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Option: Linguistics

**TEACHERS' and LEARNERS' ATTITUDES towards the IMPACT of  
EXTENSIVE READING on LEARNERS' AUTONOMY**

**The Case of First Year Master Students at the University of 8 Mai 1945,  
Guelma**

A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfillment of the Requirements for the Degree of Master in Anglophone Language, Literatures,  
and Civilizations

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## DEDICATION

*In the Name of Allah the Most Gracious the Most Merciful*

*Peace and Mercy Be upon our Prophet Mohammed*

*I dedicate this simple work to:*

*My beloved mother whose love, care, and encouragement are the real secret of my success.*

*My patient and careful father.*

*My delightful and loving siblings Mohammed and Hana.*

*My beloved cousins Amel, Rania, Roumaisa, Ilhem, Marwa, Bouthaina, Rahma, Amani, Salsabil, Mariem, Loujain; Takwa, Alaa, Darin, Zahra, Nousa, Hadjer, and Amira.*

*My dearest friend and my second sister Abdelmalek Hanane.*

*All my friends with whom I passed unforgettable and amazing memories particularly Rim, Silya, Latifa, Sabah, Amel, Roai, Roumaisa, and Hadjer.*

*My encouraging and polite teacher and supervisor Mrs. Biskri Yamina.*

## GENERAL INTRODUCTION

The contemporary paradigm of Foreign Language Teaching and Learning (FLT/L) is to a great extent based on learner centeredness which encourages learners to be more involved in the learning process. This enables learners to be responsible for, and independent in their learning. There is a consensus among linguists, researches, and teachers that the more learners are interested in the language material, the more they are likely to take part in the learning process. An effective initiative for this is extensive reading (ER). Encouraging learners to read books about things they are interested in, will provide them with chances to decide on which topics to read and what skills to improve. Through extensive reading learners may develop a sense of responsibility over their leaning. The real challenge is that not all teachers are aware of the benefits of extensive reading. Most of them expose learners to texts the content of which may be boring or even inappropriate to the level of their learners. This may de-motivate them and make them less engaged in and less responsible for the learning process. Thus, the current study will investigate teachers' and learners' attitudes towards the impact of ER on learners' autonomy.

**KEY WORDS:** extensive reading, autonomy, responsibility.

### 1. Statement of the Problem

The majority of students at the department of English, University of 08 Mai 1945 (Guelma) do not read materials in the TL outside the classroom. Extensive reading gives learners the opportunity to be more comfortable and less stressed. When learners practice reading, they will then be able to choose

interesting books to read, novels to analyze and to criticize, new cultures to discover, new vocabulary to learn, and so forth. While doing so, learners are in fact in the course of becoming autonomous. Thus, the major problem is that learners are less interested in reading which made them less motivated to take part in the learning process and hence they need to be encouraged to read extensively and to learn how to make decisions about their learning especially through learner choice.

## **2. Research questions**

The central focus of this study is to investigate teacher' and learners' attitudes towards the impact of ER on learners' autonomy. Hence, our research addresses the following main questions: What are the benefits of extensive reading? ; Do teachers encourage learners to read extensively? ; Do teachers integrate ER into the syllabus? ; Do learners know how to be autonomous? ; Could ER increase learners' autonomy?

## **3. Aims of the Study**

The present study aims at inquiring the extent to which extensive reading can enhance learners' autonomy. Hence, the aim of our research is two folds:

- To illuminate the benefits that learners gain from extensive reading.
- To provide some guidelines of how they can be autonomous autonomous.

#### **4. Research Hypothesis**

Our suggestion is that since extensive reading gives learners the chance to choose what, when and where to read, what skills to develop from reading; they will be motivated and then autonomous. Hence we hypothesize that:

H1) If students practice extensive reading, their autonomy would increase.

H0) implies that no relationship exists between extensive reading and autonomy.

Therefore, we hypothesize that:

If learners practice extensive reading, learners' autonomy would not increase.

#### **5. Research Methodology and Design**

##### **5.1. Research Method**

The present study employs the quantitative descriptive method. This method deals with numerical and statistical data. It is chosen in order to test the research hypothesis and to gather precise and reliable data.

##### **5.2. Data gathering tools**

The appropriate data will be gathered through two questionnaires. One is to be administered to students to know their attitudes toward reading and the extent to which they practice ER and to know what strategies they use as an attempt to be autonomous. The other is for teachers in order to see whether they make learners aware of the importance of extensive reading and encourage them to be autonomous or not. The selected tool will enable us to elicit important information

that will provide answers to the research questions. Moreover, through the analysis of the questionnaire the hypothesis can be tested.

### **5.3. Population and Sampling of the Study**

The population of the study is Master One students (sixty three students) at the department of English, University of 08 Mai 1945 (Guelma). The accessible population (sample) is fifty participants chosen randomly so that the findings can be generalized to the whole population. Moreover Master One students have already been exposed to a large amount of reading materials and are expected to have an idea about the concept of autonomy in language learning. In addition, ten teachers nine of which are specialized in Linguistics and one in civilization; were chosen as respondents of teachers' questionnaire.

### **6. Pilot Study**

The pilot study aimed at checking the degree to which the questionnaires' items were correct and clear. It was conducted one day before the official administration of the questionnaires, that is; on March the 6<sup>th</sup> 2017. Two teachers and five students, accordingly; had taken part in the piloting of the questionnaires. Feedback from these teachers and these students was taken into consideration in rewording questions, adding new ones, and modifying ambiguous wordings.

### **7. Structure of the Dissertation**

The dissertation comprises three chapters. A brief summary of the content of each chapter is described as follows: The first chapter will deal with definitions of reading, types of reading, ER strategies, benefits of ER, methods of integrating ER in the syllabus, and ER principles. The second chapter will discuss the concept

of autonomy in FLT/L including its history, definition of autonomy, versions of autonomy, factors contributing to learner autonomy, characteristics of autonomous learners, learner training and development toward autonomy, the importance of autonomy in ELT/L, and finally the impact of ER on autonomy. The third chapter (field investigation) will include a general introduction, students' questionnaire, description of the students' questionnaire, administration of the students' questionnaire, analysis of findings from students' questionnaire, summary of findings from students' questionnaire, teachers' questionnaire, description of teachers' questionnaire, administration of teachers' questionnaire, analysis of findings from teachers' questionnaire, summary of findings from teacher' questionnaire, and general conclusion.

# **CHAPTER ONE**

## **EXTENSIVE READING**



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## **INTRODUCTION**

Reading is the cornerstone of language learning. It provides learners with various skills and knowledge about different topics. Both teachers and learners of English as a Foreign Language (EFL) must be aware of the importance of this skill and its gains. In this regard, this chapter will highlight the notion of reading, types of reading, strategies of extensive reading, benefits of extensive reading, and methods of integrating extensive reading in the curriculum. Finally, principles of extensive reading will be explained.

### **1.1 Definition of Reading**

The reading skill is essential for acquiring a foreign language. This skill plays a crucial role for better achievements in EFL classes. It is through reading that learners develop various abilities such as recognizing sound/symbol relationship, automatic word recognition (the process of perceiving how written symbols correspond to one's spoken language), comprehension (the process of making sense of words, sentences and connected text), paraphrasing and summarizing techniques, critical thinking, and inference skills, and so on. These sub skills may yield different definitions of reading according to different scholars, contexts, and the different purposes for which reading is needed.

According to Geoffery et al (1978) reading is an interrelated skill in which the reader is involved in several activities that constitute the whole process (p.89). In this sense Hudelson (1994, p. 130) noted that:

An individual constructs meaning through a transaction with a written text that has been created by symbols that represent language. The transaction

involves the reader's acting on or interpreting the text; and the interpretation is influenced by the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading.

(cited in Anne Ediger, 2001, p. 154).

Simply put, reading is a process of meaning making which is based on text- reader relationship, linguistic and world knowledge, and the reader's intention from reading. Reading may also refer to pronunciation mainly when it is performed aloud. Thus, reading is viewed as a basic literacy skill whereby learners, especially beginners start to learn how to relate letters to their corresponding sounds. (Geoffery. et al, 1978, p. 91).

According to the National Assessment Progress, reading is an active and a complex process that involves: a) identifying a written text, b) understanding meaning, and c) recognizing text type, purpose, and situation. Koda (2007) stated that reading is an act of transforming written symbols to intelligible language and then inducing the writer's message conveyed in the text (p. 1). Thus, through the reception and perception of information encoded in a language form, the reader will find ways to make sense of the text. That is, the main purpose of reading is to make readers able to grasp the text's meaning and to understand the author's message.

Grellet (1981) claimed that the reading process is carried out through relating text- presented knowledge to one's own knowledge (p. 7). In this respect, Baddely (2007) stressed that "Reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long term memory as background knowledge. The two knowledge

sources (linguistic and background) are essential for building the reader's interpretation of the text" (p. 12). Goodman (1967) defined reading as "a psycholinguistic guessing game" which includes the use of linguistic clues provided by the text. The "readers' expectation" depends on the selection of these clues and the relationship he/she creates between the text and its meanings. (p. 2). Simply put, reading is an ongoing prediction oriented activity which is based not only on information presented in the text, but also on the reader's prior knowledge and expectations.

Some researchers consider the process of grasping information and comprehension as the most crucial aspects of reading. That is, in order for readers to achieve comprehension, they have to draw information from a written text and then connect the information to their previous learning (Grabe and Stoller, 2002). Thus, learners need to be taught how to become active readers who do not only absorb information but also relate what they read to what they already know. Patel and Jain (2008, p.113\_114) mentioned that reading is an effective way through which an individual can broaden his/her knowledge of the foreign language and culture and maintain academic achievement.

On the light of these definitions we can synthesize that reading is a complex cognitive process that is built upon interrelated sub skills mainly decoding or word recognition, inferring the text's meanings and ideas, understanding the writer's purpose and message, connecting the text to information and expectation that the reader already has, and drawing conclusions and forming opinions about the text.

## **1.2 Types of Reading**

There are two main types of reading: 'intensive reading and extensive reading'. Both of them are of paramount importance because each one is useful for particular context in which the other cannot be appropriate. For this reason, the teacher ought to consider both types since he/she cannot depend on one type at the expense of the other. This section will shed light on intensive reading and extensive reading in terms of their definition, differences, and their pedagogical implications.

### **1.2.1 Definition of Intensive Reading and Extensive Reading**

#### **1.2.1.1 Intensive Reading**

The most common type of reading is "intensive reading" (IR). IR is generally known as the reading of difficult passages chosen by the teacher from textbooks. The aim of this reading is to achieve comprehension and to develop language proficiency. Brown (2007) stated that IR is "a classroom oriented activity in which students focus on the linguistic and semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning". In other words, IR takes place in the classroom whereby learners pay close attention to linguistic features of the text (grammar, syntax, and cohesion) and the meaning of individual words rather than the gist of the whole passage.

According to Patel and Jain (2008, p. 117-119) IR practice is accomplished under the teacher's instruction and is related to language development and

analysis of short texts in order to extract particular information or to gain knowledge. Paran (2003) stated that IR helps learners to enrich their vocabulary, become aware of text patterns of organization, know how to use and monitor effective reading strategies, and develop literacy skill (p. 40). Richards and Renandya (2002) stressed that IR is based on the teacher's direct and clear explanation of grammatical rules, lexis, the genre of the text, and strategies of reading (p.3).

The main goal of IR is to be able to make sense of the text through high level of concentration because the texts read are often difficult (Bamford and day, 1997). Hinkel (2005) argued that Intensive reading is the activity by which learners are encountered with passages that contain a considerable amount of unknown words which makes reading a boring and frustrating activity rather than a pleasurable one. According to Krashen (1982), IR is concerned with the interpretation of texts for the purpose of answering study questions about the text, class conversation, or composition (p. 164).

To conclude, IR is the type of reading that is often practiced inside the classroom through which students are exposed to difficult short passages selected by the teacher. Students are expected to completely understand the text with its details and to enhance language skills.

### **1.2.1.2 Extensive Reading**

Extensive reading is a type of reading that focuses on reading a large amount of material with the aim of general understanding. The first person to apply the term "Extensive reading" in Foreign and Second Language Learning (F/SLL) pedagogy is Harold Palmer; one of the most prominent applied linguists

in Britain's 20<sup>th</sup> century Language teaching (cited in Pamford and Day, 1998). According to Day and Bamford (2003), the pioneers of extensive reading are Harold Palmer in Britain and Michael West in India. ER had been given various names by different researchers: Uninterrupted Sustained Silent Reading (USSR), Drop Every Thing and Read (DEAR), Silent Uninterrupted Reading for Fun (SURF), the Book Flood Approach (Elley and Mangubhai,1983); Free Voluntary Reading, which means "reading because you want to" (Krashen, 1993).

Harmer (2007) mentioned that the word ER may describe reading that is often practiced outside the classroom. Students can choose from a variety of genres of texts such as "novels, blogs, news papers, magazines and so forth" (p. 99). Carrel and Carson (1997, cited in Renandya, 2007) declared that ER is concerned with book after book reading for the purpose of overall comprehension with less or no attention to details and unknown words (p. 49). Davis (1995) defined it as follows:

An extensive reading program is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleasurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watchwords are quantity, so that books are selected for their attractiveness and relevance to the pupils' lives rather than for literary merit (p. 329).

To put it more simply, ER is a course of study that is integrated in ELT syllabus or curriculum the content of which should be both interesting and suitable to the learners' level so that they are motivated to read as many books as possible. In this regard, Day and Bamford (2003, p. 1) claimed that "extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher".

Extensive reading makes learners more competent and thus more motivated to read. They, then, become curious to discover new world cultures and this will broaden their background knowledge (Gee, 1999). Krashen (1993) preferred to refer to ER as "Pleasure Reading" and stated that in order for learners to gain maximum benefit from pleasure reading, they should have the right to choose from books which are interesting, easy, and relevant to their level. Moreover learners can avoid the reading of difficult materials and boring details (p. 164\_165).

In short, extensive reading is an approach to teaching reading in ELT that is based on encouraging learners to read a large quantity of books. ER calls learners attention to the content of texts which they select on the basis of their inclination and level. Its main principle is that learners read for fun and enjoyment and not for testing or evaluation in order to develop positive attitudes toward reading.



### **1.2.2 Intensive Reading vs. Extensive Reading**

Intensive reading and extensive reading are procedures used in reading instruction to help learners develop language mastery. Both IR and ER are crucial in ELT but they differ from each other in many aspects. Accordingly, this section will illuminate the main differences between IR and ER concerning their approach, focus, purpose, and pedagogical implementation.

The first difference between IR and ER is their approaches to the role of the teacher and of the learner. Intensive reading adopts a teacher centered approach as the teacher selects the materials to be read and analyzed, designs pre- reading, while reading, and post reading activities, determines the type of knowledge to be gained from these activities, and reading styles. The teacher is expected to “maximize learning” and to play the main role in the classroom and this makes the students passive rather than active participants in the learning process (Richards and Renandya, 2002; Paran, 2003; and Patel and Jain, 2008). Renandya, Rajan, and Jacobs (1999) explained that “in intensive reading, instruction is more teacher centered in that teachers are more center stage in what is happening in the classroom. They do lots of talking and decide what skills or strategies to teach, how these are taught, and what passages to use” (p. 300).

ER on the other hand, advocates a learner-centered approach in the sense that learners have the freedom to read books they are enthusiastic to read. The teacher’s role is to encourage students to read as much as they can, to give them opportunities to share their reading experiences with their teacher and peers, and to check their post reading activities which they have self- designed such as summarizing, paraphrasing, or writing criticism about texts they have read (Robb

and Susser, 1989, Krashen, 1993; and Day and Bamford, 2003). Furthermore, the teacher may help learners to choose what to read if they are less knowledgeable of how to select books fitting their levels (Aebersold and Field, 1997).

Another distinction between IR and ER is the focus of reading activity and the purposes for which reading is done. IR emphasizes the detailed study of texts to analyze their rhetorical characteristics and semantic features. In IR, little or no interest is given to the content of the passage being read, however, its literal meaning “surface structure” is highly considered (Krashen, 1982; Bamford and Day, 1997; and Brown, 2007). In IR learners often use careful reading techniques by which they read every word to understand every detail; whereas ER tries to draw the learners’ attention to the general meaning of the passage while less regard is paid to language clues (Carrell and Carson, 1997; Ellis and Shintani, 2014; and Nunan, 2015).

Carrell and Carson (1997) confirmed that “ ER is intended to get the reader to focus on reading for the sake of reading , for information or entertainment, and less on reading for the sake of mastery of a particular linguistic structure or even a particular reading strategy or skill” (p. 50). ER is considered as the medium through which learners become rapid and fluent readers who read to enjoy their reading experiences and not to bother about tedious tasks of grammar rules and difficult vocabulary.

ELT that is centered on IR approach aims at helping learners to foster language proficiency especially grammatical competence, enhance reading skills, gain new vocabulary, learn how to recognize topics, main ideas, and supporting details (Renandya, 2007), learn how to use effective reading strategies (Paran,

2003), achieve complete and detailed understanding (Bamford and Day, 1997). IR, also, seeks to assist learners to enhance their oral proficiency since it is related to aloud reading in which stress, intonation, and pronunciation are emphasized. Moreover, learners can forge their accuracy and increase their writing skill through summarizing, paraphrasing that are usually practiced as post-reading activities (Patel and Jain, 2008; and Day. et al, 2013).

In opposition, the main objective of ER is to make learners “learn to read by reading” (Eskey and Grabe, 1988; Day, 1993; and Grabe and Stoller, 2002). Through extensive reading learners will appreciate reading because they read books of their own selection and thus they will continuously read book after book. Hence, learners will learn to read rapidly and fluently as they are not required to count for the meaning of each word (Davis, 1995; Grabe and Stoller, 2002; and Day. et al 2013). The main principle of ER is to read for pleasure and enjoyment and not for study purposes. (Krashen, 1982; and Carrell and Carson, 1997).

As far as pedagogical implementations are concerned, IR and ER adopt different instructional procedures. In IR grammatical rules, reading strategies and styles, and vocabulary are taught “explicitly” through the teacher’s direct explanation (Nation, 2000; and Richards and Renandya, 2002). In 2008, Patel and Jain argued that “Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing” (p. 118). On the other hand, ER implements “indirect” and implicit learning of grammar, vocabulary, and reading strategies as learners read and learn

autonomously and are responsible over their learning (Bamford and Day, 2003; and Day. et al; 2013).

In IR, learners are exposed to materials that are above their level and which contain difficult vocabulary and thus learners often use dictionaries to look up the meaning of unfamiliar words that are central to comprehension. On the contrary, in ER, students' level and choices are taken into account and the use of dictionaries is "discouraged". It is preferable that learners grasp the meaning of new words through context clues rather than dictionaries (Davis, 1995; Bamford and Day, 2003; and Nunan, 2015). Jacobs, and Farrel (2012) stated that materials which are used in ER instruction should be relevant to the learners' "independent reading level" or "just right level" so that they can effortlessly understand what they are reading (p. 14).

Texts that are selected for IR practice are the basis for homework assignments and warm up activities through which students are asked to discuss what they have prepared or to answer comprehension questions they were asked to think about before they start the lesson. These activities will be later used as tools for assessment and evaluation to monitor learners' progress. In ER, learners are free from activities and comprehension questions, what they can be asked about is only how many books they have read and what reading experiences they have gained in the form of classroom discussions or written compositions (Krashen, 1982; Davis, 1995; Harmer, 2007; and Day. et al, 2013). In this way, students can learn how to monitor their language development and foster self-assessment skills.

These basic distinctions between intensive reading and extensive reading demonstrate that the goal for which reading is integrated in a language course defines which approach is to be implemented. On the one hand, IR serves to enhance learners' linguistic knowledge; on the other hand, ER seeks to enhance their world knowledge and increase their motivation. Accordingly, it is worth saying that ER may be posited as a complement to IR as students need to attain both types of knowledge (Harmer, 2007; and Brown, 2007). Andersorn (1999) highlighted that the skills and competences the learners gain from IR can be further mastered through ER which will make learners good and efficient readers.

### **1.3 Extensive Reading Strategies**

Studies showed that learners use various reading strategies in order to facilitate comprehension and to achieve the purposes they set before reading. Effective reading strategies are the vehicle by which learners engage in the reading process and get optimal benefits from the target text. Thus, this section will first provide definitions of reading strategies. Then, it will explain some strategies that learners undertake while doing extensive reading.

#### **1.3.1 Definition of Reading Strategies**

Reading strategies are a set of tactics utilized by readers in order to understand a particular text and to solve problems encountered while reading. They are “tools or plans for facilitating and extending comprehension” (Routman, 2003). Pani (2004) defined reading strategies as cognitive techniques that efficient readers employ so that they can get the most possible meaning of the text. Reading strategies are significant in the sense that they provide an evidence of how readers come into contact with a particular text in order to process its ideas,

concepts and “meanings” (Graner, 1987; Barnett; 1989; and Carrell, 1989). According to Afflerbach, Pearson, and Paris (2008) reading strategies may signify some facets of the reading activity that are concerned with the intentional and controlled manipulation of reading potentials for the sake of attaining a particular goal such as identifying words and understanding the text’s overall meaning (p. 365-368).

Reading strategies may characterize tutorial procedures implemented in teaching reading on the part of the teacher, and actions learners take to promote reading proficiency on the part of the learner (Pressley and Afflerbach, 1995). That is, they describe how teachers teach reading skills and how learners themselves make attempts to improve their reading abilities.

Researchers showed that good readers use reading strategies more than inefficient readers to make the reading process easier, faster, and productive and to compensate misunderstandings (Pani, 2004; and Koda, 2007). Anderson (1991) insisted that awareness of which reading strategies to employ when approaching a given text is not enough to be a proficient reader, therefore; learners ought to learn how to make use of these strategies successfully and to select the ones which are in consistency with their reading purpose. Thus, teachers as well as learners have to recognize the essence of reading strategies since they play a key role in helping learners to become competent readers and in guiding teachers to adopt effective methods of reading instruction.

### 1.3.2 Extensive Reading Strategies

In this research, “extensive reading strategies” refer to the strategies that learners use when they read extensively. Jacobs and Farrell (2002), claimed that learners can construct meaning through a set of strategies including contextual guessing, connecting, and, visualization. Moreover, Hedgcook and Ferris (2009) asserted that extensive reading can optimize learners’ ability to learn new strategies including top down processing. Hence, we will briefly discuss these strategies and how they can be supportive in ameliorating reading proficiency.

Context clues strategy, also known as “contextual guessing strategy” (Shokouhi and Askari, 2010), or “vocabulary learning strategies” (Schmitt, 2000), is a technique that helps learners to guess the meaning of unknown words. Instead of using the dictionary, students would rather pay attention to context clues such as synonyms, antonyms, examples, definitions, explanations, graphical and typographical aids, and so forth. Learners resort to this strategy when they have limited knowledge of vocabulary or grammatical deficiencies (Gaskins, 2004).

According to Oxford (1990), there are two main types of clues “linguistic and non- linguistic”. The former may include “hints” that can be found in the local context, that is; words and sentences surrounding the unfamiliar word. In other words, it is concerned with “linguistics knowledge” and mainly “syntax” (Nagy, 1995).The latter is related to the learners’ schema or “world” knowledge. Here, learners make use of what they know about the topic or content area. This strategy is very effective in extensive reading as learners will learn how to use context clues rather than dictionaries. Moreover, the activation of prior knowledge may

enable learners to grasp the general meaning of the text which is the very focus of ER.

Another important strategy is connecting. Connecting is the process of correlating the text at hand to what you already know about its subject matter and author. More importantly, it can be very helpful when learners link the text to other texts that have common features, themes, or the same author; to the world, i.e. events, persons, settings in real life which the text may refer to; and to their personal experiences and attitudes (Keene and Zimmerman, 1997). Anderson. et al (1978) stressed that the extent to what a learner can make sense of the text is determined by his/her prior knowledge. In other words, the more learners have previous knowledge about the text, the more they are likely to understand it. Additionally, Ozuru. et al (2009) stated that when learners make connections between what they already know and what they are about to read, their reading fluency will increase.

Reading books particularly fictional, narrative, or descriptive ones may prompt learners' imagination and visualization. As a reading strategy, visualization may refer to the act of transforming ideas and concepts derived from a written text into mental images. Tomlinson (1997) defined visualization as "the process of seeing pictures in the mind" (p. 1). Hobbs (2001) argued that through visualization readers can actively engage with the text. From words on pages they create scenes about events, characters, and places which they see in their "minds' eye" (p. 46). Paivio (1979) pointed out that visualization facilitates comprehension and recall of information which will make reading as well as learning more meaningful and joyful (p. 147).



While intensive reading is highly associated with “bottom up” processing, extensive reading is related to “top down” processing. The former refers to meaning construction through identifying sound/symbol relationship and “decoding”. The reader starts with the minimal units, that is “letters”, then words, phrases, and sentences until he/she reaches a complete and detailed comprehension of larger structural patterns, i.e. the whole paragraph or text (Carrell. et al, 1988, p. 2). The researcher’s focus is on the latter model of processing which requires a high level of cognitive abilities.

According to Carrell.et al (1988), top down processing is an “interactive activity” in which the reader brings his/her “linguistic schemata”, “content schemata”, and “formal schemata” and connects them to the text (p. 4). In other words, the reader builds a general understanding by linking the passage to his/ her knowledge of the language in terms of its lexis, syntactic structures, grammatical rules, and semantics; knowledge of the subject area and of the world; and knowledge of patterns of organization. Goodman (1967), considered top down processing as “hypothesis posing” by which the learner makes predictions about the text and then confirms or rejects his/her assumptions during and/ or after reading. The activation of prior knowledge together with making anticipations help the learner to achieve better understanding and to infer the writer’s intended message.

In short, when teachers train their learners to be aware of when and how to use these strategies, learners will be active rather than passive participants in the reading process. Furthermore, knowing how to read strategically and to select the

strategy that is pertinent with their purpose is a crucial skill that every fluent reader should master.

#### **1.4 Benefits of Extensive Reading**

Extensive reading proved to be beneficial in acquiring/ learning English in several contexts, that is, as a first, second, or a foreign language. ER approach attracted the attention of scholars in different places which led them to investigate its impact on English Language Learning (ELL). The results of their studies showed that ER has various positive effects including gains in general language skills (reading, speaking, and writing proficiency), vocabulary development, improvement in grammatical competence and attitudes towards reading in particular and language learning in general. Consequently, this section will highlight the benefits of ER in terms of first; receptive skills, second; productive skills, and third; attitude and affect.

In regard to receptive skills, ER improves “automaticity”, or as in Day’s terms, “sight vocabulary”, that is, automatic word recognition (Grabe, 1991; Paran, 1996; and Day. et al, 2013). Bamford and Day (1998) explained this as follows: “The development of sight vocabulary can be seen as over learning of words to the point that they are automatically recognized in their printed form. The best and the easiest way to accomplish this is to read a great deal” (p. 16). The frequent exposure to the Target Language (TL) through reading a variety of books helps learners to easily and rapidly identify the words which they repeatedly encounter while reading. Consequently, this will enrich their vocabulary and develop comprehension abilities (Bamford and Day, 1998; Bell, 1998; and Hedgcock and Ferris, 2009).

According to Krashen (1981), learners' exposure to easy and interesting materials that serve as "comprehensible and meaningful input" leads to "unconscious acquisition" of the language especially vocabulary. Furthermore, when learners read about diverse content areas (study books), literatures (novels), and cultures (history, geography, and discovery books), their "background knowledge" will be enlarged (Nunan, 1991; Grabe, 1995; and Gee, 1999).

At the level of productive skills, students' grammatical competence especially "accuracy, spelling, and writing proficiency" can be ameliorated (Hafiz and Tudor, 1989). Text structures (patterns of organization" and text- types which learners are exposed to, will serve as "writing models" and will provide "new forms of the TL" for their own composition. Hence, learners will be "good writers" through being "good and fluent readers" (Nation, 1997; Bell, 1998; and Grabe and Stoller, 2002).

Moreover, as learners read different genres of texts about different topics, they will learn how to employ reading strategies such as "top- down processing, contextual guessing, connecting the text to prior knowledge, and visualization (Burns, 2003; Jacobs and Farrell, 2012; and Day. et al, 2013) . As a result, learners will be able to "read strategically" and to select the reading strategy that goes hand in hand with their purpose (Grabe, 1995). In addition, ER improves speaking proficiency (Jacobs and Farrell, 2012; and Day. et al, 2013). This can be achieved through designing classroom discussions in which learners can talk about their reading experiences.

In terms of motivation and Attitude, ER makes students more thrilled and enjoyed about reading (Patel and Jain, 2008; and Hedgcook and Ferris, 2009).

Day. et al, (2013) stated that “anything that associates language learning with pleasure has great value”. This is due to the fact that ER approach advocates learners’ choice over teachers’ choice (Krashen, 1982). Accordingly, students’ negative views about reading will turn into positive ones namely when they link reading experiences to their living experiences and share them with their parents, peers, classmates, and teachers. Most importantly, ER “nurtures life- long reading habits” (Grabe, 1995). In short, learners will read extensively not only during their educational life but also when they are post- graduates.

As a conclusion, teachers of EFL should be aware of the essence of extensive reading in ELL as it plays a central role in promoting students’ language skills. Their encouragement, positive influence as role- models, and provision of opportunities to their students to select interesting materials are a prerequisite to support the value of ER. This will pave the way to students’ high motivation and positive attitudes about reading and hence they may become “reading addicts”.

### **1.5 Methods of Integrating Extensive Reading in the Curriculum**

The advocacy of the benefits of extensive reading among scholars, researchers, and ESL/EFL teachers led to the need to its acknowledgment as a reading approach in its own right and to its integration in the curriculum. Day and Bamford (1998) presented four methods or “ways” of integrating ER in language programs. Therefore, in this section an explanation of these methods will be provided.

### **1.5.1 As a Separate Course**

The establishment of ER as a separate course requires the basic elements of syllabus design including: course goals and objectives, a list of items to be involved in the syllabus, instructional materials i.e. books on various genres and topics; a sustainable learning environment, that is; classroom or library, available time allocated to achieve course goals. According to Day and Bamford, time devoted to extensive reading could be “from a single 50- minute period once a week to five times a week for 50- minutes each meeting”.

### **1.5.2 As Part of an Existing Reading Course**

Integrating ER as a part of an existing reading course is based on the idea that it will be introduced as a supplementary classroom and out classroom activity. In this case, learners are expected to read a certain amount of books and to accomplish a set of assignments that take the form of “student oral book reports”. The amount of time devoted to extensive reading in the curriculum determines how many opportunities students may have in order to report on their reading.

### **1.5.3 As a Noncredit Addition to an Existing Reading Course**

Students read books on the basis of their own selection and inclination. Reading is done for pleasure and not as a tool for assessment and evaluation. In other words, “it is an optional assignment and not a formal part of the course”. This method of integrating ER as an optional activity is determined by teacher’s views about reading. Simply put, the teacher’s attitudes toward reading will influence how much and how often his/her learners read extensively.

#### **1.5.4 As an Extracurricular Activity**

In the forth possibility ER takes the form of out classroom reading class or library. Every student has the opportunity to join the club “regardless of level”. Members of the club meet after school and their motivation determines how many times they meet and how much and how often they read.

As a conclusion, the selection of one of these ways of including extensive reading in the curriculum depends on teacher’s attitudes, time and materials available, and students’ interests. All of these factors can either facilitate or hinder the integration of ER and the attainment of its goals.

#### **1.6 Extensive Reading Principles**

Extensive reading approach is based upon a set of principles that would provide the basis for its implementation in language classrooms. The most well known principles are those proposed by Julian Bamford and Richard Day in their article entitled *Top Ten Principles for Teaching Extensive Reading*, and by Philip Prowse in his article *Top Ten Principles for Teaching Extensive Reading: A Response*. Both articles were published in the journal of “Reading in a Foreign Language” in 2002. Philip Prowse first introduced his own ten principles, five of which overlap with those presented by Bamford and day; however, the other five are different. Then, he provided a short summary of Bamford and Day’s principles. In this respect, this section will discuss these principles and how they can be put into practice.

### **1.6.1 The Reading Material is Easy (Bamford and Day)/ Ease (Prowse)**

This principle assumes that learners would better read easy materials that are appropriate to their “reading competence in the foreign language” and that are “well within their reading comfort zone” (Bamford and Day). The fewer learners find difficult words, the more they are motivated to read. According to Bamford and Day, in order to help beginners to grasp the general meaning of the text, no more than one or two unfamiliar words per page should be found. For intermediate learners, no more than five words. Prowse stated that when the reading material is simple and joyful, the goals of extensive reading program will be attained and more language benefits will be gained.

### **1.6.2 A Variety of Reading Material on a Wide Range of Topics Must Be Available (Baford and Day)/ Range of Genres (Prowse)**

Learners with different backgrounds and individual differences may have different inclinations. For this reason teachers ought to do their best to provide a considerable number of books on diverse topics. Thus learners will read books in which they are interested and which are pertinent with their purposes and hence reading will be individualized. Therefore, the availability of a large amount of books may not be an easy task because of the lack of resources at the institution the fact that makes the implementation of this principle challenging.

### **1.6.3 Learners Choose What They Want to Read (Bamford and Day)/ Choice (Prowse)**

The main guideline of extensive reading is that learners have the freedom to select what to read. Actually, the success of ER approach depends on this

principle. When students are given the chance to choose the reading materials they will learn how to be “independent and responsible over their learning”. Moreover, to ensure that learners’ motivation is at hand, students can stop reading materials that are complicated or boring.

#### **1.6.4 Learners Read as Much as Possible (Bamford and Day)**

Once the preceding principles are put into practice, the amount of books to be read is now the focus. Learners ought to read continuously book after book. Teachers should give their students the “intensive to read, read, and read some more”. Learners should read at least one book per week so that they will overtime “establish a life- long reading habit”.

#### **1.6.5 The Purpose of Reading is Usually Related to Pleasure, Information, and General Understanding (Bamford and Day)/ Texts to Engage with and React to (Prowse)**

The ultimate goal of extensive reading is to get enjoyment, to broaden one’s knowledge, and to create opportunities for “personal experiences”. Complete comprehension is not the objective of an ER approach. Rather, learners read to make sense of the text, to understand its general meaning and “to keep turning the pages”.

#### **1.6.6 Reading is its Own Reward (Bamford and Day)/ No Comprehension Questions and Tests (Prowse)**

The essence of this tenet is that learners read for the sake of reading and experiences and not for the sake of accomplishing a particular task. Consequently, learners will react to the text in an “emotional” or “intellectual” way. For this



reason, there are neither comprehension questions to be solved after reading, nor tests to be passed about the texts which students read because “reading is an experience complete in itself”. Therefore, teachers may ask students to talk about what they have read such as authors, characters, places, discoveries, historical figures, and so for. This is usually done in order to “make reading a shared experience, to keep track of what and how much students read, and to monitor their progress”

### **1.6.7 Reading is Individual and Silent (Bamford and Day)/ Individual Silent Reading (Prowse)**

In contrast to IR that is associated with aloud reading or “barking at print”, extensive reading approach advocates a silent reading. Silent reading turns the reading process into “personal interaction” with the text. Additionally, learners can read at their own speed and according to their own time, and place.

### **1.6.8 Reading Speed is Usually Faster Rather than Slower (Bamford and Day)**

In extensive reading learners are not recommended to understand every detail from the passage, consequently; they will learn how to pass over unnecessary information and unknown words and to focus only on the general meaning. In turn, this will enable them to read rapidly and fluently.

### **1.6.9 Teachers Orient and Guide Their Students (Bamford and Day)**

This principle is concerned with the role of the teacher in extensive reading approach. The teacher is expected to act as a facilitator who should make clear the benefits his/her learners would gain from extensive reading, explain the goals of

ER and its methodology in terms of the absence of tests and comprehension questions, and help them to know how to select materials that are relevant to their linguistic and background knowledge. The teacher may, also, act as a prompter through encouraging his/her learners to read as much as possible and giving them opportunities to share their reading experiences. As a controller, the teacher should keep track of what and how much they read in an attempt to assure that they are reading extensively.

#### **1.6.10 The Teacher is a Role Model of a Reader (Bamford and Day)/ Teacher Participation (Prowse)**

This principle holds the view that “extensive reading teachers are themselves readers, teaching by *example* the attitudes and behaviors of a reader”. In other words, teachers should not only transmit information, skills, and competences, but also values and principles. When teachers read the same books that their students read, the classroom will be a “community” where they exchange the pleasure they get from reading.

#### **1.6.11 No Dictionaries (Prowse)**

Since learners can choose reading materials that are easy, the use of dictionaries is discouraged. This is because the use of dictionaries may hinder smooth and fluent reading when learners interrupt their reading to check the meaning of unknown words.

#### **1.6.12 Use Recordings (Prowse)**

When learners talk about reading experiences, their oral proficiency may increase. They may also learn such techniques as summarizing and paraphrasing.

As a conclusion, the integration of extensive reading in the syllabus is not the sole cause behind its success. Therefore, teachers ought to implement these principles and to make attempts to overcome the obstacles that may hinder the attainment of the objectives of extensive reading approach. Such obstacles may include time limitations, lack of resources, students' low motivation.

## **CONCLUSION**

In this chapter we have dealt with the various aspects of the first variable of the research area which is extensive reading. In doing so, we have provided: definitions of reading; description of types of reading which are intensive reading and extensive reading in terms of their definitions and differences; investigation of extensive reading strategies; summary of the benefits of extensive reading; discussion of the different methods of integrating extensive reading in the curriculum. Finally, we have explained the principles of how extensive reading can be implemented in language courses.

# **CHAPTER TWO**

## **LEARNER AUTONOMY**

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## **INTRODUCTION**

During the late 1960's and early 1970's, interest in the role that the learners take in the learning process gave rise to the so called "learner-centered approach". This approach acknowledged the essence of learners' active participation and put more emphasis on their needs, interests, lacks, and individual differences. More importantly, learner-centeredness provides the learners with the opportunity to be involved in the learning process and to hold responsibility over their learning. This enables them to act independently of the teacher and to make decisions about their progress, deficiencies, needs, interests, and goals. Consequently, learners will to a certain extent learn how to be autonomous. In this sense, this chapter will illuminate: definitions of autonomy; history of autonomy in language learning; versions of autonomy; factors contributing to learner autonomy; characteristics of autonomous learners; and the importance of autonomy in ELT/L. Finally, a section will be devoted to highlight the impact of extensive reading on learner autonomy.

### **2.1 The History of Autonomy in Language Learning**

There had been a growing interest in the concept of autonomy in language teaching and learning since the mid 1970's. According to Benson (2001, p. 9) the notion of autonomy in language teaching and learning is credited to the Council of Europe' Modern Languages Project. This project was founded in 1971 whose main accomplishment was the establishment of the Centre de Recherches et d'Application en Langues (CRAPEL) at the University of Nancy, France. The pioneer of autonomy in language learning is Yves Chalon, the founder of

CRAPEL whose direction was later given to Henry Holec. Nowadays, he is considered as one of the outstanding figures in the domain of autonomy.

Harding Esch (1977, cited in Benson, 2001) claimed that Philip Riley and Caroline Stanshina's contributions to the seminar that was held at the University of Cambridge in 1976 on self regulated learning and autonomy, is regarded as of paramount importance in the field. Holec's 1979/1981 seminal book: *Autonomy and Foreign Language Learning* is one of the preliminary works about autonomy in language learning. Other crucial publications on autonomy were internationally distributed by CRAPEL's journal *Mélanges Pédagogiques* in Riley's 1985 collection *Discourse and learning*.

Benson (cited in Pemberton, Toogood, and Barfield, 2009) pointed out that the notion of autonomy has its origins in "moral and political philosophy", and it entered the field of FLT/L through "psychology and educational theory". This was done as an attempt to take into account the role of the learner in the learning process (p. 16). In this regard, Pennycook (1997, p. 41) claimed that:

The idea of autonomy has therefore moved rapidly from a more marginal and politically engaged concept to one which questions are less and less commonly asked about the larger social and educational aims of autonomy. Broader political concerns about autonomy are increasingly replaced by questions of how to develop strategies for learner autonomy. The political has become the psychological.

Simply put, the concept of autonomy was related to the idea of how individuals can be free, self-independent, and responsible in their social and

political life. Later on, it was brought to the field of language teaching and learning, and became concerned with how to enable learners to direct their learning. In addition, the emergence of such educational practices as “individualized learning, self- instruction, self- access, computer- assisted language learning, distance learning, the use of authentic materials, language advising, learner training, collaborative learning, and project work” are highly related to autonomy (Benson and Voller, 1997, p. 9). In other words, these practices are viewed as a means toward an end which is autonomy.

Benson (p. 17) maintained that autonomy in language learning is the offspring of the new paradigm of “learner-focused practice” that flourished in the late 1970s and early 1980’s as a reaction to traditional instructional paradigm of teacher-centered approach. According to Nuttal (1996) in the traditional modes of teaching and learning, the teacher is regarded as an authoritative figure who takes control of all the phases of the teaching and the learning processes. The teacher along with curriculum developers and syllabus designers decide about the planning (long term and short term goals; students’ needs and interests), implementation (what is to be taught and how is to be taught, i.e. content, teaching methods, and instructional materials) and evaluation (procedures used to assess the learning outcomes). Learners are only passive recipients of knowledge who have no idea about what, how, and why they learn.

Conversely, in learner- centered approach, learners are placed at the heart of the pedagogical agenda. Rather than being receivers of information; they are producers of their own learning. They participate in the planning, implementation and evaluation phases of the language courses (Nunan, 1989, p. 19). According to



Dickinson (1987) self- directed and autonomous learning is a reflection of learner-centeredness which made learning an “individual and personal” process. That is, the very encouragement of autonomous learning is the vehicle through which learner- centered approach can be put into practice. By creating their own learning, learners can identify their needs, interests, and potentials.

## **2.2 Definition of Autonomy**

The word “autonomy” is a multidimensional and complex term in that it is applied to different fields including: politics, sociology, educational psychology, and language teaching and learning. Thus, it is difficult to give a static and definite definition to the term autonomy. Therefore, in this section, we will focus on how autonomy is defined when it is used in the context of ELT/L and the misconceptions that are attributed to the word.

Autonomy in language learning can be defined as having a certain degree of independence in one’s own learning. In its broader and personal sense, autonomy may mean the skill of directing “one’s own affaires” and the “freedom” to take part in activities in which an individual is interested. When applied to learning, it can refer to the ability to “act independently of the teacher (Scarle and Szabo, 2000, p. 4). Henry Holec (1981) provided one of the frequently cited definitions of the term. He defined it as “the ability to take charge of one’s own learning”. This ability is not an inborn aptitude, rather it is a matter of acquisition or as he stated “learning how to learn”. Little (2004) explained that taking charge is to have a sense of responsibility over different levels of your learning including setting goals, identifying the type of knowledge and skills to be gained, choosing

learning styles and strategies to be employed, determining the pace of learning, and assessing language development (cited in Benson and Voller, 1997).

In a similar vein, Benson (2003) agreed that autonomy is a matter of ability as it gives learners the potential to “monitor” their learning, design their tasks, and to judge their progress (p. 290). Benson (in Lamb and Reinders, 2008, p. 15) claimed that autonomy, from the part of the teacher, is related to the teacher’s management of and responsibility for what happens within the classroom. On the part of the learner, it may be interested in the extent to what he/she can handle his/her learning inside and outside the classroom. He added that autonomy requires not only the ability to deal with one’s affairs but also the “freedom” that enables him/ her to practice such ability (p. 21).

Some scholars defined autonomy in terms of a political perspective. In this respect, Stanshina (1975) stated that autonomy is concerned with the experience of getting rid of the teacher’s as well as the institution’s management of the different factors of the teaching and learning processes. In doing so, learners can have the right to make decisions about their learning and to have the freedom to use “authentic” materials. Similarly, Benson (1997, p. 29) and Smith (2008, p. 2) mentioned that autonomy implies a statement of learners’ “rights” to self- study in the pedagogical milieu.

Dickinson (1987) pointed out that autonomy reflects the highest degree of “self- directed learning”. That is, autonomy is a sign of learners’ ability to manage their education with a degree of skill. He also argued that autonomy can be viewed as a “situation” in which learners have the opportunity to handle all facets of their learning from “decision making” to “the implementation” of these

decisions. Boud (1988, p. 17) and Benson (2003, pp. 1-2) insisted that autonomy is not a method of instruction and learning, rather it is an “approach” to learning and an educational objective to which teachers and learners work together in order to achieve. Little (1991) and Benson (2001) agreed that the learners’ autonomy is influenced by several factors especially individual variations such as age, level of proficiency, needs, and situation, i.e. inside or outside the classroom ( cited in Pemberton, Toogood, and Barfield, 2009, p. 15)

The notion of autonomy has been sometimes mistakenly used as a synonym with other related terms. Smith (2003, in Palfreyman and Smith) stressed that learner autonomy does not necessarily refer to “situation”. That is, out of classroom learning through ICTs and “self- access centers” without the help of the teacher, what Little termed “self- instruction”; is not the focal point of autonomy (1995, p. 7).

Autonomy is a “capacity” which is implemented and fostered both outside and inside the classroom. In this respect, Esch (1998) declared that “it is not self-instruction without a teacher, ...it does not mean initiative on the part of a teacher is banned; it is not something teachers do to learners; i.e. new methodology; it is not a single easily identifiable behavior, it is not a steady state achieved by learners once and for all” (p. 37). To put it more simply, autonomy does not denote the learner’s complete self- reliance and the absence of the teacher’s role. Moreover, it is a multifaceted psychological and cognitive status whose identification can be overwhelming because it is variable according to different conditions and factors.

Little (1991) claimed that autonomous learning advocates learners' individual interaction with the "content" and "process" of education. In (2004) he asserted that autonomy in language learning is based on learners increasing ability to lessen their dependence on the teacher, to think critically, and to make informed decision about their learning. Dam. et al ( 1990, p. 102) stated that in order to be independent and responsible, learners should have enough " capacity" as well as "willingness" (in Trebbi, 1990). That is, autonomy requires not only learners' ability but also their intrinsic drive to manage their learning.

According to Smith (2003) the term autonomy often generates a sense of conflict within the educational context. Some practitioners view autonomy as a "lack" which learners need to fulfill. Others consider it as a "starting point", i.e. a prerequisite to learning, and as "ability" that learners from different linguistic and cultural backgrounds have the potential to exercise. Benson and Voller (1997, p. 13) stated that autonomy should be regarded as "a means" to achieve a long term "end" which is "effective language learning".

To synthesize, autonomy in language learning has multiple denotations. It means the ability or capacity to direct the learning process and to be responsible for its different aspects. It also refers to one of the ways through which learners approach their learning especially in terms of awareness of their roles. From institutional and instructional perspective, autonomy implies the degree to which learners are free to participate in the learning process.

### 2.3 Versions/ Dimensions of Autonomy

The various definitions attributed to autonomy are reflections of how this term is used in the theory and practice of ELT/L. This led to the consideration of autonomy in terms of its versions or dimensions including: the technical version, the psychological version, and the political version. These versions were introduced by Benson in his (1997) article “*The philosophy and politics of learner autonomy*” in Benson and Voller 1997. Hence, in this section, we will discuss first, the technical version; second, the psychological version, and third the political version of autonomy in language learning.

Benson and Voller (1997) claimed that the technical version views autonomy in terms of “situation” in which learning takes place “outside the framework of an educational institution without the intervention of a teacher” (p. 19). That is, this version is concerned with training learners so that they will develop the strategies and competences that enable them to direct their learning outside the classroom.

Benson (1997) added that learner training is very crucial to technical autonomy (p. 27) because as Dickinson (1987) stated “very few individuals are, spontaneously self- directed”. This can be done through sustaining learners with such practices as “self- access centre; computer room; classrooms with a laptop and overhead projector; and blended learning” (p. 29). Furthermore, making learners conscious about their mental processes and their learning plans provides them with abilities to be self- dependent without the help of the teacher. Also, technical autonomy is related to designing contexts which allow learners to discover their skills to be autonomous particularly via technological aids (Benson, 1997, p. 30).

Psychological autonomy is associated with learners' intrinsic capacity to increase their autonomy. Additionally, learners' attitudes towards their learning and the extent to what they can be responsible are essential aspects of psychological autonomy (Benson, 1997, p. 19). In other words, the more the learners are ready to manage their learning and the more their views about learning are positive, the more their autonomy will increase. Benson (1997) argued that psychological autonomy calls for more learning rather than teaching. To put it more simply, learners should have more opportunities to take part in the learning process by controlling their learning and being aware of their cognitive abilities (p. 198).

In contrast to the technical version, the psychological version considers autonomy as an "internal and attitudinal ability" or as Benson and Voller put it "a construct of attitudes and abilities" (p. 19). In this regard, Dickinson (1994, p. 4) stressed that "autonomy is a matter of attitude to learning rather than the physical setting of the learning". Thus, autonomy is not about self- study outside the institutional context, but rather; it is about developing the necessary skills and having positive attitudes about learning.

As far as the political version is concerned, autonomy is a construct of learners' conscious knowledge of the setting in which they are learning regarding the potentials they will get from TL learning and the obstacles they may encounter in this setting (Benson, 1997; p. 22).

According to Benson (1997) political autonomy is also based on the idea that having control over learning encourages learners to account for the importance of "individual freedom" and to nurture lifelong responsible habits.

This can be achieved through transferring learning skills especially those of autonomy and responsibility to real life situations. He maintained that this version addresses the conflicts between the influences of the “socio- cultural context” on autonomy, i.e. the extent to which autonomy will be endorsed in the theory and practice of language learning is determined by how it is viewed in the society in which learning takes place. This conflict can be solved by leaving room for “negotiables”, that is; discussions between “educational authorities, teachers, and learners” concerning the “content, approaches, and evaluative procedures” the fact that will lead to transfer of some of the roles from the teacher to the learners (p. 379).

As a conclusion, the three versions of autonomy can be complementary to each other because the ability to take charge of one’s own learning requires learner training, awareness of the learning processes, intrinsic capacity, positive views about learning, and having the freedom to participate in decision making.

#### **2.4 Factors Contributing to Learner Autonomy**

Autonomy in language learning is not an innate aptitude that every learner possesses. Few people, as aforementioned; are born with the ability to manage their learning. Therefore, there are several factors that may increase learners’ autonomy and make them responsible over their learning. Hence this section will shed light on factors that contribute to learner autonomy on the basis of those introduced by Scharle and Szabo in their (2000) work entitled *Learner Autonomy: A guide to Developing Learner Responsibility*, and those proposed by Nunan (2003) in his article *Nine Steps to Learner Autonomy*.

### **2.4.1 Motivation and Self- Confidence**

According to Scharle and Szabo, a predisposition to autonomy is “intrinsic motivation” and “self- confidence”. When learners are motivated and self-confident they will have the inclination to work hard, take part in the learning process, and to take charge of their learning. In addition, the more learners trust their abilities and contributions; the more their autonomy will be developed. In fact, this circle may work the other way round, that is; autonomy may make learners have a sense of motivation and self- confidence (p. 7).

### **2.4.2 Monitoring and Evaluation**

A very vital factor to foster learner autonomy is monitoring and evaluation. In other words, learners’ conscious reflection on their learning allows them to make judgments about their progress and discover their weaknesses and strengths. Moreover, when the teacher encourages his/ her learners to set purposes for their learning, “they will be responsible for reaching them” (Scharle and Szabo, pp. 7-8); hence, they will be more engaged in the learning process.

### **2.4.3 Learning Strategies and Styles**

Scharle and Szabo, and Nunan emphasized that training learners to use effective learning strategies may help them to be aware of the different techniques they undertake to promote their language proficiency. Knowledge of “how and when to use these strategies” leads learners to discover their capacities and what they are able to bring to the learning process. In so doing, learners may understand that they can rely on themselves in some of the facets of learning (p. 8).



#### **2.4.4 Cooperation and Group Cohesion**

Collaborative work between learner- learner and learner- teacher is an effective way to make learning a participatory activity rather than competitive one. That is, learners may feel responsible toward each other and work together to get optimal benefit from the task. This shared responsibility will lessen control on the part of the teacher as learners are given a certain degree of freedom.

#### **2.4.5 Sharing Information with the Learner**

When teachers and learners work as “partners”, learners will take into account that their roles are very essential for achieving “short and long term objectives”. Thus, learners will be more responsible to accomplish their roles (Scharle and Szabo, p 8). In this regard, Nunan stated that “A first step in giving learners a voice is making instructional goals clear to the learners themselves” (p. 196). That is, the teacher should make pedagogical aims “explicit” so that the learners will be knowledgeable about how to attain these goals. This factor has common principles with Benson’s (2011) “curriculum- based approach” to learner autonomy which posits that informing learners about the content through “teacher/ learner dialogue” (Cotterall, 1995) provides them with an idea of what type of knowledge they will be exposed to.

#### **2.4.6 Delegating Tasks and Decisions**

Scharle and Szabo stressed that to promote learner autonomy; teachers ought to consider the reorganization of classroom “tasks and decisions”. This can be done through allowing them to make decisions concerning instructional materials and to have control over learning (pp. 8-9). Nunan argued that one of the

examples is to encourage learner “choice” through asking them about which task to do first and which one to do later (p. 200). He maintained that a key factor to enhance learners’ autonomy is to give them the opportunity to create their own tasks such as writing comprehension questions about a particular text and then exchanging these questions between each other (pp. 201-202). This may increase learners’ assessment and evaluation skills and strategies especially when they write comments about the tasks that their peers designed.

#### **2.4.7 Encouraging Learners to Use the TL outside the Classroom**

According to Nunan, when learners further the practice of the target language behind the educational context, they will learn how to transfer the skills and competences they grasped in the classroom to real life situations. This may help them to boost their communicative competence, to assess their use of the language, and to discover the extent to which they are capable of performing the language without the supervision of the teacher.

#### **2.4.8 Encouraging Learners to Become Teachers and Researchers**

Nunan pointed out that when learners try the experience of being teachers, their skills and competences may progress. Classroom presentations about a given topic may serve as effective initiative to accomplish such a task. Through presentations students can learn how to become researchers through the process of gathering and interpreting information and to become teachers through selecting appropriate methods and strategies to present and explain these information. Additionally, they will feel responsible toward simplifying and transferring the correct information in order to make their classmates understand (p. 202).

In short, the development of autonomy depends to a great extent on the responsibility of the teacher. That is, the teacher should create a classroom environment in which the learners are encouraged to explore their potentials to guide their learning and to actively participate in the learning process. Moreover, learners' own contribution and attitudes are of paramount importance in prompting learner autonomy

## **2.5 Characteristics of Autonomous Learners**

There are several features that are attributed to learners who seem to have the ability to control their learning. In general, autonomous learners are active participants who are aware of their abilities and needs and are willing to be responsible over their learning. In this sense, this section will discuss characteristics of autonomous learners in terms of their cognitive and psychological capacities.

According to Holec (1981) autonomous learners are ready to set objectives, make decisions about the content and pace of learning, and evaluate their progress. Dam. et al (1990) described autonomous learners as those who are able to cope with new knowledge and relate it to their previous learning and to transfer it to different settings outside the educational context (p. 102).

Gardner and Miller (1999) claimed that autonomous learners can "initiate the planning and implementation of their own learning program" (p. VII). That is, they are aware of their needs and interests and it is on this basis that they design their goals and devise plans to attain them. Ellis and Sinclair (1989) stressed that learners who have the capacity to direct their learning employ diverse strategies in order to make it more successful and transferable to other situations (p. 2). These

strategies may include conscious reflection on their learning and assessment of its outcomes (Holec, 1981).

Wenden (1991) argued that autonomous learners have a high self-esteem in that they trust their capacities and skills which empower them to monitor their learning. They also act independently and voluntarily without being asked by the teacher (Deci and Flaste, 1996, p. 2). Legenhausen (2001) stated that autonomous learners are “intrinsically motivated” to contribute to the learning process and to design a supportive environment that sustains them to enhance their competences. He added that they are able to study strategically, that is; autonomous learners can select the learning strategies that go hand in hand with course tasks and objectives (p.387). Oxford (2003, p. 83) mentioned that autonomous learners have a “high self-efficacy” as they believe in their capabilities to organize their learning and attain their goals.

Tricia Hedge (2000, p. 76) pointed that autonomous learners have effective learning habits such as group work and time management skills. In addition, they know how to use materials and “resources” available especially communication technologies to facilitate their learning. He maintained that self-directed learners always make attempts in order to develop their aptitudes and broaden their knowledge both inside and outside the institutional setting. Further, they possess critical thinking skills as they tend to interpret the information given by the teacher or found during conducting a particular assignment. Concerning learning outcomes, autonomous learners also ask questions about whether they have gained the required and desired skills and achieved their goals.

In short, autonomous learners are good language learners. They have a set of abilities and skills such as formulating goals, time management, self- assessment, self- evaluation, and conscious reflection. They are active, participative, critical, highly motivated, self- confident, and collaborative.

## **2.6 Learner Training and Development toward Autonomy**

Learner training is one of the significant notions in EFT/L context. It had been given a considerable attention since the 1970's, particularly with the rise of "learning strategies" and autonomous language learning. As far as autonomy is concerned, there is a general consensus among researchers that learner training or learner development is highly associated with the promotion of learner autonomy. In this vein, this section will deal with the concept of learner training, learning strategies, and finally the role of learner training in developing learners' autonomy.

Learner training is generally known as training learners how to use effective learning strategies in order to increase their language proficiency. According to Dickinson and Carver (1980) and Holec (1981) learner training was initiated as a medium to sustain "self- directed learning". There are other terms in the literature that are used interchangeably with learning training including "strategy training" (Richards. et al, 1992), strategies- based instruction (Brown, 2001). Wenden (1991) defined learner training as a set of procedures that are designed to support learners to enhance their competences through strategy instruction and consciousness raising (p. 163).

Scrivener (1994, p. 189) stated that learner training is concerned with the techniques used to make learners aware of the learning process and able to plan

for their own learning in an independent manner. This can be done through developing learners' both linguistic knowledge (knowledge of the language and its aspects) and process knowledge (knowledge of how language is learned).

The controversial issue regarding learner training is how it should be implemented. Thus, researchers introduced possible approaches to the implementation of learner training. Richards. et al (1992) among others proposed three approaches to “strategy training” including: “explicit or direct training” in which learners are informed about the importance of leaning strategies and how they are to be used; “embedded strategy training” that is based on implicit strategy instruction, that is; strategies are taught indirectly, and “combination strategy training” which consists of direct instruction of learning strategies and implicit training on the employment of these strategies (p. 355). O'Malley and Chamot (1990, pp. 157- 159) presented four sequences underlying learning training. These sequences are as follows:

1. Teach learners how to recognize the strategies that they already employ.
2. Introduce new strategies and explain the effectiveness of their use.
3. Allow learners to practice these strategies.
4. Give them opportunities to assess the extent to which they were able to implement the new strategies.

As previously mentioned, learner training is to a great extent based on learning strategies. Interest in how learners learn a particular language be it first, second, or foreign; led scholars and linguists to investigate the special tactics learners utilize in the process of discovering that language. According to O'Malley and Chamot (1990) language learning strategies are “the special

thoughts or behaviors that individuals use to help them comprehend, learn or retain new information” (p. 1). In other words, they are specific techniques undertaken by learners in order to facilitate the comprehension and retention of new knowledge. Bialystok (1978) defined leaning strategies as tools which are employed by students to develop their language skills and to benefit from information to which they exposed (p. 71). Stern (1992, p. 61) stated that learning strategies are concerned with learners’ conscious involvement in various types of learning procedures. This engagement aims at finding ways to accomplish their tasks and to attain their goals.

Studies about learning strategies generated diverse taxonomies of their types. The famous classifications are those of Oxford (1990). Oxford classified learning strategies as: “Direct strategies” which enable learners to manipulate the learning resources about the TL in a more direct mode including “memory strategies” such as rhyming, visualization, the keyword method, and so forth; “cognitive strategies” such as interpreting, note- taking, synthesizing, summarizing, mind-mapping, paraphrasing, outlining; and “compensation strategies” such as guessing from the context, using synonyms, antonyms, explanations to understand the meaning of unfamiliar words or to compensate for a missing word in speech or in writing.

“Indirect strategies” are those which are used to direct the learning process in an organized and systematic way. They encompass meta-cognitive strategies such as self- monitoring, self- assessment, and self- evaluation. Finally, “Socio-affective strategies” are related to the emotional and social aspects of learning and they help students to work in cooperation with their teacher and their peers. Socio-

affective strategies include asking questions for verification and clarification, and group work.

The ultimate goal behind the implementation of learner training is to assist students to be good language learners. More importantly, it makes them responsible and independent. Studies showed that learner training and autonomy are inseparable because not all of the students are naturally autonomous. For this reason, learners need to be taught how to be active participants and more involved in their learning (Dickinson, 1992).

According to Benson (1997, p. 23) learner training provides learners with the needed abilities to function effectively in independent settings (p. 24). Holec (1985) claimed that learners should be better prepared to plan for their own learning and thus this will pave the way to their autonomy. Autonomy is about being able to manage, assess, monitor, and evaluate one's progress in language. Accordingly, training in such strategies as self- assessment, self- evaluation, and monitoring is the stepping stone toward autonomy.

As a conclusion, learner training is one of the beneficial procedures that can be adopted in order to achieve more successful learning. It is based on introducing learners to new learning strategies and making them aware of the ones which they already use. Additionally, Learner training proved to be vital to language learning particularly in terms of increasing learners' autonomy.



## **2.7 The Importance of Autonomy in ELT/L**

Autonomy, especially as an educational concept; has attracted the attention of many researchers and linguists. The investigation of this complex and multidimensional notion led them to discover its significance in ELT. Hence this section will consider the importance of autonomy and its contribution to effective language learning.

Benson (2001) claimed that autonomous language learning makes students good language learners and in charge of both their learning and their personal life as independent and free individuals (p. 1). According to Knowles (1975, cited in William and Burden, 1997, p. 147) autonomy provides learners with the ability to transfer the skills they gain from their learning to real life situations and to make learning “a life- long” habit. Autonomy is also viewed as a one of the ways for boosting learners’ motivation (Scharle and Szabo, 2000; and Dorney, 2001). That is, when learners have some control over their learning, they will be more eager to learn and to develop their language proficiency.

The main reason behind the advocacy of autonomy is that it is considered as “a prerequisite for successful language learning” (Ushioda, 1996). In other words, for better language achievement and progress learners need to be equipped with the capacity to direct their own learning in terms of goals, content, materials, and evaluation. Furthermore, Jiao (2005) claimed that autonomy goes hand in hand with increasing learners’ communicative competence (p. 28). To put it more simply, when learners are autonomous they will have enough skills and self-confidence to use the target language independently and in real life situations.

As a conclusion, autonomy is an indispensable element in modern language teaching and learning. It provides learners with a set of abilities particularly self-direction, communicative competence, and control over learning. It also leads to motivation and successful language learning.

## **2.8 The Impact of Extensive Reading on Autonomy**

The focus of this study is to investigate attitudes toward the impact of extensive reading on learners' autonomy. Accordingly, this section will review previous studies on how ER can influence autonomous learning which confirms the significance of the study and reveals the gaps between previous studies and this research.

According to Day and Bamford (1998) when learners are given the opportunity to choose reading materials in which they are interested, they will be more motivated to read. In turn, motivated learners will be responsible over their reading (p. 27). That is, they will learn how to make decisions concerning the content of the materials they want to read and to set their own reading goals. Day and Bamford (1998) believed that ER is one of the effective programs that can be adopted in order to encourage learner autonomy. Simply put, learner autonomy is based on learners' active engagement in the learning process and ER is regarded as a means to achieve this through promoting learner choice.

Carrell and Eisterhold (1983, p. 567) claimed that the practice of reading outside the classroom via "Sustained Silent Reading" (SSR) on a regular basis helps students to become more "self-directed" readers. In other words, when learners read extensively they will learn how to make judgments on their progress through assessing their degree of comprehension and their ability to cope with

more difficult texts. Fujigaki (2012) stated that because ER discourages the use of dictionaries, learners will gradually depend on their own knowledge of words and will then use context clues to read faster. Consequently, they will be fluent readers who enjoy reading freely and independently and mainly when they experience new knowledge and life stories (p. 45). Imrie (2007, p. 3) mentioned that:

A student who practices ER through access to a library of graded readers will be able to be an independent learner because: they can select what they want to read, at a level that suits their proficiency, out of the classroom at a time and place of their choosing [...] and they can assume some measure of responsibility for their own learning.

To put it more simply; ER gives learners the chance to select books that are appropriate to their level and to decide the when and where of reading. Thus, their ability to take charge over their learning will increase. Mede, Icecay, and Icecay (2013, p. 24) asserted that “oral book reports” are very beneficial in training learners how to prepare their own reports about their reading experiences the fact that makes them more excited to read autonomously outside the classroom.

To sum up, Studies about the relationship between Extensive Reading and autonomous language learning showed that ER has a positive impact on students' independent learning. Therefore, in the context of Algerian schools and universities; little is known about the significance of ER in fostering autonomy. Hence, there is a growing need to make further research on this topic.

## **CONCLUSION**

In this chapter we have dealt with the various aspects of the second variable of the research area which is learners' autonomy. In doing so, we have provided: the history of autonomy; its definitions; an investigation of the different versions of autonomy; summary of the factors that contribute to learner autonomy; a discussion of the characteristics of autonomous learners; an explanation of learner training and development toward autonomy; and the importance of autonomy in ELT/L. Finally, we have reviewed the findings of previous researches in regard to the impact of extensive reading on autonomous language learning.

# **CHAPTER THREE**

## **FIELD INVESTIGATION**

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## **INTRODUCTION**

This chapter is concerned with the practical part of the present study. For the sake of testing the research hypothesis, considerable data have been gathered from our sample. To do so, two questionnaires were administered, teachers' questionnaire and students' questionnaire. The questionnaires aimed at finding out the participants' views about the topic of the study through the analysis of their answers. In this regard, this chapter will deal with data collection procedures in terms of: description of the questionnaires, their administration, analysis of the findings from the questionnaires, and finally summary of the findings from the questionnaires

### **3.1 Students' Questionnaire**

#### **3.1.1 Population of the Study**

The population of the study is Master One students (sixty three students) at the department of English, University of 08 May 1945 (Guelma). The accessible population (sample) is fifty participants chosen randomly so that the findings can be generalized to the whole population. Moreover Master One students have already been exposed to a large amount of reading materials and are expected to have an idea about the concept of autonomy in language learning.

#### **3.1.2 Description of Students' Questionnaire** (see appendix I)

Students' questionnaire consists of three main sections. The first section is general information about the participants. The second section is about students perspectives on autonomy and its importance in developing their proficiency. The third section is concerned with learners' opinions towards extensive reading and

its role in promoting their autonomy. For further elaboration, a detailed description of the questionnaire's questions will be provided.

### **3.1.2.1 Section One: General Information**

In the first question, students are asked about their age. The options from which they can choose their answers are: 22 years, 23 years, and more than 23 years. In the second question students are expected to write the corresponding number of years they have been studying English in the primary school, in the middle school, in the secondary school, and at the university. In the third question, students are asked whether studying English is their choice or not. The fourth question is about students' appreciation of their level in English. Students can choose from the following options: very good, good, average, bad, or very bad.

### **3.1.2.2 Section Two: Autonomy**

The second section is concerned with the study variable which is learners' autonomy. The fifth question aims at finding out whether students can study independently of the teacher. Accordingly, they answer by choosing yes or no. In the sixth question, the students are asked to indicate their priorities by placing numbers from 1 to 4 so that they express their views about how they can be autonomous.

The seventh question is concerned with learners' considerations of the importance of autonomy in language learning. The options from which they can select are: very important, somehow important; less important, and not important. The eighth question is about the extent to which the students agree that the teacher should encourage them to be autonomous. The suggestions from which they can



choose from are: totally agree, partially agree, agree, neither agree nor disagree, partially disagree, disagree, and totally disagree. In the ninth question, the students are asked about the situations where they can be autonomous. Hence; they answer by opting for: in the classroom, outside the classroom, or both.

### **3.1.2.3 Section Three: Extensive Reading and Autonomy**

This section investigates students' attitudes towards the impact of extensive reading on autonomy. In the tenth question, the students are expected to describe their level in reading proficiency. They can choose from the following suggestions: very good, good, average, bad, or very bad. The eleventh question is interested in whether students read extensively or not. In this respect, students select either yes or no. The twelfth question is about how often they read extensively. The options from which they can opt for are: always, often, usually, sometimes, rarely, and never. The thirteenth question is concerned with students' frequent reading style. Thus, they can choose from: skimming, scanning, or critical reading. The fourteenth question (multiple choice question) takes into account the benefits that learners could gain from extensive reading.

The fifteenth question considers the importance of extensive reading in increasing English proficiency. Students can opt for one of the following answers: very important, somehow important, less important, or not important.

The sixteenth question is about the extent to which students agree that extensive reading could increase their autonomy. The suggestions provided are: totally agree, partially agree, agree, neither agree nor disagree, partially disagree, disagree, and totally disagree. In the seventeenth question (multiple choice question), the students' opinions in regard to the strategies through which

extensive reading could affect their autonomy are considered. The eighteenth question (multiple choice question) accounts for autonomous learning strategies that students use while participating in extensive reading. The last question provides the students with the opportunity to give further comments and suggestions on the topic.

### **3.1.3 Administration of Students Questionnaire**

Students' questionnaire was distributed on March the 7<sup>th</sup> 2017. Participants from group 1 and group 2 were given the questionnaire at about 08:00 o'clock. They returned it back at about 09:30. The remaining copies of the questionnaire were delivered to participants from group 3 at about 09:30. They were taken back at about 11:00 o'clock.

### **3.1.4 Data Analysis and Interpretation**

#### **3.1.4.1 Analysis of Results and Findings from Students' Questionnaire**

##### **3.1.4.1.1 Section one: General Information**

##### **1- Students' age**

In question 1, we asked students to choose the right number that describes their age. The findings are presented in the following table.

Table 3.1: Students' age

	<b>Number</b>	<b>Percentage</b>
<b>22 years</b>	<b>32</b>	<b>64%</b>
<b>23 years</b>	<b>15</b>	<b>30%</b>
<b>More than 23 years</b>	<b>3</b>	<b>6%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

The majority of students (64%) are 22 years. This indicates that students' age is appropriate to their academic level. Some of them (30%) are 23 years which implies that they failed in or missed one of the years during their schooling. Few students (6%) are more than 23 years the fact which means that their age is not pertinent to their academic level.

## 2- Students Experience in Studying English

In question 2, we asked students to write the appropriate number of years they studied English in each of the educational grades. The findings are highlighted in the following table.

Table 3.2: Students Experience of studying English

	<b>Number</b>	<b>Percentage</b>
<b>Primary school</b>	<b>/</b>	<b>0%</b>
<b>Middle School (4 years)</b>	<b>50</b>	<b>100%</b>
<b>Secondary School (3 years)</b>	<b>49</b>	<b>98%</b>
<b>More than 3 years (6years)</b>	<b>1</b>	<b>2%</b>
<b>University (4 years)</b>	<b>49</b>	<b>98%</b>
<b>More than 4 years (5 years)</b>	<b>1</b>	<b>2%</b>

All of the students (100%) studied 4 years in the middle school indicating that they passed this grade successfully. In the secondary school, the majority of the students (98%) did not fail in this grade while only one student (2%) spent 6 years. The majority of the students (98%) studied 4 years at the university whereas one student (2%) studied 5 years. This implies that most of them are good and successful students.

### 3- Students Choice of Studying English

In question 3, we asked students to choose whether studying English was their choice or not.

Table 3.3: Students Choice of Studying English

---

	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>46</b>	<b>92%</b>
<b>No</b>	<b>4</b>	<b>8%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

---

Most of the students (92%) chose to study English. This reflects that the majority of the students like English and that they are motivated to learn it. Only few students (8%) mentioned that studying English was not their choice which indicates that they are less interested in it.

### 4- Students' appreciation of their level in English

In question 4, we asked students to select the right adjective that describes their level in English.

Table 3.4: Students' Appreciation of their level in English

---

<b>Number</b>	<b>Percentage</b>	
<b>Very good</b>	<b>1</b>	<b>2%</b>
<b>Good</b>	<b>41</b>	<b>82%</b>
<b>Average</b>	<b>8</b>	<b>16%</b>
<b>Bad</b>	<b>/</b>	<b>0%</b>
<b>Very Bad</b>	<b>/</b>	<b>0%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

---

The majority of students (82%) claimed that their level is good. So, most of them have enough skills and abilities to study English. Few students (16%) stated that it is average which implies that some students are less competent than the others and that they may find difficulties while studying English. Therefore, only one student (2%) has a very good level which means that the majority of the students are not very proficient in English. Surprisingly, none of the students (0%) is bad or very bad in English which indicates that all of the students think that they are able enough to learn English.

### **3.1.4.1.2 Section Two: Autonomy**

#### **5- Students ability to study independently**

In question 5, we asked students whether they are able to study independently or not.

Table 3.5: Students' Ability to Study independently

	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>39</b>	<b>78%</b>
<b>No</b>	<b>11</b>	<b>22%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

Most of the students (78%) argued that they can study independently of the teacher. Accordingly, the majority of the students can take responsibility over their Learning. Some students (22%) are unable to study independently indicating that they should be trained on how to be autonomous.

## 6- Ways of fostering Autonomy

In question 6, we asked students to order the statements that express the ways of how they can be autonomous on the basis of their importance.

Table 3.6: Students' Priorities

	1		2		3		4	
	N	P	N	P	N	P	N	P
<b>Take part in classroom and course objectives</b>	11	22%	8	16%	7	14%	20	40%
<b>Assess and evaluate your own abilities and skills</b>	16	32%	5	10%	8	16%	11	22%
<b>Monitor your learning</b>	13	26%	13	26%	17	34%	5	10%
<b>Use effective learning strategies</b>	9	18%	17	34%	7	14%	6	12%

In this vein, some students (32%) placed the second strategy at the first rank. Some others (34%) considered the use of effective learning strategies as the second most important strategy for fostering autonomy. The same number (34%) opted for the third strategy to be placed at the third rank. Some of them (40%) placed the first strategy at the last rank. According to students' priorities, these strategies should be taken into account especially self- assessment, self- evaluation, and the use of effective learning strategies as they lead to learner autonomy.

## 7- The importance of autonomy in language learning

In question 7, we asked students to choose the adjective that reflects the importance of autonomy in language learning.

Table 3.7: Students Considerations of the Importance of Autonomy in Language Learning

	<b>Number</b>	<b>Percentage</b>
<b>Very important</b>	<b>34</b>	<b>68%</b>
<b>Somehow important</b>	<b>15</b>	<b>30%</b>
<b>Less important</b>	<b>1</b>	<b>2%</b>
<b>Not important</b>	<b>/</b>	<b>0%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

Most of the students (68%) viewed autonomy as very important. This means that the majority of students are aware of the essence of learner independence. Some of the students (30%) claimed that autonomy is somehow important implying that they are less knowledgeable about its significance. Only one (2%) student considered autonomy as less important and none of them (0%) opted for the last suggestion which indicates that autonomy is to a great extent regarded as a crucial aspect of language learning.

#### **8- Students' Agreement on Teacher's Encouragement**

In question 8, we asked students to indicate the degree to which they agree that the teacher should encourage his/her learners to be autonomous.

Table 3.8: Students' Agreement on Learner Encouragement

	<b>Number</b>	<b>Percentage</b>
<b>Totally agree</b>	<b>27</b>	<b>54%</b>
<b>Partially agree</b>	<b>6</b>	<b>12%</b>
<b>Agree</b>	<b>15</b>	<b>30%</b>
<b>Neither agree nor disagree</b>	<b>1</b>	<b>2%</b>
<b>Partially disagree</b>	<b>1</b>	<b>2%</b>
<b>Disagree</b>	<b>/</b>	<b>0%</b>
<b>Totally disagree</b>	<b>/</b>	<b>0%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

The majority of the students (54%) totally agreed that the teacher should encourage his/ her learners to be autonomous. Some students (30%) also agreed on that while few students (12%) partially agreed. This means that they perceive teacher's encouragement as an indispensable factor to learner autonomy. Only one student (2%) neither agreed nor disagreed, and only one student partially disagreed that teacher support plays a key role in promoting learner independence. This implies that they view autonomy in terms of an internal capacity rather than an external incentive. None of the students (0%) disagreed and none of them (0%) totally disagreed that the teacher has to encourage his/her learners to be autonomous.

### 9- The appropriate setting for autonomy

In question 9, we asked students to select the appropriate setting where they can be more autonomous or they can opt for both suggestions.

Table 3.9: Students Choice of Where They Can Be Autonomous

	<b>Number</b>	<b>Percentage</b>
<b>In the classroom</b>	<b>2</b>	<b>4%</b>
<b>Outside the classroom</b>	<b>29</b>	<b>58%</b>
<b>Both</b>	<b>19</b>	<b>38%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

The majority of the students (58%) mentioned that they can be autonomous outside the classroom. In this vein, most of them think that autonomy is self- study outside the educational context without the help of the teacher. Some of the students (38%) claimed that they can be autonomous in both settings signifying that autonomy is matter of an approach to learning rather than the setting in which this learning takes place. Few students (4%) stated that they can be autonomous in the classroom which denotes that they consider teacher encouragement as important to learner autonomy.



### 3.1.4.1.3 Section Three: Extensive Reading and Autonomy

#### 10- Students' appreciation of their level in reading

In question 10, we asked students to select the right adjective that describes their level in reading.

Table 3.10: Students' Appreciation of their Level in Reading

	Number	Percentage
Very good	/	0%
Good	29	58%
Average	19	38%
Bad	2	4%
Very bad	/	0%
Total	50	100%

Most of the students (58%) claimed that their level of reading is good which means that they are good English readers. Some students (38%) argued that it is average which indicates that they encounter some difficulties when they read and this may be because of lack of practice. Only two students (4%) said that their level of reading is bad whereas none of them (0%) stated that it is very good and none of them declared that it is very good.

#### 11- Students practice of extensive reading

In question 11, we asked students whether they read extensively or not.

Table 3.11: Students Practice of Extensive Reading

	Number	Percentage
Yes	36	72%
No	14	28%
Total	50	100%

The majority of the students (72%) mentioned that they read extensively. This implies that they love reading and enjoy its practice. Therefore; some students (28%) don't read extensively which means that they are not interested in reading.

### **12- Frequency of reading extensively**

In question 12, students are expected to opt for the suggestion that reflects the extent to which they read extensively.

Table 3.12: Frequency of Reading Extensively

	<b>Number</b>	<b>Percentage</b>
<b>Always</b>	<b>5</b>	<b>10%</b>
<b>Often</b>	<b>10</b>	<b>20%</b>
<b>Usually</b>	<b>7</b>	<b>1%</b>
<b>Sometimes</b>	<b>13</b>	<b>26 %</b>
<b>Rarely</b>	<b>11</b>	<b>22%</b>
<b>Never</b>	<b>4</b>	<b>8%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

Some students (26%) stated that they sometimes read extensively and some others (22%) declared that they rarely practice ER which denotes that they are not keen on ER. Surprisingly; ten students (20%) chose often, few students (14%) opted for usually, and the few others (10%) selected always. This signifies that not all of the students are motivated to read. Few students claimed that they never read extensively implying that they neglect the effectiveness of ER.

### 13- Students' frequent reading style

In question 13, we asked students to indicate their frequent reading style.

Table 3.13: Students' Frequent Reading Style

	<b>Number</b>	<b>Percentage</b>
<b>Skimming</b>	<b>17</b>	<b>34%</b>
<b>Scanning</b>	<b>16</b>	<b>32%</b>
<b>Critical reading</b>	<b>17</b>	<b>34%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

Some of the students (34%) opted for skimming, some others (32%) chose scanning, and the rest of the students (34%) selected critical reading. This means that the three reading styles are crucial to reading and that the students are aware of the reading style that they frequently use.

### 14- Benefits of extensive reading

In this question, students are expected to choose the benefits they think they can gain from ER

Table 3.14: Benefits of ER

	<b>Number</b>	<b>Percentage</b>
<b>Developing your reading skills</b>	<b>21</b>	<b>42%</b>
<b>Developing your writing skills</b>	<b>17</b>	<b>34%</b>
<b>Enriching your vocabulary</b>	<b>25</b>	<b>50%</b>
<b>Fostering your critical thinking and inference skills</b>	<b>12</b>	<b>24%</b>
<b>Increasing your oral proficiency</b>	<b>6</b>	<b>12%</b>
<b>All of the above</b>	<b>16</b>	<b>32%</b>

Half of the students (50%) selected the third option, while 21 students (42%) opted for the first one. This implies that ER is very beneficial in increasing learners' vocabulary and reading skills. Some students (34%) stated that through ER they can ameliorate their writing skills whereas some others (24%) said that ER fosters their critical thinking and inference skills; which indicates that most of them are not aware of the significance of ER in developing writing skills and critical thinking. Other students (32%) claimed that ER leads in gains in all of the above mentioned aspects of language proficiency. The rest of them (12%) chose the fifth option denoting that the majority of the students neglected the importance of ER in promoting oral proficiency particularly through oral book reports.

#### 15- The importance of ER in increasing English proficiency

In this question, we asked students to choose the adjective that describes the importance of ER in enhancing English proficiency.

Table 3.15: The importance of ER in Increasing English Proficiency

	<b>Number</b>	<b>Percentage</b>
<b>Very important</b>	<b>40</b>	<b>80%</b>
<b>Somehow important</b>	<b>10</b>	<b>20%</b>
<b>Not important</b>	<b>/</b>	<b>0%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

The majority of the students (80%) argued that ER is very important and few students (20%) declared that it is somehow important. Accordingly, none of the students (0%) chose the option. This signifies that ER is considered as a crucial means for promoting language proficiency.

## 16- ER and learner autonomy

In question 16, the students expressed the extent to which they agree that ER could increase their autonomy.

Table 3.16: ER and Learner Autonomy

	<b>Number</b>	<b>Percentage</b>
<b>Totally agree</b>	<b>22</b>	<b>44%</b>
<b>Partially agree</b>	<b>6</b>	<b>12%</b>
<b>Agree</b>	<b>18</b>	<b>36%</b>
<b>Neither agree nor disagree</b>	<b>4</b>	<b>8%</b>
<b>Partially disagree</b>	<b>/</b>	<b>0%</b>
<b>Disagree</b>	<b>/</b>	<b>0%</b>
<b>Totally disagree</b>	<b>/</b>	<b>0%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

Less than half of the students (44%) totally agreed that ER could increase learner autonomy, some of them (36%) agreed on this while few of them (12%) partially agreed on the positive impact of ER on autonomy which indicates that most of the students consider ER as one of the basic factors that promote their autonomy. Very few students (8%) neither agreed nor disagreed on this. This implies that they have no idea about the relationship between ER and autonomy. None of them (0%) chose the last three options.

## 17- Ways through which ER affects learner autonomy

In this question, students are asked about the ways through which ER affects learner autonomy.

Table 3.17: Ways through Which ER Affects Learner Autonomy

	Number	Percentage
<b>Choosing novels and books to read</b>	<b>29</b>	<b>58%</b>
<b>Sharing reading experiences with peers and friends</b>	<b>18</b>	<b>36%</b>
<b>Assessing your skills after reading</b>	<b>19</b>	<b>38%</b>
<b>Criticizing writers and commenting on their works</b>	<b>13</b>	<b>26%</b>
<b>Designing tasks to practice after reading</b>	<b>7</b>	<b>14%</b>
<b>Setting goals and monitoring reading rate</b>	<b>9</b>	<b>18%</b>

The majority of the students (58%) opted for the first suggestion signifying that learners' choice and interests are the key to learner autonomy. Some of the students (38%) chose the third option while others (36%) selected the second choice which means that self-assessment and sharing of reading experiences are proved to be among the ways through which ER could enhance learner autonomy. Thirteen student (26%) were attracted to the forth option. Only nine participants (18%) took the last option into account whereas the rest of them considered the fifth one. This indicates that they ignored the importance of critiquing, designing tasks, and goal setting in improving independent learning.

## 18- Students' autonomous reading strategies

In this question, we asked the participants about autonomous strategies they use when they read extensively.

Table 3.18: Students' Autonomous Reading Strategies

	<b>Number</b>	<b>Percentage</b>
<b>Previewing and predicting</b>	<b>13</b>	<b>26%</b>
<b>Using background knowledge and context clues</b>	<b>14</b>	<b>28%</b>
<b>Making inferences/guessing</b>	<b>14</b>	<b>28%</b>
<b>Self-talk</b>	<b>18</b>	<b>36%</b>
<b>All of the above</b>	<b>18</b>	<b>36%</b>

Some students (36%) claimed that they employ all of the above mentioned strategies, the same number of participants said that they use self- talk. Other students (28%) mentioned that they utilize background knowledge and context clues, while some (28%) others chose the third option. The rest of the students (26%) stated that they use previewing and predicting. So, students are aware of these strategies and how they can use them to be more while reading.

## **19- Further suggestions and comments**

Only 4 students (8%) added suggestions. The students' suggestions can be summed up as follows:

- ER increases learners' autonomy because it allows them to practice the language without time and place constraints.
- ER fosters autonomy through self- confidence and motivation.
- ER is a source of pleasure and entertainment.
- ER helps learners to develop their listening skill.

On the basis of these comments, it is worth saying that ER is considered as very crucial in promoting learners' language proficiency, self confidence, and motivation.

### **3.1.4.2 Summary of Results and Findings from students' Questionnaire**

On the basis of the analysis of results and findings from students' questionnaire, we can synthesize that both ER and autonomy are highly considered as vital to ELL. Most of students agreed that ER has a positive effect on their autonomy, motivation, attitudes, and language proficiency through different strategies. Additionally, the majority of the students are to some extent able to study independently, to select materials on their own, and they are aware of various strategies by which they develop their autonomy. Also, there is a consensus that teachers should encourage their learners and train them how to be autonomous.



## **3.2 Teachers' Questionnaire**

### **3.2.1 Population of the Study**

The population of the study is teachers at the department of English, University of 08 May 1945 (Guelma). The accessible population (sample) is ten (10) participants chosen randomly. Most of them are specialized in Linguistics and TEFL, only one teacher is specialized in Civilization.

### **3.2.2 Description of Teachers questionnaire (see appendix II)**

Teachers' questionnaire includes three sections. The first section aims at gathering general information about the participants. The second section is concerned with teachers' views on autonomy and its key role in EFL pedagogy. The third section is about teachers' perspectives towards extensive reading and its relationship with learner autonomy. For further elaboration, a detailed description of the questionnaire's questions will be provided.

#### **3.2.2.1 Section One: General Information**

This section entails three questions. The first question considers the number of years teachers have been teaching English. In the second question, the participants are asked about their academic level. Suggestions provided are: License, Magister/ Master, or PHD. The third question accounts for the modules that they taught.

#### **3.2.2.2 Section Two: Autonomy**

In the fourth question, teachers are expected to give a brief definition of the word autonomy. Question 5 is concerned with the participants' opinions about

the importance of autonomy in EFL. They can choose from one of the following options: very important, somehow important, less important, or not important. Question 6 takes into account the extent to which teachers encourage their learners to be autonomous. The choices from which they can select are: always, often, usually, sometimes, rarely, or never. In the seventh question, teachers are asked to order a set of statements that express the ways through which they can encourage their learners to be autonomous according to their importance, and they can add further suggestions. The eighth question is concerned with teachers' views on whether learners have the potential to take charge over their learning or not, and they would better explain the reason behind their choice.

### **3.2.2.3 Section Three: Extensive Reading and Autonomy**

Question 9 considers the approach the participants regard as more important to teaching reading in EFL. They can choose: intensive reading, extensive reading, or both. The tenth question accounts for the degree to which the participants encourage their students to read extensively, that is; always, often, usually, sometimes, rarely, or never. In the eleventh question teachers are asked about the extent to which they agree that ER should be integrated in the syllabus/ curriculum. They can opt for: totally agree, partially agree, agree, neither agree nor disagree, partially disagree, disagree, totally disagree. The twelfth question takes into account the constraints that may hinder the integration of ER in English language courses, in other words; time limitations, lack of materials, learners' lack of motivation, or all of the above. Teachers can give further suggestions and comments on this issue.

Question 13 is about teachers' perspectives in regard to the ways through which ER can foster learners' autonomy. Question 14 is concerned with participants' beliefs in respect to whether learners are skilled enough to select materials to read independently of the teacher or not, and they can justify their answers. Question 15 considers teachers' opinions about the importance of ER in increasing learners' autonomy. The last question gives the participants the opportunity to provide further suggestions and comments about the topic.

### **3.3 Administration of Teachers' Questionnaire**

Teachers' questionnaire was also distributed on March the 7<sup>th</sup> 2017. Participants received the questionnaire from 08:00 to 11:00 o'clock. Only two teachers returned it in the same day. The rest of the participants returned it the week after, that is; on March the 14<sup>th</sup> 2017.

### **3.2.4 Data Analysis and Interpretation**

#### **3.2.4.1 Analysis of Results and Findings from Teachers' Questionnaire**

##### **3.2.4.1.1 Section One**

##### **1-Teachers' Teaching Experience**

In question 1, we asked teachers about the years they have been teaching English. According to their answers, the minimum number of their career years is 4 years while the maximum number is 11 years (4, 5, 7, 8, 9, 10, and 11). This denotes that teachers are well experienced and aware of various aspects of teaching and learning.

## 2-Teachers' academic level

In this question we asked students about their academic level.

Table 3.19: Teachers' Academic Level

	<b>Number</b>	<b>Percentage</b>
<b>Licence</b>	/	<b>0%</b>
<b>Magister</b>	<b>10</b>	<b>100%</b>
<b>PHD</b>	/	<b>0%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

All of the teachers (100%) have Magister degree. This indicates that all the participants studied English according to the classical system which emphasizes that teacher training the fact that made them more knowledgeable about the most appropriate teaching methods and learning strategies.

## 3- Modules

The modules that teachers taught are: Sociolinguistics, Psycholinguistics, Applied Linguistics, Theoretical Linguistics, Research Methodology, Written Expression, Information and Communication Technology, Linguistics Schools, Phonetics, Phonology, ESP, Language Description, Culture and Civilization, Oral Expression, Grammar, Testing and Evaluation, Cognitive Psychology, Reading and Writing Techniques, British Civilization, TEFL, and Discourse Analysis. Teaching these modules makes teachers aware of diverse facets of ELT/L basically teaching methods, learning styles and strategies, and learners' needs, interests, and individual differences. More importantly, they are attentive about the main tenets of effective and modern education including learner- centered

approach and communicative language teaching which are to great extent based on learner active participation and autonomy.

### **3.2.4.1.2 Section Two: Autonomy**

#### **4- Definition of autonomy**

Teachers provided diverse definitions for the word autonomy. Three of them defined it as “the ability to take responsibility/ charge of one’s own learning”. Some of them agreed that autonomy is concerned with “self- regulation self- control, and self - monitoring”. Other teachers claimed that it is related to “self- reliance and self- dependence”. Moreover, some participants considered autonomy as “meta-cognitive awareness of and learners’ engagement in the learning process”. Finally one teacher said that it is a matter of “self- learning”. On the light of these definitions it seems that autonomy is generally known as a “capacity” to manage one’s learning, to be responsible over and aware of its different aspects, and to act independently of the teacher; and also as “ self- instruction” which is more associated to learning outside educational context.

#### **5- The importance of autonomy in EFL**

In this question we asked teachers about the importance of autonomy in EFL.

Table 3.20: The importance of Autonomy in EFL

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	<b>Number</b>	<b>Percentage</b>
<b>Very important</b>	<b>9</b>	<b>90%</b>
<b>Somehow important</b>	<b>1</b>	<b>10%</b>
<b>Not important</b>	<b>/</b>	<b>0%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

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The majority of teachers (90%) claimed that it is very important. Only one teacher (10%) considered it as somehow important. None of them (0%) chose the last option which signifies that most of teachers acknowledge the importance of autonomous learning.

### **6- Teachers' encouragement for autonomy**

In question 6, we asked participants about the extent to what they encourage their learners to be autonomous.

Table 3.21: Teachers' Encouragement for Autonomy

	<b>Number</b>	<b>Percentage</b>
<b>Always</b>	<b>5</b>	<b>50%</b>
<b>Often</b>	<b>5</b>	<b>50%</b>
<b>Usually</b>	<b>/</b>	<b>0%</b>
<b>Rarely</b>	<b>/</b>	<b>0%</b>
<b>Never</b>	<b>/</b>	<b>0%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

Half of the participants (50%) claimed that they always encourage their students to be autonomous; the other half stated that they often do so. Accordingly, none of them opted for the last three suggestions. This indicates that teachers recognize the importance of their role in assisting learners to be autonomous.

## 7- Strategies for promoting learner autonomy

In this question teachers are expected to order the following strategies on the basis of their importance.

Table 3.22: Strategies for Promoting Learner Autonomy

	1		2		3		4		5	
	N	P	N	P	N	P	N	P	N	P
<b>Allow them to create their own goals and plans</b>	2	20%	2	20%	2	20%	1	10%	3	30%
<b>Encourage learners to Use English outside the classroom</b>	2	20%	2	20%	1	10%	4	40%	2	20%
<b>Help them identify their preferred styles and strategies</b>	1	10%	2	20%	4	40%	1	10%	2	20%
<b>Allow them to generate Their own tasks</b>	/	0%	3	30%	1	10%	2	20%	2	20%
<b>Raise their awareness of the learning process</b>	5	50%	1	10%	2	20%	1	10%	1	10%

Half of the teachers (50%) placed the last strategy at the first rank. Few of them (30%) considered the fourth suggestion as the second most important strategy. Some teachers (40%) opted for the third strategy to be placed at the third rank. The same number (40%) placed the second strategy at the fourth rank. Few others (30%) agreed that the first strategy should be placed at the last rank. Accordingly; these strategies can be adopted as techniques for developing learners' independence mainly through raising their awareness of the learning

process. This makes them conscious about what, how, and why they are learning and thus responsible over their learning.

### **8- Learners' potential for autonomy**

In this question, teachers are asked whether learners are able to take charge over their leaning or not.

Table 3.23: Learners' Potential for Autonomy

	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>4</b>	<b>40%</b>
<b>No</b>	<b>6</b>	<b>60%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

The majority of teachers (60%) argued that learners are not able to be fully autonomous because they “passive receivers of knowledge, dependent on teachers’ knowledge, explanation, and classroom materials, less motivated, and less skilled”. Some of them (40%) argued that students can be autonomous as “they were exposed to the Competency Based Approach (self- feeding method) in which the teacher acts as a guide while the learner is an organizer of his own learning”. On the light of teachers’ opinions, there are contrasting perspectives about learners’ capacity to be responsible over their learning. Thus; we can say that learner ability for autonomy is determined by their individual differences namely motivation, self- confidence, and level of proficiency.



### 3.2.4.1.3 Section Three

#### 9- Appropriate approach to teaching reading

In this question, teachers are asked about the approach they believe is more important in teaching reading in EFL.

Table 3.24: Appropriate Approach to Teaching Reading

	Number	Percentage
<b>Intensive Reading approach</b>	/	<b>0%</b>
<b>Extensive Reading Approach</b>	/	<b>0%</b>
<b>Both</b>	<b>10</b>	<b>100%</b>

All of the teachers (100%) agreed that both approaches are important. This indicates that IR and ER are complementary to each other and hence teachers should adopt the principles of the two approaches.

#### 10-Teachers' encouragement for ER

Question 10 accounts for the degree to which teachers encourage their learners read extensively.

Table 3.25: Teachers' Encouragement for ER

	Number	Percentage
<b>Always</b>	<b>7</b>	<b>70%</b>
<b>Often</b>	<b>3</b>	<b>30%</b>
<b>Usually</b>	/	<b>0%</b>
<b>Sometimes</b>	/	<b>0%</b>
<b>Rarely</b>	/	<b>0%</b>
<b>Never</b>	/	<b>0%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

Most of the teachers (70%) mentioned that they always encourage their learners to read extensively whereas few teachers (30%) said that they often do so. None of the participants selected the other options indicating that they regard their encouragement as very crucial in making learners motivated to read.

### 11- The integration of ER in the syllabus

This question is about teachers' opinions about the integration of ER in the syllabus.

Table 3.26: The Integration of ER in the Syllabus

	<b>Number</b>	<b>Percentage</b>
<b>Totally agree</b>	<b>7</b>	<b>70%</b>
<b>Partially agree</b>	<b>/</b>	<b>0%</b>
<b>Agree</b>	<b>2</b>	<b>20%</b>
<b>Neither agree nor disagree</b>	<b>1</b>	<b>10%</b>
<b>Partially agree</b>	<b>/</b>	<b>0%</b>
<b>Disagree</b>	<b>/</b>	<b>0%</b>
<b>Totally disagree</b>	<b>/</b>	<b>0%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

The majority of teachers (70%) totally agreed that ER should be included in the syllabus; few of them (20%) stated that they agree on this. However one participant (10%) neither agreed nor disagreed while none of them disagreed. This implies that most of teachers are aware of the indispensable role of ER in English language teaching and learning.

## 12- Constraints of integrating ER in the syllabus

Question 12 accounts for teachers' views towards the constraints that may hinder the integration of ER.

Table 3.27: Constraints of Integrating ER in the syllabus

	<b>Number</b>	<b>Percentage</b>
<b>Time limitations</b>	<b>4</b>	<b>40%</b>
<b>Lack of materials</b>	<b>1</b>	<b>10%</b>
<b>Learners' Lack of motivation</b>	<b>4</b>	<b>40%</b>
<b>All of the above</b>	<b>5</b>	<b>50%</b>

Half of the teachers (50%) claimed that all of the above mentioned limitations are obstacles to its successful implementation. Some of them (40%) chose time limitations while some others (40%) opted for learners' lack of motivation. Only one participant (10%) selected the second option. This indicates that there should a reorganization of time allocation so that there will be enough time devoted to ER practice. Furthermore, a wide range of materials must be provided in order to serve learners' interests and to make them more motivated to read. One teacher (10) commented that among the barriers to the inclusion of ER is "the difficulty to much the content with a particular book" which means that some teachers think that ER should be related to the content whereas it is more related to learners' choices and inclinations.

### 13- Fostering learners' autonomy through ER

In question 13, we asked teachers about the ways through which ER could improve learners' autonomy.

Table 3.28: Fostering Learners' Autonomy through ER

	<b>Number</b>	<b>Percentage</b>
<b>Choosing books to read</b>	<b>2</b>	<b>20%</b>
<b>Using autonomous reading strategies</b>	<b>2</b>	<b>20%</b>
<b>Setting goals before reading</b>	<b>3</b>	<b>30%</b>
<b>All of the above</b>	<b>6</b>	<b>60%</b>
<b>None of the above</b>	<b>1</b>	<b>10%</b>

The majority of teachers (60%) claimed that all of the above strategies may increase independent learning. Some of them (30%) argued that setting goals before reading is also beneficial in so doing. Few teachers (20%) chose the first option while few others opted for the second suggestion. Only one teacher (10) disagreed that these strategies can develop learners' autonomy. As a consequence, learners should have the opportunity to select books that are pertinent their level and their interests. In addition, teachers ought to train and encourage their learners to set goals before reading and to employ autonomous reading strategies so that they will be proficient and independent readers.

#### 14- Learners' ability to select materials

In this question, teachers are asked whether learners are skilled to select books to read or not.

Table 3.29: Learners' Ability to Select Materials

	Number	Percentage
Yes	5	50%
No	3	30%
Neither yes nor no	2	20%
<b>Total</b>	<b>10</b>	<b>100%</b>

Half of the participants (50%) claimed that learners have the necessary skills to select materials on their own while few of them (30%) said that learners are not able to do so. Two teachers (20%) stated that learners' ability to choose books is determined by their level of proficiency, that is; the more they are proficient in the language the more they will be able choose interesting books that are relevant to their level.

#### 15- The importance of ER in autonomy

In question 15, we asked teachers about the importance of ER in promoting learners' autonomy.

Table 3.30: The Importance of ER in Autonomy

	Number	Percentage
Very important	9	90%
Somehow important	/	0%
Not important	/	0%
Neither agree nor disagree	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

The majority of teachers (90%) agreed that ER is very important in developing learners' autonomy. None of them opted for the other suggestions. One teacher (10%) claimed that there should be a scientific experiment to prove whether ER is important in autonomy or not.

#### **16- Further suggestions and comments**

Only one teacher (10%) added a suggestion stating that students are neither motivated to read nor to be autonomous. Hence, learners' basic problem is lack of intrinsic motivation which is the first step towards autonomy.

#### **3.2.4.2 Summary of Results and Findings from Teachers' Questionnaire**

On the light of analysis of results and findings from teachers' questionnaire, it is worth saying that most of teachers also agree that learners' autonomy which is according to their definitions; the capacity to direct one's learning and to rely on one's abilities, can be increased through ER practice especially by encouraging learner choice and strategy use. Whereas the majority of students believe that they can choose books to read and can study independently of the teacher, most of teachers claimed that learners lack the ability to do so. This is because learners tend to depend on teachers' knowledge, explanation, and materials. They are also less active, less motivated, less proficient, and less willing to take part in the learning process. Furthermore, teachers stressed that ER should be integrated into the syllabus but this can be challenging because of some limitations such as time constraints, lack of materials, and lack of motivation.

## **Conclusion**

In this chapter we have described and analyzed students' and teachers' questionnaires. The findings and results show that learners are not interested in ER and are not fully autonomous. Thus learners need to be intrinsically and extrinsically motivated to read extensively and to be responsible over their learning. The provision of a wide range of materials that are appropriate to learners' level and interests and effective strategy training are proved to be a beneficial means to attain such ends. However, attempts must be made in order to achieve successful implementation of the principles of ER and strategy instruction.

The results also advocate the idea that ER can positively affect learners' autonomy. This is due to the fact that reading extensively gives learners the opportunity to select materials on the basis of their inclination. As a result, they will have the potential to make decisions over their learning through setting goals and determining the what (content), how (learning strategies), when (time), and where (place) of learning. Consequently, learners will gradually learn how to take charge over their learning and to have positive views about learning English.

## GENERAL CONCLUSION

### 1. Concluding Remarks

Autonomous language learning is one of the basic tenets of modern teaching and learning. Being autonomous means being able to manage various aspects of one's own learning including: planning, implementation, and evaluation. Therefore, a prerequisite to learners' autonomy is high motivation and positive attitudes towards learning. According to the results of our research, ER is considered as the medium through which learners' motivation and autonomy can be increased. Reading books in which they are interested and which are well within their level, makes learners enthusiastic to read and to learn independently.

However, as not all of students are naturally autonomous, teachers have to provide learners with the incentive to enhance their autonomous capacities particularly through learner training. The latter is concerned with how to make learners aware of their learning and reading strategies that they already employ and to introduce them to new ones either implicitly or explicitly. When learners are provided with such an opportunity, they will be conscious of the learning process and will be able to identify their weaknesses and strengths and to monitor their progress by manipulating these strategies in a way that allows them to become responsible over their learning.



## **2. Pedagogical Implications**

Master one students lack the necessary skills to select materials on their own, to read independently, and to be responsible over their learning. Hence, teachers ought to encourage and train their learners to read extensively and to study independently.

The inclusion of ER in the syllabus together with effective strategy training is a good initiative to make students proficient readers and autonomous learners.

The provision of learners with the opportunity to select materials that fit their level and interest is the main principle that should adopted in teaching ER.

The availability of a wide range of books on a variety of topics will serve learners' interests and increase their motivation to read pleasurablely and to share their reading experiences with peers, classmates, and teachers.

## **3. Research Perspectives and Limitations**

Our research sought to highlight the benefits of ER and investigated teachers' and learners' attitudes towards the impact of ER on learners' autonomy. Basically, research findings proved that ER may increase learners' autonomy. Therefore, the present study has some limitations including data gathering tools. Using experiment as a research tool would have provided us with more reliable data than the questionnaire. The main reason behind the adoption of the questionnaire is that we cannot guarantee that learners from the experiment group will read extensively and thus the results will be invalid. Moreover, some learners at first refused to answer the questionnaire and some teachers took a whole week to return it back.

#### **4. Suggestions for further Research**

While this study investigated teachers' and learners' attitudes towards the impact of ER on learners' autonomy, an empirical study about the impact of ER on learners' autonomy through the experimental method must be conducted. This can be done in order to inquire whether the very practice of ER increases learners' autonomy.

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## **APPENDICES**

### **Appendix I**

#### **Students' Questionnaire**

Dear students,

This questionnaire is addressed to students at the department of English, University of 08 Mai 1945. It aimed at finding out students' views about the impact of extensive reading on learner autonomy.

The information gathered will be analyzed in our research practical part; we please you to complete this questionnaire as accurately as possible. Please answer the questions by putting a tick (✓) or a cross (x) in front of the chosen answer or make full statement when necessary. May we thank you in advance for your cooperation.

Slimani Chaima

Master II

English Department

Faculty of Letters and Foreign Languages

University of 08 Mai 1945 \_ Guelma\_

**Section One: General information**

1-How old are you?

22 years	
23 years	
More than 23 years	

2- How long have you been studying English?

Primary school	..... years
Middle school	..... years
Secondary school	..... years
University	..... years

3- Is it your choice to study English?

Yes	
No	

4. How could you describe your level in English?

Very good	
Good	
Average	
Bad	
Very bad	



**Section Two: Autonomy**

5- Can you study independently of the teacher?

Yes	
No	

6-Indicate your priorities by placing numbers from 1 to 4, to be autonomous you have to:

Take part in classroom tasks and course objectives	
Assess and evaluate your own abilities and skills	
Monitor your learning	
Use effective learning strategies	

7-How important do you consider autonomy in language learning?

Very important	
Somehow important	
Not important	

8- Do you agree that the teacher should encourage his/her learners to be autonomous?

totally agree	
Partially agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	
Totally disagree	

9- Where do you think you can be autonomous?

In the classroom	
Outside the classroom	
both	

**Section three: Extensive Reading and Autonomy**

10- How could you describe your level in reading proficiency?

Very good	
Good	
Average	
Bad	
Very bad	

11- Do you read extensively?

Extensive reading is a type of reading in which learners choose books to read for pleasure and for general understanding rather than for academic purposes.

Intensive reading is a type of reading in which learners read short passages selected by the teacher. Its main focus is detailed comprehension through close analysis of the text.

Yes	
No	

12- How often do you read extensively?

Always	
Often	
Usually	
Sometimes	
Rarely	
Never	

13- What is your frequent reading style?

Skimming	
Scanning	
Critical reading	

14- What are the benefits that you can gain from extensive reading?

Developing your reading skills	
Developing your writing skills	
Enriching your vocabulary	
Fostering your critical thinking and inference skills	
Increasing your oral proficiency	
All of the above	

If other, please specify.

.....

.....

.....

15- How important do you consider extensive reading in increasing your English?

Very important	
Somehow important	
Not important	

16- Do you agree that extensive reading could increase your autonomy?

totally agree	
Partially agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	
Totally disagree	

17- Do you think that extensive reading could affect your autonomy through?

Choosing novels and books in which you are interested to read	
Sharing your reading experiences with your classmates and friends	
Assessing your skills and abilities after reading	
Criticizing writers and commenting on their works	
Designing tasks and activities to practice after reading	
Setting goals before reading and monitoring your reading rate	

-If other, please specify.

.....

.....

.....

18- Which autonomous learning strategies do you use while participating in extensive reading?

Previewing and predicting	
Using background knowledge and context clues	
Making inferences/guessing	
Self- talk	
All of the above	

19-Could you please add any comments on the effect of extensive reading on autonomy?

.....

.....

.....

.....

## Appendix II

### Teachers' Questionnaire

Dear teachers,

This questionnaire is addressed to teachers at the department of English, University of 08 Mai 1945. It aimed at finding out teachers' views about the impact of extensive reading on learner autonomy.

The information gathered will be analyzed in our research practical part; we please you to complete this questionnaire as accurately as possible. Please answer the questions by putting a tick (✓) or a cross (x) in front of the chosen answer or make full statement when necessary. May we thank you in advance for your cooperation.

Slimani Chaima

Master II

English Department

Faculty of Letters and Foreign Languages

University of 08 Mai 1945 \_ Guelma\_

**Section One: General Information**

1- How long have you been teaching English?

.....

2- What is your academic level?

Licence	
Magister/ Master	
PHD	

3- What are the modules that you have been teaching?

.....

.....

.....

**Section Two: Autonomy**

4- Would you define the word “autonomy” in few words?

.....

.....

5- How important do you view autonomy in English as a Foreign Language (EFL)?

Very important	
Somehow important	
Not important	

6 -How often do you encourage your learners to be autonomous?

Always	
Often	
Usually	
Rarely	
Never	

7- Indicate your priorities by placing numbers from 1 to 5, to make your learners autonomous you have to:

Allow them to create their own study goals and plans	
Encourage them to use English outside the classroom	
Help them identify their preferred styles and strategies	
Allow them to generate their own tasks	
Raise their awareness of learning processes	

-If other, please specify.

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

8-Do you think that learners have the potential to take charge of their learning?

Yes	
No	



-If yes, how?

.....

.....

.....

-If no, why?

.....

.....

.....

**Section Three: Extensive Reading and Autonomy**

Extensive reading is a type of reading in which learners choose books to read for pleasure and for general understanding rather than for academic purposes.

Intensive reading is a type of reading in which learners read short passages selected by the teacher. Its main focus is detailed comprehension through close analysis of the text.

9- Which approach do you consider is more important to teaching reading in EFL?

Intensive reading approach	
Extensive reading approach	
Both	

10 -How often do you encourage your learners to read extensively?

Always	
Often	
Usually	
Rarely	
Never	

11- Do you agree that extensive reading should be integrated in ELT syllabus/curriculum?

totally agree	
Partially agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	
Totally disagree	

12- What are the constraints that may hinder the integration of extensive reading program in English language courses?

Time limitations	
Lack of materials (books)	
Learners' lack of motivation	
All of the above	

- If other, please specify.

.....

.....

.....

13- How could extensive reading foster learners' autonomy?

Choosing books to read	
Using autonomous reading strategies	
Designing activities and tasks to practice after reading	
Setting goals before reading	
All of the above	

14- Do you believe that learners are skilled enough to select materials and books to read independently of the teacher?

Yes	
No	

-If yes, how

.....

.....

.....

If no, why

.....

.....

.....

15- To what extent is extensive reading important in increasing learners' autonomy?

Very important	
Somehow important	
Not important	

16- Could you please add any comment on this topic?

.....

.....

.....

## Abstrait

La présente étude vise à étudier l'impact de la lecture étendue (LE) sur l'autonomie des apprenants. Pour atteindre ce but, nous avons émis l'hypothèse que si les apprenants pratiquent ER, leur autonomie augmenterait. Pour tester l'hypothèse précitée, la méthode descriptive quantitative a été utilisée avec le questionnaire qui a été choisi comme outil de collecte de données. Les participants de Master un étudiants (50 élèves) et un groupe d'enseignants (10) ont été choisis au hasard pour représenter l'échantillon de notre étude. L'analyse de leurs réponses a montré qu'il existe un accord général selon lequel les LE augmentent l'autonomie des apprenants. Les résultats ont également révélé que les étudiants de Master un ne présentent pas la motivation et la capacité à lire en profondeur et à être autonomes. Pour cette raison, les enseignants devraient donner à leurs apprenants l'opportunité et l'encouragement à lire beaucoup et à participer à l'apprentissage afin d'améliorer leur autonomie. En outre, des tentatives devraient être faites pour l'intégration De LE dans le syllabus et pour la fourniture d'une grande quantité de livres, afin que les apprenants trouvent leurs inclinations.

تهدف الدراسة الحالية إلى التحقيق في آراء الأساتذة و الطلبة فيما يخص مدى تأثير القراءة الواسعة على استقلالية المتعلمين. للوصول إلى هذا الهدف افترضنا أن ممارسة المتعلمين للقراءة الواسعة قد يزيد من استقلالييتهم. صحة هذه الفرضية، تم اختيار الطريقة الوصفية الكمية مع الاستبيان للطلبة و للأساتذة كوسيلة لجمع البيانات اللازمة. فيما يخص عينة البحث، قمنا باختيار عشوائي لمجموعة تتكون من خمسين طالب من طلبة السنة أولى ماستر إضافة إلى عشرة . بعد دراسة و تحليل إجاباتهم تبين أن هناك موافقة عامة أن القراءة الواسعة تزيد من استقلالية المتعلمين. أظهرت النتائج أن طلبة السنة أولى ماستر يفتقرون إلى كل من التحفيز و القدرة على ممارسة القراءة الواسعة و التعلم . لهذا السبب، يجب على الأساتذة أن يمنحوا الطلبة الفرصة و التشجيع على القراءة الواسعة و المشاركة في عملية التعلم بغية تحسين استقلالييتهم. يجب بذل مجهودات من اجل دمج القراءة الواسعة كبرنامج في المنهاج الدراسي و توفير كمية هائلة من الكتب حتى يتسنى للطلبة إيجاد ميولاتهم.