Learner Autonomy at a Tertiary Level: Teachers' Perceptions and Attitudes
The Case of EFL Teachers at Jijel University

Nada Lalaoua [1*] **Hanane Saihi** [2]
[1] Mohamed Khider University(Algeria),
nada.lalaoua@univ–biskra.dz
[2] Mohamed Khider University(Algeria),
h.saihi@univ–biskra.dz

ABSTRACT

The past decade has witnessed a radical change in the ideologies of teaching and learning a foreign language. There has been a shift from what is called "teacher-centered" classrooms to "learner-centered" settings, driven by the desire to make learning autonomous. Algeria is a developing country that is trying to keep up with the global fashion in teaching a foreign language, namely training the new generation of learners to be independent as it is a key skill that is required in the 21st century. The present study aims at investigating EFL teachers' perceptions and attitudes towards learner autonomy as well as their teaching practices that help make the learning process more self-dependent at a tertiary level. The research at hand opted for a qualitative approach, where an online survey was administered to 25 teachers that are currently working at the University of Jijel.

Keywords: Language learner Autonomy, Teachers' Perceptions, Teachers' beliefs, Higher Education, Autonomous Learning

*Corresponding author

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INTRODUCTION

The Algerian educational system has witnessed recently some educational reforms that are directed to prepare this new generation of learners to be effective members of the workforce in the 21st century. One of the skills that are highly promoted and desired by educators and decision-makers in EFL classrooms is "learner autonomy" which has emerged as a result of the communicative approach that heavily promoted the learner as an active participant in the learning process. Even though these educational changes do not consider the teacher as the sole source of information, It is believed that teachers' perceptions and practices do influence their learners' learning process as they play the role of an orchestra leader, guide, and moderator in the classroom. Teachers' role in developing language learner autonomy cannot be disregarded and should be acknowledged. In the relevant related literature, many theoretical types of research have been conducted, but it is noted that empirical evidence concerning teachers' beliefs and practices towards language learner autonomy at a tertiary level is lacking.

According to many theoretical studies, to achieve academic success at a higher educational level, learners should be in control of their learning process, but at the same time, they need extensive guidance and support from their teachers in the classroom. Autonomy is a quality of the 21st century that would enable learners to apply the acquired knowledge in real-life situations as well as to be effective members in the workplace. In the Algerian educational setting, teachers' perceptions and attitudes towards language learning autonomy play a major role in the practices implemented in the classroom to foster such skills.

2. Research Questions

This study seeks to answer the following research questions:

1) What are teachers' beliefs and attitudes towards language learner autonomy at a tertiary level?
2) What are, if any, the practices implemented by EFL teachers to foster autonomous learning?
3) What are the challenges, if any, that teachers face when promoting learner autonomy at a tertiary level?

## 3. Literature Review

3.1. Language Learner Autonomy

Since the beginning of the 21st century, theoretical research based on autonomous learning has increased considerably as a result of the radical reforms

in foreign language education. Consequently, effective instruction has focused on learner-centered classrooms rather than the conventional teacher-led classroom. (FengTeng, 2019 p.2). The concept of autonomy has its origins traced back to ancient Greece; the word autonomy can be divided into two parts; auto (self) and nomos (rule or law) which indicates a state of self-government (Bound, 1981 as cited in Alhaysony in 2016). The emergence of autonomy in the field of education was the result of the council of Europe's Modern languages Project established in 1971. Since the end of the 1970s, there has been an emphasis on making the learner the center of the learning process, various learner-centered approaches such as learner training and learner-based teaching have emerged. Due to its importance in the field of education, many definitions of learner autonomy can be found in the relevant literature. (Tilfarlioglu and Ciftci, 2011).

Within the educational field, a large number of terms and definitions are used to refer to the concept of 'learner autonomy'. Holec (1981) defines autonomy as "the ability to take charge of one's learning", which Chan (2001) further explains as the ability "to have, and to hold the responsibility for all decisions concerning all aspects of this learning" (p.505). There is an agreement that an autonomous learner should be able to consciously take decisions and be accountable for his own learning within an educational setting. In addition, Benson (2006) refers to autonomy within the specific context of education as the individual's skill to control their learning process both inside and outside the classroom. Bound (1988, as cited in Cotteral, 2000) states that autonomy is the students' ability to be independent in their learning without the help of a teacher. In such cases, learners need to rely more on themselves as the source of knowledge rather than solely on the teacher. Little (1999) points out that the term 'autonomy' is closely used as individual freedom and self-independence, therefore, autonomy is often misunderstood as a type of learning without the reliance of a teacher. Finally, Andreu (2007) describes autonomy as the students' attitudes and perceptions of their responsibility towards their learning outcomes (as cited in Shahsavari, 2014). From the above-mentioned definitions, we understand that autonomy is related to being independent and responsible for one's learning outcomes under the guidance of a teacher. According to Aktas (2015, p.2), autonomy is not context-free but rather is influenced by many factors like learning needs, motivation, and the educational environment. Moreover, learner autonomy cannot be achieved solely by learners as they may need the teacher's support and guidance

The operational concept of learner autonomy in Nguyen's (2012, p.55) study is illustrated in **Figure.1**below. According to this concept, learner autonomy is comprised of two basic elements of self-initiation and self-regulation. Self-

initiation refers to learners' self-consciousness and willingness to learn without any external initiation or persuasion. It is divided into the reason for learning and making efforts to learn, whereas self-regulation entails the meta-cognitive skills of planning, monitoring, and evaluating. Both elements of the learner autonomy in the operational concept involve interaction between the learner and the task.
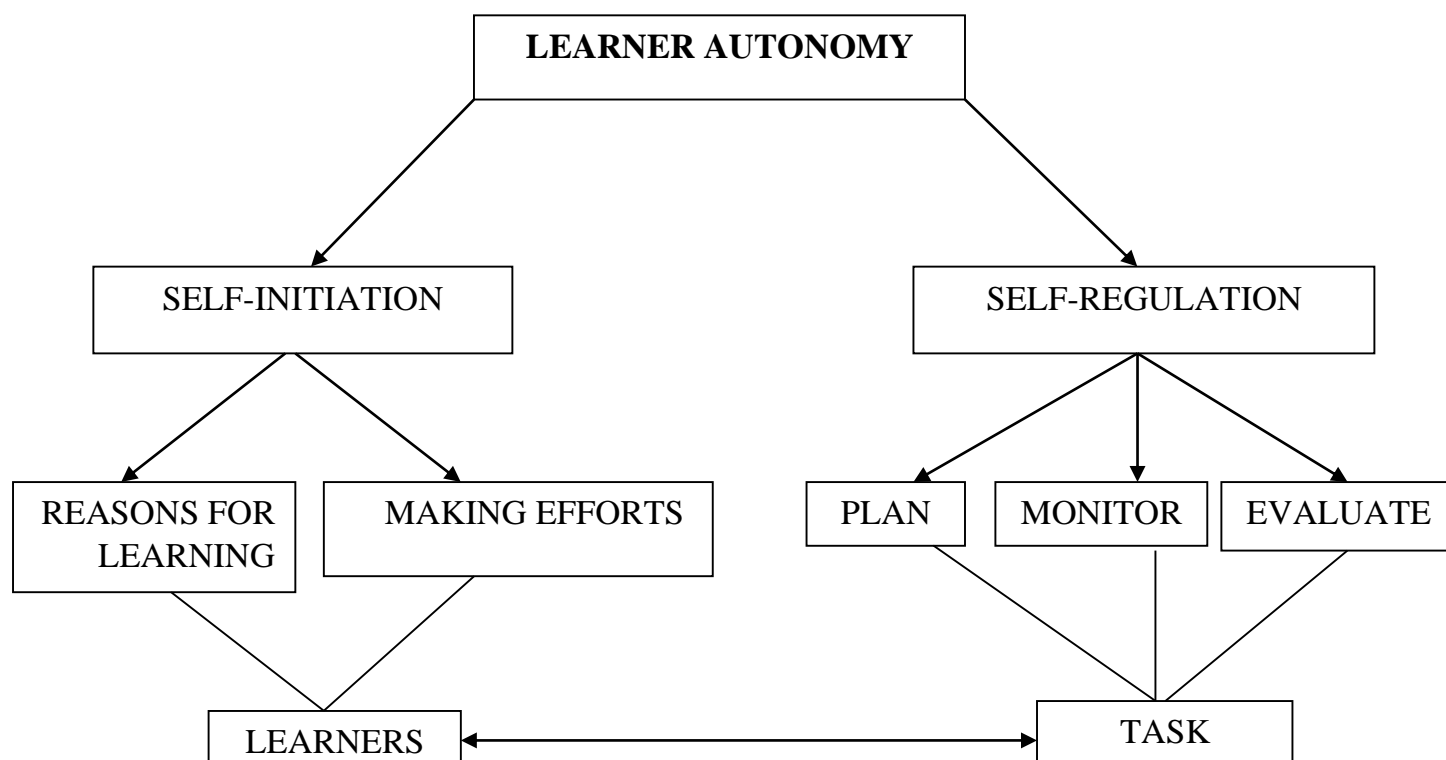
Figure1: Operational concept of Learner Autonomy (Nguyen, 2012)

3.2 Teacher's Role in promoting autonomous learning

According to Nunan (2000) autonomy is not an absolute concept, and the degree to which we assume that autonomy is desirable or feasible drives the need to explore the various constituents that influence the effective promotion of learner autonomy. Among these factors, we can find.

1- Voluntariness: implies that learners should take a proactive role in their learning willingly, as compulsion with regards to the development of learner autonomy can be seen as an unfavorable element.

2- Learner Choice: Lee (1998) points out the central role of learner choice of different educational aspects such as time, pace, place, and material used when fostering learning outcomes.

3- Flexibility: it is considered an important element in setting up an effective environment that facilitates autonomous learning. Flexibility means that

students are free to change learning context constituents that best serve their needs and interest.

4- Teacher's Role: the rapport that teachers build with their learners plays a major role in fostering learner autonomy. Teachers in learner-centered contexts are expected to take the role of a guide, role model, and facilitator who supports learners in making clear-cut objectives, providing constructive feedback and reinforcement.

5- Peer Support: being self-independent does not entirely mean learning alone, as there is an implied collaborative component in autonomous learning; therefore, learners need to communicate, negotiate to mean, and cooperate with their peers in an interactive setting.

While it has been argued that learners ought to be responsible for their learning outcomes in the 21st century to be considered autonomous, there is an overall acceptance that learners do not come into the classroom with the innate ability or willingness to think critically, make their own decisions and take charge of their individual instruction. Learners need to be systematically educated and trained in both the skill and the bulk of knowledge that they need to make logical decisions about what they learn and how they learn it (Nunan, 1997).

3.3 Teacher's beliefs

According to Lamb (2008), learner autonomy is closely related to teachers' learning and teaching experiences, in addition, their beliefs and perceptions towards autonomous learning reflect their educational implementations in the classroom (p.1). Tobin, Tippins, and Gallard (1994) shed light on the significance of teachers' beliefs who claimed that these perceptions and attitudes towards learner autonomy represent a central element in the constituents that determines the practices, behaviors, and strategies applied in the classroom. Consequently, grasping teachers' attitudes and perceptions towards learner autonomy helps implement innovative practices which in turn support the effective promotion of autonomous learning within EFL learners at a tertiary level.

4. Research Methodology
4.1 Participant

The study at hand was conducted with 25 teachers who are currently working at the Department of English at Mohammed El-Seddik Ben Yahia, Jijel,

Algeria. They are 14 females and 11 males with teaching experience that varies between 2 to 15 years old.

4.2 Research Instrument

The research instrument employed for data collection is a questionnaire that was adapted from Borg Al-Busaidi (2012) with few changes that best serve the purpose of the study. The administered questionnaire consists of four main sections: The first section contains the background information of the participants. The second section sheds light on the teachers' perceptions of learner autonomy it contains 22 items that are measured on a five-point Linker scale (strongly agree, agree, unsure, disagree, and strongly disagree). The third section focuses on the instructors' attitudes regarding the desirability and feasibility of learner autonomy; this section contains 22 statements that are measured on four-point Linker scales. The items are divided into two categories: (A) the decisions that learners are involved in during their learning process (course objectives, assessment, and course content and classroom management. (B) the set of skills and abilities that learners display to become autonomous (identifying strengths and weaknesses, independent action, needs analysis, and self-evaluation). The fourth section contains two open-ended questions and is concerned with the different practices that teachers at Jijel University try to implement to effectively promote learner autonomy in their EFL classrooms, as well as the challenges teachers face while doing so. Teachers were asked to explain and elaborate their answers to avoid any possible confusion.

4.3 Research Procedure

The data of the questionnaire were collected through an online survey that was sent via e-mail to 35 teachers. The participants of the study participated voluntarily in the research. Only 25 questionnaires were filled in the required time. For data analysis, close-ended questions of the collected questionnaires were analyzed quantitatively and open-ended questions were analyzed qualitatively through thematic analysis in which similar themes are identified and categorized.

5. Research results

The findings were analyzed and grouped under four main headings related to the research questions:(1) Teachers' perceptions of Learner autonomy in language learning and teaching,(2) teachers' attitudes towards the desirability and feasibility of fostering LA at the English language Department at Jijel

University,(3) teachers' suggested practices when implementing autonomy in the classroom, (4) the different challenges teachers face when promoting LA in EFL classrooms.

5.1 Teachers' Perceptions Learner Autonomy in EFL Classroom

Statistical analysis of section 2 of the administered questionnaire regarding teachers' perceptions of learner autonomy in language learning and teaching is addressed below.

5.1.1 Psychological attributes of an autonomous learner

Table 1 summarizes EFL teachers' perceptions of the different psychological attributes that learners need to become autonomous.

Table 1. The Psychological attributes of being autonomous

N	Items	(SA)	(A)	(US)	(SD)	(D)
6	confident language learner are more likely to develop autonomy than those who lack confidence	72%	28%	0	0	0
11	learner autonomy is promoted when learners are free to decide what to learn	28%	20%	12%	32%	8%
18	the ability to monitor one's learning is central to learner autonomy	56%	36%	8%	0%	0%
19	motivated language learners are more likely to develop learner autonomy	92%	8%	0%	0%	0%

Results demonstrated in table 1 above to questions (6), (11),(18), (19) in section 2 of the administered questionnaire reveal that EFL instructors have a positive attitude towards the psychological attributes of being an autonomous learner. The total number of participants agrees that both confidence and motivation are key elements in developing autonomy as 72% strongly agree and 28% agree with the statement (6), whereas 92% strongly agree and 8% agree with the statement (19) respectively. The results indicate that 48% of teachers agree with the statement 'learner autonomy is promoted when learners are free to decide what to learn; however, 12% are unsure and 40% disagree with the statement.

The vast majority of the participants agree (56% strongly agree and 36% agree) that the skill of monitoring one's learning is central to learner autonomy. According to the statistics shown in table 1, Teachers believe that for learners to become autonomous they should be self-confident, motivated, self-independent, and need to possess self-monitoring skills.

5.1.2 Teachers role when promoting autonomy

Results concerning teachers' beliefs of their role in fostering learner autonomy in EFL classrooms are presented in table 2.

Table 2. Teachers' role in fostering learner autonomy in EFL classroom

N	Items	(SA)	(A)	(US)	(D)	(SD)
20	The teacher has an important role to play in supporting learner autonomy.	36%	64%	0%	0%	0%
5	Learner autonomy means learning without a teacher.	0%	4%	0%	80%	16%
8	Learner autonomy cannot be promoted in teacher-centered classrooms	24%	56%	0%	20%	0%
9	Learner autonomy implies a rejection of traditional teacher-led ways of teaching	76%	24%	0%	0%	0%
10	Learner autonomy cannot develop without the help of the teacher.	12%	68%	0%	20%	0%
11	Learner autonomy is promoted when learners are free to decide how their learning will be assessed.	0%	0%	8%	80%	12%

From the results shown in table 2, it is noticed that EFL teachers are conscious of the role they play in providing the support needed for the learner to develop autonomy as the vast majority of participants agree (36% strongly agree and 64% agree) with statement 20(80% disagree and 16% strongly disagree)with statment5 and respectively and 80% support the statement that 'learner autonomy cannot develop without the help of the teacher. Nonetheless, they are still unaware of the specific role teachers' are supposed to play when promoting learner autonomy as (24% strongly agree and 52% agree) that autonomy is a skill that cannot be fostered in a teacher-centered classroom.

5.1.3 The effects of learner-centered approach on learner autonomy

Table 3 presented below shows participants' beliefs regarding the different effects of learner-centered approach on learner autonomy in EFL classrooms at a tertiary level.

Table 3. Learner-centered approach effects on LA

N	Items	(SA)	(A)	(US)	(D)	(SD)
1	Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	32%	68%	0%	0%	0%

2	Autonomy means that learners can make choices about how they learn.	72%	28%	0%	0%	0%
4	Autonomy can develop most effectively through learning outside the classroom.	12%	28%	0%	52%	8%
12	Learner autonomy requires the learner to be totally independent of the teacher	0%	20%	0%	64%	16%
14	Learner autonomy can be promoted when learners can choose their learning material.	0%	4%	4%	64%	28%
15	Learner-centered classrooms provide ideal conditions for developing learner autonomy.	92%	8%	0%	0%	0%
17	Learning to work alone is central to the development of learner autonomy	52%	48%	0%	0%	0%
22	To become autonomous learners need to develop the ability to evaluate their learning.	40%	60%	0%	0%	0%
13	Co-operative group work activities support the development of learner autonomy	28%	72%	0%	0%	0%

Statistics in table 3 indicate that learner autonomy is better promoted within learner-centered classrooms as the total number of participants (92% strongly agree and 8% agree) with statement 15 and (52% disagree and 8% strongly disagree with statement 4 respectively. Furthermore, there is an agreement with statements 1,12,13, and 17which entails thatlearners' self-independence is a central element in fostering learner autonomy as they should be able to work and complete tasks along with the support and guidance of a teacher, in addition to independent action, co-operation is an attribute that highly valued in autonomous learning.

When it comes to meta-cognitive skills the total number of participants agrees with statements 2 and 22 which entail that learners should be aware of how to employ learning strategies that best serve their needs, in addition, teachers believe that to become autonomous learners should develop their self-evaluation abilities. According to the results, teachers are reluctant on learners' responsibility of choosing their learning materials as 92% disagree with statement 14 and 4% are unsure.

5.1.4 The effects of learner autonomy on academic achievement
Statistical analysis of teachers' beliefs of the effects of learner autonomy on academic success is presented in table 4.

Table 4. The effects of learner autonomy on academic achievement

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N	Items	(SA)	(A)	(US)	(D)	(SD)
21	Learner autonomy has a positive effect on success as a language learner.	28%	36%	16%	4%	16%
3	Individuals who lack autonomy are not likely to be effective language learners.	20%	44%	0%	28%	8%
7	Learner autonomy allows language learners to learn more effectively than they otherwise would.	36%	48%	8%	8%	0%
16	Learning how to learn is key to developing learner autonomy.	60%	40%	0%	0%	0%

Teachers believe that learner autonomy can positively affect a learner's academic success. As the majority agrees with statements 21 and 7, whereas, the majority disagrees with statement 3.Therefore; fostering autonomy in EFL classrooms is regarded as an important element to a more effective learning outcome.

5.2 Teachers' desirability and feasibility of Learner Autonomy

Results of section 3 regarding teachers' desirability and feasibility of learner autonomy in EFL classrooms at a tertiary level are presented under two sub-sections.

5.2.1. Desirability and feasibility of learners' decision making in LA

Table 5 below shows the findings concerning teachers' perceptions of the desirability and feasibility of learners' decision-making skills in learner autonomy in EFL classrooms.

Table 5. Teachers' desirability and feasibility of learners' involvement in decision making in LA

	Desirability				Feasibility			
	(UD)	(SD)	(QD)	(VD)	(UF)	(SF)	(QF)	(VF)
Learners are involved in decisions about								
The objectives of the course	45%	15%	32%	8%	68%	28%	4%	0%
The materials used	50%	2%	40%	8%	12%	84%	4%	0%
The kinds of tasks and activities	0%	56%	8%	36%	12%	76%	4%	8%

The topics discussed	0%	24%	60%	16%	0%	44%	40%	16%
How learning is assessed	44%	56%	0%	0%	94%	6%	0%	0%
The teaching methods used	0%	20%	40%	40%	80%	12%	8%	0%
Classroom management	0%	64%	36%	0%	52%	44%	4%	0%
The course content	4%	42%	54%	0%	76%	24%	0%	0%
The choice of learning tasks	28%	52%	20%	0%	24%	72%	4%	0%
the time and place of the lesson	92%	8%	0%	0%	100%	0%	0%	0%
The pace of the lesson	0%	8%	80%	12%	0%	28%	32%	40%
The homework tasks	0%	12%	80%	8%	0%	16%	80%	4%

According to, the results shown in table 5 teachers' have a positive attitude towards the desirability of learners' involvement in the process of decision-making in learner autonomy in comparison to its feasibility in EFL classrooms. The vast majority of the participants believe that topics discussed, teaching method, the course content, pace of the lesson, and the homework tasks are the most desirable when it comes to learners' involvement in decision-making. On the other hand, the least desirable ones according to the overwhelming majority are the objective of the course, the materials used, the kinds of tasks and activities, assessment procedures, classroom management the choice of learning tasks, and the time and place of the lesson.

Concerning learners' involvement in decision-making in LA, teachers perceive it as a trait that is challenging to implement in educational settings. The majority believe that is unfeasible to involve the learner in deciding learning objectives, materials used, assessment procedures, teaching methods, classroom management, course content, and time or place of the lesson. However, they think that could be involved in deciding the kinds of tasks and activities, topics discussed, and homework tasks.

5.2.1. Desirability and feasibility of learners' skills in LA
Results regarding teachers' perceptions of the desirability and feasibility of learners' abilities and skills in learner autonomy are summarized in table 6.

Table 6: Teachers' desirability and feasibility of learners' abilities in LA

	Desirability	Feasibility

	(UD)	(SD)	(QD)	(VD)	(UF)	(SF)	(QF)	(Vf)
	Learners have the ability to:							
Identify their own needs	0%	0%	76%	24%	0%	32%	40%	28%
Identify their own strengths	0%	0%	12%	88%	0%	60%	28%	12%
Identify their own weaknesses	0%	0%	20%	80%	16%	76%	8%	0%
Monitor their progress	0%	0%	16%	84%	52%	30%	18%	0%
Evaluate their own learning	0%	0%	12%	92%	80%	20%	0%	0%
Learn co-operatively	0%	0%	8%	92%	0%	28%	28%	44%
Learn independently	0%	0%	36%	64%	12%	80%	8%	0%
assess themselves, rather than be assessed	0%	4%	96%	0%	100%	0%	0%	0%
Find out learning procedures by themselves	0%	0%	0%	100%	30%	42%	28%	0%

Results illustrated in table 6 shows that there is disequilibrium between the degree of desirability and feasibility of learners' abilities and skills in learner autonomy in EFL classrooms. The total number of participants believes that it is desirable to have a different set of skills and abilities to develop learner autonomy such as identifying needs, recognizing strengths and weaknesses, monitoring progress, self-evaluation, learning both independently and co-operatively. Whereas teachers perceive that most of these abilities are feasible except for monitoring progress, self-evaluation, self-assessment as the highest percentages think they are unfeasible in EFL classrooms.

5.3 Teachers' practices to promote learner autonomy

Results of section 3 of the administered questionnaire related to teachers' suggested practices to effectively promote learner autonomy at a tertiary level are grouped and presented. Teachers gave varying opinions concerning the strategies and practices implemented to promote autonomy in their classrooms. The overwhelming majority (19 out 25) agreed that they try to promote learner autonomy in their teaching through applying different strategies: encouraging their learners to take independent action for their learning, providing feedback that helps monitor and evaluate their learning, giving learners opportunities to work collaboratively with others through groups projects in and out of the classroom and designing tasks and activities that best suit their learners' needs and interests. Whereas (4 out of 25) teachers were unsure whether the strategies used promoted learner autonomy in their classrooms and only (2 out of 25) teachers said that they don't implement any strategies to foster LA as they find it challenging.

5.4 Teachers' Challenges in promoting learner autonomy

Responses to the second question of section 3 regarding the constraints and challenges that teachers face when promoting learner autonomy are mentioned below:

1. Lack of learners' engagement as they are passive participants in the learning process, is because the Algerian educational context relies on the teacher-centered method.
2. Learners lack training in decision-making skills.
3. The huge number of learners hinders teachers' role in developing learner autonomy.
4. Most Learners are neither willing nor interested to be responsible for their learning.
5. Learners perceive teachers as the ones responsible for the assessment process.
6. Some teachers are not trained in how to motivate their learners to become autonomous

6. Discussion

6.1. What are teachers' beliefs and attitudes towards language learner autonomy at a tertiary level?

With regards to the first objective of the study, teachers expressed a positive attitude regarding learner autonomy in language learning and teaching. The results obtained showed that teachers are conscious of the concept of autonomous learning as well as its importance within the educational setting, as they made it clear that for learners to achieve academic success, they should increase their self-confidence, motivation, and willingness to learn in and out of the classroom. Furthermore, the vast majority of the participants claim that autonomy is better promoted in learner-centered classrooms rather than teacher-centered settings. They believe that developing learners' independence and active engagement within the learning process through completing tasks and activities alone and co-operatively in addition to self-monitoring their learning with the guidance and support of the teacher can foster learner autonomy. This is consistent with Alonazi (2017) and Yunus and Arshad (2015) who stated that teachers should be supported within the classroom.

According to the findings, teachers believe that it is desirable to involve learners in the decision-making process in learner autonomy and to provide opportunities for them to ideally have the abilities listed. In the present study, the overwhelming majority of teachers stated that they give learners

opportunities to participate in deciding the topics discussed, teaching methods, choice of tasks and activities, and pace of the lesson. These results agree with Borg Al-Busaidi (2012) who concluded that teachers should support learners' involvement in making decisions about the learning process. At the same time, the majority believes that it is both desirable and feasible for learners to develop abilities namely: identifying strengths and weaknesses, identifying needs, and monitoring their learning.

On the other hand, teachers were less enthusiastic about the feasibility of involving learners in the decision-making process such as learning objectives, materials used, assessment procedures, teaching methods, classroom management, course content, and time or place of the lesson as it can be challenging within the Algerian educational context.

6.2 What are, if any, the practices implemented by EFL teachers to foster autonomous learning?

Concerning the second objective of the study, the majority of teachers pointed out that they attempt to effectively promote learner autonomy in EFL classroom through strategies and practices that are summarized as follow:

1. Encouraging their learners to be more responsible for their learning process through giving them opportunities to work independently outside of the classroom.
2. Training their learners how to identify their learning styles and needs.
3. Helping learners in monitoring and evaluating their learning outcomes through providing them with constant feedback.
4. Enhancing learners' critical thinking skills through peer assessment by creating spaces to work co-operatively in the classroom.
5. Increasing learners' engagement by designing tasks and activities about their needs, interests, and preferences.
6. Supporting learners' to identify their strengths and weaknesses.

6.3 What are the challenges, if any, that teachers face when promoting learner autonomy at a tertiary level?

The surveyed teachers believe that it is challenging to foster autonomous learning at a tertiary level within the Algerian educational context, and this can be traced back to many factors which can be summarized as:

1. The higher educational system in Algeria still relies heavily on the teacher-centered approach, i.e. learners consider the teacher as the sole source of information within the classroom. This comes in agreement

with Nakata (2011) who concluded that institutional inflexibility hinders the promotion of learner autonomy

2. The difficulty of increasing learners' engagement as teachers deal mainly with passive learners who are used to the spoon-feeding method.

3. The majority of learners cannot be responsible for their learning as they lack decision-making skills as well as critical thinking abilities.

4. Overcrowded classrooms are one of the constraints that teachers face when attempting to promote learner autonomy.

5. Learners lack motivation as well as willingness to be independent learners.

6. Learners are not trained to self-evaluate their learning outcome as they are used to being assessed by their teachers rather than self-assess their learning process.

7. Teachers lack training in the strategies that foster autonomous learning in EFL classrooms.

7. Conclusion

The purpose of the current research is to investigate teachers' perceptions and attitudes towards learner autonomy in EFL classrooms at a tertiary level. The main findings of the study reveal that English teachers at the ELT department at Jijel University have positive views regarding learner autonomy in language teaching and learning, as they are aware of the key attributes of autonomous learning in addition to its significance. Teachers believe that learners should develop decision-making skills as well as the potential abilities required to become autonomous. However, concerning the actual feasibility of developing some of the mentioned skills and abilities in autonomous learning such as self-assessment and evaluation abilities within the Algerian educational context can be challenging due to lack of motivation, interest, institutional pressure, and reliance on the teacher. Finally, the majority of teachers pointed out that they attempt to promote learner autonomy in their teaching and mentioned a few pedagogical practices such as encouraging learners to be independent through cooperative learning, increasing learners' engagement through designing tasks and activities according to their needs and preferences raising learners' awareness of the significance of learner autonomy for academic success.

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