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Issues Facing Teachers in Promoting Learner Autonomy Under the
Implementation of the CBLT:
A Case Study of EFL Secondary School Teachers in Tiaret

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Dedications

First of all,

I dedicate this research work to my parents.

And to all my teachers from the primary school to the university.

Special dedication to my friends who stand by me in my hour of grief.

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First of all, sincere gratitude, deepest appreciation and heartfelt thanks to my supervisor Mrs.

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Abstract

This paper investigates the challenges facing teachers in fostering learner autonomy within the Algerian secondary schools. The educational system in Algeria has lately witnessed a general reform by adopting the competency-based approach. One of its basic objectives is to make the EFL learner more autonomous and self-reliant. Despite the fact that this approach has been implemented for eleven years in the Algerian secondary school, it appears that EFL teachers in secondary education and even in university are still failing in fostering their learners' autonomy. Therefore, the question which is raised: why are teachers unable to improve their pupils' independency? In order to provide an effective study, we employed both qualitative and quantitative research approach. A pupils' Questionnaires, a teachers' interview and classroom observation were used to collect the required information. The participating teachers and students were purposefully randomly selected from three public secondary schools found in Tiaret. The findings established that teachers faced a variety of challenges which prevented the effective building of learner autonomy (teachers' readiness to share responsibility and their understanding of the concept perceive). In the light of these findings it was recommended that teachers should give opportunities to their pupils in the decision-making process and make them aware about the significance of learning autonomously. Also the teachers' training should devise ways of providing effective methods that are consistent with promoting their learners' autonomy.

List of Abbreviations:

CBA: Competency-Based Approach

CBE: Competency-Based Education

CBLT: Competency-Based Language Teaching

CLT: Communicative Language Teaching

EFL: English Language Learning

ELT: English Language Teaching

ICT: Information and Communication Technology

L2: Second Language

ZPD: Zone of Proximal Development

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General Introduction

It is becoming increasingly difficult to ignore the changes that influenced the Algerian educational system. In this connection, reforming the educational system in 2003 has adopted the Competency– Based Approach as a first step of change. This recent approach (CBA), focuses on teaching skills and behaviours needed to perform competences, such competences will be used in the students' real life. Moreover, it focuses on pupils' activities rather than the teacher 's role. As it seems, this approach has emphasized learning over teaching. A major area of interest within this approach is the concept of learner autonomy which focuses on learner reflection and taking responsibility for one's own learning processes. This later has considerably shifted both the roles of the learner and the teacher in language teaching, i.e. the learner-centered approach, as opposed to the teacher-centered approach.

Despite its importance, some Algerian secondary school teachers still fails in promoting their learners' autonomy. Not to forget that, the way teachers deliver the information and the way learners receive it has been always an issue for debate among researchers. The motivation lying behind this work springs from my observation concerning teachers' attitude toward learner autonomy. What draws my attention is that even though teachers have been asked to give up control over students' learning, their situation has not become easier (Hanušova, 2005, p. 39). On the contrary, sharing power with learners have become an issue and a source of tension for many teachers (Willis, 2011, p. 403). In addition to that I have noticed that Algerian English learners who reach university do not have the capacity of learning English autonomously, and indicate they surely accustomed to spoon- feeding in the secondary education. In this context Miliani (1991) explains: Some teachers see themselves as unique fountains of knowledge not to be questioned. This means that any new technique brought into such a pedagogical landscape which seems to challenge the teacher's authority is something of a blasphemy (Miliani, 1991, p. 70)

Nevertheless, this study took the challenge and along this situation, the following research questions are developed:

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1-what are the issues that may face English language teachers in promoting their learners' autonomy?

2-Do teachers provide their learners with the right atmosphere that help them become more independent from the teacher?

3- How do learners perceive their own and their teacher's responsibilities in Learning English?

In particular, this study will focus on the teachers' perceptions of the promotion of learner autonomy in the context of English teaching in upper secondary schools in Algeria. In this respect, the first hypothesis assumes that teachers may not be much aware about the importance of such concept and its contribution in foreign language learning. Second hypothesis on the other hand suggest that the teachers may consider themselves as most responsible in the learning teaching process, what may prevent their learners from taking responsibility, i.e. They will have teacher-dependent learning characteristics.

In this connection, the following research objectives are put forwards. First, to Negotiate the significance of the learner autonomy concept within the CBLT (competency-based language teaching) and to present the situation of perception in the Algerian context. Second, to investigate the main problems that face teachers in fostering their learners' autonomy. Finally, to provide teachers with useful recommendations which may help them in overcoming the struggles that prevent them from enhancing their students' attitude toward autonomy.

To answer the research questions and test the hypotheses, the study is divided into three chapters:

The first chapter (Literature Review) describes the notion of learner autonomy in secondary education in Algeria with reference to the CBA. This chapter is divided into two sections. The first section will present different theories underling the value of developing competences in the learning

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process and the role of the competency-based approach within the language class. The second part on the other hand provide deep insight on the perception of learner autonomy, the rise of it in the educational contexts, and how it has become a desirable goal in language learning within the CBLT.

The second chapter (data description and analysis) will addresses the research methodology used in this dissertation. For the sake of an objective investigation, data are collected using three tools: a questionnaire for pupils due to large amount of data that can be gathered when time and resources are limited, an interview with teachers which can offer in-depth insights into the issue and classroom observation to observe both teachers' and students' behavior. This later will reinforce the two first tools and provide the study with reliability. Beside the methodology adopted to analyze the data gathered this chapter will deal with a sampling of English secondary teachers and pupils. The reason behind this choice first lies on the fact that English teachers are aware of their pupils' level of autonomy. And second, pupils of third year are aware of their strengths and weaknesses in learning.

Finally, the third chapter: (limitations and recommendations) will be treated based on the findings of the study mentioned the second chapter. It will end-up with suggestion for further research after all; this research work is an attempt to help teachers to overcome challenges that may face them when promoting learner autonomy in secondary education in Algeria.

Chapter One: Literature Review

The Algerian educational system witnessed many reforms in order to meet the learners' needs. As a result of the last educational reform in 2003 the CBA approach was adopted. Within this approach, it raises the notion of Autonomy that is a situation in which the learner makes his/her own decisions and has the opportunity for independent action during the process of learning. This chapter is divided into two parts. The first part will provide a literature review of this approach, and will present different theories underling the value of developing competences in the learning process and the role of the competency-based approach within the language class. While, the second part on the other hand provide deep insight on the perception of learner autonomy, the rise of it in the educational contexts, and how it has become a desirable goal in language learning within the CBLT.

1.1. Part One: Overview of the CBLT:

1.1.1. Related Theories to the CBLT:

1.1.1.1. Constructivism:

Constructivism is considered the dominant educational theory; it has been embraced by nearly every educational reform initiative within the last two decades (Karagiorgi & Symeou, 2005). As a result, various constructivist theories, such as social constructivism and cognitive constructivism situated learning, and have become the foundation for the majority of teaching methods that have taken hold in recent years (for example, problem-based learning, authentic instruction, computer-supported collaborative learning) (Sharples et al., 2005). In addition to the general acceptance of constructivism as the basis for our teaching methods, the conceptualization of learning as both a personal and social process (Sharples et al., 2005)

The idea behind constructivist pedagogies is that humans can comprehend only what they have themselves constructed. The development of various branches of learning and teaching theories has

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been facilitated by the Constructivist theory. The general concept for constructive pedagogies is to identify “learner” as an important element in the learning process, their interest, needs, and characteristics are taken into consideration, and learning should be built on previous knowledge so learners can be aware of how to build new knowledge from authentic experience, to maintain active participation and engaged learning.

Constructivist learning and teaching perspective represents a shift from viewing learners as responding to external stimuli to seeing learners as “active in constructing their own knowledge;” they assert that “social interactions are important in knowledge construction” (Bruning, Schraw, Norby, & Ronning, 2004). This quotation further supports the idea that building the knowledge depend mainly on the learner surrounding environment. The table below will picture the traditional way of learning by contrast to the constructivist theory.

Dimensions/ Approaches	Constructivist Learning	Traditional Learning
Nature of learner	Sees learners as unique individuals; the unique nature of learners is an integral part of the learning process	Sees learners as homogenous mass defined by chronological age upon which learning targets and materials are designed in the curriculum; learners are expected to meet the nominal standard
Responsibility for learning	Resides with the learner; emphasizes the active role of learners in the learning process in looking for meaning	Rests with the teacher; learner is passive and receptive; learners present what they learn from teachers
Learning motivation	Develops learners’ motivation through authentic experiences in handling problems; by gaining success, learners gain confidence and motivation to embark on more complex challenges; intrinsic	Learners’ behaviors are reinforced by praise and rewards; learners increase motivation conforming to standards and expected achievements; extrinsic
	Usually asks, supports, provides guidelines,	Often gives instructions from

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Role of Teacher	and creates environment for learners to arrive at their own conclusions; continuous dialogue with learners; teacher should challenge learners	the front; gives answers and expects learners to be disciplined in receiving the content of the curriculum with the least distraction and disturbances; learners are under control in the learning process
Interaction	Teachers and learners learn from each other; learners compare their version of truth with that of teachers and peers to arrive at a socially tested/ socially negotiated version of truth; learning task is the interface between teachers and learners, both should develop awareness of each other's viewpoints and should look at their own standards and values	The learning experience is objective; learners receive truth and knowledge from teachers through given tasks; the teacher is an expert who gives expert advice and instruction to get learners gain knowledge efficiently
Collaboration	Learners collaborate to arrive at a shared understanding of truth in a specific field; through “scaffolding,” learners can extend beyond the limitation of physical maturation to the extent that the development process lags behind the learning process	Learners should be attentive and disciplined to achieve the content set in the curriculum; they should try hard to fulfill expectations from teachers; students seek advice from teachers in their study
Context	Sees the context in which learning occurs as central to learning; learning is directly relevant to application; it acculturates students into authentic and complex practices through activities and social interaction	Knowledge is de-contextualized; it may not give learners skills to understand authentic tasks; learning occurs when outcomes are measured
Assessment	A two-way process involving interaction between teachers and learners; inextricably linked with the learning process to find out learning achievements and quality of learning experiences; courseware; share possible ways in which learner’s performance may be improved	A process carried out by the teacher; a separate process of measuring how much learners have gained and how far learners have reached at the end of the learning process

Table 1.1: Constructivist Pedagogies vs. Traditional Pedagogies. Modified from: Lam, B. H. (2011).

1.1.1.1.1. Cognitive Constructivism:

Alan Prichard (2009) states that Constructivists view learning as: “the result of mental construction. That is, learning take place when new information is built into and added onto an individual’s current structure of knowledge, understanding and skills. We learn best when we actively construct

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our own understanding” (p. 17). In constructivist perspectives, learners directly build up knowledge by experiencing things and by reflecting on such experiences, constructing an understanding of the world around them. In other words, knowledge is constructed: “by reflecting on our experiences, we construct our own understanding of the world we live in.” (Thanasoulas, 2000, p.12).

It is important to note, that Constructivists neither share with cognitivists and behaviorists the belief that knowledge is mind-independent and can be “mapped” onto a learner, nor deny the existence of the real world, but contend that what we know of the world stems from our own interpretations of our experiences. In this regard, Learners build up the knowledge from their experiences. Here the notion of autonomy is clearly stated through the construction of knowledge in a cognitive way relying on assimilation, accommodation and equilibrium.

Furthermore, it has been claimed that: “. . .the development of a kind of person whose thought and action in his life are to be explained by reference to his own choices, decisions, reflections, deliberations in short, his own activity of mind” (Jarvis& Chandler, 2001, p. 139). Therefore, a learner will promote his autonomous feature only when developing his own reflections and activity of mind, in other words, the learner is supposed to be responsible for his actions and thoughts.

1.1.1.1.2. Social Constructivism:

Learning is a cognitive process as well as social one. That is to say, Learners construct understanding together that wouldn't be possible alone. The idea is that individuals learn best when working under adult guidance and/or with peer collaboration, and only there where new concepts and skills can be developed.

Pouring in the same vassal, Roosevelt (2008) holds that the main goal of education from Vygotsky perspectives is to keep learners in their own ZPDs as possible by giving them interesting and meaningful learning and problem solving tasks that are slightly more difficult than what they do alone. ‘Social constructivism is best understood in terms of how individuals make use of

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information, resources, and help from others to build and improve their mental models and their problem solving strategies' (Woolfolk, 2007). This quotation further supports the idea that as the learner gained more confidence and experience, he would move into a collaborative phase of learning, by talking with others (peers, advanced students, teachers) students become better able to articulate their own understanding. Cunningham (1991) states that:

The constructivist view is to show students how to construct knowledge, to promote Collaboration with others to show the multiple perspectives that can be brought to bear on a Particular problem, and to arrive at self-chosen positions to which they can commit themselves, while realizing the basis of other views with which they may disagree . (p. 14).

In the light of what has been just discussed, Constructivist learning is to make learning meaningful to learners and to reduce the struggle of learners with the power of teacher and knowledge. Both Piaget and Vygotsky are constructivists. The only distinctive feature in their theories is that Piaget found that children act independently on the physical world, while, Vygotsky sees that human mental activity is the result of social learning. However, both cognitive constructivism and social constructivism develop the notion of learner autonomy in their theories differently.

1.1.2. Definition of Approach:

Richard and Rogers states that “an approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.....” (P.19). For Anthony a technique performs a method which completes an approach. According to his model (1965), “approach is the level at which assumption and beliefs about language and learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be

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taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described" P19.

1.1.3. Definition of Competency:

Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real world task or activity. These activities may be related to many domains of life, though have typically been linked to the field of work and social survival in a new environment (Mrowoki 1986 cited in Richards, J&Roudjers 2001, p. 144), because competencies are designed to enable learners to participate effectively in the society. Tollefson and others have points that they typically represent value judgments about what such participation involves" (Richards & Rogers, 2001, p. 148).

While Competence is a set of skills, knowledge and behaviors someone needs to have achieved in order to perform tasks or activities at school and in the world of work (Sullivan, 2005 cited in Mosha, 2012). Kouwenhoven, (2003) stated that competence is the capability to choose and apply an integrated combination of knowledge, skills and attitudes with the intention to realize a task in a certain context.

In this study, the terms competence and competency will be used interchangeably and defined as the ability of students to do a given activity or task to a prescribed standard emphasizing what they are able to do rather than what they know.

1.1.4. The Competency Based Language Teaching:

As earlier affirmed, the competency based approach is also seen as the pedagogy of integration or to an outcomes approach. This approach put together all the knowledge, know-how and attitudes required for the solution of real life problems or situations. It refers to language learning by, using all the grammar, vocabulary, punctuation and pronunciation to communicate

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effectively in real time listening, speaking, reading and writing situations. Moreover, it consists, being linguistically, communicatively and sociolinguistically competent with the learned language, that's means to identify what to do, where, when and with whom. The CBA seeks to bridge the wall between school or the classroom and everyday real life: seeking and giving information by communicating. Many researchers made remarkable efforts in trying to shed light on the principals of this approach.

Richard and Schimit (2002) define the competency based approach as, “an approach to teaching that focuses on teaching the skills and behaviors needed to perform COMPETENCES. Competences refer to the student ability to apply deferent kind of basic skills in situations that are commonly encountered in everyday life”. (Richard and Schimit 2002, p.94). Even Richard and Rogers see that: “CBLT is therefore seen as prescriptivism in that it prepares students to fit into the status quo and maintain class relationships». Additionally, “teaching concentrates on behaviors and performance rather than on the development of thinking skills” (p.148). According to Richard and Rogers (2002) the CBA is “an educational movement that focuses on the outcomes of learning in the development of language programs. CBE addresses what the learners are expected to do with the language, however they learn to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspectives” (p.4).
Competency-Based Language Teaching (CBLT) requires learners to demonstrate that they can use the language to communicate effectively (Paul, 2008; Richards & Rodgers, 2001; Wong, 2008). According to Docking (1994), CBLT:

...is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment, criterion-based assessment

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procedures are used in which learners are assessed according to how well they can perform on specific learning tasks. (p.16).

This approach emerged in the United States in the 1970s and according to Guskey (2005); Richards & Rodgers, (2001) it can be described as “defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study” (p.141). According to Richards & Rodgers (2001, p.141) “Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching”.

In Competency-Based Education (CBE) the focus is on the “outcomes or outputs of learning”. To Savage (1993) the competency based model was defined by the U.S. office of Education as a performance based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in the society. It is therefore a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. The major basis of CBLT is the “functional and interactional perspective on the nature of language (Richards & Rodgers, 2001, p. 143) which means that language learning always needs to be connected to the social context it is used in rather than being taught in isolation. Therefore, language is seen as “a medium of interaction and communication between people” who want to achieve “specific goals and purposes” (Richards & Rodgers, 2001, p.143).

In connection to this Competency-Based Language Teaching shares the behaviorist view of learning that “certain life encounters call for certain kinds of language” (Richards & Rodgers, 2001, p. 143). All these aspects together show that CBLT is in some respects similar to Communicative Language Teaching (Richards & Rodgers, 2001, p.143). Schenck (1978) points out that the teacher provides a list of competencies which the course is going to deal with, and these are “typically required of students in life role situations”. Students have to perform specific language

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skills which they have already learned during the course (Docking, 1994, p.16). The materials the teacher chooses are mostly “sample texts and assessment tasks that provide examples of texts and assessment tasks that relate to the competency” (Richards & Rodgers, 2001, p.147). These materials are used to supply the learners with “the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity” (Richards & Rodgers, 2001, p.144). A great variety of competencies should be improved by these tasks. On the one hand, knowledge and learning competencies as well as oral competencies are dealt with. On the other hand, the materials include tasks to improve the reading and writing competencies (Richards & Rodgers, 2001, p.147).

To conclude, according to Tollefson (1986) it is very hard to develop lists of competencies for every particular situation. This is due above all to the fact that many areas in which people require certain competencies are impossible to operationalise (Richards & Rodgers, 2001, p.148). Other researchers argue that describing an activity in terms of a set of different competencies is not enough in order to deal with the complexity of the activity as a whole (Richards & Rodgers, 2001, p.148). But on the other hand, CBLT is gaining popularity in the whole world. It is argued that through the clearly defined outcomes and the continuous feedback in CBLT, the quality the students’ learning and the teaching as well as assessment are improved (Docking, 1994, p.15).

1.1.5. The Characteristics of the CBLT:

Auerbach (1986 cited in Richards, 2003, p. 37) identifies eight features involved in the implementation of Competency Based Approach (CBA) programs in language teaching:

1- A focus on successful functions in society. The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.

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2- A focus on life skills-rather than teaching language in isolation Competency Based Language Teaching (CBLT) teaches language as a function of communication about concrete tasks. Students are taught just those language forms / skills required by the situations in which they will function.

These forms are normally determined by needs analysis.

3- Task or performance oriented instruction. What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.

4- Modularized instruction language learning is broken down into meaningful chunks. Objectives are broken into narrowly focused sub-objectives so that both students and teachers can get a clear sense of progress.

5- Outcomes are made explicit. Outcomes are public knowledge, known and agreed upon by both learners and teacher. They are specified in terms of behavioral objectives so that students know what behaviors are expected from them.

6- Continuous and ongoing assessment. Students are pre-tested to determine what skills they lack and post-tested after instruction on that skill. If they do not achieve the desired level of mastery, they continue to work on the objectives and are retested.

7- Demonstrated mastery of performance objectives. Rather than the traditional paper and pencil tests, assessment is based on the ability to demonstrate pre-specified behaviors.

8- Individualized student centered instruction. In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time based; students' progress at their own rates and concentrates on just those areas in which they lack competence

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These characteristics reflect a desire towards learner centeredness. Therefore, the focus on the particular language skills that are required to function in a specific context in addition to that in Competency Based Language Teaching (C.B.L.T) more attention is given to learning outcomes rather than methodology or classroom process.

The previous part sheds light on the CBLT approach, its origins and its characteristics, in view of all that has been mentioned so far, one may notice that this approach provides insight to the learner autonomy. And it's clear that under the CBLT there is a shift from the teacher-centeredness to learner-centeredness. In the following section, light is going to be shed on the description of the concept of learner autonomy in language teaching. Certain clues about how to support the development of learner autonomy in language learning process are presented and the characteristics of autonomous learners are stated. In addition, the impact of teachers on developing of autonomy is mentioned.

1.2. Part Two: learner Autonomy within the CBA:

1.2.1. Learner autonomy:

In the field of education, some consider “autonomy” as taking charge of one’s learning. Others see it as a decision making, and others think autonomy is a cognitive and self-management process. The difficulty of defining learner autonomy is mainly due the fact that there are degrees of autonomy, and that the behavior of autonomous learners can change depending on their age, and how far they have progressed with their learning.

'Autonomy' was first defined by Holec as "the ability to take charge of one's own Learning" (1981, p.3). Based on Holec's famous definition, we can say that learning autonomy means, to a large extent the responsibility of the learner towards his/her learning. According to Holec when learners recognize that they are responsible for their own learning they take their first

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step towards autonomy. This can be achieved through the involvement in all aspects of the learning process. Promoting learner autonomy refers to encouraging students “to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired” (Holec, 1981, p. 3) Through this process, eventually, the autonomous learner establishes “a personal agenda for learning” (Little, 1994; Chan, 2003) by setting up directions in the planning, pacing, monitoring and evaluating the learning process. As Holec’s (1981, p. 3) states learner autonomy is ‘the ability to take charge of one’s learning ... to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning’ and the specific decisions he listed were:

- determining the objectives.
- defining the contents and progressions.
- selecting methods and techniques to be used.
- monitoring the procedure of acquisition.
- evaluating what has been acquired.

Dickinson also, share the same idea when referring to learner autonomy as decision making in leaning context. According to him autonomy refers to the situation in which the learner is responsible for the decisions concerned with his or her learning and the implementation of these decisions (Dickinson, 1987, p. 81). Benson (2001, p. 02) on the other hand, suggests three principles that describe the process of autonomy as a significant field for learning. These principles will be summarized as follows:

- Autonomy is a natural capacity of one's own learning, despite the variation of its perspectives; it can be acquired by any learner.
- If learners provide the suitable learning environment, they can promote the capacity of autonomy though; it does not exist.
- Learner's autonomy improves learning process and leads to more effective learning.

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As a result, it should be stated that the field of autonomy is a social and mental system which includes many different walks of life. In addition to the educational process, it is open to different changes, developments and various stages. As Benson suggested, autonomous learners are more educated individuals who have the ability to take the charge and contribute not only to their learning process, but also in their social life (Benson, 2001, p. 01). Therefore, autonomous learners do not limit themselves only to instructions, methods, or materials given by teachers inside classroom; instead, they take the charge and promote their learning process by themselves. The learner can choose the appropriate tools and materials and decide whether it is effective for their learning or not. The idea of autonomy in learning is to promote learners' independency and help them achieve a great progress in their learning process.

According to kumaravadivelu (2003, p. 131), supporting learners to be autonomous means providing them with more opportunities to be successful. A more elaborated definition of learner autonomy is stated by Jeffries (1990) who views it as "learning in which an individual or a group of learner's study on their own possibly for a part or parts of a course, without direct intervention from a tutor, so that to take a greater responsibility for what they learn." (Jeffries, 1990, p. 35). Jeffries definition of learner autonomy seems to be the most suitable for the purposes that are dealt with in this dissertation. This is because I am much more concerned with this kind of partial autonomy not with the full or total autonomy. Autonomy can be developed on the basis of capacities that most, if not all, learners already possess and exercise to some degree (Cited in Benson, 2001, p. 60). Benson and Voller describe 5 different ways of understanding of learner autonomy that are generally used with respect to language learning: For the purpose of the thesis, I will focus on the fourth definition of the learner autonomy understanding, which is "Taking charge of one's own learning" (as cited in Janikova, 2007, p. 13).

To conclude, All the definitions of learner autonomy have a common point: they refer to the concept that learners are involved in their own learning process. The theory of autonomy in

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learning has contributed in enhancing individuals' learning capacities to a great extent. Fostering such a capacity will give chances for learners to figure and realize that there are more opportunities and possibilities which will help them to solve their learning problems and empower their skills. Fostering autonomy will also help learners to achieve the goals they have established for themselves or at least to have the confidence to set their own goals and make efforts to do this in real life.

1.2.2. Characteristics of the Autonomous Learner:

Many researchers in the relevant literature have suggested different characteristics related to autonomous Learners. According to Candy (1991, pp. 459-66), there are over 100 competencies associated with autonomy in learning. Candy states that autonomous learners are:

- methodical/disciplined
- logical/analytical
- reflective/self-aware
- motivated/curious
- flexible
- interdependent/inter-personally competent
- responsible/persistent
- venturesome/creative
- creative/have positive self-concept
- independent/self-sufficient
- skilled in seeking/retrieving information
- knowledgeable about/skilled in learning

According to Dickinson (1993), autonomous learners are able to identify what has been taught. They are able to formulate their own learning objectives in collaboration with teacher, or as

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something that is in addition to what the teacher is doing. In addition, autonomous learners can select and implement appropriate learning strategies consciously. lastly, and they can monitor their own use of learning strategies. Learners need to be consciously aware of how language systems work and what they need for an effective learning process

1.2.3. Teacher's and Learner's Autonomy:

As it was already mentioned, both the roles of the learner and the teacher have shifted considerably within the concept of learner autonomy. As a result, the learner-centered approach, as opposed to the teacher-centered approach, emphasizes learning over teaching.

1.2.3.1. Teacher's Autonomy:

One of the prominent principles regarding classroom learning autonomy is the capacity of sharing responsibility (teacher/learner) for learning procedures and learning outcomes. Autonomy "requires teachers who are willing to let go and learners who are willing to take hold" (kumaravadivelu, 2003, p. 144). Based on this view, teacher's autonomy is also required. The concept of teacher's autonomy was first suggested by Allright (1990) and developed by Little (1995; Benson, 2006). It refers to the teacher's capacity of taking responsibility over one's decisions and practices inside the classroom. Aoki argues that comparing to learner's autonomy which involves independency and responsibility for one's own learning, teachers' autonomy emphasizes on independency and responsibility for one's own teaching (2002, p. 111; Benson, 2006, p. 31). We may assume that teacher autonomy needs to be strongly promoted as it is a precondition to learner autonomy itself.

1.2.3.2. Learner's autonomy:

Learner Autonomy has been a buzz word in foreign language education in the past decades, especially in relation to lifelong learning skills. It has transformed old practices in the language.

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And it has placed the learner in the center of attention in language learning education in some places. Learner autonomy is very useful in learning a new language. It is much more beneficial to learn a language by being exposed to it in comparison to learning patterns of different tenses. Being autonomous learners means that the learners attempt to take a part of responsibility to grasp knowledge by themselves inside the classroom. This fact raises the possibilities for enhancing the skill of autonomy and improving learning achievement. In order to do that, learners need to be well prepared. According to Dickinson (1987) b and Holec (1985), there are two different kinds of preparation. One is psychological preparation and the other is practical preparation; the first refers to positive changes in attitudes towards language learning and the way of teaching in classroom, the second refers to obtaining skills and competences to enhance learning. (Cited in hedge, 2000, p. 85).

To conclude, the learners need to become active in the learning process instead of being a passive recipients of taught information. Once both the teacher and the learners have understood and accepted their new roles and relationships in the learning process, learner autonomy can take place in the language classroom.

1.2.4. Conditions of learner autonomy:

Learner autonomy is often confused with independent language learning (Benson 2011, pp. 14-15). In other words, learner autonomy does not mean learning without other people. In fact, the social interaction, the awareness of learning strategies, the absence of anxiety and the availability of materials in the EFL classrooms play a key role in building learner autonomy.

1.2.4.1. Learner Motivation:

The connection between learner autonomy and motivation has been addressed by many researchers. Dickinson (1995) shows A strong link between motivation and autonomy, where he stated that: Enhanced motivation is a conditional on learners taking responsibility for their own learning, noticing that their successes or failures are related to their own efforts rather than to the

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factors out of their control (Dickinson, 1995, p. 14). Learner autonomy and motivation are always related with each other as no one can learn new things if they are not enough motivated. Thus, motivation also is a basic condition for autonomous learning, that influence the rate and success of second or foreign language. For example, if learners believe that they are not good at language learning, they will think that they are in lost case.

In addition to making students willing to take responsibility, the teacher must also be willing to share it and should trust the students' abilities. Usually, resistant the learner-centered strategies only when they think learning is successful only with the teacher centered approach (the traditional classroom). Gardner and MacIntyre (1993) define affective variables as the: "emotionally relevant characteristics of the individual that influence how she/he will respond to any situation." (Gardner and MacIntyre, 1993, p. 128). So, the more learners are motivated the more they are able to control the learning process. Spratt et al. (2002, p. 263) suggest, when student's resistance and avoidance is faced, the teacher should not push those students towards autonomy, instead, he should promote intrinsic motivation and show them how it is useful to learn a language.

Motivation and learner autonomy are the essential issues in human's life. People can achieve lots of things and struggle against lots of problems, if they are enough motivated.

1.2.1.2. Learning Strategies:

Learning strategies are defined differently by many scholars, but generally they consider them as thoughts or activities that assist in enhancing learning outcomes. According to (Oxford, 2003) Learning Strategies are "Specific behaviours or thought processes that students use to enhance their own learning... A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies." According to Carr, "Autonomous learners are those who have

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acquired learning strategies, a metacognitive awareness of those strategies, and a positive attitude about learning so that they can use the strategies as appropriate, with confidence, independent of a teacher” (pp. 45-46). In other words, learners must be aware of their styles, and then understand how to use them to learn better inside and outside of the classroom. language learning strategies can be used consciously or unconsciously in the language classroom. According to Carr this can only be achieved throughout specific kind of activities that gives the student more power over how they learn. When the learner acquire and use the learning strategies, he is indirectly improving his learning among his classmates, as well as, promoting himself an autonomous learner. The three types of strategies:

- 1)- Metacognitive Strategies: Planning for learning, monitoring one`s own comprehension and production, and evaluating how well one has achieved a learning objective.
- 2)- Cognitive Strategies: Manipulating the material to be learned mentally (as in making images or elaborating) or physically (as in grouping items to be learned or taking notes); and
- 3)- Social/Affective Strategies: Either interacting with another person in order to assist learning.

1.2.1.3. Learning Materials:

One of the most important conditions of learner autonomy is the availability of authentic materials and study aids so as the learner can work independently far away from the teacher. In language teaching, teachers can provide all the necessary circumstances and input to enhance the learner attitude because; success in learning depends on learners having a responsible attitude. There are many materials such as: Monolingual and bilingual dictionaries; Grammar books; Homework; The Internet also may be an excellent source of authentic listening and reading texts, blogs, chat rooms, etc. Navarro and Brady note that authentic texts: “can play a key role in enhancing positive attitudes to learning, in promoting a wide range of skills, and in enabling students to work independently of the teacher” (Navarro and Brady, 2003, p. 7).

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1.2.1.4. Learner Anxiety:

It is considered as the second psychological factor which has noticeable effects on learning. “Anxiety [...] has been recognized as a key factor in successful language learning” (Horwitz & Young, 1991; MacIntyre & Gardner, 1991, cited in Benson, p. 71). Many researches have been made in order to recognize learning environment in which anxiety is noticed the most. Benson believes that anxiety can be most noticed in language learning classrooms (p. 71). The field of language learning needs a serious effort from learners to acquire different skills and provide more practice especially inside classroom in front of other learners. These challenges can raise pressures and concerns that will be transformed into the feel of anxiety.

1.2.5. The teacher's role within the CBA:

It is becoming increasingly difficult to ignore the role of teachers for the implementation and development of learner autonomy. Teachers play an important role because they are responsible for developing a learning environment to promote learner autonomy. As a result, it is their duty to train the less successful learners to become more successful in language learning.

Learner autonomy is based on the idea that teachers teach how to learn. Therefore, teachers train learners to gradually become more active, reflective and critical thinkers in using learning strategies for their own learning as well as encouraging them to initiate experimental practice inside and outside classroom. Teachers involve learners in the decision making process. them to develop a conscious awareness of their language learning strategies and their effectiveness, and their beliefs about the language learning process

Additionally, heighten learner awareness of their own strengths and weaknesses in language learning and the range of strategies which they can choose to help them learn the

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target language most efficiently and to develop responsibility for their own learning. Language teachers could adapt and apply these strategy training frameworks to suit students. Teachers should also assess students' beliefs about language learning, and the learning strategies they already use which should be at different ages and different levels of language proficiency and give them opportunities to experience the advantages of applying strategies to the learning.

Furthermore, the teacher plays the role of the facilitator, counselor and resource. Benson, (2001) mentions teachers are supposed to be supportive, patient, tolerant, emphatic, open and non-judgmental. To support learner autonomy, teachers consider learners as their partners in achieving common goals. opportunity and motivation also have important roles in encouraging the learners to engage in language learning and to use learner strategies They motivate learners by encouraging commitment and self-confidence. As partners, teachers help learners overcome obstacles. They are always ready to enter a dialogue with learners.

However, it is pointed out that in order to promote learner autonomy in the teaching contexts, teachers need freedom so that they can apply their own autonomy in teaching. Moreover, the is an essential factor in fostering autonomy but not the only responsible. the students should have positive attitudes toward the target language and language learning. what will make them encouraged, aware and more responsible for their own learning. **Conclusion:**

In the light of what has been just discussed, one can notice how the CBLT encourages the learner to take responsibility of his learning, rather than the spoon feeding policy. According to neo-Vygotskian psychology, which supports the idea of autonomous learning, learning a new language is quite different to learning any other subject. It is important that the students discover the language for themselves, with only a little guidance from their teacher so that they can fully understand it. Most of the autonomy studies emphasize the importance of changing teacher-dependent learning

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habits, increasing learners' motivation, and the use of effective learner strategies throughout the development of learner autonomy in language classrooms.

Chapter Two: Data Analysis and Interpretation

This second part of our research work aims at collecting data concerning students' and teachers' awareness of the concept of autonomy and its significance and importance within the learning process. It also indicates the issues that may face teachers when improving learners' autonomy inside and outside the classroom. Throughout this chapter, we will try to analyze the data that have been collected from both teachers' interviews, students' questionnaires, and classroom observation, in which learners' autonomy and their dependence on the teacher will be observed and analyzed. And also to investigate the teacher's role in promoting autonomy.

2.1. Methodology:

The quantitative method of research was used when analyzing only some responses in the questionnaire. While the qualitative method of research was employed during the observations and when analyzing open-ended questions in the questionnaire. Tools used in data collection are considered as a crucial triangulation component aimed at obtaining a richer description of learner autonomy in the secondary education in Algeria. This has been done to double-check the validity of the results and to collect as much data as to help us tackle the problem from different angles. This is similarly stated by O'Malley and Chamot (1990) who draw attention to the importance of using multiple data collection methods in research. In the same line of thought Robert et al. (1994) say that:

A combination of data source is likely to be necessary in most evaluations, because often, no one source can describe adequately such a diversity to features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources, collected by different methods and by different people (i.e. triangulation). (Robert et al., 1994, p. 137)

Chapter Two: Data Analysis and Interpretation

2.2. Sampling

To follow up this study, we have chosen our informants among teachers and learners, both of them are required to fill in respective questionnaire that would serve as tools of data collection

2.2.1. Teacher's Profile:

The informants are teachers of English in the Wilaya of Tiaret, city of Mehdia and Dahmouni. Their teaching experience varies from one another, they are in charge of different levels 1AS, 2AS, 3AS. The interview is addressed to randomly selected teachers without reference to their age, but experience. Their number is 8 teachers, all of them are full time teachers. The choice of the secondary teachers is due mainly to the fact that those teachers are much aware of their pupils' level of proficiency and their autonomy in learning English. These pupils are supposed to be matured enough to take charge of their own learning. It is quite difficult to speak about autonomy in middle school, since learners are still beginners they rely so much on the teacher. The interview was given to the teachers in the 8th and 13th March 2017.

2.2.2. Learner's Profile:

The study is concerned also with 3rd year pupils their age is about 18-19 years old. The questionnaire is addressed to randomly selected pupils their number was 25 students from the scientific stream we have worked with a limited sample of students due to the huge proportion of third year students and the impossibility of gathering data because of the limited time and the huge number of students. Taking into consideration the whole population of third year students which represent a number of 180 students; twenty-five 25 students have been selected randomly to be our sample. These students have learnt the English language since the first year in the middle school. As these pupils come from government schools, they share nearly the same educational background. Arabic is their mother tongue. French is their first foreign language and English is their second

Chapter Two: Data Analysis and Interpretation

foreign language. Choosing third year students to work with was a conscious and deliberate decision because of the following reasons:

- 1)- They have already a well background and a considerable experience in terms of independency and autonomy in learning.
- 2)- They are preparing for the baccalaureate exam and are about to graduate, so they have bigger challenges and more effort to give comparing to first or second year students.
- 3)- Most importantly, third year students are not like first / second year students who are not familiar with taking most of the responsibility for learning improvement and learning progress.
- 4)- They have been chosen precisely because they have been learning English through the CBA for seven years. they are supposed to be aware of their strengths and weaknesses not only in language learning but also in other subjects.

2.3. Data Gathering Instruments:

2.3.1. pupils' Questionnaire:

2.3.1.1. Aim of the Questionnaire:

We have designed a questionnaire for third year students of secondary school to collect data about their background knowledge about autonomy, attitudes towards classroom activities. A questionnaire was chosen as the instrument in the collection of data, mainly for two reasons. Firstly, a questionnaire can yield a large amount of data when time and resources are limited, as was the case in the present study. Secondly, while for example individual interviews can offer in-depth insights into an issue from a specific point of view, a questionnaire allows for the collection of larger amount of data and, therefore, more generalizable results, which were the aim of the present study.

Chapter Two: Data Analysis and Interpretation

2.3.1.2. Description of the Questionnaire:

Students' questionnaire has been given to 25 third year students. And in order to Tackle different points The questionnaire was divided into three sections.

Section One:

Consists of three questions that aim at gathering personal information about the student: gender, level in English and whether he/she heard before about the concept of learning autonomy.

Section Two:

Includes questions about learners' attitudes towards learning in the classroom, their participation in classroom activities, and their opinions about the responsibilities of the learning teaching process

Section Three:

It was adapted from the Learning Climate Questionnaire (LCQ) by Williams and Deci (1996). the LCQ is adapted and modified to fit the aims of the present study, it is divided into meaningful sub-sections. Which show that the promotion of learner autonomy seems to consist of different themes. the themes included learning strategies, Support, Motivation Goals and needs, the Choice of materials.

2.3.1.3. Analysis and Interpretation of the Questionnaire

Section one:

Q01: students' gender

Gender	Male	Female
N	03	17
%	15	75

Table 2.1: students' gender

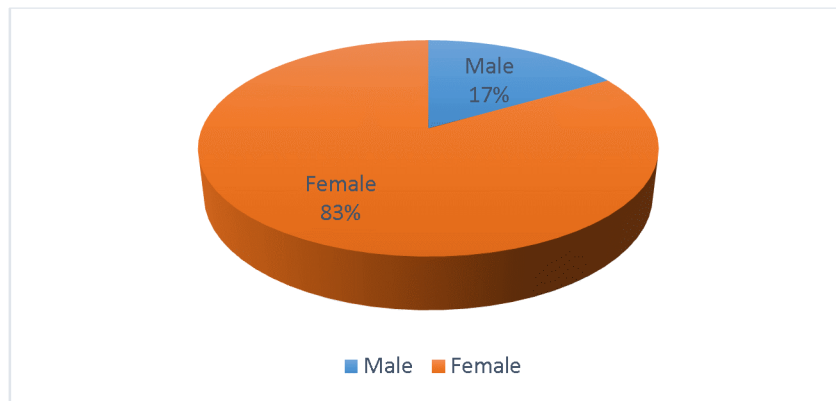


Figure 2.1: students' gender

There is a big difference between the number of males (15%) and females (75%). This shows that girls have more tendency to be volunteers than boys.

Q02-Students' Level in English

Level	Good	Average	Bad
N	10	8	2
%	50	40	10

Table 2.2: students' Level in English

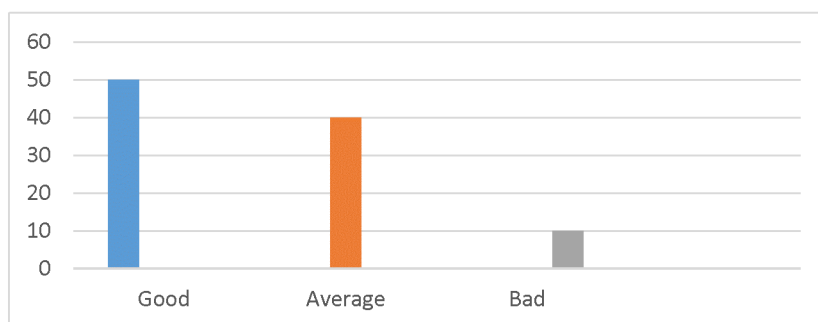


Figure 2.2: students' Level in English

Chapter Two: Data Analysis and Interpretation

From the table we can say that half of the student (50%) have a good level in English language learning, (40%) have an average level, and (10%) have a bad level. When asking the one with bad, how do you justify this? they said the following:

- because I always forgot the things that I learnt. I don't have the opportunity to use it. It is like I haven't learnt them before.
- maybe I speak English only in school and not after the lessons.
- I' good in speaking because I listen to English more than I read it, but When writing I make a lot of mistakes.

Q03- Students' knowledge about 'learning autonomy'

Answer	Yes	No
N	0	20
%	0	100

Table 2.3: students' knowledge about 'learning autonomy'

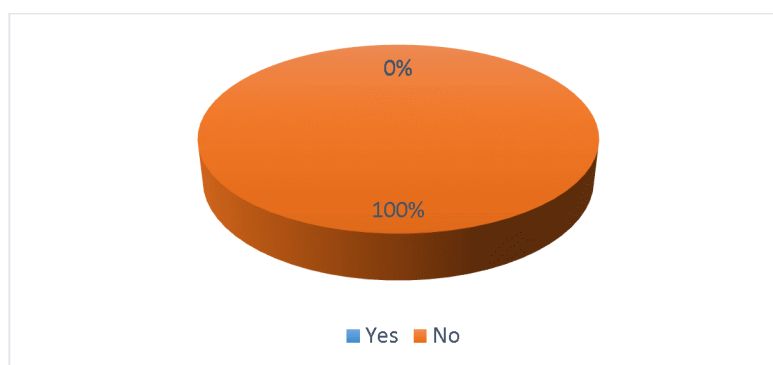


Figure 2.3: students' knowledge about 'learning autonomy'

Chapter Two: Data Analysis and Interpretation

As we see in the table above students have no idea about the concept of learner autonomy. (100%) of the student said that they never heard of this term even when I translated to them in her mother tongue. This means that they are not aware about this concept and its importance in the learning process.

section two: Autonomy in classroom

Q01- Participation in classroom activities

Answer	Yes	No
N	16	4
%	80	20

Table 2.4: Participation in classroom activities

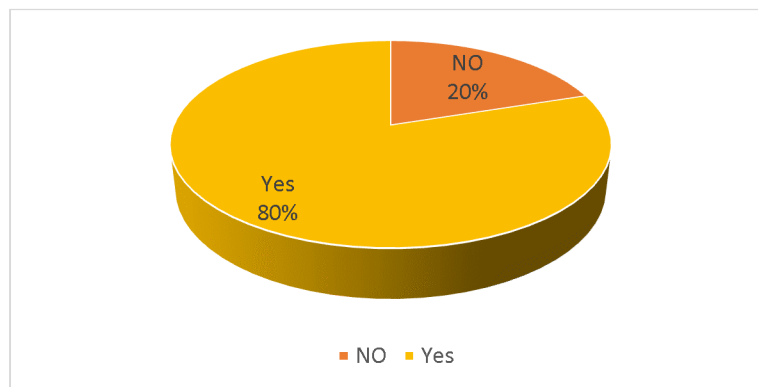


Figure 2.4: Participation in classroom activities

80 of the students are evaluated as active students because they like to participate in classroom activities. The other (10%) said that they don't like to participate.

Q02- Preferable activities

Chapter Two: Data Analysis and Interpretation

Answer	Written activities	Group discussion	Presentation
N	4	14	2
%	20	70	10

Table 2.5: Students' Preferred Activities in Class

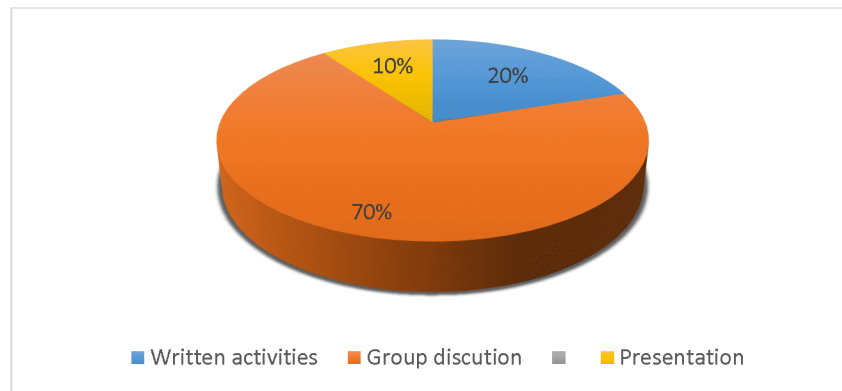


Figure 2.5: Students' Preferred Activities in Class

These comments show that (70%) of the students preferred practicing group discussion activities instead of reading textbooks and doing paper work. They justified their choices by saying that group discussion allows them to:

- to talk freely and communicate better and easily
- to have big amount number of ideas and of opinions.....
- to change the daily routines

and some said that they just like to learn in an active way instead of reading and writing. The other (20%) preferred learning English through written activities because they believe that through this kind of activities they can express themselves learn the ideal methodology to answer different questions. The rest (10%) choose to do the language activities in a form of presentation but they didn't justify their choices. The participant choosed different activities because it suited their styles of learning, but it is a pity that they are not aware of this

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Q03- dependence on their Teacher.

Answer	Totally	Partially
N	12	7
%	60	35

Table 2.6: Dependence on their Teacher.

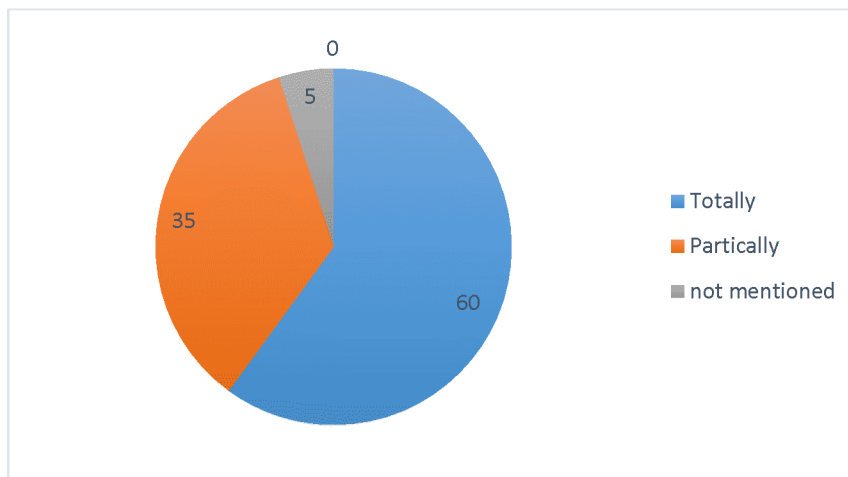


Figure 2.6: Dependence on their Teacher.

Through the table we see that the majority of the participants (60%) were honest and said that they totally depend on their teachers. the other (35%) of the participants said that they depend partially on their teachers. with this regard it seems that these students have some readiness to be autonomous learners. while (5%) of the participants did not respond.

Q04- the learning is the responsibility of

Answer	Teachers' responsibilities	Learners' responsibilities	Shared Responsibilities
N	1	0	19
%	5	0	95

Table 2.7: the learning is the responsibility of.

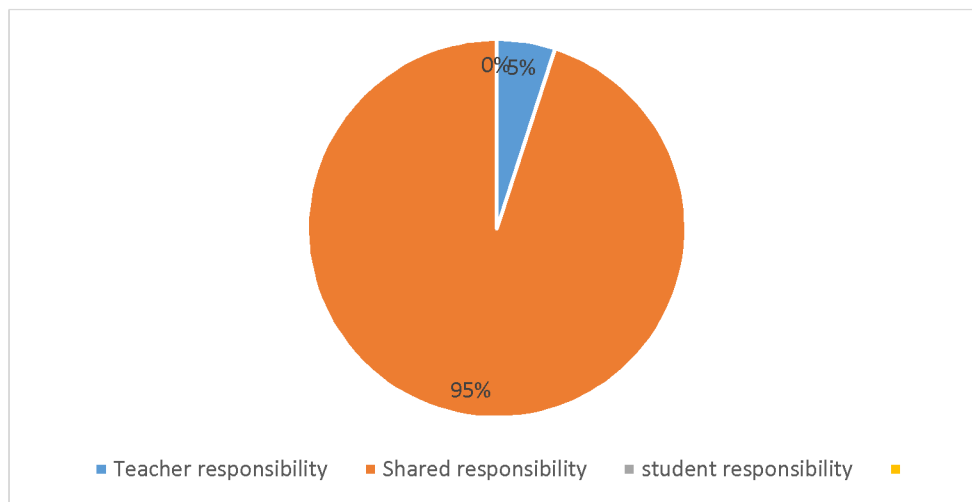


Figure 2.7: the learning is the responsibility of...

From the table we can read that (95%) of the participant believe that the learning process is should be shared responsibility between the teacher and the learner. When asking them why they answered as follow:

.....there must be a kind of cooperation between the teacher and his students to build the knowledge.

.....to help the teacher does the lessons on some basis that the learner should have.

.....yes the teacher has an important role but the learner also must contribute in the learning process. The other (5%) believe that learning is the teacher's responsibility because they will fill more comfortable when the teacher is taking charge in the learning process.

Section three: condition for learner autonomy

Chapter Two: Data Analysis and Interpretation

A)- Learning strategies

The question my English teacher.....

Answer	Usually		Sometimes		Never	
	N	%	N	%	N	%
allows me to work with a partner/in groups	3	15	17	85	0	0
offers various task alternatives, from which I can choose the one that suits me best.	0	0	10	50	4	20
I can question the practices that do not work well in my opinion.	2	10	3	15	15	75
My English teacher responds to feedback in teaching.	4	20	6	30	10	50
allows me to approach tasks in my personal way	5	25	6	30	9	45
pays attention to the process of learning (instead of the outcome) in evaluation.	3	15	7	35	10	50
- allows me to correct my tasks/tests/written assignments myself.	2	10	6	30	12	60
-makes me notice my mistakes and helps me in correcting them.	9	45	4	20	13	65
helps me in discovering my strengths and weaknesses.	5	25	6	30	9	45
allows me to work on my weaknesses e.g. by letting me choose tasks that practice my weaknesses	5	25	5	25	10	50
allows me to bring out my strengths e.g. by letting me help other students.	7	35	3	15	10	50

Table 2.8: Learning Strategies

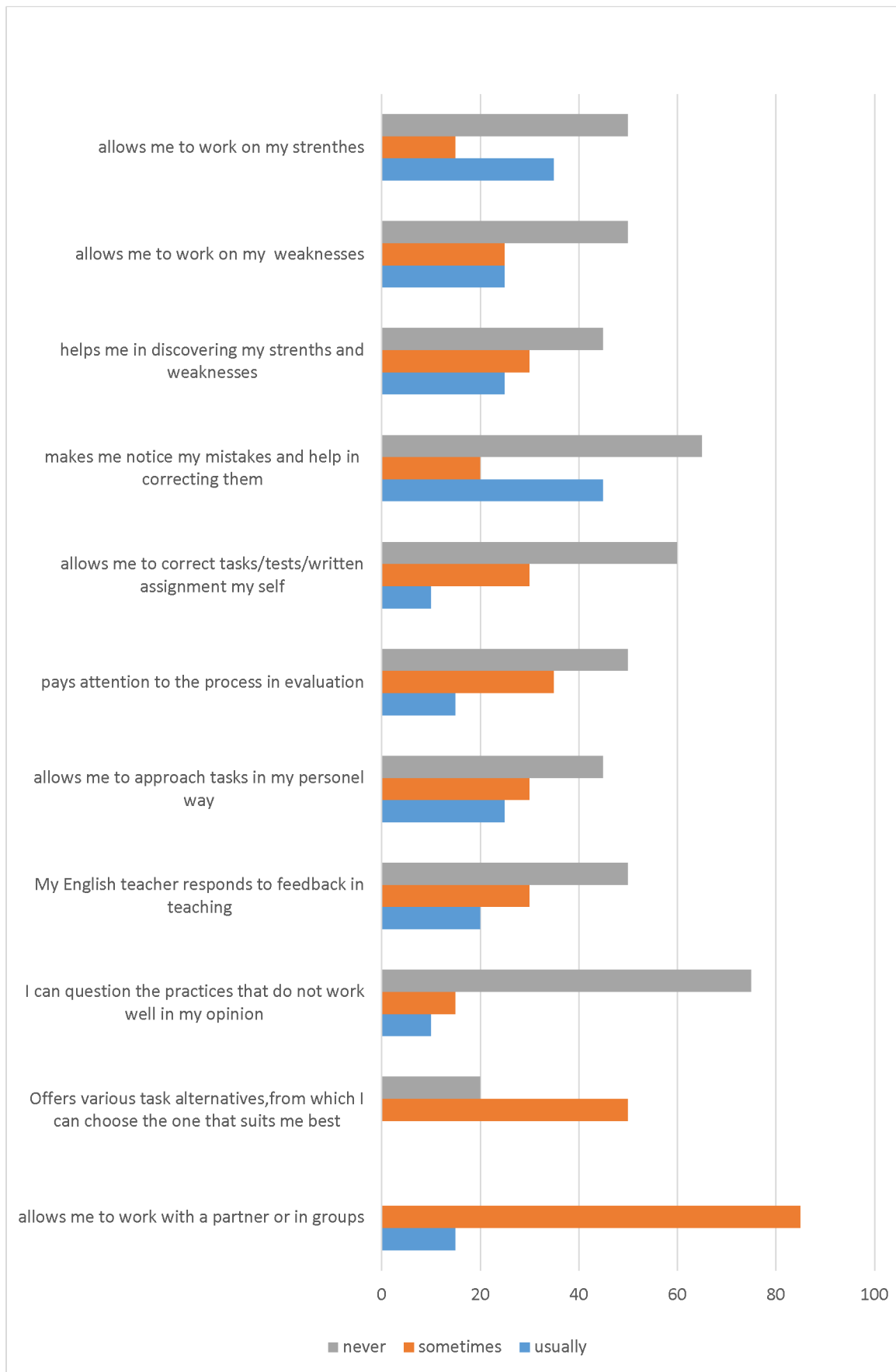


Figure 2.8: Learning strategies

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From the table above we can read that only two statements were evaluated by the majority of the participants as Being true sometimes. The first statement (allows me to work with a partner/in groups) was evaluated as being sometimes true by (85%) of the participant, and the second Statement (offers various task alternatives, from which I can choose the one that suits me best) was evaluated as being sometimes true by (50%) of the participant. the statements (3,4,5,6,7,8,9,10,11) were being never true by the majority of the participant the medium is 60%. To sum up, almost all of the statements concerning learning strategies were

Evaluated most of the time negatively than positively: only two statements (statement 1 and two) were evaluated positively. Through this data, I can read that the participants' teachers do not give opportunities to their students to engage in the learning process. These teachers do not allow their students make any decisions concerning the lesson or the activities they have. these teachers do not give much importance to make their students notice their strengths and weaknesses and most of the time they do not respond to feedback in teaching. In this regard the learners will never fill that their opinions are not taking into consideration. Aa result, this learning process is teacher-centered and not learner centered. It is clear that the participants' English teachers do not trust their students 'abilities because they do not involve them in the decision making and choosing what suite their learning styles. This part aims to provide data about pupils 'use of autonomous strategies while learning. Such as: self-management and self-evaluation.

B)- Support

My English teacher.....

Answer	Usually		Sometimes		Never	
	N	%	N	%	N	%
Encourages me to ask for help and advise	15	75	2	10	3	15
Offers help when I need it	19	95	1	5	0	0
Encourages the students to ask for help from one	8	40	12	60	0	0

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another when necessary						
Encourages me to help other student when necessary	11	35	6	30	1	5
Makes sure when working in groups, everyone participate in a way that suits their skills best	7	35	10	50	2	10

Table 2.9: Support

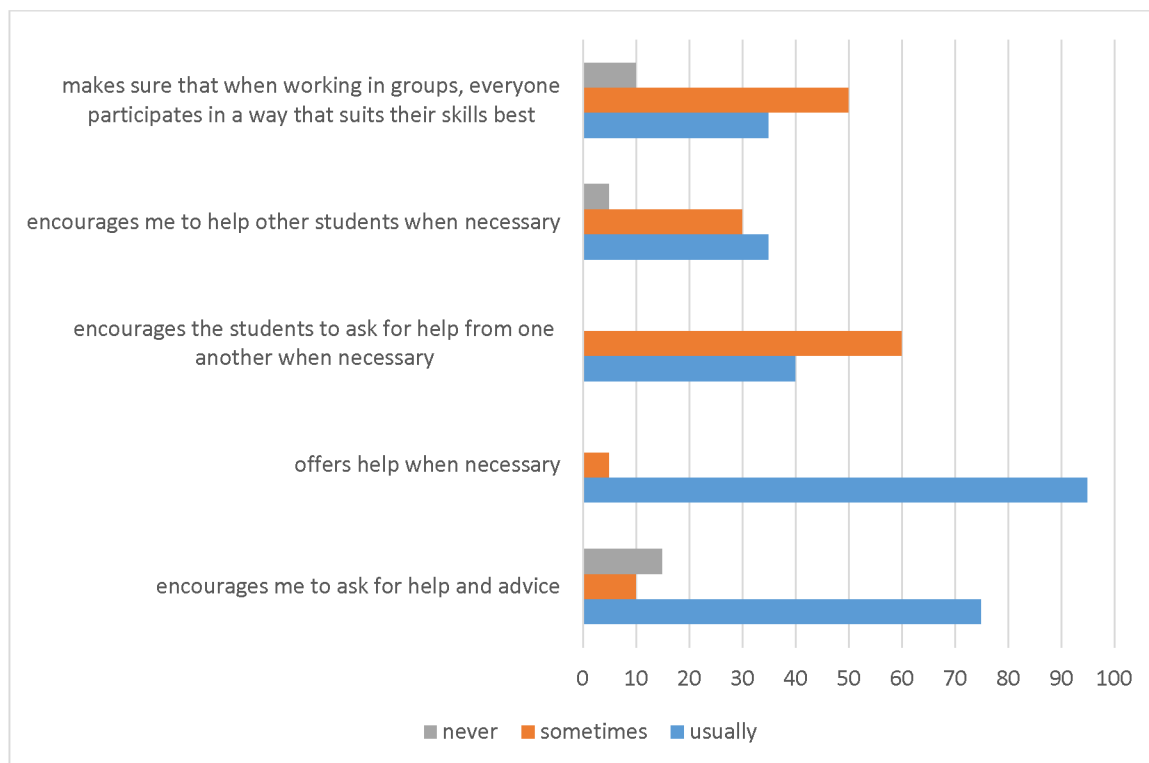


Figure 2.9: Support

From the table above we can see that three statements (1st, 2nd and 4th) were evaluated as being always true by the majority of the participants. The first statement (Encourages me to ask for help and advice) was evaluated as being always true by (75%) of the participants. the second statement (Offers help when I need it) was evaluated as being always true by (95%) of the participants. And the fourth statement (Encourages me to help other student when necessary) was evaluated as being always true by (35%) of the participants. And two statements were evaluated as being sometimes

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true by the majority of the participants. To sum up, almost all of the statements concerning learning strategies were evaluated most of the time positively than negatively.

c)- Motivation:

My English teacher.....

Answer	Usually		Sometimes		Never	
	N	%	N	%	N	%
Helps me in finding out what motivates me in learning English	2	10	11	35	5	25
Helps me understand why learning is useful	8	10	9	45	3	15
Encourage me to use English in other areas of my life	7	35	10	50	2	10
Encourages me to take part in decision-making	3	15	4	20	13	65
My English teacher encourages me to ask questions	10	50	7	35	0	0

Table 2.10: Motivation

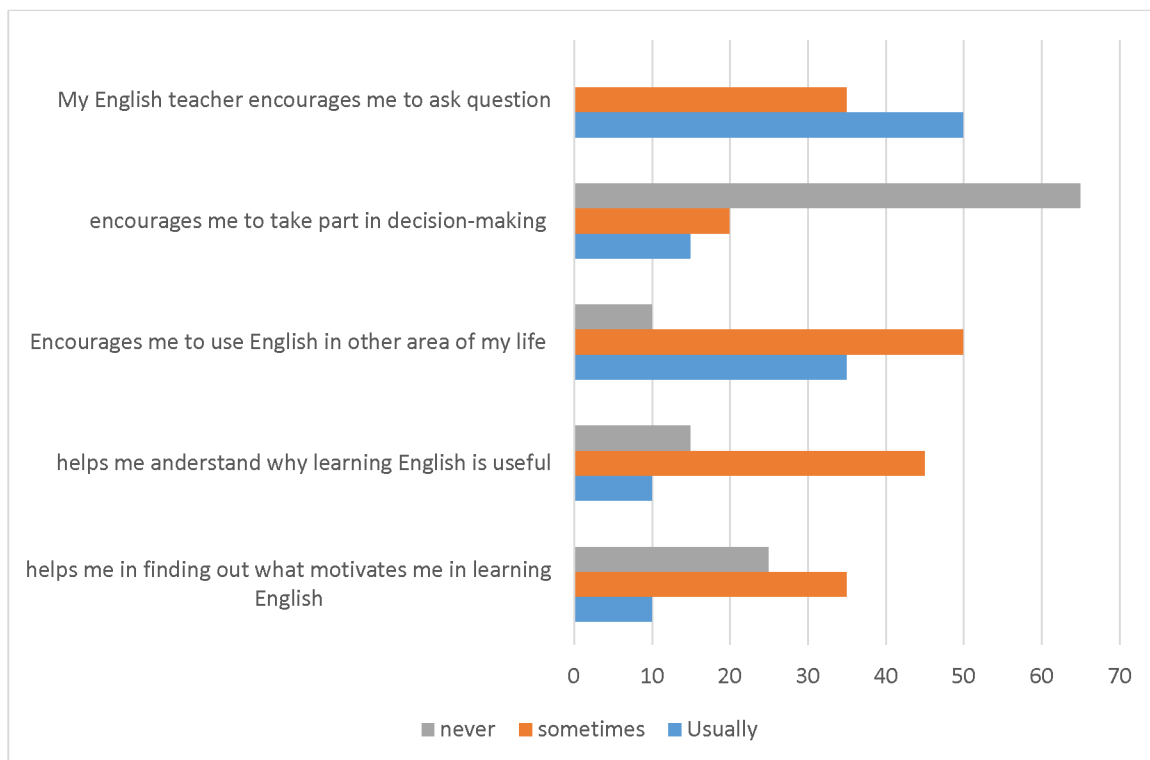


Figure 2.10: Motivation

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From the table above we can see that three statements (1st, 2nd and 3rd) were evaluated as being sometimes true by the majority of the participants. The first statement (Helps me in finding out what motivates me in learning English) was evaluated as being always true by (35%) of the participants. The second statement (Helps me understand why learning is useful) was evaluated as being always true by (45%) of the participants. And the third statement (Encourage me to use English in other areas of my life) was evaluated as being always true by (50%) of the participants. And two statements (4th and 5th) were evaluated as being usually true by the majority of the participants. To sum up, almost all of the statements concerning motivation were evaluated most of the time positively than negatively. Since the teachers helping their students to find what motivate them to learn and understanding the purpose of learning, so they are doing great efforts in motivating them. However, they do not give them much opportunities to take parts in decision-making what may stand as an obstacle in building learning autonomy.

E)- Materials:

My English teacher.....

Answer	Usually		Sometimes		Never	
	N	%	N	%	N	%
Offers me references materials	13	65	2	10	2	10
Offers me guidance in using reference materials	4	20	4	20	8	40
Watching to videos, movies and read books	5	25	4	20	7	35

Table 2.11: Materials

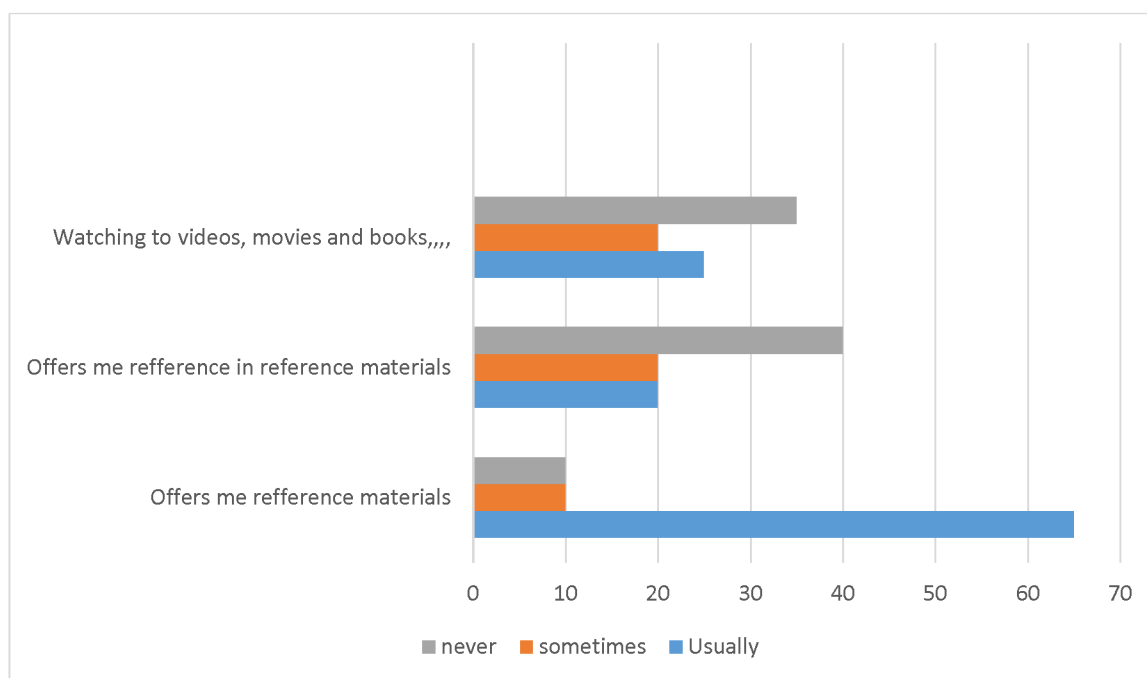


Figure 2.11: Materials

From the table above we can see that only one statements (Offers me references materials) was evaluated as being usually true by the majority of the participants. The other two statements were evaluated as being never true by the participants. the statement (Offers me guidance in using reference materials) was evaluated as being never true by (40%) of the participants not to forget that the only the only reference materials that teachers provide are dictionaries. And the statement (Watching to videos, movies and read books) was evaluated as being never true by (35%) of the participants. To sum up, almost all of the statements concerning motivation were evaluated most of the time negatively than positively because offering reference in the language classes play an important role in promoting the learning autonomy.

In conclusion, the overall data emerging from the questionnaire simply indicate that the participating English language student showed their teachers positive and negative attitude toward autonomy. In other words, most student teachers feel that students should be encouraged to take part in various decisions on teaching/learning so they can take responsibility for their own learning, but to some extent.

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2.4.2. teachers' interview

2.4.2.1. Aim of the interview

individual interviews can offer in-depth insights into an issue from a specific point of view. because we seek to answer the questions about the teachers' awareness of the notion of 'learning autonomy' and the challenges that may face them when trying to promote their students' autonomy inside and outside the classroom, we aim as well at investigating the role of the teacher in encouraging students to take some responsibilities over their learning process and education.

2.4.2.2. Description of the interview

The teachers were asked open-ended additional questions in order to collect data on their general understanding towards learner autonomy. concerning their qualification, experience in teaching English we had semi- structured questions which have already been prepared by the researcher so as to be answered by the English teachers and have been modified according to the teachers answers and comments. these questions are presented below:

- 1- What does 'learner autonomy' mean to English language teachers?
- 2- To what extent, according to the teachers, does learner autonomy contribute to L2 learning?
- 3- Generally, autonomous learning refers to a state in which learners have a capacity to recognize learning needs, to make decisions about the learning process, and to solve their learning problems. Can you describe your students as autonomous learners?
- 4-to what extend do teachers say that they promote their learner autonomy?
- 5- What challenges do teachers face in helping their learners become more autonomous?
- 6-Is it harder to promote learner autonomy with low level language learners than it is with the others learners? Or The mastery of the language does not affect the learners ability to develop autonomy.

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7- What should teachers do to enhance learners' sense of responsibility towards their

Learning inside and outside the classroom? Concerning: decision making, motivation, the choice of learning materials and activities.

2.4.2.3. Analysis of teachers' interview

1)- As was mentioned previously, interviews with volunteer teachers were conducted. Were based on their perceptions on learner autonomy. In response to the question 'What does 'learner autonomy' mean to English language teachers? Teachers had the following opinions:

.....the learner should be able to manage the language tasks in any given situation at any time.

.....to take part of the responsibilities during the learning process.

.....to work alone and not to depend on only the teacher.

2)- Concerning the question "- To what extent, according to you as an English language teacher, does learner autonomy contribute to L2 learning? How?", the following comments are representative of the teachers' views.

.....it can help the evolution of development of learning second language acquisition by giving much attention to the learning more than the teaching.

.....when the learner depends on himself, we will save a lot of time.

3)- Regarding the question Generally, autonomous learning refers to a state in which learners have a capacity to recognize learning needs, to make decisions about the learning process, and to solve their learning problems. Can you describe your students as autonomous learners? The following extracts from the

Teachers' interviews captured some of the significant responses to this question.

.....no, I don't think so, because sometimes they find a lot of difficulties in dealing with new vocabulary and because of the load of other subjects, they always complain that they meet many drawbacks for that reason they don't feel as autonomous learners.

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..... Because there still a traditional learning at the majority of the classes.

.....no , not really they always depend on me and they all the time wait me to answer the questions.

4)-In relation to the question “to what extend do teachers say that they promote their learner autonomy? Teachers have the opinions below.

.....I assign students tasks that require them to use sources outside the classroom.

..... I try to give my students varied tasks like individual/ groups /or pair work.

..... Encouraging students not be afraid to make mistakes, to make them confident.

.....yes I do when possible. I vary the techniques to in order to make the learner motivated and interested.

.....to be honest not very much, due to many issues.

5)- What Aare these issues and challenges that teachers face in helping their learners become more autonomous?

..... Because most of the time they do not know what is best for them.

.....they Always try to think in Arabic and practice in English.

.....the lack of materials like data show and laptops.

.....crowded classrooms, lack of equipment.

..... Limited learner contact with English outside the classroom

.....Learners’ focus on passing tests

..... Most students wait to be spoon-fed by the teacher. And don’t have sufficient Background.

6)-Is it harder to promote learner autonomy with low level language learners than it is with the others learners? Or The mastery of the language does not affect the learners

Ability to develop autonomy

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.....the majority of my students have low abilities what may affect their choices and decisions.

..... No, the mastery of the language have no relation with autonomy.

..... yes, we as teachers face a lot of difficulties with low abilities students more than with average abilities students.

7- What should teachers do to enhance learners' sense of responsibility towards their

Learning inside and outside the classroom? Concerning: decision making, motivation, the choice of learning materials and activities.

..... Teachers must motivate their students and support them in every steps.

.....promoting autonomy would be effective if there are enough available materials at the institution.

..... Student will fill autonomous only when they are engaged in the learning process

..... Allowing students to make decision to some extend otherwise it would a bad idea.

1)- Through the teachers' responses, we come to conclude that to some extend they are aware of the concept of the learner autonomy. It is true that the students must take charge of responsibilities, but not working alone as some teachers said in opposite they need to work in collaboration with their teachers and classmates.

2)- they also believe that when the learners fill autonomous it will positively affect the learning process.

3)- In connection to this, most of the time the students depend on their teachers so, they cannot concenter them as autonomous learners.

4)-some teachers said that they do some efforts to promote help their learners being autonomous by using varied class activities and motivating them. Other teachers admitted that they are not working a lot on this issue because, these kind of teachers still consider themselves the first and the most

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responsible element in English learning process, so any change will not be easily accepted and applied. In this context Miliani (1991) explains:

Some teachers see themselves as unique fountains of knowledge not to be questioned. This means that any new technique brought into such a pedagogical landscape which seems to challenge the teacher's authority is something of a blasphemy.

(Miliani, 1991:70). From this quotation we read that the shift from a teacher-centered to a learner-centered approach will face some difficulties before it is applied perfectly.

5)- though the positive attitude teachers hold about autonomy, unfortunately they face a lot of difficulties like lack of equipment, the Learners' concentrating on passing tests and exams, and the long period of the traditional way of teaching that both the teachers and the learners get used to.

6)-Most of the participants teachers claimed that they do not allow their students to take part in decision-making in the sense that they are not sure that their students will make the right choices spatially when taking into consideration their lack of awareness and low abilities.

7)-Finally, to promote the learning autonomy, teachers suggested some reasonable ideas like motivating them to depend on themselves and engaging them in the learning process, and according to them this can only work when there is a suitable learning atmosphere and enough materials to be available at school. After analyzing the teachers' interviews we get to conclude that Teachers motivate and support their students but when coming to reality they don't trust them. The student teachers are not of the opinion that learner involvement in the planning of both the short and long term objectives of the course is essential to learner autonomy. They don't share the idea that students should be given a chance to participate in the decision-making process in collaboration with their teachers.

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2.5.3. Classroom observation:

2.5.3.1. Aim of the observation

In order to gather information to what extent the observed classroom pupils and students) is an autonomous one or not, I had used the tool of observation. This later will empower the first two tools, and gather information from another angle.

2.5.3.2. description of the Observation

The classroom observed consists of 38 pupils, 13 boys and 25 girls. Their curriculum comprises 10 subject matters. They attend 2 lectures hours a week, which were devoted to the English lessons. The teacher is a woman who has been teaching English for eleven years.

The notion of autonomy in the classroom needs sufficient time to be observed, that's why one of the limitation is that The observation has lasted for only one month. During this month I have attended different lessons in order to observe learner engagement, teaching method as well as learners' use of learning strategies in the English language classes. My aim was also to investigate whether the English teachers use different materials and how students respond to all of this. In this study the observer need to shed light on the issues that may face teachers in promoting autonomy. Such as involving their student in the class activities, using different materials, and most of all helping their student to depend on themselves. In order to measure all of these aspects I have depended on the table which is developed by Nunan(1996). This table presents a picture of what an autonomous classroom and non- autonomous classroom look like.

2.5.3.3. Analysis and interpretation of the Observation

In light of the observation data one can easily argue that:

1)- it has been rare where the teacher try to involve her students in decisions such as individual/pair group work, what kind of materials to be used, type of class activities and type of homework

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activities. Provides them with choice of have been very rare. In connection to this, her students did not complain about this because they got used to this way of teaching. Teacher make all decisions about content and classroom norms and do not make them with reference to students.

2)-students are exposed to the activities they are expected to perform instead of introducing range of activities by taking students 'needs and interests into consideration. The only materials that were used was the text book (the lesson, the tasks). As result, students have not given sufficient opportunities and control over the classroom activities and materials. In an autonomous learning environment, students must have freedom of choice of materials that they employ in the classrooms. Through this, students are encouraged "to access and use resources in their contexts, to carry their learning and to develop strategies for taking greater responsibility for their learning" (white, 2003, p. 34).

3)- the assessment and evaluation is conducted in a traditional manner. Tasks, homework, and even exams are corrected by the teacher. The correction took a lot of time instead of focusing on only the weaknesses that the students have. Beside all of this, there was a positive thing that i have noticed, that is, most of the time the teacher offered her students help and encourage them to ask questions at any time (before/ during/ and after the lesson). They also encourage them to help each other. Sometimes the teacher gives his students some authentic situation in the warming up activity in order to foster her learners' autonomy. This kind of procedures allow students to make connections between what they already know (prior knowledge) and new content to which they're exposed which will stimulate students' thinking and involve them in the learning process. I could also observe a general atmosphere in class. The students reacted to the study habits topic very positively, they were eager to communicate and had many ideas related to the topic. Furthermore, they reacted even to personal questions about their study problems which gave them quite naturally the opportunity to experience some support and empathy from each other.

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to sum up, with regard to the observation data the researcher gathered, we get to conclude that this is a non-autonomous classroom, because it does not have the characteristics that an autonomous classroom should have.

Conclusion:

On the basis of the findings of the students' questionnaire, teachers' interview, and classroom observation the student does not seem to have a very-well constructed notion of learner autonomy including the responsibility, awareness, and self-assessment. It would make sense to offer some suggestions to help teachers overcome the different challenges that may face them and to remove barriers and ambiguity concerning the concept learner autonomy for both teachers and students.

Chapter Three : Recommendations and Limitations to the Study

Introduction:

The findings of the previous chapter have shown the positive attitude that teachers hold about autonomy, nevertheless they are not ready to apply it, because the teacher still considers himself the first and the most responsible element in English learning process. the roles and relationships in the language classroom need to change i.e. the learner needs to transfer to an active element, and the teacher needs to transfer into a facilitator. In this respect, some recommendation will be offered which may provide some insights for language teachers who are interested in promoting their learners' autonomy.

3.1. Eliminating the Misunderstanding of the Concept:

One major finding of this study was that students' teachers haven't got a clear view of learner autonomy and the involvement of students in the learning process. Therefore, barriers and ambiguity concerning the concept learner autonomy should be eliminated for the advantage of all.

Firstly, both learners and teachers need to have a clear idea of the notion of autonomy, its significant and its contribution in EFL learning. Many studies on the promotion of learner autonomy are concerned with students' and teachers' perceptions of learner autonomy, or, as it is referred to their readiness for learner autonomy. These kinds of studies are often concerned with the beliefs, attitudes that affect students' and teachers' willingness to implement the principles of learner autonomy.

Secondly, learner autonomy is very often misunderstood as learner independence. Such interpretation is misleading as it denotes learners' independence of their social environment including learners' independence of the teacher or any kind of interaction. Such confusion will prevent to achieve the major communicative learning goal that is to learn in cooperation. Autonomy is one of the most significant element of the CBLT that is based on the constructivist approach. This

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later, mostly support the idea the learning process should be carried in cooperation i.e. That the learner is expected to work in interaction with a teacher and peers. Even though the learner is likely to be independent from the teacher in terms of decision-making or setting goals, it does not exclude the interaction with other participants of the learning process.

Pouring in the same vassal, Prior studies have explained the relationship between the success in learning and in teaching and the nature of teacher-learner interaction. In this concern, language class is expected to be one group where interaction is a fundamental element that should be existent between the members of this group.

3.2. Involving Students in Decision-Making:

In the light of what has been discussed in the second chapter (data description and analysis) most of the participants' English teachers do not involve their students in the decision making and choosing what suite their learning styles. There is evidence in research studies to support the claim that "increasing the level of learner control will increase the level of self-determination, thereby increasing overall motivation in the development of learner autonomy" (Chan 2001, p. 506). Making decisions allows the learners feel empowered that they have control or ownership over their own learning. This, in turn, helps them develop a sense of responsibility.

In this context, a series of studies have supported the idea that students' opinions should be taken into account by involving them in the decision making process concerning the objectives of the course, classroom management, homework tasks, and the selection of materials. It should be noted that practicing such indicated a strong preference for a more autonomous learning process. In this connection, the students would probably feel ready to pass into some responsibilities and choices in their learning.

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Due to the wide acceptance of learner-centered methods and approaches to teaching foreign languages, more weight is currently put on the role of the learner in the learning process. Teachers should give opportunities to their students to engage them in the learning process because, learners are no more viewed as passive recipients of information, but as active interpreters and processors of knowledge. If These teachers do not allow their students to make any decisions concerning lessons or activities they supposed to have, this learning process will not be viewed as learner-centered rather more it is teacher-centered.

Thus, in order to contribute to the development of learner autonomy in Language classes, it is vital that students be involved in making decision about Their own learning. And this can be achieved only when the teacher is ready to share responsibility with his students.

3.3. Teachers' Training

Promoting learner autonomy refers to encouraging students “to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired” (Holec, 1981, p. 3). This quotation further supports the idea that EFL teacher play a significant role in fostering their autonomy is to raise their awareness of the importance of autonomy in their learning.

In Algerian EFL context, teacher training programs should provide teachers with adequate training to foster their autonomy as well as that of their learners. So, one can notice that only well trained teacher will be able to create a motivational condition. These later, can improve the learners' beliefs and attitudes toward autonomy. And prepare them for taking much more responsibility in their learning.

Chapter Three : Recommendations and Limitations to the Study

Many studies set out with the idea that teachers themselves have not been trained in an autonomous way, they might have some negative attitudes towards the implementation of learner autonomy. Student teachers' beliefs on learner autonomy are very important components of their future teaching practices. In this regard, it would make sense to offer some suggestions for teacher educators to lift barriers in students' minds concerning learner autonomy.

- First, teacher educators should provide English teachers with effective strategies student to allow more room for greater motivation, negotiation and decision making.
- Second, teacher educators should encourage their student teachers to engage in Out-side-the classroom tasks so as to increase their autonomous behaviors.
- Third, it would be best that the teacher educators advise teachers to assign some tasks that might request to their interests and needs. In the sense that when these elements are taking into consideration learners will fill much more motivated.
- Forth, teacher educators should include some strategy training sessions in their syllabuses to encourage student teachers to experience the use of strategies which, hopefully, will enable them to understand better the nature of learning.
- Finally, I believe future teacher education programs should facilitate the adoption of learner autonomy principles in the future teaching practices of trainee teachers and provide them with the skills to develop autonomy for their learners.

3.4. Creating Motivating Climate:

Creating positive relationships between teachers and their students dealing with unmotivated students have been on the rise in recent years. Most of the time, motivating learners has been an effective step that teachers take for helping their students to develop their autonomy and responsibility. Teachers are able to help learners become responsible for their own learning in school as well as in life. What teachers may not know is how important the connection is between

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student motivation and self-determination and what are the appropriate ways for establishing a positive student relationships and creating productive learning climates?

3.4.1. Providing Students with The Appropriate Choices

Many studies have shown that motivation is related to whether or not students have opportunities to be autonomous and to make important academic choices. Teachers can focus on creating responsible and autonomous learners through the use of appropriate student choices. Providing opportunities to choose topics of interest stimulates students' natural curiosity and readiness to learn.

Many teachers fear that presenting more choices to students will lead to losing control over the classroom. However, research shows that in fact the opposite happens. When students understand their role as agent over their own feeling, thinking and learning behaviors, they are more likely to take responsibility for their learning. To be autonomous learners, however, students need to have some actual choice and control. For example, if a student show interest in reading a particular novel, but he or she have trouble understanding it because of difficult terms, the teacher can recommend a similar novel that has lower level vocabulary. The teacher can also have the student make a list of the unfamiliar words and look up their meanings. That is why teachers need to learn how to help students develop the ability to make appropriate choices and take responsible control over their own learning.

When students feel a sense of ownership, they want to engage in academic tasks and persist in learning. To help students develop the capacity to make choices for themselves, teachers need to help students understand their learning interests, dispositions to be active and autonomous learners and capacities or strengths in various content or skill areas. Include teachers showing students how to make learning choices and monitor the positive and negative consequences of their choices. To help students develop the capacity to make choices for themselves, teachers need to help students

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understand their learning interests, dispositions to be active and autonomous learners, and capacities or strengths in various content or skill areas (Deakin-Crick, mcombs et al., 2007; Deakin-Crick, Stringher, & Ren, 2014; mcombs, 2011; mcombs, 2014a, 2014b). Learner-centered practices include teachers showing students how to make learning choices and monitor the positive and negative consequences of their choices.

Modeling the skills involved in making well-informed and positive choices, teachers must set clear learning goals and help students understand that the choices they can make are within the context of the learning goals set by the teacher. From a theoretical perspective, this is supported by the self-determination theory of motivation advanced by Deci and Ryan (1985, 2001, 2002; Ryan & Deci, 2000, 2009, 2013). This theory states that if students can be supported in meeting their basic needs for competency, autonomy and relatedness in learning situations, they are more likely to develop into independent, self-directed and lifelong learners. Furthermore, extensive research on Deci and Ryan's theory has shown that under specific conditions, autonomy-supportive settings in the classroom have positive effects on self-regulated learning and motivation. Research from the psychological sciences continues to confirm that providing students with choice stimulates natural curiosity and motivation to learn.

In addition to enhancing student motivation to learn, research shows a number of other benefits that come from providing more learner choice and control, including:

- Greater displays of active planning and self-monitoring of learning.
- Higher levels of student awareness of their own progress and achievement
- More resourcefulness and efficiency in using learning resources.
- Higher levels of sensitivity to the social learning context.

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(Jennings & Greenberg, 2009; Jones, Bailey, & Jacob, 2014; Webster-Stratton, Reid, & Stoolmiller, 2008; Weisberg et al., 2012; Zimmerman, 1994.).

Benefits can also include broader educational outcomes such as:

- Staying in school.
- Higher academic performance.
- Self-regulation of learning such as doing schoolwork.
- Feelings of competence and self-esteem.
- Enjoyment of academic work.
- Satisfaction with school.

(Deci & Ryan, 2002 ; Ryan & Deci, 2009.)

3.4.2. Respecting the Students' Needs and Abilities

When deciding what teaching method to use, a teacher will need to consider students' Background knowledge, environment, and their learning goals. Students should be recognized as separate, valued contributors within the classroom. They have relevant opinions, ideas, concerns, and experiences about the decisions made concerning what learning and activities they need to accomplish. Such methods do not serve the needs of not only the system but the learners in particular.

Teachers have an opportunity to talk with them about how the standards and expectations are related to their own personal interests or to the skills they will need to succeed in life. The teachers should give much importance to make their students notice their strengths and weaknesses as well as responding to feedback in teaching. In this regard the learners will feel that their opinions are taken into consideration.

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This interest in the learner's role in the learning process will rise to their attitudes toward autonomous learning. Teachers should adjust their teaching to the learners' needs and abilities where the teacher is expected to go through a needs' analysis procedure. Needs analysis help the teacher to figure out his learners' necessities (what he need to know), lacks (what he supposed to know) and wants (what he wants to know).

Since all turn around the student as the center, the teacher should establish a close link with the students to respond to their needs and work more collaboratively to achieve an effective learning. Also Rewarding them for any profitable work coming from student, this will challenge them to be more productive.

3.4.3. The Elimination of the Traditional Classes

The Chinese proverb says: "you can bring the horse to water, but you can't make him drink." Teachers should focus on the integration of new technologies and materials in language. Learning so they can put theory into practice. It is claimed that Technology can provide a way to engage students beyond what is possible in traditional classrooms. Their vital aim and elementary objective has been to ensure a methodical and efficient learning of the target language they are exposed to. The theoretical documents (text book) and the practice of this reform is no more profitable and seems to be world apart.

3.4.3.1. The Use of ICTs:

Students are seen as becoming increasingly empowered when using such technology because they develop their confidence. Benson and Voller support the same idea where they state that: "Computer software for language learning is an example of a technology which claims to promote autonomy simply by offering the possibility of self-study." (Benson and Voller, 1997, p. 10). Furthermore, they will increase responsibility for their own learning processes. Computers have

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often been viewed as the perfect independent learning tool. They offer plenty of knowledge sources and volumes of texts, pictures, sound, and videos. Computer as a tool facilitate fostering learner autonomy because learners make most of the decisions about how and what to learn. Though, learners need help and guidance in using such a tool. Conducting independent research will not be an easy task for pupils who do not have computers. They find themselves obliged to go to cyber space to do research without guidance. It would be better if English teachers are given the opportunity to supervise their learners while doing research on the computer and provide them with guidance. However, if computers at school are not connected to the internet the opportunity of doing independent research will be less than required.

3.4.3.2. The Use of Authentic Materials

As Benson (2006, p. 28) states: “the concept of classroom autonomy refers to a sort of Autonomy in which teachers help learners to improve their autonomy without being limited only to what is taught inside classroom”. This quotation further supports the idea that Both EFL published and authentic materials play a great role in fostering learners’ independence and self-reliance. The availability of a variety of instructional materials can facilitate the task of becoming autonomous and independent from the teacher as far as our pupils are concerned.

Such as short stories, novels, newspapers in English, magazines, etc. Help learners greatly in developing their autonomy as English learners.

The use of authentic materials can promote learner autonomy because access to the internet as an up to date material makes learners search and select what they consider interesting. They develop a greater self-confidence in using English in writing and communicating. However, In Algeria These materials seem to be rare in comparison with those in Arabic or French. And even in school libraries most of the books available are grammar books. Moreover, even if these materials are available they may be costly and not all EFL learners can afford buying them.

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To sum up this section, The English language classes should be no more traditional in the sense that teachers need to provide some room to new technologies; new ways of thinking.

There is a perceived relationship between technology and learner autonomy in the language Teaching. Students are seen as becoming increasingly empowered when using such technology because they develop their confidence

3.5. Activities to Promote Learners' Autonomy

The common phenomenon among learners is a passive role they assume in the process of learning they rely on teachers too much and are unwilling to develop a sense of responsibility over their learning. Learners are often reluctant to use the target language in pair/small group work. Students do not reflect on their mistakes and, consequently, do not learn from their errors. Even really motivated learners do not always seem to attain their potential.

First, learners need to become aware of the ways they learn best, which involves their learning styles and strategies (Brazis, Kavaliauskienė, 2000). Naturally, it takes time for learners to find out what are the most effective techniques and activities for each person. In other words, learners must be aware of their styles, and then understand how to use them to learn better inside and outside of the classroom. language learning strategies can be used consciously or unconsciously in the language classroom. According to Carr this can only be achieved throughout specific kind of activities that gives the student more power over how they learn.

Second, learners have to change their passive attitude to learning to a more active attitude, i.e. to become more responsible and less dependent on the teacher, as a result, they take charge of their own learning (Wilga M. Rivers, 1992). Teacher's role is to involve students in search for interesting materials, e.g. surfing the Internet, or finding pen-friends on the Internet, taking part in competitions, chat-clubs, encouraging to read English books, newspapers, magazines, etc.

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Finally, learners have to be given a chance to gain experience in 'swapping places' with a teacher, which means changing the traditional role of a teacher, developing the art of negotiation, emphasizing the importance of self-assessment, etc. (Grudzinska, 2000). This involves tasks and activities designed and administered by the learners themselves.

The diversity of tasks may cover grammar, games, written work, audio- and video- recordings, news items, translation or anything that interest learners will benefit them. These are some techniques I have used in order to involve students in active preparation and administration of activities.

Crossword Session

- **GOALS:** recycling vocabulary, peer assessment and self-assessment, students' communicative interaction and cooperation, enhancing motivation.
- **LANGUAGE FOCUS:** giving definitions, evaluating performance.
- **PREPARATION:** pair work in class, between 7 and 10 minutes.
- **DELIVERY:** pair work, time limit (about 10 minutes).

In this activity students assume the teacher's traditional role of designing a task and carrying out the activity where they will use the wordlist of target vocabulary from the topic-based reading materials. Students choose the items they want to process and design a crossword working in pairs. It is advisable to limit the number of vocabulary items (about 10) and to set the time limit (7 to 10 minutes). Each pair is expected to deliver their crossword either on the chalkboard or transparency using an overhead projector. One student reads the definitions, and another writes the item as soon as somebody generates the answer. Students are awarded a point for each correct answer. In case of an inaccurate definition, a point is awarded to a person who corrects it.

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The idea is to have a fast performance and delivery. The activity also helps develop fast-thinking, which is necessary in spontaneous speech. It can be administered as a warm-up or between other activities, like writing or reading, for students to unwind. The crosswords designed by other pairs should be administered in the follow-up lessons, one at a time. Thus, learners will be able to recollect and process the task-based vocabulary during a few weeks. Naturally, different pairs will choose diverse vocabulary items, which also encourages revising. Learners' interaction, cooperation, assessment and self-assessment is lively and takes place in a friendly atmosphere: students argue over definitions, pronunciation and spelling, and enjoy awarding the titles of 'the best', 'the second best' and 'the third best' performers.

An example of a crossword and definitions are presented below. This crossword example was prepared by a pair of learners using vocabulary from the reading text 'The Law and the Family' (Powell, 1993). Although the visual design may seem unprofessional, this crossword puzzle serves the goals.

DOWN

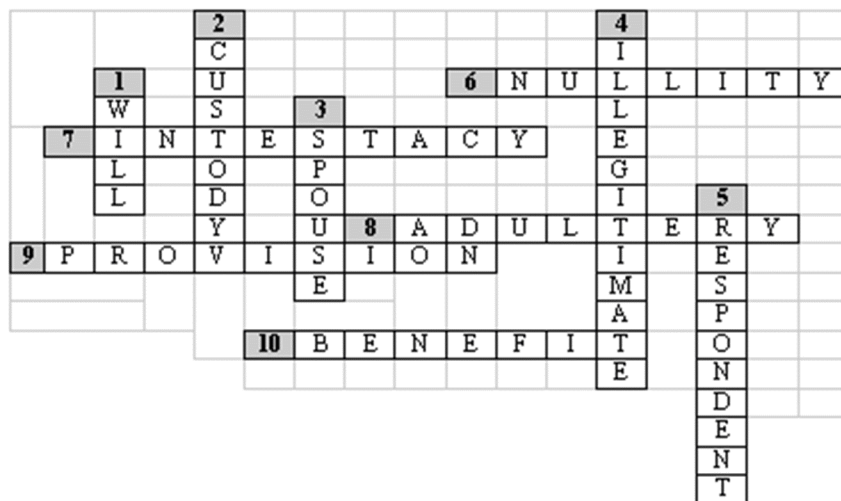
- 1 A legal document in which somebody states to whom they want their property & money to be given after their death (WILL).
- 2 The duty and the right of a parent to keep and bring up a child after divorce (CUSTODY).
- 3 Husband or wife (SPOUSE).
- 4 Born of parents who are not married to each other (ILLEGITIMATE).
- 5 A person who is being sued for divorce (RESPONDENT).

ACROSS

- 6 A legal statement declaring a marriage null and void (NULLITY).
- 7 Dying without having made a will (INTESTACY).

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- 8 Sexual intercourses between a married person and somebody who is not their spouse (ADULTERY).
- 9 A condition or requirement in a legal document (PROVISION).
- 10 Money paid by the state to the person responsible for a child under 16 (BENEFIT).



3.6. Limitations:

As far as the current study is concerned, a number of important limitations need to be articulated. first I would like to acknowledge that the response rate to the questionnaire, too, was not as high as I had hoped for, though I feel that there was little more we could have done here to secure a greater level of voluntary participation. I must also acknowledge, the fact that I did not devote enough time to observe teachers' classroom practices because one month is not enough and for this I may have missed some points that worth to be taken into consideration. Thus, so as to limit the drawbacks of these tools, many writers suggest that trustworthiness of data is enhanced by the use of "triangulation". In this study the data has been triangulated by employing three different instruments, each instrument aims at collecting data from different angle.

Chapter Three : Recommendations and Limitations to the Study

Conclusion:

To conclude, the English language teachers play an important role in promoting learner autonomy. Therefore, their perspective needs to be changed from transferring knowledge to facilitating the learners' reception of the knowledge. All in all, EFL teachers in Algeria and pupils alike are poorly prepared for the move to learner autonomy and training them both is necessary i.e. teacher training programs should provide teachers with sufficient training to foster their autonomy as well as that of their learners. Autonomy supportive classrooms are those in which students see their perspectives valued, have opportunities to share their thoughts and feelings, and are encouraged to make choices and exercise self-initiative in learning activities.

General conclusion

Prior studies have shown that, autonomous learners are more efficient learners that being able to take responsibility of one's own learning as well as being able to control one's own learning implies life-long learning, which is a necessity in today's world. Therefore, learner autonomy has received much attention in research and education lately. In this regard, the Educational system in Algeria is considered as teacher-centered in which the traditional teaching methods are widely utilized. Therefore, learners tend not to take responsibility for their own learning during their educational process.

The aim of the present study was to examine teachers' problems in promoting their learner autonomy in English teaching in upper secondary schools in Algeria. In particular, the interest was in the teachers' views and attitudes toward autonomous learning. After analyzing the data, the research has reached certain findings EFL teachers alike promoting learner autonomy.

The analysis of data has veiled the ambiguity on the notion of autonomy in secondary education. It has confirmed the hypotheses mentioned in the introduction. One major finding of this study was that student teachers had not a clear view of learner autonomy and the involvement of students in the learning process. Most of the teachers are neither aware of the importance of autonomy nor ready to engage in it. On the whole, they did not show readiness to the idea that students should be involved in the decision making process concerning the objectives of the course, classroom management, homework tasks, and the selection of materials. In this case, probably when student teachers feel ready to pass onto the students some responsibilities and choices, surely they will provide them with a sense of self confidence which will guide them to act autonomously.

In the light of what has been just mentioned, besides making students willing to take responsibility, the teacher must also be willing to share it. This subsumes that the teacher trusts the students' abilities. In addition, as Kohonen (1992) p 32. Puts it, "once the teacher expresses trust in the students' abilities and appreciation towards their choices, the students can gain a feeling of

General conclusion

ownership and responsibility of their own learning”. In consequence, developing learner autonomy requires mutual trust and appreciation.

One important conclusion that could be drawn from this study is that due to the long-term traditional spoon-feeding method, both teachers and Students are expected to do a hard work. Undoubtedly, they will have some difficulty shifting their learning. Therefore, teachers’ encouragement is highly demanded to help those passive learners improving their autonomy based on rising awareness, motivating learners and train them alike with teachers towards autonomy.

Overall, I hope that this work will contribute to research in the field of learner autonomy, and that this thesis will serve as a source of inspiration for those teachers who seek to foster their learners’ autonomy in their English classes. By the end of the study One dilemma still remains unexplored: “The teacher must also go through a stage where he will have to relinquish power. But how many teachers are ready to share their power and establish a new pedagogical contract, contrary to their usual authoritative and domineering roles to become consultants and guides?” (Miliani, 1991, p. 70)the quotation further ask the question Will these teachers later keep believing in the importance of teacher-learner autonomy and develop it for themselves? Or will they find themselves in a position where they are likely to forget all about these pedagogical principl

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Appendices:

Appendix1:Students' Questionnaire

Student's Questionnaire

Dear Students:

This questionnaire is designed to gather information needed for the accomplishment of a master dissertation. I would be so grateful if you could answer the following questions about your attitudes towards Empowering secondary school learner Autonomy.

Your input is very important and greatly appreciated.

Please answer the questions and tick the corresponding square. You can give more than one answer where necessary.

Section one: Background Information

1. Gender:

Male Female

2. How would you describe your level in English?

Good Average Bad

3. Have you heard before of the term “learning autonomy”?

Yes No

If “yes”, what can you say about it?

.....

Section two: Autonomy in the Classroom

1. Do you participate in classroom activities?

Yes No

2. What kind of activities do you prefer to do in class?

- Written activities

- Group discussions

- Presentations

- why?

.....

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

Totally Partially

4-Do you think that learning progress is?

-Teacher's responsibility

-Learner's responsibility

-Shared responsibility

- Please justify your answer:

.....
.....

Section three: conditions for learner autonomy.

A-Learning styles

My English teacher...

1-allows me to work with a partner/in groups

Usually Sometimes Never

2-offers various task alternatives, from which I can choose the one that suits me best.

Usually Sometimes Never

3-I can question the practices that do not work well in my opinion.

Usually Sometimes Never

4-My English teacher responds to feedback in teaching.

Usually Sometimes Never

5-allows me to approach tasks in my personal way.

Usually Sometimes Never

6-pays attention to the process of learning (instead of the outcome) in evaluation.

Usually Sometimes Never

7- allows me to correct my tasks/tests/written assignments myself.

Usually Sometimes Never

8-makes me notice my mistakes and helps me in correcting them.

Usually Sometimes Never

9-helps me in discovering my strengths and weaknesses.

Usually Sometimes Never

10-allows me to work on my weaknesses e.g. by letting me choose tasks that practice my weaknesses.

Usually Sometimes Never

11-allows me to bring out my strengths e.g. by letting me help other students.

Usually Sometimes Never

B-Support

My English teacher...

1-encourages me to ask for help and advice.

Usually Sometimes Never

2-offers help when I need it.

Usually Sometimes Never

3-encourages the students to ask for help from one another when necessary.

Usually Sometimes Never

4-encourages me to help other students when necessary.

Usually Sometimes Never

5-makes sure that when working in groups, everyone participates in a way that suits their skills best.

Usually Sometimes Never

D-Motivation

My English teacher...

1- helps me in finding out what motivates me in learning English.

Usually Sometimes Never

2- helps me understand why learning English is useful.

Usually Sometimes Never

3- encourages me to use English in other areas of my life, such as in free time.

Usually Sometimes Never

4- encourages me to take part in decision-making.

Usually Sometimes Never

5- My English teacher encourages me to ask questions.

Usually Sometimes Never

E-materials

My English teacher...

1-offers me reference materials (e.g. dictionaries, internet sites).

Usually Sometimes Never

2-offers me guidance in using reference materials.

Usually Sometimes Never

3-watching to videos, movies and read books, magazine, newspapers etc.

Usually Sometimes Never

Thank you for your collaboration

Appendix 2: Classroom Observation

Nunan (1996) presents a picture of what an autonomous classroom and non- autonomous classroom look like (see the table below):

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

Table: Comparison between autonomous and non-autonomous classrooms

(Adapted from Nunan, 1996: 21)