

## INVESTIGATING LEARNER AUTONOMY AMONG EFL LEARNERS AND TEACHERS IN ALGERIAN SECONDARY EDUCATION

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### ABSTRACT

The present paper investigates learner autonomy in Algerian EFL context. It is a case study designed to investigate learners' readiness for autonomous learning, and teachers' roles in promoting it in secondary education. The purpose of the study is to discover whether or not pupils attending English Language in secondary school are ready to be autonomous in language learning. And whether or not teachers are well-informed to foster their learners' autonomy, this research work is an attempt to contribute in promoting learner autonomy in the secondary education in Algeria. It is in fact, an attempt to expand an awareness of teachers and students concerning the necessity of autonomy in English learning. The study provides suggestions and recommendations about how to promote learner autonomy, and argues that ELT in Algeria should aim at cultivating learner autonomy through attributing new roles for the language teachers and strategy training for EFL learners. Finally, this study insists on the need to integrate learner autonomy in English learning not only as a top-down decision but as a gradual procedure based on training. In fact what both teachers and learners really need is autonomy-oriented training.

**Keywords:** Learner autonomy, Algerian Context, Readiness, teacher's role, promoting.