

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Abu Bakr Belkaid-Tlemcen
Faculty of Letters and Languages
Department of English



**Investigating Learner Autonomy among EFL
Students and Teachers : Readiness and Concept
Perception**

*Dissertation Submitted to the Department of English in Candidacy
for the Degree of Doctorate in Applied Linguistics and TEFL.*

Presented by:

Mrs. Kheira HADI

Supervised by:

Prof. Ali BAICHE

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2018

Declaration of originality

I declare that this dissertation represents my own work, it does not contain plagiarism or other previously published studies by other persons except those stated. It has not been previously included in a thesis or dissertation submitted to this university or to any other institution. I certify that this work is the result of my own investigation.

Kheira HADI

Dedication

I dedicate this work to my mother, father, sisters, brothers, and friends. Special dedication to my husband and to my lovely kids Mohamed and Youcef.

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I would like to express my special thanks to my supervisor Prof. Ali BAICHE. Words are powerless to express my gratitude for his assistance, patience, guidance, and valuable pieces of advice in the realization of this dissertation.

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Special thanks to all who have supported me all the way through the realization of this dissertation.

ABSTRACT

The present research investigates the EFL students' and teachers' perception of the concept of learner autonomy. It attempts to reveal the type of perception that students hold regarding their own responsibilities and those of the teacher in the learning process; and how the concept of autonomy is understood and used in Algerian higher educational setting. The current research is a case study designed to investigate the perception of the concept, how it is used, and to what extent the learners are ready to be autonomous in their learning. The purpose is to look for ways to promote EFL learners' autonomy at university level. For this purpose, three research instruments are used: questionnaires, classroom observations, and semi-structured interviews. The findings of the research reveal that EFL students are unable to make their own decisions concerning their learning, and they tend to be so dependent on the teacher. In the long term, these learners will have difficulties to develop the fundamental capacity of lifelong learning required to adapt successfully and flexibly to the rapid changes that modern societies are undergoing. Both teachers and learners are not sufficiently aware of the concept and find it even difficult to implement in learning. Suggestions and recommendations to teachers, learners, and policy-makers are provided for the aim of building a concept of learner autonomy in EFL at university level in Algeria. There is a need to integrate learner autonomy in English learning as a gradual procedure based on training of EFL teachers and learners. This study argues for an urgent need to promote learner autonomy at university level which is nowadays a characteristic of almost all university students in advanced countries.

Table of Contents

Declaration of Originality.....	
Dedications.....	
Acknowledgements	I
Abstract.....	II
Table of Contents.....	III
List of Abbreviations and Acronyms.....	IX
List of Tables.....	X
List of Figures and Pie- Charts.....	L
General Introduction.....	1
Chapter One: Learner Autonomy: Definition and Use of the Concept in Language Education	
1.1 Introduction.....	6
1.2 Historical Origin of the Concept.....	6
1.3 Towards a Definition of Learner Autonomy.....	9
1.3.1 Autonomy Related Terms in the Literature.....	13
1.3.2 Individual and Group Autonomy	16
1.3.3 Levels of Autonomy.....	17
1.3.4 Learner Autonomy in Classroom Context.....	19
1.4 Philosophical Thoughts on Values of Autonomy in Learning.....	21
1.5 Learner Autonomy Development in Education.....	25
1.5.1 Emergence of Learner Autonomy as an Educational Concept.....	25
1.5.2 Autonomy and the Political and Societal Changes on Education.....	26
1.5.3 Autonomy as a Desirable Goal in Language Learning.....	28
1.6 Learner autonomy and successful English language Learning.....	30
1.6.1 Learner Autonomy and Language Proficiency	30
1.6.2 Autonomy Contribution to Personal and Professional Life.....	32
1.7 The Concept of Teacher Autonomy	33
1.8 Theories for Promoting Learner Autonomy.....	35

1.9 Language Learning Strategies for Better Autonomous Learning.....	37
1.10 Instructional Material and Learner Autonomy	41
1.10.1 Computer-Assisted Language Learning (CALL)	42
1.10.2 Information and Communications Technology (ICT)	42
1.11 Learner Autonomy and Culture	44
1.11.1 Cultural Generalization of the Concept of Learner Autonomy.....	45
1.11.2 Learner Autonomy as a Universal Commonality	47
1.12 Learners' Perceptions.....	49
1.13 Conclusion.....	50
Notes to Chapter One	51
Chapter Two : The Notion of Learner Autonomy in ELT in Algeria: Situation Analysis	
2.1 Introduction	52
2.2 Political History of Foreign Language Teaching in Algeria	52
2.3 ELT and Socio-Economic Issues in Algeria	54
2.4 An Overview of the Algerian University	56
2.4.1 Higher Education and Scientific Research	56
2.4.2 Organizational System	58
2.4.3 EFL Teachers' and EFL Students 'Profile'	60
2.4.4 Challenges and Needs of the Algerian University	64
2.5 ELT in Algerian Schools	65
2.5.1 Status of English in the Algerian University	66
2.5.2 Summary of ELT Approaches and Methods	67
2.6 Learner Autonomy and Educational Reforms in ELT	69
2.6.1 Reforms in Secondary Education (Pre-University)	70
2.6.2 Reforms at University	74
2.6.2.1 Classical system	76
2.6.2.2 LMD Reforms	79

2.6.3 Learner Autonomy in the Transition from Secondary to Higher Education	83
2.7 EFL Teachers' Training Programs and the Notion of Learner Autonomy	86
2.8 Assessment and Learner Autonomy.....	88
2.9 ICT's and Learner Autonomy in EFL Context in Algeria	89
2.9.1 Policies for ICT's Implementation in Algeria.....	90
2.9.2 ICT's for Promoting Algerian learners' Autonomy.....	92
2.10 Autonomy and the Algerian Cultural Background	92
2.11 Autonomy in Algerian Context from Islamic Perspective	96
2.12 Conclusion	98
Notes to Chapter Two	99
Chapter Three: Research Methodology, Data Analyses, and Findings	
3.1 Introduction.....	100
3.2 Background of Personal Motivation for the Research.....	100
3.3 Research Method	102
3.4 Participants and Research Sites	102
3.5 Instruments for Data Gathering	103
3.5.1 Questionnaire for EFL Students and Teachers	105
3.5.2 Piloting Teachers' and Learners' Questionnaires	106
3.5.3 Classroom Observation	107
3.5.4 Semi-Structured Interview	107
3.6 Results Analysis and Interpretation	108
3.6.1 Teachers Questionnaire Analysis	109
3.6.1.1 Teachers' Perception of Learner Autonomy	109
3.6.1.2 Classroom Autonomy, Learners' Readiness and Teachers' Roles	114
3.6.1.3 Obstacles in Promoting Learners' Autonomy and Suggestions	116
3.6.2 Learners Questionnaire Analysis.....	118
3.6.2.1 Definition of Autonomy and Attitude towards it.....	118
3.6.2.2 Classroom Autonomy (Responsibilities and Abilities).....	121
3.6.2.3 Autonomy out of the Classroom	123
3.6.3 Analysis of Data Obtained from the Classroom Observation.....	127

3.6.3.1 Classroom Autonomy, Activities and Responsibilities.....	128
3.6.3.2 Results Obtained from the Classroom Observation.....	131
3.6.4 Analysis of Data Obtained from the Semi-Structured Interview.....	132
3.6.4.1 Results Analysis of Semi-Structured Interview “A”.....	134
3.6.4.2 Results Analysis of Semi-Structured Interview “B”	137
3.7 Summary of the Main Results	140
3.8 Research Findings.....	143
3.8.1 Perception of the Concept of Learner Autonomy.....	143
3.8.2 Complexity in Translating Equivalence and Unfamiliarity with the Concept....	144
3.8.3 Learner Autonomy : Wrong Beliefs.....	144
3.8.4 Teachers’ and Students’ Readiness for Autonomous Learning	146
3.8.4.1 Responsibilities and Abilities in the Language Classroom.....	146
3.8.4.2 The Impact of Algerian Pedagogy and Culture.....	147
3.8.5 Promoting Learner Autonomy in English Learning at University.....	148
3.9 Limitation of the Study.....	149
3.10 Conclusion	150
Notes to Chapter Three.....	151
Chapter Four: Promoting Learner Autonomy at University Level: Suggestions and Recommendations	
4.1 Introduction.....	152
4.2 Need for Change	152
4.3 Main Constraints in Promoting Learner Autonomy.....	153
4.4 Preparing Learners for Autonomy in EFL Learning.....	155
4.4.1 Motivation and Readiness.....	155
4.4.2 Towards positive Learners’ Beliefs and Attitudes.....	157
4.4.3 Developing Learners Responsibility.....	159
4.4.4 Self-Reports, journals, and Writing Diaries.....	162
4.5 Preparing teachers to Promote Learner Autonomy	164
4.5.1 Professional Development.....	164
4.5.2 Reflective Approach in Teaching.....	165
4.5.3 Portfolios, Journal Writing , and Diaries.....	166

4.6 Towards Integrating the Notion of Autonomy in Teachers' Training Programme.....	169
4.6.1 Secondary Teachers' Training Programme	170
4.6.2 University Teachers' Training Programme.....	171
4.7 Pedagogy for Promoting Learner Autonomy	171
4.7.1 Designing a Learner Autonomy-Friendly Curriculum	172
4.7.2 Maintaining Learner Centeredness.....	173
4.8 Promoting Learner Autonomy through Strategy- Based Instruction	174
4.8.1 Goals and Models of Strategy-Based Instruction	175
4.8.2 A Step by Step Design for Strategy Based Instruction.....	178
4.8.3 Suggested Activities for Strategy -Based Instruction.....	180
4.8.4 Teacher's Roles in (SBI).....	183
4.9 Project Works for Fostering Learners' Autonomy at University Level	185
4.10 Suggestions for Promoting Learner Autonomy at University Level	190
4.10.1 Effective Use of ICT's	191
4.10.2 Reading for Promoting Students' Autonomy	195
4.10.3 Staying In Touch with Language Outside University	198
4.11 Conclusion	201
Notes to Chapter Four	202
General Conclusion.....	203
Bibliography	206
Appendices.....	216
Appendix 1 Teachers Questionnaire.....	217
Appendix 2 Students Questionnaire.....	220
Appendix 3 Semi-Structured Interview.....	223

List of Abbreviations and Acronyms

- ADSL.** Asymmetric Digital Subscriber Line
- BEF .** Brevet d'Enseignement Fondamental
- BEM .** Brevet d'Enseignement Moyen
- BMD .** Bachelor's-Master's-Doctorate
- CAA.** Computer-Aided Assessment
- CALL.** Computer-Assisted Language Learning
- CBA .** Competency Based Approach
- CLASS.** Confidence, Link, Association, Security, Self-governance
- CLT .** Communicative Language Teaching
- CRAL.** Centre de Recherches et d'Applications en Langues
- EFL .** English as a Foreign Language
- ELL.** English Language Learning
- ELT.** English Language Teaching
- ESL.** English as a Second Language
- ICT.** Information and Communications Technologies
- LAAS.** Learner Autonomy for Academic Success
- LACA.** Learner Autonomy for Communicative Ability
- LMD.** Licence-Master-Doctorat
- L1.** Licence year One **L2.** License year Two
- M1.** Master One **M2.** Master Two
- PAL.** Project for Autonomy in Learning
- SBI.** Strategy-Based Instruction **TD.** Travaux Dirigés
- TEFL.** Teaching English as a Foreign Language
- TPR.** Teaching Practice Report
- UNESCO.** United Nations Educational, Scientific, and Cultural Organization
- ZPD.** Zone of Proximal Development.

List of Tables

Table 1.1 : Levels of Autonomy.....	18
Table 1.2 Comparison between Autonomous and non Autonomous Classrooms. (Nunan, 1996: 21)	20
Table 1.3 Five General Learning Strategies put forwards by Wenden (1998)	38
Table 1.4 Classification of Language Learning Strategies.....	38
Table:1.5 Maximal List of Learning Strategies. (O'Malley & Chamot, 1990).....	40
Table1.6 The Geographical Locations of Publications on Autonomy (with Reference to Benson, 2001)	46
Table 2.1 Objectives of English Learning at Secondary Education.....	61
Table 2.2 University Teachers Grades as Academic Staff (adapted from European Commission; 2012:8)	63
Table 2.3 Time Allotted, Coefficient of English in Secondary Education (latest reforms). (Hadi, 2012)	72
Table 2.4 English 'Licence ' (BA)Curriculum Modules in Classical System	78
Table 2.5: English 'Licence' (BA) Curriculum Modules in LMD System	81
Table 3.1: The Extent to which EFL Students are Autonomous.....	112
Table 3.2 Students' Readiness for Becoming Autonomous.....	120
Table 3.3 Students' Suggestions	126
Table 3. 4 Classroom Observation Procedures.....	128
Table 4.1 Stages in the Process of Developing Learner Responsibility (adapted from Scharles and Szabo, 2000: 9).....	160
Table 4.2 Models for Language Learning Strategy Instruction. (Hadi, 2012)	177
Table 4.3 Suggested Steps for Strategy- Based Instruction (Oxford, 1990).....	179
Table 4.4 Suggested Activities for Strategy Training. (Hadi, 2012)	181
Table 4.5 Suggested Activities for (SBI)	182
Table 4.6: Teacher's Role in Strategy Instruction (Harris, 2003).....	184
Table 4.7 Teacher's and Students' Roles in Projects. (Papandreou, 1994:42)	188

List of Figures and Pie-Charts

Figure 1.1 Characteristics of Experiential Learning Methods	24
Figure 1.2 Supporters of Autonomy as a Universal Commonality.....	48
Pie-chart 3.1 Students' Attitude towards Autonomy in English Learning.....	111
Pie-chart 3.2 The Extent to which EFL Students are Autonomous	113
Pie-Chart 3.3 Teachers Readiness for Responsibility Share with Learners.....	115
Pie-chart 3.4 Students' Readiness for Becoming Autonomous.....	120
Pie-chart 3.5 Responsibility Share in the Language Classroom.....	122
Pie-Chart 3.6 Satisfaction by the Knowledge or Seeking Enrichment	124
Pie-Chart3.7 Frequency of Learning English outside Classroom	125
Figure 4.1 Resistance to Change. (Baiche, 2008:24).....	153

General Introduction

General Introduction

Learner autonomy is in the core of research about language learning recently throughout the world. Lifelong learning is a capacity needed for the successful adaptation of language learners in such fast changing world, in the light of huge scientific and technological progress. The aim behind introducing the notion of learner autonomy in the educational context is to develop responsible learners who are capable to take charge of their own learning. That is to say, learners who share responsibility with the language teacher in the classroom and, moreover, do further research outside school so as to improve their level in language learning. An autonomous learner is that sort of learner who continues learning when teaching stops. A tight relationship exists between autonomy in learning and language proficiency.

However, issues such as how learners and teachers define the concept of learner autonomy, how it is used as a practical construct in the language classroom, and how it may contribute to successful language learning, the way both teachers and learners view autonomy, all these issues are actually lacking in the Algerian EFL context, mainly at university level. It is noticeable that the literature about learner autonomy in Algerian EFL context is terribly lacking and it is somehow non-existent. Therefore, this study is an attempt to explore some of these issues in higher education in Algeria through asking both EFL teachers, learners, and inspectors, in addition to observing EFL classrooms.

The concept of learner autonomy aroused attention during the engagement of the researcher in Magister dissertation. Learner autonomy was dealt with in secondary education. The findings of the research inspired the researcher to investigate further the concept of learner autonomy at university level, and findings may differ. The motivation for the present research on learner autonomy is a natural interest extending from the Magister study, along with the experience of the researcher as an English language teacher. Furthermore, EFL teachers at university

complain that EFL learners bring with them their past learning habits of over-reliance on the language teacher from secondary education, when they arrive to university. And since university requires academic achievement, and a great deal of autonomous learning, unlike middle and secondary education, this seems frustrating for both teachers and learners. Teachers invest efforts in their classes but get only a little response from learners, their reluctance to do independent work in and outside the classroom is one of the serious problems. Teachers' judgments as learners are passive, not willing to take charge of learning, alike with the dissatisfaction of students' motivation and performance, are just anecdotal judgments that need to be investigated systematically.

The solution for such current unsustainable situation is to develop learners' self-reliance and promote their autonomy in language learning. The sooner they become autonomous, the better for themselves and for their teachers. This will not come over a day and a night, exploring learners' readiness for taking charge of their own learning is fundamental, because without motivation and readiness the process of promoting autonomy will fail altogether as a proverb says: "you can bring a horse to water but you cannot make him drink". In addition to the availability of serious readiness for becoming autonomous, Algerian EFL learners need training as a helping hand for better coping with autonomy. Teachers also should not keep their traditional teaching method, teachers who are not familiar with the concept of independent learning, and still cling to the traditional focus of teacher centered methodologies should explore this method, and start their pupils towards the path of independent learning. Benmoussat (2003).

In ELT fostering learner autonomy aims at changing learners' attitudes towards English learning and making them assume more responsibility. However, it is needed to investigate first how Algerian students perceive autonomy in English learning, whether or not they are aware of the importance of learner autonomy for successful English learning. Even teachers' perception should be investigated.

Just after doing this, looking for ways to stimulate learner autonomy as a necessary concept in Algerian educational context can be conducted. To find out how Algerian EFL learners see their experience of English language learning; to explore if there are links between their perceptions and their readiness for becoming autonomous in learning, certain questions are formulated. The research questions are initially framed as follows:

1-How do EFL university students and teachers perceive learner autonomy in English language learning?

2- To what extent are EFL students ready to be autonomous in English learning both at university and outside it?

3- In what ways can learner autonomy be promoted in English learning at higher education?

These are but few questions that arise when one addresses the notion of learner autonomy in English learning. All in all, the above questions investigate whether or not learner autonomy is a reality in our educational system and more particularly at university level. The answer to these questions concerns two levels: the first one is concerned with a description of teachers' and students' beliefs, perceptions, and attitude towards autonomy in English learning. The second concerns the requirements and ways for fostering learner autonomy. These two elements govern the general layout of this dissertation in which we try to give evidence to the following hypotheses:

- 1- University students and teachers may not be aware enough of the concept of learner autonomy (definition, and application) and their attitude towards it may be that of indifference.
- 2- University students are supposed to be less self-reliant and rather more dependent on the teacher. So they are not ready to be autonomous learners.
- 3- Raising students' awareness, Strategy-Based instructions and adequate teacher training programs can be some of the ways for promoting autonomy in English learning at university level.

To follow up this study, four chapters are elaborated. Chapter one presents different theories and assumptions underlying learner autonomy in educational contexts, and how it has become a desirable goal in language learning. In addition to associating learner autonomy with language proficiency, and culture. Chapter two is an attempt to explore the concept of learner autonomy in ELT in Algeria in relation to teacher training program, assessment, ICT's, and the wave of recent reforms implemented in secondary and higher education, since they are related as far as autonomy is concerned. Chapter three addresses the research methodology used in this study. The research instruments are as follows: a questionnaire for EFL students, another one for teachers, besides a classroom observation, two classrooms were observed, and semi-structured interviews were conducted individually with two general inspectors of English. The case study is held in the English department at Tlemcen university and the University Center of Ain Temouchent. This chapter deals also with data analysis, both quantitative and qualitative analysis are used.

The selection of these research instruments is made on the basis of triangulation and on the basis of dealing with this research from different perspectives. The questionnaires investigate the perception, the definition and the attitude towards autonomy. The classroom observation sheds light on how autonomy is practised and applied in the classroom. The semi-structured interview dealt with pedagogical matters such as teacher training programmes adequacy in the promotion of autonomy in English learning at university level. Chapter four looks for ways for promoting learner autonomy at university level through motivation, raising learners' awareness, and training EFL learners through the use of strategy-based instruction. And training teachers through more adequate teachers' training programs. This chapter concludes the dissertation with a summary of main contributions and implications of the research.

The research findings reveal that EFL teachers and students in Algerian university are not aware of the concept of learner autonomy. They are not able to either define it correctly nor provide an equivalence to it in the mother tongue.

Though their attitudes towards the concept of learner autonomy vary from positive to indifferent, EFL teachers and students admit the existence of a tight relationship between autonomy and proficiency in learning a language. EFL teachers are not ready to relinquish some of their responsibilities so that to be taken by students. Even EFL students are not ready to take charge of their learning. They are over-reliant on the teacher and consider him the most responsible in the process of learning. EFL students are not ready to be autonomous and EFL teachers are not trained how to foster autonomy in the classroom. The traditional pedagogy of spoon-feeding is still prevalent. There is an urgent need for change; both should be trained to promote autonomy. Students need to be motivated, and their awareness of autonomy importance needs to be raised. EFL teachers need to be trained adequately in their teaching programs and need to be reflective teachers.

The concept of learner autonomy bears in itself cultural imprints that change from Western to non-western societies. For this reason, the reconstruction of the concept of learner autonomy in the Algerian context contributes to a better understanding of learner autonomy theory. The research has important implications for policy makers, teachers, parents, and students in understanding learner autonomy from learners' perspectives, and for research into concepts of learner autonomy in different contexts.

As mentioned above, there is little literature about language autonomous learning in Algerian EFL context. Therefore, this research work is an attempt to provide empirical support for factors essential in the promotion of autonomy in foreign language classrooms. This study enables both teachers and learners to construct an understanding of learner autonomy and become aware of the roles to be played for facilitating learner autonomy. This study serves, as well, to increase learners' awareness of how to be in charge of their own learning, and to train them to use certain language learning strategies, what both teachers and students really need is autonomy-oriented training. And finally, this research work may open the door for further research, and may serve as a preliminary idea for any interested researchers in the area.

Chapter One

Learner Autonomy: Definition and Use of the Concept in Foreign Language Education

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1.1 Introduction.....	6
1.2 Historical Origin of the Concept	6
1.3 Towards a Definition of Learner Autonomy.....	9
1.3.1 Autonomy Terms in the Literature	13
1.3.2 Individual and Group Autonomy	16
1.3.3 Levels of Autonomy	17
1.3.4 Learner autonomy in Classroom Context.....	19
1.4 Philosophical Thoughts on Values of Autonomy in Learning	21
1.5 Learner Autonomy Development in Education	25
1.5.1 The Emergence of Learner Autonomy as an Educational Concept.....	25
1.5.2 Autonomy and the Political and Societal Changes on Education.....	26
1.5.3 Autonomy as a Desirable Goal in Language Learning.....	28
1.6 Learner autonomy and successful English language Learning.....	30
1.6.1 Learner Autonomy and Language Proficiency.....	30
1.6.2 Autonomy Contribution to Personal and Professional Life.....	32
1.7 The Concept of Teacher Autonomy.....	33
1.8 Theories for Promoting Learner Autonomy.....	35
1.9 Language Learning Strategies for Better Autonomous Learning.....	37
1.10 Instructional Material and Learner Autonomy.....	41
1.10.1 Computer-Assisted Language Learning (CALL)	42
1.10.2 Information and Communication Technology(ICT)	42
1.11 Learner Autonomy and Culture.....	44
1.11.1 Cultural Generalization of the Concept of Learner Autonomy.....	45
1.11.2 Learner Autonomy as a Universal Commonality.....	47
1.12 Learners' Perceptions.....	49
Conclusion.....	50
Notes to Chapter One.....	51

1.1 Introduction

Before investigating learner autonomy in Algerian educational context, it is better to shed light on the concept of autonomy. Some theories and philosophical ideas related to autonomy are provided in this chapter, in addition to insights about autonomy in education in general and in language teaching and learning in particular. The aim is to explore the relationship between autonomy and successful English learning. Language teaching nowadays is not more considered as an ability to teach but as an ability to make learners learn. For this reason, learner centered education puts the learner at the center of classroom organization. There is a change in the view of language learning from a set of rules to be transmitted to learners from teachers to a process in which the learner takes more responsibility in learning. By doing this, the learner becomes autonomous in language learning. Autonomy is one of the bases on which learner –centeredness stands on because: **“autonomy is a precondition for an effective learning.”(Benson, 2001:24)**. In fact, learners nowadays are expected to assume responsibility and take charge of their learning. In this chapter issues arising from the literature review are presented and discussed.

1.2 Historical Origin of the Concept

The word autonomous comes from the Greek words "auto–nomus" referring to someone or something which lives by his/her own rule. It is, therefore, understood that autonomous learning is related to self-directed studies. Autonomy as a political concept originated in the Ancient Greek, from philosophers such as: Aristotle, and Socrates who claimed for citizens' right to self-government. Cities were governed according to citizens own laws. In this sense, individuals were considered free beings in command of themselves and not subjected to others' authority. (Hadi, 2012). In the same context, and according to Yule (1996) the autonomous person (like the autonomous state) must not be subject to external interference or control, but must rather freely direct the course of his own life.

The roots of autonomy as self-determination can be found in ancient Greek philosophy, in the idea of self-mastery. For both Plato and Aristotle, the most essential human part of the soul is the rational part, in this description Plato and Aristotle both associated the ideal for humanity with self-sufficiency and a lack of dependency on others. For Aristotle, self-sufficiency is an essential ingredient of happiness, and involves a lack of dependence upon external conditions for happiness. This ideal continues through the early modern philosophy of Spinoza. The concept of autonomy itself continued to develop in the modern period with the decrease of religious authority, the increase of political liberty, and emphasis on individual reason. Rousseau's idea of moral liberty, as mastery over oneself, is connected with civil liberty and the ability to participate in legislation. (Jane, 2001)

John Stuart Mill also praised and defended the development and cultivation of individuality as worthwhile in itself, writing that:

A person whose desires and impulses are his own – are the expression of his own nature, as it has been developed and modified by his own culture – is said to have a character. One whose desires and impulses are not his own, has no character, no more than a steam engine has a character.

(Holec , 1981 :73)

According to Mill, autonomy as a philosophical concept was highly esteemed to the degree that it shaped the character of a person, without autonomy the person has no character and he is just like a machine that works with orders.

Kant further developed the idea of moral autonomy as having authority over one's actions. Rather than letting the principles by which we make decisions, be determined by our political leaders, pastors, or society, Kant called upon connecting the idea of self-government to morality; instead of being obedient to an externally imposed law or religion, one should be obedient to one's own self-imposed law.

Philosophers draw a distinction among personal autonomy,(moral autonomy), and political autonomy. Moral autonomy, usually traced back to Kant, is the capacity to deliberate and to give oneself the moral law, rather than merely heeding the injunctions of others. (Jane, 2001). Personal autonomy is the capacity to decide for oneself and pursue a course of action in one's life, often regardless of any particular moral content. Political autonomy is the property of having one's decisions respected and honored within a political context as put by Forst who argues that ultimately :

Citizens are politically free to the extent to which they, as freedom- grantors and freedom-users, are morally, ethically, legally, politically, and socially autonomous members of a political community ... Rights and liberties therefore have to be justified.

(Forst, 2005: 46)

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

The concept of autonomy is to large extent philosophical; it has political and societal dimensions as well. The end of the 1960's witnessed the development of industrial advanced western countries. The socio-political tendency defined social progress not as increasing the material of well- being, but as an improvement in the quality of life based on the respect of individuals in the society. More human rights are declared and respected. This became a famous slogan since the attitude and the conception of the role of the individual in society has been a move from **“man as product of his society”** to **“ man as the producer of his society.”** (Holec, 1981:3). If democratic states are to develop and flourish as democracies, they must undertake educational measures to develop the capacity of their citizens to think and act as free and self - determining individuals.

So if Algeria is to flourish as a democratic country, plenty of educational measures should be initialized first, so as to, make Algerian learners autonomous in their learning, free and self-determining. Algerian EFL students if they take more responsibilities in their learning, they will be successful learners, and develop lifelong study skill necessary for professional development. A special attention should be given to learners in an early age simply because children of today are men of tomorrow. Once they have developed their autonomy as learners, in a later stage, they develop their autonomy as persons and citizens. (Hadi, 2012)

1.2 Towards a Definition of Learner Autonomy

There is no consensus on the concept of autonomy in education. It is a multifaceted concept whose meaning has been discussed from many perspectives. (Hadi, 2012). Autonomy as a concept was developed first in politics. Autonomy as a political concept originated in the Ancient Greek, when citizens' right for self-government was established, individuals were considered free and not subjected to others' authority. From politics, this concept and, throughout history, moved to other fields such as economy, religion, and education.

The concept of learner autonomy is tightly related to modern teaching approaches and methods. It started to be used in the field of education and more precisely language education through the use of Communicative approach. It may be earlier according to some other researchers. But it is generally agreed that the concept of autonomy first entered the field of learning and teaching through the council of Europe's Modern Languages Project which was founded in 1971.

Holec (1981) is considered as one of the pioneers that deal with the concept of learner autonomy in education, and more particularly in language learning. His definition to the concept is considered original. The current debate about autonomy in second and foreign language learning originated in Holec's Autonomy and Foreign Language Learning first published in 1979.

Holec provides a definition of learner autonomy as:

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

(Holec , 1981:3)

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

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

Learners take their first step towards autonomy when they recognize that they are responsible for their own learning. This can be achieved through the involvement in all aspects of the learning process such as: planning, implementing and evaluating. The above mentioned roles cannot to certain extent all be played by the Algerian students at the university level, especially when dealing with determining the objectives, defining the content, and the progression of English learning. Thus, learner autonomy as viewed by Holec is suitable for more mature learners, well-trained for taking charge of their learning, self-reliant and autonomous, Unfortunately, it is rather not the case for EFL students in the Algerian context.

Although Holec's (1981) definition is considered as original, and it covers all the areas that involve the transfer of control over learning from the teacher to the learner. Other researchers do not agree with him and maintain that Holec's account of learner autonomy did not take into consideration the nature of the cognitive capabilities underlying effective self-management of learning. (Benson, 2001:49).

Little similarly argues that:

Autonomy is a capacity - for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns, and in the way he or she transfers what has been learned to wider contexts.

(Little, 1991: 3-4)

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

As stated above, the concept of learner autonomy is multi-faceted, in fact, it is because every researcher defines it according to his own perspective. Jefferies (1990) as an example views learner autonomy as an individual or group of learners **"study on their own possibly for a part or parts of a course, without direct intervention from a tutor, so that, to take a greater responsibility for what they learn"**. (Jeffries, 1990:35). In the current research, Jeffries' definition of learner autonomy seems to be the most suitable because we are much more interested in partial autonomy not with the full or total one.

The absence of the teacher throughout all the phases of the overall learning process is referred to as total autonomy, whereas, the absence of the teacher throughout one or a number of these phases is called partial autonomy (Hadi, 2012).

The concept of learner autonomy seems to be controversial or hard to be defined, because it describes a capacity and responsibility in language learning. Some researchers consider it a psychological ability; others see it as a decision taking, while some others consider it as partial or full conduct of learning. Seeking a complete autonomy in language learning seems to be an idealistic goal. Learner autonomy can take place both inside and outside the classroom, it has political, cultural, and psychological dimensions. And promoting learner autonomy in EFL context is not easy, since this requires reshaping teachers roles, helping learners to be more self-reliant in learning , in addition to certain pedagogical ,as well as, cultural elements.

Sinclair (2000) similarly suggests 13 aspects of learner autonomy which appear to have been recognized and broadly accepted by the language teaching profession:

- 1-Autonomy is a construct of capacity
- 2-Autonomy involves a willingness on the part of the learners to take responsibility for their own learning.
- 3-The capacity and willingness of learners to take such responsibility is not necessarily innate.
- 4-Complete autonomy is an idealistic goal.
- 5-There are degrees of autonomy.
- 6- The degrees of autonomy are unstable and variable.
- 7-Autonomy is not simply a matter of placing learners in situations where they have to be independent.
- 8-Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making.
- 9-Promoting autonomy is not simply a matter of teaching strategies.

- 10-Autonomy can take place both inside and outside the classroom.
- 11-Autonomy has a social as well as an individual dimension.
- 12-The promotion of autonomy has a political as well as psychological dimension.
- 13-Autonomy is interpreted differently by different cultures.

In addition to the reasons mentioned above that clarify the difficulty of defining the concept of learner autonomy, there is another reason which is the several terms used in the literature as synonyms to learner autonomy or used as near in meaning. There are plenty of terms in the literature such as: Individualized instruction, Flexible learning; Self-Access learning, Self-direction, details about these terms are provided below.

1.3.1 Autonomy Related Terms in the Literature

Over the last few decades, research is coming out on autonomy, and the terms “independent learning” and “self-directed learning” refer also to ways of learning by oneself, and can be often used as synonyms of autonomous learning. Several terms related to learner autonomy are used in the literature, for instance, self-instruction and self-access learning. Those terms describe various degrees of autonomy, different abilities and capacities in learning.

Dickinson (1987) and Benson (1997) identify different terms in the literature on autonomy, some of which are used synonymously, and some others with different meanings. (Hadi, 2012) :

1. Individualized instruction: designed to meet the needs of individual learners, but the teacher prepares materials, sets objectives and evaluates the learners. So the teacher is present and has a role to play.

2. Flexible learning: the teacher or department provides materials and activities; the learner has some choice over what to do and when, but there is usually little negotiation about learning goals, it seems that there is a share of responsibility between the teacher and the learner.

3. Self-Access learning: learning from materials and facilities that are organized to facilitate learning. The term is neutral as to “**how self-directed or other-directed the learners are.**” (Dickinson, 1987:11) .

4. Self-direction: a particular attitude to the learning task, where the learner accepts responsibility for all the decisions of his learning, it is “**the process or the techniques used in directing one’s own learning**”. (Dickinson, 1987:11). The learner then directs the course of his own learning without teacher’s intervention.

5. Distance learning: involves a teacher who, though physically removed from the learners, still oversees their learning. Distance teachers and learners traditionally communicate by post and telephone, but now e-mail and web contact are more common.

6. E- Learning : is the use of technology to enable people to learn anytime and anywhere. No single e-learning method is best for every learning need. Several e-learning technologies are provided nowadays thanks to the advanced technologies.

7-A blended learning: refers to a program combines e-learning and traditional learning methods. Blended learning can provide the convenience, speed and cost effectiveness of e-learning with the personal touch of traditional learning. This type of learning seems attractive for certain people.

8-Lifelong learning: Lifelong learning is considered as learning that is pursued throughout life. It is a kind of diverse, flexible learning, characterized by its availability in different places and at any times. Lifelong study as a skill is developed beyond traditional schooling and lasts all along adults’ life. (ie post-compulsory education).

(from http://www.llcq.org.au/01_cms/details.asp?ID=12)

Lifelong learning is a continuous seeking of knowledge that aims at personal and professional progress. It can be conducted in specialized centers for lifelong learning, with designed programs, and can be conducted personally. Motivation for lifelong learning varies from professional development, improving career skills, and for intrinsic personal enjoyment.

Lifelong learning becomes a necessity nowadays, it is a way to successfully integrate in such fast changing world; this is clarified further by Cohen below:

the scientific and the technological explosion in this century has caused us all to recognize that learning is a continuous permanent lifelong pursuit, it is a process which commences with birth and only terminates at death and is then carried on by others in a never-ending continuum.

(Cohen, 1975:83)

He puts further that education and learning are not synonymous to school and schooling, while a school is a vital part of learning it is only a part, parents, peers and community institutions also play a vital role. Cohen (1975) was surprised at the number of people who assumed that they have completed their education with some degrees and certificates. A degree is only a passport to enter the world of work. (Cohen, 1975). The degree is a start of another journey called lifelong learning. Learner autonomy dealt with in this research is supposed to be a first step in the development of a lifelong learning skill, when learners take in charge of their own learning at schools, this habit of self-reliance grow with them till work, and they look to progress in their career, as they have already looked to progress in their learning at school level. This is one of the aims of this research. Promoting learner autonomy in learning is necessary for cultivating in Algerian EFL students the skill of lifelong learning.

To simplify the relationship between some terms in the literature to learner autonomy, it is necessary to take into consideration the level of autonomy to deal with, for instance, if the concern is full autonomy, certain terms are used such as: self-access learning, self-direction, and e-learning. If the research is based on partial autonomy certain terms such as distance learning, flexible learning, and individualized learning can be used.

1.3.2 Individual and Group Autonomy

Learner autonomy does not mean isolation in learning, it is not only individual but also collaborative, and entails some “**capacity and willingness to act independently and in cooperation with others.**” (Dam, 2003:1). Learner autonomy can be promoted in the language classroom through interaction, negotiation and collaboration. Some students learn better in groups and to some extent learn better from one another. Littlewood (1999) identifies two characteristics to the practice of autonomy, which he calls proactive and reactive autonomy. Proactive autonomy according to Littlewood is when:

Learners take charge of their own learning, determine their objectives, select methods and evaluate what has been acquired. Whereas reactive autonomy is the kind which does not create its own directions but one direction has been initiated.

(Littlewood, 1999:75).

This is an important distinction because it reveals that the practice of autonomy can be a matter of individual expression or that of collaborative environment. Participation in the language classroom seems to be based on personal and individual preparation and readings. The project workshops, for instance, are introduced in ELT in Algeria, in the middle and the secondary school and even at the university level. The individual is supposed to play a role in the realization of the project work, to interact, negotiate, share responsibility, and work within the parameters laid down by the group.

In addition to Little’s distinction, another one is made by Dam (2003) who puts forwards full and partial autonomy. With full autonomy learners are in charge of all learning decisions and actions. Within partial autonomy a responsibility is shared between teachers and learners. In the language classroom, for instance, both autonomous and non-autonomous elements are combined, activities are done both individually and in peer and group work, the teacher provides guidance. In the Algerian EFL context, partial autonomy should be fostered as a first step in the long journey towards full autonomy.

1.3.3 Levels of Autonomy

Learner autonomy is tightly related to the level of learners, in middle schools for instance, EFL pupils are supposed to be less autonomous in their learning in comparison to secondary pupils. It means that autonomy as a capacity grows within learners' progress and maturity. Lifelong learning in this context can be considered as the highest level in which full and total autonomy is exercised. It is not easy to give an agreed definition of the concept of learner autonomy because this concept has several levels.

In the late 1990's a number of researchers claimed that the notion of autonomy is a matter of levels. There are several models of autonomy levels. First, Nunan (1997) puts a model of five levels of autonomy in the learner action: awareness, involvement, intervention, creation and transcendence. At the awareness level, for example, learners' awareness should be raised. In the involvement and the intervention level learners identify strategies for autonomous learning and start using them when performing tasks. After using successfully the strategy for autonomous learning, then identify their own preferred learning strategies. At the transcendence level, learners would make use of those strategies in other contexts may be out of the classroom.

Second, Littlewood (1998) identifies three dimensions of autonomy that are supposed to be gradually implemented. They involve as a first step, an ability to operate independently with the language, and use it to communicate personal meanings in real, unpredictable situations,(autonomy as a communicator). As a second step, in classroom organization, it involves learners' ability to take responsibility for their own learning and to apply active strategies, (autonomy as a learner). And as a final step, in a broader context, it involves a higher and a greater generalized autonomy as individuals (autonomy as a person).

Third, Macaro (1997) proposed a somewhat similar three-stage model (as stated in the table1.1 below)

and finally, Scharle & Szabo's (2000) proposes three phase model involving:

- raising awareness.
- changing attitudes
- transferring roles.

The levels mentioned above are classified somehow differently, but they have in common many aspects, such as all the classifications analyze how a language learner can become gradually autonomous passing from a level to another. The above mentioned classifications are summarized in the table 1.1 below:

Nunan Model (1997)	Littlewood's Model (1998)	Macaro Model (1997)	Scharle & Szabo's(2000)
<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"> - Autonomy of language competence - Autonomy of language learning competence - Autonomy of choice and action. 	<ul style="list-style-type: none"> -Raising Awareness -Changing attitudes -Transferring roles.

Table 1.1 : Levels of Autonomy.

All classifications stress the gradual development of the levels of autonomy. As far as EFL students in Algerian university are concerned, they need to be aware of such levels, and even teachers. In this study we are much more concerned with autonomy as a learner. The aim of the current study is to develop EFL students' autonomy as learners, communicators and in a late stage as autonomous persons. This can be achieved only through raising awareness of the importance of learner autonomy, changing negative attitudes and transferring roles.

1.3.4 Learner Autonomy in Classroom Context

Learner autonomy is not theoretical only but a practical concept that can be used in the language classroom. Certain roles are attributed to both teachers and learners for moving from total dependency to more self-reliance in learning. Autonomy in learning is taught to be an out of class learning, however, it can be a classroom construct, and both should be taken into account when promoting autonomy in language learning. In the same context, Benson puts forwards that :

autonomy in language learning focuses not only on out-of-class learning, but also classroom practice, language teachers have a crucial role to play in fostering learner autonomy by taking both out-of-class and classroom perspectives.

(Benson, 2001:11)

From teacher dependency to learner independency a long journey waits students, and for a safe movement from one side to another, the language teacher has certain roles to play. In addition to classroom activities, teachers provide personal and instructional supports meant to facilitate the developing sense of student autonomy.

Three distinct ways in which autonomy can be manifested in the language classroom are proposed by most researchers in the field, among which those of Littlewood, (1998):

a-Organizational autonomy support (e.g., students are given freedom to take decisions about classroom management and issues such as time management, exercises order) .

b-Procedural autonomy support (e.g., offering students choices about the use of different media to present ideas), especially in the presentation of research works such as projects.

c-Cognitive autonomy support (e.g., affording opportunities for students to evaluate work. Self-correction as well as peer-correction can free students from the command of teachers mainly in evaluation).

The proposition above by Littlewood (1998) stresses that the organizational autonomy support may encourage a sense of well-being and comfort with the way a classroom functions, and procedural autonomy support may encourage initial engagement with learning activities. Cognitive autonomy support may foster a more enduring psychological investment in deep-level thinking. (Littlewood, 1998)

Teacher style and method of teaching affect motivation in learning, and that motivation affects learner autonomy either positively or negatively. A study conducted by Deci et al (1996) discovered that students in classrooms with autonomy supportive teachers displayed more intrinsic motivation, perceived competence, and self-esteem than did the students in the classrooms with controlling teachers. Voller, (1997) states, as well, that teachers in autonomy-centered classes are seen as facilitators, counselors and resources. (Voller, 1997). Unlike non-autonomous classrooms in which the teacher is much more a commandor and controller. Nunan (1996) presents a picture of what an autonomous classroom and non- autonomous classroom look like in the table 1.2 below:

Autonomous classrooms	Non-autonomous classrooms
<ul style="list-style-type: none"> - Decisions are made with much reference to students. - Teacher introduces range of activities by taking students 'needs and interests into consideration. - Students are allowed to reflect on, assess and evaluate their learning process. 	<ul style="list-style-type: none"> - Teachers make all decisions about content and classroom norms. - Students are exposed to the activities they are expected to perform. - The assessment and evaluation part are structured in a traditional manner in a way that tests and exams are carried out.

Table 1.2 Autonomous VS Non- Autonomous Classrooms (Nunan, 1996: 21)

Chan (2009) maintains the idea that an attitude towards language learning ranges from dependent (i.e. teacher-directed) to independent (i.e. learner-directed). It is believed that the language learner could be functioning at any point on this learning continuum and that a learner, who is closer to the end of 'dependent', is under the support of the teacher, while a learner who is closer to the end of 'independent' is more autonomous. Chan (2009) concludes that it was not the learners who were innately passive, but it was the teachers who created an environment which discouraged learner autonomy.

1.4 Philosophical Thoughts on Values of Autonomy in Learning

Certain concepts in education and more precisely in language learning have relations with educational philosophies. Learner autonomy as a concept has been part of wide range of educational philosophies. It is identified recently as a crucial step towards the development of lifelong learning. Learner autonomy as a concept is associated in three dominant philosophies of learning: humanism, constructivism and experiential learning. However, before dealing with this concept in learning, it is necessary to refer autonomy to its natural context, this is known as biological autonomy. The development of autonomy does not start at school while learning, but, it starts as a process of maturity which is a natural characteristic of human beings.

In this context, Maturana and Varela in their book Biological Autonomy say: **“Scientists would benefit if they take a look at principles of biological autonomy before doing research in cognition and social sciences.” (Maturana & Varela, 1979:55).** In fact, as the human being starts his life by over reliance on the mother and develops his self reliance gradually. The learner of a language also starts his learning by over reliance on the teacher, and in a later stage develops his self-reliance and be gradually independent from him (Hadi, 2012).

Humanistic psychology in the early 1970's was dominating in the field of language learning. Language teaching methodologists and teachers have been influenced by insights from humanist psychology, which emphasizes the importance of affective factors in learning, such as: motivation, age, aptitude, and learners' attitudes towards the language. Humanism as a philosophy is a paradigm that emphasizes sensitivity and compassion towards learners, and the rejection of whatever makes learners feel not at ease while learning. That is to say, to remove any obstacle or a psychological barrier that can undermine learning a language such as: stress, anxiety, and shyness, etc. In this vein, Roberts et al maintain that : **“The affective aspects of language learning are as important as the cognitive aspects, the learner should be treated in some sense as a 'whole person.’” (Robert, et al., 1994:101).** That is to say, the teacher should not be concerned with the mental or the cognitive side of the learner personality only but also with him as a whole person with fears, needs and desires (Hadi, 2012).

Constructivism is founded on the basis that, knowledge cannot be taught but only learnt (that is to say constructed). Knowledge is built up by learners as put by Thanasoulas : **“by reflecting on our experiences, we construct our own understanding of the world we live in. ” (Thanasoulas, 2000:3).** Constructivism (1) is the label given to a set of theories about learning, which fall somewhere between cognitive and humanistic views. It is often articulated in contrast to the behaviorist model of learning. Unlike behaviorism, the constructivist cognitive theory recognizes the importance of the mind in making sense of the material with which it is presented. (Hadi, 2012). Richardson (1997) argues that from the constructivist perspective, learning is not a stimulus-response phenomenon. It requires self-regulation and the building of conceptual structures through reflection and abstraction (Richardson, 1997).

Constructivism is a philosophy of learning which considers learning as an active, constructive process. In other words people actively construct or create their own knowledge. We can distinguish between:

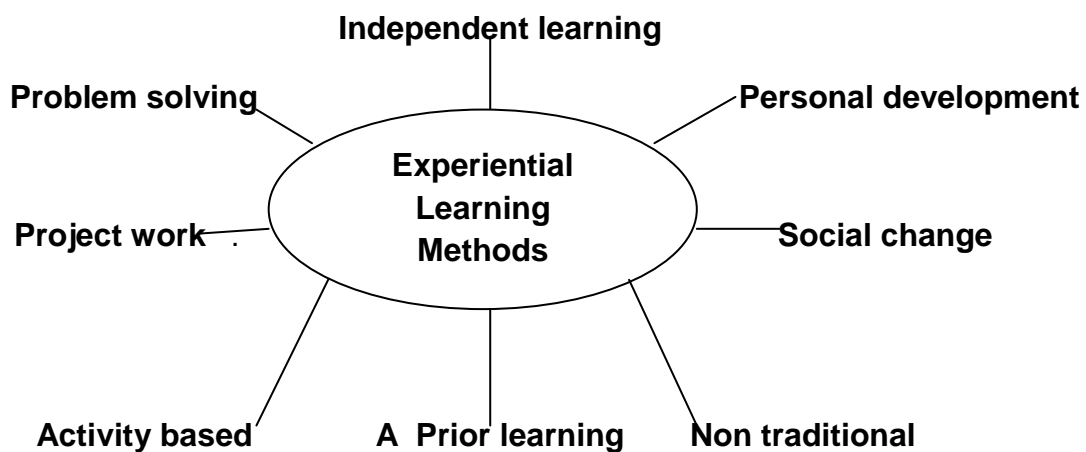
- **Cognitive constructivism**: which is about how the individual learner understands things in terms of developmental stages. Starting from the work of Piaget who demonstrated empirically that children's minds were not empty, but actively processed the material with which they were presented. (Hadi, 2012).

- **Social constructivism**: emphasizes how meanings and understandings grow out of social encounters. The most significant bases of a social constructivist theory were laid down by Vygotsky (1896-1934) in his theory of the ZPD (Zone of Proximal Development). It is the difference between what a learner can do with help of teachers and peers and what he can do without help, i.e., the child first follows adults' example and gradually develops the ability to do certain tasks without help.

In addition to humanism and constructivism, with its two sides, Learner autonomy is also a part of another philosophy of learning called: Experiential learning, it is the process of making meaning from direct experience, i.e, "learning from experience". David Kolb (1984) helped to popularize the idea of experiential learning through his highly influential book entitled Experiential Learning: Experience as the Source of Learning and Development. It was first published in 1984, his ideas have had an impact on the development of lifelong learning models among which we have learner autonomy (Hadi, 2012).

Kolb's work can be traced back to that famous dictum of Confucius (around 450 BC): **"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."** Experiential learning is the process of making meaning from direct experience. Aristotle once claimed that for the things we have to learn before we can do them, we learn by doing them. Similarly David Kolb believes that: **"learning is the process whereby knowledge is created through the transformation of experience."** (Kolb, 1984: 38). Kolb presents a cyclical model of learning, consisting of four stages. Concrete experience (or "do") , reflective observation (or "observe") abstract conceptualization (or "think"), active experimentation ("plan") .

As far as the application of experiential learning in the process of teaching and learning is concerned, experiential learning, which is basically ‘learning-by-doing’ gives learners freedom to use their capacities independently. In experimental sciences this model of learning is well-established. Project work is a common practice of experiential learning in language classroom. It is supposed to be an effective method of facilitating autonomy. In fact, through it learners have the opportunity to learn autonomously. Other characteristics of the experiential method are provided in the figure 1.1 below :



Figurer 1.1 :Characteristics of Experiential Learning Methods .

Creating an experiential learning environment in the Algerian universities can be seen as a challenging task. Since most teachers have been taught through the traditional classrooms. It has been somehow a difficult task to get students out of their chairs and involve them in experiences. So teachers have to do their best in order to provide direct experience. Sometimes they need the use of written, audio and visual materials. One of the major aims of experiential learning is developing students as individuals who are capable to use their capacities independently, to do experiences and reach results. Thus, this theory encourages the notion of autonomy in learning a language.

1.4 Learner Autonomy Development in Education

The concept of learner autonomy is not an educational concept originally but it is imported from the fields of politics and moral philosophy. Autonomy as a political concept was popular in the Enlightenment period and the French revolution in 1789. Due to the political and the social tendencies in Europe and the world in the 1960's, the the interest in the concept of autonomy within the field of language education was in a part a natural response to these tendencies.

It is generally agreed that the concept of autonomy first entered the field of learning and teaching through the council of Europe 's Modern Languages Project which was founded in 1971. The debate about autonomy in second and foreign language learning originated in Holec's book entitled Autonomy and foreign language learning, since then the door was opened for further research in the field. The communicative approach brings autonomy into light (Hadi, 2012).

1.5.1 The Emergence of Learner Autonomy as an Educational

Concept

It was not until the beginning of the 1970's that the word autonomy started to be used in the field of language learning. But it has been long used in other fields such as philosophy, religion, and medicine in the early 1970's.(Hadi, 2012). Benson (2001) says :

The idea of autonomy first appeared in language learning along with the establishment of Centre de Recherches et d'Applications en Language (CRAL), which was aimed at adult education.

(Benson, 2001: 8)

Autonomy in language learning has become a necessity since then. Galileo has affirmed the importance of autonomy saying you cannot teach a man anything; you can help him find it within himself. In other words, teachers should not provide learners with knowledge but rather help them finding it.

The concept of autonomy in language learning is linked to the communicative approach both historically and theoretically. Some researchers started looking at language as a tool for communication. Indeed the communicative approach has put an emphasis on communicative functions of language. (Hadi, 2012). The rise of autonomy in language learning in the 1970's and 1980's was connected to a broad rejection of behaviorist assumptions. In the 1990's, several researchers associated with the development of the communicative approach have explored the relationship of autonomy to their work (Littlewood, 1998, 1999; Nunan, 1995). By doing research on autonomy in language learning, researchers within the sociology and psychology of education have argued persuasively that the idea of autonomy and self-direction are beneficial in general and to second language acquisition in particular. Similarly Little (1991) argues that:

Over the past twenty years or so, the concept of autonomy together with related concepts such as independent learning, self-direction and self-regulation, has become increasingly important in the educational literature, where it has been viewed as both a desirable goal of education and a constituent element of good teaching and learning.

(Little, 1991 : 4)

Therefore, autonomy starts to be used in the educational context as a goal of learning rather than just a philosophy, i.e., cultivating language learners to be both competent and autonomous in their learning of a language.

1.5.2 Autonomy and the Political and Societal Changes on Education

Firstly, autonomy as a concept bears political dimensions, originated early in Greek desire for self-governance. After the Second World War, several movements sprang to ask for the right of the freedom of choice, as an example, minority rights movements such as feminist and Ethnic. They considered education as a powerful tool to achieve these issues.

The person who has freedom of choice is capable to contribute in the political progress of his country as similarly put by Holec :

Adult education should become an instrument for arousing an increasing sense of awareness and liberation in man, and, in some cases, an instrument for changing the environment itself. From the idea of man 'product of his society', one moves to the idea of man as 'producer of his society.

(Holec, 1981:3)

In this view education has to prepare learners to be active and responsible, and teaching them the skills necessary to take control of their own life and that of others. In the words of Collins and Hammond (1991) the ultimate purpose of education is : **“the betterment of society, and to promote emancipation, these are desirable results of any educational intervention.” (Collins and Hammond, 1991:13).** These words may clarify the fact that many countries give such high value to education, that is to say, the best investment they can ever do is investing in people. These developments have had an influence on the concept of learner autonomy.

Secondly, Autonomy as an educational concept was affected also by the societal changes on education, the demand for second and foreign languages increased after the Second World War. At that time, a wide range of political, as well as, social developments were taking place. International trade, the founding of the United Nations, migratory movements, and easier communication, led to a wide increase in the teaching of second and foreign languages. These developments have an influence even on the content of what to be taught, the focus was on communicative skills more than before. Autonomy in learning languages was encouraged as well. Kenning (1996) links this to a demand for different language skills, using language effectively for communication involves negotiation of meaning, rather than mere decoding of linguistic tokens, thus requiring the ability to cope confidently with unpredictable information. (Kenning, 1996). In fact, communicative skills become gradually more needed and important in such changeable societies.

In addition to the availability of the internet, computer databases, print materials that facilitated to a large extent dealing with information. People now need skills that allow them to adapt to quickly changing circumstances and develop new skills, for there was no longer a fixed body of knowledge that could be transmitted to learners. (Pemberton, 1996). It is generally agreed that it is not possible to teach all students all what they need to know. The economic argument is that society does not have the resources to provide the level of personal instruction needed by all its members in every area of learning.(Rainders and Lamb, 2006). Therefore, changes in the ways societies work, learn and live, have thus, led to the need for life-long learning skills, or autonomous learning of a language. Education today must provide the skills necessary for this process.

1.5.3 Autonomy as a Desirable Goal in Language Learning

Learner autonomy is a very essential characteristic of successful learners; this is the belief of many scholars and researchers in the domain of language teaching. Introducing learner autonomy in the language classroom has certain reasons. According to Cotteral (2000). Autonomy has become a desirable goal for three reasons: psychological, practical and philosophical.

First, the most appealing to educationalists is the psychological rationale, simply because learners in general learn better when they are in charge of their own learning. In this context, Candy (1991) states that learning is more meaningful, and thus, effective **“When learners are involved in making choices and decisions about the content and the mode of what they are studying.” (Candy, 1991:24).** Moreover, learners involved in the process are more likely to feel motivated in their learning and motivated learners are generally successful learners. Dickinson (1987) gives an illustration about this when he says that there is a convincing evidence that people who take the initiative in learning (proactive learners) learn more things and learn better than do people who sit at the feet of teachers, passively waiting to be taught (reactive learners), they enter into learning more purposefully and with greater motivation. (Dickinson ,1987:14)

Similarly, In EFL classrooms in Algeria, one can notice that successful learners are, to some extent, psychologically free and independent from the teacher. This feeling motivate them to involve in their learning. While the unsuccessful ones just wait passively to be provided with knowledge.

The second rationale behind autonomy is practicability which emerges from the need of more suitable teaching situations. A problem that faces teachers, even recently, is that in the classroom the teacher may not always be available to assist, due to the large number of students in a classroom, so learners need to be able to learn on their own (Hadi, 2012). A society may not provide the necessary resources to all its members in every area of learning, as an example: the computers and even the internet provided for university students in Algeria may be insufficient or in a bad quality. In such circumstances, learners need to obtain their own learning needs, either individually or cooperatively, so as to get the knowledge and skill they desire. Another problem is the wide gap between knowledge obtained at school and the real life outside, i.e., learners could use the language neither in conversation nor in writing tasks. For this reason, a continuous adoption of new approaches is now one of the distinctive features in the field of language teaching and learning.

Third, the philosophical rationale behind autonomy is the belief that the individual has the right to be free to make his or her own choices, not only in learning a language but also in other subjects. According to Knowles (1975) societies are happier and healthier with free individuals who have not become victims of choices made by social institutions. He has emphasized that it is important to prepare learners for a swiftly changing future, where independent learning will be indispensable for effective functioning in society, with such preparation for independent learning, learners will also maximize their life choices.

No matter which reason contributes best in introducing autonomy in language learning as a desirable feature, in recent reforms in education, autonomy is a key to success, efficiency, and proficiency.

1.6 Learner Autonomy and Successful English Language Learning

According to a large body of research in social psychology, autonomy which is **“feeling free in one’s actions, is a basic human need.”** (Deci, 1996:2). Autonomy is as well conducive to better and successful learning. All in all, learner autonomy is all about how learners get to learn languages independently, which is quite valuable within the process of learning. Many researchers have noted the importance of self-regulated learning for students at all academic levels. Zimmerman (1992) reported that successful students’ use of self-regulated learning strategies resulted in success in school. In fact, learner autonomy improves learner’s academic level and develops their potential. It also helps them in promoting a healthy mentality, enhancing their attention, and improving their critical thinking (Little 1991). So, when policymakers begin to think of ways to help schools improve, they often settle on the idea of giving individual schools greater independence.

Autonomy is a long-term aim of education and one of the most important factors in successful language learning. (Candy, 1991). Autonomy in foreign language learning is conducive to academic success and to develop competences in the target language such as communicative competence. Moreover, autonomy does not help in language learning only, but contributed in the development of personal and professional life.

1.6.1 Learner Autonomy and Language Proficiency

English language proficiency is the ability to speak, read, write, and comprehend the English language in general. While Academic English proficiency refers specifically to the ability to speak read, write, and comprehend academic English that is needed for success in the classroom.

The most important concern of both teachers and learners is the improvement of proficiency in the target language. It has been argued recently that **“the development of learner autonomy and the growth of target language proficiency are mutually supporting and fully integrated with each other.”** (Little, 2003:14). Little’s arguments in this context were straightforward, according to him if the learner takes initiative, makes an effort to learn , and manages to regulate his own learning, he should achieve good results in whatever he learns (including language learning).

The assumption that learner autonomy supports the development of language proficiency has been sufficiently tested by many researchers in language education among them: Ablard and Lipschultz (1998), Corno and Mandinach (1983), Zimmerman and Risenberg and (1992), and Zhang and Li(2004). First, Corno and Mandinach (1983) initially propose that learner autonomy could help to improve the language proficiency of learners and conclude that autonomous learners were the learners of high language proficiency. Second, Risenberg and Zimmerman (1992) further point out that a high degree of learner autonomy among the high-achieving students would achieve high scores, and the learner with low degrees of learner autonomy achieves low scores. Thus, learner autonomy could augment the academic scores.

To sum up, the concept of learner autonomy in language learning nowadays gains momentum, and plenty of research is conducted in the field, some of this can help to test the hypothesis that autonomy in language learning is equivalent to better language learning, and research is likely to be most valuable **“ if it establishes proficiency criteria relevant to autonomous learning, and documents the ways in which autonomy and proficiency interact.”** (Benson, 2001: 191-192). This research gives a legitimacy of asking for autonomy to be a fundamental goal in language learning, as it is tightly related to the development in target language proficiency, which is considered as a

fundamental goal of the whole process of language education. Both academic scores and competence are, to certain extent, promoted through autonomy in learning. This is another reason that paves the way to the notion of learner autonomy in educational context.

1.6.2 Autonomy Contribution to Personal and Professional Life

The contributions of autonomy to our lives and to our jobs are evident. There are some possibilities of change the development of autonomy can bring to us. On the personal side, one of the main gains from autonomy is improvement in what we do and how we do it. If the learner is required to rely on himself to do tasks and bear responsibility in learning, if he develops his sense of autonomy, he will certainly rely on himself in facing life's problems and seeking solutions. Bearing such responsibility prepares the person to be active and productive in the same time. Taking parts in social, economic, and political development of any country requires self-reliant citizens capable of taking initiative for change and progress. Doing this seems challenging but not impossible and only autonomous and productive citizens can do this.

On the professional side, as autonomy is conducive to better proficiency in learning, it is conducive as well to better teaching. The autonomous teacher should be free from curriculum constraints and try to select, modify, adapt, and adopt what seems suitable for his own teaching and for the level of his students. Some teachers do not rely even on textbooks but on texts they rely on themselves to search for. As we accept that being autonomous teachers means also being constant learners who reflect on their job and preparation. According to Benson and Voller (1997), being self-assured and appreciating what we do contribute to an appreciation of the teaching field, and to improve the image of the profession. All this means professional development.

Another contribution to the teaching profession is collaboration that involves not only working with colleagues and administrators, but also working with students to achieve common goals and to help them to be proactive. Proactive language learners use every opportunity they have to learn and, consequently, have better chances of achieving high level of communication and intercultural skills. Teacher education programs, as well, need to start recognizing the responsibility of preparing teachers in the area of autonomy. Even learners should be given the opportunity to experience autonomy as learners, so that they can implement it as teachers.

1.7 The Concept of Teacher Autonomy

The starting point in research about autonomous learning tends to be the focus on the learner first, but since autonomous learning does not mean teacher-less learning, and the language teacher has certain roles to play, so as to, foster his learners' autonomy , from this idea sprung the concept of teacher autonomy in the field of language education. According to Smith, the concept of 'teacher autonomy' is defined as **“the capacity for self-directed professional action and development or freedom from control by others over professional action.” (Smith, 2003:41).** Users of the term 'teacher autonomy' have focused on different dimensions, as in the following examples:

(1) (Capacity for) self-directed professional action: [Teachers may be] 'autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis . . . affective and cognitive control of the teaching process' (Little 1996)

(2) (Capacity for) self-directed professional development: [The autonomous teacher is] 'one who is aware of why, when, where and how pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself'

(3) Freedom from control by others over professional action. (Little, 1996)

From the above mentioned definition and clarifications of the concept of teacher autonomy; the relationship between teacher and learner autonomy seems not clear enough although many researchers on the field state that both are interdependent . According to Littlewood, learner autonomy and teacher autonomy are interdependent and **“the promotion of learner autonomy depends on the promotion of teacher autonomy.” (Littlewood, 1998:17).** Teachers who have a culture of self-reliance will undoubtedly inculcate it in their learners. In the same vein, Smith (2003), provides evidence that teachers who themselves are not autonomous language learners may have a negative influence on the development of autonomy in their students. He puts further that language teachers without any autonomy-oriented training may experience difficulties in creating such a classroom culture.

Hence, the earlier language teachers who are in support of the principles of autonomous learning are made aware of the importance and necessity of learner autonomy in their initial teacher training, the more easily they will be able to implement this approach in their own future classrooms, Little (1996).

According to Little (1996), learner autonomy depends on teacher autonomy in two senses:

- a- It is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner.
- b- Teachers need to experience autonomous skills in their initial teacher training, so they will be able to take a positive stance towards the development of learner autonomy in their own teaching, and their students can take charge of their own learning following the models of their teachers.

There is a fine balance between supporting students on the one hand, and being too prescriptive or directive on the other. It is part of the tension described by McDonough (1999) as the ‘double-edged relation between teaching people to learn and learner autonomy, as every learner-trainer’s dilemma is how to best help

learners discover their most satisfactory way of learning without stifling the very independence they are trying to develop.(McDonough, 1999:12) . However we may notice that teaching learners how to learn is just a first step in the process of promoting learner autonomy, and later they will be gradually independent.

1.8 Theories for Promoting Learner Autonomy

Learner autonomy is an innate capacity that can be suppressed as it can be promoted, unlike anything that can be transmitted to learners. Several theories about the promotion of learner autonomy in language teaching are put forwards by many researchers, though the differences existent, there are some assumptions that they share. Esch describes the promotion of learner autonomy as:

The provision of circumstances and contexts for language learners which will make it more likely that they take charge - at least temporarily - of the whole or part of their language learning program, and which are more likely to help rather than prevent learners from exercising their autonomy.

(Esch, 2010:37)

Therefore, learner autonomy besides the fact of being an innate capacity that can be promoted, it is, as well, a capacity that is changeable due to the availability of suitable context. Theories of promoting learner autonomy are generally referred to as pedagogy for autonomy or more precisely as pedagogical strategies for autonomy. (Benson 2011: 174). Different theories are made for the promotion of autonomy by different researchers, among which Benson (2011) ,Dam (2011), Cotteral (2000) .

Benson's (2011) theory for promoting autonomy is based on six different approaches (both inside and out-class) aiming at fostering autonomy:

- resource-based,
- technology-based,
- learner-based,
- classroom-based,
- curriculum-based

- teacher-based approaches.

The first two approaches: resource-based and technology-based are essential in fostering autonomy, since the availability of resources (realea, books, encyclopedia, etc) and the availability of ICT devices are very important. Administration and authorities in general are responsible to provide these two out-class strategies. Whereas, the rest four refer to inside classroom context. In learner-based approaches, Benson (2011: 154) insists on the learner and on theories that connect learner training and learner development with greater learner autonomy. Classroom-based approaches according to Benson (2011) refer to the transfer of responsibility and, thus, promoting learner autonomy by incorporating learners in the decision-making processes concerning their everyday learning content and procedures. Curriculum-based approaches, according to Benson (2011), refer to those in which learner control is extended to the curricular level, teacher-based approaches, in Benson's (2011: 185) view, put a major emphasis on developing learner autonomy on the notion of teacher autonomy, an area which has received an increasing amount of attention in the field recently.

Another approach for fostering autonomy is put forwards by Cotteral (200) and another approach suggested by Dam (2003), it is in fact, practical and detailed, because it deals with day-to-day learning. According to Dam (2003) for promoting learner autonomy there should be a move from teacher-directed teaching environment to a learner-directed learning environment, which complies with learner-centeredness. This move is essential in fostering autonomy. Dam (2003) identifies some important principles in the development of autonomy in an institutional context: choice, willingness, authenticity, and evaluation. Having a choice enhances motivation that raises willingness in an authentic educational environment. If the three conditions exist: choice, willingness, and authenticity, learners become able to evaluate themselves through self-assessment.

1.9 Language Learning Strategies for Autonomous Learning

In the 1960's research into language learning strategies has begun. In most of the research, the basic concern has been identifying what good language learners do to learn a second or foreign language. Rubin (1975), considered as one of the pioneers in the field, has focused on the strategies of successful learners, once identified; such strategies could be made available to less successful learners. (Hadi, 2012). Rubin (1975) has classified strategies in terms of contributing directly or indirectly to language learning. Naiman et al. (1978), Cohen and Apeh (1997), Wenden (1998), Chamot and O'Malley (1990), and many others have studied strategies used by language learners during the process of second and foreign language learning (see table 1.4).

Wenden (1998) defines learning strategies as mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. According to Oxford the use of certain language learning strategies made the process of learning more "self-directed" that is to say, more autonomous. Learning strategies are **"specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations."** (Oxford, 1990: 8). In addition to the features of learning strategies provided by Oxford (1990), there are some other features (2).

Language learning strategies are made in the center of attention for some educators, because the use of such strategies can broaden the horizons of the learner, and may empower him to become autonomous in some or all aspects of language learning.

In order to help learners enhance their autonomy, Wenden (1998) illustrates five general strategies, they are used for developing learners responsibility and help them in organizing language learning details about these strategies are provided in table 1. 3 below:

The general strategy	Definition
Directed attention	when deciding in advance to concentrate on general aspects of a task
Selective attention	Paying attention to specific aspects of a task.
Self-monitoring	Checking one's performance as one speaks.
Self-evaluation	Appraising one's performance in relation to one's own standards.
Self-reinforcement	Rewarding oneself for success.

Table 1.3 Five General Learning Strategies Put forwards by Wenden (1998).

Language learning strategies have been classified by many scholars (Wenden and Rubin 1987; O'Malley et al. 1990; Oxford 1990; Stern 1992, etc.). Some classifications seems to be similar to certain extent, while others are largely different . Rubin has pioneered much of the work in the field. His classification seems to be the basic one i.e. the starting point in the classification of learning strategies in the field of language learning. Some of these classifications are illustrated in the table 1.4 below:

Rubin (1975)	O'Malley et al(1990)	R.Oxford (1990)	Stern (1992)
- Learning strategies - Communication strategies - Social strategies	- Metacognitive strategies - Cognitive strategies - Scio-affective strategies	- Direct Strategies memory, cognitive, compensation. - Indirect strategies: metacognitive, - Affective and social.	- Management and Planning Strategies - Cognitive Strategies - Communicative - Experiential Strategies - Interpersonal Strategies - Affective Strategies.

Table 1.4 Classification of Language Learning Strategies.

Strategy-based instruction (SBI) started to gain popularity in recent years; because there is a tendency to show students how to learn better than giving them knowledge. It is one of the pillars our research is based on, since undoubtedly Strategy- based instruction for Algerian students at the level of university is helpful in promoting learner autonomy , and, therefore, successful English language learning. In this process, learners need learning how to learn or what is referred to as learner training.

'Learner Training' is not a term which is accepted by everyone working in the field of autonomy in language learning. (Sinclair, 1989). Those who object to the term 'training' for being too narrowly and too functionally focused, tend to use other terms, such as 'learner development', 'learning to learn', 'learning learning' and 'promoting autonomy'. It is training learners to use specific strategies in order to function successfully without a teacher (Hadi, 2012).

To sum up, learner training is seen as a 'technical' approach for promoting learner autonomy. The focus is on how to learn not on what to learn. When strategy instruction is done successfully, students will be able to correct themselves, evaluate their learning, and apply the knowledge obtained in the class in outside of it successfully. Strategy training is effective in promoting learner autonomy.

An illustration of strategy classification is provided by O'Malley and Chamot (1990). This model is widely used in the process of second language learning and can be generalizable to foreign language learning as well.

<p>Metacognitive Strategies</p>	<ul style="list-style-type: none"> -Directed attention: deciding in advance to concentrate on general aspect of a learning task. -Selective attention: deciding to pay attention to a specific part of the language input -Self-management: trying to arrange the appropriate conditions for learning. -Advanced preparation: planning the linguistic components of the language task. -Self-Monitoring: checking one’s performance as one speaks. Self-Evaluation: checking how well one is doing . -Self-Reinforcement: giving oneself rewards for success.
<p>Cognitive Strategies</p>	<ul style="list-style-type: none"> -Resourcing: making use of language materials such as dictionaries. -Deduction: conscious application of rules to processing the L2. -Translation: using the first language as a basis for understanding and producing L2. -Note taking: writing down details of a text. -Key word: using key words memory techniques -Transfer: using previous knowledge to help language learning. -Inferencing: guessing meaning of a word from the context
<p>Social Affective strategies</p>	<ul style="list-style-type: none"> -Cooperation: working with fellow –students on language -question for clarification: asking a teacher or native for explanation, help, etc.

Table:1.5 Maximal List of Learning Strategies. (O'Malley & Chamot, 1990).

Students can be taught to become more self-regulated learners by acquiring specific strategies, that enable them to increase their control over their own learning. Because if learners are not trained for autonomy, no amount of surrounding them

with resources will foster in them that capacity for active involvement and conscious choice, although it might appear to do so. (Hurd, 1998:72-73). Most researchers agree that students who are self regulated must learn to ask themselves "Does this strategy work for me in this situation? Making students aware of how to use certain strategies appropriately in an early age is necessary that is why strategy-based instruction is one of the first steps to be taken in the long journey towards autonomy.

1.10 Instructional Material and Learner Autonomy

One of the most important conditions of learner autonomy is the availability of authentic materials and study aids, so as, the learner can work independently far away from the teacher. There are many materials such as: Monolingual and bilingual dictionaries that build learners' confidence and benefit them greatly while reading and writing. Grammar books also play a role in independent learning, since not all activities can be done in the classroom because of the lack of time. Learners can consolidate the knowledge acquired in the classroom, and do further practice, they can, as well, prepare the next grammar lesson.

Authentic reading and listening texts provide opportunities to develop reading and listening strategies, (i.e. reading in the target language). Authentic texts, and authentic experiences, are by far the richest source of language. Navarro and Brady note that authentic texts **“can play a key role in enhancing positive attitudes, in promoting skills, and in enabling students to work independently.” (Navarro and Brady, 2003:7)**. Learners in Algeria, being not in the target language country, are presented with somehow considerable opportunity to face this challenge of independence, so that, to learn English effectively.

The field of language teaching and learning could not be far from the huge technological advance. There is a development of new digital tools to support learning. In the modern world computers are becoming more and more indispensable

and powerful means in education, the internet also. A common justification of the establishment of such a powerful presence of both in foreign language learning and teaching is that they promote learner autonomy, which researchers now set as a very important goal in the field.

1.10.1 Computer-Assisted Language Learning (CALL)

Nowadays and beyond the shadow of doubt CALL is the most innovative area in the practice of foreign language teaching and learning. Learner autonomy which modern teaching considers as highly desirable goal, CALL is claimed to promote. CALL environments offer more different opportunities for learner autonomy than the traditional language classroom. CALL was invented in 1960's. It puts a strong emphasis on student-centered lessons that allow the learners to learn on their own.

According to Benson (2001) it is essential in the sense:

- It helps teachers to facilitate language learning process.
- CALL can be used to reinforce what has been learned in the classrooms.
- It can also be used as remedial to help learners with limited language proficiency.
- It carries two important features: individualized learning and bidirectional learning.

The focus of CALL is learning, and not teaching that is why it helps at accelerating self-directed learning (autonomous learning). CALL is generally referred to as just one part of information and communication technologies.

1.10.2 Information and Communications Technology (ICT)

According to Davies and Hewer (2008) ICT is a term that is currently favored by most businesses and educational institutions. It describes the new technologies and reflects the important role that computers and the web play in the educational

context. ICT has been introduced in language teaching and learning since the 1980's. It is originally intended to serve as a means of improving efficiency in the educational process. Certainly ICT in modern EFL classroom could help learners. For many students, learning English via ICT's may appear to be motivating and interesting.

Recent studies conducted by many researchers in the field (As example Benson, 2001), investigated the effectiveness of using ICT's including: internet, email, blogs, Skype, and power point in developing students' self-regulation. It was found that using this soft ware's had a significant effect on learners' autonomy.

The use of the World Wide Web as a tool may change not only the contents, but also the teaching procedures. Some learners use the net as a source of authentic material for the study of English, and doing project work. Emails and internet in general can be attractive, they offer students the opportunity to use writing and speaking skills out of the classrooms. E-mail as an example, is a useful teaching tool that helps students develop their language awareness and allows for learner autonomy, since students participate in real communication. They also decide by themselves what topics to discuss and so become more aware of their language needs. Last but not least, they keep up with the rapid changes in modern communication technology.

Benson (2001) emphasizes that technology has the potential to foster autonomous behavior in learners, because it facilitates self-access in learning, gives learners many valuable opportunities to self-direct their learning, using technology-based materials can enhance their intrinsic motivation.

1.11 Learner Autonomy and Culture

It is not simple to find out one valid and generally agreed definition to “culture”. Though variety of definitions is available but no one of which can cover all aspects of culture. Culture has been referred to as **“the ways of people.” (Lado, 1957)**. According to him culture is the whole way of life of a group of people, social, historical, traditional principles that bind people together, and distinguish them from others. In this context Duranti defines culture as:

Something learned, transmitted from one generation to the next, through human actions , often in the form of face to face interaction, and of course through linguistic communication.

(Duranti, 2001: 24)

Foreign language learning bears certain cultural dimensions, it is said to be foreign culture learning, either implicitly or explicitly, culture needs to be taught in the classroom. Many teachers argue that they cannot teach a foreign language without offering some insights into the foreign culture. Therefore, they cannot focus on fostering learners’ skills and competencies without taking into consideration cultural perspectives to clarify meaning and maintaining competence, without dealing with culture. Politzer puts further that:

If we teach language without teaching at the same time the culture it operates, we teach meaningless symbols to which the student attaches the wrong meaning.

(Politzer, 1951:100-101)

Culture has an important place in English language teaching and learning. Of course, it is thought that culture and language are used and considered as a unit. We can say that a language is a part of culture and a culture is a part of language. These should be thought or considered in the same sense.

According to Brown (1994) the two are intricately interwoven so that one cannot separate the two without losing the significance of language or culture. The need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of society in question, seem to encounter significant hardship in communicating meaning to native speakers. Like autonomy, 'culture' is a multifaceted and much-debated concept. According to Kneller's (1965) definition of culture, a particular culture of learning would involve the following elements: A community which shares the culture, learning practices in this community with associated roles, institutions within this community which structure learning, and tools and products which play some part in the community's learning practices.

Learner autonomy as a concept and a goal in the field of foreign language learning bears certain cultural dimensions; researchers in the field are still discussing the generalization of the concept of learner autonomy from western to non-western cultures.

1.11.1 Cultural Generalization of the Concept of Learner Autonomy

The idea that autonomy is a Western ideal is fundamental, however another idea gains momentum, according to some researchers autonomy is a Western idea non-generalizable to non-Western contexts, this idea is criticized by others who largely argue for group-oriented approaches to the implementation of autonomy in these settings. (Smith 2003; Palfreyman 2003b). Since learner autonomy in 'Western' and 'non-Western' contexts is one of the major concerns in the relevant literature, in this context, Western is not used as a whole culture but 'West' is strictly used, with reference to the geographical origins of publications on learner autonomy. (see Table 1.6)

Time	Europe	North America	Australia	Other places
Before 1990's	127	43	3	none

Table 1.6 The Geographical Locations of Publications on Autonomy with Reference to (Benson, 2001)

As can be seen from the table above, early work on learner autonomy was much established in the West, mainly in Europe and North America (Benson, 2001). Therefore, the 'West', in the present study is limited to Europe, North America and Australia and the 'non-West' is confined to Eastern contexts such as china, Middle East as an example. Started as a concept in the field of language education in Europe gives autonomy certain relation with 'western' context.

Some researchers argue that the idea of learner autonomy is not generalizable to non-western contexts, Sonaiya (2002) has argued that the idea of autonomy is inappropriate to African settings. Sonaiya's argument is, that Africa needs mainly individualized, technology-based approaches to language instruction. Her critique shows that debates on autonomy and culture are often less concerned with appropriateness of the principle in African settings, in the sense that, learners should take more control of their learning than they are with the appropriateness of methods of teaching and learning associated with this principle. Palfreyman & Smith's (2003) explore the concept of learner autonomy in Turkish setting. They take the discussion of autonomy and culture beyond discussion of teaching and learning methods.

Palfreyman (2003b), for example, discusses the different ways in which various stakeholders involved in attempts to implement autonomy in a Turkish university understood and represented the concept, while Aoki (1999) attempt to break away by exploring issues of autonomy from a feminist perspective.

Several trends in the recent literature deal with autonomy in different non-western context such as in China (Tang, 1999), Hong Kong (Littlewood 1999; 2000;) and Japan (Smith; 2003; Snyder 2002).

Although the findings of these studies are mixed, they do show that many non-western ELT students are autonomous to certain extent, and the principle of autonomy in language learning can be applied in the Eastern contexts such as Asia and Africa, though admitting that the perception and the use of the concept may differ from Western settings, that is to say, in these contexts, it is not easy to apply such concept, a training of both teachers and learners is needed for the safe movement from dependency on the teacher to more self-reliance in language learning.

1.11.2 Learner Autonomy as a Universal Commonality

Plenty of ideas whether in education or beyond the field of education are originated in certain contexts and unconditionally generalized to other contexts. The communicative approach as an example originated in Europe and generalized to many educational contexts (among which the Algerian one), learner centeredness the LMD system etc. Just like the mentioned aspects autonomy nowadays is not referred to as a cultural particularity, in contrast, it is considered now as a universal commonality.

In the literature about learner autonomy in education, there exists certain conflicting ideas regarding the generalizability of autonomy, some researchers consider autonomy as a universal commonality among them (Little, 1996, Sinclair, 2000, Benson, 2001). This opinion has two versions one is extreme and the other is mild as shown in the figure 1.2 below:

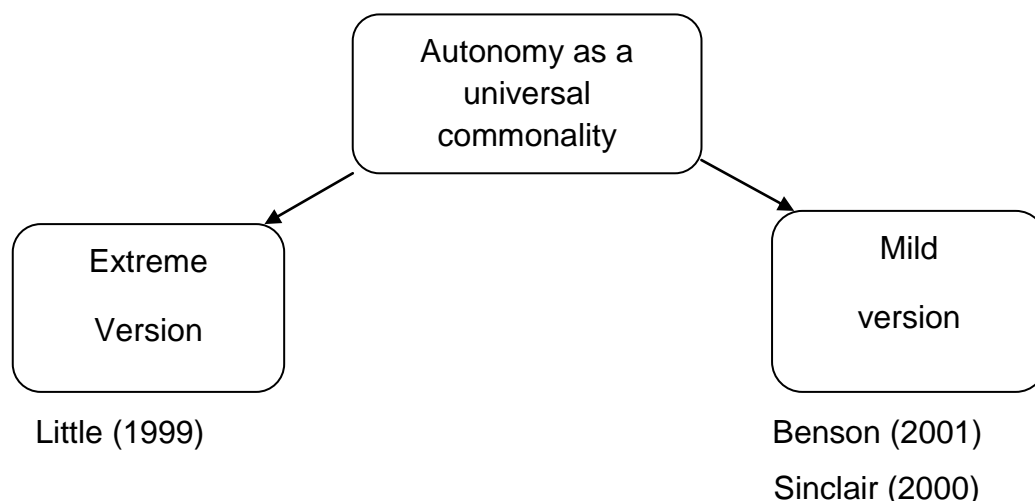


Figure 1.2 Supporters of Autonomy as a Universal Commonality.

One of the supporters of the extreme version is Little, (1996) who strongly argues that learner autonomy is a universal concept since it represents a human being capability, which is the capacity of taking responsibility in learning. For the mild version researchers such as Benson, (2001) and Sinclair (2000) argue that the generalizability of the concept is based on certain conditions, once available the goal of autonomy is attained, both have summarized certain features of autonomy that have been broadly accepted by the language teaching profession, the list is adapted from Sinclair (2000:6)

1. Autonomy is a construct of capacity that involves learners' willingness to take responsibility for their own learning.
2. Such a capacity is not necessarily innate.
3. There are degrees of autonomy that are unstable, variable, and complete autonomy is an ideal
4. Promoting autonomy cannot be reduced to independent learning situation or strategy training but requires learners' consciousness of the learning process.
5. Autonomy has social and individual, psychological and political dimensions
6. Autonomy has cultural interpretations.

Through the list Sinclair argues that autonomy has stable, as well as, unstable elements. By stable elements she refers to the capacity and the responsibility individuals can take for their learning. And by unstable components she refers to the degrees of autonomy and to social, psychological, and cultural dimensions of autonomy. Benson (2006: 23) maintains that the field of language learning has achieved a consensus on the followings:

1. Autonomy is about capacity, therefore, is a learner attributing rather than learning situation.
2. There are degrees of autonomy.
3. Autonomy in learning entails freedom that is constrained.
4. There is a range of potential meanings for learner autonomy.

According to Smith (2003) there is a tension between pedagogical approaches which construe autonomy primarily as something learners lack and so need to be trained towards, and those which takes as a starting point the idea that learners –of whatever background culture-are already able, at least to some degree, to exercise control over their own learning.

1.12 Learners' Perceptions

The current research is based on teachers' and learners' perception of learner autonomy in English learning, so, it seems necessary to define learners' perception. In the literature, learners' perceptions are interrelated to other concepts such as: attitudes and beliefs. The concept of learners' perceptions is rarely distinguished from these concepts; Benson (2001) defines students' perceptions as feelings, beliefs, and thoughts about persons, situations, and events. In this research the beliefs and the thoughts and even feelings Algerian EFL students have towards autonomy are investigated, because those affect their readiness for becoming more autonomous, and affect as well, their understanding of their responsibilities and roles in the language classroom. Moreover, once these beliefs and attitudes are revealed, any obstacle in the road of autonomy is overcome.

Benson (2001) puts further that through their perceptions, learners explore what the objects and processes of learning are. Like beliefs, perceptions are understood as relational and responsive to context, and are changing over time rather than static. In the context of foreign language learning, perceptions of learning can be viewed as what the learner thinks a foreign language is and the processes involved in learning.

1.13 Conclusion

The present chapter is a brief review of the theoretical concept of learner autonomy in the field of language education. Holistic view of all elements related to autonomy is provided in this chapter, in addition to findings and philosophies underlying learner autonomy. And the reasons behind introducing it as a desirable goal in language education. Not only learners are taken into account in the study of autonomy, teachers as well have certain roles to play to foster their autonomy and so that of their learners. And since autonomy entails learning how to learn, some learning strategies are dealt with as a way for promoting learner autonomy. Several instructional materials such as ICT's and authentic aids are available as a great source for self-study and fostering students' proficiency in English. Autonomy bears an individual and cultural dimension. The promotion of learner autonomy has a political as well as psychological dimension. Autonomy is interpreted differently by different cultures and nations.

The task of promoting learner autonomy in EFL classroom in Algeria is not an easy struggle, and it would be a mistake to expect too much soon from the teachers who have traditional experience and learners to be involved in autonomous learning environment. (Hadi, 2012). In fact, promoting learner autonomy can be seen as a burden which is so much heavier on the English learners in Algeria. And since the research is concerned with the Algerian context, chapter two will provide a bird's eye view of ELT in Algeria and shed light on the notion of autonomy in the Algerian university.

Notes to chapter one

(1)- There are several guiding principles of the theory of constructivism, some of them are put by Jacqueline and Martin (2008) as follows:

1- Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning .

2- Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.

3- In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.

4- The purpose of learning is to construct his or her own meaning, not just memorize the “right” answers. The only valuable way to measure learning is to make the assessment part of the learning process what is referred to as continuous evaluation that is used in secondary education in Algeria in which pupils are evaluated while engaging in learning tasks in the classroom.

<http://www.thirteen.org/edonline/concept2class/constructivism/implementation.html>

(2)- Features of Language Learning Strategies Oxford (1990)

- Allow learners to become more self- directed (autonomous) .

- Are specific actions taken by learners.

- Support learning both directly and indirectly.

- Are not always observable.

- Can be taught.

- Are flexible.

-Are influenced by a variety of factors.

Chapter Two

The Notion of Learner Autonomy in ELT in Algeria: Situation Analysis

Chapter Two : The Notion of Learner Autonomy in ELT in Algeria: Situation Analysis

2.1 Introduction	52
2.2 Political History of Foreign Language Teaching in Algeria	52
2.3 ELT and Socio-Economic Issues in Algeria	54
2.4 An overview of the Algerian University	56
2.4.1 Higher education and scientific research	56
2.4.2 Organizational System	58
2.4.3 EFL Teachers' and EFL Students 'Profile'	60
2.4.4 Challenges and Needs of the Algerian University	64
2.5 ELT in Algerian Schools	65
2.5.1 Status of English in the Algerian University	66
2.5.2 A summary of ELT Approaches and Methods.....	67
2.6 Learner Autonomy and Educational Reforms in ELT	69
2.6.1 Reforms in Secondary Education (Pre-University)	70
2.6.2 Reforms at University.....	74
2.6.2.1 Classical system.....	76
2.6.2.2 LMD Reforms	79
2.6.3 Learner Autonomy in the Transition from Secondary to Higher Education..	83
2.7 EFL Teachers Training Programs and the Notion of Learner Autonomy	86
2.8 Assessment and Learner Autonomy.....	88
2.9 ICT's and Learner Autonomy in EFL Context in Algeria	89
2.9.1 Policies for ICT's Implementation in Algeria.....	90
2.9.2 ICT's for Promoting Algerian learners' Autonomy.....	92
2.10 Autonomy and the Algerian Cultural Background.....	93
2.11 Autonomy in Algerian Context from Islamic Perspective	96
2.12 Conclusion	98
Notes to Chapter Two.....	99

2.1 Introduction

This research work aims at investigating students' autonomy in English learning in Algeria. So it is useful to present the educational context in which our targeted students develop. A general consideration of the Algerian educational system will help clarify the circumstances that have molded the EFL students' educational background, skill development and language proficiency. The current chapter gives a bird's eye view of ELT in the Algerian university, the organizational system, methods and approaches, in addition to challenges Algerian university is facing nowadays. We try to shed light on the notion of learner autonomy within the reforms made in ELT. In this chapter we deal also with autonomy as a concept in teacher training program and as a practice in assessment. Autonomy has socio-economical as well as cultural dimensions, so, in order to, construct concept of learner autonomy in Algeria educational context and promote it, there is a need to elevate the veil on these issues first through an overview of ELT in Algerian schools.

2.2 Political History of Foreign Language Teaching in Algeria

During the colonial period, French colonists insisted on inflicting a change in Algerians' culture and language, and consequently, to assimilate Algerians into the French culture. Hence, the general educational policy was to spread the French language as a national and official language, whereas the status of Arabic was weakened and marginalized. (Ennaji, 1991). The French colonists closed all community schools where Arabic was taught and introduced. They closed also Qur'an schools (katatib), these schools contributed greatly in raising people's awareness and helped them cling to their religion and language, consequently paved the way to a revolution that lasted till independence in 1962. After the Algerian independence, French became the official language, giving such value to French language led to a revolution undertaken by the Arabophones, which attempted to marginalize the French language through the process of status planning called Arabization process. (Benmoussat, 2003).

At the time of independence in 1962, the Algerian government inherited an education system focused on European content and conducted in a foreign language by foreign teachers. Algerian authorities have tried to make the system more suited to the needs of a developing nation. The focus was on Arabization, and on scientific and technical studies, so as to, meet the needs of Algerian industrial and managerial sectors. (Lekhal, 2008). The focus of authorities at that time was to establish an educational system characterized by freedom. The authorities were aware that this can be achieved only by increasing literacy, providing free education, making primary school enrollment compulsory, removing foreign teachers and curricula, and replacing French by Arabic as the medium of instruction. (Lakhal, 2008)

Unlike French, English has no relation with ideology spread after independence, and which considered French as no more than a remaining of a long and painful era of colonization, in this respect, Fishman (1987) justified the introduction of English language in many countries after independence to **“the relative unrelatedness of English to ideological issues in much of the Third World.” (Fishman, 1987: 8)**. Algeria like many other countries of the third world, has introduced English as a foreign language in the educational system. Algeria has witnessed changes in objectives, syllabuses as well as the teaching methodologies from independence onwards. However, during Post-independence period, although Algeria claimed political sovereignty, it depended greatly on France in many sectors, mainly in science and technology (Hayane, 1989). In education too, this dependency existed, hence, this period was characterized by a bilingual educational system. Since at that time the elite was instructed in French. So in Algerian schools at that time, French language was used in the teaching of sciences, whereas, Arabic was used in the teaching of the Social and Sciences.

Furthermore, two great events marked this period in terms of English language teaching: the first in 1969, when a General Inspectorate of English was established, and the second in 1972, when the government decided to “Algerianise” the English teaching textbooks. When textbooks in Algerian schools are designed by Algerians

and so are the methods of teaching, only then autonomy becomes a reality in Algerian educational system. And in terms of provision of teachers, the Ministry of Education relied heavily on expatriates from all over the world to compensate for the lack of teachers.

2.3 ELT and Socio-Economic Issues in Algeria

After independence, it was hard to speak about autonomy in the educational sphere; the country was just going out from a long and painful era of colonization that tried to deprive Algerians not only from their land, but also from their language and religion. And introduced French as medium of instruction instead of Arabic. In the 1970's Algeria had one- ruling political party, that is to say it turned to socialism. And in the 1980's it changed politically to be more liberal in politics and economy. In the 1990's the government continued the system of Arabization mainly in Algerian universities.

The Algerian economy was reformed, the door was opened for foreign investments and private businesses were encouraged. Tourism as well was encouraged. In addition to importing from china and other countries, and the rise of American and UK investment in petrol and gas, therefore, the need to use foreign language was necessary to fulfill the above mentioned economic objectives. So many foreign language teachers and inspectors, were trained, more departments of foreign languages were opened throughout the country. There was an increase demand of English to be taught in schools instead of French, especially in primary schools.

Among Algerian students in secondary education and university spread the conviction that English is increasingly playing a fundamental role in social and professional domains. Learning such language and specializing in it is a fairly good opportunity to find a job, for instance in Oil and Gaz industry and in foreign companies investing in Algeria the mastery of English is a basic requirement for

recruitment. English language opens doors for international trade and investments. English language is important not only in academic level, but in economic level too.

However, in the 1990's political unrest spread throughout the Algerian territory (black decade). Some journalists prefer to call it a civil war. In this case no room is left to deal with educational reforms. After a black decade of armed confrontation and political unrest the president Abd Elaziz Bouteflika proposed a process of reconciliation and peace that Algerians agreed on. After, reforms were made in all sectors among which educational system; the educational objectives were to lead to political and economic prosperity, and to move to modernization in the age of globalization.

The reconciliation resulted in a number of developments in several domains, political, social, and economic; however, one of the most notable progresses is the raise of public awareness. Algerian people became much more aware of their rights and responsibilities. They were looking for peace and for political rest. Public demands for development have also included improving pay scales in general sectors, establishing labor syndicates for workers, for defending their rights, and improving the infrastructure and public services.

In 2003, Algerian government adopted educational reforms in all sectors, started in primary education and later generalized to middle and secondary education; in addition to the LMD reforms at Algerian university (see 2.3.4). This reform puts it as one of its objectives to improve the quality of education and to promote learners' self-independence in learning. And give such a great importance to the English language as international language that is favored in giving access to the latest scientific research, in economy, trade, tourism, and in job market. English is favored in many other fields rather than other languages.

2.4 An Overview of Algerian University

The current research is conducted at university; the aim is to look for ways to promote learner autonomy in EFL context. It seems necessary to provide an overview of Algerian university, the place where EFL students develop and where EFL teachers spend their professional life. Algerian university is ruled by the Ministry of Higher education and scientific research. And as other schools in Algeria, university attendance is free. Universities are depending on the state. For many African students and some Arabic ones Algerian university seems attractive destination for study. The academic year in Algerian university begins in September until July, it is divided into two semesters, the first one lasts from September till January and the other from February till July. To earn a degree from Algerian university there are two levels: the first one is six semesters for a BA and nine semesters for a master mainly for human and social sciences and languages such as English. The second level takes from 9 semesters to 12 semesters to obtain a degree in engineering, in medicine, and other advanced diplomas.

2.4.1 Higher Education and Scientific Research

All universities in the territory of Algeria are organized and financed by the Ministry of Higher Education and Scientific Research. The constitution in Algeria states for free schooling as a right for every Algerian. There are different institutions in Algerian higher education: universities, institutions, university annexes, university campuses, national territory schools, teacher training colleagues, and continuing education universities. (European Commission, 2012). Article 53 of the Constitution of 1996 stipulates that the State shall organize the education system and specifies that, for all Algerians:

- the right for education is guaranteed;
- education is free within the conditions defined by law;
- a compulsory basic education.

The public higher education system is subject to the authority of a government minister, who prepares and implements government policy on higher education and scientific research. (European Commission 2012:4).

There are two types of institutions in the field of higher education:

a) public academic, cultural and vocational institutions under the supervision of the Ministry of Higher Education and Scientific Research:

- universities;
- dispersed university campuses;
- *écoles normales supérieures* ;
- national tertiary schools devoted to particular scientific or vocational disciplines, (*écoles nationales supérieures*).

b) public institutions under the authority of other ministries but under the educational supervision of the Ministry of Higher Education and Scientific Research:

- higher national training institutes ;
- *écoles d'ingénieurs*. (European Commission 2012:6)

As it is clearly mentioned above, the Ministry of Higher Education and Scientific Research is responsible for Algerian universities and institutions. The state is exclusively responsible for financing university. According to the European commission (2012) Institutions of Higher education are public establishments and are funded entirely by the state. The ministry gives each university a budget but does not interfere in how this budget is managed. Students may have a contribution as a financial support, in form of accommodation, for instance, every student who lives more than 50 km away from university has access to accommodation in the halls of residence. - The *Excellence – Major* programme enables the best students to compete for an overseas scholarship. A total of 85 % of Algerian students receive grants and more than 50 % are accommodated by the National University Student Services Office . (European Commission 2012:7)

2.4.2 Organizational System

The Algerian university in general is organized systematically. Academic issues are led by an academic council, whereas, administrative issues by an administrative council. The rector directs both councils. The university is divided into faculties such as faculty of foreign languages; those faculties are led by deans. Each faculty is divided into department for instance: department of French and department of English, these departments are directed by heads of departments. Some organizational systems will be dealt with next such as the organization of the academic year, curriculum content, assessment and degrees.

An executive decree of 29 August 2004 regulates the organization and functioning of universities. The Higher Education Orientation Act (Loi sur l'orientation de l'enseignement supérieur) of 23 February 2008 established three higher education degrees, applicable to all disciplines except medicine. There are several governing bodies at university, each responsible for specific issues, most universities in Algeria are governed by the following authorities:

- a) the rectorate
- b) Three or four vice-rectorates:
 - vice-rectorate for graduation, continuing education and degrees;
 - vice-rectorate for postgraduate studies, university accreditation and scientific research;
 - vice-rectorate for external relations, cooperation, activity management and coordination, communication and scientific events;
 - Vice-rectorate for development, strategy and careers guidance.
- c) a general secretariat responsible for the administrative and financial management of the institution. (European Commission 2012:6)

The above mentioned issues are related to administration in the next session light will be shed on academic issues such as: students' admission, assessment, degrees, and curriculum content.

In Algeria, after success in the baccalaureate, students have the right to study at university. The choice of the specialty is due to students' marks and grades, their wishes, the nature of the baccalaureate, and the number of pedagogical places available at university. The whole Algerian higher education is in a process of reform, there is a move from a classical system to the three-cycle Bachelor, Master, and Doctorate. The courses at university are semester –based. It is stated in European commission (2012) that The European Credit Transfer and Accumulation System is being phased in and a semester counts for 30 credits:

Students' progress automatically from the first (L1) Bachelor degree course to the second year (L2) by accumulating credits for two first-year semesters. In case students cannot obtain all necessary credits, they subsequently need to complete the missing credits in order to progress from the first to the second year. Students who obtain a Bachelor degree with 180 credits are automatically admitted to the first Master year (M1). Progress from the first to the second year (M2) of the Master cycle depends on the successful completion of two first-year semesters.

(European Commission, 2012:7)

Assessment at university under the reformed system takes place every semester (half a year). Unlike the classical system, marks are not given for exams only, but students are evaluated by a final examination, in addition to, different continuous control marks such as: project works, home works, practical tests, and presentations. Students who fail have opportunity to repeat examinations in which they fail; in the re-sit exam. As for degrees, from 2004, and since the introduction of the LMD system at university, Algerian universities are offering a Bachelor degree after three years of study and after accumulating 180 credits, this is called the first cycle. A master degree (a second cycle) after accumulating 120 credits. A Bachelor or Master course may take two different forms – an 'academic' course or an 'applied', i.e., specialised or technical, course. In addition to the third cycle which is a postgraduate study (Doctorate), students have to sit for an exam that give access to study in the third cycle. (European Commission, 2012).

As for autonomy, which is the core of this study, universities unlike secondary schools have certain autonomy in administration, and even in designing curriculum content. According to agreed canvas, universities design the content of the curriculum of each module; recently the Ministry of Higher Education and Scientific Research encourages harmonization of canvas. In addition to autonomy in curriculum design, autonomy manifests itself in several forms at university level:

- **Administrative autonomy:** university institutions are administered by a rector (university) or a director (campus, school or institute) appointed by the supervisory ministry.
- **Academic autonomy:** universities determine the teaching programs for the subjects within their sphere of competence. For some courses, there is a core curriculum that applies to all institutions.
- **Financial autonomy:** each institution has a budgetary allocation assigned by the state but also its own funding from public or private sources.

(European Commission : 2012:5)

After dealing with organizational system of university, it is necessary to deal, as well, with teachers and students at Algerian university, their profiles are important because the target population in this research are EFL students and teachers in two Algerian universities. And at last some challenges Algerian university is facing are stated.

2.4.3 EFL Teachers' and EFL Students' Profile

The number of university students in all specialties is approximately 1 500 000 students, in 2016 according to the official website of the Ministry of Higher Education and Scientific research. 60 % of graduating students are female whereas 40% are male. EFL students in Algeria, when they have reached university, they would have studied English for seven years, four years in middle school, and three years at secondary education. The objective of teaching English at the secondary education is to consolidate the objectives that have been reached at the middle school, and to reach others within the three years of secondary education.

The entrance profile EFL students have when they move at university is envisaged by the Ministry of Education as follows: By the end of secondary education, students should be able to listen to, comprehend English text, participate in conversations, discussions using English, read and comprehend English texts through different reading types (e.g. loud reading and silent reading) and to use reading strategies (e.g. scanning, skimming), write a free-essay of three paragraphs using correct English. Realize the importance of English in the local job market. Another broad aim of ELT in secondary education in Algeria is to appreciate the importance of English, as an international language of communication, for introducing Islam, and our culture achievements to others. (Ministry of Education, 2004). The main objectives of English learning in the secondary level are to develop the learner's competence be it communicative, linguistic, and methodological. Further clarification are provided in the table 2.1 below (adapted from the Ministry of Education (2004):

Linguistic Objectives	Methodological Objectives	Cultural Objectives
<ul style="list-style-type: none"> - To consolidate and develop the basic knowledge acquired in the intermediate school. -To consolidate and develop the strategies of learning and of self -evaluation that the learners have already acquired in the intermediate school. - Reinforce and strengthen the study skills and techniques of what has already been acquired. 	<ul style="list-style-type: none"> - Promoting the learner with autonomous learning strategies which will allow him to deepen and broaden his knowledge. - Reinforcing the learner's mental and intellectual aptitudes such as analysis, synthesis, and evaluation through pertinent activities. 	<ul style="list-style-type: none"> -Learners will develop positive attitudes towards learning English. - To broaden the learners' cultural outlook. - To develop a clear understanding of different cultures other than their own. -develop more positive attitudes towards other cultures.

Table 2.1 : Objectives of English Learning at Secondary Education.

Learner autonomy as seen in the table (2.1) above is stated by the Ministry of Education in the top of methodological objectives of ELT in secondary education. EFL students then are supposed to be familiar with the concept of autonomy when they arrive to university, because in secondary education they are partially autonomous, and they are supposed to be fully autonomous at university. Taking charge of learning is, in fact, the characteristic of a university student not a secondary pupil. The establishment of a transition from secondary education to higher education is fundamental (see 2.6.3). The researcher considers it necessary to shed light on autonomy in secondary education and deal with the continuity of this concept till university.

EFL students in Algerian universities, can join English departments according to their choice and to their grades in the baccalaureate exam, it is stated that only those having 12/20 in the general grade and more than 12/20 in English are allowed to specialize in English at university. The exit profile of EFL students at university is a perfect command of language and a proficiency in it. That is to say, after university studies EFL students are supposed to be competent users of the language in oral and written forms, in addition to certain knowledge of specialty as an example: literary studies, sociolinguistics, Didactics, Linguistics, etc. Developing lifelong learning is the most important exit profile university students may ever have.

EFL teachers at university are estimated to be 42000 teachers recently, they used to be 22000 teachers in 2011 according to the official website of the Ministry of Higher Education and Scientific Research. EFL teachers at university level are holders of Magistaire or Doctorate or other officially recognized degree. Holders of the magistaire are recruited in Algerian university through examination, whereas, Doctorate holders are appointed directly without competitive examination. Teachers at university pass through several grades. According to the diploma, years of experience, and other qualifications such as scientific research, publication and others. There are five categories according to the Ministry of Higher Education and Scientific Research. Details about them are provided in the table (2.2) below:

Professeurs de l'université (University professors)	Maitre de conférence (A) Maitre de conférence (B) (Associate Professors)	Maitre Assistant (A) Maitre Assistant (B) (Senior lecturers)
-supervise Master dissertations and doctoral theses. - have six hours' teaching time each week - prepare teaching and research programs. -coordinating teaching teams and directing research teams. -Professors are recruited from <i>maîtres de conférences (A)</i> (associate professors) who can provide proof of five years' seniority in that grade.	-Supervise Master dissertations and doctoral theses, - have nine hours' teaching time each week -prepare teaching and research programs. -They are responsible for guiding students. -coordinating teaching teams. -They are recruited from experienced <i>maîtres</i> –Assistant (A) holding a Doctorate and an academic empowerment.	-Supervise Master dissertation only, -have 9 to 12 hours' teaching time a week, -Participate in tutorials and seminars, - take part in the preparation of teaching and research programs -Help in student guidance. -Recruited through examination and after the third year in Doctorate registration assistant teachers(B) can be graded to assistant teacher (A)

Table 2.2 University Teachers Grades as Academic Staff (adapted from European Commission; 2012:8).

EFL teachers at university level have a good opportunity to travel abroad for ameliorating their level, and for coming in contact with strategies and advanced techniques for teaching in developed countries. Every year the Ministry of Higher Education and Scientific Research sent more than 400 teachers abroad for either a short or long period for academic training. The current research is concerned with autonomy in English learning, EFL teachers may benefit from such abroad training for promoting learners' autonomy in Algerian EFL context.

2.4.4 Challenges and Needs of Algerian University

Nowadays, the Algerian university is facing real challenges and has certain needs. Higher education is not about dispensing knowledge only, but about broader dimensions such as satisfying the needs of the labor market. The employment of the graduates is a real challenge in Algeria. In fact, employability is an indicator of the utility and the relevance of higher education. However, huge number of graduates comes every year to the field without finding a suitable job. Moreover, there is a lack of trained teachers to look after more than million students. The increasing number of students every year is also a challenge. The pedagogical places may not be available for all students which lead them to move to other specialties or other universities. Students' services also are a challenge, because the good quality of that service helps students in better learning. Higher education is supposed to help the country to progress in all fields among which the economic domain, however:

in spite of the efforts that have been made, the level of sourcing research and its current status have not served to change the country's role as an importer of goods, technology, services, know-how and scientific culture.

(European Commission, 2012:8)

In sum, though the huge budget the state devotes to higher education, and to improve universities throughout the country, higher education does not reach the required level of relevance and utility to the country. Dependence on others is the characteristic of Algerian economy, which is importing more than exporting. Autonomy dealt with in this research from academic dimension may be a step towards autonomy not only in EFL learning at university, but autonomy in economy, politics, and even in educational system.

In order to achieve the desired goals set for higher education in Algeria, steps must be taken to develop human sources for instance, and to provide adequate high quality training for teachers, to benefit from training abroad to ameliorate the quality of teaching. The Algerian government should make considerable efforts for the sake of ameliorating higher education in the country.

2.5 ELT in Algerian Schools

English language teaching in Algerian schools varied from a historical era to another, the educational system is reformed, recently the Algerian school system consists of thirteen years of study (before university) regrouped in three cycles:

- The Primary Cycle in which there is only one national exam at the end of the fifth year, unjustifiably it is still called The Sixth Grade Exam . Pupils pass from one class to another on the basis of their yearly evaluation. The New reform has not affected this cycle in the number of grades.
- The Intermediate Cycle consists of three years, at the end of which pupils were examined nationally in order to pass into the following cycle, and get their certificate (B.E.F) Brevet d'Enseignement Fundamental. From 2003, this cycle consists of four years. At the end of which a national exam (B.E.M.) Brevet d'Enseignement Moyen (equivalent to the BEF) is held.
- The Secondary Cycle which lasts three years, at the end of which pupils sit for the Baccalaureate which is a national exam that gives access to university (Hadi, 2012).

English language learning is not introduced in Algerian primary schools; it is the case of French language only. (Though an experiment was made in primary schools in the nineties but it failed). English language teaching now starts from the first year in intermediate or middle education, after passing the (BEM) pupils move to secondary education in which English is introduced in all the years of study (three years) and in all specialties (scientific, literary, and management) until the Baccalaureate exam. When they reach university they will have studied English for seven years, however, the level students come with to university according to most teachers doesn't reflect such years of study. This is one of the reasons that lead to conducting this research.

Algerian authorities have decided to make new reforms. A Higher Council for Education was appointed, charged with the reorganization and reorientation of the Algerian educational system. This made changes to the teaching of foreign language

French would be taught starting from the fourth grade in the primary school. And English from the first grade of the middle school. Educational reforms were launched in 2002, first applied in primary and middle school and later in the secondary schools. New textbooks have been designed. The experiment of introducing French in the second grade in primary school failed and it is recently taught until the fourth grade.

2.5.1 Status of English in Algerian University

In Algeria Modern standard Arabic is the official language, Berber is the second official language. French is the first foreign language, although many policies are made to weaken its influence, French still exists in Algerian lives and culture. English on the other hand stands as a foreign language in Algeria. Learners meet it only in the classroom. The teaching of English as a foreign language in Algeria can also be another way to diminish French interference. Whatever the cause may be, English is actually taught in Algerian middle, secondary schools and in most Algerian universities. The first English Department was founded in the University of Algiers in 1964. (Hadi, 2012)

Some reforms designed to modernize the university system were introduced in 1971, the classical system was introduced and worked well for decades, until the recent reforms in Algerian university, and the introduction of the LMD system. In the 1980's the system of Arabization continues, the language of instruction in primary, middle, and secondary schools was Arabic, Mathematics was gradually arabized in secondary education. However, at university level, only human and social sciences, laws, and management were taught in Arabic, other scientific specialties such as: medicines, electric and civil engineering, chemistry, biology and others are still taught in French. This causes a real problem for baccalaureate holders who study in Arabic and specialized in such subjects in French.

Recently, Algerian authorities are giving an increasing importance to the English language, it is taught in most of universities nowadays, many English departments are opened and the number of students that chose English is increasing. In fact, Algerian students according to research surveys prefer English rather than other foreign languages. Because they are aware of its utility in the globalized world.

2.5.2 A summary of ELT Approaches and Methods

As far as methods of teaching English in Algeria are concerned, several methods are adopted some of them were rejected and others were replaced by new ones, methods varied from a period to another, this change and innovation is a feature of language education throughout the world and not Algeria in particular.

Since the educational context in Algeria was dominated by the French colonists during the 1960's. The Grammar Translation Method dominated English language teaching in Algeria. It was based on rote learning of grammar rules and on translation tasks. It was criticized by favoring accuracy rather than fluency. There was a general feeling of discontent with traditional methods namely the Grammar translation. (Hadi, 2012). So, After the Second World War It was a necessity to develop new methods such as "audio-lingual method" that implies the acquisition of oral language skills through oral practice based on repetition and learning by analogy. However, this method was criticized by giving birth to well- trained parrots able to recite whole utterances while given a certain stimulus, but uncertain of what they were saying.(Rivers,1968). This Approach was used in Algeria through "Success With English" Course book I (1970) and "Success With English" II (1971).

The ever growing need for effective communication skills in English, and in order to enable students to communicate under various circumstances lead to the implementation of Communicative Language Teaching. CLT aims to develop fluency in language use. It includes both the usage and use of the language. It places more

emphasis on obtaining native-speaker-alike fluency. In Algerian schools in the 1980's, many ELT textbooks had been designed : Newlines (1981), Midlines (1981) and Think it Over (1982-1983) And later My New Book of English, New Midlines, and Comet in the nineties (Hadi, 2012).

The communicative approach had been in use in Algerian school until the recent educational reform which was launched in 2003. In most of educational systems throughout the world there is a tendency to implement new approaches based on competencies. Algerian educational context is not far from this wave of change, the competency-based approach was implemented in 2002 in primary, middle, and secondary school, new school books have been designed to meet the demands of the CBA. Competency-Based Approach, as its name suggests, seeks to establish competences in learners so as they can put in practice the skills that have been acquired in school, in other extra school settings. The CBA according to the Algerian Ministry of Education aims at establishing three competences in learners:

1. To interact orally in English.
2. To interpret authentic, oral or written documents.
3. To produce simple, oral or written messages.

The textbooks illustrating the approach in Algeria mainly in secondary schools are as follows: At the Crossroads (1AS) , Getting Through (2AS), and New Prospects (3AS). (Hadi, 2012)

As far as our research is concerned, and throughout the history of teaching methods in Algeria, ELT at university level also witnessed a change in approaches and methods, in the 1980's the structural approach was dominating at university. Certain innovations were introduced in the 1990's through the start of Communicative Language Teaching. In 2004, the LMD system was introduced in Algerian university. This system is based on the autonomy of the learner. Autonomy is now highly esteemed and very much emerged with the CBA in secondary education and the LMD system at university.

In each wave of change and innovation, certain methods are rejected for certain limitations or replaced for the sake of modernity; there is a nice comparison between change and swinging pendulum. As many EFL teachers through the world, Algerian teachers have witnessed the ELT pendulum swing a number of times when talking about methods and approaches. Lima (2011) better explains this:

Throughout all these years, teachers simply ‘throw away’ all they knew and believed about a certain method or approach because a new, trendier one had just made the market.

(Lima, 2011:4).

A vivid example in Algeria is when Communicative Approach insisted on giving every chance to students to communicate even if this chance is determining Grammar. Time went by and teachers began to realize that, students seemed to have become somehow more fluent in less time, but the quality of their communication seemed to have decreased, due to, poor mastery of grammar structures. Such awareness caused teachers to rethink their practice and as a result, the pendulum swung again: teachers started to draw from the ‘old’ methods the techniques which they found beneficial to help students for better learning.

2.6 Learner Autonomy and Educational Reforms in ELT

The world is witnessing a great change recently. Change in all domains of life tends to be much more a fashion. And since we are living in age of information, a country that does not cope with this change could be left behind, if it does not modernize the education system. So, reform in education is vital as it plays a central role in the development of a society. Education is critical to a nation’s growth because it develops the minds of the young to be useful citizens. It must include teaching the young how to learn, and how to be tolerant and open-minded.

There is a move towards a more dynamic view of educational process. From teachers as imparters of knowledge to supporters of learners in their learning. Educational thinkers and planners are attracted by a modern view of education, self-reliance and independent learning, as well as, taking responsibility in learning are the basic conceptions in this modern view of education. Especially after the huge progress made in ICT's that give learners opportunities to develop and learn better far from the teacher interference. There are many factors that should be taken into account at the design stage of change mainly culture, material and the readiness of the context in which change is to be introduced. As far as Algerian context is concerned. In order to promote learner autonomy in EFL context at university level, plenty of methodologies of teaching were adopted and several textbooks were put in use.

ELT in Algeria was not far from the wave of change that touches Algerian school in general. Throughout the history of ELT in Algeria several reforms were implemented. In pre- university or secondary education certain changes occurred in the status of English as a subject in term of years of study, time allotment, methods of teaching and those of assessing pupils. It was the same case for ELT at the university level. The aim behind introducing such reforms is to shed light on the place of learner autonomy in that wave of reform.

2.6.1 Reforms in Secondary Education (Pre-University)

English in the curriculum as a subject has had a different status in the period before and after independence. During French colonization, English was taught as a first foreign language, and introduced in the first year of the Intermediate Cycle. Once pupils reached university, they would have spent eight years studying English. During the first years of the Independence, English was still taught as a first foreign language, but no longer in the first but the third year of the Intermediate Cycle. At the end of the secondary level, pupils would have studied English for five years (two years in the Intermediate Cycle and three years in the secondary cycle). (Hadi, 2012).

A major change took place with the 1976. The whole school system was reviewed, with the implementation of the Fundamental School, English was taught from the second grade in the middle or so called fundamental school, as it was still the case until the New Reform in 2004. Algerian authorities have decided to make new reforms. (Lekhal, 2008). This made changes to the teaching of foreign languages with the new reform, nothing is being said on the place of English as a second foreign language. Nowadays, English is taught from the first year in the middle level.

Secondary education and, due to, the latest reforms witnessed a change, there were two types of secondary schools: technical secondary school and general secondary school, the first gives pupils opportunities to continue technical studies at university such as civil engineering, mechanics, electronics, etc. The second prepared pupils for all other disciplines. This was the case until the school year 2005-2006 when the two types combined into one general secondary school where all disciplines are gathered. (Hadi, 2012)

English is part of the curriculum in all streams taught for three years until the Baccalaureate exam, with different coefficient and weekly time allotted for each stream (details are provided in table 2.3 below). At this level the teaching of English consolidates linguistic items some are new and others already acquired in middle school: syntax, vocabulary, study skills, grammar, etc. In secondary school there are different streams: scientific & technological, and arts every learner holding B.E.M degree is put into one of these streams according to his average.

Grade	Stream	Time allotted	Coefficient
1 AS	Literary stream	4 hours	3
	Science and technology	3hours	2
2AS	Experimental science Economy and management Technique and Maths	3 hours	2
	Literary and philosophy	4hours	3
	Foreign languages	4hours	4
3AS	Experimental science Economy and management Technique and Maths	3	2
	Literary and philosophy	4	3
	Foreign languages	4	5

Table 2.3 Time Allotted, Coefficient of English in Secondary Education (latest reforms) (Hadi, 2012).

Reforms stressed the fact that learner centeredness should be the approach of teaching English in Algerian secondary schools; however, the notion of autonomy in learning seems not clear throughout the process of reforms. Once the competency based approach was implemented, learner autonomy is stated as a desirable goal in ELT in Algeria.

According to Chelli (2010) in order to integrate in the globalized world, Algeria underwent such a reform to enable young people to reach an international level in terms of required competencies. So, the CBA is introduced in Algerian primary, middle, and secondary education In fact, the CBA is an approach that revolves around three main concepts that are:

- Competence.
- Problem situation.
- Transfer of knowledge.

Competence is a capacity, a skill, and knowledge to solve a problem. Problem situation is an obstacle to surmount, one of the main objectives of the CBA is to transfer knowledge from school context to real world outside, and this is considered as one of the biggest challenges of this approach. It is not because students do well on tests that their teachers can ensure that they can transfer to real life contexts what they have learned. In this context Slavin (1998) beholds that :

Students must receive specific instruction in how to use their skills and information to solve problems and encounter a variety of problem- solving experiences if they are to be able to apply much of what they learned in school.

(Slavin, 1998:241)

One of the major reasons behind the implementation of a variety of approaches in education is the schools incapacity to form effective adults, able to transfer to real-life situations what they have been inculcated, an opinion backed by Slavin (1998) who claims that if a student can fill in blanks on a language arts test but cannot write a clear letter to a friend or a prospective employer. Or can multiply with decimals and percents on a math test but cannot figure sales tax. Then that student's education has been sadly misdirected. (Hadi, 2012). For Slavin (1998) if a student cannot apply what has been acquired in school, in extra school contexts then his or her education needs reconsideration. An approach, namely the CBA came in an attempt to bridge the gap between school life and real life, by relating school acquisitions to varied contexts of use inside as well outside school.

In brief, to have a competence in English language means to be capable to use this competence in problem solving situations, that is to say, to do challenging tasks without the help of the teacher, and to be capable to use the language outside school either for communication or for writing appropriately. The learner should be autonomous to reach certain level of proficiency that allows him to use English without difficulty. Here lies the notion of learner autonomy within the CBA. If the reforms made at secondary education are successful, autonomy is promoted as a first step towards autonomy at university level (continuity).

2.6.2 Reforms at University

Like secondary education in Algeria, the university also has gone through reforms. After independence the language of instruction in Algerian schools and universities was the French language, and in order to Arabize the educational system French was replaced gradually by Arabic in schools, however, though the medium of instruction in Algerian primary, middle, and secondary schools was Arabic, at Algerian university the French language continued to be used, it was after a considerable time that Arabic language was introduced first in human and social sciences. The system of Arabization aims at maintaining the Algerian Arabo-Islamic identity that the French colonists insisted on removing. The system started from lower to higher education as put forwards by Benmoussat (2003)

From 1971 onwards Arabic replaced French as the medium of instruction in primary schools, by 1976 all middle school education was conducted in Arabic , by 1984 all secondary education, and by 1986 most university educationhad undergone this change.

(Benmoussat, 2003:106)

The Arabization process has been criticized by the lack of teaching personnel; this lack forced the Algerian government to recruit 1000 Egyptian as Arabic teachers in 1964 since the Algerian elite at that time were educated in French. (Ben Rabah, 2004). However, those teachers have been criticized by lack of qualification and the impact their accent played on teaching. (Benrabeh, 2004)). The policy of Arabization has been gradually implemented in Algerian educational context, nowadays all primary, middle, and even secondary schools are using Arabic as a medium of instruction, and such is the case in most Algerian universities.

However, Even nowadays there are certain specialties in Algerian university that are still taught in French language such as Biology and medicines. Other reforms were made in 1971, the classical system was introduced and worked well for good time until the late reforms, when it was replaced by the LMD system (License /Master/ Doctorate) and also called the Bologna Process.

Owing to the huge development in science and technology the world is witnessing now, and in order to meet the requirements of the socio-economic environment in Algeria, and like many countries throughout the world that adopted innovations in their higher education. A reform was necessary to be implemented in Algerian university to meet the needs of such changeable world. The LMD system (License-Master-and Doctorate) was introduced in Algeria, as it was the case in many European countries. The LMD system was launched in our country in 2004, its aim is to make universities coping with globalization and competitiveness. According to the Algerian Ministry of Higher Education and Scientific Research, this reform is made so as to bring new tasks to the university; these tasks are summarized as follows:

- Provide quality training.
- Making a real osmosis with the socio-economic environment developing all possible interactions between the university and the outside world.
- Develop mechanisms for continuous adaptation to changing jobs.
- Be more open to global developments, especially those of science and technology.
- Encourage diversity and international cooperation by the most appropriate terms.
- To lay the foundations for good governance based on participation and consultation. (Rabehi, 2013)

As any reform in its beginning faces obstacles and difficulties of application, and so was the case in Algerian universities. At the beginning the system was piloted in 10 universities only in Algeria. These ones worked in collaboration with some European universities, so as to, overcome these obstacles, and help teachers to change the way of teaching they have been accustomed with for many years. Further details about the classical as well as the LMD system are provided in the next phase.

2.6.2.1 Classical System

The higher education in Algeria was structured thanks to the reforms made in 1971, the aim of this reform was to “Arabize” and “Algerianize” the university. the classical system was introduced, this system worked well for good time, it gave birth to well-instructed graduates and some genius minds well known throughout the world, however, in recent years, the classical system has shown certain limits, and change, as well, as innovation were necessary to be introduced in Algerian university.

There was a change in mid-eighties, the teaching method of EFL was based on the communicative approach and thanks to the advances in computing a new system of registration at university was introduced. Baccalaureate holders who chose the English section for a License degree were oriented by computers, in condition of having an average of 11/20 and the minimum score of 12/20 in English. Most of teachers were Algerian and trained locally. The study for getting a license degree was extended from three to four years. The consolidation of the knowledge obtained at secondary and middle education was dealt with in first years, this justifies the focus on basic modules such as Grammar, written and oral expressions while the content modules such as: literature and civilizations were left till the second , third and fourth years, further clarification of English ‘license (BA) curriculum modules in classical system is provided in table 2.4 below.

Year	Module	Teaching time per week
First year	Written expression	3hs
	Oral expression	3hs
	Grammar	3hs
	Reading comprehension	1h30
	Linguistics	1h30
	Phonetics	1h30
	Arabic	1h30
Second year	Written expression	3hs
	Oral expression	3hs
	Grammar	3hs
	Linguistics	1h30
	Phonetics	1h30
	British literature	1h30
	British civilization	1h30
	American literature	1h30
	American civilization	1h30
	Arabic	1h30
	Third year	Written expression
Oral expression		1h30
Linguistics		1h30
British literature		1h30

Year	Module	Teaching time per week
Third year	British civilization	1h30
	American literature	1h30
	American civilization	1h30
	Phonetics	1h30
	Psychology	1h30
	Third world literature	1h30
Fourth Year	Linguistics	1h30
	Psycho-pedagogy	1h30
	Seminars in literature	1h30
	Seminars in civilization	1h30
	TEFL	3hs
	Research methodology	1h30
	TPR Teaching practice	1h30

Table 2.4 : English 'Licence (BA) Curriculum Modules in Classical System.

The classical system was criticized by not being capable to meet the new socio-economical developments of Algeria. In addition to the lack of ICT's use in the classrooms, and the large number of students in the class. Within the classical systems, these classrooms seem poorly equipped, teachers were authoritarian traditional while learners were passive. Moreover, the system was criticized by the insufficient communicative activities use for teaching English language skills. Certain social and economic factors impacted both EFL teachers and learners in Algeria. Due to all these deficiencies, reforms are strongly required, so the Algerian ministry of higher education decided to provide solutions.

The national committee of the education reform adopted a reform plan in April , 2002 and the ministry of higher education and scientific research adopted deep reform in Algerian university. In order to meet the new expectations of society, and to follow the modern guidelines of the new global trends in higher education throughout the world. The LMD system was adopted in Algerian university, this adoption faced several obstacles especially at the beginning of its application, because it was not an easy task for teachers and learners to teach, learn, and evaluate differently.

2.6.2.2 LMD Reforms

The LMD system is introduced in Algerian university as a new reform in higher education. The emergence of such system goes back to “Sorbone-Bologna Process” that involves many European countries. The system gets its name from degrees to be achieved “LMD” Licence-Master-Doctorat in French or BMD Bachelor’s-Master’s-Doctorate in English. The LMD was first adopted in all French universities and implemented in many other European countries, and beyond the European boundaries such as: Asia and Africa. Many governments over the world are taking steps to implement the Bologna Process successfully and Algeria is not an exception.

Since 2004, Algerian university has gone through the LMD reforms. The system is adopted in order to reach certain objectives, among which: the reposition of Algerian higher education in terms of globalization and competitiveness, and to meet the demands of job markets, especially after the apparent inability of graduates from universities to cope with challenges imposed by real life experiences at work. The LMD imposed itself as a necessity in the age of such huge technological advances, economic interests, and complex international relations. To achieve these aims changes have been made at Algerian university at different levels; organizational, pedagogical, and academic.

EFL at university is concerned as other specialties by these reforms, practices in the field need innovation in teaching process and consequently in learning and in the teaching profession as a whole, in addition to evaluation and assessment. EFL academics are required to:

- innovate first their pedagogical programs by themselves instead of relying on the national programs made by the Ministry of higher education,
- Second, they need to adopt learner-centered approach instead of the teacher – centered approach they were accustomed to use for many years.
- Third, they need not to evaluate students by only one exam at the end of the semester, but to provide them with continuous and ongoing assessment.

The LMD system was introduced in 2009 at Tlemcen university, instead of four years for license it was reduced to three years, as for registration the priority is given to students from Letters and Foreign Languages, first year within the LMD system aims also at consolidating the already acquired knowledge at secondary education, mainly teaching the language skills, in addition to other modules such as ICT's, discourse comprehension, and research methodology. Further details are provided in the table 2.5 below:

Year	Module	Teaching time per week
First year	Grammar	6hs
	Written Production	3hs
	Oral production	3hs
	Discourse comprehension	3hs
	Phonetics	3hs
	Introduction to Linguistics	1h30
	Anglo-Saxon culture and civilization	1h30
	Information and Communication Technologies (ICT)	1h30
	Literary Studies	1h30
	Research Methodology	1h30
	General culture	1h30

Second year	Grammar	4h30
	Written production	3hs
	Oral production	3hs
	Discourse comprehension	3hs
	Phonetics	1h30
	Linguistics	1h30
	Anglo-Saxon culture and civilization	1h30
	Information and Communication Technologies (ICT)	1h30
	British literature	1h30
	Research methodology	1h30
	Psychology	1h30
	African Civilization	1h30
Third year language studies	Linguistic theories	3hs
	Phonology	3hs
	Academic writing	3hs
	Psycho-Linguistics	3hs
	Socio-Linguistics	3hs
	Language Didactics	3hs
	Research methodology	3hs
	Psych-pedagogy	3hs
	Project work (Teaching practice)	3hs
Or Third year literature and civilization	Literature theories	3hs
	Comparative literature	3hs
	Academic writing	3hs
	English speaking and writing	3hs
	Anglo-Saxon civilization	3hs
	African civilization	3hs
	Psycho-pedagogy	3hs
	Project work (Teaching practice)	3hs

Table 2.5: English 'Licence' (BA) Curriculum Modules in LMD System.

Plenty of modifications are attributed to the above mentioned modules in the LMD system. For instance, in term of time, there was a change in Grammar module for 1year LMD; instead of 6 hours they are now studying 3hours only. The same for the second year, instead of 4hours 30 they study 3 hours grammar per week. As far as modules are concerned, general culture for 1 year LMD is replaced by Arabic or sociology. The project work (the teaching practice) is removed from the curriculum of third year both for language and literary studies, because of such a misunderstanding between the two ministries; Ministry of education and the Ministry of Higher Education and Scientific Research. The greatest modification that touches the LMD system as far as ELT is concerned is that recently the specialty is removed, the EFL learners in Algeria in their third year study to get general license (BA) instead of the specialized one. The specialty is left till the master level. Modules such as oral expression and written expression are re-introduced in the third year.

It is not a simple task for teachers to teach English differently from the method they used to apply, and for learners to learn it differently than they were accustomed to and to be evaluated differently. All these are not as simple tasks as EFL teachers and learners in Algerian university can cope with easily. Especially when the innovation and change are made without preparation and consulting the agents of change.

In the comparison between the classical and the LMD system many differences are noticed such as: time allotted, number of modules, the syllabi content, and the new system of assessment and evaluation. Moreover, students studying English under the LMD are likely to have more job opportunities, and more specialized training, unlike the others. However, actually in Algeria the four year license of the classical system is better than that of the LMD system, since the students getting this diploma can teach in both middle and secondary education, while others holding three years license (BA) under the LMD cannot.

Teaching and learning English within the LMD is more specialized and focused than that under the classical system. The nature of the evaluation system of the LMD required students to make much more efforts than those under the classical system, because they are provided with ongoing process of evaluation not only one exam at the end of the semester.

2.6.3 Learner Autonomy in the Transition from Secondary to Higher Education

Since the research work is about learner autonomy in Algerian educational context, it seems necessary to have a look at the place of learner autonomy in the reforms made both at secondary education and at university. Autonomy is now a defining characteristic of language learners around the world, and in Algerian schools also autonomy is supposed to be a defining characteristic of learner-centered classrooms. Autonomy in language education is tightly related to the shift from traditional to learner-centered models of teaching. That is to say, the idea of learner autonomy in Algerian educational context is related to the reforms made in both secondary and higher education, however, the way the concept of learner autonomy is perceived and applied in ELT in secondary education is different from that in higher education to certain extent.

The adoption of the CBA as a method of teaching English, changes in the system of evaluation, and the introduction of project works for promoting learners' autonomy, in addition to enrichment of ELT textbooks with more self-study tasks prove that the Algerian Ministry of Education set promoting learner autonomy as one of the principle objectives of ELT. Promoting the learner with autonomous learning strategies is necessary to deepen and broaden his knowledge.

The notion of learner autonomy can be observed, also, in the system of evaluation and assessment. Pupils in secondary education do not focus on how well they progress in a language skill, but rather on scores. They seem not interested in course participation, since it is not marked, and focus on exams only. Pupils are evaluated three times in a term: one exam and a test (*devoir surveillé*). Reforms bring a difference at the number of tests and continuous evaluations: two for the main subjects (Mathematics, Arabic, Natural Sciences and Physics) and the other subjects (such as English) are evaluated once (except for the stream of foreign languages). The continuous evaluation is supposed to make pupils more motivated for course participation, and for doing homework and projects, since all these tasks can be marked. An attempt of getting away from rote learning, self-study tasks such as homeworks and project works are taken into consideration when marking the learners. Peer assessment is available also, especially in written tasks when EFL learners evaluate each other's production before being handed to the teacher. Self-assessment is not widely used since learners do not have the necessary parameters to check their own progress.

Though plenty of innovative measures are taken in secondary education in term of the method of teaching and assessment; promoting autonomy of EFL learners is not given the importance it deserves in these reforms. Next is the place of autonomy at university reforms.

In Algerian universities, certain innovations are made for promoting learner autonomy in English language teaching and learning, The LMD system is adopted to ameliorate higher education, the new system brought changes in the method of teaching, more project works are introduced, EFL learners are supposed to do more self-study tasks than in the classic system. Even the system of evaluation and assessment is largely changed. The introduction of ICT's at university level especially in language teaching and learning aims at promoting learner autonomy.

The LMD system has been introduced in Algerian university to make it more compatible with other universities around the world, and to make the whole system more efficient. To promote students' autonomy, this reform aims at increasing lifelong learning opportunities. Students' self-study tasks are marked; they are encouraged to do autonomous research especially when doing project works. Students used to be assessed by one exam per semester only and they can compensate a module by another. However, in the LMD system, the continuous assessment is introduced, it comprises of two till three marks: mark of the TD a test and group work such as project works. The reforms give more attention to individual as well as group work. Self-study tasks are marked, participation, and even students' presence; are marked too, so the more student is self-reliant in doing out of class efforts, the better his mark will be.

The Algerian reforms at university coincided with the wide spread of the Internet system at educational institutions. The traditional approach was based on a didactic method of teaching based mainly on teachers' competence within the four walls of classroom. ICT's can be considered as a motivational factor in learning since computer multimedia software, videos, and televisions provide learners with authentic and challenging information. Though certain obstacles hinder the successful use of ICT in ELT in Algerian university, such as teachers and learners lack of technical competence, the quality of internet connectivity, etc.

Throughout reforms in both secondary and higher education, it seems that learner autonomy is not given the importance it deserves, though positive innovations are made, but others are still needed for constructing concept of learner autonomy. After some years of reforms, it is apparent that reforms in both secondary education and university have not achieved the assigned objectives. Critics of experts in the field should be taken into account in implementing the reform efficiently. Any problem in school reforms should be remedied, as soon as possible from the start to better innovate the educational system as other countries have safely done.

We cannot expect pupils to be fully autonomous over night. For this reason, a transitional phase is necessary to be implemented so as to ensure a safe move to autonomy in our schools. So it is necessary to establish a semi-autonomous learning for better English learning in the classroom. Dickinson defines semi-autonomous learning as **“the stage at which learners are being prepared for autonomy”**. (Dickinson, 1987:11). As it was mentioned before, certain steps should be taken by teachers to raise their pupils’ awareness of autonomy. It is noticed that there is such a lack of coordination as far as EFL programs are concerned between secondary and university level.

Semi-autonomous learning is for bridging the gap between secondary and university in term of English learning. If pupils are well prepared in the secondary level (to be at least partially autonomous) the problem of spoon feeding and over-reliance on the EFL teachers will be solved. EFL learners can be fully autonomous only when they reach university, because learner autonomy in the secondary level as put by Milliani (1991) is more a decision taking rather than a decision making. EFL learners at secondary education are supposed to share responsibilities of learning with their teacher, to negotiate with him, to choose among range of tasks or projects, to suggest the use of certain materials, etc. Semi-autonomous learning is a first and basic step to take for promoting learner autonomy in Algerian secondary education and university.

2.7 EFL Teachers’ Training Programs and the Notion of Learner Autonomy

The present research is concerned with learner autonomy in Algerian EFL context, after dealing with this notion in the educational reforms in secondary and university level, a light is shed now on the notion of learner autonomy within EFL teacher training programs. Due to the education reform, the Ministry of Education is

supposed to establish Teacher Training Institutions to provide teachers with adequate training, so as to be able to cope with the reform objectives. As suggested by Little (1996):

We must provide trainee teachers with the skills to develop autonomy in the learners who will be given into their charge, but we must also give them a firsthand experience of learner autonomy in their training.

(Little, 1996: 179-180)

In fact, how can teachers promote their learners' autonomy if they do not know what autonomy is. Whether or not these programs are adequate in fostering both teachers and learners autonomy, this will be proved within the third chapter of this research.

There should be special schools for teachers' formation; however, due to the small number of these schools, teachers in the Algerian schools are generally given academic lectures at university. However, this phase of preparation seems to be more theoretical, in the sense that teachers do not have the opportunity to face pupils. Moreover, the teachers are offered a period of around one year of training, in which they start their work and try to cooperate with more experienced teachers. However, this seems to be insufficient too. Recently new EFL teachers are provided with academic lectures as formation. Despite of all this, teachers in secondary schools find it difficult to promote their learners autonomy, because they were not informed how to do so in their pre-service training. In fact, teacher training programs have to include teaching strategies.

Promoting learner autonomy is one of the objectives EFL teachers bear in mind during their initial training. First trainee teachers explore, observe, and adapt to classroom settings. Then interact with other teachers and the professional team to develop their identity as self-reliant teachers that become familiar with the notion of autonomy in language learning, and gradually take charge of the class. Both secondary school and university teachers in Algeria must receive professional training that enables them to develop their career and develop their learners'

autonomy. We wonder how teachers who have not been confronted with learner autonomy in their initial teacher training, develop autonomy in their classes. One obvious impact on learners' autonomy is their teachers' understanding of what autonomy means, and their ability to implement it in the classroom.

2.8 Assessment and Learner Autonomy

In the light of the university reforms, assessment has become among the crucial subjects of debate, changes urged EFL teachers to adopt new methods of assessment in their classrooms, especially those which are "learner-centered" so as to provide EFL learners with better control of their own learning. There are certain innovatory assessment procedures brought by the LMD system, these are considered as alternatives to traditional ways of evaluation within the classical system. There are certain differences between assessment in the EFL classical classroom and the non-traditional LMD classroom. The classical system did not give such great importance to the formative assessment (1) as the LMD does, while the formative assessment is optional in the classical system, it is compulsory in the new one. (Rabehi, 2013). Moreover, EFL learners used to be assessed by one exam per semester during the classical system, whereas, within the new system certain elements are taken into account when evaluating including: the students' attendance, participation, written and oral tests, projects; and home work...etc.

The new system of evaluation is based on the learners' personal work to a great extent; EFL teachers believe that its implementation would give the students a strong will to be autonomous and more self-reliant. The evaluation system seems to be encouraging the notion of learner autonomy in EFL context at university level.

According to Rabehi (2013) the special importance given to the formative evaluation will result with good outcomes because:

The percentage devoted to the so-called "TD mark" has a great impact on the final marks. Therefore, this would be a motivating factor for students to do their best, to make research, to look for knowledge more and more in and outside of the classroom. Here the notion of autonomy within the assessment is apparent and recommended.

(Rabehi, 2013:14)

In fact, EFL learners' autonomy is highly recommended, however, whether or not this new system of evaluation has really given birth to more self-reliant EFL learners, this need to be investigated in Algerian universities.

In teaching and learning process, testing is given a major importance especially within the reforms made in higher education in Algeria, the LMD system based on students' personal work, that is to say, this new system seeks more autonomy in the learners, however, certain obstacles are faced by both teachers and learners for better assessment. In large classes, when the number of students exceeds the norms, it is hard for EFL teachers to control and give feed-back, it is in fact, time consuming and tiring, individual attention cannot be provided, Furthermore EFL learners especially those of first years find themselves in new dimensions of assessment not like the ancient ones that they used to at secondary education. To be able to promote learner autonomy the new system of evaluation at university needs certain formation, modification, and efforts from both teachers and learners so that the system as whole becomes more easier not a burden.

2.9 ICT's and Learner Autonomy in EFL Context in Algeria

Due to the technological, economic, and the social changes the world is witnessing, education and how to make it available for all is becoming more necessary than ever, the role of Information and Communication Technologies

(ICT's) in education is given more importance, as one of the growing fields of education, which is indispensable in almost all educational systems throughout the world. This importance is given to ICT's in Algerian educational context, as well, since these technologies ensure effectiveness, good quality, and more autonomy in learning.

The implementation of ICT's in Algerian educational system in general and at university in particular aims at expanding access to education, to expand education beyond the limits of schools and universities many countries such as, Australia and New Zealand used a system of itinerant teachers to educate children and youth living in sparsely inhabited territories. In 1992, 41% of higher education students in Thailand and 38% in Turkey studied at distance. The China TV University System and Anadolu University in Turkey serve more than 500,000 students each year. The United Kingdom Open University has provided education for more than 2 million individuals, since it was established about 30 years ago (Daniel, 1996; Harry, 1999). ICT's can improve the quality of learning and teaching, it can facilitate the task of motivating learners, providing learners with outside formal educational contexts, and giving them chances for communication. Such huge importance of ICT's make authorities in Algeria adopted policies to implement ICT's in education.

2.9.1 Policies for ICT's Implementation in Algeria

Algeria Like many developing countries encourages the use of ICT's in educational system; this cannot be achieved without ICT's framework and implementation strategy. Therefore, Algeria has created a committee for defining the elements of an Algerian national information strategy. For managing the Algerian ICT's policy, The Algerian government gives authority to the Ministry of Post and Information Technology. In addition to some collaborations with worldwide agencies for promoting the use of ICT's in the country, for instance, in 2002, the World Bank co

co-operated with the Ministry of Post and Information Technology to implement and develop ICT's in Algeria. (Bensafa, 2012).

In order to integrate ICT's in Algerian educational system the government devoted a portion of three billion dinar. According to the Ministry of education, all secondary schools were equipped with computer labs connected to the Internet through ADSL, and 30% of this had Internet access. On the other hand, half of the middle schools adopted ICT's as a fundamental part of the educational program. Primary education is basic and does not require ICT's as much as secondary education does. Each university has developed its own ICT's policy to enhance and accelerate the educational progression. (Ben Safa, 2012). The purpose is offering enhanced learning opportunities in either virtual, distance or open universities., and develop in learners the sense of self-reliance, that is to say to develop their autonomy in learning.

The Algerian government has signed some agreements with international organizations. For example, UNESCO which is responsible of a number of initiatives for the proper integration of ICT in the Algerian education system. In 2000 , the old public institution of domestic telecom was split into two commercial organizations to facilitate the entry of Algeria into the information society. (Ben Safa, 2012). Some national ICT's initiatives have been designed (2). In 2003, the country launched a program to ensure access to ICT's through making computers available for every home initiative, radio and television, have achieved high diffusion rates. Mobile phones are ordinary and the number of internet users increase rapidly.

2.9.2 ICT's for Promoting Algerian Learners' Autonomy

One of the best objectives ICT's are put forwards to fulfill is to ensure ongoing learning, that is to say, to enable learners to be more autonomous in learning, providing learners with the necessary guidance of the appropriate use of such technological devices increases self-reliance and motivates them to learn even outside class sessions. Videos and computer multimedia software provide information that can be authentic and challenging, in addition to, the motivating images, color, sound, and movement. Learner autonomy in EFL context be it in Algeria or elsewhere can greatly benefit from the opportunities brought by ICT's. A large change from traditional to modern paradigm of language teaching and learning is brought. It represents the capacity to reach students in any place and at any time, so learning time does not equal classroom time only. Learners' autonomy is encouraged by the several technological devices available at and outside school. However, the use of ICT's in Algeria has not really reached the above mentioned objectives yet.

In Algerian universities the use of Information and Communication Technologies is an ongoing process, in order to promote EFL learners autonomy, the LMD reforms make it necessary to embedding learning technologies in ELT as basic requirement for better learning at university level, however according to Mami (2013):

The basis of such an embedment in Algeria should first create an awareness and acknowledgement of the ideas and theories of others, and then, readapt the means for their specific usage locally and nationally. Taking into consideration Algerian local and national particularities in the implementation of ICT's help greatly in a better understanding of a technology –based practice in ELT.

(Mami, 2013:6)

In learning languages in general ICT's play an important role, however, implementing ICT's in Algerian universities for the sake of language learning in particular, and all materials in general, should take into account the social as well as the cultural background of learners. For better implementation of ICT's for developing learners'

autonomy; it is necessary to develop both people and educational systems to understand the emergent need of technology methods for teaching.

Certain constraints are facing the implementation of ICT's in Algerian universities, for instance, insufficient knowledge and competence of how to manipulate these new technological aids, in addition to, a lack of involvement in the reforms made it hard to succeed in building a platform for successful use of ICT's in ELT. It seems as if the traditional system of teaching languages has remained preferable and unchanged. The relative competence of teachers in the use of ICT's is another constraint. Besides learners' attitude towards such technological method of learning. Promoting EFL learners' autonomy depends a lot on the appropriate use of ICT's and the learners' attitudes towards both autonomy and ICT's. How do EFL learners view the relationship between ICT's and the promotion of their autonomy in learning needs to be investigated.

2.10 Autonomy and the Algerian Cultural Background

In the world there are more than 7000 languages human beings speak, each one carries a rich culture with it. This diversity makes cultures enriching each others. In education and especially in language learning, culture is very important because learning a language takes place within a culture, this can influence the way and even the quality of learning, so culture is inextricable from language.

According to Kneller's (1965) definition of culture, a particular culture of learning would involve the following elements:

- a community which shares the culture (e.g. a society, or a classroom);
- learning practices which are recognized in this community (e.g. going to lessons, or practicing language by talking to tourists),

- associated roles (e.g. teachers, learners, learning counselors; parents);
- institutions within this community which structure Learning (e.g. schools, self-access centers or families); and
- Tools and products which play some part in the community's learning practices (e.g. computers, textbooks or students' essays).

The elements mentioned above clarify the idea that culture is national and monolithic; so generalizations may not be easy to apply in certain learning situations; it is the same case for the notion of autonomy in language learning which is more complex than it may seem.

In spite the fact that we believe in the existence of human universals, none can escape completely from the cultural background, assumptions and even practices that have shaped his personality. The educational institutions in Algeria have maintained the traditional approach of learning for long, teachers responsible and lecture while students passively listen, this kind of relationship is rooted in learners minds since it started from primary, to middle, and even secondary education, this habit of overreliance on the teachers, learners bring with them to university, so these learners are used to following not leading, they are dependent learners. Though Educational reforms are made to change this entirely, but still this approach of learning exists in Algerian schools.

Algerian EFL learners' understanding of autonomy depends on their cultural background, the general view of liberty changes from Western to Non-Western cultures for instance the Algerian culture. According to Palfreyman and Smith, (2003), in some cultures respect to the elderly (whether it is for parents or as in this particular case for teachers) is taken as a hindrance to autonomy as it is deemed a sign of "passivity". This exists in Algerian culture in which respect to teachers is held sacred. There is an anonymous proverb which says: **"teach me one letter and I will be your slave."** This prevalent proverb shows how Arab people among which Algerians respect knowledge and teachers.

As far as learning is concerned, Most Algerian learners start their first step in education in mosques where they learn through memorization of the holy book “Qur’an”. This strategy of learning starts early in mosques then transferred to other contents in primary and elementary schools. Memorization or learning by heart will create contexts in which students rely on teachers who command, be it a good and successful strategy of learning Qur’an does not give it credibility to be generalized to other subjects in school. This strategy does not encourage creative thinking and autonomy in learning. How learners view the teachers’ role can also affects their autonomy in learning. Palfreyman and Smith (2003) study learners’ beliefs about teachers, risk taking, and self confidence. The outcome of such a study reveals learners’ readiness for autonomy, if a student feels that a teacher should be dominant **“ he is less ready to be autonomous than the one who expresses a preference for a facilitating teacher.” (Palfreyman and Smith 2003: 8)**. That is to say if learners view teachers as instructors; they tend to be more dependent on them, while those who view them as facilitators tend to be apt to becoming autonomous.

Algerian EFL learners’ understanding of autonomy in learning is widely effected by their cultural background, for instance acceptance of teacher’s authority; which is inherent in Algerian educational context, and learners’ view to teachers role are not determinable to the promotion of learner autonomy as puts forwards by **Smith, (2003): “ learner’s culture plays a significant role in determining the degree of autonomy.” (Smith, 2003:5)**. Culture determines attitudes towards autonomy and towards learning in general. Learners under the influence of certain cultures find autonomy in learning easier than those who belong to some cultures that favored the respect to more knowledgeable and authoritarian figure; therefore, there is a question some educators raised as to whether autonomy can be generalized to non-western cultures such as Arab culture (Algerian culture).

2.11 Autonomy in Algerian Context from Islamic Perspective

The concept of Autonomy has different meanings and interpretations depending on the context in which it is used, for instance, in Politics, economy, and culture; it does not mean the same. In this research, Algerian both teachers and learners are targeted, so, it is necessary to highlight what autonomy means from Islamic perspective. Autonomy is seen as freewill to make choices and to take responsibility. As in other religions, mainly in divine faiths, autonomy is original and essential notion in Islam, all people are born equal and free, it is a human right guaranteed by Islamic law. (AL-Sadi, (2015). Autonomy is maintained as intellectual, personal, educational, and social right. All individuals, regardless to their colors, ethnicity, and sex are free in Islam to make their choices. Muslims are held accountable for only what they are given choice over, so the conception of autonomy embodies freedom that makes Muslims free to choose between good and bad, so that they will be either rewarded from God or punished.

Islamic rituals and worship become obligatory for mature persons and rational ones so that they can exercise their freewill. Moreover, in Islam it is not accepted to force someone to become a Muslim, even worship becomes meaningless if it is not based on sincere conviction, Allah the almighty says in the holly Qur'an :” لا اكرهه في ” **لا اكرهه في** " **الدين قد تبين الرشد من الغي**" **There is no compulsion in religion: true guidance has become distinct from error” (chapter 2, verse 256).** So any rituals and worship in Islam shouldn't be done under force, Islam emphasizes free thoughts and religion and tries to guarantee people's freewill. (Al-Sadi, 2015)

Islam, be it considered as one of the most conservative religions, relates the idea of autonomy and freewill to the framework of duty, that is to say, the concept is related to responsibilities to fulfill towards the self and towards other members of the family, and the whole society. The total freedom is to be redefined in Islam as taking all responsibilities of one's own choices, not as it is interpreted, as an example, in some other cultures as someone is totally free to do what he or she wants out of

social cultural, and religious boundaries. The inseparable relationship between freedom and responsibility according to Al-Sadi, (2015) is dealt with and emphasized in the holy Qur'an, this is shown in the following verses:

- **“Did We not give him two eyes, a tongue, two lips, and point out to him the two clear ways [of good and evil].** (chapter 90, verses 8-10).
- **“Whoever has done an atom’s-weight of good will see it, and whoever has done an atom’s weight of evil will see it.”**(chapter 99, verses 7 & 8).
- **“By the soul and how He formed it, and inspired it [to know] its own rebelling and piety! The one who purifies his soul succeeds, and the one who corrupts it fails.”** (chapter 91, verses 7-10).

Islam emphasizes individuals' freedom in relation to their responsibilities, it is necessary also to communicate and cooperate with each other in the society effectively, in the social level, individuals benefit from the system of coexistence; so socially the notion of autonomy is much more interdependence between members of the society not independence. Islamic, as well as, related social and cultural perspectives on autonomy are important in elevating the veil on these perspectives, because these perspectives have important implications for the research design and data collection and interpretation.

2.12 Conclusion

Since the research deals with learner autonomy in Algerian educational context, this chapter provides an insight on the notion of autonomy in Algerian EFL context in both secondary education and university, because there is a link between the two. It is supposed that EFL learners are partially autonomous at secondary education and fully autonomous at university. LMD reforms at university give importance to taking charge of learning and developing autonomy both in the language classroom and outside it. The notion of learner autonomy in Algerian EFL context was dealt with in this chapter with reference to ELT methods; teacher's training program, assessment, and ICT's. In addition to the impact of some socio-economical issues on ELT in Algeria. In this research, Algerian teachers and learners are targeted, so, it is necessary to highlight what autonomy means from cultural and Islamic perspectives, because Algerian EFL learners' understanding of autonomy depends on their cultural background, the general view of liberty changes from Western to Non-Western cultures. Autonomy as a cultural concept is considered as a western cultural concept, generalizing it to other non-western cultures(such as Algeria) is not easy as it seems. Algerian EFL learners' attitudes towards English learning are impacted by their cultural backgrounds. It is necessary then to investigate Learner autonomy from both Algerian EFL teachers' and learners' perspectives, their beliefs and attitudes towards autonomy and their readiness for taking responsibilities, all these will be investigated within the next chapter.

Notes to chapter two

(1) Formative assessment

Formative assessment is a range of formal and informal assessment procedures for instance diagnostic tests which are used in language learning. It is used by teachers during the learning process to monitor students learning and to provide feedback, it helps teachers to improve their teaching and learners to learn better, It is beneficial in language learning because through formative assessment students identify their strengths and weaknesses and teachers can identify areas of problems and find solutions immediately. This kind of assessment involves qualitative feedback (rather than scores) It is commonly contrasted with summative assessment that tools for educational outcomes , and purposes of external accountability.

(2) In 2000 the old public institution of domestic telecom was split into two commercial organizations, in addition to an independent authority of Post and telecommunication. There were three operators : Algerian Telecom represented by mobile and fix lines, Orascom including Djezzy and Lacom for fixed lines, and Alwataniya with its two agencies: Nedjma and internet access with mobile phones (Bensafa;2012) Recently, Nedjma turns to Ooredoo and Orascom becomes public. To facilitate the entry of Algeria into the information society, the following national ICT initiatives have been designed :

- *The project of the Ministry of Education to equip all schools with computers by 2005.*
- *The distance Education Project.*
- *The Virtual University Project*
- *The research network to be put in place by the Ministry of Higher Education and Scientific Research.*
- *The health network developed and maintained by the National Health Development Agency (ANDS).*
- *The Djaweb Internet platform (Bensafa, 2012)*

Chapter Three

**Research Methodology, Data Analyses,
and Findings**

Chapter Three: Research Methodology, Data Analyses, and Findings

3.1 Introduction.....	100
3.2 Background of Personal Motivation for the Research.....	100
3.3 Research Method.....	102
3.4 Participants and Research Sites.....	102
3.5 Instruments for Data Gathering.....	103
3.5.1 Questionnaire for EFL Students and Teachers.....	105
3.5.2 Piloting Teachers' and Learners' Questionnaires.....	106
3.5.3 Classroom Observation	107
3.5.4 Semi-Structured Interview.....	107
3.6 Results Analysis and Interpretation.....	108
3.6.1 Teachers Questionnaire Analysis.....	109
3.6.1.1 Teachers' Perception of Learner Autonomy.....	109
3.6.1.2 Classroom Autonomy, Learners' Readiness and Teachers' Roles.....	114
3.6.1.3 Obstacles in Promoting Learners' Autonomy and Suggestions	116
3.6.2 Learners Questionnaire Analysis.....	118
3.6.2.1 Definition of Autonomy and Attitude towards it.....	118
3.6.2.2 Classroom Autonomy (Responsibilities and Abilities).....	121
3.6.2.3 Autonomy out of the Classroom	123
3.6.3 Analysis of Data Obtained from the Classroom Observation.....	127
3.6.3.1 Classroom Autonomy, activities and responsibilities.....	128
3.6.3.2 Results obtained from the classroom observation.....	131
3.6.4 Analysis of Data Obtained from the Semi-Structured Interview.....	132
3.6.4.1 Results analysis of semi-structured interview "A".....	134
3.6.4.2 Results analysis of semi-structured interview "B"	137

3.7 Summary of the Main Results.....	140
3.8 Research Findings.....	143
3.8.1 Perception of the Concept of Learner Autonomy.....	143
3.8.2 Complexity in Translating Equivalence and Unfamiliarity with the Concept.....	144
3.8.3 Learner Autonomy : Wrong Beliefs.....	144
3.8.4 Teachers' and Students' Readiness for Autonomous Learning	146
3.8.4.1 Responsibilities and Abilities in the Language Classroom.....	146
3.8.4.2 The Impact of Algerian Pedagogy and Culture.....	147
3.8.5 Promoting Learner Autonomy in English Learning at University.....	148
3.9 Limitation of the Study.....	149
3.10 Conclusion.....	150
Notes to Chapter Three.....	151

3.1 Introduction

This chapter concerns the methodology of the study. First, justifications for research design and subsequent research methods are discussed. This is followed by concrete descriptions of research instrument preparation, and data collection procedures. In addition to qualitative and quantitative data analyses. The chapter ends with the presentation of the findings. Since the research is about learner autonomy at university level, we have tried to gather data that enable us to investigate learners' readiness for autonomous learning, and the teachers' perception of the concept. The data collection has been carried out in an analytic approach. Investigating autonomy at university level in this research is done through the following research instruments: a questionnaire to learners and teachers, because autonomy in learning is a process resulting from interdependence between both of them. And an observation of the classroom practices, in which learners' autonomy and dependence on the teacher are observed and analyzed. In the same vein, a semi-structured interview is conducted with two general inspectors of English.

3.2 Background of Personal Motivation for the Research

The concept of learner autonomy aroused the researcher's attention during the engagement in Magister dissertation about promoting learner autonomy in English learning in secondary education. The researcher has reached the result that secondary pupils are not ready to be autonomous in their English learning. Moreover, they are over-reliant on the English teacher and reproach him for their success and failure in English learning. And as Miliani (2003) claims, autonomy in the secondary level is a decision taking and at university is a decision making. This is what motivated the researcher to explore Algerian EFL students' perception of autonomy. Motivation for the present research on learner autonomy is a natural interest extending from Magister study, along with the researcher's experience as a teacher

and learner. In this research, it seems necessary to explain the choice of investigating learner autonomy among EFL students in Algeria in this time precisely.

Learner centered approaches advocate autonomy as a goal in education in general and in language learning in particular. So this study, deals with autonomy in its formal context which is ELT in Algerian universities, through exploring EFL teachers' and learners' perception and readiness for autonomy. Moreover, the literature on Algerian learners' autonomy in English learning is not sufficiently available and helpful, especially when dealing with autonomy from educational and cultural perspectives. In fact, the choice of investigating learner autonomy is simply because, it is a desirable goal in learning, it is also a proof of the successful move from teacher to learner-centeredness. This concept is increasingly gaining focus in developed countries. We never doubted that there were autonomous learners on the soil of Algeria. However, this tends to be a characteristic of brilliant students only. It is important to generalize this to other average or weak students to maintain proficiency in English learning.

Algerian EFL students at university are the research focus for two reasons. First, the researcher is a language teacher and learner, this allows her to well understand the educational system and how most Algerian students learn English. The selection of the students is, due to, the fact that, before looking for ways to promote autonomy, it is necessary to hear learners' voices about autonomy in learning. Second, if the results of previous research show that secondary pupils are not autonomous in learning English. Students at university are mature enough to be responsible for their own learning. They are no longer beginners waiting for teachers to give them knowledge; but actively look for it independently. It is necessary to promote learner autonomy in foreign language learning. English language is not only an academic subject, but also a channel to increase students' cultural competences and intercultural understanding. Now more than before in this age of technology, autonomy is needed.

3.3 Research Method

The selection of the method of research depends most on the type of the research and the context as well. And since our study deals with learner autonomy in its formal context (university), the case study is the most suitable for such type of research. Nunan (1997) states that: **“a case study is an empirical inquiry that investigates a contemporary phenomenon within its real- life context.” (Nunan, 1997:76)** . Learner autonomy is a phenomenon that takes place inside the language classroom and outside of it. In this research, and in order to answer the research questions, tow questionnaires were designed for both EFL teachers and students, a classroom observation was held in English department at Tlemcen university and Ain Temouchent university center, in order to investigate learners’ autonomy in a real context. Moreover, two semi-structured interviews were conducted with university X-lecturers, who work also as general inspectors of English in both wilayas. As for the participants in this research, 50 EFL teachers and 100 EFL students were randomly selected, two EFL classrooms were observed.

3.4 Participants and Research Sites

Both EFL students and teachers in both departments of English were chosen on the basis that, before any attempt made to promote the notion of autonomy in English learning, it is fundamental to investigate first, how EFL teachers and learners perceive the concept, how they define it, how they apply it, and to which extent learners are ready to be much more autonomous in their learning. Therefore, listening to learners’ voices may provide useful insights to the research. Similarly, teachers’ view of the concept of autonomy in learning and to which extent they can foster it in their classrooms, is explored too.

The researcher intends to locate the study in two different research sites. (universities) for many reasons: first, to collect data from several sites helps in validating the findings. Unlike many other countries, which classified prestigious universities according to successful students, the common Algerian mentality was not to equate upper level universities with successful students. Second, the researcher decided to choose universities that she could manage to have access to. English department at Tlemcen University is one of the most important departments in the faculty of letters and foreign languages. Recently the English section has become independent department with 63 full time teachers and 1232 students. The university center of Ain Temouchent opened its doors in 2009 and so did the faculty of letters and foreign languages that started with Arabic literature and French language. It was until 2012 that the section of English was founded. It contains now 25 full time teachers and 448 students of English. The section of English is not yet an independent department.

The criteria for selecting participants were: first, the group from each university should present a mixed level. Second, they should present a balanced mixture of genders. Third, they should be willing to participate in the research. The reason behind the selection of university students is that, they are no longer beginners but mature enough and can express their attitude, as well as, their perception of autonomy. The overall number of the participants is one hundred EFL learners and fifty teachers, in addition to two general inspectors of English, these numbers from each university seem to be enough for managing the research.

3.5 Instruments for Data Gathering

In order to gather data from different angles, several instruments of data gathering are used. In order to understand both Algerian EFL teachers' and learners' perception of learner autonomy. The research attempts to capture in-depth accounts from maximum possible sources of data that can be handled by this study.

The present study employs both qualitative and quantitative research methods. Oxford (2003) argues that research on autonomy : **“should combine as many perspectives as possible and no “single” perspective should be considered antithetical to any other.” (Oxford, 2003:90).** In fact, autonomy is multifaceted process in which the learner, the teacher, book designers, parents, and even inspectors have a role to play, so as to foster it in language learning. (Hadi, 2012). For this reason, tools used in data collection are considered as a crucial triangulation component aimed at obtaining a richer description of learner autonomy at university in Algeria. This has been done to cross-check the validity of the results and to collect as much data as possible to help tackle the problem from different angles.

This is similarly stated by O’Malley and Chamot (1990) who draw attention to the importance of using multiple data collection methods in research. In the same line of thought, Robert et al (1994) say that a combination of data source is likely to be necessary in most evaluations, because often, no one source can describe adequately such a diversity to features as is found in educational settings. The need for corroboration of findings by using data from these different sources, collected by different methods and by different people,i.e, triangulation. (Robert et al., 1994:137)

Triangulation in social research refers to the use of multiple methods to maintain validity. It can be achieved by the use of different instruments of research, multiple informants, and different research sites. Triangulation helps to gain an understanding of the phenomenon, and validates research findings. Triangulation is essential in maintaining the trustworthiness of the whole research. The three instruments used in this research: questionnaire, classroom observation, and semi-structured interview, three samples of population are used as well, students, teachers, and inspectors, both triangulation in research instruments and population can provide reliable data that can help in fostering learner autonomy in higher education in Algeria.

3.5.1 Questionnaires for EFL Students and Teachers

A questionnaire is considered as a powerful instrument for data collection since it saves time and effort; one can collect a huge amount of information in a short time. Though a questionnaire instrument cannot capture all necessary information to generalize research findings, thanks to it, processing data can be fast and relatively straightforward. In the present investigation, the questionnaires contain questions mostly built upon the “Likert rating scale model”. (1) In addition to open-ended questions and close questions too. The questionnaires help in answering research questions and test the hypotheses made so far.

The teachers’ questionnaire (see appendix 1) comprises a set of questions divided into three rubrics. Rubric one aims at eliciting data from the informants (teachers) about their gender, position, and teaching experience. Next, they were asked about their perception of the concept, giving equivalence to it, and also to give information about learners’ attitudes towards autonomous learning. Rubric two intends to get an idea about classroom autonomy, whether or not teachers view learners as responsible in learning, how they view their responsibilities and their roles. In rubric three, the researcher draws teachers’ attention towards promoting learner autonomy at this level.

As for the questionnaire of students, it is regrouped in different rubrics, the first one aims at gathering information about students’ gender and level, in addition to finding equivalence to the concept, their attitudes towards it, and their readiness to become autonomous learners. The second rubric deals with abilities, responsibility share in the language classroom. Rubric three is about outside classroom autonomy and making suggestions.

Undergraduate EFL students from both Tlemcen university and Ain Temouchent university center participated in this study, (50 students from each), they answered the questions and sometimes asked for clarification. After receiving consent from EFL teachers, the questionnaires were distributed during classes, (teachers' choice was respected as to give questionnaire either at the beginning or at the end of the class). The researcher provided learners with an introduction of the topic of research. It took about 20 minutes to answer the questions. Teachers collected and handed them to the researcher. Only some students from each class were selected.

Within this study, the researcher has called upon a number of informant teachers who have been or are in charge of teaching undergraduate students. Their total number is fifty and they belong to the English department at Tlemcen university and the same department in Ain Temouchent university center, (25 EFL teachers from each). The researcher got in touch with these teachers. The majority of them have been contacted during their work (between sessions or when having a free time).The process was successful as a large number of the informants accepted to take part in the study.

3.5.2 Piloting Teachers' and Learners' Questionnaires

The questionnaires for teachers and learners were designed, however, before submitting them to the sample population of this study, they were first submitted to two teachers specialized in research methodology (one from Tlemcen university and another from Ain Temouchent university center). They were asked to provide comments, corrections, and even suggestions in order to make questionnaires better in the form, as well as in content. Later five teachers from the English department were selected to answer the questionnaires, (piloting). The researcher used emails to send samples, they were asked if they found any ambiguity or some unclear questions hard to be answered. As for learners, and after classes; the researcher

submitted the questionnaire for five randomly selected undergraduate EFL students in the English department at Ain Temouchent University center. Teachers provided some constructive remarks, and even learners ask for clarification of certain questions, all these were taken into consideration, and both questionnaires were adjusted and improved. It was only then that the final version of both questionnaires was ready, and the researcher could submit the questionnaires for all the sample population selected to participate in this study.

3.5.3 Classroom Observation

The Classroom observation is pointed out as a complementary research tool, which will provide us with extra empirical data of teachers' classroom practices. It is held in two different classes in both English departments, with the aim to discover if the classrooms are really autonomous. To collect the required data, we have attended different lessons in different subjects (linguistics and literature) . The observation has lasted around a month (two sessions in each class) . The researcher selected the observation to have such length, so as to, observe learner engagement, teaching method and learners' use of learning strategies. The observation aims also to observe the different materials used by the teacher, and students' engagement in collaborative work. We choose also the observation to have such length, because the notion of autonomy in the classroom needs sufficient time to be observed, we need sufficient time to decide whether or not learner autonomy is a part of the learning strategies used in the classroom activities.

3.5.4 Semi-Structured Interview

A semi-structured interview as another contributory research instrument has been conducted with two university lecturers, and general inspectors in both wilayas. There were many reasons for the choice of interview in the present study.

First interview has been considered as a useful research method in applied linguistics to obtain insights that are 'inaccessible to experimental methodologies.' so questions addressed to the interviewees elucidated variety of answers that enriched the scope of the research. Although an interview as a research method fits into almost all the qualitative research tradition. (Richards, 2003), however, sometimes semi-structured interview has a lack of insufficiently detailed answers; however, it allowed the researcher to obtain further information relevant to the research questions.

3.6 Results Analysis and Interpretations

The selection of a specific data analysis technique according to Seliger and Shohamy (1989) depends fundamentally on the nature of the research problematic, the design chosen to investigate it, and the type of data collected. Data analysis is sifting, organizing, summarizing and synthesizing the data collected to reach results and draw conclusions. Both qualitative and quantitative methods are used so as to treat the data collected. In quantitative analysis

The data is in numerical form, or some form which can be converted into numbers, and the analysis almost utilizes statistics, qualitative data analysis techniques deal with non-numerical data usually linguistic units in oral or written form.

(Seliger and Shohamy, 1989:201)

In this research both quantitative and qualitative analyses of data are used. Quantitative data can be quantified and turned to statistical manipulation, qualitative data generally approximate and describe. The qualitative data gathered from the classroom observation and the semi-structured interview help in supporting the quantitative data gathered from questionnaires. Microsoft Excel was used for analysis of the quantitative data. The qualitative data obtained from the open-ended questions are analyzed manually. Thanks to this software the researcher can enter and analyze data, and draw statistics out of it. Thanks to this system the data can be presented in form of graphs and charts.

3.6.1 Teachers' Questionnaire Analysis

The questionnaire designed for EFL teachers contains 18 questions. These questions are regrouped in three rubrics, the first one is about the teachers' perception of learner autonomy, the second one deals with classroom autonomy. And the third one is about the obstacles that hinder our learners from becoming autonomous, and the suggestions made in this context.

The first rubric of the teachers' questionnaire contains some information about the respondents. Teachers' bio data (gender, experience, and position), and the second part embodies questions in a direct relation with the concept of learner autonomy (perception and definition).

The first three questions were about teachers' gender, position and experience. The informants who took part in this research were from both sexes. Females were more representative than males with a rate of (68%) against (32%) for males. There are informants who were permanent teachers, and those who had a temporary position. The majority (78%) were full time teachers, and only (22%) were part time teachers. (22%) of the informants had a teaching experience that was less than 5 years. The rate of those having an experience between 5-10 years was (16%) and those had been teaching between 11 and 20 years were representing (20%) of the informants. (42%) had a teaching experience ranging between 21-30 years.

3.6.1.1 Teachers' Perception of Learner Autonomy

There was a lack of understanding among participants about the concept of learner autonomy, which may have been due in part, to the complexities of the construct, and in another part to teachers' lack of knowledge and awareness of this concept in English learning. The data from the current research indicated that the informants interpreted learner autonomy differently. Most of them went to consider learner autonomy as self-instruction, i.e., to learn without a teacher, they considered

autonomy as to be free from teacher's command. Some other respondents thought autonomy was to learn outside classrooms without interference of the teacher, i.e., independent learning. Few informants only said that autonomy in learning is a psychological capacity related to motivation. And very few of them believed that autonomy in learning means to be responsible of all decisions related to learning in and outside the language classroom.(i.e., full autonomy) .

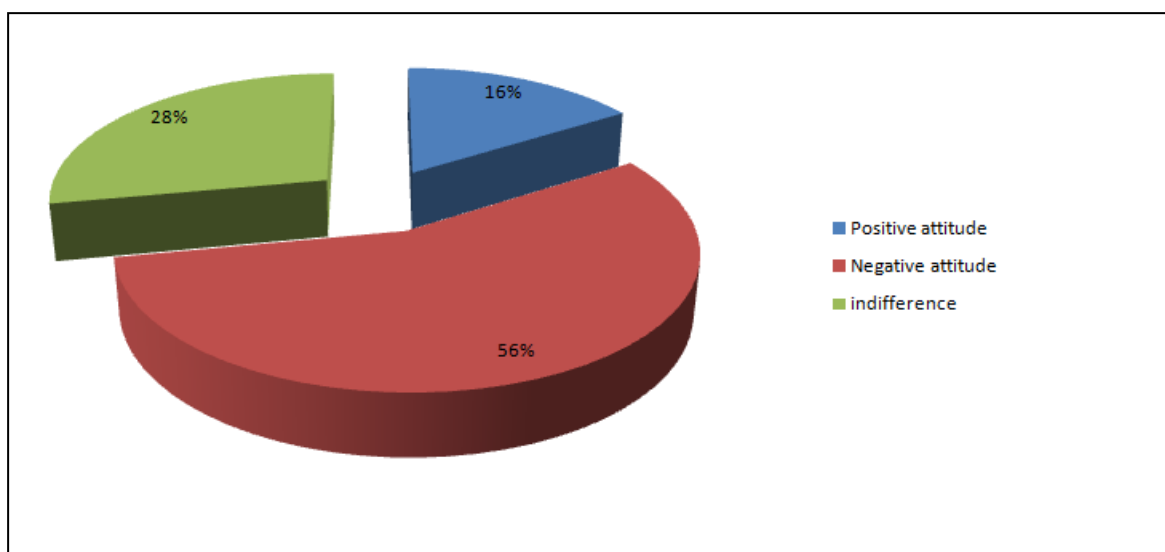
Surprisingly, when the informants were asked to give equivalence to the concept of learner autonomy in Arabic (mother tongue), there was no agreement on one single translation. Different translations of the concept 'learner autonomy' from English to Arabic were found. Most of the informants (gave the equivalence " استقلالية المتعلم that is to say independence of learner, some others provided التعلم الذاتي as an equivalence, that means individual learning, others thought the concepts of حرية المتعلم (freedom of learner) , التعلم بدون استناد (learning without a teacher) are more suitable equivalences to the concept of learner autonomy. Only very few (2 among 50) opted for الاعتماد على النفس في التعلم" (self- reliance in learning) as an appropriate equivalence.

There was a consensus among informants as far as the answer of question six was concerned, most of the informants believed that learner autonomy was conducive to academic success, in a rate of (78%) through relying on themselves, students could have good grades in exams. It was conducive as well according (to 22%) of the informants to building competence and raising the learners' proficiency in the language.

Teachers' attitude towards autonomy seemed positive. How about that of learners? Question seven was made to investigate students' attitudes towards autonomy.

Question 7: How do you think is your students' attitude towards autonomy in English learning?

The aim of the question was to know about students' attitude towards learner autonomy in English learning from teachers' perspective.



Pie-chart 3.1 Students' Attitude towards Autonomy in English Learning

The pie -chart above showed that more than half of the informants (56%) considered the attitude their students held about autonomy in learning as negative, (28 %) of them thought students as indifferent (not aware neither interested). Very few (16%) said that students' attitude towards autonomy was positive. Another time there was no consensus among teachers, as far as, the attitude of the students was concerned. Teachers consider their learners' attitudes towards autonomy in English learning as negative, or at a lower grade an attitude of indifference. May be their unawareness of the necessity of the concept is the cause behind such attitude. In fact, the attitude was fundamental in the current research to explore how students perceived autonomy in their learning. Their readiness is influenced by their attitudes.

EFL students' attitude towards learning in general was influenced by several educational, cultural, social, and even personal factors. According to most informants (70%) in their answer to question eight, the cultural background, educational institution, and pedagogy were the most influential in shaping the students' attitude

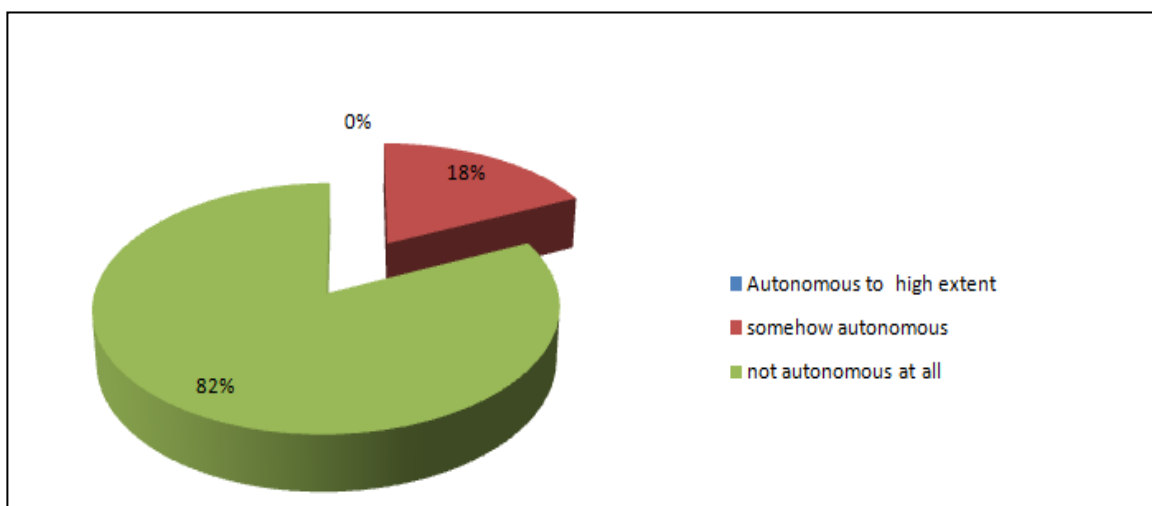
towards autonomy. In a less degree the social and the personal factors that came in the second class according to (30%) of the respondents. In question nine, the lion's share (90%) of respondents were in favor of motivation as a first step towards autonomy, whereas (10%) of the informants viewed no relation between autonomy in learning and motivation.

Question 10: To what extent are EFL students in the English department autonomous learners?

Question ten aims at exploring to which extent EFL teachers thought their students are autonomous. Details of answers are provided in the table and the pie-chart below.

The extent to which students are autonomous	A.F	R.F
Autonomous to high extent	00	00%
somehow autonomous	09	18%
not autonomous at all	41	82%
Total number	50	100%

Table 3.1: The Extent to which EFL Students are Autonomous in English Learning.



Pie-chart 3.2: The Extent to which EFL Students are Autonomous in English Learning.

This question is one of the pillars on which the current research is built on. As it was expected, the vast majority of the respondents (82%) considered EFL students not autonomous at all, so the behavior of reliance on the teacher is the characteristic of those students. While (18%) of the respondents thought students were somehow autonomous learners in the classroom. While none (00%) claimed that those students had a high extent of autonomy in learning.

Those informants whose answers claimed that EFL students were not autonomous were asked to justify their answers. According to the majority, students were accustomed to spoon feeding, as a natural result; they were incapable to bear responsibility in learning. Some others claimed that those students were receptive, they learn for the sake of grades only, not for competence or proficiency. They went further and said that rote learning, the methods adapted in tests and exams also played a role in making students not autonomous. Others thought lack of motivation was the cause. Some teachers maintained that those students needed training to use certain learning strategies to become gradually self-reliant.

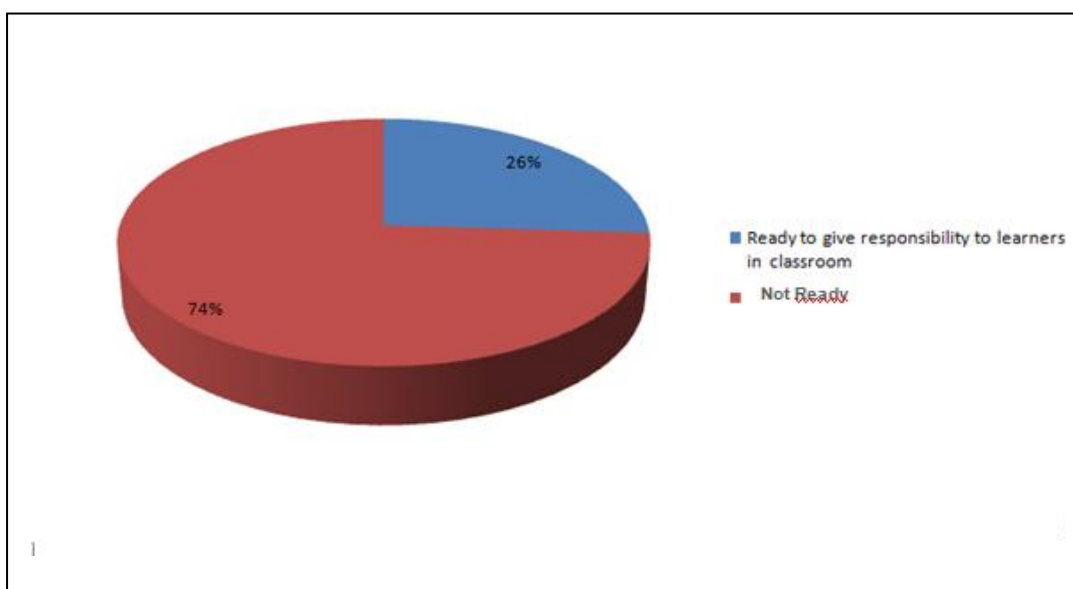
Though the problems and the obstacles that hinder the students from becoming autonomous as mentioned above, Some teachers seemed a bit optimist, when being asked (in question eleven) if the students have had the potential of becoming autonomous. 29 informants were positive and thought students' have had the potential for becoming autonomous in learning in rate of (58%). More than half of the respondents believed in the possibility. Whereas, 21 informants were less optimist and considered students as not having such potential. In a rate of (42%).

3.6.1.2 Classroom Autonomy, Learners' Readiness and Teachers' Roles

No doubt learner autonomy is a phenomenon that takes place both inside the classroom and outside of it, a light was shed on the construct of autonomy in the classroom, how it is applied by teachers and students alike, responsibility share and teachers' roles as well were dealt with. Question twelve dealt with whether or not students were capable to select the content and set objective of the lessons. In fact, after studying English for more than eight years, EFL students at the English department were supposed to be able to do so, however, most of the respondents (66%) claimed that students were incapable to do such tasks in the language classroom while (24%) of them thought students could select the content and set objectives to certain extent only, whereas, (10%) only of the informants believed that students were capable to bear such responsibility in the classroom.

Question 13: Are you ready to give your learners much more responsibility in organizing learning and setting goals?

Teachers were asked in question thirteen if they were ready to give students more responsibility in organizing learning and setting goals. In the current research the focus is not only on learners' readiness to be autonomous, but on teachers' too.



Pie-Chart 3.3: Teachers Readiness for Responsibility Share with Learners.

As it is shown in the pie-chart above, 13 respondents only in a rate of (26%) were ready to put responsibility of organizing learning and setting goals at students hands. They thought those students were able to bear such responsibility, however, more than half of the respondents were not yet ready to enter in such dimensions in a rate of (74%). Those respondents whose answer was negative were asked to justify their answer. Most of them related their readiness to that of the students, and since students were not yet ready, teachers as well were not, some others confirmed that students were in real need for training.

After many years of learning English, EFL students are supposed to be ready to take responsibility and learn autonomously. Teachers' beliefs about this were investigated in question fourteen. The lion's share went to the informants who considered the students as not ready yet to be autonomous in English learning in a rate of (88%). while very few respondents (only 6) said that students were ready to bear responsibility and thus, becoming autonomous in a rate of (12%) . Investigating learners' readiness is one of the fundamental issues dealt with in this study. The analysis of data showed that neither teachers nor students were ready to apply the construct of autonomy in the process of teaching and learning in the classroom. And both needed training.

The use of certain language learning strategies made the process of learning more “self-directed” that is to say, more autonomous. The use of such strategies can broaden the horizons of the learner and may empower him or her to become autonomous in some or all aspects of language learning. Meta-cognitive strategies such as self-management, self-monitoring, advanced preparation, self-evaluation, and self-reinforcement help in developing learners’ responsibility and help them in organizing language learning. (see 1.8). Question fifteen investigated Whether or not teachers train the students to use such strategies, 46 respondents did not in a rate of 92%, while 4 of them did in a rate of (8%). Those with negative answers justified this by saying that they were not trained to do so (44 informants out of 46) while the two others left claimed that such task was not necessary.

3.6.1.3 Obstacles in Promoting Learners’ Autonomy and Suggestions

The fundamental objective behind conducting the current research is to look for ways for promoting learner autonomy at university level. To do so, the third rubric of teachers’ questionnaire is devoted for such objective. The teachers were asked about their roles in promoting autonomy, the obstacles in achieving this, and they were requested to give suggestions for how learner autonomy can be promoted.

As far as autonomy is an ability that can be taught, teachers have a role to play in this process, question sixteen sake to gather data about the roles EFL teachers were supposed to play in promoting their learners’ autonomy. According to most of them the teacher should be in the first class as “a motivator” since motivation was conducive to autonomy in learning. The second role was “a guide” to give students a helping hand in taking responsibility. The third one was “to raise learners’ awareness” of the necessity of autonomy in learning. Nearly all the respondents insisted on the fourth role which was « trainer » that is to say to train students to use certain learning strategies (especially meta-cognitive one) to be gradually

self-reliant. In addition to other suggested roles such as facilitator, counselor, etc.

Certain challenges and obstacles hindered our students in the way of becoming autonomous, question seventeen tried to explore them. Several ones were mentioned by the informants, but the ones they got consensus on were the followings:

- lack of motivation
- Traditional view of learning and teaching
- Teacher were not ready to put responsibility at students' hands
- The method of teaching (lecturing) made learners receptive only not creative and self-reliant.
- Method of assessment also could hinder autonomy, especially when exams were based on rote learning, not on analyzing and synthesizing. Sometimes teachers would not accept any new idea or information out of those provided by them.
- Lack of training for the appropriate use of meta-cognitive strategies that foster autonomy. Neither teachers nor students were trained for teaching and using such strategies.

The basic objective of this study is to find ways for promoting learner autonomy. Relying on their experience in the field of education, teachers were capable to give suggestions for promoting autonomy which is itself conducive to better learning. These are the main suggestions:

- To train EFL students to use meta-cognitive strategies in an early stage of learning, at secondary or middle education.
- To establish a transition between secondary education and university studies (collaboration to avoid spoon feeding).
- To make classroom more learner-centered and avoid traditional teaching methods.
- To motivate students.

- Teachers have to share responsibility with students as a first step to give them opportunity to be more responsible in the classroom.
- Raising students' awareness of the necessity of autonomy in learning.
- Training programs should help teachers foster their autonomy, as well as, that of their students through academic training.
- Project works should be conducted in a way that really foster autonomy not copy and paste with unawareness of what is written, even the presentation ought to show student capacity of analyzing and summarizing.

3.6.2 Learners Questionnaire Analysis

The questionnaire submitted to EFL learners contains 18 questions (see appendix 2). It attempts to gather data about learners' perception of the concept of learner autonomy and their attitude towards it; it attempts therefore, to make the learners' voices heard by teachers and policy makers. It contains three rubrics, the first one is about learners' bio data (gender, level) and their definition of the concept, the second one is about classroom autonomy, and the last rubric is about outside classroom autonomy and making suggestions.

3.6.2.1 Definition of Autonomy and Attitude towards it

The learners who participated in this research were from both genders, males and females, though the females were more than males in a rate of (53 %) for females and (47%) for males. All the informants were under-graduates. They were randomly selected, 33 of them were first year students, 35 in their second year while 32 were in the third. Question three asked the informants directly to provide a definition of learner autonomy. The researcher remarked some of them using mobile phone to seek the meaning of the word "autonomy". Surprisingly, more than a

quarter of the informants did not answer the question in a rate of (28%). This justified the difficulty of the concept and the informants' unfamiliarity with it. The rest of the informants defined learner autonomy as learning without teacher help. Some informants considered learner autonomy as doing activities outside school to get good grades in exams. Very few thought autonomy is relying on oneself in learning not on the teacher.

Question four was about providing equivalence of the concept in students' mother tongue (Arabic), surprisingly, some of the respondents used mobile phone for translation, while (32%) of them did not provide an answer to the question. All the answers turned around the following equivalences:

- التعلم الذاتي (self-instruction or individual learning)

- استقلالية المتعلم (independent learner)

- التعلم من دون أستاذ (learning without a teacher)

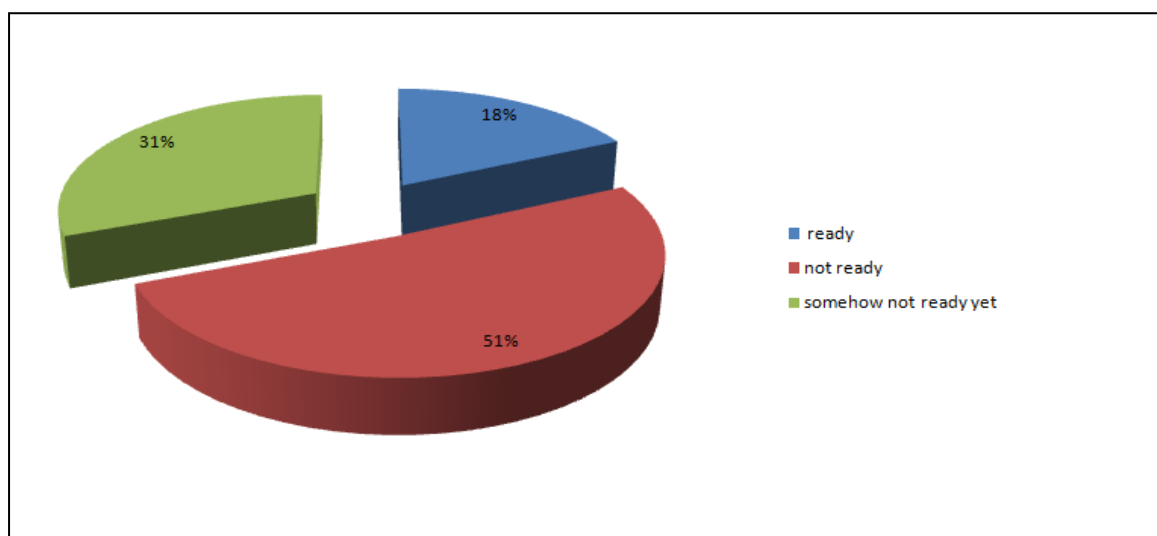
To investigate learners' attitude towards autonomy, question 5 searched learners' perception of autonomy importance in the process of learning. The results showed that (19%) of the respondents considered learner autonomy important in English learning to a high extent, whereas (31%) believed the same but to some extent, according to (16%) of them autonomy was important in a low extent, and (34%) had no idea about the importance of such concept in English learning. Half of the informants (50%) had somehow negative attitude towards autonomy, (16%) considered it less important and (34%) had no idea (indifferent) about it.

Question 6: To what extent Do you think you are ready to take charge of (be responsible of) your own learning?

Students' readiness for becoming autonomous	A.F	R.F
ready	18	18%
not ready	51	51%
somehow not ready yet	31	31%
Total number	100	100%

Table 3.2 Students' Readiness for Becoming Autonomous.

Readiness of the learners is fundamental in constructing concept of learner autonomy successfully in English learning at university level, without this readiness all efforts undoubtedly would doom to failure. To explore this, question 6 was directed to learners, whose answers varied. half of them (51%) admitted that they were not ready at all to take charge of learning and bear responsibility.(18%) of the respondents admitted the opposite, whereas (31%) of the informants said that they were somehow not ready yet to bear responsibility (that is to say it was a matter of time only according to them).



Pie-chart 3.4 Students' Readiness for Becoming Autonomous.

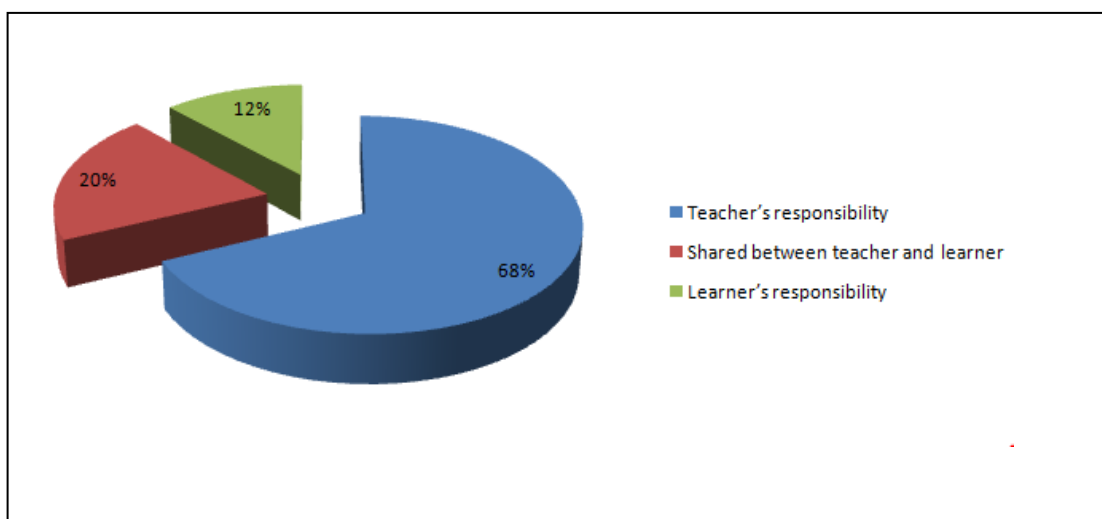
To diagnose the situation, the research should know why half of the informants were not ready to engage in autonomous learning, this was in fact , the aim behind asking learners (those with negative answers) to justify. Most of them considered the task hard, and considered themselves not able to take charge of their learning. Some others blamed teachers and the teaching methodology for that situation. Few said that they used throughout their learning life to rely on the teacher, once being alone they felt lost. Two students' answers claimed that they needed training.

As mentioned above, it is necessary to hear learners' voices and know the way they looked to autonomy in learning, (66%) of the respondents believed that English learners should be autonomous for the sake of having good grades in exams. As for (16%) of them the importance of autonomy lied in improving the level of proficiency in the language learning. According to (18 %) of the respondents autonomy in learning is beneficial in developing learners' communicative competence.

3.6.2.2 Classroom Autonomy (Responsibilities and Abilities)

Responsibility share in the language classroom, the use of certain learning strategies, and decision making were investigated in the following rubric. It explored learners' responsibilities and abilities in the language classroom. The first item to be investigated is responsibility share in the English classroom, to explore to which extent those students consider themselves as responsible learners.

Question 8: How do you consider the notion of responsibility in the language classroom?



Pie-chart 3.5 Responsibility Share in the Language Classroom

The pie-chart shows that learners were given three choices about responsibility share respectively as “teacher’s responsibility”, “learner’s responsibility”, and “a shared responsibility between teachers and learners”. 68% considered the teacher as the first and the most responsible. (20%) of them are somehow more autonomous while claiming that the responsibility of English learning in the classroom is shared between students and teachers. Only (12%) of the informants seemed to be autonomous. Being accustomed to spoon-feeding is the cause for such beliefs.

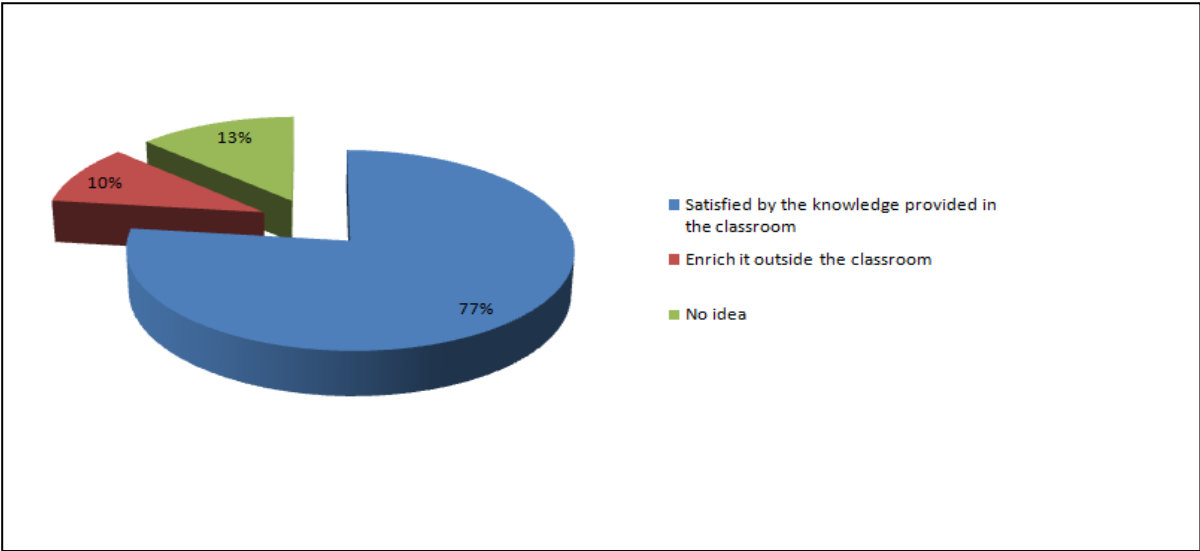
In the language classroom teachers were supposed to give a helping hand to their students showing them how they do tasks without supervision, however, in question nine when the informants were asked if the teacher showed them how to study by themselves, (71%) answered that he did not and (19%) had positive answer. As for learners abilities, question 10 sought to gather data about the decisions those learners considered themselves capable to make in the language classroom, and since the question was open (learners could make many choices) most of them thought themselves able to set time for doing tasks and to select materials, whereas, the majority admitted not being able to set objectives and evaluate learning.

The use of certain meta-cognitive strategies such as self-monitoring and self-evaluation is a characteristic of autonomous learners. Question eleven was about correction of mistakes during class-interaction, whether it was teacher's responsibility, or classmates', or personal. (67%) of the informants preferred to be corrected by the teacher, (8%) by their classmates and (25 %) preferred self-correction. The responsible for identifying learners' weaknesses and strengths in learning according to (88%) of the respondents was the teacher, only (10%) respondents thought themselves capable to do that task, whereas, (2%) only considered classmates able to identify the learner's weakness and strength in learning. This shows students' unawareness of the use of certain meta-cognitive strategies such as self-evaluation.

3.6.2.3 Autonomy out of the Classroom

Autonomous learner is that sort of learner who continues learning when teaching stops, and does self-study tasks for ameliorating his own level. This rubric explores the respondents' autonomy out of the classroom, preparation and enrichment of the course, besides, the frequency of learning English outside school. Question twelve was put to investigate whether or not learners were able to choose activities and set objectives for learning alone outside the classroom. Surprisingly, (60%) of the respondents were incapable to do so, and (40%) told that they were capable to select activities and set objectives. Those whose answers were negative were asked to justify, for most of them, in books and on the internet there are much information, so they felt lost without teachers' guidance. Others claimed that selecting activities and setting examples would be easier in some modules (subjects) such grammar and hard in other modules such as linguistics and literature. Some others said that they did not know how to organize work and which aspects to focus on when learning outside school.

In some modules (subjects) learners' interaction with the teacher and the overall participation is, to certain extent, based on preparation students made outside school, however when they were asked how often they prepare, only (15%) said that they always did, (38%) of them sometimes prepare before coming to school while (34%) rarely did such task and (13%) stated that they never prepared the course before coming to school. Not only is the preparation before the course important, the enrichment of the course outside the school is also a characteristic of an autonomous learner. Question fifteen intended to investigate this.



Pie-Chart 3.6 Satisfaction by the Knowledge or Seeking Enrichment

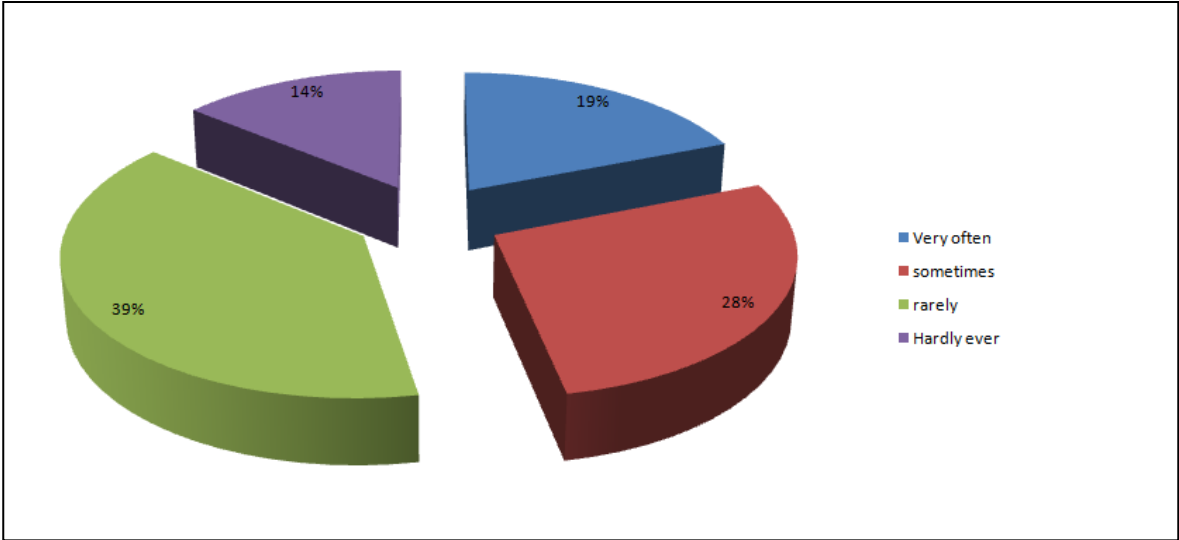
Question 15: How do you consider yourself after the English class? :

- Satisfied by the knowledge presented by the teacher
- Feel the necessity to develop it and enrich it outside school
- Indifferent about it

Surprisingly (77%) of students felt satisfied with the knowledge provided by the teacher, (13%) were indifferent, not aware neither interested at all, whereas 10 students only among 100 enriched the course of English by personal research in a rate of (10%). The results showed the over-reliance of students on the language teacher and their trust that he knows best.

Question 16: How often do you learn English outside the classroom?

Questions sixteen and seventeen investigated the frequency of learning English outside the classroom, and which activities those respondents preferred doing autonomously for the sake of improving their level in English learning.



Pie-Chart 3.7 Frequency of Learning English outside Classroom

As seen in the pie-chart above, the frequency of outside class learning differed. (19%) of the respondents learn English outside the class very often, (28%) did that sometimes. The biggest portion went to those who rarely learn English outside university in a rate of (39%), and only (14%) hardly ever learnt English outside the classroom. The activities those informants chose to do for the sake of improving their level in English were as follows:

surfing on the web, doing online grammar activities, send and receive messages and emails in English, watching TV programs in English and movies, listening to English songs, and only few mentioned practise speaking English.

The last question of students' questionnaire was an extra open-ended question, which looked forwards gathering students' suggestions for successful English learning at university level. The aim behind asking such question was to open the floor for students to make their voices heard. It prompts the participants to provide valuable qualitative data. This question allowed the respondents to have a say in what they are learning, however, 35 students did not provide any suggestion and left the space devoted to suggestions empty, the other 65 respondents made different suggestions, Details about them are provided in the table (3.3) below:

Suggestions mentioned	Number of students (mentioning)
Provide extra-activities for more language practice	9 students
Need training for becoming autonomous in learning	8 students
We need more efficient teachers	10 students
We asked for more practice in listening and speaking	9 students
Efficient use of ICT's	4 students
A help to bear responsibility in learning	6 students
Fair assessment	3 students
class discipline	3 students
More technology use in class	4 students
To show us how to organize lessons and set goals	7 students
I have nothing to say	2 students

Table 3.3 Students' Suggestions.

As it is shown in the table above, 65 students wrote down their suggestions, wishes, complaints, and comments. The qualitative data collected from these responses were carefully examined and categorized as shown above. Most of informants suggested more practice in listening and speaking, and asked for more activities in learning. The largest number was that of informants who needed efficient teachers, as far as autonomy was concerned, 8 respondents said that they needed training to become more autonomous in learning, 6 of them claimed that they needed help to bear responsibility in learning and 7 others needed to be shown how to organize learning and set goals. In addition to other suggestions such as the efficient use of ICT's and maintaining discipline.

3.6.3 Analysis of Data Obtained from the Classroom Observation

In educational research, the classroom observation as a way to collect information is increasingly used along with other qualitative methods of data gathering such as document analysis (corpus analysis) and interviews. The classroom observation enables the researcher to describe existing situation. It has the advantage of observing learners engagement in different instructional practices. The researcher, taking a role of global observer, could observe how students learn, the responsibility share between teacher and students, error correction, and teaching method. In fact, the fundamental objective of the global observer in this study is to explore whether or not the observed classrooms were really autonomous classrooms. Among the disadvantages of this research instrument, the students when being observed may somehow change their behavior, however, when they engage in learning they may even forget the presence of the observer within their classrooms.

Level	Observation Session	Elements being observed
First year EFL students at Ain Temouchent university center	Two sessions observed (two weeks)	<ul style="list-style-type: none"> -students' engagement in learning -Responsibility share between teacher and learner -error correction -teaching method
Second year EFL students at Tlemcen university	Two sessions observed (two weeks)	<ul style="list-style-type: none"> -Meta-cognitive language learning strategies (use) -Materials used -Autonomous classroom or not?

Table 3. 4 Classroom Observation Procedures

During the period of classroom observation the researcher has tried to collect information about teacher's and learners' practices of autonomy in the classroom. The observer while observing the classes bears in mind to answer certain questions (2). The whole observation lasted one month, such length allowed the observer to explore students and teachers' share of responsibility between each other, and decision making in the classroom. Generally, the main focus was on observing whether or not the classrooms were really autonomous classrooms.

3.6.3.1 Classroom Autonomy, Activities and Responsibilities

After having observed this classroom over a period of time, the observation confirmed that this classroom was far to be autonomous. Still the teacher centeredness appeared. The teacher was still the dominant and the most responsible

of learning. He talked more than students did. What was clearly noticeable was that only few students were actively engaged in their learning (about eight). Surprisingly, the same students participated and answered teachers' questions. Some others caused noise and really disturbed both the teacher and the brilliant students.

Nearly the same remarks were gathered from both observations, both teachers in linguistics and literature were lecturing, that is to say, they kept talking, explaining, and giving examples, in spite of these efforts, only about eight to nine students seemed positively engaged. What was noticeable in these teachers was that, for the sake of making students learn, they talked a lot and explained every detail. Their intention was helping them; however, this method made students more reliant on teachers. Most of students were just listeners, they did not bother themselves to discuss, ask questions or provide additions. Thus, the teaching method made students more dependent on the teacher. Most of them were not positively engaged in the learning process.

The nature of modules such as linguistics and literature was not theoretical only, there was opportunity for practice, for instance, doing tasks, analyzing, MCQ, etc, however; in the two observed classrooms; teachers have just provided knowledge that was typically theoretical, for instance, in linguistics, the teacher was narrating about language studies during middle ages (Medieval Grammar), famous grammarians and famous scholars, etc, and in the next session he just continued talking about language studies but in the Renaissance with no revision and without establishing a link between the two sessions. He neither gave students homework, nor asked them to prepare the next lesson. The same for the teacher of literature, the lesson was about the short story "Araby" of James Joyce, he discussed (or in a real sense) narrated the themes of light and darkness in the British modernism via the writer's style and figurative language use. In fact, those teachers had a program to finish on time, but this did not prevent from introducing activities that foster students' autonomy, and this was terribly lacking in both classes.

Students who were positively engaged in learning, and when they committed mistakes while interacting with the teacher, all these mistakes were corrected by the teacher. Students did not correct themselves, sometimes they corrected each other. Self-correction and peer-correction help fostering autonomy, however, when the smallest mistake was corrected by the teacher, no room was left for both self-and peer-corrections. Group work helped as well in fostering students' autonomy through reducing their anxiety and making them engaged in doing tasks, in spite of all this, the teachers whose classes were observed, and all along the presence of the observer with them in the classroom, they have not given any task where students worked together, collaborate, negotiate and discuss. May be because the classrooms were overcrowded, (41 in 2 year class, and 43 in 1 year class) and both teachers decided to keep order.

Since the teacher's role in these two classes was that of lecturer, a presenter and a provider of knowledge, students were not responsible of their learning, they were just listeners and receivers. This passive characteristic of students was a real hindrance of fostering self-reliance and, therefore, autonomy. The teachers were responsible for setting the objective of the lesson, for the selection of tasks, for even setting time for writing, the teachers in both classes were the dominant power, and all the decisions were at their hands. All in all, students did not take charge of their own learning, and teachers seemed not ready yet to put responsibilities at students' hands, may it be lack of confidence in students' abilities. Even when those teachers did not ask students to summarize orally using their own words, and did not ask them to prepare lessons, and enrich them outside school. All these factors prevented students from becoming autonomous in English learning.

One of the ways learners become actively involved in controlling their own learning is by using learning strategies. In the results obtained from teachers' questionnaire most of them did not teach learning strategies explicitly because they were not trained to do so. Though the explicit instruction is better, students should know the strategy: how is it used? And why? Those questions could not be answered unless the teacher provided explicit teaching of strategies. This was lacking in the observed classrooms. The teachers asked students to do certain tasks.

They use certain strategies unconsciously, for example students have been asked to take notes without explanation of how to take notes, and why they are using such strategy. Both teachers should opt for teaching explicitly certain learning strategies so that to help students becoming autonomous.

Throughout the two sessions the researcher has attended in the classrooms, the materials both teachers used were white boards and pens to write notes. Other than those routinized materials, the teacher of literature brought a photo of the writer under study “James Joyce”. Except this visual aid, teachers have not used any sort of ICT’s in their classrooms, In fact, the existing of materials in the classroom made the session more interesting, since it breaks the routine and makes it more memorable than other tedious class sessions.

3.6.3.2 Results Obtained from the Classroom Observation

Both observed classrooms are not autonomous classrooms in the real sense of the word. The results obtained from the classroom observation showed that neither activities nor teaching method help in fostering autonomy. EFL teachers in both classrooms are still influenced by the traditional method of teaching. As for responsibility share, the teacher is the responsible for nearly all decisions about learning in the classroom (setting objective, selecting materials, and even activities). Group works that foster group autonomy are not used frequently. Determined roles of teacher as lecturer, explainer, and provider of knowledge.

“ The concept of autonomy in the classroom brings to mind the vision of learners working happily in groups, or individually while the teacher hovers in the background.” (Ushioda, 2003:9). Taking into consideration what she says and the results obtained from the classroom observation, the results confirmed that the observed classrooms were not autonomous classrooms.

The problem both have been poorly prepared for autonomy. They are both still influenced by the traditional method of teaching. English teachers should create an atmosphere that foster autonomy, stimulate learners' and motivate them. For students, becoming able to behave autonomously is dependent upon their EFL teacher creating a classroom culture where autonomy is encouraged and fostered. The success of learner autonomy is, to a great extent, determined by the educational system and the role of the teacher.

3.6.4 Analysis of Data Obtained from the Semi-Structured Interview

The interview is a conversation made with a purpose, and can be conducted in different modes such as face to face, by telephone, and internet. Semi-structured interview is chosen in the current research because it gives the interviewee the freedom to express his opinions and views in his own term. Both interviewees have been asked open-ended questions, in order to collect qualitative data about their understanding of learner autonomy, whether or not it is included in teacher training programs, obstacles, and suggestions for prompting learner autonomy at university level in Algeria. Questions have already been prepared by the researcher, so as to be answered by the interviewees; however, the questions have been modified according to the inspectors' answers and comments.

The two interviewees were not randomly selected; there are certain criteria on which the researcher made her choice. First, both interviewees had a teaching experience in both secondary education and university. Both worked as general inspectors of English language at secondary education. They were "formateurs" that is to say, responsible for teacher training programs. They were experienced teachers, aware of pedagogical issues, and thanks to their experience, they could provide reliable insights to the research, and could help as well in suggesting ways for promoting autonomy at university level.

One interviewee was approached for the interview in his office, and the other was interviewed during a seminar organized for EFL teachers. The interview lasted approximately 20-25 minutes. It was explained to them that they would remain anonymous.

Both inspectors were asked twelve questions (see appendix 3), the first four questions were about their understanding of learner autonomy, its place in English learning at university, and the extent to which EFL students were autonomous, in addition to their attitude towards it. Question five and six focused on the factors influencing EFL students' attitude towards autonomy. Question seven explored interviewees' opinions about project works, and whether or not they really fostered autonomy in English learning. Questions eight and nine looked forwards gathering data about students' over-reliance on the teacher, and the solution to this problem. Question ten gathered data on teacher's training programs adequacy in promoting learner autonomy in both secondary and university level. Question eleven investigated whether or not the learning and teaching environment at Algerian university help or hinder the establishment of autonomy in the English language classroom. Both interviewees were asked to give pieces of advice to EFL teachers to build responsible learners in question thirteen. The last question was open-ended, the interviewees were asked to provide suggestions relying on their experience for promoting autonomy in English learning at university.

Though one interviewee was specialized in literature and the other one in linguistics, their answers to the questions did not differ in a great extent, they have a consensus in most of the answers. The analysis and the interpretation of data are done separately, that is to say, each interview alone, and a sort of comparison is provided at the end. First, the general inspector in the wilaya of Tlemcen, a well-known lecturer in literature in the English department at Tlemcen university (12 years as a teaching experience) and about 16 years working as a general inspector of English. He answered the question one by saying that learner autonomy is the ability of the language learner to take charge of his own learning and bear responsibility in the language classroom, therefore, autonomy as a construct took place both inside

the language classroom and outside of it. The term started to be popular and was widely used within the adoption of the CLT in Algerian schools, along with the move from traditional to learner-centered classrooms. Furthermore, he insisted on distinguishing between learner autonomy and self-instruction.

3.6.4.1 Results Analysis of Semi-Structured Interview “A”

According to the interviewee “A” learner autonomy was important not only at university, but in all education from middle to secondary schools. Generally speaking autonomous learners are more highly motivated than non- autonomous learners, that is to say, autonomy is conducive to better and more effective learning. The literature has provided evidence that autonomy increases motivation and consequently increases learning effectiveness. Furthermore the interviewee “A” put forwards that successful education required ongoing learning to prepare students (those would be adults) to the social and technical changes in the contemporary society.

EFL students in the English department according to the interviewee “A” are autonomous to a low extent, except some brilliant and smart students who did self-study tasks out of the language classrooms without being asked to do so by the teacher. Sometimes in his classrooms (said the interviewee “A”) he felt surprised when some students interacted with him, explaining as an example: the characteristics of poetry in a given period of time by giving examples of famous poets, and even titles of their poems, and to a great extent even giving verses of that poems. But unfortunately, those students were very few. Most of the others neither prepare the course nor engage in classroom discussions. May be this was due to the way they have been accustomed to in learning from middle to secondary schools. This spoon feeding habits continue till university. As for students, we could not (he said) convince them that the method they were accustomed to was not useful anymore and that they should rely on themselves in learning.

The interviewee “A” stated that EFL students share nearly the same cultural background; they were influenced, by way or by another, by their cultural view of learning. The beliefs that teacher was the authority and the provider of knowledge, still existed in their minds, so they just received knowledge. A story happened to him (narrated the interviewee “A”) when a teacher was esteemed by students when he asked why? Students said because he explained everything, and over-teach sometimes all the lecture time he kept explaining. Another teacher was less-esteemed by them because he gave them tasks to do, and make them explain parts of the lesson and asked them to prepare and enrich the lesson by new quotations and ideas. They ironically said “as if he wanted us to do his job”. This negative perception of the issue justified how EFL students’ personal opinions and views may impact their learning in general and their autonomy in particular.

Educational factors also played a role, when both teachers and students were asked to be autonomous without a serious training; this can affect their view to the concept entirely. The success of the learner is, to a great extent, determined by the educational system as a whole, for instance, for students the ability to behave autonomously was dependent on teachers who create a classroom culture where autonomy was created and encouraged. In this context (for the interviewee “A”) both teacher training programs and teacher’s roles needed reconsideration. The pedagogic choices, the development of curricula, contents, documentation, school processes, use of language, though apparently founded on pedagogy of learner-centeredness, they did not give the concept of learner autonomy the importance it deserved. Social factors, as well, played a role in shaping students’ view of autonomy in learning. In fact, university as a whole was never neutral; it was always under political and social choices. Decisions students have to take in English learning were shaped by social orders such as: the social processes, the social milieu, job market, the teacher, and the class.

The project work according to the interviewee "A" is a real - world task, a suitable teaching method that links knowing with doing, it has some typical features that distinguish it from other learning activities. Project work emphasizes learners' involvement and responsibility. The first aim is promoting learner autonomy, however, no autonomy can be achieved from these projects since they are ready made (copy-paste), they do not benefit students, since they did not make sufficient efforts in them. Even teachers did not show their students how to conduct projects successfully. He concluded that the project is a fundamental means of promoting learner autonomy at university, it should be done seriously and effectively to contribute in making students self-reliant and autonomous in learning.

The interviewee "A" was asked about the roles teachers, educators, and families were supposed to play to encourage EFL students to become more autonomous in and outside the language classroom. He stated that the way towards autonomy in learning in general and in English learning in particular should start at home, parents had better stop doing home works instead of their kids, and encourage them, in a young age, to rely on themselves, for educators, they were required to design programs, training sessions for both EFL teachers and students. On teachers also, lied responsibility of motivating their learners and raising their awareness. They should modify their methods of teaching to open the door for students to bear responsibility in the language classroom.

Teacher training programs helped teachers in classroom management and the selection of the method of teaching, and how to plan and monitor their teaching. In secondary education, they were made at universities and recently after innovations and change in education, special centers were reserved for teachers and inspectors were supervisors. For university teachers, there was no clear training programs, until recently when the ministry of higher education and scientific research put forwards a program for training new comers in the field of teaching at university.

He considered these programs not adequate at all when it comes to autonomy in learning, not much importance was given to the notion of autonomy in the teacher training programs at secondary education and he had no idea about university teacher training programs.

The interviewee thought that the teaching learning environment in Algeria in general did not really help in the development of autonomy in learning, educational system known by its conservatism, the traditional view to the role of teacher and learner is rooted in mind, and he believed that autonomy worked well in western world, in non-western world it is hard to be applied. He provided EFL teachers with the following pieces of advice:

- To start by themselves, to know what autonomy means, how to apply it in the language classroom.
- To foster learner-centeredness once fostered, autonomy then will be guaranteed.
- Motivating learners.
- Raising awareness through convincing communications.
- Teach them learning strategies such as meta-cognitive preferably at secondary level or middle schools.
- If promoting autonomy is not included in their training programs because of (lack of time, lack of teachers, pedagogical equipment in general) they should make it part in their teacher development. (This is in its own autonomy).

3.6.4.2 Results Analysis of Semi-Structured Interview “B”

The second interviewee’s (B) answers did not differ to a great extent from those of the first one, even though the second one’s answers seemed shorter, but holding the same meaning. First he maintained that learner autonomy means the ability of the learner to bear responsibility of his own learning, he added there are two

kinds of autonomy in the classroom (responsibility and decision making) and outside classroom autonomy (self-study tasks), in fact, it was very important, it is a distinctive characteristic of Western learners. He admitted that he would be a liar if he said that the students he had taught at university were autonomous, in the contrary, they were over-reliant on teachers and did not do the least of efforts, very few ones, it means the brilliant students only were autonomous, and the majority were passive recipients of knowledge. Personally, he thought they were not interested in the concept of learner autonomy and had no idea about it. They were much more interested in good scores in exams to pass from a year to another.

Non-western cultures such as Arabic world had the tendency to look to teachers as an authority, the one who transmits the message, forgetting that the learner also plays a role, this traditional view was long lasting, neither school programs nor textbooks helped in developing autonomy in teachers and learners alike. In societies that are ruled economically and scientifically and not ruling, it is obvious to have such kind of students (non-autonomous). Affective variables such as: desire to learn, motivation, aptitude, and even eagerness for better command of language, impact attitudes towards autonomy in general in Algerian university.

From primary school till university project works were designed for learners, however it was not conducted appropriately, so that to foster autonomy in learning. Copy-paste work, such works were useless all together, though the aim behind including such project works was to develop learners' self-reliance, it is useless work, unless teachers help their learners' trough guiding them step by step in the realization of the project. And show them the efficient way for presenting their work orally (summary). In question eight the interview was asked what should be done to encourage students to become more autonomous in and outside the classroom; his answer was to teach them in a young age to bear responsibility in their learning.

Unlike the first interviewee's point of view, the second one considered teacher training programs somehow adequate in fostering autonomy in the English language classroom. He believed that plenty of techniques and strategies were provided to English teachers to establish learner-centeredness in their classes, and therefore, autonomy since both went hand in hand, however, some EFL teachers put all these into practice while others remained reluctant to change. They justified this by saying that EFL learners were weak, and not ready to bear responsibility, however, the reality was different, since those teachers were not trained how to foster autonomy both in themselves and in their learners. The attitudes they have had towards autonomy seemed to be negative. He maintained that learner-centeredness was the ground in which autonomy should be built.

In his answer to question nine the interviewee "B" said that in reality the teaching /learning environment in Algeria was still dominated by the traditional method of teaching. He gave some pieces of advice to EFL teachers to stop teaching and let students learn, to change their views towards the whole process of teaching, start sharing responsibility with learners, and guide them. In the last question the interview "B" was asked to state some pedagogical measures necessary to be taken for promoting learner autonomy in English learning at university level, he suggested the following:

- More adequate and useful teacher training programs
- Training towards autonomy was highly recommended
- Motivating learners
- More efficient project works
- Explicit teaching of language learning strategies

Most of the interviewees' answers were somehow similar, except for some only, a difference was that the interviewee "A" provided elaborated detailed answers to the questions while those of the other seemed shorter and concise. The interviews showed that EFL students were not autonomous and EFL teachers were neither familiar with the concept nor trained to apply it.

Generally both inspectors claimed the traditional view both teachers and students were still holding about the process of learning. Teacher training programs also seemed inadequate when it comes to the promotion of autonomy. Both interviewees provided some pieces of advice and suggestions.

3.7 Summary of the Main Results

The analysis of data has unveiled the ambiguity on the notion of autonomy in English learning at university level. After analyzing the data obtained from the three research instruments both quantitatively and qualitatively, the researcher reached certain results. EFL teachers in both English departments seem to have somehow a positive attitude towards learner autonomy in English learning; they maintain that it is conducive to academic success. If teachers' attitude seems to be positive, EFL students' attitude towards autonomy is not, most teachers believed their students' attitude to be negative and even students themselves are either indifferent or have negative attitude, as far as, autonomy in English learning is concerned.

If the analysis of data shows that EFL teachers' attitude towards autonomy is positive, this brings to mind that they are ready to foster learner autonomy in their classes, however, in the contrary most EFL teachers seem not ready yet to establish autonomy in classroom. They justified this by saying students are weak, not able to take charge of their learning. In reality the cause is different; those teachers are accustomed to play certain roles in their classrooms and are not ready to change. They are not well-trained how to make their students self-reliant learners. Not only EFL teachers, even students are not ready to be autonomous, without teacher they are incapable to rely on themselves and they feel as if they are lost. In the current research, the focus is not only on learners' readiness to be autonomous, but on teachers' readiness too.

The analysis of data obtained from EFL teachers' questionnaire shows that there is a lack of understanding of the concept of learner autonomy, those teachers have a certain unawareness of the concept and they define it differently, they have wrong beliefs about the concept and do not make difference between learner autonomy and self-instruction. They are not capable even to give equivalence to the concept in Arabic. Those teachers consider their student as not- autonomous learners since they are in reality over-reliant on teachers, and they need motivation and training. Teachers do not deny the importance of meta-cognitive strategies for learners, however, they are not trained how to teach those strategies explicitly to learners. According to most teachers there are certain obstacles that hinder the promotion of autonomy in English learning at university level.

The analysis of data obtained from learners' questionnaire shows that most EFL students questioned are incapable to give a definition to the concept of learner autonomy, and even incapable to provide equivalence to the concept in Arabic. They are in general unfamiliar with the concept. Most of them considered the concept as learning outside school without a teacher. Students are not ready yet to bear responsibility in learning. According to them the language learner should be autonomous for the sake of having good grades in exams, and for a less extent to develop competence and proficiency. As for responsibility share in the English classroom, those students believe that the teacher is the most responsible figure in the classroom. The students think that they are not able to take decisions in the classroom. Not only in the classroom even outside of it, those students found difficulty in becoming autonomous since they cannot organize learning without teacher guide. Finally those EFL students express their needs, complaints, and suggestions for better English learning at university level.

After observing two English language classrooms, the research reaches the followings: decision making is still at teachers' hands. Classrooms seem traditional and far to be described as learner-centered classrooms. The teacher is responsible. Students are passive and they just receive knowledge, except some brilliant and successful students. The method of teaching, mistake correction and

even the type of activities really hinder the development of autonomy. They instead encourage over-reliance on the teacher. Both classes are not autonomous classroom in the real sense of the word.

The semi-structured interviews showed that both interviewees insist on the importance of autonomy in English learning. They claim and believe that the literature is linking autonomy with motivation, according to them the necessity of autonomy lies in preparing adults capable to adapt in such changing world of technology. EFL students are not highly autonomous learners, because they are victims of such educational institutions, in which teacher training programs do not help in promoting learner autonomy. And the traditional view both teachers and students are still holding in mind. Cultural, educational, social, and even personal factors impact the implementation of autonomy oriented pedagogy in the language classrooms. According to them, the educational environment in Algeria hinders the promotion of autonomy.

The results obtained from the whole research have confirmed the hypotheses made so far in the introduction. Neither EFL teachers nor students are aware and familiar with the concept and its translation, they are not even capable to agree on one definition of the concept, each sees the concept from his own perspective. They could not even distinguish it from other concepts such as self-instruction and distant learning. In fact, the complexity of the concept plays a role in such lack of understanding. Both EFL teachers and students in both research sites (universities) are not ready yet for the implementation of such construct of autonomy in the language classroom. Learner autonomy changes responsibility share and decision making, this is what both teachers and learners are not ready to. Consequently, the notion of learner autonomy in English learning is somehow frustrating for both of them. It revolutionizes the process of learning and teaching, and establishes new paradigms of responsibility share in the language classroom. Promoting learner autonomy according to all participants in this study is not an easy task, and most of them insist on an appropriate training towards autonomy.

3.8 Research Findings

Once the data have been analyzed, the results have been obtained, the last and the most important phase of the entire research is to summarize the findings. One hundred EFL students and fifty EFL teachers were questioned about the concept of learner autonomy and their readiness for applying such construct in the language classroom. Two EFL classrooms were observed. Two general inspectors of English were interviewed, for the sake of suggesting how learner autonomy could be promoted in English learning at university level. The findings of the research are regrouped in the following different headings.

3.8.1 Perception of the Concept of Learner Autonomy

Before dealing with how both EFL teachers and students questioned perceive the concept of learner autonomy, it is necessary to clarify the fact that the concept of learner autonomy is multi-faceted and somehow complicated, it is seen as ability, as a right, and seen as well as a capacity. The participants in this research, mainly EFL teachers and students provide several definitions to the concept. Most of the participants define it as learning individually without teacher (mainly outside school) . Therefore, they do not distinguish autonomy in learning from self-instruction (see 1.3.1). This perception justifies why the concept is not given such importance in the language classroom by both teachers and students. The different definitions of learner autonomy show how the concept is understood and applied in the EFL classroom at university level in Algeria. Two purposes are put forwards for autonomy in language learning by many researchers:

- LAAS: Learner Autonomy for Academic Success; and
- LACA :Learner Autonomy for Communicative ability

However, most participants in this study maintain that autonomy is conducive to academic success more than improving proficiency and communicative ability.

3.8.2 Complexity in Translating Equivalence and Unfamiliarity with the Concept

One of the distinctive findings of the current study is that the participants seem not familiar with the concept of learner autonomy in English learning. This justifies why both of teachers and students are incapable to provide equivalence to the concept in Arabic (mother tongue). In fact, there are complexities in translating concepts of foreign origin. As it is the case for the concept of “Learner Autonomy”, and to find an absolute equivalence of a concept from a language to another is not easy. The equivalent term for learner autonomy in Arabic that is generally used is

(independent learning) “استقلالية المتعلم” autonomous learning أو التعلم الذاتي However, according to most of the participants learner autonomy is translated into Arabic as (learning without a teacher) self-instruction outside school. و التعلم الفردي (التعلم دون استناد خارج المدرسة). Arabic language users can also translate the concept of learner autonomy as educational concept in a precise way as « الاعتماد على النفس في التعلم » (relying on oneself in learning). The problem for educators in Algerian context is to clarify concepts from foreign origins such as learner autonomy, because of the lack of support and literature about the concept in the field of education in general and that of ELL in Algeria in particular.

3.8.3 Learner Autonomy : Wrong Beliefs

Learner autonomy as a concept is usually misinterpreted in educational context. It seems from the answers of the participants that their attention is directed to individuality, freedom, isolation, and self-instruction. In fact, those terms though expressing some aspects of autonomy in learning, are not considered as equivalents to the meaning of learner autonomy dealt with in this research. A wrong belief the participants in this study hold is that autonomy is to be free from the teacher’s control, freedom from the content imposed by the teacher and even by the educational institution, but for this research, the most important freedom that autonomy implies is the learner's freedom from over-reliance on the teacher, and to start taking control of

learning, preparing the lecture before, and enriching it after, and even doing self-study tasks. This is the sense of how autonomy empowers the individual learner.

Isolation and independence, the participants of the research bear in mind are wrong beliefs, because if learning is done in isolation and independence, there would be no need for classes and schools. Interacting with others is important and useful that could not be denied since the learners and the teachers are social beings. They have to share responsibilities in learning and use the target language in the classroom for building a community and maintaining collaborative work (see 1.3.2). According to Bassou (2014), one may guess the damage that could be caused to a child's development if there were no social interaction, stimulus and comfort. It, indeed, is a human condition to learn from one another. In educational context or even informal contexts, we tend to depend on other individuals even as we exercise our independence. This implies a positive view of classrooms as places where teachers and learners can collaborate to construct knowledge. (Bassou, 2014:17-18)

Learner autonomy is sometimes considered as equivalent to self- instruction (by EFL teachers and students in this study), however, autonomy is not as they believe, independence which means learning without a teacher at home or elsewhere. In the current study learner autonomy is not dealt with in this sense, it is in fact, taking more responsibility in learning, avoiding over-reliance on the teacher both inside university and outside of it. It should be clarified to the EFL students and teachers at university level in Algeria that autonomy in learning has come to be used in at least five ways. (Benson & Voller, 1997: 2):

- for situations in which learners study entirely on their own;
- for a set of skills which can be learned and applied in self-directed learning;
- for an inborn capacity which is suppressed by institutional education;
- for the exercise of learners' responsibility for their own learning;
- for the right of learners to determine the direction of their own learning.

For the above mentioned terms, they have certain relation with autonomy in learning, the first two are related to lifelong learning; however, as far as language learning is concerned the last three uses seem to be the most appropriate and suitable for the aim of the present study. It should be emphasized that autonomy requires, rather than eliminates teacher's intervention. Little (2003) emphasizes that both the ability to learn and the ability to teach are crucial to the success of the autonomous learning process. The teacher's role is indispensable in the development of language learner autonomy.

3.8.4 Teachers' and Students' Readiness for Autonomous Learning

Teachers' and students' wrong beliefs about autonomy and their unfamiliarity with the concept are natural steps that lead them to become unready for applying such construct in the language classroom. The beliefs of students about teacher's role in EFL classroom, and even teachers' beliefs about students' attitude towards autonomy and their abilities, as well as, their unreadiness, are of a great impact on promoting learner autonomy in EFL context at university level. If students consider the teacher as the most responsible for learning and even for success and failure, and when teachers consider students incapable to bear responsibility in learning. Under such circumstances, and in such classroom environment, and with such kind of learning culture, it would be hard seeing learners becoming autonomous and ready to take charge of their learning.

3.8.4.1 Responsibilities and Abilities in the Language Classroom

The results of the research indicate that students primarily consider the teacher responsible for almost all decisions in learning. This attitude may result from the traditional system of education based on spoon feeding that started from early education and the teacher dominance. Even teachers do not consider students able

to take decisions in learning. They still consider themselves the authority and the most responsible figure in the language classroom. As if responsibility share in the language classroom is characterized by a side with abilities under-estimated and another side with an over-take of responsibility. If teachers hold such attitude they will surely fail in creating autonomous learners willing to take responsibility in learning.

3.8.4.2 The Impact of Algerian Pedagogy and Culture

Pedagogy in Algeria has begun a wave of innovation as it is the case in other nations; this wave starts to incorporate new concepts and practices in education. However, how some concepts such as learner autonomy is introduced and applied in the classroom really needs clarification. Change in educational system in Algeria seems to be imposed not negotiated. These top-down directives are features that characterized the Algerian educational system for many years (and it still exists). Traditional views of learning and teaching still exist in Algeria. Though the reforms made, students' and teachers' beliefs that they have specific roles to play and the responsibility share in the classrooms are still dealt with as traditional pedagogy. They are then still convinced to follow the traditional methods of teaching. EFL teachers in this research seem reluctant to share responsibility with students. The real cause is not learners' unreadiness, it is different, those teachers are unhappy to transfer their roles from knowledge transmitters to guide, motivator and facilitator, and the role this research insists on which is a promoter of autonomy in students.

As for learner autonomy in the local context, the discussion is similar in all non-western contexts, since the very idea of autonomy is part of Western culture traditions and thus, alien to non-western pedagogical traditions. (see 1.10.1) In Algerian country, a developing country that belongs to the previously called third world, was colonized not a colonizer, it is not independent economically and scientifically but dependent on more powerful ruling countries. The culture in which the concept is used plays a role in reshaping it, to meet the demands of learners.

The traditional pedagogy in Algeria plays a role in hindering the promotion of learner autonomy. In this context Miliani (2003) asks whether an educational system that is known by its conservatism, could lead to learner autonomy, teachers and students are used to certain roles in the classroom. Teachers have usually a domineering role and in order to create environments which will develop learners' emancipation, they have to move towards a more tolerant role of counselors and guides. Miliani (2003) is cautious about teachers' new roles since they have to cater for the participative role of the learner, and be themselves convinced. The learner-centeredness in most Algerian schools and universities is not well-established. If learner autonomy is to be promoted, it needs first the establishment of learner-centered paradigm in Algerian schools and university alike, this is the only ground in which the seeds of autonomy can grow and flourish.

3.8.5 Promoting Learner Autonomy in English Learning at University

The findings mentioned above clarify the urgent need for promoting learner autonomy at university level. All participants in the current research provide suggestions for promoting autonomy. All of them have a consensus on the necessity of training EFL teachers and students to become autonomous. The main suggestions are first an adequate and useful teacher training programs. Through such programs EFL teachers can build an understanding of the concept of learner autonomy, how to apply it in the language classroom, and how to help students becoming autonomous. EFL students need to be motivated and to be aware of the concept. The efficient use of project works is helpful in fostering students' autonomy. The explicit teaching of learning strategies is a good suggestion because students in Algerian EFL context are not in need of knowledge as they are in need of teaching them how to learn.

As final suggestion, fostering learner autonomy in Algerian schools, in general not only at university level, necessitates the establishment of learner-centeredness in the classrooms as a first step, this can pave the way to fostering autonomy in learning.

3.9 Limitation of the Study

The current research attempts to investigate learner autonomy from educational perspective, and more particularly in the context of English learning. The first limitation is that findings of the research reflect the responses of participants only. These findings cannot be generalized to other contexts. Larger number can be chosen in future research because one hundred EFL students and fifty teachers and two inspectors in two wilayas from the whole country do not reflect the whole. The second limitation is that the data gathered could not give a complete idea about autonomy, due mainly to the research nature, and to the instruments of data collection. Because of the complexity of the concept a wider scope of research is needed to explore the concept and help in establishing it. Further research in the field is recommended. The focus should not be limited on ELL at university level but in all levels of education. This research can be widen to include cultural dimensions of the concept of learner autonomy, and even the psychological aspect of the concept, and educational institutions impact such as teacher training programs adequacy.

3.10 Conclusion

The analysis of data has veiled the ambiguity on the notion of autonomy in English language learning at university level in Algeria. It has confirmed most of the hypotheses made so far in the introduction. EFL students and teachers are neither familiar with the concept of learner autonomy nor able to translate equivalence to it in Arabic. Not only unawareness of the concept, but even unreadiness to become autonomous is the characteristic of most participants. In fact, the idea of autonomy is somehow new in the Algerian context; both teachers and students should have training towards it. The Algerian educational system has some points that inhibit autonomous learning instead of promoting it. The teacher is more an authority than a facilitator. The system is still teacher-centered. Students have difficulty in shifting their learning styles and taking responsibility because of the long-term spoon-feeding method. Teaching learners how to learn is terribly lacking in our universities. This study highlights the need to integrate learner autonomy into the language curriculum, through the explicit teaching of learning strategies and to train EFL students alike with teachers. Thus, a hard work is to be done if we want autonomy to be a reality in ELL at university level. And on the bases of the findings the next chapter is founded. Suggestions and recommendations for students, teachers, and decision makers are provided to enable them lift barriers from the road of fostering autonomy in English learning, since the language research has no value if it does not bring some light to the process of learning.

Notes to Chapter three

(1) when and how to use Likert scale survey questions?

Have you ever taken a survey and “neither agreed nor disagreed” with a question at some point? That kind of question is known as a Likert scale. Likert scale questions are widely used to measure attitudes and opinions with a greater degree of nuance than a simple “yes/no” question. Let’s explore what makes up a Likert question, find examples, understand when you should use this tool, and see how you can put it to work for your surveys.

What’s the definition of Likert scale?

Likert scales are survey questions that offer a range of answer options — from one extreme attitude to another, like “extremely likely” to “not at all likely.” Typically, they include a moderate or neutral midpoint.

Likert scales (named after their creator, American social scientist Rensis Likert) are quite popular because they are one of the most reliable ways to measure opinions, perceptions, and behaviors.

Compared to binary questions, which give you only two answer options, Likert-type questions will get you more granular feedback about whether your product was just “good enough” or (hopefully) “excellent.” They can help decide whether a recent company outing left employees feeling “very satisfied,” “somewhat dissatisfied,” or maybe just neutral.

This method will let you uncover degrees of opinion that could make a real difference in understanding the feedback you’re getting. And it can also pinpoint the areas where you might want to improve your service or product.

(Taken from <https://www.surveymonkey.com/mp/likert-scale/>)

(2) The observer while observing the classes bears in mind to answer the following questions:

- 1- Does the teaching method make the pupils less dependent on the teacher?
- 2- Are students positively engaged in the learning activity?
- 3- Is the type of class activities really fostering learner autonomy?
- 4- How are learners’ errors corrected?
- 5- Does teacher plan classroom collaborative activities?
- 6- What about responsibility in learning, are students taking charge of their learning?
- 7- How does teacher teach learning strategies (explicitly or implicitly)?
- 8- Does he use appropriate material so that to make the lesson interesting?
- 9- Is the classroom really an autonomous classroom

Chapter Four

Promoting Learner Autonomy at University Level: Recommendations and Suggestions

Chapter Four: Promoting Learner Autonomy at University Level:

Recommendations and Suggestions

4.1 Introduction.....	152
4.2 Need for Change	152
4.3 Main Constraints in Promoting Learner Autonomy.....	153
4.4 Preparing Learners for Autonomy in EFL Learning.....	155
4.4.1 Motivation and Readiness.....	155
4.4.2 Towards positive Learners' Beliefs and Attitudes.....	157
4.4.3 Developing Learners Responsibility.....	159
4.4.4 Self-Reports, journals, and Writing Diaries.....	162
4.5 Preparing teachers to Promote Learner Autonomy.....	164
4.5.1 Professional Development.....	164
4.5.2 Reflective Approach in Teaching.....	165
4.5.3 Portfolios, Journal Writing , and Diaries.....	166
4.6 Towards Integrating the Notion of Autonomy in Teachers' Training Programs.....	169
4.6.1 Secondary Teachers' Training Programs	170
4.6.2 University Teachers' Training Programs.....	171
4.7 Pedagogy for Promoting Learner Autonomy	171
4.7.1 Designing a Learner Autonomy-Friendly Curriculum	172
4.7.2 Maintaining Learner Centeredness.....	173
4.8 Promoting Learner Autonomy Through Strategy- Based Instruction.....	174
4.8.1 Goals and Models of Strategy-Based Instruction	175
4.8.2 A Step by Step Design for Strategy Based Instruction.....	178
4.8.3 Suggested Activities for Strategy -Based Instruction.....	180
4.8.4 Teacher's Roles in SBI.....	183
4.9 Project works for Fostering Learners' Autonomy at University Level	185
4.10 Suggestions for Promoting Learner Autonomy at University Level	190
4.10.1 Effective use of ICT's	191
4.10.2 Reading for Promoting Students' Autonomy.....	195
4.10.3 Staying In Touch with Language Outside University.....	198
4.11 Conclusion	201
Notes to Chapter Four	202

4.1 Introduction

The research findings indicate an urgent need for change in EFL context at university level for the sake of promoting learner autonomy. However, both teachers and students have not been trained for such change. The current chapter of the research attempts to offer directions to EFL students and teachers alike for fostering autonomy in learning. Not only teachers and students, but also educational institutions and decision makers are targeted in this phase of research. Little (2003) believes that all the participants in learning environment including the human participants: teachers and learners, institutional rules and instruments, tools such as textbooks and computers, need to work in an integrated fashion towards the goal of autonomy. The researcher attempts hopefully to provide teachers, learners, and policy makers with implications, recommendations, and suggestions for promoting learner autonomy. Adequate teachers' training programs for teachers and strategy-based instruction for learners are basic requirements in fostering learner autonomy in the English language learning at university level.

4.2 Need for Change

Most of the learners questioned in this research seem not ready to take more responsibility in learning; their over-reliance on the language teacher is a negative characteristic of language learners. Teachers as well, seem not ready to change their authoritative and domineering roles in the classroom. It is hard to establish autonomy in a context where learners are dependent on the teacher, and this later prefers a dictatorial type of teaching. Change in this situation is urgently needed. The expression: "we are used to do things this way" is destructive, being accustomed to certain way of teaching does not prove its success and adequacy. This is the case of spoon feeding in an era that demands lifelong learning for adapting to the challenges of modernity. EFL teachers in Algeria view change as a real difficulty because they are not well prepared for it. Most of them seem resistant to change.

In addition to the fact that those teachers are not trained to adopt change, there are other reasons that make them resistant to change, since it is demanding in time, energy and preparation as clarified in the diagram 4.1 below:

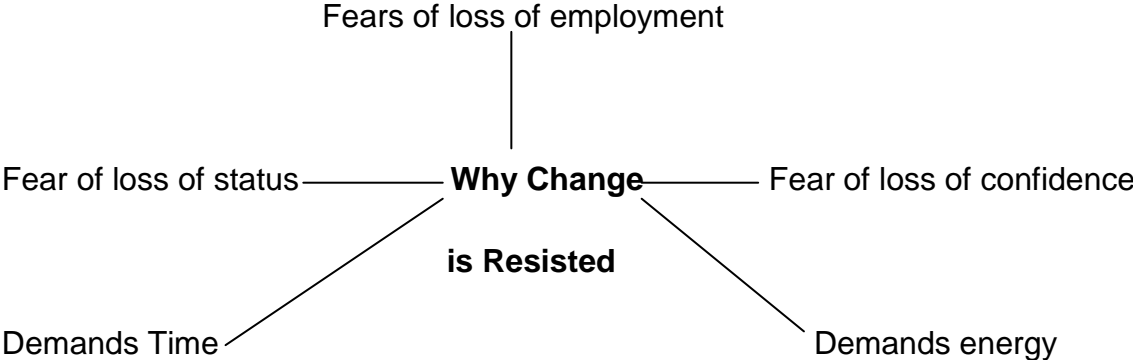


Figure 4.1: Resistance to Change. (Baiche, 2008:24)

Among the conditions necessary for change, the perceived need of change and the acceptability of new roles. The resistance to change and the lack of readiness are real obstacles in promoting autonomy, alike with the negative attitude learners’ have about autonomy in learning in general. Teacher training programs play basic role in the adaptability of change and in reducing resistance to it. Motivating learners and raising their awareness of becoming autonomous in learning are also first basic steps in the hard journey of change. Autonomy and motivation go hand in hand because if students are not motivated to learn English, they will not be autonomous no matter how well the teacher plays his role, and no matter how much material and study aids they have at hands. (Hadi, 2012).

4.3 Main Constraints in Promoting Learner Autonomy

Autonomy in language learning is an inborn capacity that can be developed through education; it is a right and ability. It is also a characteristic of today’s language learners. However, the policy makers, curricula, and educational institutions in Algeria do not give autonomy in language learning the importance it really deserves. And the literature about autonomy in EFL context in Algerian university seem lacking and even literature dealing with ways for promoting it is to some extent non-existent.

All these make promoting learner autonomy a complex task, that needs collaboration and hard work, in this context Little (1999) explains : “ **autonomy is not something that can be developed within few lessons and that in fact autonomy is “hard-won.”** (Littlewood, 1999:44). Being a complex task and somehow hard-won, this does not mean that promoting autonomy in language learning is impossible, it is in fact possible, but efforts should be done by all the participants in language learning.

Several constraints language learners and teachers face in their attempt of promoting autonomy, the main constraints according to Benson (2006) include:

- Policy constraints: broad policies on language and education.
- Institutional constraints: rules and regulations, certification, examinations, curricula, the social organization of school, and classroom practices.
- Conception of language: dominant conception of what the target language is, and the ways in which it is organized and correct usage.
- Language teaching methodologies: assumptions about how languages are learned, and relevant learning resources and activities. (Benson, 2006:116)

The EFL learner’s negative attitude towards autonomy is also a constraint, his unawareness of autonomy (what it means, and its usefulness), perception of the concept, unreadiness, and lack of training are real constraints in promoting learner autonomy in English learning at university level. In addition to other constraints highlighted in the informants’ answers in the current research such as: students’ unfamiliarity with autonomous learning, students’ schooling background (being accustomed to spoon feeding), and students’ low level of English proficiency. In this context the language teachers have a crucial role to play as Benson says:

“ the teachers should mediate between the learners’ right to autonomy and constraints which hinder the exercise of this right.” (Benson, 2006:16). In fact, in spite of all these constraint, teachers can, to certain extent, foster their learners’ autonomy. Through raising learners’ awareness of the importance of autonomy in learning, motivating them, training them to use certain language strategies, and negotiating with them goals, methodologies, and even syllabi, teachers can help learners develop a sense of ownership of learning.

4.4 Preparing Learners for Autonomy in EFL Learning

The findings of the present study show that EFL learners (participants) are not yet ready to bear responsibility of their own learning, and even teachers are somehow not ready to make their classes more learner-centered. In fact, EFL classrooms in Algerian universities are supposed to be learner-centered. EFL teachers and learners alike are supposed as well to be well-prepared for such classroom paradigm shift from teacher to learner-centeredness. However, innovation in language teaching in Algeria in general is applied without consideration of teachers and learners in the field. There should be a preparation for both so that the change can be easily accepted and applied. For this reason, we can blame neither teachers nor students for their resistance to change and their unreadiness for the notion of learner autonomy. However, preparing EFL learners to be autonomous is fundamental step towards successful promotion of autonomy.

4.4.1 Motivation and Readiness

The beliefs EFL learners hold are likely to influence their readiness for autonomy. In fact, if learners are not ready for autonomy in learning the entire efforts made for promoting autonomy will doom to failure. There is an important link between motivation and readiness in the field of English learning. If the EFL learner is sufficiently motivated, he is then ready to improve his level of proficiency. To help EFL learners becoming ready for autonomy, EFL teachers need to start by motivating them as a first and fundamental step. According to Chan et al., (2002: 262) **“motivation may play an inhibiting or enabling role in the realization of learner autonomy: the connection between motivation and autonomy is bidirectional and dynamic.”** Before any attempt to motivate learners according to Thanasoulas (2000) certain conditions should be available such as:

- Good teacher students rapport
- Pleasant and supportive classroom atmosphere

- Cooperativeness
- Increasing learners' self-confidence

The above mentioned are basic motivational factors, First of all, before dealing with such higher dimensions of autonomy and motivation, teachers should establish a good rapport with their students, based on mutual respect and confidence. Those teachers have nothing to lose if they discuss with their students in a personal level, (Hadi, 2012). For instance, discussing with them difficulties encountered in learning, interests and needs. Second, autonomy is fostered within motivation and to motivate learners, teachers are in a real need to establish a classroom atmosphere which is safe and relax, so that, learners can enjoy learning. For Thanasoulas (2000), motivation will reach its peak in a safe classroom climate in which students can express themselves freely without fear of being ridiculed. Third, learning in general is not always individual, it is cooperative as well, interaction, negotiation and collaboration is important in motivating learners and promoting their autonomy in English learning. Autonomous learner is without doubt a self-confident learner, if teachers increase learners' self-confidence; they make a step towards motivation and thus, autonomy. Sometimes even a small personal word of encouragement is sufficient to make learners less stressful and less anxious and, therefore, self-confident in learning.

According to Fukuda and Hiroshi (2011), teachers can motivate learners in learning English as a basic step in fostering learner autonomy. This can be achieved through the C.L.A.S.S philosophy. Such philosophy can be incorporated in different learning situations both inside and outside the classroom. This philosophy aims not only at enhancing motivation but also learner autonomy. The acronym C.L.A.S.S stands for the followings:

- C:** Confidence: fostering learners' self-confidence to learn English effectively.
- L:** Link: between language learning and language use (a sense of purpose).
- A:** Association: with classmates, with teachers and collaboration (social concern).
- S:** Security: Learner feels secured in a climate of trust with no fear or anxiety.
- S:** Self-Governance: self-assessment, autonomous use, and choice of materials.

EFL teachers in Algerian university should be aware of the necessity of motivating learners to pave the way for learner autonomy. Both Thanasoulas (2000) and Fukuda et al (2011) have insisted on the necessity of motivation. EFL teachers' duty is to apply counter-measures against demotivating factors and build a secured classroom environment characterized by trust, a good rapport with learners, and absence of anxiety. (Hadi, 2012). In such atmosphere the learners will develop their self-confidence and interest in English learning and become gradually motivated and autonomous inside the classroom and even outside of it. In this context, Thanasoulas (2000) stresses the fact that teachers may also create a learning environment outside the classroom, such as English song contest, English corner, English speech, etc. A teacher's recommendation of certain magazines, films or web-sites has a great impact on fostering learner autonomy.

4.4.2 Towards Positive Learners' Beliefs and Attitudes

EFL students in Algerian universities have certain beliefs and attitudes towards learning. Factors such as motivation, desire to learn, attitudes and beliefs are basic in fostering learners' autonomy. If learners hold negative beliefs and attitudes towards English learning, they will not engage in learning successfully no matter how much efforts the EFL teachers make in the classroom. Therefore, before any intervention made for promoting autonomy, EFL teachers should start first by altering these negative beliefs and attitudes. Changing these negatives helps in facilitating learning. There are several ways of bringing about this change, however, in this study one way is chosen due its usefulness and to the fact that it is not time or efforts consuming, it is persuasive communication.

According to Wenden **“attitude change is basically achieved through exposure to a persuasive communication [between the teacher and the learners].” (Wenden, 1998:126).** A persuasive communication according to Thanasoulas (2000) is a discussion presenting information and arguments to change a learner's evaluation of a topic, situation, task, and so on. These arguments could

be either explicit or implicit, especially when the topic is important. If, for instance, a deep fear from taking responsibility prevents the learner from engaging successfully in the learning process, this should be explicitly dealt with through direct persuasive communication (Hadi, 2012). EFL students in Algerian universities, if being faced by convincing information about autonomy in English learning can, to some extent, alter the negative beliefs they hold about the topic, even attitudes can be changed through persuasion, since human nature is dialogic.

EFL teachers in Algerian universities should communicate with their students and try to convince them that if they want to be successful learners who improve their level continuously, they should first change the invalid attitudes they hold in mind about autonomy in learning. It is not a hard task to organize a class session devoted to persuasive communication at university. All what Algerian EFL teachers need is to look for techniques and strategies for convincing learners. The findings of this research bring to light certain negative and indifferent attitudes EFL students hold about autonomy, therefore, new responsibility the EFL teachers should face bravely which is to persuade students for a change. The researcher suggests that University EFL teachers while trying to convince their students should focus on the followings:

- Responsibility in English learning does not lie entirely on the teacher but on the learner, they should convince them that teachers are just guides and facilitators. And it is their responsibility to seek knowledge and build skills.
- Algerian EFL students at university level should be convinced that success and failure in English learning is due to the learner first, and in a later stage to teachers, pedagogical, and methodological issues. So, reproaching teachers for failure in a wrong belief that should be altered.
- EFL teachers will find it beneficial to focus on cognition, that is to say highlighting certain autonomous strategies that help learners becoming more responsible and autonomous. Self-evaluation for instance, make students evaluate their own learning and test their abilities and do not base only on teachers comments and scores.

- Teachers have to persuade students that the spoon-feeding they are accustomed to is not an appropriate method of learning nor of teaching.
- Teachers should focus on convincing learners to change their attitude of satisfaction of the knowledge provided at university. They have to keep searching, enriching their lectures, and improving their level of English outside university, as it is not possible to deal with English as a language to learn in class sessions only (Hadi, 2012).

In addition to the items mentioned above, EFL teachers will find it useful to convince students that autonomy does not mean the absence of the teacher so that they feel secured. It means that he or she is always present but his or her roles have changed. They have to alter their attitude of over-reliance on the teacher to the degree that if he or she stops teaching they stop learning.

Attitude is a learned behaviour that is highly susceptible to change. Attitude can alter every aspect of a person's life, including their education. Students' attitudes on learning determine their ability, willingness, and thus, their success in learning. If negative attitudes are not altered, a student is unlikely to succeed in learning. The success of persuasive communication vary from a learner to another, intelligent and brilliant students may be easily persuaded, while others not. Motivation for learning also plays a role if students are motivated this facilitated the task of convincing them, if not the task turns to be harder.

4.4.3 Developing Learners Responsibility

EFL students questioned in the current research seem unwilling to take responsibility in their learning. In fact, taking responsibility is not an easy task because even human beings do not wake up in morning and find that they have become responsible overnight. They gradually learn to bear responsibility as they grow. (Hadi, 2012). EFL students need a gradual process that fosters in them a sense of responsibility.

Developing learner responsibility is crucial in establishing learner autonomy, responsible learner is independent and autonomous, however, learners should go through stages so as to become gradually independent from the teacher, these stages as illustrated by Scharles and Szabo (2000) as follows : raising awareness, changing attitudes, and transferring roles. They are clarified in details in the table 4.1 below:

Stages	Name of the stage	Characteristics
Stage 1	Raising Awareness	-Presenting new viewpoints and new experiences to the learner. -Most activities in this stage are structured -Students are not yet very responsible.
Stage 2	Changing attitudes	-A slow process requiring a lot of practice and patience. -Preparation to practice new roles -Breaking away from stubborn old patterns.
Stage 3	Transferring Roles	-Considerable change in the classroom management. -demanding phase on the teacher. -Giving freedom to learners to accomplishing tasks and even deciding about tasks.

Table 4.1 Stages in the Process of Developing Learner Responsibility. (adapted from Scharles and Szabo, 2000: 9).

If students are unaware of the importance of taking charge of learning, teachers should raise their awareness through communication. This is better than keeping spoon-feeding as a method in teaching, justifying this by saying that students are not responsible and are over-reliant on teachers. Instead of sticking to

such method, they would better look for change in their way of teaching and in their students' attitudes. Raising awareness is the first step to be taken towards developing responsibility in learners, when being aware they become motivated, and thus, responsible for learning.

Changing the attitudes learners bear in mind about education in general and English learning in particular is not as simple as it looks. It is not easy to convince others that what they have already believed in is not appropriate or suitable. Learners may have a sort of stubborn patterns in mind, changing these negative attitude is a demanding task on teachers, persuasion may be a good technique, providing learners with arguments refuting their negative beliefs is useful too. This stage aims at preparing learners to be, to certain extent, independent from the teacher, so that they develop gradually their responsibility to be ready to play new roles in the language classroom.

After succeeding in raising their awareness of the necessity of responsibility taking in learning, and after altering their negative attitudes that once stands as an obstacle in taking charge of learning. It comes the last stage in developing responsibility in learners, it is transferring roles. Teachers in this phase relinquish some of their responsibilities so that learners may take successfully. Therefore, considerable change is likely to happen in the classroom management. Teachers in this stage give students much more freedom that he or she used to give them before, because they are supposed to be responsible to certain extent. Students in this stage are capable to accomplish tasks, deciding about materials to be used, and even deciding about evaluation. Fostering the sense of responsibility in learners is beneficial not only in English learning but also in all subject matters and even in real life, since a responsible learner is a sort of a preparation for becoming a responsible citizen in the society.

4.4.4 Self-Reports, Journals, and Writing Diaries

In order to promote learners' autonomy at university level, the researcher suggests certain strategies that are important as practical means for development. All EFL students at university are advised to keep writing journals, self-reports, and diaries. These strategies are based on honest reflection and are less time and efforts consuming. These strategies do not foster learners' autonomy only but even develop their writing skill.

Writing self-reports is highly recommended for EFL students at university, their level allows them to write about how they deal with certain tasks unlike pupils in secondary and middle schools. Self-report is a beneficial way for raising learners' awareness, since they write about what they are thinking when performing tasks, which strategies they have used, and in which way those strategies are used. In fact, writing self-reports helps learners developing a sense of ownership and feel themselves involved in learning. Self-reports can be introspective in case learners are asked to introspect (report what they think when doing certain tasks), that is to say to verbalize their thoughts. Self-reports can be retrospective in the sense that learners write about past experience of learning not at its moment when it occurs, they retrospect means they think back of learning. (Hadi, 2012). EFL students in Algerian university may benefit from writing such self- reports because according to Thanasoulas (2000) these report extract information about students' feeling towards learning skills, the problems they encounter and the strategies they use.

In addition to writing self- reports, EFL students are recommended as well to keep a reflective journal. In these journals students can write about what happened in school and in the classroom. They can shed light on the difficulties they encounter in learning, for instance: which skills they find more difficult than others, and which kind of tasks is hard to be accomplished. Journal writing helps also in raising learners' awareness and makes them more self-monitoring in learning, Moreover, it helps

learners bettering their writing skill. Journal writing helps students becoming autonomous in the sense that it gives them freedom to express issues they face in day-to-day classrooms. Not only students, even EFL teachers at university are recommended to keep reflective journal writing. For students each subject matter has its own reflective journal, they may compare between them. Though its importance, these journals may not be checked and graded by teachers because of lack of time. Teachers may take some collected journals to read and respond either by writing or by organizing a classroom discussion which are considered both as efficient journal responding strategies. These journals help teachers in bettering their method of teaching and their relations with their students.

Diary writing is not less important than self-reports and journals. Generally a diary is a paper where you can express feelings, ideas, experiences and other aspects of family life, work, and studies. Several types of diaries can be written such as: health diaries, personal diaries, food diaries, professional diaries (work) and academic diaries. Depending on their memory, EFL students are recommended to write diaries to discuss and reflect on their learning. The aim of writing diaries is not to make a summary of the lecture, but rather to address questions such as: what did I learn? How did I learn? What do I need in learning? And other questions about the process of learning. EFL students are advised to write their diaries very soon after lectures so that to avoid the risk of forgetting.

According to Thanasoulas (2000) diary writing is means for recording personal thoughts, daily experiences, and evolving insights. The advantage of writing diaries is to make learners plan, monitor, and evaluate their learning, identifying problems they face and suggesting solutions. Both EFL students and teachers at university are advised to write diaries as tool for development. Diaries writing serve at fostering learners' autonomy. Wenden (1998) provides samples of diaries based on authentic student accounts of their language learning, this is one of these diaries:

Dear Diary,

These first few days have been terrible. I studied English for four years· just think, four years, but I only learned a lot of grammar. I can't speak a word. I don't dare. I can't express myself in the right way, so I am afraid to speak. The other day I started watching TV, so I could get accustomed to the sound. I don't understand TV news very well ·only a few words. I can't get the main point. In school it's easy to understand, but I can't understand the people in movies. What can I do?

*Yours Truly,
Impatient*

(Wenden, 1998: 102)

A diary as such helps greatly the EFL teacher in the classroom, thanks to these insights the teacher would focus on communication skills, and on the listening skill that may be ignored, and less on Grammar. Diaries can benefit students greatly in this level by making them putting pens to papers and write about their experiences in English learning. Diary writing is a fairly good opportunity for them to foster their autonomy and to improve their writing ability. (Hadi, 2012)

4.5 Preparing Teachers to Promote Learner Autonomy

The findings of this research highlight the need of Algerian EFL students and teachers to training. Students are not trained to bear much more responsibility in learning. Teachers as well are not trained to foster their learners' autonomy in the classroom, and to convince them to become autonomous even outside classrooms. In this phase, some recommendations and pieces of advice are provided to EFL teachers at university level for the hope of preparing them to deal successfully with autonomy. Among these recommendations: professional development, reflective approach in teaching, and keeping portfolios, journals, and diary writing.

4.5.1 Professional Development

Effective teacher professional development is vital to school success and teacher progress. Professional development is an ongoing learning opportunities for teachers so as to overcome all barriers in teaching. And to reach aims and objectives successfully. Algerian universities today are facing complex challenges such as:

Integrating new technologies, the increasing number of students, the necessity of building in learners a lifelong study skill, diverse population of students, academic results and other challenges. Teacher training programs are incapable to prepare teachers to deal with all these challenges. So teachers in service have to reflect on their teaching, to develop themselves, and to be autonomous in doing so, no matter if educational authorities provide help or not. If EFL teachers in Algerian universities really want to foster their students' responsibility and autonomy in learning, they should start by themselves and develop their teaching as a first and fundamental step in promoting their autonomy and that of their learners.

4.5.2 Reflective Approach in Teaching

By reflective approach in teaching we generally refer to a process of self-observation and self-evaluation. It is thinking about teaching experience, through considering what happens in the classroom and thinking if particular tasks work well or not. Reflection upon teaching helps teachers explore their practices by collecting recordings as example and observations. If, for instance, the lesson went successful, teachers would better think about what made it successful. In the contrary, when in a lesson students did not understand certain language points, teachers have to reflect on this and think what made these points unclear or hard to be understood. Even when teachers face some disciplinary problems, they should think on each incident of student's misbehaving in the classroom and try to find causes so that this misbehaving will be avoided.

EFL teachers at university are advised to reflect on their teaching, because this reflective approach helps them to think about what went well or did not go well in a lesson. And, thus, think about the reasons why something went well. They think about how they can improve on things which did not go well such as learner autonomy. They admit that EFL students are not autonomous though the importance of this in learning, so they should think why those students are not autonomous, what prevents them to be as such, gradually they explore the reasons and find solutions.

Some questions are suggested by Vieira (1996) . EFL teachers may find them helpful as a start of reflective teaching:

- Did I achieve my aims?
- What did my students learn?
- Were the materials helpful?
- Did the activities motivate the class?
- Did students learn autonomously?
- Was my classroom a really learner-centered.?
- Did my students enjoy the lesson?
- How do I know my lesson was successful?
- What did I learn from my students?
- What changes will I make if I teach this lesson again?

EFL teachers are recommended to reflect on their teaching. It is in fact very useful as means of professional development. Thanks to reflective teaching, EFL teachers at university can bring positive changes and improvements in teaching.

4.5.3 Portfolios, Journal Writing, and Diaries

Learner autonomy can be promoted if the language teacher is well prepared and trained to do so, through reflective teaching and through other different strategies of professional development for instance: portfolios, diaries, and journals. These practices benefit the language teacher in writing objectively all what is related to his teaching, be it success or failure, as an example, having in the classroom over-reliant students on the teacher is a serious problem that needs urgent solutions. Teachers may benefit from those practices to shed light on problems related to autonomy in learning and look for solutions.

A portfolio as one of those strategies is collecting data about one's experience of teaching; it is in fact, recording history of teaching career. Many professions

nowadays need evidence of workers growth and achievements, teaching is not an exception. Teachers in all subject matters not only English, look for evidence of their progress, Portfolios can help in achieving this. According to Vieira (1996) the professional portfolio should include:

- All critiques from university supervisors and cooperating teachers.
- Sample group rewards / Sample individual rewards
- Positive statements made by the teacher. 'How I used to teach and how I am teaching?
- All remarks made by inspectors and through peer observation and even by learners.
- Sample Unit plan / Sample Lesson plan.
- Video tape of a lesson at each site (optional, but recommended)
- Professional philosophy of education
- Recommendations
- Professional development activities (conferences, in services, workshops)
- Professional and personal goals.

Teachers when recording a lesson may notice that over-reliance of students may result from the method of teaching, thus, they start looking for solutions through cooperation with colleagues or through seminars with inspectors. When they succeed in changing students' over-reliance on teachers to more responsible and autonomous students, this is in fact, one of the greatest achievements and progress in the career of teaching.

In addition to keeping professional portfolios, teachers can use diary as another reflective aspect of teaching. In academic or professional diaries, teachers may write about all the ins and the outs in their teaching experience. Teachers should express in an objective way how the lesson was conducted. Students' negative attitudes, perceptions, and lack of motivation can be considered as ones of the major worries of any language teacher. Writing diary is an easy way to deal with these problems. After the lesson, teachers write about their reactions, feelings, expectations, and what they observed. Diary writing is better to be kept in a regular way. (Hadi, 2012)

EFL teachers are advised to keep diary writing because thanks to these diaries they start understanding themselves, their teaching process and justify why certain tasks are done the way they do. Students' engagement in learning is also observed and examined by the teacher. In this context, Baily (1990) states that the diary helps teachers to state the problem and explore why the difficulty was occurring. This is building a bank of ideas which teachers can refer back to in the future, and also use to guide other teachers. Students' reluctance to bear responsibility in learning and their unreadiness for autonomy as difficulties and obstacles can be recorded in teachers' diaries. They provide a rich source of experience that is helpful for teachers to solve the problems and use this in guiding other teachers, experienced or new comers in the field of teaching. Some teachers may not have an idea of how to write a diary an example is given (1). (see notes to chapter four).

Journal as a reflective strategy for professional development is a written response to certain teaching events and incidents. EFL teachers are required to keep journal writing because it serves at recording reactions to what happened in the classroom, it deals with problems faced in teaching and analysis of events so that to take action. Lakshmi, (2009) said that it is better for teachers to write journals in two phases, the first one before reflection, it means recording problems and analyzing them, and after reflection means finding solutions and applying them. Below an example of journal written by an EFL teacher illustrated by Lakshmi, (2009)

Excerpt 1: *Before Reflection*

One day, when I was teaching gerund form of verb, the class was quite passive. I thought the monotony might be because of the hot afternoon. I went on explaining verbs and rules for using gerund form of the verb giving examples to each condition. My students were busily noting down my lesson in their notebooks. When I started asking them to give the sentences of their own, no one could do it correctly. Then I realized that the fifty minutes class was futile. (Lakshmi, 2009:14)

After Reflection

After going into my room, I pondered for a while in a disturbed mood. Later I went to the library, collected newspapers of few days, and got some funny anecdotes from the newspapers photocopied. Next day, I entered the class with confidence, distributed the articles, and asked them to underline the verbs in gerund form. Students were busy doing the exercise while enjoying the anecdotes. Thus, I could make the class interesting. Later when I asked them to give sentences, using gerund on their own, it was a child's play for them. (Lakshmi, 2009:15)

Learners' autonomy is lacking, it is a real problem that teachers may report in their journals. After reflection, they may present sessions for raising their learners' awareness of the importance of autonomy, and motivating them and train them to bear responsibility through strategy-based instruction. Some teachers write letters to learners (Hadi, 2012). Harmer (2001) has given an example of teachers who started a course by writing the same letter to all learners inviting them to write back to him about their learning problems. And because the communication was written and personal, he was able to address learning problems in a way that was easier than in face-to face interactions in class discussions. (Harmer, 2001:339). EFL teachers at university level may benefit from all those recommendations and suggestions.

4.6 Towards Integrating the Notion of Autonomy in Teachers' Training Programs

One of the most important recommendations in this research is to integrate urgently the notion of autonomy and how to promote it in teacher training programs. If EFL teachers (those questioned in this study) are not capable to define such concept or to give equivalence to it in Arabic, this means that they did not encounter this in their training programs before service. A well planned and organized training programs for EFL teachers provide them with activities, skills, and techniques that help them in their whole teaching profession. The ministry of education as well that of higher education and scientific research had better offer adequate training for fresh

teachers, this training if successful would help in promoting students level in all subject matters not only in English. Teacher training programs for fresh teachers in secondary education and at university went through changes over time. As a consequence of educational change and innovation, new training programs are provided to EFL teachers in both levels.

4.6.1 Secondary Teachers' Training Programs

Secondary teachers' training programs were made at universities only, the newly recruited teachers of English used to spend a year in service as trainees and try to collaborate and coordinate with more experienced teachers in the field. At the end of their fourth year (BA in the classical system) EFL students in Algerian universities had the right to choose between writing a dissertation or writing a trainee reports, after attending a session or two with EFL teachers and being given an opportunity to give a lesson to EFL pupils. After the coming of the LMD system, things changed, no coordination in term of training teachers exists anymore between the two ministries. Secondary teachers are provided with a new training programs conducted and supervised by inspectors in different Wilayas of Algeria. This program was first applied in 2015.

The Ministry of Education announced that pedagogical training programs for secondary teachers will be in a period of 180 hours. EFL teachers as example are supervised by English general inspectors and engineers in automated media. The curriculum includes 8 subjects: Education Psychology, didactics, department management techniques, school mediation, the Algerian educational system, professional Ethics, school legislations, and automated media. At the end of the pedagogical training, teachers are required to write a final report.

In her research about learner autonomy in EFL context in secondary education, Hadi (2012) found that EFL secondary teachers do not benefit from training programs that are not adequate in promoting autonomy. Teachers never come in contact with such concept in their training. The research recommended

integrating the notion of learner autonomy in the subject of education psychology as a part of theoretical formation of EFL teachers. And suggested as well another subject for instance that of educational concepts and how to apply them in the classroom. In this subject EFL teachers form an idea about some educational concepts such as autonomy and provide them with a step by step design of teaching language strategies (see Strategy-Based Instruction 4.8) that improve students' autonomy in English learning. Focusing on EFL secondary teachers is due mainly to the fact that if they are well trained to foster autonomy, they will form self-reliant pupils who will become autonomous students when they reach university.

4.6.2 University Teachers' Training Programs

Though the LMD system was adopted in Algerian universities years ago, it was until the year of 2016 that the Ministry of Higher Education and Scientific Research proposed a pedagogical training program for new teachers. The newly recruited teachers are required to attend a training that is supposed to cover 85 hours in one year. The university in which the new teacher is working takes in charge the application of the training program. In addition to an online training in the national level. Most of universities agreed on a day or half a day each week. Nearly the same subjects are provided to EFL teachers at university among which: university legislation, professional ethics, and automated media. The experience of pedagogical training for university teachers is new and first applied in the school year 2016-2017. The researcher recommend that these programs should be conducted successfully and supervised adequately to reach the already prescribed objectives. Learner autonomy should be given a place in those programs as a theoretical educational concept and as a practice.

4.7 Pedagogy for Promoting Learner Autonomy

Teacher training programs help in raising teachers' awareness of autonomy and provide them with techniques for promoting it. Another fundamental recommendation in the current study is the establishment of pedagogy for promoting

learner autonomy in Algerian EFL context. The term pedagogy for autonomy is used for the approaches that aim at fostering autonomy in a classroom context, and the discrete procedures those pedagogies incorporate are often referred to as pedagogical strategies for autonomy. (Benson, 2006:174)

To establish a pedagogy for promoting learner autonomy, Educational authorities and decision makers should start first by designing a learner-autonomy-friendly curriculum, and maintain learner-centeredness. In many European countries, autonomy has gained importance and becomes prominent in official curricula for languages. It is not the case in Algeria; autonomy is not given such importance. Issues such as autonomy manifestation in schools curricula and the application of such construct in educational policies are not given much more attention.

4.7.1 Designing a Learner Autonomy-Friendly Curriculum

Learner autonomy in Algerian higher education is supposed to be a relevant goal in language teaching curriculum. Unfortunately it is not the case because educational institutions do not give attention to the concept as it really deserves, and do not provide a clear explanation of how autonomy is implemented regarding pedagogical principles. Designing a learner –friendly curriculum is to design a curriculum that really aim at promoting autonomy in learning. After the current research findings it seems very necessary to include the promotion of autonomy as a goal in EFL curricula in Algerian universities. EFL teachers at universities besides an adequate training, they need pedagogical guidelines for successful implementation of autonomy in the classroom and this is what the researcher recommends strongly. A well- known model is that of Cottrel (2000) who puts forwards five principles the language teacher and the curriculum should consider for promoting learner autonomy:

- Learners goals
- The language learning process
- Tasks
- Learning strategies
- Reflection on learning

The first and the basic step in promoting autonomy is to raise learners awareness to set goals for their learning and use strategies to reach such goals. Learners as well should be aware of the whole process of learning options, opportunities and how to make choice. As for tasks, the real world tasks seem more suitable for fostering learners' autonomy. Learning strategies are of key importance in promoting learners' meta-cognitive abilities, and to help them develop a sense of responsibility in learning through self-monitoring, previous preparation, deduction, self-evaluation, etc. Reflection upon learning is a typical exercise of autonomy. Through the use of critical thinking learners can reflect upon their strengths and weaknesses and this is great step towards autonomy.

4.7.2 Maintining Learner Centredness

During the classroom observation made by the researcher in this study, we have not observed any pedagogical principles for fostering students' autonomy in the contrary the classrooms were to a large extent teacher -centered. Still the teacher shoulder most of responsibilities in learning and he is still perceived by society and students as the central figure and the most responsible pillar in the classroom. Beyond the efforts made in the field of education to prevail learner-centeredness in the language classrooms in Algerian territory, there is a still such dissatisfaction of the degree to which Algerian EFL students are really actively engaged in their learning. The traditional pedagogy for learning still exists not only in students' minds but in teachers' too.

The traditional view of learning most students are still holding nowadays is a real obstacle in promoting autonomy. Educational institutions should focus on the real establishment of learner-centeredness in the language classrooms. This can be achieved in Algerian educational territory by inspectors' reports and visits to teachers in the class, by organizing seminars for helping them in applying principles of learner-centeredness. Those seminars would be more successful if they stress the practical side of teachers' formation. At university level, authorities should look for whether or not EFL learning is really learner-centered. It is said that EFL classrooms at

university are learner-centered but the reality is different. Learner autonomy seeds will not grow unless the ground is learner-centered.

4.8 Promoting Learner Autonomy through Strategy- Based Instruction

Learning strategies should be given a lot of attention in the English classroom, because thanks to these strategies EFL learners become more and more aware of their own learning. Without developing such strategies “ **students will remain trapped in their old patterns of beliefs and behaviors and never be fully autonomous.**” (Wenden, 1998: 90). That is to say those learning strategies are key tool for promoting learner autonomy; in fact, the aim of strategy training is to enhance learning and to foster autonomy. Strategy-Based Instruction (SBI) refers to teaching learners how to learn, it is called also learning to learn. Strategy-Based Instruction is a sort of teaching that includes both implicit and explicit integration of strategies into the course content. (Dörnyei, 1996).

However, one of the research findings is that university students do not use strategies that help them becoming independent from the teachers. Moreover, their teachers do not teach them explicitly learning strategies. This is in fact, what makes EFL students and teachers alike in Algerian university still trapped in their old patterns and beliefs about learning in general and that of teaching. For the sake of fostering their own autonomy and that of their students, university teachers in Algeria should have an idea about (SBI), however, those teachers are in a real need for training themselves before training their students. Algerian EFL teachers need training based on formation and preparation of how to deal with learning strategies in the classroom, because they seem not familiar with (SBI), due mainly to the fact that in their pedagogical training programs they do not come in contact with (SBI) techniques. In this research, we try hopefully to help both teachers and students for applying appropriately the (SBI) as a fundamental step towards promoting autonomy in EFL context, so that, autonomy would become a reality in our universities.

4.8.1 Goals and Models of Strategy-Based Instruction

Since (SBI) is a basic step in promoting EFL students autonomy, it is necessary for EFL teachers to have an idea about how strategies are taught. The models suggested by several experts in the field, and the goals set for such instruction. (SBI) helps the EFL students in our universities to become better language learners; it provides them with techniques that raise their independence and confidence while learning. Several goals of (SBI) are put forwards by many researchers, among which the goals stated by Cohen (1997), which are summarized as follows:

- Self-diagnose their strengths and weaknesses in language learning.
- Become aware of what helps them to learn the target language most efficiently.
- Develop a broad range of problem-solving skills.
- Experiment with familiar and unfamiliar learning strategies.
- Make decisions about how to approach a language task.
- Monitor and self-evaluate their performance.
- Transfer successful strategies to new learning contexts.

The above mentioned goals if achieved through SBI, the Algerian EFL students would be proficient, autonomous, and successful learners. However, the research findings show that neither EFL teachers nor students at university are enough aware of the importance of strategy instruction for fostering autonomy in learning English.

Research on strategy instruction is a field that is gradually gaining attention in the field of teaching second and foreign languages nowadays. Most researchers in the field argue for the explicit strategy training that is based first on raising students' awareness of the strategy. The explicitness in strategy instruction is beneficial for students more than implicit strategy instruction (done while performing tasks). Though its importance in language learning, there is a still a less agreement on whether strategies instruction should be integrated into the language curriculum.

Integrating strategy instruction could be dealt with at secondary education and at university level. Few researchers have proposed that those strategies should be taught in students' mother language in secondary education and in the target language at university. In fact, it seems that the use of the native language in secondary schools benefits the teacher to explain why and how certain strategies are used. However, (SBI) should not be postponed till secondary education or university, because even EFL pupils who are beginners at middle school need strategies for learning (Hadi, 2012).

Different models for teaching learning strategies are put forwards by several researchers, however, there is no evidence on which model is more successful than the other, in this context Cohen says:

Although no empirical evidence has yet been provided to determine a single best method for conducting strategy training, at least three different instructional frameworks have been identified.

(Cohen, 1997:14)

The three frameworks identified by Cohen (1997) are as follows: the first one is proposed by Pearson and Dole (1987). The second by Oxford et al. (1990), and the third one by Chamot and O'Malley (1999). In this research the focus is on secondary and university EFL students, the researcher selects the following models to be dealt with in details, that of Oxford (1990) will be dealt with next (see table 4.3):

- Pearson and Dole (1987)
- Chamot and O'Malley (1999).
- Grenfell & Harris (1999)

The above mentioned models seem suitable for EFL learners at both secondary and university levels. These models focus on the necessity of practice and evaluation of how a strategy has worked in addition to the transfer of strategies. Details about these three models are provided in the table 4.2 below:

Pearson and Dole (1987)Model	Model Chamot et al, 1999)	Grenfell & Harris (1999)
Initial modeling of the strategy by the teacher, with direct explanation of the strategy's use and importance	Preparation: Teacher identifies students' current learning strategies for familiar tasks.	Awareness rising: Students complete a task, and then identify the strategies they used.
Guided practice with the strategy	Presentation: Teacher models, names, explain new strategy; asks students if and how they have used it.	Modeling: Teacher models, discusses value of new strategy, makes checklist of strategies for later use
Consolidation, where teachers help students identify the strategy and decide when it might be used	Practice: Students practice new strategy; in subsequent strategy practice, teacher fades reminders to encourage independent use	General practice: Students practice new strategies with different tasks.
Independent practice with the strategy	Self-evaluation: Students evaluate their own strategy use immediately after practice	Action planning: Students set goals and choose strategies to attain those goals.
Application of the strategy to new tasks	Expansion: Students transfer strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies.	Focused practice: Students carry out action plan using selected strategies; teacher fades prompts so that students use strategies automatically.
Evaluating the use of strategy in new tasks.	Assessment: Teacher assesses students' use of strategies and impact on performance.	Evaluation: Teacher and students evaluate success of action plan and set new goals.

Table 4.2 Models for Language Learning Strategy Instruction. (Hadi, 2012).

Certain similarities between the three models exist; they start generally by raising awareness and presenting the strategy for example: note taking, summarizing, and self-evaluation to the students. Then teachers provide students with tasks in which they use learning strategies, later they ask students how they do tasks and which strategy they use and how? As a final step teachers and learners evaluate the use of the strategy as either used successfully or not.

The theoretical presentation above of some models of strategy instruction benefit EFL teachers at university level to build a knowledge and awareness of (SBI), however, what those teachers really need is the practical side of (SBI), that is to say providing teachers with practical guidelines of how to apply (SBI) in their classrooms. Some of these guidelines are provided in the next section.

4.8.2 A Step by Step Design for Strategy-Based Instruction

EFL teachers and students alike in Algerian university need a methodological guidance when it comes to apply (SBI) in the classroom. The researcher seeks to give a helping hand to those teachers to deal with (SBI) successfully in their classes. Several steps those teachers have to follow when designing and applying (SBI). Some steps are suggested by Cohen (1997) as follows:

- Strategy preparation
- Strategy awareness,
- Strategy training
- Strategy practice
- Personalization of the strategies.

Teachers first prepare the strategy-based instruction through looking for the strategies they considered necessary for their students. Second they should start by raising their students' awareness of the importance of (SBI). As a third step, teachers explain explicitly the strategy (its name, use, importance). And fourth, students start using such strategy while doing tasks suggested by teachers. As a final step students use this strategy for doing other tasks. Oxford (1990) also suggested steps for strategy-based instruction; they are dealt with in details in the table 4.3 below:

Steps of SBI Oxford (1990)	
Step 1	Learners do a task without any strategy training.
Step2	They discuss how they did it and the teacher asks them to reflect on how their strategies may have facilitated their learning
Step3	Teacher demonstrates other helpful strategies, stressing the potential benefits
Step4	Learners are provided with opportunities to practice the new strategies.
Step5	Learners are shown how the strategies can be transferred to other tasks
Step6	Learners are provided with further tasks and asked to make choices about which strategies they will use
Step7	Teacher helps learners to understand the success of their strategy use and assess their progress towards more self-directed learning

Table 4.3 Suggested Steps for Strategy- Based Instruction (Oxford, 1990)

Models for (SBI) have been dealt with, steps for this design are provided in table above. So, Algerian EFL teachers can select the model they see appropriate for their students and follow the steps suggested by Oxford (1990) or others. They should start by preparing learners for (SBI) through raising their awareness, and then those learners are asked to perform tasks and explain how they do that. Further use of strategies is encouraged by the teacher who urges learners to transfer the successful use of certain strategy to other tasks, and last, learners assess their progress in using strategies for self-directed learning. Some suggested activities for (SBI) are provided in the next phase. The aim behind such activities is to remove ambiguity teachers may have in the application of (SBI) and to facilitate this instruction for the sake of fostering learners' autonomy.

4.8.3 Suggested Activities for Strategy -Based Instruction

The Ministry of Higher education and scientific research in Algeria should provide the language teachers with a rich pedagogical training before service. In such training teachers come in contact with educational concepts such learner autonomy and with learning strategies. They are in a real need of guidance; their answers to the questionnaire clarify that they do not teach strategies because they do not have an idea how to do so. In this phase of research, some activities are suggested to language teachers to do in the classroom for the sake of fostering autonomy in students. EFL teachers in our country should not consider (SBI) as an “add-on” it is in fact a step towards ameliorating the language learning. Teachers may select the model and the steps to follow then base on the activities suggested in the table (4.4) below.

The researcher has selected four basic strategies of learning that are suitable for university students when learning a language among which:

- Note taking
- Key words
- Self-monitoring
- Self-evaluation

In several lectures students are supposed to take notes however, they may lack techniques that help them becoming good note-takers. In addition to the strategy of finding key words while reading. Self-monitoring, that is to say directing one own learning. And self-evaluation. Those strategies are selected for illustrative purpose. EFL teachers will greatly benefit from the activities suggested in the two tables below, table (4.4) is personally made while the second is not.

Name of the strategy	Its usefulness	Suggested activities
Note taking	<ul style="list-style-type: none"> -To understand difficult and long texts. -Organizing ideas -Analyzing a text. 	<ul style="list-style-type: none"> -Listening or reading a text -To organize the ideas according to the text -To analyze or summarize.
Key words	<ul style="list-style-type: none"> -Words for memory techniques. -To skim and scan a text. -to form a title and a general idea. 	<ul style="list-style-type: none"> -Reading a text. -Identifying what is it about? -Finding key words. -Forming a title or an idea.
Self-monitoring	<ul style="list-style-type: none"> -Check one's performance in speaking -Become aware of one's weaknesses -Develop self-reliance through self-correction 	<ul style="list-style-type: none"> -The teacher may repeat the utterance or stress the mispronounced or the wrong word. Or make learner writes it on the board
Self-evaluation	<ul style="list-style-type: none"> -Check how well one is learning. -Identify strengths and weaknesses -Notice the progress in English learning. 	<p>In writing tasks as an example learners may be asked to: reflect on their written essay through checking the tense used, connectors, punctuation...etc.</p> <p>Helping learners decide how well they master certain tasks (good-fairly good-bad..)</p>

Table 4.4 Suggested Activities for Strategy Training. (Hadi, 2012)

The table above illustrated some strategies that should be widely used by EFL students in the classroom; they are in a direct relation with responsibility and autonomy in learning. The next table contains activities supporting the application of (SBI).

Strategy Classification	Representative secondary strategies	Representative examples
Strategies that directly Affect learning	Clarification / verification	Asks for an example of how to use a word or expression, repeats words to confirm understanding.
	Monitoring	Corrects errors in own/other's pronunciation, vocabulary, spelling, grammar, style
	Memorization	Takes note of new items, pronounces out loud, and writes items repeatedly.
	Guessing/inductive-inferencing	Guesses meaning from key words, structures, pictures, context, etc.
	Deductive reasoning	Compares native/other language to target language.
		Looks for rules of co-occurrence
	Practice	Experiments with new sounds.
Repeats sentences until pronounced easily		
Listens carefully and tries to imitate.		
Processes that contribute indirectly to learning	Creates opportunities for practice	Creates situation with native speaker.
		Initiates conversation with fellow students.
		Spends time in language lab, listening to TV, etc.

Table 4.5 Suggested Activities for (SBI).

(<http://www.openaccess.hacettepe.edu.tr:8080/xmlui/bitstream/handle/kurum>)

The table above illustrates some activities and examples to deal with (SBI), some strategies are in a direct relation with learning, that is to say, they are applied in the classroom when performing tasks. Some others are of an indirect relation with learning since they are used out of university. Teachers should help students to use strategies of learning not only in the classroom but out of it. The use of learning strategies makes students more responsible and self-reliant in the classroom, and in real life contexts. Teachers' role in SBI is very essential, however; EFL teachers questioned in this research are not aware of the roles they are supposed to play in (SBI). Thus the researcher provides them with certain roles to play for successful application of the (SBI) in the language classroom.

4.8.4 Teacher's Role in (SBI)

In many European countries recently, autonomy has become a goal in formal education, as a result plenty of innovative steps are taken to attain this goal. Some pedagogical innovations for instance are carried out by the Project for Autonomy in Learning (PAL). The main focus of this project is to establish a good teacher education for promoting learner autonomy. Unfortunately this is not the case in Algeria. Though the increasing importance autonomy in learning is gaining throughout the world, in our country, there is no pedagogical innovation made in this context. EFL teachers are not prepared to foster university students' autonomy.

To be able to conduct (SBI) successfully and, thus, foster autonomy in students, the language teacher is supposed to play certain roles, he may not be aware of because of the lack of training. The terms facilitator, counselor and resource describe the roles of the teacher when working with groups and in one-to one situations. As a resource, the language teacher should be competent enough to be considered as a model to be followed by students. (Hadi, 2012). Several roles are suggested by researchers in the field, the table 4.6 below illustrates the roles of the teacher during (SBI) put forwards by Harris (2003).

	Teacher's role	Clarification
1	<i>Teacher as diagnostician</i>	Makes the learner more aware of current learning strategies, heightens awareness of how they learn best.
	<i>Teacher as language learner</i>	a-Puts self in role of learner in order to better understand learners' problems and needs. b- Shares experience of being an "expert language learner," externalizes thinking process to show how a strategy works.
2	<i>Teacher as learner trainer</i>	Trains learners in the use of strategies
3	<i>Teacher as coordinator,</i>	Oversees individual's study program, and deals with areas causing problems.
4	<i>Teacher as coach</i>	Provides guidance on an on-going basis eg: conferencing about aspects of oral or written work, responding to comments in learners' diaries.

Table 4.6: Teacher's Role in Strategy Instruction (adapted from Harris, 2003)

The table above illustrates the different roles EFL teachers are supposed to play when engaging in (SBI). A redistribution of decision making and roles of teachers and students in learning is a requirement for the successful establishment of autonomy in learning. The teacher's role is to diagnose the situation before applying (SBI), raise students' awareness and motivate them. Furthermore, he should help students establish a balance between dependency on teachers and independency, (SBI) is a giant step to be taken to realize such equilibrium in learning.

This phase of the research is devoted to strategy-based instruction. Several models and goals are suggested for language teachers. In addition to some activities helping in the application of (SBI) in the classroom. The researcher attempts to provide teachers with practical guidelines to successfully deal with (SBI) for the sake of making students at university more responsible in their learning. And capable to rely on themselves as autonomous students.

4.9 Project Works for Fostering Learners' Autonomy at University Level

Project works are considered as one of the best ways for fostering learners' independence and promote their autonomy in learning. EFL teachers and students alike benefit greatly from these projects if they are conducted appropriately. The findings of the current research show that project works are not conducted successfully by students. According to both inspectors interviewed, no autonomy would be achieved from such project works made through copy and paste with no personal efforts. In fact, looking for the topic in the internet and gathering information then printing them for the sake to be presented, it is a useless work altogether. EFL teachers in Algerian university alike with students may lack the necessary ingredients for making a successful project work that is based on learners' independence from the teacher. The researcher hopes to provide useful steps in the realization of the project works that will hopefully benefit both teachers and students. Moreover, certain tools for assessing and evaluating the project works are provided to teachers.

Project works are of basic importance in language learning, they have certain advantages among which: they help learners' explore their creativity, and to use several sources to obtain information such as books, and new technological devices. Learners can also cooperate with classmates, ask their parents for help, and even that of experts, this develop learners' social skills. Moreover, these project works give learners the opportunity to practice the four skills.

Learners listen to the teacher directions and present their project works orally so both listening and speaking are practiced. While they search information they read books and articles. And later they start writing their final work; in this case both reading and writing are practiced. So one of the most important advantages of project works is to make learners use the four skills. Other advantages of project work are stated below:

- **Increased motivation** - learners become personally involved in the project.
 - **All four skills**, reading, writing, listening and speaking are integrated.
 - **Autonomous learning** is promoted as learners become more responsible for their own learning.
 - **There are learning outcomes** -learners have an end product.
 - **Authentic tasks** and, therefore, the language input are more authentic.
 - **Interpersonal relations** are developed through working as a group.
 - **Content and methodology** can be decided between the learners and the teacher and within the group themselves so it is more learner- centered.
 - **Learners often get help from parents** for project work, thus, involving the parent more in their sons' and daughters' learning. If the project is also displayed parents can see it at open days.
 - **A break from routine** and the chance to do something different.
 - **A context is established** which balances the need for fluency and accuracy.
- (Source <https://www.teachingenglish.org.uk/article/project-work-teenagers>).

The above mentioned advantages of the project works make it really a favorable task at university. Especially within the implementation of the LMD system that is based mostly on the learner personal work, be it an advance preparation or a project work. However, both EFL students and teachers, according the inspectors interviewed in the current study, do not have an ample awareness of the necessity of using project works and even not aware which steps to follow for the sake of conducting projects successfully. To overcome such shortcomings, the researcher provides them with a step by step design for the realization of the projects.

Step1: selecting the topic of the project. EFL teachers at Algerian universities often impose on students which topic to deal with in the project; this is against the requirements of autonomy in learning. He had better suggest a number of topics so that students choose the one that interest them, or give them freedom of choice in condition their works should be related to a broad theme suggested by the teacher.

Step 2: Determining the kind of presentation. Teachers and students in this step discuss the final outcome of the project; they can suggest a theoretical performance, debate, role play, interview or any final outcome they consider suitable.

Step 3: To agree on the structure of the project. In this step students agree on time to do the project, the source of information, distributing roles, and other details related to the structure of the project.

Step 4: Language demands of the project. The teacher is supposed to provide the students with the necessary language forms and skills that are necessary for the successful realization of the project. For instance: opening an interview, adding questions, commenting, disagreeing, and other techniques, if the final outcome in an interview. The use of the past tense in narration.etc.

Step 5: Collecting information. Students decide the sources they will use for gathering information necessary for the project. The internet, books, articles, they can even ask experts and their parents. Members of the group should take part.

Step 6: Analysis and synthesis. The researcher of the current study considers this step as fundamental in developing students' autonomy, because the student is required to analyze the information gathered and synthesize them putting his personal touch in the research, either through paraphrasing, illustrating, expressing an opinion, etc. This is terribly lacking in our students' projects.

Step 7: Project presentation. After completing the task students may look for the suitable device to present their project for instance: data show, videos, posters etc. Students are required to be sufficiently convincing in their presentation, instead of just reading what is written in papers. To be autonomous students, they have to present, explain, and illustrate using their own words.

The above steps help in establishing successful project works for the sake of maintaining autonomy in the language classroom. Not only steps, the researcher sheds light as well on the roles both students and teachers at university are supposed to play in the realization of project works. Furthermore, he suggests a way for assessing and evaluating those projects. Papandreou (1994) suggests the following roles of students and teachers for better conducting the project work. Details are provided in the table 4.7 below:

	student	Teacher
Topic	Select topic	Describe parameters and suggests
Objectives	Set final objectives	Help in setting objectives
Preparation	directs	advises
Planning	directs	Contributes ideas
Time	Plans schedule	Make suggestions
Research	Coordinate and implement	Observe and facilitate
Result	analyzes	Observes
Presentation	Performs	Listen as a member of the audience
Evaluation	Participates in self-evaluation	Provides feedback.

Table 4.7 Teacher's and Students' Roles in Projects. (Papandreou, 1994:42)

At university level, both students and teachers are supposed to be sufficiently aware of their roles in the project work realization; because this task is not new for students they have already dealt with it in middle and secondary education. However, the way they used to in doing project works is not adequate and helpful in promoting autonomy. According to teachers, the project is students' responsibility, his only task is to assess and evaluate, and to students, it is only to look for information from the internet, copy and print them for the sake to read them during the presentation of the project. Sometimes within a group of four or five students only one take charge of this task. If things continue like that, the project will become a burden not a fundamental tool for promoting self-reliance and autonomy. The teacher is required to play the role of a guide, a facilitator and even a group member.

University for EFL students should be a place for independent research, self-study tasks, and self-reliance in learning. In project works, role distribution refers also the roles each member of the group is supposed to play. Since autonomy is not only individual but group autonomy also exists. As for the table (4.7) above, it provides guidelines to students and teachers to hopefully help them becoming aware of their roles. The verbs selected for students are: select, set, direct, plan , coordinate, while for teacher the verbs used are suggest, help, observe, etc. The selection of verbs shows that the responsibility lies on students more than the teacher. (Hadi, 2012). The EFL teachers are required to help students in selecting the topic, advise them and make suggestions. The evaluation of the project works is not a simple task, but a demanding one from teachers. In the next phase some suggestions for better dealing with assessment and evaluation of the project works.

How is a project work evaluated? Is a worth asking question. Before the presentation of the project, the EFL teacher had better set certain criteria for evaluation, the students should be aware of these criteria, so that, they take them into consideration in their work. Teachers may find it beneficial to stick the document of project evaluation as a poster in the classroom wall. Assessment and evaluation is not only in teachers' hands, students also can take part in evaluation through

self-assessment. The final step in the realization of the project work is evaluation, students, reflect on their works and shed light on some strengths and weaknesses as a final check before handing it to the teacher. The language teacher when evaluating the project work should take the following criteria into consideration:

- Independent research
- Suitability of information with the topic selected
- Whether or not students put their personal touch in the project through analyzing, synthesizing, and processing information.
- To enrich the project with pictures, statistics, and photographs.
- The appropriate use of language forms for instance: the tense used, expository, narrative, and descriptive style of writing, punctuation and spelling.
- Correctness and tidiness of the work.
- Evaluating whether or not the oral presentation is sufficiently convincing.

Evaluating the project work is not assessing only the written form, but also the oral presentation, in which learners' performance is a real proof whether or not they have honestly and successfully conducted their project works. As it is mentioned above in steps for conducting a project work, the final step is reflection upon the project through doing this, they develop self-assessment as a strategy of learning, along with self-monitoring of learning. Successful project works is really a basic step towards fostering autonomy in EFL students at Algerian universities. In addition to other suggested materials such as ICT's and readings that are dealt with in details in the following phase of the research.

4.10 Suggestions for Promoting Learner Autonomy at University Level

The above mentioned recommendations and suggestions are made for the sake of putting both EFL teachers and students at university level in the right path towards establishing autonomy in the classroom and even outside of it. In addition to

All those, other suggestions are made by the researcher. Staying in touch with language outside classes inculcates in students the sense of independence through the use of several ICT devices, for doing personal research and self-study tasks even if not required by the teacher. In addition to developing a habit of reading for improving the level of proficiency in English. If students use appropriately ICT's, develop a positive habit of reading, and do self-study tasks, they will be proficient students, autonomous and successful. Some suggestions are provided below.

4.10.1 Effective Use of ICT's

Not only in education, but in all fields of life information communication technology is used. Gradually ICT's become essential in education throughout the world. Algerian government considers integrating computer technology in schools as one of the major issues for maintaining progress in education and to modernize Algerian schools and universities. In fact, the use of ICT's is of fundamental importance in education and more particular in language learning. The computer nowadays is targeted by a wave of innovation, each time a new product with better quality than before. Many experts in the field of education support the integration of ICT's in language learning to maintain success and effectiveness of learning. Thanks to ICT's students can improve their proficiency and mastery of the language.

By ICT's we refer to technologies in which the computer plays a central role. ICT refers also to any technological device or product that helps in storing, retrieving, sending, and receiving information and data. ICT then is a necessity in the area of education. Several benefits of ICT make it advantageous as mentioned by Hortoyo (2010) ICT is advantageous in several ways:

- Technology facilitates exposure to authentic language.
- Technology provides the access to wider sources of information and varieties of language.

- Technology gives the opportunity to people to communicate with the world outside.
- Technology allows a learner-centered approach.
- Technology develops learner's autonomy.

As it is stated by Hortoyo (2010), ICT helps in developing learner autonomy, however, the availability of ICT in the language classroom and even at home does not mean that the student is autonomous, autonomy in language learning is achieved only when ICT is appropriately and effectively used. Both teachers and students need formation to better deal with such digital world. There are several tools of ICT used in language teaching and learning among which:

- The internet, considered nowadays as the best medium for learning if the computer is connected to the internet the language student can find answers to all questions that cross his mind. Huge amount of science and knowledge are provided in seconds. All information needed can be stored in a USB or printed. Thanks to the internet, students recently will no more suffer from shortage of information. In fact now more than before the internet is a basic demand for better learning.
- Audio-visual devices are of a great importance in teaching, thanks to them the language classroom becomes more interesting and skills such as listening and speaking can be mastered quickly and effectively thanks to videos and recordings. In Algerian universities EFL teachers may benefit from these devices if the language laboratory is well-equipped.
- Interactive multimedia, necessary especially at university level, thanks to these media students can interact with teachers, experts, and researchers through video conferencing or through the Skype.
- Interactive whiteboard, is considered as a sophisticated means of teaching and learning a language, it has not been used yet in Algerian universities. Information and data are displayed through a screen monitor, which is connected to a projector, it can be manipulated through the use of a special pen or fingers.

ICT now is of great importance in English learning, the integration of it in education is of central importance in this context Hortoyo says: .

In other words, the integration of ICT in the field of language learning is inevitable known that the ICT and and language learning are two aspects which support each other like two sides of the coin inseparable.

(Hartoyo, 2010:3)

Thanks to ICT students become autonomous; they have the choice among several ICT devices to use. Freedom of choice is a step towards autonomy, in addition to the fact that those students learn without fear from teachers, comments, and remarks of classmates. ICT helps teachers in the language classroom, thanks to the CALL (Computer-Assisted Learning) Language teachers can present materials in the classroom richer than those obtained from a book or a text. Students can benefit from a large space of freedom, the CALL makes language learning more effective and flexible when it comes to time and place.

Another benefit of ICT is that of assessment, even evaluating students have been positively affected by ICT. Computer-Aided Assessment is nowadays used by teachers and even by students themselves when they engage in self-assessment. The CAA helps teachers in assessing skills such as listening and speaking for instance, the language teacher may benefit from dialogues and recording to evaluate the listening ability to students through asking them to listen and do tasks such as: fill in gaps, matching elements, answering questions etc. And in speaking skill through listening to native speakers of the language the students develop their proficiency as good speakers of the language. Students have plenty of opportunities to do tasks and evaluate themselves, for example they can do grammar exercises and later check if their answers were right or wrong.

At universities throughout the world online services of education become a fashion. Thanks to the internet as a medium this service is possible. Online service may include registration, enouncement, assessment, etc. And in broader context include eBooks and E-Learning. By electronic book we mean a multimedia that delivers information in a form different from traditional books, i.e., through the use of animations, sounds and images. Those books can be stored; an example of a successful design of eBook is that of Encyclopedia with multimedia format such as Encarta and Britannica. This website: www.ebookdirectory.com benefits EFL students; it contains more than 100000 books in different subjects. E-learning also is useful for students, it is a sort of learning by electronic technology, it is a web site containing learning materials, the learners can have access to whatever and whenever they desire. In most Algerian universities, the E-learning is announced in the principal web-site page of universities, it is a good initiative but it really develops slowly in our universities. EFL students have at hands several means and devices for learning, so becoming an autonomous learner nowadays is not hard as it used to be, once students were suffering from shortage of references and sources of knowledge.

Beyond the shadow of doubt ICT nowadays is facilitating teaching and learning, it is a giant leap in the world of science and that of education. EFL students in Algerian universities can easily become autonomous in their learning. EFL teachers in their turn can also prepare lectures, and materials to be used in the classroom in a short time, they can store and retrieve texts, exercises, and tests to use them when needed. However, despite the huge opportunities the technology offers to these teachers and students, still the characteristic of autonomy in learning is missing in Algerian students. The cause is not the availability or the quality of ICT but on the effective use of it in language learning. In this context Hartoyo, (2010 : 2) says : **“a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users.”** To foster their autonomy in English learning Algerian EFL students had better use ICT effectively for maintaining a certain level of language mastery.

ICT effective use will surely leads to more autonomy in learning English at Algeria universities. In addition to ICT, reading also plays a role in fostering students' autonomy; in fact, there is no better habit a language learner may have than reading.

4.10.2 Reading for Promoting Students' Autonomy

Throughout the history of mankind, reading is the best tool of education, it is considered as a part of life for people in literate communities, mainly in developed countries. Reading is a life-long activity. A treasure its owners feel never satisfied and always look for more. Reading skill helps in fostering learner autonomy, and language proficiency. Since it is an important platform through which language learners can develop their English independently, after the classroom course is over. Reading is one of the most important skills university students are required to master. EFL students at university level are confronted with more advanced and deep reading materials that they used to confront in their secondary education. At this level students are required to read, analyze, synthesize, discuss, and comment several texts they confront among which literary texts, linguistic texts, and civilization texts.

A question worth to be asked is how to motivate students for reading? In fact, most of students have such dissatisfying level of language according to teachers, because they do not read, or they do only when it is required by teachers. However, if students develop the habit of reading from an early age, it will soon become part of their lives an inevitable habit and a desirable procedure. One complex task teachers have to fulfill is motivating students to read, in fact, it is not only teacher's duty but also that of parents and teachers through all stages of education (primary, middle, and secondary).

In this research we try to provide EFL teachers with some hints useful in motivating students to read, in fact, the love to read is the best seed teachers can plant in their students either through encouragement or temptation in this vein Nuttal says:

We want our students to be able to read better, fast, and with full understanding. To do this, they need to read more. And there seem to be two ways to achieve this: requiring them to do so, and tempting them to do so.

(Nuttal, 2005: 128).

Teachers can help students in reading through advising them to go regularly to the library to select books they prefer to read. They can even suggest some titles that seem suitable for students' level. And they can even organize a session of competition and rewards the students who read more than others. He can even ask students to bring a small summary or a sort of a book review after each reading of a book. Moreover, since most of Algerian students care a lot for scores in tests and exams sometimes more than they care for the level and the proficiency, EFL teachers can benefit from offering additional marks as a reward for good readers, and the more students read the better this mark will be. If reading is marked, much importance will be given to it. However this will be achieved only if reading is included as a module that is to say, an academic subject in EFL student curriculum. The theme of reading in such academic module may vary from reading literary books such as novels and short stories to reading about history and civilization and reading books in Linguistics.

Teachers in charge of reading module at university are advised to establish a form of a classroom library, in fact not as big as that of the faculty, but a small one containing about twenty or less titles of books appropriate for EFL students level. The choice of books is given to students. This library should include different books to meet students' preferences. The establishment of such library encourages students to read and to compete each others. They can also enjoy sharing summaries and discussions about their readings.

Setting a classroom library is beneficial in tempting students to read, in addition to this teachers may benefit greatly from group works as well, students after reading their books discuss about them, they can use strategies such as summarizing, recalling, and narrating. The language teacher supervises the groups and provide guidance. Parrot (1987) says that reading groups can follow five-step procedure:

1. The teacher divides the class into small groups.
2. The class discusses a range of books to be chosen and the teacher facilitates the process by having a list of titles.
3. Students read their books of their choice in a two-week deadline.
4. The teacher organizes tutorials on each book.
5. The syndicates meet and members recount their reading.

EFL teachers in charge of reading as an academic subject have certain roles to play in monitoring their students reading through providing guidance. Among the roles he is supposed to play are first to help students in making the appropriate choice of the book, guiding them in reading and as a final step evaluate them. Learner autonomy can be promoted through reading, thanks to this skill students develop a life-long learning, similarly Carrel and Eisterhold say :

There is a significant relationship between autonomous learning and reading skills, and that knowledge gained in this way readily transfers for real use in real life. Hence, it is important for language teachers to assist students in strengthening their reading skill in order to develop them into independent readers outside EFL/ESL classrooms.

(Carrel and Eisterhold, 1989:553)

EFL students at Algerian universities if they strengthen their reading skill, they will make the path towards autonomy easier and shorter. Reading as an academic subject in all universities is a basic requirement for developing independent , proficient, and more responsible students in English learning both inside university and outside of it.

The effective use of ICT's and readings are of paramount importance, however, the success of autonomy requires the effective and the efficient use of several reading strategies, and even ICT's needs to be effectively manipulated. Students sometimes should not be left alone in such huge dimensions of ICT's and reading but they really need monitoring and guidance. In this context Benson (2001) says: **“fostering autonomy does not imply that we simply leave learners to their own devices, but that we actively encourage and assist them to take control of their learning.” (Benson 2001 : 75).** Teacher's role is always important in helping students becoming autonomous and independent in English learning at university level, however, students themselves have a role to play in this, they can stay in contact with English outside university doing self-study tasks to overcome their weaknesses in learning and fostering their autonomy.

4.10.3 Staying In Touch with English Outside University

Certain characteristics should be available in the language learner who keeps in touch with the language outside the classroom among these characteristics, motivation, self-independence, and positive habits such as reading and doing self-study tasks. Nowadays more than before the language learner has at hand plenty of technological devices to use for doing self-study tasks for the sake of bettering his learning. The internet recently is widely spread in Algerian territory, thanks to the internet connection, Algerian students benefit from a huge amount of knowledge in all subjects. Learning English now and learning any other language is not a hard task as before.

However, as stated before, ICT's can promote learners autonomy only if the use of it is effective. As far as reading is concerned, there is lack of books in English in Algerian territory, unlike those in French or Arabic languages. A terrible lack of short stories, newspapers, and novels. This is a real hindrance for staying in touch with English outside university, mainly for students who prefer reading books rather than surfing on the web.

However, the library of university can provide several books for students. Even in Algerian territory though many writers write books in Arabic and French, it is rare to find ones who write in English.

There are several ways whereby students can stay in touch with English outside the classrooms. In the internet there are plenty of tips, pieces of advice and even websites helping students to achieve this goal, For instance, Hellenic American union is an educational public charity that offers English courses online, English courses for young learners and adolescents, in addition to courses to adults. Several tests and exams are provided. In its official web-site 15 ways to improve English outside the classroom are suggested as follows:

1. Agree with friends to speak only English at specific times, such as after the lesson, on the subway, or on a specific day of the week.
2. When you listen to songs in English, pay attention to the lyrics. Moreover, since many CDs include lyrics with the liner notes, you can read them while listening.
3. Read books in English. Choose books you have already read in your native language or those that have been made into films which you have seen. This will make it easier for you to understand the plot and the content.
4. Choose an English language magazine, a blog, or a newspaper that interests you and read it frequently.
5. Read your favorite comic books in English. Comic books are easily read and contain many useful idioms.
6. Watch English language news programs on TV.
7. Watch English language movies on DVD either with subtitles in English or without any subtitles.
8. Attend plays or other events (talks, presentations) in English organized by English language organizations.
9. Visit art exhibitions or participate in other art events that are offered in English, including cultural events at the Hellenic American Union.

10. Chat online with native speakers. Keep in mind that internet users do not always use “correct” English.
11. If the operating language of your mobile is your native language, switch to English. As you associate a function of your mobile with a certain word, you will be able to learn basic English vocabulary.
12. Take advantage of the Learning English Podcasts made available by the Hellenic American Union free of charge.
13. Practice specific communication situations on your own - at home in front of the mirror, for example, imagine that you are introducing yourself, disagreeing, giving an interview, or asking for information, and role-play.
14. Practice your pronunciation by reading out loud. It’s a good idea to be together with someone who knows English and can correct you. Also, you record yourself and notice the way you speak. Set yourself specific goals, such as understanding the difference in pronunciation between “cat” and “cut”. Write down the words you often mispronounce.
15. Write down new words you learn in a special notebook. Remember to review them on a regular basis.

(Hellenic American Union <http://www.hau.gr/?i=english-language-program.en.15-ways>)

EFL students at university level are no more beginners, but advanced learners of the language, thus, staying in touch with language outside the classroom is a real necessity, because teachers cannot provide all the body of knowledge in class sessions only. Students are free in their choices, they either choose listening to the English native speakers and repeating for fostering their listening and speaking skills, or to focus on reading printed books or e-books then write summaries or book reviews of these books to improve their writing. If those students rely on themselves to set objectives, select materials and exercises outside university. Only through doing this we can confirm that EFL students in our universities are really autonomous learners.

4.11 Conclusion

This chapter is devoted to recommendations and suggestions for promoting learner autonomy at university level. It is an attempt to help both EFL students and teachers to establish autonomy in learning both inside and outside the classroom. In Algerian EFL context students and teachers alike are poorly prepared for the move to learner-centeredness and thus to autonomy. Teacher training programs can play a vital role in making teachers aware of educational concepts such as autonomy and aware, as well, of ways to promote their students autonomy. The first basic step in fostering autonomy is raising students' awareness of the importance of such concept in learning through motivation and persuasive communication. Strategy-based instruction is also a necessary step to render students more responsible of their learning. And since language is a huge body of knowledge that cannot be dealt with in the classroom only, this necessitates students to stay in touch with the language outside classes; this task is easier thanks to the availability of ICT nowadays. Finally one may say that autonomy in language learning is not a product but rather a process gradually undertaken by teachers, students, decision makers, and curriculum designers. This gradual process if conducted adequately will result in the establishment of autonomous EFL learners in Algerian universities.

Notes to Chapter Four

(1) Writing a teaching diary – Think © BBC | British Council 2004

Writing a teaching diary

Here are some general questions to get you started:

Lesson objectives

- Did the students understand what we did in the lesson?
- Was what we did too easy or too difficult?
- What problems did the students have (if any)?
- Was there a clear outcome for the students?
- What did they learn or practice in the lesson? Was it useful for them?

Activities and materials

- What different materials and activities did we use?
- Did the materials and activities keep the students interested?
- Could I have done any parts of the lesson differently?

Students

- Were all the students on task (i.e. doing what they were supposed to be doing)?
- If not, when was that and why did it happen?
- Which parts of the lesson did the students seem to enjoy most? And least?
- How much English did the students use?

Classroom management

- Did activities last the right length of time?
- Was the pace of the lesson right?
- Did I use whole class work, group work, pair work or individual work?
- What did I use it for? Did it work?
- Did the students understand what to do in the lesson?
- Were my instructions clear?
- Did I provide opportunities for all the students to participate?
- Was I aware of how all of the students were progressing?

Overall

If I taught the lesson again, what would I do differently

BBC | British Council Think. Writing a teaching diary – Page 1
http://www.teachingenglish.org.uk/sites/teacheng/files/teaching_diary.pdf

General Conclusion

General Conclusion

In the present era of modernization and globalization, learning English is a necessity. It is the language of international communication, and the language of scientific research. It is said that any person who does not know English and computing nowadays is a deprived person. Many educational institutions throughout the world are aware of the importance of English, so, they introduce it in an early age in schools. In Algeria, students learn English seven years before university. There is certain dissatisfaction of the level of students in English at university level as their proficiency does not correspond with such long years of study. EFL students in both secondary education and university seem reliant on the language teacher. They consider themselves as not capable to take charge of their learning. This characteristic in itself is a hindrance in the development of a lifelong learning skill. That skill becomes a necessity in the modern world.

For the above mentioned reasons, EFL teachers need to pay attention to the development of learner autonomy. And this dissertation has dealt with the concept of learner autonomy, how EFL teachers and students at university level perceive the concept, and their attitudes towards it. The present research dealt also with EFL students' readiness to bear responsibility in learning both inside university and outside of it. The research was conducted in two universities (Tlemcen, and Ain Temouchent) through the use of three different research instruments. The aim of the research is to find out how the concept of learner autonomy is understood by EFL students and teachers, and how it is applied within the parameters of the classroom. The objective is to look for ways for promoting autonomy in English learning at university level in Algeria. So that, students develop an autonomous learning which is a basic step towards developing lifelong learning skill necessary for personal and professional development.

The concept of learner autonomy in this research is investigated in Algerian EFL context. Autonomy is stated as a general objective of ELT in secondary education. And thanks to the reforms at university level, the LMD system is based on students' personal efforts and self-study tasks, in addition, to project works. The application of the concept in the classroom is tightly related to teachers' awareness of it, and their training, in addition to students' motivation. In Algerian EFL context, there is a little literature about learner autonomy. This research is an attempt to shed some light on the concept at university level.

After analyzing the data the researcher has reached certain findings, and on the basis of these findings some suggestions and recommendations have been presented for EFL teachers and learners alike for promoting learner autonomy. The findings have given evidence to the research hypotheses. The EFL students and teachers are not able to provide a definition to the concept of learner autonomy. Teachers think that the concept is restricted to self-access and self-directed learning. Surprisingly, those teachers and students are not capable to give equivalence to the concept in Arabic (mother tongue). The traditional way of teaching and learning is still prevalent. Spoon-feeding is the characteristic of EFL students though the application of the learner-centeredness in Algerian schools years ago. Not only students are not ready to be more autonomous, teachers also seem frustrated from applying such dimensions of autonomy in their classrooms. In fact, both teachers and students are not trained. This teacher-dependent characteristic is due to students' lack of motivation. Besides, the absence of autonomy oriented training for them and teachers to accept the change easily. Change in education has never been an easy task.

Language teaching is, now more than before, in a position to encourage learner autonomy. While classroom learning cannot provide all what learners need, autonomous learning may complement this by encouraging the learner to do self-study tasks to ameliorate their level. The current study provides recommendations and suggestions that could foster learner autonomy which include first, motivating students and raising their awareness.

Second, strategy-based instruction is highly beneficial to train students using strategies that help them becoming more self-reliant in learning. Third, EFL teachers can also encourage their students to use journals and diaries as a tool to reflect on their strategies and goals. Even teachers should be reflective and write diaries as well.

Promoting learner autonomy is a worthwhile aim in EFL learning at university level. Although in Algerian EFL context policies include autonomy as a goal, and after the findings reached in this research, we can say that learner autonomy is hardly a reality in Algeria. EFL teachers at university and secondary education without any autonomy-oriented training may experience real challenges and obstacles in implementing such culture in the language classroom. In fact, autonomy in learning and as a concept in general is western and to some extent alien to non-western cultures such as Algerian culture. Those concepts holding cultural prints should be clearly defined and presented to teachers and literature in this context is missing.

It seems likely that the promotion of learner autonomy in language learning is an area that will continue to grow and more research will be conducted. Looking for ways to promote learner autonomy is of basic importance, because when students learn to take charge of their learning and become self-reliant, they will later develop a skill of lifelong learning which is a fashion nowadays. And it is also conducive to development in the profession and in productivity. This research is hopefully a useful attempt to investigate learner autonomy in Algerian EFL context mainly at university level. However, this study is based on a limited sample population of fifty EFL teachers and one hundred EFL students. Results are somehow non-generalizable to the whole country but give at least a view of the concept perception and use. It is conducted in two universities in the whole country. Further research is needed in the field; it may include integrating the notion of learner autonomy in teacher training programs, and research about teaching learning strategies in secondary education or at university for better autonomous learning. Beyond the shadow of doubt autonomy is important in language learning and looking for ways to promoted it is highly recommended for better learning.

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Appendices

Appendix 1

Teachers' Questionnaire

Dear Teachers,

The following questionnaire seeks to gather your perspectives about learner autonomy and how it can be fostered in English learning at university level. You are therefore kindly requested to answer the following questions by putting a tick in the appropriate box and providing your comments when necessary.

Thank you very much for your collaboration.

1-Male Female

2-Teaching experience: number of years?years

3-Position : Full time teacher Part time teacher

4- What is your perception (understanding) of the concept of learner autonomy in English learning?

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

5- Give equivalence to the concept "learner autonomy in your own language (Arabic)?"

.....

6-Is learner autonomy conducive to:

- a- academic success in learning
- b-competence and proficiency in the language
- c-both of them

7-How do you think is your students' attitude towards autonomy in English learning?

Positive negative indifferent

8- Is students' attitude towards autonomy in English learning most influenced by:

- a- cultural background
- b-educational institutions
- c-social and familial norms
- d-personal motivation

9-Do you think learners' motivation is related to their autonomy in learning?

Yes no

10- To what extent are EFL students in the English department autonomous learners?

To a high extent to some extent somehow autonomous not autonomous at all

Justify your answer?

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

11- Do you think that those EFL students have the potential to be autonomous learners?

Yes no

12-Are students capable of selecting the content of the lesson and setting objectives?

Yes they are capable to do that yes to certain extent No they are not capable at all

13-Are you ready to give your learners much more responsibility in organizing learning and setting goals? Yes No

If no why?

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

14- After many years of learning English, do you think EFL students are ready to be self-reliant, to take responsibility, and to learn autonomously?

Yes No

15- Do you opt for teaching explicit meta-cognitive strategies for promoting learner autonomy? Yes No

if no, is it because

- a- You are not trained to do so
- b- it is not necessary

16-What roles are EFL teachers supposed to play in promoting learner autonomy?

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

17-Which challenges and obstacles hinder our students in the way of becoming autonomous?

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18-Relying on your classroom experience, what suggestions would you make to help students at university level in fostering their autonomous learning in and outside the classroom?

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Appendix 2

Learners' questionnaire

Dear students,

This questionnaire is a part of doctoral research, it attempts systematically to collect information about your perception of the concept of learner autonomy. Therefore, you are kindly requested to answer the following questions by putting a tick on the answer you think more appropriate, and make comments where necessary.

1-Gender: male female
2-Level : L1 L2 L3

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

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

4-Give equivalence (synonym) to the concept in your mother language (Arabic)?

.....

5-To what extent do you consider learner autonomy important in English Learning?

To a high extent to some extent to a low extent no idea

6- To what extent Do you think you are ready to take charge of (be responsible of) your own learning?

To a high extent somehow not ready yet not ready at all

justify?

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

7-Why should English language learners be autonomous? Is it to:

- a- get good grades in exams
- b-improve their level in the language in general
- c- to develop communicative competence

8-How do you consider the notion of responsibility in the language classroom ?

- Teacher's responsibility
- Learner's responsibility
- Shared responsibility between teachers and learners.

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

Yes No

10-Which of the following decisions you think yourself capable to take in the classroom?

- Deciding the objective of the course.
- Deciding how long to spend on each activity.
- Choosing materials to use in the English classroom.
- Evaluating learning performance.

11-When you use language in class-interaction and make mistakes do you prefer to:

- Stop to correct yourself
- be corrected by your classmates
- be corrected by the teacher

12-Who is responsible of identifying your weaknesses and strengths in learning?:

The teacher yourself your classmates

13-Do you consider yourself capable to choose activities and set objectives for learning outside the classroom?

Yes no

if no why?

.....

.....

.....

.....

.....

14-Do you prepare the learning activity before coming to school?

-Always sometimes rarely never

15-How do you consider yourself after the English class? :

- Satisfied by the knowledge presented by the teacher
- Feel the necessity to develop it and enrich it outside school
- Indifferent about it

-

16-How often do you learn English outside the classroom?:

-Very often Sometimes -Rarely Hardly ever

17- Which activities do you do out of the class to improve your level in English learning?

.....

.....

.....

18-Which suggestions would you make for teachers and decision makers for successful English learning at university level?

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

Thank you for your collaboration

Appendix 3

Semi-structured interview

- 1- What is your understanding of learner autonomy?
- 2- Do you consider learner autonomy important in learning English at university level? Why? Why not?
- 3- On the basis of your experience as a teacher, do you think EFL students are autonomous?
- 4-How do you see EFL students' attitude towards learning English autonomously inside and outside the classroom?
- 5-Which cultural and educational, factors can influence learners' view of autonomy in English learning at university level?
- 6- Are project works (exposés) really helping EFL students to be autonomous? If no, why?
- 7- According to you does the teaching and learning environment in Algeria help or hinder the development of autonomy? In what ways?
- 8- What should be done to encourage students to become more autonomous in and outside the classroom?
- 9- At university, students in the first year came with no capacity to study independently from the teacher, mainly because they are used to spoon feeding provided for them in the secondary schools, according to you what are the solutions for this problem?
- 10- Are teacher training programs (both at secondary and university level) really helping English teachers to foster their learners' autonomy? How?
- 11- Do you think teachers were trained to reduce learners' dependence on them, and fostering their independent learning? (During seminars or study days).
- 12- Which pieces of advice would you give English teachers in order to give their learners more responsibilities and independence in learning English?
- 13-Relying on your experience which pedagogical measures should be taken for promoting learner autonomy at university level?

ملخص

مفهوم استقلالية المتعلم في الوقت الحاضر مصدر اهتمام رئيسي للأساتذة ومصممي المناهج في التعليم العالي. يلقي هذا البحث الضوء على مفهوم استقلالية المتعلم في تعلم اللغة الإنجليزية على المستوى الجامعي في الجزائر، ويبحث كيف ينظر الأساتذة والطلبة إلى المفهوم وإلى أي مدى يعتبر طلبة الإنجليزية مستعدين للتعلم المستقل والاعتماد على الذات. الهدف من البحث هو إيجاد سبل لتعزيز استقلالية المتعلم وجعله أكثر اعتمادا على النفس في تعلم الإنجليزية. تم إجراء البحث في جامعة تلمسان والمركز الجامعي بعين تموشنت من خلال استخدام الاستبيانات، والملاحظات الصفية، والمقابلات شبه المنظمة. تكشف النتائج عن عدم وعي الأساتذة والطلبة بالمفهوم وعدم استعدادهم لتطبيقه. يدعو البحث إلى الحاجة الملحة إلى تعزيز الاستقلالية في تعلم اللغة الإنجليزية على المستوى الجامعي.

الكلمات الدالة: استقلالية المتعلم - الأساتذة - الطلبة - الإنجليزية - الاستعداد- تعزيز

Résumé

Le concept de l'autonomie de l'apprenant est devenu de nos jours une préoccupation majeure pour les enseignants et les concepteurs de programmes dans l'enseignement supérieur. Cette recherche met en lumière le concept d'autonomie des apprenants dans l'apprentissage de l'Anglais au niveau universitaire en Algérie, elle investit comment les apprenants et les enseignants perçoivent le concept et dans quelle mesure les apprenants sont prêts pour l'apprentissage autonome. Le but de la recherche est de trouver des moyens de promouvoir l'autonomie de l'apprenant. La recherche est menée à l'université de Tlemcen et au centre universitaire d'Ain Temouchent par l'utilisation de questionnaires, d'observations en classe et d'entretiens semi-structurés. Les résultats révèlent l'inconscience du concept et l'impréparation de son application. La recherche plaide pour un besoin urgent de promouvoir l'autonomie dans l'apprentissage de l'anglais au niveau universitaire.

**Mots-clés: autonomie de l'apprenant - apprenants EFL – enseignants
préparation à - promouvoir**

Abstract

The concept of learner autonomy has become nowadays a key concern for classroom teachers and curriculum designers in Higher education. This research sheds light on the concept of learner autonomy in English learning at university level in Algeria, it investigates how learners and teachers perceive the concept and to which extent learners are ready for autonomous learning. The aim of the research is to find ways for promoting learner autonomy. The research is conducted in Tlemcen university and Ain Temouchent university center, through the use of questionnaires, classroom observations and semi-structured interviews. The findings reveal unawareness of the concept and unreadiness for applying it. The research argues for an urgent need to promote autonomy in English learning at university level.

Key words: learner autonomy- EFL learners-teachers- readiness-promoting

ملخص الرسالة

Nowadays, English language is learnt throughout the world, it is the language of international relations, scientific research, and tourism. The person who does not speak English is considered as deprived in this age. Successful English learning is the desire of educational systems throughout the world. To achieve such objectives, plenty of reforms and innovations were conducted in education throughout the world. Successful English learning is tightly related with learner autonomy, since teachers will not present the whole body of knowledge in the classroom, learners have to do self-study tasks outside the classroom to improve their mastery of the language skills. The concept of learner autonomy in language learning is in the core of recent research in the field over the last 20 years.

The concept of learner autonomy is not easy to be defined when it is used in language learning. There is no consensus on the concept of autonomy in education. It is a multifaceted concept whose meaning has been discussed from many perspectives. One of the fields in which the concept of autonomy was firstly used is politics. Autonomy as a political concept originated in the Ancient Greek philosophers who claimed for citizens' right to self-government. Cities were governed according to citizens own laws. In this sense, individuals were considered free beings in command of themselves and not subjected to others' authority.

The concept of learner autonomy entered the field of language education through the use of communicative approach. It may be earlier according to some other researchers, but it is generally agreed that the concept of autonomy first entered the field of learning and teaching through the council of Europe 's Modern Languages Project which was founded in 1971. Holec (1981) is considered as one of the pioneers that deal with the concept of learner autonomy in education, and more particularly in language learning.

In ELL in Algerian university, plenty of challenges are faced by teachers and students alike. After seven years of learning English at middle and secondary education, Algerian students reach university, however, their level of English, in term of mastery of skills and performance according to most EFL teachers does not reflect such long years of study. EFL students seem more dependent on the language teacher, they were accustomed to spoon-feeding method in their previous learning experiences. So, they bring such habit of over-reliance on the teacher in all aspects of learning. They seem receivers of knowledge, which is, according to them, needed to be transmitted by the teacher. There is dissatisfaction among university EFL teachers about the level of EFL students in English learning.

The concept of learner autonomy is not investigated deeply in the Algerian educational system. The literature about learner autonomy in English learning is not available, and somehow non-existent. Most university English theses and dissertations end with recommending fostering learner autonomy for better learning, however, they do not present a practical guideline about how to foster autonomy. This research is an attempt to shed light on the notion of autonomy in English language learning at university level. It is a case study designed for exploring EFL teachers' and students' perception of the concept, how they define it, and which attitude they hold about it. It investigates as well whether or not university students are ready for autonomous learning.

The aim of the research is to find ways for promoting learners' autonomy in English learning at university level, for successful learning, and for building in learners a lifelong study skill. Such skill is needed for development in professional life. So, EFL learners when they become autonomous in learning, they develop their self-reliance and look for progress in their learning. This habit grows with them till their professional engagements. Lifelong study skill is the best exit profile EFL students in our country may ever have. Before looking for ways to promote university students' autonomy in learning English, it is necessary to investigate first how these students perceive the concept, and their attitudes as well as their readiness should be investigated first, for doing this three research questions are elaborated:

1-How do EFL university students and teachers perceive learner autonomy in English language learning?

2- Are EFL students ready to be autonomous in English learning both in university and outside of it?

3- In what ways can learner autonomy be promoted in English learning at university level?

These are but few questions that arise when one addresses the notion of learner autonomy in English learning. All in all, the above questions investigate whether or not learner autonomy is a reality in our educational system and more particularly at university level. The answer to these questions concerns two levels: the first one is concerned with a description of teachers' and students' beliefs, perceptions, and attitude towards autonomy in English learning. The second concerns the requirements and ways for fostering learner autonomy. These two elements govern the general layout of this dissertation in which we try to give evidence to the following hypotheses:

-University students and teachers may not be aware enough of the concept of learner autonomy (definition, and application) and their attitude towards it may be that of indifference.

-University students are supposed to be less self-reliant and more dependent on the teacher. So they are not ready to be autonomous learners.

-Raising students' awareness, Strategy-Based instructions and adequate teacher training programs can be some of the ways for promoting autonomy in English learning at university level.

To follow up this study, four chapters are elaborated. Chapter one presents different theories and assumptions underlying learner autonomy, the rise of it in the educational contexts, and how it has become a desirable goal in language learning. In addition to associating learner autonomy with language proficiency, and culture. Chapter two is an attempt to explore the concept of learner autonomy in ELT in Algeria in relation to teacher training program, assessment, ICT's, and the wave of

recent reforms implemented in secondary and higher education, since they are related as far as autonomy is concerned. Chapter three addresses the research methodology used in this study. The research instruments are as follows: a questionnaire for EFL students, another one for teachers, besides a classroom observation, two classrooms were observed, and semi-structured interviews were conducted individually with two general inspectors of English. The case study is held in the English department at Tlemcen university and the university center of Ain Temouchent. This chapter deals also with data analysis, both quantitative and qualitative analysis are used.

The selection of these research instruments is made on the basis of triangulation and on the basis of dealing with this research from different perspectives. The questionnaires investigate the perception, the definition and the attitude towards autonomy. The classroom observation sheds light on how autonomy is practiced and applied in the classroom. The semi-structured interview dealt with pedagogical matters such as teacher training programs adequacy in the promotion of autonomy in English learning at university level. Chapter four looks for ways for promoting learner autonomy at university level through motivation, raising learners' awareness, and training EFL learners through the use of strategy-based instruction. And training teachers through more adequate teachers' training programs. This chapter concludes the dissertation with a summary of main contributions and implications of the research.

The analysis of data has veiled the ambiguity on the notion of autonomy in English learning at university level. After analyzing the data obtained from the three research instruments both quantitatively and qualitatively, the researcher reached certain results. EFL teachers in both English departments seem to have somehow a positive attitude towards learner autonomy in English learning, they maintain that it is conducive to academic success. If teachers' attitude seems to be positive, EFL students' attitude towards autonomy is not, most teachers believed their students' attitude to be negative and even students themselves are either indifferent or have negative attitude, as far as, autonomy in English learning is concerned.

If the analysis of data shows that EFL teachers' attitude towards autonomy is positive, this brings to mind that they are ready to foster learner autonomy in their classes, however, in the contrary most EFL teachers seem not ready yet to establish autonomy in classroom. They justified this by saying students are weak, not able to take charge of their learning. In reality the cause is different; those teachers are accustomed to play certain roles in their classrooms and are not ready to change. They are not well trained how to make their students self-reliant learners. Not only EFL teachers, even students are not ready to be autonomous, without teacher they are incapable to rely on themselves and they feel as if they are lost. In the current research the focus is not only on learners' readiness to be autonomous, but on teachers' readiness too.

The analysis of data obtained from EFL teachers' questionnaire shows that there is a lack of understanding of the concept of learner autonomy. Those teachers have a certain unawareness of the concept and they define it differently. They have wrong beliefs about the concept and do not make difference between learner autonomy and self-instruction. They are not capable even to give equivalence to the concept in Arabic. Those teachers consider their students as not- autonomous learners since they are in reality over-reliant on teachers, and they need motivation and training. Teachers do not deny the importance of meta-cognitive strategies for learners, however, they are not trained how to teach those strategies explicitly to learners. According to most teachers there are certain obstacles that hinder the promotion of autonomy in English learning at university level.

The analysis of data obtained from learners' questionnaire shows that most EFL students questioned are incapable to give a definition to the concept of learner autonomy, and even incapable to provide equivalence to the concept in Arabic. They are in general unfamiliar with the concept. Most of them considered the concept as learning outside school without a teacher. Students are not ready yet to bear responsibility in learning. According to them the language learner should be autonomous for the sake of having good grades in exams, and for a less extent to develop competence and proficiency.

As for responsibility share in the English classroom, those students believe that the teacher is the most responsible figure in the classroom. The students think that they are not able to take decisions in the classroom. Not only in the classroom even outside of it, those students found difficulty in becoming autonomous, since they cannot organize learning without teacher guide. Finally those EFL students express their needs, complaints, and suggestions for better English learning at university level.

After observing two English language classrooms, the research reaches the followings: Decision making is still at teachers' hands. Classrooms seem traditional and far to be described as learner-centered classrooms. The teacher is responsible. Students are passive and they just receive knowledge, except some brilliant and successful students. The method of teaching, mistake correction and even the type of activities really hinder the development of autonomy. They instead encourage over-reliance on the teacher. Both classes are not autonomous classroom in the real sense of the word.

The semi-structured interviews show that both interviewees insist on the importance of autonomy in English learning. They claim and believe that the literature is linking autonomy with motivation, according to them the necessity of autonomy lies in preparing adults capable to adapt in such changing world of technology. EFL students are not highly autonomous learners because they are victims of such educational institutions, in which teacher training programs do not help in promoting learner autonomy. And the traditional view both teachers and students are still holding in mind. Cultural, educational, social, and even personal factors impact the implementation of autonomy oriented pedagogy in the language classrooms. According to them, the educational environment in Algeria hinders the promotion of autonomy.

The results obtained from the whole research have confirmed the hypotheses made so far in the introduction. Neither EFL teachers nor students are aware and

familiar with the concept and its translation, they are not even capable to agree on one definition of the concept, each sees the concept from his own perspective. They could not even distinguish it from other concepts such as self-instruction and distant learning. In fact, the complexity of the concept plays a role in such lack of understanding. Both EFL teachers and students in both research sites (universities) are not ready yet for the implementation of such construct of autonomy in the language classroom. Learner autonomy changes responsibility share and decision making, this is what both teachers and learners are not ready to. Consequently, the notion of learner autonomy in English learning is somehow frustrating for both of them. It revolutionizes the process of learning and teaching, and establishes new paradigms of responsibility share in the language classroom. Promoting learner autonomy according to all participants in this study is not an easy task, and most of them insist on an appropriate training towards autonomy.

. One of the distinctive findings of the current study is that the participants seem not familiar with the concept of learner autonomy in English learning. This justifies why both of teachers and students are incapable to provide equivalence to the concept in Arabic (mother tongue). In fact, there are complexities in translating concepts of foreign origin. As it is the case for the concept of "Learner Autonomy", and to find an absolute equivalence of a concept from a language to another is not easy. The equivalent term for learner autonomy in Arabic that is generally used is (independent learning) "استقلالية المتعلم" autonomous learning او التعلم الذاتي However, according to most of the participants learner autonomy is translated into Arabic as (learning without a teacher) self-instruction outside school. و التعلم الفردي.

خارج المدرسة . Arabic language users can also translate the concept of learner autonomy as educational concept in a precise way as « الاعتماد على النفس في التعلم » (relying on oneself in learning). The problem for educators in Algerian context is to clarify concepts from foreign origins such as learner autonomy, because of the lack of support and literature about the concept in the field of education in general and that of ELL in Algeria in particular.

Furthermore, EFL students and teachers have wrong beliefs about autonomy in learning. Learner autonomy is sometimes considered as an equivalent to self-instruction (by EFL teachers and students in this study), however, autonomy is not as they believe, independence which means learning without a teacher at home or elsewhere. In the current study learner autonomy is not dealt with in this sense, it is in fact, taking more responsibility in learning, avoiding over-reliance on the teacher both inside university and outside of it. It should be clarified to the EFL students and teachers at university level in Algeria that autonomy in learning has come to be used in at least five ways (Benson & Voller, 1997: 2):

- for situations in which learners study entirely on their own;
- for a set of skills which can be learned and applied in self-directed learning;
- for an inborn capacity which is suppressed by institutional education;
- for the exercise of learners' responsibility for their own learning;
- for the right of learners to determine the direction of their own learning.

For the above mentioned terms, they have certain relation with autonomy in learning, the first two are related to lifelong learning; however, as far as language learning is concerned the last three uses seem to be the most appropriate and suitable for the aim of the present study. It should be emphasized that autonomy requires, rather than eliminates teacher's intervention. Little (2003) emphasizes that both the ability to learn and the ability to teach are crucial to the success of the autonomous learning process. The teacher's role is indispensable in the development of language learner autonomy.

Teachers' and students' wrong beliefs about autonomy and their unfamiliarity with the concept are natural steps that leads them to become unready for applying such construct in the language classroom. The beliefs of students about teacher's role in EFL classroom, and even teachers' beliefs about students' attitude towards autonomy and their abilities, as well as, their unreadiness, are of a great impact on promoting learner autonomy in EFL context at university level.

Pedagogy in Algeria has begun a wave of innovation as it is the case in other nations, this wave starts to incorporate new concepts and practices in education. However, how some concepts such as learner autonomy is introduced and applied in the classroom really needs clarification.

Change in educational system in Algeria seems to be imposed not negotiated. These top-down directives are features that characterized the Algerian educational system for many years (and it still exists). Traditional views of learning and teaching still exist in Algeria, though the reforms made, students' and teachers' beliefs that they have specific roles to play and the responsibility share in the classrooms is still dealt with as traditional pedagogy. They are then still convinced to follow the traditional methods of teaching. EFL teachers in this research seem reluctant to share responsibility with students. The real cause is not learners' unreadiness, it is different, those teachers are unhappy to transfer their roles from knowledge transmitters to guide, motivator and facilitator, and the role this research insists on which is a promoter of autonomy in students.

As for learner autonomy in the local context, the discussion is similar in all non-western contexts, since the very idea of autonomy is part of Western culture traditions and thus, alien to non-western pedagogical traditions. (see 1.10.1) In Algerian country, a developing country that belongs to the previously called third world, was colonized not a colonizer, it is not independent economically and scientifically but dependent on more powerful ruling countries. The culture in which the concept is used plays a role in reshaping it, to meet the demands of learners

The traditional pedagogy in Algeria plays a role in hindering the promotion of learner autonomy. In this context Miliani (2003) asks whether an educational system that is known by its conservatism, could lead to learner autonomy, teachers and students are used to certain roles in the classroom. Teachers have usually a domineering role and in order to create environments which will develop learners' emancipation, they have to move towards a more tolerant role of counselors and guides. Miliani (2003) is cautious about teachers' new roles since they have to cater for the participative role of the learner, and be themselves convinced. The learner-centeredness in most Algerian schools and universities is not well-established, if learner autonomy is to be promoted it needs first the establishment of learner-centered paradigm in Algerian schools and university alike, this is the only ground in which the seeds of autonomy can grow and flourish.

The findings mentioned above clarify the urgent need for promoting learner autonomy at university level. All participants in the current research provide suggestions for promoting autonomy. All of them have a consensus on the necessity of training EFL teachers and students to become autonomous. The main suggestions are first an adequate and useful teacher training programs. Through such programs EFL teachers can build an understanding of the concept of learner autonomy, how to apply it in the language classroom, and how to help students becoming autonomous. EFL students need to be motivated and to be aware of the concept. The efficient use of project works is helpful in fostering students' autonomy. The explicit teaching of learning strategies is a good suggestion because students in Algerian EFL context are not in need of knowledge as they are in need of teaching them how to learn.

As final suggestion, fostering learner autonomy in Algerian schools, in general not only at university level, necessitates the establishment of learner-centeredness in the classrooms as a first step, this can pave the way to fostering autonomy in learning.

INVESTIGATING LEARNER AUTONOMY AMONG EFL LEARNERS AND TEACHERS IN ALGERIAN SECONDARY EDUCATION

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ABSTRACT

The present paper investigates learner autonomy in Algerian EFL context. It is a case study designed to investigate learners' readiness for autonomous learning, and teachers' roles in promoting it in secondary education. The purpose of the study is to discover whether or not pupils attending English Language in secondary school are ready to be autonomous in language learning. And whether or not teachers are well-informed to foster their learners' autonomy, this research work is an attempt to contribute in promoting learner autonomy in the secondary education in Algeria. It is in fact, an attempt to expand an awareness of teachers and students concerning the necessity of autonomy in English learning. The study provides suggestions and recommendations about how to promote learner autonomy, and argues that ELT in Algeria should aim at cultivating learner autonomy through attributing new roles for the language teachers and strategy training for EFL learners. Finally, this study insists on the need to integrate learner autonomy in English learning not only as a top-down decision but as a gradual procedure based on training. In fact what both teachers and learners really need is autonomy-oriented training.

Keywords: Learner autonomy, Algerian Context, Readiness, teacher's role, promoting.

INTRODUCTION

Language teaching nowadays is seen not as an ability to teach but as an ability to make learners learn. Learner centered education puts the learner at the center of classroom organization. There is a change in the view of language learning from a set of rules to be transmitted to learners from teachers, to a process in which the learner takes more responsibility in learning. By doing this, the learner becomes autonomous. Autonomy is one of the bases on which learner –centeredness stands on, because it is a precondition for an effective learning. (Benson, 2001). In fact, learners nowadays are expected to assume responsibility in learning. The aim behind introducing the notion of learner autonomy in the educational context is to develop responsible learners, who are capable to take charge of their own learning. That is to say, learners who share responsibility with the language teacher in the classroom and, moreover, do further research in real life situations, so as to, improve their level in language learning. An autonomous learner is that sort of learner who continues learning when teaching stops. This is in fact, one of the fundamental objectives of the new approaches in language teaching. In this context, and in order to make the educational system more developed and more fruitful, Algeria has implemented certain reforms in the field of education.

The Algerian Ministry of Education has launched educational reforms in the academic year 2002-2003, so as to change the teaching methodologies. The Competency-Based Approach was implemented in Algerian schools. It is supposed that the CBA has reshaped teacher's and

learner's roles and their responsibility in the language classroom. This approach aims at producing responsible and autonomous learners. There is no doubt that the notion of autonomy in English learning can be partially or gradually implemented in the secondary education. When learners reach university they find themselves able to take charge of their own learning. However, Algerian English learners do not arrive at university with the capacity of learning English autonomously, because they have been accustomed to spoon feeding in the secondary education. They consider English as a secondary subject (except for those in foreign languages stream). For this reason, they are not highly motivated and feel that the teacher is more responsible for the learning process. And responsible even for their success and failure in English learning. Though teachers in the secondary education invest endless amount of energy in their students and they generally get a little response. In other words, learners are over reliant on the English teacher. The solution lies on promoting learner autonomy, so that learners become gradually independent from the teacher, and rely much more on themselves in English learning, both inside and outside the classroom. The present investigation is carried out under three research questions:

- 1 - Are EFL learners in secondary education ready to be involved in autonomous learning?
- 2- How do learners perceive their own and their teacher's responsibilities in learning English?
- 3- In what ways can learner autonomy be promoted in Algerian secondary education?

In this study we try to give evidence or refute certain hypotheses. Both teachers and learners in Algerian secondary education may consider the notion of autonomy in the language classroom as frustrating, because learners are dependent on the language teacher, this teachers may not be well-trained and informed in their teaching training programs how to inculcate in their learners the capacity to bear responsibility in learning. EFL learners in secondary education may not be ready to be self-reliant.

LITERATURE REVIEW

There is no consensus on the concept of autonomy in education. It is a multifaceted concept whose meaning has been discussed from many perspectives. One of the fields in which the concept of autonomy was firstly developed is politics. Autonomy as a political concept originated in the Ancient Greek. In the field of education some consider it as taking charge of learning. Others see it as a decision making, and others think autonomy is a cognitive and self-management process. Imported originally from the fields of politics and moral philosophy, autonomy as a political concept was popular in the Enlightenment period and the French revolution in 1789. The word autonomous comes from the Greek words "auto-nomus" referring to someone or something which lives by his/her own rule. It is, therefore, understood that autonomous learning is related to self-directed studies. The concept of autonomous learning has been given a great importance since the 1970's; it is one of the most valuable spin-offs of communicative language learning environment. It is generally agreed that the concept of autonomy first entered the field of learning and teaching through the council of Europe's Modern Languages Project which was founded in 1971. The current debate about autonomy in second and foreign language learning originated in Holec's Autonomy and Foreign Language Learning first published in 1979, where he provides a definition of learner autonomy as: "... to say of a learner that he is autonomous, is to say that he is capable of taking charge of his own learning and nothing more ...to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning." Holec, (1981:3). He supports his definition by a set of roles the autonomous learner is supposed to play such as: determining the objectives, defining the content and progression,

selecting the method and the techniques to be used, monitoring the procedure of acquisition, and evaluating what has been acquired.

Although Holec's definition covers all the areas that involve the transfer of control over learning from the teacher to the learner. Other researchers do not agree with him and maintain that Holec's account of learner autonomy does not take into consideration the nature of the cognitive capabilities, underlying effective self-management of learning. (Benson, 2001). 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. Dickinson (1987) on the other hand, views learner autonomy as decision making in leaning context. According to him autonomy refers to the situation in which the learner is responsible for the decisions concerned with his or her learning, and the implementation of these decisions. A more elaborated definition of learner autonomy is also put forward by Jeffries (1990) who views it as: " *learning in which an individual or a group of learners study on their own, possibly for a part or parts of a course, without direct intervention from a tutor, so that to take a greater responsibility for what they learn.*" Jeffries (1990: 35). His definition of learner autonomy seems to be the most suitable for the purposes dealt with in this study. This is because we are much more concerned with this kind of partial autonomy not with the total one.

The difficulty of defining learner autonomy is mainly due the fact that there are degrees of autonomy, and that the behavior of autonomous learners can change depending on their age, and how far they have progressed in their learning.

METHODOLOGY

The selection of the type of research is based mainly on the nature of the research itself. Learner autonomy is a phenomenon that actually happens both inside and outside the class. A case study is selected because: " *A case study is an empirical inquiry that investigates a contemporary phenomenon within its real- life context.*" Nunan (1997:76) . The study is conducted in Tafna secondary school in the Wilaya of Ain Temouchent in Algeria. The following research instruments are used: a questionnaire for EFL teachers, another one to learners, because autonomy in learning is a process resulting first from interdependence between teachers and learners. In addition to a semi-structured interview with a General inspector of English in Ain Temouchent. . First, the data obtained from teachers' questionnaire are helpful in answering the research questions. Second, Learners' questionnaire is beneficial in investigating their readiness, because promoting learner autonomy should start first by the learners themselves, their motivation, their attitudes, as well as, their views of autonomy. Without learners' readiness, the language teacher may fail in fostering autonomous learning, both inside and outside the classroom, even if he or she does his best in teaching. Similarly, the Chinese proverb says: " *you can bring the horse to water, but you can't make him drink.*" And last, a semi-structured interview as another contributory research instrument, that has been conducted with the General inspector of English, who has been asked to give his opinion on learner autonomy in secondary schools in general, and asked as well about teacher's training programs, and if they are prepared in a way that helps teachers fostering their own, as well as, their pupils' autonomy. The data collection has been carried out in an analytic approach. The data gathered by the research instruments are quantitatively and qualitatively analysed.

Participants

The sample population selected in the present study is consisted of 50 EFL teachers, their teaching experience varies from one another, and they are in charge of different levels. The questionnaire is addressed to randomly selected teachers holding “License” (BA) in English language, throughout the 16 secondary schools existing in the wilaya of Ain Temouchent, without reference to their age, gender or experience. And 36 EFL learners (pupils of first year), their age is about (16-17) years old. They are holders of BEM degree. They have learnt the English language since the first year in the middle school. As these pupils come from government schools, they share nearly the same educational background. The general inspector of English has an experience of 20 years as an English teacher and about 10 years as an inspector.

Findings and Data Analysis

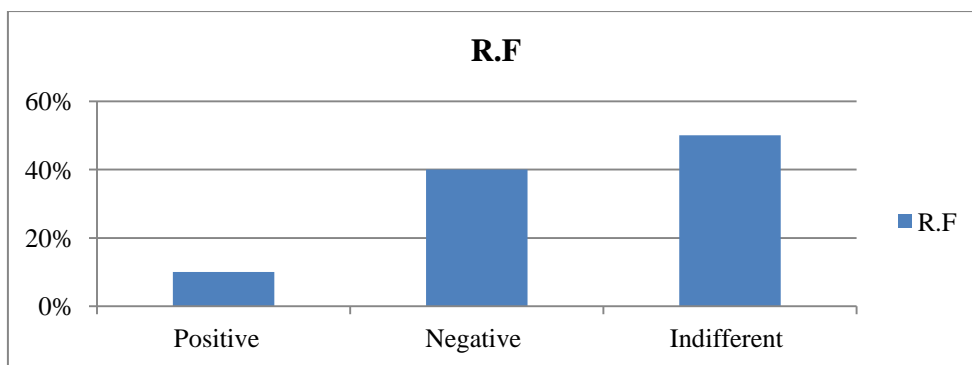
The present study aims at investigating EFL learners’ readiness to be more responsible and self-reliant in learning, and investigates as well, teacher’s role in fostering the capacity of self-reliance in their learners, and to look for ways of promoting learner autonomy in Algerian school. Here is the analysis of teachers’ and learners’ questionnaires, and the semi-structured interview.

Teachers’ Questionnaire Analysis

Teachers were asked whether learner autonomy is important in English learning. The aim is in fact to reveal their attitude towards learner autonomy. 96% of the informants have given positive answer. According to most of them autonomy is important except 04% claimed the opposite. If secondary teachers’ attitude towards learner autonomy is positive, how about that of learners? To discover this, another question was addressed to teachers, 10% thought learners’ attitude towards autonomy positive, however, according to 40% of them, learners’ attitude was negative, and half of the informants 50% thought they were indifferent. Another question aimed at elucidating teachers’ views of a possible change in pupils’ attitude. Most of the informants were optimistic for a possibility of change, 80% thought that pupils’ attitude can be positive. They justified their answer by saying that through motivating learners, raise their awareness, as well as, the use of variety of materials inside and outside the classroom; pupils’ attitude can be changed. 20% seem to be pessimistic, they claimed that it was not easy to change pupils’ attitude as they were much more reliant on the teachers.

Pupils attitude towards autonomy	A.F	R.F
Positive	05	10 %
Negative	20	40 %
Indifferent	25	50 %
Total number	50	100 %

Table 1 Pupils’ Attitude towards Autonomy.

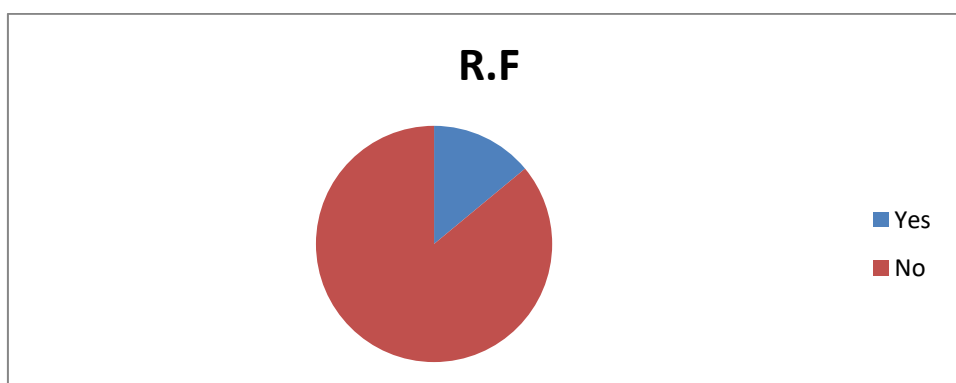


Bar-Graph 1: Pupils' Attitude towards Autonomy

The next question is one of the pillars on which our research is built up on. It was addressed to teachers so as to veil the ambiguity on pupils' readiness for learning autonomously. As expected 86% of the informants considered pupils not ready to take responsibility in English learning. They considered them as so reliant on the teacher and had no readiness for relying on themselves. Only very few teachers (14%) thought that pupils were ready.

Pupils' readiness for autonomy	A.F	R.F
Yes	07	14 %
No	43	86 %
Total number	50	100 %

Table 2 Pupils' Readiness for Autonomy



Pie-Chart 1: Pupils' Readiness for Autonomy

Teachers who aim at promoting their learners' autonomy should start by themselves. (Little, 2002). In fact, we cannot expect secondary teachers in Algeria to foster pupils' autonomy, if they do not know what autonomy is. Unexpectedly 55.81% of the informants considered that learner autonomy was dependent on that of the teacher. In contrast, 44.18% of the teacher claimed that the notion of autonomy should be dealt with at the level of university not in secondary education. Since according to them English secondary teachers were not independent, because the curriculum, the syllabus as well as the approach of teaching are imposed on them, thus, no room for freedom is left for them.

Since the general objective of this study is looking for ways to promote learner autonomy, secondary teachers have been asked about the bases on which they should rely in promoting learner autonomy. 40% considered learners' readiness as the first basis while 34% of them thought that teacher's role was basic in making pupils gradually relying on themselves in

English learning. Whereas 26% of the informants considered that the availability of materials and study aids was the first condition that should be provided for learners, so that they become self-reliant and autonomous.

Promoting learner autonomy	A.F	R.F
Teacher's role	17	34 %
Learners' readiness	20	40 %
Availability of materials	13	26 %
Total number	50	100 %

Table 3 Promoting Learner Autonomy

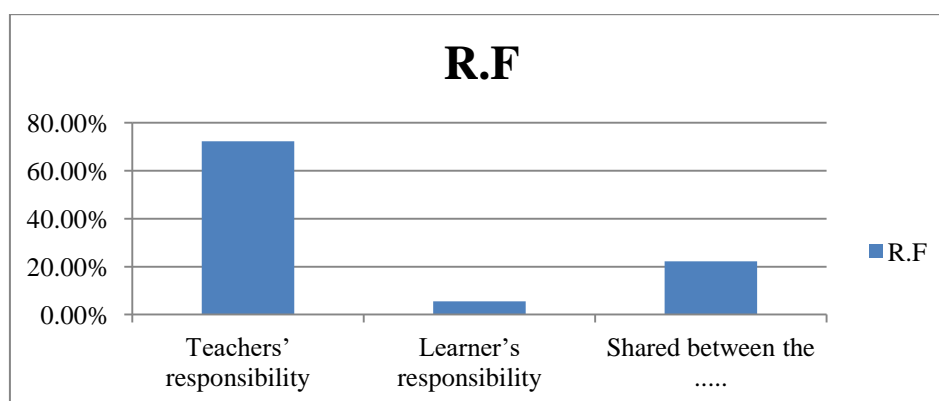
As for English teachers in the secondary school, their pre-service training is mainly done at universities. The informants are required to give their opinion towards the training programs. Surprisingly 94% of the teachers considered themselves as poorly trained towards developing pupils' autonomy. Clearly said, the training programs did not offer them any strategies or techniques, so that they made their learners more self-reliant. Few other teachers' opinion is dissimilar, 06% of them consider the programs beneficial in paving the way to autonomous learning.

Learners' Questionnaire Analysis

The learners are asked about autonomy in indirect questions unlike teachers. While being asked about the responsible of English learning in the classroom, most of them (72.22%) considered the teacher as the first and the most responsible. 22% of them were somehow more autonomous while claiming that the responsibility of English learning in the classroom was shared between pupils and teachers. only 5.55% of the informants seemed to be autonomous. The informants whose answers were negative justified this by saying that they used to rely on the teacher since he knows best. Whereas 5 pupils did not know which strategies to follow so that to be independent in one's learning in a ratio of 15.62%. 4 of them only thought that the lack of materials was the first cause of their over-reliance on the teacher in a ratio of 12.5%. Moreover, 72% of the informants complained that the teacher does not train them to use techniques and strategies that helped them becoming autonomous, whereas, 27% of them claimed the opposite.

Pupils perception responsibility	A.F	R.F
Teachers' responsibility	26	72.22 %
Learner's responsibility	02	05.55 %
Shared between the	08	22.22 %
Total number	36	100 %

Table 4 Responsibility in Learning English in the Classroom



Bar-Graph 2: Responsibility in Learning English in the Classroom

As for decision making in the classroom, learners did not consider themselves able to set the goal of the lesson. According to half of the informants (52%) setting time for each activity as a decision can be sometimes taken by them. 27.77% of pupils thought themselves capable of selecting the materials, and for assessing the learning progress only 04 pupils thought they could do such a task in the classroom in a ratio of 11.11%. only 03 considered themselves able to do so. Besides decision making other classroom management procedures are questioned. .

Grammar books, dictionaries play a role in making pupils more independent from the teacher, through the use of dictionary pupils can find meaning of words themselves without referring to the teacher. Unexpectedly only 2 pupils brought with them a dictionary in the classroom in a ratio of 5.55% and 94.44% did not. In order to know whether or not pupils' mistakes were self- corrected and to which extent they were reliant on the teacher in error correction. Pupils have been asked whether they preferred their mistakes to be corrected by themselves, their teacher or their classmates. The lion's share 83.33% was that of pupils preferring the teacher to correct them. 19.44% are capable for self-correction.

The autonomous learner is the one who can discover his strengths and weaknesses in learning English. Pupils are supposed to be capable to do so. However, only 3 considered themselves capable for such a task, whereas, no one thought the classmates could do so. Surprisingly 33 pupils pointed out that the teacher was the responsible for assessing them in a ratio of 91.66%. EFL learners in Algerian secondary education seem not ready to be responsible in learning, and not aware of the importance of autonomy in learning. Their attitudes towards it seem negative and somehow indifferent.

The Inspector's Semi-Structured Interview Analysis

In order to broaden the scope of research, we have added a semi-structured interview with the General inspector of English in the Wilaya of Ain Temouchent. He has been asked open-ended questions, in order to collect data on his general understanding of learner autonomy. Whether or not it was included in teacher training programs, and how can it be fostered. He has been questioned about how much autonomous the pupils in the secondary school were. Carried out in the inspector's office, and took about 30 minutes, this semi-structured interview provided a rich qualitative data.

According to the General inspector of English, learner autonomy is very important in English learning. It is through autonomy that the skills and knowledge acquired could be reinvested in real life situations. The project work if suggested in an appropriate way can prove to be a very interesting tool to make students learn, be enthusiastic in their learning and eager to learn more. Unfortunately, added the inspector this rarely happened in our classrooms, as teachers seldom took time to foster autonomous learning. They rather dealt with the project work as a burden and suggested it to their students, just because it was part of the approach they were supposed to implement in their teaching. The students were left without any assistance and made of their project a meaningless 'copy and paste' patchwork from the Internet, which neither their teachers nor themselves have read entirely.

According to the interviewee various factors prevented the teacher from implementing the CBA in his teaching. This approach which has been adopted for a decade now, and which advocated autonomous learning met some limits in the Algerian classroom for a number of reasons:

- a) Overloaded classes that do not leave much space to promote pupil-centered teaching, and autonomous learning.
- b) Lack of equipment and material.
- c) Insufficient teacher development.
- d) Resistance to the new approach.
- e) Fear to lose authority.
- f) Use of official yearly distributions of the syllabus which are content-based.
- g) Discordance between teaching which is meant to develop competences in using a language, and certificate assessment which is content-based.

These obstacles, among others, hindered the development of learner autonomy in Algerian schools.

Fostering students' autonomy according to the inspector was at the heart of every teacher development program whether during seminars or during teacher conferences following an inspection visit to a teacher. Methods and techniques are provided to the teachers, in order to 'stop teaching and let students learn'. Some of them put them into practice in their everyday teaching, but many remained reluctant to operate changes claiming that students were weak, unwilling to make effort. In reality, some teachers had negative attitudes towards implementing students' autonomy in their teaching strategies, since they have not been trained themselves in an autonomous way.

As he has explained before; the inspector claimed that the teaching/learning environment in Algeria is not ideal to promote autonomous learning. Much effort has to be made from the different stakeholders: a more realistic and adequate schooling system, smaller classes, equipped classrooms and laboratories, rich libraries, more pertinent syllabuses and textbooks that develop students' autonomy, more teacher development, as well as a redefinition of the teacher's role. In light of the interview data, the following suggestions and pieces of advice were provided by the inspector for promoting learner autonomy in Algerian schools:

- The first thing to start with is to tell the student that he is part and parcel of the learning process, that the teacher is not a knowledge dispenser, but rather a guide and facilitator, who helps students acquire competencies that enable them learn English.
- He ought to reassure learners that he can assist them individually when they need help.
- At the very beginning of the year he should suggest a diagnostic test, to be aware of his students' individual strengths and weaknesses so as to provide remedies.
- Students need to know the learning objectives, to know what is expected from them, the way they are going to be assessed, and the different supports they may use.
- Teachers should link the learning objectives to the students' own experiences and their interests, and provide meaningful choices congruent with the learning objectives, so as to develop a sense of students' ownership over the learning process.
- The teacher should encourage group work, peer and self assessment, so as to leave space to peer negotiations and individual involvement.
- The teachers should engage the students' curiosity and promote active learning. They should make use of problem solving situations that are challenging.
- Teachers should provide feedback on the students' acquisition and what is left to improve. They should praise them for their effort and help them overcome their disappointment, if they failed to succeed by reassuring them.
- The use of journals and portfolios is recommended and encouraged to make students evaluate their own progress. This will motivate them do better and develop a sense of responsibility for their own learning.

SUMMARY OF THE FINDINGS

To sum up, the analysis of data has veiled the ambiguity on the notion of autonomy in secondary education. It has confirmed that EFL learners in Algerian secondary education are neither aware of the importance of autonomy nor ready to engage in it. Furthermore, neither project works, nor teacher training programs are adequate and helpful in providing teachers and pupils alike with the skills to develop autonomy in English learning. In fact, the idea of autonomy is somehow new in the Algerian context; both teachers and pupils should have training towards it. Ushioda says: “ *The concept of autonomy in the classroom invariably brings to mind the vision of learners working happily in groups, pairs or individually while the teacher hovers in the background.* ” Ushioda, (2003:9). Taking into consideration what she says and the results obtained, we confirm that our secondary classroom is not an autonomous one. Still learners consider the teacher as the most responsible. The problem is that neither teachers nor pupils can be blamed since both have been poorly prepared for autonomy. English teachers should create an atmosphere that foster autonomy, As suggested by Littlewood : “ *for students, the ability to behave autonomously is dependent upon their teacher creating a classroom culture where autonomy is accepted.* ” Littlewood (1999: 33). The success of the learner autonomy is, to a great extent, determined by the educational system and the role of the teacher. The current study provides recommendations that could foster learner autonomy which include first, motivating pupils, it is important to inform the students of the importance of learner autonomy and raise their awareness. Second, strategy training sessions for pupils in the secondary education are highly beneficial. Through strategy training pupils in the secondary level start taking charge of their own learning. Third, teachers can also have students use journals and diaries as a tool to reflect on their strategies and goals. Think-aloud protocols, self-reports, self-assessment on quizzes, and tests may be another affective means in promoting learner autonomy in our schools. Teacher’s role as well should be redefined to meet such challenge of autonomy.

CONCLUSIONS

In English learning, in Algerian secondary schools, learner autonomy cannot be realized overnight. Due to the long-term traditional spoon-feeding method. Students will undoubtedly have some difficulty shifting their learning styles and taking the responsibility for their own learning. In this case, teachers’ encouragement is highly demanded to help those passive learners improving their autonomy, and help them to realize that successful language learning largely depends on themselves not on the teacher. In this context a Chinese proverb may serve to clarify farther, it says: “ *when you offer me one fish you feed me one day, but when you show me how to fish you feed me all the life.* ” What pupils really need is not offering them knowledge but rather showing them how to find it. In this way, teachers can succeed in establishing what is called life-long learning which is unfortunately lacking in our schools. This study highlights the need to integrate learner autonomy into the language curriculum, not only as top to down decision imposed on both teachers and pupils, but as step by step procedure based on rising awareness, motivating learners and training them alike with teachers towards autonomy. Thus, we can deduce that a hard work is to be done if we want autonomy to be a reality in Algerian secondary education.

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Articles in this issue

- Alamu, O.** 1
Sustainable development goals in Nigeria: what role(s) for Nigeria's indigenous languages?
- Olele, C. N. & Augustine, S. E.** 14
The competency levels of post-graduate student-teachers in using interactive whiteboards in 21st century classroom
- Mbaka, P. K. et al.** 22
Influence of ISO 9001:2008 quality management system on the reliability of services offered in public universities in Kenya
- Baharuddin, M.** 32
The influence of diploma background working life and situational leadership factor of headmaster toward the performance of head of state school in Samarinda
- Hadi, K.** 43
Investigating learner autonomy among EFL learners and teachers in Algerian secondary education
- Esia-Donkoh, K., Bentil, J. & Quashigah, A. Y.** 53
Study habits of pupils of public basic schools: perceptions of the present and the future
- Djabbarov, K.** 69
The influence of psychological protective mechanisms in the formation of the ideological immunity in adolescents
- Lee, B. R. & Huh, M.** 76
Flipped classroom pedagogy enhances student satisfaction and validated motivated strategies in genetics classrooms
- Komu, I. & Rambo, C.** 83
Influence of cash transfer programme on orphans and vulnerable children's access to secondary school education: a case of Embu West sub-county, Embu county, Kenya

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