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**Teacher' Authority in the EFL Classroom and its Impact on the
Students Autonomy: First Year Students as a Case Study**

Dissertation submitted as 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 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.

Date:

Name:

Signature:

Dedication

To my dear parents who never stopped encouraging and supporting me to know more and make steps forward.

To my father who hold all my love and gratitude. Thank you for your unconditional and never-ending love, for your support that you have always given

To my dear sister & brothers,

To everyone who helped me to add and enjoy this memorable experience after five years of continuing academic studies to achieve success.

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Abstract

Learner autonomy is a required quality in foreign language classrooms. The present research investigates the EFL students and teachers' perceptions of the concept of learner autonomy. It attempts to reveal the impact of teachers' authority on students' autonomy in EFL classrooms. Furthermore, the current study attempts to show how heavy the reliance of students on their teachers which may additionally be an obstacle to high-quality learning in the EFL learning process. The purpose behind this research is to look further for techniques, methods, and ways that can promote and achieve EFL learners' autonomy at Saida University. Two research instruments are used: teachers' and students' questionnaires for this purpose. To affirm or reject proposed and assumed data, a quantitative study is carried out on the situation of the first-year students and their teachers at the department of English, Dr. Moulay Taher University of Saida. In the EFL classrooms, teachers and students share positive attitudes with each other. Besides, teachers' authority can influence students' autonomy. Suggestions and recommendations to teachers, learners, are provided for the aim of building a concept of learner autonomy in EFL at University Saida in Algeria. According to this, teacher' authority and student' autonomy have a terrific significance to integrate learning into Algerian classes for learning English. This study argues for an urgent need for promoting learner autonomy at Saida University which is a characteristic of almost all Algeria universities.

Keywords: Learner Autonomy, Teachers' Authority, EFL classroom, Saida University.

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List of abbreviations

EFL : English as foreign language .

CLT : Communicative language teaching .

L2 : Second language .

SLA : Second language acquisition.

LA : Learners' autonomy.

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GENERAL INTRODUCTION

Successful and effective teaching English as foreign language requires teachers to take control and authority of their teaching. However, sometimes teachers authority can lead to some obstacles for learners.

1- Statement of the problem

Being an EFL learner is a challenging task which requires an achievement to an autonomous learner, and this cannot be implicated without the instructor's guidance, instruction, and motivation. However, one of the main features that might effects the student's autonomy in EFL learning process is teacher's authority; the power to give orders and instructions. How the educators are implementing their authority is really significant in promoting students autonomy. However, in the English department of Dr. Moulay Taher University; first-year students, face many challenges when they assume responsibility for their learning. They are reluctant and unenthusiastic, and this is linked to the independence of students in the EFL classrooms and the authority of the Algerian professors in particular. Hence the study aims at exploring the impact of teacher's authority on student's autonomy.

2- The aims of the study

This study aims to investigate teacher' authority in the EFL classrooms and its impact on the students' autonomy, which attempts to cover the relationship between the level of independence of individuals as learners of English as a foreign language, teachers' authority, and the academic success a higher level; also to examine the ability of autonomous learners to improve, achieve, and develop their academic performance of Saida University students.

This study main focus is on exploring the impact of teacher's authority on student's autonomy and it seeks to explore also the level of independence of learners of English as a foreign language as well as the relationship between the independence of the learner and the authority of the teacher. In addition to looking further for techniques, methods, and ways that can promote and achieve EFL learner's autonomy at Saida University Department of English.

3- Research question

The present research attempts to answer the following questions:

- 1- How can teacher's authority impact student's autonomy?

- 2- Can a student learn independently without teachers' instructions?
- 3- How can a teacher promote learner's autonomy in an EFL context?

4- Research hypotheses

In this study, the implementation of teacher authority in EFL classrooms is very important and it has an impact on the autonomy of the learners. Therefore, it is hypothesized that:

H1: Teacher's authority may play an important role in encouraging and supporting learners to implement their knowledge as a comparative and self-reflective, in order to be able to analyze and pose questions.

H2: Students cannot learn without the instructions, guidance, assistance and evaluation of the instructor.

H3: Teachers may implement various instructional methods, techniques, and motivational types that promote students' autonomy and consolidate their achievements in EFL context.

5- Research methodology and design

➤ Data gathering tools

The nature of the subject with its different stages led requires the implementation of quantitative approach (teacher's and students' questionnaires) and how to reach results that confirm or deny the hypotheses.

6- Structure of the dissertation

The dissertation is divided into three main chapters. The first chapter represents the theoretical background of the research study, which consists of two sections. The first section deals with teacher authority which introduces various definitions and types of the term teacher authority. The second section is devoted to the historical definition, the concept of learners' autonomy, its types, and strategies, and also the characteristics of autonomy in learning and the factors that may affect it. The second chapter deals with the practical side of the study through gathering data from both teachers' and students' questionnaires. The third chapter includes the impact of teacher authority in the EFL classroom in addition to the suggested recommendations about how promoting the autonomy of learners. Finally, this chapter also includes a general conclusion.

Chapter one:
Literature review

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INTRODUCTION

Since people try to learn more than one language to communicate with other people around the world, the importance of teaching and learning a language is increasing as the interaction. Furthermore, the teacher's authority and student autonomy play a remarkable role in the learning process. on one hand, teacher's authority needs an ongoing intervention in ongoing in the EFL classrooms practice to foster learner' autonomy, They must be responsible for their students learning and process an appropriate understanding with a relevant practice to provide an effective learning style for a successful result. In another hand, autonomy in the educational world has attracted educational authorities' attention as the result of the rise of globalization. Learner' autonomy increases motivation to learn consequently; Learners must accept their learning responsibilities for a successful life career. The promotion of an effective learning and teaching environment depends on the education system.

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▪ Section one: Teacher' authority

1.1- Definition of teacher' authority

In classrooms, Authority is a central phenomenon and misunderstood aspect. According to the educational sociologist Mary Haywood Metz (1978) who states that; "Authority is distinguished from other relationships of command and obedience by the super ordinate's right to command and subordinate's duty to obey" (p.26) Thus, when one person has the authority to command, someone else has the responsibility to obey. The ability to enforce obedience and the full right to give orders are also part of the authority. In another hand, the authority has been described as the "overpower" (sur-pouvoir", Monjo, 2009).

The goal of education is to promote learning, but various perspectives on what is successful learning exist. The teacher must acquire an appropriate comprehension, a relevant practice, and take the responsibilities for their student's learning, to encompass a valuable teaching style.

Self-awareness of teachers or the intentions of theirs measures incapable of marginalizing or damaging students from the learning process. To facilitate promoting student's voices to materialize and grant a place for those voices in the higher education classroom, engaging critical reflection and critical teaching is essential, for the reason that, being critically reflective includes sincerely believe how effectively power can influence the educational transactions, and how one's suppositions can get the interest of both students and teachers themselves. (Brookfield,1955 as cited in Delgado, 2008).

Teachers are free to determine what and how to teach; consequently, they have been characterized as autonomous decision-makers. However, they attentively should not confuse students autonomy with underestimating themselves and they need to say what they want as clearly as can be understood by the student and have no intention to hide it as Scrivener 2011 stated "... if you want to stop an activity, say stop now, please. Feel your natural authority and let is speak clearly". (P.76) Scrivener (2011); Whereas, students have been dealt with as an input of autonomous processors, claimed Palfreyman (2003)

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” Learner’s background has often been viewed by teachers as a setback in promoting autonomy” Palfreyman (2003). Learners and teachers are autonomous; the argument is based on that teaching and learning are required to be situated firmly within the social world of students and teachers, underlying both second language learning and language pedagogy. (Ellis,2009)

To comprise effective teaching, a teacher must possess appropriate understanding, relevant practices, and be responsible for their students learning, so they are in some sense autonomous.

1.1- Types of teacher’s authority

To achieve learning effectiveness teachers need to make daily requests to their learners. Teachers defer from one to another in learning style; hence there is a book, Levin, and Nolan (2014) reference work done by French and Raven (1960), where they outlined five types of teacher’s authority which are: coercive, experts, reward, legitimate and attractive teacher's authority.

Firstly, coercive authority is considered with those teachers who believe that setting some boundaries is the main technique of tacking control in the classroom, which crossing that the red line will lead to immediate punishment. Although learners can express their mind without restraint, except for crossing the boundary.

Secondly, expert authority is related to those teachers who have been characterized by their learners as a source of knowledge; learners are in such a state of believing that their teacher has adequate information about the area under discussion or the concerned subject. When the teacher is distinguished as such subsequently will gain learners respect and confidence in the content of the lecture.

Thirdly, reward authority occurs when a teacher recognizes and rewards his students, either in front of his peers or with a prize, for example. This makes students feel valued and knowledgeable, and so they can receive even greater outcomes if the teacher follows this approach; it is a give-and-take relationship between the teacher and his students.

Fourthly, a legitimate authority implies that they have authority in the classroom because they are responsible for their students' actions and must carry out those duties. The students' view of legitimate power is that the teacher has the authority to make such demands and requests as a result of his or her position as a teacher.

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The attractive teacher's authority is the last type; this is when the teacher relies on their personality, relationship, or the fact that they share interests with their students. This personality style evolves as a consequence of the teacher's pleasing personality.

To sum up each teacher's goal and responsibility should thoughtfully consider the implementations of each of these types, including some amount of each of these five types of the teacher is considered essential for effective teaching.

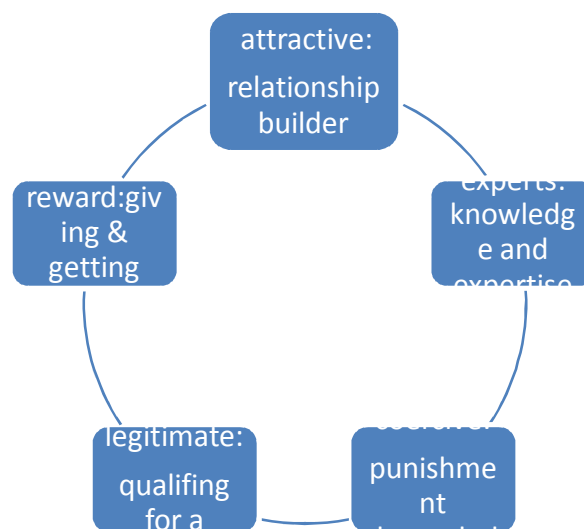


Figure 01: types of *teacher's authority*.

▪ Section two : Students' autonomy

2.1-Definition of autonomy

Many fields, such as psychology, philosophy, and education, have used the word autonomy. (Benson and Voller, 1997). Different large definitions were given by researchers concerning the term autonomy which opens a large debate about what is the definition of it; firstly, according to Holec (1981) autonomy depends on the students' responsibility of their learning in which he defined it as "the ability to take charge of his or her own learning". (Holec, 1981).

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Secondly, Little assumed that autonomy is one's ability to make decisions without any outside constraints concerning their learning. (1934).

Thirdly, Foucault (1979) proclaimed that the individual plays have a direct relation to autonomy, hence capacitate the empowerment of the individual in the educational process stands for targeting the acquisition and construction of autonomy.

Fourthly, Dickinson (1987) assumed is a state of learning where learners are responsible for the decisions they make and how will be the implementation of what they learn. In addition to the definition of David Little in which he said "autonomy is essentially a matter of the learner's psychological relation to the process and content of learning". (David Little,1985).

Fifthly, Benson (2001) proclaims that capacity is when learners take charge of their learning, while he explains that multidimensional capacity describes the term autonomy; in which learner differs from one to another.

In conclusion, most of the researchers have a common goal that learners depend on themselves in learning; consequently, they learn on their own. Moreover, the term autonomy is the capacity that we have that makes us able to think and take decisions with some degree of power or control over the events within our everyday life.

2.2- Learner's autonomy and motivation

Generally, the well-known description although not an accurate one for the term learner's autonomy is in the present literature by Henri Holec (1981) in which he said: "Learner's autonomy is the ability to take charge of one's learning". (p.17), the core description of the view behind the student's autonomy is that the full reliability is on the learner to take charge of his learning, more willingly than depending on the instructor. Therefore according to Benson "The autonomous learner constructs knowledge from direct experience, rather than one who responds to someone's instruction. (Benson 2001).

To claim that a learner is autonomous is to say that he is capable of leading his or her learning and taking responsibility for all aspects of that learning. (Holec,1981); Noticing that learner autonomy refers to a broad subjective approach to learning; a self-directed approach in which students are in control of their education. They take an active role in their development and participate actively in it. Little (1990) argued that learner autonomy should not be seen as

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a synonym to self-learning because learner autonomy has to do with “the learner’s psychological relation to the process and content of learning” (p. 4).

According to **Benson and Voller's (1997)** suggestion, the notion of learner autonomy has three fundamental classifications which are: first, psychological learner autonomy, this type is a collection of internal personal motivation that inspires the students to take responsibility for their learning. The second, technical learner autonomy, this type regards learner autonomy as a mixture of competencies that students implement outside the classroom. Finally, the political learner autonomy type which promoting students’ to select freely which learning method and techniques are appropriate for them to make decisions. (**Benson and Voller 1997**).

“Learner’s autonomy requires the content of learning, which the learner independently identifies “(**Benson, 2001**). The main idea behind learner autonomy is that students should take responsibility for their learning, rather than be dependent on the teacher. Learner autonomy may also be described as the characteristics of a person who freely engages in intentional learning behaviors.

The intensity of a person's desire to accomplish a goal is known as motivation. Motivation can be classified into three categories: intrinsic motivation, extrinsic motivation, and motivation. (**Deci & Ryan, 2000/2008**).

The connection between autonomy and motivation is based on the idea that the more autonomous a learner is, the more driven he or she is. (**Dickinson,1987**). Many researchers have looked into the relationship between autonomy and motivation, including **Benson (2001)**, **Ushioda (2006)**, and **Spratt, Humphreys, and Chan (2007)**. Motivated language learners, according to **Spratt et al.**, participate in more independent learning experiences outside of class. According to **Pu (2009)**, learners' enthusiasm increases as they are more active in the decision-making process surrounding their learning experience. **Liu (2012)** looked into the relationship between language anxiety, motivation, autonomy, and proficiency among Taiwanese University students, and discovered that autonomy and motivation are strongly linked.

Even though, motivation and autonomy are understood to be intertwined, researchers continue to debate whether autonomy comes first or whether motivation comes first (**Spratt, Humphreys, & Chan, 2002**). To put it another way, autonomy and motivation are most

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definitely mutual mechanisms, and it is difficult to tell how one influences the other. More research is required in this field because researchers are not sure whether language learners need to be inspired or autonomous to be effective.

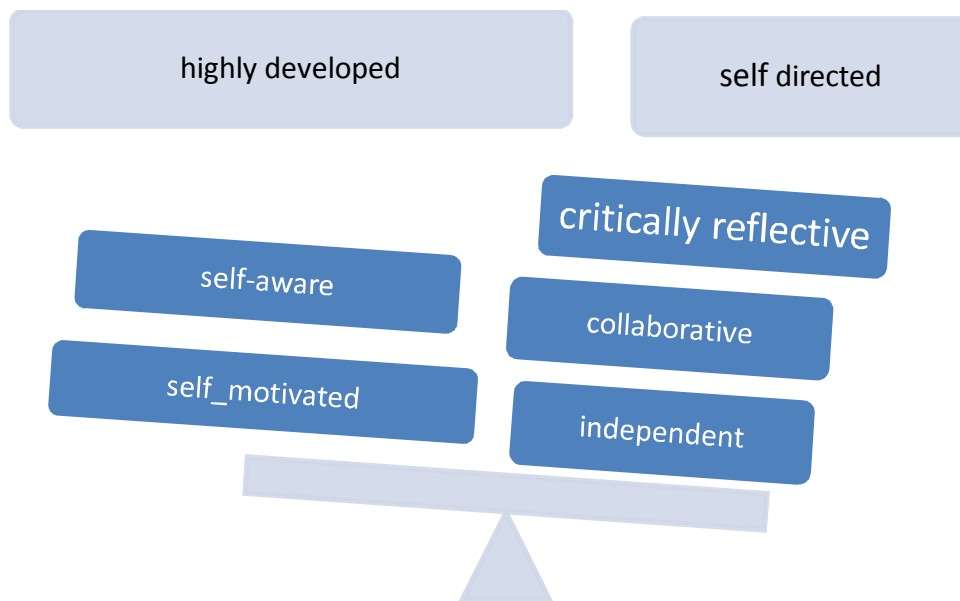


Figure 02: Growing learner autonomy.

2.3- Autonomy within independent learning

Autonomy persuades the student to figure out accountably about their process of personal knowledge accomplishment with help of motivation. There are two basic categories of learning in which they share autonomy as a regular characteristic for mastering a language in particular, which are; the independent learning outside instructional putting and lecture room mastering inside the classroom setting, although the most variety associated with autonomy is the independent or the impartial learning.

Independent learning can be performed without the interference of the instructor by learning resources, tools, and frameworks such as; videos, TV, internet, e-books, smart phones ...etc.

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The independent learner should be able to determine the content and the course of learning to monitor his\her acquisition process, for facilitating the evaluation of what will be or was obtained. As he\she takes the full responsibility for setting their own learning goals they need to give choices to personalize learning in which making decision of what to learn, and how to learn is completely dependent on them. Additionally, the independent learners should have the capacity to acquire and develop cognitive strategies, to learn and implement their knowledge and skills.

Implementing concrete examples is beneficial for demonstrating learning tasks to prepare for life-long learning. At the end to work effectively in classrooms system student needs supporting and developing self-respect and self-esteem as well as respecting others. However, learning independently does not always refer to the same as autonomous students who can make clear decisions of how and what to learn, and how to beneficially obtain learning. **Oxford (2003)**.

Scharle & Szabo (2000) refers to a saying which is very famous: “you can bring the horse in the water, but you cannot make him drink” (p.4). A good learner makes decisions and reflects on his\her learning. In which he\she are knowledgeable about how to efficiently study and the reasons of why to learn by maintaining his\her motivation, additionally, learners have their responsibilities concerning their advancement and learning. On the other hand, autonomy means that learners not only attempt to take care of their learning on occasion but also have the capacity to do so regularly. Similarly, promoting autonomy does not imply that it abandon learners to their fate, but rather that actively help and assist them in managing their learning in ways that benefit them in terms of the objectives they have set for themselves.

According to Benson and Voller (1997) “Autonomy is the fruit of the social interaction between individuals”. Good EFL students concentrate on their studies and know when and how to make decisions; they also know how to study English effectively and are aware of the reasons for studying the language. On the other side, they must take responsibility for their learning success.

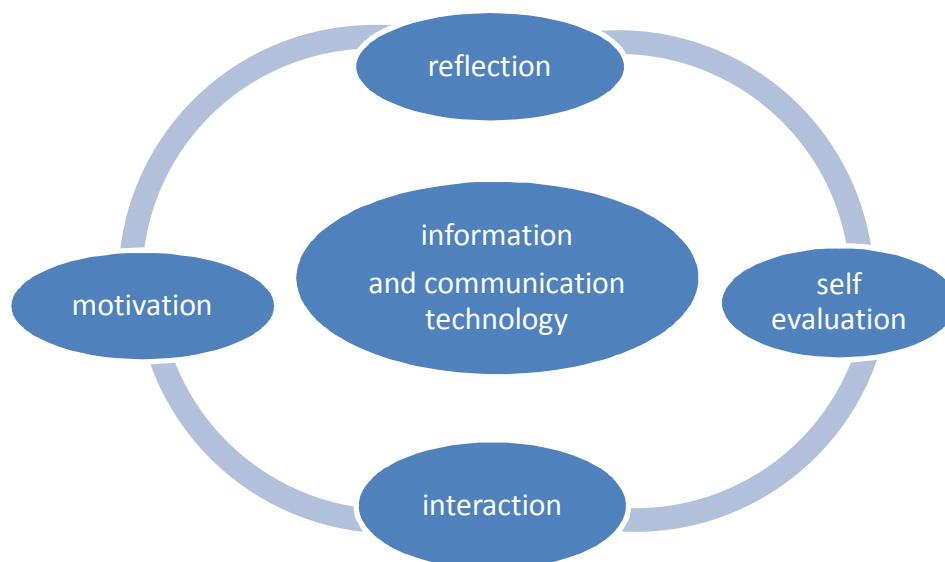


Figure 03: Learning autonomy model

2.4- The responsibility of teacher in learner's autonomy

Today, autonomy in language learning is seen as a desirable aim. Without a trainer, it can be confused in several ways. Teachers, in reality, are in charge of developing self-employed students in the classroom.

The concept of autonomy in language learning is associated historically and theoretically with communicative language teaching (CLT)” (Nunan,1997); Subsequently, the impact of teacher roles of autonomy promoting in language learning is gaining extra consideration, therefore, emphasizing on teachers autonomy has in recent times increased. (Benson, 2001).

Learners rarely take responsibility for their learning on their own; instead, they need assistance from their teachers. Student autonomy does depend on educator autonomy in two sequences as Little (1995) stated: firstly, to anticipate teacher to promote student autonomy, students need to certainly believe that they aware of what exactly makes an autonomous learner, otherwise it would be unreasonable to expect them to do so. Secondly, in the process of initiatives deciding which are taken in their classroom, educators should be capable of applying and adapting to their teaching those identical self-managing methods and reflective that they implement to their learning. (Little, 1995).

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To sum up, the teachers' responsibility is to develop autonomous learner throughout their practices, roles, exercises, and training in the classroom.

2.5- Teacher's roles in autonomous learning

In classrooms where teachers sustain autonomy exhibits more inherent motivation, confidence, and superficial competence of students, to comparing students in classrooms with controlling instructions. Consequently, those learners with low self-motivation during the learning task appear to be over-controlled by their teachers, whereas, learners who are extremely motivated are those who elicit more autonomy sustain from their tutors. (Deci et al, 1991). Hamer,2001 states: "The teacher can be a controller, a prompter, an assessor, an organizer, resource and participant " (Hamer,2001); Teachers serves as a role model for the learners, so their actions must be appropriate in front of them; in another hand, teachers serve as a second parent to their learners; so, they play a variety of roles in the classroom and is an integral part of the learning process. They should have clear attitudes and beliefs concerning autonomous learning.

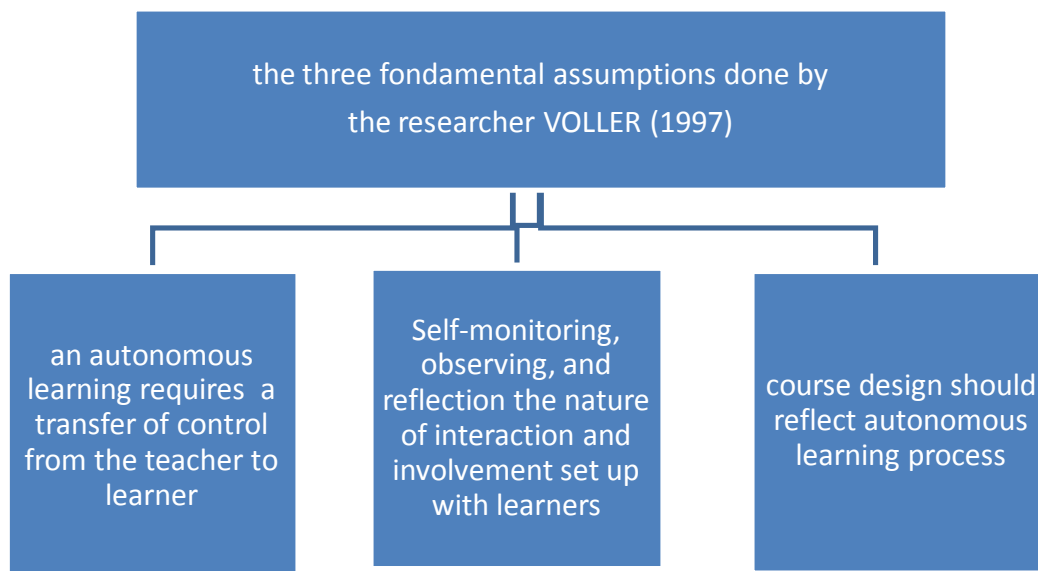


Figure 04: Emphasizing learner's autonomy.

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Depending on the situation, teachers should follow or play a variety of roles; such as organizer, controller, facilitator, guide, role player, actor, resource, and participant; they are just a few examples.

➤ ***Teacher as a Controller***

The role of a teacher as a controller is not advantageous for impartial learning, as the teacher is not in a position of a catalyst for independent work, but as a guard. This role characterizes teachers who provide adequate instructions for their learners, along with coaching on a standard basis. For instance, the teacher will act as a controller and guide his students when he wants them to touch (student-centered approach). Explicitly the teacher is simply controlling the lesson only, while the students are asked to make efforts and construct the lesson.

➤ ***Teacher as a prompter***

This type characterizes teachers who are attempting for assisting students once they are encountered by various and different problems and obstacles through endowing arranged solutions and clarification; as to stimulate vocabulary and expressions or giving suggestions. This role does not beneficially encourage impartial participation since it offers for students turnkey solutions.

➤ ***Teacher as an assessor***

Assessor means that the teacher assesses his students and himself. In addition to his way of teaching, they modify, add, admit and update their teaching methods, strategies, and approaches each time by making research actions and creating a portfolio; eventually, bring so many changes and new stuff, provides feedback, evaluated, and gives students grades.

The assessor is a great role and it is very important because teacher assesses themselves can make teaching very joyful and fruitful.

➤ ***Teacher as an organizer***

One of the most critical roles in the classroom is that of the teacher, who organizes students into small groups, provides guidance, and provides input. Organizing the surrounding environment, getting the students organized, planning and organizing events, time management, keeping track of records, and resource management; This function is extremely beneficial in promoting self-directed learning.

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➤ *Teacher as a resource*

It represents a teacher who assists students and provides them with information. He can convey vital information to them. Because these students are lazy and unmotivated, they are not suitable for independent learning. Teachers should focus on; dealing with it quietly, re-seating, risks should not be used and do not take it too seriously.

➤ *Teacher as a participant*

Teachers may choose to participate in an activity as individuals rather than as teachers. Acting as a resource is less fun than participating in an operation.

From the perspective of the students, watching the same teacher in the same role can become tedious after a while; so it is not a good idea to focus only on one job or one mission. Therefore, to excel teachers in their teaching and ensure that all students understand the concepts; their learners need instruction at times and independence at others.

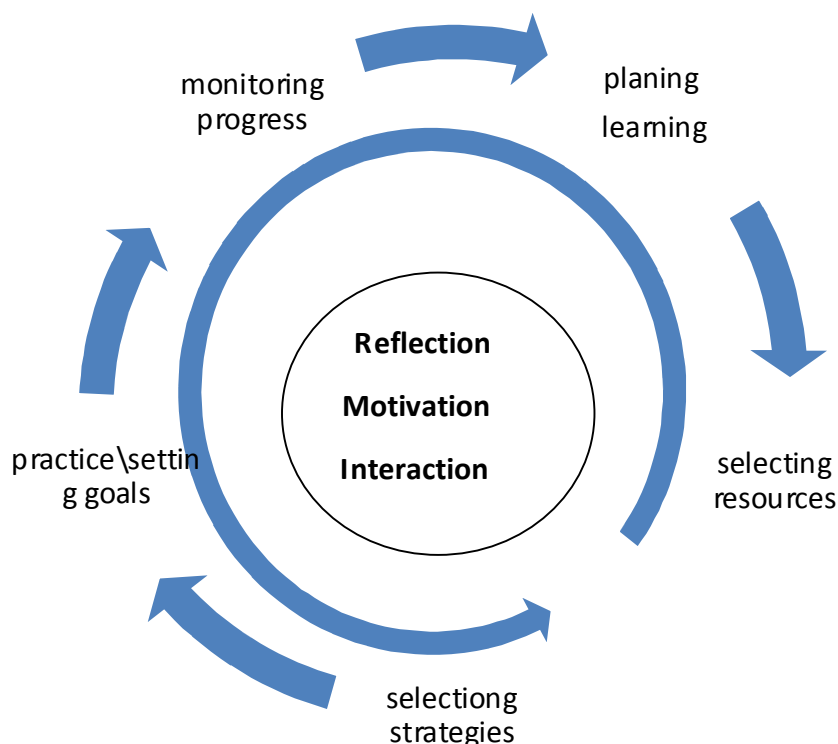


Figure 05: Cyclical nature of the autonomous learning.

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Conclusion

In fact, learners become the pillar and the pivot of the teaching, as they are able to self-direct their language learning process. While teachers play an important role in consolidating the development of learners, as it is known that, learners have the autonomy to create their own learning path. The concept of autonomy means that a person is capable of taking charge of his or her own learning, and it is the ability to take charge of one's own learning. The teacher's authority is always present because communication is required. The concept of authority refers to the right to give orders and some rules to follow as a learner, but it should not be rigid in order to facilitate the student's knowledge, there are various levels of teacher authority, and each teacher employs a variety of teaching techniques, both intelligent and difficult.

Chapter two:

**Data Analysis and
Interpretation**

CHAPTER TWO : Data analysis and interpretation

Introduction

Since the first previous chapter deals with information about autonomy and authority, now it is possible to investigate teachers' and learners' attitudes towards the impact of authority on EFL learners' autonomy. As a result, the current chapter aims to include an accurate description of the results from the questionnaires completed by teachers and students. Furthermore, it attempts to objectively interpret and describe the findings to obtain more accurate results. The findings, more specifically, provide details about the relationship between the two variables and allow confirmation or rejection of the main hypothesis. They often make an effort to have plausible answers to the research question.

2.2 Students' questionnaire

2.2.1 Population of the study

The present research sheds the light on first-year students, the academic year 2020-2021, at the department of English, Dr. Moulay Tahar University of Saida. This level is selected particularly for the reason that first-year students are supposed to have a piece of considerable background knowledge. Students are capable of assessing their educational needs, progress and better convey their behaviors and perceptions. Certainly, the latter enables them to provide an important viewpoint on teacher authority implementation in EFL classrooms which it effects their autonomy, in addition to the fact that they have already encountered online learning both inside and outside the classroom, as well as a combination of face-to-face and virtual learning. Taking into consideration the preceding reasons, a sample of 100 students out of 192 is chosen randomly and 100 questionnaires have been administered to the First Year students in two groups and the rest were online .

2.2.2 Description of students' questionnaire

This questionnaire is simple, clear, and straightforward so that it can be answered by every student. The layout of this questionnaire is based on the theoretical part of the current research, it consists of 10 questions. Almost all questions are close-ended as they include a set of options that lead to quantitative findings.

CHAPTER TWO : Data analysis and interpretation

The first two questions are set to collect information about students' impressions of their teachers and learning process. Furthermore, students are asked to give their perceptions about if their teacher encourages their students to learn or not.

The next four questions from the 4th question to the 6th question are set to collect information about course activities and teaching methods, these questions cover the use of these techniques and if it is useful for the students learning or not.

The last four questions from question number seven to question number ten are the last phase of the present questionnaire, This question deals with autonomous learning in general that investigate learners' autonomy, teachers' authority, and support to foster autonomy. Remarkably, this section also questions first-year students' perceptions towards their autonomy and strategies that promote their autonomous learning. It also targets students' insights and suggestions about enhancing their skills and about what can motivate them. This phase also explores learners' opinions and views about the impact of teachers' authority on learners' autonomy in EFL classes. Besides, this final part questions the possibility of minimizing teacher's role through their authorities their learners, it inquires about learners' attitudes towards the impact of teachers' authority on learners' autonomy.

2.2.3 Students' questionnaire setting

The setting of the questionnaire took place on March 4th, 2021 at the department of English, Dr. Moulay Tahar University of Saida. The questionnaire was written in English and distributed to two groups and it has been answered immediately and the remaining answers through Facebook application online and emails. The overall process took 15-20 minutes. It also went easily without any objection from the part of students and teachers. Students did not encounter any ambiguity, as the questionnaire has been revised and corrected two times.

2.2.4 Data analysis and interpretation

2.2.5 Analysis of results and findings of students' questionnaire

Question one: Does your teacher encourage you to develop your own content issues?

Table (2.1) Teachers encouraging their students to develop their content issues

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Options	Number (N)	Percentage (%)
Yes, all the time	78	78%
Sometimes	22	22%
No, not at all	0	0%
Total	100	100%

The findings that are shown in the table indicate that the vast majority of students (78%) agree that their teachers always invite and encourage them to develop their content issues. This implies teachers' high appreciation for their students to take part in developing their learning process. Whereas (22%) of students declare that their teachers sometimes urge them to learn and develop their content issues. This means that some teachers do not value this way of encouraging learns. No student selects the option "no, not at all". This indicates that teachers do efforts to encourage their students in such a way of learning variously.

Question two: Does your teacher's course activities encourage you to take initiative and responsibility for your learning?

Table (2.2) Teacher's course activities

Options	Number (N)	Percentage (%)
Yes	95	95%
No	05	05%
Total	100	100%

According to the findings displayed in the preceding table, an important percentage of students (95%) assert that teacher's courses and activities encourage learners to take initiative and responsibility for their learning. This might mean that the way of teachers tries to motivate and encourage their students by involving relevant course activities in their learning process. A very low number of students (5%) declare that their teachers' courses and activities do not encourage them to make efforts, take initiative, and responsibility for learning. This may be returned to teachers' lack of time or students themselves who do not persist to get more explanation and clarification for their misunderstanding in their classes.

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Question three: Is it beneficial when your teacher asks you whether you have understood what he \she taught and helps you in case you have doubts?

Table (2.3) Teachers' help in classroom learning

Options	Number (N)	Percentage (%)
Yes, all the time	100	100%
Sometimes	00	00%
No, not at all	00	00%
Total	100	100%

As mentioned in the table above, all students (**100%**) assert that teachers do not hesitate to help students by asking them whether they have understood what he or she taught and helps them in case they have doubts. This suggests that teachers acknowledge the importance and benefits of asking students if they understood the lecture or not, it's a beneficial method to encouraging their learning process. Vice versa, no student among the target sample responds by "sometimes" or "no", which means that indeed teachers' first aim is forming and encouraging students to be able to take control over gaining their learning.

Question four: Does your teacher provide you with useful and clear guidelines on how tasks should be completed?

Table (2.4) Teachers' providing useful and clear guidelines

Options	Number (N)	Percentage (%)
Yes, all the time	82	82%
Sometimes	18	18%
No, not at all	00	00%
Total	100	100%

According to the table displayed below, (**82%**) of the correspondents say that providing clear guidelines is useful all the time. It could imply that teachers strive to inspire students by including consistent guidelines in their learning process. Meanwhile, (**18%**) said that it is often helpful. This may be attributed to teachers' methods and strategies or students' unwillingness to seek out new ways to learn for their learning process. No correspondent

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declared that it is not useful. This shows that teachers have helpful guidelines for students to meet their learning goals.

Question five: Does frequently receiving verbal and \or written comments on your performance enhance your learning process and helps you develop your skills?

Table (2.5) Teacher’s comments on their students’ performance

Options	Number (N)	Percentage (%)
Yes	100	100%
No	00	00%
Total	100	100%

As it is indicated previous, all students (100%) believe that teachers are willing to assist them by making verbal and written comments during their performances, then; helps them to develop and improve their skills during their learning process. This indicates that teachers recognize the value and advantages of making the written and verbal comments during the student’s performances, as it is an effective way to encourage their learning. In contrast, no student in the target sample responds with a "no," indicating that teachers' primary goal is to prepare and encourage students to take charge of their learning.

Question six: Does your teacher put any kind of boundaries and punishments that might be less desirable for those students who inclined to cross lines?

Table (2.6) Teacher’s boundaries and punishments

Options	Number (N)	Percentage (%)
Yes	87	87%
No	23	23%
Total	100	100%

Referring to the impact of teachers' role in the classroom, a significant percentage of students (87%) which presents almost the whole majority choose the option “yes”. This implies that students recognize the paramount importance of using kinds of boundaries and punishment by teachers in the learning process. They also avow that putting such kind of boundaries and punishment serves highly their studies successfully. A very low percentage of

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students (23%) select option “no”. This denotes that they do not have an idea about the impact of using such kinds of boundaries and punishment by teachers and do not know how to get maximum benefits from these methods in the EFL classrooms.

Question seven: Do you think that teachers’ authority is able to make learners’ design one of more self-directed learning experience?

Table (2.7) Self-directed learning experience

Options	Number (N)	Percentage (%)
Yes	68	68%
No	28	28%
Maybe	00	00%
Don’t know	04	04 %
Total	100	100%

The table above demonstrates if the teachers’ authority can make learners’ design one of more self-directed learning experience or not. Most of the students (68%) are sure about the statement and they reveal that the authority of teachers will help learners create a more self-directed learning experience. This means that students understand the significance of teachers' authority to self-direct and self-regulate what to learn. Despite this, (28%) of students agree that teachers' authority does not motivate them to design their own self-directed learning in the process of encouraging autonomy. Very low percentages of students (04%) are not sure about the claim but they doubt it. These statistics may interpret that teachers’ authority varies from one teacher to another, which may be due to teachers’ commitments; or it is about learners that they do not have a clear idea about the impact of teachers’ authority in EFL classrooms learning to create a self-directed experience.

Question eight: Do you find it beneficial when the teacher takes the whole responsibility of what and how you should learn?

Table (2.8) Teacher’s whole responsibility in classrooms

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Options	Number (N)	Percentage (%)
Yes	59	59%
No	39	39%
Don't know	02	02 %
Total	100	100%

According to the data in the preceding table, (59 percent) believe it is advantageous when the teacher assumes full responsibility for what and how they should learn. This indicates that the students depend on their teachers completely relying on their preparation for the courses and taking all the responsibility and seeing them as everyone in the classroom learning that's mean that students are reliant, teachers use a teacher-centered approach, from standpoint students used to rely on educators. This also may suggest that those students cannot dispense with teachers' dependency to learn. Whereas, (39%) disagree with the concept which stands on "teachers take the whole responsibility of what and how they should learn". This indicates that the students do not depend on their teachers completely relying on their learning process, and they believe that the teacher does not have to take all the responsibility as they want to prove their learning in their own way. Meanwhile, (02%) of students didn't show any reaction or they didn't know simply. This confirms that they do not have sufficient experience or information to confirm or reject the effective teacher's role in terms of taking the largest responsibility in classroom learning.

Question nine: What does motivate you to learn more?

Table (2.9) Enhancing learner's motivation

Options	Number (N)	Percentage (%)
Asking a lot of questions to the teacher.	89	89%
Completing assignment.	11	11%
Others.	00	00 %
Total	100	100%

With regards to the table above, (89%) of students agree that asking a lot of questions to the teacher enhances their motivation. This indicates that they depend on obtaining their knowledge and information by asking their teachers questions, as they see it as a beneficial

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method in their learning process. Also, this could be related to the teachers' approved method for getting their students to ask questions to remove the thumbs between them and their learners. Meanwhile, (11%) of students insisted that competing assignments are a key element to motivate their learning process. This implies that they believe in their teacher's method as it is effective in making them solve some exercises or homework as a kind of completing the assignment in classrooms. Whereas; None of the students chooses the option "others". This shows that teachers have helpful methods either by lets their students asking questions or completing the assignment to meet their learning goals.

Question ten: It is known that "the teacher is a storehouse of knowledge who allocates the fact, concepts, and principles you require". To what extent do you agree with this statement?

Table (2.10) "Teacher is a storehouse"

Options	Number (N)	Percentage (%)
Agree	22	22%
Strongly agree	68	68%
Unable to judge	02	02%
Disagree	04	04 %
Strongly disagree	04	04%
Total	100	100%

These findings show that the majority of students (68%) strongly agree with the aforementioned point, although (22%) indicated that they agree. This demonstrates that they believe their teachers play an important role in the classroom and that they are the first source of information, so they are regarded as the first image of knowledge. Students also confirm that their teachers deserve the phrase "the teacher is a storehouse of knowledge," indicating that they value their teachers' efforts. On the other hand, (04%) mentioned that they agree similar to those who strongly disagree with the statement, and no one chooses the option "unable to judge". To generalize, this indicates either that they do not live the same conditions as the students who agreed with the statement above, and do not receive any support and motivation from their teachers; or that they do not give great importance and value to the teachers who bears all the responsibility during their learning process.

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2.2.6 Summary of results and findings of students' questionnaire

These results reveal that students value their teachers' authority being integrated into their learning process. Moreover a vast number of students say that their teachers inspire them to create their content issues, so they are more involved throughout the learning process. Findings of teacher's whole responsibility in classrooms denotes that the majority of students assert that it is beneficial when their teachers take the whole responsibility of what and how they should learn, They assert that their teachers are responsible, and decision-makers, implying that they understand the importance of teachers' responsibility, motivations, and encouragement for their successful learning. This vast majority of students estimate their teacher's whole responsibility in classrooms. Less than half state that they disagree with the idea that teachers bear full responsibility for what and how students can think and learn. As a result, they have a high level of self-assurance in their ability to learn on their .Only a few students declare that they do not benefit from their teacher's tools to encouraging them. This is due to the student himself in his inability to comprehend these activities or to the teacher's way of communicating information through this course's activities provided to them during their learning process.

Surprisingly, the findings indicate that some of the students agree that the authority of teachers does not make learners design their self-directed in the process of promoting autonomy. This may be because students misunderstand the meaning of the real role of their teachers in classroom learning. Teachers cannot make all functions at the same time to make their learners dependent only on them. A very low percentage of students are not sure about the claim but they doubt it. This means that students need to be encouraged to enhance their self-directed learning experience and their learning skills. Also, they need to believe in their teacher's role that can be able to achieve their capacities and learning objectives. These findings also indicate that the sample under this study is appropriate for successful learning and fostering autonomy in EFL classes.

As to adopting teacher authority and his role reinforces their learners' abilities to access information and gaining knowledge during his lecture. A significant percentage of students do strongly agree and believe with the statement that recognizes the great role of the teacher, as he is considered the first source of knowledge and information. This means that autonomy can cultivate through teachers' learning role in the EFL classrooms. Also, it indicates that students recognize the significant impact of the authority of their teachers on their autonomous

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learning. Precisely, due to teachers' authority; learners alternating their learning autonomy and makes them more active. It highlights that learners agree about the effectiveness and the positive impact of their teachers' authority on their autonomy in EFL classroom learning.

2.3 Teachers' questionnaire

2.3.1 Population of the study

Students are not the only ones worried about claiming their autonomy. Teachers are also encouraged to express and explore their views about how their authority in the EFL classroom affects their students' autonomy. They are from the Dr. Moulay Tahar University of Saida's English department. Moreover, the questionnaire is sent to the majority of English language teachers via their e-mails and it is important to note that only **(10)** teachers answered it. This questionnaire is handed out randomly without any distinction or taking into consideration teachers' branches.

2.3.2 Description of teachers' questionnaire

The questionnaire treats a sample of Algerian EFL teachers in real instructional situations, which make the nature of the findings more tangible. Therefore, it will be possible to deduce teachers' attitudes towards the impact of their authority and their learners' autonomy.

The design of this questionnaire is grounded on the theoretical part of this research. It consists of 10 main questions. The majority of the questions are close-ended which lead to quantitative findings, only two questions are open-ended aiming for more qualitative results. This questionnaire is a mixture of multiple-choice questions (questions number three, five, seven and eight) and "Yes" or "No" questions (the first two questions and the ninth one); In addition to the follow-up questions so they can justify their answers. Furthermore, some questions give chance to the teachers to share their personal ideas and opinions (questions number four and six). As we leave the last question to any addition, comments, suggestion or recommendations.

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2.3.3 teachers' questionnaire setting

The administration of this questionnaire has no precise date; it started on **March 2021**. And as mentioned before, the questionnaire was answered by ten teachers of English at Saida University. It is an online questionnaire sent through emails to the majority of English language teachers but only ten of them answered it. And it is important to note that getting immediate responses from all teachers was extremely difficult since it was Ramadan and Corona's schedule, which took a long time to complete. Teachers who dealt with the current questionnaire were pleased, and I received positive feedback on my dissertation's topic.

2.3.4 Data analysis and interpretation

2.3.5 Analysis and findings of teachers' questionnaire

1- **Question one:** Are your learners always interested in your module?

Table (3.11) Expected teachers' views concerning their learners' interesting

Options	Number (N)	Percentage (%)
Yes	10	100%
No	0	00 %
Total	10	100%

In regards to learners' interests, all teachers (**100%**) agree that all their learners are always interested in their modules. This indicates that all teachers enjoy the confidence of their learners due to their effective roles and how they attract them by using good techniques and methods to present lectures, also it can be denoted that teachers give more opportunities to their learners to engage in their learning process.

The sub-question: If yes, do you encourage them to participate in the class? Please elaborate?

The aforementioned question is set to determine the necessity of encouraging learners to participate in the class; vis-à-vis the promotion of learners' autonomy, and this is the best responses of the teacher:

- Teacher "A" answer: "Yes I do, I provide an easy tasks ..."

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- Teacher “B” answer: “ The variety of tasks and inviting students to perform and to act in the English language is always a plus for students and they really enjoy doing it”
- Teacher “C” answer: “Yes, I do my best to help and encourage the students to participate in class. I give the opportunity to every student to talk”.
- Teacher “D” answer: “Yes, I implement different activities which motivate silent students to participate”.

All of the teachers state that teacher must provide variety and easy tasks which they can tackle, and inviting them to perform and act to enjoy doing these tasks. Accordingly, they allow every student to talk. Then; they argue that the teacher should involve his/her students in the learning process by making this latter smooth and simple. One of the teachers declares that he always does his best to make their students engage in a class by asking and motivating the silent students to participate. Another teacher states that he strives all the time to make them participate during the weekly lectures; also he elaborates them by giving them the chance to choose the type of lessons by themselves. This indicates that teachers work hard to apply and achieve their optimal goal which is “embodiment autonomous learning”.

Question two: Do you believe that autonomy is necessary for EFL learners?

Table (3.12) Teacher’s expectation about the necessity of autonomy in the EFL classroom

Options	Number (N)	Percentage (%)
Yes	10	100%
No	0	00 %
Total	10	100%

All teachers agree and believe that autonomy is really important and necessary in EFL classrooms. This means that teachers have already experienced the autonomy of their learners during their teaching. Thus, they recognize its advantages. None of the teachers opt for “No”, which means that it is evident that autonomy is beneficial for realizing a good learning process.

The sub-question: asking for the clarification to the second question.

This question aims to get teachers’ views about the necessity of autonomy for EFL learners, some teachers’ responses were;

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- Teacher “A” answer: “Students should be aware of the responsibility they have to work hard to succeed”
- Teacher “B” answer: “Learners should rely on themselves more than relying on the teacher. The teacher helps, guides, encourages and incites. With autonomy, there is no spoon-feeding from the teacher”.
- Teacher “C” answer: “The notion of autonomy should be believed by learners and teachers. Beliefs lead to practices by learners to be autonomous”.
- Teacher “D” answer: “Learners need to independently learn and find reasons why and how they should learn ,for self esteem and learning motivation”

Although all teachers agree about the paramount importance of autonomy regarding EFL learners, they argue it differently. Some of them declare that the notion of autonomy should be believed by learners and teachers at the same level; beliefs lead to practices by learners to be autonomous. Others state that learners should rely on themselves more than relying on the teachers. They also mentioned that the teacher helps, guides, encourages, and incites. One of the teachers pinpoints that the learning of a foreign language needs learners’ motivation and willingness to take charge of their learning. Another teacher claims that students should be aware of the responsibility they have to work hard to succeed. In sum, the previous findings confirm that autonomy is a necessity for EFL learners.

Question three: What are your strategies to consolidate your learners’ autonomy?

Table (3.13) Teachers’ strategies to consolidate learners’ autonomy

Options	Number (N)	Percentage (%)
Selecting tasks and activities according to learners’ interest.	05	50%
Inviting learners to focus on their learning.	03	30%
Teach learners (ways) how to take risks.	00	00%
All of them.	02	20%
Total	10	100%

Table (3.13) shows the findings of strategies that teachers use to consolidate learners’ autonomy. A half of teachers (**50%**) admit that the most efficient strategies are selecting tasks and activities according to learners’ interests. This means that teachers recognize that this strategy is beneficial to enhance and consolidate learners’ skills. A significant percentage of

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teachers (30%) assume that Inviting learners to focus on their learning consolidates learners' autonomy. This may mean that teachers are aiming for learner autonomy by giving more control and responsibilities over their learning. (20%) of teachers select the option "all of them", which means that teachers play an effective role by following all the strategies mentioned before; they recognize the importance of each strategy to develop learners' autonomy. None of the teachers choose the option of "teach learners ways how to take risks". This might denote that teachers either do not give much importance to that strategy or they have opportunities in other strategies expect teaching their learners ways to take risks to consolidate their autonomy of learning in classes.

Question four: According to you what can you do to raise students' autonomy?

The previously mentioned question is set to ask about techniques, ways, and methods that teachers should play and follow to raise learners' autonomy in the EFL classes, some teachers' responses were;

- Teacher "A" answer: "I switch from teacher centered approach to students centered approach".
- Teacher "B" answer: "Avoiding the assistance in class and giving them tasks that raise their sense of responsibility".
- Teacher "C" answer: "Teach them how to take risks / Teach them how to be independent / help them to assess and evaluate themselves (self assessment and self evaluation / Get them evaluate their progress in learning / help them to reflect on their learning".
- Teacher "D" answer: "Be as a guide".

According to teachers' responses, they state that teachers should switch from teacher centered approach to students centered approach. Accordingly, they argue that the teacher should involve his/her students in the learning process by avoiding assistance in class and giving them tasks that raise their sense of responsibility. Whereas, all teachers admit that they should play the role of a guide. Thus, they argue that they should teach them how to be independent and helping them to assess and evaluate themselves (self-assessment and self-evaluation). One of the teachers states that he gives his students advice and illustrating with previous examples of students who relied on themselves to reach a good rate, and gives them homework that requires their research, and tells them that this homework will be counted in

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the assessment mark. All of these teacher's clarifications confirm that teachers work hard to apply and raise learners' autonomy in the EFL classes.

Question five: How can the teacher motivate students?

Table (3.14) Teacher's way to motivate learners.

Options	Number (N)	Percentage (%)
By showing them that they have abilities of learning.	03	30%
Rewards his students by giving them a prize to encourage them to achieve better results.	03	30%
Gives them projects from real life to raise their awareness.	02	20%
All of them.	02	20%
Total	10	100%

Findings are shown in table (3.14) reveal that over a half of teachers (33%) admit that the most efficient ways that motivate students are by showing them that they have abilities of learning, and by giving them a prize to encourage them to achieve better results. This might denote that teachers motivate their learners through developing and enhancing them the full confidence to become worthy and more responsible over their learning; in addition to supporting and encouraging them to obtain satisfactory results in their academic career. A significant percentage of teachers (20%) assume that giving projects to their students from real life to raise their awareness is a beneficial technique to motivate them. This indicates that teachers recognize the importance of giving projects to promote and motivate learners' self-independence. The same percentage of teachers (20%) assume that they work and follow all of the methods which are selected in the options list to motivate their learners, which means that teachers recognize the value and how it is beneficial these ways to enhance and motivate learners' skills.

Question six: How do you describe a learning environment that fosters participation and motivates students? Please elaborate?

This question aims to get teachers' views about the learning environment that fosters participation and motivates EFL learners' autonomy; some teachers' responses were;

- Teacher "A" answer: "As I mentioned earlier, tasks that make students feel free to express their ideas and share their creativity in class".

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- Teacher “B” answer: “Cooperative learning; Help students to cooperate and interact in class so that they grow a community of learners. This would motivate the students a lot”.
- Teacher “C” answer: “It is a sphere where the teacher is just a guide, assessor, and controller. Learners in such settings are the core element upon which the learning process depends”.
- Teacher “D” answer: “Participation and motivation are essential parts in the learning environment, because they encourage learners to speak their mind freely and encourage them for further learning”.

All teachers agree that is an effective, successful, and most appropriate atmosphere. However, they supply different justifications. Some of them assert that tasks make students feel free to express their ideas and share their creativity in class. They go on to say that engagement and motivation are important aspects of the learning environment because they enable students to freely express themselves and inspire them to continue learning. It is important to note that these findings confirm those of the theoretical part. The present findings do not contradict findings in the table (2.9) concerning enhancing learner’s motivation. Other teachers confirm that the learning environment that fosters participation and motivates students should deal with cooperative learning, helps them to cooperate and interact in class so that they grow a community of learners. This would motivate the students a lot. Thus, learners in such a setting are the core element upon which the learning process depends. This finding reveals that the learning environment has enormous importance on the promotion of their students’ autonomy.

Question seven: Which types of motivational techniques and ways for a teacher to consolidate achievement of students?

Table (3.15) Teacher’s motivational types for consolidating student achievement

Options	Number (N)	Percentage (%)
Create a light atmosphere for the students.	05	50%
Build a relationship between teachers and students.	04	40%
Both.	01	10%
Total	10	100%

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When asked about their motivational types that were used during their teaching. A half of teachers (**50%**) admit that creating a light atmosphere for the students is an appropriate type to motivate them during their learning. This indicates that teachers help their students to feel more comfortable in their classroom environments. This also may mean that teachers evaluate the effectiveness of their lectures with the response of their students by creating a pleasant atmosphere that helps them study a lot in classes. Four teachers out of ten opt for building a relationship between them and their students as they believe that is the suitable and motivational type that consolidates their learners' achievement. This denotes that the relationship between them plays a large role in both student's academic success and social development. Furthermore, this relationship helps the student to feel comfortable and safe; and at the same time ready to achieve their learning. Only one teacher states that he uses both types to consolidate their learner's success. This means that he recognizes that these two techniques are beneficial to enhance and motivate learners' skills.

Question eight: "One of the main roles of teachers revolve around showing students that you care, respect and accept about each one of them and they are an asset". To what extent do you agree with this statement?

Table (3.16) Teacher's perceptions towards the above statement

Options	Number (N)	Percentage (%)
Strongly agree	06	60%
Agree	04	40%
Strongly disagree	00	00%
Disagree	00	00%
Total	10	100%

These results display that all of the teachers with the statement positively. The majority of them (**60%**) strongly agree with the aforementioned statement, while (**40%**) indicated that they agree. On the other hand, none of the teachers choose the options "disagree" or "strongly disagree". This indicates that the teacher is the mainstay of the educational process and he is responsible for their students' education, so good interaction with them is the basis for achieving their success.

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Question nine: Do you reckon that adopting an authoritarian figure can have an impact on students' autonomy?

Table (3.17) The impact of the authoritarian figure on students' autonomy

Options	Number (N)	Percentage (%)
Yes	10	100%
No	0	00 %
Total	10	100%

As it is indicated in the table (3.17), the findings reveal that all teachers agree that there is an impact of adopting an authoritarian figure on learners' autonomy. This indicates that they all agree that the authoritarian hurts developing EFL learners' autonomy. It also denotes that all teachers admit that the learner will feel that he is unable to innovate due to the authoritarian method, the student finds himself bounded; so he needs space to learn without any restrictions to perform better in his\her academic career.

Question ten: You are the most welcome for any addition, comments, suggestion or recommendation.

Most teachers have added further suggestions and comments that are mainly related to learners' autonomy and teacher's authority:

- Without autonomy, learner's academic achievement will be poor and less effective.
- Only with autonomy, learners can free themselves from spoon-feeding and free themselves from mediocrity and poor learning.
- Teacher's authority in an EFL class should be merely instructing and guiding more than controlling.
- Language is learned intrinsically, and the same is English more easily acquired in that way. The method of the EFL teaching is motioned earlier contributes to the autonomy of learners and helps them in implementing the skills of self-directed learning, and eventually arrive at a better academic achievement.
- Teachers should allow their students to express their abilities while learning because it is a kind of motivation for them, especially when they can be autonomous learners.

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2.3.6 Summary of results and findings of teachers' questionnaire

It is fair to assume, based on the results of the teachers' questionnaire that teachers give more opportunities to their learners to engage in their learning process. The vast majority of teachers declare that the notion of autonomy should be believed by both; learners and teachers themselves. Others state that learners should rely on themselves more than relying on their teachers. Furthermore, teachers pinpoint that learning a foreign language needs learners' motivation and willingness to take charge of their learning. This denotes that all teachers confirm that autonomy is a necessity for EFL learners. Otherwise, teachers admit that their students participate in the learning framework; and selecting tasks and activities according to their interest is the most efficient strategy to enhance and consolidate learners' skills.

When asked about their attitudes towards the impact of adopting an authoritarian figure on learners' autonomy, teachers in the department of English, University of Saida, all agree that the authoritarian harms developing EFL learners' autonomy, and it affects his\her academic achievement negatively. As they all consider this as a reality in student-teacher relations, such authoritative personalities will change this relation. That is why teachers need to be flexible with their students via positive feedback, give them the chance to choose what they like to study by creating a sense of autonomy and relaxing atmosphere; students will be more involved in the classroom and they will achieve a better result. Likewise, all teachers agree that demonstrating students' support, care, recognized them as individuals are some of the most important responsibilities that affect positively for achieving success and it offers learners the best for their learning environments. Therefore, these findings demonstrate that authority is suitable for enhancing learners' autonomy.

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Conclusion

This chapter focuses on obtaining real data about teachers' and learners' attitudes towards the impact of authority on EFL learners' autonomy. According to the findings shown in students and teachers' questionnaires, it is worth noting that authority is not always an effective way to impose politeness and seriousness in the classrooms, sometimes this exaggeration in authority give students negative attitudes towards the teachers and the course itself and as result a low competence. Moreover, both participants express deep agreement on the two sides; the positive and the negative impact that authority can have on learner autonomy. According to the student questionnaire, findings prove that the positive authority of teachers influences and reinforces learner's to be autonomous. It also confirms that autonomy can cultivate through teachers' learning role in the EFL classrooms.

Accordingly, the students' questionnaire demonstrates that this sample is sufficient for the current investigation. Correspondingly, teachers' questionnaire exhibits good conceptions about their authority effectiveness on their students as a sample of EFL Saida learners. It stresses teachers' intensive to be flexible via positive feedback, creating a sense of autonomy and sustain a comfortable learning atmosphere to involve students in their classrooms and achieve better results. After the data analysis, the research hypothesizes have been confirmed by the two questionnaires. In conclusion, teachers and students at the department of English, University of Saida, agree that teacher' authority in the EFL classroom and its impact on the students autonomy would be both; positive and negative, and in the same time; students cannot learn without the instructions, guidance, assistance, and evaluation of the instructor.

Chapter three:
Recommendation and
suggestions

CHAPTER THREE : recommendation and suggestions

Introduction

This chapter focuses on the proposed suggestions derived from the research questions' results. This research may aid other educators in better understanding the effects of teachers' authority on learners' autonomy in the EFL classroom. The current chapter of the research aims to guide EFL students and teachers on how to promote learning autonomy. This process of research focuses not only on teachers and students, but also educational institutions and decision-makers. Participants in this study discovered that teachers' authority it as a double-edged sword. On the positive side that the EFL teacher is totally in control of everything that goes during the class, especially in the discipline of the pupils and reducing their bad behaviors, the good understanding of the lesson and time management of the lesson and leads to create a student-centered learning atmosphere in which students shared, concentrated on lessons, and had access to their coursework. On the other side, this method harms the student performance, students find them very restricted during the class, and they may dislike the subject and even their teacher. Students will possibly adopt avoidance and frequent absences and a lack of profitability, a feeling of irresponsibility towards their studies, and so on...

The research findings indicate an urgent need for change in the EFL context at the University of Saida for the sake of promoting learner's autonomy. The suggested recommendations below are for assistant teachers and learners for efficient learning and teaching processes.

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3.2 The Major Obstacles to Promote Learner' Autonomy

Autonomy in language learning is both a privilege and a skill that can be improved through education. It is also something that today's language learners have in common. Saida policymakers, curricula, and educational institutions, on the other hand, do not place the value on autonomy in language learning.

The EFL learner has a negative attitude towards autonomy, as well as a lack of understanding of what it means and how it can be beneficial, concept perception, and lack of planning, also the unfamiliarity with autonomous learning, and their schooling experience like being used to spoon-feeding, and their low level of English proficiency; all these are obstacles in promoting autonomous learners at Saida University; despite that, teachers should help their students become more self-reliant and establish a sense of control over their learning by raising their understanding of the value of autonomy in learning, encouraging them, using specific language techniques, methodologies, and even syllabi with them.

3.3 Need for Change

The majority of the students involved in this study are unable to assume greater learning responsibility; their over-reliance on the language instructor is a negative trait of language students. Teachers, too, are unable to relinquish their domineering and authoritarian positions in the classroom. In a setting where learners are reliant on the instructor, establishing autonomy is difficult, and the latter prefers a dictatorial teaching style. This condition necessitates immediate change.

Change is a real challenge for EFL teachers in Saida, and in Algeria in general. The majority of them seem to be resistant to change. A side from the fact that some teachers have not been prepared to adapt to change, other factors contribute to their resistance to change, such as the time, resources, and training needed.

- **Why is it so difficult to accept change?**
 - Fear of losing trust.
 - Necessitates the expenditure of energy.
 - Fear of losing status.
 - Necessitates the expenditure of time.

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The perceived need for change, as well as the acceptability of new positions; are two factors needed for change. Resistance to change and a lack of preparedness, as well as learners' negative attitudes toward autonomy in general, are significant barriers to fostering autonomy. Teacher education services play a critical role in enhancing change adaptability and lowering resistance.

3.4 Teachers' leadership

Teachers must first comprehend the term "teacher leadership" before they can implement it; on the other hand, teachers who lack confidence should be supported and trained so that they can take on leadership roles; teachers must be trained on how to act as leaders outside of the classroom, and they must take on a more significant leadership role.

Here are some suggestions for becoming a teacher leader:

- They should show interest in the class.
- They should help out when needed.
- They should advocate for the development.
- They should listen intently.
- They must be optimistic and kind.
- Teachers must have a thorough understanding of their students.
- Encourage others, cooperate with them, and learn from them.

There is no doubt that all teachers have the potential to become great leaders. It is high time for teachers to take the reins and lead by example. Teachers who want to be leaders must be demanding, and the most important quality of a successful teacher leader is encouragement.

3.5 Teachers-learners relationship

Since effective classroom learning depends on teachers' ability to build a good relationship with students and stay in touch with them even outside of the classroom, the development of a good teacher-student relationship is critical. Teachers must be open-minded and enthusiastic about all points of view when dealing with their students, and they must provide opportunities

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for them to learn from one another and gain positive feedback while also saving time and effort. Teachers, on the other hand, must build more classrooms, equip them, and increase the number of groups and classes for effective teaching-learning to assist teachers and the education system in gaining appropriate classroom management techniques knowledge.

Academic achievement and social growth are heavily influenced by the relationship between student and teacher. Establishing a good relationship with a teacher will make a student feel safe and secure in the classroom. If students believe their teacher cares for them and wants to see them succeed, they are more likely to attend class. Teachers developing a rapport with their learners and being their mentor is an effective way to combat chronic absenteeism while also increasing participation. Teacher-student relationships will help struggling students stay on track and close the achievement gap in education by inspiring them to work hard and skip fewer lessons. It is one of the most long-term effects an instructor can have on a student's academic and professional performance.

Students' self-regulation skills, especially autonomy and self-determination, can be aided by positive teacher-student relationships. Students cultivate a love-learning to serve throughout their lives by being involved in their work for the sake of mastering it. They would be on their way to a better classroom career if they concentrate less on grades and more on mastery. Students would be able to achieve their personal and academic goals if they learn to assess and control their actions.

Teachers' getting to know their students on a personal level is one of the easiest and most efficient student interaction techniques. It will train the whole classroom for long-term success until understand how teacher-student relationships can revolutionize the EFL learning process.

3.6 Staying In Touch with English Outside University

EFL students at Saida University must maintain contact with the language outside of the classroom through inspiration, self-reliance, and healthy behaviors such as reading and self-study. In fact, short stories, journals, magazines and novels are all in short supply, also to not forget the library that can provide several books for students. This is a significant barrier to

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maintaining contact with English outside of university, especially for students who tend to read books rather than surf the web.

Outside of the classrooms, EFL students at Saida University can keep in contact with English in a variety of ways which are suggested as follows:

- Speak only English at specific times with classmates.
- Listen to English songs and pay attention to the lyrics.
- Use online conversations with native speakers.
- Read books and watch movies on DVD and films in English, for example reading Comic books.
- Watch English-language news on TV, in an e-magazine, on a blog, or in the newspaper.
- Attend English-language plays and art activities, if they are available.
- Chat online with native speakers and propose home-works and Tasks.

Since teachers cannot have all of the body of information in class sessions alone, keeping in contact with language outside the classroom is a real necessity. Moreover, if students depend on themselves to set goals, pick resources, and complete activities outside of class, they can demonstrate that EFL students at Saida University are truly self-directed learners.

3.7 Promoting learners' for autonomy in EFL classrooms

Learner-centered EFL classrooms are expected to be the standard at Saida University. EFL teachers and students should also be well-prepared for such a change in the classroom paradigm from teacher to learner-centeredness. Both should be prepared for the transition to be readily embraced and implemented. As a result, neither teachers nor students can be blamed for their aversion to change and lack of preparation for the concept of learner autonomy. However, promoting EFL learners to be self-sufficient and autonomous is a critical step toward effective autonomy promotion.

In reality, if students are not ready for autonomy in their learning, all attempts to promote autonomy will fail. On the other hand, if an EFL learner is adequately inspired, he is ready to advance to the next stage. EFL teachers must begin by inspiring EFL learners as a first and fundamental step in assisting them in becoming autonomous.

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First and foremost teachers should establish a good rapport with their students, based on mutual respect and confidence. A positive relationship between the teacher and the students is important for promoting autonomous learners; they have nothing to lose if those teachers talk about learning challenges, passions, and requirements with their students on a personal level. Second, learning is not only individualistic; it can also be cooperative; participation, negotiation, and teamwork are critical in inspiring students and promoting their autonomy in English learning. Third, teachers are in a real need to establish a classroom atmosphere which is safe and relax, so that, learners can enjoy learning and express themselves freely without fear of criticism and being ridiculed, they will express themselves openly. Forth, if teachers increase students' self-confidence, they are taking a step toward encouragement and therefore autonomy. A little personal word of affirmation may often be enough to make students less stressed and nervous, and therefore more self-assured when it comes to education.

EFL teachers at Saida University should be aware of the importance of promoting students' autonomy in EFL classes. On the other hand, EFL students need a gradual process that enhances a sense of responsibility in them. Learner responsibility is essential for establishing learner autonomy; a responsible learner is self-sufficient and autonomous; however, learners can progress across steps to become increasingly independent.

Teachers should increase students' understanding of the importance of taking care of their learning through contact if they are unaware of the importance of taking charge of their learning. They become empowered and, as a result, accountable for learning when they are conscious. On the other hand; changing students' attitudes is not as easy as it might seem. Learners may have bad habits. This stage aims to prepare students to be more self-sufficient and to provide them with reasons to counteract their negative attitudes so that they can gradually gain responsibility and be prepared to take on new responsibilities in the language classroom.

After raising awareness and changing attitudes the final move is transferring roles; which gives students much more flexibility in terms of completing assignments, choosing resources to use, and even deciding on assessment. Fostering a sense of responsibility in students is advantageous not only in English classes, but also in all subject areas and also in everyday life, because becoming a conscientious learner is a precursor to being a responsible citizen.

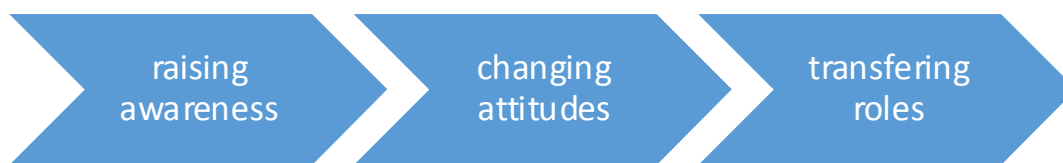


Figure 07: Steps in the Process of Developing Learner Responsibility. (adapted from Scharles and Szabo, 2000: 9).

3.8 Learning to learn languages and creating conditions for learning autonomy

According to Marianne Nikolov (2009) learning language and creating conditions for learning autonomy are some of the most important factors that influence how Saida University students learn a second or foreign language.

A- Learning to learn languages

Learning to learn languages means that to engage in an active phase of internalizing and processing linguistic knowledge while also learning strategies. This strategy can be beneficial or harmful; if beneficial, it can help students become more autonomous, and vice versa.

B- Conditions for learning autonomy

➤ *Learning attitudes and motivation*

Positive attitudes seem to be conducive to increasing motivation, while negative attitudes seem to have the opposite impact.

➤ *Self-esteem*

Negative attitudes and poor results are likely to result from a lack of self-esteem.

➤ *The method of accomplishing the task*

In terms of accomplishing tasks' methods, students provide information on keywords, the importance of the contents provided, the credibility of sites, students' reading abilities,

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information management, connection selection, and the results of this task process provide students' satisfaction levels, as well as their strong and weak points.

➤ *Selfreporting*

Students may use self-reports to gather the knowledge they need to complete their learning assignments.

➤ *Sheets and questionnaires for evaluation*

Self-assessment worksheets and questionnaires will assist students in putting things into perspective and better managing their own learning. In this way, students will record their expectations for a course and report back on the results at the end.

Students at Saida University must be autonomous when studying a foreign language, and they must also be allowed to experiment with conditions in order to improve and encourage their autonomy. (Marianne Nikolov.2009)

3.9 Learners' Positive Attitudes and Beliefs

For EFL teachers in Saida University, In order to interact with their students about how to be active learners who continuously develop their level, they must first change the negative beliefs and attitudes that they have about learning autonomy. EFL teachers must take on a new challenge: persuading students to change these negative attitudes; and according to that, teachers should concentrate on the following points when trying to persuade their students:

- Teachers should concentrate on persuading students to shift their attitudes toward university knowledge. Outside of university, they must continue to look for new information, enrich their lectures, and improve their English skills.
- Students should be persuaded that progress or failure in English learning is mostly due to the learner, with teachers, pedagogical, and methodological problems coming in later. As a result, blaming teachers for their failure is based on a faulty assumption that needs to be changed.
- Teachers must convince students that spoon-feeding is not an effective learning or teaching process.
- Teachers must persuade students that teachers are just guides and facilitators in English learning. It is also their job to learn new things and develop their skills.

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- Focusing on cognition, or emphasizing such autonomous tactics strategies that help learners become more responsible and autonomous, would be beneficial to EFL teachers. For example, self-evaluation requires students to assess their own learning and abilities rather than relying solely on the comments and grades of their teachers.

The ability, willingness, and thus success in learning are all determined by students' attitudes toward learning. Students may feel more confident if EFL teachers can persuade them that autonomy does not imply the absence of the teacher. It means he or she is still present, however his or her responsibilities have shifted. They must change their over-reliance on the teacher to the point that they will stop learning if he or she stops teaching.

3.10- Learning styles and strategies

According to J. Michael O'Mally & Anna Ubl Chamot(1990); language learning styles and strategies are some of the most important factors that influence how Saida University students learn a second or foreign language. A selection of learning strategies that correspond in a meaningful way characterizes learning styles.

A. Learning styles

- **Intuitive random learning:** This is based on the fact that inductive learners enjoy learning the rules of the language they are studying.
- **Visual learning style:** Visual learners enjoy reading and gaining a lot of knowledge from visual media. For instance, a text on a website that is accompanied by images.
- **Sensing-sequential:** Learners prefer initial teacher instruction, indicating a preference for getting teacher instructions on language rules in order to provide a piece of more clear information.
- **Feelings:** Emotional learners demonstrate empathy for the language they are using. If they are surrounded by a warm environment, they can learn more effectively.
- **The desired degree of generality:** This distinguishes between a learner who is primarily interested in general knowledge and a learner who is primarily interested in precise data.

B. Learning strategies

The value of strategies should be recognized by both educators and language learners, as they aid in the learning process. The central concept is that students

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employ learning methods that better adapt their efforts to find answers to multiple questions.

➤ **Cognitive techniques**

- Repetition when imitating other people's expressions.
- Resources such as dictionaries and other tools.
- Translation to gain a clear understanding.
- Take notes.
- Press the teacher for guidance.

➤ **Meta-cognitive strategies**

- Focused attention refers to determining ahead of time to focus on a general aspect of a task.
- Selective attention refers to focusing on a particular aspect of a task.
- Self-monitoring which means evaluating one's success while speaking.
- Self-evaluation is the process of comparing one's results to one's norm.
- Self-reinforcement, which entails praising oneself for accomplishments.

➤ **Affective strategies**

- Rewarding learners for successful results.
- Using a deep birthing.
- Using constructive self-talk.
- Gain influence of feelings, perceptions, motivation, and values.

➤ **Social strategies**

- Asking questions to verify information.
- Seeking clarity on ambiguous points.
- Seeking assistance with language tasks.
- Conversing with a native English speaker and learning about cultural and social norms. (J. Michael O'Mally & Anna Ubl Chamot.1990).

3.11 Use of information and communication technologies (ICTs) effectively

Information communication technology is used in every aspect of life, not just in education. ICTs are becoming increasingly important in education all over the world. In reality, the use of ICTs in education, especially language learning, is critical. Many educational experts believe that incorporating ICTs into language learning can help students

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succeed and learn more effectively. On one hand, Technology allows for more authentic language representation as well as access to a broader range of knowledge and language varieties. And on the other hand, People can interact with the outside world thanks to technology, which also allows for a learner-centered approach and increases learner autonomy.

Only when ICT is used properly and efficiently will language learners gain autonomy. There are a variety of ICT resources used in language teaching and learning, including the internet, audio-visual devices, interactive multimedia, interactive whiteboards, and so on. Students can choose from a variety of ICT devices to use, allowing them to be self-sufficient. In addition to that, Teachers may use ICT in the language classroom to introduce materials that are more engaging than those found in a book or document. Students benefit from a significant amount of mobility, which improves the effectiveness and flexibility of language learning.

Teachers may evaluate skills like listening and communicating with the help of ICT resources. Using dialogues, recordings, and fill-in-the-blanks, match-the-items, grammar exercises, store and retrieve texts, documents... answer-the-question activities and listening to native speakers... etc. All these opportunities are just to help teachers assess students' listening and speaking abilities.

The successful use of ICT in Saida University would undoubtedly contribute to enhanced autonomy in English learning. Reading, in addition to ICT, contributes to students' autonomy; in reality, there is no better habit for a language learner to develop than reading.

3.12 Suggestions for Promoting Learner' Autonomy at Saida University

- EFL students' readiness for autonomy is likely to be influenced by their language skills.
- Reading for promoting students' autonomy.
- Towards positive learners' beliefs and attitudes.
- Developing learners responsibility.
- Suggest some important strategies for development (Writing diaries, portfolios, journals, note taking key words and self-reports...etc)

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- Ask students for example of how to use a word or expression, repeats words to confirm understanding, corrects their errors and looking for effective rules that help them ...etc)
- Incorporate the concept of autonomy and how to encourage it into teacher education systems as soon as possible.
- Teacher education services that can help teachers become more mindful of their autonomy and provide them with strategies for fostering it.
- Make decisions on how to handle a language challenge, and assess and monitor their own results.
- Adapt efficient learning techniques to new situations.
- Recognize what aids them in effectively learning the target language.
- Build a diverse set of problem-solving abilities.
- The teacher assists students in evaluating their progress toward more self-directed learning by assisting them in understanding the effectiveness of their technique use.
- Increases the learner's understanding of existing learning practices and their preferred learning style.
- Places one-self in the shoes of learners to better understand the challenges and needs of that learner.
- Oversees a student's academic program and addresses any issues that arise.
- Shares his experience as a "master language learner," externalizing his thought process to demonstrate how a technique works.
- Ongoing advice, e.g. conferencing about aspects of oral or written work, reacting to feedback in students' diaries.
- Staying in contact with language outside of class fosters flexibility in students by allowing them to use a variety of ICT devices for personal research and self-study activities, even if they are not needed by the teacher.
- Develop the habit of reading to improve English proficiency students; they would be proficient, independent, and effective if they use ICTs correctly, cultivate a healthy reading habit, and do self-study assignments.

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3.13 Conclusion

This chapter focuses on suggestions and recommendation for promoting learner autonomy at Saida University. Algerian EFL teachers and students in general, and Saida in particular, are unwell for the shift to learner autonomy, and both need preparation and training. It is an effort to help both EFL students and teachers in developing autonomy in their learning both inside and outside of the classroom. EFL teachers may play an important role in educating their students about concepts like autonomy and how to encourage it.

One of the most important things teacher can do is encourage students by increasing their awareness about the importance of autonomy in their learning process; and also developing successful motivational methods and strategies to improve their students' beliefs and attitudes. Aside from that, teachers must develop balanced and beneficial techniques and get students ready for taking much more responsibility in their learning. On one hand, developing a positive relationship between teachers and students allows both parties to feel comfortable and understand how this relationship will revolutionize the EFL learning process. On the other hand, keeping in contact with the learning language outside of the classroom is one of the advantageous ways that Saida University will need to foster a higher degree of learning autonomy. Furthermore, managing exercises, homework, tasks, project work, and learning styles and techniques allows students to have a stronger interest in their own learning.

Finally, autonomy in learning necessitates an awareness of one's own strengths and shortcomings, as well as learning how to develop and foster one's autonomy, in order to achieve better results at Saida University.

GENERAL CONCLUSION

General conclusion

General conclusion

This study seeks to investigate teacher' authority in the EFL classroom and its impact on the students' autonomy. Gaining knowledge is necessary to be able to communicate in English. It is the world language of communication as well as the language of scientific study. Students at stated university who are learning English as a second language appear to be dependent on their language teacher, in the same time they believe that they are capable of managing their own education. In today's environment, such ability has become a need.

The study is separated into two sections: the first is the theoretical section, which attempts to provide a wide range of concepts and ideas, which is an important first step toward a well-supported field study. On the other hand, the practical element aims to present teachers and students with their thoughts, and ideas on the topic at hand. The above-mentioned phase allows for the addition of findings that support or refute the research hypothesis.

EFL teachers must prioritize the development of learner autonomy. This research focuses on the concept of learner autonomy, as well as how EFL teachers and students at Saida University understand it and their attitudes toward it. The study's purpose is to find out how EFL students and teachers perceive learner autonomy and how it is implemented in the classroom. The goal is to identify techniques to enhance autonomy in English study. In addition to project work, the LMD method is centered on students' personal efforts and self-study assignments. Teachers' awareness of the concept and their training, as well as students' motivation, all play a role in its implementation in the classroom.

according to data from the questioning phase, teachers and learners both respond positively to the impact of autonomy on the development of learners' individual learning capabilities in general, and their self-independent learning in particular . As a result, this study provides light on the importance of autonomy in EFL classes, as well as the disparities in teacher and student viewpoints on the subject. The concept of learner autonomy, according to teachers, is limited to self-access and self-directed learning. Students are prepared to be more self-reliant, also teachers appear to be encouraged by the prospect of implementing such autonomy in their classrooms.

First and foremost, inspiring students and enhancing their awareness are some tips and recommendations for EFL teachers and learners alike in order to encourage learner autonomy. Second, Training students to use tactics and strategies that help them become more self-reliant

General conclusion

in their learning is extremely advantageous. Finally, EFL teachers can encourage their students to reflect on their techniques and goals using tools such as journals, TV shows, videos Teachers, too, should be thoughtful and keep diaries. Without autonomy, both EFL learners and teachers may face genuine hurdles and barriers in achieving language learning in classrooms, and one of the most important things to do is to seek for ways to enhance learner autonomy, since when students learn to take responsibility of their own learning and become self-reliant, they will build a skill of lifelong learning.

This study is an attempt to look into the teacher's authority in the EFL classroom and how it affects students' autonomy. In order to improve autonomous learning, more study is needed in the sector, which might include the concept of learner autonomy and teaching learning methodologies and techniques at saida University.

While proceeding to this research, different limitations were faced, such as the sample population size was very huge to be analyzed, about 100 students and 10 teachers answered the questionnaires. Therefore, it is difficult to find a significant relationship between the gathered data and the results. This is mainly due to the epidemic (COVID-19) conditions Algeria was moving through. Also, lack of available data; there were significant books and article but most of them are not free which limited the full description and analysis of the issues.

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APPENDICES

Appendix A : Students' questionnaire

Appendix B : Teachers' questionnaire

Appendix A : Students' questionnaire

Dear students,

the following questionnaire is designed for the sake of gathering data about teacher's authority in the EFL classrooms and its impact on learners' autonomy for the first year students. Furthermore you are kindly requested to answer this questionnaire. To answer these questions, which will take no more than 20 minutes. I would like to bring to your attention that your cooperation is will certainly ensure validity of this research paper, therefore please answer it honestly and sincerely as possible you can.

Thank you.

Background Information:

Age:

Gander: *Male:*

Female:

Does your teacher encourage you to develop your own content issues?

- Yes, all the time.
- Sometimes.
- No, not at all.

Does your teacher's course activities encourage you to take initiative and responsibility for your learning?

- Yes.
- No.

Is it beneficial when your teacher ask you whether you have understood what he \she taught and helps you in case you have doubts?

- Yes, all the time.
- Sometimes.
- No, not at all.

Does your teacher provide you with useful and clear guidelines on how tasks should be completed?

- Yes, all the time.
- Sometimes.
- No, not at all.

Does frequently receiving verbal and/or written comments on your performance enhance your learning process and helps you develop your skills?

- Yes.
- No.

Does your teacher put any kind of boundaries and punishments that might be less desirable for those students who inclined to cross lines?

- Yes.
- No.

Do you think that teachers' authority is able to make learners' design one of more self-directed learning experience?

- Yes.
- No.
- Maybe.
- Don't know.

Do you find it beneficial when the teacher takes the whole responsibility of what and how you should learn?

- Yes.
- No.
- Don't know.

What does motivate you to learn more?

- Asking a lot of questions to the teacher.
- Completing assignment.
- Others.

It is known that “the teacher is a storehouse of knowledge who allocates the fact, concepts, and principles you require”. To what extent do you agree with this statement?

- Agree.
- Strongly agree.
- Unable to judge.
- Disagree.
- Strongly disagree.

Appendix B : Teachers' questionnaire

Dear teacher,

My topic entitled: teacher's authority in the EFL classrooms and its impact on learners' autonomy. The case of the first Year students at Saida University. I would be grateful if you accept answering this questionnaire.

Thank you for the participation.

Are your learners always interested in your module?

- YES.
- No.

- **If yes, do you encourage them to participate in the class? Please elaborate?**

.....
.....

Do you believe that autonomy is necessary for EFL learners?

- Yes.
- No.

-Please clarify?

.....
.....

What are your strategies to consolidate your learners' autonomy?

- Selecting tasks and activities according to learners' interest.
- Inviting learners to focus on their learning.
- Teach learners (ways) how to take risks.
- All of them.

According to you what can you do to raise students' autonomy?

.....
.....

How can the teacher motivate students?

- By showing them that they have abilities of learning.
- Rewards his students by giving them a prize to encourage them to achieve better results.
- Gives them projects from real life to raise their awareness.
- All of them.

How do you describe a learning environment that fosters participation and motivates students? Please elaborate?

.....
.....

Which types of motivational techniques and ways for a teacher to consolidate achievement of students?

- Create a light atmosphere for the students.
- Build a relationship between teachers and students.
- Others.

“One of the main roles of teachers revolves around showing students that you care, respect and accept about each one of them and they are an asset”. To what extent do you agree with this statement?

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Do you reckon that adopting an authoritarian figure can have an impact on students’ autonomy?

- Yes.
- No.

You are the most welcome for any addition, comments, suggestion or recommendations.