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**The Role of Learner-Centred Approach in Enhancing EFL Learners' Autonomy**

A Case Study of Third -Year Pupils at Elmodjahid Moadaa El-Hachmi Secondary School  
Chetma, Biskra.

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment for the Requirement of Master Degree in the English Language: Sciences of Language

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## DEDICATION

*I would like to dedicate this work to my father Mohamed*

*to my mother Aicha the source of affection and encouragement*

*to my sisters: Alia, Soad, and Chaima*

*the dearest persons to my heart*

*Who have been supportive and patient*

*This work is also dedicated to my grandfather and my grandmother*

*to my aunts: Houria, Zakia , Najwa, and Assia*

*to my uncles: Laid and Messoud*

*to all my family members*

*and to my loyal friends.*

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## ABSTRACT

Secondary school teachers of English dominate the teaching-learning process through adopting the traditional teaching approach. They play the role of controllers; hence, learners become passive, irresponsible for their learning, and dependent to teachers. Thus, their language learning achievement is negatively affected. However, the emergence of Learner-Centred Approach in the last few decades creates an opportunity for learners to engage in constructing their own knowledge independently. Therefore, this study endeavours to investigate the role of using Learner-Centred Approach to develop learners' autonomy. Moreover, it aims at demonstrating the importance of autonomy in foreign language learning. The research hypothesis states that if secondary school teachers of English effectively implement the Learner-Centred Approach, they will contribute to enhance their learners' autonomy. The study combines two parts: theoretical and practical. The theoretical part involves a literature review concerning Learner-Centred Approach and learners' autonomy. The practical part deals with the presentation and analysis of results. The research is descriptive; it consists of the use of two questionnaires. Teachers' questionnaire has been administered to four teachers of English, while pupils' questionnaire has been handed to thirty third-year pupils who were randomly selected from the scientific stream at Elmodjahid Moadaa El-Hachmi Secondary School at Chetma, Biskra. Collected data from both questionnaires is presented in the form of tables and figures, or in terms of summaries. Furthermore, results are analysed and discussed. Findings revealed that there autonomous learners who are responsible for their learning. Some teachers of English still adopt the teacher-centred approach. Besides, both teachers and pupils agree that the implementation of Learner-Centred Approach participates in promoting learners' autonomy. So, results obtained from both questionnaires confirm the research hypothesis. Consequently, teachers are required to adopt Learner-Centred Approach in the foreign language classroom so that they help learners to acquire skills needed to develop their autonomy. Also, learners have to assume responsibility for their own learning in order to improve their learning outcomes.

## **LIST OF ABBREVIATIONS**

**CBA:** Competency-Based Approach

**CBLT:** Competency-Based Language Teaching

**CL:** Cooperative Learning

**CLT:** Communicative Language Teaching

**CRAPEL:** Centre de Recherche et d'Applications Pédagogiques en Langues

**EFL:** English as a Foreign Language

**JITT:** Just-in-Time Teaching

**LCA:** Learner-Centred Approach

**PBL:** Problem-Based Learning

**Q:** Question

**TCA:** Teacher-Centred Approach

**ZPD:** Zone of Proximal Development

## List of Tables

### **Chapter Two:**

<b>Table 1:</b> Autonomy: Levels of Implementation.....	29
---------------------------------------------------------	----

### **Chapter Three:**

<b>Table 2:</b> Teachers' Gender Distribution.....	42
<b>Table 3:</b> Teachers' Opinions Concerning the Denotation of Learner-Centred Approach.....	42
<b>Table 4:</b> Learner-Centred Strategies Used by Teachers.....	43
<b>Table 5:</b> Teachers' Points of View towards the Effectiveness of Learner-Centred Strategies in Developing Learners' Autonomy.....	44
<b>Table 6:</b> Teachers' Roles.....	45
<b>Table 7:</b> Conducting Needs Analysis.....	46
<b>Table 8:</b> Teachers' Points of View Concerning the Importance of Needs Analysis.....	47
<b>Table 9:</b> Clarifying Course Goals to Learners.....	48
<b>Table 10:</b> Teachers' Points of View Concerning the Engagement of Learners in Decision-Making.....	49
<b>Table 11:</b> Elements Involved in Decision-Making.....	49
<b>Table 12:</b> Types of Learner-Centred Assessment Used by Teachers.....	50
<b>Table 13:</b> Teachers' Points of View Concerning the Possibility of Developing Learners' Autonomy.....	51
<b>Table 14:</b> Teachers' Intention to Foster Learners' Autonomy.....	52
<b>Table 15:</b> Teachers' Points of View Concerning the Characteristics of Autonomous Learners.....	53
<b>Table 16:</b> Teachers' Points of View Concerning the Importance of Autonomy in Foreign Language Learning.....	54

<b>Table 17:</b> Teachers’ Points of View Concerning the Contribution of Learner-Centred Approach to Develop Learners’ Autonomy.....	55
<b>Table 18:</b> Pupils’ Gender.....	58
<b>Table 19:</b> Pupils’ Age.....	59
<b>Table 20:</b> Pupils’ Satisfaction in their Level.....	59
<b>Table 21:</b> Pupils’ Attempts to improve their Level.....	60
<b>Table 22:</b> Pupils’ Points of View towards the Contribution of Learner-Centred Approach to Develop Learners’ Autonomy.....	61
<b>Table 23:</b> Pupils’ Points of View towards the Role of Prior Knowledge in Acquiring New Information.....	62
<b>Table 24:</b> Pupils’ Points of View towards Teachers’ Roles.....	63
<b>Table 25:</b> Teaching Strategies Used by Teachers According to Pupils’ Points of View.....	64
<b>Table 26:</b> Pupils’ Points of View Concerning the Contribution of LCA Strategies in Fostering Learners’ Autonomy.....	64
<b>Table 27:</b> Pupils’ Attitudes towards Decision-Making Elements Involved by Teachers.....	65
<b>Table 28:</b> The Effect of Learner-Centred Approach on Developing Learners’ Autonomy According to Pupils’ Points of View .....	66
<b>Table 29:</b> Setting Goals.....	67
<b>Table 30:</b> Identifying Needs.....	68
<b>Table 31:</b> Preparing Lessons in Advance.....	68
<b>Table 32:</b> Pupils’ Participation.....	69
<b>Table 33:</b> Learning Strategies Used by Pupils.....	70
<b>Table 34:</b> Pupils’ Behaviour When They Face Difficulties in Understanding.....	71
<b>Table 35:</b> Assessing Learning.....	72
<b>Table 36:</b> Assessing Classmates’ Work.....	73

<b>Table 37:</b> Using Process Portfolio Assessment.....	73
<b>Table 38:</b> Pupils' Attitudes towards the Role of Autonomy in Improving Learning Outcomes.....	74



## List of Figures

### Chapter Two:

- Figure 1:** Developing Learners' Autonomy – A Simplified Model.....31
- Figure 2:** Factors Affecting Learning Styles.....35
- Figure 3:** The dynamic model of learners' Autonomy.....37

### Chapter Three:

- Figure 4:** Teachers' Gender Distribution.....42
- Figure 5:** Teachers' Opinions Concerning the Denotation of Learner-Centred Approach....43
- Figure 6:** Learner-Centred Strategies Used by Teachers.....44
- Figure 7:** Teachers' Points of View towards the Effectiveness of Learner-Centred Strategies in Developing Learners' Autonomy.....45
- Figure 8:** Teachers' Roles.....46
- Figure 9:** Conducting Needs Analysis.....47
- Figure 10:** Teachers' Points of View Concerning the Importance of Needs Analysis.....47
- Figure 11:** Clarifying Course Goals to Learners.....48
- Figure 12:** Teachers' Points of View Concerning the Engagement of Learners in Decision-Making.....49
- Figure 13:** Elements Involved in Decision-Making.....50
- Figure 14:** Types of Learner-Centred Assessment Used by Teachers.....51
- Figure 15:** Teachers' points of view concerning the Possibility of Developing Learners' Autonomy.....52
- Figure 16:** Teachers' Intention to Foster Learners' Autonomy.....52
- Figure 17:** Teachers' points of view concerning the Characteristics of Autonomous Learners.....54

<b>Figure 18:</b> Teachers' points of view concerning the Importance of Autonomy in Foreign Language Learning.....	55
<b>Figure 19:</b> Teachers' Points of View Concerning the Contribution of Learner-Centred Approach to Develop Learners' Autonomy.....	56
<b>Figure 20:</b> Pupils' Gender.....	58
<b>Figure 21:</b> Pupils' Age.....	59
<b>Figure 22:</b> Pupils' Satisfaction in their Level.....	60
<b>Figure 23:</b> Pupils' Attempts to improve their Level.....	60
<b>Figure 24:</b> Pupils' Points of View towards the Contribution of Learner-Centred Approach to Develop Learners' Autonomy.....	61
<b>Figure 25:</b> Pupils' Points of View towards the Role of Prior Knowledge in Acquiring New Information.....	62
<b>Figure 26:</b> Pupils Points of View towards Teachers' Roles.....	63
<b>Figure 27:</b> Teaching Strategies Used by Teachers According to Pupils' Points of View.....	64
<b>Figure 28:</b> Pupils' Points of View Concerning the Contribution of LCA Strategies in Fostering Learners' Autonomy.....	65
<b>Figure 29:</b> Pupils' Attitudes towards Decision-Making Elements Involved by Teachers.....	66
<b>Figure 30:</b> The Effect of Learner-Centred Approach on Developing Learners' Autonomy According to Pupils' Points of View.....	67
<b>Figure 31:</b> Setting Goals.....	67
<b>Figure 32:</b> Identifying Needs.....	68
<b>Figure 33:</b> Preparing Lessons in Advance.....	69
<b>Figure 34:</b> Pupils' Participation.....	70
<b>Figure 35:</b> Learning Strategies Used by Pupils.....	71
<b>Figure 36:</b> Pupils' Behaviour When They Face Difficulties in Understanding.....	72
<b>Figure 37:</b> Assessing Learning.....	72

<b>Figure 38:</b> Assessing Classmates' Work.....	73
<b>Figure 39:</b> Using Process Portfolio Assessment.....	74
<b>Figure 40:</b> Pupils' Attitudes towards the Role of Autonomy in Improving Learning Outcomes.....	75

# TABLE OF CONTENTS

<b>Dedication</b> .....	I
<b>Acknowledgements</b> .....	II
<b>Abstract</b> .....	III
<b>List of Abbreviations</b> .....	IV
<b>List of Tables</b> .....	V
<b>List of Figures</b> .....	VIII
<b>Table of Contents</b> .....	XI
<b>General Introduction</b> .....	1
1. Statement of the Problem.....	1
2. Aims of the Study.....	2
3. Research Questions.....	2
4. Research Hypothesis.....	2
5. Significance of the Study .....	2
6. Limitations of the Study.....	3
7. Research Methodology.....	3
7.1. Research Method.....	3
7.2. Population.....	3
7.3. Data Gathering Tools.....	3
8. Structure of the Study.....	4
<b>Theoretical Part</b>	
<b>Chapter One: Learner-Centred Approach</b>	
Introduction.....	5
1. Historical Overview of the Learner-Centred Approach .....	5
1.1. Learning Theories.....	6
1.1.1. Behaviourism.....	6
1.1.2. Cognitive Theory.....	6

1.1.3. Constructivism.....	7
2. Definition of Learner-Centred Approach.....	8
3. Principles of Learner-Centred Approach .....	9
4. Learner-Centred Teaching Methods.....	13
4.1. Communicative Language Teaching.....	13
4.1.1. Origins.....	13
4.1.2. Language Theory.....	13
4.1.3. Language Learning Theory.....	14
4.1.4. Characteristics.....	14
4.1.5. Roles of Teachers and Learners.....	14
4.2. Competency-Based Language Teaching.....	15
4.2.1. Origins.....	15
4.2.2. Definition.....	15
4.2.3. Language Theory and Language Learning Theory.....	15
4.2.4. Characteristics.....	15
4.2.5. Roles of Teachers and Learners.....	16
5. Learner-Centred Teaching Strategies.....	16
5.1. Cooperative Learning.....	16
5.2. Problem-Based Learning.....	17
5.3. Concept Checks.....	17
5.4. Just-in-Time Teaching.....	18
5.5. Role-Play.....	18
5.6. Games.....	18
6. Learner-Centred Approach Assessment.....	19
7. Learner-Centred versus Teacher-Centred Approach.....	21
Conclusion.....	22

## **Chapter Two: Learners' Autonomy**

Introduction.....	23
1. Origin of Learners' Autonomy.....	23
1.1. Autonomy in Philosophy.....	23
1.2. Autonomy in Psychology.....	24
1.3. Autonomy in Politics.....	24
1.4. Autonomy in Language Learning.....	24

2. Definition of Learners' Autonomy.....	25
3. Importance of Learners' Autonomy.....	26
4. Characteristics of Autonomous Learners.....	27
5. Strategies to Foster Learners' Autonomy.....	29
6. Language Learning Strategies.....	32
6.1. Metacognitive Strategies.....	32
6.2. Task-Based Strategies.....	33
7. Learning Styles.....	35
7.1. Visual Learners.....	35
7.2. Auditory Learners.....	35
7.3. Kinaesthetic Learners.....	35
8. Measuring Autonomy.....	36
8.1. Self-Assessment.....	36
8.2. Learner Portfolios.....	38
8.3. Learner Profiles.....	38
8.4. Learner Contracts.....	38
8.5. Self-Reports.....	39
Conclusion.....	39

## **Field Work**

### **Chapter Three**

Introduction.....	40
1. Research Method.....	40
2. Population and Sampling.....	40
3. Data Collection Tools.....	40
4. Presentation of Data.....	40
5. Teachers' Questionnaire.....	41
5.1. Aims of the Questionnaire.....	41
5.2. Description of the Questionnaire.....	41
5.3. Administration of the Questionnaire.....	41
5.4. Data Analysis.....	42
5.5. Discussion of Results.....	56
6. Pupils' Questionnaire.....	57

6.1. Aims of the Questionnaire.....	57
6.2. Description of the Questionnaire.....	57
6.3. Administration of the Questionnaire.....	58
6.4. Data Analysis.....	58
6.5. Discussion of Results.....	75
Conclusion.....	76
<b>General Conclusion.....</b>	<b>77</b>
<b>Recommendations.....</b>	<b>78</b>
<b>Bibliography.....</b>	<b>80</b>
<b>Appendices</b>	
<b>Appendix 1: Teachers' Questionnaire</b>	
<b>Appendix 2: Pupils' Questionnaire</b>	

ملخص

# **General Introduction**



## General Introduction

1. Statement of the Problem.....	1
2. Aims of the Study.....	2
3. Research Questions.....	2
4. Research Hypothesis.....	2
5. Significance of the Study .....	2
6. Limitations of the Study.....	3
7. Research Methodology.....	3
7.1. Research Method.....	3
7.2. Population.....	3
7.3. Data Gathering Tools.....	3
8. Structure of the Study.....	4

# GENERAL INTRODUCTION

The notion of learners' autonomy has been one of the major principles in foreign language teaching over the last few decades. It is a worthy feature that foreign language learners ought to foster with teacher's contribution. Autonomous learners are reflective, knowledgeable, and intrinsically motivated to learn. They are effectively involved and responsible for decisions related to their learning as well. Thus, they participate greatly to generate efficient learning. Nevertheless, teachers of foreign languages mainly English have to collaborate with learners in order reach success since autonomy does not mean learning individually without the assistance of the teacher, and cooperation with classmates.

The process of teaching and learning foreign languages has been continuously developed through the emergence of new theories and approaches that are more suitable. For instance, the teaching of English; which has been a universal language, was firstly focused on the teacher who conducts predominant roles and represents the focal point in the teaching-learning process ;consequently, learners remain dependent, irresponsible, and unable to accomplish any task without teacher's interference. Therefore, educators urge the implementation of learner-centred approach in which the teacher encourages learners to actively participate in their own learning inside and outside the classroom. Hence, they will become more self-reliant and particularly autonomous. So, this study attempts to show the direct relationship between learner-centred approach and learners' autonomy, also it provides data related to that issue.

## 1. Statement of the Problem

Autonomy is a required quality that foreign language learners need to develop so that their learning becomes more efficient. However, the traditional teaching approach which is mainly centred on the role of teacher as the source of knowledge does not encourage pupils at Elmodjahid Moadaa El-Hachmi Secondary School to express their thoughts, ask questions, or solve problems independently. Furthermore, they face difficulties in maintaining involvement in classroom activities; as a result, their learning achievement is negatively affected.

The major issue of this study is that pupils become aware of the importance of autonomy, and that secondary school teachers of English contribute to enhance learners' autonomy. Thus, pupils will be responsible, direct their own learning independently, and actively participate in classroom tasks.

Therefore, this research is interested in stimulating teachers of English at Chetma Secondary School to implement learner-centred approach in which the focus shifts from the teacher to the learner; in addition, learners' needs, abilities and interests are deemed the first. Moreover, the teacher is considered as a counsellor, a guide, and a facilitator in order to participate in promoting learners' autonomy.

## **2. Aims of the Study**

The purpose of this study is to shed light on:

- Encouraging secondary school teachers of English to implement the learner-based approach.
- The relationship between the Learner-Centred Approach and learners' autonomy.
- The importance of developing learners' autonomy through the use of the learner-centred pedagogy.

## **3. Research Questions**

This study intends to answer these major questions:

- Does the implementation of learner-centred approach contribute to enhance EFL learners' autonomy?
- What are teachers' roles in the learner-centred approach environment?
- How the enhancement of autonomy is fruitful for secondary school pupils' learning achievement in the English subject?

## **4. Research Hypothesis**

The research general hypothesis is that if secondary school teachers of English implement the learner-centred approach, they will participate in developing EFL learners' autonomy.

## **5. Significance of the Study**

As a matter of fact, the teacher's principal aim is to facilitate the learning process as much as possible. This study may inspire Algerian secondary school teachers of English to adopt new strategies in teaching based on the learner-centred approach. In addition, it attempts to demonstrate the importance of developing learners' autonomy. This research may also help pupils at Chetma Secondary School to get new insights about learning English as a foreign language through using autonomous strategies. Furthermore, it may provide required information to widen teachers' and pupils' knowledge concerning the issue.

Consequently; teachers can recognise pupils' different abilities, learning styles, and strategies so that they contribute to promote their learners' achievement.

## **6. Limitations of the Study**

There are certain limitations in this study .It is restricted to only thirty pupils of third-year at Chetma Secondary School ;as a result , the outcomes of this research may not be generalised to all Algerian secondary schools. Besides, the time allocated is not sufficient to tackle the issue from different angles.

## **7. Research Methodology**

### **7.1. Research Method**

The method that is used to confirm the research hypothesis is descriptive. It is conducted both qualitatively and quantitatively in order to depict and demonstrate the relationship between the independent variable as the implementation of the learner-centred approach and the dependent variable, which is learners' autonomy.

### **7.2. Population**

The concerned population in this study is third-year pupils at Chetma Secondary School, during the academic year 2016 /2017, because they have studied English since they were at the middle school and they have experienced different learning strategies. So they can participate to offer needed information. Furthermore, teachers of English in the same Secondary School are involved in the research.

Due to time constraints, the population that consists of (N=231) is represented by a sample of (N=30) pupils of third-year who are randomly chosen from the scientific stream since they are more helpful in providing the required data. In addition, four teachers of English that represent a convenient sample are involved.

### **7.3. Data Gathering Tools**

In order to obtain required data for the research, two questionnaires have been administered to both pupils and teachers. Pupils' questionnaire, which has been proposed for third-year pupils at Elmodjahid Moadaa El-Hachmi Secondary School, aims to elicit the role of learners' autonomy in promoting foreign language achievement. In addition, teachers' questionnaire has been directed to teachers of English at the same Secondary School. Its

major goal is to determine the effectiveness of using the learner-centred instruction to develop learners' autonomy.

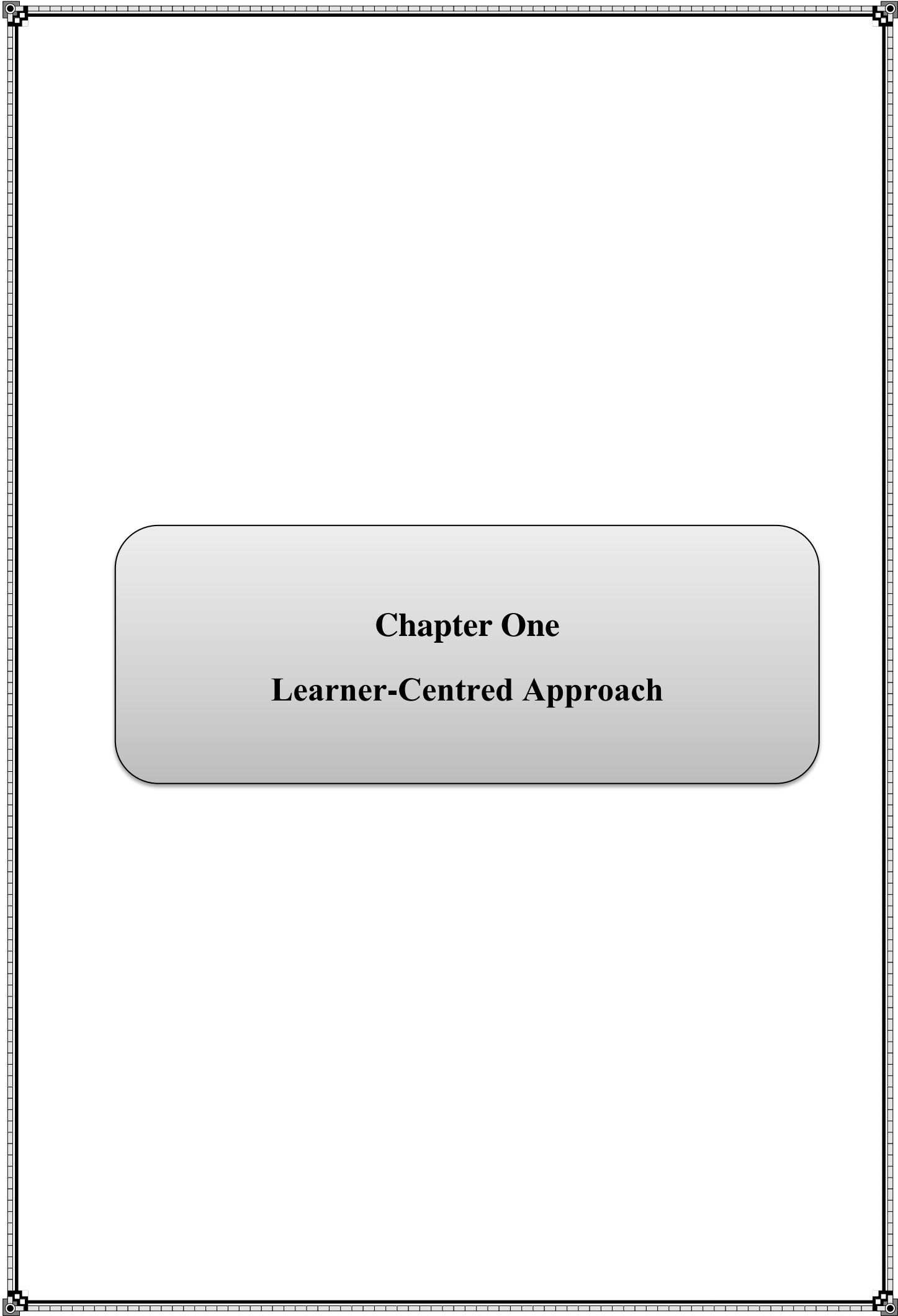
## **8. Structure of the Study**

The Research includes two parts: theoretical and practical. The theoretical part is composed of two chapters that represent a review of the literature concerning the research topic, whereas the practical part that demonstrates the field work involves one chapter.

Chapter one includes the main issues related to the implementation of learner-centred instruction in foreign language teaching. It contains the origin of the approach, its definition, principles, and essential strategies that should be used by the teacher based on that pedagogy. Moreover, the research sheds light on methods that have supported its evolution as the competency-based approach. This chapter also comprises the differences between the traditional approach and the learner-based pedagogy. At the end, learner-centred assessment is included.

Chapter two provides a review about learners' autonomy in foreign language learning. It involves the origin of autonomy, its major definitions and importance in foreign language learning. Also, it presents the features of autonomous learners, and the teaching strategies that should be used to foster learners' autonomy. Furthermore, this chapter introduces learning strategies and learning styles. Finally, it comprises ways of measuring autonomy.

Chapter three that represents the practical part is devoted to the analysis of data gathered from teachers' and pupils' questionnaires that are about the role of using learner-centred approach to enhance learners' autonomy. In addition, a summary and discussion of findings are involved in this chapter. To conclude, a general conclusion and recommendations are included.



**Chapter One**  
**Learner-Centred Approach**

## Chapter One: Learner-Centred Approach

Introduction.....	5
1. Historical Overview of the Learner-Centred Approach .....	5
1.1. Learning Theories.....	6
1.1.1. Behaviourism.....	6
1.1.2. Cognitive Theory.....	6
1.1.3. Constructivism.....	7
2. Definition of Learner-Centred Approach.....	8
3. Principles of Learner-Centred Approach .....	9
4. Learner-Centred Teaching Methods.....	13
4.1. Communicative Language Teaching.....	13
4.1.1. Origins.....	13
4.1.2. Language Theory.....	13
4.1.3. Language Learning Theory.....	14
4.1.4. Characteristics.....	14
4.1.5. Roles of Teachers and Learners.....	14
4.2. Competency-Based Language Teaching.....	15
4.2.1. Origins.....	15
4.2.2. Definition.....	15
4.2.3. Language Theory and Language Learning Theory.....	15
4.2.4. Characteristics.....	15
4.2.5. Roles of Teachers and Learners.....	16
5. Learner-Centred Teaching Strategies.....	16
5.1. Cooperative Learning.....	16
5.2. Problem-Based Learning.....	17
5.3. Concept Checks.....	17
5.4. Just-in-Time Teaching.....	18
5.5. Role-Play.....	18
5.6. Games.....	18
6. Learner-Centred Approach Assessment.....	19
7. Learner-Centred versus Teacher-Centred Approach.....	21
Conclusion.....	22

# Chapter One

## Learner-Centred Approach

### Introduction

Teaching a foreign language requires the adoption of the suitable teaching style. There have been several teaching approaches related to language teaching particularly the teacher-centred approach (TCA) and the Learner-Centred Approach (LCA). The TCA focuses on the role of the teacher. In contrast, the LCA places emphasis on learners' needs. This chapter is concerned with the notion of Learner-Centred Approach in teaching English as a foreign language. First, a historical overview is involved. It describes the major learning theories including the behaviourist and the cognitive theories in addition to the constructivist theory that contributes to the emergence of Learner-Centred Approach. Next, the chapter presents the definition of this pedagogy followed by a set of principles that distinguishes it. Then, it sheds light on two learner-centred teaching methods namely communicative language teaching and competency-based language teaching. After that, this chapter provides a description of LCA teaching strategies. Also, it comprises learner-centred assessment. Finally, the differences between the teacher-centred and learner-centred instructions are highlighted.

### 1. Historical Overview of the Learner-Centred Approach

Traditionally, teaching was teacher-centred. The teacher directs and controls the learning process; hence, learners are passive. Their needs, interests, and abilities were not of much concern. Learning was based on the behaviourist theory that views learning as a “permanent change in behaviour as the result of experience” (Jordan, Carule & Stack, 2008: 21). In the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, the concept of learner-centred approach was introduced within the field of educational pedagogy as a reaction to the teacher-centred approach. The focus shifts from the content to the real life needs and goals of language (Schweisfurth, 2013). First, the Learner-Centred Approach was concerned with the modification of teaching methods, and mainly on the involvement of the learner in the educational process. Then, the pivot of learner-centred approach changed during the second half of the twentieth century with the emergence of constructivist theories that view learning as a construction and reconstruction of knowledge (Attard, Loio, Geven, & Santa 2010; Weimer, 2002).



## **1.1. Learning Theories**

### **1.1.1 Behaviourism**

The behaviourist theory was developed in the late nineteenth century. John B. Watson coined the term behaviourism. It is based on the work of the Russian psychologist Ivan Pavlov who investigated animals' behaviour (Brown, 2007; Jordan et al., 2008). Thus, Brown (2007: 87-88) asserts that “for Pavlov the learning process consisted of the formation of associations between stimuli and reflexive responses”. This is what is called classical conditioning which means making associations between stimuli and responses.

On the other hand, the American psychologist B.F. Skinner introduced the notion of operant conditioning. Unlike classical conditioning, operant conditioning accounts for human learning. The individual acts on the environment, and reinforcement increases the possibility of recurrence of that act rather than the primary stimulus as in classical conditioning (ibid.). The concept of reinforcement denotes teacher's feedback towards learner's behaviour.

For the behaviourist theory, successful language learning is the “ the production of correct responses to stimuli. If a particular response is reinforced, it then becomes habitual ,or conditioned”(Brown, 2007: 26). It considers language learning as any other behaviour the result of conditioning. It should be taught through the use of drills and reinforcement.

### **1.1.2 Cognitivism**

The cognitive theory was established in the 1960's as a reaction to the behaviourist theory that focuses on observable behaviours (Richards & Rodgers, 2014). It views language learning as a mental process of accumulating information rather than a mere set of responses to certain stimuli. It is based on five principles of cognition which are: sensation, perception, attention, encoding and memory. First, sensation involves the process of recognising external stimulus via senses. This occurs in a very short time. Second, perception denotes the interpretation of what is presented to senses. Third, attention implies the selective focus on certain information. Fourth, encoding means the organisation of information into schema which is the mental representation of information. Finally, memory is the ability to retrieve knowledge. It is divided into three categories: sensory, short term and long term memory (Jordan et al., 2008).

According to the cognitive theory, learning is an internal process that comprises the effective building of schemata.

### **1.1.3 Constructivism**

The constructivist theory was developed in the late twentieth century. It is traced back to the work of Jean Piaget and Lev Vygotsky. It considers learning as a dynamic rather than a passive process in which learners construct knowledge through active involvement. They connect what is being learned with prior knowledge (Jordan et al., 2008; Richards & Rodgers, 2014).

Papert (1986; cited in Attard et al., 2010: 10) points out that: “[W]e take view of learning as a reconstruction rather than as a transmission of knowledge”. So, both teacher’s and learner’s roles are adjusted in the Learner-Centred Approach. The teacher is viewed as a guide who directs learners while they take responsibility over their own learning. Hutchinson and Waters (2010: 72) also assume that learning is “a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information”

#### **Cognitive Constructivism**

The constructivist theory comprises two orientations: the cognitive and the social. In the cognitive constructivism, Piaget asserts that cognitive development is a result of interaction between pre-existing knowledge and new experiences. This means that learners are active and construct knowledge by themselves through relating unknown information with what is already known. Hence, he emphasises the limited interference of the teacher in the learning process (Brown, 2007; Jordan et al., 2008). He argues that there are four main stages of cognitive development (1.Sensorimotor stage 2.Preoperational Thinking stage 3. Concrete operations stage 4. Formal Operations stage), and that through interaction with the environment children develop intellectually (Olson & Hergenhahn, 2009).

#### **Social Constructivism**

Lev Vygotsky claims that learning is a matter of interaction between individuals and society since it occurs when they share experiences with others in a community (Matsau, 2007). He also stresses the role of cooperation in learning. Vygotsky introduces the concept of the zone of proximal development (ZPD). Brown (2007: 13) states that ZPD “ describes tasks that a learner has not yet learned but is capable of learning with appropriate stimuli” . This denotes the learner’s ability to process certain knowledge via the assistance of others.

So, the constructivist theory is multidisciplinary because it accounts for the linguistic dimension in addition to the psychological and sociological components as they participate in the process of accumulating new information (Brown, 2007).

## 2. Definition of Learner-Centred Approach

Although there are numerous definitions of learner-centred pedagogy, it is an approach to teaching that focuses on the role of learner as the heart and “the focal point” in the learning process (Attard et al., 2010: 8).

Learner-Centred Approach has been defined as “the process by which learners are given greater autonomy and control over the choice of subject matter” (Gibbs, 1992 cited in Barraket, n.d.: 65); therefore, learners are given power to decide about what they learn in the sense that learning should fit their needs as this approach encourages independence from the pre-determined content.

McCombs and Whisler (1997: 9) define it as:

The perspective that couples a focus on individual learners (their heredity, experience, perspectives, backgrounds, talents, interests, capacities and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners).

This means that this approach is based on two main parameters: first, learners including their cognitive abilities, social, and cultural backgrounds. Second, it is centred on learning as the ultimate goal of language teaching.

Moreover, Weimer (2002: xvi) asserts that “Being learner-centred focuses attention squarely on learning: what the student is learning, how the student is learning, the conditions under which the student is learning, and how learning positions the student for future learning” ;that is to say, the approach is concerned with learners’ needs what and how they learn.

Also, Collins & O'Brien (2003 cited in Froyd & Simpson, n.d.) state that Learner-Centred Approach is:

an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively.

In other words, this approach changes the orientation from what the teacher does to the process of learning. Thus, learners ought to be engaged and responsible for their own learning as this pedagogy is based on the knowledge that learners bring with them to the classroom.

According to the Glossary of Education Reform (2014, para. 1), the Learner-Centred Approach refers to:

a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

All in all, Learner-Centred Approach is particularly concerned with two main components: the learner as the core of the whole process and learning as the intended aim to attain through the effective learners' involvement and teachers' facilitation.

### **3. Principles of Learner-Centred Approach**

The Learner-Centred Approach is based on several principles that make it distinctive. For instance, the American Psychological Association (1997) has introduced fourteen psychological principles that concentrate basically on learners' internal factors in addition to external ones which are involved in the learning process. They are divided into four categories as follow:

#### **3.1. Cognitive and Metacognitive Factors**

**Nature of Learning Process:** successful learners use intentional processes in order to generate meaning that is based on their own existing knowledge and experiences. They purposely use the appropriate learning process according to the degree of complexity of the information as they assume responsibility (American Psychological Association, 1997).

**Goals of the Learning Process:** learners are required to be able to construct efficient representations of knowledge, and to be goal directed. Firstly they ought to set feasible short-term goals then gradually they will be able to generate long-term goals with instructional assistance.

**Construction of Knowledge:** learners must correlate new information with previous knowledge, experiences, and skills. This correlation can be attained through addition, editing, or recognition of the pre-existing information. It differs from one learner to another according to their abilities, preferences, and aptitudes.

**Strategic Thinking:** effective learners consistently create and adopt a number of thinking strategies that enable them not only to enhance their learning achievement but also to solve problems, and reuse knowledge in new situations. These strategies are renewed by learners' reflection and teachers' guidance (ibid.).

**Thinking about Thinking:** learners are supposed to develop metacognitive strategies to monitor their learning progress, solve problems, and promote responsibility. They can recognise their weak points and adopt feasible strategies that allow them to overcome these problems (American Psychological Association, 1997).

**Context of Learning:** the learning process does not occur in isolation, but it is affected by external factors such as culture, technology, and classroom environment. The content ought to fit learners' cultural background. The technological materials used must be appropriate for their level. In addition, classroom conditions should be suitable to foster learning.

### **3.2. Motivational and Affective Factors**

**Motivational and Emotional influences on Learning:** motivated learners are more likely to learn effectively. Their emotional state also has an impact on learning and motivation as well since anxiety and the lack of self-esteem create inhibition.

**Intrinsic Motivation to Learn:** intrinsically motivated learners are curious, creative, and have insightful thinking. Intrinsic motivation can be improved by introducing assignments that fit learners' level, interests, and the ones that give chance for decision-making.

**Effects of Motivation on Effort:** the amount of knowledge learned ranges from simple to complex. The acquisition of the complex knowledge needs effort. The role of the teacher is to involve motivational strategies that promote effort as "purposeful learning activities", and methods that show the significance of this knowledge (ibid.).

### **3.3. Developmental and social factors**

**Developmental Influences on Learning:** as matter of fact, individuals develop physically, intellectually, and socially but in different ways. Hence, learning is most successful when all these basics are valued.

**Social Influences on Learning:** the classroom environment should encourage interaction among learners. This enables them to exchange ideas, minimise anxiety, and promote self-confidence at the same time. They will "create a learning community" (American Psychological Association, 1997, n.p.).

### 3.4. Individual Differences Factors

**Individual Differences in Learning:** each learner is unique, and has specific learning strategies and styles. The teacher has to be knowledgeable of these individual differences and assist learners to assess their learning preferences (American Psychological Association, 1997).

**Learning and Diversity:** learners vary in terms of language mastery, ways of life, and cultural backgrounds. Their motivation and learning attainment are enhanced whenever these essential components are taken into account.

**Standards and Assessment:** the establishment of efficient standards and the continuous assessment are recommended. Assessment allows the teacher and the learner to elicit the progress of learning goals (ibid.).

These are the fourteen Learner-Centred Approach psychological principles presented by the American Psychological Association. They seek for the improvement of the learning achievement, and for the betterment of mental development as they account for various factors involved in learning that can be inner as thinking, memory, and motivation or external factors such as the social and cultural background.

Weimer (2002) names five practices that need to be changed in order to attain a learner-centred teaching. These practises comprise the balance of power, the function of content, the role of the teacher, the responsibility for learning, in addition to the purpose and processes of evaluation.

First, she assumes that the reason behind learners' passivity is the teacher's control of the learning process including the content, time, classroom policy, assignments, and evaluation. On the other hand, learners' involvement in decision making is beneficial. For example, learners can decide about what assignments and activities to accomplish. As soon as the power is shared, learners are more self-confident, enthusiastic, and involved in the course; consequently, the learning achievement is positively affected. This in turn promotes teachers' motivation.

Second, the function of content comprises two basics: ensuring a knowledge base and enhancing learning. Learners acquire the body of knowledge and learn about learning as well since the content represents a means which enables them to improve self-awareness and develop the learning skills that include strategies and techniques which learners rely on.

Moreover, learners experience the content because they do more than they hear in the learner-centred environment.

Third, Weimer (2002) points out that traditionally the teacher dominated the classroom through lecturing, discussing, summarizing and asking questions but in the LCA the role changes. The teacher plays the role of a facilitator and a guide. Fourth, she asserts that learners must be responsible for their own learning and this requires “developing intellectual maturity, learning skills, and awareness necessary to function as independent, autonomous learners” (95). On the other hand, classroom conditions should promote learners’ independence in the sense that they must be encouraged to engage in tasks.

Finally, she argues that the goal and the way of evaluation also should be changed. In the Learner-Centred Approach, evaluation is not just for grades but also for enhancing learning. Additionally, evaluation includes self-assessment and peer assessment activities that in turn enhance autonomy.

According to Attard et al., (2010), the learner-centred pedagogy is based on four parameters. The first parameter is innovative teaching. It needs continuous professional progression so that teachers will be able to vary their teaching methods. It involves cooperative learning in which learners can exchange thoughts and experiences, problem-based learning where they are exposed to certain situations that they may encounter in their real lives, in addition to self-regulated learning which urges learners’ responsibility.

The second parameter is the use of learning outcomes. It refers to the explicit expression of what knowledge and skills that learners are supposed to acquire at the end of the learning process. They must be written in the future tense, using active verbs, and they should be achievable. The use of learning outcomes enables learners to direct their own expectations and learn better.

The third one is the use of a system of transfer and accumulation of credits. It is linked to learning outcomes since learners are expected to collect credits as a result of a learning achievement. This is used as a basic requirement for higher education approval. Flexible curricula and learning paths is the fourth parameter. It is similar to what Weimer (2002) called the balance of power. Learners are given power and allowed to decide about what to learn according to their needs in which the curriculum becomes more feasible and enables them to be responsible.

To sum up, the principles of Learner-Centred Approach are typically based on the denial of traditional teaching. They aim at rising learners' awareness concerning the value of their learning. Also, they urge them to effectively involve in building their knowledge.

## **4. Learner-Centred Teaching Methods**

### **4.1. Communicative Language Teaching**

#### **4.1.1. Origins**

The communicative language teaching (CLT) was established in Great Britain in the late 1960's as a reaction to the Situational Language Teaching Approach that was merely concerned with teaching structures through situation-based tasks. In addition, the audio-lingual method was denied in the United States since it does not account for learner's creativity and uniqueness as it was argued by the American linguist Noam Chomsky. (Richards & Rodgers, 2014)

The need for teaching the languages of the European Common Market to adults led the Council of Europe to urge linguists to found a new teaching method which considers not only the linguistic competence but also the communicative dimension. The British linguist Wilkins published a document in 1972 through which he emphasised on the functional nature of language. He suggested that there are two types of meanings that are required for the learner: the notional meanings that involve "time, sequence, quantity, location, frequency" and that of the communicative functions such as apology, refusal, and order (Richards & Rodgers, 2014:85). His work contributed to the establishment of communicative syllabuses. Since the mid-1970's, the communicative language approach was widely implemented in many countries over the world (ibid.). It was firstly adopted in Algeria in the mid-1980's (Bacher, 2013).

#### **4.1.2. Language Theory**

Littlewood (1981) points out that the communicative approach is based on the functional theory of language with a considerable attention to the structural dimension of language that comprises the ability to produce correct grammatical structures. The functional theory views that language is a means of communication. Dell Hymes introduced the notion of communicative competence that implies the ability to use language to fulfil various purposes. Thus, CLT focuses on developing the communicative competence of the learner as the essential objective of teaching (Richards & Rodgers, 2014).



### **4.1.3. Language Learning Theory**

In the traditional approaches, language learning was viewed as the result of habit formation and that successful learners ought to produce correct structures in which errors were not tolerated. In the communicative language teaching, learning is due to meaningful interaction and “collaborative creation of meaning” (Richards, 2006: 4)

### **4.1.4. Characteristics**

Larsen-Freeman and Anderson (2011) point out that the communicative language teaching method is characterised by the following:

- Communication is the goal of language teaching.
- The use of authentic materials is recommended.
- The teaching of the four skills is emphasised.
- Classroom activities are based on cooperation (role plays, games, problem-solving tasks).
- Evaluation is held to assess accuracy as well as fluency.

### **4.1.5. Roles of Teachers and Learners**

According to Richards and Rodgers (2014), the teacher plays different roles. First, as a needs analyst the teacher seeks to identify learners’ interests, needs, and abilities by conducting a needs analysis. Second, the teacher as a counsellor is supposed to be an effective communicator who uses clear speech. Third, as a group manager the teacher needs to organise a learner-centred classroom where communication is emphasised. Similarly, Larsen-Freeman and Anderson (2011) assume that the teacher is a facilitator who intends to create feasible situations that foster communication.

On the other hand, learners are communicators. Hence, they are actively involved in classroom activities that are based on cooperation. This allows them to exchange thoughts and experiences. Unlike traditional approaches, communicative language teaching enables learners to participate in building knowledge as they assume responsibility for their own learning (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014).

So, the communicative language teaching is an approach that is concerned with developing learners’ communicative ability as the aim of language teaching. It focuses on teaching the four skills since they are complementary and contribute to enhance the communicative competence. Teachers are facilitators and learners are self-reliant. Benson (2001) argues that

LCA, the communicative language teaching, and autonomy are interrelated since they emphasise on the role of learner in the learning process.

## **4.2. Competency-Based Language Teaching**

### **4.2.1. Origins**

The competency-based language teaching (CBLT) was developed in the United States in the 1970's. It was applied for work-related and survival-oriented language teaching programmes designed for adults. Then, it was implemented for vocational and technical education. Lately, CBLT is used in national language curriculum in Indonesia, Thailand and Philippines (Richards, 2006). It is being adopted in Algeria since 2003 (Bacher, 2013).

### **4.2.2. Definition**

Competency-based approach (CBA) is defined as:

an approach to education that focuses on the student's demonstration of desired learning outcomes as central to the learning process. It is concerned chiefly with a student's progression through curriculum at their own pace, depth, etc. As competencies are proven, students continue to progress (Teach Thought Staff, 2016).

Thus, the central concern of CBA is learners' performance after a given course, in the sense that it does not measure the time devoted to accomplish the lesson but the improvement of learners' level. On the other hand, the term competency refers to the required skills, knowledge, attitudes, and behaviours for the successful fulfilment of real life tasks (Richards & Rodgers, 2014).

### **4.2.3. Language Theory and Language Learning Theory**

Competency-based language teaching is centred on the functional and interactional views of language that consider it as a means of interaction. Hence, social contexts are reflected in language teaching. As far as the behaviourist theory is concerned, in CBLT language forms including structures and vocabulary required to accomplish certain real life situations can be anticipated and taught (Richards & Rodgers, 2014).

### **4.2.4. Characteristics**

Auerbach (1986 cited in Richard, 2006) has presented the following features of competency-based language teaching:

- It aims at enhancing learners' autonomy, so that they can function effectively in society.

- It emphasises on life skills needed in real situations.
- It is task-oriented which focuses on the learning outcomes.
- CBLT is modularised. This means that objectives are arranged in the form of manageable chunks suitable for both teachers and learners.
- Outcomes are known for learners.
- Assessment is continuous where learners are assessed before and after the instruction.
- CBLT is learner-centred.

#### **4.2.5. Roles of Teachers and Learners**

In the CBLT, teachers are needs analysts, material developers, assessors, and coaches. This means that after conducting a needs analysis, teachers select and organise feasible materials to be taught according to learners' needs. Moreover, they continuously assess learners' progress to ensure learning. Also, they have to encourage learners to adopt suitable learning strategies. On the other hand, learners are supposed to acquire needed skills that allow them to monitor their own learning. They have to use learning strategies that foster communication. In addition, learners should apply what is learnt in the classroom to real life situations (Richards & Rodgers, 2014).

In sum, CBLT focuses on the demonstration of learners' progress via the acquisition of required knowledge. This knowledge is considered to be useful not only in learning but also in learners' future life.

### **5. Learner-Centred Teaching Strategies**

#### **5.1. Cooperative Learning**

In cooperative learning (CL), learners are encouraged to work together in groups to perform tasks. It is implemented when learners are required to apply the acquired knowledge, make decisions, or solve problems. Groups of four to six members are deemed to be more effective. In addition, groups ought to include learners of different levels, interests, and cognitive styles. During tasks, teachers are supposed to check learners' work, guide them, and provide feedback. In evaluation, both individual and group efforts are taken into account so that the individual participation can be assessed tolerably. Also, not only the final work which is assessed, but also processes involved in conducting the task. Furthermore, learners can evaluate their own or other groups' products (The Center for Teaching and Learning, 1999).

Cooperative learning allows learners to develop a sense of belongingness rather than being individualistic. Also, cooperation enables them to exchange ideas and experiences because in the same group there might be different learners in terms of the level, gender, social, and cultural background. Each member in the group is responsible and actively participates in tasks. As learners interact in the target language, the process of language learning is positively influenced. So, CL is a strategy that does not only foster learning but also promotes social skills (Larsen-Freeman & Anderson, 2011). All in all, cooperation reduces teacher's intervention.

## **5.2. Problem-Based Learning**

Problem-based learning (PBL) was established in the early 1970's in Canada. At first, it has been particularly used in the field of medicine and business. Nevertheless, it is nowadays widely applied in physics, biology, and even in humanities mainly in the domain of language teaching. PBL promotes learners' communicative abilities, critical thinking, and problem solving skills. It stresses the reliability of working in groups in which each member should be responsible for a certain part of the task. In problem-based learning, the instructor has to construct problems that should be interesting, challenging and appropriate for learners, in the sense that; they urge learners to conduct further research to gain knowledge, and encourage them to build a relation between their pre-existing knowledge and the new one (Larsson, 2001).

Mathews-Aydinli (2007: 2) presents four main steps in PBL. The first step is "Meet the problem" in which the teacher has to introduce the problem to learners through the use of pictures, videos, or scripts and supply them with required vocabulary. Also, the teacher must check learners' previous knowledge concerning the proposed problem. The second step is "Explore knowns and unknowns". The teacher should make sure that all learners have understood the task, assign groups of different learners, and urge them to use needed resources. The third step is "Generate possible solutions". In groups, learners start the task. The role of the teacher is to observe their progress without controlling their work. The last step is that learners consider consequences and choose the most feasible solution. After that, the teacher allows them to present their results, offers feedback, and provides follow-up activities. Mathews-Aydinli (2007) asserts that the teacher is a coach and a facilitator who ought to explicitly explain the aims and advantages of problem-based learning.

### **5.3. Concept Checks**

Concept checks is a strategy in which the teacher is supposed to ask questions related to the content of the lesson at the end of the course. Next, learners' answers will be discussed, and the teacher provides immediate feedback. This strategy enables learners to engage in their learning since they actively participate through responding to questions. This in turn allows them to evaluate their understanding, and to adjust acquired knowledge. Also, it offers teachers an opportunity to detect problems that affect learners' understanding, so that they can adopt appropriate solutions. Concept checks is suitable for all learners of different levels. It aids novice learners to elicit knowledge from expert ones. It allows experts to assess their progress, and to prevent misunderstanding (Plush & Kehrwald, 2014).

### **5.4. Just-in-Time Teaching**

Just-in-time teaching (JITT) was initiated in the 1990's in the United States by Gregor Novak, Andrew Gavrin, and Evelyn Patterson. It has been used in the United States, Canada, Mexico, and in various European countries (Gavrin, 2006). It was designed for undergraduate physics learners. Next, it has been implemented in different disciplines. In JITT, learners are asked to answer a range of questions before they come to the classroom. These questions must stimulate learners to consult the internet in order to obtain the required knowledge. They are used as warm-up or follow-up activities. The role of the teacher is to view answers just in time and present the lecture based on learners' responses. The major aim of JITT is not to obtain correct answers but to encourage learners to construct personalised knowledge, and to prepare the lesson in advance. So, they will be more engaged in classroom activities (Plush & Kehrwald, 2014).

### **5.5. Role-Play**

Gastao (1995) asserts that role-play can be used to introduce new Questions such as sounds, words, and syntactic structures. It develops learners' sociolinguistic awareness. Also, it enables them to be knowledgeable of the appropriate use of language according to the target culture. He argues that role-play promotes the communicative competence. It improves self-confidence and responsibility. In addition, it helps learners to foster creativity as they engage in writing scripts about different topics. Harmer (2007) assumes that role-play improves fluency, and allows learners to apply acquired knowledge to different situations that they may encounter in real world communication.

## 5.6. Games

Harmer (2007) points out that games encourage learners to engage in classroom activities. He suggests the following vocabulary games that can be used not only to create a pleasant environment, but also to enable learners to be more involved. The first game is called Got It. It is designed for the elementary level. It aims to provide learners with a set of vocabulary Questions required for the next lesson. In this game, learners form small groups. The teacher gives each group a collection of words written in cards or papers. Learners place each card face up on the table. The teacher reads out the words, and each individual in the group tries to find the right card. The one who gets it has to shout saying got it. Then, this learner keeps the card. The winner is the group that collects the greater number of cards.

The second game which is Backs to the Board fits the intermediate level. Learners are asked to form groups. In each group, one learner sits with the back to the board. The teacher writes a word on the board, and the other members of the group try to explain it to the team member who sits with the back to the board. The first one who guesses the right word obtains the point for the team. The third game is called Snap. It is suitable for beginners. It allows learners to recognise the meaning of words. In this game, learners work in pairs. Each learner has a pack of cards. One pack has pictures the other has words related to these pictures. Every learner puts down a card at the same time. When the picture matches the word, the first one who says snap keeps the pair of cards. These are the games proposed by Harmer (2007) which may increase learners' involvement in classroom tasks

## 6. Learner-Centred Approach Assessment

Nunan (1986) argues that the basic goal of assessment in the LCA is to demonstrate the achievement of course objectives. If these objectives have not been realised, the aim of assessment is to determine the reason behind this. He asserts that unlike the TCA in which assessment occurs after the learning process, it is continuous in the Learner-Centred Approach since "evaluation generally takes the form of an informal monitoring" (38).

He also assumes that teachers' and learners' self-evaluation is crucial, in the sense that LCA stimulates teachers to evaluate their teaching performance. On the other hand, learners should develop needed skills to assess materials, learning activities and their own learning. Nunan (1986) points out that evaluation takes place before, during and after the learning process. So, it involves the assessment of needs analysis techniques, teaching, materials, learning activities in addition to teachers' and learners' performances. Huba and Freed (2000)

argue that in the Learner-Centred Approach teaching and assessment are interrelated and occur at the same time. So, assessment is formative and aims to promote learning.

Georgia and Andrade (2013a) present the following learner-centred assessment types: self-assessment, peer assessment, and process portfolio. They claim that self-assessment is the process in which learners determine the strengths and weaknesses of their own performance. It includes a comparison of their work to particular standards. The goal of self-assessment is not grading but to enhance learning. They identify three steps of self-assessment. First, learners should be knowledgeable of performance targets. This means that the teacher has to clarify task criteria for learners in advance. They can take the form of a checklist or a rubric. Second, learners check their progress towards targets. They compare their work to these targets through which they recognise positive and negative areas. Third, learners revise their work in order to improve it.

Georgia and Andrade (2013b) consider peer assessment as the process in which learners provide feedback to each other on a certain task. It has to take place during the learning process. They propose the following guidelines for effective peer assessment:

- The teacher alone or cooperating with learners determine the assignment criteria.
- The teacher forms small peer feedback groups.
- The teacher has to model the successful peer feedback.
- Providing learners with a checklist.
- Clarifying the task to the learners.
- Monitoring the peer feedback progress.
- Monitoring the peer feedback quality.
- Checking the peer feedback reliability.
- Providing feedback.
- Learners use the peer feedback to revise their performance.

Also, Georgia and Andrade (2013c) define process portfolio as the intended collection of continuous learners' work. They emphasise that the successful process portfolio follows these steps:

- Teachers identify the process portfolio purpose.
- They determine its format either in the form of a folder, binder or an electronic process portfolio.
- Learners set their learning goals.
- They design a profile or a personal statement.

- They determine the pieces that will be included in the portfolio which should ensure growth.
- They reflect on these pieces to demonstrate progress.
- Teachers, learners, and administrators examine the process portfolio.

## **7. Learner-Centred versus Teacher-Centred Approach**

There are several differences between teacher-centred approach and Learner-Centred Approach in terms of goals, teachers' and learners' roles, teaching methods, strategies, in addition to evaluation.

The teacher-centred approach is defined as "learning situations in which the teacher asserts control over the material that students study and the ways in which they study it—i.e., when, where, how, and at what pace they learn it" (the Glossary of Education Reform, 2014). This means that the teacher is the only decision-maker who controls all classroom tasks involved in teaching-learning processes.

The Learner-Centred Approach differs from the teacher-centred approach in various ways. In TCA, learners passively receive information from the teacher who is deemed as an information provider and an evaluator. Knowledge is generally taught without relation to context; as a result, learners face difficulties when they try to transfer this knowledge outside the classroom. Furthermore, courses are presented through lectures and the focus is on the receptive skills (listening and reading). Also, assignments are summative and the emphasis is on generating correct answers; hence, learners compete just for grades. Assessment is usually separate from teaching since learning is assessed indirectly via scored tests at the end of teaching (Huba & Freed, 2000).

Nunan (1986) points out that in the LCA, teachers and learners participate to make decisions about materials to be learnt and the ways in which they will be achieved. Huba and Freed (2000) argue that the teacher is a coach and a facilitator. Both the teacher and the learner evaluate learning. In addition, knowledge reflects real life situations. This is realised through the use of authentic materials. The Learner-Centred Approach involves active, cooperative, self-directed and problem-based learning.

In the teacher-centred approach, classroom tasks are accomplished individually while in the LCA learners cooperate either in pairs or in groups. They create a pleasant environment that allows them to share ideas and develop a sense of belongingness. Unlike learner-centred



pedagogy where learners are actively engaged in the learning process, in teacher-centred environment they do not contribute to build their knowledge; moreover, teachers are active in which they ask questions, give instructions and control learners' behaviour (Al-Zu'be, 2013).

So, the emergence of Learner-Centred Approach made a revolutionary change in the domain of foreign language teaching because it is typically diverse from teacher-centred approach.

## **Conclusion**

To conclude, it is deduced that the implementation of the Learner-Centred Approach does not mean the total independence from teachers' interference. Thus, it demands collaboration between the teacher and the learner each with specific roles. Nevertheless, the basic emphasis is particularly on the learner. Moreover, the success of this pedagogy requires the adoption of its principles and use of suitable teaching strategies. Finally, the effective application of learner-centred instruction can contribute to foster learner's involvement.



**Chapter Two**  
**Learners' Autonomy**

## Chapter Two: Learners' Autonomy

Introduction.....	23
1. Origin of Learners' Autonomy.....	23
1.1. Autonomy in Philosophy.....	23
1.2. Autonomy in Psychology.....	24
1.3. Autonomy in Politics.....	24
1.4. Autonomy in Language Learning.....	24
2. Definition of Learners' Autonomy.....	25
3. Importance of Learners' Autonomy.....	26
4. Characteristics of Autonomous Learners.....	27
5. Strategies to Foster Learners' Autonomy.....	29
6. Language Learning Strategies.....	32
6.1. Metacognitive Strategies.....	32
6.2. Task-Based Strategies.....	33
7. Learning Styles.....	35
7.1. Visual Learners.....	35
7.2. Auditory Learners.....	35
7.3. Kinaesthetic Learners.....	35
8. Measuring Autonomy.....	36
8.1. Self-Assessment.....	36
8.2. Learner Portfolios.....	38
8.3. Learner Profiles.....	38
8.4. Learner Contracts.....	38
8.5. Self-Reports.....	39
Conclusion.....	39

## **Chapter Two**

### **Learners' Autonomy**

#### **Introduction**

This chapter is concerned with the concept of learners' autonomy that has been studied by numerous scholars and researchers in the field of language learning (Holec, 1981; Little, 1991; Scharle & Szabo, 2000; Benson, 2001). It is considered to be one of the attributes of effective learners.

This chapter presents a historical overview which demonstrates the origin of learners' autonomy particularly in the domain of language learning followed by its definition. Moreover, the importance of autonomy is engaged as both teachers and learners should be knowledgeable of its significance not only in learning but also in learners' future life. Also, the chapter deals with the characteristics of autonomous learners. Furthermore, it introduces the major teaching strategies proposed by different scholars. These strategies should be used by teachers to contribute to develop their learners' autonomy. Besides, it tackles learning strategies that must be adopted by successful language learners; in addition to learning styles since learners ought to be aware of them. Finally, the chapter involves ways of measuring autonomy in foreign language learning.

#### **1. Origin of Autonomy**

The notion of learners' autonomy is relatively new because it was first merely used in the field of politics and moral psychology (Smith, 2008).

##### **1.1. Autonomy in Philosophy**

Autonomy has been studied by several philosophers like Jean-Jacques Rousseau, John Dewey, William Kilpatrick, Paolo Freire and Ivan Illich (Murase, 2007). For instance, Rousseau stressed the idea of learners' responsibility for their learning. He emphasises that autonomy is inborn, and that it is suppressed by formal learning. Dewey who belongs to the Pragmatist school views that autonomous learners intend to improve their societies. Kilpatrick introduces the notion of the project method in which learners are supposed to work in groups in order to accomplish their learning projects. This method is deemed to be one of the triggers of autonomy (Benson, 2001).

## **1.2. Autonomy in Psychology**

The American psychologist George Kelly developed the theory of personal constructs that has a considerable impact on the theory of autonomy. According to this theory, human thought entails the creation of constructs which differ from one individual to another (Benson, 2001). These constructs are built from individuals' society and culture.

The Russian psychologist Lev Vygotsky proposes the socio-cultural theory that accounts for the social dimension of autonomy. As children start learning, they need support from adults which is named scaffolding. Gradually, this assistance is detached throughout the development of the child's self-regulation (Murase, 2007).

## **1.3. Autonomy in Politics**

In the field of politics, autonomy refers to self-government (Benson, 1997). It is linked to the concept of personal autonomy that emerges in the western political philosophy. Personal autonomy originates from the reliance of Ancient Greek citizens on their laws not on the conquering power. For libertarians, personal autonomy denotes the freedom from possible constraints that may hinder individuals' interests (Benson, 2001).

## **1.4. Autonomy in Language learning**

Benson (2001) assumes that the concept of autonomy entered the domain of English language teaching in the late 1960's. This was due to ideological and social changes; on the one hand, there was a focus on personal experience, freedom and rights of minority rather than materialism (Gremmo & Riley, 1995 cited in *ibid.*). In addition, there was a revolutionary change in the theory and methodology of language teaching particularly the denial of the behaviourist theory. Moreover, discourse analysis, pragmatics, and sociolinguistics appear as new disciplines in that field. The adoption of the communicative language teaching also supports the idea of learners' involvement in their own learning.

The emergence of the Council of Europe's Modern Languages Project in 1971, which intends to create suitable conditions for adults to develop an enduring learning, contributes to the initiation of learners' autonomy within the area of language learning. Furthermore, Yves Chalon is deemed to be the father of autonomy in this domain. He establishes the *Centre de Recherche et d'Applications Pédagogiques en Langues* (CRAPEL) at the University of Nancy in France. After his death in 1972, Henry Holec became the leader of that centre (Benson, 2001). Holec wrote a report to the Council of Europe entitled *Autonomy and Foreign*

Language Learning in 1979 which provides a fundamental definition of autonomy in language learning (Little, 2007).

There are three pedagogical basics that lie behind the involvement of autonomy in learning languages: learner involvement, learner reflection, and efficient use of the target language. Learner involvement implies the effective contribution of learners to build their knowledge depending primarily on themselves. It is called the affective and metacognitive component. Learner reflection, which represents the metacognitive component, denotes the ability to manage the whole learning processes ranging from planning to evaluation. Furthermore, the effective use of the target language refers to the communicative and the metacognitive dimensions (Little, n.d.)

## **2. Definition of Learners' Autonomy**

Holec (1981 cited in Little, 2007: 15) defines learners' autonomy as "the ability to take charge of one's own learning". This denotes that autonomous learners are capable to make decisions related to their learning goals, materials to be learnt, methods, and to assess their progress. Similarly, Little (1991: 4) states that autonomy is:

a capacity – for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts.

In this definition Little focuses on the psychological processes that enable the learner to establish control over the materials to be learnt and the whole learning process. He argues that autonomy comprises not only the ability to learn effectively but also to transmit acquired knowledge into new situations.

Scharle and Szabo (2000: 4) assume that learners' autonomy is "the freedom and ability to manage one's own affairs, which entails the right to make decisions as well". In other words, autonomous learners should be actively engaged in their learning through creating the suitable learning environment. They consider decision-making as learners' right which must be taken into account by instructors.

Benson (2001: 2) asserts that autonomy is "the capacity to take control over one's own learning". He also points out that learners' control involves three dimensions: controlling the learning management, the cognitive processes, and the learning content. The control of learning management comprises monitoring planning, organisation, and evaluation of

learning. It is considered to be the most observable level of control. Controlling cognitive processes does not concern the observable behaviour but the psychological processes involved in autonomous learning particularly attention, reflection, and metacognitive knowledge. The control of the learning content includes learners' choice over materials to be learnt according to their needs and interests. Benson (2001) emphasises that the three levels are interrelated in which one dimension depends on the other.

### **3. Importance of Learners' Autonomy**

Autonomy is beneficial in language learning. Autonomous learners are aware of the value of their learning. They always seek to improve their level and do not just rely on the teacher's instruction. As they are knowledgeable of their needs and goals, their educational path becomes clearer and easier. Autonomous learners can monitor their learning and assess their progress, so they are able to determine the strengths and weaknesses. Consequently, they use effective learning strategies.

Little (1991) argues that autonomous language learning creates a more emphasised and purposeful learning process because learners have already established their learning goals. So, their learning becomes more successful. Also, he assumes that the major significance of learners' autonomy is "to remove the barriers between learning and living"(8). This means that learners generalise this capacity of taking charge of their own affairs to other domains in their lives easily which in turn enables them to be effective members in the society. Similarly, Benson (2001) claims that autonomous learners are better language learners. They are responsible and effective members in the society; in the sense that autonomy is not only reflected in their learning but also in their contributions in the community.

Scharle and Szabo (2000) point out that the mere contribution of the teacher in the language classroom is ineffective if learners are not willing to learn. So, the active involvement of learners is the key to successful language learning. Scharle and Szabo (2000: 4) present this saying "you can bring the horse to water, but you cannot make him drink". It illustrates the efficient role of learners' interest to promote their learning. They assert that autonomous learners believe that their success is primarily based on their efforts and responsibility. In addition, they claim that autonomy allows learners to practise the language outside the classroom as they do not rely only on the teacher's instruction but they use further resources such as databases, websites and library resources.

Autonomy positively affects the learning process. It stimulates learners to communicate using the target language in their own environment. Moreover, it meets learners' needs at all levels. Autonomy is a lifelong attribute that fosters learning and develops the required social behaviour (Jiao, 2005 cited in Kreutzer, n.d.). It is deemed to be a fundamental requirement for human beings. It promotes learners' motivation especially the intrinsic motivation because autonomous learners take responsibility for their own learning. They are effective and efficient language learners (Little, n.d.). So, autonomy is recommended in foreign language learning since it affects positively learners' achievement.

#### **4. Characteristics of Autonomous learners**

Autonomous learners are distinctive. They are active, responsible, and aware of the importance of their learning. Holec (1981 cited in Benson, 2001) assumes that autonomous learners are those who are able to make decisions over their learning objectives. They contribute to set up learning goals. Next, they can determine the content. This denotes the ability to select materials to be learnt according to their needs, interests, and level. Autonomous learners can make decisions about methods and techniques used to fulfil the learning process. Also, they are able to manage time, rhythm, and place of the language acquisition process. In addition, he argues that these learners can assess their own learning successfully, so that they can evaluate their progress. In sum, they are capable to assert decisions over the whole learning process.

Breen and Mann (1997) present eight features of autonomous learners. First of all, they are knowledgeable of their relationship to the content, methodology, and learning resources, in the sense that they are able to control them effectively. Second, autonomous learners have a strong desire to learn. They are not imposed by others to learn. Breen and Mann (1997) claim that this desire can be either intrinsic which means that learners acquire the language because of its own sake, or it can be instrumental in which they learn it in order to realise certain goals. Third, they consider that autonomous learners have a robust sense of self. This denotes that they reject negative feedback towards themselves.

Fourth, they are endowed with a metacognitive capacity which is reflected in their ability to make decisions about the whole learning process. Fifth, autonomous learners are aware of changes that occur around them concerning available sources. Sixth, independence is another quality of autonomous learners. They tend to use classroom resources and those available outside formal institutions. Seventh, they can determine their needs, goals, and assess their learning in a strategic way. Finally, Breen and Mann (1997) state that these learners are



negotiators; they do not only raise their needs but also the needs and interests of group members since they have a social spirit.

Little (1999) points out that autonomous learners take responsibility over their learning. They are reflective which means that they monitor their learning continuously. He considers autonomy as one of the human abilities that all people are endowed with. Likewise, Benson (2001: 59) reports that “autonomy is a natural attribute of the learning process”. In other words, it is a quality that is shared by all people. He argues that autonomy can be observed in individuals’ behaviours, and that most learners possess it although it differs in degrees from one person to another.

Autonomous learners believe that their success does not only rely on the teacher’s contribution but also on their personal effort (Scharle & Szabo, 2000). Tassinari (2012) asserts that they are capable to make a balance between the following components of autonomy: the cognitive and metacognitive knowledge, the affective and motivational components which include learners’ feelings, willingness, and motivation; in addition to the action oriented component that involves learners’ skills, behaviours, and decisions. Finally, there is the social component which denotes the ability to negotiate with others such as classmates or teachers.

Sellers (2013) identifies seven features of autonomous learners:

- They are realistic in the sense that they are aware of their academic capabilities.
- They are ethical since they avoid misbehaviours.
- Autonomous learners are capable to establish their learning goals.
- They can determine their strengths and weaknesses.
- They can manage their learning in order to realise their goals.
- They adopt appropriate learning strategies depending on learning situations.
- Autonomous learners are able to use various resources as websites, databases, and books.

In sum, autonomous learners are basically self-confident, responsible, and ambitious to learn.

## 5. Strategies to Foster Learners' Autonomy

In the foreign language classroom teachers play an important role in promoting their learners' autonomy. According to Little (1991), autonomous language environment encourages negotiation, interaction and problem solving rather than merely providing information to learners.

The following table presents the five levels of increasing autonomy suggested by Nunan (1997):

Level	Learner action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/ strategies.
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options.
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning programme.	Learners modify/ adapt tasks.
4	Creation	Learners create their own goals and objectives.	Learners create their own tasks.
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond.	Learners become teachers and researchers.

**Table 1:** Autonomy: Levels of Implementation (Adapted from Nunan, 1997: 195)

According to the table above, Nunan (1997) recognises five levels that support learners' autonomy: awareness, involvement, intervention, creation and transcendence. These levels are classified according to two fields: the content and the learning process. The content involves topics, themes and language functions. The learning process comprises methodology. He points out that these levels are recursive; for instance, learners may create their own goals before they intervene to change the learning content.

According to Scharle and Szabo (2000), the development of autonomy depends on the following building blocks: first, teachers have to encourage motivation and self-confidence. Motivation signifies learners' interest in learning which enables them to determine their learning goals, and to become more responsible for their learning achievement. Self-confidence also guides learners to recognise their abilities and realise their goals. Moreover, teachers should urge learners to monitor and evaluate their learning independently. In addition, they ought to raise learners' awareness towards the use of learning strategies. Furthermore, Scharle and Szabo (2000) state that learning strategies contribute to develop learners' language competence.

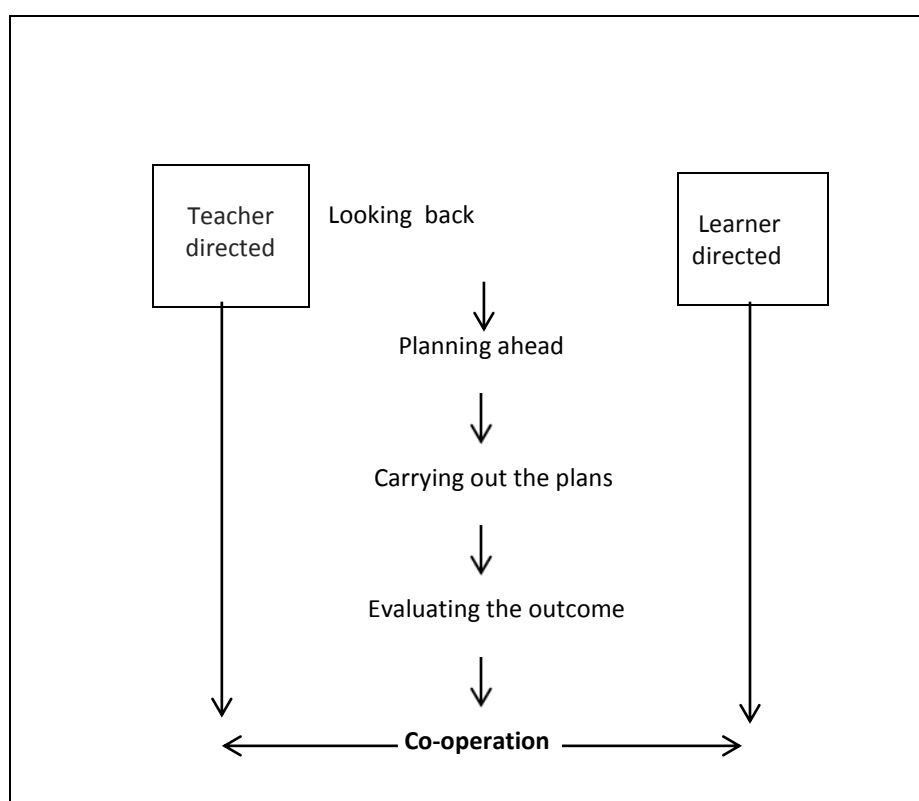
Encouraging learners to work cooperatively is prerequisite because it reduces teachers' intervention and allows learners to discover that they are capable to accomplish tasks by their own. Next, sharing information with learners concerning objectives is also considered to be crucial since it raises their self-esteem and responsibility. Teachers are not supposed to lose all of their control over the teaching-learning processes. Involving learners in decision-making is recommended. For example, learners can select learning materials or engage in correcting mistakes (ibid.).

Also, Nunan (2003) proposes nine steps that should be adopted by teachers to contribute to foster learners' autonomy. The first step is to explicitly clarify instruction goals to learners. This enables learners to deduce what is exactly expected from them; as a result, they can actively participate in building their knowledge. The second step is to allow learners to establish their own goals. The third phase is that teachers ought to urge learners to practise the target language in their everyday lives so that they can transfer acquired information outside the classroom without teachers' assistance.

Fourth, teachers have to demonstrate effective learning strategies to their learners in order to help them to use the suitable ones. Guiding learners to recognise their own learning styles and strategies is deemed to be the fifth step. The sixth phase is that instructors encourage learners to make choices; consequently, learners can be involved through asserting decisions. Seventh, teachers create opportunities for learners to adapt classroom tasks. For instance, Nunan (2003) says that in his classroom he provides learners with a text and asks them to develop their own questions in groups. Then, the questions should be answered by another group. The eighth step is that they urge learners to become teachers in which they attempt to teach other learners. The last step is to encourage them to be researchers through conducting research about given tasks.

Benson (2001) argues that fostering autonomy is partly the responsibility of teachers and educational institutions in addition to learners' effort. He points out that the learner-based approach is considered to be one of the effective approaches of developing learners' autonomy. It provides learners with opportunities to take control of their learning because this approach aims to develop the required skills for learners' responsibility. Also, it focuses on learners' behavioural and psychological changes that in turn promote their control over learning.

Similarly, Dam (2011) assumes that the promotion of learners' autonomy requires the shift away from the teacher-centred approach to the learner-centred instruction. He presents the following figure:



**Figure 1:** Developing Learners' Autonomy – A Simplified Model (Adapted from Dam, 2011: 41)

The figure shows how responsibility passes from the teacher to the learner concerning planning, execution of the plan, and evaluation of the learning process. This encourages the development of learners' autonomy.

To conclude, the promotion of autonomy is not merely the responsibility of learners, but teachers also can contribute to foster learners' autonomy. This can be realised through the adoption of several strategies that increase learners' responsibility for their own learning.

## 6. Language Learning Strategies

The word strategy is derived from the ancient Greek word *strategia* that means the art of war (Oxford, 1990). Learning strategies have been defined as “procedures or techniques that learners can use to facilitate a learning task” (Chamot, Barnhardt, El-Dinary, & Robbins, 1999). So, they represent a means that helps learners to fulfil the learning process easily and effectively. Chamot et al. (1999) assert that learning strategies can be observable for teachers like making graphic organisers, or they can be in the form of mental processes that teachers deduce through discussion with learners.

Furthermore, Gavin (2005) compares learning strategies to tactics that football coaches equip players with. This denotes the role of teachers in raising learners’ awareness towards the significance of learning strategies. The use of language learning strategies is highly recommended. It allows learners to take charge of their learning independently. According to Little (1991), they enable learners to become lifelong learners so that their autonomy successfully develops. Learning strategies are considered to be positive if they are directly connected to second language tasks, appropriate to learners’ styles, and effectively used by learners in relation to other strategies (Oxford, 2003).

Chamot, Keatley, Meloni, Gonglewski and Bartoshesky (n.d.) suggest twenty learning strategies for effective language learners. They divide them into two categories: metacognitive and task-based strategies.

### 6.1. Metacognitive Strategies:

Metacognitive strategies are deemed to be general. They consist of learners’ reflection concerning their learning. They cover all steps of the learning process. Metacognitive strategies are sub-divided into four classes:

**Plan/ Organise:** learners have to identify their learning goals, and to plan the ways in which they proceed to fulfil tasks.

**Manage Your Own Learning:** learners define appropriate ways of accomplishing tasks, and create suitable environment for success.

**Monitor Your Own Learning:** they attempt to check their progress during tasks to ensure comprehension.

**Evaluate Your Learning:** after the tasks, learners assess their performance (ibid.).

## 6.2. Task-Based Strategies:

Task-based strategies are centred on successful use of resources available to learners that develops their independence. There are four types of task-based strategies: use what you know, use your imagination, use your organisational skills and use a variety of resources (Chamot et al., n.d.).

**Use What You Know:** this type involves six learning strategies as follow:

**Use Background Knowledge:** learners relate their prior knowledge with what is being learnt to facilitate learning.

**Make Inferences:** they use existing information in order to generate meaning.

**Make Predictions:** learners guess about what is going to be learnt.

**Personalise:** they connect learned information to their own experiences.

**Transfer/ Use Cognates:** it denotes the use of linguistic knowledge acquired in other languages.

**Substitute/ Paraphrase:** when learners meet a new word, they use an equivalent Question to describe it (ibid.).

**Use Your Imagination:** it comprises two strategies:

**Use Imagery:** in order to comprehend certain information, learners construct an image that represents it.

**Use Real Objects/ Role Play:** learners use real objects and act various roles in the target language.

**Use Your Organisational Skills:** there are five strategies in this group:

**Find/ Apply Patterns:** learners practise what is learnt through applying rules.

**Group/ Classify:** it means to organise language Questions according to a given principle.

**Use Graphic Organisers/ Take Notes:** learners organise data in the form of graphs, charts and timelines to facilitate understanding. They also gather the necessary information through taking notes (Chamot et al., n.d.).

Summarise: they summarise information which help them to concentrate on major Questions (Chamot et al., n.d.).

Use Selective Attention: they focus their attention on principal information.

**Use a Variety of Sources:** it includes three learning strategies:

Access Information Sources: learners use different sources of information such as dictionaries, books and internet.

Cooperate: learners cooperate in order to fulfil learning tasks which increases their self-confidence and sense of belongingness.

Talk Yourself through It: learners believe in their personal abilities and use them to accomplish tasks. These are the twenty learning strategies proposed by Chamot et al. (n.d.)

Oxford (1990) classifies learning strategies into two types: direct and indirect. Direct strategies consist of cognitive, memory and compensation strategies. Cognitive strategies are used by learners in order to deal with language learning materials directly. For example, they can summarise, take notes or use outlines. Next, memory strategies allow learners to relate second language Questions with each other according to a given attribute. This facilitates the task of understanding and retrieval. For instance, learners use acronyms, rhyming, images and body movement in order to organise learning materials. Furthermore, compensation strategies enable learners to deduce missing information by guessing from the given materials in learning receptive skills, and using synonyms or body language for productive skills (Oxford, 1990; Oxford, 2003).

On the other hand, indirect strategies include metacognitive, affective and social ones. Metacognitive strategies are adopted to manage the whole learning process such as setting goals, planning, monitoring, and evaluating learning. Affective strategies involve self-encouragement, recognition and regulation of personal attitudes and feelings that affect learning. Finally, social strategies comprise learners' relation to others mainly teachers and classmates. Learners ask questions to gain knowledge, clarify ambiguous information, or appeal for assistance (Oxford, 1990; Oxford, 2003).

Oxford (1990) points out that each category of the learning strategies is related to the other. For example, setting goals and planning which are metacognitive strategies require reasoning despite the fact that the latter belongs to the cognitive strategies.

In sum, autonomous learners use appropriate learning strategies in various learning situations. This encourages them to control their learning.

## 7. Learning Styles

Individuals learn differently; this is due to their own learning styles. The style is defined as “consistent and rather enduring tendencies or preferences within an individual” (Brown, 2007: 119) which means that each learner has specific and favourable way of learning. There are three main types of learning styles: visual, auditory and kinaesthetic.

### 7.1. Visual Learners

Visual learners favour to learn through seeing. For example, they prefer the use of posters, graphs, maps and diagrams as ways of presenting information. Visual learners tend to use body language to present materials (Pritchard, 2009).

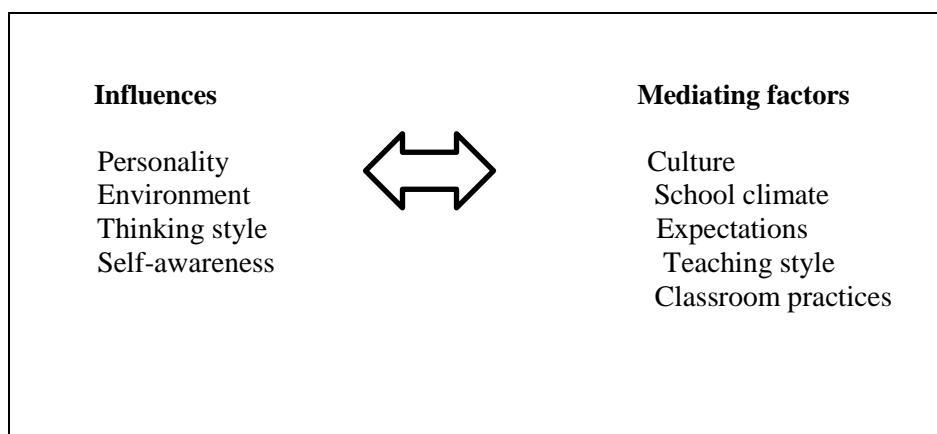
### 7.2. Auditory Learners

Auditory learners learn better through listening. Their favoured ways of receiving information are discussions, interviews, lectures, audio tapes and listening to stories (ibid.).

### 7.3. Kinaesthetic Learners

Kinaesthetic learners prefer to learn by doing. This means that they like manipulating objects, field trips and physical experiences. They usually link emotions and experiences with memory (ibid.).

Gavin (2005) assumes that learning styles are affected by various factors which are presented in the following figure:



**Figure 2:** Factors Affecting Learning Styles (Adapted from Gavin, 2005:53)



According to the figure above, learning styles are determined by both internal and external factors. Internal factors refer to personality, cognitive abilities, and self-awareness, while external factors include instructional environment mainly classroom setting and teaching style. In addition, learners' cultural background also can impact their learning styles.

Learners should be knowledgeable of their learning styles in order to promote their learning, and develop the necessary skills for lifelong learning (Gavin, 2005). Teachers in turn have to be aware of their learners' styles to plan and organise suitable learning environment so that the teaching-learning process becomes successful (Pritchard, 2009). Thus, when teachers determine their learners' styles, they can adopt the required language learning classroom that fits learners' needs and contribute to foster learners' autonomy. Furthermore, teachers can recognise learning styles through observation and discussion with learners.

## **8. Measuring Learners' Autonomy**

Despite the fact that measuring autonomy is controversial, some researchers argue that it is measurable. Benson (2001) claims that autonomy can be measured because it can be defined and described in terms of the levels of control over learning. He asserts that there are different degrees of autonomy which can be identified throughout learners' behaviours such as setting goals, decision-making and self-assessment.

At the same time he states that:

Perhaps the most important factor influencing the possibility of measuring degrees of autonomy is the fact that autonomy is clearly a multidimensional construct. Although we may be able to identify and list behaviours that demonstrate control over learning and hypothesise certain relationship among them, we have little evidence to suggest that autonomy consist of any particular combination of these behaviours (Benson, 2001: 51).

This means that even if it is possible to describe autonomy in terms of learners' control over learning, the nature of autonomy itself may impede the process of measuring it because it remains as an abstract concept.

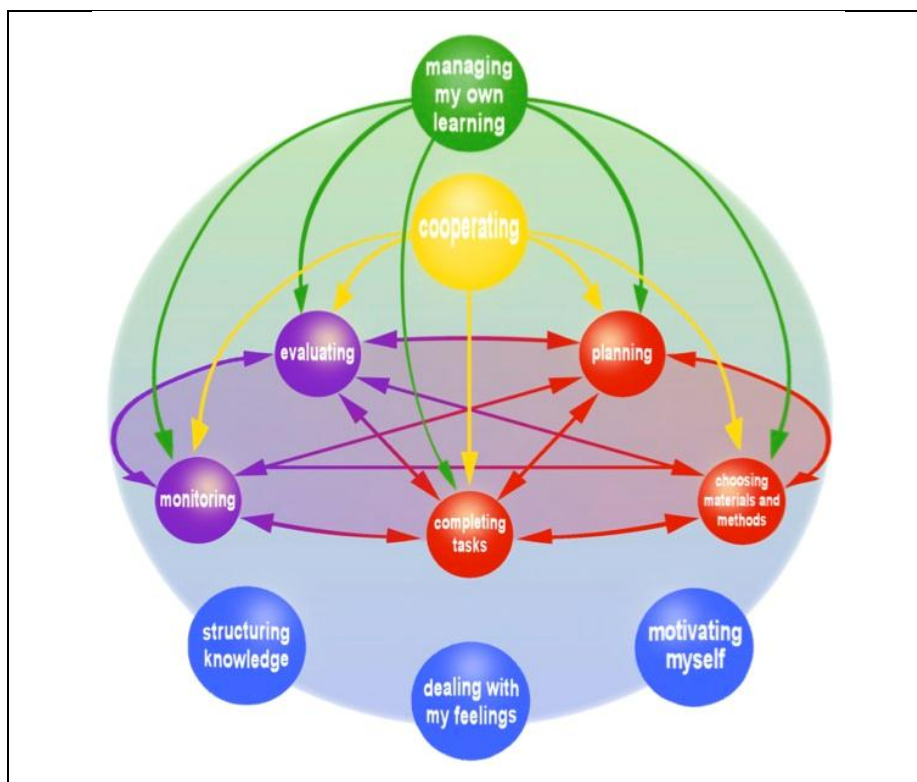
Nevertheless, the following assessment tools are deemed to be effective in both promoting and measuring autonomy:

### **8.1. Self-Assessment**

Tassinari (2012) declares that learners' autonomy is best measured through self-assessment rather than any other external assessment. She points out that measuring autonomy is crucial

since it increases learners' awareness towards their capabilities, and helps them to adjust their learning. Furthermore, it facilitates for teachers the process of determining strengths and weaknesses of learners.

Tassinari (2012) proposes the following model that comprises the competencies, skills and behaviours involved in measuring autonomy:



**Figure 3:** The dynamic model of learners' autonomy (Tassinari, 2010 cited in Tassinari, 2012: 29)

The figure illustrates that Tassinari (2012) divides the components of measuring autonomy into four categories: action-oriented, cognitive and metacognitive, affective and motivational, and social. First, action-oriented category involves planning, choosing materials and methods, completing tasks, monitoring, evaluating, cooperating and managing learning. Second, the cognitive and metacognitive category consists of structuring knowledge. Third, the affective and motivational dimension comprises “dealing with my feelings” and “motivating myself” (30). Fourth, the social category includes cooperating. She says that each component in the model necessitates a set of descriptors namely micro and macro-descriptors. They consist of “can do” statements. These descriptors form a checklist of autonomous language learners.

Tassinari (2012: 34-36) suggests the following steps for self-assessment and evaluation of learners' autonomy concerning that model. The first step is “Getting started”. It entails the identification of learners' perspectives and past experiences with autonomy through asking

them a set of questions. The next step is “Choosing components and descriptors”. Learners are supposed to select the required components included in the model taking into account their needs, interests and goals. The third step is “Assessing one’s own competencies”. Learners choose the appropriate answers for the given descriptors whether “I can”, “I want to learn this”, or “This is not important for me”. The fourth step is “comparing perspectives” in which the results of self-assessment should be checked by an advisor. The final step is “Making decisions for further learning”. Learners decide about their future learning; for example, they choose needed learning strategies. Tassinari (2012) asserts that this model represents a qualitative approach of assessing learners’ autonomy since there are no numbers for answering.

## **8.2 Learner Portfolios**

Portfolio can be considered as a useful technique of measuring autonomy because it helps learners to assess their work independently. When they use portfolio technique, learners become able to develop their level of autonomy and to demonstrate this development (O’Leary, n.d.). Portfolio assessment allows both teachers and learners to collect information concerning learning progress and achievement in various classroom activities such as writing, oral interviews, reading and listening comprehension tasks (Chamot, Barnhardt, El-Dinary, & Robbins, 1999). Also, Roberts (2006: 4) assumes that “Portfolios can act as showcases for a student’s best work, and can provide evidence of learning accomplishments, and of growth throughout a course”. This denotes that portfolios are deemed as a tool of effective assessment by which learners can evaluate their growth and autonomy as well.

## **8.3. Learner Profiles**

Learners are supposed to create profiles which demonstrate their needs, wants, abilities, goals, plans in addition to their learning achievement and outcomes. These profiles should be stored in a database and analysed by teachers, so that they can deduce learners’ actual capabilities and their future intentions concerning autonomy (Bharathi, 2014).

## **8.4. Learner Contracts**

Learner contract is considered to be one of the criteria of structured language classroom. It includes a framework of learners’ planning, and involves a checklist of the major points that should be taken into account during the learning process. Learner contract is supposed to be detailed, in the sense that it involves not only the work that should be accomplished and time allotted for this but also activities, resources, and ways of evaluating performance (Bharathi,

2014). In sum, learner contract enables teachers and learners to assess the development of autonomy along the learning process.

### **8.5. Self-Reports**

Self-report consists of asking learners to fulfil tasks, and to report the used strategies. This technique allows teachers to gather information concerning the ways adopted by learners in order to accomplish a given task which in turn helps learners to detect their learning strategies (Bharathi, 2014). Self-report enables teachers to recognise autonomous learners who tend to use effective strategies in different learning situations.

Finally, assessing learners' autonomy permits teachers to determine the efficiency of their teaching; in addition, it allows learners to identify their real level. This encourages them to become responsible, and to promote their language proficiency.

## **Conclusion**

To conclude, autonomy is a required attribute that effective language learners should develop through teachers' encouragement, and adoption of suitable teaching strategies. These strategies reduce teachers' intervention; on the other hand, they allow learners to involve in classroom activities, and take responsibility over their own learning. Autonomous learners have particular features. For instance, they are responsible for their own learning which means that they set their learning goals, determine their needs, and control their learning progress. In addition, they are knowledgeable of their learning styles, and use appropriate strategies in various learning situations. Also, autonomous learners are reflective, and they can extend this ability to other areas in their lives. Finally, autonomy is significant in foreign language learning.

## **Chapter Three**

### **Field Work**

## Field Work Chapter Three

Introduction.....	40
1. Research Method.....	40
2. Population and Sampling.....	40
3. Data Collection Tools.....	40
4. Presentation of Data.....	40
5. Teachers' Questionnaire.....	41
5.1. Aims of the Questionnaire.....	41
5.2. Description of the Questionnaire.....	41
5.3. Administration of the Questionnaire.....	41
5.4. Data Analysis.....	42
5.5. Discussion of Results.....	56
6. Pupils' Questionnaire.....	57
6.1. Aims of the Questionnaire.....	57
6.2. Description of the Questionnaire.....	57
6.3. Administration of the Questionnaire.....	58
6.4. Data Analysis.....	58
6.5. Discussion of Results.....	75
Conclusion.....	76
<b>General Conclusion.....</b>	<b>77</b>
<b>Recommendations.....</b>	<b>78</b>
<b>Bibliography.....</b>	<b>80</b>
<b>Appendices</b>	
<b>Appendix 1: Teachers' Questionnaire</b>	
<b>Appendix 2: Pupils' Questionnaire</b>	

ملخص

## **Part Two: Field Work**

### **Chapter Three**

#### **Introduction**

The previous chapters comprise the theoretical part which consists of a literature review. The first chapter was about the implementation of Learner-Centred Approach while the second was devoted to reviewing literature concerning learners' autonomy. The third chapter represents the practical part of the study. This chapter combines a description and analysis of both teachers' and learners' questionnaires followed by a discussion of results, recommendations and a general conclusion.

#### **1. Research Methodology**

The study is conducted both quantitatively and qualitatively. The research method is descriptive. It is used in order to confirm the research hypothesis which states that: the implementation of the Learner-Centred Approach contributes in enhancing learners' autonomy.

#### **2. Population and Sampling**

The population dealt with in this study is composed of (N=4) teachers of English (100%); in addition to (N=231) pupils of third year at Elmodjahid Moadaa El-Hachmi Secondary School at Chetma, Biskra. The population is represented by a sample of (N=30) pupils (12.98%). They have been randomly chosen from the scientific stream because they are considered to be more supportive in answering the questionnaire.

#### **3. Data Collection Tools**

The research is based on the use of two questionnaires designed to obtain required data for the study. They have been handed to third-year pupils and teachers of English at Elmodjahid Moadaa El-Hachmi Secondary School at Chetma, Biskra.

#### **4. Presentation of Data**

Quantitative data gathered from teachers' and pupils' questionnaires is calculated in terms of percentages. Next, it is presented in the form of tables and graphs. After that, data is analysed. Qualitative data is presented in the form of summaries that are followed by analysis.

## **5. Teachers' Questionnaire**

### **5.1. Aims of the Questionnaire**

Teachers' questionnaire aims to determine whether teachers of English at Elmodjahid Moadaa El-Hachmi Secondary School are adopting the Learner-Centred Approach. Besides, it aims to investigate the role of implementing this approach in enhancing learners' autonomy. Finally, teachers' questionnaire attempts to demonstrate the importance of autonomy in foreign language learning.

### **5.2. Description of the Questionnaire**

Teachers' questionnaire contains 17 Questions which are grouped in three sections. The questionnaire includes a combination of close-ended questions: likert scale, yes/no questions and multiple choices; in addition to open-ended questions where teachers are asked to justify their answers or to provide information in order to obtain the needed data for the research.

#### Section One: Background Information (Q1)

This section involves one Question which is about teachers' gender. This question is asked in order to ensure that data gathered belongs to teachers of both genders.

#### Section Two: Learner-Centred Approach (Q2 → Q11)

Section two consists of ten questions. These questions are related to the implementation of Learner-Centred Approach in the foreign language classroom. They aim to determine whether teachers of English at Elmodjahid Moadaa El-Hachmi Secondary School adopt this teaching approach or not.

#### Section Three: Learners' Autonomy (Q12 → Q17)

This section comprises six Questions. It aims to reveal the importance of autonomy in foreign language learning, and whether the promotion of autonomy depends on the use of the Learner-Centred Approach.

### **5.3. Administration of the Questionnaire**

Teachers' questionnaire has been handed to four teachers of English at Elmodjahid Moadaa El-Hachmi Secondary School in March, 2017. It was handed back after one week.

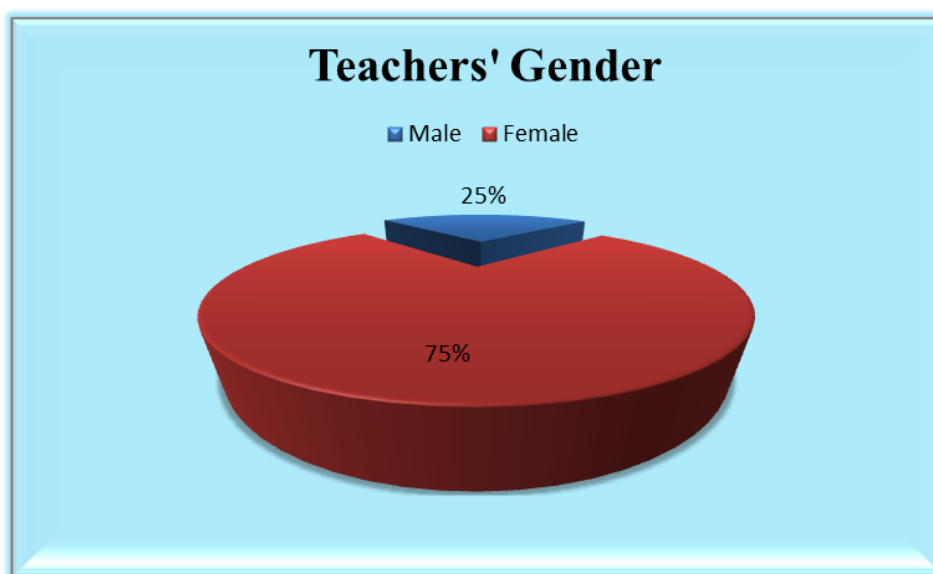


## 5.4. Data Analysis

### Question 1: Gender

Gender	Number	Percentage
Male	1	25%
Female	3	75%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 2:** Teachers' Gender Distribution



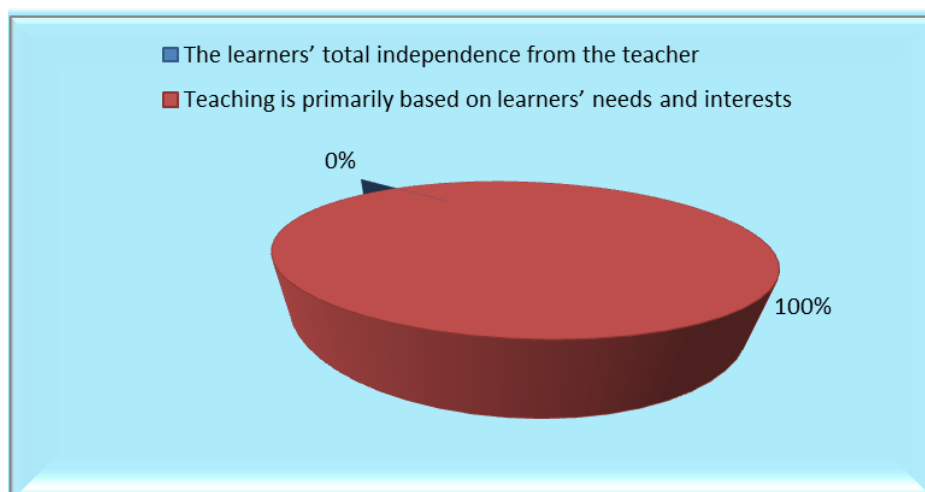
**Figure 4:** Teachers' Gender Distribution

As is illustrated in the figure, the majority of teachers of English (75%) at Elmodjahid Moadaa El-Hachmi Secondary School are female, while 25% of them are male. This denotes that the data gathered correspond to teachers of different genders and perspectives as well.

### Question 2: In your opinion, what does the Learner-Centred Approach refer to?

Option	Number	Percentage
The learners' total independence from the teacher	0	0%
Teaching is primarily based on learners' needs and interests	4	100%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 3:** Teachers' Opinions Concerning the Denotation of Learner-Centred Approach



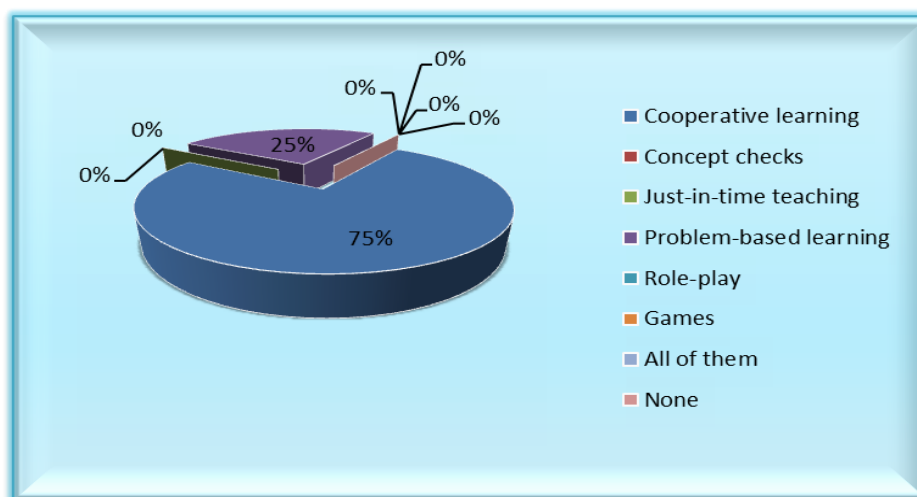
**Figure 5:** Teachers' Opinions Concerning the Denotation of Learner-Centred Approach

From results shown in the figure, it can be seen that all teachers (100%) said that the Learner-Centred Approach refers to the teaching that is primarily based on learners' needs and interests rather than the total independence from teachers' instruction. This means that they are aware of its denotation. In the Learner-Centred Approach, teachers' intervention is restricted but still they play a significant role in guiding learners and facilitating learning tasks.

**Question 3: Do you use the following learner-centred strategies?**

Option	Number	Percentage
Cooperative learning	3	75%
Concept checks	0	0%
Just-in-time teaching	0	0%
Problem-based learning	1	25%
Role-play	0	0%
Games	0	0%
All of them	0	0%
None	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 4:** Learner-Centred Strategies Used by Teachers



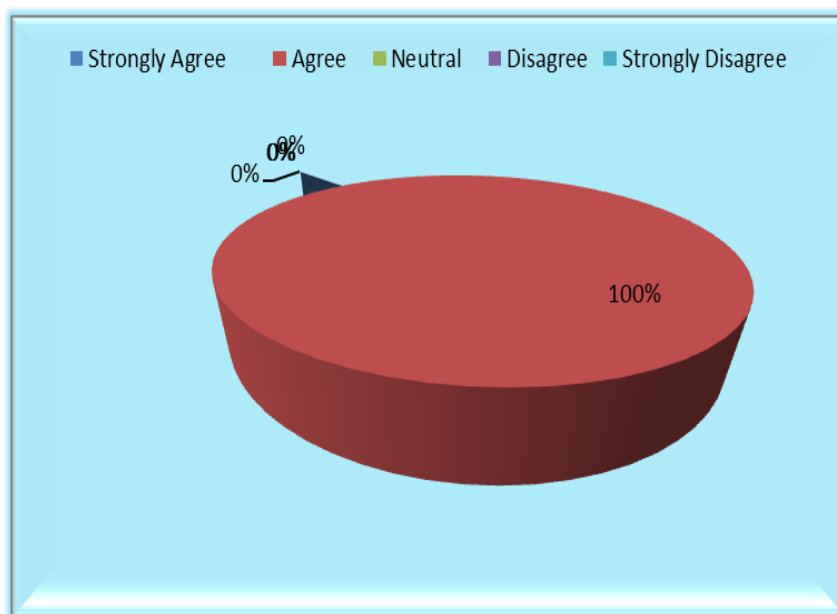
**Figure 6:** Learner-Centred Strategies Used by Teachers

The figure signifies that most teachers (75%) use cooperative learning as a teaching strategy. However, 25% of them implement problem-based learning. It is noticed that concept checks, just-in-time teaching, role-play and games are not involved in their language teaching. Results indicate that teachers do not use a variety of learner-centred strategies that help them to create an innovative and motivating classroom which encourages learners to engage in classroom tasks, and take charge of their learning independently.

**Question 4: Do the above strategies develop learners’ autonomy?**

Option	Number	Percentage
Strongly Agree	0	0%
Agree	4	100%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 5:** Teachers’ Points of View towards the Effectiveness of Learner-Centred Strategies in Developing Learners’ Autonomy



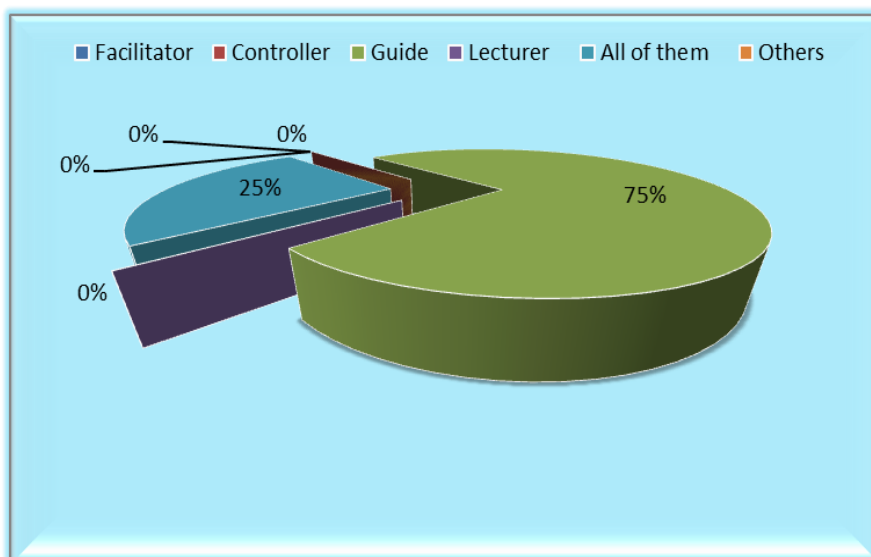
**Figure 7:** Teachers' Points of View towards the Effectiveness of Learner-Centred Strategies in Developing Learners' Autonomy

Results drawn in the figure reveal that all teachers agree that the implementation of learner-centred strategies namely cooperative learning, concept checks, just-in-time teaching, problem-based learning, role-play and games contribute to develop learners' autonomy; though, they use only cooperative and problem-based learning in their teaching as it is shown in the previous question (Question 3). Results demonstrate that teachers can play a vital role in promoting learners' autonomy mainly through the efficient selection and use of appropriate teaching strategies.

**Question 5: What are the roles you often play in the classroom?**

Option	Number	Percentage
Facilitator	0	0%
Controller	0	0%
Guide	3	75%
Lecturer	0	0%
All of them	1	25%
Others	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 6:** Teachers' Roles



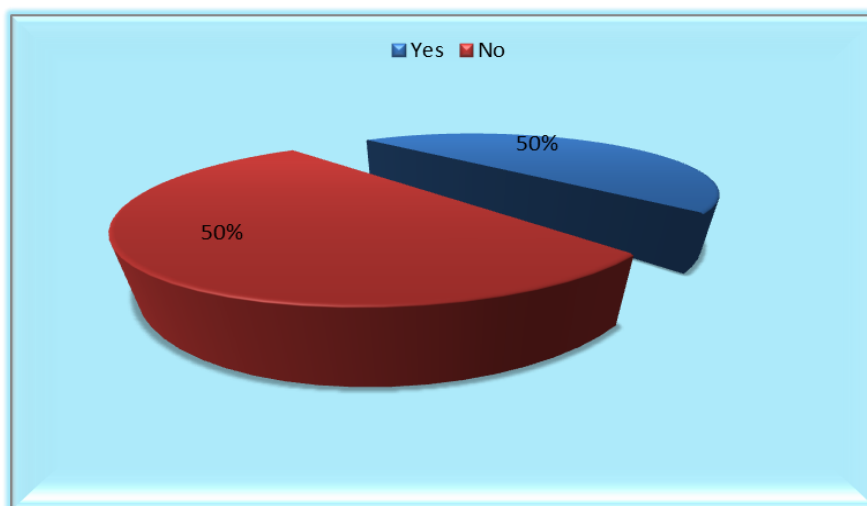
**Figure 8: Teachers' Roles**

When teachers were asked about the roles that they play in the classroom, 75% of them affirm that they play the role of guide, while 25% of teachers say that they play a variety of roles depending on the teaching situation. Results demonstrate that most of them are knowledgeable of the changing roles of teachers in the foreign language classroom that are based on the Learner-Centred Approach. The latter denies the traditional teachers' roles particularly as controllers and lecturers that impede learners' autonomy.

**Question6: Do you conduct a needs analysis at the beginning of the academic year?**

Option	Number	Percentage
Yes	2	50%
No	2	50%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 7: Conducting Needs Analysis**



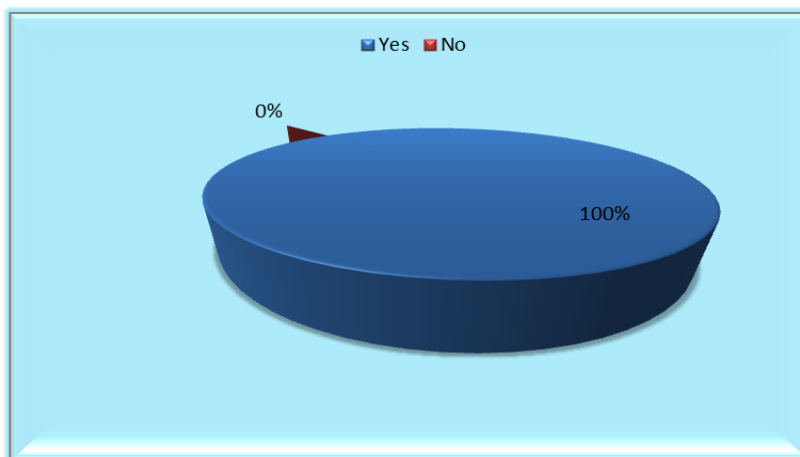
**Figure 9:** Conducting Needs Analysis

Results indicated in the figure show that 50% of teachers conduct a needs analysis which is a part of Learner-Centred Approach, but the other teachers (50%) declare that they do not ask learners about their needs at the beginning of the academic year. This may inhibit teachers from selecting suitable materials that fit learners' needs and levels which in turn decreases learners' willing to learn because the content does not suit their expectations.

**Question 7: Is the needs analysis important in the foreign language classroom?**

Option	Number	Percentage
Yes	4	100%
No	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 8:** Teachers' Points of View Concerning the Importance of Needs Analysis



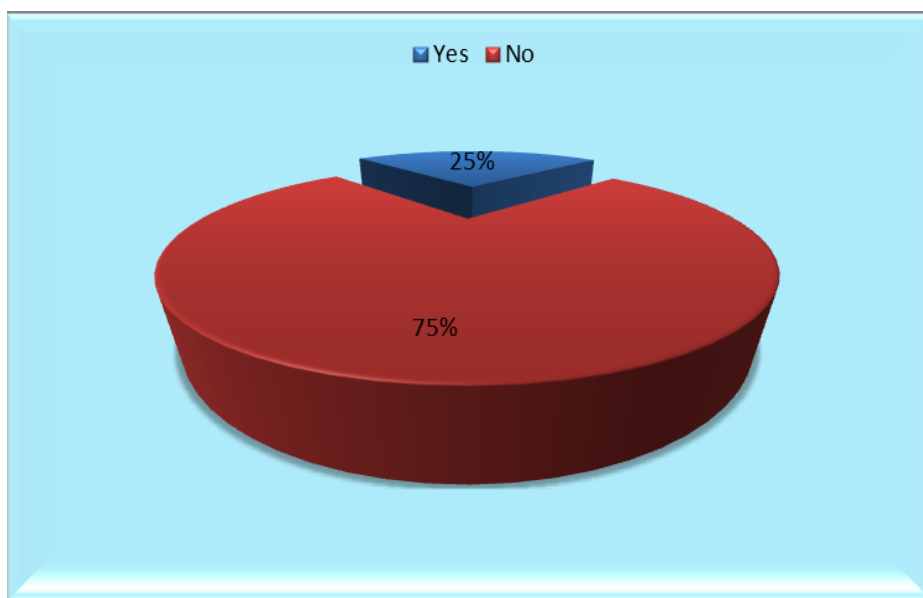
**Figure 10:** Teachers' Points of View Concerning the Importance of Needs Analysis

From the figure it is clear that 100% of teachers agree that needs analysis is important in foreign language learning. So, teachers are aware of the significance of needs analysis. All of them assert that it is crucial since it enables teachers to determine learners' level, so that they can select appropriate teaching materials. This means that teachers of English conceive that learners are different in terms of needs and levels which require the choice of suitable content that develops their learners' language proficiency as a result of conducting a needs analysis.

**Question 8: Do you explicitly clarify the course goals to the learners?**

Option	Number	Percentage
Yes	1	25%
No	3	75%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 9:** Clarifying Course Goals to Learners



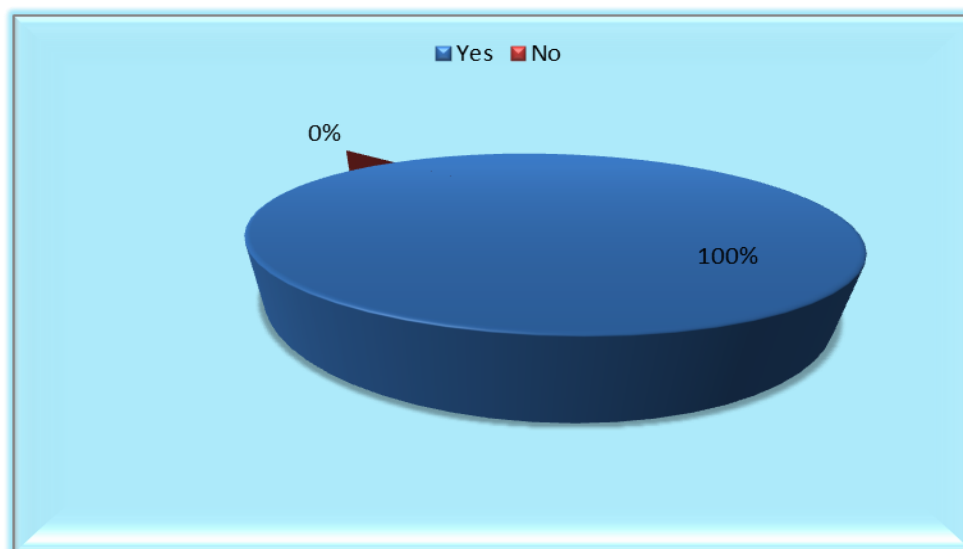
**Figure 11:** Clarifying Course Goals to Learners

It can be seen from the figure that only 25% of teachers explain course goals to learners explicitly, whereas most of them particularly 75% prefer not to inform learners about the learning objectives. This may inhibit teachers from choosing the needed materials; on the other hand, it may impede learners from deducing what is exactly expected from them which may cause demotivation. Consequently, learners' willingness to improve their level decreases.

### Question 9: Do you engage your learners in making decisions?

Option	Number	Percentage
Yes	4	100%
No	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 10:** Teachers' Points of View Concerning the Engagement of Learners in Decision-Making



**Figure 12:** Teachers' Points of View Concerning the Engagement of Learners in Decision-Making

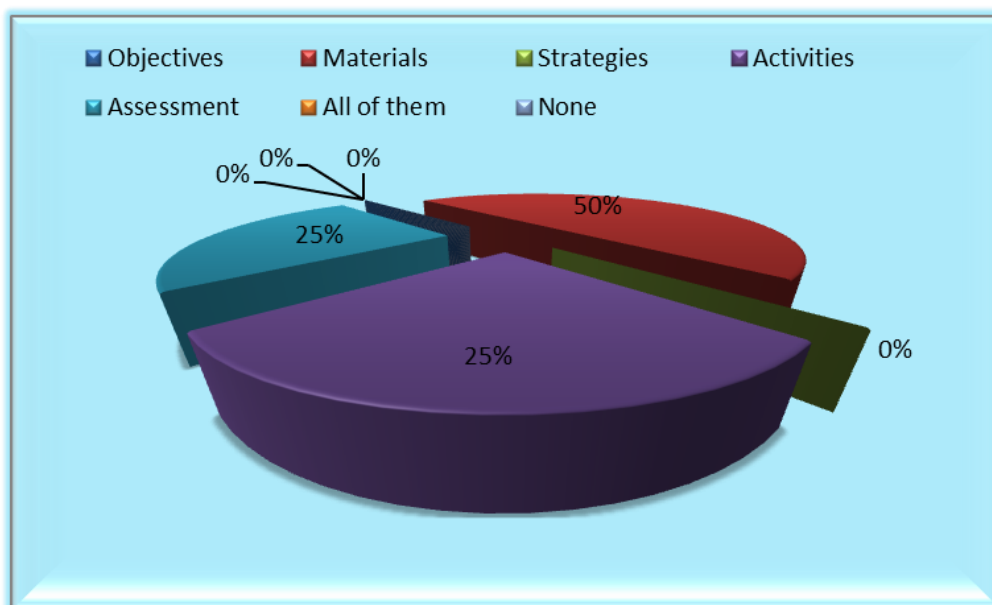
As is shown by the graph, all teachers assert that they involve learners in decision-making. This gives learners power, and creates an opportunity for them to engage in classroom tasks effectively because they are based on their personal and favoured choices. Making decisions positively affects learners' achievement.

### Question 10: If yes, do you involve learners in making decisions about:

Option	Number	Percentage
Objectives	0	0%
Materials	2	50%
Strategies	0	0%
Activities	1	0%
Assessment	1	25%
All of them	0	0%
None	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 11:** Elements Involved in Decision-Making





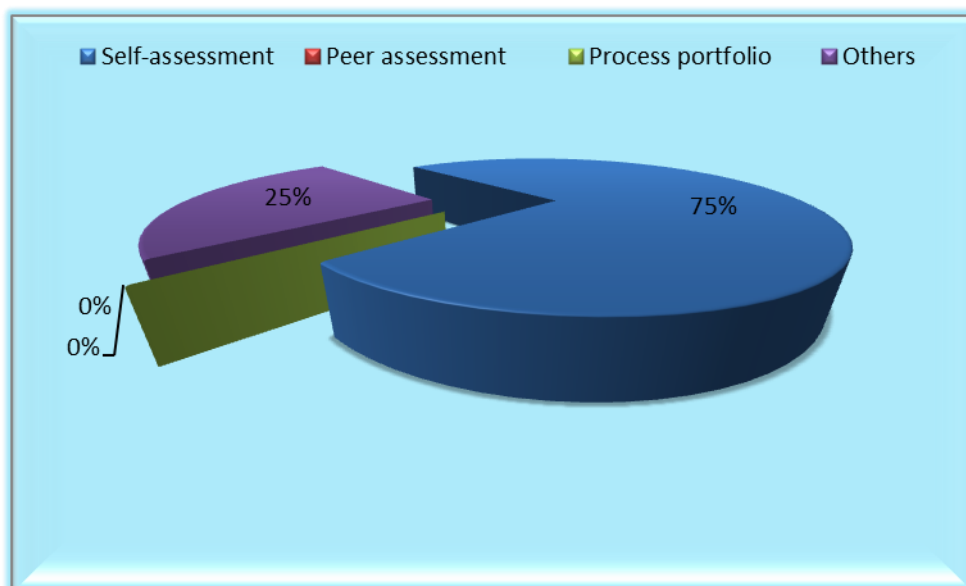
**Figure 13:** Elements Involved in Decision-Making

This question is in reliance with the previous one. Results reveal that 50% of teachers engage their learners in making decisions about teaching materials. However, 25% of teachers state that they involve their learners in making decisions about activities, while the others (25%) urge pupils to express their points of view concerning assessment. All in all, teachers encourage learners to give their opinions in relation to the different steps of the learning process. This increases learners' motivation, involvement, responsibility over learning, and autonomy as well. They feel self-confident, for they recognise their worth as active members in the classroom.

**Question 11: Which types of learner-centred assessment do you adopt in your classroom?**

Option	Number	Percentage
Self-assessment	3	75%
Peer assessment	0	0%
Process portfolio	0	0%
Others	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 12:** Types of Learner-Centred Assessment Used by Teachers



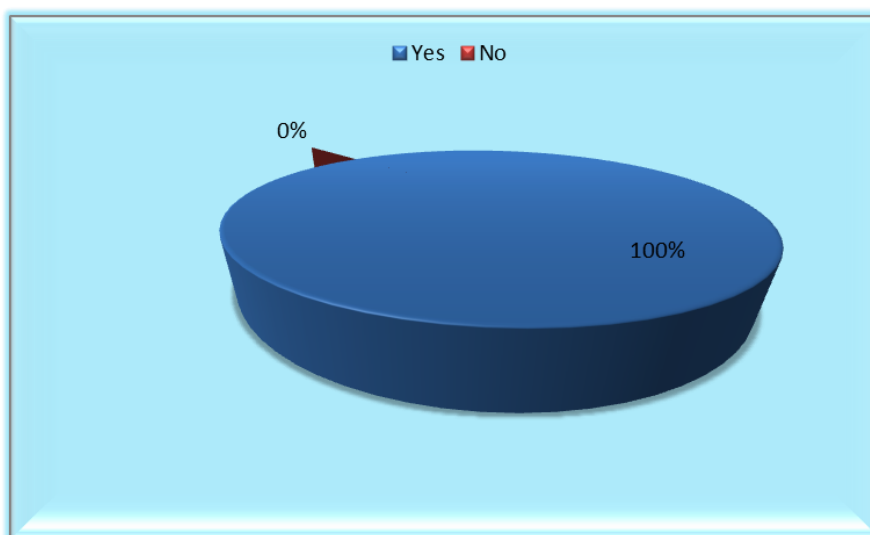
**Figure 14:** Types of Learner-Centred Assessment Used by Teachers

Results shown in the figure illustrate that 75% of teachers involve self-assessment in their language teaching, whereas 25% of them do not engage any type of learner-centred assessment. They merely rely on the traditional assessment based on official exams and tests. Although most teachers do not adopt a variety of learner-centred assessment, the use of self-assessment may increase learners' involvement in evaluating their own learning progress which promotes their autonomy too.

**Question 12: Do you think that learners' autonomy can be developed?**

Option	Number	Percentage
Yes	4	100%
No	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 13:** Teachers' Points of View Concerning the Possibility of Developing Learners' Autonomy



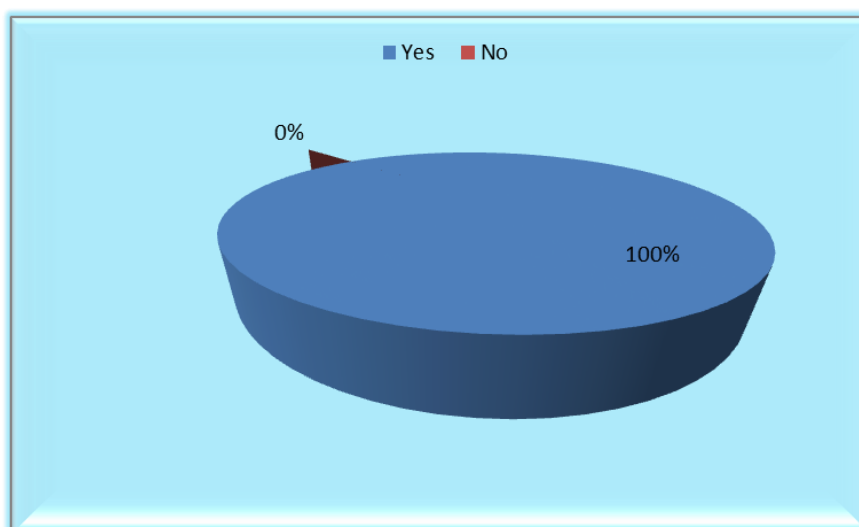
**Figure 15:** Teachers’ Points of View Concerning the Possibility of Developing Learners’ Autonomy

As the figure shows, all teachers consider that learners’ autonomy can be developed. It is noticed that they believe that autonomy is not fixed but it can be promoted through providing needed conditions to learners.

**Question 13: Do you intend to foster your learners’ autonomy?**

Option	Number	Percentage
Yes	4	100%
No	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 14:** Teachers’ Intention to Foster Learners’ Autonomy



**Figure 16:** Teachers’ Intention to Foster Learners’ Autonomy

The pie chart demonstrates that 100% of teachers state that they intend to promote learners' autonomy. Hence, teachers are aware of the importance of autonomy in foreign language learning, so that they attempt to develop it. Also, results show that the promotion of learners' autonomy is partly the responsibility of teachers.

**Question 14: If yes, how do you develop your learners' autonomy?**

When teachers were asked about the ways they use to foster their learners' autonomy, their answers vary:

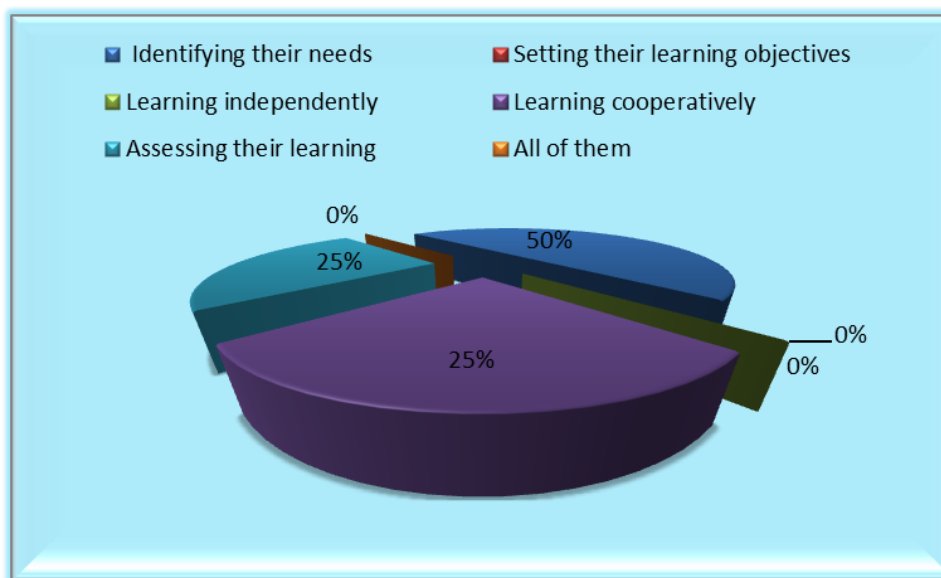
- Training learners to rely on and to trust themselves in dealing with different situations.
- Engaging learners in decision-making.
- Involving them in learning tasks.
- To encourage discussions in order to reveal learners' points of view which increase self-esteem.
- Asking questions, selecting interesting tasks, using diverse instruction and assigning homework.

Teachers' answers denote that they use several techniques to foster learners' autonomy. Most of these techniques correspond to the Learner-Centred Approach such as involving learners in making decisions and selecting appropriate materials. So, teachers can contribute to promote learners' autonomy if they can effectively implement these techniques.

**Question 15: Do you think that autonomous learners are capable of:**

Option	Number	Percentage
Identifying their needs	2	50%
Setting their learning objectives	0	0%
Learning independently	0	0%
Learning cooperatively	1	25%
Assessing their learning	1	25%
All of them	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 15:** Teachers' Points of View Concerning the Characteristics of Autonomous Learners



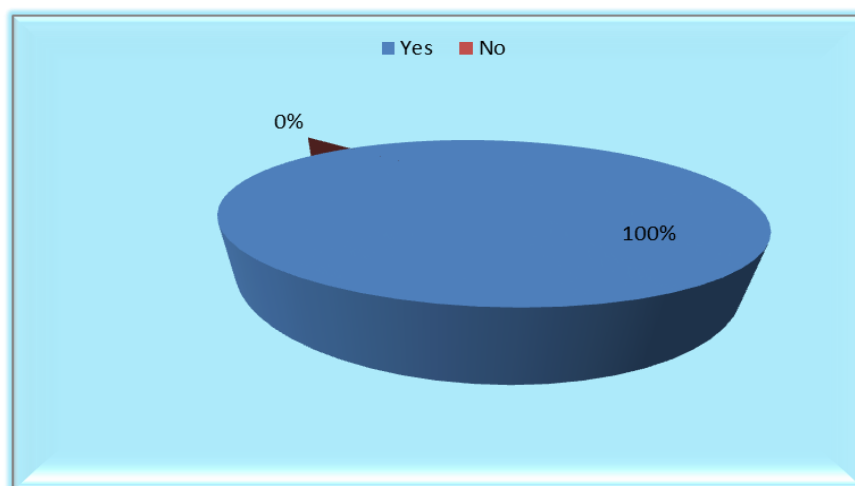
**Figure 17:** Teachers’ Points of View Concerning the Characteristics of Autonomous Learners

The majority of teachers declare that autonomous learners are capable of determining their needs, 25% of them assume that they are able to learn cooperatively. Likewise, 25% of teachers say that autonomous learners can assess their learning. Teachers’ answers reveal that they are knowledgeable of the characteristics of autonomous learners who do not just learn independently, but they are able to cooperate with others to share experiences and learn from each other. They are also capable of evaluating their progress successfully.

**Question 16: Is autonomy beneficial for the foreign language learners?**

Option	Number	Percentage
Yes	4	100%
No	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 16:** Teachers’ Points of View Concerning the Importance of Autonomy in Foreign Language Learning



**Figure 18:** Teachers' points of view concerning the Importance of Autonomy in Foreign Language Learning

Results recorded in the figure indicate that all teachers assume that autonomy is beneficial in foreign language learning. They argue that it is crucial since:

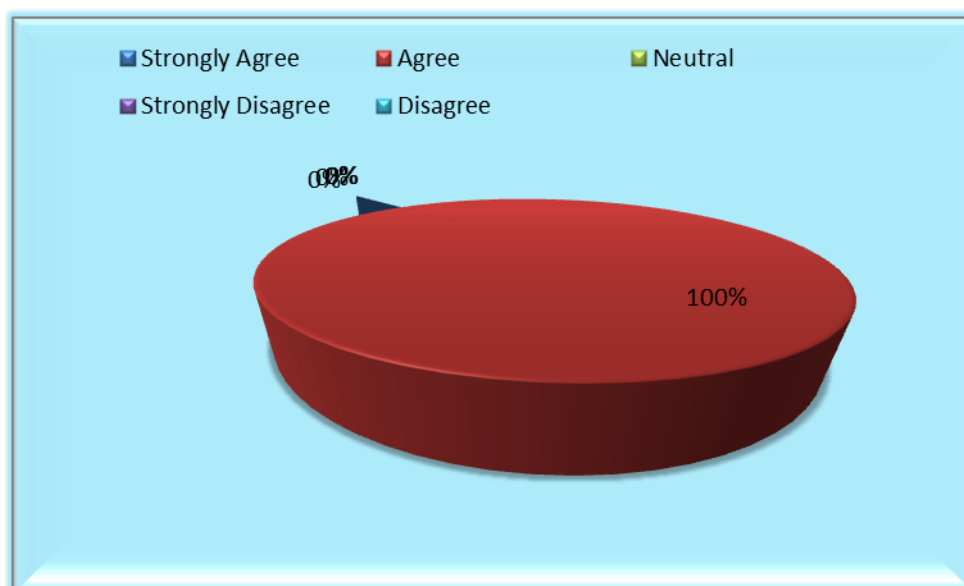
- Autonomous learners are active, brilliant and have fluent ideas.
- They learn from their faults.
- They are able to control their learning and make decisions.
- Autonomy contributes to enhance language learning achievement.
- It enables learners to learn the language even outside the classroom.

Teachers' answers confirm that autonomy is a required attribute that language learners ought to promote. It allows them to engage effectively in the learning process; as a result, their learning outcomes will be improved. They will also develop the needed skills to take control of their own daily life affairs.

**Question 17: In your opinion, does the Learner-Centred Approach positively affect the development of learners' autonomy?**

Option	Number	Percentage
Strongly Agree	0	0%
Agree	4	100%
Neutral	0	0%
Strongly Disagree	0	0%
Disagree	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 17:** Teachers' Points of View Concerning the Contribution of Learner-Centred Approach to Develop Learners' Autonomy



**Figure 19:** Teachers' Points of View Concerning the Contribution of Learner-Centred Approach to Develop Learners' Autonomy

Results shown in the figure illustrate that 100% of teachers approve that Learner-Centred Approach develops learners' autonomy. They say that it allows learners to feel responsible for their learning. It gives them a chance to improve their level independently. Moreover, the Learner-Centred Approach trains learners to deal with different learning situations autonomously. Results show that this approach can be considered as one of the efficient pedagogies that teachers have to implement so that they contribute to enhance learners' autonomy.

### 5.5. Discussion of Results

Teachers' questionnaire reveals that most teachers of English (75%) at Elmodjahid Moadaa El-Hachmi Secondary School are female. All of them are knowledgeable of the right meaning of the Learner-Centred Approach. However, they do not adopt various learner-centred teaching strategies. The majority of them (75%) use cooperative learning, and the others (25%) implement problem-based learning. 100% of teachers assert that these strategies can be beneficial in the sense that they promote learners' autonomy.

Most teachers (75%) play the role of guide which corresponds to the Learner-Centred Approach, while 25% of them play various roles namely facilitator, guide, controller and lecturer depending on the teaching situation. Also, 100% of teachers involve their learners in decision-making concerning different elements such as strategies, materials, objectives and assessment.

Since needs analysis is recommended in the Learner-Centred Approach, teachers have been asked whether they conduct it at the beginning of the academic year. 50% of them answer yes, whereas the others say no; nevertheless, all teachers approve that needs analysis is important in foreign language teaching.

On the other hand, all teachers affirm that autonomy can be developed, and that they attempt to enhance their learners' autonomy through adopting several techniques. Most of these techniques are related to the Learner-Centred Approach. Teachers are aware of the features of autonomous learners. Also, they approve that autonomy is significant in foreign language learning.

In sum, all teachers agree that the effective implementation of the Learner-Centred Approach can promote learners' autonomy.

## **6. Pupils' Questionnaire**

### **6.1. Aims of the Questionnaire**

Pupils' questionnaire aims to demonstrate the importance of autonomy in improving foreign language achievement. At the same time, it attempts to elicit pupils' perspectives towards the role of implementing Learner-Centred Approach in enhancing learners' autonomy.

### **6.2. Description of the Questionnaire**

Pupils' questionnaire comprises three sections. It involves 21 Questions which are in the form of close-ended questions. They consist of multiple choice, likert scale and yes/no Questions. The questions involved in the questionnaire are asked in accordance to the components of the dissertation and the research questions.

Section One: Background Information (Q1 → Q2)

Section one contains two Questions that are about pupils' gender and age. Pupils are asked about their gender to make sure that the sample consists of male and female participants that may have different attitudes concerning the research topic.

Section Two: Learner-Centred Approach (Q3 → Q11)

First of all, section two includes a note that comprises a definition of Learner-Centred Approach presented by Collins and O'Brien (2003 cited in Froyd and Simpson, n.d.). In this section there are nine questions which are about the use of Learner-Centred Approach in the



foreign language classroom. They aim to confirm whether teachers of English at Elmodjahid Moadaa El-Hachmi Secondary School use this approach or not.

### Section Three: Learners' Autonomy (Q12→ Q21)

Similarly, section three involves a note concerning the definition of learners' autonomy adapted from Little (1991: 4). It consists of ten Questions that aim to reveal whether third-year pupils at Elmodjahid Moadaa El-Hachmi Secondary School are autonomous, and knowledgeable of the significance of autonomy in foreign language learning or not.

### 6.3. Administration of the Questionnaire

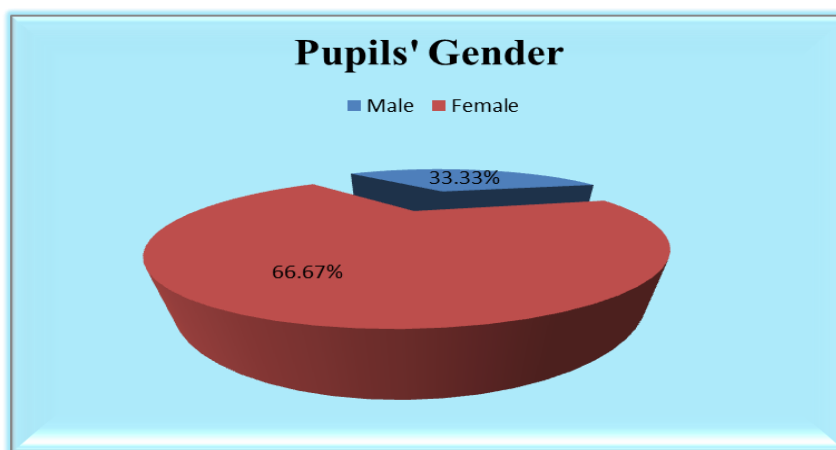
Pupils' questionnaire has been administered to thirty third-year pupils who belong to the scientific stream. They have been chosen randomly from one class that consists of 46 pupils. The administration of the questionnaire took place during an English lesson particularly in March, 2017. Key words have been explained for pupils such as: autonomy, Learner-Centred Approach, and process portfolio. Pupils took approximately thirty minutes to answer the whole questionnaire items.

### 6.4. Data Analysis

#### Question 1: Gender

Gender	Number	Percentage
Male	10	33.33%
Female	20	66.67%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 18:** Pupils' Gender



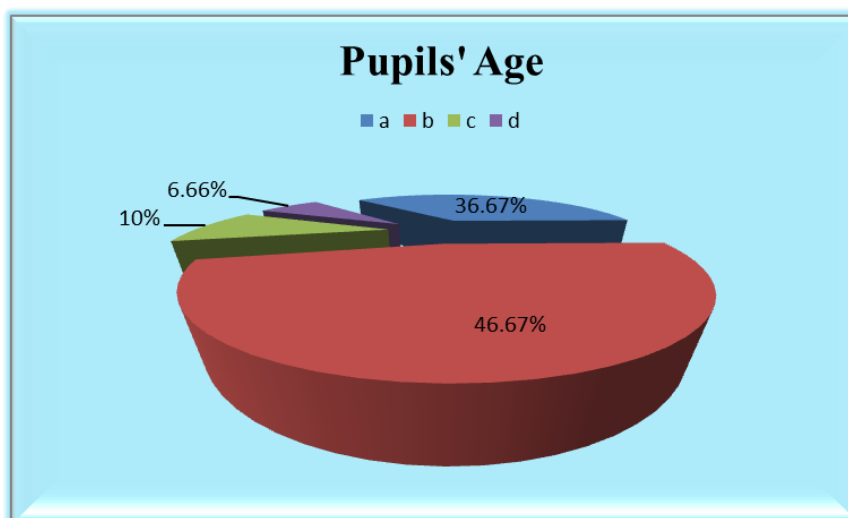
**Figure 20:** Pupils' Gender

As it is shown in the figure, 66.67% of pupils are female while 33.33% of them are male. This indicates that the sample is composed of participants from both genders who might have different points of view concerning the research problem.

### Question 2: How old are you?

Option	Number	Percentage
a.17	11	36.67%
b.18	14	46.67%
c.19	3	10%
d.20	2	6.66%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 19:** Pupils' Age



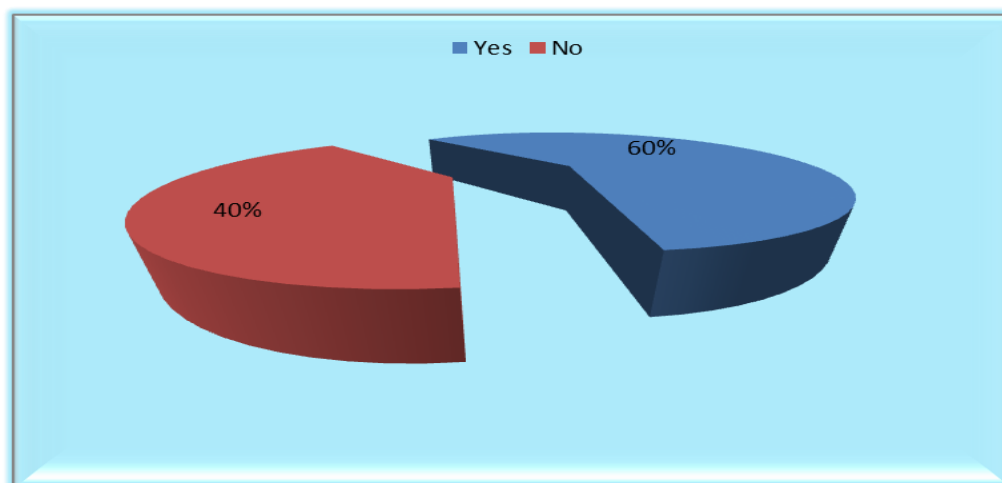
**Figure 21:** Pupils' Age

Results demonstrate that most pupils (83.34%) are between 17 and 18 years old, whereas the others are between 19 and 20 years old. The majority of pupils are young which may indicate that they were successful and passed all the years.

### Question 3: Are you satisfied with your English level?

Option	Number	Percentage
Yes	18	60%
No	12	40%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 20:** Pupils' Satisfaction in their Level



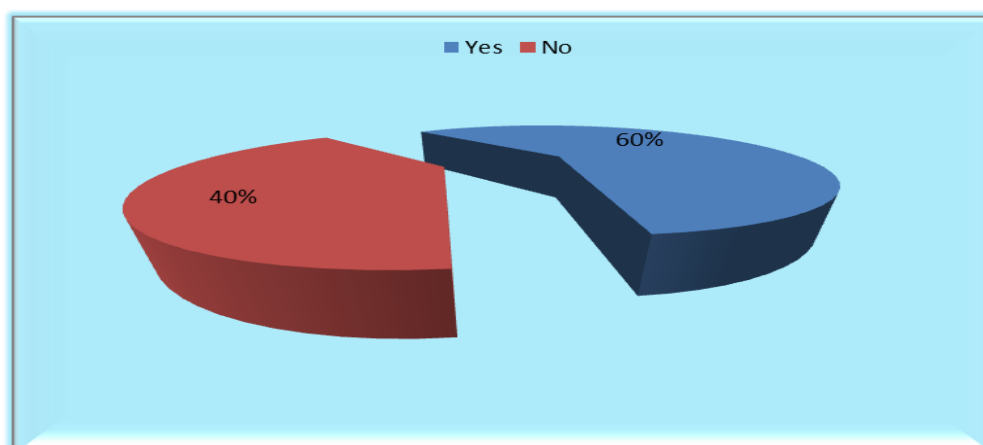
**Figure 22:** Pupils' Satisfaction in their Level

As it is shown in the figure, most pupils (60%) have positive insight towards their English level which may enhance their self-esteem and self-reliance as well, but 40% of them assert that they are not satisfied. This denotes that they face difficulties in learning the English subject.

**Question 4: If no, are you trying to improve your level independently?**

Option	Number	Percentage
Yes	8	60%
No	4	40%
<b>Total</b>	<b>12</b>	<b>100%</b>

**Table 21:** Pupils' Attempts to improve their Level



**Figure 23:** Pupils' Attempts to improve their Level

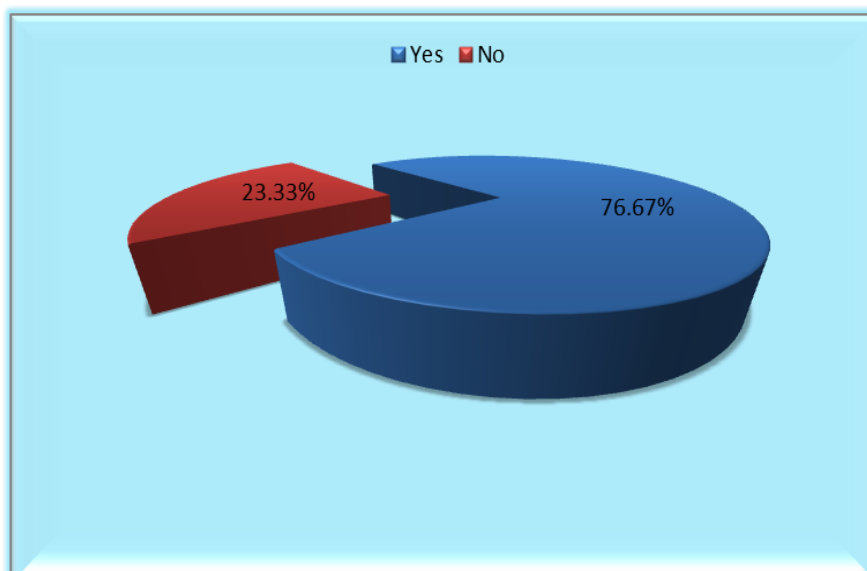
This question is in reliance to the previous one. Results denote that 60% of pupils are willing to improve their level without teachers' contribution. However, 40% say that they do

not intend to develop their level independently. From their answers, it can be deduced that they are not motivated to take charge of their learning which may affect their achievement negatively.

**Question 5: Does the use of Learner-Centred Approach contribute to improve your level?**

Option	Number	Percentage
Yes	23	76.67%
No	7	23.33%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 22:** Pupils' Points of View towards the Contribution of Learner-Centred Approach to Develop Learners' Autonomy



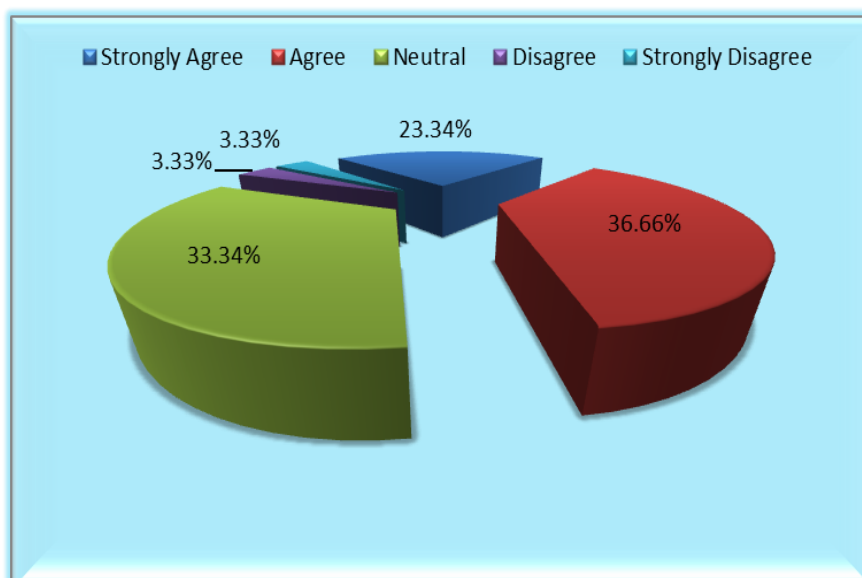
**Figure 24:** Pupils' Points of View towards the Contribution of Learner-Centred Approach to Develop Learners' Autonomy

Results drawn in the figure reveal that even though 23.33% of pupils have negative perspectives, the majority of them (76.67%) affirm that the implementation of Learner-Centred Approach has a positive impact on improving their English level.

### Question 6: Does your prior knowledge help you to learn new information?

Option	Number	Percentage
Strongly Agree	7	23.34%
Agree	11	36.66%
Neutral	10	33.34%
Disagree	1	3.33%
Strongly Disagree	1	3.33%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 23:** Pupils' Points of View towards the Role of Prior Knowledge in Acquiring New Information



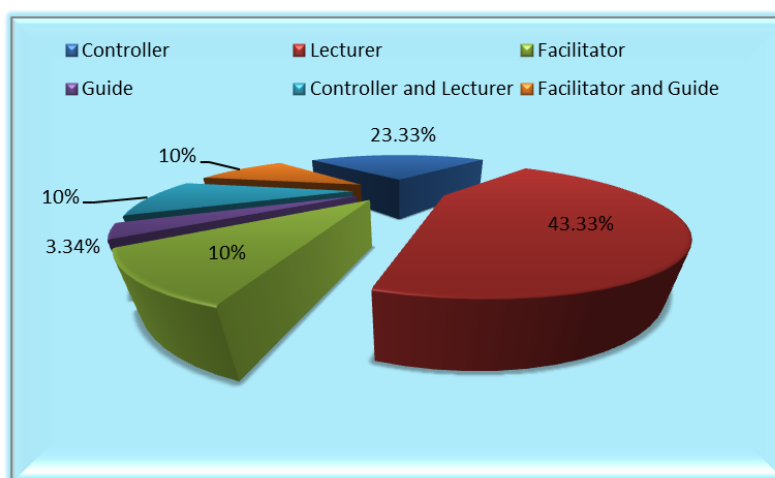
**Figure 25:** Pupils' Points of View towards the Role of Prior Knowledge in Acquiring New Information

As far as the Learner-Centred Approach is concerned, learners have been asked about the impact of pre-existing knowledge on the acquisition of new information. Their answers vary: 23.34% of pupils strongly agree, while 36.66% of them agree. So, most of them affirm that prior knowledge is helpful. On the other hand, 33.34% are neutral. Only 3.33% strongly disagree, and the others (3.33%) disagree.

**Question 7: What are the roles that your English teacher mostly plays?**

Option	Number	Percentage
Controller	7	23.33%
Lecturer	13	43.33%
Facilitator	3	10%
Guide	1	3.34%
Controller and Lecturer	3	10%
Facilitator and Guide	3	10%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 24:** Pupils' Points of View towards Teachers' Roles



**Figure 26:** Pupils' Points of View towards Teachers' Roles

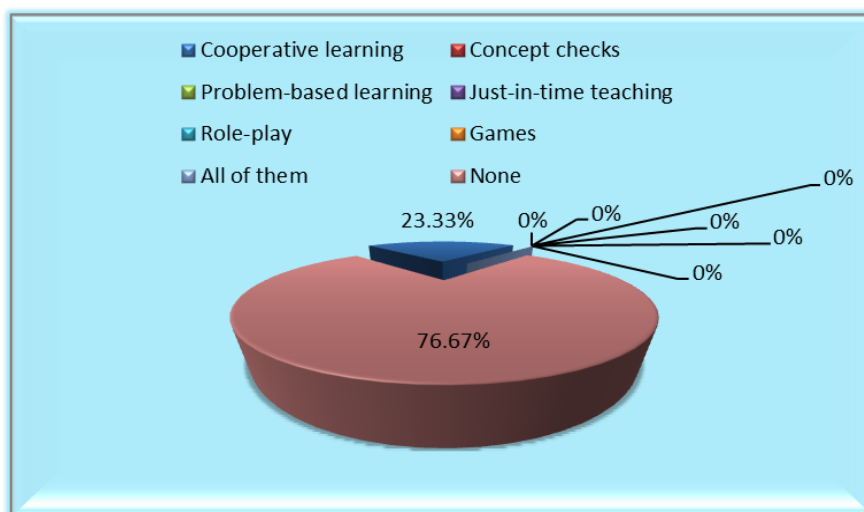
Pupils' answers indicate that teachers play various roles in the foreign language classroom. Unlike teachers' answers, most pupils (43.33%) assert that teachers play the role of lecturers, 23.33% of them say that they are controllers, 10% of pupils claim that teachers are facilitators. Only 3.34% assert that they play the role of guide.

**Question8: Which teaching strategies does your English teacher use?**

Option	Number	Percentage
Cooperative learning	7	23.33%
Concept checks	0	0%
Problem-based learning	0	0%
Just-in-time teaching	0	0%
Role-play	0	0%
Games	0	0%
All of them	0	0%

None	23	76.67%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 25:** Teaching Strategies Used by Teachers According to Pupils' Points of View



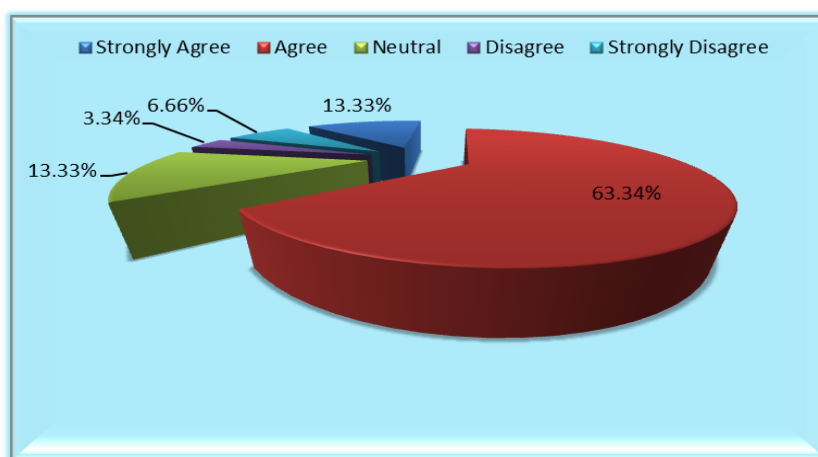
**Figure 27:** Teaching Strategies Used by Teachers According to Pupils' Points of View

Nearly all pupils (76.67%) answer that teachers do not use any of the learner-centred teaching strategies, whereas 23.33% of them affirm that teachers implement cooperative learning strategy. Results confirm that not all teachers are adopting Learner-Centred Approach.

**Question 9: Do the above strategies foster your autonomy?**

Option	Number	Percentage
Strongly Agree	4	13.33%
Agree	19	63.34%
Neutral	4	13.33%
Disagree	1	3.34%
Strongly Disagree	2	6.66%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 26:** Pupils' Points of View Concerning the Contribution of LCA Strategies in Fostering Learners' Autonomy



**Figure 28:** Pupils' Points of View Concerning the Contribution of LCA Strategies in Fostering Learners' Autonomy

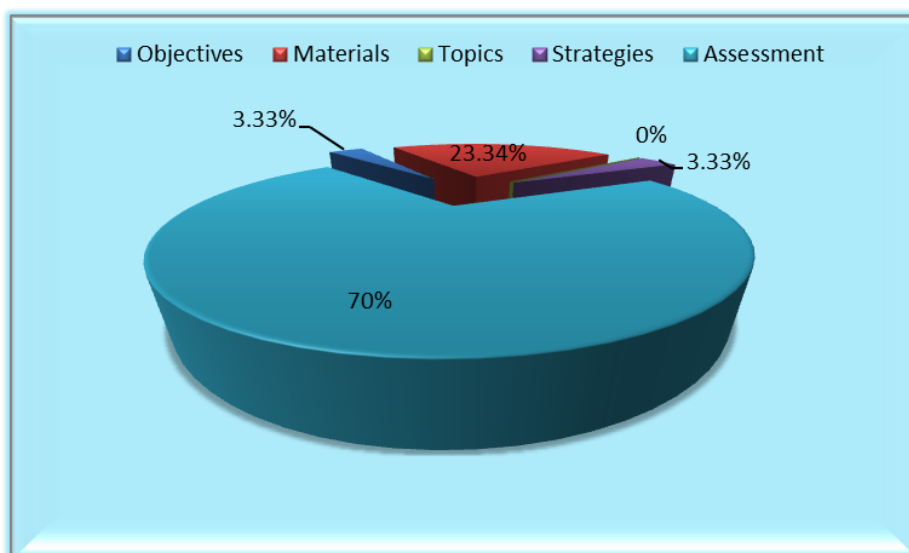
Results recorded in the figure indicate that the majority of pupils (63.34%) agree that learner-centred strategies promote autonomy. Furthermore, 13.33% of them strongly agree with the assumption. On the other hand, 13.33% of pupils are neutral, some of them (6.66%) strongly disagree, while 3.34% of them disagree. Results denote that most pupils have positive insight towards the implementation of Learner-Centred Approach since they assert that it can be helpful in enhancing their autonomy.

**Question 10: Does your teacher encourage you to decide about:**

Option	Number	Percentage
Objectives	1	3.33%
Materials	7	23.34%
Topics	0	0%
Strategies	1	3.33%
Assessment	21	70%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 27:** Pupils' Attitudes towards Decision-Making Elements Involved by Teachers





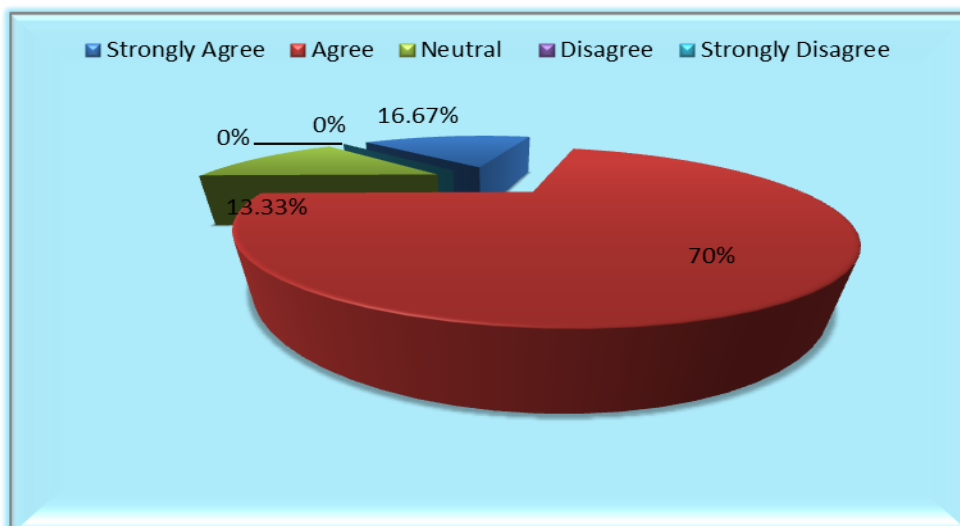
**Figure 29:** Pupils' Attitudes towards Decision-Making Elements Involved by Teachers

Results indicate that most pupils (70%) affirm that they are encouraged to make decisions about assessment. 23.34% of them say that they are engaged in making decisions concerning teaching materials. As it is seen in the figure, the other pupils claim that they decide about objectives (3.33%) and strategies (3.33%). This approves that teachers take into account pupils' points of view in their teaching which increases learners' involvement.

**Question 11: When your teacher effectively implements the Learner-Centred Approach, do you think that your autonomy is promoted?**

Option	Number	Percentage
Strongly Agree	5	16.67%
Agree	21	70%
Neutral	4	13.33%
Disagree	0	0%
Strongly Disagree	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 28:** The Effect of Learner-Centred Approach on Developing Learners' Autonomy According to Pupils' Points of View



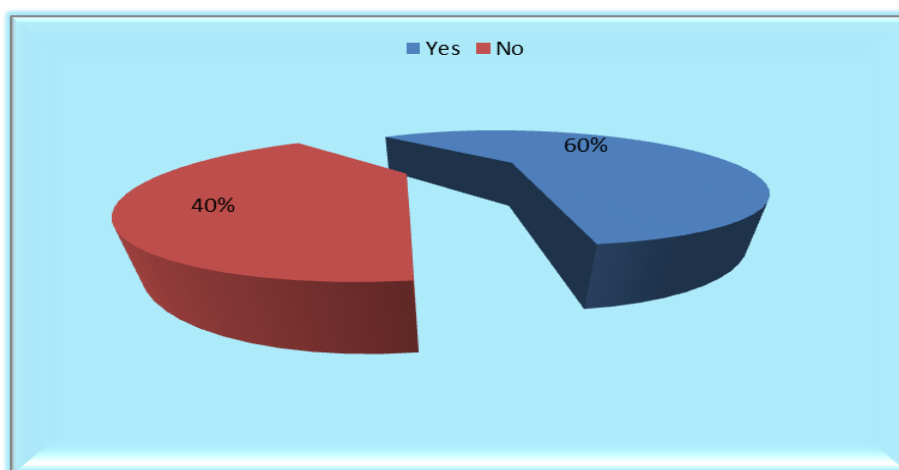
**Figure 30:** The Effect of Learner-Centred Approach on Developing Learners' Autonomy According to Pupils' Points of View

Approximately, all pupils (86.67%) accept that the implementation of Learner-Centred Approach contribute to enhance learners' autonomy. Merely 13.33% of them are neutral. This means that not only teachers but also the majority of pupils confirm that Learner-Centred Approach can develop autonomy.

**Question 12: Do you set your learning goals?**

Option	Number	Percentage
Yes	18	60%
No	12	40%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 29:** Setting Goals



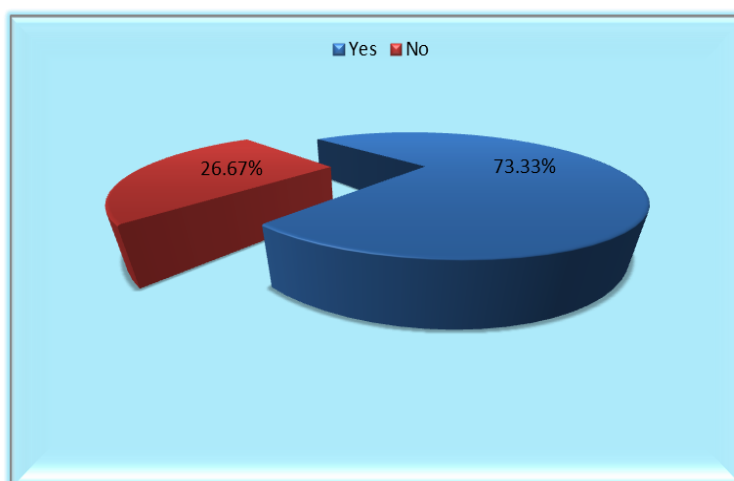
**Figure 31:** Setting Goals

Results shown in the figure reveal that 60% of learners establish their learning goals which help them to control their learning path, and to focus their attention on realising these goals along the learning process. However, 40% of them do not determine their learning objectives. This may mislead learners, and inhibit them from regulating their learning effectively.

**Question 13: Do you identify your needs?**

Option	Number	Percentage
Yes	22	73.33%
No	8	26.67%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 30: Identifying Needs**



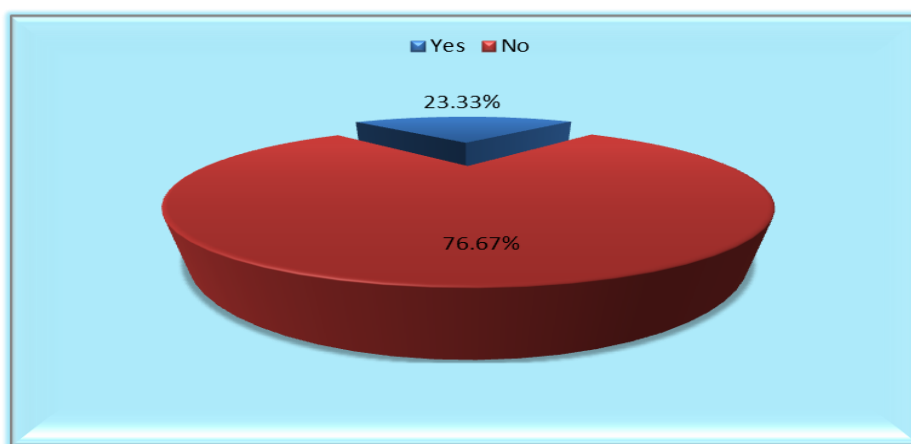
**Figure 32: Identifying Needs**

As is seen in the figure, most pupils (73.33%) affirm that they identify their learning needs. This enables them to recognise their weaknesses so that they can adopt suitable learning strategies that help them to overcome difficulties, and improve their level independently. As a result their autonomy will be promoted. 26.67% of pupils do not determine their learning needs which may decrease their responsibility over learning.

**Question 14: Do you prepare the lesson in advance?**

Option	Number	Percentage
Yes	7	23.33%
No	23	76.67%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 31: Preparing Lessons in Advance**



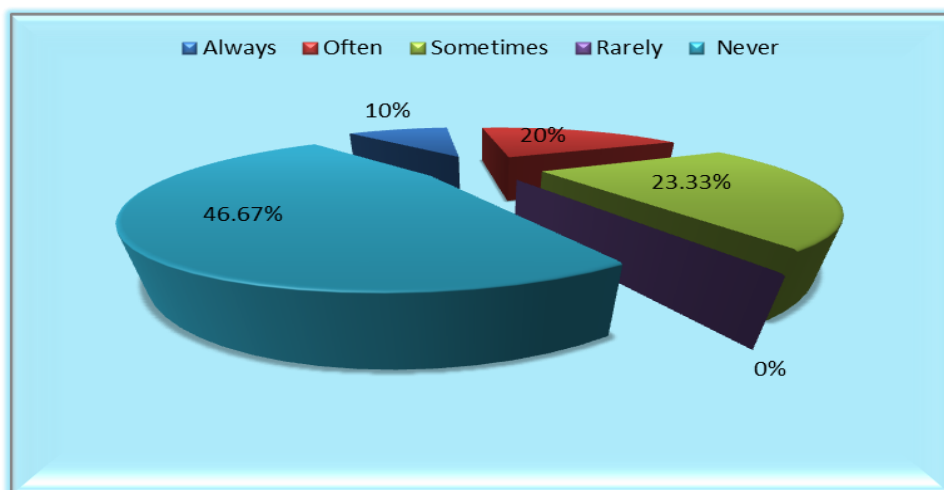
**Figure 33:** Preparing Lessons in Advance

The figure indicates that the majority of pupils (76.67%) do not prepare the lesson in advance. Results show that still pupils rely on teachers' instruction rather than depending on their own personal efforts. Consequently, learners may be inhibited from developing their autonomy. Only 23.33% of pupils prepare lessons before class time which enables them to engage in classroom tasks easily.

**Question 15: How often do you participate?**

Option	Number	Percentage
Always	3	10%
Often	6	20%
Sometimes	7	23.33%
Rarely	0	0%
Never	14	46.67%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 32:** Pupils' Participation



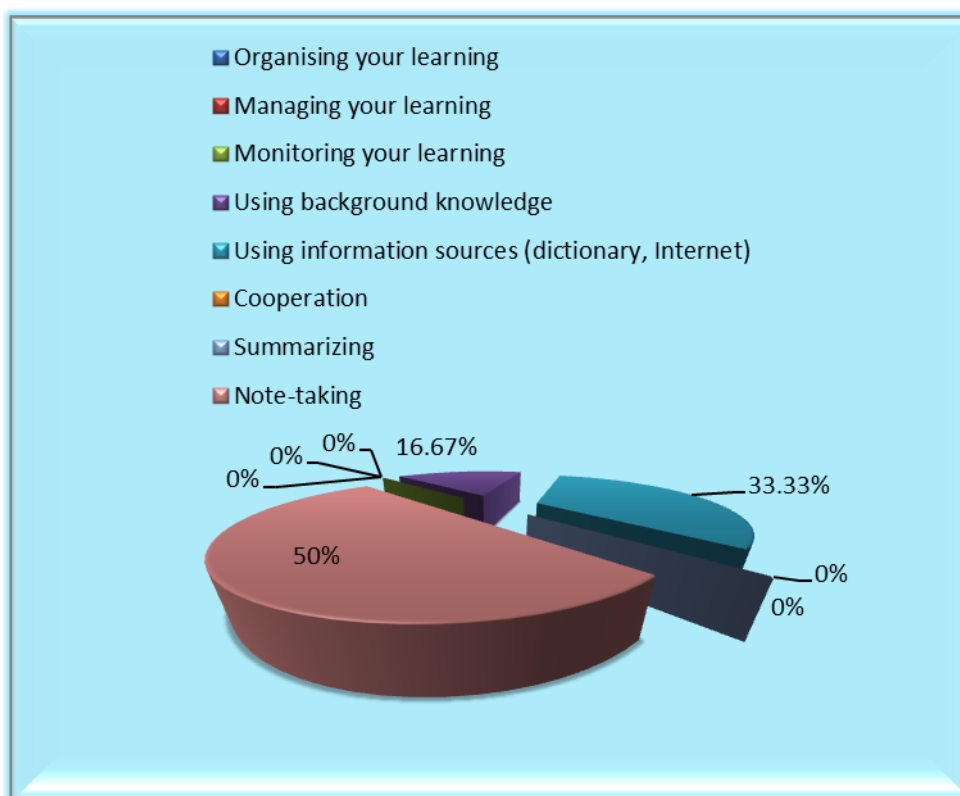
**Figure 34:** Pupils' Participation

The figure shows that 46.67% of pupils assert that they never participate in classroom tasks. 23.33% of them often participate, while 20% opt for sometimes. The others (10%) always involve in classroom activities. Results reveal that nearly half of learners do not share their opinions and experiences with others along the learning process which might decrease self-confidence, also it prevents them from promoting autonomy.

**Question 16: Which learning strategies do you usually use?**

Option	Number	Percentage
Organising your learning	0	0%
Managing your learning	0	0%
Monitoring your learning	0	0%
Using background knowledge	5	16.67%
Using information sources (dictionary, Internet)	10	33.33%
Cooperation	0	0%
Summarizing	0	0%
Note-taking	15	50%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 33:** Learning Strategies Used by Pupils



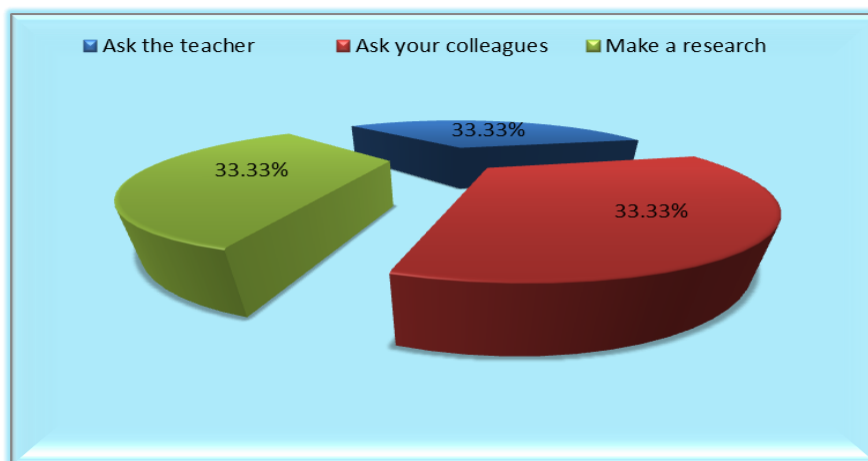
**Figure 35:** Learning Strategies Used by Pupils

From pupils' answers, it is noticed that pupils opt for three main choices as follow: 50% of them adopt note-taking strategy, 33.33% use information sources (dictionary, internet), and 16.67% of them use background knowledge. These strategies which are mostly used by learners belong to task-based strategies proposed by Chamot, Keatley, Meloni, Gonglewski and Bartoshesky (n.d.).

**Question 17: When you face difficulties in understanding do you:**

Option	Number	Percentage
Ask the teacher	10	33.33%
Ask your colleagues	10	33.33%
Make a research	10	33.33%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 34:** Pupils' Behaviour When They Face Difficulties in Understanding



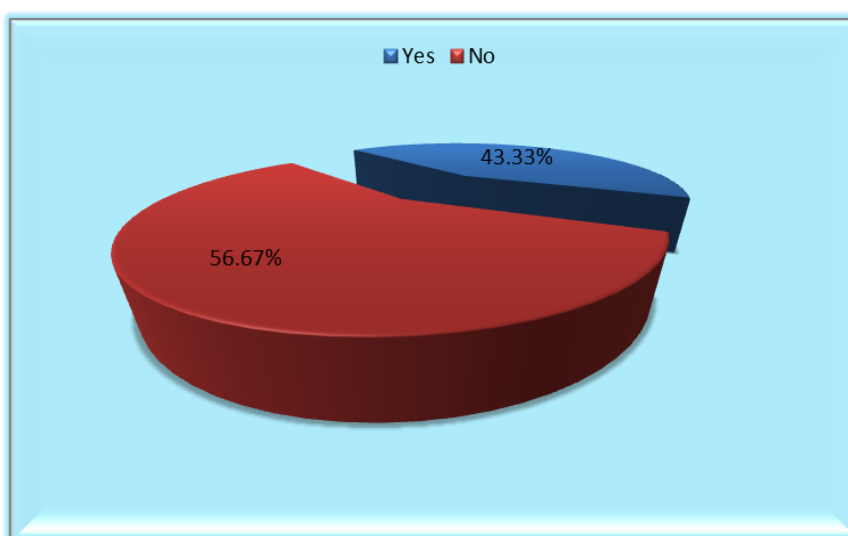
**Figure 36:** Pupils' Behaviour When They Face Difficulties in Understanding

Apparently, pupils' answers differ. 33.33% of them affirm that when they encounter difficulties, they ask their teacher for help. 33.33% of pupils ask their colleagues, whereas the others (33.33%) prefer to make a research to obtain needed information. These pupils who prefer to rely on themselves are more likely to develop their autonomy as they assume responsibility over their learning.

**Question 18: Do you assess your learning?**

Option	Number	Percentage
Yes	13	43.33%
No	17	56.67%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 35:** Assessing Learning



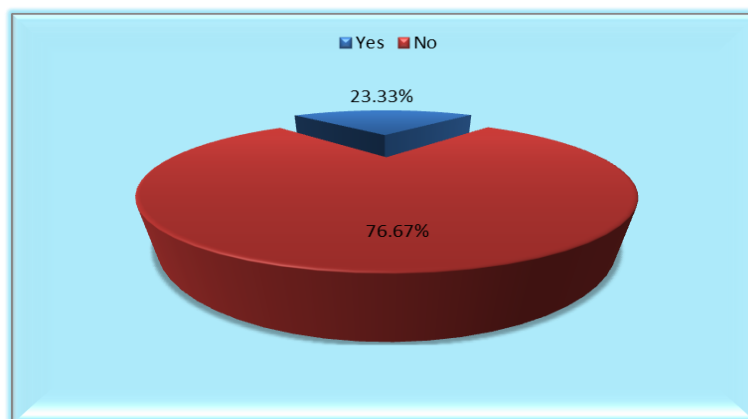
**Figure 37:** Assessing Learning

As can be seen in the figure, approximately half of pupils (56.67%) do not assess their learning. This may prevent them from evaluating their progress, and identifying their weaknesses. So, pupils may not improve their level effectively. Nevertheless, the other pupils (43.33%) assert that they evaluate their learning which may help them to recognise their needs, and guide them to realise their learning goals.

**Question 19: Do you assess your classmates’ work?**

Option	Number	Percentage
Yes	7	23.33%
No	23	76.67%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 36:** Assessing Classmates’ Work



**Figure 38:** Assessing Classmates’ Work

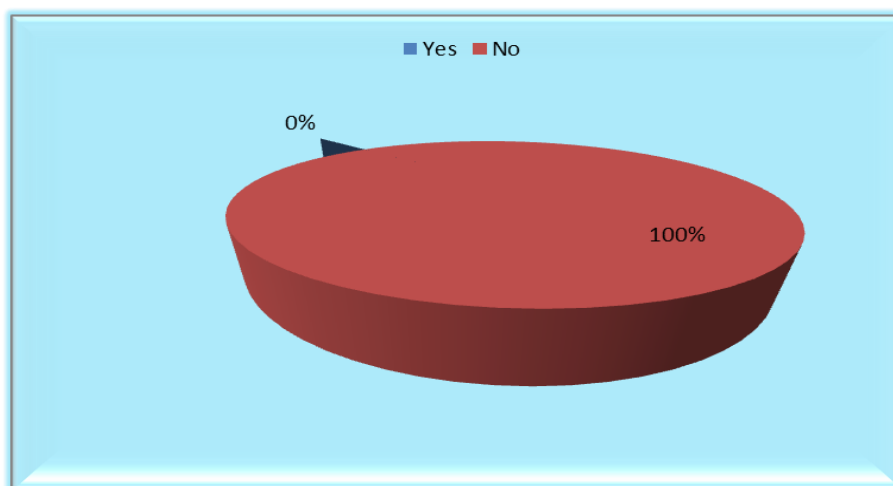
Most pupils (76.67%) assert that they do not adopt peer assessment, while 23.33% of them claim that they have practised it. Results indicate that the majority of pupils confirm teachers’ answers when they have been asked about involving peer assessment in their teaching. Although, it is deemed to be a practical way of encouraging learners to evaluate classmates’ performance which in turn gives them an opportunity to promote self-esteem.

**Question 20: Do you use portfolios to assess your progress?**

Option	Number	Percentage
Yes	0	0%
No	30	100%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 37:** Using Process Portfolio Assessment





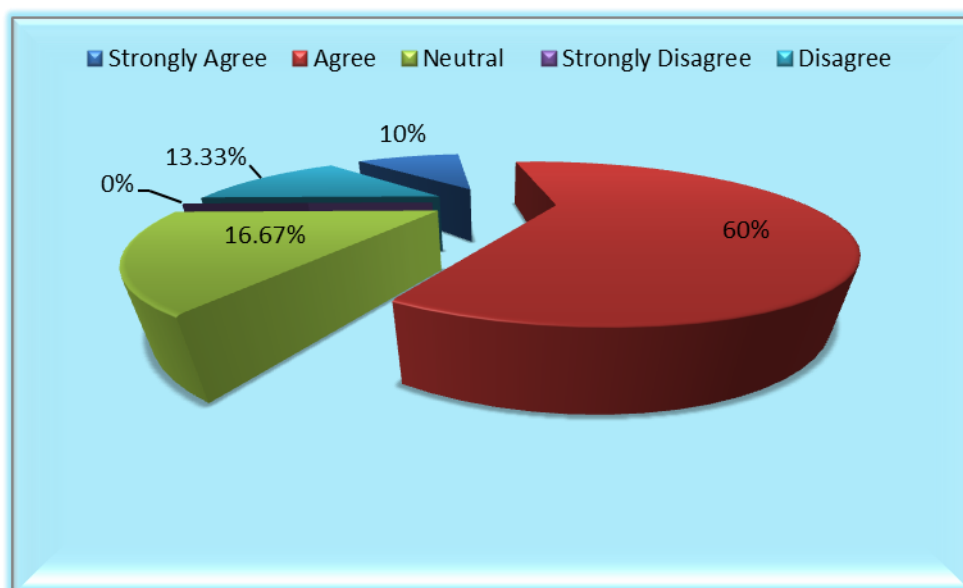
**Figure 39:** Using Process Portfolio Assessment

The figure shows that all pupils affirm that they do not use process portfolio assessment. This denotes that still this type of assessment is not involved in foreign language classroom; despite the fact that it is considered to be useful since it increases learners' responsibility over learning.

**Question 21: Does autonomy improve your learning outcomes?**

Option	Number	Percentage
Strongly Agree	3	10%
Agree	18	60%
Neutral	5	16.67%
Strongly Disagree	0	0%
Disagree	4	13.33%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 38:** Pupils' Attitudes towards the Role of Autonomy in Improving Learning Outcomes



**Figure 40:** Pupils' Attitudes towards the Role of Autonomy in Improving Learning Outcomes

When pupils were asked about the role of learners' autonomy in improving learning achievement, the majority of them (70%) approve that it is helpful particularly in enhancing foreign language proficiency. On the other hand, 16.67% of pupils are neutral, while 13.33% of them disagree. Results confirm that autonomy is recommended because it allows foreign language learners to engage in constructing their own learning which fosters their achievement.

### 6.5. Discussion of Results

Results obtained from pupils' questionnaire demonstrate that autonomy is a vital quality that foreign language learners have to promote so that they can improve their level. In addition, among 30 pupils of third-year at Elmodjahid Moadaa El-Hachmi Secondary School there are autonomous learners. They have positive insights towards their level (60%), they set their learning goals (60%), identify their needs (73.33%), prepare lessons in advance (23.33%), and engage in classroom tasks through continuous participation (10%). Also, they (33.33%) usually rely on themselves when they encounter difficulties in their learning, in the sense that they search for needed information independently without teachers' interference. Besides, 43.33% of pupils are able to assess their learning, and 23.33% of them assess their classmates' performance.

Pupils' answers reveal that some teachers do not adopt the Learner-Centred Approach. For instance, 76.67% of pupils assert that teachers do not use learner-centred strategies; additionally, 43.33% of them affirm that teachers are lecturers, and 23.33% of pupils claim

that they are controllers. Hence, they still play predominant roles in the foreign language classroom. All in all, nearly all pupils (86.67%) have positive attitude towards the use of Learner-Centred Approach to develop their autonomy.

## **Conclusion**

This chapter, which represents the field work, consists of a presentation of the sample, data collection tools, and a description of both teachers' and pupils' questionnaires. In addition, the chapter comprises an analysis and discussion of results. Results obtained from the analysis of questionnaires illustrate that both teachers and learners at Elmodjahid Moadaa El-Hachmi Secondary School approve that the effective implementation of Learner-Centred Approach contributes in enhancing learners' autonomy, and that autonomy is essential in foreign language learning.

## General Conclusion

This study aims to provide teachers and learners with a brief literature related to the use of Learner-Centred Approach in foreign language teaching, and the enhancement of learners' autonomy. Furthermore, it attempts to investigate the role of implementing Learner-Centred Approach to develop foreign language learners' autonomy. In order to demonstrate this correlation, it is hypothesised that if secondary school teachers effectively use the learner centred approach, they will participate to enhance learners' autonomy. The research, which is descriptive, is based on the use of two questionnaires that aim at demonstrating teachers' and pupils' insights concerning the use of Learner-Centred Approach to enhance learners' autonomy. Questionnaires have been administered to four teachers of English in addition to thirty third-year pupils who have been randomly selected from the scientific stream at Elmodjahid Moadaa El-Hachmi Secondary School at Chetma, Biskra.

The study includes two parts: theoretical and practical. The theoretical part represents a literature review; it comprises two chapters. The first one is about the use of Learner-Centred Approach in teaching English as a foreign language. Throughout this chapter it is deduced that this approach supports learners' participation in building their own knowledge; however, Learner-Centred Approach does not eliminate teachers' contribution in facilitating the learning process. The second chapter deals with the notion of learners' autonomy in foreign language learning. It describes the characteristics of autonomous learners, and illustrates the significance of autonomy. The practical part is devoted to a description of questionnaires, an analysis and discussion of results, in addition to recommendations.

Findings show that still some teachers adopt teacher-centred approach. Hence, pupils remain passive, dependent to teachers, and irresponsible for their own learning. Yet, both teachers and pupils agree on the idea of using learner-centred pedagogy to enhance learners' autonomy, besides they approve that autonomy is valid in foreign language learning. Moreover, among these pupils there are autonomous learners who take responsibility for their learning.

## Recommendations

The successful implementation of the Learner-Centred Approach and the development of learners' autonomy require the collaboration of teachers and learners.

### Teachers:

- In order to develop learners' autonomy, teachers have to shift away from teacher-centred approach and implement learner-centred pedagogy.
- They are supposed to conduct a needs analysis at the beginning of the academic year to identify learners' levels, interests, and needs. Hence, they can select appropriate teaching materials that correspond to learners' expectations.
- They have to clarify course goals to learners so that they can determine their own learning objectives, and use effective strategies needed to achieve these objectives.
- They are required to use various learner-centred teaching strategies such as cooperative learning, problem-based learning, just-in-time teaching, role-play, concept checks, and games. These strategies foster learners' efficient involvement in their learning.
- They have to encourage learners to make decisions particularly concerning: teaching objectives, materials, strategies, activities, and assessment.
- They should adopt new roles in the foreign language classroom such as being facilitators, needs analysts, guides, and counsellors rather than being controllers or lecturers.

### Learners:

- To develop their autonomy, learners have to assume responsibility for their own learning.
- They should identify their needs by answering a needs analysis; as a result, they can determine their strengths and weaknesses so that they become able to select suitable learning strategies.
- They have to establish their learning goals when teachers effectively clarify course goals to them.
- They ought to be knowledgeable of their learning style, and adopt appropriate learning strategies depending on learning situations.

- Learners are supposed to prepare lessons in advance by using different resources such as websites, databases, and books; thus, they can be involved effectively in classroom activities.
- They should participate in classroom tasks frequently in order to decrease anxiety, and promote self-confidence which in turn positively affect the development of autonomy.
- They have to involve in making decisions about teaching objectives, materials, strategies, activities, and assessment. Consequently, their self-esteem will be increased since they are given power to engage in classroom tasks by taking into account their needs and interests.
- They should assess their learning progress through using self-assessment procedures and process portfolio assessment. Hence, they can control their learning, and promote their self-reliance.

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# Appendices

## Appendix 1

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

BRANCH OF ENGLISH

### Teachers' Questionnaire

#### **Dear Teachers,**

This questionnaire aims to investigate the relationship between learners' autonomy and the Learner-Centred Approach. We would like you to contribute to this study through answering the following questions either by ticking the appropriate boxes or by providing full statements. Thank you in advance for your participation.

#### **Section One: Background Information**

##### **1. Gender**

a. Male

b. Female

#### **Section Two: Learner-Centred Approach**

##### **2. In your opinion, what does the Learner-Centred Approach refer to?**

a. The learners' total independence from the teacher

b. Teaching is primarily based on learners' needs and interests

**3. Do you use the following learner-centred strategies?**

- a. Cooperative learning
- b. Concept checks
- c. Just-in-time teaching
- d. Problem-based learning
- e. Role-play
- f. Games
- g. All of them
- h. None

**4. Do the above strategies develop learners' autonomy?**

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

**5. What are the roles you often play in the classroom?**

- a. Facilitator
- b. Controller
- c. Guide
- d. Lecturer
- e. All of them
- f. Others

.....  
.....

**6. Do you conduct a needs analysis at the beginning of the academic year?**

- a. Yes
- b. No



**7. Is the needs analysis important in the foreign language classroom?**

a. Yes

b. No

Please, justify your answer

.....  
.....  
.....

**8. Do you explicitly clarify course goals to learners?**

a. Yes

b. No

**9. Do you engage your learners in making decisions?**

a. Yes

b. No

**10. If yes, do you involve learners in making decisions about:**

a. Objectives

b. Materials

c. Strategies

d. Activities

e. Assessment

f. All of them

g. None

**11. Which types of learner-centred assessment do you adopt in your classroom?**

a. Self-assessment

b. Peer assessment

c. Process portfolio

d. Others

.....  
.....

**Section Three: Learners' Autonomy**

**12. Do you think that learners' autonomy can be developed?**

- a. Yes
- b. No

**13. Do you intend to foster your learners' autonomy?**

- a. Yes
- b. No

**14. If yes, how do you develop your learners' autonomy?**

.....  
.....  
.....

**15. Do you think that autonomous learners are capable of:**

- a. Identifying their needs
- b. Setting their learning objectives
- c. Learning independently
- d. Learning cooperatively
- e. Assessing their learning
- f. All of them

**16. Is autonomy beneficial for foreign language learners?**

- a. Yes
- b. No

Please, justify your answer

.....  
.....  
.....

**17. In your opinion, does Learner-Centred Approach positively affect the development of learners' autonomy?**

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Strongly Disagree
- e. Disagree

Please, justify your answer

.....  
.....  
.....

➤ **Do you have any suggestions?**

.....  
.....  
.....

**Thank you for your cooperation**

## Appendix 2

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

BRANCH OF ENGLISH

### Pupils' Questionnaire

#### **Dear Pupils,**

You are kindly invited to contribute to this study through answering the following questions. This research aims to investigate the role of the Learner-Centred Approach to promote secondary school pupils' autonomy. You have to make sure that there are no right, or wrong answers. Your responses are of a considerable interest for the study. Thank you in advance.

⇒ Please tick the appropriate answer [✓]

#### **Section One: Background Information**

##### **1. Gender**

c. Male

d. Female

##### **2. How old are you?**

.....

## **Section Two: Learner-Centred Approach**

### **Note 1:**

**The Learner-Centred Approach** is “an instructional approach in which students influence the content, activities, materials, and pace of learning.” (Collins & O'Brien, 2003 cited in Froyd & Simpson, n.d.)

### **3. Are you satisfied in your English level?**

- a. Yes
- b. No

### **4. If no, are you trying to improve your level independently?**

- a. Yes
- b. No

### **5. Does the use of Learner-Centred Approach contribute to improve your level?**

- a. Yes
- b. No

### **6. Does your prior knowledge help you to learn new information?**

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

### **7. What are the roles that your English teacher mostly plays?**

- a. Controller
- b. Lecturer
- c. Facilitator
- d. Guide

**8. Which teaching strategies does your English teacher use?**

- a. Cooperative learning
- b. Concept checks
- c. Problem-based learning
- d. Just-in-time teaching
- e. Role-play
- f. Games
- g. All of them
- h. None

Others.....  
.....

**9. Do the above strategies foster your autonomy?**

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

**10. Does your teacher encourage you to decide about:**

- a. Objectives
- b. Materials
- c. Topics
- d. Strategies
- e. Assessment

**11. When your teacher effectively implements the Learner-Centred Approach, do you think that your autonomy is promoted?**

- a. Strongly Agree
- b. Agree
- c. Neutral

d. Disagree

e. Strongly Disagree

### **Section Three: Learners' Autonomy**

#### **Note 2:**

**Autonomy** is “a capacity – for detachment, critical reflection, decision-making, and independent action” (Little, 1991: 4).

#### **12. Do you set your learning goals?**

a. Yes

b. No

#### **13. Do you identify your needs?**

a. Yes

b. No

#### **14. Do you prepare the lesson in advance?**

a. Yes

b. No

#### **15. How often do you participate?**

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

#### **16. Which learning strategies do you usually use?**

a. Organising your learning

b. Managing your learning

c. Monitoring your learning

d. Using background knowledge

- e. Using information sources (dictionary, Internet)
- f. Cooperation
- g. Summarizing
- h. Note-taking

**17. When you face difficulties in understanding do you**

- a. Ask the teacher
- b. Ask your colleagues
- c. Make a research

**18. Do you assess your learning?**

- a. Yes
- b. No

**19. Do you assess your classmates' work?**

- a. Yes
- b. No

**20. Do you use portfolios to assess your progress?**

- a. Yes
- b. No

**21. Does autonomy improve your learning outcomes?**

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Strongly Disagree
- e. Disagree

Thank you for  
your  
contribution



## ملخص

غالبا ما يهيمن أساتذة اللغة الإنجليزية على العملية التعليمية، و ذلك من خلال تبنيهم لطرق التدريس التقليدية التي تركز أساسا على نشاط الأستاذ الذي يتحكم في سير عملية التعلم، ويقوم بدور الملقن. لذلك يصبح المتعلمون غير فاعلين و معتمدين بالدرجة الأولى على ما يقدمه الأستاذ من معلومات و معارف ، مما يؤثر سلبا على تحصيلهم الدراسي فيما يخص مادة اللغة الإنجليزية. ولكن ظهور منهج التعليم المرتكز على المتعلم فتح المجال للمتعلمين للظفر بفرص لبناء معارفهم بأنفسهم. لذلك فإن هذه الدراسة تهدف إلى إبراز دور هذا المنهج في تنمية التعلم الذاتي لدى التلاميذ. بالإضافة إلى تحديد أهمية التعلم الذاتي في تطوير التحصيل الدراسي خاصة في ميدان تعلم اللغات الأجنبية. لتحقيق هذا الهدف تم طرح الفرضية التالية: إذا استخدم مدرسو اللغة الإنجليزية منهج التعليم المرتكز على المتعلم، فإنهم سيساهمون في تطوير مستوى التعلم الذاتي لدى التلاميذ. ينقسم هذا العمل إلى قسمين: قسم نظري يتطرق إلى مفهومي منهج التعليم المرتكز على المتعلم والتعلم الذاتي عند المتمدرسين. وقسم تطبيقي يتضمن وصفا و تحليلا لمعطيات الدراسة الميدانية التي تخص تلاميذ السنة الثالثة ثانوي بشعبة العلوم التجريبية، وأساتذة اللغة الإنجليزية بمؤسسة المجاهد مودع الهاشمي بشتمة بولاية بسكرة. اعتمدت الدراسة على استخدام استبيانين أحدهما موجه للأساتذة و الآخر للتلاميذ. أظهرت النتائج المتحصل عليها من خلال الاستبيانين أن كلا من الأساتذة والتلاميذ لديهم نظرة إيجابية فيما يخص استعمال منهج التعليم المرتكز على المتعلم بغية تنمية التعلم الذاتي لدى التلاميذ. و بالتالي فإنه ينبغي على الأساتذة تبني هذا المنهج، كما أنه يجب على المتمدرسين الاعتماد على النفس من أجل تحسين مستواهم الدراسي.