

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Batna 2 Mostefa Ben Boulaid  
Faculty of Letters and Foreign Languages  
Department of English Language and Literature



**Tutoring as a Strategy for Promoting Learner Autonomy  
in Learning English as a Foreign Language  
Case of LMD First Year University Students**

**BATNA University**

A Thesis Submitted in Fulfilment of the Requirements for the Degree of Doctorat es-Science  
in Didactics

**Presented by:** Hasna METATHA

**Supervised by:** Prof. Mohamed Salah NEDJAI

**Jury Members**

**Chairperson:** Prof. Hachemi ABOUBOU

Batna 2 University

**Supervisor:** Prof. Mohamed Salah NEDJAI

Batna 2 University

**Internal Examiner:** Prof. Amor GHOUAR

Batna 2 University

**External Examiner:** Prof. Said KESKES

Setif-2 University

**External Examiner:** Prof. Hacene SAADI

Constantine University

**External Examiner:** Prof. Abdelhak NEMOUCHI

Constantine University

**Academic Year**

**2018 – 2019**



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Batna 2 Mostefa Ben Boulaid  
Faculty of Letters and Foreign Languages  
Department of English Language and Literature



**Tutoring as a Strategy for Promoting Learner Autonomy**  
**in Learning English as a Foreign Language**  
**Case of LMD First Year University Students**

**BATNA University**

A Thesis Submitted in Fulfilment of the Requirements for the Degree of Doctorat es-Science  
in Didactics

**Presented by:** Hasna METATHA

**Supervised by:** Prof. Mohamed Salah NEDJAI

**Jury Members**

**Chairperson:** Prof. Hachemi ABOUBOU

Batna 2 University

**Supervisor:** Prof. Mohamed Salah NEDJAI

Batna 2 University

**Internal Examiner:** Prof. Amor GHOUAR

Batna 2 University

**External Examiner:** Prof. Said KESKES

Setif-2 University

**External Examiner:** Prof. Hacene SAADI

Constantine University

**External Examiner:** Prof. Abdelhak NEMOUCHI

Constantine University

**Academic Year**

**2018 – 2019**

## Abstract

The last decade has witnessed an array of changes in the perspectives, requirements and goals of foreign language education. With the shift in the teaching paradigm from teacher-centeredness to student-centeredness, more weight is currently put on the role of the learner in the learning process. In fact, the modern tendencies reveal the researchers' interest in finding the optimal way to teach learners how to learn in order to cope with new technologies and learning environments, thereby enabling them pursue life-long learning. This interest in the learner's role in the learning process has given rise to the concept of *learner autonomy*, which means the learner's ability to control and take responsibility of his own learning. While learner autonomy has recently been identified as a central goal for the Algerian higher education reform (LMD), to date few research studies of this phenomenon and ways to promote it have been conducted. For this, the present study attempts to fill this gap, first by exploring the status quo of learner autonomy in English language learning among a sample of first year students at Batna2 university, and which revealed that the type of learner autonomy, as understood and practised by students in the present research context, has been argued to have the characteristics of Littlewood's (1999) *reactive autonomy*. And second by examining the effects of a tutoring programme on promoting students' learning autonomy. The finding of the first phase of the research lends itself to the application of Sinclair's (2000) teacher-guided / learner-decided approach to promoting learner autonomy. In other words, through using a true experimental design, an integrated tutoring programme was perceived to foster the students' willingness and enhance their ability to take the initiative in learning and create a habit of engaging more in self-directed learning. In addition to pre and post-test questionnaires, learning diaries and learning contracts were used along with such training to gain insights into its effect. The research findings revealed that the students' willingness and learning attitudes were developed, yet this did not allow them to gain complete detachment

from the teacher. Therefore, and in order to help students develop their autonomy in language learning, the present study put forward a set of recommendations clarifying the role of institutions, teachers and students in promoting autonomous learning.

*Keywords:* language learning, learner autonomy, tutoring, training



## Acknowledgments

This work would not have been possible without the help of many others.

First of all, I would like to express my gratitude to **Pr. Mohamed Salah NEDJAI** for supervising this work. I am forever grateful to you for giving me the opportunity to pursue my search for knowledge in improving the effectiveness of learning English as a foreign language, and for helping me so well to shape and express my thoughts.

I would also like to thank the members of the jury: **Prof. Hachemi ABOUBOU**; Batna 2 University, **Prof. Amor GHOUAR**; Batna 2 University, **Prof. Said KESKES**; Setif 2 University, **Prof. Abdelhak NEMOUCHI**; Constantine University and **Prof. Hacene SAADI**; Constantine University, for their time, interest and insightful comments.

Special thanks to **Dr. Ammar CHOUCHE** from the department of Psychology of Elhadj Lakhdar University (Batna1) for providing me with statistical advice at times of critical need. My research would not have been possible without his help.

I am also indebted to all the students who took part in this particular study. Your participation provided valuable data which constitute the main findings of this thesis. You all have been a great source of inspiration and I have learned so much from you.

Finally, this work has benefited from a number of ideas given to me by many different authors, lecturers, and colleagues, which I have adapted and used, though unable to remember their original sources, to all such unknown contributors my thanks and apologies.

## Dedication

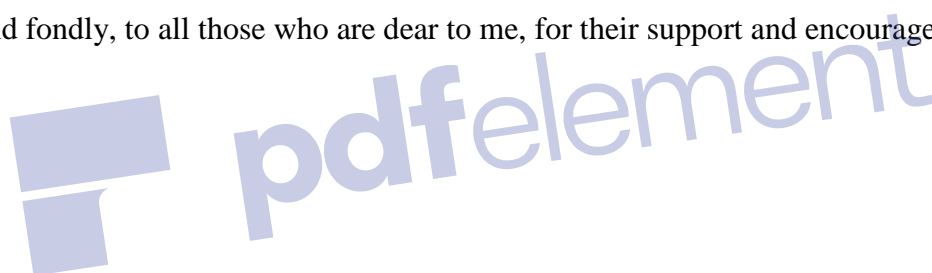
To my mother, a gentle soul who taught me to believe in hard work and that so much could be done with little. Thank you for coffee and confectionery throughout my doctorate journey.

To my father, for being my first teacher. Thank you for always being there for me.

To Souad, colleague, friend and sister who taught me that even the largest task can be accomplished if it is done one step at a time. Thank you for boosting my confidence when inspiration was lacking.

To all my sisters and brothers for having the patience for having yet another challenge which decreases the amount of time I can spend with them

And fondly, to all those who are dear to me, for their support and encouragement



## Table of Contents

Abstract.....	I
Acknowledgements.....	II
Dedication.....	IV
Table of Contents .....	V
List of Tables.....	XIII
List of Figures.....	XVI
List of Abbreviations.....	XVIII

### CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Background .....	1
1.2 The Research Context: an Overview.....	8
1.3 Initial Motivation.....	12
1.4 Significance of the Study.....	14
1.5 Structure of the Thesis .....	15

### CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction.....	18
2.2 Different Approaches to Defining Learner Autonomy.....	18
2.2.1 What Learner Autonomy IS.....	19
2.2.2 What Learner Autonomy is NOT .....	22
2.3 Learner Autonomy in this Study.....	24
2.4 The Key Conceptual Considerations in Learner Autonomy.....	26
2.4.1 Willingness for Learner Autonomy.....	26
2.4.2 Learner Autonomy as Ability (Capacity).....	27
2.4.3 Learner Autonomy and Responsibility.....	28



2.4.4 Learner Autonomy Requires Knowledge about Learning (Metacognition).....	29
2.5 The Significance of Autonomy in Language Learning.....	31
2.5.1 Learner Autonomy and Learning Strategies.....	33
2.5.2 Autonomy Involves Motivation.....	34
2.5.3 Autonomy and the Communicative Approach.....	35
2.5.4 Autonomy and Cooperative Learning.....	35
2.5.5 Autonomy and Life-Long Learning.....	37
2.6 Versions of Learner Autonomy.....	37
2.6.1 The Technical Version: Autonomy and Positivism.....	37
2.6.2 The Psychological Version: Autonomy and Constructivism.....	38
2.6.3 The Political Version: Autonomy and Critical Theory.....	38
2.6.4 The Socio- Cultural Version.....	39
2.7 Degrees of Autonomy.....	40
2.8 Cultural Issues in Learner Autonomy.....	44
2.9 Learner Autonomy in the Algerian University.....	46
2.10 The Teacher's Role in Learner autonomy.....	47
2.10.1 The Teacher as Manager and Organizer.....	48
2.10.2 The Teacher as Facilitator.....	49
2.10.3 The Teacher as Counsellor.....	49
2.11 How Learner Autonomy Can Be Promoted.....	50
2.12 Learner Training for Learner Autonomy.....	56
2.12.1 Learner Training versus Learner Development.....	57
2.12.2 Learner Strategies in Learner Training.....	58
2.13 Assessing Learner Autonomy in Language Learning.....	62

2.14 Academic Tutoring.....	69
2.14.1 What is Tutoring and What is Its Origin? .....	69
2.14.2 Tutoring versus Mentoring.....	73
2.14.3 Theoretical Background of Tutoring.....	74
2.14.3.1 <i>Cooperative Learning Theories</i> .....	74
2.14.3.2 <i>Cognitive Development Theories</i> .....	75
2.14.3.3 <i>Personal Development Theories</i> .....	76
2.14.4 Responsibilities and Tasks of a Tutor.....	79
2.14.5 Tutoring in the Algerian Higher Education System.....	81
2.15 Conclusion .....	86

### **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

3.1 Introduction.....	88
3.2 Research Questions.....	88
3.3 Research Paradigm.....	89
3.4 Theories Adopted in this Research Study.....	91
3.5 Research Design: Descriptive Case Study, Experimental Study, and the Use of Mixed Methods.....	94
3.5.1 The Descriptive (Case Study) Phase.....	94
3.5.2 The Experimental Phase.....	95
3.6 Scope and Limitations of the Study.....	96
3.6.1 Generalisability (External Validity).....	97
3.6.2 Research Bias .....	98
3.6.3 Extraneous Variables.....	98
3.7 Research Population.....	99
3.8 Sampling.....	101

3.9 Data Collection Tools.....	103
3.9.1 The Questionnaire.....	104
3.9.1.1 <i>Theoretical consideration</i> .....	104
3.9.1.2 <i>The Questionnaire Design</i> .....	106
3.9.1.3 <i>The Questionnaire Validity and Reliability</i> .....	109
3.9.1.4 <i>The Questionnaire Piloting</i> .....	111
3.9.2 Learning Contracts and Learning Diaries.....	113
3.9.2.1 <i>Theoretical consideration</i> .....	113
3.10 Promoting Learner Autonomy- An Integrated Tutoring Programme.....	115
3.11 Learner Training Approaches.....	115
3.12 The Experiment Design.....	120
3.12.1 Preparation for Language Learning.....	121
3.12.3 Skills Training.....	122
3.13 Content of the Tutoring Programme.....	122
3.13.1 Raising Learners' Awareness.....	123
3.13.1.1 <i>Reflecting about their Language Learning</i> .....	123
3.13.1.2 <i>Analyzing Students' Present and Future Language</i>	
Needs.....	124
3.13.1.3 <i>Setting their Own Objectives</i> .....	124
3.13.1.4 <i>Making Preliminary Plans about Areas of Interest</i> .....	124
3.13.2 Plans and Contracts.....	125
3.13.3 Support Groups.....	126
3.13.4 Counseling.....	127
3.13.5 Record Keeping and Evaluation.....	127
3.14 Description of a Tutoring Session Plan.....	128

3.15 Conclusion.....	131
----------------------	-----

## CHAPTER FOUR: FINDINGS, ANALYSIS, AND DISCUSSION

4.1 Introduction.....	133
4.2 Quantitative Data Analysis (Results from the Questionnaires).....	133
4.2.1 Reliability of the Questionnaire.....	134
4.2.2 Findings from the Questionnaire: Students' Understanding of Learner Autonomy.....	135
4.2.3 Findings from the Questionnaire: Students' Perceptions of Responsibilities toward Learning.....	137
4.2.4 Findings from the Questionnaire: Students' Perceptions of their Capacities to Learn Autonomously.....	141
4.2.5 Findings from the Questionnaire: Students' Practices to Learn Autonomously.....	144
4.2.6 Findings from the Questionnaire: Students' Willingness to Take More Learning Responsibilities.....	147
4.2.7 Findings from the Questionnaire: Students' Metacognitive Knowledge Competence.....	149
4.2.7.1 <i>Students' Knowledge about Themselves as Learners</i> .....	149
4.2.7.2 <i>Students' Knowledge about the Language</i> .....	151
4.2.7.3 <i>Students' knowledge about the Learning Context</i> .....	153
4.2.7.4 <i>Students' Knowledge about the Learning Process</i> .....	155
4.2.8 Statistical Test: Mann-Whitney U Non-parametric Test (Experimental versus Control Group) .....	157

4.2.9 Summary of the Questionnaire Findings (Pre-test Questionnaire).....	158
4.2.10 A Comparison between Pre- and Post- Questionnaire Results of the Experimental Group .....	160
4.2.10.1 <i>Section1: Students' Understanding of Learner Autonomy</i> .....	161
4.2.10.2 <i>Section2: Students' Perceptions of Responsibilities towards Learning</i> .....	163
4.2.10.3 <i>Section3: Students' Perceptions of their Capacities to Learn Autonomously</i> .....	167
4.2.10.4 <i>Section4: Students' Practices to Learn Autonomously</i> .....	170
4.2.10.5 <i>Section5: Students' Willingness to Take More Learning Responsibilities</i> .....	175
4.2.10.6 <i>Section6: Students' Metacognitive Knowledge Competence</i> .....	178
4.2.10.7 <i>Section7: Students' Attitudes towards the Tutoring Programme</i> .....	187
4.2.10.8 A Comparison between Pre- and Post-test Questionnaire Results of the Control Group.....	189
4.2.10.8.1 <i>Section1: Students' Understanding of Learner Autonomy</i> .....	189

4.2.10.8.2 Section2: Students' Perceptions of Responsibilities towards Learning.....	191
4.2.10.8.3 Section3: Students' Perceptions of their Capacities to Learn Autonomously.....	196
4.2.10.8.4 Section4: Students' Practices to Learn Autonomously.....	199
4.2.10.8.5 Students' Willingness to Take More Learning Responsibilities.....	204
4.2.10.8.6 Section6: Students' Metacognitive Knowledge Competence.....	207
4.2.11 A Comparison between the Control and the Experimental Group Responses to the Post- test Questionnaire.....	216
4.2.12 Statistical Test: Chi-Square Test of Independence (C <sup>2</sup> Test).....	219
4.3 Qualitative Data Analysis (Findings from the Learning Contracts and Learning Diaries).....	221
4.3.1 Learning Contracts.....	222
4.3.2 Learning Diaries.....	226
4.4 Discussion of the Results.....	230
4.5 Conclusion.....	238
<b>CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS</b>	
5.1 Contributions of the Research.....	241

5.2 Limitations.....	244
5.3 Recommendations.....	245
REFERENCES.....	252
APPENDICES	
APPENDIX A. Executive Decree No. 09-03 of 6 Moharram 1430 Corresponding to January 3, 2009.....	273
APPENDIX B. The Ministerial Decree No. 713 of 16 June 2010 and of 03 November 2011.....	276
APPENDIX C. Summary of the Structure of the Questionnaire.....	278
APPENDIX D. The Pre-test Questionnaire.....	282
APPENDIX E. The Learning Contract.....	288
APPENDIX F. The Learning Diary.....	289
APPENDIX G. Learner Training Schedule.....	290
APPENDIX H. Non-Parametric Item Comparison between Control and Experimental Group (Pre- Experiment).....	293
APPENDIX I. The Post- Test Questionnaire.....	299
APPENDIX J. The Learning Contract Checklist.....	305
APPENDIX K. The Learning Diary Rating Scale .....	306
APPENDIX L. Test of Normality.....	307
RESUME	

## List of Tables

Table 1. Defining Learner Autonomy (Sinclair, 2000).....	21
Table 2. Levels of Implementation of Autonomy (Nunan, 1997).....	41
Table 3. Levels of Autonomy (Littlewood, 1996).....	42
Table 4. Three-Stages Model of Autonomy (Macaro, 1997).....	42
Table 5. Comparison between Autonomous and Non-Autonomous Classrooms .....	54
Table 6. Cronbach's Alpha and Internal Consistency.....	111
Table 7. Changes to the Questionnaire.....	112
Table 8. Cronbach's Alpha Coefficients.....	135
Table 9. Students' Understanding of Learner autonomy.....	135
Table 10. Students' Perceptions of Responsibilities towards Learning .....	138
Table 11. Students' Perceptions of their Capacities to Learn Autonomously.....	142
Table 12. Students' Practices to Learn Autonomously.....	144
Table 13. Students' Willingness to take Learning Responsibilities.....	147
Table 14. Students' Knowledge about themselves as Learners.....	150
Table 15. Students' Knowledge about the Language.....	152
Table 16. Students' Knowledge about the Learning Context.....	153
Table 17. Students' Knowledge about the Learning Process.....	155
Table 18. Statistical Test: Mann-Whitney U Non-Parametric Test .....	157
Table 19. Cronbach's Alpha Coefficient.....	160
Table 20. A Comparison between Students' Understanding of Learner autonomy Pre- and Post Experiment.....	161
Table 21. A Comparison between Students' Perceptions of Responsibilities towards Learning Pre- and Post Experiment.....	163



Table 22. A Comparison between Students' Perceptions of their Capacities to Learn Autonomously Pre- and Post Experiment.....	168
Table 23. A Comparison between Students' Practices to Learn Autonomously Pre- and Post Experiment.....	170
Table 24. A Comparison between Students' Willingness to take Learning Responsibilities Pre- and Post Experiment.....	175
Table 25. A Comparison between Students' Metacognitive Knowledge about themselves as Learners Pre- and Post Experiment.....	178
Table 26. A Comparison between Students' Metacognitive Knowledge about the Language Pre- and Post Experiment.....	181
Table 27. A Comparison between Students' Metacognitive Knowledge about the Language Context Pre- and Post Experiment.....	183
Table 28. A Comparison between Students' Metacognitive Knowledge about the Learning Process Pre- and Post Experiment.....	185
Table 29. Students' Opinions towards the Tutoring Programme .....	187
Table 30. A Comparison between Students' Understanding of Learner autonomy at the Beginning and at the End of the Semester.....	189
Table 31. A Comparison between Students' Perceptions of Responsibilities towards Learning at the Beginning and at the End of the Semester.....	191
Table 32. A Comparison between Students' Perceptions of their Capacities to Learn Autonomously at the Beginning and at the End of the Semester.....	196
Table 33. A Comparison between Students' Practices to Learn Autonomously at the Beginning and at the End of the Semester.....	199
Table 34. A Comparison between Students' Willingness to take Learning Responsibilities at the Beginning and at the End of the Semester.....	204

Table 35. A Comparison between Students' Metacognitive Knowledge about themselves as Learners at the Beginning and at the End of the Semester.....	207
Table 36. A Comparison between Students' Metacognitive Knowledge about the Language at the Beginning and at the End of the Semester.....	210
Table 37. A Comparison between Students' Metacognitive Knowledge about the Language Context at the Beginning and at the End of the Semester.....	213
Table 38. A Comparison between Students' Metacognitive Knowledge about the Learning Process at the Beginning and at the End of the Semester.....	214
Table 39. A Comparison between the Control and the Experimental groups Responses to the Post-test questionnaire .....	217
Table 40. Chi-Square Non-Parametric Test .....	219
Table 41. Rating of Students' Learning Contracts .....	223
Table 42. Rating of Students' Learning Diaries.....	226

## List of Figures

Figure 1. Metacognitive Knowledge for Autonomy (Sinclair, 2000).....	30
Figure 2. The Continuum of Learner Training Approaches (Sinclair, 2000).....	115
Figure 3. Ellis and Sinclair Framework for Learner Training (1989).....	119
Figure 4. Worksheet 1.....	129
Figure 5. Worksheet 2.....	129
Figure 6. Worksheet 3.....	130



## List of Abbreviations and Acronyms

**CALL:** Computer Assisted Language Learning

**CLT:** Communicative Language Teaching

**CMC:** Computer Mediated Communication

**Cont:** Control Group

**CRAPEL:** Centre de Recherches et d'Applications Pédagogiques en Langues

**EFL:** English Foreign Language

**EHEA:** The European Higher Education Area

**Expr:** Experimental Group

**GM:** General Mean

**ICT:** Information and Communications Technology

**LMD:** Licence- Master - Doctorate

**Pr.C:** Pre-Control Group

**Pr.E:** Pre-Experimental Group

**Pst. E:** Post-Experimental Group

**Pst.C:** Post-Control Group

**SD:** Standard Deviation

**SMART:** Specific, Measurable, Attainable, Relevant and Timely.

**TD:** Travaux Dirigés

**TP:** Travaux Pratiques

**TU:** Teaching Units

# **INTRODUCTION AND BACKGROUND TO THE STUDY**



*“Give a man a fish and he eats for a day. Teach him how to fish and he eats for a life time”*

### **A Chinese Proverb**

## **1.1 Background**

Language learning is seen as a complex dynamic process which involves not only the learner’s mind, but also his feelings and attitudes towards his learning. In addition, language learning is shaped, enhanced and accelerated by the rich social context where learners interact with each other and learn from each other. Therefore, the process of language learning is based on cognitive, affective and social aspects that are holistically interrelated or connected (Djoub, 2016). Furthermore, learning is considered as an ongoing and lifelong process where individuals acquire the necessary skills that enable them not only to accumulate knowledge, but also to be trained to learn how to learn through the acquisition of cognitive, social and creative skills in order to achieve personal development and professional enhancement, and participate actively in society and economy (Doukas, 2002).

Therefore; teaching, in this sense, is not limited to ‘giving learners a fish’; that is, handling effectively approaches, following designed techniques and assigned materials to transmit knowledge, but rather ‘teaching learners how to fish’, i.e., enhancing positive emotions and helping them develop capacities such as creativity, critical thinking, social responsibility, decision-making and problem-solving skills in order to achieve their learning potential, become proactive, autonomous, and hence effective citizens in the knowledge-based society<sup>1</sup> of the 21<sup>st</sup> century. Indeed, when we educate, we not only:

teach, train, instruct, inform, indoctrinate, but we also tutor, enlighten, coach, prepare... we prepare a whole generation for not only a profession, but for social life,

---

<sup>1</sup> The type of society needed to compete and succeed in the changing economic and political dynamics of the modern world. It refers to societies that are well-educated, and who therefore rely on the knowledge of their citizens to drive the innovation, entrepreneurship and dynamism of that society’s economy.

for leadership, governance and autonomy. We educate to make people ready to take responsibility. (Idri, 2012, p.26).

In fact, with the increasing interest in lifelong learning and the need to renew one's "knowledge continuously and to respond constructively to changing constellations of problems and contents" (Ronai, 2002, p.94), learner autonomy has been a popular theme in educational research in general and in English as a foreign language (EFL) education in particular since 1980s with a great interest from researchers all around the world (for example, Holec, 1981; Dickinson, 1987; Little, 1991; Dam, 1995; Pemberton et al, 1996). It is currently becoming a 'buzz-word' and an educational objective which needs to be targeted (Little, 1991).

The research on learner autonomy education recognizes the benefits and the possibilities of promoting learner autonomy in language education (Benson, 2007); these benefits have been summarised by Little (1991) into three major areas: first, as it is the "learners' responsibility for their learning process, the constraints between learning and living that are often found in traditional teacher-centred educational structures should be minimized" (p. 72). Second, as the student is involved in the decision-making process, "learning should be more focused and purposeful, and thus more effective both immediately and in the longer term" (Little, 1991, p. 8). Lastly, it is believed that when a student is autonomous for his own learning, it is more likely that he will be responsible in other areas in his life, and as consequence, he will be a useful and more effective member of the society (*ibid*). The evidence of the benefits of developing learner autonomy in education and language learning has been shown in research such as that of Littlewood (1997, 2002), Macaro (1997), Smith (2003), Little (2007), Benson (2008), Dam (2008) and Hamilton (2013). Today, however, there is a growing trend to explore learner autonomy in foreign language contexts (Benson, 2013), and the current research follows this trend.

In this context and in order to respond to the needs dictated by the fast changes in the socio- economic world, Algeria has implemented the LMD (Licence- Master- doctorate) reform in the field of higher education in 2005. The need for this change is explicitly stated in the guidelines of the Ministry of Higher Education and Scientific Research where higher education missions are stated as follows<sup>2</sup>:

- Provide quality training.
- Making a real osmosis with the socio-economic environment through developing all possible interactions between the university and the outside world.
- Develop mechanisms for continuous adaptation to changing jobs.
- Promoting universal values expressing the university spirit, mainly being tolerant and showing respect for others.
- Be more open to global developments, especially those of science and technology.
- Encourage diversity and international cooperation by the most appropriate terms.
- To lay the foundations for good governance based on participation and consultation.

The LMD reform philosophy enhances students- centred learning within the three degree cycles and aim at helping learners develop the necessary employability and lifelong learning skills. In doing so, learners need to develop first their autonomy in learning since “learner autonomy also involves the ability to adapt to change and to be able to evaluate different kinds of knowledge” (Moir, 2011, p.03).

---

<sup>2</sup> Guidance Note from the Minister of Higher Education and Scientific Research on "Implementing the Reform of Higher Education", January 2004  
<https://pufas.wordpress.com/2007/02/07/57/>



It is worth noting here that this new reform implies a change in syllabus design, assessment practices and teacher's and learners' roles. It "focuses on competency based approaches to teaching and assessment where emphasis is put on what students can do and how they can do it, rather than on what they know" (Djoub, 2016, p.23). Unlike the old system (classic system) which was based on the academic year, studies within the LMD reform are grouped by domains which cover several disciplines. In each domain, the university proposes training programmes which are organized according to semesters. This means that teaching in this case is a semester-based programme. Each semester consists of teaching units (TU) which make up a programme studies that leads to the fulfilment of a given degree. These units include: Fundamental teaching units, Methodological teaching units, Discovering teaching units and Transversal teaching units. Also, this shift from a system based on the academic year to one based on study units and modules aims to allow for flexibility of choice for students and hence support the goal of creating flexible and transparent learning paths. (*ibid*)

Furthermore, in terms of involving students in personal works, projects or collaborative tasks, the methodological teaching unit is introduced and is given a considerable importance in terms of credits (4 credits), and teaching duration (during the licence and master degree cycle) as it is the case of studying English. Moreover, the European commission maintained that "the dissemination of new knowledge through information and communication technologies (ICT) is among the parameters that contribute to the growth of the knowledge of society" (Schneckenberg, 2006, p. 46). Hence, the module of ICT is introduced to students in order to help them communicate and exchange information in this language through using digital tools.

Additionally, in order to broaden the academic culture and facilitate the bridging of reorientation, the LMD reform focuses on introducing general culture and discovery units

related to other majors or disciplines; for example, students who are studying English are not only exposed to that language, they can also study other languages like French, Spanish, etc. (Megnounif, 2009).

In regards to assessment, the LMD system supports continuous assessment and personal work and consider them to be crucial for the student personal and professional development<sup>3</sup>. Therefore this reform includes two forms of evaluation: summative and formative. The summative assessment aims at evaluating what a student has achieved at the end of a unit or a module through a final examination at the end of each semester. Whereas, the formative one entails monitoring the student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to enhance their learning. Formative assessment can revolve around homework, participation, quizzes, journals, etc. Thus, assessment in the LMD system is not viewed merely for the sake of obtaining qualifications, but it is above all, a process to promote students' autonomy in learning, motivate them towards success and support them to learn more through their involvement. For this reason, ".....recent approaches to language teaching incorporate self-assessment and peer assessment in formative language assessment, thereby creating more learners involvement in learning, and awareness of an individual's learning strategies and progress being made"(Christopher, 2009, p.13).

Another aspect that the LMD reform brings into the Algerian university is the new role of teachers and students in the teaching and learning process. In this respect, this reform advocates student- centred learning and stress the need for change in teachers' conception and behaviour from the traditional role of knowledge transmitter to a moderator and a facilitator. This is through providing students with learning opportunities, being flexible in using

---

<sup>3</sup> Article 18 of Decree No.137 dated 20/06/2009.  
[http://www.inpfp.dz/spip.php?action=accéder\\_document&arg=331&cle=a74a4fc5b1bd50e9a67ace48e90361b918ca4aa4&file=pdf%2Fareten137.pdf](http://www.inpfp.dz/spip.php?action=accéder_document&arg=331&cle=a74a4fc5b1bd50e9a67ace48e90361b918ca4aa4&file=pdf%2Fareten137.pdf)

teaching resources and materials, adopting the programme according to learners' needs, and providing them with the choice of what and how to study in order to develop their autonomy (Djoub, 2016). Consequently, the role of the student has been modified from a docile, 'object' and passive agent into a principle active agent in the learning process.

Being a facilitator also implies that the teacher needs to use inductive teaching methods which involve students in problem solving activities that may promote their creativity, critical thinking activity, autonomy and responsibility over their learning, as Bodric (2008) explains:

Teachers need to grant language learners maximum access to learning and maximize the outcomes of the learning process. They can do this through providing a wide range of resources and encouraging learners to work at a variety of solution. (p.26)

It is worth noting here that although this educational system calls for more innovation and creativity in the teaching learning process, and for promoting students' autonomy and motivation in seeking for and reflecting on information, teachers' control of the learning process remains necessary; it needs only to be exerted in a way that allows students' learning to take place, this has been explained by Undehil (1999): "Control becomes more decentralized, democratic even autonomous, and what the facilitator saves on controlling is spent on fostering communication, curiosity, insight and relationship in the group" (p.140).

Another requirement of the role of the teacher in the LMD reform is providing students with continuous support and feedback along the teaching learning process through what is called TUTORING. The role of the teacher tutor is to facilitate dialogue not only among students themselves, but also between students and their teachers since knowledge now is no longer considered as transmitting content but rather renewing and constructing it through reflection and cooperation with the others. In this respect, research has shown the

benefits of tutoring over both teachers and students. The advantages of being a tutor have been stated by Shin (2006) as follows:

it can lead to an increased sense of accomplishment and self-esteem, better mastery of academic skills, increased ability to apply and integrate knowledge taught in different courses and a broader, more realistic outlook on the process of teaching and learning.  
(p.327)

Besides, several studies (for example, Cobb, 1998; Hedrick, 1999) have revealed academic achievement and positive learning attitudes towards the subjects being tutored.

To conclude, the Licence-Master-Doctorate structure or what has been known as the LMD reform in Algeria aims to help students govern and accomplish their studies in an autonomous manner through making a shift in language teaching and assessment practices from a teacher-centred to a learner-centred pedagogy. To achieve this aim teacher-students' interaction is considered as crucial and tutoring is introduced in order to create avenues for this interaction

## **1.2 The Research Context: an Overview**

Founded in 1977 as University of Batna and then re-structured on July 2015 by the executive decree n° 15-180 of 11/07/2015 which led to its division into two distinct universities, namely University of Batna1 and University of Batna 2, Batna 2 University (Mostefa Ben Boulaid) is situated in Fesdis, wilaya of Batna in Algeria. It offers 33458 educational places with its 1833 staff members (1220 teachers and 613 employees). The university has four vice- rectorates (Public and External Affairs, Graduate Studies and Students' Affairs, Postgraduate Studies, and Development and Planning), a Centre Library, eight faculty and institute libraries and 15 research laboratories.

Regarding its institutes and faculties, Batna2 University has three institutes: Institute of Physical and Sport Education, Institute of Earth and Universe Science and Institute of Health and Safety; in addition to five faculties that are: Faculty of Medicine, Faculty of Technology; Faculty of Maths and Computing, Faculty of Life and Natural Science, and Faculty of Letters and Foreign Languages. The latter includes two departments: the department of French Language and Literature and the department of English Language and Literature where the present research was conducted.

In fact, the department of English Language and Literature constitutes a major component of Batna 2 university in general and of the faculty of Letters and Foreign Languages in particular in terms of the number of enrolled students which is getting raised. Indeed, in the academic year 2017-2018, there were 2669 students registered in the licence and master degree cycles; 694 Students, among them, graduated from the department of English with a licence degree while 302 others achieved their master degree.

Concerning students' enrollment within the department of English at Batna 2 university, there are several parameters which are taken into account. Their acceptance is based on their general average of the Baccalaureate exam and the grade obtained in the English exam which must be equal or above 11/20. Also, students belonging to the foreign language stream are considered a priority. The LMD reform has been launched in the department since the academic year 2009-2010 with one study programme for the licence degree cycle entitled: English Language and Literature which can be accomplished in six semesters and the Licence degree is awarded after gaining 180 credits. At this level the students will be able to<sup>4</sup>:

- Master the English language, both its oral and written forms,

---

<sup>4</sup> Guide de la Faculté des Lettres et des Langues: Année universitaire 2014 – 2015. Retrieved from the university website : <http://fla.univ-batna2.dz/> (p.9) .

- Acquire in depth knowledge and skills in linguistics, didactics, literature and civilization of the English speaking countries,
- Acquire methodological skills allowing for rigorous and well-argued analysis of the taught contents as well as transversal skills such as ICT, translation and foreign languages.

For the master degree cycle, licence students at the department of English Language and Literature have the choice to select one of these two study programmes: Language and Culture, or Language and Applied Linguistics. The master degree is achieved after gaining 120 credits in four semesters and after presenting and defending their written dissertation in relation to the studied discipline. The department also offered opportunities for master students to enroll in the doctorate degree cycle after achieving a national exam which is held at the beginning of the academic year.

In spite of the Algerian government's strategies and plans to enhance quality education and lifelong learning skills, and though students autonomy is considered as an educational goal of the LMD system, actual practices within the present research context are not geared towards achieving this goal. To illustrate, decisions upon the content of any course syllabus remain the responsibility of the teacher in charge of the lecture, whose focus is more on what the students have to study rather than on what they need and want to study. This students' needs analysis, which is missing when designing a syllabus, helps teachers match their teaching to the way their students need to learn, raise their motivation and make learning better and faster (Cohen et al., 2007). Furthermore, although collaboration is viewed as essential to promote teacher learning (Rogers & Babinski, 2002), only few teachers, at the department of English Language and Literature at Batna 2 university, are working together to

achieve common goals such as designing the syllabus, activities, discussing issues in relation to their teaching and how to improve their students' level, etc.

Not only the syllabus design which is the teacher only responsibility, but the assessment processes are also his duty. Within our research context, assessment is viewed as a testing mechanism designed for grading students, and teachers are relying just on using tests and not encouraging students to assess themselves through using, for example, diaries, learning portfolio, journals, etc or assessing their peers. Teaching and assessment here are not likely to enhance students' learning and support the development of their autonomy. In addition, tutoring is almost absent at Batna 2 university; many teachers at the department of English consider answering students' questions in the hallway is tutoring them. Therefore a question which can be raised is how to promote such a learning approach among first year students at the Department of English and how to help them develop their autonomy.

The present work is both a descriptive and an experimental case study adopting mixed methods from two approaches: constructivism- interpretivism in the first sequence and post-positivism in the second one. In addition, this study examines the possibilities of fostering learner autonomy in English learning at Batna 2 university. It focuses on investigating learners' variables in relation to the educational context, including tutoring, teaching practice, and learner training. A model for promoting learner autonomy will also be proposed, carried out and tested for its appropriateness and effectiveness. Data obtained through this intervention process will be used to provide insights into learners' perceptions of autonomy and shed light on the issue of promoting learner autonomy in non-western contexts, such as Algeria. It needs to be noted here that in this model for promoting learner autonomy, learners are tutored, i.e.; SUPPORTED and TRAINED to develop their own capacity to take control in the learning process and hence help them improve it.

In order to achieve this, two main questions have to be investigated:

**Question 1:** what is the status quo of learner autonomy among first year student of English at Batna 2 University?

**Question 2:** Does the development of a tutoring programme lead learners develop their autonomy in learning English as a foreign language?

The researcher hypothesizes that this training programme could help first year students of English develop their learning autonomy, i.e., change their attitudes towards their responsibilities, and develop their abilities to become more autonomous in their learning.

### 1.3 Initial Motivation

The roots of the initial motivation for the present research go back to 2006 after I graduated from university with a Magister in English and started teaching in the Department of English at Batna University. During the two first years of my career, I encountered various theoretical and practical issues. I found that my students were keen to learn English (studying English was the choice of the majority) but lacked learning skills. A question that they often asked was, “what should I do to learn English effectively?” At that time, as a novice teacher, I didn’t know what to answer, other than using my intuition and my own learning experience. Furthermore, most of my colleagues, who were teaching in the same department, were commenting on their students’ passive role in the process of learning and their inability to communicate confidently in English. In response, I became more interested in research on language learning strategies (e.g, Oxford, 1990; O’Malley & Chamot, 1990) and ‘the good language learner’; and I started to change my teaching method, focusing more on teaching learning strategies and on engaging students more in the learning process. That is, I told my students the books and references they could read, and the websites they could use for listening and practising English; I taught them how to use dictionaries and taking notes



techniques; I designed activities to create more opportunities for my students to interact with each other and with the teacher. I also encouraged them to raise questions about any points of uncertainty. However, I was faced with a harsh reality; only few students could benefit from what I offered, they still lacked something else besides learning strategies. I noticed that the students tend to rely too much on the teacher's instructions and lack the ability to direct their own learning. They are only concerned with learning what they are taught by the teacher and fail to further improve their knowledge and skills based on what they have learned.

Later, I came across a book entitled 'Learner Autonomy: A Guide to Developing Learner Responsibility' by Scharle and Szabó (2000). These authors explained the importance of responsibility and autonomy in language learning as follows:

You can bring the horse to water, but you cannot make him drink. In language teaching, teachers can provide all the necessary circumstances and input, but learning can only happen if learners are willing to contribute. Their passive presence will not suffice, just as the horse would remain thirsty if he stood still by the river waiting patiently for his thirst to go away. And in order for learners to be actively involved in the learning process, they first need to realize and accept that success in learning depends as much on the students as on the teacher. That is, they share responsibility for the outcome. In other words, success in learning very much depends on learners having a responsible attitude (Scharle & Szabó, 2000, p. 4).

I realized that students' willingness and responsibility are decisive elements in their learning success. I also understood that practices of developing students' self-awareness, creativity, activeness and ability in self-study are considered as aspects of what is described as **Learner Autonomy** as presented in the original Western context. I finally agreed that if learners are autonomous, then their learning is likely to be successful (Little, 2003).

Having adopted the Bologna reform, Batna university, similar to all the Algerian universities, involved in the LMD (Licence/Master/Doctorate) system in 2010. A new educational system that supports the use of Tutoring, this latter refers to all actions intended to support students in their learning process. Searching for an answer to the previous question about how to help my students learn English more effectively, this new pedagogical activity, i.e., Tutoring appeared to me to be advantageous in helping students improve and develop positive learning attitudes, assisting them in applying the knowledge and skills acquired in the classroom to situations that arise outside the classroom, and in sharing responsibility for learning outcomes with teachers. Since tutoring aims mainly at helping students integrate into university life and supporting them to organize their personal work. As a result, in 2011, I decided to undertake research to investigate the possibility of designing and implementing a tutoring programme in order to promote Learner Autonomy in learning English as a foreign language at Batna 2 university.

#### **1.4 Significance of the Study**

The present study is of significant importance to the effort to enhance the quality of higher education in Algeria through addressing, in innovative and flexible ways using mixed methods, two questions which are much asked: can Learner Autonomy be promoted? How?

An investigation into the ways a group of students view Learner Autonomy can reveal implications for effective pedagogic approach to the question of developing effective learners who are able to identify their own needs, define their own study programme, and pursue life-long learning. In addition, this study offers insights into how the same group of students develop autonomy in language learning process, especially in terms of metacognitive knowledge and responsibility awareness development.

This study is also significant in that it sheds light on how Tutoring, introduced in the LMD reform and almost absent at Batna university, can have benefits on students through supporting their learning and developing their autonomy. Moreover, it can be seen that the work on what Learner Autonomy means and the potential to promote it in a non- Western context by different researchers around the world is in progress (Benson, 2011). Hence, the account of my own development in the course of the present investigation would be useful for other teachers and researchers involved in the challenging area of language learning autonomy.

### **1.5 Structure of the Thesis**

This thesis consists of five interrelated chapters. This introductory chapter has provided the background to the present research. It has begun with an introduction to learner autonomy as an important goal of tertiary education, followed by an account of the Algerian higher education system. Then it has given a detailed description of the university and the department where this research was conducted (Department of English Language and Literature. Batna 2 University) to set the background for the case study presented in this work. The researcher's motivation for undertaking this study as well as its significance and its structure has also been highlighted in this chapter. Chapter two reviews relevant literature on Learner Autonomy in education and its application in language teaching and learning; it highlights theoretical aspects of Learner Autonomy through examining different definitions, levels and versions that have been proposed by researchers, why Learner Autonomy should be considered as a desirable educational goal, and how it is related to motivation and different cultural contexts. The chapter also serves as the theoretical foundation for the tutoring programme we developed for this study.

Chapter three provides arguments for methodological choices and a detailed description of the research design, including the research paradigms, the research questions,

the profiles of participants and the sample under study, the research tools for the data collection process, analysis procedures, and ethical concerns. Moreover, this chapter presents the rationale for activities and other details of the intervention programme (the tutoring programme).

The findings of this study are presented in Chapter four, which underline significant quantitative and qualitative evidence obtained in the intervention. The chapter discusses how data can be interpreted to shed light on and account for the research questions. The final part, Chapter five, emphasizes the significance of the main findings of the research to the understanding and the promotion of Learner Autonomy in the field of language teaching and learning. This chapter concludes the thesis by discussing the limitations and the recommendations of the study and how it can be used for future research in the field.



# LITERATURE REVIEW



*“You cannot teach a man anything; you can help him find it within himself.”*

Galileo Galilei

## 2.1 Introduction

One of the ultimate functions of higher education is to equip learners to play an active role in leading autonomous lives and promoting democratic societies. Autonomous life refers to individual freedom with the “free choice of goals and relations as essential ingredients of individual well being” (Raz, 1986, cited in Benson 2008). For over three decades, the term *autonomy* which is derived originally from the field of politics and philosophy during the sixteenth and seventeenth century in Europe<sup>5</sup> has been a major area of interest among theorists in the field of higher education (Little, 1991, p.2). More recently the concept *learner autonomy* has become a ‘buzz-word’ within the context of language learning. It is the purpose of this chapter to provide a systematic review of the literature on learner autonomy by discussing its fundamental issues which are still under heated debate in the field. These issues include definitions, versions and levels of learner autonomy, pedagogy for promoting learner autonomy, learner training and assessing learner autonomy. In addition, this chapter serves as the theoretical foundation for the tutoring programme which we will discuss in chapter three. We shall attempt to examine what is meant by *tutoring* and lead the reader through a number of definitions, its origins, its theoretical background, how tutoring has developed, and what is the role of the tutor.

## 2.2 Different Approaches to Defining Learner Autonomy

A large literature on learner autonomy is riddled with countless definitions of autonomy and other synonyms for it, such as ‘independence’ (Sheerin, 1991), ‘language awareness’ (James & Garet, 1991), ‘self direction’ (Candy, 1991), and ‘androgogy’ (Knowles,

---

<sup>5</sup> The term *autonomy* has its origin in the Greek *autos* (self) and *nomos* (rule, governance, or law). Its earliest use involves reference to self-rule or self-governance in Greek city-states. It continued to develop in the modern period with the decrease of religious authority and the increase of political liberty and emphasis on individual reason.

1980), which indicates the importance attached to it by scholars. Let us review some of these definitions and try to gain insight into what learner autonomy means and what it consists of.

### 2.2.1 What Learner Autonomy IS

The concept of learner autonomy was first developed at the Center for Research and Applications in Language Teaching (Centre de Recherche et d'Applications Pédagogiques en Langues) (CRAPEL)<sup>6</sup> at Nancy university (France) when Henri Hollec, its former director, wrote *Autonomy and Foreign Language Learning*. Hollec (1981) defined learner autonomy as “the ability to take charge of one’s own learning” this ability “is not inborn but must be acquired either by ‘natural means’ or (as most often happens) by formal learning, i.e. in a systematic, deliberate way”, and pointed out that “to take charge of one’s learning is to have ... the responsibility for all the decisions concerning all aspects of this learning...”. Hollec’s definition, which has been widely cited in the literature on learner autonomy, entails that learner autonomy is an ability and not an action. An autonomous learner takes an active role in the learning process, generating ideas, and availing himself of learning opportunities, rather than simply reacting to various stimuli of the teacher; he sees autonomous language learning as a double process ; on the one hand, it involves learning the foreign language; on the other, learning how to learn. Hence, autonomous learning extends beyond an institution context: it is a life-long process of constantly developing awareness.

In the same vein and drawing up on Hollec, Leni Dam (1995) holds that an autonomous language learner is someone who independently determines his own objectives, define the content to be learned and the progression of the course ; he selects methods and techniques to be used, monitor the procedure of acquisition and evaluate what he has acquired. Dam included the notion of ‘willingness’ to stress that learners will not develop

---

<sup>6</sup> Initially under the name of GRAP (Research Group in Pedagogy), its first assignments were to provide training in English for specialists from other disciplines, and its members were mainly Anglicists and didactics from various schools and faculties in the city. Its missions then extend to adult language training, and the team adopts the name of Crapel (Center for Research and Pedagogical Applications in Languages) in 1969

autonomy unless they are willing to take responsibility for their learning. Other scholars mainly Dickinson (1987) used the term learner autonomy to refer to *situations* in which learners worked under their own direction outside the language classroom.

According to Little (2003), learner autonomy is based on the idea that if students are involved in decision making processes, they are likely to be more enthusiastic about learning and learning can be more focused and purposeful for them. His definition entails that learner autonomy is a capacity for detachment, decision making, independent action, and a certain amount of awareness (critical reflexion) which is involved.

Benson (2013), another influential researcher who contributed to the literature on learner autonomy, gives many definitions of autonomy and tried to compare and analyze the complexities involved in defining what learner autonomy means, he sees autonomy, or the capacity to take charge of one's own learning, as a "natural product of the practice of self-directed learning, or learning in which the objectives, progress and evaluation of learning are determined by the learners themselves" (p.10).

Autonomy in language learning is also discussed under the label of 'self-regulation'. Self-regulation emerged in the literature of health psychology, educational psychology, and organizational psychology. It is defined by Pintrich (1995, cited in Nilson 2013) as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features in the environment".

Thanasoulas (2000) characterizes an autonomous learner as one:

who should have insights into his learning styles and strategies, take an active approach to the learning task at hand, be willing to take risks (to communicate in the



target language at all costs), complete homework whether or not it is assessed and place importance on accuracy as well as appropriacy. (Cited in Sabitha 2012)

Sinclair (2000) similarly suggests 13 aspects of learner autonomy which appear to have been recognized and broadly accepted by the language teaching profession. These 13 aspects are presented in the following table.

**Table1**

*Defining Learner Autonomy (Sinclair, 2000)*

<b>1</b>	Autonomy is a construct of capacity
<b>2</b>	Autonomy involves a willingness on the part of the learner to take responsibility for their own learning
<b>3</b>	The capacity and willingness of learners to take such responsibility is not necessarily innate
<b>4</b>	Complete autonomy is an idealistic goal
<b>5</b>	There are degrees of autonomy
<b>6</b>	The degrees of autonomy are unstable and variable
<b>7</b>	Autonomy is not simply a matter of placing learners in situations where they have to be independent
<b>8</b>	Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making
<b>9</b>	Promoting autonomy is not simply a matter of teaching strategies
<b>10</b>	Autonomy can take place both inside and outside the classroom
<b>11</b>	Autonomy has a social as well as an individual dimension
<b>12</b>	The promotion of autonomy has a political as well as psychological dimension
<b>13</b>	Autonomy is interpreted differently by different cultures

These researchers and many others (such as, Hsu, 2005; Trinh, 2005; L.C.T. Nguyen 2009; Littlewood, 1996) have offered various approaches to investigating the set of concepts

used in definitions of learner autonomy, however, others such as Little (1991) chose to start by defining what learner autonomy is **NOT**.

### **2.2.2 What Learner Autonomy is NOT**

A gap may exist between theoretical discussions of learner autonomy and teachers' understandings of the concept of learner autonomy (Palfreyman, 2003), following Little (1991) who presented and described five potential misconceptions about learner autonomy, Esch (1998) stated that autonomy:

is not self-instruction/learning without a teacher;... it does not mean that intervention or initiative on the part of a teacher is banned; ... it is not something teachers do to learners; i.e. a new methodology; ... it is not a single easily identifiable behaviour; ... is not a steady state achieved by learners once and for all. (p.37)

“The widespread misconception is that autonomy is synonymous with self-instruction” (Little, 1991, p.3), Little stated that self instruction means learning without a teacher, or learning without direct control of a teacher (Dickinson, 1987), however, there is an important interdependence between teacher and learners in learner autonomy. Little (1994, p.435) stated that learner autonomy is the result of ‘interdependence’, that is working together with teachers and other learners towards shared goals, rather than ‘independence’ in learning which underscores the dynamics between collective and individual actions. Many other researchers such as Kohonen (1992) argued the point forcefully:

Personal decisions are necessarily made with respect to social and moral norms, traditions and expectations. Autonomy thus includes the notion of interdependence; that is being responsible for one's own conduct in the social context: being able to cooperate with others and solve conflicts in constructive ways. (p.19)

Since learning always takes place in a social context either in its narrow, more spatial meaning or referring to the wider socio-historical context, there are always others involved in the process, at least in the norms and expectations guiding one's decision-making processes.

Other words that have been substituted for learner autonomy are *self-access* and *self-directed* learning. Self-access learning, which takes place generally in self-access centers<sup>7</sup>, entails using materials that are organized to facilitate learning; however, for Benson (2013), learners who engage in technology-based learning do not necessarily become more autonomous. In *self-directed* learning, the learner accepts responsibility for all the decisions concerned with his learning but does not necessarily undertake the implementation of these decisions (Dickinson, 1987).

A learner might well be autonomous when using a certain language learning method or taking part in a language learning programme such as adult learning. Since autonomy entails various aspects of language learning, it is often confused with the *teaching method* that is, teachers have all the control and students are only receivers of lessons taught. It is accepted that if learners want to become autonomous, there must be a support from their teacher; however "fostering learner autonomy cannot be programmed in a series of lesson plans" (Little, 1991, p3) instead, it is a life-long process. Learner autonomy is not a language learning method, but "an attribute of the learner's approach to the learning process" (*ibid*). Hence, our job is to "create learning opportunities, not to impose a method. There's no one way to learn a language" (Benson, 2001)

It is true that autonomous learners can be recognised by their behaviours, but these behaviours take numerous forms and are not simple observable events. Autonomous learners take different forms according to their ages, how far they have progressed with learning, what

---

<sup>7</sup> Educational facilities designed for student learning that is at least partially, if not fully self-directed. In these centers students have access to resources ranging from photocopied exercises with answer keys to computer software for language learning. These centers exist primarily in [Asia](#), [Europe](#) and [North America](#).

they perceive their immediate learning needs to be, and so on (Little, cited in Benson 2006); therefore, there are many different approaches to support learners to become autonomous such as learner metacognitive training (Wenden, 1999) or knowing and developing students learning styles (Ng & Confessore, 2010). Lastly, it is assumed that “autonomy is only achieved by certain learners” (Little, 1991, p.4). In fact, there appear to be different degrees of learner autonomy since learner autonomy is not a fixed, all-or-nothing attribute but a matter of degree (Nunan, 1997; Little, 1999)

### 2.3 Learner Autonomy in This Study

Benson (2009) described three metaphors for three strategies that researchers have employed to define learner autonomy. The first metaphor is the: “the exegetical strategy” (p. 18). Using this strategy, researchers go back to an earlier source (such as Holec’s), interpret it and argue that this interpretation represents the core meaning. This can be seen clearly in the research that uses Holec’s original definition, like Benson’s (1997). The second strategy is called “the kaleidoscopic” (p. 19) which is used when the researchers accept all previous and current definitions about learner autonomy equally, and then makes a macro-definition. The third strategy is the “quintessential strategy” which involves an attempt to try to discover and/or isolate, what is most essential to learner autonomy. For instance, Little (2007) combines his own definition (Little, 1995) with that of Holec (1981). According to Benson (2009) the third strategy is “clearly the strongest of the three”.

Given that the literature related to what autonomy means is crowded with variants of autonomy definitions by either replacing the word ‘*take responsibility for*’ with ‘*take control of*’ or adding new dimensions such as ‘*willingness*’, and ‘*language-awareness*’, the definition of learner autonomy which has underpinned our conceptualisation and provided the theoretical foundation for the development of the present study instruments is:

A learner's willingness and ability to take responsibility for his learning, to take initiatives in planning and executing learning activities, and to, regularly, review his learning and evaluate its effectiveness with tasks that are constructed in negotiation with and support from the teacher. Autonomous language learner; hence, can be seen as the one who understands the purpose of his learning programme, can reflect on his own learning through knowledge about learning, and share in the setting of learning goals. He does all these things in his target language.

In order to avoid any ambiguity in the use of some key terms in the above definition, we will look into the underlined concepts that make the four basic pedagogical principles which underline our definition to autonomy in language learning.

## 2.4 The Key Conceptual Considerations in Learner Autonomy

### 2.4.1 Willingness for Learner Autonomy

Learners' affective factors, such as attitudes, self-confidence, and willingness, are taken into consideration in most definitions of learner autonomy (Quoc Lap, 2005). Hsu (2005) referred to these factors as individual attributes and added learners' motivation, learning style, and beliefs into the list. According to Wenden (1987, cited in Quynh 2013), autonomous learners are self confident learners who are aware of their important role in their learning. This attitude helps them in acquiring strategies to direct and manage their own learning. This has been firmly postulated by Dam (1995) who asserts that:

Learner autonomy is characterised by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person.  
(p.1)

Sinclair (2000), in the same vein, suggests that "learners will not develop autonomy unless they are willing to take responsibility for their learning". She also observes that "a

learner may have acquired a good deal of metacognitive knowledge i.e., capacity for autonomous learning but not always feel like taking responsibility” because “[t]he willingness to take control varies ... depending on a range of variables, including psychological (e.g., depression, irritation), physiological (e.g., headache), contextual factors (e.g., too much noise, not enough resources) which can influence learners any time”. (*ibid.* 2009, p.185)

According to Hsu (2005) *willingness* comprises intrinsic motivation, positive attitudes and belief; he also considers it as one of “the most important ingredients needed to be seriously considered in developing learner autonomy” (p.14).

Therefore, investigating learners’ readiness and willingness to learning autonomously has become a very important step for teachers in promoting learner autonomy (Cotterall, 1995; Chan, 2001; Thang & Alias, 2007)

#### **2.4.2 Learner Autonomy as an Ability (Capacity)**

A key point in our definition of learner autonomy, and which concurs with Holec’s (1981), is that of ‘capacity’. Autonomy is a cognitive, affective, or even physical potential or ability for self-directed learning which the learner has. Littlewood (1996) agrees that autonomy is a capacity, but sees two distinct elements in it, ability and willingness. Dickinson (1995) has also shared the same idea of autonomy being a capacity rather than an action, and sees this as necessary if the concept is to be applied in teacher-led situations and also to situations such as self-access centres. Smith (2008) sees the term ‘capacity’ as synonymous with competence; however Sinclair (2000) suggests that capacity for autonomy can be conceptualised in terms of learner’s knowledge about learning, and which can be categorised as metacognitive knowledge of self as learner (individual differences, likes/dislikes etc.), subject matter to be learnt (language awareness), context of learning (including environmental, resources, political and social aspects), and processes of learning (knowledge of strategies). Little (1991), inspired by the work of Holec (1989), expands the notion of

autonomy as a capacity of the learner and emphasises the central role of psychology in the development of this capacity; he claims that:

[...] autonomy is a *capacity* – for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts. (1991, p.4)

In accordance with Chan (2001), we classify the abilities the autonomous learner is expected to develop in the following order:

- setting learning goals for a class period, an assignment, or a study session;
- identifying and developing learning strategies to achieve such goals;
- developing study plans; i.e. planning how to go about the task effectively;
- reflecting on learning (which includes identifying problem areas and means of addressing these problems);
- identifying and selecting relevant resources and support;
- assessing one's own progress (which includes designing criteria for evaluating performance and learning).

### **2.4.3 Learner Autonomy and Responsibility**

Another key aspect of autonomy found in the literature is that of responsibility. The notion of responsibility means that learners should be aware of their role as the main agent in learning if they are to achieve success. Such responsibility is not an inborn characteristic of human beings but the result of a process related to growth and personal life experience. According to Holec (1981, p.3), to learn autonomously the learner needs “to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning”. Many other researchers, such as Dickinson (1987, p.15), Boud (1988, p.23), and Little (1996, pp.

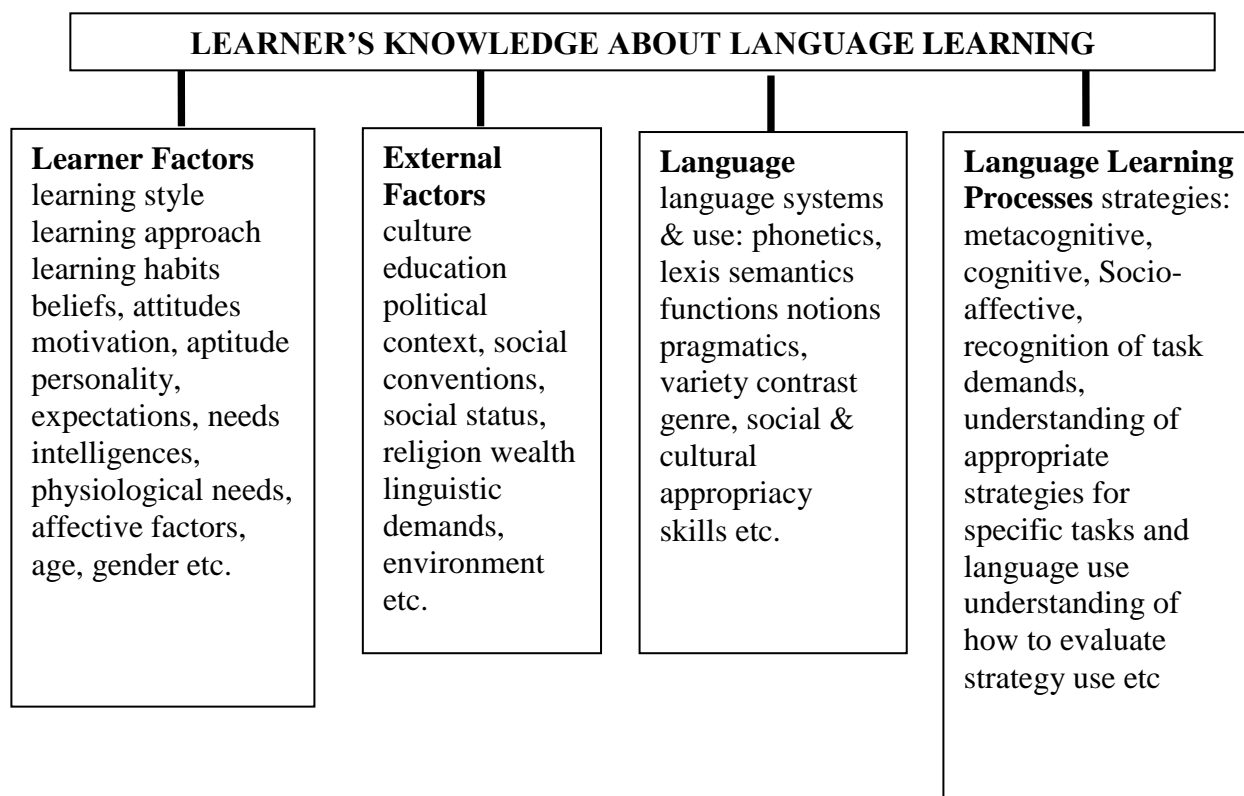
203-204) share his point of view and emphasise the importance of learners taking responsibility for their own learning.

Benson (2001, p.47) develops the original notion of responsibility and define learner autonomy as “the capacity to take **control** of one’s learning” (my emphasis). According to him, this ‘control’ can be categorised into three independent levels: control of cognitive processes, control of learning content, and control over learning management. Ushioda (2003) states that there is a close link between responsibility and motivation, he explained that recognising one’s capacity to take responsibility can be seen as leading to motivation, and motivation can be seen as leading to responsibility.

#### **2.4.4 Learner Autonomy Requires Knowledge about Learning (Metacognition)**

Learners need the skills and knowledge necessary to manage and perform learning effectively. These skills and knowledge could be subsumed under four areas of metacognitive knowledge: *the knowledge of oneself as a learner* (i.e., learning styles, attitudes and beliefs, motivation), *understanding of the learning context* (i.e., educational requirements, available resources, the socio-political and cultural contexts), *language awareness* (i.e., knowledge of the language system and use), *and language learning processes* (i.e., language learning strategies) (Sinclair, 2000)





*Figure 1. Metacognitive Knowledge for Autonomy (Sinclair, 2000, cited in Quynh 2013, p. 82)*

Wenden (1998, pp. 518-519) characterises these skills as: *learners' person knowledge*, *task knowledge* (knowledge about the purpose of the task and how it will serve language learning needs), and *strategies knowledge* (awareness of strategies in general and when and how to use them).

It is believed that developing in the learner a deeper awareness of these areas of metacognitive knowledge is crucial in building learners' capacity to make informed decisions about learning (Sinclair, 2000).

Cotterall (2009, pp. 87-88) maintains that it is only possible for learners to begin to develop autonomy once they have metacognitive abilities, specifically:

- awareness of their strengths and weaknesses in relation to the tasks;
- an understanding of the tasks they are engaged in; and
- knowledge of strategies which can help them undertake such tasks.

Lamb (2009, p.84) in his study of high school learners reports that learners with a greater metacognitive knowledge had a better chance of feeling more in control of what they were doing.

Bailey and Onwuegbuzie (2002) found that the learners with the poorest performance in language learning usually had a lack of metacognitive skills shown by:

- not being able to manage their moods;
- losing concentration;
- poor note taking;
- not reviewing notes;
- not seeking help when needed;
- and not checking words they do not understand.

It can be seen therefore that there is a prevailing feeling in the literature that metacognition is essential for autonomy and is necessary for any meaningful taking of responsibility and thus for controlling learning, though the support it gives the learner to control learning is not in itself sufficient for truly self-motivated autonomy

In the end, each of the previous concepts has been considered as key to autonomy, but in fact all of them tend to be present together and interact to varying degrees. Taking responsibility entails having the ability to control which implies metacognition; motivation provides the necessary energy to take up control; and behaviour is the final concrete result which can again feed back into motivation.

## **2.5 The Significance of Autonomy in Language Learning**

Learner autonomy has become a major goal of education in general and higher education in particular. Moreover, learner autonomy is considered as a strategic target for the sake of nation building (Sinclair, 2000). Numerous researchers such as Benson (2001; 2011) and

Crabbe (1993) have accounted for the growing interest in learner autonomy on the basis of ideological, economic and psychological arguments.

In terms of ideology, autonomy is considered as a human right which stems from the Western Liberal tradition<sup>8</sup> (Lakoff, 1990); individuals have the right to make their choices and not to be confined by institutional choices (Ciekansi, 2007). Many critical theorists, such as Pennycook (1997) and Holliday (2003) view autonomy as an “emancipator practice, contributing to the good individual and of the society” (Ciekansi, 2007, p.12).

From the economic point of view, autonomous learning is seen as crucial for lifelong learning and for the economic health of the society. Carré (2005) stresses that autonomous learning is the way individuals “provide for their own learning needs” because “society cannot keep providing the high level of instruction required by industrial and commercial development through educational institutions, especially in view of rapid technical changes”.

The psychological argument stresses that when learners are in charge of their own learning, they will be intrinsically motivated and their learning will be more efficient and more effective, which will, in turns, nurture their motivation (Little, 2006)

The number of publications on autonomy in language learning, and its inclusion as sections in more general guides to language teaching is an indicator of the importance given to autonomy in the field of language education. Researchers express the significance of autonomy for various points of view including its relevance to language learning strategies, motivation, the communicative approach, and cooperative learning. Umeda (2000, pp. 61-69) specifies three reasons for the significance of autonomy from the general educational perspective; fostering a survival capacity to cope with rapid social changes, developing the learner’s individuality, and improving the diversity of the learner’s cultural and educational

---

<sup>8</sup> Liberalism is a [political](#) and [moral philosophy](#) based on [liberty](#) and [equality](#). Liberals espouse a wide array of views depending on their understanding of these principles, but they generally support [civil rights](#), [democracy](#), [gender](#) and [race](#) [equality](#), [internationalism](#) and the [freedoms](#) of [speech](#), [the press](#), [religion](#) and [markets](#).

background (cited in Onozawa 2010). Moreover, Jiao (2005, p.28) gave four significant reasons in support of learner autonomy for English learning:

- It enhances the learner's motivation and leads to more effective learning;
- it provides learners with more opportunities for English communication in a non-native environment,
- it caters to the individual needs of learners at all levels, and
- it has a lasting influence.

### **2.5.1 Learner Autonomy and Learning Strategies**

Learning strategies have been attracting a lot of attention in the language learning field since they have been found to be very influential in learning languages. Oxford (1990), when referring to autonomy as 'self-directed learning', points out the importance of autonomy as one of the 12 key features of language learning strategies. She states: "All language learning strategies are related to the features of control, goal-orientedness, autonomy and self-efficacy. . . . Learning strategies help learners become more autonomous". (Cited in Onozawa 2010).

The effective use of learning strategies can evidently facilitate language learning. Dam (1995) states that giving the learners a share of responsibility for planning and conducting teaching leads to better learning, and increases the capacity to evaluate the learning process. In the same vein, Rogers declared:

The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. (1983)

### **2.5.2 Autonomy Involves Motivation**

One of the biggest concerns for teachers in general and language teachers in particular is how to enhance learners' motivation. According to Williams and Burden (1997) motivation is "a state of cognitive and emotional arousal, which leads to a conscious decision to act, and

which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)” (p.120). Several researchers consider that autonomy is closely related to motivation, and that motivation reinforces autonomy. This link between autonomy and motivation is found in the notion of control: according to Deci (1985), when autonomous learners accept responsibility for their own learning and try to develop the skills of reflective self-management in learning; they are effectively motivated. Benson (2001) claims, “By taking control over their learning, learners develop motivational patterns that lead to more effective learning.” In addition, Dörnyei (2001) notes that motivation and learner autonomy go hand in hand. He argues that motivation needs to be maintained and protected, otherwise the initial motivation will gradually decrease, and that creating learner autonomy is one of the most powerful ingredients for doing so:

The relevance of autonomy to motivation in psychology has been best highlighted by the influential “self-determination theory”, according to which the freedom to choose and to have choices, rather than being forced or coerced to behave according to someone else’s desire, is prerequisite to motivation. (Cited in Onozawa 2010, .71).

Ryan and Deci (2000) differentiate between two types of motivation: *Extrinsic* and *Intrinsic*. *Extrinsic* motivation is when an action is taken because of ‘separable outcome’, that is to say, to earn a reward or avoid punishment; whereas, *intrinsic* motivation appears when an action is done because it is “inherently interesting or enjoyable” (p.55). Furthermore, for intrinsic motivation to be maintained or enhanced there must be a sense of the act being self-determined or autonomous (ibid, p. 58). The same point of view has been found in Fazy and Fazy (2001): “Autonomous people are intrinsically-motivated, perceive themselves to be in control of their decision-making, take responsibility for the outcomes of their actions and have confidence in themselves”. (pp. 345-346).

To conclude this discussion, we share Deci et al.'s (1991) view that autonomy requires intrinsic motivation, and intrinsic motivation needs that learners have both the will to make their own choices and the freedom to exercise that will.

### **2.5.3 Autonomy and the Communicative Approach**

After conducting a research into the connection between autonomy and the communicative approach, Nunan (2000) found that, for language learner, the development of autonomy is often related with the development of “communicative orientation towards the target language”. According to Benson (2013), several important researchers in the field of communicative language teaching<sup>9</sup> and learner-centred practice have incorporated the idea of autonomy into their work since communicative teaching; learner-centeredness and autonomy share a focus on the learner as the key agent in the learning process.

### **2.5.4 Autonomy and Cooperative Learning.**

In the 1990s, autonomy has been associated with the notion of ‘independence’ (from the classroom, from the teacher, and from any formal educational contexts); however, since then there has been a growing belief that social factors need to be considered in researching learner autonomy (Palfrey, 2003). As a result, a growth interest in autonomy in the classroom appeared as opposed to the previous emphasis on individuals in self access centres. Smith and Ushioda (2009) note that “autonomy is now seen to develop out of interaction with others; it benefits from interdependence, and classrooms and teachers are no longer peripheral but at the centre-stage of practical concern” (p. 244). Several other authors maintain the social view of autonomy, we mention: Little (1990, p.27) when he wrote “total detachment is a principal determining feature not of autonomy but of autism”, also Dam et al (1990) specifying that “An autonomous learner is an active participant in the social processes of classroom learning” (p.27).

---

<sup>9</sup> Communicative language teaching (CLT), or the communicative approach, is an [approach](#) to [language teaching](#) that emphasizes [interaction](#) as both the means and the ultimate goal of study.

Interaction between learners has been a focus of research in sociocultural approaches to learning (e.g. Palincsar & Brown, 1984; Lantolf, 2000) and links have been made between collaborative learning and learner autonomy. Cooperative learning is an approach in which students, learn together in pairs or small groups pursuing objectives. As much as autonomy is connected with motivation, cooperative learning is also related strongly with autonomy. Kohonen (1992) writes:

Personal decisions are necessarily made with respect to social and moral norms, traditions and expectations. Autonomy thus includes the notion of interdependence, that is being responsible for one's own conduct in the social context: being able to cooperate with others and solve conflicts in constructive ways (p.19)

The emphasis on cooperation with others is stressing the point that education must focus not only on individuals and their needs but also on the group. It appears, then, that autonomy is being allowed both individual and cooperative, social, aspects.

### **2.5.5 Autonomy and Life-Long Learning**

Language learning, as Wang (2011) puts it, is "a lifelong endeavour". But, for anyone to be capable of learning life-long, he has to be an autonomous learner first, which means that he should develop the capacity to learn independently if there is not a teacher around. That's why it is important for students to become aware of its value and to acquire the habit of learning continuously.

### **2.6 Versions of Learner Autonomy**

As discussed in sections 2.2.1 and 2.2.2, and as described by Sinclair (2000), autonomy is a multi-faceted notion; therefore, a variety of versions of autonomy (ways of representing the idea of autonomy) in language education have been presented in different models suggested by various researchers; "Subsequent writers have cut the cake in different

ways and distinctions” (Benson, 2013, p.24). According to Benson (1997), learner autonomy has three major versions: ‘technical, ‘psychological’, and ‘political’ which are linked to three approaches to knowledge and learning (positivism, constructivism and critical). Although this classification has a significant influence and is increasingly cited in the literature, Oxford (2003) described it as ‘fragmentary’ missing out the social-cultural perspective, and then conceptualized her ‘expanded version of Benson’s model’ with: technical, psychological, socio-cultural and political perspectives.

### **2.6.1 The Technical Version: ‘Autonomy and Positivism’**

According to Benson (1997), the technical version is limited to the act of learning a language “outside the framework of an educational institution”, meaning without the help of the teacher at all. Hence, the technically autonomous learners are those who are equipped with the necessary learning skills and the appropriate techniques which enable them to learn a language without a teacher. With its emphasis on learning strategies and learner training, the technical version was related to *positivism* (*ibid*). Positivism is a philosophical theory stating that knowledge reflects objective reality; the only authentic knowledge is that which is based on actual sense experience, and that knowledge is more effectively acquired when “it is discovered rather than taught”. Learning strategies, like knowledge, can be imparted from teacher to learners so that they can be used subsequently to learn autonomously.

### **2.6.2 The Psychological Version: ‘Autonomy and Constructivism’**

Constructivism, strongly associated with Halliday, is a philosophy of learning which considers learning as an intelligent, conscious and active constructive process. In other words individuals, rather than discovering objective knowledge, reorganize and restructure their experiences to construct and create their own knowledge. Constructivists view that knowledge cannot be taught but only learnt. It appears that constructivism supports, and extend to cover



psychological version of autonomy which interests in exploring learners' behaviour, attitudes and motivation.

The psychological version defines autonomy as a capacity, “a construct of attitudes and abilities which allows learners to take more responsibility for their own learning” (Benson, 1997, p.19). As a result, constructivists encourage and promote self-directed learning as a necessary condition for learner autonomy; and they specify that students should be agents who manufacture rather than receive knowledge.

### **2.6.3 The Political Version: ‘Autonomy and Critical Theory ’**

Critical theory, which has been associated with the Frankfurt school of philosophy and scholars, such as Foucault and Habermas, focuses on learners’ access, control, power and ideology in their community. It shares with constructivism the view that knowledge is constructed rather than discovered. Moreover, it argues that knowledge does not reflect reality, but consists of “competing ideological versions of that reality expressing the interests of different social groups” (Benson, 1997, p.22). Critical theory has highlighted the need for awareness of ideological aims of autonomy and the social, cultural and political context in which the promotion of autonomy takes place (*ibid*). This perspective examines the problematic nature of context in terms of difference in attitudes and ideologies found in specific social groups (i.e., age, gender, class, religion, culture). Political version of autonomy refers to the conditions that allow learners to control the process and content of learning as well as the institutional context within which learning takes place. As learners become aware of the social context in which their learning is embedded and the constraints their learning implies, they gradually become independent. Young (1986, cited in Chiu, 2005. p 30) stated that the main idea inside this version of autonomy “is that of authoring one’s own world without being subject to the will of others”. By defining so, he connects language learning to

the matters of having the power and control in critical pedagogies, which supports the political version of learner autonomy

#### **2.6.4 The Socio-Cultural Version of Autonomy**

Oxford (2003) used the ‘psychological dimension’ of Benson (1997) and formed a ‘socio-cultural perspective’ on learner autonomy. This perspective emphasizes the importance of interaction for the development of human capacity. Learners receive assistance, cultural understanding, practice and strategies to develop self-regulatory abilities and participate fully in the socio-cultural context (Vygotsky, 1978; Rogoff & Lave, 1984, cited in Oxford 2003). According to Hsu (2005), Oxford’s socio-cultural perspective on learner autonomy is related to social-constructivism (Vygotsky’s theory<sup>10</sup>) as the latter promotes learning context in which learners play an active role in learning from each others in peers, in group work and from the teacher; “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).” (Vygotsky, 1978, cited in Hsu, 2005, p.57).

The difficulty of defining learner autonomy in terms of its most important components has also been expressed by two assumptions: the “degrees of learner autonomy” and the “behaviours of autonomous learners” (Nunan, 1997, p. 13).

#### **2.7 Degrees of Autonomy**

In the late 1990’s a number of researchers claimed that there are ‘degrees of autonomy’. Nunan (1997) proposes a five-level model which involves aspects of ‘content’ and ‘process’; his model consists of: ‘awareness’ of the pedagogical goals and content of the materials;

---

<sup>10</sup> The work of Lev Vygotsky (1934) has become the foundation of much research and theory in cognitive development over the past several decades, particularly of what has become known as Social Development Theory. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning."

‘involvement’ and ‘intervention’: in these two levels learners are involved in the selection, modification and adaptation of the goals and content of the learning programme . At the ‘creation’ and ‘transcendence’ levels, learners would make links between the content of classroom learning and the world beyond and ‘become teachers and researchers’. While this classification has practical implications to learner development materials, its nature is debatable as there are “overlaps and learners will move back and forth among levels” (Hsu, 2005). We will present a detailed description of Nunan model in the following table.

**Table 2**

*Levels of Implementation of Autonomy (Nunan 1997, p. 195)*

Level	Learner Action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/strategies
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning programme	Learners modify/adapt tasks
4	Creation	Learners create their own goals and objectives	Learners create their own tasks
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond	Learners become teachers and researchers

Another model has been suggested by Littlewood (1997), in this model he proposes three stages involving dimensions of language acquisition, learning approach, and personal development (Benson, 2007). In the first stage (level 1 and 2) the learner would be able ‘to operate independently with the language and use it to communicate personal meanings in real, unpredictable situations’ (individual’s autonomy as a communicator). In the second stage

(levels 3, 4, 5 and 6) learners would be able to take responsibility for their own learning and to apply active strategies (autonomy as a learner). Finally, as a higher level goal, the third stage (level 7) involves autonomy as individuals, i.e., as a social member (autonomy as a person).

**Table3**

*Levels of Autonomy (adapted from Littlewood 1996, pp. 429-430)*

	Level	Degrees of choices
Stage One	1	Learners are able to make their own choices in grammar and vocabulary (e.g. in controlled role-plays and simple tasks involving information exchange).
	2	Learners choose the meanings they want to express and the communication strategies they will use in order to achieve their communication goals
Stage Two	3	Learners are able to make more far-reaching decisions about goals, meanings and strategies (e.g. in creative role-playing, problem-solving and discussion)
	4	Learners begin to choose and shape their own learning contexts, e.g. in self-directed learning and project work
	5	Learners become able to make decisions in domains which have traditionally belonged to the teacher, e.g. about materials and learning tasks
	6	Learners participate in determining the nature and progression of their own syllabus
Stage Three	7	Learners are able to use language (for communication and learning) independently in situations of their choice outside the classroom.

In the same regard, Macaro (1997) proposed a model similar to Littlewood's with three stages: autonomy of language competence, autonomy of language learning competence, and autonomy of learner choice. Scharle and Szabo's (2000) suggest three-level model involving: raising awareness, changing attitudes, and transferring roles.

**Table4***Three-Stage Model of Autonomy (Macaro 1997, pp. 170–172)*

Area of Autonomy	Development in the learner
Autonomy of language competence	Ability to communicate having acquired a reasonable mastery of the L2 rule system. Able to operate by and large without the help of a more competent speaker of the target language (in most classroom cases, the teacher) Progression from formulaic output to freer, individualised and extended output
Autonomy of language learning competence	Reproduction and transference of learning skills to other situations Learner strategies
Autonomy of choice and	action Opportunity to develop autonomy of choice in order to develop skills

Each of these models implies a possible progression from ‘lower’ to ‘higher’ levels of autonomy. Whatever models of levels of autonomy are proposed, Little (1991) argued that autonomy is “not a steady state achieved by learners once and for all” (p.37). Learners’ willingness to engage with autonomy changes and fluctuates from time to time and from task to task. They are likely to be autonomous in one learning situation, but not necessarily in another. Another problem with such models is the assumption that there is a relationship between the development of autonomy and language proficiency. Kumaravadivelu (2003, p.144) argued that “ it would be a mistake to try to correlate the initial, intermediary, and advanced stages of autonomy...with the beginning, intermediate, and advanced levels of language proficiency”, because the stages of autonomy depend more on the linguistics and communicative demands of particular tasks.

In the current study, our challenge is to foster learner autonomy in learning English as a foreign language at Batna2 University, where the learners’ level of English is quite mixed.

Additionally, these students are generally seen as ‘passive learners’ (Dang, 2010). Therefore, it is important to heed Nunan’s (1997) ideas about learner autonomy to explore our educational context for developing learner autonomy.

## 2.8 Cultural Issues in Learner Autonomy

The idea of learner autonomy has been promoted largely by Western teachers and academics; attempts to implement it further afield have encountered various difficulties; therefore, some of the literature on learner autonomy suggests that context has an effect on learner autonomy and that the concept has little applicability in some non-western contexts. Harmer, J. (2005) explains that “attitudes to self-directed learning are frequently conditioned by the educational culture in which students have studied or are studying...autonomy of action is not always considered a desirable characteristic in such contexts”. Dam (2006) explains that variations like learners’/teachers’ background, language, culture, educational context are all significant. One important question is therefore whether the idea of learner autonomy is *ethnocentric*<sup>11</sup>. Is the westernized approach to learner autonomy, which is often focusing on individualism, where people are self-oriented, giving priority to their own feelings and desires and valuing autonomous choices, appropriate to collectivist cultures such as Arab countries, China, Taiwan, etc which emphasize traditions, homogeneity, and group behaviour. Being in a similar situation (as the countries cited above), Algerian people giving priority to themselves are regarded to be selfish rather than self-dependent (Benaissi, 2015).

However, contrastive views (e.g., Ho & Croockall, 1995; Cheng, 2000; Littlewood, 2000; Chan, 2001; Finch, 2011; Murase, 2011) have claimed that autonomy is a human right, a universal concept that can be interpreted and perceived differently in different contexts, and that Asian learners are capable of active and autonomous learning. Atkinson (1999, cited in Arabski & Wojtaszek, 2011) suggests that “cultures are anything but homogeneous, all-

---

<sup>11</sup> Ethnocentrism is the act of judging another culture based on preconceptions that are found in values and standards of one's own culture

encompassing entities”, and stereotypical description of non- western learners (Asian learners) as ‘passive’ and ‘teacher-dependent’ no longer stand up to recent counter-accounts. According to Esch (1997), “cultural differences may not be the main barrier to the promotion of the concept of autonomy in countries with a group-oriented tradition such as China”. Smith (2008) also emphasizes the idea that learner autonomy is applicable in any culture:

There persists a tension between pedagogical approaches which construe autonomy primarily as something learners lack and so need to be trained towards and those which take at a starting point the idea that learners of whatever background culture are already able to at least to some degree, to exercise control over their own learning. Supportive engagement of learners existing autonomy can be seen as an important basis for its progressive development; indeed the notion that the learners have the power and right to learn for themselves is seen by many proponents as a fundamental tenet. (p. 396)

This shows that people of whatever cultures like individual freedom. It is just a matter of degree. In this study, we agree with Little (1995) about “there is nothing new about learner autonomy; that genuinely successful learners have always been autonomous” (p. 179). Culture, therefore, does not appear to be a barrier for promoting learner autonomy. Learner autonomy is an appropriate goal in all cultural settings (Murase, 2011, cited in Quynh, 2013) but “it must grow, quasi-organically, out of the ongoing encounter between critical goals of the educational enterprise and the particularities of cultural context” (Little, 1999, pp 15-16). In this respect it is relevant to quote Stewart and Irie (2012) “in any system of education, learning is a question of personal development and growth and social conformity, two trajectories which are not necessarily, if ever, identical”. Culture, therefore, does not appear to be a barrier for promoting learner autonomy.

## 2.9 Learner Autonomy in the Algerian University

In recent years, Algerian higher education has been going through significant changes, which is not new in a world of globalization where many European countries, such as France, Germany, UK and Italy at the early 1990's, have embarked on the process of setting up the European Higher Education Area (EHEA)<sup>12</sup> in order to harmonise their higher education systems, provide better academic opportunities in their universities, entail cooperation as well as competition, and enhance their role as important contributors to a knowledge- based society (Hemche-Berekisi Reguig, 2015).

In the flow of the academic year 2004- 2005, and to match European standards, the Licence- Master- Doctorate (L.M.D) model has changed the architecture of higher education in Algeria:

- The Licence level, corresponding to a course of three years after the Baccalaureate leading either to an academic Licence or a professional Licence.
- The Master level, corresponding to an additional two years of study, leading either to a research Master or a professional Master.
- The Doctorate level, corresponding to an additional three years after the master level.

Since the introduction of new modules, new contents to teach, and new evaluation systems, learner autonomy has gained importance within the Algerian learning context in general and language learning more specifically. As an educational system, the LMD system seems support the promotion of learner autonomy in the Algerian universities, it considers the learner as the central focus of all pedagogical practices, lot of credit is given to learner's personal projects and classroom presentations which require a certain level of autonomy from the learner. In addition, the continuous evaluation of learner's progress in and outside the

---

<sup>12</sup> As the main objective of the [Bologna Process](#) since its inception in 1999, the EHEA was meant to ensure more comparable, compatible and coherent systems of higher education in Europe. Between 1999–2010, all the efforts of the Bologna Process members were targeted to creating the European Higher Education Area, which became reality with the Budapest-Vienna Declaration of March 2010.



classroom and discussing their learning process with their tutors is supposed to help learners gain some skills in controlling their learning and becoming more autonomous.

Despite these different reforms that have been made in the Algerian higher educational system, teachers seem keeping the same beliefs and using the same old methodologies. For them, the LMD system aiming at promoting learner autonomy is not appropriate and relevant to their learning context (Hadi, 2012). Students, as well, have been shown to resist being involved in activities that require autonomy; they rely heavily on classroom input (provided by the teacher), consult the teacher before taking decisions and take decisions concerning studies and career with family (parents) (Ghout-Khenoune, 2012; Banaissi, 2015).

### **2.10 The Teacher's Role in Learner Autonomy**

Learner autonomy, as defined in section 2.2, is the ability of the learner to take charge of his own learning. If so, what is the role of the teacher then? Is the teacher totally free from the responsibility? Little (1995) argues that learner autonomy does not mean the lack of any responsibility for the teacher; he writes “in the promotion of learner autonomy teachers’ task is to bring learners to the point where they accept the equal responsibility” (p.178). Little puts three basic pedagogical principles: learner involvement, learner reflection, and appropriate target language use for the development of learner autonomy. According to him the teacher should:

- Use the target language as the preferred medium of communication in the classroom and require the same for his learners;
- Involve his learners in choosing, discussing, analysing and evaluating their own learning activities- in the target language;
- Ask his learners to identify individual learning goals and pursue them through collaborative work in small groups;

- Ask his learners to keep written records of their learning- plans of lessons and projects, lists of useful vocabulary, whatever texts they themselves produce; and
- Engage his learners in regular evaluation of their progress as individual learners and as a class in the target language.

Teachers who are taking learner autonomy too literally cannot promote it, therefore Little explains that “We must provide the trainee teachers with skills to develop autonomy in the learners who will be given into their charge but we must also give them the first hand experience of learner autonomy in their training” (p. 179). It has to be noted here that this practical part i.e. ‘giving firsthand experience’ is what is lacking in our teacher education or training system.

Underscoring the role of the teacher in learner autonomy, Breen and Candline (cited in Yan (2012) classify the role of teachers into the following categories: teacher as manager and organizer of various kinds of activities; teacher as facilitator; and teacher as counsellor.

### **2.10.1 The Teacher as Manager and Organizer**

This is the first and foremost role the teacher has to play in class. The teacher no longer imparts knowledge, but is a manager of various activities which should be appropriate, effective and relevant to the classroom teaching and which will best meet the students’ needs and expectations. The teacher is no longer a source of facts, but a person who can see links, negotiate with learners course content and methodology, share with them information about the learning process, and encourage classroom discussion about it. However asking questions like ‘what do you want to do?’ without any preparation would be wrong. We cannot throw learners into the water without teaching them how to swim. Therefore, questions like ‘which topic do you want to work on?’, ‘do I want to work on my own or with others?’, ‘how can we share the work?’ are more likely to be helpful. In addition, it is very valuable for learners to

spend time for reflection and discussion of questions like these; they clarify their decision-making process and enhance their metacognitive strategies.

### **2.10.2 The Teacher as Facilitator**

Learners in the process of becoming autonomous need a teacher-facilitator to support them in order to reach the highest achievement. According to Voller (1997), a teacher should provide a psychological-social support which refers to the capacity of motivating learners and raising their awareness by using teacher's imagination, flexibility and creativity in selecting the materials, and a technical support which refers to helping learners plan and carry out their independent language learning. Teachers, therefore, should encourage learners, help them get rid of the uncertainty and anxiety and overcome the obstacles.

### **2.10.3 The Teacher as Counsellor**

The teacher as counsellor should be able to respond meaningfully to learning problems, often in advance of learner perceiving a need. He must be proficient in identifying symptoms of what one might call learning distress (Davis, 1987). Richards and Rodgers (1986) argued: "The teacher-counsellor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback" (p.25), therefore; teacher as counsellor has to give advice and help learners to achieve more efficient learning. In this regard, Percy and Ramsden (1980, cited in Camelleri, 1999) in their report on research of learner autonomy in higher educational English institutions, stress the relationship of learner and tutor. The learners involved in the experiment felt that it was essential that a link, both academic and personal, ought to grow between tutor and learner. A teacher may ask the question: how can I achieve the correct balance between help and independence? The role of the teacher here is to create from the beginning an atmosphere of trust and confidence within which learners feel free to exercise their independent judgement and follow their interests. The teacher-counsellor

should be available for a relatively long period of time during which a relationship can grow naturally. This relationship according to Smith (1980, cited in Camelleri, 1999) will change, develop, and finally decline since learners start gradually becoming autonomous.

Accepting responsibility and providing an environment that helps students learn how to learn more effectively is not an easy task. Teachers have to shift their roles from a dominator to a director and learners should act as the role of centre under the guide of autonomous learning theory. Teachers and learners should be partners during the process of autonomous learning.

In the present study, we choose to look specifically at the teacher as a counsellor since it is a powerful role that gives the teacher a new importance, and it is a new task that has been difficult for many teachers to assume.

### **2.11 How Learner Autonomy Can Be Promoted**

Due to the increased interest towards the concept of learner autonomy and, especially, its practical implementation, numerous scholars and practitioners have produced a vast array of literature on how to promote learner autonomy; each scholar approaches the issue from a slightly different angle. Although these approaches aiming at fostering learner autonomy differ more or less from one another, they share some underlying assumptions. First, in each approach it is assumed that learner autonomy is a context-bound that can be fostered with certain strategies and processes. Second, all approaches consider learner autonomy as the learner's ability that can be either fostered or suppressed. Esch (2010, cited in Pemberton, 1996) describes the promotion of learner autonomy as:

...the provision of circumstances and contexts for language learners which will make it more likely that they take charge - at least temporarily - of the whole or part of their language learning programme and which are more likely to help rather than prevent learners from exercising their autonomy. (p.37)

The term *pedagogy for autonomy* is frequently used for the approaches that aim at fostering learner autonomy in a classroom context, and the procedures those pedagogies incorporates are often referred to as *pedagogical strategies for autonomy*. According to Littlewood (1997), autonomy consists of three domains: autonomy as a *communicator* (on a task level), autonomy as a *learner* (on learning level), and autonomy as a *person* (on personal level). Then in order to be autonomous in any of the three domains, two elements need to be present: **ability** and **willingness**. Each element can be divided into two subordinate elements; ability into knowledge and skills, and willingness into motivation and confidence. In order to promote learner autonomy, the distinct elements need to be combined with the three domains, for example, a teacher might increase the learner's confidence in communication, or on knowledge involved in learning, and more specifically, learning strategies. While Littlewood's framework was described as very broad, Benson (2011) offers a more practical and detailed approaches to the issue of learner autonomy promotion. He identifies six approaches to fostering learner autonomy classified under two broad headings: **out-of class** based approaches including *resource-based* and *technology-based* approaches and **in-class** based approaches containing: *curriculum-based*, *teacher-based* and *learner-based* approaches.

*Resource-based* approach focuses on providing learners with opportunities and situations such as materials and resources to practice and foster their autonomy outside the classroom. With the provision of these opportunities which involve self-access or self-regulation with resources and counselling for learning, learners will be able to direct their learning through "the learner's interaction with learning resources" (Benson, 2001, p. 113). For example, Gardner and Miller (1999) saw self-access centres as a "way of encouraging learners to move from teacher dependence towards autonomy" (p.8). Those centres provide materials to students to use in their learning and, therefore, foster independence rather than

dependence on the teacher for continual direction. However, it is argued that even in these self-access centres where the interaction between the teacher and the learner is not really focused, the role of the teacher is essential in creating opportunities and training learners in using the materials, hence; using self-access centres is only one form of teacher-learner involvement is supporting learner autonomy.

Many studies suggest that teachers need to take advantages of learners' online social habits for educational purposes. The typical forms of *technological-based* approach are: computer-assisted language learning (CALL)<sup>13</sup> (Aston, 1997; Klaus, 2012; Milton, 1997), e-tandem learning<sup>14</sup> (Little, 2001) and computer mediated communication (CMC)<sup>15</sup> (Ankan & Bakla, 2011; Dang & Robertson, 2010; Hamilton, 2013). These technologies offer two important things for learners and learning: the development of control over learning content and opportunities for collaboration. They also allow for interaction among learners, between learners and target language users, and between learners and teachers that could otherwise be difficult to achieve in the classroom.

Again, it is learnt from the studies mentioned above that much emphasis should be put on the new role of the teacher, this latter may be a facilitator or advisor who helps students overcome the difficulties in using technology as a way to foster learner autonomy.

Several scholars (e.g., Sinclair & Ellis, 1984; Nuan, 1997) argue that learner autonomy begins in the (language) classroom; they classify *In-class* approaches to learner autonomy (that are essential to this present study) as: *curriculum-based*, *teacher-based* and *learner-based* approaches.

---

<sup>13</sup> Briefly defined by Levy (199, p. 1) as "the search for and study of applications of the computer in language teaching and learning".

<sup>14</sup> Also called distance Tandem is a method of [language learning](#) based on mutual [language exchange](#) between tandem partners (ideally each learner is a native speaker in the language the proponent wants to learn); learners exchange e-mail, phone, or other media messages in both languages and assist each other to develop their language communication skills.

<sup>15</sup> Any human communication that occurs through the use of two or more [electronic](#) devices.

*Classroom-based* approach emphasises that teachers should negotiate control and responsibility with their learners in the setting of goals, the learning process and determining evaluation and assessments (Nguyen, 2010, cited in Nguyen 2014, p. 38). Researchers within this approach believe that learner autonomy can be fostered through cooperative learning within classroom contexts, that is, learners are able to be responsible for their learning via working with their peers or teachers (Benson, 2001). For example, to turn students from passive recipients into active participants in a language programme, Miller and Ng (1996) studied peer assessment as one way to get students involved in their own learning to develop learner autonomy and they found that peer assessment does lead to positive results in terms of autonomy development. Nunan (1996) presents a picture of what an autonomous classroom and non-autonomous classroom look like.

**Table 5**

*Comparison between Autonomous and non Autonomous Classrooms (Adapted from Nunan, 1996, p. 21)*

Autonomous classrooms	Non-autonomous classrooms
- Decisions are made with much reference to students.	- Teachers make all decisions about content and classroom norms.
- Teacher introduces range of activities by taking students 'needs and interests into consideration.	- Students are exposed to the activities they are expected to perform.
- Students are allowed to reflect on, assess and evaluate their learning process	- The assessment and evaluation part are structured in a traditional manner in a way that tests and exams are carried out.

A curriculum is defined as a system of three interrelated processes: planning (needs analysis, aims or goals, materials and activities), enacting (teaching and learning in the classroom), and evaluating (assessing learning outcomes) (Snow & Kamhil-Stein, 2006, cited in Smith 2015). According to Benson (2011), in the *curriculum-based* approach learners are involved in decision making processes at the curriculum level and they are expected to make

the major decisions concerning the content and procedures of learning in collaboration with their teachers. Proponents of this approach (such as, Chan, 2001; Yildirim, 2008; Sakai, Takagi & Chu, 2010) focused their research on learners' responsibilities, attitudes, and beliefs about learning processes, and they argue that allowing learners' choice facilitates learners' decision making, flexibility, adaptability and modifiability. In a research conducted on how textbooks can help encourage learner autonomy in the classroom (admitting that textbooks play important roles in teaching and learning process and they can provide students with multiple choices about what to learn or opportunities to evaluate their learning), Reinders and Balcikanli (2011) argued that learners need explicit instructions to be responsible for all aspects of their learning in the classroom. Reinders and Balcikanli, also, found that even when some textbooks encourage learner autonomy, they offered "limited opportunity for practice to students" (p.265). Therefore, it is recommended that teachers play important roles in adapting textbooks to foster learner autonomy in their own classes.

The *teacher-based* approach emphasizes teacher autonomy, teacher education, and teacher's role as facilitator (Benson, 2001; Borg & Al-Busaidi, 2012; Feryok, 2013). In Benson's (2011) view, *teacher-based* approach puts a major emphasis on changing the role of teachers from an informer and knowledge keeper to a facilitator and counsellor who helps learners to develop awareness of the learning process and practice an attitude of responsible learners (sections 2.10.2 and 2.10.3), Little (1995) argued that "while learning strategies and learner training can play an important supporting role in the development of learner autonomy, the decisive factor will always be the nature of the pedagogical dialogue" (p. 175), and in order to foster learner autonomy in language learning, teacher must be knowledgeable about learner autonomy first.

*Learner-based* approach emphasizes the direct production of behavioural and psychological changes that are necessary for learners to be able to take greater control over



their learning and become better language learners (Benson, 2011). Therefore; it places a focus on training learners to develop learning skills and strategies, and proposes ways to incorporate these elements into the process of language learning, for example, training learners' metacognitive knowledge and skills in order to develop learner autonomy (Benson, 2001, 2013; Dislen, 2011; Ng & Confessore, 2010; Yu, 2006) and motivation (Spratt, Humphreys & Chan, 2002; Ushioda, 2011). For example, Ng and Confessore (2010) investigated the relationship of six learning styles to levels of learner autonomy in Malaysia. They found that there is a close link between the number of learning styles and learner autonomy and concluded by "those learners who were flexible in using different learning styles according to their needs and in understanding how this kind of adaptation fits particular situations were found to be more autonomous" (p. 10). Therefore, it is vital to take into consideration the diversity of learning style preferences when developing learning activities. One can think learner training for learner autonomy is only a learner-based approach while in fact it commonly incorporates the two approaches mentioned. Furthermore, for a strategy to be teachable, students must recognize the existence of a problem and realize the need to take strategic action, teachers must be able to exemplify the strategy and show its effectiveness, the strategy also needs to be repeatable in an independent way (Wilson, 2010, cited in Smith, 2015, p.5).

In our opinion, Benson's theories on how to promote learner autonomy tend to approach the issue from varying starting points and emphasize different issues; however since autonomy entails control over various aspects of learning, a pedagogy for promoting learner autonomy could be mainly based on a combination of many approaches and strategies in them.

## 2.12 Learner Training for Learner Autonomy

Although learner autonomy has received much attention in research and education lately and despite the resulting large body of literature, practitioners and teachers are still confused about how to promote it in their classrooms. In language education, much has been discussed and written about learner autonomy in terms of its definition, versions, levels, etc; however “few systematic and pedagogically applicable theories have been proposed to account for the development and implementation of learner autonomy” (Hsu, 2005, p.61). One conclusion that can be drawn from the literature in general, and from the discussion of learner autonomy in the previous sections is that autonomy cannot simply be promoted by introducing conditions for learners to work independently of the teacher. Passing decision making responsibility to learners or setting up self-access centres do not necessarily make those learners autonomous.

To be able to learn autonomously, instead, learners need to be prepared for and guided through a gradual process with the main objective of developing learners’ capacity for self-directed learning and enhancing their willingness to take more responsibility for their learning (Little, 1991; Sinclair, 2000). Holec (1981) states that learner autonomy is not an innate ability but must be acquired by ‘natural’ means or by formal learning, these two elements can be developed “through proper and deliberate methods by learners themselves or others” (Hsu, 2005, p.87). Proper approaches and techniques aiming at helping learners develop their learning autonomy can be referred to as pro-autonomy pedagogy, and is most often termed ‘learner training’ (or learning to learn).

### 2.12.1 Learner Training versus Learner Development

According to Sheerin (1997), learner development is considered as “cognitive and affective development involving increasing awareness of oneself as a learner and an increasing willingness and ability to manage one’s own learning” (p.59). For Wenden (2002)

and Benson (2011) learner development has resulted from the merge of two major schools: strategy training and learner training. The common feature between these two schools is that both of them seek to improve the effectiveness of learning however they differ in their approach to achieve this goal. Strategy training, mainly associated with the emergence of research into good language learner and learner strategies in North America with many pioneers such as: Rubin (1975), Naiman et al. (1978) and Rubin and Thompson (1982), focuses on teaching learners specific strategies or skills to “enhance the processing of learning required to complete concrete pedagogical tasks” (Wenden, 2002, cited in Quynh, 2013). On the other hand, learner training which takes its roots in adult education in Europe and holds a more humanistic and socio-constructivist stance (Sinclair, 2000; Hsu, 2005), aims to promote effective learning and emphasises learners’ self-direction and responsibility through reflecting consciously on their learning and experimenting different learning strategies, considering them the keys to life-long learning. That’s why Hsu (2005) considers learner training to be more strongly related to learner autonomy. In recent years, it is noted that the North American school (strategy training) has moved more towards the European school (learner training) as it has started to include responsibility and metacognition (Hsu, 2005, cited in Quynh, 2013). Therefore they basically now mean the same thing in terms of learning to learn content and approach. Benson (2011) supports the use of the term ‘learner development’ and consider it “the broad range of practices involving training, instruction, and self-directed development over the past two decades” (p.154). In her book chapter, Esch (1997) notes that:

[t]here are no ‘autonomous learning skills’ to be trained and, indeed, the word ‘training’, with its connotations of automatic behaviour and its associations with ‘drills’ – military or otherwise – seems to sit particularly unhappily next to ‘autonomous learning’. (p.165)

Sinclair (2006) states that in language learning the term ‘learner training’ is debatable among proponents of autonomy. Therefore, many other terms, such as ‘learning learning’, ‘learning to learn’, ‘learner development’, and ‘promoting autonomy’ have been used in place of the term ‘training’ which seems to be “too narrowly and too functionally focused”

In fact, the terms ‘learner development’ and ‘learning to learn’ are now considered as synonyms and can be used interchangeably, also both have been criticized for their association with strategy training (Benson, 2011).

In the present study, we will use the term ‘learner training’ as synonym for ‘learner development’ and ‘learning to learn’. Learner training starts in the classroom and involves both the learner and the teacher, this latter gradually transfers responsibility and control to the student and equip him with the specific skills and strategies to enable him take up greater responsibility and control of his learning. Furthermore, and in order to help first year university students of English develop the capacity and willingness necessary for greater autonomy, we will implement a model of learner training which is a combination of classroom-based learning- to learn activities, learning contracts, learning diary for self study, and presentations on language skills for collaborative learning (this will be presented in chapter three).

### **2.12.2 Learner Strategies in Learner Training**

In the field of learner autonomy, learning strategies are of paramount importance (Oxford, 2008); therefore a high number of publications have resulted from research on how to increase learning efficiency by strategy instruction (e.g., Wenden, 1987; Oxford, 1990; Wenden, 1991; Cohen, 1998; Chamot, 2008; Oxford, 2011). Oxford (2001, p.166) asserts that “autonomy requires conscious control of one’s own learning processes”. This position is also supported by Wenden (1991), who argues that without learning strategies, learning can hardly take place and autonomy may result in ‘all talk, no action’.

Similar to learner autonomy, a considerable number of researchers have defined and classified the concept of learning strategies in different ways (e.g., Wenden, 1997; O'Malley & Chamot, 1990; Cohen, 1998; Oxford, 2008). In the present study, the term 'learning strategies' is used to refer to "goal-oriented actions or steps (e.g., plan, evaluate, analyse) that learners take, with some degree of consciousness, to enhance their learning" (Oxford, 2008, p.41). Researchers have tried to produce different kinds of lists of learning strategies, the two most well known and applied ones seem to be O'Malley and Chamot's (1990) three- parts classification and Oxford's (1990) six-fold taxonomy.

In 1990, O'Malley and Chamot classified language learning strategies into three categories:

- Cognitive strategies: relevant to the learning activities used by the learners to process new information, such as repetition, summarizing, and using visuals.
- Metacognitive strategies: refer to the activities that reflect a learner's knowledge and management of his learning, such as planning, monitoring and self- evaluation.
- Social/ affective strategies: account for the social and affective aspects related to learning, such as cooperation with peers, using self talk or questioning for clarification.

Oxford (1990) developed the so- called Strategy Inventory of Language Learning (SILL) which also applies to teaching. In this inventory, Oxford breaks learning strategies into two major categories: Direct and Indirect, which are, however, further divided into six sub groups.

- Direct strategies: refer to those that are used for "dealing with the new language ... working with the language itself in a variety of tasks and situations" (*ibid*, p. 15), they include:

A. Memory Strategies (creating mental linkages, applying images and sounds, reviewing, and employing action)

- B. Cognitive Strategies (practicing, receiving and sending messages, analysing and reasoning, and creating structure for input and output).
  - C. Metacognitive Strategies (centring learning, arranging and planning learning, and evaluating learning).
- Indirect Strategies: are for “general management of learning” (*ibid*, p.17), they include:
    - A. Social Strategies (asking questions, cooperating with others, and empathising with others)
    - B. Affective Strategies (lowering anxiety, encouraging one’s self, and taking emotional temperature)
    - C. Compensation Strategies (guessing intelligently, and overcoming limitations).

In the present study, we chose to use Oxford’s (2008) summarized version, and we classify language learning strategies into four categories:

- Cognitive strategies for mental processing of the language and creating cognitive schema (frameworks), such as *analysing* and *synthesising*;
- Affective strategies for managing, volition and emotions, such as *developing positive motivation* and *dealing with negative emotions*;
- Metacognitive strategies for guiding the learning process itself, such as *planning* and *evaluating*;
- Socio-interactive strategies for aiding the learner within the specific sociocultural setting, such as *collaborating* and *noticing sociocultural factors*.

Based on the assumption that learning strategies are a key component in promoting learner autonomy (Little, 1994), we introduced learning strategies in the tutoring programme; it was not a direct strategy instruction but rather a support for learners to help them discover the most suitable strategies for learning the aspects of the language (English) they selected

and shared with the class in their oral presentations. Furthermore, through the use of learning contracts and learning diaries (discussed in chapter three), learners were encouraged to apply metacognitive strategies in order to help their learning. Benson (2011) comments:

Research evidence suggests that explicit instruction in strategy use can enhance learning performance. It does not, however, show that it is necessarily effective in enabling learners to develop the capacity for autonomous learning. The risk involved in explicit instruction is that learners will develop a set of learning management skills, without developing the corresponding abilities concerned with control over cognitive and content aspects of their learning that will allow them to apply these techniques flexibly and critically. Open-ended, reflective models appear to be more effective in fostering autonomy because they integrate these three dimensions of control and allow the learners to develop an awareness of the appropriateness of strategies to the overall self direction of their learning. (p, 161)

### **2.13 Assessing Learner Autonomy in Language Learning**

Do we need to assess autonomy? It is widely accepted that learner autonomy has several educational advantages; it helps learners become more independent and, more significantly, more proficient in language learning (Dickinson, 1987; Sinclair, 1999). Benson (2001) claims that “if we aim to help learners become more autonomous, we should at least have some way of judging whether we have been successful or not” (p.54); therefore, a systematic way to measure learner autonomy is needed. The promotion of learner autonomy can be a basis to award credits in a certificate awarding program (Ravindran, 2001), a benefit of self accessed learning (Reinders and Lázaro, 2008), or the result of a learner training programme (Hsu, 2005); therefore, it is necessary to measure changes in learners’ levels of autonomy in order to validate the effectiveness of these strategies and to ensure that it is not simply “an act of faith” (Sinclair, 1999, p. 96). In addition, Benson claims that measuring

autonomy allows researchers identify the developmental process of autonomy acquisition (2001, p. 51) and how it develops over time (2010, p. 78). A measure of autonomy would provide data which could be used for needs analysis, potentially providing evidence of learner beliefs and learner readiness for self-study (Cotterall, 1995). There is, therefore, evidence from the literature that an autonomy measure would be useful for supporting learners, for assisting teachers, planners, and material developers, and for researching the nature and development of autonomy.

Can we measure learner autonomy? Measuring learner autonomy, unfortunately, is not a simple task for it is a multidimensional construct (e.g. Hurd 2004; Benson, 2001; Blin, 2004). Multidimensionality means that autonomy is not one thing and it may be manifested differently for different dimensions, therefore it may not be accessible by means of a single quantitative measure.

O' Leary (2007) presented three main issues involved in measuring learner autonomy:

1. Autonomy is a matter of degrees (Nunan, 1997) and our ability to measure these degrees is limited because “we know little about the stages that learners go through in developing their autonomy in different contexts of learning other than that the process is highly uneven and variable” (Benson, 2001, p. 53). Furthermore, from a socio cultural point of view, Benson and Cooker (2013) contend that “autonomy is constituted by a variety of abilities and dispositions and is liable to vary from person to person and, within the same person, from context to context and from time to time”.
2. The second issue on measuring learner autonomy arises in the difficulty researchers and practitioners face when trying to describe the behaviour of autonomous learners. Sinclair (1999) explains this complexity by stating that it “is not an easily described single behaviour” and “there are so many variables that affect learner’s degree at one time that it is clearly impossible to evaluate autonomy based on observable behavior”.



His point of view is shared by Benson (2001) who declared that “although we may be able to identify and list behaviours that demonstrate control over learning we have little evidence to suggest that autonomy consists of any particular combination of these behaviours”

3. The ‘mask of autonomous behaviour’. Breen and Mann (1997) use this metaphor to indicate the possibility that learners will demonstrate autonomy without necessarily becoming more autonomous in a deeper sense:

Learners will generally seek to please me as the teacher. If I ask them to manifest behaviours that they think I perceive as the exercise of autonomy, they will gradually discover what these behaviours are and will subsequently reveal them back to me. Put simply, learners will give up their autonomy to put on the mask of autonomous behavior. (Cited in Paran & Sercu, 2010, p.84)

A desire to ‘please the teacher’ does not necessarily entail a lack of autonomy, and it may lead to the adoption of autonomous behaviours of the learners’ own choice. The problem here is related to the distinction between autonomous behaviour and autonomy as a capacity. Therefore, Benson (2001, p.68) claims that “if we are to measure learner autonomy reliably, we will somehow have to capture both the meaning of behaviours and their authenticity in relation to an underlying capacity for autonomy”.

Another influential theme in the literature on measuring learner autonomy is measuring ‘readiness for autonomy’. What is readiness for autonomy? Hollec (1981) suggests that autonomy has to be acquired, and this is achieved through two processes:

1. A *deconditioning process*: which is a psychological preparation where learners shed misconceptions about their role and language learning e.g.: there is only one ideal method and teachers possess it, or that learners cannot assess their own learning. According to Holec learners with such attitudes and beliefs are considered as un-

conducive to autonomous learning, that is to say, they are not 'ready' to learn autonomously.

2. In addition to learners' attitudes and beliefs, readiness for autonomy consists also of "a high degree of metacognitive awareness, i.e., knowledge about learning" (Sinclair 2000, p.7). It is the *metacognitive process* and we have already presented the different components of metacognitive knowledge in section 2.4.4 (i.e.: knowledge about the learner himself, knowledge about what is being learned, knowledge about the learning context, and knowledge about the learning process).

Hollec states that learner can gradually move from 'a non- autonomous state to an autonomous one' only through these two processes that are fundamental to readiness for learner autonomy.

In summary, readiness for autonomy means learners' positive attitudes and beliefs that enhance their willingness to learn autonomously in addition to the sufficient knowledge about learning which enable them to perform autonomous learning. Several researchers (e.g., Cotterall, 1995; Chan, 2001; Breeze, 2002; Sprat et al., 2002; Thang & Alias, 2007; Yildirim, 2008) argued on the central role of measuring readiness in promoting learner autonomy and concluded by saying that it ( measuring readiness) is necessary before implementing any plans to promote learner autonomy.

If autonomy is said to have degrees (as indicated is section 2.7) and is in that sense measurable, how could this measurement be carried out? A survey of the literature on learner autonomy shows that there have been several attempts to measure learner autonomy indirectly through its relation with observable and measurable factors. According to Sinclair (1999), this can be done by:

- Measuring Learners' Proficiency gains ( Green & Oxford, 1995)
- Feedback from teachers and learners (Nunan, 1997)

- Monitoring learners' behaviour by logging their activities (O'Malley & Chamot, 1990)
- Researching the effect of strategy training in terms of effectiveness and frequency of strategy use (O'Malley and Chamot, 1990).
- Evaluating the capacity.

However, these approaches of measuring autonomy through its relationship with other factors prove to be problematic and suffer from various shortcomings e.g. it is difficult to eliminate other variables to make a clear relationship between learner autonomy and a chosen factor. Furthermore, approaches such as learners' logs or diaries to measure autonomy are constrained by learners' linguistic proficiency "often students record their written comments in as economical a manner as possible" (Sinclair, 1999, p.98).

Therefore other researchers such as (Sinclair, 1999; Champagne et al, 2001; Lai, 2001) chose to break down the concept of learner autonomy in measurable constructs for a direct assessing approach. Benson (2010) suggests using the term 'control' to describe the relationship between the student and the learning concept, i.e. autonomy and then he puts a framework to measure the degree of control of the learning process, this framework consists of three 'poles of attraction in regard to control over learning': 'students control', 'other control', and 'no control'.

Although Benson(2010) framework has been supported by five previous studies mentioned in his work, our view of measuring learner autonomy is more aligned with Sinclair's (1999) approach, for our focus in this study is on students' *willingness* and *capacity* to take responsibility (see definition of autonomy in this study). Sinclair's understanding of autonomy is in line with Holec's (1981) in that both of them consider it (autonomy) as a term "describing a potential capacity to act in a given situation-in our case- learning, and not the

actual behavior of an individual in that situation". Therefore, assessing autonomy can be seen as a process of monitoring this capacity to find evidence of learners' degrees of autonomy.

Sinclair (1999) states that there is a clear link between the development of metacognitive awareness, or metacognition (a term used first by Flavel, 1970 to refer to learners' awareness of the learning processes), and learner autonomy:

the principle challenge is to evaluate the 'capacity' for making informed decisions about language learning. In other words, it is necessary to monitor learners' metacognitive awareness, an area which has mostly been neglected by the teaching profession and educational researchers. (p. 101)

Hence, measuring the development of metacognitive awareness is central to the assessment of learner autonomy (Sinclair, 1999). Sinclair (2000) suggests using the following questions as useful criteria to assess learners' levels of metacognitive awareness.

Can students:

- Provide and evaluation of the strategies used?
- Describe the strategies they used?
- Provide a rationale for their choice of learning activities and materials?
- Describe alternative strategies that they could have used?
- Describe their plans for learning?
- Identify their strengths and weaknesses? (Sinclair, 1999, p.103)

Responses to these questions can be used to classify learners' metacognitive awareness as:

- Largely unaware
- Becoming aware
- Largely aware

The conceptualisation of promoting learner autonomy as developing learners' metacognitive knowledge to take responsibility for learning forms a theoretical framework for

this study, and we will argue that Sinclair approach is suitable for our need to examine the development of students' autonomy through the proposed tutoring programme.

Having reviewed the theoretical and philosophical aspects of learner autonomy in the literature of language education, our point of view of learner autonomy in the present study is that autonomy in learning entails taking responsibility, which means that learners should be aware of their role as the main agent in the learning process if they are to achieve success. Therefore, students will need the capacity and willingness to do so; they need the skills and knowledge necessary to manage and perform learning effectively. In language learning these skills and knowledge could be subsumed under four areas: knowledge of oneself as learner (i.e., attitudes and beliefs, motivation, learning styles), knowledge of the learning context (i.e., available resources, educational requirements, the socio-political and cultural context), knowledge of the language learning processes (i.e., language learning strategies), and language awareness (i.e., knowledge of the language system and use). In addition, we believe that developing in learners a deeper awareness of these areas can be done through 'learner training' where we can further develop the learners' previous skills and knowledge together with positive attitudes towards taking more responsibility in learning. However, before learners become willing and able to take full responsibility and hence learn autonomously, stages such as reactive and proactive autonomy may be relevant (Littlewood, 1999); learners will need to experience other initiated direction before they are able to create one for themselves.

This conceptualisation of developing learner autonomy through developing learners' metacognitive knowledge establishes a theoretical framework for the present study, sets guidelines for the design of research instruments and provides conceptual foundations for the analysis and discussion of data.

In the following section, we will examine the concept of ‘tutoring’; we will review its different definitions, its different types, its theoretical background, the role of the tutor and various other aspects.

## **2.14 Academic Tutoring**

### **2.14.1 What is Tutoring and what is Its Origin?**

The Oxford Advanced Learner’s Dictionary (2010) defines tutoring as helping students improve their learning strategies in order to promote independence and empowerment. The dictionary also describes a tutor as: a private teacher, especially one who teaches a student in a one-to-one or small-group interaction. Other definitions state that a tutor is one who guards, protects, watches over, or takes care of another person. In the United States, the term ‘tutor’ is generally associated with the one who gives professional instruction (sometimes within a school setting but often independently) in a given topic or field.

The use of tutoring as a method of helping someone to learn has some very deep historical roots. In fact, it is probably one of the oldest teaching methods, dating back to the ancient Greeks who used to educate their children by getting them together in small groups in order to exchange knowledge and discuss topics. The Socratic Method<sup>16</sup>, a way of questioning a student to help him arrive at a conclusion himself and which is often used during tutoring sessions, is based on the writing of Socrates from that time. Aristotle, just like his tutor Socrates, was well known tutor and, in fact, was referred to by many as ‘The Father Teacher’, he was also the tutor of Alexander the Great. Tsukerman (1997, cited in Alesksandrovna et al. 2015) states the existence of features of tutoring system at Confucian pedagogy which is based on principles of student cooperation. During the middle ages the children of nobles and the wealthy continued to receive their education from tutors, while children from poorer

---

<sup>16</sup> Also known as maieutics, method of elenchus, elenctic method, or Socratic debate, is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate [critical thinking](#) and to draw out ideas and underlying presuppositions

families would often become apprentices to learn a craft or skill from a master, another one-to-one form of teaching.

In the 16<sup>th</sup> century, and with the appearance of more formalized educational institutions, tutoring made its way to budding Western culture, first at the British colleges such as Oxford and Cambridge (now Oxford University and Cambridge University) where tutors were described as ‘having responsibility for the conduct and instruction of their younger colleagues’ (Moore, 1968). Furthermore, students who wished to attend Harvard College at that time often required tutoring in Latin prior to even being admitted to the college. During following centuries tutor system began to play the main role in European universities systems, and lecturing was a complementary part. In the 21st century, tutoring still maintains its distinctive role in education, and remains an important way of learning; it is implemented at all levels of education from kindergarten to the university where it is considered as a means to promote learners independence, increase their motivation to learn and hence achieve success (Ching & Chang-Chen, 2010; Flores, Simão, & Carrasco, 2012). Tutoring at universities can be used in various forms (e.g., peer tutoring<sup>17</sup>, developmental tutoring) and in various areas (research, support for gifted students or assistance for students who experience learning difficulties) (Colvin, 2007; Falchikov, 2001; Flores et al., 2012; Topping, 1998). New forms of tutoring, such as e-tutoring<sup>18</sup>, are also developing (Burnnet, 2003). The following is a selection of some definitions to the term ‘tutoring’ suggested by different authors; some of them are translated from French to English by the researcher and all reveal and reinforce the notion of aid and accompaniment.

Ross MacDonald (2000), in his guidebook *The Master Tutor*, refers to tutoring as an act which facilitates or provides a structure for another’s learning. According to Danner,

---

<sup>17</sup> Peer tutoring (also referred to as peer learning, cooperative/collaborative learning and peer collaboration), refers to the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher.

<sup>18</sup> The process of [tutoring](#) in an [online](#), virtual environment or networked environment in which [teachers](#) and learners are separated by time and space.

Kempf and Rousvoal (1999, p. 247), tutoring, as a generic term, offers both a modern form of mutual instruction placing great emphasis on peer teaching, and a pedagogical guidance that consolidates the learning process of the teaching-learning relationship. Brixhe (1998, p. 8) considers tutoring as an aid on which relies the one who is not yet strong enough to be autonomous. In the same vein, While Endrizzi (2010, p. 16) regards tutoring as a particular form of the accompaniment which associates a beginner and a less novice person in a given field of competence, during a given period. For Peyrat-Malaterre(2011, p. 46), tutoring is rather focused on academic knowledge, in a classroom, on a relationship of a person to one or more others and over a short period of a few weeks. Powel (1997) considers tutoring as:

assistance that is provided to students to help them attain grade-level proficiency in basic skills and, as appropriate, learn more advanced skills. Tutoring usually involves assisting with homework assignments, providing instruction and fostering good study habits. Tutoring is provided by class peers, older students, college students, professionals and older adults. (p.3)

Therefore and for the purpose of this study, academic tutoring (which is our concern) is defined as **a form of assistance which provides support and accompaniment to students in order to improve their learning strategies and promote their independence and empowerment. Tutoring develops the ability of self-study, time management and the pace of learning.** It requires of students responsibility for their own learning, actions taken and their consequences (Alakija, 2005). To put it briefly, tutoring is a way out to apply the learner- centered approach.

Why Academic Tutoring? Most of the studies on the effectiveness of tutoring in higher education show that its application offers students many benefits: it strengthens motivation for learning and increase academic success (Falchikov, 2001; Jarvis, 2002; Johnson & Johnson, 2009), develop students' autonomy (Bain, 2010), promote meta reflection on the learning



process, and develop high-level cognitive skills (Zimmermann, 2002, 2008). In addition, tutoring makes the transition from factual knowledge (know what) to knowledge with a practical application (know why, know how) more easier (Shaw, Carey, & Mair, 2008). Students' participation in tutoring allows for the development of talents and the ability of creative and innovative thinking, hence creating leaders of social change, and this is what the society needs. Furthermore, tutoring has some advantages for the tutors: the source of improvement and professional satisfaction (Falchikov, 2001; Gregory, 2002), self-reflection on their own actions (Bell & Mladenovic, 2008; Bell, Mladenovic, & Segara, 2010), and even social ones.

### 2.14.2 Tutoring versus Mentoring

When searching for the relevant literature on tutoring, we often found it (tutoring) accompanied with the term 'mentoring', that is to say; '*tutoring and mentoring*', so we felt the need to examine the concept of mentoring and try to investigate its relationship with tutoring. In fact, the term 'mentor', which implies leading by example, derives from the name of the teacher of Telemakhos<sup>19</sup> in Homer's *Odyssey*. Book3: 'Mentor, how can I do it?' Actually, both mentoring and tutoring involve promoting achievement and instilling positive attitudes in people (children, adolescents and adults); however they would not be taken as synonyms. While tutoring (a tradition of British school) is used in academic circles for assisting individuals in their studies, mentoring (a tradition of American school) is used by organisations such as boys and girls scouts for providing companionship, advice, guidance and support. The tutor is knowledgeable about the subject area and he is able to pass on skills and knowledge, however the mentor is usually more experienced and qualified than 'mentees' in the same profession or organisation and who can pass on experience and knowledge. Unlike the tutor who focuses on learning specific skills and knowledge, the mentor focus is on

---

<sup>19</sup> A figure in [Greek mythology](#), the son of [Odysseus](#) and [Penelope](#), and a central character in [Homer's Odyssey](#).

career and personal development. Different from tutoring which is organized in formal timetabled sessions, mentoring takes place in informal meetings that take place when the mentee needs some advice, guidance or support. Hence, we arrive at the conclusion that our concern in this study is much more on tutoring rather than on mentoring. In addition, many other practices such as: coaching, monitoring, counselling, are often confused with tutoring and sometimes considered as synonyms, for they all share the ideas of help, support and assistance. We would like to explain that we choose to use the term ‘tutoring’ for two reasons; first, it is the term used in our official ministerial documents, second, tutoring is mainly used in academic context especially in higher education; whereas the others (coaching, mentoring, counselling) can be found and implemented in other fields such as business, sport, and other professional careers. We also consider that a tutor should combine the three roles: a coach, a monitor and a counsellor (more details on the role of the tutor will be presented in the following sections).

### **2.14.3 Theoretical Background of Tutoring**

Academic tutoring has strong theoretical background; it is the purpose of this section to review these various theories in order to allow for the description, understanding and forecasting of the processes and problems occurring in it. The theoretical background of tutoring is based on early, *cooperative learning* theories, *cognitive development* theories, and theories relating to *personal and professional development*.

#### **2.14.3.1 Cooperative Learning Theories**

Academic tutoring has important connections with the theory of *cooperative learning* whose sources can be found in the theory of *social interdependence* (originally developed by Deutsch (1949), extended and generalized later by Johnson and Johnson (1989, 2005, 2009). Social interdependence exists when individuals share common goals, and each person’s success is affected by the actions of the others. Deutsch conceptualized three types of social

interdependence: positive, negative, and none. Positive interdependence occurs when the actions of individuals promote the achievement of joint goals; negative interdependence happens when the actions of individuals hinder and obstruct the achievement of each other's goals; and no interdependence results in an absence of interaction. According to *the social interdependence* theory, individuals' cooperation in achieving their goals is "based on their internal motivation, driven by interactions directed at encouragement and mutual facilitation of the learning effort" (Johnson, Johnson & Smith, 1998, cited in Krajewska & Kowalczuk-Waledziak 2014, p.2).

Internal motivation is the source of activities taken by the tutor and tutees together; it is directed at students' cognitive and extra cognitive development. Positive interdependence between the tutor and tutees creates the need for mutual help and the sense of engagement and responsibility for the execution of tasks.

#### **2.14.3.2 Cognitive Development Theories**

Created first by the Swiss Jean Piaget many years ago, the theory deals with nature of knowledge itself and how humans come to acquire, construct and use it.

Piaget proposed four distinct stages of cognitive development in children: sensorimotor, preoperational, concrete, and formal. He explained that the transition from one stage to another is different in different people, and that many factors such as biological maturation, experience and social environment may influence the individual progress in particular stage. Piaget emphasized the importance of cognitive conflict for constructing one's own knowledge, i.e., he believed that individuals construct an understanding of the world around them, experience conflicts between what they already know and what they discover in their environment, and then they adjust their ideas accordingly. Also Piaget stressed the significance of individuals' cooperation for their cognitive development. The basic

assumptions in cognitive development are still valid and useful (e.g., child-centred classrooms and open education are direct application of Piaget's views).

In the same vein in 1978, Vygotsky stressed the importance of social factors in cognitive development; he stated that the full cognitive development of individuals requires individuals' cooperation, social interaction, and mutual influence. He explained that the scope of one's cognitive abilities developed 'under adult guidance or in collaboration with more capable peers' surpassed the development accomplished 'by individual problem solving'. (cited in Krajewska & Kowalczuk-Waledziak, 2014).

Both Piaget and Vygotsky emphasize the importance of cooperation with teachers and more talented peers for developing students' intellectual potentials, such as critical thinking, objectivism, and discursive reflection. The tutor can facilitate and accelerate his students' (tutees') cognitive development through providing assistance, involving in discussion with them, and exchanging arguments.

From the above discussion, it can be clearly demonstrated that both cognitive development and cooperative learning theories help to understand the course of the tutoring process.

### **2.14.3.3 Personal Development Theories**

Learning leads, without doubt, to personal changes and personal development. Therefore Rogers (1969) distinguishes two types of learning: *cognitive*, which corresponds to academic knowledge such as learning vocabulary or multiplication tables and which he considered as meaningless, and *experiential* (significant) referring to applied knowledge such as learning about engines in order to repair a car. With his *experiential learning* theory, Rogers stated that learning must be experienced by the individual personally; "the whole person in both his feeling and cognitive aspects [is] in the learning event" (p. 5, cited in Weibell, 2011). He determined three important conditions facilitating individual's experiential learning:

1. Student's full participation in the learning process and his control over its nature and direction.
2. Direct confrontation with practical, social, personal or research problems.
3. Self evaluation as the principle method of assessing progress or success.

Those conditions pointed out by Rogers can be found in tutoring, where full personal involvement in learning is required. Students' participation in tutoring is an opportunity to learn by experience and to discover oneself and one's capabilities. Rogers considers the role of the teacher is to facilitate learning by setting a positive climate, clarifying the purposes of the learner(s) and balancing intellectual and emotional components of learning. This is exactly what the tutor is supposed to do.

The theories of *self regulation of learning* are based on the assumption that students can improve their learning ability by using selected metacognitive and motivational strategies (Zimmerman, 2002). Learning, therefore, is viewed as an activity that students do for themselves. Those students are proactive in their efforts to learn because they are aware of their strengths and task related strategies. Tutors' involvement in activities designed to improve some aspects of individuals' performance is very beneficial for the tutee, as it helps him (tutee) generate his own feedback, enable him to monitor his performance and develop skills necessary for autonomous performance monitoring. Students' participation in tutoring and direct relations with the tutor helps them develop self-regulation of learning.

Derived from original empirical research by Marton and Saljo (mid 70's), developed by Entwistle (early 80's), Biggs (later 80's) and Ramsden (early 90's), the *deep learning* approach comes "from a felt need to engage the task appropriately and meaningfully, so the student tries to use the most appropriate cognitive activities for handling it" (Biggs, 2011, p16). Using this approach students make a real effort to connect with and understand what they are learning. This requires a strong base knowledge for students to then build on seeking

both detailed information and trying to understand the bigger picture. These benefits resulting from the *deep learning* approach are significant in tutoring. Direct contact with the knowledge, skills and experience of tutors, as well as their influence, assistance and support, inspire and direct students to develop their cognitive and personal potential.

Students' active participation in tutoring supports their pursuit of self-actualization and the development of their abilities. In 1954, A.H. Maslow explained that human motives (needs) have a shape of a pyramid, with the largest, most fundamental needs (biological and physiological needs: air, food, drink, shelter, etc) at its bottom. Maslow placed above them the activities aiming at meeting the safety needs (personal and financial security, stability, freedom from fear,...), followed by social and psychological motives of love and belonging (being part of a group (family, friends, work), respect and esteem, receiving and giving affection and love). On the top of the pyramid are the motives oriented at self-actualization (realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.). Maslow claimed that an individual must first accomplish the lower level to be able to move towards the higher one; he noted, however, that only one in a hundred people become fully self-actualized. Students' participation in tutoring ensures them their esteem and respect for the accomplished effects and effort made. In addition, activities done by students under the tutor's guidance promote their quest of self-actualization.

We can conclude by saying that academic tutoring has solid theoretical background which justifies the need to introduce and apply it in the higher education system. These educational theories, mentioned above, underlay specific benefits for both the tutors and the tutees (Goodlad and Hirst, 1989, pp 61-63):

- Tutors develop insight into the teaching/learning process and can cooperate better with their own teachers.
- Tutors develop their sense of personal adequacy.

- Tutors reinforce their knowledge of fundamentals.
- Tutors, in the adult role and with the status of teacher, experience being part of a productive society.
- Tutees receive a more individualized, structured and systematic learning experience.
- Tutees may understand key concepts, to learn to think critically and to develop problem solving skills.
- Tutees may improve their academic performance and personal growth.
- Tutoring generates a positive attitude toward specific subject matter and learning in general.
- Tutoring encourages communication between students and instructors.
- Tutoring can promote self-confidence and self-esteem.
- It may motivate self-paced and self-directed learning.
- It Provides intensive practice for students who need it

#### **2.14.4 Responsibilities and Tasks of a Tutor**

According to Danner, Kempf and Rousvoal (1999, p. 247), tutors in education are mediators between the learner and the institution. They can be full-time lecturers who express an interest in becoming involved in tutoring. They have to have social and communication skills and have taught on the degree their tutees are studying. Tutors can also be students in the final years of the undergraduate degree, master's degree or doctorate (peer tutoring) who have enough time and the appropriate social and communicative skills. These peer tutoring initiatives have become widely adopted across European universities as a way of integrating students into the higher education system (Risque, 2011). However, in the Algerian higher educational context tutoring is designed by policy makers to be implemented by teachers. Usually tutors are assigned jointly by the faculty or school and the department, and every tutor should be responsible for a number of learners. The purpose of a tutor is to encourage

the students in their own mastery of the subject, and monitor their progress both academically and socially; his role is also to encourage involvement, commitment, and high standard of work and behaviour. The tutor is the facilitator of the tutorial process; he guides the group, ensures the participation of all members and keeps it from going 'way out in left field'.

The tutor responsibilities include:

- Facilitating a learning climate that is rigorous, but open and non- threatening. The learners should be comfortable enough to identify their difficulties openly, to challenge one another and to admit they "don't know".
- Helping students think beyond the course and encourage them to actively participate in university life.
- Encouraging critical thinking and ensuring that the students' knowledge is challenged and probed.
- Listening to the student in order to determine what he (student) thinks he knows and what he thinks the problems and solutions are. The tutor should ask questions and guide the student's learning. The tutor must show the student ways to discover answers to their own questions.
- Promoting efficient group function by: - assisting the group to set early goals and a plan which can be modified - sensing problems in tutorial function and helping the group to deal with them - making students aware of the need to monitor group progress - serving as a role model for productive ways of giving feedback.
- Promoting individual learning by: - helping students to develop a study plan, considering students' goals and programme goals - helping students improve study methods including the selection of appropriate learning resources.
- Evaluation through: - reviewing and clarifying course goals with the group - helping students define personal objectives - helping students select appropriate evaluation



methods - reviewing demonstrated learning achievement and ensuring that the student gets feedback - reporting on individual student learning progress.

### **2.14.5 Tutoring in the Algerian Higher Education System**

Tutoring in the context of the Algerian higher educational system is a new pedagogical activity for teachers involved in the LMD system. It allows a direct relationship between the teacher and the learner outside the academic sessions so their interaction becomes easier and closer. Also, it is provided through an individual commitment between the tutor and the president of the university (rector) up to a maximum of nine months per year and four hours per week (Appendix A: Article 06 of the executive decree N°09-03 of January 1, 2009.). The required teacher's role behind tutoring is that of the guide as he may give learners pedagogical information they may need throughout their path as he may get informed about their difficulties. Moreover, the task of the teacher becomes wider here as he is supposed to advise and orient his students throughout their learning process. Tutoring is considered as a voluntary act whose mission is to guide the student to facilitate his integration into university life and access to information of the work world. According to the Executive Decree No. 09-03 of 06 Moharram 1430 corresponding to January 03, 2009 (Appendix A), which specifies the tutoring mission and sets its modalities, the tutor's mission is provided by the teacher researcher practicing within the university; it can also be done by students who are preparing a master or a doctorate within the same institution but under the supervision of a teacher-researcher responsible for tutoring. The head of the field proposes the list of tutors to the head of the department who submits it to the dean or the institute's director for approval (Appendix A: Article 05 of the executive decree N°09-03 of January 1, 2009). At the Algerian university, the task of the tutor is different from that of the teacher. The Ministerial Decrees of 16 June 2010 and of 03 November 2011 (No. 713) (Appendix B) specify that the tasks and activities of the tutor are of four main aspects:

1. *Informative and administrative aspect (Home, Orientation and Mediation):*

**Home:** The student find someone who is always listening and who helps him to find solutions to problems encountered at the university he discovered for the first time. The tutor explains to the student the LMD system, teaching units, modules, credits and debts progression, training curricula, attendance at lessons.

**Orientation:** students who joined the university of which they ignore structures, operation and teaching methods must be guided and oriented in "space and time": amphitheatres, TD and TP rooms, library, rectorate, faculties, space student organizations, first aid, social security etc.

**Mediation:** The student can be advised by the tutor for the steps he must take with the different university services. He will be made aware of the role of the delegate.

2. *Pedagogical aspect (Organization Learning of personal work):* it takes the form of

accompaniment to learning in order to assist the student in organizing his own work. The student will be taught to: take notes, reread his classes, prepare his exercises, prepare his practical work, search and consult the books.

3. *Technical and methodological aspect (Initiation to methods of academic work and use*

*of tools and pedagogical materials).* To guide students in their approach, the tutor will

offer them work in small groups to:

review the course, prepare the TD and TP, and do bibliographical research.

He will teach students to make best use of information resources:

\* Read the available books at the library, handouts, etc.

\* Rationally use internet to search for information or online courses.

4. *Psychological Aspect (stimulation and motivation to pursue his training pathway).*

Although the Tutor does not have training in psychology, he may:

\*Listen to the student and create a relationship of trust.

- \*Provide support and personalized advices.
- \* Promote the achievements and encourage him to improve in order to succeed academically.
- \*Encourage and reassure the student.
- \*Reduce the sense of isolation in some of the students (blocking source, discouragement and abandonment).
- \* Cultivate a positive vision of the future.

In addition to that, the tutor has to submit a report to the head of the department and the team of field training on all activities conducted within this process, so that they can evaluate his work and decide whether to maintain or cancel this commitment (appendix A: Article 08 of the executive decree N°09-03 of January 1, 2009). Moreover, to make from tutoring more effective, there is a tutoring committee chaired by the president of the university whose task is to provide an annual report to the ministry of higher education. This report has to consist of an evaluation of the employed means to accomplish the process and the results obtained in order to establish and develop effective teaching practices (appendix A:Article 09 of the executive decree N°09-03 of January 1, 2009).

Various studies conducted by several researchers in different Algerian universities, such as Guelma university (Samraoui, 2012), Constantine university (Mekhancha Dahel, 2011) and Annaba university (Tebib, 2012), demonstrate that many Algerian university teachers, being rooted in traditional ways of delivering courses, are still unfamiliar with the educational application of Tutoring. They are usually “inadequately educated and lack professional training as tutors” (Guendouzi & Ameziane, 2011). In addition, results of an analysis of reports of the teachers – tutors at Guelma university (2011) show that Tutoring is taking place rather timidly in the Algerian university, with a low attendance by both tutors and tutees. It is found that students “did hardly attend their tutoring sessions and [...], this is more or less

related to their ignorance of both the objective of these sessions and their importance as well” (Idri, 2005, p.7). Therefore, more consistency is needed for such an activity, “If students choose the teacher they wish to have as a tutor with prior explanation of its necessity and usefulness, students will ask themselves about their tutors rather than finding teachers waiting in vain”(ibid., p. 12).

Another study conducted in the department of English at Tizi- Ouzou University suggests innovative measures addressing the issue of Tutoring: in order to handle the students’ failure and maximize their chances of success, Guendouzi and Ameziane (2011), being always in line with both the spirit of the LMD system and the background realities of the Algerian universities, have transformed the tutoring sessions into a retake classes allowing students registered in upward classes (e.g. semester 3) to take again a course (e.g. semester 1). They concluded by stating that Tutoring in education is:

a teaching assistance which provides expertise, experience, and encouragement. It is meant mainly to assist achievers who are generally in line with their curriculum, but may need extra-help in a specific field in which they failed. Hence, it suits perfectly the profile of the students concerned with retake classes. (p.24)

Ayouche (2012) claims that Tutoring is one of the key parts of the LMD system in Algeria, hence it would be better to adopt a philosophy of tutoring specific to the Algerian case, taking account of the socio-cultural specificities of the Algerian society of which our university is part of it.

Based on the assumption that helping students to become aware that a large part of their learning depends on themselves is a basic issue in modern education, and considering tutoring as a form of guidance that focuses on improving the quality of student training with information and orientation to upgrade the capacity of his serious and effective participation

in the construction of his academic and professional career, the issue of tutoring in the present study have been addressed from a fresh perspective through endeavouring to accommodate it to our Algerian context. The tutoring model we used in the present study focuses on activities which support and encourage organization and integration in order to help students become more independent in how they think, act and learn. The tutoring model was designed with the following three major goals:

- Providing training in a way that prioritises learners' needs, rather than institutional convenience.
- Enabling learners to pursue their studies in a way that is appropriate for their circumstances, learning goals and learning styles.
- Offer suggestions for help or enrichment and guidance on future courses or paths of study.

## 2.15 Conclusion

This chapter has provided a systematic review of the literature on Learner Autonomy and introduced the theoretical framework on which we developed our conceptualisation of Learner Autonomy. Essentially, the chapter discussed major perspectives of Learner Autonomy in terms of its several definitions, its levels and versions, cultural issues and pedagogy for promoting it. The various definitions of Tutoring, its origin, its theoretical background, tasks and responsibilities of the tutor, and the implementation of tutoring in the Algerian higher educational system in Algeria were also examined in this chapter. The discussion of these major themes in literature allowed us to conceptualise the field and developed our own view of Learner Autonomy in the field of English language learning. Before we use this conceptualisation as the theoretical foundation for the tutoring programme,

we will first present our philosophical and methodological stance on investigating Learner  
Autonomy in the following chapter.



# RESEARCH DESIGN AND METHODOLOGY



*“Good, sound research projects begin with straightforward, uncomplicated thoughts that are easy to read and understand.”* John W. Creswell

### 3.1 Introduction

All research is based on some underlying philosophical assumptions about what constitutes ‘valid’ research and which research method is appropriate for the development of knowledge in a given study. In this chapter we aim to discuss the rationale which was adopted in the present research in order to provide a clear philosophical underpinning of the research methodology. It begins by an introduction of the research questions, followed by a review of current competing research paradigms. After we introduce the research position we adopted in this study, we will present the design of this research study, including its scopes and limitations, participants, data collection instruments, and the research procedures.

### 3.2 Research Questions

In the present study, we explored the status quo of first year students’ learning autonomy in the department of English language and literature at Batna2 University. After we had diagnosed a low level of learning autonomy among those learners, we proposed a treatment, i.e., a tutoring programme, and we examined the effect of this programme on the development of students’ learning autonomy. In order to achieve this, we identified two main research questions that we needed to answer: the first question investigates the existing state of learner autonomy in our research context, i.e. the department of English language and literature at Batna 2 university, in order to determine the scene for the experiment, while question two examines the effects of tutoring on learner autonomy development. The two questions and their sub questions are listed on the next page.

**Question1:** what is the status quo of learner autonomy among first year student of English at Batna 2 University?



**1.a.** How is learner autonomy perceived by 1<sup>st</sup> year students of English at Batna 2 University?

**1.b.** How is learner autonomy practiced by 1<sup>st</sup> year students of English at Batna 2 University?

**1.c.** How ready are first year students of English for autonomous learning?

**Question 2:** Does the development of a tutoring programme lead learners develop their autonomy in learning English as a foreign language?

### 3.3 Research Paradigm

Theories and methods of inquiry have always been guided by certain sets of scientific beliefs about the nature of reality, the relationship between reality and knowledge, and the way to take hold of what can be known (Reese, 1980, cited in Quynh, 2013). This systematic set of scientific and academic values and assumptions and their accompanying methods are named as *paradigm*, what is it? Paradigm is a term used earlier by Thomas Kuhn (1962) to denote a conceptual framework shared by some scientist and which provided them with a convenient model for examining problems and finding solutions. A paradigm hence refers to a research culture with a set of scientific and academic ideas, values and assumptions that a community of researchers has in common regarding the nature and conduct of research (Olson, Lodwick & Dunlop, 1992, p.16). According to Terre Blanche and Durrhein (1999), a paradigm is based on three major assumptions: ontological, epistemological and methodological. Guba and Lincoln (1994) claim that the order of these assumptions reflects a logical primacy. According to them, the ontological aspect looks into the individual's world view (the nature of reality). It specifies how people view the 'world' and determines what can be known about it. The epistemological question is concerned with the nature of the relationship between the known and what can be known through different methods (the relationship between reality and knowledge), while the third type of assumption

(methodological) refers to how the researcher sets out to find out about the world (the way to take hold of what can be known). As a result, the paradigm the researcher selects determines the research methodology.

According to Lather (1986, p.259) research paradigms inherently reflect our beliefs about the world we live and want to live in. Based on this belief, Guba and Lincoln (1994) distinguish between four paradigms: *positivism*, *post-positivism*, *critical theory* and *constructivism*.

- The *positivist* paradigm is commonly used in natural science, physical science, and social science, generally it focuses on the objectivity of the research process and tries to investigate, confirm and predict law like patterns of behaviour. The positivist paradigm mostly involves quantitative methodology, using experiential methods involving experimental and control group and administration of pre- and post tests to measure gain score. Here the researcher is external to the research and is the controller of the process.
- The *post-positivist* paradigm as described by Willis (2007) is a “milder form of positivism that follows the same principles but allows more interaction between the researcher and his research participants” (p.12). This type of paradigm uses additional methods such as survey research and qualitative methods such as interviewing and participant observation (Creswell, 2008).
- The *critical* paradigm, also known as the ‘transformative’ paradigm, aims at promoting democracy by making changes in different social, political, cultural, economical systems, etc. In education, critical paradigm focuses first on raising the conscious awareness of teachers about established values and beliefs that underpin their teacher-centred classroom roles (Taylor, 2008), after this, critical theory is

introduced to stimulate teachers' creative thinking about design curricula and assessment, inquiry oriented, community oriented, ...etc

- The *constructivist / naturalistic* paradigm: based on observation and scientific study, the constructivist paradigm posits that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, constructivism usually means encouraging students to use active techniques (problem solving, experiments, etc) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. Recent development in the field of educational research have witnessed the increasing popularity in the field of constructivist paradigm with their qualitative methodologies (Denzin and Lincoln, 2000, Eisner, 1997, Erickson and Gutierrez, 2002, Lincoln and Guba, 2000)

### **3.4 Theories Adopted in this Research Study**

Researchers base their work on certain philosophical perspectives; it may be based on a single or more paradigm(s), depending on the kind of work they are doing. In chapter two of this research, we have discussed the different versions of autonomy that resulted from different paradigms. The relationship found between positivism, constructivism and critical theory and the technical, psychological, political and sociocultural versions of autonomy could suggest that research in this field accepts and tolerates a wide range of approaches.

Following the above discussion, we believe that the philosophical assumptions underlying our research study come from multiple approaches. In fact, this present research study consists of two phases which correspond to our two research questions. In order to answer the first research question (what is the status quo of learner autonomy among first year student of English at Batna 2 University?), we choose the 'constructivist- interpretivist '

approach (Denzin & Lincoln, 2003). The use of this double term is supported by some researchers and rejected by others. For Denzin and Lincoln “all research is interpretive; it is guided by the researcher’s sets of beliefs and feelings about the world and how it should be understood and studied” (p.22). Therefore, they prefer to use the term ‘constructivist’ alone in their classification of paradigms. Henning, van Rensburg, and Smit (2004) state that the key words relating to interpretivism are: engagement, participation and collaboration where the researcher does not stand above or outside, but is a participant observer who engages in the activities and discerns the meanings of actions as they are expressed within specific social contexts. According to Cohen and Manion (1994) constructivist- interpretivist approaches to research have the intention of understanding “the world of human experience”, suggesting that reality is “socially constructed”. Yanow and Schwartz-Shea (2015) argues that interpretive methods share “a constructivist ontology and an interpretivist epistemology”. She claims that these interpretive methods “could as well, then, more fully be called constructivist interpretive methods”. She adds that this double term is “more commonly referred to as “interpretive” methods, although one also finds reference to “constructivist” or “constructionist” methods” (*ibid.*, p.20).

To sum up, we believe that the constructivist view, that “realities exist in the form of multiple mental constructions, socially and experientially based, local and specific, dependent for their form and content on the persons who hold them” (Guba, 1990, p. 27), suits best our first phase of research for the following reasons:

- This paradigm helps us to investigate the cognitive and psychological development of learners through exploring their attitudes and learning abilities.
- Also it helps us investigate the social interaction between learners, and learners with teachers.

Epistemologically, we opt for the interpretivist view of inquiry, where findings are the result of the interaction between the enquirer and the inquired into (researcher and participants).

In regards to the second phase of the present research study, the paradigm that determined our methodology to answer our second research question is “post -positivism”; a research paradigm that is very well known and well established in universities worldwide. In this second phase of research, we investigate the effect of the proposed treatment (tutoring programme) on learner autonomy level; we seek to test our hypothesis that the proposed tutoring programme could help learners develop their learning autonomy, we used two groups of students: an experimental group which is given the treatment, and a control group which is left untreated. Here, the researcher is the controller of the research process, also the data were measured and analysed using statistics. And this is precisely what post -positivism refers to.

In conclusion, the present study is based on two philosophical perspectives: constructivisme- interpretivism in the first sequence and post-positivism in the second one. We believe that the use of the strengths of both paradigms would provide a broader perspective on the overall issue.

### **3.5 Research Design: Descriptive Case Study, Experimental Study, and the Use of Mixed Methods**

The term research design refers to the overall strategy that you choose to integrate the different components of the study in a logical way in order to address the research problem effectively. According to Mouton (1996, p.175), the research design serves to “plan, structure and execute the research to maximize the validity of the findings”. Hence it is concerned with turning research questions into projects. The research designs appropriate to carry out our current research study will be determined in the following section.

### 3.5.1 The Descriptive (Case Study) Phase

Case study research is defined as “an empirical inquiry about a contemporary phenomenon (e.g. a “case”), set within its real context – especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2009, cited in Quynh, 2013, p.93). Case study research has grown in reputation as an effective methodology to investigate and understand complex issues in real world setting. It has been used in various disciplines, especially business, law, social sciences, health and education in order to answer a wide range of research questions. These research questions can either be descriptive, such as, “what is happening or had happened?”, or explanatory, like, “why or how did something happen?” (*ibid*).

As our research aims at investigating the perceptions of learners and their practices to promote their autonomy in learning English at Batna 2 University, we found that the use of case study research is an appropriate approach. Furthermore, the case study method is found to be in line with our interpretivist epistemology which emphasizes the study of phenomenon within its real world context and favours the collection of data in natural setting. For that reason we used the case study approach to get a clear picture of learner autonomy in the department of English at Batna 2 university through “using different kinds of data collection and gathering the views, perceptions, experiences and /or ideas in diverse individuals relating to the case” (Hamilton, 2011, p.1).

In order to investigate how learner autonomy is perceived and practiced by learners of English at Batna 2 University, we have employed various data collecting tools, including questionnaire, learning contracts and learning diaries.

### 3.5.2 The Experimental Phase

Experimental studies (known as hypothesis- testing research studies) have their origin in agricultural research with Professor R.A. Fisher’s who found that by dividing agricultural

fields into different blocks and then by conducting experiments in each of those blocks, whatever information is collected happens to be more reliable<sup>20</sup> (Kothari, 2014, p.39). This fact inspired him to develop certain experimental designs for testing hypotheses concerning scientific investigations. Today, the experimental design is being used in researches in order to study the cause and effect relationships and one of its main characteristics is the active ‘manipulation’<sup>21</sup>, or control, of independent variables, in addition to the use of random assignment which creates ‘equivalent groups’.

In the present study, in addition to explore first year students’ attitudes and abilities to learn autonomously and which constitute the first phase of this research, we also aim at testing our hypothesis that developing a tutoring programme could help first year students of English develop their learning autonomy, i.e., change their attitudes towards their responsibilities, and develop their abilities to become more autonomous in their learning. Therefore, the search for the effect of the developed tutoring programme (independent variable) on learner’s level of autonomy (dependent variable) directs us to conduct an experimental study in our research context.

In summary, the research design appropriate to carry out our current investigation will be a mixed research of case study and experimental research; we are like conducting two mini-studies within one overall research study. We believe that the two phases of our research are complementary; we advocate this new movement in educational research, and we believe it will help us in getting "corroboration" which means having superior evidence for the result.

---

<sup>20</sup> Several terms of agriculture such as: field, block, plot, treatment, etc. are still used in experiment design).

<sup>21</sup> ‘Manipulation’ is used only in experimental research

### 3.5.3 Mixed Methods Research

Having selected the constructivist-interpretive approach with a case study and an experimental design underlined by a post-positivist philosophy, we find it unavoidable to use mixed methods in this research. This position is advocated by several researchers such as: Riley (1996) who suggests using mixed methods approaches to research learner autonomy, in addition to Domnoyer (2006) who posits that “each perspective might be useful to accomplish different purposes, and, at the very least, multiple perspectives can make us aware of different options available to us” (p.18).

What does mixed methods research mean? According to Johnson et al. (2007) many terms have been used to refer to *mixed methods research*, such as: multiple methods, triangulated studies, blended research, integrative research, multi method research, ethnographic residual analysis, and mixed research. Johnson et al. defines it as:

... the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. (p.123)

Mixed methods approach recognizes that the use of quantitative and qualitative approaches in combination “provides a better understanding of research problems than either approach alone” Creswell and Clarck’s (2007, p.5). Therefore in the present research, we believe that quantitative data will enable us to find out general trends in terms of students’ perceptions of learning responsibilities, their learning preferences, their learning strategies, and their reactions to the proposed treatment; while the qualitative data will provide a better explanation of the findings obtained by quantitative method, and each one of them could inform the understanding of the other.



### 3.6 Scope and Limitations of the Study

In any scientific study that we may undertake, it is important that the scope and limitations of the study are reported to the audience. The term scope refers to what the researcher intends to reach; it incorporates how much and / or what aspects of the problem are to be tackled and how large the study area and population will be; whereas, the limitations of the study are those characteristics of design or methodology that influenced the application or interpretation of the results of your study. Limitations in research should not be confused with delimitations; this last term refers to choices that describe the boundaries set for the study during the research design.

This study sought first to investigate how learner autonomy was perceived and practiced in English learning, second to examine the effects of the developed tutoring programme on the development of English language learners' autonomy at Batna 2 University during the academic year 2017-2018. However the participants of the study were limited to first year license students of English at the department of English language and literature at the same university.

As discussed before, in section 3.5, the first research design we used in this study allowed us to build a clear and a rich picture of the perceptions and practice of learner autonomy in the research context of this study. This aim was facilitated by the use of a questionnaire as a data collection instrument. The second research design we followed let us test our hypothesis and seek the relationship between the tutoring programme and learner autonomy level. What is more, these two research designs imply some limitations that we judge necessary to be taken into account when conducting this research.

#### 3.6.1 Generalisability (External Validity)

A common concern about case studies is that they provide little basis for scientific generalization (Cohen et al., 2011; Yin, 2012). Because of the distinctive characteristics of

our specific research context, we state that findings in our case study are, *statistically*, not generalisable to a wider population. How can we generalise from a single case study?

Scientific facts are rarely based on a single experiment or a single case study; they are usually based on multiple case studies (or experiments) that have replicated the same phenomenon under different conditions. In this sense, the case study, like the experiment, does not represent the sample, but our goal when doing a case study will be to expand and generalise theories (it is the analytical generalisation), and not to enumerate frequencies (this is statistical generalisation): “analytic generalisations depend on using a study’s theoretical framework to establish a logic that might be applicable to other situations” (Yin, 2012, p.18). This idea is also shared by three scientists: Lipset, Trow, and Coleman (1956, cited in Yin, 2013): “the goal is to do ‘generalizing’ and not ‘particularizing’ analysis” (pp.419-120). To achieve analytic generalization, we will discuss how the study’s findings have informed our understanding of learner autonomy in the research context (see chapter four in the thesis).

### 3.6.2 Researcher Bias

Bias is defined as any tendency which prevents unprejudiced consideration of a question (dictionary.com, 2017). Researcher bias, also called experimental bias, is what happens when a researcher intentionally or unintentionally influences the results based on his own expected outcome. The risk of bias exists in all components of qualitative research and can come from the moderator, the question, and the respondents. In the present study, we believe that the use of mixed methods and assurance of criteria for rigorous qualitative and quantitative research could reduce bias and hence deliver better investigation.

### 3.6.3 Extraneous Variables

Extraneous variables are **undesirable** variables that influence the relationship between the variables that an experiment is examining, i.e., they influence the outcome of an

experiment; though they are not the variable that are actually of interest, therefore they add error to the experiment.

In the present study and in order to decrease the amount of error that may occur as a result of extraneous variables, or at least equalize it between the two groups (experimental and control groups), we randomly assigned our two groups. The principle of randomization provides protection, when we conduct an experiment, against the effect of extraneous factors. This principle indicates that “we should design or plan the experiment in such a way that the variations caused by extraneous factors can all be combined under the general heading of ‘chance’” (Kothari, 2004, p.40). It is worth noting here that random assignment and random selection are commonly confused and used interchangeably, though the terms refer to entirely different processes. Random selection refers to how the researcher selects his sample members (study participants) from a population in order to include them in his study; whereas random assignment is an aspect of experimental design in which the researcher designs (assigns) the experimental and the control groups using a random procedure.

### **3.7 Research Population**

A research population is described as a well defined collection of individuals or objects known to have similar binding characteristics or traits, and it is for the benefits of population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in it (the population), hence they rely on sampling techniques.

In this study, students of English are our main subject. The main student population that defines the scope of this study is first year license students of English at the department of English language and literature at Batna 2 University. In total, there were 617 students during the academic year 2017- 2018 (154 boys and 463 girls). Their age is about (17 to 20) years old, they are holders of baccalaureate degree, and have learnt English since the first year

in the middle school. They share nearly the same educational background since the majority come from public schools (government schools). Algerian Arabic and/or Chaoui is/are their first mother tongue. French is their first foreign language while English is their second foreign language. Being exposed to basic knowledge in English, for at least 7 years, first year students of English are supposed to have developed a sense of self-reliance through the project works they used to do in middle and secondary schools, in addition to a sense of awareness of what they are learning. First year license students of English have been selected for the following reasons:

- ✓ The LMD system is a recently adopted reform at the Algerian higher education system and its pedagogical practices and objectives need to be examined and investigated to see to what extent they fit within this context.
- ✓ First year students are new comers to the university; they need more help and assistance to integrate into university life and construct their academic and professional career. Therefore this first year is considered important in instilling what graduate attribute means in students' mind.

..... there is a concern with the relationship between knowledge acquisition and its role in personal and public life. Nowhere is this more apparent than at the point of transition into the first year, for it is in this year that students become acquainted with the 'higher' nature of higher education. This is not just a step-change in intellectual content but also in the expectations associated with being an autonomous learner”.

(Moir, 2011, p.02)

- ✓ The present work is advocating a tutoring approach into the use of learner training as a means to promote learner autonomy, and since training is an

ongoing process students need to be introduced to from the first year at university.

- ✓ Furthermore, failure rates among first year students of English at Batna2 University are higher than those of second and third year students<sup>22</sup>, therefore promoting first year students' autonomy in learning English could maximize their chances of success.
- ✓ Finally, tutoring in the Algerian universities is designed by policy makers to be implemented for first year students only.

### 3.8 Sampling

All items in any field of inquiry constitute a 'population' or 'universe'. A complete enumeration of all items in the population is known as census inquiry. But in practice this may not be possible and it is also impracticable; cost, time, and several other factors stand in the way of studying the total population. Therefore, the concept of sampling has been introduced with a view to making the research findings economical and accurate (Singh, 2006).

A sample is a segment of the population selected to represent the population as a whole. The sample design encompasses all aspects of how to group units on the frame.

**Sampling frame:** is a complete list of all the members of population that we wish to study. The difference between a population and a sampling frame is that population is general while the frame is specific, For example, in the present study the population is: first year license students of English; whereas the frame would name **ALL** those learners from A to Z.

---

<sup>22</sup> In the academic year 2015-2016, 45% of 1st year students failed compared to 31% in the 2<sup>nd</sup> year and 18% in the 3<sup>rd</sup> year. For the 2016-2017 academic year: the failure percentages were: 56% (1<sup>st</sup> year), 30% (2<sup>nd</sup> year) and 13% (3<sup>rd</sup> year).

**Sampling units:** a sampling unit can refer to any single person, animal, plant, product, or ‘thing’ being researched. In the present study, a sampling unit refers to an individual (first year license student of English)

**Sampling size:** refers to the number of items selected from the study. If the sample size is too large, the study will be difficult and costly. If the sample is too small, it may fail to detect important effects or associations. Hence, optimum sample size must be determined before commencement of the study. For survey research, if the population is fewer than 200 individuals, the entire population should be sampled. At around a population of 400, approximately 50% of the population should make up the sample and a population of 5000 or more, samples of 350 to 500 persons are often adequate. However, Experimental research studies generally require at least 30 participants per group ( Lodico, Spaulding, & Voegtle, 2006 , p. 146) .

**Sampling technique:** refers to the technique used to choose the sample from the entire population. Sample members may be chosen at random (probability sample), or the researcher might select units that are easier to obtain information from (non probability sample).

Given the research methods used and the aims of the present study, a total of 110 first year students constitute our sample (17, 82% of the whole population), in order to conduct our experiment the sample is randomly divided into two groups: experimental group (**Expr**), and control group (**Cont**) with 55 students in each one. Only 40 out of 55 students of the experimental group accepted to join a classroom- based 11 week tutoring programme, which was conducted by the researcher in a form of tutoring sessions in the department of English at Batna 2 university. The easiest population members from which we can obtain information and organize the training were the two groups which we have been in charge of in the module of Written Expression (we have been their teacher of Written Expression module); therefore we used a non- probability sampling method and our sample was a convenience one.

However for the sample assignment it was randomly done, i.e., participants were randomly assigned to either the treatment (Expr) or the control (Cont) group. Random assignment increases internal validity since it distributes or equalizes potential confounds across experimental and control groups. Therefore, the type of the experiment conducted in this study is a true experiment.

In order to ensure students' participation in the intervention, we tried to motivate the participants through explaining the significance of the training and highlighting its various advantages on their academic career; their identities were kept confidential as well. Furthermore we informed them that their presence and those activities done during the intervention would be considered as part of their continuous evaluation. Students who refused to participate in any part of the research were treated fairly and impartially "a researcher in pursuit of truth must bear in mind that his action cannot Jeopardise their subjects' rights and values" (Cohen *et al.*, 2007, p.77). We also made sure that our presence and our research activities had been permitted by the administration.

### **3.9 Data Collection Tools**

In section 3.5.3 we have argued that the use of a mixed- method approach was judged appropriate for the nature of the present study. Therefore we used a wide array of both qualitative and quantitative data collection methods, which allowed us to investigate the situation from different perspectives and gain deeper insight into their nature. In the following section we will describe the different collecting instruments that we used in this research.

#### **3.9.1 The Questionnaire**

##### *3.9.1.1 Theoretical Consideration*

A questionnaire is "a systematic compilation of questions that are submitted to sampling of population from which information is desired" (Bar, Davis & Johnson, 1953, p.65); it is considered to be the most flexible of tools and possesses the advantage of

collecting both qualitative and quantitative information. However, “many unattractive questionnaires end up in a wastebasket rather than in the hands of the sender” (Singh, 2006, p. 193). Therefore, in order to avoid this, the researcher should be very careful when designing his questionnaire. In addition, a questionnaire can either be structured or unstructured. In the structured questionnaire, the questions are definite, concrete, and pre determined; they may be closed (i.e., “yes” or “no”) or open (i.e., inviting free response), stated in advance and not constructed during questioning. When these characteristics are not present in a questionnaire, it is defined as unstructured or non- structured questionnaire.

For this study, our questionnaire has double role; first, it seeks to explore the present status of learner autonomy among first year students of English at Batna2 University through answering our first questions:

- How is learner autonomy perceived by 1<sup>st</sup> year students of English at Batna 2 University?
- How is learner autonomy practiced by 1<sup>st</sup> year students of English at Batna 2 University?
- How ready are first year students of English for autonomous learning?

Secondly, the questionnaire serves as our pre – and post- tests used to measure change in first year learners’ abilities, attitudes and perceptions of their responsibilities towards their learning; also to assess the impact of our intervention (tutoring programme) on promoting students’ learning autonomy.

In the literature review chapter (section 2.4.1), we discussed the concept of readiness for learner autonomy; we explained that it consists of two elements: the positive attitudes that enhance learners’ willingness to learn autonomously and the knowledge about learning factors which enables learners to carry out autonomous learning (metacognitive knowledge). Furthermore, we concluded our discussion by claiming that measuring learner readiness is



necessary before implementing any plans to promote their autonomy. This theoretical framework provided the justification for the design and for the items included in the questionnaire.

In order to answer questions **1.a** and **1.b** (i.e., How is learner autonomy perceived and practiced by first year students of English at Batna 2 University?), the first four sections of the questionnaire seek to explore:

- First year students understanding of the concept of learner autonomy;
- Their views for their own and their teachers' responsibilities for learning activities inside and outside class;
- Their perceptions of their own capacities to take charge of those activities; and
- Whether first year students of English at Batna 2 university perform self-initiated learning activities or not.

Besides investigating learners' perceptions and practices of autonomy, the questionnaire is used to answer question **1.c** (i.e., How ready are first year students of English for autonomous learning?). The two last sections of the questionnaire, that is, sections 5 and 6, focus on examining learners' willingness to take more learning responsibilities, which can be investigated through their confidence and disposition towards taking these responsibilities. Also the same two last sections attempt to reveal learners' metacognitive knowledge competence, including:

- knowledge about themselves as learners;
- knowledge about their learning context (demands and opportunities);
- knowledge about English as a subject to be learnt; and
- knowledge of learning processes.

### 3.9.1.2 *The Questionnaire Design*

Our questionnaire is intended for students only, and is based on several other questionnaires used in previous studies by Cotterall (1995, 1999), Sprat *et al.* (2002), Broady (2005), Hsu (2005), Thang and Alias (2007), Borg and Al Busaidi (2012) and Quynh (2013). Besides changing some of the original items, we have also added new items that we found appropriate and useful (see Appendix C).

As introduced in the previous section, the questionnaire consists of six sections ordered in such a way to avoid the effect of awareness- rising which may contaminate the data collected (see appendix D)

Section1, '**Learners' Understanding of Autonomy**', has seven items. The purpose of this section is to explore what 'learner autonomy' means to students. The questions are taken from Borg and Al Bousaidi (2012). However, the scales: **strongly disagree, disagree, unsure, agree, strongly agree**, originally used in Borg and Al Busaidi (2012), were changed into: **No, I do not know, Yes** in order to obtain students' exact conception of autonomy.

Section 2 of the questionnaire, '**Students' Perception of Responsibilities towards Learning**', contains 17 items which are put in a random order. These items focus on exploring the students' views as to who has the responsibility in various in and out of class learning activities. The 17 items are taken from Cotterall (1995, 1999), Sprat *et al.* (2002) and Quynh (2013). We changed the answers: **not at all, a little, some, mainly, completely** into: **the teacher, me and the teacher, me** in order to get a clear partition of responsibilities between students and teachers.

Through the 15 items of section 3, '**Students' Perceptions of their Capacities to Learn Autonomously**', we attempt to investigate how confident students are about their abilities to make important decisions in managing their own learning, like identifying their weaknesses, planning their learning, choosing learning materials and evaluating their learning. The first 11

items are drawn from Quynh (2013), we added the last four items as a result from our discussion of learner autonomy definition as an ability:

- Tell whether or not you are making learning progress,
- Tell about what you have learned,
- Find appropriate learning methods and techniques for yourself,
- Find where you can seek knowledge.

There are 23 items in section 4 of the questionnaire; they focus on examining ‘**Students’ Language Learning Activities**’ inside and outside the classroom. 16 items are taken from Sprat *et al.* (2002), while six others are added by the researcher as a result of reviewing literature on characteristics of autonomous learner. The six added items are:

How often

- you use the library to improve your English.
- When you meet a word you don’t know, you look it up in a dictionary
- Question things you hear in lectures or read in books
- you revise lessons and seek the reference books
- you preview before the class (i.e. see summary, lessons etc.)
- you make notes and summaries of your lessons.

Section5, ‘**Students’ Willingness to Take More Learning Responsibilities**’, investigates the students’ acceptance and desire for learning responsibilities, with seven items from Broady (1996) and Thang and Alias (2007), in addition to six items added by the researcher to explore students’ beliefs about language learning in relation to self- study and the role of the teacher. These 13 items also attempt to identify whether students incline towards autonomous learning. The six items we added are:

- I am willing to find my own way of practicing if I get help from the teacher.

- I do not like to seek additional knowledge outside class if the teacher doesn't ask me to do so.
- I am willing to evaluate my work.
- I am pleased to take part in choosing the content I want to learn in class.
- I like to have the chance to decide on what and how to learn about English.
- I do not enjoy learning English.

With its 36 items, section 6 examines the four aspects of '**Learners' Metacognitive knowledge Competence**'. The first aspect, '*Learners' Knowledge about Themselves as Learners*', is examined through 11 items drawn from Cotterall (1999), Thang and Alias (2007), Quynh (2013), and our own addition. The second and third aspects, i.e., *Learners' Knowledge about the Language and the Learner Context*, are tested through 14 items mainly adapted from Hsu (2005). Aspect 4 is based on Cotterall (1999) and Hsu (2005); it examines with its 11 items *Learners' Knowledge about the Learning Process*.

The questionnaire was administered to both experimental and control groups.

### 3.9.1.3 *The Questionnaire Validity and Reliability*

The assessment of instruments and methods used in all forms of research should meet certain minimum of psychometric requirements that help ensure the accuracy and relevance of the measurement strategies used in a study. **Validity** and **reliability** are the most common and important psychometric concepts related to assessment-instrument selection and other measurement strategies.

#### ➤ **Validity**

“Validity is another word for truth” (Silverman, 2005, p.224); it is the ability of an instrument to measure what it is intended to measure (Kerlinger, 1973; Babbie, 1989; Norland, 1990; Smith, 1991; Cohen *et al.*, 2007). Validity, also, is the degree to which a study and its results correctly lead to, or support exactly what is claimed (Brown, 1988, p. 29). Therefore, ensuring

validity is a complex matter which has to be continually dealt with through the course of research (Quynh, 2013).

In qualitative data, where the subjectivity of respondents, their opinions, attitudes and perspectives contribute to a degree of bias, validity should be seen as a matter of degree rather than an absolute state (Gronlund, 1981, cited in Cohen *et al.*, 2007); therefore it might be addressed through the researcher objectivity, depth and richness of the data collected, in addition to the participants approached (Winter, 2000). However, validity in quantitative data might be improved through the use of appropriate instruments, careful sampling, and the use of appropriate statistical data treatment.

Cohen *et al.* (2007, p.133) identify 18 different kinds of validity, ranging from content validity, criterion validity, to theoretical validity and evaluative validity. Which type of validity to use depends on the objectives of the instrument. For the questionnaire used in this study, validity is considered in whether the questionnaire measures what it intends to measure. In order to test this statement we will discuss two types of validity that we consider important to the effectiveness of the questionnaire: **Content** validity and **Construct** validity.

- *Content Validity*

Content validity refers to how accurately a measurement tool taps into the various aspects of the specific construct in question. It requires that the instrument “fairly and comprehensively covers the domain or items that it purports to cover” (Cohen *et al.*, 2007, p.137). In other words, content validity refers to the appropriateness of the content of an instrument. To this end, the questionnaire designed for this study investigates learners’ perceptions and their readiness for autonomy as discussed in the literature on language learner autonomy. The questionnaire items were carefully selected in order to highlight students’ perceptions and demonstrate their readiness for autonomy.

- *Construct Validity*

Construct validity refers to the extent to which the instrument measures a theoretical construct, i.e., does this instrument relate as it should to other instruments of similar and different constructs? The main constructs in the questionnaire are ‘perception of learner autonomy’ and ‘readiness for autonomy’. The discussion of the background theoretical literature and approaches to measure perception and readiness for autonomy in previous studies provide the foundation of the construction of the issues tackled in the questionnaire. In addition, the questionnaire was adapted from previous studies which were theoretically based on the work of several scientists already mentioned. As a result, it can be argued that the main constructs of the questionnaire are generally accepted and rooted in the literature in the field of language learner autonomy.

- **Reliability**

Reliability, like validity, is a way of assessing the quality of the measurement procedure used to collect data in a research. It refers to the consistency or stability of the score obtained from an assessment tool. In simple words, reliability refers to the repeatability of findings, i.e., if the questionnaire (in our study) were to be done a second time, would it yield the same result? If so, the data are reliable. To check the reliability of the questionnaire used in the present study, we chose a statistical tool which is the Cronbach’s Alpha Coefficient. It has been proposed that alpha ( $\alpha$ ) can be viewed as the expected correlation of two tests that measure the same construct; and if the value of alpha is less than **0.05**, the items are considered poor and must be omitted. The table below shows the range of values of Cronbach’s alpha and the corresponding descriptions on internal consistency.

**Table 6**

*Cronbach's Alpha and Internal Consistency. Source: <https://kb.iu.edu/d/bctl>. (2017)*

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	unacceptable

#### 3.9.1.4 The Questionnaire Piloting

It is always advisable to pilot the questionnaire before the final form is printed and administered. Although our questionnaire was designed on a sound methodological and theoretical framework, testing it out before committing to the whole sample is an essential precaution. Moreover, since most of items of the questionnaire were adapted from these used in previous studies elsewhere, cultural appropriateness became an issue which had to be taken into consideration. Therefore, we sent the first draft of the questionnaire to our supervisor, three of our colleagues in the department of English language and literature at Batna2 University for comments. We also asked six students to read it and ask questions in case terminology is unclear or difficult to understand. After receiving the feedback from the supervisor, the three teachers and the six students, we made some changes to the questionnaire. The table below summarizes these changes.

**Table 7**

*Changes to the questionnaire*

Section	First Draft	New Version	Reasons for Changes
4	Talk to foreigners in English	Use English to talk to foreigners	To use more academic English

Table 7 (cont.)

Section	First Draft	New Version	Reasons for Changes
5	I don't feel I could improve without a teacher	I think I could not improve without a teacher	Identification rather than assessment of abilities
6	There are a lot of opportunities to learn English outside	There are a lot of opportunities to learn and practice English outside institutions	To give further details on self activities
	I am good at measuring my progress	I am able to measure my progress	Identification rather than assessment of abilities
	I am good at planning my learning	I plan my learning	Identification rather than assessment of abilities
	I can ask for help when I need it	I can ask for help in learning English when I need it	Clarify the kind of help students may need

Before the intervention programme (on October 10<sup>th</sup>, 2017 at 10h00), and after talking to students about the benefits and importance of completing the questionnaire, we distributed the questionnaire to our sample (both control and experimental groups), only 85 students were present. We also explained to them that the students' responses would allow us to understand them better and hence we could help them learn English more effectively. Moreover, we stressed that the questionnaire would help raise the students' awareness of how they learn and offer insights into what they want to learn. Furthermore, we ensured the students about confidentiality and neutral treatment whether or not they decided to participate in the study. Students were asked to complete the questionnaire at the classroom, during our presence and it took one hour and a half to answer it.



### 3.9.2 Learning Contracts and Learning Diaries.

#### 3.9.2.1 Theoretical Consideration

A *learning contract* is a written agreement between the student and his teacher (Knowles, 1986); it:

..... typically specifies (1) the knowledge, skills, attitudes, and values to be acquired by the learner (learning objectives), (2) how these objectives are to be accomplished (learning resources and strategies), (3) the target date for their accomplishment, (4) what evidence will be presented to demonstrate that the objectives have been accomplished, and (5) how this evidence will be judged or validated. In academic settings the contract often specifies what grade is sought. p.38

Whereas, a *learning diary*, also called journal, log (Mc Donough & Mc Donough, 1997) or field notes (Diaz Maggioli, 2004 ), is a collection of personal notes, observations, thoughts and other relevant materials built-up over a period of time and usually accompanies a period of study. Its purpose is to enhance one's learning through the process of writing and thinking about his learning experiences.

In the present study, learning contracts and learning diaries were used both as data gathering tools and as learning tools to promote learner autonomy. According to Lai (2001), there are two levels of operation in learner autonomy: *macro* and *micro* level. The *macro* level refers to self- direction which is defined as: learners' ability to organize and manage their own learning process (Dickinson, 1987; Holec, 1996; Lai, 2001). Therefore, in this study, we used learning contracts to collect data about first year students' ability to manage their own learning process; also to provide evidence on how they: set goals for their learning, identify scope of learning, choose relevant materials and learning activities, monitor and assess their progress. The learning contract we used in this study was developed based on the instruments used by Knowles (1986) and McGrath (2006).

Furthermore, the data collected by the learning contract was purposed to answer the research question: how ready are first year students of English for autonomous learning? (See Appendix E)

The *micro* level of operation in learner autonomy, stated by Lai (2001), is related to process control, i.e.; the students' ability "to self monitor and self evaluate his learning tasks and/or learning strategies employed for each learning activity" (Lai, 2001, p.35). In the present study, we investigated this ability by using learning diaries which provided data about how students: choose learning activities, set aims of the task, identify their problems in carrying out the tasks, select and adjust learning strategies and then evaluate the learning process (see Appendix F)

In the third week of the tutoring programme, the students were directed on how to identify their learning needs, set learning objectives, and make a learning plan to achieve these objectives. We then gave them a period of one week to discuss their plan with us and finally revise them. The students made two copies of their learning contracts, submitted one to us (in week 5) and kept the other copy with them. Next, the students were guided on how to keep a learning diary every week from week 5 to week 11. In week 11 they were asked to submit the whole learning diaries.

### **3.10 Promoting Learner Autonomy – An Integrated Tutoring Programme**

In chapter two of the present study we have provided a detailed account of the meaning and significance of learner autonomy, and we have introduced its implications in language education field. In addition, we have presented learner training as a means to promote learner autonomy. In the following sections, we will discuss different approaches to learner training and introduce the approach we chose to put into practice for the purpose of promoting learner autonomy in the context of our study. Components and underlying

principles of the tutoring programme we developed and experimented (learner training programme) will be presented as well.

### 3.11 Learner Training Approaches

As discussed in chapter two of this study, researchers in the field of language education have introduced a multitude of theories on the promotion of learner autonomy (e.g. Benson, 2001, 2011; Oxford, 2011). Learner training, which is an important way for helping students become more autonomous and self-regulated, has become one of the prominent themes (O'Malley & Chamot 1990; Oxford 1990; Wenden 1991; Cohen 2000). Sinclair (2000) mapped approaches to implement learner training along a continuum with one extreme being 'learner –directed', and the other 'teacher –directed'.

Figure 2 below illustrates this conception.



**Figure 2.** *The continuum of learner training approaches (Sinclair, 2000)*

According to Sinclair (2000), *strategy training* programmes and *study skills* modules that emerged in North America (e.g., O'Malley & Chamot, 1990; Oxford, 1990), in which the content is pre determined by the teacher and all students are trained in the same set of skills or strategies, are considered as 'teacher- directed' approaches. Whereas the "learner –directed" approaches prioritise fulfilling whatever learners want to learn, and there is no specific pre determined syllabus. In this case, teachers and learners negotiate all aspects of learning (Hsu, 2005), and teachers act as facilitators who help learners in performing the activities they choose.

Sinclair (2000) states that learner training seeks to:

help learners consider the factors that affect their learning and discover the learning strategies that suit them best and which are appropriate to their learning context, so

that they may become more effective learners and take on more responsibility for their own learning. (p, 66)

In the light of this definition, Sinclair (2000) introduces a compromise approach namely “teacher-guided / learner-decided”, this approach is based on a constructivist view of learning in which the teacher respects, accepts learners’ choices, and encourages them to find, on their own, how best to learn the language. Hence the teacher acts as a “guide, demonstrator, informant, co-negotiator, counsellor, and facilitator in making learners more aware of the range of processes available to them for learning the language and encouraging them towards the discovery of personally suitable learning strategies” (Sinclair, 2000, p. 138).

Having reviewed the learner –directed, teacher directed, and teacher guided/learner decided approaches to learner autonomy, we believe that this latter suits best the context of our study, the transfer of classroom control from the teacher to students and familiarizing students with independent learning under the teacher guidance would pave the way for greater learner autonomy.

The training programme we experimented in the present study is based on two models of learner training: Dickinson and Carver ‘explicit model’ (1980), and Ellis and Sinclair ‘systematic model’ (1989). Dickinson and Carver model (1980) is considered as one of the earliest attempts to plan learner training; their vision to learner training is more holistically, as being made up of both psychological and methodological preparation, as well as opportunities for self- direction practice. Furthermore, Dickinson and Carver suggested the types of classroom activities that are specific to each area, for instance:

- activities to increase learners’ confidence for experimenting with language like discussion sessions;

- activities to help learners become familiar not only with the metalanguage used, e.g. ‘headline’, ‘metaphore’, ‘genre’, but also with the methodology used in the classroom, also to help learners become aware of the rationale behind class activities; and
- Activities that provide learners with opportunities to make choices about their learning.

We have incorporated these areas of preparation for learner autonomy, in our programme, through activities suggested by Ellis and Sinclair’s model (1989) presented in the following.

Based on research into the Good Language Learning and Language Learning Strategies, Ellis and Sinclair (1989), among other researchers, state that the promotion of learner autonomy and learning to learn needs to be carried out in a systematic way in order for it to be of benefit to the learner (cited in Carter & Mcrae, 2014, p.145).

Ellis and Sinclair systematic model consists of activities which combine cognitive with metacognitive **strategy training**; and it comprises two stages. The first stage focuses on metacognition; it prepares learners for language learning through asking them think about their expectations, learning preferences, needs, motivation and learning environment. The second stage focuses on **skills training** and consists of seven steps aiming at developing learner metacognitive, cognitive, and socio-affective strategies. The seven steps are:

1. How do you feel ...? (Affective factors)
2. What do you know ...? (Language awareness)
3. How well are you doing ...? (Self-assessment)
4. What do you need to do next ...? (Short-term goal setting)
5. How do you prefer to learn ...? (Learning strategies)
6. Do you need to build up your self-confidence ...? (Risk-taking)

## 7. How do you organise ...? (Exploiting and organising resources &amp; learning).

The following figure presents Ellis and Sinclair's (1989) model of learner training.

<b>Stage 1 Preparation for language learning</b>												
1.1 What do you expect from your course?												
1.2 What sort of language learner are you?												
1.3 Why do you need or want to learn English?												
1.4 How do you organise your learning?												
1.5 How motivated are you?												
1.6 What can you do in a self-access centre?												
<b>Stage 2 Skills training</b>	do	feel	do	know	well	you	do	do	prefer	you	to	do
	How	you	What	you	How	are	What	you	How	to	need	How
Skills	Step1	Step2	Step3	Step4	Step5	Step6	Step7					
2.1 Vocabulary												
2.2 Grammar												
2.3 Listening												
2.4 Speaking												
2.5 Reading												
2.6 Writing												

**Figure 3. Ellis and Sinclair Framework for learner Training (1989) (Adapted from Quynh, 2013, p.141)**

We believe that Ellis and Sinclair's systematic approach to developing learners' ability for detachment provides a useful framework for the programme of our experiment. The following section will discuss the design and implementation of our experiment.

### 3.12 The Experiment Design

The tutoring programme developed for this study was in fact a learner training programme designed and conducted at the department of English language and literature at Batna 2 University after the pre-test was conducted to both experimental and control groups.

The experimental group attended the training which was carried out as extra- curricular activities and lasted for three months from November 2017 to January 2018. This eleven week-long training was offered to 1<sup>st</sup> year license students of English, and there were three hours of class meeting each week. By the end of the tutoring programme, students were expected to:

- Be aware of their own learning styles and preferences;
- construct their own lifelong learning by being aware of their learning strengths and weaknesses;
- Be able to set English study goals and work towards them;
- Be able to find and select appropriate learning materials;
- Use time outside of class;
- Be responsible for their own study;
- Be able to self-evaluate;
- gain skills of solo work and group work.

As discussed above, the tutoring programme, which is a sort of training programme, was developed based on Ellis and Sinclair's (1989) two- stage model; it is divided into two stages: preparation for language learning (five weeks) and skill training (six weeks).

### **3.12.1 Preparation for Language Learning**

The first five weeks of the programme were devoted to home and students' integration to the university life, for it was necessary to help them find solutions to problems encountered at the university they discovered for the first time. During these sessions we:

- Clarified our role and defined the purpose of the tutoring programme in order to encourage students to attend the weekly meetings.
- Established the schedule of meetings.
- Commented on the students' internal rules.

- Indicated the nature of contacts (tutoring room, email address, facebook account).
- Explained the LMD system (Teaching units, Modules, Credits and debts, Progression, Attendance at lessons, etc)
- Specified the modalities for Evaluation and Orientation of students.

In addition to this informative and administrative aspect of the programme, the first five weeks were also devoted to reconditioning students' awareness of their own attitudes towards English language learning through allowing them to look into their own learning beliefs and learning styles. This preparation stage aimed to reactivate students' purposes for learning English and hence enhance their motivation. Another important feature of this stage is that students were asked to identify a skill of language that they want to improve according to their learning needs, then they were encouraged to set their own learning goals and form groups with a common interest on one of the six skills in English in order to collaborate on finding out ways to improve the chosen skill.

Furthermore, through presenting the plan of the university and describing its different constructions in this stage, like libraries and study rooms..., we were helping learners to become aware of possibilities and opportunities for learning in their context. Also, students were made familiar with learner training activities, such as reflecting, setting goals, planning and self assessing.

### **3.12.2 Skills Training**

During the six weeks of the second stage (week 6-11), we introduced students effective methods and strategies to learn an English skill so that they could choose those that suit them best. The skills training sessions were designed to follow the seven steps suggested by Ellis and Sinclair (1989) (see figure 2). Although we were encouraging collaborative activities, students were given the choice to work individually, in pairs, or in small groups in order to explore different possibilities and try out new ways to improve their language skills.



After this students were asked to present and answer their classmates' questions about their learning experiences and strategies.

### **3.13 Content of the Tutoring Programme.**

The main components of the tutoring programme can be grouped under five headings which form the backbone of the system:

- Learner awareness
- Contracts / plans
- Support groups
- Counselling
- Record keeping and evaluation

#### **3.13.1 Raising Learners' Awareness**

One of the main goals of the tutoring programme is to raise learners' awareness of their own learning and to gain an understanding of the processes involved because "without an explicit and conscious awareness of the processes involved in learning a language, learners will not be in a position to make informed decisions about their own learning" (Sinclair, 1999). In the first and second stage of the programme, we tried to cover the six areas of learner awareness suggested by Karlsson et al. (2007) which are:

- Reflection about language learning.
- Consciousness-raising of language learning strategies.
- Analysis of students' own strategies.
- Analysis of language needs, present and future.
- The students' own objectives.
- Making preliminary plans and thinking about areas of interest.

The first stage of the programme helped learners to:

### *3.13.1.1 Reflect about their Language Learning*

Drawing on the ideas of earlier educators, such as Plato and Aristotle, new programmes and international education philosophies are emphasizing more the importance of reflection in the learning process and its impact on achievement. Hatton and Smith (1995) consider reflection as “a special form of problem solving, thinking to resolve an issue which involved active chaining, a careful ordering of ideas linking with its predecessors” (p.33). When one reflects about one’s learning, one becomes one’s own critic to evaluate one’s learning process and identify weak spots in it (Raya *et al.*, 2007). Furthermore reflection provides students with motivation to learn and enjoy the process of learning. This motivation comes from the reflecting on their thoughts, feelings and emotions. In the tutoring programme, students’ reflection about learning was developed through activities that use self questioning techniques; asking students questions such as: what do you expect from your course? What was your favourite mistake and what did you learn from it? What are the strengths you noticed about yourself? Which course has been the hardest for you so far? Do you wish you had more time to think before speaking? These questions and others could help students focus their ideas and encourage them to reflect on their own ways of learning. Reflection was also enhanced, in the programme, through the use of learning contracts and learning diaries which guided learners through a constant process in which students reviewed, evaluated and adjusted their actions to fulfil the goals they set.

### *3.13.1.2 Analyse Students’ Present and Future Language Needs*

Now as the students are beginning to be more conscious of themselves as learners, we ask them to start considering their own needs, present and future. We listed many situations in which the students might have a need for English and left some open spaces where they could

add other needs. Also for each situation the students marked whether they needed English now and/or in the future.

#### 3.13.1.3 *Set their Own Objectives*

During the first stage of the programme and after determining and analyzing their learning needs, students were guided to set their own learning objectives according to the principles of SMART philosophy (i.e. Specific, Measurable, Achievable, Relevant, Time- oriented) and how to incorporate these into a learning contract.

3.13.1.4 The first stage of the programme also helped learners *make preliminary plans and think about areas of interest.*

However the second stage of the programme provided students with:

- *Consciousness-raising and analysis of students' own language learning strategies:* our aim in the second stage was to make students more aware of what strategies they use when communicating in English. We explained that the best way for them to recall what they do while communicating in English is to reflect, during and immediately after the act itself. As a further aid to help students analyse their own language learning behaviour, we asked them to complete Oxford questionnaire (1990) about individual strategies (the Strategy Inventory for Language Learning), therefore, each student ended up with a profile of his or her strategies.

#### 3.13.2 **Plans and Contracts**

The main task for the students in the first five weeks of the training (the first stage) was to plan their programme for the rest of the semester. Therefore, students were asked to prepare and send us copies of their learning contracts in our mail box.

The contracts were adapted from Quynh (2013), and consisted of two parts: *Objectives* and *Action plan*. In the *Objectives section*, based on their perceived needs and weaknesses in the

six skills, students were asked to list two learning objectives for the rest of the semester; whereas in the *Action plan section*, we asked them to specify how they would go about achieving these objectives.

The Action plan section included the following items:

- Specific resources and strategies (how student plans to achieve this goal).
- Target date for completion (when the student will do the work).
- How often and how long it will take.
- Whether the student has achieved the objectives or not.

We asked students to provide information for the first 3 items (i.e., how student plans to achieve this goal, when the student will do the work, and how often and how long the work will take), and to leave the last one (self- assessment) for the end of the semester. Furthermore, in order to encourage the students' critical thinking about their goals and progress and to develop their metacognitive knowledge, it was stressed to the students that the contract was not a legal document; hence, they could re-plan or adjust their objectives during the semester in case they found themselves unable to fulfill them due to circumstances such as limited time availability, health problems or over ambitious goals.

At the end of the tutoring programme, students were asked to submit their learning contracts and learning diaries, also to individually discuss, with us (if they wish to), their learning experience and introduce their future learning plan. It was, at the same time, an opportunity for them to evaluate their own performance in self- directed learning.

### **3.13.3 Support Groups**

During the tutoring programme, we adapted Kohonen (1992) and O'Malley's (1993) suggestions on cooperative learning in which students of different proficiency levels promote each other's learning; as a result, the management of the experimental group relied heavily on group work. Additionally, in order to provide students with opportunities to share their

learning experiences, to learn new learning strategies, and to help them become more aware of the learning process, we asked students to form groups according to their common interest in a specific language skill, they had also to prepare and make presentation on how to learn the skill they choose.

#### **3.13.4 Counselling**

Counselling formed another important element of the tutoring programme. We organized two counselling sessions for the students in the first stage of the study. These counseling sessions were meant to give the students the chance to verbalise their feelings about themselves as learners, also to clarify their learning contracts. We discussed with them aspects to elaborate in their learning plan and encouraged them to talk about their expectations and difficulties in identifying learning goals, selecting materials and allocating time. Besides the two counseling sessions, students were given our e-mail address, face book account and our weekly office hours in case they felt the need to talk to us.

#### **3.13.5 Record Keeping and Evaluation**

In addition to learning contracts, and in order to help learners reflect on their learning and practise metacognitive strategies, we asked students to keep track of their day –to- day self- directed learning activities through using learning diaries. Keeping learning diaries required students to identify task aims and select suitable learning strategies. They also made students look into the problems they were faced with when learning, try out solutions to these problems and evaluate their learning. The learning diary we used was adapted from Lai (2001) and consisted of the following items:

- Date / time
- Type of activity
- Task aim
- Brief content summary

- Problems encountered
- Strategies used
- Self assessment

An example of a tutoring session will be presented in the following.

### 3.14 Description of a Tutoring Session Plan

In this section we will present and describe the course of a tutoring session (session 3) which was devoted to train students identify their learning needs and set appropriate learning goals.

**Topic:** Learners' Needs and Goal Setting.

**Duration:** 1h30

**Essential objectives:** by the end of the session, the students will be able to:

- Specify their purposes in learning English,
- Analyse and prioritize their own needs,
- Assess their own ability so as to set goals they have control over, and
- To accept to use learning contracts as a tool to help them plan, monitor and assess their learning.

**Materials:**

- **Worksheet1:** situations where you need English and skills needed for each situation.
- **Worksheet2:** Aspects of language you need in each situation.
- **Worksheet3:** Rating skills
- **Dictionary**

**Description of the Session**

**ONE:** Identify one's learning needs (25minutes)

- Have the students think of the reasons why they need or want to learn English. Then make them take a blank sheet of paper and ask them to make a list of specific situations where they need to use English.
- Discuss the list of situations and agree on the skills needed for each one using worksheet 1.

Situations	Skills					
	Vocabulary	Grammar	Reading	Writing	Listening	Speaking
Example: -speaking with foreigners on facebook -Travelling abroad	♣				♣	♣

**Figure 4. Worksheet 1**

**TWO:** Prioritising one's needs and setting goals (30 minutes)

- Now having identified their purposes in learning English and the situations where they need to use the language, students have to think of the aspects of language they need in each situation and their current ability. Students use worksheet 2 to decide whether they have reached the level needed for each aspect.

Extending	Dealing	Reading	Writing	Listening	Speaking
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

**Figure 5. Worksheet 2**

- Students have to compare their worksheet with a partner and discuss their choice.
- Have students think of the following questions and complete worksheet3
  - Q1: Which aspect of English do you think you have reached the level needed?
  - Q2: Which aspect needs improving urgently?

Skill	Priority rating
Vocabulary	
Grammar	
Reading	
Writing	
Listening	
speaking	

**Figure 6. Worksheet 3**

- Group students according to these aspects (vocabulary, grammar, ..) and then ask them to work in groups of 4 and discuss the following questions:

Q1: What improvements do I wish to make in this aspect of English?

Q2: What can I do to achieve these goals?

- After discussion, each group will present their goals and means to achieve them. They will also keep the group to work towards the final presentation at the end of the course, where they will present their learning needs, the different ways they have followed to improve and to achieve them.

**THREE:** Understanding motivation and using learning diaries (20minutes)

- Make students work in groups and discuss the following questions:

Q1: *How do you feel now? Why?*

Q2: *How did you feel yesterday? Why?*

Q3: *What things might affect your motivation during this course?*

- Introduce the learning diary

**FOUR:** Homework

- At home each student should review his purposes in learning English and prioritise aspects he wants to improve.



- Students are given the learning contract (Mc Grath, 2006) which they have to bring next week to discuss with the tutor. After that, the contract will be kept as the guidelines for their study.

### **3.15 Conclusion**

In this chapter, we have discussed the relationship between research and knowledge and have reviewed current competing research stances. We have also introduced the paradigms and the methods we adopted in the present study. Furthermore, the rest of the chapter presented the design of the study, including the research questions, population, sample, data collection instruments, the research procedures and description of the tutoring programme we experimented in this study to promote first year students learning autonomy.



# FINDINGS, ANALYSIS, AND DISCUSSION



*“I pass with relief from the tossing sea of Cause and Theory to the firm ground of Result and Fact.”* Winston Churchill

#### 4.1 Introduction

This chapter is devoted to presenting findings from the analysis of the data collected through various data gathering tools in this study. It includes two sections: the first section reports on the results yielded by statistical analysis of the questionnaires (pre and post) while section 2 presents the analysis of the qualitative data we collected from learning contracts and learning diaries. We will first describe how data was processed and analysed then we will present findings of the analysis in the forms of tables. Finally we will attempt to evaluate the influence of the tutoring programme on the promotion of learner autonomy among first year intervention students.

#### 4.2 Quantitative Data Analysis (Results from the Questionnaire)

Quantitative data in the present study were collected using two questionnaires (pre and post questionnaires). After we had administered the questionnaires, each completed one was given a coded sheet number which was hand written on the first page. The coded sheet number contains a number showing the sheet's order in the pile. It was an important measure in this study because it allowed us to distinguish data between students in the experimental group and control group; also between pre and post intervention. Moreover, it also helped us to double-check data input in order to avoid typing mistakes. The codes we used were: **Pr.E** for pre- experimental group, **Pr.C** for pre- control group, **Pst.E** to refer to post- experimental group and **Pst. C** for post- control group. Information gained from the completed questionnaires was then loaded onto SPSS (version 20), a commercial computer application which allows statistical analysis of quantitative data.

As we have mentioned in chapter three of the present work, the respondents of the questionnaires belonged to two groups: the experimental group, i.e., 40 students who chose and accepted to participate in the tutoring programme, and the control group, i.e., 45 students who did not attend the programme (because of absenteeism only 45 students out of 51 answered the questionnaires). The questionnaire was administered to all those students at the beginning and at the end of the semester. All students in both groups are 1<sup>st</sup> year students. In terms of respondents' gender distribution, the majority of the respondents are female (80% in the experimental group and 75% in the control group).

As for respondents' experience in learning English, this ranges from 7 to 9 years in both groups. This means that most students started learning English at the beginning of their middle school which is also the grade where English is introduced into the national curriculum.

For students' choice to study English, the majority of respondents claim that studying English was their own choice (80% for experimental group and 84% for the control group); whereas the rest, i.e., 20% and 16% stated that either they were obliged because they didn't find other field to study, or because studying English was their parents' choice.

#### **4.2.1 Reliability of the Questionnaire.**

Before statistical tests were deployed to analyse the data collected, and in order to ensure internal consistency among the questionnaire items, we conducted a reliability analysis of the items to obtain the Cronbach's alpha coefficient of the whole questionnaire. Our questionnaire has 111 likert- type items that produce a Cronbach's alpha coefficient of **0.899**, which indicates a good level of internal consistency among items and good statistical reliability (see Appendix G)

**Table 8*****Cronbach's Alpha Coefficients***

Reliability Statistics	
Cronbach's Alpha	N of Items
0.899	111

**4.2.2 Findings from the Questionnaire: Students' Understanding of Learner Autonomy**

In the first section of the questionnaire, students were asked about their understanding of the term of learner autonomy. The table below displays students' answers which are organized into two lines that represent the control (**Cont**) and the experimental group (**Expr**). The mean scores were computed from students' answers measured by a 3 level Likert scale (i.e., 1=no, 2= I do not know and 3= yes).

**Table 9*****Students' Understanding of Learner Autonomy***

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
1	I am informed about the concept of learner autonomy	45	Cont	1.63	0.71	7	No
		40	Expr	1.83	0.64	7	I don't know
2	Learner autonomy means learning alone	45	Cont	1.93	0.74	6	I don't know
		40	Expr	2.30	0.87	6	I don't know
3	Autonomy means that learners can make choices about how they learn	45	Cont	2.27	0.78	4	I don't know
		40	Expr	2.30	0.70	5	I don't know
4	Out of class tasks promote learner autonomy	45	Cont	2.93	0.25	1	Yes
		40	Expr	2.63	0.61	3	Yes

**Table9 (cont.)**

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
5	Learning how to learn is very important in developing learner autonomy	45	Cont	2.90	0.40	2	Yes
		40	Expr	2.73	0.64	1	Yes
6	Individuals who lack autonomy are not likely to be effective language learners	45	Cont	2.03	0.85	5	I don't know
		40	Expr	2.37	0.80	4	Yes
7	Learner autonomy promotes lifelong learning	45	Cont	2.83	0.37	3	Yes
		40	Expr	2.67	0.60	2	Yes
<b>G M</b>	<b>Learners' understanding of learner autonomy</b>	<b>45</b>	<b>Cont</b>	<b>2.36</b>	<b>0.29</b>	<b>-</b>	<b>Yes</b>
		<b>40</b>	<b>Expr</b>	<b>2.40</b>	<b>0.33</b>	<b>-</b>	<b>Yes</b>

The data in table 9 above show that the general mean of the 1<sup>st</sup> section (GM) is: 2.36 with a standard deviation of 0.29 for the control group (Cont); and 2.40 with a standard deviation of 0.33 for the experimental group (Expr). Both means (2.36 and 2.40) correspond to “yes” which means that the majority of students in both groups affirm that they understand and know what learner autonomy means in addition to its importance.

For the control group (Cont), it is found that the majority of students agree on statement 4 (Out of class tasks promote learner autonomy) with the highest mean: 2.93, followed by statement 5 (Learning how to learn is very important in developing learner autonomy) with a mean of 2.90. In addition, the data show that statement 1 (I am informed about the concept of learner autonomy) has the lowest mean of 1.63 with a standard deviation

of 0.71, which means that the majority of students in the same group are **NOT** informed about the concept of learner autonomy.

However for the experimental group (Expr), it is statement 5 (Learning how to learn is very important in developing learner autonomy) that has the highest mean (2.73 with a standard deviation of 0.64), i.e., the majority of students in the experimental group agree that learning how to learn is very important in promoting learner autonomy; followed by statement 7 (Learner autonomy promotes lifelong learning) with a mean of 2.67 which means that the majority of students also think that learner autonomy promotes lifelong learning. As for the control group, the largest part of students in the experimental group answered by “**I do not know**” for the 1<sup>st</sup> statement with a mean of 1.83 and a standard deviation of 0.64.

To sum up, it can be argued that although the majority of students in both control group and experimental group are not informed about the concept of learner autonomy (statements 1, 2 and 3), they agree on its importance and on the significance of learning to learn and of out-class tasks in promoting it.

#### **4.2.3 Findings from the Questionnaire: Students' Perceptions of Responsibilities toward Learning**

Statements in section 2 of the questionnaire focus on exploring the students' views as to who has the responsibility in various in and out of class learning activities. The results concerning these statements will be reported in the following table:

**Table10*****Students' Perceptions of Responsibilities towards Learning***

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
1.	Identifying my weaknesses in English?	45	Cont	2.37	0.66	4	Student
		40	Expr	2.50	0.57	3	Student
2.	Deciding the objectives of the English course?	45	Cont	1.73	0.74	11	Student & teacher
		40	Expr	1.33	0.60	14	Teacher
3.	Deciding what I should learn next in my English lessons?	45	Cont	1.47	0.73	14	Teacher
		40	Expr	1.20	0.55	15	Teacher
4.	Choosing what materials to use to learn English in my English lessons?	45	Cont	1.87	0.77	7	Student & teacher
		40	Expr	1.57	0.56	9	Teacher
5.	Choosing what activities to use to learn English in my English lessons?	45	Cont	1.30	0.59	16	Teacher
		40	Expr	1.10	0.30	16	Teacher
6.	Deciding what activities to do to learn English outside class?	45	Cont	2.67	0.54	1	Student
		40	Expr	2.63	0.71	2	Student
7.	Deciding how long to spend on activities?	45	Cont	1.33	0.71	15	Teacher
		40	Expr	1.43	0.62	12	Teacher
8.	Explaining why we are doing an activity?	45	Cont	1.10	0.30	17	Teacher
		40	Expr	1.07	0.25	17	Teacher
9.	Making sure I make progress during lessons?	45	Cont	1.86	0.73	8	Student & teacher
		40	Expr	1.63	0.71	8	Teacher
10.	Making sure I make progress outside class?	45	Cont	2.53	0.86	3	Student
		40	Expr	2.67	0.71	1	Student



**Table 10 (cont.)**

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
11.	Testing how much I have learned?	45	Cont	2.17	0.74	6	Student & teacher
		40	Expr	1.77	0.62	6	student & teacher
12.	Explaining grammar and vocabulary?	45	Cont	1.67	0.60	12	Student & teacher
		40	Expr	1.57	0.62	10	Teacher
13.	Providing answers to all my questions?	45	Cont	1.77	0.67	10	Student & teacher
		40	Expr	1.53	0.50	11	Teacher
14.	Making me work harder?	45	Cont	2.57	0.62	2	Student
		40	Expr	2.30	0.65	5	Student & teacher
15.	Stimulating my interest in learning English?	45	Cont	1.83	0.98	9	Student & teacher
		40	Expr	1.77	0.81	7	Student & teacher
16.	Creating opportunities for me to practice English?	45	Cont	1.50	0.77	13	Teacher
		40	Expr	1.37	0.55	13	Teacher
17.	My English learning success?	45	Cont	2.36	0.62	5	Student
		40	Expr	2.33	0.547	4	Student
<b>GM</b>	<b>Students' perceptions of responsibilities toward learning</b>	45	<b>Cont</b>	<b>1.88</b>	<b>0.22</b>	-	<b>Student &amp; teacher</b>
		40	<b>Expr</b>	<b>1.75</b>	<b>0.15</b>	-	<b>Student &amp; teacher</b>

In general it is apparent from the table above that respondents in both control and experimental groups share responsibilities toward learning with their teacher (GM=1.88 for the control group and 1.75 for the experimental one), this could mean that the students in both groups are not totally dependent on their teacher.

In the control group, it is found that the majority of students think that it is their responsibility to:

- At first position, decide what activities to do to learn English outside the class (mean= 2.67),
- Second, to work harder (mean=2.57)

However they put the whole responsibility on the teacher to explain the purpose of doing an activity (statement 8)

For the experimental group, it is on statement 10 (Making sure I make progress outside class) that the majority of students agree to be their own responsibility with a mean of 2.67, followed by statement 6 (Deciding what activities to do to learn English outside class). Whereas they share the same point of view concerning statement 8 (Explaining why we are doing an activity) where they consider the teacher the only responsible for explaining the purpose of a learning activity.

The top five teachers' responsibilities that students, from both groups, were most inclined to agree on are:

- Deciding what I should learn next in my English lessons;
- Choosing what activities to use to learn English in my English lessons;
- Deciding how long to spend on activities;
- Explaining why we are doing an activity; and
- Creating opportunities for me to practice English

However the 4 responsibilities that both control and experimental group considered as their own are:

- Identifying my weaknesses in English;
- Deciding what activities to do to learn English outside class;
- Making sure I make progress outside class; and
- My English learning success.

Respondents from both groups share responsibilities with their teacher of stimulating interest in learning English and of testing how much they learned.

There are 6 noticeable differences between the control and the experimental group in their perceptions of responsibilities toward learning. Students from the control group share responsibilities 2, 4, 9, 12 and 13 with their teacher; however for the experimental group it is apparent that respondents view the same responsibilities as their teacher's. This difference implies that the students in the experimental group seemed to be more reserved about taking the opportunities to set learning objectives, select what to learn and choose learning materials than those in the control group. Besides, this could mean that the same students, that is, intervention students are quite dependent on the teacher.

#### **4.2.4 Findings from the Questionnaire: Students' Perceptions of their Capacities to Learn Autonomously**

This 3<sup>rd</sup> section in the questionnaire aims at exploring 1<sup>st</sup> year students' self-evaluation of their ability to perform several key learning decisions and activities that are essential to autonomous learning. The table below shows the students' answers in both control and experimental group.

**Table11*****Students' Perceptions of their Capacities to Learn Autonomously***

N°	Items	N°	Type	Mean	Std. Deviat ion	Rank	Evaluation
1	Identify your weaknesses in English.	45	Cont	3.83	0.87	3	Good
		40	Expr	3.43	0.81	9	Good
2	Choose your in class learning objectives.	45	Cont	3.47	1.00	12	Good
		40	Expr	3.57	0.72	4	Good
3	Choose your outside class learning objectives	45	Cont	3.60	0.93	9	Good
		40	Expr	4.00	1.11	1	Good
4	Plan your learning.	45	Cont	3.73	0.90	5	Good
		40	Expr	3.70	0.87	3	Good
5	Choose learning activities in class.	45	Cont	3.40	0.98	13	Good
		40	Expr	3.10	0.66	13	Average
6	Choose learning activities outside class.	45	Cont	3.70	1.02	6	Good
		40	Expr	3.53	0.97	8	Good
7	Decide how long to spend on each activity.	45	Cont	2.97	1.12	14	Average
		40	Expr	2.67	1.09	14	Average
8	Choose learning materials in class.	45	Cont	3.63	0.89	8	Very Good
		40	Expr	3.40	1.03	10	Good
9	Choose learning materials outside class.	45	Cont	4.30	0.70	1	Very Good
		40	Expr	3.73	0.70	2	Good
10	Tell about what you have learned.	45	Cont	3.93	0.86	2	Good
		40	Expr	3.53	0.90	7	Good
11	Decide what you should learn next in your English lessons.	45	Cont	2.77	1.03	15	Average
		40	Expr	2.20	0.92	15	Poor
12	Tell whether or not you are making learning progress.	45	Cont	3.77	0.97	4	Good
		40	Expr	3.57	0.97	5	Good
13	Evaluate your learning.	45	Cont	3.60	0.96	10	Good
		40	Expr	3.30	1.11	12	Average
14	Find appropriate learning methods and techniques for yourself.	45	Cont	3.67	1.21	7	Good
		40	Expr	3.57	1.22	6	Good
15	Find where you can seek knowledge.	45	Cont	3.57	1.04	11	Good
		40	Expr	3.40	1.13	11	Good
<b>GM</b>	<b>Students' Perceptions of their Capacities to Learn Autonomously</b>	45	<b>Cont</b>	<b>3.59</b>	<b>0.35</b>	-	<b>Good</b>
		40	<b>Expr</b>	<b>3.38</b>	<b>0.48</b>	-	<b>Average</b>

Data in the table show a difference between the control and the experimental group in their evaluation of their own abilities to learn autonomously. In a 5- point scale (1=very poor,

2=poor, 3=Average, 4=good, 5= very good), students in the control group rated their ability as **Good** with a general mean of 3.59; whereas for the experimental group students evaluated themselves as being **Average** with a general mean of 3.38.

For the control group, the majority of students rated themselves as very good at choosing learning materials outside the class with a mean of 4.30. The remaining statements, 11 out of 13, were rated over 3 ranging from 3.40 to 3.70 which means that the respondents were quite confident about their ability. However, the students considered themselves to be only “Average” at deciding what to learn next in their English lesson (mean= 2.77) and at deciding how long to spend on each learning activity.

Furthermore, the majority of students in the experimental group were quite confident about their ability to choose their outside class learning objectives with a mean of 4.00. The same students considered themselves only “Average” in choosing activities in class and in deciding how much to spend on each activity with a mean of: 3.10 and 2.67 respectively. The only ability which the respondents rated themselves poor at is: deciding what to learn next in English class.

It is apparent from the table above that students in the experimental group are less confident than those in the control group in the following abilities:

- Choosing learning activities in class,
- Choose learning materials both in and outside class,
- Deciding what they should learn next in their English lessons,
- And in evaluating their learning.

These results seem to be in line with the findings of the previous section (Students' Perceptions of Responsibilities toward Learning, p.133 and 134) and could explain why students in the experimental group were found to be dependent on their teachers in the responsibilities mentioned above.

#### 4.2.5 Findings from the Questionnaire: Students' Practices to Learn Autonomously

Section 3 of the questionnaire was intended to investigate the students' habits in learning English. In particular, it sought to identify which learning activities, especially self initiated ones, were popular among students and at which frequency. Table 12 below shows how often 1<sup>st</sup> year students practice those self initiated activities. The mean scores were computed from students' answers measured by a 5 level Likert scale (i.e., 1= never, 2= rarely, 3=sometimes, 4=often, 5= always).

**Table 12**

##### *Students' Practices to Learn Autonomously*

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
1.	Read English materials (notices, newspapers, magazines, books, etc)	45	Cont	3.03	0.92	16	Sometimes
		40	Expr	2.63	1.09	19	sometimes
2.	note down new words and their meanings	45	Cont	3.73	1.04	6	Often
		40	Expr	3.57	1.16	8	Often
3.	Write in English (email, diary, face book, blog)	45	Cont	3.63	1.42	8	Often
		40	Expr	3.67	1.09	6	Often
4.	watch movies or TV programmes in English	45	Cont	4.20	1.24	3	Always
		40	Expr	3.77	1.30	5	Often
5.	listen to English songs or English radio	45	Cont	4.33	0.95	2	Always
		40	Expr	3.90	1.29	3	Often
6.	talk to foreigners in English	45	Cont	2.70	1.48	19	Sometimes
		40	Expr	3.03	1.40	17	sometimes
7.	practise using English with friends	45	Cont	3.53	1.00	9	Often
		40	Expr	3.13	1.38	15	sometimes

Table 12(cont.)

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
8.	do English self-study in a group	45	Cont	1.90	0.88	23	Rarely
		40	Expr	2.53	1.25	20	rarely
9.	talk or write to your teacher about your study	45	Cont	2.63	0.96	20	Sometimes
		40	Expr	1.87	0.90	23	Rarely
10.	ask the teacher questions when you don't understand	45	Cont	3.83	1.08	5	Often
		40	Expr	3.27	1.46	13	Sometimes
11.	make suggestions to the teacher	45	Cont	2.20	1.12	21	Rarely
		40	Expr	2.20	1.03	22	Rarely
12.	take opportunities to speak in English in class	45	Cont	3.47	1.16	10	Often
		40	Expr	3.63	1.27	7	Often
13.	you use the library to improve your English.	45	Cont	2.17	1.08	22	Rarely
		40	Expr	2.47	1.52	21	Rarely
14.	discuss learning problems with classmates	45	Cont	2.70	1.29	18	Sometimes
		40	Expr	3.23	1.19	14	Sometimes
15.	make a learning plan	45	Cont	3.07	1.20	15	Sometimes
		40	Expr	3.40	1.32	10	Often
16.	assess your own work	45	Cont	3.27	1.28	12	Sometimes
		40	Expr	3.30	1.29	12	Sometimes
17.	When you meet a word you don't know, you look it up in a dictionary.	45	Cont	4.37	0.85	1	Always
		40	Expr	4.30	1.05	1	Always
18.	Questioning things you hear in lectures or read in books	45	Cont	4.07	0.86	4	Often
		40	Expr	3.87	1.00	4	Often
19.	you revise lessons and seek the reference books	45	Cont	3.17	1.02	13	Sometimes
		40	Expr	2.90	1.09	18	Sometimes
20.	Relate ideas in one subject to those in others	45	Cont	2.93	1.04	17	Sometimes
		40	Expr	3.50	1.04	9	Often

**Table 12(cont.)**

N°	Items	N°	Type	Std.		Rank	Evaluation
				Mean	Deviation		
21.	you use internet and computer to study and improve English.	45	Cont	3.73	1.36	7	Often
		40	Expr	4.10	0.88	2	Often
22.	you preview before the class (i.e. see summary, lessons etc.)	45	Cont	3.10	0.99	14	Sometimes
		40	Expr	3.10	1.06	16	Sometimes
23.	you make notes and summaries of your lessons.	45	Cont	3.40	0.93	11	Often
		40	Expr	3.30	1.11	11	Sometimes
<b>GM</b>	<b>Students' Practices to Learn Autonomously</b>	45	Cont	<b>3.26</b>	<b>0.53</b>	-	<b>Sometimes</b>
		40	Expr	<b>3.24</b>	<b>0.63</b>	-	<b>sometimes</b>

The data in table 12 show that the general mean of the 4th section (GM) is: 3.26 with a standard deviation of 0.53 for the control group (Cont); and 3.24 with a standard deviation of 0.63 for the experimental group (Expr). Both means (3.26 and 3.24) correspond to “**Sometimes**” which means that the majority of students in both groups **Sometimes** practice self initiated activities to learn English.

It is clear from the table above that using a dictionary to look for an unknown word is the most practiced activity that the majority of students in both groups do (mean= 4.37 for the control group and 4.30 for the experimental one), followed by listening to English songs or English radio for the control group (mean= 4.33), and using internet and computers to improve English for the experimental one (mean= 4.10)

On the other hand, the least practiced activities to learn autonomously are: doing self study in a group (mean=1.90) for the control group, and talking to the teacher about studies (mean=1.87) for the experimental group.

When the learning habits of control and experimental group students are compared, it is found that 6 activities have considerable discrepancy between the two groups; they are



activities: 4, 5, 7, 9, 10 and 15. In other words, fewer students in the experimental group than the control group reported that they listen to English songs and radio, watch movies or TV programmes in English, use English with friends, talk about their studies to the teacher, or ask the teacher when they don't understand.

It is also striking that only a few students in both groups stated that they use the library to improve their English, communicate with teachers about their study or make suggestions about English learning activities. These findings raise the issues of fostering students' ability to manage their learning and encouraging them to communicate with their teacher to improve learning ability and enhance their roles in the classroom.

#### 4.2.6 Findings from the Questionnaire: Students' Willingness to Take More Learning Responsibilities

The aim of this section is to explore whether 1<sup>st</sup> year students of English are willing to take responsibility for several aspects of their learning. These include deciding what, where and how to learn, choosing materials and learning on one's own. Table 13 below displays the results obtained.

**Table 13**  
*Students' Willingness to Take More Learning Responsibilities*

N°	Items	N°	Type	Std.		Rank	Evaluation
				Mean	Deviation		
1.	I do not enjoy learning English	45	Cont	1.33	0.66	13	Strongly disagree
		40	Expr	2.00	1.23	13	Disagree
2.	I dislike being told how I should learn	45	Cont	2.63	1.37	11	Uncertain
		40	Expr	2.63	1.21	11	Uncertain
3.	I do not like to seek additional knowledge outside class if the teacher doesn't ask me to do so	45	Cont	2.17	0.69	12	Disagree
		40	Expr	2.60	0.93	12	Uncertain

Table 13 (cont.)

N°	Items			Std.		Rank	Evaluation
		N°	Type	Mean	Deviation		
4.	I think I could not improve without a teacher	45	Cont	2.97	1.32	10	Uncertain
		40	Expr	3.40	0.96	10	Agree
5.	Language learning involves a lot of self-study	45	Cont	3.70	1.23	6	Agree
		40	Expr	3.97	1.06	4	Agree
6.	I enjoy tasks where I can learn on my own	45	Cont	4.37	0.61	2	Strongly agree
		40	Expr	4.07	1.01	2	Agree
7.	A lot of language learning can be done without a teacher	45	Cont	3.23	1.16	8	Uncertain
		40	Expr	3.70	0.79	5	Agree
8.	I am willing to find my own way of practicing if I get help from the teacher	45	Cont	4.17	0.59	3	Agree
		40	Expr	4.33	0.66	1	Strongly agree
9.	I am pleased to take part in choosing the content I want to learn in class	45	Cont	3.63	0.92	7	Agree
		40	Expr	3.63	0.85	7	Agree
10	I am willing to evaluate my work	45	Cont	3.87	0.73	4	Agree
		40	Expr	3.50	0.97	9	Agree
11	I like to have the chance to decide on what and how to learn about English..	45	Cont	3.83	1.05	5	Agree
		40	Expr	3.53	1.33	8	Agree
12	I like to be able to choose my own materials for language classes	45	Cont	3.20	0.92	9	Uncertain
		40	Expr	3.67	0.84	6	Agree
13	I like teachers who give us a lot of opportunities to learn on our own	45	Cont	4.50	0.57	1	Strongly agree
		40	Expr	4.00	0.91	3	Agree
GM	students' willingness to take more learning responsibilities	45	Cont	<b>3.35</b>	<b>0.25</b>	-	<b>Uncertain</b>
		40	Expr	<b>3.46</b>	<b>0.39</b>	-	<b>agree</b>

On the whole, data show that the mean score of responses from the control group (GM= 3.35) is at the neutral level “**Uncertain**”, while for the experimental group it is over the

neutral level “Agree” (GM= 3.46), i.e., students in this last group have more positive attitudes towards taking responsibility in learning than the control group.

Although there are differences between the two groups in the order of items in terms of mean scores, the respondents in both groups claim and concur that they “do enjoy learning English”. for the control group, the majority of students “strongly agree” on statement 13 (I like teachers who give us a lot of opportunities to learn on our own) and statement 6 (I enjoy tasks where I can learn on my own), with a mean of 4.50 and 4.37 respectively, which demonstrate their strong inclination towards having the opportunity to learn on their own. However, they seem to be less certain when it comes to making decisions by themselves on what and how to learn (statements 2 and 12, with a mean of 2.63 and 3.20 respectively); or to be completely independent from the teacher (statements 4 and 7, with a mean of 2.97 and 3.23 respectively)

Concerning the experimental group, it is found that the majority of students strongly agree on statement 8 (I am willing to find my own way of practicing if I get help from the teacher) with a mean of 4.33, followed by statement 6 (I enjoy tasks where I can learn on my own) with a mean of 4.07, which could be understood as a positive attitude towards having the opportunity to learn on their own. On the other hand, data show that students in the experimental group seem to be uncertain when it comes to deciding on how to learn or seeking additional knowledge outside class (statements 2 and 3), mean= 2.63 and 2.60 respectively).

#### **4.2.7 Findings from the Questionnaire: Students’ Metacognitive Knowledge Competence**

##### **4.2.7.1 Students’ Knowledge about Themselves as Learners**

Table 14 below presents students’ metacognitive knowledge about themselves as learners. The mean scores of the statements in the questionnaire were computed and measured

by a 5 level Likert scale (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree)

**Table 14**

*Students' Knowledge about Themselves as Learners*

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
1.	I am good at language learning	45	Cont	3.63	0.71	4	Agree
		40	Expr	3.50	0.90	7	agree
2.	I am above average at language learning	45	Cont	3.53	0.62	5	Agree
		40	Expr	3.87	0.68	4	agree
3.	I think I have the ability to learn English well	45	Cont	4.40	0.77	2	Strongly agree
		40	Expr	4.30	0.65	1	strongly agree
4.	I know my strengths and weaknesses	45	Cont	4.13	0.68	3	Agree
		40	Expr	3.93	0.94	3	agree
5.	I know the best way to learn and practice English	45	Cont	3.30	0.83	9	Uncertain
		40	Expr	3.40	0.93	9	agree
6.	I am not confident about my English ability	45	Cont	2.53	1.16	10	Disagree
		40	Expr	2.40	0.93	10	disagree
7.	I know my learning style and use it effectively	45	Cont	3.40	0.81	7	Agree
		40	Expr	3.49	0.73	6	agree
8.	I enjoy learning English	45	Cont	4.57	0.62	1	Strongly agree
		40	Expr	4.10	0.80	2	agree
9.	English is not my favourite subject	45	Cont	1.57	1.07	11	Strongly disagree
		40	Expr	1.63	0.66	11	Strongly disagree

**Table14 (cont.)**

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
10.	If I decide to learn anything, I can find time to study even if I have something else to do.	45	Cont	3.53	0.86	6	Agree
		40	Expr	3.83	1.02	5	agree
11.	I am confident that I can manage my time well for learning	45	Cont	3.33	0.75	8	Uncertain
		40	Expr	3.43	0.89	8	agree
<b>GM</b>	<b>Learners' knowledge about themselves as learners</b>	<b>45</b>	<b>Cont</b>	<b>3.44</b>	<b>0.26</b>	<b>-</b>	<b>Agree</b>
		<b>40</b>	<b>Expr</b>	<b>3.44</b>	<b>0.35</b>	<b>-</b>	<b>agree</b>

It can be seen from the table above that both the control and the experimental group have the same general mean score of 3.44 but with a different standard deviation. It can be understood that students in both groups agree on most of the statements in the questionnaire, i.e., they know themselves as learners.

For both groups, there are 2 items that have the highest mean scores, namely, *I think I have the ability to learn English well* (item 3), and *I enjoy learning English* (item 8). These two items demonstrate that the students, in both control and experimental group, have a positive attitude towards learning English; they enjoy learning English and they have the ability to learn it well.

However respondents in the 2 groups seem to be less confident about *knowing the best way to learn and practice English, managing their time well for learning, and knowing their learning style and using it effectively* (mean scores lower than 3.5), which suggest that training can be provided to foster their ability to manage and take responsibility for their own learning.

#### **4.2.7.2 Students' Knowledge about the Language**

In this sub-section of the questionnaire, students were asked about their perceptions of their metacognitive knowledge about the subject, i.e., English.

The following table displays students' answers. The mean scores were measured by a 5 level Likert scale (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree)

**Table 15**

***Students' Knowledge about the Language***

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
1	I know that in order to speak English well, I have to listen to a lot of English	45	Cont	4.70	0.46	1	Strongly agree
		40	Expr	4.50	0.86	1	strongly agree
2	Stressing the right word in a sentence is important for the correct meaning/emphasis. E.g., "That's MY bicycle", not "That is my BICYCLE".	45	Cont	3.53	1.22	5	Agree
		40	Expr	3.00	1.01	7	uncertain
3	Stressing the right part of an English word is important for the correct pronunciation. e.g., banAna, not bAnana.	45	Cont	3.37	1.18	7	Uncertain
		40	Expr	3.87	0.93	5	agree
4	I am aware that there are some sounds in English which do not exist in my language.	45	Cont	3.70	1.08	3	Agree
		40	Expr	3.97	0.89	3	agree
5	Learning idioms and phrases by heart can improve my spoken English	45	Cont	4.47	0.62	2	Strongly agree
		40	Expr	3.93	0.82	4	agree
6	I know some differences between spoken and written English	45	Cont	3.43	0.72	6	Agree
		40	Expr	3.53	1.07	6	agree
7	I know some differences between American English and British English	45	Cont	3.53	1.00	4	Agree
		40	Expr	4.07	0.82	2	agree
<b>GM</b>	<b>Learners' knowledge about language</b>	<b>45</b>	<b>Cont</b>	<b>3.81</b>	<b>0.51</b>	<b>-</b>	<b>Agree</b>
		<b>40</b>	<b>Expr</b>	<b>3.83</b>	<b>0.62</b>	<b>-</b>	<b>agree</b>

The data in table 15 show that both general mean scores (GM) for the control and the experimental group are above 3.80 which means that respondents in both groups have good awareness of the English language. The item with the highest mean score, in both groups, is

“I know that in order to speak English well, I have to listen to a lot of English” followed by item 5 (Learning idioms and phrases by heart can improve my spoken English) for the control group, and item 7 (I know some differences between American English and British English). However, for the experimental one, it is found that the only two items where students appear to be less certain are: item 3 (Stressing the right part of an English word is important for the correct pronunciation for the experimental group. e.g., banAna, not bAnana) with a mean score of 3.73 for the control group, and item 2 (Stressing the right word in a sentence is important for the correct meaning/emphasis. E.g., “That’s MY bicycle”, not “That is my BICYCLE”) with a mean score of 3.00 for the experimental group. This demonstrates students’ poor knowledge about stress in English.

#### 4.2.7.3 Students’ knowledge about the Learning Context

The table below displays students’ perceptions of their knowledge about their learning context. The items have been ranked by their mean scores

**Table 16**

#### *Students’ Knowledge about the Learning Context*

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
1.	There are a lot of opportunities to learn and practice English outside institutions	45	Cont	4.17	0.83	4	Agree
		40	Expr	3.93	1.11	5	Agree
2.	English is an important foreign language these days.	45	Cont	4.87	0.34	1	Strongly agree
		40	Expr	4.67	0.54	1	Strongly agree
3.	We all work hard on English	45	Cont	3.03	0.76	6	Uncertain
		40	Expr	3.20	0.92	6	Uncertain

**Table16 (cont.)**

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
4.	Success in English is regarded as very important in my family.	45	Cont	3.80	1.12	5	Agree
		40	Expr	4.13	1.13	4	Agree
5.	It is cool to speak English with native speakers	45	Cont	4.47	0.68	3	Strongly agree
		40	Expr	4.47	0.93	3	strongly agree
6.	It's cool to have foreign English speaking friends	45	Cont	4.60	0.56	2	Strongly agree
		40	Expr	4.60	0.85	2	Strongly agree
7.	It's not cool to speak English in class	45	Cont	1.83	1.08	7	Disagree
		40	Expr	1.60	1.07	7	Strongly disagree
	<b>Learners' knowledge about the learning context</b>	<b>45</b>	<b>Cont</b>	<b>3.82</b>	<b>0.33</b>	<b>-</b>	<b>Agree</b>
		<b>40</b>	<b>Expr</b>	<b>3.80</b>	<b>0.46</b>	<b>-</b>	<b>Agree</b>

It is apparent from the table above that students in both groups (control and experimental) have good awareness of the learning context in which they found themselves (GM= 3.80 and 3.82). The majority of respondents are aware of the importance of English as a foreign language these days (item 2); they do find speaking English in class and with foreign English speaking friends **COOL** (items 6 and7). On the other hand, students seem to be less certain about item 3 (We all work hard on English) which signifies that they actually are not satisfied with the amount of effort they devote to learn English and probably they should work harder.

#### **4.2.7.4 Students' Knowledge about the Learning Process**

Students' metacognitive knowledge about the learning process is ranked by the mean scores of the 11 items and represented in the following table.



**Table 17*****Students' Knowledge about the Learning Process***

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
1.	I can set my own learning goals	45	Cont	3.70	0.87	8	Agree
		40	Expr	3.87	0.93	6	Agree
2.	I plan my learning	45	Cont	3.73	0.78	7	Agree
		40	Expr	3.93	0.58	4	Agree
3.	I am able to measure my progress	45	Cont	3.60	0.72	10	Agree
		40	Expr	3.53	0.73	9	Agree
4.	I am able to find resources for learning English on my own	45	Cont	3.87	0.73	5	Agree
		40	Expr	3.63	0.99	8	Agree
5.	I try new ways/strategies of learning English	45	Cont	4.00	0.78	3	Agree
		40	Expr	4.10	0.71	3	Agree
6.	I am good at using a dictionary to find information about new words	45	Cont	3.87	0.68	4	Agree
		40	Expr	3.90	0.96	5	Agree
7.	I ask for help in learning English when I need it	45	Cont	4.10	0.75	2	Agree
		40	Expr	4.20	0.99	2	Strongly agree
8.	I can find my own ways of practicing	45	Cont	3.70	0.98	9	Agree
		40	Expr	3.33	0.75	10	Uncertain
9.	I can check my work for mistakes	45	Cont	3.00	0.91	11	Uncertain
		40	Expr	2.93	0.74	11	Uncertain
10.	I can explain why I need English	45	Cont	3.87	0.77	6	Agree
		40	Expr	3.80	0.84	7	Agree

**Table 17 (cont.)**

N°	Items	N°	Type	Mean	Std. Deviation	Rank	Evaluation
11	I often think about how to improve my English learning	45	Cont	4.23	0.43	1	Strongly Agree
		40	Expr	4.60	0.49	1	Strongly agree
GM	Learners' metacognitive knowledge of the learning process	45	Cont	3.78	0.39	-	Agree
		40	Expr	3.80	0.41	-	Agree

It can be seen from the table above that, for both groups, there are three items that have the highest mean scores (over 4), namely, *I often think about how to improve my English learning* (item11), *I ask for help in learning English when I need it* (item7), and *I try new ways/strategies of learning English* (item 5). These items demonstrate that the respondents, in both groups, are aware of their learning process: they are trying new ways and new strategies to improve their English learning, also they ask for help whenever it is needed.

The three items with the lowest mean scores are related to self assessment (item 9), measuring progress (item3) and finding ways of practicing (item 8). This fact suggests that training can be provided to foster their ability to manage and take responsibility for their own learning.

In the following section, we shall present and discuss results of a statistical test (Mann-Whitney U Non-parametric Test ) in order to test whether the experimental group responses are similar or not to those of the control group at the beginning of the study.

#### **4.2.8 Statistical Test: Mann-Whitney U Non-parametric Test (Experimental versus Control Group)**

In order to find out if the experimental group is any different from the control group in their responses to the pre-test questionnaire at the start of the study, the Mann- Whitney U

non- parametric test was deployed. The results from the test show that almost all the asymptotic significance coefficients achieved (i.e., the 2 tailed Assymp. Sig. of 105 out of 111 items; are greater than 0.05 (see Appendix H); therefore, there is very little significant discrepancy between the experimental and the control group. In other words, the experimental group is typical of the control one.

The following table shows the six items that have significant dissimilarity in the responses of the experimental group and the control group. It appears from table 18 that these significant differences between the two groups are in students 'perceptions of their capacities and of their practices to learn autonomously

**Table 18**

***Mann-Whitney U Non-parametric Test (Experimental Versus Control Group)***

Items	Group	Number	mean	Standard deviation	Asymp. Sig. (2-tailed)
Identify your weaknesses in English.	Experimental	30	3.43	0.81	<b>0.020</b>
	Ccontrol	35	3.83	0.87	
Choose your in-class learning objectives.	Experimental	30	3.57	0.72	<b>0.013</b>
	Control	35	3.47	1.00	
Choose your outside- class learning objectives	Experimental	30	4.00	1.11	<b>0.009</b>
	Control	35	3.60	0.93	
Tell about what you have learned	Experimental	30	3.53	0.90	<b>0.017</b>
	Control	35	3.93	0.86	
Practise using English with friends	Experimental	30	3.13	1.38	<b>0.033</b>
	Control	35	3.53	1.00	
Relate ideas in one subject to those in others	Experimental	30	3.50	1.04	<b>0.027</b>
	Control	35	2.93	1.04	

According to the Mann- Whitney U test results, the experimental group responded significantly more positively than the control group to the following three items:

- Item2: Choose your in- class learning objectives.
- Item3: Choose your outside- class learning objectives, and
- Item 6: Relate ideas in one subject to those in others.

However, they showed significantly less agreement with three other items:

- Item 1: Identify your weaknesses in English.
- Item4: Tell about what you have learned, and
- Item5: Practise using English with friends

#### 4.2.9 Summary of the Questionnaire Findings (Pre-test Questionnaire)

Findings of the pre-test questionnaire reveal the following:

- Although the majority of students in both control and experimental groups agree on the importance of learner autonomy, they continue to be dependent on their teachers in their learning.
- Students see themselves mainly responsible for working harder and making decisions concerning self study **outside** class, however for in class decisions about the content of the lesson, time allocation and their learning assessment, students, mainly those in the experimental group, consider them as their teacher's responsibility.
- Although the students are not very good at choosing learning activities in class, allocating time and deciding what they should learn next in their English lessons, they are confident about their ability to take greater responsibility for making learning decisions.
- In terms of students' learning habits, it is found that social interactions such as discussing learning with friends and teachers, talking to foreigners in English or doing

English self study in group are less popular sources of English input. Few students have the habit of using the library to improve their English and few of them have the habit of using metacognitive strategies to manage their learning.

- Regarding the metacognitive knowledge competence in the questionnaire, the students demonstrate a positive attitude towards learning English; they know themselves as learners and responded positively to items related to the ‘capacity to take responsibility’ (Holec, 1981). However, as the mean scores of these items are not very high, it is suggested that learner training can be provided to help students develop the capacity for taking greater responsibility for learning.

#### **4.2.10 A Comparison between Pre- and Post- Questionnaire Results of the Experimental Group**

As we have discussed in chapter three, and in order to measure change in students’ abilities, attitudes and perceptions of their responsibilities towards their learning; also to assess the effect of the tutoring programme on promoting students’ learning autonomy, we used the same pre-test questionnaire as a data gathering tool. The initial questionnaire (pre-test questionnaire) has 111 items; however for the post-test questionnaire we decided to administer a longer version, to students in the experimental group ONLY, through adding a seventh section (with 8 items) (see Appendix I). The purpose of this seventh section was to collect students’ opinions related to their learning experience, their perceptions of the tutoring programme, and their future learning plan. The post-test questionnaire was administered to both experimental and control groups (40 and 45 students respectively) at the end of the semester (on February 1st, 2018) in the classroom and during our presence.

Since reliability of the questionnaire has been analysed before and has indicated a good level of internal consistency among the 111 items (Cronbach’s alpha = 0.899), we decided to statistically analyse the 8 items of the seventh section only. The table below shows

results of the reliability statistics. A Cronbach's alpha of **0.789** indicates also a good level of internal consistency.

**Table 19**

*Cronbach's Alpha Coefficient*

Reliability Statistics	
Cronbach's Alpha	N of Items
0.789	8

**4.2.10.1 Section1: Students' Understanding of Learner Autonomy**

The table below displays a comparison between the experimental groups pre- and post- intervention results. The two columns, pre- and post-test questionnaire results, correspond to the two occasions on which the questionnaire was administered, i.e., at the beginning and at the end of the semester.

**Table 20**

*A Comparison between Students' Understanding of Learner Autonomy Pre- and Post-Experiment (N=40)*

N°	Pre-test questionnaire results				Post- test questionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
1	1.83	0.64	7	I don't know	2.13	0.87	6	I don't know
2	2.30	0.87	6	I don't know	1.86	0.61	7	I don't know
3	2.30	0.70	5	I don't know	2.75	0.64	5	Yes

Table 20 (cont.)

N°	Pre- questionnaire results				Post- questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
4	Out of class tasks promote learner autonomy	2.63	0.61	3	Yes	2.79	0.64	4	Yes
5	Learning how to learn is very important in developing learner autonomy	2.73	0.64	1	Yes	2.98	0.70	1	Yes
6	Individuals who lack autonomy are not likely to be effective language learners	2.37	0.80	4	Yes	2.85	0.60	3	Yes
7	Learner autonomy promotes lifelong learning	2.67	0.60	2	Yes	2.90	0.80	2	Yes
<b>GM</b>		<b>2.40</b>	<b>0.33</b>	-	<b>Yes</b>	<b>2.60</b>	<b>0.43</b>	-	<b>Yes</b>

Table 20 shows that there are three apparent changes in the students' responses to their understanding of learner autonomy between pre- and post-test questionnaire.

- The first change appears in their understanding of the relationship between learner autonomy and learning alone. The mean score of this item (item2) is 2.30 in pre-test questionnaire; however in post-test questionnaire the mean score of the same item is considerably lower at 1.86 with a standard deviation of 0.61. It may be argued that

some students, after the experiment, have understood that being an autonomous learner does not mean necessarily learning alone or being isolated from the others.

- It is clear from the same table that students' response to item 3 (Autonomy means that learners can make choices about how they learn) has changed from “**I do not know**” (mean = 2.30) to “**yes**” (mean = 2.42), which signifies that the majority of students have become aware of the various learning strategies and their relation with learner autonomy.
- The third change in students' responses appears in their view about the significance of learner autonomy. The mean score of this item 6 (Individuals who lack autonomy are not likely to be effective language learners) is 2.37 in pre-test questionnaire however in post-test questionnaire the mean score of this item is considerably higher to 2.80 which gives it the first rank. It is safe to say that this score indicates that the majority of students in the experimental group agree that to be effective language learners they have to be more autonomous in their learning.

#### 4.2.10.2 Section2: Students' Perceptions of Responsibilities towards Learning

The experimental group students' responses to items investigating their perceptions of responsibilities toward learning pre- and post- experiment are presented in the following table.

**Table 21**

*A Comparison between Students' Perceptions of Responsibilities towards Learning Pre- and Post- experiment (N=40)*

N°	Pre-test questionnaire results				Post-test questionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
1 Identifying my weaknesses in English?	2.50	0.57	3	Student	2.74	0.67	3	Student



**Table 21 (cont.)**

2	Deciding the objectives of the English course?	<b>1.33</b>	0.60	14	Teacher	<b>1.97</b>	0.67	11	Student & teacher
3	Deciding what I should learn next in my English lessons?	<b>1.20</b>	0.55	15	Teacher	<b>1.69</b>	0.59	15	Student & teacher
4	Choosing what materials to use to learn English in my English lessons?	<b>1.57</b>	0.56	9	Teacher	<b>2.03</b>	0.69	10	Student & teacher
5	Choosing what activities to use to learn English in my English lessons?	<b>1.10</b>	0.30	16	Teacher	<b>1.65</b>	0.68	16	Teacher
6	Deciding what activities to do to learn English outside class	<b>2.63</b>	0.71	2	Student	<b>2.80</b>	0.59	2	Student
7	Deciding how long to spend on activities?	<b>1.43</b>	0.62	12	Teacher	<b>2.27</b>	0.72	7	Student & teacher
8	Explaining why we are doing an activity?	<b>1.07</b>	0.25	17	Teacher	<b>1.64</b>	0.34	17	Teacher
9	Making sure I make progress during	<b>1.63</b>	0.71	8	Teacher	<b>2.25</b>	0.77	8	Student & teacher
10	Making sure I make progress outside class?	<b>2.67</b>	0.71	1	Student	<b>2.86</b>	0.77	1	Student

Table 21 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
11	Testing how much I have learned?	<b>1.77</b>	0.62	6	Student & teacher	<b>2.30</b>	0.76	6	Student & teacher
12	Explaining grammar and vocabulary ?	<b>1.57</b>	0.62	10	Teacher	<b>1.94</b>	0.73	13	Student & teacher
13	Providing answers to all my questions?	<b>1.53</b>	0.50	11	Teacher	<b>1.94</b>	0.53	12	Student & teacher
14	Making me work harder?	<b>2.30</b>	0.65	5	Student & teacher	<b>2.64</b>	0.79	5	Student
15	Stimulating my interest in learning English?	<b>1.77</b>	0.81	7	Student & teacher	<b>2.04</b>	0.72	9	Student & teacher
16	Creating opportunities for me to practice English?	<b>1.37</b>	0.55	13	Teacher	<b>1.77</b>	0.68	14	Student & teacher
17	My English learning success?	<b>2.33</b>	0.54	4	Student	<b>2.74</b>	0.72	4	Student
	<b>GM</b>	<b>1.75</b>	<b>0.15</b>	-	<b>Student &amp; teacher</b>	<b>2.19</b>	<b>0.25</b>	-	<b>Student &amp; Teacher</b>

It is clear from the table above that there are four items which appear in the top first items with the highest mean scores both in pre- and post- experiment, these items are:

- Item 1: Identifying my weaknesses in English (mean = 2.50 and 2.74).
- Item 6: Deciding what activities to do to learn English outside class (mean = 2.63 and 2.80)

- Item 10: Making sure I make progress outside class (mean = 2.67 and 2.86)
- Item 17: My English learning success (mean = 2.33 and 2.74)

The high mean scores of these items indicate that the majority of students in the experimental group did not change their opinions about the four responsibilities mentioned above and still consider them as their own.

In addition, it is found that there are nine changes in the students' responses between pre- and post- experimental intervention. The first change appears in students' view about the responsibility of deciding the objectives of the English course, the mean score of this item (item n°2) was 1.33 in pre- intervention, which means that students consider it as the teacher's responsibility; however after the experiment, the mean score of this same item is 1.97 (SD = 0.67) which indicates that students now share the responsibility of deciding the objectives of the English course with their teacher.

The second change is in item 3 (Deciding what I should learn next in my English lessons), the mean score of this item is 1.20 (SD= 0.55) in pre-test questionnaire results and 1.69 (SD=0.59) in post-test questionnaire results. This shows that some students have changed their opinions towards the responsibility of deciding the content of their lessons; they do not consider it as their teacher's responsibility but also theirs.

In addition, the item 'Choosing what materials to use to learn English in my English lessons' (item n°4) results in an increase in the mean score between pre- and post- experiment, from 1.57 (SD=0.56) to 2.03 (SD= 0.69). This difference implies that the majority of students after the experiment share the responsibility of choosing learning materials with their teachers.

Furthermore, it is clear from table 21 that students in the experimental group have changed their views towards the responsibilities of deciding how long to spend on activities (item n°7), monitoring their progress during lessons (item n°9), explaining grammar and vocabulary (item n°12), providing answers to all questions (item n°13), and creating

opportunities for students to practice English (item n°16). Students do not consider them as their teacher's responsibilities but also theirs.

The last change appears in students' view about the responsibility of making them work harder, the mean score of this item (item n°14) was 2.30 in pre- intervention, which means that students share this responsibility with their teacher; however after the experiment, the mean score of this same item is 2.64 (SD = 0.79) which indicates that students now consider the responsibility of making them work harder their own responsibility.

#### 4.2.10.3 Section3: Students' Perceptions of their Capacities to Learn Autonomously

The table below shows students' self evaluation of their ability to perform several key learning decisions and activities that are essential to autonomous learning, both pre- and post-experimental intervention.

**Table 22**  
*A Comparison between Students' Perceptions of their Capacities to Learn Autonomously Pre- and Post- experiment (N°=40)*

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
1	Identify your weaknesses in English.	<b>3.43</b>	0.81	9	Good	<b>4.17</b>	0.92	10	Good
2	Choose your in class learning objectives.	<b>3.57</b>	0.72	4	Good	<b>4.00</b>	0.97	11	Good
3	Choose your outside class learning objectives	<b>4.00</b>	0.96	1	Good	<b>4.20</b>	1.16	7	Good
4	Plan your learning.	<b>3.70</b>	0.87	3	Good	<b>4.20</b>	0.89	6	Good
5	Choose learning activities in class.	<b>3.10</b>	0.66	13	Average	<b>3.40</b>	0.67	13	Average

Table 22 (cont.)

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
6	Choose learning activities outside class.	<b>3.53</b>	0.97	8	Good	<b>4.17</b>	0.80	9	Good
7	Decide how long to spend on each activity.	<b>2.67</b>	1.09	14	Average	<b>3.42</b>	1.19	12	Good
8	Choose learning materials in class.	<b>3.40</b>	1.03	10	Good	<b>4.17</b>	0.67	8	Good
9	Choose learning materials outside class.	<b>3.73</b>	0.70	2	Good	<b>4.20</b>	0.76	3	Good
10	Tell about what you have learned.	<b>3.53</b>	0.90	7	Good	<b>4.20</b>	0.77	4	Good
11	Decide what you should learn next in your English lessons.	<b>2.20</b>	0.92	15	Poor	<b>2.60</b>	0.90	15	Poor
12	Tell whether or not you are making	<b>3.57</b>	0.97	5	Good	<b>4.50</b>	1.05	1	Very Good
13	Evaluate your learning.	<b>3.30</b>	1.11	12	Average	<b>3.40</b>	0.68	14	Average
14	Find appropriate learning methods and techniques for yourself.	<b>3.57</b>	1.22	6	Good	<b>4.20</b>	0.78	5	Good

**Table 22 (cont.)**

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
15	Find where you can seek knowledge.	3.40	1.13	11	Good	4.46	0.95	2	Very Good
<b>GM</b>		<b>3.38</b>	<b>0.48</b>	-	Average	<b>4.00</b>	<b>0.27</b>	-	<b>Good</b>

Results in the table above show that there are three apparent changes in the students' responses to their perceptions of their capacities to learn autonomously between pre- and post-test questionnaires.

- The first change appears in students' ability to decide how long to spend on each activity. The mean score of this item (item 7) is 2.67 in pre-test questionnaire; however in post-test questionnaire the mean score of this same item is higher at 3.42. This increase in the mean score shows that students view themselves more able to decide on the time required for each learning .
- It is clear from the same table that the mean score of item 12 (Tell whether or not you are making progress) has increased from 3.57 to 4.50 which gives this ability the first rank. This signifies that more students in the experimental group are confident about their ability to monitor their learning.
- Lastly, the item '*Find where you can seek knowledge*' (item 15) results in an increase in the mean scores between pre- and post- experiment, from 3.40 (SD= 1.13) to 4.46 (SD =0.95). This difference implies that students after the training are more confident about their ability to find where they can seek knowledge.

#### **4.2.10.4 Section4: Students' Practices to Learn Autonomously**

The experimental group students' responses to items investigating their self study practices pre- and post- experiment are presented in the following table.

**Table 23**

*A Comparison between Students' Practices to Learn Autonomously Pre- and Post-experiment (N=40)*

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
1	Read English materials (notices, newspapers, magazines, books, etc)	<b>2.63</b>	1.09	19	Sometimes	<b>3.34</b>	0.82	22	Often
2	note down new words and their meanings	<b>3.57</b>	1.16	8	Often	<b>4.07</b>	0.93	11	Often
3	Write in English (email, diary, face book, blog)	<b>3.67</b>	1.09	6	Often	<b>4.20</b>	1.00	3	Often
4	watch movies or TV programmes in English	<b>3.77</b>	1.30	5	Often	<b>4.00</b>	1.15	13	Often
5	listen to English songs or English radio	<b>3.90</b>	1.29	3	Often	<b>4.58</b>	1.03	2	Always
6	talk to foreigners in English	<b>3.03</b>	1.40	17	Sometimes	<b>3.97</b>	1.27	15	Often
7	practise using English with friends	<b>3.13</b>	1.38	15	Sometimes	<b>3.96</b>	1.04	16	Often

Table 23 (cont.)

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
8	do English self-study in a group	<b>2.53</b>	1.25	20	Rarely	<b>3.36</b>	1.22	21	Sometimes
9	talk or write to your teacher about your study	<b>1.87</b>	0.90	23	Rarely	<b>3.00</b>	1.02	23	Sometimes
10	ask the teacher questions when you don't understand	<b>3.27</b>	1.46	13	Sometimes	<b>4.14</b>	1.09	9	Often
11	make suggestions to the teacher	<b>2.20</b>	1.03	22	Rarely	<b>3.37</b>	1.00	20	Sometimes
12	Take opportunities to speak in English in class	<b>3.63</b>	1.27	7	Often	<b>4.19</b>	0.96	4	Often
13	you use the library to improve your English	<b>2.47</b>	1.52	21	Rarely	<b>3.39</b>	1.39	18	Sometimes
14	discuss learning problems with classmates	<b>3.23</b>	1.19	14	Sometimes	<b>4.00</b>	1.35	14	Often
15	make a learning plan	<b>3.40</b>	1.32	10	Often	<b>4.06</b>	1.22	12	Often
16	Assess your work	<b>3.30</b>	1.29	12	Sometimes	<b>4.16</b>	1.35	7	Often



Table 23 (cont.)

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
17	When you meet a word you don't know, you look it up in a dictionary.	<b>4.30</b>	1.05	1	Always	<b>4.87</b>	0.67	1	Always
18	Questioning things you hear in lectures or read in books	<b>3.87</b>	1.00	4	Often	<b>4.16</b>	0.92	8	Often
19	you revise lessons and seek the reference books	<b>2.90</b>	1.09	18	Sometimes	<b>3.37</b>	1.02	19	Sometimes
20	Relate ideas in one subject to those in others	<b>3.50</b>	1.04	9	Often	<b>4.18</b>	0.84	5	Often
21	you use internet and computers to study and improve English.	<b>4.10</b>	0.88	2	Often	<b>4.18</b>	1.09	6	Often
22	you preview before the class (i.e. see summary, lessons etc.)	<b>3.10</b>	1.06	16	Sometimes	<b>4.09</b>	1.07	10	Often

**Table 23 (cont.)**

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
23	you make notes and summaries of your lessons.	<b>3.30</b>	1.11	11	Sometimes	<b>3.39</b>	0.99	17	Sometimes
<b>GM</b>	<b>Students practices to learn autonom</b>	<b>3.24</b>	<b>0.63</b>	-	<b>Sometimes</b>	<b>3.91</b>	<b>0.23</b>	-	<b>Often</b>

Table 23 above shows that students' frequency of practicing self study activities, between the two periods of pre- and post- intervention, has increased in 12 out of 22 activities.

Activities that have been practiced more frequently by students are:

- Item 1: reading English materials (mean score has changed from 2.63 to 3.34)
- Item 5: listening to English songs or English radio (mean score has increased from 3.90 to 4.58).
- Item 6: talking to foreigners in English (their responses moved from sometimes 3.03 to often 3.97).
- Item 7: practising using English with friends (mean score has increased from 3.13 to 3.96)
- Item 8: doing English self-study in a group (from 2.53 to 3.36).
- Item 9: talking to the teacher about studies (mean score has increased from 1.87 to 3.00)
- Item 10: asking the teacher questions when you don't understand (from 3.27 to 4.14)

- Item 11: making suggestions to the teacher (students' responses moved from rarely 2.20 to sometimes 3.37).
- Item 13: using the library to improve English (mean score increased from 2.47 to 3.39).
- Item 14: discussing learning problems with classmates (from 3.23 to 4.00)
- Item 16: assessing your own work (students' responses moved from sometimes 3.30 to often 4.16)
- And item 22: previewing before the class (i.e. see summary, lessons etc.) (mean score has shifted from 3.10 to 4.09)

#### 4.2.10.5 Section5: Students' Willingness to Take More Learning Responsibilities.

The experimental group students' responses to items investigating whether they are willing to take responsibility for several aspects of their learning pre- and post-intervention are presented in the table below.

**Table 24**

*A Comparison between Students' Willingness to Take More Learning Responsibilities Pre- and Post- experiment (N° = 40)*

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
1	I do not enjoy learning English	2.00	1.23	13	Disagree	1.57	0.72	13	Strongly disagree
2	I dislike being told how I should learn	2.63	1.21	11	Uncertain	2.43	1.16	12	Disagree

Table 24 (cont.)

N°		Pre- questionnaire results				Post- questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
3	I do not like to seek additional knowledge outside class if the teacher doesn't ask me to do so	<b>2.60</b>	0.93	12	Uncertain	<b>2.77</b>	1.363	11	Uncertain
4	I think I could not improve without a teacher	<b>3.40</b>	0.96	10	Agree	<b>3.33</b>	1.12	10	Uncertain
5	Language learning involves a lot of self-study	<b>4.00</b>	1.06	3	Agree	<b>4.85</b>	0.77	1	Strongly agree
6	I enjoy tasks where I can learn on my own	<b>4.07</b>	1.01	2	Agree	<b>4.73</b>	0.62	3	Strongly agree
7	A lot of language learning can be done without a teacher	<b>3.70</b>	0.79	5	Agree	<b>4.19</b>	0.93	8	Agree
8	I am willing to find my own way of practicing if I get help from the teacher	<b>4.33</b>	0.66	1	Strongly agree	<b>4.74</b>	0.67	2	Strongly agree

Table 24 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
9	I am pleased learn in to take part in choosing the content I want to learn in class	3.63	0.85	7	Agree	4.68	0.71	4	Strongly agree
10	I am willing to evaluate my work	3.50	0.97	9	Agree	4.18	0.78	9	Agree
11	I like to have the chance to decide on what and how to learn about English..	3.53	1.33	8	Agree	4.49	0.96	6	Strongly agree
12	I like to be able to choose my own materials for language classes	3.67	0.84	6	Agree	4.20	0.97	7	Agree
13	I like teachers who give us a lot of opportunities to learn on our own	3.97	0.91	4	Agree	4.68	0.88	5	Strongly Agree
<b>G M</b>	<b>students' willingness to take more learning responsibilities</b>	<b>3.46</b>	<b>0.39</b>	<b>-</b>	<b>Agree</b>	<b>3.91</b>	<b>0.24</b>	<b>-</b>	<b>Agree</b>

The table above shows that items: 5 (Language learning involves a lot of self-study), 6 (I enjoy tasks where I can learn on my own), and 8 (I am willing to find my own way of practicing if I get help from the teacher) take the first three ranks with the highest mean scores both in pre- and post-test questionnaires (the mean scores were rated over 4 ranging from 4.00 to 4.85).

In addition, the same table shows an increase in students' willingness to take the following 3 responsibilities:

- Taking part in choosing the content I want to learn in class (item 9) from 3.63 to 4.68.
- Having the chance to decide on what and how to learn about English (item11) students answers moved from agree 3.53 to strongly agree 4.49.
- And having opportunities to learn on our own (item 13) mean score increased from 4.00 to 4.68.

These high mean scores of the items besides the decrease in mean scores of some others such as item 1 (I do not enjoy learning English) from 2.00 to 1.57, item 2 (I dislike being told how I should learn ) from 2.63 to 2.43 , and item 4(I think I could not improve without a teacher) from 3.40 to 3.33 indicate that students in the experimental group are confident in their ability to improve without a teacher and are willing to have a certain degree of independence from the teacher in learning English.

#### **4.2.10.6 Section6: Students' Metacognitive Knowledge Competence**

The following tables exhibit pre- and post- experiment responses of the experimental group students to the questionnaire items regarding their metacognitive knowledge competence.

**Table 25**

*A Comparison between Students' Metacognitive Knowledge about themselves as learners  
Pre- and Post- experiment (N° = 40)*

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
1	I am good at language learning	<b>3.50</b>	0.90	7	Agree	<b>4.10</b>	0.95	9	Agree
2	I am above average at language learning	<b>3.87</b>	0.68	4	Agree	<b>4.11</b>	0.77	8	Agree
3	I think I have the ability to learn English well	<b>4.30</b>	0.65	1	Strongly agree	<b>4.72</b>	0.87	1	Strongly agree
4	I know my strengths and weaknesses	<b>3.93</b>	0.94	3	Agree	<b>4.46</b>	0.94	4	Strongly agree
5	I know the best way to learn and practice English	<b>3.40</b>	0.93	9	Agree	<b>4.20</b>	0.91	5	Agree
6	I am not confident about my English ability	<b>2.40</b>	0.93	10	Disagree	<b>2.34</b>	1.16	10	Disagree
7	I know my learning style and use it effectively	<b>3.49</b>	0.73	6	Agree	<b>4.65</b>	0.61	2	Strongly Agree

Table 25 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
8	<b>4.10</b>	0.80	2	Agree	<b>4.59</b>	1.20	3	Strongly Agree
9	<b>1.63</b>	0.66	11	Strongly disagree	<b>1.58</b>	0.73	11	Strongly disagree
10	<b>3.83</b>	1.02	5	Agree	<b>4.18</b>	0.81	7	Agree
11	<b>3.43</b>	0.89	8	Agree	<b>4.19</b>	0.81	6	Agree
<b>G M</b>	<b>3.44</b>	<b>0.35</b>	-	<b>Agree</b>	<b>3.92</b>	<b>0.30</b>	-	<b>Agree</b>

In terms of the general trends, the post-experiment results reflect a positive change in the students' self-evaluation of their metacognitive knowledge about themselves as learners. Specifically, 9 out of 11 items in post-experiment findings (items 1, 2, 3, 4, 5, 7, 8, 10 and 11) have the mean score above 4 (the midpoint between 'agree' and 'strongly agree') compared with only 2 out of 11 items in pre-experiment. This trend can be argued to indicate an enhancement of the students' metacognitive knowledge about themselves as learners.



The following table demonstrates respondents' perceptions of their metacognitive knowledge about the subject, i.e., English.

**Table 26**

*A Comparison between Students' Metacognitive Knowledge about the Language Pre- and Post- experiment (N° = 40)*

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
1	I know that in order to speak English well, I have to listen to a lot of English	4.50	0.86	1	Strongly agree	4.50	0.63	1	Strongly agree
2	Stressing the right word in a sentence is important for the correct meaning/emphasis . E.g., "That's MY bicycle", not "That is my BICYCLE".	3.00	1.01	7	Uncertain	4.17	0.96	4	Agree

Table 26 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
3	3.87	0.93	5	Agree	4.20	1.12	2	Agree
4	3.97	0.89	3	Agree	4.07	0.82	5	Agree
5	3.93	0.82	4	agree	4.03	0.92	6	Agree
6	3.53	1.07	6	Agree	4.00	1.03	7	Agree

**Table 26 (cont.)**

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
7	I know some differences between American English and British English	4.07	0.82	2	Agree	4.19	0.97	3	Agree
	<b>GM</b>	<b>3.83</b>	<b>0.62</b>	<b>-</b>	<b>Agree</b>	<b>4.16</b>	<b>0.39</b>	<b>-</b>	<b>Agree</b>

Given the general mean score (GM) has increased from 3.83 to 4.16, and all the seven mean scores are well above 4, it is plausible to conclude that the students' in the experimental group had good awareness of the English language.

The table below exhibits pre- and post-experiment responses of the intervention students to the questionnaire items regarding metacognitive knowledge about the learning context in which they found themselves.

**Table 27**

*A Comparison between Students' Metacognitive Knowledge about the Language Context Pre- and Post- experiment (N° = 40)*

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
1	There are a lot of opportunities to learn practice English outside institutions	3.93	1.11	5	Agree	4.68	0.71	4	Strongly agree

Table 27 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
2	English is an important foreign language these days.	<b>4.67</b>	0.54	1	Strongly agree	<b>4.87</b>	0.47	2	Strongly agree
3	We all work hard on English	<b>3.20</b>	0.92	6	Uncertain	<b>4.10</b>	0.92	6	Agree
4	Success in English is regarded as very important	<b>4.13</b>	1.13	4	Agree	<b>4.46</b>	1.27	5	Strongly agree
5	It is cool to speak English with native speakers	<b>4.47</b>	0.93	3	Strongly agree	<b>4.89</b>	0.72	1	Strongly agree
6	It's cool to have foreign English speaking friends	<b>4.60</b>	0.85	2	Strongly agree	<b>4.87</b>	0.68	3	Strongly agree
7	It's not cool to speak English in class	<b>1.60</b>	1.07	7	Strongly disagree	<b>1.52</b>	0.76	7	Strongly disagree
<b>GM</b>		<b>3.80</b>	<b>0.46</b>	-	<b>Agree</b>	<b>4.19</b>	<b>0.23</b>	-	<b>Agree</b>

In addition to the increase in the general mean score (from 3.80 to 4.19), there are three apparent changes in the students' responses to their knowledge about the learning context between pre- and post-test questionnaire.

- The first change appears in the students' knowledge about the opportunities they have to learn and practice English outside institutions; the mean score of this item (item 1)

has shifted from 3.93 to 4.68. it may be argued that the majority of students now are aware that they can learn and use English in different contexts and not only inside the classroom.

- Also, it is clear from the table above that students' responses to item 3 (we all work hard on English) has changed from 'uncertain' (mean = 3.20) to 'agree' (mean= 4.10), which signifies that the majority of students have become aware of the importance of their personal efforts to learn English.
- The third change in students' responses appears in their knowledge about how success in English is regarded in their families. The mean score of this item 4 (Success in English is regarded as very important in my family) is 4.13 in pre-test questionnaire; however in post-test questionnaire the mean score of this item is considerably higher to 4.46. It is safe to say that this score indicates that the majority of students in the experimental group **strongly agree** that their families regard English as an important language and hence succeeding in it is very significant.

The following table demonstrates respondents' perceptions of their metacognitive knowledge about the learning process

**Table 28**

*A Comparison between Students' Metacognitive Knowledge about the Learning Process Pre- and Post- experiment (N° = 40)*

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
1	I can set my learning goals	<b>3.87</b>	0.93	6	Agree	<b>3.87</b>	0.77	8	Agree
2	I plan my learning	<b>3.93</b>	0.58	4	Agree	<b>4.10</b>	0.61	5	Agree

Table 28 (cont.)

N°		Pre-test questionnaire results				Post- test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
3	I am able to measure my progress	3.53	0.73	9	Agree	3.51	0.76	9	Agree
4	I am able to find resources for learning English on my own	3.63	0.99	8	Agree	4.00	0.84	7	Agree
5	I try new ways/strategies of learning English	4.10	0.71	3	Agree	4.05	0.85	6	Agree
6	I am good at using a dictionary to find information about new words	3.90	0.96	5	Agree	4.68	1.04	1	Strongly agree
7	I ask for help in learning English when I need it	4.20	0.99	2	Strongly agree	4.64	0.77	3	Strongly agree
8	I can find my own ways of practicing	3.33	0.75	10	Uncertain	3.40	0.64	10	Uncertain
9	I can check my work for mistakes	2.93	0.74	11	Uncertain	3.39	1.06	11	Uncertain

**Table 28 (cont.)**

N°		Pre-test questionnaire results				Post- test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
<b>10</b>	I can explain why I need English	<b>3.80</b>	0.84	7	Agree	<b>4.19</b>	0.69	4	Agree
<b>11</b>	I often think about how to improve my English learning	<b>4.60</b>	0.49	1	Strongly agree	<b>4.67</b>	0.49	2	Strongly agree
<b>GM</b>		<b>3.80</b>	<b>0.41</b>	-	<b>Agree</b>	<b>4.04</b>	<b>0.25</b>	-	<b>Agree</b>

In terms of the general trends, the post-experiment results reflect a positive change in the students' evaluation of their metacognitive knowledge about the learning process. In addition to an increase in the general mean score (from 3.80 to 4.04), 7 out of 11 items in post-experiment findings (items: 2, 4, 5, 6, 7, 10 and 11) have the mean score above 4 (the midpoint between 'agree' and 'strongly agree') compared with only 3 items in pre-experiment results. This trend can be argued to indicate an enhancement of the students' metacognitive knowledge about the learning process.

#### **4.2.10.7 Section 7: Students' Attitudes towards the Tutoring Programme**

The experimental group students' responses to items investigating their attitudes related to their learning experience, their perceptions of the tutoring programme and their future learning plan are presented in the following table.

**Table 29*****Students' Opinions towards the Tutoring Programme. (N° = 40)***

N°	Items	N	Mean	Std. Deviation	Rank	Evaluation
1	The tutoring programme has helped me to develop the ability to take more responsibility for my learning	40	3.63	1.15	4	Agree
2	The tutoring programme has given me more confidence in my abilities to learn and practice English	40	4.27	0.82	1	Strongly Agree
3	The tutoring programme has helped me to learn in groups better	40	3.87	1.10	2	Agree
4	Learning contracts and learning diaries have helped me to set my learning goals	40	3.77	1.10	3	Agree
5	Learning contracts and learning diaries have helped me monitor and measure my progress	40	3.43	1.30	6	Agree
6	The tutoring programme has helped me to meet my individual language needs	40	3.44	1.22	5	Agree
7	The tutoring programme has helped me to improve my English	40	2.97	1.18	8	Uncertain
8	I will continue my autonomous learning after this semester is finished	40	3.00	1.25	7	Uncertain
<b>GM</b>		<b>40</b>	<b>3.54</b>	<b>0.48</b>	<b>-</b>	<b>Agree</b>

On the whole, data in the table above show that the general mean score of responses in this last section is over the neutral level, i.e., 'Agree' (GM=3.54 with a standard deviation SD=0.48). It can be understood that the majority of students in the experimental group have a positive attitude towards the tutoring programme. The item that has the highest mean score is "The tutoring programme has given me more confidence in my abilities to learn and practice English" (item 2) with a mean of 3.87, which indicates that the majority of students 'strongly agree' that the training they received has made them more confident about their abilities to learn and practice English; furthermore the majority of the students 'agree' that thanks to the



tutoring programme, they had the opportunity to work in groups which helped them share their learning experiences and hence learn better.

Although the same students agree that the training they received, through using learning diaries and learning contracts, helped them: set their learning goals (mean= 3.77), develop the ability to take more responsibility for their learning (mean= 3.63), meet their individual language needs (mean= 3.44) and monitor and measure their progress (mean=3.43), they are found ‘uncertain’ about if it helped them improve their English, or if they will continue their autonomous learning after the semester is finished.

#### **4.2.10.8 A Comparison between Pre- and Post-test Questionnaire Results of the Control Group**

##### *4.2.10.8.1 Section1: Students’ Understanding of Learner Autonomy*

The table below displays a comparison between results obtained from the control group. The two columns, pre- and post-test questionnaire results, correspond to the two occasions on which the questionnaire was administered, i.e., at the beginning and at the end of the semester.

**Table 30**

*A comparison between Students’ Understanding of Learner Autonomy at the Beginning and at the End of the Semester (N=45)*

N°	Pre- questionnaire results				Post- questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
1	I am informed about the concept of learner autonomy	1.63	0.71	7	No	1.59	0.87	7	No
2	Learner autonomy means learning alone	1.93	0.74	6	I don't know	2.26	0.61	5	I don't know

Table 30 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
3	Autonomy means that learners can make choices about how they learn	2.27	0.78	4	I don't know	1.96	0.64	6	I don't know
4	Out of class tasks promote learner autonomy	2.93	0.25	1	Yes	2.89	0.64	2	Yes
5	Learning how to learn is very important in developing learner autonomy	2.90	0.40	2	Yes	2.76	0.70	3	Yes
6	Individuals who lack autonomy are not likely to be effective language learners	2.03	0.85	5	I don't know	2.30	0.60	4	I don't know
7	Learner autonomy promotes lifelong learning	2.83	0.37	3	Yes	2.90	0.80	1	Yes
<b>GM</b>		<b>2.36</b>	<b>0.29</b>	-	<b>Yes</b>	<b>2.38</b>	<b>0.95</b>	-	<b>Yes</b>

Table 30 shows that there are no significant changes in the students' responses to their understanding of learner autonomy between pre- and post-test questionnaire. The general mean (GM) has changed from 2.36 to 2.38 only, which cannot be considered as a significant increase. In addition, it is found from the same table that there are 3 items which appear in the

top first items with the highest mean scores both in pre- and post-test questionnaire, these items are:

- Item 4: Out of class tasks promote learner autonomy (mean= 2.93 and 2.89)
- Item 5: Learning how to learn is very important in developing learner autonomy (mean=2.90 and 2.76)
- Item 7: Learner autonomy promotes lifelong learning (mean= 2.83 and 2.90)

The high mean scores of these items and the insignificant increase in the general mean scores indicate that the majority of students in the control group did not change their views about learner autonomy and they still think they do know what learner autonomy is.

#### 4.2.10.8.2 Section2: Students' Perceptions of Responsibilities towards Learning

The control group students' responses to items investigating their perceptions of responsibilities towards learning at the beginning and at the end of the semester are presented in the following table

**Table 31**

***A Comparison between Students' Perceptions of Responsibilities towards Learning at the Beginning and at the End of the Semester (N=45)***

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
1	Identifying my weaknesses in English?	2.37	0.66	5	Student	2.30	0.59	4	Student & teacher

Table 31 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
2	Deciding the objectives of the English course?	<b>1.73</b>	0.74	11	Student & teacher	<b>1.57</b>	0.56	12	Teacher
3	Deciding what I should learn next in my English lessons?	<b>1.47</b>	0.73	14	Teacher	<b>1.53</b>	0.76	13	Teacher
4	Choosing what materials to use to learn English in my English lessons?	<b>1.87</b>	0.77	9	Student & teacher	<b>1.83</b>	0.74	7	Student & teacher
5	Choosing what activities to use to learn English in my English lessons?	<b>1.30</b>	0.59	16	Teacher	<b>1.20</b>	0.40	16	Teacher
6	Deciding what activities to do to learn English outside class?	<b>2.67</b>	0.54	1	Student	<b>2.60</b>	0.72	1	Student

Table 31 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
7	1.33	0.71	15	Teacher	1.23	0.43	15	Teacher
8	1.10	0.30	17	Teacher	1.10	0.30	17	Teacher
9	1.87	0.73	8	Student & teacher	1.47	0.50	14	Teacher
10	2.53	0.86	3	Student	2.37	0.92	3	Student
11	2.17	0.74	6	Student & teacher	1.90	0.60	6	Student & teacher
12	1.67	0.60	12	Student & teacher	1.77	0.62	9	Student & teacher
13	1.77	0.67	10	Student & teacher	1.77	0.56	8	Student & teacher

**Table 31 (cont.)**

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
14	Making me work harder?	<b>2.57</b>	0.62	2	Student	<b>2.47</b>	0.68	2	Student
15	Stimulating my interest in learning English?	<b>1.83</b>	0.98	7	Student & teacher	<b>1.67</b>	0.86	10	Student & teacher
16	Creating opportunities for me to practice English?	<b>1.50</b>	0.77	13	Teacher	<b>1.60</b>	0.72	11	Teacher
17	My English learning success?	<b>2.36</b>	0.62	4	Student	<b>2.17</b>	0.64	5	Student & teacher
	<b>GM</b>	<b>1.88</b>	<b>0.22</b>	-	<b>Student &amp; teacher</b>	<b>1.79</b>	<b>0.13</b>	-	<b>Student &amp; teacher</b>

It is clear from the table above that the three items that appear in the top first items with the highest mean scores are the same both in pre- and post-test questionnaire, these items are:

- Item 6: Deciding what activities to do to learn English outside class (mean = 2.67 and 2.60).
- Item 14: Making me work harder (mean = 2.57 and 2.47)
- Item 10: Making sure I make progress outside class? (mean = 2.53 and 2.37)

The high mean scores of these items indicate that the majority of students in the control group did not change their opinions about the three responsibilities mentioned above (i.e.,

choosing activities to learn English outside class, work harder and making sure to make progress) and still consider them as their own responsibilities.

In addition, it is found that there are four changes in the students' responses between pre- and post-test questionnaires. The first change appears in students' view about the responsibility of identifying their weaknesses in English, the mean score of this item (item n°1) was 2.37 in pre-test questionnaire, which means that students consider it as their own responsibility; however at the end of the semester, the mean score of this same item is 2.30 (SD = 0.59) which indicates that students now share the responsibility of identifying their weaknesses in English with their teacher.

The second change is in item 2 (Deciding the objectives of the English course), the mean score of this item is 1.73 (SD= 0.74) in pre-test questionnaire results and 1.57 (SD=0.56) in post-test questionnaire results. This shows that some students have changed their opinions and have put the whole responsibility of setting the objectives of the English course on their teacher.

Also, the item 'Making sure I make progress during lessons' (item n°.9) results in a decrease in the mean scores between pre- and post-test questionnaires, from 1.87 (SD=0.73) to 1.47 (SD= 0.50). This difference implies that the majority of students at the end of the semester attribute all the responsibility to teachers for making sure of the students' progress during the lessons.

The last change appears in students' view about the responsibility of their success in learning English. The mean score of this item (item n°17) was 2.47 in pre- questionnaire, which means that students consider it as their own responsibility; however at the end of the semester, the mean score of this same item is 2.17 (SD = 0.64) which indicates that students now share the responsibility of their success in English with their teacher.

These changes in students' opinions about responsibilities towards learning have caused a decrease in the general mean scores from 1.88 to 1.79 which indicate that students in the control group didn't change their confidence in their ability to improve without a teacher and are not willing to have a certain degree of independence from the teacher in learning English.

#### 4.2.10.8.3 Section3: Students' Perceptions of their Capacities to Learn Autonomously

The table below shows students' self evaluation of their ability to perform several key learning decisions and activities that are essential to autonomous learning, both at the beginning and at the end of the semester.

**Table 32**

*A comparison between Students' Perceptions of Their Capacities to Learn Autonomously at the Beginning and at the End of the Semester (N=45)*

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
1	Identify your weaknesses in English.	<b>3.83</b>	0.87	3	Good	<b>3.17</b>	0.98	12	Average
2	Choose your in class learning objectives.	<b>3.47</b>	1.00	12	Good	<b>3.43</b>	1.04	10	Good
3	Choose your outside class learning objectives	<b>3.60</b>	0.93	9	Good	<b>4.13</b>	0.77	1	Good
4	Plan your learning.	<b>3.73</b>	0.90	5	Good	<b>3.73</b>	1.09	6	Good
5	Choose learning activities in class.	<b>3.40</b>	0.98	13	Average	<b>3.40</b>	1.24	11	Average



Table32 (cont.)

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
6	Choose learning activities outside class.	<b>3.70</b>	1.02	6	Good	<b>3.57</b>	1.10	9	Good
7	Decide how long to spend on each activity.	<b>2.97</b>	1.12	14	Average	<b>2.61</b>	0.81	15	Average
8	Choose learning materials in class.	<b>3.63</b>	0.89	8	Good	<b>3.73</b>	1.01	5	Good
9	Choose learning materials outside class.	<b>4.30</b>	0.70	1	Very good	<b>3.93</b>	0.94	3	Good
10	Tell about what you have learned.	<b>3.93</b>	0.86	2	Good	<b>4.03</b>	0.92	2	Good
11	Decide what you should learn next in your English lessons.	<b>2.77</b>	1.03	15	Average	<b>3.07</b>	0.90	13	Average
12	Tell whether or not you are making learning progress.	<b>3.77</b>	0.97	4	Good	<b>3.70</b>	0.83	7	Good
13	Evaluate your learning.	<b>3.60</b>	0.96	10	Good	<b>3.57</b>	0.89	8	Good

Table 32 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
14	Find appropriate learning methods and techniques for yourself.	3.67	1.21	7	Good	3.77	1.04	4	Good
15	Find where you can seek knowledge.	3.57	1.04	11	Good	3.07	1.20	14	Average
16	GM	3.59	0.35	-	Good	3.52	0.30	-	Good

Results in the table above show that there are four apparent changes in the students' responses to their perceptions of their capacities to learn autonomously between the beginning and the end of the semester.

- The first change appears in students' ability to identify their weaknesses in English. The mean score of this item (item 1) is 3.83 in pre-test questionnaire; however in post-test questionnaire the mean score of the same item is lower at 3.17. This last mean score shows a decrease towards the neutral point 'Average' which means that some students have changed their views and have evaluated themselves as less capable to identify their weaknesses in English.
- It is clear from the same table that the mean score of item 7 (Decide how long to spend on each activity) has decreased from 2.97 to 2.57 which gives this ability the 15th rank. This signifies that less students in the control group are confident about their ability to decide on time they need to do an activity.

- Another difference found between pre- and post-test questionnaire results appears in students' ability to choose learning materials outside class (item 9). The mean score of this item is 4.30 at the beginning of the semester; however at the end of the semester, the mean score decreased at 3.93 which indicate that more students still find themselves unable to choose learning materials outside class.
- Lastly, the item '*Find where you can seek knowledge*' (item 15) results in a decrease in the mean scores between pre- and post-test questionnaires, from 3.57 (SD= 1.04) to 3.07 (SD =0.71.208). Although this last mean score refers to '**Average**' evaluation, the difference implies that students at the end of the semester are less confident about their ability to find appropriate resources to learn English.

Although the general mean score of this section has decreased from 3.59 to 3.52, students in the control group still consider themselves 'Good' to learn autonomously.

#### 4.2.10.8.4 Section4: Students' Practices to Learn Autonomously

The control group students' responses to items investigating their self study practices at the beginning and at the end of the semester are presented in the following table.

**Table 33**

***A Comparison between Students' Practices to Learn Autonomously at the Beginning and at the End of the Semester (N=45)***

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
1	Read English materials (notices, newspapers, magazines, books, etc)	3.03	0.92	16	Sometimes	2.93	0.82	18	Sometimes

Table 33 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
2	note down new words and their meanings	<b>3.73</b>	1.048	6	Often	<b>3.63</b>	1.04	9	Often
3	Write in English (email, diary, face book, blog)	<b>3.63</b>	1.42	8	Often	<b>4.00</b>	1.00	3	Often
4	watch movies or TV programmes in English	<b>4.20</b>	1.24	3	Always	<b>3.97</b>	1.15	5	Often
5	listen to English songs or English radio	<b>4.33</b>	0.95	2	Always	<b>4.21</b>	1.03	2	Always
6	talk to foreigners in English	<b>2.70</b>	1.48	19	Sometimes	<b>3.17</b>	1.27	14	Sometimes
7	practise using English with friends	<b>3.53</b>	1.00	9	Often	<b>3.53</b>	1.04	10	Often
8	do English self-study in a group	<b>1.90</b>	0.88	23	Rarely	<b>2.37</b>	1.22	23	Rarely
9	talk or write to your teacher about study	<b>2.63</b>	0.96	20	Sometimes	<b>2.33</b>	1.02	22	Rarely
10	ask the teacher questions when you don't understand	<b>3.83</b>	1.08	5	Often	<b>3.90</b>	1.09	6	Often

Table 33 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
11	make suggestions to the teacher	<b>2.20</b>	1.12	21	Rarely	<b>2.61</b>	1.00	21	Sometimes
12	take opportunities to speak in English in class	<b>3.47</b>	1.16	10	Often	<b>3.97</b>	0.96	4	Often
13	you use the library to improve your English.	<b>2.17</b>	1.08	22	Rarely	<b>2.90</b>	1.39	20	Sometimes
14	discuss learning problems with classmates	<b>2.70</b>	1.29	18	Sometimes	<b>3.13</b>	1.35	15	Sometimes
15	make a learning plan	<b>3.07</b>	1.20	15	Sometimes	<b>2.98</b>	1.22	17	Sometimes
16	assess your own work	<b>3.27</b>	1.28	12	Sometimes	<b>3.07</b>	1.35	16	Sometimes
17	When you meet a word you don't know, you look it up.	<b>4.37</b>	0.85	1	Always	<b>4.57</b>	0.67	1	Always
18	Questioning things you hear in lectures or read in books	<b>4.07</b>	0.86	4	Often	<b>3.80</b>	0.92	8	Often
19	you revise lessons and seek the reference books	<b>3.17</b>	1.02	13	Sometimes	<b>2.90</b>	1.02	19	Sometimes

**Table 33 (cont.)**

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
20	Relate ideas in one subject to those in others	<b>2.93</b>	1.04	17	Sometimes	<b>3.23</b>	0.84	12	Sometimes
21	you use internet and computers to study and improve English.	<b>3.73</b>	1.36	7	Often	<b>3.90</b>	1.12	7	Often
22	you preview before the class (i.e. see summary, lessons etc.)	<b>3.10</b>	0.99	14	Sometimes	<b>3.23</b>	1.07	13	Sometimes
23	you make notes and summaries of your lessons.	<b>3.40</b>	0.93	11	Often	<b>3.33</b>	0.99	11	Sometimes
<b>GM</b>		<b>3.26</b>	<b>0.53</b>	-	<b>Sometimes</b>	<b>3.37</b>	<b>0.23</b>	-	<b>Sometimes</b>

The table above shows that students' frequency of practicing self study activities, between the two periods (beginning and end of the semester), has increased in some activities and decreased in others. It is clear from the table that the main activities that have been practiced more frequently by students are:

- Item 6: talk to foreigners in English (mean score has changed from 2.70 to 3.57)
- Item 11: make suggestions to the teacher (mean score has increased from 2.20 to 2.60).

- Item 13: you use the library to improve your English (mean score has changed from 2.17 to 2.90)
- And item 22: you preview before the class (their response moved from sometimes 2.43.107 to often 3.43).

In addition, it is found from the same previous table that 8 out of 17 other activities have been practiced more frequently by students than the beginning of the semester. These activities are mainly: writing in English, doing English self study in group, asking teacher for clarification, speaking English in class, discuss learning problems with classmates, using internet and the computer, and relating ideas in one subject to those in others (items: 3, 8, 10, 12, 14, 17, 20 and 21 respectively).

However, the three first activities that students have practiced less than pre- experiment are:

- Watch movies or TV programme (item 4) where the mean score shifted from 4.20 to 3.97.
- Talking or writing to your teacher about your study (item 9) the mean score decreased from 2.63 to 2.33.
- And making notes and summaries of your lessons (item 23) with a change in the mean score from 3.40 to 3.33.

#### *4.2.10.8.5 Section5: Students' Willingness to Take More Learning Responsibilities.*

The control group students' responses to items investigating whether they are willing to take responsibility for several aspects of their learning at the beginning and at the end of the semester are presented in the following table.

**Table 34**

*A Comparison between Students' Willingness to Take More Learning Responsibilities at the Beginning and at the End of the Semester (N=45)*

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
1	I do not enjoy learning English	<b>1.33</b>	0.66	13	Strongly disagree	<b>1.47</b>	0.93	13	Strongly disagree
2	I dislike being told how I should learn	<b>2.63</b>	1.37	11	Uncertain	<b>2.37</b>	1.21	11	Disagree
3	I do not like to seek additional knowledge outside class if the teacher doesn't ask me to do so	<b>2.17</b>	0.69	12	Disagree	<b>2.23</b>	1.36	12	Disagree
4	I think I could not improve without a teacher	<b>2.97</b>	1.32	10	Uncertain	<b>2.83</b>	1.23	10	Uncertain
5	Language learning involves a lot of self-study	<b>3.70</b>	1.23	6	Agree	<b>4.00</b>	0.77	4	Agree
6	I enjoy tasks where I can learn on my own	<b>4.37</b>	0.61	2	Strongly agree	<b>4.40</b>	0.62	1	Strongly agree



Table 34 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
7	A lot of language learning can be done without a teacher	<b>3.23</b>	1.16	8	Uncertain	<b>3.43</b>	1.19	8	Agree
8	I am willing to find my own way of practicing if I get help from the teacher	<b>4.17</b>	0.59	3	Agree	<b>4.23</b>	0.67	2	Strongly agree
9	I am pleased to take part in choosing the content I want to learn in class	<b>3.63</b>	0.92	7	Agree	<b>3.67</b>	0.71	6	Agree
10	I am willing to evaluate my work	<b>3.87</b>	0.73	4	Agree	<b>3.50</b>	0.97	7	Agree
11	I like to have the chance to decide on what and how to learn about English..	<b>3.83</b>	1.05	5	Agree	<b>3.79</b>	0.96	5	Agree
12	I like to be able to choose my own materials for language classes	<b>3.20</b>	0.92	9	Uncertain	<b>3.17</b>	0.81	9	Uncertain

**Table 34 (cont.)**

N°	Pre-test questionnaire results				Post-test questionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
13								
I like teachers who give us a lot of opportunities to learn on our own	<b>4.50</b>	0.57	1	Strongly agree	<b>4.13</b>	0.68	3	Agree
<b>GM</b>	<b>3.35</b>	<b>0.25</b>	-	<b>Uncertain</b>	<b>3.32</b>	<b>0.21</b>	-	<b>Uncertain</b>

The table above shows that items: 6 (I enjoy tasks where I can learn on my own), 8 (I am willing to find my own way of practicing if I get help from the teacher) and 13 (I like teachers who give us a lot of opportunities to learn on our own) take the first three ranks with the highest mean scores both at the beginning and at the end of the semester (the mean scores were rated over 4, ranging from 4.13 to 4.50).

In addition, the same table shows an increase in students' answers to the following items:

- A lot of language learning can be done without a teacher (item7) from 3.23 to 3.43
- I am willing to find my own way of practicing if I get help from the teacher (item 8) from 4.17 to 4.23.

Also, it is found from the table a decrease in the following two items:

- I dislike being told how I should learn (item2) from 2.63 to 2.43
- I think I could not improve without a teacher (item 4) from 3.40 to 3.33

Despite the high mean scores of items 7 and 8 and the decrease in mean scores of items 2 and 4, it is found that the general mean score has decreased from 3.35 to 3.32 which indicates an insignificant change in students' answers between the two periods (the beginning and the

end of the semester); students in the control group are still uncertain about their willingness to take more responsibilities for several aspects of their learning.

#### 4.2.10.8.6 Section6: Students' Metacognitive Knowledge Competence

The tables below exhibit responses of the control group students to the questionnaire items regarding their metacognitive knowledge competence, both at the beginning and at the end of the semester.

**Table 35**

*A Comparison between Students' Metacognitive Knowledge about themselves as learners at the Beginning and at the End of the Semester (N=45)*

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
1	I am good at language learning	3.63	0.71	4	Agree	3.50	0.77	8	Agree
2	I am above average at language learning	3.53	0.62	5	Agree	3.80	0.71	4	Agree
3	I think I have the ability to learn English well	4.40	0.77	2	Strongly agree	4.47	0.62	1	Strongly Agree
4	I know my strengths and weaknesses	4.13	0.68	3	Agree	3.83	0.87	3	Agree
5	I know the best way to learn and practice English	3.30	0.83	9	Uncertain	3.47	0.90	9	Agree

Table 35 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
6	I am not confident about my English ability	<b>2.53</b>	1.16	10	Disagree	<b>2.47</b>	0.86	10	Disagree
7	I know my learning style and use it effectively	<b>3.40</b>	0.81	7	Agree	<b>3.63</b>	0.96	6	Agree
8	I enjoy learning English	<b>4.57</b>	0.62	1	Strongly agree	<b>4.20</b>	0.99	2	Strongly Agree
9	English is not my favourite subject	<b>1.57</b>	1.07	11	Strongly disagree	<b>1.40</b>	0.72	11	Strongly disagree
10	If I decide to learn anything, I can find time to study even if I have something else to do.	<b>3.53</b>	0.86	6	Agree	<b>3.77</b>	1.10	5	Agree
11	I am confident that I can manage my time well for learning	<b>3.33</b>	0.75	8	Uncertain	<b>3.53</b>	0.81	7	Agree
	<b>GM</b>	<b>3.44</b>	<b>0.26</b>	-	<b>Agree</b>	<b>3.46</b>	<b>0.29</b>	-	<b>Agree</b>

In terms of the general trends, the post-test questionnaire results reflect no significant change in the students' self evaluation of their metacognitive knowledge about themselves as learners. There are two apparent changes in the students' response:

- The first change appears in students' knowledge about the best way to learn and practice English; the mean score of this item (item 5) has shifted from 3.30 to 3.47. It may be argued that more students in the control group now are aware of the best strategies to learn and use English.
- The second change in students' responses appears in their confidence about their ability to manage their time well for learning. The mean score of this item 11 is 3.33 at the beginning of the semester; however at the end of the semester, the mean score is higher to 3.53. It is safe to say that this score indicates that the majority of students in the control group **agree** that they know how to control their time for learning well.

In addition, it is clear from the table above that 5 out of 9 other mean scores have decreased at the end of the semester; these mean scores correspond to items: 1 (I am good at language learning), 4 (I know my strengths and weaknesses), 6 (I am not confident about my English ability), 8 (I enjoy learning English) and 9 (English is not my favourite subject).

The following table demonstrates respondents' perceptions of their metacognitive knowledge about the subject, i.e., English.

**Table 36**

*A Comparison between Students' Metacognitive Knowledge about the Language at the Beginning and at the End of the Semester (N=45)*

N°		Pre-test questionnaire results				Post-test questionnaire results			
		Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
1.	I know that in order to speak English well, I have to listen to a lot of English	<b>4.70</b>	0.46	1	Strongly agree	<b>4.37</b>	1.15	1	Strongly Agree
2.	Stressing the right word in a sentence is important for the correct meaning/emphasis. E.g., "That's MY bicycle", not "That is my BICYCLE".	<b>3.53</b>	1.22	5	Agree	<b>3.47</b>	1.04	6	Agree
3.	Stressing the right part of an English word is important for the correct pronunciation. e.g., banAna, not bAnana.	<b>3.37</b>	1.18	7	Uncertain	<b>3.45</b>	1.20	7	Agree
4.	I am aware that there are some sounds in English which do not exist in my language.	<b>3.70</b>	1.08	3	Agree	<b>4.00</b>	0.99	2	Agree
5.	Learning idioms and phrases by heart can improve my spoken English	<b>4.47</b>	0.62	2	Strongly agree	<b>3.93</b>	0.82	3	Agree
6.	I know some differences between spoken and written English	<b>3.43</b>	0.72	6	Agree	<b>3.57</b>	0.84	5	Agree

Table 36 (cont.)

N°	Pre-test questionnaire results				Post-test questionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
7. I know some differences between American English and British English	3.53	1.00	4	Agree	3.70	1.17	4	Agree
<b>GM</b>	<b>3.81</b>	<b>0.51</b>	-	<b>Agree</b>	<b>3.78</b>	<b>0.32</b>	-	<b>Agree</b>

In addition to the decrease in the general mean score from 3.81 to 3.78, there are two clear changes in the students' responses to their knowledge about English:

- The first change appears in students' knowledge about the importance of stress in pronunciation; the mean score of this item (item 3) has changed from 3.37 to 3.45. it could be argued that the majority of students in the control group now are aware that stressing the right part of an English word is important for the correct pronunciation. However, as the standard deviation of this mean score is higher than one point on the Likert-type scale (i.e.,  $SD= 1.20$ ), there is a considerable dispersion in the students' answers away from the mean value. This might have shifted the mean score away from the point it should have been. Therefore, this mean score does not necessarily reflect the actual common trend in the students' responses.
- Also, it is clear from the same table that students' responses to item 5 (Learning idioms and phrases by heart can improve my spoken English) has changed from **strongly agree** (mean= 4.47) to **agree** (mean=3.93), which signifies that the majority of students have become less aware of the importance of learning idioms by heart to improve the speaking skill.

The following table exhibits responses of the control group students to the questionnaire items regarding metacognitive knowledge about the learning context in which they found themselves.

**Table 37**

*A Comparison between Students' Metacognitive Knowledge about the Learning Context at the Beginning and at the End of the Semester (N=45)*

N°	Pre-test questionnaire results				Post-test questionnaire results				
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation	
1.	There are a lot of opportunities to learn and practice English outside institutions	4.17	0.83	4	Agree	3.93	1.11	5	Agree
2.	English is an important foreign language these days.	4.87	0.34	1	Strongly agree	4.73	0.58	1	Strongly Agree
3.	We all work hard on English	3.03	0.76	6	Uncertain	2.87	0.97	6	Uncertain
4.	Success in English is regarded as very important in my family.	3.80	1.12	5	Agree	4.27	1.01	4	Strongly agree
5.	It is cool to speak English with native speakers	4.47	0.68	3	Strongly agree	4.67	0.69	2	Strongly agree
6.	It's cool to have foreign English speaking friends	4.60	0.56	2	Strongly agree	4.67	0.84	3	Strongly agree



**Table 37 (cont.)**

N°	Pre-test questionnaire results				Post-test questionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
7.	1.83	1.08	7	Disagree	1.57	1.13	7	Strongly disagree
<b>GM</b>	<b>3.82</b>	<b>0.33</b>	-	<b>Agree</b>	<b>3.81</b>	<b>0.29</b>	-	<b>Agree</b>

In terms of the general trends, the post-test questionnaire results reflect no significant change in the students' perceptions of their metacognitive knowledge about the learning context. The general mean score at the beginning of the semester is 3.82 and has become 3.81 at the end of the semester, which indicates no changes in their knowledge about the context in which they found themselves.

Also, there are only two changes in students' responses: the first change appears in students' knowledge about how success in English is regarded in their families. The mean score of this item 4 (Success in English is regarded as very important in my family) is 3.80 at the beginning of the semester, and 4.27 at the end of the semester. The second change appears in students' responses to item 7 (It's not cool to speak English in class) which have changed from **disagree** (mean= 1.83) to **strongly disagree** (mean= 1.57), which may indicate that the majority of students in the control group view speaking English in class as something cool. However, because the standard deviations of the mean scores of both items (item 4 and 7) are higher than one point (SD= 1.01 and 1.13 respectively), these mean scores do not point to a firm conclusion.

The following table demonstrates respondents' perceptions of their metacognitive knowledge about the learning process

**Table 38**

*A Comparison between Students' Metacognitive Knowledge about the Learning Process at the Beginning and at the End of the Semester (N=45)*

N°	Pre-test questionnaire results				Post-test questionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
1. I can set my own learning goals	<b>3.70</b>	0.87	8	Agree	<b>3.67</b>	0.97	7	Agree
2. I plan my learning	<b>3.73</b>	0.78	7	Agree	<b>3.60</b>	1.00	9	Agree
3. I am able to measure my progress	<b>3.60</b>	0.72	10	Agree	<b>3.43</b>	0.93	10	Agree
4. I am able to find resources for learning English on my own	<b>3.87</b>	0.73	5	Agree	<b>3.73</b>	1.01	6	Agree
5. I try new ways/strategies of learning English	<b>4.00</b>	0.78	3	Agree	<b>3.67</b>	1.06	8	Agree
6. I am good at using a dictionary to find information about new words	<b>3.87</b>	0.68	4	Agree	<b>3.97</b>	0.74	3	Agree
7. It's not cool to speak English in class	<b>4.10</b>	0.75	2	Agree	<b>4.23</b>	0.56	2	Strongly agree
8. I can find my own ways of practicing	<b>3.70</b>	0.98	9	Agree	<b>3.90</b>	0.95	4	Agree
9. I can check my work for mistakes	<b>3.00</b>	0.91	11	Uncertain	<b>3.19</b>	1.13	11	Uncertain

**Table 38 (cont.)**

N°	Pre-test questionnaire results				Post- testquestionnaire results			
	Mean	Std. Deviation	Rank	Evaluation	Mean	Std. Deviation	Rank	Evaluation
10. I can explain why I need English	3.87	0.77	6	Agree	3.80	1.03	5	Agree
11. I often think about how to improve my English learning	4.23	0.43	1	Strongly Agree	4.33	0.49	1	Strongly agree
<b>GM</b>	<b>3.78</b>	<b>0.39</b>	-	<b>Agree</b>	<b>3.77</b>	<b>0.26</b>	-	<b>Agree</b>

Table 38 above shows that students' knowledge of the learning process between the two periods of the semester (beginning and end) has not changed (mean= 3.78 and 3.77 respectively). It is also found that there is only one change in the students' answers, this change appears in their view towards speaking English in class; the mean score of this item (item7) has shifted from 4.10 to 4.23. It may be argued that the majority of students in the control group **strongly agree** that speaking English in class is not cool.

#### **4.2.11 A Comparison between the Control and the Experimental Group Responses to the Post- test Questionnaire.**

The table below displays the general mean scores of the students' responses to the post test questionnaire. These scores are organized into two columns which represent the control and the experimental group.

**Table 39*****A Comparison between the Control and the Experimental Group Responses to the Post- test Questionnaire***

Sections	Control group (N=45)		Experimental group (N=40)	
	General mean scores	observations	General mean scores	observations
<b>S1.</b> Students' Understanding of Learner Autonomy	2.38	Yes	2.60	Yes
<b>S2.</b> Students' Perceptions of Responsibilities towards Learning	1.79	Student and Teacher	2.19	Student and Teacher
<b>S3.</b> Students' Perceptions of their Capacities to Learn Autonomously	3.52	Good	4.00	Good
<b>S4.</b> Students' Practices to Learn Autonomously	3.37	Sometimes	3.91	Often
<b>S5.</b> Students' Willingness to Take More Learning Responsibilities	3.32	Uncertain	3.91	Agree
<b>S6.a</b> Students' Metacognitive Knowledge about Themselves as Learners	3.46	Agree	3.92	Agree
<b>S6.b</b> Students' Metacognitive Knowledge about the Language	3.78	Agree	4.16	Agree
<b>S6.c</b> Students' Metacognitive Knowledge about the Learning Context	3.81	Agree	4.19	Agree
<b>S6.d</b> Students' Metacognitive Knowledge about the Learning Process	3.77	Agree	4.04	Agree

In general, it is apparent from the table above that there are differences between the control and the experimental group in terms of their general mean scores. The mean scores

given by respondents from the experimental group are considerably higher than those from the control group, which reveal that the intervention students become more capable and more willing to learn autonomously than the students in the control group.

In addition, it is found that the intervention students have changed their perceptions of their responsibilities towards their learning; they share these responsibilities with their teacher more than the control group students do.

Unlike the control group students, who **sometimes** practice autonomous learning, it is found that the intervention students' frequency of practicing self study activities inside and outside the classroom is higher. Findings from the questionnaire also reveal that the mean scores of the students' metacognitive knowledge of the intervention students are higher than those of the control group which show that the students in the experimental group are more competent metacognitively than those in the control group.

In the following section, we shall present and discuss results of a statistical test (**Chi-Square test**) in order to test whether there is a significant relationship between the tutoring programme and changes in students' responses to the questionnaire. The Null hypothesis of the Chi-Square test, **H<sub>0</sub>**, is that there is no relationship between the two variables, i.e., they are independent. Whereas the Alternative hypothesis, **H<sub>1</sub>**, assures that the two variables are not independent of each other and that there is a statistical relationship between them.

#### **4.2.12 Statistical Test: Chi-Square Test of Independence (C<sup>2</sup> Test)**

The non- parametric Chi- square test, also known as the Pearson Chi-square test or the chi-square test of association, was deployed on all the six sections of the questionnaire in order to determine whether there is a significant association between the tutoring programme and students' responses to items in the post test questionnaire. Results of the test are displayed in the following table.

**Table 40**

*Chi-Square Non-Parametric Test (The Relationship between the Independent and Dependent Variables)*

Dependent Variables	Independent Variable	Chi- square Value	Asymptotic Significance (2-sided) Sig =0.05
S1. Students' Understanding of Learner Autonomy	The tutoring programme	279.437 <sup>a</sup>	<b>0.000</b>
S2. Students' Perceptions of Responsibilities towards Learning	The tutoring programme	256.667 <sup>a</sup>	<b>0.000</b>
S3. Students' Perceptions of their Capacities to Learn Autonomously	The tutoring programme	194.833 <sup>a</sup>	<b>0.000</b>
S4. Students' Practices to Learn Autonomously	The tutoring programme	270.417 <sup>a</sup>	<b>0.038</b>
S5. Students' Willingness to Take More Learning Responsibilities	The tutoring programme	182.917 <sup>a</sup>	<b>0.016</b>
S6. Students' Metacognitive Knowledge Competence	The tutoring programme	330.000 <sup>a</sup>	<b>0.009</b>

The table above shows that the values of the test statistic, i.e., the Chi-Square, of the three first sections (S1, S2, and S3) are respectively: 279.437, 256.667 and 194.833; in addition, data show that for all the three sections, the value of the significance level (Sig) is **0.000** which is less than 0.05, therefore we reject the null hypothesis H<sub>0</sub> that there is no relationship between the two variables, and we accept H<sub>1</sub>, i.e., there is a significant association between the tutoring programme and students' understanding of learner autonomy, students' new perceptions of their responsibilities, and students' capacities to learn autonomously.

Similarly, concerning students' practices to learn autonomously, their willingness to take more learning responsibilities, and their metacognitive knowledge competence, the Chi-

Square values are respectively: 270.417; 182.917 and 330.000, and the corresponding Sig values of the test statistic are: **0.038**; **0.016** and **0.009**. Since the Sig values are less than the chosen significance level 0.05, we can reject the null hypothesis H<sub>0</sub> and conclude by saying that there is a significant association between the tutoring programme and students' perceptions of their learning responsibilities, their practices of self study activities as well as their metacognitive knowledge competence.

Based on the previous results, we can state that the experiment has resulted in significant effects on students' perceptions and practices of the different issues related to learner autonomy stipulated in the questionnaires. In other words, it can be inferred that the tutoring programme has made students more aware of their responsibilities and capacities to learn autonomously. Students have also changed their learning habits through increasing the frequency of self learning activities and using metacognitive strategies to manage their learning.

#### **4.3 Qualitative Data Analysis (Findings from the Learning Contracts and Learning Diaries)**

This section presents the analysis of the data we collected from learning contracts and learning diaries during and at the end of the tutoring programme. The analysis of these data, in addition to those obtained from the questionnaire, reveals the impact of the tutoring programme on students' learning process. Before we present findings of the analysis of the learning contracts and learning diaries, we will first describe how data were processed and analysed.

During the time the students were enrolling in the experiment, they were asked to keep a learning diary to keep a record of their learning; they were also required to prepare and sign a learning contract with the tutor (researcher). The learning contract was an agreement between the tutor and the students about their self- directed learning. It contained the learning

objectives students set for the semester; learning activities planned to achieve the objectives; a proposed learning schedule; and expected evidence for learning. At the end of the tutoring programme, only 31 out of 40 students sent us, via e-mail, the learning contracts and the learning diaries. In order to ensure anonymity of the students, we gave a number on the 1<sup>st</sup> page of each student's learning diary and learning contract.

According to Lai (2001), there are two levels of operation in learner autonomy: macro and micro level. The macro level is related to learners' ability to set realistic goals for their learning, identify scope of learning, select relevant materials and activities, set suitable pace for learning, and monitor and conduct self assessment. In order to have an overview of the students' capacity in planning their learning for a prolonged period of time, and in order to find whether students were able to set specific and realistic learning objectives and make learning plans with specific and relevant learning activities and learning materials, we chose to adopt Quynh (2013)'s checklist (see Appendix J) which contained 2 parts: '**Objectives**' and '**Action Plan**'. The former determined whether the students' objectives were '*vague*', '*general but acceptable*', or '*specific and realistic*'; while the latter rated the learning plan as '*vague*', '*including some specific activities*', and '*including specific activities and relevant materials*'. Quynh's instrument enabled us to evaluate students' ability to plan their learning for an extended period of time during the intervention semester.

The micro level refers to process control, i.e., "the learners' ability to self-monitor and self-evaluate her learning tasks and/or learning strategies employed for each learning activity" (Lai, 2001, p.35). In the present study we used learning diaries as a tool to explore students' ability to control their learning process. Learning diaries described how students chose learning activities; set aims for the tasks; identified problems faced when carrying out the tasks; selected and adjusted learning strategies; and evaluated the learning process. In order to find concrete evidence about students' manifestation of learner autonomy in their learning



process we used Quynh (2013)'s learning diary rating scale which was itself adapted from Lai (2001)'s four item rating scale (see Appendix K). Quynh's rating scale consists of 3 columns: 'task aim', 'learning strategies' and 'self assessment'. The learning diaries were in the form of tables that students tended to fill with brief information about their learning process.

#### 4.3.1 Learning Contracts

In the present study, the learning contract was introduced serving three roles: first, as a useful tool to set learning objectives and devise an action plan to achieve them, second, it was used as an evidence of the development of the students' ability to make plans for their learning, and finally the learning contract served as a source of motivation for self-regulated learning since learning objectives were set by the students based on their learning needs.

The following table shows results of the evaluation of students' learning contracts. Students were classified into three different groups according to the rating of the formulation of their learning objectives and their action plan.

**Table 41**  
**Rating of Students' Learning Contracts (N=31)**

Objectives			Action plan		
Vague	General but acceptable	Specific and realistic	Vague	Some specific activities	Specific activities and relevant materials
<b>10</b>	<b>8</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>14</b>

It can be seen from the table above that in terms of learning objectives, 13 out of 31 students in the experimental group were judged to have set specific and realistic goals in their contracts, i.e., they succeeded in stating what they wanted to achieve through self study in clear concrete terms. In other words, the students' objectives contained well defined and measurable goals which were achievable within the period proposed (semester). Here are some examples of the 13 students' objectives:

- “to be able to give an oral presentation in class”
- “Understand and use 10 idiomatic expressions”
- “Learn 30 new words and use them in sentences of my own”
- “make less spelling mistakes when writing”
- “Be able to use correct punctuation marks”

In the same experimental group, eight students were considered to have set more general objectives but were accepted because the students indicated the specific elements they wanted to improve or the specific level of competence they wanted to achieve. Following are some examples:

- “I want to learn more vocabulary”
- “to be able to speak clearly”
- “listen and understand the main idea”
- “to speak fluently”

The last group of students (10 out of 31) used vague language when setting their learning objectives. Objectives such as “I want to improve my English” or “I want to read better” do not specify what aspects of the skill students wanted to improve or how much improvement they wanted to achieve.

In general, less than half of the students (13 out of 31) were able to produce a learning contract which had most objectives clearly defined and measurable. Although the students had been introduced to SMART objectives, it is found that the majority of them (18 out of 31) would need more guidance to be able to set more specific learning objectives.

Concerning students’ action plan, 14 students were able to produce a learning plan with specific activities and listed relevant materials for them. These students designed their

activities carefully, taking into consideration the learning objectives, the amount of time available, and their own ability. Here are some extracts of the students.

**Extract 1:**

Objective: learn 10 idioms

Action: "I will learn an English idiom every day, I will use or explain at least one each week in a conversation with my friends or with my teacher"

**Extract 2:**

Objective: improve my reading skill

Action: "read a short story everyday and retell it the following day to my friends"

**Extract 3:**

Objective: improve my speaking skill

Action: "speak English with my friends on our way home"

Seven other students also managed to plan some specific learning activities as discussed above; however they failed to come up with a concrete plan of action to achieve their learning objectives. This is also the problem which abounds in the learning contracts of ten students in the "Vague Action Plan" category.

**Extract 1:**

Objective: reading in English.

Action: "read more books"

**Extract 2:**

Objective: listening

Action: "more practice, listen to YouTube"

On the whole, only 10 out of 31 students designed a good learning contract with specific and realistic objectives, specific learning activities and relevant materials to achieve those objectives. Eight students completely failed to put together concrete learning goals and activities in their contracts. Seven of these students were in lower half of the final test result table. The other (the eighth student) although achieved good results in the module of written expression, he might not have found the contract useful and had done it only because the tutor asked him to do so.

#### 4.3.2 Learning Diaries

The learning diaries sent via e-mail by students allowed us to investigate the students' development of learner autonomy at the micro level (Lai, 2001). Learning diaries illustrated how students implemented their learning plan in their day- to- day learning activities.

Results obtained from the evaluation of 59 diary entries of 31 students on a five- point scale are presented in the table below. The adapted scale, discussed on page 222, was used to determine the degree to which each rating statement reflected each item recorded in the learning diary entries. The points on this scale represents various degree of relevance with '1' at the lowest end and '4' the highest of the scale. '0' refers to cases of nil answers or descriptions which are totally irrelevant (Lai, 2001).

**Table 42**

#### *Rating of Students' Learning Diaries*

N= 19	Aims		Strategies		Self-assessment	
	Specific and relevant	Realistic	Specific and relevant	Effective	Relevant to aims	Relevant to learning process
Mean	2.86	2.31	2.98	2.87	1.97	2.14
SD	0.98	0.65	1.05	0.86	1.17	0.96

It is apparent from the table that the highest rated factor of students' learning diary is their use of the learning strategies while the lowest is their self- assessment. The diaries demonstrated that the students were able to apply effectively the strategies that they had been introduced to during the tutoring programme.

The followings are some examples to illustrate how the students employ learning strategies in their learning.

### Example 1

#### Learning diary- Student 7

Date/time	Aactivity	Task aims	Content summary	Strategies
Week6 6/11 - 12/11/2017	Listen to academic lectures from TOEFEL test	<ul style="list-style-type: none"> <li>• improve the listening skill</li> <li>• understand the content</li> <li>• Focus on pronunciation</li> </ul>	Listen to a lecture about poet Sylvia Plath and then answer the questions	<ul style="list-style-type: none"> <li>• Read all questions before I start listening</li> <li>• I listen twice and control the audio myself</li> <li>• do not focus much on new words when listening</li> <li>• answer the questions</li> <li>• see the script</li> <li>• find out new words and learn their pronunciation</li> </ul>

**Example 2****Learning diary- Student 11**

Date/time	Activity	Task aims	Content summary	Strategies
Week10 4/12 - 10/12/2017	Do online Grammar exercise (TOEFL preparation)	Improve verb tenses use in English	<ul style="list-style-type: none"> <li>• Error correction</li> <li>• identify errors in verbs and correct them</li> </ul>	<ul style="list-style-type: none"> <li>• identify errors in 50 statements</li> <li>• check the answer key</li> <li>• see the incorrect answers</li> <li>• read the explanation (or the rule)</li> </ul>

**Example 3****Learning diary- Student 16**

Date/time	Activity	Task aims	Content summary	Strategies
Week9 27/11 - 2/12/2017	Do reading comprehension test	Improve reading skill and vocabulary	Answer 20 reading comprehension questions in a website (eflnet)	<ul style="list-style-type: none"> <li>• Choose the correct answer among 5 propositions without using any dictionary</li> <li>• check the answer key</li> <li>• note the incorrect answers and see why they are wrong</li> <li>• study new words</li> </ul>

The examples given above clearly demonstrate that the students were able to use various learning strategies to facilitate their learning process. These strategies include

metacognitive ones, such as monitoring mistakes through seeing why some answers are wrong (examples 2 and 3); affective strategies, such as making oneself comfortable to listen easily (example 1); and cognitive strategies such as identifying errors in statements and correcting them, or choosing the correct answer among many suggestions (Oxford, 1990) (examples 2 and 3). Furthermore, the learning strategies used by the students above were considered relevant to the language skill they were learning and trying to improve.

In contrast to the use of learning strategies, self- assessment got the lowest mean score among the three investigated areas in the students' learning diary. This resulted from the fact that 11 out of 31 students failed to take into account the extent to which they had fulfilled their aims and to evaluate their learning process. Therefore, their assessment was general and simple, using only generic expressions, such as "Done", "OK", "Good". Below are two examples of students' learning diaries

### Example 1

#### Learning diary- Student 12

Date/time	Activity	Task aims	Strategies	Self- assessment
Week 6 6/11 - 12/11/2017	Listen to news on BBC News	Understand the content	<ul style="list-style-type: none"> <li>• Try to guess what they are talking about</li> <li>• write down the main ideas and collect information</li> </ul>	I understood most of the content

**Example2****Learning diary- Student 9**

Date/time	Activity	Task aims	Strategies	Self- assessment
Week7 13/11 - 19/11/2017	Do reading comprehension	Improve the reading and speaking skills	Read articles about the British history and then try to summarise in my own words	OK

In the first example above, although the assessment did address the task aims, it was not useful for the student to review the learning process; also in the second example, the student used only one word, i.e., “OK”, to assess his learning, which is neither relevant to the aims of the learning activity nor explicit enough for the student to reflect on his learning process.

Regarding the third area that was evaluated, that is, “Task aim”, the scores obtained were the middle values. It can be argued that the ability to set specific, relevant or realistic task aim is essential to the effectiveness of learning strategies and the relevance of self-assessment. Below is an example of a learning diary entry where the student grasped the specific aims of the learning activities he engaged in doing.



**Example3****Learning diary- Student 4**

Date/time	Activity	Task aims	Strategies	Self- assessment
Week5 30/10 - 3/11/2017	Practice online dictation on EnglishClub.com	<ul style="list-style-type: none"> <li>improve the listening comprehension</li> <li>improve the spelling abilities</li> <li>improve writing speed</li> <li>recognize pronunciation features such as weak form and elision</li> </ul>	<ul style="list-style-type: none"> <li>listen at normal speed without writing</li> <li>listen again at slow speed and write what I hear</li> <li>listen again at normal speed to check and correct the work</li> <li>show the answer</li> </ul>	<ul style="list-style-type: none"> <li>was able to catch up with the recording</li> <li>was able to understand 70% of the recording</li> <li>made 5 spelling mistakes</li> </ul>

As illustrated in the example above, although student 4 addressed only three out of four task aims, he seems to be aware of the purposes of the learning activity in terms of their benefits in skill development and knowledge enrichment. This awareness enabled him to select relevant and suitable learning strategies and reflect on his learning process later on in his assessment.

**4.4 Discussion of the Results**

In this section, we will attempt to use the findings obtained through the two phases of the study to tackle the issues raised by the different research questions. We will first present a summary of the findings to each research question and its sub-questions. Then we will discuss how the research questions can be answered in the light of these findings.

**Question1: What is the status quo of learner autonomy among first year student of English at Batna 2 University?**

**1.a. How is learner autonomy perceived by 1<sup>st</sup> year students of English at Batna 2 University?**

To answer this question, it is necessary to review Littlewood's (1999) distinction between 'proactive' and 'reactive' autonomy which was discussed in chapter 2 (section 2.13, p.68). According to Littlewood (1999), 'proactive autonomy', also found in Holec's (1981) and Little's (1991) definitions of autonomy, is the form of autonomy reflected by learners' ability to "take charge of their own learning, determine their objectives, select methods and techniques and evaluate what has been acquired" (p.75); whereas 'reactive autonomy' in Littlewood's words is the one which "does not create its own directions, but, once a direction has been initiated, enables learners to organise their resources autonomously in order to reach their goal" (*ibid*). In the light of this distinction between *proactive* and *reactive* autonomy, it can be affirmed that students in this study perceived the roles they play in relation to their teachers as those of reactive autonomy. That is to say, both intervention and control group students prefer their teachers to play the role of a guide or a learning facilitator; they need the teacher to provide them with guidance and opportunities to practise, and press them to learn; they also need teachers' direction about the learning process in order to achieve their learning objectives. This is interesting because stimulating the students' love of learning is an essential contribution to language learner autonomy according to many authors (such as Breen & Mann, 1997; Sanacore 2008).

Furthermore, the findings of the pre-test questionnaire show that the students, in both groups, did not have a clear understanding of the term 'learner autonomy'. The mean scores of the first three items related to 'learners' understanding of learner autonomy' scale were all below 2.35, i.e., their responses were either *NO* or *I do not know*, however, it is found that they all agree on its importance, on the significance of learning how to learn, and on the role of out- class tasks to promote it.

Regarding students' perceptions of their abilities to learn autonomously, findings from the questionnaire suggest that students, mainly the intervention ones, were confident about

their ability to take greater responsibility for their learning. They demonstrated their tendency towards learning English and their awareness of their own learning needs and purposes (section 2.4.7.1), also they expressed firm beliefs about their ability to take greater responsibility for making learning decisions (section 4.2.4); 11 out of 15 items have a mean score over 3, ranging from 3.40 to 4.30, i.e., from *good* to *very good*. However, despite their general confidence in their own ability to learn autonomously, the students were aware of their shortcomings. Findings from the pre-test questionnaire reveal that students considered themselves not very good at choosing learning activities, allocating time, and deciding what to learn next in their English lessons.

### **1.b. How is learner autonomy practiced by 1<sup>st</sup> year students of English at Batna 2 University?**

Regarding students' autonomous learning practices in English language learning, findings from the pre-test questionnaire (section 2.5) revealed that the most popular sources of language input among both intervention and control group students were audio-visual media, such as watching TV programmes, listening to music in English, in addition to using dictionaries and internet. However, less popular sources of English input were social interactions such as discussing learning with friends (SOMETIMES in both groups), and with teachers (SOMETIMES in the control group and RARELY in the intervention one), talking to foreigners in English (SOMETIMES in both groups), and doing English self study in group (RARELY in both groups). Also students in both groups RARELY use the library to improve their English. In addition, the questionnaire found that only a few students have the habit of using metacognitive strategies in their learning; while both intervention and control group students reported that they SOMETIMES assessed their work, more intervention students said that they made a learning plan in their previous learning years. These findings suggested that

learner training is needed to enhance the students' capacity and encourage them to manage their learning so that they can take greater responsibility for learning.

### **1.c. How ready are first year students of English for autonomous learning?**

As discussed in chapter two and based on the definition of learner autonomy in this study (p.25), students' readiness for learner autonomy can be investigated in terms of their beliefs and attitudes towards taking responsibility for their own learning in addition to their metacognitive knowledge about language learning. Therefore, findings from the pre-test questionnaire show that Batna 2 university students of English, especially the intervention students, held high expectations in relation to their teachers' responsibility in the English language class. This is reflected by their responses to 13 out of 17 items concerning responsibilities towards learning, which indicate that the intervention students highly regard the roles of teachers in English language learning. However, although these findings demonstrate their dependence on teachers in this process, students seemed to demonstrate a preference for a less teacher- controlled approach; they had a strong desire for self- initiated learning activities and learning on their own. This desire indicates their positive attitude towards taking responsibility for learning. According to the pre-test questionnaire results, the mean scores of all items related to 'willingness to take more learning responsibility' in the intervention group, and 7 out of 10 items in the control group; also all items related to "students' metacognitive knowledge competence' in both groups are above the neutral level (i.e., GM > 3). This reveals the students' preferences for opportunities to take more active roles in learning and their willingness to take greater responsibility for the learning process, including taking the initiative in learning, creating opportunities for themselves, choosing the content, and evaluating their own work. Similarly, data about the students' perceptions of their own metacognitive knowledge about themselves as learners and about the learning process indicate that students perceived that they had the ability to take greater responsibility

for learning (see sections 4.2.7.1 and 4.2.7.4). In addition to data obtained from responses to the previous sub-question, and which reveal that only few students have the habit of using metacognitive learning strategies, findings from the analysis of the students learning contracts and learning diaries, later, confirmed that students need to develop the ability to set realistic learning objectives, make an appropriate learning plan, monitor their learning progress and assess their own learning (section 4.3). Therefore, training in learning management is regarded as vital.

In conclusion, answers to the three sub-questions of the first research question (**what is the status quo of learner autonomy among first year student of English at Batna 2 University?**) have painted a vivid portrait of the status quo of learner autonomy in the context of the department of English language and literature at Batna 2 university. It has been found in this study that despite the lack of understanding of the term of learner autonomy among students of English, these latter agree on its significance and consider it as a key to their English learning success. In fact, students' conceptualisation of learner autonomy can be placed in Littlewood's (1999) framework of reactive / proactive autonomy. In other words, the dominant perception and practice of learner autonomy in our context can be said to be characterised by reactive autonomy. From this point, students want their teachers as learning facilitators or advisors who provide them with guidance and set directions in learning; students then take the initiative and regulate their own learning to achieve the goals they choose from among those suggested by their teachers.

However, in order to help students become 'proactively' autonomous, the answer to sub- question n°2 (**How is learner autonomy practiced by 1<sup>st</sup> year students of English at Batna 2 University?**) and sub-question n°3 (**How ready are first year students of English for autonomous learning?**) suggest that students seemed to be psychologically ready for taking greater responsibility for learning; on the other hand, they should be encouraged and

trained to become less dependent on the teacher. This could not be an overnight change but rather a gradual process following teacher-guided / learner-decided approach. In this process, the teachers will help students develop metacognitive learning strategies (i.e., goal-setting, plan making, reflection, monitoring, and self-evaluation) to manage their own learning and gradually transfer the control of the learning process to the students. These latter, hence, will gain confidence in and capacity for taking greater responsibility in learning (Nunan, 1997; Benson, 2011).

**Question 2: Does the development of a tutoring programme lead learners develop their autonomy in learning English as a foreign language?**

Triangulation in the present research has allowed us to gather both qualitative and quantitative data regarding the tutoring programme's effect on students' learning autonomy. To answer this third research question, we focused on the tutoring effect on students' attitudes and performances, motivation (i.e., their willingness to take greater responsibility), and their use of the metacognitive strategies.

Although the levels of student commitment in the programme varied, the intervention students' responses to items related to 'students' attitudes towards the tutoring programme' scale at the end of the semester exhibit highly positive attitudes towards the effects of the tutoring programme. Students pointed out that they STRONGLY AGREE that it gave them more confidence in their abilities to learn and practice English and, hence, helped them develop the ability to take more responsibility for their learning. Also, the learning contracts, introduced in this study as a learning tool, were believed to create a commitment to self-regulated learning for students; by accepting this commitment, the students took a further step towards taking greater responsibility for their own learning. Moreover, it is evident from responses to items 4 and 5 (section 4.10.7, p.190) that both learning contracts and learning

diaries were useful tools for learning; they provided the platform for the students to perform learning management skills they learned in the programme. In other words, learning contracts and learning diaries allowed students to set their own learning goals, control their learning efforts and monitor their own learning progress.

It can also be found in the intervention students' responses to items related to 'students' metacognitive knowledge competence' scale of the post- test questionnaire that students have made considerable improvement in developing metacognitive awareness of themselves as learners, of the language that they were learning, i.e., English, of the learning context, and of the learning process.

In terms of the benefits for language learning, three intervention students added comments on their learning diaries stating that doing learning diaries was a useful activity in itself as it gave them more exposure to English through creating an opportunity to practise English, such as writing; and it helped them remember what they had learned better.

In addition to a direction for learning which was set by the student-own learning objectives, the students were encouraged to choose their learning activities and choose learning materials to achieve their objectives. According to the intervention students' responses to the post-test questionnaire, there is an increase in the mean score of the item 'I like to be able to choose my own materials for English classes', from 3.67 (SD = 0.84) in pre-intervention to 4.20 (SD= 0.97) in post-intervention which demonstrates students' strong preference for being able to choose their own learning materials.

Additionally, the Chi- square non- parametric test deployed with the questionnaire to compare the intervention students' responses pre- and post- intervention indicates significant increase in the general mean scores of all the six sections of the questionnaire. It can be inferred from this finding that there is a significant relationship between the training, i.e.,

tutoring programme and students' perceptions and practices of the different issues related to learner autonomy, in other words, the training has made students more aware of their responsibilities and capacities to learn autonomously and has also made them change their learning habits through increasing the frequency of self learning activities and using metacognitive strategies to manage their learning.

On the whole, the research findings within the present research indicate that tutoring and training 1<sup>st</sup> year students of English led to raising their motivation and their feeling of responsibility since “by taking control over their learning, learners develop motivational patterns that lead to more effective learning” (Benson, 2001, p.69). Involving in such experience also raised the students' awareness of metacognitive skills, such as setting objectives, making plans, monitoring, and evaluating the learning progress. It encouraged the students to experiment with English language learning strategies, allowed them to take the initiative in learning and increased their exposure to and use of English both inside and outside class.

#### **4.5 Conclusion**

This chapter has provided an account of the data collected from the two questionnaires (pre- and post-), the learning contracts and the learning diaries. The analysis of the collected data has shed light on the students' perceptions and capacities for self directed learning and the effects of the tutoring programme on the promotion of learner autonomy among these students. The chapter also discussed the main findings of the study and used them to answer the research questions.

First, the questionnaire has allowed us understand the status quo of learner autonomy among first year students of English at Batna 2 university by looking into the students' desire and acceptance of responsibility and their metacognitive knowledge; it has also afforded us



more insights into the extent to which students consider their responsibility in English learning decisions and activities inside and outside the classroom. Furthermore; the questionnaire has helped reveal how students' ability to take control of their learning is evaluated by themselves; and it has served as a point of reference so that we can compare between the experimental and the control group, and between the pre- and post- experiment. The last section added, in the post-test questionnaire, to the intervention students has revealed much valuable information about the students' attitudes towards the tutoring programme and has offered insights into its effects on different aspects related to learner autonomy.

Second, the learning contracts have been introduced in this study in order to develop students' ability to set learning objectives and device an action plan to achieve them. They have also served as a point of reference in assessing the students' readiness for autonomous learning in terms of their metacognitive knowledge about the learning process. In addition, the learning diaries sent by students have offered us more insights into how students implemented their learning plans in their day-to- day learning activities. Through these learning diaries, students have shown their ability in making use of learning strategies in self directed learning which could have resulted from the intervention programme that devoted a considerable amount of time to introduce learning strategies to the students.

Finally, although such tutoring period was not sufficient to help these students develop a degree of autonomy that enables them to act independently, thereby developing more autonomous learning attitudes, it can be said that it was able to enhance the students' motivation in learning English and introduced them a good habit in self- directed learning; it has also helped develop the students' capacity for autonomous learning.

# CONCLUSION AND RECOMMENDATIONS



*“We have the duty of formulating, of summarizing, and of communicating our conclusions, in intelligible form, in recognition of the right of other free minds to utilize them in making their own decisions”.* Ronald FISHER

This last chapter concludes the present research by discussing the contributions this study has made to the field of learner autonomy; then it presents the limitations of the study, and finally draws some conclusions and recommendations for further studies to help students develop their learning autonomy.

### **5.1 Contributions of the Research**

The current research has made an important theoretical contribution to the field of learner autonomy because it has painted a vivid portrait of the status quo of learner autonomy in English language learning at Batna2 university. The research findings have revealed that students' perception and practice of learner autonomy in the context of this research relate to 'taking the initiative', especially in self-study, in preparing for lessons, creating opportunities to practise and accepting this responsibility for learning. This conceptualisation of learner autonomy can be argued to represent the reactive type of autonomy suggested by Littlewood (1999) rather than the proactive one expected from students in order to meet the requirements set by the subject syllabus. In fact, students want their teachers to play the role of a guide or learning facilitator who provides them with guidance and directions about the process of learning. Therefore, the present study provides evidence to support the validity of Littlewood's (1999) distinction between reactive and proactive autonomy and its relevance to the present research context, also, this reactive / proactive distinction lends itself to the application of Sinclair's (2000) teacher-guided / learner-decided approach to promote learner autonomy in this study. In other words, the tutoring programme demonstrates that Sinclair's approach gradually develops students' capacity to take more control in the learning process and enhances their ability to set the directions for themselves to carry out proactive autonomy.

Furthermore, assessing students' readiness for autonomous learning, in the present study, through identifying their perceptions and willingness to take more responsibilities in language learning, demonstrates a contradiction in students' dependence on teachers and their desire for more control in the classroom. This finding requires us to review Hofstede and Hofstede's (2005, cited in Quynh, 2013) distinction between the 'desired' and 'the desirable'. In other words, as stated previously, what students want from their teachers, i.e., the *desired*, is guidance and direction; whereas the *desirable* from them is their ability to take greater responsibility for learning. It is worth noting here that this students' dependence on their teacher is common mainly at the first stages of developing their autonomy; it should not be regarded as an obstacle for the development of their autonomy, but it needs rather to be exploited by the teacher to enhance their interdependence. Therefore, students' desire can be regarded as a way for them to 'compromise' the deficiency in their perceived metacognitive knowledge about language learning in order to achieve the desirable control of the learning process.

It has also been confirmed in this study that the psychological version of learner autonomy, which considers autonomy as "a construct of attitudes and abilities which allows learners to take more responsibility for their own learning" (Benson, 1997), is appropriate to English language learning at Batna 2 university context. Through the tutoring sessions, the study has placed learners in the centre of the learning process and helped them develop the metacognitive knowledge (*i.e.*, knowledge about oneself as learners, the learning context, the language, and the learning processes) for more autonomous language learning.

Another significant contribution of the present study is that a learner training programme is an effective way to promote greater awareness of and participation in the learning process. In fact, the research findings have revealed that the integrated tutoring programme (learner training programme) has contributed in raising the students' awareness of

themselves as learners and of the learning context through providing them with metacognitive strategies for learning management. It has also encouraged the students to explore the English language and its learning strategies; therefore, this tutoring programme is perceived to foster the students' willingness and enhance their ability to take the initiative in learning and create a habit of engaging more in self-directed learning. Moreover, with Sinclair's approach, teacher- guided / learner- decided, and the systematic use of carefully designed learning tools, such as making learning contracts and keeping learning diaries, the suggested tutoring programme could lead to the development of metacognitive learning strategies for the students and to a greater motivation to engage in self-directed learning.

In terms of research methodology, this study contributes to the currently growing use of mixed methods in researching learner autonomy. In order to increase the validity of the research findings, the researcher collected quantitative data (a questionnaire design) in order to explore the present status quo of learner autonomy among first year students of English at Batna 2 university and also to measure change in their attitudes. Also, using learning contracts and learning diaries in the present study provided useful qualitative data which served to strengthen the findings of the study. The researcher would suggest that this research design and methods utilised in the current study adds additional and needed elements to allow for a better understanding of learner autonomy.

## **5.2 Limitations**

As with any research, the findings and recommendations of the present study must be read in the light of a number of inevitable limitations. These relate to the nature of the research, the constraints of the doctorate work, and the actual context in which the research took place.

- Firstly, although the university where the research was conducted (Batna2 University) may be representative of other universities in Algeria, it cannot be claimed that the findings will be consistent with other universities, either within or outside Algeria.
- Another limitation that affects the generalizability of the results is the small size of the sample (= 85), an extension of the number of students in the intervention programme would have enabled the research to draw quantitatively stronger conclusions about the trends in the students' perceptions of learner autonomy and their willingness to take greater responsibility for learning. However, this was not possible at the time of the study.
- In addition, since developing autonomy is a process which requires time and practice, learner training needs to be prolonged over a longer term (for example: along the Licence degree cycle).
- Moreover, the present research is limited in scope in that it put all the focus on students only. Therefore, including EFL teachers in the study through exploring their beliefs about learner autonomy and how these beliefs affect their actual instructional practice would have achieved comprehensive and effective solutions to the promotion of learner autonomy in English language learning at the Algerian university.
- Finally, through providing students with metacognitive knowledge about English language learning, the study is limited to investigate the effectiveness of the integrated programme on promoting students' learning autonomy. Therefore, examining the effects of the tutoring programme on other aspects, such as collaborative learning, motivation in language learning, or students' linguistic achievements through a more prolonged period would have thoroughly assessed the tutoring programme. However, this would have been beyond the scope of the present study and would require further research.

### 5.3 Recommendations

Promoting learners' autonomy is a complex construct especially within contexts where learners' capacity for taking learning responsibility and exercising control contradicts with their prior learning experiences. The present study has provided evidence that tutoring learners can support promoting their learning autonomy, but this requires amounts of time, efforts and collaboration from institutions, teachers, and learners, as stated by Benson and Voller (1997):

Autonomous modes of learning imply a re-evaluation of the roles of both learner and teacher, the relationship between them, and the relationship of both to institutions of learning. These roles and relationships can be complex and are not reducible to simple expectations of behaviour or distribution of power. (p.93)

Hence, in order to achieve this worthwhile goal, there is a need to:

- First, reconceptualise the nature of learning according to the demands of knowledge-based society.
- Second, understand the local requirements, the available conditions and the kind of autonomy needed within that context.
- Finally, train both learners and teachers in order to provide them with the necessary knowledge and skills that facilitate the promotion of learner autonomy.

The role of higher education is changing in order to meet the requirements of a modern society where learning is no more considered as transmitting knowledge but rather it entails constructing and reconstructing knowledge through involvement and interaction which go beyond the classroom setting. To cope with this shift in educational paradigm, the Algerian higher education adapted the LMD reform; however, as discussed in chapter one of the

present work, the development of learner autonomy is still theoretical and detached from institutional programmes. The weight of transmissive pedagogical tradition is still prevailing, which may lead to the assumption that there are still gaps between the theoretical principles held by the LMD reform and the actual practices in the context; hence revising institution's culture, policies and practice supports learner autonomy.

Indeed, learner autonomy, as discussed in chapter two of the present work, is considered as a multidimensional construct which encompasses cognitive, effective, metacognitive, and social factors. Therefore, adopting it as an educational goal in higher education is not just a matter of changing students' and teachers' roles, but rather it requires reflection on and reconceptualisation of what language learning and teaching mean. Thus, to promote learner autonomy, Algerian higher education institutions need first to understand its theoretical meanings, objectives and applications, thereby, identifying its requirements and expected outcomes in English language learning context (Djoub, 2016). In addition, there should be a link between reform principles and the demand of the system since changes need to be "feasible and grounded in a clear understanding of the context in which they are to occur" (Borg & Al-Busaidi, 2012, p.22). Therefore, higher education institutions should take into consideration the particularities of the educational system, the available materials and the existing funding possibilities to examine how to adapt and develop learner autonomy, hence to be able to decide upon the type of autonomy needed and the strategies to put into practice, and finally to set plans to achieve them.

Although promoting learner autonomy in the Algerian higher educational context is one of the main targets of the LMD reform, there are no teacher workshops or training programmes geared to such an objective. Indeed, without any autonomy-oriented training or teacher development programmes it is unrealistic to expect English language teachers to develop their students' autonomy. Being unaware of the importance, the means and the skills



needed for creating an autonomous classroom, teachers resist changing their traditional practices. Therefore, the researcher is emphasizing the need for involving English language teachers in professional development programmes, such as workshops, which provide teachers with the necessary knowledge and skills that can help them become aware of their new role as facilitators and train them to ‘stop teaching students’; hence engaging them systematically in learner autonomy process.

Tutoring is seen as a key element of the LMD system, where the role of the tutor is to guide learners towards the resources and foster within them the spirit of organization, thereby helping them acquire “le savoir faire” and “le savoir être” necessary for their learning success (promoting the culture of success). It is recommended to adopt a philosophy of tutoring specific to the Algerian case; taking into consideration the socio- cultural specificities of the Algerian society of which our university is part. It is also believed that raising students’ and teachers’ awareness towards the importance of tutoring at the beginning of each academic year is very important for the success of this device. Also, with the arrival of information technologies and communication, and the possibility of inserting them into a tutoring device could inspire enthusiasm and improve this new function of the teachers.

Because the decision of incorporating autonomy in language learning usually comes from the teacher, promoting learner autonomy requires changing this latter’s role from that of an authority who transmits knowledge to that of a subject who creates supportive and stimulating learning environments, facilitate learners’ involvement, promote their reflection and scaffold their immersion in the learning environment. Teachers need to involve students in taking decisions concerning ‘what to learn’ as well as ‘how to learn’; it is necessary for them to negotiate with students what lessons these latter need to improve, the depth of practice they need to understand and the kind of tasks required since it helps them get aware of their students needs and difficulties, what should be done and how to help them learn and

improve. Moreover, teachers can ask students to create their own tasks, such as teaching a lesson, sharing something with their peers, or exchanging ideas in groups; thereby, students are more likely to gain more ownership over the learning process and having more confidence and interest in this process.

Another important role the teacher should play in the process of autonomous learning is encouraging students' reflection through involving them in communicative and problem solving tasks, research based inquiry and questioning them. In doing so, students can think and make use of the target language instead of being spoon- fed for the exam.

It is also important for teachers, through assigning homework and projects, to encourage students to use English and work outside the classroom setting. Philpott (2009) put the following suggestions in order to help students make improved use of their self-directed study outside the classroom:

- Set tasks for study time together for the first few weeks of a course.
- Set tasks a student must complete on their own to develop autonomy.
- Set tasks a student must complete within a small group to develop self-direction.
- Vary the tasks set within a given time frame to maintain motivation.
- Make sure of tasks set within lessons to ensure each task has purpose.
- Ask the student to keep a time-log to develop time management skills.
- Return to similar tasks to ensure progression in these areas.
- Acknowledge work completed to maintain motivation.
- Discuss method of working and levels of independence within each task with each student or as a class.

- Make time for reflection of study time in and out of the classroom.

(Cited in Djoub, 2016, P. 333)

With regard to assessment for learning within the Algerian higher education system, teachers are required to rethink their assessment decisions and practices, and connect them to the learning and teaching process. Teachers and learners need to consider assessment as a 'positive learning experience' by which teaching and learning as well as learner autonomy get enhanced, rather than just an act of measurement at the end of the course. To achieve this goal, it is essential for teachers to understand how formative uses of assessment can be implemented. In addition, teachers should not be the only assessors, but plenty of opportunities need to be provided for learners to assess themselves and their peers.

As stated in chapter two of the present research, students also play a major role that must not be neglected when autonomous learning is a targeted goal. In fact, promoting learners' autonomy requires their own motivation, their active involvement in the learning process and their collaboration with all partners. Motivation, as discussed in chapter two, is the engine towards success, therefore learner autonomy cannot develop unless he is motivated to get autonomous. In this sense, students need first to like what they are doing through believing in its worth and in the benefits they are going to gain from it. Also, being self-confident is likely to get students motivated; they need to recognize their significant role in determining success or failure and that the classroom is just one context where learning can take place, thus they can learn much outside this context. This depends on their efforts and hard work.

In addition, it is necessary for students to have clear objectives from the start of a given study term and to determine what they want to achieve by its end through asking themselves questions such as: what do I want to do with my English after graduating? What kind of studies am I going to pursue? (Master, Doctorate). What do I want to prove to the

others (my family, friends, etc.)? By doing so, students would be more self-determined and hence more motivated.

Furthermore, reflection on the learning process, i.e., self assessment of the learning goals, approaches, progress and outcomes, is an important capacity that students need to develop if they want to become autonomous. As this research has shown, reflection needs to be structured, following a given schedule, for example, the intervention students within the present study were asked to keep and fill in learning diaries where they recorded their reflection (their needs, objectives, work plans, etc).

Collaborating with teachers and peers can also be a powerful way to help promote autonomous learning since it shifts the learning responsibility to the student who will construct his own meaning and engage in a culture of shared learning. Thus, students, even if the teacher is not providing them with opportunities to collaborate, should recognize the need to work together to achieve a common goal.

In conclusion, we hope that the present research will be of help and use to both teachers and students about some theoretical and practical aspects of language learning autonomy. We have learned from this study that promoting learner autonomy is a long and open-ended process, therefore, many other questions need still to be asked and hence further research on learner autonomy and ways to promote it will always be useful.

# REFERENCES



- Alakija, S. (2005). *Getting into Oxford & Cambridge*. London: Trotman and Company Limited.
- Aleksandrovna, C. E., Farman, A. N., Nikolaevna, K. S., Vladimirovna, Y. O., Valerievna, B. V., & Ivanovna, S. M. (2015). History of Origin of Tutoring in Global Educational Practice. *Mediterranean Journal of Social Sciences*, 6(6), 492. Retrieved from: <http://www.mcser.org/journal/index.php/mjss/article/view/7972>
- Arabski, J., & Wojtaszek, A. (Eds.). (2011). *Aspects of culture in second language acquisition and foreign language learning*. Springer Science & Business Media. Retrieved from: <https://books.google.com/books?hl=fr&lr=&id=LLENriOAhUoC&oi=fnd&pg=PR3&dq=Aspects+of+Culture+in+Second+Language+Acquisition+and+Foreign+Language+Learning&ots=7AfqFQCTjs&sig=nOrMibAvgkN7ELLUq01kZLVoaVg>
- Ayouche, H. (2012, July). Le tutorat transmission et application du savoir (Cas de l'université Algérienne). In *Biennale internationale de l'éducation, de la formation et des pratiques professionnelles...*
- Bailey, P. D. & Onwuegbuzie, A. J. (2002) The role of study habits in foreign language courses. *Assessment and evaluation in higher education*. 27/5 463-473
- Bain, J. (2010). Integrating student voice: Assessment for empowerment. *Practitioner Research in Higher Education*, 4(1), 14-29. Retrieved from: <http://194.81.189.19/ojs/index.php/prhe/article/viewFile/46/38>
- Bell, A., & Mladenovic, R. (2008). The benefits of peer observation of teaching for tutor development. *Higher Education*, 53(6), 735-752. Retrieved from: <http://dx.doi.org/10.1007/s10734-007-9093-1>

Bell, A., Mladenovic, R., & Segara, R. (2010). Supporting the reflective practice of tutors: What do tutors reflect on? *Teaching in Higher Education*, 15(1), 57-70. Retrieved from: <http://dx.doi.org/10.1080/13562510903488139>

Benaissi, F. B. (2015). Autonomy in Foreign Language Learning and Teaching: A Culture Bound Concept. Retrieved from: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2834462](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2834462)

Benson, P. (1997). The philosophy and politics of learner autonomy. *Autonomy and independence in language learning*, 7, 18-34.

Benson, P. (2001) *Teaching and Researching Autonomy in Language Learning*. London: Longman. Retrieved from: [https://books.google.com/books?hl=fr&lr=&id=ZoarAgAAQBAJ&oi=fnd&pg=PP1&dq=Teaching+and+Researching+Autonomy+in+Language+Learning.&ots=h\\_C9MRPVL2&sig=fTxfKT5iGIupvloBcijxX2F5yCI](https://books.google.com/books?hl=fr&lr=&id=ZoarAgAAQBAJ&oi=fnd&pg=PP1&dq=Teaching+and+Researching+Autonomy+in+Language+Learning.&ots=h_C9MRPVL2&sig=fTxfKT5iGIupvloBcijxX2F5yCI)

Benson, P. (2006). Autonomy in language teaching and learning. *Lang. Teach.* 40, 21–40. doi:10.1017/S0261444806003958 Printed in the United Kingdom c 2006 Cambridge University Press Retrieved from: [https://www.google.dz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&cad=rja&uact=8&ved=0ahUKEwiF9NF1qfVAhVGPhQKHWOAcEQFghCMAU&url=http%3A%2F%2Fwww.pucsp.br%2Finpla%2Fbenson\\_artigo.pdf&usg=AFQjCNEsro\\_cQ-DzHAI9IgLv0uxnWIHccg](https://www.google.dz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&cad=rja&uact=8&ved=0ahUKEwiF9NF1qfVAhVGPhQKHWOAcEQFghCMAU&url=http%3A%2F%2Fwww.pucsp.br%2Finpla%2Fbenson_artigo.pdf&usg=AFQjCNEsro_cQ-DzHAI9IgLv0uxnWIHccg)

Benson, P. (2007) Autonomy in language teaching and learning. *Language Teaching* 40(1), 21-40.

Benson, P. (2011). *Teaching and Researching Autonomy* 2nd ed. Harlow: Pearson Education.

Benson, P. (2013). *Teaching and researching: Autonomy in language learning*. Routledge. Retrieved from:

<https://books.google.com/books?hl=fr&lr=&id=ZoarAgAAQBAJ&oi=fnd&pg=PP1&dq=+Te>

[aching+and+researching+autonomy+in+language+learning&ots=h\\_A7PVMVC4&sig=bqbslJAIwFXKQyBAEdDnWJB5FV0](https://academic.oup.com/eltj/article-abstract/66/3/283/437962)

Benson, P., & Voller, P. (1997). *Autonomy and independence in language Learning*. London: Pearson Education Limited

Bodric, R. (2008). Language pedagogy in an era of standards. *Research Notes Issue 33*. August, 25-28

Borg, S., & Al-Busaidi, S. (2012). Teachers' beliefs and practices regarding learner autonomy. *ELT Journal*, 66(3), 283-292. Retrieved from: <https://academic.oup.com/eltj/article-abstract/66/3/283/437962>

Boud, D. (ed.) (1988). *Developing student autonomy in learning – Second edition*. London: Kogan Page. Retrieved from: [https://books.google.com/books?hl=fr&lr=&id=zFkQQMisU9UC&oi=fnd&pg=PA1&dq=Developing+student+autonomy+in+learning+%E2%80%93+Second+edition.+&ots=c\\_y9wakbd-&sig=PstyEPO-XLdndT0skoRb-QPGjzM](https://books.google.com/books?hl=fr&lr=&id=zFkQQMisU9UC&oi=fnd&pg=PA1&dq=Developing+student+autonomy+in+learning+%E2%80%93+Second+edition.+&ots=c_y9wakbd-&sig=PstyEPO-XLdndT0skoRb-QPGjzM)

Brixhe, D. (1998). *Le tutorat à l'université ; réflexions sur les dispositifs d'aide*. Paris, France : Association des enseignants de psychologie des universités (AEPU), numéro spécial Commission pédagogique

Broady, E. (1996). Learner Attitudes towards Self-Direction. In E. Broady & M.-M. Kenning (Eds.) *Promoting Learner Autonomy in University Language Teaching* (pp.215-35). London: Association for French Language Studies / CILT

Brown, J. D. (1988). *Understanding research in second language learning: A teacher's guide to statistics and research design*. Cambridge University Press.



- Brown, P. C. (2002). Project-based teaching promotes autonomy in L2 learning. In A. S. Mackenzie & E. McCafferty (Eds.), *Developing autonomy* (89-96). Proceedings of the JALT CUE Conference 2001. Tokyo: The Japan Association for Language Teaching College and University Educators Special Interest Group
- Burnett, C. (2003). Learning to chat: Tutor participation in synchronous online chat. *Teaching in Higher Education*, 8(2), 247-261. Retrieved from : <http://dx.doi.org/10.1080/1356251032000052474>
- Camilleri, A. (1999). The teacher's role in learner autonomy. *Learner Autonomy—The Teachers' Views. Strasbourg: Council of Europe*. Retrieved from [https://www.google.dz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwjh6KqmOHVAhWG0RQKHfg0AcIQFgg1MAE&url=https%3A%2F%2Fatslitteacher4.files.wordpress.com%2F2011%2F06%2Freading3\\_teachers-roles\\_by\\_antoinette-camilleri.pdf&usg=AFQjCNFwEgFG-6vUJtz6lpyA\\_U36-ARFng](https://www.google.dz/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwjh6KqmOHVAhWG0RQKHfg0AcIQFgg1MAE&url=https%3A%2F%2Fatslitteacher4.files.wordpress.com%2F2011%2F06%2Freading3_teachers-roles_by_antoinette-camilleri.pdf&usg=AFQjCNFwEgFG-6vUJtz6lpyA_U36-ARFng)
- Candy, P. C. (1991). *Self-Direction for Lifelong Learning. A Comprehensive Guide to Theory and Practice*. Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104-1310. Retrieved from <https://eric.ed.gov/?id=ED353470>
- Carter, R., & McRae, J. (2014). *Language, literature and the learner: Creative classroom practice*. Routledge.
- Chan, W. H. (2011). Learner Autonomy and the Out-of-Class English Learning of Proficient Students in Hong Kong
- Ching, Ch., and Chang-Chen, L. (2011). A case study of peer tutoring program in higher education. *Research in Higher Education Journal*, 11(2), 16-34. Retrieved from: <http://www.aabri.com/manuscripts/11757.pdf>

- Chiu, C. Y. (2005). Teacher Roles and Autonomous Language Learners: A Case Study of a Cyber English Writing Course. Retrieved from: <https://etda.libraries.psu.edu/catalog/6809>
- Christopher, N.M.( 2009). Interrelation between Environmental Factors and Language Assessment in Nigeria. *Research Notes*, issue35 March, 10-15
- Ciekanski, M. (2007). Fostering learner autonomy: power and reciprocity in the relationship between language learner and language learning adviser. *Cambridge Journal of Education* 37(1), 111-127.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* 6<sup>th</sup> ed. London: Routledge.
- Colvin, J. (2007). Peer tutoring and social dynamics in higher education. *Mentoring and Tutoring: Partnership in Learning*, 15(2), 165-181. Retrieved from : <http://dx.doi.org/10.1080/13611260601086345>
- Cotterall, S. (1995). Developing a course strategy for learner autonomy. *ELT Journal*. 49 (3). Oxford University Press
- Cotterall, S. (1999). Key variables in language learning: What do learners believe about them? *System*. 27 493-513
- Cotterall, S. (2000). Promoting learner autonomy through the curriculum: principles for designing language courses. *ELT Journal* 54 (2). Oxford University Press
- Crabbe, D. (1993). Fostering autonomy from within the classroom: the teacher's responsibility. *System*, 21(4), 443-452. Retrieved from: <https://www.sciencedirect.com/science/article/pii/0346251X9390056M>

- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Dam, L. (1995). *Learner autonomy 3: From theory to classroom practice*. Dublin:Authentik
- Dam,L.(2008). In-service teacher education for learner autonomy. Independence (IATEFL Learner Autonomy SIG) Spring 2008. 20-25.
- Danner, M., Kempf, M., & Rousvoal, J. (1999). Le tutorat dans les universités françaises.[Tutoring in French universities]. *Revue des sciences de l'éducation*, 25(2), 243-270. Retrieved from : <http://www.erudit.org/en/journals/rse/1999-v25-n2rse1836/032000ar/abstract/>
- Danner, M., Kempf, M., & Rousvoal, J. (1999). Le tutorat dans les universités françaises. *Revue des sciences de l'éducation*, 25(2), 243-270. Retrieved from: <https://www.erudit.org/en/journals/rse/1999-v25-n2-rse1836/032000ar/abstract/>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. London: Plenum Press.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational psychologist*, 26(3-4), 325-346. Retrieved from: <http://www.tandfonline.com/doi/abs/10.1080/00461520.1991.9653137>
- Deutsch, M. (1949). A theory of cooperation and competition. *human relations*, 2, 129-152.
- Dickinson, L. (1987). *Self-instruction in language learning*. Cambridge University Press
- Dickinson, L., & Carver, D. (1980). Learning How to Learn: Steps towards Self-Direction in Foreign Language Learning in Schools. *English Language Teaching Journal*, 35(1), 1-7
- Djoub, Z. (2016). Portfolio Training: Getting Learners Actively Involved. *Journal of the International Society for Teacher Education*, 19(1), 75

- Donmoyer, R. (2006). Take my paradigm... please! The legacy of Kuhn's construct in educational research. *International Journal of Qualitative Studies in Education*, 19(1), 11-34.
- Doukas, C. (2002). Learning cities/region in the framework of lifelong learning. *Integrating lifelong learning perspectives*, 281-287.
- Durrheim, K., & Terre Blanche, M. (1999). Research in practice. *Cape Town: Cape Town*.
- Endrizzi, L. (2010). Réussir l'entrée dans l'enseignement supérieur. *Dossier d'actualité de l'INRP*, 59, 1-23. Retrieved from : [https://www.researchgate.net/profile/Laure\\_Endrizzi/publication/264991736\\_Reussir\\_l%27entree\\_dans\\_l%27enseignement\\_superieur/links/58ee2167a6fdcc61cc122e33/Reussir-lentree-dans-lenseignement-superieur.pdf](https://www.researchgate.net/profile/Laure_Endrizzi/publication/264991736_Reussir_l%27entree_dans_l%27enseignement_superieur/links/58ee2167a6fdcc61cc122e33/Reussir-lentree-dans-lenseignement-superieur.pdf)
- Esch, E. (1997). Promoting learner autonomy: Criteria for the selection of appropriate methods. *Taking control: Autonomy in language learning*, 3548. Retrieved from: [https://books.google.com/books?hl=fr&lr=&id=pTHxAQAAQBAJ&oi=fnd&pg=PA35&dq=Designing+and+adapting+materials+to+encourage+learner+autonomy.&ots=qr4\\_V\\_TzId&sig=](https://books.google.com/books?hl=fr&lr=&id=pTHxAQAAQBAJ&oi=fnd&pg=PA35&dq=Designing+and+adapting+materials+to+encourage+learner+autonomy.&ots=qr4_V_TzId&sig=)
- Falchikov, N. (2001). *Learning together: Peer tutoring in higher education*. Psychology Press. Retrieved from: [https://books.google.com/books?hl=fr&lr=&id=6liO0ynJM1oC&oi=fnd&pg=PP1&dq=Learning+Together.+Peer+tutoring+in+higher+education&ots=CRC1vCsnl9&sig=m3UyAxRyh\\_EYTDtV631Dvtf52fM](https://books.google.com/books?hl=fr&lr=&id=6liO0ynJM1oC&oi=fnd&pg=PP1&dq=Learning+Together.+Peer+tutoring+in+higher+education&ots=CRC1vCsnl9&sig=m3UyAxRyh_EYTDtV631Dvtf52fM).
- Fazey, D. M., & Fazey, J. A. (2001). The potential for autonomy in learning: Perceptions of competence, motivation and locus of control in first-year undergraduate students. *Studies in Higher Education*, 26(3), 345-361. Retrieved from : <http://srhe.tandfonline.com/doi/abs/10.1080/03075070120076309>

- Flores, M. A., Simão V., & Carrasco, V. A. M. E. (2012). Tutoring in Higher Education in Portugal and Spain: Lessons learned from six initiatives in place. In J. O'Meara, & M. Spittle (Eds.), *Internationalising Education: Global perspectives on collaboration and change* (pp. 107-124). New York: Nova Science Publishers Inc. Retrieved from: <http://repositorium.sdum.uminho.pt>
- Gardner, D. & Miller, L. (1999). *Establishing self-access: From theory to practice*. London: Cambridge University Press
- Ghout-Khenoune, L. *Learner Autonomy in an EFL Context: a Study of Undergraduate Learners' Readiness for Autonomous Learning at Bejaia University*.
- Goodlad, S., & Hirst, B. (1989). *Peer Tutoring. A Guide to Learning by Teaching*. Nichols Publishing, PO Box 96, New York, NY 10024
- Gregory, J. (2006). Facilitation and facilitator style. In *The theory and practice of teaching* (pp. 112-127). Routledge
- Guba, E. G. (1990). The Alternative Paradigm Dialog. In. EG Guba (ed.) *The Paradigm Dialogue* (p. 17-27)
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Guendouzi, A., & Ameziane, H. (2015). LMD System: How to Organise Support Pedagogy in Retake Courses. *الخطاب*, 1(09), 22-29.
- Hadi, K. (2012). *Promoting Learner Autonomy in an EFL Context: Learners' Readiness and Teachers' Roles. (The Case of First Year Pupils in Secondary Education in Algeria* (Magister dissertation).

- Hamilton, L. (2013) Case studies in educational research. *British Educational Research Association on-line resource*. Retrieved from: <http://www.bera.ac.uk/resources/case-studies-educational-research>
- Hemche-Bereksi Reguig, H. (2015). *A Comparative Study Of Teaching ESP in The LMD System in Algerian and French Universities: The Case Of The Faculties Of Sciences In Tlemcen and Paris-Sud Universities* (Doctoral dissertation). Retrieved from: <http://dspace.univ-tlemcen.dz/handle/112/7685>
- Ho, J., & Crookall, D. (1995). Breaking with Chinese cultural traditions: Learner autonomy in English language teaching. *System*, 23(2), 235-243. Retrieved from: <http://www.sciencedirect.com/science/article/pii/0346251X95000118>
- Hsu, W. C. (2005). *Representations, constructs and practice of autonomy via a learner training programme in Taiwan* (Doctoral dissertation, University of Nottingham). <http://link.springer.com/content/pdf/10.1057/9780230358485.pdf#page=23>
- Idri, N. (2005). The LMD System Experience as a Struggle between the Educational Development and Reform: An Analytical Study of the Endeavour of the Academic Year 2004/2005 in Bejaia University with Suggested Solutions. *Online Submission*
- Idri, N. (2012). Foreign language anxiety among Algerian EFL students: The case of first year students of English at the University of Abderahmane Mira-Béjaia; LMD (Licence/Master/Doctorat) system group. *Universal Journal of Education and General Studies*, 1(3), 055-064.
- James, C. V. & Garrett, P., (1991). *Language awareness in the classroom*. London: Longman

- Jarvis, P. (2002). An investigation into Target Setting and Academic Tutoring to Promote Student Learning. *Pastoral Care in Education*, 20(4), 27-34. Retrieved from: <http://dx.doi.org/10.1111/1468-0122.00241>
- Jiao, L. J. (2005). Promoting EFL learner autonomy. *Sino-US English Teaching*, 2(5), 27-30. Retrieved from: [http://en.cnki.com.cn/Article\\_en/CJFDTotal-YZDG200501025.htm](http://en.cnki.com.cn/Article_en/CJFDTotal-YZDG200501025.htm)
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365-379. Retrieved from: <http://dx.doi.org/10.3102/0013189X09339057>
- Knowles, M. S. (1980). *The modern practice of adult education* (Vol. 41). New York: New York Association Press. Retrieved from: [http://www.hospitalist.cumc.columbia.edu/downloads/cc4\\_articles/Education%20Theory/Andragogy](http://www.hospitalist.cumc.columbia.edu/downloads/cc4_articles/Education%20Theory/Andragogy)
- Kohonen, V. (1992). Experiential language learning: second language learning as cooperative learner education. *Collaborative language learning and teaching*, 1439.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Krajewska, A., & Kowalczyk-Waledziak, M. (2014). Possibilities and Limitations of the Application of Academic Tutoring in Poland. *Higher Education Studies*, 4(3), 9. Retrieved from: <http://www.ccsenet.org/journal/index.php/hes/article/view/37381>
- Lai, J. (2001). Towards an analytic approach to assessing learner autonomy. *The AILA Review*, 15, 34-44.

Lakoff, S. (1990). Autonomy and liberal democracy. *The Review of politics*, 52(3), 378-396.

Retrieved from: <https://www.cambridge.org/core/journals/review-of-politics/article/autonomy-and-liberal-democracy/A9237AE5350B746461AEB6A5172845BE>

Lather, P. (1986). Issues of validity in openly ideological research: Between a rock and a soft place. *Interchange*, 17(4), 63-84

Quynh, Le. X. (2013). *Fostering learner autonomy in language learning in tertiary education: an intervention study of university students in Hochiminh City, Vietnam* (Doctoral dissertation, University of Nottingham). Retrieved from <http://eprints.nottingham.ac.uk/13405/>

Lincoln, Y. S., & Denzin, N. K. (Eds.). (2003). *Turning points in qualitative research: Tying knots in a handkerchief*. Rowman Altamira. Retrieved from:

<https://books.google.com/books?hl=fr&lr=&id=y3AHb4dJy30C&oi=fnd&pg=PA1&dq=Denzin+%26+Lincoln,+2003&ots=Pv8F54pCt8&sig=zvNHmezQv91oYli67bys2gy6-qs>

Little, D. (1991). *Learner autonomy. 1: Definitions, issues and problems*. Dublin: Authentik

Little, D. (1994). Learner autonomy: A theoretical construct and its practical application. *Die Neuere Sprache*, 93(5), 430-442

Little, D. (1995). Learning as dialogue: The dependence of teacher autonomy on learner autonomy.

System 23 (2), 175-181 Retrieved from: <http://www.sciencedirect.com/science/article/pii/0346251X95000066>

Little, D. (1999). Developing learner autonomy in the foreign language classroom: A social-interactive view of learning and three fundamental pedagogical principles. *Revista Canaria de Estudios Ingleses*, 38, 77-88



- Little, D. (2003). Learner Autonomy and public examinations. In D. Little, et al (Ed.), *Learner autonomy in foreign language classrooms: Teacher, learner, curriculum and assessment* (223-236). Dublin: Authentik
- Little,D.(2003). *Languages in the post-primary curriculum*. Dublin: NCCA.
- Littlewood, W. (1997). Self-access: why do we want it and what can it do. *Autonomy & independence in language learning*, 79-92.
- Littlewood, W. (1999) Defining and developing autonomy in East Asian contexts. *Applied Linguistics* 20(1), 71-94
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (Vol. 28). John Wiley & Sons.
- Loyens, S. M., Magda, J., & Rikers, R. M. (2008). Self-directed learning in problem-based learning and its relationships with self-regulated learning. *Educational Psychology Review*, 20(4), 411-427. Retrieved from: <http://link.springer.com/article/10.1007/s10648-008-9082-7>
- Macaro, E. (1997). *Target language, collaborative learning and autonomy*. (Vol. 5). Multilingual matters.
- MacDonald, R. B. (2000). *The master tutor: A guidebook for more effective tutoring*. Cambridge Stratford Study Skills Institute.
- Megnounif, A.(2009). The LMD system and the Algerian university: Five years after. The case of the faculty of Engineering, Tlemcen-Algeria. Retrieved from: [http://fsi.univ-tlemcen.dz/MEGNOUNIF\\_LMD\\_UABBT\\_FSI\\_Nov2009\\_englishs.pdf](http://fsi.univ-tlemcen.dz/MEGNOUNIF_LMD_UABBT_FSI_Nov2009_englishs.pdf)

- Moir, J. (2011). *First and foremost: Learner autonomy in the first year*. Glasgow: The Quality Assurance Agency for Higher Education. Retrieved from: <http://www.enhancementthemes.ac.uk>
- Moore, W.G. (1968). *The Tutorial System and its Future*. Oxford: Pergamon Press
- Mouton, J. (1996). *Understanding social research*. Van Schaik Publishers.
- Najeeb, S. S. (2013). Learner autonomy in language learning. *Procedia-Social and Behavioral Sciences*, 70, 1238-1242. Retrieved from: <http://www.sciencedirect.com/science/article/pii/S1877042813001845>
- Nguyen, T.C.L. (2010). *Learner autonomy and EFL learning at the tertiary level in Vietnam* (Unpublished doctoral dissertation). Victoria University of Wellington, New Zealand. Retrieved from: <http://researcharchive.vuw.ac.nz/handle/10063/1203>
- Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (192-203). London: Longman
- O'Malley, J. M. & Chamot, A. U. (1990) *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Onozawa, C. (2010). Promoting autonomy in the language class: How autonomy can be applied in the language class. Retrieved from: <https://gair.media.gunma-u.ac.jp/dspace/bitstream/10087/7216/1/2010-onozawa1.pdf>
- Oxford, R. (1990). *Language learning strategies*. New York, 3.

Oxford, R. L. (2001) Language Learning Strategies. In , editors,. In R. Carter & D.Nunan (Eds.) *The Cambridge Guide to Speakers of Other Languages* (pp. 166-72). Cambridge: Cambridge University Press.

Oxford, R. L. (2003). Toward a more systematic model of L2 learner autonomy. In *Learner autonomy across cultures* (pp. 75-91). Palgrave Macmillan UK. Retrieved from: [http://link.springer.com/chapter/10.1057/9780230504684\\_5](http://link.springer.com/chapter/10.1057/9780230504684_5)

Oxford, R. L. (2008) Hero with a thousand faces : learner autonomy, learning strategies and learning tactics in independent language learning. In S. Hurd & T. Lewis (Eds.) *Language Learning Strategies in Independent Settings* (pp. 41-66). Clevedon, UK: Multilingual Matters

Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe.) Retrieved from <https://eric.ed.gov/?id=ED192557>

Palfreyman, D. (2003). The representation of learner autonomy and learner independence in organizational culture. In *Learner autonomy across cultures*(pp. 183-200). Palgrave Macmillan UK. Retrieved from: [http://link.springer.com/chapter/10.1057/9780230504684\\_11](http://link.springer.com/chapter/10.1057/9780230504684_11)

Palfreyman, D., & Smith, R. C. (Eds.). (2003). *Learner autonomy across cultures*. New York: Palgrave Macmillan. Retrieved from <http://link.springer.com/content/pdf/10.1057/9780230504684.pdf>

Paran, A., & Sercu, L. (Eds.). (2010). *Testing the untestable in language education* (Vol. 17). Multilingual matters. Retrieved from: [https://books.google.com/books?hl=fr&lr=&id=OgPPBQAAQBAJ&oi=fnd&pg=PR&dq=Testing+the+Untestable+in+Language+Education&ots=N\\_RI2pCX&sig=4iNpaa4I0DAhZwGgNtBhzGptLXE](https://books.google.com/books?hl=fr&lr=&id=OgPPBQAAQBAJ&oi=fnd&pg=PR&dq=Testing+the+Untestable+in+Language+Education&ots=N_RI2pCX&sig=4iNpaa4I0DAhZwGgNtBhzGptLXE)

- Pemberton, R., Li, E. S., Or, W. W., & Pierson, H. D. (1996). *Taking control: Autonomy in language learning* (Vol. 1). Hong kong University press.
- Holec, H. (1981). *Autonomy in foreign language learning*
- Peyrat-Malaterre, M.-F. (2011). Comment faire travailler efficacement des élèves en groupe ? Tutorat et apprentissage coopératif. [How do students work effectively in groups? Tutoring and Cooperative Learning]. Bruxelles, Belgique : De Boeck.
- Philippe, C. A. R. R. E. (2005). L'apprenance, vers un nouveau rapport au savoir [The Learning Attitude, Towards a New Relationship to Knowledge].. Paris, Ed Dunod.
- Powell, M. A. (1997). *Academic tutoring and mentoring: A literature review*
- Quoc Lap, T. (2005). *Stimulating learner autonomy in English language education: A curriculum innovation study in a Vietnamese context*. Amsterdam unpublished thesis90780870139789078087014. Retrieved from: <http://dare.uva.nl/document/2/49978>
- Reinders, H., & Balçikanli, C. (2011). Do classroom textbooks encourage learner autonomy?. *Novitas-ROYAL (Research on Youth and Language)*, 5(2), 265-272
- Risquez, A. (2011). Peer electronic mentoring for transition into university: A theoretical review. *Revista Española de Orientación y Psicopedagogía*, 22(3).
- Rogers, C. R. (1969). *Freedom to learn*. Columbus, Ohio: Charles E. Merrill Publishing Company
- Rogers, D. L., & Babinski, L. M. (2002). *From isolation to conversation: Supporting new teachers' development*. SUNY Press.
- Ronai, J. (2002). Citizenship and Democracy in Socrates' and Grundtvig's Europe R. *UNESCO Institute for Education*, 88.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67. Retrieved from: <http://www.sciencedirect.com/science/article/pii/S0361476X99910202>

Samraoui, F., Mekhancha-Dahel, C. C., & Tebib, W. (2012). Retour d'une première expérience de tutorat à l'université algérienne: évaluation et recommandations. *Synergies, Algérie*, 17.

Scharle, A., & Szabó, A. (2000). *Learner autonomy: A guide to developing learner responsibility*. Ernst Klett Sprachen.

Scharle, Á., & Szabó, A. (2000). *Learner autonomy: A guide to developing learner responsibility*. Ernst Klett Sprachen

Schneckenberg, D. (2006). eCompetence in European higher education—ICT policy goals, change processes and research perspectives. *The challenge for e-competence in academic staff development. Centre for Excellence in Teaching and Learning NUIG & European eCompetence Initiative*.

Shaw, L., Carey, P., & Mair, M. (2008). Studying interaction in undergraduate tutorials: Results from a small-scale evaluation. *Teaching in Higher Education*, 13(6), 703-714. Retrieved from : <http://dx.doi.org/10.1080/13562510802525437>

Shaw, L., Carey, P., & Mair, M. (2008). Studying interaction in undergraduate tutorials: results from a small-scale evaluation. *Teaching in Higher Education*, 13(6), 703-714. Retrieved from: <http://srhe.tandfonline.com/doi/abs/10.1080/13562510802525437>

Sheerin, S. (1991). State of the art: Self-access. *Language Teaching*, 24(3), 153-157 Retrieved from: <http://www.sciencedirect.com/science/article/pii/0346251X93900218>

Shin,S.J.(June,2006). Learning to teach writing through tutoring and journal writing. Teachers and Teaching: Theory and practice,Vol. 12, No. 3, pp. 325–345

Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction*.

Sage.

Retrieved

from :

<https://books.google.com/books?hl=fr&lr=&id=uooz4p82sDgC&oi=fnd&pg=PP1&dq=silverman+2005+validity&ots=uQQMVsqdCU&sig=JhTdRLmnwmHZKsEYCb00y1WT7Y>

Sinclair, B. (2000). *Learner autonomy and its development in the Teaching of English to Speakers of Other Languages (TESOL)*. Doctoral dissertation, University of Nottingham.

Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.

Smith, R. (2008). Learner autonomy. *ELT Journal*, 62(4), 395-397

Smith, S. (2015). Learner Autonomy: Origins, Approaches, and Practical Implementation. *International Journal of Educational Investigations*, 2(4), 82-91. Retrieved from: [http://www.ijeionline.com/attachments/article/41/IJEIonline\\_Vol.2\\_No.4\\_2015-4-07.pdf](http://www.ijeionline.com/attachments/article/41/IJEIonline_Vol.2_No.4_2015-4-07.pdf)

Spratt, M., Humphreys, G. & Chan, V. (2002) Autonomy and motivation: which comes first? *Language Teaching Research* 6(3), 245-66

Stewart, A., & Irie, K. (2012). Realizing autonomy: Contradictions in practice and context. In *Realizing Autonomy* (pp. 1-17). Palgrave Macmillan, London. Retrieved from: <http://link.springer.com/content/pdf/10.1057/9780230358485.pdf#page=23>

Stewart, A., & Irie, K. (2012). Realizing autonomy: Contradictions in practice and context. In *Realizing Autonomy* (pp. 1-17). Palgrave Macmillan, London. Retrieved from:

- Taylor, P. C., and Medina, M. N. D. (2013). Educational research paradigms: From positivism to multiparadigmatic. *The Journal of Meaning-Centered Education*, 1(2), 1-13.
- Thanasoulas, D. (2000). What is Learner Autonomy and how can it be fostered? The Internet TESL Journal. 6 (11). Retrieved from: <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>
- Thang, M. S. & Alias, A. (2007) Investigating readiness for autonomy: A comparison of Malaysian ESL undergraduates of three public universities. *Reflections on English Language Teaching* 6(1), 1-18.
- Turnbull, J., Lea, D., Parkinson, D., Phillips, P., Francis, B., Webb, S., ... & Ashby, M. (2010). Oxford advanced learner's dictionary. *Online at (Accessed April 3, 2012)*.
- Wang, H. (2011). Promoting University English Majors' Learner Autonomy in the Chinese Context. *Journal of Language Teaching & Research*, 2(2). Retrieved from: <http://umpir.ump.edu.my/4546/1/jltr0202.pdf#page=126>
- Weibell, C. J. (2011). Principles of learning: 7 principles to guide personalized, student-centered learning in the technology-enhanced, blended learning environment. Retrieved from [https://principlesoflearning.wordpress.com].
- Wenden, A. (1991) *Learner Strategies for Learner Autonomy*. Englewood Cliffs, NJ: Prentice Hall.
- Wenden, A. L. (1998). Metacognitive knowledge and language learning<sup>1</sup>. *Applied linguistics*, 19(4), 515-537.
- Wenden, A. L. (2002). Learner development in language learning. *Applied linguistics*, 23(1), 32-55. Retrieved from: <https://academic.oup.com/applij/article-abstract/23/1/32/204483>
- Willis, J. W., & Jost, M. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Sage. Retrieved from:

[https://books.google.fr/books?hl=fr&lr=&id=dWJMxUkQukIC&oi=fnd&pg=PR13&dq=willis+2007&ots=PYSLkTo2sP&sig=Ny8px-jx6B-R\\_Iqv45f4Np0BeV8](https://books.google.fr/books?hl=fr&lr=&id=dWJMxUkQukIC&oi=fnd&pg=PR13&dq=willis+2007&ots=PYSLkTo2sP&sig=Ny8px-jx6B-R_Iqv45f4Np0BeV8)

- Winter, G. (2000). A comparative discussion of the notion of 'validity' in qualitative and quantitative research. *The qualitative report*, 4(3), 1-14.
- Yan, S. (2012). Teachers' roles in autonomous learning. *Journal of Sociological Research*, 3(2), 557-562. Retrieved from: <http://macrothink.org/journal/index.php/jsr/article/view/2860>
- Yanow, D., & Schwartz-Shea, P. (2015). *Interpretation and method: Empirical research methods and the interpretive turn*. Routledge.
- Yin, R. K. (2013). *Case study research: Design and methods*. Sage publications.
- Zimmerman, B. J. (2002). Achieving Academic Excellence: A Self-Regulatory Perspective. In M. Ferrari (Ed.), *The Pursuit of Excellence Through Education* (pp. 85-110). Mahwah, New Jersey, London: Lawrence Erlbaum Associates.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments and future prospects. *American Educational Research Journal*, 45(1), 166-183. Retrieved from: <http://dx.doi.org/10.3102/0002831207312909>



# APPENDICES



## APPENDIX A. Executive Decree No. 09-03 of 6 Moharram 1430 Corresponding to January 3 2009.

Le Premier ministre,

Sur le rapport du ministre de l'enseignement supérieur et de la recherche scientifique,

Vu la Constitution, notamment ses articles 85-3° et 125 (alinéa 2) ;

Vu la loi n° 99-05 du 18 Dhou El Hidja 1419 correspondant au 4 avril 1999, modifiée et complétée, portant loi d'orientation sur l'enseignement supérieur ;

Vu le décret n° 84-296 du 13 octobre 1984, modifié et complété, relatif aux tâches d'enseignement et de formation à titre d'occupation accessoire ;

Vu le décret présidentiel n° 08-365 du 17 Dhou El Kaada 1429 correspondant au 15 novembre 2008 portant nomination du Premier ministre ;

Vu le décret présidentiel n° 08-366 du 17 Dhou El Kaada 1429 correspondant au 15 novembre 2008 portant nomination des membres du Gouvernement ;

Vu le décret exécutif n° 01-293 du 13 Rajab 1422 correspondant au 1er octobre 2001, complété, relatif aux tâches d'enseignement et de formation assurées à titre d'occupation accessoire par des enseignants de l'enseignement et de la formation supérieurs, des personnels chercheurs et d'autres agents publics ;

Vu le décret exécutif n° 08-130 du 27 Rabie Ethani 1429 correspondant au 3 mai 2008 portant statut particulier de l'enseignant chercheur, notamment son article 8 ;  
Après approbation du Président de la République ;

### Décète :

**Article 1er.** Le présent décret a pour objet de préciser la mission de tutorat et de fixer les modalités de sa mise en oeuvre.

**Art. 2.** Le tutorat est une mission de suivi et d'accompagnement permanents de l'étudiant afin de faciliter son intégration dans la vie universitaire et son accès aux informations sur le monde du travail.

A ce titre, la mission de tutorat revêt plusieurs aspects, notamment :

L'aspect informatif et administratif qui prend la forme d'accueil, d'orientation et de médiation ;

L'aspect pédagogique qui prend la forme d'accompagnement à l'apprentissage, l'organisation du travail personnel de l'étudiant et d'aide à la construction de son parcours de formation ;

L'aspect méthodologique qui prend la forme d'initiation aux méthodes de travail universitaire à titre individuel et en groupe ;

L'aspect technique qui prend la forme de conseils pour l'utilisation des outils et supports pédagogiques ;

L'aspect psychologique qui prend la forme de stimulation de l'étudiant et de sa motivation à poursuivre son parcours de formation ;

L'aspect professionnel qui prend la forme d'aide de l'étudiant à l'élaboration de son projet professionnel.

**Art. 3.** Le tutorat est organisé par l'établissement D'enseignement supérieur au profit des étudiants de première année du premier cycle. L'établissement est tenu

d'informer les étudiants sur le dispositif de tutorat mis en place. Les modalités d'organisation et d'évaluation du tutorat sont fixées par arrêté du ministre chargé de l'enseignement supérieur.

**Art. 4.** La mission de tutorat est assurée par L'enseignant chercheur exerçant au sein de l'établissement. Il peut être fait appel, en cas de besoin, aux inscrits en vue de l'obtention de diplômes de master ou doctorat au sein de l'établissement, pour assurer la mission de tutorat, sous la responsabilité d'un enseignant chercheur chargé du tutorat.

Les conditions de choix des tuteurs sont fixées par arrêté du ministre chargé de l'enseignement supérieur.

**Art. 5.** L'équipe du domaine de formation, prévue à l'article 60 du décret exécutif n° 08-130 du 27 Rabie Ethani 1429 correspondant au 3 mai 2008, susvisé, propose au chef de département la liste des tuteurs, pour avis. Le chef de département soumet la liste au doyen de faculté ou au directeur d'institut, pour approbation.

**Art. 6.** La mission de tutorat est assurée dans le cadre d'un engagement individuel entre le tuteur et le responsable de l'établissement, dans la limite maximale de neuf (9) mois par an et de quatre (4) heures par semaine. Le modèle-type de l'engagement individuel est établi par le ministre chargé de l'enseignement supérieur.

**Art. 7.** L'établissement met à la disposition du tuteur les moyens pour assurer sa mission ; il lui fournit notamment :

Un espace adapté pour ses contacts avec l'étudiant ;

Les textes réglementaires régissant le fonctionnement pédagogique et administratif de l'établissement ;

Des informations sur les formations proposées par les autres établissements de formation supérieure ;

Toute information sur l'environnement socio-économique utile pour l'orientation de l'étudiant dans les choix de son parcours de formation et de son projet professionnel.

**Art. 8.** Le tuteur est soumis à une évaluation périodique par l'équipe du domaine de formation et le chef de département.

A ce titre, il est tenu de présenter tous les trois (3) mois un rapport d'activités.

Dans l'évaluation de l'activité du tuteur, il est tenu compte du degré de satisfaction des étudiants. Les résultats de l'évaluation donneront lieu à la reconduction ou l'annulation de l'engagement.

**Art. 9.** Il est créé, auprès de chaque établissement universitaire, une commission dénommée « commission du tutorat », présidée par le responsable de l'établissement.

La commission établit un rapport annuel d'évaluation du processus de tutorat et le soumet au ministre chargé de l'enseignement supérieur. Ce rapport doit contenir notamment une évaluation des ressources mobilisées et des résultats obtenus et ce, en vue d'asseoir et de généraliser les bonnes pratiques pédagogiques. La composition et le fonctionnement de la commission du tutorat sont fixés par arrêté du ministre chargé de l'enseignement supérieur.

**Art. 10.** L'enseignant chercheur assurant effectivement la mission de tutorat,

bénéficie d'une rétribution calculée par référence aux taux horaires fixés à l'article 5 du décret exécutif n° 01-293 du 13 Rajab 1422 correspondant au 1er octobre 2001, complété, susvisé. Le volume hebdomadaire, au titre de l'enseignement à titre d'occupation accessoire et du tutorat, ne saurait excéder le plafond horaire hebdomadaire fixé à l'article 7 du décret exécutif n° 01-293 du 13 Rajab 1422 correspondant au 1er octobre 2001, complété, susvisé.

**Art. 11.** Les inscrits en vue de l'obtention de diplômes de master ou doctorat, assurant effectivement la mission de tutorat, bénéficient d'une rétribution calculée, en fonction du diplôme détenu, selon les taux horaires fixés à l'article 4 du décret n° 84-296 du 13 octobre 1984, modifié et complété, susvisé.

**Art. 12.** La rétribution du tutorat est servie tous les trois (3) mois.

**Art. 13.** Le présent décret sera publié au Journal officiel de la République algérienne démocratique et populaire.

Fait à Alger, le 6 Moharram 1430 correspondant au 3 janvier 2009.

Ahmed OUYAHIA.



## APPENDIX C. Summary of the Structure of the Questionnaire

Sections	Items	Sources
1. Learners' understanding of Learner Autonomy	I am informed about the concept of learner autonomy	<b>Borg and Al Boussaidi (2012)</b>
	Learner autonomy means learning alone	
	Autonomy means that learners can make choices about how they learn	
	Out of class tasks promote learner autonomy	
	Learning how to learn is very important in developing learner autonomy	
	Individuals who lack autonomy are not likely to be effective language learners	
	Learner autonomy promotes lifelong learning	
2. Students' Perceptions of Responsibilities toward Learning	Creating opportunities for me to practice English?	<b>Cotterall (1995)</b>
	Making me work harder?	
	My English learning success?	
	Deciding the objectives of the English course?	<b>Cotterall (1999)</b>
	Deciding how long to spend on activities?	
	Explaining why we are doing an activity?	
	Making sure I make progress outside class?	
	Creating opportunities for me to practice English?	
	Identifying my weaknesses in English?	<b>Sprat et al. (2002)</b>
	Deciding what I should learn next in my English lessons?	
	Choosing what materials to use to learn English in my English lessons?	
	Choosing what activities to use to learn English in my English lessons?	
	Deciding what activities to do to learn English outside class?	
	Making sure I make progress during lessons?	
	Making sure I make progress outside class?	
Stimulating my interest in learning English?		
Explaining grammar and vocabulary?		
Providing answers to all my questions?		
3. Students' Perceptions of their Abilities to Learn Autonomously	Identify your weaknesses in English.	<b>Quynh (2013)</b>
	Choose your in class learning objectives.	
	Choose your outside class learning objectives.	
	Plan your learning.	
	Choose learning activities in class.	
	Choose learning activities outside class.	
	Decide how long to spend on each activity.	

4. Students' Practices to Learn Autonomously	Choose learning materials in class.	<b>Quynh (2013)</b>
	Choose learning materials outside class.	
	Tell about what you have learned.	
	Decide what you should learn next in your English lessons.	<b>Our addition</b>
	Tell whether or not you are making learning progress.	
	Evaluate your learning.	
	Find appropriate learning methods and techniques for yourself.	
Find where you can seek knowledge.	<b>Sprat et all. (2002)</b>	
Read English materials (notices, newspapers, magazines, books, etc)		
note down new words and their meanings		
Write in English (email, diary, face book, blog)		
watch movies or TV programmes in English		
listen to English songs or English radio		
talk to foreigners in English		
practise using English with friends		
do English self-study in a group		
talk or write to your teacher about your study		
ask the teacher questions when you don't understand		
make suggestions to the teacher		
take opportunities to speak in English in class		
you use the library to improve your English.		<b>Our addition</b>
When you meet a word you don't know, you look it up in a dictionary.		
Questioning things you hear in lectures or read in books	<b>Our addition</b>	
you revise lessons and seek the reference books		
you preview before the class (i.e. see summary, lessons etc.)		
you make notes and summaries of your lessons.		
5. Students' Willingness to Take More Learning Responsibilities	I think I could not improve without a teacher	<b>Broady (1996)</b>
	Language learning involves a lot of self-study	
	I enjoy tasks where I can learn on my own	<b>Thang and Alias (2007)</b>
	A lot of language learning can be done without a teacher	
	I dislike being told how I should learn	
	I like teachers who give us a lot of opportunities to learn on our own	<b>Our addition</b>
	I do not enjoy learning English	
	I do not like to seek additional knowledge outside class if the teacher doesn't ask me to do so	

---

I am willing to find my own way of practicing if I get help from the teacher

---

I am pleased to take part in choosing the content I want to learn in class

---

I am willing to evaluate my work

---

I like to have the chance to decide on what and how to learn about English..

**Our addition**

---

I am good at language learning

**Cotterall (1999)**

---

I am above average at language learning

---

I think I have the ability to learn English well

---

I know my strengths and weaknesses

---

I know the best way to learn and practice English

---

I can set my own learning goals

---

I plan my learning

---

I am able to measure my progress

---

I am able to find resources for learning English on my own

---

I ask for help in learning English when I need it

---

I can find my own ways of practicing

---

I can check my work for mistakes

---

I can explain why I need English

---

I often think about how to improve my English learning

---

I know my learning style and use it effectively

**Thang and Alias (2007)**

---

I know that in order to speak English well, I have to listen to a lot of English

**Hsu (2005)**

---

Stressing the right word in a sentence is important for the correct meaning/emphasis. E.g., "That's MY bicycle", not "That is my BICYCLE".

---

Stressing the right part of an English word is important for the correct pronunciation. e.g., *banAna*, not *bAnana*.

---

I am aware that there are some sounds in English which do not exist in my language.

---

Learning idioms and phrases by heart can improve my spoken English

---

I know some differences between spoken and written English

---

I know some differences between American English and British English

---

There are a lot of opportunities to learn and practice English outside institutions.

---

English is an important foreign language these days.

---

We all work hard on English

---

---

Success in English is regarded as very important in my family.	<b>Hsu (2005)</b>
It is cool to speak English with native speakers	
It's cool to have foreign English speaking friends	
It's not cool to speak English in class	
I am not confident about my English ability	<b>Quynh (2013)</b>
I enjoy learning English	
English is not my favourite subject	
If I decide to learn anything, I can find time to study even if I have something else to do.	<b>Our addition</b>
I am confident that I can manage my time well for learning	

---



## APPENDIX D. The Pre-test Questionnaire

This questionnaire is a part of a study conducted on how to promote learners' autonomy. The objective of the study is to examine the effects of a tutoring programme on promoting learner autonomy in English learning at Batna 2 university. Please rate each item according to the fact applied to you. Total information confidentiality shall be assured. Besides, your answers will not have any effect on your scores.

### Personal information

Sex: .....

Age: .....

Grade of English in the baccalaureate exam: .....

Choice of English: .....

### SECTION 1: learners' understanding of learner autonomy

	Yes	No	I do not know
1 I am informed about the concept of learner autonomy			
2 Learner autonomy means learning alone			
3 Autonomy means that learners can make choices about how they learn			
4 Out of class tasks promote learner autonomy			
5 Learning how to learn is very important in developing learner autonomy			
6 Individuals who lack autonomy are not likely to be effective language learners			
7 Learner autonomy promotes lifelong learning			

### SECTION 2: Students' Perceptions of Responsibilities toward Learning.

Who is the responsible for:	ME (Student)	ME and teacher	teacher
1 Identifying my weaknesses in English?			
2 Deciding the objectives of the English course?			
3 Deciding what I should learn next in my English lessons?			
4 Choosing what materials to use to learn English in my English lessons?			
5 Choosing what activities to use to learn English in my English lessons?			
6 Deciding what activities to do to learn			

	English outside class?
7	Deciding how long to spend on activities?
8	Explaining why we are doing an activity?
9	Making sure I make progress during lessons?
10	Making sure I make progress outside class?
11	Testing how much I have learned?
12	Explaining grammar and vocabulary?
13	Providing answers to all my questions?
14	Making me work harder?
15	Stimulating my interest in learning English?
16	Creating opportunities for me to practice English?
17	My English learning success?

### SECTION 3: Students' Perceptions of their Abilities to Learn Autonomously

<i>Tick the appropriate box to rate your ability to:</i>		Very Poor	Poor	Average	Good	Very Good
1	Identify your weaknesses in English.					
2	Choose your in class learning objectives.					
3	Choose your outside class learning objectives.					
4	Plan your learning.					
5	Choose learning activities in class.					
6	Choose learning activities outside class.					
7	Decide how long to spend on each activity.					
8	Choose learning materials in class.					
9	Choose learning materials outside class.					
10	Tell about what you have learned.					
11	Decide what you should learn next in your English lessons.					
12	Tell whether or not you are making learning progress.					
13	Evaluate your learning.					
14	Find appropriate learning methods and techniques for yourself.					
15	Find where you can seek knowledge.					

## SECTION 4: Students' Practices to Learn Autonomously

<i>Please make a tick in the appropriate box to indicate how often you practice the following self initiated activities.</i>	never	rarely	sometimes	often	always
<b>1</b> Read English materials (notices, newspapers, magazines, books, etc)					
<b>2</b> note down new words and their meanings					
<b>3</b> Write in English (email, diary, face book, blog)					
<b>4</b> watch movies or TV programmes in English					
<b>5</b> listen to English songs or English radio					
<b>6</b> talk to foreigners in English					
<b>7</b> practise using English with friends					
<b>8</b> do English self-study in a group					
<b>9</b> talk or write to your teacher about your study					
<b>10</b> ask the teacher questions when you don't understand					
<b>11</b> make suggestions to the teacher					
<b>12</b> take opportunities to speak in English in class					
<b>13</b> you use the library to improve your English.					
<b>14</b> discuss learning problems with classmates					
<b>15</b> make a learning plan					
<b>16</b> assess your own work					
<b>17</b> When you meet a word you don't know, you look it up in a dictionary.					
<b>18</b> Questioning things you hear in lectures or read in books					
<b>19</b> you revise lessons and seek the reference books					
<b>20</b> Relate ideas in one subject to those in others					
<b>21</b> you use internet and computers to study and improve English.					
<b>22</b> you preview before the class (i.e. see summary, lessons etc.)					
<b>23</b> you make notes and summaries of your lessons.					

## SECTION 5: Students' Willingness to Take More Learning Responsibilities

<i>Please indicate how much do you agree or disagree with each of the following statements about your language learning by making a tick in the appropriate box</i>		Strongly disagree	disagree	uncertain	agree	Strongly agree
1	I do not enjoy learning English					
2	I dislike being told how I should learn					
3	I do not like to seek additional knowledge outside class if the teacher doesn't ask me to do so					
4	I think I could not improve without a teacher					
5	Language learning involves a lot of self-study					
6	I enjoy tasks where I can learn on my own					
7	A lot of language learning can be done without a teacher					
8	I am willing to find my own way of practicing if I get help from the teacher					
9	I am pleased to take part in choosing the content I want to learn in class					
10	I am willing to evaluate my work					
11	I like to have the chance to decide on what and how to learn about English..					
12	I like to be able to choose my own materials for language classes					
13	I like teachers who give us a lot of opportunities to learn on our own					

## SECTION 6: Learners' Metacognitive Knowledge Competence

*Please indicate how much do you agree or disagree with each of the following statements about your language learning by making a tick in the appropriate box.*

		Strongly disagree	disagree	uncertain	agree	Strongly agree
A. Learners' knowledge about themselves as learners	1	I am good at language learning				
	2	I am above average at language learning				
	3	I think I have the ability to learn English well				
	4	I know my strengths and weaknesses				
	5	I know the best way to learn and practice English				
	6	I am not confident about my English ability				
	7	I know my learning style and use it effectively				
	8	I enjoy learning English				
	9	English is not my favourite subject				

	<b>10</b> If I decide to learn anything, I can find time to study even if I have something else to do.
	<b>11</b> I am confident that I can manage my time well for learning
<b>B. Learners' knowledge about language</b>	<b>1</b> I know that in order to speak English well, I have to listen to a lot of English
	<b>2</b> Stressing the right word in a sentence is important for the correct meaning/emphasis. E.g., "That's MY bicycle", not "That is my BICYCLE".
	<b>3</b> Stressing the right part of an English word is important for the correct pronunciation. e.g., <i>banAna</i> , not <i>bAnana</i> .
	<b>4</b> I am aware that there are some sounds in English which do not exist in my language.
	<b>5</b> Learning idioms and phrases by heart can improve my spoken English
	<b>6</b> I know some differences between spoken and written English
	<b>7</b> I know some differences between American English and British English
<b>C. Learners' knowledge about the Learning context</b>	<b>1</b> There are a lot of opportunities to learn and practice English outside institutions.
	<b>2</b> English is an important foreign language these days.
	<b>3</b> We all work hard on English
	<b>4</b> Success in English is regarded as very important in my family.
	<b>5</b> It is cool to speak English with native speakers
	<b>6</b> It's cool to have foreign English speaking friends
	<b>7</b> It's not cool to speak English in class

<i>Please indicate how much do you agree or disagree with each of the following statements about your language learning by making a tick in the appropriate box. (Suite)</i>		<b>Strongly disagree</b>	<b>disagree</b>	<b>uncertain</b>	<b>agree</b>	<b>Strongly agree</b>
<b>D. Learners' knowledge about the learning process</b>	<b>1</b> I can set my own learning goals					
	<b>2</b> I plan my learning					
	<b>3</b> I am able to measure my progress					
	<b>4</b> I am able to find resources for learning English on my own					
	<b>5</b> I try new ways/strategies of learning English					
	<b>6</b> I am good at using a dictionary to find information about new words					
	<b>7</b> I ask for help in learning English when I need it					
	<b>8</b> I can find my own ways of practicing					
	<b>9</b> I can check my work for mistakes					
	<b>10</b> I can explain why I need English					
	<b>11</b> I often think about how to improve my English learning					



## APPENDIX E. The Learning Contract

(Adapted from Knowles, 1986 & McGrath, 2006)

### Objectives

My language learning objectives for this semester are as follows:

1. ....  
.....
2. ....  
.....

### Action plan

My action plan for achieving these objectives is shown below:

Specific Objectives/Focus	How I plan to achieve this goal	When I will do the work	How often and how long it will take	Achieved	Evidence
1					
2					

I will work conscientiously to achieve these goals.

..... (Signed)

..... (Date)

**APPENDIX F. The Learning Diary (Adapted from Quynh, 2013)**

Name of student: ..... Week: / /2018 - / /2018

Date/Time	Activity/ Programme	Task Aims	Brief Content Summary	Problems	Strategies	Self- Assessment





## APPENDIX G. Learner Training Schedule

Duration: 11 weeks

Week	Objectives	Activities
<b>ONE: Briefing Session</b>	Orienting students to the benefits of the tutoring programme and explaining its purpose and procedure	<ul style="list-style-type: none"> <li>• Explaining the purpose of the tutoring activity.</li> <li>• Having the members of the group introduce themselves to each other</li> <li>• Agreeing on timetable and presenting the programme agenda</li> <li>• Integrating students into the university life (introducing the LMD system, the department structure, etc)</li> <li>• Providing contacts mail, facebook, etc</li> </ul>
<b>TWO: Learners' Beliefs and Learning Style</b>	<ul style="list-style-type: none"> <li>• To raise students' awareness of their own learning style preferences</li> <li>• To encourage students to expand their learning style repertoire</li> <li>• To help students get to know each other and foster respect for and awareness of diversity in learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: what do you feel about learning English? How do you prefer to learn English? What sort of language learner are you?</li> <li>• Completing a learning style inventory survey (LSI) (Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi)</li> </ul>
<b>THREE: Learners Needs and Goals Setting</b>	<p>learners will be able to:</p> <ul style="list-style-type: none"> <li>• specify their purposes in learning English</li> <li>• Analyse and prioritise their own needs</li> <li>• Assess their own ability so as to set achievable learning goals</li> <li>• be willing to use learning contract to help them plan, monitor and assess learning</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: how do you organize your learning? What do you need to improve? Why do you want to learn English?</li> <li>• List specific situations where students need English and decide which skill they need for each situation</li> <li>• Forming groups according to learners' needs</li> </ul>

<b>FOUR: Learning Contracts and Materials</b>	Learners are expected to: <ul style="list-style-type: none"> <li>• Be able to set English study goals and work towards them;</li> <li>• Be able to find and select appropriate learning materials;</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: how motivated are you? What makes a good dictionary?</li> <li>• Discuss students' learning plans (pair work).</li> <li>• Worksheet: Dictionary skills</li> </ul>
<b>FIVE: Learning Resources and Strategies</b>	Consciousness-raising and analysis of students' own language learning strategies	<ul style="list-style-type: none"> <li>• Discussion: What resources are available to students of English in Batna2 university? What makes a good dictionary?</li> <li>• A visit to the faculty library</li> <li>• Introduction to time management and learning strategies</li> <li>• Presentation: How to use electronic dictionaries</li> </ul>
<b>SIX: Extending Vocabulary</b>	Improve the vocabulary skill	<ul style="list-style-type: none"> <li>• Discussion: knowing a word. What do you do when you do not know a word?</li> <li>• Use the dictionary to find collocations (pair work)</li> <li>• Organizing vocabulary learning</li> <li>• Group presentation: strategies for learning new words</li> </ul>
<b>SEVEN: Dealing with Grammar</b>	Improve the Grammar skill	<ul style="list-style-type: none"> <li>• What do you feel about learning grammar? How similar is the grammar of Arabic compared with the grammar of English?</li> <li>• Presentation: Strategies for learning grammar</li> </ul>
<b>EIGHT: Listening Skill</b>	Improve the listening skill	<ul style="list-style-type: none"> <li>• Discussion: What are your difficulties in listening to English?</li> <li>• Listening practice: Reasons for listening</li> </ul>

		<ul style="list-style-type: none"> <li>• Presentation: strategies for practicing Listening</li> </ul>
<b>NINE:</b>	Improve the Speaking skill	<ul style="list-style-type: none"> <li>• Discussion: Are you confident in speaking English?</li> <li>• Video: variety of English, difficult sounds, changing sentence stress to change meaning</li> <li>• Activity: Communicative strategies</li> <li>• Presentation: Ways to learn pronunciation and practice speaking</li> </ul>
<b>The Speaking Skill</b>		
<b>TEN:</b>	Improve the Reading skill	<ul style="list-style-type: none"> <li>• Discussion: How often do you read in English?</li> <li>• Reading: The advantages of reading in chunks</li> <li>• Presentation: Reading strategies</li> <li>• Practice: Guessing unknown words</li> </ul>
<b>The Reading Skill</b>		
<b>ELEVEN:</b>	Improve the Writing skill	<ul style="list-style-type: none"> <li>• Discussion: How do you feel about writing in English?</li> <li>• Activity: compare writing texts</li> <li>• Presentation: Strategies and resources for improving writing skills</li> <li>• Writing: Correcting a piece of writing</li> </ul>
<b>The Writing Skill</b>		

## APPENDIX H. Non-Parametric Item Comparison between Control and Experimental Group (Pre- Experiment)

ITEMS	GROUP	N°	MEAN	SD	Asymp. Sig. (2-tailed)	Sig.
I am informed about the concept of learner autonomy	Contr	45	1.63	0.71	<b>0.325</b>	
	Exper	40	1.83	0.64		
Learner autonomy means learning alone	Contr	45	1.93	0.74	<b>0.658</b>	
	Exper	40	2.30	0.87		
Autonomy means that learners can make choices about how they learn	Contr	45	2.27	0.78	<b>0.326</b>	
	Exper	40	2.30	0.70		
Out of class tasks promote learner autonomy	Contr	45	2.93	0.25	<b>0.846</b>	
	Exper	40	2.63	0.61		
Learning how to learn is very important in developing learner autonomy	Contr	45	2.90	0.40	<b>0.658</b>	
	Exper	40	2.73	0.64		
Individuals who lack autonomy are not likely to be effective language learners	Contr	45	2.03	0.85	<b>0.215</b>	
	Exper	40	2.37	0.80		
Learner autonomy promotes lifelong learning	Contr	45	2.83	0.37	<b>0.654</b>	
	Exper	40	2.67	0.60		
Identifying my weaknesses in English?	Contr	45	2.37	0.66	<b>0.658</b>	
	Exper	40	2.50	0.57		
Deciding the objectives of the English course?	Contr	45	1.73	0.74	<b>0.096</b>	
	Exper	40	1.33	0.60		
Deciding what I should learn next in my English lessons?	Contr	45	1.47	0.73	<b>0.087</b>	
	Exper	40	1.20	0.55		
Choosing what materials to use to learn English in my English lessons?	Contr	45	1.87	0.77	<b>0.065</b>	
	Exper	40	1.57	0.56		
Choosing what activities to use to learn English in my English lessons?	Contr	45	1.30	0.59	<b>0.658</b>	
	Exper	40	1.10	0.30		
Deciding what activities to do to learn English outside class?	Contr	45	2.67	0.54	<b>0.068</b>	
	Exper	40	2.63	0.71		
Deciding how long to spend on activities?	Contr	45	1.33	0.71	<b>0.054</b>	
	Exper	40	1.43	0.62		
Explaining why we are doing an activity?	Contr	45	1.10	0.30	<b>0.689</b>	
	Exper	40	1.07	0.25		
Making sure I make progress during lessons?	Contr	45	1.86	0.73	<b>0.478</b>	
	Exper	40	1.63	0.71		
Making sure I make progress outside class?	Contr	45	2.53	0.86	<b>0.365</b>	
	Exper	40	2.67	0.71		
Testing how much I have learned?	Contr	45	2.17	0.74	<b>0.125</b>	
	Exper	40	1.77	0.62		
Explaining grammar and vocabulary?	Contr	45	1.67	0.60	<b>0.658</b>	
	Exper	40	1.57	0.62		
Providing questions to all my questions?	Contr	45	1.77	0.67	<b>0.075</b>	
	Exper	40	1.53	0.50		
Making me work harder?	Contr	45	2.57	0.62	<b>0.068</b>	
	Exper	40	2.30	0.65		
Stimulating my interest in learning English?	Contr	45	1.83	0.98	0.587	
	Exper	40	1.77	0.81		
Creating opportunities for me to practice English?	Contr	45	1.50	0.77	0.365	
	Exper	40	1.37	0.55		
My English learning success?	Contr	45	2.36	0.62	0.547	
	Exper	40	2.33	0.547		
Identifying my weaknesses in English?	Contr	45	3.83	0.87	<b>0.020</b>	<b>S&lt;0.05</b>

	<b>Exper</b>	<b>40</b>	3.43	0.81		
Choose your in class learning objectives.	<b>Contr</b>	<b>45</b>	3.47	1.00	<b>0.013</b>	<b>S&lt;0.05</b>
	<b>Exper</b>	<b>40</b>	3.57	0.72		
Choose your outside class learning objectives.	<b>Contr</b>	<b>45</b>	3.60	0.93	<b>0.009</b>	<b>S&lt;0.05</b>
	<b>Exper</b>	<b>40</b>	4.00	1.11		
Plan your learning.	<b>Contr</b>	<b>45</b>	3.73	0.90	<b>0.658</b>	
	<b>Exper</b>	<b>40</b>	3.70	0.87		
Choose learning activities in class.	<b>Contr</b>	<b>45</b>	3.40	0.98	<b>0.578</b>	
	<b>Exper</b>	<b>40</b>	3.10	0.66		
Choose learning activities outside class.	<b>Contr</b>	<b>45</b>	3.70	1.02	<b>0.689</b>	
	<b>Exper</b>	<b>40</b>	3.53	0.97		
Decide how long to spend on each activity.	<b>Contr</b>	<b>45</b>	2.97	1.12	<b>0.632</b>	
	<b>Exper</b>	<b>40</b>	2.67	1.09		
Choose learning materials in class.	<b>Contr</b>	<b>45</b>	3.63	0.89	<b>0.412</b>	
	<b>Exper</b>	<b>40</b>	3.40	1.03		
Choose learning materials outside class.	<b>Contr</b>	<b>45</b>	4.30	0.70	<b>0.102</b>	
	<b>Exper</b>	<b>40</b>	3.73	0.70		
Tell about what you have learned.	<b>Contr</b>	<b>45</b>	3.93	0.86	<b>0.017</b>	<b>S&lt;0.05</b>
	<b>Exper</b>	<b>40</b>	3.53	0.90		
Decide what you should learn next in your English lessons.	<b>Contr</b>	<b>45</b>	2.77	1.03	<b>0.256</b>	
	<b>Exper</b>	<b>40</b>	2.20	0.92		
Tell whether or not you are making learning progress.	<b>Contr</b>	<b>45</b>	3.77	0.97	<b>0.987</b>	
	<b>Exper</b>	<b>40</b>	3.57	0.97		
Evaluate your learning.	<b>Contr</b>	<b>45</b>	3.60	0.96	<b>0.658</b>	
	<b>Exper</b>	<b>40</b>	3.30	1.11		
Find appropriate learning methods and techniques for yourself.	<b>Contr</b>	<b>45</b>	3.67	1.21	<b>0.147</b>	
	<b>Exper</b>	<b>40</b>	3.57	1.22		
Find where you can seek knowledge.	<b>Contr</b>	<b>45</b>	3.57	1.04	<b>0.165</b>	
	<b>Exper</b>	<b>40</b>	3.40	1.13		
Read English materials (notices, newspapers, magazines, books, etc)	<b>Contr</b>	<b>45</b>	3.03	0.92	<b>0.069</b>	
	<b>Exper</b>	<b>40</b>	2.63	1.09		
note down new words and their meanings	<b>Contr</b>	<b>45</b>	3.73	1.04	<b>0.074</b>	
	<b>Exper</b>	<b>40</b>	3.57	1.16		
Write in English (email, diary, face book, blog)	<b>Contr</b>	<b>45</b>	3.63	1.42	<b>0.084</b>	
	<b>Exper</b>	<b>40</b>	3.67	1.09		
watch movies or TV programmes in English	<b>Contr</b>	<b>45</b>	4.20	1.24	<b>0.098</b>	
	<b>Exper</b>	<b>40</b>	3.77	1.30		
listen to English songs or English radio	<b>Contr</b>	<b>45</b>	4.33	0.95	<b>0.248</b>	
	<b>Exper</b>	<b>40</b>	3.90	1.29		
talk to foreigners in English	<b>Contr</b>	<b>45</b>	2.70	1.48	<b>0.354</b>	
	<b>Exper</b>	<b>40</b>	3.03	1.40		
practise using English with friends	<b>Contr</b>	<b>45</b>	3.53	1.00	<b>0.033</b>	<b>S&lt;0.05</b>
	<b>Exper</b>	<b>40</b>	3.13	1.38		
do English self-study in a group	<b>Contr</b>	<b>45</b>	1.90	0.88	<b>0.698</b>	
	<b>Exper</b>	<b>40</b>	2.53	1.25		
talk or write to your teacher about your study	<b>Contr</b>	<b>45</b>	2.63	0.96	<b>0.415</b>	
	<b>Exper</b>	<b>40</b>	1.87	0.90		
ask the teacher questions when you don't understand	<b>Contr</b>	<b>45</b>	3.83	1.08	<b>0.068</b>	
	<b>Exper</b>	<b>40</b>	3.27	1.46		
make suggestions to the teacher	<b>Contr</b>	<b>45</b>	2.20	1.12	<b>0.084</b>	
	<b>Exper</b>	<b>40</b>	2.20	1.03		
take opportunities to speak in English in class	<b>Contr</b>	<b>45</b>	3.47	1.16	<b>0.963</b>	
	<b>Exper</b>	<b>40</b>	3.63	1.27		
you use the library to improve your English.	<b>Contr</b>	<b>45</b>	2.17	1.08	<b>0.852</b>	
	<b>Exper</b>	<b>40</b>	2.47	1.52		
discuss learning problems with classmates	<b>Contr</b>	<b>45</b>	2.70	1.29	<b>0.741</b>	

	<b>Exper</b>	<b>40</b>	3.23	1.19		
make a learning plan	<b>Contr</b>	<b>45</b>	3.07	1.20	<b>0.075</b>	
	<b>Exper</b>	<b>40</b>	3.40	1.32		
assess your own work	<b>Contr</b>	<b>45</b>	3.27	1.28	<b>0.084</b>	
	<b>Exper</b>	<b>40</b>	3.30	1.29		
When you meet a word you don't know, you look it up in a dictionary.	<b>Contr</b>	<b>45</b>	4.37	0.85	<b>0.096</b>	
	<b>Exper</b>	<b>40</b>	4.30	1.05		
Questioning things you hear in lectures or read in books	<b>Contr</b>	<b>45</b>	4.07	0.86	<b>0.153</b>	
	<b>Exper</b>	<b>40</b>	3.87	1.00		
you revise lessons and seek the reference books	<b>Contr</b>	<b>45</b>	3.17	1.02	<b>0.321</b>	
	<b>Exper</b>	<b>40</b>	2.90	1.09		
Relate ideas in one subject to those in others	<b>Contr</b>	<b>45</b>	2.93	1.04	<b>0.027</b>	<b>S&lt;0.05</b>
	<b>Exper</b>	<b>40</b>	3.50	1.04		
you use internet and computers to study and improve English.	<b>Contr</b>	<b>45</b>	3.73	1.36	<b>0.098</b>	
	<b>Exper</b>	<b>40</b>	4.10	0.88		
you preview before the class (i.e. see summary, lessons etc.)	<b>Contr</b>	<b>45</b>	3.10	0.99	<b>0.147</b>	
	<b>Exper</b>	<b>40</b>	3.10	1.06		
you make notes and summaries of your lessons.	<b>Contr</b>	<b>45</b>	3.40	0.93	<b>0.159</b>	
	<b>Exper</b>	<b>40</b>	3.30	1.11		
I do not enjoy learning English	<b>Contr</b>	<b>45</b>	1.33	0.66	<b>0.357</b>	
	<b>Exper</b>	<b>40</b>	2.00	1.23		
I dislike being told how I should learn	<b>Contr</b>	<b>45</b>	2.63	1.37	<b>0.654</b>	
	<b>Exper</b>	<b>40</b>	2.63	1.21		
I do not like to seek additional knowledge outside class if the teacher doesn't ask me to do so	<b>Contr</b>	<b>45</b>	2.17	0.69	<b>0.842</b>	
	<b>Exper</b>	<b>40</b>	2.60	0.93		
I think I could not improve without a teacher	<b>Contr</b>	<b>45</b>	2.97	1.32	<b>0.093</b>	
	<b>Exper</b>	<b>40</b>	3.40	0.96		
Language learning involves a lot of self-study	<b>Contr</b>	<b>45</b>	3.70	1.23	<b>0.078</b>	
	<b>Exper</b>	<b>40</b>	3.97	1.06		
I enjoy tasks where I can learn on my own	<b>Contr</b>	<b>45</b>	4.37	0.61	<b>0.061</b>	
	<b>Exper</b>	<b>40</b>	4.07	1.01		
A lot of language learning can be done without a teacher	<b>Contr</b>	<b>45</b>	3.23	1.16		
	<b>Exper</b>	<b>40</b>	3.70	0.79	<b>0.196</b>	
I am willing to find my own way of practicing if I get help from the teacher	<b>Contr</b>	<b>45</b>	4.17	0.59	<b>0.089</b>	
	<b>Exper</b>	<b>40</b>	4.33	0.66		
I am pleased to take part in choosing the content I want to learn in class	<b>Contr</b>	<b>45</b>	3.63	0.92	<b>0.876</b>	
	<b>Exper</b>	<b>40</b>	3.63	0.85		
I am willing to evaluate my work	<b>Contr</b>	<b>45</b>	3.87	0.73	<b>0.654</b>	
	<b>Exper</b>	<b>40</b>	3.50	0.97		
I like to have the chance to decide on what and how to learn about English..	<b>Contr</b>	<b>45</b>	3.83	1.05	<b>0.321</b>	
	<b>Exper</b>	<b>40</b>	3.53	1.33		
I like to be able to choose my own materials for language classes	<b>Contr</b>	<b>45</b>	3.20	0.92	<b>0.946</b>	
	<b>Exper</b>	<b>40</b>	3.67	0.84		
I like teachers who give us a lot of opportunities to learn on our own	<b>Contr</b>	<b>45</b>	4.50	0.57	<b>0.687</b>	
	<b>Exper</b>	<b>40</b>	4.00	0.91		
I am good at language learning	<b>Contr</b>	<b>45</b>	3.63	0.71	<b>0.116</b>	
	<b>Exper</b>	<b>40</b>	3.50	0.90		
I am above average at language learning	<b>Contr</b>	<b>45</b>	3.53	0.62	<b>0.998</b>	
	<b>Exper</b>	<b>40</b>	3.87	0.68		
I think I have the ability to learn English well	<b>Contr</b>	<b>45</b>	4.40	0.77	<b>0.066</b>	
	<b>Exper</b>	<b>40</b>	4.30	0.65		
I know my strengths and weaknesses	<b>Contr</b>	<b>45</b>	4.13	0.68	<b>0.876</b>	

	<b>Exper</b>	<b>40</b>	3.93	0.94	
I know the best way to learn and practice English	<b>Contr</b>	<b>45</b>	3.30	0.83	<b>0.088</b>
	<b>Exper</b>	<b>40</b>	3.40	0.93	
I am not confident about my English ability	<b>Contr</b>	<b>45</b>	2.53	1.16	<b>0.166</b>
	<b>Exper</b>	<b>40</b>	2.40	0.93	
I know my learning style and use it effectively	<b>Contr</b>	<b>45</b>	3.40	0.81	<b>0.622</b>
	<b>Exper</b>	<b>40</b>	3.49	0.73	
I enjoy learning English	<b>Contr</b>	<b>45</b>	4.57	0.62	<b>0.545</b>
	<b>Exper</b>	<b>40</b>	4.10	0.80	
English is not my favourite subject	<b>Contr</b>	<b>45</b>	1.57	1.07	<b>0.986</b>
	<b>Exper</b>	<b>40</b>	1.63	0.66	
If I decide to learn anything, I can find time to study even if I have something else to do.	<b>Contr</b>	<b>45</b>	3.53	0.86	<b>0.077</b>
	<b>Exper</b>	<b>40</b>	3.83	1.02	
I am confident that I can manage my time well for learning	<b>Contr</b>	<b>45</b>	3.33	0.75	<b>0.889</b>
	<b>Exper</b>	<b>40</b>	3.43	0.89	
I know that in order to speak English well, I have to listen to a lot of English	<b>Contr</b>	<b>45</b>	4.70	0.46	<b>0.331</b>
	<b>Exper</b>	<b>40</b>	4.50	0.86	
	<b>Contr</b>	<b>45</b>	3.53	1.22	<b>0.415</b>
Stressing the right word in a sentence is important for the correct meaning/emphasis. E.g., “That’s MY bicycle”, not “That is my BICYCLE”.	<b>Exper</b>	<b>40</b>	3.00	1.01	
Stressing the right part of an English word is important for the correct pronunciation. e.g., <i>banAna</i> , not <i>bAnana</i> .	<b>Contr</b>	<b>45</b>	3.37	1.18	<b>0.657</b>
	<b>Exper</b>	<b>40</b>	3.87	0.93	
I am aware that there are some sounds in English which do not exist in my language.	<b>Contr</b>	<b>45</b>	3.70	1.08	<b>0.684</b>
	<b>Exper</b>	<b>40</b>	3.97	0.89	
Learning idioms and phrases by heart can improve my spoken English	<b>Contr</b>	<b>45</b>	4.47	0.62	<b>0.099</b>
	<b>Exper</b>	<b>40</b>	3.93	0.82	
I know some differences between spoken and written English	<b>Contr</b>	<b>45</b>	3.43	0.72	<b>0.113</b>
	<b>Exper</b>	<b>40</b>	3.53	1.07	
I know some differences between American English and British English	<b>Contr</b>	<b>45</b>	3.53	1.00	<b>0.954</b>
	<b>Exper</b>	<b>40</b>	4.07	0.82	
There are a lot of opportunities to learn and practice English outside institutions.	<b>Contr</b>	<b>45</b>	4.17	0.83	<b>0.687</b>
	<b>Exper</b>	<b>40</b>	3.93	1.11	
English is an important foreign language these days.	<b>Contr</b>	<b>45</b>	4.87	0.34	<b>0.368</b>
	<b>Exper</b>	<b>40</b>	4.67	0.54	
We all work hard on English	<b>Contr</b>	<b>45</b>	3.03	0.76	<b>0.777</b>
	<b>Exper</b>	<b>40</b>	3.20	0.92	
Success in English is regarded as very important in my family.	<b>Contr</b>	<b>45</b>	3.80	1.12	<b>0.964</b>
	<b>Exper</b>	<b>40</b>	4.13	1.13	
It is cool to speak English with native speakers	<b>Contr</b>	<b>45</b>	4.47	0.68	<b>0.648</b>
	<b>Exper</b>	<b>40</b>	4.47	0.93	
It’s cool to have foreign English speaking friends	<b>Contr</b>	<b>45</b>	4.60	0.56	<b>0.146</b>
	<b>Exper</b>	<b>40</b>	4.60	0.85	
It’s not cool to speak English in class	<b>Contr</b>	<b>45</b>	1.83	1.08	<b>0.098</b>
	<b>Exper</b>	<b>40</b>	1.60	1.07	
I can set my own learning goals	<b>Contr</b>	<b>45</b>	3.70	0.87	<b>0.224</b>
	<b>Exper</b>	<b>40</b>	3.87	0.93	
I plan my learning	<b>Contr</b>	<b>45</b>	3.73	0.78	<b>0.648</b>
	<b>Exper</b>	<b>40</b>	3.93	0.58	
I am able to measure my progress	<b>Contr</b>	<b>45</b>	3.60	0.72	<b>0.645</b>
	<b>Exper</b>	<b>40</b>	3.53	0.73	
I am able to find resources for learning English on my own	<b>Contr</b>	<b>45</b>	3.87	0.73	<b>0.064</b>
	<b>Exper</b>	<b>40</b>	3.63	0.99	
I try new ways/strategies of learning English	<b>Contr</b>	<b>45</b>	4.00	0.78	<b>0.059</b>
	<b>Exper</b>	<b>40</b>	4.10	0.71	

I am good at using a dictionary to find information about new words	<b>Contr</b>	<b>45</b>	3.87	0.68	<b>0.399</b>
	<b>Exper</b>	<b>40</b>	3.90	0.96	
I ask for help in learning English when I need it	<b>Contr</b>	<b>45</b>	4.10	0.75	<b>0.644</b>
	<b>Exper</b>	<b>40</b>	4.20	0.99	
I can find my own ways of practicing	<b>Contr</b>	<b>45</b>	3.70	0.98	<b>0.645</b>
	<b>Exper</b>	<b>40</b>	3.33	0.75	
I can check my work for mistakes	<b>Contr</b>	<b>45</b>	3.00	0.91	<b>0.954</b>
	<b>Exper</b>	<b>40</b>	2.93	0.74	
I can explain why I need English	<b>Contr</b>	<b>45</b>	3.87	0.77	<b>0.648</b>
	<b>Exper</b>	<b>40</b>	3.80	0.84	
I often think about how to improve my English learning	<b>Contr</b>	<b>45</b>	4.23	0.43	<b>0.321</b>
	<b>Exper</b>	<b>40</b>	4.60	0.49	





## APPENDIX I. The Post- Test Questionnaire

This questionnaire is a part of a study conducted on how to promote learners' autonomy. The objective of the study is to examine the effects of a tutoring programme on promoting learner autonomy in English learning at Batna university. Please rate each item according to the fact applied to you. Total information confidentiality shall be assured. Besides, your answers will not have any effect on your scores.

### SECTION 1: learners' understanding of learner autonomy

	Yes	No	I do not know
1			
2			
3			
4			
5			
6			
7			

### SECTION 2: Students' Perceptions of Responsibilities toward Learning.

<i>Who is the responsible for:</i>	ME (Student)	ME and teacher	teacher
1			
2			
3			
4			
5			
6			
7			
8			
9			

10	Making sure I make progress outside class?
11	Testing how much I have learned?
12	Explaining grammar and vocabulary?
13	Providing answers to all my questions?
14	Making me work harder?
15	Stimulating my interest in learning English?
16	Creating opportunities for me to practice English?
17	My English learning success?

### SECTION 3: Students' Perceptions of their Abilities to Learn Autonomously

<i>Tick the appropriate box to rate your ability to:</i>		Very Poor	Poor	Average	Good	Very Good
1	Identify your weaknesses in English.					
2	Choose your in class learning objectives.					
3	Choose your outside class learning objectives.					
4	Plan your learning.					
5	Choose learning activities in class.					
6	Choose learning activities outside class.					
7	Decide how long to spend on each activity.					
8	Choose learning materials in class.					
9	Choose learning materials outside class.					
10	Tell about what you have learned.					
11	Decide what you should learn next in your English lessons.					
12	Tell whether or not you are making learning progress.					
13	Evaluate your learning.					
14	Find appropriate learning methods and techniques for yourself.					
15	Find where you can seek knowledge.					

### SECTION 4: Students' Practices to Learn Autonomously

<i>Please make a tick in the appropriate box to indicate how often you practice the following self initiated activities.</i>		never	rarely	sometimes	often	always
1	Read English materials (notices, newspapers, magazines, books, etc)					
2	note down new words and their meanings					
3	Write in English (email, diary, face book, blog)					
4	watch movies or TV programmes in English					

5	listen to English songs or English radio
6	talk to foreigners in English
7	practise using English with friends
8	do English self-study in a group
9	talk or write to your teacher about your study
10	ask the teacher questions when you don't understand
11	make suggestions to the teacher
12	take opportunities to speak in English in class
13	you use the library to improve your English.
14	discuss learning problems with classmates
15	make a learning plan
16	assess your own work
17	When you meet a word you don't know, you look it up in a dictionary.
18	Questioning things you hear in lectures or read in books
19	you revise lessons and seek the reference books
20	Relate ideas in one subject to those in others
21	you use internet and computers to study and improve English.
22	you preview before the class (i.e. see summary, lessons etc.)
23	you make notes and summaries of your lessons.

### SECTION 5: Students' Willingness to Take More Learning Responsibilities

<i>Please indicate how much do you agree or disagree with each of the following statements about your language learning by making a tick in the appropriate box</i>	<b>Strongly disagree</b>	<b>disagree</b>	<b>uncertain</b>	<b>agree</b>	<b>Strongly agree</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

how to learn about English..

**12** I like to be able to choose my own materials for language classes

**13** I like teachers who give us a lot of opportunities to learn on our own

## SECTION 6: Learners' Metacognitive Knowledge Competence

*Please indicate how much do you agree or disagree with each of the following statements about your language learning by making a tick in the appropriate box.*

**Strongly disagree**   **disagree**   **uncertain**   **agree**   **Strongly agree**

**C. Learners' knowledge about themselves as learners**

- |           |  |
|-----------|--|
| <b>1</b>  | I am good at language learning   |
| <b>2</b>  | I am above average at language learning  |
| <b>3</b>  | I think I have the ability to learn English well   |
| <b>4</b>  | I know my strengths and weaknesses   |
| <b>5</b>  | I know the best way to learn and practice English  |
| <b>6</b>  | I am not confident about my English ability  |
| <b>7</b>  | I know my learning style and use it effectively  |
| <b>8</b>  | I enjoy learning English   |
| <b>9</b>  | English is not my favourite subject  |
| <b>10</b> | If I decide to learn anything, I can find time to study even if I have something else to do. |
| <b>11</b> | I am confident that I can manage my time well for learning                                   |

D. Learners' knowledge about the language

- 1 I know that in order to speak English well, I have to listen to a lot of English
- 2 Stressing the right word in a sentence is important for the correct meaning/emphasis. E.g., "That's MY bicycle", not "That is my BICYCLE".
- 3 Stressing the right part of an English word is important for the correct pronunciation. e.g., *banAna*, not *bAnana*.
- 4 I am aware that there are some sounds in English which do not exist in my language.
- 5 Learning idioms and phrases by heart can improve my spoken English
- 6 I know some differences between spoken and written English
- 7 I know some differences between American English and British English

C. Learners' knowledge about the Learning context

- 1 There are a lot of opportunities to learn and practice English outside institutions.
- 2 English is an important foreign language these days.
- 3 We all work hard on English
- 4 Success in English is regarded as very important in my family.
- 5 It is cool to speak English with native speakers
- 6 It's cool to have foreign English speaking friends
- 7 It's not cool to speak English in class

Please indicate how much do you agree or disagree with each of the following statements about your language learning by making a tick in the appropriate box. (Suite)

		Strongly disagree	disagree	uncertain	agree	Strongly agree
E. Learners' metacognitive knowledge on the learning process	1	I can set my own learning goals				
	2	I plan my learning				
	3	I am able to measure my progress				
	4	I am able to find resources for learning English on my own				
	5	I try new ways/strategies of learning English				
	6	I am good at using a dictionary to find information about new words				
	7	I ask for help in learning English when I need it				
	8	I can find my own ways of practicing				
	9	I can check my work for mistakes				
	10	I can explain why I need English				
	11	I often think about how to improve my English learning				

### SECTION 7: Students' Opinions towards the Tutoring Programme (Only for the Experimental Group).

N°	Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree
9.	The tutoring programme has helped me to develop the ability to take more responsibility for my learning					
10	The tutoring programme has given me more confidence in my abilities to learn and practice English					
11	The tutoring programme has helped me to learn in groups better					
12	Learning contracts and learning diaries have helped me to set my learning goals					
13	Learning contracts and learning diaries have helped me monitor and measure my progress					
14	The tutoring programme has helped me to meet my individual language needs					
15	The tutoring programme has helped me to improve my English					
16	I will continue my autonomous learning after this semester is finished					

**APPENDIX J. The Learning Contract Checklist (Adapted from Quynh, 2013)**

Student's name: .....

<b>The learning objectives set in the learning contract are:</b>	
<b>OBJECTIVES</b>	- Vague?
	- General but acceptable?
	- Specific and realistic?
<b>The action plan designed in the learning contract is :</b>	
<b>ACTION PLAN</b>	-Vague?
	- Including some specific activities?
	- Including specific activities and relevant materials?







## APPENDIX L. TEST OF NORMALITY

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistiques	ddl	Sig.	Statistiques	ddl	Sig.
Identifying my weaknesses in English?	.313	30	.000	.754	30	.000
Deciding the objectives of the English course?	.331	30	.000	.741	30	.000
Deciding what I should learn next in my English lessons?	.459	30	.000	.558	30	.000
Choosing what materials to use to learn English in my English lessons?	.261	30	.000	.800	30	.000
Choosing what activities to use to learn English in my English lessons?	.350	30	.000	.725	30	.000
Deciding what activities to do to learn English outside class?	.459	30	.000	.558	30	.000
Deciding how long to spend on activities?	.349	30	.000	.727	30	.000
Explaining why we are doing an activity?	.517	30	.000	.404	30	.000
Making sure I make progress during lessons?	.235	30	.000	.803	30	.000
Making sure I make progress outside class?	.446	30	.000	.581	30	.000
Testing how much I have learned?	.217	30	.001	.811	30	.000
Explaining grammar and vocabulary?	.405	30	.000	.653	30	.000
Providing answers to all my questions?	.446	30	.000	.594	30	.000
Making me work harder?	.254	30	.000	.794	30	.000
Stimulating my interest in learning English?	.443	30	.000	.587	30	.000
Creating opportunities for me to practice English?	.387	30	.000	.683	30	.000
My English learning success?	.330	30	.000	.745	30	.000
Identify your weaknesses in English.	.343	30	.000	.784	30	.000
Choose your in class learning objectives.	.218	30	.001	.883	30	.003
Choose your outside class learning objectives.	.255	30	.000	.835	30	.000
Plan your learning.	.293	30	.000	.856	30	.001
Choose learning activities in class.	.268	30	.000	.790	30	.000
Choose learning activities outside class.	.317	30	.000	.799	30	.000

Decide how long to spend on each activity.	.359	30	.000	.798	30	.000
Choose learning materials in class.	.357	30	.000	.775	30	.000
Choose learning materials outside class.	.217	30	.001	.811	30	.000
Tell about what you have learned.	.265	30	.000	.858	30	.001
Decide what you should learn next in your English lessons.	.304	30	.000	.787	30	.000
Tell whether or not you are making learning progress.	.199	30	.004	.856	30	.001
Evaluate your learning.	.237	30	.000	.830	30	.000
Find appropriate learning methods and techniques for yourself.	.200	30	.004	.808	30	.000
Find where you can seek knowledge.	.236	30	.000	.878	30	.003
Read English materials (notices, newspapers, magazines, books, etc)	.269	30	.000	.866	30	.001
note down new words and their meanings	.215	30	.001	.884	30	.003
Write in English (email, diary, face book, blog)	.216	30	.001	.842	30	.000
watch movies or TV programmes in English	.247	30	.000	.817	30	.000
listen to English songs or English radio	.293	30	.000	.793	30	.000
talk to foreigners in English	.169	30	.029	.884	30	.003
practise using English with friends	.315	30	.000	.819	30	.000
do English self-study in a group	.257	30	.000	.783	30	.000
talk or write to your teacher about your study	.213	30	.001	.866	30	.001
ask the teacher questions when you don't understand	.195	30	.005	.878	30	.003
make suggestions to the teacher	.216	30	.001	.842	30	.000
take opportunities to speak in English in class	.253	30	.000	.796	30	.000
you use the library to improve your English.	.179	30	.015	.882	30	.003
discuss learning problems with classmates	.313	30	.000	.830	30	.000
make a learning plan	.337	30	.000	.638	30	.000
assess your own work	.313	30	.000	.754	30	.000

When you meet a word you don't know, you look it up in a dictionary.	.373	30	.000	.685	30	.000
Questioning things you hear in lectures or read in books	.235	30	.000	.853	30	.001
you revise lessons and seek the reference books	.167	30	.033	.919	30	.025
Relate ideas in one subject to those in others	.311	30	.000	.758	30	.000
you use internet and computers to study and improve English.	.277	30	.000	.774	30	.000
you preview before the class (i.e. see summary, lessons etc.)	.202	30	.003	.912	30	.016
you make notes and summaries of your lessons.	.208	30	.002	.900	30	.008
I do not enjoy learning English	.349	30	.000	.727	30	.000
I dislike being told how I should learn	.212	30	.001	.892	30	.005
I do not like to seek additional knowledge outside class if the teacher doesn't ask me to do so	.368	30	.000	.706	30	.000
I think I could not improve without a teacher	.240	30	.000	.874	30	.002
Language learning involves a lot of self-study	.200	30	.004	.808	30	.000
I enjoy tasks where I can learn on my own	.268	30	.000	.740	30	.000
A lot of language learning can be done without a teacher	.200	30	.004	.808	30	.000
I am willing to find my own way of practicing if I get help from the teacher	.317	30	.000	.778	30	.000
I am pleased to take part in choosing the content I want to learn in class	.256	30	.000	.807	30	.000
I am willing to evaluate my work	.334	30	.000	.804	30	.000
I like to have the chance to decide on what and how to learn about English..	.244	30	.000	.857	30	.001
I like to be able to choose my own materials for language classes	.200	30	.004	.808	30	.000

I like teachers who give us a lot of opportunities to learn on our own	.250	30	.000	.791	30	.000
I am good at language learning	.202	30	.003	.878	30	.003
I am above average at language learning	.253	30	.000	.796	30	.000
I think I have the ability to learn English well	.389	30	.000	.624	30	.000
I know my strengths and weaknesses	.221	30	.001	.846	30	.001
I know the best way to learn and practice English	.253	30	.000	.796	30	.000
I am not confident about my English ability	.278	30	.000	.871	30	.002
I know my learning style and use it effectively	.200	30	.004	.808	30	.000
I enjoy learning English	.278	30	.000	.754	30	.000
English is not my favourite subject	.294	30	.000	.796	30	.000
If I decide to learn anything, I can find time to study even if I have something else to do.	.249	30	.000	.870	30	.002
I am confident that I can manage my time well for learning	.256	30	.000	.863	30	.001
I know that in order to speak English well, I have to listen to a lot of English	.353	30	.000	.718	30	.000
Stressing the right word in a sentence is important for the correct meaning/emphasis. E.g., "That's MY bicycle", not "That is my BICYCLE".	.252	30	.000	.858	30	.001
Stressing the right part of an English word is important for the correct pronunciation. e.g., banAna, not bAnana.	.200	30	.004	.808	30	.000
I am aware that there are some sounds in English which do not exist in my language.	.301	30	.000	.804	30	.000
Learning idioms and phrases by heart can improve my spoken English	.219	30	.001	.842	30	.000
I know some differences between spoken and written English	.189	30	.008	.866	30	.001

I know some differences between American English and British English	.196	30	.005	.885	30	.004
There are a lot of opportunities to learn and practice English outside institutions	.315	30	.000	.804	30	.000
English is an important foreign language these days.	.488	30	.000	.492	30	.000
We all work hard on English	.186	30	.010	.898	30	.008
Success in English is regarded as very important in my family.	.337	30	.000	.638	30	.000
It is cool to speak English with native speakers	.349	30	.000	.727	30	.000
It's cool to have foreign English speaking friends	.389	30	.000	.624	30	.000
It's not cool to speak English in class	.296	30	.000	.752	30	.000
I can set my own learning goals	.335	30	.000	.813	30	.000
I plan my learning	.200	30	.004	.808	30	.000
I am able to measure my progress	.253	30	.000	.796	30	.000
I am able to find resources for learning English on my own	.280	30	.000	.852	30	.001
I try new ways/strategies of learning English	.277	30	.000	.774	30	.000
I am good at using a dictionary to find information about new words	.200	30	.004	.808	30	.000
I ask for help in learning English when I need it	.348	30	.000	.606	30	.000
I can find my own ways of practicing	.189	30	.008	.866	30	.001
I can check my work for mistakes	.200	30	.003	.899	30	.008
I can explain why I need English	.256	30	.000	.807	30	.000
I often think about how to improve my English learning	.488	30	.000	.492	30	.000
The tutoring programme has helped me to develop the ability to take more responsibility for my learning	.214	30	.001	.839	30	.000

The tutoring programme has given me more confidence in my abilities	.214	30	.001	.857	30	.001
The tutoring programme has helped me to learn in groups better	.279	30	.000	.793	30	.000
The tutoring programme has helped me to set my learning goals	.284	30	.000	.855	30	.001
The tutoring programme has helped me monitor and measure my progress	.180	30	.014	.910	30	.015
The tutoring programme has helped me to meet my individual language needs	.212	30	.001	.893	30	.006
The tutoring programme has helped me to improve my English	.178	30	.016	.920	30	.027
I will continue my autonomous learning after this semester is finished	.200	30	.004	.907	30	.012



# RESUME

## Résumé

La dernière décennie a été témoin d'une série de changements dans les perspectives, les exigences et les objectifs de l'enseignement des langues étrangères. Avec le changement de paradigme de l'enseignement centré auparavant sur l'enseignant au profit de l'apprenant, le rôle de ce dernier dans le processus d'apprentissage prend plus de poids. En conséquence, trouver le moyen optimal d'enseigner aux apprenants comment apprendre est devenu l'intérêt principal des chercheurs. Cet intérêt pour le rôle de l'apprenant dans le processus d'apprentissage a donné naissance au concept *d'autonomie de l'apprenant*, qui signifie la capacité de l'apprenant à contrôler et à assumer la responsabilité de son propre apprentissage. Si l'autonomie de l'apprenant a récemment été identifiée comme un objectif central de la réforme de l'enseignement supérieur algérien (LMD), peu d'études de recherche sur ce phénomène et de moyens de le promouvoir ont été menées à ce jour. Pour cela, la présente étude tente de combler cette lacune, en commençant par explorer le statut de l'autonomie des apprenants dans l'apprentissage de l'anglais auprès d'un échantillon d'étudiants de première année à l'université de Batna<sup>2</sup>. Ceci a révélé que le type d'autonomie de l'apprenant, tel que perçu et pratiqué dans ce contexte, aurait les caractéristiques de *l'autonomie réactive* de Littlewood (1999). Notre étude aura aussi pour objectif d'examiner les effets d'un programme de tutorat sur la promotion de l'autonomie des étudiants en matière d'apprentissage. Le résultat de la première phase de la recherche a confirmé l'adéquation de notre approche avec celle de Sinclair (2000) sur la promotion de l'autonomie de l'apprenant. En d'autres termes, grâce à l'utilisation d'une approche expérimentale, un programme de tutorat intégré a été perçu comme stimulant la volonté des étudiants en améliorant leur capacité à prendre des initiatives en matière d'apprentissage et leur habitude de s'engager davantage dans l'apprentissage autodirigé. En plus des questionnaires (pré et post-test), des « journaux d'apprentissage » et des « contrats d'apprentissage » ont été utilisés parallèlement à cette



formation pour mieux saisir et apprécier ses effets. Les résultats de la recherche ont révélé que les apprenants étaient bien disposés à apprendre seuls, ce qui ne leur permettait toutefois pas de se détacher complètement de l'enseignant. Par conséquent, et afin de les aider à développer leur autonomie dans l'apprentissage des langues, la présente étude propose un ensemble de recommandations clarifiant le rôle des institutions, des enseignants et des étudiants dans la promotion de l'apprentissage autonome.

*Mots-clés: apprentissage des langues, autonomie de l'apprenant, tutorat, formation.*

