Available online at https://www.asjp.cerist.dz/en/PresentationRevue/85

Economic Researcher Review

ISSN: 2335-1748, EISSN: 2588-235X VOL 08 , (issue 02) ,DEC (2020),PP 117--132

Enhancing English Autonomous Learning in Preparation for Labor Market Case study: EMF, Saida University, Algeria.

MESSEN Kerroumia [1] , HAMMOU Mohamed[2],
[1] Saida University (Algeria), k.messen@yahoo.fr
[2] Chlef University (Algeria), hammou1405@gmail.com

***Received**:03/07/2020* ***Accepted**:09/04/2020* ***Published**: 12/30/2020*

Abstract:

The study verified whether or not students of Economics faculty at Saida University are ready to learn English autonomously, as a requirement to enter the global labor market.

Result shows that Students are motivated, they are aware of their own and their Teachers' responsibilities, usage of Meta-cognitive strategies is high, in addition to some differences that must be taken into account such as age and gender.

We recommend Students to be aware of their abilities; teachers should involve their students by changing the information flow.

Keywords: Autonomous learning, the English language, global labor market, Economics faculties, Saida University.

JEL classification codes: D83, J41.

الملخص:

تحققت الدراسة ما إذا كان طلاب كلية الاقتصاد بجامعة سعيدة جاهزين لتعلم اللغة الإنجليزية من تلقاء انفسهم(التعلم الذاتي)، كشرط ومطلب لدخول سوق العمل العالمي. أظهرت النتيجة أن الطلاب لديهم الحافز، وهم على دراية بمسؤولياتهم ومسؤوليات اساتذتهم، وأن هناك استخدام مرتفع لاستراتيجيات ما وراء المعرفية ، بالإضافة إلى بعض الاختلافات التي يجب مراعاتها مثل العمر والجنس.

نوصي الطلاب بأن يكونوا على دراية بقدراتهم ؛ يجب على الاساتذة إشراك طلابهم عن طريق تغيير تدفق المعلومات.

الكلمات المفتاح: التعلم الذاتي ، اللغة الإنجليزية ، سوق العمل العالمي ، كليات الاقتصاد ، جامعة سعيدة.

تصنيف JEL: **D83, J41.**

How to cite this article by the APA method:
MESSEN Kerroumia, HAMMOU Mohamed (2020), ***Enhancing English Autonomous Learning in Preparation for Labor Market Case study: EMF, Saida University, Algeria,*** *Economic Researcher Review*, Volume 8(issue02), Algeria: University of Skikda, PP 117-132

*Corresponding author: **Mohamed HAMMOU**, Email: hammou1405@gmail.com*

I- Introduction :

English language is considered as a mean of access to the global labor market, to modern sciences and to technological and economic development. At the present time, Algeria gives importance to foreign languages, particularly English.

Algerian universities try to encourage English usage; the primary goal is to improve learners' ability to communicate in the target language. In addition, learning English promotes intercultural understanding and develops the exchange of ideas across nations. Thus, integrating English in the Algerian educational system will help learners to meet the latest technological developments and to be familiar with scientific researches; it also gives them a greater chance of getting a better and well-paid job.

The newly issued "College English Curriculum Requirements" has made it clear that the thought and practice of cultivating students' autonomous learning ability is one of the important goals of teaching model reform (Jiani, 2018).

In the same context, Algeria has adopted a new educational system characterized by redefining education with learner concentration. Developing a learner-centered focus requires to accept that learning is a very individual experience; each learner is motivated by his own unique values, environment and circumstances.

Learner autonomy can be explained as students' control over their own learning. However, and in spite of the importance of the issue of autonomy in language learning and teaching, there has been very little research on the ways on which 'control' over learning can be exercised.

According to (Benson, 2001): *"learners who luck autonomy are capable of developing it given the appropriate condition and preparations"* He adds: *"autonomy is available to all, although it is displayed in different ways and to different degrees according to the unique characteristics of each learner and each learning situation."* Moreover, it is important to identify students' readiness in different areas which autonomy implies, including:

- Students' level of motivation in learning English.
- Students' use of Meta-cognitive strategies when learning English.
- Students' perception of their own and their teachers' responsibilities in learning English.
- Students' practice related to autonomous learning outside classroom.

The purpose of the Study:

This learning style is generally applied in the Faculties of Languages and Literature, so we tried to look for smooth and simple techniques that help students of **Economics and Management faculty** at the University of Dr. Molay Taher -Saida- to learn English autonomously. In addition, this study offers an overview of the higher education system and labor market in Algeria.

Research Questions:

A. Main question:

Are students of **Economics and Management faculty** at Saida University ready to be involved in English autonomous learning?

B. Sub –questions:

- Do students of this faculty know about autonomous learning?
- What is the students' level of motivation in learning English?
- What are their actual practices of autonomous activities outside the classroom in learning English?
- Do students have the ability to meaningfully evaluate their own performance?
- Do students know about its importance in their future professional life?

Hypothesis:

1. Students of Economics and Management faculty are not motivated for their learning.
2. Students of this faculty do not use Meta-cognitive strategies when learning.
3. Students of this faculty do not perceive their own and their teachers' responsibilities in learning English.
4.1 There is no significant statistical relationship between learners' motivation and learner's characteristics (age and gender).
4.2 There is no significant statistical relationship between learners' usage of Meta-cognitive strategies and learner's characteristics (age and gender).
4.3 There is no significant statistical relationship between responsibility perception and learner's characteristics (age and gender).

Previous studies:

Studies varied on the subject of autonomous-learning, and they differed in the way they covered it, among them:

1. China:

Jiani Li, (2018). Teaching Method of English Autonomous Learning Based on Meta-cognitive Strategy Theory.
The study chose two classes as experimental classes (68 students in total) and two classes as control classes (75 students in total) in the first grade of university;
Task-based teaching model of English autonomous and traditional teaching model were adopted on students, compare and analyze their academic achievements and autonomous learning;
Both the experimental class and the control class were tested before and after the experiment;
The result showed that this teaching model (task-based English autonomous learning) was helpful for students to develop their autonomous learning ability.

2. Peru:

Daniela M et al, (2019). Autonomous Learning Strategies in the Reading Comprehension of High School Students.

The study was conducted on a sample of 144 students from the districts of Majes in Arequipa and Villa Rica in Pasco, two instruments were combined the first one was a questionnaire to assess strategies of expansion, collaboration, conceptualization, planning, preparation of exams and participation, the second consisted of two tests to evaluate reading comprehension.
Results showed a high correlation between self-learning and reading comprehension.

3. Palestine :

Anwar A, (2018). Autonomous Learning Levels of Students Majoring in EFL and the Role of their Teachers in Developing Autonomous Learning

The study was conducted on 30 non-native English students, it used the semi-structured interview for data collection, and the later were analyzed using thematic analysis.
The purpose was to examine the autonomous learning levels and to discuss the role that the university instructors were playing.
The results of the study showed that students enjoyed a high level of autonomy in some activities, others did not consider the teacher's responsibility.

4. Jordan

Bayan A, (2017). The level of self-learning ability for students of the Faculty of Educational Sciences at the University of Jordan.
"In light of the requirements of dealing with modern technological developments".

The study sample consisted of all students (2661) of the Faculty of Educational Sciences at the University of Jordan for one academic year (2012- 2011). A questionnaire was developed to measure the level of self-learning ability of students in the light of the latest technological innovations.
The result showed that students' ability for self-learning was high, it showed also statistically significant differences attributable to education level, and it revealed no statistically significant differences attributable to gender.

5. Algeria

Linda G (2014). Learner autonomy and EFL Learning: a Study of Algerian Learners' Readiness for Autonomous Learning.

Sixty-eight (68) students of 3rd year at the university Abderrahmane Mira of Béjaia were selected randomly to respond to the questionnaire of this study.
Three main areas related to learner autonomy were targeted: motivation level, learning strategy use and responsibility in learning English.
The results indicated that:
-Students were not highly motivated to learn English alone and autonomously;
-Meta-cognitive strategy they used with a certain high frequency was setting goals. Self-valuation, revising and decision making were little used.
The respondents' answers indicated that their notion of responsibility was limited.

Karima B (2015). Autonomy and EFL Learning: a Study of Algerian Learners' Readiness for Autonomous Learning.

The study aimed to assess students' readiness for learner autonomy in four different areas: first, learners' motivation level in learning English; second, learners' use of Meta-cognitive strategies in learning English; third, learners' responsibility perception, and finally learners' practice of English outside class activities.

The case study of this research was conducted on 110 students of second year LMD at Dr. Taher Moulay University of Saida.

Main results pointed out that:

Learners seemed to be ready to take more responsibility in many areas of the language learning process, especially when it was about engaging in outside class activities.

What distinguishes our study?

At the level of Algeria, most studies have been applied at departments of the English language, considering self-learning as a support tool for academic achievement in addition to class lectures and traditional methods,
Our study enriched the Algerian library, and drew attention to the English language importance as a fundamental requirement, and as a necessity to enter the global labor market.
We wanted to encourage scientific departments, especially economics' students, to adopt autonomous-learning languages; furthermore, we tried to not overlook any of the aspects, so the study included all the important axes.

1-Literature:

1-1 Defining learner autonomy:

Learner autonomy was first introduced by (Henri Holec as cited in Benson 2001) *"The ability to take charge of one's own learning"*.

This definition may not be sufficient to fully grasp the meaning of learner autonomy that is why; (Benson, 2001) provides an elaborated definition by Holec *"To take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.:*

- *determining the objectives;*
- *defining the contents and progressions;*
- *selecting methods and techniques to be used;*
- *monitoring the procedure of acquisition;*
- *evaluating what has been acquired"*

For more clarification, Benson and (Voller, 1997) identify five different ways in which autonomy has been used;

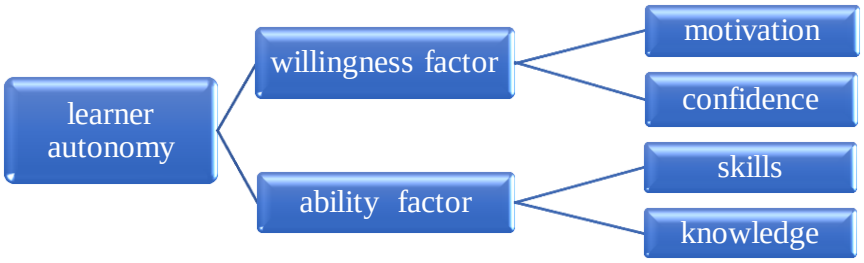
1. "for situations in which learners study entirely on their own;
2. for a set of skills which can be learned and applied in self-directed learning;
3. for an inborn capacity which is suppressed by institutional education;
4. for an exercise of learner's responsibility for their own learning;
5. for the right of learners to determine the direction of their own learning."

View of (Little, *1991)* autonomy is not limited to the matter of how learning "*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."*

According to (Littlewood, 1996), autonomy depends on four points are derived from two essential factors, as it is shown in the diagram 1 below:

1. knowledge and skills that need to be learned
2. Willingness consists of motivation and confidence that require a learning environment that encourages learning autonomy.
3.

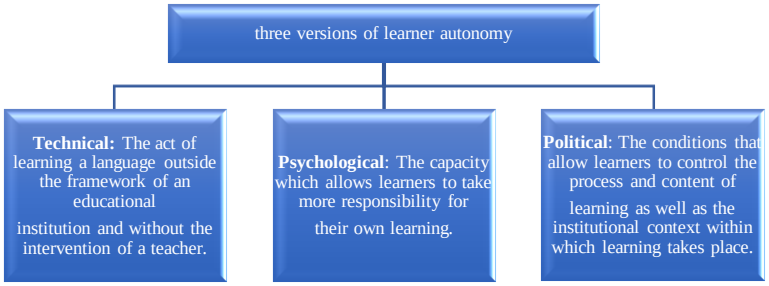
Diagram 1 Components of autonomy, Adapted from littlewood 1996



Source: Adapted from little wood 1996

According to the same authors, learner autonomy can be divided into three versions are explained as follow:

Diagram 2 versions of learner autonomy, Adapted from little wood 1996.



Source: Adapted from little wood 1996

1-2- The importance of autonomy in learning:

The development of learner autonomy has also political as well as social roots, but may be the most important reasons are:

- The practical reason for promoting autonomy in education is simply the fact that traditional approaches of teaching are no more practical.
- Students learn effectively when they are involved in making decisions about the pace, sequence, mode of instruction, and content of what they are learning. (Candy, 1988 as cited in Cotterall, 1995)
- Independence in learning with critical thinking will be vital for the effective functioning in society. (Cotterall, 1995)
- Helping learners become more responsible for their learning will result in prepared learners for the rapidly changing future (Crabbe, 1993)
- Learner's need to keep up with the continuous changes of today's world as a result of globalization, spread of information, the commercialization of education such as the online language courses which makes the

1-3- Higher Education and Labor Market in Algeria:

According to the Ministry of Higher Education and Scientific Research (2019), Algerian public higher education system consists of 106 institutions. Distributed as follows:

Table 1: Higher education infrastructure in Algeria for the years 2015/2018

Year	**2015/2016**	**2016/2017**	**2017/2018**
University	50	50	50
University Center	13	13	13
High School	10	11	11
Specialized high school	1	0	0
National High School	20	31	31
Preparatory School	12	1	1

Source: National Office for Statistics, Algeria in numbers, N° 47 and 48 Edition 2015-2018, on the site in 12/12/2019 https://www.ons.dz

According to the Algerian National Office for Statistics (O.N.S, Algeria in numbers N °: 46, edition: 2016, P30) these institutions employed 53457 teachers in 2014, and 57729 teachers in 2016.

Algeria seeks to overcome the increase in the number of registered and graduated students by providing the necessary financial and human resources.

Table 2: The number of registered students and graduates at Algerian universities for the years 2015/2018

Students /Years	**2015/2016**	**2016/2017**	**2017/2018**
Graduation phase	1 315 744	1356081	1447064
Post-graduation phase	76 961	76 202	76921
Graduated students	292 683	303 100	/

Source: National Office for Statistics, Algeria in numbers, N° 47 and 48 Edition 2015-2018, on the site in 12/12/2019 https://www.ons.dz

Despite of this, in a study presented by the Arab Labor Organization on unemployment in Algeria confirmed that the majority of the unemployed people are the new entrants to the labor market at 41% (Bou mendjel H, 2019). This is approved by the statistical information in the Table3, we notice the increase in the unsatisfied job demand during 2015-2019 (demand presented by the highly qualified graduates, Senior technician, Executives and Senior managers…), also we remark

that the feminist component has acquired a significant proportion, it exceeded 50 percent in 2015 and 61 percent in 2019.

Table 3: unsatisfied Job demand (Algeria 2015/2019)

Years/ Gender	Male	Female	Total	%
2015	156302	206548	362850	36
2016	170716	202860	373576	35
2017	184989	229561	414550	38
2018	221281	292282	513563	36
2019	253962	401684	655646	39

Source: statistical information for the ANEM website www. anem.dz

As long as the outputs of the university represent the labor market inputs, therefore the need for cooperation between them requires the studying the developments at the global level and keeping up with them, also among the required things, graduated students should be able to communicate in the language of science and economics "the English language". Therefore, issuing decisions that support the English language, and demanding its inclusion in the administrative procedures as well as in all courses, programs and disciplines will contribute to the creation of a generation capable of dealing with business not only within the borders of the homeland but even outside it. So these institutions can add value by providing the students with the necessary certificates to enter the labor market and to benefit from the economic return of their degrees (Tatiana, 2017).

2- Method and Result analysis:

2-1 Sample and research instrument:

Our sample included 128 students, the instrument used to collect data was Questionnaire, and to analyze them, we used SPSS 23. The data collection took place at the last four months of the year 2018.

We built our questionnaire on the basis of three studies, the first presented by (Spartt, Humphreys, Chan 2002), the second contrasted by (Schmidit, Boraie, kassabgy, 1996), and the third processed by (Coterall,1995) all of them were trying to develop learner motivation and asses his readiness to learn autonomously. With minor modifications we translated the questionnaire into French and Arabic to meet the sample requirement.

The Questionnaire conducted at Dr. Moulay Taher- Saida- University of - Algeria, it contains 34 statements distributed in three items: Support and Motivation Level of the Students, Use of Meta-cognitive Strategies and Students' Perception of Their Own and Their Teachers' Responsibilities.

We depend on Likert scale, where: 1= disagree, 2= neither agree nor disagree, 3= agree.

Study sample:

We notice from the table that the number of female students exceeds the number of students in the sample with a slight difference.

Table 4. Study sample by GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	62	48,4	48,4	48,4
	FEMALE	66	51,6	51,6	100,0
	Total	128	100,0	100,0	

Source: SPSS V. 23 Outputs

The majority of the respondents (81,2 %) are over 21 year, The remaining percentage represents the students of the first grades

Table 5. Study sample **by AGE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LESS THAN 20	24	18,8	18,8	18,8
	FROM 21 TO 24	79	61,7	61,7	80,5
	MRE THAN 24	25	19,5	19,5	100,0
	Total	128	100,0	100,0	

Source: SPSS V. 23 Outputs

Reliability Statistics

For all items of the questionnaire Alpha coefficient value amounted to (0. 792), which is considered acceptable.

Table 6. Reliability

Cronbach's Alpha	N of Items
,792	34

Source: SPSS V. 23 Outputs

Normality test:

H0: data follow Normal Distribution

H1: data do not follow Normal Distribution

Table 7. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	GENDER	Statistic	Df	Sig.	Statistic	Df	Sig.
ITE M1	MALE	,246	62	,200*	,838	62	,150
	FEMALE	,301	66	,200*	,837	66	,155
ITE M2	MALE	,287	62	,100	,842	62	,096
	FEMALE	,265	66	,110	,871	66	,093
ITE M3	MALE	,212	62	,160	,847	62	,120
	FEMALE	,371	66	,110	,751	66	,087

* . This is a lower bound of the true significance

a. Lilliefors Significance Correction

Source: SPSS V. 23 Outputs

As can be seen from Kolmogorov-Smirnov and Shapiro-Wilk tests, the significance in all cases is (sig $\geq \infty$), so we accept the null hypothesis, our data follow the normal distribution.

After we confirmed that our sample follows the normal distribution, we will test the following Hypothesis.

Hypothesis 1: Students of **Economics and Management faculty** are not motivated.

Table 8. Support and Motivation Level of the Students

Findings Concerning: Support and Motivation Level of the Students	Mean	Std. Deviation
1. I enjoy when Learning English.	1,71	,678
2. I hope I could learn English without regular classes.	1,90	,697
3. I attend English classes even if it is not obligatory.	1,66	,581
4. I want to continue studying English for as long as possible.	1,69	,612
5. I believe that I will succeed in English class.	1,68	,601
6. I concentrate hardly, and I feel uncomfortable when I participate in the English class.	1,48	,501
7. I am not sure of passing the English exams.	1,64	,673
8. I believe that learning English will help me to get a better job.	1,55	,586
9. I prefer group activities than individual work in the English class because they allow me to participate actively.	1,64	,557
10.My teacher offers me guidance in using reference materials (as business journals, internet sites).	1,73	,513
11.My teacher makes sure that when working in groups, everyone participates in a way that suits their skills best	1,53	,501
12.My teacher encourages me to help other students when necessary.	1,59	,494

Source: Questionnaire data processed by SPSS V. 23 Outputs

From Table 8 results', respondents are supported and motivated, in all cases the mean values obtained are higher than the proposed mean (1.5), except the sixth statement. Also that, dispersion of responses ranges from 0.494 to 0.697 which means that respondents were unanimous in their responses.

Hypothesis 2: Students of this faculty do not use Meta-cognitive strategies in their learning.

Table 9. Students' Use of Meta-cognitive Strategies

Findings Concerning Students' Use of Meta-cognitive Strategies	Mean	Std. Deviation
13. I try to link new rules that I learned with old ones that I know	1,84	,657
14. When I prepare my courses, I pick out the important ideas and use diagrams or tables for myself.	1,48	,501
15. I divide the word into parts that I can understand to find its meaning.	1,64	,673
16. I learn easily new words by putting them in sentences.	1,55	,586
17. I try to evaluate my progress in learning English.	1,64	,557
18. I prepare for exams by finding out which structures and terms I do not understand well.	1,73	,513
19. I learn from my mistakes.	1,52	,502
20. I prepare the course before every English class.	1,85	,562
21. My teacher allows me to work according to the learning styles that suit me best.	2,16	,692
22. My teacher makes me notice my mistakes and helps me to work on my weaknesses.	1,75	,589
23. My teacher allows me to correct my tasks/tests/written assignments myself.	2,21	,597

Source: Questionnaire data processed by SPSS V. 23 Outputs

The table shows that the level of use of **Meta-cognitive** strategies is high among students in all statement except statement number 14.

Hypothesis 3: Students of this faculty cannot perceive their own and their teachers' responsibilities in learning Englis

Table 10. Students' Perception of Their Own and Their Teachers' Responsibilities

Findings Concerning Students' Perception of Their Own and Their Teachers' Responsibilities	**Mean**	**Std. Deviation**
24. Stimulating my enthusiasm to learn English.	1,36	,482
25. Determining my weaknesses and strengths during the learning process.	1,53	,501
26. Deciding the importance and the objectives of each English lecture (writing CV, business letters, …)	1,59	,494
27.Determining what will be learnt in the next class.	1,84	,657
28. Deciding what activities to use in the English lecture and what should be done at home.	1,48	,501
29. Deciding how long to spend on each part of the lecture.	1,64	,673
30. Choosing what materials to use in the English lessons and how.	1,55	,586
31. Evaluating my learning performance.	1,64	,557
32. Evaluating the English course.	1,73	,513
33. Ensuring I make progress inside the English class.	1,52	,502
34. Ensuring I make progress outside the English class.	1,85	,562

Source: Questionnaire data processed by SPSS V. 23 Outputs

Table 10 shows that interrogators are aware of their own and their Teachers' responsibilities in all cases, where the mean values obtained are higher than the proposed mean (1.5), except the 24th statement. Accordingly, it can be affirmed that the respondents were unanimous in their answers through Std. Deviation results.

Hypothesis 4.1: There is no significant statistical relationship between learners' motivation and learners' age and gender

Table 11. Levene's Test of Equality of Error Variances[a]

Dependent Variable: Item1

F	**df1**	**df2**	**Sig.**
,733	5	122	,600

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + GENDER + AGE + GENDER * AGE

Source: SPSS V. 23 Outputs

From the table, we accept the null hypothesis, as long as Sig> 5% so that the variance is equal across groups, and it is a requirement for variance test.

Table 12. Tests of Between-Subjects Effects

Dependent Variable: ITEM1

Source	**Type III Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Corrected Model	2,226[a]	5	,445	3,301	,008
Intercept	255,540	1	255,540	1894,766	,000
GENDER	,398	1	,398	2,948	**,089**

AGE	,645	2	,322	2,391	**,096**
GENDER * AGE	,897	2	,448	3,325	**,039**
Error	16,454	122	,135		
Total	366,500	128			
Corrected Total	18,680	127			

a. R Squared = ,119 (Adjusted R Squared = ,083)

Source: SPSS V. 23 Outputs

There is a significant statistical relationship between the motivation and learners' gender, age at once where significant was (0.039) less than 5%, and there is no significant relationship when taking gender and age variables separately.

Table 13. Tests of Between-Subjects Effects

4. AGE * GENDER

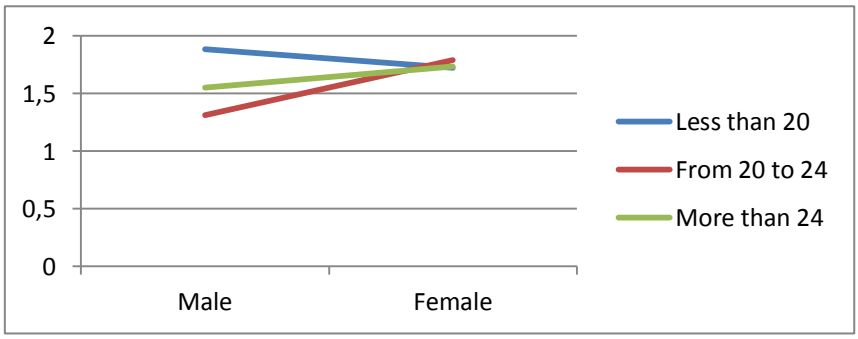
Dependent Variable: ITEM1

AGE	GENDER	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
LESS THAN 20	MALE	1,857	,098	1,663	**2,051**
	FEMALE	1,700	,116	1,470	1,930
FROM 21 TO 24	MALE	1,541	,060	1,421	1,660
	FEMALE	1,702	,057	1,590	1,815
MRE THAN 24	MALE	1,364	,111	**1,144**	1,583
	FEMALE	1,750	,098	1,556	1,944

Source: SPSS V. 23 Outputs

From table results, there are no noticeable differences between the three age categories in the degree of motivation when learning for females, while the differences expand for males, we find that the most motivated age category is the group of males under 20 years and the lowest motivated age category is the group of males older than the age of 24, and the following figure explains these results.

Figure 1: Estimated Marginal Means for Item 1



Source: SPSS V. 23 Outputs

Hypothesis 4.2: there is no significant statistical relationship between the usage of Meta-cognitive strategies and learners' age and gender

Table 14. Levene's Test of Equality of Error Variances[a]

Dependent Variable: ITEM2

F	df1	df2	Sig.
,736	5	122	,598

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + GENDER + AGE + GENDER * AGE

Source: SPSS V. 23 Outputs

We accept the null hypothesis, as long as Sig> 5% so that the variance is equal across groups.

Table 15. Tests of Between-Subjects Effects

Dependent Variable: ITEM2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1,689[a]	5	,338	2,013	,081
Intercept	364,772	1	364,772	2174,470	,000
GENDER	,149	1	,149	,891	**,347**
AGE	1,197	2	,598	3,567	**,031**
GENDER * AGE	,469	2	,234	1,398	**,251**
Error	20,466	122	,168		
Total	548,250	128			
Corrected Total	22,154	127			

a. R Squared = ,076 (Adjusted R Squared = ,038)

Source: SPSS V. 23 Outputs

There is a statistical relationship between the usage of Meta-cognitive strategies and learners' gender where significant was (0.031) less than 5%, and there is no significant relationship when all variables interact with each other.

Table 16. Tests of Between-Subjects Effects AGE * GENDER

Dependent Variable: ITEM2

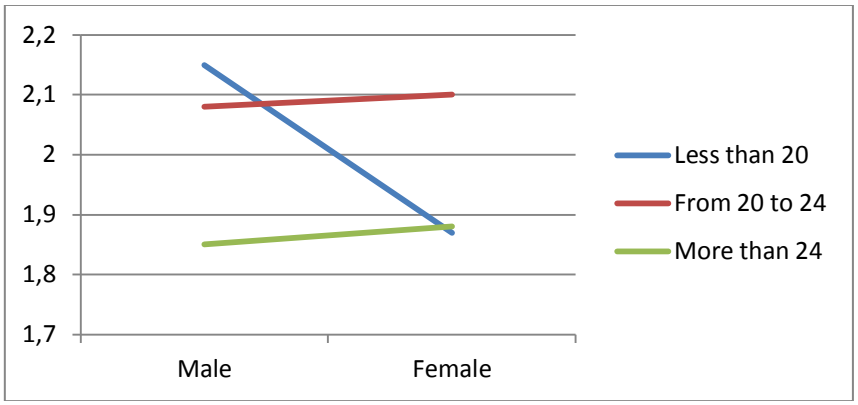
AGE	GENDER	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
LESS THAN 20	MALE	2,141	,108	1,925	**2,360**
	FEMALE	1,847	,127	1,591	2,103
FROM 21 TO 24	MALE	2,080	,066	1,947	2,213
	FEMALE	2,095	,063	**1,970**	2,220
MRE THAN 24	MALE	1,818	,123	1,574	2,063
	FEMALE	1,856	,108	1,640	2,073

Source: SPSS V. 23 Outputs

Concerning Meta-cognitive strategies, they are mostly used by females from age 21 to 24 years; on the contrary, these strategies are less used in the other two categories by a difference of about 30%. For males, Meta-cognitive strategies are mostly used by age category less than 20, which represent the Upper Bound **2,360** with a difference of about 40% Compared to the age group older than 24 years.

These results are clarified in the following figure:

Figure 2: Estimated Marginal Means for Item 2



Source: SPSS V. 23 Outputs

Hypothesis 4.3: there is no significant statistical relationship between responsibility perception and learners' age and gender

Table 17. Levene's Test of Equality of Error Variances[a]

Dependent Variable: ITEM3			
F	**df1**	**df2**	**Sig.**
1,960	5	122	,089
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + GENDER + AGE + GENDER * AGE			

Source: SPSS V. 23 Outputs

Also we accept the null hypothesis, as long as Sig> 5% so that the variance is equal across groups.

Table 18. Tests of Between-Subjects Effects

Dependent Variable: ITEM3

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1,061[a]	5	,212	1,344	,251
Intercept	237,137	1	237,137	1501,697	,000
GENDER	,759	1	,759	4,809	**,030**
AGE	,061	2	,031	,194	**,824**
GENDER * AGE	,031	2	,015	,098	**,907**
Error	19,265	122	,158		
Total	350,250	128			
Corrected Total	20,326	127			
a. R Squared = ,052 (Adjusted R Squared = ,013)					

Source: SPSS V. 23 Outputs

There is a statistical relationship only between responsibility perception and learners' gender where significant was (0.03) less than 5%.

Table 19. Tests of Between-Subjects Effects

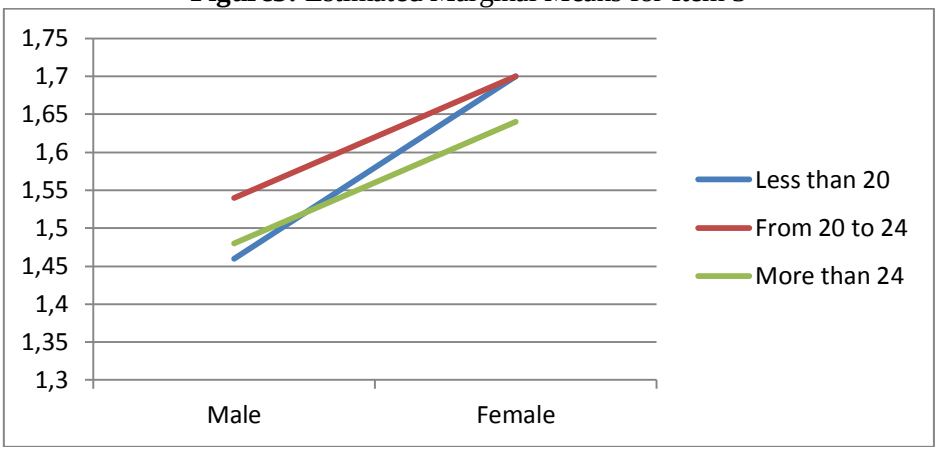
Dependent Variable: ITEM3

AGE	GENDER	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
LESS THAN 20	MALE	1,464	,106	**1,254**	1,675
	FEMALE	1,700	,126	1,451	**1,949**
FROM 21 TO 24	MALE	1,541	,065	1,411	1,670
	FEMALE	1,702	,061	1,581	1,824
MRE THAN 24	MALE	1,500	,120	1,263	1,737
	FEMALE	1,643	,106	1,433	1,853

Source: SPSS V. 23 Outputs

From results we can confirm that remarkable difference is between females who are less than twenty with Upper Bound 1,949 and males with Lower Bound 1,254 in responsibility perception. As shown in the following figure:

Figure3: Estimated Marginal Means for Item 3



Source: Adapted from SPSS V. 23 Outputs

3- Conclusion:

Results show that respondents are supported and motivated, usage of Meta-cognitive strategies is high among students, and they are aware of their own and their Teachers' responsibilities, where the mean values obtained in the three items are higher than the proposed mean. Through the results of Std. Deviation, it appears that there is an agreement among the respondents.

Our results also confirm that there are no noticeable differences between the three age categories in the degree of motivation when learning for females, while the differences expand for males, may be the reason is due to the different interest and responsibilities.

Concerning Meta-cognitive strategies, they are mostly used by females from age 21 to 24 years and used by age category less than 21 for males, a result already confirmed by previous studies, which indicates scientifically that females are more able to learn languages.

From results we can also confirm that a remarkable difference exists between females who are less than 21 and males in responsibility perception.

Some recommendations and conditions are explained below to obtain a satisfactory result through the application of autonomous learning in economics and management faculties:

- Defining the strategy is the first fundamental stage to start, in other words, learners must perceive which strategies they can adopt or could potentially adopt.
- Students at this level need to develop conscious and critical thinking in order to be able to use the appropriate strategy to learn independently by themselves.

- Students should be aware of their abilities towards learning, should be proactive to acquire knowledge, responsible to help teachers and their peers with an appropriate level of communication.
- Teachers should encourage students to participate in the process of evaluation.
- On the other side, teachers should involve their students in the learning process by changing the information flow of teachers as the main body in the traditional classroom, by sharing decision, respecting students' ideas, and moving them towards taking responsibility for their learning,
- Integrate learner independence into the curriculum throughout developing indicators relevant to labor market demand, the current curriculum do not provide graduates with sufficient skills to be productive and to easily move into the labor market.

We conclude by encouraging researchers interested in this topic to go beyond and to explore a broader range of relevant literature, furthermore, we invite them to deal with the topic from teachers' perspective. Future research should look to develop our understanding concerning the ways in which students might effectively learn English autonomously in other specializations of university such as medicine and law.

Bibliography.

Benson Phil, (2001). Teaching and Researching autonomy in Language Learning. Essex: Pearson education Ltd.

Benson Phil & Voller Peter, (1997). Autonomy and Independence in Language Learning. London: Longman.

Candy Philip C, (1991). Self-direction For Lifelong learning, San Francisco: Jossey-Bass.

Schmidt Richard, Boraie Deena, Kassabgy Omneya. (1996). Foreign language motivation: Internal structure and external connections. In R. Oxford (Ed.), Language learning motivation: Pathways to the new century. Honolulu, HI: University of Hawai`i, National Foreign Language Resource Center.

Cotterall Sara, (1995). Developing a Course Strategy for Learner Autonomy. ELT Journal 49 (4), 219–227.

Crabbe David, (1993). Fostering Autonomy Within the Classroom: The Teacher's responsibility. System, 21 (4), 443-452.

Littlewood Willian, (1996), Autonomy: An Anatomy and a Framework. System, 24 (4), 427-435.

Nowlan Andrew, (2008). Motivation Autonomy: Activities to Encourage Independent Study, The Internet TESL Journal, 16 (10).

Nima Shakouri, (2012). Autonomous learning: a Teacher less Learning! Social and behavioral sciences (55), Elsevier LTD, 835-842

Daniela Coronado, (2019). Autonomous Learning Strategies in the Reading Comprehension of High School Students. Propósitos y Representaciones, May_Aug., (2), 159-146 .

Jiani li, (2018). Teaching Method of English Autonomous Learning Based on Metacognitive Strategy Theory. Educational sciences: theory and practice, 18(6), 3796-3802.

Rachal Etshim, (2017) Collaboration between Higher Education and Labor Market, Journal of International Education and Leadership, 7 (1), 01-17.

Tatiana Melguizo, (2017) The Methodological Challenges of Measuring Student Learning, Degree Attainment, and Early Labor Market Outcomes in Higher Education, Journal of research on educational effectiveness, 10 (2), 424–448.

Spratt Marry, Humphreys Gillian, Chan Victoria (2002). Autonomy and motivation, which comes first? Language teaching research, 6(3), 245-266.

Anwar Abdelrazeq, (2018). Autonomous Learning Levels of Students Majoring in EFL and the Role of their Teachers in Developing Autonomous Learning, Journal of Educational and Psychological Studies - Sultan Qaboos University 12 (4), 724-738.

Bayan Ahmed Zobidy, (2017) The level of self-learning ability for students of the Faculty of Educational Sciences at the University of Jordan/ In light of the requirements of dealing with modern technological developments. Dirassat, educational sciences journal, 44(4), 43-61.

Bou mendjel Hoceine, (2019). The development of the Labor Market in Algeria, Journal of Human Resources Development for studies and research, 03(01), 193-206.

Linda Ghout-Khenoune, (2014). Learner autonomy and EFL Learning: a Study of Algerian Learners' Readiness for Autonomous Learning, dissertation, University Abderrahmane Mira of Béjaia, Algeria.

Karima Benisssad, (2015). Learner autonomy and EFL Learning: a Study of Algerian Learners' Readiness for Autonomous Learning, dissertation, University Moulay Tahar of Saida, Algeria.

O.N.S, Algeria in numbers N °: 46, edition: 2016

https://www.mesrs.dz/ar//universites (consulted on 22/12/2018).

statistical information for the ANEM, website/www. anem.dz

(consulted on 30/12/2019).

31.National Office for Statistics, Algeria in numbers, N° 47 and 48 Edition 2015-2018, https://www.ons.dz (consulted on 12/12/2019).