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**Teachers and Learners perspectives on The Effectiveness of LA on Students’
performance.**

A Case Study of Third Year Licence Students in the Department of Foreign Languages

Abd Elhafid Boussouf University - Mila

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**TEACHERS AND LEARNERS PERSPECTIVES ON THE EFFECTIVENESS OF LA
ON STUDENTS' PERFORMANCE**

A CASE STUDY OF THIRD YEAR LICENCE STUDENTS IN THE DEPARMENT OF
FOREIGN LANGUAGES

ABD ELHAFID BOUSSOUF UNIVERSITY - MILA

Dedication

I dedicate this work to:

- ❖ My father, my whole world and my safe spot .You are the reason I am here and will always be the reason behind every stride of achievement I will take. You gave the world to me and I have always wished to give the world back to you but God has another plan. When it comes to you I'm at a loss of words and I can't decide if these are happy or sad tears but I, from the depth of my heart, wish you were here with me, hugging me and proud of me in this special moment of my life. I'm pretty sure you're watching me up there, delighted and proud. Thank you so much for everything and anything may your beautiful soul rest in peace. I love you and I miss you.

- ❖ My mother, the apple of my eyes. Thank you so much for all the sacrifice, the hard work and the love you are filling into my cup. Thank you for having my back in my best and worst, you have no idea how grateful I am to have a mother like you. I can't wait to give you the world and make you proud even more. I love you.

- ❖ My siblings; Ilham, Ayoub and Islam. And my lovely cat. I am so happy to have you in my life. And all my beautiful family.

- ❖ And special dedication goes to my beautiful friend and my partner in this work, Mouna. Thank you for everything, this will remain an incredible unforgettable memory of us.

Nada

Dedication

In the name of Allah, The Most Merciful And The Most Compassionat, God's praise and peace upon our prophet Mohammed.

First and Foremost, my biggest thanks to ALLAH for giving me uncounted blessings and for being where I am today.

I dedicate this work:

First, to myself for always being optimistic and for not giving up despite all the struggles I passed through. I'm really proud of myself.

Second, to my source of hope and happiness, My mom, my beloved and my dearest woman in the universe and My dad, the dearest man to my hearts with whom I would never be able to be who I am today. May Allah give them health and protect them from any harm.

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Mouna

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Abstract

Learner autonomy has recently been at the centre of language learning studies around the world. A capacity for lifelong learning is essential for language learners to successfully adjust in a world that is changing so quickly in light of enormous scientific and technical advancement. The idea of learner autonomy was introduced in the higher education setting with the intention of creating responsible learners who can take charge of their own learning. The present research attempts to investigate the importance of autonomous learning in the EFL classrooms and the impacts that this act has on effective and successful education as well as learners' professional achievement, and to encourage the adoption of autonomy in English language learning university classrooms. This research is a case study designed to investigate teachers' and students' perspectives and attitudes about their roles, capacities, and readiness to use autonomous learning strategies. For this purpose, the study is based on a questionnaire sent to sixty (60) Third Year English Students and ten (10) Teachers from the English Department at Mila University Centre. The findings of the research reveal that the majority of the students and teachers had significantly positive attitudes toward the concept of "Learning Autonomy", its effects on the EFL classroom, and its importance in promoting their learning process. However, it also highlights the main challenges they face, such as the lack of motivation, the weak level in English proficiency and students unwillingness to become autonomous both within and outside of the classroom. By doing so, we expect that both teachers and students would be more aware of their important role in promoting learner autonomy at our university level which is nowadays a characteristic of almost all university students in advanced countries.

Key Words: Autonomy, Learner Autonomy, Language Learning, EFL students, Higher Education

List of Abbreviations

LA: Learner Autonomy

EFL: English as a Foreign Language

ELT: English Language Teaching

CBA: Competency Based Approach

CRAPEL: Centre de Recherches et D'applications en Langue

LMD: Licence, Master and Doctorate

Q: Question

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GENERAL INTRODUCTION

Learner autonomy and autonomous learning practices have emerged as a major response to the challenges of the twenty-first century educational environment in relation to teaching and learning theories, learning styles and strategies, and approaches that can meet the needs of the job market. Developing learner independence has an important role in the theory and practice of language teaching and learning. This latter is a lifelong endeavour, not one that begins and ends in a language classroom; learners have to work within and beyond the classroom to develop their skills. The notion of LA moves into an area where learners can direct their own learning; it could mean those learning activities which take place without the immediate intervention of the teacher. In this scenario, learners set their own objectives and follow strategies devised by them to fulfill them. This in turn facilitates learning and renders it more efficient and effective. Initially, autonomous learning demands learner's involvement and such involvement may lead to a deeper and better learning. Thus it can be said that the fostering of learner independence may start in a classroom environment and extend beyond it. The learner should be aware of the nature of language learning and the part they play in the learning process given the uniqueness of students' autonomous learning ability. It is crucial for teachers to comprehend learner autonomy as an attitude or skill rather than as an action because educators want students to practice and manipulate learning autonomy in situations like teacher-centered classroom instruction and self-directed learning. Therefore, during the past thirty years or so, foreign language (FL) education has been an attractive subject. This idea is regarded as something internal to the student but not bound to particular learning environments. The application of learner autonomy in contexts of language acquisition has been the subject of numerous studies. Learner autonomy, its consequences for language education, and the justification for supporting it have all been extensively discussed in the literature.

1. Aims of the Study

The current research aims to investigate and justify the importance of autonomous learning in the EFL higher education classrooms and the impacts that this act may have in the effective and successful education as well as the professional success of learners. Else, this study attempts to encourage the adopting of autonomy in English language learning areas and create autonomous learners who are capable of taking charge of their own education, and autonomous teachers who may act as guiders to help learners become more autonomous; Thereby producing self-governed and responsible adults.

2. Statement of the Problem

Although learner autonomy has been commonly practiced around the world from the end of the twentieth century onwards and it has been successfully used in teaching English as a foreign language, in the Algerian universities the teacher-led approach is still a tradition; that is, the main task of a teacher is to transmit knowledge to his/her students rather than to encourage the students to become autonomous and take more responsibility in their learning. It is demotivating for learners to find that even after studying English for twelve years they fail to study on their own without depending on teachers' support.

2. Research Questions and Hypothesis

Based on what has been mentioned formerly, our attempts are devoted to answer the following questions:

Why is it important to have autonomy in the EFL classroom? How does it affect students' performance?

What skills do autonomous learners need?

How teachers promote and enhance learner autonomy?

What are the challenges that may face teachers in promoting autonomous learning?

Mindful of the questions above, we assume that:

Applying LA would improve students' as well as teachers' academic performance.

Being autonomous would require enough capacities of self-directed and self-governed learning and management skills.

A teacher would serve as a guide and assessor of the progress to set the autonomous learning path.

Both teachers and learners would face some threats and obstacles while reaching autonomy.

3. Research Methodology

Data Collection and Data Analysis Plan

In this research we are planning to use two questionnaires administered to both students and teachers. One questionnaire is going to be for 50 random students of the English department at University Center of Mila; they may serve as live action providers of the study.

By this mean of research, we will investigate EFL students' autonomous learning and how it may help them during the academic journey and how they see themselves after years of being autonomous learners. And the second questionnaire is going to be for 10 teachers who may provide the necessary viewpoints and information about autonomous teaching materials and styles in order to collect different perceptions and cases about the study.

4. Structure of the Study

This dissertation will be divided into two parts; a theoretical part and a practical part. In the theoretical framework we will have two chapters. In the first chapter this paper will cover related literature: the historical and sociolinguistic background of autonomy; we will define what is autonomy and more precisely learner autonomy and other related concepts. In the second chapter it will cover all the questions above and highlight the nature of English Language Learning in The Algerian Universities and how it is important to be autonomous and to promote autonomy. In the practical framework, there will be one chapter that will analyze and interpret the collected data from the two questionnaires, in addition to discussing the obtained results about the study. In the conclusion, the findings of this dissertation will be summarized, conclusions will be made, recommendations for teachers will be listed, and the future directions for further research on this topic will be suggested.

CHAPTER ONE: THE HISTORICAL AND SOCIOLINGUISTIC BACKGROUND OF AUTONOMY

1.1 Introduction

Nowadays, language teaching has taken a different path; that is seen not as the ability to teach, but as the ability to make learners learn, because of this, learner-centered education places the student at the centre of the organization of the classroom. There has been a shift in how language acquisition is perceived, from a set of norms that teachers must impart to students to a process where the student assumes more responsibility for learning. By doing this, the learner gains autonomy in language acquisition. According to Holec (1981) we take our first step towards developing the ability to take charge of our own learning when we take the full responsibility for the learning process and acknowledge that success in learning depends mainly on ourselves rather than on others. This acceptance of responsibility, as Holec claims, entails that we set out to learn, “in a systematic, deliberate way». In this sense, autonomy is a multifaceted concept that has been discussed in the specialist language learning literature from many perspectives, especially from the academic perspective and carries multiple dimensions and covers many areas that are related to different aspects of life. For a better understanding of this field, its main principles, and its contributions to the learning process we will provide a whole chapter which covers the autonomy process starting from its origins to the state of this field in the present time.

1.2 Definition of Autonomy

In its most basic form, autonomy is around a person's ability to behave and engage in specific activities according to his or her own independent preferences and ways. The word, which is originally of Greek origin, originally meant "self-legislation" or "self-governance”.

An autonomous person must be able to control his or her own actions and be free from outside influence, according to Gibbs (1979:119). Else, he must be free from the dictates and interference of other people, and free also from disabling conflicts or lack of coordination between the elements of his own personality. Else he must be free to act and work as he chooses and capable of formulating and following a rule of acting and working. Arguably, in saying that a person is autonomous, we also imply that the person is actually leading an autonomous life.

The emphasis on situational freedom within the learning process was frequently evident in early discussions of autonomy in language learning. In this regard, Holec's (1981: 3) widely used definition of autonomy as the "ability" to direct one's own learning was rather out of step with contemporary thought.

1.3 Definition of Learner Autonomy

For more than three decades, the dominant theme of study has been learner autonomy. Numerous studies have attempted to define what it is, what it entails, justify promoting it in and outside of the classroom, and define the teacher's role; however, there still seems to be some debate regarding the definition of the concept, particularly regarding its specifics.

Holec's *Autonomy and Foreign Language Learning*, first published in 1979, is where the current discussion of learner autonomy in second and foreign language learning began. In this book, he defines learner autonomy as: "To say of a learner that he is autonomous is that he is capable of taking charge of his own learning and nothing more. To take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning." (Holec, 1981: p.3)

Holec (1981) asserts that when students acknowledge they are in charge of their own education, they take their first step toward autonomy. This can be accomplished by taking part in all stages of the learning process, including planning, carrying out, and assessing.

Using Holec's eminent definition, which marked a turning point in the field of autonomy, we may conclude that learning autonomy largely refers to the learner's responsibility for his or her education. There are other academics disagree with Holec and claim that his description of learner autonomy ignores "the nature of the cognitive capabilities underlying effective self-management of learning." Benson (2000, p. 49)

Little (1991), for instance, acknowledges this in Holec's description and asserts that autonomy is a capacity for independence in action, critical thought, and separation. It implies that the learner will establish a specific type of psychological relationship with the manner and subject matter of his education. Little (1991: 3–4)

Here, Little adds a new significant component to autonomy that wasn't covered in other definitions. This overlooked aspect relates to psychology; it comprises of psychological traits that are portrayed in learning autonomy as important ideas. Benson (2001), who supports Little's concept, claims that it adds a crucial psychological component to Holec's definition by characterizing autonomy as a cognitive and self-managing process of learning.

On the other hand, Dickinson (1987) sees learner autonomy as making choices within the context of learning. He defines autonomy as the circumstance in which the learner is in charge of the decisions pertaining to his learning and the execution of these decisions. Because there are many levels of autonomy and because independent learners' conduct might vary based on their age and how far their learning has advanced, it can be challenging to define learning autonomy.

In this study, learner autonomy and self-instruction are not the same thing and are very dissimilar. Because self-instruction is described as "a deliberate long-term learning project instigated, planned, and carried out by the learner alone, without teacher's intervention" in the field of foreign language acquisition. (Benson, 2001:131). This means that the learners carry out the process of learning individually without any intervention of the teacher. Whereas learner autonomy is the capacity for learning independently with the guidance of the teacher.

1.4 Origins and History of Learner Autonomy

For a more profound understanding of the field of learner autonomy, it is better to have a deep look into its historical background.

Although learner autonomy has only recently attracted attention in the field of language teaching, the idea's historical origins in other fields go back further. Politics and moral philosophy were the first fields in which the theory of autonomy was first developed. The word's etymology dates back to the sixteenth and seventeenth centuries in Europe, when it was initially used to refer to organizations and states that were free from outside authority (Benson, 2011:50).

Only later it was applied to individuals and at first solely in the field of philosophy. Philosophers as Immanuel Kant (1724-1804) and John Stuart Mill (1806-1873) emphasized the importance of free will as a basis of a working society, According to them, the pursuit of personal freedom results in a society of freedom and mutual respect in which no one views others as means to an end but rather as ends in and of themselves. These philosophers' theories present the belief in one's inherent goodness and abilities, which is also the core principle of learner autonomy.

In addition to its historical roots in philosophy, it can be also seen in the field of psychology. Carl Rogers (1902-1987) is one of several psychologists who have worked in the field of education (Benson, 2011:11). According to Rogers, learning is a unique, individual process that arises in and is affected by individual experiences and results in changes in behaviour; the teacher's role is to facilitate this natural process of self-actualizing. Due to the innate nature of learner autonomy, it should not come as a surprise that the concept has caught attention in the field of psychology even outside the educational context, at least through psychological concepts that are closely related to learner autonomy can be viewed as a form of self-regulation.

At the end of the 1960s, autonomy was brought into education through the adult education movement, which viewed adult education as a way to improve the quality of life and help individuals become self-directed learners and responsible members of their society (Holec, 1981; Little et al., 2017; Merriam, 2001). Autonomy as an educational ideal was promoted in Europe in the 1970s through The Council of Europe's Modern Language Project which aimed to support the learning needs of adult migrant workers in response to the political interest in minority rights in Europe at the time (Gremmo& Riley, 1995). The "Centre de Recherches et D'applications en Langue" (CRAPEL) has come to life as a result of this initiative.

The leadership of CRAPEL was later on transferred to Henri Holec after the passing of Yves Chalon, the organization's founder and widely regarded as the father of autonomy in language learning (Holec, 1981).

In conclusion, the history of autonomy as a multifaceted topic has undoubtedly produced a number of examples that are relevant to various facets of people's lives and have improved the educational process. Additionally, it has paved the way for aspiring educators and academics who have profited from important writings, works, and studies.

1.5 Types of Learner Autonomy

According to Littlewood (1999) there are different degrees of autonomy, such as a higher level of autonomy (proactive autonomy) and a lower level of autonomy (reactive autonomy).

a) Proactive Autonomy: It is where learners are able to plan, monitor, and access their learning. In this way, learners establish their own agenda of learning and their own learning direction. This level of autonomy is often seen in Western cultures, such as Australian students.

b) Reactive Autonomy: It is where the learner does not create his own directions but, once a direction has been initiated, it enables learners to organise their resources autonomously in order to reach their goal (Littlewood 1999, p. 75). For instance, when given a task, the learner will learn willingly and may volunteer to form a group to deal with it.

1.6 Levels of Autonomous Learning

It is agreed by Farmer & Sweeney (1994) , Sheerin (1997) and Nunan (1997) that learners may be at different stages of becoming independent or autonomous. Farmer and Sweeney (1994: 139) state that "autonomy is not an absolute but a relative term, and the degree of autonomy may vary from one context to another" in their article on self-access in the Hong Kong environment.

These levels are as follows:

a) Awareness: In this stage, students begin to identify the key objectives of each lesson and recognize the substance of the learning materials that the teacher uses in the classroom. They

are also more conscious of the pedagogical goals and content of the resources they are utilizing.

b) Involvement: In this scenario, students choose their own objectives from a variety of available options. They have more freedom to select their own objectives and a learning route to raise their proficiency from a variety of possibilities.

c) Intervention: At this stage, students are able to choose and determine the exercises that are carried out in the classroom. They may also have a say on the curriculum of the educational program.

d) Creativity: When students are given the freedom to establish their own learning objectives and design their own assignments, their degree of creativity rises. They take the lead and are accountable for their academic success.

e) Transcendence: In the final step, students look beyond the classroom and draw connections between what they have learned there and the outer world. Without direction or assistance, they can effectively study outside of a classroom and advance their learning.

1.7 Psychological Factors Influenced Learner Autonomy

It has been recognized that the field of psychology is a key point in the process of learning. On this base, there are several elements that can be broadly categorized into two categories that may have a great influence on the way individuals learn and the way they respond to learning experiences. The first are internal factors, and the second are external. These factors are: motivation, anxiety and beliefs.

1.7.1 Motivation

“Autonomous learners are by definition motivated learners” (Ushioda in Dornyei, 2001:59) , it is defined by various researchers that motivation can be the quality that makes us do or refuse something in terms of learning independently. On this base, The study of motivation in the field of learner autonomy is very important and has attracted much attention from researchers. It has been considered as an active factor in the process of autonomy, Ushioda (1996, as cited in Liu, 2015) contended that “without motivation, there is no autonomy”. Spratt, Humphreys, and Chan (2002, as referenced in Liu, 2015), who showed that highly motivated language learners tended to engage in more independent learning practice outside of class, also supported the relationship between autonomy and motivation. Indeed, "motivation is a necessary condition for autonomy" (Murray et al, as cited in Mailbi, 2013:24).

Different methods of motivating students can be used, and these methods are influenced by each student's unique requirements and desires. According to Harlow (2007, cited in Boyno), motivation varies from class to class, from teacher to instructor, and from day to day depending on the interests and triumphs of the students. From this angle, researchers divided motivation into two distinct categories that are linked to how learners

view their learning process. The first sort of motivation is intrinsic motivation, which is associated with students who are enthusiastic about their work and who only learn for fun. Extrinsic motivation is the second type, and it refers to students who are forced to learn or who want rewards for doing so (Vallerand, 1997, as cited in Mailbi, 2013:25). The method of incentive can be altered. It is acknowledged as a force that is unstable and susceptible to influences from various facets of life

1.7.2 Anxiety

The second psychological component that has observable consequences on learning is anxiety. Anxiety related to learning a foreign language in a classroom is a sensation of tension and concern. This kind of anxiousness can have a significant impact on students' performance, particularly during oral presentations. According to Horwitz, "anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education. Not only is it logical to many people that anxiety negatively influences language learning, it is also intuitive to many people." (Horwitz, 2001:113; Savaskan, 2017; quoted in Horwitz)

In this light, it is necessary to take into account the fact that "generally speaking, language anxiety has been viewed as a particularly negative psychological factor in the language learning process by many of the researchers and academics who have considered its impact on learners" (Daubny, 2005, as cited in Savaskan, 2017). It is so common that foreign language anxiety happens when learners lack personal confidence, self-esteem, , motivation and willingness which can be considered as a barrier in the face of learner autonomy.

1.7.3 Beliefs and Preferences

In addition to the two factors that have been mentioned earlier, beliefs and preferences are known as the third factor in which the field of learning is related. According to Benson (2001:73), there have been many researches on learner 'beliefs and preferences. The researches have stated that learner's attitudes towards the field of language learning are influenced by different beliefs. That means, the learner's environment has a significant impact on what they believe in and how they perceive things; which thereby effects his/her level of autonomy during the learning process.

1.8 Teacher's Autonomy

Autonomous learning cannot be achieved through the learner's autonomy only, teacher's autonomy is also essential for ensuring a learning environment that addresses the learner's diverse needs. As much as the learner requires space, freedom, flexibility and respect, the teacher also requires the same. There is a need to encourage an atmosphere that facilitates collaborative efforts among teachers. This can be achieved by the teacher's self-direction, capacity, and freedom to take control of their own teaching and which are limited by institutional and other factors. Little (1995) defines teacher autonomy as the ability of the instructor to conduct self-directed instruction. Following that, academics have been attempting to define teacher autonomy from many angles. Teacher autonomy is explicitly defined by Aoki (2002), who contends that it entails having the ability, freedom, and/or responsibility to make decisions on one's own teaching. Teacher autonomy, in the words of Richard Smith (2000), is "the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others." According to Benson (2000), teacher autonomy can be understood as "a right to freedom from control (or an ability to exercise this right) as well as actual freedom from control".

1.9 Conclusion

Autonomy as a multidimensional concept, has been manifested in many fields and has been related to different aspects of individual's life. Additionally, it has demonstrated how well it works in the educational process, particularly while learning a language. In essence, this chapter has covered the theoretical underpinnings of autonomy, including its definitions and historical background. It has offered a thorough examination of the autonomy process in education.

CHAPTER TWO: LEARNER AUTONOMY IN THE ALGERIAN HIGHER EDUCATION

2.1 Introduction

In order to meet the needs of modern society and education, which demand not only the mastery of language but also the mastery of lifelong study skills, new methodologies have been implemented globally in the teaching of languages. This is what learner autonomy in the educational setting aims to achieve.

Before making any interventions, it is crucial to examine EFL students' autonomous learning at Algerian universities, as well as the responsibilities of teachers in fostering it and its significance.

2.2 An Overview of English Language Learning in the Algerian University

When Algeria gained independence in 1962, its government inherited an education system centered on European material and taught in a foreign language by foreign teachers. Algerian authorities have attempted to adapt the system to the needs of a developing country, They focused on Arabization, scientific and technical studies in order to meet the needs of Algerian industrial and managerial sectors.

They intend to enhance literacy, provide free education, make elementary school enrolment mandatory, eliminate foreign teachers, and replace French as the medium of instruction with Arabic. Regarding the English language, Algeria like many other countries has witnessed changes in objectives, syllabuses as well as the teaching approaches and methodologies since 1960.

English is regarded as a foreign language in the Algerian Education system. It is now taught in primary, middle, and secondary schools, as well as at the majority of Algerian universities.

In 1964, the University of Algiers established the first English Department. When discussing the teaching of English in schools in Algeria, educationalists and psychologists have embraced a number of techniques; nonetheless, two approaches have been adopted since its inception. The first one is the Communicative Approach to language where curriculum designers agreed that language communication comes first. Its aim was to put students in the shoes of native speakers and have them talk. Due to time and space constraints, the strategy was not successful. The second approach is the Competency Based Approach. The emphasis in this method is on the context's meaning rather than the grammatical forms utilized in it. This strategy was developed in response to the demands of the 21st century. The CBA is used by the present education system at Algerian universities, known as the LMD system.

The LMD system is the French term for the harmonization of academic degrees across the European Union. Algerian universities embraced it in 2004-2005. It is an abbreviation for License, Master, and Doctorate. After three years of studying at university, students obtain a License degree. For a Master's degree, it requires two years after the License where students study in depth the major which they have chosen. Whereas, the Doctorate requires further three years after the completion of the Masters. The students prepare a Doctorate thesis under the supervision of a professor in a university or a research laboratory. This educational system has been adopted to fulfil the following objectives:

➤ To make diplomas comparable and equivalent at the European level.

➤ To advance higher education's professionalization while preserving the general interest of teaching.

➤ To improve learning of cross-disciplinary skills such as fluency in foreign modern languages and computer skills.

The LMD system intends to promote student autonomy by enhancing student-centered learning across the three degree cycles, encouraging students to build employability and lifetime learning abilities.

2.3 Learner's Role in the Classrooms

As the main participant of the term autonomy, the learner is described as the control in an autonomous environment. Little (1993) claims that autonomy is a universal human capacity, so that all learners are autonomous unless there are restrictions that prevent it. Hence, learners tend to follow their own agendas in class; they attempt to take a part of responsibility to grasp knowledge by them. Therefore, their actions have an effect on their autonomy since they are required to take an active role in the learning process.

According to Holec (1981:3) learner autonomy is the ability to take charge of one's own learning and from his perspective, the role of autonomous learners would be the following:

- Taking responsibility for determining their own learning objective.
- Defining the contents and progressions of their learning.
- Selecting the methods and techniques to be used.

- Monitoring the acquisition procedure.

- Evaluating what had been acquired.

In addition to Holec, Benn (1976, cited in Candy, 1991:102) also describes an autonomous learner as the one “whose life has a consistency that derives from a coherent set of beliefs, values and principles and who engages in a still-continuing process of criticism and re-evaluation”. Accordingly, a learner's role to achieve autonomy is governed by a set of actions which involve cognitive factors and which are driven by their beliefs, principles and views about language learning. Therefore, learners not only need to be motivated and make sense of language and how they should learn it through developing learning strategies, but also seek to understand themselves (i.e. their needs, preferences, difficulties, etc.), what is expected of them in this process, as well as the other actors involved in it.

To sum up, autonomous learners need to be motivated and ready to take charge of their learning while recognizing the benefits of doing so over their learning process. Else, it requires as well learners' active involvement through working independently and in cooperation with others. This involvement also includes their planning, monitoring and evaluating their learning. Thus, autonomous learners need to reflect continuously over their learning and take the necessary decisions to improve it.

2.3.1 Skills of Autonomous Learners

According to Wenden (1991, pp. 41-42) there are seven characteristics and skills that a successful language learner can have, in question, which she has concluded from the interviews she has conducted. These attributes are summarized as follows:

1. Be aware of their own language learning patterns and preferences, as well as the nature of the assignment.
2. Approach the learning task actively. They set learning targets for themselves and actively engage in the language they are learning
3. Are willing to take chances. These students acknowledge their linguistic toddler status. They will occasionally use whatever means at their disposal to communicate, even if it makes them look silly.
4. They are good guessers. They skillfully use clues and draw valid conclusions.
5. Are willing to pay attention to both form and content.
6. Make an active effort to create the target language into a separate reference system and to think in it as soon as possible.
7. Approach the target language with tolerance and openness.

Autonomous learners exhibit traits such as motivation, self-direction, responsibility, self-awareness, and independence. They are also aware of some behaviours that are beneficial to their learning.

2.3.2 Ways of Developing Learner Autonomy

There are different ways of developing learner autonomy. Cotterall, (2000, cited in Harmer, p.395) suggests that in order to promote learner autonomy and create learner awareness, learners should be assigned language courses which ‘reflect the learners goals in its language, task and strategies.’ The course tasks should be authentic related to the real world and ‘promote reflection on learning.’ Some common ways of developing learner autonomy are:

a) Journals

Journal writing, according to Harmer (2007, p.400), offers students with "good writing practice, helps to improve students' general writing skills, and allows them to express feelings more freely."

b) Self –reports

Wenden (1998) states that self- report writing help learners to introspect on their learning. She also adds that self – reports provide information on the strategies learners use at the time of report. Wenden categorizes self- report into two types: semi – structured interviews and structured questionnaires both of which extract information about the learners’ feelings, skills and the problems she or he faces. By writing self –reports learners can become aware of their learning strategies and also can evaluate their goals and techniques for learning.

c) Note Taking and Diaries

EFL learners at tertiary level study courses in which lectures are delivered in English and for these they need to take notes. Harmer (2007, p.399) observes ‘the purpose of this activity is to get students to select a strategy so that they can take responsibility for their own

note – taking method’. Some learners take copious notes, while others note down a few points. Diaries on the other hand, help students to plan, monitor and evaluate their learning, identifying any problems they run into and suggesting solutions (Thanasoulas, 2000).

2.4 Teacher’s Role in the Classroom

There was a misconception that autonomous learners learn by themselves without the teacher’s help; however, “autonomous learning is by no means teacherless learning’ (Xhaferri et al., 2015:56). Thus in autonomous learning, as Little (1994) observes, giving independence to learners does not mean abandoning one’s responsibility as a teacher and having no role to play in the language classroom. In fact negotiation and cooperation between teachers and learners are necessary in autonomous learning. As Little (as cited in Djoub, 2017) puts it “learner autonomy does not rise as spontaneously from within the learner but develops out of learner’s dialogue with the world to which he or she belongs” (Little, 1994:431).

Boud, Voller (1997) claims that in autonomous learning, teachers’ role is generally considered to be that of a facilitator, counselor or resource. For him both roles provide psychological and technical support (cited in Xhaferri, et al., 2015)

The teacher as a facilitator: The teacher’s role is to manage the activities in the classroom and help learners plan their learning both for the long and the short term. The teacher has to be able to create collaboration relationship with the learners and make sure that all learners are aware of their duties all times.

The teacher as a counsellor: the teacher needs to show the learners how to choose the best learning strategies. Learners have to be able to make correct choices. This means having time to experiment the strategies in order to select the appropriate one for each

situation. Teachers must be aware to not guide the learners indirectly to the strategies they themselves prefer.

The teacher as a resource: the position of the teacher is to help learners to be familiar with their learning style and to develop awareness to the different learning strategies presented to them in order to guide them to appropriate learning materials.

It is important to note that teachers need to be aware of the various degree of autonomous learning. There are learners who need more guidance than others and there are tasks where learners are dependent on the teacher. Since learning depends on social interaction, learners also have a role to play to contribute to their own autonomy as the next section displays.

2.4.1 Promoting Learner Autonomy in the EFL Classroom

Promoting the growth of autonomy does not imply that teachers simply leave learners to their own devices. Instead, teachers need to actively encourage and assist learners to take control of their learning in ways that will be effective in terms of goals that learners have determined for themselves. Benson (2011: 125-126) identifies six practices or approaches that help foster the development of autonomy:

- A. Resource-based approach
- B. Technology-based approach
- C. Learner-based approach
- D. Classroom-based approach
- E. Curriculum-based approach
- F. Teacher-based approach

A. Resource-based approach

The basic concept of this technique is self-directed interaction with learning materials. According to Sheerin (1991), the ideal types of material can include guided self-discovery tasks, questionnaires, study guides for language practice activities, pairs and groups fluency activities, guidelines for self-evaluation, suggestions for different ways of using learning materials, student-generated materials, and standard reading and listening exercises. In reality, the most effective resources may be those that assist learners in taking advantage of learning opportunities that are not provided by the products themselves.

B. Technology-based approach

This method encourages autonomous interaction with instructional tools. Text manipulation and computer-mediated communication technologies such as email, online discussion boards, and web authoring software appear to be the most effective. Each of these technologies provides two critical benefits to learners and learning: increased control over learning content and chances for collaboration. They also enable interaction between learners, between learners and target language users, and between learners and teachers, which would be difficult to achieve in the classroom.

Dang and Robertson (2010) investigated the link as well as the impact of computer technology on learner autonomy in one technology-based study. They saw learner autonomy through the lens of sociocultural approaches that highlight interactions between learners and their surroundings. The research found a strong link between computer-mediated

communication and learner autonomy. Their findings imply that teachers should use students' online social habits for educational objectives.

In similar manner, Ankan and Bakla (2011) investigated the use of blogs to improve learner autonomy through four points of reference: decision-making, independent action, critical reflection, and detachment. While the students in the research made independent content decisions and responded positively to the experience, they also faced challenges due to the usage of unfamiliar technology and language proficiency. This obviously indicates that students require instructor assistance in order to learn language autonomously. In other words, teachers must act as facilitators, advisors, and/or supporters, assisting pupils in overcoming any technological challenges.

C. Learner-based approach

In the learner-based approach, the focus is on the direct production of behavioural and psychological changes in the learner, which enable them to take greater control over their learning and become better language learners. This aim is manifested in the promotion of learner development, which takes its roots from self-directed language learning in Europe and learner strategy training in North America. Basically, learner development seeks to equip learner with strategies to develop control over learning management, i.e., metacognitive strategies, social strategies, and cognitive strategies and proposes ways to incorporate these elements into the process of language learning.

This necessitates direct advice on language learning strategies and techniques, training based on good language learner research and insights from cognitive psychology, training in which learners are encouraged to experiment with strategies and discover what works well for them, synthetic approaches drawing on a range of theoretical sources, integrated approaches

treating learner training as a by-product of language learning, and self-directed approaches in which learners are encouraged to train themselves through reflection on self-directed learning activities (Cotterall, 1995).

D. Classroom-based approach

Classroom-based approaches emphasize learner control over the planning and evaluation of classroom learning, and that autonomy can be fostered through cooperative learning within classroom contexts. To achieve these ends, teachers need to negotiate control and responsibility with learners, specifically in the setting of goals, the learning process, and determining evaluation and assessments.

One example of this comes from Miller and Ng (1996) who studied peer assessment as one avenue to get students involved in their own learning and to develop learner autonomy. Their intent was to turn passive recipients into active participants in a language program, which was rooted in the benefits of peer assessment, namely the issue of fairness (classmate vs. teacher), improved understanding of and attitudes towards being evaluated, and self-regulation. Miller and Ng discovered that in order to realize these benefits students needed assistance in properly designing and carrying out assessment techniques, as well as dealing with critical feedback from their peers.

E. Curriculum-based approach

According to Benson (2011), the curriculum-based approach seeks to promote autonomy by attempting to involve learners in decision making processes at the curriculum level. In essence, learners are encouraged to choose learning content and method. Proponents of this approach argue that allowing learners' choice facilitates learners' decision making,

flexibility, adaptability and modifiability. This helps learners learn how to make informed choices as learners are entitled to reflect on their learning experience (Lee, 1998).

This approach extends the idea of learner control to the curriculum as a whole. A curriculum is defined as the processes and products of planning, teaching, implementing and evaluating a course of study or related courses. It is the nexus of educational decisions, activities, and outcomes in a particular setting, which is affected by explicit and implicit social expectations, educational and institutional policies and norms, teachers' beliefs and understandings, and learners' needs and goals. Furthermore, it is a dynamic system of three interrelated processes: planning (needs analysis, aims or goals, materials and activities), enacting (teaching and learning in the classroom), and evaluating (assessing learning outcomes). (Snow and Kamhi-Stein, 2006)

F. Teacher-based approach

This approach focuses on the role of the teacher and teacher education in the practice of fostering autonomy among learners. Teachers can assist learners to plan and carry out their independent language learning by helping them to assess needs, set goals and objectives, plan work, select materials, evaluate themselves, and acquire the skills and knowledge needed to implement all of these. This assistance is rooted in teacher beliefs about learner autonomy, which have a significant influence on the commitment to learner autonomy in the classroom (Raya & Sircu, 2013).

These include beliefs about age, the effectiveness of independent study, the ability to complete tasks alone, making choices about ways to learn, opportunities to learn both in and outside the classroom (without a teacher), giving choice and control in the classroom, language level, learner confidence, culture, collaborative learning, teacher assistance, motivation, and the ability to self-evaluate.

2.4.2 Challenges EFL Teachers Face in Promoting Learner Autonomy

Language teachers may encounter difficulties in creating autonomous learning in classrooms if they are not introduced to the importance of learner autonomy in their initial teacher training. According to Thavenius (1999), although teachers may be enthusiastic to foster their learners' autonomy, they may be unaware of what this means for their role. Scholars have claimed that challenges that teachers encounter in fostering learner autonomy may be related to three major factors: the contexts, students, and the teachers themselves. The major difficulty for instructors in assisting learners to become independent is working with institutes and policymakers (Alibakhshi, 2015)

So far in this study, main features of learner autonomy have been discussed. It is comprehended that autonomy is not a product but as process. It is achieved by fulfilling certain conditions such as learning strategies including the cognitive and the metacognitive, motivation, attitudes and beliefs. For reaching that, EFL teachers may face various issues and difficulties and the main ones are as follow:

1. Limited space within the curriculum: when students do not have access to every space in the classroom that has been designated for their use, they sense a lack of ownership and responsibility for these spaces and will not contribute to their upkeep.
2. Learners' lack of previous experience of autonomous learning: when learners are not used to take control of their own things, that is, either because they are unable to or are prevented to do so. They will have a lack of independency.
3. Lack of incentive among learners: It is difficult, if not impossible, to enhance learners' academic achievement if they are not motivated, regardless of how brilliant the teacher,

curriculum, or institution is. Furthermore, disengaged students can disengage other students from academics, affecting the climate of a whole classroom or institution.

4. Learner reliance on the teacher: if students are totally dependent on their teachers, they will take all the self- determination skills that may lead them to an autonomous learning.

5. Limited learner contact with English outside the classroom: students who do not tend practice the language outside the academic settings are less likely to improve their communicative autonomy.

6. Lack of relevant resources for students: One downside of teaching with few and irrelevant resources may cause the so called 'simple speaking'. Too much teacher talking time hinders interaction and boredom, and the more time you spend talking to pupils, the less time they have to digest and understand the content.

7. Limited learner proficiency in English: learners who have insufficient English skills is a huge barrier for both learners and teachers to perform autonomy.

8. Lack of teacher's autonomy and teachers' limited expectations: Teacher expectations can influence student performance; it is critical to set goals that challenge and stretch students' autonomy. High expectations appear to boost performance in general, whereas low expectations appear to impair achievement.

By understanding the challenges of promoting autonomous learning model, it is hoped that the teacher are able to deal with threats to gain positive impact of autonomous learning.

2.5 The Influence of Learner Autonomy on EFL Learners

Learner autonomy plays a seminal role in improving learning experiences and academic success and acts as a driver of learner engagement, it can equip them to perform better academically as well as their personal lives. Learners will be able to exercise their abilities to take charge of their own learning needs, styles, goals, and decisions.

2.5.1 Inside the Academic Life

The ability of students to learn autonomously has a direct impact on their learning efficacy. Clearing the autonomous learning ability of the connotation, structure, and dynamic process in the learning activities will help to improve the ability of autonomous learning, assisting students in achieving success in learning and life, it has practical significance for the sustainable development with the development of the times, to cultivate talents. This development can include these three main points we have chosen to this context:

Improving students learning performance: the first and biggest impact that learner autonomy has on EFL student is their effective learning. Students who study autonomously are more likely to be able to constantly build and change their learning state, as well as use their own knowledge, abilities, and resources to carry out effective learning. The growth of their learning performance is inextricably linked to how they learn. Thanasoulas (2000) characterizes an autonomous learner as one who should have insights into his/her learning styles and strategies, take an active approach to the learning task at hand, be willing to take risks (to communicate in the target language at all costs), complete homework whether or not it is assessed and place importance on accuracy as well as appropriacy (edit own work). As a result; they become aware of and understand their own learning styles and be able to use these to their advantage. At the same time, they will be able to adapt to a more autonomous

method of learning. As they gain confidence they will be more able to embrace their effective performance inside the classroom; which will in turn make them confident and give them a sense of achievement.

Achieving language proficiency: It is clear that autonomous learning is more effective than non-autonomous learning. In other words, increased autonomy indicates improved language learning. This is one of the three theories on which practically all autonomy research is founded and has ramifications (Benson, 2001, p. 183). According to Benson (2001, p. 189), many supporters for autonomy are primarily concerned with the ability to learn well in terms of personal goals. Although autonomy may ultimately lead to greater proficiency in language use, whether autonomous learners learn more than non-autonomous learner is a secondary issue. Students will be more effective to master language if they are autonomous.

Increasing motivation and self-confidence: The value learners place on tasks, their perceptions of self-efficacy, and the goals they set during their learning processes may contribute to the level of their motivation and confidence in learning. Brophy (1999). The freedom attached to autonomous learning motivates learners and increases their level of self-determination to succeed, further encourages them to learn more. Deci and his colleagues (1991) assert that when the learner selects the tasks themselves, this option results in completely self-determined behaviour. Because he chose it, the work will be significant and valuable to the learner.

2.5.2 Outside the Academic Life

Learner autonomy is not limited to the classroom. In fact, EFL students are expected to assume self-reliance which eventually creates a person who's fully capable of taking charge not only during the classroom time but will carry his/her independent capabilities into his/ her life after graduation making them incredibly capable adults. Autonomous learners will have resilient characters that can help them act decently in all life fields.

Developing their communication skills :It is obvious that the ultimate purpose of language teaching and learning is to learn how to communicate with people from different backgrounds effectively, how to become the master of learning, as well as how to nurture an autonomous learner for lifelong learning. Autonomous learners tend to communicate more effectively and create conversations, It is important to have enough tools and skills at your disposal to be able to communicate your own personal intentions. Meanwhile, mastering and applying effective learning strategies is one important and dominant component in cultivating autonomous learning ability.

Enhancing their professional life: Autonomous students will learn all of the self-legislation skills they will need in the workplace and will develop their independent character, resulting in 'Employee Development,' which is defined as "the expansion of an individual's capacity to function effectively in his or her current or future job and work organization" (McCauley & Hezlett, 2001: 314).

Arguably, employees who have the freedom to select how they carry out their responsibilities are happier, more devoted, productive, and loyal than those whose every move is predetermined. Autonomy is also a key aspect in increasing employees' engagement with their work and organization, and it has a significant impact in individuals' decisions to stay with an organization or seek a new position elsewhere.

Everyone works using a slightly different method, depending on their skills, experience, and personal preferences. Understanding and capitalizing on these variances is critical if one wishes to develop, be creative, and eventually succeed.

Improving their critical thinking and problem solving skills: Students who learn independently are more capable of critical thinking and problem solving because their educational environments promote the development of these skills. Since they are independent learners, they have the freedom and ability to self- direct their thinking and are able to creatively solve their problems. As a result, they can engage knowledge critically and make well-reasoned judgments.

2.6 CONCLUSION

This chapter provides insights into the notion of autonomy in the Algerian EFL context and to what extent this process could impact EFL students' success through their life phases. Autonomy is highly esteemed and very much emerged with the CBA in the higher education. In the CBA, autonomy is one of the bases of language learning mainly through the use of learning strategies that works on promoting it. Autonomy is clearly stated as a goal of the CBA due mainly to the shift from teacher- centeredness to learner- centeredness, which is supposed to open a larger room for students to take more responsibility in their learning and to be (to certain extent) independent from the teacher.

CHAPTER THREE: DATA COLLECTION AND INTERPRETATION

3.1 Introduction

Assessing learner autonomy requires the collection of various types of information about the concept as well as the role that the teacher ought to play in promoting it. In fact, the teacher has a prominent role in fostering and developing the attitude towards autonomy by giving learners opportunities to practice such behaviour inside the classroom walls. Autonomy is an ongoing process where learners relate what they learn in class to the real world. They also have to learn how to use other external sources and be aware that the teacher is not the only resource and the sole source of knowledge but rather a guide, a collaborator and a good role model.

This chapter is a practical framework of this present research. It aims at fulfilling all the data needed concerning students' awareness of the concept of autonomy and its significance and importance in the learning process as well as in the outside life. Moreover it investigates teachers' views and opinions about improving and promoting learners' autonomy. Throughout this chapter, we have analysed the data that have been collected from both teachers' and students' questionnaires, taking into consideration our research questions and our stated hypotheses.

3.2 Research Methodology

The selection of an adequate research method is axiomatically crucial for achieving reliable research work; this depends mostly on the type of the research and the context as well. The research methodology used in this study is a case study using quantitative methods consisting of two main instruments: the teacher's questionnaire and the student's questionnaire. Its major concern is to focus on the concept of autonomy and the current perception of both teachers and students towards it.

3.3 The Sample

In this current research, two samples are selected. The first made of teachers and the second of learners of third year Licence of English at University Centre of Mila. Both of them are required to fill-in questionnaires that would serve as tools of data collection.

3.3.1 Students' Sample:

The participants in this study are third year students at the Foreign Languages Department of Mila University Centre. They were 60 students, as it is assumed to be the one third of the whole population. They have been chosen to reply to a questionnaire concerning their awareness of the concept of Autonomy i.e. whether they are autonomous learners or not and how this might affect them inside and outside the classroom. Choosing third year Licence students as participants in this study was a conscious and a deliberate decision because they have been studying under the LMD system over two years. In addition, they are about to graduate, so they have bigger challenges and more effort to give comparing to first or second year students. Moreover, they have already a good background and a considerable experience in university. That is to say, they are aware of their strengths and weaknesses in language learning. Therefore, they are mindful enough about the impact that the concept of learner autonomy has on their performance.

3.3.2 Teachers' Sample:

The study is also concerned with third year Licence teachers of English at Mila University. The number of the teachers is 10 teachers. Their teaching experience varies from one another. They are in charge of different modules in the Department of Foreign languages.

The choice of the third years Licence teachers is due mainly to the fact that those teachers are much aware of their students' level of proficiency and their autonomy in learning English.

3.4 Research Instruments: Questionnaire

The research instrument used in this study is a questionnaire for EFL teachers, another one to learners, because autonomy in learning is a process resulting first from interdependence between teachers and learners. The questionnaire is adequately designed to meet certain goals, already planned by the researcher. It is basically a set of written questions that symbolize a definite inquiry sought after, in order to reach the participants' perspectives and standpoints. It is commonly regarded as the most used research instrument, since, it is easier to be designed and it gathers a large amount of data. As Dornyei (2003:101) pointed out : "the popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile, and capable of gathering a large amount of information, quickly in a form that is readily possible". In addition, the questionnaire is an effective tool which allows the informants to answer freely and express their feelings and thoughts. Moreover, it helps to translate the research hypothesis into questions.

3.4.1 Students' Questionnaire:

In this paper, the study information was amassed through a questionnaire to 60 third year students at Mila University Centre. It attempts to gain their opinions and perspectives about the concept of learner autonomy and how it affects them inside and outside the academic setting. The questionnaire consists of 11 questions. It is divided up into two parts. Each part has a specific aim. The first one aims at discovering the learner's knowledge and perceptions towards autonomy. The second one is designed to measure the extent to which learners are autonomous. Concerning the kind of questions used in this research paper, it

consists of three types of questions: Close-ended questions request the informant to opt for one of the proposed possibilities without commenting, open-ended questions invite the informants to express freely their point of view and multiple-choice questions that ask the informants to choose one of the proposed possibilities, and then justify their answer.

3.4.2 Teachers' Questionnaire:

The Second questionnaire was submitted to 10 teachers of English at the Department of Foreign Languages. It was designed to elicit their perspectives on the concept of Autonomy in Language Teaching and Learning and how to promote it in the Algerian Higher Education in particular at Mila University Centre.

3.5 Data Analysis

We made use of both qualitative and quantitative evaluation approaches to analyze the questionnaires. Reasonably, the two types are tightly related to each other in the process followed in any given research since using more than one type of research analysis will provide more relatable and convincing findings

3.6 Students' Questionnaire

3.6.1 Analysis

The students were requested to answer the questionnaire, in fact the Google drive form (online questionnaire) have helped us a lot to successfully reach to as large as possible number of students and to effectively show the statistical analysis of the quantitative data of the students' questionnaire.

The questionnaire is divided into two sections. Each section has specific aims. The first section which contains four questions aims at discovering learners' knowledge and

perceptions towards autonomy. The second section comprises a set of seven questions. It is designed to measure the extent to which learners are autonomous and how is it helpful.

Section One: Learners' Knowledge and Perceptions towards Autonomy

Q01: How would you describe your level in English?

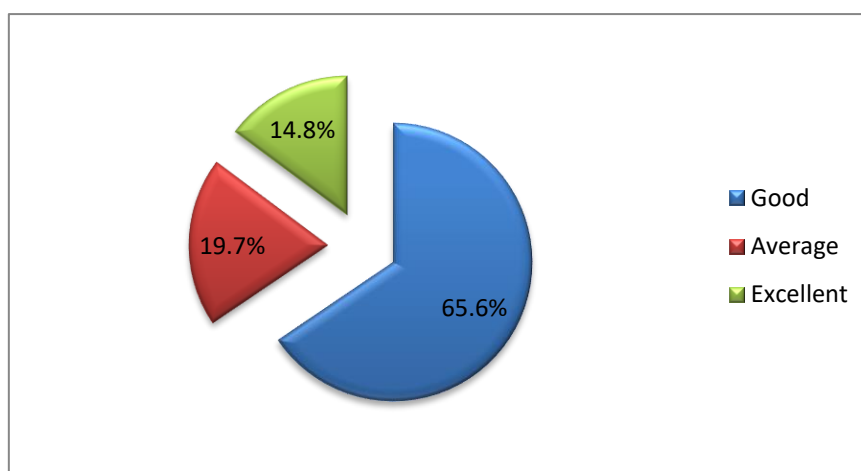


Figure 01: Students' Level of English

Our research questionnaire begins with a question about the targeted students' level of English, the main purpose behind that is to know to what extent EFL students are able to communicate, understand familiar topics of the language and mostly how far they can take charge of the English language learning.

We can read from the table above that more than half of the students 65.6% said that they have a good level in English language. 19.7% of the students evaluated their level to be average, while 14.8% revealed to have an excellent level in English. It is quite motivating to see that none of the targeted sample has bad level of English, this reveals that the majority of them chose to study English and are trying their best to improve their level.

Q02: Have you heard before of the term “learner autonomy”?

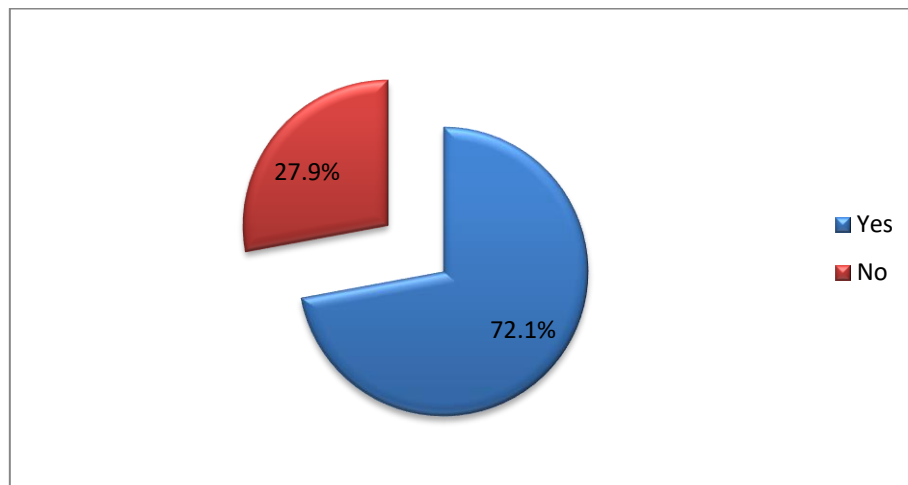


Figure 02: Students’ knowledge about “Learner Autonomy”

The figure above shows the percentage of the students that have heard before about learner autonomy which is 72.1%.

The question aims at knowing whether students are familiar with the concept or not because this will get us one step closer to discovering EFL students’ readiness for autonomy. Most of them agreed on defining the term as taking responsibility and self-reliance and being independent during the learning process; whereas, 27.9% of the students revealed that they have not heard about this concept. Although the number is small, it is necessary for them to know about autonomy, its importance and impact on their learning process.

Q03: Are you a self-directed learner (a learner who depends mostly on himself in learning)?

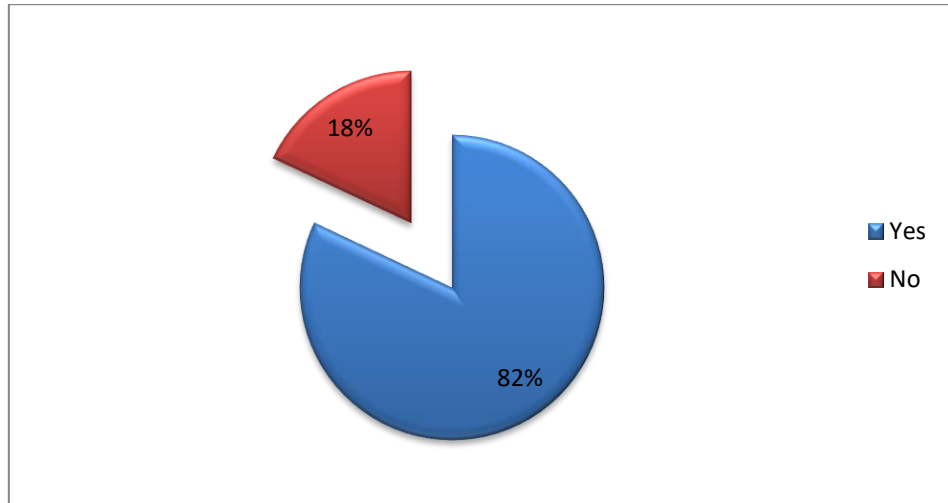


Figure 03: An Inquiry into Students' Autonomy

The question aims at determining whether or not students are self-dependent in their learning. According to the information gathered, the majority of students (82%) are self-directed learners. The remaining students, 18% confirmed that they are not self-directed learners; this merely indicates their total reliance on their teachers in the learning process.

Q04: According to you, independent learning is:

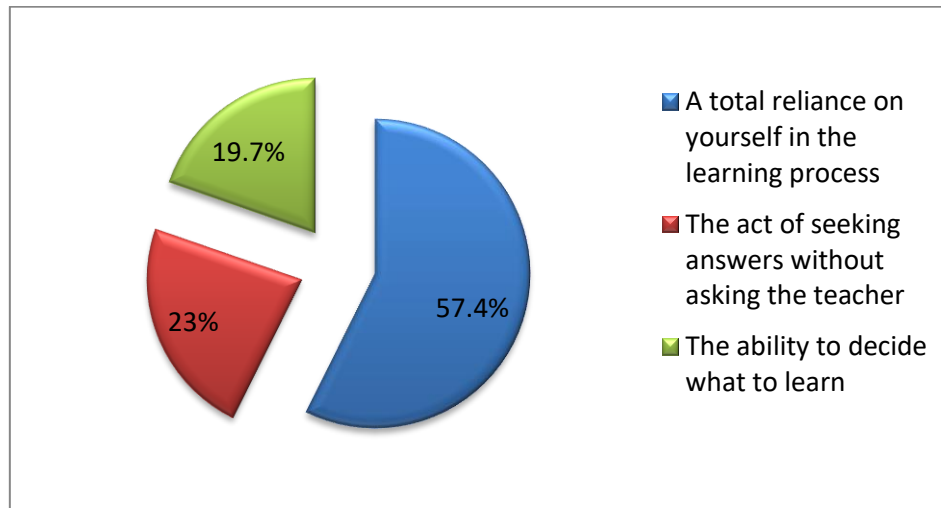


Figure 04: Students' Definition of Independent Learning

The main purpose of this question is to discover students' perspectives on learner autonomy and how they define it as a concept because each participant's definition of autonomy reveals the way they practice it. The figure above illustrates that a good number of students that is 57.4% of them regard independent learning as a total reliance on themselves. Eventually, it's mirrored as a self-responsibility of the learners to be fully involved in learning. Only 23% of the students have chosen the second proposition, which denoted the act of seeking for answers without asking the teacher. This definition symbolizes a part of autonomy, by which students prefer relying on themselves when looking for answers. Moreover, the remaining students that are 19.7% defined independent learning as the ability to decide about what to be learned, particularly, mentioning the importance of their choice in correspondence to autonomous learning.

Section Two: Learners' Degree of Autonomy

Q05: To what extent do you depend on your teacher?

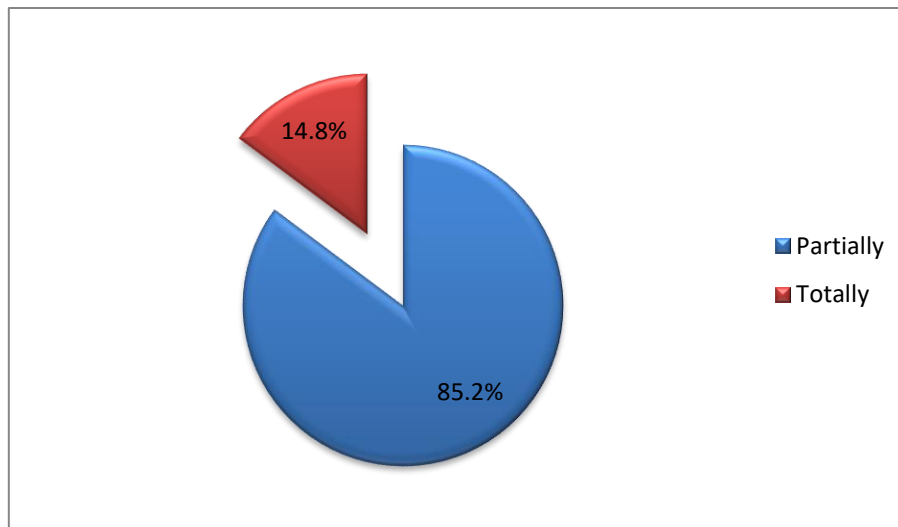


Figure 05: Students' Dependence on their Teacher

The question sought to examine students' autonomy by knowing how much they depend on their teachers during the learning process.

The results above show that the majority of the students (85.2%) partially depend on their teacher but more on themselves or maybe their mates. This exactly defines what learner autonomy is; which is the capacity of students to learn independently under the intervention of the teacher and it is something we really seek to encourage in our universities. 14.8% of the students, however, confessed to depend totally on the teacher who is the one who delivers information, explains, assesses, and corrects.

Q06: Does your teacher let you take some responsibilities inside the classroom?

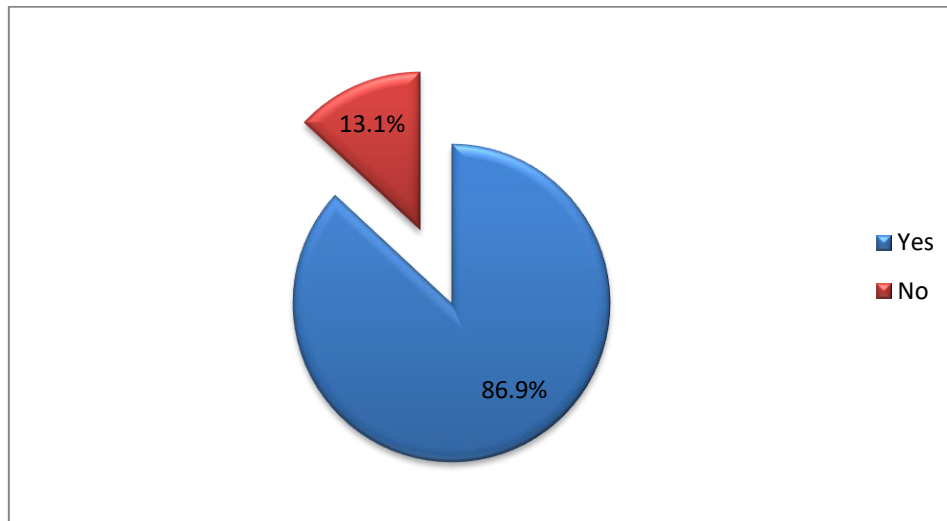


Figure 06: Teachers' Giving Responsibilities

The objective of this question is to know if the teacher gives opportunities to the students to be part of the learning process, and eventually encourages them to be autonomous learners.

From the answer of the students, 86.9% of them declared that their teachers give them the responsibilities in the classroom and make them participate in the process of teaching - learning. 13.1% of the students, however, revealed not to be given opportunities to be more autonomous in class, and this leads us to call for the teachers 'awareness about the importance of providing learners with some freedom and autonomy in order to be conscious of their progress and appreciate it.

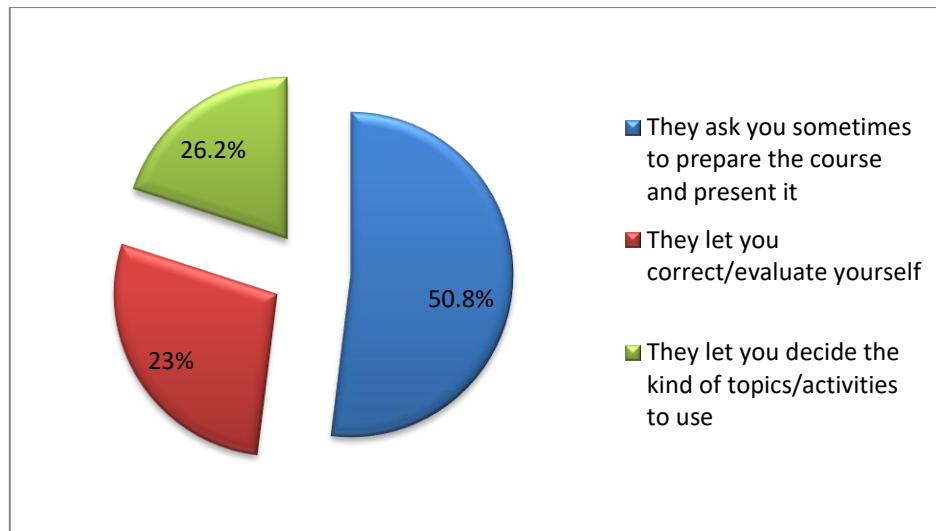


Figure 07: Teachers' Ways of Giving Responsibilities to Students

The students who answered with “yes” , half of them (50.8%) agreed that teachers give them responsibilities by asking them to prepare the course and present it. 23% of them revealed that they let them correct and evaluate themselves, while 26.2% of them agreed they let them decide the kind of topics/activities to use. Although there are many ways through which teachers can promote learner autonomy, we believe these three examples are effective to make students more responsible during the lecture.

Q07: Which of the following roles do you take during the session?

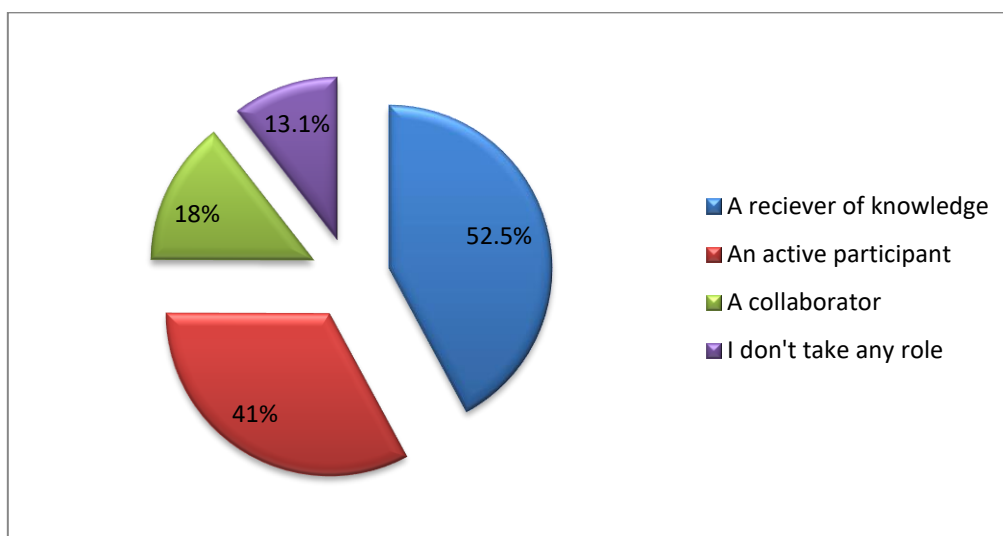


Figure 08: Learners' Role in the Classroom

The main purpose of this question is to know how students perceive their real role during the sessions and whether or not they share the learning experience with their teachers.

The figure above presents information on the learners' role attribution according to their own views. 52.5% of the students estimated their role as "receivers of knowledge", and 13.1% said that they "did not take any role". Nevertheless, 41% and 18% of them claimed having an interest in learning English seeing themselves respectively as active "participants" and "collaborators." It is considered a sign of autonomy when the learner is aware that he/she has to work in complete cooperation with the teacher.

Q08: In your learning process, do you depend only on the information which has been given inside the classroom?

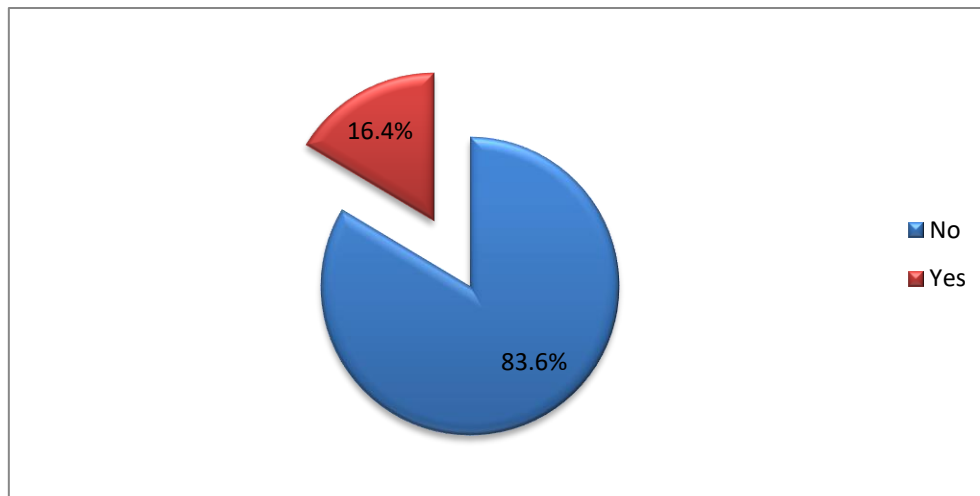


Figure 09: Students' Reliance on the Given Information in Class

This question attempted to discover whether students use other means to search for information or not. In addition it sought to find out if the students have the ability to take the responsibility for their learning outside the classroom.

From the numbers shown above, 83.6% of students declared that they do not depend only on the information delivered inside the classroom; rather, they seem aware that learning does not solely depend on the input of their teachers but with further personal efforts. They clarified their answer by saying that they depend on shared information between them and their mates, reading books, and mostly using the Internet. 16.4% of them said that they depend entirely on the information which is given to them inside the classroom.

Q09: learning process is?

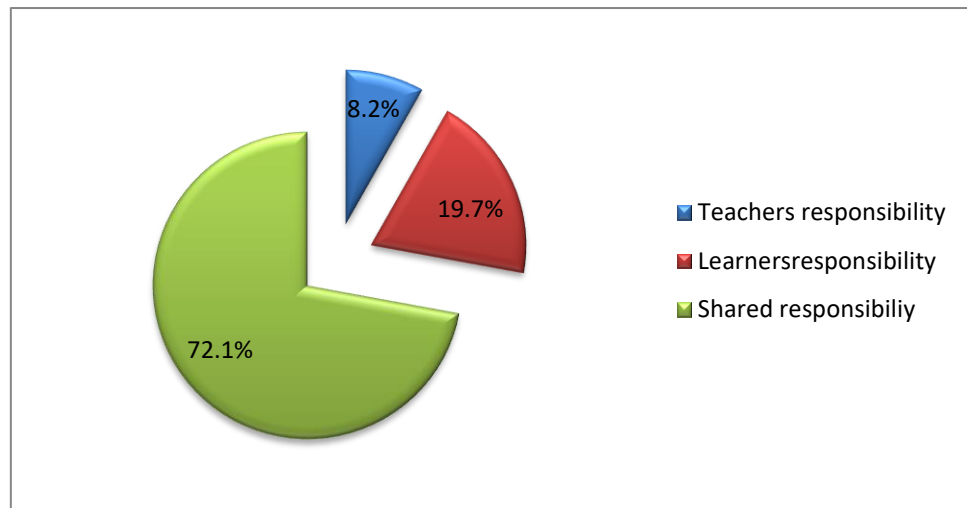


Figure 10: Students' Opinion about who is Responsible for Learning

This question aimed at gathering students' opinion about who they think is responsible for the learning process, namely who takes the initiative part to promote autonomous learning.

The figure above illustrates that 72.1% of our sample think that the learning process is a shared responsibility between teachers and students and that both sides must collaborate to achieve good results. In other words, teachers must provide the lesson while still allowing students to be creative. On the other hand, 19.7% of students think that they are the ones responsible for supervising and controlling their own learning. 8.2% stated that it is the teacher responsibility to guarantee good results.

Almost the majority of the students have succeeded in determining what the learning process is, making them more likely to achieve better results.

Q10: In your learning process, do you achieve better when you learn independently or when you mostly depend only the teacher's information?

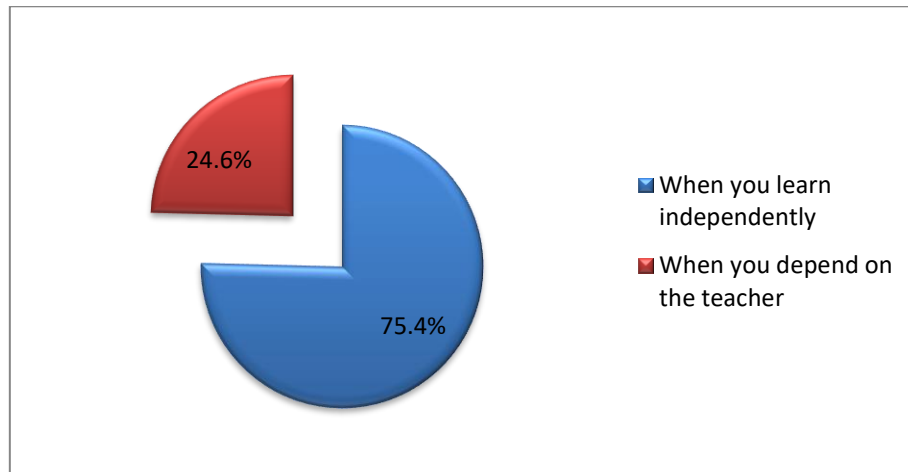


Figure 11: Students' Good Achievements

This question sought to ascertain whether or not learning autonomously influences students to perform better inside the classroom as well as their results. Else, it tried to determine whether the success of the learning process is achieved by independent learning or through reliance on teachers' information without any personal effort.

Learners' responses revealed a variety of viewpoints and perspectives on what constitutes a successful learning process. According to the findings, the majority of the sample (75.4%) believe that they perform better when they learn autonomously since they can work independently and choose the best techniques and materials for their learning. They might also seek knowledge from various sources to deepen their understanding and learn from their mistakes. At the same time, they need the teachers' guidance and intervention. On the other hand, some students (24.6%) believe they must rely on what the teacher provides in order to stay on track and obtain the necessary information. Because some teachers refuse to accept other responses than their own, students must rely on the information provided by

their teachers in the classroom to provide accurate answers and avoid any unneeded complication.

Q11: When you are outside the classroom, i.e. in your daily life, are you still autonomous?

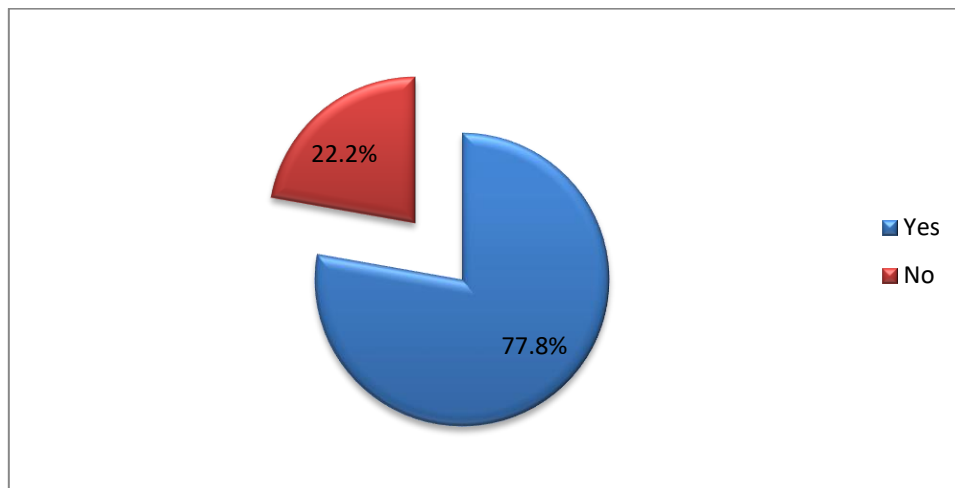


Figure 12: An Inquiry into Students' Autonomy outside the Classroom

This question seeks to determine whether students still rely on themselves outside of the academic setting and how this benefits them.

The results revealed that the majority (77.8%) responded with "Yes", they are still autonomous in their daily lives, claiming that it benefited them by increasing their level of motivation, confidence, and independence. Nonetheless, the remaining (22.2%) replied with "No." meaning that passive learners who rely solely on the knowledge provided by the teacher and make no effort to seek out further information on their own causes them to be inactive in their daily lives too.

3.6.2 Results Discussion

As stated so far in the general introduction, the main aim behind this research and questionnaires is to shed light on the nature of learner autonomy inside the Algerian EFL classrooms and its impact on students' performance inside and the outside of the classroom. Does it prompt students to act more responsibly? How? And does it extend to occur even outside the academic settings? We tried our level best to cover all of the hypotheses that were set previously, through students' responses to the questionnaire and they showed as follows:

In the first section, the majority of the students are to an extent independent on their learning and they tend to be more self-directed during sessions. Although most of them are familiar with the concept of autonomy and they tend to practice it, they somehow misdefine it as a process. According to them, students who are autonomous in their learning are the ones who have a total reliance on themselves in the learning process, which is therefore incorrect because learner autonomy is a collaborative process in which the learner takes charge of his/her own learning with the intervention of the teacher.

The second section was generally concerned with the impact of learner autonomy on how students learn effectively and how they act as capable adults outside the academic setting. The role learners take during the session is vital. It is one of the components that help in measuring how ready the learners are in handling the learning process and it can allow them later on to be more capable adults. Moreover, most of the students revealed that they take their autonomous skills with them to their daily lives and practices and that it helps them raise their level of motivation, confidence, and independence as well.

3.7 Teachers' Questionnaire

3.7.1 Analysis

A second questionnaire was designed to elicit views and opinions from third- year Licence teachers of English to investigate the research questions and hypotheses. It was submitted to 10 teachers. It contains closed, mixed, and open questions.

The questionnaire comprises a set of 12 questions divided into two sections. The first section is designed to get an idea about the teachers' perceptions of autonomy. The second section is concerned with teachers' role in promoting autonomy.

Section One: Teachers' Perceptions of Autonomy

Q01: How do you find your students' level in the classroom?

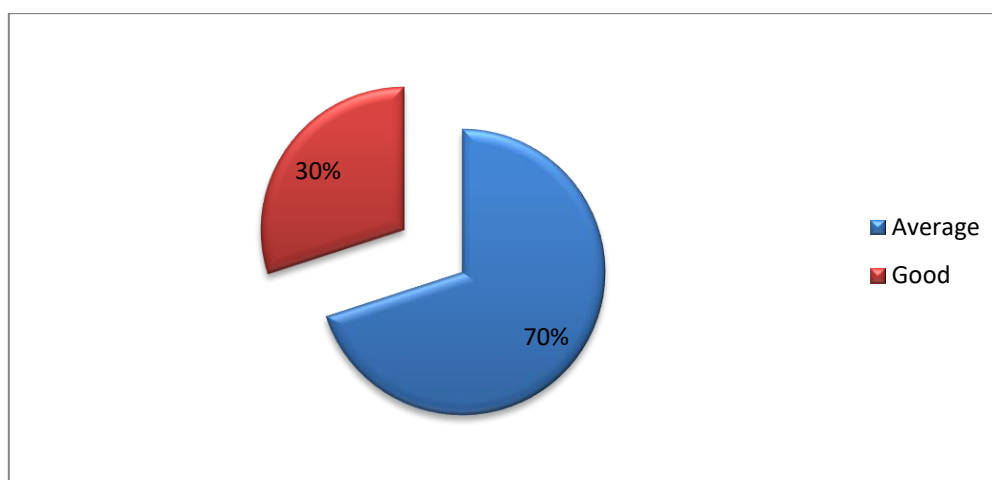


Figure 13: Teachers' Perspectives of Students' level of English

The main purpose behind this question is to investigate teachers' viewpoints of their learners' language proficiency and examine the difference between how students see themselves and how teachers see them in terms of the English level inside the classroom.

The results revealed that 70% of the teachers agreed that their students' level of English is average, whereas 30% of them revealed that they are at a good level.

That could mean that the way teachers see their students' level depends on how much a student wants to show during the sessions, because a student might have a good level of English but tend to be somehow not revealing themselves in the classroom.

Q02: In the process of learning English, do you consider learner autonomy important?

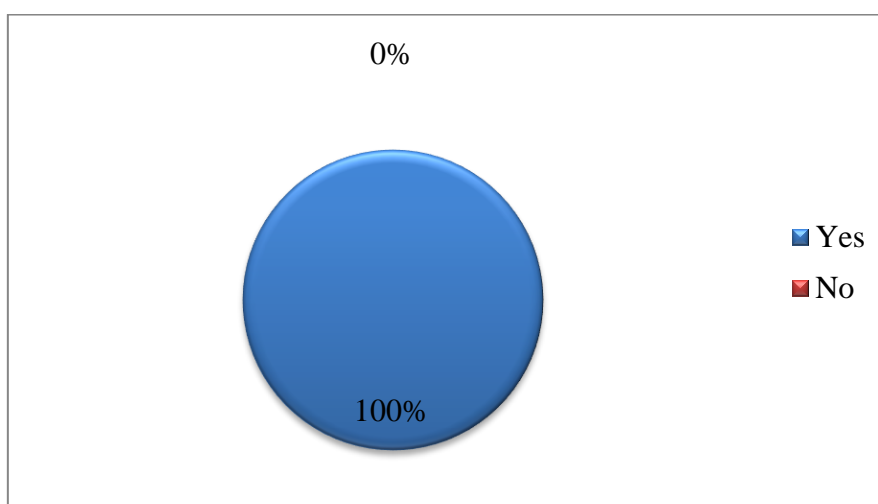


Figure 14: the Importance of Learner Autonomy

The aim of this question is to reveal teachers' attitude towards autonomy and to what extent they view it as an important instruction.

The data above show that all of the teachers have given positive answer. According to them autonomy is important and they highly seek to see it in the EFL Algerian universities.

They revealed that when learners act independently they will have a big chance to enhance their own language skills and achieve better results; therefore a good educational level can be arrived at eventually.

Q03: According to you, what is learner autonomy?

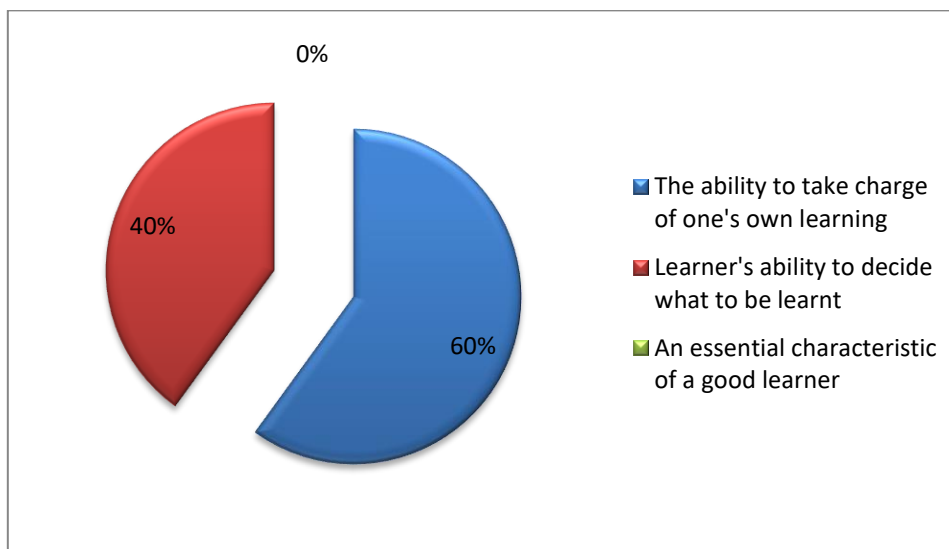


Figure 15: Teachers' Definition of Autonomy

The main target of this question was to generate the teachers' selected definitions of autonomy.

The results obtained are displayed in the figure above. Basically, six teachers (60%) confirmed Holec's definition of autonomy which states that autonomy is "the ability to take charge of one's own learning". However, four teachers (40%) regarded autonomy as the ability to decide about what to learn, in other words, the successful student is the one who directs his own learning and chooses his learning materials.

Q04: Do you consider third year Licence students of English autonomous?

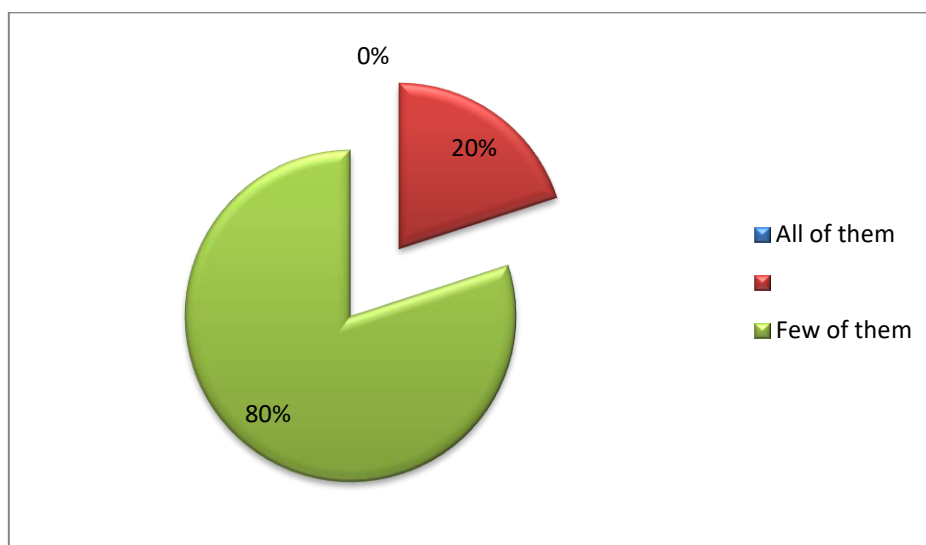


Figure 16: Autonomy within Third-Year Licence Learners of English

The aim behind this question is to discover whether autonomy is present within third-year Licence learners or not and how teachers see their students' level of autonomy.

The majority of the respondents have a negative attitude when it comes to speaking about learner autonomy, (80%) of the teachers said that few students are autonomous in the classroom, and (20%) said that most of the students are autonomous. The result shows the absence of autonomy in EFL classes.

Q05: If you think that they are not autonomous, is it because?

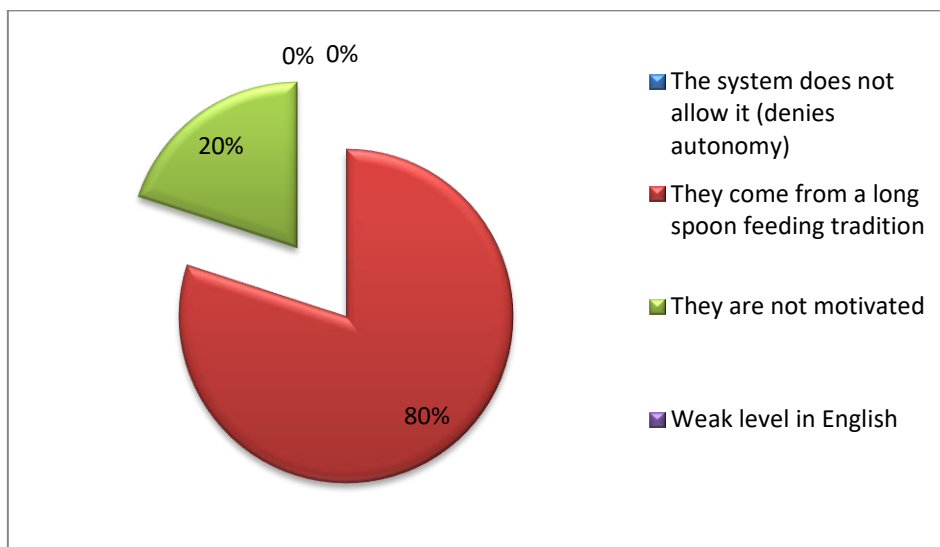


Figure 17: Reasons which Deny Autonomy

This question is related to the previous one. Its intention is to discover the reasons behind the absence of autonomy in EFL classes. 80% of the teachers who revealed that only few students are autonomous claimed that it is because students came from a long spoon feeding tradition. They practically blamed the old educational system. 20% of them stated that students' lack of autonomy was because of their lack of motivation.

Section Two: Promoting Learner Autonomy

Q06: Are you still using traditional teaching methods, which is teacher-centered?

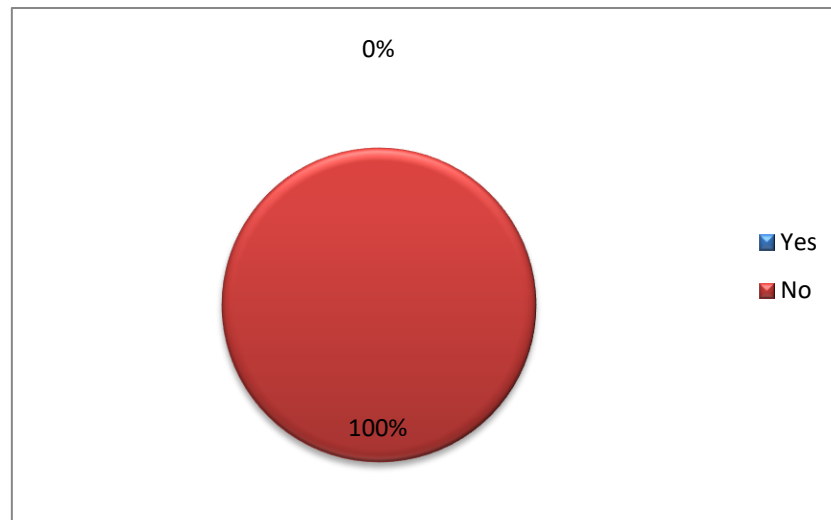


Figure 18: Teachers' Teaching Methods

This question aims at investigating whether or not teachers apply learner autonomy in their teaching methods. The results above show that all of the respondent teachers do not use traditional teaching methods which focus on the teacher as the centre of the classroom, which reveals that teachers highly seek for learner autonomy in classrooms.

Q07: What is your role in the classroom?

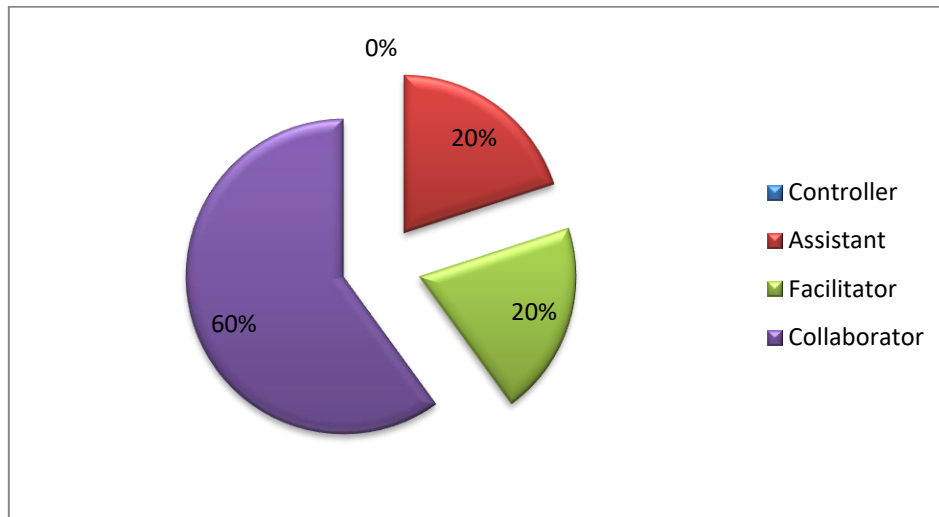


Figure 19: Teachers' Role in the Classroom

The purpose behind this question is to know whether teachers give opportunities to students to step towards autonomy or they are still the controller of the teaching/learning process.

According to the collected answers, 20% see themselves as assistants; other 20% as facilitators whereas 60% of them affirmed that they are collaborators, which means they tend to promote autonomy through the effective collaboration between students and teachers as well as the intervention they need during the learning process. The positive thing is that teachers are no longer controllers, which gives more space and freedom for students to act more independently.

Q08: In your teaching, how much do you seek to develop your students' learning autonomy?

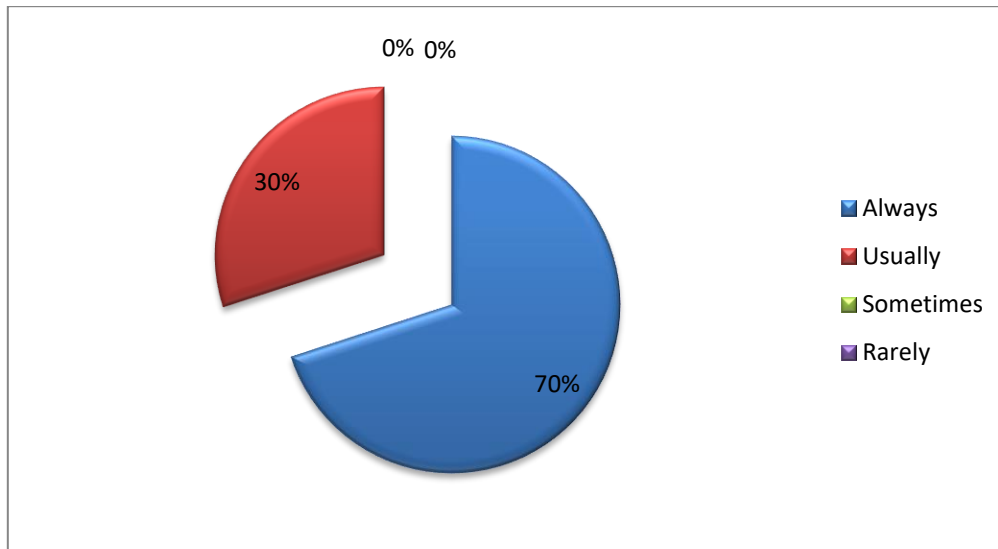


Figure 20: Teachers' Autonomy

The question aims at knowing how much teachers consider autonomy as an important instruction that should be fostered in the classroom. The results show that 70% are always up to encourage their students to take more responsibility during the lessons; 30% of them tend to promote learner autonomy at the usual cases.

Q09: According to you, promoting learner autonomy is based mostly on:

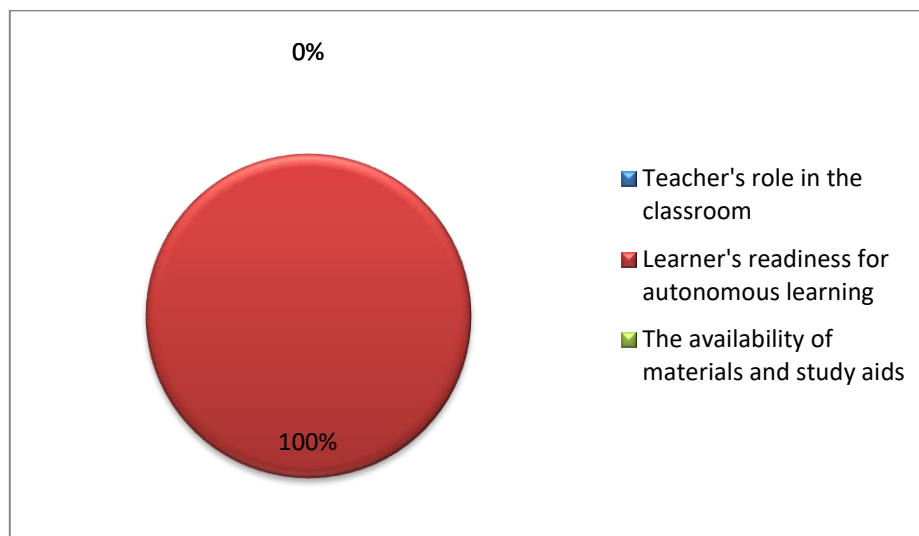


Figure 21: The techniques of Promoting learner autonomy

In order for us to know what influences teachers' readiness to promote autonomy inside the EFL classrooms, we asked teachers about the bases on which they should rely in promoting learner autonomy.

All of the respondents agreed that students' readiness for learner autonomy is the most important step towards fostering independence learning. As long as students are motivated and passionate about achieving their self-determination; it is thereby easy for teachers to take the veil to encourage them to accomplish that.

Q10: How do you encourage students to be autonomous learners?

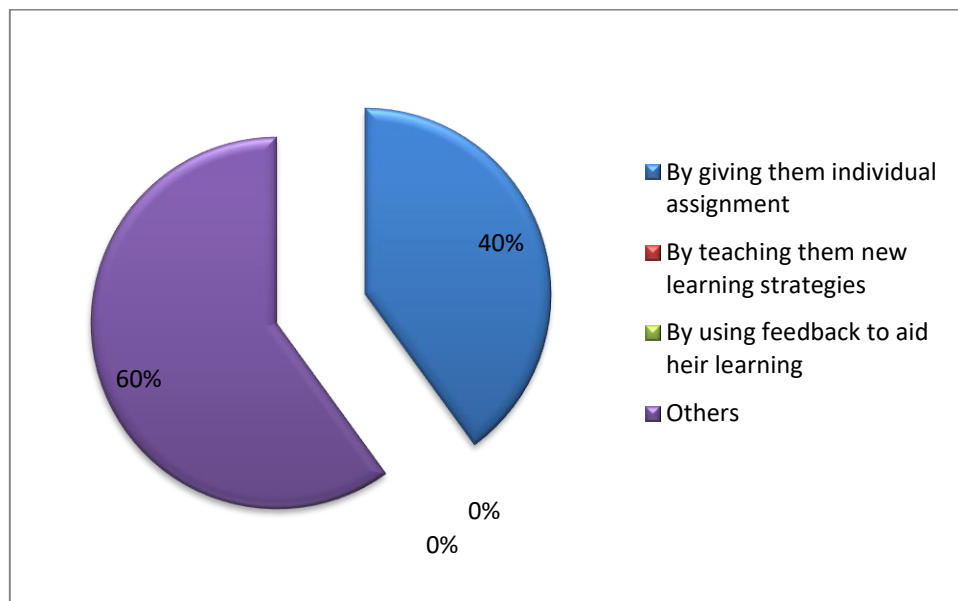


Figure 22: Teaching Promotion of Learner Autonomy

The basic goal of this question was to discover the way by which teachers encourage autonomy among their students. According to the results shown above, 40% of the teachers said that giving students individual assignments can encourage students to seek information independently which is, no doubt, a form of autonomy, while 60% revealed other ways of promoting autonomy; the common answers show that a teacher can encourage his/her students to learn autonomously by providing them with opportunities to lead in the class and make decisions about what they want to learn and how they want to learn.

Q11: Do you think that autonomous learners succeed better in their studies?

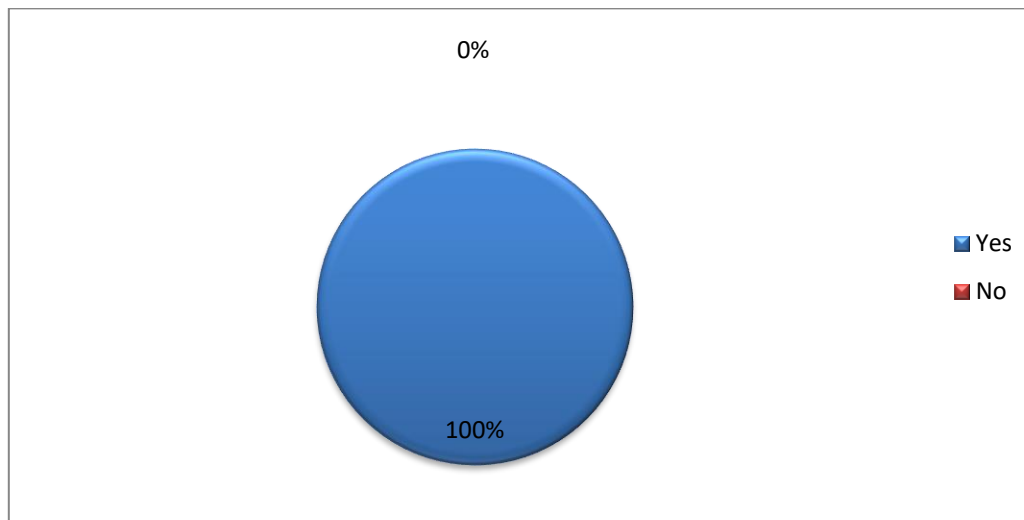


Figure 23: The Influence of Learner Autonomy on Students' Success

The main purpose behind this question is to get to the bottom of the impact of learner autonomy on students' academic performance from teachers' viewpoints. According to the results above, all of the teachers agree that learners who tend to learn autonomously are more likely to achieve better results because they will be able to expand their knowledge and develop skills like creativity and critical thinking, and this leads to a perfect successful life not only inside the academic setting but also in their personal lives.

Q12: According to you, what are the main hindrances that impede and effect implementing and fostering the notion of learner autonomy in the Algerian higher education?

This question was an open one. According to most of the teachers' answers, the main obstacle that stands in the way in promoting learner autonomy is the spoon feeding environment they grew up studying in, starting from the primary school and lack of autonomous motivation.

Learners who are not used to take their own responsibilities and lead their own learning and are not motivated enough to act upon that are less likely to be autonomously ready; therefore teachers will find it difficult to move them into an independent environment where they are the centre of the classroom.

3.7.2 Results Discussions

The questionnaire sought to elicit information concerning teacher's perspectives on autonomous learning and their role in promoting it in the Algerian universities. Almost all teachers appear to recognize the value of learner autonomy and the importance of its implementation. However, the concept is misunderstood by some of them who consider it as a process which allows students to learn independently on their own without any supervision. Yet, teachers need to acknowledge that it is their responsibility to foster independent behaviour in their classrooms by providing guidance and assisting in promoting their student's autonomy. Results also cast light on teacher's awareness of the importance and usefulness of autonomy in the Algerian university. They regarded autonomy as the learner's ability to take charge of his own learning. In other words, the learner decides what to learn and how to learn. Therefore, the findings revealed that there is a positive attitude towards autonomy. Teachers highly seek for learner autonomy in classrooms since they give more interest to learner centered classrooms. Moreover, teachers are aware of their actual role in the classroom. They did not consider themselves as being the dominant feature of the teaching/learning process; rather, switching between the two roles is necessary to promote autonomy.

According to them, the teaching and learning process is viewed as a shared responsibility between teachers and learners. Therefore, they consider themselves as collaborators, which means that the key factor to developing and promoting autonomy in the

classroom is the intervention and collaboration between learners and teachers. In other words, learners' readiness for autonomous learning and teacher's role are necessary to promote autonomy inside the classroom. As long as students are motivated and passionate about conducting their learning, it would be easy for teachers to help them achieve their goal.

Additionally, the analysis of the data showed that learners are not entirely independent; they nevertheless view the teacher as being responsible for their learning. According to the teachers, the main reasons for this behaviour are : the lack of motivation, student's weak level in English, and the fact that they came from a long spoon feeding tradition. This result confirms the last hypothesis of this research.

3.8 Implementation and Recommendations

This is an important section where the researcher informs future researchers who will pursue the same research topic of the significance of the findings. The study also discusses the findings' and study's relevance. Here are some pedagogical implications that our study's findings have led to. These implications make an effort to make students become more aware of the importance of autonomous learning:

- Students should ask teachers about the notion of "learning autonomy" to gain more understanding about their research topic. They should know the exact meaning of learning autonomy and to what extent learners can learn without the constant help of the teacher.
- Researchers need to be aware of all the challenges that individuals who are learning English as a second language would face.
- Future researchers should be aware of the importance of "learning autonomy" since it raises their independence in learning so that they become entirely dependent on themselves.

- In addition to becoming active and critical thinkers, autonomous learners need to develop time management skills.

- Finally, we suggest that independent learners maintain positive perspectives, attitudes, and high levels of confidence in one's self.

And because learner autonomy became the core of interest in the educational settings and particularly in the EFL classrooms, some important recommendations should be put into consideration:

- For the benefit of students learning a second language, teachers should make the concept of "Learning Autonomy" clear, understandable, and simple.

- Teachers should reward students for good behaviour, provide them with instructional activities in class, and make learning infinite.

- Teachers should help English learners to improve and increase their understanding of the idea.

- To help their students become more aware about their research subjects, teachers should give them access to unobtainable information.

3.9 Conclusion

The third chapter is devoted mainly to the description of the research design, instrument and population. It is also an attempt to answer the research questions and the hypotheses put forward through the analysis of both the learners' and teachers' questionnaires. It has been confirmed that most of third-year Licence students of English at University Centre of Mila are autonomous although they find it a little bit difficult since they came from a non-autonomous environment; they try their best to be more responsible towards their learning. And due to the same reason, teachers may find difficulties in promoting autonomous learning among learners. The positive thing is that learners are really aware of the influence learner autonomy has on their life and their academic performance and that could be seen as a motive for them and even for other students who are not autonomous to try work on their independent skills. Arguably, learner autonomy cannot be attained overnight in language learning. Students will surely struggle to change their learning patterns and take charge of their own education due to the long-standing traditional spoon-feeding practices. In this situation, teachers must strongly encourage passive learners to improve their autonomy and understand that they are mostly responsible for their own performance in language acquisition rather than the teacher.

GENERAL CONCLUSION

In the area of English language teaching and learning, the idea of autonomy has come to light more frequently. Particularly, according to both teachers' and learners' viewpoints, the many perspectives committed to the phrase frequently overlap. The present study is designed to investigate the importance and influence that this instruction has on learners' effective learning as well as their performance outside the classroom, and what role teachers take in promoting it in higher education. Additionally, it tends to clarify how teachers and students view the idea of "autonomy" within the EFL framework. Three chapters made up this dissertation. The first chapter is a review of the literature that is directly related to the idea of autonomy and the processes involved in teaching and learning it. The second chapter discusses student autonomy in higher education in Algeria. The third one is a practical framework that describes the research strategy and methodology along with an analysis of the data that was gathered. A questionnaire that was given to third-year License students and another that was given to their teachers was chosen to be the case study. Both qualitative and quantitative analyses of the gathered data were performed. The results of the students and teachers' questionnaires revealed that autonomy is basically essential in learning any given language.

The results also revealed that many of third year university students are autonomous although some would have a misconception of LA, they still tend to act independently and be aware of its impact on them. Although there is a good number of autonomous learners, some are not yet sufficiently autonomous and that can be due to many factors:

- The challenge of making the transition from middle and secondary school learning to university learning.

- The absence of possibilities for independent study.
- Lack of activities that develop independence in the classroom.
- The lack of some psychological variables, such as motivation; the fact that our university's teaching style does not insist on assisting students in becoming autonomous.

Many language teachers concur that, while idealistic as a goal in language teaching, autonomy is a fine idea in theory. Teachers are always expecting students' constant proof of acting autonomously inside the classroom, while many students do not really prefer to show up, speak up or be extroverted during the sessions but at the same time they could search for knowledge by themselves as soon as they get home. And that might be the reason why some teachers assumed that autonomous learners are quite few in universities when students themselves claimed that they are independent learners.

More than ever, the teaching of languages is in a position to promote learner autonomy. While classroom instruction cannot meet all of a learner's needs, independent learning can help by encouraging the learner to delve "deep" and make use of resources to increase their knowledge and abilities.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

This questionnaire is an attempt to gather information needed for the accomplishment of a Master dissertation. It seeks to gather your perceptions and attitudes towards your own learning, to what extent you are autonomous in learning English and how being autonomous influences you in your academic performance. Therefore you are kindly requested to answer the following questions by putting a tick for the answer you think is more appropriate, and making comments where necessary.

Section One: Learners' Knowledge and Perceptions towards Autonomy

1- How would you describe your level in English?

Excellent Good Average Bad

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

Yes No

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

.....

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

Yes No

4-According to you, independent learning is:

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

Section Two:Learners' Degree of Autonomy

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

Totally Partially

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

Yes No

If "yes" it is because:

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

❖ Others:

.....
.....

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

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

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

Yes No

If "no", what are the other sources you

use?.....
.....
.....

9- Do you think that learning progress is?

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

10- In your learning process, do you achieve better when you learn independently or when you mostly depend on the teacher's information?

When I learn independently When I depend on the teacher

Please justify your answer:

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

11- When you are outside the classroom i.e. in your daily life, are you still autonomous?

Yes No

If yes, to what extent does it benefit you?

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

Thank you for your collaboration

Appendix B

Teachers' Questionnaire

Dear teachers,

You are kindly invited to complete the following questionnaire. It is a part of our Master's dissertation. This questionnaire is designed to investigate your perspectives and attitudes towards learner autonomy and how it can be fostered in the Algerian higher education's EFL classrooms. You are therefore kindly requested to answer the following questions by putting a tick in the appropriate box and making comments when necessary.

Section One: Teachers' Perceptions of Autonomy

1-How do you find your students' level in the classroom?

Excellent Good Average Bad

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

Yes No

Please justify your answer:

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3- According to you, autonomy is:

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

5- Do you consider third year Licence students to be autonomous?

Yes No

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

- ❖ The system does not allow it (denies autonomy)
- ❖ They come from a long spoon feeding tradition
-

- ❖ They are not motivated
- ❖ Weak level in English

Section Two: Promoting Learner Autonomy

6- Are you still using traditional teaching methods, which is teacher-centered?

Yes No

7- What is your role in the classroom?

Controller Assistant Initiator Collaborator

8-In your teaching, how much do you seek to develop your students' learning autonomy?

Always Usually Sometimes Never

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

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

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

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

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11- Do you think that autonomous learners succeed better in their studies?

Yes

No

Please justify your answer

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12- According to you, what are the main hindrances that impede and affect implementing and fostering the notion of learner autonomy in the Algerian higher education?

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Thank you for your time and collaboration

RESUME

L'autonomie des apprenants est récemment au cœur des études d'apprentissage des langues dans le monde entier. Une capacité d'apprentissage tout au long de la vie est essentielle pour que les apprenants de langues s'adaptent avec succès dans un monde qui change si rapidement à la lumière des énormes progrès scientifiques et techniques. L'idée de l'autonomie des apprenants a été introduite dans le cadre éducatif avec l'intention de créer des apprenants responsables qui peuvent prendre en charge leur propre apprentissage. La présente recherche tente d'étudier l'importance de l'apprentissage autonome dans les salles de classe EFL et les incidences que cet acte a sur l'éducation efficace et réussie, ainsi que sur les réalisations professionnelles des apprenants, et d'encourager l'adoption d'une autonomie dans des salles d'enseignement de la langue anglaise. Cette recherche est une étude de cas conçue pour étudier les perspectives et les attitudes des enseignants et des étudiants sur leurs rôles, leurs capacités et leur volonté d'utiliser des stratégies d'apprentissage autonomes. À cette fin, l'étude est basée sur un questionnaire envoyé à soixante (60) étudiants de troisième année en anglais et dix (10) enseignants du département d'anglais au L'université Centre de Mila. Les résultats de la recherche révèlent que la majorité des étudiants et des enseignants ont eu des attitudes significativement positives vis-à-vis du concept de «l'autonomie d'apprentissage», de ses effets sur la salle de classe de l'EFL et de son importance dans la promotion de leur processus d'éducation. Cependant, il souligne également les principaux défis auxquels ils sont confrontés, tels que le manque de motivation, le faible niveau de maîtrise de l'anglais et le refus des étudiants de devenir autonomes à la fois en classe et en dehors. En faisant cela, nous nous attendons à ce que les enseignants et les étudiants soient plus conscients de leur rôle important dans la promotion de l'autonomie des apprenants au niveau universitaire, ce qui est aujourd'hui une caractéristique de la quasi-totalité des étudiants universitaires dans les pays avancés.

Mots Clés : L'autonomie, L'autonomie des apprenants, L'apprentissage de la langue, Classe EFL, Education

الملخص

تشكل استقلالية المتعلم مؤخرًا مركزًا لدراسات تعلم اللغة حول العالم. تعد القدرة على التعلم مدى الحياة أمرًا ضروريًا لمتعلمي اللغة للتكيف بنجاح في عالم يتغير بسرعة كبيرة في ضوء التقدم العلمي والتقني الهائل. تم تقديم فكرة استقلالية المتعلم في البيئة التعليمية بهدف إنشاء متعلمين مسؤولين يمكنهم تولي مسؤولية تعلمهم. يحاول البحث الحالي التحقيق في أهمية التعلم المستقل في الفصول الدراسية للغة الإنجليزية كلغة أجنبية وتأثيرات هذا القانون على التعليم الفعال والناجح بالإضافة إلى التحصيل المهني للمتعلمين ، وتشجيع اعتماد الاستقلالية في الفصول الدراسية لتعلم اللغة الإنجليزية. هذا البحث عبارة عن دراسة حالة مصممة للتحقيق في وجهات نظر المعلمين والطلاب ومواقفهم حول أدوارهم وقدراتهم واستعدادهم لاستخدام استراتيجيات التعلم المستقل. لهذا الغرض ، تستند الدراسة إلى استبيان تم إرساله إلى ستين (60) من طلاب السنة الثالثة للغة الإنجليزية وعشرة (10) مدرسين من قسم اللغة الإنجليزية في المركز الجامعي ميلة. كشفت نتائج البحث أن غالبية الطلاب والمعلمين لديهم مواقف إيجابية بشكل ملحوظ تجاه مفهوم "استقلالية التعلم" وتأثيراته على الفصل الدراسي للغة الإنجليزية كلغة أجنبية وأهميته في تعزيز عملية التعلم لديهم. ومع ذلك ، فإنه يسلب الضوء أيضًا على التحديات الرئيسية التي يواجهونها ، مثل الافتقار إلى الحافز ، وضعف المستوى في إتقان اللغة الإنجليزية وعدم رغبة الطلاب في أن يصبحوا مستقلين داخل الفصل وخارجه. من خلال القيام بذلك ، نتوقع أن يكون كل من المعلمين والطلاب أكثر وعياً بدورهم المهم في تعزيز استقلالية المتعلم على مستوى جامعتنا والتي تعد في الوقت الحاضر سمة لجميع طلاب الجامعات تقريبًا في البلدان المتقدمة.