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The Role of the Teacher in Developing Learner's Autonomy.
The Case of Third Year EFL Students at Chadli Bendjedid
University, EL-TARF.

Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements of the Master Degree in Didactics of English.

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Declaration

We hereby certify that this research work untitled *The Role of Teacher in Developing Learner Autonomy* is the outcome of our own research. Any books, articles and/or websites which we have made use of are acknowledged at the respective place in the text.

The current study has not previously submitted to this University or any other institution in application for admission to a degree, diploma or other qualification.

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Dedication

*To My Almighty Creator Who Made me. To my beloved Prophet **Mouhammed** who guided me.*

To my mother: A strong and gentle soul who taught me to trust Allah, believe in hard work and that so much could be done with little.

To my father: For earning an honest living for us and for supporting and encouraging me to believe in myself.

To my grandmother: The dream has finally come true, God have mercy on your soul. I miss you, I really do.

To my uncle: Mr. Abdelaziz, for being my guardian and support during my educational career.

To my close friends: Meriem, Khadidja, Nour el Imen, Imen, Chaima, Badri and Hamza, you are my true reward.

To every teacher who taught me in my life.

To everyone by his/her name, who helped me directly or indirectly to achieve my goals and everyone who knows Meriem.



**KAHOUL
MERIEM**



Dedication

I dedicate our dissertation to my family and many friends.

To my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake.

To my mother who taught me that even the largest task can be accomplished if it is done one step at a time.

To all my brothers: Fares, Tarek, Sami, Hamdi, Sofyan and Kotyba , who never left my side .

To my best friends: Miri, Nousa, Iman and Nour el Iman. I will always appreciate all they have done by supporting me throughout the process. I love you so much.



***HENNAD
KHADIDA***

Dedication

This dissertation is dedicated to the Almighty **Allah** Who Created us as crown of creation and enable us to learn.

To last and ever last **prophet Mohamed (pbuh)**.

My wonderful parents, who have raised me to be the person I am today. I could never have done this without your support and constant encouragement. Thank you for teaching me to believe in God, my self, and my dreams.

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List of Abbreviations.

CRAPEL: Centre de Recherche et d'Application en Langue.

EFL: English Foreign Language.

ELT: English Language Teaching.

FLT: Foreign Language Teaching.

H: Hypothesis.

Q: Question.

LA: Learner Autonomy.

LLS: Language Learning Strategies.

LMD: License, Magister, Doctorate.

MA: Magister.

PhD: Doctor of Philosophy

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Abstract

New approaches have been introduced in language teaching throughout the world to meet demands of modern society that requires not only the mastery of languages, but also a mastery of life long study skill, which is the aim behind the notion of learner autonomy in the educational context. The autonomous learner is capable to take charge of his own learning, to share responsibility with the language teacher and moreover, do further research so as to improve his level in language learning. The present study strives to find out the role of teacher in developing learners autonomy, and also to know whether or not our learners are aware of their role and if they are ready to take on an autonomous language learning. Because before any interventions aiming at fostering autonomy are implemented, it is necessary to explore EFL learners' readiness and awareness as well the roles of teachers in developing learner autonomy. Furthermore, the current study targets the following research questions:

- (1) Are the Students aware of their responsibility to be in charge of their learning experience?
- (2) How do teachers promote learner autonomy in EFL Learning?

This study was carried out as a qualitative research design used to evaluate the proposed hypothesis. The gathered data conducted from both, third year EFL students and teachers, were submitted to the department of English at Chadli Bendjedid University, El-Tarf for the (2016-2017) academic year. The result of this study showed student's awareness and readiness for autonomous learning and also the study provided us with teacher's perspective and roles in developing learner autonomy. Finally, based on the results obtained from the study, recommendations are suggested about how learners' autonomy can be developed.

Key words: Promoting autonomy, teacher roles, learners awareness, and autonomous learners.

ملخص بالعربي

لقد تم إدخال أساليب جديدة في تعليم اللغة في جميع أنحاء العالم لتلبية مطالب المجتمع الحديث الذي يتطلب ليس فقط التمكن من اللغة، لكن أيضا امتلاك مهارة الاعتماد على الذات لمواصلة الدراسة، هذا هو الهدف من وراء إدخال مفهوم استقلالية المتعلم في السياق التعليمي.

المتعلم المستقل قادر على تحمل مسؤولية التعلم بنفسه، يتقاسم المسؤولية مع مدرس اللغة، وعلاوة على ذلك يقوم بالبحث لتحسين مستواه في اللغة يسعى البحث او الدراسة الحالية لمعرفة دور الأستاذ في تطوير استقلالية المتعلم، كما انه يسعى أيضا لقياس مدى وعيهم بدورهم و استعدادهم ليكونوا أكثر استقلالية و اعتمادا على الذات في تعلم اللغة، لأنه قبل أي تدخل لتعزيز استقلالية المتعلم يجب اكتشاف مدى وعي و استعداد المتعلمين و ادوار الأساتذة في تطوير استقلالية تعلمهم

تقوم الدراسة الحالية باستهداف التساؤلات التالية:

1. مدى وعي المتعلمين بمسؤوليتهم و استعدادهم في خبرتهم التعليمية.

2. كيف يقوم الأستاذ بتعزيز تعلم اللغة الانجليزية كلغة أجنبية.

أجريت هذه الدراسة كبحث نوعي التصميم لتقييم الفرضيات المقترحة، وتم جمع المعلومات من طرف كل من الأساتذة و طلاب السنة الثالثة لغة انجليزية، المسجلون في قسم اللغة الانجليزية بجامعة الشاذلي بن جديد -الطارف- للعام الدراسي 2016-2017.

الكلمات المفتاحية: تعزيز الاستقلالية، ادوار الأساتذة، وعي المتعلمين، استقلالية المتعلم.

General Introduction

Introduction

With the change from teacher-centeredness to learner-centeredness in education, learner autonomy (LA) has become a hot topic in the research of foreign language education.

One of the key principles of learner autonomy is moving the focus from teaching to learning, taking the teacher out of his spotlight and point it at the learners. This may seem daunting to new teachers or indeed experienced teachers who have been the centre of attention and in control of their classroom but as David Little wrote:

I believe that all truly effective learning entails the growth of autonomy in the learner as regards both the process and the content of learning; but I also believe that for most learners the growth of autonomy requires the stimulus, insight and guidance of a good teacher.(Little, 2000).

Moving the focus from teaching to learning clearly does not mean that the teacher becomes obsolete or redundant. It means a change of pace from where lessons are organized around textbook material and the ground a teacher needs to cover. Lessons are now organized in collaboration with learners in regards to both material and methods. Therefore, to come up with a more in-depth picture, the present study seeks to investigate how teachers promote autonomous Learning in EFL students at Chadli Bendjedid University El-Tarf.

Background Information

The origins of the research on autonomy in language teaching and learning can be dated back to the mid-1970s (Holec, 1981; Gremmo & Riley, 1995; Broady & Kenning, 1996; Benson & Voller, 1997; Littlewood, 1999; Lamb, & Reinders, 2008; Smith, 2008). Until now, it is still one of the remarkable interests in sense of self-regulation, motivation, socio-cultural theory and teacher development (Benson, 2005, 2011). Particular concerns include the ways in which conceptions of autonomy are changing with times, and the ways in which new conceptions of autonomy fit in with broader developments in language teaching and learning theory, educational practice and social thought.

The concept of autonomy first entered the field of language teaching through the council of Europe's modern language project in 1971. The results of this project was the establishment of the *Centre de Recherche et d' Application en Langue* (CRAPEL) in France. After the death of *Yves Chalon* the original leader, Henri Holec took the leadership of the

CRAPEL institute and he still remains as one of the central figures in the field of autonomous language learning today. (Benson 2011, p.9).

The idea of learner's taking responsibility for their own learning is not a new one in the field of education. For instance, Benson (2011, p.27) mentions Galileo's famous quote "*you cannot teach a man anything , you can only help him find it within himself*".

According to Gremmo and Riley (1995) the 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 oil in Europe in 1960. Holec (198, p.1).

Statement of the Problem

There has been little attention given to the field of EFL teaching and learning to the implementation of autonomy. Our study shift focus to this new method of teaching/learning process, and shed the light on the role of teachers in promoting autonomy.

Aims of the Study

The present study seeks to investigate how teachers promote autonomous Learning in EFL students as an attempt to raise awareness and shift students' interests toward autonomy which is the fundamental aspect of teaching through the LMD system in Algeria.

Research Questions

This study aims to answering the following research questions:

Q1: Are the Students aware of their responsibility to be in charge of their learning experience?

Q2: How do teachers promote LA in EFL Learning?

Hypothesis

Based on the research questions stated above, we hypothesize that:

H1: The majority of students are not aware of autonomous learning because autonomy still considered as a theoretical concept due to the challenges that hinder both teachers and Learners from putting into practice this concept in the classroom.

H2: In promoting LA the teacher aims to play a variety of roles under which he guides and facilitates the learning and to impact knowledge to his learners.

The Significance of the Study

This study will help to raise EFL learner's awareness toward autonomy, in order to achieve a life-long learning. It will provide teachers with an approach of teaching using autonomy. It will provide a clear idea of the teacher role in developing autonomy.

Research Design

In order to conduct the present study, we opted for the descriptive method. That is, a descriptive study was undertaken with third year EFL students and EFL teachers in the English Department at Chadli Bendjedid University El-Tarf. For the sake exploring how English Teachers apply and develop the concept of *Autonomy* in the classroom.

Accordingly, to check the validity of the aforementioned hypothesis, we administered a questionnaire to students and interview to teachers in order to collect data about attitudes and experiences of both learners and teachers coping with autonomy.

Limitations of the Study

Our research, was limited to the population of third year EFL learners, and teachers at Chadli Bendjedid University, El-Tarf, (2016-2017) academic year. We faced some constrains such as: Convincing students to answer the questions, where only 40 students out of 126, accepted.

Another major limitation, was taking appointment with teachers. Teachers accepted to take the interview, then canceled at the last minute due to their charge schedule, which consumed a lot of our time.

We had difficulty in choosing the teachers, because very few teachers uses autonomy as a teaching method.

Structure of the Research

This present study consists of three chapters. The first chapter presents the literature review, that deals with autonomy in learning, and teachers' role in developing learner autonomy. The second chapter exposes the methodology adopted in this study. For both qualitative and quantitative methods, the recruitment of subjects and the use of instruments are described, the procedure of data collection. The last chapter deals with data analysis. It contains a detailed analysis of students' questionnaire and teachers' interview. Also, it sums

up the results, reports and discusses the finding in relation to the hypothesis followed by some practical suggestions as guidelines for developing learner's autonomy.

Chapter One : Literature Review

Chapter one: Literature Review

The first chapter of the present research starts with the question *Why Autonomy?* to shed the light on the importance of this topic then we move to defining some of the critical concepts related to our subject that would be recurrent through the research in order to provide a broad view of their meaning and use in the present research such as: autonomy, autonomous learning and learner autonomy. Then we will deal with the condition for learner autonomy, also the main characteristics of autonomous learner, followed by levels of autonomous learning and students' role in autonomy. In addition to that, language learning strategies and their classification are elaborated. As well as we will review teachers' role in contemporary learning and also in developing learner autonomy. Finally, ways to promote learner autonomy are discussed and elaborated, supported with different autonomous activities which help the teacher to develop learner autonomy.

1.1. Why Autonomy?

Today the important aspect of education is to teach students how to acquire knowledge and how to maintain enthusiastic about learning. Language learning, Thomson (1996 as cited in Lee, 1998, p. 282) puts it, is 'a life-long endeavor'. Learner autonomy can help to achieve high degrees of creativity and independence. The most common notion for autonomy is a goal of education. Fostering a learner's autonomy should be regarded as one of the most important goals that teachers and educators try to pursue. On the other hand, learner's autonomy lays the foundation of lifelong learning. It goes without doubt that to improve student's ability to learn autonomously becomes the duty of every teacher. It is of course possible to apply this idea to English lifelong learning.

1.2. Definitions:

1.2.1. Autonomy

A learners dictionary define autonomy simply as: "the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do.(Coubuild,1995,p.38).

According to Penny Cook (1997) defines as: "developing strategies, techniques and materials in order to promote individual self development" (p.45).

1.2.2. Autonomous Learning

A sufficient definition of autonomy according to Benson (2011) should address at least three levels of learner involvement, learning management, cognitive process and learning content. Benson (2001) also described autonomy as “the capacity to take control over one’s learning” (p.47).

While for Deckinson (1987) learning autonomy implies “situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions” (p.11).

A general definition of autonomy in language learning was given by Henry Holec, written in 1979, which states how autonomy is the ability to take charge:

In the context with which we are dealing, the learning of languages, is consequently the ability to take charge of one’s own learning. This ability is not inborn but must be acquired either by natural means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way. (Holec, 1979, p.3).

According to Holec (1979), the autonomous learner is able to determine goals, select appropriate tools and methods and follow and evaluate his/her own progress and that these skills are learnt gradually. Moreover Holec (1979), specified his definition by emphasizing that autonomy is indeed an ability and behavior. Holec (1979), also mentions the difference between the concept and individualized teaching, which can be done in a strictly teacher oriented classroom as well, for example if the teacher creates individualized materials for all the learners, and autonomy which always requires moving away from the teacher oriented way of working. As one of the first definitions of learner autonomy Holec’s definition has endured time well, but it left out the psychological aspect of autonomous language learning, which is for instance discussed by Little (2007).

The widely quoted book *Learner Autonomy: definitions, issues and problems*, of Little was published in 1991 approaches the concept of autonomy by first determining what it is not. According to Little (1991), the five misconceptions that can be associated to autonomous language learning. First of all autonomy is not “deciding to learn without a teacher”, as teachers have an important role in an autonomous classroom. As autonomy is a skill and learnt gradually, the teacher has an important role in fostering autonomy among his/her learners.

The second misconception, that “learner autonomy somehow requires the teacher to relinquish all initiative and control” (Little 1991, p.3), is false, as these skills would be unlikely to develop on their own.

The third false belief about autonomy, that it is “something teachers do to their learner, in other words that it is a new methodology”, is over simplifying the concept of autonomy. Autonomy is not a clear-cut solution that will improve learning results simply by ordering the learners to work in a certain manner, rather it requires to be modified for each individual situation and it can take a long time for it become a functional way of working in a classroom. It is a holistic change, not something that can be done to another person, but rather has to develop within each individual learner.

This also argues against the fourth misconception relating to autonomy that would be a “single, easily described behavior” (Little 1991, pp. 3-4). Lastly Little (1991), disagrees with the belief that “autonomy is a steady state achieved by certain learners” (p.4). Little (1991) argues that autonomy can be achieved by all learners, and autonomy is not a steady state, but rather can vary even within same individual. Little (1991) notes that autonomous learners have always been present in classrooms, but usually it is unconscious behavior. Making these autonomous habits visible would benefit all learners. Combining his earlier ideas.

In 2007 Little identified autonomy as an experience of both teachers and learners that can progress and develop as the learners are ready to take more responsibility:

“Learner is the product of an interactive process in which the teacher gradually enlarges the scope of her learners’ autonomy by gradually allowing them more control of the process and content of their learning” (Little, 2007, p.26).

Little (2007) has also argued on the need for personal autonomy as a basic human need that all humans including children obtain. Autonomous language learning addresses these needs which will result into having a better learning. after the comparison of the two definitions by Holec and Little, Benson (2011) states an obvious difference: “Little’s definition was complementary to Holec’s, but added a vital psychological dimension” (p.60) Littlewood s (1996) definition echoes strongly the ones made by Little and Holec, yet it is included here as it offers a clear explanation of the different factors that create autonomy. Littlewood defines autonomous person as the person who “ has an independent capacity to make and carry out the choices which govern his or her actions” (Littlwood,1996,p.428)

According to Littlewood (1996) this ability relies on two factors of : *ability and willingness*. Which can be divided into two components. Littlewood (1996) states that *ability* consists of *knowledge* and *skills*, and *willingness* consist of *motivation* and *confidence*. This is illustrated with figure 1 below. These components should occur simultaneously, In order to function autonomously.

Knowledge and skills need to be learnt, motivation and confidence, which lead to willingness, require a learning environment that encourages this type of learning.

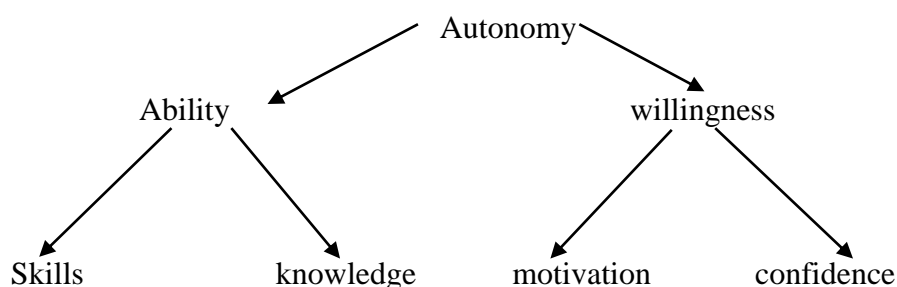


Figure 01: Littlewood’s model.

Benson (2011) stated that it is important to define autonomy in order to scientifically study it. Autonomy is considered as a skill that can be gradually learnt by all learners in a suitable environment.

Breen (1991, as quoted by Benson 2011, p.80) found out that learners were more likely to learn things they had initiated themselves, as the majority of us want to be in charge of what we do and more motivated to do tasks we have initiated ourselves.

1.2.3. Learner Autonomy

Autonomy in an educational concept emerged in the social-cognitive theory of self regulation. In which the learner can relate these two theoretical frame works in order to understand the nature and role of language learning strategies (Oxford, 1999).

“Learner autonomy is a capacity of the learner to take charge of his/her own learning” (Holec, 1981).

Henri Holec’s definition of learner autonomy was published in The council of Europe he described the skills that any university language learner should possess:

To take charge of one’s learning is to have, and to hold the responsibility for all the decisions concerning all aspects of this learning. i.e.:

- *Determining the objectives;*
- *Defining the contents and progressions;*
- *Selecting methods and techniques to be used;*
- *Monitoring the procedure of acquisition properly speaking (rhythm, time/place....etc);*
- *Evaluating what has been acquired. (Holec,1981, p.3).*

Learner autonomy can be put as the degree to which learners are free to select their own learning materials and strategies, practice language that they need, and produce written or spoken form of language whenever they get the chance to . autonomy have some generally accepted aspects such as: “situations in which learners study entirely on their own and determine the direction of their own learning” (Zohrabi, 2011, p.120).

Evidently , autonomous learners are characterized as independent, self-efficient and willing to take the risk and responsibility of relying more on themselves. Dickinson (1993 as cited in Hobrom, 2004) Identifies five characteristics of independent learners:

1. They understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices;
2. They are able to formulate their own learning objectives;
3. They are able to select and make use of appropriate learning strategies;
4. They are able to monitor their use of these strategies;
5. They are able to self-assess, or monitoring their own learning.

1.3. Condition for Learner Autonomy

A large amount of literature is available on how to foster learner autonomy. Moreover, each scholar approaches the issue from a slightly different angle. They have common features that overlap. That is why theories are gathered as compilation, in order to provide comprehensive idea of what needs to be taken into account in the process of promoting learner autonomy in FLT.

Having different theories and approaches to learner autonomy by (Holec,H. et al) the most important issues have been identified as follow:

1. **Choice:** Is a fundamental feature all theories share. Since LA is supposed to be the ability to take charge of once own learning it means that the learner makes independent choices.

2. **Goals and needs:** since learning is a goal-oriented behaviour, autonomous learning means that the learners have to set their own goals according to their own needs.
3. **Support:** it combines two aspects. Firstly, when promoting LA, the teacher and the course structure must provide guidance and support to learners when their abilities are still developing. Secondly, support refers the multiple resources and contexts the learner can make use of when necessary.
4. **Emotional climate:** in autonomous learning both teachers and learners have to turn on new roles and responsibilities. The teacher is in charge of creating an atmosphere in which students feel willing and secure enough to accept the change and gain a feeling of ownership and responsibility.
5. **Learning strategies:** Learners need to become aware of the ways they learn best, which involves their learning styles and strategies when learners are equipped with this knowledge they will be able to understand their own thinking and learning process.
6. **Learner attitude and motivation:** The success of a learning activity largely depends on the learner attitude and motivation, the more the learner sees him/herself as doing well the more he/she wants to do even better.
7. **Self-esteem:** It is the evaluation the learner makes of his/her own worth with respect to the target language or learning in general. A learner with high self-esteem is unlikely to be influenced by any negative assessments giving by the teacher.

The model below covers seven issues which relate to the development of learner autonomy. They are interrelated and affect the degree of learner autonomy in language learning ranging from less successful to more successful. All seven aspects should be considered as the goal to promote learner autonomy for successful language learning

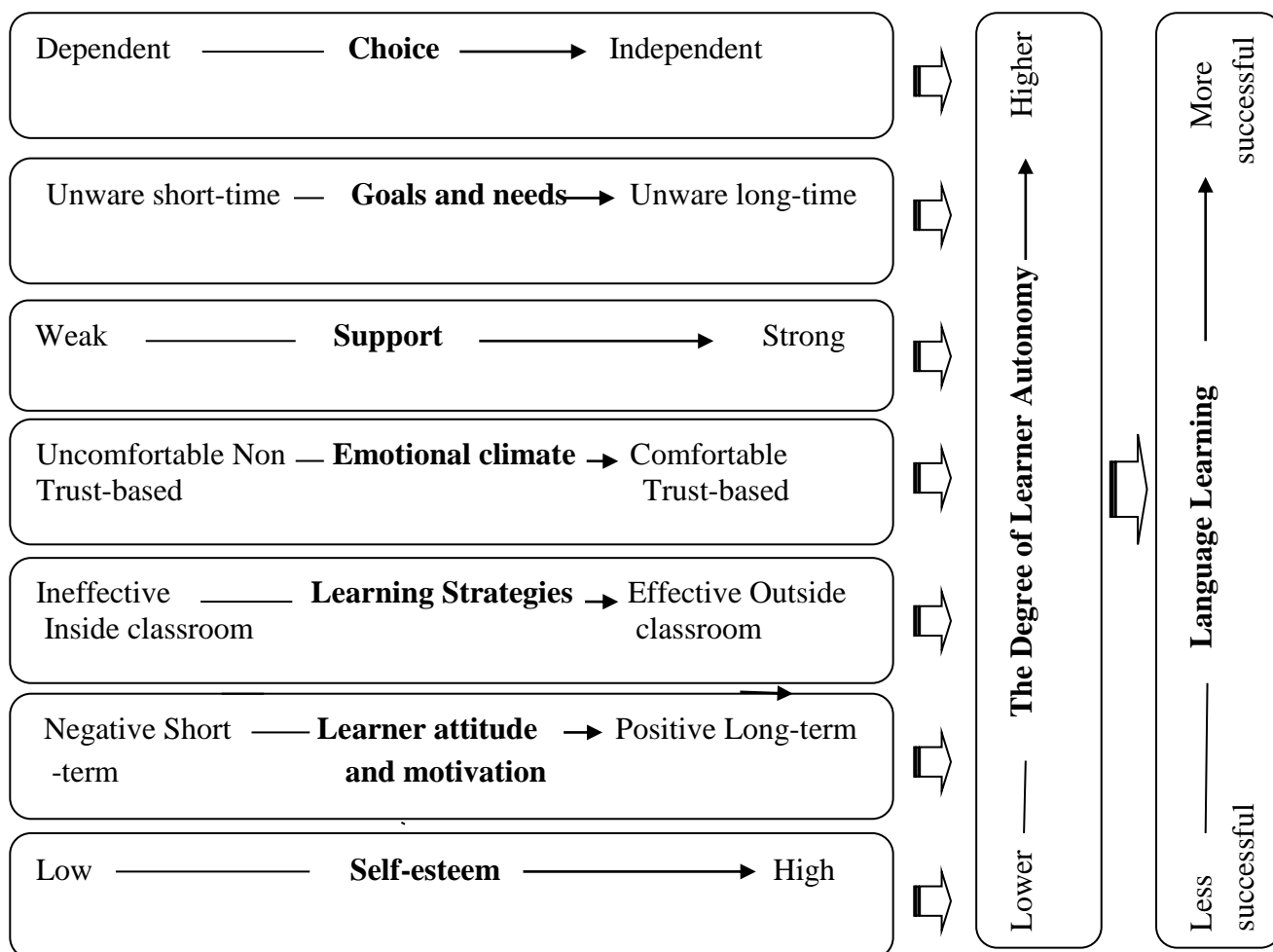


Figure 02: A model for developing Learner Autonomy in ELT context

In order to achieve a successful implementation of the described model above, depend to large extent on the persistence of the teacher. It is unrealistic to expect students to take responsibility for their learning, in a one step. Autonomy can be developed gradually. It is not only about the development of a set of skills, but is rather about developing a certain *mindset* that views learning as an active process of discovery.

Although implementing the suggested model will not guarantee students to develop autonomy. The activities do involve a shift of focus from the teacher onto the learners. Knowing that they are valued as individuals and are supported in their learning will mean that students are more likely to develop this mind set, and knowing this, teachers are more likely to consider the importance of student ownership of the learning process.

1.4. Characteristics of Autonomous Learner

St. Louis (2003) proposes that autonomous learners can hold some characteristics as:

- Willing and have the ability to control or supervise learning;
- Recognizing their own learning styles and strategies ;
- Motivated to learn;
- Good predictors;
- Appropriately select the materials, methods and tasks;
- Exercising choice and purpose in organizing and carrying out the chosen task;
- Selecting the criteria for evaluation ;
- Taking an active approach for the task;
- Paying attention to both form and content;
- Ready to take risks.

Depending on Dickinson (1993) claim autonomous learners can be categorized in four points:

First of all, they can recognize what is going on, In other words what is being taught in classes. Autonomous language learner, for example, might think about the relationship between the new structure of language and any other information.

Secondly, Dickinson(1993) adds that, autonomous learners are capable of formulating their own learning objectives, in parallel with or even in addition to their teachers'. Most autonomous language learners make great efforts to improve their language skills outside the classroom. They either read newspapers or watch TV programs in the target language as part of their own learning objectives.

The third category of characteristics is that, autonomous learners are able to select and implement appropriate learning strategies. For instance, an autonomous learner will go through the reading text to see whatever available in the text (pictures, diagrams, title, subtitles, etc) rather than trying to read and comprehend immediately.

The fourth characteristics as Dickinson (ibid) mentions, are that autonomous learners can monitor the effectiveness of their use of strategies and make necessary changes for them. For example, an autonomous learner who has not done well on English test, may first try to find out which structures and points he or she has not understood and then try to find more

effective study ways. With these four basic characteristics, it is inevitable for autonomous learners to engage actively in the learning process and to take control of their own learning.

Moreover, Chan (2001, as cited in Shakerie, 2012), who carried out a study to explore students' perceptions of learner autonomy identified the following features as the main characteristics of autonomous learners: "highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic, about learning, flexible, active, willing to ask questions, making use of every opportunity to improve their learning."

1.5. Levels of Autonomous Learning

levels of autonomous learning was suggested by Hadi (2012) as "in the late 1990's a number of researchers claimed that the notion of autonomy is matter of levels" (pp.10-14) in this respect there are several models of autonomous learning levels.

First, Nunan's (1997) attempt involves a model of five levels of autonomy in learner action: awareness, involvement, intervention, creation, and transcendence.

Second, According to Littlewood (1997) three dimensions of autonomy that involve first, an ability to operate independently with the language and use it to communicate personal meanings in real, unpredictable situations: *Autonomy as communicator*. In the context of classroom organization, it involves learners' ability to take responsibility of their own learning and to apply active strategies, *autonomy as a learner*. And in a broad context, it involves a higher and greater generalized autonomy as individuals, *autonomy as a person*

Third, Macaro (1997) proposed a somewhat similar three-stage model including: autonomy of language competence, autonomy of language learning competence, autonomy of choice and action.

Finally, Scharle & Szabo's (2000) proposes three phases model involving: raising awareness, changing attitudes, and transferring roles.

In this study we are much more concerned with Nunan's levels of autonomous learning. The five stages in this level, their content and processes are summarized in the following table:

Level	Learner action	Content	Process
1	<i>Awareness</i>	Learners are made aware of pedagogical goals and content of the material they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred style/strategies

2	<i>Involvement</i>	Learners are involved selecting their own goals from a range of alternatives	Learners make choices among a range of options
3	<i>Intervention</i>	Learners are involved in modifying and adapting the goals and content of the learning program	Learners modify and adopt tasks
4	<i>Creation</i>	Learners create their own goals and objectives	Learners create their own learning tasks
5	<i>Transcendence</i>	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom	Learners became teachers and researchers

Table 01: Levels of autonomous learning (Nunan, 1997).

To conclude, it is clear that Nunan’s levels of autonomous learning are ranged from making students aware of the learning goals and materials, to making a bridge between the content and the outside world in general.

1.6. Student’s Role in Learner Autonomy

“The students have responsibility for their learning but through scaffolding, the teacher takes more responsibility than in a traditional class” (Lacey, 2007, p. 8).

The learner’s role in an autonomous environment is not that of a passive receiver of information. Learners are the makers of their own fortune and valued members of a learning community that is their class. Autonomous learners have the ability and willingness to learn on their own. Learners become successful if they take responsibility for their own learning. It is up to learners if they want to learn. (Lowes & Target, 1999).

Leni Dam characterized learner autonomy by “a readiness to take charge of one’s own learning in the service of one’s needs and purposes”. Autonomous learners are those who understand why they are learning specific topics, accept responsibility for their learning, take

the initiative in planning and executing learning activities and are willing to assess their own learning.(Little, 2002).

Learners' active participation in and responsibility for their own learning process are essential in the field of foreign language learning. (Dam, 1995).The learner needs to be willing to “act independently and in co-operation with others, as a socially responsible person” (Dam, 1995).

Learner autonomy includes the learner's reflective involvement in all aspects of the learning processes. Learners become autonomous by assuming responsibility for their own learning. This includes being involved in all aspects of the learning process: planning, implementation (monitoring) and assessment. Their autonomy grows as they become conscious of the process of learning (Little, Ridley, & Ushioda, 2003).

A factor that is vital to learner autonomy is self-assessment. Learners need to build up their own personal criteria for the quality of their work and develop independence from the teacher as the sole judge of their weaknesses and strengths. This helps the learners make informed decisions about their next steps in the learning process and removes the dependence on the teacher. They do not have to wait for him to tell them what to do next and how well they are doing. Even though the teacher remains the more knowledgeable and experienced person in the classroom, the goal is for learners to increase their knowledge and level of competence.

1.7. Classification of Language Learning Strategies

1.7.1. Language Learning Strategies

Language learning strategies (LLS) are any specific actions or behaviors a student engage in, most often consciously, to improve his or her learning.

Barkley (2010) definition of learning strategies is that “learning strategies are devices or behaviors that help us retrieve stored information as well as acquire and integrate new information with existing knowledge” (p.98).

Moreover, Dornyei (2005) states that the current and comprehensive definition of learning strategies is the one offered by Oxford (1990), which include that the construct of LLS refers to:

Specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval, or use of new language.

Furthermore, O'Malley and Chamot (1990, as cited in Parra, 2010) defined learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn and retain information.”

Building on these definitions, language strategies imply a connection between learner strategy use and learner autonomy. The latter, is based on the concept of choice. Which is a choice of strategic behavior for language learners, plus it is up to the learners themselves to decide which strategy would be more useful.

1.7.2. Classification of Language Learning Strategies

Different authors have provided a number of classifications to language learning strategies. In the present research, Oxford (1990), and O'Malley and Chamot (1990) classification of LLS are concerned.

According to (Parra ,2010; Oxford,1990), for instance, divides LLS into two main categories: direct and indirect, which are further subdivided into six categories. Whereas, O'Malley and Chamot (1990) divide them into three main categories: metacognitive, cognitive and social/effective strategies.

Therefore, definitions and classification of these language learning strategies are clarified in the two following tables.

<i>Learning Strategies</i>	<i>Definition</i>
A-DIRECTED STRATEGIES	Directly involve the mental processing of the target language
Cognitive strategies	Are the mental strategies learners use to make sense of their learning
Memory strategies	Are those used for storage of information
Compensation strategies	Help learners to overcome knowledge gaps and continue communicating
B-INDIRECT STRATEGIES	Support and manage language learning without

	directly involving the target language
Metacognitive strategies	Help learners to regulate their learning
Affective strategies	Are concerned with the learner's emotional requirements such as, confidence
Social strategies	Lead to increased interaction with the target language

Table 02: Oxford (1990) Classification of Language Learning Strategies. Retrieved from:
<http://www.sciencedirect.com/science/article/pii/S1877042813048179>(2013)

<i>Learning Strategies</i>	<i>Definition</i>
A-METAGOGNITIVE STRATEGIES	Express executive function and involve planning, monitoring and evaluating learning activities
Planning	
Advanced organizers	Express executive function and involve planning, monitoring and evaluating learning activities
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters
Functional planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming task
Selective attention	Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts and/ or linguistic markers
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions

Monitoring	
Self-monitoring	Checking one's comprehension during listening or reading, checking the accuracy and/ or appropriateness of one's oral or written production while it is taking place
Evaluating	
Self-evaluation	Checking the outcomes of one's own language against a standard after it has been completed
B-COGNITIVE STRATEGIES	Limited to specific learning tasks and involve more direct manipulation of the learning material itself
Resourcing	Using target language reference materials such as dictionaries, encyclopedias, or textbooks
Grouping	Classifying words, terminology or concepts according to the attributes or meaning
Deduction	Applying rules to understand or produce the second/ foreign language making up rules based on language analysis
Imagery	Using visual images (either mental or actual) to understand or to remember new information
Key word method	Remember a new word in the second/foreign language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, (2) generating easily recalled images of some relationship with the first language homonym and the new word in second/ foreign language
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information

Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production
Inferencing	Using available information to guess meaning of new items, predict outcomes or fill in missing information
Note taking	Writing down key words and abbreviated verbal, graphic or numerical form while listening or reading
Summarizing	Making a mental, oral or written summary of new information gained through listening or reading
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way
Translation	Using the first language as a base for understanding and/ or producing the second/ foreign language
B-SOCIAL/EFFECTIVE STRATEGIES	Related to social mediating activity and transacting with others
Question for clarification	Eliciting from a teacher or peer additional explanation
Cooperation	Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance
Self-talk	Reducing anxiety by using mental techniques that make one feel competent to do the learning task

Table 03: O'Malley and Chamot (1990) Definitions and Classifications of Language Learning Strategies. (Retrieved from: <http://www.sciencedirect.com/science/article/pii/S1877042813048179>(2013))

Classification of learning strategies, such as Oxford's provide useful insight into what learners need to know and can do to plan and control their learning. As Kumaravadivelu (2003) "the use of appropriate strategies for the appropriate tasks, can easily make a difference in learning" (p.137)

As well O'Malley and Chamot suggest that, Learning strategies for any language learning task pertaining to listening, reading, speaking and writing. Sharle and Szabo (2000) suggest an overall view concerning language learning strategy use and importance. They state that:

Learning strategies serve as a tool to improve one's language competence, and learners can really only be held responsible for their competence if they are aware of these tools. So we need to show students the variety of available strategies, help them to find out what works for them, and help them to discover how and when to use these strategies. (p.8).

To sum up, the main aim of explaining language learning strategies and their classification is making EFL learners aware of these strategies and their use in ways that serves their needs to reach success in tasks they are engaged in.

1.8. Teacher Role

The teaching trend over the last two decades has been moving into the more communicatively learner -centered teaching mode, which places much emphasis on developing learner autonomy as one of educational goals.

"If the classroom is a stage in a theater, and students are actors, what is a teacher? The teacher is many people in theater: director, prompter, coach, scriptwriter, audience, and above all, another actor but also emphasize different roles from the array. For instance, in traditional teacher-centered methods, the role of director and scriptwriter are especially important, through there are others in more minor parts.(Ehraman & Dornyei, 1998, pp. 222-223).

1.8.1. Teacher Role in Contemporary Learning

In the traditional roles, teachers played more important roles than student in education. In the 1960s and 1970s, there was much reflection in educational writing in western cultures on traditional teacher-directed, examination-oriented and grammar-and-vocabulary-based. The evaluation of a teacher had depended on the amount of knowledge he or she crammed

into the students' head "the more, the better. The teacher is a unquestionable knowledge-giver" (Cortazzi & Jin, 1996), who dominates the class from the beginning to the end.

According to Richards and Rodgers (1986), the teacher acts as the model of language, the lesson planner, the controller of learner practice and the assessor of learner's performance, the organizers in the teaching program in terms of knowledge of grammar, the planners of the course, preparing the materials and deciding what and how learners ought to learn.

However, autonomous learning is all along challenged by traditional teaching views. There comes as no surprise that some teachers have considerable difficulty in getting used to the change of their role in autonomous learning context, for they have been immersed in traditional teaching for years. Moreover, there is still some doubt whether autonomous learning means that students can learn alone or learn independent of teachers' help and guidance, and whether teachers' responsibilities will be weakened.

Actually, autonomous learning is not necessarily learning alone, nor is it necessarily learning without a teacher, which is stated by Boud (1988) who holds:

It is compatible with autonomous learning for learners to opt to be 'taught' in situations in which they have decided that it is desirable for their own ends.

Developing autonomy does not simply involve removing structured teaching; it may require a greater degree of structure than didactic teaching, but of a different kind.
(p.25).

As Benson and Voller (1997) clearly put, autonomous learning is absolutely not the learning without teachers' participation; on the contrary, teachers play a crucial role in facilitating learners' self-realization and offering regular guidance. Indeed, learners need get help to develop their autonomous learning skills, so the need for teachers will not decrease, but their role and the role of teaching in the learning process will change (Little, 1995). As a matter of matter, autonomous learning empowers teachers and students with a redefinition of their respective roles in English teaching and learning, where teachers are given more requirements and expectations. Therefore, autonomous learning doesn't exclude teachers' role in class, but teachers are supposed to better organize the class teaching. Moreover, degrees of autonomy differ in students, and not every student can achieve the ideal full autonomy at the beginning, so teachers' support and guidance are essentially required in fostering learner autonomy.

Just as learner autonomy is gaining more and more concern in educational field, so the teachers, as the main component to develop learner autonomy in English learning process, need adjust their roles to better facilitate students' autonomous learning. There is no doubt that teachers should assume various roles in autonomous learning environment.

Some research papers have discussed teachers' roles in relation to promotion of learner autonomy according to (Ho et al.,1995) Teachers should assume more roles and responsibilities in autonomous learning context rather than the unidirectional role as knowledge purveyor in the traditional teaching context. Generally speaking, in autonomous learning teachers are expected to play the role as guide, facilitator, assessor, psychological coordinator, peer cooperater, source of information, learner and researcher.

More specific roles can be summarized as follows: helping students develop the awareness of autonomous learning and confidence in English language learning; getting to know students' situation in learning English; guiding students to make practical learning plans and objectives; introducing learning strategies combined with class instruction in a systematic way; offering students as many chances as possible to think about the newly learned learning strategies and put them into practice; encouraging more communication between teachers and students via various channels to monitor students' learning process; helping students evaluate their English learning by giving immediate and appropriate feedback; provide more opportunities for students to develop their autonomous learning ability, attaching importance to students' positive affective factors in English learning; creating the harmonious class environment that facilitates learner autonomy.

1.8.2. Teachers Role in Developing Learner Autonomy

In their way to develop student's learning autonomy teachers need adjust their roles to help language learners to develop their autonomy, the roles which are expected to be distinct from old ones carried out in the traditional teaching context. Based on the research papers discussing teachers' roles in relation to the promotion of LA (Knowles, 1975; Higgs, 1988; Nunan, 1993&Voller, 1997) the following table (Table 4) is made to illustrate the teachers' roles in developing LA in the field of language teaching.

Authors	Teachers' role in fostering LA
Knowles (1975)	Teachers act as facilitators, helpers or consultants.

Higgs (1988)	During the learning process, in order to help the student learn how to learn independently and effectively, the teacher play the role of a manager who creates a supportive and stimulating learning environment, who is available as a resource person, who challenges learners to achieve their potential and who helps learners to become aware of institutional requirements and expectations associated with the discipline in which they are studying.
Nunan (1993)	Teachers are changing their traditional roles and moving to new ones. They become active participants, monitors, consultants and guides when they work closely with their students' language learning and help students develop better techniques for learning
Ho (1995, p.236)	It is generally agreed that for learners to become autonomous, teachers must redefine their views about teacher-learner roles. The burden of the responsibility for such a redefinition should not be assigned solely to teachers. The teacher also has a role to play in helping learners realize that they too, must take on responsibility for their learning.
Voller (1997)	The language teacher may act as a facilitator who initiates and supports decision-making processes, a counselor who responds to the ongoing needs of individuals, and a resource who makes his or her knowledge and expertise available to the learners when it is needed
Yang (1998, pp. 129-130)	Teachers have a role in developing students' learning strategy, which can facilitate the development of LA. That is to say, teachers should be responsible for strategy instruction
Xu & Xu (2004)	Help students build the belief and confidence in autonomous learning; Guide students to make practical plans; Help students to think about the learning strategies and put them into practice;

	<p>Make effective use of self-directed center to facilitate LA; Encourage more communication between teachers and students via various channels to monitor the learning process; Provide more opportunities for students to develop their autonomous ability.</p>
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Table 04: Teachers’ Role in Fostering LA

As shown in the table (4), teachers’ role in developing LA are various and complex. It is obvious that teachers who want to foster autonomy of the language learners should not see themselves as directors of classroom learning or as founts of knowledge to be poured into the heads of the learners. Crabbe (1993, as cited in Benson, 2004) also reminds that fostering autonomy is not simply a matter we interact with them. It is also a question of how we interact with them. The important question, he argues, is “whether the minute-by-minute classroom practice indirectly fosters or discourages autonomy” by highlighting choices in the curriculum and challenging the learners’ ideas about their own roles in the classroom.

1.9. Promoting Learner Autonomy

In the classroom, students are more motivated to engage in meaningful learning if they are acting of their own volition. The need for autonomy works hand in hand with helping students build self-efficacy: they are more likely to believe they are capable of achieving a particular goal if they feel they are in control of the actions required for success. Students engagement is partnership can be difficult when, as Wlodkowski (2008) observes:

instructors usually establish requirements, issue assignments, give tests, generally set the standards for achievement, often control the learning environment, and sometimes require learner participation” which can lead “students to the conclusion that instructors are more responsible for the achievement than they are. (pp.189-190).

Following are some general strategies for promoting autonomy as suggested by Barkley (2010) in her book *Students Engagement Technique*

- *Provide students with meaningful rationales that enable them to understand the purpose and personal importance of course activities.*

- *Acknowledge students' feeling when it is necessary to require them to do something they do not want to do*
- *Give students choices among several learning activities that meet the same objective.*
- *Allow students options in deciding how to implement classroom procedures.*
- *Allow students to decide when, where, and in what order to complete assignments.*
- *Encourage students to define, monitor and achieve self-determined goals individually.*
- *Help students to use self assessment procedures that monitor progress as well as identify personal strengths and potential barriers.*
- *Provide opportunities for students to assist in determining evaluation activities.*
- *Avoid making students right, wrong, good, or bad based on their choices but instead emphasize accountability.*

In this respect, Nunan (2013) states that:

Learner autonomy is not a matter of handing over rights and powers to learners in unilateral way. Nor does it involve devaluing the teacher. Rather, it is a matter of educating learners so that they can gradually assume greater responsibility for their own learning. (p.53)

1.9.1. Implementing Activities in Autonomous Context

It's the teacher's responsibility to provide his learners with the opportunity to become autonomous, but it must be clear that this does not happen in a day. A teacher has to introduce autonomy gradually and with purpose to create a learner -centered classroom.

1.9.1.1. Posters

Posters are highly effective in developing learner autonomy in the classroom. The teachers write, in an authentic target language, the decisions they make with the learners regarding planning the projects, group work, or assessment, for example. Posters are hanged all over the classroom as a support for learners to organize their work or to revise grammatical rules.

The teacher writes down decisions and assessments which are constructed by the whole class, groups or individuals (Dam, 1995). The learners' views, ideas and assessments are not wiped out at the end of the lesson. They are kept on the wall for future use. In this way posters also provide learners with a lot of visible, authentic language. (Dam,2000).

There are different types of posters:

1. Lesson plan.
2. Working plan of different groups.
3. Ideas for activities or homework.
4. Demands and contracts for group work.
5. List of “helpers.
6. New words and expressions as a support for learners in communication in class or solving a certain task.
7. Grammatical rules (Dam, 1995, p. 41).

Leni Dam’s video (1998) gives an example of how theory can become practice. She shows the evolution of a class of learners from a school in Denmark. The learners and the teacher need to decide what to do. The teacher comes up with a topic or a theme and together they form a group brainstorming about the chosen topic. The results are put up on a poster. The blackboard is used to display posters which show the members of each group, group’s subject, and how its members are going to gather information. The group objective is to present their findings using posters

1.9.1.2. Homework

Homework is a key factor in an autonomous classroom because typically the learners decide it. Within a group, the members decide and share the work on the project or activity that needs to be done for the following language class. The teacher can interfere in deciding the work that needs to be done at home if a member of the group did not attend the class, or when she plans extensive reading for the learners.

According to the National Curriculum, it is most important for successful language learning that learners undertake homework. The purpose of homework is to restore and build upon what was dealt with in a lesson, preparation for lessons or independent work. It is imperative that learners get to choose material now and again to work with at home. It is also ideal to encourage learners to use the target language outside of the classroom (Menntamálaráðuneytið, 2007).

Learners working in groups or pairs present to each other what they have done at home. Ideas for what to do when sharing homework expand all the time and are recorded on a poster. Unless a learner is absent and a partner for sharing homework is needed, the teacher does not take part in this activity (Dam, 2000).

At the end of learner-directed activities, the learners plan and delegate homework, either individually or in groups. Many groups will allocate tasks to be done at home in connection with their chosen activity. From time to time, the teacher will dictate homework that must be done, for example, reading. Dam states that in her experience learners will often read far more than a teacher would think of demanding. She suspects this is a result of the fact that they have chosen books or texts that interest them and are at a level that suits them (Dam, 2000).

1.9.1.3. Self-Reports

According to Wenden (1998), a good way of collecting information on how students go about a learning task and helping them become aware of their own strategies is to assign a task and have them report what they are thinking while they are performing it. This self-report is called introspective, as learners are asked to introspect on their learning. In this case, “the introspective self-report is a verbalization of one’s stream of consciousness” (Wenden, 1998, p. 81). Introspective reports are assumed to provide information on the strategies learners are using at the time of the report.

Another type of self-report is what has been named as retrospective self-report, since learners are asked to think back or retrospect on their learning. Retrospective self-reports are quite open-ended, in that there is no limit put on what students say in response to a question or statement that points to a topic in a general way. There are two kinds of retrospective self-reports: semi-structured interviews and structured questionnaires. A semi-structured interview may focus on a specific skill with a view to extracting information about learners’ feelings towards particular skills (reading, listening, etc.), problems encountered, techniques resorted to tackle these problems, and learners’ views on optimal strategies or ways of acquiring specific skills or dealing with learning tasks. A structured questionnaire seeks the same information but in a different way: by means of explicit questions and statements, and then asking learners to agree or disagree, write true or false, and so forth.

1.9.1.4. Group Work

A-Fairy tale project

Activities in the learner autonomous classroom can be varied and usually there is something that caters to the interest of every learner. The fairy tale project that follows below is an example on how one cartoon can lead to different projects, be they individual, pair and group work.

This is an example of autonomous learning through project work. The fairy tale project was organized by Seeman and Tavares and worked on with 5th grade learners in 1998. The learners were in their second year of learning English.

1. Learners wrote down their individual goals for the project. Some wanted to expand their vocabulary; others wanted to improve their pronunciation, etc. This way each learner had a genuine reason for wanting to participate.
2. The teacher provided an input on the project by showing a video of cartoon stories in English based on Hans Christian Andersen's well known fairy tales. The learners were already familiar with the fairy tales and could understand the stories without too much difficulty. They could therefore concentrate on linguistic input
3. The class discussed the video and then split up into small groups of two to four learners to determine how they wanted to work on the fairy tale they had chosen. One group made word cards; another wrote in their logbooks about the fairy tales, the third group wrote their own fairy tale, etc.
4. When a group had finished their work, they shared what they had done and learnt with the rest of the class. They presented their work, assessed it and then asked the class for their assessment. By sharing their learning products this way, learners can find out what other groups in the class are doing and learn from one another. Very often different groups will emerge that want to try out what another group was working on.

This brief description shows how a wide range of activities can be generated by a single topic. It also demonstrates how important it is that the learners chose the topic and the associated activities themselves, through negotiation with the teacher and their fellow learners. The learners' involvement in their chosen activities is shaped by personal learning goals they individually set for themselves (Seeman & Tavares,2000). All material produced by the learners during the lessons, working in groups or individually, is used by the entire class. Word cards, dominoes, picture lotto or small books provide an insight on the activities performed in the class (Dam, 1995).

B- Role Play

Role play is an educational technique in which people spontaneously act-out problems of human relations and analyze the performance with the help of other role players and observers. It is very important because the actor really tries to feel the part of character, Helps to develop new skills such reading, speaking, also encourage the group work which promotes learners autonomy.

C-Think-Pair-Share

Think-Pair-Share is a cooperative learning strategy, which allows students to think about a question, idea, issue, or notion and share their thoughts with partners before discussion in a small group. It is a simple strategy, effective from early childhood to through all subsequent phases of education. It develops skills of sharing information, listening, asking questions, summarizing others' ideas and paraphrasing. The procedure for a Think-Pair-Share follows:

- *Teacher poses a problem or asks an open-ended question to which there may be a variety of answers.*
- *Teacher gives the students “think time” directing them to think about the question.*
- *Following “think time” students face their learning partner and work together by sharing ideas, discussing, clarifying and/or challenging each others' answers.*
- *The pair then shares their ideas with another pair or with the whole class. It is important for students to share their partners' ideas as well as their own.*

D- Group work

“The class unity is lost in the many small groups but weak students are, just like strong students, working on their self-assigned tasks, and thus are no longer segregated in the class, but are a part of the class” (Lacey, 2007, p. 7).

Group work is an important part of the learner autonomous classroom. By shifting the focus from teaching to learning and diminishing the learners' dependence on the teacher the groundwork is laid for peer assistance. The relationship between learner autonomy and dependence means that at any particular time learners will be able to perform some tasks by themselves but need help with others. Individual differences will ensure that learners develop at different rates and with different emphases. This means that almost from the beginning,

learners will be able to support one another in task performance. This is why group work plays a key role in any pedagogy derived from Vygotskian principles. In Vygotsky's definition of the zone of proximal development he relied on adults or more capable peers to take on a pedagogical role. In the principles of learner autonomy relating to group work this role is assumed first by one learner and then another in a complex structure of interdependence. (Little, 2000).

Leni Dam indicates that in an autonomous classroom learners manage their group work by using their own resources. Leni Dam has built up some criteria that can be used when training learners in forming their own groups:

- *Learners are allowed to choose partners by their preferences, those they work well with or they think they can learn from.*
- *Learners can choose partners they have seldom or never worked with before which provides variety in the group work, helps learners get to know one another and prevent cliques.*
- *Partners that have the same interests in different activities or materials.*
- *Partners that have certain abilities like good writing.*
- *Partners that can provide peer tutoring (Dam, 1995).*

At the end of its task all the group members, together with the teacher, assess the group work by using the notes they made in their logbooks. This helps the learners make the connection between the goals they set collaboratively in the beginning, the strategies used to achieve them and the outcome, and put them into words. The learners assess their own contribution to solving the task and the group work. The experiences accumulated by different groups are shared with the whole class and the teacher, and together they try to find solutions to different problems and the most effective way to form groups (Dam, 1998).

Moving the focus from teaching to learning is not simple, easy or a change that happens overnight. It requires way of thinking about classroom dynamics and the role of teachers as well as learners .It requires a lot of planning and should be undertaken in association with learners, fellow teachers, administration and parents. For successful implementation of learner autonomy, it is important that all those concerned are aware of the rationale behind the different working, learning and assessment methods.

Conclusion

This chapter has provided a systematic review of the literature on learner autonomy. It introduced the theoretical framework on which we developed the conceptualization of learner autonomy. We included identification of the key terms and concepts that would be recurrent throughout the research. We started with, why autonomy, autonomy, autonomous learning then teacher and learner autonomy. Additionally issues concerning philosophies of learning their relationship to learner autonomy. As well as ways to promote learner autonomy are discussed also levels of autonomous learning language, learning strategies and their classifications are elaborated. Finally the teachers' role in autonomous learning classroom is illustrated as well.

Chapter Two : Methodology

Chapter two: Methodology

In this chapter, methodological details of the study will be presented. The first section presents a brief outline of the participants in the study. Section two describes data gathering instruments (mix-method questionnaire and Semi-structured interview), while the third division deals with students' questionnaire, and the fourth phase with teachers' interview.

2.1. Subjects

a. Students

The number of participants	40
Gender	23 female, and 17 male
Average age	Between 21 and 23
Student's level	3 rd year
The place where study conducted	Chadli Bendjedid University, Tarf-Algeria
The questionnaire was conducted	28 February , 2017
Data collection instruments	Mix-method questionnaire

Table 05: Students' background.

b. Teachers

The number of participants	03
Gender	02 female, and 01 male
Teachers' nationalities	Algerians
Academic backgrounds	03 with MA degrees.
The date of interviews	28 February 2017, 14 March 2017, and 06 May 2017
The interview was conducted at	The department of English.
Data collection instrument	Semi-structured interview

Table 06: Teachers' background

2.2. Data Gathering Instruments

Questionnaires with quantitative and qualitative questions were used to elicit students' views on their perceptions of learner autonomy. For teachers, semi-structured interviews were conducted to learn their views on their perception of learner autonomy in general and how they thought their students related to the concept of learner autonomy.

2.2.1. Questions Types

The types of questionnaire used in this research survey were: first, Close-ended questions which provide a list of choices. Multiple choice questions, (never, rarely, sometimes, often) and checklist questions (yes or no). It is easier and less time-consuming to interpret and analyze the responses to close-ended questions. Second, an open-ended question which allows respondents to answer in their own words, and give them the opportunity to express themselves and get some advantages.

2.2.2. Interview Types

A semi-structured interview was conducted in present research, the reason behind choosing it, is because it allows the interviewer to be prepared and appear competent during the interview. Also it allows informants the freedom to express their views in their own terms. Semi-structure interviews can provide reliable, comparable qualitative data.

2.3. Student's Questionnaire

The questionnaire were administered to forty (40) students, (23 female, and 17 male). Out of whole population of 126 third year LMD students from the English department at Chadli Bendjedid University, El -Tarf. The reason behind choosing to work with Third year students is because at this level they are required to be in charge of their own learning.

2.3.1. Description of Student's Questionnaire

The students' questionnaire comprises of 40 questions that are arranged into four main sections. It included 39 open-closed from which students should choose accordingly to the presented options.

This questionnaire is divided into four sections. The first section is related to students' background information, the second section includes (18) questions that aims to measure learners autonomy. The third section consists of (12) questions used to elicit students' view on

their perception of responsibility in EFL learning. The fourth deals with six questions which intended to see if students are open to be autonomous and ready to take responsibility for their own learning. In addition to the four (4) sections introduced above, one extra open-ended question was added at the bottom of the questionnaire asking the subjects data to write down any suggestions they may have to help design more effective English Learning programs at the university.

2.3.1.1. Section one: Background Information

The first section is allocated to learners to obtain background information, they are asked in (Q1) to specify their gender, (Q2) they are asked to claim their age, and in (Q3) they are asked if studying English is their own choice or imposed on them.

2.3.1.2. Section Two: Measuring Learner's Autonomy

This section aims to measure students' autonomy level. Students were instructed to answer (17) questions. First they are asked if they preview/review, before/after the class (Q4, Q5), in (Q6, Q7) they are asked if they examine themselves with exam papers chosen by them and whether they revising without the requirement of the teacher, (Q8, Q9&Q10) students asked if they make use of their free time study, practice English and write diaries and short stories in English. (Q11, Q12) if they try to expose themselves to English outside the classroom through (books, music, movies, internet) and watching English TV programs. (Q13, Q14) if they communicate using English outside the classroom with their classmates and if they talk to foreigners or native speakers. (Q15, Q16) if they keep a record of their study such as: diary, written review ...etc, and if they note down new information. (Q17, Q18) if they catch chances to take part in activities during the class and discuss learning problems with classmates and if they ask the teacher questions they do not understand. (Q19) if they choose books and exercises according to their levels. (Q20&Q21) Students were asked if they ask their teacher questions they don't know and if they read English notices around them.

2.3.1.3. Section Three: Responsibility Perceptions

As learner autonomy implies learners' responsibility for their learning, the third section of the questionnaire aimed to investigate the students' awareness about the role of the teacher and their roles and responsibilities in learning English. The learners were required to answer (12) questions choosing answers from three different boxes standing for teachers'

responsibility, learners' responsibility, and both teachers' and learners' responsibility respectively.

2.3.1.4. Section Four: Learner's Readiness

The fourth section included six (06) questions about whether students are open and ready to take responsibility for their own learning or not.

In addition, one extra open-ended question was added at the end of the questionnaire to see learners' suggestions about designing more effective English learning programs at the University. This question is significant for two reasons. Firstly, it is an open ended question which prompts the participants to provide valuable qualitative data. Secondly and more importantly, any response to the question, whether it is negative or positive will imply the willingness of the respondents to have a say in what they are learning, hence indicate a mindset for becoming autonomous.

2.3.1.5. Distribution and collection

All 40 questionnaires were distributed during class. The teacher was notified prior to the distribution, and upon receiving consent from the teacher, a brief introduction was made to the students about the survey. It was communicated to the students that participation was voluntary and they were given assurances that no personal data was being collected. They were told that it would approximately take 20 minutes to finish, and they were encouraged to give their honest answers to the questions so that the implications could be used beneficially for them. The questionnaires were collected at the end of the class.

2.4. Teacher's Interview

The interview was conducted with three of third year teachers at the Department of English, Chadli Bendjedid University. Teachers were selected according their experience, background and carrier. The interview lasted fifteen to twenty minutes for each single teacher, and the three interviews took place over a month. Before starting the interview, teachers were asked if they would be comfortable with recording the interview on a recorder, to which they all responded affirmatively. Hence the interview was recorded for later analysis.

2.4.1. Description of the Teacher's Interview

The teachers' interview represents 14 different questions divided into two sections, the first section included three questions deals with teachers' background information, while in the second section teachers were asked to answer 11 questions with regards to their opinions

on learner autonomy in general, what they thought about their students' abilities and problems to become autonomous learners of the English language beside to their role in developing learner autonomy.

2.4.1.1. Section one: Background Information

This section consists of three open-closed questions. Teachers were asked to specify their age (Q1), their degree(s) (Q2), if it is a Bachelor of Arts, Master of Arts or PhD and their teaching experience (Q3), that is, how many years they have been teaching English.

2.4.1.2. Section Two: Teacher's Autonomy Perceptions

The first question explored teachers' perception of learner autonomy in general and what are the characteristics of an autonomous learner. The second set of questions sought their opinions about the relationship between LA and language teaching, and whether they thought that the students at Chadli Bendjedid University were autonomous learners or not and if they believed that their students had the ability to become autonomous learners. The third set of questions inquired about the problems and challenges teachers saw hindering autonomous learning by the students. The Fourth question inquired about whether they allowed their students autonomy during their classes and in what ways they did so, and how effective these ways are in developing LA. The fifth set of questions examined to what extent do teachers say they actually promote LA, and why should they develop autonomy, In addition to their views of the teacher role in promoting LA. Finally, the teachers were asked to recommend any additional ways of promoting LA.

The interviews were later played back one by one, and the main highlights and important quotes were written in a word document for each teacher. The written text was then studied and similar and contrasting views on each question were categorized for data analysis.

Conclusion

In this chapter, we have described our research method, the context, the participant and data gathering tools. We have also discussed the main procedures and phases of our study. The finding of the research methodology will be discussed in the following chapter.

Chapter Three: Data Analysis and Interpretation

Chapter Three: Data Analysis and Interpretation

The present chapter deals with the analysis of our data. The finding of the students questionnaires are presented in two main parts, the first part shows the statistical results of the four sections: Background Information, Measuring Learner's Autonomy, Responsibility Perceptions and Learner's Readiness. The second part shows the results of the qualitative data students provided in response to open ended question. In addition, to the questionnaire the teachers interview also divided into two parts, the first concerned with teachers background information while the second part presents the analysis of Teacher's Autonomy Perceptions. Finally we will conclude the work with the discussion of the findings followed by restatement of research hypothesis.

3.1. Analysis of Student's Questionnaire

3.1.1. Section One: Background Information

✓ Students' Gender

Options	Males	Females	Total
Number	11	29	40
Percentage	27.5%	63.5%	100%

Table 07: Students' Gender

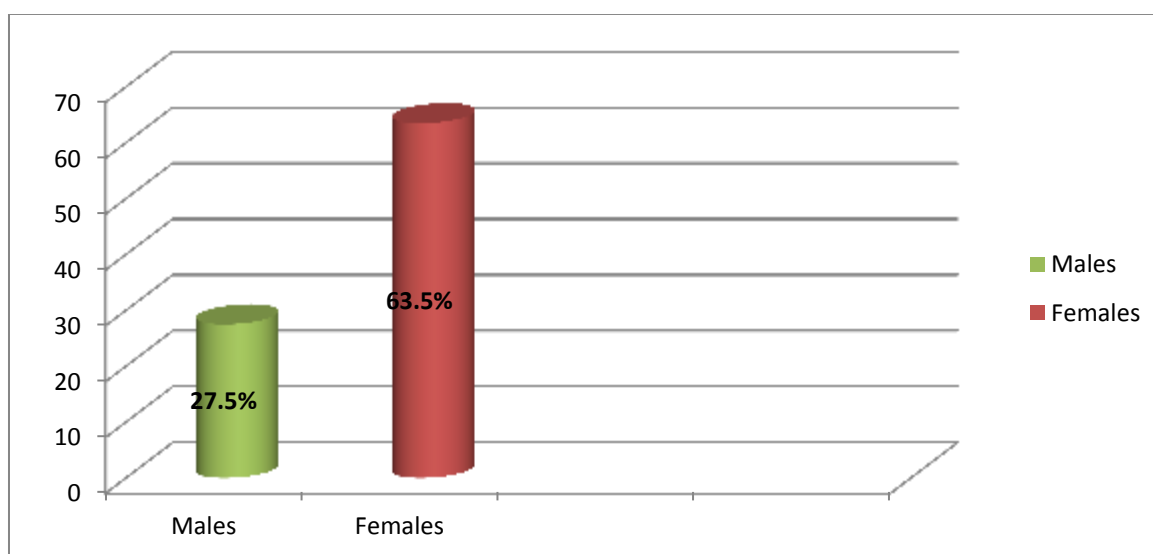


Figure 03: Students' Gender

The results obtained show that there are (63.5 %) females and (27.5 %) males from the third year level participants.

✓ **Students' Age**

Options	20-21	21-22	22-23	Total
Number	04	32	04	40
Percentage	10%	80%	10%	100%

Table 08: Students' Age

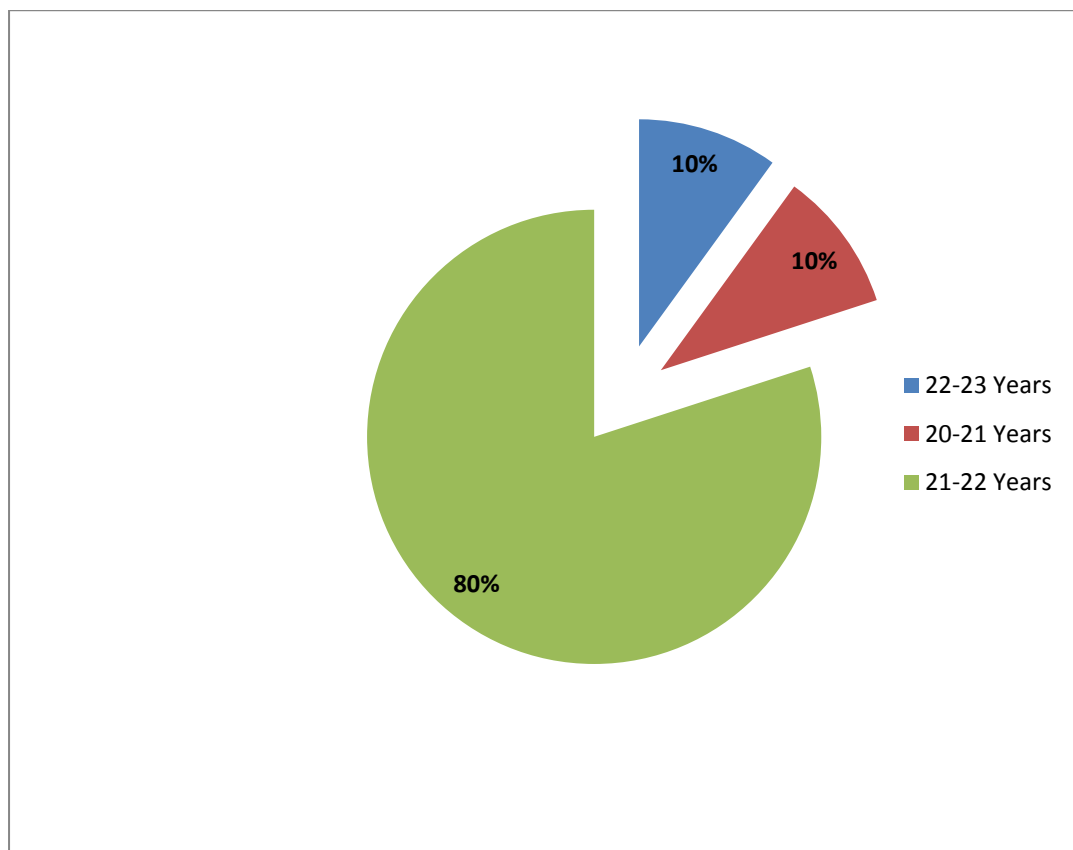


Figure 04: Students' Age.

✓ **Choosing to Learn English**

Options	Personal Desire	Parents Demand	Being useful to get Job	Total
Number	17	08	15	40
Percentage	42.5%	20%	37.5%	100%

Table 09: The choice of studying English

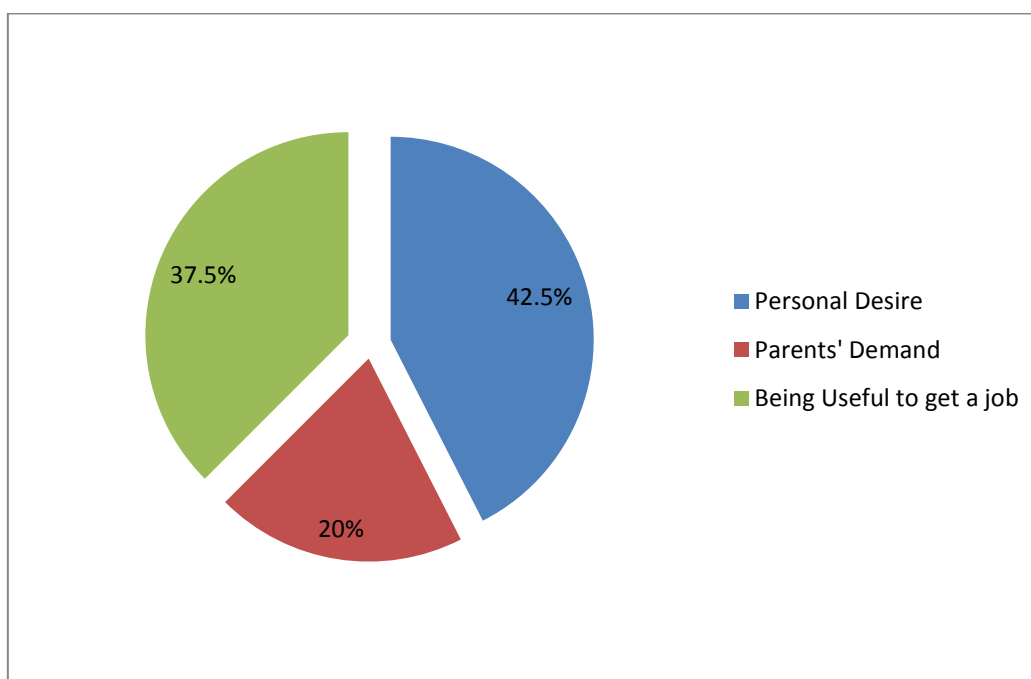


Figure 05: The Choice of Studying English

The majority of respondents (42.5%) said that learn English was their own choice. However only few respondents, (20%) answered that learning English was imposed on them. Others (37.5%) claimed that they have chosen English because it being useful for getting job and this may hinder their learning process.

3.1.2. Section Two: Measuring Learners Autonomy.

In this section 18 questions were addressed to students to measure their level of autonomy.

The table below lists the 18 aspects:

To what extend do you think you are autonomous?	Never	Rarely	Sometimes	Often
4. I make use of my free time to study English?	04	06	14	16
5. I preview before the class?	02	04	30	04
6. I review after the class?	16	09	14	01
7. I keep a record of my study such as keeping diary, written review?	09	11	03	17
8. I make self exams with exams papers chosen by myself?	20	14	05	03
9. I attend out of the class activities to practice and learn English?	05	11	08	16
10. During the class, I try to catch chances to take part in activities such as: pair/group discussion, role play.....etc?	00	05	10	25
11. I choose books and exercises which suit me, neither too difficult nor too easy?	02	09	12	17
12. I try to expose myself to English out of the classroom through books, music, movies, internet.....etc?	03	03	11	23
13. I communicate with my classmates outside the classroom using English?	05	22	10	03
14. I watch English TV programs?	03	05	10	22
15. I read English notices around me?	05	05	13	17
16. I do talk to foreigners/ Native speakers in English?	16	07	09	08
17. I do revision not required by the teacher?	05	10	16	09
18. I ask the teacher questions when I don t understand?	00	10	07	23
19. I note down new information?	00	05	12	23
20. I do write a diary and short stories in English?	22	06	12	00

21. I discuss learning problems with classmates?	00	05	16	19
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Table 10: Learners' Awareness

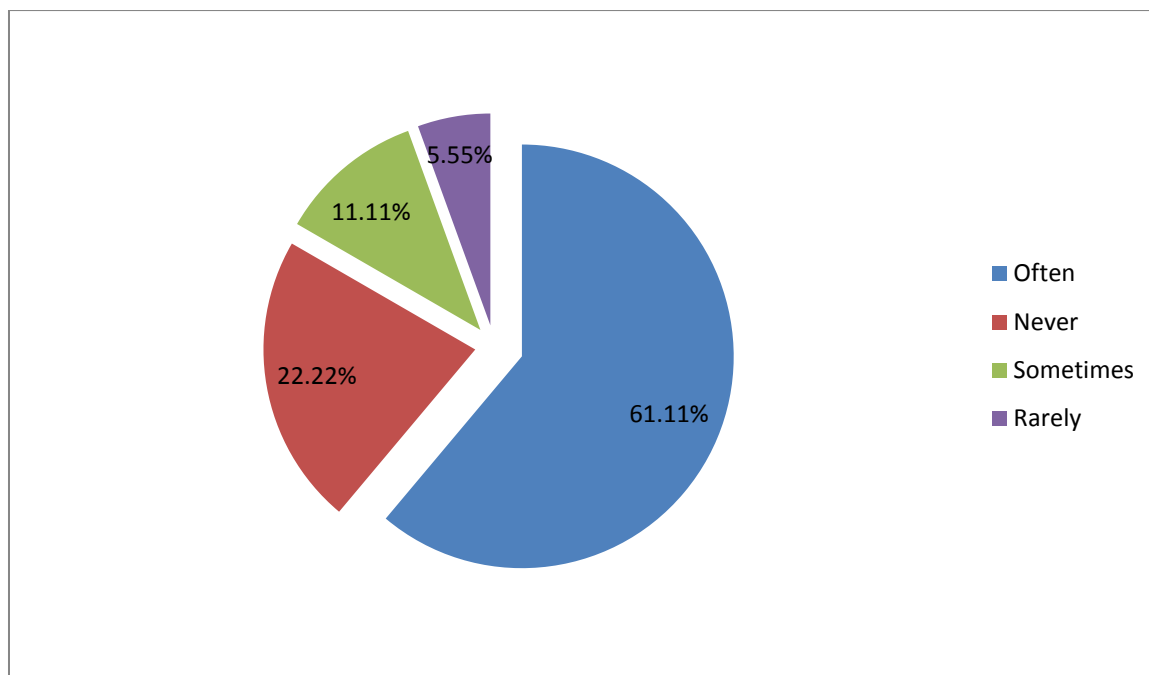


Figure 06: Students' Awareness.

As displayed in the pie-chart above the results illustrates that the majority of respondents are autonomous students with a percentage of (61.11%) picked *Often*, as their answers to a total of 11 question (Q4,7,9,10,11,12,14,15,18,19 and 21) Followed by a (22.22%) of participants who choosed *Never* to four questions (Q6, 8, 16 and 20). (11.11%) answered by *Sometimes* to two questions (5&17).The least percentage of (5.55%) answered *Rarely* to only one question (Q13).

3.1.3. Section Three: Responsibility Perceptions

In this section (12) aspects of learning English in and out the classroom were listed, and students were asked to indicate whose responsibility they thought these aspects were: Teachers', Teachers' and theirs or theirs only.

Table below lists the (12) aspects of learning English and shows how students distributed the responsibilities between teachers and themselves.

In your English class, whose responsibility should it be?	Teachers' responsibility	Learners' responsibility	Both
21. I think my success or failure in English study is mainly due to?	05	13	22
22. Stimulate your interest in learning English?	19	14	06
23. Make sure you make progress during lessons?	17	07	16
24. Make sure you make progress outside the classroom?	00	40	00
25. Identify your weaknesses in English?	12	11	17
26. Evaluate your learning?	19	04	17
27. Decide the objectives of your English course?	22	00	18
28. Decide what you should learn next in your English lessons?	30	05	05
29. Decide what you learn outside the class?	02	28	10
30. Choose what materials to use to learn English in your lessons?	22	04	14
31. Make you work harder?	15	04	21
32. Choose what activities to use to learn English in your English lessons?	19	08	13

Table 11: Division responses between Students and Teachers

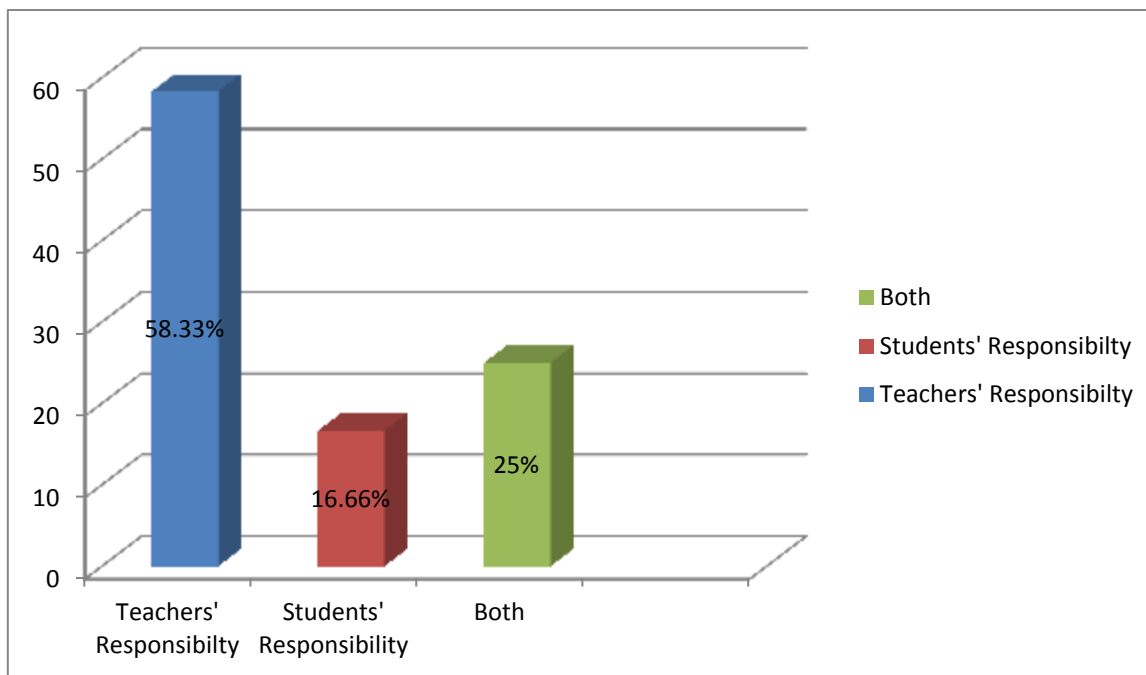


Figure 07: Division responses between Students and Teachers.

According to the results, of these (12) aspects of learning English, they considered (58.33%) to be teachers' responsibility alone. They thought that (25 %) of these aspects were the joint responsibility of theirs and teachers' both, and they claimed (16.66%) as their own alone.

These findings show that they generally hold the teacher responsible for most of the language learning aspects, with setting the objectives of their learning and deciding for them on what to learn next topping the list. For language learning aspects outside, however, they claim the responsibility, apparently thanks to the phrase *outside* which occurs within the question. This implies that they believe that whatever is happening inside the classroom is primarily teachers' and secondarily both teachers' and theirs. Only if it falls outside the classroom then do they reluctantly claim the responsibility because the teacher is no longer physically available to lead them.

3.1.4. Section Four: Learner's Readiness

In this section, students were asked six (06) questions, about whether they are ready to be open on autonomous learning or not.

Table below lists the students answers after discovering what learner autonomy refer to.

After discovering what learner autonomy refers to.	YES	NO
22. Do you enjoy the required teaching tasks?	08	32
23. Are you open to new ways of doing familiar things?	34	06
24. Do you enjoy finding information about new topics on your own?	40	00
25. Are you happy working on your own?	31	09
26. Do you plan to take responsibility for your own learning experience?	29	11
27. Do you enjoy new learning experiences?	36	04

Table 12: Students' Readiness.

From the table above (20%) of the students claimed that they enjoy the required teaching tasks, while the majority (80%) said that they do not. (85%) of the participants declared that they are open to a new ways of doing familiar things, however only (15%) said that they do not. In addition, all the participants agreed that they enjoy finding information about new topics on their own. Moreover, a considerable percentage of (77.5%) participants asserted that they are happy in working in their own, whereas only (22.5%) stated they are not. (72.5%) of the participants confirmed that they are planning to take responsibility for their own learning experiences, but the other (27.5%) of them said that they do not. Finally, 90% of the students claimed that they enjoy new learning experience, while only (10%) do not.

3.1.4.1. Open- Ended Question Section

At the end of the four quantitative sections with questions to be answered by choices, an open ended question was asked to the students:

“Do you have any suggestions to help design more effective English learning programs at the University”.

And because the question was optional only a (47.5%) of respondents have written down their thought, suggestions, wishes, complaints and comments.

The qualitative data collected from these responses were carefully examined and categorized as shown in table.

Suggestions	Times suggestions mentioned
Give more opportunities to students to practice vocabulary	05
Make classroom interesting with fun activities such as: role-play and free talk.....etc	03
Try make program which suits the students' needs	02
Share students deciding the objectives of the courses	02
Using authentic materials which relate to real life experiences	03
Reduced long class times	04
I have nothing to say	21

Table 13: Students' Suggestions

As seen in the table above, students express some compelling demands and suggestions. The majority however, demand giving more opportunities to students, reduced class times to prevent boredom, using autonomous activities, improved classrooms equipped with technology, and share students deciding the objectives and syllabus to satisfy their needs.

In this regard, the qualitative data collected have proven to be very enlightening in terms of seeing students' willingness and readiness for a more autonomous learning environment.

3.2. Analysis of Teacher's Interview

No one as the teacher would know their students better. This research would not have been complete without teachers input on their learners' capacities for becoming autonomous learners and more focus on their roles in developing learner autonomy.

3.2.1. Section one: Background Information

➤ **Question01:** How old are you?

Teacher 01: 30 years old.

Teacher 02: 30 years old.

Teacher 03: 63 years old.

Ages	Participants	Percentage
30	02	75%
63	01	25%

Table 14: Teachers' Age

A quick look at this table will reveal that there are different age groups to some extent in our selected sample ranging from 30 to 63. A (75%) of teachers are 30 years old. Besides (25%) of teachers are 63years old.

- **Question02:** What degree do you hold?
- A. License.
 - B. Master.
 - C. Magister
 - D. Doctorate.

Responses	A	B	C	D
Participants	00	00	03	00
Percentage	00%	00%	100%	00%

Table 15: Teachers' Qualifications

One can notice from the results shown that the three teachers hold the degree of Magister. However, no respondents have got the degree of License, Master or the degree of Doctorate.

Teachers who were interviewed were highly experienced as they are teaching different levels and modules. Their experience and the degree they hold us consider their demonstrations and suggestions as very reliable, and especially the vital role they play and their evaluations and observations of learners' needs and requirement.

- **Question03:** How many years have you been teaching English at the University?

Teacher 01: 02 years.

Teacher 02: 05 years.

Teacher 03: 13 years.

Years	Participants	Percentage
02	01	33.33%
05	01	33.33%
13	01	33.33%

Table 16: Teachers' Experience.

The results mentioned above in the table show that one teacher has a long English teaching experience since he has spent more than 10 years whereas the experience of the other two teachers chosen is classified hierarchically according to his experience career in teaching English at the University.

3.2.2. Section Two: Teacher's Autonomy Perceptions.

To look from the teachers' perception of learner autonomy, two teachers were invited in a semi-structured fashion. They were asked eleven questions to express their views on autonomy and their roles in developing learner autonomy.

Question 04:

- What does learner autonomy means to English language teacher?

Teacher 01: Learner Autonomy is the ability of learners to learn independent from the teacher.

Teacher 02: Learner Autonomy is the ability of learners to learn by himself.

Teacher 03: Learner autonomy is the ability of students to count or depends on themselves in learning.

Question05:

- What are for you the key characteristics of an autonomous learner?

Teacher01: Student who knows:

- What to revise,
- How to manage his time,
- How to learn independently.

Teacher 02: Responsibility and motivation.

Teacher 03: Knowledge greedy, curious and researcher.

Question06:

- Can you tell me a little about how you see the relationship between learner autonomy and language teaching?

Teacher 01: The aim of some teachers is to reach autonomy in learning or to get autonomous learners which means that the relationship between learner autonomy and language teaching depends on the objective of the teacher himself.

Teacher 02: The old method of spoon feeding is not the correct way of teaching thus we have to apply autonomy in teaching languages in order to facilitate the teaching-learning process

Teacher03: To be a good teacher you have to start from being a good learner, and you have to imagine yourself as a teacher before becoming one.

Question07:

- Do you feel that our students are autonomous learners? Why/ Why not?

Teacher 01: No, they are not, may be only (20%), because they can't depend on themselves to revise or to learn without being guided by the teacher, when I finish the lesson they ask what shall I revise or what shall I do?

Teacher 02: Only a small fraction of them are, because they are lazy and rely on teachers' feedback.

Teacher 03: Around ten percent are autonomous; the majority is lazy and wants everything readymade. And may be teachers do not play their role in motivating and enhancing students.

Question08:

- Do you think that EFL students at Bendjedid University have the potential to be autonomous?

Teacher 01: Yes, they have the desire and willingness, they want to be autonomous, and they just need to be pushed.

Teacher 02: Nearly, (50%) of my students have the potential to be autonomous learners.

Teacher 03: A lot of them have the potential if they are provided with good conditions.

Question09:

- What are the difficulties faced by our students to become autonomous?

Teacher01: The main obstacle is their poor level in English which stops them to be autonomous learners.

Teacher02: Lack of motivation is a fundamental factor that hinders autonomy.

Teacher03: The lack of trained teachers/educators, students find themselves helpless, they are not guided and pushed.

Question10:

- Do you give your students opportunities to develop learner autonomy?

Teacher 01: Yes I do.

Teacher 02: Yes of course.

Teacher 03: Yes I do give opportunities but I don't think all teachers do.

Question11:

- What kind of activities do you use to develop learner autonomy?

Teacher 01: By giving them free topics, and to discuss them orally. In my case, I'm teaching literature, so for example I ask them to summarize a novel they have been studied and I ask them to read it in front of their colleagues and to respond to their classmates' questions.

Teacher 02: Directing them to extra reading sources, books, and stories interesting to them, encourage them to involve in group activities.

Teacher 03: Give them interactive activities, when the teacher gives the beginning of lesson components and let think of the remaining parts, allow them to activate, make efforts, interact and defend their view points.

Question12:

- How effective do you find these activities are in developing autonomy?

Teacher 01: Mainly they raise learners' self-Esteem.

Teacher 02: Raise their interest and motivate them.

Teacher 03: Create supportive atmosphere and make them more involved in learning experience.

Question13:

- To what extent do teachers say they actually promote learner autonomy?

Teacher01: Normally, they say it but I don't know whether it's applied or not.

Teacher02: Trying to be fully autonomous, and (50%) of my students are fully autonomous.

Teacher03: To very high percentage, great extent.

Question14:

- Why do you think you should develop responsibility and autonomy?

Teacher 01: Because since they are third year students, some of them will be future teachers, they are mature enough to depend on themselves in learning and mainly in choosing what to do in their future.

Teacher 02: Because responsibility and autonomy are very important in language learning and teaching.

Teacher 03: Because developing responsible and autonomous learners helps them to take their learning to the outside world.

Question15:

- What do you think are the challenges do teachers face in helping their learners to become autonomous?

Teacher 01: Always stick to the same answer it's really their poor level, and what really hinder our duty is the group size, it's great obstacle, if you want for instance to do something or any kind of tasks, you can't do it with (120) student, you can do it may be with (20) students, so you can control them and control their level and each one of them get the opportunity to participate and be a part from the learning-process.

Teacher 02: It is easy to adopt autonomy since teachers only give instructions and guidelines.

Teacher 03: The main challenges are related to social and cultural restriction caused by the disappointment of learners from real life conditions which hinders teachers from properly developing autonomy.

Question16:

- What roles do you think the teacher plays in promoting learner autonomy?

Teacher 01: It is (50%) the duty of the learner himself and (50%) of the responsibility goes to the teacher in developing LA by the activities that support learner autonomy and I think, teachers also have to read more about how to teach mainly, to manage what they are going to teach whatever the module is. In other words he should provide support the learners by taking the role of a manager, motivator guider, and adviser.

Teacher 02: The major role of teacher in developing autonomy is to be a “facilitator”.

Teacher 03: The teacher should be multi-cultivated, autonomous himself, gives the right model to be followed by learners instead of giving them theoretical ideas.

Question17:

- As a final question, are there any additional ways of promoting learner autonomy that characterize your teaching you can add?

Teacher 01: The most important is to make learner feel relaxed; don't put him under pressure or the fear from being weak or from making mistakes. I think if the learner feels that he is free to speak and to make any mistakes and if he understands that those mistakes will help him to be a future teacher, this will push him to learn more and to his best.

Teacher 02: Give more home works encourage them to do more reading

Teacher 03: Teachers must create an autonomous environment and encourage students to take charge of their learning and raise their awareness to the importance of having diplomas.

As we mentioned previously we interviewed three teachers who teaches third year in Chadli Bendjedid University from which we extracted the following analysis:

Q1: The teacher's answers shows that they perceived autonomy in learning in the same manner as *the ability of learners to learn independently, by themselves*.

Q2: The participant teachers gave characteristics of the autonomous learner were they agreed on *motivation and responsibility* as the main character and they added some extra points such as: Knowledge, greedy, curiosity, the ability to manage time and willingness to learn alone.

Q3: Concerning the question about how they saw the relationship between learner autonomy and language teaching? They provided as with the opinions. The relationship between learner autonomy and language teaching depends on the objective of the teacher himself another teacher viewed it as the correct way of teaching while the other mentioned that in order to become a good language teacher you have to start from being a good autonomous student.

Q4: Regarding their answers about do they feel that Chadli Bendjedid's students are autonomous learners and why. All three teachers thought that only a small fraction of their students showed autonomy in learning with percentage that alternates between ten and twenty percent and the reason is that they are lazy and dependent on the teacher.

Q5: Teachers had the following opinions about student's potentials to become autonomous, all teachers showed great optimism and answered with that a large number of students have the potential to be autonomous learners despite the previous answers.

Q6: The participants mentioned different obstacles that they viewed as difficulties that hinders students from becoming autonomous, for instance one of them mentioned their poor level, the other said lack of motivation, and the lack of trained teachers/educators was a main difficulty to another the variation of these answers does not mean that one is correct and the others are not but it allows as to cover larger area of the difficulties faced by the targeted students

Q7: The three interviewees said that they gave opportunities to their students to develop autonomy with a simple *yes* answer

Q8: The following activities are captured from the teachers response to the question of what kind of activities do they use to develop learner autonomy one of the teachers supported the use of free topics oral discussion, the second gave extra reading sources and group activities the third applied interactive activities these answers showed us that there was no particular

method of developing /fostering autonomy in the university but rather teachers choose what suits their modules, time and curriculum.

Q9: The efficiency of their activities in their point of view was that it helps in raising learners self esteem, interest in learning, motivation and making them more involved in learning experience. Unfortunately this remains a theory as the students were uncooperative and they kept relying on the teachers.

Q10: The teachers said that they promote autonomy to a great extent though they don't think all the teachers do so which proves that not all the teachers in Chadli Bendjedid University work on promoting autonomy in learning EFL.

Q11: The answers of the question why do they think they should develop responsibility and autonomy were slightly similar that the importance of autonomy lays in the fact that the majority of third year EFL students are expected to be future teachers of the English language and to occupy jobs that requires English and since autonomy leads to lifelong learning therefore it is the perfect way for teaching/ learning foreign languages and not only English.

Q12: Different answers were given to the question concerning the challenges that faces the teachers which made us aware of how difficult it is for the teacher to promote autonomy with the restriction of curriculum. Two out of three teachers said that the time frame of the work, small place in addition to a huge number of students plus their poor level, the social and cultural side was also considered as an obstacle to develop autonomy, in the other hand one teacher said that there was no challenges and it was so easy to adopt autonomy.

Q13: The participants had different opinions on the role of teacher one of them believes that the teacher should *support guide manage motivate and advise* learners the second focused on one main role which is the role of a *facilitator* and the third insists on the need to become autonomous teacher first to influence the students.

Q14: The final question was for the teachers to mention their personal teaching ways all the teachers had different special teaching techniques one of them stated that he making his/her students relaxed and free to express their thoughts is the best way to develop autonomy the second said that giving home works is enough to promote autonomy the last one mentioned the importance of creating an autonomous environment and encouraging the students to take charge of their learning as a suitable technique.

To sum up the three teachers agreed on some points and contradicted on others from the analysis we can come out with the idea that the first teacher developed autonomy through handing some responsibility to their students whenever he/she had the occasion and he/she called for giving his/her students comfortable place and through raising their self esteem the second teacher relied on giving home works and using activities in addition the requirement of extra reading he/she believes that motivating students is the main way of developing autonomous learners the third teacher focused more on the social/cultural side in improving autonomy with hi/he students he/she mentioned the importance of encouraging students and representing a good role model for them therefore he/she called for beginning from one's self in being an autonomous teacher/person.

3.3. Discussions and Finding

According to the analysis of students' questionnaire, it was evident that third year EFL students at Chadli Bendjedid University El-Tarf are clear that teacher's role is important and essential in developing learner autonomy even though they are also aware that successful English learning mainly rely on their own efforts. Participants provided us with suggestions that could help in developing autonomy according to them that showed how willing ready and enthusiastic they are to foster the concept of autonomy.

Moreover answers from teacher's interview proved that they try to play the roles of facilitator, guider and adviser ...etc, and to pass onto the students some responsibility and decision making whenever they get the chance to do so due to some constraining factors such as charged curriculum lack of time crowded classes ...etc that may be viewed as hindrance to the development of learner autonomy.

3.3.1. Restatement of the Research Hypothesis

H1: In the present study, we have hypothesized that the majority of third year EFL students are not aware of autonomous learning, because autonomy still theoretical concept due to the challenges that hinders both teachers and Learners from putting into practice this concept in the classroom, this hypothesis has been tested by checked by conducting a questionnaire to a group students. As opposed to our expectations the results showed that third year EFL students at Chadli Bendjedid University are aware and ready for autonomous learning environment. Thus the first hypothesis is not validated.

H2: In the present research we also hypothesized that in promote LA the teacher to play a variety of roles under which he guides and facilitates the learning and to impact knowledge to his learners. This hypothesis has been verified by carrying out a semi-structured interview to a number of EFL teachers. It was found that teachers actually have a vital role in promoting LA in terms of guider, facilitator, advisor.....etc. Thus the second hypothesis is validated.

Conclusion

We dealt, in this chapter, with the analysis of data gathered from a questionnaire for third year EFL students and an interview for their teachers from which we came up with the conclusion that the majority of the students are autonomous and ready to take responsibility. The teachers provided as with a clear view of their role as teachers who foster autonomy in their classes then we discussed the findings and we ended with a restatement of the research hypothesis.

Recommendations and Suggestions

Promoting learner autonomy is not a one-off activity it must involve developing their autonomy at every stage and in every area of learning independent, autonomy is promoted right from the stage of deciding what goes into their curriculum. Of course, this does not mean that they single-handedly decide the content of their syllabus, autonomy can again prevail in terms of letting learners have a say in terms of how best they learn. That will of course reflect on the various strategies and resources teacher use.

What it is suggested, therefore, is that prospective teachers should be provided with the skills to foster autonomy In other words, language teachers are more likely to succeed in promoting leaner autonomy if their own education has encouraged them to be autonomous. In that sense, to make the students more autonomous language learner, teachers should become less of an instructor and more of a facilitator. In other words, students are discouraged from relying on the teacher as the main source of knowledge.

Students' capacity to learn for themselves and to make decisions about what they learn should be encouraged. In addition, Students should be trained to employ learning strategies and provided chance to discover their own learning styles. In order to provide permanent and

effective learning, teachers should make use of language learning strategies. Teachers should gain great deal of knowledge and skill about language learning strategies.

Firstly, teachers should discover their own strategies, consider new ones, learn how to model and teach them. The great burdens should be placed on teachers to provide learners many opportunities to practice. Teachers should decide suitable teaching techniques and methods, and plan how they will integrate strategy-based instruction into curriculum.

Besides, foreign language departments should determine and adopt an inclusive point of view as to language learning strategies and help prospective foreign language teachers to have an adequate awareness about necessity and use of strategy based instruction.

More highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners. Motivation is related to language learning purpose, which is another key to strategy use. For instance, individuals who want to learn a new language mainly a new language merely to fulfill a graduation requirement, the learners should be trained to assess themselves objectively. The teacher should involve learners in a non-stop quest for good learning activities, which are shared, discussed, analyzed and evaluated with the whole class.

General Conclusion

The present study aims at investigating the role of teacher in developing learner autonomy at Chadli Bendjedid University El-Tarf, the case of third year EFL students. For answering the questions of the study, this latter has been divided into three chapters. Chapter one is about the literature review of this study whereas the second chapter is devoted to the field work. In addition to chapter three which concerned with the data analysis and interpretation of the field work. The ultimate aims in this research are to increase both students' and teacher's awareness about the effective role of autonomous learning and seeks to investigate how teachers promote autonomous Learning.

For a deeper understanding of the subject, A questionnaire has been submitted to EFL third year students and a semi-structured interview to their teachers of different modules where autonomy is involved. As a consequence, the analysis besides to what has been identified in the literature review provided worthy answers for the research questions. The findings of both questionnaire and the interview showed student's awareness and readiness for autonomous learning and also the study provided us with teacher's perspective and roles in developing learner autonomy.

The promotion of learner autonomy requires change in beliefs about language learning on the part of both learner and teacher, as well as corresponding change in roles, as for learners ,the first basic step in fostering their autonomy is to raise their awareness of the importance of autonomy in their learning .Teachers can do this through creating basic motivational condition and establish strategy based instruction may be the solution of pupils overreliance on the English teacher ;and prepare them for taking much more responsibility in their learning.

As a conclusion, in attempts to promote a higher level of learner autonomy in Algerian schools, it is important to encourage homework assignments and project works as well as the use of variety of published and authentic materials that will help students explore greater interest in autonomous learning .As English teacher should, should be guides and counselors it becomes their responsibility to not only teach a language, but also inform and instruct learners how to study outside the classroom. Autonomy in learning is a process and not a product that many EFL students seek today. Autonomy requires understanding one's own strengths and weaknesses. And as it is hard to establish learner autonomy in our schools in which both teachers and learners need preparation.

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Appendices

Appendix : Student's Questionnaire

Appendix : Teacher's Interview

The Students' Questionnaire

Dear students:

This research is to discover your views about the role of students and teachers in learning English as Fl and to assess your level of autonomy. Could you please answer honestly and openly, this is not exam, the information you will give not be used to calculate your grades.

Appendix A: Background Information

1. Gender:

Male

Female

2. Age:

20-21

21-22

22-23

3. **Learning English due to:** personal desire.

Parents' demand.

Being useful to get a job.

Appendix B: Learners' Autonomy.

To what extend do you think you are autonomous?	Never	Rarely	Sometimes	Often
4. I preview before the class				
5. I review after the class?				
6. I make self exams with exams papers chosen by myself?				
7. I do revision not required by the teacher?				
8. I make use of my free time to study				

English?				
9. I attend out of the class activities to practice and learn English?				
10. I do write a diary and short stories in English?				
11. I try to expose myself to English out of the classroom through books, music, movies, internet.....etc				
12. I watch English TV programs?				
13. I communicate with my classmates outside the classroom using English?				
14. I do talk to foreigners/ Native speakers in English?				
15. I keep a record of my study such as keeping diary, written review?				
16. I note down new information?				
17. During the class, I try to catch chances to take part in activities such as: pair/group discussion, role play.....etc				
18. I discuss learning problems with classmates?				
19. I choose books and exercises which suit me, neither too difficult nor too easy?				
20. I ask the teacher questions when I don't understand?				
21. I read English notices around me?				

Appendix C: Responsibility Perceptions

In your English class, whose responsibility should it be?	Teachers' responsibility	Learners' responsibility	Both
22. I think my success or failure in English study is mainly due to?			

23. Stimulate your interest in learning English?			
24. Make sure you make progress during lessons?			
25. Make sure you make progress outside the classroom?			
26. Identify your weaknesses in English?			
27. Evaluate your learning?			
28. Decide the objectives of your English course?			
29. Decide what you should learn next in your English lessons?			
30. Decide what you learn outside the class?			
31. Choose what materials to use to learn English in your lessons?			
32. Make you work harder?			
33. Choose what activities to use to learn English in your English lessons?			

Appendix D: Learners' Readiness

After discovering what learner autonomy refers to.	YES	NO
34. Do you enjoy the required teaching tasks?		
35. Are you open to new ways of doing familiar things?		
36. Do you enjoy finding information about new topics on your own?		
37. Are you happy working on your own?		
38. Do you plan to take responsibility for your own learning experience?		
39. Do you enjoy new learning experiences?		

40. Do you have any suggestions to help design more effective English learning programs at the university? (Please write it down if you have).

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Teachers' Semi-Structured Interview

Appendix A: Background Information

1. How old are you?
2. How many years have you been teaching English at the University?
3. What degree do you hold? (License, Master, Magister or Doctorate).

Appendix B: Teachers' Autonomy Perceptions

4. What does autonomy mean to English language teacher? In a few words, how would you sum up your view on what learner autonomy is?
5. What are for you the key characteristics of an autonomous learner?
6. Can you tell me a little about how you see the relationship between learner autonomy and language teaching?
7. Do you feel that third year EFL students are autonomous learners? Why/Why not?
8. Do you think that EFL students at Bendjedid University have the potential to be autonomous?
9. What are the difficulties faced by our students to become autonomous?
10. Do you give your students opportunities to develop learner autonomy?
11. What kind of activities do you use to develop learner autonomy?
12. How effective do you find these activities are in developing autonomy?
13. To what extent do teachers say they actually promote learner autonomy?
14. Why do you think you should develop responsibility and autonomy?
15. What do you think are the challenges do teachers face in helping their learners to become autonomous?
16. What roles do you think the teacher plays in promoting learner autonomy?
17. As a final question, are there any additional ways of promoting learner autonomy that characterize your teaching you can add?

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