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Investigating the Role of the Teacher in Promoting Language Learning Autonomy: Perceptions and Practices.

The Case of Second Year Students and EFL
Teachers at M'sila University

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

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DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis entitled:

"Investigating the Role of the Teacher in Promoting Language Learning Autonomy: Perceptions and Practices" represents our own work, and all the sources that we have used and quoted from have been indicated by means of complete references.

We certify that this work is the result of our own investigation. It has not been previously included in a thesis or dissertation submitted to this university or to any other institution. This work is to be carried out and completed at Mohamed Boudiaf University of M'sila, Algeria.

Signature:

Amira / Zahra

DEDICATION

This thesis is dedicated to our beloved parents who have raised us to be who we are today. Thank you for your unconditional and never-ending love.

To our sisters and brothers for their whole-hearted support: may god protect them.

To our dearest friends: Souhila, Achouak, Houda, Meriem, Yousra. You will always be a part of our life.

To all those who have been supportive, caring and patient. To all with whom we share love and respect.

Our warm thanks and prayers to you all...

Zahra/Amira

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Abstract

Recently, Learner autonomy has been valued to be a desirable goal in language education. With the shift from the traditional teaching approach to the learner-centered approach, there has been a focus on the benefits of learner autonomy to the success of language learning process. This study aims at investigating the role of EFL teacher in promoting language-learning autonomy. It seeks to uncover learners' perceptions about the role of teacher in an autonomous language-learning context, as well as teachers' views about their roles and what they are expected to do to promote learner autonomy, and how this is implemented in their practices. In trying to achieve the objectives of the study, questionnaires were submitted to English second year students at M'sila University, and EFL teachers at the same department. In addition, an interview was conducted with some teachers for more clarifications. The findings of this research revealed that teachers have a good perception about the notion of learner autonomy and their role in an autonomous language-learning context. However, they consider their students far away from being autonomous. They admitted that they do personal efforts to adopt multiple roles for the sake of sparking the sense of responsibility in their learners. The study revealed also that EFL teachers at M'sila University often play the role of "facilitator" and "Resource" to promote autonomy in their learners. Meanwhile, students have a good perception about the notion and its importance in language learning. Yet, they misperceive the role of the teacher and they have a limited knowledge about their own as well their teachers' limited responsibilities.

Key words: language learning autonomy, teacher role, learners' perceptions, teachers' perceptions.

Table of Content

Contents	pages
Declaration.....	I
Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
Table of Content.....	V-VII
List of Abbreviations.....	VIII
List of Tables.....	IX-X
List of Figures.....	X

General Introduction.

Background of the Study.....	2
Statement of the Problem.....	2
Research Questions.....	3
Aims of the Study.....	3
Significance of the Research.....	3
Literature Review.....	4
Method of Research.....	5
Dissertation Structure.....	6

Chapter One: Theoretical Background about Language Learning Autonomy

Introduction.....	8
-------------------	---

I. Learning Autonomy

1.1. Definition of Autonomy.....	9
1.1. General Definitions of Autonomy.....	9
1.1.2. Definition of Autonomy in Language Learning.....	9
1.2. The Emergence of Autonomy as an Educational Concept.....	11
1.3. Characteristics of an Autonomous Learner.....	12

1.4. Individual and Group Autonomy.....	14
1.5. Autonomy Related Terms in Literature.....	16
1.6. Learning Autonomy Dimensions.....	17
1.7. Autonomy and the Language Learning Environment.....	17
1.7.1. Autonomy within Classroom.....	18
1.7.2. Autonomy beyond Classroom.....	19

II. Creating an Autonomous Learning Environment: the Teacher's Role

2.1. Autonomy as a Desirable Goal in Language Learning Classroom.....	20
2.2. Learner Autonomy and Successful English Language Learning.....	21
2.3. Teachers and Learners' Perspectives towards Learner Autonomy.....	21
2.4. Teacher Roles in an Autonomous Classroom.....	22
2.4.1. Teacher Role as Facilitator.....	23
2.4.2. Teacher Role as Resource.....	23
2.4.3. Teacher Role as Counselor.....	23
2.4.4. Teacher Role as Manager and Organizer.....	23
2.5. Teachers' Interpretations of Learners Roles and Their own Roles.....	25
2.6. Promoting Learner's Autonomy.....	26
Conclusion.....	29

Chapter Two: Methodology, Data Analysis and Interpretations

Introduction.....	31
-------------------	----

I. Methodology

Introduction.....	32
2.1.1. Method of research.....	32
2.1.2. Research Sample and Population.....	32
2.1.3. Data Collection Tools.....	33

2.1.4. Data Collection Procedures.....	33
Conclusion.....	34

II. Data Analysis and Interpretation

Introduction.....	34
2.2.1. Students' Questionnaire.....	34
2.2.1.1. Aim of the Questionnaire.....	34
2.2.1.2. Description of the Questionnaire.....	34
2.2.1.3. Students' Questionnaire: Discussion of Results.....	35
2.2.2. Teachers' Questionnaire.....	46
2.2.2.1. Aim of the Questionnaire.....	47
2.2.2.2. Description of the Questionnaire.....	47
2.2.2.3. Teachers' Questionnaire: Discussion of Results.....	48
2.2.3. Teachers' Interview.....	64
2.2.3.1. Aim of the Interview.....	64
2.2.3.2. Description of the Interview.....	64
2.2.3.3. Teachers' Interview: Discussion of Results.....	65
2.2.4. Discussion of the Findings and Results from Data Analysis.....	70
Conclusion.....	72
GENERAL CONCLUSION.....	73
Pedagogical Implications.....	74
Limitations and Recommendations for Future Research.....	75
List of References.....	76
APPENDICES.....	79
APPENDIX 01 Students' Questionnaire.....	80
APPENDIX 02 Teachers' Questionnaire.....	82
APPENDIX 03 Teachers' Interview.....	85
الملخص.....	86

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

FLL: Foreign Language Learning

LLA: Language Learning Autonomy

LA: Learner Autonomy

SPSS: Statistical Package for Social Sciences

List of Tables

Table 1.1: comparison between autonomous and non-autonomous classrooms.....	19
Table 2.1: The importance of autonomy in language learning.....	36
Table 2.2: learners' view towards autonomy.....	36
Table 2.3: Teachers' promotion of autonomy.....	38
Table 2.4: The responsibility of identifying weaknesses in language learning.....	38
Table 2.5: Learners' readiness for continuous learning outside the class.....	39
Table 2.6: Learners' ability when choosing learning activities inside the class.....	40
Table 2.7: Learners' ability when choosing learning activities outside the class.....	41
Table 2.8: Learners' ability when choosing learning objectives inside the class.....	42
Table 2.9: Learners' ability when choosing learning objectives outside the class.....	43
Table 2.10: Learners' ability when deciding about what should be learnt in next session.....	43
Table 2.11: Learners' ability when deciding about how long to spend on each activity..	44
Table 2.12: responsibility in language learning.....	45
Table 2.13: Teaching experience.....	49
Table 2.14: Teachers' position.....	49
Table 2.15: Technical perspectives on learner autonomy.....	50
Table 2.16: Psychological perspectives on learner autonomy.....	51
Table 2.17: Social perspectives on learner autonomy.....	52
Table 2.18: Political perspectives on learner autonomy.....	53
Table 2.19: The role of the teacher in promoting learner autonomy.....	54
Table 2.20: Proficiency and learner autonomy.....	55
Table 2.21: The benefits of learner autonomy to language learning.....	56
Table 2.22: Teachers' perceptions about the Desirability of students to develop Learning abilities.....	57

Table 2.23: Teachers’ Perceptions about the Feasibility of Students to Develop Learning Abilities.....	58
Table 2.24: The Sample Responses about their Teaching Practices for the Role “Facilitator”	59
Table 2.25: The Sample Responses about their Teaching Practices for the Role “Counselor”	60
Table 2.26: The Sample Responses about their Teaching Practices for the Role “Resource”	61
Table 2.27: The Sample Responses about their Teaching Practices for the Role “Manager”	62
Table 2.28: The Means of the Four Roles.....	63

List of Figures

Figure 1.1: The Four Steps towards Learner Responsibility.....	24
Figure 2.1: Students’ Gender.....	35
Figure 2.2: Responsibility in Language Learning Classroom.....	37
Figure 2.3: Learners' Readiness for Continuous Learning outside the Class.....	39
Figure 2.4: Learners' Ability When Choosing Learning Activities Inside the Class.....	40
Figure 2.5: Learners' Ability When Choosing Learning Activities outside the Class.....	41
Figure 2.6: Learners’ Ability When Choosing Learning Objectives in the Class.....	42
Figure 2.7: Responsibility in Language Learning.....	46
Figure 2.8: Teachers' Gender.....	48
Figure 2.9: Teaching Experience.....	49

Figure2.10: The Actual Roles that are Played by EFL Teachers in order to Promote Learner Autonomy.....	64
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General Introduction

GENERAL INTRODUCTION

1. Background of the Study

Learner autonomy is one of the most innovations that the new paradigm 'learner-centeredness' came with. This shift in focus from the teacher to learner; calls for radical changes in both teachers' roles and learners' roles. The aim behind introducing such notion is to bridge the gap between the knowledge acquired at school and real life and to build up learners with more responsible attitude towards their own learning. Nowadays' society proved to be in need for a life- long study skills; that is to say, "a continuous learning process". Autonomous learners are the ones who share responsibility with the language teacher in the classroom. Moreover, they do further research in real life situations, so as, to improve their level in language learning. They are the one who continue learning when teaching stops.

Autonomy is known to be "the ability to take charge of one's own learning." (Holec, 1981, as cited in Qi, 2012, p.35). However this concept is sometimes misunderstood in a way that it can be realized without the interference of the teacher. In fact, "in formal educational contexts learners do not automatically accept responsibility for their learning; teachers must help them to do so." (Little, 1996, p. 76). Therefore, teachers are responsible for developing the sense of autonomy in learners through the roles and the practices they adopt in the classroom. They should adopt new roles that are totally different from the ones of the traditional teaching approach.

Being an organizer, a facilitator, a manager and a resource; the teacher will help students to be more responsible towards their own learning. Learner autonomy has been a key theme in the field of foreign language learning for over 30 years. However, only limited space in the extensive literature available has been devoted to the study of what learners as well as teachers think of the role of teacher in promoting language learning autonomy.

2. Statement of the Problem

Research in the field of foreign language learning and teaching emphasizes that learner autonomy is crucial to effective and successful language learning. They make it clear that learners are in need to take responsible attitude towards their own learning. At the same time, they suggest that intensive support is needed from the part

General Introduction

of the teacher. Generally, EFL learners come to university with their past learning habits of over-reliance on the teacher from secondary education. And since university requires academic achievement, and a great deal of autonomous learning. Learners find themselves ought to take a set of responsibilities to be more autonomous which they find more challenging to them.

In the Algerian context in general, teachers often complain about their students' habits of over-reliance on them. They find themselves get little response in return for their efforts. Thus, fostering learner autonomy seems to be the best solution for both teachers and learners. The latter need to have enough knowledge about the limited responsibilities attached to them as well as the ones attached to their teachers. Additionally teachers need to adopt certain roles, which can be implemented in their practices to foster the sense of autonomy in their learners.

3. Research Questions

This study was conducted to answer the following research questions:

1. What is language learning autonomy for both EFL teachers and learners at M'sila University?
2. How do EFL learners perceive the role of teacher in autonomous language learning?
3. How are teachers dealing with language learning autonomy; that is, what do they think about their role in an autonomous language learning context and what kind of roles do they perform?.

4. Aims of the study

The Study aims at investigating EFL learners' as well as teachers' perceptions of the notion learner autonomy at M'sila university. In addition, it aims at assessing learners' views about the role of the teacher in promoting language learning autonomy. Besides, the study attempts to explore teachers' perspectives about their roles in promoting language learning autonomy, and how their perceptions are reflected in their practices to adopt certain roles.

5. Significance of the study

The findings of this study will not only fill in the gap concerning how EFL Learners and teachers perceive the roles that teachers are playing, or are expected to

General Introduction

play in order to support learners' language learning autonomy, but also, they help teachers to realize what they are expected to do and what students are expected to do for an autonomous language learning. Furthermore, the results of this study may be useful for curriculum developers and teachers to decide on learners' as well as teachers' responsibilities for an autonomous language learning.

6. Literature Review

There have been numerous studies conducted to investigate the role of teacher in promoting language learning autonomy with many researchers. Those latter concluded that learners' autonomy is promoted when teachers adopt new roles that are, totally, different from the traditional ones in the teaching context (Han, 2014).

The term learner autonomy was defined by Dickenson (1987) as "the situation in which the learner is totally responsible for all the decisions concerned with his learning and the implementation of those decisions" (as cited in Benson, 2007, p.22). On the other hand, Aktas (2015, p.15) argued that Autonomy does not mean independence, it is the state where learners have to learn to work cooperatively with their teachers, peers, and the educational system.

Recent research has shown that in the language classroom, teachers play an important role in promoting learner autonomy. According to Benson (2001, p.11) "language teachers have a crucial role to play in fostering learner autonomy by taking both out-of-class and classroom perspectives". Furthermore, Hill (1994) argued that the decision of introducing autonomy in the class comes from the teacher's side and promoting such capacity among learners requires teachers' redefinition of their own role (as cited in Alonazi, 2017, p.185). Furthermore, Doung (2014) explored EFL teachers' perception about the promotion of learner autonomy and their teaching practices in Thai context. The sample included thirty EFL teachers who were teaching English at a Thai university. The findings showed that the participants could perceive the concept of learner autonomy and roles of teachers in autonomous language learning, yet most of them found it difficult to apply their knowledge about learner autonomy in this context.

Similarly, Azizi (2014) investigated Iranian EFL learners' perceptions of autonomous language learning in EFL classes as well as their perception of their teachers' role in autonomous language learning. Results indicated that learners shared

General Introduction

certain activities with their teachers. Yet, With regard to students' engagement in autonomous activities inside and outside the class, results indicated that learners are able to do some certain activities but unable to do some others.

In addition, Alonazi (2017) investigated the role of teacher in promoting language learner autonomy in Saudi EFL secondary school; focusing more on the roles of teachers as a facilitator, counsellor, resource and manager. The study revealed that English language teachers often promote autonomous learning in the classroom. Besides, they usually demonstrate the role of facilitator, counsellor, resource and manager through implementing different teaching strategies.

The above mentioned literature related to the role of the teacher in promoting learner autonomy suggested that a lot of research has been conducted to investigate the role of teacher in promoting learner autonomy in various contexts, but unfortunately no specific research has been conducted to investigate the role of the teacher in promoting language learning autonomy and how it is perceived from both, the learner as well as the teacher in the Algerian context. More specifically, no study has been conducted to explore the role of teacher in promoting learner autonomy at M'sila University. Thus, this study is conducted to remove the deficiency of research in this specific context.

7. Method of Research

Since the study focuses on the actual roles that EFL teachers play to promote learner autonomy and teachers' as well as learners' views towards this issue, an exploratory descriptive method has been selected for the research. Through which the data are collected and analyzed both qualitatively and quantitatively. The sample is randomly taken from second year English students at the department of English at M'sila University, as well as teachers at the same department. To get an answer to the previously set research questions, a questionnaire was designed to teachers and another one was devoted to learners. In addition to an interview with teachers to get a deeper understanding of the issues handled. Eventually, statistical software SPSS is going to be used to analyze the research findings.

8. Structure of the Dissertation

The dissertation is merely composed of general introduction, two chapters, and general conclusion. The general introduction is mainly concerned with the overall framework of the research design.

Initially, the first chapter is basically considered as the theoretical background of the topic under study, named as theoretical background about language learning autonomy. It is divided into two parts. The first part entitled "learning autonomy" will include definitions of the notion, a historical glance about its emergence as an educational concept, its types and dimensions. There will be also a theoretical enlightening element about the autonomous language-learning environment. For part two, which is entitled "creating an autonomous learning environment: the teacher's role". It will include a glance about the importance of the notion LLA in language learning, a detailed explanation about the teacher roles in an autonomous language learning context, how this is interpreted from the available literature and how the sense of autonomy can be fostered in EFL learners.

Concerning the second chapter, it is considered as the practical part upon which the research process is based. It is divided into two sections; the first one describes the methodology used. Whereas the second one is devoted to the analysis and interpretation of data, as well as research limitations and implications of the study.

The research is, eventually, concluded with a general conclusion that makes the link between the research findings and the insights from the literature, as well as recommendations for future research.

**Chapter One:
Theoretical
Background
about Language
Learning
Autonomy**

Chapter One: Theoretical Background about Language Learning Autonomy

Introduction

Learner autonomy has been valued to be a major area of interest in foreign language (FL) teaching from the 1970's on. Teachers and researchers have begun to investigate the notion of learner autonomy. Much has been written about what learner autonomy is, the rationale for promoting it, and its implications for teaching and learning.

There has been a gradual shift from traditional approaches to communicative language teaching and learner-centered approaches. Learning autonomy is considered as one of the major changes accompanied this shift in FL education. It insisted upon learners' independency and responsibility in managing their own learning. However, this does not mean that learner autonomy aims at establishing a "teacher less" learning. On the contrary, the teacher role is necessary in fostering his learners' autonomy. In this context Little (1996) stated that "in formal educational contexts learners do not automatically accept responsibility for their learning, teachers must help them to do so" (p. 76). So, teachers' help is essential in promoting learner autonomy through giving a helping hand to learners. In an autonomous learning, the learners are expected to have a set of responsibilities that may differ from the ones of the teacher.

This chapter is a comprehensive review of the notion "learner autonomy" and the role of teacher in an autonomous language learning. It is divided into two parts, for part one; it deals with the general definitions of the term, its definition in the field of foreign language learning (FLL). In addition to that, it gives a review of autonomy related terms in literature, its dimensions, the autonomous learning environment, and a review of how an autonomous learner can be.

Part two, sheds light on the role of teacher in creating an autonomous learning environment. It gives an insight about the importance of autonomy in language learning and its contribution to successful learning. Then, it discusses teachers' and learners' perspectives towards LLA, in addition to a detailed explanation about the teacher roles in an autonomous classroom from the available literature. Eventually, this part gives an insight on literature related to how to promote learner autonomy.

Chapter one: Theoretical Background about LLA

I. Learning Autonomy

1.1. Definition of Autonomy

A number of studies have been conducted investigating the notion of "autonomy"; they come up with different interpretations to what this latter can be. Before being an educational concept, autonomy was considered as a concept that exists in all fields of life. Reviewing the literature, autonomy can be defined from the general definitions of dictionaries to the specific definition in the field of foreign language learning (FLL).

1.1.1. General Definitions of Autonomy

Autonomy has been defined in Oxford Word power Dictionary (2006) as: "the right of an organization, region, ..etc. to govern or control its own affairs"(p.46) . Similarly, Oxford Advanced Learner's Dictionary (2010) defines autonomy as "the freedom for a country, a region or an organization to govern itself independently". Besides this definition another one is provided. "Autonomy is the ability to act and make decisions without being controlled by anyone else: giving individuals greater autonomy in their own lives" (Oxford Advanced Learner's Dictionnary, 2010, p.84). Mariam Webster Dictionnary defines autonomy as:

1. The quality or state of being self-governing. It refers here to self-government.
2. Self directing freedom and especially moral independence. Referring here to "personal autonomy."
3. A self- governing state.

From the above mentioned definitions we can deduce that the concept "autonomy" can be used to refer to several domains of life. It entails the will to act independently from others mentally, socially,..etc. Besides dependence on oneself.

1.1.2. Definition of Autonomy in Language Learning

The concept learner autonomy is often applied to the process and the content of language learning, it is a multifaceted concept whose meaning has been discussed from different perspectives by scholars and theorists. According to Benson (2001,p.1) "autonomy in language learning is about people taking more control over the purposes for which they learn languages and the ways in which they learn them". In other words, the notion of learner autonomy describes the learners' ability to control their learning.

Chapter one: Theoretical Background about LLA

Benson (2001) pointed out that in order to describe autonomy in language learning, it is important to recognize the levels in which learners' control is exercised including: control over learning management, control over cognitive process and control over learning content.

Furthermore, Benson and Voller (1997,p.2) argued that the term language learning autonomy can be used in five ways:

- For a situation where learners study by their own.
- For a set of skills that can be learned and applied in self directed learning;
- For an innate ability that is restrained by institutional education;
- For the learners' exercise of their own responsibility for their own learning;
- And for the learners' right to set the directions of their learning.

Moreover, the idea of learner autonomy was viewed by Allwright (1988, p.35) as a notion that is “associated with a radical restructuring of language pedagogy that involved the rejection of the traditional classroom and the introduction of wholly new ways of working”. Whereas, Little (1991) provided a definition in which he combined Holec's definition with his own “autonomy in language learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action ; autonomous learners assume responsibility for determining the purpose, monitoring its progress and evaluating it”(Little, 1991- as cited in Benson, 2007, p.23)

Learner autonomy is the learner's ability to control his own learning as it is viewed by Macaro (2008) who argued that the concept of autonomy in language learning is the state where learners take decisions about the language learning in which they control their own learning and the goals of that learning (p.59-60). Besides, Nunan (2000,as cited in Chitashvili, 2007, p.17) affirmed that autonomy in language learning is linked to the communicative approach in which the second language learning will proceed most effectively if learners are allowed to develop and exercise their autonomy.

From another perspective, the concept of autonomy in language learning was defined by Raya, Lamb and Viera (2007) as “ the competence to develop a self-determined, socially responsible and critical aware participants in educational

Chapter one: Theoretical Background about LLA

environments, within a version of education as (inter) personal empowerment and self and social transformation”(p.1).

1.2. The Emergence of Autonomy as An Educational Concept

Autonomy is a widely used concept in education policy and practice. The etymology of the concept derives from the Greek "auto-nomos" 'having its own laws' (Oxford Dictionaries, 2015). Therefore it is understood that autonomous learning is related to self directed studies.

This notion has entered the field of language learning since the 1970's, and started to take a growing interest for many researchers in the field of language learning and teaching. "Despite the fact that autonomy has been around for only centuries in the field of education or learning, it has been long used in other fields such as Philosophy, Religion, and Medicine"(Onozawa, 2010, p.126).

The idea has been dated back to personal Autonomy in political western philosophy and has been used as a political concept by the Ancient Greek philosophers. Mainly, Immanuel Kant and John Stuart Mill who claimed for citizens' right to self-government. Making a shift from the idea of self-governing political entities, to self-governing individuals, Kant gave birth to the idea of 'personal autonomy'.

The principal definition of autonomy is also indebted to John Stuart Mill who showed that individuals could act freely, as long as they make no harm. And this individual freedom should have mutual respect from society members (Benson, 2012).

Galileo was among the first to spark the idea of autonomy by his famous saying "you cannot teach a man anything; you can help him find it within himself"(Galileo Galilei, in Benson, 2001, p.23). He sparked the idea that all individuals can be independent in all aspects of their daily life.

In the early 1970's, due to the Council of Europe Modern Languages Project (1971), autonomy appeared as educational concept for the first time in the field of language teaching and learning. One of the establishments of this project was "Centre de Recherches et d'Applications en Language (CRAPEL) Which became the center of research and practice in the field (Benson, 2001). Henry Holec took the leadership of CRAPEL after the death of Yves Chàlon, who was considered to be the father of autonomy in language learning. Holec became a prominent figure in the field of

Chapter one: Theoretical Background about LLA

autonomy in language learning and teaching. His work which was reported to the council of Europe is "a key early document in language learning" (Benson, 2001, p.9). Benson(2001, p.10) stated also that:

"According to Gremmo and Riley (1995), interest in the concept of autonomy within the field of language education was in part a response to ideals and expectations aroused by the political turmoil in Europe in the late 1970's, Holec (1981: 1) began his report to the council of Europe with a description of the social and ideological context within which ideas of autonomy in learning emerged".

CRAPEL, which was the starting point to research and practice in the field of autonomy in language learning and teaching, aimed at providing learners with opportunities for lifelong learning. The approach developed at CRAPEL was highly influenced by the emerging works in the field of adult self-directed learning, which highlights the necessity to develop learners' ability to act more freely and responsibly when dealing with their social affairs(Benson, 2001).

Therefore, publications and works of CRAPEL paved the way for autonomy to be integrated in the field of language learning and teaching both in research and practice.

1.3. Characteristics of an Autonomous Learner

At the pedagogical level, the characteristics of autonomous learner has been identified based on determining what reasonably learners are expected to do. Based on the definitions of famous scholars in the field of learner autonomy, Qi (2012, p.35-36) stated that researchers such as :Holec (1981), Little (1990), Kenny (1993), Benson (2001), Dickinson (1987), Dam, L. (1990), Gardner & Miller (1996) main concern " is not so much whether learners learn, but whether learning practice is controlled by learners themselves in certain learning situation and whether learners have 'right' and 'freedom' in learning". He added that according to them the autonomous learner is expected to take responsibility of his own learning, set the learning goals, select materials, manage the learning practices, and at the end makes a sort of evaluation to his learning.

Similarly,

Chapter one: Theoretical Background about LLA

Dickson (as cited in Wang, 2014, p.1552) listed the basic features of autonomous learner as the following:

- Understand teaching objectives and teaching methods.
- Set their own learning target.
- Choose suitable learning strategies.
- Monitor their own learning strategies.
- Establish their own learning outcome.

The concept of learner autonomy has developed independently in different geographical areas, and therefore they have been defined using different (but often similar) terms. Taking the example of Chinese context, Xu (as cited in Qi, 2012, p.36) have set five aspects to autonomous English language learning:

- Understanding teaching objectives and requirements.
- Setting goals and making a plan for one's studies.
- Employing learning strategies effectively.
- Monitoring the effect of one's learning strategies.
- Monitoring and evaluating the English language learning process.

Learner autonomy is central to the idea that as long as learners are involved in making decisions about their own learning, learners will be more motivated and they will find the learning process more focused and purposeful. Moreover, the idea that learners have the power and right to learn for themselves is considered as an essential aspect for autonomous learner. Therefore; involving students in decision making about their own learning, can develop learner autonomy in language classroom (Balçikanli, 2010).

Holec (as cited in Qi, 2012, p.35) defines autonomy as "the ability to take charge of one's own learning." He further explains: "To take charge of one's own learning is to have, and to hold the responsibility for all the decisions concerning all aspects of this learning". Based on this definition, the notion of responsibility is considered as a crucial aspect in the language learner autonomy. Moreover, autonomy and responsibility "are apparently very much interrelated. In practice, the two concepts are more difficult to distinguish" Scharle&Szabo (2000, p. 4).

Scharle&Szabo (2000, p.3) reported that responsible learners are the ones who believe that their personal efforts is important for their learning progress. They added that responsible learners:

Chapter one: Theoretical Background about LLA

- Whenever doing their homework or participating in class, they are doing this not for seeking a compliment from the teacher or for getting good marks. They are only seeking to learn something new
- Do not depend fully on team work, but rather they tend to cooperate with the teacher and others for everyone's benefit. They do not restrict themselves to instructions given. Instead, they ask about the purpose of the activity and come up with suggestions.
- When failing to do homework, they feel that they lose an opportunity that may expand their knowledge of the foreign language, as they are monitoring their own learning and trying to benefit from certain opportunities such as classroom activities and homework.

In addition to that Scharle&Szabo (2000) argues that whenever students are interrupting teachers' explanation to ask for clarification for a certain point, trying to find the meaning of a word used by the teacher in the lesson, or giving higher attention to something he thinks he is weak in. They are considered as responsible learners who make a special effort for their own learning. Moreover, they are acting autonomously, independent from the teacher waiting for no order from him.

Therefore, the autonomous learner is expected to be much more responsible about his learning and aware of his strengths as well as weaknesses. He acts independently for the sake of learning something new and never waits instructions from the teacher to do so. The autonomous learner tends also to benefit from the opportunities he met in the process of foreign language learning using them to work on his own weaknesses in the foreign language. Based on this, autonomy for a long time has proved to be an essential element in language learning process.

1.4. Individual and Group Autonomy

Learner autonomy generally can be defined as "involving student's capacity to use their learning independently of teachers" (Littlewood, 1999, p. 73). This can be referred to students with no need to have teachers to accompany them in managing their own learning. However, it does not mean that learner autonomy is individual, it can also be collaborative. In this vein, Damn (2003) argued that learner autonomy requires readiness besides ability from the part of the students, to act autonomously in groups as well as individually.

Chapter one: Theoretical Background about LLA

Thus occasions for peer and group work are needed in an autonomous classroom to develop a sense of sharing their learning goals. "Autonomous learners are thus characterized by an independence that is at once constrained and enriched by interdependence" (Little, 2003, p.223).

Littlewood (1999) have distinguished two levels of self regulation; proactive and reactive autonomy. For Littlewood, proactive autonomy "regulates the distinction of activity as well as the activity itself". Wherein, the reactive autonomy "regulates the activity once the direction has been set". In the same vein, Holec (1981, as cited in Littlewood, 1999) added that proactive autonomy is associated with learners who are able to take charge of their own learning, select methods and techniques and evaluate what has been acquired. In this way students are able to monitor their own learning individually. However, we cannot deny the importance of the second kind of autonomy that Littlewood proposed. Proactive autonomy can be considered as the first phase that paves the way to reactive autonomy (Littlewood, 1999). Here Learners develop their capacity to plan, monitor and evaluate their learning not in isolation from one another but collaboratively (Little, 2003). Once the direction has been set, students will depend on themselves to work autonomously.

Another distinction has been made by (Dam, 2003) who puts forwards full and partial autonomy. With full autonomy learners are in charge of their own learning decisions and actions. With partial autonomy, the learning programme combines autonomous and non-autonomous elements. Thus, partial autonomy should be fostered as a first step in the long journey towards full autonomy.

" The concept of autonomy in the classroom invariably brings to mind a vision of learners working happily in groups, pairs or individually, while the teacher hovers in the background" (Ushioda, 2003, p. 9). In other words, autonomy is not restricted to learners working alone to manage their own learning. They can start the trip of being more autonomous from a group work assigned by the teacher in the classroom. Therefore, learners "in collective and individual evaluation of the activities and materials (their purpose, learning value, scope, difficulty level) will develop their capacity to make informed choices and decisions" (Ushioda, 2003, p. 97).

Chapter one: Theoretical Background about LLA

1.5. Autonomy Related Terms in Literature

The concept learner autonomy has many synonymous terms in the literature, all those terms refer to ways of learning by the oneself. What is common between the terms is that they tend to describe degrees of autonomy and their extent of implementation underlies the idea of learner responsibility.

Dickinson (1987) and Benson (1996) identify different terms in the literature on autonomy. Some of which are used synonymously, while others with different meanings. The issue has been discussed in Hadi(2012,p.8-9) as follow:

Individualized instructions: Individualized instructions are set in order to meet the needs of the learners, yet the teacher has a role to play in which he attempts to design the materials, set the learning objectives and evaluate the learning process.

Self directed learning: In fact the term self directed learning was defined by Dickinson (1987, as cited in Hadi, 2012, p.8) as “the process or the techniques used in directing one’s own learning”.

Distance learning: It usually refers to the situation where the teacher is distant from the learner, yet he stills follow his learning thanks to the phone, post and nowadays e-mail and web.

Flexible learning: It is a shared responsibility between teachers and learners in which supplying materials and determining activities is devoted to the teacher or the institution while learners have the choice over what to do and when to do. But there is a discussion about the learning goals.

In addition, Hadi (2018, p.14) provided further related terms to learner autonomy in the literature:

E- learning: Generally refers to the use of technology by learners when learning. The e- learning method is suitable for learners and satisfies the learning needs. Nowadays many learning technologies are provided due to the advanced technologies.

Lifelong learning: Simply refers the learning throughout the whole life, notably characterized by learning at any time and at any place. Lifelong learning is a continuous process in which the individual aims to gain knowledge for the sake of personal progression, it is considered as a skill that goes beyond traditional schooling. Lifelong learning can be conducted in specialized content or conducted personally.

Chapter one: Theoretical Background about LLA

A blended learning: It is the combination between e- learning and the traditional learning methods, this type of learning is suitable for many people since it is speed and cost effective.

1.6. Learning Autonomy Dimensions

Since the emergence of the concept of learner autonomy, a number of researchers come up with different interpretations to this notion based on their own views. However, they do agree on some aspects of responsibility related to this term. Benson (1997) discussed the different ways of representing the idea of learner autonomy under what is called "versions of autonomy" in which he classifies learner autonomy into three perspectives: 'technical', 'psychological' and 'political'. He related them to three approaches to learning "positivism, constructivism, and critical theory".

Benson (1997) declared that while technical autonomy associates the concept with the physical context in which learners are fully independent of the teacher. As an example "at the end of a formal schooling". Psychological version considers autonomy as set of personal skills and abilities which makes him an autonomous learner with some support from the educational context. He added that the political version is more concerned with power and control in learning.

Oxford's (2003) expanded versions of Benson's model. He added the sociocultural perspective, this latter "has a central interest in the roles of interaction and social participation in the development of learner autonomy" (as cited in Borg & Albousaidi, 2012, p. 5).

1.7. Autonomy and the Language Learning Environment

The notion "language learning autonomy" is not only a theoretical one, but rather it has a set of practical dimensions. It requires learners as well as teachers to have a set of responsibilities. This notion is thought to be beyond-classroom-practice. However, EFL learners can be autonomous in their classes as well, and both should be taken into account when promoting autonomy in language learning. In this context Benson (2001, p.11) noted that "autonomy in language learning focuses not only on

Chapter one: Theoretical Background about LLA

out -of-class learning, but also classroom practice". In both contexts, teachers have a crucial role to make learners achieve a level of independency.

Indeed. There has been a growing interest among researchers in the field of foreign language learning and teaching towards the distinction between "within" and "beyond" classroom practices for an autonomous language learning, and what teachers can do to promote learners' autonomy in both contexts.

1.7.1. Autonomy within Classroom

With the shift from teacher-centeredness to learner-centeredness in education, including foreign languages learning, EFL Classes are supposed to be learner-centered with a gradual application of learner autonomy. Autonomous learning involves "learners taking ownership partial or total, of many processes which have traditionally belonged to the teacher" (Littlewood, 1999, p.71). That is to say; students should no longer see the teacher as a figure of authority who is always there to tell them what to do. Rather, with the help of the teacher; they can take responsibility of certain activities in the language classroom.

Littlewood, (1998 as cited in Hadi, 2018) proposed three distinct ways in which autonomy can be manifested in the language classroom:

- a- Organizational autonomy support (e.g, students are given freedom to take decisions about classroom management and issues such as time management, exercises order).
- b- Procedural autonomy support (e.g, offering students choices about the use of different media to present ideas) especially in the presentation of research workssuch as projects.
- c- Cognitive autonomy support (e.g, affording opportunities for students to evaluate their work. Self-correction as well as peer-correction can free students from the commandof teachers mainly in evaluation).

English language teachers have plenty of roles to play in establishing an atmosphere that really encourages autonomy and enhance learners' independency in language learning. Similarly students are required to take more responsibility in the classroom.

Chapter one: Theoretical Background about LLA

Nunan (1996) presents a comparison between autonomous and non-autonomous classroom referring to them as "institution focused classroom" and "autonomy focused classroom". He sheds light on what language learners as well as teachers are expected to do in each class. This can be illustrated in the (table2.1).

He compares what might happen in an autonomy focused classroom, which is designed to develop autonomy in the student, with what one might expect in an institution centered classroom. In the three following stages: planning, implementing and evaluating language course.

Autonomy focused classroom	Institution centered classroom
▪ Decisions about the course content are made with reference to learners' use of language outside the classroom. ▪ Learners are involved in the selection, modification, and adaptation on the content as well as the process of learning. ▪ The teacher refers to the learning style preferences of the learner in choosing the methodology of teaching.	▪ Decisions about the course content are made by the teacher or the institution with no reference to learners' needs. ▪ Learners are encouraged to reflect on their learning experiences, and evaluate the opportunities made available in the classroom.

Table 1.1: Comparison between autonomous and non autonomous classrooms (Nunan, 1996, p.21)

1.7.2. Autonomy beyond Classroom

Learning beyond classroom or what is called by Benson "Out-of-class Learning" is generally used to refer to the efforts of learners taking classroom-based language courses to find opportunities for language learning and use outside class (Benson, 2007). He also points out that recent studies argues that students who are taking the opportunity to have out-of-class learning activities independently, tend to be more creative.

Therefore, autonomy need to be valued to be an out of classroom practice. In addition to classroom activities, "there is perhaps a need for the idea of learning

Chapter one: Theoretical Background about LLA

beyond the classroom to be theorized in the same way that classroom learning has been theorized in recent years" (Benson, 2007, p.27).

Teachers are expected to provide personal and instructional supports meant to facilitate the developing sense of student autonomy. Learners as well, need to take efforts outside the classroom context to enrich their level and to develop their sense of autonomous learning. With the availability of the internet and computer technology nowadays, things are getting more easier. The former can help in practicing the English language, gives access to real life situations in which the language is being used, and enhances learners' autonomy as they are free to decide about what to learn, how to learn, and with whom to communicate (Gitsaky& Tylor, 2001-cited in Kuo, 2008).

II.Creating an autonomous Learning Environment: the teacher's role

2.1.Autonomy as a Desirable Goal in Language Learning Classroom:

Many language teachers are convinced of the importance of incorporating the principle of learner autonomy in the language-learning context. Fostering learner autonomy is an important goal in language learning. Cotteral (2000, p.109) argued that learner autonomy should be viewed as a main goal of all learning not only a goal for highly committed students who are completing optional courses, or those who are operating within selected educational or cultural contexts.

In the language classroom, introducing learner autonomy is inevitable, hence placing it as a desirable goal in language learning is necessary. According to Candy (1991, p.24) learning is both effective and meaningful "When learners are involved in making choices and decisions about the content and the mode of what they are studying".

In this regard, Ellis and Sinclair (1989 as cited in Yildirim, 2012, p.20) stated that "helping learners to take more responsibility for their own learning can be beneficial because:

1. Learning can be more effective when learners take control of their own learning because they learn what they are ready to learn;
2. Those learners who are responsible for their own learning can carry on learning outside the classroom;

Chapter one: Theoretical Background about LLA

3. Learners who know about learning can transfer learning strategies to other subjects”.

2.2. Learner Autonomy and Successful Language Learning

Learner autonomy occupies central concern in the field of teaching English as a foreign language. Learner autonomy enables learners to achieve high degrees of independency and creativity. In this regard, Harmer (2007) suggested that to compensate for the classroom time borders and to promote the chances for successful language learning, learners should be encouraged to update their learning strategies in order to become autonomous learners.

Learner autonomy is crucial to both effective and successful language learning, since it helps learners to apply the knowledge and skills acquired in the classroom in real life situation (Alonazi, 2017, p.184).

Emphasizing the notion of the importance of learner autonomy in the language learning process, Dam (1995, as cited in Çakıcı, 2015, p.34) believed that language learning is greatly enhanced when learners have the control over the goals and their learning.

2.3. Teachers and Learners' Perspectives Towards Learner Autonomy:

➤ Teachers' Perspectives:

According to Benson (2008) “from the teachers’ perspective, autonomy is primarily concerned with institutional and classroom learning arrangements within established curricula”(p.15). He further pointed out that teachers’ perspective on learner autonomy are expressed in many ways, it can be conceptualized in terms of dimensions of capacity and situational freedom. The former refers to individuals’ ability to manage his life while the latter enables him to exercise such ability (p.20-21).

In the Chinese context, teachers’ understanding of the term learner autonomy received little attention and it is not appointed in their studied lists. Ding (2013) explored the teachers’ cognition about learner autonomy. The study revealed that teachers are aware of the concept and they definitely supported it, however they argued that the implantation of such concept is difficult because of many reasons including teachers themselves, the students and the institution.

Chapter one: Theoretical Background about LLA

In the same vein, Borg and Al-Busaidi (2012) explored teachers' beliefs and practices on learner autonomy in university language centre, the study was devoted to teachers who are aware of the concept learner autonomy but are not applying such concept. They said that "the extent to and manner in which learner autonomy is promoted in language learning classrooms will be influenced by teachers' beliefs about what autonomy actually is, its desirability and feasibility" (p. 60).

➤ Learners' perspectives:

Learners' perspective was defined by Benson (2008, p.15) as a phenomenon in which an individual's position in a power-inflected role relationship and the experience that the individual acquires within this relationship are the main conditions such as the teacher-student relationship.

Furthermore, Benson (2008, p.15) assumed that learners' perspective on autonomy in learning is concerned with learning and its relevance to life beyond the classroom. He argued that within learning experiences and life, learners' perspective on autonomy are generally contextualized.

2.4. Teacher Roles in an Autonomous Classroom

Learner autonomy is generally thought to be learners' own responsibility. However, without the help of the teacher, nothing is ever enough to promote learner autonomy. And since the capacity of being autonomous is not innate, there still a need for teachers' help to develop such skill and to give a helping hand to learners, so as to step in the autonomous learning environment.

It is essential for teachers to put a greater efforts in their teaching and to be active in the process as well. More specifically " language teachers have a crucial role to play in fostering learner autonomy by taking both out-of-class and classroom perspectives"(Benson, 2001, P.11). Therefore, Teachers' attitudes towards their learners will change from considering them passive recipients to collaborators as it is put by Reinders& Lamb : "While introducing autonomy in the classroom, teachers consider students collaborators in the learning process." (Reinders and Lamb, 2006, p.47)

Han (2014) declared that in order to develop learners' autonomy, teachers need to adopt new roles which are totally different from the ones adopted in the traditional

Chapter one: Theoretical Background about LLA

teaching context. In reviewing the relevant literature, in an autonomous language learning context, teachers are expected to perform the following roles:

2.4.1. Teacher Role as Facilitator

According to Voller (1997), teacher as facilitator is known to be a helper whose role is to facilitate the learning, he adds that this role can be adopted in adult learning as well as language learning context.

Chiu (2005) explains that a facilitator of learning is usually considered as a helper who makes the learning process easier to learners. By serving as a facilitator, teachers make the development more flexible and successful.

2.4.2. Teacher Role as Resource

When the teacher performs as a resource, he/she is perceived as a flood of knowledge and expertise (Benson&Voller,1997). Additionally, Voller (1997) sees the teacher as resource; as the one who is knowledgeable enough about the foreign language and the learning materials. For instance , the native speaker who has already masters the instructional materials made to learners, even though he is untrained, he is thought to be an excellent "Resource".

2.4.3. Teacher Role as Counselor

The teacher as counselor role is supposed to guide learners when they turn to him for consultation and guidance. The counselor is part of the facilitator's role and it is more applicable in individualized learning situations (Voller, 1997).

Richards and Rodgers (1986, as cited in Yan, 2012) claimed that a teacher-counselor is supposed to be an effective communicator seeking to maximize the learner engagement through the use of interpretation, confirmation, and feedback. In other words, when a teacher functions as counselor, he/she gives advice and helps learners so that they become more efficient learners.

2.4.4. Teacher Role as Manager and Organizer

According to Yan (2012) Manager, is the pivotal role that teachers need to perform in any learner-centered classroom. He adds that; In a learner-centered context. The teacher is supposed to organize a set of games and activities which are in

Chapter one: Theoretical Background about LLA

parallel with student's needs and expectations, proved to be effective and relevant. concluding that the success of many activities as well as the achievement of the learning and teaching objectives, depend more on clear instructions given by teachers. Furthermore, it depends on good organization and students' awareness of their responsibilities before doing the tasks.

An autonomous classroom is basically a learner-centered classroom in which students are expected to assume more active and participatory role than in traditional teaching context. Kojima (2005) argued that, in a learner-centered context, teachers are expected to perform the role of information-gatherers, decision-makers, motivators, and counselors.. He further adds that the teacher is expected to have new teaching capacities identifying students' needs, interests, learning styles and strategies. Besides conducting training on learning strategies, and guiding learners towards learning independently.

Scharle&Szaboo (2000) reported that the change in teachers' role should be gradual rather than sudden one. Similarly, Dam (2003) represents a figure in which he highlighted the journey of learners towards total independency. (Figure 1.1) represents the four steps towards learner responsibility

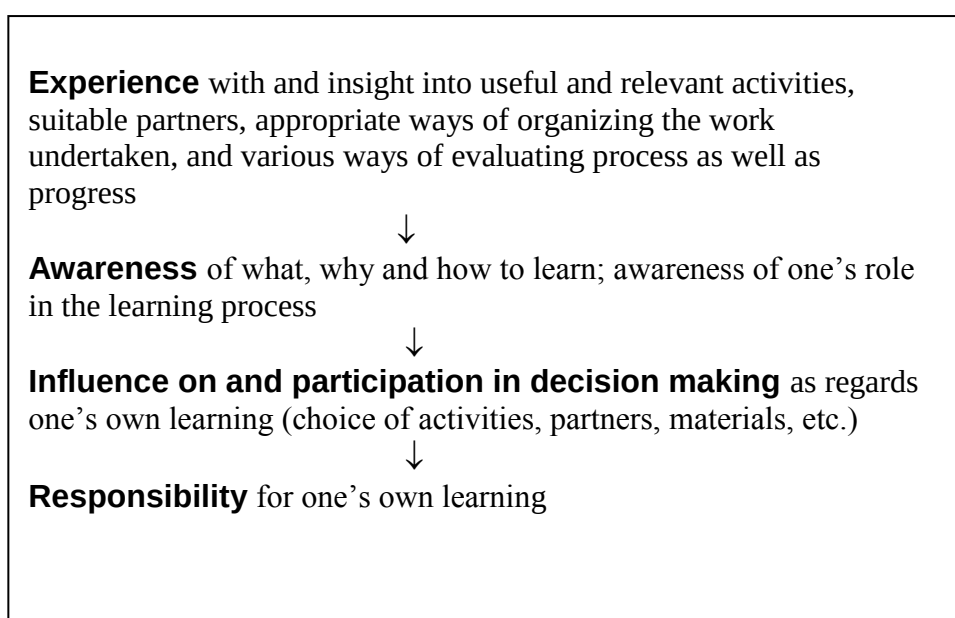


Figure 1.1: the four steps towards learner responsibility (Adapted from Dam, 2003,p. 139)

Chapter one: Theoretical Background about LLA

According to Dam (2003), in a learner-centered environment, the teacher is expected to perform certain roles Along these steps. He is supposed to:

- Make learners aware of what is expected from them to do. Moreover, giving them freedom to choose learning activities.
- Negotiate with learners in order to set up criteria of choice of partnersreferring to students' experience with pair and group work.
- The teacher is expected also to create in his learning, finding ways to support his learners' choice and decision such as "logbooks and posters".
- To help learners to know more the process, the aims and the content of learning. by making them do their logbooks and portfolios about what they have learnt
- The teacher is supposed to make the learning process a shared responsibility, giving learners opportunities to negotiate with their mates as well as the teacher.

"In formal educational contexts learners do not automatically accept responsibility for their learning , teachers must help them to do so; and they will not necessarily find it easy to reflect critically on the learning process, teachers must first provide them with appropriate tools and with opportunities to practice using them"(Little ,1991, p.176-77).

Thus, it is greatly shown that the extent to which a teacher is able to adjust his roles, will greatly affect his learners' ability to take charge of their learning. Teacher style and method of teaching affect motivation in learning, and that motivation affects learner autonomy either positively or negatively.

2.5. Teachers' Interpretations of Learners Roles and their own Roles:

There are numerous studies that explored teachers' perception of learners' roles and their own roles.

kavanoz (2006) explored English language teachers' perception about learner centeredness and the implement of such concept in their classrooms. The teachers in the private schools viewed themselves as guides, facilitators and leaders. They believed that learning was a difficult process and their task was to facilitate such

Chapter one: Theoretical Background about LLA

process. Teachers in the private school defined their roles as: facilitator, guide, leader and problem solver.

In her study of student and teachers' beliefs about learner autonomy in the Turkish educational context, Balçıkanlı (2010) interviewed twenty volunteer student and teachers to identify their general attitudes towards learner autonomy. The overall study findings indicated that students and teachers had a clear view of learner autonomy. Furthermore, the study indicated that both students and teachers seemed to share the idea that students should be placed at the centre of learning practices. Moreover, it revealed that teachers agreed with the idea that students should be involved in the decision making process.

Similarly, Doung (2014) explored EFL teachers' perception about the promotion of learner autonomy and their teaching practices in Thai context. The findings revealed that teachers could perceive the concept of learner autonomy and the roles of teachers in autonomous language learning. Regarding their roles in fostering learner autonomy, the majority of the participants identify three roles to the teacher: facilitator, counsellor and resource. In addition, the study revealed that most of teachers found that it difficult to apply their knowledge about learner autonomy in this context.

2.6. Promoting Learner Autonomy

An ideal environment for promoting learner autonomy is the one in which teachers are providing technical and personal support, besides opportunities for learners to be involved in their learning, so they will have a sense of freedom and responsibility towards their learning. Ryan (1991-Cited in Kojima, 2005)

Most of the relevant research studies highlight the importance of promoting learner autonomy in language classroom, emphasizing the importance of changing teacher-dependent learning habits, increasing learners' motivation and sense of responsibility, and the use of certain tasks and practices.

■ Making instructional goals clear to learners

This step is considered to be the first step in giving learners the opportunity to take responsibility of their own learning. Goals can be made explicit to learners by involving them in the learning process, rather than informing them (Nunan, 2003).

Chapter one: Theoretical Background about LLA

■ Helping learners to identify their own preferred styles and strategies

Yang (1998-cited in Han, 2014) points out that teachers are responsible for developing students' learning strategy, so as to develop LA. Therefore, learner training is seen as a 'technical' approach for promoting learner autonomy. The former is known as "enabling learners of English to discover learning strategies that suit them best. So they can learn more effectively " Ellis and Sinclair (1989-cited in Hadi, 2012). Besides Helping students to think about the learning strategies, teachers are expected to give learners the opportunity to put them into practice. once strategy training is done successfully, students will be able to use a set of strategies independently.

In this regard, Nunan, based on his teaching experience reported: " once I have helped my learners to identify their own preferred learning styles and strategies, I began to give them choices from a range of options " Nunan (2003, p. 200).

■ share knowledge with learners and raise their awareness of the learning process

Nunan (2003) stated it clearly that it is important to give learners chance to know about the way they learn, simply like it is important to give them chance in deciding what to learn. Starting with raising awareness of the strategies underlying classroom tasks.

In the same context, Dicknson (1992- as cited in Finch, 2015) asserts that the teacher can promote greater learner independence by rainsing learners' awareness of the language system, so as to help them understand many of the learning techniques and build up a grammar knowledge that they would use later. He further adds that sharing knowledge about language learning with learners, could give them an idea about what to expect from language learning tasks, and how they should deal with language learning problems.

■ Encourage learner choice and build up self-confidence towards autonomous learning

"Convincing learners that they are capable of greater independence in learning - give them successful experiences of independent learning" Dickinson (1992, as cited in Finch, 2015, p. 9). Therefore, teachers are expected to appreciate learners' decisions towards their learning; in order to move learners from total dependence on the teacher

Chapter one: Theoretical Background about LLA

to autonomy. Moreover, engage them in decision making by providing regular opportunities to them. For instance, if a learning task includes a reading passage and a listening one; learners might be asked about which one they prefer to do first. (Nunan, 2003)

■ Encourage learners to use the FL outside the classroom and to adopt out-of-class learning using the internet

Practicing the FL outside the language classroom, help EFL learners to develop their autonomous ability. Moreover they will work on their level to reach a level of mastery. Nowadays, things are getting easier with the availability of the internet and computer technology.

The role of computer technology in English as Foreign Language (EFL) instruction has become more and more important as educators recognize its abilities to create both independent and collaborative learning environments in which EFL students can acquire and practice their target language (Butler-Pascoe, 1997-Cited in Kuo, 2008, p. 1)

■ Encourage learners to become teachers

Nunan (2003) considers this step a the last step in the journey towards autonomous learning and can be done at a more challenging level of learners. He pointed out teachers' experiences from the literature who could adopt such options to learners and achieved a memorable success. Assinder (1991, as cited in Nunan, 2003) stated that: "Being asked to present something to another group gave a clear reason for the work, called for greater responsibility to one's own group, and led to increased motivation and greatly improved accuracy".

To conclude, we can say that teachers can promote learners' autonomy when adopting the aforementioned tasks and practices. It has been proved to be practical as well as successful. However "the feasibility of fostering autonomy will vary from learner to learner, from classroom to classroom, and from institution to institution" (Nunan, 1996, p.26)

Chapter one: Theoretical Background about LLA

Conclusion:

The present study focused on exploring the roles of EFL teachers in fostering learner autonomy. Precisely, how those roles are perceived by EFL learners as well as teachers themselves. And how these perceptions affect their practices.

The theoretical chapter attempts to acknowledge several points. Among them, the notion "language learning autonomy" from different perspectives, the characteristics of an autonomous learner emphasizing the roles that he is expected to perform. Besides a detailed explanation about the role of teacher in creating an autonomous learning context; discussing mainly the roles that a teacher may perform, and how they were perceived from the available literature. Moreover, the chapter highlights the principles and tips of learner autonomy that EFL teachers should apply them in their teaching. So as to spark the sense of autonomy in their learners.

Autonomy proved to be a desirable goal in language learning as it contributes to successful language learning. Learners as well as teachers are in need to have enough knowledge about the responsibilities attached to each of them, so as to step in an autonomous learning. Teachers have a great role regarding learner autonomy, as they may create conditions in which they will develop this capacity among learners if they perceive themselves as facilitators.

The next chapter will display data to show how EFL teachers' and Learners' perceive teachers' role in promoting learner autonomy, to whom learners attach the notion of responsibility in FFL learning, and what teachers think of their learners' abilities and what roles do they perform to promote learning autonomy among learners.

**Chapter Two:
Methodology, Data
Analysis and
Interpretations**

Chapter Two: Methodology, Data Analysis and interpretation

Introduction

The present research aims at investigating the role of teacher in promoting language learning autonomy. In this chapter, our research attention has shifted from the theoretical part which is the literature review, to the practical part which is basically concerned with the research design and procedure upon which the current study is conducted. It is designed to analyze results obtained through investigating teachers' and learners' perceptions concerning the role of teacher in promoting language learning autonomy, how these perceptions affect their practices, and to whom they attach the notion of responsibility in an autonomous language learning context.

The chapter begins with a full description of the research methodology. The first section will highlight the research method used, sample and population, data collection tools, and data collection procedures. In the second section, the focus shifts to the analysis of data collected. The interpretation of the findings of each instrument, and a general discussion in which the results of the research tools will be combined and then related to previous studies.

I. Methodology

Introduction

This section is devoted to research design and methodology. It gives a detailed description about the sample chosen, the research tools used, and further details are presented concerning the data collection procedures and analysis.

2.1.1. Method of Research

Research methods according to Kothary (2004), are all the techniques and tools that a researcher relies on when trying to solve his/her research problem. Therefore, the choice of the research method depends on the problem the researcher tends to investigate. Moreover, Sekaran (2003) indicated that using descriptive research helps the researcher to fully comprehend characteristics of the participants and phenomena.

Since the study focuses on the actual roles that EFL teachers play to promote learner autonomy and teachers' as well as learners' views towards this issue, an exploratory descriptive method has been selected for the research. Through which the data are collected and analyzed both qualitatively and quantitatively. The sample is randomly taken from second year English students at the department of English at M'sila University, as well as teachers at the same department. To get an answer to the previously set research questions, a questionnaire was designed to teachers and another one was devoted to learners. In addition to an interview with teachers to get a deeper understanding of the issues handled. Eventually, statistical software SPSS is going to be used to analyze the research findings.

Items on the questionnaire and the interview were constructed from the literature reviewed on learner autonomy with some modifications to fit the current study.

2.1.2. Research Sample and Population

To follow up this study, we have chosen our informants among teachers and learners at the Department of English at M'sila University. Both of them were required to fill in the questionnaire, in addition to volunteered teachers to be interviewed.

Second year LMD English students at the English department at M'sila University were chosen as a sample. Among 120 students, 30 students were chosen to answer the questionnaire. The reason behind this choice is that second year students have

Chapter Two: Methodology, Data Analysis and interpretation

already passed one year at university, so they have developed the sense of responsibility in language learning. The study also consisted a sample of teachers at the same department. Their total number is twenty four, Eleven teachers were chosen randomly to participate in the study. They are with different certificates(Magister, Doctorate), different teaching experience, different specialties (Didactics, Literature & civilization, and Applied Linguistics) and they are in charge of different levels. Five of them volunteered to be interviewed.

2.1.3. Data Collection Tools

In order to collect data required to answer our questions, a questionnaire was devoted to second year students at the Department of English at M'sila University. Furthermore, eleven teachers were chosen randomly to answer a questionnaire devoted to them. Five of them volunteered to be interviewed so as to clarify some information that may be uncovered through the questionnaire.

2.1.4. Data collection procedures

The present research attempts to investigate the role of teacher in promoting language learning autonomy from teachers and learners perspectives. Data obtained from the three research instruments were analyzed and interpreted qualitatively and quantitatively. Quantitative data was gathered through two different instruments including questionnaire and interview. The questionnaires was devoted to EFL teachers and second year EFL learners at M'sila university. For teachers' questionnaire, teachers were given the questionnaire to answer it and then submit it either at the same time or after a while. Whereasthe learners' questionnaire was conducted online and posted on Facebook groups due to the COVID-19 circumstances. Data have been analyzed and illustrated in tables and graphs.

Teachers' interview have been conducted online via E-mail. It was devoted to EFL teachers at M'sila University. It consisted of a set of questions and teachers were asked to give their own answers.

Conclusion

In this section, the researcher attempted to describe and illustrate the research methodology including the research sample and population, data gathering tools (questionnaires and interview) and the procedures of data collection and analysis.

II. Discussion and Interpretation of Results

Introduction

This section is devoted to analyze and interpret the data obtained from students' questionnaire, teachers' questionnaire and interview. The results obtained have been discussed according to the objectives of the study and were analyzed both qualitatively and quantitatively.

2.2.1. Students' Questionnaire

Based on the conducted literature review, the items of the questionnaire are decided and organized. Some of the questionnaire items were modified and simplified, others were deleted accordingly. This was done in order to avoid ambiguity and to ensure that learners would give the accurate answers.

2.2.1.1. Aim of the Questionnaire

The questionnaire aims to gather data from second year students at the department of English at Msila university concerning their perceptions towards the notion of "learner autonomy" in foreign language learning, their abilities in certain learning activities. And their perceptions concerning the notion of responsibility in EFL classrooms.

2.2.1.2. Description of the Questionnaire

The questionnaire is divided into three sections. Section one entitled "perceptions" seeks to investigate learners' general perceptions about LLA. It consisted of six closed ended questions where participants are asked to tick the appropriate answer. For section two, it was entitled "abilities". It was designed to assess learners' views about their own abilities when they have the opportunity to decide on a set of learning activities. In this section, respondents were asked to tick one of the five points likert scale, ranged from very poor to very good concerning a

Chapter Two: Methodology, Data Analysis and interpretation

set of language learning activities inside and outside the classroom. The third section of the questionnaire was entitled as "responsibilities" in which learners were asked to choose who is responsible for each of the provided learning activities. They were given three choices namely; "students' responsibility", "Teachers' responsibility", "Both". and they were asked to indicate one of the choices by ticking the appropriate box for the sake of revealing to whom EFL learners at M'sila university attach the notion of responsibility in EFL classrooms.

2.2.1.3 Students' Questionnaire: Discussions of Results

Students' Gender

The learners who participated in this research were from both genders, males and females; though the females were more than males in a rate of 66.7 % for females and 33,3% for males as it is illustrated in the figure:

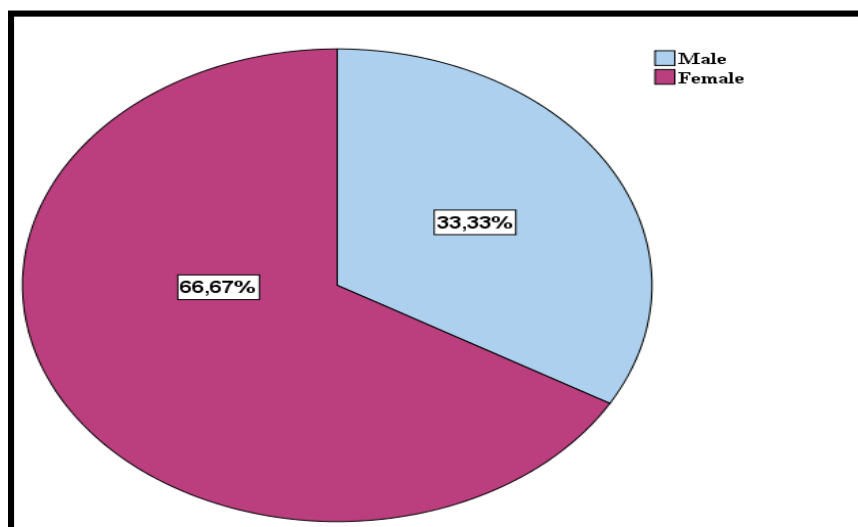


Figure 2.1: Students' Gender

Chapter Two: Methodology, Data Analysis and interpretation

Section One: Learners' Perceptions about Language Learning Autonomy

Section one was devoted to investigate learners' general perceptions about the notion of responsibility in EFL learning.

Q1: to what extent autonomy is important in language learning?

	Frequency	Percentage
To a high extent	14	46.7%
To some extent	16	53.3%
To low extent	00	00%
Total	30	100%

Table 2.1: The importance of autonomy in language learning

The results showed that none of the learners considers that autonomy has low importance in English language learning. They do insist on its importance but with different degrees. 46.7% of the respondents considers learner autonomy important in English learning to a high extent. As a matter of fact, 53.3% believed the same but to some extent. This means that learners are aware of the fact that learning autonomy is very important in language learning.

Q02: why should learners be autonomous?

To investigate in depth the way learners looked at autonomy, they have been asked "why should learners be autonomous?" and they have been given choices.

	Frequency	Percentage
To get good marks	5	16.7%
To improve their proficiency in language learning	25	83.3%
Total	30	100%

Table 2.2: learners' view towards autonomy

The above table shows that 16.7% of the respondents believed that learners should be autonomous for the sake of getting good marks. Whereas for 83.3% of them, the importance lied in improving their proficiency in language learning. This shows clearly that learners are aware of having responsible attitude towards their learning.

Question 03: How do you consider the notion of responsibility in the language classroom?

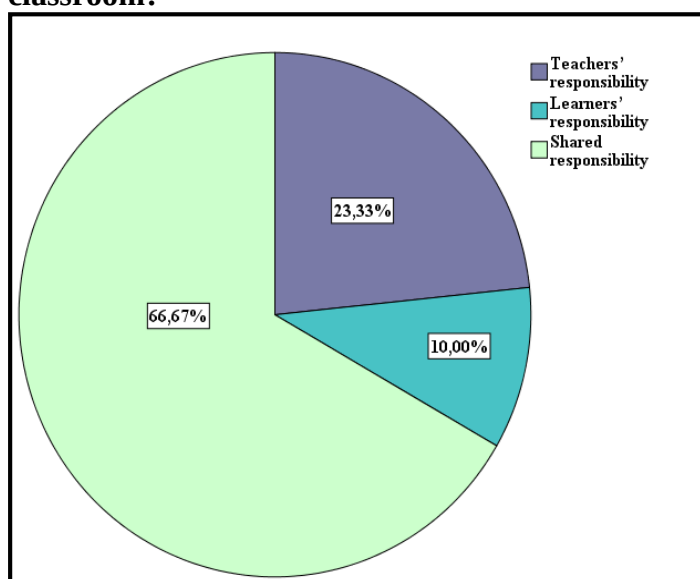


Figure2.2: Responsibility in Language Learning Classroom

(Figure2.2) above shows that learners were given three choices namely; "teachers' responsibility", "learners' responsibility" and "shared responsibility". The results revealed that the majority of learners with 67% see the notion of responsibility in language learning as a shared responsibility between teachers and learners in the language learning classroom. whereas 23% still depend fully on the teacher. they are accustomed to the spoon-feeding habit as they attach the notion of responsibility all and only to the teacher. Among the respondents, (10%) seemed to be autonomous as they believe that responsibility in language learning is learners' own. Therefore, EFL learners are aware of the fact that they have to take responsibility towards their learning with a support from their teachers.

Q4: Does your teacher show you how to learn by yourself?

Language learning autonomy is about learners having responsible attitude towards their own learning. However, learners still in need for guidance from the teacher to cultivate their sense of autonomy. This question aims to know whether teachers are showing learners how to be autonomous and have the sense of responsibility in language learning. Surprisingly, the results obtained, showed that (25 of the participants out of 30) declared that their teachers do not show them how to learn by themselves. As for 5 of them, they agreed that their teachers show them how to learn by themselves as it is illustrated in the following table (table 2.3)

	Frequency	Percentage
yes	5	16.7%
No	25	83.3%
Total	30	100%

Table 2.3: Teachers' promotion of autonomy

Q05: who is responsible of identifying your weaknesses in language learning?

The aim behind asking this question is to know to whom learners attach the evaluation process in language learning, and to know whether they really feel responsible enough to evaluate themselves, or they are just depending on the teacher and their mates to do so. Findings indicate that none of the respondents depend on their classmates to identify their weaknesses. Whereas a considerable number of them still depend on the teacher to sort out their weaknesses in language learning with a 40%. It is of great interest to note that 60% of our sample believe that identifying their weaknesses in language learning can be their own responsibility. Table (2.4) below represents the findings:

	frequency	Percentage
The teacher	12	40%
yourself	18	60%
Your classmate	00	00%

Table 2.4: The responsibility of identifying weaknesses in language learning

From the results represented, we can say that EFL learners consider themselves responsible for identifying their weaknesses in language learning.

Question06: after taking the English class do you feel :

- **Satisfied about the knowledge provided by the teacher**
- **Try to develop it and enrich it outside the classroom**

Through this question, the researcher wanted to investigate learners' readiness to have a continuous learning process outside the classroom.

As it is shown in (Table 2.5) and (Figure 2.3), the majority of the participants 70% maintain that they try to develop the knowledge provided by the teacher and enrich it outside the classroom. Only nine students 30% declare that they feel satisfied about

Chapter Two: Methodology, Data Analysis and interpretation

what is provided by the teacher in the classroom. This means that EFL learners at M'sila University are ready for a continuous learning process when teaching stops.

	frequency	percentage
You feel satisfied about the knowledge provided by the teacher	9	30%
You try to develop it and enrich it outside the classroom	21	70%
Total	30	100%

Table 2.5: Learners' readiness for continuous learning outside the class

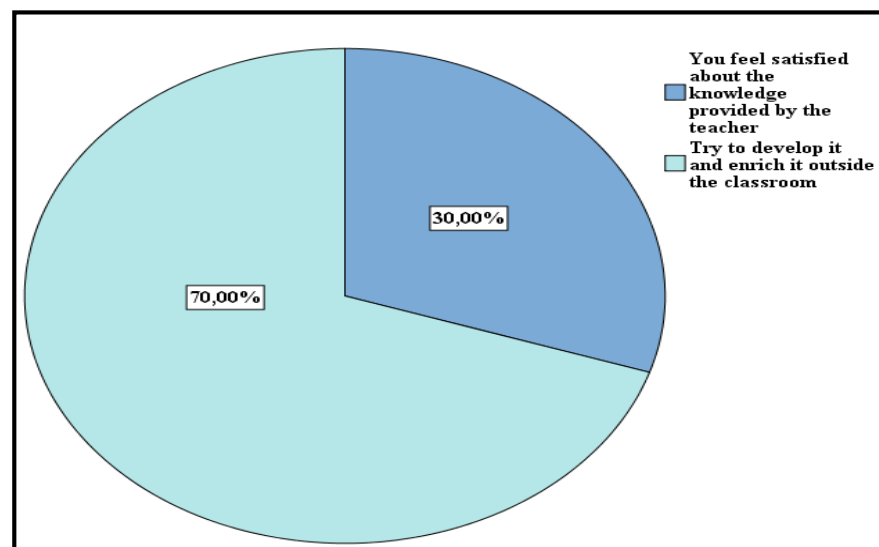


Figure2.3 : Learners' readiness for continuous learning outside the class

Section Two: Learners' Abilities

The second section of the questionnaire was designed to investigate learners' perceptions about their own abilities in a set of language learning activities. Respondents were asked to tick the appropriate response presented in a likert scale. The responses were coded as "very poor =1 to "Good =5". When interpreting the results, "very poor" and "poor" categories were considered in a negative category whereas "very good" and "good" categories have been combined into one positive category.

Chapter Two: Methodology, Data Analysis and interpretation

Statement 1: Choosing learning activities inside the class.

In this statement, the students were asked about how good they think they would be when they have the opportunity to choose learning activities inside the class. The findings revealed that the majority of them 50%, consider themselves to be good / very good if they have the opportunity to choose the learning activities inside the class. only 20% considered themselves to be poor, that is unable to choose the learning activities in the classroom. Whereas 30% of the students were undecided about their ability concerning this type of activity inside the classroom. (Table 2.6) and (figure 2.4) display the findings.

		Ability		
		Very poor/ Poor	Undecided	Good / Very good
1. Choosing learning activities inside the class.	Frequency	6	9	15
	Percentage	20,0 %	30%	50%

Table 2.6 Learners' ability when choosing learning activities inside the class.

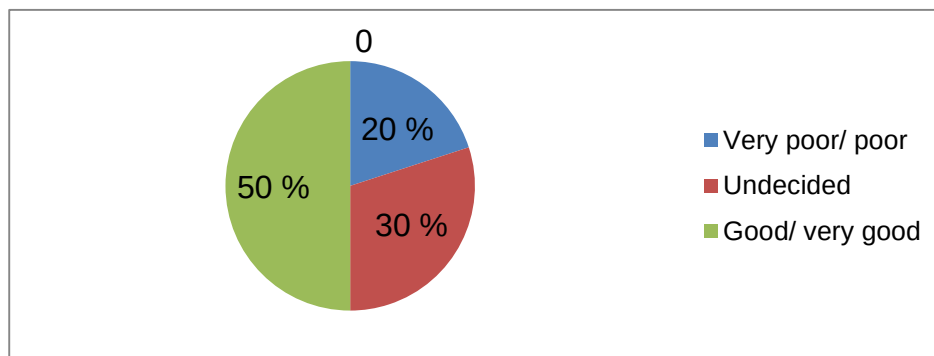


Figure 2.4: Learners' ability when choosing learning activities inside the class.

From the answers obtained regarding this question, it was concluded that students are able to choose the learning activities inside the classroom.

Statement 2: Choosing learning activities outside class

From this statement, the researcher attempts to determine students' views about their ability when choosing the learning activities outside the classroom once they were given the opportunity. As it is shown in (table 2.7), 66.7% of the students

Chapter Two: Methodology, Data Analysis and interpretation

see themselves as good / very good in choosing the learning activities outside the classroom. 23,3% of them were undecided. Whereas, 10% of the students saw themselves as "very poor / poor" in choosing the appropriate learning activities outside the classroom.

Activity		Ability		
		Very poor /Poor	Undecided	Good /Very good
2. Choosing learning activities outside class.	Frequency	3	7	20
	Percentage	10%	23,3%	66,7%

Table2.7 : Learners' ability when choosing learning activities outside the class.

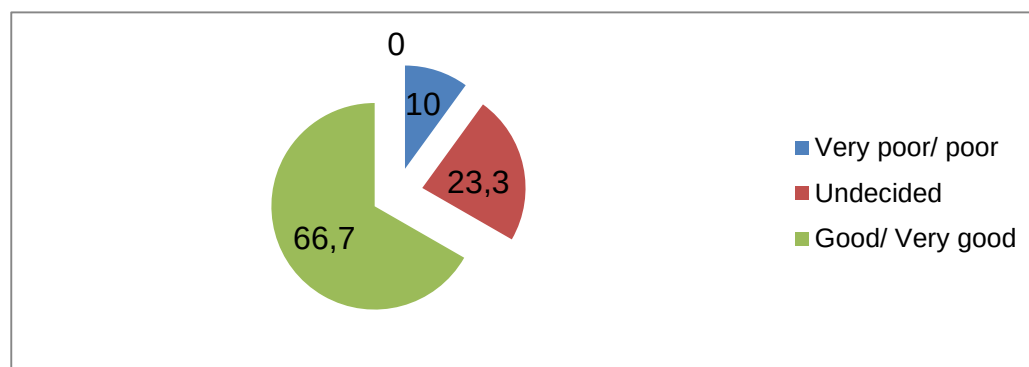


Figure 2.5: Learners' ability when choosing learning activities outside the class

From the findings presented above, we can say that students are able to choose the learning activities outside the classroom once they were given the opportunity.

Statement 3: Choosing learning objectives inside the classroom

Setting the learning objectives is considered to be the essence and the starting point of the learning process. For that, learners need to develop their ability of deciding about the learning objectives that they have to reach by the end of the session. This question attempts to know whether the students are able to choose the learning objectives inside the classroom. (Table 2.8) shows that 18 students out of 30 that represent 60% from the sample, see themselves as good/ very good in choosing the learning objectives in the classroom. Whereas 30% of our sample were undecided about their ability in performing such activity. Only 10% admitted that they perceive

Chapter Two: Methodology, Data Analysis and interpretation

themselves as (very poor /poor) when they have the opportunity to choose the learning objectives inside the classroom.

Activity		Ability		
		Very poor /Poor	Undecided	Good/ Very good
3. Choosing the learning objectives inside the class	Frequency	3	9	18
	Percentage	10%	30%	60%

Table 2.8 Learners' ability when choosing learning objectives inside the class

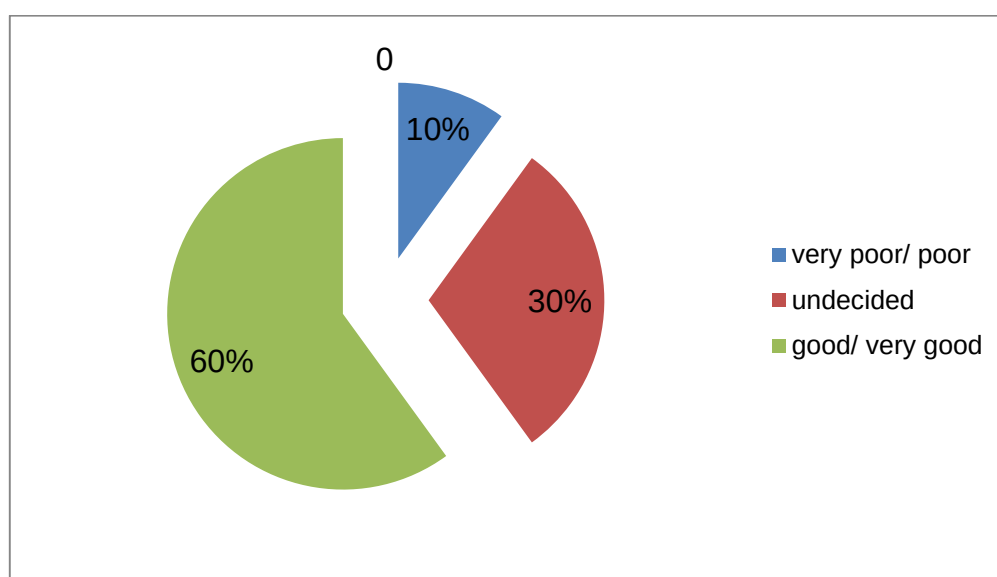


Figure2. 6: Learners' ability when choosing learning objectives in the class.

Therefore; based on the results obtained, we can say that EFL learners perceive themselves as able to choose the learning objectives inside the classroom is. Yet, still a minority find problems with performing such activity.

Statement 4: Choosing learning objectives outside the classroom

In this statement, the students were asked about how good they think they would be when choosing learning objectives outside class. The findings revealed that the majority of the study sample 66.6%, said that when they have the opportunity to choose the learning objectives outside the classroom, they would "be good / very good". Students who viewed themselves "poor / very poor" in choosing the learning activities represent only 3,4% of our sample. whereas 9 out 30 who represent 30% of

Chapter Two: Methodology, Data Analysis and interpretation

the study sample were undecided about their ability concerning this activity as it is presented in (Table 2.9) below:

Activity		Ability		
		Very poor /Poor	Undecided	Good / Very good
4. Choosing learning objectives outside the classroom	Frequency	1	9	20
	Percentage	3,4%	30%	66.6%

Table 2.9: Learners' ability when choosing learning objectives outside the class

Statement 5:Deciding what students should learn in next sessions

As it is shown in (table 2.10) below, the findings indicates that 36.6%of the students out of 30 from the research sample considered themselves to be "very poor / poor" when they have the opportunity to decide about "what should be learnt in the coming sessions". The majority of students 40% were undecided about their ability on such learning activity. Only 7 students 23.4% said that they would be good at deciding about the lessons that should be learnt in the coming sessions.

Activity		Ability		
		Very poor /Poor	Undecided	Good / Very good
5. Deciding what students should learn in next session sessions.	Frequency	11	12	7
	Percentage	36.6%	40%	23.4%

Table 2.10 Learners' ability when deciding about what should be learnt in next session

Chapter Two: Methodology, Data Analysis and interpretation

Statement 6: Deciding how long to spend on each activity

The purpose behind asking this question is to explore students' views about their ability in deciding about how long to spend on each activity. From the (table2.11), we can notice that 40% of the students feel that they are "good/very good" when deciding about "how long to spend on each activity". Equally 40% of the sample admitted that they are "undecided" about their ability concerning such learning activity. Whereas only 20% said that they would be very poor /poor if they have the opportunity to decide about how long to spend on each activity.

Activity		Ability		
		Very poor/Poor	Undecided	Good / Very good
6.Deciding how long to spend on each activity.	Frequency	6	12	12
	Percentage	20%	40%	40%

Table 2.11: Learners' ability when deciding about how long to spend on each activity

From the answers obtained regarding this question, it was concluded that most students feel undecided about their ability decideabout the timing of each learning activity. Yet, still a considerable number see themselves able to perform such activity.

Section Three: Responsibilities in Language Learning

The third section of the questionnaire asked students about their perceptions of their own responsibilities and how they perceived their teacher's role in the languagelearning process. This section was designed investigate to whom learners attach the notion of responsibility in language learning; to the teacher, to the learner, or both of them.

Chapter Two: Methodology, Data Analysis and interpretation

Q: In the following activities, whose responsibility should it be:

	Students' choice					
	Learners' responsibility		Teachers' responsibility		Both	
	F	P	F	P	F	P
1. to make sure students make progress inside the class	5	16.7%	10	33.3%	15	50%
2. to make sure students make progress outside the class	23	76.7%	6	20%	1	3.3%
3. to decide what students should learn in next sessions	2	6.7%	20	66.7%	8	26.7%
4. to choose what language learning activities to use in class	3	10%	15	50%	12	40%
5. to evaluate the student's learning	8	26.6%	22	73.3%	00	00
6.To decide how long to spend on each activity	3	10%	15	50%	12	40%
7. To choose what materials to use in class	2	6.7%	16	53.3%	12	40%

Table 2.12: Responsibility in language learning

As it is shown in (Table 2.12), respondents' rate differs from one activity to another.

Half of respondents, 50% believe that both students and teachers are seen as responsible for making progress inside the classroom. Whereas, 33.3% attach this responsibility to the teacher. Eventually, only 16.7% see this activity as their own responsibility.

The table illustrates also that 76.7% of the respondents felt that they themselves should take major responsibility for making progress outside class. However, 20% of them attach this responsibility to the teacher.

When it comes to the decision about what to learn in next sessions, 20 students out of 30 corresponding to 66.7%, regarded their teacher as the only responsible.

Chapter Two: Methodology, Data Analysis and interpretation

Learners again perceive teachers as responsible for evaluating students' learning, as the majority of respondents 73.3% agrees upon this. Whereas, few number (08 students, 26.6%) said that the learner is responsible for evaluating his learning.

When asking about time management in the classroom, 50% of the respondents agreed that deciding how long to spend on each activity is the teacher's responsibility. Wherein a considerable number of students 40% agreed that, it is a shared responsibility between teachers and learners. Similarly, most respondents 53.3% regarded their teachers as responsible for choosing the learning materials in the classroom. On the other hand, 40% of them see it as a shared responsibility between teachers and learners. (Graph 2.7) below displays the findings:

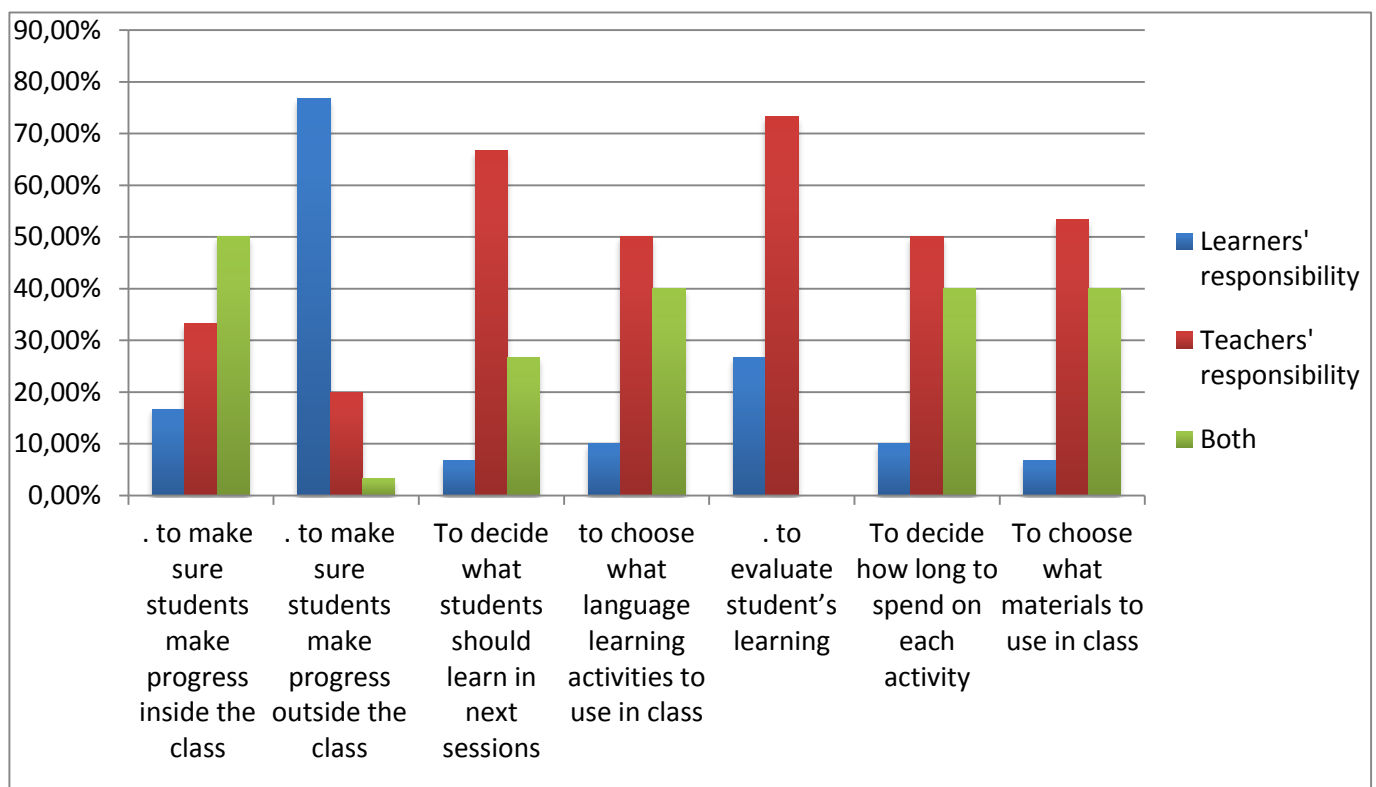


Figure 2.7: Responsibility in language learning

2.2.2. Teachers' Questionnaire

Based on the conducted literature review, the items of the questionnaire are decided and organized. Section one and two were implemented from (Borg & Al Busaidi , 2012). For section three it was adopted from (Alonazi, 2017).Some of the questionnaire items were modified and others were deleted accordingly.

2.2.2.1. Aim of the Questionnaire

Teachers' questionnaire is divided into three sections. section one aims to gather data about teachers' perceptions in relation to language learning autonomy, their beliefs and knowledge regarding the technical, psychological and social perspectives on learner autonomy, the role of teacher in promoting language learning autonomy, the benefits of learner autonomy and the relationship between language proficiency and learner autonomy. Section two aims to uncover teachers' views about their learners' abilities as based on learners abilities the teachers would determine their responsibilities as well as the ones of their learners in their EFL classes. Section three seeks to reveal what teachers do in order to foster learner autonomy. In other words, what kind of roles do they perform in order to promote their learners' autonomy?

2.2.2.2. Description of the Questionnaire

The questionnaire is a likert scale that is divided into three sections. Section one consists of 17 statements ranked from statement 1 to statement 17 and ranged according to the nature of perspectives to be tested. Respondents are asked to put a cross to express their degree of agreement (from strong agreement to strong disagreement).

For statements (1,2) they are concerned with teachers' perceptions concerning the technical perspectives on learner autonomy. Statements (3,4) are related to the psychological perspectives on learner autonomy. Whereas statements (5,6,7) are concerned with social perspectives on learner autonomy. As for statements (8,9), the concern shifts to the political perspectives .

Statements (10, 11, 12) investigates findings regarding the role of the teacher in promoting LLA. Items (13,14) inquires teachers' perceptions towards the relationship between learner autonomy and language proficiency. For items (15, 16), they test teachers' perceptions about the benefits of learner autonomy.

Section two was designed to test teachers' views on students' abilities that they might have. Mainly, their feasibility and desirability in certain learning activities. For section three, it aims at investigating the actual roles performed by EFL teachers. Teachers were asked to rate the frequency of their implementation of the included

Chapter Two: Methodology, Data Analysis and interpretation

items in their classrooms by ticking the appropriate choice for each item on a five-point Likert scale (1 = always, 2 = often, 3 = occasionally, 4 = seldom, 5 = never).

2.2.2.3. Teachers' Questionnaire: Discussion of Results

Teachers' Gender:

Teachers who participated in this research were from both genders, males and females. Though the males were more than females in a rate of (63.6%) for males, and (36.4%) for female as it is illustrated in the figure:

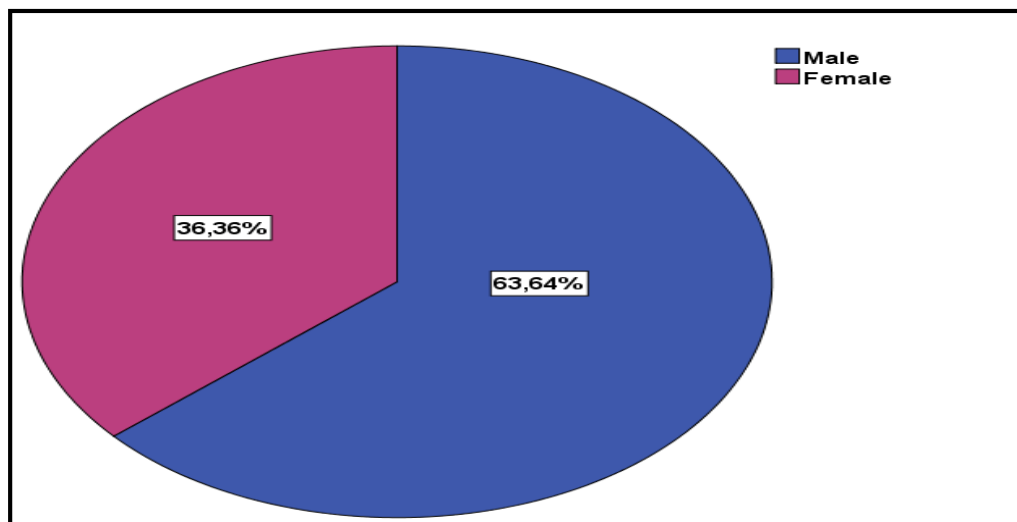


Figure 2.8: Teachers' Gender

Teaching Experience:

The participants were of different teaching experience. 2 of the EFL teachers had a teaching experience between 0-4 years, 5 of them had 5-9 years of experience, 3 of them had 10-14 years of experience, and only one of them had more than 25 years of experience. Thus, the majority of the participant 45.5% were of a teaching experience between (5-9) years.

Chapter Two: Methodology, Data Analysis and interpretation

Experience per years	Number of teachers	Percentage
0-4	2	18,2%
5-9	5	45,5%
10-14	3	27,3%
25+	1	9,1%
Total	11	100%

Table 2.13: Teaching experience

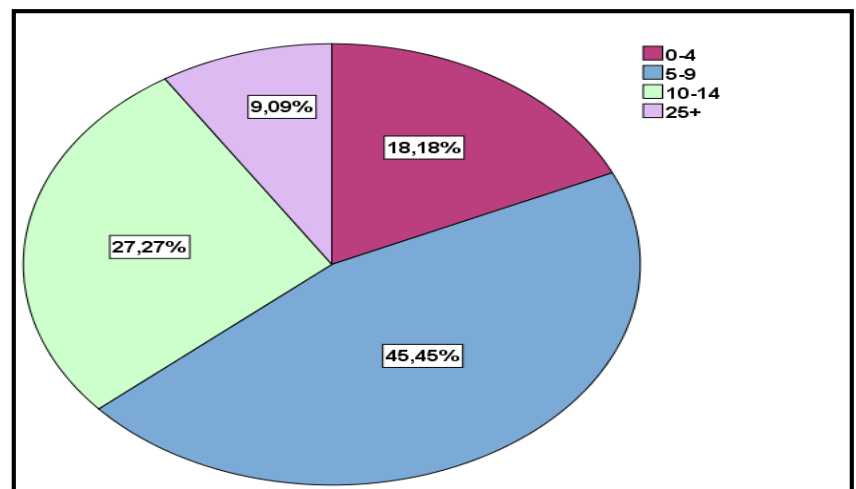


Figure 2.9: Teachers' teaching experience

Position:

As for the their position, The majority of our sample (81.8) from English language teachers are full time teachers, whereas the minority (18,2%) are part time teachers.

Position	Number	Percentage
Full time teacher	9	81,8%
Part time teacher	2	18,2%
Total	11	100%

Table 2.14 : Teachers' position

Chapter Two: Methodology, Data Analysis and interpretation

Section One: Perceptions about LLA

section one aims to gather data about teachers' perceptions in relation to language learning autonomy, their beliefs and knowledge regarding the technical, psychological and social perspectives on learner autonomy, the role of teacher in promoting language learning autonomy, the benefits of learner autonomy and the relationship between language proficiency and learner autonomy.

Findings regarding technical perspectives of learner autonomy:

(Table 2.15) displays the percentages, frequencies and the means of teachers' beliefs about technical perspectives on learner autonomy.

Concerning the first item "independent study in the library is an activity which develops learner autonomy", it was seen that most of EFL teachers (N=11) agreed on the statement. While 36.4% reported their strong agreement. 5 EFL teachers of our sample 45.5% agreed on item 2 which is "autonomy can develop most effectively through learning outside the classroom". Whereas 4 of them showed their strong agreement to the item. The minority 18.2% of the sample were undecided concerning the statement.

	Strongly disagree		Disagree		undecided		Agree		Strongly agree		Mean
	f	%	f	%	f	%	f	%	f	%	
1.Independent study in the library at university is an activity which develops learner autonomy.	0	0	0	0	0	0	7	63%	4	36.4 %	1.36
2. Autonomy can develop most effectively through learning outside the classroom.	0	0	0	0	2	18.2%	5	45.5 %	4	36.4 %	1.72

Table 2.15: Technical Perspectives on Learner Autonomy

It can be concluded from the responses that the majority of EFL teachers believed that autonomy could be developed outside the classroom by independent study in the library

Chapter Two: Methodology, Data Analysis and interpretation

Findings regarding psychological perspectives on learner autonomy :

In items 3 and 4, responses of EFL teachers on the psychological perspectives on learner autonomy were collected.

From the results shown in (Table 2.16) For the item 3, it is possible to say that the

majority of EFL teachers believe that confident learners were more likely to develop autonomy than those who lacked confidence (N=3 agreed, N=6 strongly agreed). For the item 4 "To become autonomous, learners need to develop the ability to evaluate their own learning", the majority of our sample (N=6) showed their strong agreement while 5 of them agreed on the statement.

As a result of the responses, it can be concluded that the majority of the EFL teachers thought that confident language learners could develop autonomy more easily than learners who were not confident that much. Moreover, while some of the teachers believed that to become autonomous, learners needed to evaluate their own learning and they needed to learn how to learn, some others stated that they were unsure with statement 1 which indicated that EFL teachers were not sure for the effects of confidence on learner autonomy.

	Strongly disagree		Disagree		undecided		Agree		Strongly agree		
	f	%	F	%	f	%	f	%	f	%	
3. Confident learners are more likely to develop autonomy than those who lack confidence.	0	0	1	9.1%	1	9.1%	3	27.3%	6	54.5%	2.00
4. To become autonomous, learners need to develop the ability to evaluate their own learning.	0	0	0	0	0	0	5	45.5%	6	54.5%	1.54

Table 2.16: Psychological Perspectives on Learner Autonomy

Findings regarding Social Perspectives on Learner Autonomy

The items in this section intend to investigate teachers' perceptions regarding social perspectives on learner autonomy. The majority of EFL teachers

Chapter Two: Methodology, Data Analysis and interpretation

72.7% expressed that promoting learner autonomy was enhanced with regular opportunities given to learners to complete tasks alone (item 5).

The responses given to the item 6, indicated that a great majority of EFL teachers 36.4% showed their disagreement. Whereas, 27.3% were unsure about this statement. For item (7) "Co-operative group work activities support the development of learner autonomy"-, most of our sample which represent 54.5% were undecided . Whereas, 27.3% agreed on the statement. Only 27.3% of EFL teachers agreed that Co-operative group work activities support the development of learner autonomy.

Therefore, it can be concluded that learning to work alone is important in the development of learner autonomy, but learning from each other may not develop learner autonomy.

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean
	f	%	F	%	f	%	f	%	f	%	
5. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	0	0	1	9.1%	1	9.1%	8	72.7%	1	9.1%	
6. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	0	0	4	36.4%	1	9.1%	3	27.3%	3	27.3%	2.54
7. Co-operative group work activities support the development of learner autonomy.	0	0	2	27.3%	6	54.5%	3	27.3%	0	0	2.63

Table 2.17 : Social Perspectives on Learner Autonomy

Chapter Two: Methodology, Data Analysis and interpretation

Findings regarding political perspectives on learner autonomy:

In this section, the focus was on explore the power to control one's learning. Items (8,9) question the political perspectives on learner autonomy. Responses to the item 8 revealed that EFL teachers (N=4 agree, N=5 strongly agree) believed that learners needed to be involved in decision making processes in their learning at classroom settings. In addition to that, they believe that Learner autonomy is promoted when learners can choose their own learning materials 36.4%. Only 9.1% of them disagreed about this.

It can be concluded from the results obtained concerning teachers' perception on political perspectives on learner autonomy, that the majority of EFL teachers agreed that involving learners in decision making is crucial; they agreed on the idea that learners should be involved in taking decisions about the learning materials. So that they would develop the sense of responsibility in language learning.

	Strongly disagree		Disagree		undecided		Agree		Strongly agree		Mean
	f	%	f	%	f	f	%	f	%	f	
8. Involving learners in decisions about what to learn promotes learner autonomy.	0	0	0	0	1	9.1%	4	36.3%	5	45.5%	1.90
9. Learner autonomy is promoted when learners can choose their own learning materials.	0	0	1	9.1%	2	18.2%	4	36.4%	4	36.4%	2.00

Table 2.18: Political Perspectives on Learner Autonomy

Findings regarding the role of the teacher in promoting learner autonomy:

By means of the items 10, 11 and 12, The aim was to find out teachers perception about their role in an autonomous learning context. The number of EFL teachers (N=4) who stated disagreement with item 10 "Learner autonomy cannot develop without the help of the teacher" was close to the number of teachers (N=3) who agreed. This result indicates that teachers had varying beliefs on the development of autonomy with or without a teacher. While most of our sample (p=45.5%)

Chapter Two: Methodology, Data Analysis and interpretation

disagreed that learners needed to be totally independent on the teacher to develop learner autonomy, 27.3% of them agreed on the statement. The responses for item 12 indicated that a great number of teachers (agree= 4, strongly agree=5) believed that teachers had an important role in the development of learner autonomy.

The results revealed that the majority of EFL teachers believed that in the development of autonomy, teachers had responsibility. And learner autonomy could not be promoted without the help of the teacher.

	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean
	F	%	f	%	f	%	f	%	F	%	
10. Learner autonomy cannot develop without the help of the teacher.	0	0	4	36.4 %	2	18.2%	3	27.3 %	2	18.2 %	2.63
11. Learner autonomy requires the learner to be totally independent of the teacher.	2	18.2 %	5	45.5 %	0	0	3	27.3 %	1	9.1%	3.18
12. The teacher has an important role to play in supporting learner autonomy.	0	0	0	0	2	18.2%	4	36.4%	5	45.5%	1.81

Table2.19: The role of teacher in promoting Learner autonomy

Findings regarding proficiency and learner autonomy:

In this section, the statements were about the relationship between proficiency and learner autonomy. From the results shown in the (table,2.23), it can be noticed (2) of the participants disagreed with item 13 "It is harder to promote learner autonomy with proficient language learners than it is with beginners". While (3) of them stated their agreement. eventually (5) teachers strongly agreed with the same item.

What was significant in the data was that a vast number of teachers (N=4) stated that they were unsure about the statement.

. The responses for the item14 revealed that the majority of teachers (N=4) disagreed.. Whereas, (3) of them agreed on the statement , (2)of them were not sure

Chapter Two: Methodology, Data Analysis and interpretation

whether proficiency of a language learner affected the ability to develop autonomy or not.

As the results indicated, most of the teachers stated that they were not sure about the relationship between proficiency and learner autonomy.

	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean
	f	%	f	%	f	%	f	%	f	%	
13. It is harder to promote learner autonomy with proficient language learners than it is with beginners.	0	0	2	18.2 %	4	36.4%	3	27.3 %	2	18.2 %	2.45
14. The proficiency of a language learner does not affect their ability to develop autonomy.	1	9.1%	4	36.4 %	2	18.2%	1	9.1	3	27.2 %	3.09

Table 2.20: Proficiency and Learner Autonomy

Findings regarding the benefits of learner autonomy to language Learning:

With the items in this section, it was attempted to reveal the perceptions of teachers on the benefits of learner autonomy to language learning. As it is indicated in the table (2.24) above, 36.4% of the teachers stated their strong agreement with the item 15 "Individuals who lack autonomy are not likely to be effective language learners". While 1.9% of them were unsure about the statement and only 9.1% of them strongly disagreed.

As for item 16 "Learner autonomy allows language learners to learn more effectively than they otherwise would", a large number of teachers (N=6, agree N=4 strongly agree) showed their agreement.

In conclusion, most of the EFL teachers have the same opinion that learner autonomy contributed greatly to effective language learning.

	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean
	f	%	f	%	f	%	F	%	f	%	
15. Individuals who lack autonomy are not likely to be effective language learners	1	9.1 %	2	18.2 %	1	9.1%	3	27.2 %	4	36.4 %	2.45
16. Learner autonomy allows language learners to learn more effectively than they otherwise would.	0	0	0	0	1	9.1%	6	54.5 %	4	36.4 %	1.54

Table 2.21: The Benefits of Learner Autonomy to Language Learning

Section Two: Students' Desirability and Feasibility of Developing Learning Abilities :

1) Desirability:

In this section, teachers were asked about how desirable they felt it was for their students to develop a range of abilities that are commonly seen as indicators of learner autonomy.

Starting with item 1 "identifying their own needs", the majority, 45.5% of EFL teachers viewed it as very desirable for learners. Whereas, 36.4% said that it is undesirable for them. Concerning the second item "identifying their own strengths" it was considered as very desirable for learners by a large percentage of teachers (45.5%).

As for "identifying their own weaknesses", more than half of the respondents viewed such ability very desirable for learners. For item 4 which is monitoring their progress, the majority of our sample (54.5%) viewed such ability as undesirable for learners as opposed to item 5 which is to evaluate their own learning, the number of teachers who viewed such ability as undesirable for their learners and who viewed it slightly desirable was equal (N=4). Furthermore, concerning the skills "learning co-operatively and independently". They were perceived as very desirable and quite desirable (p=45.5%, p=36.4% respectively). To conclude, we can say that in all cases, the differences between the two ratings were statistically significant. Items apart from "identifying their own needs, identify their own strengths, identify their own

Chapter Two: Methodology, Data Analysis and interpretation

weaknesses, and "learn Co-operatively" were considered desirable for learners by a large percentage of teachers.

Learners have the ability to:	Undesirable		Slightly desirable		Quite desirable		Very desirable	
	f	%	F	%	f	%	F	%
Identify their own needs.	4	36.4%	1	9.1%	1	9.1%	5	45.5%
Identify their own strengths .	2	18.2%	2	18.2%	2	18.2%	5	45.5%
Identify their own weaknesses.	2	18.2%	1	9.1%	3	27.3%	5	45.5%
Monitor their progress.	6	54.5%	0	0	2	18.2%	3	27.3%
Evaluate their own learning.	1	9.1%	4	36.4%	2	18.2%	4	36.4%
Learn co-operatively.	3	27.3%	1	9.1%	2	18.2%	5	45.5%
Learn independently.	2	18.2%	2	18.2%	4	36.4%	3	27.3%

2.22: Teachers' perceptions about the Desirability of students to develop learning abilities.

2) Feasibility:

From the (table 2.23), we can notice that most teachers feel that their students are quite feasible to realistically achieve a set of learning skills and abilities. As a matter of fact 54.5% of the study respondents declared that learners are " quite feasible" to identify their own needs. Once again 36.4% of study sample feel that their students are "quite feasible" to "identify their own strengths". In contrast (04) teachers out of (11) felt that learners are unfeasible to " identify their own strengths". The item " identify their own weaknesses" received (03) 27.3% answers as " slightly feasible", (03) answers as "quite feasible", and (03) answers as "very feasible". According to 45.5% of the study sample, learners are "slightly feasible " when they are asked to " evaluate their own learning".

Chapter Two: Methodology, Data Analysis and interpretation

The majority of the participants 36.4%, declared that learners are "very feasible" when they are learning" co-operatively". On the other hand, 45.5% of the participants believe that learners are quite feasible when they are to learn independently.

Only 18.2% of the respondents believe that "monitoring the learning progress" is unfeasible in their learners, 36.4% believe that it is slightly feasible. wherein 36.4% of the participants believe that it is "quite feasible"

Learners have the ability to:	Unfeasible		Slightly feasible		Quite feasible		Very feasible	
	f	%	f	%	f	%	F	%
Identify their own needs.	1	9.1%	1	9.1%	6	54.5%	3	27.3%
Identify their own strengths .	4	36.4%	3	27.3%	4	36.4%	00	00
Identify their own weaknesses.	2	18.2%	3	27.3%	3	27.3%	3	27.3%
Monitor their progress.	2	18.2%	4	36.4%	4	36.4%	1	9.1%
Evaluate their own learning.	1	9.1%	5	45.5%	5	45.5%	00	00
Learn co-operatively.	2	18.2%	2	18.2%	3	27.3%	4	36.4%
Learn independently.	1	9.1%	3	27.3%	5	45.5%	2	18.2%

Table: 2.23: Teachers’ perceptions about the Feasibility of students to develop learning abilities

To conclude, the learning abilities "identify their own need", identify their own strengths, and learn co-operatively"were perceived as the mostfeasible skills in learners. The skills which were seen as the least feasible inlearners were “evaluating their own learning” and “monitoring their progress.

Chapter Two: Methodology, Data Analysis and interpretation

Section Three: Instructional Practices

The aim behind designing this section is to explore the roles that EFL teachers at M'sila university perform in order to promote autonomy in EFL learners. They were asked to rate their use of a set of activities in their classroom. And based on this the researcher will figure out the roles that teachers actually perform. Ranking them from the most to the least performed role.

The four items included in Table (2.24) are related to the practices of English teachers as being a learning facilitator. The overall mean score is (2.22), which indicates that the respondents often play the role of “facilitator” in order to promote autonomous learning. The statement N (2) that has scored the highest mean was “helping students to choose their learning materials”. The majority of the respondents (06) 54.5% teachers responded “occasionally” to this statement, and (03) 27.3% responded “often”.

When teachers were asked to rate how often do they " help students to set up their own learning objectives, 4 respondents out of 11, 36.4% indicated that they "always " do that. Other 4 respondents answer with "Occasionally". Eventually, (03) respondents answered with " often".

"Helping students to evaluate their own learning and progress" has received (02)answers as always”, and (04) answers as “often”.

Concerning the item (N4) . Encouraging students to reflect on their learning process, 45.5% of the sample answered with "often", whereas 36.4% indicated that they always do that.

01) The role "Facilitator"

	Always		Often		Occasionally		Seldom		Never		Mean	Rank
	f	%	f	%	f	%	f	%	f	%		
1. Helping students to set up their own learning objectives.	4	36.4%	3	27.3%	4	36.4%	0	00	0	00	2.00	3
2. Helping students to select their learning materials	1	9.1%	3	27.3%	6	54.5%	1	9.1%	0	00	2.63	1

Chapter Two: Methodology, Data Analysis and interpretation

3. Helping students to evaluate their own learning and progress.	2	18.2%	4	36.4%	3	27.3%	2	18.2%	0 0	00	2.45	2
4. Encouraging students to reflect on their learning process	4	36.4%	5	45.5%	2	18.2%	0 0	00	0 0	00	1.81	4
Overall mean	2.22											

Table 2.24: The sample responses about their teaching practices for the role “facilitator”

02) The role "Counselor"

With regard to the practices of EFL teachers at M'sila university for the role of Counselor, the data of (4) items are shown in table 4. The general mean is (1.59), which suggests that EFL teachers often play the role of “counselor” in order to promote learner autonomy.

	Always		Often		occasionally		Seldom		Never		Mean	Rank
	f	%	f	%	f	%	f	%	f	%		
5. Making dialogues with students to find solutions for their learning difficulties	5	45.5%	3	27.3%	1	9.1%	2	18.2%	0 0	00	2.00	1
6. Being positive and supportive especially when giving feedback	9	81.8%	2	18.2%	00	00	0	00		00	1.18	2
Overall mean	1.59											

Table 2.25: The sample responses about their teaching practices for the role “counselor”

As it is shown on (Table 2.25), a high portion of the study participants (09) 81.8% reported that they are always supportive especially when giving feedback while (02) 18.2% selected the answer (often) to this statement.

Chapter Two: Methodology, Data Analysis and interpretation

Regarding the practice of making dialogues with students to find solutions for their learning difficulties, (05)45.5% teachers gave the answer “always” whereas (03) 27.3% responded “often”.

03) The role "Resource"

Items in table (2.26) intended to investigate to what extent EFL teachers play the role of resource in the language learning context. The overall mean is (1.99). It suggests that the EFL teachers often practice the role of “resource” in order to promote autonomy.

There were (04) 36.4% teachers who responded “always”, to the statement “Suggesting tools and techniques for self-assessment, which has scored the highest mean (2.18). similarly (05) 45.5% teachers admitted that they always. Suggest websites, videos or online dictionaries that motivate students to use the target language.

(06) out of (11) teachers 54.5% responded “always” to the item Encouraging students to read English books, magazines and newspapers outside classroom. while (03) 27.3% of the respondents, choose “often” to the same item.

The item, 10. Encouraging students to study with their peers.has received (03) 27.3% responses as “always” and (05) 45.5% responses as“often”.

	Always		Often		Occasionally		Seldom		Never		Mean	Rank
	f	%	f	%	f	%	f	%	F	%		
7. Suggesting tools and techniques for self-assessment	4	36.4%	2	18.2%	4	36.4%	1	9.1%	0	00	2.18	1
8. Suggesting websites, videos or online dictionaries that motivate students to use the target language outside classroom	5	45.5%	3	27.3%	3	27.3%	0	00	0	00	1.81	3

Chapter Two: Methodology, Data Analysis and interpretation

9. Encouraging students to read English books, magazines and newspapers outside classroom	6	54.5%	3	27.3 %	1	9.1%	1	9.1%	0 0	00	1.72	4
10. Encouraging students to study with their peers.	3	27.3%	5	45.5 %	1	9.1%	1	9.1%	1	9.1 %	2.27	2
Overall mean	1.99											

Table 2.26:” The sample responses about their teaching practices for the role “resource”

04) The role "Manager"

(Table 2.27) shows the results of the items that are related to the practices of EFL teachers at M'sila University for the role of classroom manager. The overall mean is (1.76), it indicates that the EFL teachers are often playing the role of “classroom manager”.

The item "Giving learners opportunities to tell their opinions in their learning activities" has scored the highest mean (1.81). It has received (04) responses as "always ", and (05) responses as “often” the same item. Eventually, (02) teachers answered that they Give learners opportunities to tell their opinions in their learning activities. When teachers were asked to rate how often do they Explain the purposes and the significance of the tasks assigned totheir students, more than half of the respondents 54.5% indicated that they always implement this practices in their EFL classes. 27.3% of the respondents answered with "often".

	Always		Often		Occasionall y		Seldom		Never		Mean	Rank
	F	%	f	%	f	%	f		f	%		
11. Explaining the purposes and the significance of the tasks assigned to students.	6	54.5%	3	27.3 %	1	9.1%	1	9.1%			1.72	2

Chapter Two: Methodology, Data Analysis and interpretation

12. Giving learners opportunities to tell their opinions in their learning activities	4	36.4%	5	45.5%	2	18.2%					1.81	1
Overall mean	1.76											

Table 2.27. The sample responses about their teaching practices for the role “manager”

Above the results of teachers’ practices for each role are presented separately, (table 2.28) shows the extent to which teachers play the four roles in their classrooms with the aim of fostering learner autonomy

N	Roles	Mean	Ranking
1	Facilitator	2.22	1
2	Counselor	1.59	4
3	Resource	1.99	2
4	Manager	1.76	3
Overall mean	1.89 —		

Table 2.28: The means of the four roles

The results in (Table2.28) show that EFL teachers at M'sila university often play multiple roles in order to promote learner autonomy. These roles has been ranked from the most to the least role that is performed by EFL teachers based on the means that is indicated in table 28

The overall means of the four roles is (1.89). The roles has been ranked as follows:

“Facilitator” with a mean of (2.22), “Resource” with a mean of (1.99), “Manager” with a mean of (1.76), and “Counselor” with a mean of (1.59) as the least role that is adopted by EFL teachers with the aim of promoting learner autonomy. (Figure. 2.10) display the findings.

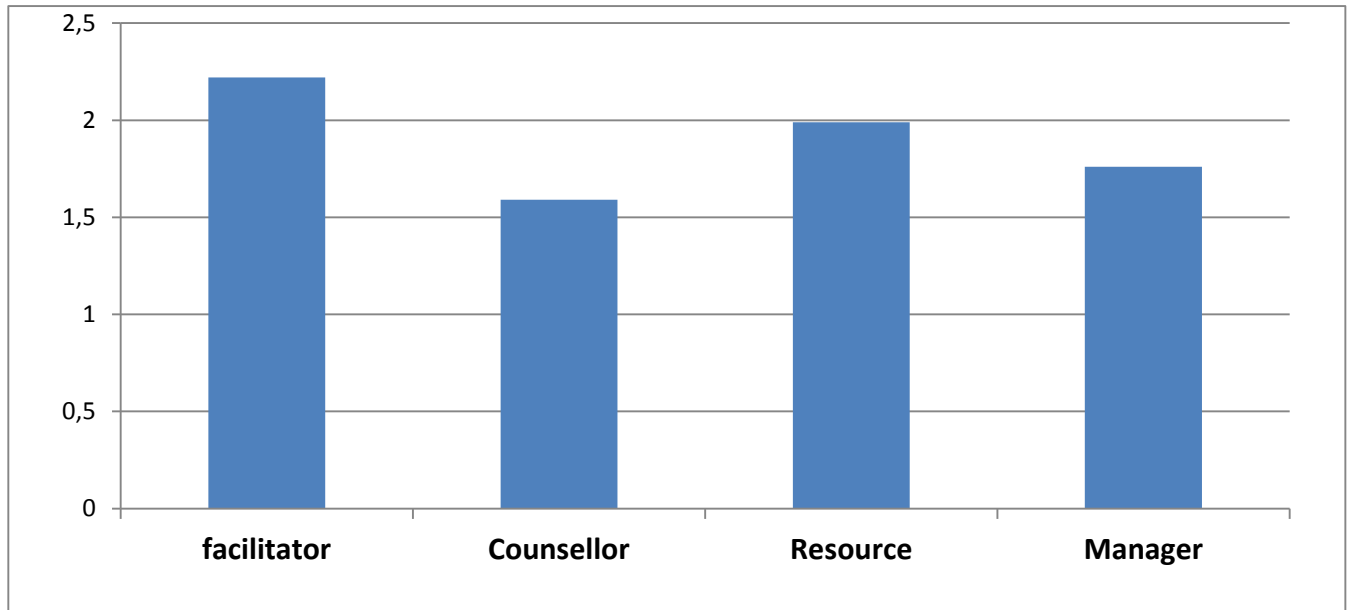


Figure 2.10: The actual roles that are played by EFL teachers in order to promote learner autonomy

2.2. 3. Teachers' interview

2.2.3.1. Aim of interview

The interview aims to gather information which could not be gathered through the questionnaire. It investigates in depth teachers' views about the issue being conducted.

2.2.3.2. Description of the interview

The interview is done with 5 teachers who volunteered to answer our questions via e- mail each one individually. It consists of 9 questions.

The first question tends to investigate teachers' perception of what learner autonomy is. The second one asks the teacher to determine what an autonomous learner is for him and what roles he is expected to perform in an autonomous language learning context. As an extension to this question; the third one asks teachers whether learners at the English department at M'sila University can be considered as autonomous learners. Whereas the fourth question; asks about the extent to which learners at the English department at M'sila University are involved in decision making. Similarly, the fifth question asks how this involvement increases learners' autonomy. The sixths question shifts to investigate the roles that a teacher might perform in order to promote learners' autonomy. The question number seven

Chapter Two: Methodology, Data Analysis and interpretation

asks the teacher if he think that all teachers have the necessary skills to reduce learners' dependence on them

The eighth question requires the interviewees to explain what can they do to encourage autonomy in learners inside and outside the classroom.

2.2.3.3. Teachers' interview: Discussion of results

Q.1: In few words, how would you sum up your views on what learner autonomy is?

For the first question, all the interviewees agreed that learner autonomy means the learner's responsibility for his own learning. They totally argued that learner autonomy is the learners' active participation in the learning process including setting the objectives, learning materials, course contents..... IE1 views learner autonomy as the learner's dependence on himself in searching, acting and contributing to the pedagogical operation not only asking about exams. The term learner autonomy was perceived by IE2 and IE5 as learning without the interference of the teacher.

According to IE2 **“learner's autonomy is a learner centred approach to language teaching/learning where learners take responsibility of their own learning; It is their self-independence, self-reliance. i.e. they do not depend too much on teachers who play the role of guides (to support) .Under this approach learners are the core partner in the process in which all teaching objectives, contents, materials ...are directed towards fulfilling their needs and interest”**.

In addition, IE5 defines the concept as the ability to fulfil a learning task without the help of the teacher. It demands the use of certain strategies or procedures designed by the learner in order to acquire new information or a learning situation. IE5 gives his/her point of view about learner autonomy saying that most of the students are autonomous thanks to Information and Communication and Technologies which allowed them to get access to all the types of information. In addition, IE3 defined learner autonomy as the student's ability to take charge of his own learning. Autonomous learners are totally self independent learners. Similarly, IE4 agreed that learner autonomy means to hold responsibility about his/ her own learning, in other words is to be a partner in setting course goal and selecting instructional materials.

Chapter Two: Methodology, Data Analysis and interpretation

Q.2 : What are the roles of learner in autonomy based classroom, or in other words what are the characteristics of autonomous language learners?

In answering this question, IE2, IE3 and IE5 agreed that critical thinking are among the features of any autonomous learner. IE2 provided many features of autonomous learners namely self- responsible, self-reliant, strategic, creative, selective and problem solver.

In the same vein, IE1 views autonomous language learners as being ambitious, serious and skilful as opposed to IE5 who illustrated the different roles of an autonomous learners inside the classroom including their awareness about their learning styles and strategies needed to complete a learning task, in addition to their ability to set their objectives and to expect the learning outcomes. Moreover. their awareness of the appropriate tools needed in any learning task. On the other hand, IE4 mentioned different characteristics of autonomous learners including active, responsible and independent, whereas IE3 agreed that decision making, critical reflection, critical thinking and problem solving are among the characteristics of autonomous learners.

Q.3: On the basis of your experience as a teacher, do you think EFL students at our department are autonomous?

Regarding the third question, all the interviewees' answers were mainly similar to each other. According to IE1, EFL learners at M'sila university are not autonomous in learning, but rather they take a part of the decision making process as opposed to IE5 who said that **“65% of the students are autonomous. Yet, some teachers need to give students the opportunity to show their autonomy”**. In addition, IE3 agreed that EFL learners at M'sila university are still far from being autonomous learners. In other words, the implementation of the concept learner autonomy is still far away. Sharing the same view, IE2 views some learners to be autonomous while others are not and this what also viewed by IE4 in that most of the learners at the English department at M'sila university are not autonomous.

Chapter Two: Methodology, Data Analysis and interpretation

Q.4: To what extent are learners actually involved in "Decision making" at our department ?

In answering this question, the answers provided by the interviewees was different from each other due their different point of views. For instance, IE 1 agreed that learners at the English department are totally involved in the decision making process, because they can decide on how exams have to take place and how lectures have to be scheduled. Similarly, IE5 views EFL learners as independent enough to take decisions about their learning projects, research topics and their learning styles and even their learning approaches.

On the other hand, IE 4 disagreed saying that learners are poorly involved in the decision making process. Sharing the same view, IE3 also reported that in most of the time learners are teacher- dependent and rarely they take the risk of making a decision such as: choosing either linguistics or literature as field of a study and thinking about a research topic.

As opposed to IE3 and IE4, IE2 agreed that students are involved in the department affairs and issues, she further pointed out that learners are mostly involved in the class in making decisions about their own learning starting with a collaborative mood then leaving the space for them.

Q.5: How does the involvement of learners in taking decisions about what to learn increases their autonomy?

Regarding this question, IE2 agreed that involving learners in taking decision about what to learn increases motivation, because students will sense their ability to do what fits them. It increases autonomy, and this will lead to good outcomes later on. Yet, it should be under teachers' supervision basically in its initial phase. Otherwise, it will be a waste of time because some students may feel happy because they get rid of their teachers' control, so they will do nothing in class or even outside class.

Sharing the same view, IE5 agreed that when learners are involved in taking decisions about what they want to learn. They become autonomous and responsible. For instance, a student will decide on certain research topic or learning task by his own. This means that the task reflects his ambitions and plans which he is going to work on so he is aware that he is the guide and information provider in this situation.

Chapter Two: Methodology, Data Analysis and interpretation

As a result, the student become more self-confident trying to do his best to prove both of his autonomy and level. In the same vein, IE4 views that shared responsibility between the teacher and the learner raise the learner's awareness of his weaknesses and therefore he would work hard out of the class to improve.

Taking decisions about what to learn is the central concern of a learner-centred classroom. This was pointed out by IE3 arguing that one of the responsibilities is to select; suggest; and provide learning contents which may appeal to their needs and interests.

As opposed to the previous four interviewees, IE1 claimed that learners have nothing to do with taking decisions, because most of them at least the ones representing them, are not enough mature.

Q.6: what roles, if any, do you feel the teacher has in promoting learner autonomy?

When it comes to teacher's roles in an autonomous classroom, teachers assign their own interpretations to the different roles that a teacher may perform. They refer to such roles by assigning the activities and the responsibilities that the teacher should take. Referring to Voller (1997) definition of the role facilitator. IE1, IE2, and IE5 assign the role of a facilitator to the teacher, giving different interpretations. Even though they do not use the term facilitator. They refer to it as a helper who helps students to know their ways, and to someone who is not a decision maker.

IE1 adds that the role of the teacher in autonomous learning is "guiding, monitoring, and mentoring". So that he shares the same view with Voller who pointed out that the teacher in an autonomous environment should be a "counselor" who guides learners and gives them advice. Furthermore the former also suggests that "a counselor" is supposed to be an effective communicator maximizing the learner engagement and giving feedback. This is really shown in IE5 and IE2 responses.

IE5 says that "The teacher needs to stay away and gives the opportunity to the students to prove themselves". IE2 adds: "the Teacher is the first source to foster learners' autonomy by being an observer, prompter, and feedback giver".

IE3 sees the teacher role as "initiating a learning autonomy culture in the teaching/learning contexts via task-based syllabi, projects; classroom conferencing...etc.". Yan (2012) refers to the latter as "manager".

Chapter Two: Methodology, Data Analysis and interpretation

For IE4, he assigns the role of "motivator" to teachers in autonomous learning context.

Q.7 :Do you think that all teachers have the necessary skills to reduce learners' dependence on them?

In response to this question, all the interviewees share the same idea that not all teachers really have the necessary skills to reduce learners' dependence on them. IE2 extends his opinion saying that "**some teachers keep aside not because they aim at enhancing learners' autonomy, but because they themselves do not really know how to teach well. They put the ball in learners' ground and watch them play even wrongly**".

Q.8: Can you say more about what you do to encourage autonomy in your learners inside and outside the classroom?

Regarding their practices to foster learner autonomy, IE1 and IE5 insist upon enhancing learners' self-esteem and self-confidence by involving them in decision making. IE5 comments that he emphasizes on the idea that "the learner is the teacher and the teacher is the learner". The latter adds that he integrates them in making decisions about their learning topics, tasks and styles. In order to foster learners' autonomy; IE3 applies task-based kind of courses in addition to assignments and projects whether in class or to be done at home. He adds that further reading about the module contents accompanied with critical thinking type of questions may effectively work in fostering learner autonomy. IE4 also comments that he/she sets extensive reading and presentations so as to foster the sense of autonomy in his learners. Besides sessions for reflection, and opportunities to have conferences and peer feedback.

IE2 gives interaction and negotiation a high value. He /she says that he /she asks them about their preferences to have their feedback. Moreover, he/she encourages learners' choice by giving them various topics and asks them to select. He/she set games and challenging activities according to their needs and choices. Furthermore, he/ she states the he/she pushes learners to cooperate with others by working in pairs and groups

2.2.4. Discussion of the Findings and Results from Data Analysis

From the findings obtained in this research, it is concluded that EFL learners at M'sila university have a good perception on the notion of learner autonomy and its importance for an effective language learning, however they miss perceive the notion of responsibility in an autonomous language learning context. They still attach the responsibility of a set of language learning activities to the teacher, as they feel themselves unable to do so. They believe that autonomy is important to some extent in language learning, and that EFL learners should be autonomous for the sake of improving their proficiency in language learning, and responsibility in autonomous learning context is shared one between the learner and the teacher. Learners declared that their teachers do not show them how to learn by themselves. Moreover, they admitted that most of the times they try to develop and enrich the information provided by the teacher outside the classroom.

Generally it is known that learners, based on the belief about their own ability to achieve a set of learning activities, they will decide to whom they would attach the notion of responsibility in language learning. For that, learners need to have enough knowledge about the limited responsibilities that teachers as well as learners need to have. In the present study, the findings revealed that learners feel themselves able to choose the learning activities and the learning objectives inside and outside the classroom. On the other hand, they are undecided about their ability when deciding about what should be learnt next and how long to spend in each activity. This can be referred to the rare opportunities provided to experience their ability in such learning activities.

When it comes to the notion of responsibility, EFL learners at M'sila university even though they have a good perception on language learning autonomy and they feel that they are able to decide on a set of learning activities. They still attach the notion of responsibility to the teacher. To some extent, they are still accustomed to the spoon-feeding habit. Yet they feel that it is their own ability to ensure their progress outside the classroom.

As for teachers, the study findings indicated that teachers think that autonomy can be developed outside the classroom by independent study in the library. Moreover, they indicated that confident learners are more likely to develop their ability of evaluating their own learning. Teachers also agreed about the idea that

learning to work alone is important in the development of learner autonomy, but learning from each other may slightly develop such ability. Findings also revealed that teachers believe that learners should be involved in taking decisions about the learning materials; so that they would develop the sense of responsibility in language learning.

EFL teachers at M'sila University also agreed that autonomy can not be promoted without the help of the teacher. When they were asked about the relationship between autonomy and language proficiency, teachers indicated that language proficiency affect greatly the ability to develop learner autonomy. In addition to that, they believed that autonomy contributes to effective language learning.

Before questioning teachers about the actual roles that they perform in their classes in order to promote learners autonomy, the researcher wanted to have a swift look about teachers' perceptions about their learners abilities in certain language learning activities. The study findings revealed that teachers viewed that most of their students are not autonomous in learning, yet they take a part in the decision making process if they have the opportunity. Eventhough the ratings of the desirability and feasibility of learners to develop a set of language learning abilities were statistically significant. It can be noticed that "identifying the learning needs", "strengths" and "weaknesses", and "to learn co-operatively" were considered desirable as well as feasible for learners. "Evaluating the learning" and "monitoring the learning progress" were perceived as the most feasible skills in learners.

Eventually, the researcher comes to have an insight about the roles performed by EFL teachers at M'sila university and how do they think about what they have to do to promote language learning autonomy based on the practices they have at their classes. Therefore, the study revealed that EFL teachers at M'sila University most of the times implement different teaching strategies, which demonstrated the roles: "Facilitator" and "Resource". Teachers admitted that they are working on promoting their students' autonomy through involving them in making decisions about their learning such as assignments and projects in additions to sessions for reflection and opportunities to have peer feedback.

■ **Summary of Findings**

➤ **Students' perceptions:**

- Students have a good perception on the notion " learner autonomy" and its importance in language learning
- Students feel themselves somehow autonomous; yet, incapable to perform a set of language learning activities. But they still have the desire to develop their abilities to manage their own learning.
- Students misperceive the role of the teacher in an autonomous language-learning context, they have a limited knowledge about their own as well their teachers' limited responsibilities.

➤ **Teachers' perceptions:**

- Teachers have a good perception on learner autonomy and they acknowledge the notion from different perspectives.
- Teachers believe that EFL learners at M'sila University cannot be considered as autonomous learners, as they rarely take the risk of making decisions concerning their own learning.
- Teachers acknowledge that they have a crucial role in promoting LLA. They often play multiple roles, but most of the times they play the role of "Facilitator" and "Resource". They implement personal efforts to encourage the sense of autonomy in their learners.

Conclusion

The current chapter presented the research design and methodology, description, analysis, and discussion of the findings obtained from the different data collecting tools. The chapter tackles the analysis of learners' and teachers' questionnaire besides the interview devoted to teachers. Sections in the questionnaires as well as the interview were developed to have an insight about EFL teachers and learners views, perceptions and attitudes about the role of teacher in promoting LLA, and how learners perceive their own responsibilities in the learning process, to what extent teachers feel their learners are autonomous and how do they perceive their roles and what they are expected to do to spark the sense of autonomy in their learners.

GENERAL CONCLUSION

In order to conduct an exploratory study about the role of teacher in promoting language learner autonomy, an exploratory descriptive method was adopted through which the data were collected and analyzed both qualitatively and quantitatively.

This research aimed at investigating how do teachers as well as learners perceive the notion of learner autonomy in language learning, and how do they think of the role of teacher in promoting LLA ; throughout asking three (03) research questions designed to guide the research to explore valid and practical information. The first question was "What is LLA for both EFL teachers and learners at M'sila university?". Secondly, "How do students perceive the role of teacher in an autonomous language learning context?". The third question was "how are teachers dealing with LLA; that is, what do they think about their role in an autonomous language learning context and what kind of roles do they perform?".

Through discussing the results obtained from the students ' questionnaire, the teachers' questionnaire, and teachers' interview. The three questions can be answered as follows: first, students and teachers have a good perception of the notion learner autonomy and its importance in language learning. Secondly, students misperceive the role of teacher in an autonomous language learning context, they have a limited knowledge about their own as well as their teachers limited responsibilities. Third, teachers acknowledge that they have a crucial role in promoting LLA. They often play multiple roles, bur most of the times they play the role of "Facilitator" and "Resource".

From the results obtained, it can be deduced that promoting learner autonomy is crucial to successful language learning. Yet, the implementation of such concept is still a challenging task for teachers as well as learners. It requires both of them to have enough knowledge about the limited responsibilities attached to each one of them.

The results that have been revealed in this research will hopefully provide suggestions and recommendations for teachers, learners, and curriculum developers.

Since EFL learners at M'sila University have a misperception of the notion of responsibility in language learning and they still depend on the teacher to manage their own learning. And since teachers' promotion of learning autonomy in their

learners is based on their own personal efforts; it is then of great importance for Curriculum developers to implement in a way the notion of autonomy in the learning programs. It is better to include a subject related to autonomy from the first year at university, and LLA need to be specified as a curriculum goal. Moreover, offering teachers with professional development programs on learner autonomy can be helpful with more emphasis on how to spark learners' sense of autonomy. So they will develop learners' responsible attitudes based on pedagogical instructions. It is necessary also to discuss learner autonomy in conferences and study days to raise learners' awareness about their teachers' responsibilities and their own, for autonomous language learning.

Pedagogical Implications

The importance of Autonomy in language learning is not newly approved; it comes with the shift of learning from the traditional approach to the learner-centered approach. However, we still in need to investigate learners' as well as teachers' perceptions about the role of teacher in promoting LLA at M'sila university. So as to clarify misperceptions and give an idea about the limited responsibilities for both the learner and the teacher for an autonomous language learning. The findings of this study will not only fill the gap concerning how EFL Learners and teachers perceive the roles that teachers are playing, or are expected to play in order to support learners' language learning autonomy. But also, they help teachers to realize what they are expected to do and what students are expected to do for an autonomous language learning.

Furthermore, the results of this study may be useful for curriculum developers and teachers to decide on learners' as well as teachers' responsibilities for an autonomous language learning.

Limitations and Recommendations for Future Research

As with most research projects, there were many limitations to the present study. First, there would be no accurate data from learners' side who show some kind of subjectivity. In other words, some learners may not have answered the questionnaire confidently and this can be noticed especially when it comes to their own abilities.

In addition, the research findings cannot be generalized to other contexts. Large number can be chosen in the future research, because thirty EFL second year students and eleven EFL teachers may not reflect the whole population. Another limitation to the study is that the concept learner autonomy is a complex concept; hence wider research is required to explore such concept and to implement it.

On the basis of findings and conclusions, the researchers recommended that further research may focus on exploring teachers' perspective about the potential problems that hinder EFL teachers from developing learner autonomy in teaching practices.

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Appendices

APPENDIX "01"

Students' questionnaire

Dear students, This questionnaire is a part of a research to fulfil a Master degree, it attempts to collect information about your perceptions about the role of teacher in promoting language learning autonomy. You are kindly requested to answer the following questions.

– Gender: male ☐ female ☐

Section one: perceptions

1.to what extent do you consider language learning autonomy important in language learning ?

To high extent ☐ To some extent ☐ To low extent ☐

2.Why should language learners be autonomous?

- a) To get good marks ☐
- b) To improve their proficiency in language learning ☐

3.Responsibility in language learning classroom is ?

- a) Teachers' responsibility ☐
- b) Learners' responsibility ☐
- c) Shared responsibility ☐

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

Yes No ☐ ☐

5.Who is responsible of identifying your weaknesses in learning?

The teacher Yourself ☐ Your classmate ☐ ☐

6.After taking the English class, you :

- You feel satisfied about the knowledge provided by the teacher ☐
- Try to develop it and enrich it outside the classroom ☐

Sectiontwo: Abilities. If you have the opportunity, how good do you think you would be at:

	Very poor	Poor	undecided	Good	Very good
1. Choosing learning activities in class.					
2. Choosing learning activities outside class.					
3. Choosing learning objectives in class.					
4. Choosing learning objectives outside class.					
5. Deciding what students should learn in next sessions.					
6. Deciding how long to spend on each activity.					

Sectionthree:Responsibilities

In the following activities, whose responsibility should it be:

Please indicate your choice with (✓)

	Student's responsibility	Teacher's responsibility	Both
1. to make sure students make progress inside the class			
2. to make sure students make progress outside the class			
3. to decide what students should learn in next sessions			
4. to choose what language learning activities to use in class			
5. to evaluate the student's learning			
6.To decide how long to spend on each activity			
7. To choose what materials to use in class			

APPENDIX "02"

Teachers' Questionnaire

Dear Teacher

The following questionnaire seeks to gather your perceptions about the role of teachers in promoting language learning autonomy at university level. You are therefore kindly requested to answer the following questions by putting a tick in the appropriate box .

Section one: Perception and beliefs about language learner autonomy.

Statements	Strongly disagree	disagree	Undecided	agree	Strongly agree
1. Independent study in the library at university is an activity which develops learner autonomy					
2. Autonomy can develop most effectively through learning outside the classroom					
3. Confident learners are more likely to develop autonomy than those who lack confidence					
4. To become autonomous, learners need to develop the ability to evaluate their own learning					
5. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone					
6. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.					
7. Co-operative group work activities support the development of learner autonomy					
8. Involving learners in decisions about what to learn Promotes learner autonomy					
9. Learner autonomy is promoted when learners can choose their own learning materials					
10. Learner autonomy cannot develop without the help of the teacher					
11. Learner autonomy requires the learner to be totally independent of the teacher					
12. The teacher has an important role to play in supporting learner autonomy.					
13. It is harder to promote learner autonomy with proficient language learners than it is with beginners					
14. The proficiency of a language learner does not affect their ability to develop autonomy					
15. Individuals who lack autonomy are not likely to be effective language learners					
16. Learner autonomy allows language learners to learn more effectively than they otherwise would					

Section two: perceptions about students' abilities

Here is a list of abilities that learners might have, for each statement say:

- How desirable (i.e ideally) you feel it is.
- Then how feasible (i.e realistically achievable) you think it is for the learners you are currently teach most often.

You should tick two boxes for each statement, one for desirability and one for feasibility.

	Desirability					Feasibility			
	undesirable	Slight desirable	Quite desirable	Very desirable		Unfeasible	Slightly feasible	Quite feasible	Very feasible
Learners have the ability to:									
1. Identify their own needs									
2. Identify their own strengths									
3. Identify their own weaknesses									
4. Monitor their progress									
5. Evaluate their own learning									
6. Learn co-operatively									
7. Learn independently									

Section three: instructional practices

1-: How frequently do you implement the following practices in your classroom?

	Always	Often	Occasionally	Seldom	Never
Helping students to set up their own learning objectives					
Helping students to select their learning materials.					
Helping students to evaluate their own learning and progress.					
Encouraging students to reflect on their learning process.					
Making dialogues with students to find solutions for their learning difficulties					
Being positive and supportive especially when giving feedback					
Suggesting tools and techniques for self-assessment					
Suggesting websites, videos or online dictionaries that motivate students to use the target language outside classroom					
Encouraging students to read English books, magazines and newspapers outside classroom					
Encouraging students to study with their peers.					
Explaining the purposes and the significance of the tasks assigned to students.					
Giving learners opportunities to tell their opinions in their learning activities					

Personal information:

1-Male ☐ Female ☐

2-Teaching experience: number of years? .

0-4 ☐ 5-9 ☐ 10-14 ☐ 15-19 ☐ 20-24 ☐ 25+ ☐

3-Position: Full time teacher ☐ Part time teacher ☐

Appendix "03"

Interview Questions:

- 1). "In few words", how would you sum up your views on what learner autonomy is?
- 2). what are the roles of learners in autonomy-based classroom, or in other words what are characteristics of autonomous language learners?
- 3). On the basis of your experience as a teacher, do you think EFL students at our department are autonomous?
- 4). To what extent are learners actually involved in "Decision making" at our department ?
- 5). How does the involvement of learners in taking decisions about what to learn increases their autonomy?
- 6). what roles if any, do you feel the teacher has in promoting learner autonomy?
- 7). Do you think that all teachers have the necessary skills to reduce learners' dependence on them?
- 8). Can you say more about what you do to encourage autonomy in your learners inside and outside the classroom?

الملخص:

في السنوات الأخيرة، أصبحت استقلالية المتعلم من أهم الأهداف المنشودة في مجال تعلم اللغة. وتماشيا مع التغير الحاصل في نظام التعليم "من الكلاسيكي إلى الحديث" أصبح هناك تركيز على مساهمة استقلالية المتعلم في نجاح العملية التعليمية للغة. الغرض الرئيسي من هذه الدراسة هو استقصاء دور أستاذ اللغة الإنجليزية كلغة أجنبية في تطوير استقلالية تعلم اللغة. حاول البحث استكشاف إدراك طلبة اللغة الأجنبية الإنجليزية حول دور الأستاذ في بيئة التعلم الاستقلالي للغة، بالإضافة إلى استكشاف آراء الأساتذة حول دورهم وماذا يُتَوَقَّع منهم فعله لتطوير استقلالية المتعلم ومدى تجلي ذلك في ممارساتهم التعليمية. لغرض تحقيق أهداف هذه الدراسة، تم تقديم استبيان لكل من طلبة السنة الثانية إنجليزية وكذا أساتذتهم في كلية الآداب واللغات قسم اللغة الإنجليزية بجامعة محمد بوضياف - المسيلة. . بالإضافة إلى مقابلة تم إجراؤها مع بعض الأساتذة لتوضيحات أكثر. أظهرت نتائج البحث مدى إدراك الأساتذة لماهية استقلالية المتعلم ودورهم في بيئة التعلم الاستقلالي، غير أنهم يعتبرون طلبة اللغة الأجنبية الإنجليزية بجامعة المسيلة بعيدين كل البعد عن كونهم مستقلين في عملية التعلم. كما أقرُّوا ببذلهم لمجهودات شخصية لتبني عدة أدوار من أجل غرس روح المسؤولية في طلبتهم. كما أظهرت النتائج تبني الأساتذة لدور "Facilitator" و "Resource" لتطوير استقلالية التعلم لدى طلبتهم. أما بالنسبة للطلبة أظهرت النتائج مدى إدراكهم لأهمية استقلالية التعلم في العملية التعليمية للغة، غير أنهم يسيئون فهم دور الأستاذ. حيث أن علمهم بالمسؤوليات المرفقة لهم والأخرى المرفقة لأساتذتهم جد محدودة.

الكلمات المفتاحية: استقلالية تعلم اللغة، دور الأستاذ، إدراك الطلبة، إدراك الأساتذة.