

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research**

University of Tlemcen



**Faculty of Letters and Languages
Department of English**

Section of English

**THE EFFECTS OF EMERGENCY REMOTE
TEACHING ON STUDENTS' AUTONOMY**

Dissertation submitted to the Department of English as a partial fulfillment
for the requirements of the Master's Degree in English Language Education

Presented by

Ms. Meryem EL- HADJ SAID

Ms. Siham EL-MISSAOUI

Supervised by

Pr. Smail BEMMOUSSAT

Board of Examiners

Pr. Nouredine MOUHADJER Professor President

Pr. Smail BEMMOUSSAT Professor Supervisor

Pr. Nawal BENMOSTEFA Professor Examiner

Academic year: 2021/2022

Dedications

First and foremost, my utmost gratitude goes to Allah (God) almighty for his blessing and help, and most importantly, endurance to successfully complete this work.

This dissertation is dedicated to my father (his soul rest in peace) and to my mother, whose encouragement, love, care, attention and every day's success helped me attain my goals. I'm deeply indebted to them.

My big dedication to my only sister, Sarah, who supported me to complete this paper research without forgetting my soulmates, Ikram and Hadjer whom stood beside me in conducting this research work and was a great support.

Siham

Dedications

My dedication would be to my parents foremost. This achievement owed their unconditional love and to whomever shares their pride.

I was fortunate to have such classmates, and as much honored to have fostering teachers of whom I could mention are Miss Mengouchi, Mr. Meghaghi who added a facet to this research. I am so happy for my achievement and I want more!

Meryem

Acknowledgments

First of all, we want to thank God for giving us the strength to complete our research.

We would like to thank and express our sincere gratitude to our supervisor Mr. Smail BEMMOUSSAT who spared no effort for the success of this thesis as well as our teachers.

Our sincere thanks to all members of the jury Mr. MOUHADJER and Ms. BENMOSTEFA for the honor they have bestowed upon us by agreeing to review and evaluate this work. We also express our deepest appreciation to Mr. SLIMANE MEGHAGHI.

We would also like to thank our parents who supported us and believed in us.

To all “THANK You”

El-Hadj Said, El-Missaoui

Abstract

Many universities and institutions around the world have closed their doors due to the pandemic situation. This decision was made to help prevent and protect students from infectious COVID-19 disease. In this critical situation, universities around the world have decided to transition to online learning platforms. The aim of this research was to investigate the impact of this sudden shift on students' autonomy. This study was carried out through a literature review that was generally a comprehensive summary of the research, and a survey that is divided into two instruments, a questionnaire for students and an interview for teachers. The survey was then followed by an analysis of the data on which our study was based.

Table of Contents

Dedications 1	I
Dedications 2	II
Acknowledgments	III
Abstract	IV
Table of Contents	V
List of Abbreviations and Acronyms	VII
List of Pie Charts	VIII
List of Figures	IX

General Introduction	1
-----------------------------------	----------

Chapter One	Literature Review
--------------------	--------------------------

1.1	Introduction.....	4
1.2	Online Learning.....	4
1.2.1	History of Online Learning in the World	4
1.2.2	Definition of Online Learning.....	4
1.2.3	Types of Online Course Structure	5
1.2.4	Online Learning Platforms	6
1.2.5	Benefits of Online Learning	7
1.2.6	Practical Barriers to Online learning	8
1.2.7	Online vs offline learning.....	8
1.2.8	Types of Interaction for Online Success	9
1.3	Shifting to ERT.....	10
1.3.1	Corona Virus Pandemic.....	10
1.3.2	Emergency Remote Teaching	10
1.3.3	Difference between Emergency Remote Teaching and Online Learning.....	11
1.3.4	Online learning in Algeria during COVID-19	11
1.4	Autonomy	12
1.4.1	Degrees of Autonomy	12
1.4.2	Related Terms to Autonomy	13
1.4.3	Fostering Learner Autonomy	13
1.4.4	Factors Underpinning Learning Autonomy	19

1.4.5	Learning Strategies and Learner Autonomy	20
1.4.6	Individual Autonomy and Group Autonomy	21
1.5	Conclusion	23

Chapter Two **Data Analysis and Suggested Solutions**

2.1	Introduction.....	24
2.2	Materials and Methods	25
2.2.1	Questionnaire.....	25
2.2.2	Interview.....	25
2.3	Setting and Samples:	25
2.3.1	Students' Profile	25
2.3.2	Teachers' Profile	25
2.4	Procedures and Measurements	26
2.4.1	The Questionnaire	26
2.4.2	The Interview	26
2.5	Data Analysis.....	27
2.5.1	Students' Questionnaire Results.....	27
2.5.2	Teachers' Interview Results	36
2.6	Results.....	45
2.6.1	Students' Questionnaire	45
2.6.2	Teachers' Interview	46
2.7	Discussion and Interpretation of Results.....	46
2.7.1	Students' Questionnaire	47
2.7.2	Teachers' Interview	47
2.8	Strengths and Limitations.....	48
2.9	Future Research Direction.....	49
2.10	Conclusion	50
	General Conclusion	51
	Bibliography.....	52
	Appendices	54

List of Abbreviations and Acronyms

ERT: Emergency Remote Teaching

F2F: Face-To-Face

OL: Online Learning

E-learning: Electronic Learning

COVID- 19: Corona Virus

List of Pie Charts

Pie Chart 2. 1: Remote Learning Program Efficiency	27
Pie Chart 2. 2: Time Management	28
Pie Chart 2. 3: Help during Online Learning.....	28
Pie Chart 2. 4: Concentration.....	29
Pie Chart 2. 5: Difficulties with Online Learning.....	30
Pie Chart 2. 6: Learning Preference	31
Pie Chart 2. 7: Working Preference.....	32
Pie Chart 2. 8: Interaction Preference	33
Pie Chart 2. 9: F2F Contact.....	33
Pie Chart 2. 10: Motivation for Self-directed Learning	34
Pie Chart 2. 11: Efficiency with Distance Learning	35
Pie Chart 2. 12: Digital Problems.....	36
Pie Chart 2. 13: Online Learning Platforms Use	37
Pie Chart 2. 14: Delivery Courses.....	37
Pie Chart 2. 15: Homework Frequency	38
Pie Chart 2. 16: Difficulties with Online Teaching	39
Pie Chart 2. 17: Students Participation in Online Classes	40
Pie Chart 2. 18: Willingness to Prepare Online Courses	41
Pie Chart 2. 19: Willingness to Redesign Teaching Materials.....	42
Pie Chart 2. 20: Spending Time to Develop Technical Skills.....	42
Pie Chart 2. 21: Flexibility Dealing with Students' needs.....	44
Pie Chart 2. 22: Ability to Create and Stick to a Schedule	44

List of Figures

Figure 2. 1 Problems faced during ERT	30
Figure 2. 2: Problems faced during ERT	39
Figure 2. 3: Work preference	43

General

Introduction

General Introduction

Over the past two years, the world has been facing a severe pandemic situation that has forced most countries to take extreme protective measures. The impact of COVID-19 was widespread, it has come to exterminate lives, dismantle projects and damage economies.

The educational system was as well affected by this pandemic, schools and universities had to close their doors to contribute to the quality of life of people in conditions of isolation and social distancing. One of the effective solutions that helped in these circumstances, was to replace classroom teaching with online teaching, commonly called Emergency Remote Teaching, or ERT for short.

In developed societies, the remote learning method is not a new one. Students there are used to attend some of the online classes, and have not experienced as many challenges and difficulties as the students in developing societies.

With the current information technology revolution in the world, learning and teaching are no longer limited to a time and a place. As many people use digital media, online practices have been a part of their lives, and that is why the internet has found its way to education.

Many universities and institutions around the world offer online courses and education programs, which are helping the students complete their courses outside of traditional face-to-face learning environment.

After the World Health Organization has declared the new COVID-19 as a global pandemic, critical physical distancing measures have been implemented in many countries in order to prevent the spread of the virus. This decision has had a major impact on the education system, as it led to the closure of many educational institutions.

In such critical situations, online learning is the most appropriate solution. F2F classroom teaching was soon replaced with online classes and digital educational materials.

In developed societies where e-learning is very common, switching from F2F to online classes was not a big issue to discuss. However, for the other countries, mainly developing countries, it has posed a major challenge for them. Educational institutions in these countries lack experience in this kind of situations, so the courses they are offering online are different from the well-planned OL courses. Understanding those differences will help them evaluate this ERT and adapt their practices to the requirements.

Adapting to the OL environment takes time, energy, patience, and a willingness to try new teaching strategies and new tools.

In this dissertation, we will be dealing with the positive and negative effects of the shift to Emergency Remote Teaching on student's learning autonomy due to the COVID-19 pandemic.

The main objective of this study was to investigate the impact of emergency remote teaching during the COVID-19 pandemic on students' autonomy. This study also aims to inspect the difficulties and problems encountered by students during ERT. The current research comes to ask the following question:

- How did the emergency remote teaching during COVID-19 affect students' autonomy?
- How do teachers increase students' autonomy?

In the light of this question, it is hypothesized that:

- With the shift to OL, students should get used to using new technologies and adapt to the form of learning online. It would therefore be appropriate to increase students' autonomy.
- It is the teachers' role to improve their students' autonomy by providing the right atmosphere for them.

Our study is divided into two parts. The first part, entitled Literature Review, is devoted to the general description of OL. The second part, Data Analysis and Suggested Solutions, focused on a questionnaire survey conducted among students

and teachers of the Department of Technology at the University of Blida1, it will be followed by a qualitative and quantitative analysis to determine the degree of effectiveness of emergency remote teaching on students' autonomy.

Chapter One

Literature

Review

1.1	Introduction.....	4
1.2	Online Learning	4
1.2.1	History of Online Learning in the World	4
1.2.2	Definition of Online Learning	4
1.2.3	Types of Online Course Structure	5
1.2.4	Online Learning Platforms	6
1.2.5	Benefits of Online Learning	7
1.2.6	Practical Barriers to Online learning	8
1.2.7	Online vs offline learning.....	8
1.2.8	Types of Interaction for Online Success	9
1.3	Shifting to ERT.....	10
1.3.1	Corona Virus Pandemic.....	10
1.3.2	Emergency Remote Teaching	10
1.3.3	Difference between Emergency Remote Teaching and Online Learning.....	11
1.3.4	Online learning in Algeria during COVID-19	11
1.4	Autonomy	12
1.4.1	Degrees of Autonomy	12
1.4.2	Related Terms to Autonomy	13
1.4.3	Fostering Learner Autonomy	13
1.4.4	Factors Underpinning Learning Autonomy	19
1.4.5	Learning Strategies and Learner Autonomy	20
1.4.6	Individual Autonomy and Group Autonomy	21
1.5	Conclusion	23

1.1 Introduction

The first chapter presents the literature review related to our study subject. We dedicated this chapter to define online learning starting from a brief history to the difference between online learning classes and the in-person classes, describing the course structure and resources used in OL. With the sudden shift to ERT, talking about the COVID-19 was also an objective in our work, ending with the definition of the autonomy and how to enhance students' autonomy.

1.2 Online Learning

The current technology revolution has impacted the educational system, it facilitates the access to the information and gives new opportunities to the students. OL enables the students to study at their own pace at home through online platforms that offer lectures, lessons, conferences, resources..., they also offer a communication section to put teachers in contact with their students.

1.2.1 History of Online Learning in the World

The first appearing of distanced learning was the televised college classes that have been in use since the 1950s. After the invention of the internet, many universities such as the University of Toronto and the University of Phoenix launched their first online courses. The University of Phoenix was the first educational institution in the world to launch a fully online collegiate institution, that offered both Bachelor's and Master's degrees.

1.2.2 Definition of Online Learning

Online learning is a method of education whereby students learn in a fully virtual environment. First introduced in the 1990s with the creation of the internet and utilized in distance learning, online learning, also called e-learning, is most prevalent in higher education, enabling students from different geographical areas to engage with an academic institution and other students online and learn flexibly, at their own pace, while working towards a degree or certificate.

It is also defined as:

“Distance education includes the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless benefit from the planning, guidance and tuition of a tutorial organization”

(Holmberg, 1986, p26, quoted in Larreamendy-Joerns & Leinhardt, 2006, p568)

To explain, distance learning is an organized form of learning with no direct supervision.

1.2.3 Types of Online Course Structure

There are three main types of online course structure, synchronous online learning, asynchronous online learning and hybrid online learning.

1.2.3.1 Synchronous Online Learning

Class sessions in synchronous online learning should be attended at the same time as the instructors and the classmates; it requires the administration of students' accessibility at different time zones.

1.2.3.1.1 Benefits of Synchronous Learning:

- Provided immediate instructor and student feedback.
- Replicated the physical classroom model.
- Reduced the feeling of isolation.
- Provided a forum where students can collaborate at any time.
- Fostered a sense of community with the learners.
- Motivated students and helps them structure their time.
- Increased students' technical aptitude.

1.2.3.2 Asynchronous Online Learning

This type of OL allows you to access and complete lectures, readings, homework and other learning materials at any time, which means that you don't need to be online at the same time as your instructor or classmates.

1.2.3.2.1 Benefits of Asynchronous Learning:

- Provided for more opportunity for reflective thought.
- Shared information outside of the constraints of time or place.
- Delayed reinforcement of ideas.
- Provided for flexibility in delivery of content.
- May have higher attrition rate and may extend time for completion.

1.2.3.3 Blended/ Hybrid Online Learning

This type of learning combines F2F and OL methods and activities. A course might include online discussions, tutorials and research activities, and student responses to a podcast or video.

1.2.3.3.1 Benefits of Hybrid Learning

- Better outcomes.
- Possibility for students to be independent and autonomous in their learning.
- Interaction, flexibility, and suitable forms of assessment.

1.2.4 Online Learning Platforms

An online learning platform is a webspace that offers a wide range of educational content and resources. Online learning platforms can be categorized as follows:

1.2.4.1 Learning Management System

Learning management system is a software application or web-based technology designed to create, manage and deliver course content and assess students' performance.

Most LMS used in higher education provide teachers and students with communications tools:

- E-mail, chat, discussion board and an instant messaging application;
- A file sharing system to allow teachers and students to exchange documents in a secure environment;
- A student tracking system, rosters and a grade book.

1.2.4.2 Communication Tools

There are so many communication tools available online for teachers and students that offer a lot of features, like videoconferencing, discussion boards, chats..., many learning platforms include most of these features, such as Zoom and Google Classroom.

1.2.4.3 Learning-Oriented Tools

The learning-oriented tools give features for discussion and exchanging messages during the course's duration. They offer both synchronous communication options (for sharing immediate communications among participants like chat or video conference), and asynchronous communication tools (for exchanging mail and messages).

1.2.5 Benefits of Online Learning

There are many benefits to learning online; the following can be mentioned:

- Comfort learning from home.
- Personalized education.
- Added flexibility.
- More free time.
- Better time management.
- Demonstrated self-motivation.
- Improved virtual communication skills.
- Learning new technical skills.
- Easy access to courses.

1.2.6 Practical Barriers to Online learning

- Lack of experience and skills.
- Lack of time to study.
- Lack of motivation.
- Lack of training for students, teachers and senior administrators.
- Dependency on the teacher.
- Challenging e-learning materials.
- Inadequate support.
- Lack of community involvement.
- Online learner boredom.

1.2.7 Online vs offline learning

Particulars	Online education	Offline education
Method of teaching	Digital tools and methods of teaching	Traditional tools and methods of teaching
Cost and time	Coast-effective and time-saving	More expensive than online education and consumes more time
Location	Virtual classrooms	Physical classrooms
Flexibility	Online classes have a flexible schedule	Offline classes have a fixed and strict schedule
Communication	Communication and collaboration happen digitally	Communication collaborations happen face-to-face
Type of approach	Facilitation and asynchronous approach	Instructional and synchronous approach
Pace of learning	Students largely determine the pace of learning	Teachers largely determine the pace of learning
Level of commitment	Students are less likely to remain serious and committed to their studies	Students remain more serious and committed to their studies

1.2.8 Types of Interaction for Online Success

Originally recognized in 1989, Moore's seminal study on theoretical framework identified three types of interaction for online success.

“For my contribution I suggested that, as a minimum, distance educators need to agree on the distinctions between three types of interaction, which I labeled learner-content interaction, learner-instructor interaction, and learner-learner interaction” (Moore, 1989)

He defined these interactions as the following:

- Learner-Content Interaction:

“The process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind”

(Moore, 1989)

That is, to interact with content that changes a learner's state of mind.

- Learner-Instructor Interaction:

“The process where the learner comes under the influence of a professional instructor and is able to draw on the experience of the professional to interact with the content in the manner that is most effective for that particular individual learner”

(Moore, 1989)

In other words, interact with professional instructor to obtain professional interaction with the content.

- Learner-Learner Interaction:

“The process of inter-learner interaction, between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor”

(Moore, 1989)

This means interacting with other learners with or without an instructor.

1.3 Shifting to ERT

The COVID-19 pandemic has resulted school closure across the world. Educational institutions were forced to replace classrooms with online learning classes.

1.3.1 Corona Virus Pandemic

The COVID-19 pandemic, also known as the coronavirus pandemic, is an ongoing global pandemic of coronavirus disease 2019 (COVID-19).

The World Health Organization (WHO) declared a Public Health Emergency of International Concern on 30 January 2020 and a pandemic on 11 March 2020.

The pandemic triggered severe social and economic disruption around the world. Educational institutions and public areas were partially or fully closed in many countries, they were replaced by online education. School closures impacted students, teachers, and families with far-reaching economic and societal consequences. They shed light on social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, health care, housing, internet, and disability services.

1.3.2 Emergency Remote Teaching

Emergency remote teaching is a direct transposition from F2F teaching to distant teaching without pedagogical concerns, due to a sudden crisis situation.

1.3.2.1 Challenges when Working from Home

- Feeling of isolation.
- Investment in training and new supervision methods.
- Lack of professional support and required guidance.
- Creation of detached society.
- Decreased creativity.
- Decreased concentration.
- Limitless working hours.

1.3.2.2 Benefits of Working from Home

- Increased autonomy and responsibility.
- Flexible working hours.
- Improved time management.
- Savings in travel time, energy and expenses.
- Decrease in absence and tardiness.
- Decrease in traffic.
- Reduced conflict in companies.

1.3.3 Difference between Emergency Remote Teaching and Online Learning

- **Preparation:** online learning takes longer to prepare courses than the ERT.
- **Technology training:** with OL, educational institutions are trained for weeks if not months in the technology used for teaching, as for the ERT, they experience a quick adaptation of the technology.
- **Course design:** with the shift to ERT, the face-to-face courses are delivered online with the same design, on the other hand, OL courses are designed based on pedagogical design principles.
- **Delivery of instructions:** ERT courses consist of synchronized meetings, and online learning courses are mainly delivered in asynchronous formats.
- **Accessibility:** While online courses are available to all learners worldwide, ERT courses are only designed to meet the needs of students in the classroom.

1.3.4 Online learning in Algeria during COVID-19

With the closure of educational institutions, Algeria, and like many other countries, shifted to OL as a response to the pandemic situation. Most of the lectures are posted in an asynchronous online mode, which has caused many problems for both students and teachers. But the ERT has given a significant boost to online learning in Algeria, opening up new opportunities and reflections for the educational system.

1.4 Autonomy

Defined as the condition or quality of being independent in one's thoughts or actions.

According to Dworkin (1988), autonomy depends on certain conditions:

- The ability to make independent choices;
- Adequate information;
- Adequate knowledge.

1.4.1 Degrees of Autonomy

Nunan (2000, as cited in Onozawa, 2010) contends that autonomy is not an all-or-nothing concept, that all learners could be trained to develop a degree of autonomy. He summarizes five levels of autonomy as follows:

In the context of awareness learners are made aware of the pedagogical goals and content of the program and encouraged to identify the learning strategies implicit in the tasks making up the methodological component of the curriculum.

In the context of involvement learners become involved in modifying materials. Learners will be involved in making choices from a range of goals, a selection of content and a variety of tasks.

In the context of intervention learners are involved in modifying and adapting goals, content and learning tasks.

In the context of creation learners create their own goals, content and learning tasks.

In the context of transcendence learners transcend the classroom, making links between the content of the classroom and the world beyond the classroom. At this level, learners begin to become truly autonomous by utilizing in everyday life what they have learned in formal learning contexts.

1.4.2 Related Terms to Autonomy

We can distinguish a number of related terms to autonomy:

- Self-Instruction: Refers to the act or process of teaching oneself. Which means learning without the direct control of a teacher. (Dickinson, 1987: 5).
- Self-Direction: The freedom from control or influence of others. Holec (1981) defines it as the process or the techniques used in directing one's own learning.
- Self-Access: A method of learning in which students learn from materials and facilities that are organized to facilitate learning.

1.4.3 Fostering Learner Autonomy

With the increasing interest in foreign and second language learning, fostering learner autonomy as an important educational goal becomes the chief concern of many educators and language teachers. Therefore, a significant body of research has been conducted in the aim of fostering learner autonomy and finding the effective ways which help learners learn autonomously.

1.4.3.1 Definition of Fostering Learner Autonomy

According to Dam (2011), fostering learner autonomy is

“a move from teacher-directed teaching environment to a learner-directed learning environment.” (Dam, 2011: 41).

However, another definition was given by Esch who describes the promotion of learner autonomy as:

“... the provision of circumstances and contexts for language learners which will make it more likely that take charge -at least temporarily- of the whole or part of their language learning program and which are more likely to help rather than prevent learners from exercising their autonomy.”

(Esch, 2010: 37)

In simple terms, fostering learner autonomy is regarded as an attempt to help learners become more independent through training them on the effective use of the

language learning strategies which make them responsible to take control, evaluate and monitor their language learning process.

1.4.3.2 Tips to Foster Learner Autonomy

Once the term “Learner Autonomy” has been emerged in the educational context, numerous scholars and researchers have produced literature on its definition, implementation and, especially, on the tips that help learners enhance their autonomy and take charge of their learning process. At a practical level, the development of autonomy requires learners to build up a skill set that allows them to direct their own learning. Most learners do not naturally have this skill set and need explicit training to develop it. In this context, Dickinson He identifies six ways ***“in which the teacher can promote greater learner independence”***:

- Legitimizing independence in learning by showing that we, as teachers, approve, and by encouraging the students to be more independent;
- Convincing learners that they are capable of greater independence in learning-give them successful experiences of independent learning;
- Giving learners opportunities to exercise their independence;
- Helping learners to develop learning strategies so that they can exercise their independence;
- Helping learners to become more aware of language as a system so that they can understand many of the learning techniques available and learn sufficient grammar to understand simple reference books;
- Sharing with learners something of what we know about language learning so that they have a greater awareness of what to expect from the language learning task and how they should react to problems that erect barriers to learning.

(Dickinson 1992:330)

Besides, Little suggests three basic pedagogical norms to foster learner autonomy especially in language classrooms:

- Learner involvement: is to make learners engaged in the learning process through sharing responsibility (affective and metacognitive dimensions);
- Learner reflection: helping learners to reflect on the process of planning, monitoring and assessing their learning (metacognitive dimension);
- Appropriate target language use: the target language can be used as a fundamental instrument for language learning (communicative and metacognitive dimensions).

(Little, 2000:18)

However, Kumaravadivelu (2003) states that there are certain tips by which learners can develop their independence and enhance their autonomy. These tips can be summarized in the following points:

- Think in a critical way, act independently and make decision concerning the learning process;
- Look for more knowledge about the learning process;
- Be responsible for learning and choose the appropriate strategies in order to attain the learning objectives;
- Develop self-control and self-discipline, which lead to self-esteem and self-confidence;
- Be more independent of the teacher and the educational system;
- Interact with one's self, the teacher, the task, and the educational environment.

(Kumaravadivelu, 2003:133)

1.4.3.3 Approaches to foster learner autonomy

According to Benson (2001), there are six different approaches which can be adopted in order to foster learner autonomy:

- Resource-Based Approach: this approach is mainly based on creating opportunities for learners to be responsible for their learning.
- Learner-Based Approach: it provides learners with capacities to assume this responsibility. The main objective of learner-based approach is to make learners more successful through training them on how to learn.
- Technology-Based Approach: the widespread of technology helps a lot in facilitating the second and foreign language acquisition. It becomes an important fact of today's language instruction that promoting learner autonomy.
- Classroom-Based Approach: aims at giving opportunities for learners to make decisions about their learning process, and so reinforcing their autonomy in learning.
- Curriculum-Based Approach: Benson (2001) uses the term "process syllabus" to refer to this approach. It relies primarily on the idea of allowing learners to take control over the language content which should be apparent in the classroom.
- Teacher-Based Approach: it depends on the teacher's readiness to change his traditional roles and accept the new ones. As Powell mentions: *"also the teacher needs to accept the change and be willing to share responsibility."* (Powell, 1988:118). Thus, teachers have to work on their professional development which is a crucial aspect of this change, and to enhance their autonomy to lead learners to autonomous learning. According to Benson: *"In order to create spaces for learners to exercise their autonomy, teachers must recognize and assert their own"*. (Benson, 2001:173)

1.4.3.4 Developing Learner Autonomy as An Educational Goal

Developing learner autonomy may be an essential mission for education as recognized by many educationalists (Piaget 1965, Kenny 1993, Cotterall 2000, Jiménez 2009, etc.). Piaget (1965), for instance, argued that the ultimate goal of education is

“For the individual to develop the autonomy of thought to create new, original ideas rather than just recycle old ones”

(Cited in Jiménez 2009).

According to Kenny,

“Education is about empowerment and what it empowers is people's autonomy. This allows them opportunities to generate knowledge, as opposed to being passive consumers of it.”

(Brian Kenny, For More Autonomy 1993, p. 431).

That is to go from being a consumer to being a knowledge generator thanks to the autonomy conferred by education.

Besides, autonomy in learning is considered as very important to the development of lifelong learners (Jiménez 2009). Education, as a dynamic sub-culture, can achieve such mission through clearly stated educational objectives that provide for the development of learner autonomy. These objectives need to be reflected in the practice of teaching and learning via appropriate syllabi.

1.4.3.5 Teachers' role in Foresting learner autonomy

Most teachers would agree that the goal and significance of teaching is to bring about changes in learners. And their aim is to do so effectively.

Little (1995) sees that teachers need to be aware of their responsibilities in order to be successful in implementing and reinforcing learner autonomy. This requires the teachers' willingness to change, and negotiate with their students in the classroom. In addition, he puts emphasis on the teachers' new roles to enhance autonomous learning:

“I believe that all truly effective learning entails the growth of autonomy in the learner as regards both the process and the content of learning; but I also believe that for most learners the growth of autonomy requires stimulus, insight and guidance of a good teacher.”

(Little, 2000:18)

In other words, for most learners, developing their autonomy requires the guidance of a good teacher.

Teachers' roles in developing LA from students' perspectives are more specific and practical based on students' needs in their development of LA.

Teachers' role in foresting leaners autonomy can be summarized in:

- Guide (Counselor, Instructor).
- Facilitator (Helper).
- Organizer and Designer.
- Cooperator (Peer partner, Friend, Participant).
- Inspirator and Supporter.
- Monitor and Evaluator.
- Resource supplier.
- Atmosphere creator.
- Manager.
- Consultant.

In general, it can be categorized into three categories:

- **Managers and Organizers:** Well-organized activities that meet the students' needs and expectations are the most important and the essential role that teachers should play.
- **Facilitator:** It is necessary for teachers to provide motivation for the students and to rise their awareness as well as helping them plan and carry out their learning.
- **Counselor:** The third role that should be played by teachers is to give advice to students and help them to become more self-monitoring and support them towards the autonomous learning.

1.4.4 Factors Underpinning Learning Autonomy

Understanding how to develop learner autonomy requires substantive knowledge about this concept. Following is a brief analysis of the concept to explore the factors underlying autonomous learning. We need first to acknowledge, as Benson noted, that there seems to be disagreement between researchers about what abilities and attitudes compose learner autonomy (2006). Nevertheless, one reasonable way for considering this issue consists of looking at three types of factors:

1.4.4.1 Learner Intrinsic Factors – The Skill / Strategy Sphere;

- Taking an active part in setting their own learning objectives.
- Making decisions about learning goals belongs in a broader ability.
- Monitoring and self-assessing their learning achievement.
- Self-Motivating.
- Self-Management Skills (managing time, emotions and staying on task).
- Collaboratively learning with and from peers and other people.
- Effective communication skills.
- Conflict resolution skills.
- Critical thinking.

1.4.4.2 Factors for Learning Autonomy – The Affective/Personality Sphere

- Learner's Beliefs / Attitudes.
- Self-Efficacy.
- Motivation.
- Resilience.
- Agency (Taking responsibility for one's learning).
- Self-awareness and Reflectivity.

1.4.4.3 Learner extrinsic factors: Learning Autonomy and Culture

- Setting their own learning objectives.
- Self-assessing their learning achievement.
- Motivating themselves for learning.
- Learning from peers and people other than teachers.

1.4.5 Learning Strategies and Learner Autonomy

The main objective behind fostering learner autonomy is to equip learners with strategies and skills which help them to be able to behave independently, take initiatives, and assume responsibility for their own learning. These factors are important because learners need to keep on learning even when they are no longer in a formal classroom setting and to function effectively in their society in the future as independent citizens. Rubin (1975) argues that learning strategies are:

“What learners do to learn and do to regulate their learning.”

(Rubin, 1987:19).

Similarly, he defines learning strategies as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. According to Bialystok, learning strategies are:

“... optimal means for exploiting available information to improve competence in a second language...”

(Bialystok, 1978:71).

For O’Malley and Chamot, they agree that learning strategies are:

“The special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information.”

(O’Malley and Chamot, 1990:1).

On the other hand, learning strategies are regarded by Oxford as:

“Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations.”

(Oxford, 1990:8).

Whereas Wenden (1991) defines them as follows:

“Learning strategies are specific mental steps or operations learners implement to learn”

(Wenden, 1991:163).

Stern mentions that:

“The concept of learning strategies is based on the assumption that learners consciously engage in activities to achieve certain goals, that they exercise a choice of procedure, and that they undertake.”

(Stern, 1992:261)

Yet, Carter and Nunan define learning strategies as:

“Techniques used by learners to help make their learning be more effective and to increase their independence and autonomy as learners.”

(Carter and Nunan, 2001:223)

Basing on the above definitions, we notice that most of scholars and researchers focus on what learners do to improve their learning and make it more effective and independent. Consequently, learning strategies contribute directly in fostering learner autonomy since they provide learners with techniques and means which help them increase their independence and autonomy in learning.

1.4.6 Individual Autonomy and Group Autonomy

According to Dam (1995), learner autonomy is not only individual but also collaborative and entails some:

“Capacity and willingness to act independently and in cooperation with others.”

(Dam, 1995:1).

Basing on this view, we can understand that autonomy is purely individual, but it can also be collective since cooperation, negotiation and interaction are necessary features in autonomous learning. In this regard, Littlewood (1999) views that autonomy can be characterized by two main features; proactive and reactive. According to him proactive autonomy:

“... regulates the direction of activity as well as the activity itself... the key words are action words: learners are able to take charge of their own learning, determine their objectives, select methods and techniques and evaluate what has been acquired...”

(Littlewood, 1999:75)

In other words, autonomy is what allows learners to take charge of their own learning by defining their direction of learning.

Whereas reactive autonomy:

“... regulates the activity once the direction has been set... the kind of autonomy which does not create its own directions but, once a direction has been initiated, enables learners to organize their resources autonomously in order to reach their goal.”

(Littlewood, 1999:75-76)

This means that reactive autonomy is what allows learners to take charge of their learning once the learning direction has been initiated.

From the above definitions, this classification is very important since it allows learners to practice their autonomy in learning both individually and collaboratively. For example, they can practice their autonomy individually through expressing themselves, making decision or choosing the methods and strategies that suit them best. However, the collaborative autonomy can be shown in the project work in which learners negotiate with each other, share responsibility and work together within a group.

1.5 Conclusion

The aim of this chapter was to give the general idea about online learning and the emergency remote teaching the concept of learner autonomy. It has provided us with a large knowledge base on our study subject and helped us further our investigation. After reviewing the different terms and aspects that relate to our research, we will present the research design and methodology then analyze the data collected.

Chapter Two

Data Analysis and Suggested Solutions

2.1	Introduction.....	24
2.2	Materials and Methods	25
2.2.1	Questionnaire.....	25
2.2.2	Interview.....	25
2.3	Setting and Samples:	25
2.3.1	Students' Profile.....	25
2.3.2	Teachers' Profile	25
2.4	Procedures and Measurements	26
2.4.1	The Questionnaire	26
2.4.2	The Interview	26
2.5	Data Analysis.....	27
2.5.1	Students' Questionnaire Results.....	27
2.5.2	Teachers' Interview Results	36
2.6	Results.....	45
2.6.1	Students' Questionnaire	45
2.6.2	Teachers' Interview	46
2.7	Discussion and Interpretation of Results.....	46
2.7.1	Students' Questionnaire	47
2.7.2	Teachers' Interview	47
2.8	Strengths and Limitations.....	48
2.9	Future Research Direction	49
2.10	Conclusion	50

2.1 Introduction

This chapter is descriptive and therefore objective. It presents the research methodology and the procedures and it deals with the results of the investigation. This chapter includes the questionnaire and the interview designed for the data collection and it also presents an analysis of this data. The data will be presented under form of charts and statistic figures followed by interpretations.

2.2 Materials and Methods

In this research, we are going to be using a questionnaire for students and an interview for teachers in order to collect data and analyze it later.

2.2.1 Questionnaire

Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

2.2.2 Interview

An interview is a structured conversation where one participant asks questions, and the other provides answers.

2.3 Setting and Samples:

This research investigates the impact of online learning on student's autonomy during the COVID-19 pandemic, and the difficulties that they faced to assess online classes. As part of this research, a questionnaire was developed for students and an interview for teachers.

2.3.1 Students' Profile

The research involves 20 students from the Department of Technology at the University of Blida1. These students are from different levels.

2.3.2 Teachers' Profile

We undertook an interview with 5 teachers from the Department of Technology at the University of Blida1.

2.4 Procedures and Measurements

Designing a questionnaire and an interview is a very important step. The following questionnaire and interview were developed to achieve our research objectives.

2.4.1 The Questionnaire

A questionnaire was designed. It consists of 4 items to collect data through a web-based application called Google Forms.

The questionnaire was administrated to students via the Internet respecting the anonymity. It covered the following component:

- 1) Students` perceptions towards ERT.
- 2) Difficulties with online learning.
- 3) Preference domain.
- 4) Learning satisfaction domain.

2.4.2 The Interview

Teachers play an essential role in building and maintaining an effective OL environment. The shift to ERT might be challenging for some teachers. In order to evaluate this situation, we developed an interview for teachers that covered the following components:

- 1) Computer skills.
- 2) Teaching materials.
- 3) Difficulties with online teaching.
- 4) Attention and persistence.
- 5) Training and commitment
- 6) Attitudes towards teaching and learning in the online environment

2.5 Data Analysis

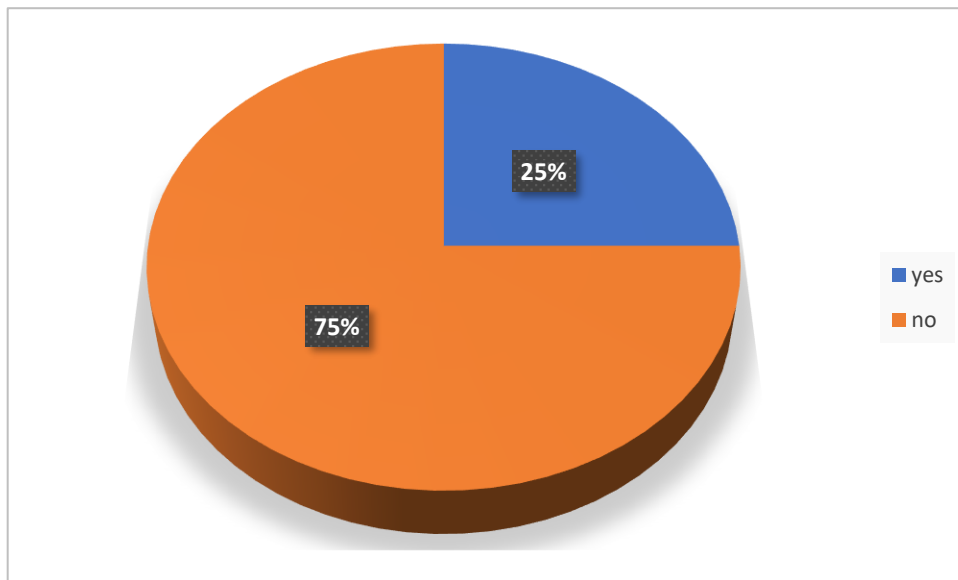
After collecting all the data, the results will be represented under forms of charts and statistic figures with percentages followed by their interpretations. After that, they will be analyzed and discussed.

2.5.1 Students' Questionnaire Results

The questionnaire was delivered to each of the 20 students of Technology Department.

Rubric1: Students' Perceptions Towards ERT

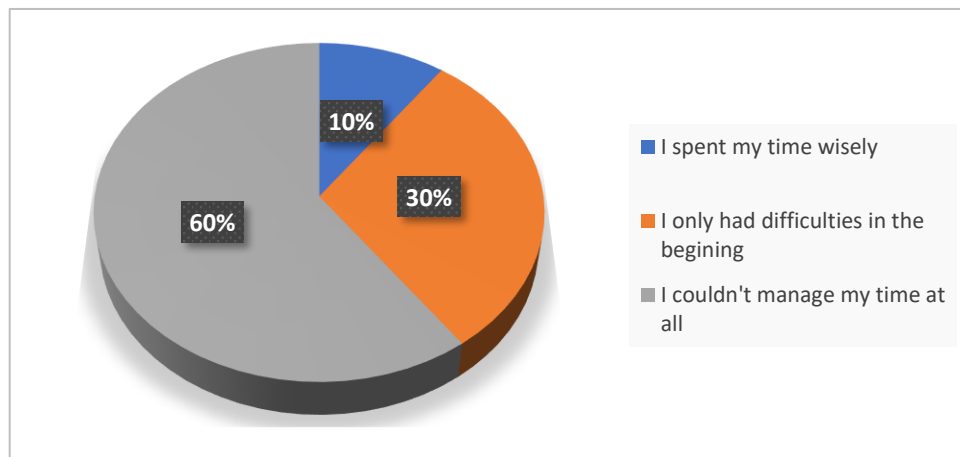
Item1: Was the remote learning program working for you?



Pie Chart 2. 1: Remote Learning Program Efficiency

As indicated in this pie chart, 15 students out of 20 (75%) replied that the remote learning program was not working for them, while the other students (25% of them) replied that this remote learning program was working for them.

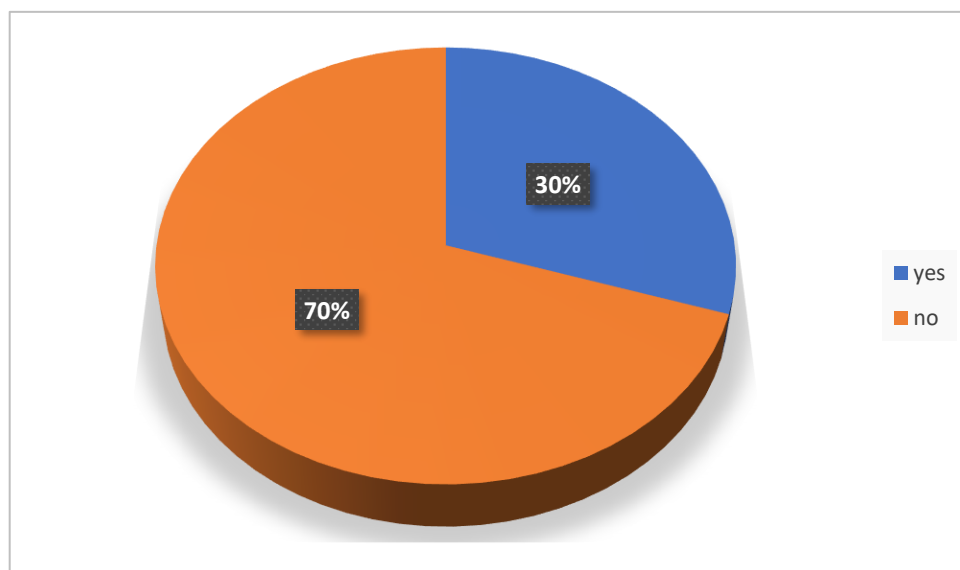
Item2: How did you manage your time while learning remotely?



Pie Chart 2. 2: Time Management

Most students (60%) answered that they couldn't manage their time during the emergency remote teaching, while 30% of them said that they only had difficulties managing their time in the beginning of this ERT. The other 10% of students said that they could manage their time perfectly while learning remotely and that they spent it wisely.

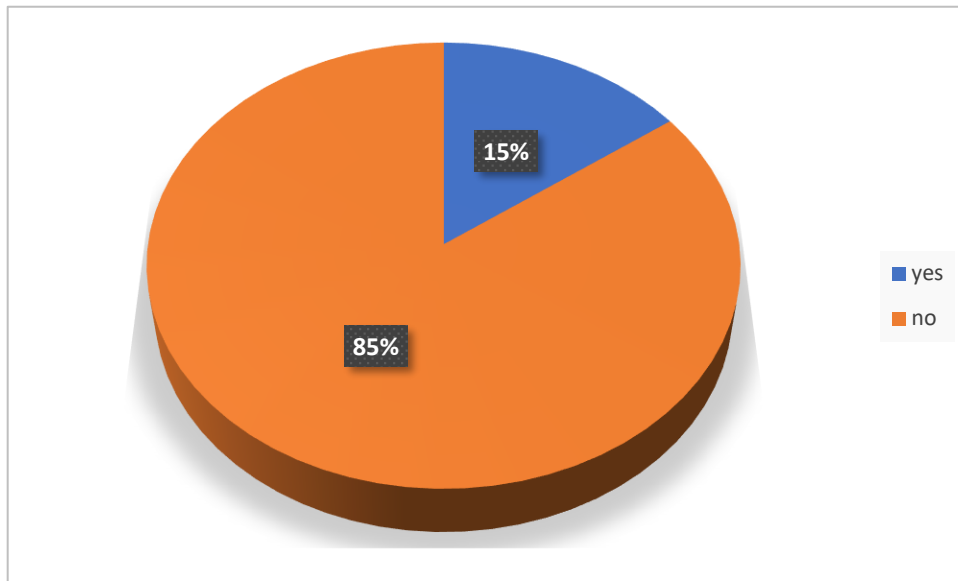
Item3: Did you get all the help you needed for your online courses?



Pie Chart 2. 3: Help during Online Learning

In this pie chart, we can see that 6 students (30%) replied that they got all the help they needed for learning remotely, while the other 14 students (70%) claimed that they didn't get the help they needed for their online courses.

Item4: Were you able to keep up with all your online courses?

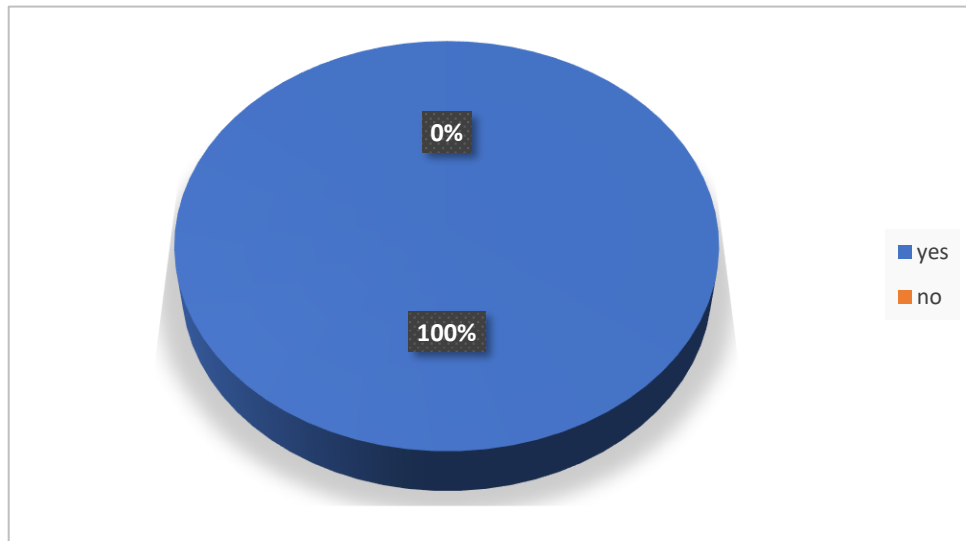


Pie Chart 2. 4: Concentration

As can be seen in this chart, 85% of students (17 students) replied that they couldn't keep up with all their online courses, while 15% of them said that they could maintain their online courses during ERT.

Rubric2: Difficulties with Online Learning

Item1: Did you face any difficulties while learning online?



Pie Chart 2. 5: Difficulties with Online Learning

20 students reported encountering problems or difficulties with online learning. The nature of problems and difficulties that students had described in their answers are presented in figure 2.1.

Item2: What were the difficulties you faced while learning online?

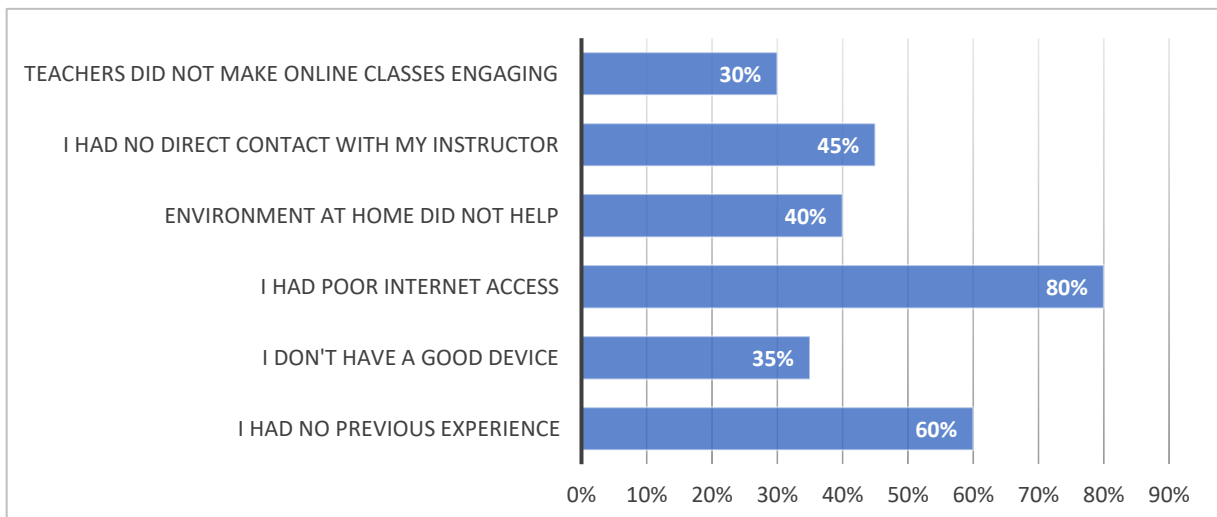


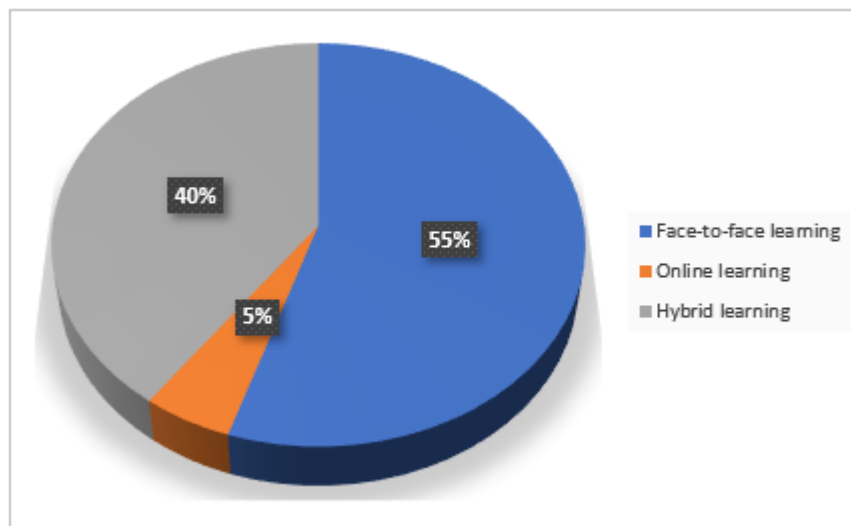
Figure 2. 1 Problems faced during ERT

Following up with the last question, we asked the 20 students who reported facing problems during the remote learning to cite the problems they had encountered. This multiple-choice question has 8 options, and the students responded as follows:

- Lack of online learning experience accounted for 60% of responses (12 out of 20 students).
- 35% of students said that they did not have a good device to use for online learning.
- 80% of students reported experiencing problems with the Internet.
- 40% of students reported that the environment at home had not helped them take their online learning courses.
- Direct contact with the instructor was a problem for 45% of students.
- 30% of students said that they could not follow up with their teachers because they could not make online classes engaging.

Rubric3: Preference Domain

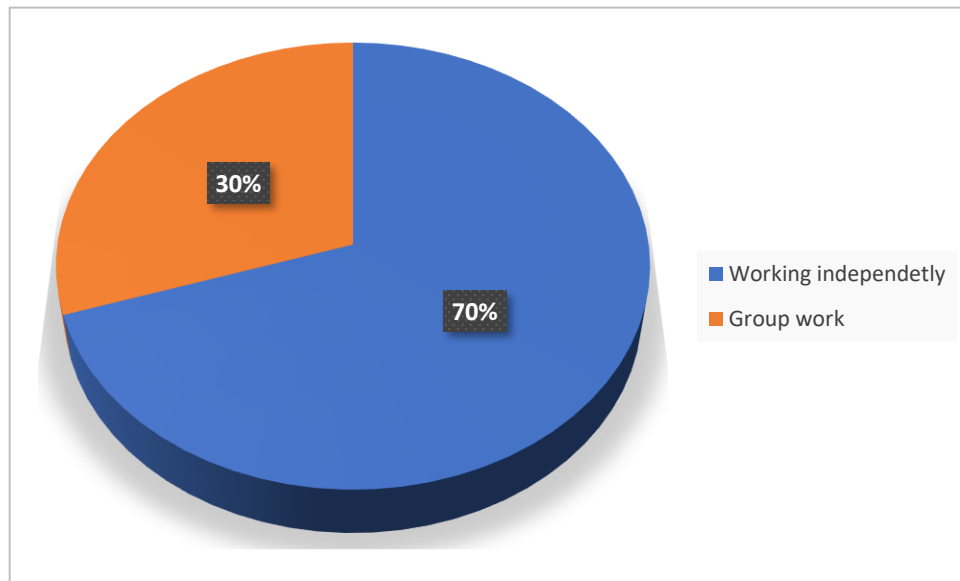
Item1: What type of learning courses do you prefer?



Pie Chart 2. 6: Learning Preference

The majority of students (55%) expressed their preference for the F2F learning form rather than the online or hybrid learning form. However, 40% of them preferred the hybrid learning over the other forms. Only 5% of students preferred the online learning form.

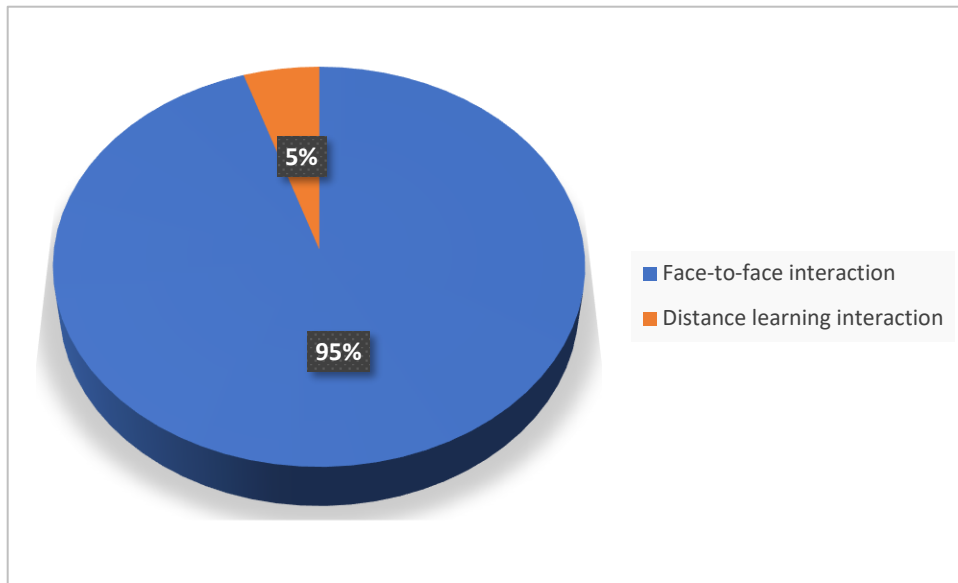
Item2: Do you enjoy working independently?



Pie Chart 2. 7: Working Preference

In terms of working preference, 14 students (70%) responded that they preferred working independently, while the remaining 6 noted that group work was much better for them.

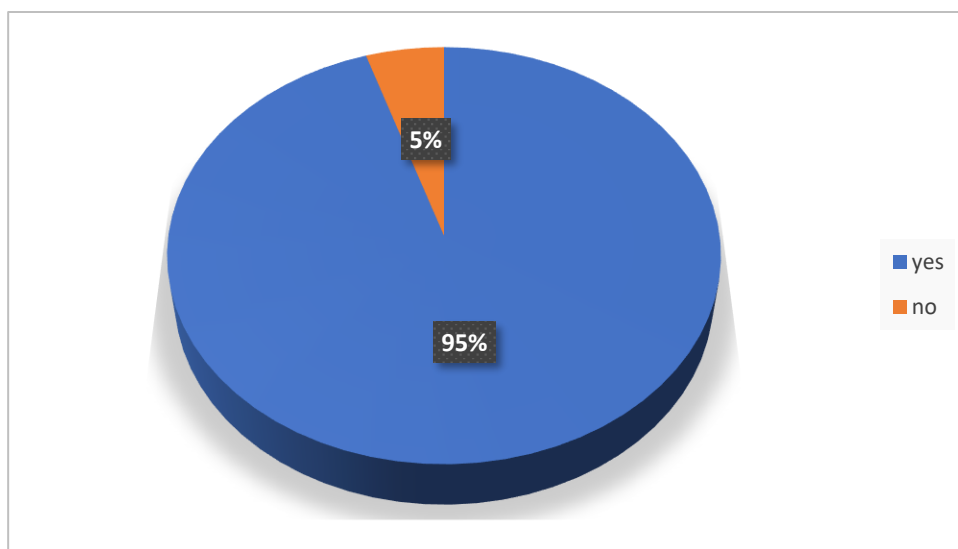
Item3: Do you like distance learning or face-to-face classroom interaction?



Pie Chart 2. 8: Interaction Preference

As shown in the above pie chart 2.8, distance learning interactions did not work for all students, with only 5% were satisfied with that type of learning. While the vast majority (95%) preferred F2F interactions with their teachers.

Item4: Do you feel that face-to-face contact with your instructor is necessary to learn?

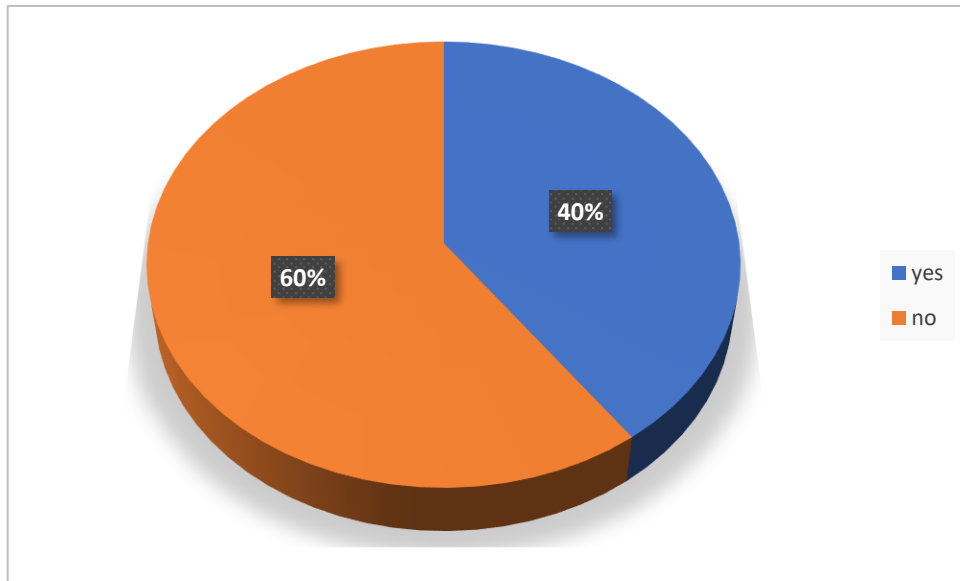


Pie Chart 2. 9: F2F Contact

95% of students noted that F2F contact with their instructor was necessary to learn, while 5% said that it was not.

Rubric4: Learning Satisfaction Domain

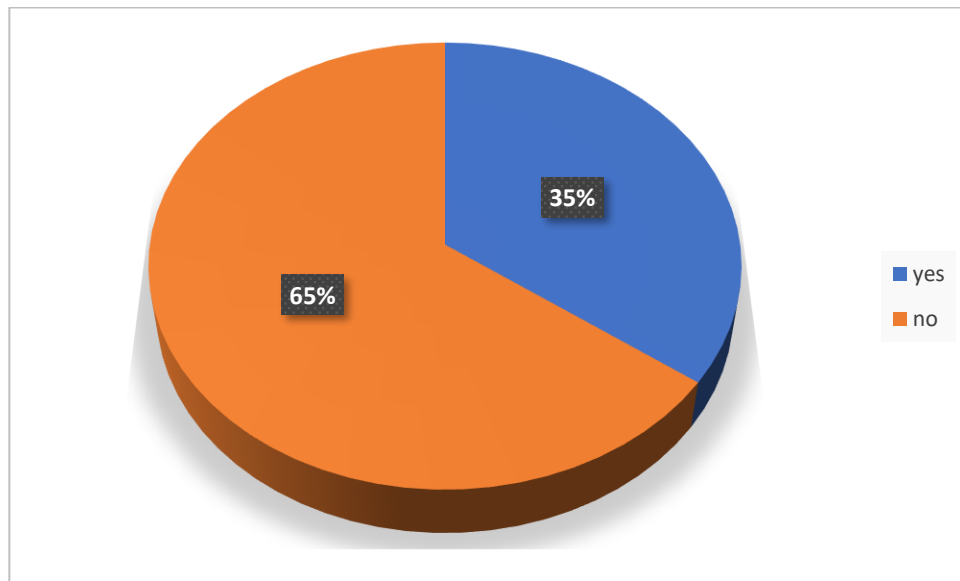
Item1: Did distance learning give you motivation for self-directed learning?



Pie Chart 2. 10: Motivation for Self-directed Learning

In terms of motivation, 60% of students said that the remote learning experience motivated them to initiate self-directed learning outside the classroom, whereas 40% stated that this remote learning experience did not affect them or help them get motivated to start self-directed learning.

Item2: Did you study more efficiently with distance learning?



Pie Chart 2. 11: Efficiency with Distance Learning

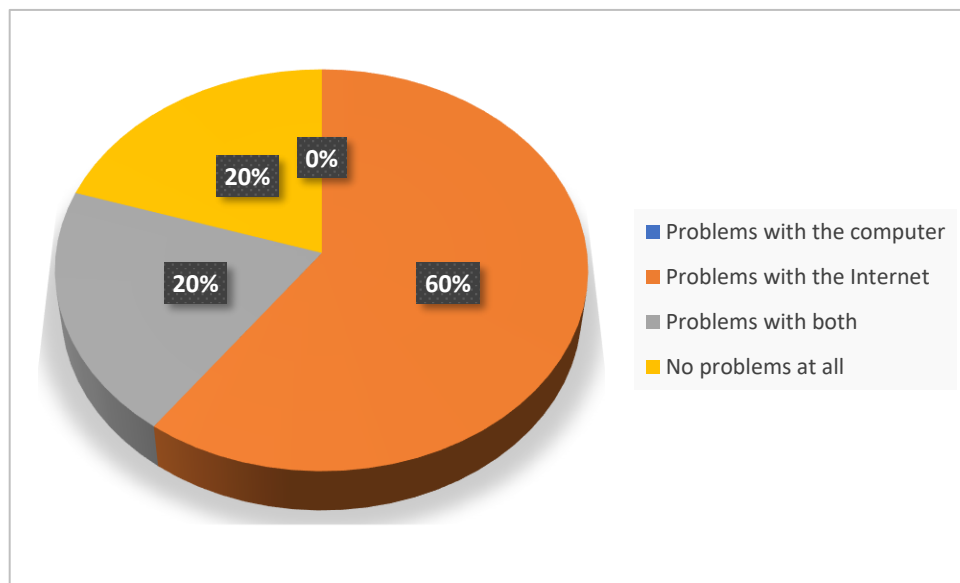
35% of students replied that they studied more efficiently with this remote learning program while 65% of them claimed that it did not help them studying more efficiently.

2.5.2 Teachers' Interview Results

After explaining some terms (like synchronous and asynchronous learning), we interviewed the five teachers and collected the following data presented under form of charts and statistic figures.

Rubric1: Computer Skills

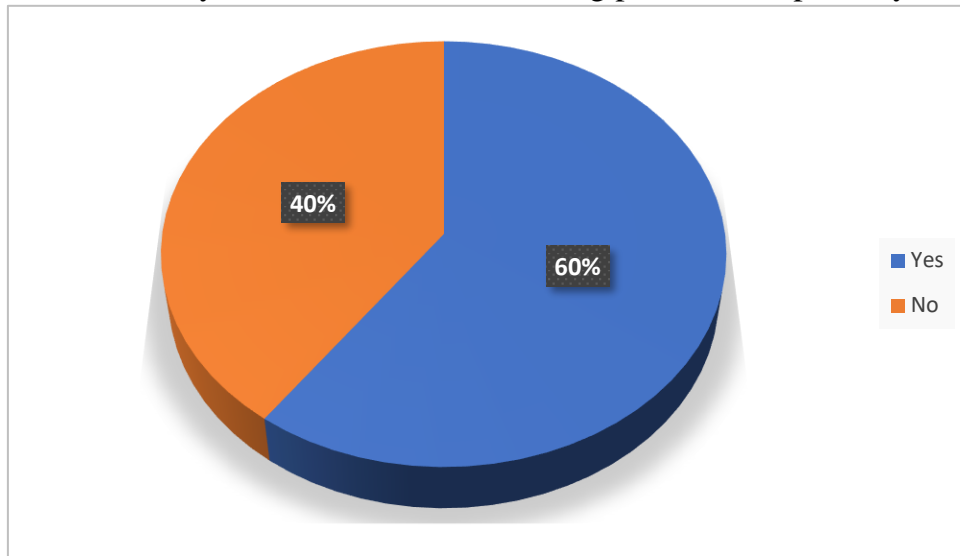
Item1: Did you have any problems accessing to a computer or internet connection?



Pie Chart 2.12: Digital Problems

Three teachers out of five (60%) said that they had problems with the internet connection while teaching remotely during the COVID-19 pandemic, whereas one teacher had both problems, accessing to a computer and internet connection. One teacher said that he didn't face any problems while teaching online during the COVID-19 pandemic.

Item2: Have you ever used online learning platforms as part of your teaching?

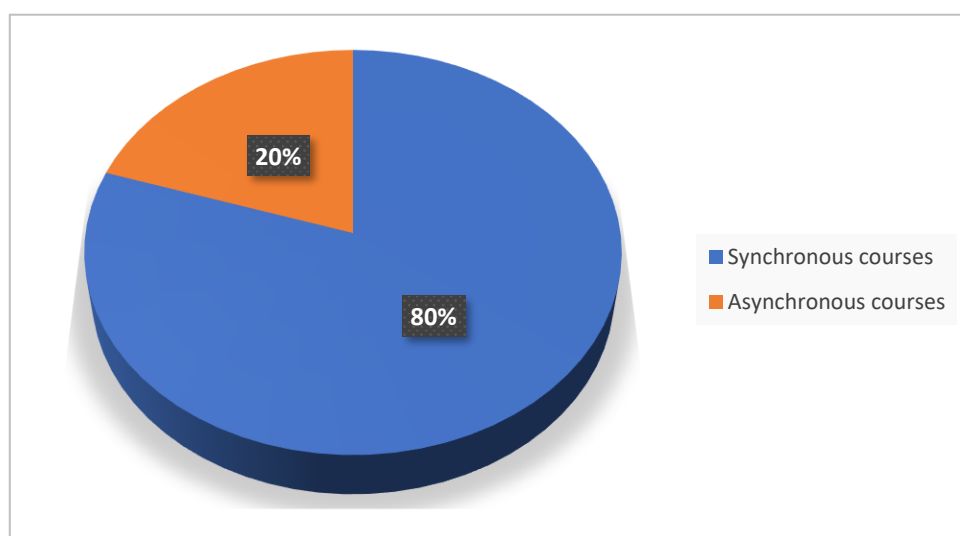


Pie Chart 2.13: Online Learning Platforms Use

Three teachers (60%) replied that they have already used one of the OL platforms as part of their teaching before the remote teaching during the COVID-19 pandemic, while the remaining 40% (two teachers) said that they have never used any OL platform as part of their teaching before this pandemic.

Rubric2: Teaching Materials

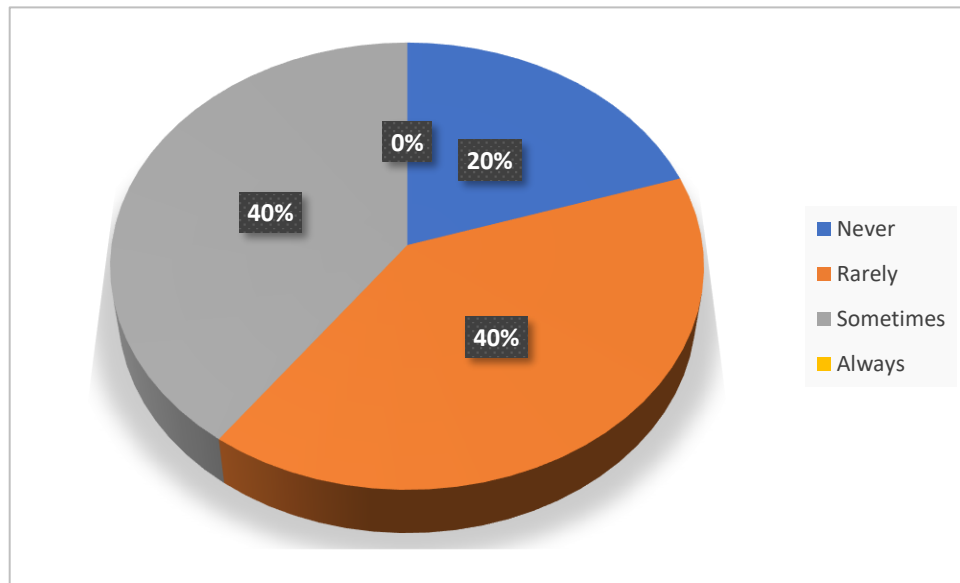
Item1: How did you deliver your online courses?



Pie Chart 2.14: Delivery Courses

Four out of five teachers (80%) said that they used the synchronous online learning method in delivering their courses, while one teacher said that he used the asynchronous OL method.

Item2: How often did you give your students homework



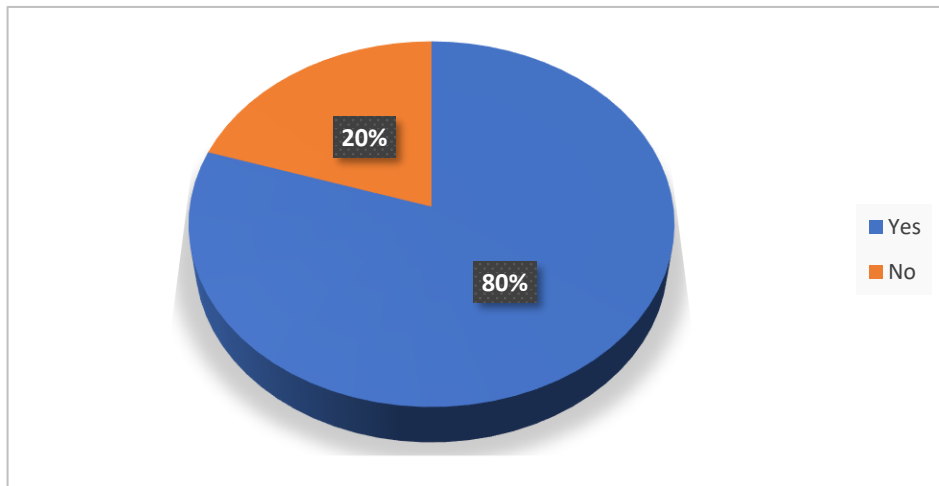
Pie Chart 2.15: Homework Frequency

Two teachers replied that they rarely gave their students homework while teaching online during the pandemic, while two others said that they gave them homework from time to time. Only one teacher said that he never gave them homework.

Rubric3: Difficulties with Online Teaching

Item1: Have you faced any problems while teaching online?

Four out of five teacher (80%) reported encountering problems or difficulties with online learning. The nature of problems and difficulties that students had described in their answers are presented in figure 2.2.



Pie Chart 2.16: Difficulties with Online Teaching

Item2: If yes, then what are the difficulties you faced while teaching online?

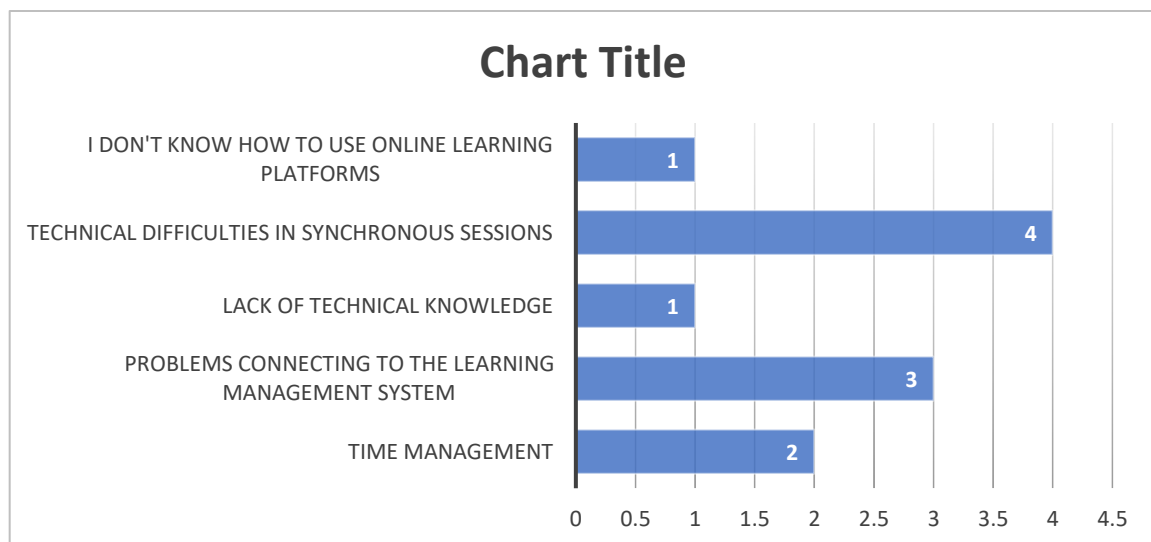


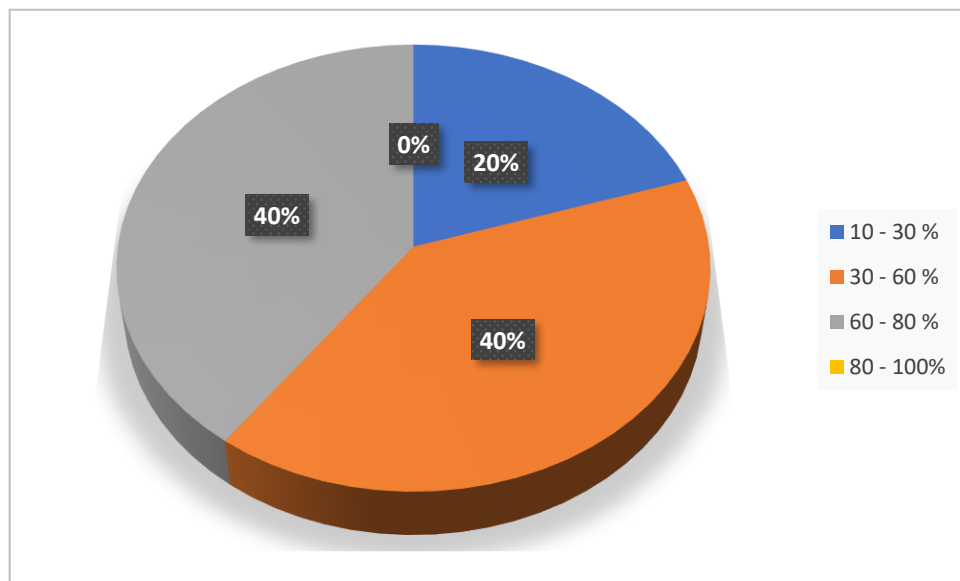
Figure 2.2: Problems faced during ERT

The four teachers who reported facing problems during the remote teaching were meant to cite the problems they had encountered. This multiple-choice question has 5 options, and the teachers responded as follows:

- One teacher reported that he didn't know how to use OL platforms.
- Four teachers claimed facing technical difficulties in synchronous sessions.
- One teacher reported having lack of technical knowledge.
- Three teachers said that they had problems connecting to the learning management system.
- Two teachers had problems managing their time during the remote teaching.

Rubric4: Attention and Persistence

Item1: How many of your students regularly participated in your online classes?



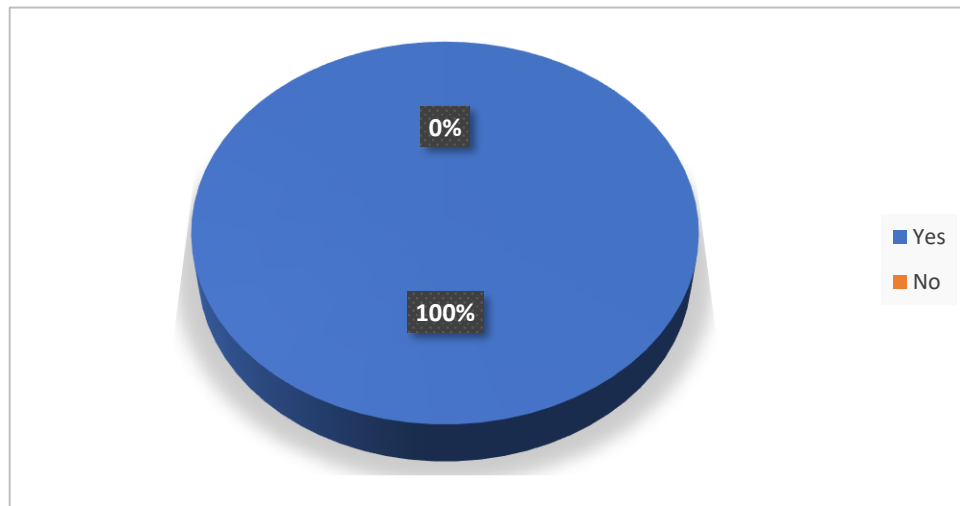
Pie Chart 2.17: Students Participation in Online Classes

One teacher replied that from 10 to 30 percent of students participated in their online classes, while two teachers said that from 30 to 60 percent of students participated in their online classes, the remaining two teachers said that from 60 to

80 percent of their students participated in their online classes while teaching remotely.

Rubric5: Training and commitment

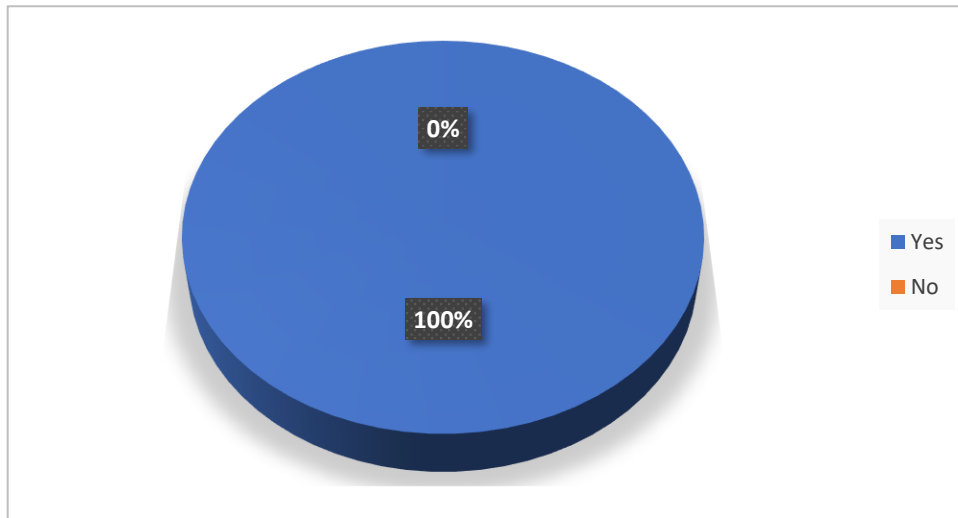
Item1: Are you willing to invest a significant amount of time and energy in preparation for teaching your course online?



Pie Chart 2.18: Willingness to Prepare Online Courses

All the teachers replied that they are willing to invest a significant amount of time and energy in preparation for teaching their course online to help their students get a better experience.

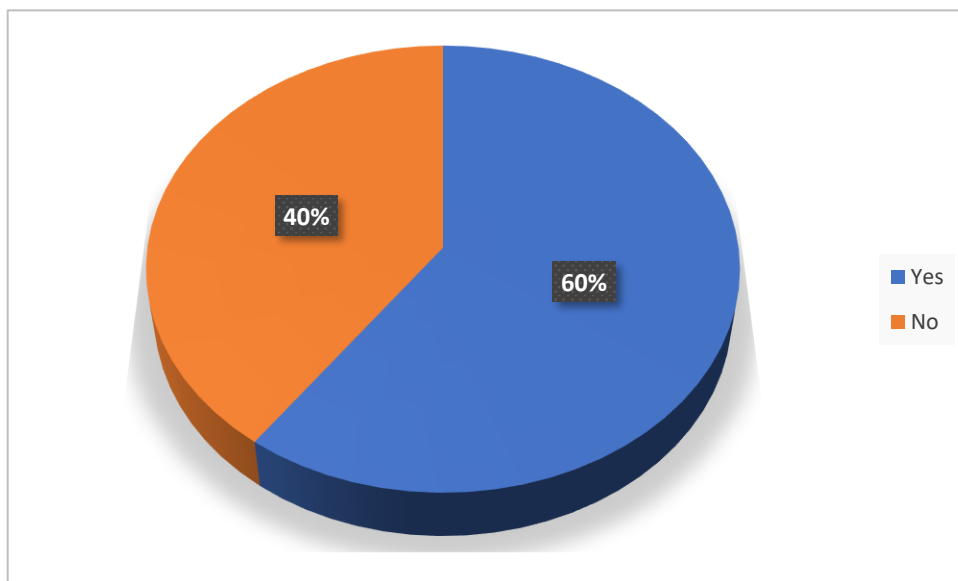
Item2: Are you willing to spend time rethinking and redesigning your teaching materials to fit the needs of the online environment?



Pie Chart 2. 19: Willingness to Redesign Teaching Materials

All the teachers replied that they are willing to spend time rethinking and redesigning their teaching materials to fit the needs of the online environment.

Item3: Are you willing to invest time in professional development to continue learning new online teaching and/or technical skills in the future?



Pie Chart 2. 20: Spending Time to Develop Technical Skills

Three teachers out of five replied that they are willing to invest time in professional development to continue learning new online teaching and/or technical skills in the future, while two of them replied that they are not willing to do that.

Rubric6: Attitudes towards teaching and learning in the online environment

Item1: What do you prefer for your field?

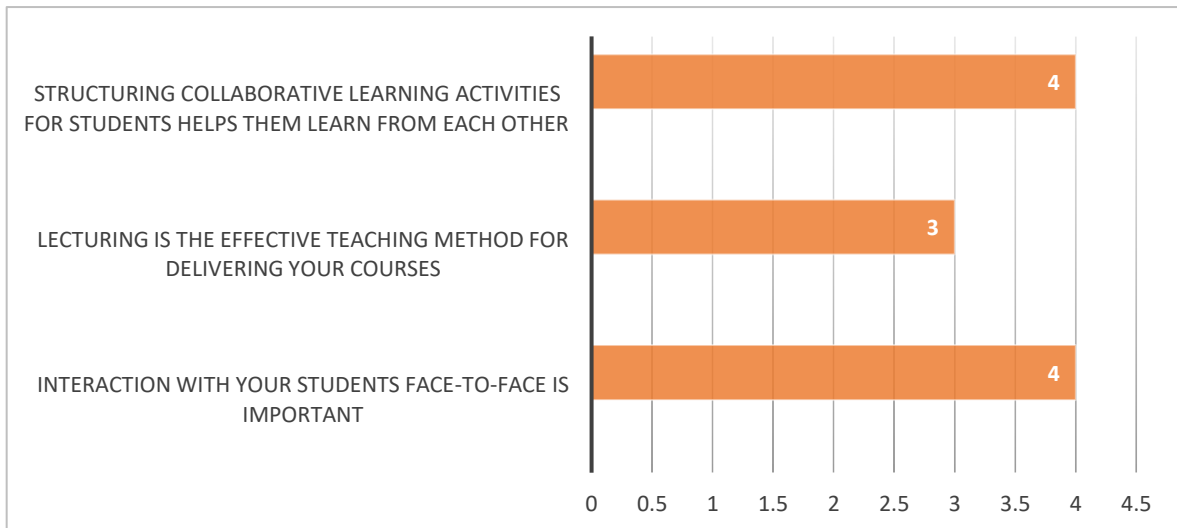
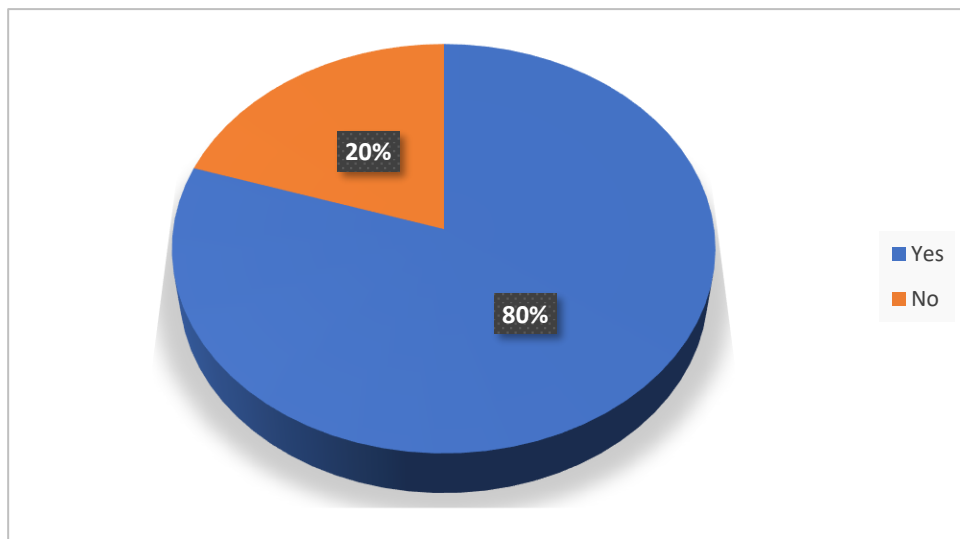


Figure 2. 3: Work Preference

In terms of teaching preferences, we made this multiple-choice question to see what do the teachers prefer in their field. We collected the following answer:

- Four teachers said that they prefer structuring collaborative learning activities for students so it can help them learn from each other.
- Three teachers replied that lecturing is the effective teaching method for delivering their courses.
- Four teachers said that they prefer F2F interaction with their students because it is important for them to learn.

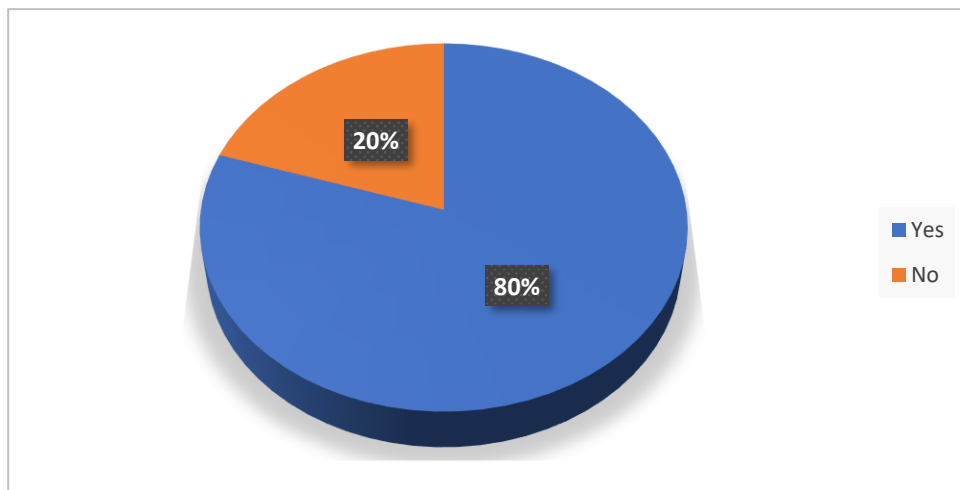
Item2: Were you flexible in dealing with students' needs?



Pie Chart 2. 21: Flexibility Dealing with Students' needs

Four out of five teachers said that they were flexible in dealing with their students' needs during ERT, while one teacher said that he couldn't fulfill all his students' needs.

Item3: Were you able to create schedules for yourself and stick to them?



Pie Chart 2. 22: Ability to Create and Stick to a Schedule

Four teachers out of five (80%) replied that they were able to create schedules for themselves and stick to them, while the remaining two said that they couldn't stick to their schedules.

2.6 Results

In this section, we will present the results of the data collected.

2.6.1 Students' Questionnaire

The main purpose of our study is to examine and investigate the effects of ERT on students' autonomy. The study shows that most of students had perceived the OL situation as a negative experience, since they could not manage their time properly to complete their online courses, because they had no previous OL experience. The students reported having encountered problems, in particular with synchronous OL, which were mainly related to the bad Internet connection which is a major problem in our country, and that teachers have not made much effort to deliver their courses online. Since most courses were delivered in asynchronous mode, students did not get all the help and assistance they needed from their instructors because they were not in direct contact with them, and as demonstrated in the results, students prefer F2F interaction with their teachers because it is very important for them to learn. Most students reported that they prefer working independently rather than as a group, and it is shown in their preferences for the most suitable learning method that is primarily hybrid learning that combines both OL and F2F learning, and the F2F learning. As a follow-up to the research hypothesis, the ERT program has led most students to self-directed learning and they are enthusiastic about learning independently.

Therefore, we found that the ERT, with its positive and negative experiences with students, has encouraged students to take more responsibility in self-direction of their learning process. Based on their responses, many students rely on the assistance and guidance of their instructors. They feel lost and uncertain about their ability to cope with course requirements to study autonomously. This could be explained by their lack of confidence in their ability to learn autonomously. They prefer to work independently but with the supervision of their teachers.

There may be a number of reasons why students showed an extremely strong preference for teaching in auditorium. However, this choice seems to have been

largely influenced by the problems and difficulties encountered during the sudden transition from F2F teaching to OL method.

2.6.2 Teachers' Interview

Developing students' autonomy is the essential objective of teachers. This shift to the ERT has been a great challenge for teachers. They had to master both, computer skills as this is the key to succeeding in OL, and course design and management. For most teachers, the use of OL platforms was not new; they were very useful in designing their classroom courses. In the Department of Technology where we conducted our survey, few teachers had difficulty using the computer, but they complained about poor Internet access because they deliver most of their courses in synchronous mode that requires a good quality of internet connection. The results also showed that some students did not attend their OL classes and few attended them regularly. The key to a successful class is the well-designed courses, this is why teachers are facing a challenge in maintaining their online classes since they did not have enough time to prepare for them. Most teachers have said that to succeed their classes is to create a collaborative environment within the students, and to deliver the courses in traditional F2F method which allows a direct contact with them. In terms of motivation and willingness to change, most teachers are open to learning new online instructional skills that would help them redesign their online courses. This has the potential to change and improve the quality of teaching and learning going forward.

2.7 Discussion and Interpretation of Results

The study's purpose is to investigate the impact of the emergency remote teaching during the COVID-19 on students' autonomy. In order to achieve this objective, we are now going to discuss and interpret the results of the research questionnaire and interview.

2.7.1 Students' Questionnaire

- Rubric1: Students' Perceptions Towards ERT

The remote learning program was not as effective as the students had hoped it would be. Studying without supervision was not very helpful for them. As the remote learning is not common in Algeria, they couldn't manage their time properly with all the activities they had at home and the non-helpful environment.

- Rubric2: Difficulties with Online Learning

All students reported encountering problems, either technological problems or lack of supervision and help that are crucial for independent learners.

- Rubric3: Preference Domain

Students' preferences for F2F learning are justified by the need for supervision and direct contact with their teacher.

- Rubric4: Learning Satisfaction Domain

Since the remote learning is a new approach in Algeria, it has been difficult for students to adapt to the program. However, this has had a positive effects on some students, motivating them for self-directed learning as a plan for the future.

2.7.2 Teachers' Interview

- Rubric1: Computer Skills

Having good skills in digital materials is a critical quality. Without it, the remote teaching would be a hard work to do for teachers. Previous experience with OL platforms is also a preferable quality in this sudden situation, it would increase their teaching efficiency.

- Rubric2: Teaching Materials

The course delivery mode explains the technical difficulties encountered by the students and teachers, as most of them delivered their courses in synchronous mode.

- Rubric3: Difficulties with Online Teaching

Teachers have also been affected by the Internet connection quality, especially with synchronous sessions.

- Rubric4: Attention and Persistence

In the students' survey, it was noted that students couldn't manage their time perfectly. This explains their lack of attendance at online courses.

- Rubric5: Training and Commitment

Teachers have shown a willingness to develop their skills, learn new techniques and methods to deliver OL courses, and improve their courses.

- Rubric6: Attitudes Towards Teaching and Learning in the Online Environment

Most students say that the effective teaching methods are those where they have direct contact with their students and can create a collaborative environment. This didn't mean that they could not adapt to their students' needs while teaching remotely during the pandemic.

2.8 Strengths and Limitations

There were some limitations to the study that may have an impact on the results of our investigation. The limitations are summarized in:

- The study was carried out in a short period of time.
- The samples were limited.

However, the study's objective has been clearly stated and could be used to promote in future studies on the effects of ERT on students' autonomy. The questionnaire was delivered online, resulting in easier, faster and more flexible data collection. The questionnaire and interview were standardized for the same questions.

2.9 Future Research Direction

This research helped us better understand the ERT situation and determine how it affected the students during the COVID-19 pandemic. This research can lead to future research in Algeria dealing with online learning and how to develop it, deal with all the problems faced and find solutions for them.

2.10 Conclusion

This chapter covers the research instruments, the questionnaire and the interview. The data collected enabled us to think clearly about our research hypothesis and to better analyze the situation, and learn more about the students' perceptions towards ERT and how they managed the situation. We also learned how teachers dealt with the situation and how they managed their online courses.

General Conclusion

General Conclusion

The objective of the study was to investigate the effects of emergency remote teaching on students' autonomy during COVID-19 pandemic. The study concluded that the new reality created by COVID-19 tested the current capacity of higher education institutions to deal with sudden situations. Universities in Algeria were not prepared to transfer the teaching process from auditorium to the online environment with the same quality.

The study was carried out using a literature review and data analysis method, that covered the objective of our study.

After collecting the data using two investigation methods, a questionnaire and an interview, and to verify the research hypotheses as answers to the suggested research questions, a qualitative and quantitative analysis was undertaken for the data results given by both the students (the questionnaire with its four rubrics), and the teachers (the interview with its six rubrics).

In response to the first hypothesis of this research, the data analysis has proven that students have struggled to adapt to this sudden transition to ERT, but it has helped some of them increase their autonomy. The second hypothesis was demonstrated in the literature review and proved in the second chapter of our research. Indeed, teachers play an important role in improving students' autonomy by creating the right atmosphere for them, guiding them, inspiring them and helping them to be more autonomous.

Bibliography

Bibliography

- **Articles and Web Retrieved References**

- 1 <https://tophat.com/glossary/o/online-learning/>
- 2 <https://online.osu.edu/resources/learn/whats-difference-between-asynchronous-and-synchronous-learning>
- 3 <https://www.techtarget.com/searchcio/definition/learning-management-system>
- 4 <https://adamasuniversity.ac.in/a-brief-history-of-online-education>
- 5 https://en.wikipedia.org/wiki/COVID-19_pandemic
- 6 <https://www.yourdictionary.com/autonomy>.
- 7 <https://www.merriam-webster.com/dictionary/interview>
- 8 Arab World English Journal (AWEJ) Volume 12. Number3 September 2021. Pp. 16-35
- 9 Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges January 2022. Pp.492- 503
- 10 https://www.researchgate.net/publication/326232105_THE_DIMENSIONS_OF_LEARNER_AUTONOMY
- 11 https://www.academia.edu/36548072/Teachers_Role_in_Developing_Learner_Autonomy_A_Literature_Review?auto=citations&from=cover_page
- 12 Graves, N. (Ed.). (1994). *Learner Managed Learning: Practice, Theory and Policy* (1st ed.). Routledge. <https://doi.org/10.4324/9780203063613>
- 13 UNESCO, “School closures caused by Coronavirus (Covid-19),” UNESCO, 2020. <https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures>, July 14, 2020
- 14 https://www.researchgate.net/publication/330939721_Transactional_Distance_Theory_A_Critical_View_of_the_Theoretical_and_Pedagogical_Underpinnings_of_E-Learning
- 15 <https://elearningindustry.com/top-elearning-barriers-that-inhibit-online-learners-engagement-elearning-content>

- 16 Leslie Dickinson, Autonomy and motivation a literature review, System, Volume 23, Issue 2, 1995, Pages 165-174, [https://doi.org/10.1016/0346-251X\(95\)00005-5](https://doi.org/10.1016/0346-251X(95)00005-5)
- 17 Kumaradivelu, “The Use of Technology to Promote Learner Autonomy”.2003:133. <https://core.ac.uk/download/pdf/223174698.pdf>
- **Books**
- 18 Mohammad Reza Esmaili, Hamed Barjesteh, “How to develop learner autonomy?”, Mohammad Reza Esmaili, Hamed Barjesteh. Islamic Azad University, Ayatollah Amoli Branch
- 19 Ghounane, N. (2022). Learning in the Algerian Context during the Pandemic: Is it online or offline? Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges (2) 492- 503.
- 20 Zohra KADI, The Notion of Learner Autonomy in the Algerian EFL Classrooms: The Case of 4th Year Pupils in Guettaf Mansour Middle School (El-Bayadh). Dissertation Submitted to the Department of English as a Partial Fulfillment for the Degree of “Magister” in Psychopedagogy. Algeria, 2017-2018.
- 21 Brown, 2001, p.6
- 22 Phil Benson, “Autonomy in language learning, learning and life”. Hong Kong Institute of Education, Hong Kong
- 23 Richards and Rodgers 1986, p.77.
- 24 Sana Aslam, Sharad Kumar Sonkar, « Platforms and tools used for online learning all over the World during Covid-19: A study », University of Nebraska – Lincoln, 2021.
- 25 Holmberg, 1986, p26, quoted in Larreamendy-Joerns & Leinhardt, 2006, p568

Appendices

Appendices

Appendix 01

Students' Questionnaire

You are kindly requested to answer the following questions by putting a cross (X) in the appropriate box.

Rubric1: Students' Perceptions towards ERT

1- Was the remote learning program working for you?

Yes

No

2- How did you manage your time while learning remotely?

I spent my time wisely

I only had difficulties in the beginning

I couldn't manage my time at all

3- Did you get all the help you needed for your online courses?

Yes

No

4- Were you able to keep up with all your online courses?

Yes

No

Rebric2: difficulties with online learning

1- Did you face any difficulties while learning online?

Yes

No

2- What were the difficulties you faced while learning online?

Teachers did not make online classes engaging

I had no direct contact with my instructor

Environment at home did not help

I had poor internet access

I don't have a good device

I had no previous experience

Rebric3: Preference domain

1- What type of leaning courses do you prefer?

Face-to-face learning

Online learning

Hybrid learning

2- Do you enjoy working independently?

Working independently Group work

3- Do you like distance learning or face-to-face classroom interaction?

Face-to-face interaction

Distance learning interaction

4- Do you feel that face-to-face contact with your instructor is necessary to learn?

Yes No

Rubric4: Learning satisfaction domain

1- Did distance learning give you motivation for self-directed learning?

Yes No

2- Did you study more efficiently with distance learning?

Yes No

Thank you for your cooperation.

Appendix 02

Teachers' Interview

Dear Teachers,

The purpose of this study is to investigate the effects of emergency remote teaching on students' autonomy. Please give your opinion about the statements below by answering all the sections. Thank you for your time and collaboration in completing this questionnaire

Rubric1: Computer skills

1- Did you have any problems accessing to a computer or internet connection?

Problems with the computer

Problems with the internet

Problems with both

No problems at all

2- Have you ever used online learning platforms as part of your teaching?

Yes

No

Rubric2: teaching materials

1- How did you deliver your online courses?

Synchronous courses Asynchronous courses

2- How often did you give your students homework?

Never Rarely Sometimes Always

Rubric3: Difficulties with online teaching

1- Have you faced any problems while teaching online?

Yes No

2- If yes, then what are the difficulties you faced while teaching online?

I don't know how to use online learning platforms

Technical difficulties in synchronous sessions

Lack of technical knowledge

Problems connecting to the learning management system

Time management

Rubric4: Attention and persistence

1- How many of your students regularly participated in your online classes?

10-30%

30-60%

60-80%

80-100%

Rubric5: Training and commitment

1- Are you willing to invest a significant amount of time and energy in preparation for teaching your course online?

Yes

No

2- Are you willing to spend time rethinking and redesigning your teaching materials to fit the needs of the online environment?

Yes

No

3- Are you willing to invest time in professional development to continue learning new online teaching and/or technical skills in the future?

Yes

No

Rubric6: Attitudes towards teaching and learning in the online environment

1- What do you prefer for your field?

Structuring collaborative learning activities for students helps them learn from each other

Lecturing is the effective teaching method for delivering your courses

Interaction with your students face-to-face is important

2- Were you flexible in dealing with students' needs?

Yes

No

3- Were you able to create schedules for yourself and stick to them?

Yes

No

ملخص

أثرت جائحة COVID-19 بشكل غير متوقع على العملية التعليمية في جميع أنحاء العالم، مما أجبر المعلمين والطلاب على التحول إلى تنسيق التدريس والتعلم عبر الإنترنت. ونتيجة لذلك، أُجبرت المدارس والجامعات ومؤسسات التعليم العالي الأخرى على الإغلاق. الطريقة الوحيدة للتعليم كانت التعلم عبر الإنترنت. خلق التعلم غير المخطط له عبر الإنترنت حالة من عدم اليقين بين المؤسسات والمعلمين والمتعلمين والتي تحتاج إلى معالجة. كان الهدف من دراسة الحالة هذه هو استكشاف كيف أثر التعلم الإلكتروني خلال فترة COVID-19 على دراسات الطلاب، وفهم موقف هؤلاء الطلاب الدوليين تجاه التعلم الإلكتروني خلال هذه الفترة. COVID-19 وأخيرًا اكتشاف كيف أثرت على استقلاليتهم. تم عمل استبيان ومقابلة مع طلاب ومعلمي قسم التكنولوجيا بجامعة البليدة 1.

الكلمات المفتاحية: Covid-19، التعلم عبر الإنترنت، استقلالية الطالب، التعليم عن بعد في حالات الطوارئ.

Résumé

La pandémie de COVID-19 a affecté de manière inattendue le processus éducatif dans le monde entier, obligeant les enseignants et les étudiants à passer à un format d'enseignement et d'apprentissage en ligne. En conséquence, les écoles, les universités et autres établissements d'enseignement supérieur ont été contraints de fermer. Le seul moyen d'apprendre était l'apprentissage en ligne. L'apprentissage en ligne non planifié a engendré une incertitude parmi les institutions, les éducateurs et les apprenants qui doivent être examinée. Le but de cette étude de cas était donc d'explorer comment l'apprentissage en ligne pendant la période COVID-19 a influencé les études des étudiants, et de comprendre l'attitude de ces étudiants internationaux envers l'apprentissage en ligne pendant la période COVID-19 et enfin de découvrir comment il a affecté leur autonomie. Un questionnaire et un entretien ont été réalisés auprès des étudiants et des enseignants du département de technologie de l'université de Blida1.

Mots-clés : Covid-19, apprentissage en ligne, autonomie des étudiants, EDU, enseignement à distance d'urgence.

Summary

The COVID-19 pandemic has unexpectedly affected the educational process worldwide, forcing teachers and students to transfer to an online teaching and learning format. As a result, schools, universities and other institutions of higher learning were forced to close. The only way learning could take place was through online learning. Unplanned online learning brought uncertainty among institutions, educators and learners which needs to be examined. The purpose of this case study was therefore to explore how online learning during the COVID-19 period influenced students' studies, and to understand the attitude of these international students toward online learning during the covid-19 period and finally finding out how it affected their autonomy. A questionnaire and an interview were conducted among students and teachers of the Department of Technology at the University of Blida1.

Keywords: Covid-19, Online Learning, Students' Autonomy, ERT, Emergency Remote Teaching.