *Learner and teacher autonomy: concepts, realities and responses*. Amsterdam: John Benjamins: 269-284. *Westminster*. Retrieved from https://www.academia.edu/27862293/Lamb_T_E_2008_Learner_and_teacher_autonomy_synthesizing_an_agenda_in_Lamb_T_E_and_Reinders_H_eds_Learner_and_teacher_autonomy_concepts_realities_and_responses_Amsterdam_John_Benjamins_269_284
17. Lamb, T. (2016). Lamb, T.E. (2008) 'Learner and teacher autonomy: synthesizing an agenda', in Lamb, T.E. and Reinders, H. (eds) *Learner and teacher autonomy: concepts, realities and responses*. Amsterdam: John Benjamins: 269-284. *Westminster*. Retrieved from https://www.academia.edu/27862293/Lamb_T_E_2008_Learner_and_teacher

autonomy synthesizing an agenda in Lamb T E and Reinders H eds L
earner and teacher autonomy concepts realities and responses Amsterdam
John Benjamins 269 284

18. Leonard, Learning Theories, A to Z, Greenwood Publishing Group, U.S.A, 2002, p:3.
Learning theories, A to Z : Leonard, David C : Free Download, Borrow, and Streaming : Internet Archive. (2002). Retrieved from <https://archive.org/details/learningtheories0000leon/page/n9/mode/2up>
19. Little, D. E., Dam, L. E., & Timmer, J. E. (n.d.). Focus on Learning Rather than Teaching: Why and How? Papers from the International Association of Teachers of English as a Foreign Language (IATEFL) Conference (Krakow, Poland, May 14-16, 1998). Retrieved from <https://eric.ed.gov/?id=ED441341>
20. Little, David. (2007). Language Learner Autonomy: Some Fundamental Considerations Revisited. *Innovation in Language Learning and Teaching*. 1. 14-29.
10.2167/illt040.0
21. Littlewood, W. (1996). "Autonomy": An anatomy and a framework. *System*, 24(4), 427–435. [https://doi.org/10.1016/s0346-251x\(96\)00039-5](https://doi.org/10.1016/s0346-251x(96)00039-5)
22. Liu, Hui-ju. (2015). Learner Autonomy: The Role of Motivation in Foreign Language Learning. *Journal of Language Teaching and Research*. 6. 1165.
10.17507/jltr.0606.02
23. Louahala, N. (2022, November 16). The effectiveness of using ICTs as means of research: the case of EFL learners at University Djilali Liabes of Sidi Bel Abbes, Algeria. Retrieved from <https://www.asjp.cerist.dz/en/article/205315>
24. Mackenzie, C. (2014). Three dimensions of autonomy: A relational analysis. In Veltman, A., & Piper, M. (Eds.), *Autonomy, oppression, and gender*. Oxford University Press (pp. 15-41)

25. Murray, G. (2021). Social dimensions of autonomy in language learning, Editor: Garold Murray Publisher: Palgrave Macmillan, 2014 ISBN: 9781137290236 Pages: 292. *Okayama-u-jp*. Retrieved from https://www.academia.edu/47154082/Social_dimensions_of_autonomy_in_language_learning_Editor_Garold_Murray_Publisher_Palgrave_Macmillan_2014_ISBN_9781137290236_Pages_292
26. Nsiah, H. (2017). Fear of failure and the academic performance of students from low-income families. *International Journal of Education and Social Science*, 4(10), 19-26
27. Nunan, D. (2003). Nine Steps to Learner Autonomy. In Symposium (vol, 2003, pp. 193-204)
28. Nunes, A. (2004). Portfolios in the EFL classroom: Disclosing and informed practice. *ELT Journal*, 58(4), 327-335. <https://doi.org/10.1093/elt/58.4.327>
29. Ramamurthy, V., & Rao, S. (n.d.). Smartphones promote autonomous learning in ESL classrooms. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1085930.pdf>
30. Ramer, E. (2022). *Fear of Failure How To Recognize and Prevent the Development of the Fear of Failure While Building A Student's Self-Efficacy*<https://scholarworks.calstate.edu/downloads/m039kc66g>
31. Richard A. Swanson & Thomas J. Chermack.(2013). Theory Building in Applied Disciplines. https://www.bkconnection.com/static/Theory_Building_EXCERPT.pdf
32. Schmenk, B. (2014). (2005) Globalizing Autonomy? *TESOL Quarterly* 39/1, 107-118. *Uwaterloo*. Retrieved from https://www.academia.edu/914939/_2005_Globalizing_Autonomy_TESOL_Quarterly_39_1_107_118

33. Schunk, D. H., & Rice, J. M. (1991). Learning goals, and progress feedback during reading comprehension instruction. *Journal of Reading Behavior*, 23, 351–364.
https://libres.uncg.edu/ir/uncg/f/D_Schunk_Learning_1991.pdf
34. Wang, G., & Han, L. (2020). On the Strategies to Cultivate College Students' Autonomous English Learning Ability in the New Era. *English Language Teaching*, 13(11), 94. <https://doi.org/10.5539/elt.v13n11p94>
35. Warni, S., Aziz, T. A., & Febriawan, D. (2018, October 27). THE USE OF TECHNOLOGY IN ENGLISH AS a FOREIGN LANGUAGE LEARNING OUTSIDE THE CLASSROOM: AN INSIGHT INTO LEARNER AUTONOMY. Retrieved from <https://e-journal.usd.ac.id/index.php/LLT/article/view/1259/1277>
36. Wiraningsih, Putu & Santosa, Made. (2020). EFL teachers' challenges in promoting learner autonomy in the 21st-century learning. *Journal on English as a Foreign Language*. 10. 10.23971/jefl.v10i2.1881
37. Yan, Shanghai. (2012). Teachers' Roles in Autonomous Learning. *Journal of Sociological Research*. 3. 10.5296/jsr.v3i2.2860.

Webpage :

1. Leslie Dickinson, *Self-instruction in language learning*. Cambridge: Cambridge University Press, 1987. (n.d.). Retrieved from <https://african.wisc.edu/books/leslie-dickinson-self-instruction-in-language-learning-cambridge-cambridge-university-press-1987/>.

Dissertations:

- 1- Hamzaoui, H.(2006). An exploration into the strategies used for essay writing across three languages: The case of EFL university students. [Doctoral Thesis, University of Tlemcen, Algeria.] Retrieved From <http://dspace.univ-tlemcen.dz/handle/112/4949>
- 2- SALEH, A. (2005). A Study on Motivation of the EFL Learners at Higher Secondary Level in Bangladesh". [Master Dissertation, Jahangirnagar University, Savar, Dhaka, Bangladesh].Retrieved From <https://files.eric.ed.gov/fulltext/ED545542.pdf>.

Appendices

Students Questionnaire

Dear students,

This survey is being conducted to gather information for the fulfillment of a master's dissertation. It seeks to examine students' perspectives on learners' autonomy and how independent you are in English language learning. It will be highly appreciated if you can spare few minutes to respond to the following questions. We assure you that your answers will be kept confidential and will only be used for research purposes.

1. What is your gender ?

Male Female

2. What is your age ?

19-23

24-30

31-35

More than 35

3. How do you describe your level of English?

Beginner

Intermediate

Advanced

4. Have you ever heard about the word Autonomy or Autonomous learning?

Yes No

5. If yes how can you define it?

The quality of a good learner

The ability of being independent in managing one's own responsibilities

Learner's decisions about what and how to learn

Other

6. How often do you depend on your teacher to help you learn?

Always

Usually

Sometimes

Rarely

7. What is your role during the session ?

An active learner

A passive learner

8. Do you consider yourself as an autonomous learner?

Yes No

9. Do you feel confident in taking responsibility for your own learning?

Yes No

10. If no why ?

11. How often do you do the following activities?

	Always	Usually	Sometimes	Rarely	Never
Read English textbook on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do Non-compulsory assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do non-required revision by your teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the internet to learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What responsibilities does your teacher assign you to in class?

- Select the method to use
- Evaluate or correct yourself
- Prepare and present the course
- Suggest topic and activities
- Other

13. Do you think that teacher should involve you in making decisions about the following?

	Yes	No
Selecting the topic discussed	<input type="checkbox"/>	<input type="checkbox"/>
How learning is assessed	<input type="checkbox"/>	<input type="checkbox"/>
The materials used in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>
The teaching method used	<input type="checkbox"/>	<input type="checkbox"/>

14. Do you think that developing the learning process is

- The teacher`s responsibility
- The learner`s responsibility
- Both of them

Teacher`s Questionnaire.

Dear EFL teachers

This survey is being conducted to gather data fulfillment of a master`s dissertation. It seeks to identify the challenges faced in enhancing autonomous learning ,explore the effective teaching strategies to enhance learner autonomy , precisely 1st year LMD students. According to your Experience with this skill in the classroom , you are kindly requested to answer the following questions . We would like to assure you that the answer provided will be kept confidential and will only be used for this research purposes .

1. What is your gender ?

Male Female

2. What is your age ?

- 25-30
- 31-35
- 36-40
- 41-45

3. what is you teaching experience ?

- less than 1 year
- 1-5 years
- 5-10 years
- more than 10 years

4. How do you encourage learners to be autonomous learners ?

- Collaborate with students to create personalized learning plans
- Provide resources and support for developing independent study skills
- Utilize peer-to-peer mentoring and/or peer teaching
- Incorporate technology and online resources for self-paced learning
- Have open discussions with students about their learning preferences and challenges
- Other

5. How can you define Learner Autonomy?

- The quality of a good learner
- The ability of being independent in managing one`s own responsibilities
- Learners decisions about what and how to learn
- Other

6. Which of the following challenges do you face in enhancing autonomous learning?

- Lack of student motivation
- Learner`s language deficiency
- Limited resources
- Limited teacher training
- Technology distractions
- Other

7. Do you consider 1st year student to be autonomous learners ?

Yes No

8. If no, Why ?

9. Do you feel that students have a willingness to take responsibility for their own learning, or do they rely heavily on teacher guidance?

- Yes
- No
- Students have a mix of willingness and reliance on teacher guidance
- Other

10. What resources do you think would be beneficial for teachers trying to promote autonomous learning among university students?

- Technology tools such as online platforms or learning management systems

- Interactive and engaging course materials
- Clear and concise instructions and guidelines
- Regular check-ins and feedback on progress
- Encouragement and motivation from the teacher
- Access to additional resources and materials
- Other

11. Which of the following assessment methods do you think align well with learner autonomy ?

- Project-based assessments
- Portfolio assessments
- Self-assessments
- Peer assessments
- Open-ended questions

12. Do you think that promoting learners` autonomy is

- The responsibility of the teacher
- The responsibility of the learner
- The responsibility of the teacher and the learner

Summary:

The current study explores EFL student`s readiness to be independent learners, and investigates the challenges and the strategies in enhancing autonomous learning in EFL classes. The result obtained confirms the hypotheses, which suggest that students are not aware of autonomous learning`s importance. It showed that the process of enhancing autonomous learning among learners, faces numerous challenges. The data indicated that the effective teaching strategies that can enhance learner`s autonomy involve incorporating student-centered approaches.

Keywords: Autonomy, learner`s centeredness, EFL Challenges, Language teaching and learning.

Résumé :

L`étude actuelle explore dans quelle mesure les étudiants EFL sont prêts à apprendre de manière indépendante et étudie les défis et les stratégies pour améliorer l`apprentissage autonome dans les classes EFL. Le résultat obtenu confirme les hypothèses. Les données indiquent que les stratégies d`enseignement efficaces qui peuvent améliorer l`autonomie de la personne apprenante comprennent l`intégration d`approches axées sur l`élève.

Mots clés : apprentissage autonome, centrage sur l'apprenant, défis EFL, stratégies d'enseignement et d'apprentissage des langues

الملخص:

تستكشف الدراسة الحالية مدى استعداد الطلاب في جامعة ابن خلدون للتعلم بشكل مستقل ودراسة التحديات والاستراتيجيات لتحسين التعلم المستقل في فصول . تؤكد النتيجة الفرضيات القائلة بأن الطلاب لا يدركون أهمية التعلم المستقل. أظهر أن عملية تحسين التعلم المستقل بين المتعلمين تواجه العديد من التحديات.

الكلمات المفتاحية: التعلم الذاتي، مركزية المتعلم، تحديات اللغة الإنجليزية كلغة أجنبية، تدريس اللغة واستراتيجيات التعلم

