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**Learner Autonomy and Context Specificity: A Study of Students'
Discourses on EFL Learning and Teaching at Abderrahmane
Mira University of Béjaia, Algeria**

Thesis Submitted in Candidacy for the Degree of Doctorate in English
Linguistics and Didactics.

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Declaration

I hereby declare that the substance of this thesis 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 practicing plagiarism will be subject to disciplinary sanctions issued by university authorities under the rules and regulations in force.

Date: 03/06/2018

Signed:

Dedication

*To my beloved son Aksil-Yahia,
without whom nothing would have been possible*

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Abstract

This research study attempted to explore EFL students' discourses on English language learning and teaching and to examine their readiness for autonomous learning in the Department of English at the University Abderrahmane Mira of Béjaia. The impetus for this study was the growing interest in learner autonomy in Algerian tertiary education since the implementation of the LMD reform, and the relative success of researches on learner autonomy in non-western contexts. Two main research issues were addressed: the prevailing EFL culture of learning in the Department of English at the University Abderrahmane Mira of Béjaia and the place of learner autonomy in this culture of learning. To investigate these issues, a mixed-methods case study, within a general qualitative framework to accommodate the sociocultural and interpretivist perspectives underpinning this study, was designed. Language Learning Histories of the students and questionnaire data were combined in order to capture the participants' perceptions of English language learning, shed light on the prevailing learning culture in this specific context and document the participants' readiness for learner autonomy. The findings demonstrated the students' readiness for learner autonomy through their understanding of their complex learning context and their lack of readiness for autonomy as they consider the teacher as the sole figure of authority because of a non-supportive learning environment.

Key words: Learner autonomy, context –specificity, EFL context, learning culture, learning and teaching discourses.

List of Abbreviations

EFL: English as a Foreign Language

LMD: Licence, Master, Doctorat

ELLPQ: English Language Learning Perceptions Questionnaire

NI: Narrative Inquiry

LLHs: Language Learning Histories

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General Introduction

General Introduction

This introductory chapter explains the background to this research which was conducted in the Department of English at the University Abderrahmane Mira, Béjaia. The aim of this study is to explore 3rd year students' discourses on EFL learning and teaching, to examine their readiness for learner autonomy and thus to contribute to the debate on the suitability of learner autonomy in non-western contexts. The context-specificity of learner autonomy was investigated adopting a sociocultural and interpretive perspective. This chapter begins with the researcher's narrative about her interest in learner autonomy, explains the rationale for conducting this research study and the context in which this study took place.

Rationale for the Study

My interest in learner autonomy and the principles of autonomous learning started while I was doing my Magister dissertation (2002-2004). When I was engaged in exploring Algerian EFL learners' use of communication strategies, I came across the concept of learner autonomy. Almost all the books I have read on learning strategies (for e.g. Oxford 2000, Mc Donough 1995, Cohen 1998, Wenden 1991) made reference to the desirability of learner autonomy. Moreover, in learner autonomy literature (for e.g. Holec 1981, Dam et al 1990, Little 1991, Crabbe 1993, Benson 2001, Chan 2002), there was a consensus among researchers that learner autonomy is important as it entails learners' accepting responsibility for their own learning. For Little (2003:1), autonomous learners "understand the purpose of their learning program, explicitly accept responsibility for their

learning, share in the setting of goals, take initiatives in planning and executing learning and evaluate its effectiveness". By becoming self-reliant, language learners develop their ability to detect their strengths and weaknesses and control the process of their language learning. Regarding learner responsibility, it can genuinely develop only when learners are involved in the improvement of the language learning process. Learners who passively sit at their teachers' feet waiting to be taught have fewer possibilities to develop the necessary skills required for effective learning.

Another reason to stress the importance of promoting learner autonomy is the fact that today learners are evolving in a shrinking world where access to all types of information is made available and possible everywhere with the help of modern information technologies. Thus, searching, picking, filtering, and evaluating this huge amount of information requires a high degree of self-direction from the learner, and, therefore, makes the desire to become autonomous stronger and the promotion of autonomy a necessity.

Autonomy is thus essential for students who are studying English in a foreign language context with few opportunities to hear and practice the language outside classroom. It is, consequently, up to the learners to seek for environments where this foreign language is used. Even if teachers can provide them with help, the responsibility for learning the language remains the learners' one.

In view of the characteristics of autonomous learners and the desirability of learner autonomy, one may state that fostering autonomous learning should be a general goal in education.

The literature (Coterall 1995, Chan et al 2002, Humphrey and Chan 2002, Koçak 2003) reports a number of factors that might influence the

development of learner autonomy and suggests that before any attempt to promote learner autonomy is made, its manifestations in different contexts have to be carefully examined in order to prepare a suitable plan to promote autonomous learning. For example, Cotterall (1995) studied the role of learner beliefs in determining learners' readiness for learner autonomy, and found that learners' beliefs about the roles of teacher and learners can affect their responsiveness to autonomous-based activities in class. Moreover, Chan and Humphrey (2002) who examined the contribution of motivation in supporting autonomous learning suggested that motivation impacts tremendously learners' readiness for learner autonomy.

The role of culture has also been investigated in western and eastern countries. Investigations conducted in western contexts suggested that personal autonomy in its wider sense is an important concept in western culture in general (Richardson1999).

Thus, motivated by readings on learner autonomy, I decided that I have to bring some changes in my English classes at the university and to help my learners become active and autonomous. This decision coincided with the reform in higher education, which consisted in the implementation of a three-tier system known as "LMD" (Licence, Master and Doctorate degrees). This degree structure based on the European model of Bachelor's, Master's and Doctoral degrees (BMD) was considered to be more suited for the changes occurring at an international level. The LMD system emphasizes that the learning process should be centered on the learner who should have an active role in and outside the classroom.

In conclusion, since autonomy in language learning and EFL, specifically, seems to be context-specific and perceived differently in different cultures, an examination of the classroom and sociocultural

contexts in which English is learned is crucial before any attempts to promote autonomy are put into action. Thus, this study is conducted to gain understanding of the contextual factors (learners' perceptions and sociocultural specificities), that might support or impede efforts to promote learner autonomy among the students of English at Abderrahmane Mira university of Bejaia.

Statement of the Problem

Although many changes were introduced in the Algerian higher educational system after the LMD Reform in 2004, most of the pedagogical practices at the Department of English, University of Bejaia, have remained the same in the classroom; teachers continued using the same methodologies with the same beliefs and students demonstrated reluctance to be involved in activities that required autonomy (as for instance undertaking a research project or doing an oral presentation).

From discussions in teachers' meetings (during the period between 2004 and 2010), the underlying principles of the LMD Reform that aim at promoting autonomy were considered inappropriate or not applicable in our cultural learning context. There was an assumption that Algerian learning culture does not favor learner autonomy and is not conducive to autonomous learners, because the Algerian educational system is typically exam-oriented, aiming at training students for proficiency examinations. Therefore, this same system cannot but produce students who are passive, dependent and lacking initiative. In addition, teachers' capacity to develop autonomy in their students was questioned as they themselves have never experienced autonomy-based instruction or training in the past.

It appears that culture has an effect on learner autonomy and that the concept may be difficult to use in some non-western contexts (Jones 1995,

Pennycook1997). Nevertheless, some studies that tackled the relationship between culture and learner autonomy have reported diverse views of autonomous learning in both western and eastern societies, because autonomy seems to be a universal concept that can be interpreted and perceived differently in different contexts. As Harmer (2003, p. 288) rightly remarked “the social context in which learning takes place is of vital importance to the success of the educational endeavour”. Therefore, an understanding of students’ perceptions of language learning and teaching and how they relate to learner autonomy principles are necessary before any attempt to promote autonomy in a specific context. Documenting what actually happens in a learning situation will permit us to understand the culture of learning prevailing in the immediate language classroom context, and in the wider sociocultural context in which it is rooted, and to explore the students’ level of readiness for autonomous learning (Benson and Lor 1999, Cotteral 1999).

Context of the Study

This study took place in a particular institutional context which is Abderrahmane Mira University of Béjaia. This University is particular in so far as it is among the first eight national universities who pioneered the LMD project in 2004. As a matter of fact, this institution is considered as a model to many other universities in the country who implemented this scheme several years later. For example, the Department of English of the University of Algiers started the LMD scheme in 2009.

Obviously, being among the leading institutions to apply the LMD principles and practices was not without difficulties for stakeholders. Indeed, the administration, the teachers as well as the students had to continuously adapt to the requirements of the new system, namely tutorial sessions,

continuous assessment, all of which are part of developing learner autonomy. In this context, analyzing the perceptions of EFL students' teaching and learning and how they relate to learner autonomy can be both useful for this institution and for institutions in the country that started the LMD experience few years later.

The Department of English, where this study took place, is offering Licence and Master courses. The subjects of this study are students preparing a Licence in English Didactics (referred to as Licence in Language Sciences and Didactics- SLD in French) for three years (2012-2015). During the first year, the focus is mainly on developing students' language skills and mastery of grammar. The second year is devoted to research methodology and the study of some content subjects such as linguistics, Anglo-Saxon literature and civilization, and information and communication technologies (ICT). It is only after having reached the third year that students can specialize and take courses in English language teaching methodology and language learning theories. Students are given the opportunity to practice teaching in a classroom and do field work. Then, they submit a dissertation and defend it in a public viva, or they may take a vocational training in the different sectors of national education to gain experience and become a teacher of English in middle and secondary schools.

Research Aim and Research Questions

Considering the benefits and arguments in favor of the promotion of learner autonomy in the English language classroom, it is surprising that relatively little research has been devoted to this aspect in the context of higher education in Algeria (See Bensemmane 2009, 2011, 2012, 2017, Miliani 1991). The aim of this study, therefore, is to investigate the students'

perceptions of EFL learning (their culture of learning) and how these perceptions relate to their readiness for learner autonomy. It is conducted with 3rd year students in the Department of English, at the University of Béjaia. The students' overall learning experiences will be analyzed to identify their perceptions of the English language, of the nature and context of English language learning, their roles as learners, and the role of their teachers, how these perceptions are related to their readiness for autonomous learning and how these are determined by factors such as the students' histories, the classroom, the educational institutions, society and the prevailing learning culture.

Students' discourses (or what Benson and Lor (1999) referred to as "learners' talk" (p. 06), "what learners' say" (p. 06), or "learners' oral and/written explicit statements about language learning", p. 20), are important to reach their perceptions. In addition, the language learning culture described through the perceptions of the group and also of the individuals will enable us to understand the connections that exist between the perceptions of the group as well as the individual student.

The present study, will attempt to respond to the following research questions and their respective sub-questions:

RQ1: what are 3rd year EFL students' discourses on English learning and teaching at the University Abderramane Mira of Bejaia?

Sub-questions

1a: How do they perceive themselves as learners of English within their specific context?

1b: How do they perceive their teachers of English within their specific context?

1c: How do they perceive their learning context?

RQ2: What is the place of learner autonomy in the students' learning culture?

Sub-questions:

2a: How ready are the students for autonomous learning?

2b: How can autonomous learning become a culturally/ ecologically appropriate concept?

Thesis Organization

This thesis is divided into two parts. The first part provides the theoretical background of the research. It comprises two main chapters. Chapter 1 is entitled “On Learner Autonomy” because it is devoted to a discussion of the concept of learner autonomy, its related terms, different definitions and development in education in general and in English language education in particular. This chapter also reviews the main philosophies of learning supporting learner autonomy such as Humanistic Theory, Experiential learning Theory, Constructivist Theory and Sociocultural Theory. Important also in this chapter is the discussion of some defining features of learner autonomy in language education including suggested dimensions and versions of learner autonomy. This chapter ends with a working definition of learner autonomy in accordance with the aim and the philosophical perspective of this research study.

Chapter 2 is entitled “Learner autonomy and Context Specificity”. It is divided into two sections. Section 1 defines the educational and sociocultural contexts of this study. Section 2 is devoted to a discussion of the impact of

some contextual and psychological factors on language students' readiness for learner autonomy. These include: learners' perceptions of English language learning, learners' culture, learners' learning culture and learners' experiences of language learning.

The second part of this thesis is entitled "Empirical study" and accommodates chapters 3, 4, 5 and 6. Chapter 3 is named "Research Method, Design and Procedure". It describes the research methodology adopted in this study. Firstly, the ontological, epistemological and methodological assumptions underpinning the research design are presented and discussed. Secondly, the sociocultural and constructivist - interpretivist perspectives on this research are briefly reviewed and how they relate to the research aim of this study.

Both chapters 4 and 5 entitled: "Results of the Qualitative Data Analysis" and "Results of the Quantitative Data Analysis", respectively, display the results of the analysis of the students' Language Learning Histories (LLHs) and the questionnaire (ELLPQ).

In the last chapter (6) entitled: "Discussion of Results and Implications", the results of the ELLPQ and the LLHs (as presented in chapters 4 and 5) are combined, compared and contrasted to provide answers to the research questions of this study. This chapter is divided into three main sections: section 1 reports and discusses the students' perceptions of English language learning, in section 2 the students' readiness for learner autonomy is examined on the basis of the students' inferred English language learning culture in section 1. Lastly, section 3 is devoted to the implications of the study and its limitations.

Part One:
Theoretical Background

Chapter 1 On Learner Autonomy

Introduction

The aim of this chapter is to critically review the literature on learner autonomy and to attempt an operational definition for the purpose of this research study. It traces back the origins of the concept of autonomy, its development in general and language education and discusses its defining features.

1.1 Origins, Definitions and Related Terms

In this part of the literature review, the endeavor is to trace back the origins of the concept of autonomy. This attempt is motivated by the belief that the historical development of autonomy will contribute to a better grasp of the inherent complexities of this concept within the domain of language education. This approach is consistent with Smith's (2009, p.1) view who states that "the insights from the past can help teachers navigate their own way, critically but constructively, among the top-down, centre to periphery fashions which tend to characterize language teaching discourse". Furthermore, this historical overview will help to see how relevant or far-off these debates are for the purpose of the current study.

Beginning from the etymology of the word "autonomy", Voltz (2008) reported that this word has a Greek origin; it derives from the word *autonomos*, "auto" meaning "self" and "nomos" meaning "rule or law". Therefore, *auto-nomos* implies living or acting in accordance with one's own system of rules /laws. At that time, the word was mainly used to refer to cities that were self governing. It was only during the Renaissance that the term started to be viewed as a human attribute. Currently, the concept of autonomy is used to imply both meanings. Confessore (2004, p.1) stated that

“autonomy is a universal attribute of the human being; it is present in each individual at varying degrees”. Athanasiou (2006) added that autonomy is used to refer to a state where “each individual/nation acts according to his/her own rules, not abiding by any other rule/law set by the nation/international organization, respectively” (in Xiaoli 2008, p. 24) . It is clear that the concept of autonomy, as defined above, entails self-rule, individual freedom and independence. The same ideas are also expressed in many dictionary definitions of autonomy. In the Oxford English Dictionary (2014), for example, autonomy is defined as the “right of self-government, personal freedom, freedom of the will” or as “self directing, freedom and especially moral independence” according to the Webster Online Dictionary (2014).

Although, as one can realize from the definitions above, the origin of the concept of autonomy is political, it is also used in many other fields such as sociology, philosophy, anthropology, education and psychology to refer to someone’s or an organization’s capacity to justify reasons for own choices, i.e.; be responsible and assume choices (Dearden 1972). Therefore, in addition to freedom and independence another parallel notion emerges here which is responsibility. On the surface, these terms may seem to be synonyms to autonomy; however some subtle differences exist between them which call for a discussion of the nuances they pose.

The concept of independence is used to refer to the state of being independent; free from outside support or control (Webster Online Dictionary 2014). It is more related to independent attitudes, while autonomy is used to refer to the ability to elaborate projects, set goals, and sustain a good level of motivation to reach them (Holec 1981). For that reason, to become autonomous, independence is necessary. However, some social, cultural, moral and political conditions may constrain individual autonomy, an issue to be discussed later in this chapter.

Responsibility is also regarded as another *conditio sine qua non* of autonomy, because as Aurelio (1999, p.1754) stated “a responsible person is one who answers for his own or other’s acts; that answers legally or morally for someone’s life, well-being...etc”. Therefore, to be autonomous it is essential for individuals to assume responsibility of their acts as well as of what occurs around them. Obviously, autonomy and responsibility cannot be disassociated.

Regarding the concept of freedom as defined by the Webster Online Dictionary(2014), “the absence of necessity, coercion, or constraint in choice or action”, it seems to imply acting unrestrictedly without paying any consideration to the social environment and moreover to the consequences of one’s acts. This definition seems to ignore the constrictions which must be respected, because individuals are members of a social group and cannot reach a state of total personal freedom. Equating autonomy with freedom as depicted in this definition cannot be relevant to the context of this study, the classroom, because individual students are members of a society that has rules, laws, restrictions,...etc that should be respected for the well being of all. In the same line of thought, Schmenk (2006, p. 81) stressed that:

There is a dialectic relationship between heteronomy (dependence) and autonomy. Wherever and whenever there is autonomy, there is also heteronomy ... yet it is impossible to simply overcome heteronomous conditions and to reach a state of pure personal autonomy.

Further, she adds that even if autonomy is among the broad aims of education, the constraints in formal learning contexts do not leave room for total autonomy of the learner. Thus, in this study, we agree with Schmenk

(2006) that, in the classroom, autonomy is possible but within some required control, because as Candy (1991, p.12) insisted “taking control is not a sufficient condition for the development of autonomy”. This suggests that to stimulate learner autonomy, it is necessary to rely on more experienced outsiders (e.g. teachers) to lead students to what is most appropriate to their situation. Nevertheless, some limits should be set to the outsider’s contribution to avoid total dependency; otherwise, there will be no way to learner autonomy.

The discussion so far indicates that it is within the domain of education that the word autonomy has started to lose some of its individualization tone that characterized its early definitions. This has given birth to a more social stream of thought in the conceptualization of the construct of autonomy (Allwright 1988, Little 1991, Dam 1995). Smith and Ushioda (2009, p.13) consider this social orientation “a salient change” in the practice of autonomy. They remarked that in adopting a social perspective “autonomy is seen to develop out of interaction with others, it benefits from interdependence, and classrooms and teachers are no longer peripheral but at the centre-stage of practical concern”(p.244). Little (1991) was among the first to suggest the appraisal of interdependence when defining autonomy. This concept is used to refer to a situation where autonomy is stimulated within the process of collaboration with others (other students and the teacher) to realize some common goals. On the relationship between autonomy and interdependence, Kohonen (1992, p. 19), convincingly, added:

Personal decisions are necessarily made with respect to social and moral norms, traditions and expectations. Autonomy thus includes the notion of interdependence that is being responsible for one’s own conduct in social context: being able

to cooperate with others and solve conflicts in constructive ways.

Autonomy as a “susceptible” (Smith 2003) construct evokes diverse interpretations emerging from the different perspectives held in the minds of its users. The historical overview on the development of learner autonomy in general education and in language learning, presented below, provides more evidence on the complexity of this construct

1.2 Development of Learner Autonomy

1.2.1 Learner Autonomy in General Education

The origins of the concept of autonomy in education are associated with the contributions of 18th century western philosophers on personal autonomy. The French philosopher Jean-Jacques Rousseau (1712-1778) is accredited for being among the first thinkers who made a proposal for good education that respects children’s natural inclination for learning. Through his book “Emile”, Rousseau shows that children have an innate desire to explore the world surrounding them and insists that this desire develops throughout their lives; therefore, adequate methods should be adopted to nurture their interests in learning. It is Rousseau’s insistence on the fact that schools should satisfy learners’ individualized needs that led the ground to learner autonomy in education. In Emmanuel Kant’s (n.d.) “Moral Philosophy”, a strong reference is also made to individuals’ “autonomy of the will” and capacity to understand the laws of universal morality using their reasoning capacities. Thus, in his words “a rational will must be regarded as autonomous, or free in the sense of being the author of the law that binds it” (Kant n.d., cited in the Online Stanford Encyclopedia of Philosophy 2014). Rousseau and Kant’s views on personal autonomy influenced an important number of educators who considered the

development of autonomy as one of the most significant goals of education (for e.g. Dewey 1897, Piaget 1953, and Rogers 1969).

In addition, the political, philosophical, social and technological changes that occurred during the 20th century contributed to the growth of interest in autonomy as a virtue that every human should seek to possess and by the same token a legitimate educational goal to pursue. Reinders (2000, p. 4) reported that after WWII with the emergence of minority right movements, autonomy started to be regarded as a concept to verbalize their rights for freedom of choice. Therefore, education was perceived as an “empowering tool that would instill in people an awareness of these issues” (Reinders 2000). Moreover, liberal education (or an education for autonomy) was thought to enable people to live an autonomous life. An individual who is independent, who has the capacity to make his own choices and assume them would not only positively, actively and with a high degree of awareness contribute into shaping his/her own life but the whole society around him/her. In the same line of thought, Janne (1977), stated:

Adult education should become an instrument for arousing an increasing sense of awareness and liberation in man, and, in some cases, an instrument for changing the environment itself. From the idea of man as “product of his society”, one moves to the idea of man as “producer of his society” (cited in Holec 1981, p. 3)

According to Janne (1977), the broader goal of education is to bring change in the behavior of learners by helping them to become more independent and more responsible for their actions. Autonomous learners develop the

capacity to surpass the barriers that stand between learning and its use in real life, because accumulating knowledge without being able to take advantage of it to solve real life problems is just without any impact (Dewey 1897, cited in Reinders 2000).

Clearly, in western educational perception the concentration has shifted to learner's individualized learning and interests. This focus on the individual has led to a new perception of learning, mainly due to the dissatisfaction with Behaviourist Theory in psychology that had a great influence on education during the 1950's and 1960's. A good number of psychologists argued that the individuality of the learner is ignored by the Behaviourist model. In this respect, the Deweyan Model of education based on experience highlighted in Roger's (1969) humanistic psychology, Vygotsky's (1962) sociocultural theory and constructivism have insightfully contributed into laying the foundation for understanding learner autonomy.

1.2.2 Philosophies of Learning Supporting Learner Autonomy

As already stated in the sections above, a number of theories in western education have shaped our understanding of learner autonomy. The following section is devoted to a discussion of the main principles of each theory with the aim to document their relation with learner autonomy.

1.2.2.1 Humanistic Learning Theory

Humanism as a theory of education (Maslow 1968 and Rogers 1969) is known for the high value it places on the individuals and their experiences besides the perception of learning as a form of self-realization. In Atkinson's (1993, p. 544) words, Humanism is "the study of personality focusing on the individual's subjective experience- his or her personal view

of the world”. Maslow (1969) introduced the notion of individual’s need for self-actualisation as an important motive for growth. His ideology influenced considerably educational theory. His focus on individual’s desire to grow and to self-actualise and the motivation that this state can generate has brought important changes in the perceptions of the roles of both teachers and learners in the classroom.

In this respect, Rogers (1969) suggests that the teacher should adopt an encouraging role in the classroom to facilitate learning and develop learner’s self-system. Good interaction between the teacher and the learner can gradually boost learner’s self-esteem, capacity for assuming responsibility, for decision making and for progress evaluation. These principles of humanistic learning are indeed at the heart of learner autonomy philosophy.

1.2.2.2 Experiential Learning Theory

Another theory reminiscent of Humanistic learning underlying learner autonomy is Experiential Learning. This theory is generally associated with the work of John Dewey (1859- 1952) who advocated a progressive philosophy of education and liberalism. The principle of “learning by doing” is at the core of experiential learning. For Dewey and his followers (Kolb 1984, Kohonen 1992) learner’s personal growth occurs within the process of participation in social activities, problem solving and mastery of learning tools. Kohonen notes that any attempt to understand human behavior in isolation from the social group would lead to an incomplete perspective. On this double perspective on human experience, Kohonen (1992 cited in Nunan 1999, p. 6) stated:

The individual’s self-concept is a social product
that is shaped gradually through interaction with

the environment. It is an organized, integrated pattern of self-related perceptions, which become increasingly differentiated and complex. The development of a healthy self-concept is prompted by a positive self-regard and an unconditional acceptance by the significant others.

Thus, experiential learning seems to contribute positively to learners' personal growth and to facilitate adaptation to social change. Kohonen (1992) suggested that education inspired by the principles of experiential learning would produce classrooms where behavior is perceived as the common responsibility of the whole class, and the teacher just participates as a learner among learners. He is expected to guide the learner to take more responsibility for his learning, and it is within such classroom atmosphere that learner autonomy can be promoted. He added that learners who are provided with freedom to exploit their capacities have a high degree of motivation and seek for more experiences to understand the world that is surrounding them. This active involvement of learners will contribute in the incorporation of those new experiences to build new schemes of the world.

In this theory, a strong case is also made for meaningful learning of new knowledge as opposed to rote learning. Meaningful learning is viewed as a process that only occurs when learners perceive new knowledge as meaningful and when they are able to associate it with their pre-existing knowledge (internal schemes of knowledge). Moreover, the learners develop their capacity to actively recall this internal knowledge and use it when necessary to face new situations outside school contexts. For Reinders (2000, p. 80): "it is here that perhaps lies real autonomy", because no teacher can guarantee that learners have internalized new knowledge and have

actually the capacity to transfer it to new situations. Only active learners work on the new information, compare it to the existing one, look for commonalities, etc; in short learners are responsible for their learning and by consequence autonomous. On this point, Dickinson (1995, p. 14) stated:

There is convincing evidence that people who take the initiative in learning(...) learn more things and learn better than do people who sit at the feet of teachers, passively waiting to be taught(...)they enter into learning more purposefully and with greater motivation.

It seems that learner's active participation in the learning process is inherent to learner autonomy and increases learner's motivation to learn. Therefore, autonomous learners, as Ushioda (1996, p. 2) put it, "are by definition motivated learners".

1.2.2.3 Constructivist Learning Theory

Learner autonomy philosophy has also considerably been influenced by the Constructivist perspective in education (Montessori 1946, Piaget 1970, Kolb 1984,). The premise underlying constructivism is that knowledge is learners' own construction. It cannot be taught by some others but only experienced and constructed by learners themselves (Candy 1991). Learners should be involved in problem-based tasks that challenge their adaptive capacities and creativity. It is within this process that they create original knowledge on the basis of pre-existing experiences and world knowledge. So, in the constructivist perspective, importance is accorded to learners' innovation and creativity through critical thinking, analysis,

synthesis and modification of previous knowledge. These principles were adopted by Paris and Paris (2001) to explicate self-regulated learning considered as an essential condition for learner autonomy.

Paris and Paris (2001) argued for learners' capacity to regulate their learning i.e. to learn to think about their thinking and learning. Learners' awareness of the learning process is generally referred to in the literature as learners' metacognition (Flavell 1970). Metacognitive awareness guides learners' self-regulation through exercising control on learning, monitoring and evaluating progress and the effective use of learning strategies. Thus, it is within the process of learners' active self-regulation that autonomy is emphasized.

One might conclude then that the Constructivists' account of learning is very much concerned with and limited to the individual's personal experiences. However, in the lens of Sociocultural theory (Vygotsky 1962), this is a narrow perspective which ignores the social and cultural dimensions of learning, especially when the subject to study is language.

1.2.2.4 Sociocultural Learning Theory

Sociocultural theory suggests that learning is an action for enculturation (socialization) that results in building competence in the language besides a good understanding of the values and rituals of that language (Grusec and Hastings 2007). The basis is the concept of "Zone of Proximal Development", defined as:

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult

guidance or in collaboration with more capable peers (Vygotsky 1978, p. 86 cited in Little 2004)

Vygotsky explained that learning occurs owing to learners' actual ability assisted by more competent others such as teachers, peers, tutors, etc, through collaboration, interaction and negotiation. The quotation also implies, in the words of Little (2004, p. 21), that "autonomy is the goal of all learning" (on account of Vygotsky's use of the term "independent").

Thus, according to the sociocultural perspective, learner autonomy is interpreted as a variable that is shaped by the environment (Smith and Ushioda 2009). It is during the process of socialization with other members of the community that individuals develop their autonomy. Thus, it is of paramount importance to consider the effect of contextual and personal characteristics on the promotion of autonomy in formal as well as informal learning. In the same line of thought, many researchers (Bachman and Palmer 1989, Blanche 1990, Cotterall 1995, Benson 2001, Chan and Humphrey 2002, Sullivan and Lindgren 2002, Palfreyman and Smith 2003, Schmenk 2005) insisted on the need to identify the social and cultural peculiarities of specific learning contexts before any attempts to promote learner autonomy are made.

1.2.2.5 Critical Learning Theory

Another influential school, which, as the constructivists, accounts for knowledge as a result of construction rather than learning, is Critical Theory. This latter is generally associated with the Frankfurt School established in the 1930's in Germany. Marx Horkheimer (1982), one of the leading figures in Critical Social Theory, maintained that the ultimate purpose of their group is critiquing and changing society. He considered this theory as critical

because it aims “to liberate human beings from the circumstances that enslave them” (Horkheimer 1982, p. 244), as for example, ideology that is perceived as the principal obstacle to human liberation. Extrapolated to the field of education, Critical Theory has given birth to Critical Education Theory that questions the political, social, economic and cultural conditions of public education. Critical Education Theorists argue that school pedagogies, in all societies, are oppressive in nature and meant to serve the interests of some existing power structures. Thus, the proponents of this theory demonstrated that public schools contribute in creating communities characterized by lack of creativity and initiative, in addition to the collective tendency to accept the status quo. This thinking reminds us of Freire’s (1997) perception of education as a means for learners’ empowerment to shape their lives and the lives of other people around them. He argued for a Critical Pedagogy that would permit the liberation of the “oppressed”. He stated:

To become aware of their activity and the world in which they are situated, acting in function of the objectives which they propose, having the seat of their decisions located in themselves and in their relations with the world and with others, infusing the world with their creative presence by means of the transformation they effect upon it (p.82).

Within this political perspective, learning is considered as the result of interaction with social context and at the same time what leads to social change and emancipation. Moreover, it is what contributes to learners’ critical awareness and independence. Benson and Voller (1997) explained that, according to Critical Theory, learner autonomy takes a political and social aspect. This implies that autonomy develops

when learners are aware of the social context where their learning takes place and the restrictions it holds. It is only when these conditions are gathered that learners can free themselves of misleading preconceived ideas, dissipate myths and become autonomous (Benson and Voller 1997).

1.2.3 Development of Learner Autonomy in Language Education

Presently, learner autonomy seems to be an undeniable element of the orthodoxy of education in general and language education in particular; however, it has not always been the case. In the past, learner autonomy was inexistent in the classroom as the teacher and the curriculum were in total control of decisions and tasks, thus leaving no room for learner choice. Learner autonomy started to be considered as a central feature in language classrooms thanks to the influences of the Humanistic, Constructivist and Socio-constructivist perspectives on education as has been discussed earlier.

Among the outcomes of those theories, one can cite the emergence of a pragmatic view of language under the principle of language as a tool for communication, in addition to the redefinition of the role of language learners as active and responsible participants in the learning process. These new perspectives on language and the language learner gave way to communicative approaches to language teaching and to learner-centered educational reforms (Gremmo and Riley 1995, Benson and Voller 1997). Therefore, these principles underlie most of the language curricula, syllabuses and methodologies that appeared in the 1980's and 1990's such as the Learner-Centered Curriculum (Nunan 1988), the Process Syllabus (Nunan 1988), Learner-Strategy Training (Oxford 1990, Wenden 1991a), and the Project-Based Syllabus (Legutke & Thomas 1991). It seems evident

that the promotion of autonomy and independence in learning is central in these methodologies.

In the fields of language learning and teaching, interest in learner autonomy is not new; it dates back to the late 1970's when this research project was initiated by the members of the CRAPEL (Centre de Recherche et d'Application en Langue) at the University of Nancy, France. Thus, Holec (1981), a leading figure in the project, actively contributed into setting a theoretical framework to the concept of learner autonomy. His main objective was to assist adult learners in self-access centers, considered as favorable places for the promotion of self-directed learning. The work of Holec inspired many other researchers across Europe and even overseas (mainly in Asia) and led to the establishment of self-access learning centers (Little 1990 and Benson 2006a). It is, nevertheless, worth mentioning that in this early development period of learner autonomy studies, there was little agreement on the possibility of promoting learner autonomy outside self-access centers (Allwright 1988). Moreover, the majority of the studies were conducted in western countries which led to the consideration of learner autonomy as a western construct and to questioning its feasibility in non-western contexts (Jones 1995, Sinclair 2000).

Few years later (beginning of the 1990's), some researchers as Dickinson (1992 cited in Benson 2006), argued for the validity of learner autonomy in the classroom where learners also manifest cognitive and behavioural independence. Moreover, Dam (1995) brought evidence of the possibility of applying learner autonomy principles with learners in the language classroom. This important shift of interest has led to a proliferation of learner autonomy studies in language classrooms (Thomson 1998, Coterall 2000, Legenhausen 2001, Hart 2002, Littlewood 2002, Lamb 2003, Little et al 2003, Barfield and Nix 2003), and most importantly to the globalization of learner autonomy (Schmenk 2005).

It should be pointed out, nonetheless, that the spread of the principles of learner autonomy to many parts of the world (mainly to non-western contexts) is not without hurdles and critics. This issue will be discussed in the coming sections. Meanwhile our decision to define autonomy focusing on its “defining features” comes from the fact that in the literature, there is a certain consensus that learner autonomy is a complex concept that, as Little(2003 in Murray 2004, p. 77) claimed “defies simple definition”. Benson also considers autonomy as “a complex and multifaceted concept” (1997, p. 29) that is difficult to depict through one definition. To explain the reasons behind the difficulty to define learner autonomy, Gardner & Miller (1999, p. 05) made reference to three major reasons:

First, different writers have defined the concepts in different ways. Second, there are areas of ongoing debate and therefore definitions are continuing to mature as more discussion takes place. Third, these concepts have developed independently in different geographical areas and therefore they have been defined using different (but often similar) terminology.

Undoubtedly, as these authors seem to imply, any difference in context leads to difference in the conception of learner autonomy. Thus, in what follows, the attempt is to look closely at the most cited definitions so as to understand the different meanings of the concept and the theoretical perspectives adopted by the researchers in the context of language education. This, I believe, will serve the ultimate aim of arriving at a conceptualization that would fit the aims and the context of this study. As Little (1991, p.1) rightly commented, “the definition and redefinition of terms is a central concern of all theory; for only by a process of constant reflection and

clarification can we hope to maintain an adequately coherent overview of any field of activity”.

1.2.4 Features of Learner Autonomy in Language Education

1.2.4.1 “Ability”: an Essential Defining Feature of Learner Autonomy

Many researchers have contributed to the definition of autonomy, but the most cited is Holec for whom autonomy is “the ability to take charge of one’s own learning” (1981, p.3). This capacity involves five steps:

Responsibility for determining learning objectives, defining the contents and the progressions of learning, selecting methods and techniques to be used, monitoring the procedure of acquisition and evaluating what has been acquired (Holec 1981, p.3).

Through these five steps, Holec emphasized the methodological skills that learners should develop to be able to monitor and manage learning. As for Benson (2006, p. 23), he defined learner autonomy as “an attribute of learners rather than of learning situations”, therefore a potential to develop in language learners. He criticized Holec’s definition of learner autonomy which focuses only on the technical aspects of learning but did not “explain how they are able to do it” (Benson 2006, p. 23). This definition describes “the exercise of autonomy, rather than autonomy itself” (Benson 2006, p. 23).

In one of his early definitions of learner autonomy, Little (1991) seemed to concur with Holec on the notion of ability, when he stated that “autonomy is a capacity for detachment, critical reflection, decision –

making, and independent action”. It seems evident from his use of “critical reflection” that awareness in autonomous learning is crucial.

Thus, Little (1991, p.4) definition of learner autonomy is quite comprehensive:

Autonomy in language learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action; autonomous learners assume responsibility for determining the purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes.

For Benson, Little attempted to show that “The capacity to manage one’s own learning depends upon certain underlying psychological capacities” (2006, p. 23). However, he, further, added that the relationship between these two features of autonomy is not clearly stated by its advocates.

In his definition of autonomy, Nunan (1995, p. 145) also considered the notion of “ability” as critical. For him, “learners who have reached a point where they are able to define their own goals and create their own learning opportunities have, by definition, become autonomous”. Reinders (2000), however, insisted that any definition of autonomy should make reference to the learner consciousness because, “there is more to autonomous language learning than a capability” (Reinders 2000, p. 20). According to him, learners take responsibility for their learning when they are fully aware of its importance and are capable to sustain a good level of intrinsic motivation to reach their learning goals.

Regardless of the diverging views expressed by different scholars, perceiving autonomy as “ability” remains a valuable perspective, as it

implies that learners can be trained to develop their capacity to learn autonomously. Furthermore, this has served as a starting point for investigating ways to promote autonomy in different contexts.

1.2.4.2 Dimensions of Learner Autonomy

In the process of conceptualizing learner autonomy in language education, four major dimensions were stressed. The first three were introduced by Benson (1997): the technical, the psychological and the political- critical, and the last dimension, the social-cultural, was later suggested by Sinclair (1997), Oxford (2003) and Murase (2009).

- **Technical Dimension**

The technical dimension of autonomy is perceptible in Holec's (1983) definition of learner autonomy stated earlier, which he described as individuals' capacity and responsibility for learning management. Technically autonomous learners know how or have developed the necessary methodological skills to acquire a language without necessarily the involvement of a teacher or any educational institution. Thus, inherent in this dimension, the notion of individualization of learning; i.e. learning alone independently of the teacher. This idea has generated much criticism from a number of researchers (Benson 2001, Cotteral 2008, Little 1990) as for a long time, autonomy has been equated with learning alone (self-instruction). In addition, this view of learner autonomy neglects the social aspect of learning. On this point, Cotteral (2008) commented: "The five types of decision Holec itemizes reflect the focus of many "learning to learn" programs in self-access centres; these programs seek to introduce the methodological skills that learners need in order to manage their learning in such settings". Accordingly, limiting the conceptualization of autonomy to making decisions on some methodological skills for learning management

does not capture the essence of the subject matter. Moreover, on using autonomy as a synonym for learning alone (self- instruction), Little (1991) argued that there is a difference; the latter stands for learning without a teacher, while becoming autonomous requires the help of the teacher. Self- instruction somewhat contributes to learner autonomy but learning without a teacher does not make learners autonomous (Little 1991).

Thus, in attempting to correct some of the widespread misconceptions of autonomy and a concern about constructing a theory of learner autonomy Little (1991) introduced the psychological dimension as an important defining feature of learner autonomy.

- **Psychological Dimension**

This dimension associates autonomy with learners' psychological attributes such as motivation, metacognitive knowledge, consciousness, etc. Little (2004) explained learner autonomy by referring to three fundamental pedagogical principles: learner empowerment, reflection and appropriate target language use (pp.22-23).

By learner empowerment, Little (2004) made reference to learners' full involvement in the learning process through decision-making. When learners are given the opportunity to take control, they are more likely to assume responsibility for their learning. Teachers are required to prompt, help and guide learners during the processes of negotiation that are of paramount importance in assisting learners in every step of their learning process (as for example : in setting new learning goals, taking part in new learning activities and deciding on materials to be used). Therefore, learner empowerment is a gradual process that occurs on a day by day basis and that calls for teachers' readiness to let the learners take control and exercise responsibility for their learning.

Regarding the second principle, learner reflection, Little (2004) introduced it to argue for the need to engage learners in constant reflection on the learning process at all levels (macro- or micro levels). By doing so, learners accept easily responsibility for their learning, because, as he stated, “it is impossible to accept responsibility for anything without thinking about it” (p.22). On the importance of reflection in developing autonomy in language learning, Benson (2001, p. 95) also stated that “reflection is an important component of autonomous learning at a number of levels. It may even be legitimate to state that the autonomous learner is essentially one who is capable of reflection at appropriate moments in the learning process and of acting upon the results”. Further, Little stressed the benefits of another aspect of reflection which is self-evaluation in the promotion of autonomy among learners. Thus, he stated:

It is not sufficient for learners to recognize that they are responsible for their own learning and to control the learning process by setting learning targets and choosing learning activities and materials. They must also be able to evaluate learning outcomes, identifying weaknesses as well as strengths in order to give the next phase of learning an appropriate focus (2004, p. 22)

Obviously, as for the empowerment principle, the teacher is expected to prompt, assist and guide learners in this continuous process of retrospection and evaluation of prior learning experiences. As far as the last principle is concerned, appropriate target language use, it is about the performance of all pedagogic activities (setting new learning goals, taking part in new learning activities and selecting appropriate materials) in the target language. According to Little (2004), learners should be engaged in communicative

language use from the very beginning of the learning process in order to develop their communicative competence and their learning management capacity, because, as he insisted, “autonomy in language learning and autonomy in language use are two sides of the same coin” (Little 2007, p. 7). Thus, the objective of language learner autonomy is the development of learners’ communicative competence and genuine communicative use as a suitable approach to the occurrence of learner autonomy. Table 1-1 below sums up the most important elements of Little’s theory of learner autonomy and shows how it relates to language learning.

It is important to note that even though the aforementioned principles might seem distinct, they should be considered as three interrelated perspectives that imply each other and that are meant to picture the psychological complexity of learner autonomy (Little 2004).

On the multiple contributions of the psychological perspective to our understanding of learner autonomy in language learning, one can also associate some psychological variables such as motivation, the role of affective states, perceptions and beliefs in willingness to assume responsibility for one’s learning.

Regarding the relationship between autonomy and motivation, Little argued that “autonomy is nourished by, and in turn nourishes, our intrinsic motivation, our proactive interest in the world around us” (2011, p. 2). This remark seems to make reference to the obvious link existing between intrinsic motivation and autonomy to the extent that Little (2011) suggested autonomy as the solution for learner motivation. This leads to the question: how? The answer, as suggested by Little (2011), and Ushioda, Deci and Ryan (2000), points to the crucial role of intrinsic motivation in supporting learners’ attempts for autonomous learning. In other words, in accepting responsibility for their own learning, learners dedicate themselves to develop the necessary skills for effective learning, which, in its turn, reinforces

learners' intrinsic motivation. Therefore, according to Ushioda (1996, p.39) both “a capacity for effective self-management of motivation” and “a degree of motivation to the learning situation” are required for learner autonomy to occur, because “without motivation there is no autonomy” (1996).

Little's notion	Ideas relevant to language learning
Naturalistic learning in connection with formal learning and living	<ul style="list-style-type: none"> - Use of authentic resources - Real communication
Negotiation of personal constructs	<ul style="list-style-type: none"> - Meaningful learning - Constructivism
Acceptance of responsibility is necessary for both learners and teacher	<ul style="list-style-type: none"> - Life- long learning - Self- growth - Integration of teacher-directed approaches and learners' self-directed learning - Vygotsky's Theory
Critical reflection through the learning process	<ul style="list-style-type: none"> - Metacognitive knowledge - Independence
Need for both teacher and learner autonomy	<ul style="list-style-type: none"> - Interdependence - Collaboration

Table 1.1: A Summary of Little's Theory of Learner Autonomy with Relevance to Language Learning (adapted from Usuki 2007, p. 38).

- **Sociocultural Dimension**

While the two previous perspectives concentrated solely on learners and their psychological attributes or technical skills, the socio-cultural dimension highlights the importance of the interactions between the learner and the environment or socio-cultural context. Therefore, this perspective can be regarded as a reaction to the opinion that individualization leads to autonomy (Dickinson 1987). A good number of researchers (Little 1991, Sinclair 2000, Ridley and Ushioda 2002, Oxford 2008,) maintained that “autonomy has a social as well as an individual dimension” (Sinclair 2000; p.11). The social dimension has become an influential defining feature of learner autonomy. Its advocates based their arguments on Sociocultural Theory and more particularly on the Vygotskian social interactive perspective of learning and language. Little (1991) for example, introduced the notion of interdependence as an essential defining feature of autonomy to emphasize social interaction as a determining condition for learning in general and autonomous learning in particular. He (Little 1991, p.5) defended that:

Because we are social beings our independence is always balanced by dependence; our essential condition is one of interdependence. Total detachment is a principal determining feature not of autonomy but of autism.

As suggested by Little comments above, autonomy is generated from interaction and collaboration with others (preferably more competent people as classmates or the teacher for classroom situations), and can never imply learning alone. It is exactly here that the autonomy paradox arises; on the one hand, it “implies freedom from the control of others, and on the other

hand it turns out to be the product of interactive processes that are characterized not by independence but by interdependence” (Little et al 2005, p.7). This social perspective on learner autonomy that emphasises mediation, collaborative generation of knowledge and interaction in shared context, as central requirements for the development of learner autonomy, was further stressed by the Bergen scholars definition, which recognised that:

Learner autonomy is characterized by a readiness to take charge of one’s own learning in the service of one’s own needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others, as a social, responsible person (Dam et al. 1990, p.102)

In a similar vein, Oxford (2003), in her model of learner autonomy, stressed individuals’ exercise of autonomy through taking part in different activities in their communities; therefore, individuals cannot be separated from their context. Moreover, oxford (2003) argued that individuals’ active participation in their community opens the door for political alternatives, power and social change.

Consequently, embedded in the principles of Critical Theory emphasising power relationships in a community, control and ideology, many researchers (e.g. Benson 1997, Oxford 1990) argued for a fourth dimension in the conceptualization of learner autonomy, which is the political –critical one.

• **Political- Critical Dimension**

For Oxford (1990, p. 90), this perspective:

(...) shakes us by the shoulders, forcing us to question assumptions and to critique existing power structures. It causes us to think hard about accepting the status quo. It creates an internal (and sometimes an external) struggle. It reminds us that we can critically analyse the discourses that frame our lives, we can create new alternatives for ourselves, and we can challenge our students to do the same.

Thus, the political approach emphasises the transformative power of autonomy at the level of the individual and society. It implies that when learners take control over the learning process, resources and language content (Benson 1996), they become critical agents who can contribute in changing the status quo in their context (societies). Kumaravadivelu (2003 in Sudhershnan 2012, p.17) suggested the expression “liberatory autonomy” to refer to the state when learners reach a level of autonomy that renders them aware of their learning and the context where it takes place, in addition to how much this latter affects their perceptions and behaviour in general.

Although the discussion above might suggest that the four dimensions of learner autonomy are in opposition, it is, nevertheless, important to highlight that they are complementary in nature and provide a broad perspective on learner autonomy. Oxford (2003, p.90) insisted “no single perspective should be considered antithetical to any other perspective” and called for an integrative model of learner autonomy that focuses on the interdependence between all of them.

1.2.4.3 Weak and Strong Versions of Autonomy

Learner autonomy movement towards becoming mainstream language education has given birth to a number of models and versions of the concept. For instance, Smith (2003) distinguished between “weak” and “strong” versions of pedagogies for autonomy. The weak version is used to refer to a situation where learners are not autonomous and therefore need training such as strategy-based training or technology-based training (Smith 2002) to develop their autonomy. This type of pedagogy, as Smith (2002, p.8) argued, “(...) poses little threats to traditional pedagogies of dependence”, as it is still the teacher or the institution which dictates the content of the syllabus, chooses the methods and decides on goals and how to attain them. Thus, the role of the teacher as the most knowledgeable and the source remains untouched. On the other hand, the strong version, as put forward by Smith (2002, p. 6), “is one in which there is a conscious attempt on the part of the teacher to shift the initiative in decision-making to classroom learners”. This pedagogy is based on the principle that learners already have a certain level of autonomy which could be increased through working cooperatively with the teacher. Therefore, the teacher is supposed to adopt a facilitative role (such as counsellor, facilitator) to make student-based learning possible (Smith 2002). Moreover, the teacher has to encourage learners’ continuous self-reflection on their own learning in order to develop their “ability to learn for themselves” (Smith 2002, p.07) and, by consequence, foster their capacity to learn autonomously. Through his distinction between those two pedagogies for autonomy, it is clear that Smith focuses more on teacher’s perceptions of autonomy and how these shape classroom practices to promote autonomous learning. However, Littlewood (1999), in distinguishing between “proactive” and “reactive”

versions of autonomy, highlighted learners' attitudes towards the concept of autonomy. Thus, proactive autonomy "affirms learners' individuality and sets up directions which they themselves have partially created" (Littlewood 1999, p.75, cited in Benson 2006, p.24). In other words, proactive students possess the technical capacities cited by Holec in his definition of learner autonomy, which are: "to take charge of their own learning, determine their objectives, select methods and techniques and evaluate what has been acquired" (1981, p.3). In contrast, reactive autonomy, as suggested by Littlewood (1999, p.75), is the "kind which does not create its direction but, once a direction has been initiated, enables learners to organize their resources autonomously in order to reach their goal".

What is interesting in these two versions is the fact that they appear to plead for more proactive autonomy among learners through a strong pedagogy for autonomy. Moreover, as Benson (2006) observed, they seem to point to the existence of different levels of autonomy and to the possibility for learners to move from "lower" to "higher" levels of autonomy. On his part, Littlewood (1999, p.75) remarked that even though for numerous researchers "proactive autonomy is the only kind that counts" (in Benson 2006, p.24) reactive autonomy also can serve as "a step towards proactive autonomy or as a goal in its own right" (in Benson 2006, p.24). Another point emerging from these distinctions is the implications they might have for teachers who could be interested in the promotion of autonomy in their classes. These distinctions can raise teacher's awareness on the possibility to foster autonomy without a complete reform of the system. Thus, Nunan (1997, p. 201, in Benson 2006, p. 24) insisted that "autonomy can be a normal, everyday addition to regular instruction". Nonetheless, he remarked that what really could help teachers make informed decisions about the promotion of autonomy is their awareness of the possibilities and constraints that exist in their learning and teaching contexts.

1.2.5 A Working Definition of Learner Autonomy

On the basis of the discussion of the evolution of the concept of learner autonomy from its philosophical origins and in light of general education theories and modern language education, one can conclude that the literature on the concept is vast and conflicting. For Benson (2011, p.16), autonomy is portrayed as:

(...) multidimensional and takes many different forms according to the person, the setting, and multiple contextual and micro-contextual factors. Learners display autonomy in very different ways, which allows for a variety of views of the kinds of autonomy that should be aimed at in particular contexts.

Thus, the multiple interpretations of learner autonomy make any attempt to define it choosing one of the aforementioned definitions quite impossible and result in a rather restricted description of the concept. However, regardless of all the conflicts and differences, it is worth pointing that a consensus was reached on what autonomy entails in language education. Benson (2006, p.23) reported, for most of the researchers involved in the domain, autonomy:

- 1- is about capacity, therefore is a learner attribute rather than learning situations;
- 2- involves different degrees; and
- 3- freedom that is constrained

One can also note that even if researchers used different terms to refer to the concept of “responsibility” (Bood 1988, Dam 1995) such as “control” (Benson 2001), “charge” (Holec 1981), etc, there is agreement with the fact

that autonomy requires learners to accept responsibility for their learning. Another concept that also emerged is learners' "willingness" (Littlewood 1996). To express the same idea, Dickinson (1992) spoke of "active engagement" and Bood (1988) of "taking responsibility".

Thus, for the sake of providing a "broad and realistic description" (Chi-Yen 2005, p.5) that would contribute to understanding the concept, the proposed definition made by Sinclair (2000, p.6) has been retained for this study as it is exhaustive and covers the different descriptions of learner autonomy provided by most of the leading figures in the field. It includes the thirteen following characteristics:

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

As one can note, in her description of autonomy, Sinclair included the concepts of “capacity”, “willingness” and “responsibility” (items 1-3 above); as in Benson, Dickinson and Holec’s definitions. Items 4-6 show that there are degrees of autonomy (Little 1991, Benson 2006), then items 7-9 aim to correct some of the misconceptions surrounding the concept of autonomy by explaining what autonomy is not (Little 1991). Item 10 refers to the idea that autonomy is applicable in a variety of educational contexts (Dam 1995). Through items 11 and 12, Sinclair shows that it is important to include different perspectives in the conceptualization of autonomy, joining here Oxford’s (2003) appeal for an integrative model. The last item (13) reminds us that there are different interpretations of learner autonomy arising from difference in cultural context (Littlewood 1999, 2000, Chan, Spratt and Humphrey 2002, Playferman and Smith 2003).

For the purpose of this study, learner autonomy has been considered as a complex construct and viewed through the lens of Sociocultural Theory. It has been defined taking into consideration different attributes in relation to the learner (the student), the educational institution and the local sociocultural context. Therefore, the student is embedded in a large local (sociocultural) environment whose characteristics may considerably impact the growth of his/her autonomy. This implies that students develop their autonomy through interaction with their local environments, where they are faced with either facilitative or constraining factors. However, it is important to recall that even though external influences from the environment are valued, students’ individual attributes are also recognized and taken into consideration. In other words, learner autonomy is also perceived as learners’ psychological ability to take an active role and assume responsibility for their learning, while educational and social environments are expected to create facilitating conditions to support them in this process.

In addition, as autonomy implies students' critical reflection to develop a general capacity to manage their learning and learn effectively, I believe that this concept can be applied to all fields of education without exception.

In the present study, learner autonomy is discussed in relation to language education specifically as the objective is to investigate EFL students' discourses on English language learning and teaching and the extent to which these perceptions may be associated to readiness for learner autonomy. Therefore, even though emphasis is put on learner autonomy as a general ability, importance is also given to students' development of their communicative competence. Though, I am convinced that when learners know how to learn and assume responsibility for their learning, they can decide on their objectives in language learning according to their needs and not necessarily to develop communicative competence exclusively.

Summary and Conclusion

Being aware of the complexity of learner autonomy as a concept and of the lack of consensus on its defining principles, the first section in this chapter was devoted to a review of the existing literature on this topic. It firstly started by tracing back the origins of learner autonomy in Western countries and how it was later introduced into education in general then to language education in particular. This chapter also highlighted how modern learning theories could help our understanding of learner autonomy. Then, different dimensions of learner autonomy were presented in addition to its defining features. Finally, an attempt was made to provide a working definition of learner autonomy that fits with the aim of this study.

Chapter 2 Learner Autonomy and Context Specificity

Introduction

This chapter is divided into two sections. In the first section, the educational and sociocultural context of this study is defined. In the second section, the current theoretical debates related to the issue of context specificity in the definition of learner autonomy are presented, and the major studies supporting the influence of psychological and contextual factors on readiness for learner autonomy are discussed.

2.1 Defining the Educational and Sociocultural Context of the Study

2.1.1 Language Education in Algeria

Language education in Algeria can be traced back to 1962, the date of independence of the country. Ever since and chiefly with the creation of the Ministry of education, political instances made gigantic efforts to maintain national entity taking the educational system as a medium. This has led to the adoption of the Arabisation Policy in 1971, which entailed the replacement of French as a medium of instruction at primary level first, then later generalized to secondary and higher education. However, few years later, this policy proved ineffective for many reasons. Firstly, Arabisation was challenged by the linguistic situation in the country. Despite the government's efforts for monolingualism, Arabic had (and is still has) to compete with other vernacular languages and dialects, as for example the Berber languages, which resulted in a state of multilingualism and diglossia (between classical Arabic and Algerian Arabic dialects) with many side effects (Abide Houcine 2005, Miliani 2012). Secondly, French soon gained

ground and acquired a prestigious status among the elites and the educated spheres of society, leaving English far behind in a third position. Recently, the multiple changes that globalization has brought into education, technologies of information and communication, and access to knowledge indicate that according to Benrrabah (2007), Arabisation has failed in creating learners with a solid knowledge base and skills that can compete in the world job market. But, the English language, ranked as the second foreign language of the country (beginning of the 1990's) has not, in any way, diminished the demands that all levels of education have expressed for it.

At the outset of the new millennium, many reforms were launched in the different sectors of life, and most importantly in the educational sector. To address the dismal state of Algerian education, the detractors of the Arabization policy insisted on the reinstitution of French at the same level as Arabic. For them, it was the government insistence on the establishment of a monolingual system that has failed the educational system (Byrd 2003, Benrabah 2007). But, the fact that English has become the lingua franca of the globalized world reinforced its position in the linguistic scenery of the country. The growing need for English has led to its introduction as an important subject of study in national curricula and, most importantly, to its recognition as the language of science and technology. As a matter of fact, French, which is still associated with colonialism, has started to lose much of its ground in the country mainly among the new generation, although as Miliani (2000, p.13) remarked, "the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and education ones". Today, mastering English has become a target to most Algerian young learners. It is considered as an individual asset that contributes to future professional prosperity; therefore, developing proficiency in the language has become a necessity.

Since its recognition as an important and necessary foreign language by the Algerian authorities, English has drawn more attention from the population and the different educational institutions; public as well as private ones.

In the public sector, English is a compulsory subject in the curriculum for pupils in middle and secondary schools. In the private sector, foreign language schools are crowded with people of different ages and profiles enrolling for English language courses. Thus, as there is an increasing demand for English courses, the number of language schools that open every year is continuously growing.

However, it is worth mentioning that although English has gained much popularity among young adults and educated ones, mainly those working in engineering, medical, information and communication fields and university students, middle and high school pupils seem to be unaware of its importance. They generally consider it as an unimportant school subject. As a matter of fact, their overall communicative competence in the language is generally weak although they may show some command of its basic grammar. To explain the reasons behind this situation, Abdelatif-Mami (2013) highlighted these factors:

-firstly, learners are not enough made aware of the real advantages to master the language not only as a school subject matter but also as a necessary means to get access to knowledge.

-secondly, the long term objectives in learning English are “not well explicit in the course syllabus” (Abdelatif-Mami 2013, p. 245).

Regarding this last point, Baiche in Mami (2013, p. 245) added:

The English syllabus in secondary education in Algeria is narrowly defined and restricted to a collection of functions that are randomly selected....however; the major lack of harmony

between the various official documents is over the degree of specificity of overall objectives: instructions in the English syllabus are not in harmony with new lines and pedagogical instruction.

-Thirdly, although most of the prevailing modern approaches to ELT research underlie the 2003 Reform of National Education such as learner-centered approach, competency-based approach, communicative language teaching, intercultural competence, project-based learning and learner autonomy, traditional practices seem to persist in the English language classroom. For example, as far as teachers are concerned, they still use the old teacher-centered knowledge transmission approach, focus on the development of grammar through reading and writing skills while listening and oral skills are rather neglected. This does not really prepare the learners for real use of English in outside classroom situations. Concerning learners, they seem to prefer working for marks instead of working to gain knowledge or master a specific subject matter, they take the teacher as the sole responsible for their learning, failure or success, they like extrinsic rewards at the expense of intrinsic ones...etc.

Regarding the efforts made by policy-makers for decades to improve the teaching and learning of English in Algeria and the good will of all the participants in pedagogic practices, one wonders why these problems still persist. As a matter of fact, a successful reform requires not only a profound understanding of the complexities of the classroom context, but also understanding school, society and the wider context, in which these are embedded (Sarason 1990). If there is no doubt about the efficiency of the modern approaches to ELT described above in many international contexts, the question of their applicability in our Algerian context is the question that should be addressed seriously. This has motivated the present research study. Although, there is evidence in the literature that autonomy is desirable

and leads to lifelong learning, assessing students' readiness for autonomy in the Algerian educational context seems a necessity in light of the recent educational reforms.

2.1.2 Teaching and Learning English within the LMD Reform

The implementation of the LMD (Licence, Master, and Doctorate) system in the Algerian universities in 2004-2005 was an attempt towards the "internationalization" of higher education. The reform consisted in the integration of a degree framework that applies the principles of the Bologna process put in action in most European countries. Within the LMD framework (as summarized in the Guidelines of the Algerian Ministry of Higher Education in 2004), diversity and international cooperation through student mobility are encouraged via different types of exchanges such as grants, short and long stay training courses....etc). The challenge, then, for higher education institutions is to produce students, scientifically and intellectually viable in a fast changing world. Students should be prepared to compete in the global market and stay up-to-date with the huge amount of knowledge and possibilities for national and international contacts made available and possible by the quickly growing and accessible means of information and communication.

In the philosophy of the LMD reform, it is imperative to bring change and to shift from traditional to more contemporary learner- based teaching and learning practices. In the classroom, effective learning is to be reached through continuous assessment of learner's progress and through discussions on their language learning process in tutorship sessions in order to help them gain skills in controlling their learning and becoming more autonomous. Moreover, much credit is given to students' research projects and classroom presentations which require students to be autonomous, it is

clear that these are meant to promote autonomous learning in the Algerian student.

The LMD has brought a number of changes at the level of curriculum contents, assessment methods, learning and teaching material and teacher and learner roles. For example, the traditional programmes were gradually replaced by a system of “Offres de Formation” that were submitted to “Conference Regional des Universités” (Regional Conference of Universities” for evaluation by a commission of experts ELT in before their implementation. This procedure is being applied to the three different levels of the LMD Formation (Licence, Master, and Doctorate). To be validated, the Offers of Formation should meet some criteria such as a pressing need for specially trained students who would satisfy the demands of the socioeconomic market, offering up to date contents, displaying a staff members qualitatively and quantitatively capable of teaching the different courses described in the formation scheme. However, planning of teaching and assessment was left to the appreciation off the pedagogic teams of each department and faculty.

2.1.3 Sociocultural Context of the Study

In the literature on learner autonomy (Holliday 1999, Aoki 2001, Palfreyman 2003, Benson2006, Chick 2006), there is an assumption that language learning and learner autonomy do not occur in a vacuum, but are grounded in social and cultural contexts. Therefore, a description of the local sociocultural context of this study is necessary for a full understanding of its complexity and influence on learner autonomy. Yet, it is worth reminding at this stage that a broad definition of the term “context” is adopted in this research; to include various layers of contexts. As for the term “culture”, the distinction between “small culture” to refer to learner’s immediate classroom

contexts or institutional ones (Aoki 2001, Palfreyman 2003, Kramsch 2013) and “big culture” to refer to social or national contexts (Holliday 1999), will not be made for in this study. Culture is therefore viewed as a complex whole, including many aspects of individuals’ lives such as identity, ideology, ethnic origin, social organization and norms, nationality, education, language, systems of thought, customs, morals and behaviour. However, it is important to remind that though there is a tendency to describe one specific culture as a homogeneous group, one should be aware that within one sociocultural group there are apparent differences among individuals. Therefore, to avoid “dangerous stereotyping” (Littlewood 2003), intuitive generalizations are to be avoided. Moreover, as culture is dynamic and open to change, there is always a possibility for the creation of other new cultures in one already existing culture. This phenomenon occurs in all societies and more frequently with globalization characterized by rapid social change, and the creation of new social groups with new orientations. This phenomenon of heterogeneity of cultural values is not typical of developed societies, where change is faster, but it is widespread and embraces all social groups. The context of this study makes no exception to this rule, as will be discussed below.

Because of its blessed geographic situation, Algeria has for long been the scene of encounters for a large number of civilizations and a target for many colonizers and settlers from different origins. As a result, this country embodies a rich culture characterized by diversity in all its aspects of life.

As concerns its identity, in the Algerian Constitution of 1996, it is stated that “the basic components of the identity of Algerian people are Islam, Arabism and Tamazight”. This statement sums up most of the identity components that shape the sociocultural life of modern Algerians. Islam is

the religion of the majority and is the pillar of their identity. Most aspects of Algerians' life are organized according to Islamic principles.

Ethnically, approximately 75 % of the population is Arab and 25% Berber. These two groups are generally distinguished on the basis of their mother tongue (Benrabah 2007). This difference is located in the environment where individuals have grown up, and also which of the Arab or Berber traditions and customs they are familiar with. In reality, the two communities in Algeria are so interwoven ethnically, religiously and culturally that it is very difficult to divide them (Gravel 1979), one of these reasons being that all North African populations share the same Amazigh (Berber) ancestor. On this point, Gravel (1979, p.27) observed:

(...)hence what has been commonly called the Arabisation of the Berber traditions might with equal validity be called the Berberisation of the Arabs because Berber traditions are quite strong, even among those whose ancestors have been arabised for centuries.

Thus, taking into consideration these elements, and although this research took place in a university that is situated in a Kabyle speaking area (Bejaia), a decision was made to define the sociocultural context of this study as the wider national Algerian culture. In what follows the impact of culture on individuals' ways of thinking and behavior and how these are related to school education in Algeria are discussed in light of Hofstede's (1986) cultural dimensions of Power Distance, Individualism vs. Collectivism, Masculinity vs. Femininity and Uncertainty Avoidance.

Broadly speaking, Algerian society is characterized by a collectivist orientation, like most African and Arab countries (Hofstede 1986). Unlike

individualistic societies, the individual in a collectivist society is always perceived as a subordinate to the family or the group. For example, in the Algerian nuclear family, obedience, respect and allegiance to parents are more important than independence and self-reliance. Family unity is sacred, for it provides each member with protection, stability, a feeling of belonging and support in trying times. In this situation, if individuals display ambitions that mismatch with the family or group values, they risk exclusion and isolation, which causes a great deal of psychological pain for the individual. Consequently, conformity to family (or “in-groups” in Littlewood 2003), values and norms are required, often at the expense of creativity and independent thinking (Bensemmane 2011). Children are taught, very early, to show obedience to one’s elders, who are wiser and more knowledgeable. Thus, when children join school they generally seek to reproduce the same hierarchical organization in the classroom. The teacher replaces the parents at the top of the hierarchy and becomes the unquestionable authority. Cambell’s(n.d.) comment on the role given to the teacher in such societies is particularly noteworthy to report, he stated: “The figure of the teacher in the Muslim world is traditionally vested with greater authority and treated with greater respect than his or her counterpart in the west” (p.2, cited in Miliani 2012, p.221). As a result, children become over-reliant on the teacher throughout all their school life, a situation that creates feelings of frustration and disorientation when they have to survive on their own. This behavior is reinforced by the type of activities done in the classroom which often do not support creativity, risk-taking, discussion and free expression of ideas but encourage learner passivity through rote learning of handouts, and conformity to group ideas.

In discussing power relationships between people, Hofstede introduced the dimension of Power Distance, which, in his words, “is the

extent to which less powerful members of institutions expect and accept that power is distributed unequally” (1991, p.28). Unquestionably accepting orders coming from an authority (“Mel fouk” as it is said in Algerian Arabic, meaning “from above”) is a deeply rooted behavior in Algerian society (Semmouk 2005). In this context, power inequalities are generally accepted to maintain social harmony and stability. For example, women, children, the young, students all show respect, loyalty and obedience with no discussion to men, parents, the old and teachers, respectively. This is easily perceptible in the classroom where pupils and students manifest great respect for the teacher not only because he/she is the source of knowledge but also the provider of grades. Teachers also show much reluctance towards bringing change to their methods or the programme contents because the latter should be applied as directed by “the authorities” (Semmouk 2005). As a result, these inequalities of power between teacher and learner seem to have sustained teacher-centeredness in the Algerian educational context. As teachers know more than their learners and represent the authority in the classroom, they are responsible for their learners’ learning. Good learners do not question the teacher’s behavior and should manifest trust in them. In this case, new practices requiring autonomy from either the teacher or the learner remain a real challenge at all levels of learning.

To address gender role distribution in societies, Hofstede introduced the dimension of Masculinity vs. Femininity. In his words, “masculinity stands for a society in which social gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success; women are supposed to be more modest, tender, and concerned with the quality of life”, while “femininity stands for a society in which social gender roles overlap: both men and women are supposed to be modest, tender, and concerned with the quality of life” (Hofstede 2001, p. 297). As far as Algerian society is

concerned, women are evolving in a masculine society; they strive to succeed in a male culture. Traditionally, they were expected to stay at home, raise children and take care of the large family (including grand-parents, nephews, etc) while men spend their life working; work is the motto of life for all men (Hofstede 2001). However, mainly after Algeria's independence in 1962, the status of women started to improve and Algerian society displayed some characteristics of the femininity dimension. This is principally due to the increase in the level of education among family members, economical and social developments and the need for women in many jobs in state sectors such as teacher, nurse and doctor. Obviously, the situation increased the number of women in the work force, and, currently, Algerian women work in sectors that were in the past reserved to men. In education, the masculine characteristics prevail. Parents consider education as the sole way for professional success and acquisition of social status. Childrens' failure at school is lived as a family failure; it is a disaster (Hofstede and Hofstede 2005). Therefore, since primary school children are involved in a strong competition to be top of the class not only for their own success but for the family as a whole.

The degree to which members of a society might feel threatened by ambiguous and unfamiliar situations is discussed by Hofstede (1991) in terms of Uncertainty Avoidance. From the classification of countries in relation to their level of uncertainty avoidance, it seems that Algerian society shares many features, mainly in the domain of education, with strong uncertainty avoidance countries such as China, Japan, Taiwan and Vietnam. Learners from strong uncertainty avoidance cultures "expect their teachers to be the experts who have all the answers" (Hofstede 2005, p.179), and this is true for most Algerian learners. They perceive the teacher as the holder of knowledge and lack the necessary motivation to discover things by

themselves. Even at university, students feel comfortable with teachers who provide detailed instructions for doing tasks and well- elaborated handouts of the lectures delivered in classroom. This limits the possibility of taking risks and initiatives in the learning process.

Even though Hofstede's cultural dimensions theory came under harsh criticism for being reductionist and essentialist in its perception of cultural differences, it remains very useful in drawing a temporary profile of Algerian society in general and of the Algerian teacher and learner in particular. This profile will hopefully be refined and completed as a result of the present investigation.

2.2 The Role of Context in Implementing Learner Autonomy

On the surface, the meaning of the word "context" might seem obvious; however a review of the relevant literature shows that there are as many definitions as investigations (Turner and Meyer 2000), but the importance of "context" came to the fore when researchers attempted to understand issues of learner autonomy in the language classroom from insider's perspectives, as for example teachers and learners and their engagement in the process of education. Benson (2006a) distinguished, on the basis of contexts of application, between autonomy studies within the classroom and autonomy studies beyond the classroom. It is within the first area of research, the exercise of autonomy in the classroom context, that this research study subscribes.

Generally, classroom context is studied through the consideration of the beliefs, perceptions, values and cultures of the participants in the pedagogic activity. Research reports that classroom context is complex, and that there are various interconnected contexts within one classroom (Turner

and Meyer 2000). The coming sections of this review of literature discuss the notion of context in general, classroom context in particular and the sociocultural context where the classroom context is embedded. As this study is concerned with learners' readiness for learner autonomy, the literature on learner factors affecting the promotion of learner autonomy is reviewed. It is worth mentioning, however, that the focus is on learners' cultural backgrounds and specific variables of culture such as learning culture including experiences and perceptions of English language learning.

Originally, the term context was used to refer to the information surrounding a word or phrase that determines exactly how it was meant (Newbury House Dictionary, 2014). However, in its contemporary uses, one can notice that the meaning of the word is no more limited to writing or speaking; it is used to refer to any circumstances that form the setting for an event, an idea, an opinion, a culture, etc, and in terms of which it can be described and understood. Therefore, to understand any specific context one can either consider the interplay between the parts that constitute the whole or consider the whole which is defined as the sum of its parts.

In the domain of education in general and language education in particular, classroom context, as the formal setting of instruction, has for long been avoided because of its complexity (Shuell 1996, in Turner and Meyer 2000). Turner and Meyer (2000, p.70) reported: "Although students' and teachers' experiences are acknowledged to be a gestalt, researchers tended to isolate variables rather than try to understand the complex interaction of thought, motivation and affect". Further, they explained some of the various reasons why investigating classroom context has become of paramount importance for understanding educational processes and outcomes. They, firstly, highlighted the importance of students' psychological reactions to the instructional context. Dunkin and Biddle

(1974 Cited in Turner and Meyer 2000, p.70) concluded after one of their research on the subject that:

The effects of a pedagogical approach were influenced by developmental level, prior knowledge of students and teachers, the cultural context of instruction, the content area, the academic goals being pursued, rules for speaking and participating, activity segments, and multiple additional factors

In other words, as suggested by these scholars, context understanding contributes to the understanding of learners' learning processes. Likewise, Brophy and Good (1986, p.370) claimed: "what constitutes effective instruction varies with context". In the learner autonomy literature, researchers (Ushioda, Deci and Ryan 2000, Little 2011,) also reported that learners exhibit high levels of motivation and progress in learner autonomy supportive contexts. For Turner and Meyer (2000), understanding students within context helps the elaboration of teaching practices that guarantee learner involvement in the learning process (in Feiman-Nemser & Floden, 1986).

These definitions suggest that the classroom is a kind of "black box" in which dynamic complex processes are hidden. Therefore, to capture the complexities of classroom life, researchers should get familiar with recent theoretical developments, as for instance the Social Constructivist perspectives, that make explicit the effects of context on learning, motivation and learner autonomy.

Another reason making classroom context more complex than it might seem is that, rather than existing in isolation, it is embedded in a broader

sociocultural context (Legenhausen 2007). This means when a classroom context is studied, the sociocultural context to which it is closely linked has to be taken in consideration as well.

The trigger to explore the specificities of our language classroom contexts prior to any attempt to design learner autonomy promoting practices comes from the conviction that those processes do not occur in isolation; they occur in a classroom context that is itself embedded in layers of contexts. Equally important is the fact that those two processes are complex and take place in school, which is in itself a complex organism “that is part of a larger system” (Sarason 1990, p.90), thus, a successful reform of any part of the system “requires knowledge and understanding of how parts of the system are interrelated” (Sarason 1990, p. 90). Moreover, as Turner and Meyer (2000, p.70) insisted “a study of classroom contexts is critical for understanding educational processes and outcomes”. However shedding light on classroom context only would provide an incomplete picture of the available possibilities to develop learner autonomy and it seems necessary to look beyond the immediate environment of the classroom. On this point, Legenhausen (2007, p.17) commented:

(...) in the context of learner autonomy it seems wiser to subscribe to a wider sense, which includes characteristics of the learners, teachers, the learning process itself and the broader socio-political context in which classrooms are embedded, in order to facilitate interpretations of the procedures and developmental processes in autonomous classrooms and their learning outcomes.

Thus, the sociocultural variable related with the classroom context is important to describe alongside other variables relating to context-specific pedagogy in order to promote learner autonomy.

2.3 Factors Affecting Student Readiness for Autonomy

The aim of the next sections is to examine the claim made about the influence exercised by some factors over English language learners' readiness for autonomy. Thus, the major studies providing empirical support for the impact of psychological and contextual factors are reviewed, with emphasis on four factors, which are: students' perceptions of English language learning, students' culture, students' learning culture and students' experiences of language learning.

2.3.1 Student Perceptions

As already stated in the previous sections, one of the aims of the present study is the investigation of students' perceptions of English language learning. The review of the relevant literature will enable us to draw a picture of English language learning and learner autonomy through students' perceptions.

In the second and foreign language literature, it is very common to find that researchers use the term "perceptions" interchangeably with "beliefs". For example, in his attempt to define "beliefs", Pajares (1992) provided a considerable number of other terms that are also recurrent in the literature on the topic, such as

attitude, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes,

action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy(p.309)

As one can notice, Pajares included the term “perceptions” in his list of defining terms of “beliefs”. He stated, “Defining beliefs is at best a game of player’s choice” (Pajares 1992, p. 39). Undoubtedly, semantically speaking, there are some slight differences between all the words reported in the literature, mainly between conceptions, beliefs, perspective, etc. However, to avoid any confusion and for the sake of consistency, I choose the term “perceptions” in this study to refer to the participants’ psychological, and subjective (personal) perspectives, beliefs, views or understanding of EFL learning. In what follows, a brief review of learner perception/belief research in English language learning is made available.

The principle assumption behind interest in learners’ beliefs in language education is that “success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between the people in classroom” (Stevick 1980, p.4). This implies that learners’ learning process is strongly affected by what is going on in learners’ minds.

On the significance of this shift of paradigm from teaching to learning, Thomas and Harri-Augustein reported that investigating learner perceptions and beliefs about learning "opened a whole new Aladdin's cave of personal beliefs, myths, understandings, and superstitions as they were revealed by the persons' thoughts and feelings about their learning" (1983, p.338). Thus, researchers have for long claimed the critical influence of learners’ preconceived ideas or perceptions on the way they approach and interpret learning experiences and also the way they behave. Horwitz (1987), for example, reported that foreign and second language learners come to the classroom with some assumptions about what language learning implies and

how a second language is learned. Table 2.1 below reports some of the most cited investigations of learner belief research with a little focus on the adopted research tools. It is important to mention that the 1980's witnessed the beginning of interest in learner beliefs, which increased considerably during the 1990's thanks to the developments in the field of cognitive psychology. Moreover, it seems that questionnaires (mainly BALLI invented by Horwitz 1987) and interviews are the typical elicitation tools in this area of research.

Research tool		Researchers' name	Date	Research focus	
Case study		Wenden	1986	Learner belief	
Interview		Wenden	1987		
		Benson and Lor	1998	Learner belief and Readiness towards autonomy	
			1999	Learner belief and conceptions	
			1999	Conceptions of language and language learning	
Questionnaire	BALLI (Belief about Language Learning Inventory)	Horwitz	1987	Learner belief	
			1999	Learner belief and culture	
		Kern	1995	Learner belief and teacher belief	
		Cotteral	1995	Learner belief and readiness for learner autonomy	
			1999	Learner beliefs about variable in language learning	
		Wenden and Johnson	1997	Learner belief and achievement	
			Yang	1999	Learner belief, strategy use and learner background
			Sakui and Gais	1999	Learner belief
		Mixed-methodology (interview, observations, questionnaire)		White	1999

Table2.1: Learner Belief Studies in English Language Education (adapted from Xiaoli 2008).

Using the “Beliefs About Language Learning Inventory” (BALLI), consisting of 34 items of statements of beliefs, Horvitz elicited students’ degrees of agreement or disagreement with five different areas in relation to their language learning: (1) difficulty of language learning, (2) foreign language aptitude, (3) nature of language learning, (4) learning and communication strategies, and (5) motivations and expectations. Horvitz remarked that some beliefs are more conducive to successful language learning and may predict a good degree of readiness for learner autonomy. A point on which Benson and Lor (1999, p.12) expressed some doubt, commenting:

We are somewhat skeptical, however, of the assumption that beliefs are enabling or disabling in and of themselves and remain open to the possibility that different beliefs will work differently for different learners in different contexts.

The skepticism expressed by these scholars shows that they adopted a sociocultural dimension in their description of beliefs. In fact, for long, researchers have debated the extent to which beliefs are mental and individual (cognitivist dimension) or social and cultural (sociocultural dimension). Today it is almost impossible to talk about how beliefs are formed without making reference to the context that shapes them (Gabillon 2007). In the same vein, Barcelos (2003: 8) stated that “beliefs do not have a cognitive dimension only, but a social dimension as well, because they are born out of our interactions with others and with our environment”. Further, he insisted on the complexity of belief systems stating: “(Belief systems) are not linear or structured but complex and embedded within sets of beliefs forming a multilayered web of relationships” (Barcelos 2003, p.8). Therefore, to capture the complexity of belief systems, researchers are advised to opt for more qualitative research tools. This is due to the fact that,

as Woods (2003) explained, using questionnaires in investigating beliefs results in a superficial description of lists of finite items. For Benson and Lor (1999, p. 460), the data obtained through questionnaire surveys “tends to give a snapshot of learners’ beliefs”. Thus, qualitative research tools, as for example interviews and narratives, are more effective in revealing the complexity and dynamic nature of learners’ belief systems. They permit to gather in depth data that capture individual and contextual variation.

In the learner autonomy field, learners’ perceptions/ beliefs are investigated to measure learners’ readiness for autonomous learning in specific contexts. Adopting a psychological perspective, Benson and Lor explained that by readiness for learner autonomy, we mean “the learners overarching attitudes towards the idea and practice of autonomous learning” (1999, p.1). This suggests that learners may hold perceptions and attitudes that are either conducive (learners are ready) or inconducive (learners are not ready) to learner autonomy. To put it differently, the learners’ willingness to work autonomously can be positively or negatively affected by those perceptions. Therefore, learners need to be psychologically prepared for autonomy; this is supposed to help them get rid of some of the wrong assumptions and beliefs they may have about language learning.

In addition, Sinclair (2006) pointed to the necessity to shed light on learners’ metacognitive awareness about the learning process, which is taken as a prerequisite to act autonomously. This implies that readiness for learner autonomy requires a certain degree of awareness of the language learning process. Therefore, measuring readiness for learner autonomy adopting a metacognitive perspective would require investigating learners’ knowledge about himself, about the subject of study, about the learning context and about the learning processes (Sinclair 2000).

Within a psychological perspective on readiness for learner autonomy, many researchers (Coterall 1995, Benson and Lor 1998, Chan 2001b, Chan

et al 2002, Wei 2009, Sanprasert 2010) brought evidence that certain learners' perceptions may determine learners' behavior and, most importantly, have a potential for autonomous language learning. This is reflected in how learners perceive themselves as language learners, their role and their teachers' in the learning process and the learning context.

For other researchers (Spratt et al 2002, Breeze 2002, Yildirim 2008), readiness for autonomy should also be measured taking into consideration learners' sociocultural and educational contexts.

In order to identify a relationship between learners' beliefs and learner autonomy, Cotterall (1995) designed a 34 -item questionnaire that she administered to a group of adult ESL students. The factor analysis of the students' responses revealed six factors underlying constructs of learner belief: 1) teacher's role in language learning, 2) the role of feedback, 3) learner independence, 4) learner confidence in study ability, 5) experience of language learning and 6) approach to study. She concluded that on the basis of students' views one can gauge their readiness for autonomy: students who view their teacher as the authority in the classroom are less ready for autonomy than those who perceive him/her as a facilitator or counselor and vice versa. She added that this is also valid for those who do not assume responsibility for getting and using feedback, who do not set clear goals and do not take risks and overcome difficulties. Cotterall explained that those perceptions may impede the possibility of responsibility transfer from teachers to learners. In general, learners' beliefs may either facilitate or hinder the promotion of learner autonomy. Therefore, as there is a strong connection between learners' beliefs and learner autonomy, Cotterall insisted on the necessity to investigate them before any attempts to promote learner autonomy. She stated:

(...) before interventions aimed at fostering autonomy are implemented, it is necessary to gauge learners' readiness for the changes in beliefs and behaviour which autonomy implies (...) Why should learner beliefs be so important in planning for autonomy? Simply because the beliefs and attitudes learners hold have a profound influence on their learning behavior (Cotteral 1995, p.195 in Benson and Lor 1999, p.11)

Taking those results as a starting point, many other researchers adapted Cotteral's questionnaire and used it in their investigations of learner perceptions. For example, the results from Januin (2007), Wei (2009), and Sanprasert's (2010) studies confirmed the importance of investigating students' perceptions/ beliefs before learner autonomy implementation. They also highlighted the mismatch that exists between students' expectations and teacher's practices and behavior. Some students might be very positive towards learning autonomously and expect some methodological guidance from the teacher; however, the latter may fail in providing the necessary knowledge. This lack of guidance can result in students' frustration, disorientation and anxiety each time they are required to take charge of their learning.

Benson and Lor (1998, 1999) also explored Chinese students' conceptions of English language learning using mainly interviews for data collection. They suggested that conceptions of learning "offer a broader framework for the analysis of learner beliefs" (1999, p.12), and, therefore, a distinction should be made between beliefs and conceptions. Benson and Lor explained that beliefs "are about what learners believe a phenomenon is" and conceptions stand for "what they believe to be true about" (Benson and Lor

1999, p.12). To reach their aim, the researchers analyzed the spoken and written discourses of a small group of learners, who were taking part in a project launched to promote learner autonomy. To determine the learners' readiness for autonomy, Benson and Lor first identified the learners' beliefs of language learning and then categorized them into three groups: 1) - beliefs about language learning 2) - beliefs about situational context, 3) - beliefs about self. Then, they looked at how each category of beliefs may be related to learners' readiness for autonomous learning.

Essentially, the results show that the students who have qualitative conceptions of language learning exhibit more readiness for autonomous learning than their counterparts who hold quantitative ones. Thus, if learners conceive language as a collection of things, as pieces given by the teacher to the learners and something learned through the process of accumulation, these learners will certainly respond negatively to autonomy. On the other hand, if learners perceive language as an unfamiliar environment to which they should adapt through exposure and interaction with or without the help of the teacher, they will probably exhibit a more positive attitude towards autonomy.

Benson and Lor explained that readiness for autonomy is identified with a shift from quantitative to qualitative conceptions of language (Xiaoli 2008). Moreover, they suggested that engaging with learners in dialogues on the learning process through interviews is a good opportunity for raising awareness on the learning process and on autonomy.

Similarly, Zhang & Zhou (2005), exploring their learners' beliefs and the degree they might be related to autonomous learning insisted on the importance of discovering learners' views. They reported that even though their subjects are aware of the ineffectiveness of their traditional learning behaviours such as memorization and rote learning, they continued using them because of the education system that is exam-based. These results

imply that if learner autonomy is to be fostered in the classroom, it is the whole educational system that should be learner autonomy-oriented. Likewise, Williams and Deci (1996) and later Black and Deci (2000) reported that students' perceptions of their teachers' disposition to autonomous learning enhanced students' readiness for autonomy.

2.3.2 Student Culture

In the literature on language education, much skepticism was expressed regarding the generalization of the construct of learner autonomy (Jones 1995, Ho and Crookall 1995, Riley 1988, Little 1999, Smith 2000, Schmenk 2005,). The debate was about whether learner autonomy is appropriate to all learners regardless of their different cultural backgrounds. Two antagonist positions emerged. On the one hand, those who consider autonomy as a western construct that should not be exported to contexts that do not share the same values and, on the other hand, those who argue for autonomy as an appropriate educational goal for all contexts regardless of learners' culture. Jones (1995), for example, claimed that "concepts of autonomy and individual responsibility and freedom, as they figure in social as well as educational contexts, come laden with Western values" (in Little 1999,p. 28). Thus, forcing autonomy in non-western contexts is unsuitable and is, in Jones' words, "to be guilty at least of cultural insensitivity" (in Little 1999, p.28). As for Schmenk (2005), she cautioned about "culture blindness" (p.108) when attempting to promote autonomy worldwide, because of "the ethnocentricity potential" (Schmenk 2005, p.108) of the construct. To avoid cultural blindness, she adds, it is imperative to take notice of the local specificities of the learners' cultural backgrounds. She suggested the "glocalization" (Schmenk 2005, p.111) of learner autonomy in order to avoid a number of defects that result from its globalization. In the light of

“glocalization”, learner autonomy should be, firstly, culturally contextualized and far from any homogenizing or neutralizing discourse, that presents it as a cultural free concept. Secondly, one of the consequences of the “decontextualization” of learner autonomy is its “technologization” (Schmenk 2005) that reduces its use to computer- assisted language learning. This version ignores the social potential of learner autonomy, and mistakenly equates it with working in isolation.

Thirdly, another feature that results from learner autonomy globalization is, according to Shmenk (2005, p. 113), its “psychologization” or “individualization”. This is due to the localization of learner autonomy within individual learners mainly by language learning strategies researchers and proponents of strategy training (Oxford 1990, Wenden 1991). This is a reductionist view of learner autonomy as it limits its meaning to individual strategy use (Schmenk 2005). Pennycook (1997, p. 44, in Schmenk, p.113) added that “psychologized and individualized, learner autonomy becomes something that can be established independent of cultural, political, social or economic constraints”. Thus, autonomy cannot be a universal goal in language education unless it is understood within the sociocultural context that shapes it. He further added:

This is not to say that autonomy as a concept or an educational goal does not exist elsewhere, but rather that a notion of autonomy will be very different in different educational contexts. To encourage ‘learner autonomy’ universally, without first becoming acutely aware of the social, cultural and political context in which one is working, may lead at best to inappropriate pedagogies and at worst to cultural

impositions (Pennycook 1997, p.44, in Reinders 2000, p.24)

As this quotation suggests, Pennycook insisted on the need to investigate the cultural factors that might affect the applicability of learner autonomy (and also language use) in different classroom contexts.

Adopting an extreme position, Little (1999, p.27) argued that “the capacity for autonomous behavior is universal”. For him, all human beings are capable to learn autonomously and be responsible for their learning, because autonomy is part of human beings’ overall capacities. However, he also pointed to the fact that autonomy may “vary from place to place under the impact of particular sociocultural factors” (Little 1999, p. 28). Such view seems to imply that even if one accepts that autonomous ability is universal, a universal pedagogy is inappropriate and, even more, not feasible (Smith 2000). Therefore, “context-sensitive approaches” (Smith 2000, p.11) that take into account learner context and culture are necessary. Investigations of what could be feasible with different learners in particular contexts, being western or non-western, are necessary to set up an appropriate pedagogy that would emerge from the bottom up. In fact, learner autonomy cannot be “externally imposed as a form of behavior modification, it must grow, quasiorganically, out of the ongoing encounter between the critical goals of the educational enterprise and the particularities of cultural context” (Smith 2000, p.16).

The researchers who adopted a cautious attitude towards the generalization of learner autonomy to non-western contexts (Ho and Croockall 1995, Pennycook 1997, Sinclair 2000, Holliday2003,) base their arguments on some cultural characteristics typical of Asian learners that are deeply rooted in “Confucian philosophy”. These are generally pictured as

being passive, interdependent, collectivist, having a tendency to accept power easily, over reliant on the teacher and obviously lack of autonomy in learning.

Among the studies that provide evidence supporting the position that learner autonomy is not suitable for Asian learners, one can cite the investigation conducted by Chan et al (2002) in Hong Kong, whose results revealed that the students still perceive the teacher as the authority figure in the classroom and the only responsible for their learning. Thang (2005), after an investigation of Malaysian learners' perceptions of their English proficiency courses, reported that the participants have no metacognitive awareness of the learning process and, therefore, do not exhibit any autonomous characteristics. They seem to rely heavily on the teacher to learn and prefer the teacher-centered model of learning. For Thang (2005), it is the students' culturally-based expectations of language learning that leads them to believe that learning in general, and language learning in particular, is a teacher driven process.

However, Aoki and Smith's (1999) study demonstrated the viability of learner autonomy in the Asian context, mainly in Japan. They insisted that what really determines success or failure of autonomy application in any cultural context is the mode of integration, because cultures generally welcome change when it is effectively introduced (Reinders 2000). Adapting the concept of autonomy to the existing cultural context seems to be the secret of Farmer (1994) who attempted to promote learner autonomy in a Japanese university. In his approach that proved successful in this case, Farmer favoured the social aspect over the individual in his conception of learner autonomy, based on the belief that a group-orientation better illustrates the social values and ways of thinking and working in Japan. Ho and Crookall (1995) also attempted to investigate the extent to which the use

of large scale simulation activities can contribute into developing the autonomy of a group of learners with some hindering cultural orientations, to the promotion of this concept. The participants were a group of first year BA students of English for Professional Communication at the City University of Hong Kong. They were required to negotiate with groups from other nationalities on how to better manage world's ocean resources taking part in a world-wide computer-mediated simulation activity. The latter was regarded as an efficient way to engage students in tasks that require taking responsibility for their own learning, as for example: making decisions to realize the goals set in the simulation, time management, and resolving conflicts when dealing with personal clashes. The results of their study proved that regardless of the cultural constraints identified in this context, taking part in the simulation activities promoted the participants' learner autonomy. Those results served as food for thought for many subsequent studies that insisted on the "powerful role of the learning context" (Littlewood 1999, p.83). Littlewood (1999) also conducted a study in which he questions some of the widespread received ideas about Asian students' learning behaviors and the extent to which these are imposed by their cultural traditions. He included in his list of cultural traits: the collectivist orientation of the Asian cultures, in which precedence is given to interdependence over the dependent self, the high acceptance of authority and power and the belief in effort and self-discipline. On the basis of this list he made some predictions on the possible reactions of those students to learner autonomy that he included in a questionnaire administered to fifty first year students of English in a Hong Kong university. The collected data revealed many individual differences in the respondents' answers and most importantly some of them were in total opposition to the prevailing stereotypes. Therefore, Littlewood cautioned about explaining learners' capacity for autonomous learning on the basis of cultural generalizations. It

is rather the learning conditions provided to the learners that might either help or impede their capacity to function autonomously. Gieve and Clark (2005) also compared the responses of a group of undergraduate Chinese students of English to those of a group of European Erasmus students who both participated in a program of self-directed language learning and tandem learning. It was clear from the results that both groups benefited from the experience and exhibited their capacity to work autonomously. The researchers therefore concluded that learners' approaches to learning are much more determined by contextual factors than cultural or ethnic ones. These findings indeed warn us on "the danger of characterizing groups of learners with reductionist categories" (Gieve and Clark 2005, p.261).

As one can notice from these examples, Asian students, as many other students in western countries, displayed the same positive attitudes towards working autonomously. But no studies seem to have reached conclusive results on the applicability of learner autonomy. One may conclude, though, that Asian students can behave autonomously in favorable conditions and if adequate support is provided. To explain why in general Asian students show some reluctance to participate in tasks that require certain autonomy, one may point to the students' previous learning experiences. This implies that if students from the same cultural background have been familiar with different teaching methodologies in their previous schooling years (i.e. methodologies that either encourage passivity and teacher dependence or promote critical thinking, constant questioning and decision making), they will tend to display different learning behaviours or "cultures of learning" as it is commonly referred to in the literature (Coleman 1996, Cotazzi and Jin 1996). This variable, considered as one specific aspect of learners' overall culture, is discussed below.

2.3.3 Student Culture of Learning

The concept of “cultures of learning” was developed in education to suggest that “learning is cultural” (Jin and Cortazzi 2013, p.1) and that individuals from diverse cultural groups may exhibit “different preferences, expectations, interpretations, values and beliefs about how to learn or how to teach” (Cortazzi and Jin 2013, p.1).

In language education, this includes learners’ “deeper presuppositions and values” (Cortazzi and Jin 2013, p.2) about different ways of learning languages as for instance: the nature of language, learners’ and teachers’ roles, the nature of interaction and its effect on learning, etc. For Cortazzi and Jin (2013), there is need to spotlight that culture in research because “it means sets of foregrounded and explicit cultural processes that have a centre stage role”. Investigating learners’ and also teachers’ cultural views of learning around the globe sheds light on the cultural differences and/ or similarities in ways of learning. Moreover, it contributes into determining factors of success or failure when innovative ideas and methodologies are introduced in the education system with the deep-seated desire of improving its effectiveness.

However, although Cortazzi and Jin (1996, 2013) recognized the effects of these views on learners’ and teachers’ reactions in educational context, they further explained that cultures of learning are very often subconscious; learners are not aware of their influence. This is due to the fact that children take in their cultural ideas of learning very early through interaction with their families first and this continues through schooling years, starting from primary education up to university learning. Prosser (1999) in discussing the concept of “school culture” explained that learners’ learning cultures are shaped by the values, norms, social and power

relationships in which the learners are embedded. This seems to imply that in each school there is a specific culture that affects the behaviours, attitudes and readiness for new ideas among learners, teachers and school leaders as well. As a matter of fact, practitioners are encouraged to conduct research to understand the peculiarities of their context (Stoll 1999 in Prosser 1999). Thorough investigation of the micro-politics of school cultures would shed light on the interactions that exist between individual learners and groups who themselves form sub-cultures. However, acknowledging the complexity of cultures of learning, Jin and Cortazzi (2013, p.02) pointed to the fact that “despite group trends” one should be careful about defining one particular cultural group in homogeneous terms. Thus, one should not expect the same behaviors from the members of one culture, though they may share common values.

Considering the points highlighted above, and in order to describe the culture of learning in the Department of English at the University of Bejaia, it is necessary to take into account the learners’ perceptions of the following elements: the nature of English language learning, their roles in the learning process, the roles of the teacher, learning and teaching practices (as for example lessons, teaching material), their relationship with the institution, the assessment system, classroom organization, the syllabuses and the curriculum (instructional content). Thus, the present study aims to deepen our understanding of how all these elements interact with each other to build the learners’ learning cultures of the English language and how they are perceived by the students of this university.

2.3.4 Student Experiences of Language Learning

The recognition of learner individuality and diversity in FL and SL research has stressed the need for more localized and contextualized

conceptions of teaching and learning. Recent research has focused on language learning and scrutinized learners' agency, autonomy and identity (Kohonen 2014). In the field of learner autonomy, researches have been undertaken for a better understanding of learners' experiences of language learning. This type of research assumes that the latter are the "site where learner autonomy springs from and nurtured" (Xiaoli 2008, p. 64). Learners' learning experiences should be revealed and may provide insights on how they conceptualize not only learner autonomy but also themselves as language learners, their identities and their relationships with their learning contexts (Benson 2006a, Chik 2007, Huang 2011, Kohonen 2014). Narratives also referred to as autobiographies, life stories, learning histories and memoirs) are considered as suitable tools to collect data on how learners' develop their learner autonomy within the context of their individual language learning (Oxford 1996 b, Benson and Nunan 2005, Menezes and Barcelos 2008, Mercer 2013, Kohonen 2014). Learners' narratives on their language learning experiences are viewed as "crafted constructions of themselves and their life experiences" (Leppanen and Kalaja 2008, in Mercer 2013).

On how learner autonomy relates to language learners' identity, Chik (2007) remarked that learners consciously make an effort to create their own space which supports the creation of the individual learner identity. This, in its turn, contributes to learner autonomy development. In other words, learners' perceptions of their different identities lead to different demonstrations of learner autonomy. Therefore, if a student perceives him/herself as a fluent language user and another as a poor user, these two different identities will lead to two different manifestations of autonomous learning.

Guided by Benson's suggestion of a possible relationship between learner autonomy, identity and agency, Huang (2011) using autobiographies,

life history interviews and participant observation investigated learner autonomy among Chinese university students. Though his study confirmed Benson's proposal, the relationship between the three cannot be clearly established.

In the same vein, Yamaguchi (2011) reported the experience of a Japanese student who uses English in her work at a self-access center. The analysis of her narratives shows that intentionally engaging with the target community (or learning context) through interaction and negotiation contributes to learner autonomy. In other words, increasing agency in the target language group facilitates the development of the individual's personal autonomy.

Seeking for more empirical evidence on the interconnections between learner autonomy, agency and identity, Kohonen (2014) also analyzed the language narratives of one student learning a foreign language in a school of adults. As the researcher states, the student's "(...) storied, FL related experiences" (p.65) revealed that:

If the language learning context favours learner agency, FL students can negotiate their subject positions in and identify themselves more easily as members of the language learning community, thus initiating the construction of their FL identities and development of learner autonomy (Korhonen 2014, p.70).

On the basis of these examples, one can conclude that learner autonomy is unstable in time and space. It develops differently within individuals' language learning experiences and sociocultural contexts.

It is however worth mentioning that attempting to understand the complexity of learner autonomy through analyzing the personal learning experiences of individual cases leads to inconclusive results. Therefore, one

should be cautious about any general conclusions beyond the context where a study has taken place, unless more evidence is brought in further studies.

Summary and Conclusion

In the first section of this chapter, the educational and sociocultural context of this study was defined and discussed in light of Hofstede (1986)'s Cultural Dimensions. The second section reviewed relevant literature on learners' factors and their relationships with learner autonomy. Special attention was paid to learner perceptions, learner culture, learner language learning culture and learner language learning experiences as they represent the focal points of this study. Although the studies discussed above vary in terms of aims, research design, methodology and sociocultural contexts, they seem to converge on the idea that, at university level, before attempts to promote learner autonomy, it is important to investigate students' perceptions/ beliefs to determine their readiness for learner autonomy. Understanding students' perceptions of their roles and of their teachers' would permit to measure their willingness and ability to accept responsibility for their learning. Moreover, one can stress that this area of research has been little investigated in the Algerian context, which justifies the need for the current study. The attempt is to investigate readiness for learner autonomy from the analysis of learners' perceptions of their language learning taking into consideration their social, educational and cultural backgrounds. In this study, learner autonomy and culture are viewed as a set of perceptions and practices embedded within a social context. The literature reviewed in Part 1 of the thesis provided foundation to make decisions on the research methodology to adopt in the current study, which is described in the next chapter.

Part Two:
Empirical Study

Chapter 3 Research Method, Design and Procedure

Introduction

This chapter is devoted to a description of the research methods and the philosophical underpinnings of this study. In the first section, the ontological, epistemological and methodological assumptions are highlighted. Then, some theoretical considerations are discussed with special focus on the sociocultural, constructivist- interpretivist perspectives, case study approach, mixed methods design and the researcher's role. This is followed by a discussion of the methodological decisions made regarding data collection, participants' sampling and data analysis. This chapter also includes issues pertinent to validity, reliability, case study limitations and ethics.

3.1 Ontological, Epistemological and Methodological Considerations

In any piece of research, it is generally the ontological, epistemological and methodological assumptions of the researcher that inform the research design adopted to answer the stated research questions. The first type of assumption, which is ontological, is related to real knowledge in the world. It is concerned with questions such as the form and nature of reality and how people perceive the world. The second type of assumption, which is epistemological, is related to what people perceive to be knowledge and what justifies it as such. The last type of assumption, which is methodological, is dependent and guided by the two preceding ones (Cuba and Lincoln 1994). In other words, a researcher's beliefs about the world, knowledge and reality will guide his/her actions to uncover it and learn

about it. This research makes no exception as it is also guided by a set of assumptions, knowledge and convictions that are discussed below.

3.2 Sociocultural, Constructivist and Interpretivist Perspectives

Given that learner autonomy is imprinted in individuals' culture and may differ from one context to another, the following study attempts to contribute to the debate on the suitability of learner autonomy for a specific educational context. The purpose is to investigate EFL students' discourses on English language learning and teaching and examine the place of learner autonomy in their culture of learning as embedded within the broad sociocultural context of Algeria. To meet these objectives, students' discourses on English language learning were collected through the triangulation of two socio-psychological techniques: questionnaire and students' English language learning histories. Thus, an attempt was made to collect adequate quantities of relevant discourse to understand autonomy from students' perspectives and contextual peculiarities. The data on students' available knowledge about what they know concerning English language learning were based on students' perceptions and informed by the sociocultural perspective. The present methodology, then, is guided by the view that "learning, thinking and knowing are relations among people in activity in, with and arising from the socially and culturally structured world" (Lave and Wenger 1991, p.51). Students, as is acknowledged by the Sociocultural Perspective, "shape and are shaped by their experiences as participants in different communities of practice" (Lave and Wenger 1991, p.51). This view is also congruent with the Constructivist perspective (see review of literature for a discussion of this theory in relation to learner autonomy); and is considered as one of the theoretical foundations of learner

autonomy research, which gives importance to the practical and experiential characteristics of human knowledge. The constructivists believe in a relativist perception of truth. They claim the existence of “multiple realities” (Denzin and Lincoln 2005; p.24), because there is no ready consensus on one definition of truth which depends on individual’s personal perspective. Therefore, acknowledging the subjectivity of human beings’ construction of meaning (Crabtree and Miller 1999) puts them in opposition to the positivists who believe in the existence of one single objective reality.

Interpretivism is another ideology that shares the same epistemological and ontological persuasions with the constructivist one. Both have the same assumptions about truth and knowledge construction and use similar research methodologies. Thus, constructivists/ interpretivists adopt flexible research frameworks to capture the complexity of life experiences from the perspective of those who live it (Carson et al. 2001). They believe in the interdependence between the researcher and the research participants to understand the subjective perceptions of reality. Therefore, unlike the positivists who insist on the generalization of findings and predictions of causes and effects (Hudson and Ozanne 1988), the interpretivists aim to understand context-embedded social meanings, and lived realities.

Thus, acknowledging that reality is socially constructed through human beings’ contacts and actions, has guided my choice of the “mixed-methods design case study” approach within a sociocultural framework (Vygotsky 1986). This research design is believed to permit the collection of sufficient data from individuals and a larger number of students to investigate readiness for learner autonomy in a natural setting. But , a brief overview of the mixed design case study methodology is necessary to clarify the rationale for choosing it, because, as Merriam observes, such a choice “presupposes a certain view of the world that in turn defines how a

researcher selects a sample, collects data, analyses data, and approaches issues of validity, reliability and ethics” (1998, p.151). A discussion of this design and rationale for its implementation is provided in sections 3.4 and 3.5 in this chapter.

In this case study, learner narratives, particularly Language Learning Histories, were used as a qualitative data collection tool, in combination with a quantitative data collection tool, in order to capture the participants’ perceptions concerning English language learning and gain understanding of the prevailing culture of learning in the specific sociocultural context of this study. Ultimately, this helped to gather evidence about the participants’ readiness for learner autonomy.

To summarize, it is the constructivist philosophy of life and conception of the world which was my guiding ontology, because, to use Guba’s words (1990, p.27), “realities exist in the form of multiple mental constructions, socially and experientially based, local and specific, dependent for their form and content on the persons who hold them”.

From an epistemological point of view, the interpretive approach was espoused for perceiving reality as a social construct and acknowledging “the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry” (Denzin and Lincoln 2003, p.13). It is important to stress that as a researcher in this study, I was feeling myself as “fused into the same entity” (Guba 1990, p.27) with the researched into as I was conducting research in my work place and former university as a B.A. student. Therefore, findings are supposed to be the result of the interplay of all the elements discussed above.

As far as the research methods adopted in this study, one might deduce that my ontological and epistemological commitment would lead to inevitably choosing a qualitative design. However, guided by the belief that

different perspectives contribute to attaining different goals, a mixed-methods design within a case study approach is used in this research (Donmoyer 2006). This implies that qualitative and quantitative approaches are combined to provide a “thick description” (Creswell and Clark 2007) and a thorough interpretation of the participants’ perceptions of reality in a naturalistic context (Yin 2003) and to add depth and breadth to the findings.

Accordingly, in the section below, the research objectives and main research questions of this study are restated and the development of the sub-questions clarified. An overview of the research design is provided; the data collection methods and instruments are discussed in addition to the data analysis processes. Finally, reliability, validity and ethical issues are described.

3.3 Research Objectives and Research Questions

As pointed out in the previous sections (see chapter 2, sections 2.3.1, 2.3.2, and 2.3.3) promoting learner autonomy in the EFL classroom may be influenced by individual learners’ factors and sociocultural ones. Therefore, it is argued that analysing learners’ perceptions and experiences in language learning is necessary not only to shed light on their potential for autonomous learning but also to reveal the influence of the context of learning (used in its wider sense here) on the implementation of learner autonomy (Cotteral 1995, Sinclaire 2000a, Chan 2001).

In the light of these considerations, the current study, firstly, aims to examine students’ discourses on English language learning and teaching in the Department of English at University of Béjaia through closely investigating the students’ perceptions of themselves as EFL learners and their teachers (see research questions 1 and its sub-questions below). The second aim is to use these results to examine the place of learner autonomy

in the students' culture of learning. To meet this objective, the students' English language culture of learning in this very specific context is inferred and their readiness for autonomy is examined (see research question 2 below). The third objective is to examine, on the basis of the insights gained from answering the above questions and the available ELT literature, what culturally appropriate learner autonomy is possible in the context of this study and, consequently, contribute to the debate on whether learner autonomy is a universal concept (see sub -question 2b below).

The research questions and their specific sub-questions are listed below:

RQ1: what are 3rd year EFL students' discourses on English learning and teaching at the University Abderramane Mira of Bejaia?

1a: How do they perceive themselves as learners of English within their specific context?

1b: How do they perceive their teachers of English within their specific context?

1c: How do they perceive their learning context?

RQ2: What is the place of learner autonomy in the students' learning culture?

2a: How ready are the students for autonomous learning?

2b: How can autonomous learning become a culturally/ ecologically appropriate concept?

3.4 Research Design

The research design used for this investigation is defined as a “mixed methods case study”. According to Yin (2009), when adopting a case study methodology, a researcher can apply a wide range of data collection methods. In line with this idea, the current study makes use of quantitative and qualitative data collection tools within a general qualitative framework to gain deeper insights into the participants’ perspectives on English language learning and their readiness for learner autonomy. A qualitative framework is embraced because it accommodates my epistemological and ontological positions on the nature of knowledge and the existence of multiple realities. The next section discusses the case study approach and the mixed methods design, in addition to providing justifications for using them in the current study.

3.4.1 Case Study Approach

Case study is a popular research approach in Applied Linguistics and is used to explain and describe phenomena in the natural contexts in which they occur (Yin 2009). The purpose in adopting this approach is to gain an in-depth understanding of a phenomenon through the study of a particular case in its real life setting. Case study is generally described as a “naturalistic design” (Bassegy 1999, Yin 2003) as opposed to the experimental design that involves the researcher’s attempt to manipulate and control variables through intentionally ignoring the role of the context surrounding the phenomenon under study. Simons (2009, p.21) defines case study as “an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a ‘real-life’ context”.

Yin (2003), also, insisted on the importance of analyzing a case in relation to its context, because of the influences that some factors such as the physical setting, relationships within the case and the whole sociocultural context might exert on the case under study.

In case study research, the relationship between the researcher and the research participants is of paramount importance. This is due to the fact that it is the researcher who assists the participants in telling their own stories, describe their experiences and share their perceptions and views of reality. This permits the researcher to interpret their actions (Latther 1992, Robottom and Hart 1993 in Baxter et al 2008). Case researchers are interested in understanding both what is shared and what is specific about the case to be able to build up a rich and unique picture of the phenomenon under study.

In classifying case studies, Stake (1995) distinguished three categories: 1) - intrinsic, 2) - instrumental and 3) - collective. A case study is intrinsic when the researcher is interested in the case itself while it is instrumental when the case is of secondary importance. Thus, as its name clearly indicates, the instrumental case study uses the case as an instrument to shed light on something else; it is just a means to an end not an end in itself. A collective case study is typically conducted to gain a broader understanding of a phenomenon through examining many cases. The description of the instrumental case selected to investigate the research issue and the justification for its selection are discussed below.

As the aim of the current study is to investigate the perceptions of EFL students and examine how these perceptions are related to their readiness for learner autonomy in the Algerian sociocultural context, the case study seems to be the appropriate approach for three main reasons: 1) its emphasis on studying phenomena in their naturalistic settings, 2) accords with the interpretivist epistemology that characterizes the current study which aims at

“understanding a social human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” Creswell (1992, p.2), 3) it provides a possibility to understand a phenomenon from its producers directly, making the researcher a significant instrument to collect data working with, and not on, the participants. Finally, this case study of students’ discourses on English language learning and teaching and readiness for learner autonomy within the Algerian context fills a gap in research on this topic in the national context and abroad.

This case study combines both qualitative and quantitative data collection tools using a mixed methods approach as described in the section below.

3.4.2 Mixed Methods Approach

In order to follow the principle that one should choose a methodology which is appropriate to one’s specific research objectives (Riley 1996, Berg 2004), the mixed methods design is considered as a natural methodological option to find answers to the previously formulated research questions in this study. Named as the “third research paradigm” (Johnson and Onwuegbuzie 2004: 15), and comprehensively defined by Creswell and Plano Clark (2007, p.5) as:

A research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in

combination provides a better understanding of research problems than either approach alone.

The mixed methods design is now resorted to in the field of applied linguistics, and more particularly in foreign language education. The tradition in this methodology is to combine the qualitative and the quantitative approaches in the different steps of the research process. This paradigm is, then, used because sometimes the exclusive use of either the qualitative or the quantitative approach fails to capture the complexities of the phenomenon under study. Therefore, combining two paradigms permits a better understanding of a research problem. The qualitative approach is usually chosen as being appropriate to portray the emic i.e. the research participants' views and understanding of a context or phenomenon instead of relying on the etic i.e. the researcher's one(Merriam 1998, p.6, in Sudershan 2012, p.64). It also enables "a holistic search for participants' meanings, relationships, and understanding social settings, structures and events over time" (Willis 2011, p.56). In his discussion of the benefits of a qualitative approach, Silverman (2003, p.349) cited four values: the study of people and their actions in natural context, flexibility, the study of processes as well as outcomes, and meanings as well as causes (cited in Willis 2011, p.56). On the other hand, the quantitative approach is generally adopted to test theories through investigating relationships between variables. It is defined as "the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques" (Given and Lisa 2008, p.6).

The fact that there are ideological differences between the qualitative and quantitative trends, not only in terms of data collection but also of data analysis, led some scholars to argue for the impossibility of mixing the two paradigms in one distinct study, a standpoint known as the purist one

(Creswell and Clark 2011). For this group, the quantitative and qualitative methods represent two incommensurable paradigms: the positivist and the naturalist/constructivist, respectively (Sale et al 2002). Therefore, it seems to be impossible to mix between the two paradigms as one could only be either a positivist or a naturalist/constructivist, but not both at the same time. On the other hand, and adopting a more moderate position, some scholars argue for the need to combine between the two different approaches applying the “fit for purpose” principle (Johnson and Onwuegbuzie 2004). This is because, as Sandelowski (2000, p.248) claimed, “Techniques are tied neither to paradigm nor to methods; combinations at technique level permit innovative uses of a range of techniques for a variety of purposes”. In other words, it is up to the researcher to choose the methodology that most fits the objectives of his research regardless of paradigmatic wars (Johnson and Onwuegbuzie 2004). In line with this view, Creswell and Clark (2011), advised to gain knowledge on how to appropriately combine the two paradigms in one mixed methods design to gain from the strengths of both and limit the effects of the weaknesses of each.

The next sections explain why and how the mixed methods design was used for this study.

3.4.2.1 Triangulation

In the literature (Bryman 1992, Creswell 1994, Punch 2005), researchers state that there are various ways to triangulate the qualitative and the quantitative approaches in a mixed methods design. Data can be collected either simultaneously or sequentially depending on the research objective, then analysed separately to obtain findings that are combined in the interpretation stage. Therefore, the triangulation process requires taking

into consideration the issues of implementation, integration and priority of the two approaches at every stage of the research process.

a. Implementation

The data used for the present study were collected simultaneously using a “concurrent triangulation design” (Guttman and Hanson 2003, Creswell and Plano Clark 2011), which was implemented as follows:

- collecting both quantitative (using a questionnaire) and qualitative data (using Language Learning Histories) in one phase at roughly the same time in the research procedure;
- analysing the quantitative and qualitative data separately;
- combining the results of the quantitative and qualitative analysis for overall interpretation of the results.

Specifically, the English Language Learning Perceptions Questionnaire (ELLPQ) was used to collect the perceptions of English language learning from a large number of participants. This survey aimed to provide a comprehensive overview of the respondents’ views and to draw a general picture of the prevailing culture of learning, while the Language Learning Histories (LLHs) were meant to collect in-depth introspective and retrospective data from individual students regarding their experiences as English language learners since first contact with the language until current studies as undergraduate students. Further, the two data sets were analysed separately then combined to provide a thick description of the case under study.

b. Integration

In the research issue at hand, resorting to the mixed methods design was guided by the conviction that investigating students’ discourses on

English language learning and teaching and their readiness for learner autonomy through the identification and analysis of students' perceptions of language learning is only possible using instruments that are "sensitive to their existence, identification, nature, variability and distribution in relation to other social factors" (Riley 1996, p.251). Thus, combining data collected through the use of a questionnaire and Language Learning Histories is thought to provide in-depth accounts and a complete understanding of the problem under study (Greene, Caracelli, and Graham 1989, Creswell 2003, Bryman 2008). In other words, the purpose of triangulation in this study is to capture different dimensions of the case under study.

c. Priority

Concerning the issue of priority of either quantitative or qualitative approaches in the present study, both sets of data are important as both aim to inform on the participants' perceptions and views of their English language learning. However, given the interpretive nature of this research, the two approaches are being implemented within an overall qualitative design. Therefore, the statistical data obtained using predetermined categories in the Likert scale are used to supplement the width of the free views obtained from the Language Learning Histories.

Design	Definition	Reasons for implementation	Priority	Timing	Level of interaction	Mixing strategies
Concurrent Triangulation design	Concurrent quantitative and qualitative data collection + separate quantitative and qualitative data analysis and the merging of the two data sets	1-For a more complete understanding of the research problem/situation. 2- Triangulation: to capture different dimensions of the case under study.	More emphasis on the qualitative approach	Concurrent	Independent	Combining the two strands after data analysis

Table 3.1: Implementation of the Mixed Methods Design in this Study (Adapted from Creswell and Plano Clark 2007).

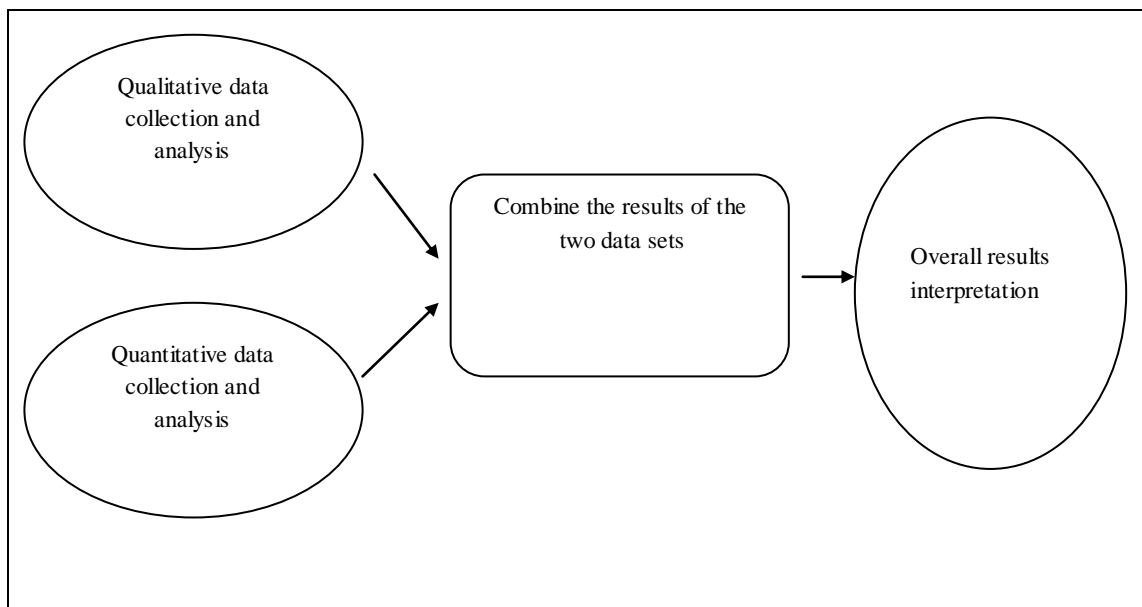


Diagram3.1: Concurrent Triangulation Design (adapted from Creswell and Plano Clark 2007).

3.5 Qualitative and Quantitative Approaches to Data Collection

For the purpose of the current study, a large quantity of data was concurrently collected from the students using both quantitative and qualitative methods. This section provides a detailed account of the qualitative approach which consists of the collection of data using Language Learning Histories (learner narratives) and the quantitative one which comprises a questionnaire survey. However, beforehand, the selection criteria of the target population in this case study are first discussed.

3.5.1 Qualitative Data Collection

3.5.1.1 Target population and Case Selection

Being a case study, the objective of this research is, therefore, not to generalize results from the participants to the whole population but to gain insights on students' discourses on English language learning and teaching and their readiness for learner autonomy through analyzing their English language learning perceptions. In light of these objectives, "purposive sampling" was used to select the case i.e. "the unit of analysis" in this research (Miles and Hauberman 1994, p.25).

Thus, students are the main informants in this study. They are considered as important elements in the learning process and the most concerned by their autonomous learning. As a result, they were questioned about their perspectives as active participants in the English language learning process and not as passive subjects. Perceived as insiders in the culture of their schools they have the capacity to access "inside knowledge and perspectives that are not available to their teachers or outside

researchers” (Bland and Altman 2007, p.342). However, including teachers and administrators would have provided a more comprehensive view of the research problem, but these are beyond the scope of this study.

The key consideration in selecting the case was the “opportunity to learn” from the case (Stake 2000, p.446), which is considered as a “different and sometimes superior criterion to representativeness” (1994, p.234). The students in this case were purposefully chosen as they had the potential to provide rich information (Patton 1990). The researcher’s familiarity with the case was also considered as an important factor in the case selection as it increases possibilities to learn.

In sum, the criteria for the case selection were: firstly, the case should include students who have a certain experience of studying at university (at least 3years), secondly, males and females should be represented in the sample; thirdly, the researcher should be familiar with the participants and has the possibility to spend a lot of time with them during the data collection process.

3.5.1.2 Description of the Case

The current study was carried out in the Department of English at the University of Bejaia, which is known as the pioneering institution in the implementation of the LMD reform in the country. Since 2004, the staff struggled to understand the principles and requirements of the LMD Reform, because it was abruptly introduced without prior information or preparation of the stakeholders.

The whole population of the students enrolled in the Department of English was more than 1500 students. First, using purposive sampling, third year students were chosen as informants in this study owing to their experience as university students. After three years of study, these students

will be awarded a degree of English “Licence” by the end of the academic year. They were, therefore, believed to have acquired a fair amount of experiences and autonomous skills in English language learning. Moreover, they were expected to be more conscious about the importance of learning in general and learning English in particular than first or second year students, and probably more capable to evaluate their English language learning skills and abilities. Second, these students’ proficiency level in English was considered as satisfactory enough to fill in the questionnaire critically and to narrate their English language learning stories in the Language Learning Histories. Third, males and females are both represented in this sample. The fourth reason for choosing third year students instead of Master 1 or 2 students, though the latter were older and more proficient, relates to my familiarity with teaching 3rd year students which increased my chances to learn from the participants. For more than eight years, I was in charge of third year students, meeting them three times a week to deliver three different lectures. Therefore, correcting their exam papers, attending their presentations and discussing different issues with them permitted me to gain a considerable knowledge and collect much information about their proficiency level, needs, strengths, expectations and limitations, in addition to maintaining a solid relationship of trust and respect with them. On the value of “prolonged involvement” in the research site, Lincoln and Guba (1986, p.18) remarked that “lengthy and intensive contact with the phenomenon (or participants) in the field” is crucial “to assess possible sources of distortion and especially to identify saliencies in the situation”.

The next sections are devoted to a discussion of the quantitative and qualitative data collection tools and procedures.

3.5.1.3 Qualitative Data Collection Tool: Language Learning Histories

This section is devoted to a discussion of the main qualitative data collection tool used in this study which is Language Learning Histories, in addition to the data collection process, the participants, data analysis and issues related to qualitative data trustworthiness.

As the fundamental principle of qualitative research is to focus on the participants' views in a given study (Creswell 2012), learner narratives, notably Language Learning Histories (LLHs, for short) as a qualitative data collection tool, were used in the current study to elicit the students' understandings of their English language learning. Moreover, with its emphasis on learner perspectives, this research tool is appropriate for case study research. However, before describing how the LLHs were implemented, it seems appropriate to briefly discuss the use and benefits of this narrative tool in the fields of Applied Linguistics and Second Language Education research.

3.5.1.3.1 LLHs: Definitions, Characteristics and Benefits

In disciplines such as psychology, sociology, qualitative research and, lately, teacher education and language learning and teaching research, there is presently a growing interest and recognition of the potential of narratives to access the meaningful substance of human experience. Learner narratives are praised for being “a window into people's beliefs and experiences” (Bell 2002, p.209). Traditionally, people's narratives have been produced either orally or under a written form. However, recent advances in information and communication technologies have enabled the collection of multimodal narratives including photographs, charts and drawings.

In the domain of language learning and teaching, narratives are used to “hear more about the diversity of language learning and teaching experiences through the words of teachers and learners themselves” (cited in Barkhuizen et al 2014, p.7). The produced narratives can reveal the meanings individuals give to their experiences in learning and teaching languages; in addition to the consequences the two activities have for their lives (Barkhuizen et al 2014).

Notably, learner narratives have been used in language education research (Pavlenko 2007, Benson 2011, Mercer 2013, Oxford 2013), as a tool to collect and analyse learners’ language learning experiences. Oxford (2013, p.3) defines them as “the stories offered by learners”. There are different categories of learner narratives in circulation. For example, whereas Oxford (2013, p.5), differentiated between : 1) learner diaries (Schuman and Schuman 1977, Schuman 1980, Bailey 1983, Campbell 1996) that are introspective in nature, and involve learners’ regular record of their ongoing learning processes, 2) dialogue journals (Peyton and Reed 1990) that involve, in addition to learners’ entries, teacher’s regular responses and comments on those entries, Pavlenko (2007) distinguished between: 1) diaries and journals, 2) linguistic biographies, and 3) autobiographies. These different categories of learner narratives have been described as written “self-report-based” (Oxford 1995, p.582) “introspective” and “constructed” (Benson 2011, p.551) pieces of learner discourse, a discourse that gives access to learners’ perceptions of themselves, and the processes involved in language learning. For example, autobiographical research is defined as a “broad approach to research that focuses on the analysis and description of social phenomena as they are experienced within the context of individual lives” (Benson and Nunan 2005, p.4) . The value of this approach as Norton and Toohey (2001) argued, lies in the fact that it is interested “not only with

studying individuals acting on L2 input and producing L2 output, but also with studying how L2 learners are situated in specific social, historical and cultural contexts”(cited in Barkhuizen et al 2014, p.12).

LLHs are another type of learner narratives produced by learners to tell the history of their experiences in learning a foreign language (Murphy 2006). They are used as a pedagogical and a research tool to collect learners’ stories of their language learning and reveal the learners’ way of thinking and personal interpretations of the learning process (Mercer 2013). Murphey (2006, p.243) explained that:

Students can learn a lot by writing them while teachers and others can learn a lot by reading published versions. LLHs can even have an impact on administrative decisions. They often include focused attempts by students to make greater sense of their language learning experiences by noticing key episodes in their histories. These constructed, locally situated histories can help students and teachers see where students have been and where they want to go in terms of their language and personal development (Acronym in original)

Manifestly, LLHs seem to be a strong form of writing that permit learners to utilize the target language to communicate with teachers, researchers, administrators, peers and many others about their feelings, emotions, identities, and experiences in relation to their language learning (Mercer 2013). In addition, LLHs “enable the situated, contextualized and dynamic nature of their (learners’) learning experiences to become apparent” (Mercer 2013,p.161); in other words, they reveal valuable insights about the

learners' perceptions of their roles, the teacher's role, the complexities of the target language, of the learning process, and the contextual or local affordances and hindrances.

In sum, as a research tool, LLHs are considered as a valuable form of qualitative data for the following reasons:

- they are narratives used to describe retrospectively language learning experiences
- they provide contextualised data. They are used to analyse and describe social phenomena as they are experienced by individuals in their lives and contexts.
- they are texts that provide dynamic data which show the learners' development throughout time (Benson and Nunan 2004): when learners narrate their stories, they tell about their past, present and future because they are involved in an ongoing learning process that started many years ago but is still continuing at the moment of narrating.
- they involve reflection: learners thoughtfully tell in a story form their past learning experiences (Oxford 1995).
- they provide learners with a voice; they make possible understanding the learning process from the learners' perspectives.
- they are not factual data but learners' reconstructions and interpretations of their past learning experiences (Mercer 2013).

3.5.1.3.2 Rationale for Using LLHs in this Study

In this study, the choice of LLHs as a qualitative data collection tool flowed logically from my belief that narrative inquiry can highlight how learners' accounts about their language learning experiences inform on their

perceptions of the learning process. In the current study, the purpose of using LLHs is to capture the meanings the participants give to their English language learning.

Recently introduced into language learning and teaching research, this approach aims “to provide access to long-term experiences through retrospection and imagination” (Bakhuizen et al 2014, p.12), and is believed to be a powerful tool to access learners’ language learning experiences throughout long periods of time and in diverse settings and contexts (Barkhuizen et al 2014). It is also considered as very useful to investigate individual differences, beliefs and affective factors (Benson and Nunan 2004, Mercer 2013).

Context is a very influential theme in learner narrative studies. In this regard, Oxford (1996, p. 582) explains that “when learners are asked to tell their stories, they inevitably address contextual, situational and cultural factors as part of the story of their learning”. Reissman (2008, p.105) also added, “ stories don’t fall from the sky ...; they are composed and received in contexts- interactional, historical, institutional , and discursive- to name only a few”.

Narrative inquiry as a research approach is supported by the sociocultural, constructivist and interpretivist perspectives; as such it accommodates the ontological and epistemological positions assumed in this study. As already mentioned, the participants’ English language learning experiences are explored as they are embedded in a foreign language context. Language learning is conceived as a social process; therefore, by its very nature, it is culturally and historically situated (Norton & Toohey 2001). In Vygotsky’s words, “all learning is cultural, because it is influenced by the beliefs and values of educational and academic cultures, institutional cultures, class or gender-associated cultures and cultures of families,

political groups and religions” (1978, in Oxford 2013; p.5). This perspective supports the value of LLHs in revealing many aspects of that culture. On this point, Bakhtin (1986) remarked that “multiple voices from these cultures subtly reverberate in learner narratives, helping create meaning” (in Oxford 2013, p.04). Moreover, LLHs permit the examination of what is behind the students’ perceptions and how their behaviours may be related to their previous experiences as social individuals.

Methodologically speaking, LLHs have been preferred over interviews or observation as qualitative data collection tool for many reasons, because they give more freedom to the research participants in voicing their experiences. They can decide when, where, how much time to devote, how often and what to write in their stories. They can include whatever they think is relevant without being prompted by questions prepared by the interviewer. Secondly, LLHs are a form of writing that provides a rich, coherent, honest and closer to reality texts that trace the participants’ language learning experiences as they are situated in particular social, historical and cultural contexts (McNamara 2005 in Webster and Mertova 2007, Barkhuizen et al 2014). Therefore, the students’ perceptions of their English language learning naturally reverberate in the LLHs; they are not snatched by the researcher (McNamara 2005 in Webster and Mertova 2007, Barkhuizen et al 2014). This is why narrative inquiry was favoured because it is “a profoundly human way of carrying out research” (Barkhuizen et al 2014, p.1).

Lastly, it is important to stress that “LLHs” were selected instead of “autobiographies”, “life stories”, “personal memoirs” or “language learning careers”, because they seemed more straightforward and narrowed-down and less confusing for the participants as they express overtly the objective behind producing the narrative. LLHs are about the students’ English

language learning histories not their life stories or any other kind of life memories or experiences.

3.5.1.4 Data Collection Procedure

In order to increase the trustworthiness of the current case study two different data collection tools were used: both the questionnaire and the LLHs aimed to collect data on the participants' perceptions of their English language learning. The purpose was to explore how past learning experiences influenced the participants' current perceptions of the learning and teaching processes and to derive insights in terms of culture, education system and society and finally readiness for autonomy by the participants.

- **Participants and LLHs Implementation**

The LLHs were introduced at the beginning of the academic year 2014-2015 to one of the twelve groups of 3rd year students from whom the quantitative data were collected. This group was chosen for the same purposive reasons as for the case selection and also for convenient reasons; it was the group of 3rd year I was in charge of for the Didactics workshop. Firstly, the students were briefed about the pedagogical purpose of LLHs. Writing about their English language learning histories was presented as an effective way to reflect about their past experiences, and gain understanding of themselves as language learners. Identify their strengths and weaknesses and their learning strategies. In short, the narratives would enhance their metacognitive awareness.

Since the idea of writing the LLHs was new to the students, it was necessary to provide them with guidelines about this task. Therefore, the students were encouraged to write a rich description of their English language learning journey, from first contact at school until present time

(Murray et al 2004) , including contexts where the English language is being learned, how that aided or detracted their learning (teachers, programs, friends, family, classroom atmosphere and out of classroom learning ... etc), their attitudes towards learning English, learning strategies, feelings and emotions towards learning English(what did/do they like/dislike about it, positive/ negative emotions), events that helped or detracted their English language learning, motivation, relationship with the English culture, achievements, etc(Murphey 2004, Mercer 2013, Oxford 2013).

In addition, they were informed that they should produce a free composition at home at their convenience; this was meant to reduce my influence on their production. They were encouraged to contact me either during the regular workshop sessions or via email, if any help was needed. They were also informed that although the LLHs will not be marked, they are part of the workshop requirements and therefore should be submitted before the end of the semester.

However, although, the students manifested a fount of enthusiasm towards this “*new idea*” (using their words) at the beginning, it turned to silent enthusiasm with the passing time. Every workshop session, I inquired about their LLHs to make sure that they have started narrating them, but each time they expressed a lot of concern about where to start from and what is important to include in among all the experiences they have in their minds. Hence, to remedy this procrastination in producing the LLHs, I decided to boost the situation by bringing some samples of LLHs found on Google to stimulate their imagination; in addition, I prepared a handout including detailed instructions and some prompt questions to help them decide on relevant experiences and keep on track during the production of their LLHs at home or elsewhere (see appendix1, p.294). Fortunately, all those efforts were not in vain as a total of 30 LLHs were submitted by the

students; although not all of them were selected for data analysis. After many readings and a preliminary analysis, a limited number of LLHs were selected randomly based on purposive criteria. That is, taking into account potential to illuminate the research topic, gender representation, matters of interest to the researcher, etc. Thus after having obtained written consents (see appendix 2, p.295) to use their narratives as a research tool, 6 LLHs by 3rd year students were selected for data analysis. Some narrative researchers contend that focusing on a small number of narratives permits a better management of the generated data (Bell 1999, Mishler 1999a, Ferguson 2001, Chase 2005).

Lastly, it is important to stress that the qualitative and quantitative data were collected without following any specific chronological order. The students were first briefed about the LLHs at the beginning of the semester and were given the whole semester to produce them, while the questionnaires were filled in just few weeks before the collection of the LLHs.

3.5.1.5 Data Analysis Procedure: Selecting an Analytical Framework

Before explaining how the LLHs were analysed in this study, it is important to discuss some terms and issues related to narrative data analysis.

(a) “Narrative Analysis” or “Analysis of Narratives”?

In the narrative inquiry field, a distinction is made between two closely related terms: “narrative analysis” and “analysis of narratives” to denote two different perspectives on data collection, analysis and interpretation. Polkinghorne (1995) explained that in “narrative analysis”, research data are collected through interviews or observations, then the

researcher synthesizes the data into a story. Therefore, as the story is the outcome, storytelling is the means for data analysis and presentation of findings. However, “analysis of narratives” (also referred to as “the paradigmatic mode of analysis” by Bruner 1986) refers to the use of stories as data. In this process, the researcher collects the stories directly from the participants and analyses them to discover patterns and themes; the latter are the outcome of the data analysis process. On the contributions of each perspective to narrative inquiry, Polkinghorne added (1995, p.21):

(...) although both types – analysis of narratives and narrative analysis- of narrative inquiry are concerned with stories, they have significant differences. The paradigmatic type collects stories accounts for its data; the narrative type collects descriptions of events, happenings and actions... that produce storied accounts ...both types of narrative inquiry can make important contributions to the body of social science knowledge.

In the current study, LLHs are used as a data collection tool. It was the students themselves who produced the LLHs (narratives). My role as a researcher was to read, analyse and interpret the data. Therefore, this study is a good case of the second perspective: “analysis of narratives”.

(b) The “what” and “how” Issues in Analysing Narratives

Pavlenko (2007) and Murray (2009) asserted that although narrative inquiry has become a popular research approach and methodology in applied linguistics, little guidance is offered regarding data analysis. As a result, there is no agreed- upon framework to analyse narrative data. Thus, after having collected their narrative data, many novice researchers face the

dilemma of how to analyse them, and a multitude of questions come to the surface as for instance:

- what do we read the narratives for? (Pavlenko 2007, p.175)
- what to do with them? (Crapanzano 1984; in Pavlenko 2007, p. 163);
- Are we interested in what the narrators say about their experiences?
- Or, in how they say it? (Barkhuizen et al 2014)

Most of the standard techniques approach narratives as any ordinary qualitative data applying thematic/content analysis to investigate learners' experiences and feelings about their L2 (Schumann and Schumann 1977, Bailey 1980, 1983; Schumann 1980, Norton 2000, Murray 2009). This process involves, in its simplest form, reading the data, coding them according to emerging themes, linking codes to create categories, rereading to find new themes and patterns until data saturation (Plummer 1983 cited in Murray 2009, Strauss and Corbin 1998, Creswell 2007).

But despite its popularity, Pavlenko (2007), warned against total reliance on content analysis in narrative inquiry. In her opinion, identifying recurrent themes and then putting them in a list “may qualify as a preliminary analytical step, but not as analysis” (Pavlenko 2007, p.166). She adds “content analysis may result in a laundry list of observations, factors, or categories, illustrated by quotes from participants that misses the links between the categories, essentializes particular descriptions, and fails to describe the larger picture where they may fit.” In other words, she appeals to go beyond mere analysis of content to a consideration of the form of narratives (the language used to talk about experience and to position oneself in relation to others) and the wider sociocultural context in which they are embedded (De Fina Alexandra et al 2015).

Pavlenko (2007) suggested three different levels to analyse narratives. Narrative texts are studied and analysed to reveal information or realities

regarding the narrator (subject reality), life (life reality) and the text (text reality). At this point, it is worthwhile to note that these three different levels can provide answers to all the questions raised earlier.

Specifically, the analysis, examining “subject reality”, yield findings on how the participants experienced things, events and situations. It is the meanings associated to the experiences that are revealed; that is, the focus is on “what” the narrators say about their experiences. Content analysis is generally the most common method for data analysis. In “life reality” analysis, narratives are treated “as facts, rather than discursive constructions” (Pavlenko 2007, p.168). The narrators’ experiences are understood as reflecting real-life events. For Pavlenko (2007, p.168), “this treatment disregards the interpretive nature of storytelling that is the fact that the act of narration unalterably transforms its subject and any further interpretation interprets the telling and not the event in question”. Put another way, the storied experiences should be regarded as interpretations of reality not a representation of truth. As there is a difference between how life is lived and how it is narrated, there is a risk to impose meaning on the lived experiences during the act of narration, whereby the truth may be distorted (Pavlenko 2007). Finally, the analyses focusing on “text reality” examine the narratives as discursive constructions. It is about “how linguistic features and narrative structures are deployed to perform specific interactional and narrative functions” (Pavlenko 2007, p.170). Other analytical frameworks are used to gain insights into how narrative plots are constructed to reveal language learning experiences. These include “Story grammar analysis” (Propp 1968, Leppanen and Kalaja 2002), “Stanza analysis” (Hymes 1982) and “High point analysis” (Labov 1967, in Pavlenko 2007).

Apparently, there are many possible ways for doing narrative analysis; the choice of a specific analytical framework depends on the objectives and the research design of a study. In the case of the current

investigation, the purpose is to understand students' experiences and actions to learn English through analysing their narratives. Therefore, the analysis of these narratives and their interpretation are perceived as a meaning finding act. Barkhuizen(2011, p.5) used the expression "narrative knowledging" to refer to "the meaning making, learning, or knowledge construction that takes place during the narrative research activities of (co)constructing narratives, analyzing narratives, reporting the findings, and reading/watching/listening to research reports." Thus, narrative knowledging is a mental activity that leads to understanding human experiences and generates knowledge. Polkinghorne (1988, p.9) argued that doing research for meaning making/finding is "the most basic of all inquiry". For him, meaning is "best captured through the qualitative nuances of its expression in ordinary language" (Polkinghorne 1988, p.10).

To summarize, it is important to mention that the absence of a single typical model for the analysis of written narratives in the literature rendered the establishment of a framework a real challenge in this study. Thus, to decide on the data analysis procedure many of the suggestions found in the literature (Glaser 1992, Merriam 1998, Strauss and Corbin 1998, Yin 2003, Hood 2009, Simons 2009) on qualitative case study data analysis, namely written narratives, were taken into consideration, as for example:

- The framework should emerge from the nature and the emphasis of the research,
- Although qualitative researchers dislike to be restrained by research questions and predefined alternatives, an analytical outline is necessary to facilitate data analysis,
- Consider the fact that, before all, narrative researchers are qualitative researchers,
- Consider the distinction between "the analysis of narratives" and "narrative analysis" perspectives in narrative inquiry domain,

- For a comprehensive account of the data and a more refined analysis, the content, structural form and sociocultural context of the LLHs should be taken in consideration,
- A framework is not a prescription of the best method for data analysis to be followed slavishly but just an analytical guideline for data management and interpretation.

Accordingly, to answer the question: what do we read the narratives for in this study? I would say that they were read to examine the students' English language learning experiences in order to capture their perceptions, thoughts and emotions about learning English. As such, the LLHs were treated as "subject reality"; representing the participants' subjective own interpretations of their English language learning experiences.

Concerning the "what to do with them?" question inquiring about data analysis and interpretation methods; firstly, it is important to remind that the narrative inquiry perspective corresponding with the qualitative data collected through the LLHs in the current study is the "analysis of narrative". Secondly, in terms of analysis focus, the data were approached with the research questions and the questionnaire scales in mind. The following sections provide details on the data analysis procedure.

3.5.1.6 Analysis of the Content of LLHs

For clarity and convenience reasons, a distinction is made between content and context analyses in the discussion of the data analysis in this section. However, it is important to underline that understanding content is difficult without a deep analysis of the context because they are interdependent; that is context is not easily separated from the content of the story (Pavlenko2007). Thus, simultaneous accounting for content and context permitted the participants' voices to be heard. Their perceptions,

views, feelings and attitudes regarding, for example, their own roles and the teacher's ones in the English language learning process were captured and brought to the surface and the influences of the local sociocultural context were revealed.

A total of 30 LLHs were collected from the participants. Some of them were computer-processed while the majority was handwritten. The computer-processed data produced 63 A4 pages. Typing the LLHs was a good opportunity to discover my students' stories and get familiarized with the data. The raw data were read and reread many times to find which of the stories contained the necessary information to include in the data analysis. This step was very useful and unavoidable because of the huge amount of irrelevant events included in the stories. Although the students received instructions and guidance on the required information, many of them told their life stories, making reference to their whole school life and education, their aspirations in life and love experiences instead of focusing on their English language learning histories. After this step, only 6 LLHs were selected for the final data analysis.

Before delving into the coding step of the data, the identity of the students was coded to guarantee confidentiality. The students' names were replaced by a number, an example is "S1, S2...etc."

Lastly, I decided to carry out the data coding manually although a number of qualitative data analysis softwares such as CAQDAS, NVIVO or Atlas.ti are available today, because I needed a total immersion in the participants' stories to capture the participants' feelings and emotions fully.

Thus, the analysis of the narratives' content involved three steps: data coding, development of categories and allowing themes to emerge within and between participants' stories.

(a) Coding Data

During the data coding process, researchers “label or give names to passages within the text which express a particular idea or refer to an event. Coding breaks the data up into manageable pieces and gives these pieces names, or tags, which enable the researcher to manipulate them” (Murphey 2001, p.51). To enact the coding process, the data were, firstly, read repeatedly to gain a general understanding of the whole. Then, working on a line by line basis (Richards 2003) initial codes started to appear. In this process, I was guided by my research questions, the questionnaire scales (see Appendix9, p.352) and the literature review. The aim was to identify the participants’ perceptions of the English language learning process as they appeared in their discourse. Each time, I came across a segment of data that contained an idea in relation to the participants’ perceptions of themselves as learners, of their roles of their teachers’ ones or of the learning context, I coded(named) it with a word that captured the meaning of the segment (Murray 2009). I created different word files corresponding to every category of perceptions to copy and paste the segments of data that summarize them; that is the quotes that support the codes from the data. It is however important to pinpoint that I remained very open to any unexpected emerging ideas that did not fit with my research questions but were still related to the theme of learner autonomy; these were copied and categorized in a different file to be considered in a further stage. On the whole, the similarities and differences between the different stories at the level of content were highlighted, noted and constantly compared to find common conceptual patterns among the participants’ perceptions. When a certain number of connections between codes were identified, they were grouped into categories. The strength of this type of analysis is to generate general

knowledge about the main themes that constitute the content of the collected stories.

(b) Developing Categories

Once the data coding reached saturation, the next step in the content analysis process involved ordering and organizing the initial codes into categories. Murray (2009, p.52) explained that “a category results from related codes-along with the segments of data they represent- being grouped together.” In line with this view, the coded data were organized hierarchically to highlight the complex relationships between the identified codes. It is worth mentioning that both the coding and the categorization steps are exploratory in nature and may involve several rounds of revision. That is, reading repeatedly the data may lead to the emergence of new categories that may lead to going back to the previous categories to compare them with the new codes to find any possible relationships between them.

(c) Allowing Themes to Emerge

Allowing themes to emerge is the final step in the content analysis process. It is a further refinement of codes and categories which are organized around a certain number of themes. “Constant comparison” (Glaser and Strauss 1967) was the technique used to identify cases of overlap and redundancy among the codes and the categories. It involved many rounds of double-checking of the lists of codes, their adjustment and reduction into conceptually coherent and empirically relevant themes (Richards 2003). The latter were verified and refined by two persons, a colleague who showed interest to my project and a former MA student who conducted research on learner autonomy. All the themes and categories are presented in the findings section (chapter 4) illustrated with excerpts from the data rich of contextual details. The section below explains how context

was accounted for in the analysis and interpretation of the LLHs in this study.

(d) Analysing Context

One of the aims of qualitative inquiry is to learn about people's lives within the context in which they evolve. To highlight the importance of context, some scholars (Bruner 1990, Polkinghorne 1998, Marecek 2003) claimed that it is part of the definition of qualitative research. Hence, any attempt to interpret human beings behaviour in sociolinguistic studies, would require a thorough scrutiny of the contextual influences. In narrative inquiry, specifically, examining context is more than necessary mainly when the collected data are stories as the latter take shape within a particular context and are, by consequence, a reflection of the context where they are told. Thus, considering context when analyzing narratives has the potential to reveal how the narrator is affected by the communities within which they have evolved. Context brings to the surface the extent to which current practices are the result of past experiences.

However, review of the literature on the analysis of narratives, reveals two issues in relation to “what” constitutes context and “how” to analyse it (Polkinghorne 1998, Pavlenko 2007, Barkhuizen 2014, Tuval-Mashiach 2014). For example, Pavlenko (2007) explained that there are different degrees for context inclusion in narrative analysis. She encouraged researchers to examine both “local” and “global” contexts in their analysis. When considering the local context, the analyst examined the produced narratives (oral or written ones) at a “micro-level” attending to the immediate setting where they were produced, the power relationship between the narrator and the researcher and their influence on some aspects regarding narrative form and function. On the other hand, an interest in the

global context would lead to a “macro- analysis” of the wider context attending to social, cultural, political and historic circumstances of the elicited narratives (Pavlenko (2007). Tuval-Mashiach (2014) made the same point suggesting a three-sphere context model for context analysis in narratives. As this model is based on the existing literature (Zilber, Tuval-Mashiach and Lieblich, 2008), the first two sphere- contexts named “inter-subjective relations” and “the social field” are the same as the two levels of analysis (local and global) suggested by Pavlenko and discussed earlier in this section. The discussion here is, therefore, limited to the third sphere-context labeled “cultural meta-narratives” intended for the shared meaning systems in one community and the culture deriving from the shared experiences of its members. Tuval-Mashiach (2014, p.130) further explained that “meta-narratives are webs of meaning that reflect cultural themes and beliefs that give a local story its coherence and legitimacy”. Every society or community has its own meta-narratives that distinguish it from others and therefore has to be described and brought to the surface when interpreting the narratives for a deep understanding of their content (Tuval-Mashiach 2014). In general, meta-narratives are not overtly expressed or described by the narrator nor explicitly perceptible in the narratives but are inferred and reconstructed by the researcher who is supposed to be as reflective as possible of this context (Tuval-Mashiach 2014).

Thus, context can be scrutinized for different purposes and at different levels depending on the research foci of every study. In the current study, a decision was made to interpret the LLHs at these three different levels:

- Local level of analysis: attention was directed to the influences of the immediate classroom context on the participants’ perceptions of their role and the teacher’s one in the EFL

process (including activities, time management, assignments, control, freedom,etc)

- Global level of analysis: attention was directed to the influences of the educational policies and practices (institutional context), sociocultural context (family, friends, etc) on the participants' perceptions of their own role, of their teacher's and of the nature of English language learning.
- cultural meta-narratives level of analysis to abstract the broad cultural meaning systems and gain insights of the prevailing English language learning culture among the participants.

3.5.1.7 Issues of Trustworthiness

The epistemological and ontological assumptions of this research were discussed in section 3.1 above. It was made clear that this study is interpretive and naturalistic in nature. The role of the researcher in this approach is not to find the truth but to investigate people's constructions of reality and reveal them.

When discussing the issues of validity and reliability by naturalistic researchers, a new terminology was proposed to distance them from the positivist paradigm. Lincoln and Guba (1985, p.289) first suggested the term "trustworthiness" as a replacement for "validity" and "reliability" in qualitative data, then outlined four strategies to increase the truthfulness of a study. These are:

- a) credibility (in preference to internal validity);
- b) transferability (in preference to external validity/generalisability);
- c) dependability (in preference to reliability);
- d) confirmability (in preference to objectivity).

As far as the current study is concerned, from the research design to the data analysis process, these strategies, in addition to other described earlier, were applied to ensure the trustfulness of the qualitative data. In what follows the discussion is limited to prolonged involvement, triangulation, and audit trail.

Firstly, **prolonged involvement** refers to the researcher's intensive contact with the research participants and engagement in the research context (Lincoln and Guba 1986). Having been a student, a teacher and also a researcher in the Department of English, at the University Abderrahmane Mira of Bejaia has given me sufficient time to gain a considerable understanding of the context (institutional and sociocultural) under study and most importantly of the research participants. Knowing about my students' needs, strengths and limitations permitted me to construct a good relationship with them based on respect and trust which helped in decreasing respondent bias. In addition, my insider's perspective contributed in increasing the reliability and objectivity of my interpretations.

Secondly, **triangulation** is a strategy that permits to collect different categories of data using a variety of sources and methods to shed light on different dimensions of the same phenomenon. In this study the qualitative data collected by means of LLHs were combined with the quantitative data collected using a questionnaire in the interpretation phase for thick description of the case under study. Triangulation also occurred during the between the results obtained after data analysis and the researcher's own interpretation of things.

Thirdly, **audit trail** suggests the provision of detailed descriptions of all the research activities including the research design, data collection and data analysis. Shenton (2004, p.73) explained that "in-depth methodological description allows integrity of research results to be scrutinized". In this study, audit trail is demonstrated through the careful documentation of all the

decisions made through the different research phases, the use of diagrams for visual emphasis and provision of samples of the data collection tools, coding and memos under the form of appendices.

3.5. 2 Quantitative Data Collection

The quantitative data collection process consisted of: design of the questionnaire, piloting of its preliminary version and administration of the revised questionnaire. This section starts with a description of the participants in this phase then delves into the different data collection process steps.

3.5.2.1 Questionnaire to Students

The questionnaire was distributed to the 3rd year students of the Department of English at the University of Béjaia. There were 420 students enrolled for the BA in the 2014-2015 class. Although, there were only 290 respondents to the questionnaire, the response rate which is of 69, 04 % is considered to be acceptable. In terms of the respondents' age, they form a rather homogeneous group with a majority of students in their twenties. This also applies to their experience in English language learning as they have all accumulated more than nine years of English study. In fact, since the 2004 Presidential Executive Decree, English has been taught as a second foreign language in the school national curriculum starting from the first year of middle school. Regarding the respondents' gender distribution (see table 3.4 below), the majority of the respondents were female (76, 3%), thus male students accounted for only 23%. There are many reasons for this gender distribution; first, female students choose to major in languages more than males that have preference for more technical disciplines; second, the English degree, which generally qualifies for a career in teaching is

perceived as a very appealing and convenient profession for women in this region and even nationwide.

Gender					
		Frequency	Percent	Valid %	Cumulative %
Valid	Male	67	23,0%	23,0%	23,0%
	Female	222	76,3%	76,3%	99,3%
	Not mentioned	1	0,7%	0,7%	100%
	Total	290	100%	100%	

Table 3.2: Gender Distribution

In the current study, the instrument used to collect quantitative data is the questionnaire. This is believed to be an appropriate tool to bring out the perceptions of individuals hidden in their minds (Creswell 2012). It is also one of the most popular instruments used in many disciplines, including education, for its innumerable advantages for data collection and analysis. Dornyei (2003), for example, made reference to their efficiency in terms of research effort, time, financial requirements and straightforward data analysis.

The questionnaire designed for the current study is, firstly, intended to provide a general picture of the state of the students' English language learning culture and, secondly, to measure their willingness and ability to accept responsibility for their learning. As already referred to in the theoretical part (see section 2.3, chapter 2), students' readiness for autonomy can emerge from analyzing their English language learning perceptions, attitudes, knowledge and behaviours, and can shed light on those aspects that are positive and conducive to learner autonomy. Therefore, most of the

items in the questionnaire aim to bring evidence of autonomy in the students' accounts of their English language learning.

(a) Structure and Content

Before explaining how the questionnaire is designed in this study, it seems important to discuss some methodological issues that emerged due to the complexity of learner autonomy as a research topic. By its very nature, autonomy is an internal factor that is hard to observe and describe; in addition, there is lack of consensus in the literature on appropriate methods to measure it. Riley (1996), for example, in questioning the adequacy of the available methodological tools to investigate learner autonomy used the analogy of “the blind man and the bubble”. It is about a blind man who was interested in bubbles. So, he asked his friends to make some for him. However, each time he attempted to touch them to feel their texture in his hands, the bubbles bursted out. Thus, as the blind man did not have the necessary tools to know what bubbles were, he contented himself with listening to his friends' descriptions. This problem is also felt by most researchers who have to rely on indirect methods to understand and measure learner autonomy such as questionnaires, interviews and narratives.

With all these concerns in mind, I set the following research strategies before formulating the questionnaire items:

- 1- the questions should not ask the participants directly about learner autonomy and this for many reasons:
 - to avoid imposing answers on the participants, because one cannot assume from the beginning that the participants know what learner autonomy is, or have already heard about it (Xiaoli 2008).

- to avoid response bias and diminish the researcher effect; in providing the researcher with the answers he/she desires just to please him/her, mainly in case the researcher is also the participants' teacher;

- to search for evidence of autonomy as embedded in the participants' perceptions and stories on their experiences in English language learning (Xiaoli 2008).

- 2- the participants' language learning experiences are the medium to reveal their perceptions and readiness for autonomy .
- 3- the questions focus on showing perceptions in relation to participants' metacognitive knowledge, willingness to accept responsibility for their learning and the performance of self-initiated learning activities.

The majority of the questionnaire items are constructed on the basis of existing questionnaires in the literature mainly Cotteral (1995, 1999), Broady (1996), Horwitz (1999), Spratt et al (2002), Hsu (2005), Thang and Alias (2007), Xiaoli (2008), Le Xuan (2013); while the remaining ones are the researcher's creation. The suggested modifications and additions were inspired by the specific sociocultural context of this study, in addition to the review of literature on learners' beliefs/perceptions and readiness for autonomy.

The questionnaire is called English Language Learning Perceptions Questionnaire (ELLPQ) and it consists of two parts: background information and students' perceptions. The first part is designed to collect information on the students' age, gender, and their decision to major in English. The second one contains 93 questions and is divided into five sub-parts that aim to reveal the students' degree of metacognitive awareness and willingness to accept responsibility for their English language learning. All the questions are presented in a mixed order to avoid raising the students' awareness on the topic of learner autonomy.

To provide their answers to the second part items, the participants were invited to express their degree of agreement to each item on a five –point Likert scale ranging from: “strongly disagree”, “disagree”, “neutral”, “agree” and “strongly agree”, respectively.

In part two of the questionnaire, the first scale aiming to investigate students’ metacognitive knowledge of themselves contains a distinction was made between two categories of items: one category that inquires about the students’ perceptions of their abilities as English language learners. Five of the 10 items (1, 47, 18, 70, 88, 34, 6, 13, 16, and 67) included in this sub-part are taken from Cotterall’s (1999) investigation, 3 from Le Xuan’s (2013), 1 from Thang and Alias’s (2007) and the last one from Xiaoli’s (2008) study. The second category examined the participants’ perceptions of their roles in the English language learning process. It comprises 12 questions: 72, 83, 11, 4, 12, 7, 30, 79, 74, 85, 15, 46; 5 of which are from Broady’s (1996) study, 4 from Thang and Alias’s (2007) and 3 added by the researcher.

The second scale includes 26 items (86, 14, 61, 66, 93, 33, 9, 39, 52, 48, 51, 23,78, 55, 17, 82 , 29, 90, 63, 69, 38, 60, 24, 43,49, 44) examining the participants’ maticognitive knowledge of the nature of English language learning. It aims to reveal the students’ perceptions of the learning process and whether they tended to perceive learning as an autonomous process. 13 of those items are from Xiaoli’s (2008) study, 2 from Horvitz’s (1999) and 9 are added by the researcher.

The 11 items (57, 5, 2, 27, 32, 37, 64, 21, 56, 53, and 40) of the third scale of the questionnaire examine the students’ awareness of their English language learning context. 9 of them are adapted from Hsu’s (2005) study and 2 were added by the researcher.

Concerning the fourth scale, it comprises 15 items (20, 26, 42, 54, 65, 58, 35, 73, 91, 71, 81, 76, 89, 10 and 28) exploring the students' practices in relation to language learning outside classroom. It seeks to find out whether students resort to self-initiated activities (that is autonomously) to learn English outside classroom such as self-assessment, planning, and monitoring. All of the items in this part are based on Spratt et al's (2002) study except 1 added by the researcher.

The 19 items of the fifth scale of the questionnaire look into the students' perceptions of the teacher's role in the English language learning process. 6 items are from Cotterall's studies; 1 from the 1995's study and 5 from the 1999's. 7 are adapted from Spratt et al's (2002) study, 3 from Le Xuan's (2013) and 3 were the researcher's addition. The table below provides a summary of the questionnaire sub-parts and number of items in each one.

Sub-parts	Students' perceptions of :	N° of items
1	- their abilities	10
	-their role and responsibilities	12
2	- the nature of English language learning	26
3	- the learning context	11
4	- self-directed learning activities outside classroom	15
5	- teacher's role	19

Table3.3: English Language Learning Perceptions Questionnaire (ELLPQ) Summary of the Sub-parts and Number of Items.

(b) Culture- Related Items of the Questionnaire

It is important to explain that most of the added items in the questionnaire emerged from the researcher's classroom observations,

discussions with colleagues and students on the English language learning culture in the context of this study and the review of the related literature. Thus, for illustration, some of the 19 added items are discussed below.

In the part examining the participants' perceptions of their roles, for example, item 85 "I am responsible for my bad marks in English exams" was based on my students' recurrent reactions to their exam marks and their use of the expression "you gave me this mark!" which indicates that it is the teacher who gives marks and not the students who obtain them. This implies that the teacher is responsible for her/his students' poor marks. Item 3 "the role of the teacher is to share responsibility for bad marks in exams" also deals with this problem. Likewise, item 46 "I should discover knowledge by myself" was inspired by some widespread ideas such as "the teacher gives knowledge to his students" or "the teacher is a fount of knowledge". Item 3 "the role of the teacher is to provide me with knowledge" is linked to this specific issue too. Item 15 "I have to be obedient to my teacher" is related to Hofstede's (1980) culture dimensions, namely "power distance", the teacher, as the parents, is at the top of the hierarchy, so he deserves unquestionable respect and obedience. Item 43 "memorizing handouts is the best way to get good marks" is concerned with the students' perceptions of the nature of English language learning. It is related to the current state of affairs among the majority of our students who from primary school to university use rote learning and memorization to store important amounts of information to take exams instead of meaningful retention.

(c) Data Collection Procedure

The improved version of the questionnaire was administered by the researcher herself aided by some part-time teachers and former students in the department. This was done purposefully to explain the aim of the

research and, if necessary, answer any emerging queries concerning difficult vocabulary or unknown concepts used in the questionnaire, although much effort was invested in the formulation of the questions to avoid such potential problems. The part time teachers were contacted beforehand to ask for permission to distribute the questionnaire during their workshop sessions. The purpose was to reach a maximum of students as workshops are compulsory and attended massively. The process required the distribution of the questionnaire to 12 groups of 3rd year students during class time. Therefore, a whole week was necessary to distribute the questionnaires to every group and collect them during the same session. Students were told about the aim of the questionnaire without, of course, any reference to learner autonomy and were informed about the importance of providing honest answers that would permit understanding how they learn English. Finally, they were ensured of the anonymity of their answers. In general, the students expressed a great deal of enthusiasm to take part in the survey and some students felt flattered to have researchers interested in their opinions.

(d) Data Analysis

Because of its exploratory nature, detailed statistical analyses were not used in this study. The aim was to highlight general tendencies in the respondents' answers, gain understanding and raise questions where necessary. Moreover, the results were meant to provide explanations for the participants' readiness to learn autonomously not to offer any kind of statistical proof generalisable to a wide population. Therefore, SPSS was used for descriptive statistics including frequencies, percentages and means. The latter helped to obtain numerical tendencies and draw a picture of the participants' different categories of English language learning perceptions.

Cronbach's alpha coefficient was also calculated to indicate the reliability of the questionnaire items.

(e) Issues of Validity and Reliability

In quantitative research, validity and reliability are accounted for to measure bias in research tools, and to improve research objectivity (Guba and Lincoln 2000). However, guaranteeing a high degree of validity and reliability remains a complex issue for all researchers throughout the whole research, from setting the research design to the data analysis. The section below discusses the measures taken by the researcher to ensure a good degree of validity and reliability in the questionnaire designed for this study.

Validity

The concept of validity is used to refer to the ability of a research tool to measure what it is supposed to measure (Smith 1991, Cohen et al 2007). Therefore, to ensure the effectiveness of the designed questionnaire (ELLPQ) in identifying the participants' English language learning perceptions and measuring readiness for learner autonomy, its items have repeatedly been checked for content and cultural validity.

To have content validity, the items or questions of a research instrument should comprehensively measure the subject that it is supposed to measure. To reach this aim, the components of the ELLPQ were meticulously selected, formulated and reformulated (when necessary) to exhaustively shed light on the participants' perceptions of their English language learning and readiness for learner autonomy. In this process, the review of literature on foreign language learning and learner autonomy in combination with the knowledge on the peculiarities of the research context was the main source of reference and inspiration.

As the ELLPQ items were mainly based and inspired by the existing questionnaires in the literature on learner perceptions of English language learning and readiness for autonomy (Cotteral 1995, 1999; Broady 1996, Horwitz 1999, Spratt et al 2002, Hsu 2005, Thang and Alias 2007, Xiaoli 2008, Le Xuan 2013, I felt that the cultural validity of this instrument should be demonstrated. Defined as “the degree to which a study is appropriate to the cultural setting where research is to be carried out” (Joy 1995, p.1 in Cohen et al 2007), this type a validity was accounted for taking in consideration the fact that most of the consulted studies were conducted in cultural contexts that were either totally alien to the culture of the current study (western studies) or in some other contexts (mainly east Asian ones) which seemed to share some cultural characteristics with the context of this study such as group orientation, learner passivity, over-reliance on the teacher and a knowledge transmission model of learning. Moreover learner autonomy is widely considered as a western cultural construct that is inappropriate in the cultures that exhibit the characteristics mentioned above (Jones 1995, Nix 2003). As a result, to free the questionnaire from cultural bias, as much as possible, and to guarantee a certain degree of appropriacy to the current context of this research, the following decisions were made:

- base the questionnaire mainly on the studies conducted in contexts (Asian and east Asian cultures) that seem to share the same cultural characteristics with the context of this study;
- reformulate and add items that are appropriate and culturally sensitive to the context of the current study;
- take into consideration all the remarks and comments made by the participants during the piloting phase concerning the items’ form and content.

Reliability

In a Likert Type questionnaire/ scale, reliability is generally measured with Cronbach alpha coefficient. It is a test used to estimate the internal consistency of the items comprised in a questionnaire. There are different reports about the acceptable coefficients of alpha, usually ranging from .70 to .95 (Bland and Altman1997, DeVellis 2003, Graham 2006); an alpha level indicates the high conceptual intercorrelation between the questionnaire items (Field 2009). As shown in the table below, the Cronbach alpha yielded the satisfactory result of .878 which shows that the ELLPQ is reliable.

Cronbach's Alpha	N of Items
.878	93

Table 3.4: Reliability Statistics

3.5.3 Case Study Limitations

Although case study is widely used in various disciplines, many researchers continue to express considerable doubt on its legitimacy as a research approach (Campbell 1975, Hans Eysenck 1976, Cohen et al 2011, Yin 2012). Most of the existing criticism concerns the focus on investigating single cases. As a result, some skepticism is expressed regarding the potential of this approach to meet the criteria of generalisability (Descombe 2003).

In discussing these weaknesses, however, Yin (2009, 2011) and Stake (1995), argued for the validity of focusing on single and collective case study in investigations, because as Eysenck (1976, p. 9) stated “sometimes we simply have to keep our eyes open and look carefully at individual cases – not in the hope of proving anything, but rather in the hope of learning something!”. As one can notice, it is the possibility to learn from the case that is focused than any other process of hard theory building. Moreover, Melrose (2009, p.3) explained that “the advantage of large samples is breadth, while their problem is one of depth. For the case study, the situation is the reverse”. It is clear then that small size samples, even single cases, have the potential to inform and enlighten (Melrose 2009).

Regarding the issue of generalizing the findings obtained from studies examining singularities, Simons (1996) discussed it in terms of a necessary paradox inherent to case study; she argued:

One of the advantages cited for case study research is its uniqueness, its capacity for understanding complexity in particular contexts. A corresponding disadvantage often cited is the difficulty of generalising from a single case. Such an observation assumes a polarity and stems from a particular view of research. Looked at differently, from within a holistic perspective and direct perception, there is no disjunction. What we have is a paradox, which if acknowledged and explored in depth, yields both unique and universal understanding. (p.225)

Further, she added that the paradox should be welcomed as it is “necessary” to reveal both the unique and the universal and the unity of that understanding (Simons 1996). To live with ambiguity, to challenge certainty,

to creatively encounter, is to arrive, eventually, at ‘seeing anew’ (Simons 1996). The matter of concern in case study, therefore, is to capture the features that might help understanding the case.

For their part, Stake and Trumbull (1982) argued for “naturalistic generalisation” achieved through inviting the reader to decide whether the details and descriptions provided in the case study are relevant to his/her own situation and context. Melrose (2009, p.1) explained that “as readers recognize similarities in case study details and find descriptions that resonate with their own experiences, they consider whether their situations are similar enough to warrant generalizations”. Stake (1995) also argued that naturalistic generalization happens through vicarious experience but only when the case is sufficiently described in a way that allows the person/ reader to feel as if it happened to him. Therefore, to help the reader to see the commonalities and differences between the case and his own situation or context, case researchers are recommended to provide thorough and detailed descriptions of the case in their reports (Stake1995). Stake emphasizes the case researcher’s key responsibility to unite the necessary ingredients to create conditions for vicarious experience.

In the current study, the statistical findings cannot be generalized to a wider population because of the uniqueness of the research context. However, taking into account the particularity of this case study that took place in the Department of English, at the University of Bejaia, there can be room for naturalistic generalization. As already mentioned, this context is unique as the University of Bejaia is considered a leading institution in the implementation of the LMD system and its underlying principles, namely learner autonomy. Therefore, applying the strategy described above by Stake i.e.; creating opportunity for vicarious experience via providing a thick and

rich description of the case and the findings might permit readers from other universities in the country to decide on the “transferability” (Lincoln and Guba 2000) of the research findings to themselves.

Case studies, and generally all qualitative studies, are criticised for the researcher’s possible subjectivity and lack of integrity. Yet, Flyvbjerg (2006, p. 234) maintained that criticising case study on the ground that it “maintains a bias towards verification, understood as a tendency to confirm the researcher’s preconceived notions, so that the study therefore becomes of doubtful scientific value” is fallacious. It only denotes lack of understanding of the nature of case study research (Campbell and al 1975 in Flyvbjerg 2006, p. 234). The question of bias towards verification is common to all research methods and not restricted to case study. Other researchers, on the contrary, (Campbell 1996, Ragin 1992, Geertz 1995, Flyvbjerg 2006) asserted, after having experienced in-depth investigations, that “the case study contains a greater bias towards falsification of preconceived notions than towards verification”.

In the current study, the use of a mixed methods design and insistence on some methodological strategies to ensure a certain degree of trustworthiness of the collected data and the reported findings helped in decreasing the effects of this limitation.

3.5.4 Research Ethics

Conducting an ethical research has been one of my concerns since the beginning of the current research project. The Hippocratic Oath "First of all, do no harm" was my norm of conduct; that is participants’ privacy was protected, confidentiality guaranteed and respect of every one was of primary importance.

In line with this, I sought consent from all the research participants. Thus, prior to the qualitative data collection, the students were informed about the potential benefits of writing their LLHs as far as their metacognitive awareness is concerned. Then they were asked for their consent to exploit their responses for research purposes; it was made clear that they were not obliged to accept if they did not feel comfortable with this idea. Fortunately, all the students expressed their willingness to share their LLHs for this project through signing an explicit informed consent document (see Appendix 2, p.295).

The students were also assured anonymity for the qualitative and quantitative data they provided. Thus, as is recommended in the literature (Cohen and Manion 1994, Cousin 2005, Simons 2009), the names of the individuals in the LLHs were replaced by a number to protect their privacy.

Moreover, I explained the aims of this research to all the participants and in every phase of data collection (for the questionnaire survey and LLHs). However, to avoid respondents' bias, I avoided giving too much information on learner autonomy. As already mentioned in describing my research strategies, autonomy was to be inferred from the students' stories on their English language learning.

Summary and Conclusion

This chapter was devoted to the research methodology adopted in the present study. It, started with a detailed description of the ontological and epistemological assumptions of this research, and showed to what extent the employed methodology is dependent on the latter. Next, the research questions were outlined and the choice of a "mixed methods case study design" to investigate them was justified. A detailed description of the implemented research design was provided in separate parts; devoted to the

mixed methods design and the case study approach. This chapter also presented a thorough description of the theoretical rationale supporting the data collection tools and qualitative and quantitative data analyses. Diagram 3.2 below summarises the research data collection and analysis procedure. In the next chapters (5 and 6) the data analysis results are provided, and then discussed in line with the research questions of this study.

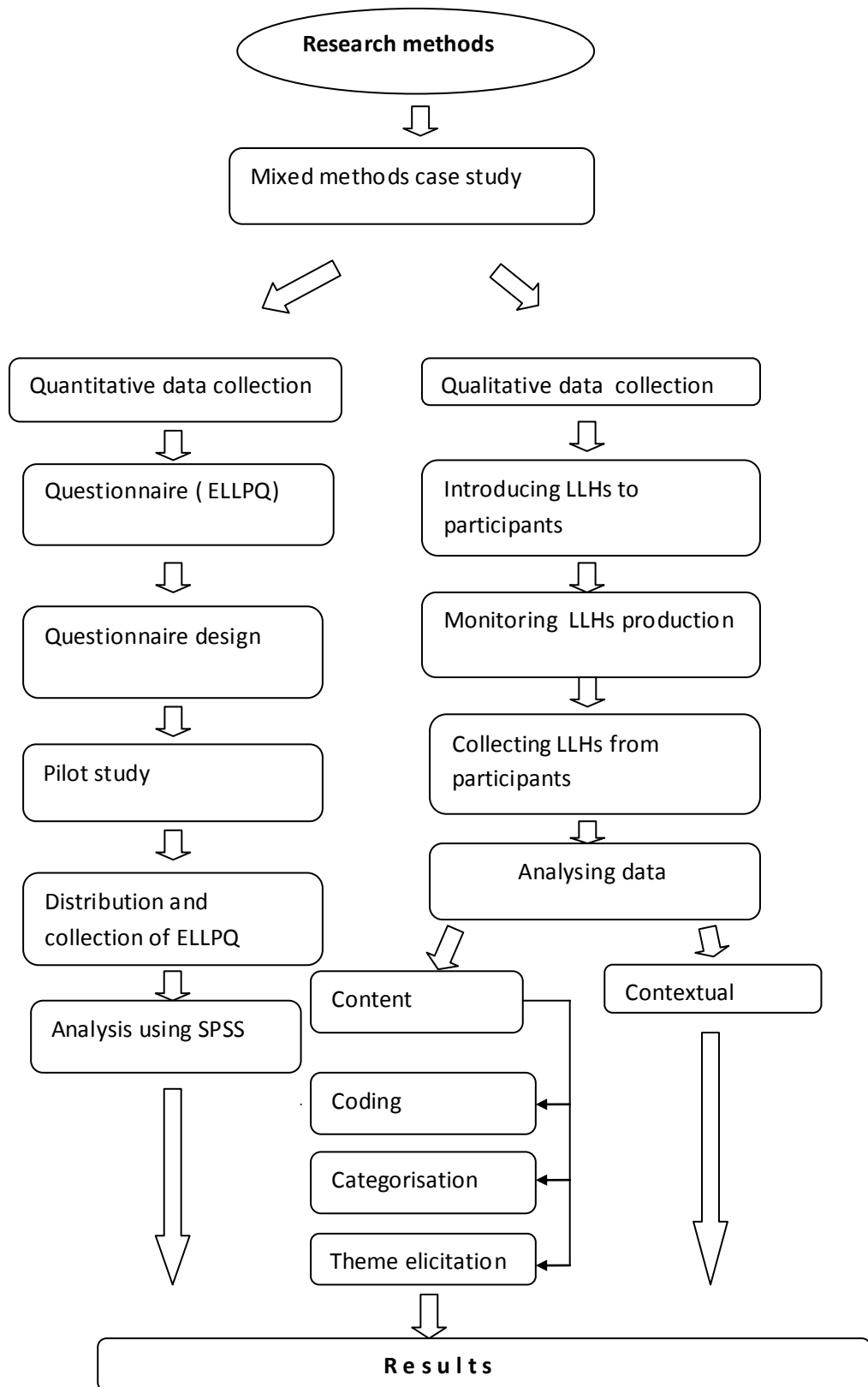


Diagram 3.2: Summary of the Data Collection and Analysis Processes.

Chapter 4 Results of the Qualitative Data Analysis

Introduction

The purpose of this study is to identify 3rd year students' discourses on English language learning and teaching in the Department of English at the University of Béjaia, and to examine the students' readiness for learner autonomy. To reach the first objective, the students' discourses on English language learning and teaching were collected combining quantitative and qualitative data collection tools. The analyses of both sets of data were informed by the Sociocultural and Interpretivist perspectives. Thus, the students' perceptions of language learning and teaching were examined, analysed and interpreted taking into consideration the sociocultural peculiarities of the participants' learning context. To make the results of this study readable, a decision was made to present them in two distinct chapters. This chapter reports the qualitative results while the next one (chapter 5) is devoted to the presentation and analysis of the quantitative data. It is important to mention, however, that there was much overlap during the processes of qualitative and quantitative data analyses. For example, the analysis of the questionnaire data contributed and guided the analysis of the LLHs. Thus, this chapter reports the results obtained from the analysis of 06 language learning histories; which were used to collect retrospective, contextualized, in depth and authentic data about English language learning from individual students. The results are presented according to a distinction between three different themes summarizing the participants' perceptions of English language learning. Theme1 deals with students' perceptions of learning and the successful student, theme 2 reports students' perceptions of teaching and teaching methods and, finally, theme3 is about students'

perceptions of the English language learning context. Moreover, the chapter displays the categories, sub-categories and related topics with every theme. In chapter 6, the results of the questionnaire survey are compared and contrasted with the results of the LLHs to check the consistency of the data and answer the research questions of the current study.

4.1 Results of the LLHs

In this study, LLHs are the qualitative data collection tool used to elicit the participants' discourses on English language learning. This tool offered rich and complex data showing that the students' lives as language learners are difficult to be disassociated from their larger life conditions and aims. The data reveal a full picture of the students' lives as English language learners inside and outside the classroom. Moreover, they shed light on the influences of the sociocultural context within which they evolve as EFL learners, thanks to the themes, categories, sub-categories and topics that emerged from their LLHs.

Reading and analyzing the LLHs reveal a wealth of information on how the students perceive the learning process and the changes occurring in their perceptions when they moved from one stage of education to another one in a new institutional context, the university. Continual reference is made to the demands of the new learning contexts and the students' efforts to face the different challenges they met each time to succeed in their English language learning. So, language learning is portrayed as a dynamic process involving change and adaptation to new contexts and circumstances.

Moreover, the generated data is rich of information on how the participants perceive themselves as language learners, and who the students are as individuals and as members of a social group. Therefore, their sense of agency, philosophy about language learning, learning strategies,

metacognitive knowledge, values...etc are brought to the surface along with the influences of all these factors on their current practices as EFL students.

The LLHs also provide hints on how the participants perceive the teaching profession. As a result, their expectations from the teacher and the different roles she/he has to play are revealed. Their perceptions of good and poor teaching are prevalent in the data, in addition to the influences of pedagogical practices on their own behaviours to learn English.

As one single LLH cannot provide a good understanding of the participants' English language learning perceptions, an attempt was made to produce general knowledge through comparing six stories. In this process, a range of perceptions were abstracted from the students' written discourses then were compared to find common patterns across the different stories. The repeated patterns are significant in gaining understanding of the participants' perceptions and behavior and also in shedding light on the effects of the context within which they evolved as EFL learners. Each piece of data in the six LLHs was coded then categorized after many rounds of categorization and sub-categorization. This yielded complicated layers of categories, sub-categories and their several related topics, which indicate the complexity of the students' perceptions. Then, after a long process of comparison, examination and re-examination (Xiaoli 2008) of the different categories and the purposes of the research along with the research questions, a decision was made to present the different categories in a hierarchical scheme involving four different levels. The first level of the system consists of the themes, the second level displays the categories, the third level involves the sub-categories and the fourth one shows the topics related to the different sub-categories.

4.2 Students' Perceptions of English Language Learning and Teaching

The analysis of the students' LLHs enabled us to identify 3 themes (see table4.1) and a number of categories, sub-categories and topics described in this chapter in detail.

Theme	Identification
1	Students' perceptions of learning, of themselves and of the successful student
2	Students' perceptions of the teacher and teaching
3	Students' perceptions of English and the learning context

Table 4.1: Identified Themes in the Six LLHs

Each thematic group consists of a set of categories, sub-categories and their related topics. For example, theme1consists of two categories, which are: students' perceptions of learning (category 1) and students' perceptions of themselves and the successful student (category 2). Further, each category is divided into sub-categories. Category 1, for example, consists of six sub-categories: learning methods, personal factors, evaluation criteria, influences and learning mottos, while category 2 includes only one sub-category: the successful student. The topics related with each sub-category reveal specific views, behaviours or attitudes extracted from the data and are presented as expressed by the students in the form of single words, phrases or short statements. For example, the related topics with the sub-category "learning methods", above, refers to the students' reported behaviours for successful English language learning such as working hard to achieve goals, managing time for step by step learning or taking notes in the classroom, etc. In the presentation of the results below, each of the students' specific perceptions

is illustrated by excerpts from the data. In addition, those perceptions are discussed according to their frequency of occurrence in the LLHs. The most mentioned perceptions first are followed in a descending order by the least mentioned ones. However, it is important to stress that all the students' perceptions are accounted for as they all contribute into better understanding of how they perceive English language learning and to what extent they are related to readiness for learner autonomy.

In what follows, each theme, its categories, sub-categories and related topics are presented separately.

4.2.1 Theme 1: Students' Perceptions of Learning, of themselves and of the Successful Student

In theme 1, two main categories emerged: 1) students' perceptions of learning and 2) students' perceptions of themselves and of the successful student. These two categories are grouped together in one theme because the students' descriptions of a successful student are tightly related to their language learning perceptions. Actually, it was difficult to dissociate between what they think about a successful student and their learning behaviours. It is interesting to note that in students' descriptions of what they did to succeed in their English language learning, "working hard" is very frequently mentioned, and in their description of the "successful student", much reference is also made to the one who "made efforts or worked hard". Thus, their learning behaviours are directly linked to what they thought a good language learner did to succeed in his learning. The following section, discusses in detail the two above mentioned categories, their emerging sub-categories and related topics (see also diagram 4.1p.164) in a descending order according to the frequency of occurrence in the data (see table 4.2, p.137).

Categories	Sub-categories	Total of occurrences
1)Students' perceptions of learning	a)Students' learning behaviours	72
	b)Sources of influence	30
	c)Evaluation criteria	30
	d)Personal factors	29
	e)Teachers' learning mottos and students' learning theories	16
2)Students' perceptions of themselves and the successful student	Successful student	16

Table4.2: Theme 1: Categories and Sub-categories

4.2.1.1 Students' Perceptions of Learning

This category describes the narrators' perceptions of the English language learning process. It consists, in a descending order, of five main sub-categories: learning behaviours, sources of influence, evaluation criteria, personal factors and learning theories and mottos. Each of these sub-categories reports on a different aspect in relation to the students' learning of English. This includes their perceptions of appropriate learning behaviours inside and outside the classroom to succeed in English learning, the sources of influence on their learning, their evaluation criteria of success, the impact of some personal factors such as motivation to learn English and lastly the guiding learning mottos in their paths towards successful English language learning. Below, each sub-category and its related topics are discussed in depth and illustrated with excerpts from the data, besides appropriate words referring directly to the sub-categories and related topics are underlined in the excerpts. As already mentioned in chapter 3, the extracts from each LLH are numbered and used for illustration referring to the narrator as for example: S1- ext.12, S2 –ext.34...etc. The "S" refers to the student who produced the LLH, the numbers "1,2...6" refer to each student number

(there are six students), “ext.” is the short form of the word “extract” and the following number after “ext.”, as for example “ext. 34”, refers to the number of the extract in each LLH.

4.2.1.1.1 Sub-category (a): Students’ Learning Behaviour

The analysis of the data permitted the identification of 72 mentions of learning behaviours. But different types of activities and strategies adopted inside and outside the classroom were mentioned. A total of three different learning behaviours were identified. The list includes, in a descending order, self-initiated behaviours, organization behaviours and in-class behaviours (see table 4.3 below).

Table4.3: Sub-category (a): Students’ Learning Behaviours

Theme	Category	Sub-categories	Related topics		Frequency of occurrence
1	1)Students’ perceptions of learning	(a)Students’ learning behaviours	(1)Self-initiated learning behaviours	1)Developing language skills 2)Authentic material use 3)Taking private courses 4)preparing lessons	33
			(2)rganization behaviours	1)Hard work 2)Reflection 3)Setting goals 4)Time management	25
			(3)In-class learning behaviours	/	14
Total number of occurrences					72

(i) Self-initiated Learning Behaviours

From the sub-category “learning behaviours” emerged this category as can be seen in table 4.4 below. These self-initiated learning behaviours were classified into four different categories, in a descending order respecting frequency of occurrence in the data: 1)developing language skills, 2)authentic-material use, 3)taking private courses and 4)preparing lessons, as they emerged from the students LLHs .

Table 4.4: Students’ Self-initiated Behaviours to Learn English outside Classroom

Sub-category (a)Students’ learning behaviours	Topics		Frequency of occurrence	Total
(i)Self-initiated learning behaviours	1)Developing language skills	reading novels and stories to enrich vocabulary	02	12
		listening to music	02	
		writing small paragraphs everyday	02	
		Working in group collaboratively lto improve language skills	02	
		looking for new words in a dictionary	01	
		practice speaking	01	
		Using internet to communicate with native speakers of English/ other users of English(NNS)	01	
		writing stories	01	
	2)Authentic material use	Watching TV (foot-ball, cartoons, movies, English channels)	04	8
		Listening to music	03	
		Reading books, poems	01	
	3)Taking private English courses	Taking remedial classes (with other teachers)	04	7
		Taking English courses in a private school	03	
	4)Preparing lessons	Prepare lessons at home	03	6
		Revising lessons	02	
		Organize and summarize notes to facilitate exam preparation	01	
Total number of occurrences			33	

1) Developing Language Skills

This topic emerged from 12 mentions in the narratives. 5 examples are given below (see table 4.4)

During the holidays I read novels in French and short stories in English in order to enrich my vocabulary, ameliorate my pronounciation and learn new things, reading is too important when learning a new foreign language, it is helpful and it is like trying other lives without dying(S1- ext.19)

Although the language teaching in school seemed unsuccessful, the reading exercises at home was of great help, because at that time I brought some English books and novels to read. But with all the effort that I did I still found difficulties in speaking and understanding.(S6-ext.11).

(...) so there is that friend I have been in contact with (through internet) for a while now that helps me to do so. He is always sharing with me his experiences and talking to me about his daily life while I am trying to do the same as him. All of that, done in English. When this friend can't be reached I always managed to find someone else to speak with in English even if he is not a native speaker but still a learner as me.(S6- ext.17)

In the summer, I started to write a story about my life in english. (S5- ext.25).

I am learning this language step by step trying to read articles, short stories, poems etc, and by trying to write even a small paragraph in the day, and trying to speak with other persons in this language(S1- ext.38).

2) Authentic Material Use

This topic emerged from 8 mentions in the students' narratives. 4 examples are given below (see table 4.4, p.139).

(...)also during the high school I was very interested in football especially England football I was a "Chelsea FC" fan in that moment I followed all the big and the small news of my favourite team what helped me to learn many words and cities in England and had a little knowledge about the culture and tradition of England people like religion conflict and some of their social rules, laws, all this pushed me for more loving and learning this language in order that can discover more information about that greet kingdom (S3- ext.13).

I asked my mother to buy for me books in English. I started to give importance to this is module and when I have time, I did research about it (S5- ext.8)

In that time when I bought my first English dictionary, although it was very small but I like it since it was my only partner in learning at home and thanks to that dictionary that I developed my vocabulary before the exam (S3- ext.09)

I bought some English books and I made efforts for understanding some songs that I heard permanently like the famous group of singers "Linkin park" (S3- ext.13).

3) Taking Private English Courses/Tuition in English

This topic emerged from 7 mentions in the students' LLHs. 4 examples are given below (see table 4.4, p.139):

During my second year's summer vacation I started feeling boredom and routine so I decided to take extra courses in a private English school that was working during that period. Those lectures that I had there was nothing but a revision of what I have already studied previously but I still was happy to get to revise them. Unconsciously, I found myself willing to have an English graduation degree because, in my second year, I had to choose a branch to master and I chose language. I had set my mind on it; I would be an English language teacher (S6- ext.13)

I was very upset because I wanted to study foreign language but I felt that I did not have inoff knowledge in English to carry on, so I double my effort, I go to another teacher and I told him to help me in my studies. When I had time I go to his classes and studied there and if he had time he came to me and gave lessons so I almost finished the programm of that year with his help, when he did tests to his students, I passed with them if I could, if not he gave me the test and I did it alone.(S5- ext.21)

(...) when I had a free time, I went to other classes and study English language (S2- ext.10).

(...) I took a supportive lessons and I worked hard, many sleepless nights, learning in group collaboration with my classmates which had greet effectiveness in developing my skills specially collective learning which helped me much through the changing of Ideas and helping each others thanks to this That I achieved some improvement I learnt many new words and rules in grammar; I corrected many mistakes which made spontaneously before in few time.(S3- ext.15

4) Preparing Lessons

This topic emerged from 6 mentions in the data (see table 4.4, p.139). 2 examples are given below.

I had a habit of preparing my lessons at home, looking for all the new and difficult words in the dictionary. (S1- ext.20)

Once arrived at home, I explored what I had learnt in the class, I didn't limit my learning in what the teacher gave me in the classroom. (S1- ext.5)

(ii) Organisation Behaviours (Table 4.3)

The analysis revealed 4 topics which are: 1)working hard, 2)reflection 3)setting goals, and 4) time management is in the last position; as it was mentioned twice only (see table 4.5 below).

Table 4.5: Students' Organization Behaviors

Sub-category (a)Students' learning behaviours	Topics		Frequency of occurrence	Total
(ii)Organization behaviours	1)Hard work	to achieve goals	08	12
		to get good marks	04	
	2)Reflection	on the learning process at university	01	6
		on teacher's personality	01	
		devoting more time for English learning	01	
		On possible or new ways to learn English and developing new skills	3	
	3)Setting goals	to study foreign languages in high school	02	5
		to study English at university	02	
		to improve language skills	01	
	4)Time management	for step by step learning	01	2
		on syllabus content	01	
Total number of occurrences				25

1) Hard Work

This topic emerged 12 times from the narratives of the students. 5 examples are reported below (see table 4.5, p.143).

The holidays were finished, it was high time to return to studies and hard work (S1- ext.30)

(...) success was the result of my tiredness (S1- ext.13)

When we began, we had a serious difficulties to follow the lessons with miss X but with her method and our serious and perseverance we achieved our goal, but the program was a little bit difficult (S5- ext.20)

(...) in the final exam of the middle school I remember I worked hard for having a good mark, I faced the challenge in oral that I could join the literature and language classes in high school(...)(S3- ext.08)

The summer came at its end, we returned back to school with a very serious face, all of us were very motivated to get a good result at the end. For this reason we doubled our effort and we concentrate on everything all what the teacher was saying was very important. we did not neglect any detail if we did not understand something we did not let it go, we asked many times the teacher to repeat the detail that we did not understand.(S5- ext.27)

2) Reflection

This topic came to emerge 6 times from the narratives (see table 4.5, p. 143). 4 examples are provided below.

(...) a lot of questions came to my brain; “the programm is difficult or easy as the primary school one?”, “teachers are very severe or not”?(S2- ext.2)

We started the program, it was more difficult than the first year. but I started to understand what she was saying without a lot of difficulties but sometimes, I asked myself why the program was too long, why we had a lot rules to understand and learned them by heart (S5- ext.13)

In my first year at university I was at loss, because everything changed for me I got worried to think about possible ways for acquiring and developing my English skills in that wonderful area. But over time I understood that it is just a matter of time no more then can I get along with that space and really it was the case. (S3- ext.18)

So I realized that in the university you musn't just wait what the teacher gives you as information you must be autonomous and make your own research and seek for data in Books, Documentaries in order to improve and enhance your different skills and build a powerful background.(S4- ext.16)

3) Setting Goals

This category emerged from 5 mentions (see table 4.5, p. 143). 4 examples are given as follows:

During the holidays I tried to rest and prepare myself for the famous hard year that will come, the year would define my future. I wanted to become a translator or an interprete (S1- ext.23)

My will came true after passing my baccalaureate exams. I have been able to reach my goal and follow my so much wanted all English based studies (S6- ext.14)

I decided to do what I wanted, to realize my dreams and I choosed to study English, my favourite language and the most widely spoken language in the world, I knew that it was the best choice. I was so excited to enter to the university, I had a will to study and achieve my goals. (S1- ext.29)

The choice of the field of study at university is required. As usual my father made a plan, he wanted me to study laws and become a judge or a lawyer, a short moment of confusion and with reflection and courage, I decided to do what I wanted, to realize my dreams and I choosed to study English(S1- ext.26)

4) Time Management

The topic of time management as mentioned by 2 students (see table 4.5, p. 143) as follows:

I devided my time between school, course supports, homeworks and revisions (S1- ext.12)

But it was more difficult because we had a lot of modules, but with managing my time very well, I had not a lot of problems.

(S5- ext.35)

(iii) In-Class Learning Behaviours (Table 4.3)

A total 14 mentions of in-class learning behaviours emerged in the narratives. 4 examples are reported below:

For this reason (succeed in the baccalaureate exam) we doubled our effort and we concentrate on everything all what the teacher was saying was very important. we did not neglect any detail if we did not understand something we did not let it go, we asked many times the teacher to repeat the detail that we did not understand.(S5- ext.27)

In the first year, I had a lot of willing I used to write every word or sentence that I heard, and I asked a lot of questions, I participated in the classroom, and also when I had a free time, I went to other classes and study English language, I got the best mark (S2- ext.9)

In the classroom, I always pay attention, concentrated on what the teacher was teaching us, I asked her to give me more activities to do (S5- ext.15).

I adopted new methods of learning and acquiring knowledge, during the lesson, I had to listen to the lecturer, take notes because it was hard for me to remember everything. I organized and summarized the information I learnt for each class, it made it easier when it comes time to prepare for an exam or revise (S1- ext.32)

4.2.1.1.2 Sub-category (b): Sources of Influence (Table 4.2)

This is the second sub-category of the students' perceptions of learning (see table 4.2). It emerged from 30 mentions in the data. 2 sources of influence were identified: "family influence" and "school-related factors influence" (see table 4.6, p. 148).

Table 4.6: Sources of Influence on the Students' English Language Learning

Sub-category (b): Source of Influence	Topics		Frequency of occurrence	Total	
(i)Family influence	1)Parents and relatives	Source of encouragements (to Choose English as field of study)	03	10	
		Source of inspiration (mother)	02		
		Source of control(father)	01		
		Source of advice	for future career		01
			to talk to the teacher about difficulties during class time		01
		Source of motivation to succeed	01		
		Source of confidence(mother)	01		
(ii)School-related factors	1)Teacher	Source of motivation to learn English	03	08	
		Source of inspiration to become a teacher of English	02		
		Teacher source of demotivation	02		
		Source of advice (they are as important as parents	01		
	2)Peers	Explains lessons	02	06	
		Source of help: give copybooks or notebooks to copy down lessons	02		
		Exchanging ideas	02		
	3)Classroom atmosphere	A lot of lessons	02	06	
		Difficult programme	01		
		Severe teacher	01		
		Focus only on grammar drills	01		
		Everybody participates, everybody learns	01		
Total number of occurrences				30	

(i)Family Influence

This topic emerged from 10 mentions in the data. 5 examples of parents' influence are given below:

My mother was my first school, she taught me the principle of life, how to behave and showed me the way to succeed in my life focusing on the good things to do and the bad ones to avoid(S1- ext.1)

My lovely parents were always ready to help me, they encouraged me to be the best (S1- ext.6)

When I received my report card, I saw that they orientated me to the scientific field which was the choice of my father. It was hopeless for me but I tried be optimistic even if I loved foreign languages and literature (S1- ext.16).

The choice of the field of study at university is required. As usual my father made a plan, he wanted me to study laws and become a judge or a lawyer, a short moment of confusion and with reflection and courage, I decided to do what I wanted, to realize my dreams and I choosed to study English (S1- ext.27)

I made a choice and decided to choose English as a field to study in the university. I was encouraged by my parent for my choice (S4- ext.13)

(ii)School -related Factors Influence

This category emerged from 20 mentions in the data. 3 school -related influences were indentified: 1) teacher influence, 2) peer influence and 3)classroom atmosphere influence.

1) Teacher Influence

This topic emerged from 8 mentions in the LLHs. 3 examples are provided as follows (see table 4.6):

I agree when saying that the environment in where we are living influence as when learning a language but there are also those other factors such as the few excellent teachers that crossed my road during my studies that were the biggest influence in my learning experiences and I don't think I will someday but I at last can see that light coming to me since I am seeing my dream of becoming a teacher approaching me that's why I hope that one day I will become one of those model teachers that inspire their students follow their steps(S6- ext.25)

With time my love for English language grew up thanks to my dear teacher mister x.(S4- ext.7)

My last year in middle school was fantastic because miss X was our teacher, I was so happy because we will carry on our knowledge and develop it because this teacher was the most amazing ever. So we started the year with a very low level but a very big motivation to get our level and background back in this language.(S5- ext.19)

2) Peer Influence

This topic emerged from 6 mentions in the data. 2 examples are given below (see table 4.6, p. 148).

I never forget the help of my friend which gave me her copybooks and her notebooks and also when I didn't understand something, she explained me lessons(S2-ext.37).

Unfortunately, my 3rd year began with some study and more fun. My class of the second year was divided to 2 classes, my classmates was not serious at all, all what they did was joking and having fun, it was so hard for me to concentrate (S1- ext.24).

3) Classroom Atmosphere Influence

This topic emerged as 6 mentions, below are samples from S2 and S3 (see table 4.6, p. 148):

In the first year, It was not good, a lot of lessons, the program was difficult, the teachers was severe with us (S2-ext.26)

So great thanks goes to the materials used in the labs for creating a favourable learning and communicative environment (S3- ext.21).

4.2.1.1.3 Sub-category (c): Evaluation Criteria

In the narratives, evaluation criteria occurred 30 times. Two distinct evaluation criteria were identified in the data; namely self-evaluation on the basis of feeling of progress (or achievement) and evaluation through exam

scores (see table 4.7 below). The two modes of evaluation are reported below in a descending order with illustrating extracts from the data.

Table 4.7: Students' Progress Evaluation Criteria

Sub-category (c):Evaluation criteria	Topics	Frequency of occurrence	Total
(i)Feeling of progress	Improvement of speaking	04	18
	feels more comfortable in the language	03	
	No new sentences	02	
	No new knowledge	02	
	Improvement of listening(understanding English media, songs and movies)	02	
	No new vocabulary	02	
	Learning of new vocabulary	02	
	Still at the same level as last year	01	
(ii)Exam scores	High scores (source of pride for parents and teachers)	05	12
	Best mark	04	
	Average scores	01	
	Worst mark	01	
	Source of motivation to work more	01	
Total number of occurrences			30

(i)Feeling of Progress

The feeling of progress was reported 18 times in the LLHs. Examples from S3, S5 and S2 are provided below (see table 4.7).

(...)at the level of listening I felt a lot of progress in understanding English media content like songs movies and radio stations, in terms of speaking I was amazed at how spontaneous my tongue uttered English words in a fairly intelligible and acceptable way(S3- ext.20)

I remembered that the programm of that year was very rich in information, in vocabulary, I felt that that year I was perfect and I knew everything in english, I started to speak with my friends outside the class in english I was proude of

myself like I owned the world, that year we learned a little more about the English language(S5- ext.17)

The second year were not good, no new vocabulary or any words, sentences had acquired, we still just in the level of the first year(...)the year finished and all my classmates were not satisfied of the English language.(S2- ext.14)

(ii)Exam Scores

Besides feeling of progress, exam scores were mentioned 12 times (see table 4.7, p. 152). “Good marks” seem to be the measure for successful learning, as the following extracts indicate:

In the first term I got the best mark, many of my classmates were shocked, they didn't think that I could succeed (S1- ext.22)

I got my brevet exam with a very good mark, I was between the firsts in the school (S1- ext.14)

We passed the final exam, I got a very good mark which encouraged me to do more efforts in holidays (S5- ext.24)

I got an average mark. In the second and third term I decided to work hard (S1- ext.26)

I had a good marks in my first year in middle School and my teacher was proud of me; even in the second year my marks in English was great(LLH4-5)

in that year when I began liking English, the marks that I got in the exams were good add to this I felt a kind of developing in that language (S3- ext.7)

4.2.1.1.4 Sub-category (d): Personal Factors

This part of the results is about students' personal factors as reported 29 times in the LLHs (see table 4.8). This second category in theme1 identifies the narrators' emotions, feelings and attitudes towards English

language learning. In all the contributions, one can perceive how those personal factors were in some cases the impetus that provided the students with the necessary force to work hard, while in other ones they stood as obstacles to overcome. Among the facilitative factors, “motivation” is the most listed in this category followed by “perseverance” in the second position. For the inhibiting factors, “fear of new experiences” is the most reported one. In what follows, the three factors are discussed with illustrations from the data.

Table4.8: Students’ Personal Factors

Personal factors	Topics		Frequency of occurrence	Total
(i)Motivation to learn English	Intrinsic	Like foreign languages a lot	04	20
		Attracted to English	03	
		Enjoy oneself speaking, writing, reading English	03	
		Dream about mastering English as native speakers	02	
		Favorite language	02	
		Attracted to the English culture and life	02	
	Extrinsic	Career goals: become a teacher of English	04	
(ii)Fear of new experiences	Couldn’t understand teacher input at university		02	06
	New subjects at university: phonetics, civilization,		01	
	New institution		01	
	University requires autonomy(listen to the teacher, take notes, develop them to make own lessons)		01	
	Difficulty with English grammar in middle school (spelling, writing,)		01	
(iii)Determination and Perseverance	Don’t give up face to difficulties I can learn English if I want Seriousness and perseverance to achieve goals		03	03
Total number of occurrences				29

(i) Motivation to Learn English

This sub-category occurred 20 times in the LLHs (see table 4.8, p. 154). Two types of motivation were demonstrated by the narrators: intrinsic and extrinsic motivation. The intrinsic one accounts for the majority of mentions about motivation in the data (16 out of a total of 20 mentions). The extracts from S6, S4, S1 and S2 below show students' growing intrinsic motivation in English learning from middle school up to university .

My English learning begins in the Elementary School. In that time, I was amazed with the learning of that new language. It was something totally new for me and I felt very proud of being able to speak some sentences like: "What's your name?", "Let's go" or "How are you?" I even have learned the numbers, the English alphabet or some childish songs (S6- ext.1)

I succeed and leaved the primary School and passed to the middle School, I was very happy and so exited to start studying this beautiful language which is English language. In the begining I found the way of uttering words funny (S4- ext.02)

I choosed English because(...) because I simply love the English language with all its ingenuities and quirks, and especially all its exceptions to the rules, each time there is a grammatical rule , there are ten of exceptions as well(S1- ext.37)

the year finished rapidly and here I began to prepare a goal that was "I became a teacher of English language" because I enjoy myself when speaking, reading and expressing myself with using English language and what punch me to like it more was that when listening to someone speak it fluently or when watching movies with English language I became to dream that one day I become the native one. (S2- ext.29)

(ii) Fear of New Experiences

There were 6 mentions of fear of new experiences in the data (see table 4.8, p. 154). Although the narrators shared about their feelings of fear when moving from a level of education to a superior one, most of the mentions are about the fear generated by the tertiary level experience, for example S1:

The middle school was so different in all the sides from the primary school. In the beginning it was so difficult to accustom with the new rules and the new environment, it made me feel scared in the first days but after I became comfortable (S1-ext.8)

Now the time has arrived making the jump from middle school to secondary school, it is a daunting time. Like all the new students I feel lost amongst all the ancient students in the playground and daunted how big my new school is. I took time to get familiar with this new environment (S1-ext.17)

The first day I entered to the university (...) it was a very difficult moment. I knew that the safety of home is no longer close at hand, my life would change and I'll be far of my parents, I became extremely nervous (S1- ext.31)

(iii) Determination and Perseverance

When reporting on their English language learning behaviours, the narrators also made reference, either explicitly or implicitly, to their degree of determination and perseverance in learning 3 times (see table 4.8, p. 154). As pointed out by S5 in the following extracts:

When we began, we had a serious difficulties to follow the lessons with miss X but with her method and our serious and perseverance we achieved our goal, but the program was a little bit difficult (S5- ext.20)

It was like the first (year), it was more complex and hard. But I did not give up I gave the most of time for this module (English)(S5- ext.15)

I always had a dictionary of English in my school bag because I wanted to prove to that teacher that I can learn English if I want to (S5- ext.09)

4.2.1.1.5 Sub-category (e): Teachers' Learning Mottos and Students' Learning Theories

One more way to identify the participants' perceptions of English language learning in this study is through analyzing their learning mottos or general theories about learning. The decision to exploit this area emerged from the multiple steps of the LLHS analysis that involved reading and rereading them to identify themes and categories. They reveal the students' use of some recurred slogans and sayings as their guiding principles in English language learning. Part of them consists of short phrases reported from teachers and others were expressed by the students' themselves in lengthy constructions. For an accurate analysis of the data, the first category is referred to as "teachers' learning mottos" and the second one as "students' learning theories" (see table 4.9, p. 158). The findings reveal the impact of the mottos on the students' perceptions and practices in English language learning. Evidently, this part could have been included in the "influences"

one, but the difficulty to establish any cause and effect relationship between the two variables (that is learning mottos and English language learning) at this stage of the research, led into discussing them as a sub-category of the first theme. This is because it permits to gain some understanding of how learning, students and teacher roles are perceived by the participants and their teachers.

Table 4.9: Teachers’ Learning Mottos and Students’ Learning Theories

Sub-category (e): Teachers’ learning mottos and students’ learning theories	Topics
(i) Teachers’ Learning mottos	<ul style="list-style-type: none"> -“Don’t care about pronunciation, you’ll get it later” - “From mistakes, we learn” - “Never use any language when you study a language, just speak it and didn’t translate to another language” -“ You are responsible for your studies” -“Never let something vague in your brain” -“ We learn by doing mistakes, just speak English” -“To learn or to master a language, you should start by the basis, if you don’t have a strong base, you will not learn and I’m just a guide”. -“Never give up on something you really want, it is difficult to wait, but worse to regret”
(ii) Students’ learning theories	<ul style="list-style-type: none"> -Speaking is the most important skill to communicate and give your opinion and transmit your message easily without difficulties - To speak English fluently : <ul style="list-style-type: none"> -listen to native speakers; think about what a native speaker does! Since when he was born he has been listening to English all the time and that is exactly what we should do! Listen to music, when you like an expression learn it by heart. -watch movies in English(with subtitles in English) -speak only in English to develop skills -A good teacher is the basis of our learning -There is no book to follow(at university), you just listen to the teacher and take notes that you will develop to get a lesson -The best way to a language from my experience is through reading and communicate with native speakers in the target language

(i) Teachers' Learning Mottos

The students' reported some of their teachers' sayings and used them as their learning mottos (see table 4.9, p. 158). The following are examples reported by S2, S4 and S5:

"From mistakes, we learn" (S2- ext.7)

"we learn by doing mistakes, just speak English"(S4- ext.6)

"Don't care about pronunciation, you'll get it later" (S2- ext.7)

"never use any language when you study a language, just speak it and didn't translate to another language"(S2- ext.22)

"to learn or to master a language, you should start by the basis, if you don't have a strong base, you will not learn and I'm just a guide"(S5- ext.1)

"never let something vague in your brain"(S2- ext.31)

"you are responsible for your studies"(S2- ext.31)

(ii) Students' Learning Theories

The analysis of the LLHs revealed the students' theories about English language learning (see table 4.9, p. 158). The following extracts are samples from S4, S6, S5, S1 and S2:

I know that there is some conditions to take into consideration in order to have a good background and speak English fluently: Listen: Think about what a native speaker does! Since when he was born he has been listening to English all the time and that exactly what we should do!! Watch movies in English (with subtitles in English). Listen to music when you like an expression learn it by heart (S4-ext.22)

From these languages that I have learned, I found out the best way to learn a language form my experiences or myself is through reading and communicate with native speaker in

target language. So all what was left for me was to find a native speaker to speak with, this is not an easy task to do but thanks the internet finding foreign friends was more easier to do that what our ancestors had to do(S6- ext.16)

I was very impatient to return at school, I was just praying that we were going to have a good teacher that year because it was the base for us (S5- ext.22)

(...) I think motivation is a very important key in either teaching or learning. In order to motivate students toward language learning, a teacher's showing interest about what he is teaching is an important factor in student's motivation. If you are bored and do not like your job, it will be obvious and it have negative impacts on your students. So I believe students will be as much bored as you. Also, it is important to believe that students can succeed, and to show them that you believe in them and give them support that they should trust themselves and can do well. If you believe it, students will realize it and will work harder. It is an important job for teacher to create an environment in which they feel safe and welcome to express their own opinions and their own ideas (S6- ext.21).

At the beginning(first year at university) I did not understand anything, it was like I never learned English like it was another language that I did not know especially in the emphi theatre, we were so many students and if you don't take the first three range, you cannot hear the teacher, there is no book to follow, you just listen to the teacher and taked notes that you will developed to get a lesson, I cried a lot at the beginning because I could not follow the teacher and I did not understand anything from what he was telling us(S5- ext.30)

(...) I entered to university(...) I adopted new methods of learning and acquiring knowledge, during the lesson, I had to listen to the lecturer, take notes because it was hard for me to remember everything . I organized and summurized the information I learnt for each class, it made it easier

when it comes time to prepare for an exam or revise (S1-ext.32)

she gave us photocopies and asked us to read it at home and tried to understand what was about? As we try to study alone, I liked this method by which we studied, but my classmates hate this method and she said us: “One day you will study alone by taking notes” and “preparing for your lectures alone”. because It’s the method used in university, you will be responsible for your studies” (S2- ext.35)

4.2.1.2 Category (2): Students’ Perceptions of themselves and the Successful Student

The current section is devoted to a presentation of the second category in theme 1(see table 4.2, p. 137). It is focused on students’ distinctive views of the successful student as displayed in table 4.10 below. It is worth noting that the students’ did not explicitly provide a description of the successful student, but this was inferred from their representations of themselves and expressed values about successful learning (19 mentions in the LLHs).

Table 4.10: Perceptions of the Successful Student

Sub-category	Topics	Frequency of occurrence
A successful student	is serious	05
	makes efforts	04
	obtains good marks in exams	02
	is curious	01
	is dynamic	01
	knows everything in the syllabus	01
	revises lessons everyday	01
	is always ready to do exams	01
	does homework	01
	must be active	01
	should not be troubled by unfavourable circumstances at school	01
Total number of occurrences		19

Below are samples for some of the topics in table 4.10

- **Serious (S5 and S4)**

When we began, we had a serious difficulties to follow the lessons with miss X but with her method and our serious and perseverance we achieved our goal, but the program was a little bit difficult (S5- ext.20).

During my childhood I was serious guy. I always did my homework (...)(S4- ext.1)

- **Makes efforts (S5)**

For this reason we doubled our effort and we concentrate on everything all what the teacher was saying was very important. we did not neglect any detail if we did not understand something we did not let it go, we asked many times the teacher to repeat the detail that we did not understand.(S5- ext.26)

- **Revises lessons every day(S5)**

I always revise my lessons and prepared the new one. In the classroom, I always pay attention, concentrated on what the teacher was teaching us, I asked her to give me more activities to do (S5- ext.15)

- **Dynamic (S2)**

In the middle school, (...)I saw it like a new world for me, but I enjoyed my self in this school, I was always dynamic and I had the curiosity to discover what I will study in this school (S2- ext.1)

- **Is not troubled by unfavourable circumstances at school (S4)**

Unfortunately there are problems in Algerian University for example Strikes for 3 months, the lack of teachers and also the lack of practicing language all these phenomenon affect and troubled the educational System, but it's not the occasion or pretext to be lazy, the student must be active and make efforts. (S4- ext.17)

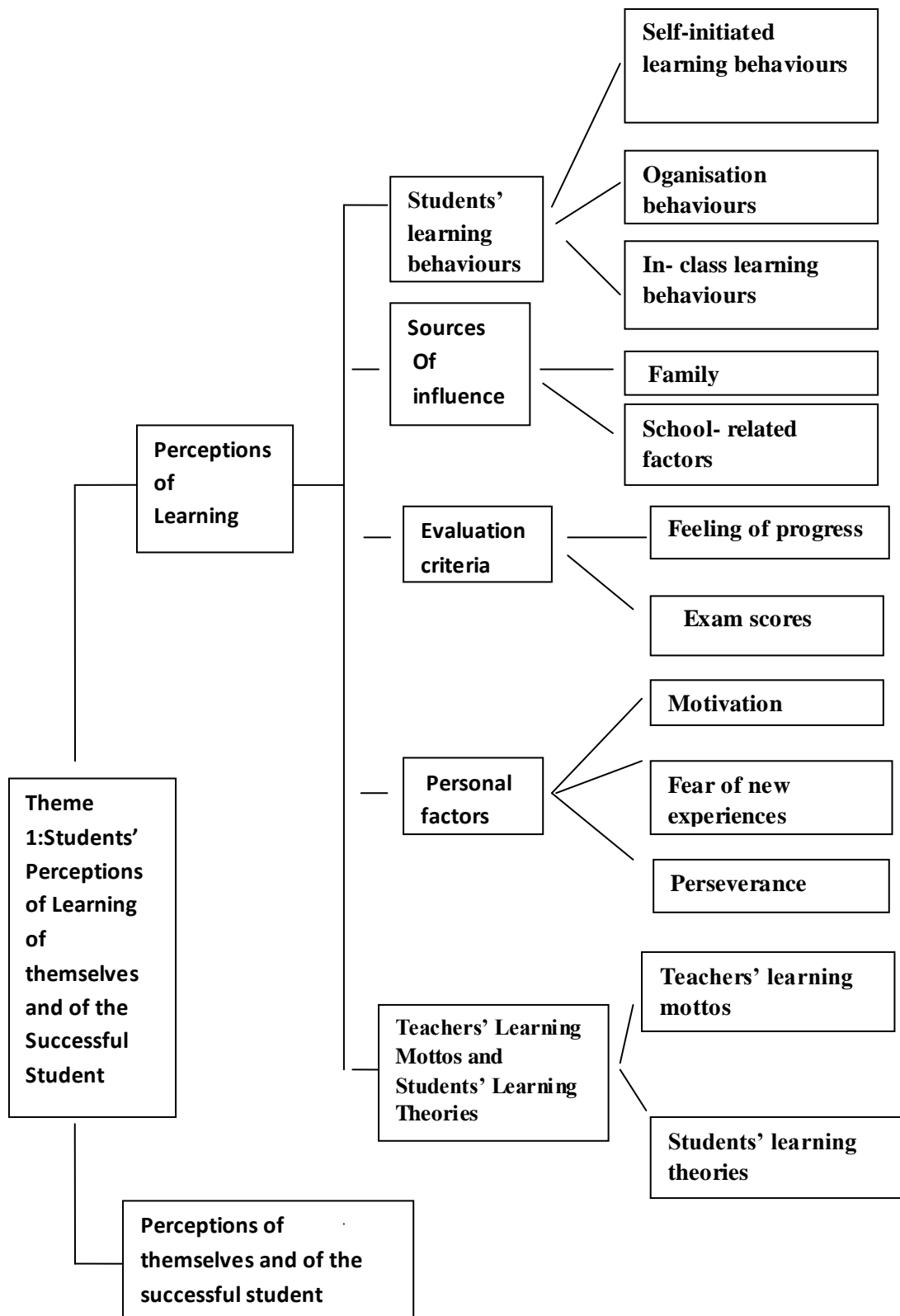


Diagram 4.1 Summary of Theme 1 Categories, Sub-categories and Related Topics

4.2.2 Theme 2: Students' Perceptions of the Teacher and Teaching Methods

This second theme, which emerged from the students' LLHs deals with the students' perceptions of the teacher and teaching methods i.e, the impact of teachers' characteristics, behaviours and pedagogies on their learning. The analysis of the data permitted the identification of two categories summarizing students' perceptions of the teacher and students' perceptions of teaching methods. Each category is further divided into subcategories giving more details on students' perceptions. As made clear in table 4.11 below, the category (1) (students' perceptions of the teacher) is composed of three subcategories revealing a)the qualities of a good teacher, b)the characteristics of an ineffective teacher and c) the different roles of the teacher. The second category (2) deals with the students' perceptions of teaching methods; it is further divided into two sub-categories: a) effective teaching methods and b) ineffective teaching methods. Therefore, the sections below report the students' data provided for each category, sub-category and topics. The analysis of the detailed data is summarized in diagram 4.2, p.180.

Table 4.11: Theme 2 Categories and Sub-categories

Categories	Sub-categories	Frequency of occurrence
1)Students' perceptions of the teacher	a)Good teacher	41
	b)Ineffective teacher	09
	c)Teacher role	10
2)Students' perceptions of Teaching methods	a)Effective methods	35
	b)Ineffective methods	13

4.2.2.1 Category (1): Students' Perceptions of the Teacher

The analysis of the data permitted the identification of three different subcategories displaying the students' representations of the good teacher, the ineffective one and teacher's expected roles in the English language learning

process. The objective behind this move is to draw a picture of the participants' relationship with their teacher, increase our understanding of their learning and teaching cultures and find to what extent they are relatable to learner autonomy.

4.2.2.1.1 Sub-category (a): The Good Teacher

The data analysis reveals that 41 mentions emerged from the students' LLHs characterizing the good teacher. The following table shows the 21 topics related to this sub-category and their frequency of occurrence as emerged in the data.

Table 4.12: The Good Teacher

Sub-category a): the good teacher	Topic	Frequency of occurrence
The good teacher	1)is a source of motivation	06
	2)is helpful	05
	3)has a sense of humour	04
	4)has a good pronunciation	03
	5)helps to catch up	02
	6)Covers all the textbook programme	02
	7)is intelligent, smart	02
	8)is active	02
	9)puts energy in lesson delivery	02
	10)is a source of inspiration	02
	11)is perseverant	01
	12)has a beautiful handwriting on the board	01
	13)is kind	01
	14)is organized	01
	15)rewards those who get best marks	01
	16)smiles all the time	01
	17)is serious	01
	18)speaks all the time in English	01
	19)encourages us to speak in English	01
	20)repeats when necessary	01
	21)believes in his students' potential	01
	Total number of occurrences	41

These samples of students' LLHs relating to the good teacher can demonstrate the characteristics of the good teacher (see table 4.12, p.166).

- **Source of Motivation(S6)**

Besides that under this period, I got a very good English teacher when I was in my third year of middle school whereby he used many interesting ways to teach us English. I got motivated by the teacher since he was always trying to make the lesson as enjoyable as possible, assessment was not something that important to him, he was more interested on each student understanding and fun. While associating with fun studies he was always preparing something to reward us for the attention we gave him during the lecture such as candies, cookies or a funny song to enjoy and distress. This motivation pushed me until I finished my secondary school (S6- ext.6)

(...)an English language teacher should provide having a motivating learning environment and help students to achieve a good communicative competence by giving them confidence are very important too(S6- ext.24)

- **Helpful (S1 and S2)**

In the third year, the teacher of the first year return to teach us, we were very happy, because finally we got the teacher who can help us to catch up what we lose in the 2nd year (S2- ext.15)

My teachers knew that I was a brilliant pupil so, they tried to help me to overcome this obstacles (being shy)(S1- ext.4)

All my teachers were kind and helpful, they did their work in a good way specially my English teacher, she was an organized teacher, she tried to provide us with the maximum quantity of knowledge, she used different ways and tools, a data show, a computer to do a listening course, she brought English songs with their lyrics and interpretation and conversations etc(S1- ext.21)

- **Sense of Humour (S2 and S3)**

(...)but we enjoy learning with this teacher, we laught all the time the year finished rapidly(S2- ext.28)

I enjoyed the lessons that I had attended maybe because I had a funny teacher, I remember I never got bored at his lesson he was an amazing teacher as he was always smiling and active (S3- ext.3)

I enjoyed the lessons that I had attended maybe because I had a funny teacher, I remember I never got bored at his lesson he was an amazing teacher as he was always smiling and active(S3- ext.3)

- **Good pronunciation (S1,S4)**

I liked the prounounciation , in the first year my teacher hadn't a good prounounciation but in the three other years my teacher had a really beautiful prounounciation so I tried to speak like her, she spoke like native speakers that what made me like this language more than the others, thanks to her I had a good image about this wonderful language(S1- ext.10)

(...) so personaly Miss X my teacher of X in my third year is a good example and a model for me. I like her English the way she uttering words is great, amazing, she giving me

willingness to improve and enhance my capacities in speaking which is the most important skill to communicate and give your opinion and transmute your message easily without any difficulties(S4-ext.19)

- **Source of inspiration (S1 and S6)**

I want to thank the great teachers I have had throughout my education, they were and still are my heroes and my role models (S1- ext.39).

I agree when saying that the environment in where we are living influence as when learning a language but there are also those other factors such as the few excellent teachers that crossed my road during my studies that were the biggest influence in my learning experiences and I don't think I will someday but I at last can see that light coming to me since I am seeing my dream of becoming a teacher approaching me that's why I hope that one day I will become one of those model teachers that inspire their students follow their steps (S6- ext.25)

4.2.2.1.2 Sub-category (b): The Ineffective Teacher

Data analysis of the students' LLHs has produced 9 mentions of what characterized the ineffective teacher. These features are displayed in the following table:

Table 4.13: The Ineffective Teacher

Sub-category(b): The Ineffective Teacher	Related Topics	Frequency of occurrence
The Ineffective teacher	1)is severe	02
	2)does not make enough efforts/lazy	02
	3)doesn't do his job seriously	01
	4)gives hard exams	01
	5)corrects severely exam papers	01
	6)old	01
	7)poor level in English (poor vocabulary, pronunciation, grammar)	01
	Total number of occurrences	09

What follows are samples of students' LLHs which demonstrate some of the 7 topics that emerged:

- **Severe (S3 and S4)**

(...) then in the second year I remember our teacher was very sever I didn't like him so I didn't learn much things in English, my mark was one of the worst marks in my group compared to the year before(S3- ext.5)

The teachers were so severe and they did not do their job seriously, they did not make efforts to provide us with all the courses. They gave us hard exams and were so severe in the correction (S4- ext.25)

- **Lazy (S2)**

In the Second year, another teacher came and she was old, she was lazy when she taught us(...)she had not a good method, she just wrote on the board and asked us to write, and she was incapable to stand up and explained lessons, she always sit down. like this the year ends and nothing we got, she never gave us activities, nor the projects, her exam

or tests were very easy, all people got good mark in her module (S2- ext.13)

- **Poor level of English(S2 and S5)**

I remembered that we had a teacher of English, her level was as us, she forgot words and did not have pronunciation, I felt as we were all learners, because she said us, that she was not specialized in English field, “I was just as a successor for the moment”, I thought that she had just licence diploma, she stole student. When she wrote a paragraph, she forgot the put “S” of the plural, and also she forgot to use the punctuation (S2- ext.27)

I was very impatient to return at school, I was just praying that we were going to have a good teacher that year because it was the base for us (S5-22)

4.2.2.1.3 Sub-category (c): Teacher Role

Analysis of the students’ LLHs shows that 7 topics emerged on the teacher role (see table 4.14 below).

Table 4.14 Teacher Role

Sub-category (c): Teacher role	Topics	Frequency of occurrence
Teacher role	1)Provides help (to overcome shyness, to answer questions, to finish the programme)	03
	2)Corrects mistakes	02
	3)Evaluates	01
	4)Discusses learning problems	01
	5)Creates good atmosphere	01
	6)Guides (at university)	01
	7)Prompts (stimulates to speak)	01
Total number of occurrences		10

10 mentions of different teacher roles can be observed in the table. The samples below document some of these roles:

- **Provides help (S3 and S5)**

but fortunately in the third year the situation changed since I was so lucky, the teacher it has been changed and he was one of the best teacher in our school, he helped me to rise my level so much. the environment in the classroom was perfect everybody participate, everybody learnt.(S3- ext.6)

My last year in middle school was fantastic because miss X was our teacher, I was so happy because we will carry on our knowledge and develop it because this teacher was the most amazing ever. So we started the year with a very low level but a very big motivation to get our level and background back in this language. (S5- ext.19)

- **Corrects mistakes(S6 and S5)**

(...)the teacher is always obliged to correct the mistakes I am making but once I was corrected I always remember the notice the teacher gave me and try not to do the same mistakes(S6- ext.16)

(...)this teacher liked me because I was doing a lot of mistakes especially when I spoke but she correct me(S5- ext.10)

- **Guides(S4)**

The teacher in the university is as a guide for student who can add his or her own efforts for Example: with the use of Internet we can learn a lot of things (S4- ext.18).

4.2.2.2 Category (2): Students' Perceptions of Teaching Methods

This section presents students' perceptions of teaching methods as they emerged from the data (see table 4.11, p.165). The data analysis permitted the identification of two categories of teaching methods classified as effective and ineffective as described by the participants.

4.2.2.2.1 Sub-category (a): Effective Teaching Methods

Table 4.15 below gives details of the topics that characterize the 3 topics that emerged from this sub-category:

Table 4.15: Effective Teaching Methods

Sub-category	Topics	Frequency of occurrence
Effective methods: the teacher	(1) uses a variety of teaching ways and tools : uses visuals and songs, gives homework, uses pure English, provides maximum of knowledge, group correction of paragraphs, group correction of mistakes, explains well and illustrates everything, shows interest in every student, works closely with students, repeats when necessary using Arabic and French, punishes cheaters, advises students to use dictionaries, advises to use notebooks to write new words, encourages students to take notes	25
	(2) focuses on language Skills : Encourages students to read books and novels at home to improve reading skills and enrich vocabulary, encourages to speak	07
	(3) encourages students to be responsible for their learning : Asks students to read handouts at home and construct meaning from them, encourages students to prepare lectures at home	03
	Total number of occurrences	35

(1)Using a Variety of Teaching Ways and Tools (S4, S2 and S5)

There were 25 mentions which correspond to this topic. The samples below reflect some of these topics:

I really enjoyed the moment ,when the teacher explain the lesson in very simple way with pictures and lyrex and song in english language in order to transmit us informations and learn English(S4- ext.4)

she taught us slowly, everything is well explained, well illustrated, and if we didn't understand her she repeated us another time with using Arabic or French language just to transmitted us the message(...) (S2- ext.7)

in my second year it was "Miss X" my teacher, I was very happy because she has an excellent method of teaching, she knew us. We began the year by a revision about what we learned, remembered about first year, but there was a little change, now she was speaking in english, only if we did not the word in english, she explained it for us in french.(S5- ext.12)

my First Year in university was great in the beginning I feel that it was a new univer completely different from High School when we started studying I liked some moduls such as Civilization it was exiting as modul and we have a good teacher Mr X which gave us a historical and geographical informations in a pure english it was always a big pleasure to study this module.(S4- ext.15).

My teacher (...) had a good method of teaching, she tries to do her best in order to explain us lesson and she had a good idea (...) when she proposed to bought a notebook for writing difficult words. I enjoyed this method because it permitted to me to enrich my vocabulary and learn a new words it was benefic for all (...) (S4- ext.10)

when she gave us to write a paragraph or an essay about any subject, then we corrected all together by asking someone where was the mistake and corrected it, and before started correction, she had to listen to our paragraphs(S2-ext.33)

(2)Focusing on Language Skills (S2)

There were 7 mentions to document this topic, as these samples illustrate:

(...)my teacher was so good, she had a unique method, she gave us all the opportunities to study with her, she Introduced us to the fourth skills without any difficulties, all my classmates enjoyed studying with her(...) (S2- ext.7)

such as she became to introduced us to the reading skill by asking us to repeat what she wrote on the board or in the book one by one, and she emphasized that everyone read in order to see if we arrived to pronounce the letters well, and I remembered that all of us did not have any pronunciation, but she encouraged us by saying “don’t care about the pronunciation, you will get it after time,” and corrected us without any problem and she always said “From mistakes we learn” (S2- ext.7)

(...) she introduced us to the writing skill by asking everyday someone to write the date in the board, this technique was just for seeing if we knew how to spelt it (S2-ext.7)

(...) every thursday, when she gave us to write a paragraph or an essay about any subject, then we corrected all together by asking someone where was the mistake and corrected it, and before started correction, she had to listen to our paragraphs(S2- ext.33)

Then the speaking skill by asking us to speak about any subject or dreams that we did, here is just for seeing if we did any effort to speak or not. She knew how to make up master the fourth skills, after she asked us to do projects
(S2- ext.7)

(3)Encouraging Students to be Responsible (S2)

There were 3 mentions of this topic as the samples below can show:

In the second year, I had a small, but an intelligent teacher, she gave us syllabus and asked us to prepare lessons, she gave us a lot of activities that will be corrected she was very severe with us (S2- ext.30)

she(the teacher) gave us polycopies and asked us to read it at home and tried to understand what was about? As we try to study alone, I liked this method by which we studied, but my classmates hate this method and she said us: “One day you will study alone by taking notes” and “preparing for your lectures alone”. because It’s the method used in university, you will be responsible for your studies”(S2- ext.35)

4.2.2.2.2 Sub-category (b): Ineffective Teaching Methods

In this section, the participants' perceptions of ineffective teaching methods are displayed. They occurred 13 times in their samples under 3 topics: teaching practices, testing practices and rapport with students (see table 4.16 below).

Table 4.16: Ineffective Teaching Methods

Sub-category (b): Ineffective Teaching Methods	Topics	Frequency of occurrence
Ineffective	(1) Teaching practices: Just writes on the board and asks students to copy down, incapable to stand up and explain lessons, always sits down during whole session at her desk, never gives activities or projects, presents lessons only orally, does not write on the board or provide handouts, does not explain well the lessons and does not repeat, waists time joking and smoking out, speaks in French	09
	(2) Testing practices: gives easy exams, gives bad marks	03
	(3) Rapport with students: does not know the names of his students	01
Total number of occurrences		13

(1) Ineffective Teaching Practices (S2 and S5)

The LLHs samples below document this topic:

(...) in the 1st year we had the problem of O.E.L. (Origin and Evolution of language), where my teacher just spoke, and he did not wrote on the board nor gave us photocopies(S2-ext.43)

(...) and he asked us a question no one to answered, he began to say “Oh, my God, you are in the university and you don’t know the answee, if I were in your case, I will

never attend the classroom". he always gave us complements, for this reason everyone dislike his moduals,(...) (S2- ext.43)

we started the programm of the third year. it was so difficult because the most of the time the teacher did not comes and he did not explain very well the lectures and when we asked him to repeat, he always answered, I don't have another manner to explain everything is clear. When he gave us an activity it taked one hour for each activity to be answered and the time left, he told us jokes or go out and smoke. That year I did not learned a single new word or information,(...) (S5- ext.18)

(...)I forgot that I learned before because he speaks with us in french not in English (...) (S5- ext.18)

(2)Ineffective Testing practices (S2 and S1)

This was mentioned 3 times i.e, less frequently cited than the previous one. The extracts below reflect this trend:

like this the year ends and nothing we got, she never gave us activities, nor the projects, her exam or tests were very eazy, all people got good mark in her modual.(S2- ext.13)

The teachers were so severe and they did not do their job seriously, they did not make efforts to provide us with all the courses. They gave us hard exams and were so severe in the correction (S1- ext.25)

(3) Ineffective Rapport with Students (S2)

This topic was mentioned once only by S2 below:

the problem in university is that some teachers didn't try to know the students, in the 1st semester, I got the best mark in "Linguistics" and when my teacher called my name, I was stand up for taking my copy, she said: "oh, it's you I did not see you before", and I attend always this course, but she did not see me.(S2- ext.44)

The diagram below (Diagram 4.2) summarizes Theme 2, displaying the categories, sub-categories and topics that emerged from the data.

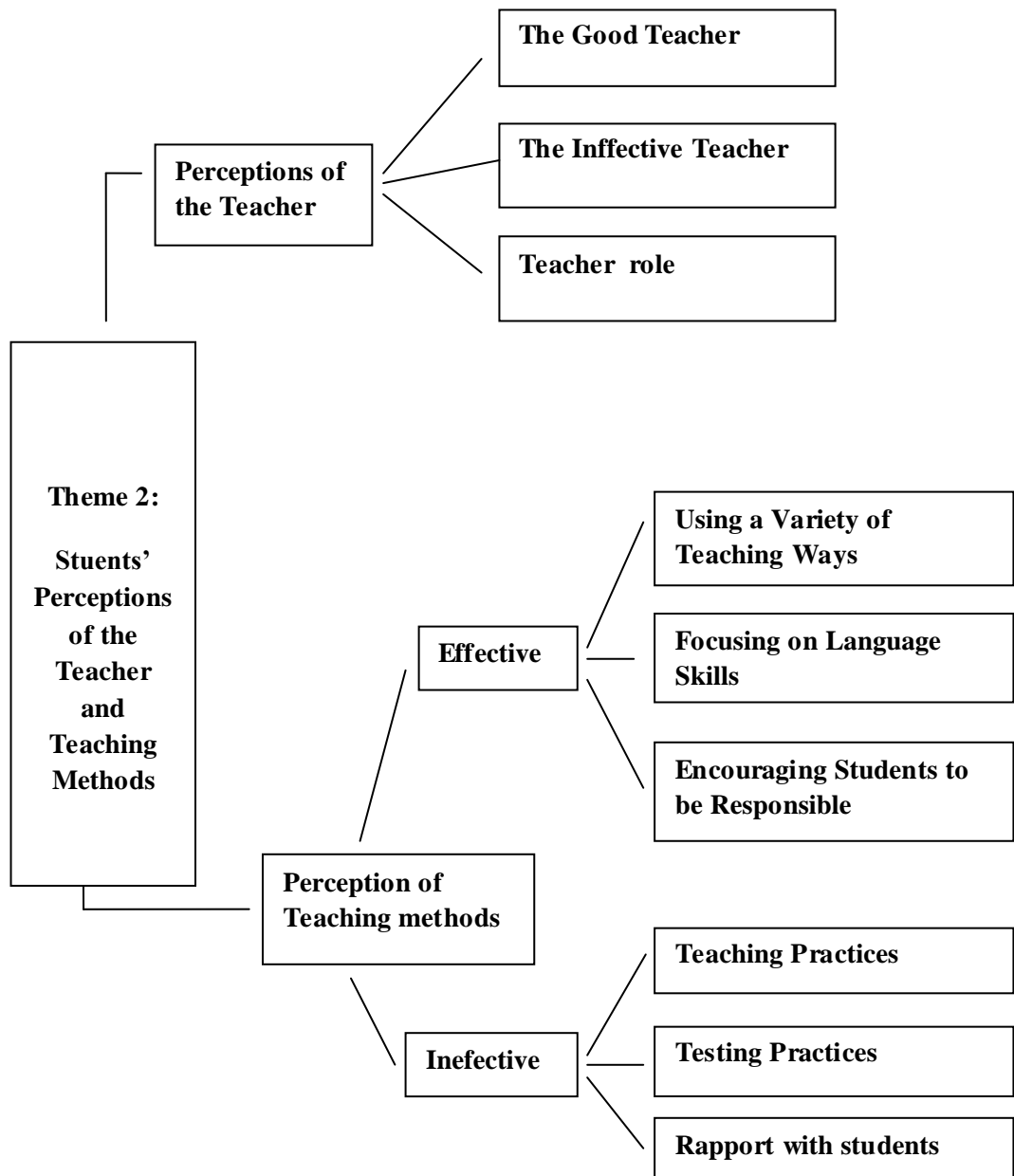


Diagram 4.2: Summary of Theme 2, Categories, Sub-categories and Related Topics

4.2.3 Theme3: Students’ Perceptions of English and the Learning Context

This third theme (already mentioned in table 4.1, p. 135) highlights the changes that occurred in the participants’ perceptions of their English language learning throughout their education; in middle/secondary school contexts and the university context. This theme emerged 9 times and was divided into 2 sub-categories: “English learning in Algeria” and “status of English in the world” as the students’ samples demonstrate (see table 4.17 below and the topics in the following sections).

Table 4.17 Theme 3 Categories and Sub-categories

Category	Sub-categories	Frequency of occurrence
Perceptions of English	a)English Learning in Algeria	05
	b) Status of English in the world	04
	Total of occurrences	09

4.2.3.1 Sub-category (a): English Learning in Algeria

This sub-category emerged from the students’ LLHs in terms of 5 mentions divided in 3 topics, as table 4.18 below indicates:

Table 4.18 Perceptions of English Learning in Algeria

Sub-category	Topics	Frequency of mention
English learning in Algeria	(1)Limited opportunities to learn and speak English	03
	(2)English is 3 rd language	01
	(3)Opportunities to meet native speakers are inexistent	01
	Total number of occurrences	05

The samples below are evidence of these topics.

(1) Limited opportunities to learn and speak English (S4)

Unfortunately there are problems in Algerian University (...) the lack of practicing language all these phenomenon affect and troubled the educational System (S4-ext.17)

(2) English is 3rd language (S3)

In our country English takes place as a third language acquisition whereas Arabic and French represent respectively the mother language, second language acquisition, so learning and talking this language are little bit complicated in our society(...) (S3- ext.1)

(3)Limited opportunities to meet native speakers(S6)

(...)So all what was left for me was to find a native speaker to speak with, this is not an easy task to do but thanks the internet finding foreign friends was more easier to do that what our ancestors had to do(S6- ext.16)

4.2.3.2 Sub-category (b): Status of English in the World

A total of 4 mentions can be noted for this sub-category revealed from the students' LLHs. This category divides into 4topics, as shown in table 4.19 below.

Table 4.19: Status of English in the World

Sub-category (b):	Topics	Frequency of occurrence
Status of English in the world	(1)Global spread of English	01
	(2)Great language in all the domains	01
	(3)It is a universal language, spread all over the world	01
	(4)An international language, used in all domains especially trade and business	01
	Total of occurrences	04

(1) Global spread of English(S2)

The global spread of English has widespread linguistic, social and cultural implications, effecting the lives of millions of people around the world(S2- ext.46)

(2) Great language in all the domains (S1)

I choosed English because it is an international language which is used in all the domains (S1-ext.36)

(3)It is a universal language, spread all over the world (S1 and S2)

I choosed to study English, my favourite language and the most widely spoken language in the world, I knew that it was the best choice (S1-ext.28)

But after time I discovered that it's an interested language and it's the language used by the world, everything functioned with it, It's the "lingua Franca" (S2- ext.5)

(4)An international language, used in all domains especially trade and business (S4)

I choose English because English is an interesting language. It is universal and current language spread in the world it became an international language it's more used in all domains especially in business "Trade". For that it is primordial to study and learn English language, it's fruitful to know this language(S4- ext.14)

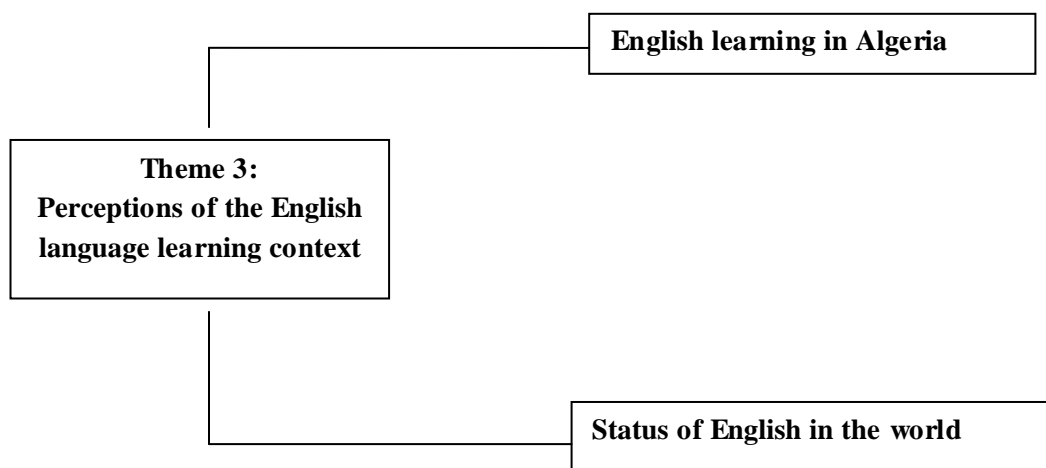


Diagram 4.3: Summary of Theme 3 Categories

Summary and Conclusion

In this chapter, the results of the LLHs analysis were presented. First, the benefits of LLHs as qualitative data collection tool were stressed. Then, the themes, their categories, sub-categories and related topics were presented and interpreted according to a descending order.

In summary, the examination of the discourses in the LLHs yielded three major themes that offered insight on the participants' perceptions of "themselves and the successful student" (theme 1), "the teacher and teaching" (theme2) and "the context of English language learning" (theme3). Concerning students' perceptions of themselves (category 1 in theme 1), the analysis revealed the students' behaviours to learn English inside and outside classroom such as asking the teacher for clarification or reading books, respectively. The data also pointed out the influence of students' personal factors on their learning; as for example intrinsic motivation to learn English, in addition to the influence of the family and other school-related factors such as peers, teachers and classroom atmosphere. The analysis also allowed the identification of the students' evaluation criteria for progress in learning that were dominated by exam scores. Equally, Students' learning theories and mottos were highlighted and proved informative regarding the prevailing learning culture among the students and the overall context of English language learning in the Department of English of the University of Bejaia.

Regarding the students' perceptions of the successful student (category 2 in theme 2), the analysis showed the importance of manifesting a serious attitude in and outside the classroom, in addition to working hard and developing the capacity to adapt to difficult situations, mainly at university.

As for the students' perceptions of the teacher (category 1 in theme 2), the data revealed that the most valued qualities were teachers' interpersonal and instructional skills. Thus, a good teacher is someone who motivates and provides a maximum of knowledge to his students, for example. The data also strongly highlighted the students' high expectations from the teacher.

The data analyses also permitted the identification of the students' preferences as far as teaching methods (category 2 in theme2) are concerned. For example, using different teaching techniques to explain a lesson was reported as an effective teaching method, while refusing to repeat an explanation was perceived as ineffective.

As for the students' perceptions of the English language learning context (theme3), the data were particularly insightful. They revealed the participants awareness about the limited opportunities in their social and institutional contexts to develop language skills notably speaking ones. The results also highlighted the efforts made by the students to cope with this situation.

In conclusion, the participants' discourses in this study reflected perceptions that could be considered as facilitative to the promotion of learner autonomy and others as detrimental. A thorough discussion of these qualitative findings together with the quantitative results (see chapter 5) is provided in chapter six.

Chapter Five Results of the Quantitative Data Analysis

Introduction

The following chapter reports the results obtained from analyzing the quantitative data collected using the ELLPQ (the English Language Learning Perceptions Questionnaire). The latter was designed to survey the perceptions of 3rd year EFL students at the University of Béjaia and to gain an overview of their opinions about English language learning. Thus, the 93 items of the Likert Scale aimed to measure the students' degree of metacognitive awareness and willingness to take responsibility during the English language learning process; in addition to identifying their readiness for autonomous learning. In the next chapter, the findings obtained analyzing the quantitative and qualitative data are combined and discussed to answer the research questions formulated in this study.

5.1 The Analysis of the ELLPQ

In order to answer the first research question: what are 3rd year students' discourses on English language learning and teaching at the University Abderramane Mira of Bejaia? A questionnaire exploring their perceptions of English language learning was designed and distributed to 420 students. The survey consists of the students' background information and students' perceptions. The results are presented in five different categories of students' perceptions of: themselves, including abilities, responsibilities and role in learning English, the nature of English language learning, the learning context, self-initiated learning activities and finally teacher's role and responsibilities in the learning process.

Although the students answered a version of the questionnaire that did not directly distinguish between the five categories of perceptions, the results are presented in this manner.

5.1.1 Students' Perceptions of themselves

The first scale of the ELLPQ was intended to investigate the students' perceptions of themselves as EFL learners. 10 items sought to identify perceptions of the participants' abilities as EFL learners and 12 items examined the participants' perceptions of their role and responsibilities in the EFL learning. The items were rated on a five –point scale, expressing different degrees of agreement: “strongly disagree”, “disagree”, “neutral”, “agree” and “strongly agree”. In what follows the students' perceptions of their abilities and role and responsibilities are reported separately.

5.1.1.1 Students' Perceptions of their Abilities

The items in this sub-part were analysed using descriptive statistics. Table 5-1A shows the percentages, frequencies and degrees of agreement for each item. It can be seen from the results that among the 10 items composing this sub-section, 8 of them obtained high mean scores ranging between 4.49 and 3.62. Item 13(I enjoy learning English) and item 18 (I think I have the ability to learn English well) are at the top of the list with mean scores of 4.49 and 4.36, respectively. These results show the respondents' high degree of enjoyment in learning English and strong confidence in their learning ability. There are 6 other items that received mean scores that are all well above 3 (the neutral mean score); namely “I am good at language learning” (item 1, mean score 3.75), “I know my learning style and use it effectively”

(item 34, mean score 3.71), “I can identify my strengths and weaknesses” (item 88, mean score 3.68), “I am above average at English learning” (item 47, mean score 3.67), “I know the best way for me to learn English” (item 70, mean score 3.63), and “ I often check the effectiveness of my English learning methods” (item 67, mean score 3.62). These scores, evidently, show the respondents’ strong agreement with the items and most importantly their strong confidence in their English language learning abilities and a considerable degree of awareness of themselves as learners. This, also, suggests that the students have positive attitudes towards learning English, which could be taken as indication of a good level of motivation and determination to learn this language. Besides, even the two remaining item16 (I am not confident about my English ability) and item 6 (English is not my favourite subject) which received very low mean scores (2.85 and 1.80, respectively) seem to confirm these results. That is to say, being expressed in the negative form and obtaining reverse results show the students’ positive perceptions of themselves as EFL learners.

Items	Degrees of agreement %						Mean
	SD*	D	N	A	SA	NA	
13-I enjoy learning English	0.3	1,4	7.9	29.3	60.7	0.3	4,49
18-I think I have the ability to learn English well	1.4	2.8	6.6	38.3	49.3	1.7	4,36
1-I am good at language learning	1	6.6	23.4	56.9	8.6	3.4	3,75
34-I know my learning style and use it effectively	1.7	11	20.3	51.4	12.1	3.4	3,71
88-I can identify my trengths and weaknesses	3.8	12.8	16.9	48.3	14.5	3.8	3,68
47-Iam above average at language learning	2.1	9	24.5	52.8	7.6	4.1	3,67
70-I know the best way for me to learn English	3.1	14.1	20.3	43.4	16.2	2.8	3,63
67-I often check the effectiveness of my English learning methods	1.4	10.3	28.3	47.6	9	3.4	3,62
16-I am not confident about my English ability	13.8	33.1	18.6	26.6	4.5	3.4	2,85
6-English is not my favourite subject	54.1	29.0	4.5	7.9	3.4	1	1,80
*SD = strongly disagree; D= disagree; N =Neutral; A = agree; SA = strongly agree; NA= no answer.							

Table 5-1A: Students' Perceptions of their Abilities

5.1.1.2 Students' Perceptions of their Role and Responsibilities

The second sub-part of the first scale in the ELLPQ was concerned with the participants' perceptions of their role and responsibilities in the English language learning process. They were asked to express their degree of agreement with 12 items and the resulting data are displayed using mean scores, and degrees of agreement.

It appears from table 5-1B that 06 out of the 12 items in this sub-part received mean scores higher than or equal to 3.79. For example, item 79 (I like teachers who give us a lot of opportunities to learn on our own), item 4 (I enjoy tasks where I can learn on my own), item 46 (I should discover knowledge by myself) and item 72 (language learning involves lots of self-study) received the highest mean scores: 4.05, 4.02, 4.00 and 3.97 respectively. As it can be drawn from the results, the participants expressed enjoyment and enthusiasm for taking charge of their learning. They seem to agree with the idea that learning and discovering knowledge is their own responsibility. Furthermore, participants' answers to item 74 (I think teachers should give us the opportunity to select what we like to learn) and item 73 (I think that teachers should give us the opportunities to decide where and how to learn) reveal their strong desire to be given the opportunity to select what to learn and to decide where and how to do it (reported mean scores for the above two items are 3.81 and 3.66, respectively). They also seem to agree with the item "a lot of language learning can be done without the teacher" (item 11) as its mean score is of 3.56. However, although this reveals the respondents' positive perceptions towards working on their own and assuming responsibility for many aspects of their language learning, they also seem to give importance to the teacher's role in their learning. This is

perceptible in the respondents' answers to item 15(I have to be obedient to my teacher) and item 83 (I don't feel I could improve without a teacher; received a low mean score of 2.95) which appear to be good evidence that they prefer to share the responsibility for their learning with the teacher. Similarly, the respondents' response to item 85 which mean score is a little above 3 (only 3.23) and the fact that the extreme positions did not receive the higher scores (18% SA and 14 % SD) reflects their tendency to think that the responsibility for bad marks is also to be shared with the teacher. In summary, these results seem to imply that the respondents perceive positively their own contribution to the learning process.

Items	Degrees of agreement %						Mean
	SD*	D	N	A	SA	NA	
79-I like teachers who give us a lot of opportunities to learn on our own	2.4	9.3	10.7	39.7	33.8	4.1	4.05
4-I enjoy tasks where I can learn on my own	1.7	7.2	12.8	45.9	30	2.4	4,02
46-I should discover knowledge by myself	1.7	8.3	13.8	43.4	29.7	3.1	4,00
72-Language learning involves a lots of self study	2.1	9.3	12.1	44.1	30	2.4	3,97
74-I think teachers should give us opportunities to select what we like to learn	3.8	10.3	17.9	41.4	23.8	2.8	3,81
73-I think teachers should give us opportunities to decide where and how to learn	5.2	6.6	19	41.7	25.9	1.7	3,79
15-I have to be obedient to my teacher	6.6	7.9	23.1	41.4	16.6	4.1	3,66
11-A lot of language learning can be done without a teacher	5.2	17.9	12.4	45.5	17.6	1.4	3,56
85-I am responsible for my bad marks in English exams	14.8	21.7	13.8	27.9	18.3	3.4	3,23
12-I like to be able to choose my own materials for the language classes	15.2	9	18.6	55.2	0	2.1	3,22
30-I dislike being told how I should learn	11.4	26.6	19.7	28.6	11.7	1.7	3,07
83-I don't feel I could improve without a teacher	13.8	29.7	17.9	28.6	5.9	4.1	2.95
*SD = strongly disagree; D= disagree; N =Neutral; A = agree; SA = strongly agree; NA= no answer.							

Table5-1B: Students' Perceptions of their Role and Responsibilities

5.1.2 Students' Perceptions of the Nature of English Language Learning

To reveal the participants' metacognitive knowledge of the nature of English language learning, they were asked to express the degree of their agreement with 26 items in the second scale of the survey. The items related to whether they consider English as a means for communication or a set of grammar rules and vocabulary elements, how they learn, why they learn English, who has the most influence on their learning, how they face difficulties in the learning process, who is responsible for their success/failure...etc. The detailed results are displayed in table5-2, p.198.

The very high mean scores in this section, ranging between 4.45 and 3.98, demonstrate the respondents' strong agreement(almost 60%) with the items targeting their English language learning purposes, namely, item no. 93(I learn English because it is helpful for future professional career, 4.45), item66 (Developing my communicative competence is the most important thing in English language learning, 4.38), item 9(I learn English to be able to communicate with foreigners, 4.30), and item 39(I learn English because I like the English culture, 3.98). These results show the respondents' positive perceptions about learning English. It is also revealing to discover the respondents' awareness about the importance of developing their communicative and intercultural abilities. This may be due to the fact that these competences are required to communicate with foreigners.

Another group of items that received mean scores well above 3.50, for the majority, are related to the sources of influence on the respondents' learning. Firstly, it is interesting to note that among friends, parents, administration and teachers; it is the latter that have most influence on the respondents. Secondly, it seems that it is the teacher's teaching method that has the most influence on them (item 69, mean score 3.91), then followed by his/ her good accent (item 29, mean score 3.87), personality (item 17, mean

score 3.77), fluency (item 90, mean score 3.70), wide knowledge (item no.63, mean score 3.63), and fairness in the last position (item 82, mean score 3.35). Regarding the parents' influence, examined through item 52 (My parents are strict with my university studies); it received a low score of 2.86. This might be due to the fact that the respondents are university students and consider that, at this phase of their lives, the responsibility for their studies is theirs. I am also tempted to say that, may be, the parents put less pressure on their children because they have grown up and trust in their capacity to take charge and assume the responsibility for their studies. Moreover, the influence of the discourse prevalent in the context of this study on the respondents is perceptible in their very positive answer (mean score 4.13) to item 49(Berber people are good at learning foreign languages). This result allows me to suggest that the high confidence in their abilities and motivation to learn English recorded in section one of this survey (see section 5.1.1) may be attributed to the wide spread belief, in the region, that Berber people are known for their high capacity to learn and speak many languages; but of course this claim needs more research to be confirmed.

Students' perceptions regarding the best way to learn English and get good marks were also examined in this scale. The frequency count shows that 245 out of the overall 290 respondents either agreed or strongly agreed (115 SA and 134 A) with item 61 (Doing lots of exercises helps me to learn more, 4.21), and 223 either strongly agreed or agreed (138 SA and 85 A) with item 14 (Making efforts helps me to get good marks in my exams, 4.04). The respondents seem to unanimously consider effort (working hard, doing exercises, practice) as a prerequisite to obtain good marks; the latter are equivalent to successful English language learning in the respondents' perceptions (a point to be confirmed by the qualitative data(see chapter 4) Furthermore, with a mean score of 3.56, item 44(knowing how to translate

from French/ Arabic/Berber is important to learn English 3.56) also shows the respondents' reliance on translation to learn English. In addition, in the same category of items, interestingly, almost half of the respondents' (112 SA and 47 A) expressed agreement with item.86 (Memorizing the teacher's notes is the best way to learn English, 3.39), while they expressed disagreement (84 SD and 90 A) with item 43 (Memorizing handouts is the best way to get good marks, 2.53). In view of these results, memorization (rote learning vs. meaningful memorization) seems to be a prevailing behavior among the respondents. They appear to believe in its effectiveness to learn and mainly to get good marks; for most of them, good grades are equivalent to learning and success. On the other hand, they appear to use it reasonably; i.e. to memorize the teacher's notes only and not whole handouts, because, of course, it is difficult or even impossible. To examine the respondents' sources of help mainly when they have difficulty to learn English, the answers to item 55 (when I have difficulty in my English language learning, I depend on myself, 3.56), item78 (when I have difficulty in my English language learning, I resort to classmates directly, 3.32) and item 23 (when I have difficulty in my English language learning, I resort to my teacher directly, 3.11) clearly suggest their reliance on themselves first, then on classmates while the teacher comes in the final position. On the other hand, the respondents' denial of the extreme positions (strongly agree or strongly disagree) reveals their perception of learning as an interdependent process .That is, they rely on themselves but collaborate to get help when it is necessary. Regarding the respondents' perceptions of the areas of difficulty in their English language learning, the mean scores of item 60 (3.72) and item 51(3.40) show that shyness to speak is their most difficulty compared to remembering vocabulary. The high score of item 60 reveals the importance of speaking and communicating in English in the respondents' views. This may be explained by the status of English in the

country and in our sociocultural context. In fact, English is considered as a very foreign language; it is a L3 for the participants in the current study after Arabic and French. As a result, it is inexistent in the outside world. Its learning and use are confined to the classroom and opportunities to speak and practice the language are limited during classroom time and very rare outside it. This matter of fact is a source of a lot of frustration among the students. They consider developing fluency as the most difficulty in EFL learning.

All in all, the results in this scale, and even in the preceding one, draw a positive picture of the respondents. They can be portrayed as aware about their learning purposes, responsible, self-reliant and confident in their learning ability. However, the importance of the teacher's help and assistance throughout all their learning experiences is perceptible in their choices and is confirmed by their answer to item 48 (My teacher helped me in my past English learning experiences) which received a high mean score of 3.60. As far as the nature of English language learning, it is perceived as a process occurring through interdependence, effort, translation and memorization.

Items	Degrees of agreement %						Mean
	S d	D	N	A	S a	N a	
93-I learn English because it is helpful for future professional career	2.4	2.8	5.9	27.2	59.7	2.1	4,45
66-Developing my communicative competence is the most important thing in English language learning	1.4	2.8	5.5	38.6	50	1.7	4,38
9-I learn English to be able to communicate with foreigners	1.4	3.1	4.1	47.6	42.8	1	4,30
61-Doing lots of exercises helps me to learn more	3.1	3.1	6.2	46.2	39.7	1.7	4,21
49-Berber people are good at learning foreign languages	3.1	5.2	11.7	36.2	42.4	1.4	4,13
14-Making efforts helps me to get good marks in my exams	4.5	11	7.6	89.3	47.6	0	4,04
39-I learn English because I like the English culture	5.9	10.7	17.6	33.1	31	1.7	3,98
69-The teaching method of my teacher has the most influence on my language learning	2.4	8.3	13.4	50	22.8	3.1	3,91
29-The good accent of my English language teacher has the most influence on me	4.8	9	14.8	38.6	30.3	2.4	3,87
17-The personality of my English language teacher has the most influence on my language learning	4.5	10.7	16.2	43.4	21.7	3.4	3,77
60-Being shy to speak is my most difficult English language learning	9.7	15.2	7.9	30.7	33.8	2.8	3,72
90-The fluency of my English teacher has the most influence on my language learning	2.1	11.7	22.1	45.9	14.1	4.1	3,70
63-The wide knowledge of my English language teaching has the most influence on my language learning	3.1	10.3	19.7	50.7	13.4	2.8	3,69
48-My teacher helped me in my past English learning experience	6.2	13.4	16.9	41.4	21.4	0.7	3,60
44-Learning how to translate from French/Berber/Arabic is important to learn English	8.3	12.8	17.2	38.6	22.4	0.7	3,56
55-When I have a difficulty in my English language learning, I depend on myself	4.1	18.3	15.5	43.8	15.5	2.8	3,56
82-The fairness of my English language teacher is the most important influence on my language learning	3.4	10.7	33.8	37.6	10.3	4.1	3,53
51-Remembering vocabulary is my most difficulty in English language learning	5.2	24.5	15.9	35.9	16.6	2.1	3,40
86-Memorizing the teacher's notes is the best way to learn English	8.6	19.3	16.2	38.6	14.1	3.1	3,39
24-Getting a degree is the most important thing in my English language learning	10.7	20	15.2	33.4	19	1.7	3,35
78-When I have a difficulty in my English learning I resort to class mates	6.6	20.3	28.6	29	9.7	5.9	3,32

directly							
33-I learn English because all important exams need it	10	24.1	16.6	28.3	17.9	3.1	3,29
23-When I have difficulty in my English learning, I resort to my teacher directly	5.9	29	23.1	33.4	7.6	1	3,11
52-My parents are strict with my University studies	24.8	21	16.9	20	14.5	2.8	2,86
38-The administration is the responsible for my failure in my English language learning	22.1	24.1	20	16.2	15.5	2.1	2,85
43-Memorizing handouts is the best way to get good marks	29	31	9.7	19.3	10.3	0.7	2,53
*SD = strongly disagree; D= disagree; N =Neutral; A = agree; SA = strongly agree; NA= no answer.							

Table5-2: Students' Perceptions of the Nature of English Language Learning

5.1.3 Students' Perceptions of the Learning Context

Table 5-3 shows that almost all the items related to the status of English in the world and in the respondents' sociocultural context received very high scores in this scale of the ELLPQ. For example, item 2 (English is an important language to learn these days) is at the top of the list with a mean score of 4.77; almost all the respondents (265 out of 290) expressed their strong agreement with the item (215 SA and 50 A). In addition to item 27 (In my university, English is a very important language to learn) and item 56 (In my family, learning English is very important) with mean scores of 3.70 and 3.44, respectively. These results reveal the students' awareness of the importance of learning and mastering English in our current world. Similarly, the responses to item 40 (Speaking English well provides a prestigious status in society) and item 53 (Speaking English well is a sign of higher education) which received, high mean scores of, respectively, 3.98 and 3.53, reveal the respondents' awareness of the prestigious status of English as a means for wider communication. Moreover, they seem to be aware that English is essential to the education and scientific fields. These results are also reinforced by the high score obtained by item 37 (I love speaking English in the classroom) and item 64 (I love speaking English

outside classroom) which is of 3.85 for both of them. This result is of particular interest as it shows not only the respondents' love for speaking English but also their awareness of the importance of seeking for opportunities to practice the language not only in but also outside classroom. The items with the lowest mean scores in this scale are good illustration for the discussion above. Item 56 expresses the respondents' dissatisfaction with the amount of speaking time in the classroom; the mean score (3.26) is just a little beyond 3, the neutral level. A glance at the frequency count shows that more than half of the respondents (150 out of 290) strongly disagree (34), disagree (62) or are neutral(54) with the item. The low mean scores of item 5 (There are a lot of opportunities to learn and practice English in Béjaia city, 2.70), item 57(There are a lot of possibilities to learn and practice English in my university, 2.63) and item 21(In my department, we all work hard on English learning, 2.58) dealing with the amount of opportunities to use and learn English in the wider sociocultural context including Béjaia city, the university and the Department, obviously, demonstrate the respondents' dissatisfaction with the prevailing circumstances. Given the results displayed in the discussion above, one might conclude that the respondents are highly aware about the status of English and the available possibilities to learn and use English it in their sociocultural context.

Items	Degrees of agreement						Mean
	S d	D	N	A	S a	N a	
2-English is an important language to learn these days	0.7	1	2.1	17.2	74.1	4.8	4,77
40-Speaking English well provides a prestigious status in society	2.4	6.9	17.6	36.9	35.2	1	3,98
37-I love speaking English in the classroom	2.4	12.4	14.1	41.4	27.2	2.4	3,85
64-I love speaking English outside classroom	3.1	10	16.6	40.7	27.9	1.7	3,85
27-In my University, English is a very important language to learn	5.5	11.4	21	33.4	26.6	2.1	3,70
53-Speaking English well is a sign of higher education	9.3	18.6	11.7	32.8	25.2	2.4	3,53
56-In my family, learning English is very important	6.2	19	23.8	28.3	21	1.7	3,44
32-We speak a lot of English in the classroom	11.7	21.4	18.6	29	15.9	3.4	3,26
5-There are a lot of opportunities to learn and practice English in Bejaia city	17.6	36.2	13.8	25.2	5.2	2.1	2,70
57-There are a lot of possibilities to learn and practice English in my University	21.7	34.1	15.2	18.6	8.3	2.1	2,63
21-In my department, we all work hard on our language learning	22.1	30.3	23.8	17.2	3.8	2.8	2,58
*SD = strongly disagree; D= disagree; N =Neutral; A = agree; SA = strongly agree; NA= no answer.							

Table 5.3: Students' Perceptions of the Learning Context

5.1.4 Students' Perceptions of Self-directed Learning Activities Outside classroom

The fourth scale in the ELLPQ aimed to explore the participants' perceptions of their learning activities outside the classroom. Specifically, it sought to reveal the prevailing self-initiated activities among the students. The results permitted the examination of the respondents' capacity to use metacognitive strategies for learning management. Therefore, strategic behaviours such as monitoring, planning and assessing one's progress, which are famous for their effect on the development of learner autonomy, are targeted in this section (see appendix6). Moreover, the students' ability to take initiative in learning, suggest learning activities and discuss about their studies with their classmates and the teacher are also observed.

It seems from table 5-4 that watching TV programmes (item 65), using internet (item 81), listening to English songs and the radio (item 58) are the most favoured sources of English language among the participants. In other words, the mean scores of the items which are of 4.32, 4.17, 4.12, respectively, indicate the students' high degree of agreement with the items. For example, more than 250 out of 290 students strongly agree (50%) and agree (about 39%) with item 65 (To learn English outside classroom, I watch movies or TV programmes in English), which is at the top of the list of their preferences. Other popular activities are more related to practicing language major skills (writing, reading and speaking) through using social media and subsidiary skills (grammar and vocabulary) through using books devoted to these skills; in addition to, seeking for opportunities to use the language in the surrounding social environment (among classmates and teachers). Although, the items in this group received mean scores lower than the ones in the preceding one; ranging between 3.88 and 3.70, they still express high degree of agreement from the majority of the respondents. Among these,

item 42 (To learn English outside classroom, I write in English) which indicates that a good number of the students (216 out of 290) agree (44.5%) and strongly agree (30%) with using emails, facebook or blogs to improve their writing. Similarly, the response to item 54 (3.88) shows the respondents' efforts to develop their reading capacities through reading different English materials such as notices, newspapers, novels...etc. Additionally, to enrich their vocabulary the students either note down new words and their meanings (item 26, mean score 4.13) or read vocabulary books of their choice (item 20, mean score 3.77), and this also applies for grammar learning. As far as speaking is concerned, the respondents' prefer to seek for opportunities to practice their English among foreigners first (item 35, mean score 3.70), then with friends (item 73, mean score 3.70). It is also interesting to highlight that the students' resort more to their teachers than classmates to ask questions and solve problems (items 76 and 89 with mean scores of 3.83 and 3.70, respectively). These results indicate the significance of the teacher in the students' perceptions about their English learning. The most striking but revealing results, in this scale, are found among the items that scored below 3.50(not very high scores in comparison to the mean scores in the list discussed above); varying between 3.46 and 3, 08. It seems that the majority of the respondents suffer from poor "learning how to learn capacities". The fact that there is, approximately, the same number of respondents who are positive and neutral/ negative towards assessing their progress(item 28) and planning for their learning (item 10) shows that, perhaps, many of them have never heard of self-assessment, monitoring and management of learning . In other words, although, some students resort to these strategies, many of them seem to be unaware about the importance of developing necessary methodological skills to manage their learning and become autonomous learners. Responses to item 71, which received the lowest mean score (3 .08), also suggest that the

respondents do not discuss/ write to their teacher about their studies. This might imply that there is lack of communication between the students and the teacher regarding the learning process; which is a requirement to raise learners' metacognitive awareness and develop their capacity to manage their learning.

Items	Degree of agreement						Mean
	SA*	D	N	A	SA	NA	
65-To learn English outside classroom, I watch movies or TV programmes in English	1.4	3.1	6.6	42.1	44.5	2.4	4,32
91-To learn English outside classroom, I use internet in English (to read and do research)	3.8	23.1	21.4	35.5	13.8	2.4	4,17
26-To learn English outside classroom, I note down new words and their meanings.	3.8	6.6	5.2	43.4	39.3	1.7	4,13
58-To learn English outside classroom I listen to English songs or English radio	2.8	9.3	5.5	40.3	39.3	2.8	4,12
42-To learn English outside Classroom, I write in English (email, diary, face book, blog)	4.1	7.9	13.1	44.5	30.3	0	3,88
54-To learn English outside the classroom, I read English materials (notices, newspapers magazines, novels, etc)	3.4	7.2	14.1	49.7	23.4	2.1	3,88
76-To learn English outside classroom, I ask the teacher questions when you didn't understand	1.7	11.7	14.5	49.0	20.0	3.1	3,83
20-To learn English outside the classroom, I read books (grammar, vocabulary, skills) of your choice.	2.8	9.7	16.2	51.0	19.3	1.0	3,77
35-To learn English outside classroom, I talk to foreigners in English	4.5	15.5	14.1	39.7	23.8	2.4	3,70
73-To learn English outside the classroom, I practice English with my friends or go to an English speaking club	2.4	16.6	19.0	35.5	23.8	2.8	3,70
89-To learn English outside classroom, I discuss learning problems with classmates	3.4	10.7	18.3	50.3	14.1	3.1	3,70

28-To learn English outside classroom, I assess my progress after a period of time	2.4	12.4	36.6	38.6	4.1	5.8	3,46
91-To learn English outside classroom, I do English self study in a group	3.8	23.1	21.4	35.5	13.8	2.4	3,39
10-To learn English outside classroom, I make a learning plan	4.5	17.6	29.0	40.7	5.9	2.4	3,33
71-To learn English outside the classroom, I talk and write to my teacher about my studies	7.2	30.0	25.2	25.5	8.6	3.4	3,08
*SD = strongly disagree; D= disagree; N =Neutral; A = agree; SA = strongly agree; NA= no answer.							

Table 5.4: Students' Perceptions of Self-directed Learning Activities outside Classroom

In conclusion, the participants' perceptions of their self-directed learning habits suggest that they are active learners outside classroom. The range of activities they resort to enhance their English language learning, regardless of institutional and contextual constraints (EFL context, mainly), shows the strong role of the students' agency in their learning.

5.1.5 Students' Perceptions of Teacher's Role

The participants' perceptions of the teacher's role and responsibilities in their English language learning were collected using the items in the fifth scale of the ELLPQ. The obtained mean scores through calculating the students' degree of agreements on a five point Likert scale are shown in table 5-5. The mean scores are presented in a descending order to highlight the distribution of the participants' answers for every item.

The results show that the teacher is considered responsible for, mostly, all aspects of his students' English language learning with slight varying degrees. On the 19 items composing this scale, the majority of them (12 exactly) received mean scores higher than 3.50, while there is only one single item that is below 3. This permits to estimate the value of teacher's role in the students' perceptions. Additionally, it may indicate the extent to

which the students are dependent on their teachers. From the group of items that scored very high in this scale, it seems that the participants strongly agree with the teachers' responsibility to create opportunities to practice (item 36, mean score 4.21), provide help to progress during lessons (item 68, mean score 4.08), give regular tests to evaluate their progress (item 41 and 22, mean scores 4.02 and 3.90, respectively), stimulate their interest and motivate them (item 80, mean score 3.90), explain grammar and vocabulary and provide knowledge (items 59 and 3, mean scores 3.80 and 3.79, respectively). The high mean scores of all the items above point to the fact that even after having spent almost three years at university (3rd year BA students), the participants still have high expectations from the teacher's role in their learning. He is the assessor, the provider of knowledge, the source of extrinsic motivation...etc. He is the dominant figure in the classroom. This also might imply that "teacher-centeredness" is still the prevailing model of teaching and learning in our Department. Interestingly, the high mean score of item 31(3.67) indicates that the teacher role is to share responsibility for their students' bad marks in exams. In other words, the frequency count shows that more than 170 out of 290 students strongly agree (97) and agree (74) with teacher's responsibility for their failure. This result may strike anyone in the profession, because for teachers it is student's work at exams that is marked; students receive deserved marks. Therefore they are expected to assume the responsibility for their marks and not to put the blame on the teacher. This result also seems to be in contradiction with their answer to item.84 (mean score 3.66) indicating their agreement with the teacher role to inform them on their weaknesses; so the question that requires an answer here is: "aren't bad marks a good indication of some weaknesses?" On the one hand, students attribute the responsibility to assess their progress to the teacher, on the other hand; they blame him for low results. This might imply that success is attributed to themselves and failure

to the teacher. This issue requires digging deeper into students' perceptions to understand the situation. Further, the respondents' answers also indicate students' agreement with teacher's role related to explaining why they are doing an activity (item 25, mean score 3.63), setting goals (item.50, mean score 3.60) and decide what to learn next (item 62, mean score 3.57). These results seem to indicate the students' total reliance on the teacher in many aspects of their learning. It is also important to highlight students' call for more discussion with the teacher on the objectives of the activities they have to do in classroom (item 25). This would certainly enhance their understanding of the instructions and task performance.

The group of items that received mean scores below 3.50 examined the respondents' degree of agreement with the teachers' responsibility in helping them to progress outside class (item 75), choosing activities to learn in and outside classroom (item 87 and item 77), providing them with answers to all their questions (item 8), deciding on lesson content (item 92), making them work hard (item 19) and deciding on how long to spend on activities (item 45). A consideration of the frequency count, however, shows lack of clarity in the respondents' answers to the items. For example, the mean score obtained by the statement "in my view the role of the teacher is to help me progress outside class", which is of 3.46, indicates that there is a good number of students who agree with the item (103 A and 38 SA). Yet, approximately, the same number of students was either neutral (59), disagreed (66) or strongly disagreed (10) with the item. This is also valid for items 87 and 77 which addressed the teachers' role in choosing activities to learn inside and outside classroom. The frequency counts reveal the variation of the respondents' answers. The mean scores of item 8, 92 and item 19, which are just above the neutral point (3.13, 3.05 and 3.03, respectively) also indicate that they neither approved nor disapproved the ideas expressed through the items. It seems that the students are strongly

divided about whether it is the responsibility of the teacher to answer all their questions (item 8), make all decisions on lesson content (item 92) and make them work hard (item 19). There is only one item in this scale that received a clear negative answer, it concerns respondents' perceptions of the role of the teacher in deciding how long to spend on activities. The majority of the students (192 out of 290) were either neutral (81), disagreed (84) or strongly disagreed (27) with the statement.

Items	Degree of agreement						Mean
	SD*	D	N	A	SA	NA	
36-In my view, the role of the teacher is to create opportunities for me to practice	1.7	6.9	6.2	39.7	44.5	1	4,21
68-In my view, the role of the teacher to help me progress during lessons	0.7	3.1	12.8	57.9	21.7	3.8	4,08
41-In my view the role the teacher is to give me regular tests to evaluate my English	1.7	5.2	12.8	51.4	27.6	1.4	4,02
22-In my view, the role of the teacher is to evaluate my overall progress in my learning	2.1	9	11.7	53.4	21.4	2.4	3,90
80-In my view' the role of the teacher is to stimulate my interest in learning English	1.4	7.2	2.7	45.9	20.0	4.8	3,90
59-In my view, the role of the teacher is to explain grammar and vocabulary	3.4	11.4	13.8	47.9	20	3.4	3,80
3-In my view, the role of the teacher is to provide me with knowledge	2.1	11.4	14.1	52.1	18.3	2.1	3,79
31-In my view, the role of the teacher is to share responsibility for bad marks in exams	6.2	14.8	16.6	33.4	25.5	3.4	3,67
84-In my view, the role of the teacher is to point out my weaknesses in English	6.2	12.8	12.4	50.3	13.4	4.8	3,66
25-In my view, the role of the teacher is to explain why we are doing an activity	4.1	17.2	17.2	42.4	15.9	3.1	3,63

50-In my view, the role of the teacher is to set learning goals for me	4.5	13.1	19.3	46.9	13.1	3.1	3,60
62-In my view, it is the teachers' role to decide what I should learn next	3.4	14.5	18.6	47.6	10.7	5.2	3,57
75-In my view, the role of the teacher is to help me progress outside class	3.4	22.8	20.3	35.5	13.1	4.8	3,46
87-In my view, the role of the teacher is to choose activities for me to learn English	6.9	18.6	21.4	39.0	10.3	3.8	3,38
77-In my view, the role of the teacher is to decide what activities I do to learn English outside class	5.9	29	20	28.6	11.7	4.8	3,25
8-In my view, the role of the teacher is to provide answers to all questions	11.4	26.2	17.2	29	14.8	1.4	3,13
92-In my view, the role of the teacher is to decide what I should learn in English lessons	10	26.6	23.4	29	9.7	1.4	3,05
19-In my view, the role of the teacher is to make me work hard	13.1	27.9	16.6	28.6	12.4	1.4	3,03
45-In my view, the role of the teacher is to decide how long I spend on activities	9.3	29	27.9	27.6	4.5	1.7	2,94
*SD = strongly disagree; D= disagree; N =Neutral; A = agree; SA = strongly agree; NA= no answer.							

Table 5-5: Students' Perceptions of Teacher Role

Summary and Conclusion

This chapter presented the statistical results obtained from analyzing the participants' answers to the ELLPQ. The different scales of the questionnaire allowed the elicitation of students' perceptions regarding many aspects of their English language learning. The students' views of themselves as English language learners are revealed. They seem to hold positive views about their abilities, degree of motivation and determination to learn English. The data also shed light on the students' perceptions of their responsibilities and roles in the learning process. They seem to be more ready to accept responsibility for outside classroom than inside classroom learning.

The ELLPQ also made possible the elicitation of the students' perceptions of the nature of English language learning which is mainly viewed as a process involving interdependence, hard work, translation and memorization. Some insights are also offered concerning the students' awareness about contextual affordances and limitations regarding English learning; which shed light on the strong role of the students' agency in their learning. Eliciting the students' perceptions of their self-directed learning habits was also, to a certain extent, enlightening; it highlights the active role played by the students to progress in their learning outside classroom. The data also confirm the significance of the teacher's role and authority in students' perceptions. He is viewed as the ultimate authority; having control over classroom decisions, assessment, lesson content ...etc.

In conclusion, the ELLPQ yielded a substantial amount of data that permitted a better understanding of the students' views, representations and attitudes towards English as a language and the context of its learning.

As far as the possibility to promote learner autonomy among these students, the data reveal perceptions that could be conducive to learner autonomy such as high intrinsic motivation and determination to learn English, but it also spotlight some others that reveal unreadiness to learn autonomously such as total reliance on the teacher and lack of metacognitive knowledge about the English language learning process. These quantitative results complete the qualitative ones. Both results are discussed in the next chapter.

Chapter 6 Discussion of Results and Implications

Introduction

In this chapter, the findings of the questionnaire survey (ELLPQ) and the Language Learning Histories (LLHs) are combined, compared and contrasted to provide answers to the research questions that guided this project:

RQ1: what are 3rd year EFL students' discourses on English learning and teaching at the University Abderramane Mira of Bejaia?

1a: How do they perceive themselves as learners of English within their specific context?

1b: How do they perceive their teachers of English within their specific context?

1c: How do they perceive their learning context?

RQ2: What is the place of learner autonomy in the students' learning culture?

2a: How ready are the students for autonomous learning?

2b: How can autonomous learning become a culturally/ ecologically appropriate concept?

The results are discussed in the light of Sociocultural theory, Constructivist theory and Interpretivist theory espoused in this study. These are meant to inform and enrich the discussion of the findings taking into account not only the participants' perspectives but also the contexts where they were shaped. Reference is also made to the existing literature in order

to investigate the students' discourses on English learning and teaching (RQ1) and the place of learner autonomy in their learning culture (RQ2) through eliciting and analyzing learners' perceptions as they are reported in their discourses about English language learning and teaching.

It is worth noting that despite the difference in the number of participants involved in the qualitative and quantitative data collection, the analysis of both sets of data showed consistency in the findings. That is, the answers to the questionnaire and the elicited perceptions matched highly the themes, categories and sub-categories that emerged from the LLHs analysis. However, the LLHs data are more important in quantity and have enabled deeper and richer descriptions of personal experiences in English language learning.

In this chapter, the findings are discussed following the order of the research questions stated at the beginning of this study. It is also important to recall that the goal of this study required the formulation of two broad research questions and the answer to the second question depended on the results of the first one. Specifically, it is only when the participants' perceptions of English language learning were identified that their readiness for learner autonomy was examined. Hence, this chapter is divided into three sections: in the first section, the participants' perceptions of themselves as learners, their teachers and the context of English language learning are summarized and answers to research question 1 and its sub-questions are provided. In the second section, there is an attempt to answer research question 2, asking for the place of learner autonomy in the participants' English learning culture. This section examines the participants' readiness for learner autonomy on the basis of the results presented in section 1. This section ends with a discussion of how learner autonomy can become a

culturally/ ecologically appropriate concept in the context of this study. Finally, section 3 presents the implications and limitations of this study.

6.1 Students' Discourses on English Learning and Teaching (RQ1)

The aim behind the first broad research question in this research study, **What are 3rd year EFL students' discourses on English learning and teaching at the University Abderramane Mira of Bejaia?**, was to uncover students' perceptions of themselves, the teacher and the context of English language learning and teaching at the Department of English of the University of Béjaia. To reach this objective, the students' perceptions, stories, experiences and emotions about English language learning were collected using the ELLPQ and LLHs. However, in line with this aim, and for methodological reasons, that research question was refined into three sub-questions in order to tap into the students' knowledge about themselves, perceptions of the teacher and the learning context, respectively.

6.1.1 Students' Perceptions of themselves

The next section tries to answer RQ.1 (a), **How do the students perceive themselves as learners of English within their specific context?** This first sub-question concerns the students' discourse about themselves, including ability to learn, role and responsibility in learning, motivation to learn, capacity to evaluate their progress and capacity for self-directed learning outside classroom; in addition, it sheds light on the prevailing culture of learning among the participants.

- **Ability to learn English**

The results of the data collected from the ELLPQ reveal the students' strong confidence in their ability to learn English. These findings indicate not only the students' awareness of themselves but also their willingness to learn. This is also highlighted by the LLHs data in which students' expressed their willingness to understand teacher's input through participating and asking for clarification, in addition to asking for homework to consolidate classroom learning. Although these behaviours were reactive in nature (Littlewood 1999 and Little 1991), they demonstrate students' strong willingness to learn and progress.

- **Capacity to Take Responsibility for Learning English**

Regarding students' perceptions of their capacity to take responsibility for English language learning, the ELLPQ results show readiness to work hard in and outside classroom to succeed. The majority agreed with the idea that "language learning involves lots of self-study". On the other hand, they expressed enthusiasm towards sharing responsibility with the teacher for making decisions on where and how to learn. This implies that for the students, both teachers and learners share the responsibility for learning. This also echoed in the LLHs data in which students reported assuming responsibility for their out of class learning, while the teacher was expected to take responsibility for most of the in-class activities. However, it is interesting to highlight that the students limited their responsibility outside the classroom to some reactive activities such as organizing, summarizing and memorising in-class notes for the sake of reproducing them in exams. It is worth highlighting here that when the students talked about their learning behaviours, they manifested perceptions associated more with memorization than understanding which denotes a quantitative conception of language

learning (Benson and Lor 1999). It is clear that the reported behaviors are just adaptive reactions (responses) to a certain prevailing culture of teaching and evaluation. It may be possibly that, for the students, it was unnecessary to bother themselves with extra efforts to understand and enrich their notes or increase their knowledge as they were only evaluated on what the teachers delivered in the classroom. Referential questions only required regurgitation of teachers' notes. So, for students to avoid such reactive behaviours and be more proactive (Littlewood 1999) in their learning approaches, teachers need to be more alert to the modes of evaluation and to the type of questions they formulate in examinations.

The capacity to take responsibility for learning outside classroom is also evident in the students' own initiative to take English tuition and private English courses. Those behaviours indicate students' capacity to make informed choices to achieve personal goals. Even when the ultimate goal is academic success, it is the students' capacity for independent effort that matters. In addition, although the behaviours seem to be reactive to the requirements of the system (improving proficiency to get better scores in the exams), they show students' capacity for taking initiative and self-direction in learning.

- **Capacity to Reflect on English Learning**

The students' capacity to reflect on their learning is also good indication of monitoring capacities. Many extracts in the LLHs reported the students' reflection on their learning at different levels of education. First, at secondary school, the students reported reflecting about teachers (personality and methodology) and textbook content (complexity and length). Second, at university, they reported reflecting about the demands of university studies, in addition to the need to revise their learning habits to adapt to the new

situation. Moreover, S4 explicitly showed how after a long phase of observation and reflection, he came to the conclusion that university studies were different from secondary or middle school ones. For him, a university student should be autonomous and willing to work and progress on his own. These notions of independence and responsibility seem to be in agreement with the discourse of learner autonomy. These results, however, are inconsistent with the results of the ELLPQ which show that the students had limited knowledge about how to work systematically and were unable to use more complex skills such as setting concrete objectives, drawing learning plans and monitoring their progress on regular basis, as reported in the learner autonomy literature. This may imply that the students used metacognitive strategies but unconsciously. That is, on the one hand, although not stated explicitly, there is evidence for metacognitive strategy use in the LLHs. On the other hand, the ELLPQ results show lack of strategic action by a good number of students. Most of the items in the ELLPQ scale investigating students' use of strategies such as planning (item 10) or self- assessment (item 28) received an equal number of positive and neutral/ negative answers from the participants. These results provide evidence for the students' limited metacognitive awareness, which minimizes their potential for learning autonomously. One may conclude that there is a need to raise the students' awareness about their strategy use to become more effective and more autonomous in language learning. Explicit strategy-training, for example, can be appropriate in this context to empower learners with skills and knowledge of how to learn, which are badly required for the development of learner autonomy.

• **Motivation to Learn English**

Another finding drawn from the data about the students' perceptions of themselves is the fact that they are highly motivated to learn English for both intrinsic and extrinsic reasons. The students' desire and enthusiasm towards learning and progressing in English is apparent in both sets of data. The LLHs data are more revealing on the subject; they shed light on the nature of the students' motivation. In most of the extracts, the students reported their growing intrinsic motivation towards studying English, from the first contact with the language until university. Moreover, it was found that once at University, the students discovered other good reasons to learn English such as finding a job in the future. Thus, the students manifested interest in English not only for its "inherent satisfactions" (Ryan and Deci 2000) but also for its "instrument value" (Ryan and Deci 2000). The findings also showed that there are many factors that affect the students' motivation to learn. Some are external, related to school such as teacher's interpersonal and relational skills, classroom atmosphere and peers. Others are internal and relate to the students' own degree of determination and persistence to learn and succeed. Motivation is commonly well-received as a key variable in EFL learners' success (Ryan and Deci 2000, Dornyei 2001). Moreover, it is considered as a variable conducive to autonomy; learners with a high level of intrinsic motivation are more likely to become autonomous than those with low motivation (Ushioda 2009). Therefore, the results of this investigation are encouraging for the promotion of learner autonomy. Combining between intrinsic and extrinsic motivations can be a facilitating factor in learning autonomously and may result in successful education and future professional life. Thus, with their high motivation and love of English, the students show a tendency to be ready for autonomy-oriented

pedagogy. Having enthusiasm in English learning may enhance their willingness to assume responsibility for their learning.

- **Qualities of the Successful Student**

The students' discourse about themselves in the LLHs is also full of values about the qualities of the successful student and successful learning behaviours. It is found that a successful student is someone who is active, hardworking, serious, capable to sustain a good level of motivation under all circumstances and, most importantly, reactive to teacher's input and directions in the classroom. In line with the last point, behaviours such as paying attention to lessons, asking for clarification and concentrating in the classroom are regarded as effective and leading to success.

- **Successful Learning**

Hard work is also reported as the major ingredient for success in learning. This seems to be in line with the results obtained by Salili (1996), Benson and Lor (1999) and Xiaoli (2008) who all reported the significance of working hard among Chinese students. This is consistent with the findings of the LLHs in which working hard was depicted as the most important factor for academic success. The students seem to be aware of the natural relationship existing between efforts and successful results. They expressed strong conviction that making efforts not only guarantees success in exams but it also permits the achievement of some academic goals, as for example to be admitted in a specific option of their choice. However, it is interesting to note that the students attributed success (good marks in their perceptions) to themselves while they expected the teacher to share responsibility for their failure (bad marks in their perceptions). This is revealed by the students' agreement (more than 50%) with item 31 (In my

view, the role of the teacher is to share responsibility for bad marks in exams) in the ELLPQ. The proponents of the attribution theory (Jones and Davis 1965, Fiske and Taylor 1991) argued that how people interpret causes for failure or success has consequences for responsibility. This may be implies that the students rejected the responsibility for their bad marks because they attributed them to an external factor, the teacher, something which is outside their control. This makes sense in a way mainly when one considers their perceptions of their abilities in the previous sections above. They seem to perceive themselves as active, hardworking and responsible. Therefore, they see it as something normal not to attribute failure to some internal factors (Heider 1958) such as their ability to learn or motivation. Attributional psychologists (Williams and Burden 1999) have pointed to the effect of the social context on learners' attributions and the possibility to alter individual's perceptions of effort and outcomes. At this point, it seems important to understand our students' attributional profiles to change and create new attitudes towards failure and success in language learning. This seems to be a good area for future research not only in the Department of English of the University of Bejaia but in all Algerian universities and schools.

- **Capacity for Self-evaluation**

In the study, the students also demonstrated their capacity to evaluate themselves and their achievements in English language learning. In this area, the LLHs data are particularly enlightening; they spotlight the prevailing evaluation criteria among the participants in this study. Feelings of progress and exam scores seem to be the major means of self-evaluation among the students. The former is an internal and personal evaluation of self, while the latter is external and others-directed. Moreover, with reference to the distinction between quantitative and qualitative conceptions of language

learning, the results show that the latter applies to the students' evaluation criteria as well. This, according to Benson and Lor (1999), informs about how the students perceive language and language learning. In many extracts from the data, the students expressed both positive and negative feelings of progress in terms of quantity of accumulated vocabulary, learned words and sentences or number of grammatical errors made. Thus, as noted by Benson and Lor (1999), language is perceived as a set of items to accumulate which is evidence for a quantitative perception of language. On the other hand, the fact that the students talked about becoming able to understand an English film on TV or chat with a native speaker on the net denotes a qualitative conception of language. In the latter case, the students perceived language as an environment requiring lots of exposure to familiarize with how language is used (Benson and Lor 1999, p.30). Thus, the students who hold quantitative perceptions of language measure progress in quantitative terms and those holding qualitative perceptions measure it qualitatively (Benson and Lor 1999). The students in this study seem to hold both types of perceptions of language, of the learning process and of the evaluation process.

- **Capacity for Self-initiated Learning**

In terms of capacity for self-initiated learning, the students manifested an interesting potential for self-direction, but more for outside learning than inside classroom learning. It appears that regardless of the reduced possibilities to practice English (mainly speaking) in their context of learning, the students made use of their agentic capacities to gain proficiency. That is, they seem to possess the necessary capacities to “craft individual spaces” (Huang 2009, p.42) to achieve certain learning goals. The LLHs results point out that the students' were widely engaged in English language learning outside classroom. The students reported doing a range of

self-initiated activities that aimed at developing their language skills through maximizing exposure to authentic material. The majority narrated about the benefits of watching English speaking programmes, listening to music and reading English books not only for improving language skills but for discovering the English language culture as well. These findings are consistent with the ELLPQ results, which also confirm the active role played by the students to learn English outside classroom. Similarly, the same self-initiated activities as the ones listed in the LLHs received the highest percentages of agreement; notably watching TV, listening to English songs and the radio and writing poems, letters or e-mails in English. The only inconsistency that is worth mentioning between the two sets of data concerns the use of internet to learn English. In the ELLPQ results, more than 75% of the students expressed agreement with the statement “to learn English outside classroom, I use internet in English to read news, do research...). However, throughout the whole data in the LLHs, there is surprisingly only one student who reported using internet to practice English. This points to the mismatch between students’ perceptions of how to learn English (Benson and Lor 1999) and their actual behaviours to learn it. They seem to be aware of the benefits of using internet to develop language skills, but what they perhaps ignore or did not express clearly is how to take advantage of this tool to progress in their language learning. Evidently, activities such as reading books, watching movies or listening to music are useful sources of authentic language input, but they remain far from providing opportunities for real communication. Internet seems to be the most affordable means for real communication in this EFL context.

Despite their capacity for self-direction outside classroom, the students, however, seem to lack the capacity to initiate negotiation with teachers on the English language learning process. In the LLHs, there is reference to

only some reactive behaviours in the classroom such as asking questions or asking for clarification. These findings seem to call for a reconsideration of the quality and quantity of communication occurring between teachers and students. More exchanges/debates/discussions on the learning process are necessary to enhance the students' capacity to manage their learning, develop their metacognition and gradually become autonomous. Regarding the significant of the teacher in the students' minds, this aim could be easily reached but under one condition: teachers' awareness of learner autonomy principles and mastery of these principles.

6.1.2 Students' Perceptions of the Teacher

The following section attempts to answer RQ.1 (b): **How do the students' perceive their teachers of English within their specific context?** The aim behind the formulation of this second sub-question was to shed light on the participants' perceptions of the role of the teacher and his responsibilities in English language learning at the Department of English of the University of Béjaia. However, the breadth and depth of the students' reported experiences in the LLHs data have provided details not only on the students' perceptions of teacher's role but also on the impact of teacher's characteristics and pedagogy on students' learning. Therefore, a decision was made to include all those elements in the discussion below, as they add something to our understanding of the participants' learning culture.

- **Teacher Role**

In terms of perceptions of the English language teacher's role, both the ELLPQ and LLHs results reveal the significance of the teacher in students' learning. From the ELLPQ results, two main conclusions can be drawn. Firstly, there is a noticeable dependence on the teacher in all aspects of

language learning, particularly, inside classroom. The set of items that received high mean scores reveal the students' very positive perceptions of the teacher-centered model of teaching and learning. Firstly, in their views, having total control over classroom decisions, assessment, setting learning goals, activities and lesson content are all considered legitimate teacher's tasks/ roles. Secondly, the strong division in the answers (means just above the neutral point; neither approved nor disapproved) to items in relation to teacher's responsibility regarding "outside classroom work", "pushing students to work hard" and "provision of answers to all questions" may be an indication of the participants' desire to have some control over their learning. Thus, in the participants' perceptions, it is something natural to be responsible for their out of class activities and seek answers to some questions or find the necessary energy and motivation to work hard. In line with this idea, it is tempting to conclude that as the students are capable to be responsible for their learning outside classroom, they can also be responsible for it inside classroom and in the presence of the teacher; if, of course, they are given the opportunity. These findings are consistent with the LLHs which also reveal the students' high expectations towards teacher's responsibilities in their learning. The list of expected teacher's roles include: provide help, provide knowledge, correct mistakes, evaluate...etc, which all refer to teacher's traditional roles in the teacher-centered model of teaching.

Nevertheless, a deeper analysis of the LLHs reveals the new conceptions of teacher role when the students have reached university. It seems that students discover a new discourse about teaching and learning, in which finding knowledge is no more the responsibility of the teacher alone as it was in secondary school but it is shared with the student. The teacher provides the lectures' guidelines and students work on their own to find related information to write their lessons. However, the situation is not as

simple to all students. Many of them experience a lot of disorientation and anxiety because they have never been trained in the past on how to rely on themselves to learn. In addition, university teachers inform students on the necessity to be responsible but they do not train them on how to gain control of their learning as for example through making decisions, planning, setting goals, monitoring progress, adopting self-evaluation...etc. Therefore, the students appear to be aware of the need to be responsible for their learning but they do not know how to reach this desired state of autonomy. Thus, regarding the significance of teacher role in students' perceptions of learning, it is tempting to say that any change in students' learning culture is only possible when it is initiated by the teacher. So, it is teacher pedagogy that is at stake. In my opinion, it is high time for tertiary education teachers in Algeria to abandon this blurred discourse about learner autonomy that is transmitted from one generation to another and start training themselves on how to be autonomous to gain a good command of pedagogy for autonomy. This is the only way to be able to speak a clear and explicit discourse that is conducive to learner autonomy.

- **Teaching Methods**

As already mentioned in this chapter, the analysis of the qualitative data also permitted the identification of a wide range of evaluative perceptions. This concerns teaching methods and teachers' qualities and skills. In terms of teaching methods, the narrators expressed perceptions showing preferences for methods permitting the development of the different language skills. For Benson and Lor (1999, p.46) "this logic of learning a new language based on a four skills approach" denotes a quantitative conception. That is, appreciating methods that emphasize the development of vocabulary, grammar and pronunciation indicates the students' conception of language as a set of items to learn. However, going back to the

students' reported perceptions of learning, in theme 1, the adopted behaviours to learn and develop language skills point to qualitative approaches to learning as well. For example, in LLH1, the student narrated about personal initiative for vocabulary building outside classroom through reading and listening to music. This indicates a qualitative approach to language learning. Two interesting findings need to be highlighted. Firstly, teachers tend to adopt activities that encourage the adoption of a quantitative approach to learning. Secondly, the students approach learning qualitatively when doing self-initiated activities. These findings seem to have important implications for the role of the teacher who should encourage students to develop more qualitative perceptions of language as the latter are more conducive to learner autonomy; this is based on the assumption that they reduce dependence over the teacher in learning (Benson and Lor 1999).

In their accounts, the students also mentioned having preference for teaching methods encouraging them to be more responsible in their learning. This feature was prevalent at university and seems to be promising for learner autonomy promotion.

- **Teacher Qualities and Skills**

Regarding the evaluative perceptions of teacher's qualities and skills, it seems that a good teacher is someone who motivates students through varying teaching methods and providing constructive feedback. In their opinion, those practices created a good atmosphere and permitted the students to feel safe and willing to take part in the learning process. In other words, a positive classroom atmosphere can enhance learners' confidence in their capacities, willingness to take initiative and accept responsibility for their learning.

As it is also worth noticing, the teachers used a wide range of teaching methods to develop their students' language skills. The data interestingly show that among the participants there are few who praise teaching methods requiring responsibility sharing, active learning and more student involvement in the learning process. However, none of the students reported on their teachers' use of ICTs such as computers, overhead projectors ...etc not only to present their lessons but as a means to develop the students' capacity to learn the language autonomously. This may be due to the fact that the teachers themselves are not aware of the benefits of ICT's for language learning or even in the case they are aware there are other factors that prevent them from using this material such as logistics, time, to cite only a few.

6.1.3 Students' Perceptions of the Learning Context

The following section tries to answer RQ1(c): **How do the students perceive their learning context?** This 3rd sub-question is formulated to collect the students' perceptions of their English language learning context, including the classroom, the institutions, the community, the country and the world. The collected perspectives are meant to add another dimension to our understanding of the influences of the context on learners' perceptions and readiness for learner autonomy.

The analysis of the data reveals that students' perceptions and behaviours are context-sensitive. The learning context affects not only the students' perceptions but their learning behaviours as well. Implied in the meaning of context, here, are all aspects of the English language learning situation including teaching practices, available resources inside and outside classroom, institutional environment, classroom atmosphere...etc. In addition to the surrounding wider culture of the family, friends and society in general.

The educational context, in particular, seems to have influenced the students' construction of their perceptions identifiable in their discourses on learning and on their roles and the role of others in their English learning. This is perceptible in the students' discourses on English learning at middle or secondary schools and university in the LLHs data. A comparison of the students' discourses in those different stages of their education shows change in the students' perceptions of how English could be learned and what behaviours to adopt to succeed. Moreover, it points to the role of the teacher in both stages of their education. For example, in middle and secondary schools, the students seem to perceive English language learning as a process that involves rote learning of grammar rules, memorization of long lists of vocabulary and translation to French/ Berber/Arabic to enhance understanding. The teacher is perceived as a knowledge provider, an assessor of exams and the sole controller of classroom learning. They even seem to like it when the teacher initiates and guides their outside classroom learning through giving homework. Regarding their own role of learners, they seem to perceive themselves as passive recipients of teacher's lessons, recommendations and feedback. Their role is limited to working hard in and outside classroom under teacher direction to get good marks in exams and succeed academically. In addition to other phenomena reported mainly during high stake examinations preparations (BEM and Baccalauréat) such as teacher's obsession to complete the official programme, reflection on teacher's testing habits and taking additional English classes privately with their school teachers to improve their exam scores. All the reported behaviours seem to be the result of the exam-oriented educational context in which the students have evolved from primary school to the university. The education system is set in a way that leaves little freedom for the teacher to do activities that are not included in the official programme so as to give more chances for their pupils to succeed in the national official

examinations. Therefore, the pupils are conditioned by this system in which learning is measured only through exam scores. Even parents are affected by this same system in considering exam scores as the sole evidence for their children's progress instead of developing lifelong learning skills.

Regarding perceptions of the English language learning process at university, the narrated discourse, notably the students' learning theories are quite illuminating on the subject. It appears, as already mentioned in chapter 4, that students' perceptions are the result of their past educational experiences. The evidence for this is to be found in their discourse about how they had to change their learning behaviours and strategies to adapt to the new study requirements of the university. For example, S5 (in ext.30) narrated about the disorientation he experienced in the amphitheatre because the teacher was standing far from him, he did not have a textbook, he had to take notes to prepare his lessons after school...etc. This means that the student faced a new environment that was in opposition to what he was used to in middle/secondary school. This is also supported by the teachers' reported learning mottos; a discourse that urges the students to be active participants in the learning process, to be independent and start perceiving the teacher as a guide only, in addition to the importance of creating an English supportive environment to improve language skills. This points to the fact that the students are shaped by their previous learning experiences and their teachers' pedagogies; that is their educational context in general. However, the fact that the students seem to reflect on the requirements of the university/ academic way of studying is good evidence on their willingness to adapt and change to fit in the new system. In my opinion, readiness for change could also be an indication for readiness for autonomy. Students' constructed perceptions of English language teaching seem to be dynamic in nature and sensitive to the context in which they are constructed; if there is

room for change in the students' learning behaviours, as a response to specific educational contexts, there could be room and also hope for change for autonomy as well.

Moreover, in both the ELLPQ and the LLHs data, the students expressed awareness of the affordances and limitations of their English language learning context. The reported experiences in the LLHs make reference to the lack of possibilities to learn and mainly practice English inside and outside the institutional context. In the students' perceptions, English is difficult to learn because of its status as a foreign language in Algeria. Apart from the language classroom, the students have no chance to hear or speak English. For the students, this situation is very problematic, and it is even a source of anxiety, as it reduces their chances to become fluent in English. It is interesting, however, to pinpoint that regardless of those contextual constraints, the students insisted on their personal efforts to cope with the situation mainly outside classroom. Reading extensively, listening to music, watching TV, or connecting with English speaking people on the internet seem to be the most widespread self-initiated activities among the students. Although the number of students, who reported using internet to increase their exposure and use of English, was limited, this is a sign of proactive learning. In other words, this indicates that among the participants in this study, there are some students who attempted to gain control of their learning without being assisted or pushed by someone (by the teacher, for instance) to learn. They did not sit desperately waiting for a solution to come. They evaluated the situation around them, identified the problems and were eager to find a solution. So, the question that needs consideration here is: aren't those good examples of proactive behaviours and readiness for learner autonomy? An attempt is made to answer this question in the sections below.

6.2 The Place of Learner Autonomy in the Students' Learning Culture (RQ2)

This section attempts to answer research question 2: “**what is the place of learner autonomy in the students' learning culture?**” And its two sub-questions: **a:** How ready are the students for autonomous learning? And **b:** How can autonomous learning become a culturally/ ecologically appropriate concept?

The objective of this second main research question is to use the insights gained from the students' perceptions of English language learning and teaching to establish a relationship between the students' culture of English language learning and their readiness for autonomous learning.

The data analysis provided insights into the characteristics of the students' learning culture. One major finding is the fact that there are many sub-cultures (Palfreyman 2003) embedded in the students' learning culture. The list includes but is not limited to: teaching culture, testing culture, institutional culture and national culture. All the aforementioned cultures interact in the educational context of the students and exert an influence not only on how English language learning is perceived and practiced but also on the students' readiness for learner autonomy. Hence, in the following section, which tries to answer sub-question (a): **How ready are the students for autonomous learning?** The place of learner autonomy in the students' learning culture is put under scrutiny.

6.2.1 Students' Readiness for Learner Autonomy

As already mentioned in chapter 3, readiness for learner autonomy is manifested in learner's psychological willingness and preparedness to accept responsibility for learning (Holec 1981, Little 1991, Cotterall 1995, Benson 2001). In the literature, researchers (Cotterall 1995, Benson and Lor 1999, Chan et al 2002, Wei 2009, Sanprasert 2010) argue that identifying learner's perceptions of learning and associated behaviours and attitudes permits to determine their readiness or lack of readiness for autonomous learning. This is based on the assumption that learner's behaviours are a reflection of their held perceptions and understanding of learning (Cotterall 1995). They also claim that learners may hold perceptions that could either help or challenge the promotion of learner autonomy and this seems to be consistent with the results of this study. The students expressed perceptions and reported behaviours that permitted to assess their readiness or not for learner autonomy. The following sections, A and B below, discuss the students' readiness or lack of readiness in terms of perceptions conducive or impeding to learner autonomy.

6.2.1.1 Students' Perceptions Conducive to Learner Autonomy

Students' readiness for autonomy was identified in their reported perceptions and behaviours to learn English that may be qualified as conducive to learner autonomy. An account of the most significant perceptions showing that the students are ready for learner autonomy is presented below.

Firstly, regarding the expressed perceptions of themselves as EFL learners and students' at university, they can be described as positive

opinions about themselves including confidence in their ability to learn English successfully, high level of intrinsic motivation, sense of effort and hard work to meet expectations in learning, capacity to take responsibility for learning outside classroom. These seem to be the best indicators of the readiness for autonomy of these subjects. In a nutshell, readiness for autonomy seems to lie in the psychological characteristics of these subjects.

- **Confidence in their Ability to Learn English Successfully**

In the data, there is plenty of evidence that show the students' confidence in their ability to learn English. According to Wenden (1991), confidence is a defining trait of autonomous learners (cited in Cotteral 1995), because it is only when learners are confident in their abilities that learning is approached autonomously (Wenden 1991). In many instances of the data, the students positively estimated their individual and group capacities to learn English. This, firstly, appears in their perception of themselves as active agents in controlling their academic success through making efforts, continuous hard work and determination. In other words, they seem to be convinced of their capacity to influence their learning results. This confidence in their self perceptions appears to be rooted in their past learning experiences. Through their school years, the students seem to have gained knowledge about what makes a successful language learner and learned to behave accordingly. This feature was indeed reported in the LLHs about the clash of learning cultures they experienced at university and the period of reflection they had to go through to develop adaptive behaviours to university learning requirements. Thus, their readiness for autonomy seems to lie in their readiness to adapt to new learning situations to survive academically. Also, the students' confidence in their capacity to learn English seems to be reinforced by their positive perception of Berber people's capacity to learn English, as stated in the LLHs. In line with this

view, Horvitz (1988) affirms that “group membership” affects learners’ perceptions of their abilities to learn and contributes to approaching learning with success in mind.

- **High Level of Intrinsic Motivation to Learn English**

The students’ readiness for learner autonomy is also reflected in their high level of intrinsic motivation to learn English. Their readiness lies in the enthusiasm, enjoyment and interest they manifested towards not only learning and using English but also discovering the English culture. It seems that the pleasure felt when learning English nourished their willingness to take responsibility for learning (Ushioda 1996, Little 2011). Thus, being an important component of learner autonomy, students’ willingness supports their attempts for autonomous learning.

- **A Sense of Effort and Hard Work to Meet Expectations**

Another related factor is the students’ reported determination to learn English through working hard and making efforts. Their high intrinsic motivation seems to be the driving force behind their determination to learn and more precisely to face difficult situations in English learning outside the classroom regardless of limited support in the surrounding environment and without the help and guidance of the teacher. These behaviours are evidence of the close link between motivation and autonomy in English language learning, as Ushioda (1996: 39) has concisely expressed: “without motivation there is no autonomy”.

- **Capacity to Take Responsibility for Learning English**

The students in this study also manifested a strong capacity to take responsibility for their learning outside the classroom. Hence, readiness for

learner autonomy is reflected in the students' being capable of making independent effort outside the classroom to improve their language level. It is true that for all the students, their broad objectives were to succeed academically, but their behaviours interestingly point to their decision making and self-direction capacity for self-direction in English learning. For example, in the qualitative data, the students reported about their personal initiative to join a private language school to improve their language proficiency. Some of them also narrated seeking for opportunities to practice English on the internet. Others took English tuition to identify their language weaknesses and improve their performance in order to get ready for term examinations or high stake exams. Apparently, all those behaviours, point to students' attempts to gain control of their learning, which is also a strong indicator of readiness for learner autonomy.

In line with this discussion, the students' confidence in their capacities to learn English, high intrinsic motivation, determination and willingness to succeed, attempts to gain control over learning, seem to strongly indicate not only their readiness for autonomy but also a tendency towards psychological autonomy more than technical or political-critical autonomy (see chapter 2 for a discussion of dimensions of learner autonomy).

- **Awareness about the Complex Learning Context**

Readiness for learner autonomy is reflected not only in the students' perceptions of themselves as discussed above, but it is also possible to infer from their perceptions of the learning context. The data are rich of information on the students' awareness about the learning affordances and limitations of the different learning contexts which enabled them to learn or in which they are learning English. Therefore, readiness for autonomy is manifested in their understanding of the complex learning situation and the

behaviours they adopt to cope with it. It is tempting to say that the students' total reliance on the teacher to learn English in this particular context is just a conscious adaptive behavior to face the lack of opportunities and resources to practice English. It is a kind of guarantee to succeed academically. It is clear that the perceived rigidity of the system has put all the responsibility for teaching and learning in the hands of the teachers, who are perceived as the ones who make decisions about everything in the classroom, who know, who evaluate and give grades; this gives the impression that learners are at their mercy. In this case, the only way to survive in this system is to be strategic and show obedience to teacher authority. Hence, willingness to accept teacher authority could be viewed as a way of being responsible for their learning and their readiness for autonomy.

The following section analyses and discusses some of the students' perceptions demonstrating their lack of readiness for learner autonomy.

6.2.1.2 Students' Perceptions Impeding Learner Autonomy

The analysis of the data revealed that some students' perceptions and behaviours indicate their lack of readiness to learn autonomously. These could be summarized in three major features: perceptions of teacher as an authority figure in the classroom, prevalence of quantitative perceptions of language learning and lack of awareness of the role of the administration in their learning.

- **Teacher as Authority inside the Classroom**

Throughout the whole data, the students' perceptions of the teacher as the authority, the sole controller, the expert, the knowledge provider, etc in the English language classroom are predominant. The students' lack of

readiness is reflected in their total dependence on the teacher in English learning inside the classroom. Evidently, this limits their role in the learning process to passive consumers of teacher's knowledge, which prevents them from being active and responsible for their classroom learning. The expectations from teacher role seem to be high; she/he should take most of the decisions in relation to lesson content, lesson objectives, evaluation mode, learning material, activities, homework, etc. According to Cotterall (1995), holding those kinds of perceptions stands as a serious obstacle in front of teachers' attempts to transfer responsibility to learners. This observation is consistent with the students' reported discourses about their learning experiences when they reached university, where they felt lost and disoriented because teachers encouraged them to be more autonomous in their learning approaches. With regard to the collectivist orientation of Algerian society (see chapter 2 for a discussion of Hofstede's cultural dimensions), the power distance dimension can provide a cultural explanation to the students' perceptions of teacher role as the authority in the classroom. Specifically, it is the unequal sharing of power between the teacher and learners that has given the former the status of authority. The teacher is more knowledgeable, so she/he has the capacity to assume the responsibility for her/his students' learning. Therefore, students grow up with these principles in mind and never dare to question teacher superiority, which is accepted as something natural. These findings seem to be consistent with the results of many studies conducted in some countries known for sharing the same collectivist orientation with Algeria, as for example China (Littlewood 1999), Turkey (Yildirim 2008), Vietnam (Rungwanaphong 2012) and Saudi Arabia (Tamer 2013, Alrabai 2017).

One of the negative effects of total reliance on the teacher is students' incapacity for conscious self-management and self-regulation. In controlling

all the classroom learning, teachers do not leave room for students' own control of their learning, which results in their incapacity to assume responsibility for classroom learning. Although the findings of this study reveal the students' acceptance of responsibility for some areas of their learning outside classroom, they also shed light on their lack of awareness of their part of responsibility concerning inside classroom learning. They seem to be in need to improve their metacognitive awareness to be able to gradually share with the teacher the responsibility for making decisions, planning and evaluating progress. Therefore, the students' lack of readiness lies in their lack of technical and methodological autonomy.

- **Dominance of Quantitative Conceptions of Learning**

According to Benson and Lor (1999), the distinction between quantitative and qualitative conceptions of language learning is useful to measure learners' readiness for learner autonomy. They argued that learners manifesting qualitative perceptions of the nature of language, language learning and evaluation are more likely to be ready for learner autonomy. This argument is based on Marton et al's (1993, cited in Beson and Lor 1999) distinction between two different types of conceptions about learning. The conceptions are quantitative when learning is perceived as a process that involves explicit accumulation of knowledge through memorization, reproduction and repetition. On the other hand, the conceptions are qualitative when learning is associated with understanding phenomena and change in one's behavior. For Benson and Lor (1999), these conceptions of learning affect language learners' perceptions of the nature of language, the adopted methods and behaviours to learn the language and the self-evaluation modes as well. Thus, they hypothesized that a learner who holds quantitative perceptions of language would perceive it as a set of items or, in

their words “a collection of things” (Benson and Lor 1999, p.30) to learn through explicit methods such as accumulation of knowledge. It also implies that language can be divided into distinct skills as for example reading, speaking and writing. For Benson and Lor (1999), learners holding quantitative perceptions are generally more dependent on the teacher in their learning. Perceiving language as long lists of items to accumulate turns it into a difficult and unpleasant task that requires heavy and perpetual intervention from the teacher. Evidently, this problem is not experienced by learners who hold qualitative conceptions, because they perceive language as an environment to familiarize with using implicit learning methods that favour understanding of the language over memorization of its component parts. Learners with qualitative perceptions tend to find more pleasure in learning the language autonomously through exposure and without necessarily the help of the teacher (Benson and Lor 1999).

In the present study, even though the students expressed qualitative perceptions of language, quantitative ones seem to prevail. However, it is important to highlight that both types of conceptions were also observed in the same student, which, obviously, hints to the complexity of the students’ conceptions.

In both sets of data, students’ perceptions of vocabulary and grammar as the most important elements to learn denote a quantitative conception of language and this seems to have influenced their behaviours to learn the language as well. For example, in the questionnaire data, the high mean scores of item 61 (doing lots of exercises helps me to learn more, mean score 4.21) and item 86 (memorizing the teacher’s notes is the best way to learn English, mean score 3.39) show that doing exercises and memorization are the most popular learning behaviours among the students. This is consistent with the qualitative data in which the students reported the use of

memorization of vocabulary lists and rote learning of class notes to prepare for examinations. Moreover, in the LLHs, the behaviours to develop language skills are prevalent. The students narrated about using the reading skill to enrich their vocabulary. Although reading is considered as a qualitative behavior to learn language, using it to learn vocabulary through making lists and keeping a notebook denote a quantitative conception. For Benson and Lor (1999) this conception is a source of demotivation as learners are likely to perceive language learning as a real “burden”(Benson and Lor 1999) because there are always more things to memorize and learn. Horvitz (1985) also considers this as detrimental because it limits learners learning tasks and activities, as learners waste precious time accumulating language items instead of focusing on understanding them through, for example, communication-based activities. Therefore, the students’ lack of readiness seems to lie in the perceptions of language and language learning as a process mainly involving accumulation instead of understanding and in their dependence on the teacher to learn and progress.

- **Lack of Awareness of the role of the Administration/ Educational Institutions**

Being critical of one’s surrounding learning environment is considered by the proponents of learner autonomy an indicator of readiness for autonomy (Oxford 1990). This is based on the assumption that a learner who looks critically at the surrounding learning context gains control of his learning and develops the capacity to change the status quo. Thus, an autonomous learner is by definition aware of his learning context. The findings of this study, however, point to the students’ lack of awareness of the role of some parties in the educational institution. Although they manifested a certain degree of awareness of the importance of English, the

role of the teacher, their own role in the learning process, they did not make any reference to the role of the administration during the long process of their education. Both the questionnaire and the LLHs data clearly point to the inexistence of communication between firstly teachers and students on the English language learning process and secondly between the students and the administration on issues related to learning. No reference is made in the students' discourses to the administration's attempts to create spaces for the students' to communicate about their needs and problems to gain more control of their learning. Although in the LLHs, the students' reported the pro-autonomy prevailing discourse at university, they did not make reference to the role of the administration in the diffusion of this discourse. It is as though the students have never received any support from the administration to learn English throughout their school years. This absence points to the educational institutions' limited role in the learning process per se. This may be due to the fact that responsibility for learning is put over teachers' shoulders while the administration role is limited to administrative and logistics issues only. This results in the absence of support for autonomy on the part of the administration and even from the whole institution. The findings seem to point not only to the students' lack of readiness for learner autonomy but to the teachers and the institutions as well. Thus, the promotion of autonomy in the context of this study would require a change in the students' perceptions of their learning situation. They need to become aware of the major role of interaction and negotiation between the various parties of their educational environment. It is in perceiving learning situations as a network (Palfreyman 2014) involving learners, teachers, the administration, peers, materials, family, etc that learners become critical agents and controllers of their learning. Equally important is the role of the administration in creating space(s) to enact interaction between stakeholders as a first step towards autonomy.

In summary, bringing all the elements of the discussion thus far regarding the students' readiness for autonomy, one cannot conclude by adopting one or the other extreme positions as "ready" or "not ready" for autonomous learning. This is because the participants in this study expressed ambivalent perceptions and reported behaviours revealing both readiness and lack of readiness for learner autonomy. It appears that it is the students' educational background that affected their capacities to function as autonomous learners. As it appears too that the students' incapacity to think and work autonomously when they reach university is due to the nature of the school system in Algeria at earlier levels of education. Teaching pedagogies from primary to secondary education are based on traditional methods in which the teacher is responsible for most of the classroom teaching and learning. Spoon feeding learners to pass high stakes examinations seems to be the major teaching practice. Consequently, learners are shaped by a school system that perceives learning as the accumulation of knowledge produced by the teacher while their role is limited to passive recipients of teacher's input.

As the findings above indicate, it is the educational environment in Algeria that seems to impede the development of learner autonomy. Therefore, the widespread claim that students from some particular cultural backgrounds (collectivist ones mainly) are inherently incapable to learn autonomously is rejected in this basis (Jones 1995, Crookall 1995 and Pennycook 1997). This implies that to find a place for learner autonomy in Algeria, the local educational context should be thoroughly studied, its peculiarities highlighted and understood not only by researchers but by all the parties in the education system including students, teachers, administrations, families and the ministry of education.

A number of other issues in relation to how autonomous learning can become a culturally appropriate concept are discussed in the answer to the last sub-question RQ2 (b) below.

6.2.2 How can autonomous learning become a culturally/ecologically appropriate concept in the context of this study?

By looking at the findings reported in the preceding sections, the students' current culture of learning seems to have been shaped by past educational experiences. Their perceptions of English language learning and their reported behaviours to learn English seem to be the result of their previous learning experiences, the prevailing discourses about English language learning and the interaction with the surrounding environment. Moreover, the findings reveal that readiness for autonomous learning is not only related to the students' psychological preparedness but also depends on the "enabling resources" (Palfreyman 2014, p.1) in the teaching and learning contexts and the social environment in general. This seems to be in accord with Little's suggestion that: "social context and interaction play a vital role in stimulating and shaping cognitive processes" (2000, p.17, in Hamilton 2013, p.17). Although, learner autonomy was originally viewed as a concept implying a psychological dimension since "the cognitive and emotional side of the individual are engaged in the process of learning" (Wisnienska 2009:17, in Hamilton 2017: 17), the social dimension is equally important as "learners do not operate in a social vacuum and their learning is more successful when supported by others" (Wisnienska 2009:17, in Hamilton 2017: 17)). In the same vein, Little argued that learner autonomy, learning and language are like human nature because they are simultaneously "internal cognitive and social interactive" (2000,p.13, in Hamilton 2017:17).

Accordingly, to explain how learner autonomy can become a culturally appropriate concept in the context of this study, I suggest to adopt Palfreyman's metaphor of "the learning situation as an ecology" (2014, p.0). The ecology metaphor is used in diverse fields to highlight the effect of the environmental system on an individual's growth, as an element of this system. In learning situations, some researchers (Germain and Gitterman 1994, Jackson 2013, Palfreyman 2014) argue that adopting this metaphor permits to conceive learning differently. The ecology of learning is, therefore, depicted in terms of affordances in learning contexts, which provide opportunities for learning to take place.

Hence, an ecological perspective on autonomy in the context of this study should inevitably connect the student with his environment, because autonomy does not only depend on the individual learner but also on the environment. Seemingly, the promotion of learner autonomy is dependent on the creation of "ecologically valid contexts, relationships, agency, motivation and identity" (Van Lier 2010, p.4). The students' readiness for autonomy, as the results of this study show, should not only be discussed in terms of "students' readiness" but, as Huang (2009, p.246) suggests, in terms of "multi-agent readiness" for autonomy. In other words, all the stakeholders' readiness in institutional and wider sociocultural contexts should be explored, most notably learners, teachers, the administration, the curriculum designers, families, etc. This is the only way to bring to the fore the affordances and at the same time the limitations of a specific context in relation to learner autonomy. In line with this argument, Smith (2003) points to the necessity to "look elsewhere than to national or regional cultural characteristics" in exploring "the appropriateness or otherwise of different pedagogies for autonomy in classroom contexts around the world" (in Huang: 2009, p. 246).

What pedagogy would be appropriate for the promotion of learner autonomy in the context of this study? The section below is devoted to the implications and possible suggestions in addition to the limitations of this study.

6.3 Implications, Limitations and Suggestions

This last section firstly presents the major implications and contributions of this study. Then the limitations of the research design are highlighted and, accordingly, some suggestions are made for further research on the topic of learner autonomy in Algeria. Finally, this section ends with a summary of the whole chapter.

6.3.1 Implications of the Study

As already mentioned throughout this chapter, the students' identified perceptions of English language learning and teaching permitted to infer their learning culture and examine their readiness for learner autonomy. The results indicate that the students' educational environment had a tremendous effect on their perceptions of English language learning and teaching and their adopted behaviours to learn English. Their past learning experiences have shaped their current understanding of English language learning and teaching. Concerning the students' readiness for learner autonomy, the results reveal some factors in the students' learning culture and environment that can stand as obstacles impeding learner autonomy promotion. Accordingly, the following implications are suggested for policy makers and curriculum designers, teachers and the administration for the creation of an autonomy-supportive culture.

- **An Autonomy-Supportive Curriculum towards an Autonomy-Supportive Learning Culture**

The role of policy makers and curriculum designers in the promotion of learner autonomy is as important as the role of teachers, the administration or learners. Preparing the terrain for learner autonomy starts in official texts and educational documents. Therefore, before launching any new reform or suggesting any kind of new pedagogy, policy makers and curriculum designers should consider the affordances and limitations in the targeted learning contexts. In addition, as the results of this study indicate, students are shaped by their past learning experiences, so the potential effect of the latter should be taken into consideration. Learners join school with cultural perceptions about learning and teaching that can either help or impede the promotion of learner autonomy. Thus, understanding the prevailing learning culture is crucial to the success of new policies and makes the changes they necessitate a feasible goal. Involving teachers', students' and the administration's perspectives could be a good first step in finding cultural solutions to the promotion of learner autonomy.

As inferred from the data, the participants in this study manifested lack of readiness to learn autonomously not because of any kind of inherent cultural characteristic but rather because of the inexistence of an autonomy-supportive learning culture. Their inferred learning culture showed that the students evolved in a school system characterized by exam-orientedness, spoon-feeding, rote learning, total reliance on the teacher and lack of awareness of the learning process, etc. Evidently, this is a hostile environment to any possible attempts to promote learner autonomy. In such a context, a pedagogy for autonomy would be challenged by the widespread mentalities and thinking conventions about learning and teaching. Therefore, policy makers need to prepare stakeholders for learner autonomy through

firstly opening a dialogue to discuss perceptions and perspectives on English language learning and teaching, in addition to identifying how the latter may help or impede the development of learner autonomy. It is only when this knowledge is gained by policy makers that a swing of the pendulum towards a gradual introduction of a pedagogy for autonomy can occur.

Another way for policy makers to encourage learner autonomy implementation is to introduce its philosophy and principles as explicitly as possible in official texts. That is, adopting a convincing discourse that permits all the parties in educational institutions to feel the emergency of such pedagogy, besides to explaining how it can concretely fit into their actual learning and teaching contexts.

Creating language learning supportive structures (Reinders 2010) can also be a step for promoting an autonomy-supportive culture in educational institutions. Language learning advising should become part of the discourse and the culture of language learning in Algeria. Learners need to receive help, feedback, guidance to set objectives, plan and monitor learning, and self-evaluate their progress from an adviser (a more knowledgeable other, Little 1991, 2000). Policy makers should create this position in every institution. In the beginning, teachers can assume this responsibility, but university departments should offer Master's courses in "learning advising" and "language learning advising" to form specialists in these domains. Learning advising specialists are needed to do this task as experiences with tutorship (Tutorat), in the specific context of this study, showed that teachers most of the time did not know how to provide help to their students; and were not confident enough to guide their students and felt they did not have the right words to support them. Furthermore, as teachers are often overwhelmed by their teaching responsibilities, most of them refuse to assume this position of "learning advisor". The task of these advisers is to

meet students on a regular basis and create informal opportunities to reflect and discuss about their learning, because as Cotteral (2000, p.116) commented: “without reflection, learners cannot assess their past learning or plans for future action. Therefore courses designed to promote learner autonomy must encourage learners to set personal goals, monitor and reflect on their performance, and modify their learning behaviour accordingly”. Hence, reflection enhances learners’ self-awareness, metacognitive knowledge and understanding of one’s role and responsibilities in the learning process. It is within such supportive environment that the idea of autonomy can smoothly be communicated and change in students’ perceptions guaranteed. However, it is important to recall that one should remain reasonable in one’s expectations about learner autonomy development, for as Reinders (2010, p.35) rightly remarked, “It is not realistic to expect students to take responsibility for their learning from one day, or even month, to the next. Autonomy develops gradually and is a mindset that calls for certain skills, not the other way around”.

Developing learner autonomy is a long process that also depends on the adoption of autonomy–supportive curricula. The policy makers’ role then is to combine efforts with curriculum designers to show how the principles underlying the learner autonomy philosophy can be put into practice by individual teachers in EFL classrooms. To reach this aim, the constituent parts of the curriculum including teaching units, learning goals, tasks and activities, pedagogical material, etc should all provide space for learner choice and involvement (Chan 2001). The redefinition of teacher and learner roles in learning is not a direct process. It occurs through allowing more freedom for learners to gently gain control of their learning (Benson and Lor 1999). The curriculum can also encourage the integration, in regular classroom teaching, of learner training, strategy instruction and the adoption

of some specific tools as portfolios, diaries, and learning journals to instigate new learning and assessment cultures based on self-management, reflection and self-direction in learning.

In the report of the results, it was stated that the students were aware of the usefulness of the ICTs in English Learning (ELLPQ results) but only one of them (LLHs results) reported using the internet to improve his speaking abilities. Thus, a suggestion is made for policy makers to provide the necessary material and facilities such as self-access learning centres and virtual learning environments where students alone or under the guidance of an advisor can make good use of the material to learn English autonomously.

Lastly, creating an autonomy-supportive curriculum is a first step towards autonomy and its implementation in the EFL classroom is a second step that requires a certain degree of preparation and awareness on the part of stakeholders in educational institutions. This issue is the topic of discussion in the next two sections dealing with the teacher and the administration roles in the creation of an autonomy-supportive culture.

- **Teacher Role in the Creation of an Autonomy Supportive-Learning Culture**

The results of this study showed that lack of readiness for learner autonomy was identified in the students' perceptions of the role of the teacher in the English language classroom. Portraying the teacher as the sole authority in the classroom may stand as a serious obstacle when attempts are made to promote autonomy. This suggests that for changing students' perceptions, the role of the teacher should change first. Therefore, in what follows some suggestions are made for secondary and tertiary levels teachers

to create supportive environments that could motivate students to take more responsibility for their learning, exercise their autonomy and gradually change their perceptions of the teacher's role and their own role in the English language learning process.

The importance of the role of the teacher in autonomy was emphasized by many researchers (e.g. Little 1991, Ho and Crookall 1995, Lamb and Reinders 2008). Dam (1999), for example, insisted that "learner autonomy or learner independence depends on teacher autonomy. Both teachers, as well as learners, should be fully involved and open to challenge and change if they want to achieve the optimum effectiveness of language teaching and learning". Thus, teachers in the context of this study need to think about how to bring changes in their learners' perceptions of learning and power in learning. Evidently, bringing change in people's long held systems of thinking and perceptions is far from being easy and would take time to happen. Therefore, the seeds of autonomy should be planted very early by middle and secondary school EFL teachers. Teachers' awareness of the importance of autonomy is the only way to create an autonomy supportive learning culture.

However, teachers need to be supported to learn how to bring changes in their classrooms. Learning how to gradually transfer the responsibility for learning from their shoulders onto their learners' shoulders requires training in and understanding of the learner autonomy principles and methodology. It is only in gaining methodological and professional knowledge about learner autonomy that teachers can start thinking about the possibility to bring changes to their classroom practices. Teacher training programmes or what is generally referred to as "pre-service teacher training" should integrate "pedagogy for autonomy" as one of its objectives. Future teachers should be given the possibility to experience autonomy themselves (Little 1996) to see

concretely how they can help their future learners become more self-reliant and prompt independence from the teacher. Teachers should be made aware of their crucial role in making autonomy an important characteristic of their future learners' identities. In this regard, Thanasoulas (2000) explains that autonomy should not be envisioned as a product but as a process requiring the consideration of various learner factors as for example learner needs, degree of motivation, learning strategies and language awareness. In short, "one does not become autonomous, but only works toward autonomy" (Thanasoulas 2000, p.4). Therefore, working towards autonomy requires knowing one's learners' learning culture, understanding their needs and establishing a good learner-teacher rapport. It is within a collaborative classroom atmosphere where trust, dialogue and interaction are the fundamentals for human relationships that a fertile soil for learner autonomy seeds is created. When teachers gain awareness of the importance and the possibility to work collaboratively with their learners, the classroom becomes a space where the power dynamics are readjusted. This would imply bringing change to the traditional classroom routines through permitting the learners to share responsibility for their learning. Simple resolutions in this process may be of great effect, as for example: providing space for participation in learning decisions, for choice of activities, for choice of evaluation modes, for constant reflection on one's learning and strategies, etc. Involving learners in classroom and learning decisions boosts their self-esteem, increases their motivation, helps to gain more control over learning and renders them, with time, more ready to accept responsibility for their learning.

However, it is deemed more than crucial for teachers, in this process of learner empowerment, to adopt a clear discourse that explains what is expected from them and how to successfully meet their expectations. The results of this study showed that teachers at university adopt a learner

autonomy promoting discourse but it appears to fall in deaf ears. The students reported about the anxiety generated by such discourse because of lack of knowledge about how to study autonomously. Therefore, teachers' attention is focused on the difference between talking about autonomy, encouraging orally students to become autonomous and the real practice of autonomy. This suggests that university teachers should abandon their blurred discourse about learner autonomy and start thinking about possible, explicit and practical, i.e. context- sensitive ways to integrate autonomy principles in their everyday classroom teaching.

- **The Administration Role in the Creation of an Autonomy-Supportive Learning Culture**

As argued in the course of the previous section, the role of the teacher is crucial in the development of learner autonomy, but the results of this study also pointed to the importance of the administration role in this process. The current research calls for a participative rather than an individual autonomy, in which students, teachers, and the administration all work in collaboration to promote learner autonomy, since, as the results showed, learner readiness for autonomy is linked with the teacher and the administration readiness as well. Therefore, bringing change in perceptions and practices should no longer be viewed as the responsibility of one party in educational institutions. Besides, change is a challenging process requiring commitment, patience, practice and support from each other. It is only when all the parties in educational institutions speak the same supportive discourse on learner autonomy that a culture promoting learner autonomy can be instigated.

Therefore, the administrative bodies in educational institutions should start assuming their role in the establishment of a learner autonomy

supportive culture. Interaction and negotiation between the administration and the other parties (teachers and students) seem to be more than necessary to bring change in how learning is perceived, teaching is practiced and life in the institution is organized. To support autonomy in educational institutions, the administration should provide space for students to participate in decisions in relation to teaching and learning and the university life in general. It is only when students' voices are heard, their needs are taken into consideration, their rights guaranteed and their freedom respected that their control over their learning is enhanced. Learner autonomy is therefore promoted when there is an equal power distribution between all the parties in educational institutions.

6.3.2 Limitations of the Study

This section describes a number of limitations and constraints that may have affected the outcomes of this study. Concerning the LLHs, although they were quite insightful with respect to the students' degree of readiness for learner autonomy, examining the readiness of the other parties in their learning environment such as the teachers, the administration and the family would have provided a more exhaustive picture on the issue. This did not occur owing to time constraints.

Furthermore, for a more in-depth examination of the students' readiness for learner autonomy, follow-up interviews should have been conducted to further investigate the emerging themes after the LLHs analysis. Specifically, preparing an interview guide on the basis of the identified themes and categories would have enriched the interpretation and discussion of the qualitative and quantitative data.

The last limitation concerns the nature of the narrative data obtained using the LLHs. In telling their English language learning stories, it is possible that the students did not provide the real stories but their “crafted reconstructions” (Leppänen and Kalaja, 2002, p. 201) of the experienced things, events and situations. In the reconstruction process, the narrators might have brought some changes to the true stories. However, this did not affect the validity of the generated data as the purpose of this study was to collect the students’ understandings and interpretations of their experiences (the subject reality), and any alterations can be considered as an open window on the students’ underlying schemas and beliefs (Pavlenko 2002, in Mercer 2013, p.165).

6.3.3 Suggestions for Future Research

On the basis of the results and the limitations of this study, the following suggestions can be made for future research.

Being a case study, this research attempted a deep investigation of “a single unit” to infer the English language learning culture of a group of students in the Department of English at the University of Béjaia. However, future researchers can widen their scope and include students and teachers from diverse Algerian universities to infer the learning culture nationwide.

The EFL learning culture of Algerian students can also be investigated through triangulating different data collection tools such as interviews, diaries, observations and surveys to obtain a bigger picture of the situation.

There is also a need in future research to conduct in depth document analysis of the official texts about English language learning to unearth whether the principles of learner autonomy are explicitly presented, on the

basis of which suggestions can be made to bring changes to the existing curricula.

Furthermore, adopting an experimental research design to investigate the effects of learner training or strategy training on learners' capacity to learn autonomously could be enlightening and may provide interesting suggestions for the promotion of learner autonomy in the Algerian context.

Finally, conducting research to tap into teachers' cognition regarding learner autonomy at all levels of education in the country could also bring insights for future reforms towards autonomy-supportive curricula.

Summary and Conclusion

In this discussion chapter, the findings of the qualitative and quantitative studies were compared and contrasted in order to answer the two main research questions of this study and their corresponding sub-questions.

The chapter was divided into three sections: section one attempted to answer RQ1; the students' perceptions of themselves as learners, the teacher role and the EFL learning context were uncovered and discussed to shed light on the prevailing EFL learning culture at the Department of English of the University of Béjaia.

In section two, the insights gained from section one were used to examine the students' readiness for learner autonomy and answer RQ2. The aim was to establish a relationship between the students' EFL learning culture and their readiness for autonomous learning. The findings revealed that the students manifested perceptions that can be either conducive or impeding to learner autonomy.

Regarding the perceptions potentially conducive to learner autonomy, it was argued that readiness for learner autonomy lies in the students' positive perceptions of themselves (e.g. confidence in ability to learn English, high intrinsic motivation, capacity to take responsibility for learning) and their understanding of their complex EFL learning context. Therefore, it was concluded that readiness for autonomy is manifested in the students' psychological characteristics.

Concerning the set of perceptions impeding learner autonomy, they were summarized in three major features: perceptions of the teacher as an authority figure in the classroom, prevalence of quantitative perceptions of learning and lack of awareness of the administration role.

The discussed results pointed not only to the students' lack of readiness but to the teachers' and the administration's as well. It is clear, then, lack of readiness for autonomy results from social factors than psychological ones; it is the students' educational history and learning environment in general that affected their capacities to function as autonomous students. On this basis, it was argued that to find a place for learner autonomy in the context of this study, it is deemed more than necessary to address the enabling resources of the educational institutions and the wider sociocultural context. That is, readiness for learner autonomy should be discussed in terms of "multi-agent readiness" rather than "student readiness".

The last section of this chapter was devoted to the implications of the results for policy makers, curriculum designers, teachers and the administration. Further, the limitations of the study were presented and some suggestions for further research were made.

General Conclusion

General Conclusion

Since the implementation of the LMD reform in higher education in Algeria, the concept of learner autonomy has gained importance and captivated the interest of teachers as well as researchers. This new system introduced changes that challenged the prevailing learning culture in the Algerian educational and wider sociocultural contexts. However, although the reform redefined all stakeholders' perspectives on learning and teaching in the official texts of the reform, the same old practices remained unchanged inside educational institutions. This is due to the fact that a good number of teachers believe that the LMD underlying principles are not compatible with the local Algerian learning culture. In their perceptions, it is unrealistic to expect from teachers to promote a learner autonomy-based pedagogy in their classrooms as they themselves have never experienced autonomy based-instruction. Interestingly, those teachers' arguments were in the same wavelength with some of the literature on learner autonomy suggesting that culture affects learner autonomy development. Being a western concept, many scholars questioned its suitability in non-western contexts (Jones 1995, Pennycook 1997, Shmenk 2005), while others claimed its universality but with different possible interpretations depending on context of application (Little 1999, Smith 2000). Thus, given that the literature on the relationship between learner autonomy and culture was inconclusive besides the lack of empirical evidence for the teacher's claims, the following study was conducted to brush up on the question.

The principal aim of this study was to investigate whether there is a place for learner autonomy within the Algerian learning culture. The guiding assumption was that shedding light on the prevailing EFL learning culture

would permit the examination of the students' readiness for autonomous learning. To reach this aim, the students' overall learning experiences of English language learning were collected and analysed to identify their perceptions of the English language, of their role as learners, of their teacher's role and of their learning context. In a step further, the identified perceptions were related to the students' readiness for autonomy.

To understand learner autonomy from students' perspectives and contextual peculiarities, the constructivist philosophy of life was my guiding ontology. Epistemologically, the interpretive approach was adopted, while methodologically, it was the mixed methods design within a case study approach that was favoured because it accommodated the philosophical standpoints of this study.

The tradition in the mixed methods design is to combine between the quantitative and the qualitative approaches in the different steps of the research process. In the current study, the data were collected simultaneously using a "concurrent triangulation design" (Creswell and Clark 2011). Specifically, the qualitative and quantitative data were collected and analysed separately in two different phases, then combined together to provide a thick description of the case under study.

The data collection process consisted of gathering qualitative data using Language Learner Histories (LLHs) and quantitative data through a questionnaire (ELLPQ) distributed to a sample of 420 EFL students (3rd year) at the Department of English of the University of Béjaia using "purposive sampling" (Miles and Hauberman 1994, p.25).

LLHs were used in this study to elicit qualitative data because this tool accommodates the case study approach. LLHs permit to access human experience retrospectively and provide insights on the connections between

learning, context and culture in social settings (Polkinghorne 1995). Thus, the qualitative data consisted of 3rd year BA students' 6 written stories about their English language learning experiences from first contact with the language until the present time. The analytical framework put forward for the qualitative data aimed to let the students' voices to be heard. Thus, content and context analysis techniques were simultaneously used in order to capture the students' perceptions, thoughts and emotions about learning English. The texts of the LLHs were treated as "subject reality" representing the participants' subjective own interpretations of their learning experiences and their complex learning context. Thus, the analysis of the LLHs brought about three major themes that proved quite illuminating regarding the participants' perceptions of themselves and the successful student" (theme 1), "the teacher and teaching" (theme2) and "the context of English language learning" (theme 3).

Regarding the quantitative data collection, a questionnaire was designed on the basis of the existing literature (e.g. Cotteral 1995, Spratt and al 2000, Xiaoli 2008) and was called the ELLPQ: English Language Learning Perceptions Questionnaire. It aimed to collect the students' perceptions and draw a general picture of the status quo in relation to the students' learning culture of the English language.

Combining and comparing the quantitative and qualitative results was a step further in the research process as it permitted to satisfactorily answer the two main research questions of this study and their respective sub-questions. In seeking to identify the students' perceptions of themselves, their teacher's role and their English language learning context, I was able to describe the prevailing learning culture and relate it to their readiness for learner autonomy.

As for the students' perceptions of themselves, the analysis of their discourse on English language learning and teaching revealed the students' a) strong confidence in their ability to learn English, b) high capacity to take responsibility for learning outside the classroom, c) capacity to reflect on their learning at different levels of education, d) high intrinsic motivation to learn English, e) high sense of hard work and effort, f) capacity for self-evaluation on the basis of feelings of progress and exam scores and g) capacity for self-initiated learning and self-direction outside the classroom. Considered all together, these perceptions indicated a good potential of psychological readiness for learner autonomy.

Regarding the students' perceptions of the teacher role and responsibilities in the learning process, the findings revealed the significance of the teacher in the students' minds. The students manifested their dependence on the teacher in all aspects of learning, particularly inside the classroom. In their views, having total control over classroom decisions, setting learning goals, assessment, choice of activities, etc are all natural responsibilities of the teacher. These perceptions point to the students' lack of political and technical autonomy.

For the perceptions of the English language learning immediate and wider sociocultural context, the analysis of the data revealed that the students' perceptions and behaviors are context-sensitive. The students' educational context and backgrounds seem to have shaped and influenced their current perceptions of learning and teaching and adopted behaviours to learn English. Moreover, the students expressed awareness of the affordances and limitations of their English language learning context.

On the basis of the insights gained from identifying and analyzing the students' perceptions, it was made possible to infer the prevailing English

language learning culture, a step that served another major aim in this study which was the examination of the students' readiness for learner autonomy.

Interestingly, the findings revealed that the students evolved in a complex learning culture involving many sub-cultures such as teaching culture, testing culture, institutional culture, national culture...etc, that were all in interaction and exerted tremendous influence on the students' deep understanding of their English language learning and readiness for learning autonomously.

A deeper analysis of the students' learning culture unearthed perceptions and behaviours that indicated both readiness and lack of readiness for learner autonomy. Thus, students' readiness for learner autonomy seemed to firstly lie in their psychological characteristics as English language learners. The students seemed to have positive views about themselves and about English learning. Secondly, their readiness was also perceptible in their understanding of their complex learning context and their behaviours and decisions to cope with it. On the other hand, lack of readiness for autonomy was identifiable in the students' perceptions of control distribution in the classroom i.e. in considering the teacher as the sole authority figure, in addition to the prevalence of quantitative perceptions of learning and lack of awareness of the administration role in their learning. By taking a closer look at the findings, one could conclude that both the teachers and the administration suffered from lack of readiness for learner autonomy.

The major contribution of this study is that lack of students' readiness for autonomy is not due to any inherent personal or cultural characteristic but rather to a lack of an autonomy- supportive environment. On this basis, the claim that learners from non-western cultural backgrounds are inherently

incapable to learn autonomously is rejected. This study brings evidence that learner autonomy is a universal concept compatible with different cultures. The development of learner autonomy seems to be dependent on the “enabling resources” (Palfreyman 2014, p.1) in learning situations.

As for the place of learner autonomy in the context of this study, there is no doubt that learner autonomy is indeed appropriate in the Algerian context; it can be promoted but under some conditions. The results showed that learner autonomy is not only dependent on the individual learner but also on the whole environment where learning is taking place. Hence, the development of learner autonomy is dependent on the creation of “ecologically valid contexts” (Palfreyman 2010, p.4) where space for exercising participative autonomy is created. It is only when teachers, learners, school administrations, curriculum designers, policy makers and parents are all ready to put energy and time to work together patiently that a fertile soil for the flourishing of learner autonomy seeds can be created and a gradual autonomy-supportive culture can be instigated.

I cannot close this conclusion without saying a word about the benefits of embarking on a research project on learner autonomy in my everyday life. Investigating my students’ readiness for learner autonomy has brought a profound change in the deepest layers of my conceptions of learning and teaching.

Being an insider in my research context, I started this research project with some skepticism about my students’ capacities to learn autonomously. However, this experience taught me that from now on, before blaming students for anything, I should expand my view and look elsewhere than the students themselves to include not only the environment, the history and the education of the students but myself as a teacher, as an agent of change.

This study has arisen my awareness of the critical role I can play in the promotion of autonomy not only in my classes but also inside my family as a parent. I no longer perceive learner autonomy as an educational goal to achieve but as a need to satisfy.

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Appendices

Appendix 1: Guidelines for LLHs Production

My Language Learning History (adapted from Murphy 2006)

Write a paper about your language learning history from when you began learning English to the present. Some questions you may want to answer in your story:

- How did you learn English in middle and secondary schools and university?
- What positive and negative experiences did you have and what did you learn from them?
- What were you expecting before you came to the university?
- What were you surprised about in your university classes?
- How have you changed your ways of language learning since coming to the university?
- What are the things that you found especially helpful?
- What are the areas that you still want to improve?

An extract regarding the content of the Language Learning Histories (Adapted from Mercer 2013).

You should begin by writing about your language learning life history from the point where you first developed an interest in languages or started to learn a language to the point in your language learning where you are now. Although the focus is on your language learning experiences, English in particular, you may wish to mention other experiences which you think have played an important role in your development too. Try to be as descriptive and detailed as possible about key events or people who have been important to you, rather than just writing a superficial chronology. In this way, the text will cover your past, present and future. Naturally, you can add any other comments, observations or reflections of your language learning development.

Appendix 2: Informed Consent Form

Informed Consent Letter

Mrs Linda Khenoune

Department of English

University of Bejaia

Email: lindakhenoune@yahoo.fr

Researcher's part

As part of my doctorate thesis, the aim of my research is to investigate students' discourses of English language learning and teaching. I would appreciate if you permit me to use the information in your Language Learning Histories (produced as part of a classroom assignment) as qualitative data in this research project. All the information you provided will be treated very confidentially. Students' names will be omitted and replaced by a code.

Sincerely yours,

Mrs Khenoune

Students' part

I, the undersigned, hereby authorise Mrs Khenoune to use the information in my Language Learning History as data for research purposes.

Student signature

Date

Appendix 3 : LLHs Original Versions

Sample 1 : S1 LLH

The second period of my English learning was done in my middle school. During this period, I found that English is hard but interesting. It was hard because there are a lot of grammar rules that I have to follow while writing. However, it is interesting as in English; there are words with the same spelling but different meaning and pronunciation, words with the same pronunciation but different spelling too. Little did I know, because of my already acquired knowledge, I was always a step ahead of my other classmates I did not struggle as much as them even if I was not really as enthusiastic as what I should have been. I was trying to learn it as any other subjects, so I did not treat English learning with a positive attitude. I just remembered the new words that the teacher asked me to remember, read what teacher asked me to read and study what I was supposed to study. The teacher was always stimulating us to speak so we were often using a very simple conversation to practice our

oral English and do some exercise, forming sentences with particular grammar or new phrase, in order to help us to acquire the new knowledge. Because there was no internal motivation to learn English, I cannot say that I really enjoyed the process of English learning during this period, but it is still good to know a new language So I tried to do my best. Besides that under this period, I got a very good English teacher when I was in my third year of middle school whereby he used many interesting ways to teach us English. I got motivated by the teacher since he was always trying to make the lesson as enjoyable as possible, assessment was not something that important to him, he was more interested on each students understanding and fun. While associating fun with studies he was always preparing something to reward us for the attention we gave him during the lecture such as candies, cookies or a funny

song to enjoy and distress. This motivation pushed me until I finished my secondary school.

Once in high school, I became fond of foreign cultures, especially the Anglo-Saxons one. That inspired most of my knowledge to improve. Another point that made me enthusiastic about learning the English language was the possibility of, for the first time, being able to understand what my favorite English singers were saying in their song lyrics. In fact, I started listening to western music and watching English channels. Since it is something that helped me a lot to ameliorate my English pronunciation and learn a lot of new words so I let myself being taken by this wave. Little by little, I was able to understand what I listened to and read but I almost had no chance to speak English. We were trying to practice speaking among us but it was not enough. Instead I read books and listened to

music all the time. Although the language teaching in school seemed unsuccessful, the reading exercise at home was of great help, because at that time I brought some English books and novels to read. But with all the effort that I did I still found difficulties in speaking and understanding. During a my second year's summer vacations i started feeling boredom and routine so i decided to take extra courses in a private english school that was working during that period. those lectures i had there was nothing but a revision of what i have already studied previously but i still was happy to get to revise them. unconsciously I found myself willing to have an English graduation degree because, In my second year, I had to choose a branch to master and I chose language. I had set my mind on it; I would be an English Language Teacher.

language which is English language. In the beginning I found the way of uttering words funny, I really appreciated the pronunciation and the amazing atmosphere made by the teacher procured me a good sensation. I really enjoyed the moment when the teacher explain the lesson in very simple way with pictures and lyrics and song in English language in order to transmit us informations and learn English. I had a good marks in my first year in middle school. and my teacher was proud of me; even in the second year my marks in English was great. During my holy days I like going in countryside for recreation, in nature I feel relax. In my third year in middle school I had a new teacher of English he was the best teacher that I never seen in my life of student, he was very serious and he did his best and put all his energy in order to transmit us a message. I still remember his beautiful and good writing in the blackboard; he always speak with us in English and he reinforced us to speak even with doing mistakes he said: "we learn by doing mistakes, just speak English". With time my love for English language grewed up, thanks to my dear teacher mister GRebrion.

Time goes as fast as lightning, I got my brevet exam with the average of 12 and 14,5 in English I was satisfied. I chose literary in High School then foreign languages in the second year since I had a big ambition to study both English and German languages.

I still remember my first year in high school it was in 2010 when Algeria won the football match against Egypt and qualified to world cup in South Africa. During this period of time I had only one goal in my mind my aim was to succeed and get my baccalaurate exam and prepares myself as well as to get it. So my first year in High School was very rewarding and my experience in English was useful. My teacher was trainer but she was smart and she had a good method of teaching, she tries to do her best in order to explain us lesson and she had a good idea when she proposed to bought a notebook in order to writing difficult words. I enjoyed this method because it permitted to me to enrich my vocabulary and learn a new words it was benefic for ~~all~~; she suggested also to read book or novel at home during holidays, so I read my first book in English it was "Around the world in 80 days" it was an interesting history a like, it permitted to me to develop my reading skill and collect

a set of signification of words. In my second year in high school I deal with German as a foreign language. It was original. It was a new discovery for me. I like German. It still my favourite language with English of course.

In that time I was teenager and sometime I feel stressed overthinking in banal things. I feel tired and exhausted. But the help of my mother who was my confident I could get over this period. Therefore I am thankful to my mother. God bless our mothers!

It gave me a power and mix to fight in my life. I learned to never give up on something you really want, it's difficult to wait, but worse to regret. The nicer you are the easier you hurt. There is a story behind every person, there's reason why they're the way they are. Think about that before you judge someone. With all these faith I realized my aim and got my Baccalaurate exam in 2012 with good average 12. I made a choice and decided to choose English as a field to study in the University. I was encouraged by my parent for my choice.

Sample 3 :S3LLH

Before I start to share with you my passion for the English language in particular and the other foreign languages in general I want to give you a short brief introduction of myself.

I am Yveline Sidiya, I am 21 years old, a third year English student at the university of Abderehmane Mira of Bejaia, my field of study is language sciences and didactics.

My mother was my first school, she taught me the principle of life, how to behave and showed me the way to succeed in my life focusing on the good things to do and the bad ones to avoid. When I was a child, I hadn't the opportunity to

learn a lot of things, all I did was watching movies and cartoons then trying to imitate the persons especially when they spoke foreign languages, until I entered to primary school where I had the chance to learn a lot of subjects and two foreign languages which are Arabic and French. As all of the children, I was a dreamer, I dreamt of becoming a pilot or an air hostess, I thought that things were easy, but with the time, I realized that it was not as easy as I imagine it, despite of being a curious who wants to learn and know more.

When I was in the primary school, I feared of being the worst student in the class because I was so shy and I didn't

learn a lot of things, all I did was watching movies and cartoons then trying to imitate the persons especially when they spoke foreign languages, until I entered to primary school where I had the chance to learn a lot of subjects and two foreign languages which are Arabic and French. As all of the children, I was a dreamer, I dreamt of becoming a pilot or an air hostess, I thought that things were easy, but with the time, I realized that it was not as easy as I imagine it, despite of being a curious who wants to learn and know more.

When I was in the primary school, I feared of being the worst student in the class because I was so shy and I didn't

participate although I knew the answers and I had information about the subject. My teachers knew that I was a brilliant pupil so, they tried to help me to overcome this obstacles. Once arrived at home, I explored what I had learnt in the class, I didn't limit my learning in what the teacher gave me in the classroom.

My lovely parents were always ready to help me, they encouraged me to be the best. During all the six years I spent in the primary school I was a very wise pupil, I got either the first or the second grade (mark), this lead me to participate in many meetings between the other primary schools in our region. I got my final exam with a very good mark and

Appendix 4 : Manual Data Coding- A sample

LLH 2/ F

The middle School

When I was in the middle school, I had some habits to do, I used to get up early in the morning, made my prayer, prepared my self and had my breakfast then went to school.

Fear of new experiences [In the middle school, I saw it like a new world for me, eleventh teacher and a very hard syllabus,] but I enjoyed my self in this school, [I was always dynamic and I had the curiosity to discover what I will study in this school, a lot of questions came to my brain, "the program is difficult or easy as the primary one?", "teachers are very severe or not?"] *Reflection* In general, it was a mixture of fear and challenge at the same time. But after time, I began to discover things how the middle school functioned, and also I began to find what methods were used by my teachers. [There I discovered a new language which is called "English" that attracted me immediately to know it.] *First contact with English*
Perceptions of self
Beginning of interest in English.

During the first year, when I studied this language for the first time, I did not have any goal to achieve with language, just like it, I enjoyed listening to my teacher spoke it. [But after time I discovered that it's an interested language and it's the language used by the world, everything functioned with it, It's the "lingua Franca"] *Awareness about the status of Eng.*

In the past I give importance to French language, [but after discovering the new language, I neglected the French language I remembered when I was in the first year I was in hurry to learn the English language.] *Intrinsic motivation.*

Effective by methods + Good teacher characteristics [My teacher was so good, she had a unique method, she gave us all the opportunities to study with her, she taught us slowly, everything is well explained, well illustrated, and if we didn't understand her she repeated us another time with using Arabic or French language just to transmitted us the message she introduced us to the fourth skills without any difficulties, all my classmates enjoyed studying with her, such as she became to introduced us to the reading skill by asking us to repeat what she wrote on the board or in the book one by one, and she emphasized that everyone read in order to see if we arrived to pronounce the letters well, and I remembered that all of us did not have any pronunciation, but she encouraged us by saying "don't care about the pronunciation, you will get it after time,"] and corrected us without any problem and she always said [From mistakes we learn] and also she introduced us to the writing skill by asking everyday someone to write the date in the board, this technique was just for seeing if we knew how to spelt it. Then the speaking skill by asking us to speak about any subject or dreams that we did, here is just for seeing if we did any effort to speak or not. She knew how to make up master the fourth skills, after she asked us to do projects. The syllabus of the first year was easy, it was just an introduction, for this reason we were all good.] *Focus on CC.*

Learning mostly [In the first year, I had a lot of willing I used to write every word or sentence that I heard, and I asked a lot of questions, I participated in the classroom,] and also [when I had a free time, I went to other classes and study English language, I got the best mark] and I was always ready to did my examination, because I knew everything in my syllabus, I revised everyday my lessons and I was ready to learn everything had relation to English language, [my teacher was so good, all pupils liked her and her modual, they went to be their teacher This teacher was my teacher for two years (1st and 3rd year).] *Log skills*
Introduction of autonomous activities
willingness to learn
Initiative
Effective by methods.

Self-evaluation: exam scores

Effective teacher:

In the Second year, another teacher came and she was old, she was lazy when she taught us, but she was comprehensive one if she saw someone cried or unhappy, she tried to know what was the problem and ready to help us, this is the big reason why we liked her, eventhough she had not a good method, she just wrote on the board and asked us to write, and she was incapable to stand up and explained lessons, she always sit down. like this the year ends and nothing we got, she never gave us activities, nor the projects, her exam or tests were very eazy, all people got good mark in her modual.

Good teacher

Ineffective by method

Self-evaluation eye compare

The second year were not good, no new vocabulary or any words, Sentences had acquired, we still just in the level of the first year, My classmates wrote a letter to headmaster in order to change the teacher but without any response, the year finished and all my classmates were not satisfied of the English language.

Awareness about progress limitation

In the third year, the teacher of the first year return to teach us, we were very happy, because finally we got the teacher who can help us to catch up what we lose in the 2nd year. the teacher asked us to keep the book of the second year in order to continue the lessons that we did not done with previous teacher, she made us the mixture of the 2nd and third program, it was very difficult to master the two syllabuses at the same time especially the syllabus of the 3rd year was difficult for me, I had some deficiencies to master it, but with the efforts of my teacher and the revision that I did, I arrived to succeed, and got the year with best mark.

Effective by method

Teacher role: source of help + motivation

My teacher help us a lot, she never give up when she asked us questions and no body to answered, and the result of the exams were not good as the first year, luckily with the help of our teacher, we succeed to finish the year with satisfaction and happiness. Now, moving to the fourth year, where I found my self a lot, because I had the best mark in B.E.M Exam. I mestered all my moduals especially English, I got the best mark 18/20 in the exam, the syllabus were eazy for me my teacher was good, even she didn't like to speak a lot or tell us jokes as my previous teacher did, and also she dislike when someone ask her to go out or to explain with using other language, she repeated us "never use any language when you to study a language just speak it and didn't translate to another language." And she asked us when she gave us new words to use dictionary, she like give us tests or activities to do at home, always we had exercices of English, and we corrected in class. To summerize by saying that the middle school was fantastic and full of success.

Self-evaluation score now

by method by autonomy

The Secondary School

Program evaluation

After gotten the B.E.M Exam I choosed to study letters and languages, I liked languages a lot, In the first year, It was not good, a lot of lessons, the program was difficult, the teachers was severe with us I remembered that we had a teacher of English, her level was as us, she forgot words and did not have pronunciation, I felt as we were all learners, because she said us, that she was not specialized in English field, "I was just as a successor for the moment", I thought that she had just licence diploma, she stole student. When she wrote a paragraph, she forgot the put "S" of the plural, and also she forgot to use the pounctuation, but we enjoy learning with this teacher, we laught all the time the year finished rapidly and here I began to prepare a goal that was "I became a teacher of English language" because I enjoy my self when speaking, reading and expressing my self with using English language and what punch me to like it more was that when listening to someone speak it fluently or when watching movies with English language I became to dream that one day I become the native one.

Decision making

Intrinsic motivation

Ineffective teacher

Effective teacher

Future plans

Travel

Intrinsic motivation

N.S as vfease

In the second year, I had a small, but an intelligent teacher, she gave us syllabus and asked us to prepare lessons, she gave us a lot of activities that will be corrected she was very severe with us, she always repeated us that "we are responsible for our studies, we have to ask questions, look for information, never let something vague in your brain" she supported active learners, at the end of the year, she gave us a present for whom who had best mark in her language every thursday, when she gave us to write a paragraph or an essay about any subject, then we corrected all together by asking someone where was the mistake and corrected it, and before started correction, she had to listen to our paragraphs, in this year I get a lot of vocabulary and a lot of metaphors. *Effective by methods* *Log matters* *Autonomy based methods* *Self-evaluation! ex complements!*

Moving to the third year, it was good but buzy, a lot of subjects to analyse, activities, my teacher was so hard and serious with us, she didn't like the lazy students; and in holidays we studied because we had some lessons to catch up] and also with the adding of the German language, I mixed between the two languages, she gave us photocopies and asked us to read it at home and tried to understand what was about? As we try to study alone, I liked this method by which we studied, but my classmates hate this method and she said us: "One day you will study alone by taking notes" and "preparing for your lectures alone". because It's the method used in university, you will responsible for your studies" she prepared us well for the baccalureat Exam, she gave us examples of subjects of exams, we analysed it together; I'm grateful of respect for all my teachers, that teach me and gave me knowledge and behave me in correct way I will never forget the job of my teachers and I never forget the help of my friend which gave me her copybooks and her notebooks and also when I didn't understand something, she explained me lessons. I like her and I wish from "God" to help her in her life, and her studies. *Tough teacher.* *Confusion between German English.* *T. role.*

In university

After the baccalureat exam, I choiced English language as my branch, because it's my favourite language where I find my self a lot, during the first year, I found a lot of difficulties, I could not understand what my teachers talked about, I found that language that I studied in middle or in secondary it's totally different, I remembered that I said to my parents, that will not continue my studies, because I can't master anything but my parents puch me to study. *Decision making for* *Extrinsic motivation* *new log motivation* *family support*

I remembered that in university, I can't master either phonetics nor civilization, because in secondary we never did about civilization nor phonetics, I remembered the first time to attend the lecture of phonetics, I saw some students knew how to describe words, but me no, I didn't, because it was the first time for me to discover it, then I told to my teacher my problem, and he promised to help me and also with the help of my friend by doing exercices together, I arrived to master some of this modual, also in the 1st year we had the problem of O.E.L.(Origin and Evolution of language), where my teacher just spoke, and he did not wrote on the board nor gave us photocopies, and he asked us a question no one to answered, he began to say "Oh, my God, you are in the university and you don't know the answer, if I were in your case, I will never attend the classroom". he always gave us complements, for this reason everyone dislike his moduals, the mark of his exam was just between (2-11). *T. role! source of help!* *Ineffective by methods*

In the second year, which was difficult for all students, because we had a lot of courses and difficult to master it. the problem in university is that some teachers didn't try to know the students, in the 1st semester, I got the best mark in "Linguistics" and when my teacher called my name, I was stand up for taking my copy, she said:

"oh, it's you I did not see you before", and I attend always this course, but she did not see me. In university we had to study a lone (autonomy) I liked this method; in the beginning it was difficult but Now, it's normal, I find it the suitable method for us.]

lg.
theories

Now, I'm specialized in Didactics and language sciences, because as I said before I'm not good in civilization, but I find my self in linguistics, written and didactics. I wish this year will be good, full of success and full of flourishing in our studies.

Self-evaluation
+ motivation

hopes of success

Appendix5: Initial Categories

a. S1/F

- 01 Parents' influence in learning
- 02 Watching movies and cartoons to learn foreign languages
- 03 Fear of failure because of shyness
- 04 Teacher's help to overcome shyness
- 05 Self-initiated activities
- 06 Parents' encouragements
- 07 Good marks as sign of success in learning(self-evaluation through marks or evaluation criteria)
- 08 Fear of new environments and experiences
- 09 Efforts lead to learning
- 10 Evaluation criteria of the teacher's skills (good pronunciation)+ teacher source of inspiration and motivation
- 11 Effort leads to goal achievement (success)
- 12 Organization skills
- 13 Effort leads to success
- 14 Good marks sign of success
- 15 School success is a source of pride for oneself and family
- 16 Father's decision in school orientation (parents' control)
- 17 Fear of new environments and experiences
- 18 Teacher source of advice (teacher's opinion is as important as the father's one)
- 19 Self-initiated activities+ effort to improve + own theories about learning
- 20 Self-initiated activities + Learning strategies
- 21 Good teacher/ characteristics of good teacher/ effective teaching methods
- 22 Good marks sign of success
- 23 future plans/ career plans/ goal orientation
- 24 Discouraging classroom environment
- 25 Ineffective teacher/ characteristics of ineffective teacher
- 26 Average exam mark = more efforts needed

- 27 (evaluation through exam marks)
- 28 Father's decision in future career of kids (Parents' plans VS kids plans)+
perseverance to reach goals
- 29 Awareness of the status of English (perceptions of English)
- 30 Goal orientedness+ decision making + motivation and willingness
- 31 Sense of effort and hard work
- 32 Fear of new environments and experiences
- 33 Decision making on new learning strategies
- 34 Self-evaluation+ reflection+ confidence building+ control on leaning skills
- 35 Self- image
- 36 Perceptions of teaching
- 37 Awareness of the status of English (perceptions of English)
- 38 Intrinsic motivation
- 39 Self-initiated activities/ perceptions of learning process
- 40 Teacher as model/ perceptions of the teacher
- 41 Parents' influence in learning
- 42 Watching movies and cartoons to learn foreign languages
- 43 Fear of failure because of shyness
- 44 Teacher's help to overcome shyness
- 45 Self-initiated activities
- 46 Parents' encouragements
- 47 Good marks as sign of success in learning(self-evaluation through marks or
evaluation criteria)
- 48 Fear of new environments and experiences
- 49 Efforts lead to learning
- 50 Evaluation criteria of the teacher's skills (good pronunciation)+ teacher source of
inspiration and motivation
- 51 Effort leads to goal achievement (success)
- 52 Organization skills
- 53 Effort leads to success
- 54 Good marks sign of success

- 55 School success is a source of pride for oneself and family
- 56 Father's decision in school orientation (parents' control)
- 57 Fear of new environments and experiences
- 58 Teacher source of advice (teacher's opinion is as important as the father's one)
- 59 Self-initiated activities+ effort to improve + own theories about learning
- 60 Self-initiated activities + Learning strategies
- 61 Good teacher/ characteristics of good teacher/ effective teaching methods
- 62 Good marks sign of success
- 63 future plans/ career plans/ goal orientation
- 64 Discouraging classroom environment
- 65 Ineffective teacher/ characteristics of ineffective teacher
- 66 Average exam mark = more efforts needed(evaluation through exam marks)
- 67 Father's decision in future career of kids (Parents' plans VS kids plans)+
perseverance to reach goals
- 68 Awareness of the status of English (perceptions of English)
- 69 Goal orientedness+ decision making + motivation and willingness
- 70 Sense of effort and hard work
- 71 Fear of new environments and experiences
- 72 Decision making on new learning strategies
- 73 Self-evaluation+ reflection+ confidence building+ control on leaning skills
- 74 Self- image
- 75 Perceptions of teaching
- 76 Awareness of the status of English (perceptions of English)
- 77 Intrinsic motivation
- 78 Self-initiated activities/ perceptions of learning process
- 79 Teacher as model/ perceptions of the teacher

b. S2/F

- 01 Self -image
- 02 Reflection
- 03 Intrinsic motivation
- 04 Intrinsic motivation
- 05 Awareness of the status of English (perceptions of English)
- 06 Intrinsic motivation
- 07 Good teacher/ characteristics of good teacher/ effective teaching methods
- 08 Learning mottos
- 09 Teaching methods (developing skills)
- 10 Self-evaluation
- 11 Learning strategies
- 12 Self-initiated activities
- 13 Successful learning: motivation/ strategies and Evaluation criteria: best mark
- 14 Knowing by heart
- 15 Ineffective teacher/ characteristics of ineffective teacher
- 16 Self-evaluation +awareness of progress
- 17 Teacher source of motivation
- 18 Importance of English textbook
- 19 Evaluation of textbook content
- 20 Self- evaluation
- 21 Teacher efforts (role of the teacher in learner success)/ self –evaluation with exam score
- 22 Teacher role : provide help
- 23 Self –evaluation: exam scores
- 24 Good teacher (characteristics)
- 25 Learning motto
- 26 Teaching methods
- 27 (effective ones)

- 28 Decision making
- 29 Intrinsic motivation
- 30 Ineffective Learning environment
- 31 Ineffective teacher
- 32 Good teacher(sense of humour)
- 33 Goal-orientation: career plans
- 34 Intrinsic motivation
- 35 CC of native speaker as goal
- 36 Teaching methods (effective ones)
- 37 Learning mottos + activities promoting learner autonomy
- 38 Teacher evaluation: through exam scores
- 39 Teaching methods (effective ones)
- 40 Self-evaluation: vocabulary learning
- 41 Activities promoting learner autonomy
- 42 Good teacher
- 43 Friend's support
- 44 Decision making + intrinsic motivation
- 45 Self-evaluation+ difficult subject
- 46 Family support
- 47 Difficulty with some subjects
- 48 Teacher role: help students
- 49 Ineffective teacher
- 50 Evaluation of the effectiveness of the teacher through exam scores
- 51 Ineffective teacher: rapport with students
- 52 Learning theories
- 53 Awareness of the status of English in the world (perceptions of English)

c. S3/M

- 01 Awareness of the status of English in Algeria (perceptions of English and the learning context)
- 02 Initial contact with English+ lack of intrinsic motivation
- 03 Teacher role: source of motivation+ characteristics of effective teacher
- 04 Self-evaluation: sense of achievement
- 05 teacher source of demotivation
- 06 self-evaluation: exam scores
- 07 Teacher role: source of motivation+ help
- 08 Sense of progress source of intrinsic motivation+ self-evaluation: exam scores
- 09 Making efforts for good grades and achieving goals
- 10 Self- initiated activities to prepare for exams
- 11 Family and friends influence
- 12 Reflection and awareness of status of English
- 13 Intrinsic motivation
- 14 Self-initiated activities
- 15 The influence of the Anglo-Saxon culture : source of motivation
- 16 Parents source of motivation to succeed
- 17 Self-initiated activities
- 18 Feeling of improvement
- 19 Decision making + self-initiated activities
- 20 Sense of achievements after efforts
- 21 Reflection/ critical thinking
- 22 Self-evaluation
- 23 Feeling of improvement
- 24 CC as target
- 25 Awareness of favourable conditions for learning
- 26 Self-evaluation: sense of improvement (overall competence+ grammar and vocabulary)
- 27 Reflection on teaching methods

d. S4/M

- 01 Learning theories
- 02 Intrinsic motivation
- 03 Teacher role: create favorable atmosphere to learn
- 04 Teaching methods: effective ones
- 05 Evaluation : exam scores
- 06 Effective teacher: characteristics
- 07 Learning motto
- 08 Teacher: source of motivation
- 09 Goal-orientation
- 10 Characteristics of good teacher
- 11 Effective teaching methods
- 12 Intrinsic motivation to learn languages
- 13 Family support
- 14 Learning motto: perseverance and effort to succeed
- 15 Parents' influence to choose English
- 16 Awareness about the status of English
- 17 Effective teaching methods
- 18 Teacher source of motivation
- 19 Reflection on learning process
- 20 Self-initiated learning activities
- 21 Awareness of learning environment
- 22 Assuming responsibility for learning
- 23 Teacher role: guide
- 24 Teacher role: model for pronunciation+ source of motivation
- 25 Focus on CC
- 26 Future career plans
- 27 Native speakers as reference
- 28 Learning theories to develop CC

e. S5/F

- 01 Learning motto: promoting autonomy
- 02 Encouraging LA
- 03 Repetition and rote learning
- 04 Shyness as obstacle+ source of demotivation
- 05 Rote learning and good marks
- 06 Mother's advice
- 07 Teaching methods: effective ones
- 08 Feeling of improvement
- 09 Self-initiated activities
- 10 Determination
- 11 Teacher role: provide feedback
- 12 Effective teacher
- 13 Teaching methods: effective ones
- 14 Reflection on the course book content and the learning process
- 15 Perseverance
- 16 Efforts to improve: learning strategies
- 17 Focus on CC.
- 18 Sense of achievement: development of speaking skills
- 19 Teaching methods: ineffective ones
- 20 Teacher source motivation (total reliance on the teacher).
- 21 Perseverance + sense of effort
- 22 Self-initiated activities+ intrinsic motivation
- 23 Teacher role: basis
- 24 -Teaching methods: effective ones
- 25 -Focus on grammar for the baccalaureate exam
- 26 Good marks : source of motivation
- 27 Self-initiated activities
- 28 Baccalaureate exam: source of motivation
- 29 Efforts to succeed
- 30 Learning theories

- 31 Teaching methods: effective ones
- 32 Goal achievement+ interest in English
- 33 Difficult beginning at university
- 34 Difficulty new teaching methods that require autonomy (total reliance on the textbook)
- 35 Perseverance+ effort+ organization to adapt
- 36 Exams + success after effort
- 37 Self-image+ self-confidence
- 38 Organization+ time management
- 39 Self-evaluation+ feeling of progress
- 40

f. S6 /F

- 01 Intrinsic motivation
- 02 Self-initiated activities (TV)
- 03 Difficulty with English grammar and spelling
- 04 Focus on grammatical competence
- 05 Demotivation / lack of interest in English because of the grammar based-syllabus
- 06 Teacher role: prompter: source of extrinsic motivation
- 07 Lack of intrinsic motivation
- 08 Awareness about the importance of English
- 09 Teaching methods: effective ones(interest in developing competence not taking exams)
- 10 Teacher role: source of motivation
- 11 Culture : source of motivation to learn English
- 12 Ambition to understand VO films and music: source of motivation
- 13 Role of TV and music
- 14 Development of listening and reading skills
- 15 Self-initiated activities: efforts to improve speaking
- 16 Self-initiated activities : reading books
- 17 Focus on CC
- 18 Influence of private school on choosing English
- 19 Self-initiated activities : joining private school
- 20 Goal achievement

- 21 Intrinsic motivation
- 22 Feeling of progress
- 23 Focus on CC
- 24 Teacher role: correct mistakes
- 25 Learning theories: best way to learn English
- 26 Self-initiated learning activities: communicating with NS and NNS/ FLL
- 27 Intrinsic motivation
- 28 Awareness of required effort
- 29 Future plans: teach English
- 30 Perceptions of teaching: influence of former teachers
- 31 Perceptions of teaching/ role of the teacher
- 32 Learning theories
- 33 Learning theories
- 34 Effective teacher
- 35 Focus CC
- 36 Teacher source of inspiration
- 37 Teacher as model

Appendix 6 : A Sample of the Categorization Process

(LLH1)

1-Students' perceptions of themselves and learning (theme1)

A-Students' perceptions of learning (category 1)

a.1- learning methods(LM)(sub-category 1)

- **efforts and hard work** lead to learning, to achieve goals, to achieve academic success (specific topic)

- **Time management:** learning step by step(specific topic)

- **Goal orientation**(specific topic)

-**Reflection** (specific topic)

-on difficulty of the programme

-whether the teacher is severe or not?

-Inside CR LM

- had to listen to the lecturer

- take notes

-organize and summarize notes to facilitate exam preparation

-used to write every word or sentence that I heard

-ask questions

-participate

-Self-initiated learning methods(OCR):

- preparing lessons at home

-looking for new words in the dictionary

-reading novels and short stories to enrich vocabulary and learn new things

-reading poems

-writing small paragraphs every day

- joining other classes to study English

-trying to speak in English

a.2- Personal factors

-Motivation to learn English:

-Intrinsic

-Extrinsic

-Shyness

-Fear of new experiences

a.3- Evaluation criteria

- Exam results
 - High scores (successful learner)
 - Average scores (need to work more)

a.4- Influences

- Family
 - Parents': source of inspiration
 - Source of encouragements
 - Source of control: decide on future career plans, choice of the field of studies
- Institutional
 - Classroom environment: discouraging
 - Teacher
 - source of advice is as important as the parents
 - Source of inspiration: heroes and models
- Peers:
 - source of discouragements : not serious, prefers joking and having fun

a.5- Learning mottos

- From Teachers'
 - “don't care about pronunciation, you “ll get it later”
 - “from mistakes we learn”
- From students'

B- Students' perceptions of themselves

b.1-Good student

- Is one who gets good marks
- serious
- curious
- dynamic

b-2 Unsuccessful student

2- Students' perceptions of the teacher's role and teaching (theme 2)

a.2 Teacher role

- Help to overcome shyness
- Good teacher**
 - good language skills

- source of motivation
- source of inspiration
- kind
- helpful
- organized

Ineffective teacher

- severe
- doesn't make enough efforts
- doesn't do their job seriously
- gives hard exams
- correct severely

b.2 Teaching methods

- Effective methods
 - Provide maximum of knowledge
 - Uses different methods and tools (songs, data show....)
 - Give opportunities to study with her
 - Teaches slowly
 - Explains well
 - Illustrates everything
 - Repeats when necessary using Arabic or French
 - Focuses on developing skills delaying pronunciation
 - Doing projects
- Ineffective methods

b.3 The teaching profession

- an art
- noble

3-Students' perceptions of the social context (theme3)

- Peers as elements for comparison
- Succeed to please one's family

Appendix 7:Categories and Text Segments

Student 1 (S1) LLH		
Extract number	Text segments	Initial Codes
01	My mother was my first school, she taught me the principle of life, how to behave and showed me the way to succeed in my life focusing on the good things to do and the bad ones to avoid	Parents' influence on learning
02	When I was a child, I hadn't the opportunity to learn a lot of things, and all I did was watching movies and cartoons	Self-initiated learning activities
03	When I was in the primary school, I feared of being the worst student in the class because I was so shy and I didn't participate although I knew the answers	Fear of failure because of shyness
04	My teachers knew that I was a brilliant pupil so, they tried to help me to overcome this obstacles (being shy).	Teacher's help to overcome shyness
05	Once arrived at home, I explored what I had learnt in the class, I didn't limit my learning in what the teacher gave me in the classroom	Self-initiated activities
06	My lovely parents were always ready to help me, they encouraged me to be the best	Parents' encouragements
07	-I spent in the primary school I was a very wise pupil, I got either the first or the second grade -I got my final exam with a very good mark and I entered to the middle school.	Good marks as sign of success in learning(self-evaluation through marks or evaluation criteria)
08	The middle school was so different in all the sides from the primary school. In the beginning it was so difficult to accustom with the new rules and the new environment, it made me feel scared in the first days but after I became comfortable	Fear of new environments and experiences
09	The homework and the work we did in class likely got more challenging, but it was not a bad thing, we were growing up and we got to build on all that learning we already did in elementary or primary school. We learnt some new and different stuff in middle school like foreign languages "English"	Efforts lead to learning
10	I liked the pronunciation , in the first year my teacher hadn't a good pronunciation but in the three other years my teacher had a really beautiful pronunciation so I tried to speak like her, she spoke like native speakers that what made me like this language more than the others, thanks to her I had a good image about this wonderful language	Evaluation criteria of the teacher's skills (good pronunciation) + teacher source of inspiration and motivation
11	I had no difficulties in the middle school until the last year which needed hard work and concentration to achieve my goals	Effort leads to goal achievement (success)

12	I divided my time between school, course supports, homeworks and revisions	Time management
13	success was the result of my tiredness	Effort leads to success
14	I got my brevet exam with a very good mark, I was between the firsts in the school,	Good marks sign of success
15	I was so proud of myself, I made my family happy	School success is a source of pride for oneself and family
16	When I received my report card, I saw that they orientated me to the scientific field which was the choice of my father, It was hopeless for me but I tried be optimistic even if I loved foreign languages and literature.	Father's decision in school orientation (parents' control)
17	Now the time has arrived making the jump from middle school to secondary school, it is a daunting time. Like all the new students I feel lost amongst all the ancient students in the playground and daunted how big my new school is. I took time to get familiar with this new environment	Fear of new environments and experiences
18	I was confused and I was on the fence but thanks to my French teacher who opened my eyes to see the reality and told me that I will never ever succeed in this field and I had to be in the foreign language class, I decided to follow her advice and with the agreement of my father	Teacher source of advice (teacher's opinion is as important as the father's one)
19	During the holidays I read novels in French and short stories in English in order to enrich my vocabulary, ameliorate my pronounciation and learn new things, reading is too important when learning a new foreign language, it is helpful and it is like trying other lives without dying.	Self-initiated activities + effort to improve + own theories about learning
20	I had a habit of preparing my lessons at home, looking for all the new and difficult words in the dictionary	Self-initiated activities
21	All my teachers were kind and helpful, they did their work in a good way specially my English teacher, she was an organized teacher, she tried to provide us with the maximum quantity of knowledge, she used different ways and tools, a data show, a computer to do a listening course, she brought English songs with their lyrics and interpretation and conversations etc	Good teacher/ characteristics of good teacher/ effective teaching methods
22	In the first term I got the best mark, many of my classmates were shocked, they didn't think that I could succeed	Good marks sign of success
23	During the holidays I tried to rest and prepare myself for the famous hard year that will come, the year would define my future. I wanted to become a translator or an interprete.	future plans/ career plans/ goal orientation
24	Unfortunately, my 3 rd year began with some study and more fun. My class of the second year was divided to 2 classes, my classmates was not serious at all, all what they did was joking and having fun, it was so hard for me to concentrate	Discouraging classroom environment

25	The teachers were so severe and they did not do their job seriously, they did not make efforts to provide us with all the courses. They gave us hard exams and were so severe in the correction	Ineffective teacher/ characteristics of ineffective teacher
26	I got an average mark. In the second and third term I decided to work hard	Average exam mark = more efforts needed (evaluation through exam marks)
27	The choice of the field of study at university is required. As usual my father made a plan, he wanted me to study laws and become a judge or a lawyer, a short moment of confusion and with reflection and courage, I decided to do what I wanted, to realize my dreams and I choosed to study English,	Father's decision in future career of kids (Parents' plans VS kids plans)+ perseverance to reach goals
28	I choosed to study English, my favourite language and the most widely spoken language in the world, I knew that it was the best choice.	Awareness of the status of English (perceptions of English)
29	I decided to do what I wanted, to realize my dreams and I choosed to study English, my favourite language and the most widely spoken language in the world, I knew that it was the best choice. I was so excited to enter to the university, I had a will to study and achieve my goals.	Goal orientedness+ decision making + motivation and willingness
30	The holidays were finished, it was high time to return to studies and hard work	Sense of effort and hard work
31	The first day I entered to the university (...)it was a very difficult moment, I knew that the safety of home is no longer close at hand, my life would change and I'll be far of my parents, I became extremely nervous.	Fear of new environments and experiences
32	I adopted new methods of learning and acquiring knowledge, during the lesson, I had to listen to the lecturer, take notes because it was hard for me to remember everything . I organized and summarized the information I learnt for each class, it made it easier when it comes time to prepare for an exam or revise	Decision making on new learning strategies/ inside CR activities
33	Once, I've become accustomed with this new way of studying, things became more easy, especially after the first semester exam, I got an idea about the method used.	Self-evaluation+ reflection+ confidence building+ contol on lerning skills
34	I was serious.	Self- image: captionion of a good student
35	I wanted to learn more about teaching and to promote the healthy use of language, help people to learn and think of new ideas, discover other persons and may be change something in their life. Being a teacher is to teach and to learn in the same time. Teaching is an art and a noble profession	Perceptions of teaching

36	I choosed English because it is an international language which is used in all the domains	Awareness of the status of English (perceptions of English)
37	I choosed English because(...) because I simply love the English language with all its ingenuities and quirks, and especially all its exceptions to the rules, each time there is a grammatical rule , there are ten of exceptions as well	Intrinsic motivation
38	I am learning this language step by step trying to read articles, short stories, poems etc, and by trying to write even a small paragraph in the day, and trying to speak with other persons in this language	Self-initiated activities/ perceptions of learning process
39	I want to thank the great teachers I have had throughout my education, they were and still are my heroes and my role models.	Teacher as model/ perceptions of the teacher

Student 2 (S2) LLH		
Extract number	Text segments	Code
01	In the middle school, (...)I saw it like a new world for me, but I enjoyed my self in this school, I was always dynamic and I had the curiosity to discover what I will study in this school	Self-image Perception of self
02	a lot of questions came to my brain; “the programm is difficult or easy as the primary one?”, “teachers are very severe or not”?	Reflection
03	There I discovered a new language which is called “English” that attracted me immediately to know it.	Intrinsic motivation
04	During the first year, when I studied this language for the first time, I did not have any goal to achiweve with language, just like it, I enjoyed listening to my teacher spoke it	Intrinsic motivation
05	But after time I discovered that it’s an interested language and it’s the language used by the world, everything functioned with it, It’s the “lingua Franca”	Awareness of the status of English (perceptions of English)
06	In the past I give importance to French language, but after discovering the new language, I neglected the French language I remembered when I was in the first year I was in harry to learn the English language.	Intrinsic motivation
07	My teacher was so good, she had a unique method, she gave us all the opportunities to study with her, she taught us slowly, everything is well explained, well illustrated, and if we didn’t understand her she repeated us another time with using Arabic or French language just to transmitted us the message she Introduced us to the fourth skills without any difficulties, all my classmates enjoyed studying with her, such as she became to introduced us to the reading skill by asking us to repeat what she wrote on the board or in the book one by one, and she emphasized that everyone read in order to see if we arrived to pronounce the letters well, and I remembered that all of us did not have any pronunciation, but she encouraged us by saying “don’t care about the pronunciation, you will get it after time,” and corrected us without any problem and she always said “From mistakes we learn”. and also she introduced us to the writing skill by asking everyday someone to write the date in the board, this technique was just for seeing if we knew how to spelt it. Then the speaking skill by asking us to speak about any subject or dreams that we did, here is just for seeing if we did any effort to speak or not. She knew how to make up master the fourth skills, after she asked us to do projects	Good teacher/ characteristics of good teacher/ effective teaching methods Learning mottos Teaching methods (developing skills)
08	The syllabus of the first year was eazy, it was just an introduction, for this reason we were all good;	Self-evaluation
09	I used to write every word or sentence that I hered, and I asked a lot of questions, I participated in the classroom	Inside CR activities

Extract number	Text segments	Code
10	when I had a free time, I went to other classes and study English language,	Self-initiated activities
11	In the first year, I had a lot of willing I used to write every word or sentence that I heard, and I asked a lot of questions, I participated in the classroom, and also when I had a free time, I went to other classes and study English language, I got the best mark	Successful learning: motivation/ strategies and Evaluation criteria: best mark
12	I was always ready to did my examination, because I knew everything in my syllabus, I revised everyday my lessons	Exam revision
13	In the Second year, another teacher came and she was old, she was leazy when she taught us(...)she had not a good method, she just wrote on the board and asked us to write, and she was incapable to stand up and explained lessons, she always sit down. like this the year ends and nothing we got, she never gave us activities, nor the projects, her exam or tests were very eazy, all people got good mark in her modual	Ineffective teacher/ characteristics of ineffective teacher
14	The second year were not good, no new vocabulary or any words, sentences had acquired, we still just in the level of the first year(...)the year finished and all my classmates were not satisfied of the English language.	Self-evaluation +awareness of progress
15	In the third year, the teacher of the first year return to teach us, we were very happy, because finally we got the teacher who can help us to catch up what we lose in the 2 nd year.	Teacher source of motivation
16	the teacher asked us to keep the book of the second year in order to continue the lessons that we did not done with previous teacher, she made us the mixture of the 2 nd and third program	Importance of English textbook
17	it was very difficult to master the two syllabuses at the same time especially the syllabus of the 3 rd year was difficult for me,	Evaluation of textbook content
18	I had some deficiencies to master it (the sullabus content),	Self-evaluation
19	but with the efforts of my teacher and the revision that I did, I arrived to succeed, and got the year with best mark	Teacher efforts (role of the teacher in learner success)/ self-evaluation with exam score
20	My teacher help us a lot, she never give up when she asked us questions and no body to answered, (...) luckily with the help of our teacher, we succeed to finish the year with satisfaction and happiness.	Teacher role : provide help

Extract number	Text segments	Code
21	I mastered all my modules especially English, I got the best mark 18/20 in the exam, the syllabus were easy for me	Self – evaluation: exam scores
22	my teacher was good, even she didn't like to speak a lot or tell us jokes as my previous teacher did, and also she dislike when someone ask her to go out or to explain with using other language, she repeated us 'never use any language when you to study a language just speak it and didn't translate to another language.	Good teacher (characteristics) Learning motto
23	And she asked us when she gave us new words to use dictionary, she like give us tests or activities to do at home, always we had exercises of English, and we corrected in class	Teaching methods (effective ones)
24	After gotten the B.E.M Exam, I choosed to study letters and languages,	Decision making
25	I liked languages a lot,	Intrinsic motivation
26	In the first year, It was not good, a lot of lessons, the program was difficult, the teachers was severe with us	Ineffective Learning environment
27	I remembered that we had a teacher of English, her level was as us, she forgot words and did not have pronunciation, I felt as we were all learners, because she said us, that she was not specialized in English field, 'I was just as a successor for the moment', I thought that she had just licence diploma, she stole student. When she wrote a paragraph, she forgot the put 'S' of the plural, and also she forgot to use the punctuation	Ineffective teacher
28	but we enjoy learning with this teacher, we laught all the time the year finished rapidly	Good teacher (sense of humour)
29	the year finished rapidly and here I began to prepare a goal that was 'I became a teacher of English language' because I enjoy my self when speaking, reading and expressing my self with using English language and what punch me to like it more was that when listening to someone speak it fluently or when watching movies with English language I became to dream that one day I become the native one.	Goal-orientation: career plans Intrinsic motivation CC of native speaker as goal
30	In the second year, I had a small, but an intelligent teacher, she gave us syllabus and asked us to prepare lessons, she gave us a lot of activities that will be corrected she was very severe with us,	Teaching methods (effective ones)
31	she always repeated us that 'we are responsible for our studies', we have to ask questions, look for information, 'never let something vague in your brain', she supported active learners	Learning mottos + activities promoting learner autonomy

Extract number	Text segments	Code
32	at the end of the year, she gave us a present for whom who had best mark in her language	Teacher evaluation: through exam scores
33	every thursday, when she gave us to write a paragraph or an essay about any subject, then we corrected all together by asking someone where was the mistake and corrected it, and before started correction, she had to listen to our paragraphs	Teaching methods (effective ones)
34	in this year I get a lot of vocabulary and a lot of metaphors	Self-evaluation: vocabulary learning
35	she gave us polycopies and asked us to read it at home and tried to understand what was about? As we try to study alone, I liked this method by which we studied, but my classmates hate this method and she said us: "One day you will study alone by taking notes" and "preparing for your lectures alone". because It's the method used in university, you will be responsible for your studies"	Activities promoting learner autonomy
36	I'm grateful of respect for all my teachers, that teach me and gave me knowledge and behave me in correct way I will never forget the job of my teachers	Good teacher
37	I never forget the help of my friend which gave me her copybooks and her notebooks and also when I didn't understand something, she explained me lessons.	Friend's support
38	After the baccalureat exam, I choiced English language as my branch, because it's my favourite language where I find my self a lot	Decision making + intrinsic motivation
39	during the first year, I found a lot of difficulties, I could not understand what my teachers talked about, I found that language that I studied in middle or in secondary it's totally different	Self-evaluation+ difficult subject
40	I remembered that I said to my parents, that will not continue my studies, because I can't master anything but my parents puch me to study	Family support
41	I remembered that in university, I can't master either phonetics nor civilization, because in secondary we never did about civilization nor phonetics, I remembered the first time to attend the lecture of phonetics, I saw some students knew how to describe words, but me no, I didn't, because it was the first time for me to discover it	Difficulty with some subjects
42	I told to my teacher my problem, and he promised to help me	Teacher role: help students

Extract number	Text segments	Code
43	in the 1 st year we had the problem of O.E.L.(Origin and Evolution of language), where my teacher just spoke, and he did not wrote on the board nor gave us polycopies, and he asked us a question no one to answered, he began to say “Oh, my God, you are in the university and you don’t know the ans were, if I were in your case, I will never attend the classroom”. he always gave us complements, for this reason everyone dislike his moduals, the mark of his exam was just between (2-11).	Ineffective teacher Evaluation of the effectiveness of the teacher through exam scores
44	the problem in university is that some teachers didn’t try to know the students, in the 1 st semester, I got the best mark in “Linguistics” and when my teacher called my name, I was stand up for taking my copy, she said: “oh, it’s you I did not see you before”, and I attend always this course, but she did not see me.	Ineffective teacher: rapport with students
45	In uni versity we had to study alone (autonomy) I liked this method; in the beginning it was difficult but Now, it’s normal, I find it the suitable method for us.	Learning theories
46	The global spread of English has widespread linguistic, social and cultural implications, effecting the lives of millions of people around the world.	Awareness of the status of English in the world (perceptions of English)

Student 3(S3) LLH		
Extract number	Text segments	Code
01	In our country English takes place as a third language acquisition whereas Arabic and French represent respectively the mother language, second language acquisition, so learning and talking this language are little bit complicated in our society(...)	Awareness of the status of English in Algeria (perceptions of English and the learning context)
02	I started learning English when I was 13 age in the first year of the middle school, in that moment English did not mean for me much things, I just took it like the other modules	Initial contact with English+ lack of intrinsic motivation
03	I enjoyed the lessons that I had attended maybe because I had a funny teacher, I remember I never got bored at his lesson he was an amazing teacher as he was always smiling and active,	Teacher role: source of motivation+ characteristics of effective teacher
04	in that year I studied the basic things in English like the days of the week, months of the year numbers.....etc. it was something so totally new for me that I felt very proud of being able to speak some sentences like: what is your name and the answer was my name is (...).	Self-evaluation: feeling of progress
05	then in the second year I remember our teacher was very sever I didn't like him so I didn't learn much things in English, my mark was one of the worst marques in my group compared to the year before.	Ineffective teacher: teacher source of demotivation self-evaluation: exam scores
06	but fortunately in the third year the situation changed since I was so lucky, the teacher it has been changed and he was one of the best teacher in our school, he helped me to rise my level so much. the environment in the classroom was perfect everybody participate, everybody learnt.	Teacher role: source of motivation+ help
07	in that year when I began liking English, the marks that I got in the exams were good add to this I felt a kind of developing in that language.	Sense of progress source of intrinsic motivation+ self-evaluation: exam scores
08	after in the final exam of the middle school I remember I worked hard for having a good mark, I faced the challenge in oral that I could join the literature and language classes in high school(...)	Making efforts for good grades and achieving goals
09	in that time when I bought my first English dictionary, although it was very small but I like it since it was my only partner in learning at home and thanks to that dictionary that I developed my vocabulary before the exam.	Self- initiated activities to prepare for exams
10	Later, I got in the high school and I had my choice in literature and language class in that time I remember when my friends and relatives asking me about my ambition in the future at the university, they always advice for studying English (...)	Family and friends influence

Extract number	Text segments	Code
11	I searched for the value and place that have this language then I found the greetness that had in different domains.	Reflection and awareness of status of English
12	After that period I felt that English had some kind of attractive power towards me I studied everything that I found in English.	Intrinsic motivation
13	I bought some English books and I made efforts for understanding some songs that I heard permanently like the famous group of singers “Linkin park”. also during the high school I was very interested in football especially England football I was a “Chelsea FC” fan in that moment I followed all the big and the small news of my favourite team what helped me to learn many words and cities in England and had a little knowledge about the culture and tradition of England people like religion conflict and some of their social rules, laws, all this pushed me for more loving and learning this language in order that can discover more information about that greet kingdom	Self-initiated activities
14	(…) in high school. I realized that it was the time to make my parents proud of me in the results of baccalureat exam(…)	Parents source of motivation to succeed
15	so I took a supportive lessons and I worked hard, many sleepless nights, learning in group collaboration with my classmates which had greet effectiveness in developing my skills specially collective learning which helped me much through the changing of Ideas and helping each others thanks to this That I achieved some improvement I learnt many new words and rules in grammar; I corrected many mistakes which made spontaneously before in few time.	Self-initiated activities Feeling of improvement
16	I decided to suspend the academic year and refer the baccalaureate exam in the subsequent year and joining an English private school called “...”.I studied there for three levels	Decision making + self-initiated activities
17	then after I finished my third level the results of my second baccalaureate posted and was good I felt that all the doors were opened for me. I had the marks that can allow me for studying English at university of Bejaia. I was very proud about that.	Sense of achievements after efforts
18	In my first year at university I was at loss, because everything changed for me I got worried to think about possible ways for acquiring and developing my English skills in that wonderful area. But over time I understood that it is just a matter of time no more then can I get along with that space and really it was the case.	Reflection/ critical thinking
19	My exposure to new modules like phonetics, oral and listening in university led to better familiarity with English language which means removing linguistic obstacles that hampered my endeavor to master this so cherished language.(…).	Self-evaluation

Extract number	Text segments	Code
20	at the level of listening I felt a lot of progress in understanding English media content like songs movies and radio stations, in terms of speaking I was amazed at how spontaneous my tongue uttered English words in a fairly intelligible and acceptable way.	Feeling of improvement CC as target
21	So great thanks goes to the materials used in the labs for creating a favourable learning and communicative environment.	Influence of teaching material
22	In my second year at university, my English sounded much more fluent as my grammatical errors diminished and my stock of vocabulary grew larger.	Self-evaluation: sense of improvement (overall competence+ grammar and vocabulary)
23	However in my second year I studied it in a detailed manner when I saw it theories explained thoroughly by our teacher.	Reflection on teaching methods
24	luckily our teacher of (...) is excellent in passing knowledge with an openness way, I see in her a model to take after due to her great abilities as teacher.	Good teacher/ teacher as model

Student 4 (S4) LLH		
Extract number	Text segments	Code
01	During my childhood I was serious guy. I always did my homework and I like watching cartoons and movies, which is contributed and helped me in the development of different skills especially in French language it's considered as my mother tongue alongside Kabyle or Berber language	Self -perception Learning theories
02	I succeed and leaved the primary School and passed to the middle School, I was very happy and so exited to start studying this beautiful language which is English language. In the begining I found the way of uttering words funny,	Intrinsic motivation
03	I really appreciated the pronunciation and the amazing atmosphere made by the teacher procured me a good sensation.	Teacher role: create favorable atmosphere to learn
04	I really enjoyed the moment when the teacher explain the lesson in very simple way with pictures and lyrex and song in english language in order to transmit us informations and learn English.	Teaching methods: effective ones
05	I had a good marks in my first year in middle School and my teacher was proud of me; even in the second year my marks in English was great	Evaluation : exam scores
06	In my third year in middle School I had a new teacher of English. He was the best teacher that I never seen in my life of student, he was very serious and he did his best and put all his energy in order to transmit us a message. I still remember his beautiful and good writting in the blackboard, he always spoke with us in English and he reinforced us to speak even with doing mistakes he said: "we learn by doing mistakes, just speak English."	Effective teacher: characteristics Learning motto
07	With time my love for English language growed up thanks to my dear teacher mister x.	Teacher: source of motivation
08	I chose literary(stream) in High School then Foreign languages in the second year since I had a big ambition to study both English and German languages	Goal-orientation
09	my First year in High School was very rewarding and my experience in English was useful. My teacher was trainer but she was smart and she had a good method of teaching,	Characteristics of good teacher
10	My teacher (...) had a good method of teaching, she tries to do her best in order to explain us lesson and she had a good idea when she proposed to bought a notebook for writing difficult words. I enjoyed this method because it permitted to me to enrich my vocabulary and learn a new words it was benefic for all; she suggested also to read book or novel at home during holydays, so I read my first book in English it was "Around the word in 80 days" it was an interesting history like it permitted to me to develop my reading skill and collect new informations with the use of dictionary I learned a set of signifiquation of words.	Effective teaching methods

Extract number	Text segments	Code
11	In my second year in high School I deal with German as a Foreign language it was original it was a new discovery for me I like German it still my favourite language with English of course.	Intrinsic motivation to learn languages
12	I was a teenager and sometimes I feel stressed overthinking in banal things I feel tired and exhausted, but the help of my mother who was my confident I could get over this period. Therefore I am thankful to my mother. God bless our mothers! It gave me a power to fight in my life I learned to never give up on something you really want, it's difficult to wait, but worse to regret(...) with all these faith I realized my aim and got my baccalaureate exam in 2012 with good average 12.	Family support Learning motto: perseverance and effort to succeed
13	I made a choice and decided to choose English as a field to study in the university. I was encouraged by my parent for my choice	Parents' influence to choose English
14	. I choose English because English is an interesting language. It is universal and current language spread in the world it became an international language it's more used in all domains especially in business "Trade". For that it is primordial to study and learn English language, it's fruitful to know this language.	Awareness about the status of English
15	my First Year in university was great in the beginning I feel that it was a new univer completely different from High School when we started studying I liked some moduls such as Civilization it was exiting as modul and we have a good teacher Mr X which gave us a historical and geographical informations in a pure english it was always a big pleasure to study this module.	Effective teaching methods Teacher source of motivation
16	So I realized that in the university you musn't just wait what the teacher gives you as information you must be autonomous and make your own research and seek for data in Books, Documentaries in order to improve and enhance your different skills and build a powerful background.	Reflection on learning process Learning theory Self-initiated learning activities
17	Unfortunately there are problems in Algerian University for example Strikes for 3 months, the lack of teachers and also the lack of practicing language all these phenomenon affect and troubled the educational System, but it's not the occasion or pretext to be lazy, the student must be active and make efforts.	Assuming responsibility for learning perceptions of good learner
18	The teacher in the university is as a guide for student who can add his or her own efforts for Example: with the use of Internet we can learn a lot of things.	Teacher role: guide
19	In English language we must practice it and speak it with chating with native speakers in different social media it is useful for us So personally Miss X my teacher of X in my third year is a good example and a model for me. I like her English the way she uttering words is great, amazing, she giving me willingness to improve and enhance my capacities in speaking which is the most important skill to communicate and give your opinion and transmute your message easily without any difficulties.	Teacher role: model for pronunciation+ source of motivation Focus on CC

Extract Number	Text segments	Code
20	In the future I want to become teacher or work as translator in Foreign Society here in Algeria.	Future career plans
21	but I just want to travel and have a contact with the English native people and learn from them.	Native speakers as reference
22	I know that there is some conditions to take into consideration in order to have a good background and speak English fluently: Listen: Think about what a native speaker does! Since when he was born he has been listening to English all the time and that exactly what we should do!! Watch movies in English (with subtitles in English). Listen to music when you like an expression learn it by heart.	Learning theories to develop CC

Student 5 (S5) LLH		
Extract number	Text segments	Code
01	I remember the first time that my teacher “Miss X” comes to the class. She started to speak with us in french because we did not knew anything about this new language. So, I remember what she said like it was today <i>“to learn or to master a language, you should start by the basis, if you don’t have a very strong base, you will not learn and I’m just a guide”</i> .	Learning motto: promoting autonomy
02	I cannot tell you everything about this language, you should research to learn more because we have a program to follow, so like this we started the program.	Encouraging learner autonomy
03	We began with the alphabet, we learn it, each and every one of us repeated behind her the alphabet(...). At the beginning I learned the lessons by heart without understanding anything because I was too shy to ask the teacher to repeat to me(...)	Repetition and rote learning
04	-At the beginning I learned the lessons by heart without understanding anything because I was too shy to ask the teacher to repeat to me(...) - I was thinking that I was the only one who did not understand the lessons I was afraid that the other will laugh on me, it was the reason that pushed me to hate the English because I find it very difficult(...)	Shyness as obstacle+ source of demotivation
05	but I always a good mark in the class, but it was not my understanding which helps me, but my learning by heart.	Self- evaluation: rote learning and good marks
06	One day I told my mother about my echios(not understanding the lessons in class) in English, so she asked me to tell my teacher in private, I did it and I don’t regret it because from that day my teacher of English payed more attention to me and I did not understand any detail about the lesson, she repeated it to me,	Mother’s advice
07	she asked the other to do not be shy because it is her job, her duty to repeat to us; she was saying that she cannot know if we understand if we don’t tell her. So from that day we estimate that teacher more and more, I remember that she was giving us a lot of activities to do at home, they were very very hard and difficult, she punished us if we copied from the others very badly, it’s just now that I understand why she was doing all this to us. At that time I hated her for this, she was saying that it was for our benefit and that we will understand what she is doing this when we grow up and being in her position. With time I started to learn English and if I did not know something I asked her to tell me its name.	Teaching methods: effective ones Feeling of improvement

Extract number	Text segments	Code
08	I asked my mother to buy for me books in English. I started to give importance to this is module and when I have time, I did research about it.	Self-initiated activities
09	I always had a dictionary of English in my school bag because I wanted to prove to that teacher that I can learn English if I want to	Determination
10	this teacher liked me because I was doing a lot of mistakes especially when I spoke but she correct me	Teacher role: provide feedback
11	I had a very good teacher that year, she gave us a very good base which helps me in my second year	Effective teacher
12	in my second year it was "Miss X" my teacher, I was very happy because she has an excellent method of teaching, she knew us. We began the year by a revision about what we learned, remembered about first year, but there was a little change, now she was speaking in english, only if we did not the word in english, she explained it for us in french.	Teaching methods: effective ones
13	We started the program, it was more difficult than the first year. but I started to understand what she was saying without a lot of difficulties but sometimes, I asked myself why the program was too long, why we had a lot rules to understand and learned them by heart.	Reflection on the coursebook content and the learning process
14	It was like the first (year), it was more complex and hard. But I did not give up I gave the most of time for this module (English).	Perseverance
15	I always revise my lessons and prepared the new one. In the classroom, I always pay attention, concentrated on what the teacher was teaching us, I asked her to give me more activities to do.	Efforts to improve: learning strategies
16	That year we started to spoke in english only or we tried at liest. She told us to do it because this was the only way to develop our skills in english, we learned from our mistakes and we will not the same errors twice.	Focus on CC.
17	I remembered that the programm of that year was very rish in information, in vocabulary, I felt that that year I was perfect and I knew everything in english, I started to speak with my friends outside the class in english I was proude of myself like I owned the world, that year we learned a little more about the english language.	Self-evaluation: development of speaking skills

Extract number	Text segments	Code
18	we started the programm of the third year. it was so difficult because the most of the time the teacher did not comes and he did not explain very well the lectures and when we asked him to repeat, he always answered, I don't have another manner to explain everything is clear. When he gave us an activity it took one hour for each activity to be answered and the time left, he told us jokes or go out and smoke. That year I did not learned a single new word or information, I forgot that I learned before because he speaks with us in french not in english.	Teaching methods: ineffective ones
19	My last year in middle school was fantastic because miss X was our teacher, I was so happy because we will carry on our knowledge and develop it because this teacher was the most amazing ever. So we started the year with a very low level but a very big motivation to get our level and background back in this language.	Teacher source motivation (total reliance on the teacher).
20	When we began, we had a serious difficulties to follow the lessons with miss X but with her method and our serious and perseverance we achieved our goal, but the program was a little bit difficult	Perseverance + sense of effort
21	I was very apset because I wanted to study foreign language but I felt that I did not have inoff knowledge in English to carry on, so I double my effort, I go to another teacher and I told him to help me in my studies. When I had time I go to his classes and studied there and if he had time he came to me and gave lessons so I almost finished the programm of that year with his help, when he did tests to his students, I passed with them if I could, if not he gave me the test and I did it alone.	Self-initiated activities+ intrinsic motivation
22	I was very impatient to return at school, I was just praying that we were going to have a good teacher that year because it was the base for us.	Teacher role: basis
23	We started the programm, it was very interesting, I concentrated on allwhat the teacher was saying because the year after we had the bacalaureat exam to pass, so we should pay attention to all what the teacher was saying. I understand the programm very well because that teacher had a very good method in teaching, he knew how to transmit the message to us. The year passed very quickly, we finished the programm that year sooner, so we revised it especially grammar, all the detail that we did not understand the most, he repeated them.	-inside CR activities -Teaching methods: effective ones- Focus on grammar for the baccalaureate exam
24	We passed the final exam, I got a very good mark which encouraged me to do more efforts in holidays.	Exam scores: good marks : source of motivation

Extract number	Text segments	Code
25	In the summer, I started to write a story about my life in english.	Self-initiated activities
26	<p>The summer came at its end, we returned back to school with a very serious face, all of us were very motivated to get a good result at the end.</p> <p>For this reason we doubled our effort and we concentrate on everything all what the teacher was saying was very important. we did not neglect any detail if we did not understand something we did not let it go, we asked many times the teacher to repeat the detail that we did not understand.</p>	<p>Efforts to succeed</p> <p>Inside CR activities</p>
27	We (...) started to do bacalaureat exams that the previous years did, and with correcting them we corrected our mistakes. We did so many exams, we learned something how with every mistakes that we did.	Learning theories
28	I liked so much the method of that teacher, at the end of the year we were well prepared for the final exam.	Teaching methods: effective ones
29	I had my bacalaureat, they gave me english, it was my first choice.	Goal achievement+ interest in English
30	At the beginning(first year at university) I did not understand anything, it was like I never learned English like it was another language that I did not know especially in the emph theatre, we were so many students and if you don't take the first three range, you cannot hear the teacher	Difficult beginning at university
31	there is no book to follow, you just listen to the teacher and taked notes that you will developed to get a lesson, I cried a lot at the beginning because I could not follow the teacher and I did not understand anything from what he was telling us,	Difficulty new teaching methods that require autonomy (total reliance on the textbook)
32	but I did not give up, I organized my time, with time I habituated myself to this new situation, it was so different because now we were learning about what english was really in all domains culture, grammar, linguistic...etc we had many modules it was so different from the English of high school.	Perseverance+ effort+ organization to adapt

Extract number	Text segments	Code
33	When the exams arrived, I was scared because I did not know how the exams were going to be, but I survived, I got my year with the normal session, I was so happy.	Fear of exams + success after effort
34	In my second year, I was saying that it was not so difficult because I was a little bit habituated to this situation.	Self-image+ self-confidence
35	But it was more difficult because we had a lot of modules, but with managing my time very well, I had not a lot of problems.	Organization+ time management
36	here I'm in the third year, until now I still do not know everything about this language, but I think that I have some background(...)	Self-evaluation+ feeling of progress

Student 6 (S6) LLH		
Extract number	Text segments	Code
01	My English learning begins in the Elementary School. In that time, I was amazed with the learning of that new language. It was something totally new for me and I felt very proud of being able to speak some sentences like: “What’s your name?”, “Let’s go” or “ How are you?” I even have learned the numbers, the English alphabet or some childish songs. All of this was taught to me with the mean of television through educative cartoons or programs which helped me to have a good start to this language	Intrinsic motivation Self-initiated activities (TV)
02	The second period of my English learning was done in my middle school. During this period, I found that English is hard but interesting. It was hard because there are a lot of grammar rules that I have to follow while writing. However, it is interesting as in English; there are words with the same spelling but different meaning and pronunciation, words with the same pronunciation but different spelling too.	Difficulty with English grammar and spelling Focus on grammatical competence
03	because of my already acquired knowledge, I was always a step ahead of my others classmates I did not struggle as much as them even if it was not as enthusiastic as what I should have been. I was tring to learn it as any other subjects, so I did not treat English learning with a positive attitude. I just remembered the new words that the teacher asked me to remember, read what the teacher asked me to read and study what I was supposed to study.	Demotivation / lack of interest in English because of the grammar based-syllabus
04	The teacher was always stimulating us to speak so we were often using a very simple conversation to practice our oral English and do some exercise, forming sentences with particular grammar or new phrase, in order to help us acquire the new knowledge. Because there was no internal motivation to learn English,	Teacher role: prompter: source of extrinsic motivation Lack of intrinsic motivation
05	I cannot say that I really enjoyed the process of English learning during this period, but it is still good to know a new language So I tried to do my best.	Awareness about the importance of English
06	Besides that under this period, I got a very good English teacher when I was in my third year of middle school whereby he used many interesting ways to teach us English. I got motivated by the teacher since he was always trying to make the lesson as enjoyable as possible, assessment was not something that important to him, he was more interested on each student understanding and fun. While associating with fun studies he was always preparing something to reward us for the attention we gave him during the lecture such as candies, cookies or a funny song to enjoy and distress. This motivation pushed me until I finished my secondary school.	Teaching methods: effective ones(interest in developing competence not taking exams) Teacher role: source of motivation

Extract number	Text segments	Code
07	Once in high school, I became fond of foreign cultures, especially the Anglo-Saxons once. That inspired most of my knowledge to improve.	Culture : source of motivation to learn English
08	Another point that made me enthusiastic about learning the English language was the possibility of, for the first time, being able to understand what my favorite singers were saying in their song lyrics.	Extrinsic motivation
09	In fact, I started listening to western music and watching English channels. Since it is something that helped me a lot to ameliorate my English pronunciation and learn a lot new words so I let myself being taken by this wave.	Self-initiated learning activities
10	Little by little, I was able to understand what I listened to and read but I almost had no chance to speak English.	Development of listening and reading skills
11	We were trying to practice speaking among us but it was not enough. Instead I read books and listened to music all the time.	Self-initiated activities: efforts to improve speaking
12	Although the language teaching in school seemed unsuccessful, the reading exercises at home was of great help, because at that time I brought some English books and novels to read. But with all the effort that I did I still found difficulties in speaking and understanding..	Self-initiated activities : reading books Focus on CC
13	During a my second year's summer vacation I started feeling boredom and routine so I decided to take extra courses in a private English school that was working during that period. Those lectures that I had there was nothing but a revision of what I have already studied previously but I still was happy to get to revise them. Unconsciously, I found myself willing to have an English graduation degree because, in my second year, I had to choose a branch to master and I chose language. I had set my mind on it; I would be an English language teacher	Self-initiated activities : taking private courses in private school
14	My will came true after passing my baccalaureate exams. I have been able to reach my goal and follow my so much wanted all English based studies.	Goal achievement Intrinsic motivation
15	Here in college I have got more opportunities to read or listen to the English language since, mostly, all my modules were in English. Little by little without noticing my progresses, my English speaking sounded better, I was able to speak more fluently and the words came naturally to me while speaking. The oral expression's session helped a lot too, because I have been able to open up and speak freely without giving any care of mistakes I was making,	Feeling of progress Focus on CC

Extract number	Text segments	Code
16	the teacher is always obliged to correct the mistakes I am making but once I was corrected I always remember the notice the teacher gave me and try not to do the same mistakes	Teacher role: correct mistakes
17	From these languages that I have learned, I found out the best way to learn a language from my experiences or myself is through reading and communicate with native speaker in target language. So all what was left for me was to find a native speaker to speak with, this is not an easy task to do but thanks the internet finding foreign friends was more easier to do that what our ancestors had to do	Learning theories: best way to learn English
18	.. So there is that friend I have been in contact with (through internet) for a while now that helps me to do so. He is always sharing with me his experiences and talking to me about his daily life while I am trying to the same as him. All of that, done in English. When this friend can't be reached I always managed to find someone else to speak with in English even if he is not a native speaker but still a learner as me.	Self-initiated learning activities: communicating with NS and NNS/ FLL
19	Because it is something I chose to learn on my own, I don't feel like I'm being forced to study on the contrary, I'm enjoying every moments of my degree courses.	Intrinsic motivation
20	I am aware of what I am doing and what is waiting for me so I won't give up easily on my dreams of keeping on learning	Awareness of required effort
21	(...) I will try my hard to make English part of my future life either as an English language teacher in the future or as translator. I think that the first proposition suits me more so I will try my best to make it come true and try to learn from all the teachers that have taught me during my previous studies	Future plans: teach English Perceptions of teaching: influence of former teachers
22	I believe one of the main components of being an effective language teacher is to give students a motivating learning environment. I think motivation is a very important key in either teaching or learning. In order to motivate students toward language learning, a teacher's showing interest about what he is teaching is an important factor in student's motivation. If you are bored and do not like your job, it will be obvious and it have negative impacts on your students. So I believe students will be as much bored as you. Also, it is important to believe that students can succeed, and to show them that you believe in them and give them support that they should trust themselves and can do well. If you believe it, students will realize it and will work harder. It is an important job for teacher to create an environment in which they feel safe and welcome to express their own opinions and their own ideas.	Perceptions of teaching/ role of the teacher Learning theories

Extract number	Text segments	Code
23	To achieve English language learning successfully I think that reading and communicate with native speakers of the English language are the most effective ways to learn this foreign language	Learning theories
24	an English language teacher should provide having a motivating learning environment and help students to achieve a good communicative competence by giving them confidence are very important too	Effective teacher Focus CC
25	I agree when saying that the environment in where we are living influence as when learning a language but there are also those other factors such as the few excellent teachers that crossed my road during my studies that were the biggest influence in my learning experiences and I don't think I will someday but I at last can see that light coming to me since I am seeing my dream of becoming a teacher approaching me that's why I hope that one day I will become one of those model teachers that inspire their students follow their steps.	Teacher source of inspiration Teacher as model

Appendix 8 : ELLPQ Scales

Part/Section	Number of items	Focus	Items	Source
0		Background Information	<ul style="list-style-type: none"> - Gender - Age - Choosing English as a field of study 	
Learners' Perceptions Categories				
1		themselves: a/of their abilities b/ their roles and responsibilities	of their abilities as learners <ul style="list-style-type: none"> - I am good at language learning § - I am above average at language learning § - I think I have the ability to learn English well § - I know the best way for me to learn English § - I can identify my strengths and weaknesses § - I know my learning style and use it effectively §§ - English is not my favourite subject # - I enjoy learning English # - I am not confident about my English ability # - I often check the effectiveness of my English learning methods () of their roles and responsibilities <ul style="list-style-type: none"> - Language learning involves a lot of self-study Ω - I don't feel I could improve without a teacher Ω - A lot of language learning can be done without a teacher Ω - I enjoy tasks where I can learn by myself Ω - I like to be able to choose my own materials for language classes Ω - I think teachers should give us opportunities to select what we like to learn §§ - I dislike being told how I should learn §§ - I like teachers who give us a lot of opportunities to learn on our own §§ - I think teachers should give us opportunities to decide where and how to learn §§ 	§ Cotteral (1999) §§ Thang and Allias (2007) # Xuan Le (2003) () Xiaoli (2008) Ω Broady (1996) β researcher's addition

			<ul style="list-style-type: none"> - I am responsible for my bad marks in English exams β - I have to be obedient to my teacher β -I should discover knowledge by myself β 	
2		the nature of English language learning	<ul style="list-style-type: none"> -Memorizing the teachers' notes is the best way to learn English () -Making efforts helps me to get good marks in may exams() -Doing lots of exercises helps me to learn more () -Developing my communicative competence is the most important thing in English language learning () - I learn English because it is helpful for future professional career () -I learn English because all important exams need it () - I learn English to be able to communicate with foreigners () - I learn English because I like the English culture () -My parents are strict with my university studies () -My teachers helped me in my past English learning experience () -Remembering vocabulary is my most difficulty in English language leaning () -When I have difficulty in my English learning, I resort to my teacher directly () -When I have difficulty in my English learning, I resort to class mates directly () -When I have difficulty in my English language learning, I depend on myself () -The personality of my English language teacher has the most important influence on my language learning β -The fairness of my English language teacher has the most important influence on my language learning β -The good accent of my English language teacher has the most influence on my language learning β -The fluency of my English language teacher has the most influence on my language learning β -The wide knowledge of my English language teacher has the most influence on my language learning β -The teaching method of my teacher has the most influence on my language learning -The administration is responsible for my failure in my English language learning β 	<p>() adapted from Xiaoli (2008)</p> <p>β researcher's addition</p> <p>∞ adapted from Horvitz (1999)</p>

			<ul style="list-style-type: none"> -Being shy to speak is my most difficulty in English language leaning β -Getting a degree is the most important thing in my English language learning β -Memorizing handouts is the best way to get good marks β -Berber people are good at learning foreign languages ∞ - learning how to translate from French/Berber/ Arabic is important to learn English ∞ 	
3		the learning context	<ul style="list-style-type: none"> -There are a lot of possibilities to learn and practice English in my university ≠ - There are a lot of opportunities to learn and practice English in Béjaia city≠ - English is an important language to learn these days≠ - In my university, English is a very important language to learn≠ - We speak a lot of English in the classroom≠ -I love speaking English in the classroom≠ - I love speaking English outside classroom≠ -In my department, we all work hard on our English learning≠ - In my family, learning English is very important≠ - Speaking English well is a sign of higher education β -Speaking English well provides a prestigious status in society β 	<p>≠ Adapted from Hsu 2005</p> <p>β researcher's addition</p>
4		Self-initiated learning activities outside	<p>To learn English outside classroom you...</p> <ul style="list-style-type: none"> - read books (grammar, vocabulary, skills) on your own - note down new words and their meanings - write in English (email, diary, face book, blog) 	Spratt et al (2002)

		classroom	<ul style="list-style-type: none"> - read English materials (notices, newspapers, magazines, books - watch movies or TV programmes in English - listen to English songs or English radio -talk to foreigners in English - practice English with friends or go to an English speaking club - - -do English self-study in a group - talk or write to my teacher about my studies - use the Internet in English (to read news, do research) - ask the teacher questions when you didn't understand - discuss learning problems with classmates - make a learning plan - assess my own progress after a period of time β -I do English self-study in a group 	β researcher's addition
5		teacher's role	<p>In my view, the role of the teacher is to...</p> <ul style="list-style-type: none"> -make me work hard § - create opportunities for me to practice € -decide how long I spend on activities € -explain why we are doing an activity € - set learning goals for me € -give me regular tests to evaluate my English € - decide what I should learn next# - explain grammar and vocabulary# - provide answers to all my questions # -help me make progress during lessons £ - help me make progress outside class £ - point out my weaknesses in English £ - stimulate my interest in learning English £ -decide what I should learn in English lessons £ -choose activities for me to learn English £ -decide what activities I do to learn English outside class £ -evaluate my overall progress in my learning β -share responsibility for bad marks in exams β -provide me with knowledge β 	<p>§ Cottaral (1995) and € (1999)</p> <p># Xuan Le (2003)</p> <p>£ Spratt et al (2002)</p> <p>β researcher's addition</p>

Appendix 9: ELLPQ Scales and Items Numbers

ELLPQ scales	Corresponding item number
0/ Students' background information	0 a, 0b, 0c
1)- perceptions of themselves 1/ a- Students' perceptions of their abilities	1, 47, 18, 70, 88, 34, 6, 13, 16, 67
1/ b-Students' perceptions of their role and responsibilities	72, 83, 11, 4, 12, 7, 30, 79, 74, 85, 15, 46
2/ Students' perceptions of the nature of English language learning	86, 14, 61, 66, 93, 33, 9, 39, 52, 48, 51, 23, 78, 55, 17, 82, 29, 90, 63, 69, 38, 60, 24, 43, 49, 44
3/ Students' perceptions of the learning context	57, 5, 2, 27, 32, 37, 64, 21, 56, 53, 40
4/ Students' perceptions of self-directed learning activities outside classroom	20, 26, 42, 54, 65, 58, 35, 73, 91, 71, 81, 76, 89, 10, 28
5/ Students' perceptions of teacher's role	19, 36, 45, 25, 50, 41, 62, 59, 8, 68, 75, 84, 80, 92, 87, 77, 22, 31, 3

15	I have to be obedient to my teacher					
16	I am not confident about my English ability					
17	The personality of my English language teacher has the most important influence on my language learning					
18	I think I have the ability to learn English well					
19	In my view, it is the teachers' role to make me work hard					
20	To learn English outside classroom, I read reference books (grammar, vocabulary, skills) on my own					
21	In my department, we all work hard on our language learning					
22	In my view, the role of the teacher is to evaluate my overall progress in my learning					
23	When I have difficulty in my English learning, I resort to my teacher directly					
24	Getting a degree is the most important thing in my English language learning					
25	In my view, it is the teachers' role to explain why we are doing an activity					
26	To learn English outside classroom, I note down new words and their meanings					
27	In my university, English is a very important language to learn					
28	To learn English outside classroom, I assess my own work after a period of time					
29	The good accent of my English language teacher has the most influence on my language learning					
30	I dislike being told how I should learn					
31	In my view, the role of the teacher is to share responsibility for bad marks in exams					
32	We speak a lot of English in the classroom					
33	I learn English because all important exams need it					
34	I know my learning style and use it effectively					
35	To learn English outside classroom, I talk to foreigners in English					
36	In my view, the role of the teacher is to create opportunities for me to practice					
37	I love speaking English in the classroom					
38	The administration is responsible for my failure in my English language learning					
39	I learn English because I like the English culture					
40	Speaking English well provides a prestigious status in society					
41	In my view, the role of the teacher is to give me regular tests to evaluate my English					
42	To learn English outside classroom, I write in English (email, diary, face book, blog)					
43	Memorizing handouts is the best way to get good marks					
44	learning how to translate from French/Berber/ Arabic is important to learn English					
45	In my view, the role of the teacher is to decide how long I spend on activities					

46	I should discover knowledge by myself					
47	I am above average at language learning					
48	My teachers helped me in my past English learning experience					
49	Berber people are good at learning foreign languages					
50	In my view, the role of the teacher is to set learning goals for me					
51	Remembering vocabulary is my most difficulty in English language leaning					
52	My parents are strict with my university studies					
53	Speaking English well is a sign of higher education					
54	To learn English outside classroom, I read English materials (notices, newspapers, magazines, books, etc)					
55	When I have difficulty in my English language learning, I depend on myself					
56	In my family, learning English is very important					
57	There are a lot of possibilities to learn and practice English in my university					
58	To learn English outside classroom, I listen to English songs or English radio					
59	In my view, the role of the teacher is to explain grammar and vocabulary					
60	Being shy to speak is my most difficulty in English language leaning					
61	Doing lots of exercises helps me to learn more					
62	In my view, the role of the teacher is to explain why we are doing an activity					
63	The wide knowledge of my English language teacher has the most influence on my language learning					
64	I love speaking English outside classroom					
65	To learn English outside classroom, I watch movies or TV programmes in English					
66	Developing my communicative competence is the most important thing in English language learning					
67	I often check the effectiveness of my English learning methods					
68	In my view, the role of the teacher is to help me make progress during lessons					
69	The teaching method of my teacher has the most influence on my language learning					
70	I know the best way for me to learn English					
71	To learn English outside classroom, I talk or write to my teacher about my studies					
72	Language learning involves a lot of self-study					
73	To learn English outside classroom, I practice using English with friends or go to an English speaking club					
74	I think teachers should give us opportunities to decide where and how to learn					
75	In my view, the role of the teacher is to help me make progress outside class					
76	To learn English outside classroom, I ask the teacher questions when I don't understand					
77	In my view, the role of the teacher is to decide what activities I can do to learn English outside class					
78	When I have difficulty in my English learning, I resort to classmates directly					

79	I like teachers who give us a lot of opportunities to learn on our own					
80	In my view, the role of the teacher is to stimulate my interest in learning English					
81	To learn English outside classroom, I use the Internet in English (to read news, do research)					
82	The fairness of my English language teacher has the most important influence on my language learning					
83	I don't feel I could improve without a teacher					
84	In my view, the role of the teacher is to point out my weaknesses in English					
85	I am responsible for my bad marks in English exams					
86	Memorizing my classroom notes is the best way to learn English					
87	In my view, the role of the teacher is to choose activities for me to learn English					
88	I can identify my strengths and weaknesses					
89	To learn English outside classroom, I discuss learning problems with classmates					
90	The fluency of my English language teacher has the most influence on my language learning					
91	To learn English outside classroom, I do self- initiated activities in a group					
92	In my view, the role of the teacher is to decide what I should learn in English lessons					
93	I learn English because it is helpful for future professional career					

Thank you for your collaboration

Appendix 11 : Descriptive Statistics

	N	Minimum	Maximum	Mean
1. I am good at language learning	290	1,00	6,00	3,7586
2. English is an important language to learn these days	290	1,00	6,00	4,7759
3. In my view, the role of the teacher is to provide me with knowledge	290	1,00	6,00	3,7931
4. I enjoy tasks where I can learn on my own	290	1,00	6,00	4,0241
5. There are a lot of opportunities to learn and practice English in Bejaia city	290	1,00	6,00	2,7034
6. English is not my favourite subject	290	1,00	6,00	1,8069
7. I think teachers should give us opportunities to select what we like to learn	290	1,00	6,00	3,8172
8. In my view, the role of the teacher is to provide answers to all questions	290	1,00	6,00	3,1379
9. I learn English to be able to communicate with foreigners	290	1,00	6,00	4,3034
10. To learn English outside classroom, I make a learning plan	290	1,00	6,00	3,3310
11. A lot of language learning can be done without a teacher	290	1,00	6,00	3,5655
12. I like to be able to choose my own materials for the language classes	290	1,00	6,00	3,2207
13. I enjoy learning English	290	1,00	6,00	4,4966
14. Making efforts helps me to get good marks in my exams	290	1,00	5,00	4,0448

15. I have to be obedient to my teacher	289	1,00	6,00	3,6609
16. I am not confident about my English ability	290	1,00	6,00	2,8517
17. The personality of my English language teacher has the most influence on my language learning	290	1,00	6,00	3,7759
18. I think I have the ability to learn English well	290	1,00	6,00	4,3655
19. In my view, the role of the teacher to make me work hard	290	1,00	6,00	3,0345
20. To learn English outside the classroom, I read books (grammar, vocabulary, skills) of your choice	290	1,00	6,00	3,7759
21. In my department, we all work hard on English learning	290	1,00	6,00	2,5862
22. In my view, the role of the teacher is to evaluate my overall progress in my learning	290	1,00	6,00	3,9034
23. When I have difficulty in my English learning, I resort to my teacher directly	290	1,00	6,00	3,1103
24. Getting a degree is the most important thing in my English language learning	290	1,00	6,00	3,3517
25. In my view, it is the teachers' role to explain why we are doing an activity	290	1,00	6,00	3,5793
26. To learn English outside classroom, I note down new words and their meanings.	290	1,00	6,00	4,1310
27. In my University, English is a very important language to learn	290	1,00	6,00	3,7034
28. To learn English outside classroom, I assess my	289	1,00	6,00	3,4637

progress after a period of time				
29. The good accent of my English language teacher has the most influence on my language learning	290	1,00	6,00	3,8793
30. I dislike being told how I should learn	289	1,00	6,00	3,0796
31. In my view, the role of the teacher is to share responsibility for bad marks in exams	290	1,00	6,00	3,6759
32. We speak a lot of English in the classroom	290	1,00	6,00	3,2621
33. I learn English because all important exams need it	290	1,00	6,00	3,2931
34. I know my learning style and use it effectively	290	1,00	6,00	3,7138
35. To learn English outside classroom, I talk to foreigners in English	290	1,00	6,00	3,7000
36. In my view, the role of the teacher is to create opportunities for me to practice	290	1,00	6,00	4,2138
37. I love speaking English in the classroom	290	1,00	6,00	3,8586
38. The administration is the responsible for my failure in my English language learning	290	1,00	6,00	2,8517
39. I learn English because I like the English culture	290	1,00	6,00	3,7793
40. Speaking English well provides a prestigious status in society	290	1,00	6,00	3,9862
41. In my view the role of the teacher is to give me regular tests to evaluate my English	290	1,00	6,00	4,0207
42. To learn English outside	290	1,00	5,00	3,8897

Classroom, I write in English (email, diary, face book, blog)				
43. Memorizing handouts is the best way to get good marks	290	1,00	6,00	2,5310
44. learning how to translate from French/Berber/Arabic is important to learn English	290	1,00	6,00	3,5621
45. In my view, the role of the teacher is to decide how long I spend on activities	290	1,00	6,00	2,9414
46. I should discover knowledge by myself	290	1,00	6,00	4,0034
47. I am above average at language learning	290	1,00	6,00	3,6724
48. My teacher helped me in my past English learning experience	290	1,00	6,00	3,6034
49. Berber people are good at learning foreign languages	290	1,00	6,00	4,1379
50. In my view, the role the teacher is to set learning goals for me	290	1,00	6,00	3,6034
51. Remembering vocabulary is my most difficulty in English language learning	290	1,00	6,00	3,4034
52. My parents are strict with my University studies	290	1,00	6,00	2,8655
53. Speaking English well is a sign of higher education	290	1,00	6,00	3,5310
54. To learn English outside the classroom, I read English materials (notices, newspapers magazines, novels ,etc)	290	1,00	6,00	3,8862

55. When I have a difficulty in my English language learning, I depend on myself	290	1,00	6,00	3,5655
56. In my family, learning English is very important	290	1,00	6,00	3,4414
57. There are a lot of responsibilities to learn and practice English in my University	290	1,00	6,00	2,6379
58. To learn English outside classroom I listen to English songs or English radio	290	1,00	6,00	4,1241
59. In my view, the role of the teacher is to explain grammar and vocabulary	290	1,00	6,00	3,8000
60. Being shy to speak is my most difficult English language learning	290	1,00	6,00	3,7207
61. Doing lots of exercises helps me to learn more	290	1,00	6,00	4,2138
62. In my view, the role of the teacher is decide what I should learn next	290	1,00	6,00	3,6310
63. The wide knowledge of my English language teaching has the most influence on my language learning	290	1,00	6,00	3,6931
64. I love speaking English outside the classroom	290	1,00	6,00	3,8552
65. To learn English outside classroom, I watch movies or TV programmes in English	290	1,00	6,00	4,3241
66. Developing my communicative competence is the most important thing in English language learning	290	1,00	6,00	4,3828

67. I often check the effectiveness of my English learning methods	290	1,00	6,00	3,6276
68. In my view the role of the teacher is to help me progress during lessons	290	1,00	6,00	4,0828
69. The teaching method of my teacher has the most influence on my language learning	290	1,00	6,00	3,9172
70. I know the best way for me to learn English	290	1,00	6,00	3,6379
71. To learn English outside the classroom, I talk and write to my teacher about my studies	290	1,00	6,00	3,0862
72. Language learning involves a lots of self study	290	1,00	6,00	3,9793
73. To learn English outside the classroom, I practice English with my friends or go to an English speaking club	290	1,00	6,00	3,7000
74. I think teachers should give us opportunities to decide where and how to learn	290	1,00	6,00	3,7931
75. In my view, the role of the teacher is to help me progress outside class	290	1,00	6,00	3,4655
76. To learn English outside classroom, I ask the teacher questions when I do not understand	290	1,00	6,00	3,8310
77. In my view the role of the teacher is to decide what activities I do to learn English outsideclass	290	1,00	6,00	3,2586
78. When I have a difficulty in my English learning I resort to class mates directly	290	1,00	6,00	3,3241

79. I like teachers who give us the opportunities to learn on our own	290	1,00	6,00	4,0552
80. In my view' the role of the teacher is to stimulate my interest in learning English	290	1,00	6,00	3,9034
81. To learn English outside classroom, I use Internet in English(To read news, do research)	290	1,00	6,00	4,1759
82. The fairness of my English language teacher is the most important influence on my language learning	290	1,00	6,00	3,5310
83. I don't feel I could improve without a teacher	290	1,00	6,00	2,9552
84. In my view, the role of the teacher is to point out my weaknesses in English	290	1,00	6,00	3,6655
85. I am responsible for my bad marks in English exams	290	1,00	6,00	3,2345
86. Memorizing the teacher's notes is the best way to learn English	290	1,00	6,00	3,3966
87. In my view, the role of the teacher is to choose activities for me to learn English	290	1,00	6,00	3,3862
88. I can identify my strengths and weaknesses	290	1,00	6,00	3,6828
89.To learn English outside classroom, I discuss learning problems with classmates	290	1,00	6,00	3,7034
90. The fluency of my English language teacher has the most influence on my language learning	290	1,00	6,00	3,7069

91.To learn English outside classroom, I do English self-study in a group	290	1,00	6,00	3,3966
92.In my view, the role of the teacher is to decide what I should learn in English lessons	290	1,00	6,00	3,0586
93.I learn English because it is helpful for future professional career	290	1,00	6,00	4,4517

Appendix 12: Frequency Tables

1. I am good at language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	1,0	1,0	1,0
Disagree	19	6,6	6,6	7,6
Neutral	68	23,4	23,4	31,0
Valid Agree	165	56,9	56,9	87,9
Strongly agree	25	8,6	8,6	96,6
No answer	10	3,4	3,4	100,0
Total	290	100,0	100,0	

2. English is an important language to learn these days

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	,7	,7	,7
Disagree	3	1,0	1,0	1,7
Neutral	6	2,1	2,1	3,8
Valid Agree	50	17,2	17,2	21,0
Stronly agree	215	74,1	74,1	95,2
No answer	14	4,8	4,8	100,0
Total	290	100,0	100,0	

3. In my view, the role of the teacher is to provide me with knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	2,1	2,1	2,1
Disagree	33	11,4	11,4	13,4
Neutral	41	14,1	14,1	27,6
Valid Agree	151	52,1	52,1	79,7
Strogly agree	53	18,3	18,3	97,9
No answer	6	2,1	2,1	100,0
Total	290	100,0	100,0	

4. I enjoy tasks where I can learn on my own

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	1,7	1,7	1,7
Disagree	21	7,2	7,2	9,0
Neutral	37	12,8	12,8	21,7
Valid Agree	133	45,9	45,9	67,6
Strongly agree	87	30,0	30,0	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

5. There are a lot of opportunities to learn and practice English in Bejaia city

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	51	17,6	17,6	17,6
Disagree	105	36,2	36,2	53,8
Neutral	40	13,8	13,8	67,6
Valid Agree	73	25,2	25,2	92,8
Stronly agree	15	5,2	5,2	97,9
No answer	6	2,1	2,1	100,0
Total	290	100,0	100,0	

6. English is not my favourite subject

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	157	54,1	54,1	54,1
Disagree	84	29,0	29,0	83,1
Neutral	13	4,5	4,5	87,6
Valid Agree	23	7,9	7,9	95,5
Stronly agree	10	3,4	3,4	99,0
No answer	3	1,0	1,0	100,0
Total	290	100,0	100,0	

7. I think teachers should give us opportunities to select what we like to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	15	5,2	5,2	5,2
Disagree	19	6,6	6,6	11,7
Neutral	55	19,0	19,0	30,7
Valid Agree	121	41,7	41,7	72,4
Strongly agree	75	25,9	25,9	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

8. In my view, the role of the teacher is to provide answers to all questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	33	11,4	11,4	11,4
Disagree	76	26,2	26,2	37,6
Neutral	50	17,2	17,2	54,8
Valid Agree	84	29,0	29,0	83,8
Strongly agree	43	14,8	14,8	98,6
No answer	4	1,4	1,4	100,0
Total	290	100,0	100,0	

9. I learn English to be able to communicate with foreigners

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	1,4	1,4	1,4
Disagree	9	3,1	3,1	4,5
Neutral	12	4,1	4,1	8,6
Valid Agree	138	47,6	47,6	56,2
Strongly agree	124	42,8	42,8	99,0
No answer	3	1,0	1,0	100,0
Total	290	100,0	100,0	

10. To learn English outside classroom, I make a learning plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	13	4,5	4,5	4,5
Disagree	51	17,6	17,6	22,1
Neutral	84	29,0	29,0	51,0
Valid Agree	118	40,7	40,7	91,7
Strongly agree	17	5,9	5,9	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

11. A lot of language learning can be done without a teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	15	5,2	5,2	5,2
Disagree	52	17,9	17,9	23,1
Neutral	36	12,4	12,4	35,5
Valid Agree	132	45,5	45,5	81,0
Strongly agree	51	17,6	17,6	98,6
No answer	4	1,4	1,4	100,0
Total	290	100,0	100,0	

12. I like to be able to choose my own materials for the language classes

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	44	15,2	15,2	15,2
Disagree	26	9,0	9,0	24,1
Neutral	54	18,6	18,6	42,8
Valid Agree	160	55,2	55,2	97,9
No answer	6	2,1	2,1	100,0
Total	290	100,0	100,0	

13. I enjoy learning English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	,3	,3	,3
Disagree	4	1,4	1,4	1,7
Neutral	23	7,9	7,9	9,7
Valid Agree	85	29,3	29,3	39,0
Strongly agree	176	60,7	60,7	99,7
No answer	1	,3	,3	100,0
Total	290	100,0	100,0	

14. Making efforts helps me to get good marks in my exams

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	13	4,5	4,5	4,5
Disagree	32	11,0	11,0	15,5
Valid Neutral	22	7,6	7,6	23,1
Agree	85	29,3	29,3	52,4
Strongly agree	138	47,6	47,6	100,0
Total	290	100,0	100,0	

15. I have to be obedient to my teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	19	6,6	6,6	6,6
Disagree	23	7,9	8,0	14,5
Neutral	67	23,1	23,2	37,7
Valid Agree	120	41,4	41,5	79,2
Strongly agree	48	16,6	16,6	95,8
No answer	12	4,1	4,2	100,0
Total	289	99,7	100,0	
Missing System	1	,3		
Total	290	100,0		

16. I am not confident about my English ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	40	13,8	13,8	13,8
Disagree	96	33,1	33,1	46,9
Neutral	54	18,6	18,6	65,5
Valid Agree	77	26,6	26,6	92,1
Strongly agree	13	4,5	4,5	96,6
No answer	10	3,4	3,4	100,0
Total	290	100,0	100,0	

17. The personality of my English language teacher has the most influence on my language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	13	4,5	4,5	4,5
Disagree	31	10,7	10,7	15,2
Neutral	47	16,2	16,2	31,4
Valid Agree	126	43,4	43,4	74,8
Strongly agree	63	21,7	21,7	96,6
No answer	10	3,4	3,4	100,0
Total	290	100,0	100,0	

18. I think I have the ability to learn English well

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	1,4	1,4	1,4
Disagree	8	2,8	2,8	4,1
Neutral	19	6,6	6,6	10,7
Valid Agree	111	38,3	38,3	49,0
Strongly agree	143	49,3	49,3	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

19. In my view, it is the teachers' role to make me work hard

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	38	13,1	13,1	13,1
Disagree	81	27,9	27,9	41,0
Neutral	48	16,6	16,6	57,6
Valid Agree	83	28,6	28,6	86,2
Strongly agree	36	12,4	12,4	98,6
No answer	4	1,4	1,4	100,0
Total	290	100,0	100,0	

20. To learn English outside the classroom, I read books (grammar, vocabulary, skills) on my own.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	2,8	2,8	2,8
Disagree	28	9,7	9,7	12,4
Neutral	47	16,2	16,2	28,6
Valid Agree	148	51,0	51,0	79,7
Strongly agree	56	19,3	19,3	99,0
No answer	3	1,0	1,0	100,0
Total	290	100,0	100,0	

21. In my department, we all work hard on English learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	64	22,1	22,1	22,1
Disagree	88	30,3	30,3	52,4
Neutral	69	23,8	23,8	76,2
Valid Agree	50	17,2	17,2	93,4
Strongly agree	11	3,8	3,8	97,2
No answer	8	2,8	2,8	100,0
Total	290	100,0	100,0	

22. In my view, the role of the teacher is to evaluate my overall progress in my learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	2,1	2,1	2,1
Disagree	26	9,0	9,0	11,0
Neutral	34	11,7	11,7	22,8
Valid Agree	155	53,4	53,4	76,2
Strongly agree	62	21,4	21,4	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

23. When I have difficulty in my English learning, I resort to my teacher directly

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	17	5,9	5,9	5,9
Disagree	84	29,0	29,0	34,8
Neutral	67	23,1	23,1	57,9
Valid Agree	97	33,4	33,4	91,4
Strongly agree	22	7,6	7,6	99,0
No answer	3	1,0	1,0	100,0
Total	290	100,0	100,0	

24. Getting a degree is the most important thing in my English language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	31	10,7	10,7	10,7
Disagree	58	20,0	20,0	30,7
Neutral	44	15,2	15,2	45,9
Valid Agree	97	33,4	33,4	79,3
Strongly agree	55	19,0	19,0	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

25. In my view, it is the teachers' role to explain why we are doing an activity

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	12	4,1	4,1	4,1
Disagree	50	17,2	17,2	21,4
Neutral	50	17,2	17,2	38,6
Valid Agree	123	42,4	42,4	81,0
Strongly agree	46	15,9	15,9	96,9
No answer	9	3,1	3,1	100,0
Total	290	100,0	100,0	

26. To learn English outside classroom, I note down new words and their meanings.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	11	3,8	3,8	3,8
Disagree	19	6,6	6,6	10,3
Neutral	15	5,2	5,2	15,5
Valid Agree	126	43,4	43,4	59,0
Strongly agree	114	39,3	39,3	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

27. In my University, English is a very important language to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	16	5,5	5,5	5,5
Disagree	33	11,4	11,4	16,9
Neutral	61	21,0	21,0	37,9
Valid Agree	97	33,4	33,4	71,4
Strongly agree	77	26,6	26,6	97,9
No answer	6	2,1	2,1	100,0
Total	290	100,0	100,0	

28. To learn English outside classroom, I assess my progress after a period of time

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	2,4	2,4	2,4
Disagree	36	12,4	12,5	14,9
Neutral	106	36,6	36,7	51,6
Valid Agree	112	38,6	38,8	90,3
Strongly agree	12	4,1	4,2	94,5
No answer	16	5,5	5,5	100,0
Total	289	99,7	100,0	
Missing System	1	,3		
Total	290	100,0		

29. The good accent of my English language teacher has the most influence on my language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	14	4,8	4,8	4,8
Disagree	26	9,0	9,0	13,8
Neutral	43	14,8	14,8	28,6
Valid Agree	112	38,6	38,6	67,2
Strongly agree	88	30,3	30,3	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

30. I dislike being told how I should learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	33	11,4	11,4	11,4
	Disagree	77	26,6	26,6	38,1
	Neutral	57	19,7	19,7	57,8
	Agree	83	28,6	28,7	86,5
	Strongly agree	34	11,7	11,8	98,3
	No answer	5	1,7	1,7	100,0
	Total	289	99,7	100,0	
Missing	System	1	,3		
Total		290	100,0		

31. In my view, the role of the teacher is to share responsibility for bad marks in exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	6,2	6,2	6,2
	Disagree	43	14,8	14,8	21,0
	Neutral	48	16,6	16,6	37,6
	Agree	97	33,4	33,4	71,0
	Strongly agree	74	25,5	25,5	96,6
	No answer	10	3,4	3,4	100,0
	Total	290	100,0	100,0	

32. We speak a lot of English in the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	34	11,7	11,7	11,7
Disagree	62	21,4	21,4	33,1
Neutral	54	18,6	18,6	51,7
Valid Agree	84	29,0	29,0	80,7
Strongly agree	46	15,9	15,9	96,6
No answer	10	3,4	3,4	100,0
Total	290	100,0	100,0	

33. I learn English because all important exams need it

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	29	10,0	10,0	10,0
Disagree	70	24,1	24,1	34,1
Neutral	48	16,6	16,6	50,7
Valid Agree	82	28,3	28,3	79,0
Strongly agree	52	17,9	17,9	96,9
No answer	9	3,1	3,1	100,0
Total	290	100,0	100,0	

34. I know my learning style and use it effectively

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	1,7	1,7	1,7
Disagree	32	11,0	11,0	12,8
Neutral	59	20,3	20,3	33,1
Valid Agree	149	51,4	51,4	84,5
Strongly agree	35	12,1	12,1	96,6
No answer	10	3,4	3,4	100,0
Total	290	100,0	100,0	

35. To learn English outside classroom, I talk to foreigners in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	13	4,5	4,5	4,5
Disagree	45	15,5	15,5	20,0
Neutral	41	14,1	14,1	34,1
Valid Agree	115	39,7	39,7	73,8
Strongly agree	69	23,8	23,8	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

36. In my view, the role of the teacher is to create opportunities for me to practice

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	1,7	1,7	1,7
Disagree	20	6,9	6,9	8,6
Neutral	18	6,2	6,2	14,8
Valid Agree	115	39,7	39,7	54,5
Strongly agree	129	44,5	44,5	99,0
No answer	3	1,0	1,0	100,0
Total	290	100,0	100,0	

37. I love speaking English in the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	2,4	2,4	2,4
Disagree	36	12,4	12,4	14,8
Neutral	41	14,1	14,1	29,0
Valid Agree	120	41,4	41,4	70,3
Strongly agree	79	27,2	27,2	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

38. The administration is the responsible for my failure in my English language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	64	22,1	22,1	22,1
Disagree	70	24,1	24,1	46,2
Neutral	58	20,0	20,0	66,2
Valid Agree	47	16,2	16,2	82,4
Strongly agree	45	15,5	15,5	97,9
No answer	6	2,1	2,1	100,0
Total	290	100,0	100,0	

39. I learn English because I like the English culture

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	17	5,9	5,9	5,9
Disagree	31	10,7	10,7	16,6
Neutral	51	17,6	17,6	34,1
Valid Agree	96	33,1	33,1	67,2
Strongly agree	90	31,0	31,0	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

40. Speaking English well provides a prestigious status in society

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	2,4	2,4	2,4
Disagree	20	6,9	6,9	9,3
Neutral	51	17,6	17,6	26,9
Valid Agree	107	36,9	36,9	63,8
Strongly agree	102	35,2	35,2	99,0
No answer	3	1,0	1,0	100,0
Total	290	100,0	100,0	

41. In my view the role the teacher is to give me regular tests to evaluate my English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	1,7	1,7	1,7
Disagree	15	5,2	5,2	6,9
Neutral	37	12,8	12,8	19,7
Valid Agree	149	51,4	51,4	71,0
Strongly agree	80	27,6	27,6	98,6
No answer	4	1,4	1,4	100,0
Total	290	100,0	100,0	

42. To learn English outside Classroom, I write in English (email, diary, face book, blog)

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	12	4,1	4,1	4,1
Disagree	23	7,9	7,9	12,1
Valid Neutral	38	13,1	13,1	25,2
Agree	129	44,5	44,5	69,7
Strongly agree	88	30,3	30,3	100,0
Total	290	100,0	100,0	

43. Memorizing handouts is the best way to get good marks

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	84	29,0	29,0	29,0
Disagree	90	31,0	31,0	60,0
Valid Neutral	28	9,7	9,7	69,7
Agree	56	19,3	19,3	89,0
Strongly agree	30	10,3	10,3	99,3
No answer	2	,7	,7	100,0
Total	290	100,0	100,0	

44. learning how to translate from French/Berber/Arabic is important to learn English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	24	8,3	8,3	8,3
Disagree	37	12,8	12,8	21,0
Neutral	50	17,2	17,2	38,3
Valid Agree	112	38,6	38,6	76,9
Strongly agree	65	22,4	22,4	99,3
No answer	2	,7	,7	100,0
Total	290	100,0	100,0	

45. In my view, the role of the teacher is to decide how long I spend on activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	27	9,3	9,3	9,3
Disagree	84	29,0	29,0	38,3
Neutral	81	27,9	27,9	66,2
Valid Agree	80	27,6	27,6	93,8
Strongly agree	13	4,5	4,5	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

46. I should discover knowledge by myself

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	1,7	1,7	1,7
Disagree	24	8,3	8,3	10,0
Neutral	40	13,8	13,8	23,8
Valid Agree	126	43,4	43,4	67,2
Strongly agree	86	29,7	29,7	96,9
No answer	9	3,1	3,1	100,0
Total	290	100,0	100,0	

47. I am above average at English learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	2,1	2,1	2,1
Disagree	26	9,0	9,0	11,0
Neutral	71	24,5	24,5	35,5
Valid Agree	153	52,8	52,8	88,3
Strongly agree	22	7,6	7,6	95,9
No answer	12	4,1	4,1	100,0
Total	290	100,0	100,0	

48. My teacher helped me in my past English learning experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	18	6,2	6,2	6,2
Disagree	39	13,4	13,4	19,7
Neutral	49	16,9	16,9	36,6
Valid Agree	120	41,4	41,4	77,9
Strongly agree	62	21,4	21,4	99,3
No answer	2	,7	,7	100,0
Total	290	100,0	100,0	

49. Berber people are good at learning foreign languages

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	9	3,1	3,1	3,1
Disagree	15	5,2	5,2	8,3
Neutral	34	11,7	11,7	20,0
Valid Agree	105	36,2	36,2	56,2
Strongly agree	123	42,4	42,4	98,6
No answer	4	1,4	1,4	100,0
Total	290	100,0	100,0	

50. I my view, the teacher's role is to set learning goals for me

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	13	4,5	4,5	4,5
Disagree	38	13,1	13,1	17,6
Neutral	56	19,3	19,3	36,9
Valid Agree	136	46,9	46,9	83,8
Strongly agree	38	13,1	13,1	96,9
No answer	9	3,1	3,1	100,0
Total	290	100,0	100,0	

51. Remembering vocabulary is my most difficulty in English language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	15	5,2	5,2	5,2
Disagree	71	24,5	24,5	29,7
Neutral	46	15,9	15,9	45,5
Valid Agree	104	35,9	35,9	81,4
Strongly agree	48	16,6	16,6	97,9
No answer	6	2,1	2,1	100,0
Total	290	100,0	100,0	

52. My parents are strict with my University studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	72	24,8	24,8	24,8
Disagree	61	21,0	21,0	45,9
Neutral	49	16,9	16,9	62,8
Valid Agree	58	20,0	20,0	82,8
Strongly agree	42	14,5	14,5	97,2
No answer	8	2,8	2,8	100,0
Total	290	100,0	100,0	

53. Speaking English well is a sign of higher education

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	27	9,3	9,3	9,3
Disagree	54	18,6	18,6	27,9
Neutral	34	11,7	11,7	39,7
Valid Agree	95	32,8	32,8	72,4
Strongly agree	73	25,2	25,2	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

54. To learn English outside the classroom, I read English materials (notices, newspapers magazines, books, etc)

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	10	3,4	3,4	3,4
Disagree	21	7,2	7,2	10,7
Neutral	41	14,1	14,1	24,8
Valid Agree	144	49,7	49,7	74,5
Strongly agree	68	23,4	23,4	97,9
No answer	6	2,1	2,1	100,0
Total	290	100,0	100,0	

55. When I have a difficulty in my English language learning, I depend on myself

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	12	4,1	4,1	4,1
Disagree	53	18,3	18,3	22,4
Neutral	45	15,5	15,5	37,9
Valid Agree	127	43,8	43,8	81,7
Strongly agree	45	15,5	15,5	97,2
No answer	8	2,8	2,8	100,0
Total	290	100,0	100,0	

56. In my family, learning English is very important

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	18	6,2	6,2	6,2
Disagree	55	19,0	19,0	25,2
Neutral	69	23,8	23,8	49,0
Valid Agree	82	28,3	28,3	77,2
Strongly agree	61	21,0	21,0	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

57. There are a lot of possibilities to learn and practice English in my University

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	63	21,7	21,7	21,7
Disagree	99	34,1	34,1	55,9
Neutral	44	15,2	15,2	71,0
Valid Agree	54	18,6	18,6	89,7
Strongly agree	24	8,3	8,3	97,9
No answer	6	2,1	2,1	100,0
Total	290	100,0	100,0	

58. To learn English outside classroom I listen to English songs or English radio

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	2,8	2,8	2,8
Disagree	27	9,3	9,3	12,1
Neutral	16	5,5	5,5	17,6
Valid Agree	117	40,3	40,3	57,9
Strongly agree	114	39,3	39,3	97,2
No answer	8	2,8	2,8	100,0
Total	290	100,0	100,0	

59. In my view, the role of the teacher is to explain grammar and vocabulary

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	10	3,4	3,4	3,4
Disagree	33	11,4	11,4	14,8
Neutral	40	13,8	13,8	28,6
Valid Agree	139	47,9	47,9	76,6
Strongly agree	58	20,0	20,0	96,6
No answer	10	3,4	3,4	100,0
Total	290	100,0	100,0	

60. Being shy to speak is my most difficulty in English language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	28	9,7	9,7	9,7
Disagree	44	15,2	15,2	24,8
Neutral	23	7,9	7,9	32,8
Valid Agree	89	30,7	30,7	63,4
Strongly agree	98	33,8	33,8	97,2
No answer	8	2,8	2,8	100,0
Total	290	100,0	100,0	

61. Doing lots of exercises helps me to learn more

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	9	3,1	3,1	3,1
Disagree	9	3,1	3,1	6,2
Neutral	18	6,2	6,2	12,4
Valid Agree	134	46,2	46,2	58,6
Strongly agree	115	39,7	39,7	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

62. In my view, the role of the teacher is to decide what I should learn next

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	10	3,4	3,4	3,4
Disagree	42	14,5	14,5	17,9
Neutral	54	18,6	18,6	36,6
Valid Agree	138	47,6	47,6	84,1
Strongly agree	31	10,7	10,7	94,8
No answer	15	5,2	5,2	100,0
Total	290	100,0	100,0	

63. The wide knowledge of my English language teacher has the most influence on my language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	9	3,1	3,1	3,1
Disagree	30	10,3	10,3	13,4
Neutral	57	19,7	19,7	33,1
Valid Agree	147	50,7	50,7	83,8
Strongly agree	39	13,4	13,4	97,2
No answer	8	2,8	2,8	100,0
Total	290	100,0	100,0	

64. I love speaking English outside the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	9	3,1	3,1	3,1
Disagree	29	10,0	10,0	13,1
Neutral	48	16,6	16,6	29,7
Valid Agree	118	40,7	40,7	70,3
Strongly agree	81	27,9	27,9	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

65. To learn English outside classroom, I watch movies or TV programmes in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	1,4	1,4	1,4
Disagree	9	3,1	3,1	4,5
Neutral	19	6,6	6,6	11,0
Valid Agree	122	42,1	42,1	53,1
Strongly agree	129	44,5	44,5	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

66. Developing my communicative competence is the most important thing in English language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	1,4	1,4	1,4
Didsagree	8	2,8	2,8	4,1
Neutral	16	5,5	5,5	9,7
Valid Agree	112	38,6	38,6	48,3
Strongly agree	145	50,0	50,0	98,3
No answer	5	1,7	1,7	100,0
Total	290	100,0	100,0	

67. I often check the effectiveness of my English learning methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	1,4	1,4	1,4
Disagree	30	10,3	10,3	11,7
Neutral	82	28,3	28,3	40,0
Valid Agree	138	47,6	47,6	87,6
Strongly agree	26	9,0	9,0	96,6
No answer	10	3,4	3,4	100,0
Total	290	100,0	100,0	

68. In my view the teacher's role is to help me progress during lessons

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	,7	,7	,7
Disagree	9	3,1	3,1	3,8
Neutral	37	12,8	12,8	16,6
Valid Agree	168	57,9	57,9	74,5
Strongly agree	63	21,7	21,7	96,2
No answer	11	3,8	3,8	100,0
Total	290	100,0	100,0	

69. The teaching method of my teacher has the most influence on my language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	2,4	2,4	2,4
Disagree	24	8,3	8,3	10,7
Neutral	39	13,4	13,4	24,1
Valid Agree	145	50,0	50,0	74,1
Strongly agree	66	22,8	22,8	96,9
No answer	9	3,1	3,1	100,0
Total	290	100,0	100,0	

70. I know the best way for me to learn English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	9	3,1	3,1	3,1
Disagree	41	14,1	14,1	17,2
Neutral	59	20,3	20,3	37,6
Valid Agree	126	43,4	43,4	81,0
Strongly agree	47	16,2	16,2	97,2
No answer	8	2,8	2,8	100,0
Total	290	100,0	100,0	

71. To learn English outside the classroom, I talk and write to my teacher about my studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	21	7,2	7,2	7,2
Disagree	87	30,0	30,0	37,2
Neutral	73	25,2	25,2	62,4
Valid Agree	74	25,5	25,5	87,9
Strongly agree	25	8,6	8,6	96,6
No answer	10	3,4	3,4	100,0
Total	290	100,0	100,0	

72. Language learning involves a lots of self study

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	2,1	2,1	2,1
Disagree	27	9,3	9,3	11,4
Neutral	35	12,1	12,1	23,4
Valid Agree	128	44,1	44,1	67,6
Strongly agree	87	30,0	30,0	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

73. To learn English outside the classroom, I practice English with my friends or go to an English speaking club

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	2,4	2,4	2,4
Disagree	48	16,6	16,6	19,0
Neutral	55	19,0	19,0	37,9
Valid Agree	103	35,5	35,5	73,4
Strongly agree	69	23,8	23,8	97,2
No answer	8	2,8	2,8	100,0
Total	290	100,0	100,0	

74. I think teachers should give us opportunities to decide where and how to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
trongly disagree	11	3,8	3,8	3,8
Disagree	30	10,3	10,3	14,1
Neutral	52	17,9	17,9	32,1
Valid Agree	120	41,4	41,4	73,4
Strongly agree	69	23,8	23,8	97,2
No answer	8	2,8	2,8	100,0
Total	290	100,0	100,0	

75. In my view, the role of the teacher is to help me progress outside class

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	10	3,4	3,4	3,4
Disagree	66	22,8	22,8	26,2
Neutral	59	20,3	20,3	46,6
Valid Agree	103	35,5	35,5	82,1
Strongly agree	38	13,1	13,1	95,2
No answer	14	4,8	4,8	100,0
Total	290	100,0	100,0	

76. To learn English outside classroom, I ask the teacher questions when I don't understand

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	1,7	1,7	1,7
Disagree	34	11,7	11,7	13,4
Neutral	42	14,5	14,5	27,9
Valid Agree	142	49,0	49,0	76,9
Strongly agree	58	20,0	20,0	96,9
No answer	9	3,1	3,1	100,0
Total	290	100,0	100,0	

77. In my view the role of the teacher is to decide what activities I should do to learn

English outside class

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	17	5,9	5,9	5,9
Disagree	84	29,0	29,0	34,8
Neutral	58	20,0	20,0	54,8
Valid Agree	83	28,6	28,6	83,4
Strongly agree	34	11,7	11,7	95,2
No answer	14	4,8	4,8	100,0
Total	290	100,0	100,0	

78. When I have a difficulty in my English learning, I resort to classes mates directly

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	19	6,6	6,6	6,6
Disagree	59	20,3	20,3	26,9
Neutral	83	28,6	28,6	55,5
Valid Agree	84	29,0	29,0	84,5
Strongly agree	28	9,7	9,7	94,1
No answer	17	5,9	5,9	100,0
Total	290	100,0	100,0	

79. I like teachers who give us the opportunities to learn on our own

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	2,4	2,4	2,4
Disagree	27	9,3	9,3	11,7
Neutral	31	10,7	10,7	22,4
Valid Agree	115	39,7	39,7	62,1
Strongly agree	98	33,8	33,8	95,9
No answer	12	4,1	4,1	100,0
Total	290	100,0	100,0	

80. In my view, the role of the teacher is to stimulate my interest in learning English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	1,4	1,4	1,4
Disagree	21	7,2	7,2	8,6
Neutral	60	20,7	20,7	29,3
Valid Agree	133	45,9	45,9	75,2
Strongly agree	58	20,0	20,0	95,2
No answer	14	4,8	4,8	100,0
Total	290	100,0	100,0	

81. To learn English outside classroom, I use Internet in English(to read news, do research)

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	1,0	1,0	1,0
Disagree	14	4,8	4,8	5,9
Neutral	30	10,3	10,3	16,2
Valid Agree	137	47,2	47,2	63,4
Strongly agree	94	32,4	32,4	95,9
No answer	12	4,1	4,1	100,0
Total	290	100,0	100,0	

82. The fairness of my English language teacher is the most important influence on my language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	10	3,4	3,4	3,4
Disagree	31	10,7	10,7	14,1
Neutral	98	33,8	33,8	47,9
Valid Agree	109	37,6	37,6	85,5
Strongly agree	30	10,3	10,3	95,9
No answer	12	4,1	4,1	100,0
Total	290	100,0	100,0	

83. I don't feel I could improve without a teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	40	13,8	13,8	13,8
Disagree	86	29,7	29,7	43,4
Neutral	52	17,9	17,9	61,4
Valid Agree	83	28,6	28,6	90,0
Strongly agree	17	5,9	5,9	95,9
No answer	12	4,1	4,1	100,0
Total	290	100,0	100,0	

84. In my view, the role of the teacher is to point out my weaknesses in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	18	6,2	6,2	6,2
Disagree	37	12,8	12,8	19,0
Neutral	36	12,4	12,4	31,4
Valid Agree	146	50,3	50,3	81,7
Strongly agree	39	13,4	13,4	95,2
No answer	14	4,8	4,8	100,0
Total	290	100,0	100,0	

85. I am responsible for my bad marks in English exams

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	43	14,8	14,8	14,8
Disagree	63	21,7	21,7	36,6
Neutral	40	13,8	13,8	50,3
Valid Agree	81	27,9	27,9	78,3
Strongly agree	53	18,3	18,3	96,6
No answer	10	3,4	3,4	100,0
Total	290	100,0	100,0	

86. Memorizing the teacher's notes is the best way to learn English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	25	8,6	8,6	8,6
Disagree	56	19,3	19,3	27,9
Neutral	47	16,2	16,2	44,1
Valid Agree	112	38,6	38,6	82,8
Strongly agree	41	14,1	14,1	96,9
No answer	9	3,1	3,1	100,0
Total	290	100,0	100,0	

87. In my view, the role of the teacher is to choose activities for me to learn English

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	20	6,9	6,9	6,9
Disagree	54	18,6	18,6	25,5
Neutral	62	21,4	21,4	46,9
Valid Agree	113	39,0	39,0	85,9
Strongly agree	30	10,3	10,3	96,2
No answer	11	3,8	3,8	100,0
Total	290	100,0	100,0	

88. I can identify my strengths and weaknesses

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	11	3,8	3,8	3,8
Disagree	37	12,8	12,8	16,6
Neutral	49	16,9	16,9	33,4
Valid Agree	140	48,3	48,3	81,7
Strongly agree	42	14,5	14,5	96,2
No answer	11	3,8	3,8	100,0
Total	290	100,0	100,0	

89. To learn English outside classroom, I discuss learning problems with classmates

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	10	3,4	3,4	3,4
Disagree	31	10,7	10,7	14,1
Neutral	53	18,3	18,3	32,4
Valid Agree	146	50,3	50,3	82,8
Strongly agree	41	14,1	14,1	96,9
No answer	9	3,1	3,1	100,0
Total	290	100,0	100,0	

90.The fluency of my English language teacher has the most influence on my language learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	2,1	2,1	2,1
Disagree	34	11,7	11,7	13,8
Neutral	64	22,1	22,1	35,9
Valid Agree	133	45,9	45,9	81,7
Strongly agree	41	14,1	14,1	95,9
No answer	12	4,1	4,1	100,0
Total	290	100,0	100,0	

91.To learn English outside classroom, I do English self study in a group

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	11	3,8	3,8	3,8
Disagree	67	23,1	23,1	26,9
Neutral	62	21,4	21,4	48,3
Valid Agree	103	35,5	35,5	83,8
Strongly agree	40	13,8	13,8	97,6
No answer	7	2,4	2,4	100,0
Total	290	100,0	100,0	

92. In my view, the role of the teacher is to decide what I should learn in English lessons

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	29	10,0	10,0	10,0
Disagree	77	26,6	26,6	36,6
Neutral	68	23,4	23,4	60,0
Valid Agree	84	29,0	29,0	89,0
Strongly agree	28	9,7	9,7	98,6
No answer	4	1,4	1,4	100,0
Total	290	100,0	100,0	

93. I learn English because it is helpful for future professional career

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	2,4	2,4	2,4
Disagree	8	2,8	2,8	5,2
Neutral	17	5,9	5,9	11,0
Valid Agree	79	27,2	27,2	38,3
Strongly agree	173	59,7	59,7	97,9
No answer	6	2,1	2,1	100,0
Total	290	100,0	100,0	

ملخص :

استقلالية المتعلم وخصوصية السياق: دراسة لخطابات الطلاب حول تعلم وتعليم اللغة الإنجليزية كلغة أجنبية في جامعة عبد الرحمان ميرا بجاية ، الجزائر

مضمون أطروحتنا يتمثل في بحث استكشافي أجري لدراسة استعدادية الطلاب لاستقلالية في التعلم ،يقسم اللغة الإنجليزية بجامعة بجاية. الدافع وراء هذه الدراسة هو الاهتمام المتزايد باستقلالية المتعلم في التعليم العالي الجزائري منذ تنفيذ الإصلاحات المتعلقة بنظام " ل م د" ، بالإضافة إلى نتائج البحوث غير الحاسمة حول قابلية تطبيق استقلالية المتعلم في السياقات غير الغربية.

وقد ركزت الأسئلة البحثية الرئيسية وأسئلتها الفرعية في هذه الدراسة حول القضايا الجوهرية التالية: ثقافة التعلم السائدة بقسم اللغة الإنجليزية بجامعة بجاية ومكانة استقلالية المتعلم فيها، بالتالي يعتبر الاعتماد على أساليب مختلفة لجمع البيانات في إطار نوعي عام خيارا منهجيا طبيعيا لإيجاد إجابات لهذه الأسئلة البحثية ، وعلاوة على ذلك فلفه يستوعب وجهات النظر الاجتماعية والثقافية والتفسيرية التي تقوم عليها هذه الدراسة.

وتماشيا مع هذا، تم دمج ومقارنة البيانات النوعية المعمقة التي تم جمعها عن طريق السرد (Learner Narratives) جنبا إلى جنب بلبيانات الكمية التي تم جمعها بلجراء دراسة استقصائية مقياس ليكيرت (Lickert scale) ، من أجل التقاط تصورات المشاركين بشأن تعلم اللغة الإنجليزية، لتسليط الضوء على ثقافة التعلم السائدة في السياق المحدد لهذه الدراسة، وفي نهاية المطاف جمع الأدلة حول استعداد المشاركين للاستقلالية في التعلم.

وقد كشف تحليل ثقافة تعلم اللغة الانجليزية لدى الطلاب عن التصورات والسلوكيات التي أشارت إلى الاستعداد وعدم الاستعداد للاستقلالية في التعلم ، وهكذا يبدو أن استعداد الطلاب لاستقلالية المتعلم يكمن في خصائصهم النفسية كمتعلمين في اللغة الإنجليزية وفهمهم لسياق التعلم المعقد ، من ناحية أخرى فإن عدم الاستعداد للاستقلالية يمكن التعرف عليه من تصورات الطلاب عن توزيع السيطرة في الفصول الدراسية أي في اعتبار المعلم هو الشخصية السلطة الوحيدة، بالإضافة إلى انتشار التصورات الكمية للتعلم ونقص الوعي حول دور الإدارة في تعلمهم.