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**ENGLISH AS A FOREIGN LANGUAGE LMD STUDENTS'**  
**AWARENESS OF STRATEGY USE IN PROMOTING LEARNER**  
**AUTONOMY**

With Special Reference to First Year EFL Students at the English Department at University  
of Blida2 in Algeria

**Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree  
of Magister in English (Applied Linguistics & Didactics)**

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# **Declaration**

**I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.**

**I am duly informed that any person practising plagiarism will be subject to disciplinary sanctions issued by university authorities under the rules and regulations in force**

**Date :December 2017**

**Signed : Ms SadjiaBADAOU**

Dedication

To my Beloved ones

## **ACKNOWLEDGMENTS**

Many thanks go to all those who assisted me directly or indirectly to fulfill this work.

## **Abstract**

The study investigated EFL students' awareness of strategy use in promoting autonomy at the English Department, Blida 2 University during the academic year 2014-2015. It was a case study which attempted to explore the extent to which new registered students were aware of strategy use and make use of it . Data have been collected through triangulation : two part questionnaires have been administered to 70 students and classroom observation in order to reveal whether they are aware or not of strateg use . In addition to a semi-structured interview conducted with 10 informants for the sake of uncovering their awareness or not of their learning problems and the strategies used to solve them. Both quantitative and qualitative data analysis have led to conclude that learners in this sample were aware of their learning difficulties but showed a lack in person ,task and strategic knowledge . Also, all participants (70 ) used some metacognitive strategies out of metacognitive knowledge . therefore ,they seemed to be not aware of strategy use.

Key words : Language Learning Strategies , Metacognitive Awareness, Learner Autonomy

# Table of Content

<b>General Introduction</b> .....	01
1. Statement of the problem .....	02
2. Research Rationale.....	02
3. Research Questions .....	03
4. Purpose of the Study .....	03
5. Structure of the Thesis .....	03
<b>Chapter One: Literature Review</b>	
<b>Introduction</b> .....	05
<b>Section One: Language learning Strategies</b> .....	05
I.1.1. English as a Second Language Learning vs. English as a ForeignLanguage ...	06
I.1.2. Language learning Strategies.....	07
I.1.3Language Learning Strategies Defined.....	07
I.1.4 Rationaleof Language Learning Strategies.....	15
1.1.5 Characteristics ofLanguage Learning Strategies .....	15
1.1.6 Language Learning Strategies Taxonomy.....	17
a. Rubin’s Taxonomy.....	17
b. O’Malley’s Classification of Language Learning Strategies.....	18
c. Rebecca Oxford’s Taxonomy.....	19
1. Direct Strategies.....	19
2. Indirect Strategies for General Management of Learning.....	20
a. Metacognitive Strategies.....	20
b. Affective Strategies.....	21
c. Social Strategies .....	22
Summary.....	23
<b>I.Section Two: Metacognitive Awareness</b> .....	24
<b>Introduction</b> .....	24
I.2.1 Strategy Awareness.....	24
I .2.2Metacognitive Awareness Defined .....	25
1.2.3 Main Categories of Metacognitive Awareness.....	25
a. Metacognitive knowledge.....	25
b. Metacognitive Regulation.....	26
I.2.4Metacognitive Awareness Raising in the Language Classroom.....	26
1.2.5Metacognitive Awareness Importance.....	28
1.2.6Relationship between Strategies and Learner Autonomy.....	29

Summary.....	30
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**Section Three: Learner Autonomy**

<b>Introduction</b> .....	31
1.3.1 Reasons for Autonomy .....	31
1.3.2 Learner Autonomy Defined.....	32
a. Learner Autonomy as a capacity.....	32
b. Willingness for Learner Autonomy.....	34
1.3.3 Levels of Autonomy.....	37
1.3.7 Profile of autonomous Learners.....	38
1.3.5 Previous Related Studies.....	40
Summary.....	42
1.4 Conclusion.....	45

**Chapter Two : Research Method and Design**

<b>Introduction</b> .....	46
2.1 Research paradigm.....	46
2.2. Case Study.....	47
a. Case Study Significance.....	47
2.3 Educational Context.....	47
2.3.1.The Philosophy of the LMD System in Higher Education.....	47
2.3.2 The LMD System: A Learner-centered Approach.....	49
2.4 Research Question and Sub-Questions.....	50
2.5 Population and Sampling.....	51
2.6 Research Tools .....	51
2.6.1 Significance of Triangulation.....	51
2.6.1.1 Questionnaire.....	51
a.Questionnaire as a research tool.....	51
2.6.1.2. Description of the questionnaire .....	52
a. Aim of the Questionnaire.....	52
b. Types of questions.....	53
c. Question wording.....	54
2.6.1.3Administration of the Questionnaire.....	54
2.6.2.Semi-Structured Interview.....	55
2.6.2.1.Description of theSemi-structuredInterview.....	55
a .Aim of the Semi-structuredInterview.....	55
b. Question wording.....	56

2.6.2.2 Conducting the Semi-structured Interview.....	56
2.6.3 Classroom Observation.....	56
2.6.3.1 Classroom Observation as a research tool.....	56
2.7 Method of Data Analysis.....	57
2.8 Research Validity and Reliability.....	58
2.9 Ethical considerations in the process of data collection.....	60
2.10 Pilot Study.....	61
a. Results of Pilot Study.....	60
2.11 Assessment of research methodology.....	61
a. Validity.....	62
b. Reliability.....	62
Conclusion.....	64

### **Chapter Three : Data Presentation and Analysis**

<b>Introduction</b> .....	65
3.1 Quantitative and Qualitative Analysis.....	65
3.1.1 Presentation and Analysis of the questionnaire's results .....	66
a. Questionnaire (Part One).....	66
b. Questionnaire (Part two) .....	74
3.2.2. Classroom observation.....	79
a. Presentation and Analysis of the Classroom observation results.....	79
3.2.3 Analysis of the Semi-Structured Interview data.....	81
3.3 Conclusion.....	105

### **Chapter Four: Discussion and Pedagogical Implications**

<b>Introduction</b> .....	106
4.1 Discussion around the first research question.....	106
4.2 Discussion around the second research question .....	112
4.3 Summary of the findings.....	120
4.4 Pedagogical Implications.....	121
4.4.1 Implications for Teaching and Teacher Training.....	122
a. Peer-Observation.....	122
b. collaborative Planning.....	122
c. Teachers' Development.....	123
4.4.2 Language Learning Strategy Based Instruction.....	123
4.4.3 Rationale of Metacognitive Learning Strategy Based Training.....	124
4.4.4. Models of Strategy Instruction.....	124
a. Some activities for Metacognitive Learning Strategies Training.....	125
Activity1: Learning Strategy: Monitor.....	126
Activity2: Learning Strategy: Evaluation.....	127

4.4.6. Strategy Maintenance.....	128
4.5. Conclusion.....	130
<b>General Conclusion.....</b>	<b>131</b>
Bibliography.....	135
1.Primary sources.....	135
2. Secondary sources.....	139
Appendices.....	149
Abstract in Arabic.....	166

<b>LIST OF TABLES</b>		
<b>Number</b>	<b>Title</b>	<b>Page</b>
<b>Table 01</b>	Language Learning Strategies Defined	08
<b>Table 02</b>	Oxford's Classification to LLS– Direct Strategies	19
<b>Table 03</b>	Oxford's Classification to LLS – Indirect Strategies-	20
<b>Table 04</b>	Metacognitive Strategies.	20
<b>Table 05</b>	Affective Strategies	22
<b>Table 06</b>	Social Strategies	23
<b>Table 07</b>	Nunan's Model, levels of implementation (Nunan, 1997: 195; Benson, 2001, p. 12	37
<b>Table 08</b>	LMD System Features and Objectives (adapted from « Guide d'Information sur le Système LMD, 2005 »	47
<b>Table 09</b>	Details on the population and the sample	51
<b>Table 10</b>	Data Collection Procedures	59
<b>Table 11</b>	Participants' Gender	66
<b>Table 12</b>	Participants' Age	66
<b>Table 13</b>	Participants' Period of study English at University	67
<b>Table 14</b>	Participants' Reasons' for learning English	68
<b>Table 15</b>	Participants' Evaluation to their Level	69
<b>Table 16</b>	Participants' justifications to their proficiency level Evaluation	70
<b>Table 17</b>	Participants' affective orientation	71
<b>Table 18</b>	Participants' Definition of Strategy	72
<b>Table 19</b>	Key word analysis of participants' Definition to Strategy	72

<b>Table 20</b>	Participants 'Definition to Autonomy	73
<b>Table 21</b>	Key word analysis of participants' Definition to Autonomy	73
<b>Table 22</b>	Participant's frequency use of Planning Strategies	75
<b>Table 23</b>	Participant's frequency use of Monitoring Strategies	76
<b>Table 24</b>	Participant's frequency use of Problem Solving Strategies	77
<b>Table 25</b>	Participant's frequency use of evaluation Strategies	78

<b>List of figures</b>		
<b>Number</b>	<b>Title</b>	<b>Page</b>
<b>Figure01</b>	. Schraw's (1998) example of a summary matrix, in this case a strategy evaluation matrix that can be used to improve learners' knowledge of cognitive	28
<b>Figure02</b>	The components of autonomy in foreign language learning. (Adapted from Littlewood, (1996: 130)	35

## **LIST OF ABBREVIATIONS& ACRONYMS**

- % : Percentage
- CLS : Cognitive Learning Strategies
- CALLA : Cognitive Academic Language Learning Approach
- ECTS : European Credit Transfer System
- ED : English Department
- ELLSI : The English Language learning Strategy Inventory
- FL : Foreign Language
- FS : Female Student
- EFL : English as a Foreign Language
- ESL : English as a Second Language
- INF: Informant
- L1 : First Language
- L2 : Second or Foreign Language
- LD : Learning Difficulties
- LLS : Language Learning Strategies
- LMD : licence, Master, Doctorate
- MALQ : Metacognitive Awareness Listening Questionnaire
- MLS : Metacognitive Learning Strategies
- MLST : Metacognitive Learning Strategies Training
- MRS : Metacognitive reading strategies
- MS : Male Student
- N : Number
- Q : Question
- SI : Strategy Instruction
- SBI : Strategy Based Instruction
- SORS :Survey of Reading Strategies Questionnaire

## **General Introduction**

The vital and dynamic field of Foreign Language learning has been taken many steps forward. What matters, in the current trend, is the individual in a way that teachers and learners roles seem to have changed and the focus is on the quality of learning and learner development.

Foreign Language Learning is not only a simple subject to study in the language classroom, but also a communicative tool. Due to this reason, learners are expected to be equipped with skills, knowledge and strategies thanks to which they will be able to self-direct and continue learning the Foreign Language autonomously.

One of the main objectives of new approaches is to endow learners with the capacity to take responsibility over their own learning, to think independently, solve problems and adjust themselves to changes which happen in the dynamically developing world. This makes learner autonomy a desired goal in most educational reforms recently.

Reforms in the field of education have been introduced within an educational system that becomes "obsolete in a world that moves, goes fast and with the everlasting innovations and the necessary changes induced by the digital revolution". (Haraoubia, Minister of Higher Education (2007), stated in Miliani 2010).

This significant and gradual educational shift in Algeria results in wider stress and focus on learners and learning, sweeping away the traditional teacher-centered method. It helps both teachers and learners to take advantages of new thoughts and techniques and follow the rapid evolution and the transition from teacher centered to student centered instruction. Within this transitional learning trend, practices and strategies of language learning are subject to change in a way to stress the communicative, functional and individual aspect of language use.

This educational shift tends to take greater account of learners' ability to set learning objectives and to plan their own learning. This does not imply that learners automatically know how to learn. If they already possess the capacity, then they need the opportunity to practice and improve it; if they do not, they need to be guided in awareness raising and development.

Theory has shown that one of the reasons why learners succeed, is related to the strategies EFL learners use . (Cohen, 2003.Oxford, 1990) these authors further posit that strategy use favours effectiveness in language learning. That is, the more learners are aware of the strategies they employ, the more effective and skillful they will be.

The sphere of Language Learning Strategies (LLS), which are described by many scholars as more or less conscious steps through which learners acquire, retain and use a language, is not a simple process. Many studies have been undertaken since the 1970s to identify and classify these strategies (Rubin, 1975). LLS can be efficient tools and aids that help to create successful learners (Lessard-Clouston, 1997; Oxford, 1990). What seems to be left as a challenge is to present them to learners in order to raise their awareness to use them and to ease their acquisition

### **1.Statement of the Problem**

It would appear that learning dependency can be described as a serious deficiency which most first year university students face. Although English language teaching in Algeria has been following a communicative, learner centered approach and students receive seven years of pre-university formal English teaching (four years in middle school and three years in high school), many of them experience hardship when facing degree study requirements such as researching relevant information or managing personal time to face multiple priorities and complete a complex task within a short time

A reason may be that relevant skills have neither learned nor required. They seem to over rely on the teacher to provide them with what and how they should study. Such lack of awareness and low academic readiness seem to little prepare these students for autonomy.

### **2. The Research Rationale**

To a majority of students, the first year at university is challenging, the difficulty is in the degree of responsibility learners handle and in the amount of tasks they are supposed to prepare in a very limited time. As a result, many of them experience frustration of making many efforts and failed to obtain good results.

Observation of such mismatch between learners' major efforts against weak results raised the researcher's curiosity to diagnose the situation and increased interest in students' awareness of strategy use rarely exposed in the Algerian context.

First year degree students may overcome study challenges and manage strategically their learning. By initiating the learning experience through the adequate use of strategies, they will know about what and how to learn and take critical steps towards academic achievements

On the basis of these remarks, the present study asks the following research questions:

### **3. Research Questions**

Education has witnessed a considerable amount of effort being spent on theorizing, defining and developing models to illuminate the concept of LLS and autonomy. This study "*EFL Students' Awareness of Strategy Use in Promoting Learner Autonomy*" aims to find answers to the following research question:

What is the place of strategy use and learner autonomy in the study process of first year EFL students in English Department at Blida 2 University?

The question above represents the main issue of the research. In order to answer the main research question, two sub questions are designed:

Sub-Question1: Are first year EFL students aware of their learning problems and the necessity to solve them?

Sub-Question2: Are first year EFL students aware of strategy use to promote their autonomy?

### **4. Purpose of the study**

The present research's aim is double fold: First, to explore the extent to which new arrived students are aware of strategy use and make use of it.

Second, to encourage them to perceive their own efforts as essential in facilitating their learning and helping them to be autonomous learners.

### **5. Structure of the study**

This dissertation includes four chapters. The first chapter is devoted to the review of literature, while the last three chapters recount for the empirical part of the study.

Chapter one provides an overview of research relevant to the area of Language learning strategies and their considerable contributions to learner autonomy, a major issue that sets the groundwork for the study. It comprises three sections.

Section one starts with drawing the difference between the concepts of English as a Second language and English as a Foreign language and contextualizes the place of language learning strategies within this process. It sets out the theoretical framework for Language Learning Strategies research by looking at their definitions, characteristics, classifications and their importance in promoting Learner Autonomy.

Section two is devoted to Metacognitive Awareness, one of the concepts of this study of which relevant aspects of literature are described.

Section three examines a number of selected definitions of Autonomy and its reasons. Descriptions of autonomous learners as well as processes of promoting Learner Autonomy are included. In addition, some related studies have been put to show any similarity or difference that may exist with this study.

The bulk of the second chapter is devoted to an account of this research and to methodological issues related to its design and procedure. It presents arguments for supporting the methodological choices and provides a view of the research design including the research questions, the context and participants, data collection and analysis procedures.

Chapter three includes the data collection and analysis procedures. In Chapter four, we shall discuss the results of the data analysis, interpret them. Then, based on the findings of the case study a number of suggestions are included.

## **Chapter one: Review of Literature**

### **Introduction**

In recent years and as a consequence of the increasing changes observed in the process of Language education, the learners' role in setting goals, determining progress and assessment in learning have been emphasized. This gradual shift attempts to place the learners in the active zone of learning with increasing autonomy. The reason for this transition stemmed from the drawbacks of traditional teaching techniques which did not consider the learners' needs, strategies and styles,

What seems a better alternative to traditional practices is to promote learners' roles and make them use practical strategies that cultivate the ability to use them on their own, find solutions to their learning problems , manage and monitor their learning process, set objectives and carry out self-evaluation to consolidate their strengths and remediate their deficiency. Thanks to these strategies, learners will be able to reflect on their own learning and take critical steps towards autonomous learning.

Chapter one revolves around the literature believed to be relevant to the present research. It comprises three sections:

The First section highlights the difference that might exist between English as a Second Language (ESL) and English as a Foreign Language (EFL). Then an investigation into Language Learning Strategies is made with regard to definitions, characteristics and several models of classifications. It also discusses their relative importance with regard to foreign language acquisition, and provides empirical evidence for the significant roles LLS play in easing language learning and promoting learner autonomy.

Furthermore the concept of Strategy Awareness mainly metacognitive awareness, its related aspects and how it affects autonomy will be highlighted in the second section.

The third section reviews study on learner autonomy in education, presents different views, discusses the findings and assumptions underlying learner autonomy. It ends up with some previous studies that may have a relation with this study.

## **I .Section one: Language Learning Strategies LLS**

Language Learning Strategies in the literature appear as essential elements in the successful learning of foreign languages. In fact, the use of LLS which concern the processing, storage and retrieval of information (Brown, 2007) has been defined, studied, explained and discussed by researchers for the past thirty years (Brown, 2007; Chamot, 2005; O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1975). Undoubtedly, great importance is placed on them in the literature as essential elements in the successful acquisition of foreign languages. However, before delving into learning strategies, their definitions and their coverage in the literature to date, it is found necessary to distinguish between two concepts which are: English as a Second Language (ESL) and English as a Foreign Language (EFL) that are commonly misunderstood and misused.

### **I.1.1 English as a Second Language vs. English as a Foreign Language**

ESL is taught and acquired in an environment where English is the primary language of daily communication for most learners, they are immersed in not only the language, but also the culture (Ellis, 2002). Some degree of competence or proficiency in the language is needed for survival (example: Learning English in Australia). A second language has social and communicative contexts in which learners can learn the language within the community in which it is spoken. By contrast, a foreign language doesn't have the same degree of social and communicative contexts (Oxford, 1990a). Therefore, learning environments impose differences in the use of strategies, in a way that ESL learners can use more easily a huge range of LLS and develop high frequency of them than EFL learners do, and this can possibly be due to the fact that second Language learning environments urge greater language proficiency and offer greater environmental supports (Green& Oxford, 1995).

However, EFL, the concept relevant to this study, refers to a language learned in a setting where it is not the usual medium of interaction for the majority of the population; proficiency is not needed for survival purposes, and can be taught by both non native speakers and native speakers alike. EFL situations place limitations on the learners' abilities to use and practice their new language outside the classroom.

It is essential now to take a detailed look at language learning strategies in an effort to clarify, describe and define what they are, highlight their relative importance with regard to foreign language acquisition and stress their usefulness in promoting learners autonomy.

### **I.1.2 Language Learning Strategies (LLS)**

LLS have been one of the most researched topics in the field of second and foreign language education for more than three decades. According to Chamot (2004), the concept of LLS was introduced in the L2 field in the mid 1970's for the first time by a researcher Rubin (1975) in her article "What the 'Good Language Learner' Can Teach Us" (Rubin, 1975). She writes

Rather than letting him just admire the good student and feel inferior, we need to isolate what the good learner does-what his strategies are-and impart his knowledge to less successful learners. (p. 42).

Numerous studies have greatly contributed and enriched the understanding of the important roles LLS play in the learning and acquisition of a second or foreign language.

### **I.1.3 Language Learning Strategies Defined**

Before attempting to define LLS, it is important to emphasize what strategy is? The word strategy comes from the ancient Greek word *strategia* which means steps or actions taken for the purpose of winning a war "The war like meaning of *strategia* has fortunately fallen away, but the control and goal directness remain in the modern version of the word" (Oxford ,2003:8)

When the term was introduced to the field of education, it took a new meaning (Oxford 1990, 2001).This new meaning was first approached by Rubin (1975) as "Techniques or devices which a learner may research" (Ibid: 43) and could be understood as the means to support learning .It can be deduced then, that a strategy is a vehicle that facilitates, assists and directs the process of learning.

Since 1975 a variety of definitions of LLS have been posted by key figures in the field. They attribute a number of associated terms used to define LLS such as means, steps, approach, routines and plans. However, there have been valuable debates about

the issues of definition and classification. These academic debates are very beneficial since they build the theoretical advance of LLS. There has been no consensus reached in terms of definition, for this reason, Oxford and Crookall (1989) stated that “No matter what they are called, strategies can make learning more efficient and effective” (p.403). Various definitions have been provided for language learning strategies. These are borrowed from Bialystok (1978), Stern (1983), Tarone (1983), Seliger (1984), Weinstein & Mayer (1986), Chamot (1987), Rubin (1987), Wenden & Rubin (1987), Oxford (1989), Oxford (1992/93), Oxford (1990/1992/1993), O’Malley & Chamot (1990), Carrell, et al. (1989), Stern (1992), Green & Oxford (1995), Weaver & Cohen (1994), Cohen (2002) and Brown (2007). The definitions are displayed according to a chronological order in the following table:

**Table 1: Language Learning Strategies Defined (Done by the researcher)**

Researcher(s)	Definition	Function
Bialystok (1978)	“optimal means	for exploring available information to improve competence in a second language” (p. 71).
Stern (1983)	“strategy is ... or overall characteristics of the approach employed by the language learner	for general tendencies forms of observable learning behaviour” (Ellis, 1994: .531).
Tarone (1983)	“an attempt	to develop linguistic and sociolinguistic competence in the target language to incorporate these into one’s interlanguage competence” (p. 67).
Seliger (1984)	Strategies – “basic abstract categories of processing	by which information perceived in the outside world is organized and categorized into cognitive structures as part of a

Weinstein&Mayer (1986)	“behaviours and thoughts	conceptual network” (p. 4). that a learner engages in during learning” which are “intended to influence the learner’s encoding process” (p. 315).
Chamot (1987)	“techniques, approaches, or deliberate actions that students take	in order to facilitate the learning and recall of both linguistic and content area of information” (p.17).
Rubin (1987)	“strategies which	contribute to the development of the language system which the learner constructs and affects learning directly” (p.22).
Wenden&Rubin(1987)	“... any sets of operations, steps, plans, routines used by the learner Steps taken by the learner	to facilitate the obtaining, storage,retrieval, and use of information” (p. 19) to aid the acquisition,storage and retrieval of information
Oxford(1989)	“behaviours or actions which learners use	to make language learning more successful, self-directed and enjoyable” (p. 235).
Oxford (1990)	“specific actions, behaviors, steps, or techniques that	to improve their progress in developing L2 skills.These
Oxford (1993)	students (often intentionally) use	strategies can facilitate the internalization, storage, retrieval, or use of the new language.for the selfdirected involvement necessary for developing communicative ability”(p.18)

<p>O'Malley &amp; Chamot (1990)</p>	<p>“the special thoughts or behaviours “the kinds of cognitive, metacognitive, social, and affective strategies” (p. 3). broadly conceived intentional directions and learning</p>	<p>that individuals use to help them comprehend, learn, or retain new information” (p1) that learners employ</p>
<p>Carrell, et al. (1989)</p>	<p>techniques” (p. 261).</p>	<p>taken to enhance one’s own learning, through the storage, retention, and use of new information about the target language of improving their knowledge and understanding of a target language.” (p. vi).</p>
<p>Stern (1992)</p>	<p>“specific actions or techniques</p>	<p>having the explicit goal of improving the learner’s knowledge and understanding of the second language (i.e. language learning strategies), as well as strategies for using the language that has been learned or for getting around gaps in language proficiency (i.e., language use strategies)” (p. 51)</p>
<p>Green &amp; Oxford (1995)</p>	<p>“specific behaviours, steps and actions</p>	<p>used to learn a second language</p>

Weaver & Cohen (1994)	They are conscious thoughts and behaviours	used by the learners with explicit goals of improving their knowledge and understanding of a target language. (p.280).
Cohen (2003)	“learners’ conscious and semi-conscious thoughts and behaviors,	
Brown, 2007	“...the moment –by- moment techniques”	That we employ to solve “problems” posed by second language input and output.”, (p. 132)

One of the challenges of LLS has been to reach a consensus of what really they are, what are their functions and in which ways they are used by learners. The overlapping terms used to describe LLS in the definitions listed above are “means” “techniques”, “behaviors”, “thoughts”, “steps”, “operations”, “plans”, “actions”, “moment-by-moment , techniques”. (Macaro 2001: 19) acknowledges the separateness of these terms which have “all been used at separate times to discuss learner strategies” and continues to clarify and explain the reason behind the different definitions with regard to strategies is because “these definitions are linked to the researcher’s or author’s main sphere of interest”. These terms have been used synonymously with strategies as stated by Macaro which he called “semantic-equivalent dilemma”, he added that “strategy definition in the literature is arrived at through the use of equally undefined terms“(Macaro, 2006: 324–325). By studying these definitions it might be possible to bring to light some of the problem areas, thereby, arrive at a working definition that is related to the purpose of this study.

Ellis (1994) outlines five major issues that are related to the theoretical framework of learning strategies: (1) whether learning strategies are observable or mental, or both;

(2) whether they are general approaches to learning or concrete techniques directed at particular language tasks; (3) whether they are conscious or subconscious activities, or both, (4) whether they have direct or indirect effects on the learner's L2/interlanguage development; and (5) what motivates strategy use.

Among the definitions presented above, some describe learning strategies as being both behavioral and mental, whereas Oxford (1990: 8) regards strategies as “behaviors or actions”, which would be observable, and Chamot and O'Malley conclude that they are either thoughts or activities (Chamot & O'Malley, 1994: 60). The psychological aspect of LLS is, however, necessary to be determined in order to judge strategy use thoroughly and understand what learners are doing in their learning process. Phakiti (2003) notices that there may be two sides of the learner's strategy operation. The first is the “trait strategy use” involving the knowledge of general strategy use, and the second the “state strategy use” as regards the actual strategy use in a given assignment and situation. In other words, what the learner thinks and knows about his/her general strategy use and what s/he actually performs in the real-life context. If it is contended that strategies are confined to a learners' brain alone then learners will respond to a given assigned task before taking into account various solutions of how best to tackle and solve it. If it is maintained that strategies are used to achieve a certain goal then metacognition will be an essential part of setting a goal. However, once a given task's challenge makes surface and level of difficulty increases, other factors come into play. In classroom interaction, for example, cognitive strategies alone will not work. The metacognitive : planning, problem solving, monitoring and evaluation strategies, as well as affective and social ones help learners to interact easily with peers and/or teacher to accomplish a given task successfully.

In the second issue of the general or specific approaches, Stern (1983) draws a difference between strategies and techniques, explaining that the term *strategy* has been used by all researchers in a different way. According to him,

Strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner,” e.g. an active activity approach, while technique refers to “particular forms of observable learning behavior, more or less consciously employed by the learner” (p.405)

For example, inferring words meanings from contexts. Seliger (1984) defines strategy as the basic abstract processing for organizing and categorizing information into cognitive structures as part of a conceptual network. In contrast, *tactics* are conceptualized as variable learning activities in response to input and output in a learning situation. In the same line of thought, Oxford (1990) contends that *tactics* are concrete tools to achieve the success of strategies. For instance, techniques and tactics are different from strategies in terms of the shorter time-frame used, they are smaller as clearly highlighted by Oxford “They are smaller and lower hierarchically than strategies, used to achieve smaller goals or milestones within a larger strategy” (Oxford, 2008 : 51).

A third concern is about the difference between conscious strategies and subconscious strategies – the former as proposed by Chamot (1987:71) being “deliberate actions” which makes them intentional. The author demonstrates that learning strategies, as learners’ “conscious efforts”, effectively affect learning English. In addition, Cohen (1998) stresses that the factor of consciousness is what distinguishes strategies from other non-strategic processes. Concerning the consciousness issue of learning strategies, Chamot (2005) provides a comment:

Strategies are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. Once a learning strategy becomes familiar through repeated use, it may be used with some automaticity, but most learners will, if required, be able to call the strategy to conscious awareness. (p.112).

Acceptance of this issue can be seen in the other work by the researchers cited in Table 3 (Cohen, 1998, 2003; Oxford, 2003a, 2003b; Wenden, 1998, 2002). In the view of Macaro (2006), an action taken on with a goal and located in classroom practices should be conscious in nature. Learners’ goal-orientation implies making conscious choices about how to solve a problem or a task (Cohen & Oxford, 1992, pp. 12–13; Oxford & Schramm, 2008, pp. 50–51; Wenden, 1987, pp. 7–8). This conscious use of strategies involves that learners can select appropriate strategies according to the task.

Particularly in relation with learner autonomy Oxford argues that in order to take more control of your learning you need to make conscious strategy choices (Oxford, 1990 :12). Therefore, learners firstly would need to be aware of their strategy repertoire and secondly develop it. Furthermore, they need to possess and develop (task-specific) strategy knowledge i.e. strategies that are adequate to meet the demands of specific tasks and reflect on them.

A fourth issue sheds light on the effects of learning strategies on L2 development. O'Malley and Chamot (1993) summarize five major effects with regard to learner participation to language learning and teaching: The insights provided by learners into their language learning processes make (1) teachers more encouraging and students more regulated, (2) both teachers and students gain a greater awareness of strategy use and a broader repertoire of strategies they can expand, (3) teachers play an active role in assisting students in using strategies more effectively, (4) students control their own learning towards more autonomous learning, (5) teachers take a major step towards facilitating their students' learning. All these remarks, including Ellis (ibid), propose that the effects of learning strategies on L2 learning and use are:

- direct in the sense that learning strategies support students to be responsible of their own language learning and personal improvement,
- and indirect in the sense that they ease teaching by providing instructors with possible, valuable and considerable alternatives such as strategy training and awareness-raising programs and strategy-embedded curriculum.

As with the fifth issue in relation to what motivates strategy use, all definitions in Table3 appear to show various opinions about what encourages and motivates the use of learning strategies. O'Malley and Chamot (1990) tend to stress the role of learning task and for many years the relation between strategy and task has been seen in their different definitions of learning strategies. "Learning strategies are procedures that facilitate a learning task" (Chamot 2005: 112). At the same time, O'Malley and Chamot (1990) and Oxford (1990a) appear to view learning strategies as a facilitator factor of learning. This can be viewed in Weinstein and Mayer's (1986) – the aim of learning strategies is to "affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge"

(p.315). Some definitions in Table3, along with these researchers' studies on learning strategies, stress features of their cognitive view on LLS, with strategies being regarded as "the learner's encoding process" (Weinstein & Mayer, 1986: 315), to "aid the acquisition, storage, retrieval, and use of information" (Oxford, 1990a: 8) "through cognitive, associative, and autonomous stages of learning" (O'Malley & Chamot,1990:52).

Despite the lack of agreement on definitions, it can be said that the combination of all the features identified in table 3 can make a definition of LLS, they could be defined as: LLS are used by learners on purpose as more or less conscious and needed behaviors

#### **I.1.4. Rationale of Language Learning Strategies**

LLS are necessary components of a curriculum, they are considered as channels between competence (what learners have to learn to do) and process (what they have to go through to attain that result). In addition to this, they assist language teachers in providing aids to their students to reach the objective of enhancing their mastery of language learning. When teachers are aware of their students' learning strategies, they can understand how they fulfil a given assignment and know the different learning problems that render their learning process difficult, then they adapt their teaching to the students' multidimensional needs by instructing strategies that help them to resolve their learning difficulties and learn efficiently.

Considering that individuals use strategies for different objectives, how can we distinguish language learning strategies from other kinds of strategies?

Scholars have identified many characteristics of LLS as it is shown in (section 1.1.3) and other features will be highlighted in the following subsection

#### **I.1.5 Characteristics of Language Learning Strategies**

The missing consensus with regard to a definite definition of learning strategies does not appear to be the same with regard to their effectiveness in the learning process. Oxford and Crookall (1989), for example, state that:

Strategies are referred to as learning techniques, behaviors, or actions; or learning-to-learn, problem-solving, or study skills. No matter what they are called, strategies can make learning more efficient and effective". (p. 404).

Despite the fact that scholars label differently LLS, they agree on a number of fundamental features and benefits associated with them

These scholars stress the positive contributions of LLS to learners' input and how better they can assist them in developing skills to ease, direct and manage their learning process. They are, for example, said to be used by learners to assist, support, facilitate, improve, help, contribute, enhance, regulate, motivate, optimize, transform or develop many aspects of language learning (Cohen & Oxford, 1992, p. 1; Griffiths, 2003a, pp. 33–34; Lee & Oxford, 2008, p. 8; Oxford, 1990, p. 9; O'Malley & Chamot, 1990, p. 42-43; Wenden, 1987, pp. 7–8).

Learners' use of LLS is flexible and not predictable and their use depends on their choices and a variety of factors. Gao (2010) subdivided the influencing variables into three groups:

- Learners' innate characteristics: Age, gender, personality and learning style
- Learners' acquired characteristics: Motivation, belief, attitude and language proficiency
- Learners' social background characteristics :Study programs, career choice, institution and ethnicity (ibid, p.15)

Some strategies can be observable like taking notes, but some are unobservable because they are mental activities or because they are used outside class in informal situations. They do not only involve cognitive aspects but also metacognitive and social ones.

Griffiths and Parr (2001) have referred to the teachability of LLS and posit that:

This teachability of LLS theory means that contemporary educators and researchers are increasingly keen to harness the potential which LLS would seem to have for enhancing an individual ability to learn language. (p.10)

Teachers facilitate the students' self-improvement by supplying a motivating environment that helps the students to be more independent owners of their own learning process

It can be deduced that when learners ponder over their LLS, they can better help themselves to learn, they become more prepared and readier to decide about the

fundamental steps that should be followed to improve their learning and build their autonomy.

### **1.1.6 Language Learning Strategies Taxonomy**

The publications of three books at the beginning of 1990's by O'malley and Chamot (1990), Oxford (1990), Wenden (1991) show the development obtained in the field of LLS during 20 years. Some researchers not only identify and clarify LLS meaning but also go further to classify them. Many and different suggestions on how strategies can be enumerated and classified have been made (O'Malley, et al., 1985; Wenden & Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990). Each classification, considered in the following, is based on an individual theory about learning strategies and how they affect learning.

#### **a. Rubin's Taxonomy**

Rubin (1987), the pioneer in the field of LLS, made the earliest classification in which she categorized strategies in "direct and indirect strategies".

According to Rubin (ibid), there are three types of strategies used by learners that contribute directly or indirectly to language learning. The first category, *Learning Strategies*, consists of two main types: a) Cognitive Learning Strategies (CLS) and b) Metacognitive Learning Strategies (MLS). The second group comprises Communication Strategies, and the last one includes Social Strategies.

Cognitive Learning Strategies (CLS) refer to the steps or processes used in learning or problem-solving tasks that require direct analysis, transformation, or synthesis of learning materials. Rubin (ibid) identified six main CLS directly contributing to language learning: Clarification/Verification, Guessing/Inductive Inferencing, Deductive Reasoning, Practice, Memorization, and Monitoring.

Metacognitive Learning Strategies (MLS) are used to supervise, control or self-direct language learning. They involve a variety of processes as planning, setting goals, and self-management.

The second category consists of Communication Strategies, which are less directly related to language learning because they focus on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended.

These strategies are used by speakers when they are confronted with misunderstanding by a co-speaker.

Social Strategies comprise the last category, which are manipulated when the learners are engaged in tasks that afford them opportunities to be exposed to and practice their knowledge. Even though these strategies provide exposure to the target language, they contribute indirectly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden, 1987, pp. 23-27).

#### **b. O'Malley's Classification of Language Learning Strategies**

O'Malley *et al* (1985: 582-584) developed a taxonomy including a classification of twenty-six strategies divided into three main categories: a) Metacognitive (advanced organizers, directed attention, selective attention, self management, advanced preparation, self-monitoring, develop production, self-evaluation, self-reinforcement),

b) Cognitive (repetition, resourcing, direct physical response, translation, grouping, note taking, deduction, recombination, imagery, for auditory representation, key word, contextualization, elaboration, transfer, inference, question for clarification)

c) Social mediation (collaboration)

It can be mentioned that *Metacognitive Strategy* is a term which refers to the executive skills, strategies which require planning for learning, thinking about the learning processes that is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Strategies such as self-monitoring, self-evaluation, advance organizers, self-management, and selective attention can be placed among the main metacognitive strategies.

When compared to Metacognitive Strategies, it can be understood that Cognitive Strategies are not only more limited to specific learning tasks but they also involve more direct manipulation of the learning material itself. Among the most important cognitive strategies are repetition, elaboration, contextualization, auditory representation, transfer, etc.

Regarding the Socioaffective Strategies, it can be stated that they involve interaction with another person. They are generally considered to be applicable to various tasks. Questioning for clarification, cooperation with others to solve a problem, rephrasing, and self-talk are some examples of socioaffective strategies.

**c. Oxford’s 1990 Classification of Language Learning Strategies**

In this study, Oxford’s (1990) classification is adopted because her classification is theoretically more consistent (Hsiao & Oxford, 2002) than other classifications, and is more sophisticated on the conceptual level (Oxford & Cohen, 1992). Oxford (1990) points out that her strategies system is

more comprehensive and detailed, it is more systematic in linking individual strategies, as well as strategy groups, with each of the four language skills (speaking,listening,reading and writing),and it uses less technical terminology.(p.14)

Oxford (1990) taxonomy consists of two main categories: 1) direct strategies, 2) and indirect strategies and six sub-categories.

- On the one hand, “direct strategies require mental processing of the language” and, thereby, “directly involve the target language” (Oxford, 1990: 37).

<b>DIRECT STRATEGIES</b>		
<b>MEMORY STRATEGIES</b>	<b>COGNITIVE STRATEGIES</b>	<b>COMPENSATION STRATEGIES.</b>
-Creating mental linkages.	-Practicing.	-Guessing intelligently
-Applying images and sounds.	-Receiving and sending messages strategies.	-Overcoming limitations in speaking and writing
-Reviewing well.	-Analyzing and reasoning.	
-Employing action.	-Creating structure for input and output.	

**Table2: Oxford’s Classification to LLS– Direct Strategies-**

In Oxford’s taxonomy, direct strategies provide learners with help necessary to manipulate the language material in direct ways, they are concerned with the mental strategies used by learners to make their learning meaningful. This set of strategies refer to those ones through which the learners absorb, store and retrieve information, they are used to learn the foreign language. Memory strategies are used to store and

retrieve information when necessary, and compensation strategies assist learners to overcome knowledge gaps and to fill in it in communication, like making intelligent guesses, asking for clarification and asking for repetition. The cognitive strategies are “strategies used for forming and revising internal mental models and receiving and producing messages in the target language” (Oxford, 1990:71). This kind of strategy permits learners to understand and learn the information from the target language by “repeating”, “analyzing”, “deducing”, “interpreting”, “summarizing”. (Oxford, 1990b).

## 2. Indirect Strategies for General Management of Learning

Indirect strategies are seen as strategies which “provide indirect support for language learning through focusing, planning, seeking opportunities, controlling anxiety, increase cooperation and empathy and other means” (Oxford, 1990:151). These strategies support learners’ ability to manage and put in practice the knowledge they have acquired through direct strategies. They include metacognitive, affective and social strategies as shown in the table5:

<b>INDIRECT STRATEGIES</b>		
<b>METACOGNITIVE STRATEGIES.</b>	<b>AFFECTIVE STRATEGIES.</b>	<b>SOCIAL STRATEGIES.</b>
-Centering your learning	-Lowering or reducing your anxiety.	-Asking questions
-Arranging and planning your learning	-Encouraging yourself.	-Cooperating with others
-Evaluating your learning	-Taking your emotional temperature.	-Empathizing with others

**Table3: Oxford’s Classification to LLS –Indirect Strategies-**

### a. Metacognitive Strategies

All Learning Strategies can greatly assist and help learners in their learning, it was researched that LLS are more effective when not used in isolation (Anderson, 2005. Gass & Selinker, 2008). They should be connected and used in a chain orchestrated by metacognition. A great interest has been increased in the recent LLS research to metacognition and metacognitive strategies.

Metacognitive strategies are used by learners to plan, organize and assess their learning process. This enables them to control their learning. While planning and organizing help learners to direct and regulate their learning, continuous evaluation is crucial for students’ necessity to be aware of their learning progress.

Oxford's (1990) view of metacognitive strategies includes three strategies sets:

1. Centering learning
2. Arranging and planning learning
3. Evaluating learning.

These sets are subdivided into eleven strategies which are presented in table6:

<b>METACOGNITIVE STRATEGIES</b>	Centering your learning	-Over viewing and linking with prior knowledge.
		-Paying attention.
		-Developing speech production to focus on listening.
	Arranging and planning your learning	-Finding out about learning.
		-Organizing.
		-Setting goals and objectives.
		-Identifying the purpose of a language task.
		-Planning for a language task.
	Evaluating your learning	-Seeking practice opportunities.
		-Self-monitoring.
		-Self-evaluating.

**Table 4 : Metacognitive Strategies.**

According to Oxford (1993), these strategies do not only promote academic learning and motivation but also provide personal insights into one's own thinking , improve the communicative competence , and impact significantly the development of learner's autonomy.

There is also evidence that metacognitive strategies play a more significant role than other learning strategies in this process because once a learner understands how to regulate his/her own learning through the use of strategies, language acquisition should proceed at a faster rate (Anderson, 2003) .

**b. Affective strategies:**

Through affective strategies, language learners can regulate their attitudes, motivation, feelings and emotions. Affective Strategies include ten (10) strategies divided into three (3) sets. The following table shows their classification :

<b>AFFECTIVE STRATEGIES</b>	Lowering anxiety	-Using progressive relaxation
		-Using music
		-Using laughter
	Encouraging yourself	-Making positive statements
		-Taking risks wisely
		Rewarding yourself
	Taking your emotional temperature	-Listening to your body
		-Using a check list
		-Writing a language learning diary.
		-Discussing your feelings.

**Table5: Affective Strategies**

One of the essential affective aspects is self-esteem. It is a self-judgment of value, based on efficacy; low self-esteem can be detected while learners negatively self-talk, for example a learner can put himself in a disturbing situation confronting his/her class, he/she can talk about himself /herself in a negative way, and in order to counter such feeling he/she can use the three affective strategies related to self-encouragement category which are powerful means to improve self esteem. Rebecca Oxford (1990) specifically focuses on the effect of self-esteem on successful language learning, claiming that the sense of efficacy that underlies self-esteem is reflected in attitudes (mental dispositions, beliefs, or opinions), which influence the learner’s motivation to keep trying to learn (p. 141). Thus, self-encouragement strategies play an important role in improving attitudes and motivations, values and emotions by lowering anxiety, encouraging oneself, and taking one’s emotional temperature. (ten strategies are presented in this set).

**c. Social Strategies**

Language occurs in a social framework that involves social strategies to make learning language more interesting and attractive. According to Little and Dam (1998) people are social creatures who depend on one another and learn from each other. The social strategies set includes three categories in which are six sub-categories that are shown in the following table

<b>SOCIAL STRATEGIES</b>	Asking question	-asking for clarification or verification.
		-asking for correction.
	Cooperating with others	-Cooperating with peers.
		-cooperating with proficient users of the new language.
	Empathizing with others	-Developing cultural understanding.
-becoming aware of others' thoughts and feeling		

**Table 06: Social Strategies**

### Summary

In this section we have tried to shed light on the literature related to LLS, their different uses in ESL and mostly in EFL contexts, reasons behind using them, their various and debatable definitions that can be beneficial in ongoing research and better understanding of them, their effectiveness in assisting learners to manage their learning as well as the several agreed classifications established by many scholars. Much focus has been on metacognitive strategies since they are the most comprehensive learning strategies that suit this study because these learners are foreign language learners and are in a transitional stage(from high school level to university stage) where they are supposed to rely heavily on their ability to control how well they are learning .Oxford (1990) views metacognitive strategies as actions which enable learners to coordinate their own learning process and she adds that foreign language learners are often exposed to a lot of new vocabulary, confusing grammar rules and different writing system; therefore they need to get accustomed to using metacognitive strategies in order to keep exerting control over their learning.

Now that we have been acquainted with LLS, we find it appropriate and essential to get insights into metacognitive awareness which is a crucial factor in promoting learner autonomy because it allows learners to excise reflexion up on the process of learning in a way it will help them to ensure how well their acquisition is and paves the way to reinvest what they have learnt in other more challenged and difficult learning situations.

## **I .Section Two: Metacognitive Awareness**

In this Section, we will discuss the literature regarding metacognitive awareness-raising in EFL context and how it can affect learning autonomy. But before clarifying this important point, it is worthy to understand the general concept of Strategy Awareness before delving into more specific one which is metacognitive awareness and its related aspects.

### **I. 2.1 Strategy Awareness**

Most scholars have agreed that awareness assists students in learning a language and using strategies (Chamot, 1998; Oxford 1992), at least in the earlier stages of learning. According to Cohen (1995), when students are no longer aware of their behaviours to learn a language, these behaviours are, by definition, no longer strategies but are instead processes, thus, he stressed, through definitions, the importance of strategy awareness (a key element of consciousness). Chamot (1998) contends that learning strategies are teachable, in a sense that students' strategies' awareness can be raised through strategies instruction. She also states that awareness of one's own strategies is closely related to metacognition, moreover, he emphasized that more successful learners have better and more metacognitive awareness. Many researchers believe that learner awareness is a necessary feature of strategy use (e.g., Cohen, 1995).

### **I.2.2 Metacognitive Awareness Defined**

Flavell (1976:231-236) first used the word 'metacognition' which he described as the process of thinking about thinking and refers to one's knowledge concerning one's own cognitive processes. Anderson (2003) states that the real key to learning is metacognition which is labeled as thinking about thinking connected with the awareness of "what I know" and "what I don't know". (Adkins 1997: 2) combines words to form mental pictures of metacognition, meaningful words summarize what a learner should do using metacognitive strategies "Thinking about knowing...Learning about thinking...Control of learning... Knowing about knowing... Thinking about thinking..."

Metacognition occurs in situations when learners become aware of the fact that their ability to understand something has not given the desired result, in this situation

learners realize that their knowledge to complete a task is limited and in order to perform better, they have to consider the weight of alternative strategies.

To be aware of one's learning is to know about the factors that can render the learning process easy or difficult, to know about the nature, usefulness, needs and purposes required to accomplish a given task ,also to have a strategic knowledge about what,how,when,and where to use LLS. Wenden (1998) posits:

Metacognitive Awareness is the knowledge about learning that learners of different ages and different learning proficiency hold, and which influences how they face the language learning process and the expectations they have about the results of their efforts (p.515).

Such awareness will greatly affect learners' proficiency, motivation, beliefs, learning experience and their expectations.

### **I.2.3 Main Categories of Metacognitive Awareness**

Metacognition includes two main components: metacognitive knowledge and metacognitive regulation (Flavell 1976).

**a. Metacognitive Knowledge or (metacognitive Awareness)** relates to what individuals know about themselves.

Flavell suggested that metacognitive awareness can be analysed from the perspective of the learner, the learning task, or the learning process (Flavell, 1979).

The learner perspective is connected to the knowledge and awareness that learners gain from their experiences about elements that can either ease or impair learning, added to this their beliefs about how efficient learners are and about their ability and attitudes to achieve specific learning objectives (Falvell, 1979 and Printrinch, 2002, knowledge of the self).

Awareness of the task is related to knowledge about the purpose of the task and how much is useful in language learning, awareness about the nature of the task, the kind of information and skills needed to accomplish it as well as the objectives once completed.

Awareness of the learning process refers to strategic knowledge and awareness about what strategies are, their specific use, the way (how) and the occasion (when) to use them (Flavel, 1979; Wenden, 1998; Pintrich, 2002).

**b. Metacognitive regulation** points to all the actions the learners perform to manage their learning which involves skills in planning, monitoring, and assessing their own progress in learning. (Shraw, 1998:115)

These kinds of awareness are crucial when the goal is promoting first year EFL students' autonomy. They will have insights to help them to acquire easily and fastly the foreign language and to manage their future learning process in and out of classroom

Based on the ideas presented above, improving metacognitive awareness in language learners seems to be valuable and indispensable. Thus, the following point will highlight the relation between metacognitive awareness and language learning to acknowledge the possible advantages that can be useful and helpful to language learning process.

#### **I.2.4 Metacognitive Awareness Raising in the Language Classroom**

Various studies have identified that successful language learners tend to keep on a big repertoire of cognitive and metacognitive language learning strategies (Oxford & Crookall, 1989: 407). This implies that the success in language learning is related to the degree to which learners are aware of the kind of strategies used in their learning process.

Every learner possesses some degree of metacognitive knowledge, and showing fully metacognitive awareness is not always obvious and since the expert and exact use of metacognitive strategies is almost rare among students, more research on metacognitive awareness is essential to identify how students can be taught to raise their metacognitive awareness and activate their repertoire of metacognitive strategies to improve their learning.

Improving metacognitive knowledge and skills demands careful steps, most studies propose that learners should be supplied with some form of training that can help them to be skillful in raising their awareness to manage and self assess their process of learning. This suggests that it is better for the language teacher to improve

metacognitive awareness in the language classroom, and this can be possible (Griffiths and Parr (2001)

It is advisable that the teacher starts by diagnosing possible existing metacognitive awareness (Wenden 1998:530-531). Doing so, the teacher will be able to get insights into weaknesses and strengths of his/her students and barriers that prevent them to learn. It is believed that we can be informed about the strategies learners may use by providing them with a questionnaire in which they have to answer various types of questions about how they approach their learning. The second step is to verbalize the strategies they use in their process of learning. For example, before learners can answer inference questions to a reading selection, they need first to figure out the main idea of the text. Also students might set a goal for themselves of being able to write a cause-effect paragraph at the end of a lesson. They may then make such plans as generating and organizing ideas, preparing an outline, and deciding on the techniques to make a paragraph cohesive and coherent. To reflect and talk about these strategies appears to be difficult because students are not used to reflect on how to tackle tasks and sometimes they do but they face difficulties in expressing their ideas. In order to prompt high degree of reflection, teachers may use their own or students' alternatives to confront them with other learners' views and thoughts and this is the third step in raising their awareness about the good effect of LLS in general and MLS in particular. According to (Oxford1996b), learners in such situations have shared their reflections on what has worked for them for the purpose of building a repertoire of strategies that could help their learning

Including such reflections in improving metacognitive awareness have been identified by many scholars. (Schraw, 1998; Wenden, 1998; Ellis, 2000)

Schraw (1998: 118) suggests four (04) ways to improve metacognitive awareness in the classroom, and presents practical guidelines to conduct the process:

The first way is about *promoting general awareness of the importance of metacognition*, through frequent modeling and regular occasion for thinking

The second way includes *improving the learners' knowledge of cognition*, for example, using summary matrices to promote declarative knowledge (e.g., what the knowledge is, why the knowledge should be learned), procedural (how to use the

knowledge) and conditional knowledge (when and where to use the knowledge as well as how to evaluate its effectiveness). (Brown 1987). (See Fig.2)

Strategy	How to Use	When to Use	Why to Use
Skim	Search for headings, highlighted words, previews, summaries	Prior to reading an extended text	Provides conceptual overview, helps to focus one's attention
Slow down	Stop, read, and think about information	When information seems especially important	Enhances focus of one's attention
Activate prior knowledge	Pause and think about what you already know. Ask what you don't know	Prior to reading or an unfamiliar task	Makes new information easier to learn and remember
Mental integration	Relate main ideas. Use these to construct a theme or conclusion.	When learning complex information or a deeper understanding is needed.	Reduces memory load. Promotes deeper level of understanding.
Diagrams	Identify main ideas, connect them, list supporting details under main ideas, connect supporting details	When there is a lot of interrelated factual info	Helps identify main ideas, organize them into categories. Reduces memory load.

**Fig. 1 Schraw's (1998:118) example of a summary matrix**

The third manner involves *regulation of cognition's improvement*, for example, through the use of self-regulatory checklists that enable learners “to implement a regulatory sequence that help them control their performance” (Schraw 1998:120)

The fourth way consists of *fostering environments that promote metacognitive awareness* (ibid: 122) suggests that teachers can achieve this by helping learners focus “on increasing one's current level of performance, rewarding increased effort and persistence, and strategy use...”

Raising metacognition using this process is valuable because of its benefic potential that can greatly help learners. Schraw (opcit) stresses that this may help learners to acquire strategies, flexibility to use them and improvement in possessing metacognitive knowledge about regulating strategy use. Thus, raising awareness about the use of LLS is of more than helpful, necessary and important.

### **1.2.5 The Importance of Metacognition Awareness**

The value of metacognition awareness is that it leads to reflection, to planning how to proceed with a learning task, to monitoring one's own performance continuously and to self-questioning and evaluating the learning outcomes.

Metacognitive awareness appears to be particularly useful in many tasks related to language use (Flavell, 1979). The learners' reflection on how they go about solving learning tasks, and their identification of strategies to fulfil a task not only facilitate learning, but also contribute to making learning more lasting. Strategic learners have metacognitive awareness about how well they approach their learning, a full comprehension of task's demands, and the ability to activate and well orchestrate the strategies that best meet the tasks' demands.

In fact, several scholars stress that being aware of their learning processes helps learners to manage, plan, monitor and self question their learning (Wenden & Rubin, 1987, Schraw 1994, Oxford, 1996b, Cohen, 1998, Wenden, 1998, 2001).(O'Malley &Chamot 1990) show that metacognitive learners who take conscious steps to understand what they are doing when they learn tend to be the most successful learners. If the aim of learning is to let students learn on their own, then they need to be metacognitively aware. O'Malley &Chamot (ibid) state that:

Students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions. (p. 99)

Learners need to be aware of these basic elements because if they have the ability of thinking of what one knows (metacognitive knowledge),thinking of what one is currently doing (metacognitive skill) and thinking of what one's current cognitive or affective state is (meta-experience) they will make concise and informed decisions about their own learning.

### **I.2.6 Relationship between Strategies and Learner Autonomy**

The result of scholarly work shows that those learners who take conscious steps to understand and question what they are doing and use a greater variety of strategies tend to be the most successful learners. They state that being aware of their learning processes helps learners to plan, organize and evaluate their learning, and in so doing, they become more autonomous and self-sufficient (Wenden, 1999, 2001; Cohen, 1998; Oxford, 1996a and1996 b). For various reasons they are of great importance to language learning. Appropriate use of LLS can lead learners to higher achievement, gain a high degree of self-confidence and greater autonomy.

Grenfell (1999: 38) states: "...describing the end product is not the same as prescribing the means to get there", that is a strategy for promoting autonomy in language learning needs learners' enhanced metacognitive skills, self-awareness to increase motivation and willingness to take charge of learning. It is also suggested that LLS are the key factors in accomplishing autonomy (Wenden, 1991; Brown, 1994; Oxford, 1996) and that metacognitive strategies increase learner autonomy

Strategies, as described and defined above (specific actions or behaviors by which the individual learner attempts to improve his/her language learning) mirrors the learners' degree of autonomy and are techniques by which the learner improves still a great degree of autonomy. In the same line of thought Cohen (2003) states :

If Language Learners are more aware of how they learn best and take responsibility for their learning, they may have life-long learning rather than having the more typical learned but forgotten language experience (p:62)

Basically, towards the route to language success, EFL students move from one stage of autonomy to the other, "for most scholars, learning is seen as a spiral process where new levels of autonomy are acquired as the learners move through new phases of independence" (Little, 2003: 29). This evolution is originated by the establishment of learning strategies. Strategies necessarily occupy a central role in understanding learner autonomy. After all a strategic control of language learning is an obligatory component of learner autonomy. Being aware that spoon-feeding education scheme cannot lead to autonomy, learners cultivate the ability to be skillful in knowing how to take advantages of strategies that make them more confident, willing and "pedagogically mature". Thanks to this maturity, learners analyze every measure taken in revisiting their own experience, arm themselves to overcome their weaknesses, consolidate their strengths and obtain success in language learning.

## **Summary**

Section two provides an overview of metacognitive awareness related to its definition, aspects, contributions and importance to learners' improvement. We have seen that metacognitive awareness plays a key role in enhancing and raising learners' reflection and awareness of how they approach their learning and prepare the ground

to equip them with the suitable ability to review their improvement, progress and take the best advantages of it for better future learning. The section ends by highlighting the existing relation between strategy and autonomy and how it can be promoted through reflective use of adequate strategies.

### **I .Section three: Learner Autonomy**

Learner Autonomy is more than essential in EFL learning, through it learners can reinvest in real life situations the knowledge acquired in academic settings. Language teaching is no more seen as a capacity to instruct and teach but a capacity to make learners learn. Due to this reason, learner centered instruction places the learner at the Centre of classroom, there is a shift in the view of language learning from knowledge supply by teachers to a process in which the learners are in charge of their learning. This reshaping of teachers' and learners' roles in the process of learning has resulted in a radical shift of responsibility, authority and power that used to be dominant rules of traditional education. This section will be concerned with learner autonomy, how its meaning has developed over time and why it should be a desirable objective in education. To help achieve such positive points; we attempt to shed light on the roles of students and teachers in improving this process.

#### **I.3.1Reasons for Autonomy**

Considerable interest has been observed in autonomy in language learning, and it has been emphasized for three reasons: the philosophical, the practical and the psychological

The psychological rationale for promoting learner autonomy in language classrooms is that learners learn better when they are in charge of their own learning. Leading the student involved in the preparation of the curriculum, the content and the lesson plan is more likely to improve his/her autonomy.

The second rationale is practicality, which stems from the need to provide more appropriate language teaching situations where traditional approaches are totally absent and far to be practiced. It can be due to the fact that teachers are not always available in the classroom so that learners need to be able to learn on their own. One can notice this in Algerian universities in which most of the time one group is composed of more than 40 students, and as Crabbe (1993) has mentioned, the lack of

the necessary learning resources provided by society cannot meet the needs of all the learners. In such situations, learners need to either individually or cooperatively, get the desired knowledge and skill.

Thirdly, the philosophical rationale behind autonomy is, as Crabbe (1993) argues, the belief that the individual has the right to be free to make his or her own choices not only in learning a language but also in other areas. Additionally, Knowles (1975) confesses that independent learning will be essential to the good functioning of the society. Once they get prepared for independent learning, learners will also expand their life choices. So, in Algeria specialists have to think about the most suitable educational measures to be implemented in early stages to prepare learners to be autonomous. Such autonomy paves the way of persons' and citizens' autonomy.

On the basis of all what has been said previously, it is attempted to review some definitions of learner autonomy

### **I.3.2 Learner Autonomy Defined**

It is important that the term autonomous be explicitly defined. The word autonomous is the adjective form of autonomy, which is etymologically a legal-political term. It is from the Greek *autonomia*, derived from autonomous, where *auto* means "self" and *nomous* means "law". It is defined in the Australian Oxford Dictionary (Rubin.J 1981) as "the right of self-government; personal freedom, freedom of the will, a self-governing community".

In the field of education, the concept of learner autonomy has amassed increased and wealth of theoretical discussion on its definition and many specialists in the field studied it and brought various interpretations (Little et al., 2002; Benson, 1996; Dam, 1995; Holec, 1981). They have elaborated ways to implement it and have greatly proved its necessity in the language teaching and learning domain.

#### **a. Learner Autonomy as a Capacity**

In second and foreign language learning, the debate about autonomy originated in Holec's *Autonomy and foreign language Learning* published in 1979, in which he defines learner autonomy. For Holec to say of a learner that he is autonomous is to say that he has the capacity of taking charge of his own learning and nothing more

(Holec, 1981:3) .To take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning such as determining the objectives , defining the content and progression ,selecting the method and the techniques to be used , monitoring the procedure of acquisition and evaluating what has been acquired(Holec, ibid)

Inspite the fact that Holec's definition touches all the areas related to the transformation of roles over learning from the teacher to the learner, other researchers disagree with him and state that his definition does not consider "the nature of the cognitive capabilities underlying effective self-management of learning."(Benson, 2001:49). Similarly, Little(1991) notices this in Holec's definition and posits :

Autonomy is a capacity - for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. (p: 3- 4)

In addition to the common points with Holec, Little's definition adds a dynamic psychological aspect to learner's autonomy. He states the fact that the learner is aware about the "Why", the "What" and the "How "of his learning. Learners will develop and their autonomy will improve thanks to such awareness and permanent reflection. It can be said that, cognitively, learner autonomy is considered as the ability to take charge of one's own learning with a certain degree of awareness.

Emphasizing the psychological relation Little (ibid) continues:

Our capacity for self-instruction probably develops out of our experience of learning in interaction with others: in order to teach ourselves, we must create an internal substitute for the interaction of home or classroom. (p.5)

Little (1991) also stresses that this capacity includes metacognitive learning strategies, such as planning, monitoring, and evaluating learning activities. Metacognitive elements of autonomy are presented in the other two controls, i.e., involving both the content and process of learning. These controls refer to, in a given learning context, learner's involvement in setting goals, defining content and process of their own learning, selecting their methods and techniques, monitoring and

assessing achievement and progress (Little, 1991: 91), which can be summarized in metacognitive terms as the capacity to self-manage their learning (Wenden, 1991).

It is clear, then, that learner autonomy is a capacity that with practice will be developed but it can also be lost through inactivity.

Little (1999) summarized the definition of learner autonomy from three various angles:

1) The foundation of learner autonomy is acceptance of responsibility for one's own learning,

2) The improvement of learner autonomy is related to the practice of that responsibility continuously to comprehend what, why, how one is learning,

3) The impact of learner autonomy on extending formal learning to long life learning.

What it can be deduced from this definition is that autonomy is described and explained as a capacity displayed by learners' behaviours considering both the process and the content of learning in which learners possess and use specific and necessary skills to choose what, why and how to learn, to put in practice the plan and to evaluate the progress of learning. The learner's knowledge and skills are necessary but not sufficient to lead him/her to autonomy. As matter of fact, autonomy does not only include capacity but it also depends on learners' willingness to be involved in the learning process.

#### **b. Willingness for Learner Autonomy**

Learners' affective factors, including attitudes, willingness, and self-confidence, are also taken into account in defining learner autonomy (Trinh, 2005).

From the individual attributes listed above, one of the most important elements of learner autonomy is willingness which involves intrinsic motivation, positive attitudes and beliefs. Basing on Dam's (1995) definition, Sinclair (2000b:4) proposed that the concept of 'willingness' highlights the point that "irrespective of their capacity, learners will not develop autonomy unless they are willing to take responsibility for their learning. Similarly, Sinclair (2009: 185) observes that "a learner may have acquired a good deal of metacognitive knowledge i.e., learners display a capacity to learn autonomously but not always ready to take responsibility" because the degree of

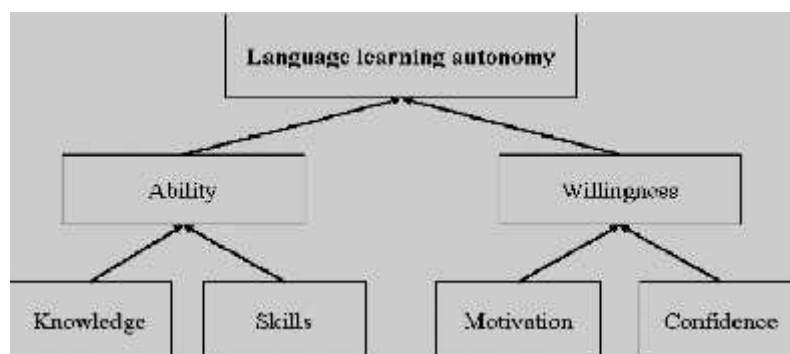
their willingness is different, it depends on some psychological (e.g., depression), physiological (e.g., headache), contextual factors (e.g., too much noise, not enough resources) which can have a negative impact on learners.

Willingness together with capacity account for the most important ingredients needed to be seriously considered in developing learner autonomy (Lee 1998). This has been clearly demonstrated in (Dam 1995) definition:

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

It can be deduced that learner autonomy comprises two components: capacity and willingness which each one is composed by two features. Capacity involves knowledge and skills, and willingness includes motivation and confidence.

These components of learner autonomy (capacity and willingness) and their sub-components are described in the following figure



**Fig. 2 the components of autonomy in foreign language learning. (Adapted from Littlewood, (1996: 130))**

This does not imply that all learning decisions are provided by learners and teachers have not a say. A teacher's support is of optimal need because promoting autonomy is a process involving awareness raising, strategies acquiring, a training provided by the teacher. Voller (1997) claims that in autonomous learning teachers' role is generally that of a facilitator, counselor or resource. He also adds that both roles provide psychological support and technical support (cited in Aoki, 1999). The psychological support implies motivating and raising learners' awareness and the technical support involves supporting them to acquire the skills and knowledge to plan

their learning and evaluate themselves (Aoaki, 1999). The learning directions are initiated by the teacher or more knowledgeable others, learners are not fully independent but interdependent. Interdependence means working together with teachers and other learners towards shared goals and take responsibility for their learning in accordance with the sociocultural theory of learning (Vygotsky 1978). Interdependence is of great importance because it allows the practice of autonomy not only as a matter of individual choice, but also a feature of collaborative environments. The individual is supposed to share responsibility and work within the parameters structured by the group. Learning occurs in a social setting in which negotiation, interaction and collaboration are necessary factors in improving learners' autonomy because they reduce anxiety, enhance motivation, meet various learning styles, and ease the improvement of positive attitudes towards learning as well as language learning. "Learner autonomy does not arise spontaneously from within the learner but develops out of learner's dialogue with the world to which he or she belongs" (Little, 1994 : 431). In addition, cooperation in helping each other to exercise reflection on how to approach tasks and language learning is essential to develop metacognition. In the collaborative model, (Whipple, 1987) posits:

Knowledge is an interactive process, act as an accumulation of Trivial Pursuit answers; education at its best develops the students' abilities to learn from themselves.... Collaborative activities lead to emergent knowledge, which is the result of interaction between the understandings of those who contribute to its formation. (p.05)

What characterizes learner-learner interaction is the kind of activities that involve commitment, responsibility and confidence from the side of all learners. Learners have clearly defined structures, directions, plans and responsibilities. This interaction helps the teacher to know precisely what the learner can achieve alone and what he/she needs to achieve.

These are tasks that First year EFL students cannot handle independently, they are still in need for stages to ease their comprehension of what, how, when and where to use LLS. They need advising and explicit instruction of LLS in order to appropriate the essential skills of FL. The absence of such skills can perturbate their progress and

development as competent readers, writers, listeners and language users. Knowledgeable persons' (teachers, instructors) tasks then is to scaffold them through different layers of knowledge before being left on their own. Thus, it is advisable to promote reactive autonomy as a first step in the long journey towards proactive autonomy.

What we can bear in mind is that autonomy cannot be taken for granted but a long reflective process that its stages are gradually required.

### I. 3.3 Levels of Autonomy

Autonomy is a variable trait rather than a permanent state. As (Nunan 1997:192; Benson, 2001: 5).suggest: "autonomy is not an all -or-nothing concept but a matter of degree." Therefore, it is a capacity that can be gradually acquired through time by making efforts. In this line of thought, we will show one of the major evidence that prove the possibility of measuring autonomy and the possibility of enhancing this skill is represented in Nunan's model. According to him(ibid), there are five main stages that learner goes through in order to foster autonomy inside and outside classroom successfully. They are categorized as follow:

LEVEL	LEARNER ACTION	CONTENT	PROCESS
1-	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using	Learners identify strategy Implicationof pedagogical tasks and identify their own preferred learning styles/strategies
2-	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options
3-	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program	Learners modify /adapt Tasks
4-	Creation	Learners create their own goals and objecties	Learners create their own Tasks
5-	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond	Learners become teachers and researchers

**Table 07: Nunan's Model, levels of implementation (Nunan, 1997: 195; Benson, 2001:12)**

On the basis of this table, it can be noticed that the stages of promoting autonomy are emphasized from the lowest level to the highest one. Learning can only start from the learners themselves, it can be more efficient if they can exercise some control and this can be obtained by the help and guidance of the teacher whose responsibility is fundamental. S/he should act as “change agent” in the classroom-shifting the responsibility for learning more onto the shoulders of the students themselves and taking on a series of roles as: diagnosticians, learner-trainers and coordinators. S/he can provoke learning activities that pave learners’ ways to identify the preferred manners to learn as well as the tools that can help them to reach the pedagogical goals. Progressively, learners engage in exploring their needs by choosing from a range of alternatives and options what and how to learn to fulfill those needs and by reflecting on choices to make more informed ones in the future. Realizing that being able to cover this step urges them to not only select but intervene in changing and adapting the content as well as the task to meet their needs and this can assist them to greatly contribute to create their own learning tasks which guide them to set their own learning objectives. Through these considerable and progressive stages, learners become aware, active and involved partners in the classroom ; their core responsibility is to seek and display understanding, apply knowledge and achieve educational goals. They are taught skills to help them become more fully autonomous. This implies that they are endowed with abilities that ease the transfer and the connection of classroom learning to their real world behaving as fully autonomous learners.

### **I.3.4 The Profile of Autonomous Learners**

Learners’ autonomy has become a central concern in teaching and learning processes since it permits learners to reflect on their own way of learning. Little (1991) is of the point of view that

Autonomous learners are cast in a new perspective, have a capacity for detachment, critical reflection, and decision making, take independent actions and are expected to assume greater responsibility and take charge of their learning . (p 4)

An important aspect of autonomous learning is that the learner enhances awareness of language and learning. “It is essential that an autonomous learner is stimulated to evolve an awareness of the aims and process of learning and is capable of critical reflection” (Dam, 1995:2). Raising learners’ awareness is the outcome of conscious effort and ongoing practices.

According to Dickinson (1993) there are four characteristics that best describe autonomous learners.

Firstly, they can identify and connect what is being taught and their previous knowledge. For example, they may relate what they read to their schematic knowledge to gain full understanding and comprehension. Secondly, she adds that, autonomous learners cultivate the ability to set their own learning objectives. Most autonomous language learners seek knowledge outside the classroom. They either listen to broadcast programs or speak with native speakers directly or via network as part of their own learning objectives. Thirdly autonomous learners are able to have insights into their learning styles and strategies and choose the most adequate learning strategies that meet their needs and sustain their interests. For instance, an autonomous learner can make a presentation by using the available material such as network, data show, videos, and pictures to make the comprehension feasible and clear. The fourth characteristic is that autonomous learner can judge the effectiveness and the efficiency of their use of strategies and when necessary adjust them to respond to their learning objectives. For example, an autonomous learner may overcome his/her learning weaknesses by pinpointing the elements that s/he has not mastered and go over through much reading and researching to gain mastery.

All these four indispensable characteristics not only assist and guarantee the full commitment of autonomous learners in their learning process but also contribute with other components to promote learners’ autonomy.

It can be deduced that becoming an autonomous learner is a process which consists of three stages as stated by Scharle and Szaboo (2000): raising students’ awareness, changing attitudes, and transferring roles. Besides these outcomes, promoting learner-autonomy should be regarded as a legitimate need that teachers and educators pursue.

It is worthy to point that promoting learner autonomy is a complex process that needs classroom strategy training. Therefore, teacher's support is highly needed to develop students' awareness, to identify learners' needs in terms of strategy use, and adopt different ones so that they gradually become autonomous learners.

In order to find out any similarities or possible differences between this study and other researches, some work of other researchers in other contexts is included.

### **1.3.5 Previous Related Studies**

There are many studies on language learning strategies which have investigated LLS used by students of various nationalities and levels of education.

According to Oxford(1990), people of different cultures analyze and approach learning tasks differently. Therefore, finding out and studying these strategies will assist and help teachers, learners, materials and curriculum designers and developers in any culture to increase the teaching and learning strategies.

Among these studies are those which have been undertaken and conducted in Algeria, Iran, Taiwan and China and the analysis of them is mostly descriptive in nature. Researchers stressed: the use of strategies in writing narrative essays in Arabic, French and English, the impact of metacognitive awareness on reading skills, some of them focused on metacognitive listening strategies awareness and other evoked the relations that might exist between language proficiency, learner autonomy and the use of LLS.

Elachachi (2006) has conducted a study at Aboubakr Belkaid in Tlemcen University in Algeria, she explored the strategies used by EFL students as they engaged in writing a narrative essay in Arabic, French and English

She undertook a case study of Sixteen EFL university students randomly selected from each year of the English License degree (First, second, third, and fourth year). Four research tools were used to answer the above research questions: a questionnaire, think-aloud procedure, an interview and essay writing task.

For the analysis and the treatment of the data collected, she used quantitative, qualitative and statistical analyses. She found that this sample used a number of similar strategies to write narrative essays in the three languages namely metacognitive, cognitive and effective strategies. The qualitative analysis revealed that

students used some strategies in the three languages either successfully or unsuccessfully. She noted that 3rd and 4th year students favoured metacognitive strategies (topic reading, keywords, oral construction of the text, brainstorming, revision, time-saving and self-monitoring strategies) in the three languages and displayed little use of cognitive strategies (translation, re-reading, transfer and writing in two languages). However, 1st and 2<sup>nd</sup> year students showed a limited use of metacognitive strategies in the three languages and relied much on cognitive strategies.

The results also revealed that the ineffective use of strategies had an impact on the quality of students' compositions and this was shown in the grades obtained on their essays writing in the three languages. Moreover, she found that strategic competence was a serious deficiency in these students, and in order to equip them with such skill, she suggested to set out a new educational approach that would lay a ground on the metacognitive and cognitive development of the students by connecting content teaching with strategy instruction.

On their part, Rahimi and Katal (2010) carried a study and examined the level of Iranian university students metacognitive listening strategies awareness in learning English by administering Metacognitive Awareness Listening Questionnaire (MALQ) among university students of different majors. The finding demonstrated that more than 60% of the participants were almost aware of their metacognitive listening strategies. Added to this, the results also showed that no gender difference had been found in relation to their general metacognitive awareness of listening strategies. Moreover, English students were found to be more aware of their problem-solving, planning and evaluation strategies.

Another study had been conducted in Taiwan by Liu(2012), it attempted to shed light on the relations between language proficiency, learner autonomy and the use of LLS in an EFL context and to enhance the understanding of the relationship between them.

150 participants were the sample of this study. They were administered the intermediate level listening and reading tests of the General English Proficiency Test before school started, and then placed in different proficiency levels for English

instruction. The tools used to measure students' strategy use and autonomy were administered three to four weeks after they started their first academic year. The instrument used was adapted from Oxford's (1990) 50-item version of SILL. It was slightly modified and translated into Chinese to get better measure of Taiwanese EFL context. Learner autonomy was measured with the 43-item questionnaire used by Liu (2012) and translated into a Chinese version to be used in Taiwanese EFL setting.

The results revealed that both language proficiency and learner autonomy play a crucial role in the use of LLS. They also demonstrated that as the level of proficiency and autonomy increased, the frequency of strategy use also increased. Strategy use had a high level of correlation with learner autonomy, and due to this, the use of cognitive and metacognitive strategies are common denominators that mostly contribute to the prediction of learner autonomy.

Furthermore, Mohamed, Chew and Kabilan (2006) conducted a study and sought to determine the awareness and use of metacognitive reading strategies (MRS) used by good Chinese readers. Purposive sampling was used to select 100 learners to take a reading comprehension test. According to their scores on the test, the subjects were marked good, moderate, and weak. Only the top 20 students were selected. They were administered the Survey of Reading Strategies Questionnaire (SORS) to identify their metacognitive awareness and use of reading strategies as well as the strategies they used the most frequently by using a 5-point Likert Scale ranging from 1 (I never do this) to 5 (I always do this) and this was related to quantitative analysis. Qualitative data were collected by using structured interview with five out of 20 participants who scored high on the test.

In order to analyze and interpret the data, content analysis were used to dig into whether the informants were aware of and use metacognitive reading strategies to ease their comprehension and also to get in-depth feedback of how and why they employed them in needed situations. The quantitative findings revealed that only 04 out of 20 subjects showed a high degree of awareness of these strategies and were grouped as the high strategy users. 80% of the participants displayed moderate awareness in using these strategies and were categorized as the moderate strategy use. However, no one demonstrated a low awareness of metacognitive reading strategies.

The results of the structured interview conducted with five informants displayed that they understood and knew exactly which metacognitive reading strategies, when and why to use them. They employed MRS in some situations : 1.activating background knowledge, 2.re-reading and going backwards if needed, 3.re-reading the text and re-examining what was read earlier, 4. Making guesses while reading, 5. Scanning and skimming for the main ideas, 6. Predicting the meaning of phrases and words while not understanding the text, 7. Looking at tables, graphs and charts to ease reading comprehension. These data supported the results from the quantitative findings that indicated that the participants displayed a high degree of awareness of which, how and why MRS they make use to ease the different difficult reading situations .

Looking at studies reported above, there is still a lack of academic work and research into exploring and describing EFL students' awareness of strategy use and its relation to learner autonomy within Algerian context. The present study was undertaken in a new setting with new participants from Algeria. Therefore, this part shows the need for the current study and attempts to tap into First year degree students' awareness of strategy use and the relationship it might have with learner autonomy

### **Summary**

Learner autonomy necessitates an appropriate environment in which learners seize opportunities for improving their language learning, boost their motivation, take more responsibility for their own learning and acquire skills to use adequately strategies to take the best advantages of learning inside and outside the classroom . Learners are required to change their traditional ways of learning that leave no room to creativity, collaboration and knowledge construction to approach learning. They have to cultivate the sense of sharing responsibility in collaborative work which they may consolidate their strengths, pinpoint their weaknesses and make their errors work for, not against them, since they are the main agent of their learning in the new trend of language acquisition and bear in mind that their progress is made by themselves not only to meet the present needs but to broaden their horizons and to be lifelong learners. Through frequent exposure to how and why best use of LLS, they can become aware of their effectiveness in learning fastly and autonomously. Thus, First year EFL LMD

autonomous learning goes beyond an academic context: it is a life-long process increasingly developing awareness in which their affective variables can play a major role in constructing its framework.

This section stresses this point and has reviewed some related literature with regard to learner autonomy definitions and reasons. It also described the possibility to measure it, what characterize autonomous learners and how can learner autonomy be promoted. Some researches related to this study have been highlighted

## 1.4 Conclusion

In essence, the chapter discussed major perspectives of language learning strategies, metacognitive strategy awareness and learners' autonomy. In order to address the focus of the empirical study which is *EFL students' awareness of strategy use in promoting autonomy*. We started our review by defining the concepts of our topic which are LLS, metacognitive awareness and learner autonomy, describing their importance and their characteristics. We shed some light on LLS in a sense how these strategies have been developed, and used in EFL classroom learning over time, metacognitive strategy awareness and learner autonomy which are considered necessary concepts which address the concern of this empirical study. We also presented different taxonomies of LLS making the link between LLS and Learner Autonomy, emphasizing that LLS are the central actions to be considered to promote learners' autonomy. This chapter sets out the main purpose of the present study: To explore the extent to which new arrived students are aware of strategy use and make use of it. Second, to encourage them to perceive their own efforts as essential in facilitating their learning and helping them to be autonomous learners. That is, this study attempts to investigate whether University First Year EFL students are aware of strategy use in promoting their autonomy

What we can bear in mind from the discussion above is that learner autonomy and metacognitive awareness support each other. What is also clear is that autonomy is acquired gradually once the learners show willingness to use their capacity to take advantage of LLS which requires conscious reflection and awareness of the processes of learning.

Research into the use of LLS and how they might best be introduced to language learners to promote their autonomy is an increased desirable goal. Foremost other reasons might be to create more effective and successful learner-centered and more autonomous learners that should be aware of their role as the main agent in learning if they are to achieve success.

The following chapter will be devoted to examine the research methodology and design which had been undertaken to find answers to the questions formulated in this research.



## Chapter two: Study Design and Methodology

### Introduction

An account of the research design and methodology is the concern of this chapter. In defining research design and methodology issues (Cohen *et al.* 2007) states that there are tactical decisions which establish the practicalities of research. The researcher makes decisions to answer some questions which can be, for example: What is the type of the research to be used? Is it experimental research, case study, or action research? How to go about collecting data to answer the research questions? What are the research questions? Who are the samples? What are their characteristics, for instance, the number of the participants, their age, gender and proficiency, as well as the steps to follow for the analysis and discussion of the collected data.

This necessitates taking into account whether it is possible to collect the data from the target sample, using the research tools and procedures chosen by the researcher to answer the research questions. Setting to answer these questions, the researcher should take into consideration two important aspects of research, these are feasibility and replicability. The first relates to whether there is a possibility to investigate the issue and obtain data necessary to answer the question (Mackey, A., & Gass, S. 2005). A deep understanding of the whole empirical study, including the Sample's availability, the setting; and other points is required

The second aspect to be taken into account is replicability which Mackey and Gass (2005) define as "Conducting a research study again, in a way that is either identical to the original procedure or with small changes (e.g., different participants), to test the original finding" (p, 364). Thus, under similar conditions, a study can be replicated by the readers who might sustain their interests in the current investigation.

The next step in this chapter is to explain the method of data analysis used in this study. The research has taken place in English Department at University of Blida 2 in Algeria during the academic year 2014-2015.

### 2.1 Research paradigm

A research paradigm defines all elements of the research study. According to Denzin & Lincoln (2000:19) it is "The net that contains the researcher's epistemological, ontological and methodological premises". It is the whole interpretive

groundwork up on which all decisions related to a study are taken. Consistency between the various steps of the study design is provided. The present study is trying to find whether first year EFL LMD students at the English Department at University of Blida2 are aware of strategy use in promoting their autonomy. One appropriate way to know about that situation is to elicit information from the target population. In fact, the research is approached by a research paradigm which is a case study. We shall go through this paradigm in detail to clarify this research.

### **2.2.1 Case Study**

A case study is the paradigm of research design adopted. In an attempt to display a full picture of first year EFL LMD students' awareness of strategy use and autonomy, and since the study is mainly descriptive, it was seen appropriate to limit the scope of this study and use a case study as an approach with a selected sample of (70) of first year LMD students at the English Department at University of Blida2.

#### **a. Case Study Significance**

A case study is essentially an intensive investigation of the particular unit under consideration. A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the "case"). Case studies use multiple methods, such as interviews, observation to gather data, as is the case of this study. A case study method is a very popular form of social studies and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. The present research tries to have a comprehensive view of first year EFL LMD students' awareness of strategy use in promoting their autonomy.

### **2.3 Educational Context**

As the title of the research indicates, this case study is concerned with first year EFL LMD students in English Department at University of Blida2. It is found adequate to understand the philosophy underpinning the LMD system.

#### **2.3.1 The Philosophy of the LMD System in Higher Education**

LMD is a system of education that awards principally three types of qualifications. It is made of the L (licence) with 6 semesters (three years of study and

the equivalence of the BA i.e. Bachelor degree), M a (Master degree) of two years (4semesters) is the second phase and the last period is Doctorate studies of three years of research (6 semesters). In each semester, students are obliged to attend 400 hours in a 16 week period (i.e. 25 hours per week).

This system is related to « teaching Units » which should be accumulated by the students at the end of each semester. In addition, « credits » are essential elements. This implies that if students do not succeed to obtain the required credits for the first semester, they may move up to the second semester with the credits obtained in the first. However, they remain redebted even if they move up to the second year. This system includes other new elements as shown in this adapted table :

ELEMENT	AIM
<b>Semestrialisation</b>	To better organize and make more flexible the system. The division is laid on semesters
<b>Three Teaching Units</b>	The teaching process is based on units : <i>Fundamental Unit</i> : where the basic subjects are grouped; <i>Methodological Unit</i> : which is primarily destined to prepare learners to acquire skills in methodology, <i>Discovery Unit</i> : where students can get acquainted to new subjects in new fields.
<b>Credits</b>	Each Teaching credits that can be capitalized and transferred.
<b>Domains</b>	They cover many coherent disciplines including other subjects that lead to other specialties and particular options proposed to the students.
<b>Tutoring</b>	This is a new pedagogical activity for the teacher introduced in the LMD system. This element allows a direct and a close interaction between the teacher and the student outside the academic settings.

**Table 08. LMD System Features and Objectives (adapted from « Guide D'Information sur le Système LMD, 2005 »**

LMD students are supposed to be placed as the center of attention in language learning education; they are no longer passive receivers of information but active participants

fully involved in the shaping and development of their learning. In the same line of thought Boukhedimi (2011) states:

Students are expected to demonstrate commitment to the degree study course. However, this involves a number of behaviors that are implicit in other study schemes but made highly explicit in the LMD. When such behaviors are expected, i.e., regular attendance, active participation, private study work, and progress towards aims/study goals. They are accounted for through continuous assessment. The new scheme seems to accept the idea that candidates for a LMD degree have a potential which they might exploit during on-going course tuition; there is, thus, room for improvement. (p: 66)

The LMD scheme stresses the learners' role in the process of learning, it based on learner-centered approach which puts students in a highly active zone that prompts them to rely on themselves to learn and develop their learning to achieve the desirable goal which is learner autonomy. The LMD system was first introduced in the Algerian universities in 2004/05. This new university system is called originally BMD (Bachelor, Master, Doctorate) in the Anglo-Saxon countries, and generally is known as (LMD) from the French initials License, Master, Doctorat.

Initially, the starting point of this system was in the Anglo-Saxon countries. Many countries over the world have adopted it. The major reason behind its adoption is to guarantee mobility and the recognition of the degree in every part of the country and even abroad. The LMD system became operational in the department of English at Blida-SaadDahleb University in September 2007. Students obtain the "Licence" degree after three years of study, which corresponds to 180 European Credit Transfer System (ECTS), a master's degree (conferred after two years of study corresponding to 120 or 300 European Credit Transfer System), and a doctorate (conferred after completing a piece of research for at least three years and defending a thesis).

### **2.3.2 The LMD System: A Learner-centered Approach**

The pedagogy of learner-centeredness or learner-centered teaching (Bilimoria and Wheeler, 1995; Weimer, 2002) represents a paradigm shift from

traditional teaching methods by focusing on how students learn instead of how teachers teach. According to Weimer (2002), learner centered pedagogy may be displayed by some features:

First, teachers need to assume that students are capable learners who will blossom as power shifts to a more egalitarian classroom. Second, using content not as a collection of isolated facts, but as a way for students to be critical thinkers about their learning .Third, teachers should return the responsibility for learning to the students, so that they can not only understand their learning strengths and consolidate them but also overcome their weaknesses and feel self-directed in their knowledge request.

In the same line, the Algerian Ministry of Higher Education and Scientific Research opted for a more learner-centered pedagogy since it advocated the application of the LMD system. In fact, it is believed that this system would better lead and assist the university student to be an autonomous and a self-regulated learner (see table1 p: 2).

First year EFL LMD students at the English Department at University of Blida2 have thirteen modules in each semester. They cover the following area: literature, civilization, linguistics and additional subjects. Learners are assessed during the semester according to their engagement and readiness to learning in class sessions. An effective learning of these modules needs some assistance and guidance that can be achieved through being aware of some techniques, and the know how to use them. Establishing a strategic framework comprising efficient Language Learning Strategies in order to promote first year EFL learners autonomy is worth to consider and deserves a significant study.

#### **2.4. Research Question and Sub Questions**

Promoting and enhancing autonomy in language learning are two objectives that have been developed in the educational institutions by many approaches. The overall intent of this research is to find answer to the following research question:

What is the place of strategy use and learner autonomy in the learning process of first year EFL students –in the English Department at University of Blida2-  
?

The question above addresses a major issue in this study. The following two sub questions are meant to help us answer the main research question:

Sub-Q1: Are first year EFL students aware of their learning problems and of the necessity to solve them?

Sub-Q2: Are first year EFL students aware of strategy use to promote their learning autonomy?

## **2.5. Population and Sampling**

First year EFL male and female students at the English Department at University of Blida2 are the population targeted in this research and since the study of the total first year is not feasible a sample has been used .The concept of sampling was introduced as a solution to make the results of researches more accurate and economical (Singh, 2006). Dornyei (2003) writes “Broadly speaking, the sample is the group of people whom researchers actually examine and the population is the group of people whom the survey is about” (p, 70-71). The whole population of the first year EFL students in English Department at University of Blida2 is amount to 325 students. In order to increase validity of results, a sample of 70 students has been taken. The students are chosen randomly, so the sampling type used is probability sampling. Probability sampling is a method of sampling which gives probability that the sampling is representative of the target population. Every member of the population has an equal chance or probability to be included in the sample. The selection of this sample is based on the assumption that first year students tend to be the least experienced learners, and hence are expected to have low proficiency, so they are the population the most likely to be concerned with learning problems, especially that the students are in a transitional stage –from secondary school to university level-.

The two-part questionnaire were administered to the 70 participants. Only 10 of these participants took part in the semi-structured interview. The details concerning the participants of the present study are summarized in the following table:

<b>Population</b>	<b>Sample</b>	<b>Participants</b>		<b>Participants</b>
First year EFL Students in ED at UB2(325)	Students <b>70</b>	Part1	Part2	10 Students
		<b>70 Students</b>		
		<b>Q</b>		<b>I</b>

(Q=Questionnaire I=Interview)

**Table 09 : Details on the population and the sample**

## **2.6. Research Tools**

In order to enhance confidence in the ensuing findings, to strengthen the research and optimize its validity, and since it is a descriptive study, triangulation has been carried out..

### **2.6.1 Significance of Triangulation**

A triangulation is a characteristic of a qualitative research conducted in natural settings (Gable, 1994; O'Malley & Valdez Pierce, 1996). In triangulation, the structured and overlapping use of multiple theories, multiple research methods, multiple researchers and/or multiple data sources aim at three main goals. First, to capture different dimensions of the same phenomenon; secondly to account for the observed learning situation holistically, taking into account cognitive, affective, and social factors; thirdly, to obtain confirmation of findings through the convergence of different perspectives. In the context of the present educational setting, the triangulation aims at deepening and widening one's language study context. For this case study, the research tools that were mainly used are a two-part questionnaire, a semi structured interview and class observation. The choice of these devices is grounded on the open-ended nature of our research question; in this context, Mackey and Gass stated "Research questions to a certain extent dictate a particular method" (2005: 45). They are used to gather the necessary information to answer them. The following section describes the different instrumentations, their aims and administration.

#### **2.6.1.1 Questionnaire**

The first research tool used in this study consists of a questionnaire addressed to the targeted population. Before any attempt to provide details concerning the

questionnaire, we deem it essential to review the importance, use and the value of a questionnaire in foreign language learning research

#### **a. The questionnaire as a research tool**

it is opted for a questionnaire as acknowledged the most important source of information for research in order to obtain quantitative and qualitative data. Questionnaires can be used to extract numerical data from close-ended questions (that can then be statistically analyzed), or can be used to extract meanings from open questions. The main difference between open and closed questions is that open questions do not seek restricted responses (e.g., yes/no or numbers on a scale). Many questionnaires, particularly in interpretive inquiries, use a mix of both. The type of structure chosen depends on a number of factors. For example, the purpose of the questionnaire, the nature of the study, the timeframe available for administering the instrument, and the population size of respondents.

There are many advantages to using questionnaires. (Oxford 1996 as cited in Griffiths 2003a: 57) provides a summary of advantages of questionnaires as helpful tools to undertake LLS by stating:

Strategy questionnaires have certain advantages. They are quick and easy to administer may be the most cost-effective mode of strategy assessment and are completely non threatening when administered using paper and Pencil(or computer)under conditions of confidentiality.Moreover,many students discover a great deal about themselves from taking a strategy questionnaire.(p:33)

It is clear that there are advantages using strategy questionnaire. They are efficient in terms of time, energy, financial cost and anxiety limiting. In addition to that they contribute to raising students' awareness about strategy use. This explains their wide use in social sciences.

#### **2.6.1.2. Description of the questionnaire**

##### **a. Aim of the questionnaire**

The aim of the questionnaire is to collect necessary data in order to answer the second sub-research question, which is as follows: Are first year EFL students aware of strategy use to promote their autonomy?

Generally, this tool provides three types of data about the respondents: factual attitudinal and behavioural, (Dörnyei 2003). They are described as follows:

- Factual information: questions are asked to find out more about the respondents' attributes and facts. Examples include: demographic characteristics (age, gender, and race) the amount of time spent in learning a foreign language and any other background information that may be relevant in interpreting data.
- Attitudinal information: the items of the questionnaire address the respondents' interests, attitudes, beliefs and points of view
- Behavioural information: when the items try to find out what the respondents regularly do or have done, stressing life-styles, actions and habits.

### **b. Types of questions**

The type of questions asked in the questionnaire deeply depends on the research questions addressed by the study. For the sake of gathering as much data as possible from the participants, a variety of types of questions was used, the most used are the open- ended questions. Open-ended questions have been included so that the respondent feels free to reveal what he/she wants to say (Nunan, 1997). These characteristics are found in the space left below for each question. Close- ended item questions, however, according to Nunan's (1997:143) definition limit the answers by providing a range of possible responses. Mackey and Grass (2005) believe that close-ended-item questions typically involve a greater uniformity of measurement and consequently greater reliability. The analysis of this type of questions can be less demanding.

It is clear then that relying on one type does not provide the necessary data to answer the research questions. That is why we are using a combination of both types.

The type of questions is preferred to be asked using the first personal pronoun "I" to prompt learners to participate and even to comment, as they feel engaged and involved when feeling that they are talking about their own experience. The following are examples of the questions adopted for the background questionnaire:

- **Open-ended question**

**Example 1:** In the first part of the questionnaire (Appendix C)



by the researcher personally. The researcher's presence was necessary to explain and clarify any ambiguity in the instruction.

Seeking validity of results, it was preferable to include two-part in one questionnaire and administered them at the same time one after another to the same students.

## **2.6.2 Semi-structured Interview**

As it is relied on a case study to gather data, and in order to get more specific information about the attitudes and behaviors of the (10) informants, a semi-structured interview was used as a second instrument.

### **2.6.2.1 Description of the semi-structured Interview**

Since the first sub-question seeks answers about the students' awareness of their learning problems and how they solve them, and aiming at having a real picture of this situation, a semi-structured interview was used in order to give more space and chance to students' answers. This type of interview has characteristics of both structured and unstructured interviews in which both closed and open questions are used. To achieve consistency with all participants, the interviewer has a set of pre-planned core questions for guidance such that the same areas are covered with each interviewee. As the semi-structured interview progresses, the interviewee is given opportunity to elaborate or provide more relevant information. It is a guided conversation in which only the topics are predetermined and new questions or insights arise as a result of discussion and it relies on spontaneous generation of questions in the natural flow of an interaction

#### **a. Aim of the semi-structured Interview**

The aim of using a semi-structured interview in this study was to obtain the best possible quality of responses from the participants and to collect different kind of data concerning learners' awareness of their learning problems and the strategies used to solve them. By analyzing the data gathered from this semi-structured interview, the first sub-question will be answered: Are first year EFL students aware of their learning problems and the necessity to solve them?

Few questions are prepared to start the semi-structured interview with the first year EFL students. The following are some examples:

**Q1: Do you face difficulties in your studies?**

Yes            No

**Q3: Do you try to find solutions to them?**

Yes            No

Depending on the informant's answer; these closed questions are followed by open ended questions:

**Q: 2.2. If yes, what are the solutions? Set just 2or 3 solution**

.....

**Q: 2.3. If no, why did not you try?**

.....

### **b. Question Wording**

The questions are asked in a simple, plain English language words.

#### **2.6.2.2 Conducting the semi-structured Interview**

The semi-structured interview was the second research tool to conduct after the two-part questionnaire. It was conducted in (May 2015) with First Year LMD EFL students in English Department at University of Blida2 during the academic year 2014-2015.

The content of the semi-structured interview was recorded via mobile phone because it is thought that using the mobile phone might be more appropriate because it preserves the informants' actual responses. In this way the researcher is provided with "an objective record of what was said that can later be analyzed". (McKay 2006:55-56)

#### **2.6.3 Classroom Observation**

The final method for data acquisition was in the form of quantitative, structured observation. Classroom observation is a well-established and commonly recommended data collection method in second language acquisition studies. Allwright (1988), van Lier (1988), Nunan (1989) promote the use of classroom observation. They argue that it enables researchers to get first-hand information about what actually happens in the classroom rather than what is thought to happen.

### **a. Classroom Observation as a research tool**

According to Allwright (ibid), Classroom Observation is an operational skill that needs extensive background knowledge and deep understanding but also certain ability to focus on significant events and an accurate analysis with a good dose of original thinking.

Emphasizing the advantages of using observation, it would be realized that it is a very interesting technique to use in order to gain insight into the reality under study. Observation requires careful planning, training and piloting and it takes a lot of practice to use the technique at its best.

Not all strategies are directly observable. Many strategies, for example, are mental processes, taking place in the learner's mind. The first task, therefore, was to compile a list of what might be deemed "observable" strategies

Since this study was based on strategy awareness and use, it was appropriate to limit observation to just some metacognitive strategies in order to gain insight and better understanding of EFL students' awareness of strategy use to promote their autonomy in English Department at University of Blida<sup>2</sup> in Algeria.

### **2.7 Method of Data Analysis**

The data gathered from the two part questionnaire, the semi-structured interview and classroom observation have been analyzed qualitatively and quantitatively. "collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies"(Creswell and Plano Clark 2007: 5).

The rationale for using such a model lies in the fact that both methods need to be used in order to best answer the research questions raised in the study. "The use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone"(Ibid.). Moreover, according to Khaldi(2017 :22) "Mixed research obeys the criteria of scientific rigor and it has the advantage of using the combined strengths of quantitative and qualitative approaches while making up for the weaknesses of both approaches" . An explanation of each approach is worth to clarify because of their usefulness in providing appropriate understanding of the issue under study.

In defining quantitative research Creswell (2008) posits:

Is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured typically on instruments, so that numbered data can be analyzed using statistical procedures. (p, 4)

This type of data in the current study will be analyzed using tabular representations. A possible relationship that might exist between students' awareness of strategy use and autonomy will be examined

Qualitative data, on the other hand, is naturalistic, it attempts to study the everyday life of different groups of people and communities in their natural setting; it is particularly useful in studying educational settings and processes. Creswell (ibid) defines it as:

A means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participants' setting. Data analysis inductively building from particulars to general themes and the researcher making interpretations of the meaning of the data. (p,4)

As far as this research was concerned, EFL students studied in their natural educational setting. The researcher collected data in a non-interfering manner, thus attempting to study real-world situations as they unfold naturally without predetermined constraints or conditions that control the study or its outcomes.

It is also generally recognized that qualitative researchers are concerned with processes rather than simply the outcomes or products. To facilitate all related answers' interpretation, they were categorized into groups, and reported them with the number of respondents who had similar opinion.

Another assumption behind combining both methods is optimizing validity and reliability of the study as emphasized by (Khaldi 2017:23) "it would prove the most likely method of providing useful answers and great validity and reliability".

## 2.8 Research Validity and Reliability

Once the mixed methods approach have been decided upon, the data collection tools and procedures are scrutinized to ensure that the data collected is both valid and reliable, in other words that it is both meaningful and consistent (Lankshear&Knobel, 2004). The objective here is to employ research instruments that measured what they set out to measure, and allowed the researcher to draw conclusions from the information acquired (Charles & Mertler, 2002; Cohen, et al., 2000; Creswell, 2008).

The various data collection procedures in relation to the study are shown and presented in table (10)

STEPS	Data Collection Procedures	Date
Step One	<ul style="list-style-type: none"> <li>• Asking for permission of The Head of English Department. Blida2 university</li> <li>• Teachers' permission (classroom observation)</li> <li>• Participants' permission</li> </ul>	April-May 2015
StepTwo	Explaining the objectives of the research	April-May 2015
StepThree	Obtaining the permission and the approval of the Head of English Department, the teachers and the students	April-May 2015
Step Four	Conducting Semi- Structured Interview	May 2015
Step Five	Administering the two parts Questionnaires	May 2015
StepSix	Conducting Classroom Observation	May 2015

**Table(10) Data Collection Procedures**

The global results of these three data collection procedures will be presented. These data will be analyzed and discussed in light of what has been presented and explained in chapter one. Data analysis refers to the sifting, organizing and synthesizing of data so as to arrive at the conclusion of the research. (Selinger&Shohamy 1989).

## 2.9 Ethical considerations in the process of data collection

Respecting the ethical principles is a duty of the researcher to make sure that all the rights of the participants are protected. Many points have been considered regarding the participants. The researcher requested oral permission to carry the study in English

department at Blida2 University and this is granted by the Head of department. A meeting with the participants was arranged, they have been orally informed about the objectives of the study, that they would not be tested, and that research is not included in any course. They were guaranteed privacy and confidentiality and are free to retreat if they manifest the desire to. The researcher informed them that their privacy is kept through removal of all individual identifying features and by providing fictitious names. With regard to ethical treatment of data, transcripts, audio and video input used in this study are kept secure and will be destroyed after the completion of the research. All gathered data will be used to fulfill the research objectives. This had encouraged them to contribute and get motivated and informed consent was obtained from all participants.

## **2.10 Pilot Study**

In designing a study, a pilot study is a necessary issue. It can be defined as a small scale trial of the proposed methods, procedures and materials (Mackey and Gass 2005). A series of important functions and roles are covered and valuable insights can be provided. These authors posit (ibid):

Although it might seem that careful advance planning and preparation might allow the researcher to skip pilot testing, it is in fact critical, because it can reveal subtle flaws in the design or implementation of the study that may readily apparent from the research plan. (p.43)

Given the importance and necessity to try out the instruments in a preliminary phase, a pilot study was launched in April 2015.

### **a. Results of Pilot Study**

As far as this study is concerned, the point behind conducting a pilot study is to uncover any possible problems (Mackey and Gass, opcit). The first year EFL students have been interviewed and requested to complete the questionnaire with its two parts and to give feedback on the clarity of the wording. These respondents are not included among the research informants. The whole population of the first year EFL LMD

students 325 is divided in five groups ,we have asked from each group ten 10 students to take part in the pilot study,they all agree to respond to the questionnaire and to be interviewed.The pilot study permitted the researcher to make some necessary changes and adjustments before administering them to the participants.:

Changes occur in the wording of some items of the two part questionnaire . Some interview questions were modified. Questions that had not drawn informative answers were dropped. In general, the pilot study helped to shape this present study in some aspects :

First, it helped anticipate possible problems that might take place during the fieldwork, data collecting, and analyzing processes. It allows the researcher to test the quality and clarity of the recordings

Second, it enabled to gain better insight into conducting a case study.The researcher gets familiar with the logistics required in conducting a study.

## **2.11Assessment of research methodology**

Validity and reliability are necessary criteria for assuring the quality of the data collection procedures in an empirical research. “Reliability is the consistency of the results obtained from a piece of research”.Validity refers to “the extent to which a piece of research actually investigates what a researcher purports to investigate”. (Nunan 1992:14)

### **a.Validity**

The research tools used in the current study are believed to be valid for fulfilling the general objectives as well as specific aims of the study.This belief is grounded on the following arguments:

1. The use of a questionnaire with its two parts permitted the researcher to get insights to the actual frequency use of different learning strategies and the background of the participants.
2. Respondents were asked to add any strategy not included in the questionnaire that they might use.

3. The use of the semi-structured interview is assumed to have reached the objective to tap into students' awareness of their learning difficulties and how they try to solve them.

4. To ensure the validity of students' answers to the questionnaire, classroom observation is included in this case study, it is also used to show the relationship between students' answers to the questionnaire and their real performance in class. It is believed that such data can bring objectivity to participants' responses to the questionnaire with its two parts and help to comprehend what is happening in their classroom use of strategies .

### **b. Reliability**

In order to establish reliability, data were collected using a two-part questionnaire, a classroom observation and a semi structured interview. The number of questions appeared to be much for a learners' questionnaire, but it is viewed that "the one way by which reliability can be increased is through lengthening data collection instruments by adding more items and questions" (Seliger&Shohamy, 2000 :187). The reliability of the instrument was refined through the split –half method on a pilot group of fifty (50) students. The participants were asked to fill the questionnaire twice within a two-week interval. Thanks to this pilot study a number of changes have occurred as shown above.(See section 3.3).

The initial observation was conducted using a checklist to manually record learners strategy use in the classroom. After a two week interval, another classroom observation was carried using the same checklist. The number of strategies observed in the first and second observation was almost the same.

## **Conclusion**

This chapter is the last step in the theoretical part in our study. The type of study is stated and the three research tools used to strengthen and guarantee the validity of the research (a two part questionnaire, a semi-structured interview and classroom observation) have been described. This chapter lists the steps followed in the study. It also explains the procedures used to analyze the different data. The following chapter is the starting of the practical part. The data gathered will be presented and analyzed.

## **Chapter three: Data Presentation and Analysis**

### **Introduction**

This chapter provides an account of the analytic groundwork used to shed light on the data collected. The research highlights many elements related to First year EFL LMD students' learning namely background information, metacognitive awareness, strategy use and learners' difficulties encountered in learning process which have been addressed in the following:

Main Research Question: What is the place of strategy use and learner autonomy in the Learning process of First Year EFL students at the English Department at University of Blida 2?

and two sub connected research questions that the study has set out to answer:

1. Are first year EFL students aware of their learning problems and the necessity to solve them?
2. Are first year EFL learners aware of strategy use in promoting their autonomy?

A semi-structured interview is used to picture First year EFL students learning difficulties, a two-part questionnaire to elicit learners' metacognitive awareness of the use of a strategic repertoire and a classroom observation was considered essential to observe how some strategies were manifested in classroom behaviour.

### **3.1 Quantitative and Qualitative Analysis**

The empirical research yields a considerable amount of quantitative and qualitative data for analysis. The results obtained are analyzed quantitatively and qualitatively to arrive at satisfying answers for the questions asked. Each of these complementary approaches generates information that supports each other.

The data obtained are analyzed with the use of descriptive statistics that comprise percentages and graphic representations. Percentages are shown within a text and represented on tables and graphic representation which makes use of pie-charts.

Qualitative Analysis recapitulates the collected data in texts. It involves interpretations and explanations of the informants' responses (Cohen et al, 2005).

In the present study, both qualitatively and quantitatively approaches have been

incorporated where possible and the main points will be explicitly reported.

### 3.1.1 Presentation and Analysis of the questionnaire's results

#### a. Questionnaire (Part One)

Participants were asked to complete the two parts questionnaires. The first part provides key information on different participants' attributes and characteristics, the second part comes up with understanding of EFL LMD students' awareness of strategy use to promote their autonomy at the English Department at University of Blida2 in Algeria. Answers to the questions appear in the form of tables and pie-charts.

#### . Gender of the Respondents

The abbreviation N stands for the number of participants, % stands for the percentage this number represents

Gender	Male	Female	Total
N	19	51	70
%	27.14	72.85	100%

**Table (11): Participants' Gender**

Female students are more representative than males. We have recorded 19 male participants out of a total of 70 students making up 27.14% whereas the rest is female gender that represents 51 which is 72.85% and this reinforces the common belief that females usually tend to study foreign languages and English in particular.

#### . Age of Respondents

Years	18	19	20	21	22	Total
Participants	07	32	24	06	01	70
%	10	45.71	34.28	08.57	01.42	100

**Table (12): Participants' Age**

A quick reading of table 14 will show that our selected sample is composed of four (04) age groups. All the respondents are young adults whose ages are between 18 and 22 years old. Among the whole number of the sample 70, only seven (07) students are 18 years old, this can be explained by the fact that they started early their primary education. Following, 19 years old students 32 representing the majority 45.71% and 20 years old make the 34.28% of the total number. Moreover, 21 years old 08.57 and 22 years old 01.42 are the oldest students who either have started late their primary education or have repeated years during their pre-university education or have repeated year 1.

The following table will show the participants' Period of study English at university

**Response to question1**

For how long have you been studying English at university?

<b>Years</b>	<b>N</b>	<b>%</b>	<b>Total</b>
1 year	69	98.57	70
2years	1	01.42	
3years			
More than 3 years			

**Table (13): Participants' Period of study English at University**

The aim of this question was to know the period students spent in studying English at university. On the basis of this table, it can be noticed that nearly all the respondents have no previous experience at university. They exactly represent the population of First Year EFL students who shift from high school to university level.

## Response to question2

Why do you want to learn English?

**Table (14): Participants' Reasons' for learning English**

Reasons	N	%
C	24	34.28
T	24	34.28
F <sub>1</sub>	40	57.14
I.U	02	02.85
I.E	41	58.57
N.J	18	25.71
F	17	24.28
OTHER	03	04.28
<b>Keys: c:</b> communication - <b>T :</b> travel – <b>F<sub>1</sub> :</b> future- <b>I.U :</b> immediate use- <b>I.E :</b> Interested in English- <b>N.J :</b> new job – <b>F :</b> fun		

This question was intended to reveal the students' reasons behind learning English. To reveal them, the participants were provided with a set of possible objectives and asked to tick those that displayed their drive to learn English and added other if not listed .41 participants 58.57% seemed willing to learn English language because they show great interest for it.40/70 participants that is 57.14% appeared to direct their language learning objectives towards future needs including career and status. Communication and travel reasons come after with 24/70 that is 34.28% for each one. The need for getting a new job or better job 18/70corresponding to 25.71%, for fun 17/70 that is 24.28% and those who need it for immediate use were 2/70.Three respondents that is 04.28% mentioned other reasons to study English language but they are far to be considered as real reasons. It is clear that most learners had a clear picture of what they would like to gain through the

study of English. Up on this reading, we can say that the respondents show and have various reasons that drive them to learn English language. This may motivate them to keep on studying and having good results, especially that the most important numbers are for being “interested in studying English Language” and “need it for future”

**Response to question3:**

How do I judge my level in English?

This question helps us to know the participants’ proficiency level.

The responses are summarized in the following table:

**Table (15): Participants’ Evaluation of their Level**

Level	Excellent			Good			Average			Poor		
	A	N.A	N.J	A	N.A	N.J	A	N.	N.J	A	N.A	N.J
<b>Justification</b>								A				
<b>N</b>			02	06	20	09	12	07	12	01		01
	02		02	35			31			02		
<b>Total</b>	70											
<b>%</b>	02.85			47.14			44.28			02.85		
<b>Keywords</b>	<b>A:</b> acceptable <b>N.A :</b> not acceptable <b>N.J :</b> not justified											

When required to rate their proficiency level, half of the participants that is 35/70 rated their level to be good, 31/70 that is 44.28% respondents evaluated their level as being average, two participants 02.85% have honestly rated their level as being « poor » while the same number believed that they have an excellent level.

What is noticeable in the respondents' answers are their justifications to their judgements in that more than half of them justified their answers, whereas 24/70 did not which implies that they are not used to evaluate their learning or their English level.

To better analyze the 46/70 participants' justifications, their answers were gathered into categories and keyword analysis was conducted. The obtained results are presented in the following table:

<b>Category</b>	<b>The number of Respondents</b>
Exams' Results	27
Learning Conditions	
Language skills	19
Being explicit to an English native speaker	

**Table (16): Participants' justifications to their proficiency level Evaluation**

The table shows that among the participants' justifications 19/46 are acceptable, some important keywords like writing, listening, speaking have been mentioned, others stressed the fact of being capable to maintain a conversation for a long time with a native speaker. The rest of respondents' justifications 27/46 are irrelevant or not acceptable since they answered as if they were asked about their learning conditions, this could be an acceptable justification to mention the reasons behind being « excellent », « good », « average » or « poor » in learning English language.

Another reading to these numbers revealed that only 19/70 respondents could assess their level whereas 51/70 which corresponds to the majority could not do that. This implies that the majority of the participants taken from first year EFL students were not aware of "self-evaluation" strategy that is considered an important pillar and a fundamental feature for an autonomous learner.

#### Response to question4

Do I enjoy learning English?

Students Answers	Enjoy it			Do not enjoy it		
	A	NA	NJ	A	NA	NJ
N	61		08	01		
	69			01		
Percentage	98.50			01.42		
Total	70					
Key: <b>A</b> : acceptable <b>N.A</b> : not acceptable <b>N.J</b> : not justified						

**Table (17): Participants' affective orientation**

As far as this question is concerned, the researcher aimed to check respondents' attitudes towards learning English language. Most of the respondents appear to hold a positive attitude towards « enjoy » since 61/70 corresponding to 98.50% of them answered « yes » to this question, while only one participant 01.42% seems to hold a negative attitude towards learning English. The positive attitude of the majority of the participants suggested that they enjoyed learning English language. This result can be added to the result derived from question 2" English learning reasons". The respondents are considered as being motivated to learning English and hold good attitudes towards it.

#### Response to question5

According to me, what is a learning strategy? (List some examples)

Students' Answers	I know		I do not know
	Relevant	Irrelevant	
Number of Students	16	14	40
	30		
%	22.85	20	57.14
Total	70		

**Table (18): Participants' definition to Strategy**

Question 6 represents a meeting point in the questionnaire because it represents the first question that is directly connected to the objective of this two -part questionnaire in particular and the issue in general. It intended to know whether the participants are familiar with the term "Strategy". When asked to answer this question, the majority of respondents 40/70 that is 57.14% did not seem to know how to define the concept of "strategy". The rest of the participants have provided an answer but only 16/30 answers are relevant. 22, 85% of the participants defined it and gave related examples. Key word analysis is conducted to the number of participants' definitions

**Table (19): Key word analysis of participants' definition to Strategy**

Key word analysis	Number
A plan, a method, an approach Steps, Skills, Tips, A technique Ways	16
Listening, speaking, reading, writing A good speaker, a good listener To learn how to be a good listener Listen carefully to the reader To read a book A science Be motivated and positive	14

**Response to question6:**

According to me, autonomy means

Students' Answers	I know		I do not know
	Relevant	Irrelevant	
Number of Students	11	16	43
	27		
%	15.71	22.85	61.42
Total	70		

**Table (20): Participants' definition of Autonomy**

We can read from table 21 that the majority of participants « know nothing » about the concept of « Autonomy ». Out of 70 learners only 27 of them defined Autonomy. 11/70 that is 15.71% gave relevant answers; others' definitions are irrelevant. Key word analysis is conducted to the number of participants' definitions.

Key word analysis	Number
To be responsible	07
To be free in taking learning decision	
To be capable	04
Self controlling	
To depend on oneself	

**Table (21): Key word analysis of participants' definition of Strategy**

What is worth to mention here, is that strategy and autonomy are related concepts, it can be mentioned that the participants did not contradict themselves and the data obtained from question 5 and 6 are completing and confirming each other.

This was the introduction to first year EFL LMD students, they were requested to provide personal factual information related to their demographic characteristics, previous language experience, their perceived motivation and proficiency. The second part of the questionnaire which is concerned with the obtention of insight and understanding of EFL LMD students' awareness of strategy use to promote their autonomy in English Department at University of Blida2 in Algeria will be analyzed and described in the following

#### **b. Presentation and Analysis of the Questionnaire (Part two)**

The second part of the questionnaire comprises four (04) different sections, each section not only aimed at investigating a specific type of metacognitive strategies, came up with specific information and provided the inside perspectives of LLS used by participants, but all of them served the purpose of the whole research. The two-part questionnaire uses a three-point Likert scale asking participants to state the frequency with which they use strategies ranging from « Never or almost never true of me » that is the statement is very rarely true of me to « Always true of me » which implies that the statement is true of me almost always, making it very simple to score. The participants were informed to answer in terms of how well the statement describes them, not what they think they should do. They were also asked to add any strategy that they might use which was not included in the questionnaire, they were provided with spaces in which they may judge it important to add some other used strategies. The strategies were adapted from Oxford (1990), Chamot, Barnhardt, ElDinary and Robins. All the adapted strategies are shown in Appendix C. The terminology was made accessible to the participants and ease their comprehension in a way that they would choose the real and appropriate strategies that adequately and concretely describe their learning.

The data provided information on possible specific metacognitive strategies used by the participants in their learning under four groups: Planning Strategies, Monitoring

Strategies, Problem Solving Strategies and Evaluating Strategies. The first category includes six (06) items, the second group comprises seven (07) items, eight (08) items are presented in the third one and nine (09) strategies make the last set. It is clear that the second part of the questionnaire provided data that help to identify participants' unobservable LLS, this compensated the major drawback of the observational method that only captures some observable LLS.

In order to identify the individual strategies that the participants used most and least, all the similar responses of the participants were gathered, counted and converted into percentages. The averages of the results are listed below from the most frequently used strategies to the least frequently used in each category

### **Planning Strategies**

This part sought to identify the participants' planning strategies, the data obtained and related to this group of strategies are shown in this section. The responses are presented in the following table:

<b>Planning Strategies</b>	<b>Never or almost never true of me</b>		<b>Sometimes true of me</b>		<b>Always true of me</b>	
	N	%	N	%	N	%
Setting goal	10/70	14.28	39/70	55.71	21/70	30
Making a plan	10/70	14.28	28/70	40	32/70	45.71
Directing attention Selectively	13/70	18.57	29/70	41.42	28/70	40
Starting tasks on time	15/70	21.42	34/70	48.57	21/70	30
Selecting Strategies for task	37/70	52.85	19/70	27.14	14/70	20
Analysing task's comprehension	13/70	18.57	31/70	44.28	26/70	37.14

**Table 22: Participants' frequency use of Planning Strategies**

The table displays the extent to which participants reported using planning strategies in their learning. A quick reading shows that the individual strategy “plan making” is reported as being the most frequently used by 32 /70 which correspond to 45.71% followed by the item of “analyzing task’s comprehension” with 37.14%. While the lowest percentage is about “Selecting Strategies for task” strategy for which 20% of the respondents reported the use of it. The answers show that the participants applied some strategies at different levels of frequency to plan their learning effectively

### Monitoring Strategies

All the data obtained from the participants in relation to this category of strategies are displayed in the following table:

Monitoring Strategies	Never or almost never true of me		Sometimes true of me		Always true of me	
	N	%	N	%	N	%
Comprehension Check	06/70	08.57	26/70	37.14	38/70	54.28
Checking Progress	07/70	10.00	25/70	35.71	48/70	68.57
Collaborative Work	20/70	28.57	32/70	45.71	18/70	25.71
Cheking appropriateness of the strategy being used	16/70	22.85	33/70	47.14	21/70	30.00
Checking correctness of the predictions	11/70	15.71	34/70	48.57	25/70	35.71
Seeking related prior knowledge	11/70	15.71	35/70	50.00	24/70	34.28
Optimizing learning	17/70	24.28	31/70	44.28	22/70	31.42

**Table23: Participants’ frequency use of Monitoring Strategies**

The most frequently used strategies are indicated. Interestingly, the individual strategy of “checking progress” tops the list with a very high percentage 68.57%,

followed by the item “checking comprehension” with 54.28% and at the high end of the high use range the strategy “Checking correctness of the predictions” is used by 35.71%. On the other hand, the individual strategy “Collaborative Work” is the least used strategy, only (25.71%) participants mentioned that they use it in their learning. The results seemed to suggest that individual strategies in items 7” “Comprehension Check ” 8 “Checking Progress ”, 11 “ Checking correctness of the predictions” are the most used.

### **Problem Solving Strategies**

All the findings of the problem-solving strategies category are shown in the following table:

<b>Problem Solving Strategies</b>	<b>Never or almost never true of me</b>		<b>Sometimes true of me</b>		<b>Always true of me</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Revising the Plan	22	31.40	29	41.42	19	27.14
Accessing various sources	27	38.57	11	15.71	32	45.71
Ignoring Problems	37	52.85	29	41.42	04	05.71
Asking for help	14	20.00	20	28.57	36	51.42
Trying alternatives	10	14.28	28	40.00	32	45.71
Self motivation	13	18.57	27	38.57	30	42.85
Logic reasoning	22	31.42	31	44.28	17	24.28

**Table24: Participants’ frequency use of Problem Solving Strategies**

The results in this table show that more than half of the participants 51.42% tended to rely on the strategy “asking for help”, they rated highly their use of it, followed by item strategies “accessing various sources” and “trying alternatives” with 45.71% for each .30 participants that is 42.85% reveal the use of self-motivation strategy. Whereas 05.71% reported the use of “Ignoring Problems “item.

### Evaluating Strategies

This part looks deeply into participants' use of evaluative strategies, all the collected results are displayed in table 26:

Evaluating Strategies	Never or almost never true of me		Sometimes true of me		Always true of me	
	N	%	N	%	N	%
Judging that the goal has been met	11	15.71	32	45.71	27	38.57
Assessing strategy use	19	27.14	28	40.00	23	32.85
Judging strategy applicability	20	28.57	24	34.28	26	37.14
Other area applicability	19	27.14	28	40.00	23	32.85
Seeking other suitable strategies	19	27.14	32	45.71	19	27.14
Summarizing ideas/lessons	17	24.28	23	32.85	30	42.85
Comparing new knowledge with background knowledge	14	20	36	51.42	20	28.57
Judging how much learned	19	27.14	23	32.85	28	40
Judging worthiness of learning	15	21.42	32	45.71	23	32.85

**Table25: Participants' frequency use of Evaluation Strategies**

Participants indicate greater use of strategy "Summarizing ideas/lessons". 42.85% recorded high use of it, followed by "Judging how much learned" with 40% and "Judging that the goal has been met" with 38.57%. Whereas "Seeking other suitable strategies" item recorded a low scoring strategy, it attracted 27.14% of responses.

### **3.1.2 Classroom observation**

#### **a. Presentation and Analysis of the results**

This part is devoted to the analysis of data collected during classroom observations that were conducted to obtain specific picture of what really happens inside the language learning classroom, data that hopefully would shed light on the questions surrounding the present study. According to (Rubin, 1975) the method of observation has been used to present interesting insights of strategy use. It is not a way of assessment but rather a way of collecting information to what extent the observed classroom is a strategic one. Although observations are limited because they allow only observable strategy use to be observed, they are very useful for observing some kinds of strategies (like *planning*, *organizing*, or *cooperation*) and they may reveal insights about strategy use that the learners themselves may not realize (Oxford, 1990; Cohen & Scott, 1996). Classroom observation was the most direct and useful tool of gaining insights into learners' classroom behavior. As LLS involve both mental and behavioral activities, observing the participants' behavior does not yield a full comprehension of LLS. To fill in this gap, this study supplements observation records with a two-part questionnaire which also helps the researcher to verify what participants claimed to do in the questionnaire and what they exactly did in their class, in the same line of thoughts Kleinsasser & Savignon (1991) note that "observation can mirror what informants do rather than what they profess to do" (p.293).

In the present study, classroom observations took place at the English Department at Blida2 university. The researcher wanted to use a video camera but many participants felt uncomfortable with it. The class was observed for a number of times in May 2015. We conducted classroom observation with ten classes of students in Groups 1,2,3,4,5 for a period of three weeks. These groups were observed in different sessions, with different teachers and at different times, each group session consists of one hour and a half. Observations focused on participants' classroom engagement with a specific focus on activities related to strategy use in the classroom. While observation focus was on key events related to learning strategies, attention was also paid to background conditions that

may have an impact on participants' behaviours in classroom such as learners' mood and classroom environment.

An observation checklist was used. It includes a set of strategies that can be ticked when identified (see Appendix D). In two groups (1,2) observation was done with different modules and teachers (the first sessions were Grammar module, we attended four times (twice with each group) with two different teachers, then Linguistic module, we attended twice the two groups with the same teacher). Another observations have been investigated during reading and writing sessions with groups 3, 5 as well as grammar module with another teacher in groups 3 and 4.

During the class session, the researcher sat at the back, observed participants without being embedded in the group during the investigation in order to clearly and accurately picturize learners' use of strategies without causing any disturbance that could lead them to change their behaviours.

We have attended the sessions, the action took place in lighted, organized and clean classrooms, eight sessions were programmed in the morning and two in the afternoon. The number of informants in each session was about 40-55 students, all of them attended class and some of them were active and comfortable.

The observation results presented participants' strategy use, they captured the « on the spot » strategies tailored by students in their real learning setting. The used strategies were inputted into observation checklist. Then the total strategy use was summarized per part. Moreover, immediately following the observation sessions, all notes have been reviewed to avoid any misconception or forget any valuable information.

The first rubric was about students' use of planning strategies. A little number of students showed great use of devising and following a plan to learn, knew previously the tasks' demands and verbalized their goals as they started the tasks on time. Whereas the majority seemed to be lost in a way they were not able to show a minimum of interest.

Concerning the second rubric which is monitoring strategies, in which the students are required to keep a watch on their learning, the minority of them always tried to check their comprehension of the courses and the tasks' demands under the directives of their

teachers mainly by activating schemata in all the observed sections. Moreover, they showed a great amount of interaction between themselves and their teachers which boosted their motivation. Whereas collaborative work was nearly absent.

In relation with the third rubric of problem solving strategies, the use of technological devices came first on the list of strategies used by some students; they asked questions to each other and more frequently to teachers. They always asked them (teachers) help. They could not detect their mistakes, even not knew they made them.

Concerning the final rubric of evaluating strategies, in very fewer occasions some students used peer assessment guided by their teachers but did not succeed to self-assess. Also, no one could assess strategy use and looked for better ones to meet the tasks' demands as well as the objectives set previously.

### **3.1.3 Analysis of the Semi-Structured's Interview data**

The semi-structured interview was conducted with ten (10) informants by the researcher and took place during the informants' break time before and after class in an informal atmosphere and a relaxed pace in classrooms and around, places that are familiar environment for them. The first minutes were spent on building rapport with the interviewees. The duration of the semi-structured interview varied from 03.33mns to 13.43mns depending on the amount of information each informant presented and their interactive engagement. To make the interaction between the interviewer and the interviewees smooth and facilitate its management, the semi-structured interview was conducted with each informant individually. The questions were asked in more or less the same order with all the interviewees. They focused on a variety of areas.

Considering the recording of the data of the semi-structured interview, the mobile phone recorders were used since they keep the participants' actual utterances and provide the researcher with "an objective record of what was said that can later be analyzed" (Mckay2006.55-56).

Throughout the conduction of the semi-structured interview, interruptions were kept to the minimum, we neither reject nor accept the informants' opinions.

To look for meaning through direct interpretation of what is observed by subjects as

well as what is done and reported by themselves is a necessary aspect of data analysis in a qualitative case study

The audio and video recordings of the semi-structured's interview were transcribed word by word making possible the examination of the transcript. Silverman (1993) states that transcribing requires "close, repeating listening to recording which often reveal previously unnoted recurring features" (p.117). Also, transcribing itself is an analytic process as "sorting out what you are seeing and hearing is never just about collecting data: It is data analysis" (Silverman, 2000:136). In such a way, transcriptions can be observed by other researchers in order to investigate similar analysis of the data and these transcription procedures increase the reliability of the study.

All the similar difficulties as well as the different ones that the informants explicitly mentioned were gathered and organized. Bogdan and Biklen (2003) define qualitative data analysis as "working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns". The analysis targets to find out meanings, concepts, patterns and themes. The process of data analysis begins with the organization and categorization of data in search of patterns, critical themes and meanings that emerge from the data. A process referred to as "open coding" (Strauss and Corbin, 1990) is frequently used whereby the researcher identifies and attempts to name the conceptual categories into which the phenomena observed would be grouped. This kind of data analysis is iterative in the sense that the researcher goes back and forth between the original data and the coding cycle in order to find out new codes. At this stage, the researcher aims to identify patterns and themes and illuminate them in relation with the research question.

The objective is to create descriptive and various categories that provide a groundwork for analysis. These steps are shown in the following:

**Transcript:**

**Date: May 2015 /**

**Record instrument: Mobile Phone**

**Interview Q<sub>1</sub>: Do you find difficulties in your studies?**

MU =Meaning Unit

### **Step 1: Segmenting**

MU1: [Yes, sometimes], MU2: [yes], MU3: [Yes, I do...much problems]

MU4: [Sometimes, yes, I do],

MU5: [Yes, Yes, in some modules],  
[I find some difficulties, of course],

MU6: [Yes],

MU7: [Sometimes]

MU8: [Yes] , MU9: [Yes], [Yes] ,

MU10: [of course, I find]

This question aims at investigating whether students were aware of their learning difficulties or not. Examining their answers showed that all the ten (10) informants stated facing difficulties in the many skills involving language learning. Although the participants answered this question without hesitation, and they even added comments like “I have too many problems” they could not detect all those problems and difficulties. We have segmented what seems significant and we notice that all the segments are positive responses as coded in what follows:

### **STEP2: Coding**

#### **R= Response**

R1: {confirmation of having problems}; R2: {confirmation}; R3: {confirmation}

R4:{confirmation} R5:{confirmation} ;R6:{confirmation} ;R7: {confirmation}

R8: {confirmation}; R9: {confirmation}; R10: {confirmation}

In the second step, we have coded all the meaning units. The 10 times occurred and come into positive response

## **STEP2: Category grouping**

### **Inf: informant**

Study hardship: {Inf 1: Inf2; Inf3; Inf4; Inf5; Inf6; Inf7; Inf8; Inf9:Inf10: 10 times

In the third and last step, we referred to the content of the units in order to obtain a theme which is study hardship

### **Interview**

#### **Q 1.2. If yes, what are they?**

Having coded and categorized the issue of informants' learning difficulties, it appears important to know these difficulties. In answering this question, the informants reported that they faced difficulties in nearly all the content and some language modules.

#### **Step 1: Segmenting**

**MU1:** [like memorizing] [Some difficulties like for civilization] ... [a lot of information]

**MU2:** [using English like speaking], [we do not have a kind ...where we speak English].

**MU3:** [no much activities, Phonetics, teacher's methodology]

**MU4 :** [revising,memorizing because here we have too many crowded classes,that's why it makes problems,you can't concentrate of what you are given],trying our best to solve these problems]

**MU5:** [civilization, euh... it's a full program], [a bit complicated] [I find literature so long and full ... Of information], [sometimes I can't remember], I find [difficulties in revising]

Yes, [a lot of information at once]

**MU6:** [spelling mistakes in ...writing], especially in module of writing]

**MU7:** Sometimes but mostly it is ok.I can manage them] [a lot...euh...to revise, to do homework] but when you...when we manage our time, it will become easy but when we do not it becomes difficult

Euh... [The one of sociology because it is in Arabic], yeah...

**MU8:** [Yes, especially in linguistic.Module of linguistic]. [I can't understand anything from the beginning of the year]

When I read the handout, [I find it hard to...] a little bit...how to say...but [when I answer I can't all the answers wrong, wrong]. [I don't know why?]

**MU9:** [I have difficulty in linguistics]

Sometimes [when the teacher is talking, I can't ...understand his accent], But [I try to read the hand out to get an idea sometimes]

[when the teacher is talking,I can't understand anything],so ,[sometimes I hate the session and the module] and[ I can't stay...attentive with him]

**MU10:** [listening, especially listening and somehow Grammar], may be, and [civilization module]

### **STEP2: Coding**

{**R1:** Memorizing, civilization: a lot of information

**R2:** No practice of oral skills-no material

**R3:** no many speaking activities-teachers' methodology-failure to convey a message. Phonetics

**R4:** memorizing, revision, crowded class, lack of concentration

**R5:** spelling mistakes, writing difficulty

**R6:** Linguistics, lack of understanding, wrong answers, no classroom participation

**R7:** Civilization: a lot of information at once, a full program, a bit complicated

**R8:** Sociology

**R9:** Linguistics, difficulty of understanding teacher's accent, reading difficulty, inattentiveness

**R10:** not knowing how to Listen, difficulty to use grammar rules, civilization }

All the meaning units show informants' awareness of learning difficulties in nearly all modules and are categorized in the following:

### **Step 3: Category Grouping**

Difficulty to memorize {Inf: 1time, Inf4:1 time}

Reading comprehension deficiency {Inf<sub>1</sub>: 1time, Inf<sub>3</sub>:1 time, Inf10:1 time}

Absence of oral skill practice {Inf<sub>2</sub>:1 time, Inf 3:1 time}

Difficulties to understand content modules {Inf 1:1time, Inf 5:1 time, Inf 9:1 time, Inf 6, 1 time, Inf 7: 1 time, Inf 10: 1 time}

Difficulties to understand language modules {Inf 5:1time, Inf 10: 1 time,}

Failure to understand teacher's accent {Inf 5:1time, Inf 9: 1 time}

Failure to follow teaching methodology {Inf 3: 1 time}

Revision problems {Inf 04: 1 time}

Large class size {Inf 04: 1 time}

Concentration problem {Inf 04: 1 time}

### **Interviewer Q 2. Do you try to solve them?**

This question aimed to dig into informants' possible metacognitive dynamic engagement towards their learning, particularly to find out EFL students' awareness of problem solving strategies as illustrated in the following:

#### **Step 1: Segmenting**

**MU1:** [So I try ...to yes],

**MU2:** [Yes, we try to solve them but there is no solution for speaking]

[There is some kind of solution but it's not help]

#### **Interview Q2.1: Have you tried?**

**MU2:** [Yes, we try, yes, it does not help]

**MU3:** Yes, like try... to find euh... the other activities out of the university...yes, t try to join some organization.... Yes like, for example

**MU4:** What, solutions?

**MU5:** [Of course, I do], i...sometimes

**MU6:** [Yes!! Many times] ...

**MU7:** [Yes, of course. As much as i can]

**MU9:** [Yes]

**MU10:** [Yes, of course, I'm try to solve them]

Nearly all the meaning units derive into positive response, only one meaning unit turns to be negative. These responses are coded in what follows:

### **STEP 2: Coding**

**R1:** {positive response} **R2:** {negative response} **R3:** {positive response} **R4:** {/} **R5:** {positive response} **R6:** {positive response} **R7:** {positive response} **R8:** {positive response} **R9:** {positive response} **R10:** {positive response}

Again, nine out of ten meaning units derive into positive response. The category appears in the following:

### **Step 3: Category Grouping**

Self-reliance to solve problems: {Inf1:1 time; Inf2:1 time, Inf3:1 time: Inf5: 1 time, Inf6: 1 time; Inf7:1 time; Inf8: 1 time,Inf 9: 1 time,Inf10 :1 time}

No possibility to solve problems {Inf4: 1 time; Inf2: 1 time}

### **Interviewer Q 2.1 If yes, what are the solutions? Set just 2 solutions or 3**

This question was targeted to know exactly the strategies used by the informants to solve their learning problems. The results showed that they were trying to solve their problems and the most used strategy according to their answers was “asking help from friends” in guiding them to find solutions to their difficulties

### **Step 1: Segmenting**

**MU1:** [I try to summarize] and ... [keep intentional information]. [Like monitoring, monitoring has always been a great solution for me]

**MU2:** [Speaking with my friends in English], [Speaking Skype]

**MU3:** [Yes, like try... to find euh... the other activities out of the university] ...yes, [try to join some organization]

[Yes...there are but I don't remember...may be...I don't have or I don't have]

**MU4:** [when I finish the course I prefer to ask my friends for handouts or may be copies], [check on the internet looking for course that I have studied] and [asking some higher-level education because I have some friends that who study 2<sup>nd</sup> and 3<sup>rd</sup> year ask him on the internet and they give me little advice, a little help, little information of what I'm studying or what I'm going to study because they have experience and it helps, it helps me]

**MU5:** [I summarize the lessons to diminish the length]

**MU6:** [I try to write many paragraphs] ...to solve this problem, [I show it to my teacher].

**MU7:** [May be by trying to revise with my friend], [he tried to help me], or [by asking teacher about questions like what makes me find difficulties in that module?]

**MU8:** [Of course, I read it at home]

**MU9:** [I try to read the handout to get an idea sometimes]. [I prefer to take the handout and revise it at home to get an idea by myself]

**MU10:** Well... [By studying at home] [Consult with my friends] and [revise, and revise more]

The meaning units are various, the informants adopted some strategies to solve their problems. The similar strategies are coded as well as the different ones in the following:

## **STEP2: Coding**

**R1:** {summarizing, keep intentional information, monitoring}

**R2:** {Speaking with friends in English} using Internet: Speaking through Skype}

**R3:** {finding outside activities, join some organizations}

**R4:** {Asking for handout from friends, checking the internet}

**R5:** {summarize the lessons}

**R6:** {write many paragraphs}

**R7:** {to revise with a friend, asking teacher questions}

**R8:** {read it (the handout) at home}

**R9:** {self-reliance to understand}

**R10:** {studying at home, consult with friends, revise more}

The themes derived from this coding process are shown in the following:

## **Step 3: Category Grouping**

Using summary {Inf1 :1 time, Inf5 :1 time}

Self-monitoring {Inf1: 1 time}

Practice Reading {Inf8: 1 time}

Self studying at home {Inf10: 1 time}

Peer and self revision, peer consultation: {Inf7 :1 time; Inf10: 1 time}

Using technological devices (internet): {Inf2: 1 time; Inf4: 1 time}

Practice oral skill: {Inf2: 1 time}

Practice Writing skill: {Inf6: 1 time}

Self reliance to understand: {Inf9: 1 time}

Asking teacher questions: {Inf7: 1 time}

### **Interview Q 3. Do you think that higher level students can help you?**

This question was interested to know whether the informants believed that having someone more capable was helpful for them to ease their learning or not. It also, aimed to know if the informants seek to learn out of the vacuum of classroom and to gain knowledge from other sources.

#### **Step 1: Segmenting**

**MU1:** [Yes, sure]. [I ask like, euh...like some higher education person].

**Justify:** [I have my cousin, he has a master degree] [I always ask him when I need help], [some difficulties, he gives me some advices, I try to follow him]

**MU2:** [Yes, of course!]

**Justify:** [Because he is more experience than me], then [they will give some experience]

**MU3:** [Out of classroom...euh...they can help me], in fact [they can help me yes], they... [but it depends] [I have some friends when I ask them for I don't know or something I don't students from other years to help me].

**Justify:** [I don't know people] ...laugh... [From second and third year] ... [and I don't know them.], [from my teachers], [from the internet], [I find a lot of information in internet. Cellularies, their applications that help us learn more English] and so

**MS4:** [Someone can give the right information, answer] but [sometimes they do not] but I get the message but it helps

**MU5:** [Yes]

**Justify:** ... [I actually have friends from master and second year] [. They help me in many modules], [yesterday, my cousin helped me in module of literature]

**MU6:** [First, I start by myself], [when I find that I can't] [I ask for help]

**Justify: no justification**

**MU7:** [Yes, of course, yes...of course they can help us]

**Justify:** EUH... [Not ...a lot]. [NO], laugh

**MU8:** [Of course, euh... of course]

**Justify:** because [students first year and third year, I think that they pass this year], [Have...what...should that do and should not] and [they can, maybe they solve their difficulties and they could help me to do the same]

**MU9:** [No, so much]. [Not like the teacher], but [yes, anyway] **MU10:** [Someone can give the right information]

Nearly all the informants agreed that higher level students could help them. They all stated that because of their experience they might provide them with the necessary help. The seven meaning units occurred drive into positive response, the remaining are negative:

### **Step2: Coding**

**R1:** {positive response} {advising}

**R2:** {positive response. More experience}

**R3:** {positive response. More experience}

**R4:** {positive response. More experience}

**R5:** {teacher help, technological help}

**R6:** {cousin help in literature}

**R7:** {reliance on oneself, if not possible, ask for other's help}

**R8:** {positive response: no justification}

**R9:** {more experience, guiding}

**R10:** {negative answer, teacher's help is better}

The obtained themes are displayed in the following:

### Step 3: Category Grouping

Reliance on more knowledgeable persons: {Inf1:1time, Inf2:1time, Inf3:1time, Inf4:1time, Inf9:1time Inf6:1time, Inf7:1time }

Reliance on teacher's help: {Inf5: 1time; Inf9: 1time }

Self reliance : {Inf7:1time} Reliance on technology: {Inf5: 1time }

### Interview Q 4. Do you ask help from them?

#### Q 4.1. If yes, what kind of help?

The informants were asked if they asked help from higher level students, nearly all of them positively answered this question. Since we used a semi-structured interview, we were able to ask the kind of help they ask from those students. Many answers are given: some asked for help to be guided and monitored to answer tasks' or exams' questions, some to get informed about the modules and exams and provided tips to better learn some skills. It is clear, then, that the kind of help they looked for has a relation with their modules and grades.

### Step 1: Segmenting

**MU1:** [Generally, I ask my classmates whenever I find a difficulty]. [Actually, I did not ask anyone from any higher level], [I don't know anyone here] ...I just know first year students.I don't know. [It did not come to my mind] [I prefer to ask my friends more than higher...students...laugh...yes, yes].

**MU1:** [because they have been gone through what I'm going] [they already face this like this era of education], [they have trained]

**MU2:** [Yes] ... [all the time]

**MU2:** [Help] or [kind of skills I ask him for I use for I increase my level]

**MU3:** [If I ask for help], [once, yes, once.I don't understand the lesson of phonetics. I

went to a friend in the 3<sup>rd</sup> year and he showed me how to understand it].

**MU3:** [Just in phonetics module.]

**MU3:** [how can I use English in my daily life]. [How can I use my English] [I try to get as much information as I can.]

**MU4:** [I ask about not to avoid time], [not to waste time], [strategies that help me to develop my learning, to gain much time, how to get information, how to get information from lectures], [just for strategies how to make a summary of speakers],

**MU5:** [I never ask students from other years to help me]. [I don't know people ...laugh...from second and third year...and I don't know them]

**MU6:** [yes...yes, directly]

**MU6:** [she will give me pieces of advice about how to use my skills in study] [she already know some...something about first year]. No, not to answer my question. [To help me how I can...euh answer the question, not directly give me the answer but give me how can I find this answer]

**MU7:** [No, because I don't know them, that's why]

**MU7:/**

**MU8:** [I'm shy] [I CAN'T DO THAT]. [Because, I'm shy. I can't ask help for other]

**MU8:** [she will give me pieces of advice about how to use my skills in study and because she already know some...something about first year]

**MU9:** [Yes...euh...once]

**MU9:** I try to ask a boy from third year and he told me ...never mind, linguistic that you study in first year is not clear but when you reach the third year you can have an idea about what is linguistics

**MU10:**[Yes, of course, I ask],[Iask them,just after the class] [Revise together]

All the meaning units are related to extend knowledge, increase level, provide strategies, advise, guide, and solve learning problems

## **STEP2: Coding**

R1: {asking friends, previous experience and trained}

R2: {positive response, skill to increase one's learning level}

R3 :{ positive response. Practice oral skill}

R4 :{ help with strategies to: develop learning, write a summary, get information from lectures }

R5 :{ possession of more information, more experience, guiding }

R6 :{ cousin 's help in literature, pieces of advice, background knowledge }

R7 :{ more experience }

R8 :{ pieces of advice, guiding to use own skill to learn, background knowledge }

R9 :{ solve problems, guiding }

R10 :{ group revision }

The following categories emerge from the above meaning units:

## **Step 3: Category Grouping**

Possession of experience and background knowledge {Inf1:1time, Inf 5:1time, Inf6:1time, Inf7:1time, Inf8:1time} Help in using learning strategies: {Inf5: 1time, Inf9: 1time} Guiding: {Inf5: 1time, Inf8: 1time Inf9: 1time} Provision of pieces of advice: {Inf6: 1time, Inf8: 1time }

## **Interviewer Q 4.1.1. Do they give you a full answer?**

This question targeted to reveal if the informants have been fully answered or not

## **Step 1 : Segmenting**

**MU1:** [I have smart friends! They usually know everything].

**MU2:** [They do not have full answers] , [you will find both of us we are concerning this

problem]

**MU3 :** [Yes, some of them do.] [They do help me and say they if we give you any information, try to spell it, they show me the way]

**MU4 :** [Someone can give the right information, answer] but [sometimes they do not] [it helps]

**MU5:** [prefer guiding] , [It helps me relying on myself]

**MU6:** [Yes], [Choose only the good students]

**MU7:** [No, because I don't know them], that's why

**MU8:** [she give me advices, that's it, not a full answer but she gives me advices].No, [just advices]

**MU9:** No, [they didn't give a full answer], [just short answer, they did not clarify or...explain]

**MU10:** [Actually, not a full answer] [answer that can help me more than doing nothing about...the lesson]

Another problem could be stressed according to these meaning units, those higher-level learners did not answer all the questions, they gave just short answers without further clarifications or explanations. Moreover, they provided them with abstract pieces of advice that did not adequately address their actual needs, and in some cases, their answers were not correct. The units are coded as follow:

## **STEP2: Coding**

R1: { full answer, smart friends know everything }

R2: { no possession of full answers. Shareness of the main concern }

R3 :{ guiding, advising to spell out any information }

R4 :{ not always, reliance on oneself to get the message }

R5 :{ better to be guided, reliance on oneself }

R6 :{ full answers, choice of good students }

R7 :{ knowing no one }

R8 :{ shyness problem, pieces of advice }

R9: { not a full answer, no clarification, no explanation }

R10: { not a full answer }

Different meaning units are provided, two of them are positive, three units drive into negative answer and the rest is about self reliance. These meaning units fall under the following categories:

## **Step 3: Category Grouping**

Provision of Full answer: { Inf1:1time, Inf6:1 time }

Preference to be guided and advised by the more knowledgeable persons { Inf3:1time, Inf5: 1time }

Self reliance : { Inf4:1time, Inf5:1time }

No provision of further explanations and clarifications { Inf2:1time, Inf9:1time  
Inf1:1time } Provision of partial answers: { Inf2:1time, Inf9:1time, Inf10:1time }

### **Interview Q 4.1.2. Do you find them available all the time?**

This question was intended to know if the informants always found the higher-level students or not. It also, strived to find out if the informants totally relied on them to solve their learning problems or not

### **Step 1 : Segmenting**

**MU1:** [They are always here for me when I ask they are here whenever I ask, I find them]

**MU2:** [No, they are not always here]

**MU3 :** [I don't know]... [Not all the time][I work...I try... I do my best], for example, [I try to send an email]... [I don't know].[Even me I can't do it for someone that is lower level than me], [someone is busy all the time].[He is going to give tips or advice] so that's why.[That is what is working].

**MU4 :** Yeah... [It depends] [let's say they are not], [I try my best to get it on my own], that it is ...because[ is benefic], [It helps me to motivate me, work alone, work hard and to dedicate yourself, myself for my learning]. You know... [When you get something by my own, it is not the same when you get from other people because you memorize it]

**MU5:/**

**MU6:** [No, because they also have their studies] and...but [when I think they are free, go to ask them], not all time!

**MU7:** [No], [because I don't know them, that's why]

**MU8:** [Of course, NO, OF COURSE NO]

**MU9:** [No, because they are busy too], [they have another things to do, they are not... available for us]

**MU10:** [No, not all the time], [when I ask them]

“Being not available all the time” is seen by nearly all the informants another difficulty

Nearly all the meaning units are negative responses, they are coded in the following:

### **STEP2: Coding**

R1: {available all the time}, R2: {not always}, **R3:** { not all the time, too busy }

R4: {not always, reliance on oneself}, **R5 :**{ no answer } ,R6: {thinking being free, ask them, not all the time} , R7 :{ no answer } ,R8 :{ no } , R9: {No, too buzy }

R10: {no, not all the time }

The following categories are shaped by the content of the above meaning units

### **Step 3: Category Grouping**

Permanent presence of higher level students: {Inf1: 1 time} No permanent availability of higher level students: {Inf2: 1 time, Inf3:1time, Inf4:1time, Inf6:1time, Inf8:1time, Inf9:1time, Inf 10:1 time}

### **Interviewer Q 4.2. If you don't ask help from them, say why?**

Another question was asked to the participants who do not ask help, the reasons that push them not to do are related to their shyness, having no contact with them and it did not come to their minds to get in touch with them and one informant stated that the higher-level learners are not modest. This question aimed to know the reasons behind not asking for help

### **Step 1: Segmenting**

**MU1:** [I don't know anyone here]. . [It did not come to my mind]

**MU2:** [May be I feel that they will not giving me anything], [They won't give the right answer, that's it!]

**MU3:** [I don't know people] , [From second and third year]

**MU4:** [I don't know people] [From second and third year...and I don't know them]

**MU5:** [No, because I don't know them], that's why]

**MU7:** [No, because I don't know them, that's why]

**MU7:/**

**MU7:** [Sometimes you find them not modest], [they didn't usually talk to first year] and [help them and give them advices], [that's why I prefer to not ask them]

**MU8:** [I'm shy]...laugh YEAH [I CAN'T DO THAT]. [Because, I'm shy. I can't ask help for other]

**MU8:** [she will give me pieces of advice about how to use my skills in study and because she already know some...something about first year]

**MU8:** [Don't know them well], [they are not my friends] or [I have not much time, to revise, may be]

There are various meaning units that can be coded as follow:

### **STEP2: Coding**

R1: {knowing no one, not coming to mind} R2: {providing no right answer} R3 :{/} R4 :{/} R5 :{/} R6 :{/} R7 :{ not knowing them} R8 :{ not knowing them , shyness problem} R9 :{ modesty problem} R10 :{ not knowing them well, not having much time}

We used the content of these units in order to obtain the set of the following categories:

### **Step 3: Category Grouping**

No previous contact with higher level students: {I1:1time, I7:1time, I9:1time}

No provision of right answers: {Inf 2:1time}

Psychological constraints: {Inf8:1time Inf9:1time,}

### **Interviewer Q 5. Do you think that having someone answering your questions may help you to solve your problems and better your learning?**

This question attempted to see whether informants believed that having someone answering their questions may help them to solve their problems and better their learning or not.

### **Step 1: Segmenting**

**MU1:** [No] [giving me some strategies], [a piece of advice like to understand the ...questions] [is better than answering them instead of me] because [I prefer relying on myself] better than having someone answering my questions. Yes

### **Question 5.1: Strategies? What do you mean by a strategy?**

**MU1:** Strategies...euh...[ways like means and ways]... and [solutions]...[to overcome the barriers and obstacles in the exams],[examples],[answering a lot] [doing practices and exercises],yes,this is a good...,fine

**MU2:** I... [I don't know], [Maybe it will be a better learning may be not], [it depends the person he will give you the answer]

**MU3 :** [Yes, of course], [especially when it is experienced], [someone in Master degree, special books], [one third year student advise me to..."if you want to be successful in literature, start reading novel from now]. [Of course, I find his advice very helpful]

**MU4:** [strategies that help me to develop my learning, to gain much time, how to get information, how to get information from lectures], [just for strategies how to make a summary of speakers]

**MU5:** [Of course! It will be better]. [I know that people from higher levels have more information than I do], [they have experience what I'm experiencing now]. [I think that... it will help]

**MU6:** [Not a direct answer, this will not help me at all] when they give me the answer, [where is my job, here...?] [I have to research and they will help me because they have experience about this], not give me answer directly]

**MU7:** Yeah... [If I knew students, I will ask.Of course]

Of course.Yes, because my questions....comes from difficulties and by [answering my question, then difficulty may not exist] so...

**MU8:** Yes, [I know, may be...may be if I find someone I can understand]

**MU9:** [Yes of course!,it is my pleasure to find someone who...euh...guide me and show me what Should I do what should I won't]

### **MU10: I DON'T THINK SO**

Nearly almost all the participants agreed that having a support like someone answering their questions and clarifying the ambiguous issues of their learning might assist them to deal with all their various and challenged learning situations. They indicated their awareness of the important role of such persons in helping and supporting them. The remaining informants do not know if this would help them or not.

All the meaning units are presented under the following codes:

#### **Step2: Coding**

R1 :{ Strategies: ways like means and ways and solutions...to overcome the barriers and obstacles in the exams, doing practices and exercises }

R2: {not knowing if it would help }

R3 :{ helpful }

R4 :{ better to rely on oneself }

R5 :{ better to be guided, self reliance }

R6 :{ guiding to find answers }

R7 :{ answering all questions }

R8 :{ may be ,if I find someone ,I can understand }

R9 :{ not knowing if it would help }

R10 :{ no }

The content of all the units permits us to group them in the following categories:

#### **Step 3: Category Grouping**

Doubts about their usefulness {Inf 2:1 time, Inf 9:1 time}

Total reliance on them {Inf 7: 1 time, Inf 8 : 1 time }

Self reliance {Inf 4: 1 time, Inf 5: 1 time }

Preference to be guided {Inf 1:1 time; Inf 5: 1 time Inf 6: 1 time }

Not helpful: {Inf10:1 time}

**Interviewer Q 6: Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

This question aimed to know the informants' degree of awareness of their learning problems and how they judged them. It was directed towards gaining insights into knowing whether they assessed learning difficulties as a normal situation in learning a foreign language or as an unescapable problem that they had to be aware of it and take into account in order to find adequate solutions.

**Step1: Segmenting**

**MU1:** [It is a problem in itself,] [to overcome learning difficulties to pass to another educational level]. [Problems itself like we have to overcome them to pass to another]. Yes, [we have to find solutions for that problems]

**MU2:** [Yes, it is a problem. It is a big problem] [in speaking I study English, I understand everything, I find solutions of all the task but in speaking, I can't speak.I have many ideas in my mind,many thoughts but I can't speak.I can't.As you say,euh express my ideas] [no kind of people speaking in English]

**MU3 :**[OF course, in every module we have problems and we just know how to ...how to deal with problems].[Having a learning problem is a normal situation].[No it is not normal,heavy experience,it's not].[It's normal to have difficulties.They are obstacles from my way and sometimes...euh they block me doing or carry on doing something],[sometimes I stop.]

**MU4 :**[YES, it is not normal to me], [it's not norma]l, [if it was normal I will not have to learn], [it's a problem and I have to solve it] and how,[ I have to make a research, you know, I have to ask, I will do everything in order to solve it ] ,[that helps to solve it], so[ I avoid it, I get it out of my mind] because [when you get a problem and you don't solve it, it will be always with you],

**MU5:** [I think that these difficulties are normal, any student can have learning

difficulties]. [We are young and we did not study English as a mother language and it is still new for us], so... [Having these difficulties is normal...for me]

**MU6:** [In some ways,it is a problem,in some ways it is normal] Problem with something simple,it will be a problem.[When I have difficulty with something simple], [find a difficulty in something new for me,this is not a problem at all,i have to solve this problem,not to worry and say this is a problem].

**MU7:** [Learning problem in studies is normal], [studying is not easy, we have to deal with them.We have to find solutions]. [Normal, of course...it is normal]

[Because that study] [we find difficulties, not an easy thing]

So, [there is a problem that has a solution], [sometimes is the teacher is the one who finds the solutions],[sometimes you,when you assist yourself,it becomes easy]....

**MU8:** [In my case, it is not normal] [because I can't understand all the mo...modules, from the beginning of the year.I can't understand anything]. [It is not normal].May be module it's not normal for me because I can't understand anything]

**MU9:** [I think it's the both], it is euh...it is euh...we can say... [a normal situation because we are first year and we did not know everything]. We have no idea but in the same time [it is a problem we need to solve it and not...avoid it or...neglect it.]

**MU10:** [ I don't think it's a problem] because [we are students, so we are here to learn], [it's normal, I think], especially [we are first year students,we have some difficulties in learning].[It's normal,they are some lessons that you understand well but they are some you can't].[Even teacher may have difficulties...may be in their learning].It's normal].[We are human being and we don't know everything.]

some difficulties. [Yes,it's normal,we can't understand everything],but...euh...[in this

On the basis of this coding, some units show learning difficulties a problem to be solved, the other ones draw them into a normal situation. Thanks to the content of these units the following categories are extracted

**Step 3: Category Grouping**

Assertion that learning difficulties is a problem to be solved {Inf1: 1time, Inf4: 1time, Inf6: 1time, Inf7: 1time}

Learning difficulties is a normal situation {Inf3: 1time, Inf5: 1time, Inf7: 1time, Inf8: 1 1time, Inf9: 1time, Inf10: 1time}

As shown above, the obtained data were segmented and coded in an attempt to sort out concepts and meanings, we have attempted to break down into simple parts the obtained data and re-form them again more meaningfully, this did not only allow us to group and categorize the patterns and the units but also to draw comparison and contrast between them that we reflect on in order to make them more meaningful.

## **Conclusion**

This chapter considered the analysis of the data obtained through the use of various research instruments. The researcher engaged in the analysis through some quantitative measures like (percentages) and qualitative interpretations. A questionnaire was used to uncover first year EFL students' background, metacognitive awareness and strategy use. The results were tabulated and presented in pie-charts. On its part, classroom observation has provided data about students' strategic behaviours, and on its turn, a semi-structured interview yielded considerable data in relation to students' awareness of their learning difficulties and the possible strategies used to overcome them. This chapter has reviewed the results briefly. We now turn to a thematic discussion

## **Chapter Four :Discussion and Pedagogical Implications**

### **Introduction**

The main area of investigation in the present study was to explore whether, or not, EFL students are aware of the strategies they use or they should use in promoting their autonomy.

For more information in relation to the data collected during the case study, the following point presents discussions of the results by generating some possible explanations related to First year EFL students namely their learning difficulties, metacognitive awareness, strategy use and autonomy. This chapter comprises two sections. In the first section, we shall discuss the data obtained and analyzed. In relation to students' semi-structured interview which was conducted in order to examine EFL students' awareness of their learning difficulties, the informants' answers obtained are segmented, coded and categorized. Two parts questionnaire which was administrated to the participants in order to dig into their background and possible awareness of the dynamic metacognitive process, the data collected are analyzed question by question as well as the data obtained through classroom observation conducted to spot LLS use in classroom behavior.

### **4.1 Discussion around the first research question:**

1. Are first year EFL students aware of their learning problems and the necessity to solve them?

All the informants showed difficulties in the many skills involving language learning. The study hardship of these participants was in the following modules : Civilization, Literature, Linguistics, Writing, Speaking, Listening, Phonetics and Sociology and language item limited to grammar with varying levels of difficulty as emerged from data coding and categorizing. Difficulties with retention, revising, remembering, concentration, summarizing and memorizing were more specific to individuals. Some signs that suggested the later set of difficulties may be :lack of interest,inattentiveness,short concentration span, difficulties in doing at once two or more things, for example :listening to a lecture and taking notes, lack of motivation in classroom activities, a show of emotional strain or anxiety in class, a vivid example is given by an informant who confessed that he could answer all the task's questions and

generate ideas but was unable to speak in the classroom. To overcome such psychological variables students need to practice English inside and outside classroom, be prepared to collaborate, listen to native speakers and overcome fear of making mistakes simply these ones are unescapable in learning a foreign language.

Speaking has a crucial place in EFL learning as stated by Nunan (1991) :

To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language . (p.39)

The EFL speaker is supposed to express himself, argue, ask, request, and give opinions inside and outside the classroom. The difficulty encountered by the informants is due to lack of vocabulary, pronunciation and grammar mistakes. As a result, the potential of their participation in speaking section is impacted by such limitations.

Another difficulty faced by the informant is spelling mistakes in writing .The reason behind it is the fact that many words are pronounced in the same but written differently and have different meanings ;Spelling difficulty for first year can be caused by the incorrect connection between words and their sounds and how they are spelling , For example :no-know ;then-than ;effect –affect

EFL students usually start directly writing without paying attention to the pre-writing strategic stage in which they have to generate ideas, brainstorm and organize an outline. They also show deficiency in the editing stage in which they do not exercise self-assessment of what they write, thinking that their piece of writing is free from any mistake. Such valuable strategies may have not been presented to them in secondary school, they have not developed such mechanisms, so they cannot have such an ability to write with the accuracy and fluency required .Therefore, they are not aware of the different strategies of writing and their importance. To develop such basic skills, they need to spend time to practice.

Students with learning difficulties may spend and waste much time looking for the ways to deal with the contents to be learned in order to know how to learn them , and once they make out these ways, they could not select the available steps that guide them to learn efficiently. The use of LLS makes them gaining time and energy in a

way to present to them various options and sources from which they could select when having to study, how to organize and manage their schedule and allocate opportunities to use English language beyond the vacuum of the classroom, for example.

Students with learning problems frequently have to face situations that disturb them and lead them to lose their motivation and increase their anxiety about the language learning atmosphere. Evidence suggests that the more learners feel anxiety, the less they achieve in learning. In this study, some informants feel so, because either they come to the class with previous more or less negative learning experiences or they have a low proficiency level or they ignore totally the potential value of LLS. Their efforts invested in learning may be affected by their own beliefs, one of the informants emphasized this expression « I CAN'T » many times during the conduction of the interview, as if it is printed in her mind. Her problem was due to the lack of understanding reading linguistics' passages or handouts. With regards to First year proficiency level, the lack of understanding might be due to the structure of the handouts, they might not contain summaries of the main information and are not well and clearly structured to be appropriately used by them.

Another point to be stressed is the informants' report about their total lack of understanding their linguistics lectures, in a sense that could not find any positive impact of this module on their learning, the use of difficult technical lexical and vocabulary makes it hard to understand. Students' weaknesses and failures in comprehension discouraged and demotivated them from putting further effort into learning and from taking responsibility for their own learning. This difficulty has been studied by many scholars. Bensemmane (2000) stressed that " this content course yields problems of three kinds :

- a. Coping with the subject matter which they (students) find too abstract
- b. Coping with the target language utilized which also seems complex and calls for complex cognitive skills that they have not mastered
- c. Coping with Teacher's methods which rely heavily on lecturing and do not encourage student involvement."(p:35)

What may cause the deficiency in this module and other content modules (civilization, literature) is that lecture is not delivered through planning it into different

stages using the terminology that eases the comprehension of the students. Also, these students do not know the structure of lectures, and we think that the absence of some strategies like repetition, pauses, note taking, providing concrete examples and even the use of technological devices can prevent them to comprehend. Also, some lecturers deliver the lecture as if they were reading it, during all the session they dictate their lectures with no kind of interaction with students. Some informants pointed the problem of not understanding the teacher's accent in linguistics module, another crucial problem because if the learner initially did not understand the teacher's accent, automatically all the information presented in the lecture could be confused. What we can deduce then, is that as these informants faced difficulties and did not appear to use any problem-solving strategies to overcome their difficulties because they did not possess the appropriate and necessary strategies, their low performance revealed poor comprehension of the linguistics lectures. This might, as Littlewood (1999) puts suggests a need for training in metacognitive strategies to promote autonomy in English learning.

What is worth to mention is that nearly all the informants tended to make their learning difficulties worse than they are in reality, might not detect exactly the cause of their problems and believed that they need help to start dealing with their learning difficulties. They conveyed the impression to be fully aware of their learning difficulties and excersed efforts to overcome them by using some techniques which are classified into (10) types as extracted from data coded and categorized. Using summaries was shared by (2) participants, another two informants stressed peer revision and consultation, while two other ones emphasized the use of technological devices, and three of them relied on themselves to practice writing, reading and study at home and only one of them asked help from teacher. It seems that the informants were aware of using their learning strengths to a certain limit to overcome their difficulties despite their young age and no previous university experience study.

When asked about possible help from higher level students, all the informants positively answered this question and their responses fallen under four categories

which are presented in a descending order : Reliance on more knowledgeable persons, reliance on teacher's help, self-reliance and reliance on technology. It seemed that the majority of the informants preferred to primarily relied on more knowledgeable persons to help them since they got previous experience and background knowledge. Such knowledge could help them in providing them with guidance, advising and using some learning strategies. These informants might ignore their potential to initiate to solve their problems, in the case they succeed to solve them, they could internalize the strategies used to and in the case they could not, they might call for scaffolded help from those higher students.

It is essential to mention that these higher level students did not fully answer the informants' questions. Just two informants reported being fully answered, four respondents stressed the opposite while the remaining ones preferred to be guided and relied on themselves. It appears that just four (4) students out of ten (10) sought more knowledgeable other guidance without over reliance on them. When more capable persons scaffold student's learning by helping them do what they cannot yet do alone, they model the processes that support them to gradually become more competent and independent to eventually activate the learning process by themselves.

Another point to be emphasized is no availability of those higher level students for the majority of the informants. We can understand that they always wanted to be supported and helped .This suggest that they were not aware of problem solving and self-management strategies or they might know them but they lacked the correct and appropriate use of them.

The researcher wanted to know the reasons behind not asking help for the informants who reported not using this strategy. We thought that these informants relied heavily on themselves to solve their learning problems and were aware of the potential of problem solving and self-managing strategies that can ease considerably their learning. Unfortunately, the answers were far to suit our predictions .The categories fallen under three sets: No previous contact with higher level students, no provision of right answers, psychological constraints. But what is essential to mention is that how could these informants know that they have been given wrong answers?

We think that thanks to teacher's directives and scaffolded instruction, they might make a difference between what is wrong and right. Again, the presence and the support of more knowledgeable persons (teachers here) are a must for them. This point has also been stressed by the participants when asked about the impact of the more capable persons on their learning as it is shown in the following

Nearly all the informants agreed that having someone answering their questions and making their learning issues explicit and clear helped them to remediate their lacunae while two participants doubted about their utility and one informant replied negatively as displayed in the following categories: Doubts about their usefulness - total reliance on them -self-reliance - preference to be guided - not helpful. The data obtained from question3 and 5 are completing each other, the informants did not contradict themselves , in fact they acknowledged the important and crucial role of those more capable persons in being resource of guidance, advising and help and they referred to the must of themselves(students) of being knowledge producer using their strategic ability not knowledge recipient. The more capable persons could give a lead to those students by providing starting points without taking every one of them to a pre-determined station . Whereas, three informants believed that they were major and first resource and option of help for them, they seemed to be still in need of such exterior support simply because they were not aware of the existence of strategies that make their learning to improve possible.

The last question revolved around informants' degree of awareness and judgement of their learning difficulties. The results dropped in the following categories:

- Assertion that learning difficulties are a problem to be solved.
- Learning difficulties are a normal situation

The majority of the informants considered learning difficulties as a normal situation since they are experienced their first year at university and also might be they had neither been previously taught how to cope with possible learning problems nor raised their awareness about the usefulness and benefits of some learning strategies namely metacognitive ones to ease learning . Even if it was a normal situation as stressed by them, they had not to make it worse by doing nothing, waiting for exterior

resource to do their job and looking for ready-made works, instead they need to be fully introduced to strategy awareness and its efficient impact on learning a foreign language. Whereas, some of them judged learning difficulties as a problem to be solved. It is clear then, that they showed a degree of awareness of learning strategies and the way these strategies would benefit their learning.

Thus, to assess their real and actual difficulties as well as their own learning, the informants' use of LLS may provide them this amount of potential. Being aware of their own learning difficulties let students to recognize them and deal with them without ignoring them, and as time goes by, they may go beyond faced barriers. In this way, they can enjoy a degree of autonomy to reflect on their own learning process in order to propose alternative solutions to their learning difficulties using autonomously the necessary adequate strategies.

#### **Answering the First Sub-question : Are first year EFL students aware of their learning problems and the necessity to solve them?**

The semi-structured interview succeeded to help informants reflect on their own learning process to suggest alternative solutions on their hardly detected learning difficulties. Therefore, they all mentioned that they are enduring different problems in their learning process. Some of them tried to deal with them by asking help from other more knowledgeable persons to be guided to cover the deficient learning areas hardly detected.

All the informants that participated in the semi-structured interview were aware of facing learning difficulties and problems but not aware of problem solving and self-management strategies. Therefore, they were not aware of person, task and strategic knowledge

#### **4.2 Discussion around the second research question:**

Are first year EFL learners aware of strategy use in promoting their autonomy?

The questionnaire have been analyzed question by question and presented in tables in order to synthesize the data and arrive at the results and conclusions of the research (Silinger&Shohamy, 2000)

According to the obtained results the majority of the participants seemed to have a positive attitude towards their learning, they were conscious about its necessity at

personal, national and international levels. Evidence suggests that the type of attitudes each individual learner possesses can play a major role in his learning process. Gardner (1985) posits that “the learners’ attitudes towards learning another language play a key role in enhancing and motivating them to learn that language. This, in turn affects their performance, too”. They have portrayed many objectives varying between those of being interested in learning English and future needs of it and other certified its importance in communication, travel and getting a new or better job. The analysis also revealed that a few participants were aware of their proficiency level whereas the majority could not evaluate it. This might suggest that they have not cultivated the concept of self-assessment and self-evaluation that involved them in reflection. As strategies, they are essential to be known because they provide evidence of progress which boosts motivation and more importantly enhances and heightens awareness of learning.

The finding of this study indicates that participants’ most used strategy in the first section “Planning Strategies ” is item(2) “Plan Making” followed by item(3) “Directing attention Selectively” and( 6) “Analyzing task’s comprehension” . This seems to suggest that participants felt the need to find their own strategies to plan their learning individually and with the assistance of other persons. However, they made no use of strategy item (5) “Selecting Strategies” and this confirmed their responses in the first part of the questionnaire in which they confessed that they knew nothing about the concept of strategy.

In part two “Monitoring Strategies” , the majority of the respondents used the individual strategy item (07) “checking progress” , more than half favored it followed by items (08) “Comprehension Check ” and(11) “Checking correctness of the predictions”. This implies that participants perceived the importance and the significance of how well they were learning and have given the chance to regularly check their progress, in doing so they would be able to spot their weaknesses so as to make other plans to improve them immediately. The use of such an item fosters self regulated learning which is a necessary factor in improving their autonomy. The least used strategy was (09) “Collaborative work ” and this could be explained by the fact that group work is not usually practiced in high school since the system is

fundamentally teacher-centered, students have not yet understood and developed group work culture and did not realize the prominent role of it, they are used to individual learning.

In section three “Problem Solving Strategies”, an important proportion of the whole research sampling referred to the strategy of seeking assistance and help to overcome their learning difficulties which seemed to indicate that participants relied on their teachers and did not exercise much effort to solve them, as they knew or just expected that the teacher would provide the answer at some point of the lesson or were passive learners who sought and overestimated help from others (either teacher or peer). Yet, another inherited learning habit from high school which did not attempt to urge learners to rely much on themselves. Results of this rubric also showed that nearly half of the respondents considered the importance of accessing various sources including technology; an obvious explanation to its use is that the participants have perceived the significance of these devices to improve their knowledge, to develop their sense of initiative and their ability to face novel and complex situations. In addition to this, the educational system promotes itself to higher levels of language pedagogy in relation to the use of technology at university. Also respondents revealed the frequent use of strategy item (18) “Trying Alternatives”, this contradicted what we have observed in many classrooms, no participant could suggest alternatives to overcome any learning problems, they ignored them. Another difficulty appeared was that these respondents did not know that they had problems and this might picture their total dependency on their teachers firstly to detect, then to solve their learning difficulties without attempting to initiate, to take the command of their learning and relying on their own capacity to manage it.

As far as the fourth part is concerned “Evaluating Strategies” which is another crucial step in autonomous learning, because it summarizes students’ previous actions and prepare the ground for future ones. Students would possess successful experiences and remediate their weaknesses. More than half of the participants indicated their strong agreement on making summaries, a very useful strategy in that it helps saving their time and energy and keep focusing on the most important points not just for immediate uses but future ones, but the lack of awareness might lead them to the

wrong use of such strategy, they might use it to study from and not to check their comprehension, for example. Moreover, the respondents referred to the objectives set at the beginning to assess if they have reached them or not, this might be explained by the fact that they have already cultivated this tactic and have perceived its benefits in consolidating their strengths, prevailing their weaknesses and prompting them to manage their learning. On the other side, many respondents revealed no will to judge strategy applicability as well as to look for other strategies that suit the demands of the tasks.

On its turn, classroom observation has been of a great interest for the researcher in qualifying the observed actions, behaviours and attitudes of the participants. Many classroom behaviours have shown participants less interest, enthusiasm and attention in learning. Some results were not similar to those of learners' questionnaire. During class session, nearly all participants rarely appeared interested in devoting more efforts in their language learning. The literature suggests that the type of attitudes each individual learner possesses can influence his learning process

It is notable that only very few participants seemed willing to plan their learning and this greatly matched the questionnaire response, knew the tasks' purposes and in order to confirm their comprehension, they relied on their teachers' directions and clarifications. These participants raised interest during all the observed sessions and created a warm learning atmosphere inside the classroom, and they invested efforts. By being exposed to various resources for practicing, this minority's motivation was boosted, they interacted with each other as well as with the teachers and sometimes teachers urged them to increase practice to gain much comprehension.

What is worth to mention is that thanks to teachers' questioning and directive strategies, this minority improved and developed their conceptual understanding by using their reasoning in doing tasks and relating previous acquired knowledge to address its demands. They not only answered the teachers' and each other's questions but they explained and justified their answers. Furthermore they tried to recycle their knowledge through repeated practice in an attempt to consolidate and review their own learning. The fact that they were more likely to use such strategies to learn did suggest that these students were motivated to put some effort into learning the FL even though

they found it somehow challenging. This might, as Littlewood(1999) argues suggest a need for training in metacognitive strategies to promote autonomy in English learning. Moreover, These results seemed to go in the same line of thought with Little's interpretation that both learner reflection and learner engagement are important in promoting autonomy in language learning.

For the purpose of easing their learning, these respondents had self access to technological devices such as cellular, they used dictionaries, laptops, CDROMS without teachers' intervention, tools that play a crucial role in helping them and were convinced that were efficient to assist them to be better learners.

Classroom observation revealed fewer opportunities for collaborative work, and very few learners asked teachers' help from time to time to clarify points and check their own comprehension. This reinforced the finding of the questionnaire in which participants reported rare use of group work. This might be due to the fact that they preferred working individually and were not fully introduced to the concept of collaborative work; also it might be the teacher who avoided such learning strategy that seemed hard to manage in relation to high class size.

In all sessions we observed, we have noticed that participants made mistakes and the teachers corrected them by the use of correction strategies as « time monitoring » that is to give students time to monitor or correct themselves. Also, in most cases the teachers asked students to repeat what they said in order to prompt them to find out their errors on their own, but in vain, participants always waited for their teachers' feedback. They rarely corrected each other's errors because they did not pay enough attention and importance to detect them or simply they couldn't know that they were making errors. Again, the traditional instruction did not equip them with such a potential, teacher represented the main and only source to learn: source of teaching and learning whereby "the teacher is in control, giving explicit directions for every learning activity, and the students passively following those directions" (Robbins, 1996, p. 16). Such practices might obstruct and prevent students from developing the willingness, trust and skills to learn FL.

In very few occasions, they criticized their classmates and considered their mistakes as weaknesses and failures, not as an unescapable part of the learning

process. Most of learners felt reluctant to take part in classroom activities and provide their remarks and comments, and few of the learners responded, the rest did not come up with any idea.

Students' weaknesses in comprehension discouraged them from putting further effort into learning and from taking responsibility for their own learning.

In writing and reading sessions, we have noticed that sometimes few learners provided new ideas related to their classmates' compositions in form of opinions making connections with their background knowledge which is based on short stories read, films watched or recalled personal experience(s).

What was lacking in the observed classroom is the explicit instruction of LLS. First year EFL LMD students need to know what a strategy is. How is it used? And why? Those questions could be answered if the teacher provides explicit teaching of strategies. The teachers asked students to do certain tasks. Students fulfilled the requirements of the tasks by using certain strategies unconsciously, for instance, they had been asked to take notes since the teachers could not write everything on the whiteboards without further explanation that taking note was a strategy, they were not introduced to how to take notes and why they are using such strategy. Another task had been asked to do, they were asked to self-assess their piece of writing (an argumentative paragraph). Owing to the lack of training, they could not conduct it. They were used to be evaluated through exam, test marks and teacher comments. Teaching explicitly certain learning strategies is a must to help students becoming autonomous.

**Answering the second sub-question: Are first year EFL learners aware of strategies use or they should use in promoting their autonomy?**

The results indicated somehow the use of strategies; this might be due to the fact that these participants' i.e. first year EFL LMD students had fewer occasions and opportunities to interact with native English speaker. However, these occasions are different from those presented to ESL learners to learn English (see chapter one, section I.1.1). These learners need English and use it in an authentic environment and indeed they can use authentic learning materials. Whereas first year EFL learners did not have direct contact with native speakers, and if it was available, it could be a very

low contact that did not present to them a real challenge to learn and take advantages of LLS for learning English Language. In other words, strategy is context –specific, learners may use more strategies in the ESL context than in EFL context because they did not have the motivational potential to face the possible problems in learning foreign language.

Another reason that could explain this situation was the fact that first year EFL students might have low level of proficiency, since they were in a transitional stage (from high school stage to university level) they had not cultivated the concept of strategy awareness and they had not been exposed to LLS and their positive impact on learning, hence they had not developed an adequate and diverse set of learning strategies to cope with the possible problems of English language that could make surface. The literature indicates that there exists a linear relationship between the strategy use and proficiency level (Lan&Oxford, 2003 )

This could be connected to another reason which might provide an explanation to the use of the strategies by the learners which was the educational system that did not include strategy instruction, being so, it was no wonder that many students were not well informed or at least familiar with the sets of LLS or they lacked the what and the how, when, where, or why in using LLS because they were rarely taught how well to use them and what strategies they could draw benefits from.

What it could be deduced from the questionnaire was that participants showed a possession of some strategies, this could be highlighted by the common view in the literature that learners usually have some LLS. They often use them in their mother tongue, and transfer them to foreign learning in a wrong way (Oxford, 1996). This study believes that the strategies that participants used might already be used by them in L1 but the problem is the imperfect transfer of them to be used in FL. However, the results showed that participants did not possess an appropriate repertoire of strategies, only learning habits that they used mechanically. In the context of this study, participants generally hold a less positive attitude towards autonomy. Students were not accustomed to thinking metacognitively and verbally analyzing their own needs and interests ;of course, they might already have been used to do this subconsciously or even consciously to a certain limit, but they were not used to talking or writing

about in English . They considered their teacher to be a leading figure who is expected to make decisions in most areas of learning.

It is worthy to add another reason that might explain their use of MLS which is self-efficacy, a concept that was proposed for the first time by the American cognitive psychologist Albert Bandura (1986). He states that self-efficacy is linked to learners' judgement of their capacities to identify and carry out something to master some specific functions. Many studies have emphasized the relationship between self-efficacy and the use of LLS. For example, Zimmerman (1990) indicated that individuals' self-efficacy has a significant relationship with the effective use of LLS. Learners with high self-efficacy tend to challenge difficult tasks, are willing to expend greater efforts, while those with low self-efficacy demonstrate high level of anxiety in the face of learning difficulties and obstacles. This was the case of the majority of the participants in this study who could hardly realize their capacity and willingness to take more challenges in learning FL , in this situation, learners' low self-beliefs were the causes for low participation, motivation, and performance rather than their lack of skills and abilities. Just a very few learners had high level of self–efficacy which was positively associated with their use of the four subcategories of MLS. This minority believed in their abilities to perform tasks, exhibited higher engagement in the classroom, created deeper interest in learning and better their academic performance. The difference between them was probably due to the difference in their proficiency levels.

Through the process of analysis and interpretation of the results collected by the use of the two parts questionnaire and classroom observation, we can answer the second sub-question

The conclusion of the second part of the questionnaire may be explained by its first part. In the first part, the majority of the participants reported not knowing “What are strategies and autonomy?” So, we can deduce that these respondents were just using some learning habits unconsciously, otherwise they would have mentioned them in the first part of the questionnaire, and this was reinforced by the finding of classroom observation. Though, nearly all the participants claimed before that they enjoyed English learning. While observing the classroom we found out how much it was hard

to introduce LLS to students who were not motivated and not making the least of the efforts to learn.

Therefore, the first part provides enough data to suggest that the participants were not strategic and far to be autonomous. the second part provides or yields information to confirm that only few of the respondents used some learning strategies (habits) unconsciously, more precisely, they were using some good learning strategies out of metacognitive knowledge which have been observed in classrooms, also.

The participants selected in this study representing 21.53 per cent of the whole population of first year EFL students in ED at Blida2 University, were not aware of the learning strategies they should use to manage their learning process and deal with their learning difficulties, therefore, they seemed to be not aware of its usefulness and importance in promoting their autonomy.

### **4.3 Summary of the findings**

This section has mainly been concerned with the discussion of the data collected in this study from a sample of seventy (70) first year EFL students in English Department at Blida2 University during the academic year 2014-2015. In fact, results obtained from the various used research tools have permitted the researcher to reach some points in relation to students' awareness about strategy use in promoting autonomy.

1. Learners' Semi-Structured interview has helped the researcher to gain insights about participants' awareness of their learning difficulties and the strategies they used to solve them.
2. Learners' questionnaire with its two parts has revealed interesting points about participants' strategy use, it also highlighted the students' degree of awareness about the use of different learning strategies.
3. On its turn, the classroom observation has proved to be of optimal usefulness in providing insights about observed learners' actual use of strategies in the field, and the degree of an appropriate application of language learning strategies. It has well permitted the researcher to actually analyze what is really going on in first year EFL learners' classroom setting.

The following concluding points are laid up on the analysis and the interpretation of the different findings

**a.** Unfortunately, due to the long exposure to traditional learning and total reliance on teachers in their previous stages of learning (high and middle school) EFL students were not introduced to LLS, they were neither ready to activate their awareness about the usefulness of them nor ready to be self fed.

**b.** LLS mainly MLS are supreme useful components for learning FL, they contribute to all parts of the language learning and pave the way to autonomy

**c.** Providing EFL learners with help and support to raise their awareness about the importance and usefulness of LLS and the kind of behaviour they need to avoid in learning is a desire to be nourished and a duty to be fulfilled to train them to be aware about the use of such strategies in order to be willing to accurately and adequately use them and to facilitate and optimize the difficult process of learning FL. The following section will highlight this point.

#### **4.4 Pedagogical Implications :**

Language research will have values if it brings some light to the learning process. Thus, on the basis of the results of this study which aimed at finding whether First year EFL students are aware about strategy use or they should use in promoting their autonomy or not, it would make sense to propose alternatives and hopefully suggest some recommendations. Our suggested applications are built on the results of this study that permit us to find that the participants reported the use of MLS which suggests that the problem of awareness is raised. Awareness is a fundamental aspect of metacognition and LLS simply because it mirrors learners' objectives and purposes of their behaviours and actions during the learning process. A main concern of these suggestive implications will be raising first year EFL awareness about the role of LLS instruction in particular MLS by training them in taking gradual charge of their own learning, in an attempt to facilitate their approval of their new role as strategic and autonomous learners in the light of LMD system.

Inducing changes in education is more than important but it is not easy, it is, however, a long process that needs right, focused goals and a will in the application of these ones. Such changes require the combination of teaching and teaching

methodologies and assumptions about how to teach and learn FL. Examples of this : learners are not ready to activate their process of gaining awareness of what they actually do if they are not willing to do so, added to this, rare strategy training. Bearing in mind these teaching and learning limits, teachers need to design a teaching methodology which is consistent not only with EFL teaching and learning conditions and criteria of LMD system but also with learners' strategies. Then, this consideration is about teachers, teaching methodology used and learners.

#### **4.4.1 Implications for Teaching and Teacher Training**

To make strategy training possible, teachers need to draw profit from any available opportunities to update their professional skills in order to address their own and their learners' needs. This can be possible through :

##### **a. Peer-Observation :**

Fruitful insights can be gained through regular observation of teachers by their colleagues. O'Malley and Chamot (1990) discovered that teachers need considerable exposure to the concepts of LLSs and repeated practice in designing and providing SI before they feel comfortable with including it in their classes. So, Observation of classes instructed by teachers who have previously incorporated strategy training is beneficial. These teachers may find the theoretical aspect of SI abstract, but what they really need is how they can choose from the various models of SI proposed by many scholars and how to implement them in order to address the needs. They need to make themselves aware of a wide variety of learning strategies and techniques of language learning. As Graham (1997:170) suggests " those teachers who have thought carefully about how they learned a language, about which strategies are most appropriate for which tasks, are more likely to be successful in developing strategic competence in their students". Such observation could eliminate any ambiguity and confusion from their parts.

**b. Collaborative Planning:** Some teachers often used to work in isolation, they have not cultivated a notion to work in groups and to take advantage of the expertise of their colleagues. Once they begin to induce such culture in their minds, they will look for any occasion to discuss identified issues arising from their daily teaching and learning situations and collaboratively try to solve them ,this strategy can have a great effect on

lesson presentation as well as to design specific instructional materials for teaching LLS.

### **c. Teachers' Development :**

Strategy training is firstly the responsibility of the teacher, then a responsible teacher pays special attention to the material chosen to teach, his teaching methodology and his students. It is important that teachers have to be committed to self development since it is considered as one of the crucial needs to face all obstacles in their job. Teachers think about what makes students learn better and faster ?how can improve their teaching ?What is the most suitable practice to meet the students' multidimensionalneeds, expectations and interests ?What makes learners be motivated ?Such interrogations and reflections could be possible through teacher's portfolio, conducting interviews with students, attend seminars and workshops. These means serve as evidence to prove that teachers' examination of their own practices would lead to the development of such practices, they need to keep abreast with new teaching methodology through training and self education.

### **4.4.2 Language Learning Strategy Based Instruction**

Strategy based instruction or training is a solution to assist, support and help learners to overcome their learning problems and raise their awareness of the strategies they already know and reveal to them the strategies that they do not know. Cohen uses the term *strategy-based instruction* to describe “explicit classroom instruction directed at learners regarding their language learning and language use strategies, and provided alongside instruction in the foreign language itself” (1998, p. 17-18). In this study, the terms “instruction,” “strategy instruction,” and “strategy training,” “Metacognitive Learning Strategy Based Training”will all be used interchangeably to describe “strategy-based instruction.”SBI will provide learners other learning occasions to choose appropriate strategies to fulfill successfully the requirements of more difficult tasks.

It is argued that SBI is effective and efficient if it is conducted under the right conditions(Chamot2008).SBI effectiveness is affected by some factors :students' beliefs in the usefulness of SBI,strategy use, their ability and willingness to be responsible and independent.

Before teachers start the SBI, it is advisable that they administer questionnaires and conduct interviews in which learners are invited to describe themselves as learners and how they approach their learning process without providing any set of strategies, because in doing so, some students would only pick from the available list of strategies the ones that do not exactly mirror their real actions and behaviors, some might use them but not in the appropriate way and some ignore them totally. In all these cases the problem of awareness tops the list of causes. Teachers try to recognize their specific needs and abilities, and diagnose how to help them.

#### **4.4.3 Rationale of Metacognitive Learning Strategy Based Training**

Through training learners begin to reflect on their own learning, and the ability they have acquired to rely on themselves as responsible autonomous learners. Learner autonomy is often mentioned as an integral purpose of strategy training (Oxford and Leaver, 1996; Oxford, 1994; Cohen, 1998; Rubin, 1987; Oxford et al., 1990; O'Malley & Chamot, 1990; Wenden, 1991 and Holec, 1987). Through strategy training, learners are supported and scaffolded to take responsibility for the learning process and at time goes up they start to assess both their own progress and how well they use the learning strategies (Cohen, 1998; Oxford, 1994). Once the scaffold is retreated, they show some degree of control over their use of LLS, they can evaluate their progress in using strategies to approach an assigned task. (Rubin, 1987; Oxford and Leaver, 1996). This self control helps them to transfer LLS to accomplish more complicated tasks not only in classroom but also out of it. " Explicit instruction in LLS leads to greater control by the student over the use of LLS and makes it easier to transfer LLS learned for a particular task to another, similar task " (Robbins (1999) p.8 of 14). Then, it is obvious that the goal behind MLST is to equip the learners with the necessary MLS to be aware of and to be able to show willingness to approach their learning process.

#### **4.4.4. Models of Strategy Instruction**

Upon instructing strategies, many models and programs have been produced and implemented in different educational settings such as the Cognitive Academic Language Learning Approach CALLA. Its importance lies in the fact that it starts by

raising learners' awareness of SBI. According to Oxford (1990) : "a program in which participants become aware of and familiar with the general idea of language learning strategies, and the way such strategies can help them accomplish various language tasks." (Oxford, 1990:202). Training Learners by using this model will help them to become aware of the effect of using MLS and be able to transfer this use for easing more difficult learning tasks inside and outside classroom. The main stages of this program are explained in the following

In their Cognitive Academic Language Learning Approach (CALLA), Chamot and O'Malley (1994) introduced practical ideas for teaching learning strategies. They proposed five phases of the instructional sequence: preparation, presentation, practice, evaluation, and expansion.

In the preparation phase, teachers develop students' metacognitive awareness. This may be possible by conducting interviews in which the teacher provides learners opportunities to articulate and discuss their approach to learning. According to Sheng (2008) " the SBI tasks are explicitly used to raise the students' general awareness about the learning process, their learning style preferences and the kinds of strategies that they already employ". Teachers need to explicitly teach learners how the strategy is used, in which context, and for which purpose.

In the presentation phase, teachers teach the strategy explicitly by naming, modeling the strategy and explaining how it will support their learning.

In the practice phase, students are provided with many opportunities for strategy practice such as: Instructional tasks which are needed at this level by the learners in order to make the theoretical aspect of strategy practical

In the evaluation phase, teachers develop students' metacognitive awareness of which strategies work for them, how and why, in this stage the teacher's role is to: "...Help learners evaluate their own success in using the learning strategy,(ibid 2008:5). Learners find out how well or not they use the strategy, and to which extent it eases and support their learning. Self-questioning can be a good strategy in this phase as we have seen earlier. The teacher can do this through interviews.

In the expansion phase, students are encouraged to transfer strategies to new tasks through activities such as analysis and discussion of strategies

### **a. Some activities for Metacognitive Learning Strategies Training**

The most effective way to demonstrate how useful the learning strategies are is to embed them into a language learning activity. Considering first year EFL students' proficiency level, the teacher is recommended to use short and authentic activities and avoid using difficult vocabulary which may present another learning problem to the learners. Teacher engages learners in metacognitive activities that will help them to evaluate themselves and to explain specifically both what they know and what they do not know. By identifying what they do not know, learners can focus their retention towards resolving such difficulties. Moreover, by knowing what they already know, students become aware of the potential knowledge and skills they have and they need to consider because it provides them self confidence to rely on their efforts to learn.

#### **Activity1:**

##### **Learning Strategy: Monitor**

**Description of Activity:** Learners will read an authentic target language article from a newspaper and then present and explain what they have read first in pairs and then in groups

**Language Objectives:** To develop reading comprehension, writing, and speaking skills

#### **Preparation:**

- 1) The teacher introduces the learning strategy *Monitor Your Progress*. This strategy is useful; it involves splitting the tasks into smaller pieces and monitoring one's progress.
- 2) He models the strategy by explaining that he is going to read a newspaper's article paragraph by paragraph. After reading each paragraph, he will check to make sure he has understood it. Takes an article and shows to the students how they would go through it and checking their understanding of it as they read it.
- 3) Tells the students that they are going to read authentic target language news' article. Explains that, despite its difficulty that can challenge their understanding, there are strategies to avoid getting demotivated and stressed. After each section, he should motivate them to check how well they comprehend the article. Instead of

waiting to proofread at the end, they have to cultivate the habit to check their work continuously.

**Practice:**

1) Distributes the article and have the students read it aloud with a partner. At the end of each paragraph, they should stop and discuss in pair what they have read and understood

2) Explains to them that this, is a strategy that they will use more often individually

**Reflection:** Have students describe how they monitored their understanding of this article in a journal entry. As a class, have them share their experiences and ideas. Ask them to think about how they could monitor their progress on other assignments.

**Expansion:** Have students bring a news article for classroom work each week. Have them present it individually in front of the classroom and then discuss what they have read and comprehended in a weekly current events session that the teacher organizes and invites other teachers and students to participate in the debate and enrich it.

**Activity2:**

**Learning Strategy: Evaluation**

**Language Objectives:** To improve listening comprehension, to improve speaking Skills

**Description of Activity:** The teacher divides the class into two groups; just one group is allowed to listen to a story in the target language and is asked to write a summary of it to the other group. Students will read the summary to them and compare their understanding of the story. Students will correct any misunderstanding they had of the story.

**Preparation:**

1) The teacher informs the students that it is possible and useful for them to evaluate their own work. It is beneficial to stop and reflect on their progress in learning a language. Students can also ask someone else to assess and comment on their progress.

2) The teacher explains to his students how he uses this strategy. For example, he can tell them that when you read an article in a foreign language review, you like to

discuss it with a friend, a classmate or any person to make sure you have comprehended it and grasped the meaning it conveys

3) When you read or listen to a story in a foreign language, it is important to check your comprehension with someone else. Evaluating periodically your success with listening activities can definitely manage your progress in this field.

**Practice:** 1) The teacher starts with a warming-up activity. He asks his students questions such as: Have you ever read stories, novels or books in the target language? If so, which one(s)? Do you know any famous English writers?

2) The teacher distributes a list of vocabulary used in the story and explains it with his students.

3) The teacher introduces the general topic without providing any details

4) Divides the class into pairs. After listening to the story, each student will write a summary to his/her partner.

5) Makes them listening and tells the students to try to follow the story and not to bother about difficult words that they can stop their understanding.

6) After listening, students will write a summary to their partners in which they recall the story. 7) Each student will read his/her partner's summary. The partners will then discuss their summaries and determine whether they understood the story in the same way or if they interpreted it differently.

**Reflection:** Ask students if they found it useful comparing notes with other students and evaluating their summaries. Ask them if they can use this strategy again in the future.

**Expansion:** Have students write a review of the story for their class, school magazine or their parents.

By engaging learners in such activities, they activate their analytical and critical thoughts, they actuate a supportive role in prompting reflection and learning and they can touch the relevant connection between the theory and the practice.

The challenge that EFL students face is to continuously use these strategies and do not stop using them as soon as the training is finished. This raises another point which is strategy maintenance.

#### 4.4.5 Strategy Maintenance

Shortmetacognitive strategy training may address the interests of some learners whereas long one may meet the needs of a larger number of them. Continuous use of MLS is the objective of MLST being short or long. We suggest, therefore, carrying studies after some months to check EFL students' use of MLS is still constant or not. In doing so, the researcher (s) is/are trying to find out whether the MLST has a lasting effect or not. The teacher can touch this point by considering ongoing evaluations and revisions of MLST such as: positive impact on the learners' attitudes towards training, also the increasing level of their strategic awareness, then, the longer they use MLS the more they get aware of the fact that learning is firstly a concern of the learner and the teacher is a facilitator of it. Learners keep on learning, develop the language skills, and gradually assume responsibility to be the effective students who know how to apply LLS appropriately and meaningfully to promote their autonomy. Research indicates that the efficient use of LLS results in improving Language proficiency in general and specific skills in particular, learners develop" a more practiced eye, a more receptive ear, a more fluent tongue, a more involved heart, a more responsive mind" (Oxford 1990,p ix) . Learners who have improved skills in learning how to learn will exploit classroom learning opportunities in an effective manner. Their awareness and deployment of the range of strategies will serve as a foundation to them to acquire learning autonomously.

#### **4.7 CONCLUSION**

The main concern of this section has been to provide English language teachers with suggestions and recommendations regarding the issue of raising learners' awareness about strategy use. Initially, it has highlighted a necessary point which is

the teachers' must for change and tolerance for change to meet the dynamic requirements of the teaching/learning situation. Thus, teacher's self training, reflection and development were the first needed steps to guide students to promote and emphasize their potential need to be strategically introduced to their new way of learning and their new role as autonomous learners. In completing such duties, teachers were recommended to question and consider their teaching methodology and classroom practices taking into account the students' individual mix characteristics, needs and interests. Their objectives are to enable learners to draw profit from the merit of LLS, raise students' awareness about their use and activate their reflective and thinking potential. These learners are required to take the advantages of strategy training. So, teachers were requested to lead an analysis of their learners learning process to support them to have commands of FL by exposing them to learning strategies and make them aware of their effective use.

First year EFL students are in an optimal need to be equipped and well informed about how well they should approach their learning. To support and help them to meet their needs and address their multidimensional interests and expectations is more than a must. In this section we set the scope on metacognition strategy based instruction and highlight its necessity in raising learners' awareness about how, why, when and where strategies are used .Metacognition is always important and beneficial for their learning, they need to be trained to know how well they process their learning

## **General Conclusion**

The teaching of English as a foreign language in Algeria has been given much interest and concern after the advent of the globalization process. Although all efforts made to develop the teaching and learning processes of EFL , Algerian students seem to still show a low academic readiness to take charge of their learning.

The present work aims to not only explore the extent to which new arrived students are aware of strategy use and make use of it but also to raise their awareness of LLS that might help them efficiently in their learning process. It has tried to find out whether first year degree students are aware of strategy use and targeted towards uncovering their learning difficulties and the strategies they used to overcome them by asking the following research questions :

Main research question:

What is the place of strategy use and autonomy in the study process of first year degree students in at the English Department at Blida2 University ?

Sub-question 1:

Are first year degree students aware of their learning problems and of the necessity to solve them ?

Sub-question 2:

Are first year degree students aware of strategy use to promote their learning ?

In addressing this issue, it is attempted to range the study from theoretical chapter to practical ones.

Chapter one was directed towards the theoretical part of the study. It gave an overview of literature relevant to the study. It has started by drawing a difference between the concepts of EFL and ESL , managed to clear up the concepts of LLS, strategy awareness mainly metacognitive awareness and autonomy. In addition to the various and important definitions and features of these concepts , their importance and their heavy influence on the process of learning have been stressed . Considering the preceding review of literature, a study searching to inform the research questions has

been investigated .The objective of chapters two and three was to bring a ground of the research tools used and data analysis as well as the learning context. In order to answer the research questions, a mixed method case study was designed. A two part questionnaire, a semi-structured interview and classroom observation are the research tools included in this study. The first part of the questionnaire sought to describe the participants' profile and the second one attempted to highlight subjects' awareness of strategy use. In order to capture more valid information about the subjects' awareness of strategy use, some sessions have been observed . The semi-structured interview was conducted and aimed to uncover the informants' learning difficulties and the strategies they used to solve them . Chapter three main concern was analysis of the results carried out via triangulation that is found to be beneficial in providing confirmation of some findings, increasing validity and enhancing understanding of the issue . Finally , on the basis of the results obtained that have been synthesized quantitatively and qualitatively , a contribution to educational change through integrating strategy based training into teaching has been suggested in chapter four .

The study revealed that all the ten informants were aware of their learning difficulties but not aware of problem solving and self management strategies . Therefore , they were not aware of person, task and strategic knowledge. Moreover , all the participants (70) used some metacognitive strategies that might be used in their first language but the problem was the imperfect transfer of them to be used in FL . They used them inappropriately and ineffectively. The results also showed that the respondents were not used to think metacognitively and verbally analyzing their learning approaches. It appeared from these results that linguistic competence needs to be related to strategic competence leading to efficient learning of FL. One important element of strategy competence is the metacognitive knowledge , that is those insights that students have learned and acquired about language learning strategies, Learning process and language. However , these participants lacked the metacognitive knowledge which seemed to be caused by previous educational settings that neglected critical reflection and did not introduce students to their fullest potential of learning . These participants couldn't be considered strategic even they showed some use of

strategies ,in fact they were just using some of them out of strategy knowledge .The strong evidence to draw such a remark was their inability to define strategy and provide any strategies they used to manage their learning when asked to do in the two part questionnaire.

Such findings lend some support to the published research of this issue investigated in other areas namely ( Hamzaoui 2006) . By contrast , they are far to be considered consistent with other studies (Rahimi and Katel 2010 , Liu 2012 ,Mohamed ,Chew and Kabila 2006).

Then , the results of this study showed that participants revealed a serious lack in strategic competence.However, if the fast change in science is considered , it appears important that students be armed with strategies to learn more and well in order to follow the rapid world's change. This may be attained through a new educational method that would focus on metacognitive progress of the students by rising strategy instruction. This outlet would stimulate critical thinking by both teachers and learners : teachers are recommended to reflect on their learning ,on the strategies suitable for tasks ,and by urging learners to think about the relationship between their strategy use and their academic achievements to continuously review their accomplishments and their future learning directions.

It should be mentioned that the results of this case study are not to be generalized .Also, this study must be interpreted in light of some limitations such as the small sample.Seventy EFL students took part in this study who could not be representative of all the first year degree students.In addition to this, this work did not undertake strategy use in relation to some learners' variables such as gender ,it was impossible to have an equal number of male and female participants in the sample. Aiming at evaluating the aforementioned suggestions,future experimental studies may investigate the following issue :How can one best evaluate success in strategy training ? Other studies might investigate the causal relationship of MLS and language proficiency. In addition ,longitudinal studies need to be done in relation of strategy maintenance .

We are aware of the limitations of this study, but our hope ,in addition to be a useful source for teachers ,they will know the extent to which it may be necessary to integrate strategy training into their programs and help their students in raising their awareness of LLS in general and MLS in particular . Also, First year degree students may get supportive feedback from the findings of this study. Moreover, it will serve as a basis for further studies on LLS at different levels of learning and under different learning conditions.

We want our students to be aware of where they are ,where they want to go and how. Such awareness will boost their motivation to learn more and well, increase confidence in their abilities to design suitable plans, monitor their progress , carry out self evaluation and attain strategic competence ,so necessary for their autonomy improvement .

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## Appendix A

### STUDENTS' SEMI STRUCTURED INTERVIEW

**1. Do you find difficulties in your studies?**

Yes            No

**1.2. If yes, what are they?**

.....

**2. Do you try to solve them?**

Yes            No

**2.1. If yes, what are the solutions? Set just 2 solutions or 3**

.....

**2.1. If no, why did not you try?**

.....

**3. Do you think that higher level students can help you?**

Yes            No

**Justify**.....

**4. Do you request for help?**

Yes            No

**4.1. If yes, what kind of help?**

.....

**4.1.1. Do they fully answer?**

Yes            No

**4.1.2. Do you find them available all the time?**

Yes            No

**4.2. If you don't ask help from them, say why?**

Yes            No

**5. Do you think that having someone answering your questions may help you to solve your problems and better you learning?**

Yes            No

**6. Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to learn better?**

Yes            No

# Appendix B

## Transcript of Students' Semi Structured Interview

### Answers of the first male interviewee

Time duration : 6mins

#### Question 1 : Do you find difficulties in your studies?

Yes No

MS1 : Yes, sometimes, i find difficulties when....

##### 1.2. If yes, what are they?

MS1 : like memorizing. I try ... yes, steps. Some difficulties like for civilization... a lot of information.

#### Question 2 : Do you try to solve them?

Yes No

MS1: So I try ... to yes,

##### 2.1. If yes, what are they? Set just 2 solutions or 3

I try to summarize and ... keep intentional information but i find difficulties, but i try to overcome them... yeah !

Like monitoring, monitoring has always been a great solution for me.

#### Question 3. Do you think that higher level students can help you?

Yes No

MS1: Yes, sure. I ask like, euh... like some higher education person.

Justify: I have my cousin, he has a master degree, he has a master degree I think in English. So, I always ask him when I need help, some difficulties, he gives me some advices, I try to follow him.

#### Question 4. Do you ask help from them?

Yes No

MS1: Generally, I ask my classmates whenever I find a difficulty. I need... euh... I find difficulties or difficult euh... ambiguous information, yeah...

##### 4.1. If yes, what kind of help?

Yes, for sure. Euh... ok, eum... because they have been gone through what I'm going... gone now, they already face this like this era of education, they have trained, so it is good to ask them. Yes...

##### 4.1.1. Do they give you a full answer?

Yes No

##### 4.2. If you don't ask help from them, say why?

Yes No

MS1: Actually, I did not ask anyone from any higher level... laugh... I don't know anyone here... I just know first year students. So like that... laugh... I don't know. It did not come to my mind... so like that. I prefer to ask my friends more than higher... students... laugh... yes, yes.

##### 4.1.1. Do they give you a full answer?

Yes No

MS1: I have smart friends! They usually know everything. I don't find problems asking them or ... yes

##### 4.1.2. Do you find them available all the time?

Yes No

MS1: They are always here for me when I ask they are here whenever I ask, I find them

#### Question 5: Do you think that having someone answering your questions may help you to solve your problems and better your learning?

Yes No

MS1: No I think giving me some strategies and ... like a piece of advice like to understand the ... questions and ... is better than answering them instead of me because I prefer relying on myself better than having someone answering my questions. Yes

##### Question 5.1: Strategies? What do you mean by a strategy?

MS1: Strategies... euh... ways like means and ways... and solutions... to overcome the barriers and obstacles in the exams, examples, euh..., sure... ok! like... answering a lot ... and doing practices and exercises, yes, this is a good..., fine.

**Question 6. Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

Yes No

**MS1:** I think ...euh...both,yes,both! Like ...euh..., learning difficulties everyone suffers from this problem,no one is perfect.

**Question 6.1: Can you clarify your answer?**

**MS1:**It is a problem in itself,eum...when it comes to the learning,step like to overcome learning difficulties to pass to another educational level.Problems itself like we haveto overcome them to passto another.Yes,we have to find solutions for that problems...euh...yes.

**Answers of the second male interviewee**

**Time duration : 5. 34 mins**

**Question 1 : Do you find difficulties in your studies?**

**MS2 :**Yes,usingeuh...English,using Englishlike speaking,we do not have a kind ...where we speak english

**1.2. If yes, what are they? Question 2 : Do you try to solve them?**

**MS2**Yes, we try to solve them but there is no solution for speaking

There is some kind of solution but it's not help

**Have youtried ?**

**MS2 :** Yes, wetry,yes,it does not helpSpeaking with my friends in English,euh...speaking skype

**Question 3. Do you think that higher level students can help you?**

**MS2 : MS2**Yes,of course !because he is more experience than me,then they will give some experience

**MS2 :** Yes,...all the time

**MS2 :** I don't understand

**Question 4. Do you ask help from them?What kind of help?**

**MS2 :** Helpor kind of skills i ask him for i use for i increase my level

**4.1.1. Do they give you a full answer?**

**MS2 :** They do not have full answers because sometimes you will find both of us we are concerning this problem

**4.1.2. Do you find them available all the time?**

**MS2 :** No, they are not always here

**MS2 :** I did not

**Question 5: Do you think that having someone answering your questions may help you to solve your problems and better your learning?**

**MS2:** May be i feel that they will not giving me anything,euh...they won't give the right answer,that's it !

I...i don't know,may be...may be it will be a better learning may be not,itdepends the person he will give you the answer

**Question 6: Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

**MS2 :**Yes ,it is a problem.It is a big problemthat I ...for example,in speaking i study English,i understand everything,i find solutions of all the task but in speaking,i can't speak.I have many ideas in my mind,many thoughts but i can't speak.Ican't.As you say,euh express my ideas.Justspeaking,yes.Because we are here,you know Arabic and there is not ,no kind of people speaking in English

**Answers of the third male interviewee**

**Time duration : 10.56**

**MS3 :Question 1 : Do you find difficulties in your studies?**

Yes,I do...euh... much problems...like what? So, I find one of the most important is,the most important is... that I don't have much activities,so,I

**Do you try to solve them?**

**MS3** :Yes,like try... to find euh... the other activities out of the university...yes,t try to join some organization.... Yes like,for example

**MS3** : Yes...there are but I don't remember...may be...I don't have or I I don't have,for example I have personal problems is that I have...difficulty in the lesson but when I understand it well,it does not come out from memory

**MS3** :Many modules,manymodules,in fact and they are some ...other problems because of the teacher,actually teacher does not conveyed the message well,so it won't be received

**Question: This is the major problem for you?**

**MS3** : Yes, all of the major problem

**Question: Do you think that higher level students can help you?**

**MS3** :Out of classroom...euh...they can help me, in fact they can help me yes, they... but it depends, for example, when I sick or at home, they can help me but I did not do...but I have some friends when I ask them for I don't know or something I don't understand, they do help me.

**Question: Then, you ask for help?**

**MS3** :If I ask for help...but...,once,yes,once.I don't understand the lesson of phonetics.I went to a friend in the 3<sup>rd</sup> year and he showed me how to understand it.

**MS3** : Just in phonetics module.

**Question: Do you think that higher level students can help you?**

**MS3** : Well I did not try to ask more help. I hope to find someone to help me

**Question : What kind of help?**

**MS3** : One of how can I use English in my daily life. How can I use my English .English has much categories and we have business English and others, so I try to get as much information as I can.

**Question : Do they give you a full answer?**

**MS3** :Yes, some of them do. They do help me and say they if we give you any information, try to spell it, they show me the way

**Question : Are they available all the time you need them?**

**MS3** :Eum...I don't know...not all the time...but ...I work...I try... I do my best,forexample,I try to send an email...I don't know...if ...but for someone to be beside me all the time,.Even me I can't do it for someone that is lower level than me,someone is busy all the time.He is going to give tips or advice so that's why.That is what is working.

**Question : Do you think that having someone answering your questions help you to solve your problems better your learning?**

**MS3** :Yes,ofcourse,especially when it is experienced,someone in Master degree,special books ,one third year student advise me to..."if you want to be successful in literature,start reading novel from now.Ofcourse,I find his advice very helpful

**Question 6: Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

**MS3** :In fact...euh...Whenever we go we find problems but everything has a solution, it is not impossible to solve problem, just know how to deal with it. OF course, in every module we have problems and we just know how to ...how to deal with problems.Having a learning problem is a normal situation.No it is not normal,heavyexperience,it'snot.It's normal to have difficulties.They are obstacles from my way and sometimes...euh they blocjk me doing or carry on doing something,sometimes I stop.

## **Answers of the fourth male Interviewee**

**Time duration : 13.43mins**

### **Question 1 : Do you find difficulties in your studies?**

**Question : What are they?**

**MS4 :** EUM... What are they?! Sometimes, I mean when I attend the class, let's say, for instance, I came late I can't get the course from others. Other problems: revising, memorizing because here we have too many crowded classes, that's why it makes problems, you can't concentrate of what you are given, you know what I mean? they are many problems but we are trying our best to solve these problems

**Do you try to solve them?**

**MS4 :** What, solutions? To me, for example, when I finish the course I prefer to ask my friends for handouts or may be copies, check on the internet looking for course that I have studied and asking some higher level education because I have some friends that who study 2<sup>nd</sup> and 3<sup>rd</sup> year ask him on the internet and they give me little advice, a little help, little information of what I am studying or what I am going to study because they have experience and it helps, it helps me.

**Question: What kind of help?**

**MS4 :** I ask about not to avoid time may be, not to waste time, strategies that help me to develop my learning, to gain much time, how to get information, how to get information from lectures, you know just for strategies how to make a summary of speakers, you know... euh... I mean... that we have...

**Question : Do you think that having someone answering your questions help you to solve your problems better your learning?**

**MS4 :** Someone can give the right information, answer but sometimes they do not but I get the message but it helps

**Question : Are they available all the time you need them?**

**MS4 :** Yeah... It depends... Eum, let's say they are not, okay! I try my best to get it on my own, that it is ... because is benefic, I think, It helps me to motivate me, work alone, work hard and to dedicate yourself, myself for my learning. You know... When you get something by my own, it is not the same when you get from other people because you memorize it, and... I think... other question?

**Question 6: Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

**MS4 :** YES, it is normal to me, it's not normal, if it was normal I will not have to learn, it's a problem and I have to solve it and how to solve it, I have to make a research, you know, I have to ask, I will do everything in order, that helps to solve it, so I avoid it, I get it out of my mind because when you get a problem and you don't solve it, it will be always with you, may be one day when you graduate... you know, we are going to be teachers with God willing.

## **Answers of the first female interviewee**

**Time duration : 4.11 mins**

### **Question 1 : Do you find difficulties in your studies?**

**FS1:** Yes, in some modules, I find some difficulties, of course.

**1.2. If yes, what are they?**

**FS1:** I think civilization, euh... it's a full program, I find it a bit complicated as I find literature so long and full of information, sometimes I can't remember, I find difficulties in revising

**FS1:** Yes, a lot of information at once, that it is!

**Question 2 : Do you try to solve them? 2.1. If yes, what are they? Set just 2 solutions or 3**

**FS1:** Of course, I do, i... sometimes... I summarize the lessons to diminish the length. I... that is it!

...just...this!

#### **4.2. If you don't ask help from them, say why?**

**FS1:**I never ask students from other years to help me. I don't know people ...laugh...from second and third year...and I don't know them.

#### **Question 4. Do you ask help from them?**

**FS1:**So, from my teachers,from the internet...laugh, I find a lot of informationin internet.Cellularies, their applications that helpus learn more English and so

**FS1:**Please, repeat the question?

#### **Question 3. Do you think that higher level students can help you?**

**FS1:**Of course! It will be better.Eum...because I know that people from higher levels have more information than I do, they have experience what I'm experiencing now. So...I think that... it will help

#### **What kind of help?**

#### **Question 5: Do you think that having someone answering your questions may help you to solve your problems and better your learning?**

**FS1:**I prefer guiding.Euh...It helps me relying on myself not on them

#### **Question 6: Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

**FS1:**I get you.Euh...I think that these difficulties are normal, any student can have learning difficulties. We are young and we did not study English as a mother language and it is still new for us, so...having these difficulties is normal...for me

#### **Answers of the second female interviewee**

**Time duration : 5.34 mins**

#### **Question 1 : Do you find difficulties in your studies?**

**FS2 :**Yes...euh,spelling mistakes in ...writing,pecially in module of writing

#### **1.2. If yes, what are they?**

Yes ,just in this module

#### **Question 2 : Do you try to solve them? 2.1. If yes, what are they? Set just 2 solutions or 3**

**FS2 :**Yes !!many times...i try to write many paragraphs..to solve this problem,i show it to my teacher.Yes,that 's it !laugh...

#### **Question 3. Do you think that higher level students can help you?**

**FS2 :**Yes...i actually have friends from master and second year.They help me in many modules,forexample,yesterday,my cousin helped me in module of literature

#### **Question 4. Do you ask help from them?**

**FS2 :**What ?...yes...yes,directly...can you help me...if you can...so...we agree about place and time and we ...start

**FS2 :**I didn't understand

#### **What kind of help?**

**FS2** :Only in study or she will give me pieces of advice about how to use my skills in studyand because she already knowsome...something about first year

**4.1.1. Do they give you a full answer?**

**FS2** :they did because i choose only the good students

**4.1.2. Do you find them available all the time?**

**FS2** :No,because they also have their studiesand...but wheni think they are free,i go to ask them,not all time !

**Question 5: Do you think that having someone answering your questions may help you to solve your problems and better your learning?**

**FS2** :No,not to answer my question.To help me haw i can...euh answer the question,not directly give me the answer but give me how can i find this answer

**FS2** :Not a direct answer,this will not help me at all when they give me the answer,where is my job,here... ?i have to research and they will help me because they have experience about this,not give me answer directly

**FS2** :Yes...like this,controlling me !

**Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

**FS2** :Euh....In some ways,it is a problem,in some ways it is normal.Problemwith something simple,itwill be a problem.When i have difficulty with something simple,for example,when i have...i don't know...difficulty in something simple,not a big deal,but when i have ...find a difficulty in something new for me,this is not a problem at all,i have to solve this problem,not to worry and say this is a problem.No.

**Answers of the third female interviewee**

**Time duration : 04.09 mins**

**Question 1 : Do you find difficulties in your studies?**

**FS3**: Sometimes but mostly it is ok.Ican manage them.Sometimes,there is a lot...euh...to revise,to do homework but when you...when we manage our time,it will become easy but when we do not it becomes difficult

**1.2. If yes, what are they?**

**FS3**:Euh...The one of sociology because it is in Arabic, yeah...I have other difficulties in other modules but it is not huge as sociology

**Question 2 :Do you try to solve them?**

**FS3**:Yes,of course.As much as i can

**2.1. If yes, what are they? Set just 2 solutions or 3**

**FS3**:May be by trying to revise with my friend, he tried to help me, or by asking teacher about questions like what makes me find difficulties in that module?

**Question 3. Do you think that higher level students can help you?**

**FS3**:First,I start by myself and then when I find that I can't I ask for help.Ofcourse,yes,because they have experience more than me so they can help me

**Question 4. Do you ask help from them?**

**4.2. If you don't ask help from them, say why?**

**FS3**:Because I don't know them,that's whyYeah...if I knew students,I will ask.Of course...is...euh...

**Question 5: Do you think that having someone answering your questions may help you to solve your problems and better your learning?**

**FS3**: Ofcourse.Yes,because my questionis....comes from difficulties and by answering my question,then difficulty may not exist,so...

**Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

**FS3** Learning problem in studies is normal, studying is not easy, we have to deal with them. We have to find solutions

**FS3:** Normal, of course...it is normal

**FS3:** Because that study and ...there is...we find difficulties, not an easy thing

**FS3:** So, there is a problem that has a solution, sometimes the teacher is the one who finds the solutions, sometimes you, when you assist yourself, it becomes easy....

#### **Answers of the fourth female interviewee**

**Time duration : 03.33 mins**

#### **Question 1 : Do you find difficulties in your studies?**

**FS4:** Yes, especially in linguistic. Module of linguistic. I can't understand anything from the beginning of the year

#### **Question 2 : Do you try to solve them?**

**FS4:** Yes...I try...I try but I can't. I don't know but I can't

#### **2.1. If yes, what are they? Set just 2 solutions or 3**

**FS4:** When I read the handout, I find it hard to...a little bit...how to say...but when I answer I can't all the answers wrong, wrong. I don't know why?

**FS4:** No the test

**FS4:** Yeah, because in the classroom I can't participate with the teacher

#### **Have you tried?**

**FS4:** Yes, I try...laugh, of course and...Of course, I read it at home ...the handout of the module

#### **Just the handouts?**

**FS4:** Yes, just the handout

#### **Question 3. Do you think that higher level students can help you?**

**FS4:** Maybe, not true. Yes, of course, yes...of course they can help us

**FS4:** EUH...Not ...a lot NO, laugh...For example, when I ask one of them, euh...euh...when I ask them, she give me...the answer, she give me advices, that's it, not a full answer but she gives me advices

**FS4:** No, just advices

#### **Question 4. Do you ask help from them?**

**FS4:** Of course, NO, OF COURSE NO

#### **4.2. If you don't ask help from them, say why?**

**FS4:** I'm shy...laugh. YEAH? I CAN'T DO THAT

#### **Question 5: Do you think that having someone answering your questions may help you to solve your problems and better your learning?**

**FS4:** Yes, I know, may be...may be if I find someone I can understand

#### **Have you tried?**

FS4: No I don't try

**Why?**

FS4: Because, I'm shy. I can't ask help for other

FS4: In my case, it is not normal because I can't understand all the modules

FS4: No, I don't try

FS4: Because I'm shy. I can't ask help for other

**Question 6: Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

FS4: In my case, it is not normal because I can't understand all the mo... modules, from the beginning of the year. I can't understand anything. It is not normal. May be some difficulties

FS4: Yes, it's normal, we can't understand everything, but... euh... in this module it's not normal for me because I can't understand anything

FS4: In my case, it is not normal because I can't understand all the modules

**Answers of the fifth female interviewee**

**Time duration : 04.38 mins**

**Question 1 : Do you find difficulties in your studies?**

FS5: Yes... euh... yes, I do specially... I'm first year... I can't know everything because I'm new in this university and new in department

**1.2. If yes, what are they?**

FS5: I think... euh... the most euh... the most euh... module that I have difficulty in linguistics  
Sometimes when the teacher is talking, I can't ... understand his accent, euh.. But I try to read the hand out to get an idea sometimes

Yes

Both

**Question 2 : Do you try to solve them?**

FS5: Euh... let me tell you something that when the teacher is talking, I can't understand anything, so, sometimes I hate the session and the module and I can't stay... attentive with him, I prefer to take the handout and revise it at home to get an idea by myself. But... euh... you can't sometimes you need the teacher... explanation

**Question 3. Do you think that higher level students can help you?**

FS5: Of course, euh... of course because students first year and third year, I think that they pass this year, they have... what... should that do and should not and they can, may be they solve their difficulties and they could help me to do the same

**Question 4. Do you ask help from them?**

FS5: Yes... euh... once, I try to ask a boy from third year and he told me ... never mind, Linguistic that you study in first year is not clear but when you reach the third year you can have an idea about what is linguistic

FS5: No... I try to take another handout, different handout from another teacher of linguistics from my classmates, another groups yes, and... I get an ... some

**4.1.1. Do they give you a full answer?**

FS5: No, they didn't give a full answer, just short answer, they did not clarify or... explain, just... euh you can't see it exactly.

**4.1.2. Do you find them available all the time?**

**FS5:**No,because they are busy too,they have another things to do,they are not... available for us

**FS5:**EUH,I think...that first year sometimes ,they are not...euh...sometimes you find them not modest, they didn't usually talk to first year and help them and give them advices, that's why I prefer to not ask them.

**Question 5: Do you think that having someone answering your questions may help you to solve your problems and better your learning?**

**FS5:**Yes of course, it is my pleasure to find someone who...euh...guide me and show me what Should I do what should I want

**Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

**FS5:**I think it's the both, it is euh...it is euh...we can say...a normal situation because we are first year and we did not know everything. We have no idea but in the same time it is a problem we need to solve it and not...avoid it or...neglect it.

**Answers of the sixth female interviewee**

**Time duration : 03.56mins**

**Question 1 : Do you find difficulties in your studies?**

**FS6:** Of course, I find

**What are they?**

**FS6:** In some modules like listening, especially listening and somehow Grammar, maybe ,and civilization module

**Do you try to solve them?**

**FS6:**Yes,ofcourse,I'm try to solve them

**How?**

**FS6:**Well... by studying at home and...euh...consult with my friends and revise, and revise more

**Do you think that higher level students can help you?**

**FS6:**No,somuch.Not like the teacher,butyes,anyway

**Do you ask for help?**

**FS6:** Yes, ofcourse,Iask,Iaskthem,just after the class

**What kind of help?**

**FS6:**Revise together

**Just this?**

**FS6:** Yes, justthis. To be honest.

**Do they give you a full answer?**

**FS6:**Actually, not a full answer but euh...answer that can help me, more than doing nothing about...the lesson

**Are they available all the time you need them?**

**FS6:**No, not all the time, when I ask them

**If you do not ask help from them, why?**

**FS6:**Don't know them well, they are not my friends or I have not much time, to revise, may be

**To revise with them or alone?**

**FS6:**Alone... with them

**Do you think that having someone answering your questions help you to solve your problems better your learning?**

**FS6:**I DON'T THINK SO

**WHY?**

**FS6:**Euh...everything up teacher, I think.Students can't help you as well...like a teacher, I think.

**Question 6: Do you think that having learning difficulties is a normal situation or a problem that you have to deal with to better your learning?**

I don't think it's a problem because we are students, so we are here to learn, it's normal, I think, especially we are first year students, we have some difficulties in learning. It's normal, they are some lessons that you understand well but they are some you can't. Even teacher may have difficulties...may be in their learning. It's normal. We are human beings and we don't know everything.

## Appendix C

### Students' Two Part Questionnaire

Dear students

Would you please respond to these items and include any comments that you may wish to add. We are much grateful to you for cooperation and help.

#### PART 1

Instructions: a) Put a tick in the box (es) which correspond(s) to your answer.  
b) If you need to say more, use the space provided (.....)

#### Student's profile:

**Sex:** M  F  **Age:**

**1. For how long have you been studying English at university?**

1year  2years  3years

**2. Why do you want to learn English? (Choose one or more)**

-  I need it for communication;

-  I need it for travel;

-  I need it for my future;

-  I need it for immediate use;

-  I am interested in English;

-  I need it for a new or better job;

-  because it is fun;

-  Other (list) .....

.....  
.....

**3. How do I judge my level in English?**

Excellent  Good  Fair  Poor

Justify .....

.....  
.....

**4. Do I enjoy learning English?**

Yes  No

Say why .....

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

**5. According to me; what is a learning strategy? (List some examples)**

.....

.....

.....  
.....  
 I do not know.

**6. According to me; autonomy means**

It is .....  
.....  
.....  
.....

I do not know

**PART 2:**

Instruction: For each item circle your immediate response as follows:

**0:** never/almost never true of me    **1:** somewhat true of me    **2:** always true of me

1	Before a learning task I set my own goals	0	1	2
2	I plan and organize in advance so that a task can be successfully completed	0	1	2
3	I determine at the beginning the major aspects of information I need before doing the task	0	1	2
4	I start tasks on time or early	0	1	2
5	I come up with a list of strategies and techniques that I learn before the completion of the task	0	1	2
6	I analyze in advance my comprehension of the assignment, If necessary I ask for further information	0	1	2
7	Other strategies	0	1	2
8	In the process of learning I ask myself how well I am learning	0	1	2

9	Finding hidden meaning is frustrating or irrelevant to me.	0	1	2
10	While learning, I ask myself if I know what I need to know	0	1	2
11	While learning, I try to notice my language errors and find out the reason for them.	0	1	2
12	I prefer to study with others.	0	1	2
13	While learning, I ask myself whether I am using the suitable tactics	0	1	2
14		0	1	2
	While learning, I ask myself whether my guesses are correct and appropriate			
15	I draw on my prior knowledge and previous experiences to make inferences	0	1	2
16	I can determine how I learn best and try to find ways to optimize my learning	0	1	2
17	Other strategies	0	1	2
18	I revise my organization whenever it does not fit my predictions	0	1	2
19	To ease my learning ,I use various types of material such as:outline,graphs,charts and /or reference material like dictionaries,textbooks,journals,CDROMS,Internet	0	1	2
20	When I face any learning problem ,I pass over	0	1	2
21	When I face a learning difficulty, I seek assistance of more knowledgeable persons	0	1	2
22	I can find ways to overcome the problems when I get stuck with them	0	1	2
23	I change strategies if they cannot help me in accomplishing the task	0	1	2
24	When I face a learning difficulty, I spend time to motivate myself to find suitable solutions	0	1	2

25	I figure out where or how the new acquired knowledge fills a gap in my background knowledge	0	1	2
26	Other strategies	0	1	2
27	After I finish a task, I refer to my objectives to evaluate if I achieve them	0	1	2
28	After I finish a task, I recall the strategies I used to see what might I keep or change to improve my learning next time	0	1	2
29	After I finish a task, I ask myself if the strategies I use are appropriate to the demands of the task	0	1	2
30	After I finish a task, I ask myself if I can use the same strategies to complete more complicated tasks	0	1	2
31	After I finish a task, I think about other helpful strategies that may assist me in this situation	0	1	2
32	I create a mental, oral and/or written summary of what I have learnt	0	1	2
33	I decide if the new acquired information support or not my previous knowledge	0	1	2
34	I use my plan to judge how well I learn	0	1	2
35	I decide whether I trust my new acquired knowledge for future uses	0	1	2
36	Other strategies	0	1	2

## Appendix D

### Observation Checklist

**Date :**                      **Level:**                      **Observation Time:**  
**Module:**                      **Groups:**                      **From.....to.....**

**Topic :**

To learn

Students devise and follow a plan

To complete a task



Students decide purposes of a language task

Students follow teachers' instructions with minimal supervision

Students follow teachers' instructions with maximal supervision

Students interact with each other and with the teacher

Students ignore their learning difficulties

Students work with each other to solve their learning difficulties

Students persevere and exert effort when facing difficulties

Students check in advance their personal comprehension of the task

Students regulate their learning speed according to the given time and length of the task

Students detect their errors and learn from them

Students correct errors

Students consider what should be learnt and ignore distractions

Students know what they need to do

Students try to find ways to better learn

Students use their own tools and materials to learn: Dictionaries, Cellular and internet

Students exchange information

Students use many alternatives to solve their learning difficulties

Students seek information or answers from peers

Students ask teacher's help

Students take points

Students prompt themselves to keep trying until they find appropriate techniques to solve their learning problems

Students ask questions

Students answer questions

Students mention in diaries what worked best this time and what they should keep or change in more challenging situations in the future





## ( . . ) استخدام إستراتيجيات التعلم في ترقية استقلاليتهم يمية.

تعتبر إستراتيجيات التعلم بمثابة وسائل و تقنيات يلجأ إليها المتعلم حتى يتعلمها و يعزز رغبته في تعلم مستقل يكفل له ما يحتاج و ما يريد من إكتساب معارف و مهارات علمية مختلفة و متعددة.

والدراسة الحالية تحاول تسليط الضوء و لو منه على إستراتيجيات التعلم و ذلك في مجال اللغة الأجنبية الإنجليزية بغية تنمية الطلاب ال رسين في نظام ( . . ) و عيهم بها و بطريقة إستعماله و بذلك أهمية تلك الإستراتيجيات في تطوير و ترقية و استقلالية تعلمهم.

و بغية التوصل لتحقيق ما سلف ذكره . لفصل الأول يعد الركيزة الأساسية

للدراسة بحيث أنه يحدد المفاهيم الأساسية للموضوع فهو يوضح المنهجية المستخدمة و العديد

. فيما الفصل الثالث بعرض و دراسة البيانات التي جمعت عن طريق الأدوات

المستخدمة في المنهجية من إستبيان و مقابلة و .

و فيما يخص الفصل الرابع و الأخير من الدراسة، فقد عرض من خلاله تحليل البيانات التي تم جمعها. كما ويرد

على الأسئلة الموضحة في بدايتها و المتمثلة في:

1- ما هي مكانة إستراتيجيات التعلم و الإستقلالية في تعليم السنة الأولى ( . . ) .

- هل طلاب السنة الأولى ( . . ) لغات مدركين لمشاكلهم التعليمية و ضرورة إيجاد حلول لها .

- هل طلاب السنة الأولى ( . . ) مدركين للإستراتيجيات التي يستخدمونها أو التي يجب إستخدامها حتى

يدبروا و يرقوا إستقلاليتهم في التعلم .

بعد تحليل البيانات تم التوصل إلى أن غالبية طلبة السنة الأولى ( . . ) لغات في قسم اللغة الإنجليزية بجامعة

البليدة -2- غير مدركين لإستخدام إستراتيجيات التعلم و ذلك في تعلمهم و بذا فهم ليسوا واعين بأهميتها في تعزيز

إستقلاليتهم.

أخيرا فقد تم عرض بعض الإقتراحات البيداغوجية التي تمكن الطلبة من إدراك أكثر لأهمية إستراتيجيات التعلم

المساعدة في تعزيز إستقلاليتهم.