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**The Attitude of EFL Students' and Teachers' toward the
Role of Self-esteem in Raising Students' Autonomy: Case of
Third Year Students at the University of 08 Mai 1945
Guelma.**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Master Degree in Language and Culture.**

Condidate:

Adala MERANI

BOARD OF EXAMINERS

Chairwoman: Mrs. Ilhem CHEKkAT (MA.A)

University of 8 Mai 1945 Guelma

Supervisor: Mrs. Hasna HENAINIA (MA.B)

University of 8 Mai 1945- Guelma

Examiner: Mr. Bilal ZENNOU (MA.B)

University of 8 Mai 1945- Guelma

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Dedication

To my beloved parents whose love always strengthen my will

To my lovely brothers and my aunt

To all my friends with whom I shared the university life with its

Lights and shadows.

Acknowledgment

First and foremost, praise be to ALLAH without whose support this humble work could not have been achieved.

From the first step of this research to the last draft, my gratitude goes to my supervisor Mrs. Hasna HENAINIA for her keen guidance and encouragement in time of great need.

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Abstract

The present study purports itself to investigate teachers and learners' attitudes towards the role of self-esteem in raising learner's autonomy. The hypothesis of this research is that if learner has a high self-esteem, then their autonomy would increase. Moreover, it seeks to find out third year students' level of self-esteem and how it affects their autonomy. To reach this objective, we reviewed relevant literature in order to gather information about the two key concepts of our study. A questionnaire was addressed to 100 third year students and structured interview was held with their teachers from the English Department of Guelma University to gauge their awareness about enhancing learner autonomy. The findings of the investigation revealed that both teachers and students considered autonomous learning as a basic tenet of a successful learner who can manage his/her learning. In addition, the results show that there is a positive relationship between learners' self-esteem and their autonomy.

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List of Abbreviations

LA: Learner Autonomy

RSES: Rosenberg Self-esteem Scale

CSEI: Coopersmith Self-esteem Inventory

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Introduction

1.Statement of the Problem

It is broadly acknowledged that autonomous learning has expanded in the literature of foreign language teaching and learning. In addition, it is common to assume that some personality traits and psychological aspects have a great influence of being an autonomous learner, such as self-esteem. Furthermore, most of the students of English classes are passive, they just tend to receive information from their teachers, they do not reflect on their learning and do not even ask when they do not understand. Therefore, they cannot integrate their knowledge in real life circumstances. It is of great paramount that learners focus on their autonomy, work on their self-esteem and develop the needed competence to become better in the foreign language.

2.Aims of the Study

The main purpose of this dissertation is to shed light on the students' and teachers' perceptions of the notion of autonomy in the foreign language framework. It also tends to explore the main contribution of self-esteem to promote self-directed learning, and more importantly to raise learners' awareness towards self-esteem and how to have a high level of this later.

3. Research Questions

Research questions are put forward:

- 1- What is self-esteem?
- 2- What is learner autonomy?
- 3- How do teachers and learners perceive autonomous learning?
- 4- To what extent does self-esteem contribute in fostering LA.?

4. Research Hypothesis

Self-esteem is one of the essential and effective factors that influence LA. The lack of self-esteem would probably lead to be non-autonomous learner. So we hypothesize that:

If learners have a high self-esteem, then their self-autonomy would increase. (H₁)

The null hypothesis implies that no relation exists between the two variables.

If learners have self-esteem, then there will be no effect on self-autonomy. (H₂)

5. Research Methodology

Our study would be conducted by both quantitative and qualitative research methods. The questionnaire is a quantitative descriptive method, it has been chosen to conduct our research since this later relates to a specific activity which focus at identifying and measuring both students level of self-esteem and self-autonomy. The questionnaire has been administered to third year students of English Department at the 08 Mai 1945 University of Guelma for the purpose of laying out particular information.

The second method of our investigation is a qualitative one, which is an interview that has been held with the teachers of English Department of Guelma. In order to have clear vision about English teachers 'attitude towards LA and its relation with self-esteem.

6. Structure of the Research

This study is divided into a general introduction in addition to three chapters and a general conclusion. The first two chapters are theoretical, chapter one gives an overview of self-esteem, it deals with its definition and major causes of low self-esteem. Second chapter is devoted for EFL Learner Autonomy, it provides the main conditions under which it can be changed. Chapter three involves the field investigation, it contains the analysis of the data

derived from the questionnaire administered to third year students and the interview that has been conducted with English Language teachers at the Department of English of Guelma. By the end of this chapter some pedagogical implications and recommendation are given.

Chapter One: Self-esteem in the Language Classroom

Introduction

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 - 2.1. High Self-esteem
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Chapter One

Self-Esteem in the Language Classroom.

Introduction

Self-esteem is one of the common themes in social psychology and popular in academic sphere. It is important to have a positive attitude towards living, because it affects how you think, act and even how you relate to other people. Also, it allows you to live life to your potential. On this study we will go in depth and focus on the different types of the concept and its main theories. Self-esteem and the academic achievement will be explored with the two types of self-esteem. Causes of low esteem will be mentioned besides different strategies to develop it. Then, the different levels or areas of self-esteem will be discussed with stating the difference between this latter and self-concept. By the end of the chapter the various theories of self-esteem will be explored with its different measurement tools.

1.1. Definition of Self-Esteem

The term is first introduced by William James who is known as the father of American psychology in his book *Principle of Psychology*. William (1890) states that the self is “part of me” that is one’s body, abilities, reputation, strengths and weaknesses, and possessions. If any of those components is decreased or developed, individuals can behave as they were diminished or enhanced, because they define the part as the self. According to William (1890, p.296) self-esteem equals success divided by pretensions. Thus, to gain a high self-esteem, individuals have to raise success and lower pretention. Also, James describes self-esteem as a ratio of one’s actual behavior, this ratio is unstable, so this denotes that self-esteem is dynamic because failure can occur at any moment.

Brown (2007, p.154) proposes another definition of self-esteem; he claims that:

Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or effective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy, believe in your own capacities to successfully perform that activity.

According to Brown, self-esteem is a very important factor in one's behavior, in order to reach a successful cognitive activity or to perform in a correct way, individuals should carry out a belief of their abilities. Consequently, the absence of self-esteem will affect individuals and make them distrust their capacities, which cause a low production. In addition to that Rosenberg (1965) offers another definition of self-esteem as a feeling of one's worth, also, he views that self-esteem is composed of positive and negative attitude about the self. Individuals who have positive self-esteem, will be more flexible to take charge of their lives and grow from their mistakes without any fear.

Self-esteem is seen as a personal trait which tends to be enduring and stable, and encompasses within itself a host of beliefs about oneself. Self-esteem means different things diverse people. To some, it means feeling good and loving yourself unconditionally, self-worth and respect. It is very vital for one to have a high self-esteem as it paves the way for love and success in life. In this context Coopersmith (1967) posts that self-esteem is the individual's judgment of self-worth. Also, it is the evaluation of one's self. If this assessment is negative s/he will feel incompetent and inferior, on the other hand , when it is positive the individual will see him/herself worthy and will promote a strong self-esteem.

To sum up, self-esteem is a crucial trait of one's personality. It is all about how individuals see and value themselves. It describes the person's overall sense of self-worth and

the ability to judge themselves. After dealing with the concept of self-esteem in general in the next title, the investigator will go deeper and identify the two types of self-esteem.

1.2.Types of Self-Esteem

Self-esteem can be a negative or a positive factor that contribute in the field of language learning, because of its high effects on learning a foreign language, there are two types of self-esteem:

1.2.1. High Self-esteem

Generally, individuals who have a high self-esteem believe in their abilities and skills to cope with problems, and open to experience new challenges. Therefore, they do not wait for someone else to fix them or wait for golden opportunity; they get up and take what is necessary to fix their problems because they realize its up to them. A person who has high self-esteem is positive and has optimistic view regarding his/her life. People with high self-esteem tend to have high competence level, which means they have the skill set to succeed in life (Thomas, 2014). According to Branden (1985) a person with high self-esteem has the power to handle criticism, s/he acknowledges his/her own value and accept him/herself as a whole with all weaknesses and strengths. Also, s/he is flexible responding the situation, which means s/he changes in different life aspects without any fear. As Roberts et al (2005, p.105) states three facts about high self-esteem as follows: Firstly, high self-esteem is reflected in the possession of a secure sense of identity, and ability to acknowledge and value own efforts and achievement. Secondly, high self-esteem gives confidence, energy and optimism. Thirdly, high self-esteem is promoted by positive self-experiences.

1.2.2. Low Self-esteem

People with low self-esteem focus more on failure instead of success. They feel badly about themselves and lack confidence. According to Rosenberg and Owens (2001) individuals who have low self-esteem tend to be hypersensitive to criticism, they are not open to constructive criticism, they feel insecure. Moreover, a person with low self-esteem is always afraid to do new things and s/he avoids taking risks. In general, low self-esteem is having negative beliefs about oneself and tend to be pessimistic towards people. According to Guindon (2002) people with low-esteem are characterized as unhappy, negative, unmotivated, have poor self-image, suffer from depression and anxiety, as well as, they do not value their talents. This type of self-esteem can result from various factors which will be discussed on the following title.

1.3. Causes of low Self-esteem

It is difficult to identify one cause of low self-esteem for everyone. You build your beliefs about yourself through a long period of time, this process is based on various experiences either negative or positive ones. Moreover, Larson (2000, p. 12) considers that low self-esteem will lead to a development of poor self-image, this mainly due to a range of different things. A negative feedback from the teacher can raise learners negative feelings towards themselves, this causes them to lose motivation and blocks the ability to reach their goals. Another important factor is difficult childhood experiences. Most people with low self-esteem have a history either of mental or physical abuse in their childhood. The effects of this abuse are deep-rooted and difficult to treat.

1.4. Self-Esteem and Academic Achievement

Self-esteem and academic achievement are correlated concepts; according to Erickson (1968) the academic achievement plays a significance role in building a positive, healthy view

of the self. Furthermore, self-esteem has been identified to play a major role in learning outcomes. In other words, when learners receive good grades, they automatically feel better about themselves, consequently, their self-worth will increase their self-esteem. In addition, a healthy self-esteem raises a pleasant feeling towards learning, it leads learners to be satisfied about their outcomes. Hence, having a healthy self-esteem is, the better worth of the self would be, will lead to higher academic achievements. Moreover, Fenollar, Romon and Cuestas (2008) analyzed the major factors, such as self-esteem that influence academic achievement. They found that, the family, expectations from others and learning approaches do influence achievement, whereas, self-esteem has the strongest effect on learning. After recognizing how self-esteem affects academic achievement. In the following title different ways to foster learner's self-esteem will be discussed.

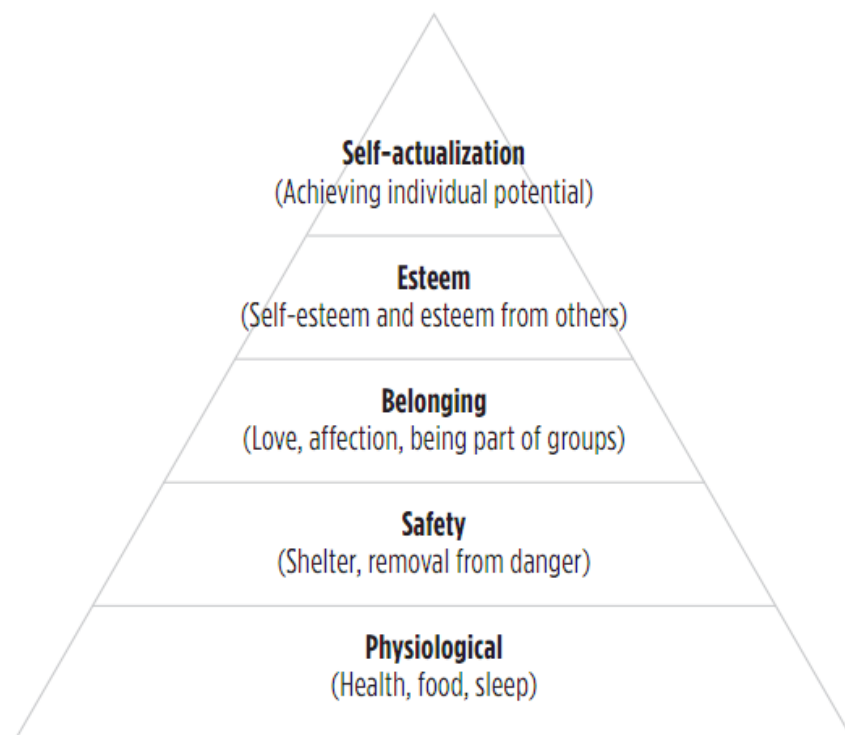
1.5.Fostering Learner 'Self-esteem

In order to promote your self-esteem, you are required to challenge and change the negative beliefs about yourself. Family and teachers are the most powerful factors that can influence learners' self-esteem through different ways. The family has a crucial role in the development of their children's abilities and perceptions. Since, the child gets his/her first feedback about their qualities from the family; this feedback has a great impact on his/her self-esteem. Therefore, parents should be aware of how they influence their children positively. Firstly, by appreciating and encouraging them to make decisions. This will lead to confidence and independence. Parents may give their children praise if they get good grades in their studies, but in a wise way. If their children fail in certain level, parents here should teach them that if they do not fail they will not learn how to succeed.

Concerning the academic sphere, teachers play a major role to enhance their learners' self-esteem because of its importance in improving their academic achievements. According to

Battle (1992) as cited in Larson (2009, p.22), “self esteem refers to the perception the individuals possesses of his or her own worth. Also, individual’s perception about the self develops gradually and becomes more differentiated as he or she matures and interacts with significant others.” This means that the perception of the self is mainly related to the past events, and will change over time. Moreover, teachers can take the first step to help their learners to enhance their self-esteem by encouraging them to follow their interests and talents; this will lead automatically to increase confidence, because learners who are confident of their abilities are most likely to use them to achieve good grades.

Figure1: Maslow’s Hierarchy of Needs (done by Kirby and Mcdonald, 2009:9)



Abraham Maslow’s Hierarchy of needs is formed of five levels of needs; among the important need to become self-actualized is self-esteem needs. In other words, learners who have low self-esteem fail to meet their needs. Consequently, every learner should enhance his

sense of self-esteem to develop self-actualization as it is shown in the pyramid in the figure1.

Levels of Self-esteem

For Brown (2007) there are three faces of self-esteem, mentioned in his book *Principles of Language Learning and Teaching* as follows:

1.6.1. Global Self-esteem

Global self-esteem is the general evaluation of one's own value over time and across different situations. For instance; we can have a negative self-esteem in one area of life with a positive one in another. Furthermore, it is a stable characteristic in mature adults which cannot be changed unless by active people or if there is an extensive treatment.

1.6.2. Situational Self-esteem

Situational or specific self-esteem is one's self appraisal; it differs according to the circumstances and traits. In specific context such as: academic sphere, social interaction, with family. In personality traits like empathy, shyness, and other qualities of personalities, or on specific traits such as: communicative abilities, intelligence...etc.

1.6.3. Task Self-esteem

Task self-esteem is related to specific tasks within particular situations. For instance, in the educational sphere it might refer to the students 'self assessment of one subject matter area like mathematics or in a foreign language class like: writing and reading.

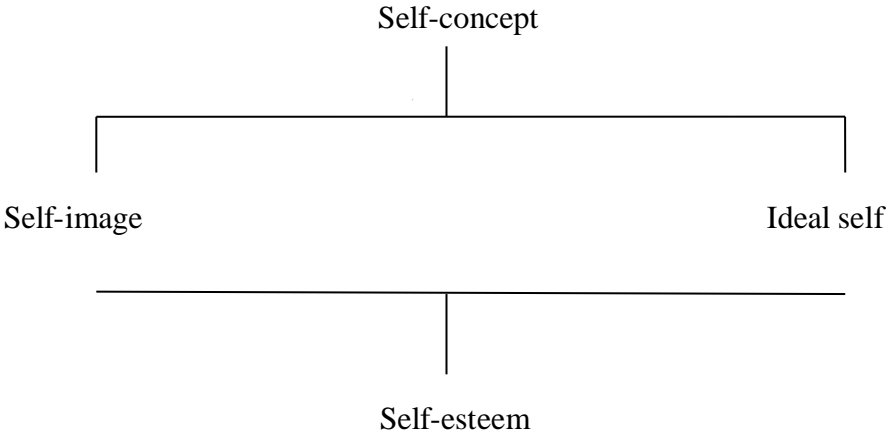
1.6. Self concept and Self-esteem

Self-concept and self-esteem are two crucial components of our lives. These components can shape how we develop during childhood and can affect who we become as adults. Both self-concept and self-esteem are reflective processes; they are influenced by the observation

of one's own self and behavior objectively and the reaction of others to individuals. People can extend their self-concept or self-esteem through comparing oneself to those of the surrounding.

While both self-concept and self-esteem refer to an individual's cognitions and feelings about the self, there are key differences between the tow. Self-concept is the perception that individuals have of their own worth. This includes a composition of their feelings, a generalized view of their social acceptance, and their personal feelings about themselves (Belmore & Cillessen, 2006). Self-esteem refers to the extent to which individuals like, accept, or approve themselves, it answers the question: am I good enough?

Figure2: Self-concept as an umbrella term (Lawrence, 2006, p. 3).



As the diagram above demonstrates that self concept is the key which helps self-esteem to progress. Firstly, self-image refer to how learners see themselves, if learners become aware of their self-image, they will start thinking how to possess the ideal self. Therefore, self-esteem includes both of them, in other words, it is how learners see themselves and how they want to be. As Lawrence (2006:5) claims in this context that “self-esteem is the individuals’ evaluation of the discrepancy between self-image and ideal self “. In the next title we will discuss the main theories of self-esteem.

1.7.Theories of Self-esteem

1.8.1. The Terror Management Theory

The terror management theory was established by social psychologists: Tom Pyszczynski, Jeff Greenberg, and Sheldon Solomon in 1986, and it was strongly influenced by Becker's work (1973). This theory was developed to address two main questions that had previously been neglected by academic psychologists, but are now recognized for understanding human behavior: what are the psychological foundations of culture? What is the nature and function of self-esteem? Moreover, the terror management theory begins with two broad assumptions. First, humans share with all life forms a biological predisposition toward self-preservation and reproduction. Second, humans are unique in their use of linguistic symbolic thought process which fosters self-awareness and the ability to protect themselves from the existential anxiety they experienced in the past. The terror management theory posits that self-esteem buffers against death-related thoughts and anxiety, from this view research demonstrates that thinking about death increases the need for self-esteem. (Gailliot, Schmeichel and Baumcister, 2006)

Becker (1973) views on cultural influence of death anxiety helps to explain diverse human phenomena as self-esteem. In fact, he argued that one historical manifestation of human coping with death is the creation and maintenance of culture. The creation of culture and the idea of immortality have emerged as ways to defend against this death anxiety. Thus, the creation of culture promises security to those that live up to the cultural standards of value (Rosenblatt et al., 1989), and allows human beings to share beliefs with others in group members. This shared goal, ultimately lends to individuals a sense of value in a world of meaning. The socio-cognitive account of constructed meaning and value provides human beings with the possibility of immortality (Becker, 1973) in this context, one can assume that self-esteem is seen as a culturally built construction. Since culture gives a possibility for

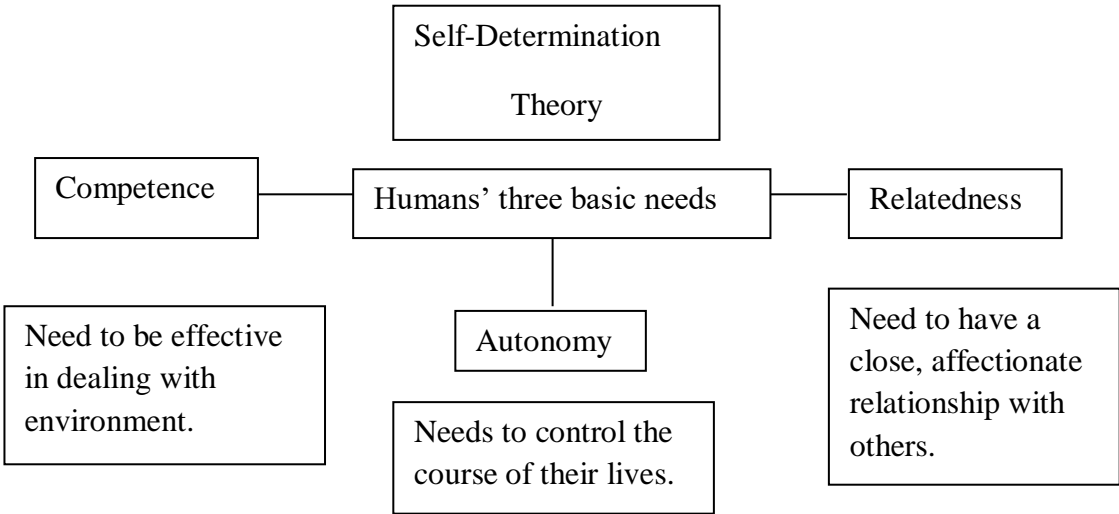
individuals to reduce terror. This possibility is accomplished when a person feels that s/he a valuable member of the culture which means s/he plays an important role in the society.

Terror Management Theory tries to describe the purpose behind the need of self-esteem, as well as, to explain what psychological functions it handles. Furthermore, the theory proposes that high self-esteem acts as a buffer against uneasiness in the knowledge of the individuals' consequent death.

1.8.2. Self-Determination Theory

Self-Determination theory was established first by researchers Edward L. Deci and M. Ryan in the mid 1980's at the University of Rocheter. This theory is all about human motivation. It indicates that there are two basic types of motivation which are: intrinsic and extrinsic. Furthermore, intrinsic motivation is characterized by doing something purely because of enjoyment or fun. Whereas, extrinsic motivation, a person tends to do a task or activity mainly because doing so will yield some kind of reward. Deci and Ryan identified three universal, psychological, and innate needs: competence, autonomy, and psychological relatedness.

Figure3: Self-determination theory (Deci and Ryan 1995).



Firstly, the need for competence means the desire to control and master the outcomes and the environment, as well as, to know how things will turn out and what are the results of our actions. Secondly, the need for relatedness which means to be connected and experience caring for others, in other words our actions and daily activities involve other people and through this, we seek the feeling of belongingness. Finally, the need for autonomy deals with the desire to be an independent agent in your own life. Deci and Ryan (1980) stated that to be autonomous does not mean to be independent. It means having a sense of free will when doing something or acting out of our own interests and values. Furthermore, self-determination theory introduces two types of self-esteem, contingent and non-contingent self-esteem. The former, deals with individuals who tend to see their self-satisfaction based on accomplishing certain objectives and they are strongly driven by the desire to appear worthy to the self and others. The latter, success and failure for certain people do not determine their self-worth.

1.8.3. The Socio-Meter Theory

The socio-meter theory was developed by Mark Leary in (1995). This theory states that a minimum level of social inclusion is essential for humans to reproduce and survive with self-esteem functioning as a socio-meter. The socio-meter theory proposes that the self-esteem system is a socio-meter that is involved in the maintenance of interpersonal relationships (Leary & Downs, 1995, p. 518).

There are two main aspects of the socio-meter theory, trait self-esteem and state self-esteem. The former, deals with the perception changes in the person's level of social inclusion within a certain context. The latter, is about one's accumulated lifelong perception of social inclusion and exclusion.

1.8. Self-esteem Measurement

1.9.1. The Rosenberg Self-esteem Scale (RSES)

The RSES developed in 1965, this instrument used largely to measure self-esteem. It is created originally for use with adolescents, then, it was administered to a wide range of age groups, such as; adolescents, university students, adults, and elderly persons. Moreover, the scale consists of ten items: five positive statements and five negative statements. However, the positive and negative items are mixed together in order to decrease respondents bias. Each statement has four options to choose which are: strongly agree, agree, disagree, strongly disagree. Participants are required to choose one response for each item which is the most likely to resemble them. Concerning, the analysis of data, the negative statements are reverse in scoring. Thus, high and low scores on positive and negative statements have the same interpretation. The total score ranges from 10 to 30, with higher scores implying higher self-esteem. (Gray-little, Williams & Hancock, 1997).

Figure 4: Rosenberg Self-Esteem Scale (1965).

-
- 1- On the whole, I am satisfied with myself.
 - 2- At times, I think I am not good at all.
 - 3- I feel I have a number of good qualities.
 - 4- I am able to do things as well as most other people.
 - 5- I feel I do not have much to be proud of.
 - 6- I certainly feel useless at times.
 - 7- I feel that I am a person of worth, at least on an equal plane with others.
 - 8- I wish I could have more respect for myself.
 - 9- All in all, I am inclined to feel that I am a failure.
 - 10- I take a positive attitude toward myself.
-

1.9.2. Coopersmith Self-Esteem Inventory (CSEI)

A second widely used scale is the Coopersmith Self-Esteem Inventory, it was developed by Coopersmith in 1967, it was originally designed to measure children's self-esteem. Later on, it was revised by Ryden (1978) to use on adults. It is consisted of 58 items, for each one the informants are required to answer whether the statement given is "like me" or "not like me". If participants answered "like me" for 3 or more of these items: 1, 6, 13, 20, 27, 34, 41, and 48. It suggests that he or she is trying too hard to present him/herself in a positive light. Therefore, these participants should not be included in the analysis. However, high self-esteem items are: "like me" on 2, 4, 5, 10, 11, 14, 18, 19, 21, 23, 24, 28, 29, 32, 36, 45, 47, 55, 5. While, "Unlike me" on the rest.

Conclusion

Self-esteem is an important factor in effective learning, because learners have different personalities and perceptions of the self. In this chapter, we explored the definition, types, and the major factors that cause low self-esteem. Due to its importance, huge efforts have been implemented to foster it. Concluding with major theories, and measurements of self-esteem.

Chapter Two: EFL Learner Autonomy

Introduction

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Chapter Two

EFL Learner Autonomy

Introduction

The perspective of language learning has changed from transmitting a set of rules to learners, to a process in which the learner takes more responsibility in learning. Consequently, the learner becomes autonomous in language learning. “Autonomy is a precondition for an effective learning” (Benson, 2001:24) this means that autonomy is an important basis on which learner’s focus should stand on. This chapter is mainly outlined to provide the different levels of autonomy, also, deals with the definition and the various levels of the term. Then, followed by different perceptive of autonomy, mainly the technical and psychological ones. Then, the description of the classroom autonomy, with the importance of autonomy and some conditions to develop it. By the end of the chapter, the investigator will focus on some approaches and ways for promoting learner autonomy followed by how to assess it.

2.1.Levels of Learner Autonomy

By the end of the 1990’s different researchers argued that the concept of autonomy is a matter of levels, there are various models of learner autonomy. Firstly, Nunan (1997) tries to make a model of five levels of autonomy in the learner: behavior; awareness, involvement, intervention, creation and transcendence. Concerning the awareness level, for instance when the learner is conscious about the pedagogical goals and the materials needed. At the involvement and intervention level, learners are required to recognize strategy implication of pedagogical tasks. Next, determine their own learning styles and strategies. Finally, at the transcendent level learner should be able to make a link between classrooms’ learning content and the world beyond it

Secondly, for Littlewood (1997) there are three levels of autonomy that include: first, the ability to work independently with the language and use it to communicate personal thoughts and ideas in real life situations (autonomy as a communicator). In the classroom organization sphere it includes the ability of learners to take the responsibility for their own learning (autonomy as a learner). However, in other spheres it promotes more generalized autonomy as individuals (autonomy as a person). Thirdly, in the same context Macaro (1997) suggests that a closely similar three stages model. The above explanation of autonomy levels is summarized in the following table:

Table 1: Levels of Autonomy.

Nunan's Model (1997)	Littlewood's Model (1997)	Macaro's Model (1997)
-Awareness	-Autonomy as a	-Autonomy of language
-Involvement	Communicator	Competence
-Intervention	-Autonomy as a learner	-Autonomy of language
-Creation	-Autonomy as a person	Learning competence
-Transcendence		-Autonomy of choice and Action

Since there are different levels of autonomy it is difficult to give a proper definition. In the current study we are more concerned with Littlewood's model especially the second stage which is "autonomy as a learner".

2.2. Definition of Learner Autonomy

The concept of autonomy is difficult to define properly. This is mainly due to the fact that there are degrees of autonomy and the behavior of autonomous learners can change according to their age. Also, how far they have advanced in their own learning. The term autonomy is derived firstly from the Greek word "autonomia" which refer to someone or something which

lives by his/her own rules. Moreover, learner autonomy was raised in the field of foreign language learning in the 1979 report prepared by Holec for the Council of Europe under the title of *Autonomy in Foreign Language Learning*. According to Holec (1981) at that time Western countries had passed through a long way in industrialization, they were characterized by social progress rather than the quantity of materials they produce. Hence, the focus was more in increasing the standards of living, this would certainly bring respect for human beings and individualization.

Holec (1981) defined autonomy as the ability of the learners to take charge of their own learning, by doing this, learners hold the responsibility for all the decisions of all aspects of learning, and they set the objectives, contents, and progression. Also, the methods to be used in the learning process. They determine the procedure of acquisition properly and assess what has been acquired. In this context Holec states that:

To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning and nothing more ...to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning.(Holec, 1981 :3).

Holec's (1981) definition covers all the areas that include transmitting the control over learning from teachers to learners, however, other researchers do not agree with him since Holec's description of learner autonomy does not take into consideration "The nature of the cognitive capabilities underlying effective self-management of learning" (Benson, 2001:49). Little noticed this in Holec's definition and argues that:

Autonomy is a capacity for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. (Little, 1991 :3-4)

This definition adds a crucial psychological aspect to Holec's definition since it describes autonomy as a cognitive and self management processes of learning. Actually, learners should understand the "why", the "what" and the "how" of their learning in order to develop their autonomy. In addition, Dam (1995) states that autonomous learners want to act independently and in co-operation with others, as socially responsible persons. In other words, the concept of autonomy includes collaboration and interdependence. Also, Dickson (1987:11) claims that "the situation in which the learner is totally responsible for all the decisions" this indicate that the learners are independently in need to be fully self reliant, and determine what to learn and how to be assessed. According to him, autonomy mainly refers to the situation in which the learner is responsible for the decisions concerned with his/her learning and the implementation of these decisions.

According to Dickson (1987) autonomy is a gradual, individual and never ending process of self-discovery. It is a process which a person gradually discovers. An autonomous learner acts independently and in cooperation with others. He participates actively in social processes of his learning, he interprets new information according to his background knowledge, he knows exactly how to learn and how to reflect critically on the process of learning. He can make correct decisions during the process of learning, he can act independently when it is necessary and he can develop this knowledge to real life situations. Furthermore, one ingredient for academic success is under the umbrella of critical thinking and the ability to decide about what to learn and acquire. Through the following title, the investigator tries to highlight the different perspectives of learner autonomy via several dimensions.

2.3.Perspectives of Learner Autonomy

Even though the concept of learner autonomy was introduced over decades ago, it still includes different terminological confusions. It is mirrored through different views and

connotations from the field of language teaching and learning. According to Benson et al (1997) the term is defined as follows:

2.3.1. The Technical Perspective:

The technical perspective emphasizes on the technical methods and processes to promote learning through: meta-cognitive, cognitive, and social strategies. For example, providing the suitable classroom environment and the needed teaching aids. Therefore, autonomous education serves to give learners control over their learning. In practical understanding of Holec's definition of autonomy which means that the learner accepts responsibility for making decisions in respect of five components of the learning process. From specifying the objectives and contents, through selection of methods and techniques, to monitor the acquisition procedure and the evaluation of both what s/he has learnt and of the learning process itself. Additionally, Holec considers a learner who is autonomous "is himself capable of making all these decisions", and this definition explains "What autonomous learners are able to do", it does not explain "How they are able to do"(Benson, 2006 :23). This latter is the focus of the *psychological* perspective on learner autonomy that is examined in the following title.

2.3.2. The Psychological Perceptive

In opposition to the previous perspective, the *psychological* perspective means those characteristics that make it possible for the learner to take control of the learning process. (Benson, 1997 :19). According to Benson who defines autonomy in terms of control rather than responsibility, this perceptive involves control over two cognitive processes: meta-cognitive knowledge, and reflection. Firstly, meta-cognitive knowledge refers to learners beliefs. Flavell (1979) divided it into three sub-sections: person knowledge which is related to the knowledge about learners variables that affect learning. Then, task knowledge which is the

knowledge about the purpose and the needs of a task. Finally, strategic knowledge which mainly refer to the learning strategies and their implementation. The second main type of psychological perceptives is reflection which is according to Benson (2001: 93-95) take three forms: reflection on the target language, the process itself and on learning ways of thinking about learning. Hence, autonomy has been discussed in different fields but the current study is focusing on the educational field more precisely on classroom autonomy through the following title the investigator tries to explain more what autonomy in the classroom.

2.4. Autonomy in the Classroom

Learners cannot be totally out of the control of their teachers, because the teacher is still the major source of learning materials. Also, the syllabus remains the main document for guiding students to learn. To construct the real autonomy in the classroom, the philosophy of learner-centered education should be fostered inside the classroom. According to Reinders and Lamb (2006) in the classroom autonomy teachers' attitude changes from seeing them as passive receivers to collaborators which means they share the responsibility with their teachers in language learning.

Furthermore, Reinders and Lamb (2006) suggest three ways by which autonomy in the classroom can be displayed. Firstly, organizational autonomy support, for example: it permits students in decision-making role concerning the classroom management. Then, procedural autonomy support, for instance: providing students with choices about the use of various media to present concepts. Cognitive autonomy support, by giving chances for students to assess and correct their mistakes and to correct each other.

English teachers play different roles in constructing an environment which really supports autonomy and rises learners' motivation. Therefore, autonomous learning is more efficient

than non-autonomous learning. In this context Nunan (1996) gave a comparison between autonomous classrooms and non-autonomous classrooms as it is mentioned below:

Table2: *Comparison between Autonomous and Non-Autonomous Classrooms* (Nunan: 1996-21)

Autonomous Classrooms	Non-Autonomous Classrooms
<ul style="list-style-type: none"> -Decisions are made with much reference to students. -Teacher introduces range of activities by taking students' needs and interests into consideration . -Students are allowed to reflect on assess and evaluate their learning process. 	<ul style="list-style-type: none"> -Teachers make all decisions about content and classroom norms. -Students are exposed to the activities they are expected to perform. -The assessment and evaluation part are structured in a traditional manner in a way that tests and exams are carried out.

Therefore, autonomous learning is more efficient than non-autonomous learning, and it a fundamental goal in language learning process, this paves the way to the importance of learner autonomy in the educational context. Through the next title the importance of autonomous learning will be discussed.

2.5.The Importance of Autonomous Learning

Learner autonomy is a crucial factor to improve learning, this is due to several reasons. Firstly, the time the learners spends in the classroom is not enough, and the learning process is not limited just for classroom environment, since, practice is more important in making an actual learning. This only occurs through guiding learners to become autonomous, once they become autonomous, they will achieve a skill to stay all along their lives, because it is a habit of an independent thinking (Jiao, 2005).

Another reason is that learner autonomy enhances motivation, which consequently creates effective learning. This happens once the leaner is the decision-maker in the classroom,

hence, the learners feel more independent instead of being dependent to teachers. According to Deci (1995), if autonomous learners believe in responsibility for their own learning and try to improve the skills of self-management in learning, they will be intrinsically motivated. Therefore, the success in learning will build up their intrinsic motivation.

The third reason is that being an autonomous learner gives much more opportunities to the use of target language mainly in non-native environment. Consequently, autonomy will not be just as a treatment for developing learners' language skills, however, it makes them able to create and use all the chances to communicate their message in EFL situation. In this context Van and John (2003:18) agree with this view that the learner has many opportunities in the internet and other multimedia sources. Thus, helping the learners to supply themselves with tools and strategies will allow them to take advantage of the opportunities offered by their extended classroom. In fact, it is important for teachers to give some chances for learner to think and act autonomously. In addition, they should guide them to gather, organize, and employ data for themselves.

2.6.Conditions to Develop Autonomy

It is not an easy task for a teacher to change the attitude of learners who are used to the teacher- centered methods to become autonomous learners. According to Johnson (2004) changing these conditions is related to changing effective, cognitive and behavior systems, if not any other change would be temporary. On the other hand, Scharle and Szabo (2000: 09) claim that there are three basic conditions to develop autonomy, they are as follows:

2.6.1. Raising Awareness

The teacher shares some responsibilities with their learners, especially the help and guidance that could be created in order to boost awareness among learners about the usefulness of self-renewal in the learning process. For that reason, teachers encourage his/her

learners to be critical thinkers and take off the concept of passivity from their minds. In this context, Santrock (2006: 315) supports that “teachers serve as facilitators and guides rather than directors and molders of learning”. This definition expresses the function of the teacher, also, the learners should be completely aware of their own responsibilities.

2.6.2. Changing Attitude

It is assumed that the teacher is the knowledge provider, in fact the total dependence on him is no more resulting to perfect-reaching endings. Therefore, a great depth is now advocated for changing the learners’ attitudes, this is not going to exclude the role of the teacher in the classrooms. But, through determining the major principles of self regulated dependence. As Little (1990: 07) argues that “autonomy is not synonym of self instruction, it’s not limited to learning without teacher.” According to him, the teacher is always the source of motivation and more importantly the map designer of his course.

2.6.3. Transferring Roles

The role of the teacher in any particular autonomous leaning situation is to reach the learners’ needs, besides giving them the chance to determine what is needed to be tackled in the lesson. More importantly, to spread out the idea of learner centeredness. For Dam (2003:136): “leaner autonomy develops [...] in the teacher’s own development and awareness, as regard to his or her role in the whole process”. It is true that the existence of some of these conditions, the development of autonomous learning would be easier. But, the level of autonomy needed will differ according to the context in which the learning takes place.

2.7.Promoting Learner Autonomy in Language Classroom

There are different theories describing how to promote learner autonomy, and each scholar tackles the issue from a different angle. The categorization of Benson (2001: 170-178) seems to be more comprehensive. He gave six different approaches to fostering learner autonomy. Firstly, resource-based approaches and technology-based approaches deal mainly

with the out- class strategies that focus at promoting learner autonomy. However, the other four approaches are based on the classroom context.

According to Benson (2001), in the *resource-based* approach there are some key concepts which the learner should take into consideration to gain some opportunities for independent learning. They are: self-access; which is the set of materials that are designed in a given way that enables the students to work on their own. These materials take many forms such as: libraries, language laboratories...etc. Besides the other key concepts which are self-instruction and distance learning. They are very important in promoting autonomous learning but, they need some support or instruction for the use of the resources. On the other hand, the *technology-based approach* mainly refers to computer assisted language learning. This will assist learners to self-direct and control their learning.

Moreover, *the Learner-based approach*, this type puts emphasis on the psychological and behavioral changes in learners. It emphasizes on the learner training. In other words, the more learners are included in the use of the effective strategies, the more they will learn independently. *The Curriculum-based approaches*, for Benson are these approaches that extend the concept of learner control throughout the management of learning to the curriculum. Brown (1995: 187) presents a list of “concepts with which the curriculum will be related to their preferences” which are:

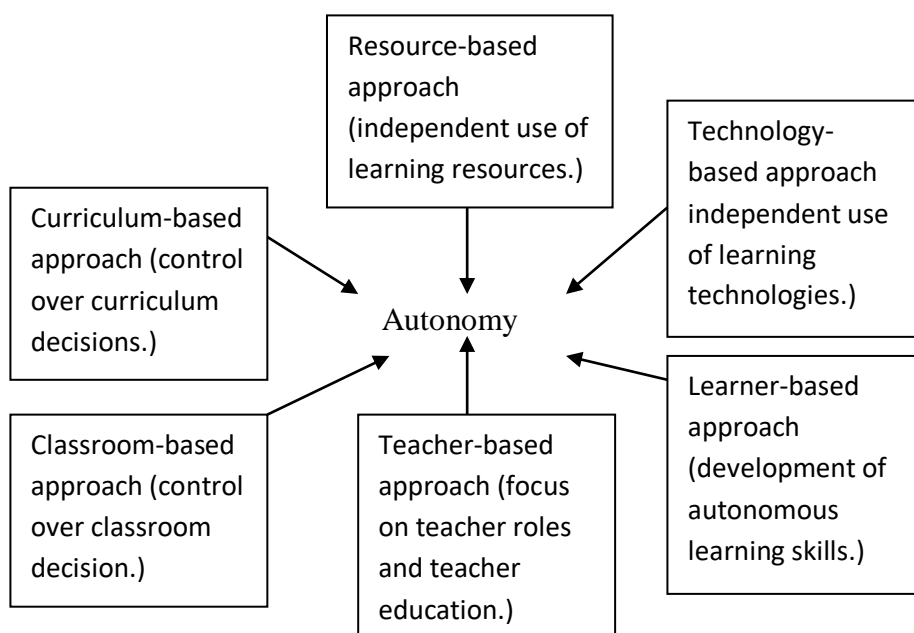
- 1- Learning Approaches
- 2- Attitudes toward Learning
- 3- Learning Styles
- 4- Strategies used in learning
- 5- Learning activities
- 6- Patterns of interaction
- 7- Degree of learner’s control over their own learning
- 8- What constitutes effective teaching
- 9- The nature of effective learning

As it is mentioned in the list above, involving learners in the progress of the curriculum in many ways would foster autonomy. The learners will notice that their choices and decisions are useful, thus, they would be active to take place in the learning process, and the curriculum they create. Furthermore, the *classroom-based approach* is more advocated in comparison to the previous one, because this approach focuses more on the changes in the relationship between the teachers and learners inside the classroom (Benson: 2001-151). The learner will work in a supportive and a collaborative atmosphere.

Finally, the *teacher-based approach* is defined by Barfield et al (2002-218) as: “teachers should start by themselves before promoting autonomy to learners, and they some freedom to apply their autonomy in teaching”. Language teachers should develop a professional knowledge on the different ways to foster and to encourage the development of learner autonomy. After seeing the different approaches to develop learner autonomy the next title deals with the characteristics and features of an autonomous learner.

Figure.5. *Autonomy in Language Learning and related areas of practice.*

(Benson, 2001, p. 112).



2.8.Characteristics of the Autonomous Learner

Different researchers have proposed several characteristics to autonomous learners. Dickinson (1993) states that autonomous learners can identify what they have been taught, they are able to choose and implement the suitable learning strategies. Also, they are able to monitor their own use of the learning strategy. According to Candy (1991) the autonomous learner is as follows: logical and analytical, curious, open and highly motivated, also, s/he is a reflective and self-aware, flexible and competent, disciplined, persistent and responsible, creative and self-sufficient, information seeker, knowledgeable and skillful, besides the fact that s/he a critical thinker.

Moreover, For Holec (1981) and Little (1991) the autonomous learners are those who can take charge of their own learning. Also, they are conscious about their educational and personal needs and able to identify their own objectives and goals in the learning process. In addition, they can make a link between what is to be learned, the resource needed and how to learn. Autonomous learners have the capacity to select the appropriate methods and techniques needed, and assess what have been acquired.

Finally, Cotterall (1995-200) claims that: “autonomous learners are likely to be individuals who have overcome the obstacles which educational background, cultural norms and prior experience may have put in their way”. This means that learners who are conditioned to cultural and traditional norms are not expected to be ready for change. The capacity of learner autonomy can be innate or maybe acquired and developed with practice, as it may be lost if it is not used. Hence, in language learning, learners need to be conscious about how language systems work and what is needed for the development of their learning.

2.9. Teacher Autonomy and Learner Autonomy

Little (1995) stated that teacher autonomy and learner autonomy are interdependent, and teachers who want to develop learner autonomy need to “start with themselves, reflecting on their own beliefs, practices, experiences and expectations of the teaching/learning situation” (Little, 1995:47). The idea of teacher autonomy was first introduced by Allwright (1988) in the field of language teaching, and then developed by Little (1995). It refers mainly to the freedom of teachers in the implementation of the curriculum, besides the control over their teaching process. Moreover, teachers have important roles in promoting autonomy in their learners, by facilitating to learners to make personal goals.

According to Reinders and Balcikanli (2011), there are two main aspects of teaching which develop learner autonomy, the autonomy of teachers and the set of teaching skills which are relevant to foster autonomy. Also, the language classroom is the most valuable context for learners to face the idea of autonomy and ameliorate the necessary skills. All in all, teacher autonomy and learner autonomy are approximately connected, it is the teacher’s responsibility to raise a good atmosphere for learners, where they can acquire and use the knowledge by themselves.

2.10. Ways to Foster Learner Autonomy in English Teaching and Learning

2.10.1 Teaching Learning Strategies

Based on Oxford definition, strategies are “...specific actions taken by the learner to make learning more easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.”(1989: 8). That is to say, learning strategies mean the set of characteristics we want to rise in students to make them able to become skillful language learners. In order to learn in an autonomous manner, teachers should provide learners with sufficient training to prepare them for more independent learning, because the job of teachers

is not mainly to teach language but, to teach learning. Firstly, meta-cognitive strategies which refer mainly to the set of methods used to enable learners to understand the way they learn, in other words, to think about their thinking, and to manipulate their cognitive process. For example; organizational tools like checklists, rubrics...etc.

In addition to that, social strategies are crucial in the language learning process, since language is for communication. There are three types of strategies included in the social strategy (Oxford 1990) as follows: cooperating with others, for instance; interacting with native speakers to help in your understanding. Asking questions, for example asking for clarification, verification or correction. Then, Empathizing which is very important in communication, and it means to put oneself in the situation of another to get his/her point of view. Through using social strategies learners can enhance their cultural understanding.

Moreover, socio- affective strategies that help learners to control and regulate their motivation and attitudes in their learning process. According to Oxford (1990) affective strategies are related to the learners' emotional requirements for instance confidence, and social strategies increase interaction with the target language. Therefore, good language learners monitor their attitude and emotions about learning and comprehend the negative feelings, and teachers can create a positive feeling in class by providing them more responsibility, and rising the amount of natural communication. Such techniques like self- reinforcement and positive self-talk are used to make learners gain an effective control of their emotions, attitudes, and motivation associated to language learning.

2.10.2. Self-Reports

Wenden (1998: 107) claims that the best way to gather information about how students go through the learning task and making them able to become conscious of their own strategies is to assign a given task and ask them to do a report about what they are thinking

while performing it. This self-report is named as “introspective”, they are supposed to give an information about the strategy learners use during the report time. Another kind of self- report is called the “retrospective” self-report because learners are requested to think back or retrospect on their learning. This type is open ended in terms that there are no limits put on what students answer to the question in the task. There are two main types of retrospective self-report which are semi-structured interviews and structured questionnaires. The former emphasizes on a specific skill, it is an open ended question that allows a discussion with the interviewee instead of direct questions and answer format. The latter, deals with the same information but in a different way, through tools like explicit questions then requesting learners to agree or disagree, write true or false...etc.

2.10.3. Diaries and Evaluation Sheets

Diaries and evaluation sheets provide the learners the possibility to plan, control and assess their learning and determine any obstacles with proposing solutions. The aim of diaries in learning is mainly to work like an instrument for assessing and implementing personal learning. Evaluation sheets and diaries encourage learners to self-analyses, applying information and make personal opinions. It supports personal development and identifies their weaknesses and strengths. (Wenden, 1998, p. 107).

2.10.4. Learner Autonomy through Portfolio Creation

Portfolio is the documentation of the learning process and a proof of their development into paper. Students in their portfolio mention their goals, and design their learning goals and assess their progress. Through this, they learn how to make decisions by their own on what they need to master different ways of learning and how to evaluate their progress consequently, to become good planners and foster self- management strategies. The use of portfolio motivates learners to take control of learning. According to Thomsen (2010),

portfolio gives learners the opportunity to talk about their experiences and share with their peers by writing on their thoughts and ideas.

2.11. Assessing Learner Autonomy

Assessment is a crucial part in language teaching and learning. Benson (2010: 81) who proposes the idea that it is possible to measure learner autonomy by tools of focusing on “the degree to which learners are actually in control of their learning”. However, Lamb (2010: 101) claims that the assessment of autonomy is not “to measure it for its own sake, with a view to defining levels of ability or ranking pupils.” However, it is concerned more with learning and teaching. O’Leary (2009:3) argues that even though the assessment may be challenging, but it should take place. If not, students are unlikely to identify the necessity to be autonomous.

Based on the existent dimension to assess autonomy the question raised is whether learner autonomy can be assessed or not. Lai (2001) established two different rating scales that are able to be used by anyone to assess learner autonomy at two levels: the micro level and the macro level. In the former, Lai suggests to rate the aims and the self-evaluation conducted by learners along their engagement in a task. On the other hand, it is proposed that the capacities of learners for autonomy can be measured by giving items to assess their personal course design for independent learning. Dam and Legenhausen (2010) state that autonomy cannot be tested but, it needs to be assessed by means of qualitative data about the students, such as using portfolio which are more powerful tools for evaluation. Additionally, the formative assessment can be effective for promoting learner autonomy.

Conclusion

In this chapter, we demonstrated how autonomy is very useful in the language learning process. Its levels and perceptive, in addition to that conditions to promote LA have been

explored. Because of its importance, efforts have been made to apply it in the formal educational contexts. In other words, with the assistance and guidance of the teacher, it can be developed through different steps.

Chapter Three: Field Investigation

Section One :Surdents' Questionnaire

Introduction

1. Population of the Study
2. Description of Students' Questionnaire
3. Administration of the Questionnaire
4. Data Analysis and Interpretation
 - 4.1. Analysis of the results
5. Summary of the Questionnaire Results

Section Two: Teachers' Interview

Introduction

1. Interview as a Research Method in a Qualitative Research
2. Types of the Interview
3. Description of the Interview
4. Analysis of the Interview Results
5. Summary of the Results

Chapter Three

Field Investigation

Introduction

This chapter is designed as the practical part of the study. We will attempt to investigate the students' perception of the two variables: self-esteem and autonomy. Furthermore, to depict the effect of the former on the latter. The procedure followed is a deep analysis of each question separately, then, a summary of the findings. The chapter ends up with general conclusion of the obtained results.

3.1. Students' Questionnaire

3.1.1. Population of the Study

The present study sets to find out the role of self-esteem in promoting learner autonomy (LA). The population is chosen from third year students at the Department of English, University of 08 Mai 1945, Guelma, enrolled for the academic year 2017-2018. Since, third year students are constantly required to prepare their lessons and make presentations, they are supposed to have control over learning management, meta-cognition processing and autonomous learning. Following Krejcie and Morgan sampling table, 100 questionnaires were administered to the participants, who were chosen randomly.

3.1.2 Description of Students' Questionnaire

The study's questionnaire is mostly conceptualized on the basis of the literature presented in theoretical part. Students are asked to answer eighteen (18) questions which are divided into three main sections. Most of the questions are closed-ended in which the respondents are required to pick up the appropriate answer from the pre-determined options, or to chose "Yes" or "No" answers. Also, we used follow up questions in the form of "Please justify". This type of questions is quick to complete and help in obtaining clear responses in comparison to open

ones. So, the number of ambiguous responses is reduced. Besides this type of questions, a wide range of self-report instruments are used to obtain clear and precise responses. In which the respondents are required to determine the extent to which they agree or disagree. The questions were clear to help the students understand and provide the appropriate answers.

The first section, “General Introduction” consists of three questions (from Q1 to Q3) which represent background information about the participants. Second section, “Self-Esteem” contains seven (7) questions (from Q4 to Q10) aiming at depicting the students’ views about the notion of self-esteem and in investigating their level of self-esteem. Section three, “Learner Autonomy and self-esteem) includes six (6) questions (from Q11 to Q17) attempts to determine the relationship between them, as well as, to find out information about the students’ attitudes towards autonomy. The last question (19) is an open question that allows students to express their views about the topic or even to add some comments and further suggestions if they have.

3.1.3 Administration of the Questionnaire

The questionnaire was handed to (100) third year students in English Department at the University of 08 Mai 1945. The students were cooperative in answering the questionnaire, since we provided them with a period of time to deliver it back. We believe that the questionnaire was administered in good conditions.

3.2. Data Analysis and Interpretation

3.2.1. Analysis of the Results

Section One: General Information

Question One: How long have you been studying English?

- a- 10 years
- b- 11 years
- c- More than 11 years

Table 3.1: *Years of studying English Language.*

	Number	Percentage
10 years	91	91%
11 years	9	9%
More than 11 years	0%	0%
Total	100	100%

It is clear from the table 3.1 that the majority (91%) of the students have been studying English for ten (10) years. This assumed to be the normal number of their academic years. (9%) of them claim that they have been studying English for eleven (11) years. This implies that they may have repeated one or more years.

Question Two: Is it your choice to study English? Justify?

- a- Yes
- b- No

Table 3.2. *Students' choice to study English.*

	Number	Percentage
Yes	86	86%
No	14	14%

Each student has certain attitude towards learning English language. For that reason, we designed this question to generate views about students' selection of English. Is it from their own want or other factors make them study it. As it is indicated in the table 3.2 that the majority (86%) of the students have chosen to study English. So, they have strong desire, and motivated to study it. But only (14%)of them have said that it was not their own choice to study English, they were obliged to learn it because of their average in Baccalaureate exam, and they did not get their first choice.

Learner explanation of their answers:

a- Personal:

- Because I like English.
- I like its culture.
- I want to be fluent speaker in English.

b- Obligated:

- The average in baccalaureate exam.
- I am scientific student and I did not get the first choice that I want to study.

Question Three: How could you grade your English proficiency?

Table 3.3: *Students' Appreciations of their level in English.*

	Number	percentage
Very good	11	11%
Good	69	69%
Average	20	20%
Bad	0	0%
Total	100	100%

The table 3.3 unveils that, only (11%) of the students consider their level in English as good. So, they assume that they acquire and master the basic principles of the language. However, the majority of them (69%) opted for good, which implies that they have knowledge of an adequate ser of the language system. While, (20%) of the participants declare that they have an average level. Thus, they need to enhance their level and work hard on their language.

Section Two: Self-Esteem

Question four: Pick out the definition you think is most accurate?

- a- To take charge of your own abilities.
- b- Confidence and belief in your own abilities.
- c- A feeling of having an ideal-self.

Table 3.4. *Students' Definition of Self-esteem.*

	Number	Percentage
a	0	0%
b	75	75%
c	25	25%
Total	100	100%

As it is indicated in the table 3.4 the majority of participants (75%) have opted the second choice, this means that they are aware of the role and significance of being self-confident and believing on their capacities. (25%) of the respondents pick up the last definition. So, this implies that they misunderstand the term and they are not familiar with. While, no one chose the first option which suggests that they are basically distinguish between the two concepts: self-esteem and autonomy.

Question five: Do you believe you are inferior to others in some way?

- a- No, not at all.
- b- Maybe a little bit.
- c- Yes, in many ways.
- d- Yes, totally.

Table 3.5. *Students perception towards being inferior to others.*

	Number	Percentage
a	46	46%
b	54	54%
c	0	0%
d	0	0%
Total	100	100%

According to the obtained results, (46%) of the students said that they do not feel inferior at all; this implies that they have strong self-image. However, (54%) of them claimed that they feel little bit inferior but not always, it comes from comparison for the positive qualities others possess, this in turn will affect their self-esteem negatively.

Question Six: does a negative feedback from your teacher discourage you?

- a- Yes
- b- No

Table 3.6. *Students' Feeling towards Negative Comments.*

	Number	Perception
a	48%	48%
b	52%	52%
Total	100%	100%

As indicated in the table 3.6, (52%) of the participants said that they do not feel demotivated. So, they consider these negative comments as constructive ones, also, a way to improve their mistakes. However, (48%) of them do not accept them and they feel discouraged when receiving such comments. This, means that they are not open to criticism.

Question Seven: Do you frequently compare yourself to others?

- a- Never
- b- Rarely
- c- Sometimes
- d- Often
- e- Very often

Table 3.7. *Students' feeling towards Comparison to Others.*

	Number	Percentage
a	23	23%
b	47	47%
c	30	30%
d	0	0%
e	0	0%
f	100	100%

The aim behind this question is to recognize to what extent the participants compare themselves to others. On this respect, the table 3.7 shows that few (23%) of them never make comparison to others. So, they are satisfied about what they possess. While, 47% claimed that they rarely compare his/herself to others, this is a natural feeling all people make this comparison in different situations, but this may make them feel good as well as bad about themselves. That is to say; when s/he compare his/herself to someone else who is doing worst than him/her, then this make them feel good and vice versa. (30%) of the participants sometimes compare themselves to others, this implies that they are uncertain and dissatisfied about themselves, when they do that they lose their sense of identity. They should only learn from others' mistakes not to simulate their experiences and success to them, otherwise, compare how they were in the past and how they are now.

Question Eight: Rosenberg Scale (1965).

- 1- On the whole, I am satisfied with myself.
- 2- At times, I think I am not good at all.
- 3- I feel I have a number of good qualities.
- 4- I am able to do things as well as most other people.
- 5- I feel I do not have much to be proud of.
- 6- I certainly feel useless at times.
- 7- I feel that I am a person of worth, at least on an equal plane with others.
- 8- I wish I could have more respect for myself.
- 9- All in all, I am inclined to feel that I am a failure.
- 10- I take a positive attitude toward myself.

Rosenberg Scale (1965) is a tool used to measure participants' self-esteem. It includes ten (10) items. Five positive (1, 2, 4, 6, and 7) while the rest are negative (3, 5, 8, 9, and 10). Each

statement has four options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), the participants are required to choose one of these options according to the feelings that resemble them. The scale scores from 0-30, and scores which are between 15-25 are within normal range, while scores below 15 suggests low self-esteem. Therefore, the scores are calculated as follows: SA= 3, A= 2, D= 1, SD= 0, this is for items 1, 2, 4, 6 and 7. It means that If the participant opted SA in one of the stated items s/he will gets 3 points, and so on with the others. On the other hand, items 3, 5, 8, 9, and 10 are reversed in scoring, i.e. SA= 0, A= 1, D= 2, SD= 3. This entails that if the participant picks out SD in the previous numbered items, s/he will get 3 points ...etc.

Examples:

General Feelings	SA	A	D	SD
On the whole, I'm satisfied with myself.		2		
At times I think I'm not good at all.		2		
I feel I have a number of good qualities.	0			
I am able to do things as well as most other people.	3			
I feel I do not have much to be proud of.				3
I certainly feel useless at times.				0
I feel that I'm a person of worth, at least on an equal plane with others.		2		
I wish I could have more respect for myself.			2	
All in all, I am inclined to feel that I am a failure.				3
I take a positive attitude toward myself.		1		

This participant scored 18 points, which is between 15 and 25 (the normal range). So, it suggests that s/he has healthy self-esteem.

General Feelings	SA	A	D	SD
On the whole, I'm satisfied with myself.		2		
At times I think I'm not good at all.		2		
I feel I have a number of good qualities.		1		
I am able to do things as well as most other people.			1	
I feel I do not have much to be proud of.			2	
I certainly feel useless at times.			1	
I feel that I'm a person of worth, at least on an equal plane with others.		2		
I wish I could have more respect for myself.		1		
All in all, I am inclined to feel that I am a failure.		1		
I take a positive attitude toward myself.		1		

This participant gains 14 points, which is below 15 the normal level. So, it suggests that s/he has low self-esteem.

Table 3.8. *Students Scores of Rosenberg Scale*

	Number	Percentage
Less than 15	29	29%
Between 15 and 25	71	71%
More than 25	0	0%
Total	100	100%

As it is indicated in the table 3.8 the majority of the students (71%) scored between 15 and 25, so they have an acceptable state of self-esteem. It implies that they are self-confident and trust their capacities which will result with a positive attitude towards themselves. While,

(29%) of them scored less than 15, thus, they fall under low self-esteem category. This indicates that they have fragile sense of self-esteem and experience moments of doubts.

Question Nine: How often do you participate in the classroom?

- a- Always
- b- Sometimes
- c- Rarely
- d- Never

Table 3.9. *Students' Participation in the Classroom.*

	Number	Percentage
a	25	25%
b	58	58%
c	0	0%
d	17	17%
e	100	100%

Concerning students' participation, the results obtained show that (58%) of the students sometimes participate in the classroom which indicates that they are interested in their studies. While, (25%) of them always engage in conversation with their teachers that is to say they raise their fingers, ask questions and solve activities. Therefore, they are helping the teacher in presenting the lesson. It suggests that this percentage is attributed to good learners. No one has opted for rarely, which implies that they care about their studies to a given level. (17%) of the respondents said that they never participate. So, they remain negatively silent in the

classroom, i.e. they do not ask questions when they do not understand. Which indicates that they are passive or introverts.

Question Ten: When you present in front of your teacher how sure about yourself you feel?

- a- Very
- b- Slightly
- c- Not at all

Table 3.10. *Students' Feelings when they present in front of their teachers.*

	Number	Percentage
a	37	37%
b	56	56%
c	7	7%
Total	100	100%

The results obtained from the table 3.10 reveals that (37%) of the participants feel very sure of themselves when they present in front of their teachers. These students acknowledge that they have self-assurance which will help them to obtain good grades. While (56%) of them declared that they feel slightly sure, it denotes that they usually feel sure but sometimes when they receive negative comments either from the teacher or the students they automatically feel discouraged. (7%) of the respondents said they do not feel very sure about themselves, which means that they might be shy or not well prepared. So, they should overcome these barriers to give good presentation.

Section Three: Self-Esteem and Autonomy

Question Eleven: According to you what is autonomy?

Table 3.11: *Students' Definitions of Autonomy.*

	Number	Percentage
Accurate	34	34%
Inaccurate	66	66%
Total	100	100%

From the obtained results only (34%) of the students have given the right definition, this suggests two things: they know the meaning of the term and apply it or they do not apply it. It is mirrored as a self-responsibility of the learning to be fully involved in learning. However, (66%) failed completely in bringing the correct definition, they irrelevant answers which has no relation with the term in the question. This reveals without any doubt that the students do not recognize what is meant by LA.

Students' definitions:

a- Accurate:

- To study by yourself.
- Total responsibility in learning.

b- Inaccurate:

- I do not know.
- Two words which have the same spelling but differ in their writing.

Question Twelve: Do you think that autonomy is important in language learning?

a- Yes

b- No

Table3. 12. *Students' Perception towards the Importance of Autonomy.*

	Number	Percentage
a	80	80%
b	20	20%
Total	100	100%

The obtained results from the table 3.12 contradicts with those of the table 3.11 that is to say the majority of students consider autonomy important in their learning while most of them do not understand what is about. (80%) of them acknowledge the importance of the term autonomy this implies that they are aware of it but we cannot recognize if they work with it or not. Whereas, (20%) of the respondents consider it as not important, it suggests that they misunderstand the concept, or they remain believing on the notion that the process of learning is teacher centered system.

Question Thirteen: According to you who is responsible in language teaching and learning?

- a- The Teacher
- b- The Learner
- c- Both

Table 3.13: *Responsibility in Learning English in the Classroom.*

	Number	Percentage
a	55	55%
b	33	33%
c	12	12%
Total	100	100%

The table 3.13 reveals that (55%) of the students still consider the teacher as more responsible for most tasks during their own learning. Thus, they are unwilling to take responsibility and continue to see the teacher as the dominant figure who is the decision maker in the classroom. Actually, this is one of the remaining of the traditional approach, which indicates that the change in language learning and teaching is not easily accepted and applied. While, (33%) of them consider the responsibility goes more to learners, so they are eager to take it. (12%) of the participants see that both teacher and learner share the responsibility in the language learning process, thus, they do engage to help their teachers to display the lesson.

Question Fourteen: Do you frequently assess your own progress in the learning process?

- a- Yes
- b- No

Table 3.14: *Students Assessment of their Progress in Learning.*

	Number	Percentage
a	35	35%
b	65	65%
Total	100	100%

The main aim of this question is to know whether the students are assessing their own progress in learning. (65%) of the students confirmed that they don't evaluate their level of proficiency and its development, since they consider exams as the sole way of assessment. However, (35%) of them have answered by 'yes' and this mirrors their concern and responsibility as a language learners. So, they check their capacities through doing different tasks out of the classroom setting.

Question Fifteen: Does your teacher show you how to learn by yourself?

a- Yes

b- No

Table 3.15: *Teachers' awareness towards independent learning*

	Number	Percentage
a	64	64%
b	36	36%
Total	100	100%

The major target of this question was to explore if teachers are aware enough about the significance of independent learning and show their students how to apply it or they do not do so. As it is indicated in the table 3.15 great number of the participants declared that they do. Which implies that teachers are aware of the notion of autonomy and they provide their students with the needed strategies to learn about how to learn. However, (36%) said that their teachers do not guide them study by themselves. These answers contradict with the answers of the majority which lead to two assumptions:

- The learners are passive, they are basically know how to apply it.
- The teachers fail to transmit the idea of LA.

Question Sixteen:

In this question we attempted to create Learner Autonomy Scale which is based on the idea of Rosenberg Scale (1965). It's main aim is to measure students' autonomy. This test is basically consists of six (6) statements and four options for each as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). In addition, statements 2,4 and 6

are suggested to be positive, while 1, 3, and 5 are positive. These items are mixed in order to avoid students' bias. Moreover, the scale ranges from 0-18, scores between 9 and 14 are within the normal level of autonomy, while those that are below 9 suggested to be non-autonomous learners.

- 1- The teacher knows best, and it is preferable to rely on his/her handouts to master information.
- 2- I can evaluate my academic achievements by myself and figure out the gaps in my knowledge and skills.
- 3- I do not have the study aids and materials that allow me to learn by myself.
- 4- I have my own strategies to learn and develop my skills in the learning process.
- 5- I think the teacher is the only one who can decide whether a student is advancing in the learning process or not.
- 6- If the university provides the ability to study online, I will choose it.

Table 3.16: *Students' Autonomy Grades.*

	Number	Percentage
Less than 9	36	36%
Between 9 and 14	64	64%
More than 14	0	0%
Total	100	100%

From the obtained results of the table 3.16 huge number of the participants (64%) scored between 9 and 14 which is the normal level of autonomy, which denotes that they do rely only on their teachers handouts they make further research about what they learn and able to evaluate their academic achievements by their own. On the other hand, (36%) of them scored

less than 9 which is under the normal level, this indicates that these students over rely on their teachers and do not make any efforts to figure out their weaknesses.

General Attitudes	SA	A	D	SD
The teacher knows best, and it is preferable to rely on his/her handouts to master information.	0			
I can evaluate my academic achievements by myself and figure out the gaps in my knowledge and skills.		2		
I do not have the study aids and materials that allow me to learn by myself.			2	
I have my own strategies to learn and develop my skills in the learning process.		2		
I think the teacher is the only one who can decide whether a student is advancing in the learning process or not.			2	
If the university provides the ability to study online, I will choose it.		2		

This participant gets 10 points which is under the normal state of autonomy.

General Attitudes	SA	A	D	SD
The teacher knows best, and it is preferable to rely on his/her handouts to master information.	0			
I can evaluate my academic achievements by myself and figure out the gaps in my knowledge and skills.	1			
I do not have the study aids and materials that allow me to learn by myself.		1		
I have my own strategies to learn and develop my skills in the		2		

learning process.				
I think the teacher is the only one who can decide whether a student is advancing in the learning process or not.			2	
If the university provides the ability to study online, I will choose it.				0

This student gains 6 points this is under 9 which suggests that this student is non-autonomous.

Question Seventeen: Do you consider self-esteem as a crucial component of being an autonomous learner? Justify?

a- Yes

b- No

Table 3.17: *Students' Assumption towards the Contribution of Self-Esteem on LA.*

	Number	Percentage
a	69	69%
b	31	31%
Total	100	100%

The aim behind this question is to recognize the attitude concerning the role of self-esteem in promoting LA. The results of the table 3.17 unveil that the majority (69%) of the participants of students see that the two terms are interrelated, which confirms without any doubt the research hypothesis. While, (31%) of them do not consider self-esteem as a powerful factor that influence LA. Which implies that according to the table most of them do not know the meaning of LA to determine the relationship.

Students Justifications:

a- Yes:

- If you believe in your abilities you can learn independently.
- When you trust yourself, you will be able to set strategies that helps you in your study.

b- No:

- What is autonomy?
- Maybe there are other factors more powerful.

Question Eighteen: Further Comments on the Topic

This question is an open ended one. It is about any additional suggestions or comments about the topic. Only fourteen (14) out of 100 students have commented. Answers are summed up as follows:

- Autonomy is very important issue that learners should take into consideration.
- If we do not raise our self-esteem who will then?
- It is clear that High self-esteem will in autonomous learning.

3.3. Summary of the results and findings of students' questionnaire

The analysis of the informants' answers shows some aspects of the two variables of the present study (self-esteem and autonomy). As well as, it gives us valuable information that can strengthen this study and provide some answers and explanation for the research hypothesis. Section one, which is about general information, reveals that almost all the students have a good level in English. This indicates that the students are aware of the importance of studying a foreign language, and that they do their best to reach a good level. This section also shows that the majority was their choice to study English language. This indicates that the learners have an innate desire to study English and no external factor has affected this desire negatively.

Concerning the other two sections of self-esteem and autonomy, the participants' answers reinforce to a great extent the idea presented earlier in this research, and their answers are useful to confirm the prediction of the research hypothesis. The analysis of their replies and attitudes reveals that they tend to agree towards the importance of autonomy this is clear in results of the table 3.12 and 3.16, they consider it as a basic aspect that enable learners to create their own strategies that push them to work individually and become more responsible, also, helps learners to develop a sense of self- monitoring and reflection upon their improvement and learning abilities. While, table 3.17 indicates that students are aware of the significance of self-esteem in enhancing learner autonomy. Hence, self-esteem is the main factor that can influence negatively or positively the learner's autonomy. Those results ensure that learners who have high level of self-esteem (71%) do not have any problems to learn by themselves. Therefore, learners should have positive feelings towards themselves and their abilities which will raise their self esteem to a high level, and this in turn will give them confidence to take charge of their learning successfully.

The results from the Rosenberg self-esteem scale, it is beneficial mentioning that the majority of Third year students' of the English department have a high level of self-esteem. But, from the same results one can say that some learners suffer from serious issue of self-esteem. Students who have low self-esteem tend to fear criticism and don not believe on their abilities. In addition, the learners' autonomy scale reveals that huge number of the students is able to take charge of their learning with some assistance from the teacher, while there are others are over relying on teachers.

Furthermore, the results of teachers' interview reveal that they are fully aware about the crucial role of autonomy in language learning field. Also, all teachers agree on the notion of autonomy is symbolized a key factor of a successful learner who manages his/her learning. However, to be independent in the learning process is not a total separation from the guidance

of the teacher; they play the role as facilitators. In addition, the results that learner in English department lack self-reliance, due to several reasons mainly because they used to rely on teacher since primary school, they lack awareness about this concept, and those who understand it, they do not really apply it.

In conclusion, the analysis of the students' questionnaire reveals that self-esteem is extremely impact on being autonomous learners. It confirms that autonomy is challenging and demanding issue that requires frequent practice. Also, the analysis confirms that self-esteem is affected negatively on learner's production, in case they have low self-esteem. The results of the study strongly support the importance of having high self-esteem to become independent learner. Actually, it is teacher responsibility to improve their autonomy through different ways, as well as, students should be aware and it is their duty to take charge of their own learning, and in daily life.

Teachers' Interview

Introduction

This section is the second part of the practical side of the present study; it is mainly concerned with the analysis of teacher's interview. The main purpose of it is to provide us with tangible evidence of the teachers' attitude towards the learner self-esteem and autonomy. The interview has been conducted with teachers from the English Department 08 Mai 1945 University of Geulma,

1. Interview as a Research Method in a Qualitative Research

The interview is a powerful and common research method of data collection used by many researchers (Fontana & Frey, 2000), it is a conversation between the interviewer and the participants, which enables them to speak for themselves. In this context, Cohen et al (2007: 267) define it as "Interviews enable participants be they interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view." In addition, the researchers' objective is to get knowledge of the informants' world through a kind of conversation, instead of the interrogative questioning. As well as, it enables the researcher to observe feelings, thoughts, and intention.

There are many reasons that make any researcher use interviews as a means for data collection. Gray (2004, p.2014) states them as follows:

- There is a need to attain a personalized data.
- There are opportunities required for probing.
- Interviews, especially unstructured or semi-structured ones, offer considerable research flexibility.

2. Types of the Interview

Cohen et al (2007) identify four main types of interview which are: The structured interview, the unstructured or semi-structured interview, the non-directive interview and the focused interview. Firstly, structured interviews are used in the quantitative research, it takes the form of an oral questionnaire. The participants are required to answer all the questions with no changing in the wording of the questions. However, semi-structured or unstructured interviews are used in a qualitative research; here the researcher asks questions to the informants without following a certain order. The great advantage of this type of interviews, is that they give flexibility and more freedom. In other words, allowing the researcher to add other questions on points that are not very clear, s/he can omit items that seem to be inappropriate. (Cohen et al, 2007).

Moreover, the third type is the non-directive interview. Here, there is no need to follow a detailed interview guide, and each interview is different from one participant to another. For example, the researcher explains the research topic and participants have the freedom of expression, the researcher can ask questions for clarification that was not prepared in advance. The interviewer does not know which direction the interview will take. The main characteristic of the focused interview is that it focuses on participants' personal replies to a known situation in which s/he has been involved. So, the researcher is able to apply the data from the interview to confirm or reject the research hypothesis (Cohan et al, 2007).

3. Description of the Interview

This interview is used as a qualitative research tool, to complement the questionnaire that has been used as a quantitative method. Because of time constraints we choose to carry out a structured interview with two teachers from the English Department at 08 Mai 1945 University of Guelma. The interview questions had been prepared and reexamined. It consists

of nine questions, which attempt to display the teachers' views concerning learner self-esteem and autonomy.

4. Results of the Interview

Question1: In the process of learning English do you consider learner autonomy important?

This question examines the teachers' opinions about the importance of autonomy in the domain of language learning. Moreover, the two teachers have elaborately agreed on the important contribution of autonomy in the development of students' proficiency level as well as their responsibilities in learning.

Question2: How could you assess your students' level of autonomous learning?

Concerning the second question, it inquires about the level of students of the English Department of Guelma. Both teachers consider it as average in comparison to students in developed countries. Which implies that those students should promote their autonomy.

Question3: How do you think your students' assumption towards learner autonomy is?

This question seeks to find out the students' different assumptions towards autonomy in learning. The first teacher confirms that most of them are not aware about its importance. While, the other teacher claims that there are few students who really understand what is about and know how to apply it in their learning. This indicates that students should be aware of the role of autonomy.

Question 4: According to you, what are the reasons behind students' over reliance on the teacher?

The aim behind this question was to clear up the researcher's vision about the real reasons that keep students dependent on their teachers. Accordingly, the teachers acknowledged that the cultural factor and the beliefs govern the students' opinions towards the learning process, they believe that the teacher is supposed to provide every single

information to them. Also, the examination system that relies too much on retrieving what have been seen in the courses. Moreover, the students' laziness and low motivation affects negatively their own progress. Another opinion revealed that, the majority of university students are not aware of the major responsibilities that could be held by a "student", by keeping the traditional vision of simply a secondary school pupil.

Question5: Do you give your students the opportunity to choose between working individually or in groups?

The main purpose of this question is to find out if the teachers of English Department are helping their students to develop self-autonomy or not. Both teachers confirm that they do ask their students to choose between working individually or in groups. This implies that they make their students involved in decision making.

Question6: While learning English do students use self- monitoring and self-evaluation strategies?

This question tries to inquire the attitude of students towards self-monitoring strategies. The first teacher says that sometimes they use it, whereas, the other teacher replies by "very often". This indicates that the students are aware about the different strategies to evaluate their learning progress, but the teacher should encourage them to do so.

Question7: Does learner autonomy depends on teacher's autonomy?

The aim of this question is to depict the relationship between learner autonomy and teacher autonomy. One teacher confirms that: if the teacher is autonomous he would be more likely to encourage his students towards being independent in their learning. However, the other teacher see that it is to some extent true, sometimes we can find non-autonomous teachers with autonomous learners.

Question8: Relying on your classroom experience, what suggestions would you make to help students promoting their autonomous learning in and outside the classroom?

The goal of this question is to depict the different strategies to foster learner autonomy. One teacher says that the first step is to make students aware about the importance of autonomy in their learning process. The second teacher sees that adding a psychological module in the program that promotes techniques for becoming autonomous.

Question9: What do you think about the role of self-esteem in fostering the learner autonomy?

The last question aims at confirming the research hypothesis which is suggests that high self-esteem would promote autonomy. Both teachers agree that self-esteem plays a significant role in promoting autonomy. Moreover, one says that having a high self-esteem would automatically help the students to be autonomous.

5. Summary of the results

EFL teachers in the English Department of Guelma are aware of the usefulness of autonomy in English learning. Changing students' attitude towards learner autonomy is not an impossible task. On the contrary, students need training for such a change they should not be evaluated about autonomy without a serious training. Also, all teachers agree that the notion of autonomy is symbolized a key factor for a successful students who manages his/her learning. However, to be independent does not indicate a total separation from the guidance of the teacher, because they play the role as facilitators.

General Conclusion

The current study investigates the issue of self-esteem as a psychological factor that affects the students' autonomy. That is to say, the main objective is to test to what extent English Language students who trust their capacities and believe in their abilities are active and they create their own strategies and methods to foster and develop their autonomy. Therefore, the analysis and interpretation of the results confirm the research hypothesis that self-esteem affects learners' autonomy. Also, the results imply that high self-esteem indeed contributes in raising the English language learners' ability of self-reliance in learning.

The investigation focuses on the importance of self-esteem, and ensures the idea that in order to become a successful autonomous learner, learners have to appreciate their personalities and to value their capacities. Consequently, self-confidence encourages and motivates students to take risks, as well as to be optimistic and have a 'can do' rather than 'cannot do' attitude to classroom learning. On the other hand, low self esteem can affect the confidence and motivation needed to solving problems and being autonomous.

Finally, students' high self-esteem reinforces them to take responsibility and control their learning, since anyone who attempted to learn a new language knows that language learning takes a long time. Therefore, they need to have their own strategies to improve their language not only being dependent to teachers. In addition, as it is indicated in the results students are aware that they are learners and should enhance their autonomy, and the teacher plays an important role in this process.

To conclude, some recommendation can be presented as follows:

- First of all, teachers should start fostering autonomy in classrooms through different strategies like questionnaire, surveys and discussion in which they make self evaluation of personal effectiveness. Then, they gradually transfer some of the

decision making and choices to learners to develop their awareness and confidence for making decision.

- Learners are required to trust their abilities in the process of language learning.
- Learners should value themselves, and get rid of shyness and take risks.
- Teachers should talk to their students and encourage them to foster their self-esteem.

Limitation of the Study

As the case of many researches, this study has limitations. Basically, the research is limited in the scope it investigates the relationship between self-esteem and autonomy in a small number of third year students of English so it cannot be generalized to other contexts or levels. Another limitation that needs to be reported here is time constraints. Longer time would help us to use different tools and a larger sample of students. This would give our results different dimensions. Extended time would also permit us to extend our research and make tests or experiments. Also, a number of students refused to collaborate and help us and did not answer the questionnaire. In addition, our findings could not be generalized until this study is replicated to reach validity.

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Appendices

Appendix 1

Students' Questionnaire

Dear students.

You are kindly requested to fill in this questionnaire which is a part of an investigation, that aims at finding out that attitude of EFL students' and teachers on the role of self-esteem in raising learners' autonomy, the case study of third year students at Guelma university. Your answers will be helpful in enhancing our survey, we would be grateful if you could complete the questionnaire through the following questions by ticking out the best answer (s) or giving a full statement when necessary.

University of 08 May 1945

Faculty of letters and languages

Department of English

Adalamerani

Section one: general information

1. How long have you been studying English?

a- 10 years

b- 11 years

c- More than 11 years

2. Is it your choice to study English?

a- Yes

b- No

If yes say why:

.....
.....

.....
.....

3. How could you grade your English language proficiency?

Very Good	
Good	
Average	

Section Two: self-esteem

4. pick out the definition you think is most accurate, self-esteem is :

- To take charge of your own activities.
- Confidence and belief in your own abilities.
- A feeling of having an ideal-self

5. Do you believe you are inferior to others in some way?

No, not at all	
Maybe a little bit	
Yes, in many ways	
Yes totally	

6. Does a negative feedback from your teacher discourage you ?

a- Yes

b- No

7. Do you frequently compare yourself with others?

Never	
Rarely	
Sometimes	
Often	

Very often	
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8. Rosenberg self-esteem scale:

Instructions: below is a list of statements dealing with your general feeling about yourself. If you strongly agree tick (SA). If you agree tick (A). if you disagree tick (D). if you strongly disagree tick (SD).

General feeling	SA	A	D	SD
On the whole, I'm satisfied with myself.				
At times I think I'm no good at all.				
I feel I have number of good qualities.				
I am able to do things as well as most other people				
I feel I do not have much to be proud of.				
I certainly feel useless times?				
I feel that I'm a person of worth, at least on an equal plane with others				
I wish I could have more respect for myself.				
All in all, I'm inclined to feel that I am a failure.				
I take a positive attitude toward myself.				

9. How often do you participate in the classroom?

Always	
Sometimes	
Rarely	
Never	

10. When you present in front of your teacher how sure of yourself you feel?

Very	
Slightly	

Not at all	
------------	--

Section Three: Self-esteem and Learners' Autonomy

11. According to you what is autonomy?

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

12. Do you think that autonomy is important in language learning?

a- Yes

b- No

13. According to you who is responsible in language teaching and learning?

a- The teacher

b- The learner

c- Both

14. Do you frequently assess your own progress in the learning process?

a- Yes

b- No

15. Does your teacher show you to learn by yourself?

a- Yes

b- No

16. Learner's autonomy scale

Instruction: below is list of statements dealing with different attitudes. If you strongly agree tick (SA). If you agree tick (A). if you disagree tick (D). If you strongly disagree tick (SD).

General attitudes	SA	A	D	SD
The teacher know best, and it is preferable to rely on his /her handouts to master an information				
I can evaluate my academic achievement by myself . and figure out the gaps in my knowledge and skills				
I do not have the study aids and materials that allow me to learn by myself				
I have my own strategies to learn and develop my skills in the learning process				
I think the teacher is the only one who decides whether a student is advancing in the learning process or not.				
If the university provides the ability to study online, I will choose it.				

17. Do you consider self esteem as a crucial component of being an autonomous learner?

a- Yes

b- No

Please justify

.....

.....

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.....

.....

18. Please be free to add any comments or further suggestions on the topic

.....

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.....

.....

Thank you

Appendix 2

Teacher's Interview

1. In the process of learning English do you consider learner autonomy important?
2. How could you assess your students' level of autonomous learning?
3. How do you think your students' assumption towards learner autonomy is?
4. According to you, what are the reasons behind students' over reliance on the teacher?
5. Do you give your students opportunity to choose between working individually or in groups?
6. While learning English do students use self- monitoring and self-evaluation strategies?
7. Does learner autonomy depends on teacher autonomy?
8. Relying on your classroom experience, what suggestions would you make to help students promoting their autonomous learning in and outside the classroom?
9. What do you think about the role of self-esteem in fostering the learner autonomy?

Appendix 3

Coopersmith Self-esteem Inventory (1967).

- _____ 1. I spend a lot of time daydreaming.
- _____ 2. I'm pretty sure of myself.
- _____ 3. I often wish I were someone else.
- _____ 4. I'm easy to like.
- _____ 5. My family and I have a lot of fun together.
- _____ 6. I never worry about anything.
- _____ 7. I find it very hard to talk in front of a group.
- _____ 8. I wish I were younger.
- _____ 9. There are lots of things about myself I'd change if I could.
- _____ 10. I can make up my mind without too much trouble.
- _____ 11. I'm a lot of fun to be with.
- _____ 12. I get upset easily at home.
- _____ 13. I always do the right thing.
- _____ 14. I'm proud of my work.
- _____ 15. Someone always has to tell me what to do.
- _____ 16. It takes me a long time to get used to anything new.
- _____ 17. I'm often sorry for the things I do.
- _____ 18. I'm popular with people my own age.
- _____ 19. My family usually considers my feelings.
- _____ 20. I'm never happy.
- _____ 21. I'm doing the best work that I can.
- _____ 22. I give in very easily.
- _____ 23. I can usually take care of myself.

- _____ 24. I'm pretty happy.
- _____ 25. I would rather associate with people younger than me.
- _____ 26. My family expects too much of me.
- _____ 27. I like everyone I know.
- _____ 28. I like to be called on when I am in a group.
- _____ 29. I understand myself.
- _____ 30. It's pretty tough to be me.
- _____ 31. Things are all mixed up in my life.
- _____ 32. People usually follow my ideas.
- _____ 33. No one pays much attention to me at home.
- _____ 34. I never get scolded.
- _____ 35. I'm not doing as well at work as I'd like to.
- _____ 36. I can make up my mind and stick to it.
- _____ 37. I really don't like being a man/woman.
- _____ 38. I have a low opinion of myself.
- _____ 39. I don't like to be with other people.
- _____ 40. There are many times when I'd like to leave home.
- _____ 41. I'm never shy.
- _____ 42. I often feel upset.
- _____ 43. I often feel ashamed of myself.
- _____ 44. I'm not as nice-looking as most people.
- _____ 45. If I have something to say, I usually say it.
-

الملخص

يهدف هذا البحث إلى دراسة موقف الأساتذة و الطلبة تجاه الدور الذي يلعبه تقدير الذات في استقلالية الطلاب . الفرضية المعتمدة في هذه الدراسة هي أنه إذا كان لدى الطالب درجة عالية من تقدير الذات فان استقلاليته في التعلم تزداد. و لتحقيق هذا الهدف قمنا بتصفح عدة مراجع من أجل اختيار معلومات على صلة بهذا المجال لهذا أجرينا استبيان موجه ل 100 طالب من السنة الثالثة ليسانس ، ثم قمنا بإجراء مقابلة مع أساتذة اللغة الانجليزية لجامعة 08 ماي 1945 بقالمة ، و ذلك لأجل أخذ فكرة أعمق عن موقف الأساتذة من استقلالية الطالب في دراستهم . أظهرت النتائج المتحصل عليها في هذه الدراسة أن احترام الذات له أهمية كبيرة في تحسين الطالب من التحكم و إدارة تعلمه ، بالإضافة إلى ذلك أظهرت النتائج إن هناك علاقة ايجابية بين تقدير الطلاب للذات و التمكن من استقلالية التعلم .

Résumé

Cette étude vise à explorer l'attitude des enseignants et des étudiants envers le rôle de l'estime de soi sur l'autonomie de l'apprenant. L'hypothèse de cette recherche est basée sur l'influence d'un niveau élevé d'estime de soi sur son autonomie, et obtenir une relation entre ces deux, en outre l'objectif principal de ce travail est de connaître le niveau d'estime de soi des étudiants de troisième année et comment cela influence leur autonomie. Pour cela, nous avons d'abord effectué une étude de l'information, prise de la littérature pertinente dans le domaine. Et afin de recueillir plus d'informations, nous avons fait 100 copies de questionnaires adressés aux étudiants, et aussi on a réalisé une interview adressée aux enseignants du département d'anglais de Guelma pour avoir une idée approfondie sur les attitudes des enseignants envers l'amélioration de l'autonomie de l'apprenant. Les résultats de cette recherche montrent que les enseignants et les étudiants considèrent l'apprentissage autonome comme un principe de base d'un apprenant réussi et capable de gérer son apprentissage. En outre, les résultats aussi montrent qu'il existe une relation positive entre l'estime de soi des apprenants et leur autonomie.