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DJILLALI LIABES UNIVERSITY OF SIDI-BEL-ABBES

FACULTY OF LETTERS, LANGUAGES AND ARTS

DEPARTMENT OF ENGLISH

Autonomy between Teachers' Attitudes and Learners' Aptitudes the University of Hassiba Benbouali/Chlef Department of English as a Case Study

Thesis Submitted to the Department of English in Candidacy for the Degree of "Doctorat en Science" in Didactics

<table>
<tr><td>**Submitted by**</td><td>**Supervised by**</td></tr>
<tr><td>Mr. Djilali BELAIDOUNI</td><td>Prof. Mohammed Yamin BOULENOUAR</td></tr>
</table>

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Dedications

To my family: my wife and children namely : Farah, Abduldjalil, Abdulsamad and Miral.

To the souls of my grandparents and the son of my supervisor Anès Ali BOULENOUAR (God Bless Him).

Acknowledgements

Table of Contents

Chapter One

Definition of Notions:

Autonomy, Attitudes, Aptitudes and Motivation

Chapter Two

Data Collection and Findings

Chapter Three

Data Analysis and Interpretation

Chapter Four

Recommendations

List of Acronyms

BICS   Basic Interpersonal Communicative Skills

CALP   Cognitive Academic Language Proficiency

CBA   Competency Based Approach

CCPD   Continuous Collaborative Development

EFL   English as a Foreign Language

ELT   English Language Teaching

ICT   Information Communication Technology

L1   First(Native) Language

L2   Second Language

MCA   (Maitre de Conférence A)

MLAT   Modern Language Aptitude Test

ORDER   Observe Research Decide Exercise Retrieve

TESL   Teaching English as Second Language

TKT   Teachers Knowledge Test

TOP   Teachers Observational Programme

TPD   Teachers Professional Development

List of Abbreviations

App.   Appendix

BAC   Baccalaureate

CBA   Competency Based Approach

Qst   Question

List of Tables

List of Figures

Abstract

As a member of the teaching community, one feels like carrying out this educational action research to tackle issues about the field of his interest. As a theoretical background to back up this study, the current research is deep-rooted to the constructivist learning theory Thus, the major purpose of this investigation is identifying the main constraints behind the difficult association of theory and practice to integrate learners' autonomous schemata in the learning process. It also explores teachers' attitudes towards this phenomenon. Learners' aptitude to monitor their learning process is also dealt with in this journey. To do so, this educational reflection appeals for the use of a descriptive analytic method with reference to the following research tools: Two questionnaires; the first one is delivered to teachers at Hassiba Benbouali university of chlef. The second questionnaire is handed for Master 2 students at the department of English. Then, two interviews are used; the first is conducted with the Vice Dean of Pedagogy at the faculty of Letters and Foreign Languages. The Head of the Department of English is also interviewed as a relevant participant in the shaping of the teaching learning process. On the one hand, findings confirmed teachers as doubters about learners' maturity to be autonomous. On the other hand, learners exhibited the possibility of being doers rather than doubters. As a requirement for the introjection of autonomy in the educational setting to take place, some procedures are set in the form of highly recommended actions.

Key words:

Autonomy, Teacher's Attitude, Learner's Aptitude, Monitor, Learners' maturity, Learning Process.

ملخص

بوصفه عضوا في مجتمع التدريس يشعر المرء بالرغبة في إجراء هذا البحث العملي التربوي للتحقيق في القضايا المتعلقة بمجال اهتمامه. وبالتالي، فإن الشاغل الرئيسي لهذا التحقيق هو تتبع القيود خلف الارتباط الصعب بين النظرية والممارسة لدمج المخططات المستقلة للمتعلمين في عملية التعلم. كما يستكشف مواقف المعلمين تجاه هذه الظاهرة. كما أن قدرة المتعلمين على مراقبة عملية التعلم لديهم موضع تساؤل. للقيام بذلك، يستدعي هذا التفكير التربوي أدوات البحث التالية: استبيانان؛ الأول يسلم للمعلمين في جامعة حسيبة بن بوعلي بالشلف. والثاني لطلاب الماستر 2 في قسم اللغة الإنجليزية هناك. ثم يتم إجراء مقابلتين. يتم إجراء الأولى مع نائب عميد علم أصول التدريس في كلية الآداب واللغات الأجنبية. كما يتم إجراء مقابلة مع رئيس قسم اللغة الإنجليزية. من الناحية الأولى، أكدت النتائج أن المعلمين يشككون في نضج المتعلمين ليكونوا مستقلين. من ناحية أخرى، أظهر المتعلمون إمكانية أن يكونوا فاعلين بدلاً من مشككين. لتنفيذ هذا الإجراء، يتم تعيين بعض الإقتراحات كإجراءات موصى بها للغاية

الكلمات المفتاحية:

الاستقلالية ، موقف المعلم ، كفاءة المتعلم ، المراقبة ، نضج المتعلمين ، عملية التعلم

Résumé

En tant que membre de la communauté enseignante, nous avons voulu mener cette recherche-action dans le domaine éducatif pour aborder des problématiques liées à notre domaine d'intérêt. Afin d'être menée à bien, cette étude a comme soubassement théorique, la théorie constructiviste de l'apprentissage. Ainsi, le principal objectif de notre enquête est d'identifier les principales contraintes à l'origine de l'association difficile de la théorie et de la pratique pour intégrer les schémas autonomes des apprenants dans le processus d'apprentissage. Elle explore également les attitudes des enseignants face à ce phénomène de même que l'aptitude des apprenants à suivre leur processus d'apprentissage. Pour ce faire, cette réflexion pédagogique fait recours à l'utilisation d'une méthode analytique descriptive usant des outils méthodologiques de recherche suivants: Deux questionnaires; le premier est remis aux enseignants de l'université Hassiba Benbouali de chlef, le deuxième questionnaire est distribué aux étudiants de Master 2 du département d'anglais. Ensuite, deux entretiens sont organisés; l'un avec le vice-doyen de la pédagogie de la faculté des lettres et des langues étrangères, quant à l'autre, il a été mené avec le chef du département d'anglais, en tant que participant pertinent dans l'élaboration du processus d'apprentissage/enseignement. Les résultats obtenus ont confirmé, d'une part, le doute des enseignants quant à la maturité des apprenants à être autonomes et d'un autre côté, les apprenants ont montré la possibilité d'être des acteurs plutôt que des sceptiques. Pour que l'introjection de l'autonomie dans le milieu éducatif devienne une réalité de terrain, certaines procédures sont présentées sous la forme d'actions fortement recommandées.

Mots clés :

Autonomie, attitude de l'enseignant, aptitude de l'apprenant, moniteur, La maturité des apprenants, processus d'apprentissage.

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General Introduction

General Introduction

Among the most recent debatable endeavors that have emerged in the field of teaching/ learning a foreign language, we have the issue of autonomy implementation. This subject has become a thought-provoking fact once introduced in the Algerian higher educational. The reason behind this situation is that learners' autonomy even is facing numerous constraints. This is well reflected in the present critical educational situation exemplified in the struggle between the two pillars.

First, we have the teacher holding the position as the main axis for all classroom procedures. As a result, becoming the merely one entitled with the professional authority to monitor the classroom environment with no challenger. Second, there is the learner with his existing role as a passive recipient struggling for survival, and trying to impose himself as a thinking participant who can make a tone.

The situation is a result of autonomy perception, as often characterised by its misconception in terms of its nature and implementation. On the one hand, it refers to autonomy conceptual confusion, since it is not regarded as a natural tendency to learning, which is available in all. But, it is rather as a method, which necessary means learning in isolation, without a teacher. On the other hand, this confusion is related to autonomy display as it can be displayed differently, according to the unique characteristics of each learner or learning situation.

The abovementioned facts have led to a crisis reflected in teachers-learners' attitudes and aptitudes with reference to autonomy as a learning principle. The criterion has become a prevalent issue in all sorts of debates and research within the field of education. This issue is faced with two apparently contradictory behaviours namely:

The first behaviour concerns teachers' attitude. This is embodied in their response to learners' autonomy with reference to their perception of this learning quality. So, learners' attitudes can be exhibited in the form of an inimical view towards autonomy. Unfortunately, some teachers believe that the acceptance of learners' autonomy can cause a chaos. Consequently, this necessitates fundamental changes in their usual teaching procedures. This step, in turn, contradicts with some necrophilous characters of teachers.

Another discomfort is that which concerns the teaching community. This sample is full of strong doubters about learners' readiness to handle control over their learning process.

The second one is about learners' attitude and ability, which are concerned with embracing and possessing the locus for the criterion of maturity to take charge of their learning process. Another point to be raised at this stage is learners' attitude to be autonomous. This refers to learners if willing to accept the burden they have to bear once autonomy is preferred. The fact is that if autonomous, learners are required to get rid of their shyness. Likewise, they are urged to give up their preceding learning procedure. This is embodied in a long-term habitual reliance on teachers, and the ready-made material they provide.

The previously stated items can form a whole matrix of detriments hindering learners' initiative to be active participants in the classroom environment, and making of autonomy a shortened perspective. This fact can be noticed through an ordinary observation of both teachers and learners' performances. This is carried out within the university as a symptom of the classroom interactional environment.

On the one hand, the teachers are acting as the sole monitoring force of the teaching/learning process. On the other hand, students being on–lookers or rather passive recipients, whose only role is devouring what has already been prepared by their teachers.

The case appears to be very serious, especially if a comparison is drawn between the sensible prospects of the Ministry of Higher Education and Scientific Research, with the teaching/learning community current practices. This inconsistency has led the Higher Education System to become a shortened viewpoint. The case becomes clearly evident for anyone, who is used to deal with learners' productivity. This aspect of learning is considered as the major criterion of learners' autonomous character exhibition.

In fact, there are different psychological factors influencing this controversial issue. Some of them are constants but others are variables. Speaking about these influential factors, leads us to speak about motivation with its two edges. The reality is that these psychological criteria can function as a motivational variable fostering learners' aptitude. This enables them to maintain their ability to be autonomous poles in the field of education. In fact, this process can face some institutional constraints such as time

allocated for the teaching of English, and equipment suffocated for this process. Henceforth, this research is concerned with the didactic choices adapted to the profile of master degree students of English at Hassiba Benboali University of chlef.

It is to say that the abovementioned constraints and many others can in general have a devastating impact on EFL practitioners. On the one hand, teachers, and their continuous disavowing claims about the unpleasant teaching/learning situation in the Higher Education field. This concerns also teachers' daily performances, which determine and shape students' practices.

On the other hand, this affects learners, who may become more diffident to be autonomous. The situation can be considered as an outcome of a monotonous teaching environment, which can also have a deficient influence on learners' initiative to be autonomous.

In the long run, the expectations of the Higher Education reforms have not been attained up till now. As a matter of fact, learners have not shown serious signs of effective involvement in monitoring their learning process, and so for its evaluation. This is, without a doubt, the major concern of this observational reflection, which targets the wide gap between theory and practice in autonomy implementation as a learning aspect. More precisely, it deals with the three didactic aspects. These poles are as follows: The first pillar concerns the teachers' teaching strategies.

The second one is about the learner and his skill to plan the learning process. In the end, there is the overburdened content and timetable. The former is concerned with its readiness for the dissolving of the distal learner's autonomy. However, the latter, is related to time allowance for autonomy real implementation.

This experimental study explores the set of detriments, faced by teachers when trying to enhance students' initiative for a better partnership. It is also an exploration of possible obstacles, and why not reasons standing behind learners' reticence to be autonomous.

Numerous are the reasons standing as motives behind embarking on this educational action research. But, the most reliable ones to this process are the followings:

First and most, it is the researcher's inclusion in the teaching community, that resulted in a reasonable personal and professional involvement and concern over the issue.

Second, it is about teacher's reflective character as an agent of change. It has to do with teachers, whose main concern is considering ways to work differently. This relates also to teachers' willingness if ready to face irregular events in the teaching/learning process.

The third motive implies the continuous paradox of the teaching/learning process which is well reflected in both teachers and learners' continuous complaints about the Higher Education environment. On the one hand, the teachers keep making complaints about the difficult learning environment. On the other hand, learners protest about the monotonous teaching process.

These facts have all together contributed greatly in triggering the researcher's eagerness to embark on this reflection process. For this reason, the present investigation is carried out for the achievement of the subsequent objectives:

First, it aims at increasing teachers and learners' awareness by providing them with a path, which can give room for more opportunities and a better educational collaboration. Second, it targets grafting some spatiotemporal aspects to enhance autonomy implementation in the teaching/learning process. Third, it aims at emphasizing the shift from the teacher to the learner as the didactic focal point. The fourth objective for this research is prescribing remedies for teachers and learners' complaints about the current teaching/learning environment.

To carry out the current investigation, one feels like setting a set of queries that can help investigating the crucial points. Among the research questions, we count the following ones:

1. Why is not there a space and time for learners' autonomy implementation? This is about tracking down the major constraints against autonomy as time or the teaching programme.

2. How do teachers perceive learners' autonomy? This implies teachers' attitudes towards learners' autonomous character; if for or against it.

3. Are learners capable of monitoring their learning process? And if so, are they willing to do so? This relates to teachers' beliefs about learners' maturity to take control over their learning process, and so for learners' thought about their own ability to take charge of their learning process, and so for their acceptance or rejection of this learning aspect.

4. Is there a feasible outline for learners' autonomy to take place? This question is mostly concerned with teachers-learners' perspective for autonomy to be a crucial criterion in the learning process and then to be promoted. It is rather about the solid foundation for learners' autonomy to prosper.

To answer the previously stated questions one can call for the formulation of some hypotheses to be tested, which are as follows:

1. Teachers can be negatively charged about the notion of autonomy implementation in learning.

2. The reason may be teachers' readiness to deal with autonomy, and their confidence in learners' maturity to be autonomous. This idea concerns teachers' plausible reluctance towards learners' autonomy, or their doubt about learners' ability to be autonomous.

3. Learners have doubts about autonomy as a learning ingredient for the reason that they are far away from its understanding, or implementation, that is an outcome of their immaturity to take charge of their learning process. The point here is about learners' probable reserved character towards autonomy, as much effort demanding. This would also be a consequence of their reliance on teachers.

4. Probable absence of a prospective schema. The implication at this step is about the forthcoming outline of the implementation of learners' autonomy. It also concerns confident participants in their great expectations about rendering autonomy a pure practical aspect of the learning process in the future.

The present research is concerned with calling attention to the need for teachers' flexible formula. The criterion can take the set of interactional attitudes as effective ingredients to promote learners' autonomy. Another point is the introduction of learners' autonomous perspective. It refers to promoting a self-monitoring of their learning process. Likewise, this investigation tends to give a picture of the major factors that have a crucial role either in promoting or hindering learners' autonomy.

For the abovementioned reasons, this research calls for the implementation of a descriptive analytic method. This path involves both quantitative and qualitative tools for more credibility of data collection. After data are collected, they are tallied and then put into more interpretive graphs to support a formally complete analysis. The step aims at providing practical implications about autonomy possible implementation by educators. This is realized through avoiding ambiguity about points drawn from each datum. In fact, it is the regular basis on which recommendations are prescribed. To do so, the process of data collection and the set of drawn conclusions are questioned too.

When conducting this survey, and for more validity of the collected data from the part of the respondents, one has opted for the use of questionnaires. This choice is made on the basis that they seem the pertinent option. They are meant to facilitate eliciting data from respondents. Besides, they are of more relevance to the objectives of this research. Likewise, they help providing an original description concerning both teachers and learners' daily, vivid English as a Foreign Language practices at the university. At this stage, it is worth pointing out that there are two questionnaires.

The first one is set for teachers, and the second one is for Master Degree students of English at the University of Hassiba Benboali in chlef. This research tool is concerned with the pedagogical didactic

Then, another tool refers to the use of the interview option. As a research instrument, it is concerned with the collection of data through interviewing the Head of the Department at Benbouali University of Chlef. Its main objective is eliciting his attitude towards the component(s) of autonomy in the teaching/learning process. It also drills deeper for the probable constraints facing the implementation of autonomy and his suggestion for an autonomous learning environment. It is worth stating that the interview

questions rotate around the five axes of autonomy implementation, namely; learning needs, objectives, content, techniques, or styles and self-evaluation.

Later on we try to supply the current research process with a sample of Master students' initiative to hold control over their classroom environment. As a matter of fact, the responsibility of holding control over the teaching content is regarded as one of the recent controversial issues. This is well reflected in the field of Teaching English as a Foreign Language in Algeria. Hereupon, it is the focal point in this research because it is indispensable for the notion of learners' autonomy implementation. The current teaching content is dealt with in terms of its validity to cope with the requirements of integrating learners' autonomous schema.

In fact, this research tends to implement a systematic analysis, which is based on theoretical and practical aspects of learners' autonomy. To reach this target, this investigation is organized along four chapters as embodied in the following figure in the form of a summative representation of all steps and procedures carried out throughout the current research. The process implies giving a clear image about the organization of the study, as illustrated the chart that follows in reference to the adopted research frame work:

Chapter One
• Reviewing the literature about the learning ingredients; Autonomy, motivation, attitudes and aptitudes.

Chapter Two
• Data collection and methodology sapmle and tools.

Chapter Three
• Data Analysis and interpretation, Insights and implications.

Chapter Four
• Offering recommendzations for the research gap
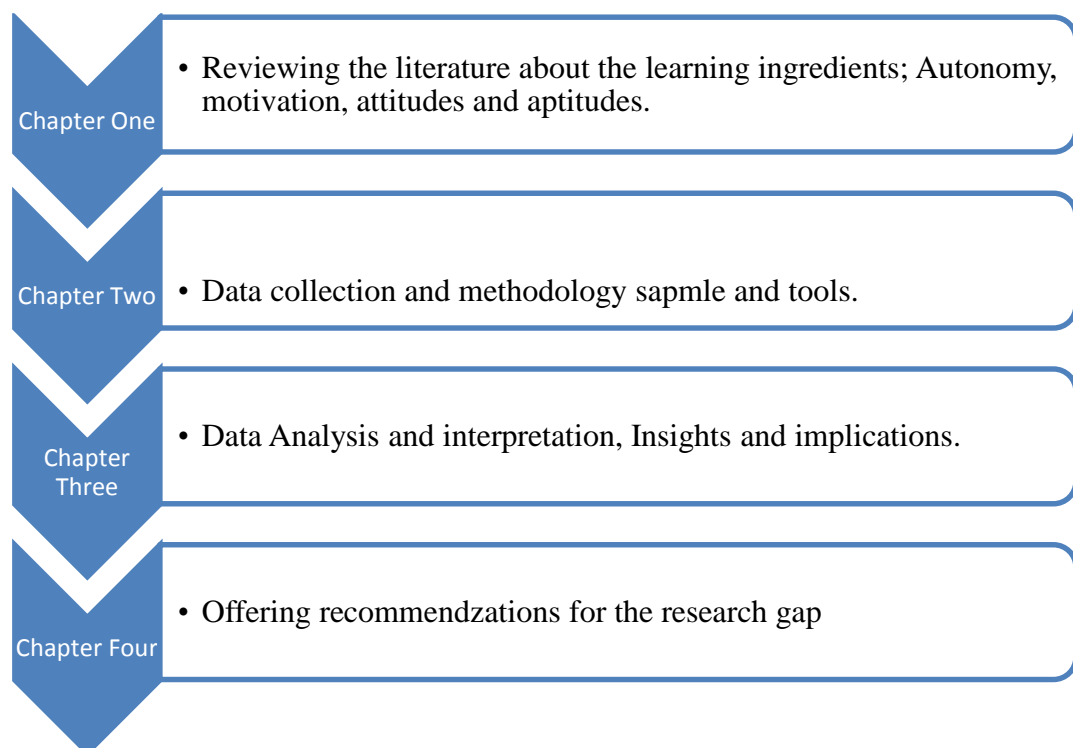
Figure.1. Organization of the Study

The first chapter focuses first and foremost on highlighting aspects of autonomy in learning. This is done after being well defined, and integrated through involvement of socio-cultural factors. Then, it deals with the psychological background of autonomous Learning, and so for the influential motives for autonomy implementation. Furthermore, most of the widely recognized learning strategies are highlighted at this stage. The point is that these strategies are a paramount importance for fostering the learning process. As a consequence, an autonomous learning occurs and develops in the educational setting and outside it.

This chapter also gives room for the discussion of both teachers-learners' attitude and aptitude. The reason is that the former can have a positive or negative impact on the latter. The step implies discussing Algerians' attitude towards learning English as a foreign language. The scope is narrowed to the teaching/learning community and its attitudes towards learning English. Another step at this stage implies discussion of the teaching/learning population' attitude towards the quality of being autonomous in the educational environment. Speaking about attitude leads us to speak about aptitudes. Therefore, teachers-learners' aptitudes to be autonomous are also discussed.

The point is that the previously mentioned teaching/learning ingredients can trigger learners' willingness to take charge of their learning process. Speaking about willingness, leads us to speak about motivation as an indispensable learning criterion in terms of its types and role to electrify teacher-learners' initiative to be autonomous. After dealing with each learning criterion, this chapter also gives room for the discussion of the relation between these notions and their impact on each other. In other words, correlation between the aforementioned learning qualities is deeply analysed for their crucial role for building autonomous schemata for master 2 learners of English at Hassiba Benbouali University of Chlef.

The second chapter is dedicated for data collection and methodology. This is about population and sampling then, reasons behind such choice. This step is also concerned with qualitative and quantitative data collection. At this stage, a more detailed presentation of the research tools is provided. This concerns the pilot study, the choice of the research tools, as well as their implementation.

All through this section, the three tools of research are fairly described namely: the two questionnaires. The first questionnaire is given to teachers at the department of English at the University of Hassiba Benboali in chlef., the second one is offered to Master students of English there.

In addition to that, interviewing the Head of the Department of English and the Vice Dean at the Faculty of Letters and Languages at the University of Hassiba Benboali of chlef.; learners' initiative as a sample of work prepared by master 2 students is also given room. This choice is done as a respect for the triangulation of the research tools, and automatically approaching objectivity in data collection. The previous procedure is also meant to target the validity and reliability of the collected data and avoiding doubt.

The third chapter is the stage where all findings are interpreted and analyzed. This step provides results, which are illustrated in figures as pie-charts, tables and graphs. The objective here is to depict possible concrete reasons for problems encountered by both teachers and learners. Speaking about reasons opens the gate to speak about implications. Thus, the following stage in this chapteris reserved for a detailed analysis of the interpreted results. In the last analysis, a careful examination of the main points is provided.

Moreover, it is worth mentioning that this research has been carried out with scrupulous attention to both teachers and learners' reaction. The aim here is to supply further sufficient details about the issue of autonomy perception, and pave the way for the next chapter.

The fourth chapter is reserved for providing an attempt to suggest a path for learners' autonomy to take place. This implies a prospect towards autonomous learners, who are likely to receive a recycling process. It also offers room for some teaching perspectives as useful remedial procedures. The process is done in the form of suggested convenient resolutions as motives, which can enhance students' eagerness and willingness. It is also to stimulate learners' motivation through fostering the implementation of learners' autonomy. This can lead to a comfortable teaching/learning environment.

This step involves putting in the hands of teachers and learners a solid practical basis, which can help them take the initiative to be autonomous through teachers-learners' collaboration. It is also worth stating that both of them are required to sow the seeds and

provide assistance for each other in outlining a plan for a gradual implementation of autonomy. This learning option is then recognized as a possible requirement, and why not a departure towards escaping reliance on teachers' ready-made material. The implication is that there is an urgent need for providing all participants procedures for enhancing a reciprocal teaching/learning process.

Chapter One
Definition of Notions:
Autonomy, Attitudes, Aptitudes and Motivation

Chapter One

Definition of Notions:

Autonomy, Attitudes, Aptitudes and Motivation

Introduction

As the most recent issue in learning, autonomy has been the concern of many research attempts. Their aim is the establishment of an effective autonomous learning environment. This has recommended much focus on group dynamics including pair or group work, dialogue, projects and plays. These learning tasks are enhanced in order to supply learners with more self-confidence for an autonomous learning climate.

Consequently, feedback delivery is no more restricted to the teacher. But, there is a canal of its transfer from the teacher to the learner. It is done through a classroom interactional environment that is created by its members, i.e. (classmates). It can take the form of groups or pairs, through the creation of appropriate tools or strategies for learning. In this interactional spirit, a self-monitoring of learning is enhanced. This happens through an action of towards learner's big share in the classroom management. Whereupon, the teacher retains slight control of the learning process, but at the same time acts as a guide.

This step is merely dedicated for the depiction of areas where autonomy can appear as embodied in learners-centered classrooms. The process needs dealing with the basic psychological background requirements for an autonomous learner. It also needs the cognitive monitoring of the learning process. This does not exclude the role of effective learning for maintaining an autonomous learning process.

Influential motives for autonomy are also given room in this chapter including tasks, assessment and time organization. These items all together can act as more efficient criteria for enhancing learners' initiative for rendering autonomy in learning practicable.

At this stage, learning strategies which represent important ingredients are also discussed. The step also offers room for the exploration of other notions including attitudes, aptitudes and motivation, which are very important for learners' autonomy to take place. The aim from this step is promoting learners' roles as active participants and enhancing an autonomous learning environment. At this stage, teacher's main concern is to offer room for learners' autonomous schemata development.

Within this learning networking, learners are supposed to acquire new roles, which are more effective than the traditional ones. Previously, they played roles which were monopolized by teachers. Learners become actively involved after they had been passive. Such roles are key ones in the classroom learning monitoring. Once they become learners' property, learners become gradually responsible of their learning if not fully, partially.

At this stage, learners acquire a symbolic power. The quality helps them decide and plan stages and ways of doing things according to ability and interests. As previously stated, this research paper is concerned with autonomy as the most important issue, which has prevailed on the teaching/learning process.

The fact is that learners' affective state is considered as the major motive behind their reticence or initiative to be autonomous. The implication is that there are some double-edged psychological variables, which can either impede, or enhance the learning process. Most of the time, both states are dependent on teacher's behaviours, or interactions with their learners and language they teach. It paves the way to deal with some crucial variables, which are of a paramount importance. The point is that they influence the teaching/learning process namely: Cognitive, affective and personality.

After dealing with the different variables distinguishing students, we move to teachers-learners' attitude towards learning a foreign language. The issue opens the gate to deal with teachers' attitudes towards learners' autonomy.

Learners' attitude towards autonomy as a learning criterion is also investigated in this chapter. At the same time, this step explores reasons behind such a stand either for, or against learners' autonomy. The current aspect of learning is seen as the subject of complaints from the part of teachers as "Island schooling". Consequently, motivation emerges as a relevant point to shed light on. The idea is that success in the monitoring of foreign language learning depends on the correlation of motivation with the notion of attitude as key criteria.

Speaking about attitudes, leads us to speak about learners' linguistic and psychological aptitudes to monitor their learning process. It is also an attempt to integrate the concept of an autonomous schema in the learning process. All these items will be discussed to trace their influence on autonomous learning environment.

1.1. Autonomy

The notion of autonomy is of a paramount importance in the field of teaching/learning process. The point is that currently this learning ingredient has become the major concerns for many researchers. Thus, one feels like defining this important learning ingredient.

1.1.1. Definition of Learner's Autonomy

Great researches have been carried out to investigate the notion of learner's autonomy among them, that of Henry Holec. He provided a clear definition of autonomy when integrated in the learning process, which is as follows: *"the ability to take change of one's own learning"* (Henry Holec, 1981:3). This notion is a cocktail of many ingredients. The fact of being in charge of the learning process means responsibility over all its decisive aspects, which is the major point of   the next step.

1.1.2. Aspects of Autonomy in Learning

In fact, when autonomy is promoted, it breaks down boundaries of the "island schooling" phenomenon. Moreover, it reaches the social interactional context of the learning process, and background by questioning socio-cultural conventions. In fact, Henry Holec managed, to a large extent, to bring into life autonomy in the sort of transfer of learning responsibility from the teacher to the learners. But, he neglected what was mentioned by Benson in his statement when stating that: *"The nature of the cognitive capacities underlying effective self-management of learning."* (Benson 2001:49). As a deduction from this say, one can state that learners' successful control over their learning implies involvement of mental abilities. The issue refers to the cognitive monitoring as an indispensable component of an autonomous learning process, as made clear by Little in his say:

> *Essentially, autonomy is a capacity for detachment, critical reflection, decision making and independent action .It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learn and in the way he or she transfers what has been learned to wider contexts.* (Little, 1991.4*).*

From the first sight, it seems obvious that autonomy doesn't mean total deprival of teachers from their initiative of responsibility over classroom procedures and elements. Hence, the teacher becomes a superfluous element. Second, it is worth understanding that it is not a frame work, or a set of planned restricted series of measures and activities. It is not to create or reset activities but provide opportunities for involvement of students in these activities. Third, autonomy is not a firmly fixed observable behavior, because it may call for a broader setting and require a social aspect in the learning process. The process can take

place with reference to the skill of the interactional manifestation of the learned item with other members. It is an aspect of an interactional interdependence as stated by Little in say: *"Because we are social being, our independence is always balanced by dependence, our essential condition is one of interdependence."*((Little, 1991.01).

Autonomy as a flexible polyphonic phenomenon is characterized by its variation. First, it varies on the smaller scale of one single learner in terms of when, where and how to be manifested. Second, on the larger scale in various ways for distinct persons as cited in the following statement: *"A multi-dimensional capacity that will take different forms for different individuals and even for the same individual in different contexts or at different times."* (Benson, 2001:47).

1.1.2.1. Psychological Background of an autonomous Learning

The notion of autonomy has a connection to constructive learning theories, which state knowledge construction by learners. But, not teaching it as questioning knowledge by reflecting on it, to make sense of one's own world as stated in the following say:

> *Kelly's psychology views human thought as a process of hypothesis testing and theory building involving the continual development and revision of constructs ... in the light of new experience… . Personal constructs are derived from shared assumptions and values, but systems of constructs are unique to the individual ... shaped through attempts to make sense of experiences that are uniquely ones' own. (Ibid:36)*

This theory highlights a learning aspect that learners are equipped with individual constructs to manage learning operations. Thus, the actual learner construct system has to match the provided input, which means fully understood and not contradicting to it. If learning is to be easeful, the involvement of the individual construct is indispensable. This is attained by stimulating their psychological process monitoring for more efficient learning.

When knowledge construction assimilates learning, learners are required to be curious performers in order to monitor their learning as recommended in what follows: *"All genuinely successful learning is in the end autonomous".* (Ibid:40). We can deduce from this say that original success in learning is characterized by its aspect of being a result of autonomy practice. The implication is that monitoring ones learning process provides learners with awareness of the successful tenets to attain the provided learning material. This qualifies learners to decide about the choice of the most efficient learning

techniques. It is attained by the use of which they feel a stress-free language learning environment. The point is that holding control means being at peace, and then free from any constraints. This feeling supplies learners with more confidence and curiosity to learn and why not decide about the way to learn, too.

1.1.2.2. Autonomous Cognitive monitoring of the learning process

The previously highlighted notion in leaner-centered approach helps students maintain their learning management. Hereupon, learners are given a chance to hold control over their classroom learning, which can be a key tool to offer opportunities for learners to enhance their autonomy. At this stage, teachers support is required by giving up a part of their control over the learning process and environment as quoted in: *"Their prerogative of making most or all of decision concerning the student learning."*(Benson, 2001:152). The implication is that learners are expected to have a hand in the organization of classroom activities as introduction to group works, and toleration of their mistakes. It is done by supporting introduction and its enforcement. The purpose here is to overcome their learning obstacles for the process of communicating one's own experiences, as advised by Benson in his statement: *gains in motivation participation, real communication in depth understanding, responsibility for learning commitment to the courses, confidence, mutual respect, the number of skills and strategies used and accuracy in written autonomy.* (Ibid: 154).

It is obvious that the content for learning is meant to be controlled, yet the learning goals are restricted by national curriculum. In fact, this does not exclude learners' partial contribution to hold control over the content. It implies in somehow a choice of the organization path they prefer to go through. The objective is to achieve the goal set to work as selection of tasks for the practical process. Then, supply a detailed proposal for doing or achieving certain activities in classrooms. Promoting learners control over the classrooms environment enhances pupils' interactions. It also offers more chances for their autonomous use of the language as stated in:*"Transfer of control also often involves an increase in student-student interaction and increased opportunities to use and process the target language in group work."* (Ibid:154).It is somehow to promote a learner-centered approach that enhances a conscious reflection on the process of learning. It includes setting goals and tasks, so that learners can measure their own learning and performance. Self-measurement of the learning process in itself is an aspect of the autonomous learning.

All in all, numerous recent investigations have been carried out on the autonomous learning, and the difficulties it encounters from the part of the second partner (teachers).In fact, there were some fundamental insights and findings, which were brought by (Benson, 2001:105) that are listed as follows: First, an autonomous learner is required to be an active independent participant or tasks performer. Second, he tends to be naturally willing to practice management of the learning process.

1.1.2.3. Autonomous Learning as an Outcome of Effective Learning

Effective learning is an aspect of autonomy, which needs being highly promoted. The idea is that it depends on the effectiveness of control over different stages and aspects of learning. Moreover, it is quite clear that promoting autonomy in this field is not an easy mission. The reason is the involvement of different difficulties or problems. An example is the socio-political constraints against the review of the teaching/learning structure. In fact, this issue has been tackled by Benson himself in the following quote:

> *One clear outcome of the research is that any attempt to transfer control over one aspect of learning is likely to have complex effects on the system of learning as a whole. Flexibility in the guidelines for the implementation of a curriculum often creates spaces in which individual teachers can allow learners a degree of control over aspects of their classroom learning. However, if the curriculum itself lacks flexibility, it is likely that the degree of autonomy developed by the learners will be correspondingly constrained.* (Ibid: 162).

These obstacles should not be seen as de-motivating factors against autonomy. But, they should be considered as a stepping stone despite the official mandated curricula. This item needs teacher's finger prints to render it comprehensible. The process is done by embracing learners' presence in the planning, organization of the learning material, environment and procedures. It can work in favour of students' effective learning. It can be free from the traditional procedures. These items are considered as threats for autonomy, which has become an important learning perspective.

1.1.3. Influential Motives for Autonomy

The recent decades have witnessed a great focus on the issue of learners' autonomy. Thus, many researchers tried hard to provide effective procedures, which can facilitate the attaining of an autonomous character for learners. According to Carol Ames (1990 –

1992)[1], there are six motives contributing effectively in enhancing learner's autonomy namely:
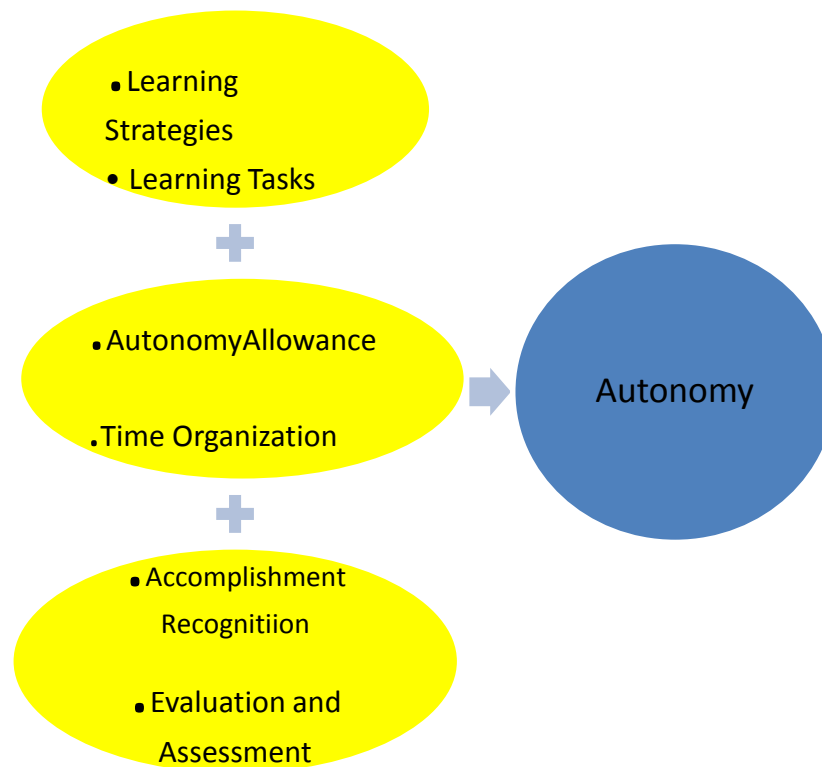
Figure1.1. Influential Motives for Autonomy, Carol Ames (1990 – 1992)

1.1.3.1. Learning Tasks

Teachers are expected to set certain tasks in order to enhance learners' motivation. These procedures are related to their curiosity, needs and interests, or are rather connected to the outside world. Through fulfilling these tasks, learners can be highly motivated and exhibit their autonomy by creating an entertaining learning environment. These tasks are recognized to be triple-valued i.e. possessing three values. First, the attainment value, this has to do with students to prove their position among others as active smart members by scoring well. In this case, tests and exam are seen to possess an attainment value. The second one is the intrinsic value; that is the enjoyment of the activity. The third value concerns the utility one that lies in the aim or in the final objective

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- European Centre for Modern Languages. http://www.ecml.at/faq/answer.asp?f=3(12 Jan.2002).[1]

1.1.3.2. Autonomy Allowance
Teachers are seen as a model of various classroom interactions including their attitudes and emotions. This aspect of authority is called *"personality capital"*. It is a kind of emotional bank account, (Covey 1995). Whereby teachers make a sense of deposits used to influence students' behavior. Consequently, learners are required to behave accordingly. If reversed, learners follow and apply what their teacher manifests in his class as a "moral model". So, if teachers exhibit a positive reaction to their learners' initiative to be autonomous, students will take it as an encouragement and do more. It becomes a kind of stimulus and response process and can enhance learners to be autonomous. The above step concerns how much autonomy opportunities teachers allow for their learners. It is rather about teachers' equilibrium between the set of options given for students in the form of valuable tasks, and freedom to meet their interest to manifest their autonomy. It can be considered as teachers' reaction towards their learners in order to be guided by their interests. It is highly recommended to provide an equal state between teachers' choices as an indispensable guidance, and those of learners that are known as interests restricted. It is rather a "bounded choice" process.

1.1.3.3. Accomplishment Recognition

When students do well, they expect their teacher's reaction towards their achievement. The reaction can take the form of a praise or criticism in a constructive positive manner, which can promote competence evolution and progressive learning. The fact is that rewarding students after the assessment, or evaluation of their achievements is very important. The action can take different forms like: (grades, prizes…), as desired by students to receive from their teacher. But again, all of them are extrinsic motives or a unique recognition of success. This process may lead to conditioning students' behavior by a routine, or regular external recognition of their efforts.

Though this aspect of rewarding is successful, it may lead to students' implicit or unconscious addiction to short-term concrete objectives. Another encouraging point is that it can have another strong positive impact and act as a motive to do more. The issue can result in the neglect of the lifelong learning process. But, this can also contribute effectively in the learning progress. The reason behind this situation can be the strengthening of the social frame, or connection between learners' success and reward. It implies the feeling of possessing the necessary ability or "competence", which is a worth element in the teaching/learning process.

1.1.3.4. Evaluation and Assessment

Teachers need to shift with their students from exam-oriented to lifelong learners. The first type of learners is concerned with grades and scoring well. Their focus is only on what is relevant to tests or exams. But, the second refers to those who are more concerned with interest in learning rather than scores. Learners' objective is expected to be the further use of the acquired knowledge for coping with situations, or problem solving. This process does not exclude learners' interests and fancy to be fully involved in doing some tasks.

Learners are supposed to enjoy doing tasks set by their teachers as a matter of involvement and interest. Teachers will foster learner's participation in decision-making. Then, learners can be provided with more opportunities to act as active participants. The quality can be a crucial learning aspect for entertainment, awareness and objectives setting. The step is the foundation for a different future learner, who can act as self-assessor of their learning progress. As a learning ingredient, it is known as an aspect of learners' autonomy practice. Learners are recommended to be aware of the value of the work as a future competence for problem solving.

1.1.3.5. Time Organization

Teachers are required to organize the time variable in order to provide more opportunities for their learners' motivation and involvement. Time can act as a battery for learners' positive attitudes towards learning and so for this process, when related to the foreign language. Attitudes can function as a source, or an aspect of autonomy reinforcement. It happens also by avoiding over loaded lessons, or aborted ones. The matter would cause learners to deal with this issue inappropriately, or with an inadequate speed "slow or fast". It is done through easy timing by covering the most important structures and functions. Lessons are also supposed to be organized through time and opportunities.

The previously mentioned step appeals for teachers' expertise to make time factor flexible. The point is that teachers are highly recommended to balance time to the input. The process can cause the syllabus to be recycled and adapted according to time allocation.

1.1.3.6. Cooperative learning

Cooperative, known also as "Collaborative Group", it is a learning aspect, which concerns grouping arrangement, whereby positive interdependence and shared responsibility are set among learners as members of learning groups. These indispensable criteria for the learning process are considered as foundations for tasks fulfilment. The term 'collaborative' group describes a type of organizational structure. This enhances shared leadership or partnership, heterogeneous grouping consisting of different or mixed abilities, and the improvement of social skills. Within the previously mentioned learning environment, students-students' interactions either in pair or group works play a crucial role to promote motivation. They can also serve stimulating learners' autonomy as a goal to be attained. Teachers are required to set tasks that enhance the competitive and social aspect of learning. This can create a learning environment full of balanced abilities.

A cooperative learning environment can be a fertile land, where seeds for learners' autonomy can be sowed. It can also help introducing and spreading the feeling of positivity and confidence among learners. The aforementioned aspect of learning can enhance motivation through involvement of learners, and fostering the way they relate to their peers. The interactive learning process is affected by the "goal structure" of the learning tasks, which are set by the teacher. The idea is that within a collaborative learning process, tasks are set not to attain individualistic or competitive goals, but rather cooperative ones. This implies involvement of complex learning, which requires problem-solving skills. Collaboration increases competition, exchange of abilities and learning techniques, which can lead to successful achievements.

1.1.4. Learning Strategies

Learners apply certain steps or ways to facilitate the acquisition of language. These steps are associated with different variables such as: motivation and other personality items. By means of these ingredient learners can be involved in the learning process. Consequently, their achievements can be made better. This process depends on teachers' assistance and guidance for learners as well as learners' interest.

1.1.4.1. Definition

Learning strategies are mental or behavioural activities related to a stage to facilitate the learning process. Their choice can be influenced by learners' individuality or differences such as affective states, attitudes and many other factors. This cannot be

denied as defined by (Brown, 2001:113) in: *"learning processes which are consciously selected by the learner"*. One can deduce from this quote that learning strategies are chosen by the learner who is aware of his choice. Another more clear definition is that stated in the following statement as being: *"steps taken by the learner to facilitate acquisition, storage, retrieval, or use of information"*, (Ibid:113). The implication is that learning strategies refer to ways learner accumulate information about a language. Learning strategies are requisite for the process that concerns activating the prerequisite one.

1.1.4.2. Types of Learning Strategies

Different types of new learning strategies are to be clarified. Beginning with the self- directed learning. This strategy promotes the classroom consideration of learners' interests for making them more independent. Another strategy is learning by doing, which encourages learners' practice by teaching them that first hand experiences are more valuable than second hand ones. Other strategies are also efficient as project work and free activities. In this paper, the term self- directed learning is used specifically for all the different forms of new learning strategies, which can help learners thinking to prosper.

According to Oxford typology, learning strategies are classified into two big headings, which are: Direct and Indirect strategies. The first class includes memory strategies; they facilitate the process of storing and retrieving new information. These strategies are seen as specific ways used by learners for some reliable buildup of a new knowledge. They also help electrifying the previously acquired one.

The second category involves cognitive strategies. They are skills handling and control of the learning material with certain limitations to tasks set for the learning operation as cited in the following statement: *"More limited to specific learning tasks and involve more direct manipulation of the learning material itself"*, (Benson, 2001:124). The third category is known as compensation strategies, which promote learners' understanding and production using the target language in spite of knowledge shortage.

The second class is known as indirect strategies, this category consists of meta-cognitive, affective and social strategies. First, meta-cognitive as advised in what follows: *"Meta-cognitive strategies make use of knowledge about cognitive processes and constitute an attempt to regulate language learning by means of planning, monitoring, and evaluating. They have an executive function."* (Ellis, 1994: 538).

One can deduce that this kind of strategy demands a high awareness about how to arrange and prepare learning. These strategies can serve as stages for a better performance and final assessment. Then, we have affective strategies, which are supposed to enhance students' regulation of the emotional, motivational and attitudinal aspects of the learning process.

Next, we have social strategies, which are used as an interactional aspect of learning with other interlocutors. It is useful for learning improvement and support as 'self-control', or assessment, and measurement of the leaning progress. But, it needs a shift to practice these notions in carrying out training on learning. This happens on the basis of the application of these strategies, for more enhancement of their tendency, whereby an autonomous learning process is promoted. It is often known as "strategies-based instruction", through which teachers' assistance is largely required for the development of students' skills. This strategy application aims to help learners use language outside the classroom.

The basic objective of strategies training is raising learners' awareness of their use and diversity. The aim is that students are tended to be selective about strategies for a facile learning process, as advised in the following statement: *Language learning will be facilitated if students become more aware of the range of possible strategies that they can consciously select during language learning and language use.*" (Cohen, 1998:65).

Basically, It can be said that strategy training is a double-edged tool. On the one hand, it promotes autonomy progression. On the second one, it enhances the learning skills "learning how to learn". The process can take place through tasks for what and how to learn. To reach these objectives, learners are to be trained on a continual practice of learning strategies, which becomes a natural behaviour for an effective learning.

This flexible process is affected by individual differences as: attitudes, situational and contextual variables, or factors and social contexts in real life situations. The process, indeed, requires certain out-of-class strategies as by reading newspapers or magazines and listening to radio. Watching English speaking TV channels can also serve for learners' proficiency development. It is an important step, which can be considered as an initiative to an autonomous learning. The purpose here is the establishment of a learner-centered approach, then its development.

Apart from what autonomy, great efforts have been made to explore the social and psychological participants in the process of learning a language. Findings confirmed the

involvement of various ingredients namely: Attitudes and aptitudes. These two notions are the subject of discussion in the following step.

1.2. Attitude

This notion has become the major concern of many psychologists. Especially, when referring to attitudes as an influential variable in the teaching/learning process. Recent research has proved their indispensability. Attitudes exert a great impact on teachers and learners' decisive action towards learning a given language. They act as strong participants in the learning process by providing learners with a 'knack' to learn. By playing this role, attitudes appear as one of the indispensable ingredients in ongoing of the learning process.

1.2.1. Definition of Attitude

By mentioning attitude, reference is to the way people behave or think about someone or something. It is meant to be the set of beliefs and thoughts shaping someone's behaviour towards others. A clear definition for the notion of attitude can be deduced from the following statement: "*An attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual response to all objects and situations with which it is related.*" (Allport, 1954:45).

From the previous statement, one can deduce that an attitude is rather a sort of psychological or mental quality that is closely linked to feelings. It is a constituent of the construct held in mind as an outcome of previous pieces of evidence and that, in turn, affects behaviours. The implication is that the notion of attitude is of a very important for the teaching/learning process. Henceforth, the next step is merely concerned with the exploration of the major participants in the process of attitudes formation.

1.2.2. Attitude Construction

Numerous are researchers who have tried to track every possible item related to the notion of attitude. This implies items that are concerned with attitude formation and change in the course of time. The following chart represents the major participant factors in the construction of attitude and so for those affecting its change. The following diagram

27

illustrates the four key participants in attitude construction, as mentioned by (Uri Bronfenbrenner).
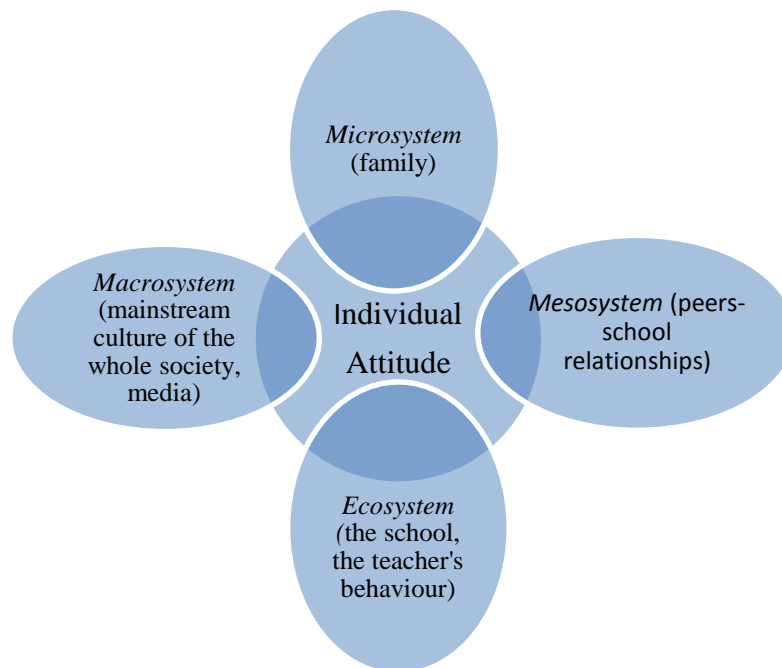
Figure.1.2: Attitude Construction (Uri Bronfenbrenner, social and clinical psychologist, 1979).

Moving on the direction of the hands of the clock, the above diagram describes the process of attitude formation. Beginning from the top, the first one is the micro system, also known as "socialization". At this phase the child acquires the first fingerprints of his family contribution in the formation of his thoughts and beliefs. These individual and mental qualifications have a crucial role in shaping the person's way of behaving. The second circle represents the "meso-system" phase, where the child establishes connections with his peers

and colleague at schools or outside it. They, in turn, exert an influence on his construction either positively or negatively.

The third system refers to the educational context. Reference here is to the teacher and the educational institution contribution. Knowledge and skills acquisition is seen as the central ingredients in the construction of attitudes. The fourth factor contributing greatly in the formation and development of attitude is the macro system. It involves the influence of mass media for a considerable persuasion process. This is mainly about items as: culture, religion or politics.

It can be said that though attitudes are marked by their individuality, they are always socially influenced, and then they are always subjected to change. Moreover, they are

context-conditioned[2], as they are affected by the social monitoring factors. They serve in the shaping of individual's feelings and personality. This is stated by (Renzo Titone) when declaring that:

> *Attitude is a context-generated motivational factors... Attitude follows as a specifically human-response to the environment as carrier of values. It develops as a specific cognitive-affective set. Attitude, consequently, can be modified in the course of learning whatever its nature may be."*(Renzo Titone, 1981:96)

We can deduce that all kinds of attitudes are changeable. This change is due to several factors, which work altogether in the development of attitudes through any learning process. It leads us to speak about kinds of variables involved in attitudes change in the next step.

1.2.3. Mutable Attitudinal Factors

Attitudes affect the teaching/learning process in many ways. According to Lambert et al (1964), attitude formation is also subjected to the influence of some key monitoring factors. These influential variables are subjected to change and exert a crucial effect on the shaping of both teachers and learners' personality, or character. These mutable attitudinal factors are known as the following ones: cognitive, affective and conative.

1.2.3.1. Cognitive Factors

These factors are considered as the central components in the evolution, or the change of the individual's attitudes. They refer to the person's beliefs about every situation and way of the approaching it. The cognitive factors are operant in formal contexts as the classroom, where they can have a strong impact on learners.

[2-]*Context-conditioned is the quality of being monitored or controlled by the situation. There is a certain dependency on some variables that influence peoples' understanding or interpretations.*

1.2.3.2. Affective

They are also known as affective or emotional filters. They influence learning in a way that, particularly, learners are biased in the form of positive or negative feelings toward certain situations. Negative effects like: dearth of motivation or self-confidence and anxiety can hinder language learning. In fact, classrooms are the most suitable environment for affective factors to thrive, and have a stronger effect.

1.2.3.3. Conative

This type of variable refers to comportments or behavioural intentions towards something or somebody. It also concerns learners' strong eagerness and confident decisive actions about learning. It concerns the cultural implications of the foreign language and its community.

1.2.4. Algerians' Attitude towards English Language Learning

Decades ago, Algerians were caught in a dilemma in terms of the choice between the mother tongue and the foreign one. The former gave birth to a reticence towards learning the latter. The main reasons behind this situation are the contradictory socio-cultural implications of both languages and the communities' lifestyles.

Nowadays, the Algerian society exhibits positive attitudes towards learning the English language. The state is well interpreted in the society appreciation of those mastering English. Consequently, various private schools are created every year, which by their turn receive a concomitant increase in the number of subscribers even those known as (francophone). This is mainly due to the increasing demand for English as an international language. It is the case for most channels of communication namely: books, TV and internet.

Furthermore, more than 80% of 7000 scientific documents are published in English each year. Moreover, it is the dominant medium for easy access to technology, installing apparatus. Most importantly, it serves greatly in satisfying the national needs for the integration in the international market.

Another fact worth mentioning here is that Algerians still hold that inimical attitude towards the French language for political and historical reason. It has caused the French language to decline and loose its spectacular position. This has, in turn, has given English more chances to strengthen its position by filling the gap, and overlapping this situation.

The point is well interpreted in Algerians' approval or approbation of those mastering the English language, by being magnified as 'educated individuals'

A simple deduction can be drawn that the Algerian society a fertile land for foreign language learning to prosper. The point is that most Algerians welcome learning foreign languages, and particularly English. The reason is that they recognize its importance as a medium of international communication in all its aspects. Moreover, mastering the English language is considered as a sign of prestige. Consequently, the aforementioned facts have contributed greatly in enhancing learning English. This happens through developing positive attitudes that welcome this language as a necessity.

1.2.4.1. Teachers and Learners' Attitude

Both Learners and teachers do exhibit their feelings towards each other. These attitudes can also be directed towards the subject to be taught or learned. This does not exclude language which is more or less the vehicle carrying the culture. It is the same concern for the socio-cultural foundations of the target language community. Attitudes incorporate elements from other cultures as an evaluative cultural reaction for self-consideration.

With regard to the field of learning, attitudes can result from 'social learning'. The process implies variant forms of learning: First, 'classical conditioning'. It involves a causation process, whereby learners' attitudes occur every time the previous stimulus is present. For example: teacher shouts at students can cause hatred of the subject. So,   the negative attitude appears whenever the teacher is there, regardless of his present attitude.

The second form of learning contributing in attitude acquisition is 'Instrumental conditioning'. This type of learning implies learners' involvement on the basis of attitudes resulting from punishment or reward. The former can reinforce learners' active role in the learning process because of fear. The latter increases learners' active role for benefits or gain satisfaction from doing well. In other words, it is when learners reap what they sow. The third type of learning concerns modeling. It is somehow a kind of imitation process. This happens when learners develop certain attitudes either by acceptance or rejection of learning something. It takes place with reference to what they witness around them.

Teachers are supposed to be the source of inspiration for learners at whatever level, i.e. primary, secondary or higher education. The implication is that foreign language teachers are meant to gear their learners perception of learning towards positivity; The

idea is well interpreted by Prof; Mohammed Yamin BOULENOUAR in the following passage:

> *Foreign language teachers should be able to create a friendly atmosphere conducive to true learning. Their main aim is to present the foreign language in an enjoyable and relaxed environment...give a sense of joy in learning English, and then create a positive attitude towards the foreign language. (Mohammed Yamin BOULENOUAR, 2004:15"*

1.2.4.2 Teacher s' Attitude towards Foreign Language Learning

The teaching process is subjected to the interference of a matrix of variables that can have a serious impact on the teaching community. It is undeniable that this can also go further and influence teachers' character. The result is that this can affect teachers' attitudes toward themselves, what they teach, their colleagues, or towards their students.

Moreover, teachers' attitudes can have considerable effects on their teaching process. The case is more evident in case of foreign language teaching. The point is that teachers seem very attentive about what they teach. The major reason is the cultural implication that can cause some cultural aspects to conflict the native ones. For this reason, teachers have developed certain attitudes that seem rejecting the foreign cultural implications. The outcome is that attitudinal filter, in the form of cultural re-evaluation process towards the foreign language, is set to avoid any possible cultural conflict.

The fact is that the importance of English has been more apparent to every single individual in the society. Teachers, for example, feel that pride when speaking English; they do recognize their importance even out of schools. They feel that they are highly recommended to improve their English. The reason is that they frequently meet highly educated persons. The action is frequent, especially, for those belonging to scientific or medical domains asking them for private lessons or translation of documents. It happens even with those concerned with importing and exporting goods as for writing letters of application, or passengers and freight transportation.

In fact, even teachers of other subjects and in different educational levels do appreciate English as the prominent medium of connection to the outside world. This reality is pointed out in the following say: *«Any literate educated person on the face of the globe is deprived if he does not know English."* Robert William Burchfield, 1986. (Editor of the English Oxford Dictionary, 4vol). At the same time, they do care about their students' personality to be protected from the, so called, cultural desalination and anomie.

1.2.4.3. Students' Attitude towards Foreign Language Learning

Learning can also be frequently influenced by a number of affective filters in different ways. Learners exchange attitudes towards their teachers as emotional reactions. Students can sometimes embark on a process of learning about others on the basis of us. It is the process of setting our native culture as a tool for filtering the foreign one. This process usually ends in acceptance or rejection of the foreign cultural items. In fact, this is stated by Fishbein when talking about the informational filter process in the following statement: "*...may not believe all the information he is given and ...he may form additional beliefs that can influence his attitude. Thus, he may not correspond to the information provided.*"(Fishbein, 1975:245).

One can deduce that the consequence is that learners do not always attend to all aspects of the daily input they receive from the part of their teachers. In fact, it happens that they can be able to attend to some of its features. At the same time, they can filter other features out.

The filter-based process is often known by its dependence on affective factors including: attitudinal, motivational, emotional factors, and anxiety. Most psychologists agree upon the paramount importance of learners' attitudes towards learning a certain language they are exposed to. On the one hand, success can be an outcome of the positive feelings learners hold in favour of the foreign language, and its cultural implications. On the second one, being negatively biased against the target language can lead to unspectacular achievements, which are manifested in the form of avoidance behaviour.

It is worth stating that researchers as Gardner and Lambert (1972), provided revealing insights into the nature of the relationship between learners' successful accomplishment, and their attitudes towards the language they are exposed to. It also concerns the foreign language community, with reference to its position in the world market, and number of speakers. These factors play a crucial role in determining learners' attitudes towards any step.

Notably, both researchers' findings confirm that: First, learners exhibit a sign of a successful linguistic and cultural inclusion, if aiming at integration in a powerful target language community. Second, they can meet failure to show an indication of exclusion. The issue can be an outcome of holding a repulsive view towards the native speakers of the target language. The cause can be their inimical or inferior position. At this stage, there is another point to discuss which concerns more or less correlation between learners'

beliefs, the environment they live in and the process of learning. This idea is evident in the following passage:

> *The nature of one's beliefs will determine the extent to which cognitive and affective factors will influence language learning...The context will not only determine the availability of the language, but it will also determine the society's reaction to the language. It will also influence the learner's own preconception of what it means to learn a language.* (Gardner Mac Intyre, 1993:212).

While examining the above quote, one can state that learners' preconception of 'Otherness' contributes in the positive, or negative shaping of their outlook on learning a foreign language. This preconception can be an outcome of the family influence, which can have an iron hand on the child construct and appreciation of any learning item that contradicts the mother tongue. Consequently, on the smaller scale parents' attitudes towards a foreign language and its community can result in either enhancing or impeding children to learn the target language. On the larger scale, the whole society can have a decisive power on the individuals' attitudes. This concerns particularly, learners and the process of learning a foreign language.

1.2.4.4. Teachers Attitude towards Learners' Autonomy

Teachers can help their students in developing a positive appreciation and awareness of the other cultures without taking on beliefs. This can happen through providing positive insights about the foreign culture. Teachers are required to change their learners' anxiety into eagerness to learn the foreign language. The importance of teachers' efforts in helping learners' autonomy to prosper is highly recommended by Harris in his statement: *"If pupils are helped to notice the link between the strategies they have employed the resulting outcome, their sense of control over their learning could be enhanced and a powerful source of motivation harnessed.*" (Harris, 98:2001).

The above passage emphasizes teaching learners the efficient learning strategies. The process can be of a paramount importance in enhancing autonomy implementation. In fact, at the beginning it is much time consuming. But, when learners are familiar with strategies, time can be saved especially when integrated in lessons. This can happen through continual training that becomes a usual behaviour characterised by less efforts and time consumption.

Furthermore, the teacher should decide on the choice of spectacular scores on the expense of knowledge doomed to be forgotten, or enhancing learners' long-life learning

process. The process is done by raising their awareness that is based on their interest. It is leading interestingly to a change from how to teach to how to learn. Most importantly, teacher's profile can be useful in determining the role he is expected to perform in the implementation of learners' autonomy. The role can be shaped differently from that he is accustomed within teacher-centered approach. It is well stated by (Gatenby 1951) in his statement: *"We can train the teacher, make him efficient, and give him confidence…"*

Unfortunately, teachers' attitudes are not always in favour of their would-be autonomous learners'. This kind of teachers is marked by a 'necrophilous' character as an inimical reaction, ending in rejecting any sign of prosperity, or creativity. These teachers prefer stability rather than evolution, because they see learners' autonomy as a threat for their professional authority and pride. A teacher in this situation is considered as the ultimate reference concerning all classroom procedures and elements. He is the classroom organizer, controller, and the homogenized knowledge provider in the form of ready-made information.

The aforementioned critical situation has led to the appearance of teacher's negative attitude towards learners' autonomy. The former seems to exhibit an educational debasement towards the latter; this is mentioned by Paulo Freire in his say: *"knowledge society run by knowledge workers in a knowledge environment"*. The implication is that the so-called "knowing" teacher is magnified as an encyclopedic or a resourceful one. But, once out of this setting, he fears becoming an outsider, odd, or needless. In this educational environment, teachers accuse their learners of their immaturity to take charge of their learning process.

Henceforth, learners are characterized by their inferiority; as a result they are expected to submit to their teachers' will. Learners as salutary ignorant persons are, then forced to digest what their teachers provide them with. In fact, this is confirmed by Paulo Freire in what follows: *«In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing*. (Ibid:46).

The notion of attitude can take the form of teachers' acceptance or refusal of learners' autonomy implementation. Hence, as contradicting to their students' aptitude, this aspect of learning is seen as the major complaint from the part of teachers as "Island schooling". Basically, teachers consider themselves as the only direct officials, who intend are aware of the teaching/learning environment. They can decide upon learners' needs, difficulties, or rather perception of autonomy in learning.

Some scholars and methodologists think that there little chance to succeed in changing the prevailing educational situation. They do not feel at ease with learners' centeredness among them (Robert O'Neil 1991). He states that: *"letting students do the learning on their own with teachers only intervening when and if needed, might amount to a form of neglect ...without it".*

From the previous quote it can be deduced that the old way of teaching implies being the leader of the classroom management, or the controller of any teaching/learning procedure. In this case, there is a sense of the impossibility to implement a learner-centered approach. In fact, there are various situations that need to be controlled or monitored by the teacher. He is the only competent person, as he is equipped with the adequate strategies to deal appropriately with these cases. He can do this by holding a position as an axis, and all classroom elements rotate around him, or as a source of instruction, explanation and motivation.

The aforementioned facts have influenced teachers, who think that learners are not mature enough for exercising their autonomy in the transactional learning process of language. Teachers justify this pessimistic view by giving a logical proof, which concerns only the insufficient knowledge that characterizes the learner. Undoubtedly, teacher's control over the learning tasks, and prompting is highly recommended for guidance of the learning process.

1.2.4.5. Students' Attitude towards Learners' Autonomy

Learners do exercise certain features of control over their learning process. This is embodied in the individual's learning modalities. The implication is that learners can practice somehow a certain degree of control over variables as attitudes, motivation and affective state. The reason is that these mutable factors are subjected to change, and most importantly they are also marked by their individuality among learners.

The fact is that learners are characterized by their learning differences. This implies an automatic deduction, which equals possession of different interests, preferences and learning needs. The deduction reinforces learners' need for a certain freedom to decide about their learning process. It concerns their favourite ways, or preferences to learn.

Another point worth mentioning at this stage is that learners are aware of the different mutable factors namely: aptitude, motivation attitude and personality. In addition to awareness, learners do realize the positive or negative impact of these variables on their ability to learn. These facts are considered as a valid evidence of

learners' ability to monitor their learning process. The issue is tackled by Phil Benson in the following statement:

> *Individual learners' differences can be approached from two directions in the context of the theory and practice of autonomy. On the one hand, they can be treated as evidence that learners are individuals with different needs and preferences. Since learners are different, they should be allowed the freedom to learn in the ways that suit them best. On the other hand, they can be treated as factors that are open to change through reflection and training. Evidence that learners are able to recognize disabling or enabling influence of certain individual variables and exercise control over them may be treated as further evidence for learners' control as a natural attribute of learning.* (Phil Benson, 2001:68).

From the above quote, one can deduce that the first worth pointing out idea concerns the nature of learners as humans, which is subjected to difference and changeability. The former has to do with learners' variety of needs; this implies allowance of learners' freedom of control over their learning on the basis of their learning preferences recognition. The latter is concerned with change as an inevitable factor, especially with the growth of learners' maturity, as enhanced by their reflective character. The aforementioned facts can be treated as a proof about learners' ability to control variables influencing their learning process. This proves again that learners' management of their learning process is a natural quality, which is available for learners and teachers as partners in the same educational environment.

It is commonly known that inner individuals' (learners) thoughts and emotions are transformed into apparent actions, which take the form of avoidance or voluntary behaviours towards learning. This implies learning initiative dependence on learners' personality and attitudes, or feelings towards the material and rather language to be learned as an example. The idea is that the nature of learners' attitudes; either for or against a language determines their willingness, and the way to learn it. One can say that learners' autonomy is a natural tendency that is available for all learners, and all that is needed is triggering it and making it thrive.

1.3. Aptitude

Numerous are the psychological and linguistic elements participating in the learning process, and that relate to language learning particularly. In this case of learning, learners can be equipped with special, or unexpected skills in different domains as the case for foreign language learning. The point is that, there is a need for distinction between general cognitive ability (achievement and proficiency), and aptitude for the process of learning

a foreign language. This idea has attracted EFL researchers' interest about foreign language aptitude. The implication is that aptitude test should be predictive rather than summative. The objective from this procedure is not the detection of current achievements. It is rather providing expectations about learners, either possessing sufficient learning abilities, or need for more efforts to learn.

1.3.1. Definition of Aptitude

Numerous are definitions relevant to the notion of aptitude. One of them is that provided by Neil J. Salkind, when stating that: *"… Aptitude comprises individual differences that develop from a combination of innate and environmental influences. Aptitude reflects a current repertoire of behaviors and behavioral tendencies that predict subsequent learning."* (Neil J. Salkind, 2008:47).

With reference to the above quote, the first deduction is that the notion of aptitude is more or less marked by its individuality. The implication is that there is a change from one learner to another, which can be a solid justification for the existence of slow and quick learners. Another point worth mentioning at this stage is that aptitude is deep-rooted in the individual's construct by being such an innate criterion in any person. The nature of aptitude does not exclude its change through time. The process is subjected somehow to a set of monitoring factors.

Moreover, aptitudes are considered as growing behavioural repertoires that function as a sign to forecast learners' future practices. In fact, this point is tackled by Neil J. Salkind, when attempting at providing us with a more precise definition in the following statement: *"…individual characteristics that influence responses to environmental stimuli and function to predict future performance."* (Ibid:54). One can deduce from this say that learners' aptitude is meant to be a person's typical feature. The current quality is considered as a key factor affecting individuals' reactions to the surrounding, or the context that conditions learners' responses. These qualities provide us with individuals' practical expectations.

1.3.2. Learners' Aptitude

There are some mental characteristics differing learners from each other in terms of learning achievements known as gifts. These talents stand as individual variables classifying learners according to the degree of ability to attend to the taught content of the target language. The point is stated by Edward Arnold in his say: *"When compared to L1 learners, L2 learners do not only seem to differ considerably with respect to*

success in mastering high levels of skill in the target language, but also with respect to mastering more basic components of the target language." Edward Arnold, 1984:110)

From the previous quote, one can deduce that learners' aptitudes differ from one learner to the other. But, this does not necessarily exclude learners' right to practice their own talents in their own words. The process takes the form of a potential ability, as well as, an opportunity in terms of space and time. It helps learners exercise their symbolic power in monitoring their own learning process. The case will surely exclude an 'either…or' situation. The implication is that there is a dependence on teacher's personality and his teaching attitudes. The matter concerns those of the learners, which are to be taken into consideration. Nevertheless, the serious issue here is the source of this difference in reference to the ability to master the language. It can be said that this ability may be an outcome of the teaching method, the environment. It also concerns teachers and learners' attitudes towards the foreign language.

Language aptitude is then considered as a matrix of different abilities including: First, oral mimicry ability, which has to do with new sounds imitation. Second, we have phonemic coding ability, which is about sound patterns identification in a new language. Third, there is grammatical sensitivity, which is about the recognition of words varying grammatical functions in sentences. Fourth, there is the memory learning ability, which deals with learners' retrieval of vocabulary stock and rules of language.

1.3.3. Aptitude Test

Aptitude test here refers to the attempt or experiment to discover features, or factors contribution by affecting the shaping of individuals' reactive abilities. These qualifications are provoked by certain factors or actions. The results and insights from this test are meant to serve as provisions for learners' future practices. These provisions are, in turn, related to a certain extent to learners' personality, and interest as well as their intelligence. In fact, this point is well interpreted by Neil J. Salkind in the following statement: *"An aptitude test is intended to measure characteristics that influence the likely or potential response to environmental stimuli. Test outcomes are often used to predict future performance."* (Neil J. Salkind, 2008:47).

Language aptitude is then identified as the speed measurement of foreign language learners' mastery. A simple deduction can be drawn from the previous idea that there exists a slow and quick acquisition of language. For this reason, some researchers got interested in this point, and set ways to examine learners' aptitudes. Among these

researchers, we count: Carroll and Sapon (1959), who developed the Modern Language Aptitude Test (MLAT) consisting of five steps. The test is undertaken within the correlation of various factors with language learning aptitude as previously stated. The most important factors are as follows: The first factor is phonetic coding ability, the second one is grammatical sensitivity, the third is inductive learning ability and the fourth one is learning repetitive drills ability.

The sub-test of phonetic coding ability relates to the sound system. It is well manifested with learners possessing a high quality of listening ability for languages. The implication is that language aptitude is more or less concerned with sounds. It has to do with the prominent auditory ability of coding phonetic material in terms of its recognition, identification and retrieval. The current ability is of a paramount importance, because it implies the distinction between phonetic sounds. Moreover, it involves a higher level as a correlation between the acoustic qualification, and the brain working on it. The ability is considered by Gardner and Lambert (1972) as a superior cognitive skill. Moreover, learners play an active role in coding meaningfully the phonetic material.

Then, there is Modern Language Aptitude Test (MLAT). It is known as learners' quick and successful ability to recognize, or deduce grammatical sensitivity. It is accompanied with an awareness of the structure of sentences, or patterns in the foreign language learning. Consequently, there is a clear distinction among learners with reference to the syntactical structure of the utterances.

Many researchers suggest that the grammatical sensitivity is an important skill for foreign language learning. The (MLAT) sub–test is concerned with measuring grammatical sensitivity. It is also considered as an indispensable sub-test for language aptitude. Correlation of grammatical sensitivity with achievements, or scores is well emphasized by Gardner and Lambert (1972) and with no restriction to a certain field. The remaining couple of fields in aptitude tests of (MLAT) are: First, the rote learning ability, which has to do with enriching ones' vocabulary through mimic memorization. Then, there is the inductive learning ability, which examines the language materials, and pays attention to patterns of form and content.

Last but not least, it is worth stating that the previously mentioned MLAT aptitude tests were predictive means for the distinction between successful, and unsuccessful foreign language learners. But, it is noteworthy that there are other crucial contributors in the success or failure of learners. This pushes us to deal with motivation as a source of successful learning in the following step.

1.3.4. Language Proficiency

The notion of 'language proficiency' is a learning phenomenon, which is very similar to that of aptitude. This term is defined in the following statement: "*The term 'language proficiency' refers to the degree to which the learners exhibit control over the use of language*", Irma Eloff and Liesel Ebersohn (2004:122). According to this quote, language proficiency has to with "learners' receptive and expressive skills". In other words, it is the amount, or level of the ability to master language and use it appropriately. The appropriate language use helps learners cope with language barriers along their learning process. Another point worth mentioning concerning language proficiency is Irma Eloff and Liesel Ebersohn's conceptualization. This implies approaching language proficiency from two main aspects namely: "Basic Interpersonal Communicative Skills (BICS)", and "Cognitive Academic Language Proficiency (CALP)".Now, let's have a brief look at each skill. First; let's deal with the BICS concept.

> *…the BICS concept refers to those language skills that are needed in daily personal and social situations. It can be described as a type of 'surface fluency' that the learner learns when he interacts with peers and adults, and…regarded as a social language. (*Ibid: 123).

The skill mentioned in the above quote concerns the particular ability to converse well in quotidian life. The skill is known as "the surface fluency". The superficial language requirement is acquired through daily interactions between individuals in a community. The process aims at expressive and communicative objectives for a better interactional environment with the surrounding. It is a type of language aims at just regulating members' communicative continuum in the society. The aim here is fostering and facilitating their interactions. The main objective is precisely for individuals to gain social inclusion, and maintain social relationships. As previously mentioned, the second skill Cummins takes into consideration in language proficiency is CALP. At this stage, it is stated that:

> *CALP refers to aspects of language such as vocabulary, concept knowledge, meta-linguistic insights and the knowledge of how to process de-contextualized academic language…. The concept entails the use of the language skills that are essential to transcending ordinary social language*. (Ibid: 123).

As stated in the above passage, "cognitive academic language proficiency (CALP)" has to do with different language aspects in the learning process. It concerns

learners' active and mental processes namely: analyzing and reflecting on language items they are exposed to. The implication is that learners are recommended to learn how to learn. The process requires performing some cognitive operations as problem-solving and reasoning. It aims at developing learners' awareness of the structure and forms, as well as, other language aspects for certain academic achievements.

1.4. Motivation

Motivational dynamism has been the subject study for numerous researchers due to its importance. Insights from these studies confirm existence of some factors influencing the desire to do something. Most importantly, it is thought that there has always been something that triggers a persons' will to do something. More precisely, it concerns teachers and their duty to sustain their learners' motivation to learn and this is our concern in this step. But, at first, it is highly recommended to define this notion.

1.4.1. Definition of Motivation

The concept of motivation has a long history in the educational research. It has become the main interest of numerous educational investigations due to its nature as a valuable learning ingredient. To ascertain this fact, one is required to define this concept, and the followings are the most approximate.

The word 'motivate' means to give reasons for somebody to make him want to do something, or behave in a certain way. More precisely, it is the activation or initiation of someone's eagerness to do something. Usually, learners' behaviours are affected by motives activation. It is known that there are certain circumstances standing as monitoring factors for individuals' actions. These reasons are considered as motives behind embarking on any expected action.

Moreover, it is generally agreed that despite its nature either internal or external, motivation is a physical-free learning factor. The current learning ingredient can be detected through behaviours or actions observation. A motive is considered as an encouragement that triggers learners' initiative to act, and attain the goal they set. This learning phenomenon (motivation) can also take place when learners work for their needs satisfaction. These facts about motivation are well stated by Irma Eloff &Liesel Ebersohn in the following statement:

Motivation is a hypothetical construct, meaning that it is an abstraction, not an

42

overt entity that can be seen with the eyes. Although it is not observable…one infers motivation from observing the movement of individuals. Such movement often appears to be systematic rather than random, and the force that impels and guides this systematic movement is presumed to be motivation. (Irma Eloff &Liesel Ebersohn: 73).

Another fact about motivation is that it is regarded as the reason standing behind any action. The implication is that a motive is considered as the basic cause why any person acts or behaves in a certain way. The behavior is then guided and monitored by inner series of operations, which trigger and sustain people's willingness to perform a given task. It can go further to the point of providing the person with a certain insistence on the fulfillment of an activity. All the matter is primarily geared towards answering the source of the move any person can make. In fact, the issue is well confirmed by Irma Eloff & Liesel Ebersohn when stating again that:*"This term refers to our internal processes which serve to activate, guide and maintain our behaviour. Motivation helps to answer the question 'why', as in: Why does a child behave disruptively in certain circumstances?"* (Ibid: 73).

As stated in the above quote, there exists a force inside individuals. The force can help in figuring out the reason behind any action. One can deduce that motivation can be considered as the electric current, which electrifies anybody's tendency to act or react to certain circumstances or achieve certain goals. Motives stand as the force that mobilizes persons to do something and this is done, of course, for the realization of a purpose.

1.4.2. Sources of Motivation

Motivation as a learning criterion works in correlation with other factors, which, in turn, either empower or weaken learners' willingness for foreign languages learning and English in particular. Among these influential factors we count attitudes as being strongly related to the surroundings namely:

First, the family that exerts its primary authority on its members with reference to the acceptance, or rejection of some facts and principles, social they are or educational. The point is that the family has a strong effect on the shaping of its members' attitudes towards the different issues they may face in their future career. Second, we can speak about individuals as interlocutors in the society. They exchange different views, which can have a great influence on each other. At his stage, it is worth mentioning that the

family, as a cell in the society tissue, contributes greatly in the formation of social attitudes. The implication is that family members are individuals forming the society. They work together and have   an influence on each other, and then forming a social network. Consequently, some individuals, such as teachers, may represent the foreign language as a threat for the native social and cultural foundations.

Another aspect of these interactions influencing the individuals' attitudes is that of the educational domain. In this field, learners' motivation is greatly affected by their teachers' attitude towards the subject they teach. The idea is that the way teachers deal with a subject, and their feelings towards it can provide learners with an impression. The case is well exhibited in teachers' complaints about the working conditions.

Another point to highlight here is that this issue is also concerned with the subject status in the teaching curriculum. It can have a positive, or negative impact on learners by being de-motivated to learn a subject. The point is that learners can be easily biased towards the subject they learn. This can be well noticed in the case of foreign languages learning. The idea is that this case is very sensitive due to the cultural extremes between the native language, and the target one. The cultural implications may contradict with those of the latter. Consequently, this situation can have a negative influence on the educational context.

More importantly, one should bear in mind that learners have undergone a long educational career. Beginning with the most important one; the primary level. The point is that learners at this stage are more or less a "tabula rasa", which functions as a fertile land, where cultural seeds are welcome to grow. The second one is that of the complementary level, in which learners are a bit conscious of what they learn at school. Then, they move to the secondary education. At this stage, learners are fully aware of what is home or foreign, and then mature enough to distinguish between them. But, in the course of their school life, learners are subjected to many influential factors. Among these factors, we count interactions between the learners and their classmates. The latter have an impact on the former in terms of beliefs, and attitudes exchanging about new issues or topics.

From what has been said before, one can imagine how much cultural enrichment learners can attain about their native culture. The point is that throughout their educational career, learners had been learning "Islamic Sciences" as an official subject among others. Then, their thought is impregnated with a solid religious background, which can affect their attitudes towards foreigners and their language either positively, or negatively.

The aforementioned facts imply the equipment of learners with an important socio-cultural background, which is very solid. This background can be activated every time learners are faced with a target cultural aspect contradicting their own. The activation is embodied in the shape of attitudes towards the Foreign Language Learning either by acceptance or rejection. This will, in turn, have an automatic strong effect on their motivation to learn the target language, and English in particular. At this stage, it is worth stating that most of the time, learners' success or failure to learn a foreign language does have a direct link with their attitudes. In fact, this happens on two scales:

First, on the smaller scale, there is the family, which roars its approval or disapproval on its members' actions. Second, on the larger scale, there is the society, which contributes greatly in this issue by taking a stand towards all its members' behaviours. In both cases, there is somehow a process of attitude formulation on the basis of certain principles. Consequently, attitudes can have a great influence on motivation to do something, as far as the learning process is concerned.

1.4.3. Motivation to Learn a Foreign Language

Teachers are required to do their best and rise learners with the eagerness, or fancy to learn foreign languages. This duty is fulfilled through the involvement of different ingredients, and most importantly, motivation that implies activating learners' willingness and their efforts for a successful learning process.

Teaching is the most important job, because it demands highly qualified persons. The most needed qualification in the would-be teachers is the ability to affect and influence others. This issue is concerned with the process of teaching mixed abilities classes, with different ages. It also concerns learners with different goals, which are more or less related to types and degrees of motivational factors to learn a foreign language. Teachers are required to encourage learners through initiating, and sustaining their motivation using every possible available way. The implication is that teacher's responsibility due to their paramount impact on learners' attitudes and motivation to attain their goals. Another important variable to mention here is the learning environment, which can have an impressive influence on learners. The learning environment is an important factor that can have a great impact on learners. The idea is that if the classroom environment is a stress-free one, or rather encouraging, learners' motivation can be initiated.

The point is that there is a strong correlation between the learning atmosphere and learners' motivation. For this reason, teachers are required to provide learners with the

necessary encouraging and then motivating learning atmosphere. To do so, teachers'
flexibility is highly recommended through adaptation and creativity. The point is that
teachers are requested to be a kind of agents of change. This kind of teachers' character
is attained by introducing innovation in the classroom. By doing so, learners' attention is
attracted and their motivation is boomed. Many researchers consider motivation as an
abstract matrix consisting of needs, drives and incentives. To know more about these
matrix components, one would refer to what is stated byIrma Eloff &Liesel Ebersohnin
the following statement:

> *The instinct theory suggests that some behaviour stems from internal urges or*
> *instincts. Instincts are patterns of behaviour assumed to be universal in a species*
> *and independent of experiences that are elicited by specific stimuli. The drive theory*
> *of motivation suggests that biological needs create unpleasant states of arousal, such*
> *as hunger ... Thus motivation is seen as a process through which a child is driven to*
> *satisfy biological needs. The expectancy theory is derived from the notion that a child*
> *acts in a certain way because she believes that such behavior will have a specific,*
> *desirable outcome.* (Irma Eloff &Liesel Ebersohn: 73).

For more specific details, one would prefer investigating each component of
motivation alone. Let's begin with the notion of needs, which seem indefinable. But, they
are at the same time almost classifiable as stated by Maslow 1968. He confirms that they
can be conveniently triply categorized as biological, psychological and social. He also
describes them as displaying, at the same time, a correlative determination. Moreover,
none can deny the fact that there is a certain degree of ambiguity about needs. These facts
entitle needs with a value judgment, as far as their primary satisfaction is concerned.

The second key component of motivation is the innate biological drives. Moreover,
it is stated that human watchfulness is responsible of triggering human psychological and
physiological response to any alerting event, or joy in doing something. As the third
component of motivation, incentives are generally characterized by being strongly related
to goals, which are set to be achieved when certain activities are fulfilled. The implication
is that behaviours are geared towards goals satisfaction as a final point to reach. Incentives
are considered as a battery for inducing people's actions. This battery electrifies learners'
eagerness or "optimal arousal", which influences their physical or intellectual efforts to
do something as the case of learning.

1.4.4. Types of Motivation

The notion of motivation as a learning criterion has been the subject of interest for many scholars. Consequently, insights and findings from research on this notion came out with its classification that is as follows:

1.4.4.1. Integrative Motivation

This kind of motivation has to do with learners' favourable attitudes towards native speakers of a foreign language. The main objective here is to integrate in the foreign language speaking community. This type of motive stems from learners' positive appreciation of otherness. The implication is that learners develop certain hospitality towards the foreign language and its speakers. This takes place when learners get rid of the cultural prejudices they hold about foreigners and their culture. The point here is that learners apply a certain imitation process. They model themselves on native speakers, who are considered as an excellent example of language mastery. This issue is dealt with in the following say by Lai Man Wai Conttia when pointing out that:

> *Integrative Motivation condition (typical, graded): Integrative orientation, a cluster of favourable attitudes to the speakers of the target language, has a positive effect on the learning of a second language, and in particular on the development of a native-like pronunciation and semantic system.*(Lai Man Wai Conttia 2007 :161).

The aforementioned feeling can be considered as a motivation for learning a foreign language. This case concerns the growing necessity of the English language, particularly, in tandems with the continuous decline of the French one in Algeria. Furthermore, the Algerian society welcomes the English language, and considers leaning it of a paramount importance for further carrier prospects. As a, social positivity towards the English language, it has given birth to a positive appreciation among learners. As a consequence, the previously stated circumstances have raised the awareness of learning English. It is well interpreted in the announcement made by the minister of higher education and scientific research, which states the obligatory learning of English by all university students. This type of motivation is also labeled as "Social Motivation". It is characterized by a feature that basically implies the involvement of group work dynamics. The point is

well expressed by Gavin Reid in the following say:

> *...some learners prefer to learn on their own whilst others need social interaction. Social interaction can be beneficial as it can help develop important social skills, such as turn taking and sharing and listening to other people's opinions. The process of helping and working with others can in itself be motivating. Group dynamics can be positive or negative and it is important to ensure that the composition of a group is beneficial to all. A constructive and positive group working harmoniously can be a significant motivator. A motivated group will be able to pull the resources of all the members of the group together and this can be a strong motivating force.* (Gavin Reid, 2007:15)

From the above statement, one can deduce that there is a strong correlation between motivation and the surrounding, which implies communities and their influence on individuals as units. These members are subjected to the society and its rules and beliefs as emphasized in "*Personal constructs are derived from shared assumptions and values*. (Benson 2001:36).

More precisely, it has to do with learning in groups, which concerns the use of social learning strategies as stated in the following statement: *"Transfer of control also often involves an increase in student-student interaction and increased opportunities to use and process the target language in group work." (Ibid:154).*

The above issue is related somehow to the social or affective strategies, whereby learners prefer interacting with each other to assist learning. The point here is that learners favour cooperative learning, which provides them with a stress-free interactional environment. The interactive learning can provide learners with the necessary encouragement. This psychological learning criterion aims at fostering learners' sheer persistence of difficult tasks achievement.

The focal point is that group dynamics can render difficult tasks achievable, and then minimize failure. The process is realized through exchange of information as well as ways of doing things. As mentioned in the previous quote, ways as; turn taking and cooperation can have great effects on promoting learners' motivation to learn. Within this learning environment, learners are expected to be highly motivated by working collaboratively. By doing so, they overcome their shortcomings by providing the necessary psychological support for each other.

As a simple deduction from what has been said, one can state that by working reciprocally, learners tend to learn in a complementary learning environment. By doing so, they are expected to experience an exchange of competencies. The latter imply presence of

a peer pressure that is gradually strengthened among learners, which concerns most those average and less competent. They try hard to benefit from their colleagues as they would like to be like each other. The process helps learners develop their abilities and confidence by acquiring new ways to learn.

1.4.4.2. Instrumental Motivation

This type of motivation is strongly related to the outer factors contributing in enhancing learners' initiative to engage in the learning process. It is about the external powers that exert an influence on learners' desire to be involved in classroom activities. The involvement is marked by increasing efforts to reach certain aims as high grades, and rewards as stated by Williams and Burden (2001: 116). This motivation is known also as "Academic Motivation". But, there is an important remark that comes to our mind that; it is not easy to decide upon learners if they are really motivated with regard to their attendance of lectures.

There may be other reasons behind their presence. One may count the nature of the educational system that considers learners' presence in the educational institution as a compulsory matter. Nevertheless, learners' presence in classes can be a matter of obligation rather than voluntary or interest. Learners may not be willing to learn, but compelled to do so. Learners would not also show any sign of motivation. At this stage, teacher's praise is of a paramount importance to promote learners' motivation and sustain it.

Another point to highlight in this case is the appearance of the so called "academic motivation". It is also labeled as "achievement or competence" motivation, as an indispensable learning ingredient is emphasized notably by Lai Man Wai Conttia when stating that:

> *In other words, students' academic motivation (pursuit of high grades) can trump their moral judgments. One of the most well-established approaches to understanding students' academic motivation is achievement goal theory, which posits the existence of two types of achievement goals: (1) to develop ability, often called a mastery or learning goal; and (2) to demonstrate ability (to avoid the demonstration of a lack of ability), often called a performance goal or ego goal."* (Lai Man Wai Conttia:2007).

The above statement focuses on academic motivation in terms of achievements. First, some learners can pursue a certain process of developing their own skills and improving

their ability. It is evident in a way that learners try to put more concerted efforts into their classroom performance. Their goal here is a further or significant improvement of their ability to take part in classroom activities.

The second type of achievement is a double edged pattern. On the one hand, it is geared towards demonstration of the "what can do". The idea here is that learners are in a stiff competition with other peers to show sign of competence and ability to do things. On the other hand, it is at the same time a sign of inferiority avoidance. The reason behind this behavior is showing other colleagues that they are at the level as each other far from any signs of failure. The point is well-stated in the following statement: *"Applied to educational settings, competence motivation focuses most directly on how and why students strive toward success and away from failure in the classroom."* (Ibid, 2007:688). Here, there is reference to the necessary ability to do things in the classroom. It is rather about learners when being competent enough by possessing the skill to meet challenges and difficulties.

1.4.4.3. Intrinsic Motivation

Intrinsic motivation is more or less related to some personal reasons or innate needs. This type of motivation is also known as "task motivation". The point concerns the feeling of enjoyment and self-satisfaction while learning. One can state that it has to do also with attaining goals set for certain activities. Reference here is to the internal natural tendency to do what we are interested in. It is worth mentioning that when intrinsically motivated, the accomplishment of a certain task is free from any kind of obligation. The implication is that an intrinsically motivated learner is known as independent of any incentive or reward.

The intrinsic motivation is strongly based on the enjoyment of the task itself. It is about liking what is done regardless of what may come next either reward or punishment. One can state that intrinsic motives are closely related the human psychological eagerness for knowledge. It is referred to as curiosity and pleasure to explore the surroundings.

Moreover, it is worth pointing out that learners' freedom and choices are strongly favoured within this kind of motivation. There is a presence of self-actualization of the skills and abilities. The implication is that learners are given the opportunity for judging their own achievements. The point is that there is room for a self-appraisal, and personal concerns while doing the task. Speaking about internal motives raises curiosity to explore their opposite ones.

1.4.4.4. Extrinsic Motivation

Extrinsic motivation is about external incentives such as rewards. It is somehow of an instrumental sense, which is considerably related to the outer pressure or coercion. This kind of motivation is strongly attached to the act of coping with the environmental threats. It is not concerned with the enjoyment when doing a task, but with what it may end with as a result that can be a reward or the opposite. When intrinsically motivated, the learner is much interested in what he will gain by the end of the activity.

Consequently, he neglects other reasons behind doing a certain activity, as far as the joy is concerned. An extrinsic motive exerts a certain external obligation on a person.

Notably, an extrinsic motivation is much concerned with something beyond learners' will or control. Learners exhibit certain submission or subjection to the conditions, which are basically related to the outcome of fulfilling an activity. These requirements are considered as detriments, which condition learners' efforts and eagerness to engage in doing a certain task. Furthermore, these conditions are rather in a way or another as reasons that empower or weaken learners' will to learn. It can be stated that the extrinsic motives exert a kind of control, which monitor learners' choices about their learning styles. This guidance concerns learners' efforts, their will learning preferences.

1.4.4.5. Oppositional Motivation

This type of motivation is well apparent with the case of the Islamic countries. It prevails more precisely in those considered as English colonies, or supporting Israel. In these countries, people consider the English language as a means of foreign culture transmission. The process is regarded as a sort of a cultural desalination or "de-culturation". It is somehow a resistance to all what is not native. It is known as a process of a cultural filter, which is a result of a cultural shock resulting from a cultural conflict. Reference here is to culture because language is its vehicle.

Moreover, foreign language learners need an attentive deal with language they intend to learn as the case of the English language. The phenomenon is clearly stated in the following say:" *The state of anxiety to which the learner is exposed upon entering a new and totally unfamiliar culture."* (Stern, 2001: 382).

The implication here is that opposition is not necessarily geared towards language itself, but to the foreign cultural implications opposing the home ones. The mere point is that when ill- represented, the foreign culture can be an electric shock that trigger learners' hatred for language. At this stage, opposition can be a double edged phenomenon that is

expected to take place in two ways. On the one hand, opposition can be a strong motive for future use, mainly for the sake of unfolding one's own culture. This happens a lot in the case of religious dialogues, as English is of a paramount importance for self-defense. On the other hand, it can be a means of social inclusion and avoidance of exclusion.

The point is that in both cases, learners are imprisoned by foreigners distorted image. The consequence of which is the development of an anxious feeling towards others, and all what is related to them. The bases for this distinctive attitude, either motivating or most importantly de-motivating, are the cultural extremes both native and foreign languages imply. These cultural implications play a crucial role in drawing attitudes, and then encourage or discourage learners in the course of their process of learning a foreign language. The implication is that, on the basis of foreigners' representations by the society, learners are either motivated towards or away from learning a given language.

1.4.5. Monitoring Learning Motivation

Another point worth mentioning is that motivation works in correlation with actions. For example; if we take the case of education, we can deduce the direct correlation between motivation and learning. It is well emphasized by Gavin Reid (when stating that:

> *Several years ago, I spoke at a conference with an intriguing title – Motivating to Learn, Learning to Motivate (RTLB Conference, Dunedin, New Zealand, 2003). The conference organizers really ought to have been congratulated for that title – they got it right. These two phrases, 'Motivating to Learn and Learning to Motivate', are crucial for effective learning. A car will not run without fuel, children will not learn without motivation – the 'fuel' of learning. At the same time not all children are intuitively and intrinsically motivated to learn. Some children need to be motivated and a teacher has to develop the means and methods to enable and facilitate this motivation.*(Gavin Reid 2007: 14).*

As stated in the above quote, there is a strong correlation between the two notions; motivation and learning. In the first step, motivation appears as an important ingredient for the learning process. In a way that it is the fuel that stokes up learners and provides them with the necessary energy, as well as, willingness to learn. It rather fosters their eagerness to reach the goal they set. Motivation is considered as the source of initiative to exhibit their diligence in their learning process.

Motivation as an indispensable learning criterion is known to work most on the psychological side of learners. It concerns also their readiness to engage in an effective learning process, which is most concerned with attracting and keeping learners' attention and interest in learning a foreign language. When motivated, learners are supposed to

learn in a stress- free learning environment. The process then becomes enjoyable and inviting.

In the second step, teachers are highly recommended to be motivated to motivate their learners. They are rather required to accumulate that sufficient knowledge, which can serve sustaining learners' motivation. Teachers need to know what suitable techniques they should use to electrify learners' tendency to learn. Every teacher is advised to search about the ways, or how to motivate learners. Teachers are required to be life-long learners. They need to learn how to motivate their learners.

For the previous objectives to be realized, even if by happenstance, teachers are requested to act as investigators for a better educational environment. The point is that within this educational setting, both teachers and learners are likely to be motivated to know how to know. Moreover, teachers are required to make use of all the means that are at their disposal, which can ease the learning environment. One can say that teachers are recommended to act as facilitators for the process of motivation. The process can be achieved by providing all the different necessary requirements for this task. They should be aware of all sorts of factors and their influence on the operation of motivating learners. This awareness is supposed to be guided towards all factors either those promoting and sustaining, or hindering learners' motivation. These factors can be social, contextual or cognitive ones.

1.4.5.1. Cognitive Motivation

The cognitive theory aims at reshaping learners' involvement in the educational setting. It is a kind of an attempt to introject motivation into the process of autonomy implementation. The idea was dealt with by Benson in the following statement: "*Within the cognitive approach to motivation, self-determination theory and attribution theory have been seen particularly as relevant to learner control.*" (Phil Benson, 2001: 69). The focal point here is that motivating learners for more control over their learning process is an aspect of their autonomous character. This type of motivation is tackled by Dörnyei (1998:118). It is concerned with learners' emotions, beliefs and will. More precisely, it has to do with learners' thoughts. At this stage, reference is to two main theories, which are as follows:

1.4.5.2. Self-determination theory

As a theory, self-determination incorporates both intrinsic and extrinsic motivation. Both types of motivation contribute greatly in enhancing learners' effort to learn. The point is that being intrinsically motivated, involves learning for pleasure or satisfaction. This type of motivation implies the locus of learners' control over their learning process, which can lead to the presence of learners' choice based on their needs. Another implication in this case is the involvement of the learning styles. The idea is emphasized in the following quote:

> *In recent research, extrinsic motivation has also been viewed as a continuum from self-determined to controlled…. It is argued that intrinsic motivation leads to more effective learning…. By taking control over their learning, learners develop motivational patterns that lead to more effective learning.* (Phil Benson, 2001: 69).

One can deduce from the above statement that both intrinsic motivation and the individuality of learning preferences imply somehow the presence of a self-directed learning. When extrinsically motivated, learners are known by an evolution or shift from self- determination to the initiation of control over the learning process. This process can be considered as an aspect of building an autonomous character for learning that can be considered as a stepping-stone for autonomy to be introjected. The introjection implies learners' exertion of more control over their learning process. It is considered as a part of their autonomy exhibition.

1.4.5.3. Attribution theory

The theory approaches the way learners perceive factors contributing in achieving satisfactory results or the opposite. These reasons include: chance, the activity, difficulty, ability and efforts. The idea is stated in the following statement: "*Like self-determination theory, attribution theory makes a direct link between learner control and motivational thinking.*" (Phil Benson, 2001: 70). The implication is that relevance of stable factors as ability and luck is mainly to success. It also implies negative aptitudes and lack of efforts relevance to failure.

When monitoring their own learning, learners tend to improve it and have positive results by perfecting their performance. Motivating learners can lead to a gradual success in holding control over the learning process. Some motivational procedures like support and praise can increase learners' efforts and persistence, especially in challenging problematic areas in their learning process.

1.5. Correlation between Attitude and Motivation

Both attitude and motivation seem to be of a paramount importance in the gradual development of learners' eagerness to hold responsibility over their learning. Another point worth tackling here is the relationship between them. One can state that attitudes play an indispensable role in sustaining learners' motivation. Learners' good perception of a language can enhance their willingness to learn a given language. The case depends on its cultural implications, or the hospitality of its native speakers. Learners' attitudes towards a foreign language can have a decisive power on learning involvement or reticence. The latter concerns learners' willingness to engage in, or withdraw from learning the foreign language.

But again, it is up to native speakers as language users to build that welcoming atmosphere for learners. This takes place most with speakers of a language placing their language as an indispensable means of communication and commerce in the world.
The previous idea is of no doubt an influential factor in motivating learners. But, it does not exclude the point that in the school environment, teachers are active participants influencing learners. The idea is dealt with in the following step. In general, one can state that the shaping of attitudes, either in a positive or negative matter, has a direct impact on promoting or weakening motivation.

So, approaching or avoiding something is strongly related to the impression we hold about it. Now, let's relate the two notions to the field of teaching/learning a foreign language. For the realization of this goal, one is highly recommended to examine both teachers and learners' attitudes. The process does not exclude the influence they may bring on each other. The following step is dedicated to unveil the importance of both teachers and learners' attitudes. It is also to bring to light their effects on learning a foreign language.

1.5.1. Teachers' Attitudes as a Motivation

Teachers' attitudes as their feelings towards the subject they teach, and their students play an important role in either motivating or de-motivating learners. If a teacher is well-versed in his subject and he likes what he does, then this will give learners a positive impression about him. It will give birth to a sort of pride among learners about their teacher and his job. Consequently, learners are thought to do all what they can to satisfy their teacher, who becomes a model for them.

Another worth mentioning point here is teacher's role that serves sustaining learners' motivation. In his role, as a facilitator, he does his best to provide learners with more positivity. This feeling is very essential for learners as they feel they do matter for their teachers. By being a facilitator, a teacher avoids monotonous teaching. The process enables him contributing greatly in introducing learners to a gradual control over the classroom environment. The aforementioned point is closely linked to learning and it is clearly stated in the following quote:

> *Facilitators must be able to listen and provide a safe learning environment. Attitudes such as empathy, unconditional positive regard and congruence are important skills for the facilitator. The educator as facilitator is in touch with his own feelings and is able to focus on the 'here-and-now' events taking place in the group process.* Irma Eloff and Liesel Ebersohn (2004: 190).

By analyzing the above statement, one can say that teachers are highly recommended to reflect on their present role. This step entitles learners with a positive attitude towards their skills and the foreign language too. By being that facilitator, the teacher is advised to render the classroom into an environment full of opportunities. Moreover, a stress-free learning environment is enhanced and maintained. A facilitator is requested to shape and encourage a new learning environment, where even learners with language disabilities thrive. This learning atmosphere helps students confide in themselves and exhibit their abilities. At this stage, diversity in learning styles and strategies can take place. This is considered as an initiative for the seeds of learners' control over the learning process to grow and prosper.

Moreover, teachers-students' interactions, in terms of the way they treat each other, is seen a double-edged tool. On the one hand, if the teacher exhibits a friendly and warm attitude towards his students, then he becomes more supportive by learners. This can be a source of confidence and a motivating factor for learners, as they like their teacher. By doing so, learners like the subject he teaches. On the second hand, if the teacher shouts at his students and keeps his distance from them, then they develop a hostile mood towards him. As a matter of fact, the current idea is well interpreted in the following statement:

> *...if you have been reprimanded publicly by a lecturer for being unprepared for a lecture, you may have experienced anxiety (for instance, elevated heartbeat, a flushed face and sweating) which becomes associated with the lecturer. You may*

later experience such anxiety whenever you see the lecturer, regardless of whether the lecturer is even aware of you. (Irma Eloff and Liesel Ebersohn (2004:17).

The above quote can be considered as evidence for the case of students, who develop hatred towards the teacher and his subject. The feeling can be the result of teacher's impulsive or aggressive reactions to his learners' misbehaviors. The consequence is that learners keep complaining about the way their teacher treats them, even if done unconsciously. As a consequence, they develop a reticent character, and it is at these circumstances that school violence thrives.

The implication is that there are certain disincentives to be applied when misbehaviors occur. Besides, teachers' carelessness can have a negative impact on learners' eagerness. All these factors may, in turn, contribute, in de-motivating learners. This idea is stated by Hudgin in the following quote: *"Calls for the presentation of unpleasant or harmful stimuli or the withdrawal of reinforce."* (Hudgin, 1983:260). The point is well stated in this statement as the consequence can be one of the following phenomena; first, learners may develop a reticent character about learning a given subject. Henceforth, this can change into a negative attitude, which can affect their willingness to take part in classroom activities.

The second feeling that can take place is frustration. By becoming frustrated, learners endure annoyance in the classroom. By being annoyed, stress becomes almost more than learners can bear. It is worth stating that teachers-learners' interactions do have room in the determination of learners' attitudes as stated as in what follows: *"Some students resent if the distance between them and the teacher is too small. For others, on the other hand, distance is a sign of coldness." (*Jeremy Harmer, *2001:15)*

According to the above quote, teachers are advised to balance their distance from their learners. The implication is that being so close, or very far from each other, teachers can unconsciously affect their interaction with learners negatively. This negative impact can be seen, on the one hand, in the form of timidity in case when the teacher is so close to students. On the other hand, learners would not be able to conceal the deep resentment they may endure at the way they are treated. This happens when the teacher keeps a far distance from his learners. It is also the case when the teacher can have a sense of an inferiority complex about students' look or abilities. In both cases, learners can develop a sense of hatred and neglect about the teacher and his subject. This is the case of foreign languages as learners lose hope to refine their performance.

1.5.2. Learners' Attitudes as a Motivation

It is generally recognized that attitudes towards other persons or things have a great impact on interactions with them. It is widespread in the field of education, where feelings and thoughts play a crucial role in strengthening or weakening learners will. So, one can state that there are two different kinds of attitudes, whereby learners' motivation is either enhanced or hindered. The phenomenon can take place within the learning environment, and it is known as 'Avoidance or Approach motivation'.

The first type concerns a group of feelings developed by learners, when faced with their teacher's severe reprimand for their behaviours. The state is emphasized in the following passage: "*…assists learners to be reflective about their behaviours and decisions. She knows that with these learners, disability leads to anxiety, pressure leads to hostility and rejection leads to withdrawal.*" Irma Eloff and Liesel Ebersohn (2004: 16).

When dealing with the previously mentioned quote, one can deduce that these feelings are interrelated. They are due to a correlative causality as each one generates the other. Among these feelings we count: Shock and anger. Both of them lead to anxiety, resulting in regret and grief. These feelings give birth to depression, denial and reticence. Another condition for the occurrence of these attitudes is the case of learners' disability. The phenomenon is known as *"Classical conditioning"*, as dealt with by Irma Eloff and Liesel Ebersohn when stating that: "*...based on association when one stimulus regularly precedes another. The one that occurs first may soon become a signal for the one that occurs second.*" (Irma Eloff and Liesel Ebersohn (2004:17)

The second type of motivation is somehow a kind of acceptance. Here, learners make efforts to satisfy their teacher, show their interest and respect for what he provides them with. The result is their motivation that is triggered by their attitudes towards the teacher and his performance. Most importantly, learners can develop a certain feeling of "want to belong", which enhances a learning environment on the basis of reciprocal interactions. Then, the result is a reciprocal acceptance from both teachers and learners. The action h paves the way for learners' autonomy to prosper gradually and properly.

One can also refer to another learning criterion, which enables learners' experience of monitoring their learning process that is 'Meta-cognition'. As a learning phenomenon,

it helps learners approach their studies from a different prospect as stated the following passage:

> *I find it much easier to work self-regulative with regards to my studies when I approach my work with a meta-cognitive attitude. It is like knowing how to know: a great asset with which I came to understand my feelings towards certain subject areas and practical exposure because I was 'in touch' most of the time.* (Ibid: 28).

As indicated in the above statement, learners can experience a certain type of control over their learning, and then developing a meta-cognitive character. The process involves awareness of the learning styles and strategies. It involves also learners' decision in the form of choice of the suitable way for learning. Within this type of learning environment, learners are expected to go through a gradual development of their autonomous character. They become aware of their needs, learning objectives, the method to be implemented and the use of different techniques. In this case, learners can improve their techniques over time to cope well with their learning environment.

Generally speaking, the relation between attitudes and motivation is of a paramount importance. When maintained and reinforce, the correlation can result in sustaining learners' motivation. It seems that attitudes namely: those of teachers as well as learners have a great impact on students' determination to learn a foreign language. The implication is that the impression teachers hold about a language and its speakers affects, or rather shapes learners' attitudes to learn. The relation between the notion of attitude and motivation can be embodied in the following diagram:
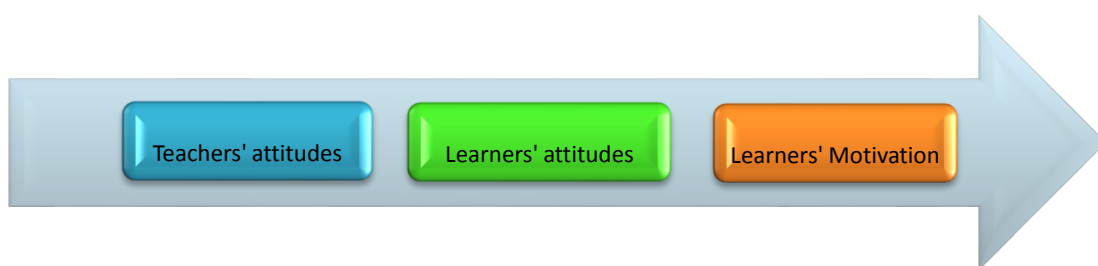
Figure 1.3. Correlation between attitudes and motivation

As illustrated in the above diagram, both teachers and learners' attitudes are basic elements in the learning process. They both play a crucial role in empowering learners' motivation to learn. It can be said that attitudes can be considered as a foundation stone for motivating learners. They act as the battery that empowers learners to engage in learning a certain subject.

In other words, motivation can be considered as an outcome of the attitude a person can have about something or someone else. Attitudes and motivation seem displaying a sequential appearance. The point is that attitudes can appear as the major reason behind any given motive for performing, or embarking on every action.

1.6. Correlation between Motivation and Aptitude

It is undeniable that the more motivated, the higher competent learner. It is also known that the less motivated, the more limited language background he has. Most importantly, the surrounding plays a crucial role in either motivating or de-motivating learners. Lack of motivation can have a disastrous impact on language acquisition as stated in the following passage:

> *…An inadequate culture of literacy and/or learning in the home (frequently associated with a socio-economically disadvantaged environment)that inhibits the learner's motivation and encouragement for knowledge acquisition, as well as his overall communicative development."*(Irma Eloff and Liesel Ebersohn ,2004:108).

By dealing with the above quote, it can be stated that in case of an inappropriate or a de-motivating learning environment, this can be disadvantageous on the learning process. The implication is that when de-motivated, learners cannot develop the necessary skills to do things. In fact, this process concerns learners' aptitude for language acquisition within a quite different autonomous learning environment. This issue is of a paramount importance. It was tackled by many researchers as referred to in the following say as:

> *…provide drill that has built-in motivation, reinforces learned skills, is enjoyable and helps learners develop an appreciation for the usefulness of numbers…. They also enable learners to switch from being passive consumers of information to being active decision-makers, they promote desirable social interactions among learners by encouraging cooperation and discussion."* (Irma Eloff and Liesel Ebersohn,2004:138).

The above statement can be considered as a reference to the role of motivation in building learners' aptitude. This is done through helping learners shift from the mug- jug educational process to that of active presence. This new role for learners implies deciding about the learning environment requirements. This interactional environment involves learners' contribution in the sort of a cooperative learning process. Within this learning

environment, discussion as an exchange of information can be more beneficial. Benefits here include exchange of knowledge, and most importantly ways of acquiring language.

Moreover, Learners are expected to go through an unconscious process of exchanging learning styles and techniques. They also make use of learning strategies, especially the social ones, whereby the classroom environment promotes a reciprocal learning process among learners. This process can also be enhanced between learners and their teachers.

1.7 Correlation between Aptitude and Autonomy

Relating the notion of aptitude to that of autonomy seems an indispensable step. The idea is that aptitude is a necessary requirement for the implementation of autonomy. The former can be considered as a stepping stone towards the latter. The implication is that all educationalist active contribution is highly recommended to lay the solid foundations for autonomy implementation.

But, with reference to the idea of aptitude, those most concerned here are teachers and more precisely learners, with their changing roles. The issue is stressed by (Niles & Harris-Bowlsbey, 2001) in the following statement: *"Success in any role depends on the abilities and the aptitudes required to perform the functions of that role,"* quoted in(Irma Eloff and Liesel Ebersohn, 2004, 300).The passage stresses the need for aptitude for further and better performance.

With reference to the role of an autonomous learner, aptitude can be considered as a necessity for both teachers and learners. But, the question that comes to our mind at this stage is: How can this take place?

First, let's speak about teachers. The educational community is supposed to acquire new roles within an autonomous learning environment. These roles are no longer the same as those they used to perform before. This idea is dealt with in this say: *"Each life stage can be subdivided into specific developmental tasks for that period. Mastering these tasks leads to a high level of career maturity or readiness to make a career choice appropriate to that life stage".* (Ibid: 293). This quote emphasizes the point that teachers need being mature enough to let down their domineering role.

The point is that teachers are supposed to experience a certain career evolution. This happens in the form of a change in their role. Their performance should be adequate to the new educational setting they are introduced to. At this situation, teachers are highly

recommended to let down their dominance, and share the classroom environment with learners.

Teachers are required to have a flexible character, which enables them embrace the ongoing teaching/learning process evolution. This criterion is stressed in this passage: *"Career boundaries have become more varied, some occupational fields are disappearing and new skills must be mastered. Career counseling practices must adapt to make allowances for these changes."* (Ibid: 297).

The implication is that teachers are really required to answer the change. They are supposed to give up practicing their authority and allow learners roles to thrive, and act in a partnership educational environment. They are required to be apt to share and allow learners' decision making. Teachers are also requested to undertake a so-called "career adaptability". The idea is strongly requested in the following statement:

> *Educators need appropriate guidance and training to conduct quality group work. This can be done through experiential workshops. Conducting groups in classrooms is not a simplistic, superficial encounter; it requires in-depth study and practice, and continued personal growth and engagement with the learners in the classroom.* (Ibid:193).

As illustrated in the above quote, this episode can be considered as a stage in "career development". The evolution in teachers' career needs counseling and the help of others namely: education specialist, and university teachers as researchers. These participants serve as a source of guidance to take charge of the recycling process for teachers. This process can help teachers update their theoretical background about autonomy.

Moreover, through this recycling process, teachers can experience the practicality and practicability of the project by implementing peer teaching. In the course of their career evolution, teachers can meet innovative tasks. These tasks require teachers' flexibility and readiness for change.

Change implies roles and teaching strategies as well. The second community is learners who are the focal point in this discussion. The implication is that learners are the most concerned with the issue of autonomy. The reason is that learners are regarded as the most concerned population with this learning ingredient.

It is worth stating that for a better functioning of their autonomous character, learners need counseling and guidance. These ingredients are provided by teachers who are already prepared for this task. The quality is highly recommended by (Bion, 1996) in the following statement: *"Learners who feel let down by their leaders will expect and even*

demand additional guidance from educators", quoted in Irma Eloff and Liesel Ebersohn,2004: 193).From this passage, one can state that guidance is indispensable for autonomy implementation. Learners need their teachers' assistance for more understanding of autonomy grafting in their learning process.

The whole matter is that there are certain basic requirements, which are strongly related to the idea of autonomy implementation. They need to be investigated and well understood by cognition. These qualities involve self- assessment, cognition, setting objectives and others. Once understood, learners can avoid failure and can adapt to the new learning context.

Learners cannot be left without guidance; they need to be geared along and towards the development of their autonomous schemata. The point is strongly confirmed in the following say: *"the need for career guidance inevitably implies an understanding of cognition and related topics."(* Ibid:27),

In other words, learners' aptitude is imperfect, they remain needy. They are always immature needing help and support from their teachers. The implication is that learners cannot avoid change, as they need new skills for t he perfection of their aptitude. This is the concern of Irma Eloff and Liesel Ebersohn when, pointing out that: "*Career boundaries have become more varied, some occupational fields are disappearing and new skills must be mastered.... practices must adapt to make allowances for these changes*". (Irma Eloff and Liesel Ebersohn (2004:297)

According to the say, it is worth stating that as far as learners are concerned, they should adapt to the change. This is done through changing their roles and acquiring new skills of doing things. The idea is that what they used to possess as skills are not enough as requirement for the evolutional learning process. These skills are definitely required to acquire new skills which can foster their aptitude, and their autonomous learning process.

1.8. Correlation between Motivation and Autonomy

Relating the notion of motivation to that of autonomy is of a paramount importance researchable issue. The point is well-expressed in the following statement:

> *The relationship between autonomy and motivation is a relatively new area of interest and the research to date is mainly theoretical. Self-determination theory and attribution theory appear to be the most likely framework within which this relationship will be developed .... Control over motivation may crucially involve*

(Phil Benson, 2001: 70, 71).

By analyzing the above quote, one can state that the relation between motivation and autonomy is a very recent topic. So, the idea is worth investigating. As a matter of fact, it is strongly related to the cognitive approach to learning, with reference to both the self-determination and attribution theory. It helps providing scholars with a more significant and suitable outline of thinking and practice for further research. The fertile setting works as fuel for more investigation of the correlation between autonomy and motivation.

The point is that monitoring motives behind the learning process can pave the way for learners to hold control over the learning programme. It is operational in terms of needs, and objectives set to be attained through its fulfillment. At this stage, it is worth mentioning that control over the content means deciding upon the syllabus. It also implies holding responsibility over the method to apply in their learning process. It is also relevant for determining the learning process progression. It also concerns time allocation and place.

Most importantly, if the previously mentioned aspects of learning take place, then autonomy can have room in the teaching/learning process. Consequently, learners will be gradually introduced to self-assessment and evaluation, as the major aspect of an autonomous character in learning. Moreover, motivation is an ingredient of that high importance for learners. It can contribute greatly in fostering the evolution of students' control over the learning process.

One can state from what has been said that motivation is a necessary learning ingredient. When this learning phenomenon is enhanced and sustained, learners are expected to do whatever they can to build a momentum for the objective of being autonomous. Being motivated to be an active participant in the shaping of the learning process, learners are supposed to go through a gradual development of their autonomous character.

It is undeniable that by being autonomous, learners are expected to be more motivated to create new tenets for a better learning environment. This learning atmosphere is thought to be quite different from that preceding the introjection of autonomy. It is so, because it is less stressful with more freedom for learners. Within an

autonomous environment, learners can feel their presence by sharing all what concerns their learning process.

Moreover, teachers' role in enhancing learners' initiative to take control over their learning process is undeniable. The issue is emphasized in the following statement: "*I feel my other very important role, which is to assist the learners to take a growing responsibility for the management of their own learning… and we have to prepare them so that their learning continues outside the length course.*" (An EFL teacher interviewed by Numan, (1991: 185).

The previous quote is of no doubt a support for the crucial role teachers are expected to play in fostering learners' autonomy. Teachers are recommended to support their learners by providing motives for triggering their tendency to exhibit their autonomy.

Most importantly, teachers are supposed to prepare learners for the new roles they are entitled with within an autonomous learning process. From the part of teachers, the duty aims at providing learners with what is known as a long life learner character. The learner is expected to be an interest-oriented rather than an exam-oriented one. The former is supposed to exhibit more interest and eagerness for the involvement in the learning process. He is a long-life learner with better prospects as the case of becoming a self-assessor learner.

Whereas, the latter is busy with attaining one short-term objective that is scoring well in the exams. In general, attitude, motivation and autonomy seem to be inseparable learning phenomena. The relation between the four previously mentioned notions is of a strong correlation. The state of evidence can be well interpreted in the following diagram:
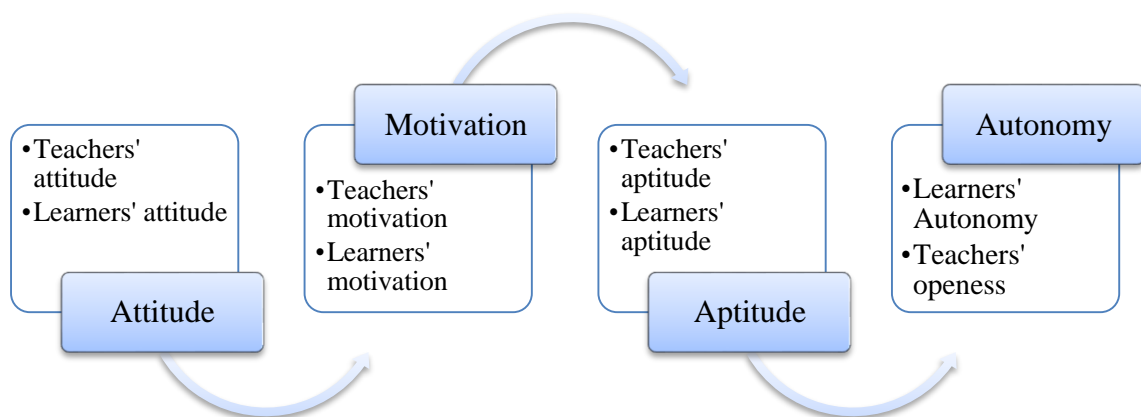
Figure.1.4. Correlation between Attitude, Motivation, Aptitude and Autonomy

As represented in the above diagram, the aforementioned relation can occur in a subsequent matter, as one comes after the other. Altogether, they display a kind of

causality as the first is responsible of the occurrence of the following one. The point is that attitudes can either be a motivating or de-motivating factor which, in turn, can contribute greatly in strengthening or weakening learners' aptitude. This learning quality can also either enhance or impede learners' autonomy implementation.

One cannot deny the fact that this relation can be reversed with reference to the time of the occurrence. For example; aptitude can be a more motivating factor for engaging in a certain process as that of being an autonomous learner. The idea is that there is a very close relation between all the aforementioned learning notions.

Last but not least, one can state that attitude, motivation, aptitude and autonomy are four ingredients in the formation of an effective learning matrix. Each one is of a great dependence on the other. Each ingredient is an indispensable item for learners' autonomous character to be built and to prosper. The point is that the absence or exclusion of one of these criteria can lead to a catastrophic impact on the learning environment.

Thus, all these ingredients should be taken into consideration in shaping the classroom procedures and items. None of the previously mentioned characteristics should be denied or underestimated for the effects, or changes they can bring to the classroom. The focal point is that they all contribute in the good functioning, or better ongoing of an effective learning process. The idea can be clearly demonstrated in the following diagram:
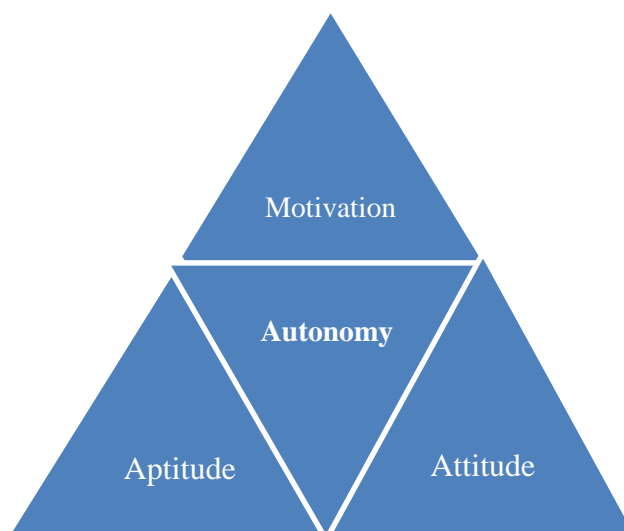
Figure.1.5. The learning Matrix

As shown in the diagram, the notion of attitude namely: that of teachers and learners is of a paramount importance. Its importance can be justified by the fact that the impression teachers have about the language they teach, can be passed to learners. The

attitude is the basis on which learners get either positively or negatively biased towards the foreign language and its culture. By being biased, they are either motivated or de-motivated to learn the subject. Moreover, learners' motivation is strongly affected by that of the teachers. The implication is that teacher's willingness and acceptance to co-operate with learners as autonomous participants can facilitate the task for learners to make the initiative. By its turn, motivation can empower learners' aptitude to learn a language, and then they can get a solid basis. The basis is considered as a stepping stone towards learners' readiness to engage in holding a gradual control over their learning process. This process cannot be realized without teachers' awareness of autonomy and its monitoring factors.

It is worth stating that the process of grafting autonomy in the learning process needs also teachers' satisfaction, or agreement on autonomy implementation. The point is that they are the pioneers to launch this project. So, teachers are the first and the only participants responsible of the classroom environment. They hold control over the happening of procedures in the setting. Teachers can contribute effectively in sowing the first seeds for autonomy implementation. Moreover, they represent the daily present controllers of the classroom environment. They are also the nearest partners or rather observers of learners in classrooms. The point is that they can detect any deficiency or challenges, which can be encountered by learners in the course of their autonomous learning process evolution.

Conclusion

As far as the first chapter is concerned, it gives room for the discussion of some important didactic theoretical backgrounds. Reference here is to some learning ingredients namely: autonomy, attitude, aptitude and motivation. First, the notion of autonomy by providing a definition and integrating it in the field of learning. Speaking about autonomy pushes us to speak about its aspects in learning. It concerns cognition and 'effective learning as indispensable learning requirements. The step also sheds light on the psychological backgrounds of autonomy in learning. Another point discussed in the present chapter is that concerning the influential motives for autonomy implementation like; tasks, assessment, accomplishment recognition, and time organization. These items are seen as necessary pillars in the building of autonomous learners' character.

The current step does not exclude learning strategies as another learning ingredient. This quality is of a paramount importance for learners' autonomy to take place. The second notion under a considerable discussion is that of attitude. This was done through the application of what is known as a "funnel approach". This implies defining the notion of attitude, and then tracing back its construction in addition to over viewing its sources and participants in its shaping. After that, we attempted to deal with the mutable attitudinal factors influencing attitude construction namely: the cognitive, affective and conative ones.

Furthermore, the Algerians' attitudes towards learning a foreign language, and precisely English were the subject of discussion in this chapter. The implication is that the way a society approaches a foreign language can be a decisive factor. The point is that social acceptance can play a decisive role, as it can have a great impact on individuals to learn a foreign language. The point pushes us to deal with the notion of attitude more narrowly. Reference is to the field of education as far as teachers and learners' attitudes are concerned.

As previously mentioned, dealing with teachers'/learners' attitudes paves the way to deal with each one solitary. So, it requires dealing with: first, teachers' attitudes towards foreign language learning. This implies discussing teachers' perception of their job, language they teach, and their learners' achievements in classrooms. It is due to the effective roles teachers' attitudes can play in either motivating or de-motivating their learners. Consequently, learners' attitudes towards foreign language learning and exactly

English were worth discussing. The reason is that learners' feelings and beliefs towards a foreign language act either as a detriment or an enhancement to learning it.

Another step we took towards the idea of attitude was the discussion of that of teachers towards learners' autonomy. The idea is that if teachers feel about their students being apt or not to be autonomous learners. Speaking about the learner and the notion of autonomy, the former's attitude towards the latter flashed through our minds and became the subject of discussion in this chapter.

The point is that learners' readiness to take control over their learning process is based on their psychological state. The state concerns autonomy if it can gain a widespread of acceptance in the learning community, or not. This depends on learners' aptitude as another important point to discuss. Therefore, the notion of aptitude was the third item to discuss in this chapter. The step opened in defining aptitude, then relating it to the field of education and more precisely to learners. The next step was aptitude test. Every time we speak about aptitude as the subject of discussion, language proficiency appears as a necessary item to discuss. This is due to the interference between the two notions.

Another point we tried to deal with in this chapter is motivation as the forth ingredient. After defining this notion, it was traced back to its sources. Then it was restricted to the field of learning. After that, we dealt with its types and how to monitor learners' motivation. In this step, we dealt with cognitive motivation by dealing with the self-determination theory and the attribution one.

The last step in this chapter was an attempt to relate the four notions to each other. The point is that they represent bricks for the foundation of learners' conation for reciprocal learning process. The step implies the examination of correlation between autonomy, motivation, attitude and aptitude. It is also an investigation of the probable effects and influence of each learning ingredient on the other one. The process can help monitoring the aforementioned notions. Moreover, this attempt can result in rendering them effective and active participants to ease the building of learners' autonomous character. Last but not least, this step paves the way for the next chapter whereby the entire previously stated learning ingredients will be investigated.

Chapter Two

Data Collection and Findings

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Introduction

The world seems swarming with ideas about autonomy, which are taken for granted that they are truly applicable. It is our duty to try to look beyond what appears as a common sense and then examine autonomy from a new perspective. For this reason, the current chapter is an empirical work that aims at discussing the significance of the study and the participants. Moreover, it considers the practicality of the work that took place in the field

It is commonly known that the mixture of research methods is likely to ease the way for diversity of data sources. It will help providing an accurate description of the research educational setting. The implication is that there an appeal for both quantitative and qualitative methods and the implementation of various research tools for evidence collection. The aforementioned facts entitle the current investigation with certain reliability and more credibility.

As previously stated, the present phase is concerned with the presentation of the adopted research methodology in our examination of learners' autonomy. It also concerns the research instruments brought into action to carry out the current analytical dissertation towards the new widespread of the interactional teaching/learning strategy. This part of the study appeals for a peculiar innovative approach for autonomy implementation. Furthermore, it tries to give further explanation of the design choice, the research tools and the implemented procedures for the accomplishment of our study.

This chapter is an opportunity to bridge the gap between the theoretical framework and the practical aspect in-between hands. More to the point, It attempts at reconciling, seemingly, divergent approaches to the implementation of learners' autonomy. The process implies integrating titles, tables, charts and graphs. At this step, comments can help endeavor to drawing more clearly a picture of the investigation hierarchy.

For the sake of providing answers for the research questions, in this chapter, we try to discuss the major research points of the present investigation. It is also an attempt to reveal evidence that supports our claims about autonomy, and possible factors affecting its realization. The attempt is also concerned with the demonstration and measurement of other learning notions and their efficiency namely: attitudes, aptitudes and motivation. The idea is that the investigation of their vital functions as dominant language learning

ingredients. The situation is evident, particularly, in the wake of an absolute dependence and correlation between all the aforementioned learning notions.

The current part of the research paper sheds light on the most recent learning phenomenon that is autonomy. It aims at gathering data about the most important factors affecting the realization of an autonomous character in learning. The focal point, in the present phase, is the influence of attitudes, aptitudes and motivation on fostering learners' autonomy implementation. At the current step, one aims at eliciting both teachers and learners' attitudes towards autonomy, which implies digging deeper in their personality, and so for the surrounding participants in enhancing learners' motivation to be autonomous. Most importantly, the current phase investigates the current educational setting and its components namely; teachers and learners' daily performances. The present investigation is also concerned with the knowledge transmitted and its time allocation.

The aforementioned didactic elements are of a paramount importance in improving the teaching/learning process. They serve determining a new scope and perspective of autonomy implementation. Recently, there has been an educational worry about learners' performances in the Algerian higher education field. The point is that they still exhibit that total dependence on their teachers by playing thE role of passive recipients.

This part is concerned primarily with gathering possible first-hand data from all elements of the teaching/learning environment. It also tries to investigate the relation between both attitudes and aptitudes for the establishment of an effective autonomous learning process. It rather aims at sketching a clear picture of factors, which participate in either enhancing or impeding students' autonomous character. The inadequate correlation between these notions can be at the origin of the absence of autonomy among Master degree students.

Particularly, the main concern of this investigation is individual opinions or attitudes and aptitudes. Therefore, the more involvement of participants implies the better exploration of this worry. The adoption of this method of investigation aims at gathering data as findings and insights concerning learners' perception of learning situation and needs.

2.1. Field work

The current research paper tends to diagnose variables participating in either impeding, or promoting the enhancement of a life-long learning process. It also aims at the introduction of learners' perspective based on the introjections of an autonomous learning process.

Basically, the conduction of the current investigation calls for the use of an experimental descriptive method. The point is that there is the use of both quantitative and qualitative techniques. The main reason behind this option is its adequacy and usefulness for describing the teaching/learning situation. The idea is confirmed by Padua and Guzman Santos when stating that: "*The purpose of the descriptive method of research is to describe the status of events, people or subjects as they exist.*" (1998:38).

As a respect for the triangulation of data gathering tools, one opted for the use of three tenets. These research tools involve two questionnaires. The first questionnaire concerns teachers, whereas the second one is designed for students. Then, we made use of interviews; The first one is conducted with the head of the department of English and the second one with the Vice Dean of Pedagogy at the faculty of Letters and Foreign Languages.   After that we carried on with holding a workshop. This procedure offered the opportunity to test learners' maturity to set objectives and define their needs. Then, it was followed by students as performers playing the role of teachers for knowledge delivery. The idea has to do with the teaching content and its possible inclusion, or exclusion of autonomy as a learning ingredient. The process seems to be a great chance to examine things from a closer perspective. It is also helpful to back up obtained data by the use of questionnaires. Further details about the implemented research instruments are supplied in the next step.

2.2. Data Collection

For a more reliable data collection, the researcher was very careful with the choice of population to approach. Besides, the researcher was very cautious was taken concerning the chosen tools to be implemented for collecting data. The procedure was carried out in order to avoid any possible misunderstanding of the research topic. It aims at well conducting the current investigation.

2.2.1. Population and Sampling

Basically, the choice of the participants targeted students at Hassiba Benbouali University of Chlef. The reason behind this choice is the short distance that can facilitate

contact with teachers and students there. Moreover, the teacher researcher has a good relation with the teaching staff at the university, which is expected to create that shortcut concerning the distribution of questionnaires, and getting them back from both teachers and students. Speaking about the learning/teaching community at the university, leads us to speak about teacher and students. The former comes from different regions, with different appreciations and conception of the ongoing teaching process.

The previous issue is also concerned with their previous professional background, which influences their interactions with students. The implication is that different previous experiences affect performances. Students are also concerned as they may not share the same aspects concerning their interests, educational background and their language proficiency. The choice was done, of course, after holding a discussion with the head of the department. It has facilitated the distribution of teachers' questionnaires as he frequently meets his colleagues.

It is undeniable that differences in age, sex and places, teachers come from can affect their attitudes. It also concerns the different universities teachers graduated from. All the previously mentioned elements can play a crucial role in shaping teachers' attitudes towards their job and students.

2.2.2. Participants' Profile

Concerning research participants, and for more credibility the choice is very simple. The current research project targets the teaching and learning community at the university. It does not exclude the administration as the head of the department of English and the vice dean in charge of pedagogy.

2.2.2.1.Teachers' Profile

There are different participants taking part in the current investigation; First, all teachers at the department of English are concerned with answering questionnaires. The implication is that there is no exception since the whole teaching staff of "Twenty-eight (28) teachers" are concerned twenty-four 24 of them are permanent teachers and fourteen 04 of them are temporary ones.

2.2.2.2. Students' Profile

As the most concerned population; we have the learning community, as "109 Master students" are divided into two main groups. The first one is composed of 60 students doing Didactics as a specially. The second group consists of 49 students doing

Sociolinguistics. Then, fifteen [20] of them are teachers belonging to both groups. This option is expected to elicit more possible and different information.

2.2.2.3. Interviewees' Profile.

The current interview opens in a rubric that aims at collecting data about the respondents. This step implies his age, teaching experience and scientific contribution in the research market. By investigating the previous points, the researcher tries to dig deeper in the interviewees' carrier to check his representativeness for the teaching community at the department of English. It is also for certainty about the reliability of data we collect from them. The objective from this initiative is to avoid confusion or any kind of misinterpretation from the part of the interviewees concerning his responses to questions. The interviewees can have a range of possibly different views about points, which are set to be investigated in the course of the interview.

Moreover, it is worth stating that the aforementioned step was carried out separately from the interview time. The reason is that the interviewer tried to save as much as possible of time for investigating the interviewees' attitude towards autonomy implementation in the teaching/learning process. Thus, all the information concerning the respondents were collected before conducting the interview. The reason was that one had to get rid of any doubt about the respondents' profile fitness for being the person to interview.

Another reason is that concerns their qualifications to provide us with the needed precise answers for the questions. After the interviewer collected the desired data about the interviewees, they agreed on fixing a suitable time for conducting the interview. The matter is that the time for the interview was dedicated just for questions related to the focal point to investigate far from any possible deviations or extra needless data.

As a matter of fact, all the information were put at the reach of the interviewees' knowledge. The aim from implementing this step i.e. making the respondents aware of all details concerning the interview was gaining the respondents' willingness for their full cooperation, and avoiding any possible hesitation from their part. The researcher wanted the interviewees to feel secured then free to reveal and unveil their thoughts. The latter concerns possible the organizational, or educational setting, as far as the administration impediments against autonomy implementation are concerned. This does not exclude the interviewees' awareness of students' worries, as they are the first and the closest persons to them.

One cannot deny the implication that most students are likely to prefer discussing their problems with the head of the department as he is entitled with the authority to decide on some issues which can be of his duty to solve and not for teachers. The idea is that students feel of a high confidence in the administration to act and solve their problems, as far as the Vice Dean of Pedagogy is concerned, rather than teachers. This reality explains their usual and continuous contact with the administration to expose their difficulties concerning their studies, without denying their attempts to be active participants in the educational process. So, the head of the department of English and the Vice Dean of Pedagogy as a respondent are likely to provide us with fact about the teaching/learning situation at the university.

Moreover, they can suggest hints for promoting autonomy in learning as they are the best one who know about both teachers and students' worries. All these qualities contributed greatly in directing the interviewer's attention towards these people and opt for them as the suitable men for the issue.

2.3. Quantitative Data

Quantitative data are meant to be findings and insights, which are collected by the use of questionnaires. For a clear research path, this research paper is conducted on the basis of three research tools as a respect of the triangulation of data collection. The point is that variation of research instruments can bring into light more understanding and analysis of autonomy, which is the subject of investigation. This implies the use of questionnaires as the first option. Now, one is recommended to provide a detailed description of this research tool in terms of types of questions and so for the items it explores without neglecting the targeted population.

2.3.1. Questionnaires

The questionnaire option is implemented for the sake of its effectiveness and eligibility. It is regarded as a tool that helps collecting a large number of reliable information. It also saves time and effort by gathering diverse data from different informants. Both open and closed-ended questions are strongly related to hypotheses within the problematic onset.

2.3.1.1. Implications about Questionnaires

As previously stated, the current step targets the five main aspects of autonomy in learning. The implication is that taking charge of one's own learning means holding

responsibility for all its aspects. Consequently, the research instruments are meant to elicit information about the five major concerns namely: defining learning objectives, selecting the content, method, mentoring language acquisition, and so for self-assessment.

The first aspect is about possessing the capability of determining evident learning objectives. This means the ability of fixing a clear future point to reach, or what the learning process is meant for. It is the change in quality of learners we are supposed to attain by the end of the learning process. It is rather the kind of learners we aim at shaping as an outcome of learning. This implies knowledge about requirements and, or needs for the autonomous learning process to take place.

It is worth stating that by being capable of setting their learning objective, learners become aware of the kind of competence they wish to develop. They also become able to determine what kind of techniques to use for attaining their final point from the learning process. The ability to set objective for the learning process is a high quality, whereby learners possess that awareness of what to learn, and how to learn as a clear learning path. The implication is that if objectives are legible and well-defined, both the teacher and the learner can share responsibility over the learning process; in terms of its requirements, and so for its ongoing.

The second one is related to defining the content and its progressions. By doing so, learners are expected to be capable of selecting and setting the learning content or material. This is of a high quality that requires awareness of the learning needs so that one can be accurately selective for the input. The implication is that defining needs means having a clear map about the learning path. This leads us to speak about the results learners intend to accumulate at the end of the learning process. This is about learners and the set of competencies they aim at acquiring, and developing at the final phase of an autonomous learning. It can be more than this desired quality, how? The implication is that it can be about making these competencies operational and practicable.

The third ingredient has to do with the selection of learning methods and techniques to be used. It concerns students' aptitude of selecting the learning method, and the sum of tenets to learn. This choice is an indispensable quality for learners. The reason is that by being selective about the learning method, students are expected to show the capability of holding control over their learning process. They become more qualified to question the validity of the currently used techniques. On top of that they become able to decide about the alternative if the current is impracticable. The idea is that learners also become

capable of differing between what is up-to- date, and that is out of use as tenets for learning.

Moreover, successful autonomous learners are supposed to monitor their own understanding of ways to learn. They become also successful in being able to distinguish suitable from unsuitable techniques to ease monitoring their learning. In a way or another, this high skill is a kind of ability; which is to criticize or think about ways of learning, then decide upon which one to favour and use.

The fourth aspect of autonomous learning is the appropriate monitoring of the procedures for acquiring language. This criterion concerns the spatio-temporal variable for language acquisition as well as rhythm. This is about the teaching content, and time allocated for its implementation. What can be said about this quality is that it is the ability to balance the language input and schedule it accordingly to time allowance. It is a kind of appropriate distribution of learning throughout the academic year. By being capable of doing so, learners are expected to avoid that "plugged teaching". This procedure will help them get rid of the mug-jug teaching process, and the exhaustiveness it causes. It is about learning rate according to time devoted for this process. The implication is that if students take initiative and participate in the planning of learning according to time, they will do a far step forward to be autonomous learners.

The fifth one concerns self-evaluation or assessing oneself. The criterion means being capable of evaluating what has been acquired. The issue implies possessing the quality of a self -evaluative learner. It enables learners carry out the evaluation process, and then they become acting as self-assessors. The latter is a highly recommended skill for an autonomous learner to take place. Self-evaluation process is a criterion once present, learners become capable of distinguishing the effective learning technique from other less effective ones. By being able of doing this distinction, learners are able to exercise a certain control over their learning process. Moreover, they become capable of deciding upon what to measure their learning and what to use for enhancing its control.

It can be stated that is that once able of getting on the strengths and weaknesses of their learning, learners become capable of selecting the best techniques to use effectively in their learning. This quality is one of the needed criteria and a basic characteristic of an autonomous learner. It is considered as an indispensable initiative towards monitoring the learning process. If the aforementioned learning ingredients are of the learners' quality, there will be a complete change of attitudes. First, the fact of being autonomous, learners themselves acquire the capability of taking decisions about the kind of learning

environment with which they are, or wish to be involved as active participants. This implies teachers-learners' interactions and attitudes towards each other. It also concerns those among learners themselves.

At this stage, it is worth mentioning that every collected datum refers to each questions asked in the rubric e.g. (App. T. Qst.). This is expected to function as a guide for readers, as it can facilitate the process of retrieving results in any appendix, or table related to a given question. The point is that in the phase of analyzing findings, every item is detailed with reference to the question. This has to do with all questions whether yes/no responses, percentages or number of respondents. The implication is that every finding is followed directly by stating its reasons and consequences.

This phase is purely practical. It is concerned most with the collection of findings, and insights about teachers' attitudes and perspectives concerning learners' autonomy. It also explores learners' attitudes and aptitudes towards this learning criterion. It is worth pointing that questionnaires are written in English, since students are future practitioners of this language. This does not exclude the researches' intervention from time to time. This option is concerned with teachers' help to ease learners' answering of the questionnaire. So, the researcher intervenes in order to explain any possible difficulties or new concepts for informants. This step is taken from the part of the researcher for the avoidance of learners' misconception or confusion of the questions set in the questionnaire.

It is also worth mentioning that data representativeness has been given much credit. The implication is that the researcher has paid much attention to getting back the whole number of questionnaires delivered to teachers. Let alone teachers and their attitudes as they showed much cooperation and interest in the issue of learners' autonomy. This issue seems to be of a high interest among teachers as informants. The point is that they have always kept complaining about learners' autonomy. They complain hearing much about it with no practical perspective. They seem interested as they have something to say about this issue, which has been no more than a slogan.

As previously stated, both teachers and students' questionnaires consist of open and close-ended questions. The first category is about W/H questions as; what. how and why, which at explaining, describing by providing a better complete picture about the informants' attitudes and thoughts. These questions are generally designed for allowing the informants' free responses. The idea is that despite the possible misinterpretation of

the open-ended questions or the respondents' bias, their use enables the informants' significant free wording of their answers.

The second category refers to the close-ended questions. As a selective type of questions, they require short precise answers. These questions are considered as the most useful way for a lot of exact data as advised by Wray and Bloomer as 'several precise information'. Third, there are multiple choice questions, which are set to be very simple to handle as the respondent is required to tick in one box of the provided answers. But, the use of this kind of questions can be disadvantageous. This can take place in a way that the respondent can be forced to state an opinion about an issue of which he has no information, or any interest.

This option is concerned mainly with both questionnaires delivered to teachers in the department of English. It also concerns questionnaires which handed to Master 2 students of English Hassiba Benbouali University of Chlef.These research tools are made clear in the following step.

Moreover, a clear and primary, or original description of the current English Language Teaching/Learning situation is easily provided by the questionnaire option. As previously mentioned, there are two questionnaires. The first questionnaire is handed to teachers. The second one is set to Master degree students Hassiba Benbouali University of Chlef.

2.3.1.2. Teachers' Questionnaires Description

This research tool is a questionnaire checklist. It consists of a group of close-ended questions requiring (Yes, No) answers. This is followed by a peck of multiple choice questions. Then, there is a group of open-ended questions. Teachers of English, as informants at the department are requested to tick in the appropriate choice. This research instrument is mainly concerned with attitudes, aptitudes and motivation as the key learning ingredients for autonomy. It is concerned with the most important pedagogical didactic triangle namely: (the teacher, the learner and the knows).
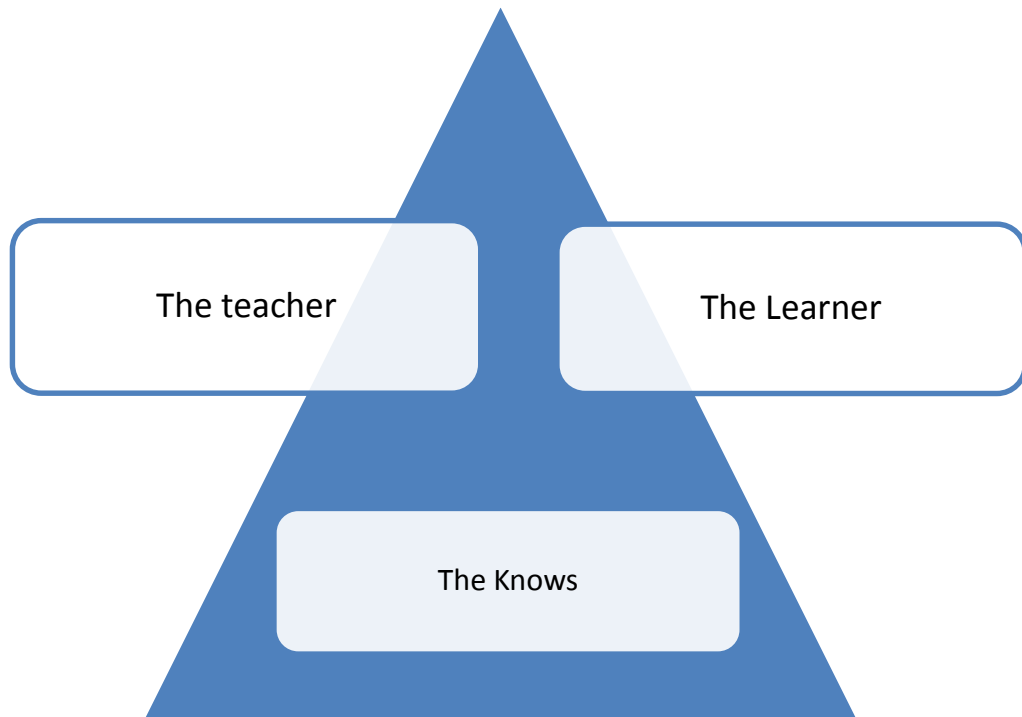
Figure 2.1. The Didactic Triangle

Teachers' questionnaire is categorized as follows:

    a/ Informants' biographical data

    b/   Teaching Background and Reflection.

    c/   Teachers' attitude towards autonomy in learning.

    d/ Teachers' attitude toward learners' aptitude to be autonomous.

    e/   Learners Effective Conduct.

    f/   Probable constraints against autonomy implementation.

    g/ Teachers' Suggestions and Perspective about Autonomy in Learning.

The first rubric is concerned with the biographical data about the informants. It is the entry to the questionnaire. It deals with teachers in terms of their age, sex and professional experience. This helps, of course, elicit teachers' readiness or the opposite for the implementation of learners' autonomy. Moreover, this kind of information can implicitly provide, in a way or another, teachers' psychological state and their feelings towards learners' maturity for the practice of autonomy. The implication is that young teachers can show more readiness for embracing the criterion of autonomy in learning. The reason can be their fresh minds for more recycling and further research.

    The second rubric is about teachers' teaching background and reflection. It opens in a question, which concerns the importance of knowledge about teachers' field of work.

This question elicits from teachers the value of the informational background they hold about the teaching/learning process. The second question deals with teachers' continuous understanding development. The implication is that teachers' updating of their knowledge and their attempt to recycle their knowledge about their job, and keeping themselves informed about new research attempts.

The third question is an investigation of teachers' reflection on their daily classroom performances and the introduction of innovation in the teaching/learning process. It deals with reflection on the teaching process. In other words, it emphasizes the quality of a teacher as an agent of change which implies his reflective character that is directed towards content and techniques. Question number four is concerned with teacher's recycling opportunities throughout their teaching career as trainings to help him update his know about his job. This rubric ends in investigating teachers' awareness of his teaching style.

All in all, this step implies investigation of teachers' awareness of the most recent research projects in the field of education. It does not exclude exploring teachers' subjection to further recycling opportunities through their teaching career.

The third rubric explores teachers' attitudes towards autonomy in learning. Their beliefs play a crucial role in shaping behaviours and conduct their actions as teachers. These attitudes are an indispensable criterion or teachers to possess for the shaping of the interactive classroom environment. So, the first question is about teachers' familiarity with the notion of autonomy in learning. By asking this question, one tries to explore teachers' acquaintance with autonomy. The point is that by being aware of this learning ingredient, teacher can facilitate the process of injecting autonomy in the teaching/learning process. The second question deals with the teacher's discussion of autonomy with their learners. This step is of a paramount importance, because this will provide students with a basic information background. The latter can help them be flexible for embracing autonomy as a need and not an obligation.

Question number three is about teachers' beliefs about the value autonomy implementation in learning. The idea also implies teachers and how they conceive the idea of autonomy. It is not the case when teachers' concession of autonomy takes place, because this may lack their cooperation.

The fourth question elicits teachers' opinion about the educational environment if in favour of autonomy introjections or not. The action implies the educational setting and its possible inclusion or exclusion of learners' autonomy. The last question in this rubric

explores teachers' efforts to stimulate learners' initiative to be autonomous. Simply because it is motivation that learners are in a strong need for. If this takes place, then learners' flexibility and acceptance of autonomy will happen. Furthermore, when learners' attitudes are in favour of autonomy implementation, they become part of their psychological readiness. Then, it can be taken as the initiative to develop an autonomous character in the learning process. The implication is that motivation can be the foundation stone for any initiative to do something.

The fourth rubric is concerned with teachers' attitudes towards learners' aptitudes to possess an autonomous character. The implication is that the way teacher appreciate learners' autonomy is an indispensable issue to investigate. The point is that teachers' opinion about learners' maturity for practicing their autonomy is very necessary. The reason is that teachers are very close to their learners, and they know more about their abilities. Teachers seem the most concerned, as they are going to let part of their authority for learners to decide upon the ongoing of the classroom environment. This also concerns learners' readiness to use their competencies to take the imitative to create an autonomous learning process and enhancing it.

It is worth stating that this rubric is divided into five sub-rubrics, each of which is concerned with an axis for control over the learning process. Each peck of question seeks drilling deeper in teacher's theoretical background about some notions related to the concerns of autonomy in learning, which are as follows;

The first sub-rubric is about teachers' attitudes towards learners' aptitude to hold control over learning objectives. The peck of questions starts with investigating teachers' familiarity with students' learning objectives. It is, somehow, a kind of test for teachers' knowledge about learners' objectives. The second question explores teachers' allowance for the discussion of learning objectives with his students. This step can be an initiative towards teachers' flexibility for the acceptance of students' opportunity to hold control their learning objectives whether short or long-term ones. The third question is an investigation of teachers' initiative to know about his learners' objectives, which can be done through eliciting them from students.

Question number four is a reformulation to confirm the idea in the previous one. It deals with teacher's flexibility to consult his learners to set their learning objectives. It is a step for further involvement and more control over their learning process. The last question in this sub-rubric is a step to elicit from teachers their point of view towards their students' ability to decide about their learning objectives, if given a chance to do so. Much

focus is on this question since teachers are very close to students and then know more about their abilities.

The second sub-rubric deals with teachers' beliefs about another very important axis in the implementation of learners' autonomy. It investigates teachers' attitudes towards their learners' maturity to take charge of their learning process in terms of defining their learning needs. The opening of this group of questions is an investigation of teachers' awareness of their students' needs in the learning process. The second question is about the teaching process and its matching, or mismatching with learners' needs. The point is that this question investigates teachers' performances and their satisfaction of learners' needs in terms of classroom interactions.

The third question deals with teacher's initiative to consult his learners about their learning needs. The idea at this step is about teacher's attempt to elicit from his students their needs concerning the learning process. This step is considered as a test for students' awareness about their learning needs. The last question in this sub-rubric explores teachers' opinion concerning students 'ability to define their learning needs if given a chance. The point is that teachers are the most aware of students' abilities.

The third sub-rubric concerns investigating learning styles as an important item for learners' autonomy to be implemented. The present learning criterion is explored from the angle of teachers' attitudes. First teachers are asked about their familiarity with learning styles as learning ingredient. It is a kind of drilling for teachers' knowledge about their items related to their classroom environment. The second question deals with teachers' attitudes towards the learning process as part, or outcome of the social interactions. It also explores contribution of language contacts as aspects of daily life practices in the teaching learning process. The process can be done through autonomy transferring from the society to the classroom environment, and more precisely to the learning process. The third question explores the teaching style and its compatibility with learning one. The main worry at this stage is learners' awareness of their learning styles. It also concerns learners' ability to decide on the choice of the appropriate techniques to be implemented. If this step is made real, learners will have done a far well towards the possession of autonomous character. This point is explored again through rewording the following question.

The fifth question is about teachers' willingness to give room for students-students' interactions to prosper in terms of pair and group works. The question is closely related

to classroom interaction. Consequently, it deals with teacher's management of students-students' interaction as part of the classroom an effective interactional environment. Teachers' attitude towards learners' ability to hold control over the learning content is explored the following peck of questions.

First, teachers are questioned about the programme and its fitness for learners' level. The question investigates the learning content if a finely, or roughly-tuned one. The next question is about learners' interest in the teaching content. The point is that learners' interest plays a crucial role in stimulating their willingness to be involved in deciding about it. Then, teachers are asked about their initiative to consult their learners about the choice of topics of their interest.

The previous step is of a paramount importance, since it can function as a foundation stone for the learners to exercise their governance on defining the learning content. This implies autonomy implementation, because holding control over the learning content is an indispensable axis for being autonomous. This question is rather concerned with teachers' allowance for learners' involvement in deciding about the learning input.

Question number four implies teachers' judgment for their students whether apt, or inept for being autonomous learners in terms of content defining once consulted. Another point related to the previous process, and seems worth stating is that holding control over the learning content, means exercising it on the language of instruction that is English. Moreover, this sub-rubric is also concerned with classroom environment innovation, which concerns recycling and adapting the teaching material and procedures. The process is expected to involve students' opinion and consult. By doing so, teachers can offer room for learners' autonomy to take place and flourish. The latter cannot be attained if the routine is not avoided. The reflective process is dealt with in terms of teachers' readiness and willingness to involve, and why not consult Master degree students about their learning process.

The fifth step in this rubric offers room for the exploration of teaches' beliefs about learners' self-evaluation ability. The present criterion is a highly recommended characteristic for a learners' autonomous character to be attained. As a primary ability of an autonomous learner, it is expected from different angles. Thus, teachers are asked about their familiarity with the aforementioned learning criterion. The second question deals with learners' voluntary attempt to evaluate their learning process. The next question explores teachers' enhancement of their learners' self-evaluation. The allowance

or encouraging of students' evaluating themselves can be considered as a positive sign of teachers' readiness, and willingness to give room for learners' autonomy to take place.

Question number four is an investigation of teachers' support for two aspects of learners' autonomy, which are; portfolio and project workshops. The former is a document that compiles over the learning process and it is used for assessment of performance or progress. The latter is considered as an opportunity to enhance students' control over their learning process as an aspect of their autonomous character. This sub-rubric ends in a question about learners' voluntary works, as they can be part of assessing learners' ability to be productive as a feedback, or rather a strong desire for autonomy allowance to happen.

Rubric number four rotates around learners' effective conduct, which is a highly advised learning criterion for learners' autonomous schema. The latter is considered as a mental codification of experience involving a distinctive structured way of cognitive perception, and respond to a difficult situation, or a set of stimuli as part of an autonomous character realization.

The first question is about learners' language advancement in knowledge and its importance in promoting autonomy in learning. The second one concerns teachers' conception of autonomy in learning. This implies their beliefs about teacher's roles within an autonomous learning process. Question number three investigates the role, or importance of learners' self-accomplishment and free production in enhancing autonomy in learning.

The fourth question is meant to explore the cultural implications when dealing with the issue of autonomy. It concerns autonomy and its socio-cultural inclusion or exclusion, i.e. if accepted by the society as part of its culture or not. In this case, there is the inclusion of another more important criterion for learners, which is exercising control over the hidden curriculum. The latter implies all the cultural implications of language as a vehicle for culture, as far as the English language is concerned. The last question in this rubric is about the importance, or value of self-confidence or esteem in fostering learners' autonomy implementation in the learning process.

The sixth rubric investigates another item that is not of less importance than the aforementioned ones. It rotates around eliciting probable constraints against autonomy implementation. The point is that teachers are asked about the possible obstacles they may face in the ongoing process of autonomy implementation. The concern here is about learners' attitudes towards being autonomous.

The first aspect is about their psychological readiness to embrace autonomy. The implication is that, by being autonomous, learners are required to incline to any new requirement. The second one has to do with change in the learning process, which implies learners and their acceptance of letting down their current relaxing roles. This is also about learners' probable rejection of the new offered roles within an autonomous learning environment.

The second probability concerns learners' aptitude to be autonomous. It is about their ability to perform the new roles and monitor their learning environment from all the necessary aspects. Indeed, there are other possible detriments that may occur as that of time allowance and the syllabus. Another worry can also be about the availability of the necessary requirements to make autonomy a practical process rather than a theory.

The last rubric in teachers' questionnaire ends in an attempt to give room for teachers to describe the current teaching/learning situation. They can also reveal their worries about the future one. It is also an opportunity for teachers to provide the researcher with probable measures for better implementing learners' autonomy. This part of the questionnaire is of a paramount importance, as it can help the researcher depict teachers' attitude and their perspective towards the issue of introjecting autonomy in the learning process. Eventually, teachers are the most concerned with promoting an autonomous learning process, since they are the closest partners for learners. By being so, teachers can be the most resourceful informants. The point is that they can provide much support, and why not supplying the researcher with practicable procedures for the realization of learners' autonomous character and enhancing it.

After opting for the questionnaire as a research tool and designing it, it was handed for teachers at the department of English at Benbouali University of Chlef Later on, questionnaires were collected and data were filled in one empty for as results. The following document represents the sum of collected data from teachers concerning their attitudes towards the notion of autonomy in learning.

2.3. 1.3. Students' Questionnaires Description

As a research tool, the questionnaire is always considered as an indispensable source of information. The idea is that it enables the researcher gather a quantitative description of multiple issues related to the research topic. For this reason, the researcher opted for the previously mentioned instrument to investigate students' attitudes towards autonomy in learning. Students' questionnaire is a cocktail of questions. It includes three

types of questions namely; open and close-ended ones. This does not exclude the use of the multiple choice type. This questionnaire is set for second year Master degree students of English.

At this stage, there is an important point to state concerning the questionnaire. The implication is that for its better administering, the questionnaire was tested and piloted on students before being delivered in its final version. The main reason behind taking this step is checking the clarity of the questionnaire, and introducing any necessary modifications or explanations. The initiative implies dividing the whole class into five groups of students for the collection of more accurate information. This research instrument aims at exploring the following main points:

a/ Learners' biographical data

b/ Learners' attitudes towards autonomy.

c/ Learning styles and teachers' attitudes

d/ Learners' aptitudes to be autonomous.

e/ Learners' effective conduct.

f/ Possible further encountered difficulties.

g/ Further Suggestions

The above list is the set of items to be investigated when delivering the questionnaire. These items represent axes for the questionnaire and, of course, they are classified into rubrics, each rubric can be divided into sub categories. The step is an opportunity to discuss each rubric in the above list with reference to areas to ask students aboutBeginning with the first rubric, which has to do with learners' biographical data. This rubric aims at eliciting information about their gender and age. These two items are considered as probable important variables influencing learners' readiness and willingness to be autonomous.

The second rubric is a group of close-ended questions marked by the use of adverbs of frequency as answers to tick the box. It targets attitudes towards autonomy. It has to do with learners' attitudes towards the quality of being autonomous. At this stage, students are asked about their familiarity with the notion of autonomy, and if they discuss it with their teachers. They are also asked about their stand towards being autonomous, and if their teachers encourage them to be autonomous or not.

The third one is not quite different from the previous concerning types of questions. The point is that it is a table including a set of close-ended questions. They target eliciting information from Master students about their knowledge of learning styles and teachers'

attitudes towards this learning ingredient. One should point out that some questions explore one single id ea. This is the case for question [b and d] which are reformulated differently. This aims at investigating the idea of discussing autonomy with the teacher from different angles. The Students are asked if their teacher gives importance to their learning styles. The point is that learning styles play a crucial role as part of exhibiting control over the learning process. The reason is that learning preferences enable students to make choice about the way to learn. Then, they are asked if their teacher switches the classroom environment with their daily life. Students are also asked about their awareness of the learning styles, which are the foundation stone for autonomy implantation as a basic theoretical background.

Another point that is explored in this rubric is the probable mismatch of the teaching style with the learning one. Teacher's authoritative character is also investigated at this step, because the teaching method has a great impact on autonomy allowance. This rubric closes in a question about teacher's discussion of the notion of autonomy with their students to provide them with hint for its practice.

The fourth rubric represents a shift to another step, which is learners' aptitude to be autonomous. It is an ingredient of a paramount importance for the implementation of learners' autonomy. This quality concerns learners' aptitudes to be autonomous. Here, the researcher aims at investigating learners' maturity to be autonomous. This step opens in the first sub-rubric, which is a peck of questions about the first criterion in learners' aptitude to hold control over their learning objectives.

First, students are asked about their acquaintance with learning objectives. Discussion of the previously mentioned learning ingredient with the teacher is also explored in the second question. After that students are asked about their teacher as whether he involves them when deciding about their learning objectives, or not. The last question in this sub-rubric is about their ability to set their learning objectives if consulted by their teacher. At this stage, it is worth stating that the Ability to set learning objectives is an indispensable axis for learners' autonomy to take place. As previously mentioned in rubric three, the technique of rewording questions is implemented. The option concerns questions; [a with b] and [c with d].

The second sub-rubric is related to the possible objectives learners can set for their learning process. They are supplied with a group of objectives and then asked to opt for those they are concerned with in their learning process. The first objective concerns knowing about the English native speakers and their culture. The second one is about

students and the development of a critical mind-set. It takes place in the form learners' reflective critical process towards their native socio-cultural values. The third suggested objective deals with learning for tolerating foreigners and coping with them. The idea is explored through rewording two questions namely; [b and c]. Objective number four rotates around self-defense and maintaining their mother socio-cultural principles. This sub-rubric ends in an open-ended question as an opportunity for learners to state other objectives if not mentioned in the previous list.

Learners' needs emerge as another ingredient to be taken into consideration. That is why the third sub rubric is dedicated for the investigation of learners' knowledge about their learning needs. The second question is about the present teaching process and its satisfaction of learners' needs. The third question concerns teachers' initiative to consult their learners' by involving them when designing the learning process needs. This peck ends in a question about learners' aptitude or their ability and readiness to design their learning needs.

The following sub rubric is about the learning content and its compatibility with learners' level. Then, learners' interest in the teaching content is also investigated at this stage. The third question investigates teachers' consult of their learners in terms of topics they are interested in. The whole matter concerns learners' choice of what they really feel like learning about as topics or themes. The next question is about learners' ability to take part in deciding and choosing the interesting learning content when consulted by their teacher. This peck of question ends in an investigation of teachers' innovative character, and acting as an agent of change and break down routines.

The next peck of questions rotates around the favourite learning material. At this point learners are supplied with a table including; the school manual or textbook as the official document, magazines and newspapers. The teaching material is supposed to be an authentic learning one. Videos are another tool for facilitating learning and approaching authenticity. The last item in the table is the literary product as novels, which can be considered as a useful resource for learning a foreign language. The end of this set of questions is in the form of an open-ended one to elicit from learners other probable learning material they may prefer.

The last point related to the forth rubric is self-evaluation. This high learning quality is expected from different angles because it is a primary ability of an autonomous leaner. It is worth pointing that questions are meant to be about learners' frequency when dealing with self-evaluation. First, learners are asked about their familiarity with the

criterion of self-evaluation. At this Stage, learners are concerned with their knowledge background about the previously mentioned ingredient. Then, there is room for investigating learners' initiative to evaluate their learning process. It is about their attempt to evaluate themselves as a practical phase. Next, we try to investigate teachers' role in enhancing self-evaluation among his students.

Another angle to explore in self-evaluation as a characteristic of an autonomous learner is familiarity with the portfolio and workshop. The former is a document that compiles over the learning process and it is used for assessment of performance or progress. The latter is considered as an opportunity to enhance students' control over their learning process as an aspect of their autonomous character. Learners' voluntary works are also explored as they can be part of assessing the learning ability to be productive or rather as a feedback.

The fifth rubric is about learners' effective conduct. The criterion implies learners' use of their powers to take responsibility for the acts and achievements of their classmates. Learners are meant to lead, guide and exhibit a direct handling, and manoeuvring of the learning process towards a desired autonomous character. First, learners are asked about their opinion about the importance of language proficiency in promoting their autonomy. The next questionable item is the key interpretation of autonomy in learning. The state implies autonomy misconception as learning without a teacher.

The third point in the table concerns the role of learners' voluntary production and self-accomplishment in autonomy implementation. Then, we move to explore learners' opinion concerning the importance of raising their cultural awareness about autonomy. Self-confidence is also investigated as it is considered as an indispensable criterion for learners to be autonomous.

Rubric number six is an attempt to elicit from students a clear description of the present learning situation at Benbouali University of Chlef Basically, it is concerned with the possible detriments that educational participants may face with regard to learners' autonomy implementation.

The last rubric is concerned with collecting learners' suggestions that may serve facilitating the process of introjecting autonomy in the learning environment. The step towards teachers-learners' partnership, or rather an initiative to practice autonomy.

It is worth stating that rubrics of both teachers and learners, questionnaires are meant to work in tandems. The point is that they both share investigating the most axes of the autonomy implementation in learning.

2.4. Qualitative Data

The qualitative data option rotates mainly around conducting interviews. The latter are meant to elicit information from the most experienced and resourceful responsible people at the faculty namely: The Head of the Department of English and the Vice Dean of Pedagogy.

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2.4.1. Interviews

Two interviews are set for the exploration of both the Head of the Department of English and s the Vice Dean of Pedagogy at the faculty of letters and languages: But, one has to mention that the two interviews are not of the same structure and do not cover common points in their content.

2.4.2. Interview with the Head of the Department

The First interview is conducted with the head of department. This choice is justified by the fact that; basically, an interview is meant to allow the interviewee as a participant to provide rich, contextual descriptions of a given research issue, as the English teaching and learning at the university is concerned. Second, the head of department of English is an experienced inspector and a university teacher holding much luggage about the didactic issues. The implication is that his attitude does matter a lot since he is the most aware of the teaching/learning situation at Benbouali University of Chlef

The second qualitative tool of investigation is an attempt of giving room for students' initiative to exercise the most possible control over the module of tools of investigation that is taught by the researcher teacher. This step is taken as a sample attempt to check students' objectivity when answering the questionnaire. It is also regarded as a training opportunity for students to move to practice rather than the route theoretical statements.

2.4.2.1. Description of the Interview

As a tool for the market of qualitative research, the interview option seems the most appropriate, the idea is that people are chosen and interviewed about their point of view, or perception about a particular issue or topic. That is to say the participants have a certain freedom for a face-to-face discussion of a designated research topic. As previously mentioned, this interview is a kind of an audit. It is worth mentioning that it is a kind of an unstructured interview. The aim is probing deeper for more reliable data about the implementation of autonomy in the teaching/learning of English at Benbouali University of Chlef. This step seems as one of the best adequate ways, whereby the researcher can act directly and elicit possible constraints or weaknesses for English learning. It also enables him picking up strengths that can enhance students' willingness to be autonomous, as well as weaknesses impeding the happening of this learning phenomenon.

The current research tool is designed to reveal the story behind the participant's experiences as the head of the department of English. The researcher as an interviewer tries to pursue in-depth data around autonomy as a research topic. The interview is implemented as follow-up to the teachers' questionnaires. It aims at further investigating teachers' responses for the questionnaire concerning their attitudes towards the implementation of autonomy in the learning process. At this stage, it is worth mentioning that the present research tool relies much on the open-ended questions. Moreover, when designing the interview questions, the researcher paid much attention on a clear articulation to himself the kind of need and problem to be addressed. The procedure targets making use of the data to be collected by the implemented research instrument.

The appropriate direct contact between both the interviewer and interviewee's implies a mutual understanding. The latter gives room for the interviewee's to ask for more explanation of questions if not understood. The same matter for the interviewer, who reformulates and explains questions better. The consequence is the accumulation of more relevant and precise data, on the basis that the interviewees can provide us with the most adequate answers for our questions.

Before conducting the current interview or rather while preparing it, the researcher paid attention to choosing the right setting with less stress and little distraction. Consideration of the participant's free time is also of the researchers' prior concern so that the interviewee can answer questions free from any other worries about his duties, or work. The point is that this interview was conducted at an early time in the morning before

the arrival of any person, who may cause interruption or disturbance for this process. It is meant to make the interviewee feel more comfortable at his own office.

The next item taken into consideration, in the course of interview preparation is making its purpose clear for the interviewee to make him feel at ease. Another point to make clear after that is noting terms of confidentiality. The implication here is explaining the way the participant's responses are analyzed later on. It is also meant to identify people who may get access to the responses. Another point of a paramount importance to state at this phase is the participant's written permission to make use of his comments as quotes. Therefore, he was previously informed about this step.

In this face-to-face contact, method of data collection was set first to be carried out in a structured way. The personal interview is supposed to rely on using a group of some predetermined questions. The implication is that there is a rigid procedure that is laid down to be followed by the interviewer, as questions are ordered and formulated in an already prescribed pattern.

At this stage, it is highly recommended to mention that there happened an intervention of an independent variable when this interview changed into an unstructured one because of some points stated by the interviewee. It is due to the participant's responses involved answers for some coming questions. The latter were omitted as the situation required. This procedure concerns also questions sequence. Thus, addition of other questions for the communicative continuum as need to secure the ongoing of the interview was implemented. The procedure concerns possible reasons and motives standing behind some responses, as they can really play an important role in the development and testing of research hypotheses. It has also to do with the course of the interviewee professional experience.

The interviewer meant avoiding possible factors to reach absence of any resistance from the part of the respondents for collecting much information in a greater depth. This flexibility made it easy for the interviewer to restructure questions. But, this does not imply the difficulty of missing returns to our predetermined questions and exercise control over the interview. Moreover, the interviewer focused on catching the respondent off-guard in order to ensure the latter's spontaneous responses. Another point of a paramount importance to mention here is that there was no problem with language adopted for the interview.

The reason behind the previously mentioned issue is the absence of any misconception or misinterpretation of the questions thanks to the respondent's

educational level and experience. For the head of department of English is easily approachable, supplementary or further data were collected especially those about the interviewee's experience, which are valuable for results interpretation. The aforementioned conditions helped providing an atmosphere full of trust and confidence for the discussion of the research issue. Moreover, the interviewer meant asking the questions properly with an accurate complete record of responses. Then, no room was given for doubt about questions.

It is worth stating that the proper friendly rapport between the interviewer and the interviewee made the interview very effective. The point is that this interview is conducted to presuppose non biased responses. The latter are meant to be indispensable requirements for the reliability, and credibility of the collected information about autonomy as an important ingredient in the teaching/learning process. One may also state that among the applied pre-requisites for a successful conducting this interview is the careful selection of the interviewee. The interviewer was really very attentive when identifying the right participant. That is to say that he was chosen as the most reliable source of information.

Other important tenets were implemented for the present interview. First, we have the easy simple call backs; they were made for checking previous answers and confirming them. Then, responses were recorded by the interviewer with avoidance of embarrassing the interviewee. This had resulted in a very high rate of response, as the non-response was absolutely of no presence. Next, questions were formulated attentively, since they were made short and simple avoiding any kind of confusion, or misunderstanding. Another interviewing quality is that the interviewer used to be careful about the interview process as to stick to the points set to be investigated as axes for this process.

Another point to mention at this stage, and which is of no less importance is that the objectives of this interview were clearly defined to ease the rest of the process. Among these objectives we count; eliciting the opinion of the head of the department of English concerning both teachers' attitudes, and learners' aptitudes towards autonomy as an important ingredient in the teaching/learning process. Another crucial objective for this interview is that of collecting as much possible of data about suggestions, and detriment hindering the implementation of autonomy in learning.

Moreover, a time line was established for the better conduction of this interview. The implication is that the interviewer contacted the interviewee before conducting the current interview. This step is taken as an initiative to set time for interviewing the

respondent. One may easily deduce the aim behind the previous step. It implies providing an interviewing atmosphere far from the disturbance of colleagues, or stress of work. Consequently, the early morning seemed to be the right choice as the starting point of time for work. It is time when the interviewee is free from heavy duties, since it is the beginning of the working day, and the respondent is not exhausted therefore can think well and answer better.

In fact, the interviewer took into consideration the implementation of a courteous unbiased conversational approach. The issue concerns also the interviewer reactions towards the respondent's answers as no disapproval should be shown, and no irrelevant discussion was meant to take place between the persons in the interview. These actions aim at keeping the interview on its right path.

The current interview setting was carefully selected Moreover, the interviewer arrived before the interviewee. Then, refreshment was set out and the room was arranged. Therefore, the conversation was conducted in a classroom far from any interruption, or distraction. Another point is that the interview was videoed and audio-taped, as a step taken to make sure that the interviewee's ideas will not get lost. Of course, the step was made after taking permission from head of the department.

2.4.2.2. Structure of the Interview

The current study aims at investigating the issue of autonomy ion the teaching/learning process. So, part of it designed to explore teachers' attitudes towards the implementation the previously mentioned learning ingredient. As a matter of fact, the teacher researcher delivered questionnaires to teachers and students. But, he figured out the need for more research tools, which means more accurate and reliable data. Thus, he felt the need for interviewing the head of the department of English at Benbouali University of Chlef.

The implemented research instrument was designed to collect information about one of the most experienced teacher at the department. The idea is that the interview was carefully planned for that it can be a suitable tool for this investigation. So, one may prefer at this stage a full description of the interview content, and the points it is designed to investigate. These points are meant to be the indispensable axes for the interview. The point is that they are considered as the path for the interview. Consequently, on the basis of these axes questions are formulated. The implication is that by determining these axes, both the interviewer and interviewee are meant to be guided by these guidelines. The

following step is considered as a detailed discussion of the implemented interview ingredients;

The whole corpus of the interview is the ingredient of autonomy in learning. More precisely, it is about teachers and learners' attitudes towards autonomy in learning. Within this scope of study, the interview questions are designed to increase the identification of different items related to teachers, learners and autonomy as a learning feature. So it is worth stating that the interview is divided into four rubrics.

The first rubric to investigate is set to be the respondent's attitudes towards autonomy in learning. The first item to explore in this rubric is the importance of learners' autonomy in the respondent's opinion. By questioning the interviewee about this point, the interviewer wants to know if the respondent is really aware of the issue of autonomy, or not. On top of that, he wants to elicit his opinion about the importance of the previous learning ingredient. One can state that this question is considered as a test of autonomy relevance to the teaching/learning process according to the interviewee's point of view. It can go further and be an exploration of teachers' perception the autonomous learning process.

This step also rotates around exploring the teaching/learning environment and its inclusion or exclusion of the autonomous quality. At this stage, the researcher wants to investigate the educational setting within the university, and its role in either fostering or impeding learners' autonomy. Another implication within this point is that by exploring the teaching/learning environment, the interviewer is digging deeper in the contribution of all participants in the ongoing of the educational setting. The implication is that the administration role in providing teachers and learners with a comfortable educational setting for learning autonomy to prosper. Moreover, it investigates items involved in the teaching/learning process as; classrooms, ICTs and other possible working conditions. The idea is that the availability of these elements or their absence can have a great impact on the implementation of autonomy, or its exclusion from the educational environment.

The second rubric set to be investigated is the respondents' attitude towards learners' attitudes to be autonomous. Consequently, the interviewee is asked to provide us with his opinion concerning learners' willingness to be autonomous. The point is that attitudes do contribute significantly in the implantation of a given process. The fact is that once somebody thinks positively about something, this changes into a strong motivation to take the initiative and embark on fulfilling a certain task. The idea is that if students are likely to accept autonomy, they will not complain about the new roles they are meant to perform

in the autonomous learning process. The implication is that attitudes shape willingness as both are inter-related and work in tandems.

The third rubric concerns the respondent's attitude towards learners' aptitudes to exercise their autonomy. The point to investigate at this stage is the interviewee's thought about learners' maturity to take charge of their learning process. This implies students' readiness to be autonomous. The idea is that the head of the department can provide us with a clear picture about students' ability to hold control over their learning. One can state that, if students are ready for embracing the new roles within an autonomous learning environment, the teacher can engage in the implementation of autonomy and clarify roles students are supposed to play. By doing so, the teacher is going to act as an agent of change, and then let down part of his authority. Students' aptitude to be autonomous matters a lot, since it is the focal point after their attitudes. It is not sufficient to have that positive stand or strong motivation without possessing an ability to do things.

As far as learners' attitude to be autonomous is concerned, exercising autonomy in learning is meant to hold control over some axes. They are considered as pillars for learners' autonomous schemata to be realized. The idea is that learners' aptitudes are meant to be embodied in their maturity to take control over a group of learning ingredients namely; setting objective needs, content, learning techniques and so for evaluation. The following step is a discussion of the previously mentioned items as important ingredients. In this attempt, the researcher aims at clarifying reasons behind focus on investigating these items, rather than other ones

The first item to investigate at this stage is learners' ability to define their learning objectives. The question is an exploration of the respondent's opinion about learners' maturity to hold control over their learning, in terms of knowing their learning objectives. The point is that the ability to set one's objectives is an indispensable criterion for an autonomous learning environment to take place.

Moreover, none can deny that this quality is of a paramount importance in exercising autonomy, since it makes learners change their passive roles. By playing this role, learners are meant to emphasize their maturity to act as active participants in the teaching/learning process. Consequently, the interviewee is asked about his view if not his impression towards learners' readiness to share authority with their teachers and set their learning objectives. The respondent's attitude is meant to be carefully deduced through the interview. The fact is that the interviewer is supposed to be clear about his question. He

should avoid any kind of misunderstanding, or deviation from the question for a better and precise answer from the part of the interviewee.

The second criterion to be investigated is the interviewee's attitude towards learners' aptitude to hold control over their learning needs. The latter are very important ingredients in the learning process. Consequently, governance over the process of defining learners' needs is in the hands of the educational authorities, and very few times for teachers. The task is difficult as it requires knowledge and awareness of learning needs. Then, there comes the selection of what certain students need. The idea is that there is a classification of needs according to the level and situations, or learning context. The reason is that when defining learners' needs, there are certain facts to be taken into consideration. The issue concerns a matrix of items namely; students' culture, age, language proficiency, attitudes, personality and their expectations from the learning process. There are other items we try to test by this question as; learning strategies and cognitive styles.

The point is that once needs are defined, a clear path for both the teacher and students is set. Then, the consequence is that the learning process is made comfortable. So, if learners are apt of defining their needs, then they should have made a great well towards developing their autonomous schemata. Moreover, a partnership is established, as the task of dealing with learning needs is a step of a paramount importance in the educational setting. This quality is highly recommended for an autonomous learning process to take place at the university.

The third item set for exploring is holding control over the selection and determining the learning content. The process is a very important criterion for an autonomous learner. The implication is that when learners are able to deal with the learning content, this means the ability to define 'What' to learn. The latter concerns some items as; knowledge, language and performing the learning objectives. Another important aspect of the learning content concerns the cultural features for learners to acquire. The ability of holding control over content implies acting on two aspects. The first one is content selection, which means determining what to learn. At this stage the interviewee is asked about learners and their aptitude to select what they are interested in, or what they need to learn.

This question explores precisely learners' maturity to meet satisfaction in the content they are meant to select on the basis of motivation or age. The second aspect is content organization. The latter is concerned with sequencing the content according to

certain priorities. It is about knowledge and abilities to be developed, which can be either linguistic or communicative capabilities to be emphasized. Consequently, some important principles emerge for this action to take place appropriately namely; building, gradation and recycling the content.

The fourth item for exploration is about the learning techniques. The point is that this question is concerned with the respondent's opinion about learners' ability to exercise their control over the selection and usefulness of their learning techniques. This implies choosing the right tenets for the learning process to prosper. Moreover, it means learners' awareness concerning the sum of learning techniques in hands. It is also about opting for the most appropriate ones for learning. So, two abilities are investigated by this question. The first one is about defining the learning techniques. The second is about making the right selection of every learning technique and its adequacy for each learning material. Thus, learners are aware of these two tasks and can perform them, they are supposed to be apt for governance over their learning techniques.

Self-evaluation is another learning criterion to be investigated in this verbal questioning; the quality is not of less importance than the previously mentioned items. The idea is that the interviewee is asked about his experience with master students of English and their possible attempts to exercise self-evaluation. The respondent is asked if he met probable voluntary efforts from the part of his students concerning evaluating their learning process progress. If the issue is confirmed, then learners are meant to have made a step towards the realization of an autonomous learning character. The latter implies learners evaluating themselves free from the teachers' implication. As a consequence, one of learners' new roles within an autonomous learning environment is realized. Then, learners' effective conduct appears.

Another point to tackle within this interview was that of learners' effective conduct. The idea is that the interviewer aimed at eliciting the interviewee's attitude concerning learners' ability to take leadership in the classroom. The main reason behind this step is testing Master student's maturity for giving birth to a class leadership in order to establish learner-centered environment.

The last rubric within this verbal questioning is an open room for constraints and suggestions. The interviewee is supposed to provide us with a description of the teaching/ learning conditions at the department of English. By setting this rubric, the interviewer tries to give an opportunity for the respondent to reveal the most possible constraints both teachers and learners face in their daily practices. It also concerns the respondent's

attempt to suggest possible suitable recommendations for the future adequate implementation of autonomy in the learning process.

2.4.3. An Interview with the Vice Dean of Pedagogy

One has to state that there was a great caution about the interviewee's choice is for the representativeness of the sample for those whose opinions the interviewer is concerned with. It is worth stating that the Vice Dean of Pedagogy seemed as the most cooperative, hardworking and sincere person. Moreover, he holds a degree of BA in English. Apart from, one cannot deny his possession of the indispensable practical experience in the field of teaching. The issue does not exclude his technical competence and familiarity with the interview process.

The aforementioned qualities enable him avoid deviating from the focal point question are asked about. Then, from the part of the interviewer caution was highly recommended during the conversation in order to keep the interviewee on the track.

2.4.3.1. Description of the Interview

As an investigation instrument, the interview is considered as the most valuable tenet to explore respondents' views. It is also the best way to investigate how people construct meanings and their negotiation. It helps implementing a direct collection of data from the respondents, which implies originality of information and vivid responses. Another important point with the interview is that it gives room for the respondent to ask any possible follow up questions. It also facilitates the reconstruction of responses as had already been recorded during the interview process.

It is worth mentioning that the interviewer played a crucial role in the ongoing of the interview. It is well apparent in the ability to relate the points to discuss with the respondents' answers. The point is that the interviewer used to make of the respondent's answers as a lead-in to the next pint to ask about. The previous technique contributed greatly in making the interviewee provide the interviewer with the outcomes the latter wants. Moreover, the careful planning of the questions made it easy for both the interviewer and interviewee to live the interview atmosphere comfortably. As a consequence, the choice of the right location to accommodate the interview participants helped digging deeper in the issue of autonomy.

2.4.3.2. Structure of the Interview

First, it is worth stating that the interviewer focused much on ensuring a smooth progression of the interview session. By doing so, he aimed at making sure that all the four axes set to investigate the issue are fully covered. The interview investigates four axes: The latter represent the four formulated questions to ask for the Vice Dean of Pedagogy. Thus, the interview is a bit different from that conducted with the head of the department of English in its structure, which is as follows:

The first question is about the teaching/learning circumstances at the university and precisely the Faculty of Arts and Languages. The question aims at exploring the administration procedures and constraints against learners' control over their learning.

The second question is related to the importance of learners' autonomy in the teaching/learning process. It also explores its implementation within the current setting.

Question number three investigates the interviewee's point of view towards teachers-learners attitudes and aptitudes towards autonomy.

The fourth question is somehow an exploration of the interviewee's perception of learners' autonomy. It also seeks eliciting possible suggestions to facilitate the process of autonomy introjection in learning foreign languages, and precisely English.

2.4.4. Students' Initiative

As a complementary investigative instrument, Master 2 students are expected to create their autonomous learning environment helps providing more empirical data of their live performances concerning both partners (teachers and learners). Thus, the researcher ceases the opportunity of the module 'tools of investigation' and encourages his students to make a voluntary work. In this case, the teacher is going to consult students about their needs for the preparation of their thesis. This step can help the teacher elicit his students' needs for doing research.

2.4.4.1. Description of Master Students' Initiative

As an investigation tool, students were requested to take the initiative and act as active participants in the teaching/learning process. The implication is that the teacher researcher was in charge of teaching the module 'tools of investigation' for Master 2 students of English at Benbouali University of Chlef. So, he meant discussing the subject of giving

learners an opportunity to hold control over the module with his students. After the teacher had consulted the head of the department about is plan concerning his teaching style, he opened a direct discussion with his students. He tried to explain his teaching/ learning perspective for the academic year.

The point is that the teacher gave room for his students led by a group of student-teachers to present and discuss the necessary axes for learners to be autonomous. At this stage, it is worth stating that the teacher aimed at realizing a classroom that is of learner-centred orientations. The teacher played a crucial role in motivating learners and creating a comfortable and stress-free learning environment for learners to be autonomous.

Moreover, the teacher focussed on providing his students with some guidelines for their initiative to prosper. The step gave much space for students' involvement in the shaping of the teaching/learning process. It promoted teachers-students' interactions. This implies teacher's consult for his students about their learning preferences. Students were also given chance to prepare a lesson for each session by choosing a research tool to be presented and explained. Students were given freedom to opt for the ICTs, as well as the research instrument.

Moreover, one can state that this step promoted an action research within the module of tools of investigation. The idea is that by preparing a lesson about a certain research tool, students were doing a research as well. The initiative became a double-edged step, as students were doing a research project when they were preparing a lesson about a tool of investigation. On top of that, students became familiar with the most possible research tools. The latter are of a paramount importance, since they are indispensable for embarking on a research process. The implication is that the implementation of research tools as a training process for their future theses preparation.

The point is that the teacher provided a group of research tools which were supposed to be the core of the programme for the semester. This step concerns, of course, the module tools of investigation. Then, he discussed the way to deal with each lesson. After that he introduced the notion of autonomy with the help of the teacher of didactics. The latter was really helpful in clarifying the matter. He dealt with the issue of autonomy in learning through his lessons. The objective for this cooperation between the two teachers was providing students with a basic knowledge about autonomy and preparing them for the next step.

The previous step was considered as students' voluntary works apart from the university duties they are supposed to fulfil. Another point to give room at this stage is promoting

teacher's continuous prompting and guidance for students. This role was of a paramount importance since it provided partnership in the teaching/ learning process. It rather sought clarifying the path for a reciprocal classroom environment.

Moreover, students should feel secured and confident when dealing with the information they provide about each research tool they were in charge of dealing with. The reason was that before the presentation of the course work all students concerned with this process were required to provide the teacher with a handout. The latter was meant to be discussed with the teacher after each student's attempt. To do so, the teacher researcher suffocated a quarter hour for any further necessary corrections or changes.

The objective of the aforementioned step was that both the teacher and students are meant to change their previous roles. Then, they are supposed to play new roles as adaptation is takes place. Moreover, the teacher researcher thought of videotaping some of students' attempts. The latter are supposed to be a kind of evidence, and training to test the validity, and practicability of his perspective for learners to be autonomous. Thus, here we include two sample attempts realized by students themselves. The first one is a written handout about interviewing as a tool of investigation videotaped, and accompanied with a video, which shows the student's performance in the class. It also tries to highlights teacher's interactions with peers. The second one is in the form of a written document joint with a sheet for objectives and needs of the student.

2.4.4.2. Implications about Master Students' Initiative.

This attempt can be the breaking down of an (Either…Or) educational situation. The case is embodied in two poles apparently confronting each other Either the teacher, Or the learners. On the first hand, the teacher as the only source of the designed syllabus, and that should not be replaced by any other source. On the second one, Master degree students of English, with their struggle for survival to have that decisive power on the teaching/learning process. Thus, by this attempt, the inclusion of Learners' critical thinking is also set for investigation. This step is also concerned with the exploration of the problem solving, or learning by doing process. This option gives room for the investigation of the teaching/learning environment validity to cope with learners' autonomy implementation.

Moreover, this suggestion enables the teacher let down a part of his authority over the classroom. This implies providing students with only guide lines for the lectures, and they try next to make their own research about. Their learning needs are not excluded of course. The idea is that students are expected to be divided into groups and work in jigsaw activities for

identifying their learning needs. Students are also kindly requested to set objectives for the lectures they prepare. Another point to mention here is that students are left free for consulting each other about the learning techniques they prefer implementing.

It is worth stating that the teacher kept in touch with his students, and insisted on certain criteria to be taken into consideration. First, he advised them to be careful when selecting the tool of research to prepare a lesson about. Students were also asked to identify their needs about the module of tools of investigation, as well as, those of the prepared lesson. The same procedure was set as a requirement for the objective set for the lesson.

In addition to the aforementioned worries, students were also asked to pay attention for the organization of the content with reference to the selected research instrument. So, gradation of presented information is another criterion, which was given Much focus was made 'the thematic inclusion' on the reliability of the collected information with the requirements of the teaching module. Then, students should provide a conclusion as a sum-up of their whole work. Thus, students were asked to be selective about the sum of information to provide about the chosen research instrument. The fact is that time devoted for the desired task is limited, and students should be brief.

Apart from what had been said, learners' motivation is part of their attitude. Consequently, students' willingness to be engaged in this process was taken into consideration. That's to say that students have willingly opted for the tool of research to deal with. So, students' eagerness is of a high importance to raise in order to gain their voluntary actions. The present step was designed to enhance students' involvement in the classroom management. It also aims at depicting students' perspectives in areas of an autonomous learning environment as; tasks, material selection and the method to implement and evaluation. So, by creating this atmosphere, students are meant to experience teaching/ learning practice based on their involvement in controlling the classroom performances.

Moreover, this educational experiment is expected to help learners seize the opportunity and shift to practice their theoretical knowledge about the teaching methods.

What is expected from this step is the empathetic role of teachers and change in those roles of learners. Taking decisions about classroom management are the main objective of this step.

The whole function of the step is testing the idea of autonomy and eliciting students' beliefs towards this important learning ingredient and its principles and their implementation for Master 2stuents of English. The point is that the suggested learning opportunity is meant to make a whole reference to students themselves, with regard to their learning tasks, needs,

objectives and styles. Students are tested about designing activities and evaluating their learning progress. Learners' reflective character is also put under test during this experiment that is supposed to go on throughout the whole semester. This initiative aims also at finding out students-students' suggestion and so for students-teachers' recommendations. The latter concern the extent to which, students' involvement in the process of taking decisions about their learning can be operational.

The previously mentioned process is supposed to be tested with the guidance of the teacher, and his gradual withdrawal from class control. Conversely, students are expected to be entitled with more governance over their learning process. The latter is considered as the only means of testing their maturity to be autonomous. By taking the decision of giving learners a chance for controlling their learning, the teacher wanted to take an advantage of being their teacher and make it become true. This initiative is of a high importance, as it is supposed to be a bridge between theory and practice of autonomy.

Moreover, students are meant to have a certain freedom of material choice for classroom employment. In the course of this process, it is expected from students to acquire learning strategies as well the audiovisual means and realia are concerned. Thus, learners can possess more sense of governance and ownership of their learning process. Another important point that was taken into consideration while shaping this attempt is the partnership between the teacher researcher and his students. This cooperative classroom environment is about determining the course spatiotemporal allowance and so for the pace for its realization. Another set goal for the aforementioned process is attaining self-confidence among most learners.

Another issue that is important to mention that the teacher did not meet any kind of difficulties concerning the time, and place for implementing the process. The reason is that the aforementioned items are considered as administrative issues, about which the administration was very cooperative. Thus, most if not all students well appreciated the

idea of involving learners in decision making about their learning process ongoing. On the one hand, students appeared to be ready for the challenge to accommodate all what is linked to their classroom environment. On the other hand, the teacher kept the issue of the course pace under his control. This step was taken as a procedure for giving a large number of students the opportunity to participate in the design of the classroom environment. It also aims at offering much time allowance for the implementation of this attempt.

As a training opportunity, it was designed to be based on the content for coverage in the syllabus. It also targeted enabling students make use of their learning styles without neglecting raising their awareness about the same strategies. Concerning the material, it was expected to be retrieved from different sources as; books handout and internet. The current training opportunity was conducted since the third session of the module. The reason is that the teacher researcher wanted to do model sessions for the students to follow as a sample. The aim was to avoid any possible hesitations, or feeling of inability and immaturity for the task. Moreover, students were already informed about the basic rationale of the expected training process and the teachers' expectations about it.

Furthermore, the focal point of students' initiative is that it does not only deal with the classroom environment and interactional dynamics. But, it goes further to the teachers-learners' autonomous characteristics, and so for the socio-cultural embodiment of classrooms and its interpretation. Basically, it rotates around the question; "Why is there so little autonomy in the classrooms after approximately five decades of theorizing?" This question has been asked by many researchers throughout their investigation of autonomy as a learning ingredient. So, at this stage the teacher researcher preferred basing his data collection not only on the regular classroom procedures, but also on the socio-cultural dimensions of autonomous learners' schemata.

Moreover, the teacher researcher meant implementing this initiative for he believes that if action research is based on empirical data collection, then reflection is the best process to experiment a certain phenomenon. The point is that when referring to autonomy investigation, action research is based on the involvement of both teachers and learners as active participants in the improvement of autonomy practice. The idea is put into practice in the form of students' initiative with their teachers' prompting guidance. But, at the same time, there was a strong reinforcement of students' involvement in making decisions about tasks like individual, pair, or group works. The aim was

enhancing their diversity in the choice of techniques and strategies, which can help fostering their autonomy implementation.

The aforementioned step targeted providing learners with sufficient opportunities to exercise control over their classroom environment. This idea got a great welcome from the part of students as they claimed learning the way they prefer, and not being taught the way teachers favour. The process was based on teacher's belief that students can be the right source for the originality of ideas. Another idea with much focus was self-assessment. So, students were motivated to track of their learning progress. They were also encouraged to depict their areas of strength and weakness by themselves. The teacher expected raising his students' reflective character as well as their critical thinking. These two criteria can help maintaining the feeling of trust between the teacher and his students. It can also do so concerning attitude and aptitude among students' community, then enhance them to be autonomous learners.

Another implication about students' attempt is that the teacher expected their involvement in deciding about selecting tasks to be advantageous. The idea is that it is supposed to test if it can raise their interest and enhance their ability to define their needs. It is also expected to check its efficiency to reinforce their engagement in the learning process as strongly implemented.

The experiment is meant to check if the process enables students to select as well as organize their learning content. It also aims at testing their maturity to determine methods and techniques to be implemented in the process of learning and s for self-evaluation. By giving chance to his students, the teacher researcher is also meant to experiment their ability to free themselves from their old-fashioned roles and beliefs, and at the same time encourage his learners acquiring new effective roles. Their ability to develop new strategies for learning is also tested through their initiative. The latter implies learners' involvement in the ongoing of their learning.

At the higher stage, their learner training explores students' aptitude to consider the monitoring behind their learning process to be made in favour of learning autonomously. As a training opportunity, learners' are tested for their discovery and acquisition of new effective language skills. Students' perception of being autonomous in their learning process was also put under investigation. It does not exclude testing learners' attempt to shift to long life learners and continue their learning outside classrooms. The latter is more a less a subject of investigation by the teacher researcher.

Through this attempt, the teacher wanted to test learners' initiative in shaping and directing the progress of their leaning process. This implies testing learners' attaining of their learning process targets. As a research opportunity, the present procedure is meant to depict learners' ways of thinking and provide assistance for learning effectively. Raising students' meta-cognitive awareness is another target for the initiative as it is expected to end in shaping strategic students. The latter are meant to be aware of the sum of learning strategies they implement to foster their effective learning. Moreover, the initiative aims at testing students' consciousness of their learning techniques within the course of their studies.

The initiative is somehow set to be a vivid training for students' maturity to act in a real context. During the implementation of learners' initiative, Master 2 students are expected to live and experience a real training on the kind of a learner-centred approach. This approach is expected to be put into practice and maintained for testing students' abilities to handle their learning process and evaluate themselves after setting their objectives. The following figure summarizes es all the implemented data tools:

1.Questionnaires:
a. (28 teachers at the Department of English)
b. (109 Master 2 studentds at the Department of English

2.Interviews
a. Head of the Department of English
b. Vice Dean of Pedagogy
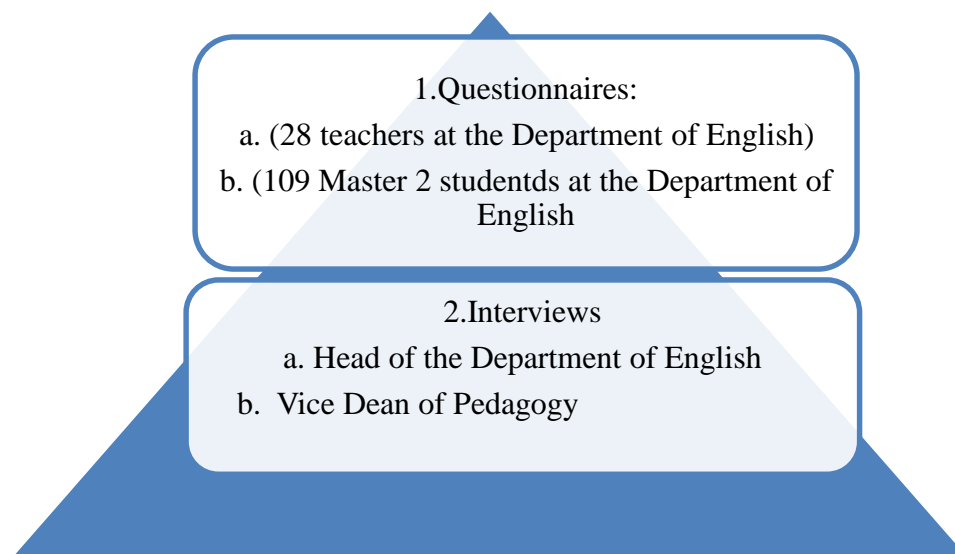
Figure.2.2. Data collection tools

2.5. Pilot study

There are many important points the researcher took into consideration when embarking on data collection through the use of the interview. The objective is the easy going of the interviews and more valid information.

2.5.1. The Interview

For the better preparation and easy ongoing of the interview, the interviewer took into consideration some important procedures. Among these steps, we count the reasonable sequencing of questions. This implies getting the interviewee easily and fully involved in the interview for a comfortable environment. Then, before asking any question about our controversial issue, the respondent was asked about some teaching/learning fact at the university. The reason behind this approach was the engagement of the respondent in the discussion before warming him up to more precise matters. Next throughout the interview, the researcher meant combining fact-based questions. The aim from this act was avoiding possible long lists of previously mentioned type of questions. The reason is that they can lead to the respondent's disengagement in the interview process.

Sequence of questions also concerns another trick, which relates more precisely to the tense priority use. The point is that the interviewer started by using the present to talk about the current circumstances. Then, he moved to talking about the past experiences and future expectations. After that, the interviewer left the last question as an allowance for the respondent to supply him with any further information, or his impression about the subject of the discussion.

Another implemented procedure, which is of a paramount importance, is about the wording of the questions. The idea is that wording is an open-ended pattern, which is used for allowing the interviewee for their own choice of words in answering the questions. The latter are meant to be as neutral as possible. The implication is that the interviewer paid much attention on avoiding any kind of judgmental or evocative wording, which can affect the respondent's answers.

Moreover, questions were asked one at a time for similar circumstances, and variables impact. On top of that, questions wording was made as clear as possible for no misunderstanding or ambiguity to take place. It is worth stating that the 'Why' questions were implicitly implemented, since the respondent is one of the region inhabitants, and a member of the teaching community. The reason is that these questions basically infer a cause-effect rapport. It is also undeniable that once the 'Why' question is implemented explicitly; it may activate the respondent's defensive character. The idea is that the respondent can feel the need for justifying his responses. Consequently, the respondents' answers to some possible questions can figure in the following rubrics.

2.5.1.1. Minutes of the Interview

While conducting the interview, the interviewer kept an eye on the recorder, and used to verify its working after asking each question. Thus, once question was asked at a time to hold control of the interview and let the respondents at ease for answers.

Remaining neutral and familiar with the respondents' answers was another implemented procedure while conducting the interview. Om the one hand, the researcher preferred behaving like if it was a 'déjà vu'. So, the interviewer did not show any kind of strong emotional reaction as surprise in order not to embarrass, or surprise the respondents. On the other hand, the interviewer meant encouraging the interviewees' responses through the body language as head nods from time to time for the respondents to feel on the right track of the interview.

Moreover, the interviewer was very attentive while note taking. The latter is meant to be implemented discreetly. The reason behind this careful attitude towards note taking is that any sudden jumping to this action can provoke the respondents' feelings. So, by being either surprised, or pleased with the respondents' answers, both cases can have a great impact on their responses for future questions. This procedure was accompanied by providing a smooth transition between the main topics under discussion, by moving from one item to the other. Losing control over the interview was another indispensable criterion, as the interviewer used to avoid the interviewees' thought from straying. The issue can happen either by taking a long time for answering the worries, or redirecting the questions to the interviewer himself as an attempt to get rid of other previous ones.

Then, immediately after the interview, the interviewer checked again the state of the recorder if everything is going on well. At the same time, the interviewer made some written notes as clarifying probable scratching, or filling out any unnecessary notes and additional information. Apart from that, any possible observations about the ongoing of the interview were given room. Then, even the respondents' state, and or their attitudes or emotional reactions during the ongoing of the interview process were taken into consideration.

2.5.1.2. Teachers' Questionnaires

After designing the questionnaire, it was e-mailed to teachers: The researcher faced difficulties in getting back the responses because some teachers did not answer the questionnaire. Consequently, one had to react and deliver it from hand to hand. Despite this step, some teachers did not respond to the request. As a matter of fact, some questionnaires were not handed back.

Another point to state is that the questionnaire was not so tiring to fill in. On the contrary, it was inviting and easy for response. It was delivered by the beginning of the academic year when teacher returned back to work from summer holidays.

2.5.1.3. Students' Questionnaires

The questionnaire was delivered to students during the lecture so that they can think about and understand it well. This step was made to avoid any possible confusion, and so for students to examine the questionnaire. It was also an opportunity for more cooperation between students. The questionnaire was collected by the teacher researcher himself during the exam of the module tools of investigation. The reason behind making this step is the insistence on returning back the most possible number of students' responses to the questionnaire.

2.5.1.4. Students' Initiative

This step is a kind of a motivating procedure for students to take chance and prove their capacities, as well as, willingness to be autonomous learners by breaking the routines. So, after the teacher researcher had been sure about his students' willingness and readiness, he requested students to work in groups and discuss the step with each other. After that, he asked them to work either individually, or in pairs. The decision was taken to let students work freely for better results. It is also to give chance for students to be aware of their learning styles, and why not make use of them.

After the teacher had provided learners with the list of the research tools they are supposed to deal with, each student was asked to choose one and prepare it as a coursework. The implication is that the teacher provided students with guidelines and suggestions about the implementation of the course works. Then, both the teacher and students agreed on dealing with course work and ICTs they prefer to use.

2.6. Findings

The following documents represent the sum of the collected data through the use of the three investigation tools namely; the questionnaire, the interview; and students' initiative as a vivid performance. Beginning with the questionnaire option as the most popular research tool,

2.6.1. Questionnaire Results.

Beginning with teachers' questionnaire results. After delivering the questionnaires to both teachers and students, statistics were done on a sample copy of each respondent as follows:

2.6.1.1. Teachers' Questionnaire Results.

This document represents data collected through distributing the questionnaire to teachers. The latter concerns those at the department of English in at the University of Hassiba Benbouali in Chlef

Teachers' Questionnaire aboutThe Algerian Context of Autonomy in E.F.L.

This questionnaire is addressed to the Algerian Teachers of English; Department of English at the University of Hassiba Benbouali in Chlef concerning their attitudes towards learners' autonomy.

1. Biographical details .Please, Cross in the right box.   [X]

1.1.Sex: Male 18   10 Female

1.2. Teaching Experience:

 Age;   38

2. Teaching Background.

Questions	Yes	No
a.Is knowledge about teaching/learning important for you?	**28**	00
b. Do you update your knowledge about your field of work?	**28**	00
c. Do you reflect on your teaching process in terms of content and strategies?	**20**	08
d. Do you receive any in-service trainings ?	**22**	06
e. Are you aware of your teaching style?	**05**	0501

3. Teachers' Attitudes

3.. Teachers' Attitudes towards Autonomy in Learning.

Questions	Never	Sometimes	always
a. Are you familiar with the notion of autonomy in learning?	**01**	**01**	26
b. Do you discuss the notion of autonomy with your students?	**00**	**24**	04
c. Is autonomy worth implementing in learning?	**00**	**18**	10
d. Can autonomy be implemented in the learning process?	**00**	**18**	10
e. Do you encourage your students to be autonomous?	**00**	**18**	10

3.2. Teacher's Attitudes towards Learning Styles.

Questions	Never	Sometimes	Always
a. Do you take into consideration your students' learning styles?	**24**	**03**	01
b. Do you link what you teach in the classroom with learners' daily life?	**01**	**03**	24
c. Does your way of teaching match those of your learners'?	**20**	**02**	06
d. Are you the sole knowledge provider in the classroom?	**01**	**03**	24
e. Do you enhance pair or group works?	**20**	**02**	06

4.Teachers' Attitude towards Learners' Aptitude to be Autonomous

4.1. Teachers' Attitude towards their students' Learning Objectives.

Questions	Yes	No
a. Are you aware of your students' learning objectives?	**23**	**05**
b. Do you discuss learning objectives with your learners?	**23**	**05**
c. Have you ever tried to elicit leaning objectives from your students?	**08**	**20**
d. Do you consult your learners when setting learning objectives?	**08**	**20**
e. Do you think that your learners are apt to set their learning objectives if consulted?	**20**	**08**

4.2. Learning needs.

Question	N°
a. Are you aware of your students' learning needs?	**41**
b. Does the current teaching process meet your students' learning needs?	**24**
c. Do you consult your learners about their learning needs?	**21**
d. Are learners apt to decide about their learning needs if consulted ?	**14**

4.4. Learning Content

4.4.1. Consult about the Learning Content.

Question	Yes	No
a. Does the program fit your learners' level?	**20**	**08**
b. Are your students interested in what they are taught? (Content)?	**20**	**08**
c. Do you consult your students about topics of their interest?	**08**	**20**
d. Do you think that students are able to decide about what to learn if consulted?	**06**	**22**
e. Do you avoid routines and introduce innovation in the classroom?	**21**	**07**

4.5. Self-evaluation.

Questions	Never	Sometimes	Always
a. Are you familiar with learners' self-evaluation?	**04**		**24**
b. Do your students evaluate their learning progress?	**23**		**05**
c. Do you encourage your students to evaluate their learning?	**04**		**24**
d. Are you familiar with the portfolio and project workshops?	**04**		**24**
e. Do you enhance your students' voluntary works?	**00**		**00**

5. Learners Effective Conduct .

Items	Agree	Disagree
a.Language proficiency is a key criterion to foster learners' autonomy.	28	00
b.Autonomy implies learning independently of the teacher.	02	26
c.Voluntary works and self-accomplishment promote learners' autonomy.	28	00
d.Cultural awareness is indispensable to promote learners' autonomy	28	00
e.A self-confident learner can be an autonomous one.	28	00

6. Description of the current teaching/learning environment with reference to autonomy implementation.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

7. Further suggestions for the introjections of autonomy ;

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6. I n case of time constraints, what do you prefer?

a- Increase time for language exposure.

b- Lightening the designed syllabus.

c-Reviewing the teaching material.

2.6.1.2 Students' Questionnaire Results.

This document represents the accumulated data by the use of the questionnaire option handed to Master 2 students at the department of English

1.Personal details_Please, Cross in the right box.   [X]

Sex: | 29 | | 80 | Male   Female

Age: | 29 |

2.Learners' Attitudes towards Autonomy.

Questions	Yes	No
a.Are you familiar with the notion of autonomy in learning?	**105**	**04**
b. Do you discuss the notion of autonomy with your teacher?	**80**	**29**
c. Are you for being autonomous in learning?	**100**	**09**
d.Do your teachers supply you with a theoretical background about autonomy ?	**79**	**30**
e. Do your teachers encourage you to be autonomous?	**80**	**29**

3.1 Learning Styles
3.1. . Students Awareness of their Learning Styles

Yes | 92 | | 17 | No

Favorite one: … ………………………………………

3.2 . Teacher's Attitudes towards Learning Styles.

Questions	Never	Sometimes	Always
a. Does your teacher take into consideration your learning style?	**69**	**02**	38
b. Does your teacher link what you learn in the classroom with your daily life?	**70**	**03**	36
c. Does your teacher's way of teaching match with your learning preferences?	**65**	**03**	41
d. Is your teacher the sole knowledge provider in the classroom?	**65**	**03**	41
e.Do you discuss your learning preferences with your teacher?	**70**		37

4.Learners' Aptitude to be Autonomous

4.1. Awareness of Learning Objectives.

Questions	Not really	Somehow	Absolutely
Are you familiar with leaning objectives ?	**18**	**02**	89
Are you aware of your learning objectives?	**45**	**05**	59
Do you discuss your learning objectives with your teacher?	**74**	**02**	33
Does your teacher consult you when setting learning objectives?	**74**	**02**	33
Do you feel apt to set your learning objectives if consulted?	**20**	**07**	82

4.2.Learner' Objectives:

Learning facts about native speakers.	**27**
Developing a critical attitude towards your own society and culture.	**40**
Being tolerant towards "others" or foreigners.	**18**
Learning for self defense when opposed.	**24**

Others:
……………………………………………………………………………………………………

4.3. Learning needs

Questions	Yes	No
Are you aware of your learning needs?	**92**	**17**
Does the current teaching process meet your learning needs?	**35**	**74**
Does your teacher consult you about your learning needs?	**26**	**83**
Are you able to decide about your learning needs if consulted ?	**90**	**19**

4.4. Learning Content

4.4.1.Consult about the Learning Content.

Question	Yes	No
Does the program fit your level?	**82**	**27**
Are you interested in what you are taught? (Content)?	**76**	**33**
Does your teacher consult you about topics of your interest?	**30**	**79**
Are you able to decide about what to learn if consulted?	**86**	**23**
Does your teacher avoid routines and introduce innovation in the classroom?	**30**	**79**

4.4.2. Preferred Learning Material

books	**16**
Magazines and newspapers.	**13**
Videos.	**48**
Literature (novels...).	**23**

*Others:
……………………………………………………………………………………………………
……………………………………………………………………………………………………

4.5. Self-evaluation

Questions	Never	Sometimes	Always
Are you familiar with learners' self-evaluation?	20	**29**	**60**
Do you evaluate your learning progress?	21	**38**	**50**
Does your teacher encourage you to evaluate your learning?	**65**	**20**	**24**
Does your teacher enhance your voluntary works?	48	**20**	**41**

5. Learners Effective Conduct.

Items	Agree	Disagree
Language proficiency is a key criterion to foster learners' autonomy.	84	25
Autonomy implies learning independently of the teacher.	54	54
Voluntary works and self-accomplishment promote learners' autonomy.	84	25
Cultural awareness is indispensable to promote learners' autonomy	85	24
A self-confident learner can be an autonomous one.	95	1

6. Description of current learning environment with reference to autonomy implementation;

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

7. Further suggestions for the introjections of autonomy ;

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Thanks for your cooperation

2.6.2. Results of the Interviews

The following documents represent findings collected by conducting interviews with both the head of the department of English as well as the vice Dean of Pedagogy.

2.6.2.1. Results of the Interview with the Head of the Department

The conduction of the interview with the Head of the Department of English ended with the accumulation of the following data:

Question1:
Importance of learners' autonomy in higher education.
Undoubtedly, yes. Learners' autonomy (a buzz-word), a goal worth striving for, is a primary learning outcome too much expected in higher education by all stakeholders and educative systems around the world.
By the way, autonomy should be initiated earlier in education so that once learners reach the tertiary education they become fully autonomous. It should be regarded as a process which endures time.
Question2:
The local educational setting and its support for autonomy implementation.
When asked about the educational environment and autonomy embracing, the interviewee responded as follows;

In view of the current state of facts, the local educational setting hardly favors the materialization of autonomy. In fact, schools are supposed to be fertile settings functioning as psychologically healthy environments, taking in charge learners' holistic development among which autonomy is of an utmost importance. With regard to what is

reported, the educative system is still restricted to memorization and spoon-feeding which unbeatably preclude any autonomy

Question3:

   Learners' attitudes to be autonomous?

Learning autonomy requires a shift in responsibility from teachers to learners. Differently couched, autonomous students are expected to assume to take charge of their own learning. Learners' willingness, readiness and motivation are indispensable factors to make autonomy materialize. Teachers should first of all heed these pre-disposition factors before even teaching them.

Question4:
Learners' maturity to define learning needs, objectives, styles, and content.

Learners cannot become systematically conscious about what they need to learn, why they want to learn it, etc. except if teachers do ignite and increase learners' awareness about cognitive and metacognitive processes which awaken in them those latent competences equipping them with capacities for independent analytical thinking and learning. They are learning strategies, representing a sum of techniques which are consciously controlled and intentionally used by learners. These control and intentionality are actually missing among learners.

Question5:
Learners' self-evaluation.

Similarly, if our students are unable to self-monitor and self-regulate their own learning processes, so how can they evaluate themselves. To my knowledge, the ability to evaluate oneself relies on the mastery of the meta/cognitive processes.

Question6:
Constraints against learner autonomy implementation.

I think the primary hurdle that precludes learners' autonomy are the discrepancies in teachers' training; initial and in-service. Learners' autonomy depends much on the teachers' autonomy. Then, if teachers themselves lack such a capacity how can they instill it in their learners. Besides, there are other obstacles such learners' motivation, willingness to take risks, education systems and their ambiguous outcomes, etc.

Question7:
Suggestions for an autonomous learning environment
According to me, autonomy should imperatively pass by a careful instilment of meta-cognitive strategies which enable learners to think about their thinking and learn about their learning. In other words, they are capable of making informed meaningful choices and decisions. Once becoming conscious about their meta/cognitive processes leading to active monitoring and consequent regulation and orchestration of such processes, they (students) know about the way they should learn, and how they should organize and control their mental operations. When these founding processes are firmly anchored, students can function autonomously. Yet, a favorable learning environment is not only dependent on physical aspects but principally on teachers' training quality, and commitment and students' predisposition.

Head of the Department

Ammar BENABED

2.6.2.2. Results of the Interview with the Vice Dean of Pedagogy

After interviewing the Vice Dean of Pedagogy at the Faculty of Letters and Foreign Languages , the interviewer came out with the following Findings as a response fort the questions:

Question1:
How would you describe the local educational setting and its support for autonomy?

First of all, I thank you for the choice of such an important subject and for giving me this opportunity to explain my point of view. In the educational field, the concept of autonomy has been debated from different viewpoints, andproblematized and defined its meaning in relation to learning/teaching is quite difficult, simply because you have first to explain which autonomy do you mean? Is it hat of teacher, learners or any other kind? In our context, if you talk of the learner's autonomy, this might mean, for some a teacher disempowerment and nobody will be there to assume the consequences. On the other hand, even though, we talk very often about teachers' autonomy in class and in seeking for pedagogical supplies, but how far is this true? It is sure that it does not mean automatically granting to teacher'stotal freedom and increased scope of action.

Question2:
What do you think about teachers-learners' attitudes to be autonomous?
As I said before, in our context autonomy is rather seen, when talking of learner's autonomy as a sort of anarchy and that of the teacher's as a dictatorship. So, no one of the two partners does his best to make it a reality in his practice and attitudes.

In a classroom pedagogy for autonomy and before talking of learners' autonomy let's ask first if teachers are autonomous since we know the dependence of learner autonomy on teacher one. From a point of view encouraging relative autonomy in our case, let us say that in a class practice, in teaching/learning EFL, autonomy should be understood as meaning learners autonomy in taking in charge their own learning and building their language skills.
The principle on which beliefs should be built is the one that says theless we teach them, the more they learn.This is likely to develop a positive attitude towards development and progress and consideration from both sides, for one's ownpersonal wellbeing and personal development and the one of the others.

Question3:
How about their maturity to be autonomous?
We may say they are not enough mature to be so, but this should not be an excuse to prevent them from something that is extremely important for either learning or living. If they are not autonomous at school, at university, if they do not get used and practice it at this level, they will never be so.
Question4:

What constraints stand against the Implementation of autonomy in learning?
First of all it is our own perception of this concept, we fear it. But, and normally we should regard autonomy as characteristic of the teacher as a part of his professional evolution and that of the learner as in need of it to construct his skills and personality. In fact, autonomy is related to the ways of its implementation, the way we are managing, at

both administrative and pedagogical levels on one hand, and learner and teacher autonomy on the other. So, there is a need for a better understanding of what autonomy really means for teachers, learners, managers and administrators in our national context.
Question5:
What would you suggest for an autonomous learning environment?
We know that autonomy is a central concept in our pedagogical project as far as the process of learning/teaching is concerned. Since the great reform started in 2003, Algeria is by principle in PISA viewpoint, which means autonomy, has become an Algerian concern and an assumed choice. However, we are not obliged to compare ourselves to others, since this must remain related to the national and local contexts in which all the partners in the learning/teaching field operate, and consider what autonomy actually means for teachers/ learners in our settings.

We should move from focus on theoretical texts to real doing in practice. We should provide opportunities to make of autonomy a tradition for all of us:
- *more interest in the teacher's own evolution and growth of learners founded on open dialogue/communication;*

- *teacher's autonomy based on the her/his competence and sense of responsibility;*
- *autonomy as a condition of a dynamic learning;*
- *encouraging cooperation and interaction and teamwork between the partners;*
- *to manage the administration in a flexible way favouring autonomy.*

Thank you

Vice Dean of Pedagogy

Dr.Mostefaoui Ahmmed.

2.6.3. Samples of Students' Initiative

The following documents are samples of learners' attempts, through which some students' presentation of lessons are videoed for more credibility. These documents are related to the module of tools of investigation with the prompting of the teacher responsible of this session.

Document one:

The following document is a lesson prepared by a Master2 student.

People᾽s Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Hassiba Benbouali of Chlef   Department of English
Second Year Master   Academic year 2017/ 2018
Investigation tools
Presented by Mr. ANTOURI Mohamed (Master 2 student)
Supervised by Mr BELAIDOUNI Djilali
Teacher at Ibn Khaldoun university in Tiaret
Algeria

Needs: Second year Master students need to understand how to conduct a well – documented research and to approach the different investigation tools in research.

Objectives: This lesson aims at introducing the importance of research methods in social science research and their determination of success, validity and reliability. The introduced method is the research interviews.

1. Introduction

Needless to say, research methods in social science research are an essential part of any research project as they determine its success, validity and reliability.

As noted by Dörnyei, (2007: 132), qualitative data are 'most often' collected by researchers through interviews and questionnaires. However, interviews -compared to questionnaires- are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth (Kvale, 1996; 2003). In a similar vein, Cohen *et al* (2007: 29) add that interviewing is "a valuable method for exploring the construction and negotiation of meanings in a natural setting". That is, the value of interviewing is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also because it enables interviewees to "speak in their own voice and express their own thoughts and feelings" (Berg, 2007: 96).

Moreover, interviewing, as well as other qualitative approaches to social science research, differs from quantitative methods in the sense of its ability to analyse the resulting data making an allowance for participants' social life.

2. The purpose of research interviews

The purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters (eg factors that influence their attendance at the university). Qualitative methods, such as interviews, are believed to provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires. Interviews are, therefore, most appropriate where little is already known about the study phenomenon or where detailed insights are required from individual participants. They are also particularly appropriate for exploring sensitive topics, where participants may not want to talk about such issues in a group environment.

3. Characteristics of qualitative research interviews

* Interviews are completed by the inter man based on what the interviewee says to be conformed and done Interviews are a far more personal form of research than questionnaires.

* In the personal interview, the interviewer works directly with the interviewee and the interviewer has the opportunity to probe or ask follow up questions.

* Interviews are generally easier for the interviewee, especially if what is sought are opinions and/or impressions.

* The interviewer is considered a part of the measurement instrument and has to be well trained in how to respond to any contingency.

* Interviews provide an opportunity of face to face interaction between 2 persons; hence, they reduce conflicts.

4. Types of Interviews

There are three fundamental types of research interviews: ***structured, semi-structured and unstructured.***

Structured interviews are, essentially, verbally administered questionnaires, in which a list of predetermined questions is asked, with little or no variation and with no scope for follow-up questions to responses that warrant further elaboration.

Consequently, they are relatively quick and easy to administer and may be of particular use if clarification of certain questions are required or if there are likely to be literacy or numeracy problems with the respondents. However, by their very nature, they only allow for limited participant responses and are, therefore, of little use if 'depth' is required.

Conversely, unstructured interviews do not reflect any preconceived theories or ideas and are performed with little or no organisation.4 Such an interview may simply start with an opening question such as 'Can you tell me about your experience of visiting the dentist?' and will then progress based, primarily, upon the initial response. Unstructured interviews are usually very time-consuming (often lasting several hours) and can be difficult to manage, and to participate in, as the lack of predetermined interview questions provides little guidance on what to talk about (which many participants find confusing and unhelpful). Their use is, therefore, generally only considered where significant 'depth' is required, or where virtually nothing is known about the subject area (or a different perspective of a known subject area is required).

Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail. This interview format is used most frequently in healthcare, as it provides participants with some guidance on what to talk about, which many find helpful. The flexibility of this approach, particularly compared to structured interviews, also allows for the discovery or elaboration of information that is important to participants but may not have previously been thought of as pertinent by the research team.

5. Critical Evaluation of the Method

According to Blaxter *et al* (2006: 172), it is worthwhile doing interviews because it offers researchers the opportunity to uncover information that is "probably not accessible using techniques such as questionnaires and observations". Moreover, they add that interviewing is not merely a data collection tool, it is rather a natural way of interaction that can take place in various situations (ibid: 177). Additionally, Dörnyei (2007: 143) argues that with the presence of the interviewer, mutual understanding can be ensured, as the interviewer may rephrase or simplify questions that were not understood by his/her interviewees.

As a result, more appropriate answers and, subsequently, more accurate data will be reached. Additionally, this data can be recorded and reviewed several times by the

researcher (when necessary) to help producing an accurate interview report (Berg, 2007). Besides, with the existence of various cheap and prudent tape-recorders, researchers can record the respondent's words with greater accuracy than that achieved through obtrusive and disruptive 'on-the-spot' note-taking (Hermanowicz, 2002). Interestingly, therefore, this would relieve the researcher from any subsequent attempts to reconstruct what the interviewee has said. Above and beyond, compared to other methods, interviewing is known to be an economical method as costs for individuals 'using it for research purposes are reduced' (Neuman, 2007).

Obviously, these advantages have made interviewing an increasingly attractive method of data collection. However, like ... interviews are fraught with drawbacks. Hermanowicz (2002: 498) remarks that "while interviewing is among the most central, revealing and enjoyable methods that one can use in research, it is deceptively difficult". Besides, Hammersley & Gomm (2008: 100) add that researchers should remember that: *"what people say in an interview will indeed be shaped, to some degree, by the questions they are asked; the conventions about what can be spoken about;…[…]…by what time they think the interviewer wants; by what they believe he/she would approve or disapprove of".*

As such a comment suggests, it seems that, interviewees will only give what they are prepared to reveal about their perceptions of events and opinions. These perceptions, however, might be subjective and therefore change over time according to circumstance. Such responses, thus, might be at a considerable distance from 'reality' (Note 3). Walford (2007: 147) argues that "interviews alone are an insufficient form of data to study social life". That is, as both interviewer and interviewee may have incomplete knowledge or even faulty memory. Hence, this lets us question the appropriateness of using interviews as the only transparent means of eliciting data that would inform understandings of the meanings interviewees make of their lived experiences (Potter and Hepburn, 2005).

Undoubtedly, furthermore, large amounts of data are expected to be revealed via interviews. Therefore, we should follow Scheurich (1995: 249) who stresses that it is important for interviewers to "highlight the baggage they get out of the interview". In addition, interviews have also been criticised (Robson, 2002: 94) as being time-consuming with regard to both data collection and analysis because they need to be transcribed, coded and possibly translated. In sum, Brown (2001) interestingly reviews

the advantages and disadvantages of interviewing; as follows:

Advantages	Disadvantages
high return rate	time-consuming
fewer incomplete answers	small scale study
can involve reality	never 100% anonymous
controlled answering order	potential for subconscious bias
relatively flexible	potential inconsistencies

Conclusion:

In conclusion, with regard to the advantages and disadvantages of interviews, I would follow Robson (2002) and Ho (2006) who maintain that although interviewing is a powerful way of getting insights into interviewee's perceptions, it can go hand in hand with other methods "providing in-depth information about participants' inner values and beliefs" (Ho, 2006: 11). For instance, using observation as a supplement to interviews would allow researchers investigate participants' external behavior and internal beliefs. Therefore, although it depends on the research questions, I would argue that using more than one data collection instrument would help obtaining richer data and validating the research findings.

Document Two

The following document is for another student who attempted to present a lesson about variation of research tools when conducting a research project.

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research   Hassiba Benbouali of Chlef

Department of English

Second Year Master   Investigation tools

Academic   year   2017/2018

Presented by Mr. Samir CHAALAL. (Master 2 student)

Supervised by Mr. BELAIDOUNI Djilali Teacher at Ibn Khaldoun university in TiaretAlgeria

Title: The Importance of using Triangulation while Conducting an Investigation in Didactics.

Objectives: This lesson aims at introducing the importance of research methods in social

science research and their determination of success, validity and reliability the research tool.

Elements of the lesson:

A- Definition of triangulation.

B- Definition of investigation tools such as:

    B.1. Observation.

    B.2. Questionnaire.

        B.2.1. Sections of the questionnaire.

            B.2.1.1. Respondents' personal and professional data.

            B.2.1.2. Respondents' reflections on the issue under investigation.

            B.2.1.3. Respondents' suggestions and proposals with regard to the issue.

    B.3. Interview.

            B.3.1. A face to face interview.

            B.3.2. A telephone Interview.

            B.3.3. An e-mail interview.

Objective(s) of the lesson:

To raise learners' awareness about importance of triangulation.

    To guide learners to a successful investigation in the field of didactics.

    To prepare learners for writing a dissertation.

Conclusion

Throughout this chapter, we dealt with all what is related to the practical phase of the present investigation. As the main concern of this exploration is autonomy, one preferred to deal with it from a different perspective. The latter implies investigating autonomy with reference to teachers' attitudes and learners' aptitudes. Consequently, both teachers and learners were concerned with data collection. Thus, in this chapter the researcher seized the opportunity to give a clear description of all steps taken to collect information from participants in this research. So we handed questionnaires for both teachers and learners. Then, an interview was conducted with the head of the department of English at Hassiba Benbouali of Chlef

As previously stated, this part is somehow a contextualization of the theoretical perceptiveness with reference to the ingredient of autonomy implementation in the higher education field. Precisely, this chapter rotates around teachers-learners' views to supply more understanding for exploiting learners' autonomy. It is also an attempt to assure more effective methods for learning.

Moreover, collection of reliable data for the explanation of autonomy with reference to the process of learning is another target in this part of investigation. These procedures are meant to free learners from their reliance and dependency on their teachers' feeding, and submission to their authority. Then, learners' motivation can be enhanced aiming at enabling learners to take charge of their learning process. Giving room for learners' initiative can enable students to move on, and live their autonomous roles by maintaining their learning styles. This step is regarded as another perspective for the current part of investigation.

Apart from that, one tries to explore teachers' dissatisfaction with learners' daily performance. This does not exclude teachers' anxiety and tiredness when doing their noble job. All these phenomena are put under experiment in this chapter for a better synergetic teaching-learning environment.

The implication is that there is a sense of diversity of students' family background and their social status. The latter is supposed to be more effective in the construction of students' attitudes towards autonomy in learning English.

Administratively, Chlef attracts students from the neighbouring "wilayas" . The same thing for the teaching staff of the university. It can be said that it is a cocktail with regard to teachers' experience, i.e. experienced, or newly recruited ones. Moreover, teachers at the department of English are from different "wilayas" such as: Tissmssilet,

and Relizane. This implies different attitudes and aptitudes, as they graduated from different Algerian universities.

As a pre-investigation step, the researcher took chance of the first meeting in the academic year called for by the Head of the Department. This opportunity enabled the teacher to distribute questionnaires for teachers. Teachers were also advised to introduce the notion of autonomy for master students. Moreover, teachers were requested to provide a clear description of their attitudes towards learners' aptitude to exercise their autonomy. Another concern of this part of the research paper is possible detriments against both teachers and learners in the implementation of autonomy.

More information are supplied in the following part of this chapter. It provides a more clear description of the selected tools for the conduction of this research. The significance of autonomy in English language learning is explained to justify the current research questions. In this part, attention is also drawn to explanation of methodology, the formulated research instruments and so for their rationale.

To fill the aforementioned research gaps, the present part of the study aims at eliciting probable psychological and cognitive variables differentiating learners' levels in the course of an autonomous learning development. It also stands for the investigation of the socio-contextual impact on learners' application of self-control over their learning process.

Finally; it is worth stating that after data are collected, they are displayed into tables, pie-charts and graphs. These displays are taken as a platform for the analysis of the collected findings by the use of the different research tools in the next chapter.

Chapter Three

Data Analysis and Interpretation

Chapter Three

Data Analysis and Interpretation

Introduction

As dealt with in the previous chapter, this research aims at exploring teachers' attitudes towards learner s' autonomy. It also explores learners' attitudes as well as their aptitudes to be autonomous. These axes are the main concern of our research for they are considered as factors behind the setback of learners' autonomous schemata. Precisely, those of our research concern, who are Master 2 students at the department of English at Hassiba Benbouali University of Chlef

Moreover, this investigation also aims at clarifying the main reasons that lead to the unsuccessful endeavors about autonomy, which is a highly recommended aspect for Master 2 students of English. The reason is that these students are considered as future (E.F.L.) practitioners. On this basis? most future orientation are for these students.

The current part of investigation is purely analytic. It is an opportunity that aims at eliciting attitudes towards autonomy in learning from both partners at the department of English; teachers and students. The latter are also of much concern, since their aptitude to be autonomous is investigated. This can be done through enhancing students' initiative to be autonomous.

This chapter deals primarily with the analysis of the major findings as an outcome of the pilot study implemented for this research project in order to test the effectiveness of the research tools and remove any confusions. Therefore, this investigation appeals for a descriptive analytic method of both quantitative and qualitative data collection. Actually, it is a pilot study conducted with teachers of English at the Department of English in Chlef and Master 2 students.

Mainly, two separate analyses are implemented. The first one concerns the collected data namely; quantitative data analysis including results of the statistical questionnaires administered to both teachers and students. The second deals with qualitative data in the form of an interview. The first one is conducted with both the Head of the Department of English. The second one is addressed to in the faculty of letters and languages the Vice Dean of Pedagogy. In addition to that, Master 2 students of English were requested for an initiative to hold control over the teaching unit Tools of Investigation.

Basically, this categorization differentiates this study from other peers' research. Obviously, this part is a discussion of the results accumulated throughout the current

study. These results are logically, directly related to the formulated hypotheses in the first chapter.

It is worth stating that teachers' response to questionnaires was achieved after a lot of insistence through mail and phone. But, the very majority of Master 2 students responded very quickly for the questionnaire. It is worth noting that responses were collected after questionnaires were delivered two weeks ago for respondents to take time answering questions.

In fact, this part aims at supplying educational planners with deeper insights concerning prior, strategic areas and practical procedures to implement learners' autonomy. Precisely, this step focuses on depicting teachers' attitudes and those of learners, without neglecting students' aptitudes to be autonomous. Actually, it is unfair hiding that these criteria are among the several teaching/ learning controversial educational issues scholars meet.

Basically, teachers' answers have contributed; to a large extend, in providing the researcher with a clearer description of the English language teaching/learning situation at the university. It is also important to note that a great attention was paid to population and sampling for the credibility of representativeness and more precise and concise findings.

3.1. Observations

First of all, it is worth stating that the teachers' dissatisfaction with learners' performances is the first impression to have when talking about the teaching/learning process. The point is that teachers seem doing all the work whereas learners are totally. So, teaching has become a burden for teachers because of their learners' total dependence on them. Consequently, autonomy introjection seems the only refuge. Then, if this learning ingredient is fostered, a reciprocal teaching/learning environment is established. In addition to that, learners' can meet their interest, and get involved in learning English as a foreign language. By doing so, learners' creativity can be enhanced.

Among the first things the researcher observed by embarking on his research process is teachers' willingness for bringing change to the current teaching/learning environment. Teachers' uncomfortable feeling towards their students' performances was apparent in their daily discussions. This is the same concern for Master 2 students of English. The point is that these students exhibited their tiredness of the passive situation

they are caught in. On the contrary, they were really willing to take part in the ongoing of their learning process. They were really pleased with the idea of ''peer teaching''.

Generally speaking, students showed great interest and hurried asking about what, how and when to do the task. Apart from that, students felt astonished how a teacher could let down his authority over the classroom environment, and transfer it for learners' roles activation in doing his job. The proof is their complements on their exam sheets; 'Thank you Sir for letting us learn the way we want'. This statement can be considered as a positive sign from, and for learners' about their willingness to take charge of their own learning process. They exhibited their readiness for the attempt despite their fear of not being mature enough for the new role they are requested to play.

3.2. Data Analysis

As previously stated this step of the research project is primarily concerned with the analysis of the main findings as an outcome of the pilot study. Two separate analyses are implemented. The first one concerns the collected data namely; quantitative data analysis including the questionnaire results of both teachers and Master2 students at the Department of English. The second analysis concerns qualitative data in the form of interviews with the Head of the Department of English and the Vice Dean of Pedagogy. In addition, these tools of data collection, Master 2 students were given an opportunity to exercise control over their learning process. This initiative concerns the module of "Tools of Investigation", which is taught by the teacher researcher.

Basically, this step is a discussion of the accumulated results through the current study, which are logically related to the formulated hypotheses in the general introduction namely:

a/ Teachers' reticence towards learners' autonomy implementation.

b/ Teachers' doubt about learners' maturity to be autonomous

c/ Learners' resistance against autonomy in learning.

d/ Learners' immaturity to be autonomous.

3.3. Quantitative Data

From a practical standpoint, the scale and scope of this investigation was delineated through making use of the quantitative data collection tools including the questionnaire. This choice is due to the facilities the questionnaire offers in collecting much possible data in a short time. Besides, it is worth stating that questionnaires are known by their ability to cope with the diversity variables. This is mainly meant to mentor those related to respondents' age and gender. Besides, questionnaires are characterized by offering respondents freedom to answer questions anonymously. So, the exact number of questionnaires was printed according to the list of Master 2 students of English. The process is meant to give all students the chance to express themselves freely, as well as reveal the most possible facts concerning the teaching/learning process at the university.

3.3.1. Questionnaires

The analysis of the collected data through the questionnaires, as a basic research tool in the conduction of the current case study, has managed to posit the following teaching/learning scenarios at the department of English. Two questionnaires are set for analysis namely; Teachers and learners' questionnaire. These two questionnaires are treated separately from each other, beginning with:

3.3.1.1. Analysis of Teachers' Questionnaire Results

This research tool is handed for 28 teachers at the Department of English, Faculty of Letters and Languages/Chlef. It starts in teachers' biography which is as follows:

The first section of the questionnaire is devoted for personal information. Teachers are asked about their age, gender and their teaching experience

A. 1-Teachers' Biographical and Professional Data

A. Gender
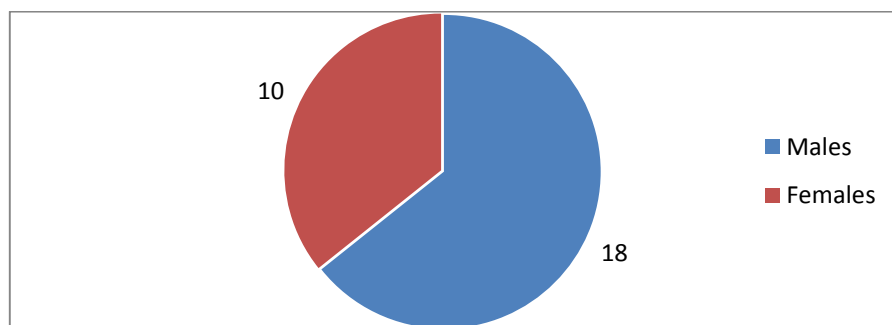
Figure.3.1. Gender.

As indicated in the pie-chart, the section of English consists of very few teachers. The reason is that it is a newly created specialty. Moreover, most candidates for recruiting do not join their posts and go elsewhere. Another reason is that results for the recruiting process are delivered very late. So, candidates prefer to join the first university that announces the results as they become uncertain about other universities. According the above table, the majority as approximately two thirds of the total number of teachers at the Department of English are males. The state reflects the university location in a remote place. Consequently, it is a bit hard to go there for work, let alone the accommodation difficulties teachers encounter there. The fact concerns females more than males.

Average Age	38 years
Teaching Experience	05- 10

Table.3.1. Age/Teaching Experience

B. Age

As shown in the table, age variable is somehow a positive sign, since the teaching staff is young. A quick conclusion can be drawn that teachers' age reflects their flexibility and readiness for innovation by change of performances. The point is that they may just need a short recycling process

B. Teaching Experience

It is evident that most teachers hold a magister others a doctorate university degree after study, with an average experience of a decade. This implies teachers' flexible criterion that can help teachers' develop their abilities if subjected to further recycling opportunities. Teachers' age is also due to the nature of the section of English as a newly created specialty. Consequently, the very majority of teachers are recently recruited.

The following bar graph deals with teachers' educational background and approach

3.1. The Teaching Background and Approach
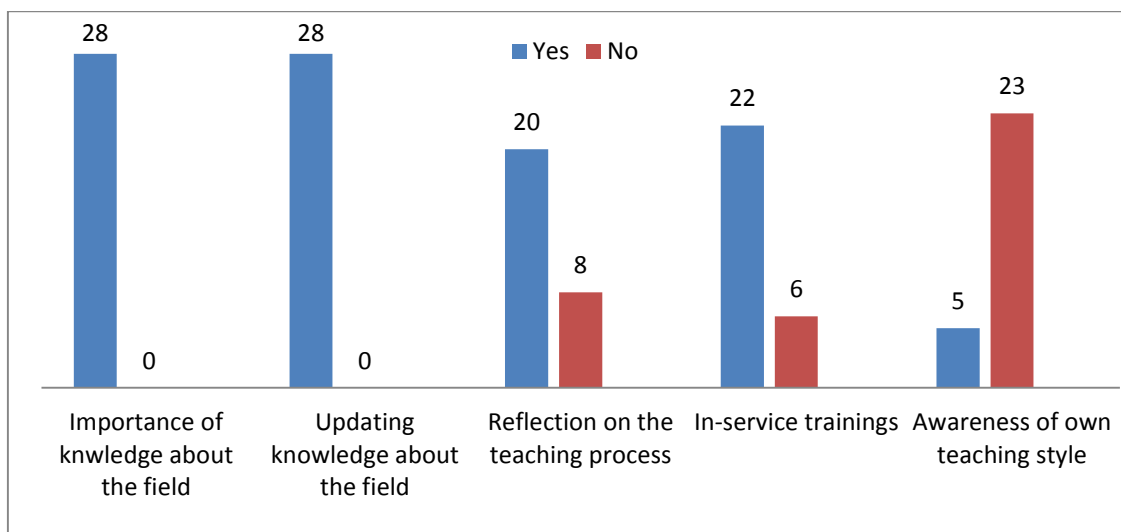
Figure.3.2.Teaching Background and Approach

Analysis of the first response shows teachers' full agreement on the importance of the knowledge about language teaching/learning as a field of their interest. This implies teachers recognition of the necessity and usefulness of the theoretical background as a foundation stone for a better performance. Insights confirm the idea of theory as a basis of better performance.

Another deduction that can be drawn from the above bar graph is the respondents' interest in updating their knowledge about the teaching/learning process. Teachers' attitude can be considered as a positive sign for a future recycling process. It also paves the way for refining their knowledge about their practices as far as the notion of autonomy is concerned. This step is of a paramount importance for the injection of autonomous learning to be apprehended by teachers and implemented.

When dealing with teachers' reflective character, one can deduce that not all teachers reflect on their teaching process. The idea concerns content and strategies, as far as a considerable minority of a quarter shows avoidance of these teaching ingredients. The reason is that some teachers have no previous teaching experience. Consequently, after graduating from the university they start teaching without any guidance. On top of that, teachers at the university do not cooperate or ask for advice from their experienced

peers. Coordination is of a rare practice among university teachers. The case has a negative impact on teachers' performances and those of learners.

The next item to be investigated is subjection to in-service trainings. Results for this item show that nearly a quarter of teachers are not concerned with in-service trainings. The reason behind this situation is that these teachers are not permanent yet. Moreover, they should be in service for more than one year, and subscribed in third year doctorate. The two characteristics are ingredients for a teacher to benefit from a perfection in-service training.

When asked if aware of their teaching style, most teachers show ignorance of this item. The phenomenon is an outcome of faulty teaching method. That is to say, only teachers who are specialized in didactics seem aware of their teaching style. Many reasons stand behind this situation as for teachers who seem stuck to a teaching routine.

Another reason is teachers' carelessness about the issue. For this sample of teachers, teaching is no more than habitual actions for knowledge delivery. Moreover, they have a strong belief in the teacher as the sole competent knowledge provider. The consequence is the occurrence of a mismatch between teachers and learners' styles. This gives birth to an uncomfortable interactional environment sweeping away any sort of learners' attempt to be active participants. Ignorance of the teaching style has led teachers to be the domineering persons and the main axes in the classroom environment. As a result, learners are caused to be fully reliant on their teachers. The situation has reinforced learners' passivity within the teaching/learning environment.

3. Teachers' Attitudes towards Autonomy in Learning:
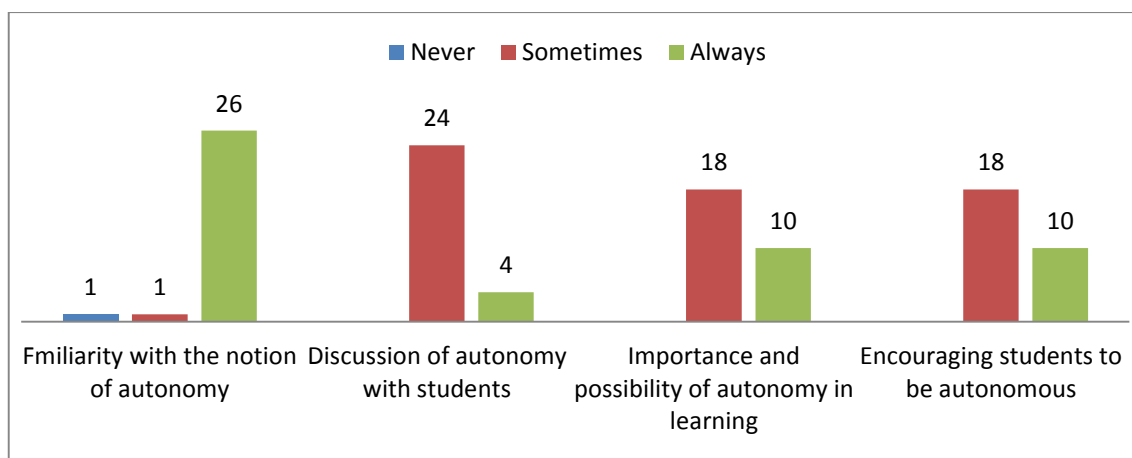
Figure.3.3. **Teachers' Attitudes towards Autonomy in Learning.**

140

Teachers' familiarity with the notion of autonomy is the first item teachers were asked about. As shown in the bar graph most teachers exhibit acquaintance with learner autonomy. Teachers' frequent deal with the previously mentioned learning ingredient implies their readiness for the implementation of autonomy. The situation is a sign of very important characteristic that teachers should possess. The latter concerns teachers' flexibility as far as their attitudes towards autonomous learning process. The point is that they are supposed to let down part of their authority

The second item is discussing the notion of autonomy with learners. Results in the above bar graph show that most of teachers sometimes discuss autonomy as a learning quality with their students. This point is a paramount importance at this stage. It can be considered as a confirmation of the previous idea. Very few of them admit their frequent deal with the action. The latter can be due to teachers as new belief in the possibility of autonomy implementation. It can also be an outcome of teachers' concern over the issue. Or, the case is due to teachers doubt about learners' maturity to exercise their autonomy in the learning process. This attitude can have an impact on teachers' frequency with reference to discussing autonomy with their learners.

Then teachers were asked about their opinion concerning autonomy implementation in the learning process. At this stage, one can deduce from the graph that only one third of the respondents i.e. (10) teachers of the whole number are of a full agreement on the possibility of autonomy implementation. Approximately, two thirds of the respondents admit that they sometimes think it is possible for implementation of autonomy in learning. Teachers attitude can be a result of the obstacles they encounter when trying to test learners' initiative to be autonomous. Another reason behind teachers' opinion can be their awareness of learners' immaturity, or even their attitude towards embracing the quality of being autonomous in their learning process.

Concerning teachers' encouragement of learners to be autonomous, findings in the graph confirm that two thirds of the respondents sometimes encourage learners exercising their autonomy. The reason can be teachers' uncomfortable feeling about learners' ability to exercise control over their learning process. Another point is that teachers do not feel at ease while sharing their authority with learners.

Moreover, only one third of teachers reckon their frequent encouragement of learners' autonomous character. The implication is that this category of teachers is optimistic about their students' ability to be autonomous. They see that their learners are mature enough to take control over their learning process. The focal point is that teachers

exhibit their readiness and willingness to share governance over the teaching/learning process with learners. Now, let's explore teachers' attitude towards learning styles

3.Teachers' Attitudes towards Learning Styles
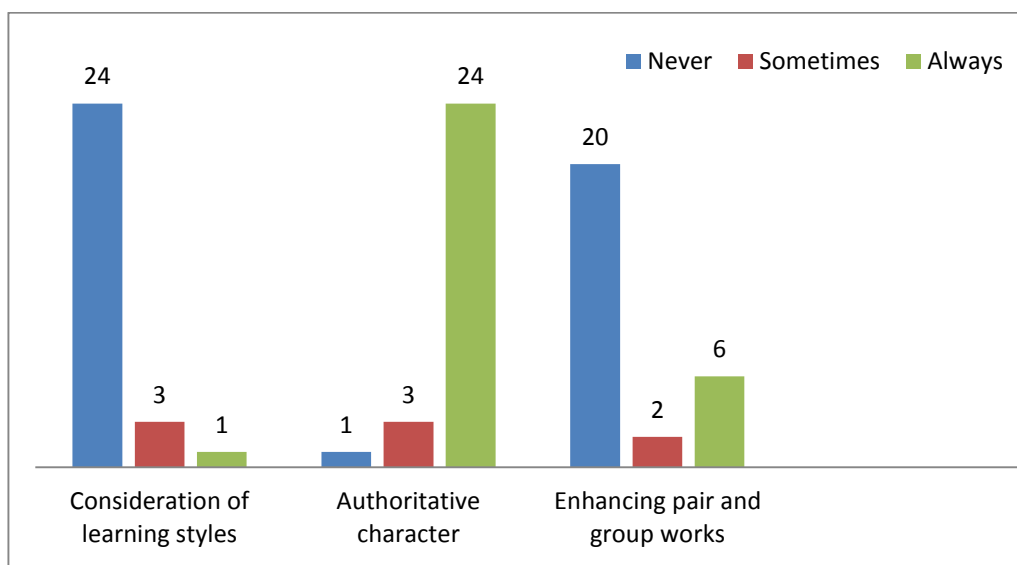
Figure.3.4. Teachers' Attitudes towards Learning Styles

As shown in the bar graph, the majority of respondents exhibit their denial of learning styles. The point is that teachers do not introduce innovation in their classrooms. Another conclusion is the exclusion of diversity in teaching techniques. The situation implies learners' subjection to their teachers will. Teacher's neglecting of learners' preferences can lead to their passivity. It can also result in a classroom routine, then breaking down learners' creativity. The latter is seen as a pillar in an autonomous learning environment. So, neglecting learning styles is, in a way or another, a handicap for learners to take the initiative towards building their autonomous schemata. Very few of the respondents admit their occasional or frequent deal with learning styles. This sample of teachers can be the fuel for further contribution of other teachers in establishing an autonomous learning environment.

Findings in the bar graph confirm teachers' authoritative character. The point is that the very majority of teachers confirm playing the role of an encyclopedic teacher in their classrooms. The automatic result is learners' passive role within this atmosphere. The implication is that by being authoritative, teachers do not give room for their learners' initiative to be active participants in providing knowledge. The reason is that teachers do not really confide in their learners. Teachers are not really sure about their learners'

maturity to take charge of their learning process. This attitude is of a negative impact on learners' beliefs in themselves and their performance.

By being authoritative, teachers are meant to unconsciously sweep away any attempt form the part of learners to thrive and develop new skills, and play new effective roles. Moreover, learners' reliance on their teachers will increase. Consequently, students become inhabited on spoon feeding, which decreases their opportunities to be autonomous and play new active roles. Most importantly, classrooms become teacher-centered which will aggravate the situation for autonomy implementation.

The next item teachers were asked about is enhancing pair and group works. The latter are considered as efficient techniques as well as part of learning styles exhibition. Surprisingly, most teachers admit denial of these learning techniques. More than two thirds of the respondents marginalize promoting the social learning style as an example. The implication is that teachers seem unconcerned with the matter. The reason can also be the overcrowded classrooms, and time as a determinant detriment. The two previously mentioned make any trying pointless. Teachers need to bring learning styles into practice after their learners are already asked about their preferences.

One cannot neglect the minority who admitted their frequent enhancement of learning styles. They believe that students should be aware of their learning preferences. Once aware of, learners would find it easy to make choices about their learning styles. Teachers who show their familiarity with promoting learning styles can be teacher models for their peers. The point is that they can serve the purpose of enhancing learning preferences among other teachers. Teacher leadership can be useful in this case. These teachers can motivate their colleagues for the initiative of electrifying their learners' preferences for a better learning process. The same matter for learners and their classmates.

4. Teachers Attitude towards Learners Attitude to be Autonomous

The following step is concerned with investigating teachers' appreciation of learners' attitudes towards holding control over their learning. Process.

4.1. Teachers Attitudes towards Learning Objectives
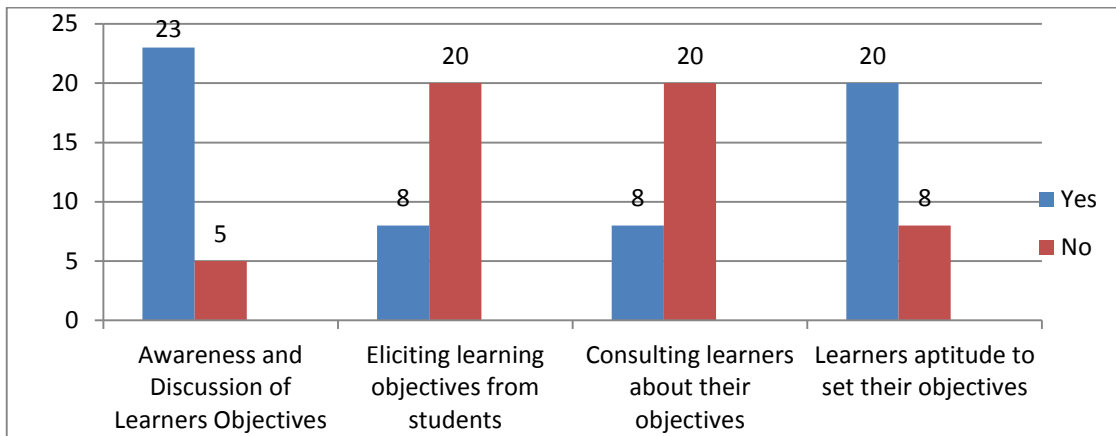
Figure.3.5. Teachers' Attitudes towards Learning Objectives

The above figure demonstrates teachers' attitudes towards learners learning objectives. As apparent in the bar graph, first teachers were asked about awareness and discussion of learning objectives. Findings show that most respondents are aware of their learners objectives and they usually discuss them with students. The point is considered as a foundation stone for any further steps. Teachers' awareness of their students learning objectives is a positive sign. The latter implies teachers' readiness to do more and embrace learners' initiative.

The second part of this item is discussion of the learning objectives with learners. One notices a great and positive response from the part of teachers, since the very majority admits discussing learning objectives with their learners. The implication is that by doing this action, teachers are expected to motivate their learners' skills and make them think about what they are learning for. It is a step to prepare learners critical thinking about their learning process. By discussing learning objectives with learners, they are unconsciously letting down part of their authority. It is rather far well towards qualifying learners to take control over a very important ingredient in implementing learners' autonomy.

At this stage, informing and, at the same time, eliciting learning objectives from students is of a great importance. The idea is that learners gain self esteem and confidence by contributing in the discussion of the previously mentioned learning ingredient. Furthermore, this reciprocal process causes students to be gradually involved in the setting of the learning objective. Consequently, a gradual embracement of both teachers and learners sharing of control over classroom procedures is built and then developed.

144

The very minority of teachers reckon ignorance of learning objectives and their discussion with students. The implication is that some teachers doubt about their learners' abilities. Teachers may underestimate their learners' qualifications, and see themselves as the only persons who are apt enough to decide about all what is related to learners.

The second item teachers were asked about is eliciting learning objectives from their students. Unfortunately, most teachers responded negatively by denying eliciting learning objectives from their learners. The implication is that teachers still doubt their learners' maturity to set learning objectives. In other words, teachers still believe in themselves as the only persons mature enough to set learning objectives. This attitude can affect learners' initiative for an active participation in the teaching/learning process. It is somehow a negative sign from the part of teachers who should act oppositely and promote learners' initiative to be autonomous.

Some teachers aver their attempt to elicit learning objectives from their students. This minority can play a crucial role in raising their colleagues' awareness about to follow their path. The same matter for learners who can go on an imitative process and do like their peers. Consequently, the process will spread over and be the concern for all learners.

When coming to teachers' consult of their learners about learning objectives, nearly one third of the whole number responded positively. As previously stated, any attempt from teachers to involve their learners in any kind of activity is surely beneficial. This minority experiences can be an example for their peers. Every simple single initiative from teachers can electrify both colleagues and learners.

Then, the majority of the population (two thirds) exhibit avoidance of consulting learners about their learning objectives. The point is that teachers do not really trust their learners as active participants in setting objectives.

To test the previously stated reasons, teachers were also asked about their thought about learners' aptitude to set their learning objectives. Surprisingly, answers for this question demonstrate teachers' belief in their learners' ability to set their learning objectives. The implication is that teachers trust their learners' maturity to set objectives for their learning process. But, this confidence is conditioned by their guidance. Apart from that there might be other obstacles hindering teachers' involvement of their learners in the process of setting objectives. This point can be subjected to further investigations. One may just guess some reasons, as far as, time detriment is concerned, and absence of leadership among learners themselves. Another reason is that teachers think about their learners as not possessing that basic knowledge about objectives.

2.2. Learning needs
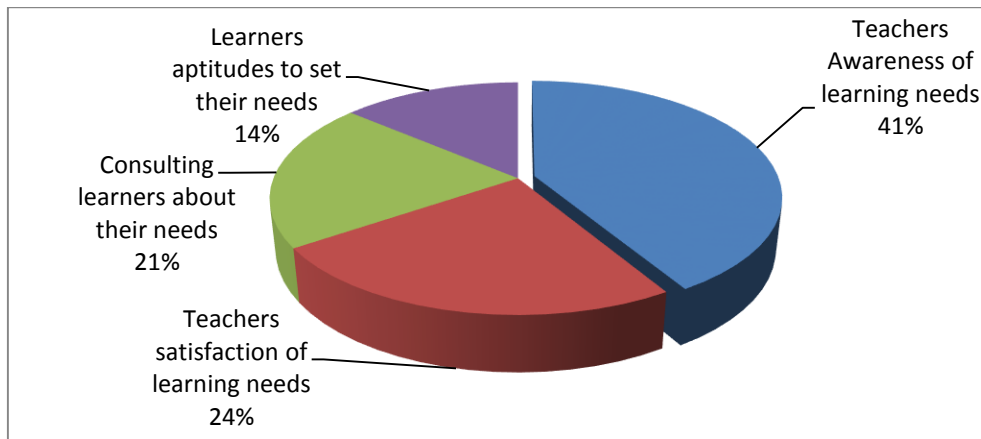
Figure.3.6.Learning needs

The above pie-chart exhibits findings about teachers' attitudes towards learners' aptitudes to identify their learning needs. One can deduce that nearly half of the respondents assert that they are aware of their learners' needs. This positive response is a consequence of teachers' self-confidence. It can be regarded as an outcome of teachers' experience in the field. Teachers' knowledge of learners' needs may also be a fruit of their daily interactions with students. So awareness of learning needs is accumulated by means of long acquaintance with students, or analysis of situations teachers usually face.

The other part of teachers admits ignorance of their students learning needs. The case is due to their situation as newly recruited teachers with less experience. This deduction is made on the basis of the previous point about the experienced teachers.

Then teachers were asked if the current teaching process meets their students learning needs. Only a quarter of the respondents concede meeting learners' needs. The point is that those respondents represent the most experienced teachers who know much about their learners' needs. By asserting satisfaction of learning needs, teachers are expected to be self-confident. Teachers' confidence is deep-rooted to their knowledge superiority to learners. The latter are meant to be reliant on their teachers in every classroom procedure and all what is related to the learning process.

Teachers were also asked about their opinion concerning learners' aptitudes to define their needs if consulted. Unfortunately, very few of the respondents affirm learners' ability to decide about their needs if asked. This attitude can be explained by teachers' fear of losing control over the teaching/learning process. The point is that teachers still hold control over identifying learners' needs. This justifies the majority

worry about giving room for learners to take part when deciding about the learning needs. This doubt is a consequence of the respondents' uncertainty about learners' maturity to share responsibility over defining their learning needs with their **teachers**.

Consulting learners about their learning needs is another point teachers were questioned about. Nearly, a quarter of the respondents admit this process. The reason can be teachers' still have hope in their learners. They believe they can decide about their learning needs. The process can unfold through learners' leadership. But, teachers still exhibit their uncertainty about their learners' ability to know about their needs.

I.2.3. Consulting Learners about the Learning Content
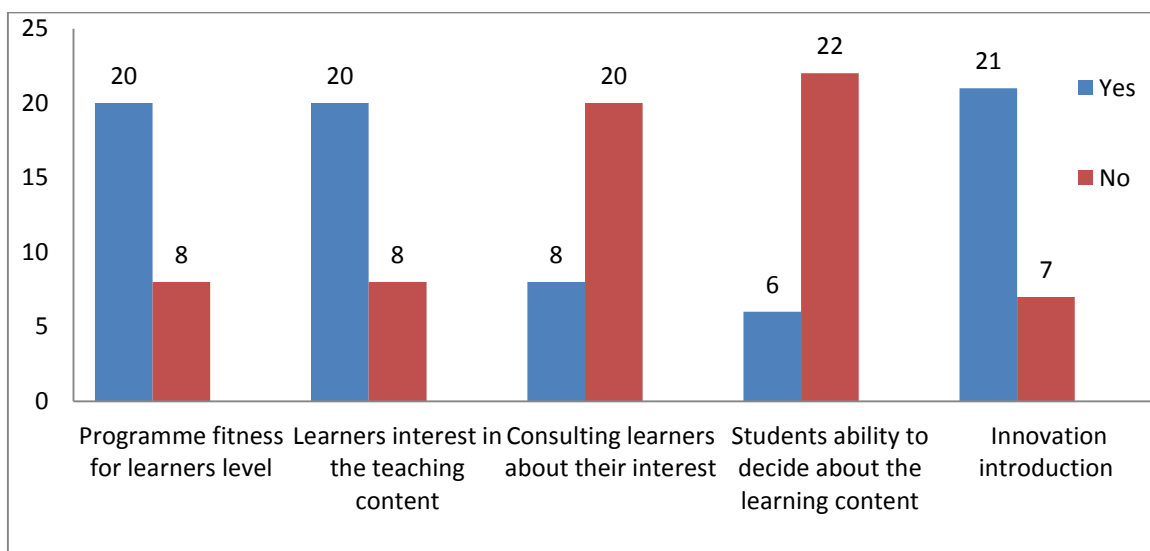
Figure.3.7. Consulting Learners about the Learning Content

According to the above bar graph, most teachers assert programme fitness to their learners' level. The point is that teachers are in charge of designing the syllabus for their learners. Teachers' confession is somehow a positive sign for learners' possible participation in control over designing the content to be delivered to students. Teachers seem certain about what they teach. Nearly, a quarter of the respondents disapprove content fitness to learners' level. This part of teachers' doubts about programme fitness to students. The reason can be learners' daily performances unsatisfactory. It can be teachers' deduction on the basis of their learners' competencies or (can do).

The second item is learners' interest in the teaching content. When asked about this learning quality, the majority of teachers admitted learners' interest in the previously mentioned item. The implication is that learners exhibit their interest as a consequence of the exam-oriented culture. The latter has prevailed as the most domineering concern for,

most if not all, students at the universities. The situation can be an outcome of learners doubt about the usefulness of what teachers deliver to them as knowledge.

Another reason is that this declaration can also be the result of teachers' dominance on the teaching/learning process. The issue can cause learners to lack interest in the teaching content. Moreover, there may be a kind of split up between learners' interest and the issues covered by the programme. The case may imply teachers' neglect of consulting learners about their interest, this point is next.

As previously stated teachers were asked about their attempt to consult learners about their interest in designing the teaching content. So, very few teachers acknowledge consulting learners about their interests when designing the content to be delivered. The reason is that this minority have tendency to involve their learners in the process. These teachers do believe in their learners' skills. They also think that their learners can be motivated once consulted about their interests.

Nevertheless, the very majority of the respondents ignore consulting learners about their interest. Many reasons stand behind this issue, namely; First, Teachers doubt about learners' ability to define the content to be delivered. Second, learners short vision or perspective for future requirements. Third, teachers' classical view about defining the content i.e. the task is restricted to teachers only. The implication is that teachers inherited the belief that only teachers are apt to design the learning content due to their informational and professional background. The latter qualifies teachers as the only pillars holding control over what to teach. Let alone, learners truncated perspective that disqualifies them from sharing the responsibility of defining content with teachers.

Consequently, teachers were asked about their thought concerning learners' ability to define the learning content. Concerning this item, a simple deduction can be drawn from the above results. The idea is that there is equilibrium in the findings. Approximately, the same percentage or number is displayed for the previous items.

At this stage, it is worth stating that only few respondents admit learners' ability to define the learning content. This attitude can be an outcome of teachers' uncomfortable feeling about this step. They underestimate their learners. Teachers see learners as immature to be involved in such process. Teachers do not confide in their learners to be assigned this task. One can deduce teachers worry about learners' ability to share with them responsibility over defining the teaching/learning content. That is to say the issue is of the respondents' majority worry as displayed in the bar graph. There is a sense of teachers' agreement on the fear of involving learners in deciding about the teaching/

learning content. This attitude is deep-rooted to learners' daily performances as incompetent performers. This handicap has brushed away any hope of learners' contribution in the teaching/learning process.

The last item in the graph is introduction of innovation in the classrooms. So, teachers were asked about their role as agents of change as they are expected to break down routines. Mainly, most of the respondents confessed introducing innovation in their classrooms. The point is that teachers are meant to avoid monotonous learning.

Moreover, by bringing up change to their performances, teachers are expected to meet most of their students learning styles. Besides, teachers can attract learners' attention. This action would be a double-edged step. On the one hand it would raise learners' confidence through involvement and attraction to all what is new. On the second hand, it decreases teachers' worries about learners' maturity to be active participants in the shaping of the teaching/ learning process.

The minority response of neglecting innovation introduction can be due to the nature of the module they teach. It can also be due to their inability to control classes. Another reason concerns the working conditions teachers are caught in as unavailability of ICTs and overcrowded classes.

Learners as self-assessors is also a learning criterion of a paramount importance. The point is that it represents a key quality for learners control over their learning process. Thus, the following rubric is concerned with eliciting teachers enhancing of this quality in learners.

4.4.Self-evaluation
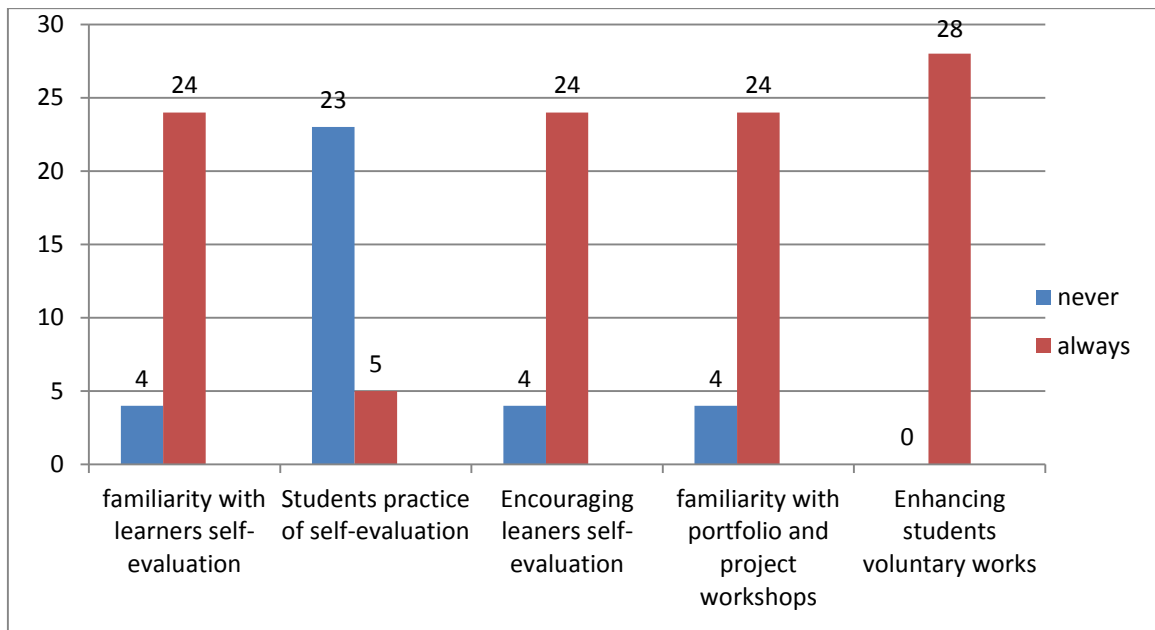
Figure.3.8. Self-evaluation

One can deduce from the above bar graph that the very majority of teachers show familiarity with learners' self-evaluation. This attitude implies the paramount importance the previously mentioned learning ingredient for teachers. Awareness of learners' self-evaluation implies teachers' recognition of its possibility to be implemented as an indispensable learning quality. Being aware of this learning ingredient as means is step that can pave the way for learners' initiative to be self-assessor. Hence, this is considered as a role in an autonomous learning process. Concerning the minority response, it can be justified by teachers as newly recruited with lack of didactic background.

With regard to the implementation of self-evaluation by learners, few teachers confess the ongoing of this process. The implication is that teachers are aware of evaluation as a characteristic, or part of teachers' task. The idea is that teachers see the quality as restricted to them. They think they represent the only authority entitled with right to evaluate learners. The impression has affected both teachers and learners negatively. On the one hand, teachers marginalize learners' initiative to evaluate themselves. On the other hand, learners become more reliant on their teachers and are turn down by teachers' dominance. Consequently, most teachers admit neglecting learners attempt to evaluate themselves. Findings for the next item are as an outcome of this situation.

Surprisingly, when asked about encouraging the quality of self-evaluation among learners, the very majority of teachers responded positively to the question. Teachers

show a usual motivation of learners for evaluating themselves. The action implies teachers' eagerness for sharing the task of evaluation with learners. The point is that teachers believe that their learners can be active through involvement in evaluation. The reason can be teachers' awareness of the benefits learners can gain by evaluating their learning progress. One can deduce from the responses teachers' confidence in their learners' ability to be self-assessors. The reason can be teachers' belief in self-evaluation as a process as a remedial work or chance for learners to know their short comings, then improve their learning progress.

Besides, familiarity with portfolio and project workshops is of the majority concern. Most teachers confess acquaintance with the previously mentioned learning ingredient. Various reasons stand behind this declaration. First, the latter can be the outcome of teachers' continuous professional development. The point is that teachers update knowledge about the recent research attempts in the field of their interest. Second, being familiar with the idea of portfolios and project workshops implies teachers' interest and readiness for learners' involvement in the teaching/learning process.

Another reason can be learners' habitual insistence on being active participants, or part of the educational community. The reason can also be learners' active role, as by doing their own efforts and reinforcement and introduction of the learning ingredients in the classroom. This idea implies learners' initiative to break down routines. Hereby means of consulting website, or libraries to challenge teachers' negative impression about learners' ability to share procedures of the teaching/learning process as partners. Most importantly, the introduction of the CBA in 2005 can be a convincing reason for teachers' awareness about portfolios and projects workshops.

Enhancing learners' voluntary works is another point teachers were asked about. Surprisingly, all teachers showed support for enhancing their learners' voluntary works. This attitude is meant to be a positive step for more involvement of learners. The fact of giving room for learners' free production is of a paramount importance. The implication is that recognizing learners' accomplishment is part of autonomous learning establishment. Teachers full agreement on the value of their learners' initiative importance is a push for learners to do more efforts for better performances. All in all, consideration of learners' personal efforts and productive skills are of the majority concern, and this is a positive sign towards autonomy implementation.

4. Learners Effective Conduct
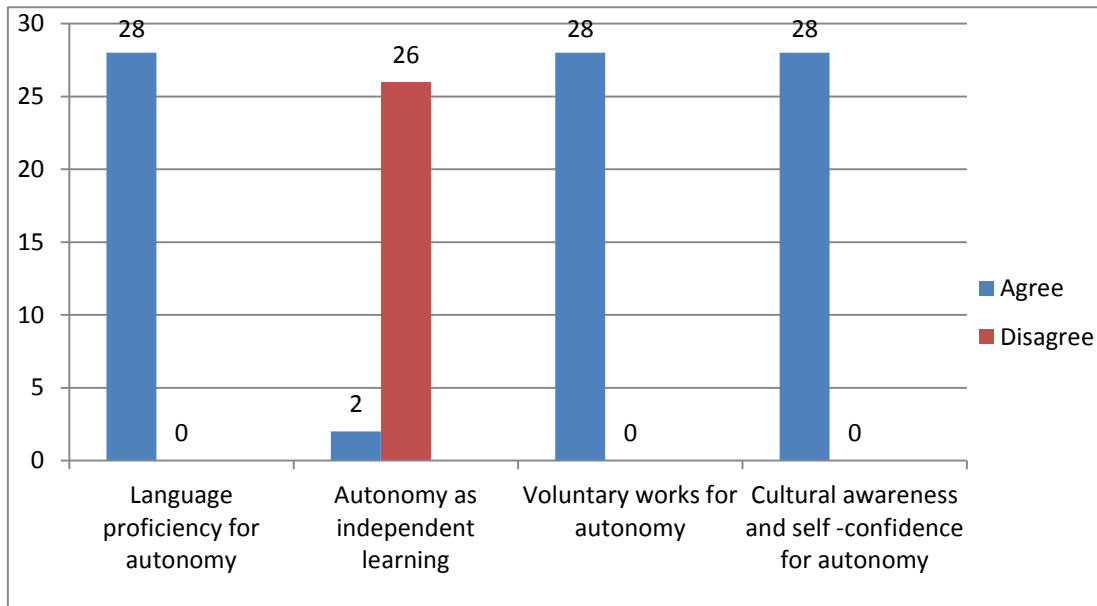
Figure.3.9. Learners Effective Conduct

Finding in the bar graph reflect teachers' full agreement on the importance of language proficiency as a key criterion for the implementation of autonomy in learning. Teachers' acknowledgement of language proficiency implies the need for learners' active participation concerning knowledge delivery in classrooms. So, teachers believe in learners' need for more efforts to amend their level. This step is expected to raise their competence for more performance. The implication is that students need more room for the development of high levels concerning language talents and skills.

At this stage, one can deduce form respondents' total agreement on the necessity of language proficiency some valuable points. First, insufficient language proficiency among learners can cause a serious obstacle for the effective involvement in problem-solving tasks as part of autonomy implementation. The idea is that learners should exhibit an adequate ad degree of control over using language. Second, learners are expected to possess those Cognitive Academic Language Proficiency rather than Basic Interpersonal Communicative Skills. The point is that the former are meant for some indispensable processes as reasoning and problem-solving. But, the latter are for ordinary social skills for communication. The lack of CALP can lead to unfortunate impacts on autonomous learning. So, we can deduce teachers' frequent emphasis on the previously mentioned learning ingredient. .

Then, teachers were asked about the perception of autonomy as learning independently from teachers. So, the very majority of teachers exhibited their emphasis on the need for teachers within an autonomous learning process. The response implies teachers worry about letting learners learn by their own. Teachers believe that learners still need a significant support for the development of independent learning skills and namely meta-cognitive ones. Most respondents think in the gradual development and structure of control over the learning process. The implication is that respondents are not really confident in their learners' ability to work independently from their teachers.

The focal point is that the respondents emphasize their belief in learners' need for a teacher as at least a guide or interposer who regulates the teaching/learning process. The case implies teachers' doubt about learners' maturity to be independent learners. Apart from that, teachers still hold that view about the classroom procedures as their prime responsibility.

Voluntary works as a key basis for autonomy is of the respondents' majority approval. The implication is that teachers believe in learners' free productions are of a paramount importance in autonomy implementation. This learning criterion is meant to inhabit learners on holding control over their learning process in terms of how and what to learn. The point is that in the course of time learners are going to acquire a gradual development in acquiring new ways of learning. Another point is that learners are going to learn better through effective learning styles. The process will end by providing learners with more learning opportunities to exhibit their autonomy. Consequently, the learning content will be simplified.

Cultural awareness is another item teachers were asked about. Notably, all the respondents showed acknowledgement of cultural awareness as a vital characteristic in learners for an autonomous learning process. The idea is that language awareness is a necessary element in an autonomous learning process.

However, cultural awareness is of no less importance for autonomy implementation. The process will end in learners' readiness to cope and tolerate others by means of reflecting on one's own culture. Teachers insist on the transmission of cultural awareness by means of attitudes and value systems for more understanding of the foreign culture and its native speakers as far as authentic materials are concerned. The reason behind teachers' response is that they admit cultural awareness as part of the language one. Teachers emphasize both characteristics as vital components of the communicative competence.

Self-confidence is a vital factor that helps learners performs in the target language. Self- confidence maintains self-reliance. That is key criterion for maintaining an autonomous learning through reinforcement of engagement in the understanding and negotiation of meanings. Another point is that teachers' response about self-confidence implies overcoming psychological and social barriers as anxiety and introversion. This positive emotion is meant to enhance the intervention initiative process among both teachers and learners.

It is worth stating that teachers' response embodies their awareness of self-confidence importance as a vital ingredient for building and developing learners' competencies. First, to deal with problems as far as their creativity is concerned through deep-rooting the feeling of positivity within and among learners. Then, a better self-image is another reason behind teachers support for self confidence in autonomy implementation. Self- esteem and evaluation is another criterion teacher believe in its development via self-confidence establishment. Teachers support for self- confidence can be a result of its importance to facilitate the learning process. Optimism implies more involvement and consideration of each other hidden capacities and skills.

6. Teachers' Description of English Teaching/ learning

In this section, teachers were asked to provide us with a clear picture of the teaching/learning situation at the university. Among respondents' major complaints, we count: First, students' unsatisfactory level. The implication is that teachers doubt about their learners' competence and readiness. Lack of motivation and interest are other obstacles against the implementation of autonomy these psychological items are of a paramount importance in the learning process. Being motivated and having a great interest can be a battery for a learner. They can accelerate learners' initiative to be autonomous. In addition to learners, teachers are meant o raise their confidence in learners, and then give them chance to exercise their autonomy.

Other points were raised as: teachers' role to be the only source of knowledge. The idea is that teachers are still trained exercise their authoritative character concerning information delivery. The situation has resulted in learners' dependence on the instructor in the class. On top of that, teachers' complaint rotates around of the overcrowded classes as their main worry. The implication is that having that large number of students is a detriment against the best monitoring of the classroom. As a consequence, giving room for learners' autonomy exhibition becomes impossible.

Learners' lack of self-confidence is another point raised by teachers. The fact is that this learning ingredient is a precious characteristic for learners to engage in any process related to self- reliance. The situation has led to learners' low self-esteem. If these symptoms appear, then learners are expected to lose confidence and let down every single hope of being autonomous. Teachers as respondents revealed also the lack of access to ICTs. The latter is an indispensable item for shaping learners' autonomous schema.

Respondents also highlighted a serious handicap that is teachers' resilience because of their incompetence to implement autonomy. It is that teachers still function as the major axis for knowledge transmission. This role is a catastrophic barrier against any foundations stone for learners' autonomy. This implies an urgent need for a recycling opportunity. The implication is that by admitting the previously mentioned handicap, teachers express their deep feeling as a worry about tenets and procedures of enabling learner. The most important suggestion is that of feeling for an urgent need for trainings and recycling sessions in the sort of a "modelling teaching" as they require professional demonstrations autonomy to take place and thrive.

The previously listed worries are both teachers and learners' concern. They are of a paramount importance since they have a great impact on the possibility of autonomy implementation. They concern both teachers and learners. Thus, they were taken into consideration and given more analysis.

7. Suggestions

Teachers were asked to prescribe some procedures for the establishment of an autonomous teaching/learning process, as far as, its better ongoing is concerned. Among teachers s' recommendations we count; possession of a considerable background on different strategies of recycling opportunities on how to implement learners' autonomy. The case implies teacher s' worry and hesitation for any change in the teaching practices. The latter is a set of routine practices. Consequently, teachers think introducing a radical change in teachers-learners' performances is a risky procedure. The point is that this change can result in a catastrophic the classroom environment, and then its failure.

The most important suggestion is that feeling for an urgent need for trainings in the form of recycling sessions as a "modelling teaching". There is need for professional demonstrations so that all the teaching stuff can be involved in the implementation of learners' autonomy.

Reducing the number of students' number is another recommendation provided by teachers. The idea is that they know more than anyone else what they encounter when faced with overcrowded classes. The latter is an obstacle of a great importance, because it hinders the comfortable classroom environment.

Then, the respondents emphasized developing a sense of autonomy. The implication is that teachers are meant to have a positive attitude towards learners' autonomy. The procedure is developed by embracing autonomy as a vital characteristic for better learning achievements. By possessing this quality, both teachers and learners are expected to enhance their skills to promote their performances.

3.3.3.2.Analysis of Students' Questionnaire Results

This step deals with the interpretation and analysis of findings accumulated through the use of a questionnaire delivered to learners. As a data collection tools, this questionnaire is administered to [109] Master 2 students at the department of English, faculty of Letters and Languages at Hassiba Benbouali University. The questionnaire is divided into seven rubrics, which are classified as follows;

1. Learners' Personal Data
The first rubric in the questionnaire is suffocated for students' personal information. Students are asked about their age, gender. Their level is not necessarily included in the questionnaire. The point is that it is already known, since they all belong to Master 2 Level.

Total Number	Males	Females	Average Age
109	29	80	29

Table.3.3. Learners' Personal Data

The above table indicates that 80 out of 109 i.e. three quarters of the total number of Master 2 students are females, whereas only 29of them are males.

By examining results in the above table, one can figure out that the majority of the respondents are females. This implies feminization of the learning community, which is due to several reasons among them, we count;

First, boys leave school at an early age for job hunting. The point is that boys want to secure a job for personal income rather than studying. This phenomenon is a result of the current social problems as the case for unemployment and delinquency. Consequently, parents encourage their children to search for a job. Most parents see studying as a waste of time since most of the youth are victims of joblessness. Second, girls are known to spend more time at than boys do, which can be an influential reason behind girls' success as they devote more time for their studies. On the contrary, boys spend most of their time at a coffee, or practicing sports.

The third factor can be related to some discipline problems at school, boys are excluded as a punishment. The point is that males are the most concerned with discipline problems. Fourth, girls' birth rate exceeds that of boys, which can affect the number of learners enrolled in the educational sector. Another reason is that girls are more fascinated by studying languages than doing other technical or scientific branches. The previously mentioned reasons can stand behind the fact that the number of girls exceeds that of boys in all levels of education. This is better confirmed by the BAC results each year.

Learners' age is another important item that was investigated in this research process. Hence, findings in the table indicate that the average age of the Master2 learning community is 29 years. This implies learners' fresh mind for any change that can be introduced in the course of their learning process. Moreover, learners' age at this case is a symbol of flexibility, which can help them do more efforts, especially concerning research about developing their autonomous schemata. None can ignore that age is a very important variable that can have a great impact on learners' willingness to introduce change in their learning process.

Learners' attitudes towards their maturity , or their willingness to be autonomous is also investigated in the step ahead

2.Learners' Attitudes towards Autonomy
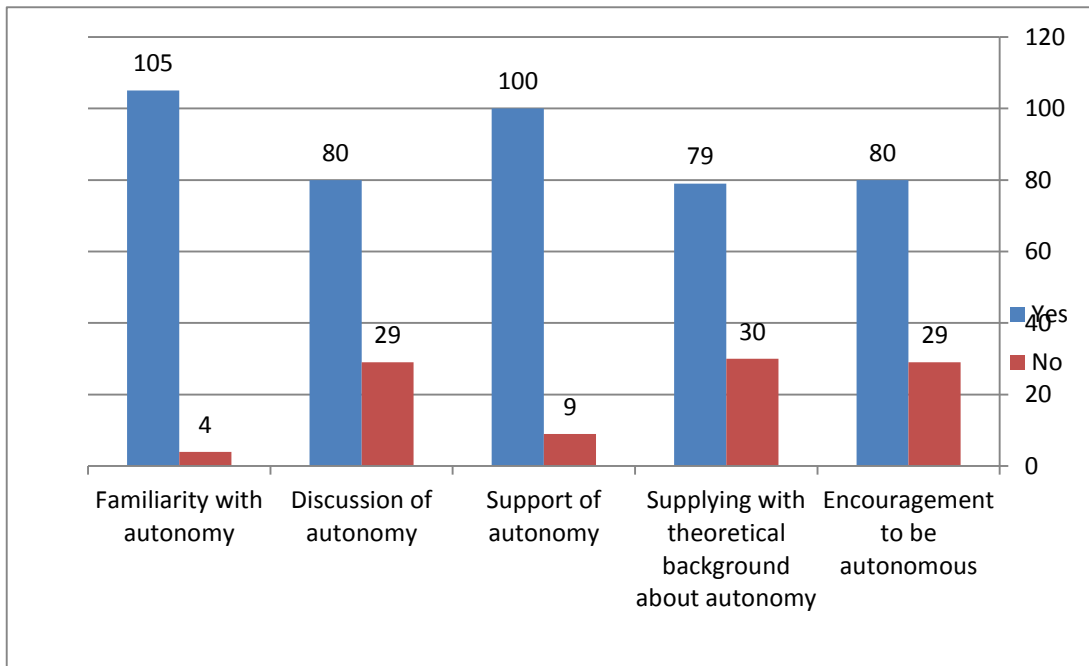
Figure.3.10. Learning Styles and Environment

According to the diagram above, we deduce that the very majority of the respondents [105] assert their familiarity with the notion of autonomy. Very few of them said that they ignore this learning ingredient. This impression is a positive sign about learners' theoretical background about autonomy, which can be the platform for the next step. This brings to our mind the statement by Wardhaugh in: *"… good teaching practice is based on a good theoretical understanding. There is indeed nothing so practical as a good theory".(Quoted in Stern,1983:1).*

The previous statement makes us believe strongly in the importance of knowledge about a certain notion before moving to practise. It is the case for any change concerning the teaching/learning process, as far as autonomy introjection is concerned. The idea is that theory is the basis for any practical aspect, as it facilitates bridging the gap between theory and practise.

The second question is concerned with discussion of autonomy with the teacher. Students' answers show that the majority i.e. two thirds of the respondents affirm discussing the notion of autonomy with their teachers. The implication is that teachers want their students to be aware of the recent themes related to their learning process. So,

one can deduce from this stand that teachers care about the teaching/ learning process. They want to provide their students with the necessary luggage to be ready for any future change in both teachers and learners' roles.

Another point to highlight with this question is that one third of the respondents showed their unfamiliarity with the notion of autonomy. It can be due to the fact that Master2 students of English are divided into two groups. The teacher might not be the same, and he might neglect or forget to with autonomy. Another assumption is this portion may be due to students' usual absence from the lessons dedicated for TEFL module. The reason is that some of the students are teachers elsewhere, or work for a certain institution that does not allow them for being absent.

Question number thee investigates students' support for autonomy. As apparent in the diagram, most respondents, as 100 of 109 students are for the implementation of autonomy. But, one should point out at this stage that learners were given a clear perception of this process, since they accept so with the guidance of their teachers. The remaining third seem opposing autonomy as a learning ingredient. It can be stated that these students hold a misinterpretation of autonomy. They may see it as learning in a total independence of the teacher.

Consequently, they do not want to take risk as they may feel deeper inside their immaturity to take control of their learning process independently from the teacher, This implies their doubt about their abilities to play the teachers' role. Another point is that students favour their teacher's control over their learning process. This case can be due to their high confidence in the teacher as the most reliable source of information, in addition to his teaching experience, and qualifications.

The fourth question is a reformulation of the second one. It is rather a test for students' responses for this question. The researcher wanted to make sure of the reliability of the information they provided in question number two. The implication is that the researcher meant asking students if their teachers supply them with a theoretical background about learners' autonomy so, the majority confirmed this idea.

Question number five deals with teacher's encouragement for their students to be autonomous. Most students responded positively to this item as 80 of 109 students confirmed the previous idea. This implies teachers' readiness to embrace autonomy as an indispensable learning ingredient. It is, in turn, a far well towards introducing change in the current teaching-learning situation. Eventually, none can deny the fact that teachers still complain about the monotonous teaching/learning environment.

The previously mentioned positive attitude among teachers towards autonomy can be considered as a psychological charge to foster an autonomous schema for learners. Moreover, it represents, on the one hand, teachers' readiness for sharing control over the classroom environment with their learners. On the second hand, it can be considered as a sing from the part of teachers about their confidence, and beliefs in their students' maturity to monitor their learning process by playing new active roles.

3. Learning Styles

This step is dedicated for analysing data about students' knowledge about their learning preferences

3.1. Students' Awareness of their Learning Styles
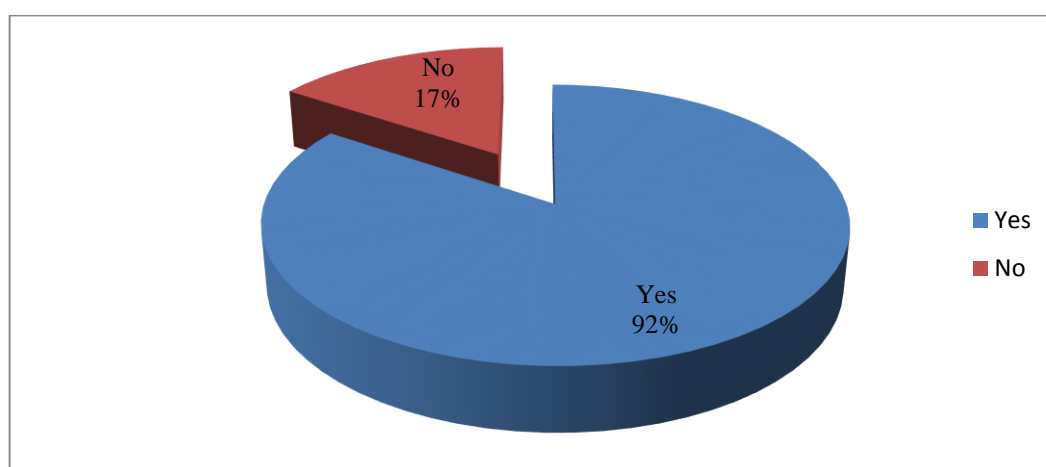
Figure.3.11.Students' Awareness of their Learning Styles

With reference to the above pie-chart, we can deduce that the majority of students are aware of their learning styles. The matter can be considered as a positive sign towards autonomy implementation. Most importantly, it can be seen as a motive for both the teacher and learners. The former is meant to feel that ease towards their learners' readiness concerning ways and learning techniques, as well as, preferences. The latter are expected to have a feeling of confidence in their ability to hold control over their learning process. The implication is that for both partners, being aware of their learning styles, students are meant to make it easy for teachers to give a chance for their students to be autonomous. This concerns also students; being aware of their learning styles, learners are supposed to brush away teachers' fears and worries about the on-going of the teaching/learning process.

All what has been said does not make us ignore the minority who responded negatively about awareness of their learning styles. The reason behind this stand can be

their lack for a theoretical background about the previously mentioned learning ingredient. The situation can be, in turn, due to students' absenteeism from sessions dedicated for the accumulation of this information. Moreover, it can be as a consequence of teachers' carelessness to deal with the notion of learning styles. It may be also due to teachers' marginalization of motivating and encouraging their students to discover their learning preferences. Teachers may not have given room for learners to express their worries, or interest in knowing their learning styles.

Apart from that, one can assume the idea that these students themselves are not interested in being aware of their learning styles so far. The reason behind this assumption is students' nature as they just care about exams i.e. exam-oriented learners, whose concern is just success in moving from one level to the next.

3.2. Teachers' Attitudes towards Leaning Styles
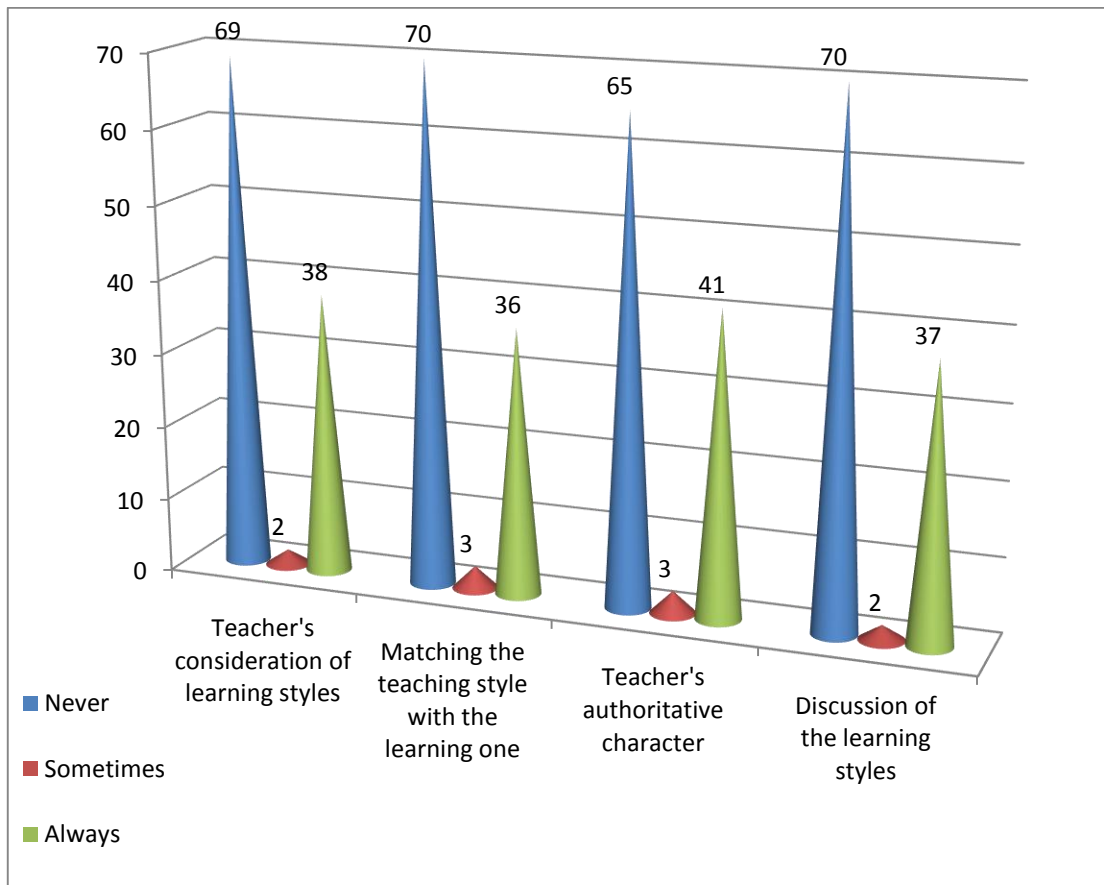
Figure.3.12.Teachers' Attitudes towards Leaning Styles

As highlighted in the above diagram, more than half of the respondents i.e. 69 of 109 admit that teachers never consider learners' learning styles. The implication is that teachers may not be sure about their learners' knowledge of their learning preferences.

The reason can be teachers' daily observation of their learners' dependence on what they provide as lessons. This constant classroom environment affected teachers' beliefs about their students' ability to learn autonomously. But, only two students responded that their teachers sometimes consider learning styles. The point is that teachers' may meet their learners' learning preferences when teaching. This can take place when the teacher introduces a new learning technique as the case of audio-visual means.

The aforementioned analysis does not exclude the fact that there is a considerable portion who stated that their teachers always consider the learning styles. The implication is that some teachers are of a high interest to meet their students' learning preferences. The process can be done by introducing innovation in their classrooms. By doing so, they are acting as agents of change and avoid routines in their daily performances.

The next item that students were asked about is if their teachers' teaching styles matches their learning preferences. In fact, this question was a reformulation of the preceding one to confirm or infirm their responses to the first question. Fortunately, students' response to this question confirms that of the first one. The case is well apparent as 70 students stated that their teachers never consider their learning styles. Three of them said that this process sometimes happens with their teachers. Only 36 of the total number of students said that their teachers' teaching style always matches their learning preferences.

When asked about their teachers' authoritative character, more than half of the respondents rejected this idea. The latter implies learners' struggle for participation in the on-going of the teaching/learning process. The point is that this stand can be considered as an initiative towards taking charge of their learning process.

Moreover, it can be said that students are trying to show their teachers that they can be active participants in shaping the classroom environment. Most importantly, they want to prove their maturity and readiness once given the green light. As a matter of fact, 41 students admitted their teachers' authoritative character. One can state that it is due to learners' submission to their teachers as the most resourceful persons to do the job. Consequently, a feeling of weakness rose inside and among learners leading to a decrease in being self-confident.

The next item students were asked about is discussion of their learning styles with their teachers. As shown in the diagram, the very majority of 70 students responded negatively as their teachers never discuss the notion of learning preferences with them. The case can be due to teachers' anxiety about their students' seriousness, since most if

not all of them are exam-oriented no more. Then, the kind of these learners is concerned with short-and not long-term objectives in their learning process.

4. Learners' Aptitude to be Autonomous

Awareness of one's own learning objectives is the concern of the following step.

4.1. Learners' Awareness of the Learning Objectives
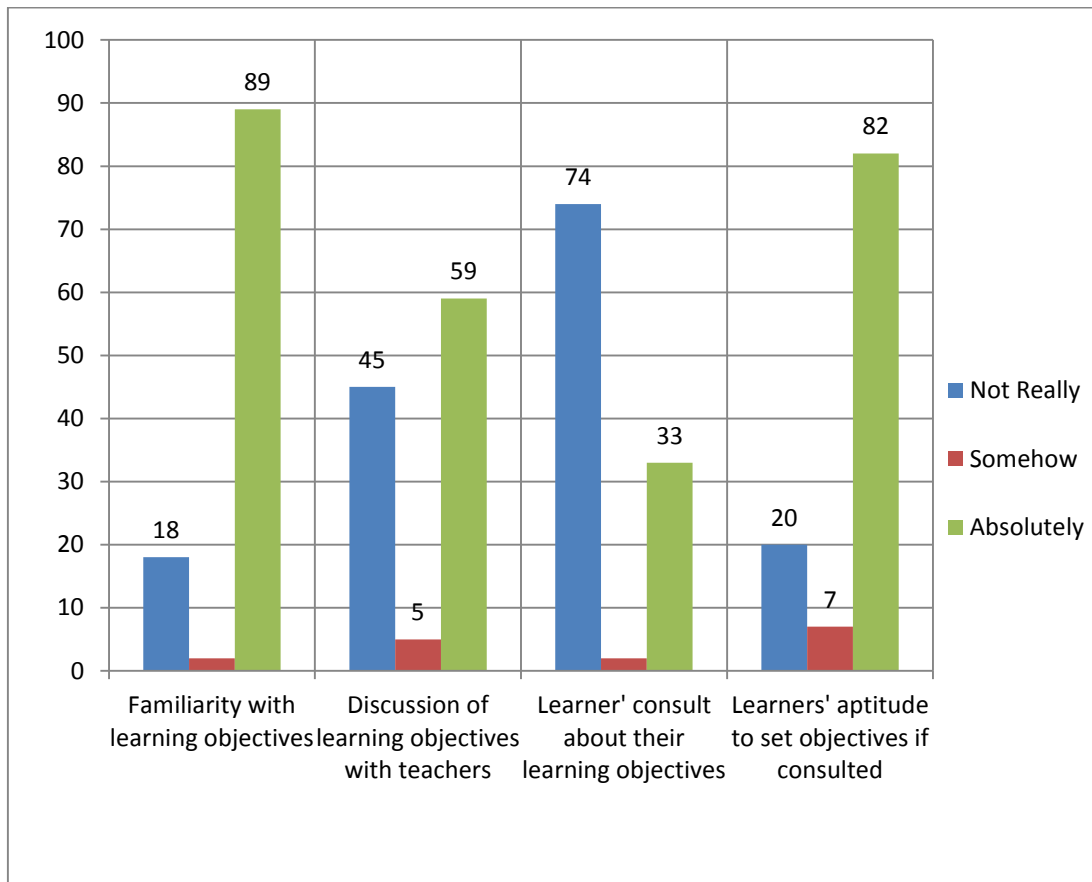
Figure.3.13. Learners' Awareness of their Learning Objectives

As shown in the above bar graph, most of students state their acquaintance with the notion of learning objectives. It can be considered as a platform for students in exhibiting their ability to set learning objectives by their own. This can facilitate the task for teachers, as it can brush away their fears and doubts about their students' ability to set their objectives.

Moreover, familiarity with learning objectives is an indispensable criterion for learners, who are supposed to have that theoretical background. Then, what is missing is just its activation. The latter is very important in implementing the role of setting

163

objectives. It can be taken as a basis for the practical phase. One should not neglect the role of theory for a better practice.

The aforementioned idea is well emphasized by Wardhaugh as previously stated. Then, only two respondents stated their superficial knowledge about learning objective. Indeed, this is not important as they can develop this aspect through interactions with their peers in the classroom. The same matter can be done concerning the minority who stated their doubt and uncertainty about the notion of learning objectives. The point is that students-students' interaction can solve this worry. The implication is that students were asked to work in groups and discuss the hand-outs provided by the teacher as guidelines for their initiative in the form of a gradual control over their learning process.

At this stage, one can state that students are not left doing the job in a total independence from their teacher. But, they are observed by the teacher who is acting as a guide, and at the same time, a prompter when necessary. This step is meant to be a double edged procedure.

First, it is expected to encourage students in doing the job since they feel secured with their teacher's informational umbrella, as it were. Second, they are supposed to learn more about how to take control over their learning process. Most importantly, this step is meant to increase that confidence with learners. Consequently, more teachers and learners would embrace the attempt and try to do their tone. The idea is expected to be generalized unconsciously within the university atmosphere, and why not for the other faculties and specialties.

When dealing with the idea of discussing learning objectives with the teacher, more than half of the respondents admitted doing so. The recognition implies teachers' care about enlightening their students about notions related to their interest. It can also be an attempt to provide students with a theoretical basis about this learning ingredient. Or, it can be an attempt for testing their students' eagerness for taking part in this process.

Moreover, teachers may also be trying to give chance for students to enquire about this notion. Teachers may also be looking, or expecting a sign form the part of their students to ask for room to contribute in defining learning objectives. The step can also be a well towards students' inclusion in the ongoing of the teaching-learning process, as teachers are waiting for students to ask about partnership in setting learning objectives.

Apart from that approximately, half of the other respondents exhibited absence of the step. The idea is that it can be due to their absenteeism, as it may be a consequence of

carelessness. Some students may not have that eagerness to be involved in the preparation of any lesson, since they are inhabited to spoon feeding.

The third item as shown in the above bar graph is teachers' consult of their students when defining learning objectives. So, the majority of students admit their teachers' denial and marginalization when setting learning objectives. They stated that their teachers do not consult them about the previous issue. One can assume that this is due to teachers' feeling towards their students, as the former may underestimate the latter. Only one third of the respondents admitted teachers' consults for them when setting learning objectives. The issue can be justified by teachers' confidence in the best ones. The point is that some of the students work as teachers elsewhere.

Consequently, they manipulate the process of defining learning objectives. If so, then this population can be taken as the raw material for any further process or progress in the future. The point is that those who can do are meant to be a model for their peers in the classroom.

When asked about their aptitude to set their learning objectives if consulted by their teacher, the very majority of 82 respondents confirmed so. This implies learners' maturity to be in charge of holding responsibility over the setting of their learning objectives as one of the most important criteria for autonomy implementation. This declaration from the part of students can be again considered as a path leading them towards their autonomous schema.

By stating that they can set their learning objective if consulted by the teacher, learners are trying to show their interest, eagerness, and most importantly, their maturity to be autonomous. The implication is that students want a real involvement in defining learning objectives, which are closely related, or work in tandems with their needs and so for their interests.

We notice that only seven of them said somehow. This small portion may represent students' hesitation. But, these students can do well within group works and benefit from their peers' experiences and knowledge about the issue. It can be the same matter for twenty respondents who responded with not really. They tried to exhibit their inability to set their learning objectives, may be because they try to insist on their reliance on their teachers as the only qualified person to do the job. They might believe that the process of setting learning objectives is of teachers' property and not students.

4.2. Learning Objectives
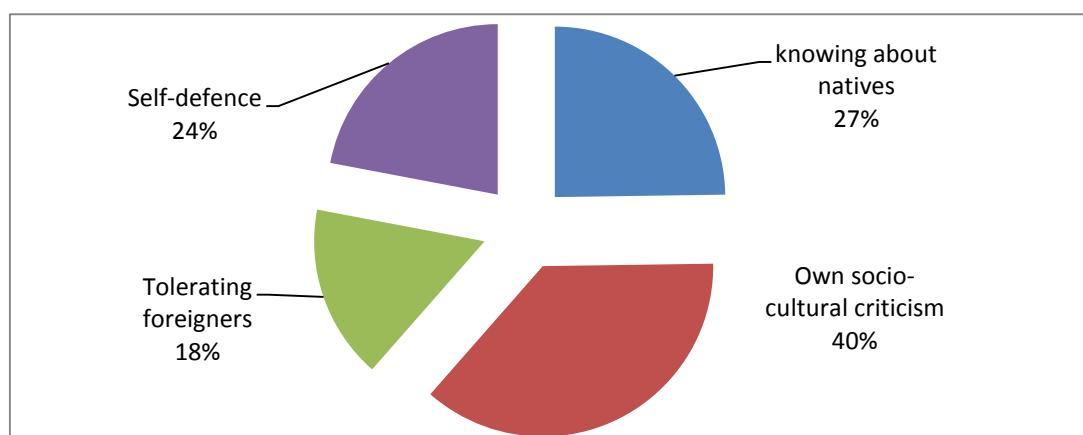
Figure.3.14. Learning Objectives

As it can be deduced from the bar graph, approximately half of the respondents i.e. 40**%** stated that their principle objective from learning is developing a critical attitude towards their own socio-cultural background. The situation can be considered as an attempt to develop a cross cultural mind-set, which can help carrying out reconsideration of students' socio-cultural norms. By favouring this objective, students want to show the researcher that they aim at developing a state of freedom from total obedience to their own culture. This implies that students have overcome the state of confusion and the feeling uncertainty, or sometimes the sense of anxiety.

The Previously stated feelings can influence them in case of exposure to an alien cultural environment in the absence of previous adequate preparation. Most importantly, students of this attitude will not hesitate to get access to the authentic material, as they had already got rid of the cultural bias barrier. So, one can expect a diversity of sources as learning material that can foster their involvement in the teaching/learning process, which can enhance their autonomy exhibition.

Knowing about the native speakers holds the second place, as 27% of the respondents favoured this learning objective. This implies students' willingness to be acquainted with the foreigners. The implication is that students are aware of the fact that learning a foreign language implies knowing about its speakers. Most importantly, the feeling can be an outcome of their contact with people around the world by means of the English language. The latter set itself as the best medium of communicating with people around the world. On top of that, students are ambitious about a future opportunity to pursue their studies in an English speaking country.

166

According to the pie-chart, self-defence is supported by approximately one third of the total number of respondents. One can deduce from this stand that students still hold that feeling of magnifying the native cultural background.

As a matter of fact, students admitted favouring the aim of defending oneself in case of opposition. The reason behind this is their strong belief in cultural invasion as well as their deep fear from cultural desalination; There is a kind of somehow an ethnocentric belief, which is held by girls or married students from both genders.

Tolerating foreigners is of the minority's concern. The case is due to differences in cultures and attitudes towards certain cultural aspects and issues. The latter include clothing habits, and entertainment. These items are meant to be basic elements in the widening the gap between home and foreign cultures. The fact is that in most cases being acquainted with foreigners does not necessarily mean tolerating them. Cultural bias is most of the time of frequent occurrence when interactions between native and foreign cultures take place. Here, one does not exclude attitudes flexibility.

4.3. Learning Needs
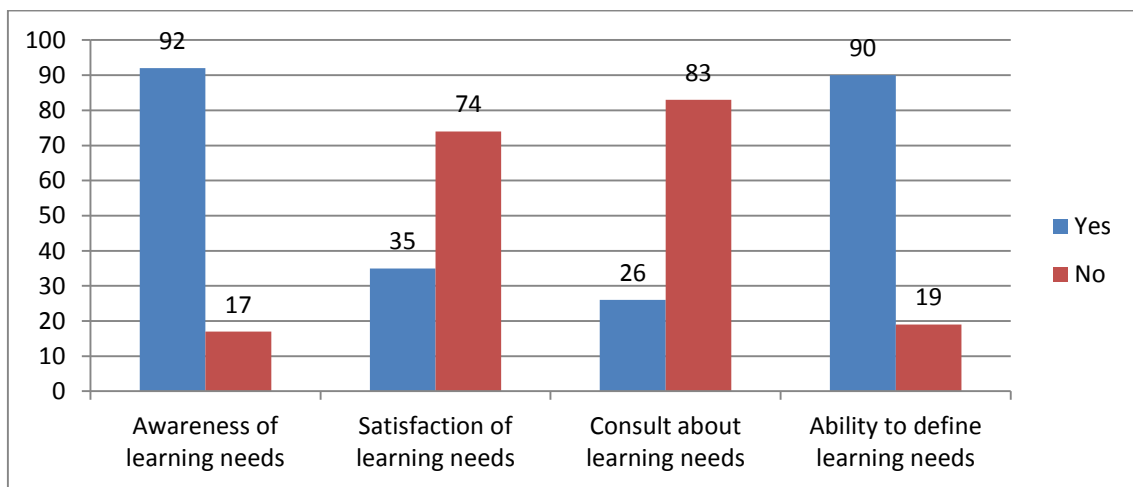
Figure.3.15.Learning Needs

Findings in the bar graph confirm that the majority i.e. 92/109 of the respondents are aware of their learning needs. This statement is of a paramount importance. On the one hand, it increases teachers' confidence in their students for future partnership, and at the same time it removes their doubt and worries about transferring authority over setting learning needs to learners.

On the other hand, it can be taken as a stepping stone towards learners' involvement in defining their learning needs. The implication is that learners' awareness of their needs

is a basis for setting an autonomous learning process. The latter is based on the former as one of the most important levels for autonomy implementation. The point is that awareness or of a learning ingredient is the foundation stone for the next step that is performance and practice.

The remaining portion of 17 students who stated the ignorance of their learning needs can join the groups for the discussion of this item. Then, they will be provided with some basic information about this issue. The reason is that the teacher meant dividing his students into group for the discussion of the issues related to autonomy before embarking on any practical phase, as far as their initiative is concerned.

When asked about the current teaching process and it satisfaction of students' needs, only one third of the respondents admitted this issue. The idea is that teachers still neglect learners' needs. So, one can state that this case may be the reason behind students' failure in their studies. Consequently, it is an opportunity to give students a chance in sharing their worries and needs with their teachers. If the step is made, then students would enrich the educational setting with more adequate learning ingredients. The latter can facilitate the teaching/learning process by means of introducing new tricks and procedures, as far as autonomy is concerned.

The aforementioned worries are well confirmed by students in their responses to question four. The point is that very few students confirmed teachers' consult when defining learning needs. It is that less than one third of the respondents admit that their teachers consult them about learning needs. This implies teachers' missing of the target and since needs concern learners, why not involving them in the process. The latter can take the form of eliciting students' needs, which can be taken into consideration when selecting the teaching content.

However, when students were asked about their ability to define their learning needs if consulted, most of them confirmed their maturity to do so. So, students' response can be considered as an alarm for teachers to involve learners in the setting of learning needs. As by giving room for this action, students may prove their aptitude to be autonomous and remove the burden from on teachers' shoulders. The point is that teachers are required to give their students a chance to exhibit their ability in defining their learning needs. It can be considered as a test of students' maturity, once proved able, teachers can let down part of their authority.

4.4.Learning Content
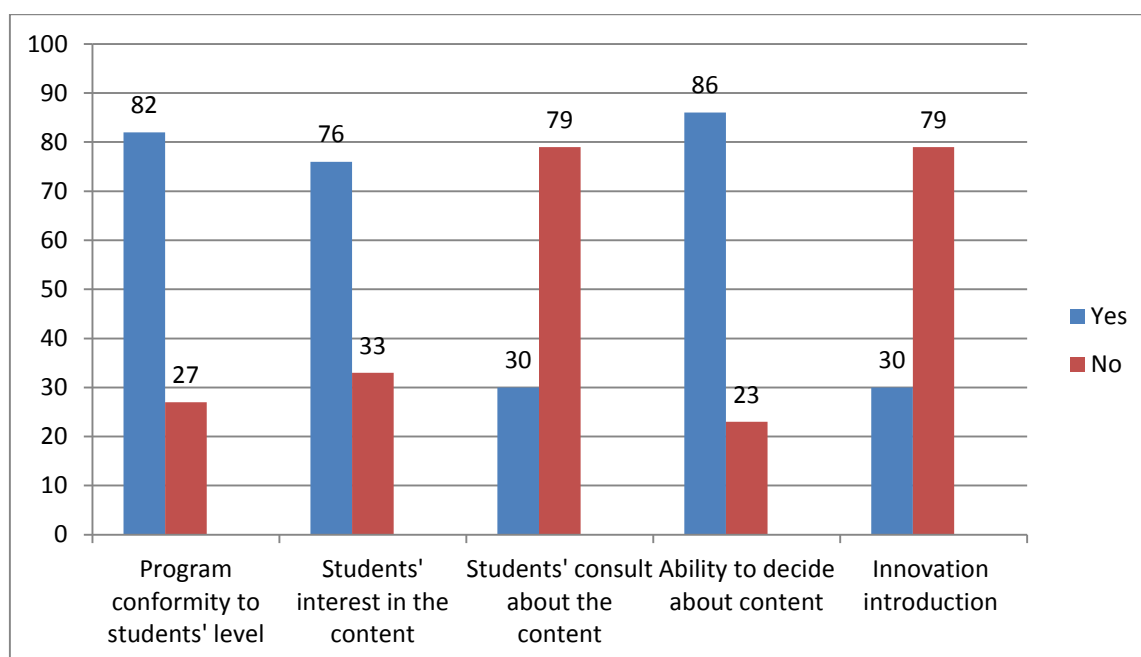
Figure.3.16.Learning Content

Statistics in the bar graph reveal that the majority of students admit the point that the program fits students' level. By stating so, students confirm their ability to be involved in the shaping of their learning program. It can be considered as a sign of willingness to contribute in the selection of the syllabus. Moreover, it can be taken as battery for motivating students to be more involved in defining what to learn. This process is of a paramount importance, since it raises students' self-esteem as well as their teachers' confidence in their learners.

So, as previously mentioned the majority of respondents confirmed that the program caters with their level. The implication is that what to learn is not as a roughly-tuned input due to its simplicity. Speaking about the content conformity to students' level leads as to speak about its impact on learners' attitudes towards controlling its implementation. The implication is that students still hold faith in themselves as self-confident learners. One should acknowledge the importance of this feeling as an indispensable learning criterion, especially for learners to be autonomous.

Apart from what was stated, only one quarter of the total number of respondents stated that the content does not fit their level. The idea is that not all students have the same level, it leads us to speak about learning communities as a cocktail of mixed abilities. Consequently, the minority's negative attitude is a logical stand. One can assume that this response is a result of the respondents' reliance on their teachers, and lack of

169

personal efforts outside the classroom. It is also due to lack of interest, or learners' concerns with exams only.

When asked about their interest in the learning content, most students i.e.[more than two thirds] admitted the point. At this stage, it is very important to make reference to the previous discussed item, as the majority of the respondents revealed content conformity to their level. The implication is that   students' interest in what to learn can be can be justified by the learning content conformity. If the content complies with their level, it raises their interest.

Then, only less than one third of the respondents stated that they are not interested in the program. Once again, it is the same minority response about the program fitting their level, which in turn, confirms our previous justification of the issue. It is worth stating that one can deduce a strong relation between the learning content compatibility to students' level and their interest. The idea is that both the former and the latter work in tandems. This is a privilege for both teachers and learners to engage in a reciprocal teaching/ learning environment full of cooperation and recognition of each one's efforts.

4.4.2 Learning Material
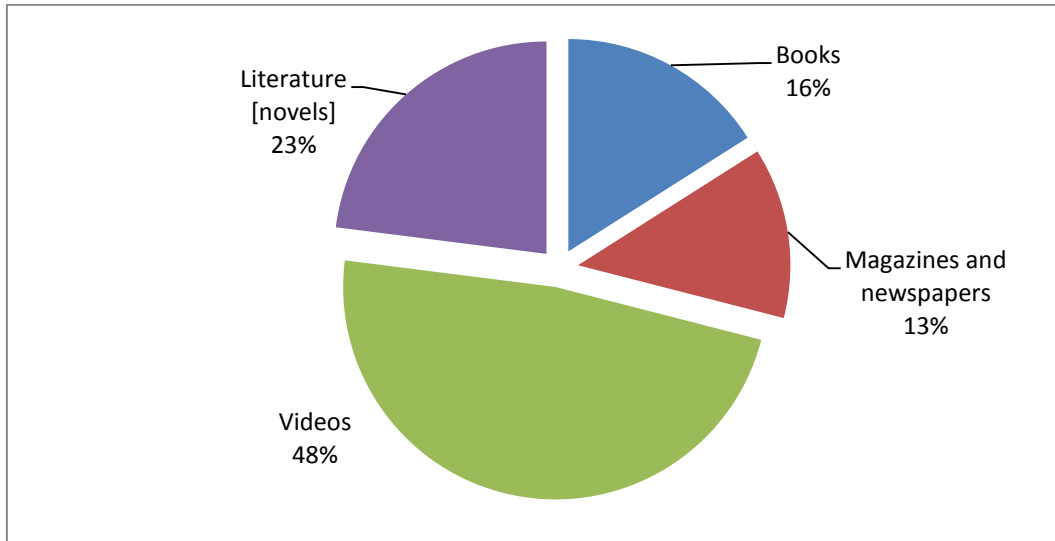
Figure.3.17. Students' Preferred Learning Material

The pie-chart shows that nearly half of the respondents [48%] opted for videos as the most preferable learning material. The point is that the response implies the most prevailing learning style among students. One can state that the audio-visual style is the most preferable one for students. Students preferred learning by videos for the reason that

they may consider it as the most appropriate learning technique to approach authenticity of the learning material. The implication is that this type of learning material is, most of the time, related to vivid experiences of the English native speakers. Then, students hold that feeling of eagerness and willingness to deal with what was produced by English people.

Another implication about videos use in learning is that they are up-to-date sources of knowledge, since each time there is the introduction of new ones on the net. Apart from that it is easy to differ between what is original, or not. Most importantly, it is very easy for   the human mind to memorize what seen rather than the unseen. Consequently, most learners are attracted by videos because they can see and listen to the speaker at the same time, which enables them grasp information quickly. Moreover, there are a lot of videos on the net, let alone their availability for free. Thus, student can have access to the most recent videos very quickly and with less cost of money and efforts. This quality has made the previously mentioned source of knowledge the most populous way of learning.

Learning through the use of literary works as novels comes at the second place among respondents' preferences as shown in the pie-chart. The idea is that [23%] of the respondents are in favour of this learning technique. It is worth stating that most of literary works are done by English language speakers. Moreover, these works represent the most accurate and aesthetic kind of language.

Another point is that they are seen as the most prevailing means of entertainment in leisure time. The reason is that they were the first hobby for intellectuals before the invention of the new sophisticated mobiles. Reading a novel was and still in for most people the first and most effective learning technique for enriching one's own knowledge about a certain language without any distinction. Holding a novel in hand can be done at any place with low cost and no fear of low battery for any device. It is also seen as a symbol of intellectuality and pride.

As shown is the pie-chart, learning through books is as the third preference among the materials or sources. One can guess that this place is of an important consideration. The choice can be due to the availability of books as a source of knowledge. Another reason is that access for this source is for free, since most books are available at the university library and the student does not pay much effort to get them. Most importantly, even if not available at the university one have access to information through e-books. This type of material is easy to distinguish when dealing with its originality. The idea is

that the information in books are more accurate and reliable. This quality is due to the sourcing material and referencing, or rather checking its validity too.

It is worth stating that the technological advancements have made books of a low cost for customers. The latter are concerned with buying books as a more economical way than other types of material for information. The idea is that relying on the information technology requires a computer, or a device for access to software, and networks to attain information.

Findings in the pie-chart indicate that learning through the use of magazines and newspapers is of the minority's concern. The implication is that this source of information is not populous. The point is that the unavailability of this kind of material is the major reason behind students' reticence from its use. Another reason can be its sensibility as it may contain some cultural items that can contradict students' native culture. Students seem attentive with this kind of source of knowledge since they want to avoid a chock that can lead to a cultural desalination. Apart from that, one can think about magazines as an exceedingly reliable source of information, especially of educational aspects.

Eventually, one can state that students aim at ensuring certain cultural security. The point is that students opted for sources which can be easily controlled. Learners consider the sources they chose as the cultural filter that avoids most cultural aspects that contradict the native socio-cultural background. Some of the source materials are of the minority concern, because these documents are a culture-free source that cannot be restricted or controlled.

In both cases, the two options imply an eagerness for varying the teaching/learning aids. The latter can be considered as an introduction of innovation in classroom and get rid of the boring routine of the teaching learning environment embodied in a total reliance on teachers' spoon feeding. On top of that, it is worth stating that this willingness for variation in the material preferences is related somehow to diversity of the learning styles among students. This is an indispensable among learners, which should be taken into consideration by teachers for the consideration of students' learning preferences.

4.5. Self-evaluation
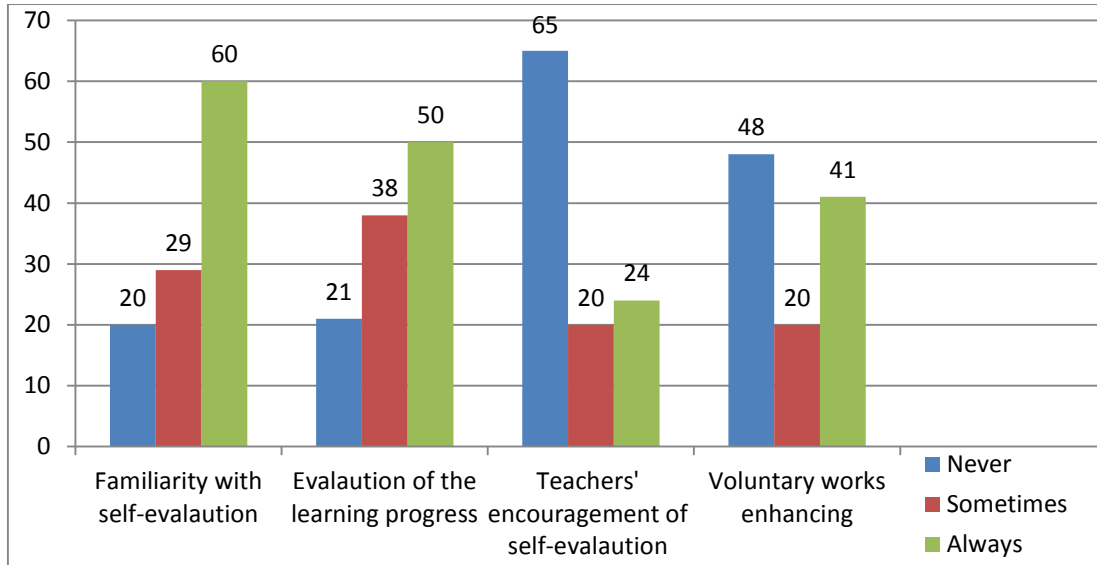
Figure.3.18. Self-evaluation

According to the above bar graph, it is clearly stated that more than half of the total number of students admitted familiarity with the criterion of self-evaluation. The point is that they represent a good platform for the generalization of this process. Familiarity with the notion of self-evaluation can be considered as a positive sign for students and teachers too. The matter is that first, it enables teachers to give the green light for students to evaluate themselves, as their worries and doubts about their learners' maturity to exercise the previously mentioned learning quality. Second, acquaintance with self-evaluation process can be taken as the foundation stone for its implementation.

Then, nearly one third of the rest of students, i.e.[29] of them said that they are not of frequent deal with self-evaluation in their learning process. The point is that students may not have dealt frequently with this notion or met it in the course of their learning process. They might be busy with storing what their teachers provide them with. They may have heard about it, or read about in books. But, they may not have a deeper knowledge about self-evaluation as a technique in the implementation of an autonomous learning process. That's why they answered ticking the box sometimes.

Then, only nearly 20% of the respondents admitted never dealing with self-evaluation in their learning process. One can guess probable reason behind this response as never dealing with self-evaluation. It can be due to their carelessness to know about the ingredient of self-evaluation. Another reason behind students' ignorance of self-evaluation as a learning ingredient is lack of interest in this quality.

173

When asked about the implementation of self-evaluation in their learning process, approximately 51% of the respondents confirmed the process. This response is a positive attitude and a sign of students' maturity for evaluating themselves. The latter can be of the majority concern if cooperation and groups are enhanced. By, confirming evaluating their learning process, students are trying to send a message to their teachers that they can do when given a chance and encouraged. It can be stated that students are evaluate their learning as a voluntary step. The latter implies learners' positive attitude towards the previously mentioned process. Their willingness is battery that electrifies learners' initiative to embark on a life-long evaluation of their learning as an important part of their autonomy exhibition.

Then merely 38 respondents exhibited their rare concern with evaluating their learning process. They might be busy only with accumulating information rather than carrying out an evaluation process of their learning. Moreover, this rare attitude towards the previously mentioned autonomous learning ingredient can be the consequence of time detriment. The idea is that students spend most of their time at the university studying. Learning circumstances in this case can give birth to an occasional exercise of self-evaluation as one of the main efficient procedures to depict areas of failure and shortcomings. The latter are not of most students' concern as they can do it with exam and get the average to pass to the next level. The point is that students are satisfied with an average avoiding a low grade.

Only 21% of the students responded that they never tried to carry on an evaluation of their learning process. One can say that the main reason behind students' marginalization of evaluating their learning process is due to learners' reliance on their teachers. The latter are seen as the most qualified persons for the process of evaluation. Apart from that, it is undeniable that students are inhabited on teachers' testing of their learners' performances since their early schooling. Another reason can be learners' concern with exam and neglecting evaluating their learning progress. It can also be due to teachers' carelessness about encouraging their learners to evaluate themselves. Most importantly, the cause can be their confidence in their teachers' abilities to do the job. So, why exhausting themselves since there is a person who can do the process perfectly.

At this stage, It is worth stating that they can consider evaluation a part of teachers' authority that cannot be left for anybody whomever he is. This attitude is of a common thought among students and even the educational participants who still hold a traditional perception. The implication is that students learn for the sake of exams. They are empty

174

recipients to be filled by the teacher. What they think they are recommended to do is that they just accept and memorize. Students do not think about questioning and evaluating their performances. The latter is left for teachers as they are expected to be experts in evaluation. But, this is teacher's responsibility to encourage their students to evaluate their learning process, which is the next item to be explored in this display.

As shown in the bar graph, 65 of the respondents stated that their teachers never encourage the process of self-evaluation among students. The reason can be teachers' reticence for confiding students the process of self-assessment. This attitude among teachers can be the result of their doubt about learners' ability to do so. Another point is that teachers think that even if requested, students are not going to take the matter seriously. So, students are not ready to embark on such self-assessment of their learning process. The implication is that students are busy with learning for the sake of exams no more. The latter is considered as a short term objective, since students are of the exam-oriented learners. Consequently, learners are acting as empty recipients to be filled by the teacher, as they just accept and store information. But, students do not question and evaluate their learning.

Generally speaking, the previously discussed phenomenon has become a matter of fact or habit. The implication is that if a teacher does not encourage his students to evaluate their learning process for certain implications. First, teachers see themselves as the only authority responsible of evaluation. They would not feel concerned with students' self- evaluation. The point is that teachers are quite sure about learners' concern with testing as the only room for evaluation. Second, because learners are inhabited to be evaluated by teachers. Moreover, students consider their teachers as the sole persons entitled with the right as well as the ability to evaluate learners' performances. This attitude has caused students them to believe in their teachers as the most qualified one to do the job. Most importantly, learners hold that belief about evaluation as part of teachers' duty, which cannot be questioned by anybody else.

Findings in the bar graph also show that 20 of the participants stated that their teachers sometimes used to encourage their learners to exercise the activity of self-evaluation in the course of their learning process. This attitude may concern students who used to ask their teachers about self-evaluation as a learning ingredient. These learners might have tried evaluating themselves few times after the teacher dealt with the process. Another implication is that teachers could have discussed the process of self-evaluation with learners separately after the lesson, and then students would have tried it afterwards.

Students who said that they sometimes tried evaluating their learning process would be learners with an attempt of curiosity satisfaction about the previously mentioned ingredient.

Then, only 24 students i.e. less than a quarter of the total number of the respondents confirmed their teachers' regular encouragement of self-evaluation. The implication is that teachers would motivate learners to evaluate their learning indirectly. It can be the case for students who are highly skilled. So, some students can try things every time their teacher points out a learning ingredient. Students' eagerness is the reason behind their attempt. So, every time the teacher advises them o try, they feel willingness for exploration by practice.

5.Learners' Effective Conduct
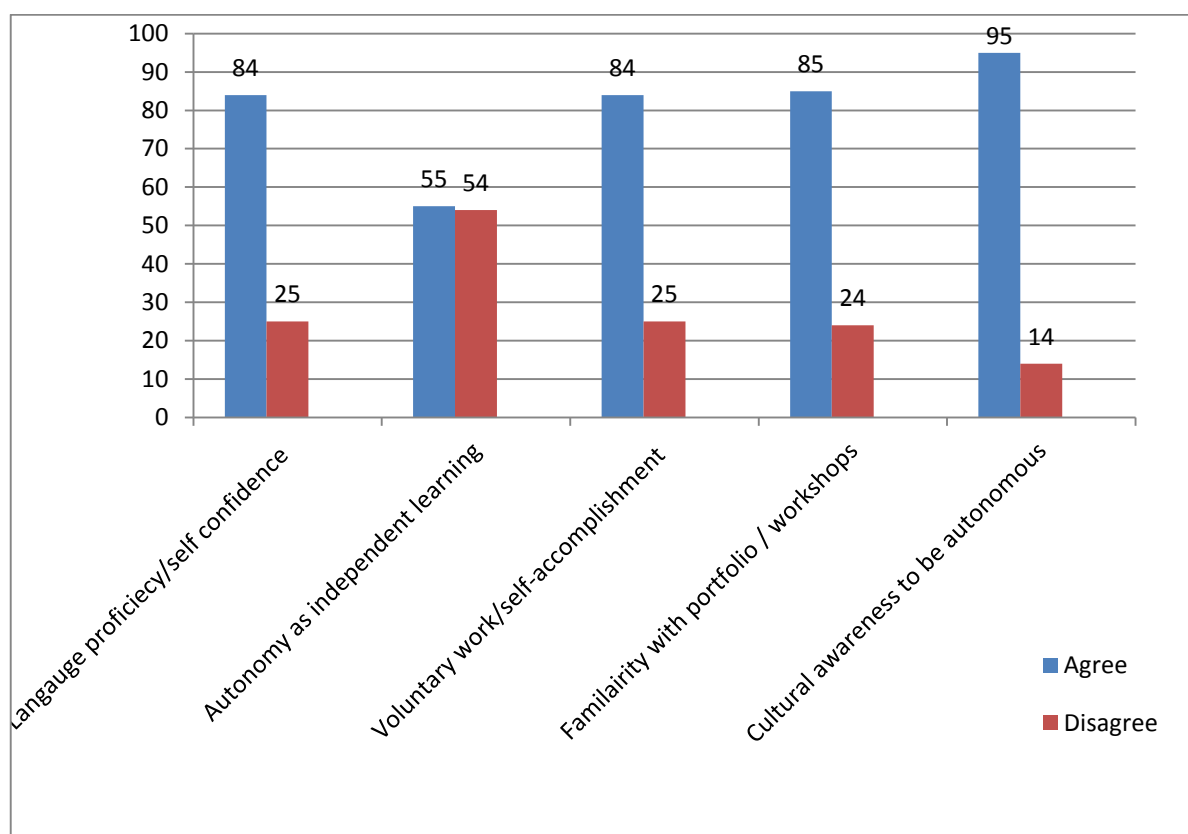
Figure.3.19.Learners' Effective Conduct

According to the above bar graph, the very majority i.e. 84 respondents of the whole number showed agreement about the paramount importance of language proficiency in fostering learner autonomy. The implication is that students do recognize the role of possessing a sufficient experience and knowledge about language in order to hold control over their learning. Students' agreement on the need for the quality of being proficient in

language implies having that thorough competence as an accomplishment by means of practice for being an autonomous learner. The implication is that the criterion of being an adept learner is considered by students as a special aptitude that stresses mastery of the foreign language.

Most importantly, it seems undeniable that students' response is recognition of maturity as an outcome of language mastery. Then, language proficiency is expected to facilitate monitoring the process of content selection on the basis of needs and objectives. The latter are set and defined on the basis of learners hold as a background, as far as what they want to attain in the future is concerned.

One can also deduce learners' dexterity is an indispensable requirement to exercise authority over the learning process as autonomous performance. Students emphasize language proficiency as a key ingredient for the implementation of autonomy in learning. This emphasis connotes knowledge about the subject and so for the technical skills to learn it effectively and in an autonomous learning environment.

It is also evident that only twenty-five respondents replied with rejection of the idea that language proficiency is the key criterion for autonomy. The implication is that these respondents may see that they may not consider it as much important as knowing how to learn as techniques. The point is that they may think that a learner has to define his objectives and needs which, in turn, can restrict the sum and kind of information to be learnt about a given language. The whole matter can be about 'learning how to learn' then, mastering language can be an outcome of an autonomous learner. That is to say; students stress procedures to learn autonomously, rather than language mastery. The latter is set as an objective rather than a need for holding control over the learning process.

Then, when asked about their appreciation of autonomy, half of the respondents showed agreement for the implication that autonomy implies learning independently of the teacher. The main reason behind this opinion can be confusion about the real meaning of autonomy as a learning criterion. Students still hold that false interpretation of the previously mentioned learning ingredient. They approach learner autonomy as getting rid of their teachers' authority over the classroom environment.

At this stage, one can say that students who think that learning autonomously means independence of the teacher can be highly skilled ones. These learners are willing to exercise control over their learning without teacher's interference. They are eager to prove their abilities and competence in monitoring the learning process. They prefer

breaking down the routine and act as active participants in planning and on-going of the learning process without reliance on teachers.

Contrary to what has been said, 50% of the respondents exhibited their disagreement about the idea that autonomy implies learning independently of the teacher. Students' disagreement about the idea can be considered as a consequence of their habitual reliance on their teacher. It is rather about how students view their teacher. The former considers the latter as the only habitual competent controller of the all what is related to the teaching/ learning environment. Students consider their teacher as the only highly qualified person to monitor the teaching/learning process. This view is deep-rooted to the period of time teachers spent as an educational background. Apart from that learners do consider teacher as the only one trained for this mission.

It is worth stating that students are confusing autonomy with total independent learning. But, one is to point out that being autonomous does not necessarily mean teachers' absence from the stage. This classical view about autonomy is of a wide spread among teachers and learners too. Misconception can be an obstacle against embarking on the implementation a certain ingredient in the learning process, as far as learner autonomy is concerned. Nowadays, it is apparent that the introjection of autonomy in learning has been avoided because of its misconception. Consequently, any attempt of autonomy implementation in learning is doomed to rejection and objection.

While examining the graph, we can notice that concerning the importance of voluntary works and self-accomplishment for autonomy implementation, the very majority of 84 respondents confirmed the idea. The implication is that previously mentioned ingredients are highly recommended for an autonomous learning process to take place according to students. One can state that voluntary works are considered as an initiative from the part of learners in order to prove that they can learn independently from the teacher. The idea is that students believe that what is accomplished voluntarily and independently is a sign of control over the learning process. The action is regarded as the foundation stone for learner autonomy implementation.

As stated previously, the majority of the respondents revealed their total support for productive skills and voluntary works as important requirements for being autonomous learners. This implies learners' initiative to prove themselves as active participants in the classroom environment, as far as testing their ability to be autonomous is concerned. Consequently, students target decreasing teachers' domineering role on all classroom procedures.

As a special skill, self-accomplishment is considered to be an ability that is gained from being subjected to practice. This learning quality is attained after going through a training, which reinforces students' skills and performance to do things by their own. One cannot deny the point that there is a strong correlation between voluntary works and self-accomplishment. The former can be considered as an ingredient among others in the latter which is a stage in the learning progression.

Moreover, voluntary works are a circle in the chain of self-accomplishment. The latter is, in turn, an aspect among others of an autonomous learning process. So, one can say that the previously mentioned criteria exhibit learners' eagerness, or rather their willingness to monitor the learning process. They can be considered as a positive sign for teachers to give room for learners' autonomy to take place.

Apart from that only25' respondents showed disagreement about the importance of voluntary works and self-accomplishment in learners' autonomy implementation. Several reasons can stand behind the opinion. It is likely to happen that their reliance on teachers caused them to become lazy. Another reason is time as a detriment; students spend much time at the university learning many subjects. The situation can lead them to be busy with what their teachers provide them with. Students' objection on voluntary works and self-accomplishment as a necessity for autonomy is an outcome of a prevailing exam-oriented culture among learners. Students are concerned with only preparing and revising for exams rather than doing extra efforts on voluntary works.

Concerning familiarity with projects, workshops and portfolios, the majority of 84 respondents confirmed the issue. The idea is that students were engaged in workshop during a seminar held at the university. Moreover, the teacher researcher meant requesting students to do lessons as projects. The latter are discussed later as an initiative from the part of learners' attempt to hold control over their learning process. This has, of course, facilitated the introduction of autonomy in learning. While, only 25 respondents stated their unfamiliarity with projects and portfolios. The reason can be their usual absence or absenteeism. Consequently, they missed the opportunity of taking part in what the teacher agreed on doing with his students. This absence was really noticed and is confirmed by the teacher as it can be due to work or other reasons that might be personal.

When asked about the necessity of cultural awareness in promoting learners' autonomy, the very majority of 95 respondents subscribed with this idea. This is a sign that emphasizes the importance of the cultural implications about autonomy. The implication is that one can deduce attitudes as part of culture. If students appreciate the

notion of autonomy as part of their socio-cultural construct, this will facilitate its introduction in learning. The major point here is that there can be a shift of autonomy from the social context to the educational setting. If autonomy is part of teachers and learners' beliefs as a component of their cultural background a smooth transfer of autonomy to the teaching/learning process can be fulfilled.

Then, no reticence is faced from both partners. The point is that if supported by their surroundings, learners become more motivated. Here the role of classmates, teachers as well as the social constructions as families and organization emerges as a vital process for sowing the seeds of autonomy to grow in learners. The aforementioned participants are considered as valuable sources of encouragement and motivation for an autonomous learning process. They can be the battery for the psychological support. The implication is that the surrounding exercises that authority on individuals and causes them to be subjected to its governing rules. In a way or another it is a kind of subjection to the community and its beliefs.

6. Description of the learning environment with reference to autonomy

When asked about describing the learning environment with reference to autonomy implementation, students stressed the exclusion of this learning ingredient. At the same time, they listed the following valuable reasons;

First, learning needs and objectives are already defined. The implication is that learners' participation in setting their learning needs and objectives is swept away. This leads us to speak about the next reason which is teachers' attitudes. Teachers underestimate learners. The point is that former doubt about the latter in terms of maturity to define needs and objectives for the learning process. Then, these attitudes can be considered as a consequence of another point as students mentioned exclusion of their learning styles. In this case, teachers are acting as knowledgeable controllers of the classroom environment.

Moreover, students mentioned the lack of psychological and instrumental motivation. The idea is that students admit not receiving any sort of guidance from their teachers. The issue is well interpreted in students' emphasis on teachers' exclusion of the learning styles.

Teachers' centeredness is another item stated by students. The implication is that the all classroom procedures rotate around teachers as the centre of the teaching/learning

process, which implies learners' habitual dependency and subjection to their resourceful teacher.

The exam-oriented teaching/learning process is one of the major characteristics presented by learners as a description of the current learning environment. They stated that most students are busy only with accumulating information presented by their teachers for the exam use. This quality is the most domineering aspect of learning among students. It is that none of the students is a long-life learner. Students' sole objective is getting the average for the next level no more. The issue has influenced students' creativity negatively, as most if not All students are careless about doing things on their own way and become passive recipients.

3.4.Qualitative Data

The qualitative data option implies gathering descriptive data about autonomy as a learning ingredient and its implementation. This step is rather about analyzing findings accumulated through the use of the interviews as the most applicable tools for this objective.

3.4.1.Interviews

This step involves the use of semi-structured interviews for both the Head of the Department of English and the Vice Dean of Pedagogy at the faculty of letters and languages. The reason is that both of them are the most aware of the ongoing of the teaching/learning process there.

3.4.2. Interview with the Vice Dean of Pedagogy

This qualitative research tools aims at collecting data from the Vice Dean of Pedagogy about teachers-students' worries and perspective about the teaching/ learning process. The latter is narrowed to concern autonomy as a learning ingredient

3.4.2.1. Interviewee's Profile

Before embarking on the analysis of the interview findings, it is likely to speak about the interviewee's profile. The vice dean of pedagogy is Mr. Ahmed MOSTFAOUI is a teacher of French at the department of foreign languages. He holds a degree of doctorate in French, and a license in English. He had been responsible of the English section for several years. This quality has entitled him with a deep view about the ongoing of the teaching-learning process.

3.4.2.2. Analysis of the Interview Results

After welcoming the interviewee, the interviewer asked the first question which aims at the description of the educational setting and its support for autonomy as a learning quality. This question came out with the following answer;

In the educational field, the concept of autonomy has been debated from different viewpoints, and problematized and defined its meaning in relation to learning/teaching is quite difficult, simply because you have first to explain which autonomy do you mean? Is it that of teacher, learners or any other kind? In our context, if you talk of the learner's autonomy, this might mean, for some a teacher disempowerment and nobody will be there to assume the consequences. On the other hand, even though, we talk very often about teachers' autonomy in class and in seeking for pedagogical supplies. It is sure that it does not mean automatically granting to teacher's total freedom and increased scope of action.

From the above answer, one can deduce the interviewee's great interest in the topic of discussion. Moreover, he seems aware of autonomy and its implications. Awareness of the learning quality can be considered as a positive sign, or rather a platform for its implementation. Another point that is of a paramount importance is the interviewee's focus on teachers' appreciation of autonomy in learning. The idea is stated explicitly by the term; 'teacher disempowerment', which implies depriving teachers of their authority over the classroom environment. The process is associated with worries about classroom procedures, and what impact the change might bring to the on-going of the teaching/learning process.

Another implication is that the introjections of autonomy in the teaching learning process can lead to a chaos, and loss of control over discipline. This state can go further as it can deeply affect the reliability of the transmitted content. The, if the content is questioned, even the validity of the teaching-learning procedures become of a great doubt. On top of that, the interviewee moves to speak about a very important aspect of autonomy implementation, which is related to teachers' pedagogical supplies. The implication is that teachers themselves are highly recommended to possess that autonomous character, which is a high quality by giving room for students' initiative.

Another point highlighted in the interviewee's answer for the first question is that related to a logical distribution of control over the teaching /learning process. The idea implies both teachers and learners working in tandems, without the exclusion of any of them. According to the interviewee's opinion, the scope of action over the teaching/ learning process is meant to be a complementary perspective, where both partners are meant to work together for a better performance and understanding.

The second question is meant to be a double-edged tool. It aims ateliciting information from the interviewee about both teachers and learners' beliefs about autonomy in learning.

The respondent's answer was as follows;

'As I said…learner's autonomy as a sort of anarchy and that of the teacher's as a dictatorship. So, no one of the two partners does his best to make it a reality in his practice and attitudes.'

From this part of the interviewee's answer, one can deduce a clear statement concerning teachers' perception of autonomy in learning. According to teachers, learner autonomy is regarded as anarchy. The issue implies teachers' worry and doubt about learners' maturity to hold the torch.

In fact, Teachers' statement embodies their strong concern over the learning process and all the ingredients it comprises. They do not feel at ease for confiding the classroom procedures and elements to learners. The latter are regarded as inept for holding control over the teaching/learning process. Learners are meant to be reliant on their teacher, who is seen as the most competent person for the on-going of the classroom environment. But again, this state is meant to be a kind of teachers' authoritative character, which implies making of learners' passive recipients.

Then, the interviewee highlighted a very important educational issue with reference to both the teacher and the learner. So, the former is expected to be an agent of change by possessing a reflective character. This implies checking the validity of his teaching style, and allowance of learners' initiative to try proving their ability to be autonomous. Then, learners are meant to stop complaining about teachers' performances. Students are supposed to find ways to introduce themselves as active participants by imposing their 'can do' on teachers. If this made real, then a smooth injection of autonomy can take place within the teaching/learning process

Another part of the interviewee's response is that related to autonomy as a common ingredient that should be available in both teachers and learners. According to him autonomy is a round point where both the teachers and learners' perspective meet.

In a classroom pedagogy for autonomy and before talking of learners' autonomy let's ask first if teachers are autonomous since we know the dependence of learner autonomy on teacher one. From a point of view encouraging relative autonomy in our case, let us say that in a class practice.

From the above quote as part of the interviewee's answer, one can easily deduce the respondent's emphasis on the correlation between teachers and learners' autonomy. The

latter is considered as a teaching/learning ingredient for the interviewee. The case implies that teachers' flexibility and learners' maturity to be autonomous work in tandems.

One can state that according to the interviewee, teachers' reflective character and students' autonomous quality are inseparable. The point is that teachers' allowance of learners' autonomy is a key criterion. Teachers are meant to give room for their learners to hold control over their leaning gradually. Teachers are also expected to provide learners with guidance through prompting.

Moreover, the respondent seems concerned with the issue of autonomy in practice, or rather its realization. The idea is that the practical phase is the most indispensable worry for the respondents. The process implies teachers' attitudes and their confidence in learners to be autonomous. It is also about the constraints both teachers and learners can meet in the educational setting. These items can impede both partners to give room for autonomy to emerge and thrive.

The principle on which beliefs should be built is the one that says the less we teach them, the more they learn. This is likely to develop a positive attitude towards development and progress and consideration from both sides, for one's own personal wellbeing and personal development and the one of the others.

The above part of the respondent's answer implies a clear perception of autonomy as an educational necessity. The matter is that developing a positive attitude from the part of teachers towards autonomy as a teaching/learning ingredient, implies reconsideration of their teaching method.

But, the process requires convincing both teachers and learners about the comfortable classroom environment autonomy can give birth to. If both partner become aware of the matter, then they can look for way to introject autonomy in the teaching/learning process. By reconsidering their performances, teachers can offer space for learners' initiative for holding a gradual control over their learning process.

At this stage, it is worth stating that by reconsidering their teaching performances, teachers are, at the same time, encouraging learners to exhibit their autonomous character. So, the less they take time to teach, the more chances for learners to seize the opportunity and try to do a tone. When offered an opportunity, learners can adapt themselves to the new circumstances and react appropriately.

At first, this reaction can be psychological in the form of motivation and getting rid of stress and anxiety. Second, the psychological state is manifested in an initiative to mark their fingerprints over their learning process. The process then can go further in the form

184

of enquiries and discussions of some items concerning their learning. After that, the action of holding control over the learning process can develop and prosper with teachers' motivation of their learners.

3.Learners' maturity to be autonomous.

We may say they are not enough mature to be so, but this should not be an excuse to prevent them from something that is extremely important for either learning or living. If they are not autonomous at school, at university, if they do not get used and practice it at this level, they will never be so.

One can deduce from the above passage the interviewee's attitude towards learners' maturity to be autonomous. On the one hand, he doubts about this quality by describing them as immature. On the other hand, the interviewee recognizes learners' autonomy as an indispensable quality despite their immaturity. Another remark that is of a paramount importance which the respondent highlighted is their life outside the educational institution.

The implication is that trying is better than staying arms crossed. Teachers are required to give chance for their students then judge the feasibility of this learning ingredient. The point is that there might be some tricks or hints for autonomy to take place in learning. One had better try something. If does not work, fixing it is more logical than breaking it.

So, no way for prejudices and better give room for learners' evolution. One cannot deny the point that to any quality is first acquired and maintained in the social life. Then it is made practical in school-life. This process can be reversed in the way that items are acquired at school, then practised in the social life and this is the nature of learning as a change in behaviour. So autonomy as a quality can be advised of and maintained at home or school.

4.Constraints standing against implementing learner autonomy.

First of all, it is our own perception of this concept, we fear it. But, and normally we should regard autonomy as a characteristic of the teacher, as a part of his professional evolution and that of the learner as in need of it to construct his skills and personality.
In the previous chunk of the interview, it is stated that teachers' perception is of a great deal for autonomy implementation. The idea is that most teachers avoid if not reject it. They hesitate to deal with this learning ingredient because of the little they know about it. Then, the interviewee highlights a very interesting idea that concerns teachers' attitude

towards autonomy. The point is that according the respondents, teachers are highly recommended to embrace this ingredient. They are meant to be autonomous themselves,

Another point is that Teachers are supposed to accept autonomy as a quality that is deep-rooted in their character. The idea is that being autonomous is not acquired but an innate characteristic in both the teacher and the learner. The former is required to perceive autonomy as a natural episode in the course of his professional development. The Latter is meant to consider autonomy as an indispensable criterion already existing in their personality. Then, this ingredient needs to be activated and promoted by teachers' motivation

In fact, autonomy is related to the ways of its implementation, the way we are managing, at both administrative and pedagogical levels on one hand, and learner and teacher autonomy on the other.
So, there is a need for a better understanding of what autonomy really means for teachers, learners, managers and administrators in our national context.

In the above quote, the interviewee insists on the manner to implement autonomy. He refers to the institutional and pedagogical contribution. He also speaks about the educational staff. Understanding autonomy is a prior step for the previously mentioned participants. The implication is that all of them are expected to agree on a certain scope for autonomy implementation. The previously listed persons are quested to understand autonomy. Emphasis on a better understanding autonomy implies probability of its functioning as a detriment against its implementation.

If all the previous participants reach a better understanding of autonomy, then this will participate actively in its implementation. Moreover, there will be fewer constraints to worry about and there will more room for learners' autonomy to prosper.

5.The interviewee's suggestions for an autonomous learning environment.

We know that autonomy is a central concept in our pedagogical project as far as the process of learning/teaching is concerned. Since the great reform started in 2003, Algeria is by principle in PISA viewpoint, which means autonomy, has become an Algerian concern and an assumed choice. However, we are not obliged to compare ourselves to others, since this must remain related to the national and local contexts in which all the partners in the learning/teaching field operate, and consider what autonomy actually means for teachers/ learners in our settings.

The interviewee starts his response by highlighting the importance of autonomy as a teaching/learning process. He also referred to the educational reforms in 2003 through the introjections of the competency based approach in the Algerian educational system.

Then, he keeps speaking about autonomy as a need for Algerians for integration in the international educational network. It seems like if being autonomous is not an option for the Algerian educational system, but rather a necessary requirement.

After that, the interviewee deals with an important point that concerns the context of autonomy implementation. The issue rotates around two axes. The first one is about circumstances within the small scale that is the university and its working conditions. The second one concerns the large scale, which is related to the national scope. The point is that all educational practitioners are required to take part in the planning and design of learning autonomous schemata. The process is meant to cater to the local environment.

We should move from focus on theoretical texts to real doing in practice. We should provide opportunities to make of autonomy a tradition for all of us:

- *more interest in the teacher's own evolution and growth of learners founded on open dialogue/communication;*
- *teacher'sautonomy based on the her/his competence and sense of responsibility;*
- *autonomyas a condition of a dynamic learning;*
- *encouraging cooperation and interaction and teamwork between the partners;*
- *to manage the administration in a flexible way favouring autonomy.*

One can deduce from the above chunk of the interview that the interviewee emphasizes on the shift from the theoretical phase about autonomy to its practice in the real world experiences. The idea is that it is high time we give room for autonomy implementation in the teaching\learning performances. The interviewee points out some valuable suggestions in the form of a list of procedures which are as follows;

The first point is that first autonomy should accept as a social norm, or a tradition for the whole society and precisely the educational community. Secondly, there is promoting teachers 'carrier development, as autonomy is meant to be part of this process. The same thing goes for students' evolution and maturity.

Then, the interviewee deals with another point that is of a paramount importance, which is related to teacher's skill and ability to cope with the new learning atmosphere. The latter concerns the new roles teachers are expected to play within an autonomous learning process. Most importantly, it is also about teachers 'acceptance of partnership with their learners. Furthermore, the process implies teachers' attitudes towards learners' involvement in the shaping and design of the learning process and classroom performances. The process does not exclude embracing autonomy as a battery to electrify

learners' initiative to engage in a more effective learning. The implication is that learners are then supposed to acquire new roles within an autonomous learning environment.

Later on, the respondent points out another idea that is about classroom interaction. Refeence at this stage is to teachers-students' consult ab out classroom procedures and elements. The issue concerns cooperation between teachers and learners for a better understanding of roles for each participant, and so for promoting teaming in taking decisions about the educational process, This point can concern setting objectives and defining needs.

Then, the interviewee ended his response by referring to the role of the administrative staff in providing the monitoring factors for autonomy to prosper. The matter can be by offering more room for autonomy to be implemented as far as the teaching\learning conditions are concerned.

3.4.3. Interview with the Head of the Department of English

This tool of investigation addresses the head of foreign languages department. It aims at gathering information about is attitudes towards learner autonomy and the teaching/learning situation at the university.

3.4.3.1. Interviewee's Profile

The interview starts in an introduction incorporating the interviewer identifying himself by introducing his worry, or subject and purpose. A written request as an introductory letter was sent to the interviewee before conducting the interview to convey the study's legitimacy.

The next step is an entry to the core of the interview. The interviewer starts asking the head of department about his professional perception of autonomy as a learning ingredient.

As an interviewee, Mr. BENABED Ammar is the head of the department of English. Holding a doctorate degree, he is a MCA teacher of English. He is known by his diligence, agility and patience. Specialized in didactics, this quality made of him the right representative sample in the English teaching community. Moreover, he has a teaching experience of 42 years,10 of them at the University, let alone his previous job as an inspector, who has the most critical character that can serve digging deeper in the issue of autonomy implementation in the teaching/learning process. Another point worth stating at this stage is the interviewee's thesis for the magister degree, which was about

the Implementation of CBA in the education. This step qualifies him to be the most reliable and resourceful person to elicit information from.

3.4.2.2.Analysis of the Interview Results

After conducting the Interview, we accumulated the following data in the form of answers for the questions we asked for the Head of the Department of English:

1.Importance of earners' autonomy in higher education.

Undoubtedly, yes. Learners' autonomy (a buzz-word), a goal worth striving for, is a primary learning outcome too much expected in higher education by all stakeholders and educative systems around the world.

The interviewee's response starts by emphasizing the importance of autonomy in learning. This emphasis is strongly embraced by the field of higher education. Consequently, the respondent describes autonomy as a primary learning ingredient that has become the concern of all participants in the educational field without any spatiotemporal limitations.

By the way, autonomy should be initiated earlier in education so that once learners reach the tertiary education they become fully autonomous. It should be regarded as a process which endures time.

The interviewee highlights a very important point which concerns the introjections of autonomy in learning. According to the respondent, it should be implemented since primary schooling. The reason is that learners need to be inhabited on an autonomous character and develop it since an early age. Students then, can take control over their learning process since their maturity is fully fleshed about how and what to take charge of. The point is that autonomy should be a habit of which learners can act about as a routine since it is well digested.

2.The local educational setting and its support for autonomy implementation.
When asked about the educational environment and autonomy embracing, the interviewee responded as follows;

In view of the current state of facts, the local educational setting hardly favors the materialization of autonomy. In fact, schools are supposed to be fertile settings functioning as psychologically healthy environments, taking in charge learners' holistic development among which autonomy is of an utmost importance.

The above chunk of the interview represents a strong declaration from the part of the respondent. The point is that he ensures absence of concern with autonomy in the educational environment. But, he admits the role of schools as a platform for initiating

autonomy then accompanying learners and enhancing their gradual development in holding control over their learning process. Then, he stresses the necessity of autonomy as an ingredient that should be an essential part of learners' personality development. By declaring so, the respondent considers autonomy as an indispensable characteristic and an episode in a long-life learner.

With regard to what is reported, the educative system is still restricted to memorization and spoon-feeding which unbeatably preclude any autonomy.

In the second part of the respondent's answer to the second question, the interviewee confirms absence of autonomy implementation. He justifies his point of view by referring to the current teaching method. The latter is based on teachers as the unique source of information. The consequence is that learners become passive participants within the spoon-feeding process. The state implies the exclusion of students' initiative to participate in the shaping of the teaching/learning environment.

3.Learners' attitudes to be autonomous?

Learning autonomy requires a shift in responsibility from teachers to learners. Differently couched, autonomous students are expected to assume to take charge of their own learning. Learners' willingness, readiness and motivation are indispensable factors to make autonomy materialize. Teachers should first of all heed these pre-disposition factors before even teaching them.

The interviewee starts his response by clarifying learner autonomy as a change in roles and duties from the part of teachers to learners. Then, he narrows his view to deal with learners control over their learning process. After that he states some key characteristics for learners to be autonomous. The point concerns learners' willingness. It implies their attitudes and or their appreciation of autonomy. As a matter of fact, this idea goes with learners' interest in exercising their autonomous character.

Another criterion is their psychological readiness to be autonomous and if possessing the required qualification to embark on governing their learning. The third criterion is motivation. The latter is of no less importance than the former. The reason is that support and motivation can enhance learners' initiative to be autonomous. The three preceding qualities work in tandems with autonomy implementation and prosperity. The respondent ends his answer by emphasizing the necessity of paying attention to the aforementioned learning ingredients by teachers themselves. The implication is that

teachers should be aware of those ingredients or rater should possess these qualities first, then pass them to their learners.

4.Learners' maturity to define learning needs, objectives, styles, and content.

Learners cannot become systematically conscious about what they need to learn, why they want to learn it, etc. except if teachers do ignite and increase learners' awareness about cognitive and metacognitive processes which awaken in them those latent competences equipping them with capacities for independent analytical thinking and learning. They are learning strategies, representing a sum of techniques which are consciously controlled and intentionally used by learners. These control and intentionality are actually missing among learners.

When asked about learners' maturity to set objectives and needs, he said that this quality is beyond their reach. Then, he focused on teachers' role in making learners aware of those qualities. The implication is that the ability to define what, why, and how to learn is of teachers' responsibility to develop this ability in learners. Teachers are expected qualify their learners gradually for engaging in fulfilling those active roles as part of their autonomous schemata. Then, he refers to meta-cognitive capacities which are based on thinking how to learn while learning, monitoring learning in the course of its happening, and evaluating it. This process concerns identifying strength and weakness in the learning process.

The previously mentioned process implies an evaluation of the learning process. The point is that developing the quality of critical thinking for learners is the main target for teachers. Consequently, a conscious use of effective learning techniques can take place among learners. Thus, teachers' focus on meta-cognitive learning strategies becomes their duty for facilitating learners' aptitude to define their learning needs, styles. The matter concerns also learners' ability for content selection which is based on interest and needs. The respondent closes his answer by emphasizing the necessity of raising learners' awareness as learning while learning.

5. Learners' self-evaluation.

Similarly, if our students are unable to self-monitor and self-regulate their own learning processes, so how can they evaluate themselves. To my knowledge, the ability to evaluate oneself relies on the mastery of the meta/cognitive processes.

When asked about learners' self-evaluation, the respondent showed his awareness of this learning ingredient. The fact is that he considers self-evaluation as outcome ability of self-monitoring and regulation of the learning process. Then, the interviewee states that self-evaluation is the result that is accumulated by the practice of critical thinking. The

latter implies the use and control over meta-cognitive strategies. Learners are supposed to become fully aware of their mental processes while learning by doing.

6. Constraints against learner autonomy implementation.

The following quote represents the interviewee's response concerning possible barriers hindering learner autonomy to prosper.

I think the primary hurdle that precludes learners' autonomy are the discrepancies in teachers' training; initial and in-service. Learners' autonomy depends much on the teachers' autonomy. Then, if teachers themselves lack such a capacity how can they instill it in their learners. Besides, there are other obstacles such learners' motivation, willingness to take risks, education systems and their ambiguous outcomes, etc.

Concerning obstacles acting against the implementation of learner autonomy, the respondent emphasizes teachers' formula. The latter is shaped through pre and in-service trainings. So, short-comings in teachers' training are the main detriments against autonomy practice in learning. The point is that teacher's knowledge about autonomy as a learning criterion seems very poor. On top of that, none can deny the importance of theory for practice, and teachers seem holding an insufficient background about autonomy. But, even if knowledgeable about teaching/learning, practice is of a rare happening especially for an autonomous learning process.

Then, the interviewee speaks about the importance of teachers' ability and their nimbleness dexterity to instill autonomy in learning. It is more about teachers' agility to introduce a love of being autonomous in learners themselves. The process implies electrifying that frozen quality in learners.

After that, the interviewee states other barriers against learners' autonomy activation, namely; learners' motivation if they are really motivated by their teachers and given the necessary motives to be autonomous. Then, he refers to their willingness to take risks and endure the adventure of exercising the maximum control over their learning process. The education systems and their ambiguous outcomes are also mentioned by the respondent as obstacles hindering the realization of an autonomous learning process. The point is that the educational system plays an immense role in providing a fertile land for the seed of autonomy to grow and prosper properly. The latter can happen by providing the necessary facilities for all participants in the teaching/learning process.

7. Suggestions for an autonomous Learning Environment.

This extract goes with the interviewee's recommendations to blow soul in learners' autonomous character.

According to me, autonomy should imperatively pass by a careful instilment of meta-cognitive strategies which enable learners to think about their thinking and learn about their learning. In other words, they are capable of making informed meaningful choices and decisions. Once becoming conscious about their meta/cognitive processes leading to active monitoring and consequent regulation and orchestration of such processes, they (students) know about the way they should learn, and how they should organize and control their mental operations. When these founding processes are firmly anchored, students can function autonomously. Yet, a favorable learning environment is not only dependent on physical aspects but principally on teachers' training quality, and commitment and students' predisposition.

While analyzing the above response, one can deduce the importance of learning strategies precisely the meta-cognitive ones. The interviewee emphasizes consideration of learning strategies which imply thinking while learning. It is a quality of a paramount importance as it raises learners' awareness about what and how to learn. The previously mentioned criterion is considered as an item in the development of learners' autonomous schemata. The point is that none can deny the importance of critical thinking as an indispensable characteristic for autonomous learners.

The aforementioned objective can be fulfilled only if teachers are highly qualified for making students apt to think about their learning. The latter cannot happen without teachers' assistance. Teachers are meant to be apt enough to electrify learners' willingness to think about their learning. The duty can be achieved if teachers are knowledgeable about their roles within an autonomous learning environment. This can be done through teachers' subjection to trainings to improve their performances and have a better impact on learners' control over their learning process.

3.5. Students Initiative

This step is considered as part of learners' involvement in the practical phase for autonomy implementation. The process is rather regarded as a training for learners to exercise control over their learning. It is also somehow a test of learners' maturity to be autonomous.

3.5.1. Samples of Students' Initiative

The following documents are samples of learners' attempts, through which some students' lessons presentations are videoed for more credibility. These documents are related to the module of tools of investigation with the prompting of the teacher.

3.5.1.1. Document one:

This lesson was prepared by a master2 student as an attempt to present a lecture about an investigation tool of his choice.

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ibn Khaldoun University, Tiaret   جَامِعَة   rtment of English
Second Year Master   ابْنُ خَلْدُوْنْ   :mic year 2017/ 2018
Investigation tools   تِيْارَتْ
Presented by Mr. ANTOURI Mohamed (Master 2 student)
Supervised by Mr BELAIDOUNI Djilali
Teacher at Ibn Khaldoun university in Tiaret
Algeria

Needs: Second year Master students need to understand how to conduct a well – documented research and to approach the different investigation tools in research.

Objectives: This lesson aims at introducing the importance of research methods in social science research and their determination of success, validity and reliability. The introduced method is the research interviews.

1. Introduction

Needless to say, research methods in social science research are an essential part of any research project as they determine its success, validity and reliability.

As noted by Dörnyei, (2007: 132), qualitative data are 'most often' collected by researchers through interviews and questionnaires. However, interviews -compared to questionnaires- are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth (Kvale, 1996; 2003). In a similar vein, Cohen *et al* (2007: 29) add that interviewing is "a valuable method for exploring the construction and negotiation of meanings in a natural setting". That is, the value of interviewing is not

only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also because it enables interviewees to "speak in their own voice and express their own thoughts and feelings" (Berg, 2007: 96).

Moreover, interviewing, as well as other qualitative approaches to social science research, differs from quantitative methods in the sense of its ability to analyse the resulting data making an allowance for participants' social life.

2. The purpose of research interviews

The purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters (eg factors that influence their attendance at the university). Qualitative methods, such as interviews, are believed to provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires. Interviews are, therefore, most appropriate where little is already known about the study phenomenon or where detailed insights are required from individual participants. They are also particularly appropriate for exploring sensitive topics, where participants may not want to talk about such issues in a group environment.

3. Characteristics of qualitative research interviews

* Interviews are completed by the inter man based on what the interviewee says to be conformed and done. Interviews are a far more personal form of research than questionnaires.

* In the personal interview, the interviewer works directly with the interviewee and the interviewer has the opportunity to probe or ask follow up questions.

* Interviews are generally easier for the interviewee, especially if what is sought is opinions and/or impressions.

* The interviewer is considered a part of the measurement instrument and has to be well trained in how to respond to any contingency.

* Interviews provide an opportunity of face to face interaction between 2 persons; hence, they reduce conflicts.

4. Types of Interviews

There are three fundamental types of research interviews: *structured, semi-structured and unstructured.*

Structured interviews are, essentially, verbally administered questionnaires, in which a list of predetermined questions is asked, with little or no variation and with no scope for follow-up questions to responses that warrant further elaboration.

Consequently, they are relatively quick and easy to administer and may be of particular use if clarification of certain questions are required or if there are likely to be literacy or numeracy problems with the respondents. However, by their very nature, they only allow for limited participant responses and are, therefore, of little use if 'depth' is required.

Conversely, unstructured interviews do not reflect any preconceived theories or ideas and are performed with little or no organisation.4 Such an interview may simply start with an opening question such as 'Can you tell me about your experience of visiting the dentist?' and will then progress based, primarily, upon the initial response. Unstructured interviews are usually very time-consuming (often lasting several hours) and can be difficult to manage, and to participate in, as the lack of predetermined interview questions provides little guidance on what to talk about (many participants find confusing and unhelpful). Their use is generally only considered where significant 'depth' is required, or where virtually nothing is known about the subject area (different perspective of a known subject area is required).

Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail. This interview format is used most frequently in healthcare, as it provides participants with some guidance on what to talk about, which many find helpful. The flexibility of this approach, particularly compared to structured interviews, also allows for the discovery or elaboration of information that is important to participants but may not have previously been thought of as pertinent by the research team.

5. Critical Evaluation of the Method

According to Blaxter *et al* (2006: 172), it is worthwhile doing interviews because it offers researchers the opportunity to uncover information that is "probably not accessible using techniques such as questionnaires and observations". Moreover, they add that interviewing is not merely a data collection tool, it is rather a natural way of interaction that can take place in various situations (ibid: 177). Additionally, Dörnyei (2007: 143) argues that with the presence of the interviewer, mutual understanding can be ensured, as the interviewer may rephrase or simplify questions that were not understood by his/her interviewees.

As a result, more appropriate answers and, subsequently, more accurate data will be reached. Additionally, this data can be recorded and reviewed several times by the researcher (when necessary) to help producing an accurate interview report (Berg, 2007).

Besides, with the existence of various cheap and prudent tape-recorders, researchers can record the respondent's words with greater accuracy than that achieved through obtrusive and disruptive 'on-the-spot' note-taking (Hermanowicz, 2002). Interestingly, therefore, this would relieve the researcher from any subsequent attempts to reconstruct what the interviewee has said. Above and beyond, interviewing – compared to other methods is known to be an economical method as costs for individuals 'using it for research purposes are reduced' (Neuman, 2007).

Obviously, these advantages have made interviewing an increasingly attractive method of data collection. However, like any other research tool, interviews can be fraught with drawbacks. Hermanowicz (2002: 498) remarks that "while interviewing is among the most central, revealing and enjoyable methods that one can use in research, it is deceptively difficult". Besides, Hammersley & Gomm (2008: 100) add that researchers should remember that: *"what people say in an interview will indeed be shaped, to some degree, by the questions they are asked; the conventions about what can be spoken about;...[...]...by what time they think the interviewer wants; by what they believe he/she would approve or disapprove of"*.

As such a comment suggests, it seems that, interviewees will only give what they are prepared to reveal about their perceptions of events and opinions. These perceptions, however, might be subjective and therefore change over time according to circumstance. Such responses, thus, might be at a considerable distance from 'reality' (Note 3). Walford (2007: 147) argues that "interviews alone are an insufficient form of data to study social life". That is, as both interviewer and interviewee may have incomplete knowledge or even faulty memory. Hence, this lets us question the appropriateness of using interviews as the only transparent means of eliciting data that would inform understandings of the meanings interviewees make of their lived experiences (Potter and Hepburn, 2005). Undoubtedly, furthermore, large amounts of data are expected to be revealed via interviews. Therefore, we should follow Scheurich (1995: 249) who stresses that it is important for interviewers to "highlight the baggage they get out of the interview". In addition, interviews have also been criticised (Robson, 2002: 94) as being time-consuming with regard to both data collection and analysis because they need to be transcribed, coded and possibly translated. In sum, Brown (2001) interestingly reviews

the advantages and disadvantages of interviewing; as follows:

Advantages	Disadvantages
high return rate	time-consuming
fewer incomplete answers	small scale study
can involve reality	never 100% anonymous
controlled answering order	potential for subconscious bias
relatively flexible	potential inconsistencies

Conclusion:

In conclusion, with regard to the advantages and disadvantages of interviews, I would follow Robson (2002) and Ho (2006) who maintain that although interviewing is a powerful way of getting insights into interviewee's perceptions, it can go hand in hand with other methods "providing in-depth information about participants' inner values and beliefs" (Ho, 2006: 11). For instance, using observation as a supplement to interviews would allow researchers investigate participants' external behavior and internal beliefs. Therefore, although it depends on the research questions, I would argue that using more than one data collection instrument would help obtaining richer data and validating the research findings.

3.5.1.2. Document Two

The following document is for another student who attempted to present a lesson about variation of research tools when conducting a research project.

People᾽s Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research   **Ibn Khaldoun University, Tiaret**

Department of English

Second Year Master   **Investigation tools**

Academic   year   2017/2018

Presented by Mr. Samir CHAALAL. (Master 2 student)

Supervised by Mr. BELAIDOUNI Djilali Teacher at Ibn Khaldoun university/Tiaret

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Title: The Importance of using Triangulation while Conducting an Investigation in Didactics.

Objectives: This lesson aims at introducing the importance of research methods in social science research and their determination of success, validity and reliability the research tool.

Elements of the lesson:
 C- Definition of triangulation.
 D- Definition of investigation tools such as:
   B.1. Observation.

   B.2. Questionnaire.
      B.2.1. Sections of the questionnaire.
            B.2.1.1. Respondents' personal and professional data.
            B.2.1.2. Respondents' reflections on the issue under investigation.
            B.2.1.3. Respondents' suggestions and proposals with regard to the issue.
   B.3. Interview.
            B.3.1. A face to face interview.
            B.3.2. A telephone Interview.
            B.3.3. An e-mail interview.
Objective(s) of the lesson:
To raise learners' awareness about importance oftriangulation.
   To guide learners to a successful investigation in the field of didactics.
   To prepare learners for writing a dissertation.

Various deductions can be drawn from the two documents which imply learners' readiness to take control over their learning. It is also a chance to confirm learners' awareness of their needs for the module of "Tools of Investigation". On the basis of the given guidelines, students managed to a large extent to provide a sample lesson that satisfies their needs.

The previous documents are samples drawn from the workshops held with Master 2 students of English, who were divided into groups. These groups were balanced in terms of certain learning criteria. First, age; as students were distributed accordingly; seven young students lead by three older ones. Second, Language proficiency; Secondary and complementary school teachers who are resuming their studies for the degree of Master in English are expected to lead the discussions and facilitate the task for less proficient students. Third, gender; students are balanced through groups with regard to number of males and females in the whole section.

Conclusion

As a practical phase, this chapter dealt with the analysis of qualitative and quantitative data accumulated by the use of an analytic descriptive. The latter consists of questionnaires and interviews for collecting data. These tools and the analysis of results were reported to the research questions. Then, the researcher tried to shed light on pillars supporting the implementation of learners' autonomy. The researcher geared his focus to second year master students, the administration as well as the teaching staff. The point is that all insights about the previously stated items were analyzed and implications about them were deduced.

The aforementioned process aims at the depiction of the most possible vivid experiences and opinions about the notion of autonomy in learning. It is also an opportunity for the researcher to remove the ambiguity he holds about the notion of autonomy in learning and its implications. As a consequence, the researcher did not save any efforts to investigate all points related to the learning environment and participants in this process. Teachers, learners, administration and the teaching content and circumstances were all areas of exploration.

In fact, none can embark on any research process without planning it. Thus, the researcher took into consideration every single response from the part of all participants. He considered all responses as valuable insights about the research phenomenon which should be analyzed carefully without any misunderstanding, or marginalization. The implication is that carefulness is highly required whether in the choice, the design or the delivery of the research tools. Most importantly, the researcher was very cautious about findings and their analysis.

At this stage, it is worth stating that the analysis of finding came out with many conclusions. First, teachers expressed their worry about the teaching/learning environment, as far as, the overcrowded classes are concerned. The latter are seen as serious detriments against teachers' control of classrooms. The matter concerns the fact of giving the chance for learners' voluntary works as part of their autonomous learning process. Then, teachers admitted their doubt about learners' maturity to handle independent learning. The point is that teachers are the closest ones to learners and they know everything about their learners concerning their abilities and skills to do things. Apart from that, teachers also confessed the need for recycling opportunities so that they can cope appropriately with an autonomous learning environment. The idea is that teachers themselves are somehow doubtful about their readiness to handle an autonomous teaching/ learning process.

On the contrary, learners showed great interest in the issue of learners' autonomy implementation. Though learners' readiness to be autonomous is doubtful, their eagerness and passion is unquestionable. They showed a considerable tendency to take chance in the ongoing of the teaching/learning process without any hesitation or fear from inadequate performances.

The administration staff showed a great support and readiness for any help so that learners' autonomy can be implemented. They acknowledged the existence of many detriments acting against autonomy practice in learning. But, they exhibited a scope of hope for learner autonomy to take place even if in a gradual course of time. This attitude gives a solid departure for autonomy in learning. The latter concerns both teachers, learners and the learning circumstance. The implication is that the administration will be a pillar for support to electrifying autonomy within learners. Most importantly, facilities will be provided by the administration to both teacher and learners for a better ongoing of an autonomous learning process.

It is worth stating that on the basis of these accumulated and analyzed findings, suggestions are set to fill the research gap we are tackling. This process is the main concern of the next chapter that is purely dedicated for setting recommendations to the detected problematic areas.

Chapter Four

Recommendations

Chapter Four

Recommendations

Introduction

No one denies the fact that any research process aims at contributing the existing stock of knowledge. This investigation is an attempt to clarify obscurity and make the unknown known, as far as learner autonomy is concerned. The latter is the focal point for the present exploration. On the basis of the accumulated data, solutions for the depicted detriments are set in the form of recommendations. The relevant investigation focuses on dealing with autonomy within both the inset and oust of the classroom environment. The previous process implies eliciting teachers and learners' attitudes and aptitudes to give room for autonomy in the teaching/learning process.

This step is a reaction to the previous analysis of the collected data. As a matter of fact, the responsibility of holding control over the teaching content is regarded as one of the recent controversial issues. The case is well reflected in the field of Teaching English as a Foreign Language in Algeria. Hereupon, it is the focal point in this research because it is closely related to the notion of learners' autonomy implementation. The current teaching content is dealt with in terms of its validity to cope with the requirements of integrating learners' autonomous schema. The step is also regarded as an exploration of the problem solving, or learning by doing process. This option gives room for the investigation of the teaching/learning environment validity to cope with learners' autonomy implementation.

In this chapter, the researcher is supposed to set recommendations for the establishment of an appropriate platform for autonomy activation. These suggestions are addressed to both the teaching and learning community as well as the administration staff. This process aims at promoting educational participants understanding of learners' autonomy issue. Then, it targets providing participants with tenets for the development and practice of the previously mentioned learning ingredient. The suggested remedies are developed in the form of roles to be performed by all practitioners. They are distributed according to the participants in data accumulation namely: teachers, learners and the administration staff.

This chapter is, indeed, an attempt to work on the detected problematic areas in a way that the researcher tires to set remedies. While setting the recommendations, the researcher is meant to take every single detriment he diagnosed into consideration. The procedures aim at providing effective measures to overcome the elicited obstacles in the form of first hand data.

As previously stated, the current step involves putting in hands of all participants in the teaching/learning process a solid practical background that can help electrifying their initiative to be autonomous through teachers-learners' collaborative process. The point is that all participants are highly recommended sow the seeds of an autonomous character.

The aforementioned process is carried out by providing assistance for each other in order to come out with a realistic outline, or plan for autonomy implementation in learning. The current indispensable learning procedure is an action of a paramount importance to facilitate the establishment of an autonomous learning environment.

So, it is worth stating that as a final step, this chapter works on both teachers-learners' attitude and aptitudes. The point is that the former can have a positive or negative impact on the latter. The implication is that recommendations for the better ongoing of the teaching//learning are set with reference to the previously discussed ingredients. The step aims at triggering learners' willingness to hold control over the learning process

4.1. Teachers' Procedures

Teachers represent a very important pillar for the implementation of learner autonomy. They are expected to play crucial roles. These roles are an embodiment of some radical changes in the ongoing of the teaching/learning process. The aim from these innovation procedures is electrifying learners' willingness and tendency for being autonomous.

4.1.1. Adaptation for Adoption

Promoting autonomy depends mostly on the teachers' approaches of teaching and techniques. So, all teachers are meant to be autonomous in a way that they hold control over their teaching material and procedures. They should modify and adapt their instructing strategies to give room for students in order bear responsibility in the language classroom. One can suggest for teachers to set projects for students aiming at encouraging them to join virtual groups of English and establish relationships with them. Making of students' prior knowledge foundation stone for further learning can be an effective procedure.

Moreover, selecting the interesting contexts and topics can also help creating flexible tasks to keep learners' active participants. The identification of learning needs and setting learning effective goals to address those needs is a highly recommended

procedure. Identifying human and materials resources to assist learners in the achievement of their goals is also a procedure of a paramount importance.

One cannot deny the importance and efficiency of applying the adequate learning strategies and so for the right evaluation of the learning outcomes to depict areas of success and weaknesses. The point is that teachers are requested for a complete change of the teaching/learning process and for its context to make learners embrace and reactivate their autonomous learning mindset. All these procedures emphasize the importance of teachers' role in the setting of an ongoing autonomous learning and so for its prosperity in the nearer future.

4.1.2. Updating the Teaching/Learning Process

The educational process is meant to be geared directly towards meeting the needs of the current social requirements. The implication is that individuals of the society should be drawn closely together. This mission is of no less importance, as it aims at increasing the population's awareness of the necessity of change in teachers and learners' roles. It also recalls for maintaining the national common identity. The latter implies fostering autonomy as a sense of a quality characterizing the Algerian person. Learners as individuals are expected to be made aware of nowadays requirements for life, as far as the learning context is concerned. Consequently, the criteria of mobility and flexibility should be presented as highly recommended ingredients for the ongoing of the teaching/learning process.

The following chart illustrates teachers' procedures to manage in updating the teaching/learning Process.
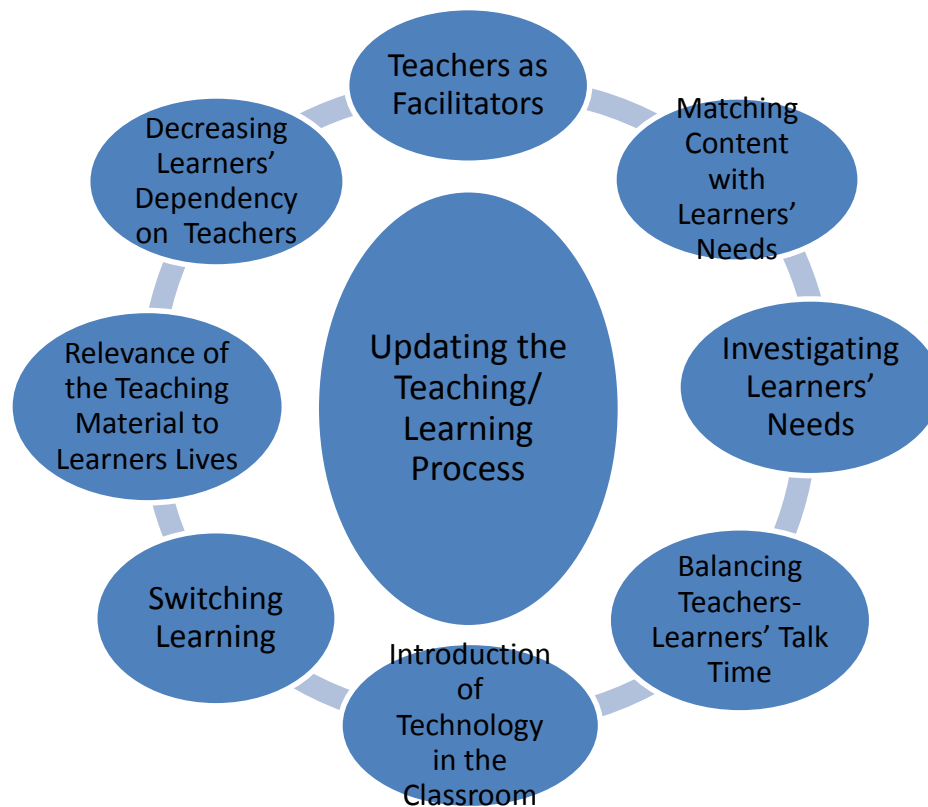
Figure.4.1. Procedures for Updating the Teaching/learning Process

Basically, all the classical ways of teaching and learning are meant to be updated and made valid for the new circumstance. All learning procedures and elements need to be refined. Learners are expected to have a certain perspective about their learning. They should possess the criteria of organizing and thinking about further or future learning. The aim of this process is developing the ability of adaptation to any probable challenge that may occur as part of change and evolution. Notably, this quality concerns also the international interactional process. The reason is that the latter aims at building and developing students' intercultural mindset that can enhance learner autonomy.

4.1.2.1.Matching Content with Learners' Interest

The most domineering current educational symptom is that most if not all learners only concern is the exam. The reason is that learners are not productive at all. This proves that they are not interested at all in what they are exposed to as a teaching material. But, most educationalists insist on learners' interest as an indispensable ingredient for the learning process to prosper and get sufficient result.

On the contrary, denying learners' interest can lead to their reluctance to learn a foreign language. On top of that, learners' active participation in the learning process will

disappear as a result of a boring atmosphere. The consequence in this situation is the shift from an autonomous learning to a monotonous one. So, teachers are recommended to fire learners' interest in preparing their teaching content in order to attract students' attention and get them involved in what they are exposed to as far as the English language is concerned.

Teachers are requested for their help and providing learners with the necessary tools and motivating them for learning what happens to meet their interest. The implication is that learners are taught how to learn by putting in their hand a set of learning strategies and techniques and it is their turn to make their choice about the most efficient ones.

4.1.2.2. Investigating Learners' Needs

Teachers are recommended to think about learning needs. Because, when learning needs are defined the task will be easier for teachers to grasp learners' interest. The implication is that if learners feel they satisfy their needs are satisfied, their tendency to learn increases and they get involved in the learning process. There are certain tenets to be implemented for eliciting learning needs. Among these techniques we count; questionnaires, anonymous letters and face-to-face discussions.

4.1.2.3. Balancing Teachers-Learners' Talk Time

Giving learners more chance to be active participants in the classroom environment is very necessary. The matter concerns first learners-teachers' interactions. The point is that teachers are meant to encourage their learners to be partners in the teaching/learning process. This task is realized by giving more time for learners to express their ideas instead of silencing them and holding the word. Learners are expected to go through constructive debates with their teacher so that the latter can elicit and figure out their interests and needs appropriately and easily.

The second stage concerns learners-learners' interactions that need to promoted. Teachers can allow their learners to interact with each other so that they can benefit from their peers if not learn from their classmates' mistakes. Sharing what and how to learn can be another advantage of fostering learners-learners' interactions. But, teachers' time share cannot be excluded as they will be acting as guides and prompters so that the teaching/learning environment can go on adequately.

4.1.2.4. Introduction of Technology in the Classroom

Enabling students have access to the new technological items is a very successful tenet to foster learners' involvement. The idea is that holding control over the technological means is a sign if not a step towards monitoring their learning process. Learners are always attracted by innovation. Manipulating the technological device will give students more opportunities for their active participation. The process implies raising competition between learners to show their skills in doing things. Then, the classroom will change into an environment of imposing oneself as an active participant.

4.1.2.5. Switching Learning

There are many tasks the teacher can perform so that he can grasp his students' attention and facilitate or electrifies their participation in the learning process as part of their autonomy. Among these strategies, he is requested to switch the learning process. The process implies linking learners' prior knowledge to the new one they are meant to learn. The point is that all students do have an abundant sum of the prior knowledge about the subject they are exposed to as far as the English language is concerned. So, what they need is a smooth introduction of the learning material as an order in language learning. But, the problem is that they do not have an active access to this prior knowledge.

The previously stated action can provide a solid connection between what learners learnt and what they will learn. Teachers are recommended to set an explicit connection. Then, the teacher is supposed to create situations relevant to the perquisite knowledge. Consequently, learners will find it easy to move on and learn a new skill.

In fact, numerous are the ways to make this action happen namely; first, naming basic operations and avoiding open-ended question about them. The implication is that the teacher is required to supply his students with cues about the learning material. The process will help students retrieve the information easily and connect it to the new one with fewer difficulties. As a consequence, a competitive learning process takes place among students. The result is that learners will fell secured and free with less authority of their teacher.

Second, the teacher is required to fix on the on the board every item his learners supply him with. This step will represent another visual cue for learners. As a reinforcement procedure, it will help slow learners benefit greatly from abstract and concrete (fixed) representations of the language item. Comparing the already learnt item

with the new one is another helpful technique that can ensure teachers success in involving learners by giving them a chance to monitor their learning process adequately. Similarities and differences between the two stages of learning will help maintaining the connection set before. for more understanding.

Grouping the similarities and differences between the prior knowledge and the new one is also a successful technique for learners to gradually hold control over the learning process. It is also of a paramount importance to color or circle the language items to be dealt with in the future. The action will emphasize the pertinent information differentiating each part of knowledge from the next one. The point is that learners are supposed to be left alone developing the forthcoming steps in the learning process. Students' responses are followed by providing some paralinguistic reinforcement by the teacher as a prompter, so that learners can be encouraged for more responsibility over their learning process.

4.1.2.6.Relevance of the Teaching Material to Students Lives

Teachers are asked to make of the material they intend to teach relevant in content to learners' life. The implication is that when the teaching material is closely linked or relevant to learners' material, they feel highly motivated. Moreover, it raises learners' interest to a large extent. Consequently, students are caused to feel that tendency and easiness to control their learning as a result of a considerable involvement. The feeling of joy is another interesting feature as a result of connection of the content to learners' daily life.

It is likely to happen that when the learning material meets learners' interest and appears to be as part of their daily practices, they feel like learning it. So it is advisable for teachers to make lessons part of students' daily performances. This process is realized through making learning a social phenomenon. The idea is that teachers are required to select issues of the society's concern as learning subjects. By doing so, teachers can work on attracting learners' attention and involve them. Then, learners will claim their chance to do things by their own since they feel what they are exposed to is of their normal life.

Within these circumstances, learners will not hesitate to take control of the learning situations. Then, learners will unconsciously be inhabited to do things by their and with their own ways. However, teachers' role is of a paramount importance to guide learners and provide them with cues to facilitate their management of the learning process appropriately.

The fulfillment of the aforementioned action depends on teacher's choice of the right way as the followings:

A/ Telling a real story for students can provide them with a meaningful learning context in which being responsible of most steps is likely to happen.

B/ The skills meant to be learnt can be clearly expressed within the story context. Explicit illustrations within the story context can be significantly effective for learners to successfully manage their learning adequately and easily without any detriments.

C/ The teacher can make use of some visual cues for the depiction of the different possible procedures to be used in order to solve problems.. The point is that learners will be able to perform the target skill successfully.

Another technique is "*Explicit Teacher Modeling*" which is based on establishing successful connections among learners. This step will make learners ready for cooperation in order to exercise a collective monitoring of the learning process.

4.1.2.7. Decreasing Learners' Dependency on Teachers

Teachers are the sole persons responsible of shaping the classroom environment. Their role cannot be denied or neglected. But, this does not mean exercising their absolute control over the classroom. The point is that there is always room for learners share to act and show their important existence. It is the teachers' responsibility to make the number of autonomous learners grow and unfold in the classroom. Teachers should no more be the only source of knowledge and feed students.

On the contrary, a teacher is requested for his initiative to make the spirit of autonomy and research grows in his students by guiding them in the path of being knowledge providers. A teacher is required to help learners develop a sense of analyzing and thinking critical about the data by developing their own ways of learning comfortably.

Learners are meant to be active participants in the teaching/learning process because this represents a sign of interest. Basically learning has never been a must, but a will as an outcome of learners' interest in the process. This will to learn is deep-rooted to their curiosity which should be electrified by teachers at first. Teacher's role here can be in the sort of the impression they frame for his learners about the process of learning a foreign language.

All the previous procedures depend on providing learners with a strong motive to exercise their autonomy. Constructive feedback can be an element that is of a high

importance for this process to succeed. Teachers are expected to let down part of their authority and boost their students for more independent learning.

The previously stated learning criterion cannot be attained if teachers do not work on solving students learning problems and encouraging their voluntary works. The latter can begin in assignment devised by teachers. Then, learners can gain and develop interest automatically and gradually. Consequently, students will gain the concern of preparing and searching individually and separately from their teacher's instructions or orders. So, taking charge of learning cannot be achieved in a short time, but rather in the course of the process.

But, taking control over the learning process does not only imply participating in the classroom. It goes further to having the opportunity to making decisions concerning why and how, but not just what to learn. It is rather concerned with contributing in the design and setting of learning objectives, needs and methods. The current procedures can function as a real motive for learners to exercise their autonomy in learning as part of their daily life. The latter should be presented as continuity for learners' schemata building and development. Within these circumstances, teachers are meant to be guides and facilitators and not the sole knowledge providers in the classroom. The various learning characteristics of these students make "self-learning"

4.1.2.8.Teachers as Facilitators

None can deny the fact that a teacher has various explicit and direct roles to assist learners in the development of their autonomous character. For his part, a teacher needs giving room for real choices and making possible initiatives. As a matter of fact, certain choices or intentions standing behind any initiative can be doubtful even if it is believed to be successfully doubtful, or "bound to fail". It is of no doubt that supporting choices and initiatives is to be geared towards providing resources as well as guidance for learner's efforts for more probable success. Consequently, teachers play a parental role for learners to raise their confidence and self-efficacy.

At this stage, it worth stating that boosting learners' confidence is a highly recommended action for teachers. It is a duty that is in favor of learners' autonomy. The task can be fulfilled through combining both teachers and learners' efforts. The process implies exercising autonomy first by learners making their initiative. Then, teachers' encouragement and support for learners' efforts is an inevitable requirement. One may feel a sense of a reciprocal need for both teachers and learners' initiative for change of

roles and duties. The process can have an impact on long-term private development for both partners for promoting continually the correlative autonomy.

Notably, both teachers and learners need a certain feeling of freedom from external constraints on their performances and competence. Moreover, learners are expected to feel competent enough and able to do the tasks designed by the teacher. The latter is meant to reinforce cooperative learning. The process is realized by means of enhancing students' involvement and maintaining learners-learners' interaction.

Teachers' attitudes can also play a crucial role in promoting learners express confidence and their beliefs about their skills. Teachers should believe in their learners' capacities and skills, hereby expressing their positive beliefs about learners' abilities to meet their goals. Teachers are supposed to be the source of positivity in the classroom. The process is done by blowing a breath of trust confidence in their learners' abilities to succeed in holding control over their learning process. Teachers are meant to avoid any sort of criticism that can cause learners to get discouraged.

On the contrary, teachers are expected to express their trust and confide in their students to do well. This attitude is of great impact on learners' achievement, as it changes into a battery or source of motivation.

4.2. Teachers' Continuous Collaborative Professional Development

(CCPD) is a vital criterion for the process of raising teachers' awareness. The point is that (CCPD) can act positively in promoting collaboration among the teaching staff at the department. The relevant process can be a means for sharing experiences between teachers and so for developing their competencies. Teachers can benefit greatly from the previously mentioned ingredient as they can develop their skills and ways of doing things. The process is meant to take different types.

First, face-to-face coordination is the most common way, as teachers are expected to organize meetings. During these occasions, teachers would be given chance to seize the opportunity and open debates about the notion of learners' autonomy. The organized discussions can give chance for less equipped teachers to enrich their knowledge about the issue. Teachers can also decide about how to proceed in electrifying learners' initiative in order to motivate them for more involvement. Teachers are also meant to be ready and cope with unusual situation within the teaching/learning process for more inviting learners and motivating them.

The second type of (CCPD) is teachers' virtual community. Whereby, teachers are supposed to interact with each other and expose all kinds of worries. Teachers as internauts can negotiate possible detriments find solutions for obstacles they may encounter. This community can be extended to learners' inclusion for consulting about suspicious items. The implementation of this procedure can facilitate the process of learners' participation in the shaping of the classroom environment. .

Virtual teaching communities as part of the (CCPD) process can serve teachers sharing their teaching material with their peers all over the country. This step can go develop more through making use of websites as a sign of international coordination. Basically, it gives room for, creative and dynamic teachers to thrive and do better. In general, the aforementioned process can take place under the supervision and guidance of experts or teachers specialized in the field of didactics.

Another procedure is Teachers' Professional Development (TPD). This option implies being involved in a continuous research process. Or, they can keep themselves aware of the most recent research process about the field they are involved in. In both cases, teachers are meant to update their knowledge about their job.

On the one hand, teachers can expose the detriments they face in their daily classroom performances to their colleagues. On the second hand, they can find solutions for most if not all the troubles they face in doing their job. It is worth stating that it is undeniable to live as an island detached from the teaching community. Therefore, are highly recommended to expose all difficulties they face in their work. Then, cooperate on the larger scale and find solution.

Nevertheless, it is of no doubt that on the smaller scale there are other procedures or forms of cooperation. One can point out: Teachers Observational Programme or (TOP). The latter implies teachers of the same subject attending lectures with their colleague. The process implies a teacher performing in his class in front of his colleagues, who are expected to take notes. It is somehow a kind of peer evaluation of the performances in the classroom. The procedure is mainly a sort of a classroom observation session for teachers to depict areas of success and failure for their colleague. Then, a discussion is carried out debating all what has been accumulated as notes.

Eventually, results from the previously mentioned process can be of high benefits for all participants. The performer teacher can benefit from his colleagues' experiences with challenges he is facing, and get resolutions. The matter concerns also colleagues

observing his achievements. They can benefit from his areas of success and share with other teachers for learners' goodness.

4.2.1. Trigger and Maintain Colleagues' Motivation

Teachers are meant to be a source of motivation and inspiration for both their colleagues and learners at the same time.

Primarily, teachers are recommended to motivate their colleagues for their initiative to search and enrich themselves about the issue of autonomy in learning. The relevant process can be achieved through engaging in debates about procedures to make the previously mentioned learning ingredient real. Through discussions they can elicit important tenets concerning the practice of autonomy in their classes. This initiative can be fulfilled in the form of different actions such as:

4.2.2. Engagement in Workshops

Organization of scientific/research manifestation can play a crucial role in promoting learner autonomy. The action can take several forms which are as follows:

First through workshops whereby learners can be divided into groups i.e. cohort learning. Throughout these opportunities learners and under the guidance of their teachers can work collectively in terms of ways of doing things, as far as their learning process is concerned. Learners are meant to engage in discussions about their learning circumstances. Students can deepen their knowledge about how to learn. They can also exchange their learning experiences with each other. By means of these debates they can write reports exposing their learning difficulties and suggestions. Consequently, they can benefit from each other and improve their learning.

With regard to learning, students can discuss the quality of being autonomous in their studies. All these actions are expected to be held under teachers' supervision by dedicating time to give room for learner autonomy to be deeply debated and well understood. The process can facilitate the implementation of autonomy. At this stage, it is worth pointing out that the process can be expanded to the teaching community. Teachers are supposed to hold discussions with their colleagues about the notion of autonomy. Within these debates they can think about how to enhance learners' initiative to be autonomous

Second, through research work that can deepen teachers' knowledge about tenets to make learner autonomy a fact and not a myth. The implication is that the outcome of

216

the research work is meant to be a step towards learner autonomy to shift from theory to practice. Teachers are expected to do research about the notion of autonomy in terms of rendering it practical. They should investigate ways of making students autonomous learners. The process can be done through organizing seminars and study days about autonomy implementation. These procedures can be very fruitful for both teachers and learners towards a better teaching/learning process.

4.2.3. Triggering Learners' Motivation

Teachers are highly recommended to work on learners' psychological side and most importantly motivating them because this process can affect students' motivation. Students' attitudes towards learning are also targeted unconsciously. By doing so, learners will exhibit more inclination to please teachers and their classmates. It aims at gaining teachers and classmates' respect, self-confidence and recognition of achievement. The latter can give birth to competition among learners. So, insuring learners' motivation to be autonomous is of their teachers' responsibility. Teachers are required to persuade their learners to take control over their learning.

Moreover, teachers' efforts should be geared towards providing guidance and influence on students' behavior. The process implies delivery of positive constructive directions through frequent reinforcement of teachers' praise. The latter can play a crucial role in the increase of learners' motivation. Teachers are also recommended to promote sustained thoughtful learning. Whereby, teachers are meant to give room for learners' choice of specific assignment tasks. The relevant action can be considered as a reflection of learners' prior private interest. As a strategy, it can be helpful for teachers to depict relevance between the input and learners interest. Then, they are recommended to work on and maintain learners concern about what to learn and how.

Notably, if teachers manage doing the previous process, then they will have made a far step towards understanding learners' needs and goals that are interrelated. To accomplish this task, teachers must devote much attention on exposing learners to new key materials as guide line for more development by students with guidance. Teachers are expected to influence learners' behavior and efforts for selecting specific learning strategies. The process will give birth to a feeling of optimism towards shaping a fully-fledged autonomous learner. So, teachers are supposed to take initiative for framing an autonomous learning environment by working on providing adequate conditions for this purpose. Nevertheless, maturity may take longer to show itself.

217

4.2.4. Raising Students' Self-Efficacy

Teachers' assistance for their learners is of no doubt a necessity if not an obligation. The implication is that students' belief in themselves and their capability of fulfilling a specific task for a specific goal are the core of their self-efficacy. The latter is considered as a means for raising students' confidence as well as their willingness. The point is that learners are meant to exhibit a certain readiness and fancy for choice of tasks relevant to their capacity. They get chance to choose among the tasks assigned by their teachers about which they feel capable of doing.

Increasing learners' determination to do tasks is another feature of self-efficacy for autonomous learning. Students are expected to develop a quality of a certain related to persistence at doing an assigned task or a homework. The quality of persistence at tasks is a very delicate process, as it involves raising the positive feeling of learners' self-efficacy.

Then, this feeling can contribute greatly in fostering learners' confidence and so for their willingness to do things the most possible they can. The point is that learners will become entitled with a tendency to take part in all classroom procedures one by one and step by step. There are, of course, certain strategies, tasks and action that should be performed by teachers to reach this objective.

The following table[1] supplies teachers with some tricks to facilitate doing the previously mentioned task. The following form is an example of tenets to raise learners' self-efficacy as an important ingredient learner should possess for their achievement to be more fostered.

It is also considered as a vital participant in promoting learner autonomy. It clarifies the most favoured techniques for self-efficacy enhancement so that learners can engage in an autonomous learning environment without hesitation.

Strategy	Example of what the teacher might say	
1. Set goals with students, and get a commitment from them to reach the goals.	"By the end of the month, I want you to know *all* of the teaching methods. Can I count on you to do that?"	
2. Encourage students to compare their performance with their own previous performance, not with other students.	Compare that drawing against the one that you made last semester. I think you'll find improvements!"	
3. Point out links between effort and improvement.	"I saw you studying for this test more this week. No wonder you did better this time!"	
4. In giving feedback about performance, focus on information, not evaluative judgments.	Part 1 of the lab write-up was very detailed, just as the assignment asked. Part 2 has a lot of good ideas in it, but it needs to be more detailed and stated more	
5. Point out that increases in knowledge or skill happen gradually by sustained effort, not because of inborn ability.	"Every time I read another one of your essays, I see more good ideas than the last time. They are so much more complete than when you started the year."	

Figure.4.2. Ways of encouraging self-efficacy beliefs

4.2.5. Apathy Avoidance and Optimism Rising

As a teacher, he is highly recommended to take into consideration the psychological state of his learners. He is expected to make sure that his students embrace his attitudes as well as the learning input. To succeed in this process, there are certain procedures to be implemented which are as follows:

Firstly, teachers are meant to help students have great interest in what they learn. The process implies digging deeper in students likes and dislikes. The latter are closely related to learners' future expectations and plans. Teachers are expected to find ways in

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[1] "Kelvin Seifert and Rosemary Sutton Educational Psychology Second Edition Copyright © 2009.121 the Jacobs Foundation, Zurich, Switzerland.

order to elicit learners' interests and concerns with regard to their learning process. To do so, teachers can make use or appeal to the implementation of questionnaires to be handed to learners. Then, after teachers get responses, they try to make a list of their learners' worries or suggestions which were revealed in the questionnaires.

Another technique of eliciting learners' interest is the implementation of anonymous letters. The latter are meant to be written by learners and given for teachers who can deal with in terms of extracting the most interesting topics or ways to learn. Opened discussions and debates can be very helpful to elicit learners' interests. Another advantage is raising learners' confidence to claim their role as active participant in the teaching// learning process.

Secondly, teachers are required to help learners avoid falling in the state of apathy. Or, overcome it if caught in. Being apathetic is a very degrading and negative feeling that can cause anxiety among learners. Apathy causes learners to be turned down, as it leads to a pessimistic state. Apathy leads learners to surrender to failure and loss of confidence to do better in future occasions. The basic concern of apathetic learners is the loss of interest and concern with regard to their learning performance. If learners are caught in such a situation, there will not be any initiative or voluntary work as part of students' autonomous character.

It is noteworthy that teachers' role is of a paramount importance to strengthen learners' self-efficacy. If teachers succeed in doing the aforementioned activity, they will strengthen learners' belief in their ability for tasks successful completion. In fact, there are different ways of encouraging learners' self-efficacy which are as follows;

First, past successful achievement can be a battery for learners' motivation. The prior history of successful performances is in the sort of mastery that back up learners' mastery of language. They start developing a certain confidence or self-efficacy to do more and independently from their teachers. The state becomes a genuine classroom performance as part of learners' active participation in the teaching/ learning process.

Second and ass already noted successful experiences are of a vital role in strengthening students' self-efficacy. On top of that, these experiences represent a stimulus for other learners watching in the classroom. The idea is claimed by (Schunk & Zimmerman, 1997). Peer performance contributes greatly in triggering learners' initiative. The latter becomes a crucial motivating element for willingness. It is in the sort of stimulus and response action. The implication is that there an appearance of somehow substitutionary experiences of mastery among learners.

220

It is undeniable that within and environment of participants with a common or comparable or approximate ability, all learners are expected to keep an eye on their classmates behaviours. The focal point is that a student watching his peer performing successfully will think of himself as the next practitioner.

In this case, there is a kind of a student as a model source of self-efficacy for others in the classrooms. The action is most likely to take place if a peer of a less experience becomes a model performer. Then all doubters about their efficacy thrive and seize the opportunity to prove their ability. Another positive impact of the state is jealousy rising among learners as a positive feeling to imitate each other. A (want to do) feeling increases among students.

Consequently, competition occurs among learners and involvement increases rapidly and unconsciously. It is meant that regardless of how peers perform, learners' belief about their self-efficacy becomes stronger. The point is that learners' certainty about their self- efficacy grows deeper and ends in an autonomous learning environment. Simply, teachers are meant to b guide and surrender to learners' willingness for autonomy to be given room, and meet its prosperity.

It is worth stating that learners' modeling success can be a key motive for the enhancement of students' self-efficacy. The latter helps reinforcing learners' motivation promoting their initiative for autonomy exhibition. Motivation is a paramount importance in any process since it electrifies learners' willingness to take challenge in different situations. The action can take place when learners receive encouragement from their classroom environment namely; the teacher and their peers. Encouragement can come from their social entourage as members of the family.

In these circumstances, we can have great expectations about the positive impacts of encouragement. The matter concerns raising positive feelings with regard to self-efficacy to take part in the shaping of the teaching learning process.

It is of no doubt that if the aforementioned procedures are made practical, the teaching/ learning environment can be geared towards the implementation of learners' autonomy in better ways and circumstances. But again, it is all participants; teachers, learners and the administration duty to act seriously and cooperate for the sake of making learner autonomy a real learning ingredient and just a slogan. The fact is that no one of the participants should save efforts for the implementation of autonomy in learning. The following chart provides the reader with a summative illustration of previously dealt with

procedures towards a fully-fledged autonomous learner, who can handle his learning process with less authority form the part of his teacher.

Figure.4.3.Teachers' Continuous Collaborative Professional Development

4.3. Promoting Learners-Learners' Interactions

Learners are known best by their natural tendency to favour interacting with their peers. The implication is that they feel secured when dealing with each other whereby they can better retain information. Consequently, a teacher is requested for providing learners with the adequate conditions for their interactions to unfold and prosper. The targeted atmosphere can create opportunities for learners to be more interactive and participate effectively in the learning process. Within this atmosphere most if not all learners are expected to take their chance and do something as a competitive environment. The best learners can play a crucial role in shaping the learning process. They can function

as leaders or role model in dealing with different tasks set for the investigation of a certain language item.

Most learners seem to be satisfied when working with their peers. They appear to learn very quickly and deepen their interest in the learning item. They seem to be sure about the prosperity of their learning skills within a peer- interactive environment. Autonomy is to grow up and prosper within peer interaction as it liberated learners form their teacher s control and minimizes it. Consequently, learners' control over the learning procedures is carried out progressively and effectively. The process can go beyond the classroom setting and take place in learners' daily life not as learners but as effective individuals in the society.

Learners' enjoyment of their learning on their own is another feature of learners-learners' interactions. Learners always magnify and talk about the most enjoyable experiences in the course of their learning process. The action implies learners' preference of what they do comfortably and happily. They keep talking about what they enjoyed as part of their own achievement and not their teachers spoon-feeding. The point is that teacher is recommended to guide his learners towards an enjoyable learning process with less authority from his part and more freedom of doing things the way they like. The reason is that learners are meant to learn on their own and develop new ways of doing things. Moreover, they are expected to use all what they have accumulated as a requisite knowledge for retaining the new items set to be learnt autonomously.

4.3.1.Enhancing Students' Leadership

Once learners are given room for their initiative to take place, they start developing a certain feeling of confidence in their skills. With the support of teachers, they maintain their ability to hold control over the learning process. They develop a sort of autonomy as they become gradually competent and more worthy in the eyes of their teacher. The state leads learners to become more worthy for their classmates. Taste and joy of success makes learners accelerate and reinforce their effort. The latter becomes more focused and sustained in the course of their learning process. The focal point is that both the leadership and organizational responsibility emphasizes teachers' guidance for their learners' efforts. The process aims at encouraging learners to reinforce and expending their efforts for better comprehending the newly disposed learning material.

Inquiry learning is another technique where by a questions is asked either by the teacher or learners. Then, learners are motivated to further explore the question. The process implies appealing to the implementation of probing. The point is that once the question is posed, learners try to answer it. Then, the teacher reformulates a new question on the basis of learners' answer. The action is done repeatedly over and over.

4.3.2.Discussion Activities

Discussing topics and learning items with classmates promotes communication among learners. It helps learners have chance to express themselves by means of the target language (English). The implication is that classroom debates represent a minimized social interactive process. In this setting, discussions are considered as vivid language experiences whereby learners are meant to use their skills for autonomy activation. Language practice in the classroom is an opportunity for students to develop their ways of doing things and enrich their knowledge about the English. Moreover, students are meant to work cooperatively. Consequently, timidity and other negative feelings that hinder learners' involvement will be brushed away. Learners can also discover their preferences and learning styles. As an outcome, students will prove their position as active participants in the teaching/learning process without hesitating.

4.3.2.1.Think-Pair-Share

This technique, implies the process of thinking, working in pairs, the, sharing findings. It is an effective technique for enhancing Learners' cooperation. The point is that this tenet helps learners exchange opinion and ideas about how to do things. The matter also concerns learning through communicating in the classroom,

Teachers start their lecture with pre-lesson phase by a brain-storming. Then, teachers give their students time for thinking individually and silently. After that, learners work in pairs during a drafting phase through exchanging ideas. Within this phase, learners practice peer-correction of mistakes. Later on, learners are expected to share and discuss their answers with their classmates.

4.3.2.2.Pair Work

As the first sign of cooperative learning for students, working in pairs is the initiative step to break down the routine of individuality and shyness. It is a means for overcoming the state of introversion among learners. Pairing is the way for fostering

students-students' interactions. Notably, there is a wide range of activities that can promote pair works. This learning technique can be effective for enhancing learners' freedom and willingness to collaborate. At this stage, one can refer to some effective tasks for classroom interaction as; gaps filling activities or a dialogues and role plays. These tasks increase the amount of interaction among learners and makes self-confidence grow.

4.3.2.3.Group Works

This type of work is considered as the evolution of pairing as it extends to more learners' inclusion in doing a work. It offers room for learners' social or collective interactions aiming at brushing away individuality of performance. It is a very effective and advantageous tenet. The implication is that it brings many amendments to learners' classroom performances. First, it promotes learners' cooperation to large extends. Second, it helps learners reduce anxiety and shyness. Then, it promotes further social integration for learners outside the classroom. Learning from each other is another advantage for group works as there is a passing of different ways of thinking as well as doing among learners as far as using the English language is concerned.

Group works help learners complete each other by acquiring new information and tenets. All classrooms are of a mixed-level students feature, this implies bringing up the use of various styles and competencies. One should not deny the peaceful and secured atmosphere brought by working in groups for students. The focal point is that learners feel highly motivated when secured, because they know that they will team and work to learn a subject. Group work makes students benefit from their peers and learn from their mistakes, without neglecting self-esteem they develop together.

4.3.2.4. Communication Games

Activities done through teaming can be very effective for teaching/learning English. Among them we count those in the form of games in the EFL classroom class. These tasks are very supportive and popular among learners. Games accelerate learners' improvement of their fluency and accuracy. These activities help learners enrich their vocabulary and learn in a stress-free learning atmosphere. Games create a comfortable learning environment that can satisfy learners' willingness and attracts their attention to learn with less authority form the part of the teacher.

Another point is that an activity in the form of a game is carried out with enjoyment and relaxation without stress. A game activity is characterized by its flexibility in

placement as it can be integrated in the (pre-while or post) lesson. It also reaches its objectives quicker than other types of activities since it raises students' interests, tendency and motivation for more engagement in the learning process.

4.3.2.5. Role Play Activities

As a learning strategy, role play is a very effective teaching activity for the development of learners' skills. It gives room for student in taking roles of different persons. Moreover, it helps students overcome the detriments they face when expressing their opinion or feelings in the classroom. Role play is a method that enables students foster a range of real life experiences embodied in classroom experiences.

Moreover, role play is an extremely flexible activity that gives students enough space for exploring and valuing individual differences. It is a direct interactive activity that promotes students' spontaneous interactions aiming at acquiring interactive skills of negotiating information. Role play is surely regarded as a motivating, enjoying and challenging, whereby students can have fun and learn how to learn with much freedom from teachers' control.

4.3.2.6. Interviewing

Conducting interviews is another tenet that can be very fruitful. The idea is learners can interview each other and deal with several topics of their choice. At this stage, the teacher is expected to play a role of a guide and prompter. He is supposed to help students know what kind of questions they should ask and which method they should adopt. The teacher is meant to intervene from time to time and explain things or get the interview on the rails if students lose control of interviewing. Students Questions must be prepared independently from the teachers. Then, they present the questions for the teachers to adapt or simplify.

In general, interviewing is of a significant importance as it promotes learners peaking skill within an autonomous learning environment. By conducting interviews learners are meant o be prepared if not trained for their future real life practices. Conducting an interview in classrooms is a small setting that represents a clear picture of students' real life situations and practices in the outside world. The importance of interviewing lies in equipping learners with the necessary equipment namely. This implies linguistic technical and conversational requirement for interacting and behaving

naturally with possible English speakers in their future life. On top of that it removes all sorts of psychological and language detriments against the learners' best performances.

Think--Pair-Share
-Pair Work

-Group Work
-Communicatoin Games

-Role Play
-Interviewing

Discussion Acticities
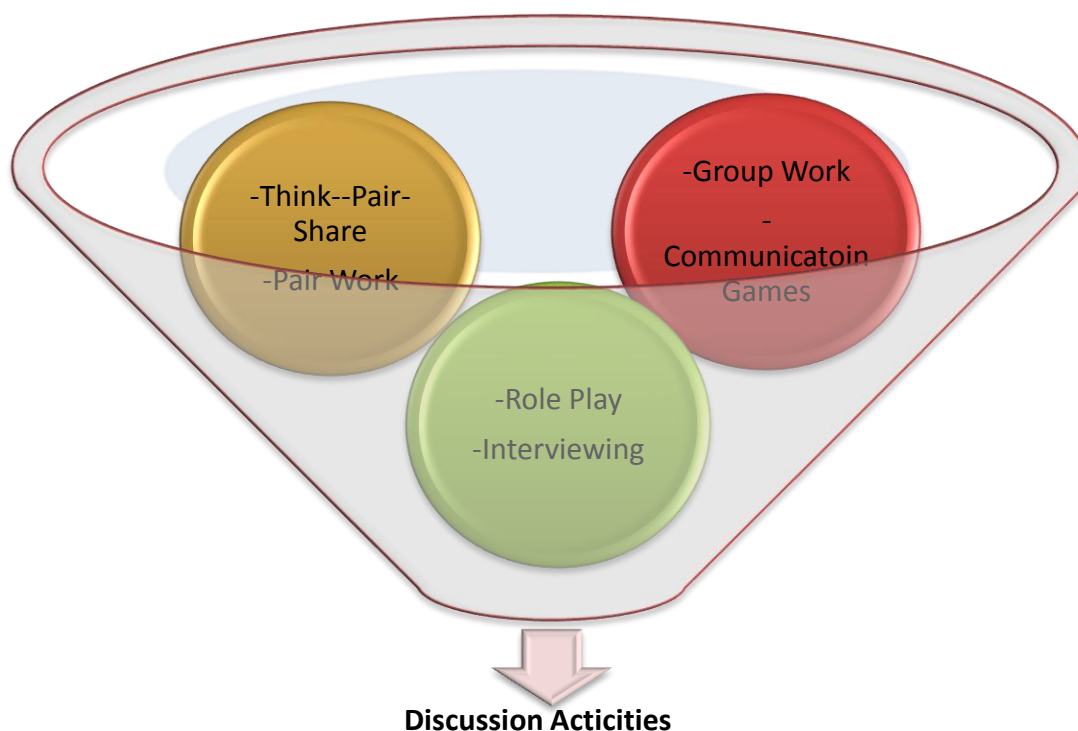
Figure4.4.Discussion Activities

4.3.3. Initiating and Sustaining Rapport

There are several ways for maintaining rapport with learners. Among these tents we count; teachers greeting learners, calling them by their names and getting closer to them. Teachers can also appeal to discussion of hobbies and interests, or other topics with their learners. Another way is teachers focus on the positive points in each students and showing appreciation of learners' good deeds and achievements. The action can go further and discuss other points apart from their learning process.

Teachers are requested for the use of other strategies as being passionate and incorporating humor in their classrooms. Moreover, teachers are also requested to promote class debates. They are also asked for sharing private or experiences or insights. Teachers can also make use of all what is available in their classes in favor of maintaining a good rapport with their learners.

4.3.3.1. Improving Teachers/learners' Rapport

Establishing a good rapport with learners is a very important procedure. The action makes of teachers' leaders and not authoritative persons. It also keeps teachers' presence in the sense of sharing control over classroom with learners. Consequently, learners' role changes from their passivity to engagement in the learning process. This issue is impossible to be overstated. Now, establishing an effective influential rapport can be done by means of various ways, which can help accelerating the process. Some of the procedures to establish and maintain teachers' positive rapport with their learners are as follows:

4.3.3.2. Students' Appreciation of an Interactive Leader Teacher

According to Jeremy Harmer (2007), there are various items contributing significantly in teachers' establishment of a fruitful rapport with their learners. First, learners appreciate their teacher as a knowledgeable successful leader. The case will encourage learners to be active participants. It also raises learners' confidence in their teachers as part of knowledge delivery security. Another outcome is the increase of learners' interest in what they do as part of learning by doing. The second item in the establishment of a good rapport is the type of teachers-learners' interaction. The latter plays a crucial role in the shaping of the rapport between the two participants. The point is that the kind of rapport whether positive, or negative is dependent on how the teachers interacts with his students throughout the learning process. Teachers-learners' interactions are characterized as follows:

4.3.3.3. Students Recognition

First learners do consider and care greatly about what their teachers say about students. The latter pay more attention to their teachers when they call them by their names. The implication is that learners want to know that they have a value in their teachers to show them that they exist. They become highly motivated when they see that their teachers care about them and know them. Learners feel comfortable when they know that their teacher does care about their feelings. What their teachers say about and for them has a great impact on classroom interactions. Learners feelings should be considered by teachers who are meant to show that their students are the main axis for the teaching/learning. This action is of a paramount importance in promoting learners involvement and then enhancing their autonomous learning.

4.3.3.4. Listening to students

At this stage, teachers are highly requested to be attentive to what learners may say in the classroom. The point is that students can reveal very important things about the teaching/ learning process. The out from this action is that it deepens learners' interest in, and most importantly, it encourages them to get closer to their teacher in an intimate way. The situation change can change the classroom atmosphere into an environment of consult and partnership. Moreover, learners will be given room to discuss what and how to learn with their teachers. All these procedures can change teachers and learners' roles as well as students' attitudes towards the quality of being autonomous.

4.3.3.5. Respect for Students

Respecting students is an indispensable element towards the right establishment of a good rapport. The idea was advised by Jeremy Harmer (2001) by stating that mentions that a teacher should deal wisely with misbehaviors. Keeping calm is a highly recommended quality for teachers to keep their learners closer to them. Making a learner look ridiculous in front of his classmates is a wrong action. Learners need to feel they are respected and well appreciated by their teacher. Consequently, teachers should care about their interactions with learners kindly and respectfully. Teachers should care about their learners' preferences and accept their suggestions. Then, teachers are recommended to avoid causing students to be discouraged or offended when giving feedback.

4.3.3.6. Paralinguistic Contact

Body language can play a crucial role in the establishment of a good rapport between teachers and learners. Gestures and other behaviors like facial expressions are meant to contribute greatly in maintaining teachers-learners' interactions. The communicative process cannot be free from body language. For example, eye contact is of a great importance in initiating a good rapport with learners. This behavior implies teacher's confidence and attentiveness towards learners. It also indicates teachers control over the classroom that can avoid learners' misbehaviors. Apart from that, learners' distraction decreases and then their involvement in the learning process increases.

4.4. Learners' Attitudes towards Learning English

Any learning process and specifically that of a language requires initiative positive attitudes towards the action. The point is that learners are required to gain positive

attitudes towards learning English since their first exposure to the target language. Teachers are required to sow the seed of love for English since learners' first contact with the language. With teachers' insistence and assistance, this seed is expected to grow deeper within learners and raise their interest in learning the foreign language. Then, at the university level, learners are supposed to be self-reliant in their learning, and less dependent on their teachers.

Therefore, keeping the desire and fancy to learn the foreign language requires promoting positive attitudes. The latter is the responsibility of teachers and then learners' entourage. For example, a learner who learns English for the realization of a certain aim needs help as by setting a clear path for him, as far as the way of reaching that ail is concerned. Teachers duty in this issue is very important. They are expected to provide their learners with the necessary psycholinguistic support. The latter is motivation and providing the necessary informational and methodological background for learning, so that their language proficiency is enhanced.

4.4.1. Learner s' Attitudes towards Autonomy

It is of no doubt that the way we appreciate things comes out with repel or attraction to them. The same thing happens for learners when they are exposed to the fact of exhibiting their autonomy. So, teachers are highly recommended to work on learners and make them embrace the idea of electrifying their autonomous character. %earners need a psychological support from their teacher. The latter is expected to magnify learner autonomy. The teachers should be the source for learners to be convinced that autonomy is more than a necessity, but a natural or rather destiny.

One should point out that convincing learner about autonomy as a step in evolution the evolution of his learning process is not an easy task. It cannot be done in a blink of an eye, as it needs much time and efforts. The process implies teachers' patience and support for their learners during the shaping and evolution of an independent attitude towards being autonomous in their learning.

Another point concerning learners' attitudes towards autonomy is that it should be appreciated as a challenging ingredient with great benefits. The reason is that students consider autonomy as a duty. This feeling is closely related to the exam-oriented character learners developed through their learning process. Learners are busy with preparing themselves for exams. Their main concern is doing well and getting good grades to pass for the next level. Consequently, this case represents a source of discouragement for

learners to be autonomous. The issue is well apparent in the sense of students' deficient performances within a completely stressful learning environment because of exams that are seen as a threat.

Cultural Awareness is another indispensable issue that should be given great attention. Autonomy is another most important quality that should be promoted. It should be interjected in the society. It is to be presented as a necessity for the current life. It is to be regarded as a primary quality every member of the society is characterized by and he should manifest in his daily practices. Once unfolded in the society, individuals are expected to carry this quality as part of their personality tot the field they are involved in, at the workplace. Learners as an example are supposed to be part of this process. They are supposed to practice the criterion in their learning process.

It is to say that autonomy should be considered as a characteristic similar to others like; confidence, courage and curiosity. It is to be advised about at home at an early age: as children are expected to be brought up aware of autonomy as a needed quality for their future life and well-being. For this process to be carried out, all social and educational experts are expected to contribute without saving any efforts for making autonomy part of learners' cultural background. As a learning ingredient it can be introduced as a value system and a way of learners' life and not only in their studies. Autonomy is meant to be implemented in the sort of a basis for their life exploration on the larger scale, and their learning process on the smaller one. In this way, autonomy is supposed to be seen as part of the country's identity and an inevitable quality.

Finally, the learning process is meant to get increasingly networked. The implication is that all of language/cultural awareness and autonomy become united forming a unique matrix. The latter is a battery that feeds learners willingness for a long-life learning process. The reason is that learners become highly motivated and guided towards being more autonomous in their learning. But, in all cases teachers' role is of a paramount importance with guidance and motivation of learners. Teachers are requested for their total support of any initiative from the part of learners to exercise their autonomy. One feels like pointing out a prominent issue concerning teacher's patience on learners since they are not inhabited on this learning quality that is raised after a long time.

4.4.2.Learners' Attitudes towards Teacher's Perception of Autonomy

Teachers' attitudes towards learners' autonomy differ from one to another. The point is that not all teachers support autonomy implementation in learning. Some see it as a waste of time. More accurately, they doubt about learners' maturity to be autonomous. They see learners as unable to hold control over their learning as they lack the necessary knowledge about how to proceed. These teachers do not spend any effort to encourage learners to be autonomous. When teachers marginalize this learning ingredient, learners will not show any interest in being autonomous. Teacher's motivation is indispensable for learners to exercise their autonomy. If teachers disregard learners' autonomy, learners will not give any concern.

But, if teachers care of the previously stated learning ingredients and promote it, learners will notice that insistence and become conscious of its importance. The point is that learners see their teacher as the leader and a model. They do what he does and walk on his path because he represents their idol. The teacher is a symbol for all students in the classroom, as his action should be carefully done. The point is that learners are meant to imitate what their teacher performs in the classroom. Thus, a teacher is required to raise his learners' awareness of the importance autonomy as a necessity and not a choice in all fields of life.

4.4.3. Learners' Attitudes towards Autonomous Learning

As a learning ingredient, autonomy has evolved significantly and proved its efficiency among other learning qualities. Nevertheless, the (would-be) autonomous learners are very few at the Algerian universities. The idea is that most learners prefer their teachers' authority over the teaching/learning process. Learners should be aware of their active presence as active participants in the course of their university studies. Furthermore, they should understand that autonomy is part of their personality. The implication is that learners should be aware of autonomy as a human characteristic for all aspects of their daily life. It should be taken into consideration as a natural quality and not an option. They should consider it as a path for success in all other future successful life steps. Consequently, gaining skills for taking charge of their learning as part of their life is meant to be enhanced.

It is obvious that there are some students with high qualifications who believe that they can do better and are able to take charge of their learning process. Consequently, their different drives should be subjected to exploitation. But, there are others with low

capacities; this sample represents doubters about learners' responsibility of their learning process. This kind of learning community should be supported and taught tricks how to learn. They should be given more attention to be integrated with the other talented ones so that they can benefit from each other.

4.4.4. Learners' Engagement in Autonomous Learning

None can deny the fact that most learners are passive in the classrooms. The point is that they are inhabited to be fed by their teachers effortlessly. This habit is deep-rooted to their first contact with schools. On the one hand, most teachers do not have confidence in learners' ability to do things on their own ways. On the second hand, learners lack motivation and encouragement o participate in the classroom procedures.

But, one should point out that it is teacher's responsibility to provide his learners with the necessary motivation for them to be fully engaged in the classroom environment. Teachers are requested to supply their learners with guidelines and sources of information for learners to embark on voluntary works. These efforts can make self-reliance grow rapidly and deeply in learners.

The aforementioned procedure can help both teachers and learners to better their performances. First, the teacher will do fewer efforts and gain them for further recommended duties. Then, learners will be enlightened and will gain new ways of doing things even in their outside world. They learn how to do research and will be fully exposed to the good use of ICTs. With the implementation of these tents, learners will gradually possess the ability to preview and explore things solely. Consequently, intrinsic motivation is fostered among learners and their initiative is enhanced. Moreover, fear and anxiety are brushed away and voluntary efforts increase as a foundation stone for autonomy to take place among learners in a competitive environment.

4.4.5. Learners' Attitudes towards Assignments

Basically all kinds of works done outside the classroom represent a kind of autonomy exhibition. The issue concerns home works and assignments set by teachers, but notably fulfilled by learners independently. The idea is that these works are done with less control from the part of teachers. In this case, learners are meant to rely on themselves detached from their teachers' authority. Hereby making use of their own ways of learning and taking decision about what and how to learn solitary. Since learners are unable to set home works or assignments by and for themselves, teachers are requested to devise duties

for the classroom outset; Teachers are meant to provide their learners with the necessary basics or guidelines to follow for the realization of what is set as a work to be done outside the university.

The focal point is that teachers are responsible for the selection and gradation of assignments. The implication is that there are certain learning criteria to be taken into consideration in selecting and grading works set for learners. First, learners' level is of a high importance as a decisive ingredient that plays a crucial role for students' engagement in doing any work. The implication is that if a student feels that the work or the task matches his level or language proficiency, he will be dealing with it comfortably without any stress.

At this stage, we refer to the finely-tuned language point or activity to be tackled. Discouragement can take place if the learner feels that the work is beyond his abilities. The second item related to the selection of the assigned works is interest. Teachers are meant to take into consideration learners' interests and preferences. The implication is that all humans are fascinated and guided by their interests.

A teacher is recommended to train his learners on how to do things far from his absolute control, but only with his guidance and support. Learners are expected to be taught how to find sources and references for their works. Then, they will develop their skills concerning reflection and critical thinking, as part of an analytic process that they will carry out throughout their learning. This criterion will help learners retain information easily without psycho-linguistic obstacles.

Voluntary work is another type of efforts which teachers are required to enhance. Learners are meant to be self-reliant with reference to their personal production as they exercise much control on how and what to deliver to their teacher and classmates. In this case, the learner is functioning as the core of the teaching/learning process. Research and preparation are of the learners' duties as a consequence they would have done a far step to participate effectively in the classroom as an interactional environment. Within these circumstances, learners are supposed to suggest learning items and discuss them with their classmates with the teacher as a monitor.

In fact, retaining data can be fostered by means of participation and practice of language. Engraving knowledge in students' minds can happen only when they are involved in doing things by their hands. But again raising learners interest in the subject is a requirement of a paramount importance for students' involvement in the learning

process. Therefore, teachers are required to remove any obstacle hindering teachers-learners' interactions to thrive.

One can state that the case is the same concerning promoting learners-learners' interactions as the case for pair and group works. The point is that learners can learn effectively from their peers than their teacher due to their common interest, level and intimacy. Moreover, learners are given more chance to interact with each other and raise common interests to the teacher as far as learning preferences are concerned. Rewarding students is another technique that can help encouraging their engagement in the learning process and motivating them to be more active. This procedure can wet learners' appetite by rewarding them. Then, the action will become a habitual action through time.

Teachers are also recommended for promoting learners-teachers' interactions. The idea is that there are some students who suffer the avoidance behavior in terms of interacting with their teacher. These psychological barriers should be removed and learners should be encouraged to get closer to their teacher and reveal all their worries to him. It is the teachers' duty to work on all the factors that can encourage learners' interactions with their teacher.

4.5. Development of Learners' Autonomous Competence

Developing learners' autonomous competence is highly requested. The action implies various procedures. The point is that being a competent learner implies holding a solid basis for control over the learning content and procedures. The following are the suggested examples:

4.5.1. Promoting Cognitive Strategies

Enhancing cognitive strategies among EFL learners is of a paramount importance procedure. It implies retrieving the acquired information and using the available for processing new knowledge. This learning quality also implies the adaptation and transforming knowledge in addition to constructing and evaluating it. When students acquire the aforementioned qualities, they would have made a far step towards being autonomy. The point is that the previously listed abilities are steps in shaping learners' autonomous schemata.

It is worth stating that once learners embrace the previous features, then the classroom becomes a transactional environment. The latter is characterized by learners as active participants in the teaching/learning process. At this stage, critical thinking appears

as the major characteristic of the learning process. The consequence is learners as cooperative and highly motivated partners in the classroom. They become able to inquire about knowledge and think about it critically rather than just accept it passively. But, these criteria cannot be acquired by learners without the assistance of their teachers. The latter are recommended for their assistance and motivation. The process does not exclude learners' initiative to facilitate the matter for teachers' change of role and support.

Another recommendation is depicting teaching/learning items that are of teachers and learners interest. The current procedure is of a crucial role. It enables educational planners gain both teachers and learners interest and willingness for the purpose of implementing learners autonomy. Depicting problematic areas that challenge autonomous learning realization is of a great importance. The point is that once these areas are analyzed and recommendations are set, challenges will be working in favour of autonomy activation.

It is also worth noting that autonomy has a social dimension. The implication is that there is an interactional environment which is based on students' collaboration. The latter is deep-rooted in learners' interactional abilities. In this situation, there is a need for awareness of the indispensable social requirements for their engagement in situations, while learning the target language. Apart from what has been noted, learning a foreign language implies using it in their communicative skills within an autonomous learning process. The latter involve the exhibition of certain qualities as; self-reliance, self-confidence for an efficient communicative learning. At this stage, teachers support is a vital requirement for learners' autonomy to thrive and prosper gradually and properly.

Moreover, autonomy can be enhanced if learners' communicative skills are promoted through the use of the foreign language. Once this process is achieved, learners' ability to negotiate meanings becomes possible. The idea was requested by (Little, 1991: 29) when stating that promoting learners' communicative skills becomes both a channel and a goal for the process of learning a foreign language. For this purpose to be attained, innovation is a very important requirement. On the one hand, adaptation of the teaching/learning procedures in favour of learners-centeredness is of a paramount importance for better implementation of learner autonomy. On the other hand, adoption of new roles that characterize an autonomous teaching/ learning environment is of no less importance for both partners. Learners are expected to be consulted by their teachers in terms of the learning content. The matter also concerns reviewing the teaching content and the development of their autonomous learning process.

Moreover, teachers are expected to assist learners in the development of their tenets to put autonomy into practice. The step is concerned with increasing learners' awareness of their learning process. The latter implies learners' involvement in a strategy training process. The current procedure is part of learning how to learn by implementing different strategies as far as meta-(cognitive) and socio-affective ones are concerned.

As a matter of fact, teacher's role is very necessary for learners to develop skills relevant to the process of strategy use. He is demanded to introduce learners to the previously mentioned strategies and train them on. If the teacher embraces this procedure, then he will be organizing and enhancing learners' efforts for better efficiency. The process concerns at first language use outside the classroom setting. The latter will contribute effectively in strategy training then learners' choice of the most adequate for their autonomous learning to prosper. The process does not exclude the enhancement of skills concerning learning how to learn as advised by (cf. Nunan, 1991: 187).

The preciously discussed procedures are made into practice through different tasks, or activities that increase learners' awareness about what and how to learn. The consequence is learners' exposure to a wide range of learning tenets and experiences. It this case, learners benefit greatly from these procedures. It is advantageous in a sense that learners acquire a certain flexibility that enables them to shift from one way of learning to another. By doing so, they will be given chance for choice of the most appropriate and practicable way of learning.

The consequence is that the current step raises and maintains learners' awareness of their learning styles. The implication is that there is a direct impact of learners' differences and their choice of with reference to their learning strategies. The quality is known as learners' flexibility for strategy use. The latter implies an unconscious autonomous learning process independently from their teachers' control. Then, the outcome is the enhancement of language proficiency as far as self-management instruction, learner training and self-management are concerned. These characteristics are important ingredients for the development of language proficiency. The latter is a key criterion for learner autonomy to prosper as embodied in the following chart.

4.5.2.Key Criteria for Language Proficiency Development

As shown in the figure bellow, the tree elements; self-management, self-instruction and learner training are important steps ending in language proficiency. They all contribute in the making of the learners a proficient language user, hence being mature enough to be autonomous**.**

Self- instruction

Learner training

Self management
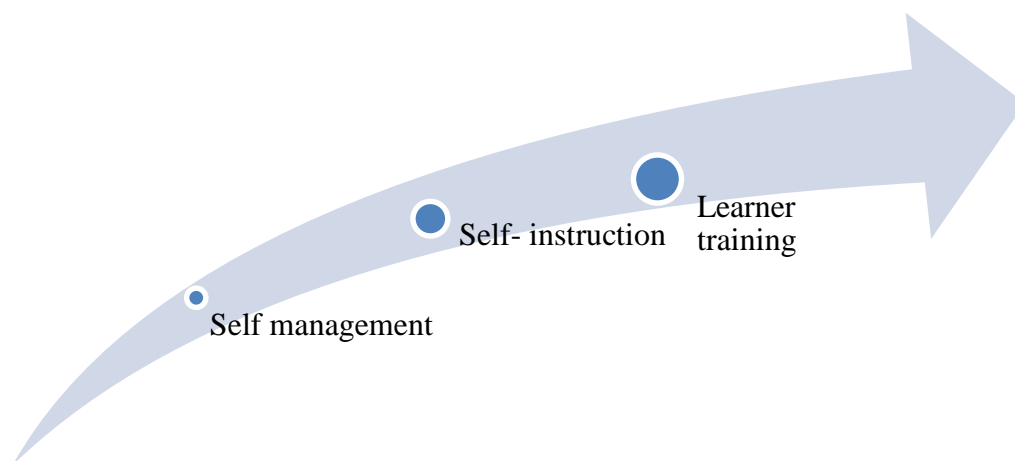
Figure..4.5.Key Criteria for Language Proficiency Development

Another point that is worth stating is that by implementing different learning strategies, learners are expected to investigate and discover their learning preferences.

Teachers' Knowledge Test (TKT) is highly recommended. The process is organized by the British Council. This option can be very useful for teachers to update their knowledge about the field of their interest. The process of (TKT) provides teachers with intensive courses about (TEFL). New hints are put in the hands of teachers for a better ongoing of the teaching/learning process. This project is done in the form of organizing seminars, or trainings about teaching novelties. It is a kind of recycling opportunities that can enrich teachers' knowledge about the recent techniques for a better teaching process. The following passage supplies more information about the (TKT) process:

> *"TKT tests knowledge about the teaching of English to speakers of other languages. This knowledge includes concepts related to language, language use and the background to and practice of language teaching and learning ...it is likely that centers and other institutions will wish to offer courses for TKT preparation. TKT offers candidates a step in their professional development as teachers and enables them ...access professional support materials, such as resource books for English language teaching ''(ELT) and journals about ELT. ISO59001: 2008).*

A learner-centered approach is a vital option for discovering, or eliciting learners' needs. It can enhance learners' autonomy with teachers few control on the learning process. The idea is that it fosters interactive learning and learners' voluntary efforts. The process implies taking into consideration learners' individuality concerning their preferences, interests, their needs as well as their skills and abilities.

Within this environment, radical changes are brought to both teachers and learners performances. On the one hand, teachers reconsider their roles in the classroom by giving part of their authority. On the other hand, they give room for learners-learners interactions for knowledge construction.

Within the previously described classroom environment, interactive understanding through "discovery activities" is enhanced. The procedure implies learners' exposure to new knowledge and self-reflection take place while learning process. And with teachers' motivation and support, learners' autonomy will thrive and prosper. Moreover, an unconscious innovative classroom environment emerges and ends in the recognition of learners' multiple intelligences.

Proactive Learning is a very important solution for the enhancement of autonomy implementation. In this case, teachers are meant to support their learners who are expected to link what they did with what they will do. They make use of their skills for future learning opportunities. The process can grow further as for exploring learning styles. The current procedure can give room for learners' gradual involvement in learning interactively. Then, the outcome is enhancing the process of learning by doing and diversity of interpretation of the exposed material.

The consequence is that learner's expectation about learning how to learn and critical thinking will increase. They will learn how to deal with their learning process by implementing various techniques. Apart from that, diversity of learning styles is discovered and made into practice as part of learner autonomy exhibition. The idea is brought up to light in the following quote by pointing to autonomy as: "a *multidimensional capacity that will take different forms for different individuals and even for the same individual in different contexts or at different times*" (Benson, 2001: 47). One can deduce from this passage that autonomy is a flexible learning criterion from one learner to the other. It can also change and become context- bounded for one individual.

Most if not all the time, learners cannot take any voluntary step without their teachers support and guidance. These elements represent a strong motivation as learners

feel secured about what they do. Especially, when they are given chance to decide about their interests and preferences. The consequence is learners labeling of their objectives with their needs. If this is achieved, then learners develop certain willingness in the form, of curiosity to take part in other issues concerning their learning process. They will demand more involvement in other procedures as designing objectives. In this situation, there is a sense of more unconscious control over their learning process.

In a way or another, they start believing in themselves that they can handle their learning, and this is autonomy evolution. Then, step by step learners will be inhabited on holding control over their learning process. The reason is that it is impossible to convince teachers to let down all their authority over the classroom procedures for their learners in a short time.

4.5.3. Promoting Learning Strategies

Nowadays, books and the internet stand as the only available and used learning strategies for students to learn English. Learners consider these strategies as an embodiment of freedom from teachers' authority. Students believe that these learning strategies are the easiest and reliable sources of information.

The process implies an unconscious implementation of autonomy in learning. The point is that reading books or surfing on the web represents a clear way of learners' pure and complete control over their learning process independently from their teacher. Teachers' duty here is to help their learners select the right strategy and work on developing it for the improvement of the learning process.

4.5.3.1. Learners' Identification of the Effective Strategy

None can the fact that learning styles play a crucial role in helping learners identify their strategies which can develop their autonomous character. The idea is that teachers can mismatch their strategies to those of learners. Thus, the teacher is highly recommended to elicit them from learners by giving them chance to exhibit and manifest their learning strategies. But, primarily knowing learners learning styles is the foundation stone for identifying strategies and fostering them.

But again, teacher's role is inevitable at any stage and for any aim. He always stands as the needed pillar for any process. The matter concerns identifying learning styles as well as strategies. The implication is that a teacher is always required for any process with reference to the teaching/learning process. So, a teacher is required to train his learners

on the choice and make them able to choose the right one. These strategies are meant to enhance and maintain learners' responsibility over their learning process. Training learners under their teacher's guidance can be very effective and end in satisfactory results.

In order to improve their learning, learners are requested to choose the most effective ways to retain information. These learning preferences are meant to match with the evolution of their reflection on classroom performances and so for critical thinking. It is worth stating that learners are required for the modeling of their ways of learning whether they work individually, in groups or pairs. The matter also concerns working independently or under teacher's control. Their learning tenets should suit their independent progressive control over the classroom procedures.

4.5.3.2. Promoting self-Directed Learning

Self-directed learning is another option that can help greatly in enhancing learners' autonomy. It is of no doubt that most if not all learners will gradually and unconsciously embrace the quality of being autonomous as a natural feature. So, holding control over the learning process is can be realized gradually with teachers' support. Autonomy reactivation is resourced to the commons skills learners are entitled with. These abilities are the foundations for carrying out a communicative classroom environment using the foreign language. The process is a double-edged sword, as using the target language communicatively becomes both a channel and a goal for teaching/learning a foreign language.

Learners-centered classrooms can operate properly and effectively if innovation is introduced in the classroom. The point is that both teachers and learners will be looking for new tenets to facilitate their performances and better them. The situation ends up in focus on the learners as the most prominent participant in the teaching/learning process. The process is characterized by focus on knowledge construction. The implication is that the teacher is no more than a guide and facilitator.

Consequently, learners' preferences known as *"multiple intelligences"* and change take place. The latter implies reviewing the teaching materials accompanied by introducing innovation as a foundation stone for creativity. These ingredients are considered as an essential part of both teachers and learners autonomous character to prosper throughout their learning process.

4.5.3.3. Outlining the Learning Steps

As a further successful guiding tenet for learners, outlining the learning steps that students will go through is an indispensable requirement. The learning process is meant to be divided into segments. It is worth noting that these segments are meant to be ordered in a way that each one leads to another. The idea is that supplying students with an outline involving the guidelines for all stages of learning a certain subject is of a great importance. The reason is that learners will have that basic information about their learning perspective. As part of learners' personal folder, a cue sheet can help further providing learners with a vision about what and how to deal with the forthcoming learning items.

Another idea is that the cue sheets can take several forms. First, they can be sheets preserved in students' folders as previously stated. Second, they can take the shape of small cards taped clearly on the desktop. Third, cue sheets can be in the form of enlarge versions that are posted or stuck on small cards that are supposed to be taped on desktops, or an enlarged version that students post on classrooms walls. This technique provides learners with a direct and easy access to the learning strategy and so for the learning item.

Typically, it is worth stating that learners continuous contact with the cue sheet for intended strategy to be learnt can make of them competent learners with fewer efforts. The teacher can capture learners' attention with the use of the previously mentioned technique. Learners, in turn, are expected to build a certain confidence to do things with less intervention from the part of their teachers. They gradually learn how to learn while learning instead of receiving and storing readymade information from their teacher. This step can be considered as the first sign for learners to embrace the ingredient of autonomy in their learning process positively and willingly. The point is that in this case, the implemented learning techniques become of fewer deficits.

Along this process, one can notice the increasing number of students engaged actively in the learning process. The implication is that on the one hand, there will be more opportunities for students-students' interactions. On the other hand, they will have more chance to respond and interact with their teacher and why not dominate the classroom environment.

In these circumstances students' critical thinking will prosper as they will take notes from the cue sheets and search about before the lesson is done. The point is that learners will get ready before the classroom performance. They will be equipped with a

significant background about the information and so for the technique to grasp it. This quality will qualify learners to challenge their immaturity to be autonomous.

Basically, supplying students with as many opportunities as possible for practicing the learning tasks is considered as an effective and crucial teaching technique. This can serve the main purpose for the teacher to foster critical thinking among students. Of course, providing learners with positive reinforcement sin ample amounts can be sufficient to satisfy the requirement of maintaining the targeted lively pace. It is recognizable that dragging a consistent and good slow pace of instruction is with no doubt beneficial for all students with different abilities.

4.5.3.4. Exercising the "ORDER" Strategy

The ORDER strategy is a way of teaching that is of a valuable role in first building then enhancing learners' autonomous character. This process implies going through a set of procedures which are ordered as the letters in the word ORDER.
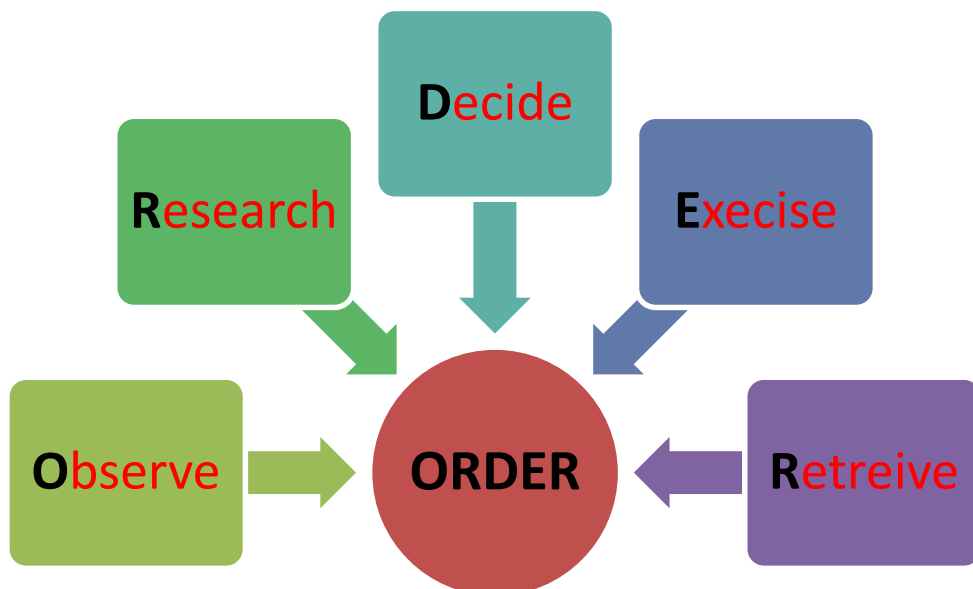
Figure.4.6.The ORDER Strategy

First the **O** in **O**bserve, as learners are recommended to observe and see from a closer corner. See what? Learners are meant to observe every (what) single move their teacher makes. They are required to take a clear picture about how to do things. What he selects as a learning item, and how to perform his task. Learners need to observe the way their teacher deals with what he meets in his teaching, his action and reactions. Students shall see the performer model. The idea is that learners should see themselves in their teacher as the one whom they should imitate wisely.

243

It is undeniable that Observation is one of the most domineering and prior step in any method. It is the basis for any process whatever it is. Thus, students observe first and try to have an idea about what they are facing as a language phenomenon (learning English as a foreign language). The reason is that this step will give them a motive to engage in doing things by themselves since they have a basic platform.

The second step is embodied in the letter **R** in Research or **R**ead. The point is that after observing, learners are going to read about the learning item i.e. searching about it. The procedure implies surfing on the web, or reading books. It is a step where learners are going to move to sourcing their information. They are meant o accumulate and gather all information relevant to the subject to learn. In addition to the available sources, students can consult their teacher or his colleagues about the matter. By doing so, students will have gone further with their learning skills.

The aforementioned step will give learners a push to be more active and self-reliant with reference to their learning process. They will acquire new information and new ways of gaining knowledge. The result is an enrichment of their knowledge about the language and diversity in learning styles and techniques. Then, the teacher will act just as a guide or an interposer for clarifying things more or reorganizing them. Reading about the subject can electrify learners' critical thinking and enhance their maturity for responsibility over their learning process with fewer difficulties.

The third step is the letter **D** in **D**ecide. At this stage, students are expected to fertilize all the information they gathered. They also need to decide about the several ways of delivering the information to their classmates. Their decision concerns both the (what and how) to learn. Their decision can be based on their ability to do things, time allocation or the equipment available for the task. It can also be based on the learning step they are concerned with, or the type of information to be delivered.

Deciding at this step means choosing testing and outlining the mass of knowledge to be put into parts. The point is that there is a huge sum of knowledge that cannot be taught at the same time as the human mind cannot learn everything at once. Decision also implies grading what they have accumulated. Deciding is also relevant to organizing data from the simple to the complex. These procedures are meant to facilitate learners' interactive skills and motivating them for more encouragement. These steps provide a warranty for a better control over its introduction in the classroom.

This step is of a paramount importance in learners' autonomy implementation. The implication is that it provides them with the necessary self-confidence and motivation to

engage in doing things by their own ways. It also clarifies the path for learners' adequate involvement in the teaching/learning process. It is also a step where learners consult for their teacher can take place. This contact is of a crucial role in preparing and shaping learners' future performance in the right to avoid any deviations from the right ongoing of the teaching/ learning process.

The idea is that any shortcomings can be treated by the teachers as well as the difficulties and worries are concerned. It is worth stating that teacher's role here is to cue his learners with the most important information and advice. Consequently, his duties in the next step will not be a burden but just a controller. This is the focal point and the rationale from emphasizing on this step. The latter should be the foundation stone and the basis for the next one.

The fourth step is the letter **E** in **E**xercise. At this step, the learner is meant to play two roles; an actor and a performer. On the one hand, they are concerned with their role as a teacher. Learners are expected to be the knowledgeable persons who are concerned with the knowledge delivery. They are rather the resourceful participant in the teaching/learning process. They play the role of the teacher who governs all classroom procedures and elements. They rather approach the reality of their teacher. They try to be him in his actions and reactions.

On the second hand, learners are performers. They are no more the spectators or the audience. But, they are the entertainers who play and act to run the place. Learners are expected to be the ones who can do what their teacher used to do. They brainstorm, ask, give turns for responses, organize and end the spectacle.

So, students are the doers of the actions they perform the role of teaching. Each and every student in the classroom is supposed to be prepared to be a would-be teacher. The role of a performer refers to students as being active participant rather than passive recipients. The action implies a partnership in the form of a reciprocal teaching/learning process where none of the participants is excluded. Learners embrace the duty of teaching and controlling the classroom environment with less authority form the part of their teachers.

Learners as performers are those who are active actors. They are those who can do the role of the teachers in his best performance. Students are expected to be trained at this stage for future performance. At is the stage; it is meant to shape students as real participant who can do something for the society. The case concerns shaping future teachers' generations who can handle the torch. These students are fighting for imposing

themselves and proving their existence as active participants who can do things by their own. They are meant to hold responsibility over the teaching/learning process.

On the contrary teachers are expected to let down part of their authority in favour of their students' autonomy to take place. In this case, learner will embrace autonomy as a necessity and not a choice. Of course, teachers' presence cannot be excluded as they are responsible of organizing the atmosphere. This step if of a paramount importance as it raises students' awareness. It also helps developing learners' abilities and fostering their competencies to do things.

Step number four is the **R** in **R**etrieve. This step is an indispensable one, as it encourages learners' involvement and engagement in relating the learning process back to the production one. The point is that this step is concerned with the reinforcement of the connection between the language item and its use. This procedure is built on the emphasis of the problem-solving tasks. The latter can foster students' critical thinking and develop their ability to adapt and face challenges. It rather enhances their flexibility to do things by finding solutions for new problems. By possessing this quality, students will have a great opportunity to retain their teachers' confidence about the maturity to take control over the learning process.

Furthermore, doubters about students' ability to be autonomous will be silenced. The reason is that none can entrust responsibility of the learning process without being sure about the ability of the concerned. Retrieving the information will be an easy matter for the students since it is of first hand-made for learners themselves. Students will not face detriment when in the step of recalling and using the acquired information. Self-esteem is another important learning ingredient that students are entitled with as an outcome of learning by doing. Moreover, monotonous learning will be brushed away since learners are given chance for innovation introduction.

Now, let's return back to the strategy of ORDER. When exercised on the right way, the teacher can have an excellent model of a performer student. The idea is that the technique can provide learners with opportunities to stand out as active efficient participant in the teaching/learning process. Most importantly, one can say that the more opportunities are given to learners; it is likely to happen that the more their skills are developed and fostered. Apart from that, It is also to happen that students' engagement in the learning process is maintained.

Another point of a significance importance is learners' implementation of verbal rehearsal at a slower pace before embarking on the step of exercising. The reason is that

246

this procedure can be of great benefits. First, it brushes away all sorts of fear, worry or hesitation. It also gives room for learners' additional chances to respond increasingly. Second, it enables the teacher to have a clear picture of his learners' competencies and check for their understanding. Then, by the end learners are meant to acquire a new vital strategy of how and not only what to learn. This quality is very necessary for learners' autonomous character to be fostered as they will be more self-confident. The latter cannot be acquired if no risk is taken and no efforts are done.

The previously listed steps in ORDER strategy are meant to be described and clarified before their practice. The point is that teachers can dedicate a time of a lesson for a trial. During this lecture, students are trained under the supervision of their teacher on how to carry out a lesson preparation and presentation. The objective of this step is training learners on their performance and evaluating it. It can also serve amending any sort of areas of weaknesses while trial.

At the end of the training lecture, the teacher can make use of students who presented the lesson and ask them about any detriments or difficulties they faced. Another point is that the teacher can also appeal to student's classmates who have been observing the performance.

The reason behind the aforementioned procedure is eliciting learners' appreciations of their classmates' performance. It is very necessary for teachers to have a clear deep insight about students thought or opinion concerning their colleague's classroom performance. I t is worth stating that at this stage a teacher aims at reaching different objectives.

First, get a clear view about learners' abilities to handle their learning process. Second, he wants to test the efficiency of learning from peers and the level of understanding. Third, the teacher aims at developing learners' competencies and providing his students with new ways of doing things. He also helps them develop their skills and raise their self- confidence. Getting rid of frustrations and anxiety is another aim for teachers to help their students realize by doing things by their own. But, teachers should make students aware of the importance of what they are doing as part of their life.

In this case, it is worth pointing out that the integration of repetition with students responding positively is an indispensable technique for learners' autonomy to prosper. Enthusiasm is another important requirement for the technique to gain its effectiveness and avoid a monotonous learning environment.

One can state that learners' engagement in the practice of these procedures depends much more on the teacher and the way he introduces the ORDER technique and its effectiveness for his students. In this way, he can attract their attention and motivate them to learn by being responsible of their learning through embracing new techniques and letting down the old methods.

Notably, for learners' accurate performance of problem-solving procedures to happen, there should be a teaching of strategy. The implication is that the teacher is required to provide students with a very clear and appropriate description of the targeted strategy. Moreover, he is recommended for an evident clear rationale for the purpose of the strategy. Furthermore, the teacher as an explicit model of using accurately the strategy is highly recommended. The reason is that being teaching explicitly how to use the strategy is very helpful for learners' self-confidence to be raised. The result is that students will take a clear view about how to engage in learning using the ORDER strategy.

4.5.3.5. "Focus" Questions

There are different tenets that are of a significant contribution to promoting learners' autonomy as the case for **"Focus" Questions**. The latter are meant to foster implementing a learner-led approach, which is based on the use of scenario exercise, group work, case study and role play. Thus, according to Freestone (2102), the most effective way for the injection of learner-led tasks is by appealing to an eliciting teaching strategy instead of the informing one. The former is expected to be based on the use of open-ended questions that critical thinking can be facilitated for learners.

The aforementioned type of questions can participate in the establishment of transfer learning through connecting the classroom environment with learners' daily life, or outside world. Sustaining this tenet can be realized through the implementation of explorative questions to ease the activation of critical thinking. Consequently, at first, the teacher succeeds to a large extent in enhancing learners' involvement in the classroom environment. Then, he goes further to fostering their gradual control over the learning process. Apart from that, he decreases learners' passive roles.

In fact, this requires adaptation of the programme so that it can evolve with learners' autonomous character progress. But again, we emphasize teachers' continuous support for the learning process requirements. The process can work effectively when learners are given chance to and required to think about tasks of their choice.

After that, they team with their classmates for its exploration. Later on they are recommended to highlight their findings in the classroom. Teachers' flexibility is highly recommended at this stage as well as their assistance for learners' creativity to thrive.

4.5.3.6. Eliciting Learning Styles

Learning styles play a vital role in fostering autonomy implementation. Therefore, teachers are asked to work on this learning ingredient. Teachers are meant to elicit learning styles in order to introduce a variety in the implemented techniques so that they can meet the diversity of learners' preferences. The point is that marching matching learning preferences with the techniques of teaching can give learners more chances for responsibility over the classroom procedures and elements.

One can state that teacher's awareness of his learners' learning styles can have a great positive impact on learning a foreign language and precisely English. So, teachers are required to test their learners about their learning preferences. Then, classify them into groups and work on varying all classroom tasks and procedures accordingly. This process can make learners feel that they do matter for their teachers and that they are taken into consideration.

Consequently, learners will have a great interest in what they do and get involved in. The situation is supposed to develop into a great tendency to take charge of one's own learning process gradually. The matter implies sowing the seed of autonomy intelligently in learners. Then, teachers are expected to work on making it grow deeper in learners mind unconsciously till it becomes part of their personality.

This following task enables teachers to elicit their learners' preferences quickly and accurately. By setting this activity, teachers will be able to draw a clear picture, whereby their students learning styles are clearly detected. Then, it will be teachers' responsibility to design a teaching/learning environment in the form of a matrix embracing diverse learning preferences without any exclusion. Notably, it is from learners' answers that the teacher can figure out their preferences modality of students for setting some learning tasks accordingly.

1.I prefer to listen to a talk	not at all	very often	strongly
2. I like to look at a picture			
3.I like watching videos			
4.I like to make modals			
5. I like learning by discussing			
6.I like learning by role play			
7.I like to build a…..			

Table 4.1. A Tenet to Elicit Learning Styles

Most importantly, once learners are inhabited to the criterion of learning how to learn and with their preferences, their responsibility over what takes place in the classroom becomes a natural tendency. The implication is that learners unconsciously activate, then develop their autonomy in the course of their learning process with less efforts form both partners.

4.6. Students' Collaborative Development

It is worth stating that the process of inquiry-oriented debates and exploration are so beneficial with teachers' involvement. Apart from that it can also be stated that it has a significant impact on learners' autonomy enhancement. The implication is that it promotes learners independent cooperative learning. The latter is enhanced with less authority from the part of teachers. The process implies the teacher playing the role of a guide unconsciously. Hence, the teacher embraces learners' gradual involvement in the monitoring of the teaching/learning process.

The current procedure helps enhancing the ongoing of collaborative learning for learners to have chance by participating in the shaping of classroom procedures. The main feature of this approach is learners working together. This process maintains and promotes learners –learners' interactions. The main aspect of these classroom interactions is working with peers in group discussions. The cooperative learning process enables learners exchange tenets and knowledge. Learners are expected to share their diverse skills and knowledge.

Another advantage of the previously mentioned process is enhancing the elaboration of diversity of learning skills. One should not neglect its outcome as far as enriching their

ways of learning is concerned. Moreover, the classroom will witness a great change in terms of learners-learners' interaction.

The matter concerns an evolution in as the classroom becomes a new setting by embracing a kind of reciprocal learning. The latter concerns students' exchange of all what is related to their learning process. This implies learning styles, techniques as far as knowledge about the subject is concerned.

It can also make a further step to cover learners' interests and needs. This atmosphere will open doors for learners' creativity and diversity of skills.

The following table provides as with a clear image about the implementation of collaborative learning and its ongoing.

Strategy	Type of groups Involved	Teacher duties:	Students duties:
Think-pair-share	Pairs of students, sometimes linked to one other pair	Teacher poses initial problem or question	First, students think individually of the answer; second, they share their thinking with partner; third, the partnership shares their thinking with another partnership.
Jigsaw classroom, version #1 (Aronson, et al., 2001)	focus group of 5-6 students, and 5-6 groups overall	Teacher assigns students to groups and assigns one aspect of a complex problem to each group	Students in each group work together to become experts in their particular aspect of the problem; later the expert groups disband, and form new groups containing one student from each of the former expert groups.
Jigsaw classroom, version #2 (Slavin, 1994)	Focus group of 4-5 students, and 4-5 groups overall	Teacher assigns students to groups and assigns each group to study or learn about the same *entire* complex problem.	Students initially work in groups to learn about the entire problem; later they disband and reform as expert groups, with each group focusing on a selected aspect of the general problem; still later the expert groups disband and the original general groups reform to learn what the expert students can now add to their general understanding.
STAD (Student-Teams-Achievement Divisions) (Slavin, 1994)	4-5 students per team (or group)	Teacher presents a lesson or unit to the entire class, and later tests them on it; grades them based partly on individuals' and the team's improvement, not	Students work together to insure that team mates improve their performance as much as possible. Students take tests as individuals.

		just on absolute level of performance.	
Project-Based Learning (Katz, 2000)	Various numbers of students, depending on the complexity of the project, up to and including the entire class	Teacher or students pose a question or problem of interest to other students; teacher assists students to clarify their interests and to make plans to investigate the question further.	Students work together for extended periods to investigate the original question or problem; project leads eventually to a presentation, written report, or other product.

Table.4.2. Strategies for collaborative learning

As shown in the first rubric of the table, learners are distributed into pairs. Then, the teacher asked a question. Next, the question is investigated by students individually. After that, each student is going to pair with his colleague in the form of a couple of students. Later on, students are expected to work collaboratively and expose the results.

The teaching process is a matrix of instructional strategies. The latter implies the implementation of different decisions to render the learning process easy. The implementation of a given strategy depends on a given cognitive targeted skill or action to be performed by learners. It can also be relevant to the development, or enhancement of a certain competence. The matter concerns students' involvement in critical thinking and problem solving activities. It is also related to their engagement in a creative thinking process involving innovation and breaking down routines. The major parameter for the implementation of a certain instructional strategy is directed linked to the type of teaching style. The choice differs from the use of an informing or eliciting style. The point is that the Former is teacher-centered process and the latter is a learner-centered one.

The fact is that learners-centered approach implies the implementation of a cooperative learning process. It is based on groups' skills and sharing all what is relevant to the classroom and elements as far as self-reflection and inquiry learning are concerned. So, one can state that a teacher in this case, is highly requested for the use of the adequate creative cooperative strategy. Apart from that, teachers are recommended to enhance

252

certain techniques to foster co-operative learning such as:

4.6.1. Students Organizations as Active Participants

Learners' organizations are bodies of a great importance. They hold control over most if not all learners. These organizations if well exploited, they can help effectively in electrifying learners' autonomous character. They can be responsible of raising learners' awareness about the necessity of autonomy as a learning ingredient. The point is that learners have a great confidence in their organization as they complain about their problems. This role can be combined with that of fostering autonomous learning. Learners' organization can be put in contact with the administration to be given the necessary protocol for the implementation of autonomy. The first step is a sort of meetings where the administration explains the necessity of autonomy and describes other steps for its realization.

The administration itself should emphasize the importance of autonomy in learning and present it as an initiative as part of learners' future life in and outside the university. Autonomy is presented as a social need and not an individual one. It is the administration duty to grasp learners' attention for this learning criterion to be enhanced and embraced appropriately by learners through their official colleagues' representatives. The administration should confide the following procedures to the organizations coordinating with teachers.

The previously discussed step is to be seriously taken into account. The implication is that the criterion of learner autonomy should be described and handled to students as a duty and not a choice. The procedure implies integrating autonomy in the learning process as part of learners' performance evaluation. Then, learners will embrace it as any other usual procedures. It is considered as part of learners' assessment.

The second step is about teachers' role in enhancing the implementation of autonomy. The idea is that the administration is recommended to present teachers as the guide throughout this process. A detailed plan or path can be elaborated with teachers for a better ongoing of the process and more enrolment of students.

Teachers now will have the total willingness to engage in the process of autonomy implementation. The reason is that it has become an official requirement or duty and teachers feel secured about the environment they are working in. Apart from that, none can deny the fact that when things are held by the administration and made official through a clear instruction, everybody feels the responsibility and fulfills his duty on the

right way. Teachers are requested for a gradual introduction of autonomy in the teaching/ learning process.

It is worth pointing out that teachers are rather recommended to cooperate with their students and give chance for being autonomous. At this stage one can refer back to the ORDER strategy to involve learners in a purely practical phase of autonomy as a learning ingredient. Teachers will be in charge of the detailed procedures and how to proceed by providing guidance and support throughout the process of being autonomous learners. So, as the closest body to students, the teaching community becomes the direct responsible of building autonomous learners.

4.7. Aspects of the selves in Autonomy

There are different characters that contribute in shaping learner autonomy. They are considered as indispensable criteria for the shaping of learners' autonomous schema. They work in the form of a matrix. The point is that these criteria are meant ot be developed by learners among these qualities we count:

4.7.1. Self-Confidence

Teachers' beliefs have a great impact on their comportments and actions. That is of no doubt that those teachers' values and attitudes play a vital role in the design of the teaching/learning process. They redefine both teachers and learners' roles and reshape the classroom environment. So, teachers are highly recommended to train their learners and encourage them to perform certain roles which were primarily designed for teachers themselves. One of these roles we count evaluation. Once assigned for learners, it becomes self-evaluation. This change in roles aims at helping learners attain their self-confidence and self-efficacy. All these criteria contribute greatly in supporting learners to meet their autonomy. Therefore, learners are meant to reconsider their learning process in terms of styles, techniques and achievement.

4.7.2. Self-Efficacy

Students' beliefs about themselves and their capacities are very important for their motivation to be autonomous learners. The ingredient implies the belief in having the power, or ability to engage in acting for certain objectives that are basically specific. The criterion is a self-developed skill to do things. Its level differs from one person to another. It is both advantageous and disadvantageous on learners' behaviours.

On the one hand, it reinforces learners' willingness in the choice of tasks of which they feel capable of doing. On the second hand, as a self-constructed belief, self- efficacy can cause students to overestimate their ability. The point is that students can be disappointed at the end and fail in performing the task; they will lose the tendency to try. Consequently, they will lose their feeling of self-efficacy. But, it is the duty of te4hers to work on raising the feeling of positivity with reference to self-efficacy.

4.7.3. Self-Evaluation

The current mentioned ingredient is to be promoted by teachers, regardless their learners age or sex. Teachers protest about learners' maturity to evaluate themselves as part of exercising their autonomy. The reason behind this attitude is that they believe in themselves as the authority entitled with delivery of information for students. Consequently, teachers teaching style is meant to be revised and their knowledge about the field they are involved in needs updating. The point is that teachers are expected to give room for learners' initiative to evaluate themselves. Moreover, learners need being provided with their teachers' guidance throughout this process development. The following document is a suggested example of an evaluation or reflection sheet set by teachers and learners' cooperation:

How far have you succeeded in the following areas?
Give a score from 0(=very few) to 5 (= completely). Justify each score.

Language Areas	Score(0-5)	Comments
Setting objectives		
Choice of learning techniques		
Needs satisfaction		
Listening		
Reading		
Writing		
Speaking and Pronunciation		
Grammar		

Figure.4.7. self-evaluation Form (Reflection) (Students)

The above form is set for learners when evaluating their learning process. Results are meant to be discussed teachers and learners together. Note that other levels of evaluation can be included depending on teachers-learners agreement. Then, the process is followed by remedial works set by teachers for further improvements. While discussing areas of failure and success, teachers can emphasize on reasons behind each state. In both

cases, learners are advised if not strongly motivated to reflect on their own learning progress. Apart from that, teachers will set references to be consulted by learners for further readings or practice. Then, learners are gradually introduced and trained on other ingredients of autonomy in learning. The task can be fulfilled in different ways namely:

4.7.3.1. Home Works

The procedure was advised by Jeremy Harmer, (2001; 338) when stating that:
"*Learners' autonomy gets a boost the first time that home work is set for students to do out of class. They will now have to study without the help of a teacher"*. So, home works appear to be of a significance participation in promoting learners' autonomy. This option enables students to learn independently from their teacher's authority over the classroom.

The process implies discussing learners' interests and needs. Several ways can be implemented in the course of the debate either publically in the classroom or via the use of questionnaires and anonymous letters. These tenets can help greatly in eliciting learners' worries or concerns. These investigation techniques can also help in depicting learners' interests to be maintained and promoted.

4.7.3.2. Learning Journals

Learning journals are a good tenet to keep learning experiences for future reflection. As voluntary, initiative journals help learners retrieve their prerequisite knowledge. The point is that learners can trace back their areas of success. Learners can reflect on their learning experiences and benefit from the successful ones. Then they supply their teachers with so called reports, or summaries as letters including obstacles they faced. Learners can also include suggestions or preferences in terms of interests and learning techniques. After that, teachers can filter analyze the documents, and work on giving more room for learner autonomy.

4.7.3.3. Peer-Assessment

As previously highlighted, by reflecting on their own learning process, learners can depict areas of success and failure. The focal point is that none is perfect and learners can learn from evaluating their learning by themselves. The current procedure is a very important step for self-assessment to prosper and unfold. With relevance to this process, there is another type procedure known as peer-assessment. The latter is more efficient for

learners to evaluate themselves objectively. The point is that being subjected to different kinds of feedback is unavoidable**.** Assessing each other is an efficient way for detecting shortcomings**.**

The action can be realized in different ways or set of procedures. First, students can act by setting a quiz for each other. The latter is very useful, as students will try to play their teachers role as an evaluator. By doing these roles? they will have made a vital step towards being autonomous learners. Then, they can grade each other on previously set parameters with the help of their teacher. The implication is that learners facing psychological detriment as fear, or shyness can overcome these feelings.

Then, they will benefit greatly for intimacy to get rid of all what used to stand between them and their teacher. In this case, the vertical (up-down) assessment process decreases. Consequently, on the one hand the teacher's role as the only one entitled with the right of assessment is loosened. On the other hand, the horizontal way of assessment (learner-learner) interaction is promoted. The situation will give room for learner's autonomy to be enhanced effectively.
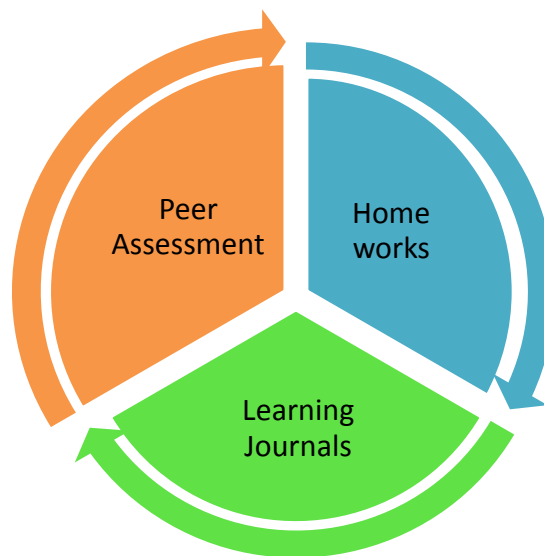
Figure.4.8. Self- Evaluation Pocedures

4.7.4. Correlation between the Selves in Autonomy

The following chart shows correlation between the previously listed learning ingredients, which contribute effectively in the development of learner autonomy which are as follows:
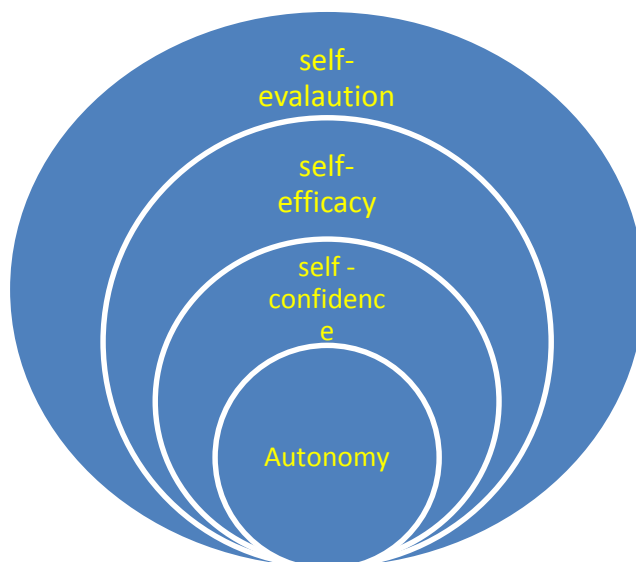
Figure.IV.22.

Correlation between the selves in Autonomy.

Basically, and as shown in the chart, the aforementioned learning criteria enable learners depict their areas of success and failure. The process takes several ways, as delivering questionnaires to learners where they asked to fill in or tick choices. After that, results of the questionnaires are analyzed and debated with learners, who are meant to draw assumptions about their future plans. Self-evaluation is of a great importance for learners to engage in taking gradually control over their learning process. They start building that self-belief is an indispensable criterion for learners' accomplishment of any sort or degree of success. This feeling is backed up by teachers' recognition of any kind of learners' achievements.

Moreover, it is teachers duty to help learners transmit their attitudes into practical phase because they more influential, as Augostin and Walker (1995:21)argue:"*the evidence demonstrating that attitudes follow behaviours is much stronger*."(Raya:83). It is worth stating that self-evaluation is meant to be further enhanced. The process is expected to reduce dependence on teacher approval. Usually, student dependence on their teachers' approval is not avoidable. Nevertheless, it is preferable to move to intrinsic reward, which results from learners' practice of self-evaluation. The case is a sign of learners responsibility for the assigned tasks and eventually their ability of gaining insights into their learning process, Gavin Reid(2007: 23).

4.8. Surroundings Encouragement for Autonomy

The surrounding namely; family, friends and teachers can play a crucial role for learners to be autonomous. If learners are given the necessary support from their within learners environment, they process of activating their autonomous learning will be accelerated. The society attitude towards learning a foreign language should be changed to the better. Propagating autonomy within learners is of all members of the concern. The point is that all subscribers of the society are meant to play an important role in enhancing learners' tendency to be autonomous. The procedure is highly requested by Prof. Mohammed Yamin BOULENOUAR in the following statement:" *What is needed is a strongly supportive and rich environment so that they will achieve greater intellectual flexibility."* (Prof. Mohammed Yamin BOULENOUAR, 17:2004).

At this stage, it is worth stating that the role of learners' entourage is of a paramount importance in the shaping of learners' attitudes towards being autonomous. Basically, the point was tackled in chapter one concerning participant in the formation of attitudes as stated by John DONNE when saying that no man is an island. So, social interactions participate in enhancing learners' willingness to activate their autonomy.

4.8.1. Twin Universities

Coordination between universities is of a crucial role in amending and improving the educational environment. The process can happen at a smaller or larger scale. On the smaller scale, we refer to the cooperation process between universities in the same country by exchanging all sorts of technical and pedagogical issues. Most importantly, twin universities can be very effective when dealing with what and how the teaching/learning process is expected to go on. The consequence is that both universities will be enriched about how and what to teach.

On the larger scale, it refers to universities all over the world. The idea is that universities from different countries will have new or quite divergent methods to approach the teaching/learning process. This procedure can help enrich teachers' knowledge and improve their skills. It can also provide diversity in ways of doing things. The point is that different researches are carried out in different circumstances with different populations. The process can bring to light new insights about the educational field.

4.9. Promoting Teachers Trainings

All the previously mentioned aspects of the teaching/learning process are indispensable in promoting learners' autonomy implementation. But, these qualities cannot be acquired without bringing change to teachers' attitudes and updating their knowledge about the field they are involved in. The action aims at enhancing both teachers and learners' critical thinking aiming at a better interactive learning experiences. Notably, teachers' flexibility is the first important criterion be developed. The latter represents the platform for any further change, or innovative act. The most effective procedure to enhance this criterion is promoting and reinforcing teachers' trainings, as part of their Continuous Professional Development.

Trainings can provide teachers with a solid background about ways of different things. The point is that through trainings, teachers can work on their classroom performances. Teachers are also expected to get informed about findings of the latest research works and use them to update their knowledge. It is advisable that teachers attend these training and rather get involved in as active participants and benefit greatly from all efforts. Especially, when dealing with the diversity of learning abilities and styles. The training process can enlighten teachers' perspectives and supply them with new ways of approaching their duties quite differently from their past experiences.

Conclusion

The issue of learner autonomy cannot be denied. The reason is that it has become a prior subject of research. Consequently, many investigations were carried out aiming at exploring the detriment standing behind its implementation and finding remedies for the encountered problems. This chapter was devoted to provide the educational responsible with further insights in the form of suggestions for some obstacles standing against the realization of an autonomous learning process.

It is worth stating that the suggested recommendations vary from one procedure to another. This diversity in remedies is classified according the participant communities in the educational environment and the teaching/learning context. These recommendations are also presented according the influential variables affecting the implementation of learner autonomy.

The point is that some recommendations are set with relevance to variable namely; attitudes, aptitudes and motivation. The first learning ingredient concerns both teachers' attitudes, with reference to the way they conceive autonomy in learning. This item is also concerned with learners and how they consider autonomy in learning. The second

ingredient that is aptitude is much more about teachers' qualifications to deal with the notion of autonomy and if they are really apt to engage in its realization. Learners' aptitude to be autonomous is another ingredient which was given a big share of remedies. The recommendations were set for fostering learners' maturity to exercise their autonomy.

Learners-centered learning is regarded as a better recommendation as it gives much important for learners' needs and a necessity for all participants in the educational process. This approach fosters learners' autonomy in the learning for reinforcing interactive learning. The learners-centered approach gives much importance to the individual skills, learning styles, needs, interests and their competence. But, the process requires a radical change in teachers'/learners' roles. The task is realized through amending learning experiences and rendering them easy. Enhancing learners' effective interactional classroom environment can make of students' active participants in knowledge construction.

Learners' participation by deciding about the manifestation of their skills and preferences can participate positively in fostering their autonomous learning process as stated by Ernie Stringer in what follows: "*Student learning processes are greatly enhanced when they participate in deciding how they may demonstrate their competence in a body of knowledge or the performance of skills.* " The procedure contributes greatly in matching learning objectives with needs

Moreover, the previous action can help teachers in establishing a reciprocal teaching/learning environment. The state can develop to the establishment of a partnership with reference to the control of the classroom elements and procedures. The process implies a balance between teachers and learners' performances. Apparently, the matter may seem simple and small to others. But, it is surely considerable for any individual learner. The process represents a positive feedback for raising learners' confidence as increasing their belief in their abilities.

Nevertheless, these recommendations are of spatiotemporal limitations. The point is that space and time are variables affecting any human phenomenon. The reason is that further researches can provide more, if not, better suggestions under different circumstances. Moreover, it is undeniable that if these recommendations are taken into consideration and made practical, they can bring to light more prosperity and better ongoing of the teaching/learning process and consequently better achievement for learners.

261

General Conclusion

General Conclusion

It is acknowledged fact that improving the process of foreign language learning to find new effective methods has been the concern of many educationalist and practitioners. The issue of autonomy has been the subject of many research studies due to its nature as a human trait. As a learning ingredient, its practical phase has been a worry for many scholars, who worked on finding the necessary procedures for its implementation. Consequently, they worked on the detriments facing the ongoing of an autonomous learning process. Apart from that, educationalist tried to explore the related criteria that can participate effectively the shaping of an autonomous schema as far as this research is concerned.

The present investigation was conducted for gaining understanding about the notion autonomy as a learning ingredient. It was also carried out in order to get deeper insights about teachers-learners attitudes towards the implementation of the previously mentioned ingredient. The process does not exclude their aptitudes to give room for autonomous learning. The researcher tried to take into consideration the entourage and environment around the educational process. The implication is that one attempted at making the study cover all the possible variables interfering in the process of autonomy realization.

Moreover, motivation is also targeted by the current research to sustain and nourish learners' proactive interest in an autonomous learning process. Teachers-learners' rapport has also been put under investigation for its importance to build confidence and self-esteem. These learning criteria cannot be neglected since they are considered as the battery for learners' initiative to take charge of their learning. Moreover, a peck of keys is suggested for the enhancement of autonomous learning schemata.

Findings and insights of the investigation confirm the solid correlation between autonomy as a human characteristic and the process of learning a foreign language, as far as English is concerned. The reason is that learners show a great interest in learning English despite the minority of the autonomous once among them. Teachers, in turn, welcome the ingredient of autonomy in the teaching/learning process. The reason is its effectiveness in developing learners' critical thinking and triggering of students' inventiveness and creativity. Results also confirmed teachers doubt about assuming responsibility of students over their learning is not a common interest among learners.

The reason is that most of students are dependent on their teachers as the sole trustful source of knowledge.

Results also confirmed the strong need of teachers' assistance and motivation for their learners in shaping students' positive attitudes towards the ingredient of autonomy. We also figured out that discovering learning styles is an indispensable requirement for fostering learners' maturity to exercise their autonomy.

This study suggests different procedures for the ingredient of learner autonomy to take place gradually and adequately. The implication is that contribution of many participants is highly recommended. The implication is that the administration is required for certain procedures as encouragement as; presenting the ingredient as an official need, making the necessary educational stuff available for its implementation.

Teachers assistance for raising learners' awareness is also needed for autonomous learning to be realized namely by; organizing scientific manifestation to present autonomy as a necessity and not a choice. Assisting learners throughout their initiative is of a great importance. Listening to students, building a good rapport with them and consult about procedures of the learning process such as; planning, implementing and evaluating are very necessary suggestions. Learners are also requested for their initiative, seriousness and efforts.

Basically, the previously mentioned process implies mutual respect and recognition of both partners by drilling for the innate skills and abilities. The point is that all learners are predisposed with abilities that need further exploration so that they can take charge of their learning.

Feedback is another important ingredient in the learning process. James Henderson, then identifies three bases for the democratic being namely the subject learning or the topic supposed to be learnt about, then self –learning that refers to the engagement and involvement in the learning process and social learning that is empathy and social interactions as sign of involvement. But this does not exclude the presence of teacher's roles as an important director of the learning experiences, which does not rely on the diversity of learning styles but based on a unique one.

The progressive teacher quality is a very necessary for teachers to possess. Hence, change is inevitable since each year teachers are faced with new students with different personalities and learning styles. This may, in turn, make them adapt things in terms of content and methods of teaching. Consequently, this aspect of development is very essential. The point is that it can take the form of rules breaking and making use of other more effective strategies that may better suit the targeted teaching situation. The implication is that the officially set procedures may not satisfy student' needs or meet the teachers' expectations for self-improvement. Actually, progress of the teaching process aspects through engagement in action research is a very effective technique.

The process can help teachers in the process of self-evaluation concerning their success or failure. On the one hand, they can evaluate the adequacy of their applied learning strategies. On the other hand, they can adapt what proved unsuccessful by discussing it with students or colleagues. Then, they receive alternatives in the form of suggestions. When teacher's previous procedures are refined, then improvement as feedback can take place. The latter can be shared later on with colleagues and can be published in a teaching source or reference for a broader scope of use.

Another procedure is that the developing teacher is expected to carry out a research to investigate his learner's needs and motives, why not about himself in terms of how to teach effectively by reflecting on the present teaching methods and strategies. Apart from that, the teacher can inhabit himself to Secondary research. The quality implies consulting the available stock of knowledge (books, magazines or articles) done by other scholars. The source can enlighten teachers by providing them with a variety of tenets that may prove successful and adequate when others meet their failure.

Reflective collaboration can be a very successful suggestion as teachers are required to cooperate and discuss their teaching experiences for more improvement. This is done through peer teaching or observation. When a teacher is observed by his colleagues, it can take the form of training courses. The action is seen as more revealing as it involves colleagues of equal authority playing the learner's role.

A free content selection and organization as well as that of tasks gradation is a necessity for students to shift them from passive recorders. It is advisable to shift learners to another role as active participants, or partner in the learning process. The action can help raising their interest for the sake of stimulating their tendency to learn the target language, then encourage them develop responsibility for the classroom elements

For learners-centered classrooms to operate well, change is to happen at certain levels namely: focus on the learner rather than the teacher as the most central element in the teaching/ learning process. Emphasis is to be directed to knowledge construction and not its end. The teacher has to perform new learners' motivating roles rather than that of knowledge provider. There would be a partial if not gradual shift of responsibility over learning towards the learner rather than being monopolized by the teacher alone. The latter is required to call for an effective constructive assessment.

Moreover, certain aspects of learning are to be taken into account such as: learners' interests, the teaching strategies and learners' social needs. In other words, learners-centered learning emphasizes individual preferences or "multiple intelligences". Consequently, the teaching material is subjected to review, innovation and adaptation. at this stage, teacher's creativity becomes an important character requiring the so-called "Flexible Formula". The latter can be developed through compulsory trainings for teachers in order to promote learners' critical thinking for promoting interactive autonomous learning experiences.

Taking all the previously mentioned factors into consideration aiming at solving the problem of autonomy from theory to practice, a matrix of teaching strategies is suggested and a big number of effective learning techniques are proposed.

 It is often recognizable that learners come with different levels of language mastery. Therefore; it is advisable to set a common background so that learners can have an equal or common access to the subject matter. The fact is that there should be change in the type of activities from individual to group or pair works. This double-edged shift is not an easy matter to control. On the one hand, it can meet diversity of interpretation as well as learning styles from one student to another one, the consequence is that the case can create confrontations among themselves in terms of ways of approaching the learning material.

On the other hand, it can help teachers establish a partnership for the sake of monitoring the teaching learning process; furthermore, it can provide a solution for the most domineering subject of complaint that is control of crowded classes. "Learner-led" if not wholly, partially is supposed to be the most appropriate term for a better active classroom learning environment as it promotes a balance between teacher's performances and those of learners.

Numerous are the tenets that can enhance the implementation of autonomy in learning namely: group work, role play, case study and scenario exercise. The most suitable ways for the injection of learner-led tasks according to Freestone (2012) are through eliciting teaching strategies rather than the informing one which means of open-ended questions that can ease critical thinking for learners.

"Self-advocacy" is a crucial criterion that students are required to be train on. A technique is seen effective only if it fosters the realization and consideration of student requirements for self-advocacy practice and selecting adequate classroom procedures and elements. The process can design a clear path for autonomy implementation. The criterion of self-advocacy implies the use of tasks such as: decisions making, giving advice, judgment and expressing opinions.

The reality is that monitoring the learning process enables students gain time allowance for activities. It also qualifies them to practice self-evaluation. Thus, tasks are expected to be presented in the form of stages as well as graded in order to enhance students' tendency and engagement in doing them. This option will successfully enhance autonomy in learning

Another type of questions is "focus" questions that help establishing transfer learning through the connection of the classroom environment to their outside world. This can be well sustained through the use of explorative questions to ease application, in order to enhance learners' engagement in the classroom environment at least through practicing a partial control over their learning process, rather than acting as passive consumers.

Providing a stress-free-learning environment is a highly recommended procedure for learners to exercise their autonomy. They help learners exhibit their hidden talents and skills. Nevertheless, the realization of the aforementioned climate requires some procedures of teachers' responsibility. Among these relaxation procedures we count the followings:

First, distraction avoidance as teachers are requested to remove all what can cause losing concentration. Analysis and checking of the learning space, i.e. the classroom is really needed for a better involvement of learners.

Second, we have relaxation as a source of confidence and ease for learners to be autonomous. Autonomous learning can take place only when activities are finely turned appropriately to learners of mixed abilities classroom. The matter also concerns learning preferences and giving room for learners to exercise their autonomy.

Students can play a crucial role in choosing the type of work. This can reflect if they

are willing to cooperate and share skills or not. Besides students can show their preference concerning the way they want to act as well as the feeling of comfortable with the atmosphere they are involved in.

The implication is that on the one hand, some learners prefer assistance from their classmates whereby the feeling of shyness and stress is swept away. On the second hand, other students may not feel like ready to cooperate with others. The point is that they may think that they may lose their spotlight, or they can be reluctant to work into group and share their ideas with others.

It is recognized that the appropriate choice of work that can stimulate students and motivate them. An example is the setting an electrifying activity in the form of a checklist according to their favoured or they prefer can be a strong motive behind their tendency to do works by themselves. Then, the teacher can organize the students according to the kind of work they prefer and make it going on well, and at the same time meet the classroom needs in terms of learners' abilities, styles and attitudes.

In fact, this needs Teaching/learning procedures adaptation to evolve with learners' autonomous character evolution. In addition, the learning environment is to be encouraging in the form of teachers' continuous support for learners' initiative to be autonomous. This can happen when pupils are given time and asked to think of an issue then team with their mates. After that, they are requested to show their findings to the class. This may be carried on by the support and flexibility if not assistance of the teacher.

Generally speaking, after subjecting the hypotheses to testing through interviews and questionnaires, research findings indicate that the main detriments standing against the implementation of autonomy in learning. These obstacles can be categorized as follows:

The first reason concerns the teaching/learning circumstances namely: overcrowded classes of 200 students in Didactics and 180 in Linguistics. Within these conditions it is impossible to give room for learners' initiative to be autonomous. The second one has to do with learners' carelessness and sometimes their hesitation because of unavailability of the necessary facilities such as: internet access, overhead projectors and printers.

The third factor hindering learner autonomy is teachers doubt about learners' maturity to hold control over their learning process. Teachers' misconception of learner autonomy practice is another standing behind the marginalization of

autonomy in learning. Moreover, learners' inability to think in English is a serious handicap to monitor their learning process. This criterion has deprived learners of another more important quality, as far as self-reliance is concerned. The latter is the key ingredient for n autonomous learning to take place.

Another detriment of no less importance is teachers' ignorance of how to proceed in implementing autonomy in learning. Most importantly, teachers are poor to efficient techniques and appropriate strategies in teaching. This situation has a great impact on learners' involvement in the teaching/learning process, let alone participating its shaping.

Moreover, findings of the research indicate that teachers are not playing their recommended roles in motivating learners to take the initiative to be autonomous. The reason can be insufficient training, or recycling opportunities they receive. Another reason is related to the learning community that is characterized by absence of self-confidence. Consequently, the hypotheses raised for the present research are confirmed.

Allowance of learners' favourite activities is of a crucial role in attracting students' attention to be autonomous. It is known as a free time for an activity that is of learners' preference. In this case, learners' interests and preferences are worth investigating for learners to be active participants. The action can be a source for more motivation to be autonomous. At the same time, it makes learners feel that they do mean.

As a basic educational criterion, reflection is supposed to be present in all teaching/learning elements or procedures as for the learning atmosphere. The action concerns the desk and tables .is related to classroom design for a flexible move for both the teacher and learners. Then, the classroom becomes an inviting, or a stress-free learning environment.

The point is that the teacher is expected to bring change to the classroom setting and so for the time management. The new setting will enable both participants (teachers and learners) develop new strategies and connect previous knowledge with new data by means of needs consideration and preferences. The outcome is learners' position as partners, and not subjects to be ruled.

Holding control over the learning process is an important ingredient to enhance autonomy in a sense of independent learning. The process can be achieved through

development of one's own ways to accumulate understandable and consolidate data. At the end of the learning process, one is needed to reflect on it by identifying key points for measurement and re-evaluation of the classroom climate. This is carried out   through considering the presence or absence of stress as well as the appropriateness of the implemented teaching procedures and techniques. It has also to do with teachers' roles effectiveness or deficiency in promoting his learners' autonomy is also recommended for evaluation

Learners can be made active when they are provided with the cognitive and meta-cognitive requirements as strategies for a better understanding. Synergetic interaction and feedback models are effective ways for learners' engagement in the design and shaping of the teaching/ learning process. The process comprises various techniques such as: First, summarizing; students are requested to summarize briefly handouts and fix the basic items of the mass production in a simple pattern.

Second, questioning as the teacher is meant to think critically about the message by means of the content. for more amendments of the currently used teaching techniques and procedures.

Third, a critical evaluation is needed to be established from the part of students who are expected to ask the teacher about the passage so as to make things clear. The procedure implies a flash back questioning. The point is that roles are reversed as learners negotiate meaning with their teachers by asking him more questions for clarifying meanings.

The aforementioned procedures imply less efforts from the part of learners and more involvement and quick performance in an autonomous pattern.

Moreover, a self-assessment process can be established when students reflect on their own skills and ideas by comparing them to those of their classmates, At the same time they are practicing their English by learning how to interact properly by respecting turn taking. Consequently, group dynamics are boosted through the encouragement and enhancement of students-students' interactions on the one hand. On the second hand, those happening between teachers and learners are fostered too.

Learners' effectiveness in problems solving can happen only if their understanding of their learning process is promoted. But, the very majority of students are not well acquainted with the type of roles and techniques within an autonomous learning environment.

At the final stage, both partners are expected to draw inferences by making

prediction or suggestions about ideas evident in the teaching/learning material. So, both the teacher and students presuppose and exhibit critical thinking. The latter can function as a stepping-stone for self-monitoring gradual introduction. The process can contribute effectively in the development of meta-cognitive awareness criterion as part of students' autonomous character.

. At the level of pedagogy, teachers are requested for knowledge and implementation of the most recent effective teaching methods and the best appropriate techniques in building an autonomous learning environment. , designing and shaping a convenient learning syllabus for students is needed designing. Determining clear learning goals is a prominent factor that can enhance learners' autonomy implementation.

It is through such analysis that an awareness of both teachers/learners' about their new roles can be brought to light. This is on the first side hand, on other side; findings of the present study may help participants in the Higher Education and Scientific Research field to develop and improve the current teaching/learning circumstances. Then, the situation can work in favour of autonomy implementation.

At this stage, it is worth pointing out that to meet the objective of the current investigation; teachers and students are just a sample taken at a random from one of the Algerian universities.

Although the findings of this investigation confirm all the previously raised hypotheses about reasons behind the controversial issue of giving room for learner autonomy to take place in the educational setting. The issue is surely open for investigation and research with reference to the Algerian socio-cultural diversity, as well as the ability to learn foreign languages, which differs from one region to another.

The aforementioned suggestions may pave the way for further researches that can cover areas, which were consciously or unconsciously missed in this paper. Then, if these would-be remedies are taken into account, teachers-pupils' partnership may be established.

The study in hand consists of four chapters; the first one was a theoretical background, includes the review of literature related to the concept of autonomy and

participant in zither enhancing or hindering its implementation. As for the second and third chapter, a field work of the research was conducted; two questionnaires were administered one to teachers and another to students. Then two interviews were conducted; the first one targeted the Head of the Department of English. The second interview concerns the Vice Dean of Pedagogy at the Faculty of Letters and Foreign Languages.

In addition to the aforementioned steps, there were suggestions and recommendations for EFL teachers and learners as well as other participants namely; the administration and the educational entourage. The results have shown that teachers-students' attitudes and aptitudes are important influential motives on learners' autonomy introjections in the educational setting. Speaking about influence, the aforementioned learning ingredients can have either positive or negative impacts on the establishment of learners control over their learning process. As well, these learning criteria are really required in EFL classes for teachers' establishment of a good rapport using several strategies.

The findings revealed that EFL learners need a comfortable environment where their teachers encourage and motivate them to monitor their learning. Moreover, offering them the opportunity to express their needs and preferences is a highly recommended procedure.

In a sum, this research is conducted to indicate the importance of teacher- student rapport and maturity for promoting the students' responsibility over the classroom environment.

Finally, it is worth stating that we hope that the current research will contribute effectively in filling the research gap. But, this is not to be concerned as the only contribution as an article was published in Joussour Elmaerifa Magazine in Chlef University. Apart from that, a national conference is to be held at the university of Hassiba Benbouali/ Chlef about the same issue.

Yet, this does not exclude the fact that future or further investigations can replicate other studies about the same research gap; with different perspectives, covering more areas with larger samples and better spatiotemporal factors for more reliable data and insights. The point is that the issue of autonomy can be subjected to other research attempts.

Appendices

Appendix A. Teachers' Questionnaire about the Algerian Context of Autonomy in E.F.L.

Appendix B. Students' Questionnaire about the Algerian Context of Autonomy in E.F.L.

Appendix C. Interview *the Head of the Department of Foreign Languages* about the Algerian Context of Autonomy in E.F.L.

Appendix D. Interview with the Vice Dean of Pedagogy; Faculty of Arts and Languages about the Algerian Context of Autonomy in E.F.L.

Appendix A

Teachers' Questionnaire about
The Algerian Context of Autonomy in E.F.L.

This questionnaire is addressed to the Algerian Teachers of English; Department of English at the University of Hassiba Benbouali /Chlef concerning their attitudes towards learners' autonomy.

1. Biographical details .Please, Cross in the right box.   [X]

1.1.Sex: ☐   Male   ☐   Female

1.2. Teaching Experience:

☐ **a.**Less than 05 ☐ **b.**05-10 ☐ **c.**10- ☐ 15 **d.**15-20 ☐ **e.**More than 20

2. Teaching Background.

Questions	Yes	No
a.Is knowledge about teaching/learning important for you?		
b. Do you update your knowledge about your field of work?		
c. Do you reflect on your teaching process in terms of content and strategies?		
d. Do you receive any in-service trainings ?		
e. Are you aware of your teaching style?		

3. Teachers' Attitudes
3.1. Teachers' Attitudes towards Autonomy in Learning.

Questions	Never	Sometimes	always
a.Are you familiar with the notion of autonomy in learning?			
b. Do you discuss the notion of autonomy with your students?			
c. Is autonomy worth implementing in learning?			
d. Can autonomy be implemented in the learning process?			
e. Do you encourage your students to be autonomous?			

3.2. Teacher's Attitudes towards Learning Styles.

Questions	Never	Sometimes	Always
a. Do you take into consideration your students' learning styles?			
b. Do you link what you teach in the classroom with learners'daily life?			
c. Does your way of teaching match those of your learners'?			
d. Are you the sole knowledge provider in the classroom?			
e.Do you enhance pair or group works?			

4.Teachers' Attutide towards Learners' Aptitude to be Autonomous

4.1. Teachers' Attitude towards their students' Learning Objectives.

Questions	Yes	No
a. Are you aware of your students' learning objectives?		
b. Do you discuss learning objectives with your learners?		
c. Have you ever tried to elicit leaning objectives from your students?		
d.Do you consult your learners when setting learning objectives?		
e.Do you think that your learners are apt to set their learning objectives if consulted?		

4.2.Learning Objectives;

a.Learning facts about native speakers.	
b.Developing a critical attitude towards their own society and culture.	
c.Being tolerant towards "others" or foreigners.	
d.Learning how to cope with when abroad.	
e.Learning for self-defense when opposed.	

Others;

……………………………………………………………………………………………

4.3. Learning needs.

Question	Yes	No
a.Are you aware of your students' learning needs?		
b.Does the current teaching process meet your students' learning needs?		
c.Do you consult your learners about their learning needs?		
d.Are learners apt to decide about their learning needs if consulted ?		

4.4. Learning Content
4.4.1.Consult about the Learning Content.

Question	Yes	No
a. Does the program fit your learners' level?		
b. Are your students interested in what they are taught? (Content)?		
c. Do you consult your students about topics of their interest?		
d. Do you think that students are able to decide about what to learn if consulted?		
e. Do you avoid routines and introduce innovation in the classroom?		

4.4.2. Learning Material.

a.Textbooks	
b. Magazines and newspapers.	
c. Videos.	
d. Literature (novels...).	

others;

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4.5. Self-evaluation.

Questions	Never	Sometimes	Always
a.Are you familiar with learners' self-evaluation?			
b.Do your students evaluate their learning progress?			
c.Do you encourage your students to evaluate their learning?			
d.Are you familiar with the portfolio and project workshops?			
e.Do you enhance your students' voluntary works?			

5. Learners Effective Conduct .

Items	Agree	Disagree
a.Language proficiency is a key criterion to foster learners' autonomy.		
b.Autonomy implies learning independently of the teacher.		
c.Voluntary works and self-accomplishment promote learners' autonomy.		
d.Cultural awareness is indispensable to promote learners' autonomy		
e.A self-confident learner can be an autonomous one.		

6. Description of the current teaching/learning environment with reference to autonomy implementation.

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7. Further suggestions for the introjections of autonomy ;

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6. I n case of time constraints, what do you prefer?

   c- Increase time for language exposure. ☐

   d- Lightening the designed syllabus. ☐

   e- Reviewing the teaching material. ☐

Students' Questionnaire about
The Algerian Context of Autonomy in E.F.L.

This questionnaire is addressed to the Algerian Master2 Students of English at the University of Hassiba Benbouali / Chlef concerning their learning Autonomous Character.

1.Personal details_Please, Cross in the right box.   [X]

Sex: ☐   ☐ Male   Female

Age: ☐ **a.**25-30. ☐ **b.**30-35 ☐ **c.**35-40 ☐ **d.**40-45 ☐ **e.** More than 45

2.Learners' Attitudes towards Autonomy.

Questions	Never	Sometimes	Always
a.Are you familiar with the notion of autonomy in learning?			
b. Do you discuss the notion of autonomy with your teacher?			
c. Are you for being autonomous in learning?			
d. Do your teachers supply you with a theoretical background about autonomy ?			
e. Do your teachers encourage you to be autonomous?			

3. Learning Styles
 3.1. **. Students Awareness of their Learning Styles**

Yes ☐ No ☐

Favorite one: … …………………………………………

3.2 . Teacher's Attitudes towards Learning Styles.

Questions	Never	Sometimes	Always
a. Does your teacher take into consideration your learning style?			
b. Does your teacher link what you learn in the classroom with your daily life?			
c. Does your teacher's way of teaching match with your learning preferences?			
d. Is your teacher the sole knowledge provider in the classroom?			
e.Do you discuss your learning preferences with your teacher?			

4.Learners' Aptitude to be Autonomous

4.1. Awareness of Learning Objectives.

Questions	Not really	Somehow	Absolutely
Are you familiar with leaning objectives ?			
Are you aware of your learning objectives?			
Do you discuss your learning objectives with your teacher?			
Does your teacher consult you when setting learning objectives?			
Do you feel apt to set your learning objectives if consulted?			

4.2.Learner' Objectives:

Learning facts about native speakers.	
Developing a critical attitude towards your own society and culture.	
Being tolerant towards "others" or foreigners.	
Learning how to cope with when abroad.	
Learning for self-defense when opposed.	

Others:
…………………………………………………………………………………………………

4.3. Learning needs

Questions	Yes	No
Are you aware of your learning needs?		
Does the current teaching process meet your learning needs?		
Does your teacher consult you about your learning needs?		
Are you able to decide about your learning needs if consulted ?		

4.4. Learning Content

4.4.1.Consult about the Learning Content.

Question	Yes	No
Does the program fit your level?		
Are you interested in what you are taught? (Content)?		
Does your teacher consult you about topics of your interest?		
Are you able to decide about what to learn if consulted?		
Does your teacher avoid routines and introduce innovation in the classroom?		

4.4.2. Preferred Learning Material

Textbooks	
Magazines and newspapers.	
Videos.	
Literature (novels...).	

*Others:
…………………………………………………………………………………………………
…………………………………………………………………………………………………

4.5. Self-evaluation

Questions	Never	Sometimes	Always
Are you familiar with learners' self-evaluation?			
Do you evaluate your learning progress?			
Does your teacher encourage you to evaluate your learning?			
Are you familiar with the portfolio and project workshops?			
Does your teacher enhance your voluntary works?			

5. Learners Effective Conduct.

Items	Agree	Disagree
Language proficiency is a key criterion to foster learners' autonomy.		
Autonomy implies learning independently of the teacher.		
Voluntary works and self-accomplishment promote learners' autonomy.		
Cultural awareness is indispensable to promote learners' autonomy		
A self-confident learner can be an autonomous one.		

6. Description of current learning environment with reference to autonomy implementation;

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7. Further suggestions for the introjections of autonomy ;

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Thanks for your cooperation

Appendix C

Interview the Head of the Department of Foreign Languages about
The Algerian Context of Autonomy in E.F.L.

This interview addresses the Head of the Department of Foreign Languages at the University of Hassiba Benbouali / Chlef concerning his attitudes towards learners' autonomy.

Question1:
Is learners' autonomy important in the field of higher education?
…………………
Question2:
How would you describe the local educational setting and its support for autonomy implementation?
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………………………………………………………………………
Question3:
   What do you think about learners' attitudes to be autonomous?
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………………………………………………………………………
Question4:
How about their maturity to define their learning needs, objectives, styles; and content?
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………………………………………………………………………
Question5 :
What would you say about their ability to evaluate themselves?
……………………………………………………………………………………………………
………………………………………………………………………
Question6 :
What constraints stand against the Implementation of autonomy in learning?
……………………………………………………………………………………………………
………………………………………………………………………
Question7 :
 What would you suggest for an autonomous learning environment?
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Thanks for your cooperation

Appendix D

**Interview with the Vice Dean of Pedagogy; Faculty of Arts and Languages about**
The Algerian Context of Autonomy in E.F.L.

This interview addresses the Vice Dean of Pedagogy; Faculty of Arts and Languages at the
University of Hassiba Benbouali / Chlef concerning his attitudes towards learners' autonomy.

Question1:
How would you describe the local educational setting and its support for autonomy?

……………………………………………………………………………..
Question2:
  What do you think about teachers-learners' attitudes to be autonomous?
………………………………………………………………………………

Question3:
How about their maturity to be autonomous?
……………………………………………………………………………….

Question4 :
What constraints stand against the Implementation of autonomy in learning?

………………………………………………………………………………
Question5 :
What would you suggest for an autonomous learning environment?

………………………………………………………………………………..

Thanks for your cooperation

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Glossary

Glossary

Mimicry Ability: it has to do with new sounds imitation.

Phonemic Coding Ability: it is about sound patterns identification in a new language.

Grammatical Sensitivity: it refers to the recognition of words varying grammatical functions in sentences.

Memory Learning Ability: it deals with learners' retrieval of vocabulary stock and rules of language.

Ethnocentrism: A strong belief in one's culture as an ideal model that should not be questioned.