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Enhancing EFL Learners' Autonomy through Lesson Planning:
The Case of First-Year Literary Classes in Hammadi Mohamed and Hamki Idir
Secondary Schools of Tizi-Ouzou.

Presented by: **Supervised by:**

BENTOUATI Kenza   Mrs. ADEM Karima

HAROUN Kahina

Board of Examiners:

Chair: Mrs.AMMOUR Kamila   MAA, MouloudMammeri University of Tizi-Ouzou

Supervisor: Mrs.ADEM Karima   MAA, MouloudMammeri University of Tizi-Ouzou

Examiner: Mr.HAMMOU Mouhamed   MAA, MouloudMammeri University of Tizi-Ouzou

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Dedication

I dedicate this work to my dear family:

My father Mohammed and my mother Taous.

My sisters Fahima, Lamia, Safia and Nadia, and to my brothers Malek and Madjid

My beloved nephew Axel and my niece Lyna.

Deepest thanks to my friends kenza and karima for their precious help

To my binom Kahina.

kenza

Dedication

I dedicate this work to my dear family:

My father Amrane and my mother Dehbia

My sister Karima and my brother Ahcene

Deepest thanks to my friend Hakima for her precious help

To my binom Kenza

Kahina

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Abstract

The overall aim of the present study is to investigate the role of teachers' lesson plan to develop EFL learners' autonomy at Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou. The current research is centered on two objectives. First, the research aims to identify whether EFL teachers of Hammadi Mohammed and Hamki Idir take into consideration learner's autonomy while designing their lesson plan second, it strives to verify whether or not first-year literary learners of Hammadi Mohamed and Hamki Idir are able to learn autonomously. To reach the above mentioned objectives, the present work relies on Leni Dam (2011) theory to develop learner autonomy in an institutional context, and Hunter (1982) the WIPPEA model for lesson planning as theoretical framework. For collecting data, three research instruments are involved in the present study. First, an interview is conducted with six EFL teachers. Second, a classroom observation is opted for as a second research tool. Finally, to check whether first-year literary pupils are able to learn autonomously, a questionnaire is administered to ninety (90) first-year literary pupils in all of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou. The obtained data are analyzed using the quantitative and qualitative research techniques. The quantitative data are analyzed using a computer program (SPSS). As for the qualitative data, they are analysed using the Qualitative Content Analysis (QCA). The findings of the present study reveal that; EFL teachers of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou take into consideration the notion of learner autonomy while designing their lesson plan. It also reveals that; first-year literary pupils of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou are not yet ready to take charge of their own learning.

Key words*: Learner autonomy, Lesson plan, EFL context.*

List of Abbreviations

- **EFL** :English as a Foreign Language

- **ELT**: English Language Teaching

- **LA**: Learner Autonomy

- **LP**: Lesson Plan

- **QCA** :Qualitative Content Analysis

- **SPSS** :Social Package For Social Science

- **TL**:Target Language

- **%**:Percentage

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General Introduction

Statement of the Problem

Various educational approaches are implemented in the field of English Language Teaching, to develop English language learning as a second or as a foreign language, especially during the last twenty years, these different approaches to language teaching focus more on learners as active rather than passive agents of the learning process. The emergence of various "centered approaches" to language teaching and learning brought a shift from "teacher-centered" classroom to "learner-centered" classroom. In "teacher-centered" classroom, the teacher used to provide learners with all the needed knowledge. While in "learner-centered" classroom, a great emphasis is put on learners' participation and involvement in the learning process, taking into account their needs, motivations, preferred strategies, and styles for successful English language learning.

Nowadays, successful language learning requires active participation from learners; by assuming some responsibilities in their studies. By doing this, the learner becomes an autonomous agent of his/her own learning. Indeed, learner autonomy is one of the most important focuses of "learner-centered" classroom. In view of that, Nunan (2000) defines autonomous learners as: *"those who are able to determine the overall direction of their learning process, exercise freedom of choice in relation to learning resources and activities"* (cited in Cheiko, 2010:127). However, developing the process of learner autonomy in an educational context cannot be achieved by the learner alone, but it needs support and help mainly from the teacher. As stated by Little (1996:176) *"in formal education contexts learners do not automatically accept responsibility for their own learning, teachers must help them to do so"*. Therefore, teachers' help and orientation is essential in the promotion of learners' readiness, and willingness to study by themselves, this can be done through a carefully designed and implemented lesson plan, which refers a road map, that the teacher follows to present different lectures. It includes a set of teaching

 methods, strategies and materials to be used by the teachers during the lesson(Longman Dictionary, 2010).

Given the fact that learner autonomy is a vital practice in the learning process, several studies are conducted as an attempt to develop the notion of autonomy among EFL learners. A deep glance in the literature shows that; the concept of developing learner's autonomy is the concern of many studies within the context of EFL, both at the national and the international level. For instance, Agnieszka Talkowska (2015) investigated "The Use of Internet in Developing Learner's Autonomy". The findings show that; learners' use of the internet contributes positively in developing their autonomy. Rahmani Sylia and Seddi Nadia (2015) dealt with "Developing Learners' Autonomy in the Algerian Secondary Schools through the Project Based Approach to Language Learning". Their study reveals that; project works help EFL learners to become autonomous, but only to some extent.

However, the previously mentioned works did not deal with the key role of teacher's lesson plan to enhance EFL learners' autonomy in an educational context. Consequently, the present work seeks to fill the gap, by checking whether teachers' lesson plan help learners to develop capacities to learn autonomously, taking first-year literary learners in Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou as a case study. This study would be the first attempt to explore this issue at the level of Hammadi Mohammed and Hamki Iidr secondary schools of Tizi-Ouzou.

Aims and Significance of the Research

In accordance to the above-mentioned issue, the present dissertation aims to examine whether the notion of learner autonomy is promoted in English language teaching, through lesson plan in Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou.

Additionally, the objectives of this investigation are twofold:

- First , the research aims to identify whether EFL teachers of Hammadi Mohammed and Hamki Idir take into consideration learner's autonomy while designing their lesson plan;

- Second, it strives to verify whether or not first-year literary learners of Hammadi Mohamed and Hamki Idir are able to learn autonomously.

Building up an autonomous classroom requires support and orientation especially from the teacher by providing their learners with the necessary techniques, and the effective strategies to learn by themselves. Hence, the present investigation can be of a considerable interest to English language teachers, as it contributes to raise their awareness about the importance of their roles and practices in developing learner's autonomy. Mainly through the different procedures, and activities they include within their lesson plan.

Research Questions and Hypotheses

As any scientific research, the current study is guided by certain questions to attain the above mentioned objectives. Therefore, the present research attempts to answer the following questions:

1. Do EFL teachers of Hammadi Mohmamed and HamkiI dir secondary schools of Tizi-Ouzou design their lesson plan appropriately to help their learners to develop their autonomy?

2. Are first-year literary pupils of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou able to learn autonomously?

In an attempt to predict the results of the present research, the following hypotheses are advanced:

H 1: EFL teachers at Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou design their lesson plan in a way it contributes in developing learners' autonomy;

H 2: First-year literary learners of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou can learn autonomously.

Research Techniques and Methodology

In order to test the validity of the above hypotheses, and to collect the data required to answer the formulated questions of the current study, the quantitative and qualitative research techniques are opted for the collecting, and analysis of data. For data collection, three (03) methodological tools are used in the present research; an interview is done with six (06) EFL teachers. In addition to a classroom observation, which is carried out with (04) EFL teachers in (04) literary classrooms. Finally, a questionnaire is administered to (90) first-year literary pupils of Hammadi Mohammed and HamkiIdir secondary schools of Tizi-Ouzou.

The quantitative data collected from the questionnaire are analyzed using the computer program (SPSS), while the data obtained from the classroom observations are interpreted through applying the theoretical framework (cited in the literature review chapter). Concerning the qualitative data gathered from the teachers' interview, they are analyzed using the Qualitative Content Analysis (QCA).

Structure of the Dissertation

The structure of the present dissertation follows the traditional complex model, which consists of a general introduction, four chapters, and a general conclusion. It starts with a "General Introduction" in which background information, aims, research questions and hypotheses are presented. The first chapter is labeled "Literature Review", it reviews the main concepts related to the topic of the investigation as well as the theoretical framework underlying the study. The second chapter is titled "Research Design", it starts by describing the procedures of data collection, which includes of the context of investigation, the sample and the participants involved in the present study; along with, the data collection tools (interview, classroom observation and a questionnaire). Then, it presents the procedures of data analysis. The third chapter is called "Presentation of the

Findings", it is concerned with the presentation of the findings gathered from the three research instruments. As for the fourth chapter, it is named "Discussion of the Findings" that is devoted to discuss the results obtained from the previous chapter. Finally, the dissertation ends with a "General Conclusion" which endows with a summary of the research.

Chapter One :

Review of the Literature

Introduction

This chapter is designed to review the major works related to learner autonomy and lesson plan in language teaching and learning. Regarding the organization of this chapter, it is composed of three (03) main parts. The first part introduces the shift from "teacher-centered" to "learner-centered" classroom. The second part includes the main concepts related to "learner autonomy" and "lesson plan". While the third part undertakes the theories to be used in the current research, which consists of Leni Dam theory (2011) to develop learner autonomy in an institutional context .In addition to, Hunter (1982) the WIPPEA model for lesson plan.

1. The Shift from Teacher-Centered to Learner-Centered Classroom

In response to sustainable development of education for appropriate English language learning, new perceptions of learners' and teachers' roles in EFL classrooms have emerged. Simply put, there is a shift from "teacher-centered" to "learner-centered" classroom. Accordingly, Indrianti (2012 cited in Eve Emaliana, 2017:59) claims that "*The domain of language teaching, and learning has witnessed a number of paradigm shifts in the areas of teaching methodology, and pedagogic aims from a teacher- centered to learner -centered*".

Traditional EFL classrooms used to be "teacher-centered". That is to say, the teacher is the only decision maker, who is perceived as the only provider of information, and the leading figure, the role of the teacher in the traditional (EFL) classrooms can be summarized as being the dominant figure who decides on everything, from the beginning until the end of the course (Oxford, 1990). However, with the emergence of new approaches to language teaching, during the last twenty years (EFL) classrooms become "learner-centered". That requires active participation from learners. Accordingly, Fodil (2005:38) claims that *"learner-centered seeks to develop learners' autonomy and self-*

development by laying claim for the necessities to redefine the role of both learner and teacher, hence the argument of a methodology centered on the learner". This means that, in "learner-centered" classrooms, learners should take part of the learning process, and it is up to them to build their own knowledge. For instance, they can decide about the appropriate learning methods, and techniques of their learning process. While, the teachers' responsibility consists only of facilitating the learning process to the learner, by adopting different techniques in introducing the new information, and taking into consideration learners' needs, interests and various styles. Furthermore, Legenhausen (2000:45) asserts: *"learner-centered teaching in contrast to teacher-centered teaching, regards learners as active members who have to construct their knowledge themselves"*.

2. Learner Autonomy and Lesson Plan

2.1. Learner Autonomy in Language Teaching and Learning

2.1.1. Definitions of Learner Autonomy

Learner autonomy as an educational concept is discussed by many scholars from different perspectives. To begin with, Holec (1981:3) in his book "Autonomy and Foreign Language Learning" publishes for the first time, the definition of autonomy in the field of education stating that "*to say of a learner that he is autonomous is to say that he is able of taking charge of his own learning ... and to take charge of one's learning is to have and hold the responsibility for all the decisions concerning all aspects of this learning*". This explains that, Holec (1981) in his definition of an autonomous learner, he emphasizes on the whole responsibility and ability of the learners in making decisions concerning all aspects of their own learning. In other words, an autonomous learner according to Holec (1981) is the one who learn everything by himself without any external help. Similarly, Benson (2001:47) asserts that "*Autonomy is the capacity to take control of one's own learning*".

Holec's view about autonomy have exerted great influence on autonomy research, and his initial definition is considered as a starting point of many successive works in relevant fields (Gardener & Miller, 1999).In this sense, Little (1991:4) develops another definition, by adding a kind of "psychological relation" to define learner autonomy, he argues that *"autonomy is a capacity - for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning"*. This definition regards autonomous learner, as the one who is capable to accomplish his/her own learning, and able to apply the new presented information, and skills inside and outside the educational context.

Dickinson (1987:11) views learner autonomy as an "individualistic aspects" that is carried out individually, he asserts that *"the learner is totally responsible for all of the decisions concerned with his learning, and the implementation of those decisions and that involves complete responsibility for one's learning, carried out without the involvement of a teacher or pedagogic materials"* . This means, learners reach the phase of autonomy in their learning individually without the help of the teacher. However, Benson (1996:33) argues that "*control over learning cannot be reached individually; it rather entails a cooperative decision making"*. This indicates that, learner autonomy is a social aspect of learning in which learners work in colaboration with each other.

Another definition is provided by Jeffries (1990:35), he views learner autonomy as: *"learning in which an individual or a group of learners study on their own possibly for part or parts of course, without direct intervention form a tutor, so that to take a greater responsibility for what they learn"*. This definition incorporates the indirect support of the teacher to help learners in taking charge of their learning. Moreover, Shu and Zhuang (2008) highlight that "*the development of LA cannot be accomplished without supportive environment or context. Here environment includes the teacher's guidance, teaching and*

learning facilities, and learning materials" (cited in Han, 2014:23). In this definition, Shu and Zhuang refer to teachers' support to help learners to be responsible, and thus autonomous. Therefore, a Shu and Zhuang view of learner autonomy is the most suitable definition to reach the objectives that are dealt with in the present work. This is because; the focus is based on the teacher's support to help (EFL) learners to enhance their autonomy.

2.1.2. Learners' Roles and Teachers' Roles in an Autonomous Classroom

With the emergence of "learner-centered" paradigm, both of teachers' roles and learners' roles are changed, and transformed in purpose to meet the needs of both the learners, and teachers in building up an autonomous classroom. Accordingly, Nunan (1996) argues that, teachers' roles and learners' roles in the classroom have been shifted. Therefore the following represent:

2.1.2.1. Learners' Roles

In a "learner-centered" classroom, learners adopt various roles, which allow them to take some responsibilities in carrying out different tasks of an autonomous learning. The followings are a set of roles for an autonomous learner:

- **Being-responsible:** Autonomous learners are required to be responsible of their own learning, in developing their learning capacities and constructing their knowledge. As Sharle and Szabo (2000:04) state *"success in learning very much depends on learners having a responsible attitude"*. This denotes that; learners' responsible attitude is one of the most significant key of success; therefore, it is important that learners make personal efforts to attain their educational goals, by looking for various instructional means and resources, and making the appropriate choices, decisions and actions; along with a

responsible attitude toward their learning.

- **Involved in the learning process:** In an autonomy based classroom learners are not only receiver agents of knowledge in the classroom, but they take part in all aspects of the learning process, by preparing, participating and giving their own views. In this regard, Littlewood (1999:75) asserts that *"autonomous learners are able to take charge of their own learning, determine their objectives, select methods and techniques and evaluate what has been acquired".*

- **Being-aware:** Autonomous learners are aware of the learning strategies, which suit them and help them to develop their capacities, as claimed by Leni Dam (2000) *"An awareness which hopefully will help them come to an understanding of themselves and thus increase their self-esteem"* (cited in Lumturie Bajram, 2015: 426). Autonomous learners are able to choose the techniques, methods and the materials that allow them to improve their understanding and independence.

- **Self- assessor:** Hunt, Gow and Barnes (1989:207) claim that *"without learner self-evaluation and self-assessment there can be no real autonomy".* Self-evaluation is a one of the vital roles designed for autonomous learners, since it permits them to check and monitor the progression of their own learning, as well as to identify their strengths and weaknesses. Autonomous learners do not look for the teacher as the only judge of their learning, but they tend to evaluate their progression by themselves.

2.1.2.2. Teachers' Roles

The different roles that the teacher adopts in an autonomous classroom play a crucial role in enhancing learner's autonomy. As claimed by Yan (2012:559) *"without teachers' counsel and supervision, the whole process will result in low efficiency or even*

fall into disorder''. The followings are the some important roles for teachers in an autonomy-based classroom:

- **The role of a facilitator**: This role consists of making the learning process easier for learners. This is mainly through simplifying and making the knowledge clear, and helping learners to overcome the encountered difficulties while performing the learning activities. Chiu (2005) explains that a facilitator of learning is usually considered as a helper who makes learning easier to happen. This role is very important because it gives learners space to be involved in the learning process, and walk a step towards autonomy. As suggested by Dornyei (2001), if teachers want their learners to become autonomous, they need first to become facilitators. The teacher can practice the role of a facilitator for example by make dialogues with their learners in order to know what is not clear for them.

- **The role of a counselor:** generally speaking a "counselor" refers to a person who advises, Guides, and offers ideas to help someone to deal with a difficulty. Kongchan (2008) explains that, the role of a "counselor" consists of supporting learners to talk to someone about their achievements, problems and the ways to solve these problems (cited in Saleema M. Alonazi, 2017:168).

- **The role of a resource:** in an autonomous classroom, the teacher is expected to be as the resource of knowledge for the learner, he provides learners with various knowledge and resources whenever it is needed. Yan (2012) says that the teacher is supposed to be the language resource and should be responsible for providing necessary language input.

2.2.3. Practices to Develop Learner Autonomy

Fostering learner's autonomy becomes a prominent goal in language learning and teaching, that every teacher aims to develop in his/her learner. Ryan (1991) states it clearly that; teachers and educational institutions should foster learner autonomy, through

involving learners in practices that allow their autonomy to be developed (cited in Kojima, 2005). The followings are a set of practices and tasks, which are insisted by different researchers, in order to foster learners' autonomy:

- **Language learning strategies:** refers to various techniques, which are used by learners, in order to make the learning tasks easier. Carter and Nunan (2001:223) define learning strategies as*: "techniques used by learners to help make their learning be more effective, and to increase independence and autonomy as learners".*

  Many researchers advocate the importance of "learner strategy training" in developing LA. Xu & Xu (2004) state that *"the teacher role in developing learner autonomy is to help learners to think about learning strategies and put them into practice"* (cited in Han, 2014: 21). In other words, Enhancing learner's autonomy requires teachers to make learners familiar with the learning strategies that they can use to foster their independence, and take charge of their own learning such as: self-monitoring and evaluation, sum up…etc. Indeed, training learners about learning strategies can contribute directly in enhancing learner's autonomy. Thus, it is important that such strategies be included in teachers' lesson plan adequately, to instruct their learners how to learn independently.

- **Providing learners with opportunities to assess their work:** Lo (2010) argues that "self-evaluation" and "self-assessment" are crucial parts of learner autonomy, that should be developed among learners, because by evaluating themselves they step by step get rid from just waiting the marks of the exam, and develop a sense of responsibility (cited in Rungwaraphong, 2012). Furthermore, Nunan, Lai and Keobke (1999: 77) imply that "*autonomy is enhanced when learners are encouraged to "self-monitor"*

and *"self-assess"*. In other words, giving learners a chance to evaluate their own progression by themselves is very helpful to develop autonomous learners, and help them to be aware about their strengths and weaknesses.

▪ **Providing learners with opportunities to make decisions:** Providing learners with opportunities to make decisions and choices, is another important practice; that encourages learners to be actively involved and participate within the learning process. To support the idea, Pellerin (2017) claims that "*students would develop a sense of autonomy when they were responsible for choosing the applications, functions or tools used in their learning*" (cited in Caroline Cruaud, 2018:19). For instance, the teacher can ask learners to choose the materials to use for the presentation of the lecture, or to choose the kind of activity activities to be done.

▪ **Encouraging learners to use the internet to develop their competences:** Teeler and Gray (2000: 37) claim that "*teachers make use of this fact by designing lessons with the use of the Internet, and providing students with the opportunity to work independently, or cooperate in small groups, in order to solve a linguistic problem or compare the data*". This explains that, the use of the internet encourages learners to develop their communicative competences in collaboration or individually to solve a given problem, also to communicate effectively within the target language. This would help them to develop their self-independence and autonomy.

▪ **Involving learners in collaborative activities:** The interaction between individual, and collaborative work is identified as; crucial in promoting the emergence of learner autonomy (Lewis, 2014).This denotes that, learners are given opportunities to develop their autonomy, when teachers organize for pair, and/or group work activities. When learners work individually or in

peers, they become able to rely more on themselves rather than on their teachers.

2.2. Lesson Plan

2.2.1. Defining Lesson Plan

Planning is an important phase for successful teaching. Lesson plan is a kind of map prepared appropriately by the teacher to be used during the presentation of any lecture to facilitate the teaching process. It unifies a set of procedures and activities, which help both teachers and learners to attain the learning objectives in a successful manner, as well as to follow the lessons in an organized way. Lesson plan is described differently by different researchers. Hence, various definitions are found in the literature.

Singh (2008:28) states that "*lesson planning is virtually the pre-active phase of teaching*". Another definition is put forward by Harmer (2001: 308). He defines lesson plan as: "*The art of combining a number of different elements into a coherent whole, so that the lesson has an identity which students can recognize, work with and react to*". That is to say, designing a lesson plan involves different procedures that teachers need to consider in his preparation for any lecture, such as: setting goals, developing strategies and activities, and determining the materials to be used. At the same time, these practices enhance learners' motivation, and improve their willingness about the content and concepts they are supposed to learn, and the needed knowledge they are expected to acquire, and use at the end of the class.

The most elaborated definition of LA, is the one provided by' Longman dictionary of language teaching, and applied linguistics'(2010:302): "*Lesson planning is a description or outline of (a) the goals or objectives a teacher has set for a lesson (b) the activities and procedures to be allocated to each activity, and the order to be followed, and (c) the materials and resources which will be used during the lesson*".

2.2.2. The Benefits of Lesson Plan for Learners and Teachers

Lesson plan is a significant aspect for both teachers and learners, as it provides teachers with a "road map" to follow in achieving a particular lesson's objective, and transmitting to learners what they are expected to learn in each lesson, so as to reach successful results of the learning lesson. Additionally, lesson plan permits teachers to make the necessary changes in lesson's stages, and provide additional support to learners, in assessing their learners to determine their weaknesses and strengths. Moreover, teachers' practices, and application of a well-designed lesson plan greatly get the learners' involvement in the lesson. In this sense, Shrum and Glisan (1994:187-188) point out that *"as time passes in language lessons, and as students gain competence, the students can gradually take on a larger role in choosing the content and even in the structure of the lessons themselves"*. This denotes that, if teachers design their lesson plan in a way it encourages learners to be active agents, and to take control of their learning, this can contribute directly to make learners autonomous. Particularly, in giving learners a voice, and assigning them with different roles such as; to decide about the content and the concept to be taught, also selecting the materials and the learning activities to be practiced; as well as, evaluating what is presented by themselves.

3. Theoretical Framework

3.1. Dam (2011) Framework to Develop Learner Autonomy in an Institutional Context

In the present work Leni Dam's (2011) theory to develop learner autonomy in an institutional context is opted for as a theoretical framework. Leni Dam's (2011) farmework is considered as one of the most practical theories to enhance learners' autonomy that is in Benson's (2011) terms, a "classroom-based approach" to the development of learner autonomy, since it is concerned with "day-to-day" learning management. According to

Leni Dam (2011: 41) *"the development of learner autonomy is a move from teacher-directed teaching environment to a learner-directed learning environment"*. This admits that, Dam's (2011) view the focus ought to be shifted from teaching into learning. Besides, Dam's (2011) view of teachers' role in an institutional context is related to making learners willing, and capable to take charge of their own learning. Dam (2011) established five important principals, that the teacher and educators can use to develop their learners' autonomy in an educational context. The following are the five principals highlighted by Dam (2011 cited in Anni Ikonen, 2013:23-24) to foster learner autonomy:

- Firstly, Dam (2011) refers to the fundamental notion of "choice". He views that; having a choice enhances motivation, requires reflection which, in turn, heightens awareness of learning, shifts responsibility towards the learner, and has a positive impact on his or her self-esteem.

- Secondly, Dam (2011) focuses on enhancing of "learners' willingness" to take responsibility. He states that; due to the external expectations, and demands brought about by the institutional setting, clear guidelines need to be established so that the learners feel secure enough and hence willing, to take over.

- Thirdly, Dam (2011) considers "learners' active part in the learning process", he claims that; rather than passing on knowledge, the teacher's main concern is to help students take actively part in the learning process.

- The fourth principle is, "the issue of authenticity". Dam (2011) means that; the teacher and the students, act and speak as themselves and in the roles relevant to them in the institutional learning environment.

- The last principle is about, "the importance of evaluation" in developing learner autonomy. According to Dam (2011), involving the learners in reflection, evaluation and assessment is important firstly because it provides evidence of progress which, in turn, enhances motivation, and, secondly, because it heightens awareness of learning.

3.2. Hunter (1982) Mastery Teaching, The WIPPEA Model for Lesson Planning

The WIPPEA Model is a form of lesson plan, which stands for "**W**arm-up", "**I**ntroduction", "**P**resentation", "**P**ractice", "**E**valuation", and "**A**pplication". It is also called "the six-step cyclical lesson planning approach"; it is adapted from the work of Hunter (1982) Mastery Teaching. It serves as an ''instructional guide'' for teachers to design an effective lesson plan, by forming a "teaching cycle" in which learning and teaching concepts are related to the prior ones. The WIPPEA model helps teachers to prepare their learners for the mastery teaching of concepts and content at each step, before the teacher moves to the next step. By adopting such model, the teacher can help learners in enhancing their autonomy, since it is built on a mastery of concepts by learners .The following represent Hunter s' stages of lesson planning:

- **Warm-up**: The teacher assesses previous knowledge, by introducing an activity (e.g. quizzes, summarizes, and revisions); that reviews previously learned content, so that to get learners involved, and then he may introduce the new learning. This step allows the teacher to open a new lesson.

- **Introduction**: The teacher provides an outlines of the content and concepts to be taught. Then, he sets aims and objectives of the current lesson for learners, and he may discuss the lesson content, by explaining how the objective of the lesson is applied to their everyday lives.

- **Presentation**: The teacher presents the new knowledge, either by designing an activity and/or introduce the information through a variety of modalities and/or teaching aids to verify learners' understanding of the new items being presented.

- ▪ **Practice:** The teacher varies the learning activities that allow learners to work collectively in groups/pair works, or individually to practice the new information.

- ▪ **Evaluation**: Assess learner's achievement of the objective, by designing oral, aural or written performance tests. The teacher can plan for formal, or informal tests.

- ▪ **Application**: Provides more open ended activities that help learners apply their learning to new situations beyond the lesson, and connect it to their own lives. For example: the teacher may ask students to prepare a workshop about the learned lesson, and to present it the next session, at the beginning of the lesson(cited in Barroso, K. & Pon, S. 2004). Therefore, this step enables the teacher to close the lesson.

The following graphic is WIPPEA model, with a backward design in a lesson planning wheel.
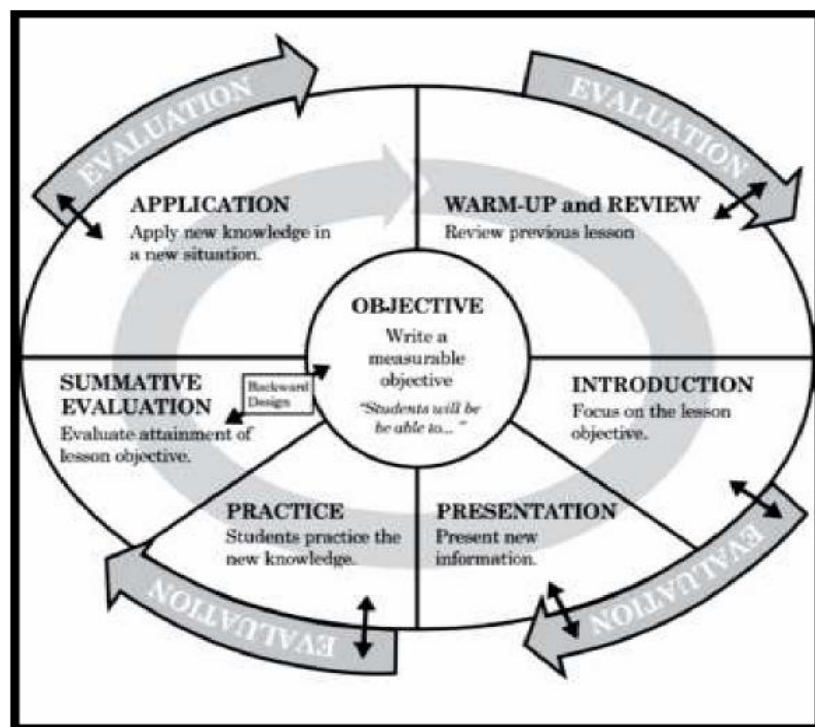
Figure 01: The WIPPEA model for Lesson Plan (cited in Barroso, K. & Pon, S., 2004).

To conclude, an effective language teaching is based on a well-designed lesson plan, which offers teachers opportunities to choose appropriately the lesson objectives. Mainly the needed procedures and activities; as well as, the necessary materials that will meet these objectives. Besides, learners' needs and interests, in order to get them involved in the learning process, and enhance their autonomy.

Conclusion

The chapter reviews the different literature related to learner autonomy, and lesson plan. It consists of two sections. The first part, introduces the shift from "teacher-centered" to "learner-centered" classroom. The second part, refers to the key concepts related to "learner autonomy" and "lesson plan", while the third part present the theoretical framework of this research, which consists of Leni Dam theory (2011) to develop learner autonomy in an institutional context .In addition to, Hunter (1982) WIPPEA model for lesson plan.

Chapter Two :

Research Design and

Methodology

Introduction

This chapter is methodological. It describes the procedures of data collection tool, and data analysis of the present study. The aim of the present study is to examine whether lesson plan has the potential of enhancing the autonomy of EFL learners in Hammadi Mohammed and Hamki Idir secondary schools of Tizi-Ouzou. Regarding the organization of this chapter, it is divided in to two sections; the first one describes the procedures of data collection, including the context of investigation and the population sample. Moreover, it depicts the three data collection instruments that are used to carry out this research (Interview, classroom observation and a questionnaire). The second section is devoted to the analysis, and the presentation of the data obtained from all of the interview, classroom observation and the questionnaire.

1. Procedures of Data Collection

1.1. Context of the Investigation and the Population Sample

The investigation takes place in a real context in two different secondary schools in the wilaya of Tizi-Ouzou; that includes all of Hammadi Mohammed in Azeffoun, and Hamki Idir in Tizi-Ouzou. It starts from "21 April 2019" until "09 May 2019". The target population of the present research is the first-year literary stream, and their EFL teachers in both secondary schools of Hammadi Mohamed and Hamki Idir in Tizi-Ouzou. As it is not possible to deal with all the learners, a sample of ninety (90) learners is selected from a total of about one hundred and three (103) first-year literary learners. In addition, six (06) EFL teachers with different teaching experiences are interviewed. Besides, a classroom observation is carried out with four (04) EFL teachers.

1.2. Data Collection Tools

For gathering data, the current research relies on three main instruments, which consist of: an interview and a classroom observation and a questionnaire.

1.2.2 Description of the Teachers' Interview

The interview is the first research tool that is selected to carry out the present research. It serves as an instrument to elicit the qualitative data of the present dissertation. In this context, Weinreich (1996: 54) argues that "*the strength of qualitative approaches lie in the fact that they generate rich, detailed data that leave the participants' perspective intact and provide a context for the phenomena being studied*". With this respect, a semi-structured interview that contains seven (07) questions is conducted with six (06) EFL teachers. In order to gather data about their perceptions, and practices to enhance learners' autonomy through lesson plan.

1.2.3 Description of the Classroom Observation

In order to gather more data about the issue of investigation, classroom observation is opted for as a second research instrument, so that to support the outcome of the Interview, and to get a closer look of teachers' practices to develop learners' autonomy. In this context, Cohen (1997 cited in Bassou 2008) argues that behaviors such as autonomy are easily observed using classroom observation. This research tool is defined as a technique; that provides meaningful tasks and offers an opportunity to collect data for reflection on the area of concern (Wajnryb, 1992; Wallace, 1991)*".* The classroom observation is carried out using a checklist of one single section "Teachers' Frequency to Enhance Learner Autonomy through Lesson Plan". It includes six (06) items based on Leni Dam's (2011) principals to Develop Learner Autonomy in an Institutional Context, and Hunter's (1982) WIPPEA Model for Lesson Plan.

The classroom observation aims to find out if EFL teachers plan their lesson appropriately to promote the autonomy of their learners; particularly, by noticing whether they take into account the five principals cited by Leni Dam (2011) in developing learner autonomy in an institutional context, while designing their lesson plan to achieve the mastery teaching of the lesson content and concepts. It takes place in four (04) different literary classes with four (04) different EFL teachers, in Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou. It starts from "21 April 2019" until "09 May 2019". Twelve (12) sessions are attained.

1.2.1. Description of the Pupils' Questionnaire

The third research instrument opted for in the current study is a questionnaire. It is addressed to ninety (90) first-year literary pupils of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou. Generally speaking, a questionnaire is a data collection technique, which is used to gather information about particular issues from a targeted group, in a short period of time. Accordingly, Brown (2001) defines a questionnaire as any written tool that contains a series of questions, and statements which the respondents answer; either using their own words, or choosing answers from those they are provided with.

The pupils' questionnaire is carried out to check whether, or not first-year literary pupils of Hammadi Mohamed and Hamki Idir are able to take charge of their own learning, and how independent they are in learning the English language. The structure of the questionnaire is of a close-ended question, where the participants are requested to tick the appropriate answer. Additionally, the questionnaire is divided into two sections. The first section is titled "Learner's ability about autonomous learning" and the second section is named "Learners' Readiness to learn autonomously". The questionnaire is composed of nine (09) questions.

2. Procedures of Data Analysis

Data analysis is the process of evaluating and transforming the data collected, using statistical and/or logical techniques to describe the data collected, and help the researcher to attain the main objectives of the investigation. Thus, the present research relies on the mixed methods research in collecting, as well as in analyzing the obtained data, using two different techniques: quantitative and qualitative content analysis to deal with the findings of the research.

2.1. Quantitative Data Analysis

To deal with the interpretation of the numerical data obtained from the questionnaire, the computer program (SPSS) is used to calculate the obtained data. (SPSS) is a tool used to describe the statistical analysis of a particular data. The results can be transformed into tables, charts, diagrams, and histograms. In addition to this, the quantitative analysis of the data collected from the classroom observation is done through applying the theoretical framework (cited in the literature review chapter).

2.2. Qualitative Content Analysis (QCA)

In order to analyze the interview results. The Qualitative Content Analysis is used as the appropriate data analysis device. Hsieh and Shannon (2005:1278) define Qualitative Content Analysis (QCA) as: *"a research method for the subjective interpretation of a text data through the systematic classification process of coding and identifying themes or patterns".*

Conclusion

To put it all together, this part of the dissertation presents the research methodology followed in the present work. It clarifies the procedures of data collection, and analysis adopted in the present research. This chapter entails first, an interview, which is conducted

with six EFL teachers. Second, a classroom observation is carried out with four EFL teachers of first-year literary pupils. Finally, a questionnaire, which is targeted to ninety first-year literary pupils of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou. Regarding the analysis of the findings, Statistical Analysis (SPSS) and Qualitative Content Analysis (QCA) are used. In addition to the theoretical framework (cited in the literature review chapter), are used to interpret the data collected from the classroom observation checklist.

Chapter Three :

Presention of the Findings

Introduction

This chapter is concerned with the main findings collected throughout the current investigation. The aim of the present chapter is to identify whether EFL teachers of Hammadi Mohamed and Hamki Idir take into consideration the notion of learner autonomy while designing their lesson plan, and to verify whether, or not first-year literary learners of Hammadi Mohamed and Hamki Idir are able to learn autonomously. The collected findings are presented in percentages, and showed in tables and diagrams. This section is divided into three (03) parts. The first part is devoted to the presentation of the findings gathered from the interview carried out with six EFL teachers. The second part of this chapter, deals with the presentation of the results obtained from the classroom observation checklist. The last part in this chapter shows the data of the questionnaire administered to first-year literary pupils.

1. Presentation of the Results of the Teachers' Interview

The interview is the first research tool that is opted for in the present study. It is conducted with six (06) EFL teachers at Hammadi Mohammed and Hamki Idir secondary schools of Tizi-Ouzou, in order to get a clear idea, about teachers' practices, and views in relation to enhancing learners' autonomy through teachers' lesson plan. One out of five of the interviews is done through taking notes, while the remaining ones are conducted through recording using a mobile phone. The following information are the detailed results obtained from the teachers' interview.

Q 01: In your opinion, is learner autonomy something innate or an ability that can be promoted through lesson plan?

All the teachers agree that; lesson plan can contribute in enhancing learner's autonomy. They assert that; lesson plan can offer teachers with opportunities to maintain their indirect help to guide their learners to learn independently, by incorporating activities where learners can learn by themselves. This denotes that, all the interviewees agree that; learner

autonomy is an ability that can be promoted through lesson plan. In this sense, the fifth interviewee highlights: *"teachers are required to expose learners to various learning activities, and plan for various techniques to get the learner involved within the learning process to achieve autonomy"*. In addition, the third interviewed teacher asserts that; he always tries to design his lessons focusing on autonomous learning, by entailing some procedures and activities to involve the learners in the learning process.

Q 02: It is stated that "teachers should change their traditional ways of teaching, and adopt new roles of teaching that make learners active participants". In your opinion, what do these new roles stand for in building up an autonomous learning?

When it comes to teachers' roles in an autonomous classroom, all the interviewees assign the role of a "facilitator" to the teacher, which they interpret as; someone who raises learner's awareness about unknown or unclear things, and provide learners with a space to look for the information by themselves. In addition to the role of a "facilitator", the sixth interviewee reveals an additional role, he claims: *"I always try to adopt divergent roles that build up an autonomous environment; for instance, I play the role of a facilitator, and counselor, these roles empower learners to exchange ideas, organize, and prepare themselves to be autonomous"*. He interprets the role of a "counselor" in term of; directing learners where to find the required knowledge, when they face difficulties.

Q 03: What are the teaching strategies that you adopt, in order to help your learners to become autonomous?

Regarding this question, the interviewees claim that; they try to give them opportunities to make choices, and take decisions. Besides, the informants refer to the use of summary, revision and quizzes, while presenting their lessons.

Q 04: What sort of activities that you design to foster learner autonomy?

Regarding teachers' practices to foster learner's autonomy, four (04) interviewees suggest engaging learners in peers, and group work activities to accomplish tasks such as;

role- play activities. While the remaining two (02) suggest project works as; purely learner-centered practices to enable them to interact, and learn from each other. In this regard, the second interviewed teacher states *"it is good to provide learners with extra-activities in the form of homework such as, reading at home, recording their personal experiences in mini journals. This would help them to develop a sense of responsibility in their learning".*

Q 05: How do you assess your learner's attainment of the lesson's objective?

Regarding this question, most of the informants argue that; they provide their learners with questions that enable them to construct their knowledge, relaying on their own background, and to produce their personal output concerning the lesson objective.

Q 06: What are the constraints that you face in your request to enhance learner autonomy?

The interviewees assert that; autonomous learning meets some limits in the Algerian classroom for many reasons. With this regard, they admit their disappointment towards the official yearly syllabus that is "content-based curriculums" adapted by the ministry of education, which prevents them to practice autonomy .Teacher six states*: "the curriculum is not build up on autonomy principals, and it necessitates us to follow the same road in teaching the English language".* They also, refer to learners themselves as; one of the main limitations asserting that; EFL learners are so used to the idea that; the teacher is the only purveyor of knowledge who makes them not ready to take charge of their own learning. In this regard, teacher three states that *"learners are not able to assimilate the point that, they have to do everything alone, and rely more on themselves rather than on their teachers".* They also, complain about the lack of the sophisticated materials. Thus, EFL learners lack exposure to this language.

Q07: What are the solutions that you can suggest to overcome the constraints that hinder your request to enhance learner autonomy?

To overcome these constraints, different solutions, and suggestions are advanced by

the interviewed teachers. These involve changing the syllabus, in a way it offers teachers certain freedom for teachers, to guide their learners to reach autonomy. Also, creating supportive environment to promote learner's autonomy, by providing both teachers and learners with comfortable materials.

2. Presentation of the Results of the Classroom Observation

In order to get a closer insight of the teachers' scheduling to foster learner's autonomy, classroom observation is arranged as a second research tool of the current study. Principally, to notice whether EFL teachers consider the five principals cited by Leni Dam (2011) in developing learner autonomy in an institutional context, while designing their lesson plan to achieve the mastery teaching of the lesson content and concepts by learners. The data collected from the classroom observation are presented in one table, which holds the number of the observed teachers, according to the frequency of their use of each item. This denotes that; for each item we point out how many teachers use it according to the rank order.

Observed items	Frequency				
	Always	**Often**	**Sometimes**	**Rarely**	**Never**
Do teachers ask learners to recall previously learned Knowledge and review the new knowledge?	00	00	01	00	03
Teachers introduce the lesson objective to the learners and give them opportunities to make choices	00	00	03	00	01
Teachers help learners to take actively part in the learning process while presenting the new information	00	00	00	00	04
Teachers provide learners with guided activities for an authentic use of the target language	04	00	00	00	00
Do teachers evaluate learner's attainment of the lesson objective ?	02	00	00	00	00
teachers provide learners with application activities	00	00	01	03	00

Table 01: Teachers' Frequency to Enhance Learner Autonomy through Lesson Plan.

The numbers in the table above denotes how many the observed teachers implement the selected items in term of frequency. Concerning the first item that is about, reviewing and previewing the learning content to get learners' willingness, the table above shows that, only one (01) teacher do it sometimes ,while the remaining three (03) they never do it.

As for the second item, that consists of presenting the learning objectives, and giving learners opportunities to make choices while introducing the lesson objective. From the table above, it is revealed that, three (03) teachers do it sometimes; one (01) teacher does it never.

Regarding the third item, it is about involving learners in the learning process while

presenting the new knowledge. As it is presented in the table above, all the observed teachers never give learners opportunities to take part of the learning process.

As concerns the fourth item, which is about providing learners with activities for an authentic use of the target language. The data observed indicates that, all the observed teachers (04) always provide their learners with such practices.

The next item is about assessing learner's attainment of the lesson's objective, concerning this item only two (02) teachers permit us to attain their assessments. These two (02) teachers always evaluate their learners.

Regarding the last item it is about, the teachers' organization of open-ended activities to apply what is toughed, the observed findings show that, only two (01) teachers sometimes provide their learners with an application activity, while three (03) of them do it rarely.

3. Presentation of the Results of the Pupils' Questionnaire

In this study, a questionnaire is distributed to a sample of (90) first-year literary pupils at Hammadi Mohamed and Hamki Idir, in order to know about their ability and willingness to learn autonomously, and how independent they are in learning the English language. The following are the results gathered from the pupils' questionnaire.

3.1. The Results of Section One: Learners' Views about Autonomous Learning.
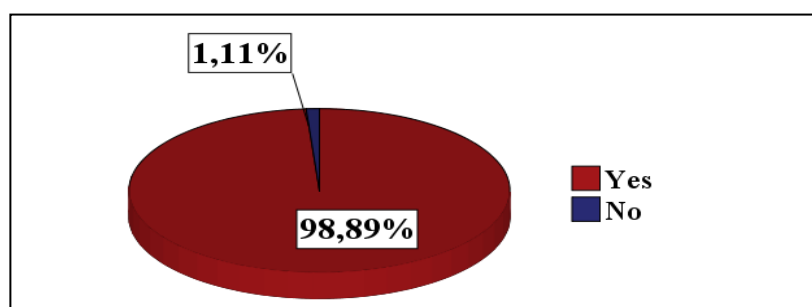
Q 01: Do you like the English language? (Yes or No)

Diagram 01: Pupils' Attitudes towards the English Language.

Q 02: In your opinion, is learning by yourself in the English Language classes?

(Important, not important)
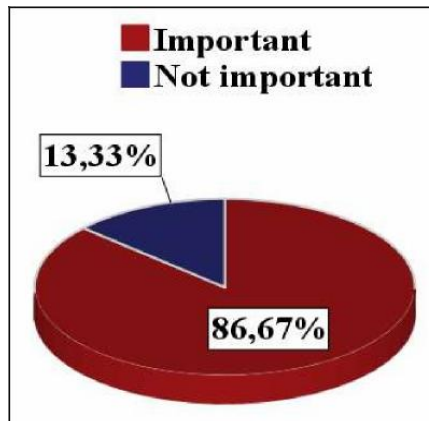
Diagram 02: Pupils' Opinions about the Importance of Learner Autonomy in English

Classes.

The diagram above indicates that, the large proportion of the participants with a percentage of (86.67%) agree with the idea saying that; learning independently is "Important", while only twelve pupils, who assume that it is "Not important" (13.33%).

Q 03: Do you think that you can learn by yourself? (Yes, No)
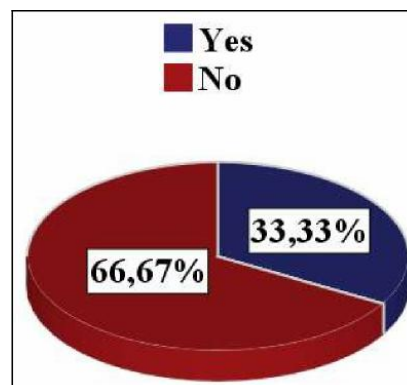
Diagram 03: Pupils' Views about their Ability to Learn Autonomously.

As it is obvious from the diagram above (66.67%) of the participants acknowledge that; they are far from being able to take charge of their own learning; whereas, (33.33%) of them respond with "yes" thinking that, they are able to learn by themselves.

Q 04: If not, because? (You relay on your teacher because he knows best, or you do not know how to learn by yourself).
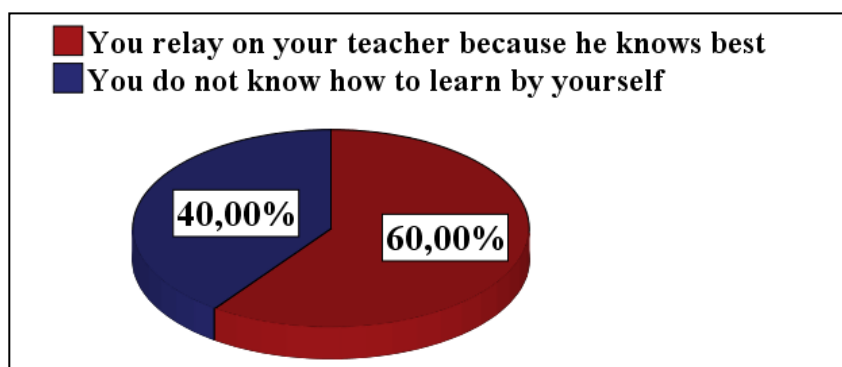
Diagram 04: The Reasons Why Pupils View Themselves Unable to Learn Autonomously.

The diagram above shows that, from the 60 pupils who think that they cannot learn by themselves, (60%) of them justify their views by the fact that; their teacher knows better, so they prefer to relay on him, and the others (40%) claim that; they do not know how to learn by themselves.

Q 05: In your opinion, developing the ability to learn by yourself is based on? (Teachers' role, learners' readiness, shared relationship between teachers and learners).
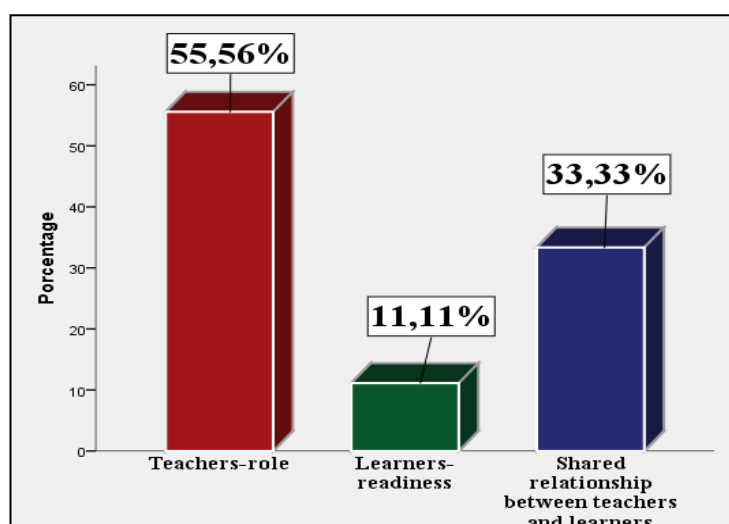
Diagram 05: Pupils' Views on Which Factor Learner Autonomy is Based on.

Diagram five shows that, (55.56%) of the respondents agree that; developing learner's ability to learn by themselves is mostly based on teachers' roles. (33.33%) of the participants believe that; developing learner's capacity to learn independently is a cooperative work, between teachers and learners. However, only (11.11%) of them claim that; it is "learners-readiness" that predicts the development of learner's autonomy.

3.2. The Results of Section Two: Learners' Ability to learn Autonomously.

Q 06: When facing difficulties in doing classroom activities do you prefer to? (Ask the teacher for help, rely on yourself, or discuss it with your classmates).
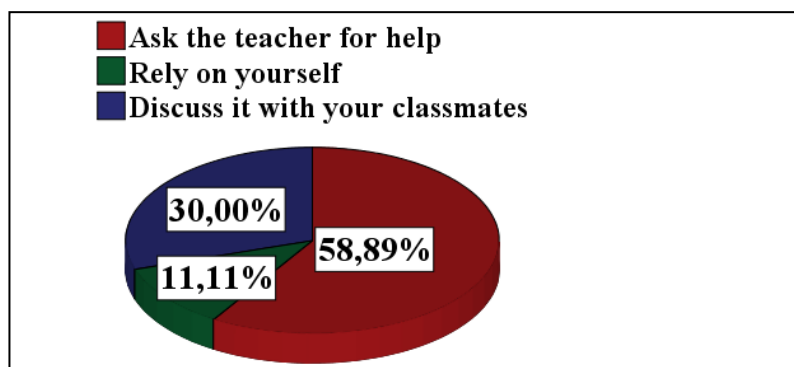
Diagram 06: Pupils' Preferred Ways to Deal with Difficulties in the Learning Activities.

After considering the results of this question, it is worth mentioned that, a big percentage of the learners who are around (58.89%) prefer to ask their teachers for help, when they encounter difficulties to accomplish the tasks at hand. (30%) prefer to discuss it with their classmates. While, the smallest part of them (11.11%) prefer to relay on themselves.

Q 07: How often do you evaluate the progression of your own learning?
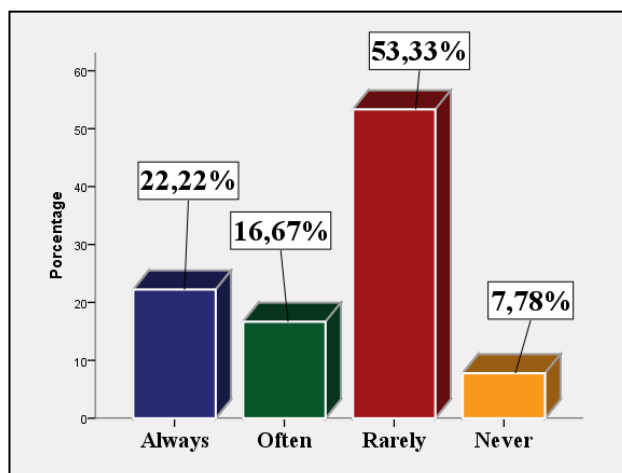
Diagram 07: Pupils' Frequency of Evaluating their Learning Progression.

A glance in the diagram above shows that, (53.33%) of the participants "Rarely" asses themselves. Only (22.22%) of the whole population who have claimed that; they "Always" evaluate the progression of their learning process. Followed by (16.67%) of the selected sample they "Often" do it. Regarding the remaining seven who represent (7.78%) of the investigated population assert that; they "Never" do it.

Q 08: How often do you study the English language outside the classroom?
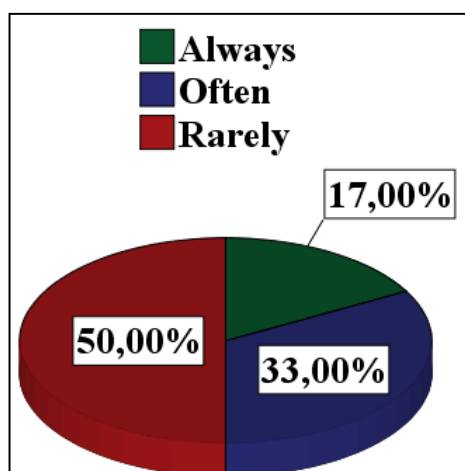
Diagram 08: Pupil's Frequency of studying the English Language outside the Classroom.

This question, intends to determine the frequency of studying the English language outside the classroom by first-year literary pupils. Indeed, the large amounts of the learners with a percentage of (50%) maintain that; they "Rarely" tend to practice the English language

outside the classroom. (33%) of the participants claim that; they "Often" practice the English language after the classroom sessions, while only (17%) of them confirm that; they do it "Always", and none of them select the option "Never".

Q 09: How often do you use other resources to develop your level in English?
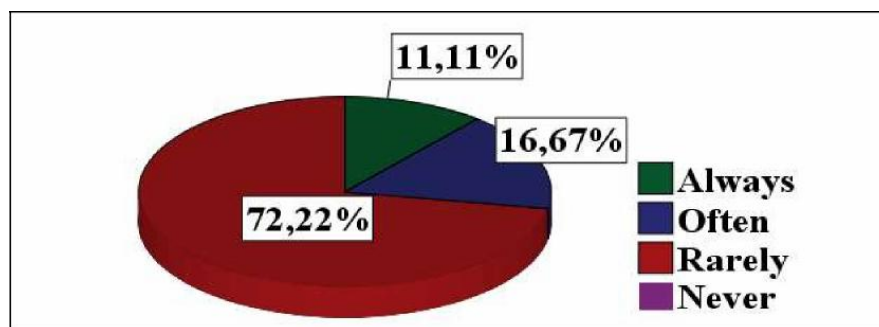
Diagram09: Pupils' Frequency of Using other Resources to Develop their Level in English.

A quick glimpse at the diagram above reveals that, (72.22%) of the total sample "Always" look for extra resources; as a way to enhance their level in English. Additionally, (16.67 %) of the respondents assert that; they "Often" use other resources, and only five of the participants with a percentage of (11.11%) use it "Rarely". However, none of the pupils have selected the option "Never".

Conclusion

This chapter presented the data gathered from the three research instruments used in this study (interview, classroom observation and questionnaire). The findings are demonstrated in tables and diagrams. The research used in that current study permit us to collect a significant amount of data that are clarified, and discussed in details in the following chapter.

Chapter Four :

Discussion of the Findigs

Introduction

This part of the present research is mainly devoted to the discussion of the concluding findings gathered from all of; the interview carried out with Hammadi Mohamed and Hamki Idir EFL teachers, the classroom observation, and a questionnaire addressed to first-year literary pupils of Hammadi Mohammed and Hamki Idir secondary schools of Tizi-Ouzou. This chapter is divided into two (02) parts. The first is titled "Teachers' Planning to Enhance Learner Autonomy". The second one is labeled "Learners' Readiness to Learn Autonomously".

1. Teachers' Planning to Enhance Learner Autonomy

Teacher's lesson plan, which incorporates teachers' roles and practices can be an intensive support to attain learners' integration, and independence in the learning process. Accordingly, Little (1996:176) says that *"in formal educational context learners do not automatically accept responsibility of their learning. Teachers must help them to do so".* With regard to the first objective of the present study that consists of; identifying whether EFL teachers of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou take into consideration the notion of learner autonomy, while designing their lesson plan, the collected findings of the present investigation are discussed in term of teachers' roles to foster learner autonomy, the kind of procedures and activities they adopt in designing their lesson plan to help their learners to learn by themselves, and teachers' suggestions for an autonomous learning.

1.1. Teachers' Roles to Foster Learner Autonomy

From the data of the present dissertation it is find that, Hammadi Mohamed and Hamki Idir EFL teachers refer to the role of a" facilitator" who helps learners to construct their own knowledge, and of a "counselor" who directs learners where to find the needed knowledge as new roles, that teachers adopt in an autonomous classroom. During the classroom observation, it is perceived that, Hammadi Mohamed and Hamki Idir EFL

teachers play the role of a "facilitator" through asking learners about their preferred ways of learning; for instance, they ask learners whether they prefer to work individually or in peers. Indeed, asking learners about their preferences can facilitate the learning process for pupils, and helping them to participate actively.

In accordance to teachers' role as a "counselor", EFL teachers at Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou have a good relationship with their learners. During the classroom observation it is remarked that, teachers usually enter in dialogues with their pupils to find about their difficulties, by asking them questions and advising them how to deal with such difficulties, this describe the role of a teachers as a counselor. They also, play the role of a "counselor" through encouraging and supporting their learners to develop their performances, by adding them marks, or using supportive expressions, such as; "you can do better", "good" and "very good".

As far as, teachers' role as a "resource" is concerned it is noticed that, Hammadi Mohamed and Hamki Idir EFL teachers respond to their learners ;whenever, they are asked in relation to what is presented during the lectures. However, none of the observed teachers provide their learners with other resources, for further information to develop their learning independently, such as; websites and books.

Overall, from the data of the present study it is demonstrated that, Hammadi Mohamed and Hamki Idir EFL teachers consider the new roles designed for teachers in an autonomous classroom. Also, they have a considerable knowledge about these new roles that teachers adopt to help learners to become autonomous.

2.1. Teachers' Procedures and Activities to Foster Learner Autonomy

The present study reveals that, EFL teachers of Hammadi Mohammed and Hamki Idir secondary schools of Tizi-Ouzou argue that; learner autonomy is an ability that can be fostered through lesson plan, this corroborate with Bensons' idea (2001) that; autonomy is a universal human capacity that cannot be created in the educational setting; it can only be

encouraged, nurtured, promoted, or fostered. For instance, the fifth interviewed teacher see *(Appendix 2)* highlights that*" teachers are required to expose learners to various learning activities, and plan for various techniques to get the learners involved within the learning process to achieve autonomy"*. The teaching strategies, and activities implemented by teachers in a "learner-centered classroom" play a crucial role in helping learners to reach autonomy in their learning, and become responsible agents.

The first step of a lesson plan for an autonomous learning is the "Warming-up", which refers to a lesson plan phase, through which teachers can prepare learners for a period of revision of the previously learned knowledge, and for a receptive mode of the new knowledge. This phase can contribute positively in giving learners a chance to participate actively during the lectures, and to demonstrate their mastery of concepts autonomously, since it requires them to use their own styles and background. From the analysis of the classroom observation, and the teachers' interview data of the present research, all the interviewed teachers refer to the use of revision and summary as; activities to deal with the learning difficulties in reviewing the previously learned content, and previewing the new lesson. However, during the classroom observation it is noticed that, three (03) teachers out of four (04) "never" consider the warming-up phase while opening the new lesson.

As far as, introducing the learning objectives to learners, and giving them opportunities to make choices, is concerned during the classroom observation. It is perceived that; three (03) teachers out of four (04) during the introduction phase of the lessons they "sometimes" introduce to their learners an over view of the content, and the objective of the current lesson, this sort of activity develops a desire in learners for the information to be presented, as it contributes in facilitating the learning content. This goes hand in hand with Dam's (2011) view that consists of; making the objectives of the learning content clear for the students as a way to enhance learner autonomy. Furthermore,

on the basis of the results all the informants refer to giving their learners opportunities to take decisions and make choices in their responses to question (3) see *(Appendix 2)* to get their learners involved in the learning process. When the above teachers are observed it is find that, they sometimes ask their learners to make choices in relation to the learning process; such as, choosing to work in peers or individually. Accordingly, Dam (2011) views that; giving learners opportunities to make choices can build on them a sense of responsibility, and confidence to learn by themselves.

In addition, the interviewed teachers claim that; they engage their learners in activities that enable them to take actively part in the learning process, by working together, collaborate, negotiate, and discuss the knowledge being presented by the teacher. In this regard, Dam (2011) view that; teacher can structure their lesson transparently to assist their learners to participate actively during the learning process .However, all along our presence in the classrooms it is noticed that; all the teachers while presenting their lessons, they "never" provide their learners with activities to get them engaged in the learning activities and participate. Besides, it is noticed that all the teachers use certain modalities; such as, (description, explanation and textbook and sometimes handout) to check learners' comprehension of the new knowledge being presented, instead of activities that permits learners to be creative.

From the outcomes displayed in question 4 see (*Appendix 2)* it is shown that, the (04) teachers mention peer and group work as; collaborative activities to encourage their learners to achieve an independent learning. Besides, the classroom observation results reveals positive results regarding teachers' practices to get their learners involved in the lecture. During the observation of teachers' practices for an authentic use of the target language see item (04) (*Appendix 03),* it is perceived that three (03) teachers "often" introduce certain activities, in order to allow learners to work in groups or peers ;such as, role play activities and writing essays. For instance, one teacher asks his learners to provide

a dialogue about their professional whishes in the future using the rules already presented during the "conditional form" lesson, this can help learners to practice the skills, concepts, and information presented authentically; as well as, it endows them with more opportunities to start making decisions, and move a step closer to autonomy. Such activities are encouraged by Dam (2011) in an autonomous language classroom, as it require active participation from each student and give space for differentiated input and outcome.

The study data also reveal that all the interviewed teachers assert that; they try to assess how well their learners grasp the lesson objective, by evaluating their learners' abilities to perform concepts or skills autonomously. Accordingly, Cote (2003:477) argues that *"evaluation shows whether learners can perform and take a task independently"*. During the classroom observation only two (02) teachers permit us to observe their evaluations, see item (05) (*appendix 03*). The first teacher assigns a project work as a test, it is about (the benefits of internet in social interactions).indeed, evaluating learners' performances by considering social interaction, and independence are helpful to reach autonomous learning, while the second teacher assigns for an oral performance as a test, the concept of evaluation according to Dam (2011) is important in reflecting on the progression of the learning process, and makes the evaluation of learning easier for the learner.

As for the last item that is about providing learners with application activities, from the gathered data of current work, it is noticed that only two (02) of the interviewed teachers assert that; they provide their learners with project work, and homework as application activities to reinforce their understanding and responsibility. During the classroom observation, it is perceived that only one (01) teacher sometimes provide learners with extra-activities, mainly in form of homework. Indeed, such activities offer learners opportunities to develop their abilities to learn autonomously, because the learners

find themselves in front of a problem to be solved individually, without the teacher guidance or assistance. Consequently, application activities can help learners to be authentic users of the target language, as it enables them to communicate and apply the learned skills in educational and other setting within their own lives. As well as, it contribute in increasing learners 'self-confidence, and reinforcing their autonomy and authenticity, because without authentic use of the learned skills and concepts of the target language, the process of learning autonomously will be hindered, since there is no real use of the target language.

Under the light of the findings of the present research, and after the analysis of the teachers' interview and classroom observation, it is shown that EFL teachers of Hammadi Mohamed and Hamki Idir plan their lessons on the basis of enhancing learner autonomy. Therefore, from the obtained data, the first hypothesis stating that, EFL teachers of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou take design their lesson in a way it contributes in developing learners' autonomy; is confirmed.

3.1. Teachers' Suggestion to Enhance Learner Autonomy

The present inquiry reveals that the interviewed teachers highlight various factors, which hinder their request to foster learner autonomy; they also provide some suggestions as solutions to foster learner autonomy. These constraints include primarily, the syllabus that does not give them opportunities to plan for autonomous learning. In order to triumph over this limitation. The interviewed teachers suggest giving teachers opportunities to be part of the curriculum design, because teachers know better about the learners needs, motivations, interests; as well as, what suits their learners as; activities and methods to develop their learning, this agrees with Benson's (2000) clarifications that; teachers cannot foster autonomy if themselves lack it.

The following constraint consists of learners over reliance to their teachers. Accordingly, the interviewed teachers' assert that; EFL learners are so used to the idea that

the teacher is the only purveyor of knowledge, this makes them not ready to take charge of their own learning, and their unwillingness to learn autonomously is clearly shown throughout the findings gathered from the pupils' questionnaire. Therefore, in case of Hammadi Mohamed and Hamki Idir first-year literary pupils who are far from being autonomous learners, "Training stage" can be supportive to help learners to become autonomous agent. This explains that, teachers can start making their learners responsible of things; such as, choosing the theme of the project work, or the material to be used that would be helpful to guide learners to start taking responsibility.

In addition, "teacher's training institutions" can prepare EFL teachers to enhance learner's autonomy, not only by providing them with what autonomy means, but also with the needed techniques and strategies, and how to implement them to reduce pupils' reliance and dependence on their teacher, during their training phase. As suggested by Little (1996:197-180):"*we must provide trainee teachers with the skills to develop autonomy in the learners who will be given into their charge, but we must also give them a first-hand experience of learner autonomy in their training*".

2. Learners' Readiness to Learn Autonomously

Learners' willingness and readiness to learn by themselves play an important role in the development of learner autonomy. Therefore, exploring whether first-year literary learners are ready, or not to take charge of their own learning, is conducted as the second objective of the present inquiry.

In accordance to the results of the present work it is demonstrated that, (98.9%) of first-year literary pupils at Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou like the English language, and (86.67%) view independent learning important. In fact, having a positive attitude towards the English language, and being aware that learning independently is important are basically one of the crucial characteristics of a responsible learner, which can contribute positively in enhancing their autonomy, because

it is not possible to develop something that we are not interested in, or we are not aware about its significance.

After the analysis of the pupils' responses, it is demonstrated that despite that the majority (86.67%) of Hammadi Mohammed and Hamki Idir first-year literary pupils argue that independent learning is important, but (66.67%) of them are not ready to learn by themselves. However, an autonomous learner is basically defined as; the one who takes the responsibility for his/her own learning. In this regard, Sharle and Szabo (2000: 04) state: "*success in learning very much depends on learners having a responsible attitude*". Therefore, being responsible of one's own learning is a crucial factor to achieve any learning goal in general, and to achieve an autonomous learning in specific, since being responsible is one of the core characteristics of an autonomous learner.

According to the results obtained in this study, (60%) learners out of (90%) are over relayed on their teachers; this is mainly the main reason behind their failure to learn autonomously. Regarding (55.56%) of first-year literary learners at Hammadi Mohammed and Hamki Idir secondary schools of Tizi-Ouzou believe that; the process of autonomous learner is the responsibility of their teachers. In addition, (58.89 %) of them prefer to relay on their teachers to overcome the difficulties they face in doing classroom activities. This shows that, first-year literary learners of Hammadi Mohammed and Hamki Idir are not "self-reliant", since they prefer to wait for their teachers to provide them with the needed instructions, instead of making personal efforts to develop their competencies in the English language. Indeed, "self-reliance" is what determines an autonomous and responsible learner. However, first-year literary pupils at Hammadi Mohamed and Hamki Idir relay more on their teachers than on themselves.

Autonomous learners are those who are not only satisfied with what is given to them by their teachers, they always look for further means that would facilitate the task of becoming autonomous learners, and develop their educational capacities. Accordingly,

Nunan (1997:03) argues that: "*not everything can be taught in class*". However, from the results of this research it is deduced that (72.22%) of Hammadi Mohammed and Hamki Idir first-year literary pupils rarely use other resources to develop their competences in English Language. Besides, (52.22%) of them rarely study the English language outside the classroom setting. As far as, the investigated sample is concerned using additional resources; such as, instructional materials and looking for ample ways to develop their capacities in the target language can be a crucial support to achieve learner's autonomy, and develop their responsibility. Plenty tools can be used by EFL learners to enhance their abilities to learn independently. For instance, the internet that is a modern tool, from which many resources can be drawn to enhance their responsibility in learning. They can use YouTube to watch instructional videos in the target language.

In addition, autonomous learners plan to assess how well their learning is, and work to progress their weaknesses instead of always waiting for teacher's evaluations. From the analysis of the data collected it is acknowledged that (53.33%) of learners rarely check how well they master the learned concepts. "Self-evaluation" as an autonomous learner characteristic gives them a chance to manage their own learning, and develop their independence in learning. Thus, learners' awareness, and training of how they can use "self-evaluation" strategy can be crucial to reach success in tasks they are engaged in. For instance, in writing tasks pupils can write essays to decide how well they master the use of specific points, or structures, such as; tenses, punctuations….etc.

To conclude, from the analysis of the obtained data it can be said that; even though, learner autonomy is taken into account by EFL teachers at Hammadi Mohammed and Hamki Idir, and they adopts various strategies and principals to help their learners to enhance their autonomy. But, first-year literary pupils at Hammadi Mohamed and Hamki Idir are far from being ready to take in charge their own learning autonomously, they still over relied to their teachers. As cited by EFL teachers at Hammadi Mohammed and Hamki

Idir, first year learners are so used to the idea, that the teacher is the only provider of knowledge, this makes them unready to learn by themselves. Therefore, the second hypotheses of the present research stating that first-year literary learners of Hammadi Mohamed and Hamki Idir secondary schools are not yet ready to take charge of their own learning; is confirmed.

Conclusion

This section permitted us to interpret the results of the teachers' interview, and the classroom observation; as well as, the data collected from the pupils' questionnaire. As regard to the promotion of the learner autonomy in the Algerian secondary school through lesson plan .The discussion of the gathered data answer the research questions stated in the general introduction, and confirm the first hypothesis of the present inquiry which states that; EFL teachers at Hammadi Mohammed and Hamki Idir design their lesson plan in a way it contributes in developing learners' autonomy. Regarding the second hypothesis which is first-year literary learners of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou can learn autonomously, it is refuted.

General Conclusion

The present dissertation investigates the promotion of learner autonomy in secondary schools in relation to the role of teachers' lesson plan to foster learner' autonomy.The current research aims to examine, whether the concept of learner autonomy is perceived to be promoted in English language teaching through lesson plan. It takes first-year literary learners at Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou as a case study to carry out this research.

To bring an answer to the advanced research questions, Leni Dam (2011) theory to Develop Learner Autonomy in an Institutional Context, and Hunter (1982) WIPPEA Model of Lesson Plan are adopted as the theoretical framework of the present study. Additionally, it adopts the quantitative, and the qualitative research techniques for both data collection, and data analysis to investigate the research questions, analyse the data, and confirm or refute the advanced hypotheses. The quantitative data gathered from the pupils' questionnaire are analysed using the computer program (SPSS), while the results of the classroom observation checklist are interpreted relying on Leni Dam (2011) and Hunter (1982) theoretical frameworks. The quantitative data collected from the teachers' interview are analysed using the Qualitative Content Analysis (QCA).

The discussion of the outcomes of the interview, the classroom observation, and the questionnaire give evidence to the research questions of this study. The present research reveals that; the results obtained from a classroom observation checklist, and teachers 'interview show that; EFL teachers at Hammadi Mohammed and Hamki Idir secondary schools of Tizi-Ouzou are familiar with the new role designed for teachers in an autonomous classroom, and they plan various practices and adopt different strategies to help their learners to develop their autonomy. In addition to this, the results of this inquiry reveals that; first-year literary learners of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou are unwilling to be responsible of their learning, and consider the teacher as the only leader of

knowledge and decision maker .Besides, they do not know how to learn alone.

As a final conclusion that can be drown from the data collected through this investigation ;Hammadi Mohamed and Hamki Idir EFL teachers consider the notion of autonomy ,and make a significant efforts to help their learners to move a step towards autonomy .However, as it is obviously clear from the pupils' questionnaire, first-year literary learners of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou, are not yet ready to take charge of their own learning, as stated by the third interviewed teachers in Hammadi Mahammed and Hamki Idir "*learners are not able to assimilate the point that, they have to do everything alone, and rely more on themselves rather than on their teachers*". Therefore, in accordance to the obtained results, the first hypothesis advanced in the present investigation which states that; EFL teachers at Hammadi Mohamed and Hamki Idir desing their lesson plan in a way it contributes in developing learners' autonomy is confirmed. Whereas, the second hypothesis claiming that ; first-year literary pupils can learn autonomously is refuted.

In hope that the present inquiry contributes in the field of English Language Teaching, it is important to mention that; the present work is targeted only to first-year literary learners of Hammadi Mohamed and Hamki Idir secondary schools of Tizi-Ouzou. Therefore, the collected data in the present research cannot be generalized to other EFL teachers and learners. Thus, this provides the implications for future research. Other works can be conducted, by changing the investigated population. Moreover, more empirical research can be carried out to explore the needed knowledge, and conditions for language teachers to promote learner autonomy.

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Appendix (1)

Teachers' Interview

Question One: In your opinion, is learner autonomy something innate or an ability that can be promoted through lesson plan?

Question Two: It is stated that "teachers should change their traditional ways of teaching, and adopt new roles of teaching that make learners active participants". In your opinion, what do these new roles stand for in building up an autonomous learning?

Question Three: What are the teaching strategies that you adopt, in order to help your learners to enhance their autonomy?

Question Four: What sort of activities that you design to foster learner autonomy?

Question Five: How do you assess your learner's attainment of the lesson objective?

Question Six: what are the constraints that you face in your request to enhance learner autonomy?

Question Seven: What are the solutions that you can suggest to overcome the constraints that hinder your request to enhance learner autonomy?

Appendix (02)

Classroom Observation

Observed Items	Frequency				
	Always	**Often**	**Sometimes**	**Rarely**	**Never**
Do teachers ask learners to recall previously learned Knowledge and review the new knowledge ?					
Teacher introduces the lesson objective to the learners and give them opportunities to make choices.					
Teachers help learners to take actively part in the learning process while presenting the new information.					
Teachers provide learners with guided activities for an authentic use of the target language.					
Do teachers evaluate learners' attainment of the lesson objective?					
Teachers provide learners with application activities.					

Table 01 : Teachers' Frequency to Enhance learner autonomy through lesson plan.

Questionnaire for First-Year Secondary School Pupils

Dear learners,

      The questionnaire is meant for a scientific research to measure whether you are ready, or not to take charge of your own learning, and how independent you are in learning the English language; especially, through the perception of lesson planning in an autonomous learning. Hence, you are kindly requested to answer the following questions, by putting a tick on the answer you think is more appropriate. Please, answer sincerely to guarantee the success of the research.

                         Thank you for your precious help.

Section One: **Learners' Views towards the English Language:**

Q 01: Do you like the English language ?

    a. Yes ☐

    b. No ☐

Q 02: In your opinion, is learner autonomy in the English Language classes?

    a. Important ☐

    b. Not important ☐

Q 03. Do you think that you can learn by yourself?

    a. Yes. ☐

    b. No. ☐

Q 04. If not, because:

    a. You rely on your teacher ☐

    b. Because he/she knows best ☐

    c. you do not know how to learn by yourself ☐

Q05. In your opinion, developing the ability to learn by yourself is based on?

    a. Teacher-role   ☐

    b. Learner-readiness ☐

    c. Shared relationship between teachers and learners ☐

*Section Two***: Learners' Ability to Learner Autonomy**

Q 06. When facing difficulties in doing classroom activities do you prefer to?

    a. Ask the teacher for help ☐

    b. Rely on your self ☐

    c. Discuss it with your classmates ☐

Q 07. How often do you evaluate the progression of your own learning?

    a.Always ☐ **b.**Someteime ☐**c.**Often ☐**d.**Rarely ☐**e.**Never ☐

Q 08. How often do you study the English language outside the classroom?

    a.Always ☐ **b.**Sometimes ☐ **c.**Often ☐**d.**Rarely ☐ **e.** Never ☐

Q09. How often do you use other resources to develop your level in English?

    a.Always ☐ **b.**Sometimes ☐ **c.**Often ☐**d.**rarely ☐ **e.**Never ☐