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**Newly Enrolled EFL learners' beliefs and expectations
about Autonomy and Self-Reliance:
Case study of First Year LMD Students at the
Department of English, University of Mohamed
Boudiaf, M'sila.**

Dissertation Submitted to the Department of English in Partial fulfillment of the Requirements for the
Master's Degree

Submitted by:

- Mr.Benkhaled Rabie

- Mr.Latrache Abdelghani

Supervised by:

Dr .Touati Mourad

Board of Examiners

Dr. Abu-Bakr HAMOUDI

Chairperson

Dr. Bouazid Tayeb

Examiner

Dr. Mourad Touati

Supervisor

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Abstract

The goal of the current study is to better understand how instructors and students feel about the contribution of self-reliance in increasing learners' autonomy. The starting point of the study premise is that learners' autonomy would rise if they developed a high level of self-reliance. Additionally, The study was conducted with 58 first year student at the department of English at M'sila University in addition to teachers' interviews. The collected data revealed that autonomous learning is highly valued to be useful for learners and it fosters the relationship between learners' autonomy and self- reliance.

Keywords: autonomy, self-reliance dependence, learners

Dedication

This work is dedicated:

To my parents, especially my beloved mother and for her endless love, affection, care, and support.

To my wife and sisters who were beside me in moments of difficulty and happiness.

To my dear friends and relatives for their encouragement in stressful times.

Benkhaled

Dedication

To the memory of my father,

To my loving mother and supportive brother,

To my wonderful friends,

To my brother and wife,

To all my pupils.

Latreche

Acknowledgment

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List of Abbreviations and Symbols

LA: Learner Autonomy

SR: self-reliance

FLL : Foreign Language Learning

EFL: English as a Foreign Language

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General Introduction

General Introduction

It is widely recognized that the literature on the teaching and learning of foreign languages has grown to include independent learning. Additionally, it is widely believed that certain psychological factors, such as self-reliance, have a significant impact on learners to become independent.

1. Statement of the Problem

The majority of English-language learners have small opportunity to be independent they are mostly guided by both teacher and instructors, consequently. They are unable to use their knowledge in real world situations. It is crucial that students should be enhanced towards independence place, practice self-reliance, and build the necessary proficiency in the target language.

2. Aims of the Study

This study- major goal is to shed light on how students and teachers view the concept of autonomy within the context of a foreign language curriculum. It also tends to examine the key role that self-reliance plays in fostering self-directed learning, with the goal of raising learners' awareness of self-reliance and how to foster it.

3. Research Questions

The following research questions are put forward:

- How do teachers and learners perceive autonomous learning?
- To what extent does self-reliance contribute in fostering LA.?

4. Research Hypothesis

Self-reliance is one of the essential and effective factors that influence LA. The lack of self-reliance would probably lead to be non-autonomous learner. So we hypothesize that:

Learners' sense of autonomy would rise if they had a lot of experience.

5. Research Methodology

The questionnaire is a quantitative descriptive method, it has been chosen to conduct our research since this later relates to a specific activity which focus at identifying and measuring both students level of self-confident and self-autonomy. The questionnaire was administered to first-year English learners at Mohamed Boudiaf University in M'sila with the intention to collect data.

The second approach of our inquiry is qualitative, and it entails interviewing English department. In such a way we would have a thorough understanding of English instructors' attitudes regarding LA and their relationship with self-reliance.

6. Structure of the Research

This research is divided into three chapters, a general introduction, and a general conclusion. The first and second chapters are theoretical. Chapter one provides an overview of self-reliance and discusses its definition as well as its real presence among EFL learners. The second chapter, devoted to EFL learners' autonomy, outlines the key circumstances under which it can be altered. The field research is included in Chapter 3, along with data analysis from the questionnaire given to first-year students and interviews with English language instructors from the Department of English. Finally, a conclusion contain Some educational implications and suggestions.

7. Significance of the Study

The findings of this study are crucial for both educators and students. In reality, it would be beneficial to understand the advantages of this approach on both sides as well as any potential challenges they may encounter while implementing self-reliance and autonomy in the teaching-learning process. Additionally, it will have a big impact on how the educational system evolves in relation to this approach.

8.Limitation of the Study

As the case of many researches, this study has limitations. Basically, the research is limited in the scope it investigates the relationship between self-reliance and autonomy in a small number of first year students of English so it cannot be generalized to other contexts or levels. Another limitation that needs to be reported here is time constraints. Longer time would help us to use different tools and a larger sample of students. This would give our results different dimensions. Also, a number of students refused to collaborate and help us and did not answer the questionnaire. In addition, our findings could not be generalized until this study is replicated to reach validity.

CHAPTER ONE

THEORETICAL PART

SECTION ONE

Self-reliance in the Language Classroom.

Introduction

One of the recurrent topics in social psychology and a hot topic in academia is self-reliance. Through this study, we will go in depth and focus on the many conceptions of the idea of academic achievements and its essential theories. The relationship between self-reliance and academic success will be examined using the two forms of self-reliance. The reasons for low dependence will be discussed. After defining the differences between this latter and self-concept. The numerous ideas of self-reliance and its varied measuring techniques will be examined the chapter's conclusion.

1. Definition of Self-reliance

The term is first introduced by William James who is known as the father of American psychology in his book *Principle of Psychology*. According to (Gecas, 1989) and William (1890), one's body, talents, reputation, strengths, and belongings are all "part of me" and constitute one's Self-reliance, in (1890, p. 296). Thus, in order to increase success and decrease pretense, people must have strong self-esteem. James further says that self-esteem is a ratio of how one really behaves; since this ratio is unstable, it implies that self-esteem is dynamic because failure can happen at any time.

Another definition of self-reliance is offered by (Bandura, 1997), Brown (2007, p. 154), who asserts that it is perhaps the most prevalent component of human conduct. No cognitive or productive action can be carried out successfully without some degree of self-reliance, self-confidence, knowledge of oneself, and self-efficacy, the belief in your own abilities to do so.

According to Brown, (2007, p.154) one's ability to depend on oneself is a key component of behavior; for one to engage in effective cognitive activity or behave appropriately, one must have confidence in one's own capacities. Therefore, a lack of self-reliance will have an impact on people and make them doubt their abilities, which results in

poor production. Along with that, Rosenberg (1965) presents a different definition of self-reliance, defining it as a sense of one's own value. He also believes that self-reliance is made up of both positive and negative attitudes about oneself.

Positively self-reliant people are better able to take care of their life and learn from their errors fearlessly. Self-reliance is viewed as a quality of character that tends to be persistent and steady and incorporates a variety of self-perceived truths. Different people have different definitions of self-reliance. For some people, it is having positive feelings toward themselves, unwavering self-love, and respect. High levels of self-reliance are essential for anybody since they pave the road for love and success in life.

In this context, Cooper Smith (1967) asserts that self-reliance is a person's assessment of their own value. It also involves assessing oneself. In contrast, when it is positive, the person will feel deserving and will encourage a strong sense of self-reliance. If this judgment is unfavorable, the person will feel inept and inferior.

In conclusion, being independent is an important aspect of one's personality. It all comes down to how people view and value themselves. It describes the individual's total feeling of value and capacity for self-evaluation. The following title will deal with the idea of self-reliance in general, then the investigator will go further and distinguish between the two forms of self-reliance.

1.2. Types of Self-reliance

Due to its significant implications on learning a foreign language, self-reliance may be either beneficial or detrimental in the field of language acquisition. There are two forms of self-reliance:

1.2.1. High Self-reliance

People with high levels of self-reliance typically have confidence in their capacity to solve issues and are ready to take new tasks. They get up and take the required actions to

solve their issues instead waiting for someone else to repair them or for a great chance because they understand that it is up to them to do it. A person with high levels of self-reliance is upbeat and has an optimistic outlook on life. People that are very competent have a tendency to be highly self-reliant, which indicates that they have the necessary skill set to thrive in life (Thomas, 2014).

According to Bran den (1985), a person with strong self-reliance is able to endure criticism, recognizes own worth, and accepts completely, including all of their flaws. Additionally, s/he is adaptable in response to the circumstance, which implies s/he changes in various facets of life fearlessly. According to Roberts et al. (2005, p. 105), there are three characteristics of strong self-reliance: First, having a strong sense of identity and the capacity to respect one's own work and accomplishments are indicators of high self-reliance. Second, high levels of independence inspire assurance, vigor, and optimism. Thirdly, pleasant self-experiences encourage high levels of self-reliance.

1.2.2. Low self reliance

Low self-confidence causes people to concentrate more on failure rather than success. They lack confidence and feel horrible about themselves. Individuals with poor self-reliance are more likely to be too sensitive to criticism, close off to constructive criticism, and experience insecurity. Additionally, a person with poor self-reliance avoids taking chances and is constantly frightened to do new things. Low self-reliance is typically characterized by having unfavorable self-perceptions and a propensity for pessimism. Rosenberg and Owens (2001), Guindon (2002) asserts that individuals with low self-reliance are typically dissatisfied, pessimistic, uninspired, have a negative self-image, experience sadness and anxiety, and do not appreciate their skills. This level of independence can be brought on by a number of variables, some of which will be covered in the next topic.

1.3. Causes of low Self-reliance

There is no single factor that accounts for everyone's lack of independence. Over time, you gradually develop your self-perceptions; this process is based on a variety of events, both good and bad. Additionally, Larson (2000, p. 12) believes that inadequate self-reliance will eventually result in the formation of a negative self-image, mostly owing to a variety of factors. A teacher's criticism can make students feel bad about themselves, which demotivates them and prevents them from achieving their objectives. Most persons with low levels of self-reliance have either mental or physical maltreatment as children.

1.4. Self-reliance and Academic Achievement

Academic success and self-reliance are connected ideas; according to Erickson (1968), academic success is important in developing a good, healthy perspective of oneself. Furthermore, it has been found that learning results are significantly influenced by self-reliance. In other words, students instantly feel better about themselves when they get excellent marks, which increases their sense of self-worth and independence. In addition, a positive attitude toward learning and satisfaction with one's accomplishments are fostered by healthy self-reliance. Therefore, having a healthy sense of self-reliance will result in greater academic success since it will increase one's sense of self-worth. Additionally, Fenollar, Romon, and Cuestas (2008) examined the key elements that affect academic accomplishment, such as self-reliance. They discovered that while the family, people's expectations of you, and your own learning styles all affect accomplishment, self-reliance had the most impact on learning. After realizing how academic success is impacted by self-reliance. The next item will examine several strategies for fostering learners' independence.

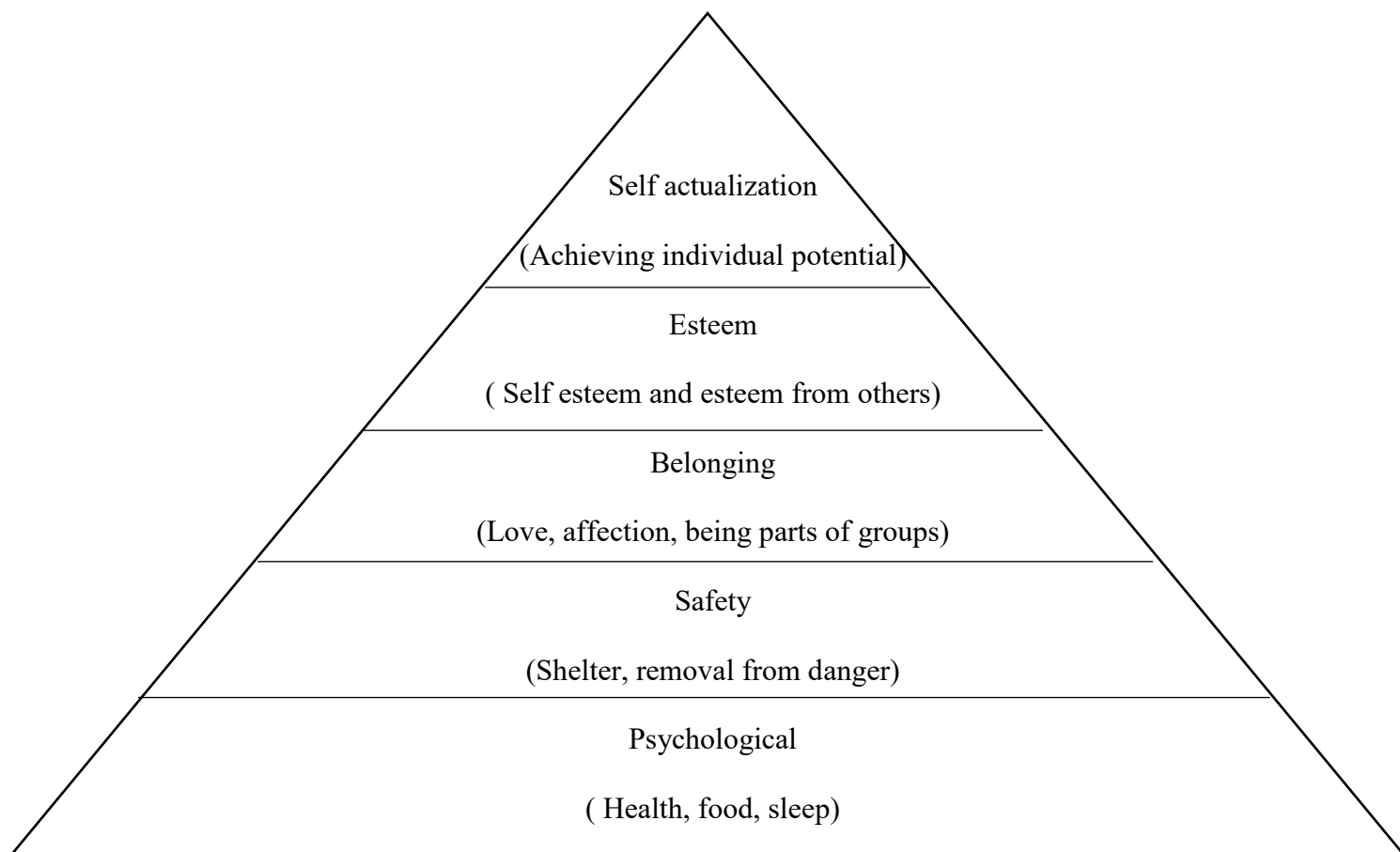
1.5. Fostering Learners' Self-reliance

The most potent forces that can have an impact on students' independence in many ways are their families and instructors. The ability and perceptual development of youngsters

is greatly influenced by the family. Since his or her initial evaluation of traits from the family, this evaluation has a significant influence on the youngster's sense of independence. Parents be conscious of how they positively affect their kids. Initially, by praising and motivating children to make choices. Independence and confidence will result from this. If their children receive good grades in their studies, parents may compliment them, but in a responsible manner. Parents here should educate their kids that failing is necessary how to succeed.

Due to its significance in raising students' academic performance, instructors play a significant role in fostering their learners' independence in the academic domain. Battle (1992), referenced in Larson (2009, p. 22), stated that "self-reliance refers to the belief that an individual has in his or her own value. Additionally, as a person ages and interacts with important people, their perspective of themselves changes progressively and diversifies. This implies that the view of oneself is mostly influenced by past experiences and will evolve over time. By encouraging students to pursue their interests and talents, teachers can also help them develop greater self-reliance. This will inevitably boost students' confidence because students who are sure of their abilities are more likely to use them to get good grades.

Figure1: Maslow's Hierarchy of Needs (done by Kirby and McDonald, 2009:9)



Abraham Maslow's Hierarchy of needs is formed of five levels of needs; among the important need to become self-actualized is self-reliance needs. In other words, learners who have low self-reliance fail to meet their needs. Consequently, every learner should enhance his sense of self-reliance to develop self-actualization as it is shown in the pyramid in the figure 1.

6. Levels of Self-reliance

For Brown (2007) there are three faces of self-reliance, mentioned in his book *Principles of Language Learning and Teaching* as follows:

1.6.1. Global Self-reliance

Global self-reliance is the overall assessment of one's own worth throughout time and in many contexts. A bad sense of self-reliance in one aspect of life could coexist with a favorable one in another, for instance. In addition, it is a fixed trait in mature individuals that cannot be altered unless proactive people take action or if there is a thorough therapy.

1.6.2. Situational Self-reliance

One's self-evaluation varies depending on the circumstances and personality attributes; this is known as situational or particular self-reliance. In a particular setting, such as the workplace, or a social setting. On particular features like conversational skills, IQ, etc., or on personality traits like empathy, shyness, and other personality traits.

1.6.3. Task Self-reliance

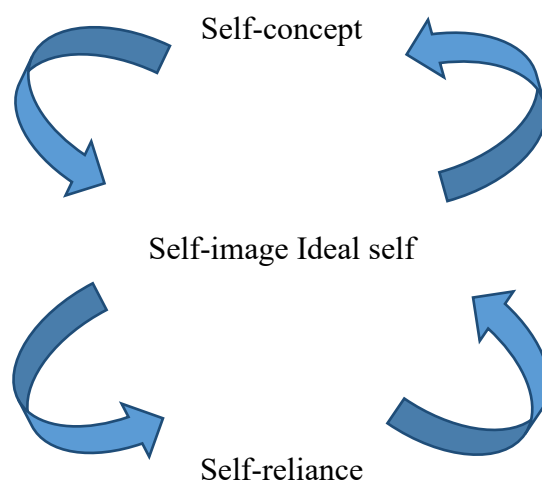
Task independence is connected to certain tasks in various contexts. For instance, in the realm of education, it might be used to describe a student's evaluation of one subject area, such as mathematics, or in a foreign language class, such as writing and reading.

1.6. Self concept and Self-reliance

Self-reliance and self-concept are two essential aspects of our life. These factors can influence how we grow during childhood and can have an impact on who we are as adults. Self-concept and self-reliance are reflecting processes that are impacted by one's ability to see oneself and one's conduct objectively as well as how other people view that person. By comparing themselves to others in their environment, one might strengthen their sense of self or self-reliance.

Although an individual's thoughts and feelings about themselves are referenced in both self-concept and self-reliance, there are important distinctions between the two. Self-concept is the idea that people have about their own value. This comprises a combination of their emotions, a broad assessment of their social acceptance, and their individual self-perceptions (Belmore & Cillessen, 2006).

Figure2: Self-concept as an umbrella term (Lawrence, 2006, p. 3).



As seen in the figure above, self-concept is the key to the development of self-reliance. First of all, self-image refers to how students perceive themselves; if students are conscious of this, they will begin to consider how to embody the ideal version of themselves. As a result, both of these are included in self-reliance; in other words, it refers to how learners view themselves and what they want to become. According to Lawrence (2006:5), "self-reliance is the individuals' evaluation of the discrepancy between self-image and ideal self" in this context. We shall go through the key self-reliance theories in the next chapter.

*Why self-reliance in learning and acquiring EFL ?

« Don't give me a fish but show me how to fish ? » Chinese proverb.

Relying all the times on teachers and other sources will surely produce a passive learner who will develop his skills and capacities in learning and acquiring EFL. We do strongly believe in self-reliance as a major factors.

Conclusion

Because students have various personalities and self-perceptions, self-reliance is crucial to efficient learning. We looked at the definition, categories, and main causes of poor self-reliance in this chapter. Due to its significance, efforts have been made to support it by including key theories and evaluations of independence as a final point.

SECTION TWO

EFL Learners' Autonomy

Introduction:

Instead of teaching students a set of rules, language acquisition is now seen as a process in which the student has greater responsibility for learning. As a result, the learner develops autonomy in language acquisition. The statement "Autonomy is a precondition for an effective learning" (Benson, 2001:24) underlines the significance of autonomy as a foundation upon which learners' attention should be placed. It also discusses the definition and the term's numerous levels. Next came several perspectives on autonomy, mostly technological and psychological ones. The explanation of classroom autonomy follows, along with information on the value of autonomy and certain prerequisites for its growth.

2.1. Levels of Learner Autonomy

The idea of autonomy is a matter of levels, and there are numerous models of learners' autonomy, according to various scholars at the end of the 1990s. Nunan (1997) first attempts to construct a model of the learner's five degrees of autonomy, which are behavior, awareness, engagement, intervention, invention, and transcendence. In terms of awareness, for instance, when the student is aware of the instructional objectives and the materials required. At the transcendence level, students should be able to connect the material they are learning in the classroom to the outside world.

There are three levels of autonomy

Table(1-1): Levels of Autonomy.

Nunan’s Model (1997)	Little wood’s Model (1997)	Macaro’s Model (1997)
-Awareness	-Autonomy as a	-Autonomy of language
-Involvement	Communicator	Competence
-Intervention	-Autonomy as a learner	-Autonomy of language
-Creation	-Autonomy as a person	Learning competence
-Transcendence		-Autonomy of choice and Action

Since there are different levels of autonomy it is difficult to give a proper definition. In the current study we are more concerned with Little wood’s model especially the second stage which is “autonomy as a learner”.

2.2. Definition of Learner Autonomy

It's challenging to accurately define autonomy. This is largely because there are different levels of autonomy and independent learners' conduct might vary depending on their age. How far they have come in their own learning is another consideration. Additionally, Holec's 1979 paper titled *Autonomy in Foreign Language Learning* emphasized the issue of student autonomy in the context of foreign language instruction. According to Holec (1981), Western nations at the period had made significant progress toward industrialization and were distinguished by social advancement rather than They accurately ascertain the acquisition process and evaluate the items collected. Holec (1981:3) explains that in this context, to say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning and nothing more. To take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning.

Other researchers disagree with Holec's definition of learner autonomy because it neglects "The nature of the cognitive capabilities underlying effective self-management of learning" (Benson, 2001:49). Holec's definition of learner autonomy covers all the areas that include transmitting the control over learning from teachers to learners. In Holec's definition, Little observed this, and By defining autonomy as a cognitive and self-managing learning process, this concept expands upon Holec's definition in a significant psychological way. Actually, in order to build their autonomy, learners must comprehend the "why," "what," and "how" of their learning. Furthermore, according to Dam (1995), autonomous learners desire to act individually and cooperatively as socially responsible individuals. In other words, cooperation and interdependence are part of the autonomy notion. Additionally, according to Dickson (1987:11), "the situation in which the learner is totally responsible for all the decisions" shows that learners must autonomously be fully self-reliant and choose what to learn and how to be assessed.

2.3. Perspectives of Learner Autonomy

Even though the concept of learner autonomy was introduced over decades ago, it still includes different terminological confusions. It is mirrored through different views and connotations from the field of language teaching and learning. According to Benson et al (1997) the term is defined as follows:

2.3.1. The Technical Perspective

Holec's definition Through meta cognitive, cognitive, and social tactics, the technical viewpoint places emphasis on technical methods and procedures to foster learning. Providing the appropriate learning atmosphere and the necessary instructional resources, for instance. As a result, independent education gives students autonomy over their education. According to Holec's concept of autonomy, which is best understood practically, the learner assumes responsibility for decision-making with regard to five different aspects of the learning

process. From defining the goals and content through choosing the methods and procedures, monitoring the learning process, and assessing both what has been learned and the learning process itself. Additionally, according to Holec, an autonomous learner "is himself capable of making all these decisions," which clarifies "What autonomous learners are."

2.3.2. The Psychological Perceptive

In opposition to the previous perspective, the *psychological* perspective means those characteristics that make it possible for the learner to take control of the learning process. (Benson, 1997 :19). According to Benson who defines autonomy in terms of control rather than responsibility, this perceptive involves control over two cognitive processes: meta-cognitive knowledge, and reflection. Firstly, meta-cognitive knowledge refers to learners beliefs. Flavell (1979) divided it into three sub-sections: person knowledge which is related to the knowledge about learners variables that affect learning. Then, task knowledge which is the knowledge about the purpose and the needs of a task. Finally, strategic knowledge which mainly refer to the learning strategies and their implementation. The second main type of psychological perceptive is reflection which is according to Benson (2001: 93-95) take three forms: reflection on the target language, the process itself and on learning ways of thinking about learning. Hence, autonomy has been discussed in different fields but the current study is focusing on the educational field more precisely on classroom autonomy through the following title the investigator tries to explain more what autonomy in the classroom.

2.4. Autonomy in the Classroom

Learners cannot be totally out of the control of their teachers, because the teacher is still the major source of learning materials. Also, the syllabus remains the main document for guiding students to learn. To construct the real autonomy in the classroom, the philosophy of learner-centered education should be fostered inside the classroom. According to Reinders and Lamb (2006) in the classroom autonomy teachers' attitude changes from seeing them as

passive receivers to collaborators which means they share the responsibility with their teachers in language learning.

Furthermore, Reinders and Lamb (2006) suggest three ways by which autonomy in the classroom can be displayed. Firstly, organizational autonomy support, for example: it permits students in decision-making role concerning the classroom management. Then, procedural autonomy support, for instance: providing students with choices about the use of various media to present concepts. Cognitive autonomy support, by giving chances for students to assess and correct their mistakes and to correct each other.

English teachers play different roles in constructing an environment which really supports autonomy and rises learners' motivation. Therefore, autonomous learning is more efficient than non-autonomous learning. In this context Nunan (1996) gave a comparison between autonomous classrooms and non-autonomous classrooms as it is mentioned below:

Table(1-2): *Comparison between Autonomous and Non-Autonomous Classrooms* (Nunan: 1996-21)

Autonomous Classrooms	Non-Autonomous Classrooms
-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.	-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.

Therefore, autonomous learning is more efficient than non-autonomous learning, and it a fundamental goal in language learning process, this paves the way to the importance of learner autonomy in the educational context. Through the next title the importance of autonomous learning will be discussed.

2.5. The Importance of Autonomous Learning

Due to a number of factors, learner autonomy is essential to enhancing learning. First off, the amount of time students spend in class is insufficient, and learning is not restricted to a classroom setting since practice is more crucial for creating real learning. This can only happen through helping students develop their own autonomy; if they do, they will develop a talent that will last throughout their lives since it is a habit of independent thought (Jiao, 2005). Another factor is that increased learner autonomy boosts motivation, which in turn results in efficient learning. When the learner makes decisions in the classroom, this occurs. As a result, rather of feeling dependent on teachers, the students feel more independent. Deci (1995) asserts that autonomous learners will be intrinsically motivated if they endeavor to develop their learning self-management abilities and think that they are responsible for their own learning. Success in studying will thus increase their intrinsic drive.

The third reason is that the usage of the target language is greatly increased when the learner is independent, especially in non-native environments. As a result, autonomy will not only serve as a tool for improving language skills in learners, but also empowers them to create and take advantage of every opportunity to express themselves in EFL contexts. In this regard, Van and John (2003:18) concur with the notion that the internet and other multimedia resources provide the student a wealth of options. In order to take advantage of the opportunities presented by their extended classroom, it will be necessary to assist the students in arming themselves with the necessary tools and techniques. It is crucial for teachers to

provide students opportunities to think and act independently. They should also teach kids how to collect, arrange, and use data on their own.

2.6. Conditions to Develop Autonomy

It is not an easy task for a teacher to change the attitude of learners who are used to the teacher-centered methods to become autonomous learners. According to Johnson (2004) changing these conditions is related to changing effective, cognitive and behavior systems, if not any other change would be temporary. On the other hand, Scharle and Szabo (2000: 09) claim that there are three basic conditions to develop autonomy, they are as follows:

2.6.1. Raising Awareness

When it comes to helping and guiding students to become more conscious of the value of self-renewal in the learning process, teachers share certain duties with their students. Because of this, educators push their students to think critically and to rid themselves of the idea of passivity. Sant Rock (2006) supports the idea that "teachers serve as facilitators and guides rather than directors and molders of learning" in this environment. In addition to the learners' obligation to fully understand their own duties, this definition also describes the role of the instructor.

2.6.2. Changing Attitude

Although it is considered that the teacher is the source of information, complete reliance on him is no longer producing outcomes that are faultless in every way. As a result, modifying students' attitudes is now encouraged in great detail, however it won't replace the teacher's function in the classroom. But by identifying the main tenets of self-regulated reliance. "Autonomy is not synonymous with self-instruction, it is not limited to learning without a teacher," asserts Little (1990: 07). He believes that the instructor is always a source of inspiration and, more significantly, the architect of his course's road plan.

2.6.3. Transferring Roles

In any circumstance involving autonomous learning, the teacher's job is to meet the requirements of the students and provide them the opportunity to choose what needs to be covered in class. spreading the notion of learner centeredness is more crucial. According to Dam (2003:136), "learner autonomy develops [...] in the teacher's own development and awareness, with regard to his or her role in the overall process." It is true that the development of autonomous learning would be simpler if some of these criteria existed. The amount of autonomy required, however, may vary depending on the environment in which learning takes place.

2.7.Promoting Learner's Autonomy in Language Classroom

Each researcher approaches the topic from a different perspective, and there are several theories that describe how to encourage learner autonomy. Benson's (2001: 170-178) classification appears to be more thorough. He offered six various strategies for encouraging learner autonomy. First off, resource-based methods and technology-based approaches generally deal with outside-of-class techniques that aim to encourage student autonomy. The other four strategies, however, are dependent on the setting of the classroom.

The learner should take into account a few essential ideas in the resource-based approach, according to Benson (2001), to increase their chances of engaging in independent study. As follows: Self-access is a collection of resources that are created in a way that allows pupils to work independently. These resources come in a variety of formats, including libraries, language labs, etc. Besides self-instruction and remote learning, there are additional crucial ideas. They play a crucial role in encouraging independent learning, but they also require assistance or guidance when using the resources. The technology-based method, on the other hand, primarily relates to computer-assisted language acquisition. This will help students manage and self Additionally, this sort of approach, known as learner-based,

emphasizes the psychological and behavioral changes in learners. It places a focus on training that is learner. To put it another way, learners will be able to learn more on their own the more learners who are involved in the application of the successful tactics. According to Benson, curriculum-based methods are those that include student control into the administration of learning as well as the curriculum. A list of the "concepts with which the curriculum will be related to their preferences" is provided by Brown (1995: 187) and includes the following:- direct their learning.

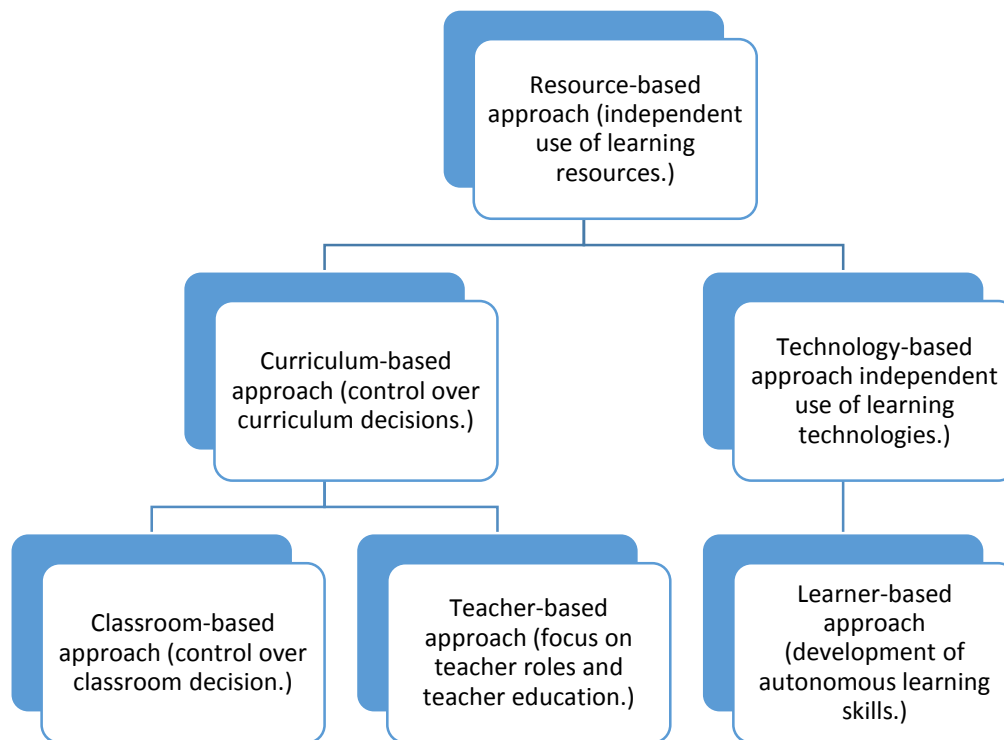
- Learning Approaches
- Attitudes toward Learning
- Learning Styles
- Strategies used in learning
- Learning activities
- Patterns of interaction
- Degree of learner's control over their own learning
- What constitutes effective teaching
- The nature of effective learning

Involving students in the development of the curriculum in many ways would create autonomy, as it is noted in the list above. The students will understand the value of their selections and choices, which will motivate them to actively participate in the curriculum they design and the learning process. Additionally, the classroom-based approach is more strongly supported than the previous one since it places more emphasis on the alterations in the dynamic between instructors and students inside the classroom (Benson: 2001-151). The learning environment will be one of cooperation and support. Finally, the *teacher-based approach* is defined by Barfield et al (2002-218)

Figure3: Autonomy in Language Learning and related areas of practice.

(Benson, 2001, p. 112).

Autonomy



2.8. Characteristics of the Autonomous Learner

Numerous qualities of independent learners have been offered by various scholars. According to Dickinson (1993), independent learners are able to recognize what they have learned and may select and use the best learning techniques. They can also keep an eye on how they are applying the learning technique. The autonomous learner, according to Candy (1991), is logical and analytical, curious, open, and highly motivated. In addition, s/he is reflective and self-aware, flexible and competent, disciplined, persistent, and responsible, creative, and self-sufficient, as well as a critical thinker. Additionally, according to Holec (1981) and Little (1991), independent learners are individuals who can direct their own education. They may also recognize their own learning objectives and goals since they are aware of their own demands, both personal and educational. They can also connect the dots between what needs to be taught, the resources required, and learning strategies. Autonomous

learners are capable of choosing the necessary approaches and procedures as well as evaluating their learning.

Finally, Cotterall (1995-200) claims that: “autonomous learners are likely to be individuals who have overcome the obstacles which educational background, cultural norms and prior experience may have put in their way”. This means that learners who are conditioned to cultural and traditional norms are not expected to be ready for change. The capacity of learner autonomy can be innate or maybe acquired and developed with practice, as it may be lost if it is not used. Hence, in language learning, learners need to be conscious about how language systems work and what is needed for the development of their learning.

2.9. Teachers’ Autonomy and Learners’ Autonomy

Teacher autonomy and learner autonomy are interrelated, according to Little (1995), and instructors who want to foster learner autonomy should "start with themselves, reflecting on their own beliefs, practices, experiences, and expectations of the teaching/learning situation" (Little, 1995:47). In the area of language instruction, Allwright (1988) and Little (1995) initially advanced the concept of teacher autonomy. In addition to having control over their teaching methods, it primarily relates to the flexibility that instructors have in implementing the curriculum. Additionally, instructors play crucial roles in encouraging learners' autonomy by helping them choose their own personal objectives.

Reinders and Balcikanli (2011) cite two key elements of teaching that help learners build their autonomy: instructors' autonomy and a set of instructional strategies that are effective in fostering autonomy. Additionally, the language classroom is the most advantageous setting for students to develop the essential abilities and confront the concept of autonomy. Overall, there is a loose connection between teacher autonomy and learner autonomy; it is the job of the instructor to provide a positive learning environment in which students can independently acquire and apply information.

2.10. Ways to Foster Learner's Autonomy in English Teaching and Learning

2.10.1. Teaching Learning Strategies

According to the Oxford dictionary, strategies are "...specific actions taken by the learner to increase the ease, speed, enjoyment, self-direction, effectiveness, and transferability of learning to new situations."(1989: 8). To put it another way, learning techniques refer to the qualities we want children to develop so they may become proficient language learners. Because the primary responsibility of instructors is to foster learning, rather than the teaching of language, they should provide students the necessary preparation to enable more independent study. First, meta-cognitive tactics, which primarily refer to a collection of techniques meant to help students comprehend how they learn, or how to think about their own thinking., as well as to influence their thought processes. For instance, organized tools like rubrics, checklists, etc.

Additionally, as language is used for communication, social tactics are essential to the process of acquiring a language. The social strategy includes the following three categories of tactics (Oxford, 1990): collaborating with others, such as conversing with native speakers to aid in comprehending. asking for explanation, confirmation, or correction, for example. The next step is empathy, which is crucial for effective communication and involves placing oneself in another person's shoes to understand his or her perspective. Additionally, socio-affective tactics support students in managing their motivation and attitudes during the learning process. Oxford (1990) asserts that social techniques promote contact with the target language whereas affective methods are connected to the emotional needs of the learners, such as confidence. As a result, competent language learners keep an eye on their attitudes and sentiments about learning and are able to identify any negative thoughts. Teachers may foster a pleasant learning environment in the classroom by giving students more responsibility

and encouraging more spontaneous dialogue. In order to help language learners achieve effective control over their emotions, attitudes, and motivation related to language acquisition, strategies like self-reinforcement and positive self-talk are utilized. The use of social skills by students can help them better comprehend other cultures.

2.10.2 Self-Reports

According to Wenden (1998: 107), giving students a specific job and asking them to write a report on their thoughts while carrying it out is the greatest method to learn about how they approach the learning activity and help them become aware of their own tactics. The "introspective" nature of this self-report is intended to convey information about the reporting approach that students employed. The "retrospective" self-report is another type of self-report since it asks students to reflect back on their education.

This kind is open ended in that there are no restrictions placed on the answers provided by pupils to the task's question. Semi-structured interviews and structured questionnaires are the two basic forms of retrospective self-report. Instead of using a direct question and response style, the first option places more emphasis on a particular talent and is an open-ended inquiry that encourages conversation with the interviewee. The latter approaches the same material in a different way, using tools like clear questions that ask students to write true or untrue, agree or disagree, etc.

2.10.3. Diaries and Evaluation Sheets

Diaries and evaluation sheets provide the learners the possibility to plan, control and assess their learning and determine any obstacles with proposing solutions. The aim of diaries in learning is mainly to work like an instrument for assessing and implementing personal learning. Evaluation sheets and diaries encourage learners to self-analyses, applying information and make personal opinions. It supports personal development and identifies their weaknesses and strengths. (Wenden, 1998, p. 107).

2.10.4. Learners' Autonomy through Portfolio Creation

A portfolio serves as both a record of the educational process and evidence of its translation into written form. Students describe their goals, create learning objectives, and evaluate their progress in their portfolios. Through this, students learn how to independently decide what they need to learn in various learning styles and how to assess their progress. As a result, they develop effective planning skills and self-management techniques. The usage of portfolios encourages students to take charge of their education. Thomsen (2010) claims that portfolios allow students the chance to write about their views and experiences and share them with their classmates.

2.10.5. Assessing Learner Autonomy

In order to teach and learn a language effectively, assessment is essential. According to Benson (2010: 81), learner autonomy may be evaluated using techniques that concentrate on "the extent to which learners are actually in control of their learning." In contrast, according to Lamb (2010: 101), the purpose of the evaluation of autonomy is not "to measure it for its own sake, with a view to defining levels of ability or ranking pupils." It is more focused on teaching and learning, though. O'Leary (2009:3) contends that even if the evaluation could be difficult, it still has to be done. If not, it's doubtful that pupils will see the need for autonomy.

The topic of whether learners' autonomy can be measured or not is brought up based on the currently available dimension for doing so. Anyone may evaluate learner autonomy at two levels—the micro level and the macro level—using the two separate rating scales developed by Lai (2001). In the former, Lai advises grading the objectives and self-evaluation completed by students together with their involvement in a task. On the other hand, it is suggested that by providing students with things to evaluate their unique course design for autonomous learning, the capabilities of learners for autonomy may be assessed. According to

Dam and Legenhausen (2010), autonomy cannot be measured; rather, it must be evaluated using qualitative student data. such as using portfolio which are more powerful tools for evaluation. Additionally, the formative assessment can be effective for promoting learner autonomy.

Conclusion

In this chapter, we'd shown how autonomy is crucial to the process of learning a language. In addition to factors to induce LA, its levels and perception have also been studied. Its significance has led to initiatives to include it into official educational settings. In other words, it may be developed through many levels with the help and direction of the teacher.

Chapter Two

Methodology, Findings and Discussion

Introduction:

This chapter is designed as the practical part of the study. We will attempt to investigate the students' perception of the two variables: self-reliance and autonomy. Furthermore, to depict the effect of the former on the latter. The procedure followed is a deep analysis of each question separately, then, a summary of the findings. The chapter ends up with general conclusion of the obtained results.

1. Research methodology design

1.1. Population of the Study

The present study sets to find out the role of self-reliance in promoting learner autonomy (LA). The population is chosen from first year students at the Department of English, University of Mohamed Boudiaf, M'sila, newly enrolled for the academic year 2022-2023,

1.2. Methodology

The choice of the Research methodology was determined by some factors such as, the research questions, objectives, the population and the data gathered from the questionnaire

1.3. Data collection tools

The questionnaire used in this study is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents about the self reliance and to be Independent in learning and acquiring English.

1.4. The sample.

The questionnaire was presented to (58) students of first year students in English Department at the University of Mohamed Boudiaf .not all The students were cooperative in answering the questionnaire, though we provided them with a period of time to deliver it back. The total number of the gathered questionnaires is (40), (10) of them were outcome of

online questionnaires,(30) were collected from students inside the class. While,(18) students did not return the questionnaire .

2. Questionnaire description

A questionnaire was used to collect data from the chosen sample. We have done a pilot study on the questionnaire before it was actually distributed to the students. At this stage, we have distributed the questionnaire online to make sure that the questions are valid and clear.

The questionnaire composed of eighteen (18) questions, mixed between Close ended questions where students are required to choose Yes or No answers , Open ended questions where students reply and answer the questions freely according to their points of view and Multiple choices questions where learners pick one choice and justify their answers. Every question has its own objectives:

2.1. Data Analysis and Interpretation

2.1.1. Analysis of the Results

Section One: General Information

Question one: According to you what is autonomy?

Table2-1: Students' Definitions of Autonomy

	frequency	Percentage
Accurate	10	25%
Inaccurate	30	75%
Total	40	100%

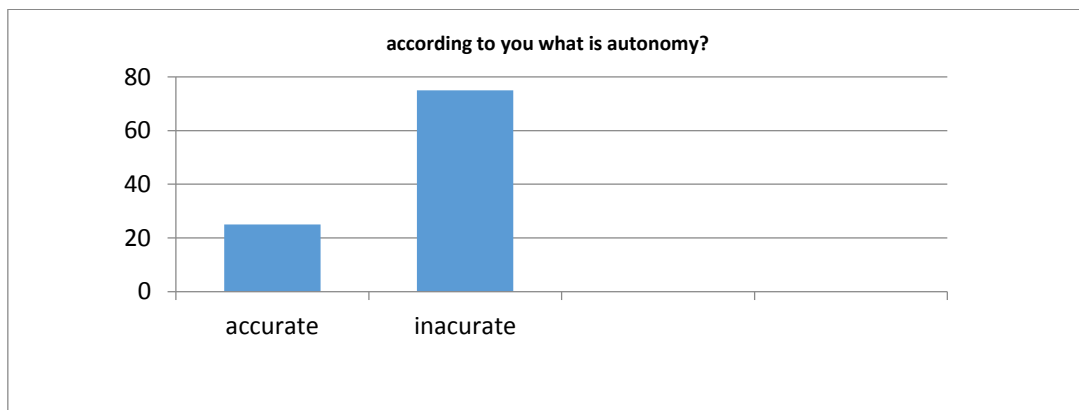


Figure2-1:Students' Definitions of Autonomy

From the obtained results only 10 of the students(25%)have given the right definition, this suggests two things: they know the meaning of the term and apply it or they do not apply it. It is mirrored as a self-responsibility of the learning to be fully involved in learning. However, 30 student (75%) failed completely in bringing the correct definition, they irrelevant answers which has no relation with the term in the question. This reveals without any doubt that the students do not recognize what is meant by LA.

Students' definitions:

a- Accurate:

- To study by yourself.
- Total responsibility in learning.

b- Inaccurate:

- I do not know.
- Two words which each one of them represent something to language study .

Question two: Do you think that autonomy is important in language learning?

a- Yes

b- No

Table2-2: Students' Perception towards the Importance of Autonomy

	frequency	Percentage
<i>A</i>	27	67.50%
<i>B</i>	13	32,50%
Total	40	100%

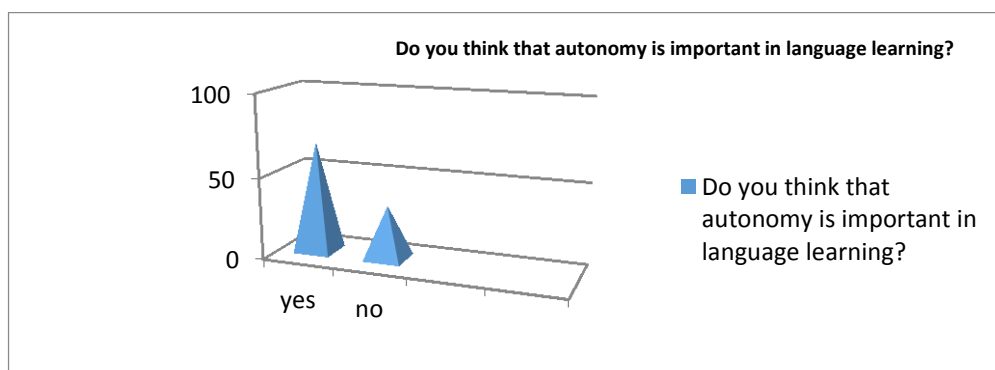


Figure2-2: Students' Perception towards the Importance of Autonomy

The obtained results from the table 02 contradicts with those of the table 01 that is to say the majority of students consider autonomy important in their learning while most of them do not understand what is about. (27) of them acknowledge the importance of the term

autonomy this implies that they are aware of it but we cannot recognize if they work with it or not. Whereas, (13) of the respondents consider it as not important, it suggests that they misunderstand the concept, or they remain believing on the notion that the process of learning is teacher centered system.

Question three: According to you who is responsible in language teaching and learning?

a- The Teacher

b- The Learner

c-both

Table 2-3:Responsibility in Learning English in the Classroom

	frequency	Percentage
<i>A</i>	20	50%
<i>B</i>	13	32,50%
<i>C</i>	07	17,50%
Total	40	100%

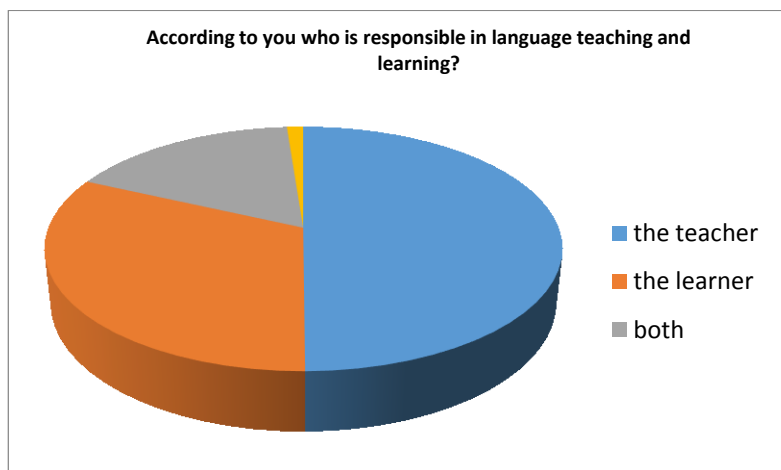


Figure 2-3:Responsibility in Learning English in the Classroom

table 03 reveals that (50%) of the students still consider the teacher as more responsible for most tasks during their own learning. Thus, they are unwilling to take

responsibility and continue to see the teacher as the dominant figure who is the decision maker in the classroom. Actually, this is one of the remaining of the traditional approach, which indicates that the change in language learning and teaching is not easily accepted and applied. While, (32%) of them consider the responsibility goes more to learners, so they are eager to take it. (17%) of the participants see that both teacher and learner share the responsibility in the language learning process, thus, they do engage to help their teachers to display the lesson.

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

a- Yes

b- No

Table2-4: Teachers' awareness towards independent learning

	frequency	Percentage
<i>a</i>	29	72.50 %
<i>b</i>	11	27.50%
Total	40	100%

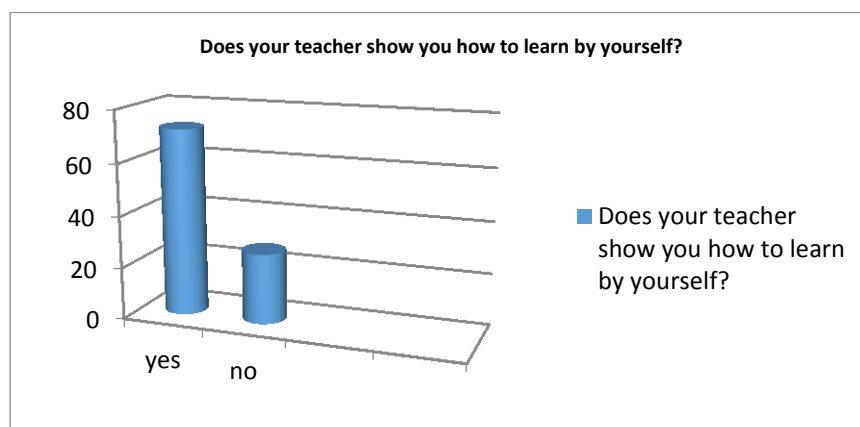


Figure2-4: Teachers' awareness towards independent learning

The major target of this question was to explore if teachers are aware enough about the significance of independent learning and show their students how to apply it or they do not do

so. As it is indicated in the table 04 great number of the participants declared that they do. Which implies that teachers are aware of the notion of autonomy and they provide their students with the needed strategies to learn about how to learn. However, (27%) said that their teachers do not guide them study by themselves. These answers contradict with the answers of the majority which lead to two assumptions:

- The learners are passive, they are not basically know how to apply it.
- The teachers fail to transmit the idea of LA

Question five: Do you consider self-reliance as a crucial component of being an autonomous learner? Justify?

- a- Yes
- b- No

Table 2-5:Students' Assumption towards the Contribution of Self-reliance on being independent in learning .

	frequency	Percentage
<i>a</i>	25	62.50 %
<i>b</i>	15	37.50%
Total	40	100%

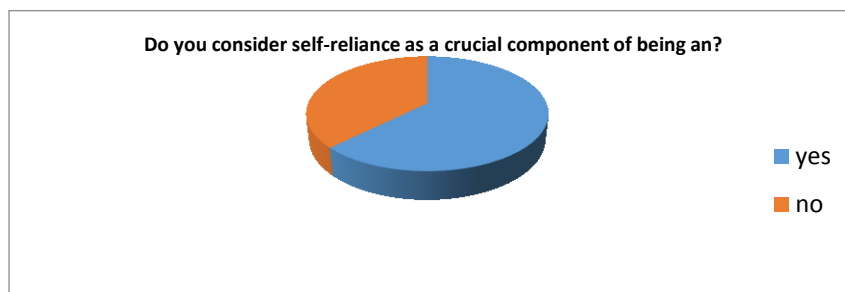


Figure2-5: Students' Assumption towards the Contribution of Self-reliance on being independent in learning .

The aim behind this question is to recognize the attitude and beliefs concerning the role of self-reliance in promoting LA. The results of the table 05 unveil that the majority (62%) of the participants of students see that the two terms are interrelated, which confirms without any doubt the research hypothesis. While, (37%) of them do not consider self-reliance as a powerful factor that influence LA. Which implies that according to the table most of them do not know the meaning of LA to determine the relationship.

Students Justifications:

a- Yes:

- If you believe in your abilities you can learn independently.
- When you trust yourself, you will be able to set strategies that helps you in your study.

b- No:

- What is autonomy?
- Maybe there are other factors more powerful.

Question six: How long have you been studying English?

a- 08 years

b- 09 years

c- More than 09 years

Table 2-6: Years of studying English Language

	frequency	Percentage
<i>a</i>	45	82,50%
<i>b</i>	15	17,50%
<i>c</i>	00	00%
Total	40	100%



Figure 2-6: Years of studying English Language

It is clear from the table 06 that the majority (82%) of the students have been studying English for eight (08) years. This assumed to be the normal number of their academic years. (17%) of them claim that they have been studying English for nine (09) years. This implies that they may have repeated one or more years.

Question 07: As a first year learners ,I attend all the lectures since they are the only source of English ?

Table 2-7: Attendance all lectures are the only source of English

Options	frequency	%
Strongly agree	10	25%
agree	12	30%
neutral	03	07,50%
disagree	15	37,50%
Total	40	100%

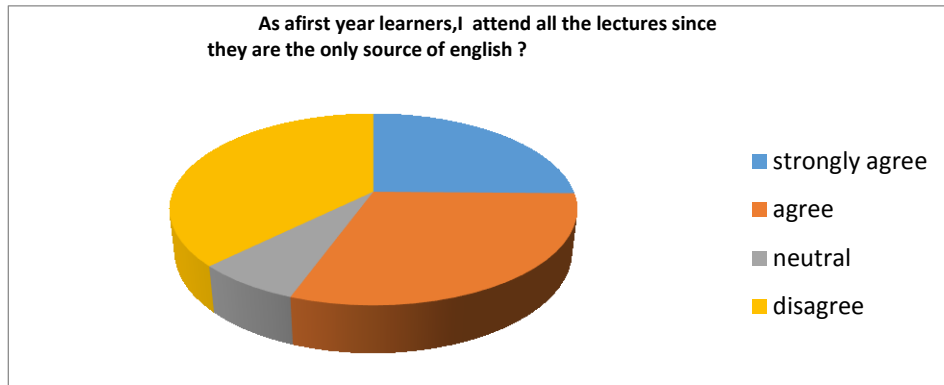


Figure2-7:Attendance all lectures are the only source of English

The result in the table above show that 15(37%) disagree that attending all lectures are considered as a source of learning English language, 12 (30%) agree, 03(07%) of the respondents choosed undecided or neutral. Ten10(25%) students picked strongly agree, . The fact that half of the participants responded positively, thispushes us to deduce that they are acknowledgeable of the positive side of this method and its importance on their education. Whereas the others who responded negatively, they may be affected by the obstacles that hinder them from joining or seeing other source

Question 08:I sometimes attend the lectures and I use other sources?

Table2-8:Using both others source sand lectures in learning studies

Options	frequency	%
Stronglyagree	09	22,50%
agree	12	30%
neutral	00	00%
disagree	21	52,50%
Total	40	100 %

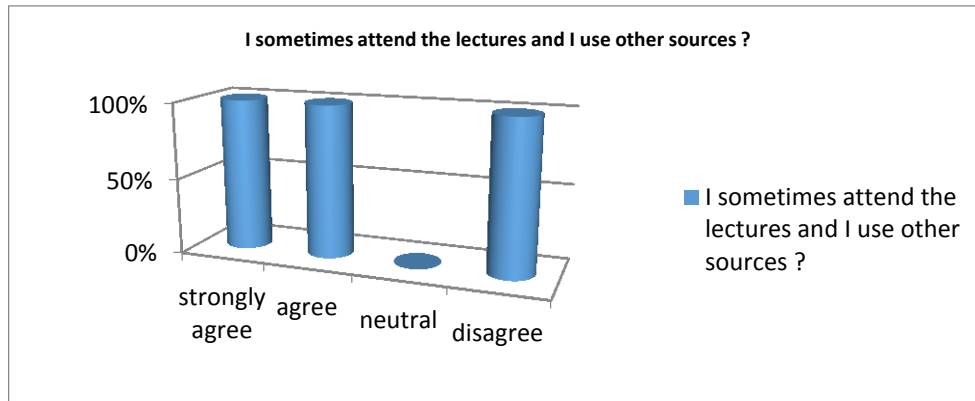


Figure2-8:Using both others sources and lectures in learning studies

The table above reflect students’ opinions regarding using other sources in addition to the attendance of lectures in the process of learning, to enhance their level of learning . The results are as follows: 52% of them (21students) selected "disagree,30% which means(12) students choosed "agree". (09) students which means 22% answered "strongly agree" zero(0) student 00% said "neutral".

By other word they believe that attending the lectures and rely on them are sufficient and satisfy the need. on the other and they neglect the others source important in the process of learning .also their role in developing their thinking .

Item 09 :I rarely attend the lectures because I relay on other source like the net

Table 2-9: the use of netsuch as a source instead attending the lectures in learning and studying English

Options	frequency	%
Stronglyagree	08	20%
agree	09	22,50%
neutral	02	05%
disagree	21	52,50%
Tot	40	100%

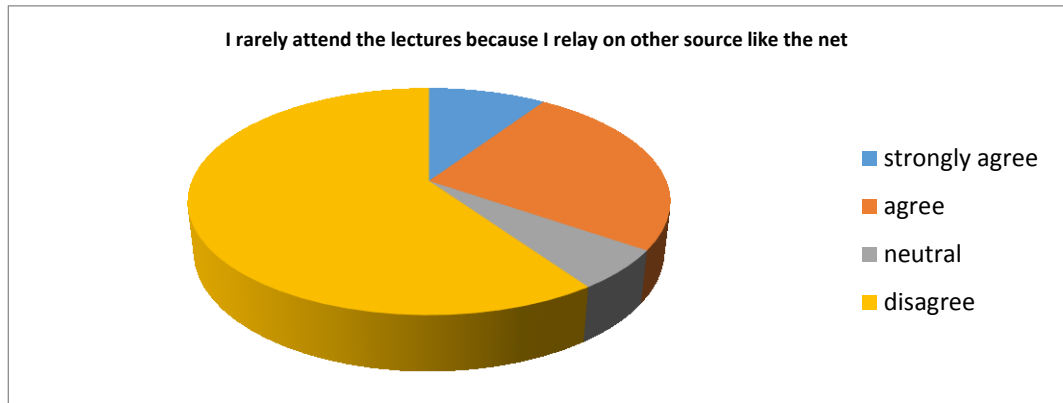


Figure2-9:the use of net such as a source instead attending the lectures in learning and studying English

The table above are about students' responses towards the use of the net as a source or means. 52% of them (21 students) selected "disagree". 05% which means two (02) students choosed "undecided". nine(09) students which means 22% answered "agree" and 08 (20) student 20% said "strongly agree". The students who answered "disagree " justified their answers by they face problems when it comes to the use of technological applications (not all has the ability to join online lessons due to the Internet problems), Others claimed that printed handouts are enough and there is no need to use online lectures. Generally speaking and according to the learners' answers we can realize that teachers do make online sessions but not that often due to some circumstance.

Item 10:I often ask my lectures questions related to language skill since I face many difficulties?

Table2-10: difficulties of the language skill during the lectures

Options	frequency	%
Stronglyagree	14	35%
agree	21	52,50%
neutral	01	02%
disagree	04	10%
Tot	40	100%

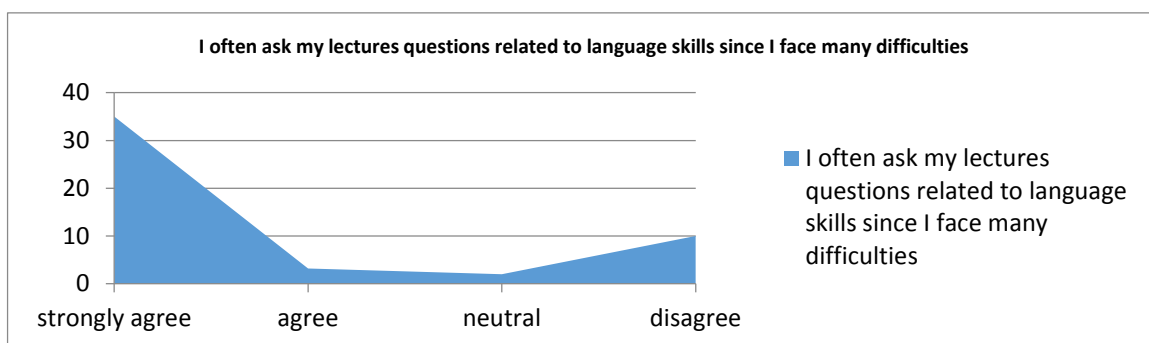


Figure2-10:difficulties of the language skill during the lectures

Concerning the opinion of the students about asking questions related to the lectures given that they often front of especially with the language skills, the majority of the respondents (21) representing (52%)of students consider lectures questions are to be useful in improving learning style, vocabulary, pronunciation, the four skills. Whereas, (04) students representing 10%) said that it is not essentially ask questions about the skills related to language while 01 of the participant is neutraland the rest (14) informants (35%) clearly asserted that it is very important ,they believe thatlectures questions is a tool to improve the four skills and pronunciation.. Therefore, they noticed that asking questions related to our lectures has positive effects

Item 11:I rarely ask my lectures questions since I prefer other sources like the net and books?

Table 2-11: the net and books as a source vs lectures questions

Options	frequency	%
Stronglyagree	08	20%
agree	10	25%
neutral	00	00%
disagree	22	55%
Tot	40	100%

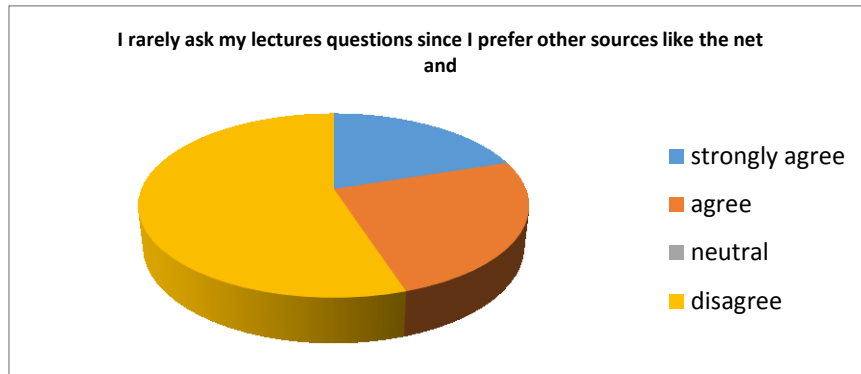


Figure2-11:the net and books as a source vs lectures questions

This question investigates students use of the net and books instead lectures questions . The table above indicated that (20%) strongly agree with the use of net and books instead of lectures questions, (25%) of the participants agree and think that through books and net they can enrich their lectures. (00)students undecided . On the other side, (55%) of students disagree and consider net and books are so broad and you should limit them to serve our lectures study or research.

Item 12:I believe that lectures give only 10 or 15 % of the target topics

Table 2-12:the benefits of the lectures towards target topics

Options	frequency	%
Stronglyagree	09	22,50%
agree	17	42,50%
neutral	03	07,50%
disagree	11	27,50%
Tot	40	100%

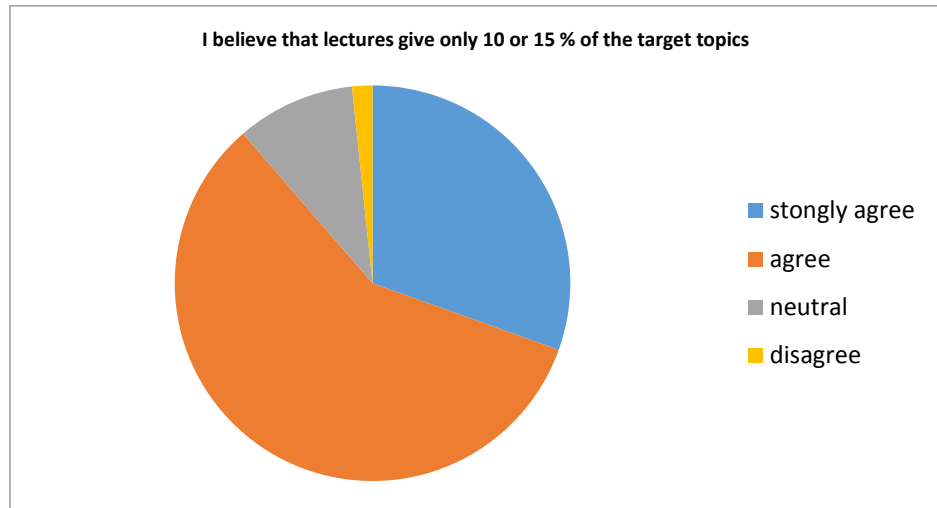


Figure2-12:the benefits of the lectures towards target topics

This question seeks to identify the participants' believes and expectations concerning percentage of the lectures toward the topic we study, if it is effort or not. About (35%) of the students view agree that lectures give just10 or 15 % of the surrounded subject, and other 31% view the opposite. Noting that the lectures are not enough to represent and gave all detail of the topic. (5) of the respondents prefered not to reply to this question. (25%) strongly agree about the later data.

Item 13 :I believe that lectures give most all that I need so no need to search

Table 2-13: lectures as a source instead further research

Strongly agree	07	17,50%
agree	07	17,50%
neutral	04	10%
Disagree	22	55%
Total	40	100%

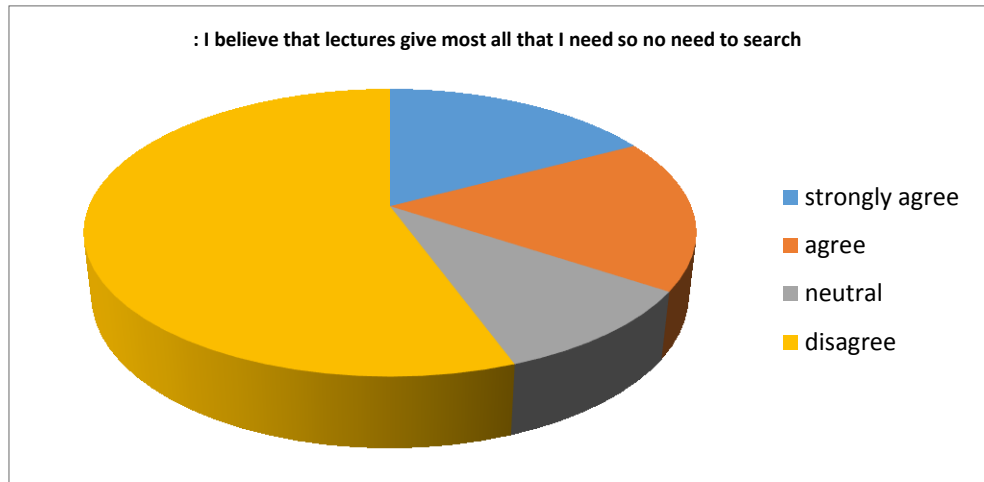


Figure2-13:lectures as a source instead further research

The result in the table13 above show that 22(55%) disagree that lectures in learning are beneficial for their studies, 07 (17%) agree, 04(10%) of the respondents choosed undecided.07(17%) students picked strongly agree, others 07 (17%) responded with strongly disagree. The fact that half of the participants responded positively , this pushes us to deduce that they are acknowledgeable of the positive side of this method and its importance on their education. Whereas the others who responded negatively, they may be affected by the obstacles that hinder them from using other methods or they have no ability to search .

Item 14 :No need to deeper my studies since all what I need to pass my exam is in the handout and moodle

Table 2-14: the use of handout and moodle as a means to take the exam

Options	frequency	%
Stronglyagree	06	15%
agree	10	25%
neutral	05	12,50%
disagree	19	47,50%
Tot	40	100%

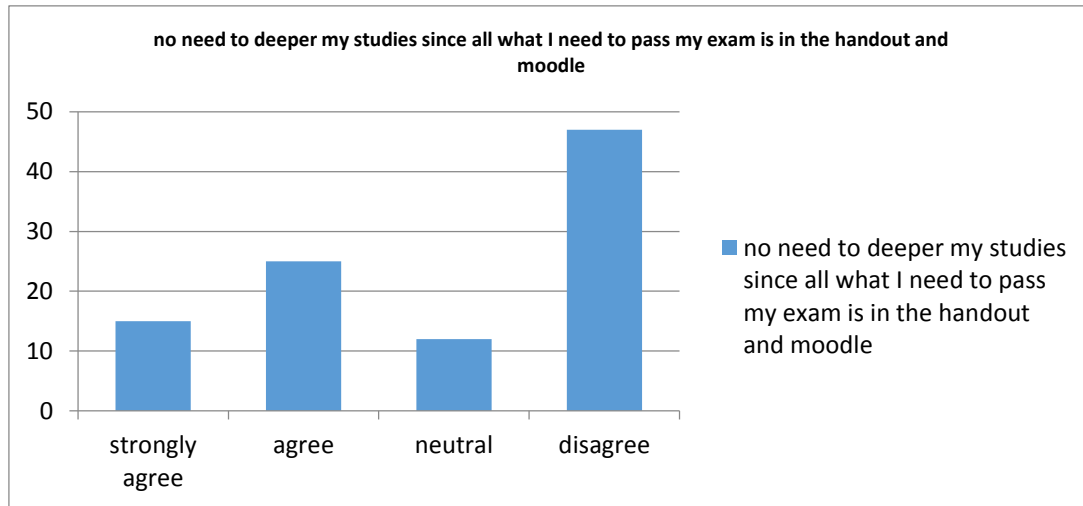


Figure2-14:the use of handout and moodle as a means to take the exam

Throughout this item we attempt to know whether or not our participants using the educational site(moodle) of their university or relay only on handout and in passing exams . The results in the table above reveal that high percentage of students (47%) confirm that they find difficulties. On the contrary, (25%) do not find difficulties while(15%) strongly agree and15%undecided. To go deeper and identify those problems, students were asked to write the kinds of difficulties they face. A big proportion said that the crucial problems they encounter are the technical problems related to Moodle, such as, the rejection of the password even if it is correct, the registration to the platform requires a lot of personal data and many students do not have net andaccounts inMoodle. A lot of students declared that they suffer from the cutout of the internet, which means they rarely or never get access to the site.

Item 15: I have to broader my research by reading a lot and searching since the handout have only headlines

Table 2-15: the importance of reading a lot and searching in developing the research

Options	frequency	%
Strongly agree	16	40%
agree	13	32,50%
neutral	04	10%
disagree	07	17,50%
Tot	40	100%

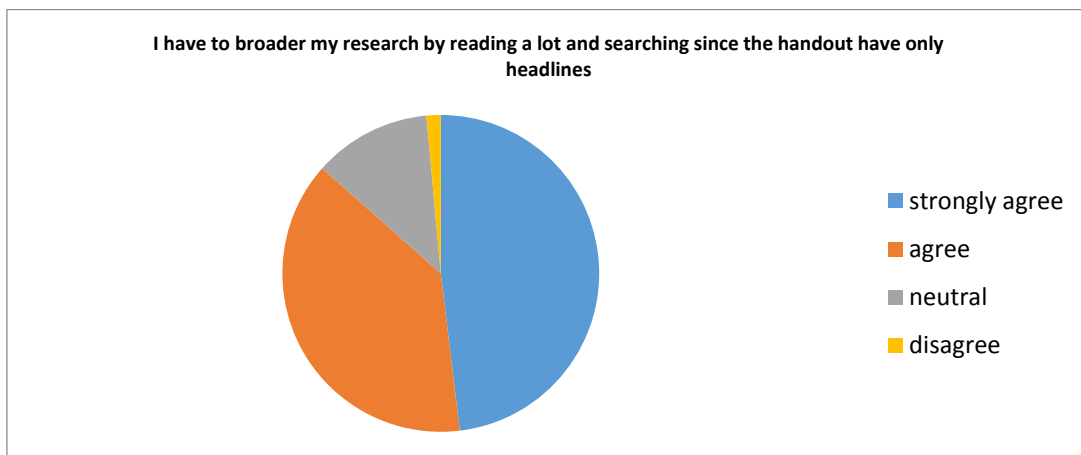


Figure2-15:the importance of reading a lot and searching in developing the research

As it indicated in The table 15 on learners' broading the research and how to expand them by reading a lot and searching revealed that a significant proportion of (16) 40% students "strongly Agree" with the system of reading a lot and searching. 32% of the students chooses "agree" and. Only 10% four (04) students responded "undecided". We have asked students who did not agree to justify their answers. The result of their answer was that, most of them argue that there are some extra detail and explanations cannot be found in the handout because this later are limited in comparison with reading and searching . So, we can say that most learners agree on the

view of encouraging reading and searching for the sake of expanding the learning view and research study too

Item 16 :I will do my best to be autonomous in learning English

Table 2-16: being autonomous in learning

Options	frequency	%
Strongly agree	17	42,50%
agree	12	30%
neutral	05	12,50%
disagree	06	15%
Tot	40	100%

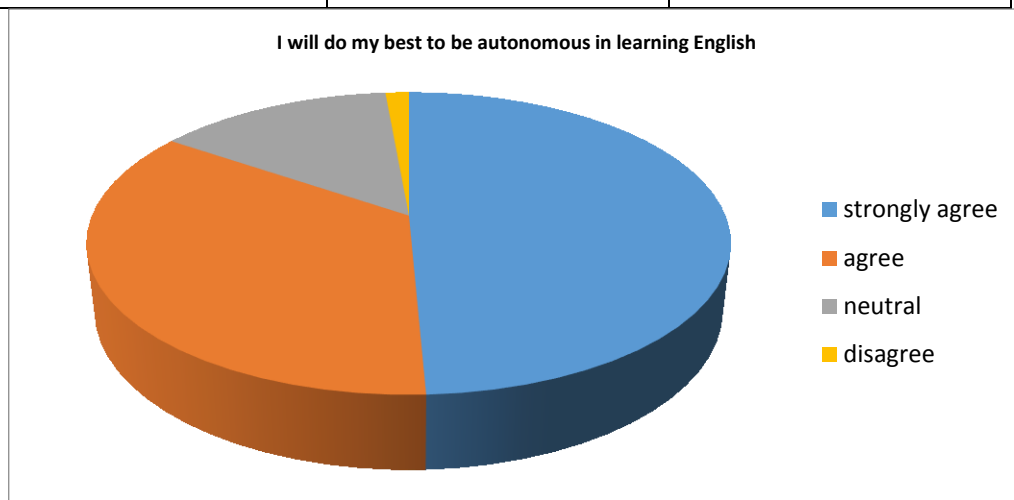


Figure2-16:being autonomous in learning

The obtained results from the table 16 contradicts with those of the table 11 that is to say the majority of students (42%)strongly agree want to be autonomous consider them important in their learning while most of them do not understand what is about. (12%) neutral and(15%) disagree of them do not acknowledge the importance of the term autonomy this implies that they are not aware of it but they still have the willing to know more about the term and to be independent. Whereas, (30%) agree of the respondents consider it as important,

it suggests that they may misunderstand the concept, or they remain believing on the notion that the process of learning is teacher centered system.

Item 17: No need to be autonomous since my lectures give most of needed knowledge?

Table 2-17: being an autonomous vs lectures' knowledge

Options	frequency	%
Strongly agree	09	22,50%
agree	10	25%
neutral	00	00%
disagree	21	52,50%
Tot	40	100%

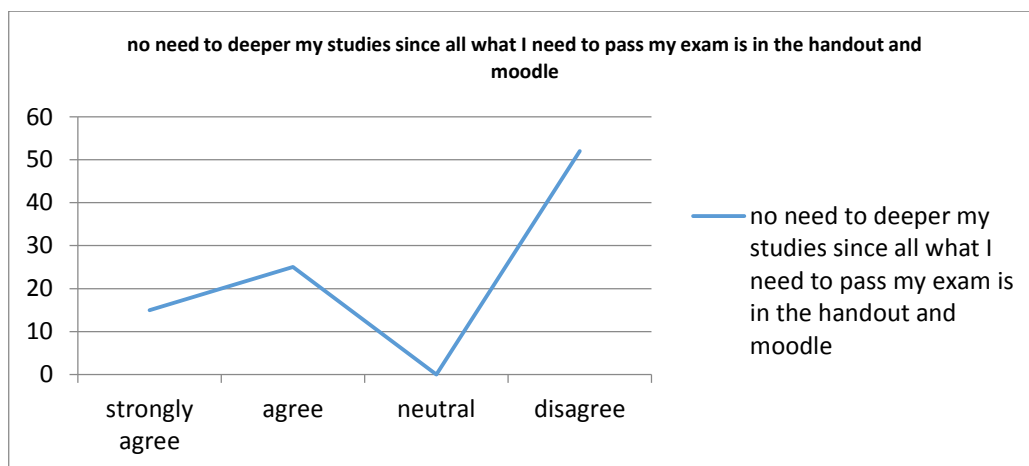


Figure2-17:being an autonomous vs lectures' knowledge

The obtained results from the table 17 the majority of students (52%) want to be independent and rely on themselves in their learning while others of them do not accept it what is about. (00%) neutral and(20%)of them do not acknowledge the importance of the term autonomy this implies that they are afraid been independent but they still have the intention to carry on , whereas few of the respondents consider to be an autonomous is sufficient for them , it suggests that they dislike search and learn more , or they remain believing on the notion that lectures gave all what we need in our career .

Question Eighteen :Further Comments on the Topic

This question is an open ended one. It is about any additional suggestions or comments about the topic. Only twenty seven (27) out of 40 students have commented.

Answers are summed up as follows:

- Autonomy is very important issue that learners should take into consideration.
- If we do not raise our self-reliance who will then?
- It is clear that High self-reliance will in autonomous learning.

3. General results

The analysis of the informants' answers shows some aspects of the two variables of the present study (self-reliance and autonomy). As well as, it gives us valuable information that can strengthen this study and provide some answers and explanation for the research hypothesis. Section one, which is about general information, reveals that almost all the students have a good level in English. This indicates that the students are aware of the importance of studying a foreign language, and that they do their best to reach a good level. This section also shows that the majority was their choice to study English language.

This indicates that the learners have an innate desire to study English and no external factor has affected this desire negatively.

The outcome of the students' questioner analysis has shown that, the majority of the students have positive beliefs and expectations towards self-reliance and autonomy .

Concerning the other two sections of self-reliance and autonomy, the participants' answers reinforce to a great extent the idea presented earlier in this research, and their answers are useful to confirm the prediction of the research hypothesis. The analysis of their replies and attitudes reveals that they tend to agree towards the importance of autonomy this is clear in results of the table 02 and 06, they consider it as a basic aspect that enable learners to create their own strategies that push them to work individually and become more responsible,

also, helps learners to develop a sense of self-monitoring and reflection upon their improvement and learning abilities. While, table 05 indicates that students are aware of the significance of self-reliance in enhancing learner autonomy. Hence, self-reliance is the main factor that can influence negatively or positively the learner's autonomy. Those results ensure that learners who have high level of self-reliance (72%) do not have any problems to learn by themselves. Therefore, learners should have positive feelings towards themselves and the inabilities which will raise their self reliance to a high level, and this in turn will give them confidence to take charge of their learning successfully.

Furthermore, 75% fail in having the right definition of autonomy this suggested that they may confused in knowing the term autonomy . Almost half students (50%) believe that teacher has the responsibility in teaching and learning the language inside the class they see them as the dominant figure . In addition, 37% of them believe that attending the lectures are only the source of learning English and acquire it. 52% of students declare that they used time to time the net in learning as a teaching and learning method . the questionnaire's analysis revealed that students (45%) tend to log into Model rarely , and most of them (70%) stated that the reason behind this is related to the difficulties they encounter while trying to access that platform. 50% of students said their 85% stated that they rely only on the use of handouts. The results showed that 40% of the students expressed their dissatisfaction with the use of handouts only and expressed their desire that it contain only headlines that sometimes couldn't serve the need . The majority of respondents (90%) . Regarding the amount of energy learners need to put into distance learning, 75% 55 said that distance learning requires more efforts. Finally, 42% of the candidates considered both self-reliance and autonomy important on themselves first and their studies secondly.

Teachers' Interview

Introduction

This section is the second part of the practical side of the present study; it is mainly concerned with the analysis of teachers' interview. The main purpose of it is to provide us

with tangible evidence of the teachers' attitude towards the learner self-reliance and autonomy.

The interview has been conducted with teachers from the English Department Mohamed Boudiaf University of M'sila

Description of the Interview

This interview is used as a qualitative research tool, to complement the questionnaire that has been used as a quantitative method. Because of time constraints we choose to carry out a structured interview with four teachers from the English Department of Mohamed Boudiaf University of M'sila in addition to teacher from the department of English in Setif. The interview questions had been prepared and re-examined. It consists of four questions, which attempt to display the teachers' views concerning learner self-reliance and autonomy.

Results of the Interview

Question 01: In the process of learning English do you consider learner autonomy important?

This question examines the teachers' opinions about the importance of autonomy in the domain of language learning. Moreover, the teacher have elaborately agreed on the important contribution of autonomy in the development of students' proficiency level as well as their responsibilities in learning.

Question 02: Does learner autonomy depends on teacher's autonomy?

The aim of this question is to depict the relationship between learner autonomy and teacher autonomy. the teacher confirms that: if the teacher is autonomous he would be more likely to encourage his students towards being independent in their learning. In addition, he sees that it is to some extent true, sometimes we can find non-autonomous teachers with autonomous learners.

Question 03: What do you think about the role of self-reliance in fostering the learner autonomy?

The question aims at confirming the research hypothesis which suggests that high self-reliance would promote autonomy. The teacher agrees that self-reliance plays a significant role in promoting autonomy. Moreover, he says that having a high self-reliance would automatically help the students to be autonomous.

Question 04: Relying on your classroom experience, what suggestions would you make to help students promoting their autonomous learning in and outside the classroom?

The goal of this question is to depict the different strategies to foster learner autonomy. The teacher says that the first step is to make students aware about the importance of autonomy in their learning process. He sees that adding a psychological module in the program that promotes techniques for becoming autonomous.

Summary of the results

EFL teachers in the English Department of M'sila are aware of the usefulness of autonomy in English learning. Changing students' attitude towards learner autonomy is not an impossible task. On the contrary, students need training for such a change they should not be evaluated about autonomy without a serious training. Also, all teachers agreed that the notion of autonomy and self-reliance are symbolized a key factor for a successful student who manages his/her learning. However, to be independent does not indicate a total separation from the guidance of the teacher, because they play the roles of facilitators and guiders.

General Conclusion

General conclusion

The current study investigates the issue of self-reliance as a psychological factor that affects the students' autonomy. That is to say, the main objective is to test to what extent English Language students who trust their capacities and believe in their abilities are active and they create their own strategies and methods to foster and develop their autonomy.

Therefore, the analysis and interpretation of the results confirm the research hypothesis that self-reliance affects learners' autonomy. Also, the results imply that high self-reliance indeed contributes in raising the English language learners' ability of self-reliance in learning.

The investigation focuses on the importance of self-reliance, and ensures the idea that in order to become a successful autonomous learner, learners have to appreciate their personalities and to value their capacities. Consequently, self-confidence encourages and motivates students to take risks, as well as to be optimistic and have a 'can do' rather than 'cannot do' attitude to classroom learning. On the other hand, low self reliance can affect the confidence and motivation needed to solving problems and being autonomous.

Finally, students' high self-reliance reinforces them to take responsibility and control their learning, since anyone who attempted to learn a new language knows that language learning takes a long time. Therefore, they need to have their own strategies to improve their language not only being dependent to teachers. In addition, as it is indicated in the results students are aware that they are learners and should enhance their autonomy, and the teacher plays an important role in this process.

To conclude, some **recommendations** can be presented as follows:

- First of all, teachers should start fostering autonomy in classrooms through different strategies like questionnaire, surveys and discussion in which they make self evaluation of personal effectiveness. Then, they gradually transfer some of the decision making and choices to learners to develop their awareness and confidence for making decision.

General conclusion

- Learners are required to trust their abilities in the process of language learning.
- Learners should value themselves, and get rid of shyness and take risks.
- Teachers should talk to their students and encourage them to foster their self-reliance

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APPENDIX

Appendix 1

Dear students,

We would be grateful if you answer these questions. Your cooperation will help us in conducting an academic research on EFL learners' beliefs and expectations about autonomy and self-reliance . Your answers will be taken into account and will be confidently treated.

1. According to you what is autonomy?

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

2. Do you think that autonomy is important in language learning?

a- Yes

b- No

3. According to you who is responsible in language teaching and learning?

a- The teacher

b- The learner

c- Both

4. Does your teacher show you how to learn by yourself?

a- Yes

b- No

5. Do you consider self- reliance as a crucial component of being an autonomous learner?

a- Yes

b- No

Please justify

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

6. How long have you been studying English?

a- 08 years

b- 09 years

c- More than 09 years

7. As a first year learners, I attend all the lectures since they are the only source of English ?

- Strongly agree

- Agree

- Neutral

- Disagree

8. I sometimes attend the lectures and I use other sources ?

- Strongly agree

- Agree

- Neutral

- Disagree

9. I rarely attend the lectures because I rely on other sources like the net ?

- Strongly agree

- Agree

- Neutral

- Disagree

10. I often ask my lectures questions related to language skills since I face many difficulties ?

- Strongly agree

- Agree

- Neutral

- Disagree

11. I rarely ask my lectures questions since I prefer other sources like the net and books ?

- Strongly agree

- Agree

- Neutral

- Disagree

12. I believe that lectures give only 10 or15% of the target topics ?

- Strongly agree

- Agree

- Neutral

- Disagree

13. I believe that lectures give most all that I need so no need to search ?

- Strongly agree

- Agree
- Neutral
- Disagree

14. No need to deeper studies since all what I need to pass my exam is in the handout and moodle ?

- Strongly agree
- Agree
- Neutral
- Disagree

15. I have to broader my research by reading a lot and searching since the handout have only headlines ?

- Strongly agree
- Agree
- Neutral
- Disagree

16. I will do my best to be autonomous in learning English ?

- Strongly agree
- Agree
- Neutral
- Disagree

17. No need to be autonomous since my lectures give most of the needed knowledge ?

- Strongly agree
- Agree
- Neutral
- Disagree

18. Please be free to add any comments or further suggestions on the topic

.....

.....

.....

.....

.....

Thank you

Appendix 2

Teacher's Interview

1. In the process of learning English do you consider learner autonomy important?
2. Does learner autonomy depends on teacher's autonomy?
3. What do you think about the role of self-reliance in fostering the learner autonomy?
4. Relying on your classroom experience, what suggestions would you make to help students promoting their autonomous learning in and outside the classroom?

الملخص:

يهدف هذا البحث إلى دراسة موقف الأساتذة و الطلبة تجاه الدور الذي يلعبه تقدير الذات في استقلاليه الطلاب الفرضية المعتمدة في هذه الدراسة هي انه إذا كان لدى للطلاب درجة عالية من تقدير الذات فان استقلاليته في التعلم تزداد ولتحقيق هاذ الهدف قمنا بتصفح عدة مراجع من اجل اختيار معلومات على صلة بهذا المجال لهذا أجرينا استبيان موجه إلى 58 طالب من السنة أولى ليسانس ثم قمنا بإجراء مقابله مع أساتذة اللغة الإنجليزية بجامعة بالمسيلة وذلك من اجل اخذ فكرة أعمق عن موقف الأساتذة من استقلاليه الطالب في دراستهم أظهرت النتائج المتحصل عليها في هذه الدراسة أن الاعتماد والاحترام للذات له أهميه كبيره في تحسين الطالب من التحكم و إدارة تعلمه بالإضافة إلى ذلك أظهرت النتائج أن هناك علاقة إيجابية تقدير الطالب لذات و التمكن من استقلاليه التعلم