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**A Comparative Analysis of Learner Autonomy in First
and Second Generation Algerian Middle School
Textbooks of English**

A Dissertation Submitted in Partial Fulfillment of the Requirement for Master Degree in
Didactics of English.

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Dedication

I dedicate this simple work

- ❖ *To my beloved Mother who provided me with the encouragement, love and prayed for my success.*
- ❖ *A special feeling of gratitude to my loving sisters and brothers for their whole-hearted support.*
- ❖ *To all my extended family.*
- ❖ *I also dedicate this work*
- ❖ *To all my friends and teachers at the University of Mohammed Saddik Ben Yahia.*
- ❖ *And special thanks to my best friends Roufaida, Nassira and Rabiaa who never left my side.*
- ❖ *To all those who have been supportive, caring and patient.*

Meriem

In the Name of Allah, Most Gracious, Most Merciful

I dedicate this work to:

- ❖ My dear mother ,the candle of my life , who never stopped supporting me and encouraging me to make my steps forward
- ❖ To my dear father ,who have devoted his life to see me succeed
- ❖ To my beloved and only sister for all the help and moral support
- ❖ To all my lovely cousins especially : Darine, Yousra, Kawter , firouz , houda and Nadir
- ❖ To all my wonderful aunts especially my second mother Widdad
- ❖ To all my uncles and their wives especially my uncle Ali for being supportive all along my period of education
- ❖ Special dedication to my dearest friends with whom I have shared the best days of my life with its lights and shadows : Meriem, Nassira , Rabiaa
- ❖ To my grandfathers who are always in my heart and my grandmothers

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Abstract

This study attempts to evaluate the application of learner autonomy in third year middle school textbooks namely, “My Book of English, Year Three” and “Spotlight on English, Book Three”. It is a comparative analysis to investigate whether middle school EFL teachers really understand and apply the concept of learner autonomy. Moreover, it seeks to evaluate the extent to which the newly EFL middle school textbook of English has improved the implementation of learner autonomy in comparison to the old one. Subsequently, it aims at analyzing the role of learner autonomy in first and second generation Algerian middle school textbooks of English. Through this study, two research instruments are used, a textbook evaluation based on Nunan’s model (2003), and a teacher’s questionnaire. Teacher’s questionnaire was handed to a sample of fifteen (15) third year EFL teachers of English middle schools in the wilaya of Jijel. From the overall results, it is concluded that both textbooks fail to introduce Nunan’s (2003) nine steps to learner autonomy. Both textbooks could not reach the required level of self –directed learning. Additionally, out of nine steps three steps are commonly not included in both textbooks. Thus, it can be confirmed that textbook designers could not provide autonomy- oriented activities that help in creating an autonomous learning context. This might suggest that learner autonomy is not better articulated in the newly designed middle school English textbook than the old one. Moreover, there is a stark contradiction between the findings of the questionnaire and the findings of our evaluation of the textbooks. This contradiction is an evidence that teachers’ satisfaction rises from their lack of awareness of the real scope learner autonomy. This false sense of satisfaction is considered as a real handicap to any reform or innovation of the curriculum currently in use.

Key Words: Learner Autonomy , Textbook , comparative analysis , middle school.

List of Abbreviations and Symbols

%: Percentage

BAC : Baccalaureate.

BEF: Basic Education Certificate

BEM: Brevet D'enseignement Doyenne

CALL: Computer Assisted Language Learning.

CBA: Competency-based approach

CBE: Competency based Education.

CBLT: Competency Based Language Teaching.

CD: Compact Disc.

CEMLP: Council of Europe s Modern Language Project.

CLT: Communicative Language Teaching.

CNEG : Centre National de l'Enseignement Généralisé.

CNRE: Conseil National de la Reforme de l'Éducation.

CRAL: Centre de Recherche et D'application en langue.

DVD: Digital Video Disk.

EFL: English as a Foreign Language.

ELT: English Language Teaching

Etc.: Etcetera.

I.e.: It means.

ICTs: Information Communication Technologies.

LA: Learner Autonomy.

LLA: Language Learning Autonomy.

MBOE3: My Book of English, Three

MS: Middle School.

N: Number.

Q: Question.

ROM: Read Only Memory.

SOE3: Spotlight on English, Three.

UNESCO: United Nations Educational, Scientific and cultural Organization.

USA: United States of America.

List of Tables

Table 2.1. Levels of autonomy.

Table 2.2. Comparison Between Autonomous and Non- autonomous Classroom (Nunan, 1996;21).

Table 3.1. My Course book Presentation.

Table 3.2. The objectives of each section.

Table 1: Teachers' Qualifications.

Table 2: Teachers' Experience.

Table 3: Teachers' Opinion about Teaching English in MS.

Table 4: The Way Teachers' Describe Themselves as English Teachers.

Table5: The Relationship between CBA and LA.

Table 6: Teachers' Awareness of the Misconception of Learner Autonomy.

Table 7: An Equivalence Concept to "Learner Autonomy" in Arabic.

Table 8: Teachers' Assessment to the Level of Pupils Autonomy.

Table 9: Teachers Responses to Whether Learner Autonomy Depends on Teacher Autonomy.

Table 10: Teachers' Perception on the Promotion of LA.

Table 11: Teachers' Overall views Whether Learners Take Part in Their Learning.

Table 12: Teachers' Responses Whether Project Works Are Done Autonomously.

Table 13: Teachers' Responses on the Utilization of the Textbook under Study.

Table14: Teachers' Overall Opinion of the Content of the New Textbook.

Table 15: Teachers' Overall Opinion of the Design of the New Textbook.

Table 16:Teachers' Evaluation of the General Objective of Teaching English in Algeria in New Textbook.

Table 17: Teachers' Preferred Textbook in Adopting Autonomy.

Table 18: Teachers' Evaluation of the Textbooks on the Implementation of Nunan's Model.

Table 19: Teachers' Responses to Whether the Textbook Needs Improvement.

List of Figures

Figure 2.1. Components of Autonomy in Foreign Language Learning.

Figure 2.2. Autonomy in Language Learning and Related Areas of Practice (Benson, 2001, p111).

Figure 3.1. The Front Cover of “My Book of English”

Figure 3.2. The Back of Cover of “My Book of English”

Figure 3.3. The Book Cover

Table of Contents

Dedication	1
Acknowledgements	3
Abstract	4
List of Abbreviations	5
List of Tables.....	7
List of Figures	8
Table of Contents	9
 General Introduction	
1. Background of the study	14
2. Statement of the Problem	14
3. Aim and Significance of the study	15
4. Research Question.....	15
5. Methodology of the Research	15
6. Structure of the Study	16
 Chapter one: Teaching English in The Algerian context	
Introduction.....	21
Section one :The Algerian Educational System and Reform.....	21
1.1.1.The Structure of Education in Algeria	21
1.1.2.The Status of Teaching English in Algeria.....	22
1.1.3.School Reform in Education.....	23
1.1.3.1. First Reform :Arabisation.....	23
1.1.3.2.Second Reform: The Fundamental schooling System.....	24
1.1.3.3.Third Reform: English in Primary school.....	25
1.1.3.4.Reform of 2003	25

Section Two :Teaching English after The Reform of 2003: A Focus on Competency- based Approach.....26

1.2.1.Background of CBA.....26

1.2.2. Definition Of CBA.....27

1.2.2.1. Definition Of Competency27

1.2.2.2. Definition of competence27

1.2.2.3.Definition of Competency –based Approach.....28

1.2.3.Characteristics of CBA.....29

1.2.4.CBA and it Principles30

1.2.5.Objectives of CBA.....30

1.2.6.Teacher and Learner Roles.....31

1.2.7.Advantages of CBA.....32

1.2.8.Limitations of CBA.....32

Conclusion33

Chapter two: Learner Autonomy

Introduction.....37

Section One: Literature Review.....38

2.1.1. The Historical Background of the Term Autonomy38

2.1.2. Various Definitions of Learner Autonomy.....39

2.1.3. Origins of Learner Autonomy.....41

2.1.4. Components of Autonomy42

2.1.5. Levels of Autonomy.....44

2.1.6. Fostering Learner Autonomy.....45

2.1.7.Definiton of Fostering Learner Autonomy.....46

2.1.8. Approaches to Fostering LA.....46

2.1.8.1. Research -based Approach.....47

2.1.8.2. Learner- based Approach.....	48
2.1.8.3. Technology–based Approach.....	48
2.1.8.4. Classroom –based Approach.....	50
2.1.8.5. Curriculum–based Approach.....	50
2.1.8.6. Teacher –based Approach.....	51
2.1.9. Significance of LA	51
Section Two : Learner Autonomy.....	53
2.2.1. The Implementation of CBA in the Algerian Context.....	53
2.2.1.1. Competence.....	54
2.2.1.2. Problem Solving.....	55
2.2.1.3. Transfer of Knowledge.....	55
2.2.2. Autonomy Within CBA.....	56
2.2.3. learning Strategies for Learner Autonomy.....	57
2.2.3.1. Metacognitive Strategies.....	58
2.2.3.1.1. Planning Strategy.....	58
2.2.3.1.2. Monitoring Strategy.....	58
2.2.3.1.3. Evaluation Strategy.....	59
2.2.3.2. Self-Motivating Strategies.....	59
2.2.3.3. Cognitive Strategies.....	59
2.2.4. Classroom Paradigm Shift	59
2.2.4.1. From Teacher Centeredness to Learner Centeredness.....	59
2.2.4.2. Classroom Autonomy.....	61
2.2.4.3. Teacher Autonomy	63
2.2.4.4. The Autonomous Learner	64
2.2.5. Principles to Fostering Learner Autonomy	65
2.2.6. Challenges in Promoting Learner Autonomy.....	66
Conclusion.....	68

Chapter Three: Field of Investigation

Introduction.....	71
3.1. Textbook Definition.....	71
3.2. The Role of a Textbook in the EFL Classroom.....	72
3.2.1. Benefits of The Textbook.....	73
3.2.2. Disadvantages of The Textbook.....	75
3.3. Definition of Evaluation.....	77
3.4. The Importance of Textbook Evaluation.....	78
3.5. General Information of the Books.....	79
3.5.1. My Book of English.....	79
3.5.2. Spotlight on English Book Three.....	83
3.6. Description of Nunans Model.....	85
3.7. Systematic Analyses of the Textbook.....	88
3.8. Results of Textbooks Analyses.....	95
3.9. Questionnaire.....	95
3.9.1. The Sample and Population	95
3.9.2. Description of the Questionnaire.....	95
3.9.3. Analyses of the Questionnaire.....	96
3.9.4. Discussion of The Results.....	110
3.9.5. Recommendations.....	111
3.9.6. Limitations of the Study.....	111
General Conclusion.....	113
References	
Appendices	
Résumé	
ملخص	

General Introduction

1. Background of the Study

Teaching English as a foreign language in the Algerian middle schools has witnessed many changes during the last decade. This shift aims mainly at improving the quality of teaching in Algeria so as to respond to modern world requirements. The process of teaching English depends largely on the use of textbooks which is essential for satisfying learner's needs as well as teacher's perceptions. In an attempt to make the EFL textbook program more accessible and teachable for pupils, new approaches have been introduced in language teaching. In Algeria, "The Ministry of Education" launched new educational reforms in the academic year (2002- 2003) as to change the teaching methodology; the competency based approach (CBA); the latter has reshaped the roles of teachers and learners and their responsibilities in classrooms(Boumella&Bouhzem , 2017). It aims at producing responsible and autonomous learners who are capable of taking charge of their own learning. Teachers in this novel approach are just facilitators of knowledge, in the sense that, it is a prominent shift towards learner -centeredness. That is, the teacher is no more the source of knowledge but rather more like a guide. However, in 2016 new educational reforms came to overcome the shortcomings of the first generation EFL textbook used by third year middle school pupils and replaced "Spotlight on English" textbook by a new one "My Book of English Middle School Year Three".

2. Statement of the Problem

At present time, the learner- centered approaches in English teaching has replaced the teacher-centered ones. That is, the teacher is no more the stake holder and the unique source of knowledge, but rather a facilitator or an advisor. There is a large number of researches in ELT field, precisely in Algeria that has focused on the usefulness of a textbook in fostering learner autonomy. To fill this research gap, the current study attempts to evaluate third year

middle school textbook of first and second generation programs. In other words, to decide on the application of learner autonomy in the first generation textbook in comparison to the second generation.

3. Aims of The study

Our study aims at:

- Analyzing the role of learner autonomy in first and second generation English middle school textbooks.
- Investigating teachers' and learners' attitudes towards learner autonomy.

4. Research Questions

This dissertation relies basically on these questions:

- Do EFL teachers of middle school really understand the concept of learner autonomy?
- To what extent the newly EFL middle school textbook has improved the implementation of learner autonomy in comparison to the old textbook?

5. Methodology of Research

In this study, we are adopting a comparative analysis of the role of learner autonomy in first and second generation middle school textbooks. As a starting point, we are looking for a detailed evaluation of two EFL textbooks. That is, to evaluate the textbook "Spotlight on English, Book Three", which was written in the first generation (2002-2003) and then compare it to the second generation course book "My book of English Middle School, Year Three" initiated in (2016). The aim behind our research, is to analyze and compare the two books to decide which one is more effective or helpful for middle school pupils to improve

their self-learning , and which one really succeeded to make learners able to gain a sense of control of their knowledge .The data collection procedure followed is mainly based on Nunan's model of 2003, which consists of nine (9) steps describing or checking the implementation of learner autonomy in the second generation textbook in comparison to the first generation textbook. The second research tool is the questionnaire that will be submitted to a sample of middle school EFL teachers. It is divided into three sections, the first part deals with teacher's general information .The second part probes teachers' perceptions of the concept of learner autonomy. The last section aims at conducting teachers' views on both textbooks to decide on the most autonomous between them.

7. Structure of the study

The aim of this work is to analyze and compare learner autonomy within third year English middle school textbooks; namely, "Spotlight on English, Book three" and "My book of English, Year three". For this reason, the research is made up of three chapters. The first two chapters constitute the theoretical part while the third one is for the field of investigation. The first chapter of this research entitled "The Algerian Educational System" is divided into two sections. The first section discusses the school reform and the changes brought to repair the system of education with a focus on the structure of education, the status of teaching English as a foreign language in Algeria. Additionally, it highlights the past reforms in education before 2003. The second section, is concerned with the concept of competency-based approach (CBA) as a newly approach introduced into the Algerian system of education. Moreover, it sheds light on some related issues: its characteristics, objectives, principles , and presents the role of the teacher and learner in CBA . Finally, it ends by giving an overview to the advantages and limitations of applying CBA in Algeria. The second chapter entitled "Learner Autonomy in CBA" and it comprises two sections as well. The first one provides a

theoretical background of the term autonomy. In addition, it sheds light on: its various definitions, origins, components, and its levels. Moreover, it provides a title about fostering learner autonomy followed by approaches of developing learner's autonomy. This section ends with the significance of Learner autonomy . The second section begins with a general overview to the implementation of CBA in the Algerian context along with related notions. It highlights the strategies a learner relies on during the process of autonomy. Additionally, it discusses the shift in classroom paradigm. Therefore, it explains related classroom concepts such as: classroom autonomy, the autonomous learner, teacher autonomy. Furthermore, it is also concerned with the notion of fostering autonomy and the different approaches. Eventually, the principles of developing learner autonomy will be discussed as well as the challenges learners may come across. The last chapter is concerned with the practical part and it is also divided into two sections. First section highlights some key concepts related to textbooks; also it is devoted to the analysis of the textbooks. The analysis is based on Nunan's model 2003. The second section provides a detailed analysis of data obtained from a teachers' questionnaire.

Chapter One:

Teaching English in the Algerian context

Chapter one: Teaching English in The Algerian context

Introduction.....	19
Section one :The Algerian Educational System and Reform.....	19
1.1.1.The Structure of Education in Algeria	19
1.1.2.The Status of Teaching English in Algeria.....	20
1.1.3.School Reform in Education.....	21
1.1.3.1. First Reform :Arabisation.....	21
1.1.3.2.Second Reform: The Fundamental schooling System.....	22
1.1.3.3.Third Reform: English in Primary school.....	23
1.1.3.4.Reform of 2003	23
Section Two :Teaching English after The Reform of 2003: A Focus on Competency- based Approach.....	24
1.2.1.Background of CBA.....	24
1.2.2. Definition Of CBA.....	25
1.2.2.1. Definition Of Competency	25
1.2.2.2. Definition of competence	25
1.2.2.3.Definition of Competency –based Approach.....	26

1.2.3.Characteristics of CBA.....27

1.2.4.CBA and it Principles28

1.2.5.Objectives of CBA.....28

1.2.6.Teacher and Learner Roles.....29

1.2.7.Advantages of CBA.....30

1.2.8.Limitations of CBA.....31

Introduction

This chapter is an overview of the development of the Algerian educational system. It discusses in the first section the school reform and the new changes brought to reform the educational system in Algeria. Then, it highlights the structure of education, and the status of teaching English as a foreign language in Algeria. Moreover, it provides a general background about the previous educational reforms that took place before 2003. The second section deals with the notion of competency-based language teaching as a newly approach introduced into the Algerian educational system. In addition to that, it sheds light on some important issues related to this approach such as characteristics , principles, and objectives .Then, it focuses on the role of the teacher and the learner within this approach .Finally , it explores the actual implementation and shortcomings of the competency based approach (CBA)in the Algerian school context.

Section One: The Algerian Educational System and Reform

1.1.1. The Structure of Educational system in Algeria

The Algerian educational system consists of three levels: primary, middle and secondary education. The first two stages are free and obligatory for all Algerian children. However, secondary education is optional. The School system is based on 1+5+4+3 model; in which children enter the nursery for only one year .At the end of the primary school pupils undergo a national examination “Primary school examination”. The next stage is the middle school which consists of three years, but it has been extended to four years as part of the 2003 reform. At the end of this phase students undergo a national examination to pass to the secondary education namely “Basic Education Certificate” (BEF), which was also changed in 2003 to “Brevet D’enseignement Moyne” (BEM). The secondary school phase is composed of three (3) years with three streams which are: Literary stream, scientific stream and

technological stream. This stage ends with a national baccalaureate examination (BAC), which enables students to carry out their tertiary education (Bellalem, 2008).

1.1.2. The Status of English in Algeria

In a world where globalization has imposed itself, the role of English as the main language in different fields has become a controversial issue. In this regard, Cook (2003) stated that “In recent years the growth of English has been further accelerated by startling expansion in the quantity and speed of international communication” (Cook, as cited in Boumella & Bouhzem, 2017, p.18). In the same line, Tiersky and Tiersky (2011) claimed that English is nearly spoken by about 1, 5 billion people and is the language of international communication, business, and technology. (Tiersky; Tiersky, as cited in Chelli and Khouni, 2013, p.65). English is considered as a second foreign language in Algeria. Chemami (2011) pointed out that “Teaching English is in competition with the French language since the year 2000” (p.231). English has become the chief language of education and learning, it is no more restricted to the English speaking countries, but to the entire world. Consequently, teaching English is becoming an essential part of modern education. In this respect, the Algerian ministry of education has stressed the growing role of English, as it gives access to modern sciences and technologies, and in an attempt to shrink the excessive utilization of French in everyday life.

Since 2001, the sector of education witnessed a wave of reopening and revival in Algeria. One of the major aims of the ministry of education behind launching these educational reforms is to change the situation of teaching English (Chelli & khouni, 2013, p.65). These reforms introduced into the system aimed at improving the quality of teaching and learning as well. This shift includes setting new approaches that focuses and stresses the role of learners and the empowerment of their learning. Moreover, the authority has adopted a policy

concerning teaching foreign languages, particularly English and French. French is used as a first foreign language, while English is still considered the second foreign language, which is introduced at the first year middle school level and lasts until the last year of secondary level.

However, the situation of teaching English in Algeria is that learners learn and use language only in the classroom and there are few opportunities for students to practice and speak the language outside the school. English is also taught at university level but as a separate branch or specialty.

1.1.3. School Reform in Education

Since its independence, Algeria has made great efforts to refine the educational system. Therefore, it has brought significant changes to resolve the weaknesses of the previous systems. However, this innovation was not only on the level of the academic yearly distribution, but also the inclusion of new methods, approaches, and even policies in the teaching of English.

1.1.3.1 First reform: Arabisation

After independence, the Algerian government started to rebuild its own nation in order to eliminate all traces of the French existence. Grandguillaum (2004) stated that “Algeria’s first president, Ahmed Ben Bella, initiated the policy of linguistic Arabisation in primary schools, and as early as October 1962”. (Grandguillaum, as cited in Benrabe, 2007, p.229). This policy aims at diminishing the use of French language in particular and European content in general. The government attempted steadily to increase Arabic sessions in all levels and all subjects. In return, there was a decrease in the amount of time, specified to teach French.

Basically, there were many hidden goals behind the Arabisation process, namely that of Islam and Arabic language, and that of modernity. Gordon (1996) asserted that : “Islam and Arabic

language were effective forces of resistance against the attempt of the colonial regime to depersonalize Algeria “ (Gordon , as cited in Benrabeh,2007,p.229). However, this policy has been widely criticized for ignoring the population linguistic diversity and denying any status to the languages spoken in Algeria. Additionally, the government was confronted with a massive increase (from 14% to 36.37%) in pupil enrolment in the first cycle (Benrabeh, 2007, pp. 227-230). This led to a lack in teaching personal which forced the government in 1964 to hire Egyptian teachers. However, due to their ignorance of the Algerian social reality and their different pronunciation of the language turned them to be completely unqualified for the job.

The next president, Colonel Boumedién, has perused the Arabisation process under his presidency (1965-1978). Until the 1970's, the educational system consisted of (5) years in primary school, (4) four years in middle school, and (3) three years in secondary education (Benrabah, 2007).

1.1.3.2 Second Reform: The Fundamental Schooling System

In 1976, an experimental schooling system called the fundamental school was implemented. It consisted of a combination of primary and middle school levels (9) years , in which all subjects were taught in Arabic language .But, then in 1977, when Mustapha Lacheraf came to office , French was used to teach the scientific subjects such as Math and Biology. In that system English was taught in the middle school at the age of 13 (Rezig, 2011) .Hence,the inclusion of English at the age of 13 is not beneficial.

According to Rezig (2011) there was a division at that time among the Algerian educators , those who favored teaching French , the language of modernization and science and those who consider Arabic language as their heritage and national identity of the country.

1.1.3.3. Third Reform: English in Primary School

Starting from 1993, the ministry of education launched a new teaching process aimed at improving the quality of foreign language teaching. Principally, primary pupils are to choose between French and English as a compulsory foreign languages taught by Algerian teachers in which (90% were Algerians). However, this process did not last long since the number of pupils who have chosen English was insignificant (Benrabah, 2007).

1.1.4. Reform of 2003

Since independence in 1962, the Algerian educational system has witnessed many reforms in all domains. The most important event that marked this period is the educational reforms that took place since 2003. Basically, a process of reconciliation and economic stability was initiated in the country in early 2000 (Bellalem, 2008). For this reason, a series of economic and political reforms were launched including those specified for the sake of innovating the educational system, to keep up with the wave of globalization and modernity. In this vein, in 2000 the government appointed a national commission for the reform of education (CNRE), to evaluate the current educational system and give over suggestions that will match with the country's new philosophy of democracy. Bader and Hamada (2015) stated that "As reports revealed weaknesses in 2001, UNESCO agreed in 2003 to budget the Algerian reforms". In other words, UNESCO recommended an urgent change at all levels of the system of education. As a first step, there was a shift from the fundamental school system of nine (9) years; it was divided into two separate stages, namely the primary and the middle schools. In which the primary level consists of (5) five years of study instead of (6) six years, while the middle school encompasses (4) four years with a final exam at the end of each stage. Additionally, these reforms were not limited to the academic yearly distribution, it also includes the adoption of a new teaching method to replace the former one "the teaching with

objectives “that relied mainly on teaching units to be fulfilled in a given period of time. However, this method was not exempt from criticism for being restricted to time rather than student’s mastery of the content.

Accordingly, it was replaced by a new teaching method adopting the principles of the competency based education (CBE), called the competency –based approach. As far as foreign language is concerned, French was reinstated as the first foreign language taught in 2nd year primary school. However, the status of English as a foreign language did not change; in return it was taken back from primary school to be taught in the first year of middle school.

Section Two: Teaching English after the Reform of 2003: Focus on Competency- based Approach.

1.2.1. Background of CBA

The notion of CBA was a controversial issue among researchers, in the sense that its concept holds both an old and an evolving idea. The CBA was first introduced in USA in the late of 1960’s and evolved through the application to other professional educational programs in the 1970’s. However, other researchers do not agree with this view. Chelli (2010) stated that “the theoretical roots of CBA lie in the Behaviorist model of human psychology from 1950’s” (p.14). This view explains the fact that CBA is about making presumptions about competency based on performance. In addition, it was argued that pitfalls resulted from the application of objectives in program planning gave rise to the competency based movement during the 1980’s as an alternative. Moreover , all the circumstances emerged during the 1950’s onwards lead to an urgent need for a practical English that people can use in their real life rather than the academic English taught at school (Richard ,2001,p.23-24). As a consequence of the growing role of English as an international language. In brief, it is argued

that CBA developed in ways that were influenced by more than one narrow approach to language learning and teaching.

1.2.2. Definition of CBA

Before dealing with the concept of competency –based approach , the terms “competence “ and “ competency” should be clearly defined to state the difference :

1.2.2.1. Competence

According to Merriam Webster dictionary, competence can be defined as “the quality or state of having sufficient knowledge, skill, judgment or strength (as far as a particular duty or in a particular respect). A competence can be then defined as the ability to act using a range of skills and knowledge in various situations. In this respect, Chelli (2010) viewed competence as “the quality of being adequately able or well qualified physically and intellectually, or the ability to do something well measured against a standard, especially the ability acquired through experience or training” (p.3). Broadly defined , it represents a set of knowledge and skills that enable one to act effectively in a variety of situations .Additionally , in the business dictionary the notion of competence covers a cluster of related abilities , commitments ,skills, and knowledge that enables a person (or an organization) to act effectively in a job or a certain situation.

1.2.2.2. Competency

The notion of competency involves the necessary knowledge and capacities that a given problem require. ELT Articles about English Teaching in Algeria considers a competency as “ a system of conceptual and procedural parts of knowledge organized into schemes that help identify a problem task, and its solution through an efficient action within a set of situations” (as cited in Chelli, 2010, p.5). Chelli (2010) added that a competency is know-how to act

process which integrates a set of capacities, skills, and knowledge combined to face problem –situations. In this regard, a competency might be a task, a job, or a role which varies from one context to the other. Moreover, a competency is the integration of knowledge, skills, and attitudes that are necessary for learners to perform real life tasks. In brief, “competence” is an advanced level of ability, while “competency” refers to a mastery level of functioning.

1.2.2.3. Competency –based approach

CBA refers to an educational movement that has been influenced by the principles of competency –based education (CBE). This approach seeks to bridge the gap between the classroom tasks and the everyday life of the student. Schenck (1978) views the CBA as «an outcome based instruction that is adaptive to the needs of students, teachers, and community”. (Schneck, as cited in Nkwetisama, 2012, p.519). This means that, this approach is based on a set of competencies determined through analyzing the student’s achievement in real life situation . Docking (1994) stated that “CBA teaching by comparison is designed not around the notion of subject matter knowledge, but around the notion of competency. The focus moves from what students know about knowledge to what they can do with it” (Docking, as cited in Richards & Rodgers, 2001, p.144). This view holds that, teaching under the CBA is based on what learners are expected to achieve rather than on the knowledge they have acquired.

In other words, it focuses on useable skills, knowledge and attitudes to carry out a given task. Accordingly, CBA has also shifted the roles of teachers and learners, where learner centeredness and autonomy are highly stressed. Learners are no more passive receivers of knowledge; they became actively engaged in the process of learning where they gain a sense of control over their learning. Bader (2007) added that” The competency- based approach as its name suggests, seeks to establish competencies in learners so they can put in practice

what has been acquired at school in extra school setting” (p.45). The CBA operates in a way that enable learners to be autonomous and self- oriented individuals .Similarly, the teacher’s role has also shifted from a spoon feeder to a mentor and a facilitator of learning.

In a nutshell, CBA is an approach based basically on the learning outcomes that emphasizes the product rather than the process. It seeks to help students demonstrate their mastery of what is taught and apply it to deal with real world tasks.

1.2.3. Characteristics of CBA

Competency –based approach as a teaching program, lies within a set of characteristics which all together emphasize the learning outcomes which are according to Auerbach (1983):

- ❖ A focus on successful functioning in society: the aim of CBA is to prepare individuals who are able to face real world problems.
- ❖ It is a problem solving approach: in that it places learners in problematic situations to check their ability to carry out real problems that is learners learn by action.
- ❖ Emphasize life skills: instead of teaching language in isolation, in CBA it is taught as a function of communication about real tasks.
- ❖ Task –centered orientation: what is important in this approach is what students are able to do as a result of instruction, it centers on what learners need to learn.
- ❖ Student –centered approach: objectives are designed in terms of individual needs, prior learning and achievements are taken into account in developing curricula .Instruction is not time –based, students’ progress at their own rates.
- ❖ It is social constructivist: in the sense that learning occur through social interaction with other people of society. In other words, learning is not the transmission of pre-acquired knowledge, but as creative use of the newly constructive knowledge.

- ❖ Finally, the CBA is a cognitive approach .It is indebted to Bloom’s Taxonomy of education. It has to do with the classification of our learning outcomes into levels of complexity and specificity. He claimed that according to the model, learners must achieve the lower order objectives before he moves to higher ones.

1.2.4. Objectives of CBA

Nunan (1988) assumes that CBA seeks to achieve the following objectives:

- ❖ To provide learners with efficient learning strategies.
- ❖ To assess learners to identify their own individual ways of learning ways of learning.
- ❖ To develop skills needed to negotiate the curriculum.
- ❖ To encourage learners to set their own objectives.
- ❖ To encourage learners to adopt realistic goals.
- ❖ To develop learners skills in self – evaluation.

1.2.5. Principles of CBA

They are divided into sections, principles concerning learners and those concerning teachers.

Louznadji (2009) set these following principles:

a- Concerning Learners

- ❖ The learner should be motivated and creative.
- ❖ Learners see each other as resources.
- ❖ Learners can make some decisions (homework, topics).
- ❖ Learners are not afraid of making errors.
- ❖ Learners use English in classroom more than the teacher.
- ❖ Learners must be aware of the strategies they can use to learn better.

b- Concerning the Teacher

- ❖ Teachers allow time for learners to think.
- ❖ Teachers encourage learners to derive rules.
- ❖ Teachers use a variety of activities to address different learning styles.
- ❖ Teachers plan the task, monitors the work but without destroying it. (Louzandji, as cited in Taieb Ben Abbas, 2017, p.12-13).

1.2.6. Teachers' and Learners' Role in CBA

- **Teachers**

Teachers under a learner –centered approach, are no more the source of knowledge but rather a facilitator or an advisor. That is to say, learners construct their knowledge through making research, preparing their lessons, collaborating with peers ..., etc. In this vein, Bader and Hamada (2015) hold that “ they assist their learners all along the path towards competency acquisition still they have to determine what and how well learners must perform” (p.4).

Teachers under this approach have to prepare students for active and autonomous learning, and interfere only if they are asked by learners. Moreover, Paul (2008) maintains that “teachers need to be providers of authentic materials, activities, and practice opportunities “(Paul, as cited in Bader, 2010, p .4). This means that, teachers should also supply learner with the necessary materials that will help improve their learning skills. Chelli (2010) added that: “ the teacher is a researcher as well in his class , listening ,watching , and asking questions that are essential features of his teaching job”.

- **Learners**

Learners are seen as active participants in the learning process under the CBA, who are responsible of their own learning and encouraged to think critically. Basically, the main role of the student is to look for information and construct knowledge individually without the help of the teacher as in previous approaches. Moreover, Richards and Rodgers (2001) advance that “The learner needs to practice and perform the skills taught . Thus , in this approach the learner is no more a passive receiver of knowledge , he became more involved and responsible as he performs a set of roles which enables him to actively participate in the learning process.

1.2.7. Advantages of CBA

Competency –based approach gives learners responsibility for their own learning, so they can learn and explore more intellectually. Richards and Rodgers (2001) mentions four advantages of a competency –based approach:

- ✓ The learning competencies are specific and practical and they are directly related to the learner’s needs and interests.
- ✓ The learner is able to judge and give his opinion whether the competencies are relevant and useful.
- ✓ The competencies being taught and tested are specific and public; hence the learner knows exactly what need to be taught.
- ✓ Competencies can be mastered all at once, so the learner can see what has been learned and what remains to be learned.

1.2.8. Limitations of Competency –based Approach

There are few limitations of CBA compared to the benefits it has provided. This kind of courses requires students to be hard workers and currently effective participants in classroom. That is to say, it demands learners to be self-disciplined, self –motivated, and able to work and plan effectively, which might not be the case for all other learners in class. Additionally, CBLT emphasizes on observable outcomes however, much learning cannot be observed. More importantly, focusing only on the results obtained at the end of a course study disguises the complexity of the language and the teaching process. In this respect, Auerbach (1986) holds that “critics of CBLT argue this approach carries hidden assumptions about reality and social order. That is to say, it is value governed in that it imposes its own norms.”(Auerbach, 1986). Bouhadiba (2015) added that “This approach is a time- based teaching instruction; it has proven to be helpful in specific teaching environments. However, it turns to be inappropriate if the course objective is to guide learners to act a set of tasks on the basis of knowledge acquired along the learning process. In this vein , Bouhadiba (2015) added that “ the school learner knows basically how to perform an addition , multiplication, a subtraction , or a division in class , but he fails to apply this knowledge in real situation” (p.2).

Conclusion

In brief, competency –based approach is a relatively new approach to teaching. It is an application of the general principles of CBE that focuses mainly on teaching competencies and aims at preparing learners to accomplish real tasks in different situations. However, it does not suit all kinds of learners due to their different learning capacities and self-motivation.

Chapter Two:

Learner Autonomy

Chapter two: Learner Autonomy

Introduction.....	33
Section One: Literature Review.....	34
2.1.1. The Historical Background of the Term Autonomy	34
2.1.2. Various Definitions of Learner Autonomy.....	35
2.1.3. Origins of Learner Autonomy.....	37
2.1.4. Components of Autonomy	38
2.1.5. Levels of Autonomy.....	40
2.1.6. Fostering Learner Autonomy.....	41
2.1.7. Definiton of Fostering Learner Autonomy.....	42
2.1.8. Approaches to Fostering LA.....	42
2.1.8.1. Research -based Approach.....	42
2.1.8.2. Learner- based Approach.....	44
2.1.8.3. Technology –based Approach.....	45
2.1.8.4. Classroom –based Approach.....	46
2.1.8.5. Curriculum –based Approach.....	46
2.1.8.6. Teacher –based Approach.....	47
2.1.9. Significance of LA	47

Introduction

Foreign language teaching has passed through changes throughout history. Traditional methods which were teacher centered, failed to meet the demands of modern society requires effective use of knowledge and information in real life situations. As a result, there has been a shift to learner –centered approach with a major objective of enabling learners to take responsibility of their learning .To be more specific, as the theory and practice of language teaching enters a new century, the importance of empowering students to become more autonomous in their learning become more prominent theme.(Nadjeeb , 2012 , p. 1238).

This chapter aims to present a theoretical background about Learner Autonomy (LA). It encompasses two sections; the first one provides a historical background of the term autonomy. Therefore, it discusses the various definitions proposed by different researchers to the concept LA. Furthermore, it points out its origin in the theory of language learning, it also covers the component and levels LA. Additionally, it explores the approaches to involve learners to develop their autonomy and self –reliance. Eventually this chapter ends with the significance of LA.

Language teaching nowadays is seen not as an ability to teach, but as an ability to make learners learn. Thus, the second section of this chapter deals with issues related to autonomy. As a matter of fact, a whole section which will cover the autonomy process starting from the implementation of Competency –Based Approach (CBA) in the Algerian context to the state of autonomy within this approach. . Additionally, it highlights the learning strategies that learner rely on during the autonomy process within the framework of CBA. Moreover, it discusses the shift in classroom paradigm towards a more learner-centered approach in an attempt to help teachers and learners share control and responsibility in classroom .Therefore, we will discuss major issues related to classroom will be discussed such as: classroom

autonomy, the autonomous learner, and teacher autonomy. Ultimately, this section sheds light on fostering learner autonomy and the main approaches provided for students to manage and promote their learning. Substantially, we will explore the principles of developing autonomy as well as to the challenging circumstances that learners usually come across to and impedes them to become independent learner.

Section I: The Nature of Learner Autonomy

2.1.1. The Historical Background of the Term Autonomy

In order to comprehend the field of autonomy, it is important to be aware of its origins and historical background. The concept of autonomy is originated from Ancient Greek “Autonomia” from “Autos” which means self, and “nomos” which means law, and has gradually advanced to refer to various meanings such as; self-legislation, self-governance, self-ownership, self-determination and personal sovereignty. Nevertheless, the concept was mainly used by Ancient Greek writers to speak about the right of city-states to self-governance and freedom from the interference of foreign power (Khoshima; Rezaeian Tiyyar, 2015, p.65).

This concept was utilized in political environment and legal text in Europe during the 17th and 18th centuries, to indicate the individual's ability to handle his own affairs by contract. After all, at the end of the 19th century, a number of writers regarded the notion of autonomy as an old-fashioned concept traced back to the Dark Ages. The concept “Autonomy” was widely used in philosophy and different social sciences at the beginning of the 20th century, and since then the field of education is one of these sciences, various scholars and educationalists focused on the concept of autonomy and claimed that education should be independent by itself. (Kadi, 2018, p. 5-6).

2.1.2. Various Definitions of Learner Autonomy

The term ‘learner autonomy’ was first originated in 1981 by Henri Holec, the father of learner autonomy (Olofsdotter Borg, 2010, p. 4). A number of definitions have since been given to the term, depending on the writer, the context, and the level of debate educators have come to, and also due to the complexity of this term.

According to “Djoub” (2013), Holec (1981) gave the most well-known definition of LA. He defined it as: “the ability to take charge of one’s own learning” (Holec, 1981 p.3) (Djoub, as cited in Selama, 2018, p.2) in which means to have, and to hold the responsibility for all the decisions concerning all aspects of this learning .i.e. :

- ✓ Determining the objectives.
- ✓ Defining the contents and progressions.
- ✓ Selecting methods and techniques to be used.
- ✓ Monitoring the procedure of acquisition.
- ✓ Evaluating what has been acquired.

Similarly, Little (1991) views autonomy as: “a capacity for detachment, critical reflection, decision –making, and independent action. It presupposes, but also entails that learners will develop a particular kind of psychological relation to the process and content of his learning” (p.4).

Another close definition of learner autonomy is also put forward by Little (1999) who views it as: “a capacity for a certain range of highly explicit (that is, conscious) behavior that embraces both the process and the content of learning” (p.11). (Little, as cited in Selama, 2018, p.3).

Little (1994) also suggested that before deciding what autonomy is should first describe what autonomy is not. In this respect, he offers five points, which sum up his view of what autonomy is not: (Little, as cited in Harvathova , 2011, p.122).

- ✓ A synonym for self-instruction, autonomy is not limited to learning without a teacher.
- ✓ A matter of letting the learners get on with thing as best they can, autonomy does not entail an abdication of responsibility on the part of the teacher.
- ✓ Something that teachers do to learners. It is not another teaching method.
- ✓ A single, easily described behavior.
- ✓ A steady state achieved by learners.

Benson and Voller, 1997, p.1-2) , also have produced an excellent book on learner autonomy. They adopt Henri Holec's definition of autonomy as " the ability to take charge of one's learning and point out that in language education the term is used in at least five different ways:

- ✓ For situation in which learners study entirely on their own.
- ✓ For a set of skills which can be learned and applied in self-directed learning.
- ✓ For the exercise of learner's responsibility for their own learning.
- ✓ For an in-born capacity which suppressed by institutional education.
- ✓ For the right of learners to determine the direction of their own learning.

Dickinson (1987) on the other hand, views LA as decision making in learning context. According to him autonomy refers to the situation on which the learners are responsible for the decisions concerned with his or her learning and the implementation of these decisions (Dickinson, as in Hadi , 2012 , p.7).

Jacobs and Farrell (2001) , for their part , regard LA as a concept that transforms the process from teaching into learning . That is , from being teacher –centered into learner centered (P.5).

As a result, autonomy manifests itself in different contexts, ways, at different degree and within the same person at different times.

2.1.3. Origins of Learner Autonomy in language Learning

In recent years, there has been an increasing interest in autonomy in the field of education in general and in language learning in particular. Therefore, language learning becomes a significant constituent in people’s life. Accordingly, learners are held responsibility for taking control over their learning. The majority of researchers pointed out the role of autonomy in learning a worthwhile educational aim so to enable learners master the foreign language (Nematipow, as cited in Bensalem , 2018 , p. 13).

The theory of autonomy in language process in early 1970’s , is seen as the offshoot of the “Council of Europe’s Modern Language Project” which first introduced to the field of language research by Henry Holec when he prepared a report entitled “Autonomy in Foreign Language Teaching” for the modern language project where the idea of LA was first developed in 1979. A year later , as a result the council gave birth to the “Centre de Recherche et d’ Application en Langue” (CRAL) which has been founded by Yves Chalon , the father of language learning autonomy (LLA) , at university of Nancy in France. But after his death in 1972, the leadership passed to Henry Holec (Nadjeeb , 2012 , p. 1239). Hence, the concept of autonomy has gone straight away into the field of language teaching. Additionally, these projects paved the way to many researchers and educationalists to make researches and studies about the concept of autonomy in language teaching and learning .

Benson (2001) says that: “the idea of autonomy first appeared in language learning along with the establishment of Centre de Recherche et d’ Application en langue (CRAL), which was aimed at adult education”(Benson, as cited in Hadi , 2012 ; Boyadzhieva , 2016).

The notion of autonomy in language learning is historically and theoretically linked to the communicative language teaching approach (CLT), which focuses on the communication functions of language, individual’s need, social norms and even autonomy. Thus, the rise of autonomy in language learning in the 1970’s and 1980’s was connected to a broad rejection of Behaviorist assumptions about the nature of second language acquisition. Some researchers started looking at languages as a tool for communication since people learn it to express themselves and communicate with each other. In the 1990’s, a number of researchers associated with the development of the communicative approach have explored the relationship of autonomy in their work. By doing research on autonomy in language learning, many educationalists and psychologists agreed persuasively that the idea of autonomy is beneficial in general and to language in particular. (Littlewood,1997,1999 ;Nunan,1995, as cited in Hadi , 2012 ; Kadi , 2018). Similarly, “Little” argues that:

“Over the past twenty years or so, the concept of autonomy together with related concepts such as independent learning, self-direction and self-regulation, has become increasingly important in the educational literature, where it has been viewed as both a desirable goal of education and a constituent element of good teaching and learning”.(Little , 1991,p.4)

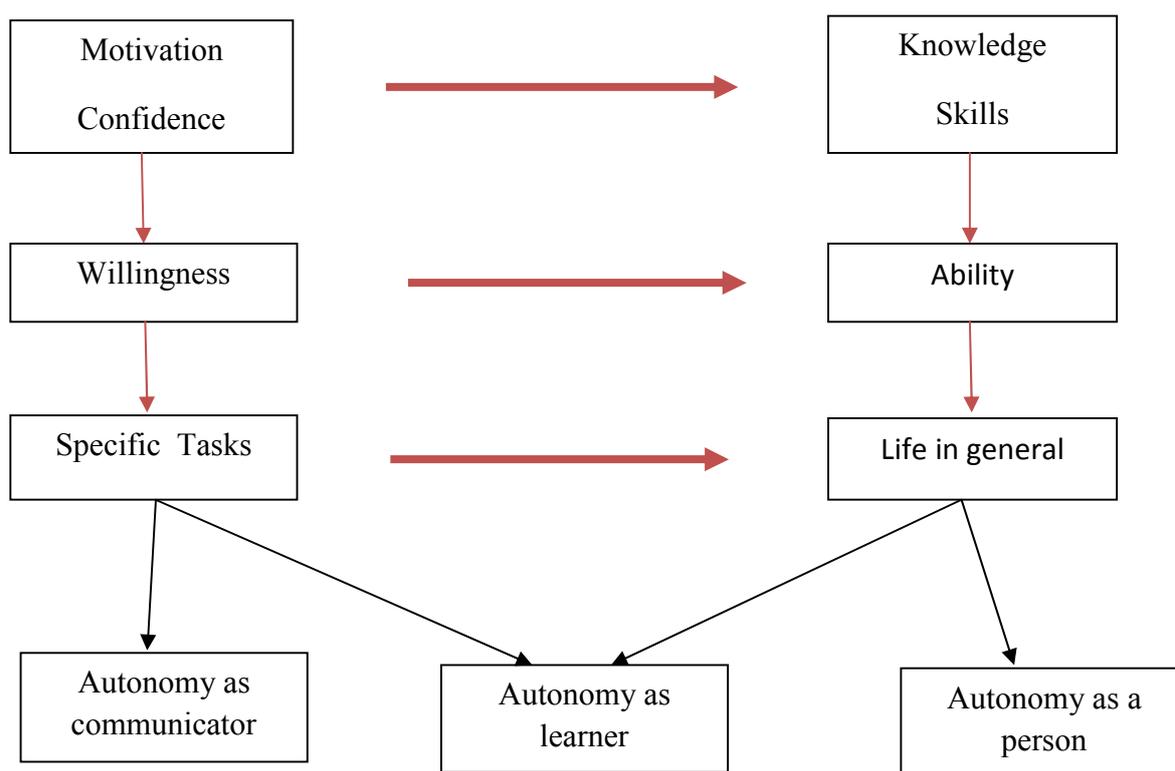
2.1.4. Components of Autonomy

Littlewood determines the components that constitute autonomy in language learning. He defined an autonomous person as :“one who has an independent capacity to make and carry

out the choices which govern his or her actions” (Ibid .p.427). (Littlewood , as cited in Lanzari , 2016. P. 21).

According to Littlewood , this capacity depends on two main components: ability and willingness. This means that, on one hand, a person may have the ability to make independent choices but no willingness to do so. On the other hand, a person may be willing to make independent choices but not have the ability to do so. Ability and willingness can moreover be split into two subcomponents. Ability relies on processing knowledge about the alternatives from which choices have to be made and skills for carrying out whatever appropriate choices. Willingness depends on having both the motivation and the confidence to take responsibility for the choices required. In order to become autonomous successfully , a person needs to have the four subcomponents of knowledge ,skills ,motivation ,and confidence.(Ibid.p.428, as cited in Thanh Nga , 2011 ; Lanzari , 2016).

Figure 2.1. Components of Autonomy in Foreign Language Learning.



(as cited in Harvathová , 2011, p.124)

2.1.5. Levels of Autonomy

In the late 1990s many researchers claimed that the notion of autonomy is a matter of levels, there are several models of autonomy levels. First, Nunan's (1997) model of five levels of autonomy in the learner action: awareness, involvement, intervention, creation and transcendence. (Benson, 2001, p. 23).

At the awareness level, the learner is recipient of information; also learners would be made aware of the pedagogical goals and content of the materials.

In the involvement level learner is the reviewer and the selector among given options and in the intervention level learners adopt official goals. In other words, learners identify strategy implications of pedagogical tasks, then identify their own preferred learning styles and strategies. In creation level learner is the inventor, originator and creator of his/her own goals. at the transcendence level, learners would make links between the content of classroom learning and the world beyond.

Second, according to Littlewood (1997) there are three dimensions of autonomy within different levels (Littlewood, as cited in Hadi, 2020, p. 11). First, autonomy as a communicator, using the language to communicate effectively. In other words, an ability to operate independently with the language and use it to communicate personal meanings in real, unpredictable situations. Second, autonomy as a learner which involves learner's ability to take responsibility for their own learning and to apply active strategies. To be more specific, to be responsible for their own learning and relate what is learned at school with real life situation. The last one is autonomy as a person, being able to express one's own feelings.

Third, Macaro (1997), at around the same time, proposed a somewhat similar three-stage model (as stated in the table 2.1 below) and finally, Scharle & Szabos (2000) proposes three

phase model involving : raising awareness , changing attitudes , and transferring roles.

(Macaro , Scharle , and szabos , as cited in Hadi, 2012, p. 12).

The above mentioned classifications are summarized in the table 2.1.below:

Nunan’s Model (1997)	LittleWood’s Model(1997)	Macaro’s Model(1997)	Scharle& Szabo’s Model(2000)
Awareness	Autonomy as a communicator	Autonomy of language competence	Raising awareness
Involvement	Autonomy as learners	Autonomy of language learning competence	Changing attitudes
Intervention	Autonomy as a person	Autonomy of choice and action	Transferring roles
Creation			
Transcendence			

Table 2.1. Levels of autonomy.

2.1.6. Fostering Learner Autonomy

The core interest of research in learner autonomy is on defining how learners take charge of their learning and how teachers can help them to become independent learners .The process of promoting learner autonomy needs better interpretation by language teachers , because learners have become accustomed to being taught the language rather being taught how to actually learn .Therefore, this whole process requires the collaboration of all the participants in learning –teaching process.

2.1.7. Definition of Fostering Learner Autonomy

The task of fostering learner autonomy can be simply defined as the state of giving students help and support to establish independent learning . In other terms , it is the process of rising pupils awareness and motivation. Hence, training them to adopt learning strategies. Accordingly , Dam (2011) stated that fostering learner autonomy is :“ a move from teacher-directed teaching environment to a possible learner-directed learning environment”(p.41).

Additionally, Esch (2010, p.37) described the promotion of learner autonomy as :

“the provision of circumstances and contexts for language learners which will make it more likely that take charge at least temporarily of the whole or part of their language learning programme and which are more likely to help rather than prevent learners from exercising their autonomy” (As cited in Kadi,2017, p.26).

2.1.8. Approaches to Fostering Learner Autonomy

In fact , Benson (2000 p.2) confirms that autonomy is now :“ a legitimate and desirable goal of language education”. (Benson , as cited in Bensalem, 2018 , p. 32). With regard to all the advantages of LA in language learning, different approaches have been proposed in order to achieve this goal and can serve as a reform for all EFL learners to cope with their needs in this changing society .According to Benson (2001) these approaches can be adopted in order to foster learner autonomy, and they are categorized under six headings as showed in the following figure:

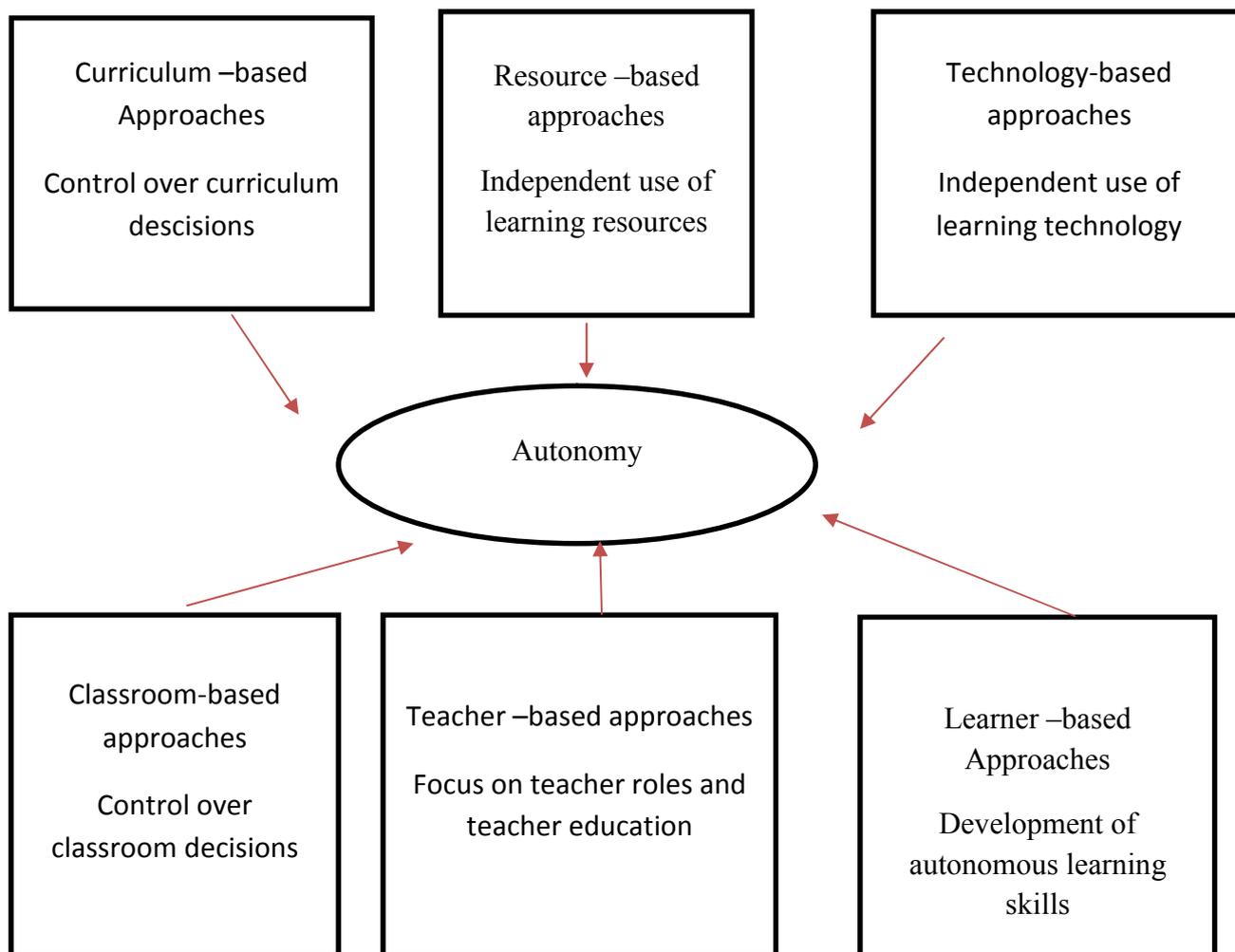


Figure 2.2. Autonomy in Language learning and related Areas of practice (Benson , 2001, p111).

This figure represents the different approaches suggested by Benson (2001) to foster learner autonomy.

2.1.8.1. Resource-based Approach

The major Concern in this approach mainly focus on opportunities and situations for learners to take control over learning plans such as materials and resources.

Learner's self-direction can be supported through three modes. Self-access, is another term that is used synonymously with other terms for autonomy. According to Shereen (1991,p.143) it refers to materials that are made available to learners so as to learn by themselves and not depend on the teacher (Shereen , as cited in Bensalem , 2018 , p. 17). Self-instruction entails that learners can learn the target language by themselves without help from teachers or peers and without being to any institution.. To be more specific, it may refer to learners' responsibility and working isolation and distance learning is a form of open learning, as its name suggests it take place when the teacher and the learner are distant from each other. Nevertheless, they are more efficient in developing learner' s responsibility for their individual learning than developing learners decision making over the collective learning teaching process, which is considered as a collaborative process that is important to develop LA.(Benson,2001:134). (Benson , as cited in Bensalem , 2018 , p. 32).

2.1.8.2. Learner-based Approach

This approach places emphasis on the psychological and behavioral changes that are essential for learners so that they control their learning (Benson,2001:142) (Benson , as cited in Bensalem , 2018, p. 34). It provides learners with capacities to assume their responsibility .The main objective of learner-based approach is to place a focus on training learners to develop learning skills and strategies and make learners more successful on how to learn , for example training learners meta-cognitive knowledge and skills in order to develop LA and motivation . Learner strategy training represent the main component of resource-based approach, learner –based approach, and technology –based approach.

Cohen (1998, p.67) (As cited in Benson ,2001 p.144) argues that : “ strategy training ,i.e., explicitly teaching students how to apply language learning and language use strategies, can enhance student' s efforts to reach language program goals because it encourages students to

find their own path ways to success , and thus it promotes LA and self-direction”.(Cohen , as cited in Bensalem , 2018 ,p. 34).

Benson (2001, p.142) rather uses the term learner development instead of learner training or strategy training. He points out : “ all approaches to learner development aim at helping learners become better language learners”. (Benson , as cited in Bensalem , 2018, p. 34).

According to Weinstein (1988:291):

Learning strategies are considered to be any behaviors or thoughts that facilitate encoding in such a way that Knowledge integration and retrieval are enhanced. More specifically , these thoughts and behaviors constitute organized plans of actions designed to achieve a goals”.(Weinstein , as cited in Bensalem , 2018, p.34).

In fact, as learners use strategies effectively , they become more independent and involved in learning process.

2.1.8.3. Technology –Based Approach

This approach focus on providing opportunities for learners to work with diverse forms of educational technology. The role of teachers and learning strategies are vital . Computer Assisted Language Learning (CALL) is a typical form of this approach. Computers become an important fact of today’s language instruction that promoting learner autonomy .This kinds of Technology enables teachers to make learners responsible to make decisions about their own learning and select authentic and meaningful material (Maliqi, 2016 p.122). (Maliqi , as cited in Thanh Nga, 2018, p. 33).

“CALL in EFL classrooms cover many kinds of computer technologies for example words processing, software, compact disks, e-mail, chat, discussion forums, online courses... ect.” (AL Jarf, 2005 p.5) (Al Jarf , as cited in Bensalem , 2018, p. 33).

Computer assisted language learning is characterized by the use of multi-media, hyper-media and interactive technologies that help to promote a wide range of skills. However, the advantage that can be drawn from the use of CALL depends on learners’ attitudes towards computers.

The focus of CALL is learning, and not teaching that is why it helps at accelerating self-directed learning (autonomous learning).

2.1.8.4. Classroom-Based Approach

One way to foster learner autonomy , is to let learners take charge of their own learning inside classroom . It requires the teachers to help students experience and control their new role as independent learners. In other words, it emphasizes the learner’s control and highlights the teacher –learner’s role through enabling the learner to be responsible. Hence, this approach “aims at giving opportunities for learners to make decisions about their learning process, and so reinforcing their autonomy in learning” (Benson, 2001, p. 173).

2.1.8.5. Curriculum-Based Approach

It supports the learner’s contribution in the design and content of the syllabus with the teacher . According to Benson (2001) the term “ process syllabus” can be used to refer to this approach . In other words, it relies on the idea of allowing learners to take part in deciding what to learn and other areas where the learner can freely participate in the learning process.

2.1.8.6. Teacher –based Pedagogy

The promotion of learner autonomy is not based only on the part of the learner, it also depends on the teacher's readiness to change his traditional roles and accept the new ones. Benson (2001) suggested that teacher-based pedagogy :“states that teacher's appropriate development and education is required to foster learner autonomy”(p.112). Specifically, the new role of the teacher stresses the necessity of teacher training and development in order to help students realize that successful learning largely depends on themselves not on the teacher. Benson (2001) added that: “ in order to create spaces for learners to exercise their autonomy, teachers must recognize and assert them” (p.173).

2.1.9. Significance of LA in Education

As a reaction to the requirements of the century , enhancing learner autonomy in education become a desirable goal in the field of language education (Little,1991). Many educators today support the implementation of learner autonomy in language education.

Little (1991) differentiates between two main reasons that make LA so important , which are known as general educational reasons and psychological reasons.

According to Little's (1991) opinion, the benefits of LA in education are as follows:

- ❖ By allowing students to choose what to learn, learning elements will be specifically targeted, and learning will be therefore more efficient.
- ❖ Providing an autonomous learning policy, where learners are responsible for their learning enable them to eliminate the barriers that exist between learning and living. Consequently, changing the ability to be autonomous in learning into an ability of being autonomous in other aspects of life will be easier , that what make them more efficient society members.

Little's psychological reasons suggest the idea that the most successful learners are those who know how to assimilate new information in terms of what they already know and how to transfer their existing knowledge on a new learning task.

Moreover, Little (2015) suggests that the main significance of LA lays in creating life-long learners both during and beyond the educational experience (Little, as cited in Alioua & Bousbia, 2019, p.40). In this respect, he identifies three reasons why autonomy matters in education and after education.

Firstly, depending solely on school knowledge is not enough to face the needs of the modern world and this is because the formal instruction is not permanent. As a result, Little (2015) deduces that the role of formal education is not to teach knowledge, but to guide learners to be capable of learning beyond the school stage. (Little, as cited in Alioua & Bousbia, 2019, p.40).

Secondly, in order to cope with the new changes taking place in modern language curricula, it is necessary to be an autonomous learner because autonomy is one of their final goals.

Thirdly, the degree to which learners are autonomous is a key way to improve education quality. The more learners are aware that it is their responsibility to acquire knowledge, the more effective education programs are.

Section Two: Learner Autonomy Within Competency –based Approach

2.2.1 . The Implementation of CBA in The Algerian Context

The changing world has affected all fields of life , particularly the educational one. Educational reforms resulted in the emergence of CBA for a highly individualized learning process. Basically ,the Competency –Based Approach is an out- come based approach which focuses on measurable and workable skills and abilities. Nonetheless , the incapacity of forming effective learners who are able to relate the knowledge acquired at school to that of out of school , lead to the application of CBA in Algeria .In this line , Salvin (1998) emphasized that if a student can not apply what has been previously acquired at school , in a real world context, then her/his education needs to be reconsidered (Salvin, as cited in Bader, 2007).Competency-based language teaching focuses mainly on teaching competencies that are necessary for learners to function effectively in community. The Algerian educational context stresses three (3) kinds of competencies ,which are : interpretation ,interaction , and production.

The productive and interactive competencies involve speaking and writing skills ; however ,the interpretive competence includes reading and listening skills . According to (Bader and Hamada,2015) “the curriculum, the syllabus , the teaching strategies and assessment tools are organized around competency development rather than language knowledge.”(p.9).

In this respect, the CBA functions in a way that enables learners to be autonomous and self-orienting individuals as they are guided and provided with the necessary tools to learn . Thus , the main aim of CBA is to help learners develop intellectual , linguistic ,and problem solving capacities in school that will help them tackle cognitively and pragmatically challenging situations in and out school. Although the CBA program in Algeria is a novelty,

its main objectives are not new, educationalists have always been interested in developing general “know-how” processes and in fixing the knowledge acquired inside class. This new program according to Chelli (2010) will help learners to integrate in the globalized world and enable young people reach an international level of required competencies. EFL teaching is promoted in CBA in the sense that learners are trained since their first year of middle school education. The designing of a CBLT syllabus is different from those of more traditional classes. Instead of being organized around specific language topics, CBLT courses are developed around competencies that are important skills for mastery of learning (Richards & Rogers, 2001).

Like the Communicative Approach, the CBA based its activities on interaction, pair work, and group work are used to generate communication. The activities in a CBA classroom must be oriented toward the ability to successfully complete real world tasks.

Furthermore, assessment is an ongoing part of the learning process. This process takes different shapes and forms to address the competency learned in class so that the assessment could provide useful information on each individual progress. In the same vein, teachers are facilitators of learning, they support learners and provide authentic materials for a better learning, their teaching must mobilize the interests of learner and his cognitive capacities.

CBA is an approach that revolves around three (3) concepts that are: competence, problem solving, and transfer of knowledge.

2.2.1.1. Competence

This can be defined as the ability to solve problems in unforeseeable contexts using knowledge and other resources. Accordingly, the Oxford Advanced Learner's Dictionary define it as “the ability to do something well” (246). Similarly, Le Bortef states that

“competence relates to the mobilization of one’s cognitive resources to face with success a family of complex situations” (21) (Le Bortef , as cited in Bader, 2007,34) . In this regard , In Programme de la deuxième Année Moynne, competence is defined as “ A know-how to act process which integrate a set of capacities, skills, and knowledge mobilized to face problem-situations”(44) (as cited in Bader, 2007,p.34).In the same vein , Chelli (2010) added “that competence can be understood as a dynamic, organizing the structure of activity characteristic allowing a person to adopt to various situations on the basis of gained experience and practice”(p.4).

2.2.1.2. Problem- Solving

Problem solving is also known as problem solving tasks or problem situations. For Richard and Schmidt (2002) it is a learning strategy which involves selecting from some alternatives in order to reach a preferred objective .Accordingly, teachers lead students to apply their previously acquired knowledge in order to perform a task . This approach helps students to be more flexible and strong to solve their real problems .In other words ,the problem solving is a procedure carried out by students to find out proper solutions to problems in particular situations.

2.2.1.3.Transfer of Knowledge

The process of applying the past acquired knowledge in one situation to various situations is one of the key objectives of competency –based approach .However , for Salvin (1998): “what is memorized by rote is unlikely to transfer to new situations no matter how thoroughly it was mastered.” (as cited in Bader ,2007,p.37).That is to say, the process of learning should not be a matter of memorization only ,because later on the student will be unable to transmit what he has learned and apply it in extra situations.

2.2.2. Autonomy within the CBA

The CBA approach revolves around a set of principles that describes the core features found in the system. Learner autonomy is an important key principle that highlights this teaching approach.

As a matter of fact, teaching has been the premium placed on the role of learner in language learning-teaching process. Basically, the concept of learner autonomy is a newly born phenomenon which has totally changed and shifted the roles performed by the teacher and learner. In this respect, Holec (1981) defines autonomy as: “the ability to take charge of one’s own learning” (as cited in Little, 1991, p.7). This means that learners are no longer passive receivers of knowledge, but they became active and responsible as they take control over their own learning through being involved in the different aspects of the learning process. Moreover, the CBA shifted the roles of teachers and learners in the sense that they are no longer considered as two separate components within classroom, they are two unified and related elements who share mutual responsibilities and control.

Consequently, the concept of autonomy marked its implementation in various contexts before it was introduced in a challenging context like the Algerian one. Precisely, because the Algerian students in the previous approaches can be described as passive, and definitely irresponsible for their own learning.

In the CBA they gain a sense of control and self reliance which totally contradicts with what they were familiar to. In this regard, the teaching pedagogy shifted from a teacher-centered approach which is characterized by the control of the teacher who is in charge of directing and managing the whole learning process, with the student being passive to a learner – centered approach in which learners rather than teachers were the dominant characters of the

language classroom. This new approach supports a highly critical, independent learner whose readiness leads him to integrate previous learning outcomes in various contexts.

In order to help learners acquire and develop the 21st century skills, teachers tried to apply the notion of learner autonomy within the CBA. Accordingly, they tried to implement it through the use of teaching practices such as project work which focuses on completing tasks and it normally involves a lot of resources and materials. These new methodologies offer a bridge to independent learning for students. Chaubane (2019) added that “[...] it has main objectives that of mainly teaching the learners to become accustomed with the learning on their own or in collaboration with their peers or with the teacher” (p.63) that is to say, learners will be able to develop their cognitive skills to communicate with others in different settings.

Concerning teachers, they use an inductive way of teaching when presenting the content. In the sense that, it is more of a transformative approach, which aims at discovering and using all the capacities of both teachers and learners as well.

From another side, teachers tried to spend efforts and modernize the process of teaching through the use of ICT ‘S in an attempt to present the content with the most authentic materials provided by school.

In a nutshell, the introduction of learner autonomy within competency-based approach is a step forward to create a new generation of highly autonomous and critical learners. However, several challenges prohibited the progress of this educational innovation in Algeria.

2.2.3. Learning Strategies for Learner Autonomy

In order to achieve effective learning, learners should be equipped and provided with a set of strategies and skills that will enable them to be autonomous and effectively functioning in

society. Accordingly, Rubin (1975) argues that learning strategies are :“are what learners do to learn and do to regulate their learning” (p.19) (Rubin , as cited in Kadi, 2018,p.20).. In this regard, Wenden (1991) defines them as follows: “learning strategies are specific mental steps or operations learners implement to learn” (p.163) (Wenden, ascited in Kadi, 2018,p.20).This might be interpreted to refer to the techniques and devices a learner may use to work out the answers themselves. Basically, these strategies can be classified into cognitive, meta-cognitive, and self-motivating strategies.

2.2.3.1. Meta-cognitive Strategies

Meta-cognitive strategy refers to the methods used to help learners understand and the way they learn . In other words, it means the processes designed for students to think about their thinking . Accordingly, (Rahimi and Katal , 2012, p75) hold that : “Meta-cognitive strategies are general skills through which learners manage, direct, regulate , and guide their learning”. There had been a general consensus among researchers that three (03) meta-cognitive strategies are most critical for regulating the learning process , namely : planning, monitoring, and evaluation.

2.2.3.1.1. Planning Strategy

It includes the setting of goals, and selecting the suitable cognitive strategies to achieve a certain goal, along with the assignment of personal resources such as effort and time.

2.2.3.1.2. Monitoring Strategy

The latter refers to checking one’s own performance of a given task. Students are advised to use their own errors in the language to identifying their areas of weakness.

2.2.3.1.3. Evaluation Strategies

It involves the correction of learning problems and adaptations in learning plans. These strategies contribute in response to monitoring feedback.

2.2.3.2. Self- Motivating Strategies

A student attitudes and motivation has frequently been reported as key critical factors for effective learning. Accordingly, in language learning learners are motivated in different ways and to different degrees. Additionally , attitudes has to do with a relatively enduring organization of beliefs around an object or a situation.

2.2.3.3. Cognitive Learning Strategies

Cognitive strategies are one type of learning strategy that learner use to learn more successfully According to (Rahimi and katal, 2012 , p.73-74) “ Cognitive strategies , However, manipulate the material to be learned or apply a specific technique to the learning task”. More specifically , they are strategies that improve a learners’ ability to process information more deeply , transfer and apply it to various situations. All of these strategies involve deliberate manipulation of language to improve learning. Learners may use some or all of the following cognitive such as : repetition, note taking, mapping information, finding key vocabulary , monitoring , reading aloud ...etc.

2.2.4. Classroom Paradigm Shift

2.2.4.1. From Teacher Centeredness to Learner Centeredness

Teaching and learning are two interrelated processes since teachers and learners are working together with all the other classroom components. Hence , the CBA has shifted the traditional

roles performed by them inside classroom, from a teacher-based approach to a learner centered one. In fact, making students learning by themselves is at the foreground of teaching-learning process. This way, the new approach emphasizes different methods that changes the role of the teacher from being the source of knowledge to a facilitator and a mentor. According to Nunan (1995): “the key differences is that in a learner-centered curriculum, key decisions about what will be taught, how it will be taught, and how it will be assessed will be made with reference to the learner” (p.134).

In other words, learner-centered is the perspective which focuses on the learner's experiences, interests, needs, and capacities.

In a traditional classroom, students became passive receivers of knowledge in which they gain no control over their own learning, the emphasis is on acquisition of the language content. The teacher role in classroom can be described primary as an information giver and secondary evaluator. In the sense that, the teacher exerts control over the students through a defined system of rules, routines and punishment. “In these classrooms, teaching is based on a set of methods and strategies such as reflective thinking, inquiry, exploratory, discussions, role-play, demonstrations ...[...] etc.” Edwards, 2004 (as cited in Garrette, 2008, p.34-47). In contrast to traditional instruction an essential principle of learner-centered approach is the establishment of a more positive relationship between the teacher and his students. In this respect, Garrette (2008) suggested to share responsibility and control in classroom. Similarly, they can be given autonomy to decide when to accomplish certain activities.

In addition, the new approach focuses on building a balance between the requirements of the teacher and learner's needs. Eventually, we can deduce that learner autonomy is highlighted and stressed in the learner-centered approach. Teachers in this approach seek to create a healthy classroom where learners are highly active and autonomous, and where they talk less.

2.2.4.2. Classroom Autonomy

In an autonomous classroom, learners are provided by many opportunities to share responsibility, be involved, and taking the leading role in their own learning. Additionally, the teacher is able to give high quality learning instead of wasting time repeating regular instructions and problem-solving tasks that students can easily figure it out on their own. In the same vein, Benson (2011) puts forwards that:

“Autonomy in language learning focuses not only on out-of class learning, but also classroom practice-language teachers have a crucial role to play in fostering learner autonomy by taking both out and inside classroom perspectives” (Benson, 2011, p.11).

Moreover, English teachers use various techniques so as to establish an appropriate climate for their students inside classroom. Hence, these techniques are mainly based on teachers skillfulness. Additionally, the most important development in the field of classroom autonomy, is marked by the introduction of several books concerning language learning and teaching with sections on autonomy, such as: Hedge (2000), Harmer (2001) on teaching methodology as well as of Kumaravadivelu's (2003) Chapter on autonomy.

According to Leni Dam (2000), in order to build an autonomous classroom, a set of conditions should be considered:

- ❖ A willingness on the part of the teacher to let go and on the part of learners to take hold.
- ❖ An understanding of what to do and why and how it should be done, which applies to teachers as well as learners.
- ❖ An experience based insight into the learning process for both teachers and learners.

- ❖ An atmosphere of security, trust, and respect. (Dam, as cited in Kadi, 2018,p.16-17).

Accordingly, one of the key characteristics for establishing an autonomous classroom , is the encouragement of pair and group work as a tool to improve students’ learning autonomy . As a matter of fact , learners become more independent by learning how to collaborate with peers such as group activities in an attempt to let them acquire the learning strategies ..

Specifically, classroom is becoming a unique communication environment as teachers and learners’ roles have been changed. Nunan (1996) suggests a set of roles that may be helpful for teachers and learners in establishing autonomy in classroom through setting, a comparison between autonomous and non-autonomous classroom in the following table :

Table 2.2. Comparison Between Autonomous and Non-autonomous Classroom(Nunan,1996;21).

This table illustrates the roles of teachers and learners in an autonomous classroom and a non- autonomous one.

Autonomous Classrooms	Non –autonomous classrooms
<ul style="list-style-type: none"> ✓ Decisions are made with much reference to students . ✓ Teachers introduces ranges of activities by taking students’ needs and interests into consideration. ✓ Students are allowed to reflect on, assess, and evaluate their learning process. 	<ul style="list-style-type: none"> ✓ Teachers make all decisions about content and classroom norms . ✓ Students are exposed to the activities they are exposed to perform . ✓ The assessment and evaluation part are structured in a traditional manner in a way that tests and exams are carried out .

2.2.4.3. Teacher Autonomy

Teacher autonomy is one of the most significant concepts that have emerged from the field of autonomy. Essentially, it refers to “the professional independence of teachers in schools, especially the degree to which they can make autonomous decisions about what they teach to students and how they teach it” (According to the Glossary of Educational Reform). More precisely, it entails the freedom of study, learn and teach. In the sense that, teachers will act as facilitators, counselors, and monitors. More importantly, teachers put learners at the center of the learning process.

Little (1995) defines teacher autonomy as: “the teacher’s capacity to engage in self-directed teaching”. However, this concept has been defined from different perspectives. Smith (2000) asserted that teacher autonomy refers to “the ability to develop appropriate skills, knowledge, and attitudes for one self as a teacher in cooperation with others” (Little 1995 & Smith, 2000, as cited in Lanzari, 2016). Teacher autonomy is also known as “academic freedom”. Additionally, Teacher autonomy is a key aspect of the teaching profession. Hence, teacher need a great deal of autonomy to be effective in classroom. For this reason, Smith (2001) suggested a set of characteristics of teacher autonomy:

- ❖ Self-directed professional action.
- ❖ Capacity for self-directed professional action.
- ❖ Freedom from control over professional action.
- ❖ Self-directed professional development.
- ❖ Capacity for self-directed professional development.
- ❖ Freedom from control over professional development. (Smith, as cited in Kadi, 2018, p.14).

In brief, teacher autonomy is essential for ensuring an autonomous learning environment that addresses learners needs. At the same time, an autonomous teacher feel more confident and competent while performing his job.

2.2.4.4.The Autonomous Learner

The term “ learner autonomy” is an important concept emerged in the field of education. Autonomous learners are perceived to possess unique characteristics that enable them to rely more on themselves than others .Similarly, William and Burden (1997) define autonomous learners as :“one who is equipped with the appropriate skills and strategies to learn a language in a self-directed way ”(p.147). That is to say , autonomous learners have to be able and willing to take charge of their learning process . Additionally , the notion entails the emphasis on the involvement of learners through working independently and in cooperation with others as well .Moreover, learners should be aware of their responsibility in learning new things. In the same vein, this whole process requires the collaboration of learners with their teachers. Since the concept of autonomy focuses on learning rather than teaching, successful autonomous learning cannot be achieved without the active participation of the teacher who has a crucial role in fostering autonomy among his learners.

Holec (1981) sees autonomous learning as a: “ a double process . On one hand ,it requires learning the foreign language ; on the other hand , learning how to learn” (as cited in Najeeb,2012,p.1239).

According to Holec (1989) an autonomous learner can easily apply the knowledge and skills acquired outside the classroom context. Thus , the autonomous learning is a life-long process of constantly developing awareness and creativity.

In a nutshell , the idea of being an autonomous learner requires students to change their learning behavior. In an autonomous classroom learners have to play some key roles which enable them to develop their skills and to take charge of their own learning.

2.2.5.Principles to Fostering Learner Autonomy

Psychologically , people tend to learn better when they take control of their own leaning. Basically , learning is more meaningful and effective when the learner is in charge. Dam (2011) suggested five (5) principles to develop learner autonomy.

First of all , within the field of autonomy the importance of choice seems to be highly stressed. He believes that giving students the chance to choose and decide what they want to do inside classroom is a good motivational strategy to involve learners in the planning of the learning process. More precisely, students who are able to choose are more motivated and active as they participate and interact with peers with the support of the teacher. Additionally , being able to choose enhances their reflection and promote awareness of the learning process. According to Dam (2011) “ making a choice makes the learners feel responsible and being allowed to make choices, and to have a say in one ‘s own learning process supports self-esteem”. Secondly, in an institutional context, learners need to feel secure so they can take control over their learning ; hence, clear guidelines need to be established . Thirdly, as part of shift in the Teaching / learning pedagogy, the teacher’ s role changed to be more of a facilitator than being the dominant character as in the previous teacher-directed method. In this respect, teachers aims are to consider how best to engage learners in developing their knowledge and skills. Fourth, Dam 2011asserted that teachers must create a genuine learning environment in which both teachers and learners are genuine users of the target language. In other words, there must be authentic communication in the language classroom. Moreover, the participant should act naturally and play their roles. The

last principle entails the importance of evaluation and assessment in progressing students learning (Dam, as cited in Kadi, 2018,p.33) . As stated by Dam (1995) “evaluation forms the very pivot of learner autonomy” (2011, p.44). That is to say, evaluation is the turning point of promoting learner’s autonomy. The teacher’s job requires to ask learners what they have learnt .So he can evaluate the outcome of his teaching. Dam (2011) views that self-reflection and evaluation produce awareness so learners became more motivated.

In a similar vein, some researchers argued that learners already possess a set of skills and abilities that enable them to foster their autonomy. Similarly, (Benson 2011) emphasized this view and sets the following principles :

- ❖ Learners routinely initiate and manage their own learning both outside and within the context of formal instruction.
- ❖ Learners receiving formal instruction tend rather to follow their own learning agendas rather than those of their teachers.
- ❖ Learners tend to exercise control over psychological factors influencing their learning, especially those concerned with motivation , effective state and beliefs or preferences (Benson, 2011: 60).

2.2.6. Challenges in Promoting Learner Autonomy

The development of learner autonomy depends not only on the teaching content and the authentic materials , but much more on the relation that learners establish with their teachers. Hence , there exist some related issues and false suppositions among teachers, learners, and even parents on the accurate concept of learning autonomy .Accordingly , these lead to challenging circumstances in implementing such a pedagogy in classroom context. There are various detailed definitions of learner autonomy, but it is well documented in Benson’ s (2011, p.58) own words “ the capacity to take control of one’ s learning” .However, many teachers wrongfully believe learner autonomy to be equivalent to self-instruction. Precisely ,

it requires learning with the least possible intervention of the teacher. Such misconception may lead teachers to consider their roles and control inside classroom as being marginalized and excluded. However, it is somehow difficult for students to be autonomous without the assistance and the encouragement of teachers. Additionally, the teacher's primary job in an autonomous setting is to design activities and tasks, also it is his responsibility to provide the right climate for students to improve self-motivation and help them accept their new roles as independent learners. Substantially, autonomy is not a synonym to self-instruction and it does not disregard the responsibility and the control of the teacher in assessing the process of learning.

Little (1991, p.44) pointed up that: "the development of learner autonomy will depend crucially on the initiatives the teacher takes", and he added that "learners will not develop their capacity for autonomous behavior simply because he tells them to"(p.44). It is worth mentioning that the primary step towards fostering learner autonomy is the teacher's interpretation of the syllabus with his students.

Additionally, another challenging element facing the full adoption of learner autonomy is the learner unwillingness to accept their own new roles. Hence, it is the teacher's job to prepare them for the new approach requirements. In a similar vein, the teacher should direct his attention on the content of learning and the organization of classroom activities. Subsequently, the teacher will work harder to persuade them change their attitudes through new ways and techniques.

However, learner's and teacher's misconceptions are not the only obstacles challenging the successful implementation of learner autonomy approach. They still stick to the idea that it is the teachers role to provide and cover everything in classroom, "otherwise, they may be accused of being incompetent and not taking his profession seriously" (Little, 1991, 108).

Conclusion

To conclude , implementing the notion of learner autonomy into a concrete reality in our schools , especially the middle school is a difficult goal to be achieved . Hence, teacher , learner, and even the community should first understand the true meaning of learner autonomy and the way to help learners adopt it and promote it .

Chapter Three:

Field of Investigation

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Introduction.....66

3.1. Textbook Definition.....66

3.2. The Role of a Textbook in the EFL Classroom.....67

 3.2.1. Benefits of The Textbook.....68

 3.2.2. Disadvantages of The Textbook.....70

3.3. Definition of Evaluation.....72

3.4. The Importance of Textbook Evaluation.....73

3.5. General Information of the Books.....74

 3.5.1. My Book of English.....74

 3.5.2. Spotlight on English Book Three.....78

3.6. Description of Nunans Model.....80

3.7. Systematic Analyses of the Textbook.....84

3.8. Results of Textbooks Analyses.....87

3.9. Questionnaire.....90

 3.9.1. The Sample and Population90

 3.9.2. Description of the Questionnaire.....90

 3.9.3. Analyses of the Questionnaire.....91

 3.9.4. Discussion of The Results.....106

 3.9.5. Recommendations.....107

 3.9.6. Limitations of the Study.....107

General Conclusion.....109

Introduction

This chapter is devoted for the practical part in which two third year middle school textbooks are analyzed and compared relying on Nunan's model (2003). The chapter starts by providing a definition textbook, the role of textbooks in the EFL classroom, followed by a thorough explanation of concept of evaluation. Next, a general overview for both textbooks "Spotlight on English, Book Three" and "My Book of English" is provided. Then, using Nunan's model (2003) of learner autonomy the textbooks are analyzed to examine their effectiveness in promoting learner autonomy. For more reliable results a questionnaire was administered to third year middle school teachers to get their views about some aspects concerning learner autonomy in the old textbook (SOE3) and the new one (My Book of English).

3.1. Definition of Textbook

Despite the impact of new technologies, textbooks will doubtless continue to play a fundamental role in language teaching and provide a useful resource of both teachers and learners. (Richards, 2001). In the same vein, a textbook has always been the most preferred instructional material in ELT. Textbook has been defined by many researchers. Hutchinson and Torres (1994) define textbook with a particular reference to language teaching. Here what they say about "The textbook is an almost universal element of [English Language] teaching millions of copies are sold every year, and numerous aid projects have been set up to produce those in [various] countries....." (p.135) (Hutchinson & Torres, as cited in Nabi & Qualmi, 2018, p.6). By the same token Richards and Schmidt (2002) suggest that a textbook is "a book on specific subjects used as a teaching-learning guide, especially in a school or college" (Richards & Schmidt, 2002 p.550).

Similarly, textbook or course book for Tomlinson (2011) is: “A textbook which provides the core materials for a language learning course. It aims to provide as much as possible in one book and it is designed so that it could serve as the only book which the learners necessarily use during a course” (p.xi) (Tomlinson , as cited in Bader , 2017, p.).For Sheldon (1987) , a textbook can be referred to as a published book specially, designed to help language learners to improve their linguistic and communicative abilities. Textbooks do not only represent the visible heart of any [English language teaching] ELT program” (Sheldon, 1987, p.237).

Furthermore, the term “textbook” is defined in many dictionaries. In Merriam Webster Learner’ s Dictionary, defined as a book used in the study of a subject. Such as :

- ❖ One containing a presentation of the principles of a subject.
- ❖ A literary work relevant to the study of a subject.

In Oxford Advanced Learner’s Dictionary (2010) also defined as “ a book that teaches a particular subject and that is used especially in schools and colleges” (2010, p.1544).

In Cambridge Advanced Learner’ s Dictionary and Thesaurus , a textbook means a book that contain detailed information about a subject for people who are studying that subject.

3.2. The Role of Textbook in EFL Classroom

Textbooks are a key component in most language programs. According to Hutchinson and Torres (1994, p.315) “ the textbook is an almost universal element of (EL) teaching ” (Hutchinson and Torres , as cited in Khodabakhshi , 2014) in This indicates that the textbook is an essential part in the field of teaching and learning process , it has been known to be the most popular teaching materials used in foreign language classes.

3.2. 1. Benefits of The Textbook

Richards (2001, p.1) view on the advantages of textbook, he states that “textbooks in teaching have advantages and disadvantages, and he marks the advantages as follow:

❖ They provide structure and a syllabus for program

Without textbooks a program may have no central core and learners may not receive a syllabus that has systematically planned and developed.

❖ They help standardize instruction

The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

❖ They maintain quality

if a well-developed textbook is used students are exposed to materials that have tried and tested , that are based on sound learning principles , and that are paced appropriately.

❖ They provide a variety of learning resources

Textbooks are often accompanied by workbooks, CDs, cassettes , videos, CD , ROM , and compressive teaching guides providing a rich and varied resource for teachers and learners.

❖ They are efficient

They save teachers time, enabling teachers to devote time to teaching rather than materials production.

In addition, Sheldon (1988) considered the textbook as the visible heart of any ELT program which offers considerable advantages for both student and the teacher. (Sheldon , as cited in Khodabakhshi, 2014 , p.959).

Similarly, Ur (1996) mentioned some advantages in favor of using a course book:

- ❖ First , textbooks give both teachers and learners a clear framework to follow .They know what is happening next or what the next stage is , so there is a sense of structure and progress.
- ❖ Second, they can be used as a systematic syllabus.
- ❖ Third, they are time saving since they have ready-made texts accompanying with proper tasks and exercises that can be used in classroom or at home.
- ❖ Fourth, textbooks are cheaper than other materials like kits sets of photocopied papers or computer software's so they are economic.
- ❖ Fifth, convenience is another advantage of textbooks which are light and easy to carry around.
- ❖ Sixth, textbooks can be used as a useful guide for new and inexperienced teachers.
- ❖ Last, textbooks give learners some sense of autonomy . (Ur, as cited in Khodabakhshi, 2014 ,p 960).

In the same view, Cunnings worth (1995 , p.7)) mentioned that textbooks has multiple roles in EFL classroom and could serve as:

- ✓ A resource for presenting material (spoken and written).
- ✓ A source of activities for learner practice and communicative reaction.
- ✓ A reference source for learners on grammar, vocabulary and pronunciation ...etc.
- ✓ A source of stimulation and ideas for language activities.
- ✓ A resource for self-directed learning or self-access work.
- ✓ A support for less experience teachers.

O' Neil (1982)) on his part, put four reasons using textbooks:

First , they offer a grammatical and functional framework within which we could work because he thought that even each group of learners have specific needs, there is still a “common core of needs shared by a variety of groups in different places studying under different conditions at different times” (p.106). Second, textbooks enable learners to prepare their lessons and to catch up any lesson they miss .Third, generally the good appearance and the good quality of their representation attract the learners and raise their interest. Finally, he admitted that “no textbook can expect to appeal to all teachers or learners” (p.108), but teachers and learners can resort to adaptation.

3.2.2. Disadvantages of The Textbook

Despite the many remarkable advantages of textbooks, several researchers, however, have shown its drawbacks or limitations that may not match with teachers and learners expectations and abilities. In this regard, Richards (2001, p.2) and Charalamous (2011, p. 3-4) offered a list of potential negative effects of the textbook. For example:

a) They may contain inauthentic language

Textbooks sometimes present inauthentic language since text , dialogues and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use .

b) They may distort content

Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts. Controversial topics are avoided and instead an idealized white middle class view the world is portrayed as the norm.

C) They may not reflect student' s needs

Since textbooks are often written for global market, they often do not reflect the interests and needs of students and hence may require adaptation.

D) They can deskill teacher

If teachers use textbooks as the primary source of their teaching leaving .The textbook and teacher' s manual to make the major instructional decisions for them , the teacher 's role can become reduced to that of a technician whose primarily function is to present materials prepared by others.

E) They are expensive

Commercial textbooks may represent a financial burden for students in many parts of the world.

Ur (1996) also proposed five general points against using a course book:

- ❖ Inadequacy-every learner has different learning needs which cannot be adequately provided by a course book, in other words, no particular book can meet all the requirements of a specific learning situations.
- ❖ Irrelevance –topics presented in the book may not be interesting for a group of learners according to their culture, gender , age or ...etc.
- ❖ Limitations – it may inhibit the teacher' s creativity or autonomy.
- ❖ Homogeneity, course books do not satisfy various levels of ability and knowledge or learning styles and strategies. (Ur, as cited in Khodabakhshi , 2014, p.960).

Similarly, Allwright (1982), state that many EFL textbooks are also too inflexible and their authors psychological. (Alwright, as cited in Khodabakhshi , 2014, p.960) and linguistics

preferences and biases. Graves (1975) and Bastukmen (2010) identifies four major disadvantages of using a ready-made textbook :

- ✓ First, the content or examples may not be relevant or appropriate to the group and they may not reflect the students' needs.
 - ✓ Second ,they may contain inauthentic language.
 - ✓ Third, the content may not be at the right level.
 - ✓ Fourth, the sequences of units is not in accordance with the real work-related needs.
- Besides, the timetable for completing the textbook or parts of it may be unrealistic and may the textbook does not take the students background knowledge into account.(p.149). (Graves and Bastukmen , as cited in in Attik & Boudada , 2018).

3.3. Definition of Evaluation

According to Oxford Learners' Pocket Dictionary evaluation is "To decide on the value or quality of something" (p, 151). Rea Dickins and Germanie (1994) define evaluation " as the means by which we gain a better understanding of what's effective and what's' less effective, and what's appears to be no use at all" (Dickins and Germanie, as cited in Nguyen, 2015, p. 33) As a matter of fact , it has been defined by many scholars from different perspectives .

In its broad sense, Hutchinson (1987) stated that " Evaluation is a matter of judging the fitness of something for particular purpose "(p.41). In the same line , Nunan (1992) added that evaluation "involves not only assembling information but interpreting that information – making value judgments "(p.185). Likewise, Hutchinson and Waters (1987) define evaluation as a process of matching needs to available solutions .According to Tomlinson (2011) " a textbook evaluation is an attempt to measure the of potential value of textbooks "(Tomlinson, as cited in Nguyen, 2015,p.33).

In a nutshell, an evaluation can be identified as a systematic process undertaken to determine the strengths and weaknesses of what is being evaluated, generally resulting in bringing about a value judgment.

3.4. The Importance of Textbook Evaluation

The textbook is a widely common instructional material that plays an important role in any language teaching or learning program. As Sheldon (1988) stated textbooks “represent the visible heart of any ELT program” (p.237). A textbook may be suitable and perfect in one situation because it serves the requirements of the situation perfectly; that is to say, it covers the four skills equally, easy to apply even by inexperienced teachers, contain a large amount of various materials. However, the same textbook in another different situation can be considered as unsuitable for teaching. Hence, textbook evaluation is absolutely needed to determine the strengths and weaknesses of a textbook in order to be sure of the appropriateness of the designed materials. Littlejohn (1998) considers textbook evaluation as providing insights into textbook’s design and use. It is also necessary to realize that there is no perfect or ideal textbook that will fit for any language program. O’Neill (1982,p.108) emphasized that: “there can be no model for an ideal teacher, lesson, or learner (or textbook)”. Moreover, evaluation plays a key role in education and it is really helpful for teachers since it provides them with the necessary insights for the future going on of classroom. Additionally, a systematic evaluation is essential to show to what extent the program met its fundamental goals and learners need’s coverage. Cunningsworth (1995) asserted that it is more useful in identifying the effectiveness of texts for pupils. Furthermore, Ellis (1997) suggested that textbook evaluation helps teachers to go beyond impressionistic assessment. It is therefore very important to conduct EFL textbook evaluation so as to ensure ELT textbooks can effectively facilitate the attainment of the

teaching objectives , because the wrong choice of a textbook would strongly effect the achievement of a successful learning- teaching process. More importantly, Mac Grath (2002) mentions that textbook evaluation is a significant enterprise for the progress and administration of language learning programs.

In Brief ,we shall point out that ,textbook evaluation remains an essential need, since through conducting textbook evaluation teachers can realize the merits and drawbacks of an EFL textbook . Subsequently , in order to prepare an applicable textbook that suits all the pupils and covers all their needs , a textbook evaluation is needed .

3.5.General Overview of The Textbooks

3.5.1 My Book of English, Year Three

“My Book of English” a textbook for third year middle school pupils. It is the latest English textbook has been introduced by the Ministry of National Education for the Algerian learners in the school year of 2016-2017. Whose authors are Adelfetah Chenni, Lounis Tamrabet, Tyeb Bouazid , and Abdelhakim Smara.The targeted learners have spent two years learning English and are 14-15 years old.

The textbook “My Book of English” is designed along with the principles of the CBA. It has a mixed colorful one with both blue and orange colors. It includes pictures of different cultural backgrounds. As well as, the back cover is fully blue colored with the logo of the printing press and the price of the book at the bottom; connected by the spine.

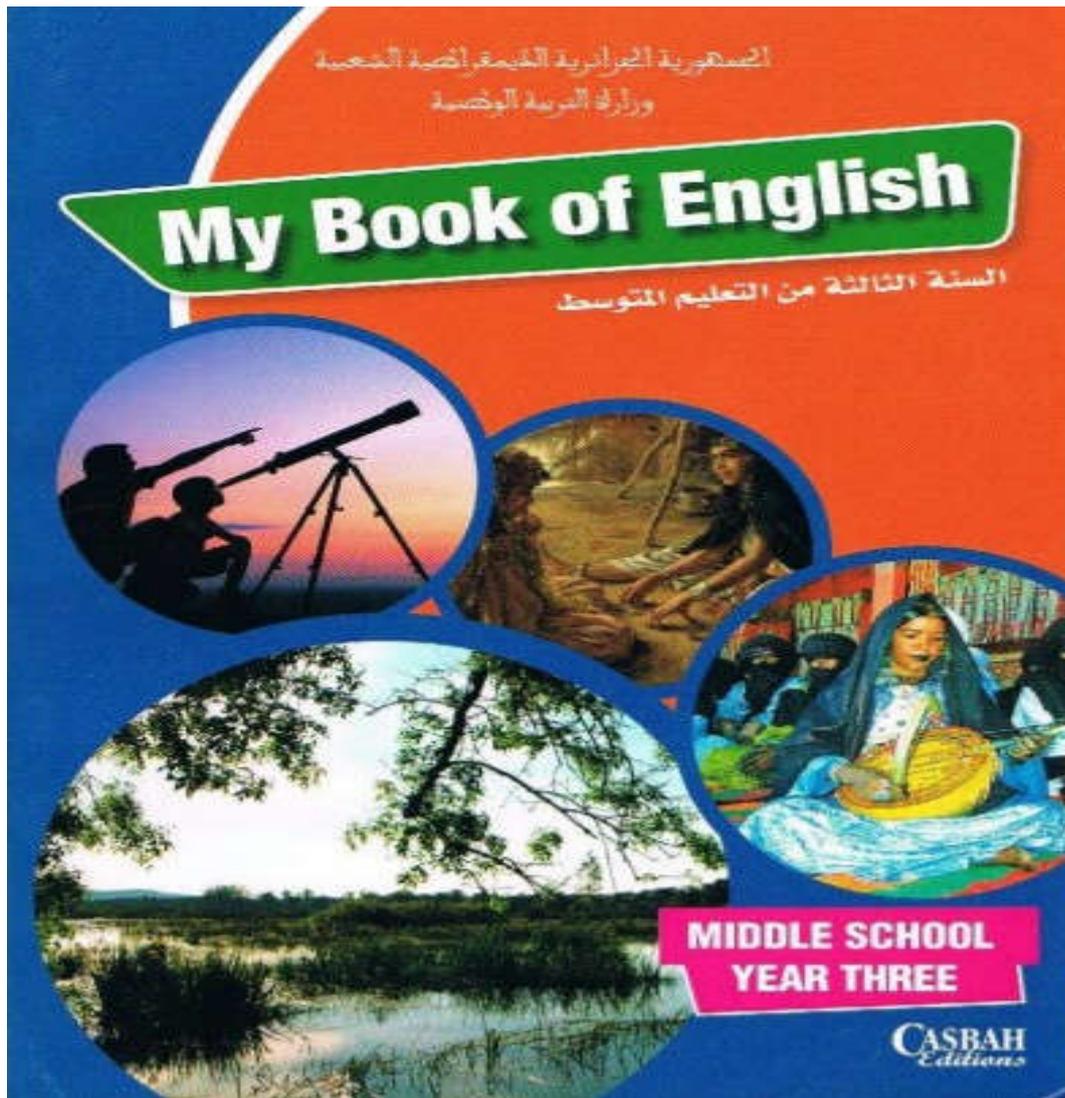


Figure 3.1. The Front cover of “My Book of English”

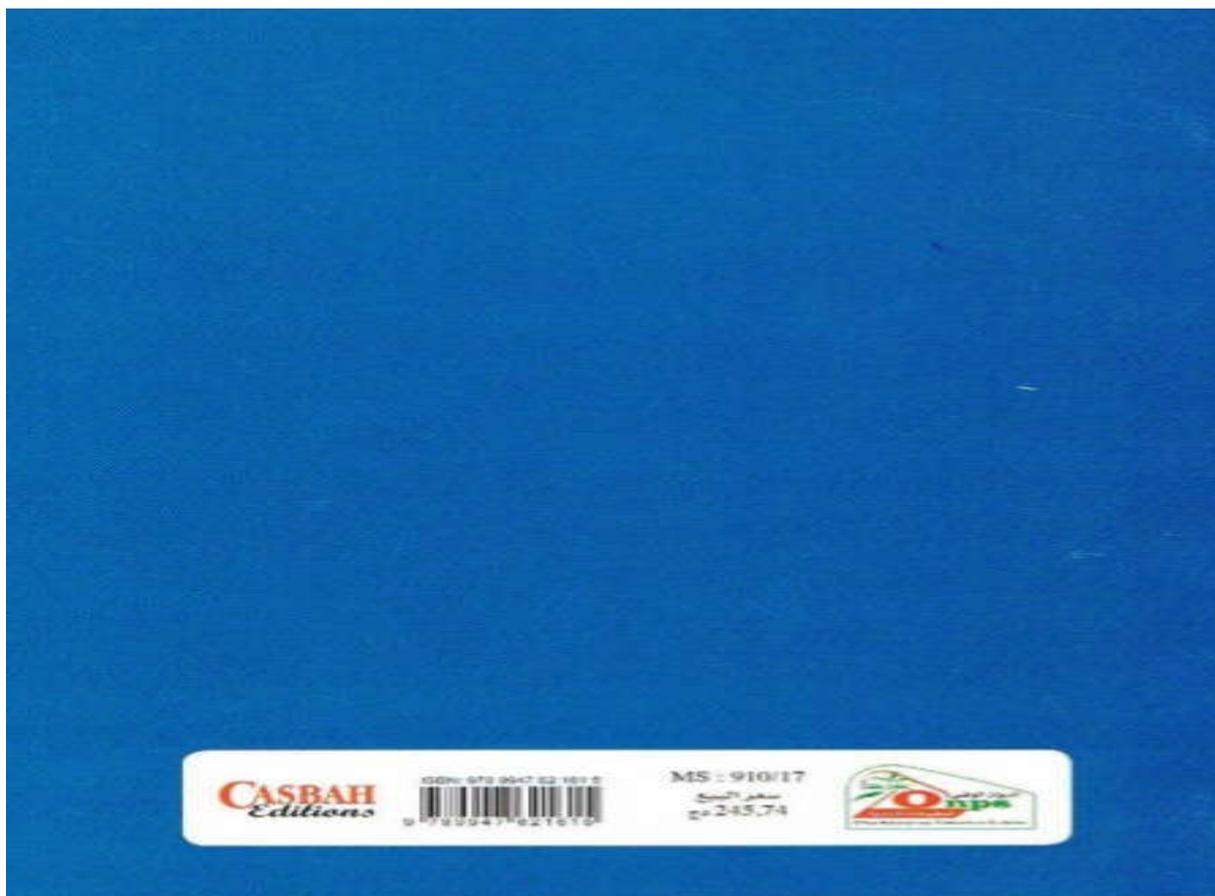


Figure 3.2. The Back of Cover of “ My Book of English”.

“My Book of English” is composed of one hundred fifty nine (159) pages. It includes four sequences ,each sequence is subdivided into ten parts. The table below summarizes all what mention above:

Sequences	Title	Sections
Sequence 1	Me, my abilities, my interests and my personality.	I listen and do , I pronounce, My grammar tools, I read and do, I learn to integrate, I think and write, Now i can, I play and enjoy ,I read for pleasure.
Sequence 2	Me, and my life style	I listen and do , I pronounce, My grammar tools, I read and do, I learn to integrate, I think and write, Now i can, I play and enjoy ,I read for pleasure.
Sequence3	Me, and my scientific world	I listen and do , I pronounce, My grammar tools, I read and do, I learn to integrate, I think and write, Now i can, I play and enjoy ,I read for pleasure.
Sequence 4	Me , and my environment	I listen and do , I pronounce, My grammar tools, I read and do, I learn to integrate, I think and write, Now i can, I play and enjoy ,I read for pleasure.

Table 3.1. My Course book Presentation

In “My Book of English” textbook, the objectives are stated at the beginning of the file .The objectives are divided into “Communicative and Linguistic objectives”. Here is the description of the objectives of each section :

Sections	The objectives
-I learn and do -I pronounce	❖ This section concern with pronunciation and spelling. It encompasses a set of activities that aim at developing learners pronunciation skills.
-My grammar tools -I practice	❖ It helps the learners to consolidate the grammatical rules used, and encompasses a set of tasks for learners and they are work individually , in pairs or in groups to do some contextualized tasks and activities.(discovering the language and doing tasks)
-I read and do -I learn to integrate -I think and write	❖ Specific with discovering the language functions
-Now I can	❖ Assessing the objectives achieved
-I play and enjoy -I read for pleasure	❖ Integrate the socio-cultural components into the educational context.

Table 3.2. The Objectives of Each Section

3.5.2 Spotlight on English , Book Three

“Spotlight on English Book Three” is the previous official textbook designed for teaching English for third year learners at middle school .It was first published in 2005 and then revised in 2009. Basically , it comprises of 188 pages . the authors of this book are : S.A .

Arab, B. Riche, H.Ameziane ,N. khouas, K. Louadj in which they targeted learners aged between 13-14 years old .

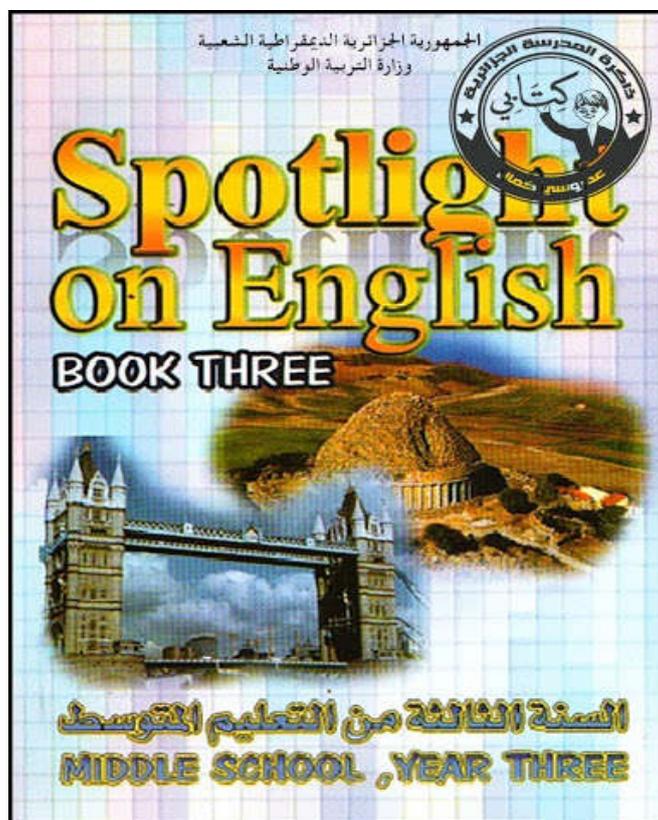


Figure 3.2.The book Cover

The textbook started with a detailed table of content .It consists of four files ; Communication ,Travel , Work and Play, Around the world . The latter is followed by a preface to the revised edition demonstrating the major differences resulted in the new edition .

Spotlight on English , Book Three builds on the principles of the competency –based approach. In the preface the authors of the book stated that this book differs from its former in a number of ways resulting from significant innovations . Generally, the first innovation has to do with the introduction of “Reading and Writing Skills” a development that accords with the middle school, year three curriculum , through the inclusion of authentic texts that

most of them are simplified to be served as models in guided and free writing activities. The second innovation concerns the cultural component which is built in the various texts and illustrations and foregrounded in the “ Snapshots of Culture” section . The third innovation , relates to training pupils on the sound system, namely pronunciation , stress , and intonation. The last innovation ,has to do with the grammar items which are grouped at the end of the three sequences toward the end of the file . As previously mentioned ,the textbook consist of four files , and each file is made of six sections ; that is “ Language skills “, “Snapshots of culture” , “Activate you English” , “Do the exercises and Draw the Rules “ ,”Project Round –up” , and “Where do We Stand Now ?”. The first section encompasses three sequences turning around five rubrics ;” listen and Speak “,”Say it Clear” , “ Practice” , “ Imagine “, and “ read and Write “. The second section aims at raising the students awareness about the different cultures of the world and help the m acquire a cross –cultural competence . The third section ; that is “ Activate your English “ is essentially designed to make student able to memorize words they have learned in the files of the book by using them in meaningful sentences . The fourth section, “ Project Round –up” demands the students to fulfill a project . Finally , “ Where Do We stand now “ is a set of activities and tasks to check the students progress through each single file . More importantly, in the textbook “ the listen and Speak “ rubric shows that the latter follows the three important steps : presentation, practice , and production (Bader , 2017, p 154-158).

3.6. Description of Nunan’s Autonomous Language Learning Model (NALLM)

Undoubtedly, textbooks or course books play a significant role in EFL teaching and learning. Therefore, there seems to be a great debate among educators and researchers about whether language textbook has an influence on developing learner autonomy, thus many models are suggested for the aim of fostering LA . One of these models is Nunan’s well-known

autonomous language learning model (NALLM) in 2003. NALLM “ includes nine steps describing a procedure for moving learners along the continuum from dependence to autonomy”. Nunan applied them, as criteria of analysis .The same model was used by Spirovska (2013) to analyze four textbooks used in ELT at the context of South Eastern European University. (Spirovska, as cited in Hender , 2014)

According to Hender (2014) ; Selama (2018) ; Nunan (2003) .The nine steps encompassed by the model are:

✓ **Step 1: Make Instructional Goals Clear to Learners**

A first step in giving learners a voice is to make instructional goals clear to the students themselves.

Step 2: Allow Learners to Create Their Own Goals

Starting by evaluating their English language needs and reasons why they are studying English the learners are asked to create their own goals. It is expected that by knowing their own short and long terms goal to study English whether for their future study or future careers, they will do their best to achieve them. The teacher in this case just provides assistance in re-evaluating the learners’ skills goals.

Step 3: Encourage Learners to Use Their Second Language Outside The Classroom

A logical extension of this idea is to get learners activating their language outside the classroom itself. In other words, having known their English language goals to meet, the learners are encouraged to use their English inside or outside the classroom .

Step 4: Raise Awareness of Learning Processes

To make student autonomous learners is not an easy task to do as it needs their awareness and motivation to get actively involved in the learning process and to use their EFL ability to communicate inside or outside the classroom, and to raise the learner's awareness of their own appropriate learning strategies is one of a teacher's tasks.

Step 5: Help Learners to Identify Their Own Preferred Styles and Strategies

Via Questionnaire, or list of characteristics which helps the learners to recognize their learning styles and strategies. (And providing them with options and activities to suit their styles and strategies).

Step 6: Encourage Learners choice

In some foreign contexts, the notion of student choice may be a relatively unfamiliar or even alien one. In such a case it is preferable to engage the learners in a relatively modest level of decision-making in the first instance. For example, if the data for a lesson include a reading passage and a listening text, learners might be asked to decide which they would rather do first, the reading or the listening. If teachers are uncomfortable with the idea of students doing different things at the same time, then it can be put to a class vote. Then could then gradually be involved in making choices such as the following, in which the activity type and task is similar. The point is not that learners in different groups will be doing things that are radically different, but that they are being sensitized to the notion of making choices.

Step 7: Allow Learner to Generate Their Own Tasks

Having encouraged learners to make choice, the next step is to provide them with opportunities to modify and adapt classroom task. This could be preliminary step to teaching students to create their own tasks.

Step 8: Encourage Learners to Become Teachers

Provide activities which give the learners an opportunity to teach some of the content learned, which motivates the learner and facilitates learning.

Step 9: Encourage Learners to Become Researchers

Finally, Nunan (2003) explains that is possible to educate learners to become language researchers. A teacher gives them a chance to work together beyond the classroom as a community of ethnographers, collecting, interpreting, and building a data bank of information about language in their words.

3.7. The Systematic Analyses of The Book**My Book of English**

✓ **Step 1:** yes, the learning objectives of each sequence are provided and clearly stated right at the beginning of the textbook on “My Book Map”. Mainly, the book map consists of two main types of objectives namely communicative and linguistic objectives.

MY BOOK MAP		Linguistic objectives	
Communicative objectives	Language forms	Pronunciation	
<p>Sequence 1 My abilities, interests and my personality</p> <ul style="list-style-type: none"> Expressing abilities and inabilities Describing personal interests Describing personality features 	<ul style="list-style-type: none"> "can" for ability "can't" for inability Questions about abilities and inabilities (with positive and negative answers) Asking questions about interests and personality Frequency adverbs: "always", "never" Asking about frequency: "How often...?" Formation of adjectives 	<ul style="list-style-type: none"> Pronunciation of the vowel sounds: /æ/, /e/ and /i:/ Pronunciation of "can" and "can't": /kæn/, /kænz/ and /kæn't/ Pronunciation of "s" endings: /s/, /z/, /ɪz/ 	
<p>Sequence 2 Life and lifestyle</p> <ul style="list-style-type: none"> Narrating past events, experiences and childhood memories Describing life and lifestyles (past and present) Comparing life and lifestyles (past and present) Deciding and selecting relevant interview questions Conducting an interview 	<ul style="list-style-type: none"> The past simple tense (review) The past simple tense (with regular and irregular verbs) The past simple tense with "ago" Time marker: "ago" Asking questions using: "How long ago...?" The semi-modal: "used to" Frequency adverbs "made of" / "made in" 	<ul style="list-style-type: none"> Pronunciation of the vowel sounds: /u:/ and /ʌ/ Pronunciation of the vowel sounds: /ɜ:/ and /ə/ Pronunciation of the vowel sounds: /e:/, /ɪ/ and /ɪ/ Silent letters: "w" and "y" 	
<p>Sequence 3 The scientific world</p> <ul style="list-style-type: none"> Narrating Describing Organising/expressing biographical information in chronological order Selecting relevant biographical information Transferring biographical information from one format (ID card) to another (plain text with specific writing rules and mechanics) 	<ul style="list-style-type: none"> The past continuous tense Contracted/short forms of "to" in the past The past continuous and simultaneous actions Sentence connector: "while" Spelling rules: "V-ing" Requests with "can" and "may" Relative clauses: the relative pronouns ("who" and "which") 	<ul style="list-style-type: none"> Pronunciation of the consonant sounds: /f/ and /v/ 	
<p>Sequence 4 Me and my environment</p> <ul style="list-style-type: none"> Expressing obligation Expressing prohibition Making recommendations Comparing and evaluating 	<ul style="list-style-type: none"> "must" (strong obligation) "mustn't" (prohibition) "should" (mild obligation) The imperative The present perfect tense The present perfect tense with: "for" and "since" Asking questions with: "How long...?" The comparative of superiority (short and long adjectives) Discourse connector: "so", "because", "so"; "therefore" 	<ul style="list-style-type: none"> Pronunciation of the consonant sounds: /y/ and /ɪ/ Silent letters: "y", "w", "w", "w", "y", "y" Intonation in questions 	

✓ **Step 2:** No, all the learning goals are already stated in the book and throughout the tasks, the learner is required to follow the teachers instruction to do the activities.

✓ **Step 3 :** There are few instances which illustrate that textbook encourages learners to use their second language outside the classroom. For this reason , the designed tasks and activities aims at preparing pupils to deal with the real world situation through a set of tasks such as : task 18, p.16 in which a dialogue is given to teach them how to initiate a conversation in real situation. Task 21, p.16, task 11, p.87 it introduces pupils to the use of some electronic equipment's that people need in their daily life. In addition , project works at the beginning of each sequence is a perfect context for autonomous learning to practice the

language in which learner have to depend on himself to gather information from different sources using multiple materials.

Project one: Intangible cultural heritage of humanity (UNESCO). Pupils are asked to work with their partners on an article and send it to the press to raise people's awareness of the importance of preserving our cultural and national heritage.

Project two: My birth place 100 year ago (photo album) / Teenage lifestyle around the world (wall display). In this project , pupils are required to work in groups ,selecting a topic from the suggestions and present it to their classmates.

Project three: My wildlife Pictionary / My school environment litter survey; it is similar to the previous project where they have to choose a topic and work together .

✓ **Step 4:**There is a very limited number of instances in the textbook concerning the tasks that raise learners' awareness of learning processes . At the beginning of section 1 (rubric) E.g.: "I listen and do p.11", is illustrated by a picture that explains which strategy the pupil should use. In addition, in "I learn to integrate Task 1, p.37" In order to write a profile about (Mohamed Farah Djeloud) learners will have to fill in the missing information in the table .

the students are completely free to pick the topic, materials, members of the group, the deadline ...etc.

✓ **Step 6:** yes, but only when it comes to project works, the pupil has to choose either the teachers topic or theirs .Moreover, it's up to the students to select and decide everything concerning the project.

✓ **Step 7:** No, this step is not included. The learners are only required to stick to the pre-designed tasks in the book.

✓ **Step 8:** No, this step is not included. The students are not given the chance to experience the role of teaching for instance: presenting a lesson via data show etc.

✓ **Step 9:** This is the case only through the project works stated at the beginning of each sequence, where the pupil are asked to make a research .

3.8. Results of Textbooks Analysis

The present study is an attempt to evaluate and compare third year English middle school textbooks , the old generation and the new one . The aim behind this systematic process is to identify and examine their effectiveness in promoting learner autonomy for middle school level . From the obtained results , Both EFL textbooks do not include all the nine steps provided in the model suggested by Nunan (2003) .Specifically, the data shows that the first step is included in “My Book Of English , Year Three” as instructional goals are clearly stated through the book map for each sequence . The main aim is to involve learners in the process of learning , rather than just informing them. However this is not the case for the second textbook , learners are not involved as the pedagogical goals are not explicit for them. For the second step, both textbooks skipped the point of allowing learners to create their own goals. One way of fostering learner autonomy is by asking them to create their goals for studying English, because it will raise their awareness about their short term and long term goals. Consequently , this step is excluded in both textbooks as learners are only required to

follow the teacher's instruction and the book program. The third step is promoted in both textbooks. Learners are encouraged to use their second language outside classroom through a set of tasks, rubrics and project works. Basically, learners at the end of each file or sequence which is the case in both textbooks are asked to work in groups to carry out a given topic. This latter, is an opportunity for them to practice their language along with peers using different materials. Essentially, the first textbook has four projects divided on four files, Unlike the second textbook that encompasses three projects with four sequences. In addition, pupils practice their knowledge through dialogue activities to teach how to initiate a conversation in real world situation, e.g. in "My book of English" task 18 page 16, Task 12 page 16, Task 11 page 87.

The new textbook raises awareness of learning strategies as this is the fourth step. An autonomous learner is "one who is equipped with the appropriate skills and strategies to learn a language in a self-directed way" (William and Burden, 1997, p.147). Hence, in SOE3 pages from (6,7,8,9) are devoted for students in which a detailed table is provided to help pupils decide the kind of learning strategy they should use for each rubric, a set of clues are given to facilitate learning each file. Additionally, SOE3 "Where do we stand now" rubric seek to raise pupil's awareness and motivation and make them responsible for their own learning. Mainly, this rubric is divided into sub-sections in which each one is made up to cover a certain skill. Similarly, "My book of English" the beginning of each rubric is demonstrated by a picture that explains which strategy or skill a student is going to apply, e.g. I listen and do, p.11 because illustrations are more expressive than words at this age.

As the fifth step, is introduced only by the "My book of English". Learners are encouraged to identify their preferred styles and strategies through project works where students are free to pick topics, materials, deadline and even their group members. In addition, as part of promoting learner autonomy the textbook's task questions are attached with the personal

pronoun “I” , e.g. Listen , I pronounce ...etc, . As the sixth step, learner choice is only encouraged via project works in both textbooks , where students are free to choose and decide about the whole project and this is more accurate in “My Book of English” as students are not restricted to the task instruction. For the seventh step, learners are not allowed to adopt their own classroom tasks in both textbooks they are only required to carry out the tasks given in the program. Similarly , this is the case in the eight step, as learners are given the chance to teach other students in class . it would be motivating for them to experience such a role via classroom presentations because it will raise their self-confidence as being the next future teachers .For the last step , learners are encouraged to be researchers in both textbooks via project works only.

As a matter of fact , both textbooks seem to have different number of project works . Basically , there are four in SOE3 in which the projects to be announced at the beginning on the preview .Unlike , “My book of English “ that encompasses three projects within four sequences . Noticeably , the number of projects is reduced in the new textbook compared to the old one . Another point is the place of projects , students used to carry them at the end of each file , but in the new one they are announced at the beginning of each sequence .On this basis, this replacement will surely affect the quality of learner autonomy. Based on this remark SOE3 provide learners with more opportunities to practice the second language outside classroom with more sufficient number of projects in comparison to My Book of English”.

From the overall results , both textbooks fail to introduce Nunan’s (2003) nine steps to learner autonomy .Both textbooks could not reach the required level of self –directed learning . . Additionally , out of nine steps three steps are commonly not included in both textbook . Precisely, step 2; to allow learners to create their own goals, step7; to allow learners to generate their own tasks and step 8; to encourage learners to became teachers .

Thus, it can be confirmed that textbook designers could not provide autonomy-oriented activities that help in creating an autonomous learning context. This might suggest that learner autonomy is not better articulated in the newly designed middle school English textbook than the old one.

3.9. Teachers' Questionnaire

Introduction

This research study attempts to analyze the role of learner autonomy within third year middle school textbooks, mainly "Spotlight on English" and "My Book of English, book three". For this reason, this questionnaire was designed and administered to third year middle school teachers of English .

3.9. 1. The Sample and population

The sample of this research comprises of 15 third year middle school teachers at wilaya of Jijel. The sample comprises 15 subjects who were randomly picked to represent the whole population of third year middle school teachers. The aim behind selecting this sample is based on the consideration of teachers experience in teaching 3rd year student which is a great help for us in analyzing first and second generation textbooks. This sample consists of 15 teachers.

3.9.2. Description of the Questionnaire

The questionnaire was designed to explore EFL middle school teachers' of English perception on the nature of learner autonomy in both EFL textbooks " Spotlight on English" and " My Book of English , Year Three" . It starts with a brief introductory paragraph that explains our aim of study. It consists 27 questions that are divided into 3 sections. The first section presents general information about teachers such as: gender, qualification, and experience. The second one deals with teachers perceptions to the concept of learner

autonomy. The last section is concerned with textbook evaluations. This questionnaire is composed of numeric, closed-ended, and open ended question.

- Numeric question: types of questions which concern the teachers general information and background (6 questions).
- Closed-ended questions: types of questions which be answered with yes / no responses.(8 question).
- Open – ended questions: this kind of question require from teachers to give further explanation about a given answer (13 questions).

3.9.3. Analyses and Discussion of The Questionnaire

Section 1: General information

Table 1 shows that the target population consists of 9 male and 6 female teachers. From the obtained results we found that the highest percentage (60%) males, while only 40% of the respondents are females. However gender is not a factor to influence the research results.

Q1: Qualification

Table 1: Teachers’ Qualifications

Academic Degree	Number	Percentage
License	9	60%
Master	6	40%
Magister	/	/
Total	15	100%

Teacher in this question are require to give information about their qualification .The data show that 60 % of participants have a license degree , similarly, 40% of them have a master degree while none them have a magister degree.

Q2: Teacher asked about their teaching experience

Table 2: Teachers' Experience.

Year of Teaching	Number	Percentage
Less than 5 years	9	60%
More than 10year	3	20%
15years or more	3	20%
Total	15	100%

The table indicated that 60% of teachers have been teaching less than five (5) years ,20 % of the participants have worked more than ten (10) years, and about 20% of them have worked for more than 15 years . These results shows that most teachers who contribute in our research have a long experience in teaching English which will help us in conducting our study.

Q3: Teachers are asked how they find teaching English in MS

Table 3: Teachers' Opinion About Teaching English in MS

Options	N	%
Exciting	6	40%
Boring	1	6,7%
Normal	8	53,3%
Total	15	100%

The data revealed that out of 15 teachers , 40.% find teaching English as an exciting occupation while 53,3% of them considered as normal , however 6,7% pointed it as boring.

Q4: How would you describe yourself as an English teacher? (Good, Strict..., etc)

Table 4: The Way Teachers' Describe Themselves as English Teachers.

Responses	N	%
Good	8	53,4%

Strict but understanding	1	6,7%
Mixture of strict and friendly	1	6,7%
Lovely and caring	1	6,7%
Organize and strict	1	6,7%
Strict	1	6,7%
Not too strict But not too lenient	1	6,7%
Normal	1	6,7%
Total	15	100

The sixth question was addressed to know how teachers describe themselves as English teachers. The data shows that 53,4% of teachers reported , that they are good teachers , while other teachers mentioned various options such as : strict but understanding , a mixture of strict and friendly , lovely and caring , organized and strict , strict , not too strict but not too lenient , normal , approximately with the same percentage 6,7%.

Section 2: The Teachers' Perception to The Concept Learner Autonomy.

Q5: How can you define learner autonomy (LA)

Concerning this question we have got different answers , but most of teachers define learners autonomy as the following:

- It is the learner focusing centered education.
- It is a situation in which the learner is totally responsible for all the decisions concerned with his /her learning and implementation of those decisions.
- A concept in which the learner takes responsibility of his own learning decisions .
- When learner take control of what he learns and how he does it.
- Learners take responsibility for their own learning and the teacher is only facilitator.
- Learners' ability to learn by themselves.
- The ability to take charge of one's own learning.

Q6: Is there a relationship between learner autonomy and the competency-based approach, which is currently adopted in the Algerian educational system?

Table 5: The Relationship Between CBA and LA.

Options	N	%
Yes	12	80%
No	03	20%
Total	15	100%

The table above indicated that 80% of teachers are aware that LA is a principle of competency-based approach (CBA), while 20% of them are ignorant about this. We conclude from this that the most EFL middle school teachers have good perception of the concept of LA.

Q7: Do you know that learner autonomy is different from learner independence?

Table 6: Teachers' Awareness of The Misconception of Learner Autonomy.

Options	N	%
Yes	13	86,7%
No	2	13,3%
Total	15	100%

The results shown in the table above revealed that 86,7% of teachers are aware that learner autonomy is a different concept from learner independence, while 13,3% of them are still not aware. The data indicates that most EFL teachers have a good understanding of the true concept of learner autonomy.

Q8: Give an equivalence to the concept of "learner autonomy" in your language (Arabic)?

Table 7: An Equivalence Concept to "Learner Autonomy" in Arabic?

Responses	N	%
• استقلالية	2	13,3%
• التعلم الحر	1	6,7%
• تعلم ذاتي	1	
	1	

• استقلالية المتعلم	1	
• التعلم الذاتي	1	
• التعلم الذاتي عصامي	1	
• قدرة الفرد على تحمل المسؤولية لتعلم	1	
• الذاتي و الاعتماد على النفس	1	
• استقلالية التلميذ	1	
• استقلالية المتعلم واعتماده على نفسه	1	
• التعلم الذاتي	1	
• الحكم الذاتي	1	
• اعتماد المتعلم على نفسه	1	
• استقلالية المتعلم	1	
Total	15	100%

This question intended to elicit the teacher's views on the equivalence of LA in their language. Accordingly, the results revealed various definitions presented by the teachers which means that there is no consensus on its definition.

Q9: The characteristics of an autonomous learner?

This question was addressed to know the characteristics of an autonomous learner according to teachers. However only few of them stated suitable answers such as :

- Learners are free to choose what to learn and how to learn it.
- Self-aware /Motivated / Curious/ Flexible/ Competent / Responsible/ Creative.
- Relying on himself /herself more than on their teachers.
- Learner is able to deduce rules, and to deduce the topics of the lesson by using just hints or guideline.

The results shows that middle school teachers do not have a wide view to the true concept of learner autonomy.

Q10: How could you assess your pupils autonomy ?

Table 8: Teachers' Assessment to The Level of Pupils Autonomy.

Options	N	%
Average	9	60%
Good	1	6,7%
Weak	5	33,3%
Total	15	100%

In this question teachers were asked to evaluate their pupils autonomy. The results shows that the majority of them (60%) have an average level while others are good with a percentage (33,3%). However, (6,7%) of them are weak. This means that middle school pupils levels of autonomy, according to our sample, can be describe as average.

Q11: Does learner autonomy depends on teacher autonomy?

Table 9: Teachers Responses to Whether Learner Autonomy Depends on Teacher Autonomy.

Options	N	%
Yes	14	93,3%
No	1	6,7%
Total	15	100%

The question thirteen was addressed to know whether LA depends on teacher autonomy. The data shows that the majority of teachers (93,3%) confirms by yes, in which LA fostered through the high quality learning provided by the teacher. While (6.7%) of them said that there is no link between LA and teacher autonomy.

Q12: According to you promoting LA is based on :

- Teacher's role in classroom.
- Learners' readiness for autonomous learning.
- The availability of materials.

Table 10: Teachers' Perception on The Promotion of LA.

Responses	N	%
•Teacher s role in classroom.	7	46,7%
•Learners readiness for autonomous learning.	4	26,7%
•The availability of materials.	4	26,7%
Total	15	100%

The question was set for the aim of investigating the basis of promoting LA. The results suggested that (46,7%) of teachers believe that it is based on teachers role in classroom , whereas others asserted that it depends on learners readiness for autonomous learning with the percentage (26,7%) , while (26,7%) of the participants think that it is based on the availability of materials.

Q13: what are your strategies to foster LA?

This question aimed to investigate the strategies teachers may rely on to foster their pupils' autonomy. The most reliable strategies that had the supremacy were : to encourage students to have positive interaction in class and make the class a safe place to fail... praise pupils (13,3%)which is the highest percentage , while only 6,7 % for each strategy answered by the rest of the participants the lowest percentage such as :

- Encourage learners to engage in contexts and topics , create flexible tasks , keep learner active , cooperative learning and learners assessment.
- Give student to do accuracy –based activities instead of fluency –based ones.
- Tasks selection , interaction , solving tasks individually or in small groups.
- Using materials like pictures , data shows , asking learners to prepare at home.

Q 14: Do learners take part in their learning?

Table 11: Teachers' Overall views Whether Learners Take Part in Their Learning.

Options	N	%
Yes	14	100%
No	/	/
Total	14	100%

This question aimed at investigating whether learners take part in their own learning or not. According to the participants (100%) confirmed that most of pupils do participate in their learning process which indicates the level of autonomy within third year middle school pupils.

Q15: Are project works done in a way that promotes learner autonomy? If no why?

Table 12: Teachers' Responses Whether Project Works Are Done Autonomously.

Options	N	%
Yes	10	66,6%
No	4	26,6%
No answer	1	6,6%
Total	14	100%

The majority of teachers (66,6%) answered by yes . According to them project works are done in a way that promotes the learner s autonomy, the rest (26,6%) think the opposite and answered by no . The teachers who answered by no justified their answers that learners usually look for readymade projects in cybercafé , others add that due to the lack of time , equipment and over-crowded classes this processes of providing autonomous project works is impossible. The rest of the participants recommend that project works should be done in classes, since learners are using the internet outside classroom.

Section Three: Textbooks Evaluation

Q16: Have you used “My Book of English , Year Three” and “Spotlight on English , Book Three”

Table 13: Teachers' Responses on The Utilization of The Textbook Under Study.

Options	N	%
Yes	12	80%
No	3	20%
Total	15	100%

The table above indicates that (80%) of third year middle school teachers have used both textbooks during their teaching experience. While , (20%) of them answered by no due to the fact that they have taught using other textbooks from other generations. This means that the

majority of the participant who have answered our questionnaire have enough experience using both textbooks during their career which will help us to present reliable results.

Q17: Is there any progress concerning the content in “My Book of English, Year Three” if compared to the previous “Spotlight on English, Book Three”?

Table 14: Teachers’ Overall Opinion of The Content of The New Textbook.

Options	N	%
Yes	13	86,7%
No	2	13,3%
Total	15	100%

From the table above, it is noticed that the majority of teachers (86, 7%) claimed that there is an improvement concerning the content in the new textbook “My Book of English” compared to the old one “Spotlight on English”. The textbook “My Book of English” is a part of a package that consists of a teacher’s guide and a CD for the listening scripts. The main aim of the textbook is to enhance the learners’ communicative competence, it also aims to engage learners more in their own learning. In addition, the topics in “My Book of English” can be described as realistic, diverse and likely to be of use for middle school pupils. Precisely, it enables the learners to express their own views. Moreover, the textbook sequences seem to be interrelated and different in the same time, and mainly each sequence focuses on a different topic or theme so it covers all their learning needs. Generally, the content of the textbook “My Book of English” can be described as appropriate for third year middle school learners and covers the necessary main items. However, other teachers (13, 3%) stated the opposite.

Q18: Is there any progress concerning the design in “My Book of English, Year Three” if compared to the previous “Spotlight on English, Year Three”?

Table 15: Teachers’ Overall Opinion of the Design of the New Textbook.

Options	N	%
Yes	13	86,7%
No	2	13,3%
Total	15	100%

The results in the table above shows that the majority of teachers stated that there is an improvement concerning the design in “My Book of English”. They all agreed that it’s layout design , and its useful illustrations are better than “Spotlight on English” .The former textbook is well-organized and well sequenced , in that it was designed to help teachers perform their job , and to meet the designed objectives . However, other teachers (13, 3%) think the opposite and answered by no.

Q19: Does the new textbook fulfill the general objectives of teaching English language in Algeria?

Table 16: Teachers’ Evaluation of the General Objective of Teaching English in Algeria in New Textbook.

Options	N	%
Yes	6	40%
No	/	/
I don t know	9	60%
Total	15	100%

The results revealed that 40% of the respondents stated that the new textbook fulfill the general objectives of teaching English in Algeria, while more than half of the percentage of teachers (60%)could not decide.

Q20: From your teaching experience as an MS teacher of English , which textbook you consider autonomy is better articulated (Spotlight of English , Book Three or My Book of English , Year Three).

Table 17: Teachers’ Preferred Textbook in Adopting Autonomy.

Options	N	%
My Book of English Year Three	12	80%
Spotlight on English Book Three	2	13,3%
I don t know	1	6,7%
Total	15	100%

This question was addressed to investigate which textbook autonomy is better articulated mainly “My Book of English” and “ Spotlight on English”. The results shown in the table

above illustrate that (80%) of the teachers believed that autonomy is well expressed in the newly designed middle school English textbook. This implies that “My Book of English , year Three” is more autonomous than the former . However , (13,3%) of the respondents stated the opposite . Interestingly (6,7%) of them could not decided.

Q21:In the table below tick the textbook that has succeeded in introducing Nunan’ s nine steps to learner autonomy (2003). First Spotlight on English , Book Three.

Steps	Options	F	%	Total
Step 1	Yes	13	86,6%	100%
	No	2	13,3%	
Step 2	Yes	9	60%	100%
	No	6	40%	
Step3	Yes	8	53,3%	100%
	No	7	46,6%	
Step4	Yes	12	80%	100%
	No	3	20%	
Step5	Yes	7	46,6%	100%
	No	8	53,3%	
Step6	Yes	8	53,3%	100%
	No	7	46,6%	
Step7	Yes	7	46,6%	100%
	No	8	53,3%	
Step8	Yes	6	40%	100%
	No	9	60%	
Step 9	Yes	7	46,6%	100%
	No	8	53,3%	

Table 18: Teachers’ Evaluation of the Textbooks on the Implementation of Nunan’ s Model.

My Book of English , Year Three:

Steps	Options	F	%	Total
Step 1	Yes	13	86,6%	100%
	No	2	13,6%	
Step2	Yes	10	66,6%	100%
	No	5	33,3%	
Step3	Yes	11	73,3%	100%
	No	4	26,6%	
Step4	Yes	9	60%	100%
	No	6	40%	
Step5	Yes	11	73,3%	100%
	No	4	26,6%	
Step6	Yes	11	73,3%	100%
	no	4	26,6%	
Step7	Yes	9	60%	100%
	No	6	40%	
Step8	Yes	9	60%	100%
	No	6	40%	
Step9	Yes	10	66,6%	100%
	No	5	33,3%	

The table indicate that 86,6% of teachers agreed that instructional goals are quite clear to learner in “Spotlight on English’ and ‘Book Three” .While 13,3% of them claimed the opposite . In “My Book of English, Year Three” the majority of teachers 86,6% declared that this step is valid and applied ,while 13,6% of them answered by no. 60% of the respondents declared that learners are allowed to create their own goals in the former textbook. However 40% of them answered by no.

In “My Book of English” the results showed that more than half of the percentage of teachers 66,6% strongly believed that learners are encouraged to create their own goals , whereas 33,3% of them disagreed .For the third step , 53,3% of the participants asserted that learners are encouraged by their teachers to use their second language outside classroom in the first textbook , while , 46,6% of them think the opposite . The results in the second textbook (SOE3) shows that the majority of teachers 73, 3% approved that this step exist within the course book , while 26,6% of them stated the opposite , 80% of teachers who used “My Book of English ,year three” claimed that the textbook raise the awareness of learning processes , while (20%) of them answered by no. In the second textbook, 60% of participants asserted that this step is well introduced. However, 40% of them believed it not.

As the fifth step , only 46,6% of teachers stated that learners are encouraged to identify their preferred styles and strategies , in the former course book , while , 53,3% of them declared the other extreme. The findings showed that more than half of the percentage of teachers 73, 3% agreed that this step is established in it while 26, 6% of them claimed the opposite .As indicated in the table more than half of the percentage 53,3% agreed that learner choice is encouraged in “My Book of English” , while 46,6% of them answered by no as this is the sixth step . In the case of the second textbook (SOE3) , the majority of the population claimed that this step is introduced , while 26,6% of them declared the other extreme .As far as the seventh step is concerned ,46,6% of teachers approved that learners are allowed to generate their own tasks in the former textbook , while more than half of them 53,3% maintained the opposite . In the case of the latter, 60% of the respondents stated their positive view about the application of this step in SOE3, whereas 40% of them negatively disagreed. Analysis findings indicate that 60% of middle school teachers claimed that learners are encouraged to become teachers. Which is not the case for the rest of the percentage 40%.In the second textbook, the results showed that 60% of teachers agreed that the eight step is introduced in it. ,while 40% of them strongly disagreed. Concerning the last step, teachers views on the fact

that learners are encouraged to become researchers is varied. The data shows that only 46, 6% of them agreed that the new textbook support pupils to engage in research. Whereas 53,3% strongly disagreed. As far as the second textbook concerned, 66,6% of the respondents approved the introduction of this step in the course book, while 33,3% claimed the opposite.

Q22: Do you think the new textbook need improvement? Yes or No, if yes which improvement would you recommend.

Table 19: Teachers' Responses to Whether the Textbook Needs Improvement.

Options	N	%
Yes	11	73,3%
No	4	26,6%
Total	15	100%

This question examines teachers' perception of whether or not the newly designed textbook needs improvement. As the table shows the majority of teachers (73, 3%) agreed that textbook requires some enhancement. However, other teachers (26, 6 %) declared the other extreme.

Teachers also responded to the second part of the question, concerning their suggestions and recommendations to improve the textbook as following:

- ✓ Make the activities more relevant and stressing the use of visual aids.
- ✓ Design activities that fit the learners needs and interests.
- ✓ Reduce the length of the syllabus and provide much varied vocabulary.
- ✓ The application of new strategies that linguistics suggest after real studies.
- ✓ Make the textbook more relevant to our culture and everyday life.

Q23: Based on your classroom experience what suggestions or recommendations would you make to help pupils promote their learning in and outside classroom?

Concerning this question we have got distinct responses, but most of the answers can be summarized as follows:

- Encourage pupils to work on group projects, also the use of technology such as the computers and smart phones to help them cope with modern standards.

- Guide and motivate them to work hard by making them center of the learning process and provide them with continuous feedback and assessment.
- Create flexible tasks, cooperative learning.
- Promote the English language in society first.
- Give them the chance to talk more without embarrassing them by creating appropriate atmosphere depending on their choice of topics , tasks , and activities.....

Q24: Please add any comments or suggestions:

First, third year middle school English teachers suggest that English language should be taught at an early age. Second, they think it's a smart method to use social platform to practice the language with native pupils. Third , they recommend to start teaching English language from the primary school Others added that in any teaching learning process , the teacher has to mind the individual differences between his pupils and so is learners' autonomy .

3.9.4. Discussion of the results

In the present study , a questionnaire is addressed to third year English middle school teachers at the wilaya of jijel. The aim behind submitting this questionnaire is to investigate EFL middle school teachers' perceptions on the concept of learner autonomy and to examine the appropriateness of 3rd year middle school EFL textbooks , namely “ Spotlight on English , Year Three “ and “ My Book of English , Book three” based on a systematic model carried out by Nunan (2003). The results of the questionnaire has shown that the majority of the participants have described themselves as good MS teachers . Additionally , the analysis revealed many facts concerning teacher's perception on the notion of learner autonomy and its characteristics .Teachers indicated that this notion can be defined with a particular reference to the learners' ability to take charge of their own learning . Besides , the results illustrates that 3rd year middle school pupils' autonomy is average and it largely depends on teachers' autonomy . In the same vein, they stated that the process of promoting learners' self -directed learning is based on the role of their teachers in EFL classrooms . Furthermore , the informants have confirmed their utilization of the textbooks under study in teaching their pupils. The research study has also showed an improvement concerning the design and content of the newly EFL textbook compared to the old generation . Evidently , the majority of the sampled teachers in this study believe that autonomy is better expressed

in the new generation textbook. More importantly, most of them have approved that “My book of English, Book three” has succeeded to some extent in adopting Nunan’s nine steps to learner autonomy. It was found that most teachers recommend the necessity of enhancing the new course book concerning the strategies, length of the syllabus, and the kind of tasks and activities designed. The findings of the questionnaire contradict with the findings of our evaluation of the textbook. This contradiction is an evidence that teachers’ satisfaction rises from their lack of awareness of the real scope learner autonomy. This false sense of satisfaction is considered as a real handicap to any reform or innovation of the curriculum currently in use.

3.9.5. Recommendations

At the end of the study, it is noteworthy to mention some recommendations for promoting learner autonomy:

- More time should be devoted for learning and teaching English language to improve and promote learners’ autonomy.
- Service training should be organized on a regular basis to introduce and familiarize teachers to important notions like learners’ autonomy.
- Teachers should not rely blindly on the textbooks, they should rather adapt new materials that promote learners’ autonomy.
- Teachers must encourage their students to make research inside and outside the classroom.
- Teachers must take into consideration learners’ levels, preferences and needs when assigning tasks to their students.

3.9.6. Limitations of the Study

Several limitations within this research presented a challenge to complete our study:

- Some respondents did not give us sufficient answers.
- Lack of reliable resources and references because of the novelty of our research topic.

- Due to the quarantine and the difficult situation we submitted the questionnaire online for the sampled teachers , so we faced various problems in collecting a large number of teachers .

General Conclusion

The current investigation seems to endorse the role of learner autonomy within third year English middle school textbooks. This study has focused on the evaluation of the textbook: “My Book of English, Year three”, and “Spotlight on English, Book Three” used in the Algerian middle schools. The procedures followed aimed to identify the application of learner autonomy in both textbooks and to explore teachers’ perception to the concept of LA.

The dissertation includes a theoretical part divided into two chapters, while the third chapter is devoted for the practical part. In this context, Two distinct research tools were used; qualitative and quantitative methods. A questionnaire was administered to third year English middle school teachers. Based on the findings, it has been approved that the new textbook “My Book of English, Year Three” has succeed to some extent in introducing learner autonomy among third year pupils and that third year middle school teachers do have a good understanding of the concept of learner autonomy.

Textbook evaluation was another utilized instrument, it was held on both EFL textbooks based on a systematic model carried by Nunan (2003). The nine steps were applied and the data gathered was analyzed and compared. The data analysis indicates that both textbooks fail to introduce Nunan’s nine steps to learner autonomy. The overall results show that the textbooks under study could not reach the required level of self-directed learning. Additionally, out of nine steps three steps are commonly not included in both of them. More importantly, the results demonstrates that there is no improvement concerning the implementation of learner autonomy within the new generation course book. Although the data obtained shows some strengths such as: the layout, illustrations, cultural context ...ect. the textbook still needs an urgent change and a necessary reform by textbook designers for the sake of improving the quality of learning and learners’ awareness. Moreover ;there is a

stark contradiction between the findings of the questionnaire and the findings of our evaluation of the textbooks . This contradiction is an evidence that teachers' satisfaction rises from their lack of awareness of the real scope learner autonomy. This false sense of satisfaction is considered as a real handicap to any reform or innovation of the curriculum currently in use.

Generally , the course book is an important agent for the success of the learning process. Evidently , the new textbook content and design are not sufficient to provide pupils with enough self -reliance to foster learner autonomy. To conclude, the second generation program has brought no novelty upon improving learner -centered approach and LA. The development of LA is hardly a reality in Algerian middle schools since its actual implementation is still facing numerous obstacles.

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Appendices

Appendices

Appendix 01 : Textbook Evaluation.

- Description of Nunan's Autonomous Language Learning Model (NALLM)

Undoubtedly, textbooks or course books play a significant role in EFL teaching and learning. Therefore, there seems to be a great debate among educators and researchers about whether language textbook has an influence on developing learner autonomy, thus many models are suggested for the aim of fostering LA . One of these models is Nunan's well-known autonomous language learning model (NALLM) in 2003. NALLM “ includes nine steps describing a procedure for moving learners along the continuum from dependence to autonomy”. Nunan applied them, as criteria of analysis .The same model was used by Spirovska (2013) to analyze four textbooks used in ELT at the context of South Eastern European University. (Spirovska, as cited in Hender , 2014)

According to Hender (2014) ; Selama (2018) ; Nunan (2003) .The nine steps encompassed by the model are:

Step 1: Make Instructional Goals Clear to Learners

A first step in giving learners a voice is to make instructional goals clear to the students themselves.

Step 2: Allow Learners to Create Their Own Goals

Starting by evaluating their English language needs and reasons why they are studying English the learners are asked to create their own goals. It is expected that by knowing their own short and long terms goal to study English whether for their future study or future careers, they will do their best to achieve them. The teacher in this case just provides assistance in re-evaluating the learners' skills goals.

Step 3: Encourage Learners to Use Their Second Language Outside The Classroom

A logical extension of this idea is to get learners activating their language outside the classroom itself. In other words, having known their English language goals to meet, the learners are encouraged to use their English inside or outside the classroom .

Step 4: Raise Awareness of Learning Processes

To make student autonomous learners is not an easy task to do as it needs their awareness and motivation to get actively involved in the learning process and to use their EFL ability to communicate inside or outside the classroom, and to raise the learner's awareness of their own appropriate learning strategies is one of a teacher's tasks.

Step 5: Help Learners to Identify Their Own Preferred Styles and Strategies

Via Questionnaire, or list of characteristics which helps the learners to recognize their learning styles and strategies. (And providing them with options and activities to suit their styles and strategies).

Step 6: Encourage Learners' choice

In some foreign contexts, the notion of student choice may be a relatively unfamiliar or even alien one. In such a case it is preferable to engage the learners in a relatively modest level of decision-making in the first instance. For example, if the data for a lesson include a reading passage and a listening text, learners might be asked to decide which they would rather do first, the reading or the listening. If teachers are uncomfortable with the idea of students doing different things at the same time, then it can be put to a class vote. They could then gradually be involved in making choices such as the following, in which the activity type and task is similar. The point is not that learners in different groups will be doing things that are radically different, but that they are being sensitized to the notion of making choices.

Step 7: Allow Learner to Generate Their Own Tasks

Having encouraged learners to make choice, the next step is to provide them with opportunities to modify and adapt classroom tasks. This could be a preliminary step to teaching students to create their own tasks.

Step 8: Encourage Learners to Become Teachers

Provide activities which give the learners an opportunity to teach some of the content learned, which motivates the learner and facilitates learning.

Step 9: Encourage Learners to Become Researchers

Finally, Nunan (2003) explains that it is possible to educate learners to become language researchers. A teacher gives them a chance to work together beyond the classroom as a community of ethnographers, collecting, interpreting, and building a data bank of information about language in their words.

Appendix 02 : Teachers' Questionnaire.

Teacher's Questionnaire

Dear Teachers,

You are kindly invited to take part in this research through filling in the questionnaire below. The major concern of the questionnaire at hand is to gather information for the sake of investigating EFL middle school teacher's perception of the concept of learner autonomy and to examine the appropriateness of 3rd year middle school EFL textbooks ; namely Spotlight on English , Book three and My Book of English based on Nunan's (2003) model to learner autonomy. It is important to remind you that there is no 'right' or 'wrong' answers. All what is required from you is to respond sincerely to each item.

Please, tick the appropriate box/boxes.

Thank you in advance for your cooperation.

Section One: General Information

1. Qualifications:

a) License

b) Master

c) Magister

2. How many years have you been teaching English language in middle School ?

a) Less than 5 years

b) More than 10 years

c) 15 years or more

3. How do you find teaching English in MS?

a) Exciting

b)Normal

c)Boring

4.How would you describe yourself as an English teacher ? (good, strict ,....)

Section Two :Teacher's Perceptions to The Concept of Learner Autonomy

5.How can you define learner autonomy?

.....

6.Is there a relationship between learner autonomy and the competency- based approach , which is currently adopted in the Algerian educational system ?

Yes No

7.Do you know that learner autonomy is different from learner independence?

Yes No

8.Give an equivalence to the concept of“ Learner Autonomy” in your language (Arabic) ?

.....

9.According to you, what are the characteristics of an autonomous learner ?

.....

10.How could you assess your pupils' autonomy ?

Good Average Weak

11.Do learner autonomy depend on teacher autonomy ?

Yes No

According to you promoting learner autonomy is based on :

a)Teacher's role in classroom

b)Learner's readiness for autonomous learning

c)The availability of materials

12. What are your strategies to foster learner autonomy ?

.....

13.Do learners take part in their learning ?

Yes No

14.Are project works done in a way that promotes learner autonomy ?

Yes No

If no why?

.....

.....

.....

Section Three: Textbooks Evaluation

15 . Have you used " My Book of English Book Three and Spotlight of English Year Three"?

.....

16. Is there any progress concerning the design in my Book of English , Year three if compared to the previous Spotlight of English Year Three"?

a.Yes

b.No

17.Is there any progress concerning the content in " My book of English ,Year three " if compared to the previous " spotlight of English , book three " ?

18 .Does the new textbook fulfill the general objectives of teaching English language in Algeria ?

a.Yes

b.No

c.I don't know

19. From your teaching experience as an MS teacher of English, in which textbook you consider autonomy is better articulated ,("Spotlight on English , Book three" or " My book of English , Year three")?

.....
.....

20. In the table below tick the textbook that has succeeded in introducing Nunan's(2003) nine steps to learner Autonomy:

Nunan 's Nine Steps Spotlight On English

Book Three My Book of English

Year three

- Step 1: Make instructional goals clear to learners .
- Step 2 : Allow learner to create their own goals.

- Step 3 : Encourage learners to use their second language outside the classroom.
- Step 4 : Raise awareness of leaning processes.
- Step 5: Help learners identify their own preferred styles and strategies.
- Step 6 : Encourage learners choice.
- Step 7 : Allow learners generate their own tasks.
- Step 8: Encourage learners to become teachers.
- Step 9: Encourage learners to become researchers.

21.Do you think the new textbook need improvement?

a. Yes

b. No

If yes which improvements would you recommend.....

22. Based on your classroom experience what suggestions or recommendations would you make to help pupils promote their learning in and outside classes ?

.....

23. Please add any comments or suggestions

.....

Résumé

Résumé

Cette étude tente d'évaluer l'application de l'autonomie de l'apprenant dans les manuels de troisième année du collège, à savoir « My Book of English, Year Three » et « Spotlight on English, Book Three ». Il s'agit d'une analyse comparative visant à déterminer si les enseignants EFL du collège comprennent et appliquent vraiment le concept d'autonomie de l'apprenant. En outre, il cherche à évaluer dans quelle mesure le nouveau manuel du collège EFL a amélioré la mise en œuvre de l'autonomie de l'apprenant par rapport à l'ancien. Par la suite, il vise à analyser le rôle de l'autonomie de l'apprenant dans les manuels d'anglais des collèges algériens de première et deuxième génération. Pendant cette étude, deux outils de recherche sont donc utilisés, une évaluation des manuels basée sur le modèle de Nunan (2003) et un questionnaire destiné aux enseignants. Ces outils de recherche ont été conçus et dirigés pour répondre au problème en question au cours de l'année scolaire 2019/2020. Le questionnaire a été remis à un échantillon de quinze (15) enseignants de troisième année EFL des collèges de la wilaya de Jijel. Théoriquement, cette étude est organisée en trois chapitres, le premier chapitre met en évidence l'enseignement de l'anglais dans le contexte algérien. Le chapitre deux contient une recherche bibliographique sur les domaines généraux de l'autonomie de l'apprenant : Définition, notion, niveaux, composants. Enfin, le troisième chapitre est consacré à l'analyse et l'interprétation des données collectées. À partir des résultats globaux, il est conclu que les deux manuels n'introduisent pas les neuf étapes de Nunan (2003) pour l'autonomie de l'apprenant. Les deux manuels n'ont pas pu atteindre le niveau requis d'apprentissage autodirigé. De plus, sur neuf étapes, trois étapes ne sont généralement pas incluses dans les deux manuels. Précisément, l'étape 2 qui permet aux apprenants de créer leurs propres objectifs, étape 7 qui permet aux apprenants de générer leurs propres tâches et l'étape 8 pour encourager les apprenants à devenir enseignants. Ainsi, il peut être confirmé que les auteurs de manuels ne pouvaient pas offrir d'activités axées sur l'autonomie qui aident à créer un contexte d'apprentissage autonome. Cela pourrait suggérer

que l'autonomie de l'apprenant n'est pas mieux articulée dans le nouveau manuel d'anglais du collège par rapport à l'ancien. De plus, il existe une contradiction flagrante entre les résultats du questionnaire et les résultats de l'évaluation des manuels. Cette contradiction prouve que la satisfaction des enseignants découle de leur méconnaissance de l'autonomie réelle de l'apprenant. Ce faux sentiment de satisfaction est considéré comme un réel handicap à toute réforme ou innovation du curriculum en cours d'utilisation.

Mots clés: Autonomie de l'apprenant, Manuel, analyse comparative, collège

ملخص

يهدف هذا البحث الى تقييم مدى تطبيق استقلالية المتعلم في الكتاب المدرسي للسنة الثالثة متوسط و الذي يسمى " كتابي في اللغة الانجليزية السنة الثالثة " و اضواء على اللغة الانجليزية الكتاب الثالث". وهو عبارة عن تحليل مقارنة للتحقق من فهم و تطبيق أساتذة اللغة الانجليزية لمفهوم استقلالية المتعلم و إلى أي مدى تمكن كتاب اللغة الانجليزية للسنة الثالثة متوسط الجديد من تعزيز استقلالية المتعلم مقارنة بالقديم . وبالتالي فان هذا البحث هو دراسة تقييمية تحليلية لدور استقلالية المتعلم في كل من الكتابين (الجديد و القديم) للطور المتوسط وقد استخدمت طريقتين مختلفتين لمعالجة هذا الموضوع للعام الدراسي 2019 - 2020 . الأول عبارة عن تقييم للكتاب و ذلك استنادا على نموذج نونان 2003 ، أما الثاني فهو استبيان موجه لأساتذة اللغة الانجليزية الذي تم توزيعه على عينة مكونة من خمسة عشرة استادا من مختلف المتوسطات بولاية جيجل . تبعا لهذا ، تتكون الدراسة الحالية من ثلاثة فصول ، الفصل الاول القى الضوء على تدريس اللغة الانجليزية في السياق الجزائري . اما الفصل الثاني فيتعلق بالمحة الادبية للمجالات العامة لاستقلالية المتعلم منها التعريف للنشأة ، المستويات ، المكونات ... إلخ . أما بالنسبة للجانب التطبيقي فقد تناول تحليل وتفسير البيانات التي تم جمعها . تبين النتائج النهائية التي تم الحصول عليها أن كلا الكتابين (الجديد والقديم) فشلا في تطبيق نموذج نونان لتسع مراحل لاستقلالية المتعلم . بناء على المعطيات كلا الكتابين لم يتضمنا ثلاث خطوات من اصل تسعة بالتحديد ، الخطوة 2 ؛ السماح للمتعلمين بتحديد أهدافهم الخاصة ، الخطوة 7 ؛ السماح للمتعلمين بإنشاء المهام الخاصة بهم أما الخطوة 8 ؛ تشجيعهم على أن يصبحوا أساتذة . وبالتالي ، يمكن التأكيد على ان مصممي الكتاب المدرسي لم يتمكنوا من توفير الأنشطة الموجهة للاستقلالية التي تساعد على انشاء السياق التعليمي المستقل . ويشير هذا الى أن استقلالية المتعلم لم تطبق بشكل افضل في التصميم الجديد لكتاب اللغة الانجليزية لطور المتوسط مقارنة بالقديم . علاوة على ذلك هنالك تناقض كبير بين النتائج المتحصل عليها من الاستبيان و تلك من تقييم الكتب المدرسية . و هذا التناقض هو دليل على أن زيادة رضا المعلمين من قلة وعيهم بالمفهوم الحقيقي لاستقلالية المتعلم و يعتبر هذا الرضا الزائف عائق حقيقي لأي إصلاح او تجديد للمنهج المتبع حاليا .

كلمات مفتاحية : استقلالية المتعلم ، الكتاب المدرسي ، مقارنة تحليلية ، الطور المتوسط .