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Learner Autonomy in EFL Learning

The Case of LMD Students in the Department of English in Ahmed
Deraia University- Adrar

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Dedication

I dedicate this work;

To the only friend, my father (May Allah bless his soul), who

Guided and encouraged me from the beginning of my studies. To my dear mother, for her support and advice, and all my family members and teachers for their support and respect

To my fiancé for his help, encouragement, and care.

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Abstract

Learner autonomy in language learning has become one of the most significant topics in the field of education. Much light has been shed on this topic as being the key success for English as a foreign language learning.

Students' engagement and success in language learning depends, to a large extent, on motivation and support. The teacher thus has to play his/ her role of facilitating knowledge and new information to the students to become well involved. Yet, the teacher has to kindle the love of learning in the learners which will later make the sense of motivation and responsibility grow inside them. Moreover, the world around them plays an important role in motivating and supporting them, and teachers, parents, peers and others, are all parts of it.

Motivation and autonomy are interrelated. Learners cannot take charge and responsibility for their learning unless they want to. The value of learning, new information, challenge, and discovery will make them intrinsically motivated and actively involved in the learning process for better performance and education.

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General Introduction

General Introduction

Foreign language learning is not that easy, and learning a new language requires a lot of efforts and hard work. Students, who are the center of the learning process, need to be assisted in learning a foreign language as beginners, and step by step, in addition to support and encouragement, they will be able to learn and understand autonomously, with the teacher's guidance and not direction. At this point, learners start to feel free and independent in their learning, and start realize that they are grown up enough to take the responsibility for their learning and be autonomous.

Learner Autonomy has become a main theme in language learning and teaching. It is part of a wider development in education that aims at preparing learners for lifelong learning through the ability to lead their own learning inside and outside the school context. In language learning, learner autonomy is particularly significant as learners prepare themselves for communication in different positions. In learning to communicate, learners need to acquire skills of independence in intercultural interactions. No school or educational institution can provide the students with all the knowledge they will acquire later on in life, but it can provide them with a more beneficial understanding as learners.

At this point, learners are expected to take the responsibility for their own learning to negotiate and cooperate with each other. Also, they hope for cooperate with their teacher in choosing objectives and find ways to achieve them by sharing knowledge, experiences and feelings while respecting the individuality of others ,and learning to observe and assess their own progress.

The learners' involvement in classroom activities or school projects raises the sense of motivation and support in them. They will be able to receive new knowledge, structure and consolidate information, solve problems, and influencing changing manners and attitudes of other students.

The presentation of autonomy in foreign language learning is not a new thing, pedagogues, psychologists, and also linguists highlighted the potential of autonomy to

improve the capability of learners in directing their learning at a young age, in addition to enhancing their explorations, decision making, and problem solving abilities.

Many scholars have studied learner autonomy from different viewpoints. The independent learning comes from Constructivist, Cognitive and Humanistic theories, which support the idea that learners have to be responsible for their own learning. These scholars believe that knowledge is the product of the learners themselves because the learner is the main part in the educational process. From a personal point of view, we see that these theories are more helpful in practice because learners have to direct their own learning and not just imitate what the teacher does because they need to be creators rather than receivers or followers. The Constructivist Theory supports that idea of autonomy and being autonomous to help the learners to guide and control their learning progress.

This study aims at finding out whether LMD students, at the Department of English in Ahmed Deraia University, have the capability to govern, rule, and control their own learning, as well as the ability to be responsible and autonomous in making choices and finding solutions. Furthermore, this study is an attempt to investigate the students' readiness to direct their learning process as independent persons and grown up people. Also, it investigates the role of autonomy and motivation in the development of the students' potential level and communicative competence using the target language.

To accomplish our aim, we used books, authentic articles from the net that are related to our topic. Besides, we will provide a questionnaire, by which we collect our data.

This research paper is divided into three chapters. The first chapter provides the theoretical analysis of the subject and mentions the different definitions of autonomy from different viewpoints. Also, it talks about the history of this psychological phenomenon and the origin of the concept itself. Moreover, this chapter is also about the different theories concerning the subject to know what other theorists and psychologists think about it from their different perspectives. In addition, it tries to define learner autonomy, what characterizes the autonomous learner and refers to the learning strategies that learners should apply for better results.

The second chapter illustrates motivation and support in the learning process and how the learner can be helped to be an autonomous person. Motivation is divided into two parts, internal and external. The role of the teacher, parents, peer group, and technology is shown as being parts of motivating learners, and how they can help them to be autonomous and take their own responsibility for their own learning. More than that, the psyche and the belief of the learner in addition to confidence and desire play an important role as an internal motivation.

The third chapter is the practical framework of this research. Here, the learners are asked some questions about their learning progress inside and outside the school zone and how is the relation between them and the teacher, and who masters the classroom courses and other questions concerning their learning. In addition, some recommendations for further research are provided.

Lastly, this research ends with a conclusion which is given to seal the whole work all in leaving doors open to final criticism and supplemental information for further research .

*Chapter One: Definitions and Historical
Background*

1.1. Introduction

The classical way of learning depends on the idea that students enter a classroom, sit down on their chairs and wait for their teacher to tell them what to do. The teacher's directives might be to translate a paragraph, memorize a rule, repeat a dialogue, or read a text. This way of learning makes the learner passive rather than active, receiver rather than producer, and this looks unbeneficial and boring because it makes the learner's role unseen. The learners' passiveness makes teachers think about a solution to push learners to be active in learning. So, the value of learner autonomy seems to be discovered in the form of making learners do different things such as imitating their teacher in his/ her oral production, finding solutions to some exercises in small groups, and also practicing the foreign language whether inside or outside the schoolroom. Teachers should encourage and push their learners to take responsibility for their own learning, and chart their own pathway toward success.¹ The teacher's support may raise the sense of autonomy inside the learners which make them capable of directing their own learning process. Before doing so, teachers have to make their learners know what is meant by the word autonomy because this will help them a lot in dealing with it in their learning process.

1.2. Definition of the Concept of Autonomy

Many definitions have been suggested to the word 'autonomy'. Literally speaking, we may understand that this word means the complete independence given to the person to do things as he/she wants. In fact, the definition of autonomy is more than just this. So, we may ask the following question: What is really meant by the term 'autonomy'?

A lot of suggestions have been proposed with regard to the meaning of Autonomy. Among them, we have that of Macmillan Dictionary which defines Autonomy as "The power to make decisions²". It is "the ability to act and make decisions without being controlled by anyone else"³. It is also "the right of a group of

¹ H. Douglas Brown, Principles of Language Learning and Teaching, Longman, San Francisco, 2007, p:130

² Macmillan Advanced Learners Dictionary, Second edition, Malaysia, 2007

³ Oxford Advanced Learner's Dictionary, seventh edition, Oxford University Press, 2006

people to govern its self or to organize its own activities¹”. Richard Ryan, an educational psychologist, defined Autonomy as a process of self-determination or self-regulation based on his view that the accomplishment of a sense of autonomy is one of the most essential needs and purposes of human beings.²

From all the previous definitions, we can say that autonomy is the capacity of the person to make personal decisions in accordance with his/ her view perspectives. It is that desire to do what a person wants which may affect his/ her life positively, and act freely without being prevented by anyone but only guided.

1.3. Definition of Learner Autonomy

Learner Autonomy is an important pedagogical concept in foreign language learning nowadays because it is considered as an important goal for educational institutions.³ Autonomy is about learning rather than teaching. It focuses on cooperative learning process that the teacher should guide not direct.

Learner autonomy was defined from several points of view, by different scholars, for example, Henry Holec defines autonomy as the capacity to take charge of one’s own learning.⁴ Lesli Dickinson agrees on the idea that learner autonomy is a situation in which the learner is responsible for all of the decisions related to his/ her learning and their application.⁵ This definition is strong because it makes the learner responsible for all his decision at once, which may become difficult for EFL learners since they are beginners.

Other definitions of learner autonomy have been provided by many different writers. Some consider it as a personal characteristic, some take it as a definition of educational practices. Two writers who consider learner autonomy as a personal

¹ Cambridge Advanced Learner’s Dictionary, Cambridge University Press, 2004

² Yoshi yuki Nakata, Motivation and Experience in Foreign Language Learning, Peter Lang AG.Bern2006,p :101

³

https://www.google.dz/?gws_rd=cr&ei=OpqVbq5PlnYU8nwgBgF#q=learner+autonomy+theresa+summer, Theresa Summer, Key Concept :Learner Autonomy, Neuphilologisches Institut, Julius-Maximilians-Universität Würzburg, German, 2010 (Accessed.14/04/2015)

⁴ Terry Lamb & Hayo Reinders, Learner and Teacher Autonomy.concepts, realities, and responses , John Benjamins publishing company U.S.A , 2008,p.33

⁵ Davide Gardner & Lindsay Miller, Establishing Self-Access from theory to practice, Cambridge Language Teaching Library,U.K,1999, p :06

characteristic are David Little and Brian Kenny. The former considers learner autonomy as ‘‘ essentially a matter of the learner’s psychological relation to the process and content of learning ‘’.¹ The latter states that learner autonomy is not only a freedom to learn but also the chance to become a real person.²

Phil Benson defines learner autonomy as representing ‘‘ a realization of the rights of learners within educational systems ‘’.³ He also says that learner autonomy is the capability to take control of one’s learning as one that established a space in which different forms of emphasis can co-exist⁴.

David Boud, who believes that autonomy is an educational practice, suggests that learner autonomy is an approach to the practice of education as well as being an educational goal for the learner.⁵

To confirm this independence in learning, Manuel Jiménez Raya, Terry Lamb, and Flávia Vieira both define learner autonomy as the efficiency of the learner to develop him/ herself to become a self-determined, socially responsible and critically aware participant inside and beyond the educational environments, within a vision of education as inter personal encouragement and social transformation.⁶ This may help the learner become motivated person with social personality, and strong will in mastering his/her learning process as an independent member.

Little also believes that learner autonomy is the capability for detachment, critical reflection, decision making, and independent action. It also presupposes that

¹ Ibid, p:06

² Ibid, p:06

³

https://www.google.dz/?gws_rd=cr&ei= OpqVbq5PInYU8nwgbgF#q=learner+autonomy+theresa+summer, Theresa Summer, Key Concept :Learner Autonomy, Neuphilologisches Institut, Julius-Maximilians-Universität Würzburg, German, 2010 (accessed.14/04/2015)

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https://www.google.dz/?gws_rd=cr&ei= OpqVbq5PInYU8nwgbgF#q=learner+autonomy+theresa+summer, Theresa Summer, Key Concept :Learner Autonomy, Neuphilologisches Institut, Julius-Maximilians-Universität Würzburg, German, 2010 (Accessed.14/04/2015)

⁵ Davide Gardner & Lindsay Miller, Establishing Self-Access from theory to practice, Cambridge Language Teaching Library, U.K, 1999, p :06

⁶ Breffni o’Rourke & Lorna Carson (eds), Language learner Autonomy :policy, curriculum, classroom, International Academic Publishers, Peter Lang AG, Germany, 2010, p :3,4

the learner develops a particular kind of psychological relation to the process and content of his/ her learning.¹

Learner autonomy is based on the idea that if the learner is involved in decision making processes and take responsibility for his/ her own learning regarding his/ her own language competence, he/she is likely to be enthusiastic about studying, which might become more beneficial and purposeful for him/ her.²

From the previous definitions, learner autonomy is the ability of a learner to learn, grasp, and make choices independently according to his/ her wish

1.4.The History of Autonomy in Language Learning

The notion of autonomy joined the field of language teaching through the Council of Europe's Modern Language Project, which had been established in 1971 at the University of Nancy, France.³ 'Centre de Recherches et d'Application en Langues' was one of the outcomes of this project. Its founder was Yves Châlon, who was considered as the father of autonomy in language learning. After his death in 1972, Henri Holec becomes the leader of that institution and remains a prominent figure in the field of autonomy.⁴ Therefore, the insistence of the institution was on the need to develop the individuals' freedom by improving their capacities that enable them to behave more responsibly and independently inside the society in which they live.⁵

1.5.Theories of Autonomy

Learner autonomy has been studied by different schools of thought from different points of view. Among these schools there are the constructivists, the cognitivists, and the humanists.

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https://www.google.dz/?gws_rd=cr&ei=OpqVbq5PlnYU8nwgBgF#q=learner+autonomy+theresa+summer, Theresa Summer, *Key Concept :Learner Autonomy*, Neophilologisches Institut, Julius-Maximilians-Universität Würzburg, German, 2010 (Accessed.14/04/2015)

² Cem Balçikanlı, *Learner Autonomy in Language Learning :Student teachers' beliefs*, Australian journal of teacher education, Turkey, 2010, p :90

³ <http://www.scribd.com/doc/41742954/The-History-of-Autonomy-in-Language-Learning#scribd> , Claudita Mosquera, *The History of Autonomy in Language Learning*, 2010

⁴ Ibid

⁵ Ibid

1.5.1. Constructivism Learning Theories

These theories count on the idea that knowledge cannot be taught but only learned because knowledge is something built up by the learner.¹ These theories focus on active learning which transfers the focus of content structuring from the teacher to the learner.² By being actively involved in classroom activities, the learners gain better understanding of knowledge than they would otherwise have. Moreover, constructivist theories encourage and promote self-directed learning as a necessary condition for learner autonomy.³ As the Chinese philosopher Lao-tse said, in the fifth century B.C when he defined the essence of active learning: “If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn.”⁴

1.5.2. Cognitive Learning Theories

Cognitive theories concentrate on what happens on the learners’ mind especially their perceptions, ideas, thoughts, memory, and ways of operating and building new information. To be better for them to learn, they have to change their understandings and form new ones and also direct their learning operation by organizing information in accordance to what they already know. Then, they reorganize it according to the new knowledge they get.⁵

Paul Eggen and Don Kauchak state that from a cognitive point of view, learning is a change in mental structures of the learners.⁶ Cognitive learning theories concentrate on how learners operate and process inputs and outputs in their minds in order to understand how people think, learn, transfer knowledge, and also solve problems.⁷ They believe that learners are actively engaged in the learning process, and their previous knowledge and experiences play a great role in their learning because they

¹ <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>, Dimitios Thanasoulas, What is Learner Autonomy and How Can it be Fostered? The Internet TESL Journal, 2000

² David C. Leonard, Learning Theories, A to Z, Greenwood Publishing Group, U.S.A, 2002, p:3

³ <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>, Dimitios Thanasoulas, What is Learner Autonomy and How Can it be Fostered? The Internet TESL Journal, 2000

⁴ David C. Leonard, Learning Theories, A to Z, Greenwood Publishing Group, U.S.A, 2002, p:3

⁵ Susan Bacorn Bastable, Essentials to Patient Education, Jones and Bartlett Publishers, U.S.A, 2006, p:43,44

⁶ Peter Westwood, Learning and Learning Difficulties: A Handbook for Teachers, ACER Press, camberwell, 2004, p: 19

⁷ Craig Kridel, Encyclopedia of curriculum studies, volum 1, SAGE Publication, U.S.A, 2010, p:535

are considered as important elements for the comprehension of the new ones.¹ The role of the teachers here is to help their learners organize and structure the new information they get.

1.5.3.Humanistic Theories (Humanism)

Humanism is one of the major learning theories, which believe that human thinking and learning are pushed by the growth of the person as a whole, to become mature and complete human being, who has a strong character and the capability to make choices that may influence others around him/her in a positive way.²

Humanistic theories believe that human beings have the independence and autonomy to learn and make decisions and choices concerning their life and their learning. Concerning learning and education, humanism focuses on the students' ability to promote learners' self-concept, autonomy, and the capability to make personal choices to be self-directed, motivated, and responsible for their learning.³

Those theories (constructivism, cognitivism, and humanism) are supportive to learning independently. Unlike the behaviorists who put the teacher at the center of focus, these theories give the chance to the learner to become a producer rather than a receiver, a leader rather than a follower. They consider the learner as a person who can direct his/ her own learning and become autonomous with the guidance of the teacher of course. For this reason, it is important to have an idea about what characterizes the autonomous learners.

1.6. Characteristics of an Autonomous Learner

The previous definitions that have been suggested deal with the concept of learner autonomy. They put the learner at the center of focus because s/he is considered as the most important part in the learning process.

Leni Dam et al take the autonomous learner as an energetic participant in the social processes of schoolroom learning.⁴ It is good for the learner to be active

¹ Ibid, p: 535

² David C. Leonard, Learning Theories, A to Z, Greenwood Publishing Group, U.S.A, 2002, p: 86

³ Ibid, p: 86

⁴ David Gardner & Lindsay Miller, Establishing Self-access from theory to practice, Cambridge University press, U.K, 1999 p.6

because this may help him/ her to adapt himself/ herself in any situation s/he is engaged in. S/he is a person who knows how to learn independently without the full need for someone else as a resource or a guide to help him/ her and uses the knowledge s/he gains in any learning placement that s/he may face at any stage in his/ her life.¹

The autonomous learner is defined as an individual who has a genuine approach to language which is considered as a means of communication. In addition, Little who claims that each opportunity of language use is an occasion of language learning and vice versa for the use of spoken language which demands a gradual evolution of language awareness.²

Leslie Dickinson and Ema Ushioda indicate that the autonomous learner has an intrinsically motivated and self-determined approach to language and language learning, for it is agreed on the fact that motivation and learner autonomy go hand in hand and also because autonomy is related to a personal involvement and originality.³

Hélène Martinez agrees with the idea that the success of the learner leads to enhanced motivation, and simultaneously increases the learner's desire to take responsibility for his own learning experiment⁴ and continue his learning process with passion and excitement to know and gain more information. The autonomous learner is known as a person who has a strong character which is based on being devoted to learning and arranging to do research works essentially if it is about the subjects in which he tackles skillfulness.⁵ Furthermore, Dickinson certifies that the autonomous learner is the one who can grasp his study and formulate his learning objectives in addition to his capability of selecting suitable learning strategies and trying to use them correctly.⁶

For Dale H. Schunk, an autonomous learner is an individual who shows initiative concerning studying and assessing to what extent his learning is

¹ Ibid, p: 6

² Terry Lamb and Hayo Reinders, Learner and Teacher Autonomy :concepts, realities, and responses, John Benjamins publishing company, U.S.A ,2008, p.116

³ Ibid, p.117

⁴ Ibid, p: 117

⁵ <http://yesmorocco.com/2014/03/the-value-of-learner-autonomy-in-learning-2/>, Youssra Kattani, The Value of Autonomy, Morocco English Magazine, Morocco, 2014

⁶ Ibid

accomplished.¹ Paul Pintrich states that the development of learner autonomy depends on the reflectivity and self-consciousness of education contexts which assist in giving out better learning.²

It is important to know what characterizes the autonomous learner to make it is easy for the teacher to deal with him. The learner can be autonomous but s/he will always need someone to direct him/ her because s/he cannot be completely responsible for his learning. With the guidance of the teacher, learner autonomy will be fostered successfully.

1.7. Promoting Learner Autonomy

Learner autonomy has become a major interest in the present history of language teaching and learning. In the field of language teaching, teachers are in struggle with the ways with which learner autonomy is promoted or at least to reinforce the idea of autonomy in foreign language classrooms.³ Jack Brajcich has suggested several ways in which the teacher can promote learner autonomy in the classroom. First of all, the teacher has to encourage the learners to act independently in the classroom and solve their activities simultaneously because this will raise the sense of competition and also cooperation between them and give them the chance to be involved in the learning courses.⁴ Yet, the learners have to be given some different projects and homework to do. So, they will have to learn without the teacher's guidance, to make themselves in touch with their learning program and also to practice language which will help them prove their level as an autonomous persons and show progress.⁵In this case, the teacher should direct the students how to use their school resource centers, such as the library and the language lab, which may motivate them to become good researchers

¹ Ibid

² Ibid

³ <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1331&context=ajte>, Cem Balçikanli, Learner Autonomy in Language Learning :Student teachers' beliefs, Australian journal of teacher education, Turkey, 2010, p :90, (accessed.30/03/2015)

⁴ <http://fr.slideshare.net/jonathanlivingstone/learner-autonomy-in-a-nutshell>, Cem Balçikalı, Learner Autonomy in a nutshell, English language department, Gazi university, Turkey, 2009, (accessed.30/03/2015)

⁵ Ibid

and creative thinkers and also help them refine their performance in the language learning classroom.¹

In order to use the second language regularly, the learners need to be supported to use only English in class without being embarrassed by their mistakes and the teacher here has to play his role of creating a supportive environment where students feel they should communicate in the foreign language and feel comfortable doing so.²

Actually, environment plays a huge role for the learner to become autonomous. The more supportive the learning environment is, the better the learners' performance will be. Moreover, promoting learner autonomy is also based on allowing the students to use reference books like dictionaries in the classroom which can help them check words and meanings and learn how to use them. This will help them acquire many vocabularies and concepts from the target language and also encourage them to communicate more with less errors.³ At this point, the teacher has to stress fluency rather than accuracy, quantity rather than quality, which may increase the learners' participation in the classroom without paying attention to the mistakes. Furthermore, teachers hope that their learners practice the second language outside the classroom, that is why it is needed to ask the learners to keep journals or diaries of their learning experiences hoping that they will reflect on their lessons, discover their difficulties and success, and arrive a greater grasp about language and language learning.⁴

Nowadays, we are living in a world of modern technology, and learners are so much in touch with the Internet, for example. So it is good for them to be allowed to use this technology which may help them learn by themselves and raise the sense of autonomy and responsibility for themselves. These technologies will help them get the information they want faster and easier. It is appropriate for the autonomous learners to continue their search for knowledge,⁵ and it is also important for them to know how to use it because the Internet is not only for studying, that is why they need

¹ <http://fr.slideshare.net/jonathanlivingstone/learner-autonomy-in-a-nutshell>, Cem Balçıkali, Learner Autonomy in a nutshell, English language department, Gazi university, Turkey, 2009

² <http://fr.slideshare.net/jonathanlivingstone/learner-autonomy-in-a-nutshell>, Ibid

³ Ibid

⁴ Jeremy Harmer, *The practice of English Language Teaching*, Third edition, Longman, 2001, p :338

⁵ <http://connection.ebscohost.com/c/articles/61892625/promoting-learner-autonomy-esl-classroom-using-web-2-0>, Gunn Cindy, *Promoting Learner Autonomy in The ESL classroom using web 2.0*, Academic journal, 2011, (accessed.25/03/2015)

to be directed carefully because many people know that the Internet contains not only good things but also bad ones.

For learners to do better in their learning and understand the target language, there are many strategies which need to be followed.

1.8. Learning Strategies

Over the last twenty years, there has been a prominent shift within the domain of language teaching and learning with a huge focus being put on learners and learning instead of teachers and teaching. This new change of attention sheds a light on how learners adopt new information and what sort of strategies they use to understand, study or remember this information.¹

The term ‘language learning strategies’ has been defined by many researchers such as Anita L. Wenden and Joan Rubin who believe that learning strategies are any group of processes, plans, steps used by the learner to ease the obtaining, storage, recuperation and use of information.² Yet, learning strategies are intended behavior and ideas used by learners during their learning process to help them grasp, learn and remember new knowledge. From Faerch Clause and Gabriele Kasper’s point of view, there is a stress on the idea that learning strategy is a try to improve linguistic and sociolinguistic efficiency in the second language learning.³

James William Rigney defines language learning strategies as ‘‘ Specific actions taken by the learner to make his learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.’’⁴ From Stern’s standpoint, the connotation of learning strategy is dependent on the supposition that learners are involved consciously in several activities to accomplish certain aims, and learning strategies are regarded as general intended constructions and learning techniques.⁵ Following these techniques may help the learners gain and understand the new information easier, faster, and in a more beneficial way.

¹ Carol Griffiths, The Strategy Factor in successful language learning, Short Run Press Ltd, U.K, 2013

² Ibid

³ Ibid

⁴ Ibid

⁵ Carol Griffiths, The Strategy Factor in successful language learning, Short Run Press Ltd, U.K, 2013

Language learning strategies have been classified by many scholars like Michael O'Malley et al who divide them into three main strategies: Meta-cognitive strategies, Cognitive strategies, and Socio-effective strategies.

1.8.1. Meta-Cognitive Strategies

Meta-cognition means "big thinking". We think about thinking itself. During this operation, learners examine their brains' processing, and the teacher's role here is to direct them to become more strategic thinkers by helping them grasp the way they transform knowledge.¹

Strategies can include any methods, thoughts, mantras, beliefs, practices, tricks, behaviors, or moods that are essentially cultivated to improve one's capability to study,² one's capacity to learn, grasp, involve, and take charge of his learning as an autonomous person. Meta-cognitive strategies can be tested through the application of these three functions:

Planning or preparation is one of the most important meta-cognitive strategies that can be used to improve one's learning. It refers to choosing the appropriate learning strategies and make sensible use of resources that can have an effect on performing the learning task. It includes goal setting, material reading, and questioning and task analysis.³ At this stage, students think about what their aims are and how to accomplish them in an effective and efficient way.

In addition to the teacher's assistance, students will be able to set a realistic goal which can help them realize their own advance and become consciously aware of their progress. Also, their motivation for learning and gaining more knowledge would

¹ <http://www.benchmarkeducation.com/best-practices-library/metacognitive-strategies.html>, Fountas & Pinnell, What is metcognition ?, Benchmark education, 2000, (accessed.25/03/2015)

² <https://blog.udemy.com/metacognitive-strategies/>, Eric James Anderson, Meta-cognitive strategies for expert learning, Udemy blog, 2014, (accessed.25/04/2015)

³ https://www.google.dz/?gws_rd=cr&ei=5cdqVYSBJYjZU5Xlgrgl#q=the+effect+of+metacognitive+strategies+on+english+learning, Lihua Sun, The effect of meta-cognitive learning strategies on English learning, Academy publisher, 2013, (Accessed.27/03/2015)

be increased,¹ which makes them search and ask for more information and move away from the teacher's assistance and be more independent and autonomous.

The second main component of meta-cognition is *Monitoring* which refers to observation of activities in progress to make sure that everything is observed. Monitoring is what learners do to know how their learning process in moving.² Students should be taught by explaining to them that once they choose and start to use learning strategies, they have to check if those strategies are suitable and effective because this will help the learners work with them correctly. These strategies may help them realize if they have problems either in comprehension or focus and solve them successfully. So, the learners will have more opportunities in meeting their aims and accomplishing them as well.³

After planning and monitoring, comes the third function and one of the most significant meta-cognitive strategies in language learning which is *evaluation*. The latter refers to evaluating the result of the learning mission and see how well this mission is achieved, in addition to the strategies that the learners employ during their learning process. At this stage of meta-cognition, the whole cycle of planning, monitoring strategies is evaluated. More than that, the students' behavior also can be corrected or refined, so they may have better understanding concerning their learning objectives.⁴ It is better for the learners to use these strategies because they are more effective, efficient, and beneficial for them in succeeding in taking responsibility of their own learning process.

1.8.2. Cognitive Strategies

Cognition refers to the intellectual operation of knowing things. It includes various aspects, such as awareness, perception, and certain kinds of judgment.⁵ According to Michael O'Malley and Anna Chamot, cognitive strategies operate

¹ <http://tesl-ej.org/ej26/a5.html>, Zohreh Eslami Rasekh & Reza Ranjbary, *Meta-cognitive strategy training for vocabulary learning*, The electronic journal for english as a second language, 2003, (accessed.27/03/2015)

² Ibid

³ https://www.google.dz/?gws_rd=cr&ei=5cdqVYSBJyZU5Xlgrgl#q=the+effect+of+metacognitive+strategies+on+english+learning, Lihua Sun, *The effect of Metacognitive learning strategies on English learning*, Academy publisher, 2013, (accessed.25/03/2015)

⁴ Ibid

⁵ Rebecca L. Oxford, *Teaching and Researching, Language Learning Strategies*, Routledge, U.S.A, 2013, p:46

directly on new knowledge and tamper it in ways that promote learning.¹ They are more limited to certain learning missions and involve more direct manipulation of the learning material.² Cognitive strategies are many and various. Among the most important strategies, is the strategy of *repetition*. It is an important strategy in language learning. To repeat something means to say or do it over and over, or to listen to something many times.

Repetition can be done by imitating a native speaker or a teacher, reading a passage more than once with a different aim. Writing or revising some texts in the target language may help the learner refine his/ her performance by adding some details or correcting errors which can be found in the previous texts.³ By imitating someone who knows the target language, the learner will perfectly improve his level, whether in vocabulary, or in pronunciation, and also know how to use different intonations in different situations. Furthermore, translation plays a positive role in learning a foreign language. It is a strategy that helps the learner to learn and improve his new language learning. This strategy is considered as a base for language learners' understanding and production of foreign language.⁴ In Posen Liao's eyes, the students employ their mother tongue most of the time to widen their second language knowledge of vocabulary and expression and also to better their language skills of reading, speaking, and writing as well.⁵

It is helpful for the learner to use the translation strategy in his language learning because it can assist him check his understanding in various functions especially in reading and listening.⁶ So, using the first language as a source for getting the meaning and producing the target language is better for the learner, because it helps him improve his language, increase the sense of autonomy and motivation for better performance.

¹ Suzanne Graham, *Effective Language Learning*, British Library, U.S.A, 1997, p :42

² <http://iteslj.org/Articles/Hismanoglu-Strategies.html>, Murat Hismanoglu, *Language Learning Strategies in Foreign Language Learning and Teaching*, The Internet TESL Journal, Turkey, 2000, (accessed.15/04/2015)

³ https://prezi.com/k_51f_r14tzg/language-learning-strategies-oxfords-strategy-classification-system/ Erik Hall, *Language Learning Strategies : Oxford's Strategy Classification System*, Prezi Inc, 2014,(accessed.30/04/2015)

⁴ <http://ojs.academypublisher.com/index.php/jltr/article/viewFile/jltr0403605610/6776>, Zeinab Karimian & Mohammad Reza Talebine Jad, Students' use of Translation as a Learning Strategy in EFL Classroom, *Journal of Language Teaching and Researching*, Academy Publisher, Finland, 2013, p :608

⁵ Ibid

⁶ Ibid

Elaboration is also an important strategy in which the learner employs some elements which are going to be studied and enlarge them.¹ In this strategy, learners enlarge the target knowledge by relating other information to it.² Elaboration strategies make a connection between the information that the learners are going to learn and the information that they already know because this connection will take the stress out of working memory and make students feel relaxed and comfortable while studying.³

It is needed to say that cognitive strategies receive their order from the meta-cognitive ones. That is to say, cognitive and meta-cognitive strategies can never be separated. They are related to each other and each one completes the other.

1.8.3. Socio-Affective Strategies:

Socio-affective strategies deal with either interaction with another person or testing emotional control or affective responses of learning.⁴ Such strategies could involve asking questions for clarification or discussing one's worries about difficulties of language learning with other persons.⁵ These strategies involve some ways in which learners interact with others and control themselves in order to enhance their learning.⁶ For socio-affective strategies, three sets of strategies are included. Firstly, asking questions for clarification is a positive strategy in learning foreign languages because asking questions is a helpful strategy for the learner to understand the meaning of texts and objectives.⁷ It also helps learners on conversation by getting additional explanation or verification from their teacher and also makes them engage in classroom communication.⁸

¹ <http://www.ugr.es/~dmadrid/Publicaciones/Learning%20Strategies.htm>, Daniel Madrid, Language Learning Strategies, University of Granada, 2000 (accessed.30/04/2015)

² Ibid

³ Ibid

⁴ Suzanne Graham, *Effective Language Learning*, British Library, U.S.A, 1997, p :42

⁵ Ibid

⁶ Ibid

⁷ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher should Know*, Newbury House Publisher, 1990, Boston, p:146

⁸ Ibid

Cooperation is a very important strategy in language learning as it estranges competition between peers and makes them work together, and also brings group spirit by working with each other to complete a task or solve a problem or many other things.¹ It has been proved that cooperative learning ends up in higher self-esteem or self respect, and also increases the learners' confidence leading to quick accomplishment of their goals.

Cooperative strategies are not applied spontaneously because of strong stress put on competition by educational institutions. It is true that competition brings a strong will for the learner to do better than others, but, in fact, this ends up with anxiety and fear of fail.² So, this strategy is significant for students for the reason that it helps them change their behaviors and attitudes from confrontation and competition to cooperation and collaboration. It is helpful for the learner to reduce his anxiety because a certain quantity of it may sometimes help him to reach a high level of performance, but if it passes the limit, then the language learning will be plugged.³

For students who want to lower anxiety, they should use progressive relaxation, deep breath, or meditation. These alternately relax all over the major muscle groups in the body, the neck, and also the face while meditation can help in lowering anxiety by concentrating on an image or thought to focus one's ideas.⁴ More than that, music is also considered as a means of relaxation, especially the classical one and also the use of laughter because it is seen as the best medicine and has the capability to bring pleasure to the classroom and assist students to rest and feel good.⁵

1.9. Conclusion

Language learning strategies facilitate the learning of foreign languages to the learner. It is needless to say that all language learners use language learning strategies in their learning process as they help them in their performance whether inside or outside the classroom. They help them also in their studies and research and make them active language learners with a large imagination. This will lead them to be self-confident, self-respectful and self-dependent persons.

¹ Ibid

² Suzanne Graham, *Effective Language Learning*, British Library, U.S.A, 1997, p :42

³ Erik Hall, *Language Learning Strategies : Oxford's Strategy Classification System*, Prezi Inc, 2014

⁴ Ibid

⁵ Ibid

*Chapter Two: Motivation and Support in EFL
Learning*

2.1.Introduction

There is a strong relationship between motivation and learner autonomy. The latter is considered as the key aspect in increasing learners' motivation which can help in the development of learner autonomy.¹ When learners are well motivated, they engage in their learning actively with confidence and independence which give them the opportunity to take responsibility for their own learning.

John Wang and Annemarie Palincsar say that the sense of motivation can be increased in learners who have the capability of taking responsibility for their own learning and who believe that their learning success is a consequence of their efforts.² Dickinson focuses on the fact that if the learners get involved actively and independently in their learning, the sense of motivation will be increased as well as the effectiveness of their learning.³

2.2. Types of Motivation

Motivation is considered as an incentive for accomplishing a specific aim in addition to interest and excitement which are considered as the important components of motivation in learning foreign languages.⁴ Motivation in language learning can be divided into two types: intrinsic motivation, or internal motivation, that comes from the mind and the heart of the person; and extrinsic motivation, or external motivation, which comes from the outside like people, environment, conditions and others.

2.2.1. Intrinsic Motivation

Intrinsic motivation is a term used to refer to people who are interested in and gratify what they are doing, and if they do an activity, they do it because they are interested in it and want to know more about it and not just for getting something in return. If they do so, they will lose their passion eagerness and pleasure for learning

¹ Yoshiyuki Nakata, Motivation and Experience in Foreign Language Learning, Peter Lang, Germany, 2006, p :105

² Ibid

³ Ibid, p:106

⁴ http://ijbssnet.com/journals/Vol_3_No_24_Special_Issue_December_2012/24.pdf, Tengku Sepora Tengku Mahadi & Sepideh Moghaddas Jafari, Motivation, Its Types and Its Impact in Language Learning, International Journal of Business and Science, 2012, p:231, (Accessed. 04/06/2015)

and gaining knowledge which may help them in their future life.¹ External motivation is related to the stimulant that comes from the person internally, which is related to enjoyment of doing something and the gratification resulting from it.² Learners who are intrinsically motivated can work on specific projects which are related to their learning or solving problems because they find them interesting and find pleasure in challenging and searching for solutions, in addition to curiosity for gaining more knowledge.³

With regard to autonomy, there is a link between it and intrinsic motivation because the latter is the key success for the learner to become autonomous, independent, and responsible for his/ her own learning. Moreover, the learners who are internally stimulated have the capability to improve their level in learning a foreign language for better performance inside and outside the educational institution. For example, if the learner believes in himself and in what he is studying, who is interested in searching and gaining knowledge. That feeling and desire for learning and success is an internal motivation for him to carry on and try to make his own success. This will push him to be responsible and independent for better achievement.

Ema Ushioda states that self-motivation is the ability that needs to be developed and completed for learner autonomy, in addition to her belief that intrinsic motivation is part of autonomy because learners will not learn unless they have the desire and the wish that push them to do so.⁴

Richard Ryan and Edward stress on the importance of intrinsic motivation in the learning process and also consider autonomy as one of the innate psychological needs related to intrinsically motivated processes.⁵

¹Judy Cameron & W. David Pierce, *Rewards and Intrinsic Motivation: Resolving The Controversy*, Library of Congress, U.S.A, p:12

² http://www.pulib.sk/elpub2/FHPV/Kacmarova1/pdf_doc/14.pdf, Michal Tatarko, *Searching for The Parallels between Motivation and Autonomous Learning in ELT*, p: 86. (accessed.04/06/2015)

³ Ibid

⁴ Yoshiyuki Nakata, *Motivation and Experience in Foreign Language Learning*, Peter Lang, Germany, 2006, p :107

⁵ Garold Murray & Xuesong Gao & Terry Lamb, *Identity, Motivation and Autonomy in Language Learning*, Short Run Press, G.B, 2011, p: 109

2.2.2. Extrinsic Motivation

Extrinsic motivation, on the other hand, comes from the desire to get rewards, or avoid punishment, or any cause for learning that is not related to fun, enjoyment, and pleasure. Extrinsic reasons for learning a foreign language are many and they can be organized in accordance with their value which is set by the learners themselves or by others, or conditions that are outward to them.¹ It is related to the will to complete a task or an activity as a means to achieve a specific goal. Although intrinsically motivating activities engage autonomous manner in learning, Self- Determination Theorists claim that there are some extrinsically motivating tasks that learners do not certainly take pleasure in completing them which can be self- motivating ones. So, it is possible for the learner to become autonomously and extrinsically motivated.²

Our schools nowadays, with their stress on teacher directions in classroom teaching, marks, tests, and competitions, encourage and raise only the extrinsic motivation. This may push learners to work only to please the teacher, their parents, or to get rewards and grades but not to develop the love of learning independently in their brains.

It is better for students to learn for the learning itself, for education and being educated, for gaining knowledge, for better performance and better future as well. If they do this, the sense of motivation and autonomy inside them will be increased. They will become autonomous and have the capacity to be responsible for their learning, able of making decisions, and to be self- directed as well. So, teachers have some role to play to make their learners act positively, responsibly, and independently.

In the learners' learning life, there are some factors that play a huge role in motivating them and making them involve in learning with higher motivation like teachers, parents, peers, and environment in addition to technology which has a positive role in the learners' progress and learning development.

¹ Matthew T. Apple & Dexter Dasilva & Terry Fellner, Language Learning Motivation in Japan, Short Run Press, G.B, 2013, p: 16

² Garold Murray, Social Dimensions of Autonomy in Language Learning, Palgrave Macmillan, U.K, 2014, p: 62

2.3. Teacher's Roles in Motivating Learners

The teacher is the most important factor in progress of students' motivation and independence in foreign language learning, which may affect the whole educational and personal life of the learners. The teacher has many roles to play in motivating and encouraging students to learn among them:

2.3.1. Organizer

The role of organizer is one of the most significant roles that teachers have to perform. Being an organizer is that the teacher engages the learners in classroom activities by giving them information and activities and directing them to how to work with such knowledge.¹ The teacher puts the learners in groups or pairs to encourage cooperative learning and make them close to each other. During the activity, the teacher explains to his learners what is required from them to do, and how he wants them to be structured and organized. If the teacher does this, he will help the students engage in learning with higher interest, challenge and motivation.

2.3.2. Evaluator

It is good for the teacher to be an evaluator because students become worried about their performance and expect from their teacher to indicate if they are right or wrong, and how their levels are.² At this point, the teacher has to act as an assessor by saying whether students are qualified to succeed and move to the next level or they still need some help in addition to honesty, fair, and kindness instead of harshness. These aspects will motivate students and involve them in the classroom activities and become supported while using the foreign language. The teacher has to stress on fluency rather than accuracy for better performance and comfort.

¹ Jeremy Harmer, The Practice of English Language Teaching, Third Edition, Longman, Malaysia, 2001,

p : 59

² Ibid

2.3.3. Educator

Being an educator is one of the important roles that the teacher should play. It refers to the person who transfers knowledge to learners, who helps them get new information with better understanding, who transmits ideas and images, who has the capability of enlarge his students' imagination and minds to accept more knowledge. To succeed in all these, the teacher has to be familiar with the learning contents because his authority in classroom direction relies on the way he masters the learning content.¹

The teacher has to be an honest educator and a source of knowledge that the learners depend on in the beginning of their language learning life.

2.3.4. Motivator

In classroom, the teacher is the source of motivation and encouragement that the learners count on. Encouraging students to study well and control their behaviors is the teacher's target. He should use efficient ways to support learners and has to realize the role of motivation in the education of students and its positive impact on their performance inside and outside the classroom.²

The motivating teacher, most of the time, succeed at encouraging learners to study, learn, participate and communicate using the target language without being ashamed of their mistakes.

2.3.5. Facilitator

The teacher, as a facilitator of learning, is the one who gives the learners the opportunity to speak and discuss things and opinions. He also permits learners to communicate and use language spontaneously and give them some clarifications and instructions, which may help them understand the ambiguous terms or correct the wrong impressions made by the learners for making things clear and easy for them.³

¹ P. A. Duminy & H. J. Dreyer & P. D. G. Steyn, Education for The Student Teacher, Maskew Miller Longman, Cape Town, 1990, p:140

² Victorina O. Acero & Evelyn S. Javier & Herminia O. Castro, Principles for Teaching I, Rex Books Store, Philippine, 2007, p: 5

³ Victorina O. Acero & Evelyn S. Javier & Herminia O. Castro, Principles for Teaching I, Rex Books Store, Philippine, 2007, p: 7

2.3.6. Model

Students trust that the teacher says as being exemplar. He has to do his best to serve the learners' needs. As a model, the teacher must do his best, master the lessons, behave well with his learners and show interest in their performance. He has to be kind in his treatment and a fair judge when the situation calls for this.¹

The role of the teacher can be seen in the learner's performance, belief, and behavior. There are many roles to be played by the teacher depending on the context, activity, and the level of the student. But, the teacher, with these roles, cannot stand alone. Parents also have a role in their children's educational life.

2.4. The Role of Parents

Parents have a great role to play in their children's education. Through encouragement received from parents, learners will be able to continue studying with pleasure and excitement. Parents should direct their children's learning, help them, correct them when necessary, and the most important thing is to advice and guide them. This will raise self-confidence inside the learners leading towards working hard and achieving their aims. When parents inculcate the love of knowledge and success in their children, a great result will be accomplished. They become self- motivated, self- respectful, and self- directed, and this will lead them to become active, productive, creative, and autonomous.

2.5. The Role of Peers

Friend, classmates and peers, all have an impact on the learner's motivation and success. When they cooperate with each other, they bring enjoyment to their learning and realize the value of friendship and collaboration which make them appreciate their times in learning together. From time to time, it is good for them to challenge and compete with each other, which may raise curiosity in them and push them to search and seek knowledge to improve themselves and language. Also, the chance for communication in the target language will be increased because they feel free to speak and express without being afraid or ashamed of their mistakes. It is helpful for them to be well motivated and able to take responsibility for their own learning.

¹ Ibid, p :6

2.6. The Role of Environment

Environment, where learners live and learn, plays an important role in their learning process. School and home can be considered as environments which can help students a lot and motivate them in their learning progress. The learner's home is the source of inspiration for them to get motivated. It is the place where children get love and respect and moral values, in addition to support which affects the learner's performance and gives him/her the chance to improve his level. However, there are some conditions that may prevent learners from learning such as family problems, violence, divorce, drugs and others. So, the more suitable the learner's home is, the more motivated he will be. Yet, classroom environment has to be appropriate for learners to engage in and actively react to concentrate in their activities. But if the classroom is not full of encouragement, participation, in addition to being clean and organized, the learners will lose their focus, excitement and feel bored, and the desire for learning will fade away. This will lead to the lack of motivation and support. For the classroom to be appropriate, it is the teacher's responsibility doing that.

Society also can play a positive role in the learners' motivation by making them involve in some specific activities which may give opportunities to become important people and responsible members, and this will reflect their learning progress.

2.7. The Role of Technology (Internet)

It is important to realize that we are living in a world of technology and science, and life seems to be impossible without it. Nowadays, it has become the most important means for students, teachers, and almost all members of our society, to learn, search, entertain, and look for whatever they want. The Internet becomes one of the important means for learners to study and do their activities and projects because they get all the information they want easier and faster, so that, they save more time and energy.

Unlike books, the Internet enables the learners to get the knowledge they need without traveling or moving from an area to another. Besides, it gives them the opportunity to discover the other sides and cultures of the world, in addition to

different civilizations of different countries. But, as the internet has many advantages, it has also disadvantages, and they are many and various. So, what is needed from parents is to observe their children while using the net because it is considered as a rose with its thorns. So, learners have to be serious and careful and use it for something beneficial and not the converse.

2.8. Conclusion

The world around the learner can be supportive to some extent and serve the learning process in a good way. Everything in the learner's life may help him in learning. Teachers, parents, peers, technology, environment and all means of communication have roles to play in educating and motivating him/ her. This will make the learner a responsible person and decision maker, who will be able to control his life, his learning and his behavior, and also making him an independent thinker and future leader.

Chapter Three: Practical Framework
Field of Investigation

3.1.Introduction

The practical part is an attempt to explore the students' views about autonomy and the capacity to take responsibility for their own EFL learning for they are considered as the main part in the educational process and also as the main variables of this study. The learners' opinions and points of view are very crucial to test the stated hypothesis and theories, and the suitable way to know that is through addressing a questionnaire to them.

The student questionnaire aims at finding out whether the students are able to take charge and be responsible for their own EFL learning and also to give importance and value to the use of foreign language through interactions that happen in or outside the classroom.

3.2. Students' Questionnaire

3.2.1. The Goal of the Questionnaire

This questionnaire is given to learners to know their opinions about autonomy in EFL learning and the kind of support they need to refine their performance in and outside the classroom in order to develop their competence in learning the target language. Moreover, this questionnaire is helpful for us to have an idea about the importance of learner autonomy and the benefits which the learners get from working independently by asking them some questions. The learners are asked to answer briefly by choosing the right answer from different options.

The questionnaire was clear enough in order to become understandable for the learners and to help them choose the right answers.

3.2.2. Data Collection and Analysis

Q1: When you are asked to do a project, do you do it by yourself or do you ask others to do it for you?

Option	Number	Percentage
a. I do it myself	48	96%
b. I ask other to do it for me	02	4%

Table 1: Independence of students in doing projects

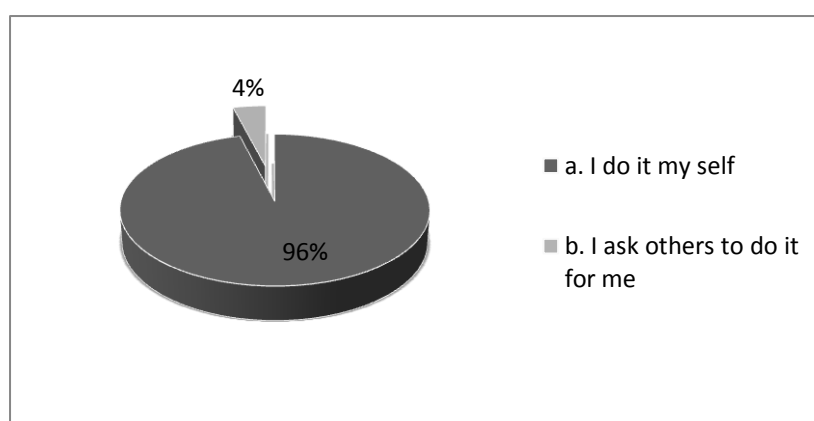


Figure 1: Independence of students in doing projects

There are different views of students about the learner desire in doing projects. Most of the students, (48) persons, (96%) like to do their projects by themselves whereas the rest (02) persons (4%) do not like working on their projects, so they ask others to work for them because they are dependent ones and not capable of doing such things and may have no idea about being an autonomous and responsible person.

Q2: Do you prepare for the coming lectures or just come and take what the teacher gives you?

Option	Number	Percentage
a.I prepare for my lectures	14	28%
b.I do not	36	72%

Table 2: Students' preparations for their courses

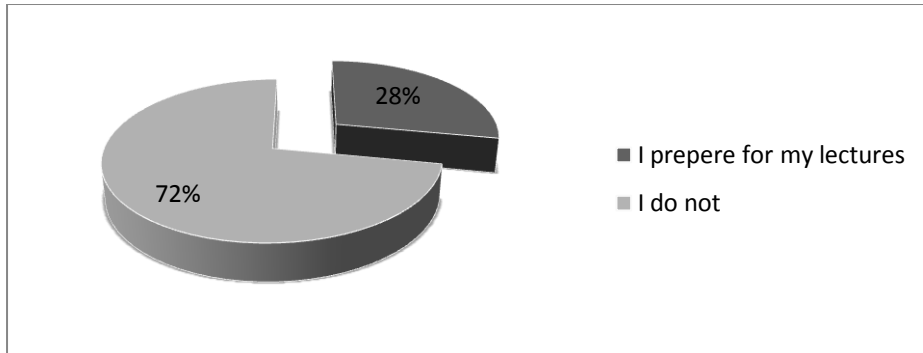


Figure 2: Students' preparations for their lectures

With this question, we aim to know whether the students prepare for their coming lectures or just come to the classroom and wait for the teacher to give them something. Well, we were astonished of the answer because only fourteen (14) persons (28%) of the students do prepare for their lectures while the rest (36) students (72%) do not. An answer like this makes our investigation a little bit difficult. The learners are not able to prepare their lectures for they need an assistant or someone to guide and help them.

Q3: After the end of the session, you are speaking with your peers outside the classroom. Do you speak using the target language, your mother tongue only or both of them?

Option	Number	Percentage
a. Use the target language	03	6%
b. Use the mother tongue	12	24%
c. Use both of them	35	70%

Table 3: Students' use of language outside the classroom

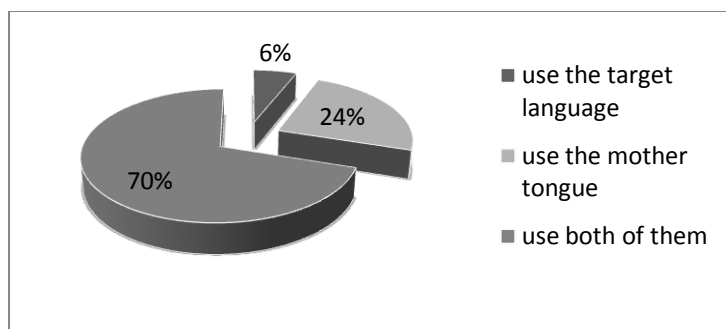


Figure 3: Students’ use of language outside the classroom

This question is determined to know whether the learners use the second language in their conversation with peers outside the classroom, their mother tongue, or both of them. Three (03) respondents (6%) use only the second language when they communicate with peers, twelve (12) persons (24%) use their mother tongue for they not capable of using the second language yet and thirty five (35) others (70%) who mix the two languages together because they are still beginners and cannot use the English language alone.

Q4: Inside your house, do you receive support from your family members?

Option	Number	Percentage
a.Always	16	32%
b.Sometimes	22	44%
c.Rarely	12	24%

Table 4: Students’ reception of support from their families.

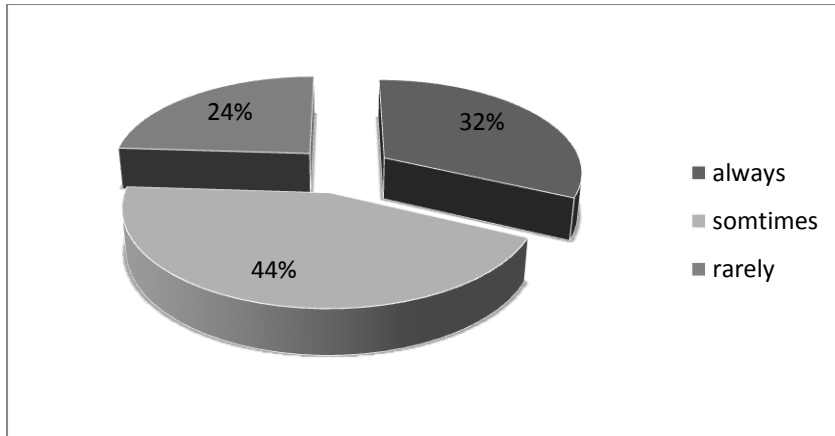


Figure 4: Students’ reception of support from their families

Through this question, we attempt to guess whether the students receive support from their family members. Sixteen (16) students (32%) are highly motivated because their family members always encourage them while twenty two (22) students (44%) say that they sometimes receive support and encouragement from their families and twelve (12) others (24%) say that hardly when they are supported by their families for several reasons like when their parents are not educated people or busy most of the time.

Q 5: When you get a good mark in exams, what is the reaction of your parents?

Option	Number	Percentage
a.They reward me	2	4%
b.They feel happy	40	80%
c.They do nothing	8	16%

Table 5: Parents’ reaction upon their kids’ success

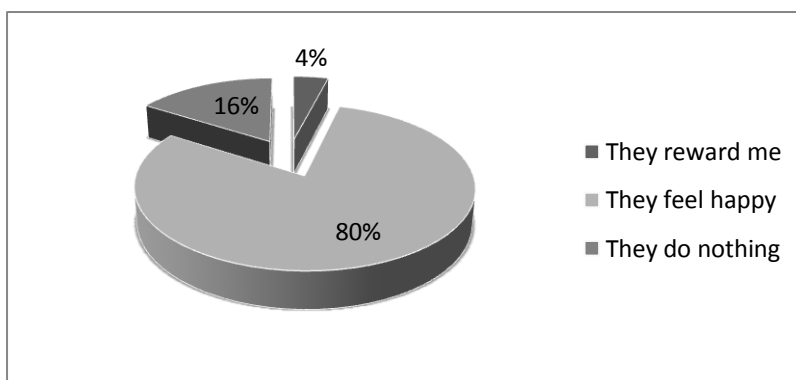


Figure 5: Parents’ reaction upon their kids’ success

By asking such question, we try to find out what is the reaction of parents when their kids get good marks. Two (02) respondents (4%) get rewarded by their parents, forty (40) others (80%) say that their parents show happiness and pleasure when they get good marks. The rest of the students (08) which is (16%) claim that their parents do nothing when they get good marks, they show no reaction as if they are not interested and this may affect the learners' performance in classroom because of the lack of motivation.

Q 6: Can you be responsible for your own learning or do you need your teacher's guidance?

Option	Number	Percentage
a. Yes I can	18	36%
b. No I cannot	32	64%

Table 6: Students' responsibility for learning independently

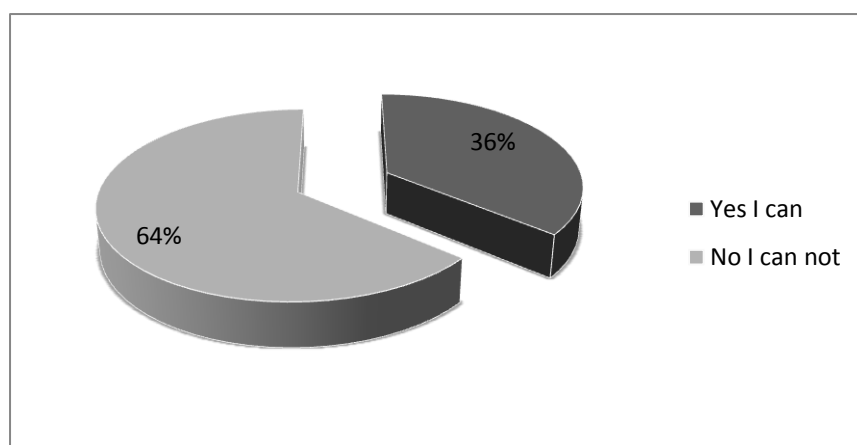


Figure 6: Students' responsibility for learning independently

The subjects are asked whether they can be responsible for their own learning or they still need the teacher directions. Eighteen (18) respondents (36%) say that they are capable to take responsibility for their own learning, while the majority, (32) students (64%) say that they cannot study by their own; they still need the teacher guidance especially in EFL learning. It is true for they are beginners and need an assistance in their learning before they are completely responsible and independent.

Q07: When you have homework to do, do you like to work with your peers or do you prefer working alone?

Option	Number	Percentage
A.Work with peers	28	56%
B.Work alone	22	44%

Table 7: Cooperation and independence of students in EFL learning

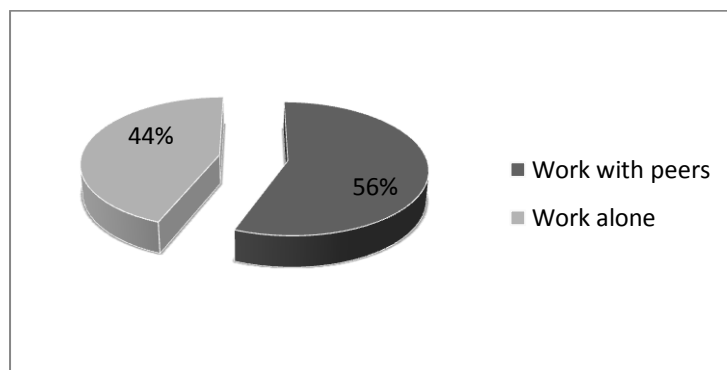


Figure 7: Cooperation and independence of students in EFL learning

With this question, we tend to ask the students about the way they like to work in doing home works, with peers or alone. The result comes out with twenty eight (28) students (56%) who like to work with peers because they think that cooperation is a good way for learning whereas the other twenty two (22) students (44%) say that the best way to learn is to work alone to prove themselves. At this level of learning, it is good for learners, from time to time, to work to gather to exchange knowledge and cooperate with each other.

Q08: Do you learn the English language for the learning sake or for being rewarded?

Option	Number	Percentage
a.For the learning sake	40	80%
b.For being rewarded	10	20%

Table 8: The students' reasons behind learning the English language

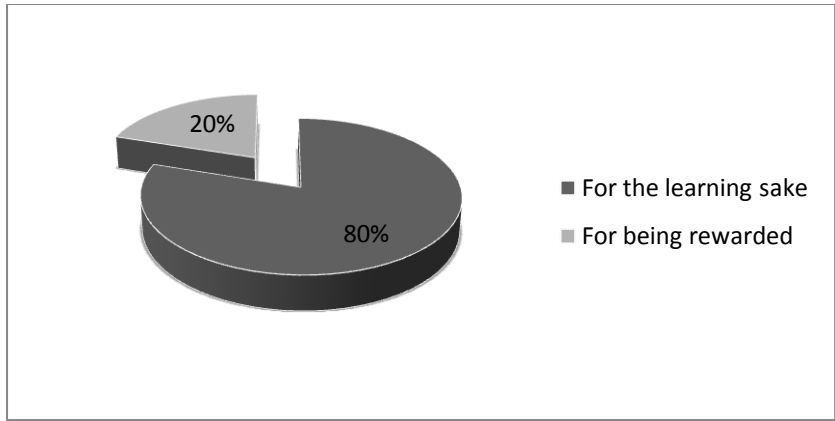


Figure 8: The students’ reasons behind learning the English language

This question is asked to test the learners’ desire for learning foreign language and to see whether they learn it because they want to learn and gain knowledge or just because the rewards given by their parents. Forty (40) persons (80%) say that they learn for the learning sake whereas ten (10) students (20%) say that they learn just for being rewarded. For them, being rewarded is a good way to be pushed to learn but, in fact, presents are considered as an external motivation for them to learn but without the internal one, they cannot carry on. They need to have the will to study, gain knowledge, succeed and be and educated persons. Gifts are not enough alone.

Q09: Is it your choice to learn the English language, your parents’ wish, or both of you?

Option	Number	Percentage
a.My coice	42	84%
b.My parents’	02	4%
c.Both of us	06	12%

Table 9: The learners’ decisions upon learning the English language

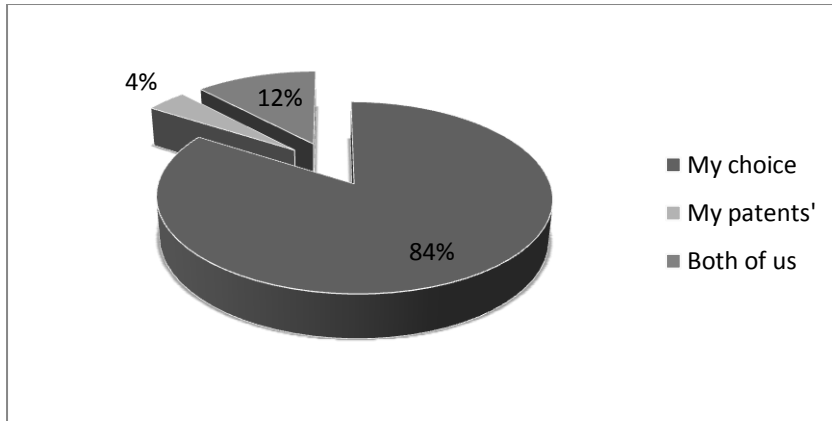


Figure 9: The learners' decisions upon learning the English language

Through this question, we attempt to examine the capability of the learners of taking charge of their own learning and choosing what they see it is right for them and also making decisions concerning their choice of learning EF language. Forty two (42) persons (84%) say that learning EF language is their own choice without any interference from any one. On the other hand, two (02) subjects (04%) say that choosing the English language is their parents' wish for they think that parents know better than them concerning their future and the only way to choose is to let their parents choose for them. The rest of the students are six (06) (12%) who say that the choice they made about learning EF language is shared between them and their parents because they think that choosing something they both like will create a positive cooperation between them in addition to a lot of encouragement and motivation.

Q 10: Do you think that your learning performance will be affected if you receive motivation and encouragement?

Option	Number	Percentage
a. Yes of course	46	92%
b. I do not think so	4	8%

Table 10: The learners' opinion about motivation and encouragement

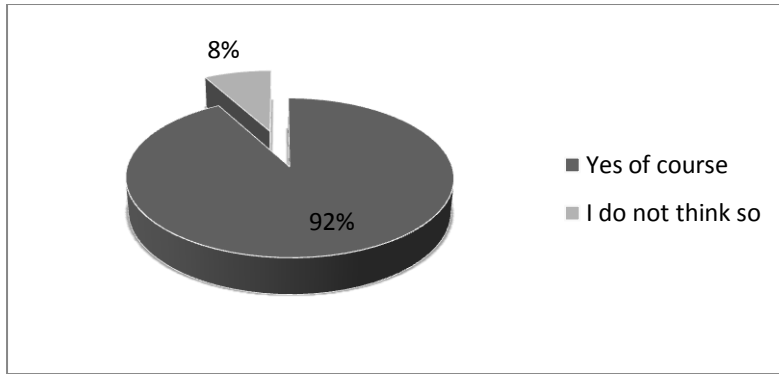


Figure 10: The learners’ opinion about motivation and encouragement

This question is asked to know the learners’ view about motivation and encouragement and if they affect their performance in learning. Forty six (46) students (92%) think that motivation and encouragement affect the learning of the students positively and help them achieve their goals successfully. By contrast, four (04) students (8%) see that motivation and encouragement can not affect their learning and they are wrong because they are very important factors in EFL learning. They can help the learners refine their intellectual level and raise self confidence inside each one as well.

Q 11: Do you use the library books or do you prefer working on the net?

Option	Number	Percentage
a. Yes I do	15	30%
b. I prefer working on the net	35	70%

Table 11: The learners’ choice between books and the net

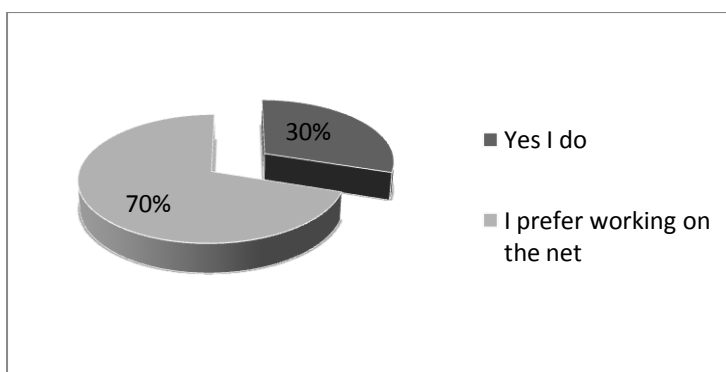


Figure 11: The learners’ choice between books and the net

The informants are asked this question to have knowledge about whether they use the library books or prefer working on the net. Since we are in time of technology, there is a huge heed towards this modern technology. Fifteen (15) students (30%) say that they use the library books for they think that using and reading books is a good way to know, discover, read, and gain knowledge whereas thirty five (35) students (70%) prefer the net because they think is the easiest, cheapest, and fastest way to look for the information they want.

Q 12: Do you think that technology, like the Internet, has a positive role in your learning inside and outside the classroom?

Option	Number	Percentage
a. Yes it has	44	88%
b.No it has not	6	12%

Table 12: The role of technology in the students’ learning

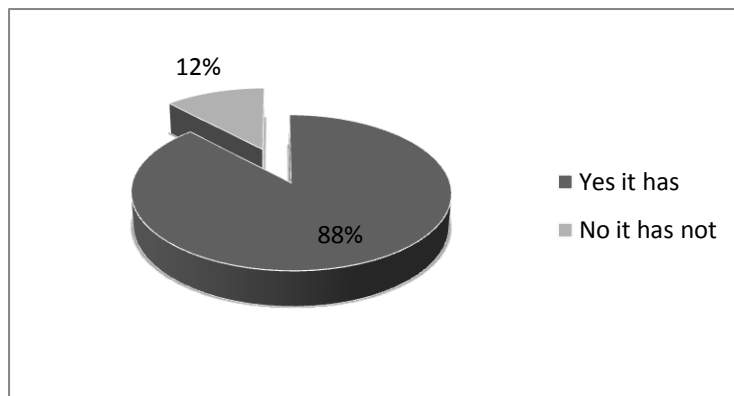


Figure 12: The role of technology, like the internet, in the students’ learning

We ask the students this question to have an idea about their opinion about the internet and whether they see it as a positive means with a positive impact on their learning inside and outside the classroom. Forty four (44) students (88%) claim that using the internet is the good way to learn and it help them to make researches. They consider it as the best means which affect their learning positively. Six (06) respondents (12%) think that the internet has no role to play in their learning and books are more affective. Actually, technology like the internet helps the students get the information easily and quickly which makes them save more time.

Q 13: Do you believe that participation is a good way to improve yourself and your language?

Option	Number	Percentage
a. Yes I do believe	48	96%
b. No I do not	02	4%

Table 13: Students' belief about participation

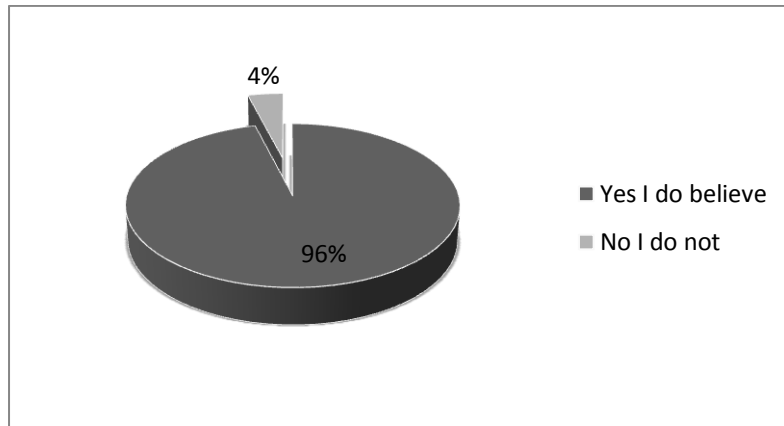


Figure 13: Students' beliefs about participation

We aim, by asking this question, to have an idea about the students' beliefs in participation and whether they look at it as a good way to improve themselves and their language. The majority of the students (96%) who think positively by saying that through participation, they can improve themselves, levels, and language while the minority (4%) believe the opposite. They say that participation cannot help them improve themselves and language. There are some students like that, who choose writing instead of speaking and participating to improve their levels because they feel afraid of talking in front of others. But participation helps them get rid of fear, speak, share, and practice language speaking in addition to the encouragement they get by competing with peers inside the classroom.

Q14: From your personal perspective, how do you see learner autonomy?

Option	Number	Percentage
a.Something ideal	11	22%
b.Something needed the most	14	28%
c.What is autonomy?	25	50%

Table 14: Students' view about autonomy

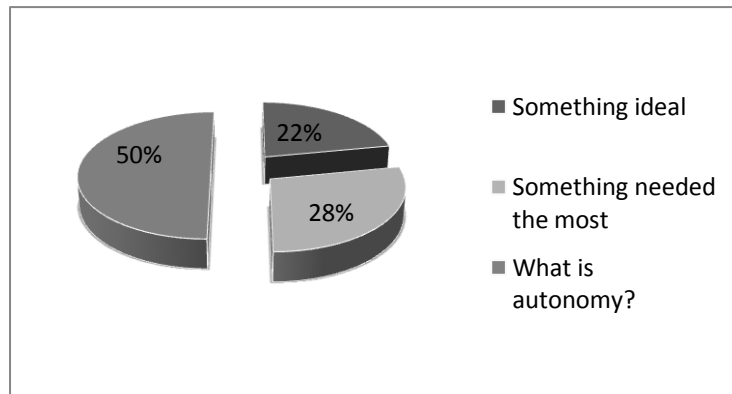


Figure 14: Students' view about autonomy

The reason behind asking this question is to investigate the learners' view about autonomy and how they see it. Eleven (11) students (22%) say that they see autonomy as something ideal, perfect, and sometimes cannot be achieved whereas Fourteen (14) students (28%) answer by saying that autonomy is something needed the most and if a person is autonomous, he/ she can take responsible for his/ her own learning. Half of the general population (50%) has no idea about autonomy because when we asked the students about their view on autonomy, they reply with a question, what is autonomy?

This is a problem for students who want to be the future learners of EFL. They need to be active and start learning about autonomy and being autonomous because one day, they will be asked to do projects, researches, and then they will know the value of autonomy, independence, and responsibility.

Q 15: When you are asked to present a specific topic in front of your mates, how do you feel?

Option	Number	Percentage
a.Afraid of speaking	17	34%
b.Ashamed of making mistakes	17	34%
c.Enthusiastic	16	32%

Table 15: Students' feeling when presenting a topic in classroom

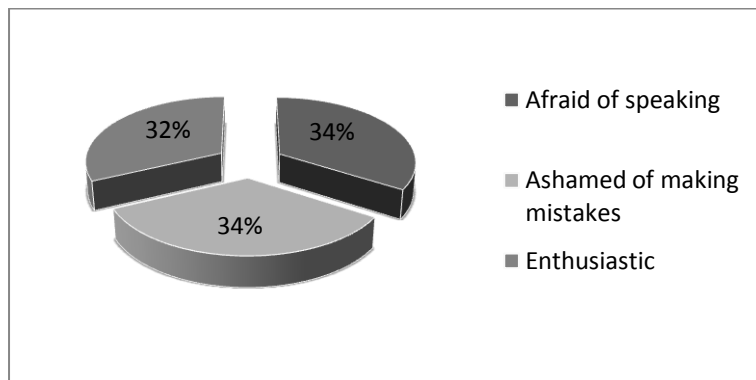


Figure 15: Students' feeling when presenting a topic in classroom

Through this question, we attempt to investigate on the students' feelings when they are presenting topics in front of their mates. Seventeen (17) students (34%) say that when presenting a topic, they are afraid of speaking a foreign language in front of their mates, may be they suffer from some psychological problems and may be they are not social people who talk freely with others.

Moreover, there are students who afraid of the number of persons who are listening to them. Another seventeen (17) students (34%) say that they cannot present topics in front of their mates because they are ashamed of making mistakes. At this stage, for beginners, it is a normal situation where a student makes mistakes for they cannot learn without mistakes and no one is perfect. Yet, the rest of the students, sixteen (16) persons (32%) say that they feel enthusiastic when speaking and presenting topics in front of their mates for they see this as an opportunity to prove themselves and refine their level and also benefit from their experiences and mistakes. It is good for them to do so because engagement helps them a lot in learning and especially in EFL learning.

3.3. Discussion of the findings

3.3.1. Discussion of the Students' Questionnaire

Concerning the students' questionnaire, we have deduced many important points and each point reflects each answer. Most students are capable of doing project on their own. This is a good start for them which may help them take responsibility for their study and move step by step towards the independence and autonomy in EFL learning. They also use the English language in addition to their mother tongue to communicate with peers outside the classroom. Because they are still beginners in learning the target language so, it is suitable for them to use both of languages to cover the lack of vocabularies they suffer from in dealing with the target language.

The majority of students receive support from their family members from time to time and this is not enough, because they need encouragement to continue their study with desire and strength for this will help them take charge for their own learning and be responsible for the decisions they make, and when they see happiness in their parents' faces when get good marks, they get encouraged, feel motivated and excited to do more for more success and joy.

It is unpleasant to realize that the majority of students cannot be responsible for their own leaning without their teacher directions. In fact, students, at this level, need an assistance to help them carry on with their studies. They cannot be independent all at once; they need help to reach that level of responsibility and free decision making.

It is a good thing when we find that most Students like to work collectively because cooperation has an important role to play in the learners' learning process. It is the opposite of competition, which raises the learners' self confidence and gives them opportunities to help each other and solve problems as well. Yet, students learn the target language for the learning sake, for gaining knowledge. That hunger for learning and eagerness for knowing more will give them the chance to have good access in learning foreign language and open the doors of success to them for sure.

Autonomy and decision making are related to each other. Most students made their own decision and chose to study English. It is a nice thing to do for being responsible and do something they like. More than that, the use of library books is reduced because most students prefer technology, the net. The net helps the learners a lot to get the information they want easier and faster. They do not like reading books. It has a positive role in their learning which makes them in need of it most of the time.

Participation is a good way for learners to improve their level and language. They need to refine their language and benefit from their mistakes and get rid of fear and shyness and also engage in learning. This will give them the chance to learn well.

Half of the general population has no idea about autonomy which may create some difficulty in learning independently. The students' ignorance of autonomy will affect their learning and their performance inside and outside the classroom. In addition to this, students suffer from fear and shame. Fear from speaking in front of people and shame of making mistakes. No one is perfect and these aspects are very dangerous on their learning progress and make them lose their confidence.

3.4. Recommendations

Based on the results of this research, here are some recommendations proposed to LMD students of English language in the Department of English, in order to help them take responsibility for their learning.

- The good preparation for the coming lectures is required for better understanding and participation.
- Before starting to speak English, students should start thinking in English first to help them get the picture about the topic they tackle.
- Before being autonomous, students should know first what is autonomy and how they can be as such.
- Students should engage in the classroom activities to learn more, act more, and communicate more.

- Psychological stress like fear and shyness are not welcomed. Students need to get rid of them by involving in the classroom activities for better performance.
- Students should not base in their studies only on the net, books are beneficial and can give them more knowledge. Also, they need to raise the habit of reading and discovering because they will affect their learning much better.
- The role of the teacher has to appear clearly because autonomy does not mean the absent of the teacher but the guidance of the teacher.

3.5. Suggestions for Further Research

As stated before, our population is represented in the University of Adrar. Our sample is the LMD students and we have chosen only 50 students from them. The results we found are between positive and negative and do not represent all that we want from the start. So far, these results cannot be generalized on all the LMD students of the Department of English. Also, we suggest for other researchers to choose a larger population than we have used to discover whether the results we obtained reflect LMD students' attitude in the Department of English as a whole.

3.6. Conclusion

The positive and negative results revealed in this study concerning learner autonomy in EFL learning have not confirmed our hypothesis. This means that the relationship between the learner and autonomy is not that strong and solid. Students need to depend in their learning on cooperation and positive interaction with each other for this helps them a lot in learning and gaining information progressively. Furthermore, through this study, we know now about the effects of autonomy and independent learning on students and their future works especially in EFL learning. This does not mean that autonomy has only effects but also defects which require us to be careful when dealing with it.

General Conclusion

General Conclusion

Autonomy in learning English as a foreign language has gained much interest from many philosophers, theorists, linguists, psychologists and educational psychologists. It has become the central aim of many studies. Through our study, we tried to shed light on the importance of autonomy in language learning, and how learners should learn independently and take responsibility for their learning.

The purpose of this research is to illustrate and highlight the importance of autonomy in learning processes, and how motivation can be a key to success, autonomy, and independent learning.

Through this research, we hypothesized that if our English teachers encouraged their students, supported them to learn, involved them in all classroom activities and communications, helped them to develop their competence and enhanced their relations between each other, they would be led to more practical behavior and would actively react with the desire to learn and challenge. This would also raise their curiosity and suspense to explore and search, enlarge their vocabulary and their imagination, so that, learning autonomously towards success becomes their goal and not just grades, and rewards.

Moreover, the results from the data analysis confirm, to some extent, the correctness of the previous mentioned theories. Some positive findings can be set in the following points:

- a- Students are capable of making choices by themselves and have the ability to realize what is good for them. This gives them the opportunity to engage more independently in other things.
- b- Some Students believe in learning for its own sake, to learn, discover, develop, discuss, communicate using the target language and enlarge their expectations, and not for an external aim as rewards.
- c- Motivation and encouragement are the most important elements in shaping autonomous learning and behaviors, as well as responsible actions of the learners.

- d- The importance of English as a foreign language for learners makes them use it in their conversations inside and outside the classroom.
- e- The significance of technology in the learners' life, and their addiction for the internet, makes them choose it instead of books, which raise the sense of discovery and searching independently because of its effectiveness and easiness.

All the previous confirmations have demonstrated the importance of stimulus in encouraging students to move towards autonomy, responsibility and decision making. Teachers, parents, peers, and others play a positive role in the learners' life to make them involved in learning process. It is important to say that motivation is the key success for students to become dependable and self-governing.

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Appendix

The Learners' Questionnaire

Dear Student

You are kindly asked to fill this questionnaire by which we try to find out how can learners be responsible for their own learning and how their performance in foreign language learning will be due to autonomy. Thank you for your cooperation, I appreciate it.

1. When you are asked to do a project, do you do it by yourself or do you ask others to do it for you?

- I do it myself

-I ask for someone to do it for me

2. Do you prepare for the coming lectures or just come and take what the teacher gives you?

- I prepare for my courses

- I do not

3. After the end of the session, you are speaking with your peers outside the classroom, do you speak with them using the second language, your mother tongue only, or both of them?

- Use 2nd language

-mother tongue

-both of them

4. Inside your house, do you receive support from your family members?

- Always

- Sometimes

-rarely

5. When you get a good mark in exams, what is the reaction of your parents?

-They reward me

-They feel happy

-They do nothing

6. Can you be responsible for your own learning or do you need your teacher guidance?

- Yes I can

- No I cannot

7. When you have homework to do, do you like to work with your peers or do you prefer working alone?

- With my peers

- Alone

8. Do you learn foreign language for the learning sake or just for being rewarded?

- For the learning sake - For being rewarded

9. Is it your choice to learn a second language or your parents' wish?

-My choice -My parents' -Both of us

10. Do you think that your performance will be affected if you receive motivation and encouragement?

- Yes of course - I don't think so

11. Do you use the library books or you do prefer working on the net?

- Yes I do - No I prefer working on the net

12. Do you think that technology, like the Internet, has a positive role in your learning inside and outside the classroom?

- Yes it has - No it has not

13. Do you believe that participation is a good way to improve yourself and your English?

- Yes I do -No I do not

14. From your personal perspective, how do you see learner autonomy?

-Something ideal -something needed the most - What is autonomy?

15. When you are asked to present a specific topic in front of your mates, how do you feel?

- Afraid of speaking -Ashamed of making mistakes -Enthusiastic