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**Investigating EFL Teachers' Perceptions Classroom and  
their Practices to Develop Students' Autonomy: The Case of  
the Department of English at Mouloud Mammeri University  
of Tizi-Ouzou**

**Presented by:**  
**Ms. KERRECHI Zahia**

**Supervised by:**  
**Dr. BENAÏSSA Amel**

**Board of Examiners:**

- Chair: Dr YASSINE Souryana, MCA, Mouloud Mammeri University of Tizi-Ouzou
- Supervisor: Dr BENAÏSSA Amel, MCB, Mouloud Mammeri University of Tizi-Ouzou
- Examiner: Ms LADJALI Djamila, MAA, Mouloud Mammeri University of Tizi-Ouzou

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# *Dedications*

*This humble work is dedicated:*

*(in memory) to my grandmother*

*To my parents,*

*My father Mourad and mother Nassima*

*Thank you for teaching me that the really great*

*adventure happen outside your comfort zone*

*To my sweetest sister Rania*

*To my brother Mohamed Fateh*

*To all my aunts, uncles, and cousins*

*To all the people whom I love and who love me*

*To all the students of the graduating class of second year Master 2019/ 2020*

*Zahia*

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### **Abstract**

*This study investigates teachers' classroom ideologies and their practices to develop students' autonomy. It aims to discover how teachers' perceptions influence students' autonomy in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Therefore, the current research aims to raise the awareness of teaching practitioners in EFL context on how the ideological beliefs and practices can affect students' development of autonomy. The study adopts Camilleri (1999) and Voller (1997) theories on the teachers' role in the language classroom and how it can help develop students' autonomy. To carry out the research, interviews were conducted with five English teachers of English at UMMTO, and questionnaires were distributed to sixteen teachers. Furthermore, this study opts for the mixed method approach, the quantitative data is analysed through a computer program called statistical package for social sciences, and the qualitative data is analysed through qualitative content analysis. The results reveal that teachers believe in learners' autonomy mainly the partial autonomy. One of the main findings of this research paper is that teachers' ideological beliefs influence positively on their teaching practices in the classroom. In addition, the results indicate that there is some divergence among the teachers. In fact, teachers' beliefs about the importance of being 'facilitators', 'counsellors', and 'guides' and they encourage their students to learn inside and outside the classroom. However, they are not explicit about the way they guide their students outside the classroom.*

**Key words:** *Counsellors, Facilitators, Guides, Students' autonomy, Teachers' practices, Teachers' ideological beliefs.*

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# **General Introduction**

### Statement of the Problem

One way to understand the notion of autonomy in education is to link it directly to control, that is to say, students should be able to take control over their learning, enrich their knowledge, and engage in self-education. In fact, those who develop a high degree of autonomy can be ranked among the most successful in their studies. Thus an autonomous person can be defined as the one who has the capacity to make and carry out the choices which govern his or her actions independently. Besides, there are two main factors for the development of learners' autonomy, 'ability' and 'willingness' (Littlewood 1996:428). On one hand, the students may have the ability to make independent choices concerning their study, but they do not have the willingness to do so because they are not motivated to further their studies. On the other hand, they may be willing to exercise independent choices but do not have the ability to do so. For example, those students have a lack of intelligence, or sometimes they do not have the ability to comprehend and to understand their lectures.

In fact, no-one can learn for you, and whatever you learn is self-chosen and self-constructed, and most importantly it is understood in a unique way. That's why, learner autonomy is intriguing in the learning process because it puts the students at the center of all attention. For example, it endows him/ her with responsibility for his/ her actions, and it gives that students the freedom to choose whatever he/ she wants to learn. Thus, autonomy will not only enhance students' formal educational experience, but will provide them with the psychological undergirding essential for lifelong learning.

Basically, students' autonomy cannot be realized without the help of the teacher. This means that the teacher is incredibly important, if not vital in developing autonomous students through their ideological beliefs and their practices in the classroom. Although these beliefs cannot be directly observed, one can infer them through the teachers' actions and their behaviors in the classroom. Thus, teachers' views and beliefs exert a great influence on their

professional practices. Teachers are not considered as only a source of knowledge, but also as facilitators or counselors, and in certain instances as managers and as resources because they help their learners to be more active, dynamic, vivacious and responsible for their own learning inside and outside the classroom (Camilleri, 1999; Voller, 1997).

A glance at the literature reveals that both learners' autonomy in education, particularly in English as a foreign language (EFL) context, and teachers' classroom ideologies and their practices, have been the concern of many studies both at the national and international levels. As a model, Turloiu and Stefansdotir (2011) investigated how learner autonomy can be implemented in the classroom. In the same context, Rahmani and Seddi (2016) worked on developing learners' autonomy in the Algerian secondary school through the Project-based approach to language learning. While in the Department of English at Mouloud Mammeri University, Cherif and Hadji (2018) investigated the Power and ideology in teachers' language use in the classroom.

From the overview of the literature, it becomes clear that no study, precisely in the department of English at Mouloud Mammeri University, endeavored to deal with the issue of teachers' classroom ideologies and their practices to develop learners' autonomy. The lack of studies on this matter encourages this work to fill the gap by investigating teachers' classroom ideologies and their practices to develop students' autonomy in the Department of English at Mouloud Mammeri University.

### **Aims and Significance of the Study**

The present study is concerned with the investigation of teachers' ideology and their practices in the classroom to develop students' autonomy. In fact, it aims to cover how the beliefs of teachers influence the way they teach, how they view autonomy, and how this can impact on the quality of their teaching. The significance of this study lies in the following points: recent studies in EFL context focus on students' autonomy as the main purpose of

educational programs such as: “Investigating How learner Autonomy Can be Implemented in the Classroom” made by Turloiu and Stefansdotir (2011). Indeed, the learning of EFL can be considered as being inefficient if it is not based on students’ autonomy and teachers’ classroom ideologies and their practices. Thus, being autonomous is a necessary condition for successful students. Hence, teachers’ ideological beliefs and their practices in the classroom influence students and help them to develop their autonomy. Furthermore, the objectives of the research are to identify the different ideologies that teachers hold in their teaching process. It also aims to explore their current practices to encourage learners’ autonomy. As for the third objective, it aims to find out how teachers’ beliefs influence students’ autonomy through the implementation of different teaching strategies which demonstrate the four roles: Facilitator, counsellor, resource, and manager (Camilleri, 1999; Voller 1997). Therefore, the present research aims to raise the awareness of teaching practitioners in EFL context on how the ideological beliefs and practices can affect students’ development of autonomy.

### Research Questions and Hypotheses

In order to investigate the teachers’ classroom ideologies and their practices to develop students’ autonomy. This research will attempt to answer the following questions:

- **Q1)** What are teachers’ beliefs about students’ autonomy?
- **Q2)** How do teachers’ beliefs influence their practices in the classroom?
- **Q3)** Are teachers’ ideological beliefs reflected in the classroom practices?

The following hypotheses are developed as an attempt to predict the result of the research.

- **Hypothesis 1)** Teachers believe in the importance of students’ autonomy;
- **Hypothesis 2)** Teachers’ ideological beliefs influence positively their practices in the classroom;
- **Hypothesis 3)** Teachers’ ideological beliefs are reflected in the classroom practices.

### **Research Techniques and Methodology**

To conduct this research, the Mixed-Method Approach was adopted because the research problem requires both the qualitative and quantitative methods for data collection and data analysis. To investigate the topic, two tools of data collection were used. 16 questionnaires were administered to EFL teachers at the English language department of UMMTO as well as an online structured interview that was conducted with five EFL teachers. The quantitative data were presented and analyzed using a computer software called SPSS and the qualitative data were examined and interpreted using Qualitative Content Analysis with reference to Camilleri (1999) and Voller (1997) theories on the teachers' role in developing learning autonomy.

### **Structure of the Dissertation**

The overall structure of this dissertation follows the traditional complex model which consists of a "General Introduction", four chapters, and a "General Conclusion". The initial chapter is titled "Review of the Literature". It reviews the main theoretical concepts related to the topic as well as the theoretical framework underlying the research. The second chapter is named "Research Design and Methodology", it starts by presenting the procedures of data collection, which consist of a questionnaire and a structured interview that are designed for FL teachers of the Department of English at Mouloud Mammeri University. Then, it presents the procedures of data analysis. The third chapter, which is entitled the "Presentation of the Findings", provides a detailed account of the results of the gathered data from the interview and the questionnaire. As for the fourth chapter, it is labeled "Discussion of the Findings". It endeavors to interpret the results that bring answers to the research questions set out at the onset of the investigation as well as confirm or refute the hypotheses. Finally, the "General Conclusion" briefly summarizes the main points of the study.

# **Chapter 1:**

## **Review of the Literature**

**Introduction**

This chapter is devoted to the review of the literature that is designed to evaluate the major works related to teachers' ideological beliefs and their classroom practices to develop students' autonomy. The chapter involves three main parts. The first one deals with the definition of autonomy and the different terms related to it. Then, it explains the distinction between out-of-class and classroom autonomy. The second part is concerned with the explanation of the meaning of ideology and teachers' ideologies in addition to CBA and constructivism. In the final part, the theories on which this research is based are presented. They consist of Camilleri (1999) and Voller (1997) theory on the teachers' role in developing learner autonomy.

**1. Learner Autonomy in Language Learning**

The evolution of the concept of autonomy can be traced back to ancient Greece, imported originally from the fields of ethics and philosophy (Benson, 2001). The word autonomous comes from the Greek words "auto-nomos" referring to somebody or something which lives by his/her own rule (Benson, 2001). Indeed, philosophers like Aristotle and Socrates claimed for citizens' right of self-governance. In this sense, people were considered free beings in command of themselves and not subjected to others' authority. Within the field of education, some scholars think about this concept as taking charge of one's own learning. Little (1991:4) views it as a decision-making process, and Dam and Colleagues (1990) see autonomy as a cognitive and self-management process. Moreover, the concept of autonomous learning has been given considerable importance since the 1970s, it is the most valuable spin-off of communicative language learning environment. It is generally agreed that the concept of autonomy initially entered the field of education through the council of Europe's Modern Languages Project which was founded in 1971 (Benson 2001:2).

Autonomy has been described in a number of ways in reference to language learning. Perhaps the foremost quoted definition is that of Holec (1981:3), who defines autonomy: “ *as the ability to take charge of one’s own learning : to take charge of one’s own learning is to maintain the sense of responsibility for all the decisions regarding all aspects of this learning*”, i. e: Holec (1981) supports his definition by a set of roles the autonomous student is supposed to play such as: determining the objectives; defining the contents; selecting strategies and techniques to be used; monitoring the method of learning; and evaluating what has been learnt and acquired in the classroom. That is, they become critical students and they increase the opportunities to practice English inside or outside the classroom.

Though Holec’s definition shows all the areas that involve the transfer of control over learning from the teacher to the learner, other researchers like Benson and Little do not agree with him and maintain that Holec’s account of learner autonomy does not take into consideration the psychological side and the nature of the cognitive capabilities underlying effective self-management of learning. Benson (2001) and little (1991) cogently widen the notion of autonomy and argue that: “ *Autonomy is a capacity for detachment and critical reflection, decision making and independent action. It entails that the learner can develop a specific kind of psychological relation to the process and content of his learning*” (Little, 1991:3-4).

That’s why, both Benson (2001) and little (1991) add a vital psychological aspect to Holec’s definition which is the one that describes autonomy as a cognitive and self-management process of learning. From this perspective, students can evolve and their autonomy grow as a result of their endless effort to understand the ‘Why’, the ‘What’ and the ‘How’ of their learning (Dam, 1995).

Cotteral (1995) defines autonomy “as the degree or the extent to which students

show the ability to select and apply a set of tactics for taking control of their learning” (Cotteral, 1995:195). She describes it as the behaviours that the students use to establish independence in learning. A more elaborated definition of learner autonomy is also put forward by Jeffries (1990:35) who views it as learning in which an individual or a group of learners study on their own, possibly for a part or parts of course, without direct intervention from a tutor, so to take a great responsibility for what they learn. That is to say, the process of learning is carried out individually by the students with the help of the teacher.

### **1.1. Essential Terms Related to Autonomy**

There are many terms that are close in meaning to autonomy, but they are not synonyms. Among these terms, we can cite: Self-instruction, self-directedness, self-access, and distance learning (Dickinson, 1987) and (Benson, 1997).

Self-directed learning refers to the situation in which learners undertake language study without the help of teachers. Said differently, they must make their own decisions and organize their own work rather than be told what to do by the teachers. Benson (1997) makes the distinction between “self-directed learning” and “learner autonomy”. For him, “self-directed learning” is learners’ global capacity to continue learning; while “autonomous learning” is the specific personal feature associated with such a capacity. For example, in self-directed learning, the student has the willingness to learn English without control of the teacher. Indeed, he/she uses strategies, and materials which help him to learn by adding a personal touch like a careful organization of time for learning with the guidance of their teachers (this is autonomy).

Moreover, distance learning is a way of learning where students may not be always present at a school, college, or university, but study from home, usually they are being taught and given work to do via internet (Benson, 1997). Next, self-access refers to

the organization of learning materials and equipment made available and accessible to students without exigent the presence of a teacher. Therefore, self-instruction entails the usage of these materials (Dicknson 1987:11). Self-instruction is the method of learning in which students use videos and books to study on their own. In this context, Dicknson (1987:11) states that self-instruction refers to “*learning without direct control of the teacher*”.

## **1.2. Contexts for the Application of Autonomy**

Autonomy can be considered as an undergirding for students in order to develop themselves in language learning outside and inside the classroom, however, for teachers, it can be regarded as a set of strategies to be given to learners for improving their language learning skills on their own (Camilleri, 1999). Two types of autonomy can be identified.

### **1.2.1. Autonomy Outside the Classroom**

Out-of-class learning is one form of learner autonomy. In other words, learner autonomy generally goes hand in hand with out-of-class learning. This latter serves as a platform in which students could fully develop their autonomy (Benson, 2007:26). So, through out-of-class learning activities, students have the chance to take charge of their learning through choosing the appropriate materials like the internet, technology or communicating with natives, which help to improve students’ competence in English and therefore develop their capacity for autonomy (ibid).

### **1.2.2. Autonomy Inside the Classroom**

Autonomy can also be developed inside the class. Students in the classroom have opportunities to share their thoughts and feelings, and are encouraged to make choices and exercise self-initiative with different learning activities. Yet, this may involve different levels of control such as: management for learning, cognitive processes and learning content (Benson 2007:26). This can be reflected in group works, co-operative learning, innovative

learning or other classroom actions and activities.

In an autonomous class, students play an important role in the decision-making process. For example, autonomous learners can select the criteria for evaluation; make and reject hypotheses; make good guesses and pay attention to both form and content (Nunan, 1996, cited in Balaçikanli, 2010).

That said, autonomy cannot be realised without the help of the teacher. In other words, teachers' ideological beliefs and practices are extremely important to develop students' autonomy because their ideologies reflect their practices inside the classroom. That's why, it is crucial to understand the notion of ideology, teachers' ideology, and how it influences their practices in the classroom.

## **2. Ideology and Teachers' Ideology**

Ideologies are some kinds of ideas, that is, 'a belief system'. These beliefs influence the ideas that a society or an individual holds towards a certain issue, such as language or teaching (Kroskirty, 2010). Therefore, a belief is a proposition which may be consciously or unconsciously held. It is evaluative in the sense that it is accepted as true by peoples, and is thus saturated with sentimental engagement; further, it works as a guide to thought and behavior (Borg 2001:186). Ideology is a form of belief or societal structure which influences our practices (Kroskirty, 2010). This method is shared by members of a group or society instead of being a feature of a single individual (ibid). This does not, however, mean that a particular ideology is necessarily shared by all members of a society or a group.

In fact, members of an equivalent society might have competing sets of beliefs. As an example, teachers in the same educational system may have totally different views regarding pedagogical practices. Thus, teachers' ideology is the beliefs that teachers hold, their arguments and their views on teaching and learning. Indeed, an educational ideology

may shape and control beliefs about teaching styles, including students' participation, seating arrangements, types of activities, and other classroom related members (Eagleton, 1991). For instance, the teacher can set activities out of the classroom to promote autonomy, that is, he/ she can assign students tasks that require from them to use internet sources outside the class time. Another example is that can teachers can encourage their learners to engage in autonomous behaviours by encouraging them to go the extra mile and not be afraid to make mistakes; they may encourage the students to go a long way in making them confident to work by themselves, or may get learners to reflect on their learning by giving them assignments that encourage them to reflect on their goals, needs, progress, weaknesses, and values. Also, the concept of language ideologies in the classroom is essential because it is not limited exclusively to language use, but also it serves as an intermediary between language and wide social structures and categories, such as gender, nationality, and sociocultural background, as well as beliefs about language practices (Eagleton, 1991).

## **2.1. The Role of Teachers in Different Learning Theories**

The role of teachers is significant in the learning and teaching environment. In fact, teachers assist students with making connections and therefore finding meaning through educational process. In order to make this process a reality, the education should be student centered. The latter requires the integration of different learning theories such as: constructivism and CBA because each of these learning theories shape the role of the teacher in the foreign language classroom, which helps the development of students' autonomy.

### **2.1.1. Constructivism**

Constructivism is a theory of learning that explains the nature of knowledge and learning. Naylor and Keogh (1999:93) define constructivism as an approach in which the central principles are that students can only make sense of new situations from the angle of

their existing understanding. That is, students construct meaning by linking new ideas with their existing knowledge. Flynn (2004:113) on his part sees constructivism as a theory *which “facilitate the learning process to the learner to go beyond simple recall (memorization) toward understanding, application, and competence”*. Constructivism, therefore, indicates that knowledge is actively produced by learners in response to interactions with their existing knowledge and environment. This denotes that the teacher does not dispense knowledge, however, provides students with opportunities and incentives to construct it. For example, teachers, when giving tasks to students, they provide examples of how to complete that task. Thus, students have to build foundational knowledge through examples, practice and feedback.

### **2.1.1.1. Cognitive Constructivism**

Cognitive constructivism is a theory of learning which is based on the work of Piaget (1977) who emphasizes the importance of the mental capacity. Said differently, it is based on intelligence. Therefore, students should be actively involved; they must construct their own knowledge because they are not empty vessels waiting to be filled (Piaget, 1977). Piaget started from the assumption that human intelligence is a biological adaptation of a complex organization to a complex environment. Which means that, the individual’s understanding of a given situation is part of the adaptation of that situation, and the cognitive development is the individual’s intelligence in making equilibration of the cognitive structures (cited in Chen and Siegle, 2000: 95).

The influence of Piaget theory in educational fields can be seen in a variety of instructional practices like in the teachers as facilitators, guides and counsellors. For examples, teachers should act as guides in order to provide learners with opportunities to test their current level. Ashton and Gregoire-Gill (2003: 102) quote Piaget’s words as regards the role of the teacher in the classroom and state that: *“What is desired is that the*

*teacher ceases being a lecturer, satisfied with transmitting ready-made solutions; his role should rather be that of a mentor stimulating initiative and research”.*

Yet, the basic teaching techniques that the teachers may focus on and that are associated with Piaget theory for language learning may cover the following: problem-based learning, that is a student-centered pedagogy in which the students learn about a given subject through solving a problem found in the started topic; discovery learning, which is a constructivist approach where the students are supposed to find things by themselves, looking into the difficulties, asking questions and coming to a conclusion themselves; cognitive strategies are learning strategy where students learn more successfully through repetition, summarising meaning, guessing meaning from context and using imagery for memorisation, and project-based learning is a student-centered approach where students learn through the discovery of real-world difficulties and problems (Piaget, 1977). Piaget’s views are that the individual cognitive development does not take place immediately, so, learners’ progress may appear after a given period. That’s why, teachers should not think that because something is introduced, the learners should promptly learn and apply it (ibid). Teachers’ role bears in encouraging students to experience different materials through the use of technology for discovering and constructing their concept for themselves.

### **2.1.1.2. Social Constructivism**

Social constructivism is another dimension of constructivism which is heavily influenced by Vygotsky’s theory (1896-1934) and Social Development which considers that learning takes place in the interaction between people and their environment such as: students, teachers, or other sources of knowledge such as books, journals and computers. As regards scaffolding, it refers to a variety of instructional techniques used to help students in the learning process to achieve their goals (Vygotsky, 1978). Teachers should

know the limits of their students and help them according to these limits, no further. In other words, teachers may provide activities that are just slightly beyond the learners' actual competence, based on their existing abilities. However, if the teacher gives challenging activities which are above the level of their possible understanding, the learners will be confused, lose interest, and no learning will take place (Vygotsky,1978).

Besides, teachers may use some techniques of scaffolding, such as dividing the task into simple steps, providing guidelines, cues, examples, handouts, questions and visual aids to help and guide the students. Additionally, Vygotsky's theory (1896-1934) encourages teachers not to focus too much on teaching concrete matters, but to invoke the learners' abstract thinking about the world. This would be helpful for the learners in the sense that it develops multiple skills that will assist them to deal with complex learning matters. Yet, teachers may incorporate educational technology as tools embedded in learners' activities (ibid). For example, teachers can create lessons that require the learners to work in groups using a computer. Or they can allow the students to use e-mails and the Internet as tools for creating dialogues, discussions and debates. Through these tools, learners' access many types of information resources that can help them synthesize, think and analyse materials. Also, integrating the learners' mother tongue is a controversial pedagogical issue in many EFL classrooms. Adhering to the theory of Vygotsky (1934), teachers must not prohibit the use of L1, because it has a facilitating role in many aspects of language instruction, rather than being an impediment.

### **2.1.2. The Competency-Based Approach (CBA)**

CBA is an educational and a social constructivist approach that emerged in the 1970 in the United States of America which supports the idea that the learner is at the centre of the learning experience. It is an approach that describes the knowledge, skills and behaviours that learners process at the end of the course. Moreover, the application of

CBA in language learning is labelled Competency Based Language Teaching (CBLT). In this context, Richards (2001:141) states that it is an approach which “(...) *refers to an educational movement that advocate defining educational goals in terms of precise measure descriptions of knowledge, skills and behaviours students should possess at the end of a course study*”.

This approach is a learner-centred approach, which means that students participate in the construction of their knowledge, and this is what makes them active participants. The application of the principles of CBA in language learning is labelled competency-based language teaching (CBLT). It targets the way the language is used in concrete contexts rather than knowing about declarative knowledge. Yet, this approach aims to establish learners’ competencies so that they can put into practice what they have acquired and learnt inside the classroom to the outside world. In this respect, Docking (1994:16) states that CBLT “*is designed not around the notion of subject knowledge but around the notion of competencies. The focus moves what students know about the language to what they can do with it*”. CBLT serves as a bridge between school and real life; this helps students to become autonomous. That is, CBLT prevents students from learning meaningless lessons, whereas, it allows them to learn lessons that are specific to their needs in the society. Hence, CBLT fosters teachers’ creativity to generate learning activities on the shape of the nature of the targeted competencies, student’s ability and students’ needs.

Relying on CBA, teachers support students by taking a primarily facilitative role in the classroom, such as designing and structuring learning experiences with student interests and needs in mind; guiding students to learn; assisting students in contributing to their own learning in a learner-centred teaching environment (Kristmanson et al., 2013). Also, teachers should foster a supportive learning environment and effective classroom

management. For example, they should create a relaxing learning environment through communicating warmth and respect for students, by encouraging them to participate and work cooperatively and to develop self-confidence. Yet, a portion of the teacher's role bears on their constantly giving properly devised feedback and in adopting appropriate measures for assessing their students' progress. When the teacher interacts regularly with his students, he/she could determine exactly what the students can achieve alone and by assistance (Willis, 2011). For example, teachers may assess the students in the classroom in order to enable a deeper insight of learning processes which can be used to enhance students' autonomy (Willis, 2011).

### **3. Theoretical Framework of Camilleri and Voller**

The present research relies on Camilleri (1999) and Voller (1997) theories on the teacher's role in the classroom, and that can lead to learners' autonomy. According to Camilleri's theory, there are three classifications of teachers' role which are: the teacher as a manager, the teacher as a resource person and the teacher as counsellor. Similarly, Voller's theory on teachers' role in learner autonomy falls into three categories: facilitator, counsellor and resource. The use of the frameworks to conduct our research is crucial to base our study. They are useful to undertake and understand how do teachers' beliefs help the development of their students' autonomy. They also help to guide the research in terms of its proposed dimensions.

#### **3.1.1. The Teacher as a Resource Person**

The teacher as a resource person optimizes learning conditions by helping students be more aware of a wide range of alternative strategies, and by, for example, helping them develop an awareness of their learning styles. Teachers must not only be able to analyse and evaluate textbooks, but by using their imagination, flexibility and creativity, they should make textbook materials more interesting and motivating (Camilleri, 1999). Furthermore, a teacher

as a resource makes his or her knowledge and expertise available to the students whenever it is necessary. Additionally, the teacher as a resource enhances learning conditions to encourage learner autonomy by helping students remember information and to be aware of a wide range of knowledge resources and learning strategies (Camilleri, 1999).

### **3.1.2. The Teacher as a Manager/Guide**

The teacher no longer imparts knowledge, but is a manager of activities; he is no longer a source of facts, but a person who can see links. He must be able to map out the most likely paths available to the student and also the likely consequences of following any particular path. He/she has, therefore, to be good at planning, both for individuals and for groups, short-term and long-term goals. For example, when there is a lack of teaching materials, teachers should make students work in groups or if there is not enough time for the group-work activities, teachers should divide the group (Camilleri, 1999). Teachers usually guide students by giving them strategies to follow in order to construct their own knowledge.

### **3.1.3. The Teacher as a Counsellor**

The teacher as a counsellor is another role that is wide utilised in the discussions of language learning autonomy. A counsellor, in general, refers to a person who provides advice to those who need it. Arnold (1999) claims that the educator should be able to create social relations together with a positive atmosphere in the classroom, and organize cooperative language works, by enhancing students' emotions and inner-self. Some of the cooperative activities, such as pair-work or group-work are, good examples of this point. The role of the teacher is crucial in creating, from the beginning, an atmosphere of trust and confidence within which students feel free to exercise their independent decision and follow their interests (Camilleri, 1999).

### **3.1.4. The Teacher as a Facilitator**

According to Voller (1997), teacher as facilitator is a frequently used term within

the literature on communicative language learning, autonomous language learning, and self-instruction learning. The teacher as a facilitator is usually considered as a helper who makes learning easier to happen. He may provide the technical support by helping students to plan and carry out their independent learning in relation to their need's analysis, objective setting, work planning, and materials selecting (Voller, 1997). A facilitator provides the psycho-social support by being supportive, helping and serving students to overcome obstacles, being ready to enter into a dialogue with students and raising students' awareness of the importance of independent learning.

### **Conclusion**

To conclude, this chapter has tackled the issues and concepts that are related to this research. First, it has presented the notion of autonomy and the different terms related to it. Then, it has clarified the distinction between out-of-class and classroom autonomy. Second, it has explained the conceptions of ideology and teachers' ideologies. It also showed the role of teachers in relation to the different theories of learning such as: social and cognitive constructivism, and competency-based approach, which state that the teacher's role may be that of a facilitator, a counsellor, a manager and a resource. Last but not least, it has presented the theories on which this research is based and which consist of Camilleri (1999) and Voller (1997) theories on teachers' role in the classroom and how it can lead to learners' autonomy.

# **Chapter 2: Research Design**

**Introduction**

As its title denotes, this chapter deals with the research design of the current study, which attempts to explore the effect of teachers' ideological beliefs on students' autonomy in the department of English at MMUTO. This chapter describes the techniques and procedures of data collection and data analysis used in the research in order to explore how teachers' beliefs influence the teaching process, and how autonomy is perceived and developed.

In fact, the present chapter comprises three main parts. The first one is concerned with the Mixed-Methods Approach. The second part presents and describes the data collection tools. As for the third part, it deals with the explanation of the procedure of data analysis.

**1. The Mixed-Methods Approach**

The mixed-methods research design is a procedure for collecting, analyzing, and combining both quantitative and qualitative research and methods in a unique study to comprehend a research problem (Creswell, 2012). This method is used in this study in order to collect and analyze the data gathered qualitatively and quantitatively through an online structured interview and a questionnaire.

**2. Procedures of Data Collection**

A mixed-methods approach is adopted, combining the quantitative and the qualitative methods. The quantitative method is used to generate statistics in the form of numbers and percentages from the questionnaire, which is presented in the form of pie charts and bar charts. The qualitative method is used to analyze the data collected from the interview. The adoption of the mixed methods approach is important because it shows the advantages of linking qualitative and quantitative methods when performing studies and evaluations (Miles and Huberman, 1994).

## 2.1. Participants

For the sake of empirically investigating the issue addressed in the present research, we have opted for a structured online interview and a questionnaire as data collection instruments. While the interview is conducted with five EFL teachers at UMMTO, the questionnaire is distributed to sixteen (16) teachers. The EFL teachers are randomly selected according to different teaching modules and levels because they are highly influential persons, and they are models for the students to get inspired and motivated to learn independently and become autonomous learners, which is a vital process to enhance students' skills and knowledge.

## 2.2. Structured Online Interview

As Moser and Kalton (1971:271) define it, *“an interview is a conversation between an interviewer and respondent with the purpose of eliciting certain information from the respondent”*. A structured online interview is a contributory research instrument. The aim behind employing this research instrument is to gather qualitative and in-depth information from the teachers in order to explore the effect of the teachers' ideological beliefs on the students' autonomy. The structured online interview is an efficient and reliable form of data collection because it allows participants to be interviewed in a familiar environment, which may help them to be more comfortable when expressing their opinions.

### 2.2.1. Description of Teachers' Interview

The teachers' interview aims at gathering in-depth information about the beliefs that teachers hold while teaching the English language. Hence, it aims at showing how these ideological beliefs influence students' autonomy. Therefore, the interview is conducted with five (5) teachers from the English department at UMMTO. Indeed, eight (7) open-ended questions were asked, refereeing on Camilleri (1999) and Voller

(1997) theory on the role of teachers in learner autonomy. The open-ended questions deal with the teachers' ideological beliefs and their effect on students' autonomy.

### **2.3. The Questionnaire**

A questionnaire is a data collection instrument which consists of a set of questions that aim at gathering information about particular issues from the respondents in a short period of time and in an objective way. Therefore, the respondents can answer freely. Brown (2001) defines it as any written tool that contains a series of questions and statements which the respondents answer either by using their own words or by choosing answers from the suggestions they are provided with.

#### **2.3.1. Description of Teachers' Questionnaire**

The teachers' questionnaire is used in this research in order to collect data about the teachers' practices in the classroom and to see whether they are influenced by their ideologies. The questionnaire is developed in accordance with Camiller (1999) and Voller (1997) theories on the role of teachers in learner autonomy.

Thus, the questionnaire was distributed to sixteen EFL teachers at MMUTO. Furthermore, it is composed of twenty (20) questions which are categorized into two groups; close-ended questions refer to the answers from which the respondents can choose; and open-ended questions where teachers are asked to give their own answers. The questionnaire is further subdivided into six sections. The first section refers to "Teachers' Background Information", which includes two questions. Then, the second section deals with "Teachers' Ideological Beliefs", which contains seven questions. Moving on to the third part, which gives detailed information about "Teachers as Source", this part is devoted to answer three questions. The fourth part aims to gather data about the role of "Teachers as Guides. Adding to that, the fifth section is concerned with the role of "Teachers as

Counsellors”, and includes three questions. Finally, the last section is devoted to “Teachers as Facilitators”, and this part contains five questions.

### **3. Procedures of Data Analysis**

#### **3.1. Qualitative Content Analysis**

In the present research, qualitative content analysis (QCA) is found to be the most appropriate method to analyze and interpret the teachers’ answers in order to find out how ideological beliefs could affect the teaching process. It is used to interpret the data gathered from the interview and the questionnaire.

QCA is defined by Hsiehand and Shannon (2005: 1278) as “*One of numerous research methods used to analyze text data*”. Mayring (2000:52) considers it as “*An approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytical rules and step models, without rash quantification*”. In fact, QCA is adopted to interpret different texts according to the context where they are produced. It deals with the analysis of qualitative data like written documents, interviews, and video tapes. QCA is methodologically controlled and it is applied easily following the step-by-step model. Therefore, the results of the research are subdivided and arranged into categories, and each category is analyzed and explained in its context.

#### **3.2. Statistical Package for Social Sciences (SPSS)**

In order to analyze the quantitative data collected from the questionnaires, the obtained data were interpreted by means of a computer program labelled the statistical package for social sciences (SPSS). It is a tool used in social sciences in order to analyze the statistical data collected from the questionnaires. It is one of the most advanced statistical packages that is able to perform highly complex data treatments and analysis with simple instructions. SPSS is used in this study because it allows many different types of analysis and

data transformations. Indeed, we entered all the close-ended items of the questionnaires into a window called “variable view”, then, we added the data obtained from the respondents, which were suggestions that were called “data view”. Finally, the data were automatically transformed into percentages to obtain by the end different statistical models like: graphs.

### **Conclusion**

This chapter has set out the research design of this study. At first, it has described the Mixed-Methods Approach. Next, it has highlighted the data collection instruments which consist of a structured online interview conducted with five EFL teachers as well as sixteen questionnaires administered to the teachers of the department of English at Mouloud Mammeri University of Tizi-Ouzou. The study opts for the Mixed-Methods Approach for the analyses of the data gathered through a questionnaire and an online structured interview because these two research methods are appropriate to get in-depth understanding of the phenomenon under investigating. While the interviews were analyzed and interpreted through the Qualitative Content Analysis (QCA), the questionnaires were analyzed by means of statistical package for social sciences (SPSS).

# **Chapter 3:**

## **Presentation of the Findings**

**Introduction**

This chapter deals with the presentation of the results obtained from the questionnaire and the interview. It is divided into two parts: while the first part is concerned with the presentation of the findings of the interview, which is conducted with five EFL teachers and aims to gather more detailed information about the teachers' ideologies on students' autonomy. The questionnaire is the second data collection tool which is used in this research. It is designed to sixteen EFL teachers at UMMTO.

**1- Results of Teachers' Interviews****Q1- What is your understanding of learner autonomy?**

One teacher of the department of English at UMMTO thinks that learner autonomy is self-directed, the need for decisions making in the learning process, that is, learners are considered autonomous when they can make some efforts by themselves to know more about what they have learnt in the classroom and to investigate more the teaching points that they have seen with their teachers to widen their knowledge and to be active and creative in the learning process. Thus, he defines learner autonomy as follows: "learner autonomy is the ability to identify weaknesses and strengths with the help of the teacher".

Additionally, two teachers think that learner autonomy means that the learner has the responsibility and the right to choose what to learn how to learn and when to learn, and work independently inside and outside the classroom with the guidance of the teacher. One teacher says that: "I think that the source of my views on learner autonomy come from my experience through teaching and personal experience. Therefore, when I try to promote autonomy, I give the example of lifelong learning. I strongly believe that we need to be lifelong learners because it can help the individual in so many ways, in terms of their career and in terms of the personal goals that they want to meet and achieve.

**Q2- Do you think that your students have the potential to be autonomous learners?**

Three teachers claimed that their students have the potential to be autonomous learners because they are active in the classroom. One of them says that: “they have the potential to be autonomous learners, but they also need the guidance of the teachers and their intrinsic motivation”. On the other hand, two teachers claimed that some of their students do not have the potential to be autonomous learners because they do not know their learning interests in their life, they added: “students do not take teachers’ suggestions for extra work outside the classroom and they are dependent on teachers because they do not make efforts to improve their skills in learning English.

**Q3- Do you think that it is better to give your students full autonomy? Why?**

Some teachers at the department of English think that is not good to give their students full autonomy because when giving full autonomy to students, they become too much independent and they can make frequent mistakes, which they consider as correct. One teacher said that: “full autonomy requires a longer time for students so it is difficult to achieve curriculum targets”. Another one claimed that: “too much autonomy isn’t good, students can’t handle it or they abuse it, they’ll become spoil”. Another one argued that: “no! I will not give full autonomy to students because they are expected to learn lessons included in the program, which involve learning objectives that they ignore. So, they are expected then to consult their teachers in order to guide and orient them to increase their awareness about the objective of learning to save time”.

Furthermore, another teacher said that: “well! autonomy is good but should not be exaggerated. In other words, teachers and students must have equal responsibilities. Said differently, students have their part of responsibilities, which is manifested in their way of taking notes, their methods of revision and making their ow research. Teachers have to act as facilitators of knowledge and guide and provide students with constructivist feedback. The

last teacher I interviewed said that: “sometimes it is good and sometimes it is not. In fact, it depends on the level and cognitive abilities of the students. If students are able to take charge of their learning and can make the right decision at the right time, it is fine. But if it is not the case, I always try to help and guide them”.

**Q4- Do you think that full autonomy can have a negative impact on your role in the classroom?**

Two teachers said that full autonomy can have a negative impact on their role because they reduce their responsibilities, and sometimes, they cannot manage the classroom. That is, when students ask a lot of questions while the teachers are explaining a very important idea, they are distracting the tranquility of the class. In fact, among the teachers I interviewed, one teacher of the department of English stated that: “Full autonomy will reduce the responsibility of teachers, then their role will not anymore be needed”. On the other hand, some other teachers think that full autonomy does not impact on their role in the classroom. For instance, one teacher said that: “No, if my students can achieve full autonomy and can direct their learning, I will take it as a great success because helping my students to become autonomous is one of the main objectives as a teacher”.

**Q5- How do you assess whether the learner is autonomous or not?**

Four teachers of the department of English assess the autonomous learners by giving them challenging activities that need some decision-making, planning and selecting objectives. Furthermore, they ask them to do their homework, for example, prepare project. One of them stated that: “I do assess my students’ by giving them homework. I check their answers and notice how they make efforts at home. I also ask them a lot of questions in the classroom to make sure that they revise their lessons on a daily basis”. Another one said that: “I assess students’ autonomy through assessing their creative thinking because it helps students to develop learner autonomy”.

**Q6- What should be done to encourage students to become more autonomous in and outside the classroom?**

Two teachers ask their students to revise their lessons, check internet sources for adding and clarifying information, they also ask them to do some extra reading to improve their level and find out the more about suitable methods for revision. Furthermore, three teachers give the chance to their students to participate in the learning task and create a good learning environment which is more students-centered rather than teacher-centered. Among the teachers, one of them encourage their students to become autonomous in and outside the classroom by giving them freedom to make their own decisions, such as choosing the topic of the homework which better suits them, or by including discussion groups that require that students learn the material and then teach it to others. Moreover, one teacher said that: “in the classroom, I ask students some questions to reflect on their learning and to try to identify their weaknesses and I also try to increase their motivation by rewarding them and make good comments”.

**Q7- Which pieces of advice would you give teachers of English in order to give their learners more responsibilities and independence when learning English?**

Four teachers recommend to give tasks to students, extra homework, project works, dialogues and assess their performance from time to time. Additionally, three of them suggested that teachers have to give opportunities to their students in the decision-making regarding their learning and selecting a good method of revision in order to reduce uncertainty and overcome the fear of the failure. One teacher argued that it is better to provide a good and excellent example, so the students will take it as a model and will dare to take risks. Another teacher said that: “I advise teachers to give students more responsibilities and independence in their learning. I also advise them to know the needs of students and encourage them to make

decisions and feedback, and avoid talking a lot in the classroom to give the chance to students talk more and express themselves”.

## 2. Results of the Teachers' Questionnaire

### 2.1. Teachers' Background information

This section has to do with the participants' personal information in terms of their gender and years of experience.

#### 1. Gender

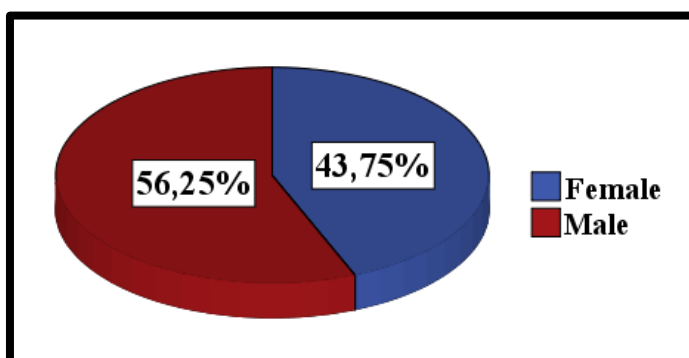


Diagram1: Teachers' Gender

As the diagram shows, the majority of teachers are males with 56.25%, whereas, there are only 43.75% female teachers.

#### 2. Years of experience

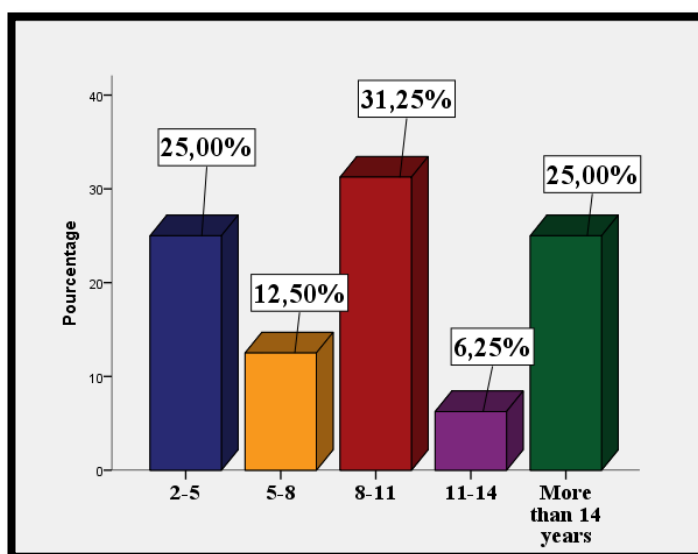


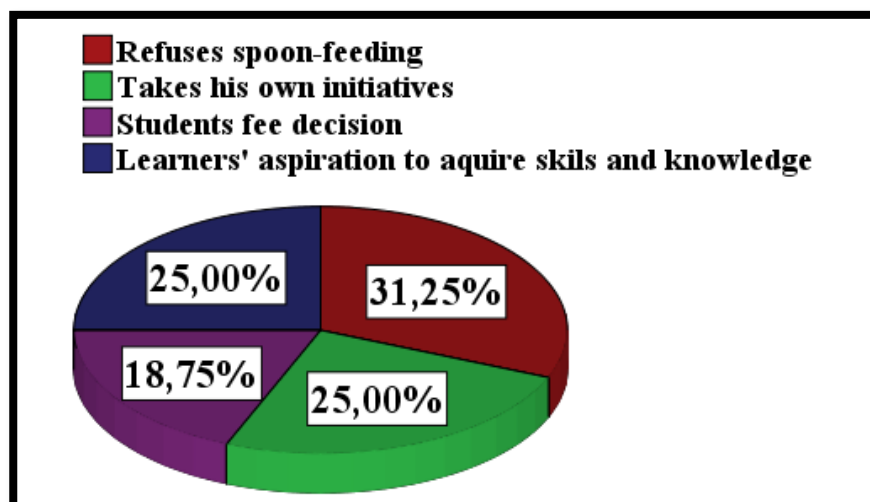
Diagram2: Teachers' Teaching of Experience

The majority of teachers have 8-11 years of experience (31.25%), Whereas the minority has got between 11 and 14 years (6.25%), some others have 5-8 years of experience (12.50%), the remaining ranges between 2-5 and more than 14 years (25%).

## 2.2. Teachers' Ideological Beliefs

### Q1- The autonomous learner is the one who:

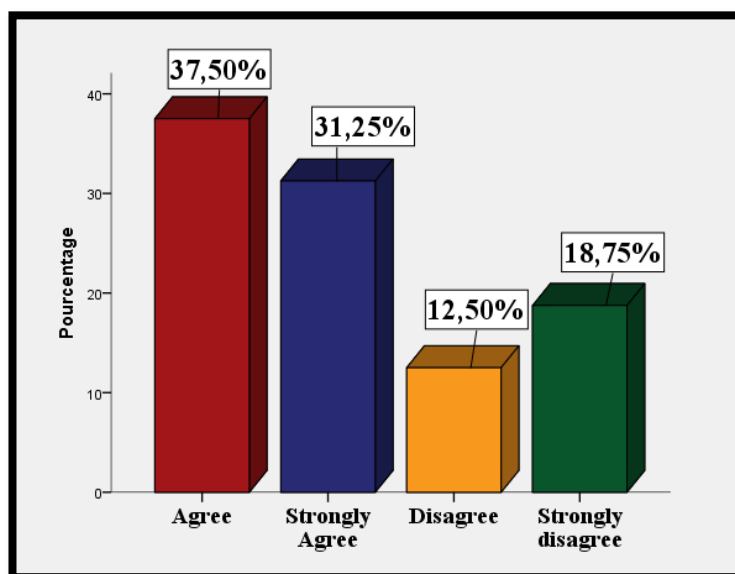
1. Refuses spoon-feeding;
2. Takes his own initiatives;
3. Students' free decision;
4. Learners' aspiration to acquire skills and knowledge.



**Diagram3: Features of Autonomous Learners**

As we observe from diagram (3), the majority of teachers (31.25%) have selected the first proposition (refuses spoon-feeding, is capable of undertaking personal research and is able to assess his progress while being aware of his difficulties). Some teachers (25.00%) have chosen the second statement just similarly to the fourth one where we find 25.00% teachers. However, the minority (18.75%) have selected the 3<sup>rd</sup> answer (has the right to decide what and how to learn. He should be informed and have a say in decision-making process).

Q2- Do you think that your students have the ability to learn by themselves outside the classroom?

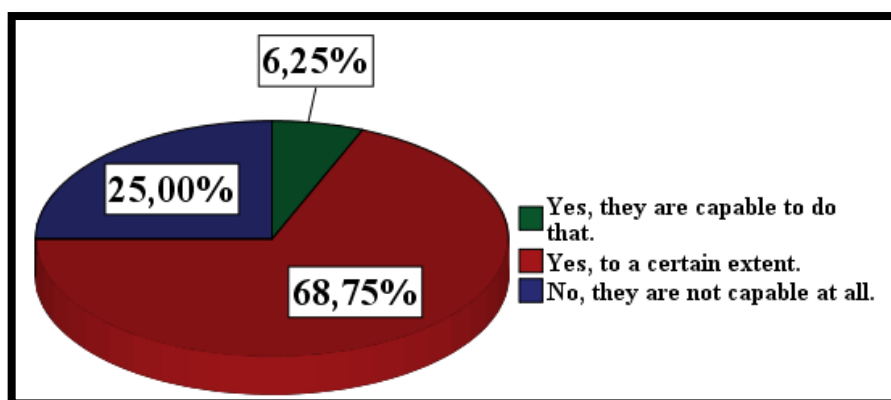


**Diagram 4: The Development of Autonomous Learners**

Looking at the figures, it can be clearly seen that a great part of the teachers with 37.50% agreed that autonomous learners have the ability to learn most effectively outside the classroom. Others (31.25%) strongly agreed. On the contrary, few teachers (12.50%) disagree with this idea, the remaining 18.75% strongly disagree with it.

Q3- Are students capable of selecting the content of the lesson and setting objectives?

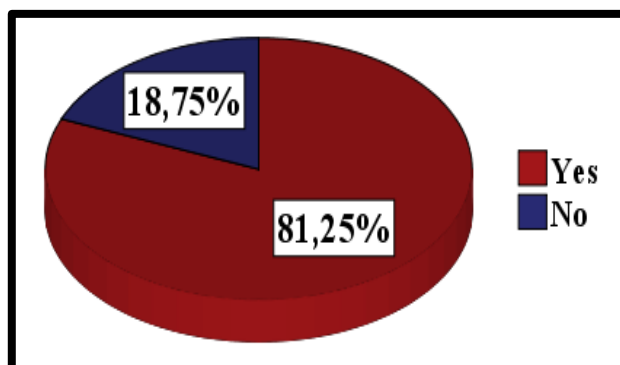
1. Yes, they are capable to do that.
2. Yes, to a certain extent.
3. No, they are not capable at all.



**Diagram 5: Students Capacity to Select the Content of the Lesson and to Set Objectives**

The results obtained from the third question shows that the majority of teachers (86.75%) have selected the 2<sup>nd</sup> preposition, whereas 25.00% have selected the 3<sup>rd</sup> one, the minority 6.25% have chosen the first answer.

**Q4- Are you ready to give your learners much more responsibility in managing their learning experience and setting goals? Yes or no? If no, why?**

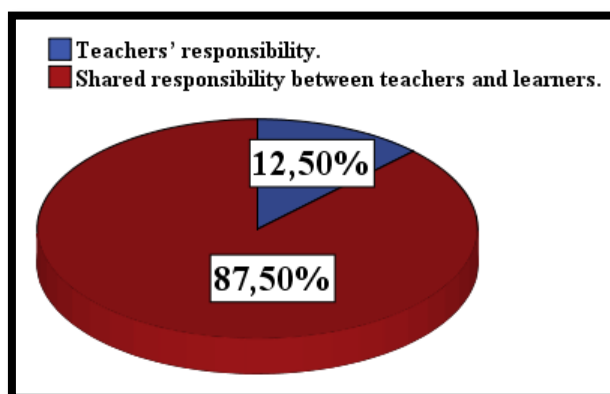


**Diagram 6: Students' Responsibility in Organizing Learning and Setting Goals**

A great number of teachers (81.25%) have agreed to give more responsibility to the students in organizing learning and setting goals. Contrary to some others (18.75%) who think that it is up to the teacher to select the content, organise the lecture and set the goals, because according to them it is the teacher's job and responsibility.

**Q5-How do you consider the notion of responsibility in the language classroom?**

1. Teachers' responsibility.
2. Learners' responsibility.
3. Shared responsibility between teachers and learners.



**Diagram 7 : Teachers and Students Responsibility in the Language Classroom**

As indicated above, 87.50% of teachers have selected the 3<sup>rd</sup> preposition which consists of shared responsibility between teachers and learners. Therefore, a small number of teachers (12.50%) have viewed that it is the teachers' responsibility. As for the second preposition no one has selected it.

**Q6- Do you encourage your students to use only English in the classroom?**

It can be clearly seen that most of the teachers do encourage the students to use only English in the classroom because, by doing so, they find themselves in a situation which requires much efforts to overcome the difficulties and incite them to rely on their own capacities to master the target language, thus, they foster their autonomy. However, only 12.50% say that they allow the students to use other languages in the classroom.

**Q7- Do you think that your students are able to choose activities and set objectives for learning outside the classroom? Yes or no? if no, why?**

The results gathered from question (7) show that the majority of teachers (68.75%) think that students are able to set objectives and choose activities for learning outside the classroom. Whereas 31.25% have a different view, because they think that the students are not completely aware of their needs and the real objective of their studies.

**2.3. Teachers as Sources****Q8-How do you make the lesson more successful and effective in the classroom?**

Some teachers claim they make the lesson successful and effective in the classroom by motivating the students and adding some quotes, jokes in listening and speaking session while teaching and using a wide range of activities such as: puzzles, games that require pair work. Others make it successful and interesting by including students' choice of the pedagogical tools and documents related to the context and their interest.

**Q9-Do you show the learners how to learn by themselves? Yes or no? If yes, how?**

It appears that (10) that nearly all the teachers (93.75%) claim to show to their students the ways they can learn by themselves through teaching them the appropriate strategies to read texts, and use the Net in a positive way. One of the teachers gave an example which consists of using dictionaries when seeking for definitions. 6.25% of teachers have argued that the students have to do it by themselves.

**Q10- Do you make your knowledge and expertise available to the learners whenever it is necessary? If yes, how?**

As it is shown from the results, 87.50% of teachers make their knowledge and expertise available to the learners through clarifying concepts by means of emails, extra information and their own experiences. Some other teachers teach the students to be creative and encourage newness when it is necessary by giving them the needed references and sources of information related to the lesson such as: the names of scholars and important websites. 12.50% of teachers do not make their knowledge and expertise available to the learners whenever it is necessary.

#### **2.4. Teachers as Guides**

**Q11- How do you help your students to reflect on their learning and on the target language?**

Most of the teachers help their students to reflect on their learning and on the target language by reminding them about the benefits of English language and by trying to link the classroom activities to their personal professional life. Whereas some others include discussions in the classroom to give the students the opportunity to express their thoughts. One teacher helps the students to reflect on both the target language and their learning through raising their awareness, motivating them to create their own goals, accepting their opinions

and making them feel that they really contribute to the evolution of their learning at a personal level.

### **2.5. Teachers as Counsellors**

**Q12- Do you provide your students with advice whenever they ask? Yes or no? If yes, can you give us some examples?**

The minority of the teachers (12.50%) do not provide the students with advice, however, the majority of them (87.50%) provide advice, they claim that they ask their students to rely on reading and writing for a rapid acquisition of English. They ask their students to try to be critical when reading, that is, to avoid being passive receivers, they also ask them to have a clear objective regarding their future carriers, and they ask them to use the target language in real life. One of the teachers says that: “I provide the students with advice only when they ask about the learning strategies”.

**Q13- What is the importance of creating an atmosphere of trust and confidence with your students?**

Some teachers say that creating an atmosphere of trust and confidence with the students is crucial and vital because it helps the teaching and the learning process to be easier. Indeed, the students can feel at ease and get rid of their fears and uncertainties, thus, they do their best to understand by asking questions, by being creative in their answers and by going beyond their limits.

**Q14- How do you help them create an atmosphere of trust and confidence in the classroom?**

Nearly all the teachers create an atmosphere of trust and confidence with their students in the classroom through pair work. Unlike some others who do so through listening to students, encouraging them to participate, ask questions and avoid being afraid or shy to make mistakes. Some teachers give their students personal advice.

**2.6. Teachers as Facilitators**

**Q15- Do you change your way of teaching whenever your students have difficulties in understanding the lesson? Yes or no?**

The results show that 93.75% of teachers change their way of teaching when students face difficulties in understanding. 6.25% do not adapt their way of teaching to the needs of their students.

**Q16- How do you help your students to overcome obstacles?**

Nearly all EFL teachers of the department of English help their students to overcome obstacles in the process of learning by encouraging them to work in groups, by rewarding them, making them understand difficult concepts and giving them more examples, talking to them personally and paying attention to their individual needs. Besides, one teacher says that he pushes the students into a difficult situation in order to face it and get rid of his/her fears.

**Q17- Do you let your students correct their own mistakes or you offer the corrections?**

Some teachers do both, that is, first they give the students the opportunity to discover and correct their mistakes by themselves, then, they provide the corrections and feedback. Four teachers have said that “it is much better when students manage to correct his/ her own mistakes”. However, two teachers offer the correction directly because they think that when giving a chance to students to correct their mistakes, they will take a lot of time.

**Q18- Do you ask your students to conduct research projects beyond the classrooms?**

The results indicate that the majority of teachers (93.75%) ask their students to conduct research projects beyond the classrooms and the minority (6.25%) do not.

**Q19- Do you encourage your students to learn English outside the classroom? Yes or no? if yes, how do you encourage them?**

It can be clearly seen that a small number of teachers (12.50%) do not encourage their students to use English outside the classroom. However, most of them (87.50%) do encourage their students to use English outside the classroom through advising them to read as much as possible about the culture of the language they are learning, by getting in contact with native speakers and by using social media and watching videos.

**Q20- Do you raise your students' awareness about the importance of independent learning? Yes or no? If yes, how do you do so?**

The results gathered from the question (20) shows that only 6.25% of teachers do not raise students' awareness about the importance of independent learning. Whereas, nearly all of them (93.75%), that is, 15 teachers do raise their students' awareness about the importance of independent learning by reminding them that learning is their responsibility. One teacher says that: "at the current students' level, I guess that they should learn independently, I mean, they should know the way they should carry on for their studies without relying too much on the teachers' help". Another one says that: "I encourage students to learn whenever possible". Moreover, one teacher claims that he raises the students' awareness about independent learning by explaining to them how to improve their speaking skills, their vocabulary and how to be self-regulated learners.

### **Conclusion**

This chapter has presented the results obtained from the questionnaires and the interviews conducted with EFL teachers at UMMTO. The questionnaires were presented in the forms of diagrams and pie charts since the questions are numerical data whereas the interviews' results were presented in the form of paragraphs. The purpose of the interviews was to further explore the teachers' answers to the questionnaire questions and to elicit specific examples from teachers about their practices in the classroom in order to identify

their ideological beliefs on students' autonomy and the way these ideologies influence their teaching practices. The results will be discussed and interpreted in the following chapter.

# **Chapter 4:**

## **Discussion of the Findings**

**Introduction**

This chapter discusses the findings introduced in the previous chapter, which is divided into two main parts. The first part is devoted to the interpretation of the findings of the interviews in relation to the frameworks proposed by Camilleri (1997) and Voller (1999), which state that teachers are heavily influenced by their beliefs, therefore, they can be a resource, a guide, a counsellor or a facilitator, while the second part discusses the findings of the questionnaires. It is found that these theories are the most suitable to analyse teachers' ideological beliefs. So, if teachers are influenced by their ideological beliefs, they are usually reflected in their practices and actions in the classroom. In addition, this chapter aims at providing answers to the research questions asked in the general introduction, and examine the validity of the advanced hypotheses. That is, whether the hypotheses are confirmed or rejected.

**1- Discussion of the Interview**

The interview is the first data collection tool that is used in this study. It is conducted with five EFL teachers at Mouloud Mammeri University of Tizi-Ouzou. The interview questions are mainly asked to get in-depth information about teachers' ideological beliefs and their practices in the classroom on students' autonomy. Therefore, it helps us to bring more details to answer the research questions as well as to confirm or refute the hypothesis of this study. The following are the detailed results of the interviews.

The results inferred from the teachers' interviews reveal diverging views regarding the teachers' understanding of learner autonomy. In fact, some teachers view autonomy as the responsibility to control one's own learning, self-direction and the need for decision making about the learning process, with the help of the teachers for students to widen their knowledge and to be active and creative in the learning process. Holec's argument about autonomy supports this stance, who defines it as "*the ability to take charge of one's own learning: to*

*take charge of one's own learning is to assume, the responsibility for all the decisions regarding all aspects of this learning" (1981:3).*

Additionally, the results of this study indicate that most teachers (11) view learner autonomy as students' right to choose what to learn, how to learn and when to learn, and work independently inside and outside the classroom with the guidance and help of the teacher. These answers show that most teachers are aware about their roles in the classroom. Indeed, the answers reveal that teachers promote learner autonomy by encouraging their students to use modern media, to make presentations on topics of their own choice, and to provide them with advice concerning learning strategies. This means that they have different views about the way autonomy can be developed, and each of them defined it according to their ideological beliefs. Although, as revealed in the interview, autonomy is a positive goal to reach, teachers had diverging views about the level of freedom that their students should be given in the classroom; they said: *"It is not good to give students full autonomy"*. That is, teachers do not believe in the full autonomy of their students because they think that they have a part of responsibility in doing so and they think it is not applicable in their context, since they have a program to finish at the end of the year. Although, teachers' responsibility to their students are: helping the students in their study, for example, they provide a safe environment in the classroom, they monitor and evaluate the students, they are ready to provide learners with current material and information and appropriate educational activities, they do help and guide students to a certain extent.

In fact, educators are models who influence each aspect of the students' growth in developing their innate potentials to learn. These results reveal that teachers are influenced by their beliefs. As Harste and Burke (1997) and Kuzborska (2011) argue, the teachers' beliefs have a great impact on their aims, procedures, roles towards their learners. The present research also unveils a conflict between what teachers believe and what teachers say they

practice in the classroom. In fact, few teachers think that their students do have the potential to become autonomous. Therefore, they do not give students a full autonomy because they claim that when students learn, they are expected to learn lessons included in the program that is designed by the teacher which involve learning objectives that they set for them. Thus, if students set their objectives, they will waste a lot of time. So, they need the orientation and advice of the teachers to raise their awareness of the learning objectives and to provide constructive feedback for them.

In addition, the results of this study indicate that the teachers who have a positive view towards autonomy allow their students to participate in the learning task and create a good learning environment which is more students-centered rather than teacher-centered. They also advise students to revise their lessons, check internet sources for adding and clarifying information, and they advise them to do some extra readings to improve their level and find more suitable methods for revision. However, these teachers do not give further details about how they guide and help their students use such resources.

That said, some teachers increase their students' awareness to meet their needs and their views about autonomy to some extent. That is, teachers act as facilitators and guides because they help their students to learn inside and outside the classroom. These results are consistent with Little's argument who defined autonomy as "*Essentially a matter of the learner's psychological relation to the process and content of learning a capacity for detachment, critical reflection, decision-making, and independent action*" (Little, 1991:4). On the other hand, Dam and Colleagues (1990:102) defined learning autonomy as "*a capacity and willingness to act independently and in cooperation with others, as a social, responsible person*".

From the results gathered, teachers claim to assess their learners' autonomy by giving them challenging activities that need some decision making, planning, selecting objectives

and by asking them to do their homework. These results are confirmed in Littles' definition (1994) where he explains that within the concept of learner autonomy, learners are provided with the opportunity to set goals and to get involved in organizing the learning process, by selecting appropriate methods to monitor and evaluate the outcome of the whole learning process (1994). He adds that by being decision-makers, learners themselves develop a personal agenda for learning (Little, 1994). It is worth noting that students learn better and their learning experiences become more meaningful and persistent when they take responsibility for their own learning (Crabbe, 1993).

From the results obtained, we find that teachers' ideological beliefs and actual practices are congruent to a certain extent. Their views guide their actions, which means that they are influenced by different ideologies. The decision that teachers make in the classroom is heavily influenced by a set of ideologies that teachers hold about students and their pedagogical practices (Farrell and Bennis, 2013). Although, the most dominant ideology is that of a teacher as a facilitator and a counsellor. Other ideologies can influence teachers' choices concerning what to teach, how to teach, and how to deal with learners' behaviors (Borg, 2003).

Additionally, teachers' actions in the classroom are not arbitrary or neutral, however, they reflect their personal values and beliefs. As a matter of fact, teaching is perceived as spontaneous decision making that is based on the activities that arise during lessons (Borg, 2003). That's why teachers' ideologies must be at the center of English language education. It is not sufficient to articulate own's own beliefs and attitudes; it is important that teachers' ideologies be reflected in their practices, that is to say, they should be viewed and demonstrated through their actions. As a title of example, teachers should enable students to use the language in an appropriate way; they should address students' mental processing capabilities; they should take into consideration students' affective involvement; teachers

should directly address students' needs and interests and should be able to monitor students' progress and provide feedback; they should manage the lesson and the group in order to facilitate students' responsibility and autonomy.

To sum up, from the answers of the teachers, we find that teachers' ideological beliefs influence positively the teaching process and help the students to develop their autonomy to a certain degree. In fact, the majority of teachers support partial autonomy. Also, though they believe that they should be facilitators, counsellors, and guides and they encourage their students to learn outside the classroom, it is not clear from their answers how they guide their students outside the classroom.

## **2. Discussion of the Questionnaire**

The questionnaire is the second data collection tool that is used in this study. It was distributed to sixteen EFL teachers at Mouloud Mammeri University of Tizi-Ouzou. The questionnaires aim to gather information about the effect of teachers' ideological beliefs and their practices in the classroom on students' autonomy in order to answer to the research questions. The following part will interpret the results of the questionnaires.

### **2.1. Teachers' Perceptions about Autonomy**

The questionnaire reveals interesting results. In fact, we found that there are divergence and different views about the notion of autonomy among most teachers. We found a clash between the interview findings and the questionnaire. When it comes to the interpretation of the results, teachers claim that they give their students freedom to make their own decisions, however, in the interview results, they asserted that they are against full autonomy because it reduces teachers' responsibility. In fact, teachers' beliefs about learners' autonomy are essential. Teachers unknowingly influence learners' autonomy to a smaller or greater degree through their practices in the classroom (Powell, 1981). Teachers do have autonomy trust upon them, though they don't know it and they do practice it (Little, 1994).

Teachers are active members in the classroom. Therefore, every teacher has to interpret the syllabus, mediate the learning materials and manage the classroom. Thus, teachers should be aware of innovative theories, practices and more essentially, they should have a positive view towards students' autonomy. As little (1994) argues, the task for teachers, therefore, if they could be brought to realize that they have this autonomy whether they like it or not, is to exercise and develop learner autonomy. The results of the current research indicate that teachers interpreted and viewed learner autonomy differently. Most of them (31.25%) believe that the autonomous students are those who refuse spoon-feeding, and are capable of undertaking personal research. They are also able to assess their progress while being aware of their difficulties, i.e., independent learning. However, the interview results showed clearly that teachers have conflicting positions about students' autonomy.

Additionally, they believe that autonomous students take their own initiatives, make their own research and do not depend totally on the teacher who serves as a guide, for example, teachers require from their students to conduct project work and present it in the classroom. On the other hand, teachers are not ready to give their students full autonomy. So, these results confirm that teachers have a positive view towards students' autonomy to a certain extent. Moreover, by closely relating little's argument (1991) about autonomy with the answers of the teachers, we find that teachers support partial autonomy. That is, the process of learning is carried out individually by the students who need the help of their teacher. In addition, Little (1991:3-4) argues that: "*Autonomy: is a capacity for detachment and critical reflection, decision-making and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning*".

Furthermore, from the result gathered teachers agree that autonomy can be most effectively developed outside the classroom. Therefore, teachers forget that in books and the

Internet, there is an overflow of information, so the students may feel lost without their teachers' guidance. Meanwhile, teachers' ideological beliefs affect what they accomplish in the classroom since they encourage the students to use only English in the classroom. When students are required to speak only in English, they find themselves in situations which requires much efforts to overcome the difficulties. Teachers incite them to rely on their own capacities to master the target language, because speaking English is always a challenge to the majority of students. As a result, teachers foster students' autonomy. In this context, Nation and Mecalister (2010) and Amiryousef (2015) assert that teachers' actions and practices are identified by their beliefs. Similarly, Williams and Burden (1997) declare that teachers' ideological beliefs about learning a foreign language can have a significant of impact on their class activities than a particular methodology they are told to follow.

Also, from the results of this study, some teachers believe that autonomy can be acquired when students interact with natives, engage in real communication and use English outside the classroom. Such results can be explained better in relation to CBLT which entails that language should be used in concrete contexts and should aim to establish students' competencies so that they can put into practice what has been acquired and learnt inside to outside the classroom. Furthermore, from the results it can be clearly seen that teachers encourage their students to learn outside the classroom. Thus, teachers implement the method of CBLT, which serves as a bridge between school and real life; this method helps students to become autonomous. That is, CBLT prevents students from learning meaningless lessons, on the contrary, it allows them to learn lessons that are specific to their needs in the society. This can also be confirmed in Benson's words (2007:26) who says that: "*learner autonomy generally, goes hand in hand with out-of-class learning*". The latter, serves as a platform in which students could fully develop their autonomy. Without doubt, learner autonomy is a phenomenon which takes place in both out-of-class and inside the

classroom. For this reason, we asked teachers whether students are capable of selecting the content and setting the objectives of the lessons.

Thus, the results show that few teachers (6.25%) do not believe that their learners can select the content and set objectives of the lesson even though they are students of English, and they have been studying English for more than 10 years. This idea shows that those teachers have a negative view towards students' autonomy, which may reflect badly in their teaching process. Thus, they may not give students too much space and opportunities to develop their autonomy. However, most teachers (86.75%) believe that their students can select the content and set objectives for the lesson only to a certain extent, which is good because in a way or another they show a positive attitude toward autonomy. Indeed, this may be reflected in their way of teaching, for example, they claim to give the students more responsibility in organizing learning and setting goals. By doing so, these practices show that they are heavily influenced by their ideological beliefs. Kagan (1992) support this idea by saying that teachers' practice indicates their beliefs about language teaching and learning. In the same context, Borg (2001) argues that: "*The factor of teachers' beliefs can influence the way knowledge is acquired, the students' actions, as well as the way of thinking and behaviour*". Hattie (2012) is persuaded that successful teachers or teachers-experts have strong ideological beliefs about students' autonomy in the process of learning. In fact, he states that successful teachers believe that all the students can become autonomous and successful (Hattie, 2012). The results already show clearly that most teachers believe in students' partial autonomy.

## **2.2. Teachers as Resource**

According to Camilleri the teacher as a resource person is the one who creates good learning conditions, and provide knowledge to their students when it is needed. Therefore, teachers can help students to be aware of a wide range of alternative strategies. They can also

provide students with knowledge whenever they need it. Additionally, the teacher as a resource enhances learning conditions to encourage learners' autonomy by increasing learners' awareness of knowledge resource. From the results, it appears that the majority of the teachers (93.75%) claim to show to the students how they can learn by themselves. In fact, they say that they teach them the appropriate strategies to read texts, and use the net in a positive way. They also encourage students to watch TV and use dictionaries. Furthermore, teachers add extra information such as: quotes, jokes and use a range wide of activities like puzzles and games that require pair-work. However, when we asked the teachers to clarify and provide some examples about the different strategies, which they use in the classroom to develop students' autonomy, the majority of them have not answered. In addition to that, 6.25% of them state that the students have to seek knowledge and do everything by themselves, these results contradict Camiller's view on the teacher as a resource, because not all students can work independently, and may need help from their teachers. Therefore, Yan (2012) says that the teacher is supposed to be the language resource and should be responsible for providing necessary language input.

Though the majority of teachers say that they aim at making the lesson more interesting and they help their students to be aware of their learning styles, they cannot be considered as resources, since they do not provide all the information needed to their students and they are not explicit about the methods they implement in the classroom. Some other teachers do not provide students with knowledge that suits their needs, when teachers should be active builders and creators of new learning environments (Ravet and Layte, 1997). Moreover, 87.50% of teachers claim to make their knowledge and expertise available to the learners through clarifying concepts, and, 12.50% of them say that it is up to students to make their personal efforts to seek knowledge. In fact, these results show that teachers do not give students all the information needed.

On the other hand, few teachers seem to play the role of a resource, which can be seen in their answers. For instance, they claim they do encourage students to be creative. They also claim to encourage newness when it is necessary, by giving their students the needed references and sources of information related to the lesson such as: the names of scholars and by suggesting important websites. Also, they suggest online dictionaries to use outside the classroom. However, it remains unclear how they promote autonomy outside the classroom. Harmer (2007) says that teachers should be helpful and available, and offer guidance for students, which require an easy access to all students, so they can search for the information that can be helpful in making them more independent in their learning. Unconsciously, teachers' practices in the classroom are the result of their ideological beliefs.

### **2.3. Teachers as Guides and Counsellors**

Ashton and Gregoire-Gill (2003: 102) quote Piaget's words as regards' the role of the teacher in the classroom and state that what is desired is that the teacher ceases to be a lecturer, satisfied with transmitting ready-made solutions; his role should rather be that of a mentor who first adopt initiatives in the classroom. That is, teachers' role consists in encouraging students to experience different materials through the use of technology for discovering and constructing their concept for themselves. Hence, according to Vygotsky (1934) teachers may use some techniques of scaffolding such as dividing the task into simple steps, providing guidelines, cues, examples, handouts, questions, visual aids...etc in order to help and guide the students. From the results gathered, it seems that most teachers act as guides and counsellors while teaching. It is found that 87.50% of them claim to provide advice and create an atmosphere of trust and confidence which allow students to feel at ease and minimize their fears and uncertainties.

For example, teachers claim that they ask their students to rely on reading and writing for a rapid acquisition of English and ask them to try to be critical when reading, that is, to

avoid being a passive receiver, they also claim to ask them to have a clear objective regarding their future careers, and to use the target language in real life. Thus, students do their best to understand the lesson by asking questions and being creative in their answers. They can also participate in the classroom and give their point of view about the learning activities. In the same context, Borg and Al- Busaidi (2012) investigated the beliefs and practices held by English language teachers in a university of language center regarding learner autonomy (LA). The present findings are consistent with the results of Borg and Al- Busaidi (2012), who found that teachers strongly supported students' autonomy in making decisions regarding the learning tasks and classroom management.

On the other hand, few teachers (12.50%) do not provide students with the necessary advice to improve their English. In fact, teachers neglect the fact that the majority of students come to University with limited skills, and with over-dependence on the teacher for their learning, when they should provide advice as much as possible in order to enable the students to develop their autonomy and become more effective learners. The current findings reveal that some teachers play the role of counsellors and guides to a certain extent through strategies like advising and guiding their students in the teaching process. For example, some teachers claim to listen to their students and to help them to manage their learning difficulties. Nevertheless, there is a lack of clarity as to the way they do it. This is also consistent with what Zhuang (2010) concluded in his research. According to him it is crucial for teachers to establish a smooth and positive relation with students in order to create an autonomous environment. Al Asmari (2013) reported that teachers act as counsellors by giving recommendation to help students manage their learning difficulties. Hattie (2001) goes further to add that successful teachers must maintain a positive learning environment. The learning environment is a significant component of confidence. That's why, it is important to create a learning environment where students are not afraid to make mistakes and they can be seen as

the core of the learning process. The results showed that only very few teachers listen carefully to the students and provide feedback to them. The teacher can be a counsellor if he/she is available for a relatively long period of time, during which a relationship can evolve naturally (Camilleri, 1997).

Also, teachers know that the lesson may change and do not occur according to the particular plan; the teacher knows how to guide the lesson to reach the objectives and it is essential that he/ she can identify students who have not understood the lesson (Hattie, 2012). In fact, the characteristics of a teacher as a counsellor and guide cannot correlate with the features that have been seen in the theoretical framework and generalized to all the EFL teachers of the department of English, because 12.50 % of teachers do not provide students with advice. On the other hand, the remaining teachers who offer advice, they provide general ones, and they are not explicit at all about the way they help the development of their students' autonomy.

The teachers who act as guides and counsellors should set objectives and elicit information about aims, needs and wishes; they must determine course content, that is, they must give information and clarify concepts. As Dam (1995) argues: "*learners are going to evolve and their autonomy grows as a result of their endless effort to comprehend 'Why' they study, the 'What' and the 'How' of their learning*"; although, teachers choose materials, as an example, they suggest materials that ought to be used and they suggest some other sources; teachers take a decision on the time, the space and the place and they determine the educational tasks. From the results, teachers claim to suggest how they organize the procedure of learning, and 93.75% of them claim to suggest the appropriate methodology to be used in the classroom. However, when we asked the teachers to explain how they do that, most of them did not provide concrete examples. In fact, teachers should manage classroom interaction through listening to their students and

responding to them; they also should explain, motivate, test, answering questions, stay positive and provide feedback to students, it is not yet known and unclear how the participants of the present research help and guide their students outside the classroom.

#### **2.4. Teachers as Facilitators**

The majority of teachers believe that they must be facilitators in the classroom. That's why, most of them act as facilitators. According to Voller (1997) the teacher as a facilitator is usually considered as a helper who makes learning easier to happen. He/she may provide the technical support by helping learners to plan and carry out their independent learning by means of needs analysis, objective setting, work planning, and materials selection. Ashton and Gregoire-Gill (2003: 102) quote Piaget's words as regards the role of the teacher in the classroom and state that what is desired is that the teacher ceases to be a lecturer who is satisfied with transmitting ready-made solutions; that is, teachers should facilitate the learning process to their students, and they should guide them.

Teachers should facilitate the learning process to students by providing, for example, handouts and references. As Dornyei (2001) states: "*If teachers desire to encourage their learners' autonomy, they need to change their role into the role of a facilitator*". In addition, a facilitator provides the psycho-social support by being supportive, by helping learners to overcome difficulties, and by being prepared to enter into a dialogue and debate with learners. He must also raise learners' awareness of the importance of independent learning (Voller, 1997). The results of this study indicate that most teachers claim that they talk to their students on a personal level and pay attention to their individual needs. 93.75% of them encourage their students to learn outside the classroom and ask them to read articles, books, watch videos and films in English and use social media. They also claim to encourage their students to get in contact with native speakers. Beyond a shadow of

doubt, these practices aim at developing students' autonomy. Still, it is hard to determine the manner they facilitate learning process outside the classroom.

This can be confirmed in Bensons' results who argues that autonomy can take place outside the classroom and it serves as a platform in which students could fully develop their learner autonomy (Benson, 2007:26). This can be confirmed in relation to CBA where teachers support learners by taking a primarily facilitative role in the classroom, and by designing and structuring learning experiences with learner's interests and needs in mind and by guiding and monitoring learners' learning. Teachers must also assist learners in contributing to their own learning in a learner-centred environment (Kristmanson et al., 2013).

Thus, in this case, teachers somehow prevent the development of their students' autonomy. Through out-of-class learning activities, students have the chance to take charge of their own learning through choosing the appropriate materials like the internet, technology or communication with natives, which help improve students' competence in English and therefore develop their capacity for autonomy (ibid). As shown in this study, nearly all of teachers (93,75%) raise their students' awareness about the importance of independent learning, and they claim to do that by reminding their students that learning is their responsibility and students should not rely too much on their teachers' help.

Teachers also claim to explain to students how to improve their speaking skills, their vocabulary and how to be self-regulated. We can understand that teachers are strongly influenced by their ideological beliefs and this is reflected in their answers regarding their practices in the classroom. One may understand that teachers' ideology is notably important because it impacts their teaching process and the educational achievements. Therefore, according to Borg (2001), teachers' beliefs can influence the way knowledge is acquired, the students' actions, as well as their way of thinking and behaving. Consequently, teachers

should be confident in their professionalism in order to make their own personal responsibility to develop students' autonomy and students' ability to learn.

### **Conclusion**

This chapter has discussed the main results obtained from the interview and the questionnaire which were conducted with EFL teachers at UMMTO in order to answer the research questions stated in the general introduction. The first part has discussed the findings obtained from the interview. The second part has discussed the results gathered from the questionnaires. Both parts relied on Camilleri (1997) and Voller (1999) theories on the teachers' role in developing learner autonomy and state that teachers' ideological beliefs influence their practices in the classroom, and which can be seen through their implementation of the different teaching strategies which demonstrate the four roles: facilitator, resource, counsellor and manager, though, the most dominant ones are teachers as facilitators, as guides and as resources. Therefore, the hypotheses provided in the introduction are partly confirmed. In fact, most teachers believe that students' autonomy is very important in the learning process, and they support partial autonomy. Moreover, though, they believe that they should be facilitators, counsellors, and guides, and they encourage their learners to learn outside the classroom, they are not explicit about how they guide their students to learn outside the classroom.

# **General Conclusion**

The present study has investigated EFL teachers' classroom ideologies to develop students' autonomy. As it is mentioned in the previous chapter, this research relies on three main objectives. As the first objective, it aims to find out what UMMTO university teachers' beliefs about students' autonomy. As for the second objective, it aims to identify the teachers' current practices to encourage students' autonomy in and outside the classroom. As for the third objective of this dissertation, it aims to investigate whether teachers' ideological beliefs are reflected in the classroom practices. To reach the aforementioned objectives, this study opted for Camilleri (1999) and Voller (1997) theories on the teachers' role to develop learners' autonomy, to explore the different ideologies that teachers held, and to find out the practices teachers use to encourage their students' autonomy.

The results were gathered from the two data collection tools that consist of: a questionnaire which was distributed to sixteen (16) EFL teachers of the department of English at Mouloud Mammeri University of Tizi-Ouzou, and an interview which was conducted with five (5) teachers who helped us obtain some findings, which serve as answers to our research questions. In order to analyse the collected data, the mixed-method approach was used, that is, the qualitative and quantitative analysis were used to confirm or refute the hypotheses suggested in the introduction which are: teachers believe in the importance of students' autonomy, teachers' ideological influence positively their practices in the classroom, are teachers' ideological beliefs are reflected in the classroom practices.

To conclude, teachers hold different beliefs about the notion of autonomy that can be inferred in their roles. Indeed, these beliefs are reflected in their teaching practices inside and outside the classroom. In fact, teachers hold conflicting views regarding the concept of autonomy. Teachers believe that autonomous learners are the ones who refuses spoon-feeding, they are capable of taking right decisions, and they are aware about what, how and why they learn. On the other hand, they think that their students do not have the potential to

become autonomous, because they do not know their learning interests in their life. Besides, teachers hold a positive view towards students' autonomy. That is, they put into practice their ideological beliefs in and outside the classroom. Most teachers claim to facilitate the learning process to the students, and they also claim to guide and manage their classroom through different practices. For example, they advise students to use the net in a positive way, they also encourage them to read extra books and they provide sources of articles and books.

Based on the outcome gathered from the results chapter, the findings have given some evidence to the research questions and hypothesis. Indeed, though, most of EFL teachers of the department of English believe in the importance of being a guide, a facilitator, a counsellor and a resource, still the most and predominant ideologies are the teacher as a facilitator, a guide and a counsellor. However, when it comes to the interpretations of the results, it is not clear how they guide their students and help them to use them outside the classroom. Said differently, the study results confirmed that teachers' ability and willingness to deal with the emerging difficulties depends on their own beliefs concerning the learning process. In fact, the findings resonate with Camilleri (1999) and Voller (1997) theories that argue that teachers' perceptions are essential and really necessary as their thoughts will be mirrored in their teaching process and students will be influenced and affected by them to a certain degree. In other words, teachers' beliefs can powerfully shape what teachers do inside the classroom.

In addition, the results indicate that there is divergence in many instances among all the teachers regarding their claimed ideological beliefs, and the results also reveal that there is a clash between the answers of the questionnaire and the interview. In fact, teachers view learner autonomy as students' right to choose what to learn, how to learn and when to learn, and work independently inside and outside the classroom with the guidance and help of the teacher. Indeed, they reveal that they promote learner autonomy by encouraging their students

to use modern media, to make presentations on topics of their own choice, and to provide them with advice concerning learning strategies. Teachers also claim to give their students freedom to make their own decisions concerning their learning. However, the interview contradicts teachers' answers. Teachers were against full autonomy, because they believe that it reduces their responsibility in the classroom. Add to that when we asked them to clarify about the way they promote autonomy, when using different strategies, they did not provide us with explicit answers.

Moreover, the hypotheses of this research are partly confirmed mainly the first and the second hypotheses; though teachers believe in the importance of students' autonomy, they support partial autonomy. Also, their ideological beliefs influence positively on their practices in the classroom, because they believe they should be facilitators, resources, guides and counsellors, which they foster the development of their students' autonomy. As for the third hypothesis, it is partly confirmed. Teachers' ideological beliefs are reflected in the classroom practices to only a certain extent, because there is divergence among the answers of the teachers.

It is hoped that our study has contributed to the field of EFL though slightly, so that it will open new perspectives for future research in this field of study. The major limitations of this study are related to the fact that it cannot be generalized to the whole population, another limitation resides on the category of participants. So, it is recommended for future research, to include classroom observation in their future studies. It is also preferable to design a questionnaire for students to provide a more comprehensive picture of teachers' practices in the classroom. Also, it is beneficial to investigate students' attitudes towards teachers' practices in the classroom.

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# **Appendices**

**Appendix 1:**  
**Questionnaire for Teachers**

**Appendix 2:**  
**Interview for Teachers**

# **Bibliography**

# **Appendices**

**Appendix 1:**  
**Questionnaire for Teachers**



**Q2-** Do you think that you students have the ability to learn by themselves outside the classroom?

Agree	Strongly agree	Disagree	Strongly disagree

**Q3-** Are students capable of selecting the content of the lesson and setting objectives?

1. Yes, they are capable to do that
2. Yes, to a certain extent
3. No, they are not capable at all

**Q4-** Are you ready to give your learners much more responsibility in managing their learning experience and setting goals?

Yes No

If no, why?

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.....  
.....

**Q5-**How do you consider the notion of responsibility in the language classroom?

1. Teachers' responsibility
2. Learners' responsibility
3. Shared responsibility between teachers and learners.

**Q6-**Do you encourage your students to use only English in the classroom?

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.....

**Q7-**Do you think that your students are able to choose activities and set objectives for learning outside the classroom? Yes or no?

if no, why?

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**C) Section Three: Teachers as Source**

**Q8-** How do you make the lesson more successful and effective in the classroom?

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**Q9-** Do you show the learners how to learn by themselves? Yes or no?

If yes, how?

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**Q10-**Do you make your knowledge and expertise available to the learners whenever it is necessary? If yes, how?

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**D) Section Four: Teachers as Guide**

**Q11-**How do you help your students to reflect on their learning and on the target language?

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**E) Section Five: Teachers as Counsellor**

**Q12-**Do you provide your students with advice whenever they asked? Yes or no?

If yes, can you give us some examples?

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**Q13-**What is the importance of creating an atmosphere of trust and confidence with your students?

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**Thank you for your contribution!**

**Appendix 2:**  
**Interview for Teachers**

## Teachers' Interview

**Dear teacher,**

We are presently conducting a research study on the effect of teachers' ideological beliefs and their practices in the classroom on the development of students' autonomy; the case of the department of English at UMMTO. In order to collect data needed for this study, we would like you as teacher of English to provide us briefly with answers to the following questions. Your contribution will greatly help us to achieve the research objectives. The results of this interview will be used for academic purposes.

1. What is your understanding of learner autonomy?
2. Do you think that your students have the potential to be autonomous learners?
3. Do you think that it is better to give your students full autonomy? why?
4. Do you think that full autonomy can have a negative impact on your role in the classroom?
5. How do you assess whether the learners are autonomous or not?
6. What should be done to encourage students to become more autonomous in and outside the classroom?
7. Which pieces of advice would you give English teachers in order to give their learners more responsibilities and independence in learning English?