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**Investigating EFL Teachers' and Learners' Attitudes towards
the Impact of Blended Learning on Learners' Autonomy**

Case study: Master One Students at the Department of English, 8 Mai 1945

University, Guelma.

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DEDICATION

**To my dear parents who never stopped supporting and encouraging me to know more
and make steps forward.**

My dear supervisor Mrs. Imane Douafer

My dear friend and teacher Mrs. Sabrina Lassoued

All my dear teachers

**To everyone who helped me to add and enjoy this memorable experience after an
interruption of fourteen years**

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Abstract

This research attempts to investigate teachers' and learners' views and perceptions towards the impact of blended learning on EFL learners' autonomy, which is very important for the attainment of the learning objectives. Moreover, the current study aims to display learners' heavy dependence to their teachers that may be an obstacle towards an effective learning process of English as a foreign language. In order to confirm or reject the assumed data, a quantitative study is done on one hundred and six Master One students and twenty-one of their teachers at the department of English, 8 May 1945 University, Guelma. The results that the study yields show that teachers and students reveal positive attitudes towards the effect of blended learning on learners' self-reliance. According to these findings, teachers and students are invited to integrate this type of learning in the Algerian classes to learn the English language.

List of abbreviations

BL: Blended Learning

CMC: Computer Mediated Communication

EFL: English as a Foreign Language

F2F: Face to Face

FLA: Foreign Language Acquisition

FLE: Foreign Language Education

FLL: Foreign Language Learning

HE: High Education

ICT: Information Communication Technology

ILT: Instructor Led Training

LMS: Learning Management System

VLE: Virtual Learning Environment

LMD: Licence – Master - Doctorat

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Arabic Summary

French Summary

1-Statement of the Problem

Technology is one of the elements that has revolutionized today's human life. In fact, the use of internet and technology play a noticeable role in education. Therefore, the latter has become easier and more accessible. Learners fulfil their understanding gaps using different sources of available information through online services and educational programs. EFL learning as a subfield of education is not excluded as being influenced by those innovations. EFL learning tends to have communicative intentions enabling the learner to be self-independent and an effective communicator. Hence, education reveals too much interest in classroom BL that affects learner's skills, abilities and allow him to get access and control over information. Thus, it fosters learner's self-dependence and responsibility of his learning, furthermore it reduces the role of the teacher. However, the implementation of BL in EFL classrooms is still not widespread especially in Algerian Universities that are unable to furnish internet and high technology equipment. As a result, teachers still depend on the traditional ways of teaching, most of them prefer to use the board as a classroom aid and lack computer literacy. Technology has shaped the student nowadays, instant access to information, high wifi-internet. Tapscot (1999) refers to the young of today as the the Net Generation. Pensky (2001) claims that today's students are no longer the people our educational system was designed to teach. At the department of English language, University 08 Mai 1945 students have full mastery of technology, computers, high speed internet but they encounter many challenges when being in charge of their learning. They rely and depend completely on their teachers, they are reluctant and are not motivated. Thus, the present study will tackle all the aspects concerning the impact of BL on EFL learner's autonomy in general and the case of EFL Algerian learners in particular.

2-Aims of the Study

This study aims at investigating EFL teachers' and learners' attitudes towards the impact of BL on learner's autonomy. It seeks to tackle EFL teachers' and learners' perceptions and views in regards to the integration of computer mediated activities with F2F classroom instructions. It also tries to highlight the importance of autonomous learning in the 21st century highly influenced by sophisticated aspects of technology. Therefore, the present research attempts to answer the following questions:

- 1- Does Blended Learning enhance EFL learners' autonomy?
- 2- What are EFL learners' and teachers' attitudes towards the impact of BL on EFL learner's autonomy?

3-Research Hypotheses

In this study, it is assumed that the implementation of BL instructions in EFL classrooms is very important and has a major impact on the learner's self-reliance. Therefore, we hypothesize that:

H₁: EFL teachers' and learners' attitudes towards the impact of BL on learners' autonomy would be positive.

The null hypothesis implies that no relationship exists between Blended Learning and EFL learners' autonomy, hence:

H₀: EFL teachers' and learners' attitudes towards the impact of BL on learner's autonomy wouldn't be positive.

4-Research Methodology and Design

4-1-Data Gathering Tools

Our research is conducted through a descriptive method (quantitative data) aiming at testing the research hypotheses through administrating two questionnaires in order to investigate EFL teachers' and learners' attitudes towards the impact of blended learning on learner's autonomy.

4-2-Population of the Study

The sample of the study consists 106 Master One students at the department of English Language, University 8 Mai 1945Guelma. The sample is chosen randomly. The reason behind opting for this sample is that they have already studied for almost four years. Hence, they have experienced the use of internet inside and outside their classrooms and its absence in various situations. Besides, LMD system's optimal aim is to set up learner-centeredness. Consequently, they serve as the most suitable sample.

5-Structure of the Dissertation

The dissertation is divided into two major parts. The first part represents the theoretical background of the research work, which consists two chapters. Chapter one covers BL. It introduces various definitions, types, models, its implementation, evaluation, and benefits, as well as the way it functions. It deals also with the evolution of this genre of learning. Equally, this chapter tackles F2F instructions versus online based activities. Similarly, the issues related to the implementation of blended instructions in EFL classrooms, coupled with the impact of such integration on EFL learners' autonomy. The second chapter is devoted to the history, definition and scope of autonomy; its types and approaches. In addition to the characteristics of autonomy in learning and the factors that may affect it. The second part of the dissertation entirely examines the practical side of study through gathering data from both teachers' and students' questionnaires. Finally, this chapter includes a general conclusion and some fruitful points about pedagogical implications.

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Introduction

The field of foreign language education (FLE) has mainly depended on teacher-oriented lectures in classroom that is characterised by a total dominance of teacher's role over the classroom activities and instruction. Obviously, the widespread of technology in all life's aspects affects the field of education. In addition to the rise of learner-oriented focus, several FL high institutions embrace a new direction towards self-learning webpages to deliver lectures. This pages offer less instructions between teachers and learners. Accordingly, blended learning (BL) comes to reduce the ancient concerns and promote the new vision that targets an active learner. BL is expected to offer the advantages of blending face-to-face (F2F) instruction and an online learning, where possibility to learn in group within the classroom with a teacher and takes place, as well as at home at a suitable time. In fact, this way of learning fosters learners' abilities to learn independently. Therefore, the current chapter attempts to shed light on the notion of BL. It supplies a set of definitions provided by scholars and researches in FL field. The chapter also tackles some definitions of BL provided by number of scholars and researchers, BL components, how to implement BL programme, how to evaluate it, benefits of BL as a learning approach and finally it the conclusion.

1.1. Definition of BL

The emergence of BL as an effective pedagogical process in high education (HE) and in EFL context in particular goes back to the beginning of the 2000s (Halverson et al, 2014). According to some schools, BL is not a new concept in the field of education. In this context, Claypole (2003) argues that BL is not a new strategy, but it is an ongoing development of the existing learning assumptions and beliefs through mixing methods of teaching. In addition to that, Sharma (2010) assumes that BL is not a new approach for an effective learning. Yet, it is first used in the field of employment for employees as a way to give them more chances to

pursue their studies and work at the same time. He also assume that BL emerged in the field of education as a response to:

- a- Technology interference within and outside the classroom.
- b- The different challenges and misunderstanding that learner encounters during an online learning.

In fact, several scholars and researchers try to define BL differently. First, one should mention that BL is also known as “hybrid learning” or the “flipped classroom” Boelens et al., 2015) define BL as “learning that happens in an instructional context which is characterized by a deliberate combination of online and classroom-based interventions to instigate and support learning” (p. 5). Another attempt by Driscoll (2002) who has a considerable contribution to define the term, states that BL denotes both concepts of combining a web based technology with a pedagogical approach or mixing a form of instructional technology with a guided instruction. More precisely, Sharma and Barrett (2007) argue that BL refers to a language course, which combines a F2F classroom component with an appropriate use of technology. Accordingly, and for the sake to form an integrated instructional approach, BL mixes F2F classroom instruction with computer-mediated activities.

Previously, digital material plays a secondary role to support traditional classroom instruction; however, with BL technology plays an important role. BL environment allocates a portion for class time reserved to F2F teaching, another portion for online learning, which provides learners with an online content. Meanwhile, mobile learning is set to sustain the online learning at any time of the day, anywhere the learner can access internet. Therefore, BL reinforces collaborative learning style, through which learners are required to learn autonomously using a software introduced by the teacher during class time (Lander and Kuramoto, 2013).

According to Garrison (2004), BL is a result of the affective combination of different modes of delivery, models of teaching and styles of learning which interact in a meaningful learning environment. He also defines BL course as a combination of online and classroom learning in order to improve students outcome. Moreover, Graham (2006) provides another definition for BL where he states that BL is a complimentary integration of F2F and online approaches. Equally, Garrison and Kanuka (2004) proclaim that the online part is not an additional element to the classroom based teaching but rather it is an effective integration of virtual and F2F techniques. Whereas, Osgathorpe and Graham (2013) regard BL as a combination of F2F and distance delivery systems where the maximization of this combination is possible. Hence, they suggest three models; blend of activities, blend of students in both environments (online and F2F), and blend of teachers which means that students may benefit from other teachers that are different from those who are in charge of F2F classrooms.

Other scholars set some definitions from different perspectives. Firstly, from a holistic one, and by this we mean delivering an instruction using multiple media (Kaur, 2012). This perspective requires the integration of an instructional media into a traditional classroom or into a distance learning. Secondly, from an educational perspective, BL means any course that is pedagogically planned to integrate online with traditional F2F activities, and through which a part of F2F time is devoted for an online activity. Additionally, Lester (2005 cited in kaur, 2012, p.2) defines BL as a process that focuses on integration two separate paradigms, the classroom synchronous, and online asynchronous. Some scholars attempt to define BL from the pragmatic perspective, Kaur (2012, p.2) for instance, asserts that BL is set to denote a course that is taught both in the classroom and at a distance and, which uses a mixture of pedagogic strategies:

- To combine various pedagogical approaches such as constructivism, behaviourism, cognitive learning approaches to produce an optimal learning outcome with or without the use of instructional technology.
- To combine any instructional technology such as CDs, films, web-based training with F2F instructor-led programming.
- To mix or combine instructional technology with actual job tasks in order to create a harmonious effect in terms of learning and working

According to corporate training perspective, Wexler (2008 as cited in Kaur, 2012, p2) assumes that BL is the act of delivering a course or a curriculum by the use of multiple instructional media such as a sales training course involving pre-reading, lectures and role-play practices. Peters (2009) also gives a clear definition to BL from chief learning officer perspective, he assumes that BL is creating the best learning solution for the target audience through executing a learning strategy that integrates multiple delivery modalities both synchronous and asynchronous.

In EFL context, BL has merely the same definition; it is an important aspect for EFL researchers. Neumeier (2005) for instance points out that the most important aim of BL design is to get a better combination of two types of learning for a single learning subjects, context and objectives. Whereas, Sharma (2010) claims that the overall focus of BL is to look for a better practice, i.e. to opt for the optimum mixture of course delivery, for the sake to give more effective language learning experience. In other words, it is worthy to investigate how the combination of the two modes for EFL course delivery are more effective rather than other learning modes.

On the light of the precedent definitions, it is evident that BL consists two major components; F2F learning which refers to the traditional classroom where the teacher

conducts instructions F2F with his students in a teaching situation. As well as, the online learning that refers to web-based learning which includes the integrations of virtual resources and tools. Each component forms a learning environment that is synchronous or asynchronous.

1.2 Components of BL

1.2.1 Face to Face Instruction

Lalima (2017) mentions that BL provides a synchronous communication through a traditional classroom-teaching mode where students get enough time to interact with their teachers and peers. All participants are able to get an immediate feedback, which is vital for the teaching/learning process. Students interact with their peer groups formally or informally and undergo class discussion. This mode gives students the opportunity to interact with course content. Via printing material or assisted ICT mediated learning (videos, blogs, e-library, e-books...).

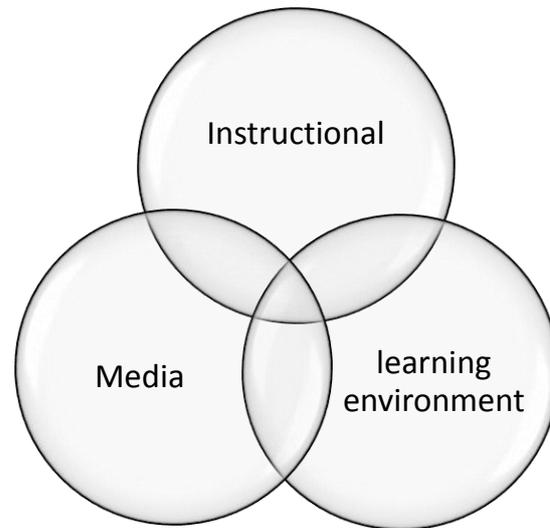
1.2.2 Online Learning

This mode provides to students a Learning environment outside the classroom anywhere and anytime. A student can participate in a virtual meeting with his teacher and his peers in a cyberspace regardless of the geographic boundaries. Educational blogs and platforms are set to help students to get rid of the permanent daily classroom anxiety and rigid timetable. Additionally, it saves time for students who are employees and cannot attend classroom sessions. Another feature of BL is webinars, where students participate in virtual seminars to discuss different topics. All of them are connected through different soft wares like Skype, Google talk, social media. E-tuition or video-conferencing is an efficient way as well, especially for students who encounter some hinders while conducting an online learning or

even during classroom interaction. Thus, they can have a private teacher and get a personal guidance without being limited by neither the physical classroom nor the school timetable. Various records and videos are available on either YouTube or other websites and engines to explain the different educational issues that a student may face while learning. Moreover, the virtual laboratories are very useful for professional courses. The most important element of BL is the online assessment which is based on principles of readiness. It allows students to get an immediate feedback, and supply a formative evaluation that is transparent and fast (Lalima, 2017).

1.3 BL Model Components

Hancock and Wong (2012 as cited in Kaur, 2012, p.2) suggest a model to describe BL components, and which can be used as a guide in evaluating and integrating these separate components in learning situation. The model provides a learning environment where students can either choose the traditional mode of classroom teaching to interact with their teacher and peers or the online mode. Both learning modes depend on the content and course objectives. The components are as shown in the figure 2.6 which mentions components of blended learning:

Figure 1.1 Components of BL

(Hancock and Wong, 2012)

1.3.1 Learning Environment

According to this model, the goal of BL is to benefit from the advantages of each environment and ensure the maximum use of the different resources in order to attain the instructional and learning objectives.

1.3.2 Media component

Media refers to vehicles that simply deliver a course. However, the instructional media differ; some are more relevant than others either for synchronous or asynchronous environment. Moreover, a given deliver medium cannot replace the intended course content. Then, the optimum benefit of any delivery medium selection may affect the course design. Nevertheless, selecting the most appropriate media will not affect the learning outcomes but rather the teaching strategies do. Accordingly, Kaur (2012, p4) asserts that the medium is not limited only to technology, and media used in BL are as follows:

- a) Stand alone, asynchronous or synchronous online learning / training

- b) Performance support tools (knowledge management tools)
- c) Traditional classroom, labs or other “hands-on” experiences
- d) Reading assignments, CD-ROMs or other self-paced learning

Table 2.1 media used in blended learning (Rossett, Douglis and Frazee, 2003, p.1) clarifies how media is used in BL for both live and virtual classrooms synchronously and asynchronously.

Table 1.1 Media Used in BL

Live face-to-face (formal) Instructor-led-classroom Workshops Coaching/mentoring On-the-job (OTJ) training	Live face-to-face (informal) Collegial connections Work teams Role modelling
Virtual collaboration/synchronous Live e-learning classes e-mentoring	Virtual collaboration/asynchronous e-mail online bulletin boards list serves-online communities
Self-paced learning Web learning modules Online resource links Simulations Scenarios Video and audio CDs/ DVDs Online self-assessment Workbooks	Performance support Help systems Print job aids Knowledge databases Documentation Performance/decision support tools

(Rossett, Douglis and Frazee, 2003, p.1)

1.3.3 Instructional Component

This component is set to select the most appropriate instructional strategies to achieve the learning objectives which themselves create these strategies. Then, they ensure and facilitate the delivery of the course content. Hence, maintaining the instructional quality is very important when developing BL (Kaur, 2012)

This method includes traditional classrooms, virtual classrooms, live product, practice labs, interactive chat rooms and mentoring (Woodall, 2010).

1.3.3.1 Live Classroom

In order to explain and clarify complex subjects that require teacher/learner interaction, expert observation, culture building, team building, networking, business problem solving or materials to be presented by an instructor or a facilitator, traditional classrooms gives chance to teachers and learners to be F2F in the same learning environment (Woodall, 2010). He also uses the term Instructor-Led-Training (ILT) as a synonym to on-site training and classroom training. Additionally, he considers a live classroom as a place where the unpublished materials can be disseminated, learners have a direct access to peer and group work discussion. In such environment, Woodall (2010) confirms that traditional classroom learning offers certain learning performances, particularly, for learners who highly rely on their teachers to learn. Thus, they are more engaged through practice and new information are added to give clear insights of difficult concepts and theories. Even so, Woodall (2010) recognizes that classroom training is always expensive for learners who must travel to the classroom location, as well as, attending a classroom sessions is boring and time consuming for learners especially employees who have a working part time. Another classroom aspect may put the learner in a passive role is lecture based session where the discussion and interaction is reduced and dominated by the teacher.

1.3.3.2 Virtual Classroom

As a reaction, Woodall (2010) suggests virtual classroom where he highlights the difference that virtual the latter makes, as it allows learners and teachers to be at the same time even they are in different places. So, learners can benefit from the instruction without being physically present in the classroom. To the extent that a learner can raise his hand

simply by clicking a button. Learners and their teachers meet virtually; they can see and hear each other through computer screens and virtual microphones. More importantly, it allows teachers to archive points that need viewing. Of course, topics dealt with are similar to those delivered in live classroom but they may be complex or contain an ambiguity. Woodall (2010) adds that information, desktops and computer application can be shared across the internet. By contrast, he does not deny the fact that necessitates both teachers and learners to be online at the same time may not be possible in some cases. Besides, virtual classrooms require high-speed internet and teachers must acquire technical skills, opt for appropriate resources and do their best to maintain the interactive aspect of the virtual learning environment.

Consequently, Woodall (2010) emphasizes that the components of BL are complimentary, and they can fit the new interest which seeks learner centeredness by presenting an effective combination of F2F classroom instruction and preserves the traditional aspect of the classroom and offers help to learners when necessary. In addition, online learning grants learners a virtual environment that suits their individual learning styles, outside the classroom and at their pace.

1.4 Implementing BL Programmes

There is a great agreement among scholars about implementing BL programme, who emphasize that it requires a coherent planning to be successful. Garrison and Kanuka (2004) highlight the different issues that an educational institution should take into consideration to introduce BL elements. Such as, a strategic planning of financial, technical, course scheduling. Moreover, instructor and student need a careful consideration. Accordingly, they stress the importance of two aspects:

1.4.1 Tutor Training

Teacher training is pivotal in the educational institutions where tutors are responsible for curriculum and assessment design, and especially for BL's programme implementation. To sustain this point of view, Reed (2014) finds that HE identifies a lack of staff training and skills as the biggest barriers towards a good implementation of BL programmes in their institutions. Indeed, those who want to implement BL cannot obtain a successful programmes unless they ensure their teaching staff's training to deal with BL aspects (Boyle et al, 2003) and (Hughes, 2007). Emphasizing the same point of view, teachers should be well acquainted with BL's principles and should be well trained and skilled to mix both modes (F2F and virtual). Further, it is very important that teachers have a scientific attitude, being good observers, deal positively with failures and analyse all the conditions objectively. Implementing BL programmes needs being flexible; the teacher should be ready to accept any changes (Lalima, 2017).

1.4.2 Ongoing Evaluation

Another key factor for the success of BL is the ongoing evaluation of BL programmes, which should be reasonably conservative at first, to give enough time for teachers to be trained in implementing BL elements and to allow students to adopt new learning styles. Those programmes need adoption over a number of years to meet specific students and teacher's needs (Boyle et al, 2003). Furthermore, Pombo and Moreira (2012) propose that the ongoing evaluation during achieving a task is better when it is conducted at the end of the programme. For the reason that it gives more thorough and multi-faceted evaluation, which itself ensures the quality of the course.

1.5 Evaluating BL

Actually, one should take into consideration four aspects when evaluating BL programmes to get valid and reliable results (Pombo and Moreira, 2012), these aspects include:

1- What is the purpose of evaluation?

To improve students engagement, resources, or overall course quality.

2- Who should be involved?

Lecturers, students, course leaders.

3- How and when should evaluation take place?

Methods of data collection, during the course or at the end.

4- What should be evaluated?

Teaching, learning, course outcomes, resources, quality of assessment.

Generally, evaluation criteria of BL include two essential elements in a form of data combination about course outcomes and measures of students' satisfaction and students' engagement as well.

1.5.1 Measuring Course Outcomes

Many measures contribute in evaluating course outcomes such as marks, grades, attendance, and dropout rates. Measurement is easily made by using BL since students' activities and results can be handled by the system (Boyer and Chambers, 2017). However, Liu, Bridgeman, and Adler (2012) note that accountability initiatives including the assessment of students' results should not ignore the effect of motivation when evaluating an institution's learning outcomes. Accordingly, measuring course outcomes alone may not yield to reliable results due to the effect of motivation. As statistics cannot measure students' attitudes towards BL.

1.5.2 Measuring Student's Satisfaction

Learner satisfaction is important because it concerns learner's personal experience and impression about the course, which differ according to individual differences. Thus, it cannot be measured through attendance and assessment data. Whilst a teacher considers that students meet or exceed the learning expectations via a statistic assessment, measuring their satisfaction needs great efforts to be identified. In BL' course, common measures of learner satisfaction use self-report questionnaires to investigate to what extent the students were satisfied with the whole course, their perception towards their tutor's teaching, and their experience of BL environment in particular. The purpose of the evaluation and researchers' perceptions determine the specific items but there are similarities between studies (Boyer and Chambers, 2017). For example, Shee and Wang (2008) and Wang (2003) focus on students' experience in an online environment, the learner interface, the course content, and the personalization of the online environment. Similarly, Sun, Tsai, Finger, Chen, and Yeh (2008) investigate almost the same factors as Shee and Wang (2008), like relationship between peers and teachers, learners' perception towards the use of technology and the course flexibility. Depending on the previous studies to get appropriate measures of student's satisfaction in BL environment, teachers should investigate students' perception towards the easiness of technology use and the online content, in addition to the quality of teacher's performance and his experience of the course (Boyer and Chambers, 2017).

1.5.3 Measuring Student's Engagement

In recent days, HE sector gives more importance to student's engagement as universities manage to get a considerable rank in more competitive marketplace. Moreover, the current learning tendencies target an autonomous learner which requires more learner's engagement (Trowler, 2010). Hence, measuring student's engagement is more complex than simply

measuring learning outcomes. Trowler (2010) states that engagement is “more than involvement or participation- it requires feelings and sense- making as well as activity” (p. 7). Whereas, Fredricks et al (2004) set three elements of student’s engagement; behavioural, emotional and cognitive. Although, it is debatable about how these can be measured, it is somehow acceptable. They are defined as:

- ✓ **Behavioural:** it is related to student’s actions, class attendance, submission of work, contribution to class discussion, or participation in school-related activities (sports).
- ✓ **Emotional:** it is related to student’s effective reaction in relation to their learning. For example, when student express his interest in his course and that he enjoys it, he is an emotionally engaged student.
- ✓ **Cognitive:** it is related to student’s metacognitive strategies. For example, the students desires to go beyond the course requirement and uses his critical thinking to make a decision.

The investigation of behavioral engagement can be typically done through students’ or teachers’ questionnaire and class observation too. It is also the easiest element that can be measured since it provides quantitative measures of attendance and work submission. BL can supply a particular data, as it is possible to observe and account for students’ use of online information as well as the duration and frequency (Boyer and Chambers, 2017). Emotional and cognitive engagements are often measured via questionnaires and interviews. Obviously, measuring emotional engagement can be simply done by asking students about their feeling about their course experience. Conversely, cognitive engagement is a bit difficult to be measured due to the natural difficulty to assess the cognition. So, measures of cognitive engagement depend on questionnaire to measure if students are using deep or surface strategies (Fredricks et al, 2004).

1.6 Benefits of BL

As a matter of fact, there is an evidence provided by numerous researchers which prove BL's benefits for both students in their language learning and their educators as well. Suo (2018) affirms that BL offers access to resources and materials, which are convenient to students' level of knowledge. Likewise, it helps teachers to improve their ways of teaching and gives them more opportunities for collaboration. BL also motivates them to go through different professional development and training, thus being more efficient. More than that, he declares that BL makes students more interested in their learning process, and be able to learn at their ease and pace. Besides, it helps them to acquire a multitude skills like; computer literacy, self-learning and self-engagement skills and a sense of responsibility that they can translate into real life situations.

The most important aim according to Neumeier (2005) is to create a learning environment that offers, "the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts and objectives" (p. 165). Hence, BL intends to generate a harmonious equilibrium between online sources of knowledge and F2F interaction without ignoring teachers' and learners' attitudes and aptitudes. Sharma (2010) also estimates the importance of BL due to its significant focus that seeks an optimum mix of course delivery towards an effective language learning.

Kaur (2012) in his turn points out to BL's different benefits that can serve the field of education. BL represents a transition from passive learner to more active learner, through which the educational interest shifts from teacher-centred to learner-centred. It also gives learners chance to be involved in various learning situation that push them to acquire the different learning skills. For the same context, Kaur (2012) also proclaims that learners can learn synchronously and asynchronously. Since they have different learning styles, and

because BL model requires the interaction of both online and F2F modes that allow students to access knowledge differently. BL is highly beneficial for teachers and teaching too, it boosts teaching with a particular human touch. The mixed content enables teachers to look for new ideas and strategies, and opt for real assessment to attain the learning objectives. Therefore, it enhances individualization and personalization, the teacher sets his course uniquely, reflects his teaching philosophy in accordance to his learners need. In addition to that, he argues that BL offers the best of the two learning environments as learners and instructors have access to online learning and knowledge without neglecting F2F classroom interaction.

Other researches show that the introduction of BL improves the course outcomes and increases the pass rate. López-pérez, Pérez-López and Rodríguez-Ariza (2012) and Boyle et al (2003) assume that adopting BL in HE improves retention and student's attainment. Additionally, Stockwell et al (2015) find that BL improves attendance at F2F classes, students' self-report measures of satisfaction and exams' results. Aiming to demonstrate BL's benefits, Kaur (2012) insists that a research indicates BL's contribution to augment student's chances to meet the learning outcomes when compared with fully online or fully F2F courses. For students from non-traditional classes, those who conduct distant studies, the evidence shows that BL can improve at least retention and counteract dropout rates at London Metropolitan University, where students are usually late entrants. As they pretend that it is a transition which makes them less restricted. Holley and Dobson (2008) find that students who were introduced to BL programmes had less tendency to leave their course before completion. Equally, Hughes (2007) believes that using BL to support 'at-risk' reluctant students improves coursework submission rates and learning outcomes.

The fact of improving the learning outcomes due to BL is realized partially by the contribution of a strategic use of classroom time. Therefore, Garrison and Kanuka (2004) argue that the effectiveness of BL is a result of the intervention of traditional classroom's more active and meaningful activities. This is corroborated by Delialioğlu's (2012) point of view who finds that students are highly engaged in BL environment in terms of problem solving-based rather than lecture based. He stresses that the online phase is set to consolidate what has been undertaken during classroom time or it supplies deep analysis and discussion of the topic in class especially when the teaching/learning material is placed in the virtual learning environment (VLE). Hence, this may dedicate more time for teachers and their learners to focus on the different ambiguities that students encounter while dealing with the VLE. It is highly important to clarify how the use of classroom time portion is worthy for students who live far away from campus. They can get the maximum profit of their class time at university and use it effectively to light the difficult information they dealt with at home. Vice-versa, students who struggle with particular information in class are able to engage with online resources which lead to growing self-confidence (Aspden and Helm, 2004). Alternatively, BL takes the form of "flipped classroom" where students first engage with online knowledge before being exposed to problem solving content in class.

A further potential benefit of BL is granting an opportunity for peers and teachers to meet through an online interaction. It can be either synchronous (such as discussion boards) or asynchronous (such as instant messaging). Thus, students who have less F2F classes are served a sense of community through an online discussion. It also maintains contact with their peers and university even when the campus is off (Aspden and Helm, 2004)

Conclusion

The transitional stage which the educational field witnesses at present, has directly affected the field of foreign language learning. The new requirement for more independent learner makes a turning point in EFL learning in particular. Thus, a substitution in teachers' and learner's roles is more than indispensable to attain a qualitative learning. Moreover, it looks for better ways to improve itself, meet the challenges of technology expansion, and correlate with recent advancement of globalization. BL emerges to provide a new dimension to a teaching/learning process. It comes to consolidate the different instructions towards new form of teacher/learner's interaction which is labelled by more active learner who is able to take charge and make the right decisions about his learning. Obviously, educational technology is subject to change, it is in a non-stop evolvement that influences all its aspects. However, implementing BL emphasises a new notion of learning which opts for an updated information via new strategies and for all types of learners. Likewise, the conventional classroom keeps its status as it offers a human touch that a virtual environment cannot furnish.

Chapter Two: AUTONOMY

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Introduction

Education has experienced different developmental stations through history. Modern tendencies reveal the educational specialists' interest in finding the best ways to enhance the students' learning process. Therefore, EFL has been influenced. Since the focus shifts from teacher centered to learner centered approaches, several suggestions have been offered to make learning more motivational and inspiring. The fact that leads researchers to emphasize that motivation should first start from the self, through offering the students a sort of responsibility for their own learning. Accordingly, the present chapter attempts to give an overview on the notion of autonomy. It covers some definitions provided by researches in the field with a particular focus on EFL. The chapter also tackles teachers and learners' roles in an autonomous environment, and learner's autonomy within the classroom context. Finally, it deals with some techniques and strategies to develop autonomy for learning languages.

2.1 Definition of Autonomy

Autonomy is a term derived from the Greek word "Autonomia" which is itself derived from autonomous; having its own laws (Oxford Dictionaries, 2015). "Auto" means self and "nomous" stands for Law (self-law). The appearance of the word goes back to the first half of the seventeenth century in many fields like philosophy, psychology, education, in addition to other sectors (Benson and Voller, 1997). In fact, many researchers tend to give a precise and concise definition to the term autonomy. All of them have a common aim for learning which is centered around the idea "learners learn for their own". Autonomy can be recognized in various behaviors, for instance, according to Little (1994), autonomy can be touched through learning manners used by the learner to deliver what he/she has learned, more importantly, it is the learner's ability to take decision about his/her learning far from any outside constraints.

A capacity for detachment, critical reflection, decision-making, and independent action. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned. (Little, 1994, p. 81)

Aiming to offer a clear notion of the term, Foucault (1979) assumes that autonomy has a direct relation to the power that the individual plays, thus an educational process that targets the construction and acquisition of autonomy capacitate the empowerment of the individual. He also believes that power may be a privilege from someone with more power that gives it to someone under the scale. Moreover, Holec (1981) proclaims that autonomy is the fact of being able to assume the responsibility of one's own learning, he describes autonomy as "the ability to take charge of ... [his or her] own learning." (p. 3). Whereas, Benson (2001) prefers to use the term capacity to take charge of one's own learning. By reference to this notion, many researchers formulate their own concept of autonomy. Amongst, Dickinson (1987) who declares that autonomy is a state of learning where the concerned is responsible for all the decisions he/she makes for his/her learning, and how to implement them. Therefore, he considers the learner as a fully free and responsible his/her way of learning that allows him/her to take the appropriate decision. Dickinson (1987, p. 11) also distinguishes between six conceptions that bind up and interlink with autonomy:

- Self-instruction: refers to learning situation where learner works without the direct control of his instructor.
- Self-direction: refers to a situation where a learner has a specific attitude towards his/her learning, he/she accepts responsibility for all the decision he/she makes concerning his/her own learning but does not necessarily implement them.
- Semi-autonomy; the intermediate stage where learner is preparing for autonomy.
- Self-access material: appropriate and available for self-instruction.

- Self-access learning – Self-instruction: during which learners make use of repertoire of self-access materials.
- Individualized instruction is: a learning process, which is adapted to a particular individual, taking this individual's characteristics into consideration

Furthermore, Benson (2001) explains that autonomy is a multidimensional capacity, which differs from one to another. Accordingly, autonomy is recognized by a specific behavior, which can take different aspects depending on people's individual differences, as well as, a result of high interest and motivation that enable one to become responsible and take control of his/her own learning. It is strongly stressed that autonomy involves learners to take more control over the purposes they set to learn languages and the ways they opt for to learn them (Benson, 2006). Equally, Little (1991) states that autonomy as a capacity, "automatization" being "a matter of acquiring those capacities which are necessary to carry out a self-directed learning program" (p.180), accordingly having such capacity enables learner to be responsible about his /her own learning. Dickenson (1995) adds to this capacity the learner's attitude towards his/her learning. He asserts that it can happen in the classroom and self-access learning settings as well. Similarly, Littlewood (1999) argues that if one defines autonomy in educational terms as involving learner's capacity to learn independently without relying on their teachers, then autonomy would be a target goal for learners whenever they are, for the reason that teachers cannot accompany them anywhere. Thus, he emphasizes the perception of autonomy as important and indispensable for students' learning process.

Defining autonomy is a difficult task, even though all the definitions attributed by various researchers share a common agreement on some aspect of responsibility that autonomous learning requires, but there is a noticeable shift. autonomy refers to the situation where the

learners show maturity in their behaviors to make the right decision about their learning. The advocates of this point of view are Allwright (1990) who presumes that autonomy is the optimal state of equilibrium in addition to Hunt, Gow & Barnes (1989) who proclaim that autonomy is a decision making process.

Some researchers attempt to define autonomy from other perspectives; Little (1994) distinguishes between two arguments for autonomy, general educational arguments that refers to progress of democratic states which have to set educational measures to enable their citizens to reason and behave as independent and self-determining individuals. He also determines the psychological arguments, which refers to the idea; the most efficient learners are those who know how to grasp the new knowledge and know how to use their pre-requisites to deal with new learning task. Some definitions are set from philosophical, pedagogical, and practical reasons according to Cotterall (1995) reasoning refers to the right that learners enjoy to make choices concerning their learning. Pedagogical reason justifies the situation where learners especially adults can learn effectively and feel secure. Precisely, it is when they are involved to make decision in regard to the pace, sequence, mode, and content of their instruction. Finally, the practical reason, which refers to the need of a learner who is able to learn on his own in situations that impeach his tutor to assist him.

It is still debatable to agree on a final definition as there are conflicting opinions on what autonomy is. However, it is undoubtable that autonomy has to do with motivation since it is essential to push the learner to be responsible and to decide about his/her own learning process.

2.1.1 Autonomy within Independent Learning and Classroom Learning

Little (1994), Oxford (2008), and Reinders (2010) distinguish between two different learning contexts: independent learning (outside the educational setting) and classroom

learning (within the classroom setting). Both types share autonomy as a common feature for learning. Although it is related more to independent learning, learners should employ it. However, decision for its employment is different in both cases.

Independent language learning can be achieved without the collaboration of the teacher. It can also happen individually or in-group with other learners (Oxford, 2008). According to her, it can be formal or informal. she affirms that tools and frameworks used to foster independent learning are a combination of learning resources (available in print, internet, compact disc, television, radio, video, and smartphones) and learner counselling (a self-access Centre, an assistant or a tutor via email, a learner support group, a chat room, a printed or e-book and other media).

Factually, classroom learning within the educational system has more constraints which learners and teachers cannot control. Therefore, (Benson, 2001, p. 116) underlines four sorts of limitations that hinder the promotion of learner autonomy within an educational context.

- a) Policy constraints on language in education
- b) Institutional constraints (rules, certifications, examinations, curriculums, the physical and social organization of the school and classroom practices.
- c) Conceptions of language (what the target language is, the ways in which it is organized and usage).
- d) Language teaching methodologies ‘assumptions about how languages are learned, and relevant learning resources and activities’.

Whereas, Reinders (2010) tackles the two learning contexts for the sake of fostering autonomy about specialist and general approaches. He describes specialist approaches as all

types of deliberate programs that are not a part of the classroom instruction such as (training, strategy instruction, language advising or language counselling, and specific tools). Simultaneously, developing learners' autonomy is the primary aim of these programs. Conversely, general approaches interest in developing ways in which teachers encourage autonomous work in the classroom as well as autonomous learners.

2.2 Learner's Autonomy

The concept of learner's autonomy has received an important attention since its manifestation in the field of foreign language learning (FLL). The latter requires an active learner in the learning process. Several researchers attempt to define learner's autonomy even though there is no accurate definition. Holec (1981) sets the first formulation of learner's autonomy:

To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning, and to hold responsibility for all the decisions concerning all aspects of this learning. (p. 3)

Accordingly, an autonomous learner should be capable of:

- Taking responsibility to identify his own learning objectives.
- Determining contents and progression of his learning.
- Selecting the adequate techniques and strategies for his learning.
- Monitoring his acquisition operation.
- Evaluating what has been acquired.

Learner's autonomy requires the content of learning, which the learner independently identifies (Benson, 2001). Whereas, Scharle and Szabo (2000) indicate that learner's autonomy needs a mixture of learner's responsibility and positive involvement that are strongly interrelated. Besides, they pinpoint a set of skills and attitudes that any learner can obtain as essential aspects to be autonomous:

- Motivation either intrinsic or extrinsic as a prerequisite for learning.
- Self-confidence, which contributes in responsibility development.
- Focusing on the learning process rather than learning outcomes.
- Improving learning competencies.
- Developing a sense of cooperation with teacher and peers.
- Willingness to share learning experiences.
- Tracing clear, controlled and limited expectations.
- Accepting the new role, which is delegated from teacher to learner to achieve the task and make decisions.

Learner's autonomy is also denoted as the characteristics of an individual who freely exhibits an intentional behavior in learning practices (Ponton, 1999). Another worth mentioning definition of learner's autonomy refers to a broad subjective approach of learning; a self-directed approach where learners take control over their learning. They really engage in an active participation and contribute in their own progression (Chamot, et al., 1999).

Benson and Voller (1997) highlight three basic classifications for the notion of learner autonomy: 'Technical' learner autonomy, which is an act of learning a language outside the framework of an educational institution and without the intervention of a teacher. This type considers learner autonomy as a combination of capacities learners use outside the classroom

or in situation where they can learn at their pace and ease without the assistance of the teacher seeking independence. 'Psychological' autonomy a capacity that allows learners to take more responsibility for their own learning. A set of personal internal motives that motivate learners to take charge of their learning. 'Political' autonomy emphasizes the question of control; how learners are able to take control over what they target as learning objectives. This type promotes learners' freedom to select which learning strategy and style are suitable for them to take decision, and to be self-directed without taking into consideration any outside authority.

In this regard, Oxford (2003) develops Benson and Voller's (1997) model, which according to her needs socio-cultural or socio-cognitive type. Accordingly, cognitive and language development are generated from social interaction. Thus, autonomy is the fruit of the social interaction between individuals. The political critical version to learner autonomy receives high interest by Oxford (2003) who states that the political critical autonomy "involves obtaining access to cultural alternatives and power structures, developing an articulate voice amid competing ideologies" (p.79). This type promotes learners' freedom to select which learning strategy or style is suitable for him to take decision, and to be self-directed about their learning without taking into consideration any imposed power.

Given the fact that the concept of learner's autonomy concerns an important element in the learning activity, it is perceived as "a process concerned with the negotiation between teacher and learner in an atmosphere of genuine dialogue and collegiality" (Huang 2006, p.41). Accordingly, learner autonomy is a process whereby the reshaping of teacher and learner roles transfer the responsibility and decision making from the teacher to the learner since autonomy concerns the shift of the control over learning from teacher to learner. Similarly, Scharle & Szabo (2000) refer to a famous saying "you can bring the horse the

water, but you cannot make him drink” (p. 4) to highlight that a close relationship exists between autonomy and learners’ responsibility over their learning. Precisely, learners cannot be autonomous unless they take part to make decision about their learning. Hence, learner’s autonomy should be fostered by an interrelated contribution of both learners and their teachers.

2.2.1 Learner’s Autonomy and FLA

In addition to being an effective mechanism for a more learner-centred approach in terms of form and content, independent learning is very beneficial for the learner and for f (FLA) in particular. Little (1999 as cited in Barfield and Brown, 2007, p.7) determines three principles for a good language acquisition:

The principle of learner involvement entails that learners are brought to engage with their learning, and take responsibility for key decisions. The principle of learner reflection entails that they are taught to think critically about the process and content of their learning. The principle of appropriate target language use entails that the target language is the chief medium of teaching and learning.

Accordingly, little argues that by giving the learner opportunity to take decision about his learning (what to learn, how to learn it, what is the best style to achieve learning), he is given a chance to integrate language learning with his interesting and favourable topics. Thus, stimulating intrinsic motivation, and being responsible to take control over his own FLA. Inviting learners to reflect up on the content and the process of their learning pushes them to pay great consideration to the reason why they are studying the foreign language and to consider the way they use to conduct their learning. This mechanism contributes in reducing the over-reliance on short-term memory. Rather, it enables learners to develop some

functional techniques in order to retrieve and invest all the information acquired previously. More than this, learners assess whether they succeed or fail to acquire the language. Finally, the aim behind stressing appropriate target language use is not simply to practice and use the correct structure of the language in the class. However, FLA is a medium by which the learner can communicate effectively. Therefore, being autonomous learner when acquiring foreign language fosters communication proficiencies.

2.3 Autonomous Learning and Classroom Context

Several researchers endeavor to investigate autonomous learning in the classroom in terms of meaning and experiences. Most of them show that classroom-based approaches which target an ultimate promotion of autonomy are based on providing learners more opportunities to make decision in regards to the management of their own learning. With this in mind, Benson (2001) proclaims that best and positive results are obtained through experiments where learners have been encouraged to take control over the planning and evaluation of their classroom learning. Additionally, experiments have reached consensus and address the significance of fostering learners' autonomy within the classroom through some support by the instructors and by the collaboration of learners themselves. Hence, the findings show that learners are capable to develop the cognitive skills needed for their learning as being allocated the adequate opportunities to take decisions within the classroom.

Breen and Man (1997) attempt to link the implementation of autonomous language learning and the factors that motivate it within the classroom. They stated that the development of autonomy in this context can be perceived with reference to:

- (i) Learner's shift from one phase to the next
- (ii) Classroom group's shift from one phase to the next one
- (iii) Possible interaction between the learner and the group in each phase.

According to Breen & Man (1997), if learners socialize in a dependent relationship (teacher or classroom group), the learner shifts towards autonomy adopting two ways: either, counter-dependence through withdrawing from the group or opting for an autonomous learning. This step is necessary to realize a full autonomy through interdependent relationship with the other partners in the classroom. The autocratic classroom is a situation where the teacher is dominant and the role of the learner is minimized. The classroom where the autonomous learning is encouraged notices an active learner who relies on his own capacities to achieve and to realize his learning objectives. The following figure explains the evolution of autonomy in the classroom

Figure 2. 2 The Evolution of Autonomy in the Classroom

The learner	classroom group
Phase 1	phase 1
Dependent or counter dependent	Autocratic
Phase 2	Phase 2
Independent or individualistic	Anarchic, uncertain and fragmented
Phase 3	Phase 3
Independent	collaborative learning community

(Breen and Man, 1997, p.145)

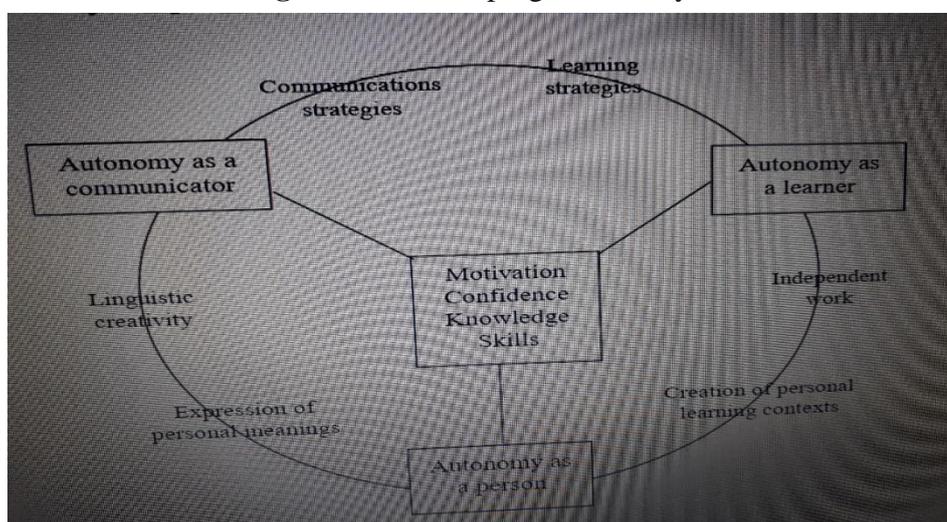
Dickinson (1992) sets that all learners need a formation to be independent of their teachers whose main role to encourage them. Moreover, it is teaching strategies' priority to take into consideration facilitating and promoting the process of autonomous learning. Whereas, Little (1995) and Dickinson (1987) explain that learners do not accept responsibility easily in formal context and do not easily reflect on their learning process. Hence, teacher should provide appropriate tools and enough opportunities to help learners practice and take control over their learning. Furthermore, Allwright (1988) suggests that the "seeds" of such process exists in the classroom where the teacher is required to encourage this independent behavior

of their students. Nunan (1997) also claims that classroom is the best place to encourage learners to shift towards autonomy. However, Benson and Voller (1997, p. 1-2) limit the concept of autonomous learning in five meanings:

- Situation in which learners study entirely on their own
- A set of skills in which can be learned and applied in self-directed learning
- An inborn capacity which is suppressed by institutional education
- The exercise of learners responsibility for their own learning
- The right of learners to determine the direction of their own learning

In this respect, Littlewood (1996) distinguishes three types of autonomy in language teaching/learning through a very instructive model. Autonomy as a communicator, autonomy as a learner and autonomy as a person. The main principle of this model is the combination of motivation, knowledge, confidence, and skills. This mode permits to form and regulate the various aspects of the overall strategies for helping students to develop self-reliance. Whereby, each two types of autonomy have two categories in between, which constitute common parts of the two autonomies concerned. As it is shown in the following figure 1.2 that explains the concept of developing autonomy in foreign language learning (Littlewood, 1996, p. 432)

Figure 2.3 Developing Autonomy in FLL



(Littlewood, 1996, p. 432)

In other quarter, Cottrall (2000) tackles the concept of implementing autonomy into langue courses. Hence, he suggests five principles that make it easy for both learners and teachers to set the transfer of responsibility and decision-making that fosters autonomous learning:

- The course's strategies and tasks reflect learner's goals.
- Course tasks are set according to a simple type of language learning process.
- Course tasks reproduce real world communicative tasks
- The course implements strategies to facilitate learners' performance; the course fosters learners' reflection on their learning.
- The course fosters learners' critical thinking.

2.4 Teacher's Role

Several studies show that teachers' style affects learners' motivation which in return affects learners' autonomy. Among these studies, a research conducted by Deci et al. (1991) who note that students in classrooms where teachers support autonomy display more intrinsic motivation, perceived competence, and self-esteem than do students in classrooms with controlling instructors. Therefore, they claim that students who are highly motivated during the learning task are those who elicit more autonomy support from their teachers. Whereas, those who are less motivated are over-controlled by their tutors. Equally important, Voller (1997) admits that teachers should have clear attitudes and beliefs concerning autonomous learning. Hence, teachers should play the role of facilitator, counselor, and resource. He also proposes three fundamental assumptions, which promote learners' autonomy:

- An autonomous learning requires a transfer of control from teacher to learner

- Course design should reflect autonomous learning purposes.
- Self-monitoring, observing and reflection upon the teaching strategies used and the nature of interaction and participation set up with learners.

The high necessity to reach an autonomous learning lead all participants in any educational operation to determine new roles and relationship between teachers and learners. To this end, Harmer (2001) sets up a framework of language teachers' role, i.e, an autonomous learning occurs when teacher plays the appropriate role among the following:

- ❖ **Controller:** symbolizes a teacher who is an instructor, tells what to do, and drills students on a regular basis. This type is not desirable for autonomous learning, as teacher plays the role of a guard rather than stimulating independent work.
- ❖ **Organizer:** symbolizes teacher who sets a variety of activities for students, gives guide lines, organizes small groups, and care about the understanding of the task. At the end, he/she comments and gives feedback. This role is useful to promote autonomous learning since learners are involved in the learning activity and learn independently.
- ❖ **Assessor:** is the quality of a teacher who provides feedback, evaluates and gives students grades. Teacher here should be objective following fair benchmarks. The advantage of this role is that autonomy-oriented teaching can be observable giving opportunity to learners to spot their weaknesses, and then proceed to an immediate remediation.
- ❖ **Prompter:** symbolizes a teacher who attempts to help learners when they encounter different hinders through prompting vocabulary or suggesting what to say. This role is not useful to encourage autonomous contribution as it provides ready solutions.

- ❖ **Monitor:** as the name implies, the role depends only on observing, monitoring, checking how students cope with their tasks, and giving them some advice. Here the emphasis is put on inferring details about students' learning based on monitoring. It is highly beneficial to reach autonomy if the role is played properly.
- ❖ **Counsellor:** the teacher who sets up a learning situation, pushes learners to achieve the task and contents with orienting them and offering some advice and counsel. It is desirable for enhancing independent learning, as learners participate to acquire knowledge.
- ❖ **Guide** is the most desirable and effective role that teachers should play to realize an autonomous learning. Here teachers give hints to learners and guide them to construct knowledge without overwhelming the teaching / learning process. Therefore, learners are given opportunity to take control over their learning and make the right decision as well.
- ❖ **Resource:** symbolizes a teacher who assists and supplies information for learners in case of preparing presentations and other kind of complex work. Under such conditions, the teacher can deliver important knowledge for them. This role is not desirable, since learners are lazy and less active. However, it may be significant for developing learners' autonomy if teachers play it moderately.

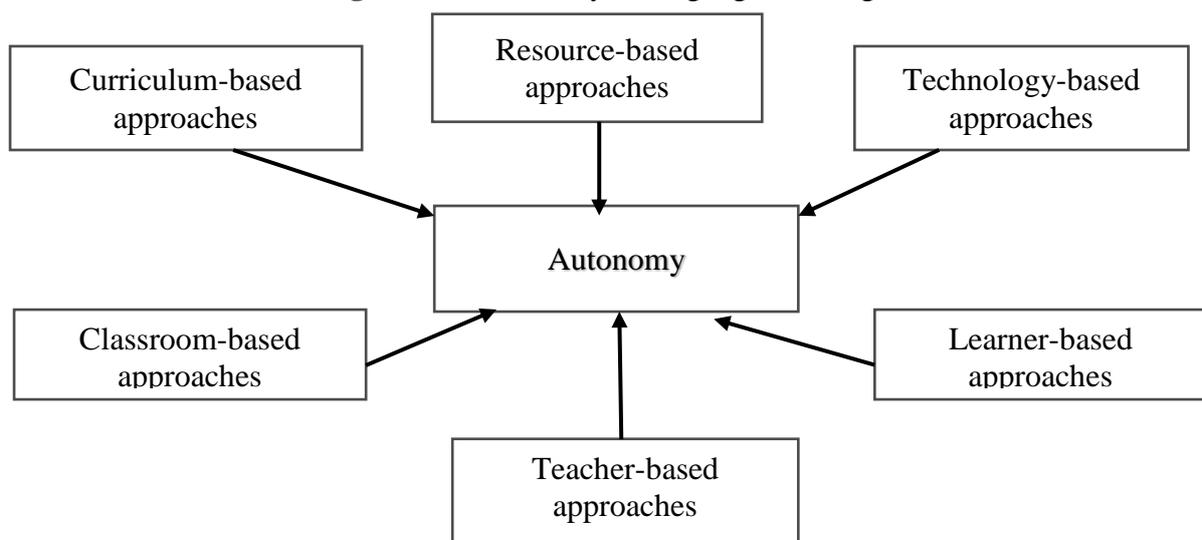
2.5 Approaches to Promote Autonomy in EFL Learning Languages

The necessity to reach a qualitative learning, education has noticed an important change from the classic conventional approaches to embrace communicative ones. Therefore, a new distribution of the roles is emphasized to allocate more centeredness to the learner which requires a good learner's autonomy and encouraging his responsibility over his own learning development. As a reaction to satisfy these needs and due to the consideration of autonomy,

Benson (2001) gives six approaches to the development of learners' autonomy as it is shown in the following figure:

- ❖ Resource based approach confirms the learners' ability to control his learning through independent use and selection of the learning materials and resources.
- ❖ The Curriculum based approach supports the learner's contribution and control over the syllabus content and design in addition to the teacher's ones.
- ❖ Technology based approach insists on the importance of the independent manipulation and interaction with technology materials during the learning process.
- ❖ Classroom-based approach emphasizes the learner's control over his learning inside the classroom. This approach highlights the teacher-learner's role in the classroom through enabling the learner to be responsible and able to take charge of his learning.
- ❖ The learner-based approach proclaims the development of independent learning skills, and strategies that promote the learner's autonomy.
- ❖ The teacher based approach states that teacher's appropriate development and education is required to foster learner's autonomy.

Figure 2.4 Autonomy in language learning.



(Benson, 2001, p.112)

As an attempt to offer some effective ways to foster autonomy, Harmer (2001) points out another beneficial instrument, Self-access centers (SACs) which can be useful for developing learner's autonomy. These centers grant opportunities to acquire all language skills, they may provide learners with dictionaries, reading texts, listening materials, computer software, and internet.

In spite of the constraints that may hinder teachers to conduct a course which targets an autonomous learner, many researchers suggest some approaches to design a course based on promoting learners' autonomy. Cotterall (1995) proposes the Course Strategy by Learner Autonomy:

She states that autonomy is not an extra addition to any existing learning profile, but it should be implied within the whole program. Accordingly, it is essential to foster autonomy within the language program not only just for a single course. Cotterall introduces a general structure of autonomy-based course, which includes the following components:

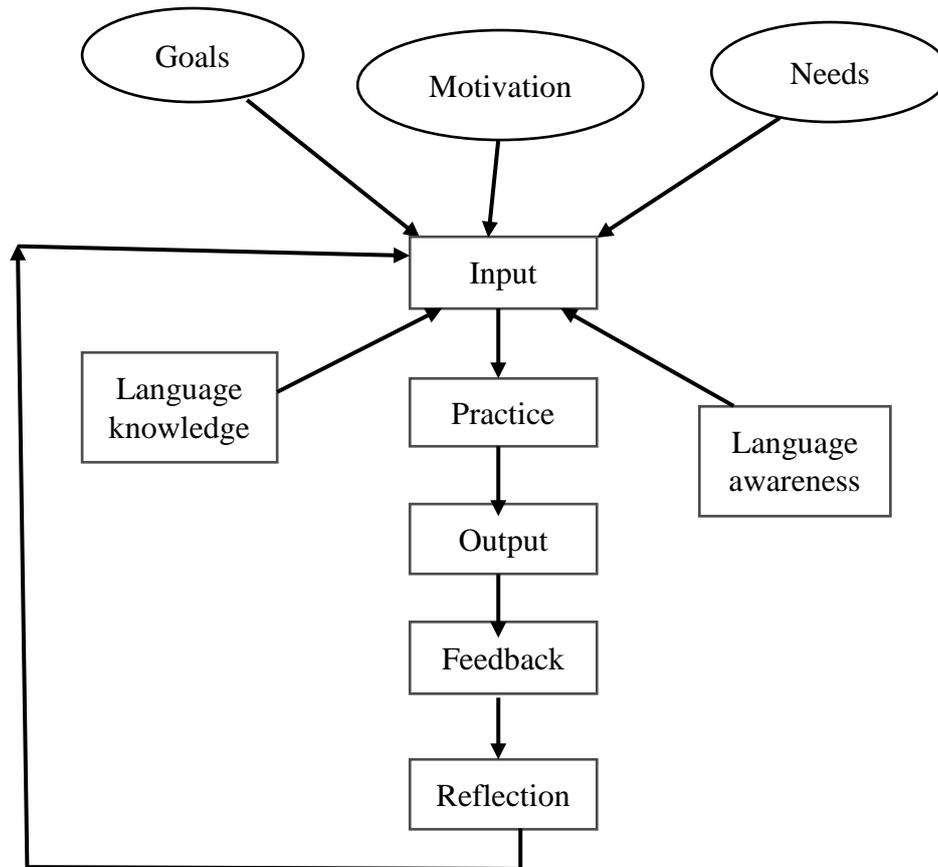
- 1) Learner-teacher dialogue to establish a personal relationship, assessing the learner's progress, and advising learners on their future study.
- 2) Learning a language study theme to encourage learners to explore the amount of language input, its use in the different tasks and practices as well as incorporating open discussions about their language learning and expectations.
- 3) Classroom tasks and materials, which aim to support learners' difficulties through remediation and follow-up classroom activities. Further tasks contain awareness raising to bridge between classroom context and the outside situation. Materials serve in encouraging learners to take the initiative to show the link between classroom tasks and learners' developing language competence.

- 4) Students records booklets, which contains two section, the first for self-assessment and the second for monitoring learning activities. This component aims to encourage learners to record the most important phases of the course and being more active to express their learning objectives and assessing their learning outcomes.
- 5) Self-access Centre represents supplying independent study tools and facilities such as self-study materials especially for learners who identify their learning needs and want to address them at their convenient time and their own pace.

Equally, for the aim to promote learners' autonomy, Cotterall (2000) proposes another course design that takes into consideration five principles. The latter, participate in the transfer of teacher/learners' roles and allocates more responsibility to learners. The course design should satisfy the coming requirements as it is mentioned in the following figure that shows a model of the language learning process:

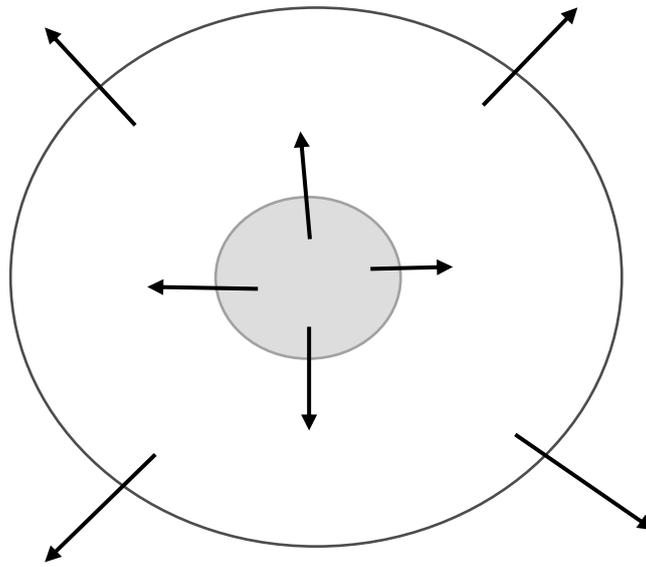
- a. The course language should reflect the learners' goals, tasks, and strategies.
- b. The course should be linked to a simplified model of learning process.
- c. Course tasks either provides a copy of a real-life communicative task or offer a rehearsal for such task.
- d. The course should include discussion and practice to facilitate learners' task performance.
- e. The course should fosters self-reflection on learning, to enable learners to reflect critically on their learning and evaluate the effectiveness of their learning progression.

Figure 2.5 Model of the Language Learning Process



(Cotterall, 2000, p.113)

For the same context, Mariani (1997) recommends a “teaching style” framework based on the quality and the quantity of challenge and support the teacher provides to develop learner’s autonomy. He considers that the interaction of these two elements interact with each other and produce a distinctive and a particular teaching style. The combination of these two elements shape a framework of four basic types discussed in terms of a teacher’s behavior and learner’s reaction; high support- high challenge, high challenge- low support, low support- low challenge and low challenge- high support. According to Mariani the balance between support and challenge is a constant process of decision making on part of a teacher and learners, he also stresses flexibility as a key factor for any change that may occur during the learning process. This framework is explained in the following figure:

Figure 2.6 Teaching Style Framework

(Van Lier, 1996, p. 190)

The inner circle refers to the knowledge that learners have already acquired and can do; it includes the information that they are familiar with. It describes the learners' actual stage of development. Whereas, the space beyond the outer circle represents the unfamiliar information, it refers to the knowledge and skills, which learners have not acquired yet. The outer circle separates the beyond space and the inner circle to form a bridge between the familiar and the unfamiliar knowledge. Accordingly, learning cannot occur beyond the outer circle, but rather it occurs within the outer circle since it has already occurred within the inner circle. Thus, promoting autonomy according to this framework tends to recommend teachers to work within the outer circle towards its borders. Working inwards leads to learners that are more passive and fosters learners' dependence. Concisely, the balance between challenge and support is done through constructing a framework around learners during the learning process and remove it while those learners are able to take charge and make an appropriate decision about their learning.

The researchers mentioned in theoretical approaches and frameworks have a common principle to put learner's autonomy into practice. They all agree on the idea that developing learner's autonomy is a process and its successful implementation depends on the interaction of the teacher/learner, which reduces the role of the teacher and gives more activeness to the learner. Thus, the teacher should select the appropriate approach, framework and course design by which learner can reach an autonomous learning.

Conclusion

As a matter of fact, the continuous evolution that education has seen, affects directly EFL learning. Therefore, the current conditions impose a new roles' repartition where the learner becomes the pillar and pivot of the teaching/learning operation. More precisely, the learners are given the responsibility of their own learning and they are able to self-direct their language learning process. These educational claims stress the crucial and desirable role that autonomy plays in learners' progression. Additionally, learners should be trained to become aware and skillful in using the appropriate techniques and strategies to take charge of their language learning. Obviously, learners in classrooms, where they are exposed to autonomous learning with the support of their teachers display intrinsic motivation, perceived competence, and self-esteem than did learners with fully controlling teachers. One cannot deny that teachers have a significant role to foster the development of learners' autonomy with a minimum contribution. Although, the concept of autonomy received a significant interest of scholars and researchers, it has seen several misconceptions and there is no final agreement on what autonomy is, the exact teacher and learner's roles, its implementation and what influence its development.

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Introduction

Since the two antecedent chapters deal with information about autonomy and BL, now it is possible to investigate teachers' and learners' attitudes towards the impact of BL on EFL learners' autonomy. Thus, the current chapter attempts to offer an accurate summary of the findings from teachers' and learners' questionnaires. Besides, it endeavours to analyse and explain the findings objectively in order to get results that are more reliable. More precisely, the results give insights about the relationship between the two variables and permit to confirm or reject the main hypothesis. As well as, they attempt to provide convincing responses to the research questions.

3.1 Students' Questionnaire

3.1.1 Population of the Study

The present research targets Master One students, the academic year 2018-2019, at the department of English, 8 Mai 1945 University, Guelma. Particularly, this level is selected for the reason that Master students are supposed to have a considerable background knowledge. Additionally, this category of students are competent enough to estimate their educational progression and express their attitudes and perceptions properly. Similarly, four years of university instruction can affect their learning experience. Certainly, the latter enables them to provide an important vision about the implementation of BL in EFL context. In addition to its impact on their autonomy, since they have already experienced the online learning inside and outside the classroom and the mixture of F2F instruction with virtual learning as well. Taking into consideration the preceding reasons, a sample of 106 students out of 165 is chosen randomly and 106 questionnaires have been administered to Master one students in five groups.

3.1.2 Description of Students' Questionnaire

The layout of this questionnaire is based on the theoretical part of the current research. It consists twenty questions structured under three main sections. Almost all questions are close-ended as they include a set of options which lead to quantitative findings. Otherwise, some questions give chance to students to share their personal ideas and opinions. Especially, if these ideas are not presented in the options list.

Section one is devoted to gather data about learners' attitudes towards BL, it contains eight questions. The four first questions are set to collect information about students' impression about their learning process and the use of internet for their learning. Furthermore, students are asked to give their perceptions about the integration of online learning and their tendency towards the integration of BL too. Questions from five to eight aim to get maximum statistics in regards to the implementation of BL with this category of students. These questions cover the use of online courses, e-books, videos, and websites for students' learning, and teachers' contribution to implement this type of learning.

Section two tackles learners' attitude towards autonomy. It encompasses six questions (from question nine to question fourteen). This part deals with autonomous learning in general as it covers questions that investigate learners' autonomy, teachers' assistance, and support to foster autonomy. Remarkably, this section also questions Master one students' perception towards their own autonomy and strategies that promote their autonomous learning.

Section three is the last phase of the present questionnaire. It comprises six questions (from question fifteen to question twenty). Concisely, this phase explores learners' opinions and views about the impact of BL on learners' autonomy in EFL classes. It also targets students' insights and suggestions about the association of online learning with F2F

instruction for enhancing their individual skills. Besides, this final part questions the possibility of minimizing teacher's role through implementing BL in EFL context. In sum, it inquires about learners' attitudes towards the impact of BL on learners' autonomy.

3.1.3 Administration of Students' Questionnaire

The administration of the questionnaire took place on Mai 13th, 2019 at the department of English, 8 Mai 1945 University, Guelma. The questionnaire has been distributed to five groups and it has been answered immediately. The overall process took 25-30 minutes. It also went easily without any objection from the part of both teachers and students. Obviously, students did not encounter any ambiguity, as the questionnaire has been revised and corrected for three times. Teachers welcomed the administration of this questionnaire and they had a noticeable cooperation.

3.1.4 Data Analysis and Interpretation

3.1.4.1 Analysis of Results and Findings of Students' Questionnaire

Section One: Students' Attitudes towards BL

Question One: What is your impression about your learning process? (More than one option)

Boring	
Stimulating/ exiting	
Motivating	
Interesting	

Table 3.2*Students' Impression about their Learning Process*

Options	Number (N)	Percentage (%)
Boring	03	03%
Motivating	47	44%
Interesting	56	53%
Total	106	100%

The findings that are shown in the table 3.2 indicate that the vast majority of students (53%) have a good impression about their learning process. This category find their learning process interesting which implies that either university provides a good and an important learning environment for them, or the instructional strategies make the learning process enjoyable. (44%) of students state that their learning process is motivating which may suggest that their learning integrates elements that are attractive. Only three students are not satisfied about their learning process where they feel boring. This may be due to their passiveness and lack of studiousness. As it may also denote an imposed administrative choice.

Question Two: Are you **with** or **against** using internet in your learning process?

With Against

Table 3.3*Students' Use of Internet in Learning Process*

Option	Number (N)	Percentage (%)
With	101	95%
Against	05	05%
Total	106	100%

The table 3.3 indicates that the absolute majority of students (95%) opt for the use of internet in their learning process. This suggests that internet is very useful and they really incorporate it while making studies. By contrast, few students (5%) point out that they are against its use for their educational process. This may be due to the fact that some students have no access to internet or they do not master computer and technology-based tools.

Question Three: Do you agree that integrating online learning in EFL classrooms is essential for a successful and effective learning process?

Table 3.4

Effectiveness of Online Learning on the Development of Learning Process

Options	Number (N)	Percentage (%)
Strongly agree	12	11%
Agree	90	85%
Neither agree or disagree	03	03%
disagree	01	01%
Total	106	100%

Referring to the impact of the online learning, a significant percentage of students (85%) which presents almost the whole majority choose the option agree while (11%) opt for strongly agree. This implies that students recognize the paramount importance of integrating online learning. They also avow that online learning serves highly their studies success. Very low percentage of students (3%) select neither agree nor disagree. This denotes that they do not have an idea about the impact of integrating online learning in EFL classrooms. Only one student chooses disagree, this might mean that he/she does not know how to get maximum benefits from online learning.

Question Four: If you are given the choice to be exposed to the following types of learning, which one do you opt for?

Traditional Face to face learning online learning Blended learning

Table 3.5

Students' Options for their Learning Process

Type	Number (N)	Percentage (%)
Traditional F2F	49	46%
Online	06	06%
BL	51	48%
Total	106	100%

As indicated in table (3.5), almost half of students (46%) choose traditional F2F learning. However, more than half of them (48%) opt for BL. This indicates that students prefer BL as a type of learning process. Additionally, this might mean that they are aware about this educational instruction. This significant percentage also interpret that students enjoy learning in such environment to benefit from both F2F and virtual instruction as well. Opting for F2F type implies that students still prefer to learn in the presence of the teacher to overcome any kind of challenges that they may encounter immediately. It can be returned to the lack of an online access too. Only six students declare that they would select online learning, which suggests that they do not enjoy classroom time or they are employees. The fact that impeaches them to attend classroom sessions.

Question Five: Do your teachers suggest online courses and quizzes, e-books, videos, websites... for your learning?

Always Sometimes Never

Table 3.6

Teachers' Suggestions of Online Elements

Frequency	Number (N)	Percentage (%)
Always	71	67%
Sometimes	35	33%
Never	00	00%
Total	106	100%

The table 3.6 displays the frequency of teachers' contribution to implement online elements. Less than half of students (33%) admit that their teachers sometimes suggest online elements like e-books, and websites. This indicates that teachers dominate the teaching/learning operation, and rely completely on themselves to achieve their educational tasks. This also might imply that either teachers do not master technology-based tools or they rarely use online sources for their teaching. However, a majority of students (66%) admit that their teachers always suggest online sources. This might mean that teachers try to motivate and involve their students in their learning process through suggesting various online elements. Accordingly, teachers aim to mobilize their students and attempt to reduce their passivity. No one of the students opt for never which means that teachers' suggestion of online elements varies from one teacher to another.

Question Six: Do your teachers help you when you have any online learning misunderstanding or challenges?

YES NO

Table 3.7*Teachers' Contribution to Overcome Online Learning Hinders*

Option	Number (N)	Percentage (%)
Yes	101	95%
No	05	05%
Total	106	100%

Concerning teachers' contribution to implement BL table (3.7), an important percentage of students (95%) assert that teachers do not hesitate to help students overcome the different online challenges and hinders which they encounter while making an online learning. This suggests that teachers acknowledge the importance and benefits of mixing F2F instruction with virtual learning for them as teachers and for their students too. A very low number of students (5%) declare that teachers refuse to provide help in such situation. This may be returned to teachers' lack of time or students themselves who do not persist to get more explanation and clarification for their misunderstanding.

Question Seven: If yes, how many of them do that?

Some of them the majority All of them

Table 3.8*Expected Teachers' Contribution to Overcome Online Learning Hinders*

Extent	Number (N)	Percentage (%)
Some of them	05	05%
The majority	101	95%
All of them	00	00%
Total	106	100%

As shown in table (3.8), no student confirms the overall contribution of teachers to clarify the different online learning ambiguities. By contrast, only (5%) students confess that some of the teachers do. A considerable percentage of students (95%) declare that the majority of students help them surpassing their online learning barriers. This implies that teachers recognize the crucial importance of their contribution, since they prioritize incorporating online elements in the teaching/learning process rather than relying only on traditional F2F classroom instruction. These statistics also may interpret that teachers' contribution varies from one teacher to another, which may be due to teachers' commitments.

Question Eight: Do your teachers encourage you to participate in virtual learning forums?

Always Sometimes Never

Table 3.9*Teachers' Suggestion of Virtual Learning Forums*

Frequency	Number (N)	Percentage (%)
Always	98	92 %
Sometimes	08	08%
Never	00	00%
Total	106	100%

According to the findings displayed in the preceding table, (08%) of students avow that their teachers sometimes urge them to learn via virtual forums. This means that some teachers do not value this type of learning. Whereas a vast majority of them (92%) agree that their teachers always invite and encourage them to participate in virtual learning forums. This implies teachers' high appreciation for their students to take part in this genre of forums. No student selects the option never. This indicates that teachers really propose such way of learning variously.

Section Two: Learners' Attitudes towards Autonomy

Question Nine: During your learning process, who is more active?

You your teacher

Table 3.10

Learners' Autonomy

Option	Number (N)	Percentage (%)
You	74	70%
Your teacher	32	30%
Total	106	100%

Findings shown in table 3.10 reveal that more than half of students (70%) agree that they are more active than their teachers. This suggests that master one syllabus that is based on students' presentations and researches allocates them more activity and responsibility. More evidently, less than half of students (30%) state that their teachers are more active during their learning process. This implies teachers' dominance over the teaching/learning process or students' unwillingness to reduce their passivity against an active role.

Question Ten: As an Autonomous Learner, how do you describe yourself?

a- You are a motivated learner	
b- You self-regulate your learning	
c- You are a responsible learner	
d- You are a decision maker	
e- Other	

Table 3.11

Traits of Autonomous Learner

Trait	Number (N)	Percentage (%)
A	20	19%
B	03	03%
C	23	21%
D	19	18%
E	01	01%
A+C	21	20%
A+D	19	18%
Total	106	100%

As it is displayed in table (3.11), a significant percentage of students (19%) assert that autonomous learners are motivated. This insinuates that autonomous learners have sufficient motivation, which offer them a great willingness to engage in their learning process. Another considerable percentage of students (21%) admit that autonomous learners are responsible. This means that students acknowledge the significance of responsibility and being

responsible to take control over their learning without relying on their teachers. (18%) of students agree that autonomous learners are decision makers. This might imply that autonomous learners are able to make the right decision about their learning, and they know what and how to learn. Only few students (3%) opt for self-regulator. This denotes that autonomous learners are able to select and deal in purpose with what to learn. Only one student chooses other traits. They state that autonomous learners can learn independently and they do not need teachers to offer them knowledge. Whereas, a significant percentage of students (20%) select both options; motivated and responsible. Another considerable percentage of students (18%) agree that they are motivated and decision makers. This might suggest that learners recognize the importance of motivation and believe in their abilities and capacities to rely on themselves when seeking knowledge.

Question Eleven: Do your teachers motivate you to be an autonomous learner?

YES NO

Table 3.12

Expected Teachers' Contribution to Encourage Autonomous Learning

Option	Number (N)	Percentage (%)
Yes	106	100%
No	00	00%
Total	106	100%

Concerning teachers' contribution to encourage autonomous learning, all students (100%), assert that their teachers motivate them to participate and make decision about their learning process. This suggests that students acknowledge that teachers look for an autonomous learning. This also might reflect that teachers respond to the requirement of the actual

educational shift, seeking for students that are more autonomous and responsible. Vice versa, no student among the target sample responds by no, which means that indeed teachers' first aim is forming a student who is able to take control over his/her own learning.

Question Twelve: If yes, what do your teachers do to enhance your autonomous learning?

A-Selecting the learning materials (technology, internet, records...)	
B-Selecting interesting tasks and activities	
C-Invite you to take charge of your learning	
D-All of them	

Table 3.13

Teachers' Strategies to promote Autonomous Learning

Strategy	Number (N)	Percentage (%)
A	42	40%
B	16	15%
C	42	40%
D	06	05%
Total	106	100%

As shown in table (3.13) which describes strategies teachers adopt to implement an autonomous learning, a significant percentage of students (40%) argue that teachers select the learning materials. This denotes that they are aware that their teachers make effort to provide

them with the appropriate materials for a successful learning process. Few students (15%) admit that teachers select more interesting tasks and activities which means that students recognize the importance of teachers' endeavour for attracting their attention to engage them in the learning task. The same percentage of students (40%) declare that teachers invite them to take charge of their learning. This suggests that students estimate the fact that teachers try to enhance their autonomous learning through involving them in the learning operation. This also explains that teachers intend to give more responsibility to students over their learning. Low percentage of students (5%) state that teachers employ all the mentioned strategies which might point out that students can distinguish and evaluate teachers' strategies that seek to promote their autonomy.

Question Thirteen: In your opinion, which role do your teachers play?

Controller	
Organize	
Facilitator	
Monitor	
Resource	
Guide	

Table 3.14*Teachers' Role in EFL Classrooms*

Role	Number (N)	Percentage (%)
Controller	06	06%
Organizer	06	06%
Facilitator	42	39%
Monitor	06	06%
Resource	10	09%
Guide	36	34%
Total	106	100%

As mentioned in table (3.14), the majority of the students (39%) avow that teachers play the role of a facilitator. This might mean that students value the position of their teachers as facilitators to make the learning activity as easy as possible without overwhelming it. Around (9%) of students state that their teachers play the role of a resource. This indicates that a number of students depend highly on their teachers to obtain information. Only (6%) of students admit that their teachers play the role of organizer, which insinuates that teachers are interested in keeping good classroom management. The same number of students (6%) assume the role of monitor for their teachers. This denotes that learners distinguish the different roles that their teachers play. Students appreciate their teachers' contribution to monitor, assess, and provide an accurate feedback attaining a successful learning. Equally, a percentage of (6%) of students agree that their teachers are playing the role of controller. This may implies that teachers still dominate the teaching/learning process. Another explanation may allow more responsibility to students who show reluctance instead of responding positively to foster their autonomy. A significant percentage of students (34%) confess that

teachers play the role of guide. This might point out that teachers shift instructor-centred process towards learner-centred one. Thus, teachers tend to obtain an autonomous learner.

Question Fourteen: In your opinion, what can foster your autonomy?

Learners' individual learning styles	
Teachers' minimized role	
Learners' motivation	
Integration of technology	

Table 3.15

Students' Views about Strategies that Foster Autonomy

Factor	Number (N)	Percentage (%)
Learners' individual learning styles	28	26%
Minimizing teachers' role	24	23%
Learners' motivation	33	31%
Integration of technology	21	20%
Total	106	100%

When asked about factors that can foster their autonomy, a significant percentage (26%) of students admit that learner's individual learning styles affect their autonomy. This might point out that students believe in their individual learning styles to promote their abilities to take control over their knowledge acquisition. Less than a half of the target population (23%) state that minimizing teachers' role contribute to their autonomy. This implies that students

are aware of the importance of reducing teachers' interaction during their learning process. Therefore, they can be more engaged and make decision about what and how they want to learn. A majority of students (31%) assert that learners' motivation enhance their autonomy. This insinuates that students acknowledge the great impact of motivation which enables them to develop their individual skills to take responsibility of their learning task. (20%) of students agree that the integration of technology leads to an autonomous learning. This indicates that students recognize the significance of using technology while learning to foster their self-independence.

Section Three: Learners' Attitudes towards the Impact of BL on Learners' Autonomy

Question Fifteen: Do you think that integrating online learning in EFL classrooms motivate you to become engaged and autonomous?

YES NO

Table 3.16

Expected Students' Perceptions about Online Learning and Autonomy

Option	Number (N)	Percentage (%)
Yes	98	92%
No	08	08%
Total	106	100%

Concerning the relationship between integrating online learning in EFL courses and autonomy table (3.16) displays the following findings: a vast majority of students (92%) avow that indeed integrating online learning in EFL classrooms positively affect the

autonomous learning. This implies that students are aware of the paramount importance of incorporating elements of online learning to self-direct and self-regulate what to learn. Likewise, using virtual material allows EFL learners to reach a considerable level of self-independence. Very few students (8%) admit that the integration of online learning does not fit the process of promoting autonomy. This might point out that students ignore the significant impact of integrating an online learning in EFL classes to promote their autonomy. This also may suggest that these students have not experienced such learning environment before.

Question Sixteen: Do you consider BL as time consuming?

YES NO

Table 3.17

Drawback of Blended Learning

Option	Number (N)	Percentage (%)
Yes	23	22%
No	83	78%
Total	106	100%

As mentioned in table (3.17), a significant majority of students (78%) admit that BL has no drawbacks. This implies that students are aware of the effect of BL on their educational path. Students distinguish between BL's flaws and advantages. More precisely, they value the integration of BL for the promotion of their individual learning skills. Twenty-three students (22%) opt for yes, which might mean that these learners are employees and BL needs time. This also might insinuate that those students have not access to internet.

Question Seventeen: Do you think that blended learning reduces teachers' role in EFL classrooms?

YES NO

Table 3.18

BL and Teachers' Role

Option	Number (N)	Percentage (%)
Yes	71	67%
No	35	33%
Total	106	100%

As it is shown in table 3.18, a majority of students (87%) agree that the provision of BL in EFL classes reduces teachers' role. This may suggest that students recognize the crucial impact of BL on the development of their independent contribution to learn. Thus, teachers' interaction will be reduced. However, (33%) percentage of students assert that BL does not affect teachers' role. This might point out that they prefer conventional F2F ways or they depend completely on their teachers to get knowledge. This may suggest that students disregard the importance of BL in affecting the teacher/learner interaction too.

Question Eighteen: Do you think that BL offers you the best of both environments (Face-to-face and online) to enhance your individual learning skills?

YES NO

Table 3.19*Expected Students' Views about the Impact of BL on Learning Skills*

Option	Number (N)	Percentage (%)
Yes	70	66%
No	36	34%
Total	106	100%

Concerning the relationship between BL and the development of learners' individual learning skills, table (3.19) shows that a considerable majority (66%) of students select yes. This denotes that students acknowledge the advantages of BL as it provides maximum benefits of both (F2F instruction and online learning) to promote their different learning abilities. Whereas, (33%) of students opt for no. This might mean that they ignore the effect of BL in enhancing their learning skills.

Question Nineteen: What is your opinion towards the impact of BL on your autonomy?

Positive Negative

Table 3.20*Students' Attitudes towards the Impact of Blended Learning on Learners' Autonomy*

Impact	Number (N)	Percentage (%)
Positive	97	92%
Negative	09	08%
Total	106	100%

When asked about the impact of BL on learners' autonomy, a vast majority of students (95%) argue that BL has a paramount effect on their learning autonomy. This implies that students favor BL as a learning approach in comparison to a solo traditional one. This also

might mean that students are aware of the effectiveness of BL to foster their self-independency for learning. Few students (5%) state that BL has a negative impact on their autonomy, which might indicate that they have no idea about it or they prefer learning via classic educational ways. This also may suggest that those students cannot dispense with teachers' dependency to learn. It might also interpret students' reluctance towards either F2F classroom attendance or making an online learning.

3.1.4.2 Summary of Results and Findings of Students' Questionnaire

Concerning learners' attitudes towards BL (section one), the majority of students express good impression about their learning process, over a half of them find it interesting and almost half find it motivating. This suggests that they are satisfied about their educational environment. These findings show students' high appreciation to the integration of internet during their learning process. Moreover, they prefer the concept of mixing F2F instruction and online learning instead of opting for each alone. Equally important; students value their teachers' contribution to implement BL's elements through suggesting various online courses, e-books, websites and virtual forums. Besides, they agree that the majority of their teachers are willing to help them overcoming their learning hinders. The findings also denote that students are experiencing a learning environment that incorporates both traditional instruction and virtual interaction. This also denotes that students manifest a great willingness towards BL to enrich their knowledge and to develop their individual learning skills.

Section two deals with learners' attitudes towards autonomy. It reveals a significant majority of students who declare that they are more active during the learning process when compared with their teachers. Findings about autonomous learner traits (table 3.11) indicates that the majority of students assert that they are responsible, motivated, and decision makers, which means that they acknowledge the necessity of responsibility and motivation for the

effectiveness of their learning. Less than half state that they are self-regulated. Hence, they possess a strong self-confidence to achieve their own learning. An absolute majority of students estimate their teachers' contribution to attain an autonomous learning. A significant percentage of students in (table 3.13) affirm that their teachers select the adequate learning tools. Similar percentage of students confess that their teachers attempt to engage them to take control over their learning. Only few students agree that teachers set more interesting tasks and activities to implement an autonomous learning. This means that students enjoy an appropriate learning environment, which provides the indispensable elements for the attainment of an autonomous learning. Additionally, this indicates that teachers shift toward the new focus and embrace learner-centeredness, which targets students' autonomy. Table (3.14) displays that a majority of students are assuming that teachers play the role of facilitator which does not contradict other findings' data table (3.12) where students declare the intensive contribution of their teachers to implement autonomous learning. Surprisingly, Findings indicate that the same percentage of students agree that teachers play the role of controller, organizers, monitors and resource. This may be because students misunderstand the meaning of the attributed roles. Obviously, teachers cannot make all these functions at the same time. These results indicate that students are aware about the importance of their teachers' support to promote their individual autonomy in general and their autonomous learning in particular. As it is shown in the previous students' answers, a noticeable percentage of students agree that they should develop their learning styles and increase their motivation. This means that students need to be encouraged and mobilized to enhance their individual learning skills. They also strongly believe in their capacities to achieve their learning objectives.

Section three deals with learners' attitude towards the impact of BL on learners' autonomy. Almost all students admit that autonomy is fosterable through the integration of

online learning in EFL classes. A vast majority of students also deny that BL is a time consuming which means that they have already experienced it. These findings indicate that the sample under study is appropriate for the actual research. Concerning BL and teachers' role (table 3.18), a remarkable number of students declare that implementing BL contributes in minimizing teachers' role. This means that students recognize the significant impact of BL's integration on their autonomous learning. Precisely, BL helps in alternating learners and teachers' roles. It offers more activeness to learners against a reduced role for teachers. Less than half of the questioned students state that BL does not affect teachers' role. The analysis of findings (table 3.19) shows that over a half of students respond positively concerning the relationship between BL and the acquisition of learning skills. This indicates that adopting BL as a learning process boosts and reinforces the students' abilities to access knowledge. Identically, almost all students agree about the positive impact of BL on their autonomy table (3.20). Students suggest different answers to emphasize the effectiveness of BL. Such as providing the best of both learning environments (F2F instruction and online learning), enabling learners to overcome the possible learning challenges, with BL reducing learners' dependence. In light of the previous results, it is necessary to highlight that students value BL and believe that it has a crucial impact on learners' autonomy.

3.2 Teachers' Questionnaire

3.2.1 Population of the Study

The concepts of using internet and promoting autonomy do not concern students only. Teachers also are invited to show their attitudes towards the impact of BL on learners' autonomy. They belong to the department of English, 8 Mai 1945 University, Guelma. Moreover, it is important to note that only 21 out of 51 teachers answered my questionnaire.

They also welcomed the idea and were very cooperative. This questionnaire is handed out randomly without any distinction or taking into consideration teachers' speciality.

3.2.2 Description of Teachers' Questionnaire

The design of this questionnaire is grounded on the theoretical part of this research. It comprises nineteen questions, which are categorized into three main sections. The large portion of the present questionnaire is set of close-ended questions, the fact that leads to quantitative findings. Whilst only six questions are open-ended aiming for more qualitative results. Furthermore, it treats a sample of Algerian EFL teachers in real instructional situations, which make the nature of the findings more tangible. Therefore, it will be possible to deduce teachers' attitudes towards the relationship between BL and autonomy.

Section one deals with teachers' attitudes towards BL. Questions (one, two, and three) attempt to get more information about teachers' usage of online resources in their teaching. Question four aims at eliciting teachers' opinions concerning the significance of BL to make students meet the learning objectives. The last question in this part explores whether or not teachers contribute in clarifying learners' ambiguities that they face when making an online learning.

Section two examines teachers' attitudes towards learners' autonomy. Question seven tackles teachers' role in EFL classes during their teaching. While question eight is set to deduce teachers' views about learners' engagement in the learning process. Questions nine and ten attempt to treat teachers' contribution and the main strategies they adopt to foster learners' autonomy. The last questions in this phase investigate teachers' opinions about the role that they play, as well as, teachers' perceptions towards EFL learners' autonomy.

Section three is devoted to tackle teachers' attitudes towards the impact of BL on learners' autonomy. Question thirteen examines the degree of learners' dependence on their teachers. Similarly, question fourteen attempts to explore the extent of learners' positive response to BL. Question fifteen investigates teachers' endeavour to look for new ways and strategies to implement BL. Questions sixteen and seventeen deal with teachers' perceptions towards the advantages of BL in favor of implementing learner-centeredness and enhancing EFL learners' autonomy in general. Question eighteen explores teachers' attitudes towards the impact of BL on their students' autonomy in particular. Finally, question nineteen is set to get further information about the topic as it gives opportunity to teachers to add other suggestions or recommendations.

3.2.3 Administration of Teachers' Questionnaire

The administration of this questionnaire has no precise date; it started on Mai 19th, 2019 at the department of English, 8 Mai University, Guelma. This operation lasted for five days. It is important to point out that it was not easy to get immediate answers from all teachers mainly due to the factor of time, as it was Ramadan schedule. Hence, some teachers asked even for an electronic version of the questionnaire and sent it later via email. Teachers who dealt with the present questionnaire were satisfied in terms of the degree of questions' length, content and explicitness.

3.2.4 Data Analysis and Interpretation

3.2.4.1 Analysis of Results and Findings of Teachers' Questionnaire

Section One: Teachers' Attitudes towards BL

Question One: Do you use online resources and materials in your teaching

YES NO

Table 3.21*Teachers' Use of online resources*

Option	Number (N)	Percentage (%)
Yes	20	95%
No	01	05%
Total	21	100%

As it is shown in table 3.21, almost all teachers (95%) admit that they make use of different online resources and materials. This might imply that teachers tend to use instantaneous information that is up-to-date. Only one teacher opts for no, which may mean that he/she has no access to internet or he/she does not master the computer-based skills and prefers old methods.

Question Two: If yes, how often do use it?

Always	
Often	
Sometimes	
Rarely	
Never	

Table 3.22*Frequency of Teachers' Use of Online Resources*

Frequency	Number (N)	Percentage (%)
Always	11	52%
Often	09	43%
Sometimes	00	00%
Rarely	01	05%
Never	00	00%
Total	21	100%

Findings shown in table (3.22) reveal that (52%) of teachers always use online resource in their teaching, whereas (43%) of them choose often. This indicates that teachers are aware of the importance of integrating online resources in their teaching. Only one teacher confesses that he/she rarely uses the available resources in internet for his/her teaching. This might be explained by a lack of internet access or disfavoured such resources.

Question Three: What are the main resources that you use in your EFL classes?

Online courses and quizzes	
e-books, e-videos	
e-learning websites	
Virtual learning forums, chats	

Table3.23

Teachers' Main Used Resources in EFL Classes

Online resource	Number (N)	Percentage (%)
Online courses and quizzes	05	24%
E-books, e-videos	06	29%
E-learning websites	07	33%
Virtual learning forums, chats	03	14%
Total	21	100%

Concerning the main used resources, table (3.23) shows that significant percentages of teachers (29%, 33%) select e-books, e-videos and e-learning websites respectively. This denotes that the majority of teachers value these resources and recognize the importance of integrating them in their teaching. Five teachers out of twenty-one opt for online courses and quizzes. Besides, six of them choose virtual learning forums and chats. This suggests that teachers appreciate virtual education.

Question Four: Do you think that BL is paramount to make your students meet the learning objectives?

YES NO

Table 3.24

Expected Teachers' Perceptions towards the Impact of BL on Learning Objectives

Option	Number (N)	Percentage (%)
Yes	21	100%
No	00	00%
Total	21	100%

Table 3.24 indicates that teachers' attitudes towards the impact of BL on the attainment of learning objectives. All teachers agree that BL is paramount to make students meet the learning objectives. This means that teachers have already experienced the implementation of BL in their teaching. Thus, they recognize its advantages. None of teachers opt for no, which means that it is evident that BL is beneficial for realizing the target learning outcomes.

Question Five: Do you assist online learning discussions with your students through social media, messengers..?

YES NO

Table 3.25*Expected Teachers' Interaction through Social Media*

Option	Number (N)	Percentage (%)
Yes	03	14%
No	18	86%
Total	21	100%

As shown in table (3.25), the majority of teachers (86%) respond by no. This indicates that teachers are against such type of teaching/learning interaction. This also may suggest that teachers avoid this kind of discussions and they prefer to keep certain level of formality when they deal with their learners. Only (14%) of teachers select yes, which means that low percentage of teachers appreciate assisting online discussions with their students. This also may indicate that these teachers do not rely only on F2F instruction. Therefore, they opt for online discussions via social media to consolidate and reinforce their teaching.

Question Six: Do you devote sessions for a classroom support if your learners face some online learning hinders?

YES NO

Table 3.26*Teachers' Support to Encourage and Implement BL*

Option	Number (N)	Percentage (%)
Yes	20	95%
No	01	05%
Total	21	100%

Almost all teachers (95%) affirm that they devote sessions for classroom support when learners face online learning challenges. This denotes that teachers value the importance of online learning and recognize the possible challenges that may be generated. This also suggests that teachers attempt to encourage students to go through this type of learning. Only one teacher asserts that he does not provide learners with necessary explanation when it is ambiguous for them. This might imply that the syllabus is long and teachers are limited by time.

Section Two: Teachers' Attitudes towards Learners' Autonomy

Question Seven: Which role do you play during your teaching?

1-Controller 2-Monitor 3-Counsellor 4-Guide

Table 3.27

Teachers' Role in EFL Classrooms

Role	Number (N)	Percentage (%)
1	00	00%
2	02	10%
3	02	10%
4	07	33%
2+4	07	33%
3+4	03	14%
Total	21	100%

When asked about their roles during their teaching, almost all teachers (33%) admit that they play the role of a guide, which insinuates that they respond highly to the requirement of the learner centeredness. Around (10%) of teachers state that they are counsellors. This might point out that teachers really tend to form an autonomous learner. The same percentage of teachers (10%) assume that they are monitors. This might denote that teachers attempt to avoid dominating the teaching/learning process but rather involving learners and being content with monitoring and checking the learning activity. (33% and 14%) of teachers agree that they play the role of monitor/guide and counsellor/guide respectively. This might denote that teachers are aware of the significance of these roles to reach the learning objectives as well as the professional development. None of the teachers allocates the role of controller to himself. This can confirm that teachers abandon the teacher-centeredness concept.

Question Eight: Do your learners take part in their learning?

YES NO

Table 3.28

Expected Teachers' Views Concerning Learners' Interaction

Option	Number (N)	Percentage (%)
Yes	21	100%
No	00	00%
Total	21	100%

In regards to learners' interaction (table 3.28), all teachers (100%) agree that learners take part in the learning process. This indicates that teachers do not dominate the teaching/learning process, and they give more opportunities to their learners to engage in the learning activity.

Question Nine: If no, do you motivate them to participate in their learning?

YES NO

Table 3.29

Teachers' Contribution to Boost Learners' Engagement

Option	Number (N)	Percentage (%)
Yes	21	100%
No	00	00.00%
Total	21	100%

As it is indicated in table (3.29), all teachers state that they are willing to encourage and motivate learners to engage in their learning process. This suggests that teachers' optimal goal is the embodiment of an autonomous learning.

Question Ten: What are your strategies to foster your learners' autonomy?

Selecting the learning materials (technology, internet...)	
Selecting interesting tasks and activities	
Inviting learners to take charge of their learning	
Minimizing your role	

Table 3.30*Teachers' Strategies to Foster Learners' Autonomy*

Strategy	Number (N)	Percentage (%)
Selecting the learning materials (Technology, internet...)	03	14%
Selecting interesting tasks and activities	02	10%
Inviting you to take charge of your learning	09	43%
Minimizing your role	07	33%
Total	21	100%

Table (3.30) shows findings about strategies that teacher use to foster learners' autonomy. Over a half of teachers (43% and 33%) admit that the most efficient strategies are inviting learners to take charge of their learning, and minimizing their roles respectively. This might denote that teachers target learners' autonomy through allocating to them more responsibility over their learning in comparison to themselves. A significant percentage of teachers (14%) assume that integrating technology and internet develops learners' autonomy. This indicates that teachers recognize the importance of using internet and technology-based tools to develop learners' autonomy. (10%) agree that selecting interesting tasks and activities promotes learners' self-independence, which means that teachers recognize that this strategy is beneficial to enhance learners' individual skills.

Question Eleven: In your opinion, which role should you play to foster your learners autonomy? Please explain

The aforementioned question is set to determine the necessary role that teachers should play vis-à-vis the promotion of learners' autonomy. It also aims at confirming findings in

tables: (3.12, 3.14, 3.27, 3.28, and 3.29) concerning teachers' roles and contribution to implement and foster autonomous learning that serves the actual research. Eight teachers state that the teacher should play the role of monitor and facilitator. Accordingly, they argue that the teacher should involve his/her students in the learning process by making this latter smooth and simple. Then, he/she checks and assesses the learning operation. Whereas, all teachers admit that they should play the role of a guide. Thus, they argue that they should give hints and clues to learners and let them learn by themselves. Teachers in this situation guide, orient, and counsel learners while they are achieving their learning task. With this in mind, the previous findings do not oppose or contradict precedent findings in (tables 3.12, 3.14, 3.27, 3.28, 3.29 and 3.30), which confirm that teachers work hard to apply learner-centred context where learners' autonomy is strongly targeted.

Question Twelve: do you think that autonomy is indispensable for EFL learners? Please explain

The aim of this question is getting teachers' views about the indispensability of EFL learners' autonomy. Although all teachers agree about the paramount importance of autonomy in regards to EFL learners, they argue it differently. Nine teachers declare that self-independence is necessary for EFL learners since they should acquire the language. Even though, their teachers give them knowledge and adopt several strategies to make it successful, they cannot teach them how to learn it. Another teacher pinpoints that the learning of a foreign language needs learners' motivation and willingness to take charge of their learning, as well as, deciding what and how to learn. Another teacher claims that autonomy is the core of LMD system which seeks to form independent citizens starting from learners. The remaining teachers affirm that 21st century education supports learner-centeredness. Thus, it requires an autonomous learner who is responsible for his/her learning, the fact that can boost

her/his learning. In sum, the previous findings confirm that autonomy is indispensable for EFL learners.

Section Three: Teachers' Attitudes towards the Impact of BL on Learners' Autonomy

Question Thirteen: In a blended learning environment, do your students?

Totally depend on you partially depend on you dispense with you

Table 3.31

Degree of Learners' Dependency in BL Environment

Degree of dependency	Number (N)	Percentage (%)
Totally depend on you	00	00%
Partially depend on you	17	81%
Dispense with you	04	19%
Total	21	100%

Teachers respond differently when asked about the degree of learners' dependence table (3.31). The majority of teachers (81%) declare that students partially depend on them. This implies that students' autonomy while implementing BL is not highly developed; students are not able 100% to take control of their learning. This also points out that students still rely on their teachers to a certain extent. (19%) of teachers argue that students dispense with them, which means that BL enables students to be responsible and autonomous enough to take decisions about their learning. None of the teachers state that students totally depend on them in BL environment. This might denote that BL is important to achieve an autonomous learning. However, the above findings contradict with findings in students' questionnaire (table 3.18) which confirm that learners are more active in comparison with teachers in BL environment. This might suggest that students due to the LMD system that is grounded on

learners' presentations and researches think that they are autonomous. Whereas, teachers see that students' works are not enough to cover everything in the syllabus.

Question Fourteen: To what extent do your students respond positively to BL?

All of them the majority of them few of them

Table 3.32

Teachers' Perceptions towards Learners' Response in Blended Learning Environment

Extent	Number (N)	Percentage (%)
All of them	00	00%
The majority of them	17	81%
Few of them	04	19%
Total	21	100%

Concerning teachers' perception towards learners' response in BL environment table (3.32), the majority of teachers (81%) admit that learners respond positively towards BL. This insinuates that learners appreciate BL. Only (19%) of teachers claim that few students have a good response toward BL which means that students face some hindlers or they ignore how to benefit from BL's advantages.

Question Fifteen: Does implementing BL require you to look for new teaching strategies?

YES NO

Table 3.33*Looking for New Strategies to Implement BL*

Option	Number (N)	Percentage (%)
Yes	21	100%
No	00	00%
Total	21	100%

As it is indicated in table (3.33), all teachers (100%) agree that they should look for new strategies to implement BL. This implies that BL requires effective strategies to be integrated. Besides, the fact of blending two different educational concepts demands new instructional ways to get maximum benefits. These findings confirm those of the theoretical part (2.4.1 Tutors Training).

Question Sixteen: Does BL fit the shift towards more centred-learner? Please explain

The aim of this question is to explore whether this type of learning serves the actual educational principle which targets learner-centeredness. In fact, all teachers agree that it does. However, they supply different justifications. Eleven teachers assert that BL provides an environment where students enjoy that feeling of liberty. As they do an online learning without the assistance of teachers neither the classroom anxiety. Therefore, their motivation increases, which is the main trait of an autonomous learner and the main requirement of independent learning. It is important to note that these findings confirm those of the theoretical part (1.2 Learner's autonomy). Equally, the present findings do not contradict findings in table (3.11) concerning traits of autonomous learner. Ten teachers confirm that with BL, teacher gives up his traditional role as an information provider to embrace the role of facilitator and guide. Thus, learners are supposed to do most of the tasks by themselves. They read lessons, make researches, discuss, and challenge serious learning issues. This

insinuates that BL gives chance to both teachers and learners to alternate their conventional roles. Therefore, the learner becomes the core of the educational activity. Subsequently, teachers keep a reserved role through which they facilitate, and guide learners to learn.

Question Seventeen: Do you think that BL enhances **EFL** learners' autonomy? Please explain

The seventeen question is grounded on the main hypothesis of the current study; it aims to investigate teachers' attitudes towards the impact of BL on EFL learners' autonomy in general. The findings reveal that all teachers agree that BL has a positive impact on developing EFL learners' autonomy. Five teachers admit that BL provides a smooth and motivating atmosphere. As it works to change the daily classroom environment and integrate a virtual context, which gives chance to all EFL learners to engage in their learning process even the shy ones. Six teachers declare that BL enables EFL learners to self-regulate and self-direct their learning material since they experience an online learning without the assistance of instructors. They also add that teachers reduce their instructional activity to pave the way for learners to meet their learning objectives by themselves. Nine teachers argue that BL provides the best of both environments. More precisely, learners are put in a learning situation under a F2F instructional mode, and then they are invited to take charge of their learning. Simultaneously, learners are put in a virtual learning situation outside the classroom where they are fully free of any instructional constraints. Therefore, the two situations offer more opportunities for EFL learners to promote their autonomy.

Question Eighteen: What are your perceptions towards the impact of BL on **your** students' autonomy?

The previously mentioned question is set to explore teachers' views to get clear insights and accurate findings about the topic under examination in a real-context situation. Precisely,

this question aims at investigating teachers' attitudes toward the impact of BL on EFL learners' autonomy. All teachers agree that BL has a pivotal importance to foster students' autonomy. Thirteen teachers argue that BL has a great impact on students' autonomy. Their argument lies in the high degree of motivation and self-confidence that students acquire once involved in BL environments. They also add that BL reduces classrooms' anxiety as learners enjoy learning using their own tools like laptops or smartphones. Seven teachers declare that BL is one of the best methods to develop students' autonomy, for the fact that in such learning environment students are given chance to learn through doing. Hence, they are allowed to gain more activeness. By contrast, teachers make fewer efforts. The precedent findings confirm to findings in table (3.20) and reveal students' agreement that BL has an enormous importance on the promotion of their autonomy. Only one teacher states that BL is effective only for learners who are reluctant towards e-learning.

Question Nineteen: You are the most welcome for any addition, suggestion or recommendations.

Most teachers have added further suggestions and comments that are mainly related to learners' reluctance, internet and equipment's shortage, and bad management of policy-makers:

- BL is crucial to enhance students' autonomy but it is challenging one as it needs a well-equipped classroom. In our university, the English department more exactly is unequipped with advanced technology-based devices. The available materials are very limited, and even the provided ones are damaged by students. Teachers are doing everything using their personal means.
- Policy-makers marginalize the educational sector under which the future generation is formed. Likewise, they ignore the educational outcomes that BL may realize.

- Internet is not provided in classrooms, subsequently, it is limited only to teachers.
- Some teachers avoid using this method for the reason that it wastes time and efforts.

While most of teachers should be trained on the use of technological instruments and internet literacy.

- Students are unwilling to engage in a BL activity to enhance their individual learning skills. However, they still rely on their teachers for the acquisition of knowledge and information.

3.2.4.2 Summary of Results and Findings of Teachers' Questionnaire

On the light of findings from teachers' questionnaire, one may deduce that all teachers have a good perception towards BL. The absolute majority of teachers affirm that they widely use different online resources to consolidate their teaching. They also stress that BL is very important to achieve learning objectives to the extent that teachers dedicate classroom sessions to make students surpassing the different hinders that may occur while learning virtually. Surprisingly, teachers notice that they are unwilling to keep contact with their students via social media for learning purposes. With this in mind, it is obvious that teachers have a positive attitude towards BL. However, they show reservation regarding any virtual interaction with students. This imply that teachers despite their appreciation of BL they do not apply all its components which partially contradicts with theoretical findings 2.3.C-2 (virtual classroom).

As noticed from their views and opinions, teachers seem to have a strong belief in regards to the significance of students' autonomy. The vast majority of teachers declare that they play the role of guide. A considerable number of teachers assume that they are counsellors for their students. More than a half of teachers affirm that they are playing the role of monitor. This denotes that teachers have no tendency to dominate the learning activity. Furthermore,

all teachers admit that their students participate in the learning framework. Equally, they show a full readiness to motivate students to get engaged. These results prove teachers' awareness of the importance of independent learning which is the ultimate goal of LMD system that is based on learner-centred principle. It is important to note that all teachers argue that they endeavour to foster students' autonomy adopting different instructional strategies. Accordingly, one might infer that autonomy is promotable. Thus, teachers make great efforts to implement an autonomous learning mainly mobilizing students to take control over their learning.

When asked about their attitudes towards the impact of BL on learners' autonomy, teachers in the department of English, university of Guelma, show a positive reaction. Almost all of them admit that the majority of students show partial self-reliance in BL environment to which they respond positively. This reality leads someone to reason that despite students' recognition and high estimation to BL, they still depend on their teachers who are always struggling to develop their autonomous learning. That is why teachers state that BL needs great efforts and new strategies to be implemented. Likewise, all teachers agree that BL is convenient to satisfy the 21st century education's requirements, which focus on learner-centeredness. As it offers learners the best of both learning environments (classroom and online) to enhance their learning skills. Therefore, these findings demonstrate that BL is suitable for the promotion of learners' autonomy. The latter is proved when all teachers confirm that BL enhances EFL learners' autonomy due to its mixed nature, which makes learners less anxious, motivated and self-directed. Identically, teachers manifest good perceptions towards the effect of BL on their students as a sample of EFL Algerian learners. However, they do not exclude that there are several challenges that impeach BL's implementation in general and the development of EFL Algerian students' autonomy in particular.

Conclusion

According to findings shown in students and teachers' questionnaires, it is important to mention that both reveal a strong agreement about the positive effect that BL may achieve for EFL learners' autonomy. Students' questionnaire proves the existence of strong acceptance towards adopting BL as a learning method to reinforce the different learning skills. It also confirms that BL influences teachers' role and offers more interactive contribution to students. Accordingly, students' questionnaire show appropriateness of this sample for the present investigation. Correspondingly, teachers' questionnaire exhibits favourable conceptions regarding BL and self-reliance. It stresses teachers' intensive usage of online resources as an effective strategy to boost independent learning and to meet high degree of learning attainment. Moreover, it unveils teachers' dissatisfaction about the availability of technological materials, which shape the main challenge that hinders the implementation of BL. Overall, teachers and students at the department of English, university of Guelma, agree that BL fosters EFL learners' autonomy.

PEDAGOGICAL IMPLICATIONS

The current study confirms the main hypothesis, which implies that an adequate implementation of BL in EFL classrooms would foster Learners' autonomy. Therefore, the research comes to the last phase that regards some pedagogical implications. The latter aims to reinforce the findings of the practical part and raise one's awareness towards the topic under investigation.

Implications for Teachers

The requirements of 21st century education make it compulsory for EFL teachers to reconsider their perception towards the incorporation of internet and the use of online resources in their teaching. As it is discussed in the second chapter and proven in findings (table 3.19), BL comes to satisfy the contemporary focus that calls for an absolute self-independence to label nowadays students. In this respect, teachers should proceed to an intensive training in order to overcome technology-usage weaknesses. This way, they renovate their methods and strategies to achieve better learning objectives and stepping forward a professional development. The fact of being subject to change, technology urges teachers to endeavour a permanent formation to keep being up-to-date and seeking a maximum of educational attainments.

On the basis of findings yielded in teachers' and students' questionnaire (table 3.30) and 3.15), as well as, information stated in the theoretical part (chapter one) concerning teachers' role and learners' autonomy. It is high time for teachers to alter their conventional role with less authoritative one. More importantly, teachers should make great efforts to adjust their teaching with recent demands that emphasize learner-centered approach. Notably, the former is adopted by the actual Algerian HE system LMD. Accordingly, teachers enrich their professional repertoire with further personalized manners and styles. By contrast, students

would take advantage of taking control over learning to develop individual learning skills and promote self-reliance.

Another implication for teachers concerning the integration of BL in EFL classrooms, is that teachers should value the latter, as the present research proves that the implementation of BL would enhance EFL learners' autonomy. Therefore, teachers should look for new strategies that lead to a best mixture of two different learning climates. Whereby, they attempt to employ the various online supplements and blend them with good classroom instructions. Through which, teachers keep facilitating, monitoring, and guiding students to achieve their learning activity. Additionally, the fact of making an online learning without teachers' assistance may substitute their (teachers) role, then students turn to develop their critical thinking.

Implications for Learners

As a matter of fact, being graduated under the LMD system which is based on learner-centeredness norm, students should appear very collaborative with their teachers for a successful implementation of an autonomous learning. According to findings in teachers' and learners' questionnaires (tables 3.29, 3.30, 3.11 and 3.13), students need to be motivated and mobilized to become responsible and take charge of their learning. Students also should strongly believe in their individual styles to develop their different learning skills. In view of the previous findings, students' self-independence is interrelated with teachers' role (tables 3.15). For this reason, students are asked to engage in their learning process. Conversely, teachers should play a minor role giving chance to students to get more interactive act.

On light of results yielded in the present study, both teachers and students' questionnaires reveal that the implementation of online learning in EFL classrooms develops learners' independent learning, as students are motivated, involved, and less anxious to do their

learning task (tables 3.16). This may imply that students are highly attracted by the incorporation of technological instruments. With this in mind, students are supposed to abuse in the use of internet, and then deviate their learning purposes. Consequently, they should identify their learning objectives when opting for any virtual element. They should be an information literate too, i.e. students should be trained on how to conduct an online research. This way, students save time and make good use of online resources.

The reality of adopting an excellent use of two different instructional modes makes BL privileged and effective to offer a high quality of knowledge, and attain a perfect performance of learners. Thus, EFL students should be aware of the importance of adopting such harmonious mixture. Whereby, they enrich their vocabulary repertoire, and develop their communicative interaction. More importantly, the adequate implementation of BL elements would certainly turn students into more active participants, self-directed, and self-regulated. In this respect, the intensive and appropriate integration of BL would raise their critical-thinking and boost their sense of problem solving. Hence, it is substantial to urge students to make a moderate utilization of BL components; in order to get into the target goal that is centred around the core of 21st century education; learners' autonomy.

GENERAL CONCLUSION

This study seeks to investigate EFL teachers' and students' attitudes towards the impact of blended learning on learners' autonomy. In this regard, the research deals with two main phases: firstly, the theoretical phase endeavours to offer a variety of reliable notions and conceptions which is an essential initiation to achieve a well-reinforced field study. Secondly, the practical phase aims to provide teachers' and students' views, opinions and perceptions concerning the topic under exploration. The aforementioned phase avails for the supplement of findings that would reinforce or contradict the research hypothesis.

Findings from interrogation's phase yield that teachers and learners react positively towards the impact of BL for the development of learners' individual learning skills in general, and their self-independent learning in particular. Therefore, this research sheds light on the importance of implementing BL in EFL classes and the different attitudes that teachers and students manifest about it.

- 1- Students appreciate the integration of BL where they are less anxious and enjoy two different learning environments especially those who disfavour daily classroom attendance. Moreover, they prefer the mixture of F2F interaction with online learning rather than traditional classroom instruction.
- 2- Students value BL whereby they are given opportunity to take responsibility of their learning, and self-direct what to learn at their ease, pace and time. In this way, they are out of any instructional constraints and limitations. Thus, students reach an autonomous learning.
- 3- In BL environment, students are more active and engaged to solve their learning problems, and overcome the different challenges that they encounter while seeking knowledge. They are also highly motivated as they experience the use of sophisticated

technology and get interesting information. Simultaneously, students are not deprived of teachers' humanistic touch which computer-based machine cannot offer.

- 4- A sense of community and collaborative work is served through online discussion; BL also maintains contact with peers in an excellent educational context even when the university season is off.
- 5- BL contributes in alternating teachers' and students' role in EFL classes. Teachers keep a minor contribution, they observe and guide students giving them chance to be involved and take charge of their learning. Accordingly, students develop their learning skills and increase their learning outcomes.
- 6- The implementation of BL requires teachers to be well acquainted and trained. It also needs effective strategies that lead to an adequate mixture of two different learning environments. Thus, BL helps teachers to reach a considerable professional development and makes students meet the learning standards.
- 7- The integration of BL in EFL classes fits the actual educational demands. BL paves the way toward the shift from teacher-centeredness, the fact that makes learners' autonomy the core of the learning process.

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APPENDICIES

Appendix A: Students' Questionnaire

Appendix B: Teachers' Questionnaire

Students' Questionnaire

Dear students,

You are kindly requested to answer this questionnaire, which is a part of a research work to obtain information needed for the accomplishment of a Master dissertation. The questionnaire aims to investigate EFL learners' attitudes towards the Impact of blended learning on learners' autonomy. The questionnaire is anonymous and your answers remain confidential. Your participation is highly appreciated; therefore, you are politely invited to answer the following questions either by ticking or circling the appropriate answer(s), or by making a full statement. Thank you in advance for your cooperation.

Allegue Khadidja

Department of English

University of 08 Mai 1945, Guelma

Section one: Learners' attitude towards blended learning

NB. Blended learning refers to a language course, which combines the traditional face-to-face classroom instructions and an online learning.

Q1: What is your impression about your learning process?

Boring	
Stimulating/ exiting	
Motivating	
Interesting	

Q2: Are you **with** using internet in your learning process or **against**?

With Against

Q3: Do you agree that integrating online learning in EFL classrooms is essential for a successful and effective learning process?

Strongly agree	
Agree	
Neither agree or disagree	
Disagree	

Q4: If you are given the choice to be exposed to the following types of learning, which one do you opt for?

Traditional Face to face learning online learning Blended learning

Q5: Do your teachers suggest online courses and quizzes, e-books, videos, websites ...for your learning?

Always Sometimes Never

Q6: Do your teachers help you when you have any online learning misunderstanding or challenges?

YES NO

Q7: If yes, how many of them do that?

Some of them the majority All of them

Q8: Do your teachers encourage you to participate in virtual learning forums?

Always Sometimes Never

Section Two: Learners' attitudes towards autonomy

Q9: During your learning process, who is more active?

You your teacher

Q10: As an autonomous learner, how do you describe yourself? (More than one option)

You are a motivated learner	<input type="checkbox"/>
You self-regulate your learning	<input type="checkbox"/>
You are a responsible learner	<input type="checkbox"/>
You are a decision maker	<input type="checkbox"/>
Other	<input type="checkbox"/>

Q11: Does your teachers motivate you to be an autonomous learner?

YES NO

Q12: If yes, what do your teacher do to enhance your autonomous learning?

Selecting the learning materials (technology, internet, records...)	<input type="checkbox"/>
Selecting interesting tasks and activities	<input type="checkbox"/>
Invite you to take charge of your learning	<input type="checkbox"/>
All of them	<input type="checkbox"/>

Q13: In your opinion, what role do your teachers play? (More than one option)

Controller	
Organize	
Facilitator	
Monitor	
Resource	
Guide	

Q14: In your opinion, what can foster learners' autonomy?

Learners' individual learning styles	
Teachers' minimized role	
Learners' motivation	
Integration of technology	

Section three: Learners' attitudes towards the impact of blended learning on learners' autonomy

Q15: Do you agree that integrating online learning in EFL classrooms is essential for a successful and effective learning process?

YES NO

Q16: Do you consider blended learning as a time consuming?

YES NO

Q17: Do you think that Blended Learning reduces your teachers' role in EFL classrooms?

YES NO

Q18: Do you think that blended learning offers you the best of both environments (face-to-face and online) to enhance your individual learning skills?

YES NO

Q19: What is your opinion towards the impact of Blended Learning on learners' autonomy?
Please explain

Positive Negative

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

Thank you for your collaboration

Teachers' Questionnaire

Dear Teachers,

You are kindly invited to answer this questionnaire, which is a part of a research work to obtain information needed for the accomplishment of a Master dissertation. The questionnaire aims to investigate EFL teachers' attitudes towards the Impact of Blended Learning on Learners' autonomy. This questionnaire will be of great importance, as it will provide us with interesting answers about our topic. Thank you in advance for your cooperation, which will be recorded based on your permission.

Allegue Khadidja

Department of English

University of 08 Mai 1945, Guelma

Section one: Teachers' attitudes towards blended learning

Q1: Do you use online resources and materials in your teaching?

YES NO

Q2: If yes, how often do you use it?

Always	
Often	
Sometimes	
Rarely	
Never	

Q3: What are the main sources that you use in your EFL classes?

Online courses and quizzes	
e-books, e-videos	
e-learning websites	
Virtual learning forums, chats	

Q4: Do you think that blended learning is paramount to make your students meet the learning objectives?

YES NO

Q5: Do you assist online learning discussions with your students through social media, messengers..?

YES NO

Q6: Do you devote sessions for a classroom support if your learners face some online learning hinders?

YES NO

Section two: Teachers' attitudes towards learners' autonomy

Q7: Which role do you play during your teaching?

Controller Monitor Counsellor Guide

Q8: Do your learners take part in their learning process?

YES NO

Q9: If no, do you motivate them to participate in their learning?

YES NO

Q10: What are your strategies to foster your learners' autonomy?

Selecting the learning materials (technology, internet...)	
Selecting interesting tasks and activities	
Inviting learners to take charge of their learning	
Minimizing your role	

Q11: In your opinion, what role should you play during your teaching? Please explain

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.....
.....

Q12: Do you think that autonomy is indispensable for EFL learners? Please explain

.....
.....

Section three: Teachers' attitudes towards the impact of blended learning on learners autonomy

Q13: In a blended learning environment, do your students:

Totally depend on you partially depend on you dispense with you

Q14: To what extend do your students respond positively to blended learning?

All of them the majority of them few of them

Q15: Does implementing blended learning require you to look for new teaching strategies?

YES NO

Q16: Does blended learning fit the shift towards more centered learner? Please explain

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.....

Q17: Do you think that blended learning enhances **EFL** learners' autonomy? Please explain

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.....

Q18: What are your perceptions towards the impact of blended learning on "**your**" students' autonomy?

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.....

Q19: You are the most welcome for any addition, suggestion or recommendations

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

Thank you for your collaboration

ملخص

تهدف هذه الدراسة لاستكشاف مواقف الطلبة والمعلمين من تأثير التعلم المختلط على استقلالية متعلمي اللغة الانجليزية كلغة أجنبية . زيادة على ذلك, فإنها تسعى إلى تقييم نتائج التطبيق الملائم للتعلم المختلط في فصول اللغة الانجليزية. و لتحقيق هذه الغاية , تعتمد هذه الدراسة على مجموعة من المقاربات و الأدوات البحثية, حيث أنها توظف المنهج الوصفي من خلال استبيانين. تسمح الأدوات المذكورة أنفا بالحصول على بيانات كمية و نوعية. تتكون عينة البحث من مئة و ستة طالب ماستر و واحد وعشرون مدرسا من قسم اللغة الانجليزية, جامعة 8 ماي 1945, قالمة. تؤكد النتائج الناشئة الفرضية الرئيسية و التي تعني بدورها أن التطبيق الملائم للتعلم المختلط يعزز استقلالية طلبة اللغة الانجليزية. توجه هذه النتائج الانتباه إلى أهمية دمج هذه التقنية التعليمية في الفصول الجزائرية لتعليم و دراسة اللغة الانجليزية.

Résumé

Cette recherche a pour objectif d'enquêter sur les attitudes des enseignants et des étudiants à l'égard de l'impact de l'apprentissage mixte sur l'autonomie des apprenants de la langue Anglaise en tant que langue étrangère. L'étude adopte une approche descriptive à travers deux questionnaires. L'échantillon de l'enquête se compose de cent six (106) étudiants en Master I LMD, et vingt et un enseignants au département d'Anglais, Université du 8 Mai 1945 Guelma. Les résultats obtenus confirment l'hypothèse principale qui implique que l'attitude des enseignants et étudiants vis-à-vis du sujet en question serait positive. Ces résultats attirent l'attention sur l'importance de l'intégration des technologies éducatives au sein des classes de langue Anglaise en Algérie.