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**Promoting Learner Autonomy Through Learner-Centred
Approach**

Case Study of Third-year EFL Pupils at Ben Aissa Attar Secondary

**Extended Essay Submitted to the Department of English as Partial Fulfillment of the
Requirements for a Master's Degree in Advanced Studies**

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Dedication

I dedicate this dissertation

To my candle of life: Mother for her ongoing love and

Support to see my success

To my dearest father who has a hope to see me one day

A teacher

To my wonderful brothers: Abdelhak and Zakaria

To my husband Yasser whose advice, encouragement

And patience support me a lot

To my partner: Hakima

To my teachers of middle school who cast the love of

English into my heart

Bekhaled Hassiba

Dedication

I dedicate this research work to those who are the most precious people in life, to those who have raised me and supported me throughout my life, to those who sacrificed their lives for me: my parents.

To my darling father and my sweetheart mother

This work is dedicated also to my family who have faithfully supported me through their prayers, their kindness, and their

Efforts To my dear brother and my beloved sisters

To my nephews: Islam and Zizou

To my nieces: Rachida, Sara, Yasmine and Hadjer

To my partner: Hassiba

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Abstract

In the field of the 21st century, the traditional approaches of language teaching have been shifted from teacher-centredness to the alternative approaches of learner-centredness which gives a great importance to the learner as an integral part of the teaching-learning process that enables the learners to become active and responsible for their own learning. Thus, implementing learner centeredness in foreign language teaching can facilitate the promotion of learners' autonomy. Hence, both of the teachers and the learners should take part in the teaching/learning process. In the present study, the aim is to assess learner autonomy in order to discover the extent to which EFL Algerian third-year secondary school pupils are ready to be independent from the teacher and whether they are able to take charge of their own learning in and out of school. Moreover, they should be aware that they could be long life learners even without a teacher. To fulfil this research work, a case study research was conducted in Ben Aissa Attar Secondary School by means of two research instruments. A questionnaire was distributed to third-year secondary school pupils as well as classroom observation as an instrument used for measuring classroom behaviour with direct observations within two literary streams in order to help the researchers to compare the different settings. Thus, the data collected from these research Instruments were analysed quantitatively and qualitatively. The study has shown that Algerian EFL learners are far from being autonomous and were not prepared to take responsibility for their own learning as it is required by learner-centred approach. Further, EFL teachers did not apply the basic of the CBA approach in teaching EFL classrooms that the Algerian reforms attempt to attain.

List of Abbreviations and Acronyms

CALL: Computer-Assisted Language Learning

CBA: Competency Based Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ICT: Information and Communication Technology

IRF: Initiation- Response- Feedback

IS: In-Service

LOLALA: Learning Outcomes, Learning Activities, and Learning Assessment

PBL: Project-Based Learning

PPP: Presentation - Practice - Production

PS: Pre-Service

TBLT: Task Based Language Teaching

ZPD: Zone of Proximal Development

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General Introduction

General introduction

Learning is the ultimate advantage of distinguishing a person from others since our God says: “Are those who know equal to those who do not?” Learning is the basis of civilization progress and the advancement of the individual process in which everyone can use it as a weapon to change the world. A human without learning seems like a blind and ignorant person who does not understand anything in life, and who does not know how to deal with the problems of life. Therefore, learning requires the learner not only to learn within the school or in a specific period but to learn for a life-long learning because learning will never stop unless life stops teaching.

Moreover, learning foreign languages, especially English language is a window to see the new world; it is regarded as the global language. Algeria considers English as an important foreign language in the educational learning process that contributes to its development and its prosperity. It has decided to teach this language from the first year of middle school until the third year of secondary school as a compulsory subject.

However, not all the Algerian pupils recognize the value of English language in the world since some of them think that it is difficult and it is an additional language that will be not needed later. These pupils cannot achieve their levels of learning English because they have negative attitudes toward learning a new language, and they have a common belief that learning English is restricted only within the classroom context. Consequently, many pupils rely more on their teacher to explain the lesson and gain knowledge learning as they will be passive learners who are waiting only for the teacher’s information. Unlike those who have a desire to learn English and the willingness to face the difficulties of this language are considered to be autonomous learners who depend on themselves and get ready to learn on their own.

Learner autonomy is a key factor in improving the learning process in which it supports the learners to depend on themselves and to be responsible for their lives. Thus, the Algerian country works to develop its educational system through its movement towards learner-centredness and by implementing a new approach that focuses on pupils in order to make them responsible as well as autonomous learners. The CBA approach has been

implemented in Algeria since 2003 at all levels of education including primary, middle and secondary level.

Therefore, the CBA approach is a learner-centred approach which requires learners to be at the center of the learning process where they participate actively and learn independently. The CBA approach contributes in promoting the autonomy of the learner by engaging this latter with opportunities that make him/her applies what has been learnt in the context of social life; that is to say, the learner-centred approach makes the learners connect their learning with the real-life setting. Consequently, the competency of the learners will be developed so that they will be able to take charge either for their own learning or for their own lives to be ready for the challenging of future life.

Learner autonomy or the learner-centred approach does not mean the neglect of the teacher, but rather hints at reducing reliance on him/her. Thus, the teacher guides the learners to be autonomous and providing them with teaching what they need to learn. In the traditional education, the teacher was the dominant element in the teaching/learning process where most of the learners were over reliant on him/her in which it results a failure in enhancing the learning process and in developing learner's responsibility towards learning. Thus, in order to change this failure into success, the teaching/learning process must be shifted from the teacher to the learner where it makes this latter work actively and feel responsibly.

For this purpose, the study tries to investigate the extent to which learner-centredness promotes the autonomy of the Algerian EFL learners. That is to say, this study was conducted to determine the paramount importance of the learner-centredness in improving the learner autonomy. In addition, in spite of the fact that the CBA approach emerged to enhance the learners' competencies as well as learners' responsibilities, it seems that teachers are unable to foster a culture of autonomy in their courses, it is the reason that leads the present study also aims to explore whether the CBA approach principles are implemented in EFL secondary school and to which extent it contributes in enhancing the learners' autonomy.

Hence, the researchers seek to solve this problem through asking and answering some questions:

1. How can learner autonomy be promoted in the Algerian EFL classroom?
2. To what extent does learner-centred approach contribute in promoting learner autonomy?
3. Does the Competency Based Approach contribute in promoting learner autonomy?

From the above questions, the following hypotheses were put forward:

1. Learner autonomy can be promoted in the Algerian EFL classrooms by encouraging the learners to take responsibility for their own learning and use it outside classroom without help from the teacher.
2. There is a strong relation between learner-centredness and learner autonomy but the Algerian EFL learners seem to be far from being autonomous and independent from the teacher.
3. The CBA approach is learner-centred that puts the learners at the heart of the learning process and involve them in activities outside the classroom that promote their autonomy.

Thus, the study aims to achieve three main goals. First, it aims to make the Algerian EFL learners depend on themselves in which they bear their own responsibility towards learning and towards their own lives. Second, it also aims to develop the learners' competencies by encouraging them to use their previous knowledge in constructing a new one. Finally, it aims to make the learners learn for a life-long learning in order to be able to solve their own problems.

Therefore, in order to reach these goals and to address the previously defined problem, the researchers design an exploratory study which was undertaken with the third-year EFL pupils at Ben Aissa Attar Secondary School in Beni- Saf Ain Temouchent. The researchers have used two instruments to collect the required data: a questionnaire and a classroom observation. The questionnaire was designed for pupils of Literary and foreign languages as well as Literary and philosophy stream, it includes a mixture between close-ended and open-ended questions. While the second tool that represents the classroom observation includes two grids for both the teacher and the learners. After obtaining the needed data, the researchers have analyzed them quantitatively and qualitatively.

The current study has been divided into three chapters; the first chapter devoted to the literature review of learner autonomy. It includes notions, types, levels, teacher autonomy and learner autonomy. This chapter focuses on the importance of the shift from the traditional to the modern educational system in fostering learner autonomy. As well as it tackles the Algerian reforms that contribute to reinforcing the autonomy of the learner and demonstrates the main role of both the teacher and the learner in the CBA approach.

The second chapter describes the educational system of English language in Algeria and the “New Prospects” English textbook, as well as; it highlights the importance of the teacher training in promoting the learner autonomy. In addition, the chapter presents the research design including a description of the research tools that have been used for collecting the data.

Finally, the third chapter analyses and discusses the results which have been obtained from the research tools, trying to answer the research questions and testing the research hypothesis. It concludes with some suggestions and recommendation about enhancing the learner autonomy and the limitations that have been faced by the researchers during conducting this study.

Chapter One

1.1 Introduction

In the Field of foreign language teaching and learning, learner autonomy has become a central theme in education since learner autonomy aims at preparing learners for a lifelong learning by helping them to take part in the learning process. Thus, the following chapter provides information about previous research that has been conducted on learner autonomy by highlighting types of autonomy and provide roles of both teachers and learners in the CBA approach within the Algerian reforms.

1.2 Notions of Learner Autonomy

The idea of learner autonomy is a new element in the history of education in the field of foreign language learning; the term learner autonomy was first introduced by Henri Holec in 1981, at the Centre de Recherches et d'Applications Pédagogique en Langues (CRAPEL), University of Nancy, France. (Benson and Voller, 1997).

In literature, the concept of learner autonomy has been described and defined in a number of ways in education and second language learning in particular. Thus, it's difficult to provide a perfect definition of the term autonomy, as each specialist in this field understand it in a different way and likely to be subjective. According to Gardner and Miller (2002), there are three reasons for the difficulty in defining the concept of autonomy: "First, different authors have defined it in different ways. Second, there are areas of ongoing debate and therefore definitions are continuing to mature as more discussion takes place. Third, these concepts have developed independently in different geographical areas and therefore they have been defined using different (but often similar) terminology." (Cited in Han, 2014, p.22).

There are also a number of misconceptions about the definition of autonomous language learning. In this vein, Benson (2006) states that autonomy is not synonym with self-instruction, 'self- access', 'self-study', 'out-of-class learning' or 'distance learning'. He claims that " These terms basically describe various ways and degrees of learning by one's self, whereas autonomy refers to the abilities and attitudes (or whatever we think the capacity to control one's own learning consists of" (p.01).According to Younesi, learning in isolation is not the same with the ability to direct one's own learning. Benson states that not only there is not necessary condition between autonomy and self- instruction but also self- instruction may hinder autonomy. He emphasizes the presence and contribution of the teacher toward the smooth progress of the process while preceding control to the learners.

Benson and Voller (1997) related the term of autonomy to five different concepts:

1. A Situation in which students study on their own.
2. An inborn capacity which is supported by institutional situation.
3. Student responsibility for their own learning.
4. The right of learner to determine the direction of learning.
5. A set of skills which can be learned and applied in self-directed learning. (p.2)

Nevertheless, most definitions support the one of Holec(1981:1) who is considered a father of autonomous learning who defines it as “the ability to take charge of one’s own learning” (cited in Benson and Voller,1997, p.1) so that much research in learner autonomy focus more on how learner can take charge of their own learning and how teachers can help student to become more autonomous, in this perspective (Holec,1981) states that being an autonomous is to be able to take charge of his or her own learning in all aspects of this learning

- Determining the objectives.
- Defining the contents and progressions.
- Selecting methods and techniques to be used.
- Monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc)
- Evaluating what has been acquired.(p.3)

According to Holec learners take the first step toward autonomy only if they assume responsibility for their own learning .On the other hand, Littlewood (1996) took the notion of autonomy as “learners’ ability and willingness to make choices independently”.

Although there are many definitions of the term autonomy, Sinclair (2000) suggested some common aspects of learner autonomy appear to have been recognised and broadly accepted by the language teaching profession.

Table 1.1: Defining Learning Autonomy (Sinclair, 2000 cited in Borg. 2012)

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

1.2.1. Individual and Group Autonomy

From the definition of the term autonomy, we can understand that it is referring to the individual as well as collaborative and it involves “capacity and willingness to act independently and in cooperation with others.”(Dam, 2003:1). Therefore, learning is not only individual but requires also collaboration. Littlewood (1999) proposed a distinction of learner autonomy in which he classified it into two levels: proactive autonomy and reactive autonomy. According to him , proactive autonomy refers to the situation when “Learners take charge of their own learning, determine their objectives, select methods and evaluate what has been acquired” (Littlewood,1999:75); in other words, the individual is able to specify their learning goal, whereas, reactive autonomy refers to “ the kind which does not create its own

directions but one direction has been initiated” (ibid) so that the learners may not define their own goals but to make decisions about how to achieve them .

This is a very important classification since it allows the practice of autonomy both individually and collaboratively. Such as the project work in which the learners can interact and share responsibility under the parameters sets by the group.

Another classification of autonomy is made by Dam (2003) as full or complete and partial or semi-autonomy. In full autonomy, the learners are able to take responsibility for their own learning decisions and take control of course fully whereas, in partial autonomy, the learners can be autonomous just for some parts of the course and depend on the others. This situation occurs in the classroom where the teacher provides the pupils with activities individually or in peers or in group work under the teacher intervention to provide guidance.

1.3 Levels of Autonomy

Many researchers assert that the notion of autonomy is a matter of degree in this vein; there are several models of autonomous levels. Nunan’s (1997:195) attempt involves a model of five levels of learner action: awareness, involvement, intervention, creation and transcendence. These levels also involve dimensions of content and process.

In the same line, Littlewood (1997) mentions the three-stage model that involves dimensions of language acquisition, learning approach and personal development. In the context of language acquisition, autonomy involved an ability to operate independently with the language and use it to communicate personal meanings in real, unpredictable situations (autonomy as a communicator). In the context of classroom organization, it involved learners’ ability to take responsibility for their own learning and to apply active strategies (autonomy as a learner). And in a broader context, it involved a higher goal and greater generalized autonomy as individuals (autonomy as a person). (cited in Benson ,2006,p23).

At the same time, Macaro (1997) proposed a somewhat similar three-stage model which consists of autonomy of language competence, the autonomy of language learning competence and autonomy of choice and action(cited in Benson 2006: 23). On the other hand, Scharle & Szab’o’s (2000) suggested a three-phase model involving raising awareness, changing attitudes and transferring roles.

The table below summarises the classification of the levels

Table 1.2: Levels of Autonomy (cited in Hadi, 2012)

Nunan Model (1997)	Littlewood's Model (1997)	Macaro Model (1997)	Scharle & Szab'o's(2000)
- Awareness. - Involvement - Intervention. - Creation. -Transcendence	- Autonomy as a communicator - Autonomy as a learner - Autonomy as a person.	- Autonomy of language competence - Autonomy of language learning competence - Autonomy of choice and action.	-Raising Awareness -Changing attitudes -Transferring roles.

To conclude, this study is based upon Littlewoods's model which is devoted to the second stage 'autonomy as learner'. As stated in Scharle & Szab'o's, our aim is to raise the teachers and learners awareness by changing their attitude toward learner autonomy and transferring their roles.

1.4 Learner Autonomy and Motivation

There is broad argument mention that the autonomous learners are highly motivated and that autonomy leads to better, more successful learning. Ushioda (1996) defined autonomy as "...being involved in and taking responsibility for one's learning in all its aspects and motivation as taking charge of the affective dimension of that learning experience" (Ushioda, 1996:2). She also states that "without motivation, there is no autonomy" (p.40)

According to Spolsky (1989), Motivation is one of the conditions for learners to be willing to invest the time necessary to learn a language. Thus, motivation is a key factor that influences the extent in which learners are ready to learn independently and that teacher might, therefore, try to guarantee motivation before training student to become autonomous.

In this respect, many writers have directed that it is autonomy that leads to motivation. Deci and Ryan state in 1985 work on intrinsic motivation that intrinsic motivation will be operative when action is experienced as autonomous (p29). In the same context, Dickinson, in review article on autonomy and motivation concludes that:

"There is substantial evidence from cognitive motivational studies that learning success and enhanced motivation is conditional on learners taking responsibility for their own learning ,being able to control their own learning and perceiving that their learning success or failure are be attributed to their own efforts and strategies rather than to factors outside their control. Each of these conditions is a

characteristic of learner autonomy as it is described in applied linguistics” (Dickinson, 1995:174)

In the same article, Dickinson mentions the attribution theory which talks about learners’ perceptions of the reasons for their success or failure in learning which in turn influence their future performance. The causes can be either external or internal to the learner. Thus, the external causes are those outside the learners control for example luck, ability and task difficulty. However, the effort is an internal cause and is within the learner’s control. Further, they claim also that self-determination theory leads to intrinsic motivation. Self-determination theory shed light on the strength of intrinsic motivation in learning and the importance of a sense of personal autonomy to its development. In other words, intrinsically motivated learners may perform learning activities for pure interest, the joy of learning, for the pleasure of achievement whereas extrinsically motivated learners accomplish their activities for external reward Such as passing an exam. On the other hand, Deci (1978) admit that intrinsic motivation entails self-direction and recent studies reveal that extrinsic motivation was a continuum from externally controlled to self-determined (Deci et al, 1991). In the attribution theory, the relationship between learners’ control and motivation involves the chance of learners to change their own motivations, for instance, learners may be capable to change self-determined extrinsic motivation to intrinsic motivation (Benson, 2013).

Both of these theories attribution theory and self-determination theory are related to control over motivation.

As result, if the learners have more control over their own learning process they will enhance motivation and be successful in their learning. In addition, the learner can have a certain level of possession in learning, if he takes responsibility in the learning process like planning, monitoring and self-evaluating.

1.5 From Teacher-Centred Approach to Learner-Centred Approach

Moving from traditional education (Teacher-centred approach) to modern one (Learner-centred approach) is not an easy transition in learning a foreign language especially in the Algerian society, because the majority of learners believe that the teacher is the one who has the authority as a primary source of knowledge and the focal point in the classroom. In addition, they believe that the teacher knows the language more than learners. Yet, the shift from teacher-centred to learner-centred requires firstly a clarification of these two terms.

1.5.1. Teacher-Centredness

Teacher-centredness is the centre of any activity in the classroom on the teacher. It is a traditional approach that focuses on teacher as a provider of knowledge and effective model of the target language while learners as a passive recipient of it. The primary role of teacher centred is to pass knowledge and information to their students. British Council has provided a good example of teacher-centred approach (cited in BBC website): a typical Presentation - Practice - Production (PPP) lesson tends to be teacher-centred, as the teacher leads the activity and provides necessary information. Therefore, since the curriculum of teacher-centredness is based on teachers who have a high degree in direction the teaching process through the use of their expertise to teach; learners do not have the choice to choose what to learn. Thus, the teaching process is separated once, because of the indirect use of assessment when it occurs after teaching by using objective examination records. In another word, teaching in this approach occurs first then assessment. Moreover, the learners in this approach work individually without such interactive discussion among a group. In this context, Al-Zu'be (2013) claims that teacher is in control of the class and he/she is the only one who passes the message, so there is no discussion in such a system. That is to say, collaborative learning among a group doesn't exist in teacher-centered approach because this approach expects learners to learn from their class notes, textbooks, worksheets and tests. Consequently, teacher-centredness leads learners to become passive learners who depend only on their teacher.

1.5.2. Learner-Centredness

As an alternative to the traditional teacher-centred approach, learner-centredness is a modern approach that focuses on learner as the centre of the learning process. In learner-centred approach, learners are viewed as active responsible participants in learning as well as producers of knowledge (Aghris 2018). Thus, learner centredness emphasizes on learners' needs and interests, in which the teacher plays a facilitator role in learning that focuses on teaching what learners need to learn, ie: the focus of learner-centred approach is on learning (how to learn) instead of teaching (how to teach). In this context, McCombs and Whisler (1997:9) defines learner centredness as *the perspective that couples a focus on individual learners* (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) *with a focus on learning* (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of

motivation, learning, and achievement for all learners). This dual focus then informs and drives educational decision making (cited in Tom.R.Cox 2013, p20).

Unlike the traditional approach where assessment occurs after teaching, in learner-centred approach both teaching and assessment being done together, that is to say during teaching, learners do their activities in pairs or groups and they are assessed directly through portfolio, projects, performances

The most characteristics of learner-centredness is that the learner is the one who, set their goals, choose what they want to learn, be critical thinker, solve their problems and be responsible for decision making about their own learning. On the other hand, learners in learner-centred approach work collaboratively among groups which encourage them to exchange their ideas and sharing their previous knowledge that will be useful for life-long learning. The table below represents the main difference between teacher directed and learner centred:

Table 1.3: The difference between teacher-centred and learner-centred

<u>Teacher-centred</u>	<u>Learner-centred</u>
Direct instruction	Collaborative instruction
Knowledge	Skills
Content	Process
Basic skills	Higher-order thinking
Theory	Practice
Curriculum	Life skills
Individual	Group
Classroom	Community
Learning for school	Learning for life

As it is mentioned above, Algerian learners rely more on their teachers however, maintaining a teacher-centred approach to learning includes failure to be responsible, and to be a critical thinker that contribute in solving real life problems. Thus, Promoting learners' autonomy requires learners to be independent of their teacher so that they can take responsibility for their own learning. Therefore the shift from teacher-centredness to learner-centredness focuses on learner who is considered as a key-parameter in the teaching/learning process, and whose needs, wants, and lacks are viewed as the starting point in the process of

syllabus design. The latter should suit and fulfil precise purposes either for the learner's present situation or for his future career (Mebitil, 2011:30).

The shift from teacher to learner requires changing in the learner and teacher's role. By which the former one removes from passive dependent learner to active independent learner, while the second one removes from provider of knowledge to facilitator or guide to learner's learning, taking into consideration learners' needs. Auerbach (1992, p.18) said: "What is important to students is at the heart of instructional process, the direction of which is from the students to the curriculum rather than from the curriculum to students" (cited in Abdelmalak, 2013: 326). That is to say, when learners learn what is appropriate for them, they will enhance both of their motivation and levels in learning a foreign language. Moreover, learners will know their objectives and will make their own assessment which further helps him to know the appropriateness of his applied methods (Holec 1979, cited in M. Jamila 2013: 32). For that reason, the teacher should teach what students need to learn and not what is appropriate for him/her.

Promoting learner autonomy and achieving it in Algerian schools can be a result of the shift from teacher-centredness to learner-centredness since both learner and teacher are active in sharing the learning responsibilities. The table below compares in details between the two paradigms:

Table1.4: Comparison of teacher-centered and learner-centered paradigms. (Adapted from In Rasmussen, 2017).

Teacher-centered paradigm	Learner-centered paradigm
Knowledge is transmitted from professor to students	Students construct knowledge through gathering, synthesizing information problem solving and so on
Students passively receive information	Students are actively involved
Emphasis on acquisition of knowledge outside the context in which it will be used	Emphasis is on using and communicating knowledge effectively to address emerging issues and problems in real life contexts
Professor's role is to be primary information giver and an evaluator	Professor's role is to coach and facilitate. Professor and students evaluate learning together.
Teaching and assessing are separated.	Teaching and assessing are intertwined.
Emphasis is on right answers	Emphasis is on generating better questions and learning from errors.
Desired learning is assessed through the use of objectively scored tests	Desired learning is assessed through papers, projects, performances, portfolios and the like.
Culture is competitive and individualistic	Culture is cooperative, collaborative and supportive.
Only students are viewed as learners	Professor and students learn together

As the table shows, the shift from teacher to learner in teaching/learning process has positive results in making the learners at the center of their learning where they can solve the real life problems by using their skills and experiences. J. Scheurs and R. Dambraveanu (2014) have summarized the shift from teacher to learner in the abbreviated approach LOLALA (Learning Outcomes, Learning Activities, and Learning Assessment). LO is the most important element in the lesson, which is a clear statement of what the learners are expected to achieve and how they are expected to demonstrate this achievement as a result of engaging in the learning process (J. Scheurs, 2014). This achievement is complemented by learner constructivism activities that engage learners to build their learning through these activities that improves their LO (See learning activities in learner autonomy and

constructivism). Therefore, learning assessment tasks are aligned with the learning activities assumed to achieve the intended outcomes (ibid).

Furthermore, ICT helps the Algerian education system to shift from teacher-centredness to learner-centredness, it is considered as a modern way of teaching and learning a foreign language that participates in transforming theories into practice.

1.5.3. Learner Autonomy and Constructivism

As well as learner-centred approach plays a great role in promoting learner autonomy, constructivism is the other theory that contributes to this promotion through constructing a current knowledge by referring to the previous one.

Constructivism as a philosophy of learning was defined by Koonhang (2009) as “...active construction of new knowledge based on learner’s prior experience”. In the meanwhile, Woolfolk (1993) states that students actively construct their own knowledge: the mind of the student mediates input from the outside world to determine what the student will learn. Learning is active mental work, not passive reception of teaching.” (Cited in Schreurs, 2014). Accordingly, constructivism enhances the idea that learners construct their ideas based on existing/past knowledge as well as it focuses more on thinking and understanding rather than memorizing, in another word, constructivism focuses on knowledge construction rather than knowledge reproduction. However, the construction of knowledge has sparked a controversy among theorists and subdivided it into two categories:

Cognitive Constructivism: It is a theory that is based on the work of Jean Piaget, who thinks that knowledge is built by an active learner through experiences and not from the environment; in which learners use their mentality to construct their own knowledge and develop their learning process. This type of constructivism leads learners to critical thinkers

Social Constructivism: In contrast to cognitive constructivism, social constructivism based on the social interactions that help learners to shape their knowledge through the environment’s influences. The leader of this theory is Lev Vegotsky who believes that learners produce their knowledge from interaction among different ideas and experiences. The most contribution of this type of constructivism is the Vygotsky ZPD (Zone of Proximal Development) which is distinct from the mental development and represents the difference between what a learner can do independently and what he/she can achieve with help.

Thus, constructivism is the essence of learner autonomy since it imposes learners not only to understand knowledge but also tested so that learner will be a critical thinker who can solve their own problems and take charge of their own. Hence, constructivism supports both of teacher and learners with a variety of activities that includes learner-centred approach to enhance learner autonomy and independence. These activities “support students’ acquisition of knowledge by breaking down tasks into comprehensible components, modeling, coaching, providing feedback, and appropriating responsibility for learning to students”(Kaufman 2004, cited in Jing Shi 2013,p.64) In addition to these activities, teacher’s role is essential and important in learning process. The role of the teacher in constructivism theory is to try to understand how students interpret knowledge and to guide and help them to refine their understanding and interpretations to correct any misconception arises between students at an early stage and improves learned knowledge quality (Al-Huneidi and J.Schreurs, 2013: 582).

The best example of constructivism activity is the Project-Based Learning, in which learners relate learning that is used in the classroom with the social learning and creates a new knowledge through the interaction with others. However, PBL and projects are not the same; since the former one is the process, while the second one is the product that comes at the end. Project-Based Learning often requires students not simply to collect resources, organize work, and manage long-term activities, but also to collaborate, design, revise, and share their ideas and experiences with authentic audiences and supportive peer groups (Terry Heick, 2015).

In addition, Task-Based Language Teaching puts the performance of meaningful tasks at the center of learning process where learners are presented with a task they have to perform or a problem they have to solve (Harmer, 2007:71). For example, find a difference between two texts, collect qualities of someone, and solve a problem.

The other activity includes Problem-Based Learning, which develops learners to solve their problems through their learning experiences. Problem based learning can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch, 2001).

Finally, both of constructivism and autonomy values learners’ attitudes and behaviours in order to produce a responsible learner who has the freedom to think, interact, create and engage in a foreign language. Nevertheless, Candy (1989) admits that constructivism approaches support versions of autonomy in terms of individual responsibility for decisions

taken throughout the learning process (cited in Benson and Voller, 1997). Thus, constructivism stimulates learners to be self-directed which is considered as a prerequisite for learner autonomy.

1.6 The application of the CBA under the Algerian Educational reforms

Within the framework of educational reforms, the Algerian educational system has adopted a new reform described by using the Competency Based Approach. This approach has imposed itself in the sector of education in 2003 as a means to meet the needs of a new generation and to integrate into the world community by moving towards more learner-centred approaches.

Thus, Algeria has changed the fundamental nine years of study into eight years; in which the primary school includes of five years instead of six years, and the middle school consists of four years instead of three years; so that the pupils will be transferred from the seventh-year learners to the middle school learners of the first year. In addition, the changes were not only on the school years but also on the teaching methods by which the educational system of Algeria has adopted the CBA approach in order to help the learners to practise what they learn at school in everyday life situation. The Ministry of National Education in the national programme of English as a second foreign language in the first year middle school teachers' guide (2003, p.4) defines the CBA approach as "*... a know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-situations or in circumstances that have never occurred before.*" (Cited in Benadla 2013)

Therefore, the CBA focuses on competencies, solving problems and constructing knowledge. That is to say, the CBA approach provides the learners with a chance that allows them to use their skills, capacities as well as their previous knowledge in order to support them to face the real-life problems.

Although the new Algerian reforms that includes mainly the CBA approach leaves aside the teacher centred methods and emphasise on learner centred methods, both of the teachers and the learners should take part in the implementation of the CBA by changing their traditional roles to new roles.

1.6.1. Teacher's Role in the CBA

Since the CBA approach focuses on learner-centredness, the teacher must not be dominant in the teaching/learning process; they need to centralize learners at the center of learning in order to make them able to carry responsibility towards their learning. For that reason, teachers should design a curriculum that focuses more on learners' needs as well as their competencies. The CBA approach demands teachers to have a variety of roles (as cited in document d'accompagnement de la 3^{em} AM, p. 77) which includes the following instructions:

- Gives guidance.
- Facilitator, co-learner.
- Aware of learners' needs and strategies.
- Develops learners' autonomy.

In addition, the teacher's role should shift from the traditional approaches of authoritarian to a facilitator. Thus, the teacher's role can be summarised as follow:

- Facilitate learning by simplifying the difficult courses.
- Integrate learners' competencies into teaching/learning process.
- Use comprehension strategies in order to improve performances.
- Provide learners with a real-world and challenging activities to develop their competencies.
- Provide learners with group work that help them to interact and solve their problems.
- Provide the resources that learners need to use, such as website, books...etc.
- Assess the learning of learners and teach them how to do so by themselves.
- Prepare learners for future professions.
- Motivate learners to learn and giving them a positive feedback.
- Cultivate trust in learners in order to be able to take responsibility towards learning.
- Encourage learners to be creative and help them to be self-directed.

In addition to these roles, teacher training plays a significant role in promoting the autonomy of learner under the CBA approach in which the trainee teacher can help the learner to take responsibility through the skills and experiences gained in that period.

1.6.2. Learner's Role in the CBA

As the teacher plays an important role in promoting learner autonomy, The CBA approach requires also the learner to play an active role in the teaching/learning process in order to complete what the teacher has started. Edward (1998, p. 80) states that “when students are compelled to assume greater responsibility for directing their learning, they will gradually learn to see themselves as the controllers of their own learning. Learning is seen as self-initiated and not other initiated” (Cited in Nouari, 2017). Thus, learners should be act as follow: (As cited in Le programme de la 3^{ème} AM, 2006, p.79)

- The learner has to know what to learn.
- He acts upon what he learns.
- He builds strategies.
- He solves problems.
- He learns to cooperate and to collaborate.
- He works autonomously and puts questions about his learning process.

Therefore, if the learners follow these tips, they will be responsible for their own learning process so that the learners be an active participant and no more passive receivers.

Finally, the cooperation between the facilitator teacher and the active learner increases learners' competencies and responsibilities towards their learning.

1.7 Autonomous Learning

Autonomous learning is seen as any form of study in which the individuals have a primary responsibility for planning, monitoring implementing, and even evaluating the effort. Most people, when asked, will proclaim a preference for assuming such responsibility whenever possible

Therefore, the interactions between teachers and learners are inevitable and extremely important in the process of learning. Thus, both teachers and learners need to understand the

concept of teacher autonomy and learner autonomy so as to adapt themselves to the classroom learning autonomy

1.7.1. Teacher Autonomy

Teacher autonomy and learner autonomy are interdependent and that in the development of learner autonomy hence, the teacher plays a crucial role in promoting learner autonomy by shifting from the sole source of knowledge to a facilitator but this does not mean that the teacher takes a passive role in learning. In this sense, Little (1995) argues that the Teacher who wants to promote autonomy needs to start with themselves, reflecting on their own beliefs, practices, experiences, and expectations of the teaching/learning situation (cited in Lamb 2008.p13). Thus, in autonomous learning, the teacher is a facilitator of learning, an organizing of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and learning space (Kohonen,et al,2001:40).

According to Hadi (2012: 38), teacher autonomy is one of the most significant and problematic concepts that have emerged from the field of autonomy in recent years. In this vein, (Richard Smith 2000) defines teacher autonomy as “the ability to develop skills and knowledge or attitudes appropriate for oneself as a teacher, in collaboration with others” (cited in Sehwat, 2014). Besides, the teacher responsibility in fostering the student’ ability of autonomous learning by designing activities and create a positive atmosphere, a language context and to make the student want to learn and know how to learn (Proceeding of the Global Summit on Education, 2013). On the other hand, Thvenius (1999: 190) claims that an autonomous teacher by definition is one who promotes learner autonomy. Teacher autonomy can be defined as the teacher’s ability and willingness to help learners take responsibility for their own learning. Thus, an autonomous teacher is the one who reflects on his/her teacher role and who can change it, in order to help his/her learners become autonomous, and who is independent enough to let his/her learners become independent (cited in lamb 2008).

Ellis and Sinclair (1989, cited in Kharaghani, 2013) summarize that teachers have an Influential role on their learners’ performance

- ✓ Discussing with learners lessons content and the different methodologies used.
- ✓ Sharing with learners the kind of information about language and language learning that can teachers have but that is not grasped by the learners.

- ✓ Supporting interaction outside the classroom concerning issues related to language in general and in particular language learning.
- ✓ Helping student to become aware of the large range of the strategies available to them to succeed in learning the language.
- ✓ Allowing learners to form their own opinions about language learning, and respecting the other different views.
- ✓ Counselling and providing guidance to individual learners when possible.

To sum up, the teacher should accept the process of teacher autonomy as a new skill to be learnt

1.7.2. Learner Autonomy

Learner autonomy is considered as crucial concept in which learners can manage their learning in and out of the classroom. That is to say the independent learners are the one who is able to select their own goals and purposes, decide on materials, and choose ways of learning and tasks, and to opt for criteria for self-evaluation (Mesfin,2008).

Moreover, William and Burden (1997:147) define autonomous learner as one who is equipped with the appropriate skills and strategies to learn a language in a self-directed way. (Cited in Onozawa, 2010). Besides, Dickinson (1993, cited in Hobrom 2004) identifies five characteristics of independent learners:

1. They understand what is being taught, ie they have sufficient understanding of language learning to understand the purpose of pedagogical choices;
2. They are able to formulate their own learning objectives
3. They are able to select and make use of t appropriate learning strategies.
4. They are able to monitor their use of these strategies.
5. They are able to self assess, or monitor their own learning.

Furthermore, (Littlewood, 1999:77) suggested two main features of learner autonomy as follows:

- 1- Student should take responsibility for their own learning. This is both all learning can in any case only be carried out by the students themselves and also because they need to develop the ability to continue learning after the end of their formal education.
- 2- Taking responsibility involves learners taking ownership (partial or total) of many processes which have traditionally belonged to the teacher, such as deciding on learning objectives, selecting learning methods, and evaluating the process.

1.8 Conclusion

The outcome of this chapter has demonstrated the importance of the learner-centeredness in promoting the autonomy of the learner, by which this importance is represented in making the learner participates actively and carries his/her own responsibility of learning. Therefore, the learner looks like the car that needs the engine to work and which in turn needs benzene. In the same context, we can say that the teacher (the engine) cannot teach the learners what they need without applying of the CBA approach (the benzene); that makes the learners (the car) learn actively and autonomously in order to be responsible for their own learning and to gain the efficiency in solving their own problems. Thus, the cooperation of these main elements contributes to the Algerian learner's enhancement of life-long learning.

Chapter Two

2.1 Introduction

This research work is conducted in order to investigate the promotion of learner autonomy through the learner-centered approach by using a different research instrument for the sake of answering our research questions and testing its hypothesis that is stated previously. In fact, the Algerian educational system tries to prepare more competent learners able to take up the challenges they face in their future life, by implementing the CBA approach that focuses more on learning rather than teaching.

The first part of this chapter gives an overview of the Algerian educational system including the English language at secondary school and the role of teacher training, besides a general description of the third year textbook “New prospects” within the CBA approach. Then, the second part of this chapter highlights the research instrument which was implemented in gathering the data of this study.

2.2 EFL in Algerian Secondary School

Algeria as an African multilingual country with one official language “Modern Standard Arabic” and more than two foreign languages “French”, “English”, “Spanish”, is one of the previous French colonies, that gives much importance to foreign languages especially English which is considered the language of international communication.

Since the independence (1962), the Algerian educational system has adopted teaching English as a foreign language in the whole educational categories except the primary school. It is taught from the first year in the middle school until the third year of secondary school; that is to say four years in middle school and three years at secondary school, then as a speciality in higher education. Teaching English in Algeria before its independence was insufficient and insignificant because of the dominance of French language that resulted from the French occupation. Therefore, the global changes and English has become a lingua franca which is defined in Oxford Learners’ dictionaries as a shared language of communication used between people whose main languages are different. However, Algeria at that time has lost its place among the nations of the world, and in order to regain its status, it has promoted the teaching of English in Algerian schools as a means of reducing French intervention through the implementation of new curricula and more emphasize on English as a second foreign language, as Miliani (2000:13) says:

“In a situation where the French language has lost much of its ground in the socio-cultural and educational environments of the country; the introduction of English is being heralded as

the magic solution to all possible ills-including economic, technological and educational ones”.

Thus, the ministry of Algerian education has implemented new reforms that have responded to numerous criticism of national education for the lack of quality and efficiency. Among these new reforms is the Competency Based Approach (CBA) which is currently used in the ELT in Algeria. The adoption of a competency-based approach is based on world-wide research that highlights the importance of the links between learning and context of use, in which it enables the Algerian learners to construct their own knowledge that helps them to develop the process of “know-how”, to overcome obstacles and problems in their real lives through their social interaction with other learners.

In the CBA approach, the curriculum is always centered on the learners, in which the rational goal of this new approach is to help them to play an active role in their own lives and make them more responsible and autonomous towards their learning. Hence, the curriculum works on the development of English language competence to use it in the most effective way possible as speaker, listener, reader and writer. However, the Algerian secondary curriculum does not devote enough time to teach English since it does not exceed four hours per week.

The table below provides different coefficient and weekly time allotted for each stream.

Table 2.1: English Time load, Coefficient and Textbooks in Secondary Education(Adapted from Khelifi 2013, cited in Teacher's book of 3rd year, 2011)

Level	Stream	Time load per week	Coefficient	Textbook
1 AS	Literary Stream	4 hours	3	At the Crossroad
	Science and Technology	3 hours	2	
2 AS	Experimental Science	3 hours	2	Getting Through
	Economy and Management			
	Technique and Math			
	Literary and Philosophy	4 hours	3	
	Foreign Languages	4 hours	4	
3 AS	Experimental Science	3 hours	2	New Prospects
	Economy and Management			
	Technique and Math			
	Literary and Philosophy	4 hours	3	
	Foreign Languages	4 hours	5	

2.2.1 Teacher Training

Since the CBA approach is considered as a solution for successful educational pedagogy that based on the learner, as well as a tool to enhance the teacher's efficiency, it is paramount importance for teachers to be qualified to improve learners' proficiency in English because the teacher is the model of the learner, and plays a significant role in creating an active learner who takes greater responsibility and control of their learning. In this context, Woodburn (2013, 13) states that "teaching is a process by which students are motivated to learn, it is a burden since teachers are regarded as models to their students".

However, teaching English in Algeria faces many problems, among these problems is the lack of the professional preparation of teachers, usually through formal course work and practice teaching; that is to say the lack of teacher training, as defined by the Free Dictionary in this context. Therefore, most of the researchers who are interested in evaluating the

progress of English teaching relate its failure to the lack of training, Swales (1985, 214) states that “one of the constraining factors to this progress is the lack of specialized teacher-training”. In this vein, Institute of Education (IOE), University of London states that any curriculum in Teacher Training (either at PS or IS levels) needs to focus on learning, and in this case learning how to be a teacher (PS) and learning how to sustain oneself as a teacher during a career and improve oneself (IS) (May 2012). To clarify more, pre-service personal consists of learner teachers or teacher trainee, while in-service personal are those who are in their first year in service or more.

Thus, the purpose behind teacher training is to equip individuals with personal and professional skills needed in schools and other learning context.

2.2.1.1 Pre-Service Teacher Training

Pre-service teacher training has a key role in preparing future teachers. It is the training that occurs before teachers start their job. During this period of teacher education programs, teaching practice goes side by side, while they are getting knowledge about theory papers.

The main goal of pre-service teacher training is to help the learner teacher to understand the role of the teacher and to gain the necessary skills and competencies to become a teacher. Bransford, Darling-Hammond, & LePage (2005) agree that PS teacher education programs aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands to associate with the teaching profession. Moreover, this type of training provides the teachers with a huge amount of knowledge on how to work with students from a diverse linguistic background and which strategies that used to sustain a learning environment. In addition, it also provides them with knowledge about how to apply technology in the curriculum and the ability to use it an effective way.

2.2.1.2 In-Service Teacher Training

The second type of teacher training is in-service teacher training which is complementary to PS teacher training. It is the training for teachers who are already working or qualified as teachers. In-service teacher training, the teacher trainee can connect the theory to practice by putting into practice what they have learnt in the training.

Thus, IS teacher training is a great factor that supplements the P.S training obtained in educational institutions, in which it helps the teacher to become more responsible in managing and monitoring student learning since the more teachers participate in IS training programs, the more students' success will be achieved (Damar, 1996). In addition, by IS teacher training, the teacher will be able to examine their own performance.

In Teacher training, both PS and IS provide a strategic for developing the knowledge, skills and values which teachers need to respond to special educational needs in the classroom and in the community.

2.3 New Prospects Textbook Description

“New Prospects” is the last of a series English textbooks designed for teaching English to secondary school pupils. It is devised by the National Curriculum Committee of the Ministry of National Education in March 2006. The English textbook is among the most important resources used to achieve the aims of the course that are based on the learners' needs. Therefore, the main objective of the New Prospects textbook is to provide an active learner in the classroom and enhance the three main competencies of the learner: interpreting, interacting and producing; by using a large number of effective learning tasks that involve pupils to notice, reflect and analyze how English is used.

On the other hand, New Prospects is a significant tool for pushing both teachers and learners towards teaching /learning English language over the world, by which the role of the learner changes from implementation of the teacher's instruction to an active role in every aspect of language learning process, while the teacher will consider as co-worker and assistant in the teaching learning process.

The “New Prospects” text book contains six units with six main themes designed to Literary and Scientific and Technical stream in which each stream is expected to engage with four mandatory themes. The table below represents the distribution of units for each stream.

Table 2.2: Suggested Units for each Stream (curriculum 3AS.2007:137 retrieved from Senousi 2012, p. 28)

Themes	M-TM-ES-EC	LPH-FL
Ancient Civilizations		X
Ethics in Business	x	X
Education in the World		X
Advertising, Consumers and Safety	x	
Astronomy and the Solar System	x	
Feelings and Emotions	x	X

Each of the six units contains sequences, parts and rubrics that allow the structure of the unit as follows: (NEW PROSPECTS teacher's book)

Presentation of the project outcome;

Two parts: Each part contains two sequences subdivided into rubrics;

Take a break, a section wherein students are invited to relax to better start the second part;

Research and report, a section in which students individually or in groups will start re-investing what they have learnt in the first part. It provides a training ground for the project proper;

Project outcome

Assessment

Time for...

➤ The first part: **Language Outcomes**

This part is divided into **Listen and Consider** and **Read and Consider** sequences under the rubric of **Around-the-text**. The purpose of these two sequences is to study the grammatical structures, vocabulary, pronunciation and spelling, in which the listen and consider sequence helps the pupils to develop the listening skills by making him/her listen

intently and pay attention to the features of language use. These listening tasks are realized in **getting started** and **let's hear it**; where the pupils "listen+ re-order" and "listen+ answer" the related comprehension questions. The two sequences are also close with a rubric of **Think, Pair, share**; that provides the pupils with individual-work, pair-work then group-work to allow the pupils interact with the whole classroom and prepare some written or oral pieces for **research and report** section which will be at the end of read and consider sequence.

➤ The second part: **Skills and Strategies Outcomes**

This part comprises two sequences, **Listening and speaking** and **reading and writing**, it focuses on the awareness and practice of primary skills such as listening, speaking, reading and writing as well as social skills such as collaborative work and responding to problem-solving situations in both inside and outside the classroom. The second part has also rubrics that represent in **before listening** where pupils are prepared to pre-listening activities in order to predict an understanding the oral text in **as you listen** rubric. The other rubric that comes after is, "**after listening**" that aims at making the pupils practice their speaking, reading and writing skills. After that, the pupils can produce what they were listening to in written materials, it is the **saying it in writing** rubric.

Likewise, each unit ends with a **project outcomes** followed by assessment that used to assess the pupils' outcomes and their achievement. The assessment can be either **self-assessment** (compared with peer assessment) or by **objective assessment** which devised by the teacher.

Finally, the "New Prospects" ends with **listening script** and **grammar reference** items that help the pupils to correct their own activities, besides **resources' portfolio** that includes a number of texts and activities that helps the pupils to maximize their language learning experience.

The following figure designed by Lansari Wassila explains more the description of the textbook unit.

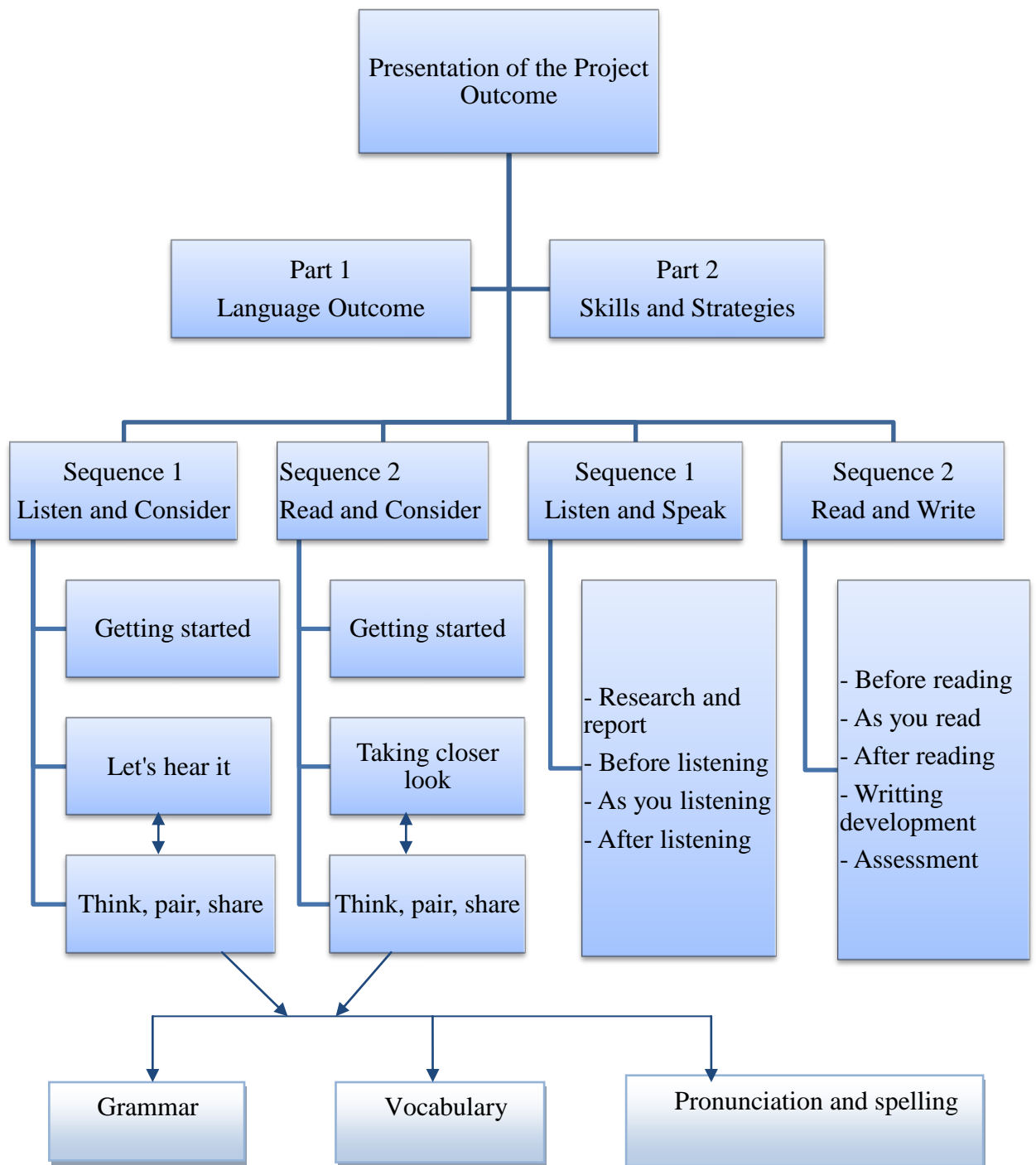


Figure 2.1: Text book Units' Distribution

2.3.1 Autonomy and CBA within “New Prospects”

The English textbook is an essential element in Teaching EFL classroom, which guides the teacher when conducting his/her lesson and promotes learners' attitudes towards their learning. Hence, New Prospect helps the learners not only to acquire the language but also, to develop their skills and strategies that support them to solve their problems within and outside the school. In order to bridge up the gap between the knowledge acquired at school with real life situations, the Algerian secondary schools have implemented two main approaches that the textbook based on Communicative Language Teaching (CLT) and the CBA approach.

The main principle of New Prospects relies mainly on the CBA approach since the CLT based only on communication that makes the pupils use their skills just in their interaction with others, without having any idea about how to act with such faced problem. In this context, the former Minister of Education Benbouzid declares a: “global reform aims to build a coherent and efficient educational system which is needed at present to allow the Algerian society to cope with many challenges of the 21st century”¹ (qtd. in Aimeur, 2011: 38). Thus, the CBA approach aims at making the pupils reinvest their knowledge while performing tasks at school level as well as at social and professional levels through ensure their competencies that considered as a key element in solving problems.

By the English textbook that focuses on the CBA approach, the autonomy of learner will be promoted by the opportunity given to pupils to learn and construct their own knowledge base to process the content of their lives and to develop accuracy and fluency which enables them to convey, interpret messages and to negotiate meanings interpersonally within specific contexts. This promotion will be through the large number of activities offered by New Prospects to pupils such as “Think-Pair-Share” activity, that provides the opportunity to reflect on the question based and then practice sharing and receiving potential solutions within classroom interaction, which in turn enhances individual learning as well as learning with peers. At this point, the CBA approach requires pupils to do a lot of pair/ group works to explain how cooperative learning will lead to more effectiveness and autonomous, because when pupils learn to become members of communities of practice, as they participate in their

¹ Translation mine: Une réforme globale visant à l'édification d'un système éducatif cohérent et performant s'impose donc aujourd'hui pour permettre à la société Algérienne de faire face aux multiples défis du 21^{ème} siècle.

activities of these social groups, they learn from the more experienced, knowledgeable members.

The strength point of New Prospects is its adoption of the CBA approach that focuses on both learner-centered and project oriented, which contributes in promoting problem solving and self-confidence of pupils in their learning. Therefore, using projects at the end of each unit support pupils to use their competencies and previous knowledge that will be assessed by the teacher, as well as the using of portfolio that helps this latter to check pupil's achievement in their learning. Moreover, self-assessment is a salient principle of learner centeredness which helps the pupils to check grammar for themselves and correct their mistakes to make them responsible for their learning and autonomous for a life-long learning.

2.4 Research Methodology

The research methodology is the second part of this chapter that describes all what has relation with collecting data of this research.

2.4.1 The Aim of the Study

Learner autonomy is a key to a successful learning process because it gives the learners an opportunity as an individual to develop a positive attitude towards their learning, and to make them independent learners who rely more on themselves. However, most of Algerian pupils are not self-reliance instead they rely more on their teacher, since they believe that the teacher does not promote the culture of autonomy in their courses ; as a result, they will be not capable enough to face their real life's problem. In this case, the Algerian education system implemented the CBA approach in order to develop the pupils' competencies that will enable them to meet the challenge situation in their real-life problems.

Thus, the present study aims at making the Algerian pupils autonomous learners; who depend on themselves and take charge of their learning. In addition, this study also aims to enhance the learner autonomy by focusing more on learner-centeredness that helps them to be an active learner.

2.5 Pupils' Profile

The participants of this study were third-year literary stream who study in two different classes (Literary and Foreign Languages, and Literary and Philosophy) at Ben Aissa Attar secondary school, Beni-Saf Ain Temouchent, who have been learning English for 7 years; 4 years at the middle school level, and 3 years at secondary school level.

Their ages vary between 17 and 20 years old. What is noticeable is the high proportion of female pupils compared to males. The choice of these pupils is that they have a great relationship with this study. Since, they have only one step left and pass to the university; they need to take more responsibility for their own learning and be aware of the challenges they will face.

2.6 Teacher's Profile

Since classroom observation provides direct information about such a situation, the observed teacher is another participant that the present study dealt with. Among three female teachers who teach English at Ben Aissa Attar secondary school in Beni Saf, the researchers have chosen the one who is in charge of teaching the third year pupils in two different streams: Literary and Foreign Languages and Literary and Philosophy. In order to get truthful data needed, we did not inform the teacher that she will be observed during the lesson, so that she works freely without changing her method.

2.7 Research Instruments

The most important element in doing research is data collection; in which the researchers gather and measure information about his/her own topic to answer the asked questions and testing the hypothesis. Hungler (1999) defines data as "information obtained during the course of an investigation or study." (Cited in Hocini 2017, p. 26). Therefore, collecting a data of such research requires instruments to be used. In this research study, the researcher used two research tools that are of interest to the subject matter which are pupils' questionnaire and classroom observation; which comprised pupils of third year literary at secondary school setting.

Hence, our study applies the mixed-methods methodology; where a number of quantitative and qualitative data are used in order to provide different outcomes and to get a full picture of a population. Scott and Morrison (2006) Say: "Quantitative research refers to those approaches that are based on the assumptions of scientific investigation. It puts the emphasis on patterns, causes and consequences for applying the rules of positivism. It relies

on data collected from tests, experiments, questionnaires and interview”. As far the qualitative method, Wiersma (1995) posits that: “Qualitative research investigates the complex phenomena experienced by the participants by examining people’s words and actions in descriptive ways... It uses the researcher as the data collection instrument and employs inductive analysis”. In this vein, Creswell (2009) clarifies the main difference between quantitative and qualitative data, “often the distinction between qualitative and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative)” (p. 3) that is to say:

- The quantitative data: is the obtained data from numerical and statistical form such as the analysis of close-ended questions in the questionnaire. This type of data helps the researchers to obtain answers to the research questions that require numbers and frequency.
- The qualitative data: is acquired data through description of such a fact as the analysis of open-ended questions and classroom observation. This kind of data involves the researcher to deeply understand the participants’ feelings or thinking about particular subject.

2.7.1 Pupils’ Questionnaire

Pupils’ questionnaires (see Appendix A) included a collection of fifteen questions which are categorized into 4 rubrics. The first rubric as an introductory part deals with the background information about the pupils regarding their age and gender because it is necessary to constitute a wide picture of the participants. The second rubric, with 4 questions, deals with the pupils’ attitudes toward the English language, in order to know how independent they are in their learning. The third rubric, with 6 questions, tackles the centeredness of the learning in the classroom; these done deliberately to see if the Algerian pupils are learner-centered or still the teacher-centered learning. The final rubric with 3 questions involves the autonomous learners; this rubric includes learners’ views concerning the role of the teacher in enhancing their autonomy. Further, the questionnaire was constructed in the most precise, simple and in the best possible manner.

2.7.2 The aim of the Questionnaire

The questionnaire is a research instrument which consists of different questions for the purpose of gathering information. Polit and Hungler (1997, p. 466) define a questionnaire as “a method of gathering information from respondents about attitudes, knowledge, beliefs

and feelings” (p. 466). In the same line, Brown (2001) defines the questionnaire as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”.(p,6)

The questions must be clear and acceptable so that the respondent could be able to read and respond to them easily without any difficulties. The questionnaires permit the collection of large sample of information in short time; in which the researcher can gather a large amount of data within a short period of time and with less energy when time and resources are limited. Dornyei (2003) believes that questionnaires are especially valuable because they are efficient “in terms of (a) researcher time, (b) researcher effort, and (c) financial resources.”(p. 9).

Thus and for our purposes, the questionnaire was addressed to 49 pupils, after taking the permission from their teacher, but only 40 were given back since the others were absents.

The questionnaire used in this study is semi-structured, designed in English and translated into Arabic (see Appendix A). The semi-structured questionnaire: is a type of questionnaire that comprises a mixture of closed and open questions. This type of questionnaire enables the researcher to obtain a mix of quantitative and qualitative information to be gathered.

The questionnaire was composed of fifteen questions; 12 are close-ended questions and 3 open-ended questions, in this sense, the questionnaire covers three types of questions namely:

- ✓ Close-ended questions (structured): Questions give quantitative data, they are considered efficient because the researcher feels comfortable during this analysis.
- ✓ Open-ended questions (unstructured): questions provide the researcher with qualitative data, which allow the respondents to elaborate and express their own opinions and views.
- ✓ Mixture of close and open-ended questions (semi-structured): the researchers here could benefit from both quantitative and qualitative data.

Thus the first type was analyzed quantitatively while the second one analyzed qualitatively.

2.7.3 Classroom Observation

Classroom observation used in this study as a second tool for data gathering, it is defined by Marshall and Rossman (1989) as “the systematic description of events, behaviours, and artifacts in the social setting chosen for study”. This helps the observers to see the teacher and the learner interaction in their real settings and to generate rich data for interpretation and analysis. Likewise, Dornyei (2007) highlighted the significance of observation method as being a basic research tool that enables the researchers to generate data that might be missed in the questioning method.

The purpose behind choosing this tool is to check to what extent pupils are centred on learning. Malhotra (2007) says: “Observation involves recording the behavioural patterns of people, objects, and events in a systematic manner to obtain information about the phenomenon of interest”.

Both teachers and pupils were observed during each session by designing two observations grid: one for the pupils and the other one for the teacher. The first one is devoted to the learners’ attitude toward the English language in the classroom and the second one, for the teacher’s role in the classroom (see Appendix B). It should be noticed that the teacher was unaware that they had been observed too. The classrooms observed consist of girls and boys. They attend (32) lectures hours a week, four hours are devoted to English lessons. The teacher is a female who has been teaching English for 10 years.

The Classroom observation was done at Ben Attar Aissa secondary school; this educational institution located at Daira of Beni-Saf, 40 km far from Ain Temouchent. The school opened as a first time in 2011. The whole school staff is required to meet the demands (411) pupils enrolled at the three levels: first, second, and third year. As the teaching staffs are concerned, thirty-five teachers are employed including three female teachers who are in charge of English. However, to achieve the purpose of this work, our classroom observation was conducted in two separated third-year literary classrooms.

2.8 Conclusion

In this chapter, the researchers have described the educational situation in Algerian secondary schools in relation to the promotion of autonomy and the implementation of the CBA approach through the New Prospects textbook. Besides, this chapter has presented the research design, the instrument as well as the data collection methods which have been used to collect the data needed. Thus, the starting point starts in the coming chapter which includes the analysis of the main results obtained from this study.

Chapter Three

3.1.Introduction

The current chapter is the practical part of this research work, it is divided into two parts; the first part is devoted to the analysis of data that were analyzed based on a mixed approach which combines both quantitative and qualitative methods that are obtained from the questionnaires and classroom observation designed in statistical form, table, pie-chart, graphs. In addition to the interpretation of the results which attempt to answer the research questions raised by the current research work. The second part highlights some suggestions and recommendations that contribute to promoting learners' autonomy and make them more aware of their own learning through the implementation of the learner- centred approach.

3.2.Analysis of the Pupils' Questionnaire

As it has been already mentioned, the questionnaire was directed to 40 pupils. In this section, the researchers attempted to analyse the information provided by pupils.

Rubric One: Background Information

1. Pupils' Age

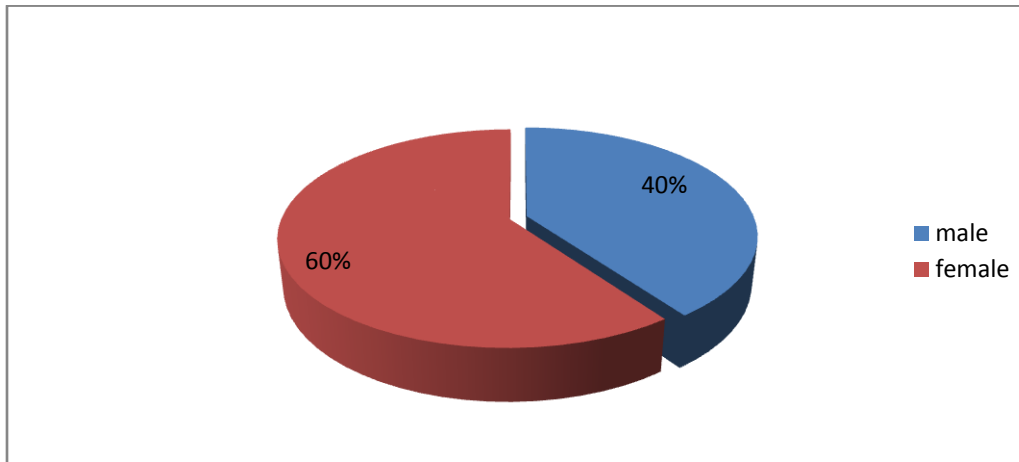
Age	17	18	19	20	total
participants	14	16	7	3	40
%	35%	40%	17.5%	7.5%	100%

Table 3.1: Pupils' Age

From the table above we notice that all of our participants are teenagers whose ages vary between 17 and 20 years old. Out of the total number of the sample (40), we have 14 pupils who are 17 years represents (35%); this may mean that they have started early their primary education. 18 years old represent a numerical majority (40%). 19 years old make the (17.5%) are believed to be older pupils who have repeated the years or they did not start their primary education early. Besides, we have only three pupils who have 20 years old (7.5%), which obviously meant that they have repeated their school year more than two years.

2. Pupil’s Gender

The majority of those who fill out our questionnaires are female pupils that are (24) exceed the number of male pupils (16). Female represents (60%) of the whole sample (40) pupils. Whereas 16 males forming only (40%). This difference in the number of pupils in terms of gender is represented in the pie-chart below.



Pie-chart 3.1: Pupils’ Gender

Rubric Two: Learners’ Attitudes towards Learning English

The aim of this rubric is to identify the pupils’ attitudes toward learning English as precondition for autonomy. The rubric is composed of five questions, and each question has specific aim behind it.

Question one: Do you like learning English?

Through this question we come to know if the pupils have a desire and willingness in learning English language. The results are presented in the following table.

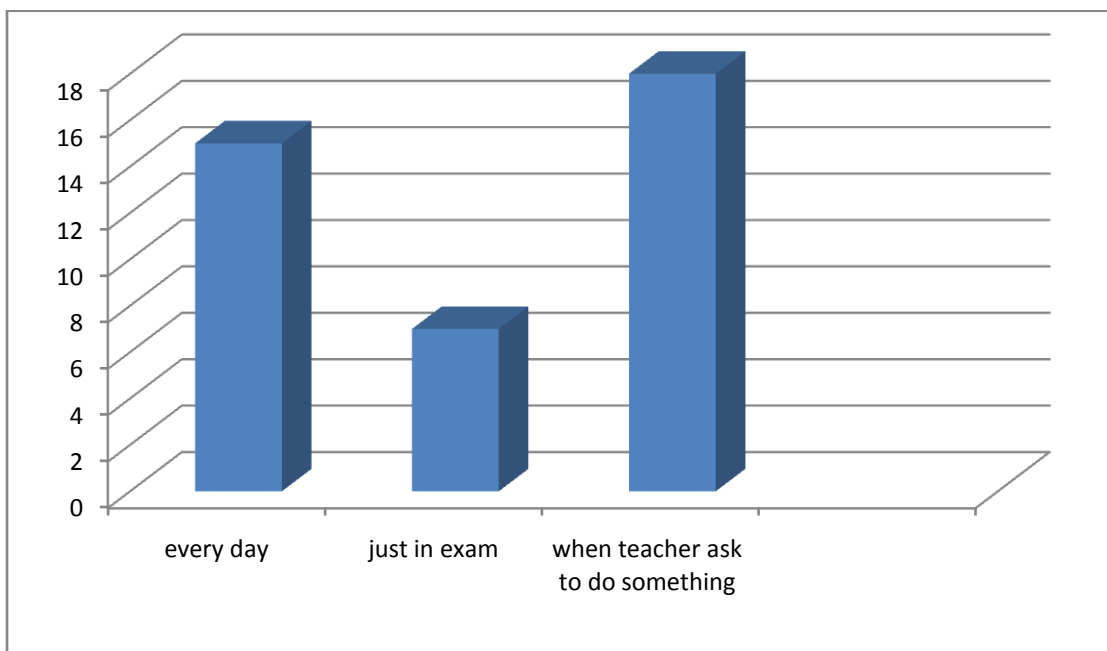
	participants	%
Yes	34	85%
No	05	12.5%
No answer	01	2.5%
Total	40	100 %

Table3.2: pupils’ Desire toward English Language

The results show that (85%) of the participants has a great desire toward learning English language which means that they are interested in the subject. However, only (12.5%) of the participants do not like learning English language, besides we have just one participant who doesn't answer.

Question two: Do you study English?

The aim behind asking this question is to investigate whether pupils gave an importance to the English language while studying. The obtained results are displayed in the graph below.

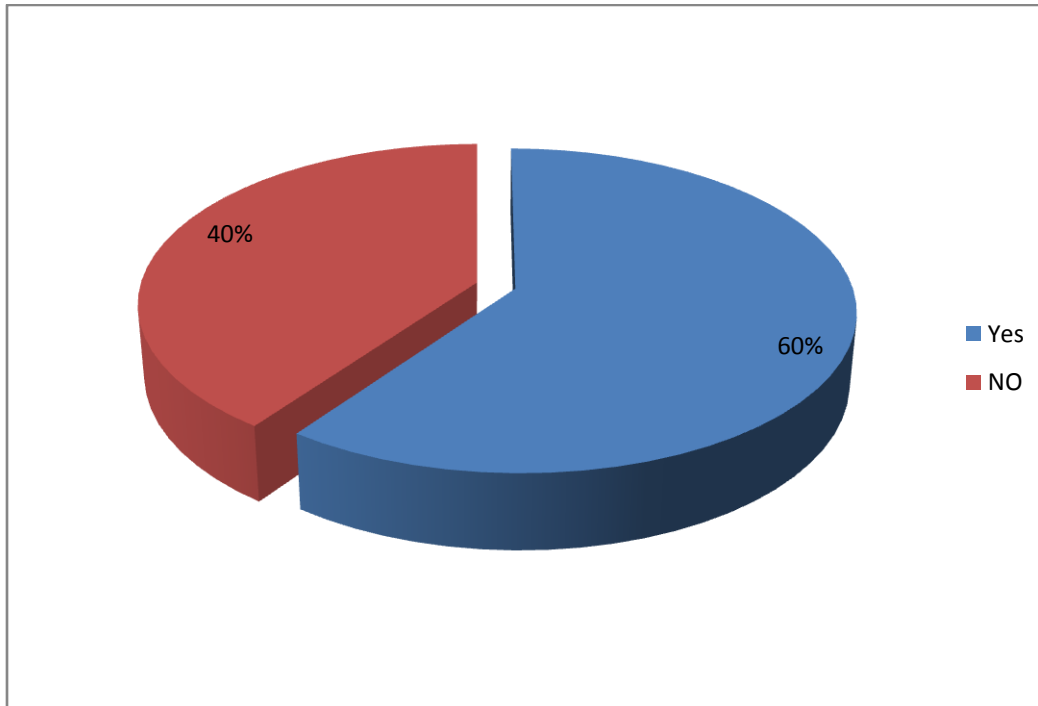


Bar-graph 3.1: Pupils Studying English out of School

The bar-graph above shows that (45%) of the participants study English just when the teacher asks them to do something while (37%) of them said that they study it in ever day without being asked by the teacher. Whereas the rest (18%) claimed that they study English just when they have exams.

Question three: Do you prepare your activities before coming to school?

The purpose behind asking this question is to find out whether the pupils made extra effort to learn English or not through their preparation of activities at home. The results are illustrated in the pie-chart below.



Pie-chart3.2: Rate of pupils' Home Preparation of Activities

What has been noticed in the pie-chart above is that more than half of the participants (60%) prepare their activities before coming school while the rest which represent (40%) do not care about preparing their home activities.

Question four: Which techniques do you use in learning English?

This question is designed to reveal the techniques that pupils prefer to use while studying English in order to improve their level.

Techniques	participants	%
Reading books	3	7.5%
Watching movies	20	50%
Using the internet	21	52.5%

Table3.3: Pupils' Preferable Technique in Studying English

The table shows the preferred techniques used by pupils in learning English. Therefore, the majority of pupils use both "the internet" and "movies". The first one represents (52.5%) of the total number of pupils, besides the other one represents (50%). Whereas, we have only three pupils (5%) Who reported that they use the book.

Questions five: How would you like to work in class?

The interest behind asking this question is to explore pupils' willingness to work in the class. The results are presented in the following table.

Suggestion	participants	%
On your own	7	17.5%
In pairs	6	15%
In groups	27	67.5%
Total	40	100%

Table 3.4: Pupils' Work in the Classroom

The result obtained from this table indicated that (17.5%) of pupils liked to work individually in the class and (15%) state that they prefer to work in pairs. on the other hand, a high percentage (67.5%) of pupils show their enjoyments to work in groups.

Rubric Three: The Learner-Centeredness

The aim of this rubric is to know if the pupils are able to take responsibility of their own learning inside and outside classroom and to know which technique they enhance their learning.

Question six: If you are absent, what will you do?

Pupils' responsibility toward their learning process is a key feature for autonomous learner. In this question, our aim is to check whether the Pupils have the ability to take control of their own learning outside classroom. The following table illustrates the results of this question.

suggestion	Participants	%
Search for the internet site to explain the lesson	13	32.5%
Try to explain the lesson alone	16	40%
It doesn't matter	11	27.5%
Total	40	100%

Table3.5: Pupils' Responsibility of their Learning Process

Based on the results above, (40%) of the participants attempt to explain the lesson by their own, while (32.5%) search from the internet site to explain it alone. So that, those 16 pupils show their ability to take responsibility for their own learning. In contrast with 11 pupils who do not care about it.

Question seven: According to you, learning is better when:

An autonomous learner is the one who makes further research outside the classroom. For this reason, the current question attempts to know if the pupils are taking charge for their learning or they depend only on the teacher.

suggestion	participant	%
Teacher explains the lesson	16	40%
Pupils search for the lesson	4	10%
Teacher explains and pupils practice	20	50%
Total	40	100%

Table3.6: Pupils' Views about a Best Learning

As it is indicated in the table above, we have noticed that a higher number of the respondents (20, 50%) think that the best learning occurs when teacher explains and pupils practice; this means that the learners are attached with the teacher, While (16, 40%) of them view the teacher's role who should explain the course. whereas, we have only 4 pupils believed that learning will be better if they search for the lesson by themselves, those pupils show their readiness and enthusiasm in learning and do not depend only on their teacher.

Question eight: when you use the language in class interaction and make mistakes, do you prefer to:

An autonomous learner is the one who pay attention to their mistakes during class-interaction. We have proposed three suggestions by asking pupils about who would prefer to correct their mistakes.

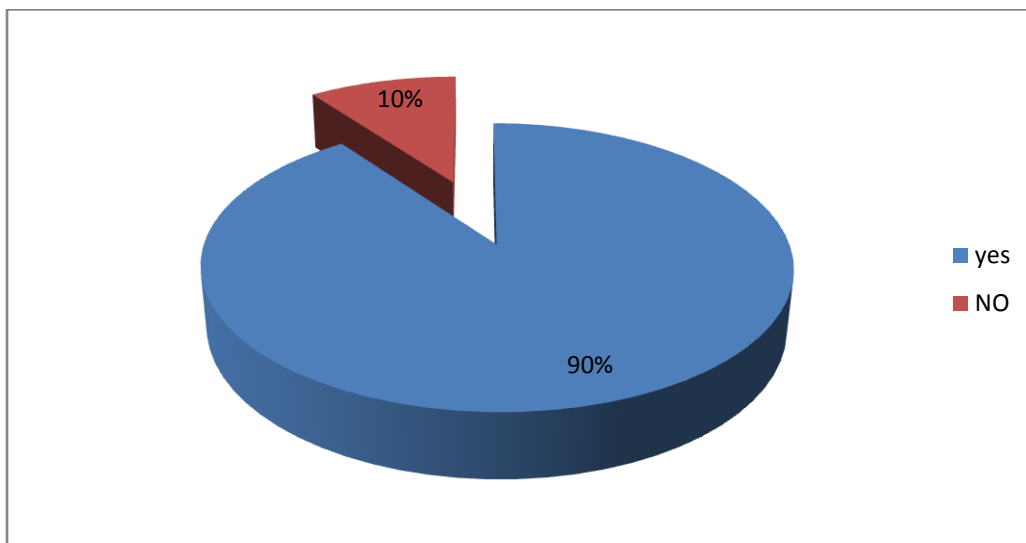
suggestions	Participants	%
Stop and correct your self	7	17.5%
Be corrected by your classmates	3	7.5%
Be corrected by the teacher	30	75%

Table3.7: Pupils’ Responsibility in Mistakes Correction

In response to these suggestions, most of pupils (75%) prefer the teacher to correct their errors since they consider him/her as a trusted source. While (20%) prefer to correct their mistakes alone. Thus, we can say that they are independent learners who rely more on themselves. Whereas, only (3) pupils (7.5%) prefer to be corrected by their classmates.

Question nine: Does your teacher encourage you to work in groups inside the classroom?

This question was established to know if the teacher encourages the learner to work in groups and whether they enjoy this way or not. The pie-chart below illustrates better the result.

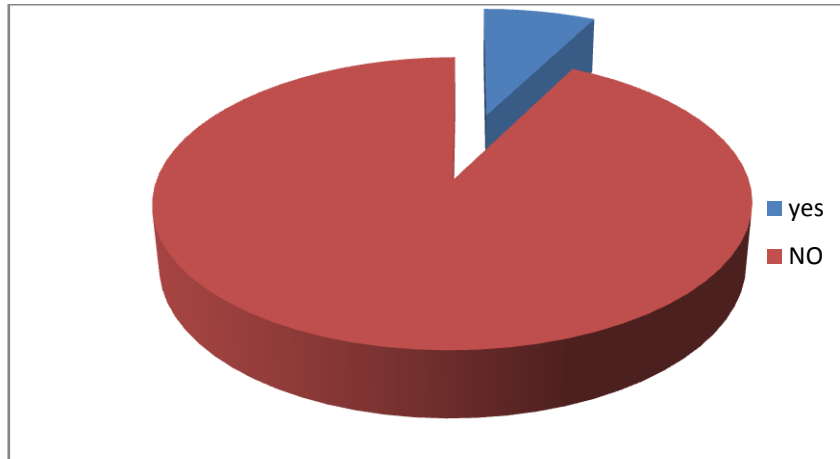


Pie-chart 3.3: Teacher’s Encouragements of Group-Work

A considerable ratio (90%) of pupils’ response to this question indicates that their teacher encourages them to work in collaboration. However, only three pupils said that their teacher does not.

Question ten: Does your teacher use the ICTs?

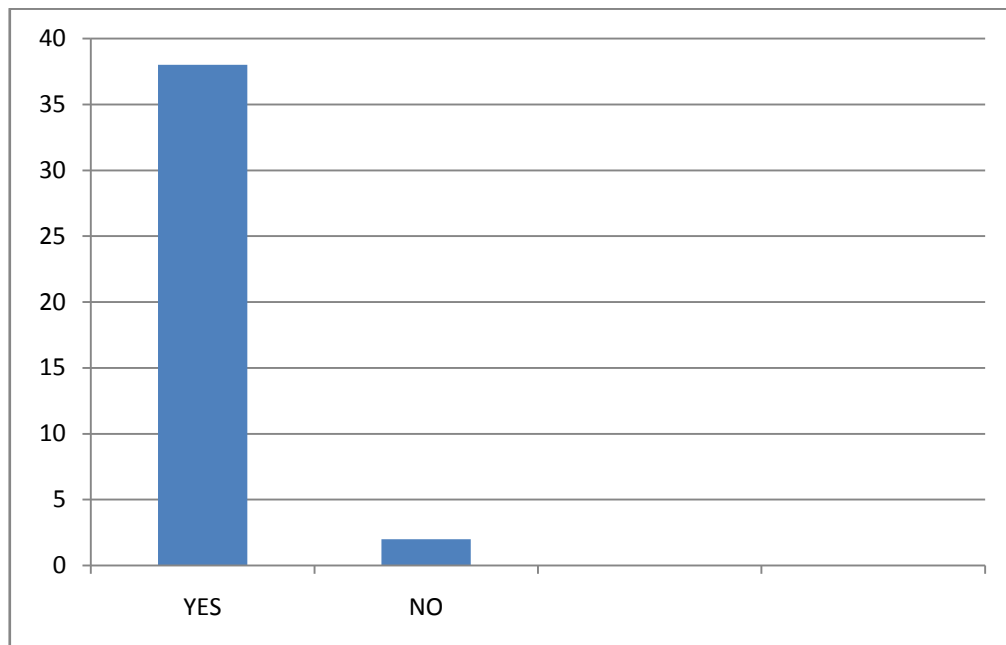
Through this question, we come to know the extent in which the teachers are used the Information and Communication Technology in the classroom. Thus, our entire participant reported that the teacher does not use the ICT's inside the classrooms, only few of them who claimed that he used the ICTs.



Pie-chart3.4: Teachers' Use of the ICTs

-If yes, do you enjoy learning English with ICTs?

This question intended to see whether the pupils enjoy learning when teacher use ICTs or not.



Bar-graph 3.2: Pupils' Enjoyment of ICTs

What we have noticed from the bar-chart above is that even the teacher doesn't use the ICTs in teaching, nearly the majority of pupils like to learn with the use of ICTs, since 38 of participants choose yes answer. Thus, teachers should provide various ways to apply technology in language classrooms

Rubric four: The Autonomous Learners

The aim of this rubric is to shed light to the learners' viewpoint about the teacher's role in the learning process and whether they show their dependency from the teacher or not.

Question twelve: Do you know how to use your learning outside the classroom? If yes, how?

Providing pupils with high quality of learning give them the opportunity to adapt their real-life problems. We point this question to our participants to know if they are able to solve their problems in every day situation or not. However, the majority of pupils reply negatively; so they are not ready to take risks in their real life, while a few of them reply positively either by chatting in English with foreigners or by the use of the internet.

Question thirteen: Do you continue your studies if teacher does not explain to you the lesson, just guide you?

Through this question, we want to know what the Algerian pupils think if the teacher's role transmitted from a provider of knowledge to a facilitator.

After reviewing the answers, most of female pupils confirmed that they are able to continue their study even if the teacher just guides them, by using the internet to understand the lesson. Unlike male pupils who don't accept this idea and they said that the learning will be boring and they will quit the school.

Question fourteen: What do you think if there will be no teacher to teach you?

The pupils' answers for this question emphasized on the presence of the teacher in the learning process; it is noticed that the majority of pupils are unable to learn by themselves. They affirmed that the existence of the teacher is obligatory. Whereas, only three pupils who said that they can learn by themselves via using the internet and reading books.

Among the reasons provided by the learners who are not capable to learn without teacher are the following:

-I will find it difficult somehow.

-I will not study and leave school.

-It will be hard for me.

-I can use my competencies but without teacher it's difficult to learn.

-No. I can't; thanks to the teacher we can acquire a big amount of information that helps us to increase our intellectual abilities.

3.2.1 Interpretation of the Questionnaire

The shift from the teacher-centered to the learner-centered focuses on the learners to be the one who are responsible for their own learning process and to take an independent view. However, the data collected from the questionnaire addressed to third-year literary pupils in Ben Aissa Attar revealed that these pupils are not willing to be autonomous and to move away from the teacher. They still show their dependence and reliance on the teacher in the learning process. The results show that (60%) of our participants are female pupils; this means that they have more tendencies toward learning foreign languages in contrast with male pupils who have a tendency toward the technical and scientific field. Furthermore, most of pupils (85%) expressed their desire to learn English language.

The majority of pupils seem motivated since they prepared their activities at home. Besides, these pupils use the internet to improve their level even if they were absent they try to explain what they have missed by resorting to the internet. The pupils assert that they enjoy learning with the use of ICT's. Unfortunately, they claim that the teacher does not provide them with the ICTs in the classroom because of the lack of such types of equipments in EFL classroom. However, she encourages the pupils to work in groups which give them the opportunity to interact with each other.

Moreover, these pupils are not capable to face their real-life problems, the reason that they do not know how to use their learning outside the classroom and they are not ready to take responsibility for decision-making to achieve their goals since they have stated that they cannot be able to study without a teacher. Additionally, they claim that they will not continue their study if the teacher's role changes from knowledge transmitter to a facilitator because they believe that the teacher is the only reliable source of knowledge that knows everything and takes responsibility for their learning. Nonetheless, teacher input should be taken into

account to enhance the pupils' individual abilities by changing the method used and strategies.

According to the results obtained out of the pupils' questionnaire and after analyse it; it seems that the pupils are not hard worker enough to be autonomous learners.

3.3. Classroom Observation

Classroom observation used in this study as a second tool for data gathering, which allows us to involve ourselves in the educational setting and to learn first-hand about the teaching that the teacher implemented in the foreign language classroom. The Literary stream classes were observed during one month at the end of the second term. The aim behind choosing this tool is to know if the classrooms are learner-centred or teacher-centred and whether learner autonomy is promoted or not. We have collected the needed information from the two observation grids that were designed to both teachers and learners.

3.3.1 Data Collected

In order to collect a large amount of data we have attended fifteen lessons from teaching unit with both the literary and philosophy classes. The first thing we observed is that the teacher starts the lesson by reviewing the previous lesson in order to recapitulate what they have seen, then she writes on the blackboard the date, the unit, and the lesson that they will tackle with the philosophy class compared with literary pupils who are arranged to write on the blackboard one by one in each session. When it comes to do an activity, she determines what they are going to do and how much time pupils have in order to complete the activities. Another feature observed is that the learners have a passive role as they only participate when they are asked to do so by the teacher and they did not ask for more clarification. In the meanwhile, they remain silent. Furthermore, Pupils do not study outside classroom since they do not prepare their activities at home.

During the whole observation period, we noticed that the teacher had never given the pupils an opportunity to work in pairs or in groups even when the activities are: think, pair, share activity they work individually. Moreover, the mistakes are always corrected by the teacher just sometimes be corrected by peers in the literary class but with the philosophy class they have never corrected the mistakes of each other. At the end of the unit, the teacher does not provide her pupils with the project work; she said that they are in charge of the revision of

the baccalaureate exam. When it comes to written expression, the pupils do not express them (just few of them) and the rest learn it by heart instead of trying to produce a good essays. Another feature observed is that the teacher does not try to motivate her pupils especially with the philosophy class since they are more talkative and not interested compared with the foreign class.

The teacher plays a role of controller and the interaction among teacher-pupils follow the IRF (initiation- response- feedback): the teacher initiates, the learners respond and the teacher corrects them by providing feedback. Moreover, the teacher does not use the ICTs in the classroom.

3.4. Discussion and Interpretation of the Main Findings

The major results collected from the instruments used in this study are discussed in the following section.

The main point that was gathered from the pupils' questionnaire revealed that the pupils of secondary school are not autonomous enough to take responsibility for their own learning. However, classroom observation showed that pupils' responses to the questionnaire were not similar to the classroom setting (to what have been observed) since, they show their absolute reliance over the teacher which lead them to be far from being autonomous learners. Moreover, they were not engaged during the activities because they were neither intrinsically nor extrinsically motivated since they do not learn outside the classroom as well as they do not prepare their activities at home.

On the other hand, the observation revealed that the classroom lacks the necessary materials and ICTs since the teacher doesn't provide the pupils with the data show that make the lessons more joyful and easy to understand.

From the analysis of the data collected, it has been noticed that the classroom is teacher-centred where the teacher still caters her pupils with spoon feeding method. Even though, the implementation of the CBA which based on the learner-centred, the teacher does not apply this approach.

3.5. Suggestions and Recommendations

Promoting learner autonomy through the learner-centred approach is challenging and unlikely to be successful without a clear focus on the teacher support so that developing learner

autonomy is crucial for learners to have an opportunity to achieve their personal learning goals. Hence, teacher should provide learners with various ways to promote learner autonomy even if school has obstacles that prevent teacher from developing learner autonomy; teacher should put more effort in order to help learners to improve language proficiency with regard to the learner's desire and patience to be autonomous because the skills cannot be done at once but gradually achieved. From this perspective, the following session aims at bringing and suggesting some recommendations, which can be used in EFL classrooms to remedy this problem:

Pedagogical implications for Teachers

Teachers' roles in developing autonomous language learning should be taken into account and never be ignored. There are many resources that teachers can draw from; in order to encourage learner autonomy. Dickinson (1992) Cited in Kohonen, et al, 2001:41) states the following decision in order to promote learner's autonomy.

- Encouraging learners to take more independent attitude to their learning, thus legitimatizing independence as a learning goal.
- Providing them with opportunities to exercise greater independence in their learning.
- Convincing them that they are capable to assuming independence, by providing them with successful experiences of doing so.
- Helping learners to develop their learning strategies to be better equipped to exercise their independence.
- Helping them to understand language as a system and develop their learning skills on their own, using references books.
- Helping learners to understand more about language learning so that they are greater awareness of what is involved in the process and how they can tackle the obstacles.

Moreover, teachers should motivate their pupils and give them more opportunities for being active contributors to the learning process. As pupils learn to monitor their own progress, they become more motivated by their successes and begin to acquire a sense of ownership and responsibility for the role they play in these successes.

Pedagogical implications for Learners

- Learner should be trained to get the appropriate skills and techniques that help them to foster the autonomy and to learn effectively in order to take charge of their own learning in and outside classroom.
- Learners need to become aware of the ways they learn best, which involves their learning styles and strategies.
- Learners have to change their passive attitude to learning to a more active attitude, i.e. to become less dependent on the teacher and take charge of their own learning, so that the learners' role changes from the traditional of teacher-centred.

In addition, as Kohonen, et al (2001; 36-37) proposed the following kinds of capacities that must be developed by the learners in order to be more autonomous:

*Confidence: sense of control and mastery of one's body, behaviours and the world.

*Curiosity: desire to find out about things.

*Cooperation: balancing one's needs with those of others in group situation.

*Self control: ability to modulate and control ones action appropriately, developing a sense of inner control.

All in all, from the practical research paper and the result obtained from the research instruments, we have suggested the following instructions:

- ✓ Teachers should use authentic materials and ICTs in the classroom in order to assure an active participant.
- ✓ Make the learners realise that their efforts are important than the marks and passing exams.
- ✓ Get pupils involved in reading clubs such as extensive reading.
- ✓ Prepare a comprehensive plan that helps learners to benefit from all what is useful inside and outside the classroom

3.6.Limitations of the Study

It should be noted that the results obtained from this case study cannot be generalized, and are open to challenge and verification. Thus, a number of limitations were found by the

researcher during the implementation of the current study which needs to be mentioned as follows.

First, the researcher found difficulties in the analyzing of pupils' questionnaire; because the problem of the questionnaire is that the participants do not tell the truth, they want to give a positive image of themselves. In this case, the researcher found a contradiction between what pupils reply in the questionnaire and how they behave inside the classroom.

Second, most answers to open-ended questions were spontaneous which leads to a misunderstanding of what they wanted to say and as a result, the researcher found it hard to analyse it.

Finally, the researchers did not get enough information because of the small number of the participants (many absences) and they did not investigate all the secondary school. Future research is necessary to complete this study.

3.7. Conclusion

The researchers were able to collect a large amount of data from the pupils' questionnaire and classroom observation concerning the promotion of autonomy through the learner-centred approach and in which extend this approach was implemented in the secondary school in order to enhance the learner autonomy.

General Conclusion

General Conclusion

Learner autonomy has gained a significant importance recently with the new reforms of the Algerian education and the adoption of the CBA approach which mainly focuses on the learner centred; in order to produce responsible learners who are ready to take charge for their own learning in and outside classroom. For this reason teacher should pay attention to the development of learner autonomy so that help learner to foster a lifelong study.

Therefore, the research work was divided into three chapters. The first one was mainly devoted to the theoretical landscape of this dissertation .It has in effect tried to clarify the notion of learner autonomy, it has as well as managed to clear up the crucial role of the teachers and learners in promoting autonomy within the new approach CBA. It has latter move on the focus on the shift from the teacher centred to the learner centred approach role in. By the end, it has stressed on the teacher autonomy and learner autonomy.

Moreover, the second chapter attempted to give detailed account on the teaching situation of EFL in Algerian Secondary school with the emphasize on the teacher training in enhancing the learner autonomy in what constitutes the learner-centred approach .In fact the absence of the teacher ‘training may y lead to teaching far away from being described learner centred principles. In addition to the description of the research instrument used in this study that includes pupils’ questionnaire and the classroom observation.

As for the third chapter, it was mainly devoted to the analysis and interpretations of the results. Furthermore, some recommendations are set for teachers to promote learner autonomy in EFL classrooms through the implementation of the learner-centred approach.

The outcome of this study has improved that autonomy is very important in learning process, especially learning a foreign language because an autonomous learner is the one who takes responsibility towards his/her own learning. Besides, autonomous learners are independent learners who can rely on themselves and who are able to face the real-life challenges so that they can solve the problems through the benefits of autonomy that requires them to interact with others and to use the previous knowledge to construct the new one which in turns develops the individual competencies.

However, the results of the pupils’ questionnaire and the classroom observation have confirmed our research hypotheses. That is to say the Algerian EFL pupils are not yet autonomous and not motivated enough to be independent learner. Indeed, they did not

General Conclusion

show their detachment from the teacher. In addition, the teacher does not promote learner autonomy in the EFL classrooms and does not use the different learning strategies that are needed to develop the learner autonomy such as group work and project work and even the teacher does not apply the CBA approach in teaching/learning process that focuses mainly on the learner-centred approach that engage the learner to be at the center of the learning process.

Finally, it is worth mentioning that the findings are by no means of generalizable since the study has been limited only to one secondary school and a limited number of pupils in which we can say that this study is an introductory for further researches.

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Appendices

Appendices

Appendix A

Pupils' questionnaire

Dear pupils,

Thank you for agreeing to take part in this important survey which is about promoting learner autonomy. In this research, we want to make the pupils more capable to learn English effectively and autonomously to help them for a lifelong learning. Please answer these questions clearly and honestly because your answers are very important for our research.

1. Age:

2. Sex: male female

3. Do you like learning English?

Yes no

4. Do you study English?

Every day just in examination when teacher asks you to prepare something

5. Do you prepare your activities before coming school?

Yes no

6. Which techniques do you use in studying English?

Reading books watching movies using the internet

7. How would you like to work in class?

On your own in pairs in groups

8. If you are absent, what do you do?

Search for internet sites to explain the course

You try to explain the course alone

It doesn't matter

9. According to you, learning is better when:

Teacher explains the course

Pupils search the course

Appendices

Teacher explains and pupils practise

10. When you use the language in the class-interaction and make mistake , do you prefer to:

Stop to correct yourself

be corrected by your classmates

be corrected by the teacher

11. Does your teacher encourage you to work in groups inside the classroom?

Yes no

12. Does your teacher use ICTs?

Yes no

- If yes, do you enjoy learning English with ICTs?

Yes no

13. Do you know how to use your learning outside the classroom? If yes, how?

.....

.....

14. Do you continue your study if teacher doesn't explain to you, just guide you?

.....

.....

15. What do you think if there will be no teacher to teach you?

.....

.....

.....

THANK YOU FOR YOUR COLLABORATION

Appendices

استبيان خاص بالتلاميذ

اعزائي التلاميذ

شكرا لكم على موافقتكم للمشاركة في هذه الدراسة المهمة حول تعزيز استقلالية التعليم الذاتي. في هذا البحث نريد ان نجعل التلاميذ قادرين اكثر على تعلم الانجليزية بطريقة فعالة ومستقلة من اجل مساعدتهم على مدى الحياة من فضلكم اجيبوا على هذه الاسئلة بجدية و وضوح لان اجابتمك جد مهمة في هذا البحث.

1. السن

2. الجنس ذكر انثى

3. هل تحب تعلم اللغة الانجليزية

نعم لا

4. هل تدرس اللغة الانجليزية

كل يوم فقط في الامتحانات عندما يطلب منك الاستاذ تحضير عمل

5. هل تحضر تمارين قبل مجيئك للمدرسة

نعم لا

6. ماهي التقنية التي تستعملها عندما تدرس الانجليزية

قراءة الكتب مشاهدة الافلام استعمال الانترنت

7. كيف تريد ان تدرس في القسم

بمفردك مع صديقك وسط مجموعة

8. عندما تكون غائبا ماذا تفعل

تبحث عن مواقع في الانترنت لشرح الدرس

تحاول ان تشرح الدرس بمفردك

لايهم

9. بالنسبة لك يكون التعليم افضل عندما

يشرح الاستاذ الدرس

يقوم التلميذ ببحث حول الدرس

الاستاذ يشرح و التلميذ يمارس

10. عندما تستعمل اللغة في محادثتك في القسم و تقوم باخطاء هل تفضل ان

Appendices

تتوقف و تصحح نفسك

تصحح من قبل زملائك

تصحح من قبل الاستاذ

11 هل يشجعك الاستاذ على العمل في مجموعات داخل القسم

لا

نعم

12 هل يستعمل الاستاذ تكنولوجيا المعلومات و الاتصالات

لا

نعم

- اذا نعم هل تستمتع بتعلم الانجليزية بتكنولوجيا المعلومات و الاتصالات

لا

نعم

13 هل تعلم كيف تستعمل دراستك خارج المدرسة اذا نعم كيف

.....
.....
.....

16 هل تواصل دراستك اذا لم يشرح لك الاستاذ و انما فقط بوجهك

.....
.....

15 مارأيك لو لم يكن الاستاذ ليعلمك

.....
.....
.....

شكرا لتعاونكم

Appendices

Appendix B

Classroom observation grid

Place: Attar Benaissa secondary school

Date:

Class observed:

Time:

3.1.Learner's attitudes towards English language :

		Always	rarely	sometimes	never
Learners prepared activities at home before coming school					
Learners participate					
Learners ask questions for more clarification					
learners work individually					
Learners work collaboratively					
Mistakes corrected by	The teacher				
	The learner				
	The peers				
Learners work on project					
Learners are centered teaching					

3.1.Teacher's role in promoting learner autonomy :

		Always	rarely	sometimes	never
Teacher ask for previous lesson					
Teacher interact with his learners					
Teacher give opportunity for pupils to work in groups					
Teacher use the competency based approach					
Teacher plays the role of	controller				
	guide				
	facilitator				
Teacher use ICTS					
Teacher encourage autonomy					