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Development of Autonomous Learning

**Case Study of Third Year EFL Pupils at Seghir Aissa Secondary School
Ouled Khaled-Saida**

Dissertation submitted to the Department of English Language and Literature as a partial fulfillment of the requirements for the degree of *Master* in Didactics.

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DECLARATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present or contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Date :

Dedications

I dedicate this research work to those who are the most precious people in life, to those who have raised me and supported me throughout my life, to those who sacrificed their lives for me:

My parents.

To my darling father and my sweetheart mother This work is dedicated also to my family who have faithfully supported me through their prayers, their kindness, and their Efforts To my dear brother and my beloved sisters :

Najet, Souad, Kheira, Mohamed Ali

To my husband Sofiane whose advice, encouragement.

And patience support me a lot

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Abstract

To achieve successful results in the field of language education needs various skills and competencies, this what makes many educators and psychologists interest to create and bring a revolution in the area of teaching and learning process in general, also to remove that traditional methods and approaches in teaching and replace the idea that the teacher is the only source of knowledge by the learner is the discoverer and researcher, as well as enables the learners to become responsible and autonomous in their own learning and active in the classroom. In the current study, the aim is to evaluate learner autonomy in order to find out whether EFL Algerian third-year secondary school students are able to take charge of their own learning in and out of school and to assess their ability, willingness and motivation to be independent from the teacher. As well to investigate teachers' attitude of learner autonomy and their practices for its development. To accomplish this objective, a case study research was conducted in Sghir Aissa Secondary School by means of three research tools.

A questionnaire was appropriated to third-year secondary school students. The quantitative method was complemented by three EFL teachers' interviews, in addition to classroom observation within two literary streams in order to aid the researchers to compare the various settings. Hence, the data gathered from these research instruments were analyzed qualitatively and quantitatively. The analysis of the data revealed that Algerian EFL learners are not yet autonomous and was not adapted to take responsibility for their own learning. Besides, EFL teachers did not implement the CBA approach in their English classes which helps pupils being autonomous learners.

Keywords: *Autonomous learning, EFL teacher, English class, competency-based approach.*

List of Abbreviations

CALL: Computer Assisted Language Learning
CBA: Competency-Based Approach
CBE: Competency-Based Education
CBET: Competency-Based Education and Training
CBTE: Competency-Based Teacher Education
CBVE: Competency-Based Vocational Education
CLT : Communicative Language Teaching
CRAPEL : Centre de Recherche et d'Application en Langue
EFL: English as Foreign Language
ELT: English Language Teaching
FL: Foreign language
FLL: Foreign Language Learning
LA: Learner autonomy
LLA: Language Learner Autonomy
LSD: Learner Self-directed
PBTE: Performance-Based Teacher Education
PRO: Personal Responsibility Orientation
SAC: Self-access centers
SDL: Self-directed learning
ICT: Information and Communication Technology
IRF: Initiation- Response- Feedback
IS: In-Service
PS: Pre-Service

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General introduction

Our God says : “Are those who know equal to those who do not?” Learning is the ultimate advantage of differentiating a person from others, it is the corner rock of our civilization progress. An individual without learning looks like a blind and illiterate person who does not grasp anything in life, and who does not know how to deal with the obstacles of life, as well learning is the development of the individual process in which anyone can use it as a weapon to change the globe. Thus, education requires the learner not only to learn in a specific period or within the school setting but to learn for a life-long learning. Furthermore, learning foreign languages, especially English language as global language considered as a window to see the new world. Algeria regards English as an crucial foreign language in the educational learning process that contributes to its success and advancement. It is taught from the first year of middle school until the third year of secondary school as a obligatory subject. Nonetheless, not all the Algerian students know the value of English language in the world because some of them think that it is an additional language that will be not needed later and hard to learn it. These students cannot accomplish their levels of learning English because they have negative view toward learning a foreign language, and they have a common attitude that learning English is barred only within school. Therefore, many learners depend more on their teacher obtain knowledge learning and to explain the lesson as they will be passive pupils . Unlike active students who have a ambition to learn English and the readiness to face the difficulties of this language are regarded to be autonomous learners who rely on themselves and get ready to learn on their own and take responsibility of their learning process.

Presently, one of the biggest tendency in the field of EFL is autonomous language learning and there is a great interest in making pupils more involved and finding more learner centered way of working. Hence, the Algerian country works to improve its educational system by its movement towards learner-centeredness and by enforcing a new approach that emphasize on learners in order to make them autonomous learners as well as responsible. the CBA approach is a learner-centered approach which implemented in Algeria since 2003 at all levels of education concerning primary, middle and secondary level. It is requires learners to be at the heart of the learning process where they learn independently and participate actively. as well as this approach contributes in developing the autonomy of the student by providing them with opportunities that make him/her applies what has been learnt in real situations; which means, the learner-centered approach makes the pupils relate their learning with the real-life setting. Therefore, the competency of the students will be advanced so that they will

be able to take charge either their own lives or for their own learning to be ready for the challenging of future life. In the traditional education, the teacher was the only source of knowledge and the main element in the teaching / teaching learning process where most of the learners were over relying on him/her in which it results a failure in promoting the learning process and in enhancing pupils 'responsibility towards learning. However, the learner-centered approach or Learner autonomy does not mean the disregard of the teacher, but rather reducing dependence on him/her. Hence, the teacher only providing learners with teaching what they need to learn and guides them to be autonomous. Hence, in order achieve this shift in education, the teaching/learning process must be changed from the teacher to the learner where it makes this latter feel responsibly and work actively in the classroom. Thus, the main problem of this present work is to highlight the importance of developing autonomy in language learning through the language learning strategies that the teacher provide to develop learner's autonomy and to investigate pupils' readiness for autonomy and their awareness of the role it plays in enhancing their learning results. To achieve the aim of this research, the attempt was to answer the following questions:

1. How can Algerian EFL teachers develop autonomous learning of their English classes?
2. Does the Competency Based Approach contribute in developing learner autonomy?

These questions, in return, led the researcher to assume the following hypotheses:

1. Learner autonomy can be developed in the Algerian EFL classrooms by helping the learners to take responsibility for their own learning and use it outside classroom without help from the teacher.
2. The CBA approach is learner-centered that puts the learners at the center of the learning process and engage them in activities outside the classroom that develop their autonomy.

Hence, the study aims to examine whether the high school teachers of EFL play a role in developing autonomy of their pupils in order to provide them with what today's world requires. As well it aims to make the Algerian EFL students depend on themselves in which they take their own responsibility towards learning process. It also aims to make the learners learn for a life-long learning in order to be able to solve their own problems and develop the learners' competencies by supporting them to use their preceding knowledge in constructing a new one. Thus, in order to reach these objectives and to address the past defined problem,

the researcher design an exploratory research which was undertaken with the third-year EFL students at Sghir Aissa secondary school in Rebahia Saida. The researcher had used three instruments to gather the required data: a questionnaire, interview and a classroom observation. The questionnaire was designed for students of Literary and philosophy as well as Literary and foreign languages stream, it involves a mixture between open-ended and close-ended questions. While the second instrument is interview for teachers. Whereas the third instrument is the classroom observation consists of two grids for both the learners and the teacher. After gathering the needed data, the researcher has analyzed them qualitatively and quantitatively.

The present research paper has been divided into three chapters; the first chapter devoted to the literature review of learner autonomy. It includes theoretical aspects of learner autonomy are highlighted by studying various definitions that have been suggested by researchers and different implications of autonomous learning. As well the chapter contains a discussion of learners' metacognitive awareness and how learner autonomy is related to motivation. It is followed by mentioning the significance of developing LA in EFL classrooms and introducing the different approaches to enhance it. Additionally, it provides a review of the literature and research about Competency-based Approach in relation to learner autonomy.

The second chapter defines the educational system of English language in Algeria and the "New Prospects" English textbook, also; it mentions the significance of the teacher training in developing the learner autonomy. As well, the chapter outlines the research design including a description of the research tools that have been used for gathering the data and participants' sampling criteria. Finally, the third chapter discusses and analyses the results which have been collected from the research instruments, attempting to answer the research questions and testing the research hypothesis. It ends with some recommendation and suggestions about developing the learner autonomy and the limitations of the research.

Chapter One

Literature Review

Introduction

In this chapter, the effort is to furnish a review of the literature on LA by discussing its underlying matters for a better understanding of this concept, and how it contributes to the improvement of the learning process and its principle. LA processes, beginning from defining it to its state of being in the present day, are covered.

1.1. Defining Autonomy in Language Learning

There has been changing perspectives in the English Language Teaching (ELT); and emphasis was put on the role of the learner over the last decades. LA emerged as a result of the emergence of the notion of learner-centered education (Kaçak, 2003: 4). This displacement of interest from the teacher's role to the learner's has revealed learners' active role during the learning process and hence, has given rise to the concept of LA (Benson, 2001: 21).

In education, there is no consensus on the concept of autonomy. It is a miscellaneous concept whose meaning has been discussed from many views. The concept of autonomy was firstly developed in politics. Autonomy as a political concept originated in the Ancient Greek. In the field of education some consider it as taking charge of learning. Others believe that autonomy is a cognitive and self-management process, and others consider it as a decision making. Imported originally from the fields of moral philosophy and politics, autonomy as a political concept was popular in the Enlightenment period and the French revolution in 1789. The word autonomous comes from the Greek words "auto-nomus" referring to someone or something which lives by his/her own rule. It is, thus, understood that autonomous learning is related to self-directed studies. The concept of autonomous learning has been given a great importance since the 1970's; it is one of the most valuable spin-offs of communicative language learning environment. It is generally agreed that the concept of autonomy first came in the field of learning and teaching through the Council of Europe's Modern Languages Project which was founded in 1971.

The current argument about autonomy in foreign and second language learning originated in Holec's *Autonomy and Foreign Language Learning* first published in 1979, where he provides a definition of learner autonomy as: "...to say of a learner that he is autonomous, is to say that he is capable of taking charge of his own learning and nothing more ...to take charge of one's learning is to bear responsibility for all the decisions

concerning all aspects of this learning.”Holec, (1981:3). He supports his definition by a set of roles the autonomous learner is supposed to play suchlike: defining the content and progression, determining the objectives, monitoring the procedure of acquisition selecting the method and the techniques to be used, and evaluating what has been acquired.

In spite of Holec’s definition covers all the fields that contain the transfer of control over learning from the teacher to the learner. Another researchers do not agree with him and support that Holec’s account of learner autonomy does not take into consideration the nature of the cognitive capabilities, underlying effective self-management of learning.(Benson, 2001). Dickinson (1987) contrarily, see learner autonomy as decision making in leaning context. According to him autonomy refers to the situation in which the learner is responsible for the decisions concerned with his or her learning, and the application of these decisions. Little (1991) views that autonomy is a capacity - for detachment, decision making, critical reflection, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. Dickinson (1987) in different circumstances argues that learner autonomy as decision making in leaning context. A more clarify definition of learner autonomy is also put forward by Jeffries (1990) who views it as:” learning in which an individual or a group of learners study on their own, possibly for a part or parts of a course, without direct intervention from a tutor, so that to take a greater responsibility for what they learn.” Jeffries (1990: 35). His definition of learner autonomy seems to be the most sufficient for the objective dealt with in this study.

Autonomy represents a main element on which learner-centeredness base.Before,The teacher’s authoritative behavior restricted learners’ autonomy and their right to make choices; all learning activities were controlled by the teacher (Kaçak, 2003: 4). Figure 1-1 clarifies the difference between the student-centered approach and the traditional teacher-centered approach.

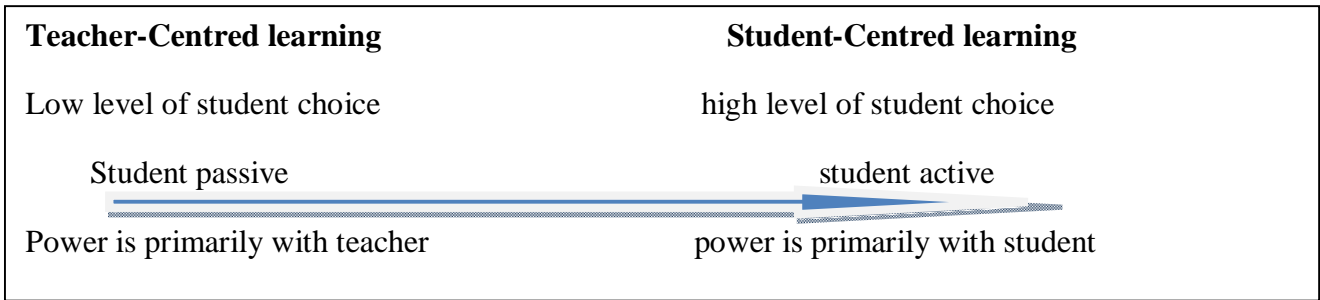


Figure 1-1 : key points of teacher-centred and student-centred learning (O’Neill and McMahon 2005).

There is difficulty of defining learner autonomy generally due the fact that there are extents of autonomy, and that the behavior of autonomous learners can change depending on their age, and how far they have progressed in their learning and due to the complexity of the term autonomy many researchers has been defined it in different ways. Its meaning has been discussed from different perspectives. LA includes concepts from various fields, such as politics, psychology, education, and philosophy, which in fact contribute to the complexity of this concept (Gremmo & Riley, 1995: 125). Figure 1-2 summarizes these influences.

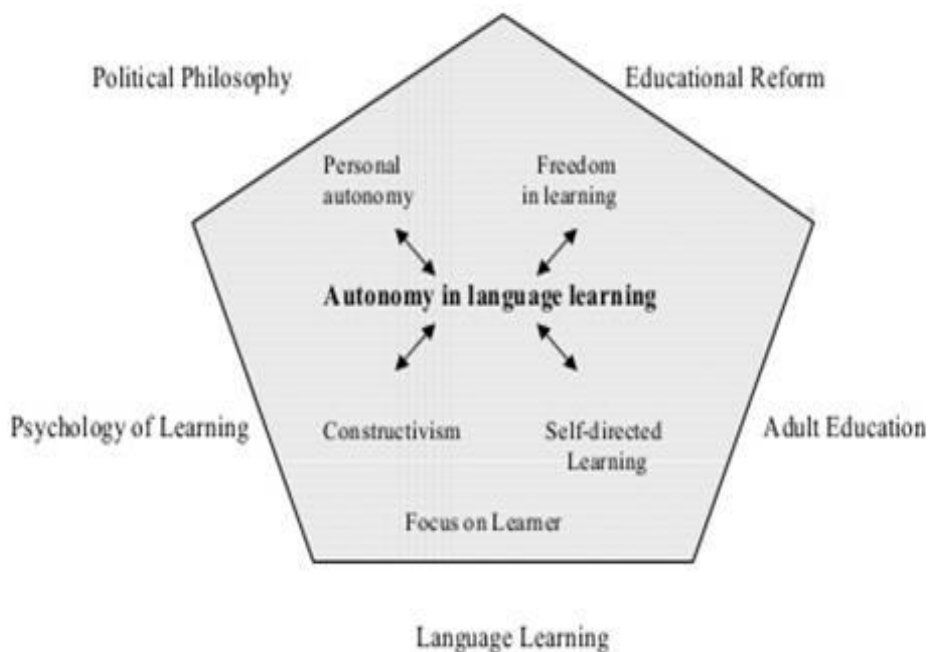


Figure 1-2 : Major Differences on the Theory of autonomy in language learning (Benson, 2001:22).

The concept of autonomy here is limited to the teaching-learning process, due to the objectives of the study which are purely educational.

The approach of Autonomy in the learning process, which was created in 1971, is regarded as the Offshoot of the Council of Europe's Modern Language Project. As a consequence, the Centre de Recherche et d'Application en Langue (CRAPEL) has been established at the university of Nancy in France. Yves Chalon was the father of Language Learning Autonomy (LLA), but after his death in 1972, Henri Holec formulated the term. Henceforth, the concept of Autonomy has gone direct into the field of language teaching (Benson, 2001: 8).

The concept of Autonomy was first introduced to the field of foreign language education in The context of ingenious adult foreign language projects which were based in self-access language source centers where learners were supposed to self-direct their learning. Later a shift to younger learners has changed the attention of researchers (Benson & Huang, 2008: 424)

The most mentioned definition of autonomy in the field is that of Holec (Benson, 2007: 22). According to Holec, Autonomy is "the ability of an individual to take charge of his own learning" (Holec, 1981: 3). Holec indicates to autonomy as the learners' characteristic and quality. Which means that LA represents learners' responsibility for the choices and the decisions to be made regarding all the aspects of their learning, such as , defining the contents and progressions ,determining the objectives, selecting techniques, methods ,and evaluating what has been gained (Ibib: 4).

In Little's distinguished definition, he illustrates what LLA is not, rather than what it is. He provides:

Five (5) main points in his definition:

1. Autonomy is not a synonym for self-instruction, in other words, autonomy is not limited to learning without a teacher.
2. In the classroom context, autonomy does not entail an abdication of responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can.
3. On the other hand, autonomy is not something that teachers do to learners; that is, it is not another teaching method.
4. Autonomy is not a single, easily described behavior.

5. Autonomy is not a steadily state achieved by learners. (Little,1990: 7)

Little offers another definition he states: “Autonomy is a capacity for detachment, critical reflection, decision making, and independent action. It presupposes, but also entails that the learner will develop a particular kind of psychological relation to the process and content of his learning” (Little, 1991: 4). in which he considers the learner as possessing a capacity that enables him to direct his learning. Little connects a psychological dimension in his definition in which he adds characteristics which are linked to the way in which learners learn and which should be enhanced so as learners become active participants in the learning process. This definition makes evident the cognitive processes underlying efficient self management learning, such as: attention, reflection and the development of meta-cognitive knowledge (Benson, 2001: 98).

Benson admits three versions of LA in the field of language education:

- 1- Technical version, “the act of learning a language outside the framework of an educational institution and without the intervention of a teacher”.
- 2- Psychological version, “a capacity, a construct of attitudes and abilities, which allow learners to take more responsibility for their own learning.”
- 3- Political version, “ability which allows learners to control both their own individual learning and the institutional context within which it takes place.” (Benson, 1997:19).

Benson, as regard to the technical version of autonomy in his definition, refers to technical skills that learners may need to administer their learning, such as task implementation and learning strategies. These skills can be taught, thus, promoting the technical version may not be complicated.

The psychological version is related to constructivism. He argues that “if knowledge is constructed uniquely within each individual through processes of social interaction. It follows that learning will be most effective when learners are fully involved in decisions about the content and processes of learning.” (Benson, 2001: 36).

The political version emerges from critical approaches to language, in which control over processes and content of learning are of paramount importance (Benson, 2001: 44). Dam opted for the social aspect of learning as he defines autonomy:

An autonomous learner is an active participant in the social processes of classroom learning, but also an active interpreter of new information in terms of what she/he already and

uniquely knows. Accordingly, it is essential that an autonomous learner evolves an awareness of the aims and processes of learning and is capable of the critical reflection which syllabuses and curricula frequently require but traditional pedagogical measures rarely achieve.

An autonomous learner knows how to learn and can use this knowledge in any learning situation she/he may encounter at any stage in her/his life.

(Dam et al. 1990: 102; Dam 1994: 505) cited in (Summer, 2010:8) Sinclaire (2000: 13) associates autonomy to culture, she explains that autonomy is a concept which “accommodates different interpretations and is universally appropriate.”

Kohonen (2012), interprets autonomy development as a whole approach in which learners are considered to be committed people, having individual identities. This means that autonomy refers to being active, capable and responsible to take in charge their learning .Hence; learners are no more passive recipients to be filled with knowledge by teachers. In this way, learning is not limited to the sheltered environment in the classroom, but rather, can be extended to the outside world.

Benson (2001: 55) believes that autonomy may differ from an individual to another or even differ for the same individual in different learning contexts. Subsequently, autonomy will vary according to cultural context. So, can a concept such as autonomy, which is grounded in European educational institutions, be appropriate in other parts of the world, especially in non-western cultures?

1.2. Autonomy in the EFL Classroom

English is the most widely taught foreign language in over 100 countries (Crystal, 2003: 5). In an article “The Triumph of English” published by the Economist in 2001, English is clearly described as “a world empire”. The article states: “It is everywhere. Some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world’s population are in some sense exposed to it, and by 2050, it is predicted half the world will be more or less proficient in it” (Anderson, 2010: 1).

According to Burchfield (1998: 14) educated and literate individuals all over the world can be seen to be disadvantaged whenever they do not know English. The intensive globalization in all spheres has given growth to a huge demand for English as a foreign

language (EFL). This has led to considerable changes in mainly the entire world's educational standards.

New approaches have been presented to cater for the require of the modern society which demands learners to be provided with life-long study skills rather than only the mastery of language. More emphasize has been thrown on the functional , communicative , and individual aspects of language. The change from traditional approaches to Communicative Language Teaching (CLT) and learner centered approach was come along with a major support to learner autonomy. Hence, the notion of LA in language learning is theoretically and historically related with CLT (Nunan, 2000 as cited in Alonazi, 2017: 183).

LA is one of the key learning factors that find out the percentage of success of foreign language (FL) attainment (Feidjel, 2013: XXI). Nguyen (2014: 2) indicates that “learner autonomy in English as a foreign language (EFL) education has received great interest from researchers all around the world.”

In people's life ,Language learning has become an important constituent. Therefore, learners are held responsible for taking control over their own learning. The greater number of researchers agree on the fact that autonomy has to be considered a worthy educational aim so as to enable learners master the foreign language (Nematipour, 2012: 126). “The concept of learner autonomy is often applied to the process and content of language learning but not specifically to its intended outcome, The development of proficiency in a second or foreign language” (Little, 2007: 14). therefore, developing LA is not an objective confined to Western European countries, from wherethis concept emerged, but, it is desirable in all countries where English is taught as a foreign language or second language (Hadi, 2015: 58).

Wenden (1991: 11) indicates: “few teachers will disagree with the importance of helping learners become more autonomous as learners”. Learning a foreign language is not a simple task due to great efforts that are needed to be put in by learners for their personal adaptation with that foreign language (Talley, 2014: 24).

Dogan, and Mirici (2017: 166-184) consider that LA is a desirable ability to develop in learners so as to obtain a successful language learning-teaching process in EFL classes in Turkey. Even though learners lacked the capacity to take responsibility of their learning, to study independently, and were not willing to further their studies autonomously, most of EFL trainers displayed positive attitudes and awareness of LA in theory and familiarity with what it is.

Abrabai (2017: 22-299) mention the crucial role that LA had in Saudi EFL context.

He argues that both learners and teachers are required to be aware of the significance of this approach and the role it plays in enhancing Saudi learners' accomplishment in English as a FL.

Iranian EFL teachers exhibited positive perceptions about LA and are attempted to equip learners with the facilities to help them become autonomous (Alibakhshi, et al. 2015: 164-141).

University students in Malaysia are learning English as a compulsory subject regardless of the specialties they are majoring in, but they still fail to grasp this second language even though they learning it for many years,. This defect is mainly due to the teacher-centered approach that is predominant in the National University on Malaysia. Another reason for their failing is that the capacity for learners to be autonomous is hindered by socio-cultural aspects. Indeed, learners display autonomous learning characteristics. However, they regard the teacher as a symbol of respect and thus, they show a preference to continue stuck to their view. Hence, learners need to be motivated supported and by adopting another approach so as to propel them forward to greater autonomy (Ming & Alias, 2007: 1-16).

LA, as a western concept, may seem to discrepancy with non-western contexts and appears to be something far-fetched and so it may struggle with traditions in their education.

However, Littlewood (1999: 88) states: "at the individual level, there are no intrinsic differences that make students in one group, either less or more, capable of developing whatever forms of autonomy that are seen as appropriate to language learning".

Therefore, LA is an attainable goal even in settings that are believed to be inappropriate and may discourage and hamper learners to become autonomous. thus, LA must be promoted in the EFL context for better result in EFL learning.

1.3. Autonomy and other Related Concepts

Learner Autonomy has been described by different scholars who have employed a lot of terms when attempting to define and describe this complex concept as related to learners' responsibility and involvement in the learning process (Carson, 2010: 77).

Academic discourse is rich with terms that are used interchangeably with the term autonomy, like self-education, self-instruction, self-access, out-of-class learning and distance learning. The emergence of misconceptions in using these terms can be attributed to the fact

that some aspects of LA are either differently interpreted or misunderstood (Al-Maqubali, 2010: 10). Indeed, these terms play a significant role in the manifestation of LA which has more extensive meaning than all these terms.

1.3.1. Self-instruction

Jones (1999: 378) cited in (Ibid), describes self-instruction as “a deliberate long-term learning without teacher intervention”.

Benson (2001: 62) defines self-instruction as “any deliberate effort by the learner to acquire or master language content or skills”.

According to Dickinson (1987: 5) self-instruction is: “situations in which the learner, with others or alone, is working without the direct control of a teacher.

This involves that learners can learn the target language by themselves without help from teachers or peers and without being to any establishment. So, self-instruction may refer to learners’ responsibility and working in isolation. According to Harris and Reid cited in Tzotzou, 2011: 8), in terms of responsibility, self-instruction in the EFL classroom refers to different self-regulation strategies that can be used by learners so as to manage and direct themselves.

Nonetheless, teachers play an important role in raising learners’ awareness about the need.

To adopt and recognize the right strategies so as to fix problems encountered when solving tasks during the learning process. Thus, a combination of both formal instructions provided by the teacher and self-instruction is needed. Teachers and learners should work collaboratively for a successful foreign language learning (FLL) (Ibid: 6).

1.3.2. Self-access

Self-access is another term that is used synonymously with other terms for autonomy. Sturtridges (1992: 4) defines self-access as “the system which makes material available to language learners so that they can choose to work as they wish, usually without a teacher or with very limited teacher support”.

Shereen (1991: 143) states that self-access is “a way of describing material that are designed and organized in such a way that students can select and work on their own” cited in

(Benson, 2001: 113). Thus, according to Shereen, self-access refers to materials that are made available to learners so as to learn by themselves and not depend on the teacher.

Benson (2001: 114) describes self-access center as designed facilities that offer a range of learning resources to learner, such as video, audio, computer workstations, videotapes, audiotapes, computer software, and different of printed materials. These centers may as well provide counseling and guidance. He mentions that self-access learning doesn't involve that learners are able to control their own learning.

The term self-accesses language learning derived from self-access centers. It refers to any kind of learning that takes place in a self-access center (Diaz, 2012: 117). Shereen (1989: 7) illustrates that "the essential prerequisite to self-access learning is the provision of self-access materials within an organized framework so that students can gets what they need".

Gardner and Miller (1999), (cited in Benson, 2001: 114) consider:

Self-access is probably the most widely used and recognized term for an

Approach to encourage autonomy...it is sometimes seen as a collection of materials and sometimes as a system for organizing resources. We see it as an integration of a number of elements which combine to provide a unique Learning environment .Each learner interacts with the environment in a unique way.

Consequently, self-access language learning cannot be viewed as the same as LA since it mainly refers to the materials that are available in the self-access centers (SAC) and that can contribute to promote LA. Nathan et al (2011: 19) affirm that "... self-access centers encourage attendees to be extremely competent and resourceful language, cultural and social learners".

According to Dickinson (1987: 27) "self-access learning refers to modes of learning rather than where the locus of control may lie". This definition connects with that of Gardner and Miller in that they agree on the fact that self-access language learning is an approach to language learning rather than language teaching and that different elements are combined in this process. The following figure presents these aspects.



Figure 1-3-2: Interaction between the learner and the self-access environment (Gardner & Miller, 1999: 11)

As a result, self-access learning may include teachers who play the role of a counselor, manager, evaluator, assessor, provider of knowledge, while learners may play the role of a self-assessor, planner, organizer and evaluator, in addition to collaboration among teachers and learners. Thus, we can say that self-access language learning can be seen as a context among others which can contribute to enhance and develop LA. Therefore, it cannot be equated to LA which requires the skill of taking responsibility and control of the learning process (Holec, 1981:14).

1.3.3. Self-direction

Terms like independent learning, individualization, self-instruction, and self-direction have been used synonymously to the term “autonomy”. Nevertheless these terms are linked to autonomy in language learning, they are clearly different (Nucamendi, 2014: 26).

Self-directed learning (SDL) appeared in the field of adult education. Malcolm Knowles was known as the father of adult education or androgyny or which was established to North American educators.

Simultaneously, self-directed learning emerged to differentiate adult learners from children. It has been used in elementary and secondary schools

Skiff and Beckendorf (2009: 76-77) describe SDL as the process of determining learning needs, discovering learning resources, planning learning goals, implement required learning tactics and strategies, afterwards, evaluate learning results.

(Khodabandehlou et al. 2012: 2-4). Knowles (1975: 18) defines self-directed learning as “... a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and mental resources for learning, and evaluating learning outcomes”. In his definition, Knowles suggested a view of self-direction which affirms the phases of a learning process. He claims that pro-active learners, those who take initiative in learning, learn better than reactive learners, those who are passive and rely on teachers to do everything for them (Ibid: 14) apparently, learners are referred to as pro-active participants in that they are actively involved in constructing knowledge. Hence, SDL can be understood as an instructional method which puts focus on actions of planning, evaluating and implementing. This can be referred to as the process orientation which emphasis on characteristics of teaching-learning transaction in which concern is centered on external factors of the individual, such as an education agent or resource which simplify this process; this dimension is referred to as SDL (Ralph et al. 1991).

Nonetheless, learners can make decisions over their learning process. They can be unconscious of this process, as claimed by Brookfield (1985: 29):” it may be possible to be a superb technician of self-directed learning in terms of one’s command of goal setting, instructional design or evaluate procedures, and yet to exercise no critical questioning of the validity or worth of one’s intellectual pursuit as compared with competing, alternative possibilities”.

Thus, this concept, SDL, from this view cannot be equated with LA which involves decision making and reflection about how to learn and what to learn it in a very conscious way (Little, 1991: 4).

Though, another aspect in defining Self-direction has been elaborated. It takes into attention the effect of personality traits on the process of SDL, as opposed to the original concept, which was characterized by the impact on contextual situations which influence the initiative of the learner. The dimension that stresses individual characteristics is introduced to as Learner Self-directed (LSD) (Fishman, 2012: 9).

Dickinson (1987: 11) defines self-direction as “a particular attitude to the learning task, where the learner accepts responsibility for all the decisions concerned with his learning but does not necessarily undertake the implementation of those decisions”. Dickinson affirms individualistic view besides learners’ ability to achieve their decisions.

Stockdale and Brockett (2011: 29) define LSD as “an individual’s beliefs and attitudes that pre-dispose one toward taking primary responsibility for their learning». Nonetheless, Brockett and Heimstra (1991) cited in (Fishman, 2012: 11) defined responsibility as the individual’s assumed ownership of their own actions thoughts and which signifies control of one’s internal state regardless of the impact that context exert on the learning process.

Correspondingly, if we evaluate the individual characteristics dimension to Benson (2001: 2) in which he regards that autonomy is “not a method of learning, but an attribute of the learner’s approach to the learning process”, then learner self-direction looks to be synonyms to LA since it refers to control and capacity, however, in Oh’s definition (2002) cited in (Bordonaro, 2006: 30) LLA is concerned by both language learner and learner behavior context. hence LSD is not synonymous to LA.

Gerstner (1992: 86) defines SDL as “a labyrinth of confusion and contradiction and has been rendered... ambiguous”.

To describe the ambiguous concept, it is thus important to take into attention the scholar’s view toward it. Either, it emphasizes internal and personal characteristics of learners or it is viewed as an instructional process which allows external factors.

Language Learner Autonomy may encompass both dimensions in the sense that they are linked and are of preeminent importance to make learners be more responsible and take control for their own learning.

Presented the PRO (Personal Responsibility Orientation) model of self-direction in adult learning to segregate the similarities and differences of this SDL as an educational method and LSD as a personality characteristic Hiemstra and Brockett (1991) cited in (Saleem, A, 2009:5), Figure 1-3-3- helps grasp self-direction in adult learning.



Figure 1-3-3 : Personal Responsibility Orientation. Adapted from: saleem, A, 2009: 6)

1.4. Learner Autonomy Indicators

The learner is put at the center of the teaching-learning process with the changing views in the field of English Language Teaching (ELT). Accordingly, the role of both learners and teachers has changed; giving the learner a more participatory and active role, and that of a facilitator for the teacher. This transfer of locus, which aims at developing the learning process, has focused the significance of enhancing LA. According to Esch (2009: 28) the approach of LA has changed from being a fringe opposition to traditional and established teaching norms to becoming an internationally recognize aspect of modern education, and in particular within the context of Foreign Language Learning (FLL).

Learners in EFL contexts do not have the opportunity to be shown to the target language except in the classroom where instruction is limited to few hours per week. A fact which limits learners' chances for interaction and practice, and so attainment of a high level of efficiency depends on the learners taking responsibility for their learning (Kormos & Csizer, 2014: 276).

Benson & Huang (2008: 424) affirm that LA is central in FLL. They clarify: "... the

Increasingly accepted view that high degrees of language proficiency cannot be achieved through classroom instruction alone ... and that successful foreign language acquisition depends upon learners achieving and exercising some degree of autonomy in respect to their learning". It is highly known that LA is significant to achieve high levels of effective use of the language and proficiency. Benson (2011: 16) claims: "1) language learners naturally tend to take control of their learning; 2) learners who lack autonomy are capable of developing it, and 3) autonomous language learning is more effective than non-autonomous language learning". Hence, there is a continual need to get learners participate and involved in the FLL process. However, can learners bear the expectations thrown on their shoulders?

Carry out the concept of autonomy is very challenging for EFL teachers for the reason that many variables have to be taken into attention. Dam (1995: 6) says: "there is no simple recipe for its implementation in the language classroom". LA is not a product readymade for teachers to apply, nor is an article of faith (Bassou, 2008: 35) as a matter of fact, fostering and developing LA would be easier if some conditions were collected together. Little (2007: 23) proposes that success in second and foreign language teaching is administered by some interacting principles: learner involvement and beliefs, learner reflection and target language use.

Absence of personal responsibility stands as a difficulty for learners to reach independence and proficiency .Where the notion of autonomy in an EFL context appears to be crucial, Little (1991:1) argues: "We take our first step towards developing the ability to take charge of our learning when we accept full responsibility for the learning process, acknowledging that success in learning depends crucially on ourselves rather than on other people". Thus, the development of autonomous learning depends on learners' development of control over learning. Victori & Lockhart (1995: 225) explain that learners will not be able to become autonomous if they "maintain misconceptions about their own learning, if they attribute undue importance to factors that are external to their own action".

Learners' beliefs about their responsibilities and role and those of the teacher have an important effect on the development of autonomy. These beliefs they have about themselves affect their behavior in the learning process. Dam (2000: 22) asserted that a "willingness on part of the teacher to let go, and on the part of the learner to take hold" is significant to implement LA in a classroom context. This willingness "may either contribute to or impede

the development of their potential for autonomy” (Cotterall, 1995: 196). This implies that learners should accept the shift of responsibility from their teachers and estimate their own.

Nunan (1988: 20) states: “learners should have a say in what they should be learning and how they should learn it”.

The fact that the concept of autonomy emerged in Western Europe, the Implementing of this concept seems to be difficult. Accordingly, learners in EFL contexts may be reluctant to assume responsibility for their own learning. They have a different vision of the teacher.

They perceive the teacher as an authority in the classroom; a fact that inhibits learners to develop and exercise autonomy in language learning (Priyatno, 2017: 56).

Nonetheless, teachers may not escort learners throughout their life. Hence, they are committed to involve their capacity to learn individually. Each learner should give himself colossal importance. Learners’ decision making ability is a decisive indicator to enable them engage in an autonomous language learning process. As Holec (1981:interpreted, learners are required to be able to make decisions such as setting the objectives, selecting the learning methods, defining the content, monitoring and evaluation of one’s learning. Furthermore, they are required to carry out the choices which govern their actions independently (Joshi, 2001:14).

This empowerment which refers to the operational aspect of taking charge of one’s own learning and choice are leading to learners’ development of autonomy and taking complete control of their own learning (Benson, 2006:22).therefore, learners’ making decisions rests on the belief they have as regard to the role they and their teachers have in the FLL.

Benson (2001:8) describes autonomy as “the capacity to take charge of one’s own learning and “the ability of learners to control their own learning”. Dickinson (1993: 330-335) proposes that autonomous learners are those who are “aware of the learner material, its goal ... choosing and practicing appropriate learning strategies ...capable of self-assessing their performance”. However, Sinclair (2008: 43) asserts “this capacity consists of development and conscious awareness of a body of specific meta-cognitive knowledge about one’s self as a learner; one’s learning context, the subject matter to be learned and the processes of learning”.

Thus, awareness of the learning process is another barometer of learner autonomy. Bassou (2015: 24) analyzes that the principle of empowerment denotes reflection, since accepting consciously responsibility for analysis cannot be realized without thinking about actual performance of that specific thing.

wenden (1991: 135) affirms the importance of meta-cognitive awareness when defining LA as “learners’ ability to know how to learn and to reflect on their own learning ... they can choose the right thing at the right time for the right reasons”.

Daunwong cited in (Aleida, 2008: 49) confirms that taking responsibility for learning and willingness, which are components of LA, contain meta-cognitive awareness which allows learners to plan, manage, monitor and reflect on the learning process. Reflection can be illustrated by Dam’s five questions (1995: 6): “what are we doing? Why are we doing it? How are we doing it? With what result? What are we going to do next?” Aleida (2008: 49) too spotlights that LA pertains to learner’s decisions about “what to learn, when and where learning should be developed, materials to be used, ways to monitor the learning process and how to carry out assessment of the process”.

Pichugova et al (2016: 3) clarify that learners will be able to understand their own learning process and thinking once they become aware of how they best learn which includes their learning styles and strategies. Hence, be able to organize, select appropriate learning strategies, manage to solve a learning task, watch and check their performance, solve probable problems and assess themselves as regard to the task achievement. They affirm that most successful learners are those who take conscious steps to understand and know what they are doing when they learn.

Little (2007: 24) asserts that setting goals, select learning activities and materials or evaluating results is mainly not attainable without thinking about what is done. Cotterall (1995: 195) too mentions that learners’ control of their own learning is reversed in their ability to use a set of tactics in learning: setting goals, choosing materials and tasks, planning, practice opportunities, monitoring and evaluating progress. Therefore, learners need to be aware and be reflective of their own thinking.

Wenden (1998:531) proposes four steps to make learners conscious and aware of their meta-cognitive processes:

- 1- Elicitation of pre-existing knowledge and beliefs on meta-cognition;
- 2- Articulation of what the student has become aware of;
- 3- Confrontation of their view with different ones; reflection on the process, expanding or modifying the initial knowledge ... by making learners aware of their learning process they become autonomous in making decisions about their own learning.

Nevertheless, learners' awareness and reflection is closely related to learners' motivation. Ushioda (1996:2) describes motivation as "taking charge of the affective dimension of the learning experience". Oxford and Shearin (1996) cited in Hui-Ju Liu (2015:1165) maintain that motivation finds out how much learners are actively engaged in learning a second or foreign language.

For Gardner and Mac Intyre (1993), motivation includes three items: desire to achieve a goal, effort extended in this direction, and satisfaction with the task (cited in (Djigunovic & Jelena, 2012: 58).

Improved motivation is a conditional on learners taking responsibility for their own learning, observing that their successes or failures are linked to their own efforts instead of the factors out of their control (Dickinson, 1995: 14). Which means that there is a clear relationship between learners' motivation LA.? In this context, emphasis is more on intrinsic motivation which is described as "motivation to engage in an activity because that activity is enjoyable and satisfying to do" (Deci & Ryan, 1985: 39). While extrinsic motivation indicates to 'actions carried out to achieve some instrumental end, such as earning a reward or avoiding punishment (Ibid).subsequently, motivation determines to what extent learners make efforts to learn a foreign language which affects learners' failure or success when using the target language. And thus, it is necessary to encourage motivation through extrinsic rewards as learners are not always of alone motivated to learn all subjects.

Effective learners' outcomes and Long lasting are essential indicators of promoting LA in education (Zeqiri, 2013: 133).

The modern direction for learning and teaching aims at an overall communicative proficiency which necessitate the ability to communicate effectively and appropriately and in the target language.

Communication requires expressing and interaction meaning between participants. Even so, in an EFL context, where English is taught only in class, learners do not have opportunities to practice the target language outside the classroom. Therefore, classroom instruction should be adhered in the target language to develop and raise learners' chances to actively engage in using that language. Thus, in order to cater for the needs environment which resembles actual use of the target language that can be referred to as an optimal learning environment (March, 2012: 2)?

Little (2007: 25) illustrates that the principle of target language use signifies that target language should be the medium of competent language learner is one who: “In addition to the ability to use the target language ... is able to use the target language to learn the language, to learn how to learn the language (how to plan, execute, monitor, and evaluate tasks and language acquisition processes) and to learn how to transfer (i.e. transfer of strategies learned from their classroom experiences for monitoring and evaluating their own task execution and language learning”.

That is means that learners have to use the target language to reflect and organize on their learning. Ridley and Ushioda (2003:19) mention that appropriate target language use embraces the use of foreign language for both “genuine communicative purposes” and reflection on the target language itself, additionally the learning process. In other words, “the target language in its meta-cognitive as well as its communicative function was the channel through which the learners’ agency was required to flow”. This is what it means that both communicative functions and the meta-cognitive and of the target language lead learners exercise their agency (make decisions, act on them and evaluate the results (Little, 2009: 35-36).

Little (Ibid: 22) points out that for a fruitful and successful learning process, the teacher has to scaffold the utterances of the learners for the construction of meaning. He asserts on the interactive, interdependent nature of language (language learning and language use) which are inseparable (Little, 2016: 51).

Nevertheless, “the students have responsibility for their learning but through scaffolding” (Lacey, 2007: 8).which means , teachers have to provide learners with tools and opportunities to make their choices and decisions without refusing that learners have a say in how and what they learn. Consequently, the teacher plays a role in preserve a learning environment to permit learners become autonomous. Indeed, language learning is not only a cognitive and individual process. Instead, it is also a social phenomenon based on collaboration and interaction. This necessitate that developing proficiency of each learner contributes to develop the proficiency of other learners in the classroom (Little, 2017: 149).

Leni Dam confirms that her learners promote proficiency in the target language by making the target language the medium of communication by engaging them to use it in an authentic and spontaneous way during the learning process while she kept scaffolding them (Little, 2016: 43).

Donato (1994: 40) indicates: "... in social interaction a knowledgeable participant can create, by means of supportive conditions in which the novice can participate in, and can extend skills to higher levels of competence". According to the constructivist vision, cognitive processes develop as a result of various forms of social interaction (Wilkinson, 2010: 109). Vygotsky (1991: 218) points out: "thought is not merely expressed in words. It comes into existence through them". Consequently, the use and the acquisition of a target language draws learner to involve in reflection and thinking about the learning process which are factors of autonomous learning.

Little (2007: 25) considers that the application of the principle of target Language use is reflected in the effective use of group work and the appropriate use of writing; the language produced interactively becomes part of the individual learner's internalized mental resources. As illustrated in the work of Dam (1995): "The dynamic of the classroom depends crucially on writing (in order to speak and speaking in order to write) ... (in their logbooks, their learning materials and the texts they produce, learners use writing to construct the target language; and their non-stop of writing makes learning visible, encourages a focus on form, and provides a basis for reflection in performing three interacting roles. They are communicators, using and gradually developing their communicative skills in the target language; experimenters with language, gradually developing an explicit knowledge of the target language system; and intentional learners, gradually developing explicit awareness of language learning". (Little, 2016: 50).

To conclude, learners' willingness for autonomy is related by aspects such as: how to learn decision-making abilities, learners' beliefs, and learners' awareness of the target language use. Trinh & Rylaarsdam (2003) cited in Lap (2005: 38-39) mention:

An autonomous learner is defined as the one who leads positive attitudes to autonomous language learning (i.e. willing and ready to assume her/his role in success in learning as crucial), is motivated to learn the language (i.e. with a communicative purpose) and able to take control over her/his own learning (i.e. planning, monitoring, and evaluating their communicative and learning tasks) to work independently and in cooperation with others.

1.5. Reasons for Promoting Learner Autonomy

The approach of LA "emphasizes the role of the learner rather than the role of the teacher. It focuses on the process rather than on the product and encourages learners to

develop their own purposes for learning and to see learning as a lifelong process” (Bajrani, 2015: 150)

For an efficient language learning process, focus has moved from the teacher (teaching process) to the learner (learning process). As a result of the growing demands of the 21st century innovation, education should accept the challenges that are emerged in the field of FLL. It becomes fundamental to work towards the production of autonomous learners who are capable to take control over situations they may encounter outside the protected environment of the classroom, especially in an EFL context where exposure to the target language is absent.

Littlewood (1999: 74) states, “The demands of a changing world will impose on learners of all cultures the need to learn without the help of teachers”. This change of focus disclosed learners’ active role during the learning process.

The teacher may not assist learners in all situations autonomous learners are more likely to cater for their own learning needs, just as society may not offer its members all the resources in every area of learning .Thus, it is the learners’ duty to obtain and seek these needs, either cooperatively or, in order to obtain the skill and knowledge (Crabbe, 1993: 443-452); in fact does not exclude the role of the teacher and peers from the learning process. Therefore, autonomous learners are more likely to become fortunate and successful users of the target language due to the fact that they are equipped with the skills that enable them to reflect when using the language and hence, be able to communicate effectively and appropriately (Little, 2003: 15).

As explained in the preceding point (1.4. Learner Autonomy Indicators, p.24), there are various reasons for advancing and fostering learners’ autonomy. It is generally argued that learners are more energetic and efficient when they play an active role in the learning process, which solves the problem of motivation. According to Little (Ibid) “if learners are proactively committed to their learning, the problem of motivation is by definition solved”. He adds also that these learners are likely to promote “the reflective and attitudinal resources to overcome temporary motivational setback”(Ibid).

White (1995: 217) proposes “autonomy in language learning results from the way in which and the extent to which the learner manages his/her interactions with the target language rather than from the use of any specific set of cognitive strategies”. Which means,

developing and fostering meta-cognitive strategies will help them manage and dominate the learning process (Ibid).

Furthermore, learners who are in charge of their learning and presume responsibility are more likely to learn better. Candy (1991: 24) considers: “when learners are involved in making choices and decisions about the content and the mode of what they are studying, learning is more meaningful, and thus, effective”. Therefore, when learners are able to gain and hold control of the learning process, they develop a meta-linguistic and meat-cognitive and knowledge which rise their sense of self-esteem, which in turn leads to greater involvement in the learning process (Dam, 2000: 19).

In fact, Benson (2001: 2) confirms that autonomy is now “a legitimate and desirable goal of language education”. With respect and appreciation to all the benefits of LA in language learning, various approaches have been suggested in an effort to reach this goal that can be a therapy for all EFL learners to cope with their needs in this changeable society. Benson (2001: 111) arranged these approaches under six headlines as showed in the following figure:

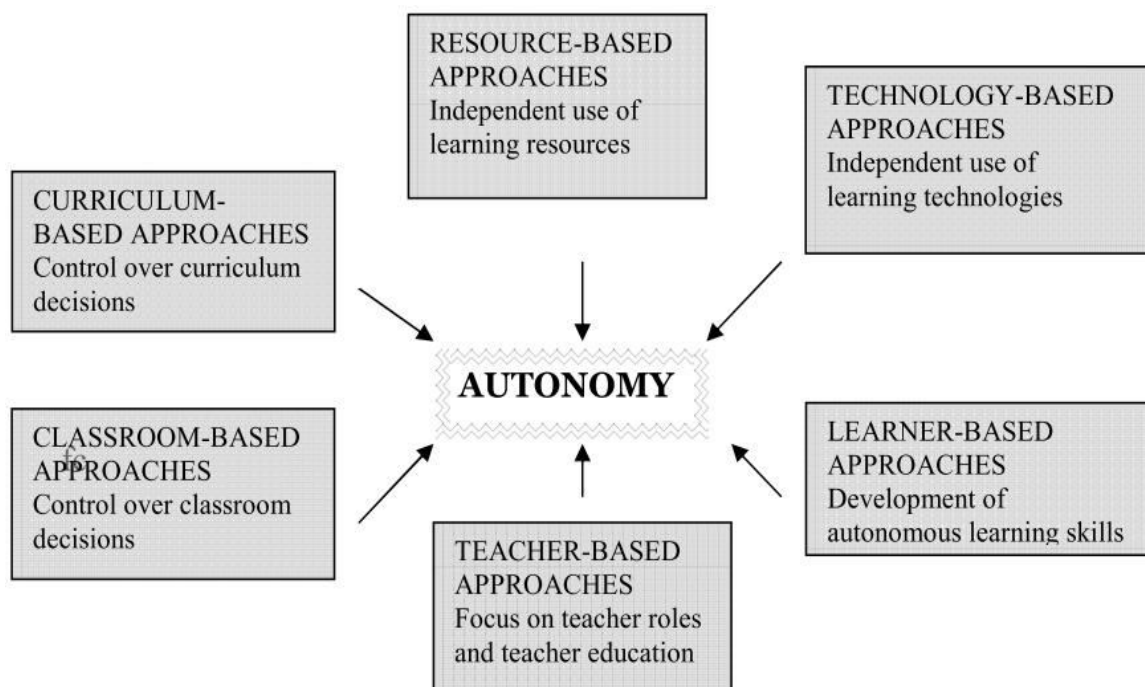


Figure 1-5 : autonomy in language learning and related areas of practice (Benson,2001, 111).

Regarding in these approaches is placed on the independent interaction of learners with learning sources in order to promote learners' ability to take control over learning plans, the choice of materials and the evaluation of learning (Benson, 2001: 113).

Distance learning, self-instruction, Self-access are alleged to be modes that can support learners' self-direction. However, they are more efficient in developing learners' control over their individual learning than developing learners' decision making over the collective learning-teaching process, which is regarded as a collaborative process that is crucial to develop LA (Benson, 2001: 134). (For more details on self-access and self-access, see(1.3.1), (1.3.2).

1.5.2. Technology-based Approaches:

Emphasis is on the technology used to access resources. It can be thought of as an alternative to resource-based approaches.

Computer Assisted Language Learning (CALL) is a typical form of this approach (Benson, 2001: 167). Computers help learners learn independently from the teacher provided that they look for new things by themselves. Computers attract great interest in language learning as they offer language learners with useful language experiences while learning a new language .

This type of technology empowers teachers to make learners responsible to make decisions about their own learning and select meaningful and authentic material (Maliqi, 2016: 122).

CALL is defined by the use of hyper-media, multi-media and interactive technologies that help to develop a broad range of skills .Nonetheless, the benefit that can be drawn from the use of CALL depends on learners' perspective towards computes. High computer knowledge learners are likely to be more confident when working with not ready made things. Hence, they can reach high degrees of LA, while less advanced ones do not accomplish significant level of autonomy due to deficient skills in using computers .Thus, the integration of technology may either develop or block learners' involvement in learning (Toyoda, 2001).

CALL in EFL classrooms includes many kinds of computer technologies like software, word processing, authoring tools and software ,compact disks, chat ,e-mail, discussion forums, the world wide web ,videoconferencing ,online courses ...” (Al-Jarf, 2005:5).

It looks that technology-based supports collaborative learning and offers opportunities for self-directed learning over the internet which facilitates learners' control over interaction as they cater for learners' different learning styles (Benson, 2001: 138-139).

Schwienhorst (2002: 205) states “ virtual environment provides tools for awareness raising and critical reflection. They enhance conversation management and collaboration and encourage learners to actively participate in the creation and organization of their learning environment”.

It is likely that the EFL classroom becomes lively by using different technologies and furnishes learners with opportunities to practice the language using multi-media materials which simplifies acquisition of different skills and engages them optically as in the real world.

Therefore, their LLA will develop as the different computer programs raise their confidence, interest and motivation.

1.5.3. Learner-based Approaches

This approach situates emphasis on the behavioral and psychological changes that are necessary for learners so that they can get control over their learning (Benson, 2001: 142), as opposed to resource-based and technology based approaches which seek to bring opportunities that contributes and helps to learners' control over their learning .Then , learner-based approach furnishes learners with capacities to take control over their learning and provide them with the skills that are needed for the development of LA. Learner strategy training represents the main element of three approaches. Cohen (1998: 67) as cited in Benson, 2001: 144) declares: “strategy training, i.e. explicitly teaching students how to apply language learning and language use strategies, can enhance students' efforts to reach language program goals because it encourages students to find their own path ways to success, and thus it promotes LA and self-direction”.

According to Weinstein (1988: 291):Learning strategies are considered to be any behaviors or thoughts that facilitate encoding in such a way that knowledge integration and retrieval are enhanced. More specifically, these thoughts and behaviors constitute organized plans of action designed to achieve a goal. As matter of fact, as learners use strategies adequately, they involved in the learning process and become more independent.

Wenden (1991: 15) claims: “In effect, successful or expert or intelligent learners have learnt how to learn”. Learners who are aware of the best way in which they can learn are more

likely to become autonomous and successful. as the old proverb says: “give a man a fish and he eats for a day. Teach him how to fish and he eats for a life time”.

Benson (2001: 142) also uses the term learner development rather of learner training or strategy training. He indicates “all approaches to learner development aim at helping learners become better language learners”.

Yet, Benson (2001: 15) warns from getting a set of techniques without being able to apply the critically and flexibly, and he supports reflective training models to explicit instruction in that they allow learners to promote and develop attention of the appropriateness of strategies to the overall self-direction of their learning.

1.5.4. Teacher-based Approaches

Benson (2001: 11) states that these approaches highlight the role of the teacher and teacher education in the practice of promote autonomy among learners. As contradicted to traditional modes of teaching in which the teacher was regarded as supplier of knowledge, approaches that focus on developing LA remold the role of the teacher as a counselor ,guide, facilitator and advisor, which means that teachers’ expectation about their role in the language classroom should be in consensus with their new role in order to aid learners to take control over their own learning (Nguyen, 2004: 43).Hence, teachers have to feel enjoyable and comfortable with administering new forms of classroom dynamics and encouraging numerous teams of students working separately as they gain and explore new understandings and skills to prepare them for the twenty first century life (Trilling & Fadel , 2009: 115).

Nonetheless, “if today’s teachers are willing to meet the needs of the 21st century learners, they must not only develop what they know, but also how they know”, which signifies that if LA has to be advanced, enhancing teachers’ authority are as teachers (Scott, 2015: 14-15).

Thavenius (1999: 160) describes teacher autonomy as “the teacher’s ability and willingness to help learners take responsibility for their own learning”. Thusly an autonomous teacher is a teacher who mirrors on the teacher role and who can change it, and who can aid learners become autonomous and who is independent adequate to let learners become independent.

Therefore, it looks that teacher autonomy is a necessity for learner autonomy. As Little (1990: 7) asserts: “in the classroom context, autonomy does not entail an abdication on the

part of the teacher...” which means that LA does not dispossess teachers of their responsibility in directing and organizing the class, but it appears concurrently boosts each other. It allows learners to share decisions with their teachers in the learning process. Little (2000: 4-7) claims: “I believe that all truly effective learning entails the growth of autonomy in the learner as regard 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”. Hence, teacher’s crucial role cannot be denied. Benson (2001: 110) refers to the processes targeted by institutions or teachers as promoting autonomy.

Hua (2001) cited in (Fumin & LI, 2012: 51) declares: “in the process of autonomous learning, teachers should assist learners in cultivating their abilities of setting goals, of selecting learning contents, of determining learning paces, of choosing learning methods and skills, of monitoring learning process and of assessing learning effects”. Accordingly, teachers should act as a resource person, facilitator and counselor. In order to support LA, teachers should experience the process with learners and become autonomous (Ibid).

Han (2014) cited in (Hastikova , 2015: 7) mention that the role of the teacher changes from that of a director of learning to:

- Facilitator who initiates and supports decision-making process.
- Counselor who responds to the ongoing needs of individuals.
- Source who makes his knowledge and expertise available to the learners when it is needed.

Moloney (1997: 52) declares that an autonomous teacher is “aware of why, when, where and how pedagogical skills can be acquired and used in the self-conscious awareness of teaching practice itself”. In other words, teacher autonomy relates to the practice of teachers in the classroom and on the importance of his awareness of what and how to do to foster LA.

Therefore “there is a need for a well-trained and confident teacher who can handle his constant process of negotiation” (Cook, 2001: 232).

Balçikanlı (2009: 8) confirms that it is necessary to raise teacher autonomy in order to become conscious of the underlying processes of teaching (i.e. the reasons why they go after and seek particular teaching strategies and stay modernizes of new ideas in the field.

1.5.5. Classroom-based Approaches

Benson (2001: 151) presumes that working with teachers and peers makes learners enhance responsibility for their learning. Which means that collaborative learning in the

classroom settings contributes in developing LA.? When learners are element of the decision-making process, they are more likely to be capable to monitor their own learning process (Ibid: 155).

Dam (1995: 1) emphasizes the importance of the social side of autonomy considering that autonomy refers to “a capacity and willingness to act independently and in cooperation with others , as a socially responsible person”. A fact which focuses the role that the teacher plays in developing LA through collaboration and interaction which allows a transmission of responsibility to learners who become active and effective participants in the learning process. Benson (2001: 161) affirms that teachers’ support boosts learners’ degree of control over the planning on classroom learning and assessment.

(Bajrani, 2015: 426) asserts that the classroom is a favorable environment where learners and teachers interact effectively and constructively and learn from each other (Bajrani, 2015: 426). Thus, it is essential to build up an atmosphere in the classroom that helps learners to share their experiences with their teachers and their classmates. This cooperation has a positive impact on the learning process which in turn can enhance learners’ knowledge and permits them to reach higher degrees of autonomy in their learning (Ibid).

However, connecting autonomous learning with approaches that are based on collaboration and interaction, such as collaborative learning, may rise learners’ involvement in the learning process and develop LA (Onozawa , 2010: 135). The literature mentions that “cooperative learning is effective in promoting intrinsic motivation, task achievement, higher order thinking, and problem- solving skills, as well as improving intergroup relations, heightening self-esteem, and lowering anxiety” (Ibid: 131).

Thomson (1998) claims that collaborative learning advance LA in that the skills necessary for collaborative learning like problem-solving and negotiating variations of opinion are related to autonomous learning (cited in Takagi, 2003: 132). Additionally, collaborative learning aids learners promote self-confidence as they take responsibility for their own learning . Furthermore, the shift from traditional teacher-centered methods may lead to anxiety and frustration to students. Hence, teaching through the period of transition should be done step by step.

Portfolio leads learners to reflective and meta-cognitive processes, which are key factors in autonomy. Mahdavinia & Ahmadi (2012: 87) bring various benefits for the use of portfolios. They include “self-directed learning, improvement in self-confidence, development

of self assessment skills, a stress-free lass and a friendly relationship between the teacher and students”.

Certainly, all practices in the classroom should encourage and support learners to take charge of their own learning and hence create an autonomous classroom.

1.5.6. Curriculum-based Approaches

Benson (2001: 111) argues that curriculum-based approaches “extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole”. Hence, to develop LA learners have to be engaged in decision-making process at the level of the curriculum. According to this approach, the content of learning should appear in the classroom through cooperative work. Trebbi (2003: 166) confirms that national curricula limit learners’ options of making autonomous choices in that these curricula bring all the content to be learned in the classroom over the materials to be used like textbooks which include texts, tasks that do not serve to advance learners’ control over their learning process, but rather permit the control of the textbook writers in making decisions about the learning process.

Nonetheless, LA is based on the principle of freedom of individuals in decision-making process and emancipation. Little (2003: 36) mentions that curricula should be learner-centered if they are to develop LA. Process syllabus is a concept used by Benson to refer to ideas of curriculum-based approaches (Benson, 2001: 163).

According to Benson (2001: 163) there are two editions of process syllabus. The weak version includes project work in which learners make decisions about the methods of inquiry, the outcomes and the content. Baker & Westrup (2000: 94) claim that project work is helpful and efficient in that it can be “adapted to almost all levels, ages, and abilities” like is the case in foreign classes. Project work “brings opportunities for students to develop their confidence and independence and to work together in a real world environment by collaborating on a task which they have defined for themselves and which has not been externally impose” (Fried-Booth, 2002: 6).

Feez & Joyce (1998: 16) propose five items to illustrate process syllabuses: 1) the process syllabus is not planned before the course commences, 2) the elements of the course and the sequence of those elements are jointly negotiated with the learners as the course progresses, 3) the syllabus is a retrospective record of what occurred during the course rather than a prospective plan of what will happen, 4) the focus is the process of language learning

rather than products or outcomes, 5) a process syllabus is usually recorded as a list of activities undertaken by the learners.

The forceful version refers to negotiation and re-negotiation of the learning method during the course or the content.

Dam (1995: 31) affirms that course content, selection and use of materials, seating of students and position of desks, homework tasks, discipline matters, place and pace of the lesson, time, methodology and types of activities and assessment are factors of a curriculum that boost the active engagement of learners in the learning process and thus fosters LA.

Cotterall (2000: 110-115) proposes five basics for designing language courses that aim at developing LA: 1) the course reflects learners' goals in its language, tasks, and strategies, 2) course tasks are explicitly linked to its simplified model of the learning process, 3) course tasks either replicate real-world communicative tasks or provide rehearsal for such tasks, 4) the course incorporates discussion and practice with strategies known to facilitate task performance, and 5) the course promotes reflection on learning.

Brown (1995: 187) proposes that learners' choices should be taken into attention and should be included in the curriculum, like: 1) learning approaches, 2) attitudes towards learning, 3) learning styles, 4) strategies used in learning, 5) learning activities, 6) patterns of interaction, 7) degree of learner control over their own learning, 8) what constitutes effective teaching, 9) the nature of effective learning. Indeed, the more meaningful and purposeful is learners' involvement in decision-making process; the easier learners take responsibility for it.

According to Snow and Kamhi cited in (Smith, 2015: 87) a curriculum is a dynamic system of three linked processes: planning (aims or goals, needs analysis, materials and activities), enacting (learning and teaching in the classroom), and evaluation (assessing learning results). Nonetheless, curriculum enactment requires negotiation between learners and the teacher (Ibid: 8).

However, Benson (2011: 184) declares that the success and the efficiency of this approach "depends upon explicit scaffolding structures that support learners in decision-making processes".

To sum up, learners' involvement in learner-centered curriculum and active role motivate them to achieve their goals and engage in the learning process, which permits them to recognize their responsibility and so take control over their own learning.

The following table compiles the various approaches proposed by (Benson, 2001) as summarized by Thi Thanh Thao Phan (2015 :68).

Approaches	Focus on	Key Forms	Previous empirical studies
Resource-based approach	Providing opportunities for learners to interact with educational materials. Two main forms are self-study or self-access and distance learning.	Self-access language learning (CALL) Self-access Center (SAC)	Chiu (2005)
Technology-based approach	Providing opportunities for learners to work with divers forms of educational technology. The roles of teachers and learning strategies are vital.	Computer Assisted Language Learning (CALL)	Lee (2005)
Learners-based approach	Providing opportunities and necessary skills for learners to participate in and control their own learning. The main form is learner strategy training or learner training.	Learning strategies and strategy training or learner training (Strategy-based instruction)	Nguyen (2009); Dion (2010) Le(2013)
Classroom-based approach	Changing the relationship between teachers and learners and classroom practices.	Learning agendas/portfolios(setting goals, selection of tasks, self-assessment and peer assessment) Collaborative learning Out-of-class learning	Chan (2000) Fukuda (2014)
Teacher-based approach	Providing professional development and teacher education on such aspects as teachers' beliefs about autonomy, encouraging practices to foster LA.	Teacher' beliefs, commitments, and practices to support LA Teachers as facilitators, advisors and guides	No empirical studies
Curriculum-based approach	Positioning the negotiating between teachers and learners to enhance learners' participation in deciding their learning content, activities, task and evaluation.	Process syllabus: -Strong version: syllabus is not predetermined but negotiated, by teachers and learners -Weak version: project work	Trinh (2005): Ma and Gao (2010) No empirical studies

Table 1-5-6: Approaches to Foster LA

1.6. The notion of Autonomy in the Algerian Educational Context

1.6.1. The Rationale behind the Implementation of Competency-based Approach.

“The ever growing need for good communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command of English or ensure that their children achieve a good command of English the worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources” (Richard, 2006: 5).

As a result to status and domination of English around the world, English teaching and learning (ELT) has become very essential to capacitate learners become effective and competent users of this language .Therefore, there has been a developing interest as regard to the choice of a proper approach to implement is of preeminent importance in order to meet this ultimate goal. The field of ELT has seen significant changes, concern has turned from teaching to learning and priority is put on the process instead on the product. It aims at enabling learners gain skills that can be transferred to the different tasks they may encounter in other contexts .as a matter of fact, there should be a relationship between what is learned in the classroom and real life situations to cater for the demanding changes in society. According to Slavin (2003: 241) “if a student can fill in blanks on a language and test, but cannot write a clear letter to a friend or prospective employer, or can multiply with decimals and percents on a math test, but cannot figure sales tax, then the student’s education has been sadly discredited”.

Schools can be regarded as the first place where changes should appear to meet this goal. In Algeria, English is taught as a obligatory subject in middle and secondary schools.

Nonetheless, after learning it for several years, learners fail to have a entire mastery over this language. It can be subsumed that the teaching methods that have been adopted and the educational system in general have a big part of responsibility, and hence did not yield the desired objectives (Rezig, 2011: 1328). The change from teacher-centered approach, which depends on teaching the objectives an separation of learners from the teaching learning process, to learner-centeredness, provide the learner more involvement in the learning process and more responsibility. Allright (1988: 35) mentions “the idea of learner autonomy was associated with radical restructuring of language pedagogy that involved the rejection of the traditional classroom and the introduction of wholly new ways of thinking”.

In fact, Competency-based Approach (CBA) was proposed in Algerian educational system as a consequence of the Algerian educational amends in 2002/2003. It has been selected as an endeavor to meet the demands that are enforced by globalization and thus produce responsible and autonomous learners that will be proficient and competent in their real life situations.

Chelli (2010: 30) mentions that, CBA entails:

- Making the school acquisition viable and sustainable.
- Developing the thinking process of the learner.
- Presenting learning contexts in relation to the needs of the learner.
- Putting an end to disciplinary barrier.
- Choosing a personalized pedagogy.
- Assume responsibility and adopt an autonomous conduct and behavior.

Nunan (1988: 13) presumes that CBA meets the following objectives:

- To provide learners with efficient learning strategies.
- To assist learners to identify their own preferred ways of learning.
- To develop skills needed to negotiate the curriculum.
- To encourage learners to set their own objectives.
- To encourage learners to adapt realistic goals and time frames.
- To develop learners' skills in self-evaluation.

Consequently, if we regard these objectives we can presume that LA is related and essential within this approach.

1.6.2. Emergence and features of Competency-based Approach

Butova (2015: 250): "...education and professional competency have taken leading positions in globalization history ... competency-based approach is a method for keeping general and professional education in balance with the needs of society or labor market"

Competency-based approach appeared at the beginning of the XXI century in reaction to modernization of education which concentrated on the mastery of competences that permit the acquirement of knowledge by the learners by themselves instead of the transfer of knowledge from the teacher.

CBA was first created as an educational trend in the United States. It was proposed to train specialists to vie and succeed in the working world (Tulegerovna, 2015: 183-184). In the

1980s, evolutions in the UK of different vocational training programs had a great importance to the movement. In the 1990s, vocational professional skills recognition played a major role in this movement in Australia (Hodge, 2007: 206).

Different concepts, such as Competency- Based Teacher Education (CBTE), Performance-Based Teacher Education (PBTE), Competency-Based Vocational Education (CBVE), Competency-Based Education (CBE), and Competency-Based Education and Training (CBET), have been used similarly to refer to this approach. (Ibid: 181). These terminological variations are attributed to the introduction of some concepts, for instance “competence”, “education” ,and “professional” that are relevant to the central concept of competence. These conceptions were viewed as prerequisites and basic notions of a future educational discipline (Butova, 2015: 251).

In point of fact, this approach was first based on the Generative Grammar by Noam Chomsky who presented the notion of competence (Ibid). Nonetheless, the concept of competence has been regarded and discussed from different perspectives and angles, a fact which too contributed to divergences in its terminology (Hodge, 2007: 181).

The European Qualification Framework for FLL describes competence as “ ... the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations ... competence is described in terms of responsibility and autonomy ... competence is understood as the capacity to transfer knowledge into practice” (ECTS, 2009) cited in (Kennedy et al.2009: 3).

He also says that: “... competence refers to the process of governing the application of knowledge to a set of tasks and is typically acquired by practice and reflection ... competence also encompasses the extent to which the learner can acknowledge his/her limitations and plan to transcend these through further learning” (HETAC, 2006) cited in (Ibid: 4).

Spady (1977: 10) mentions that Competencies are “...indicators of successful performance in life-role activities”. This signifies the ability to achieve one’s tasks in real life and to deal with changes in social conditions.

“Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes” (Tuning; 2006) cited in (Ibid: 5).

In fact, competence and autonomy are two linked variables that are essential in a school context, and more importantly positive results are accomplished autonomously through

competence (Levesque et al, 2004: 70-81). Therefore, building competences is the main concern of education (Klieme et al. 2008: 3).

CBA depends on these three objectives: “emphasizing the competencies that the student must master at the end of each school year and at the end of compulsory schooling, rather than stressing what the teacher must teach” (Rogiers, 2004: 106) cited in (Ait Haddouchane et al, 2001:3).

However, Competency-based Language Teaching (CBLT) is an application of the principles of CBE to language teaching. It is interested with the results of language learning (Ming, 2008: 180).

CBLT Is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching, strategies, assessment and reporting. Docking (1994: 16).

In CBA, there has been a shift from time, which was regarded as the base of operations procedures, to results as a base of those operations. In time-based schooling, proceedings, opportunities, decisions for both students and staff are set by the clock, the schedule, and the calendar which represents a real obstacle for the teaching-learning process.

These approaches emphasizes on roles instead of on goals. while, in CBA, which is considered as an outcome-based approach to schooling in which time is no longer a constraint, goals and objectives are defined according to capacities and competencies that students demonstrate all over the learning process (Spady, 1978: 18-19).

Spady (1978:22) asserts that CBA is crucial in developing student’s opportunities by: Dealing with time and opportunities for meeting goals more flexibly and realistically;

- Articulating goals and the purposes of instruction clearly and openly;
- Giving a specific content referent to assessment, evaluation, certification, and promotion criteria, and bringing school work closer to the real factors affecting success and fulfillment in life.

Nonetheless, in order to be so, policy makers, educators and the public will have to be willing to entertain some substantial departures from educational guesses and practices (Ibid: 16).

Therefore, each educational program must be based on competence-oriented curriculum which involves the competences that learners gain after the finalization of the program (Bernicova, 2017: 317).

Candy (1991: 282-283) affirms “most learning requires the acquisition of a way of thinking about a subject – a process rather than a product- and accordingly, interaction with other knowledge users is necessary”. CBA is a social constructivist and negotiation is a important side of it, because learning happens through social contact with other people which promote consciousness and opportunities for reflection (Chelli , 2012: 49). Gaining knowledge by active construction is better than getting it passively. It is crucial to understand show this knowledge, which is a process instead of a product, is built. Nonetheless, learners have various learning styles. Hence, the process of constructing knowledge is different from one person to another. Thus, it is significant to take these differences into consideration .O’ Sullivan & Burce (2014: 73) point out that CBA has attributes that deal with this variation:

- Understand how one learns best;
- Understand exactly what expected (outcomes of learning) is;
- Take responsibility for one’s learning;
- Motivated to learn, goal oriented.
- Critical thinking;
- Self-assessment learning and performance;
- Commitment to ongoing learning.

Indeed, “well-designed CBE programs customize the learning activities of each student according to his or her needs”. And since learners have different styles of learning, CBE “offers learning activities in a range of modes, including written materials, video lectures, hand-on activities, demonstrations and games” (Klein- Collins, 2013: 9).

Riche et al (2005: 17) confirms that project work is a main principle of CBA. In that it permits collaboration, interaction and construction of new knowledge.

Bloom’s taxonomy is an effective resource that teachers can take into account when preparing a lesson. It shows the different steps through which learners go to build up their knowledge by enhancing the ability to be creative, reflective and solve problems they encounter (Chelli, 2012: 55).

To conclude, CBA has modified the roles of both learners and teachers by providing real opportunities for pupils to be active participants in the learning process. Patrick & Sturgis

(2013: 1) state: “CBA offers students greater opportunities for personalized learning, autonomy, flexibility, and responsibility for their own learning.”

1.6.3. The role of the Teacher in Competency-based Approach

The shift from teacher-centeredness to learner-centeredness has put the learner at the midpoint of the learning process. CBA is learner-centered; it is interested with learning results and how learners will learn (learn how to learn); a fact that readjusts the respective roles of learners and teachers. it Haddouchene et al (2017: 4) mention “The role of the latter is to organize the learning outcomes in the best way so as to bring their students to the level expected”. Hence, the teacher’s role modifies so as to assure an effortless transition from spoon-feeding attitudes to engagement in decision-making and responsibility (Bouhass Benaissi, 2015: 412).

As a matter of fact, “teachers are not only one of the variables that need to be changed in order to improve the educational system, but they are also the most significant change agents in each reform” (Salmi, 2012: 69).

The teacher discontinues playing an autocratic role; he becomes a facilitator who encourages learners and aids them in their own learning, by providing a relaxed and supportive environment that lets learners feel confident and not threatened. Widdowson (1991: 188) claims at the need “to maintain a non-authoritarian presence throughout this process so that students can feel secure and non-defensive to enable them to learn, not because the teacher demands it of tem, but because they need in order to accomplish their goals” cited in (Hemaidia, 2008: p38).

The teacher became plays the role of a counselor and guide, rather than just the transmitter of knowledge by providing tips to learners to learn how to learn and monitor their own learning in terms of learning strategies; “the teacher must guide, help and encourage the learner to take part in his own learning (ADEP), 2 AM, 2006: 80-81).

As a matter of fact, the teacher plays a significant role in preparing learners to use different learning strategies and provide them with feedback about their achievements to evaluate their advancement and keep them motivated. This does not mean that the teacher no more gives information, but ways in which he transmits them are different. He provides original materials that are related to the target skills and provides learners with opportunities to learn and practice those skills, by keeping scaffolding them when needed (Griffith & Huje-Yeon, 2014: 3).

In point of fact, “the only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure; that only the process of seeking knowledge gives a basis for security” (Rogers, 1969 cited in Cardenas Ramos, 2006: 189).

The next table clarifies the variations between the role of the teacher in preceding approaches and his role in CBA:

The Role of the Teacher Within Previous Approaches	The Role of the Teacher Within CBA	What are the differences
<ul style="list-style-type: none"> ▪ Knowledge holder ▪ Knowledge provider ▪ Omnipresent in the classroom ▪ Decision-maker ▪ Authoritarian 	<ul style="list-style-type: none"> ▪ Guide/ help ▪ Counselor ▪ facilitator ▪ Co-learner/ partner ▪ Participant ▪ Advisor 	<ul style="list-style-type: none"> ▪ Less authoritarian attitude ▪ Open and ready to negotiation and discussion ▪ Aware of learners’ need and interest.

Table 1-6-3 Teachers’ Roles in Previous and New Approach (CBA) (From ADEP, 2011: 90)

1.6.4. The Role of the Learner in Competency-based Approach

CBA regards learners as active participants in the learning process; they are no longer passive receivers of knowledge. According to the Algerian Partnership School Programs (2005: 4) cited in (Boudouda & Khelkhal, 2012: 20):

Learners obtain and retain language best when the topic accumulates their interests and when they are active participants in their learning. For example, when looking for personal meanings, when learning cooperatively with peers and when making connections to life outside of class”.

Communication with the teacher and peers enhance learners ‘positive criticism and self-reflection which appeals to cognitive, affective and motivational strategies that aid his acquisition and retention (Chelli, 2012: p64).

In CBA, learners are supposed to develop awareness of the learning process and presume responsibility for their own learning. As argued in Edwards (1998: 68) “... when students are compelled to assume greater responsibility for directing their learning, they will gradually learn to see themselves as the controllers of their own learning. Learning is seen as self-initiated and not other-initiate”; as a matter of fact that contributes in developing learners’ motivation and thus accomplish better results.

According to this approach, learners' role can be sum up as follow:

- To know what to learn.
- Act upon what he learns.
- Build strategies.
- Solve problems.
- Learn to cooperate and collaborate.
- Work autonomously and put into question his learning process.
- Assess his leaning (ADEP, 2006: 79).

1.7. Measuring Learner Autonomy in Language Learning

Studying a foreign language is not limited to the protected environment of the classroom.

Even so, in the context of EFL where there is little exposure to the target language, it becomes a challenge for both EFL learners and teachers, in that it necessitate personal adaptation; as regard to cultural variations with that language and the changing teachers' approaches to classroom instruction, that stands as boundaries and limits their chances to learn that foreign language (Talley, 2014: 24).

Learner-centeredness and communicative approaches have been dominant aspects that defined the field of language learning for decades. Focus is placed on promoting learners' competence in languages in order to meet their needs as individuals and as members of a society (Cardenas Ramos, 2005: 185). These approaches affirmed the significance of the language learner in the field of foreign language learning and thus LA appeared as a result of the shift from teaching to learning; especially with the seminal work of Holec (1981) "Autonomy and Foreign Language Learning" (Mohamadpour, 2013: 1187). Accordingly, LA is needed nowadays for a more meaningful, purposeful, and efficient learning process. Hence, the degree of learners' autonomy determines his failure or success or in accomplishing his goals. Yet, what can determine the learners' degree of autonomy? Is LA measurable? If so, how do teachers recognize how much their learners have developed their autonomy? Benson (2001: 51) states: "for the purpose of research and the evaluation of practice, it would indeed be convenient if we had a reliable method of measuring degrees of autonomy".

Indeed, evaluating and measuring LA is beneficial for both teachers and learners awareness and reflection of one's own competencies facilitate learners regulate and improve their learning process. As well, helping teachers to notice learners' strengths and weaknesses

and hence provide a fix for areas of lack. Also to analyzing to what extent their approach has been effective (Tassinari, 2012: 27).

Nunan (1997: 92) cited in (Benson, 2001: 5) mentions “autonomy is not an all-or-nothing concept but a matter a degree”. Thusly, it can be measured relying on different degrees exhibited by learners.

Nevertheless, measuring the development of autonomous learning is not a simple assignment. Many aspects can effect the learning outcomes; these aspects or factors may involve autonomous learning skills, a certain interest in the subject or previous exposure to language (Mynard, 2006: 3).

Most investigation conducted to investigate LA, and approaches adapted to advance it have been descriptive: “interviews, teachers’ observation, learners’ self- assessment and peer assessment, learners’ journals, oral interviews and questionnaires, learners’ feedback or evaluation sheets, teachers’ diaries and learners’ evaluation, learners’ logs and evaluation of learning”, these researches have reported learners’ autonomous behavior and a relationship between learning results and LA, but they could not provide touchable evidence (i.e. scores to the learners’ degree of autonomy) (Nguyen, 2012: 52).

Interpretive research approaches, which depend on interpreting learners’ perceptions and thoughts, can determine if the success of the language process is due to the learner’ utilization of autonomous learning skills. This may involve:

- ❖ Interviews provide learners’ perceptions and descriptions of the learning process.
- ❖ Introspection allows learners to reflect on the behavior and thoughts when engaging in tasks.
- ❖ Learner journals are used to report learners’ perceptions of the learning process.
- ❖ Small-scale research and first-person narratives can be used to report learners’ experiences and the environment in which learning takes place (it deals with a small sample of participants, individuals or small groups).
- ❖ Observation serves to prepare interviews or survey questions that can be used to investigate learners’ perceptions and behaviors. (Mynard, 2006: 4).

These methods can provide data, based on the descriptors that give specific statements of individual skills, learning behaviors and competencies that can be interpreted through frameworks or models such as Sinclair’s model (1999) which studied the level of meta-

cognition in adult learners by interviews (Ibid). The following table presents some examples of the tools and studies used to measure LA:

Cooper, 2012	Aims	Operationalizing learner autonomy; Developing a tool for self-assessment and development of learner autonomy
	Dimensions	Learner control; Metacognitive awareness; Critical reflection; Motivation; Learning range; Confidence; Information literacy
	Method	Q-methodology
	Instrument	Formative (self-) assessment tool: a learner generated instrument, potentially unlimited; Languages: English
	Use/Setting	Self-access learning
Dixon, 2011	Aims	Developing a quantitative instrument for measuring learner autonomy; Comparing results of the quantitative instrument with teachers' evaluation; Helping teachers to help learners to develop learner autonomy
	Dimensions	Autonomy is a multidimensional concept; Autonomy is variable; Autonomy is a capacity; Autonomy is demonstrated; Autonomy requires metacognition; Autonomy involves responsibility; Autonomy involves motivation; Autonomy involves social interaction; Autonomy is political
	Method	Critical reflexive mixed methods: first exploratory and then quantitative
	Instrument	Questionnaire: Long List (256 items) and Short List (50 items); Languages: English and Chinese
	Use/Setting	Classroom learning, self-access learning
Murase, 2010	Aims	Operationalizing learner autonomy; Developing an instrument for measuring learner autonomy
	Dimensions	Technical (behavioural, situational); Psychological (motivational, metacognitive, affective); Political-philosophical (group/individual, freedom); Socio-cultural autonomy (social-interactive, cultural)
	Method	Quantitative
	Instrument	Measuring Instrument for Language Learner Autonomy (MILLA) (113 items); Languages: Japanese and English
	Use/Setting	Classroom learning
Tassinari, 2010	Aims	Operationalizing learner autonomy; Developing an instrument for reflection, self-assessment & learning support
	Dimensions	Cognitive and metacognitive; Motivational; Affective; Action-oriented; Social
	Method	Exploratory-interpretative, qualitative
	Instrument	Dynamic model with descriptors (133 descriptors in total); Languages: German and English
	Use/Setting	Self-access learning, language advising, classroom learning

Table 1-7-1: Comparison of studies on learner autonomy measurement. Adapted from Tassinari, 2015.

Benson (2001: 47) describes the difficulty in measuring LA to the multidimensional aspect of autonomy. It can be demonstrated in various forms for different individuals or even

in different forms for the same individual in different times and contexts. Derrick et al (2007) cited in (Yudakul, 2017: 15)

Describe autonomy as the appearance of behaviors which are related with resourcefulness, initiative and perseverance in learning. Littlewood (1996: 429- 430) proposes a list of behaviors that differentiates the various levels of autonomy LA. The levels of autonomy according to him are set as regard to learners' choices that are made throughout the learning process. The following Table presents the levels of autonomy and the kind of choices the learner is able to make at a certain level:

Level	Level of Choice
1	Learners make their own choices in grammar and vocabulary such as in role plays.
2	Learners choose the meaning and the communication strategies to use to convey them.
3	Learners make decisions about goals, meaning and strategies.
4	Learners start shaping their own learning context such as in project work.
5	Learners make decisions that traditionally concern the teacher, on materials and learning tasks.
6	Learners are involved in making the syllabus, controlling the progression on their learning.
7	Learners can use the language to communicate independently outside the classroom.

Table 1-7-2: Littlewood's levels of autonomy (1996: 429-430).

Even so, these behaviors are subject to change, they can be influenced by many factors, such as learners' cognitive abilities, meta-cognitive strategies (setting goals, selecting materials, planning learning activities, self assessment), affective factors (attitudes, willingness, self-confidence), social factors (willingness to work in cooperation) (Lap, 2005: 38). Also LA may be explained differently as it is bound to culture (Sinclaire , 2000: 13).thus, though various instruments can be used to measure LA, they assume a particular level of stability. If a measurement tool is to be workable, it should be stable with regard to dimensionality over time. The construct to be measured (in our case LA) should not change over time but it is the level of this construct that should be subject to change. If constructs change over time then the tools that can be used for measurement become unstable, especially in longitudinal studies (Horai, 2013: 62-63).

Bachman (1990: 32) cited in (Dixon, 2006: 14) affirms that: "All measures of mental ability are necessarily indirect, incomplete, imprecise, subjective, and relative". In fact, what can be available to measure are aspects of autonomy that can illustrate some ability to perform autonomously (Ibid).

Conclusion:

Consequently, we can presume that learners 'noticeable behaviors can be the basis for LA measurement; this can be accomplished through assessment tools to ascertain how autonomous are learners, taking into consideration the dimensions that characterize LA such as meta-cognitive, cognitive, affective and motivational. This assessment can be done both by teachers or learners, not as a way to assessment of learning but as assessment for learning (Tassinari,2015: 123).

Chapter Two
Situation Analysis
and Research Methodology

Chapter Two: Situation Analysis and Research Methodology

1. Introduction

This research is conducted to investigate the development of autonomous learning by using a various research instrument for answering our research questions and testing its hypothesis that is mentioned antecedently. Indeed, the Algerian educational system tries to prepare more competent learners able and ready to take up the challenges they meet in their future life, by applying the CBA approach that emphasizes more on learning rather than teaching.

We have divided this chapter into two sections, the first section gives an overview of the Algerian educational system including the English language at secondary school and the role of teacher training, as well a general description of the third year textbook “New prospects” with the CBA approach. Whereas the second part of this chapter deals with the descriptive part of the experiment ,we discuss the choice of research tools which was implemented in gathering the data of this study.

2.2 EFL in Algerian Secondary School

“Modern Standard Arabic” is the official language in Algeria ,but also Algeria as an African multilingual country has more than two foreign languages “French”, “English”, “Spanish”, is one of the earlier French colonies, that gives much importance to foreign languages especially English which is considered international language communication. After the independence (1962), the educational system of Algeria has accepted teaching English as a foreign language in the whole educational levels except the primary school. It is taught four years in middle school and three years at secondary school, then as a specialty in the university. In Algeria, Teaching English before its independence was deficient and unimportant because of the influence of French language due to the French occupation. Hence, the global changes and English has become a lingua franca which is illustrated in Oxford Learners“ dictionaries as a common language of communication used between people whose main languages are different. Nonetheless, Algeria at that time has lost its place among the concepts of the world, and in order to reclaim its status, it has developed the teaching of English in Algerian schools as a means of reducing French interference through the application of new curricula and more focus on English as a second foreign language, as Miliani (2000:13) mentions: “In a situation where the French language has lost much of its ground in the socio-cultural and educational environments of the country; the introduction of

English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones”. Therefore, the ministry of Algerian education has enforced new reforms that have responded to many criticism of national education for the lack of efficiency and quality. Among these new reforms is the Competency Based Approach (CBA) which is presently used in the ELT in Algeria. The adoption of a competency-based approach is depend on world-wide research that focus the significance of the links between learning and context of use, which it empowers the Algerian learners to build up their own knowledge that helps them to promote the process of “know-how”, to overcome problems and obstacles in their real lives by their social communication and interaction with other learners. The curriculum is always centered on the learners in CBA approach, in which the rational goal of this new approach is to help them to play an active role in their own lives and make them more autonomous and responsible towards their learning. Thus, the curriculum works on the development of English language competence to use it in the most efficient way possible as reader, writer, speaker and listener. Even so, the Algerian secondary curriculum does not allot enough time to teach English because it does not surpass four hours per week. The table below provides different coefficient and weekly time allotted for each stream.

level	Stream	Time load per week	Coefficient	Textbook
1 AS	Literacy Stream	4 hours	3	At the Crossroad
	Science and Technology	3 hours	2	
2 AS	Experimental Science	3 hours	2	Getting Through
	Economy and Management			
	Technique and Match	4 hours	3	
	Literacy and Philosophy	4 hours	4	
3 AS	Foreing Languages	3 hours	2	New Prospects
	Experimental Science			
	Economy and Management			
	Technique and Match	4 hours	3	
	Literacy and Philosophy	4 hours	5	

Table 2.1: English Coefficient ,Time load and Textbooks in Secondary Education (Adapted from Khelifi 2013, cited in Teacher’s book of 3rd year, 2011)

2.2.1 Teacher Training

CBA approach is regarded as a solution for effective and successful educational pedagogy that based on the learner, also a tool to reinforce and enhance the teacher's competency, it is very essential for teachers to be qualified to promote learners' efficiency in English since the teacher is the model of the learner, and plays a important role in creating an active learner who control and takes greater responsibility of their learning. Woodburn (2013, 13) mentions that "teaching is a process by which students are motivated to learn, it is a burden since teachers are regarded as models to their students".

Nonetheless , teaching English in Algeria meets many problems, one of these problems is the lack of the professional preparation of teachers; that is to say the lack of teacher training, usually through practice teaching and formal course work, as defined by the Free Dictionary in this context. Thus, majority of the researchers who are interested in assessing the development of English teaching link its failure to the lack of training, Swales (1985, 214) claims that "one of the constraining factors to this progress is the lack of specialized teacher-training". In this context, Institute of Education (IOE), University of London declares that any curriculum in Teacher Training (either at IS or PS levels) must to focus on learning, in this case training how to be a teacher (PS) and learning how to keep oneself as a teacher during a career and develop oneself (IS) (May 2012). To simplify more, pre-service personal contains teachers learner or teacher trainee, whereas in-service personal are those who are in their first year or more in service. Hence, the objective behind teacher training is to provide individuals with personal and professional skills necessary in schools and other learning context.

2.3 New Prospects Textbook Description

"New Prospects" is devised by the National Curriculum Committee of the Ministry of National Education in March 2006. It is the last of a series English textbooks designed for teaching English to secondary school pupils. The English textbook is among the most essential resources used to accomplish the aims of the course that are based on the learners' needs. Thus, the main purpose of the New Prospects textbook is to create an active learner in the classroom and promote the three main competencies of the learner: interacting, interpreting and producing; by using a big number of effective learning tasks that engage pupils to notice, reflect and analyze how English is used. Then again, New Prospects is a important tool for pushing both learners and teachers towards teaching /learning English language over the world, by which the role of the learner shifts from application of the

teacher's instruction to an active role in every side of language learning process, while the teacher will regard as assistant and co-worker in the teaching learning process. The "New Prospects" text book consists of six units with six main themes designed to Scientific, Literary and Technical stream in which each stream is supposed to engage with four mandatory themes. The table below shows the arrangement of units for each stream.

Themes	M-TM-ES-EC	LPH-FL
Ancient Civilizations		X
Ethics in Business	X	X
Education in the World		X
Advertising, Consumers and Safety	X	
Astronomy and the Solar System	X	
Feelings and Emotions	X	X

Table 2.2: Suggested Units for each Stream (curriculum 3AS.2007:137 retrived from Senousi 2012, p. 28)

Each of the six units includes sequences, rubrics and parts that allow the structure of the unit as follows: (NEW PROSPECTS teacher's book)

- Presentation of the project result;
- **Two parts:** Each part includes two sequences separated into rubrics;
- **Take a break:** a section where students are supposed to relax in order to begin the second part better
- **Research and report:** a part in which students in groups or individually will start re-investing what they have learnt in the first part. It affords a training ground for the appropriate project;

Project results

Assessment

Time for...

The first part: Language Results

This part involves "Read and Consider" and "Listen and Consider" sequences under the rubric of "Around-the-text". The objective of these two sequences is to learn pronunciation, spelling, the grammatical structures and vocabulary, in which the listen and consider sequence aids the student to promote the listening skills by making him/her listen intently and attentive to the features of language use. These listening exercises are realized in "getting started" and

“let’s hear it”; in which the students “listen+ re-order” and “listen+ answer” the relevant comprehension questions. The two sequences are also end with a rubric of “Think, Pair, share”; that affords the students with individual-work, pair-work and group-work to allow the students interact with the whole classroom and produce some oral or written pieces for “research and report” section which is at the end of read and consider sequence.

The second part: Skills and Strategies Outcomes

This part contains two sequences, “reading and writing” and “Listening and speaking”, it concentrate on the awareness and practice of initial skills such as reading and writing, listening, speaking, in addition to social skills such as cooperative work and responding to problem-solving situations inside and outside the classroom. The second part has also rubrics which is “before listening” where students are prepared to pre-listening tasks in order to anticipate an understanding the oral text in “as you listen” rubric. The rubrics that follows is, “after listening” that aims at making the students practice their reading, writing and speaking skills. The rubric that comes after is the “saying it in writing” rubric. In which students can produce what they were listening to in written materials.

Additionally, each unit ends with a “project outcomes” followed by assessment that used to evaluate the students results and their accomplishment. The assessment can be either “objective assessment” which devised by the teacher or “**self-assessment**” (compared with peer assessment).

Lastly, the “New Prospects” ends with “listening script” and “grammar reference” items that aid the students to correct their own activities, as well “resources’ portfolio” that contains a number of texts and activities that helps the students to augment their language learning experience.

2.3.1 Autonomy and CBA within “New Prospects”

The textbook of English is a fundamental element in Teaching EFL classroom, which guides the teacher when managing his/her lesson and improve learners’ attitudes towards their learning. Thus, New Prospect aids the pupils not only to earn the language but also, to enhance their skills and strategies that help them to solve their problems within and outside the classroom. In order to fill the gap between real life situations with the knowledge acquired at school, the Algerian secondary schools have implemented two essential approaches that the textbook based on Communicative Language Teaching (CLT) and the CBA approach.

The CBA approach aims at making the learners reinvest their knowledge while doing tasks at school level also at social and professional levels through ensure their competencies that regarded as a key element in solving problems. In this context, the former Minister of Education Benbouzid states a: “global reform aims to build a coherent and efficient educational system which is needed at present to allow the Algerian society to cope with many challenges of the 21st century”¹ (qtd. in Aimeur, 2011: 38). Therefore, the main principle of New Prospects depends mainly on the CBA approach whereas the CLT based only on communication that makes the learners use their skills just in their interaction with others, without having any idea about how to act with such faced problem.

Through the English textbook that emphasizes on the CBA approach, the autonomy of learner will be developed by the opportunity given to students to learn and build up their own knowledge base to process the content of their lives and to promote fluency and accuracy which enables them to interpret, convey messages and to negotiate meanings. This development will by the large number of tasks provide by New Prospects to students like “Think-Pair-Share” activity, that affords the opportunity to think on the question based and then practice sharing and receiving possible solutions within classroom interaction, which reinforce individual learning in addition to learning with peers. Thus, the CBA approach necessitates learners to do many pair/ group works to explain how collaborative learning will lead to more autonomous and effectiveness, and students will learn from the more experienced, knowledgeable members, since learners become members of communities of practice, as they participate in their activities of these social groups.

The adoption of the CBA approach in New Prospects is strong point because it is focuses on both project oriented and learner-centered, which contributes in enhancing self-confidence of students and problem solving in their learning. Thus, practicing projects at the end of each unit encourage students to use their competencies and previous knowledge that will be evaluated by the teacher, additionally the using of portfolio that helps this latter to check students accomplishments in their learning. Furthermore, self-assessment is a salient principle of learner centeredness which aids the students to correct their mistakes and check grammar for themselves to make them responsible for their learning and autonomous for a life-long learning.

2.4 Research Methodology

The second part of this chapter deals with research methodology that describes all what has relation with collecting data of this research.

2.4.1 The Aim of the Study

Learner autonomy is the basic for an effective and successful learning process because it provides the learners an opportunity as an individual to make them independent learners who depend more on themselves and to promote a positive attitude towards their learning. Even so, most of Algerian students are not self-direction rather they depend more on their teacher, because they believe that the teacher does not develop the culture of autonomy in their courses ;thus, they will be not able enough to face their real life's problem. therefore, the Algerian education system implemented the CBA approach in order to develop the students' competencies that will empower them to meet the challenge situation in their real-life problems. Hence, the present study aims at making the Algerian students autonomous learners; who rely on themselves and take charge of their learning. Additionally, this study also aims to develop the learner autonomy by focusing more on learner-centeredness that helps them to be an active learner.

2.5 Pupils' Profile

The research population who participated in the present study includes only the third-year literary stream who study in two different classes (Literary and Philosophy and Literary and Foreign Languages) at Sghir Aissa secondary school, Rebahia Saida , who have been learning English for 7 years; 4 years at the middle school level, and 3 years at secondary school level. Their ages differ between 17 and 20 years old. What is marked is the high ratio of female students compared to males. The selection of these students is that they have a considerable relationship with this study because they have only one step left and pass to the university; they need to be aware of the challenges they will face and take more responsibility for their own learning.

2.6 Teacher's Profile

The observed teacher is another participant that the present study dealt, since classroom observation provides direct information about such a situation as well as to gather accurate data that is relevant to the subject matter of the research,. Among three female teachers who teach English at Sghir Aissa secondary school in Rebahia, the researchers have chosen the

one who is in charge of teaching the third year students in two different streams: Literary and Philosophy and Literary and Foreign Languages. In order to get realistic data needed, we did not tell the teacher that they will be observed during the lesson, so that they work freely without changing their method and approach.

2.7 Research Instruments

Data collection is the most essential factor in doing research; in which the researchers measure and gather information about his/her own subject to answer the research questions and testing the hypothesis. Hungler (1999) describes data as “information obtained during the course of an investigation or study.” (Cited in Hocini 2017, p. 26). Thus, collecting a data of such research need tools to be used. In this investigation, the researcher used three research instruments that are of interest to the topic which are students’ questionnaire, teachers’ interview and classroom observation; which included students of third year literary at secondary school.

Wendy(2004: 03). “The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study”. Therefore, our study applies the mixed-methods methodology to achieve relevant goals; the research relies on two main approaches which are qualitative and quantitative. In other word, to obtain statistical or numerical data are used in order to provide different outcomes and to get a full picture of a population. Wiersma (1995) mentions that: “Qualitative research investigates the complex phenomena experienced by the participants by examining people’s words and actions in descriptive ways... It uses the researcher as the data collection instrument and employs inductive analysis». As far the quantitative method, Scott and Morrison (2006) state: “Quantitative research refers to those approaches that are based on the assumptions of scientific investigation. It puts the emphasis on patterns, causes and consequences for applying the rules of positivism. It relies on data collected from tests, experiments, questionnaires and interview” In this context, Creswell (2009) illustrates the main difference between qualitative and quantitative data, “often the distinction between qualitative and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative)” (p. 3) that is to say:

The qualitative data: is the collected data through description of such a fact as the analysis of classroom observation and open-ended questions. This kind of data includes the researcher to deeply understand the participants’ thinking or feelings about certain topic.

The quantitative data: is the gathered data from statistical and numerical form such as the analysis of close-ended questions in the questionnaire. This kind of data helps the researchers to collect answers to the research questions that require frequency and numbers.

2.7.1 Pupils' Questionnaire

Students' questionnaires (see Appendix A) comprised a collection of twenty-three questions which are classified into 3 rubrics. The first rubric deals with the background information about the students concerning their age and gender as an introductory part because it is important to represent a wide image of the participants. The second rubric, contain 4 questions, deals with the students' perspective and attitude toward the English language, in order to see how independent they are in their learning. The last rubric with 17 questions contains the autonomous learners; this rubric involves learners' views regarding the role of the teacher in developing their autonomy. In addition, the questionnaire was designed in the most simple, precise and in the best possible manner.

2.7.2 The aim of the Questionnaire

A questionnaire is a data collecting tool, in which respondents are supposed to answer some questions for the sake of gathering information. Polit and Hungler (1997, p. 466) describe a questionnaire as "a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings" (p. 466). In the same context, Brown (2001) defines the questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".(p,6) The questions must be acceptable and clear so that the respondent could be able to read and respond to them easily without any difficulties. Questionnaires are very beneficial; they allow gathering a large amount of data in a short time as well, they are widely used by researchers in order to investigate peoples' opinions and attitudes in short period of time and with less energy when resources and time are limited. Dornyei (2003) considers that questionnaires are especially beneficial because they are effective "in terms of (a) researcher time, (b) researcher effort, and (c) financial resources."(p. 9). Hence and for our objectives, the questionnaire was addressed to 70 students, after taking the authorization from their teacher, but only 60 were given back because the others were absents. The questionnaire used in this study is semi-structured, designed in English and translated into Arabic (see Appendix A).

The semi-structured questionnaire: is a type of questionnaire that contains a mixture of open and closed questions. This type of questionnaire empowers the researcher to gain a mix of qualitative and quantitative information to be collected. The questionnaire was consisted of twenty-three questions; 3 are open-ended questions and close-ended questions, Accordingly, the questionnaire covers three types of questions which are:

- Open-ended questions (unstructured): questions afford the researcher with qualitative data, which permit the respondents to express their own views and opinions.
- Close-ended questions (structured): Questions provide quantitative data, they are regarded effective and efficient since the researcher feels comfortable during this analysis.
- Mixture of close and open-ended questions (semi-structured): In this type the researchers could profit from both qualitative and quantitative data.
- Hence, the first type was analyzed qualitatively whereas the second one analyzed quantitatively.

2.7.3. Teachers' interview

Alshenqeti (2014: 02) defined interview as “an extendable conversation between partners that aims at having ‘in-depth information’ about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it”. As well, Interviews served as an instrument to elicit qualitative data. “Qualitative researchers seek lived experiences in real situation” (Cohen et al. 2000: 41). According to Weinreich (1996: 54) the power of qualitative approaches lies in the fact that “they generate rich, detailed data that leave the participants’ perspective intact and provide a context for the phenomena being studied”. Besides, the interview allows finding out the respondents’ interpretations and attitudes towards a particular point of view, besides direct interaction with the audience under study.

For strengthen the questionnaire data and have a closer look at the present situation of LA at Sghir Aissa Secondary School, teachers can contribute importantly by expressing their beliefs ,perceptions and attitudes in the EFL classroom.

Interviews seem to be suitable and applicable for finding out how EFL teachers at Sghir Aissa Secondary School interpret the concept of LA and whether they take part in developing it within their learners. Therefore, we designed the teachers’ interview according to the research questions mentioned in the general introduction .Moreover, the teachers’ answer

were recorded then analyzed as written discourse. In analyzing this data we relied on the method of the use of comments. In this context, we used a semi-structured interview. This kind “allow interviewees to express themselves openly and freely and to define the world from their perspectives, not solely from the perspective of the researcher” (Ibid). And it enables “to bring a number of different perspectives into contact” (Morgan, 1997: 46).

2.7.4 Classroom Observation

Classroom observation was the third and last tool used in this study for data gathering, it is described by Marshall and Rossman (1989) as “the systematic description of events, behaviors, and artifacts in the social setting chosen for study”. It is a method of directly observing both teacher and learner interaction in their real settings and to achieve affluent data for analysis and interpretation. Likewise, Dornyei (2007) highlighted the importance of observation method as being a basic research instrument that empowers the researchers to collect data that might be missed in the questioning method. The objective behind selecting this tool is to see to what extent students are centered on learning. Malhotra (2007) states: “Observation involves recording the behavioral patterns of people, objects, and events in a systematic manner to obtain information about the phenomenon of interest». Both teachers and students were observed during each session. We observed clearly and objectively learners’ attitude toward the English language in the classroom as well teachers’ role of teaching, managing and treating students in the classroom. It should be mentioned that the teacher was unaware that they had been observed too. The classrooms observed consist of boys and girls. The teacher is a female who has been teaching English for 8 years. The Classroom observation was done at Sghir Aissa secondary school; this educational institution located at Daira of Ouled Khaled, 5 km far from saida. The school opened as a first time in 2012. To achieve the purpose of this work, our classroom observation was conducted in two separated third-year literary classrooms.

2.8 Conclusion

In this chapter, the researcher has presented the research design, the tools of the research as well as the data collection methods which have been used to gather the data needed. Besides the description of the educational situation in Algerian secondary schools in relation to the development of autonomy and the implementation of the CBA approach through the New Prospects textbook. Hence, the starting point starts in the coming chapter which contains the analysis of the main results obtained from this study.

Chapter Three

Data Analysis and Interpretations

3.1. Introduction

The present chapter is the practical part of this research work, it presents the results collected through the research instruments, it is divided into two sections; the first section deals with the analysis of data that were analyzed based on a mixed approach which combines both qualitative and quantitative methods that are collected from the questionnaires, interview and classroom observation designed in statistical form, table, pie-chart, graphs. As well to the interpretation of the results which try to answer the research questions of the present research work. The second section shed the light on giving some suggestions and recommendations that contribute to developing learners' autonomy and make them more aware of their own learning by the implementation of the learner- centred approach.

3.2. Analysis of the Pupils' Questionnaire

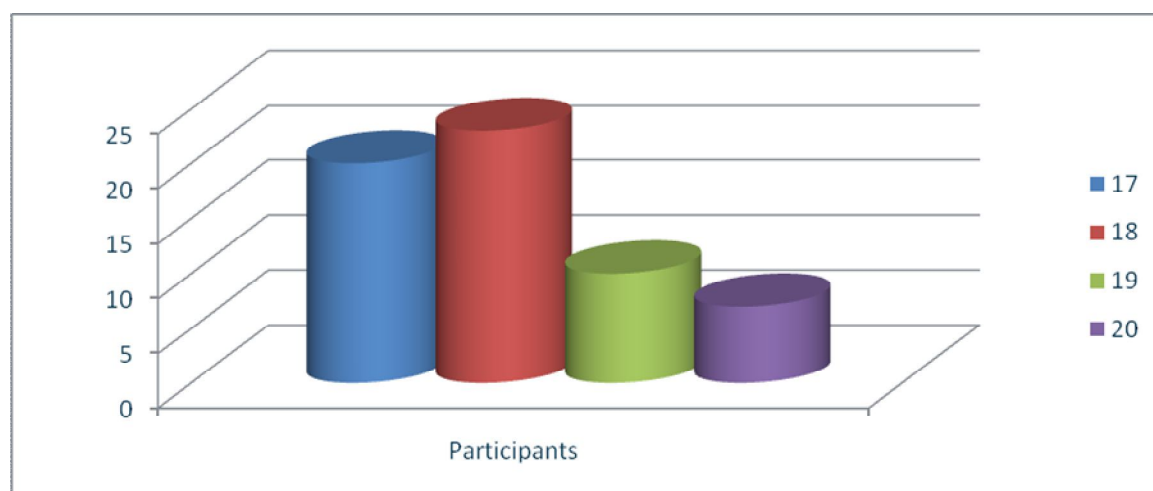
As it has been already mentioned, the questionnaire was directed to 60 pupils. In this section, the researcher tried to analyze the information provided by students.

Part One: Background Information

Students' Age

Age	17	18	19	20
Participants	20	23	10	7
%	33.3	38.3	16.6	11.6

Table 3.1: Students' Age



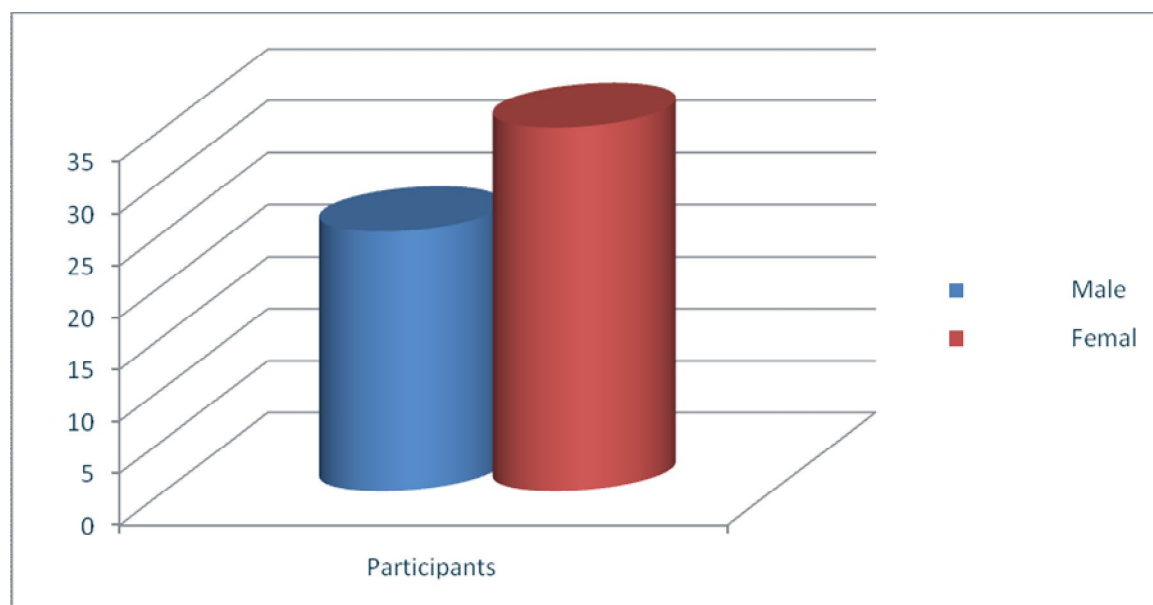
Bar-graph 3.1: Students 'age

The first question is about pupil's age. From the table above we observe that all of our participants are teenagers whose ages differ between 17 and 20 years old .From the total number of the sample (60) ,there are 20 students who are 17 years (33.3%); this may mean that they have attended early their primary education.23 students who are 18 years old represent a numerical majority (38.3%). 19 years old make the (16.6%)are believed to be older students who did not start their primary education early or they have repeated the years .As well, we have 9 students who have 20 years old (11.6%), which clearly meant that they have repeated their school year more than two years.

2. students' Gender

Gender	Male	Femal
Participants	25	35
Percentage	41.6%	58.3%

Table 3.2 : students' Gender



Bar-graph 3-2: students' Gender

The table and diagram above represent the variation in the number of students in terms of gender; we notice that the most of those who fill out our questionnaires are female students that are (35) represents (58.3%) of the whole sample (60) students. Whereas 25 males forming only (41.6%).

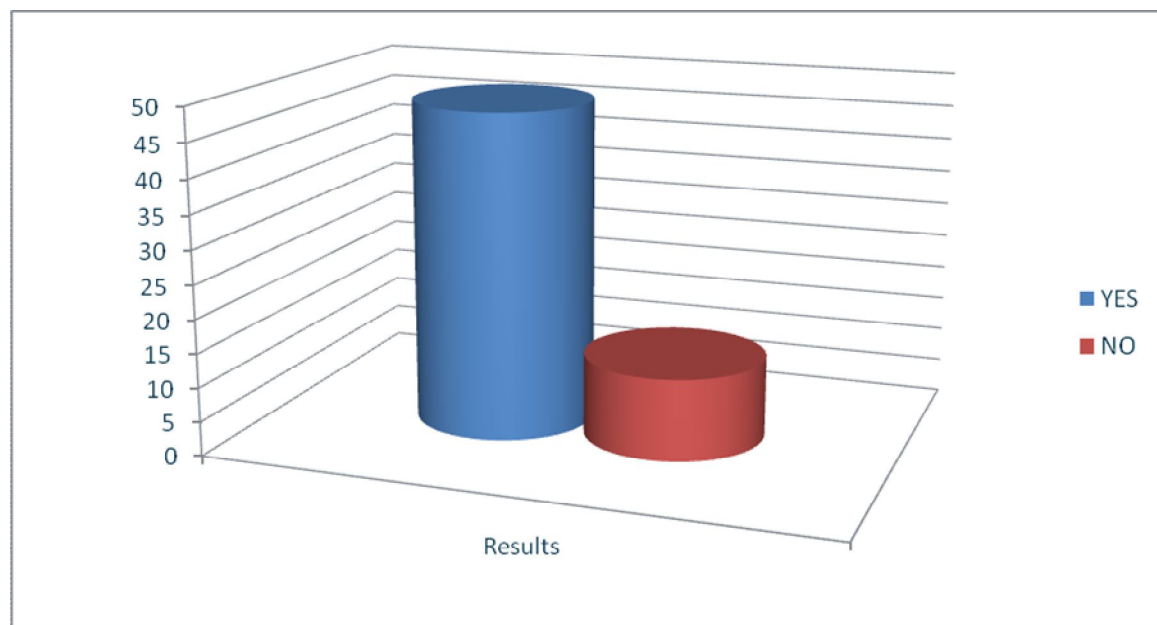
Part Two: Learners' Attitudes towards Learning English

The goal of this part is to determine the students' attitudes and opinion toward learning English as condition for autonomy. This part is consists of three questions, and each question has certain aim behind it.

Question one: Do you like learning English?

Question	Yes	No
Results	48	12
Percentage	80%	20%

Table3.3: Students 'ambition toward English Language



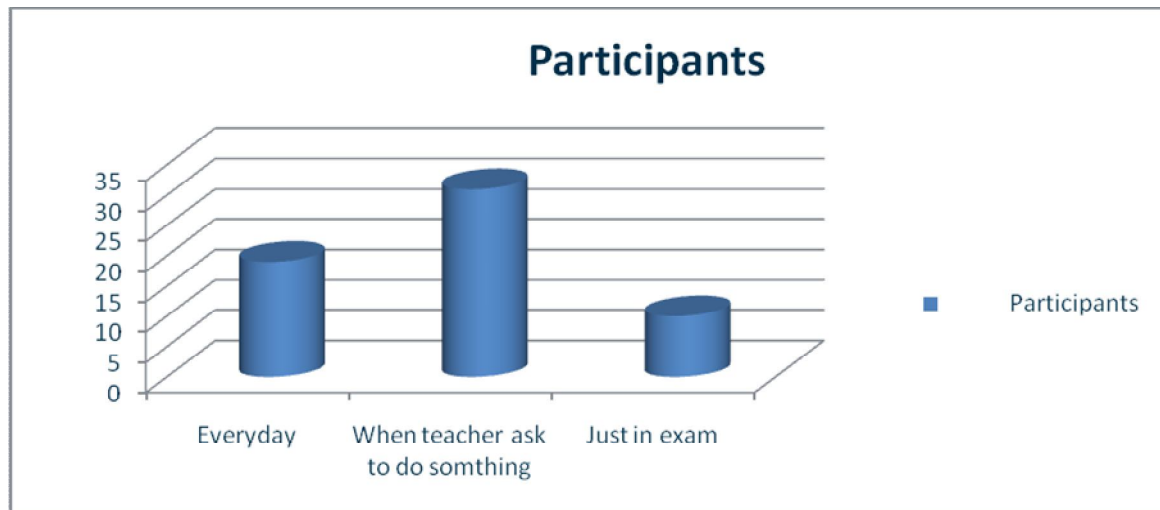
Bar-graph3.3: students' desire to learn English

As stated in the above table and diagram. the results show that (80%) of students has a great ambition toward learning English language which means that they are interested and motivated in the subject. Whereas, only (20%) of the students do not like learning English language.

Question two: Do you study English?

Suggestions	Participants	Percentage
Everyday	19	31.3%
When teacher ask to do somthing	31	51.6%
Just in exam	10	16.6%

Table3.4: Students Studying English out of School



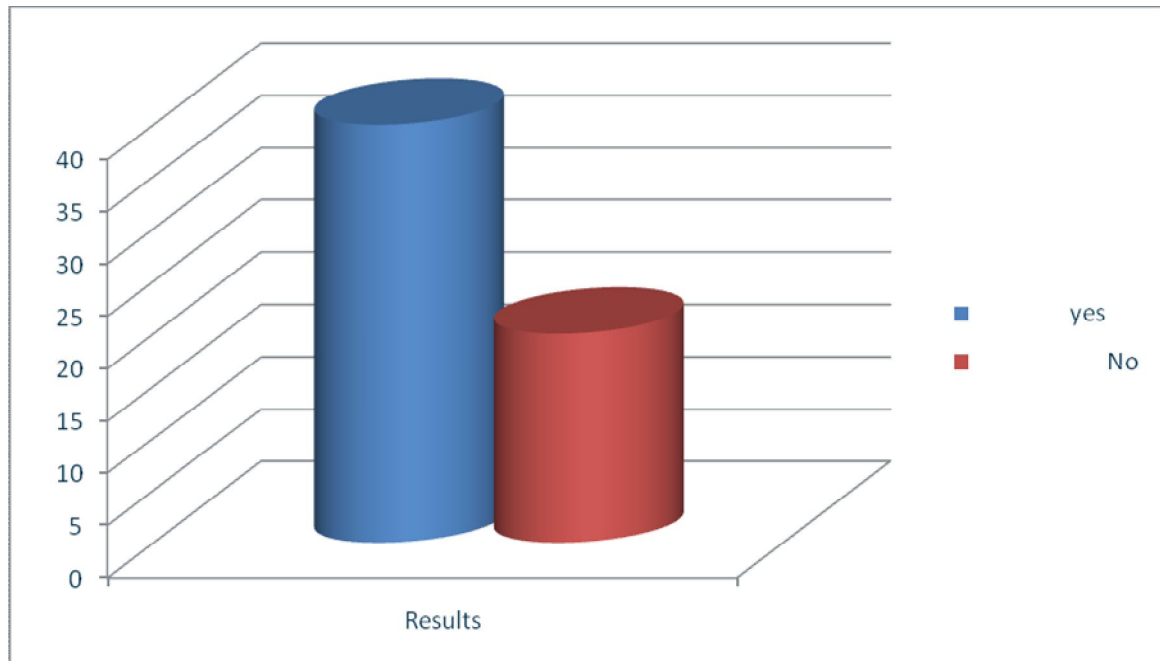
Bar-graph3.4: Students Studying English out of School

The objective behind asking this question is to examine if students gave an interest to the English language while studying or not. As we can see in the table and the diagram above (51.6%) of the pupils study English just when the teacher asks them to do something, and (31.3%) of them claimed that they study it in ever day without being asked by the teacher. While the rest (16.6%) study English just when they have an exams.

Question three: Do you prepare your activities before coming to school?

Question	yes	No
Results	40	20
Percentage	66.6%	33.3%

Table3.5: Amount of students' Home Preparation of Activities and home works



Bar-graph3.5: Amount of students' Home Preparation of Activities and home works

The aim of this question is to detect whether the students made more effort to learn English or not by their preparation of activities at home. The results of the table and graphic above show that more than half of the pupils (66.6%) prepare their activities before coming school whereas the rest (33.3%) do not care about preparing their home activities.

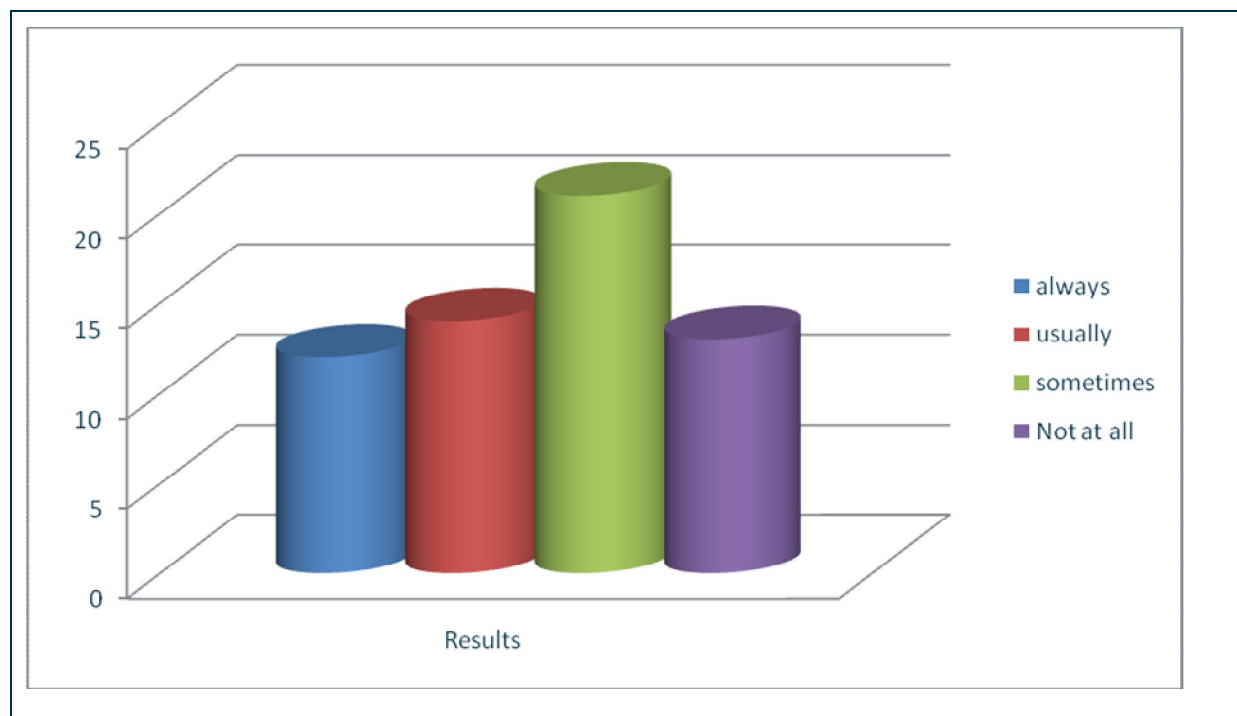
Part three: The Autonomous Learning

The purpose of this part is to highlights to the students 'attitude about the teacher's role in the learning process and if they show their dependency from the teacher or not.

Question one : I take note of new words and their meaning

Question	always	usually	sometimes	Not at all
Results	12	14	21	13
Percentages	20%	23.3%	35%	21.6%

Table3.6: Students' Desire to Learn new Terms and Enhance their English Vocabulary.



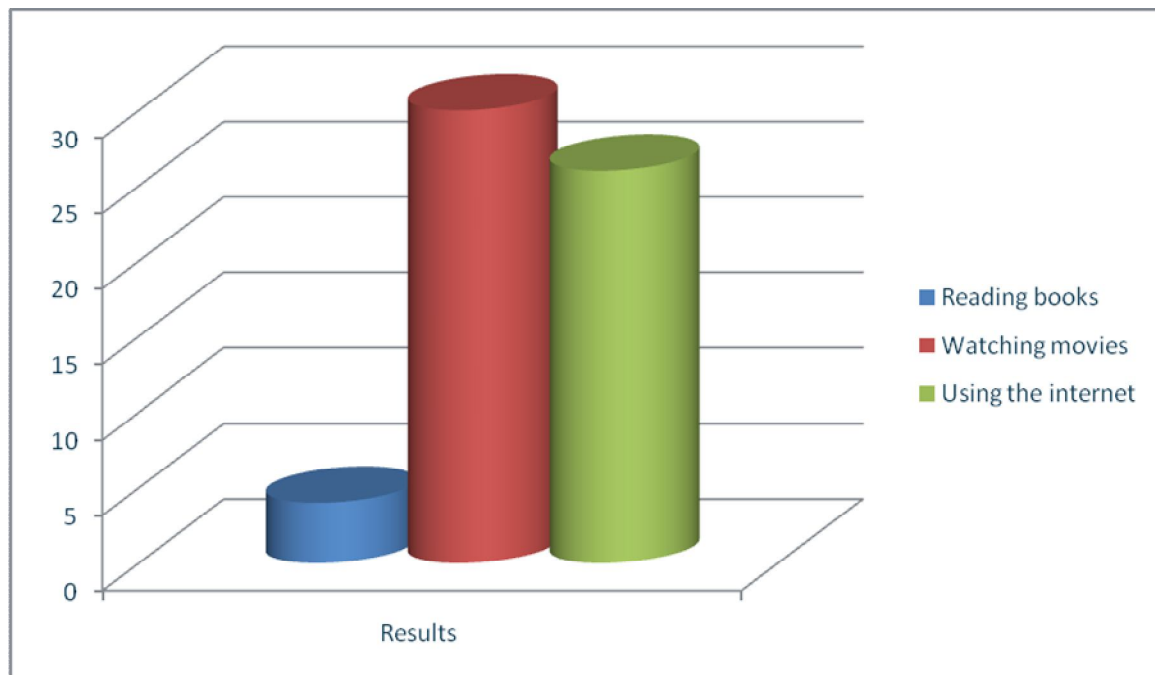
Bar-graph3.6: Students' Desire to Learn new Terms and Enhance their English Vocabulary.

The aim behind this question is to find out to what extent pupils are interested in developing their vocabulary by themselves through taking note of new English terms and search for their synonyms and meanings without the need of asking their teacher for clarification. The table and the diagram above shows that the majority of pupils that are (21)represents (35%) sometimes taking note, According to (23.3%) they claimed that they always taking note. While (20%) of the pupils said usually, whereas (21.3%) of them do not take not at all.

Question two: Which techniques do you use in learning English?

techniques	Reading books	Watching movies	Using the internet
Results	4	30	26
percentage	6.6%	50%	34.3%

Table3.7: students ‘Preferable Technique in Studying English



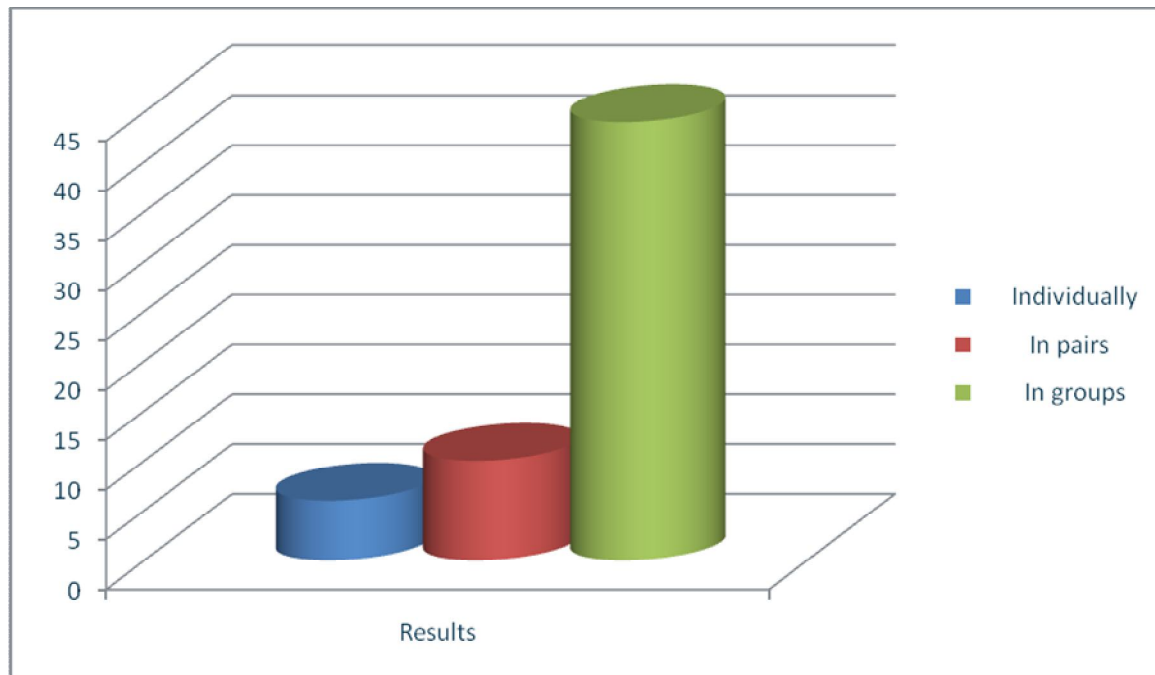
Bar-graph3.7: Students ‘Preferable Technique in Studying English

This question is constructed to find out the techniques that students prefer to use while studying English in order to enhance their level. As stated in The table and diagram. the majority of students use both “movies” and “the internet” .The first one shows (50%) of the total number of students, as well the second one represents (34.3%). Besides, only four students (6.6%) Who said that they use the book.

Questions three: How would you like to work in class?

Suggestions	Individually	In pairs	In groups
Results	6	10	44
percentage	10%	16.6%	73.3%

Table 3.8: Students 'Work in the Classroom



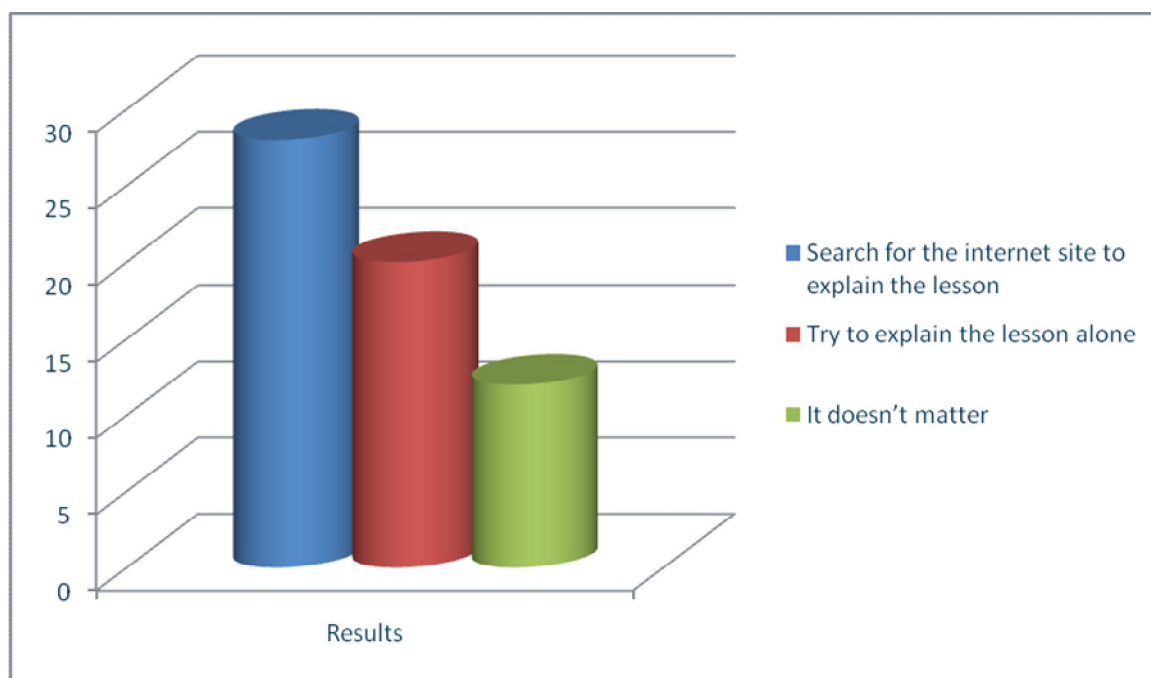
Bar-graph3.8:Students'Work in the Classroom

The aim of this question is to examine students' " readiness to work in the class. With regard to the table and diagram, The high results (73.3%) of students liked to work in groups in the class. Whereas,(16.6%) claim that they prefer to work in pairs. In contrast, (10%) of students enjoy working by their own.

Question four: If you are absent, what will you do?

Suggestions	Search for the internet site to explain the lesson	Try to explain the lesson alone	It doesn't matter
Results	28	20	12
percentage	46.6%	33.3%	20%

Table3.9: students 'Responsibility of their Learning Process



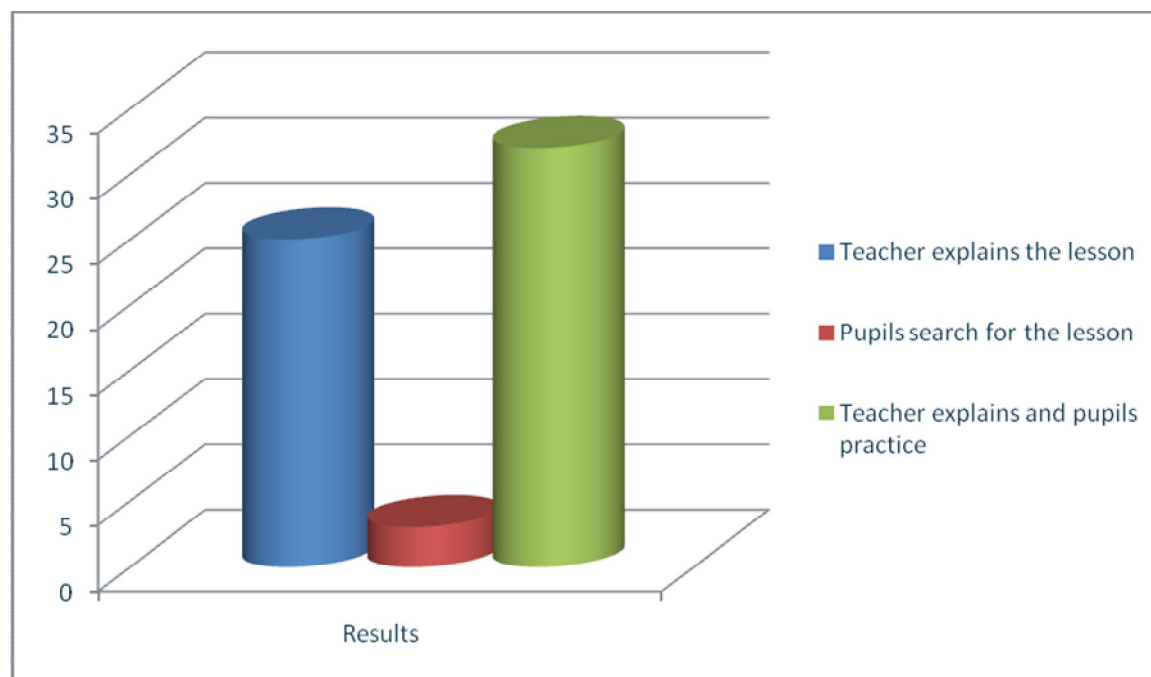
Bar-graph3.7: students 'Responsibility of their Learning Process

The objective of this question is to check if the students have the ability to take control of their own learning outside classroom. The results above show that (46.6%) of the respondents try to explain the lesson by their own, whereas (33.3%) search from the internet site to explain it alone. which means those students are able to take responsibility for their own learning. While (20%) do not care about it.

Question five: According to you, learning is better when:

Suggestions	Teacher explains the lesson	Pupils search for the lesson	Teacher explains and pupils practice
Results	25	3	32
percentage	41.6%	5%	53.3%

Table3.10: students ‘attitude about a Best Learning



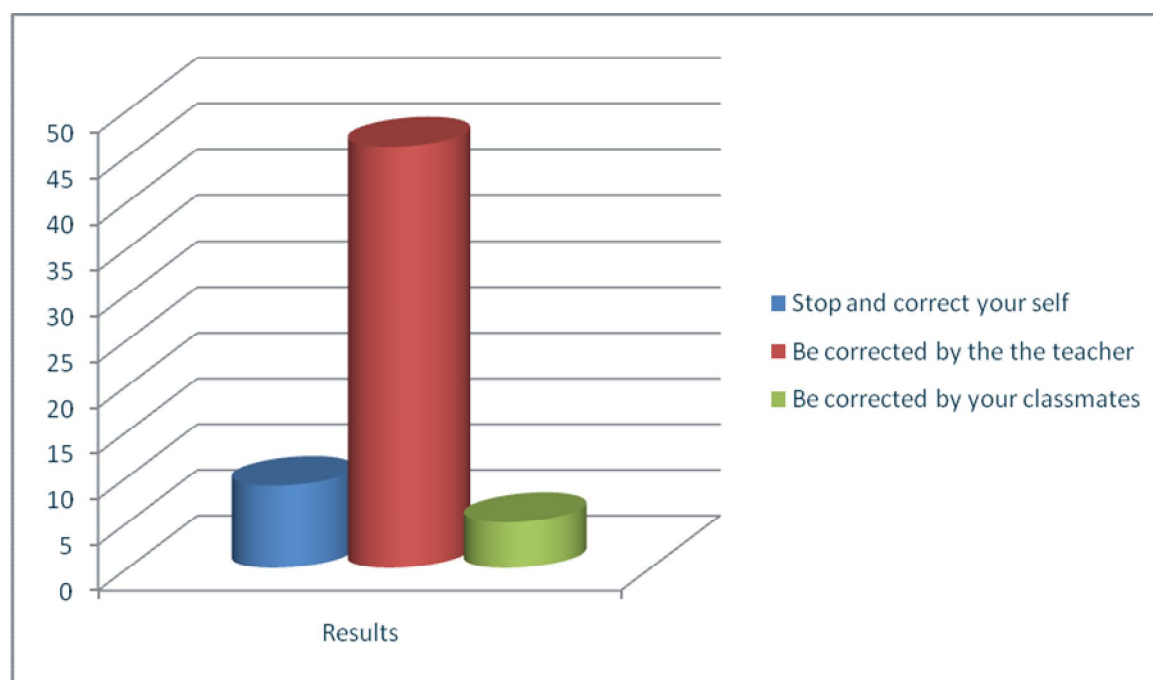
Bar-graph3.10: students ‘attitude about a Best Learning

This question tries to know if the students are taking charge for their learning or they rely only on the teacher. since an autonomous learner is the one who makes further research outside the classroom, with regard to the table and diagram, we have observed that a higher number of the pupils (53.3%) affirm that the best learning is when teacher explains and students practice; in another meaning learners are attached with the teacher, whereas (41.6%) of them see the teacher’s role who must explain the lesson. In contrast, we have just 3 students prefer to search for the lesson by themselves.

Question six: when you use the language in class interaction and make mistakes, do you prefer to:

Suggestions	Stop and correct your self	Be corrected by the the teacher	Be corrected by your classmates
Results	9	46	5
percentage	10%	76.6%	8.3%

Table3.11: Students ‘Responsibility in Mistakes Correction



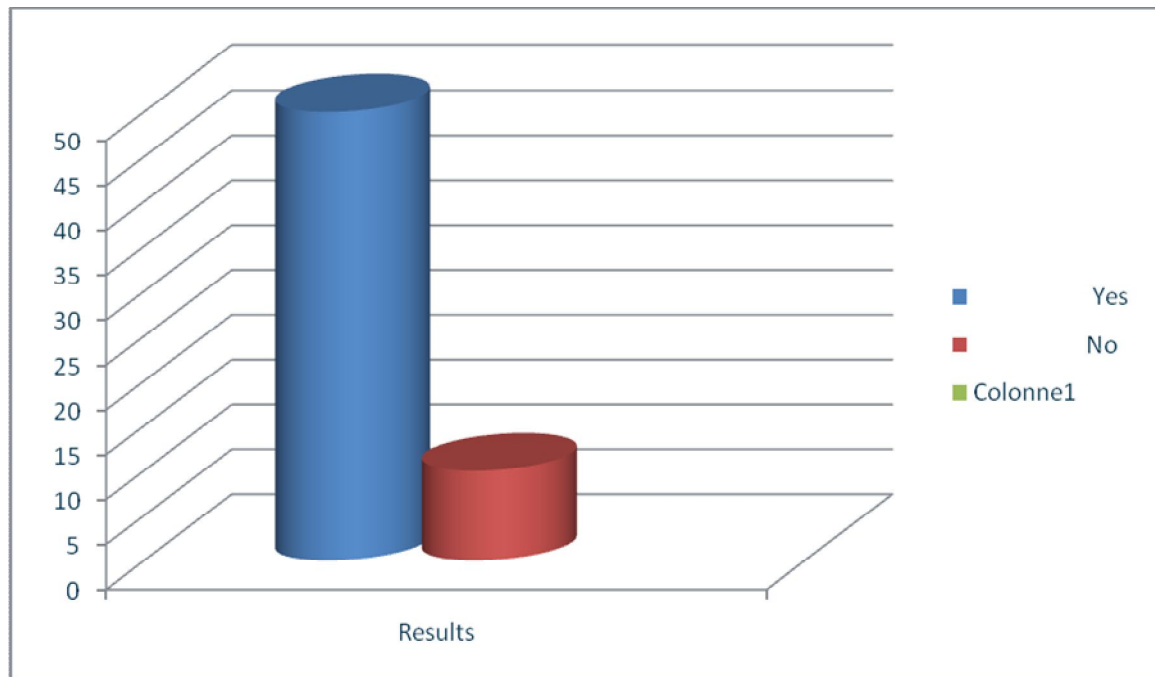
Bar-graph 3.11: Students' Responsibility in Mistakes Correction

One of the most important factors in an autonomous learner is the one who pay attention to his or her mistakes during class-interaction. Thus, the aim behind this question was to know which way the students would prefer to correct their mistakes to see if they have this factor or not. In response the suggestions, the majority of (76.6%) prefer the teacher to correct their errors because they consider him/her as a credible source. Whereas (10%) prefer to correct their mistakes by their own. hence, we can consider them as independent learners since they depend more on themselves. While, only (5) students (8.3%) prefer to be corrected by their classmates.

Question seven: Does your teacher encourage you to work in groups inside the classroom?

Question	Yes	No
Results	50	10
percentage	83.3%	16.6%

Table3.12: Teacher's supporting of Group-Work



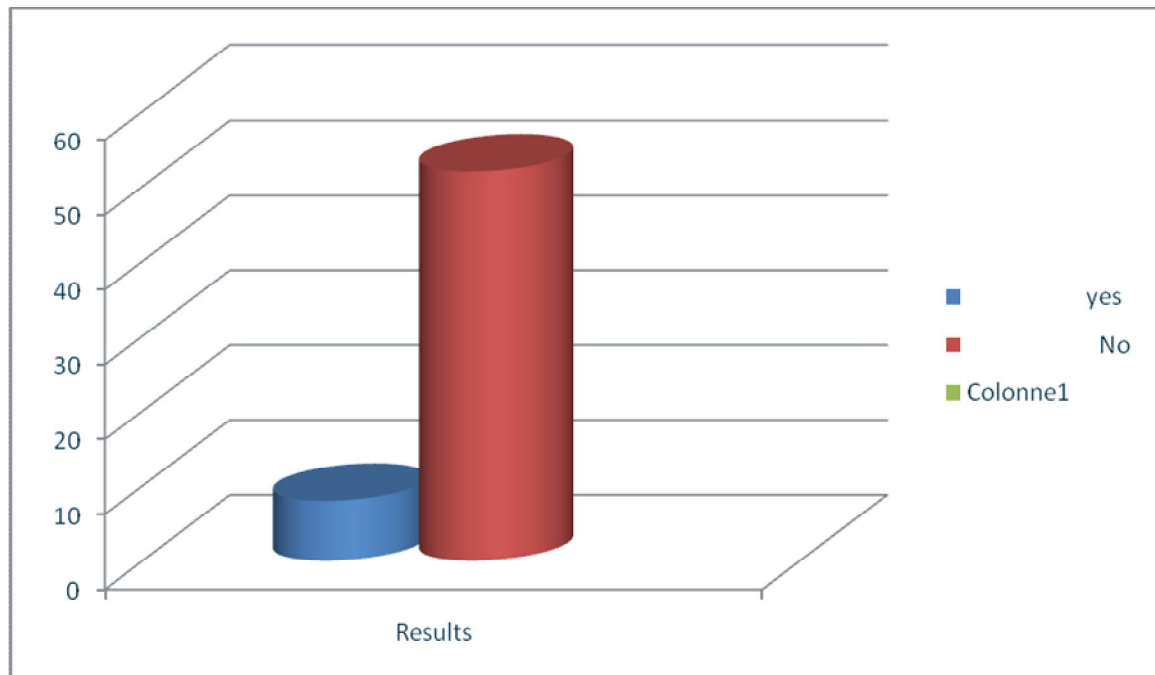
Bar-graph3.12: Teacher's supporting of Group-Work

According to this question. A great ratio (90%) of students 'response to this question points out that their teacher encourages them to work in cooperation .Whereas, only (16.6%) claimed that their teacher does not.

Question eight: Does your teacher use the ICTs?

Suggestions	yes	No
Results	8	52
percentage	13.33%	86.6%

Table3.11: Teachers 'Use of the ICTs



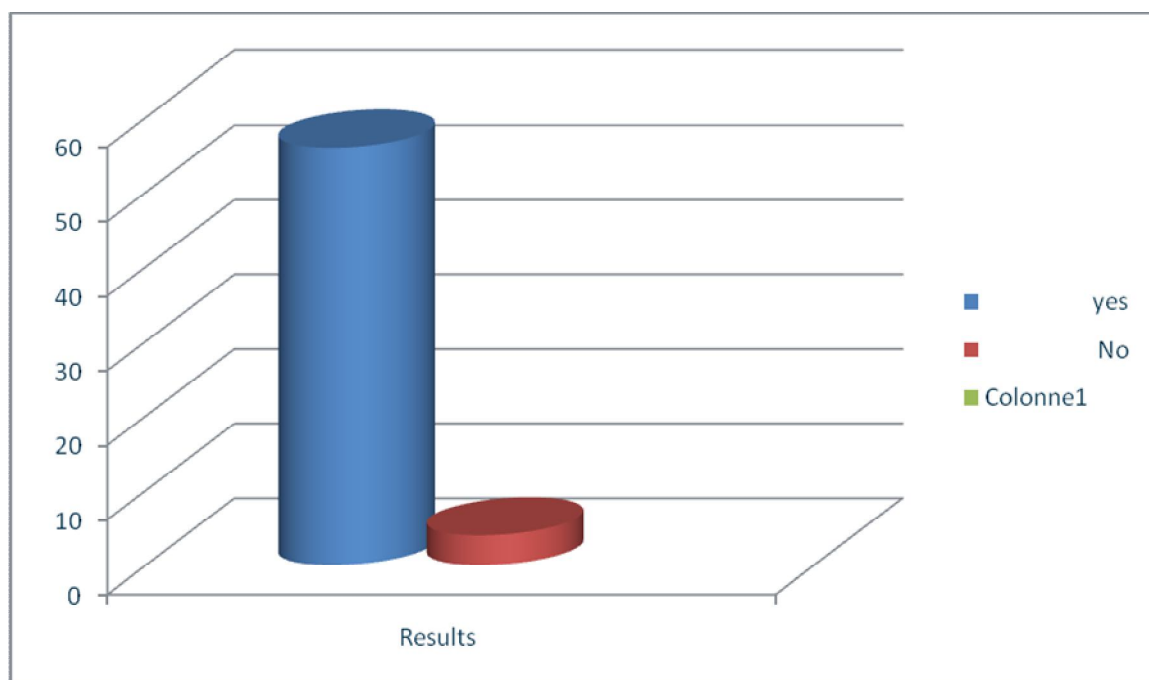
Bar-graph3.13: Teachers 'Use of the ICTs

This question was established to know the extent in which the teachers are used the Information and Communication Technology in the classroom. The majority of our participants affirm that the teacher does not use the ICT's inside the classrooms, in contrast only few pupils said that his/her teacher use the ICTs.

-If yes, do you enjoy learning English with ICTs?

Question	yes	No
Results	56	4
percentage	93.3%	6.6%

Table3.14: Students ‘Enjoyment of ICTs



Bar-graph3.14: Students ‘Enjoyment of ICTs

This question attempts to find out whether the students enjoy learning when teacher use ICTs or not. The table and diagram above illustrate that nearly the majority of students (93.3%) like to learn with the use of ICTs even though the teacher doesn't use it in teaching. Whereas only (6.6%) do not enjoy using it. Hence, teachers should provide different ways to apply technology in language classrooms.

Question ten: Do you know how to use your learning outside the classroom? If yes, how?.

We posed this question to our participants to check if they are able to solve their problems in every day situation or not. But, the majority of student response negatively; which means that they are not ready to take hazards in their real life, whereas a few of them response positively either by the use of the internet or by chatting in English with foreigners.

Question eleven: Do you continue your studies if teacher does not explain to you the lesson, just guide you?

We posed this question in order to know what is the Algerian pupils' point of view if the teacher's role changed from a provider of knowledge to a facilitator. After analyzing the answers, some pupils affirmed that they are able to continue their study even if the teacher just guides them, by using the internet to understand the lesson. In contrast other pupils don't accept this idea at all and they claimed that the learning will be dull and they will not continue their studies.

Question twelve: What do you think if there will be no teacher to teach you?

According to this question all the pupils' responses affirmed on the presence of the teacher in the learning process; it is observed that the pupils are unable to learn by their own. They confirmed that the presence of the teacher is obligatory. They claimed that the learning process will be difficult somehow and hard for them, and that due to the help of the teacher they can acquire a great amount of information that helps them to enhance their intellectual abilities.

3.2.1 Interpretation of the Questionnaire

The change from the teacher-centered to the learner-centered emphasizes on the learners to be the one who take an independent view and responsible for his/her own learning. However, the data gathered from the questionnaire addressed to third-year literary students in Sghir Aissa affirmed that these students are not ready to move away from the teacher and be autonomous. They still show their reliance and dependence on their teacher in the learning process. The results stated that (58.3%) of our respondents are female students; which means that they have more bias toward learning foreign languages, in contrast with male students who have a bias toward learning scientific and technical field. Moreover, The majority of students (80%) declared their ambition to learn English language. Most of students seem motivated because they prepared their activities at home and made more effort to learn English. As well, these student use the internet to enhance their level even if they were absent they attempt to explain what they have missed through using the internet. The teacher encourages the students to work in groups which give them the chance to interact with each other. However, The students claim that they enjoy learning with the use of ICT's. Sadly, they assert that the teacher does not provide them with the ICTs in the classroom due to the absence of such types of materials in EFL classroom.

Furthermore, these students do not know how to use their learning outside the classroom and they are not ready to take responsibility for decision-making to accomplish their goals since they have said that they cannot study without a teacher, in another meaning they are not capable to face their real-life problems. In addition, they assert that they will quit their study if the teacher's role became as a facilitator because they believe that the teacher is the only dependable source of knowledge that takes responsibility and knows everything about their learning. However, teacher input should be taken into consideration to promote the learners' individual abilities by changing strategies and the method used. Based on the results gained from the students' questionnaire and after analyzing it; it seems that the students are not hard worker enough to be autonomous learners.

3.3. Interview Results:

The implementation and success of CBA in the EFL is due to the important role that the teacher plays in classrooms. Thus, learners can develop autonomy towards their own learning as demanded by this approach. Therefore, In order to get a clear idea about classroom teaching practices and to know teachers' perceptions of LA and to what extent they are taking part in this process, the researcher interviewed three teachers. However, just one teacher refused to interview her for certain reasons. The questions are as follow:

1. How would you define learner autonomy and what are the characteristics of an autonomous learner?

All the Teachers argue that it means learner depends on his/her self, which means that the learner is studying without relying on the teacher and take the responsibility of his/her own learning process.

2. Do you seek student's opinion on what they would like to learn and give them the opportunities for making decisions in the classroom?

Teacher A affirms that she do it. Teacher B and teacher C claim that they sometimes do that not all the time since they have program to follow, they assert that things are obligatory from the ministry of education, thus usually they do what is programmed.

3. Do you sometimes let the students choose from several activities according to their interests during the lesson?

Teacher A and B argue that she sometimes let the pupils choose, they said that it depend on the lesson. Teacher C argues that she do that when the class is not crowded, because it is

difficult to manage it and as result it is difficult to choose thus, the teacher have to propose the activity.

4. By the way, what are the classroom activities that can contribute to the development of your pupils' independency?

Teacher A asserts that she prefer to give them some home works especially to the third year ,she prefer to give them activities similar to the ones in the Bacculaureate exam, she affirms that this kind of activities are the best for them. Teacher B argue she prefer communicative activities such as speaking, listening, and also some writing activities that they need in their everyday lives for example writing CV. Teacher C claims that she prefer activities on matching, grammar activities because her pupils are interested in grammar a lot and they like it, she affirms that it is better than activities about comprehension.

5. Can you tell me if you use ICTs when teaching?

The same answer was provide, all teachers said that they do not use ICT during in their classrooms, since the majority of teachers are suffer from the length of the program and they do not have time to do that, as well as the lack of materials.

6. Do you recommend your students to use a tool, for example a journal, to plan and self-reflect on their learning?

Teacher A claims that she sometimes do, teacher B argues that she always do, and she advice them to use tools in all language not just in English language, she affirms that students learn best when their learning is concrete and visual, they learn what they see and live ,and she confirms that she always find good results. Teacher C also argues that she advices them to use tools to help themselves such as use some tapes, use the internet, watch English movies...etc

7. What does your support to your pupils look like?

Teacher A states that she encourages her pupils by doing extra activities. Teacher B claims that she generally help them by motivational speech, make some incentive like gifts, rewards, or extra marks. Teacher C argues that her support to her students most of time is the book and sometimes pictures.

8. Do you organize your pupils to work in groups?

Teacher A asserts that she prefer to work with pairs to avoid noise especially with crowded classes. Teacher B asserts that she does that from time to time, so that weak students take

benefits from the strong ones. Teacher C claims that she all the time do it, especially for projects, but she prefer pairs since it is less noisy.

9. According to you how can Algerian teachers be effective CBA users?

All teacher affirms that there is no CBA in Algerian education, they claim that these approach has special conditions to be effective that are absent in our country. Among these conditions is that the teacher have to master the language and the subject matter he/she teaching and plan the lesson well since the preparation is the key for successful lesson and expect every single question or problem from the learners, as well there are some conditions related to students such us their background knowledge, in addition to the classroom atmosphere (crowded classes). My interviewees confirm that an Algerian teacher cannot be an effective CBA user without such kind of conditions.

3.4. Classroom Observation

As mentioned before classroom observation used in this study as a third instrument for data collecting, which permits us to engage ourselves in the educational setting and to notice about the teaching that the teacher implemented in philosophy and foreign language classroom. The Literary stream classes were noticed during 20 days. The purpose behind choosing this tool is to know if learner autonomy is developed or not and weather the classrooms are learner-centered or teacher-centered. We have gathered the necessary information from the two observation grids that were constructed to both learners and teachers.

3.4.1 Data Collected:

In order to gather a big amount of data, the researcher has attend eight session from teaching unit from both philosophy and foreign language classes. During this period of observation ,the first thing the researcher noticed is that the teacher always starts the lesson by revising the preceding lessons as a warming up for the pupils, in order to sum up what they have seen. After that the teacher always write on the right of the black board the date, the unit and the title of the lesson that they will tackle, while the lesson and the activities are always written in the middle of the black board, whereas the left of the black board the teacher use it when explain something or write new terms in order to be taken by students as a note to strengthen their vocabulary.

When it comes to an activity, the teacher determine what they are going to do and how much time the students have to finish the task. We have noticed that some students did the activity while the others are careless they just making noise even some student were speak about things out of topic in front of their teacher.

Another feature observed is that the pupils have a passive role as they only participate when they asked to do by the teacher and they did not ask for more clarification, even some activities were sometimes corrected by the teacher only. Moreover, pupils do not study outside classroom since the majority of them did not prepare their activities and their home works at home.

During this period of observation, we noticed that the teacher had never give the opportunity to work in groups just sometimes allows them to work in pairs, but most of time pupils work individually. Furthermore, the mistakes always corrected by the teacher just sometimes corrected by peers in foreign language class but in the philosophy class they have never corrected the mistakes of each other.

Another aspect that should be taken into consideration is that the teachers do not provide their students with the project work; they claimed that they are in charge of the revision and preparation of the Baccalaureate exam. Additionally in written expression, we noticed that only few students do not express them, while the rest learn it by heart rather than trying to produce a good essays by their own.

We also noticed that the teacher does not try to motivate her students especially with the philosophy classes since they are not interested, more talkative and crowded classes compared with the foreign class.

Moreover, during this observation the teacher plays a role of contoller and the interaction among teacher-learner follow the IRF(Initiation,response,feedback) which means the teacher initiate, the students respond the teacher correct them by providing feedback. Additionally we noticed that both teacher and students sometimes used some Arabic words. Pupils used them to express themselves while the teacher used Arabic words to explain and clarify some English terms or to explain something. Another feature observed is that the teacher does not use the ICTs in the classroom.

3.5. Discussion and Interpretation of the Main Findings

The main results gathered from the tools used in this research are discussed in the following section:

The main point that was collected from the students' questionnaire affirmed that the students of secondary school cannot take responsibility for their own learning; hence they are not autonomous enough. Nonetheless, what have been noticed in the classroom setting revealed that students' replies to the questionnaire were not similar to the classroom observation since, they show their complete dependence over the teacher which guide them to be distance from being autonomous learners. Furthermore, they were not involved during the activities because they were neither extrinsically nor intrinsically motivated since they do not learn outside the classroom besides they do not prepare their home works. Additionally, the observation and teachers' interview showed that the classroom misses the essential materials and ICTs since the teacher doesn't provide the students with the data show that make the lessons more easy and joyful to grasp. From the analysis of the data gathered, it has been observed that the teacher does not apply the CBA approach as mentioned in the interview, which based on the learner-centered. The classroom is teacher-centered where the teacher still caters her students with spoon feeding method.

3.6. Suggestions and Recommendations:

Developing learner autonomy is necessary for learners to have an opportunity to achieve their personal learning goals. However, promoting learner autonomy through the CBA approach is challenging and unlikely to be successful without a clear focus on the teacher support. Thus, teacher should provide learners with different ways and method to develop learner autonomy even though school has obstructions that preclude teacher from promoting learner autonomy; teacher should make more effort in order to aid learners to enhance language proficiency with regard to the student's patience and patience to be autonomous because the skills cannot be done at once but gradually accomplished. From this view, the following section aims at suggesting some recommendations, which can be used in EFL classrooms to fix this problem

3.7. Pedagogical implications for Teachers:

Developing autonomous language learning should be never ignored and taken into account by teachers. There are many resources that teachers can draw from. To encourage

learner autonomy there are many resources that teachers can draw from. Dickinson (1992) Cited in Kohonen, et al, 2001:41) mention the following decision in order to develop learners' autonomy.

Providing them with opportunities to practice greater self-reliance in their learning.

Supporting learners to take more independent attitude to their learning, hence legitimizing independence as a learning aim.

Encouraging learners to enhance their learning methods and strategies to be better furnished to practice their independence.

Convincing them that they are capable to assuming independence, by providing them with successful experiences of doing so.

Aiding learners to understand language as a system and promote their learning skills on their own, using references books.

Helping pupils to grasp more about language learning in order to become aware of what is included in the process and how they can fix the obstacles.

Furthermore, teachers should give students more opportunities and motivate them for being active contributors to the learning process. As well to learn to monitor their own advance, they become more motivated by their successes and begin to gain a sense of responsibility and ownership for the role they play in these achievements.

3.8. Pedagogical implications for Learners :

Learners must to become conscious of the approaches they learn best, which includes their strategies and learning styles.

Learners need to become less reliant on the teacher and take charge of their own learning, i.e. change their passive attitude to learning to a more active attitude, so that the learners 'role shifts from the traditional of teacher-centred to learner-centred.

Learner should be trained to gain the convenient techniques and skills that help them to develop the autonomy and to learn efficaciously in order to be responsible of their own learning in and outside classroom.

Additionally, as Kohonen, et al (2001; 36-37) suggested the following types of capacities that have be developed by the learners in order to be more autonomous:

- Curiosity: desire to discover know things.

- Confidence: freedom from doubt; belief in yourself and your abilities.
- Cooperation: adjusting one's needs with others in group situation.
- Self control: capability to control and modulate ones action appropriately, developing a sense of internal control.

- From the practical research paper and the result gained from the research tools, we have proposed the following instructions:
 - Make the learners comprehend that their efforts are crucial than the marks.
 - Teachers need use ICTs and reliable materials in the classroom in order to assure an active learners.
 - Prepare a comprehensive plan that aids pupils to benefit from all what is effective outside and inside the classroom
 - Get students engaged in reading clubs like extensive reading.

3.9. Limitations of the Study

The stated findings are not without limitations, and the results obtained from this case study cannot be generalized and are open to verification and challenge.,on the basis of analysis above a number of limitations were found by the researcher during the implementation of the present study as follows:

First, the researcher found obstacles in the analyzing of students'questionnaire; because the issue of the questionnaire is that the respondents do not tell the truth, they want to give a positive picture and attitude of themselves. Therefore, the researcher found a difference between students' feedback in the questionnaire and how they act inside the classroom. Second, most responses to open-ended questions were spontaneous which leads to a confusion of what they wanted to say and as a outcome. Hence it is hard to analyse it.

Finally, the researchers did not obtain enough information because of the limited number of pupils (many absences) and they did not examine all the secondary school. It is necessary to complete this study in future research.

3.10. Conclusion

The current chapter provided an account of the data gathered through qualitative and quantitative approaches and the results of the data analysis. The researchers were able to collect a large amount of data from the students' questionnaire, teachers' interview and

classroom observation concerning the developing of autonomous learning. To conclude, The results showed a conflicting reality with what was expected from the implementation of CBA. The results revealed a non-supportive learning environment that limits the realization of LA.

General Conclusion

General Conclusion

Autonomous learning has obtained a serious interest lately with the new improvement of the Algerian education and the adoption of the CBA approach which chiefly emphasizes on the learner centered; in order to produce pupils who are responsible and are able to take charge for their own learning in and outside classroom. Accordingly, teacher must be on guard to the development of learner autonomy so that aid learner to boost a lifelong study. Thus, the current study part of this dissertation .It attempted to clear up the concept of autonomous learning; in addition it has managed to clarify the essential role of the learners and teachers in developing autonomy within the new approach CBA and focused on the learner autonomy and teacher autonomy. Furthermore, the second chapter tried to give detailed image on the teaching situation of EFL in Algerian Secondary school with the focus on the teacher training and its role in promoting the learner autonomy. Indeed the lack of the teacher training may guide to teaching away from being described learner centered rules. Additionally to the description of the research tools used in this research that contains students' questionnaire, teachers' interview and the classroom observation. As well as for the third chapter, that dealt with the interpretations and analysis of the results of data collected. Moreover, some suggestions and recommendations are set for teachers to enhance learner autonomy in EFL context by the implementation of the CBA approach. The results of this study has revealed that autonomy is very crucial in learning process, chiefly learning a foreign language since an autonomous learners is the ones who are ready to take responsibility for their own learning and depend on themselves and who are able to face the real-life challenges so that they can overcoming the obstacles by the benefits of autonomy that enables them to interact and communicate with others and to use the prior knowledge to build up the new one which in turns improve the pupils competencies.

Nevertheless, the outcomes of students 'questionnaire, teachers' interview and the classroom observation have affirmed our research hypotheses. Which means that the Algerian EFL learners are not autonomous and not ready enough to be independent students. In fact; they did not show their separation from their teacher. As well, what we have deduced from the teachers 'interview and noticed from the classroom observation revealed that the teacher does not develop learner autonomy in the EFL classrooms and does not use the various learning approaches and strategies that are necessary to promote the learner autonomy like project work and group work and even the teacher does not implement the CBA approach in teaching process that emphasizes on the learner-centered approach that involve the pupils to be at the heart of the learning process. At last, it must be mentioned that the results are not

General Conclusion

generalizable because the work has been limited only for few number of students and limited to one secondary school in which we can consider that this research is an introductory for further research works.

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Appendices

Appendix A

Surdents' questionnaire

Dear pupils,

Thank you for agreeing to take part in this important survey which is about promoting learner autonomy. In this research, we want to make the pupils more capable to learn English effectively and autonomously to help them for a lifelong learning. Please answer these questions clearly and honestly because your answers are very important for our research.

1. Age:

2. Sex: male female

3. Do you like learning English?

Yes no

4. Do you study English?

Every day just in examination when teacher asks you to prepare something

5. Do you prepare your activities before coming school?

Yes no

6. I take note of new words and their meanings

Always usually sometimes not at all

7. Which techniques do you use in studying English?

Reading books watching movies using the internet

8. How would you like to work in class?

On your own in pairs in groups

9. If you are absent, what do you do?

Search for internet sites to explain the course

Try to explain the course alone

It doesn't matter

10. According to you, learning is better when:

Teacher explains the course

Pupils search the course

Teacher explains and pupils practice

11. When you use the language in the class-interaction and make mistake, do you prefer to:

Stop to correct yourself

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Be corrected by the teacher

Be corrected by your classmates

12. Does your teacher encourage you to work in groups inside the classroom?

Yes no

13. Does your teacher use ICTs?

Yes no

If yes, do you enjoy learning English with ICTs?

Yes no

14. Do you know how to use your learning outside the classroom? If yes, how?

.....
.....

15. Do you continue your study if teacher doesn't explain to you, just guide you?

.....
.....

16. What do you think if there will be no teacher to teach you?

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

THANK YOU FOR YOUR COLLABORATION

Appendix B

Teachers' Interview

Dear teachers,

We would be very thankful if you accept to share your experience with us by answering the following questions concerning your efforts and support in developing your pupils' autonomy and enhance their responsibility to take charge of their own learning in and out side the classroom.

Question 1: how would you define learner autonomy and what are the characteristics of an autonomous learner?

Question 2: Do you seek student's opinion on what they would like to learn and give them the opportunities for making decisions in the classroom?

Question 3: Do you sometimes let the students choose from several activities according to their interests during the lesson?

Question 4: By the way, what are the classroom activities that can contribute to the development of your pupils' independency?

Question 5: Can you tell me if you use ICTs when teaching?

Question 6: Do you recommend your students to use a tool, for example a journal, to plan and self-reflect on their learning?

Question 7: What does your support to your pupils look like?

Question 8: Do you organize your pupils to work in groups?

Question 9: According to you how can Algerian teachers be effective CBA users?

THANK YOU FOR YOUR COLLABORATION

Appendix C: Classroom observation

Place: Sghir Aissa secondary school

Date:

3.1. Learner's attitudes towards English language:

Learners prepared activities at home before coming school

Always rarely sometimes never

Learners participate

Always rarely sometimes never

Learners ask questions for more clarification

Always rarely sometimes never

Learners work individually

Always rarely sometimes never

Learners work collaboratively

Always rarely sometimes never

Mistakes corrected by

The teacher the learner the peers

Learners work on project

Always rarely sometimes never

Learners are centered teaching

Always rarely sometimes never

3.1. Teacher's role in promoting learner autonomy:

Teacher ask for previous lesson

Always rarely sometimes never

Teacher interact with his learners

Always rarely sometimes never

Teacher gives opportunity for pupils to work in groups

Always rarely sometimes never

Teacher use the competency based approach

Always rarely sometimes never

Teacher plays the role of

Controller guide facilitator

Teacher use ICTS

Always rarely sometimes never

Teacher encourage autonomy

Always rarely sometimes never