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Autonomous Learning in the Algerian EFL Classrooms: The Case of Higher Education Students in Yahia Fares University (Medea)

Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in English Applied Linguistics

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Dedication

" وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ "

*First, my biggest thanks to **ALLAH** for giving me uncounted blessings.*

I dedicate this work:

*To my **MOTHER,** my beloved and my dearest woman in the universe, under her feet I seek for Jannah. To my **FATHER** (my darling dad) the dearest man to my hearts, my example in this Life. They afforded and provided all my needs, and without their support and encouragement, I would have never dreamed of graduating. May Allah give them health and heal them of any harm.*

*To my brothers: **Mohamed, Abdelaziz**, **Abdelhakim**.*
*To my sisters: **Amina**, **Soumia** and my twin **Hadjer**.*
*To my lovely nieces and nephews: **Aya**, **Naila**, **Abderahman**, **Wael**, **Ilyes**, **Khalil**, **Cerine**, **Hiba**, **Zindine**, **Lina**, **Alaa**, **Younes**.*

*To all my **TEACHERS** during my academic studies at Medea University, as well as my previous teachers of Ouargla and Blida University.*
For anyone I knew during my brief time at the university.
To all of you I dedicate this work.
*Last but not least, I would like to dedicate my graduation to **MYSELF**, and thank myself for all the hard work, sleepless nights, and all the struggling I passed through before reaching this goal (proud of myself).*

Talbi Sara



Dedication

First, I want to thank God for being where I am today.

Second, I would like to dedicate this work to myself, and thank myself for not giving up.

This work is also dedicated to my sort of hope, my mom Leila and my dad Khaled.

To my lovely sister Sarah and her husband Abdelghani for their endless support without forgetting their angel Ishak.

To my beloved brothers; Hichem and his small family, Ismail and Mohamed.

Special dedication to my best friends who stand by me in my happiness and sadness, to my intimate friends Abla and Loubna.

To all my teachers from the primary school to the university and to all my classmates.

Hanane BENADDA

Dedication

First of all, thanks to Allah for giving me uncounted blessings that enable me to reach my graduation day. I would have never dreamed of graduating without my mom's wish. Actually, I am here for the sake of my beloved mom only "may her soul rest in peace", she wanted me to continue my educational career and i tried all my best to make her dream true. I dedicate my research work to my dad who spent his life for making my dreams real, to my darling sister who supports me and prays Allah to success me, to my brothers for their encouragements . A special thanks to my brother's wife who was always by my side, to grandma and aunties. To my nephews and nieces, to my cousins, my loyal friends. At the end, i want to thank myself for not giving up when I lost my cool and against all odds.

Fella BENADDA

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Finally, and yet importantly, we conduct this research not only for academic purposes, but also to broaden our knowledge.

Finally, we would like to thank our families and friends for their endless support. Without that support, we would never have brought this work to life.

Abstract

The present research attempts to investigate the effectiveness of autonomous learning and promote it in the Algerian EFL classrooms, as well as, to examine teachers and learners' perceptions and beliefs regarding their responsibilities, their abilities and to what extent they are ready to implement autonomous learning strategies. It aims to examine the strategy's effectiveness. For this purpose, the study is based on a survey questionnaire sent to sixty (60) LMD students and fifty (15) teachers from the English department at the University of Yahia Fares.

In terms of the methodology, we adopted the mixed-method approach. Data were collected quantitatively and qualitatively from two different sources: the students' questionnaire and the teachers' questionnaire. Then they had to answer a questionnaire about their opinion on autonomous learning.

The findings of this research indicated that the majority of the surveyed students and teachers held significantly positive attitudes toward the concept of "Learning Autonomy", its effects on the EFL classroom, and its importance in promoting their learning process. However, it also reveals the barriers commonly encountered by students, such as their inability and unwillingness to become autonomous inside and outside the classroom.

At the end, we hope that teachers will recognize their significant role in helping learners to be involved in learning autonomy. As well as, we hope learners will be more aware of it.

الملخص

يحاول البحث الحالي التحقيق في فعالية التعلم المستقل وتعزيزه في الاقسام الدراسية للغة الإنجليزية كلغة اجنبية في الجزائر، وكذلك لفحص تصور الأساتذة والطلبة فيما يتعلق بمسؤولياتهم وقدراتهم ومدى جاهزيتهم لتنفيذ خطط التعلم المستقل. لهذا الغرض اعتمدت هذه الدراسة على استبيان استقصائي لستين(60) طالبا ضمن نظام ل م د واستبيان اخر لخمسة عشر(15) أستاذا في قسم اللغة الإنجليزية بجامعة الدكتور يحي فارس.

في منهجية هذا البحث قمنا باعتماد المنهج المختلط، حيث تم جمع البيانات الكمية والبيانات النوعية من مصدرين مختلفين؛ استبيان اول موجه للطلبة واستبيان ثان موجه للأساتذة كان عليهم الإجابة عليه حول رأيهم في التعليم الاستقلالي.

تشير نتائج هذا البحث الى ان اغلبية الطلاب والأساتذة الذين شملهم هذا الاستطلاع لديهم مواقف إيجابية بشكل ملحوظ تجاه مفهوم استقلالية التعلم، وتأثيره على اقسام تعلم اللغة الإنجليزية كلغة اجنبية، وأهميته في تعزيز عملية التعلم لديهم. ومع ذلك فانه يكشف أيضا عن العوائق التي تواجه الطلبة بشكل عام، مثل ضعف القدرة وانعدام الرغبة في ان يصبحوا مستقلين سوآءا داخل او خارج الفصل.

في النهاية، نأمل ان يدرك المدرسين أهمية دورهم في مساعدة المتعلمين وحثهم على المشاركة في التعلم الذاتي. كما نأمل ان يكون المتعلمين أكثر وعيا بها.

LIST OF ABBREVIATIONS AND ACRONYMS

YFUM: Yahia Fares University of Medea

EFL: English as a Foreign Language

ELT: English Language Teaching

LA: Learning Autonomy

LMD: License, Master, Doctorate

MS: Middle School

CRAPEL : Centre de Recherche et d'Application en Langues

Q: question

S: Student

T: Teacher

N: Number

E.g.: Example

%: Percentage

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GENERAL INTRODUCTION

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1. Background of the Study

Previously, in the field of language teaching and learning, there were many traditional teacher-led methods of learning. Nowadays, we are not just teaching our English learners but also helping them to develop all kinds of skills. For instance, creativity, critical thinking, communication, collaboration, and knowledge of learning are specific strategies for learning the English language. All of these skills are relevant in their own way in learning, and we are helping them become 21st century global learners. These life skills are divided into two main groups: thinking and learning skills and then social and emotional skills. Thus, all those different life skills are organized and developed, and they are all highly relevant in terms of developing "Learning Autonomy", even though all of these skills are fundamental in creating effective learners.

Over the last decades, great amounts of attention and discussion have been oriented towards the concept of "Learning Autonomy". This new development in the ability of learners to assume more responsibility in planning, executing, and assessing their own learning recognizes changes that affect teaching and learning.

For some decades, a great paradigm shift occurred in Algerian higher education. This Algerian higher education has witnessed a great paradigm shift, which seems to confirm the importance of developing managers, teacher's, and learner's autonomy. For example, attempts have been made to depart from teacher-led classes working in a uniform fashion towards common goals to more individualized and learner-centered learning. Thus, teaching EFL is of pivotal importance and language teaching does not only require providing knowledge but enhancing the role of learners and enabling them to be engaged in autonomous learning; Learning autonomy is desirable as it entails the individual learner’s acceptance of responsibility for their own learning, and that is why it is also necessary to explore learners’ readiness for autonomous learning. The present study endeavors to find the role of education in promoting or stifling learner autonomy in Algerian university departments of English.

2. Statement of the Problem

We have observed that EFL students at Yahia Fares University, Medea face many problems related to difficult working conditions, a huge increase in the number of student-teachers, which requires them to assume higher responsibility for their own learning,

because they rely on their teachers in their process of learning, such as evaluation, learning assessment, their lessons, etc., which stand as an obstacle at enhancing and fostering learning autonomy for EFL learners.

This study has been reinforced via a review of relevant literature and by administering a survey questionnaire to a number of teachers and students from the English department at the University of Yahia Fares, Medea.

The questions were raised to elicit the students' conception of the main strategies and characteristics of autonomous learners. Drawing on their answers, we have noticed that the surveyed teachers and students hold positive attitudes and conceptions of learner autonomy and its effects on EFL students' academic achievement. Yet, some uncertainty among teachers and learners emerged from the questionnaire data. To address the problem mentioned above, the present study attempts to explore their conception of learning autonomy for EFL learners.

3. The Aim of the Study

Our aim of this study is:

• To explore the Algerian EFL students' and teachers' perceptions of promoting learning autonomy.

• Determine the extent to which students use autonomous learning strategies.

• Determine the extent to which this strategy is effective and feasible.

•To investigate the effectiveness of learning autonomy.

• To improve the students' learning autonomy in higher education.

4. Research Questions

Our way to this study, a number of questions have come into minds:

1. Do the Algerian universities respect and implement the concept of L.A? To what extent is learning autonomy applied?
2. What are the main perspectives of EFL teachers towards learning autonomy? Are they ready to transfer their autonomy to their students?
3. Are students at Yahia Fares university of Medea ready to be engaged in autonomous learning?

4. What are the impediments and factors affecting the implementation and promotion of the concept of "Learning Autonomy"?

5. Research Hypotheses

For these research questions, the following hypotheses have been formulated:

1. Learning autonomy is still regarded as a novel process in the Algerian educational context, therefore its implementation is still difficult to foster for both teachers and learners in higher education.
2. Another issue is directly linked to teachers' readiness for autonomous learning related to their roles and responsibilities since they lack the necessary background about its complexity and applicability.
3. Whenever students consider the teacher as the first and most responsible agent in the learning process, they are uncertain about taking any responsibility, decision-making, or reliance on themselves. All that conclude that students are not yet ready to be engaged in autonomous learning.
4. Teachers and learners will struggle to communicate each other's roles appropriately, especially if the curriculum of teacher training relies on outdated instructional practices, such as rote learning, so it becomes more difficult to implement and promote learning autonomy.

6. Significance of the Study

The significance of the study is mainly based on helping the students enhance their learning autonomy and spreading the notion of using learning autonomy in the Algerian universities' English departments, in addition to investigating the attitudes and perceptions of EFL teachers and students. Thereby, this study is significant to both teachers and students. Besides, our expectations from this study are to raise students' and teachers' perceptual awareness of the concept of learning autonomy and to improve students' and teachers' learning autonomy.

7. Methodology

Many EFL teachers are encouraging autonomy to enable their learners to be engaged in autonomous learning to improve their language acquisition. This study was conducted on higher students of the English Department of Yahia Fares Medea University by adopting the mixed-method approach, qualitative and quantitative:

1. First, we used an introspective technique because it helps to comprehensively cover all aspects of learning autonomy.

For this point we relied on the qualitative approach that required collecting a large amount of data about the topic and selecting the necessary material that helps us to build our research, because learning autonomy as a topic is too vast and studied from different perspectives. So, we supply our research with data from journals, institutions and statistics.

The researcher provides an overview of learning autonomy, including its background, definitions, theories, philosophies, strategies, and tips to foster it.

2. Second, With reference to the data collection methods, which were quantitative (survey questionnaire).

For the quantitative method, we opt for gathering data on the students' numbers and their marks. Additionally, teacher readiness for promoting the development of LA requires a variety of views and perspectives that can only be revealed through the quantification of views.

8. Definition of key concepts

It is paramount importance to define the following important words that will frequently be used in the current study: learning autonomy, autonomous learning, and EFL

8.1. Learning Autonomy: is the capacity to take charge of one's own learning (Holec 1981: Benson 1997 as cited in Zou, 2011).

8.2. Autonomous learning: it is the individual and gradual process of self-awareness which involves the sharing of control between teacher and learners (Zou, 2011)

8.3. EFL: is regarded as English as a Foreign Language.

9. Structure of the Study

The research is intended to achieve our goal. It is divided into a general introduction and three chapters; the general introduction contains background of the study, a statement of the problem, research questions, objectives and significance of the study. And for the three chapters, the first chapter is devoted to the theoretical part, under the name of the literature review, dealing with Learning Autonomy. The second chapter represent the methodology and data gathering in which we have seen the methods and procedures followed during this research. The third chapter and the last one dealt with the analysis and discussion of the obtained results, followed by pedagogical implications, recommendations for teachers, suggestions for future studies and, a general conclusion.

CHAPTER ONE
Literature Review

CHAPTER ONE: Literature Review

Introduction

I. Part one:

1.1 The historical background of Learner Autonomy

1.2 Definitions of Learner Autonomy

1.3 Characteristics of Autonomous learning

1.4 Levels of Learner Autonomy

1.5 Strategies of Learning Autonomy

1.6 Psychological factors influencing learning Autonomy

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1.11 Overview on the Algerian Higher Education

1.12 LA Problems faced by the Algerian EFL

Conclusion

Introduction

When we talk about autonomous learning, we talk about encouraging both teachers and learners to take responsibility for their own learning, and that what makes learners much better in their autonomous learning. The present review of the literature is an attempt to discuss, in two sections, more theoretical constructs related to the current subject.

The first section will discuss the core concept of autonomy, its characteristics, levels, and what strategies we need to build, by reflecting on the strategies they might already have naturally, and then we will discuss some psychological factors influencing learning autonomy, such as motivation, anxiety, and shyness. And also by helping them to promote learning autonomy. In addition to that, a practical thing that we can do as a teacher to encourage learner autonomy. And then we conclude this section with benefits and disadvantages of this latter.

The second section will shed light on LA within the Algerian EFL classrooms, so if you think of a traditional teaching classroom, perhaps the teacher is at the front of the room and the students are sitting at their desks listening to what the teacher says and writing down. This means that the teacher is an important factor in the classroom (an active role), whereas learners they do not interact in the classroom (a quite passive role), so autonomy learners are about being more active in their own learning process by understanding the skills that they need and their knowledge of them. First, we will tackle the main roles of teachers and learners. In addition, we will cover an overview of Algerian higher education and how learning autonomy is important for the EFL learners at the University of Yahia Fares Medea, Algeria. The final part in this chapter will eventually elucidate learning autonomy problems faced by the Algerian EFL.

1.1 The Historical Background of the Study

It is preferable to go into the field of autonomy's history in order to gain a better knowledge of it. Although learner autonomy has only recently gained popularity in the field of language teaching, the historical origins of the concept in other professions go back far longer. Autonomy theory was first developed in the fields of politics and moral philosophy.

Autonomy has a longer history in Europe, dating back to the sixteenth and seventeenth centuries, when it was originally applied to nations and institutions free of external control

(Benson, 2011:50). It was only later that it was applied to people, and only in the sphere of philosophy at first.

Philosophers such as Immanuel Kant (1724-1804) and John Stuart Mill (1806-1873) emphasized the importance of free will as the foundation of a functioning society; for them, striving for individual liberty leads to a society of mutual respect and liberty in which no one treats others as means to an end but as ends in themselves.

These philosophers' theories offer faith in an individual's inherent goodness and abilities, which is also the underlying principle of learner autonomy. Although learner autonomy has philosophical roots, it can also be seen in psychology. Carl Rogers (1902-1987) was one of several educational psychologists who worked in the field (Benson, 2011:1). Learning, according to Rogers, is a unique, individual process that emerges from and is influenced by individual experiences and results in behavioral changes; the teacher's responsibility is to promote this natural process of self-actualization.

Because of the inherent nature of learner autonomy, it should come as no surprise that the concept has sparked interest in the field of psychology, at least through psychological concepts that are closely related to learner autonomy. Self-regulation refers to the mind's ability to govern its functions, states, and activities (Vancouver, 2005: 305 as referenced in Ikonen, 2003). Learner autonomy can be considered a sort of self-regulation because it is the ability to manage one's own learning, which is an internal process.

Thanks to the Council of Europe's modern language initiative, the concept of autonomy has made its way into the field of language acquisition. Later on, this project was transformed into a language research and application center. The first theory of autonomy in the learning process was developed in 1971 as part of the Council of Europe's modern language project. The "Centre de Recherches ET D'applications en Langue "(CRAPEL) was established as a result of this initiative. (Benson, 2001: 8) The CRAPEL facility was founded by Yves Chalon, who is regarded as the father of language learning autonomy. It was developed at Nancy University in France. Henri Holec succeeded him after his death in 1972.

To summarize, the history of autonomy as a multidimensional field has undoubtedly provided much evidence relating to various aspects of people's lives and has enriched the educational process. It has also paved the way for new educators and researchers who have benefited from valuable documents, works, and research.

1.2 Definitions of LA

We have been hearing for years that autonomy is crucial (Quoted in Hill, 1991. p. 43). Immanual Kant believed that autonomy is the root of human dignity and the source of modality. As a result, autonomy has been promoted as an important educational goal. Autonomy, like many philosophers' favorite terms, does not refer to a single item; it can imply a variety of things to various people. Hill (1991) says, however, "Little progress can be made in debates about autonomy until these different ideas are sorted out" (p.44).

Learner autonomy is interpreted differently in language education, and terminology like "learner independence," "self-direction," and "independent learning" have been used to refer to related concepts. It is worth noting that autonomy as a social process can be regarded as a point of departure from education as well as a redistribution of power focused on knowledge building and the responsibilities of participants in the learning process. There is a lot of worry in the field of language acquisition regarding what approaches teachers may use to aid kids who are unable to build skills to learn, assess, and control their own learning (Ustunlouglu, 2009).

Many publications (notably Rivers, 1992: Brindley, 1990) make suggestions for improvement, and a rising number of research studies are focusing on examining the origins of this failure. As presented by Brindley (1990), autonomy is defined as the degree of responsibility pupils assume for their own learning.

Learner autonomy has become increasingly popular in recent decades, although there appears to be significant debate over how to define it, particularly in terms of its specifics. The current discussion around learner autonomy in second and foreign language acquisition stems from Holec's 1979 book Autonomy and Foreign Language Learning, in which he defines learner autonomy as:

"To say of a learner that he is autonomous is that he is capable of taking charge of his own learning and nothing more ... to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning" (Holec, 1981: 3).

Learners take their first step toward autonomy, according to Holec (1981), when they comprehend that they are responsible for their own learning. This can be accomplished through participating in all stages of the learning process, including planning, implementation, and evaluation. We might state that learning autonomy is, to a significant extent, the learner's responsibility for his learning, based on Holec's renowned definition, which marked a turning point in the field of autonomy.

1.3 Characteristics of AL

Many scholars, like Holec, Little, and Benson, believe that autonomous learners should be able to manage their own affairs. In other words, they consider them self-sufficient individuals capable of managing their own education. In his classic work Autonomy in Foreign Language Learning, Holec describes the autonomous learner as follows:

"To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning and nothing more; to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning" (Holec, 1981: 3).

To complement his definition, Holec (1981) adds that an autonomous learner should be able to choose the goals, specify the content, choose the tactics to utilize, and evaluate what has been learned. Learners can be independent, he claims, provided they are responsible for their own learning and participate in many areas of the learning process. Holec (1988) mentions the following in the same context:

"...The autonomous learner is not automatically obliged to self- direct his learning either totally or even partially. The learner will use his ability to do so only if he so wishes and if he is permitted to do so by the material, social and psychological constraints to which he is subjected" (Holec, 1988: 8).

Little, on the other hand, has a different perspective on autonomous learners, stating: "Autonomous learners can understand the purpose of their learning program, unequivocally recognize the conscientiousness for their learning; divide the set of learning objectives, take initiatives in planning and implementing learning activities, and regularly review their learning and evaluate its effectiveness" (Little, 1991: 11).

Kumaravadivelu also supports Little's concept, arguing that: "Supporting learners to be autonomous means providing them with more opportunities to be successful." (Kumaravadivelu, 2003: 131).

For Nunan, he sees that: "Learners who have reached a point where they are able to define their own goals and create their own learning opportunities have, by definition, become autonomous" (Nunan, 1995: 145).

Arguing that the independent learner is the one who can figure out the optimal way to learn and succeed. For Huttunen : " A learner is fully autonomous when he is working individually or in a group , taking responsibility for the planning , monitoring and evaluating of his studies" (Huttunen, 1986: 95). Candy (1991) believes that autonomous learners have some competencies in the same situation. These skills enable individuals to be identified by characteristics such as systematic, logical, reflective, flexible, self-aware, creative, responsible, and self-sufficient.

Benson, on the other hand, suggests: “Autonomous learners are more educated individuals who have the ability to take the charge and contribute not only to their learning process, but also in their social life” (Benson, 2001: 01).

Thanasoulas (2000), on the other hand, characterizes the autonomous learner as someone whose life is consistent and driven by a consistent set of beliefs, values, and principles, as well as someone who engages in a continuous process of critique and reevaluation.

As a result, autonomous learners do not rely solely on instructions, methods, or materials provided by teachers in the classroom; instead, they take charge of and encourage their own learning. They select the proper tools and materials and assess if they are beneficial to their learning.

1.4 Levels of AL

By the end of 1990, some researchers affirms that the term « Autonomy » have seen an amount development in its levels. There are five essential stages of learning autonomy the learner can pass through to enhance his or her autonomous learning.

- Awareness:

At this level, learners are aware of the pedagogical goals and the used materials. Also, they identify their own strategy implications of the pedagogical tasks, and identifying their own favorite styles.

- Involvement:

Learners should select the appropriate option as they are involved in choosing their own goals from the alternatives.

- Intervention:

At this stage, learners are concerned to edit and adapt tasks, goals, and the content of the learning program.

- Creation:

Learners are responsible for their own learning goals, role, and to reach their learning achievement as well.

- Transcendence:

At the final level, autonomous learners are able to be teachers and researchers by going beyond classroom and relate between inside and outside the classroom.

1.5 Strategies of LA

In the field of autonomy, EFL teachers must provide learners with successful approaches to improve their autonomous learning. The majority of researchers spotlight on some strategies that makes autonomous learners much better in language learning. Teachers have to raise their student's awareness and to teach them to assess themselves before tests. Learning strategies are conscious actions taken by learners to make learning easier, faster, enjoyable, and self-directed. There are two types of learning strategies: direct strategies which contain: cognitive, memory, and compensation strategies. On the other hand, indirect strategies include meta-cognitive, social, and affective strategies.

1.5.1 Meta-cognitive strategies

It is all about making plans for learning, directing your own comprehension, being productive while learning, self-evaluating your level at learning, and monitoring the understandings.

1.5.2 Cognitive strategies

Are the processes which learners apply while learning, in order to strengthen their ability to learn and remember things. Repeating, transferring, questioning, summarizing, and mapping are some helpful cognitive skills (Guoqiao& Ligang, 2020, p. 96)

1.6.3 Social affective strategies

This kind of strategy helps in controlling learner's attitude and motivation. There are five general learning strategies:

- Directed attention: when deciding in advance to concentrate on general aspects of a task.
- Selective attention: paying attention to specific aspects of a task.
- Self-monitoring: checking one's performance as one speaks.
- Self-evaluation: appraising one's performance in relation to one's own standards
- "Self-reinforcement: rewarding oneself for success" (Zahra, 2018, p. 23).

1.6 Psychological Factors Influencing LA

This kind of strategy helps in controlling learner's attitude and there are many psychological obstacles that learner autonomy can face during learning autonomy. The following psychological factors affect the learner terribly which are: motivation, anxiety, and shyness.

1.6.1. Motivation

The term motivation plays a fundamental role in learning. It is a process that pushes learner autonomy to be eager to reach his goals .Moreover; motivation improves learners'

skills and knowledge, makes learning much more easily. Furthermore, motivation allows learner autonomy to get into challenges and tasks while the non-motivated ones could not. Tawfiq states that motivation affects the degree to which learners are prepared to learn autonomously and that teachers should not make efforts to generate motivation before training students in the practice of autonomous learning (Tawfiq, 2016 p. 31). Motivation can also leads to a high level of autonomous learning.

1.6.2. Anxiety

It is a psychological, emotional response that affects the learning side of autonomous learners. It is a result of fear, stress, uncertain thoughts, and the loss of control. Besides, anxiety is a normal reaction that we all may face it in our daily life. In general terms, anxiety can be defined as a state of uneasiness or irrational fear in the autonomous learner as a reflection of the fear of making mistakes especially when the learner speaks in front of strange people in a foreign language, in an educational club participating in activities and challenges , or during oral exams. Adnan states that, anxiety is « a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process » (2019, p.2).

1.6.3. Shyness

It is a feeling that almost students suffer from during learning specially when they are asked to discuss something in front of unfamiliar people .Shyness is a «temporary emotional reaction triggered by encountering new people and situation » (Nadia, 2015, p. 43). This psychological factor may hinder learners to achieve their goals. Furthermore, shy learners avoid working alone in classroom, they prefer pair work and team work in order not to stand up on the board and discuss the work in front of his or her classmates. Shy students avoid the eye-contact, participating in classroom, sharing their own ideas and thoughts because of shyness and fear of committing mistakes.

1.7 Promoting LA

Once we understand the concept of LA, we need also to be aware how we can actually promote that as a teacher or learner through materials and how can we include that concept of autonomy. Below, there are some of tips that teacher and learner should do when trying to promote autonomy:

- Encourage the target language as the preferred medium of classroom communication. That mean encouraged is not much about teaching and telling and doing that kind of thing, maybe that was the way we taught 1920 but now in the new millennia, it

is more about the person and what the person needs and motivate those sort of things, so we encourage.

- Involve learners and teachers in a non-stop quest for good learning activities. In that sense we need to involve ourselves in choosing own learning activities.
- Require learners and teachers to identify individual goals but pursue them through collaborative work in small groups. Because autonomous learner will set he or her own goals and purposes.
- Require learners to keep a written record of their learning. As students university you have had some teachers asks to keep a record or in your journal which include normally on the content, that is meaningful for you, its help us to consolidate and to create links between the content in a more personal way.

1.8 Practical Examples for Promoting LA

After all these concepts of promoting learning autonomy, we always have to come back to that question what does this look like in the real world ? How does this relate to what autonomy is? And see if we can find that motivation and meta-cognitive and all those conceptual factors, how are they represented into this practical solution if you will.

Here some general practical things that you can do as a teacher to promote learner autonomy:

- The journal

You will want to tell the student how to do the journal, it is most likely that they are not accustomed to doing learning journals to provide a framework or structure to that, and how they are going to divide content, be sure it include a diary section maybe with guide questions on a weekly basis and keep checking that over maybe once a semester, and then have deliver that at the end but also be sure to return it with feedback, that is so important.

- Discussion, collaboration or socialization

As another term "mingle" which is basically another word for socialization to learn a language you need to socialize, it is inevitable that is why we talk, and use languages to socialize, to mingle. It is a little trickier, when you would work mingle and you do not have that face to face, however, it is possible to set up schedule where you have like video chat which would be perfect in distance environment, or just a text chat, also it will be good, where everybody is online at the same time you have some synchronous communication

going on, and as a teacher you are just monitoring, pushing, and nudging in the right directions as they are communicating through text.

You get all the activities and give them a date where we are going to have our live chat, that's mean you get them for specific goal.

- The internet

Using the multimedia of the learning environment which is the internet, it is so important that you use all of the resources you have, in classroom we might kind of fall back on the printed the copies, but you do not need to stick to that, because you can have video audio pictures in full-color, high-definition pictures, you can depend on the conditions.

So it is engaging and attractive to the students and it gets them motivated to learn even more and more. Once you make them understanding that learning has so much richness, you are indirectly promoting autonomy.

- Study Guide

Is something that you must picked up when you are doing master's studies, because you will found it to be an incredible autonomy resource that the teacher can provide, for example by reflects back to elementary school, you remember when you were elementary you have these bibliography cards, and the teacher have an index box with all these cards, and they would all have like topics from our unit such as solar system unit, and there you had some references' to the book where you could get content from.

It also included like a little picture of kids help you contextualize in visual way, and has little explanation, so it kind of what getting at is that little bibliography card gave you sufficient content for you, when you went to the book it helped direct your attention to the key points of the text , as you were reading, it you were not just reading, it to get the entire text, but you were reading, it because you are looking for specific information in the text that activity of looking focuses the attention and then that helps the student to discern what is not important and what is truly important.

Once you have the essence of that then autonomous learner says is this everything that I want or maybe from this that the teacher is telling me to focus on this is really what is important to be. So, the study guide is something powerful in helping to promote LA.

1.9 The Benefit of Students and Teachers from LA

It is quite hard to separate these benefits for students and the benefits for teachers; of course there is a lot of overlap there.

First, how does learner autonomy benefit students? Study shows those interventions that promote self-regulation and meta-cognitive have a positive effective on students, below some benefits of students:

- The use of effective learning strategies.
- Motivation engages students to raised levels (increased motivation).
- Academic performance.
- Students being able to learn at their own pace at their own speed.
- Promoting confidence.
- Preparing learners to be like lifelong learners.
- Learning is more meaningful.
- Helps students to develop critical thinking skills.
- They can be proud of their achievements.
- Students are often more attentive, allows students to learn independently by themselves.

LA is believed to play a crucial role in a person's academic and personal success, and studies have consistently reported a strong correlation between the use of meta-cognitive and self-regulatory strategies and L2 learners language proficiency, so there is a lot of evidences that being more autonomous self-regulating and being conscious of what you are doing and how you are doing, it leads to better learning outcomes, and of course this what we want for students.

Second, as we have seen how learner autonomy students, but what about teachers? How does learner autonomy benefit teachers? Below some benefits of teachers:

- Saving time.
- Motivation.
- Helps to manage big classes.
- Responsibility is shared.
- Helps us to manage our time better and include more activities.
- Improves the relationship, so building relationships are very important in the classroom context to make students more comfortable.

The benefits for teachers, when students are more autonomous they learn more about themselves, and this enables us as teachers to learn about our students. And when we know more about our students we can offer the better guidance and we can plan and we can prepare subsequent lessons more appropriately, so we can touch more effectively, and lessons are more enjoyable for the teachers. So we have seen that promoting of self-

regulation and meta-cognition in the classroom results in students being more motivated and when learners are more motivated and more engaged the lessons are more enjoyable for the teacher.

When students are more autonomous learners, teacher's centered is less while, learner-directed is more, so this means that in synchronous classes which run in real time, teachers can spend more lesson time exploiting and introducing new ideas and in asynchronous classes when learners studying in their own time teachers can spend more time offering guidance to helps students get the most from their out class experience, so that time saving is really important, because what do we with that time we use it to help our students more effectively.

1.10 The Learner's and Teacher's Roles in Autonomous Classroom

We cannot push and encourage our students to be autonomous if their teacher or teachers in general are not autonomous by themselves, so learner autonomy does not mean that the teacher becomes redundant in the learning process, but the teachers simply change roles from source of information to counselors and managers of learning resources. Both learners and teachers should adopt to foster autonomous learning.

1.10.1. Learner's Role

According to Omaggio 1978, he stated clearly that students should have clear in signs in the linear styles take an active approach and not a passive one, have willingness to take risks and to be good guesses, have a tolerant and outgoing approach (the flexibility in learning). For example in the classroom, you need students to look at that language processes at what happens and, how much active are they in the classrooms. If they lack motivation or if our students are not motivated enough to learn the language so, we need to motivated them.

1.10.2. Teacher's Role

In other hand, Little David said that, For the teachers also they should involve their learners in non-stop quests activities which are shared and discussed by the whole class, help the learner to set their own learning strategies and choose their own learning activities required from the learners to identify the needs and goals, and also keep students productive in terms of vocabulary writing the text and so on. The teacher serves as a facilitator or counselor in different class. Teacher is actually managing what is going on in

classroom. Also, the teacher needs to confront himself with use of traditional learning process with the learner centered approach

1.11 Overview on the Algerian Higher Education

Algerian education is grounded in the French, because it goes back to the French colonization, at that time, it had no schools or institutions to provide education for its people. So, Algerian children they were forced to learn European languages, especially French and English, until Algeria gained its independence in 1962, then the Ministry of Education was founded in 1963.As a result, many schools and institutions were established and since then, the education became free. The educational system in Algeria is structured into primary education, middle education and secondary education, vocational and higher education.

Algerian higher education has known as the LMD (license/bachelor, master, and doctorate) system. This current system is nearly the same, in its structure, to the European one, and is mainly based on

- The License, between three years of study beyond the Baccalaureate (BAC + 3).
- The Master, between two years further study beyond the License (BAC + 5).
- The Doctorate, between to three years of research beyond the Master (BAC + 8).

The increase in the numbers of higher school students in the classroom has led to reduction of the time which he considered hoping to interact with the lesson, and especially with their teachers. Despite the existence of distance learning such as the Internet, this interaction has become absent in Algerian education. This is why learners have to learn how to independently promote their study skills, or at least with less guidance from their teachers. In other meaning, they must learn how autonomous learners become. That is why it is necessary to think about implementing an idea changes and reforms to education about learning autonomy for higher learners, especially the EFL learners at the university Yahia Fares of Medea, Algeria. This Changes and reforms to education may not work; especially teachers and learners' attitudes can have a positive or negative effect. Therefore, so it must assess learners' readiness for autonomous learning, and how learning the importance of developing students' learner autonomy.

1.12 LA Problems faced by the Algerian EFL learners

Whenever we speak about learning autonomy we means to what extent is this idea respected and implemented in the Algerian university, where teachers and learners facing many problems especially in the changes and reforms before implementation of the idea, and if they can adhere to practice learning autonomy in Algerian departments of English. In addition to that, their attitudes that can have positive or negative effects on EFL learning classroom, because they are the main agents of most organizational in education.

Here are some problems that can be of immense influence in promoting learning autonomy at the higher level EFL learning in Yahia Fares University, Medea :

Firstly, technology and research resources are important in promoting autonomy learning, because it allows us to interact with information, and rely on them to learn. However, it is also a big trap and causing issues, for those who do not know how to use it to develop their independent learning skills, will be a lot of good as well bad uses for everything we can imagine, so it can be a double-edged sword. And with the advent of entertainment technologies like digital game devices, audio and video players, etc. learners, are faced with a new challenge: How to stay focused on their learning tasks, so it is possible for learners to be able to transfer what they have learned to the world outside. And also it means you should actively seek out information about how to use the new IT system.

Second, most of learners remain unsure about the ability to organize their learning materials without the help of teachers, which means that it is one of the obstacles that effect learning autonomy; because they think that they need their help to organize what to learn next.

Third, Lack of self-confidence, in other meaning, confidence in reading by oneself. Sometimes students fail to gain self-confidence if they read by themselves, and which makes promoting their learning not easy.

Fourth, if they start learn independently, and suddenly they found some difficulties and they do not know how to solve those problems, no matter how those difficulties is small, they quickly get bored of searching which makes them easily forget what they learned, so they do not show big desire in learning Autonomy.

Fifth, Too much choice: in the existence of interesting and useful resources, in spite of would be highly beneficial to the education system. However sometimes there is just too much choice. Thus, you will spend a lot of time learning irrelevant information while missing the most important concepts.

Sixthly, lack of time, for example if you have got others commitments such as deadlines, and you are new to a subject, it is very challenging to decide how to begin learning. So, you should think how much time you are going to set aside time each day to learn those new things.

A final drawback of self-directed learning is that, psychologically speaking, even people who are good autonomous, they will choose the easy path in their researches, they will generally be drawn to topics that they loved, and among their personal interests. For example someone who has a personal interest in sport will spend their time reading about sports, so a few of you will dedicate their time to reading about the relevant topic.

Conclusion

As we know, the concept of Learning Autonomy is not new, it has only recently become popular in the field of ELT. Previously, concepts like 'individualization' and 'learner independence' were more popular in ELT since they were more immediately related to practical interventions or learning settings. The current chapter cares the enhancement of the Algerian EFL learners' autonomy, and their ability to rely on, or to assume more responsibility in planning, executing and assessing their own learning, including the changes and reforms of education in order to becomes more autonomous. We have sealed the chapter by identifying the problems facing the Algerian EFL learners in promoting learner autonomy. The implementation of this latter is not an easy struggle, and it is difficult to expect too much from the teachers who have traditional experience and learners to be involved in autonomous learning environment. However, learning Autonomy has many positives. But we also need to acknowledge its drawbacks too. As a multidimensional concept, Learning Autonomy should be implemented in all universities and in all EFL classes, because it is an effective way of learning.

CHAPTER TWO
METHODOLOGY AND DATA GATHERING

CHAPTER TWO: Methodology and Data Gathering

Introduction

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2. Context
3. Case Study
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6.1.1 Student's Questionnaire

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Conclusion

Introduction

Assessing learner autonomy necessitates the gathering of several sorts of information on the concept as well as the teacher's role in its promotion. In reality, by providing learners with opportunity to practice such conduct within the classroom walls, the teacher plays a key role in fostering and developing an attitude toward autonomy. Autonomy is a continuous process in which students apply what they learn in class to real-life situations. They must also learn how to use other external sources and understand that the instructor is a guide, a collaborator, and a positive role model, not the only resource and single source of knowledge. This chapter serves as a practical basis for the current study. Its goal is to gather information on students' understanding of the notion of autonomy, as well as its meaning and importance in the learning process. It also looks into teachers' perspectives on how to improve and promote learner autonomy. We have examined the data acquired from both teachers' and students' questionnaires throughout this chapter, taking into account our study objectives and hypotheses. This chapter presents the research methods used in this thesis. It includes the research design, case study, and data gathering tools, population and sampling. Further, the present research examines to what extent students are ready to depend on themselves to be autonomous learners in the Algerian higher education in particular. The investigation took place at Yahia Fares University of Medea with the three classes of license (First, Second and Third years) and the two classes of master (First and Second years) students of the English Department, in addition to teachers of different modules in the same department.

1. Research Design

A research design is the process of building a structure, or plan, for your research project (Leavy, 2017, p.9). The framework of market research methods and procedures chosen by a researcher is referred to as research design. The research design allows them to use the most appropriate methodologies for the study and to set up their investigations successfully in the future as well.

The research design can be qualitative, quantitative, or a combination of both. Researchers can use a variety of research approaches in these studies, including experimental studies, surveys, correlational studies, and quasi-experimental review studies. Experimental design, establishing research topics, and descriptive investigations are examples of sub-types of research methodology.

Data collection, data measurement with the appropriate tools, and data analysis are also included in research designs.

The study was done at the Department of English at Yahia Fares University of Medea. It was addressed to all levels of students and teachers in this department. This research was conducted in the form of a case study, and it used both quantitative and qualitative methods. Two main instruments were used: the teacher's questionnaire and the student's questionnaire.

2. Context

Context can be defined as «The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood. »

The current study was done with first, second, and third year license and master one, and two EFL students and their instructors in the English Department at the end of the second semester of the Academic Year 2021-2022. Indeed, it was because of our familiarity with it and its accessibility that we chose it as the present research site.

The English Department of Yahia Fares University was founded in 2014, with about 12 teachers and more than 100 students. However, it now has about 20 teachers, and 550 students.

The department offers several degrees; a license Degree, which consists of three LMD school years, followed up by Master's Degree consists of two years, to Algerian students and other students of various nationalities.

3. Case Study

A case study is a type of research approach that is most commonly used in the social and life sciences. Case study research does not have a single definition. However, to put it plainly... 'A case study is an in-depth investigation of a person, a group of people, or a unit with the goal of generalizing across multiple units.' An extensive, systematic assessment of a single individual, group, community, or other unit in which the researcher investigates in-depth data relating to multiple factors is also known as a case study.

Researchers explain how case studies are used to better comprehend complicated phenomena in the natural world. Indeed, according to Sandelowski, using case studies in research helps address the holistic aspect of nursing care. Furthermore, by outlining the actions followed while employing a case study technique, the researcher is able to narrow

down a complicated and broad topic, or phenomena, into a manageable research issue(s). The researcher acquires a more in-depth understanding of the phenomenon by gathering qualitative and quantitative datasets about it than if they only used one sort of data. This research takes the first, second and third year of license and the first and second year master students of English as a case study at Medea University.

4. Research Methodology

Leedy and Ormrod (2015) define the research methodology as a general approach the researcher takes in carrying out the research project; to extend, this approach dictates the tools researcher selects. The current research uses two methods which are the quantitative and the qualitative techniques. These methods are used to collect and analyze the data. In this regard, Kothari (2009) points that the quantitative method working for a post positivist paradigm, design a survey research project with a questionnaire as the data collected method. Thus, this method is relevant for this research to have a good result.

The quantitative and qualitative data of this research has been gathered through a questionnaire conducted in the university. The reason behind choosing the questionnaire is to give concrete and vivid answers to the research questions and because surveys are very effective in testing the real situations. In addition, it allows researchers to have complete control over their work by analyzing the statistics behind these surveys.

5. Population and Sampling

A research population is a big group of people or items that are the subject of a scientific investigation. Research is carried out for the benefit of the general public. However, because of the huge size of populations, researchers are unable to examine every single person in the population because it is too costly and time intensive. This is why researchers use sampling techniques to get data. A research population is a well-defined group of people or items who are known to share comparable features. A common, binding property or trait is frequently shared by all individuals or items within a population.

Because it is impossible to test every single person in the population, sampling is used. It is also done to save time, money, and effort during the research process. However, every researcher must remember that the ideal case is to test all of the participants in order to receive reliable, valid, and accurate results. Only when testing all of the individuals is

difficult we can rely on sampling strategies. Because errors can lead to erroneous and misleading results, population sampling must be done accurately.

The population and samples of the present study are the three-years license students, the two-years of master students, and teachers of the English Department at Yahia Fares University of Medea

5.1 Student's Profile

The students participated in this study were first, second and third year students of license, first and second year students of master of English at Yahia Fares University of Medea. The sample was made of 60 students, a number which included 10 males and 50 females.

GENDER	NUMBER
Male	10
Female	50
Total	60

Table 2.1: The Distribution of the Sample According to the Gender

LEVEL	License 1	License 2	License 3	Master 1	Master 2
Number	4	4	9	17	26
Location	Medea's University				
Mother Language	Arabic				
Target Language	English				

Table 2.2: Demographic Information of the Participants.

5.2 Teacher's Profile

The detectives were teachers of English at Yahia Fares University of Medea as well, they were 9 male and 6 female. They teach English as a means of helping the students to

learn English language, which is the most important aspect that serves this study dealing with language teaching.

	Gender	Age	Qualification	Teaching Experience In The English Department Of YfU
Teacher 1	Male	29	Master	0
Teacher 2	Male	35	Magister	8
Teacher 3	Female	38	Doctorate	9
Teacher 4	Male	32	Doctorate	5
Teacher 5	Female	/	Master	6
Teacher 6	Male	37	Doctorate	<10
Teacher 7	Female	30	Master	3
Teacher 8	Female	27	Master	3
Teacher 9	Male	30	Master	5
Teacher 10	Female	35	Magister	6
Teacher 11	Male	30	Magister	3
Teacher 12	Male	36	Magister	3
Teacher 13	Female	35	Magister	2
Teacher 14	Male	30	Master	5
Teacher 15	Male	37	Doctorate	6

Table3.3: Demographic Information of Teachers.

6. Data Gathering Tools

Using a case study in the research helps in discovering the learner's point of views and perceptions. Every case study is composed of multiple instruments that make the data collection easier and seen from other perspectives by scientists and researchers to obtain, measure, and analyze it to get the needed findings about the research. Moreover , the common used tools of collecting data are : questionnaire; it is all about questioning students and teachers clear and directed questions about the research to get different and helpful answers , interviews ; making an academic and formal dialogue with teachers or autonomous learners to understand more about your research topic and to sustain the live idea immediately, tests ; include some written questions given to participants to fulfill them in a limited period of time responding on them by true or false, yes or no, multiple choices, and statements with options (agree , strongly agree , disagree … etc), and observation .

Without these instruments, data would not be easy to put in hand. Furthermore, the used tools in the research must be reliable and valid, must collect only relevant and beneficial information. In our research we did two questionnaires, the first is for learners and the second one is for teachers.

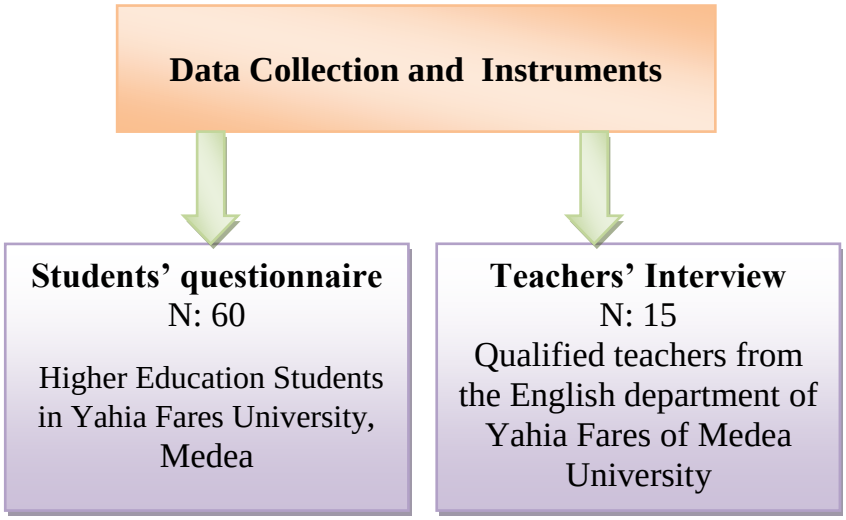


Figure3.1: Research Instruments.

6.1 Questionnaire

It can be defined as a written series of questions to be given to a specific category of people to answer it for the sake of gathering the needed data to be analyzed in the next chapter. It only needs to make sure that the respondents belong to your branch which you handled in your research.

6.1.1 Student's Questionnaire

The survey was submitted to the license students of the English department of Yahia Fares University of Medea .The current questionnaire consists of three types of questions:

- **Open questions:** is to give respondents the opportunity to express their point of views freely and differently without giving possibilities to choose (Questions: 2, 14, and 24).
- **Closed questions:** in which the informants should tick the appropriate answer among the given possibilities without justifying or commenting. (Questions: 1, 3, 4, 5, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 22, and 25).
- **Mixed questions:** in which learners are asked to select one of the proposed answers then justify it by their own words (Questions: 8, 11, and 18).

6.1.1.1. The Description of the Student's Questions

The questionnaire included twenty-five questions; it was addressed to 60 EFL students. As a result the questionnaire (See appendix A). All the questions were obligatory to answer for their importance and aim:

- **Question one:** attempts to know each gender's percentage.
- **Question two:** aims to know the age of the participants.
- **Question three:** tries to know each student's educational level.
- **Question four:** attempts to discover each student's period of learning English.
- **Question five:** aims to know the role of each learner in classroom.
- **Question six:** seeks to know who makes the lesson interesting.
- **Question seven:** asks whether the teacher is the responsible for the learner's learning, other learners or both.
- **Questions eight:** intends to know if learning depends on the teacher's performance or not.
- **Question nine:** seeks to know the capacity of learning without teacher's supervision.
- **Question ten:** aims to discover if the participants are shy or not.
- **Question eleven:** attempts to know if students learn from their mistakes or not.
- **Question twelve:** asks if the learner has a specific strategy to learn.
- **Question thirteen:** aims to know if they ever heard the term "Learning Autonomy" or it is their first time.
- **Question fourteen:** seeks to identify a brief definition of Learning Autonomy.
- **Question fifteen:** tries to know if the concept of learning autonomy is well respected and implemented in the Algerian universities or not.
- **Question sixteen:** attempts to discover if students at University Yahia Fares of Medea are ready to be involved in autonomous learning or not.
- **Question seventeen:** asks if learners consider themselves autonomous learners or not.
- **Question eighteen:** aims to discover from where autonomous learners ask for help whenever they face a difficulty.
- **Question nineteen:** seeks to know if self-motivation raises their level at learning autonomy or not.
- **Question twenty:** asks students if they did study online during the covid-19 pandemic or not.
- **Question twenty-one:** attempts students to evaluate the online studies.
- **Question twenty-two:** tries to know if studying during the covid-19 pandemic made them autonomous learners or not.

- **Question twenty-three:** asks to know if the participants are against or with the development of learning autonomy in their education.
- **Question twenty-four:** attempts EFL learners to mention some obstacles that affect applying autonomous learning.
- **Question twenty-five:** intends to know if students expect to see the next generation being autonomous and independent learners.

6.1.2 Teacher's Questionnaire

We choose the questionnaire to be the instrument of our research considering that it is the most fundamental, practical, effective, and time's saver. The presented questionnaire was submitted to the English department teachers of Yahia Fares University of Medea. Their responses were helpful and concrete so that we could analyze the data gathered from them. The survey's questions were consisted of the three following types:

- **Closed questions:** at that type, teachers should select and tick the right answer without justifying and illustrating.
- **Open questions:** teachers are free to answer the questions by their own words and perceptions without making possibilities to choose among them.
- **Mixed questions:** in this type, teachers are respectively required to select the appropriate possibility and justify their answers by their own point of view and perceptions.

6.1.2.1. The Description of the Teachers' Questions

The survey included twenty-one questions (see appendix B). All the questions were obligatory to respond except for the questions 2 and 17.These questions are intended to obtain information about their attitudes towards the LA. The following questions have been used in the questionnaires for the following aims:

- **Question one:** seeks to know the percentage of each gender.
- **Question two:** asks to know the teacher's age.
- **Question three:** intends to know their teaching's period at Yahia Fares University.
- **Question four:** attempts to know each teacher's qualification's degree.
- **Question five:** tries to know their students level in classroom.
- **Question six:** seeks to discover each teacher's role in classroom.

- **Question seven:** aims to know if teachers still using the traditional methods in teaching that focus only on teacher cantered only or not.
- **Question eight:** tries to know if there is a difference between a classroom focused on the teacher and a classroom based on the students.
- **Question nine:** asks to identify a brief definition of Learner Autonomy.
- **Question ten:** asks teachers if they think that learning autonomy is almost absent in the Algerian universities or not.
- **Question eleven:** tries to know if all their students are autonomous learners.
- **Question twelve:** seeks to know the reason behind students not to be autonomous learners.
- **Question thirteen:** attempts to know how much the teachers agree on this saying "autonomous learners succeed better in their studies".
- **Question fourteen:** aims to know how much teachers seek to develop their students learning autonomy.
- **Question fifteen:** tries to know how teachers do motivate their students to be autonomous learners.
- **Question sixteen:** intends to know if teachers find some obstacle and difficulties during the online learning during the covid-19 pandemic or not.
- **Question seventeen:** tries to know how much their students realise and understand their teachers' guidance while the online learning.
- **Question eighteen:** asks if teachers are with or against the development of learner autonomy to be one of the objectives of the Algerian education.
- **Question nineteen:** asks if the LMD system does contribute in promoting autonomy among university learners or not.
- **Question twenty:** seeks to know, on what promoting learner autonomy is based the most.
- **Question twenty -one:** asks a teacher to identify the main hindrances that impede and affect implementing and fostering the notion of learner autonomy.

Conclusion

This chapter sought to introduce a summarized overview of the research methodology of the current study, in which it presents all the practical work that we tackled in our research. It gave priority to the practical side over the theoretical one. We tackled in this chapter the research design of our work and its methods; we utilized both qualitative and

quantitative methods. It took place at the English department of Yahia Fares University of Medea. The latter was submitted to the license students and the teachers of English department. Furthermore, we have found in the context of the research when the English department was founded, the number of teachers and students at that time, and the qualifications degree. The case study of that research contains the three years of licensed and the two years master students in the English department at Medea University. Afterwards, we used both research methods, the qualitative and quantitative approaches. The data was gathered through two questionnaires, which gave us concrete responses about the presented research, and they helped us effectively by facilitating the analysis of the statistics, diagrams, and graphs. The population and sample are the participants of the study. Both teachers and learners have been introduced respectively. The students' survey consisted of twenty-five questions that contained open, closed, and mixed questions. The teachers' questionnaire was composed of twenty questions that are divided into three types; closed, open, and mixed questions.

CHAPTER THREE
DATA ANALYSIS AND RESEARCHE FINDINGS

CHAPTER THREE: Data Analysis and Research Findings

Introduction

1. Description of the Questionnaire
2. Section one: Data Analysis and Discussion

2.1. Student's Questionnaire Results analysis

2.1.1 Part One: Students' background information

2.1.2 Part Two: Students' perception of LA

2.2. Teacher's Questionnaire Results analysis

2.2.1. Part One: Teachers' background information

2.2.2. Part Two: Teachers' perception of LA

2.3. Data Discussion and Interpretation of the Results

3. Section two: Generic Comments about the Study

3.1 Implications

3.2 Limitations

3.3 Recommendations for Teachers

3.4 Suggestions for Further Research:

Conclusion

Introduction

After presenting the literature review and the data gathering chapters, as well as the methodology that was used to perform this research, this chapter will cover the data analysis, and discuss what we have gathered. Moreover, the interpretation of the main findings of the study that will be presented and translated in terms of tables, graphs and pie charts to make the explanation clear.

We divided this chapter into two sections. In the first section, the data obtained is analyzed and discussed in relation to the research questions. Furthermore, we analyzed the data quantitatively and qualitatively in order to reach a conclusion on the reliability and generalizability of the results. Next, section two, which is based on generic comments about the study that should be taken into considerations.

1. Description of the Questionnaire

The questionnaire of the present research is mainly designed to explore undergraduate students' and teachers' perceptions of promoting learner autonomy. The participants of this questionnaire consist of students and teachers at the English department of YFUM.

First, twenty-five (25) questions were handed to some students; which were addressed with an electronic questionnaire. While distributing the questionnaire, a few students were not very aware about the LA, perhaps because they are not autonomous learners or the concept is new to them, but we noticed that they were interested in the topic by asking those questions in order to clarify the idea about the LA.

Second, Teachers' questionnaire consist of (21) twenty-one questions. They are required to select one answer to each question. Both of them did not hesitate giving suggestions and add comments, which was very helpful for us to analyze our questionnaire.

2. Section one: Data Analysis and Discussion

The first section in chapter three comprised of the data analysis, interpretation and discussion of data from students' questionnaire and teachers' questionnaire.

2.1 Students' Questionnaire Results Analysis

We choose sixty (60) university learners who are study in English classrooms. We used both quantitatively and qualitatively methods to analyze each question separately.

2.1.1 Part One: Students' background information

The following part consist the background information of EFL students at Yahia Fares University, Medea. It contains twelve (12) main questions.

- **Q1: Students' gender**

Gender	Frequency	Percentage
Female	50	83%
Male	10	17%
Total	60	100%

Table 3.4: Students' Gender

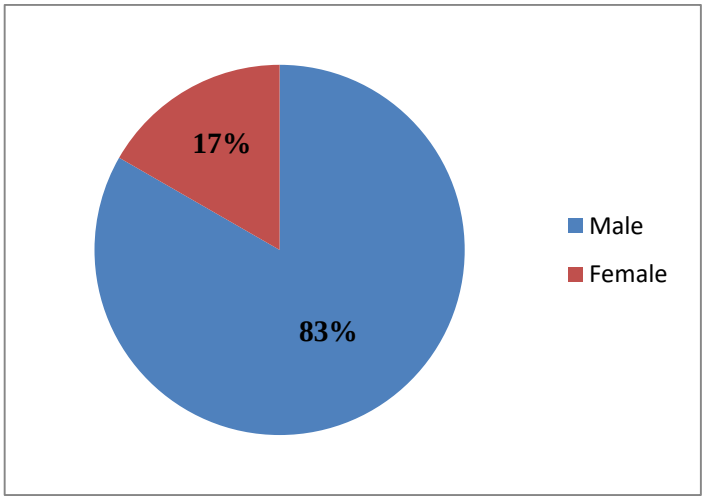


Figure 3.2: Students' Gender

The figure (02) above clearly shows that the majority of participants were female. It is noticed that fifty (50) = eighty-three (83%) out of one hundred (100) were female students and only ten (10) were males, seventeen (17%) out of one hundred (100). From this huge number of girls, we can conclude that they are more interested in studying English. One's

gender might influence in one way or another, his/her attitudes toward learning autonomy. However, these results enable us to get a variety of opinions from both genders.

- **Q2: Students' Age**

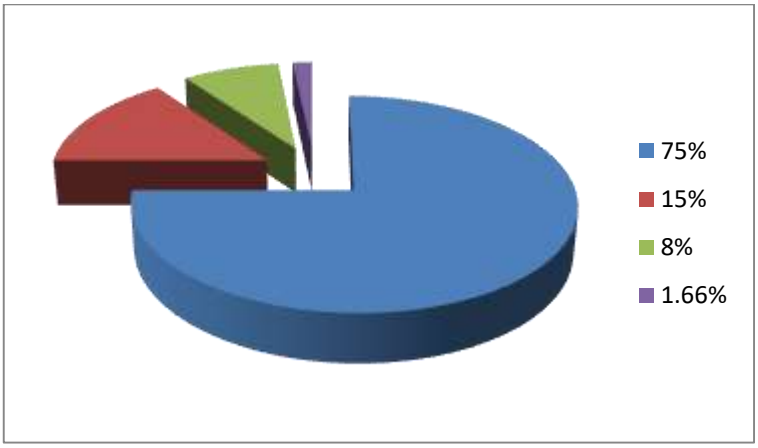


Figure 3.3: Percentage of Students' Age

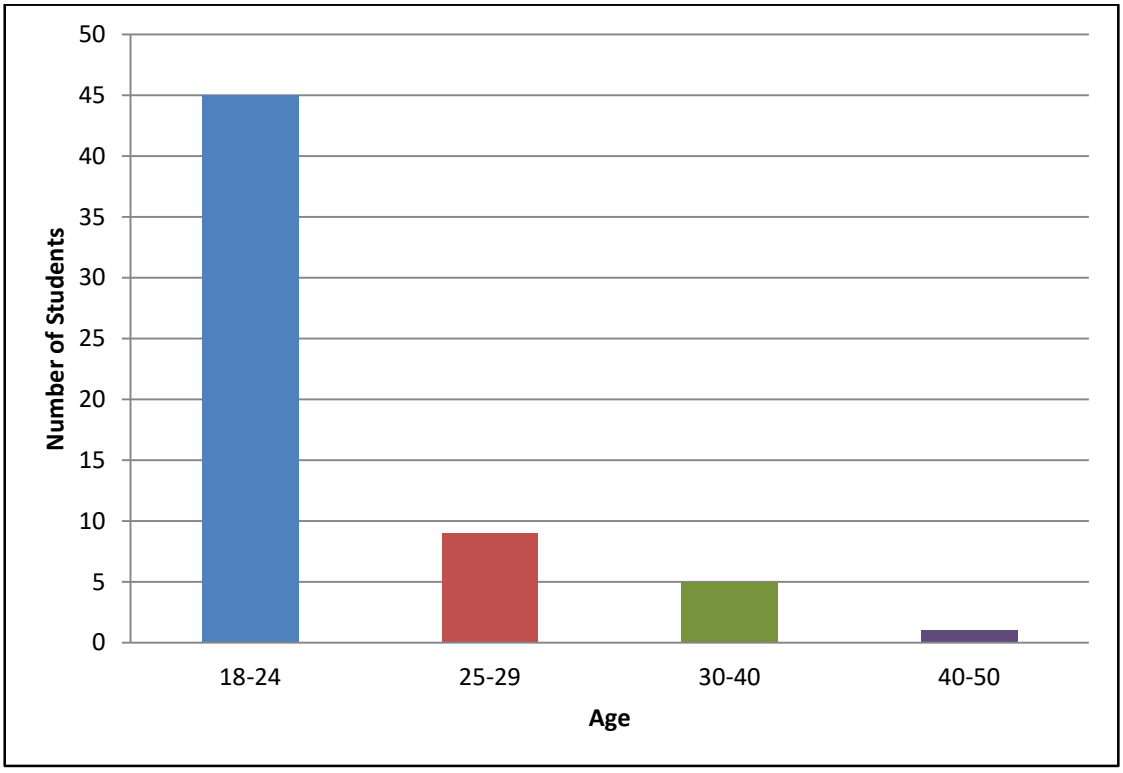


Figure 3.4: Students' Age.

The figures (03) and (04) above seen that, the Age is also another factor which may impacts Learning Autonomy on students. So, out of sixty (60) students, the majority of the students 45 =75% who participated in the questionnaire is aged between 18 and 24 years

old. Nine (09) students (15%) are aged between 25 and 29 years old. Five (05) students (8.33%) are aged between 31 and 40 years old. Also, one (01) student (1.6%) is aged between 40 and 50 years old. Often, the students will begin to feel more confident and move toward achieving learning autonomy as they get older.

- **Q3: The Educational level of students**

Educational	Frequency	Percentage
1st Year	4	6.67 %
2nd Year	4	6.7 %
3rd Year	9	15 %
Master 1	17	28.3 %
Master 2	26	43.3 %
Total	60	100 %

Table 3.5: The Educational Level of Students

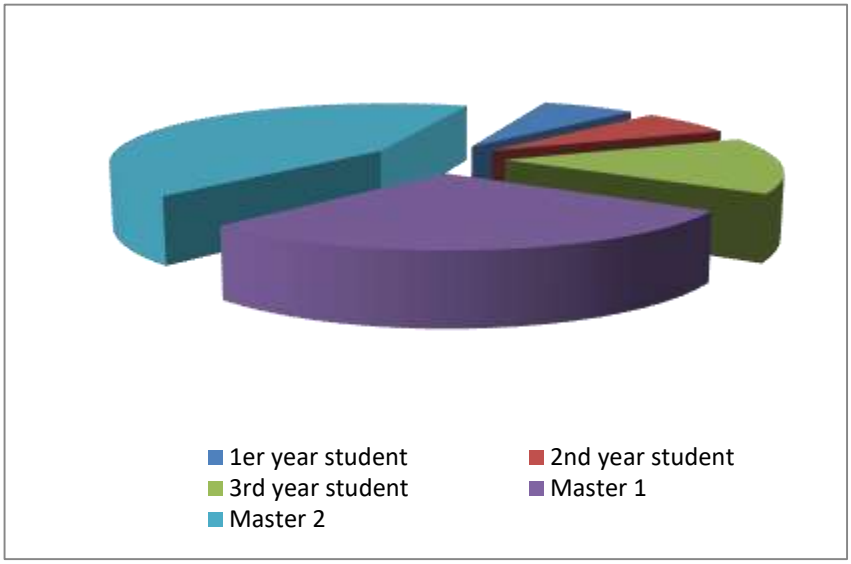


Figure 3.5: The Educational level of students

According to the table (05) and the figure (05) above, that tries to know each student's educational level. We distinguish (43.3%) of the students have a Master (2) degree, while (28.3%) of students have Master (2) degree, the percentage of students who have 3rd year license degree is (15%) and (6.7%) of the students have a 2nd year license degree, and (6.67%) have a 1st year license degree.

- **Q4: How long have you been learning English?**

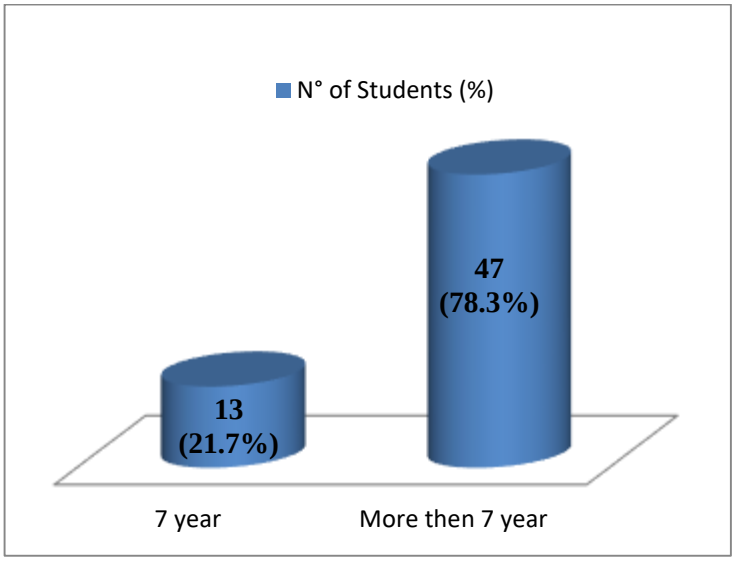


Figure 3.6: the Period of Students' learning English

This Figure (06) seeks to identify the student's period of learning English, the result shown that thirteen(17)students learned English for seven years, and forty seven (47) others have learned more than seven years.

- **Q5: During the class, are you:** (an active student, a passive/ receiver student only, a collaborator, none of them).

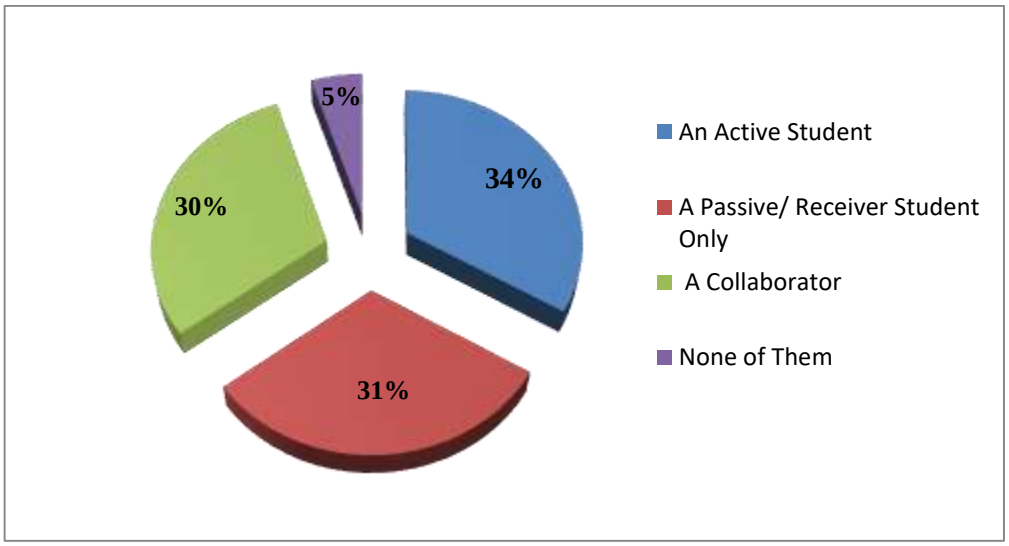


Figure 3.7: The Role of Students in the Class

Based on the figure (07) above which aims to know the role of each learner in classroom, and how much they are active. The result was twenty (20) of the learners were

consider their self as an active students, while nineteen (19) of them are a passive / receiver students only, and eighteen (18) as a collaborator students, whereas there are three (03) of them they're not now about their roles in the classroom.

- **Q6: In your opinion, who is responsible for making the lesson interesting?**

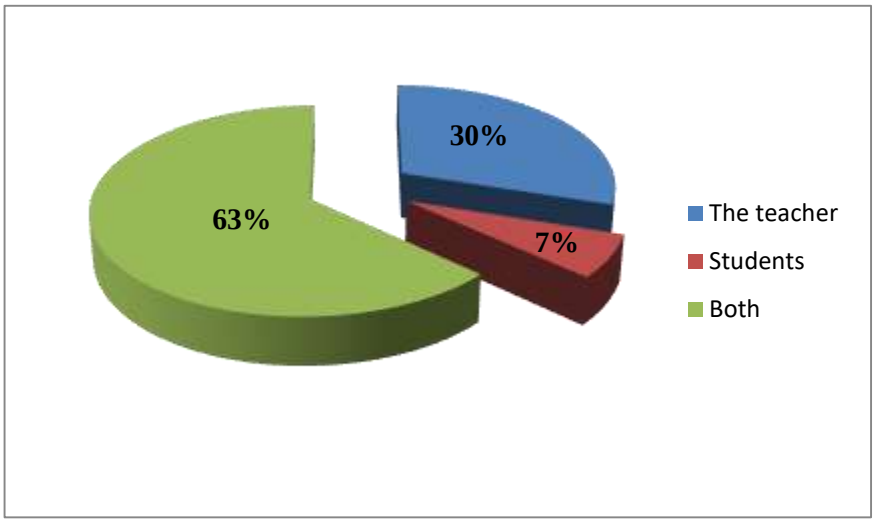


Figure 3.8: The Responsible for Making the Lesson Interesting

The results demonstrate that the most (63.3%) of learners see that the responsible for making the lesson interesting in the classroom are both of students and teachers. While (30%) say that only teachers who have the ability to making the lesson interesting. while (7%) they see themselves responsible for it.

- **Q7: According to you, who is the first and most responsible for your learning?**

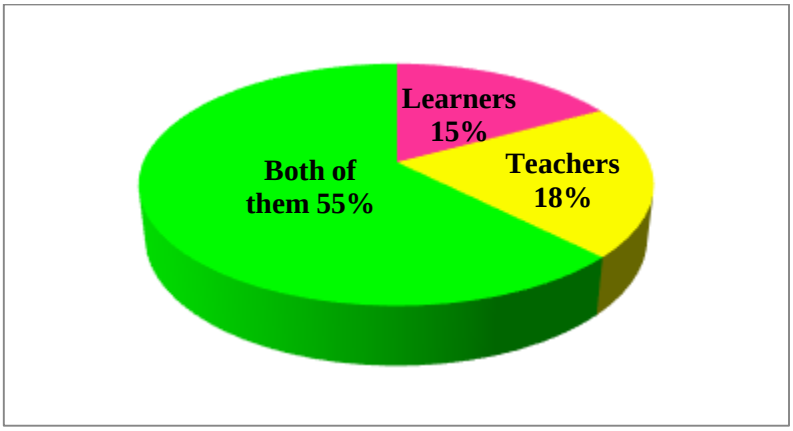


Figure 3.9: The Most Responsible in Learning

This question tries to know if learners see that the teacher who is responsible for learning or themselves or is it a partnership. The results represented in figure (09) above shows that (N=33; 55%) of learners reported that "Both" they are responsible. However, 18 of them (30%) reported that, it's the role of teachers, and 09 students (15%) said that the learners are the monitor of learning.

- **Q8: Does your learning depend on your teacher's performance?**

Option	Frequency	Percentage
Yes	**33**	**55%**
No	**19**	**31.7%**
Total	**52**	**86.6%**

Table 3.6: Learning Dependency on Teachers Performance

As it is noticed above in the table (06), which it is clearly seen that most of students (33=55%) from the total of (60) learners; answered with "YES" because they still think in the traditional way so, they thought that learning it's depends on their teacher's performance, because they relies always on someone to deliver a ready-made lesson, someone to explain and give the rules, someone to give examples, and, even worse, someone how does his duties. While (19=31.7%) of the rest answered with "NO" They are aware that learning it's not depends on their teacher's performance only. On the other hand, eight (8= 13.3%) of learners had different opinions which are stated under the following points:

1 Learning by self.
2 Knowledge.
3 Both sometimes the teachers don't give clear information, so I have to do my own research to understand and summarize the lesson.
4 The teacher' performance, and also my personal efforts.
5 Not necessarily.
6 Not only on his performance.
7 Sometimes yes.
8 Somehow, teacher' performance affect on students process of learning.

- **Q9: To what extent you are capable of learning without your teacher's supervision?**

Options	Never	Usually	Sometimes	Always	Total
Frequency	2	15	31	12	60
Percentage	3.3%	25%	51.7%	20%	100%

Table 3.7: the Ability of Students Learning without the Teacher's Supervision

Based on the table's results above, most 51.7% of learners answered with "Sometimes" That they are able to learn without a teacher. Some 25% answered with "Usually" and others have 20% answered with "Always». And the rest 3.3% their answers were "Never" according to them.

- **Q10: Does it matter if you make mistakes in front of your teacher and classmates?**

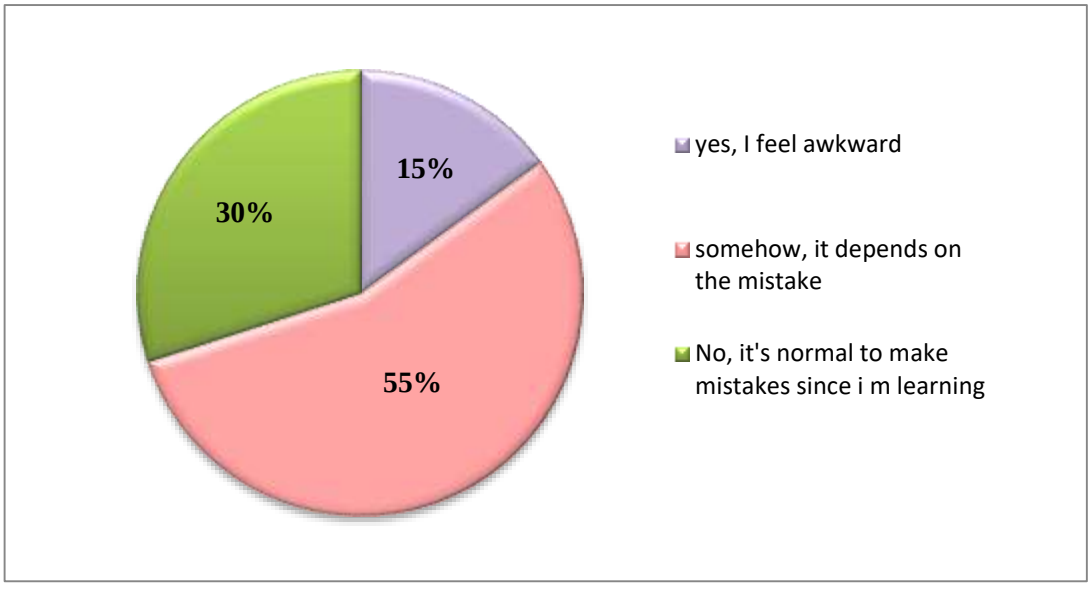


Figure 3.10: Students Reactions towards Making Mistakes

The table's results this question was an attempt to know the extent to which students are interested in making mistakes in front of their teachers and classmates; this means if the students are afraid of mistakes, they're afraid of being creative in the learning. According to the above Figure (10), the majority of the learners (N=33; 55%) agreed that

making mistakes somehow, it depends on the kind mistake. While, eighteen of learners (N=18; 30%) said that it's normal to make mistakes since i m learning, whereas nine of them (N=09; 15%) answered passively, they will awkward.

- **Q11: Do you actually learn from your mistakes?**

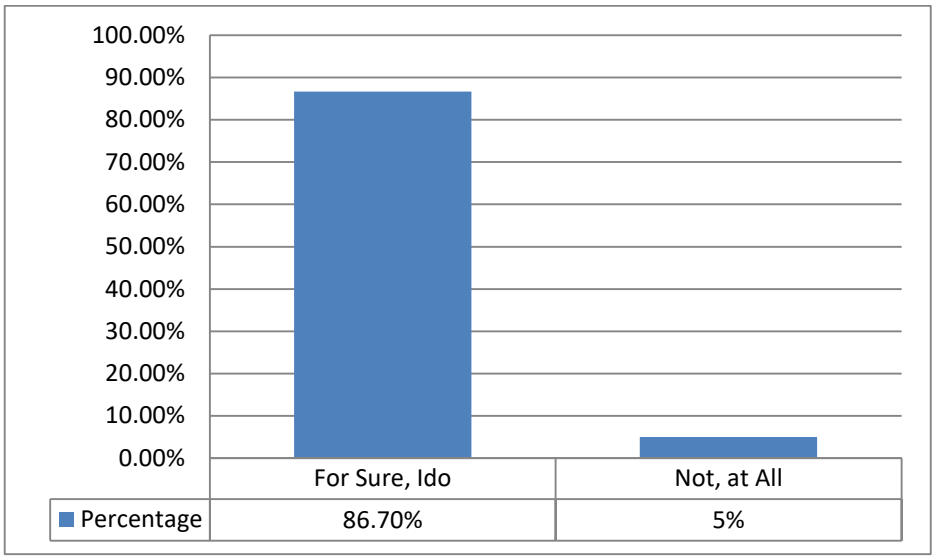


Figure 3.11: The Ability of students learning from their mistakes

When we makes a mistake, whether if it was a minor one, we will worry about it thus we should konw that we are human, after all, we should learns from it, and make sure not to make that mistake again. From this analays we attempts to know if students learn from their mistakes or not.So we noticed in the table (09), that most of students (52=86.7%) from the total of (60) learners; answered with “For Sure , I Do”. While three (03=5%) of the rest answered with “NO, At all”. On the other hand, there are five learners who had other answers which are stated under the following points:

1. Depends
2. Sometimes
3. It depeneds on the mistake, i mean of it's such banal one i will forget about it
4. Sometimes the embarrassment perevents you from learning anything
5. Not at all time.

- **Q12: Do you have a specific strategy of learning ?**

Option	Frequency	Percentage
Yes	20	33.3%
No	40	66.7%
Total	60	100%

Table 3.8: Students' Strategies in Learning

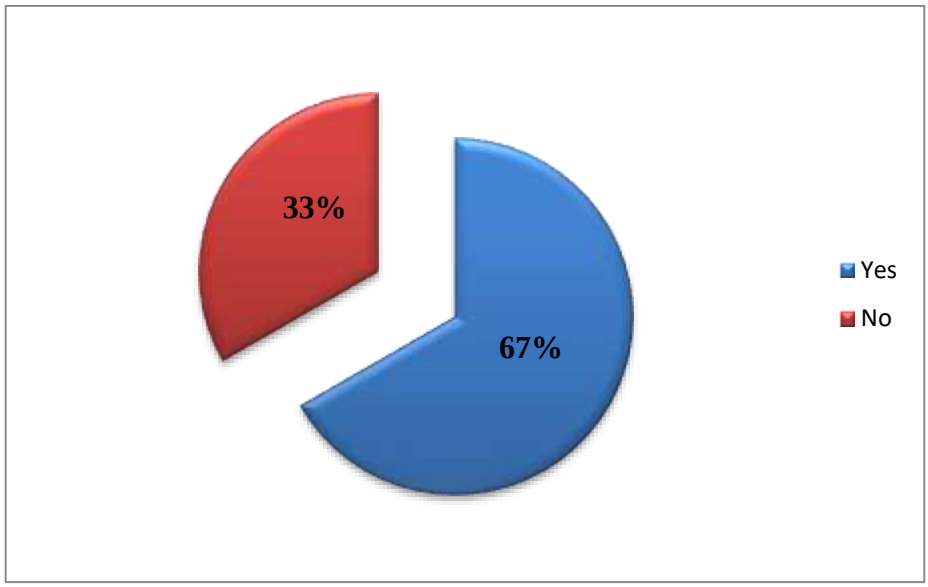


Figure 3.12: Students' Strategies in Learning

This question indicates the important role students' strategy in learning. And that strategies use is the means by which learning occurs. From the results shown in the figure (12) and the table (8) above, more than the forty (40) students (66.7%) said that they do not have a learning strategy However, (N=20; 33.3%) of the students claimed that they have strategy of learning.

2.1.2 Part Two: Students' perceptions of LA

This part includes thirteen (13) questions which are about the Algerian EFL students and teachers' perceptions in promoting Learner Autonomy., which is considered as main variable and the main reason for conducting this study.

• Q13: Is it the first time you hear about the notion "Learning Autonomy"?

Option	Frequency	Percentage
Yes	**36**	**60%**
No	**24**	**40%**
Total	**60**	**100%**

Table 3.9: The Students "LA" Awareness

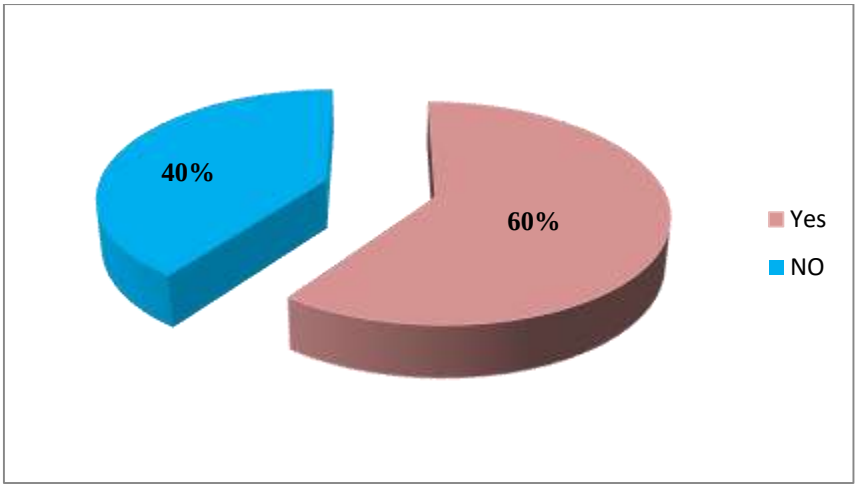


Figure 3.13: Students' Percentage of Awareness of the "LA"

As it is noticed above in the table (9) and the figure (13), which it is clearly seen that most of students (N=36; 60%) from the total of (60) students; answered with "YES", It was the first time they had heard about the notion "Learning Autonomy"; this may it is new and unknown by all students .While (N=24; 40%) of the rest answered with "NO" they know it.

• Q14: If "No" what is meant by "Learning Autonomy"?

The purpose behind asking this question is to identify students' definition of learning autonomy in briefly. The answers provided below by learners (N=24,40%) who heard about "LA" are stated under the following points:

1. Autonomous learners depend on themselves in the learning process where they don't need a teacher or guider to show them what they should learn but they rather learn what interests them . I believe that learning autonomy is not academic and not reliable specially if it is based on media like YouTube . Learning autonomy is beneficial in different skills improvement .

2. It's when students take control and responsibility of what they learn , and direct themselves , whether it's taking control of what they learn , or how they learn it.
3. That means Self learning, It's to make efforts to study any science or language without belonging to a teacher or an institution.
4. The student is the first responsible of the learning process and the one who knows the learning style that suits them.
5. is about learners being more avtive in their own learning process by understanding the skills that they need.
6. Is the process that relies on your own learning whereby you take the full responsibility for you studies.
7. To be more independent in your learning so that you don't need anyone to rely on while learning.
8. Learning autonomy means learners study by themselves through internet, books...etc.
9. Depending on oneself to learn. Taking responsibility over your learning process.
10. It refers to a situation in which learners are responsible for their learning.
11. It is about searching about information by yourself and learning by yourself.
12. It's to rely on yourself while learning , to be a more Independent learner.
13. It's to learn by your self and take responsibility for your own learning.
14. Is when learner take control and responsibility for their own learning.
15. The ability of a learner take charge of his or his/her own learning.
16. The ability of learning independently (without teacher guidance).
17. Learner's ability to take charge of his or her own learning.
18. Learning by myself. Alone and without any need of others.
19. Learners take the responsibility of their own learning.
20. Is learning alone without being guided by the teacher.
21. Being able to learn independently from your teacher.
22. Learning alone without the teacher's supervision.
23. To be a lone scientist or learn independently or Self teaching, or self-learning.
24. Person or learner takes control of his learning or when someone learns on his own.

• Q15: Is the concept of Learning Autonomy well respected and implemented in Algerian universities?

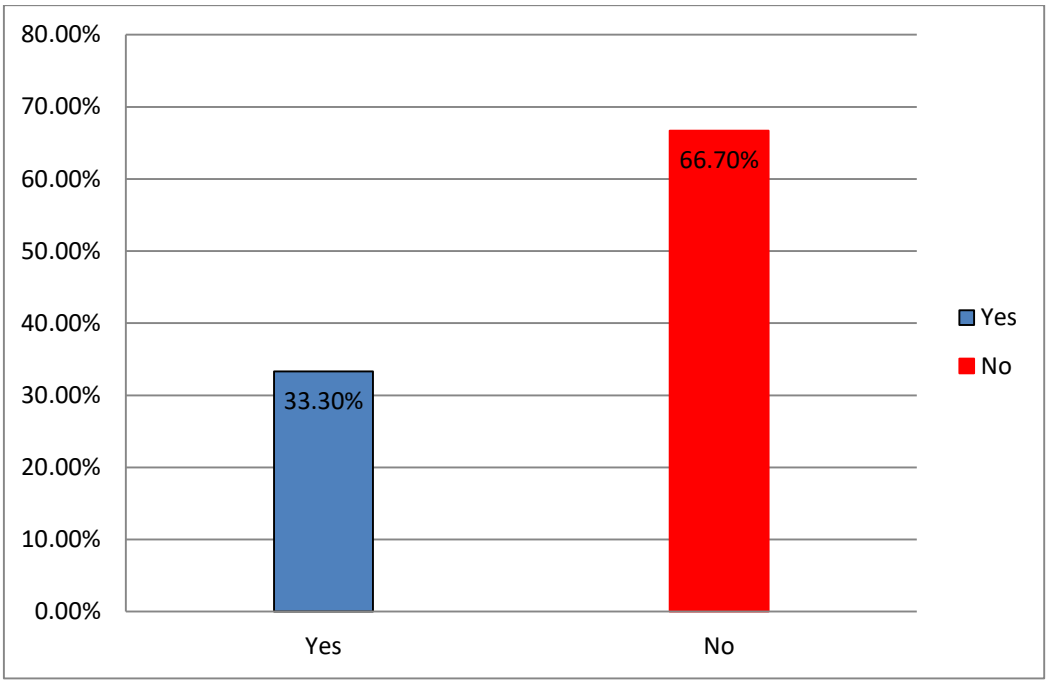


Figure 3.14: The Respect and Implementation of L A in the Algerian Universities

Option	Frequency	Percentage
Yes	**20**	**33.3%**
No	**40**	**66.7%**
Total	**60**	**100%**

Table 3.10: The Respect and Implementation of Learning Autonomy in the Algerian Universities

This question was an attempt to know if the concept of learning autonomy is well respected and implemented in the Algerian universities or not. According to the above table(10) and the figure (14), the majority of the learners (N=40; 66.7%) agreed that this idea is not well respected, therefore its implementation is still difficult for learners in Algerian University education, so they answered with, “NO”. While, rest of students (N=20; 33, 3%) saw the opposite of that and they answered with, "YES".

To sum up, from the results obtained from this analysis, one can easily said that the first hypothesis which state that, Learner autonomy is still considered as a new concept in the Algerian educational context, therefore its implementation is still difficult for learners in University education, is a confirmed hypothesis.

• **Q16: Are higher education students at the University of Yahia Fares of Medea ready to be involved in autonomous learning ?**

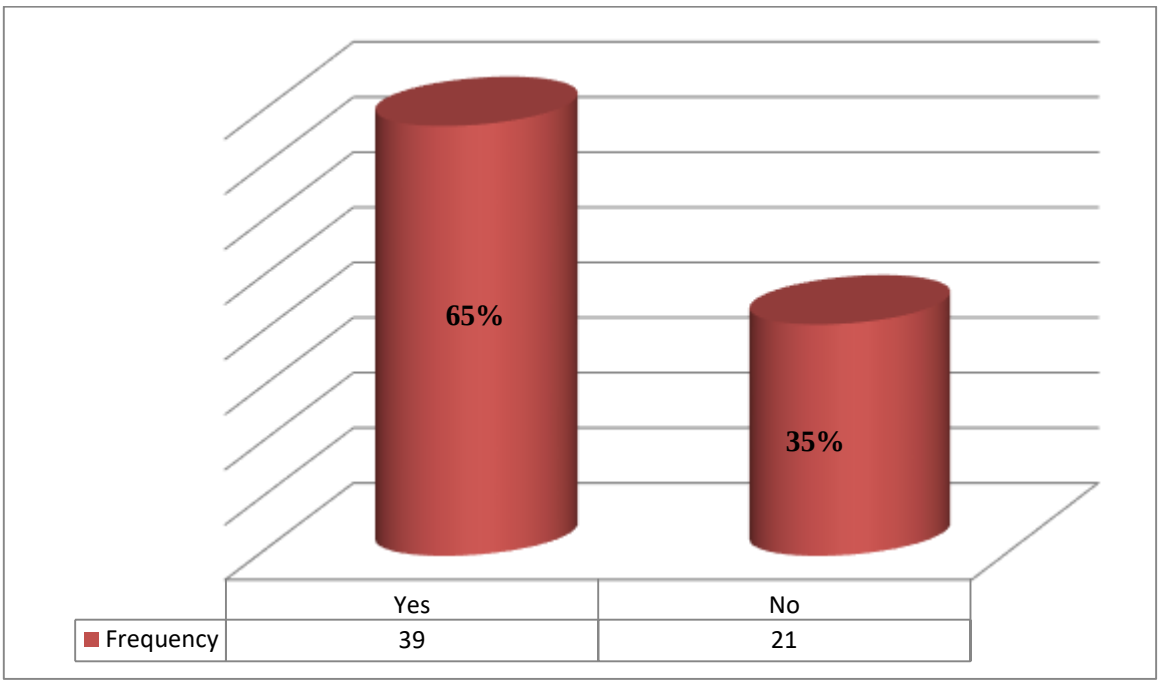


Figure 3.15: The Readiness of Higher Education Students at Yahia Fares Universities of Medea to be Involved in "Autonomous Learning"

According to the figure (15) above, that tries to discover if students at University Yahia Fares of Medea are ready to be involved in autonomous learning or not. (N=39; 65%) of the learners picked choice "YES", which means that they are motivated to be autonomous, On the other hand (N=21; 35%) of them claim that they are not ready for it, thus they are undecided to take responsibility. Maybe because they are consider the teacher as the one responsible agent in the learning process.

• **Q17: Do you consider yourself as an autonomous learner ?**

Option	Frequency	Percentage
Yes	**33**	**55%**
No	**03**	**5%**
Not sure	**24**	**40%**
Total	**60**	**100%**

Table 3.11: The Students Self-Consideration as an Autonomous Learners

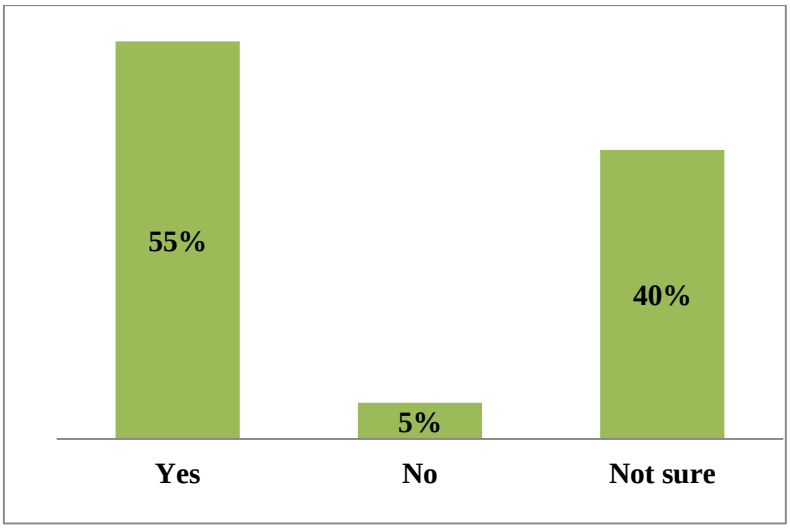


Figure 3.16: The Students Self-Consideration as an Autonomous Learners

According to the figure (16) and table (11) above, that tries to discover if students at University Yahia Fares of Medea are if learners consider themselves autonomous learners or not.(N=33; 55%) of the learners picked choice “YES”, which means that they familiarity with their soft skills, their abilities to assume the responsibilities, thus they consider their selves as an autonomous learners. On the other hand (N=24; 40%) of the students picked the choice "Not Sure", perhaps they can’t rely on themselves, or they just don’t make any efforts to becomes an autonomous learners. whereas three of students(N=03; 5%), claim that they are not learners autonomous, so they picked the choice "NO".

• **Q18: If you are an autonomous learner, when you face a problem during learning . You ask for help from** (My Teacher, My Classmates, Others)

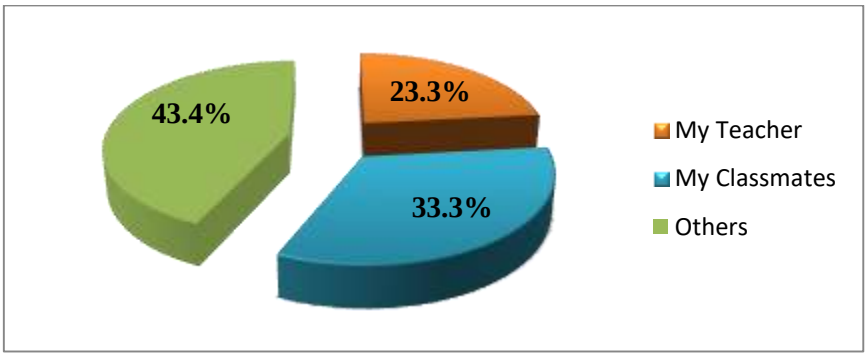


Figure 3.17: The source of help when autonomous learnera face problems during learning

These results discover from where autonomous learners ask for help whenever they face a problem during learning. As it is noticed above in the figure (17), which it is clearly seen that twenty (20= 33.3%) of students from the total of (60) learners; answered with “My Classmates”. While fourteen (14= 23.3 %) of them answered with “My Teacher”. On the other hand, twenty six (26=43.4) of them had different opinions which are stated under the following points:

1. YouTube and some websites.
2. Google
3. Websites, books, articles, and the teacher.
4. I do my research , Google , books ...ect
5. Google and YouTube
6. I do my best to find solutions
7. Google
8. I consult Google or YouTube platforms. Sometimes i go to Quora (a wrong answer can get a correct one). The times I just ask some classmates or a teacher.
9. Both of them (teacher and classmates) depend on what I am learning.
10. It depends on the difficulty that I’m facing.
11. I simply Google it.
12. Not really, there so many other sources to ask, for example Google, or a book may be or any other site.
13. YouTube.
14. Both of them.
15. Usually I ask native speakers on internet by using learning apps as "ask a native” or asking friends on English group learning at Telegram.
16. No, I search for sources myself.
17. Internet and my brain.
18. Seek for further information in order to understand better.
19. Family.
20. Myself.
21. I'm not.
22. From websites.
23. The internet.
24. Both

25. Both in addition to using technology.

26. Google it

• Q19: Does self-motivation raises your level at learning autonomy ?

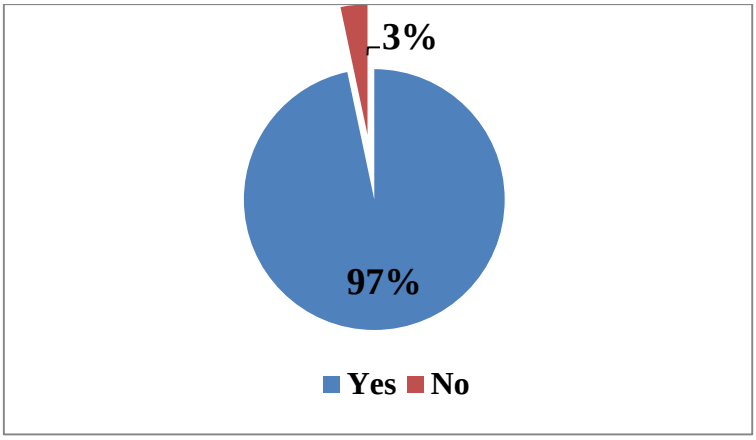


Figure 3.18: Self-Motivation's Role at Learning Autonomy Level

Option	Frequency	Percentage
Yes	**58**	**97%**
No	**02**	**3%**
Total	**60**	**100%**

Table 3.12: The Self-Motivation's Role at Learning Autonomy Level

According to our researches, Motivation is the first thing that affect in promoting learner autonomy, the figure (18) and table (12) above to seeks to know if self-motivation raises their level at learning autonomy, the majority of students (N=58; 97%) claimed that self motivation raises their level at LA, they answered with "YES", In contrast two of them (N=02 ; 03%) who answered with "NO".

• Q20: During the covid-19 pandemic, did you study online ?

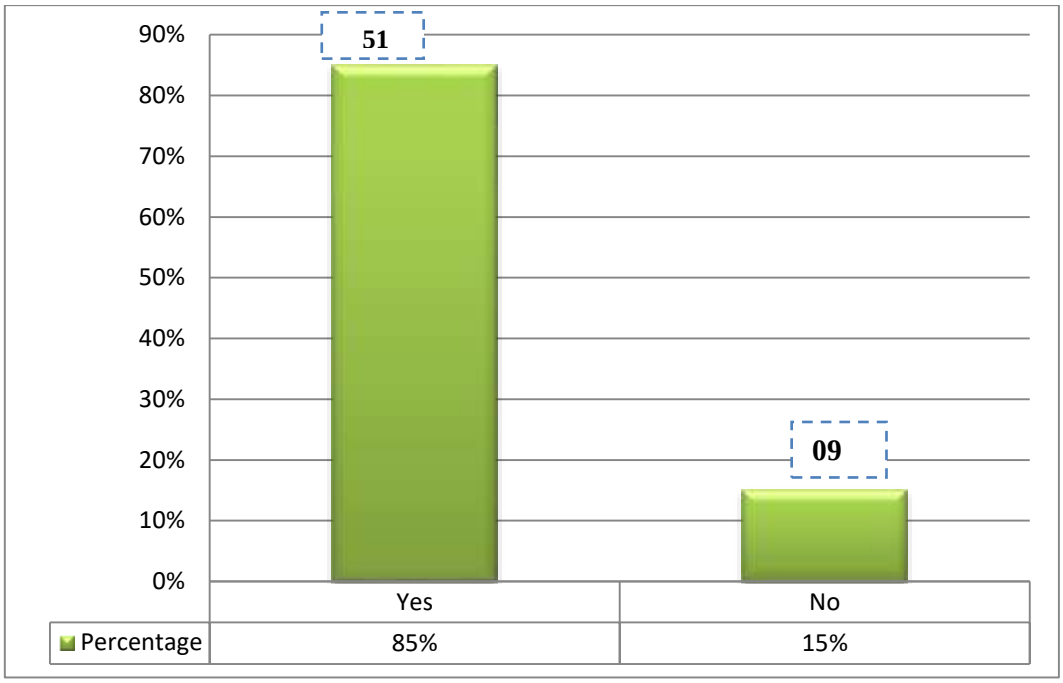


Figure 3.19: Studying Online during the Covid-19 Pandemic.

According to the figure (19) above which seek to if the students did study online during the covid-19 pandemic or not, showed that most of them (N=51; 85%) answered with "YES", they studied online. whereas nine of them (N=09 ; 15%) who answered with "NO."

• Q21: If "yes", how do you evaluate that experience (studying online)?

Option	0%	25%	50%	75%	100%
Frequency	5	14	21	14	6
Percentage	8.3%	23.3%	35%	23.3%	10%

Table 3.13: The Evaluationof the Experience (Studying Online).

As it is showed above the evaluation of learners about their experiences of online learning are different from one to another. We can read from The table (13) above indicates five (N=5; 8.3%) of learners state thier assessment was (0%) out of one hundred (100%). While fourteen (N=14; 23.3%) of them answered with “25%“,and twenty one students (N=21; 35%) with "50%". Also, others of fourteen students (N=14; 23.3%) assess with "75%", and

Six of them (N=06; 10%) with "100%". After the assessments we indicate that half of studentsfound some difficulties in learning online

• Q22: Has studying under the covid-19 pandemic made you an autonomous learner ?

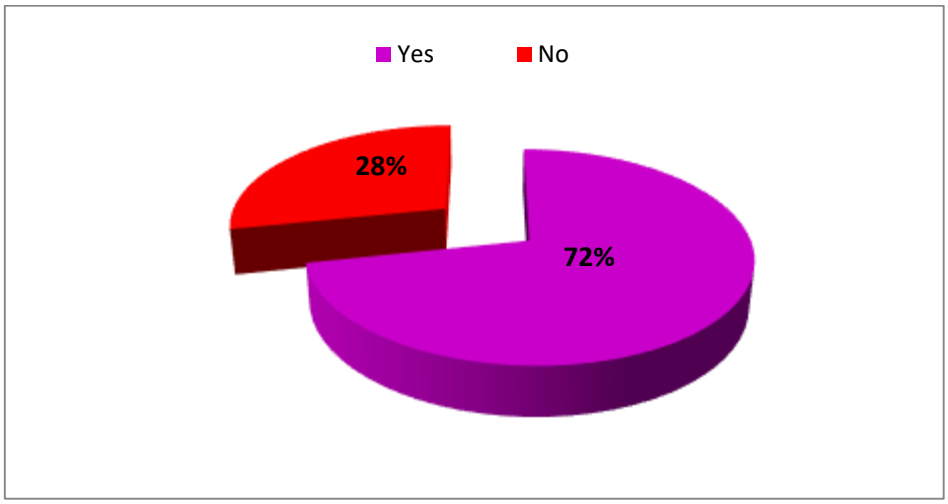


Figure 3.20: Studying Under the Covid-19 Pandemic makes Students Autonomous Learners

Option	Frequency	Percentage
Yes	**43**	**72%**
No	**17**	**28%**
Total	**60**	**100%**

Table 3.14: Studying Under the Covid-19 Pandemic makes Students Autonomous Learners

This question tries to know if studying during the covid-19 pandemic made students autonomous or not, we have noticed from the figure (20) and the table (14) above, more than half students (N=43; 71.7%) said they became autonomous learners However, seventeen (N=17; 28.3%) of the students claimed that studying under the covid-19 pandemic did not make them autonomous learners.

• Q23: Are you against or with the development of Learning Autonomy in our education ?

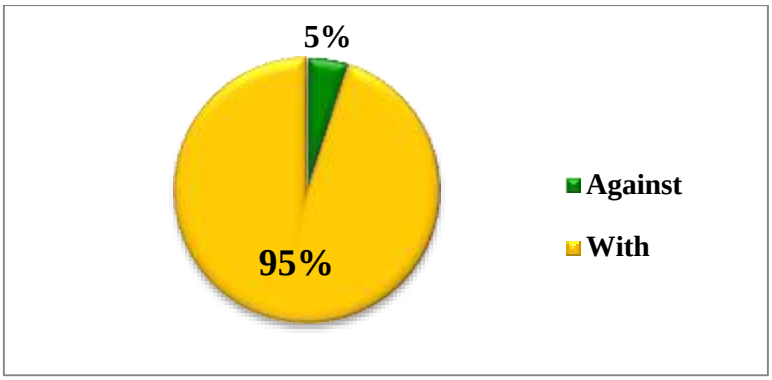


Figure 3.21: The Agreement or Disagreement of Students on the Development of Learning Autonomy in their Education.

According to the figure (21) above, which shows if the participants are against or with the development of learning autonomy in their education.It was noticed that the highest percentage of students (N=57; 95%) with the development of Learning Autonomy in our education, they picked choice "WITH".Whereas three (N=03; 25%) of them were disagreeing, they answered with "AGAINST".

• Q24: According to you , what are the main obstacles that constrain and affect implementing the notion of learner autonomy ?

The aim of this question is to identify the obstacles that affect applying autonomous learning. All the respondents have provided a list of main obstacles that constrain and affect students' in implementing the notion of learner autonomy. Here are sixty (60) learners' answers in the table below:

N°	Students Answers
S1	I am an autonomy learner before that. The obstacles come from our self's If someone like his field of study he will look to learn everything about it without belonging to his teacher.
S2	Over reliance on this aspect leads students to face setbacks. I think collaboration is better in this case, or at least a gradual implementation. Also, i believe that lack interest, motivation and confidence are main obstacles to its success. Therefore, affective aspects are most likely to hinder this process.
S3	Lack of awareness of how to be autonomous learner or strategies followed for a better experience in learning autonomously Sources are also important in

	autonomous learning process and learning could fail or be worthless if sources are not reliable.
S4	Limited Space/ Limited learner contact with English outside the classroom/ Lack of self-motivation/ Learner's reliance on teachers/ Lack of learner ability to exploit resources.
S5	Lack of self motivation there is no task to evaluate the study Fair of failure Lack of previous experience in autonomous learning.
S6	Probably the education system that is based on guidance from A to Z so I'd say the time to change that is very challenging.
S7	According to my classmates, not everyone have internet and computers at home so this is the first obstacle.
S8	Lack of sources.
S9	Lack of good achievement results in schools since the learner used to follow the teacher guide.
S10	I guessed we need to make a lecture for dealing with this topic and persuade people about it.
S11	The knowledge.
S12	Teachers.
S13	The lack of sources.
S14	Lack of time.
S15	Experience
S16	It depends/ lack motivation
S17	There're some people who can't learn alone, they need someone's help.
S18	Lack of self confidence

S19	Delivering strategy.
S20	Losing self confidence.
S21	Timeline to implement.
S22	The unavailability of internet.
S23	We don't have the ability for several reasons because it depends on the learner's circumstances.
S24	Lack of sources and websites.
S25	The learner's readiness and motivation
S26	Students aren't ready to except self learning, and some sources are not 100 % accurate.
S27	Absence of teacher's role in the classroom
S28	Lack of materials and motivation
S29	Uncomfortable setting of learning .
S30	Teacher, social environment.
S31	Lack of Motivation
S32	Lack of resources/ State./ Time.
S33	Lack of sources, lack of platforms to study, the unavailability of the internet
S34	It depends on the learners.
S35	Ask of self confidence Misuse of research resources when I become autonomous learner.

S36	The educational program in Algeria.
S37	Learner's reliance on the teacher.
S38	Lack of motivation / time / technology.
S39	Probably the lack of self-motivation.
S40	Shyness and lack of self confidence.
S41	Not having a good internet, Materials.
S42	Not knowing the right methods to do that.
S43	Maybe the luck of Internet in such places.
S44	Most of the students rely to their teachers.
S45	Not knowing the right methods to do that.
S46	Well, student's laziness is one , and lack of motivation two, and nothing else
S47	Teachers, motivation, social environment. Maybe the luck of Internet in such places.
S48	Sometimes it is boring being an autonomous learner.
S49	Low of Self confidence/ Lack of self motivation.
S50	The rigidity of the educational system in Algeria.
S51	Lack of sources, time, and the network problems.
S52	Algerian student's mentality and the lack of motivation.
S53	Doesn't hear about it before in our educational system.

S54	Weak internet, unmotivated teachers and students ugly faculty.
S55 **S57** **S56** **S58** **S59** **S60**	No idea/ I don't know

Table 3.15: The Main Obstacles that Constrain and Affect Implementing the Notion of Learner Autonomy .

• Q25: In the future, do you see the next generation being autonomous and fully independent on teachers ?

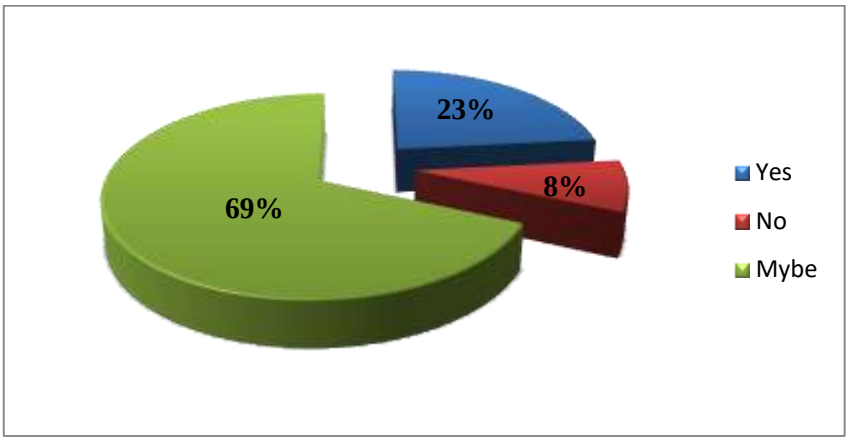


Figure 3.22: Future Student's being Autonomous and fully Independent on teachers.

Option	Frequency	Percentage
Yes	**14**	**23%**
No	**05**	**8%**
Maybe	**41**	**69%**
Total	**60**	**100%**

Table 3.16: Future Student's being Autonomous and fully Independent on teachers.

This question intended to know whether the students expect to see the next generation being autonomous and independent learners.The figure (22) and table (16) below reveals students' perspectives. the majority (N=41; 69%) they expect that the next generation will

being autonomous, and perhaps they can be independent from their teachers.and (N=14; 23%) of the students strongly agreed with this view, wereas five (N=05; 08%) of them disagree the idea; as they themselves lack necessary background about learning autonomy.

2.2 Teacher's Questionnaire Results analysis

To study the research topics and hypotheses, a second questionnaire was created to collect ideas and opinions from teachers of English in YFMU. It was presented to a group of 15 instructors .It includes closed, mixed, and open-ended questions .It has been chosen elicit data from the informants to investigate the research questions and hypotheses. After collecting data, we have considered it convenient to treat it in tables, pie charts, graphs and figures for better illustration and to analyze the questions according to their appearance and order in the questionnaire to make the research more manageable and more efficient. The teachers' questionnaire consists of 21 questions divided into two rubrics.

2.2.1 Part One: Teachers' background information

In this; the participants select from a list of categories the response such as male or female or may they include ethnic group or origins in this type of nominal questions. It contains eight (8) main questions.

- **Q1: Teachers' gender**

Gender	Frequency	Percentage
Female	**6**	**40%**
Male	**9**	**60%**
Total	**15**	**100%**

Table 3.17: Teachers' Gender

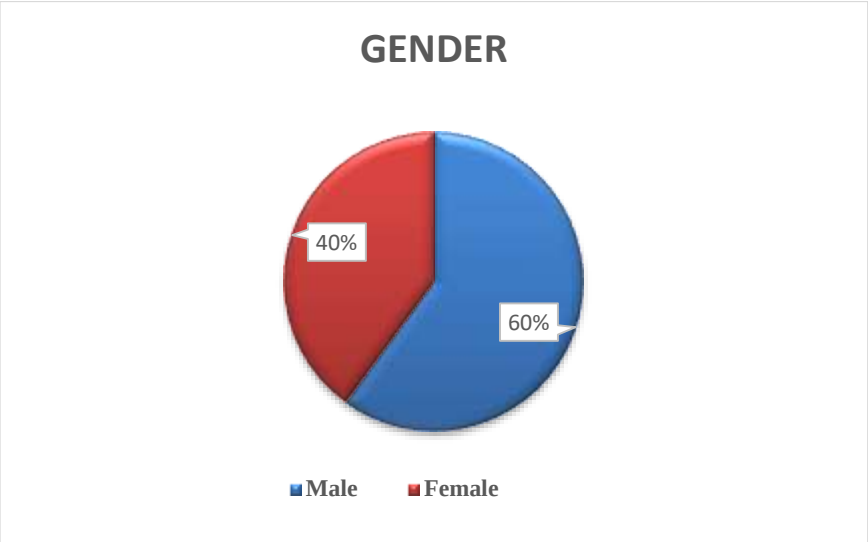


Figure 3.23: Teachers' Gender

Among fifty (15) teachers; 6 females answered the questions (N=6; 40%) and nine males (N=9; 60%). The table and the figure above clearly show that the teachers who respond on this questionnaire were males more than females. We can conclude that the majority of the teachers in the English department of Yahia Fares Medea's University are males.

- **Q2: Teachers' Age**

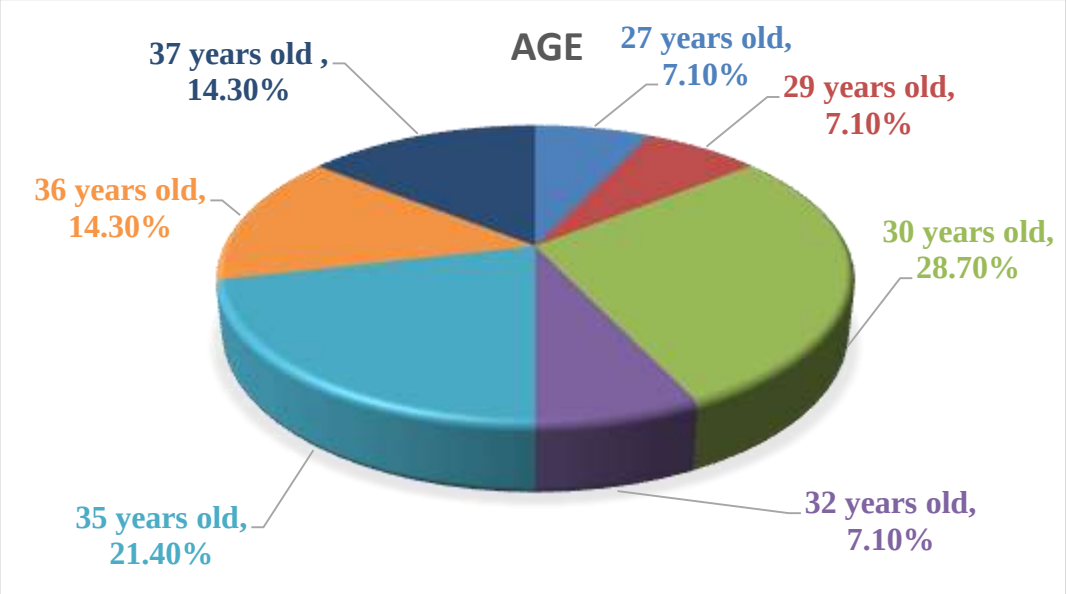
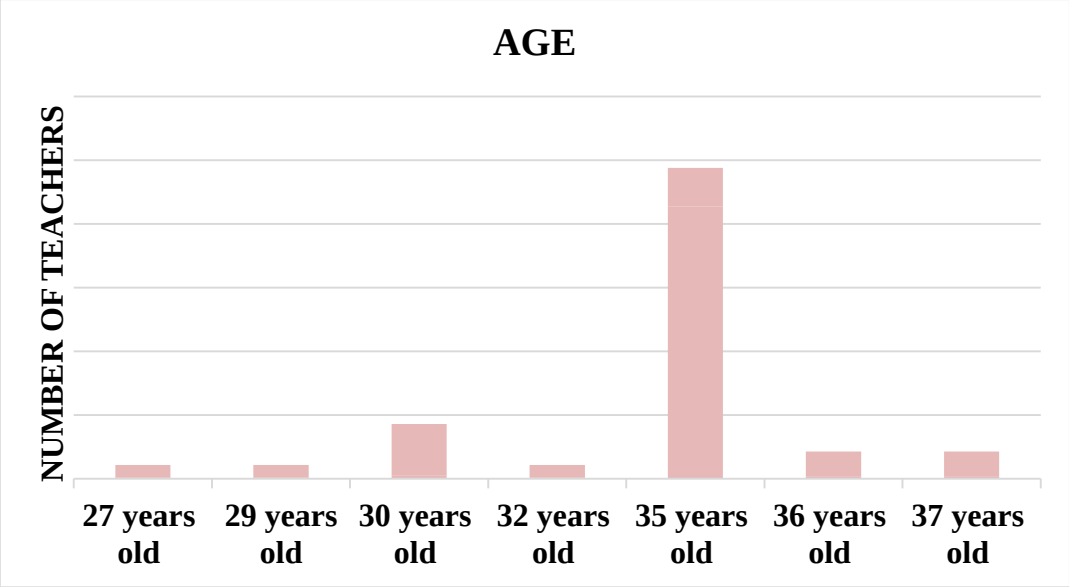


Figure 3.24: Teachers' Age



Figures 3.25: Teachers' Age

The age of teachers who were a part of this investigation was mainly between 27 years old and 37 years old Figures (24) and (25) .Only one teacher is 27 years old , another one is 29 years old , four of them are 30 years old , one is 32 , three of them are 35 ,two of them are 36 , and the last two teachers are 37 years old ,which means the majority of English Department' Teachers in Yahia Fares Medea's' University are young teachers and that can be a reason for teachers to be more close to their students .

- **Q3: Teaching Experience**

Experience	Percentage	Frequency
0-2 Years	3	20.1%
2-3 Years	3	20.1%
3-5 Years	2	13.2%
5-6 Years	5	33.4%
6-9 Years	2	13.2%
Total	15	100%

Table3.18: Teachers' Experience in Yahia Fares University

By asking this question, our aim was to know the exact period of the presence of each teacher in the English Department of Medea's University, the table below shows that the average teaching experience of the participants is approximately five (5) years. The shortest teaching experience is two (2) years, and the longest one is nine (9) years

.According to this we can say the collected data was obtained from different teachers with different teaching experience which give us reliable results in this research.

- **Q4: Degree of Qualification**

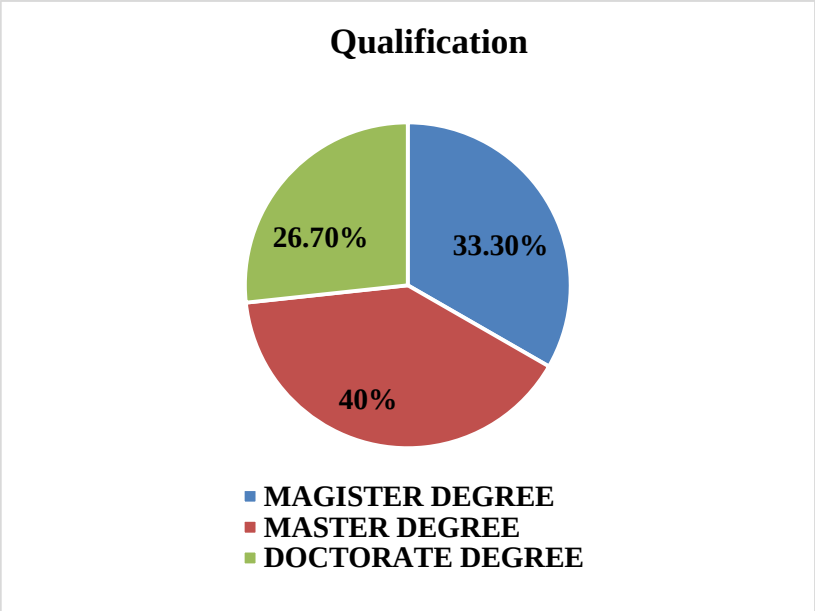


Figure 3.26: Teachers' Qualifications Degree.

Level	Percentage	Frequency
Master	40%	6
Magister	33.3%	5
Doctorate	26.7%	4
Total	100%	15

Table 3.19: Teachers' Qualifications Degree.

The figure (26) and table (19) above shows the qualifications degree of the participants; among 15 teachers; six (6) of them have license, five (5) have magister while only four (4) have doctorate degree .That is a clear evidence that the teachers in the English Department have different degree.

- **Q5: Students' Level**

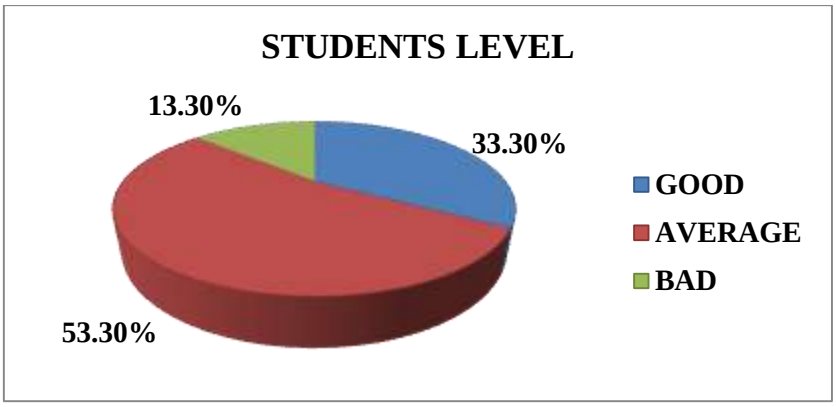


Figure 3.27: Students Level in Classroom.

The figure (27) according to teachers' opinion about their students' level in class it is clear that the majority of students are average (53.3%), teachers see that (13.3%) have a bad level in class while (33.3%) are good according to their teachers.

- **Q6: Teachers Roles in Class**

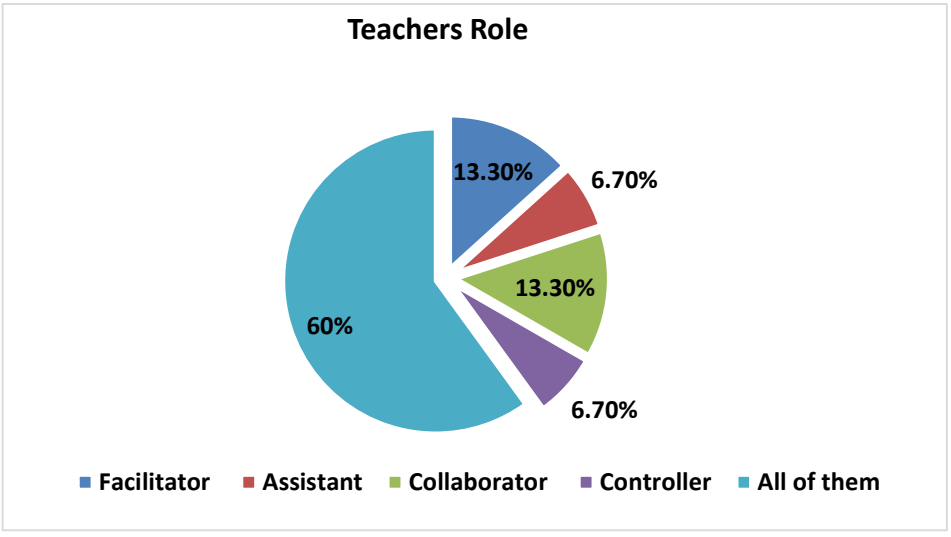


Figure 3.28: Roles in Classrooms.

Teachers' role in classroom according to figure (28) shows that two(02) teachers consider themselves as a facilitators during classes in percentage of (13.3%), only one (01) teacher is an assistant (6.7%), other two (02) teachers are collaborators in class in percentage of (13.3%) out of (100%), only one (01) teacher is a controller (6.7%) while the rest of them which represents the majority (60%) consider themselves as a facilitator, an assistant, a collaborator and a controller which means the rest nine (09) teachers answered the question by "all of them".

- **Q7: Teaching through Traditional Methods**

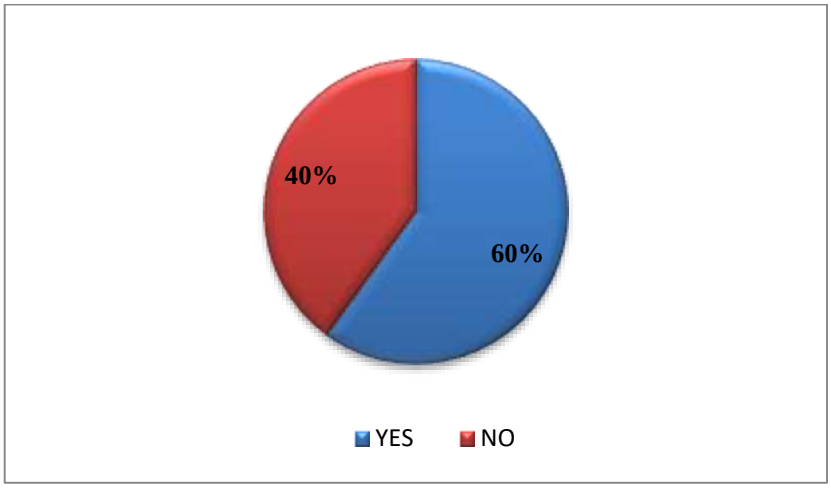


Figure3.29: Teachers' Teaching in Traditional/Modern Methods.

Option	Percentage	Number
Yes No Total	40% 60% 100%	6 9 15

Table 3.20: Teachers' Teaching in Traditional/Modern Methods.

By asking this question to teachers; are you still using traditional methods in teaching, which focus on teacher centered? Our aim was to know if the teachers in the University of Yahia Fares in Medea were following the same traditional methods in teaching or they came up with their own teaching methods according to their students' level and if they are keeping pace with the development of the educational system. The answers were as follows ;nine (9) teachers which represents the majority (60%) answered by NO , it means that they are teach using new methods ,while the rest of them (6) answered on this question by YES ; which means these six teachers still teaching in the traditional used methods .Figure (29).

- **Q8: Is there a difference between a teacher's focused classroom and a student's focused classroom?**

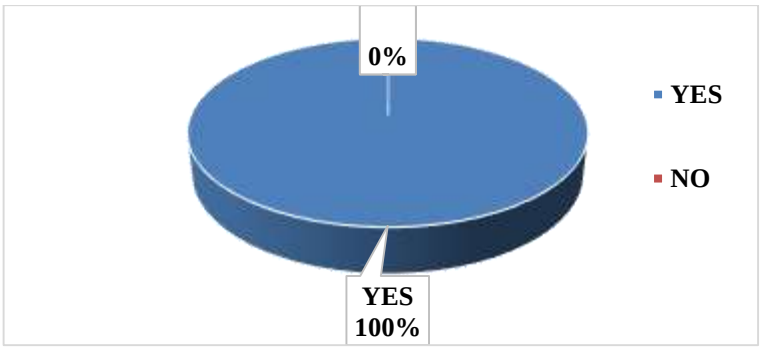


Figure3.30: Teacher's/Student's Focused Classrooms.

Teachers were asked if there is a difference between a classroom focused on the teacher and a classroom focused on the students , all the teachers in the questionnaire (fifteen 15=100%) respond with YES ; there is a difference between a teacher's focused classroom and a student's focused classroom.(Figure30).

2.2.2 Part Two: Teachers' perception of LA

This part consists of twelve (12) question, these questions are about the Algerian EFL teachers' perceptions on Learner Autonomy, in this section we aimed to ask the participants about their opinions on Learning Autonomy, if they are aware of what is meant by it, if their students are autonomous, and there view on it in the Algerian higher education.

- **Q9: What is Learner Autonomy?**

This questions' form was as follows; according to you, what is a brief definition of Learner Autonomy? Fifteen teacher respond on this question like that:

1. It is the ability to make self-study beneficial.
2. The ability to find the written information and using it to solve real problems.
3. It is the ability to be in charge of one's' own learning, being independent.
4. The ability of controlling ones' own learning.
5. Student who learns indecently and uses ones' own methods in knowledge acquisition.
6. The ability of learner to make sense of the world on his own.
7. Is about learners being more active in their own learning.

8. It is when learners are the responsible agents for their learning. They take charge of their own learning and are actively involved.
9. It is the learner's centeredness
10. It is the students' ability of achieving the level of being creative and critical thinkers, in acquiring deeper information, related to teaching material they already received in the classroom, and applying what they have learned in different situations ;instead of being passive and depends on memorizing and recalling the memorized information.
11. Students are independent; they rely on themselves only in gathering information with the guidance of their teacher of course. The latter plays the role of a controller only in his classroom.
12. The ability to study independently.
13. Independency in learning.
14. The answers mentioned above shows that the teachers are aware of what is meant by autonomous learning, their answers were brief and direct to the point and that was positive and helpful for our research.
15. Learning without teachers' guidance.

- **Q10 Presence/Absence of Learning Autonomy in the Algerian Universities**

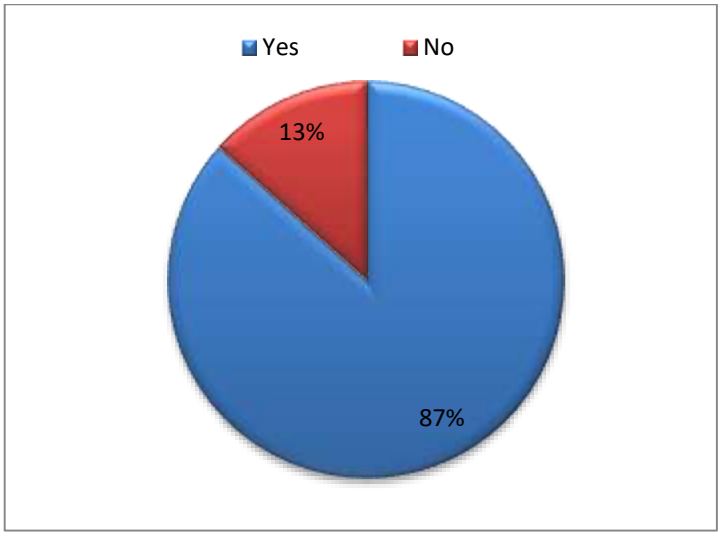


Figure 3.31: Absence of Learner Autonomy in the Algerian University.

Among the asked questions , there were a question about the absence of learner autonomy in the Algerian universities, 86.7% of teachers said YES , which means thirteen(13) of

them think that learner autonomy is almost absent in the Algerian universities while 13.3% of them thinks the opposite, two(2) of them thinks that autonomous learning is present in our universities

- **Q11: Do you think that your student seems as autonomous learners?**

	Frequency	Percentage
All of them	0	0%
Most of them	1	6.7%
Few of them	11	73.3%
None of them	3	20%
Total	15	100%

Table3.21: Teachers' View on their Students.

After analyzing this question results we found that not all the teachers see their students as autonomous learners; three(3)=20% teachers said that none of their students is autonomous ,only one(1)=6.7% of them see the most of his students as an autonomous learners while the rest of the teachers ;eleven(11)=73.3% teacher declared that just a few of their students are autonomous in learning.

- **Q12: Reasons behind not being autonomous**

Among the questions addressed to teachers, there were a question as follows; suppose that your students are not autonomous, is it because? The aim behind asking this question is to know the real reasons of students not being autonomous in their learning .We mentioned four different reasons; we let teachers to select which suggestion is more convenient for them.

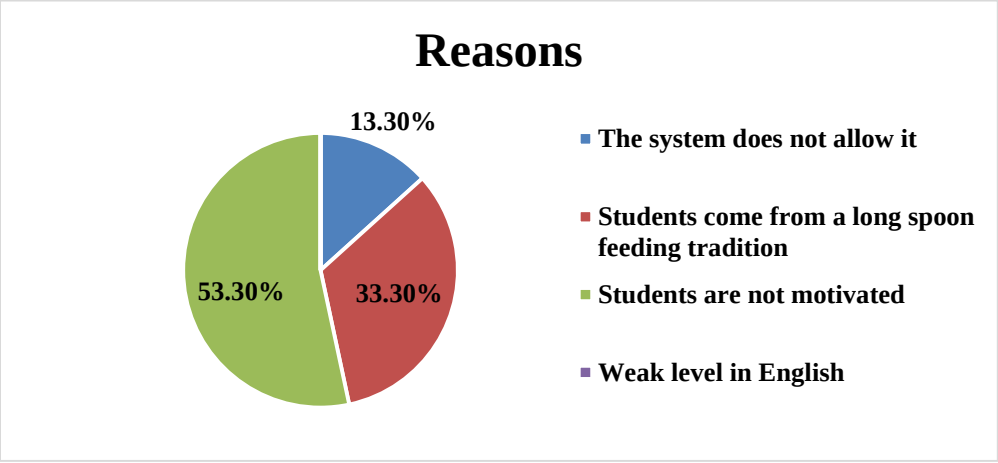


Figure 3.32: Reasons behind not being autonomous learners.

Reasons	Frequency	Percentage
-The system denies learner autonomy -Students come from a long spoon feeding tradition -Students are not motivated -The week level of learners	2 5 8 0	13.3% 33.3% 53.3% 0%
Total	15	100%

Table 3.22: Reasons behind not being autonomous learners

As it is obvious in figure (32) above and table (22) below; we can say that the first reason behind students not being autonomous in learning is motivation, students are not motivated enough to study indecently, eight (8) teachers and according to the statistics (53.3%) attribute it to the lack of motivation. The second reason according to five (5) teachers =33.3% is that students come from a long spoon feeding tradition. While only two (2) teachers linked this to the system, (13.3%) see that students' not being autonomous is because the system denies autonomy in learning. Among the suggestions there was if the weak level in English is a reason behind not being autonomous but none of the teachers selected this choice (0=0%).

- **Q13: Autonomous Learners are Successful**

The aim for asking this question (Do you think that autonomous learners succeed better in their studies?) is to know whether students who are autonomous learners succeed better in their studies .Figure (23) confirms this hypothesis.

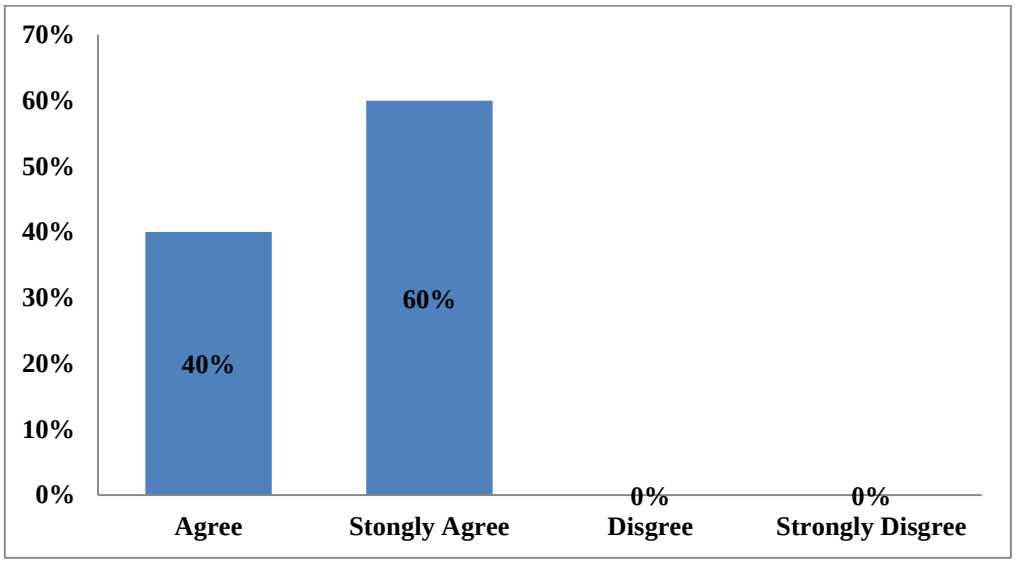


Figure 3.33: The success of Autonomous Learning.

As it is shown in figure (33) 40%=6teachers agree on that autonomous learners succeed better in their studies, while 60%=9 of them strongly agree on these hypothesis while none of the teachers was strongly disagree or even disagree.

- **Q14: The development of Learning Autonomy**

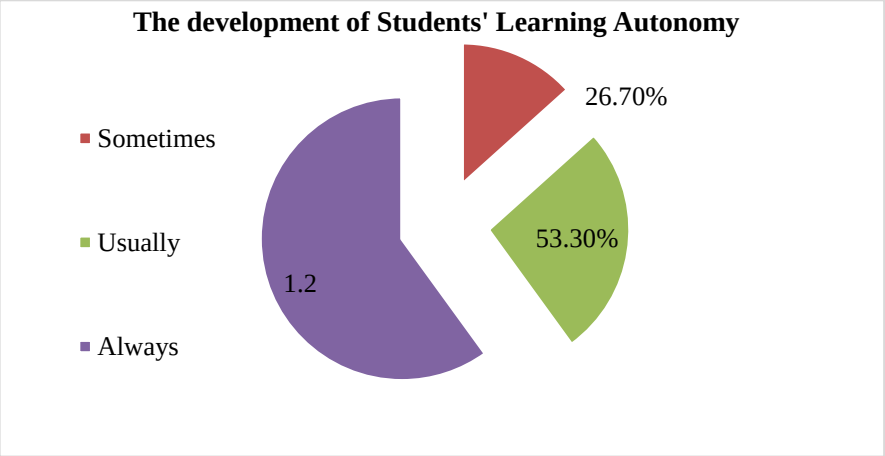


Figure 3.34: The development of Students' Learning Autonomy.

During your teaching, how much you seek to develop your students' learning autonomy? That was the question giving to teachers in order to give us an idea about how much teachers care about their students' level and its development .None of the teachers answered with Rarely (0=0%), three students answered Always (3=20%), sometimes was the choice of 4 teachers (4=26.7%), and usually was the most choose answer; eight teachers usually seek for their students 'learning development (53.3%). (Figure24).

- **Q15: Methods to Motivate Students to be more Autonomous**

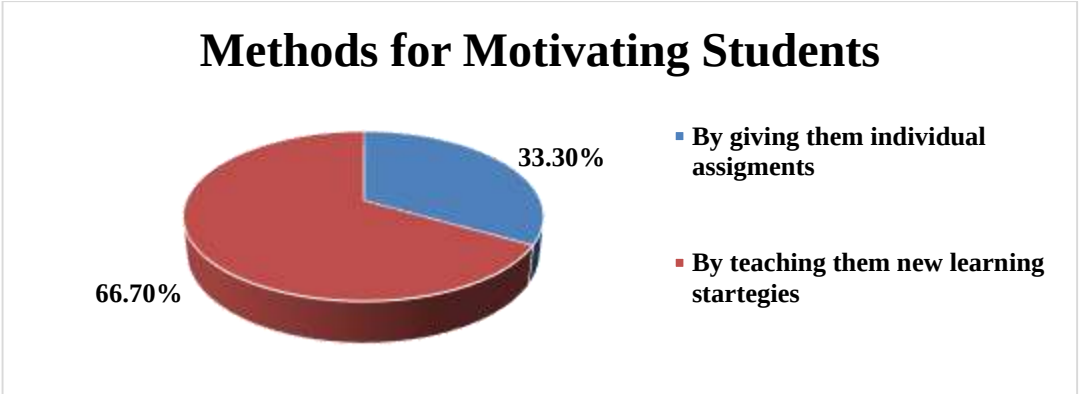


Figure3.35: Methods to Motivate Higher Educational Students to be Autonomous Learners.

In this question we asked the teachers how they can motivate higher educational students at the University of Yahia Fares to be autonomous learners, along with the question we gave them three choices:

-By giving them individual assignments

.By teaching them new learning strategies

.By using feedbacks to aid their learning

According to this figure the majority of the participants in this questionnaire choose the method of teaching them new learning strategies (66.7%=10)while the minority of them (33.3%=5) choose the method of giving them individual assignments while no one among the participants choose the last choice which is using feedbacks to aid their learning.

- **Q16: With the urgent imperative of 'online learning ‘, which is caused by Covid-19 pandemic, did you find any difficulties in delivering the educational content and your guidance indications for your learners?**

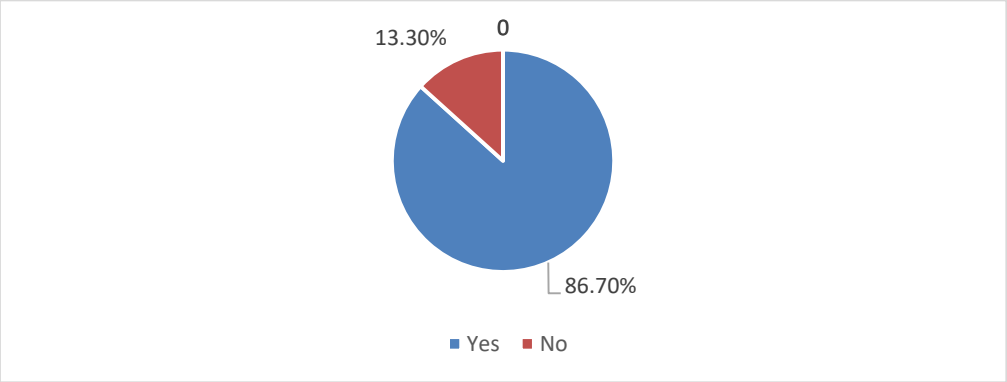


Figure3.36: Teachers’ Opinions on Online Teaching during Covid 19.

According to the figure (36) above which seeks to know if the teachers find any obstacles in teaching online during Covid19 pandemic or not, showed that most of them (N=13;86.7%) answered with “YES” , they found difficulties in delivering online classes, whereas (N=2;13.3%) who answered with “NO” ; they did not find any difficulties during online teaching.

- **Q17: If ‘YES’, how much you think that they realize and understand your guidance indications properly?**

Option	0%	25%	50%	75%	100%
Frequency	0	4	8	2	0
Percentage	0%	28.6%	57.1%	14.3%	0

Table 3.23: The Evaluation of Students Understanding during Online Classes.

As it is showed above; teachers' evaluations on learners' online studies are different from one to another. We can notice from table (23) above that no one from the participant asses students experience with 0% (N=0; 0%) but four teachers assets this experience with 25% (N=4; 28.6%), while eight of them asses the online classes by 50% (N=8; 57.1%) and other two teachers gave 75% (N=2; 14.3%) and no one asses this experience by giving 100%(N=0; 0%).

Q18: Teachers point of view on the development of LA

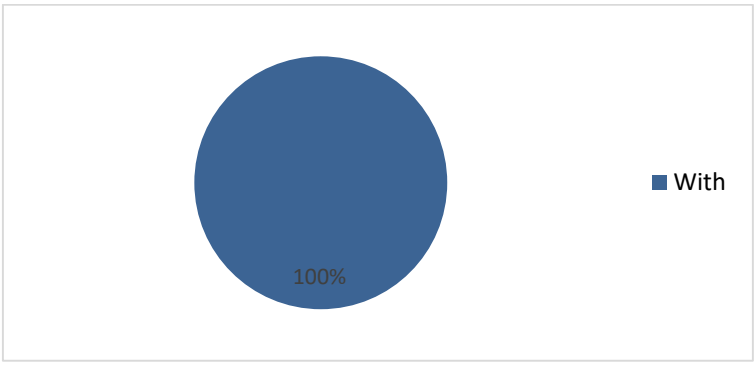


Figure3.37: Teachers' Opinions on the development of Learning Autonomy.

Are you with or against the development of learning autonomy to be one of the objectives of the Algerian education? That was another question addressed to teachers about their opinions on the development of learning autonomy in the Algerian universities. As it is seen in figure (37) all the fifteen (15) teachers answered by with which means that all the teachers are with the development of learning autonomy to be one of the objectives of the Algerian educational system.

- **Q19: Teachers' Opinions about the contribution of the LMD System in Promoting Autonomy among Students**

Opinion	Percentage	Frequency
Yes	60%	9
No	26.7%	4
No Clue	13.3%	2

Table 3.24: Teachers' Opinions about the Contribution of the LMD System in Promoting "LA"

The results shows that nine(9) teacher (60%) are seeing that the LMD system is really contributing in promoting the learner autonomy among the University students , for (04)of them(26.7%) said that the LMD system is not contributing in promoting it while two(2=13.3%)have no clue on this hypothesis.

- **Q20: On what exactly promoting learner autonomy is based on?**

While asking the question: according to you, promoting learner autonomy is based mostly on:

-Teacher's role in the classroom

-Learners' readiness for autonomous learning

-The availability of materials and study aids

The first suggestion was the choice of two(2=13.3%) teachers among the fifteen teacher , the second choice was the answer of the majority; nine(9=60%)teacher while for(4=26.7%) choose the third suggestion and that means that the students 'readiness for autonomous learning came at the top of the suggestions.

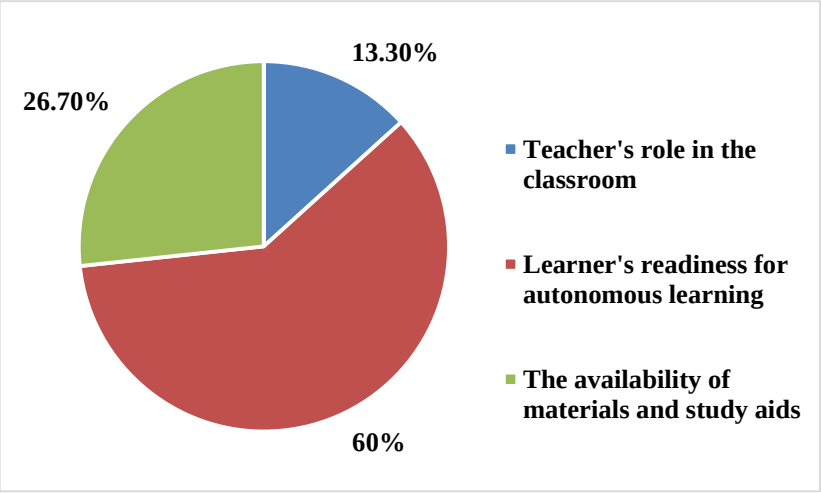


Figure3.38: Promoting Learner Autonomy.

	Frequency	Percentage
Teacher's role in the classroom.	**2**	**13.3%**
Learner's readiness for autonomous learning.	**9**	**60%**
The availability of materials and study aids	**4**	**26.7%**
Total	**15**	**100%**

Table 3.25: Promoting Learner Autonomy.

- **Q21: The main hindrances that impede and effect on implementing and fostering the notion of LA**

The last question in the questionnaire made for teachers, we attempt to know according to teachers in the English Department of Yahia Fares Medea's' University; what are the main factors that affect negatively on promoting learner autonomy in the higher education .It was an open word question teachers have the right to answer on it as they want and the answers are below:

1. Lack of motivation, absence of teacher's role in the classroom, textbooks and assignments.
2. It is the educational system as a whole. The system does not focus on teaching skills, thinking skills, language skills, life skills…excites main finality is stuffing learners with as much knowledge as possible ,which sounds good ,but knowing that knowledge must be paired with essential skills, that huge sums of knowledge become worthless. The lack of autonomy is overwhelming among students is because the one relies always on someone to deliver a ready-made lesson, someone to explain and give the rules, someone to give examples, and, even worse, someone how his duties, whether in class(teacher),at home (parent, sibling…)or elsewhere(private schools, tutors…). Most students today are handicapped, cognitively handicapped. We are not just in the age of information. We are in the age of finding the right information and utilizing it in the right place and time, to solve real problems. Even teachers are not aware of this problem. Many of them still dictate their lesson! That is in my opinion is an insult to students.
3. First, the curriculum of education which relies on outdated instructional practices, where the teachers still dictate their lesson and explain and give the rules. On the other

hand learners rely always on them to deliver a lesson; in addition they are not ready and motivated enough to be autonomous learners.

4. The availability of materials is weak. Students in middle school and high school they used to depend only on their teachers so they are not autonomous learners.
5. Teachers …fostering learner autonomy depends largely on the teachers understanding of autonomy and its approaches to foster autonomy.
6. In my opinion and based on what I am experiencing with my students, motivation is the first thing that affect in fostering learner autonomy, students are coming just to see their teachers delivering lessons, they do not bother themselves to do any efforts to study or prepare before coming, they still think in the traditional way (teachers talk and students listen).
7. Students level, students' readiness, the system.
8. First, students are not ready for it and are not motivated enough to be autonomous. Second, the graded evaluation is one of the worst means pushing students to care about the grades and not about the learning.
9. The learner's readiness and motivation.
10. Students levels, lack of materials and motivation, the uncomfortable setting of learning.
11. 1/.The student's awareness of the importance of autonomy, 2/Students' readiness for autonomous learning, 3/.Teacher's awareness of the teaching methods, theories, approaches and techniques which aim at enhancing learners autonomy, 4/.The student's familiarity with soft skills, which are the main aid of autonomous learning.
12. The lack of materials
13. Students' uncertainty about their capacities and their knowledge.
14. The gap between teachers and students and the lack of communication between them.
15. It is because the educational system does not support both teachers and students to be autonomous in learning and teaching.

The answers cited above was so vast and fruitful to our research .Teachers by giving their ideas on the obstacles and the hindrances that effect on promoting learner autonomy shed light on the real problems students' are facing in the higher education.

1.1. Data Discussion and Interpretation of the Results

To complete this study effectively, the data obtained must be analyzed in order to test the hypothesis and answer the research questions. Data is interpreted using quantitative and

qualitative methods, as mentioned in the previous chapter. The analysis, presentation, and interpretation of the study's findings are all covered in this chapter. Algerian EFL teachers and students appear to understand the importance of learner autonomy and the importance of implementing independence in the classroom. Many teachers have a misunderstanding about learner autonomy; they think of it as a process that allows students to study on their own without the need for intervention. Teachers should be aware that it is their responsibility to help students develop autonomous behavior in their classrooms through providing advice and promoting their empowerment. As far as the present research is concerned, students and teachers of English at Yahia Fares University appear to understand the value and utility of autonomy in universities .They define autonomy as a learner's ability to take charge of their learning. According to the results gathered in the students' and teachers' questionnaire, there is a positive attitude towards autonomy. Teachers provided learner-centered classrooms with greater thought. They did not see their job as the sole important aspect of the teaching/learning process; rather, they saw it as a necessity to go from one role to another in order to develop autonomy.

The teaching and learning process is viewed as a shared duty between the teacher and the student. As a result, the teachers saw collaboration as an important aspect in the development of autonomous behavior. To encourage autonomy inside the classroom, both the teacher's role and the learner's readiness are important.

Despite all of the teachers' attempts to promote learning autonomy by teaching new learning strategies and providing feedback, the analysis of the collected data demonstrated that learners are not entirely independent; they still consider the teacher the responsible for their learning. According to the teachers, the causes for this behavior are the lack of motivation, the fact that the students are uncertain about taking any responsibilities, and reliance on themselves. This findings confirms the hypothesis mentioned in this research.

3. Section two: Generic Comments about the Study

The second section of chapter three contains the limitations of the study, which are the difficulties that we have faced. We also tackled some implications in which we gave future researchers some pieces of advice about the presented research topic. Moreover, we have suggested some recommendations for teachers to foster learning autonomy in the English

department of Yahia Fares University of Medea. Furthermore, we put some suggestions between in future researchers' hands to achieve what we could not.

3.1 Implications

These are the obstacles that any researcher can face while preparing the research. Those limitations are not controlled by students. In our research, the source of findings was only from the questionnaire results that we made for both teachers and students. We had expected that the online questionnaire that was made for teachers of the English department of Yahia Fares University of Medea would reach 20 participants, but unfortunately, it reached 15 only. Furthermore, when we looked for sources to conduct the research, we found only PDF dissertations, e-books, pictures, and videos; no printed resources related to our research topic (books) were available in our university's library. Moreover, time was not sufficient to do both the interview and the survey. We did only two questionnaires; the first was for teachers and the latter for learners. Although the sample size was sufficient to make our statistical analysis for the students' survey, the more participant responses the better analysis result we make. The data gathered was not enough to make a concrete conclusion about the current research topic, especially for the data collected from teachers.

3.2 Limitations

This is a very important section where the researcher explains the importance of the findings to future researchers whose will tackle the same research topic. The research discusses the usefulness of the study and the findings as well. Here are some pedagogical implications that have derived from the findings of our study. Those implications attempt to raise students' awareness of the importance of learning autonomy:

- Students should know the exact meaning of learning autonomy and to what extent can learner autonomy learn without the teacher's help or supervision
- Students should ask teachers about the concept "learning autonomy'' to be more knowledgeable about their research topic
- Researchers should know all the obstacles that a learner can face while learning English as a foreign language

- Future researchers should be aware of the importance of "learning autonomy" since it enhances their level of learning; it raises their independence in learning so that they rely only on themselves.
- Autonomous learners should be critical thinkers and active; they must also learn to manage their own time.
- Last but not least, I advise autonomous learners to hold positive perceptions, attitudes, and strong self-confidence.
- Using portfolios is highly recommended for students who want to be autonomous learners; it is a tool of self-evaluation for students.

3.3 Recommendations for Teachers

- Teachers should clarify, simplify, and give a precise and concise understanding of the notion "Learning Autonomy" for the sake of learning a second language.
- Teachers should create a module for first year English learners to enhance and raise their awareness toward that concept.
- Teachers should motivate students with rewards, some sources and resources of knowledge, educational games in class, and make their learning unlimited.
- Autonomous teachers should transfer their autonomy to their learners by raising their curiosity for knowledge and making students imitate them.
- Teachers should provide their students with unavailable sources to make them more knowledgeable about their research studies.

3.4. Suggestions for Further Research

- This investigated study can be helpful for future researchers interested in the same topic. Since time was not sufficient to conduct other research instruments like tests, interviews, observation classes, etc., to go deeply in our research. Here are the suggestions that can be insightful for future researchers:
- Future researchers may try to conduct an interview with teachers to get a better understanding of the process of "Learning Autonomy."
- Further research should employ classrooms observations to make research rich and comprehensive.

- Since there are no books related to Learning Autonomy at the library of Medea University, we suggest for future researchers to look for them in other libraries in order to have more ideas and perceptions about the concept Learning Autonomy.

Conclusion

The current section of the research presented data gathered through students' and teachers' questionnaires. Also, it tackled the data analysis and discussion of each question with its own diagram, in which we could discover that autonomous learning does exist in Yahia Fares University of Medea. Through this research, we wanted to shed the light on this process of learning for its importance. Besides, this research aimed to know if teachers are interested in the concept of learning autonomy or not, and if they intend to shift from the traditional methods of learning (where the teacher was the spoon-feeder) to the new strategy of learning "Autonomous Learning". In this chapter, we have described both teacher and student questionnaires. We also did the analysis of both questionnaires and their backgrounds of students' and teachers' profiles. In that research, there were some limitations that we could not control. We put some implications for future researchers interested in that topic to do what we could not. Besides, we suggested some recommendations for teachers to help them foster learning autonomy in the English department of Yahia Fares University of Medea. Lastly, we made some beneficial suggestions for next researchers interested in that topic. Last but not least, the collected data has confirmed the hypothesis suggested by researchers in the general introduction.

GENERAL CONCLUSION

GENERAL CONCLUSION

The ultimate purpose of this current study is to investigate the effectiveness of promoting learner autonomy, and to discover learners' and teachers' readiness to become more autonomous because it's considered as an important view that should be taken into account before trying to make any changes in the EFL context. Consequently, this research aimed to investigate teachers' as well as students' attitudes towards the effect of learning autonomy on students' EFL at the University Of Yahia Fares Of Medea.

The research was conducted at YFUM by the department of foreign languages among the LMD students in order to achieve our objectives. After the general introduction, this research was divided into three chapters, the first chapter was a literature review in which the researchers dealt with promoting learner autonomy in higher education and the problems that they encounter when implementing and fostering this idea by mentioning the role of the Algerian EFL teachers in helping their learners to achieve their goals and build self-responsibility, self-confidence and self-direction.

Moving to next chapter which is mainly related to the methodology that is used in this study, where the research design and procedure are described with the instruments of data collection, which are quantitative questionnaire for both students and teachers.

First, we started with presenting the research methods, which are based on the main instruments and teachers' and students' questionnaires. Then we selected the population and sampling, where students of higher education in English are our target population by means of a survey questionnaire addressed to teachers and learners. After that, we collected data via a survey questionnaire administrated to 15 teachers and 60 students from the English department at the University of Medea, aiming at exploring their attitudes towards the effect of learning autonomy on students' and teachers' academic achievement.

The third chapter dealt with the situation analysis of the data, in which we discussed the students' and teachers' answers, after analyzing the data, the research findings confirm that learner autonomy it is almost absent in Algerian universities, but with the current circumstances, and the urgent imperative of online learning, caused by the Covid-19 pandemic, Both teachers and students have to prepare and deliver their classes from home,

which leads both teachers and students to become more autonomous in understanding guidance indications for teachers and, as guides, they should rely on communicating with them. Both of them found some difficulties, among them being reported by university teachers with respect of lack of the education content knowledge needed for teaching online. In addition, the guidance and clarification from teachers should be very clear and carefully worded.

In others cases, some teachers and learners shows uncertainty about the necessity in developing learner autonomy. Some learners still consider the teacher as the first and most responsible for their learning. Therefore, some teachers are still keeping their traditional teaching method, which focus on teacher-centered learning, because they clarify that the LA is not embedded during their process of teaching. Few of them have mentioned that they are aware of the LA, and they have ideas about it, and they sometimes adopt it in class. On the basis of the results that were obtained from our data collection, we prove that our hypotheses are successfully confirmed.

Finally, we started our study and we are absolutely believe that learner autonomy has become a requirement for successful learning. That is why it must be taken into consideration in the preparation and implementation of reforms in education, and those results should not discourage us from any attempt to develop our students' ability to learn autonomously.

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APPENDICES

Appendix "A"

1. Teachers questionnaire

Dear teachers,

You are kindly invited to answer the following questionnaire. It is a part of Master's dissertation. This questionnaire is designed to investigate the teachers and students attitudes toward the effect of learner autonomy and how can it be fostered in teaching English in higher education.

Sir/Madam, please complete the following questionnaire. Your answers are very necessary and greatly appreciated for the validity of the research. Thank you for your time and your co-operation.

Instructions: select the appropriate answer for each question and justify if necessary.

1) Gender:

Female ☐ Male ☐

2) Age:

.....

3) How long have you been teaching English as a foreign language?

.....

4) What is your qualification's degree?

Licence degree ☐ Master degree ☐

Magister degree ☐ Doctorate degree ☐

5) How do you find your students level in classroom?

Excellent ☐ Average ☐

Good ☐ Bad ☐

6) What is your role in the classroom?

Facilitator ☐ Assistant ☐

Collaborator ☐ Controller ☐ All of them ☐

7) Are you still using traditional teaching methods, which focus on teacher-centered?

Yes ☐ No ☐

8) Is there a difference between classroom focused on the teacher and a classroom focused on the students?

Yes ☐ No ☐

9) According to what is a brief definition of "Learner Autonomy"?

.....

10) Do you think that learning autonomy is almost absent in the Algerian universities?

Yes ☐ No ☐

11) Do you think that your students seem as autonomous learners?

All of them ☐ few of them ☐

Most of them ☐ none of them ☐

12) Suppose that your students are not autonomous, is it because?

The system does not allow it (denies autonomy) ☐

They come from a long spoon feeding tradition ☐

They are not motivated ☐

Weak level in English ☐

13) Do you think that autonomous learners succeed better in their studies?

Agree ☐ Disagree ☐

Strongly agree ☐ Strongly disagree ☐

14) In your teaching, how much you seek to develop your students learning autonomy?

Rarely ☐ Sometimes ☐

Usually ☐ Always ☐

15) How can you motivate higher education students at the University of Yahia Fares to be autonomous learners?

By giving them individual assignments ☐

By teaching them new learning strategies ☐

By using feedbacks to aid their learning ☐

16) With the urgent imperative of "online learning", which is caused by covid-19 pandemic, did you find any difficulties in delivering the educational content and your guidance indications for your learners?

Yes ☐ No ☐

17) If "yes", how much you think that they realize and understand your guidance indications properly?

0% ☐ 50% ☐

25% ☐ 75 ☐ 100% ☐

18) Are you with or against the development of learning autonomy to be one of the objectives of the Algerian education?

With ☐ Against ☐

19) In your opinion, does the LMD system contribute in promoting autonomy among university students?

Yes ☐ No ☐ No clue ☐

20) According to you, promoting learner autonomy is based mostly on:

Teacher's role in the classroom ☐

Learner's readiness for autonomous learning ☐

The availability of materials and study aids ☐

21) According to you, what are the main hindrances that impede and effect implementing and fostering the notion of learner autonomy?

.....

Thank you for your valuable contribution!

Appendix « B »

2. Students questionnaire

This questionnaire is addressed to EFL autonomous learners. They are kindly requested to respond on the following questions to gather the needed data in order to accomplish our master's dissertation. Thank you in advance for your time and help!

1) Gender:

Male ☐ Female ☐

2) Your age is:

.....

3) Your educational level :

1st year student ☐

2nd year student ☐

3rd year student ☐

Master 1 student ☐

Master 2 student ☐

4) How long have you been learning English?

- 7 Years ☐
- More than 7 years ☐

5) During the class, are you?

- An active student ☐
- A passive/ receiver student only ☐
- A collaborator ☐
- None of them ☐

6) In your opinion, who is responsible for making the lesson interesting?

- The teacher ☐
- students/ learners ☐
- Both ☐

7) According to you, who is the first and most responsible for your learning?

Learners ☐

Teachers ☐

Both of them ☐

8) Does your learning depend on your teacher's performance?

Yes ☐

No ☐

Other: :

…….

9) To what extent you are capable of learning without your teacher's supervision?

Never ☐

Usually ☐

Sometimes ☐

Always ☐

10) Does it matter if you make mistakes in front of your teacher and classmates?

Yes, I feel awkward ☐

Somehow, it depends on the mistake ☐

No, it is normal to make mistakes since I am learning

11) Do you actually learn from your mistakes?

For sure, I do ☐

No, at all ☐

Other:

……

12) Do you have a specific strategy of learning?

Yes ☐

No ☐

13) Is it the first time you hear about the notion "Learning Autonomy"?

Yes ☐

No ☐

14) If "No" what is meant by "Learning Autonomy"?

……

……..

15) Is the concept of learning autonomy well respected and implemented in Algerian universities?

Yes ☐

No ☐

16) Is higher education at the University of Yahia Fares of Medea ready to be involved in autonomous learning?

Yes ☐

No ☐

17) Do you consider yourself as an autonomous learner?

Yes ☐

No ☐

Not sure ☐

18) If you are an autonomous learner, when you face a problem during learning, you ask help from:

My teacher ☐

My classmates ☐

Other:

……

19) Does self-motivation raises your level at learning autonomy?

Yes ☐

No ☐

20) During the covid-19 pandemic, did you study online?

Yes ☐

No ☐

21) If "yes", how do you evaluate that experience (studying online)?

0% ☐

25% ☐

50% ☐

75% ☐

100% ☐

22) Has studying under the covid-19 pandemic made you an autonomous learner?

Yes ☐

No ☐

23) Are you against or with the development of Learning Autonomy in our education?

With ☐

Against ☐

24) According to you, what are the main obstacles that constrain and affect implementing the notion of learning autonomy?

……

……..

25) In the future, do you see the next generation being autonomous and fully independent on teachers?

Yes ☐

No ☐

Maybe ☐

Thank you for your collaboration!