



## Investigating learner autonomy with reference to first year ELT textbook and the system of evaluation in secondary education

تحقق من استقلالية المتعلمين بالرجوع إلى دليل ELT للعام الأول ونظام التقييم التعليم الثانوي

Enquête sur l'autonomie de l'apprenant en se référant au manuel ELT de première année et au système d'évaluation dans l'enseignement secondaire

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### ملخص

يعتبر استقلالية المتعلم واعتماده على نفسه في النظام التعليمي الجزائري هدفاً أساسياً لتحسين جودة التعلم. ومن المفترض أن يكون تلاميذ اللغة الإنجليزية كلغة أجنبية في الطور الثانوي في نفس هذا الحال، إذ من المرجح أن يساعد الكتاب المدرسي المستعمل ونظام التقييم المطبق ركيزة في جعلهم أكثر استقلالية في التعلم. يعرض هذا المقال نتائج دراسة حول مفهوم استقلالية التلاميذ في تعلم اللغة الإنجليزية استناداً إلى الكتاب المدرسي للسنة الأولى ثانوي ونظام التقييم لمحاولة معرفة ما إذا كان الكتاب المدرسي ونمط التقييم يقومان بالدور المنوط بهما في تعزيز استقلالية التلاميذ واعتمادهم على الذات. كما هدفت هذه الدراسة البحث عن سبل تحفيز الاعتماد على الذات. وتوضح النتائج المتحصل عليه بتحليل المعطيات تم جمعها باستخدام أداة الاستبيان لدى معلمي اللغة الإنجليزية كلغة أجنبية وملاحظة قسم دراسي أن الكتاب المدرسي ونظام التقييم لا يلعبان الدور المطلوب لتعزيز استقلالية المتعلمين ما يطرح مسألة مراجعة هذا الاستعمال المزدوج لاتخاذ التدابير اللازمة لإثراء الكتب المدرسية وتحسين نظام التقييم لتعزيز شعور الاستقلال الذاتي لدى تلاميذ اللغة الإنجليزية كلغة أجنبية في التعليم الثانوي.

الكلمات الدالة: استقلالية؛ تعزيز؛ تقييم؛ كتاب مدرسي؛ تلاميذ اللغة الإنجليزية كلغة أجنبية.

### Abstract

Learner autonomy is considered in the Algerian educational system as a desirable goal and a fundamental objective to improve the quality of learning. EFL learners are supposed to be self-reliant. The textbook those learners are using is supposed

to help them along with the system of evaluation to be autonomous in learning. This article is an investigation of learner autonomy in English learning. It is an attempt to find out whether or not the first year ELT textbook “At Crossroads”, and its system of evaluation, contribute to help in promoting EFL learners’ autonomy. The objective of this study is to look for ways and means to promote autonomy in language learning. Two research tools are used, a questionnaire to EFL teachers and a classroom observation. The results of the study demonstrate that neither the textbook nor the system of evaluation play the required role to foster learners’ autonomy as they ought to. Necessary measures are supposed to be taken by teachers, book designers for enriching the textbooks and improving the system of evaluation for fostering the sense of autonomy in EFL learners in secondary education.

**Keywords:** autonomy; EFL learners; evaluation; promoting; textbook.

### Résumé

L’autonomie de l’apprenant est considérée, dans le système éducatif algérien, comme un objectif souhaitable et fondamental pour améliorer la qualité de l’apprentissage. Les apprenants EFL supposés être autonomes. Le manuel utilisé et le système d’évaluation sont censés aider les apprenants à être autonomes dans leur apprentissage. L’enquête a porté sur l’apprentissage de l’anglais à travers le manuel de 1<sup>o</sup> année « At Crossroads ». L’objectif est de savoir est de rechercher les moyens de promouvoir l’autonomie. Deux outils de recherche sont utilisés, à savoir, un questionnaire destiné aux enseignants EFL et une observation. Les résultats de l’étude montrent que ni la classe, ni l’évaluation ne jouent le rôle requis pour favoriser l’autonomie des apprenants. Les enseignants et les concepteurs de livres doivent prendre les mesures nécessaires pour enrichir les manuels et les systèmes d’évaluation afin de renforcer l’autonomie des apprenants.

**Mots-clés:** apprenant EFL; autonomie; évaluation; manuel; promotion.

### Introduction

The aim behind introducing the notion of learner autonomy in the educational context is to develop responsible learners who are capable to take charge of their own learning. That is to say, learners who share responsibility with the language



teacher in the classroom and, moreover, do further research out of school, so as to, improve their level in language learning. An autonomous learner is that sort of learner who continues learning when teaching stops. This is in fact, one of the fundamental objectives of the new approaches in language teaching. In this context, and in order to make the educational system more developed and more fruitful, Algeria has implemented certain reforms in the field of education. The textbooks are changed as well as the system of evaluation. However are these textbooks and systems of evaluation really helpful in fostering learner autonomy in EFL learners? The research questions are formed as follows:

-Is the EFL textbook of First year (1AS) adequate for the promotion of learners' autonomy? -Is the evaluation system helpful in fostering EFL learners' autonomy in secondary education?

-How can learner autonomy be promoted?

This research aims to clarify issues related to autonomy in English learning. It seeks ways for promoting autonomy in EFL learners at secondary education. In fact, autonomy is nowadays a characteristic of language learners all over the world. The textbook used by EFL learners and the system by which they are evaluated can either foster autonomy or undermine it. This research is an attempt to unveil the ambiguity around the concept of learner autonomy and seeking ways for promoting it in English learning in Algerian secondary education. In this research we try either to give evidence or refute the following hypotheses:

-The EFL textbook designed for first year pupils is supposed to contain self-study tasks, further readings and several activities to be done out of the language classroom to foster autonomy.

-Self-assessment and self-evaluation are necessary strategies for promoting EFL learners' self-reliance and thus, autonomy. The system of evaluation should help in fostering both of strategies.

-Motivating EFL learners, enriching the ELT textbook, using self-assessment strategies can be some ways for promoting autonomy.

## 1. Literature Review

In this phase of research, several definitions of the concept "learner autonomy" are provided. The concept is the core stone of the research. An overview of English language teaching in the Algerian educational system is also dealt with.



### 1.1 Towards a Definition of Learner Autonomy

Originally the word autonomy is not an educational concept; it is imported from the fields of politics and moral philosophy. The word autonomous comes from the Greek words "auto-nomus" referring to someone or something which lives by his/her own rule. Autonomy as a political concept originated in the Ancient Greek, philosophers such as Aristotle and Socrates claimed for citizens' right to self-government, cities were governed according to citizens' own laws. Autonomy as a political concept was popular in Europe especially during the Enlightenment period and the French revolution in 1789. (Hadi, 2018)

It is generally agreed that the concept of autonomy first entered the field of learning and teaching through the council of Europe's Modern Languages Project which was founded in 1971. The current debate about autonomy in second and foreign language learning originated in Holec's *Autonomy and Foreign Language Learning* first published in 1979. He provides a definition of learner autonomy as to say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning and nothing more, to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning. (Holec, 1981) Little (2003) argues that autonomy is a capacity - for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. (Benson, 2001) Learner autonomy on the other hand is considered as a decision making. Dickenson (1987) claims that autonomy refers to the situation in which the learner is responsible for the decisions concerned with his or her learning; and the implementation of these decisions.

Autonomy in educational contexts is viewed as taking responsibility and study without direct intervention from the teacher, in this respect, a more elaborated definition of learner autonomy is put forward by Jeffries (1990). He views it as learning in which an individual or a group of learners study on their own, possibly for a part or parts of a course, without direct intervention from a tutor, so that to take a greater responsibility for what they learn.

There is no consensus on the concept of autonomy in education. It is a multifaceted concept whose meaning has been discussed from many perspectives.



In the field of education, some consider it as taking charge of learning. Others see it as a decision making, and others think autonomy is a cognitive and self-management process. The difficulty of defining learner autonomy is mainly due to the fact that there are degrees of autonomy, and that the behavior of autonomous learners can change depending on their age, and how far the learners of language have progressed in their learning. (Hadi, 2018).

## 1.2 An Overview of ELT in Algerian Schools

English stands as a foreign language in Algeria. Learners meet it only in the classroom. The teaching of English as a foreign language in Algeria can also be another way to diminish French interference. In the same vein, Miliani (1991) claims that in a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country: “ the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones.”(Miliani, 1991, p.68) Whatever the cause may be, English is actually taught in Algerian middle, secondary schools, and in most Algerian universities.

English in the Curriculum as a subject has had a different status. During French colonization, English was taught as a first foreign language, introduced in the first year of the Intermediate Cycle. During the first years of independence, English was still taught as a foreign language, but no longer in the first but the third year of the Intermediate Cycle. At the end of the secondary level, pupils would have studied English for five years (two years in the Intermediate Cycle and three years in the secondary cycle), as it was still the case until the New Reform in 2004.

With these reforms, nothing is being said about the place of English as a second/ foreign language. French in fact; regains its original position as the privileged first foreign language. Nowadays, English is taught from the first year in middle schools. By the time they reach university, pupils will have studied English for seven years. Autonomy is highly esteemed within the new reforms, fostering it leads to a better quality of learning. Certain factors such as teachers, textbooks, the evaluation system, and even policy makers have a role to play in fostering learners' autonomy.



## 2. The first year ELT Textbook and Learner Autonomy

In EFL settings, materials are of paramount importance as they may be the only contact that some learners can have with English and provide them with opportunities to study target texts. The instructional materials are described by Rainders& Lamb (2006) as: “anything which is used by teachers and learners to facilitate the learning of a language, and which is deliberately used to increase the learners' knowledge and experience of the language.” (Lamb, 2006, p.14). A textbook is a form of printed ELT instructional materials, commercial or non-commercial. Textbooks include coursebooks, self-access materials, supplementary materials and workbooks. (Belouahem, 2008)

As far as the IAS pupils are concerned, the ELT textbook designed for them is called “At the Crossroads”. It compels with the relevant Ministry of National Education curriculum as laid down in January 2005. There are two reasons why the textbook is called At the Crossroads. First, it is intended for learners who have come at crossroads in their educational career. Indeed, at the end of IAS, they will choose to specialize in different streams. Second, the course places the learners at a crossroads of disciplines (school subjects) and cultures in that it seeks to establish cross-curricular and cross-cultural linkages. (Riche and Arab, 2005) The overall aim of “At the Crossroads” is to: “consolidate and extend the competencies acquired at the Middle School.” (Riche and Arab, 2005, p.4)

These broad competencies mentioned before are worded in the syllabus as follows :

- Interacting orally in English.
- Interpreting oral and written texts.

Producing oral and written texts. It has to be observed that the notion of competency in the first year syllabus is viewed as an on-going process extending from the first year in middle school until the first year of the secondary education.

### 2.1 general presentation

The textbook is basically designed for learners aged 15 to 16, who have already four years tuition in English at middle school. In the section “To the Teacher”, it is explained that the textbook is designed to comply with the relevant Ministry of



Education curriculum, on the basis that these students have completed the four years of English in the new middle school EFL syllabus. At the crossroads is composed of:

- Contents (p.2)
- Map of the book (pp 3-7).
- A note to the teacher (pp 8-9)
- A note to the pupil. (pp 10-11)
- Phonetic symbols (pp 12-13)
- 5 Units (pp 15-175)

This textbook is intended for all streams and consists of five units as shown in the table below: (personally made)

**Table 1: units in the textbook At the Crossroads**

Unit Title	Number of pages
1-Getting through	33
2-Once upon a time	30
3-Our findings Show	30
4-Eureka	30
5-Back to nature	32

The textbook contains five units distributed on the basis of 20 hours teaching load per unit, each unit comprises four sequences and includes the following sections:

-Sequence 1: listening and speaking

-Sequence 2: reading and writing: Each according to its own specificity aims to encourage pupils to anticipate before listening and reading, check out their prediction, communicate with the proper pronunciation, stress and intonation. That is to say, they aim at producing oral and written discourse.

-Sequence 3 is called developing skills: At The Crossroads follows the principles of the multi-skills syllabus, and therefore, attempts to cover both productive (speaking and writing) and receptive skills (listening and reading). A sequence called Developing Skills is devoted to achieve this purpose wherein the learners are encouraged to apply the basic skills of listening, speaking, reading, and writing together with the functions and language forms they have learnt in the previous sequences. We find for example: telephoning,



conducting a meeting, writing a letter of application, etc. -Stop and consider: a language reference section, exercises based on the implementation of grammar rules.

-Sequence 4: It is called Extension and Consolidation, consisting of two rubrics: *write it out* and *work it out*, its aim is to elaborate language and social skills acquired earlier, so as to flesh out in writing their communicative abilities; the two rubrics combine knowledge and know-how to obtain objectives conducive to a competency.

-Check your progress: is a self-evaluation section.

-Project workshop: the learners are assigned projects to carry out, and are asked to follow a checklist of instructions for its realization. Different projects throughout the textbook are as follows:

- 1- Making a job application booklet
- 2- Writing a book review
- 3- Conducting a survey
- 4- Making an invention profile
- 5- Making a consumer guide

## **2.2 The Notion of Autonomy within the At Crossroads Textbook**

In the IAS textbook and at the beginning of each unit there is an anticipating phase, in which pupils predict the unit's theme. This technique renders them somehow more autonomous since they try to rely on their previous knowledge and predict. We may notice that the notion of autonomy can be observed also in the project workshop, in which pupils will do autonomous research without direct interference of the teacher, who will be just a guide and advisor. Learners, through the project work, learn some kinds of behaviors in the class that are required of them in real –world. Though most of these projects are actually done in a non-autonomous way, just getting information from the internet and copy them, sometimes only one of the group members takes in charge. (Hadi, 2012).

Self-assessment in At the Crossroads offers the learners the opportunity to assess their progress on a unit-by-unit basis in a section called Check your progress. Learners are supposed to measure their own progress by themselves. This section





comes naturally at the end of the unit. It comprises series of assessment tasks built around a master text, as well as a checklist to be completed by the learners on the basis of their level of performance in the tasks. (Hadi, 2012)

The self - assessment grid, to be completed by the learners at the end of each unit, closes up the whole procedure teachers and learners go through in the whole unit. Self- assessment seeks to render pupils more responsible for their learning as it is stated in the teacher's guide; its aim is to give learners and teachers alike the opportunity to monitor progress and decide whether remedial work is needed before moving on to the next unit Check your progress also helps teachers in programming a remedial work if needed. Whether or not this evaluation section is done by the learners and the teachers alike, this will be investigated later, an example of this evaluation section is provided below:

**Table 2: Evaluation section in 1AS textbook**

I can	A little	Fairly well	Very well
Describe people's regular activities using frequency adverbs			
Express obligation using "have to" and "had to"			
Read and write short notes to invite, refuse and accept invitation			
Read and write short notes to express sympathy and apology			
Write a short letter of inquiry			
Pronounce two-syllable words with the right stress			
Write a letter of application			

(Riche B.; Arab S.A., 2005. At the Crossroads, p24)

Check your progress is an important self-assessment strategy that encourages EFL learners to be more self-reliant in English learning, but whether or not teachers are aware of such importance and whether or not they actually use it in their classrooms, the answers will be provided in the questionnaire analysis below.



### **3. The System of Evaluation and Learner Autonomy**

Not only textbooks can impact learner autonomy, but the system of evaluation also has a certain impact. Most pupils' emphasis in secondary education is not on how well they progress in a language skill, but rather on score. They seem not interested in course participation since it was not marked and thus focus on exams only. In fact, course participation is an important factor to judge pupils' progress in language learning.

There is reform in evaluation, in the past, pupils were evaluated two times in a term: one exam and a test (*devoir surveillé*). In the new system, a first difference appears at the number of tests and continuous evaluations: two for the main subjects (Mathematics, Arabic, Natural Sciences and Physics) and the other subjects (such as English) are evaluated once. Except for the stream of foreign languages. The continuous evaluation is supposed to make pupils more motivated for course participation, doing homework, and projects since all these tasks can be marked. Within the secondary school evaluation, the passage to the next level is based on the results obtained. Parents are told the results of the evaluations periodically by means of regular bulletins containing each teacher's observations and a report at the end of the academic year stating whether the student passed, would repeat, or would be excluded. (Hadi, 2008)

## **4. Methodology**

### **4.1 Tools and Sample**

Plenty of ELT Textbooks were designed to meet the demands of the new programs, and even the system of evaluation is reformed. A question to be asked to which extent are ELT textbook of first year in secondary education, as well as, the system of evaluation helpful in promoting learners' autonomy, to investigate this a questionnaire is presented to 50 EFL secondary teachers from different secondary schools in the wilaya of Ain Temouchent. In this research and after submitting the questionnaire, data were collected and analyzed. In addition to a classroom observation that aims at observing the use of the textbook in first year class, and the way the EFL teacher evaluates the learners.



The questionnaire contains ten questions, the first section is about personal information, the second one deals with the ELT textbook adequacy for promoting autonomy. The third section is about the system of evaluation. During the classroom observation light was shed on the textbook, and evaluation tests were observed along with learners' use of self-assessment strategies.

#### 4.2 Data Analysis

The availability of materials and study aids such as textbooks, grammar books, internet and other opportunities are useful for pupils in order to improve their level in English. As far as the textbook designed for IAS pupils is concerned, teachers were asked whether or not this textbook helped both teachers and pupils in fostering autonomy in learning. Of course, teachers are aware of the textbook's advantages and flaws since they use it nearly in every session. 74% of teachers were not in favor of the textbook as a tool for promoting learner autonomy, unlike 26% who considered it useful. So according to the majority of teachers (the lion's share) the textbook does not help in fostering IAS pupils' autonomy in learning English. This is shown in the table below:

**Table 3: Textbook adequacy with learner autonomy (personally made)**

IAS textbook adequacy for learner autonomy	A.F	R.F
Yes	13	26%
No	37	% 74
Total	50	100%

When teachers were asked to justify their answers most of them (69%) claimed that IAS pupils cannot use the book independently without external help, some of them (23%) argued that the textbook is overcrowded with tasks, few (8%) of English teachers were not in favor of the book, because it lacked reading passages and further activities to be done outside the classroom.

At the end of each unit, pupils of IAS are supposed to fill in a table called: check your progress, (an example has been given earlier). They tick in the appropriate box as to discover how well they master certain skills. This table is helpful for teachers since relying on them teachers prepare remedial works. 28% of the informants used such tables and said that this task helped the teacher becoming aware of his strengths and weaknesses as a teacher. 72% of them did not use such



a task due mainly to the lack of time. Since 20 hours allotted for one unit are insufficient according to them. Some participants believed that the pupils are subjective in filling the table; sometimes they copy the answers from each other.

EFL teachers were asked whether or not the system of evaluation used actually in secondary education promotes learners' autonomy.

Before the reforms made in secondary education in Algeria, EFL learners were assessed by one test and one exam in a trimester, according to the teachers neither project works nor individual works and even participation in class were taken into consideration when evaluating learners, so how can autonomy be fostered by such evaluation system. An example is given below:

**Table 4: ancient evaluation system in secondary education (personally made)**

Subject	Test	Exam (x2)	average	coefficient	Final mark
English	12	14 (28)	13	2	26

Reforms brought new and encouraging news about autonomy in English learning and in all other subjects in the secondary level. The CBA brought changes in the methods of teaching as well as modifications in assessment and evaluation, according to most teachers (82%), the new system of evaluation is better than the old one, since instead of one test learners are tested twice, it encourages also the learners to do self-study-tasks and do project works that can be added to the mark of continuous evaluation together with participation. An example is given below:

**Table 5: The new system of evaluation in secondary education (personally made)**

Subject	Continuous evaluation	Test1	Test2	Exam (x2)	average	coef	Final mark
English	11	13	15	14 (28)	13,4	2	26,8

In spite of the fact that reforms in the evaluation system are encouraging to a certain extent the autonomy of the learner, but this is not sufficient. According to the answers of the teachers, many constraints are facing both EFL teachers and learners for better assessment, such as memorization (learning by heart) for exams, skills such as speaking is not tested, class size impact, (most of secondary classes are crowded sometimes more than 40 pupils per class), cheating in exams,



and the lack of teachers vigilance, all these facts made assessment in a real need of change and innovation.

The classroom observation helps in providing useful insights to the research. EFL pupils in the observed classroom did not correct their mistakes but waited to be corrected by the teacher or by their classmates. Self-evaluation did not exist. It was observed that the teacher over-corrected learners' mistakes, he stopped them frequently while speaking for correcting mistakes in pronunciation or grammar. It was clearly observed that pupils did not use self-evaluation strategies, such strategies are highly recommended for fostering autonomy in pupils. As for the use of the textbook the results were similar with those obtained from the questionnaire. A terrible lack of self-study tasks in the textbook to be done out of the classroom, no poems, no short stories or puzzles.

### **5. Findings and Discussion**

The above presentation of the 'At The Crossroads' and EFL teachers' answers to the questionnaire and the classroom observation enable us to deduce three main flaws. From the general presentation, it can be noted that although it introduces clearly who the textbook is addressed for, its purpose, and its contents. It has not presented techniques and useful ideas on how to use it, how to teach different language skills, how to plan and manage texts, how to handle evaluation. We can conclude, therefore, that the presentation of the textbook is rather poor and does not provide firm methodological guidelines to facilitate the learning/teaching process.

The three flaws are as follows:

- First, the textbook is so crammed with sequences and activities, that the teachers do not have much time to cover the whole unit adequately. English program, being distributed on the basis of 20 hours' teaching per unit, does not allow secondary teachers to teach, finish their program and direct pupils in doing project work altogether.
- The second serious flaw of the textbook has to do with the autonomous use. It is difficult for pupils to use the book alone without the teacher's help and guidance, just like physics and Maths textbooks. So "At the crossroads" cannot be used without external help.



-The third flaw is that the textbook is not so rich by reading passages and activities (self-study tasks) so that pupils can practice doing them independently.

Though the above-mentioned flaws of the textbook, some teachers insist on following it blindly. They sometimes rely heavily on it and dare not change or supplement anything even if necessary. Though “check your progress” is so much important for both teachers and learners, we cannot say firmly that teachers and learners are sufficiently aware of its usefulness, so not all of them are using it in our secondary schools. (Hadi, 2012)

As far as the system of evaluation is concerned, it is difficult to evaluate pupils in terms of autonomy because levels of autonomy vary dramatically from one learner to another. In Algeria, pupils have a certain cultural expectation about their roles and that of the teacher, who is supposed to impart knowledge and they have to memorize it to have better scores in exams. Questions of the exam require pupils to repeat what was written in their copy-books. This undermines autonomy as no room is left for pupils to show their artistry and skillfulness (except sometimes in writing essays in which it seems apparent for the language teacher that the pupil is doing further readings). Moreover, speaking and listening skills are not so focused on while evaluating pupils in secondary education. As a result, pupils do not do the least of effort to improve their level in these skills, since they are not marked. Here lies the impact of the system of evaluation on pupils' autonomy

## **6. Suggestions and Recommendations for Promoting Learners' Autonomy**

Neither the textbook nor the system of evaluation plays a vital role in fostering autonomy in English learning in secondary education mainly IAS level, after reaching this result, certain recommendations and suggestions are provided to EFL learners, teachers, and book designers to better cope with autonomy in learning:

- a- EFL learners are recommended to see the textbook as a framework or guide that helps them to organize their learning both outside and inside the classroom. While doing activities and exercises, doing homework and



- preparing for tests a good textbook enables them to learn better, faster, clearer, and easier.
- b- Materials should also allow learners to make choices from a variety of activities. They should contain self -study tasks to study outside the class as well.
  - c- We believe that certain aspects of learner autonomy can be promoted with the textbook as a useful tool. By encouraging pupils to anticipate, to guess and to prepare the lesson before coming to school. Moreover, pupils may be capable of evaluating the unit's content. In addition to self-evaluation in which they are supposed to determine their strengths, as well as, their weaknesses while learning a language. Book designers should take into account all these, in addition to enriching the book with reading passages, stories, proverbs, so that EFL learners can use them autonomously to improve their level in English.
  - d-Another suggestion for EFL teachers, they should stop considering the textbook as a map if lost they will be lost, they can do personal research for other materials from the internet, or books to bring texts or tasks in general, that really meet the demands as well as, the level of their learners. Instead of using the textbook blindly they can select, adapt and adopt what is useful and reject what presents a difficulty. (Hadi, 2012)
  - e- For better assessment teachers had better avoid direct questions that need memorization only, these kinds of questions do not help in fostering learners' critical thinking and analysis, and therefore, their autonomy.
  - f- Project works are widely important in making EFL learners self-reliant and capable to do works out of teacher presence, the mark given to the project has to be counted in the general mark as a source of encouragement.
  - g- EFL teachers are recommended to raise learners' awareness towards learning for improving competence and progress in life, not for the sake of scores only, this can change learners' attitudes towards evaluation in general, and urge them to do personal independent work to improve their skills especially speaking and listening.

## Conclusion

Beyond the shadow of doubts, there is a limitation of data. This article reports the results of a study in one wilaya in Algeria with only 50 EFL teachers, and one



classroom was observed, however, the findings can be to a certain extent generalizable to other secondary schools throughout the country. Autonomy in language learning is going to attract attention for further research; this research about autonomy is to be dealt with from different angles for instance; EFL learners' readiness for autonomous learning, their attitudes and beliefs towards autonomy, their perceptions of responsibility in the language class, etc.

The EFL textbook designed for IAS "At the crossroads" lacks self-study tasks to be done independently, besides the fact that this book cannot be used without the external help of the teacher. Moreover, the system of evaluation undermines autonomy more than it fosters it. All these factors show that learner autonomy is still in its infancy in ELT in Algeria. In order to promote it a great work is waiting for book designers, authorities, as well as teachers and learners.

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