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Promoting Autonomy and Self-Directed Learning in English for Specific Purposes: Case of 3rd Year Marketing Students at Tlemcen University

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Dedication

We would like to dedicate this humble work to our respectful parents, who encouraged us and gave us infinite support all thorough these years of studies. We would not have finished this work without them.

We would also dedicate this work to the beloved members of our families, as well as all the dearest and closest friends that we have been fortunate enough to be blessed with.

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third year students of Marketing's specialty.

Abstract

The concept of autonomy symbolizes a starting point towards self-dependence and individual achievement. Hence, recently a significant attention is consecrated to Self-Directed Learning (SDL) by a number of educationalists and languages teachers in the field of English Language Teaching in general and English for Specific Purposes in particular. This research is concerned with autonomous and self-directed learning in ESP context. It is a case study designed to explore ESP learners' perceptions toward autonomy and SDL, their level of autonomy, as well as both teachers and learners roles in fostering autonomy using SDL approach. The purpose of this study is to explore teacher's and student's perceptions toward AL and SDL, as well as the roles of both of them in fostering autonomy using the self-directed le. To reach these objectives, an exploratory case study was submitted including data collection from a questionnaire that was designed to 36 third year Marketing license students from Economic Science Department at Tlemcen University, and a structured interview which was addressed to ESP teachers from the mentioned department. Afterward, both quantitative and qualitative collected data were analyzed and interpreted. Ultimately, some suggestions were helpfully provided to foster autonomy and self-directness in ESP classrooms.

الملخص

يرمز مفهوم الاستقلالية إلى نقطة انطلاق نحو الاعتماد على الذات والإنجاز الفردي. تم في الآونة الأخيرة تكريس اهتمام كبير للتعلم الذاتي من قبل عدد من التربويين ومعلمي اللغات في مجال تدريس اللغة الإنجليزية بشكل عام واللغة الإنجليزية لأغراض محددة على وجه الخصوص. يهتم هذا البحث بالتعلم المستقل والموجه ذاتيًا في سياق تعلم اللغة الانجليزية للأغراض الخاصة . إنها دراسة حالة مصممة لاستكشاف تصورات متعلمي اللغة الانجليزية للأغراض الخاصة تجاه الاستقلالية و التوجيه الذاتي ، ومستوى استقلاليتهم ، بالإضافة إلى أدوار المعلمين والمتعلمين في تعزيز هذه الاستقلالية باستخدام نهج التعلم الذاتي . الغرض من هذه الدراسة هو استكشاف تصورات المعلم والطالب تجاه التعلم الذاتي و المستقل، بالإضافة إلى أدوار كل منهما في تعزيز الاستقلالية باستخدام التعليم الموجه ذاتيًا. للوصول إلى هذه الأهداف ، تم تقديم دراسة حالة استكشافية تتضمن جمع البيانات من استبيان تم تصميمه لـ 36 طالبًا من طلاب السنة الثالثة في تخصص التسويق من قسم العلوم الاقتصادية في جامعة تلمسان ، ومقابلة منظمة تم توجيهها إلى معلمي اللغة الانجليزية للأغراض الخاصة من القسم المذكور. في الاخير ، تم تحليل وتفسير البيانات التي تم جمعها مع تقديم بعض الاقتراحات بشكل مفيد لتعزيز الاستقلالية والتوجيه الذاتي في الفصول الدراسية لبرنامج تعليم اللغة الانجليزية للأغراض الخاصة .

Résumé

Le concept d'autonomie symbolise un point de départ vers l'autonomie et la réalisation individuelle. Par conséquent, récemment, une attention significative est consacrée à l'apprentissage autodirigé par un certain nombre de pédagogues et de professeurs de langues dans le domaine de l'enseignement de l'anglais en général et de l'anglais sur des objectifs spécifiques en particulier. Cette recherche porte sur l'apprentissage autonome et autodirigé dans le contexte d'ESP. Il s'agit d'une étude de cas conçue pour explorer les perceptions des apprenants ESP envers l'autonomie et l'autodirigé, leur niveau d'autonomie, ainsi que les rôles des enseignants et des apprenants dans la promotion de l'autonomie à l'aide de l'approche d'autodirigé. Le but de cette étude est d'explorer les perceptions des enseignants et des élèves envers AL et SDL, ainsi que les rôles de chacun d'eux dans la promotion de l'autonomie à l'aide du fichier autodirigé. Pour atteindre ces objectifs, une étude de cas exploratoire a été présentée comprenant une collecte de données à partir d'un questionnaire qui a été conçu pour 36 étudiants en troisième année de Licence Marketing du Département des Sciences Économiques de l'Université de Tlemcen, et un entretien structuré qui a été adressé aux enseignants ESP du département mentionné. Par la suite, les données quantitatives et qualitatives collectées ont été analysées et interprétées. En fin de compte, certaines suggestions ont été fournies pour favoriser l'autonomie et l'auto-directivité dans les classes ESP.

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List of Abbreviations and Acronyms

AF: Absolute Frequency

AL: Autonomous Learning

CRAPEL: Centre de Recherches et d'Application en Langue

EAP: English for Academic Purpose

ELT: English Language Teaching

EOP: English for Occupational Purpose

ESP: English for Specific Purposes

RF: Relative Frequency

SDL: Self-Directed Learning

TEFL: Teaching English as a Foreign Language

TEFL: Teaching English as a Foreign Language

General Introduction

The widespread of English around the world in various fields has resulted an increase need for specific English language courses that fulfill individuals' needs from academics and professionals. As a result, the approach of English for Specific Purposes has emerged and took the interest of of several educators and language teachers. They define it as teaching English for a clearly utilitarian purpose.

In fact, any type of learning should put emphasis on creating lifelong learning and self-dependent learners rather than restricting the learning process to classroom settings only. In this context, so many efforts have been done by specialists to prove the effectiveness of learner-centred classes in the field of ELT in general and ESP in particular. Hence, there is changes in the view of language learning from a set of rules to be transmitted from teachers to learners to a process in which the learner take more responsibility on his own learning and this what can be summarized as transforming students into autonomous learners.

Autonomy is the ability to take charge of one's own learning. It is a personal characteristic that can be fostered through SDL approach. This later can be defined as individuals' abilities to plan, manage, adapt, develop and change their own learning. However this do not mean that this process called for a teacherless learning. On country teacher play an important role in fostering self-directed learning and autonomy in language learning context.

Fostering learner autonomy and self-directed learning aim at changing learner's attitudes toward ESP classand making them more motivated and responsible in their quest. However the teacher should investigate first students' perceptions toward SDL and AL, their degree of responsibility and their readiness to develop them in their learning. Afterwards, looking for strategies that can be used to foster ESP learners to become more autonomous using SDL approach is highly recommended.

The present research investigation is carried out to answer the following questions:

1. **How can an ESP learner be autonomous in his learning?**

2. **What strategies can be used to help ESP learners becoming more autonomous using SDL?**

The afore-stated research questions are hypothesized as follow:

- **An ESP learner can be autonomous in his learning by relying on himself and his learning capacities taking the teacher as facilitator.**

- **From the strategies that can be used to help ESP learners to be autonomous are:**

_To use group discussions to create interest in ESP learners.

_To encourage creativity in language use among ESP learners by assessing home-based language tasks and projects.

_To promote class discussions and identify their expectations and recommendations.

In order to validate or reject the above-mentioned hypothesis and reach the main objectives of the research, a questionnaire was designed to 70 third year marketing license students from the department of Economic Sciences at Tlemcen University, and a structured interview to 6 ESP teachers from the same department. Teachers and students were selected to exemplify the sample population. This sample enables the researchers to gather both qualitative and quantitative data.

The present research is structured into two main chapters. The first one is outlined to provide a review on autonomy and self-directed learning. It firstly defines the approach of ESP with tackling the importance of English as a global language and the field of marketing in the world. It also provides an overview on autonomy; its definitions and levels, as well as SDL approach; its models and importance. The chapter involves the main factors that affect the mentioned process. At last, it puts

emphasis on both students and learners roles and their strategies used to foster SDL and AL in ESP.

The second chapter is concerned with the practical side of the research. It encapsulates the methodology and procedures for data collection, as well as the tools employed in this process. It describes each instrument including students' questionnaire and teachers' interview. It also includes qualitative and quantitative analysis of the data collected, as well as an interpretation and discussion of the primary findings in order to validate or refute the hypotheses. At the end of the second chapter, the researchers provide some proposals and suggestions based on the research results to promote autonomy and self-directed learning in ESP classroom.

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A review on Autonomous and Self-Directed Learning

1. Chapter one: A review on Autonomous and Self-Directed Learning

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1.1. Introduction

Globalization and innovation extended to cast a shadow over English language learning and teaching process in general and English for Specific Purposes in particular since this latter took the interest of several researchers and educators recently. As a result, new approaches of language teaching have been invented to put emphasis on learners-centered classroom. These teach students how to learn and prepare them to develop life-long learning skills. Among them Self-Directed learning process which transform learners from passive to active and autonomous, with more energy, motivation and responsibility to undertake their own learning .

Subsequently, the present chapter will highlight the importance of fostering autonomy using SDL in ESP context. Firstly, it will start by explaining the movement of ESP and shedding light on the importance of English as a global language. Then, it will provide definitions of both autonomy and SDL, their principles and importance as well. Afterward, the main factors that affect the achievement of these two processes will be tackled. At last, the chapter will explain both learners and teachers roles in addition to the strategies used to foster autonomy and SDL in ESP classrooms.

1.2. The Importance of English in the New Sciences

The term "Global" or "World" language refers to a language that is spoken on a global scale. A global language is the one in which people communicate with one another on a daily basis, such as in international organizations and diplomatic relations. Few languages in human history have progressed to the point where they can be referred to as a global language; one of those few languages is English. In fact, the English language has established itself as a global lingua franca, and it is becoming increasingly popular around the world. "Most people regard English as the only truly international or global language." (Crystal 1997). In addition, "it has become a symbol of our time, alongside globalization, social networking, economic integration, and the Internet" (Mauranen, & Raita, 2009, p. 1).

The English language of today is regarded as a modern weapon capable of opening doors in a variety of fields such as medicine, business, literature, art, and so

on. Indeed, any domain that necessitates the collaboration of scientists and physicians, such as medical sciences or issues confronting the global community must be compiled under a common language in order to share their new information and theories all over the world. In addition, airline pilots use one unified language which is English since it eliminates the need for air traffic controllers to be trained in the linguistic complexities of foreign languages. Moreover, if particular data are translated from one language to another, they may lose their real meaning.

The main reason for the spread and dominance of the English language in various sciences is that it is the mother tongue of the world's most sovereign and influential countries, namely the United States of America and the United Kingdom. Unlike other languages, English is considered as an official language in over 50 countries worldwide, and it is always regarded as the second language after the country's native language or the mother tongue. Furthermore, following the end of World War II and the loss of Germany, the dissolution of the Ottoman Caliphate, and the fall of the Soviet Union, the United States of America took control of all scientific papers in various parts of the world; Germany, Turkey, and Holland and translated them into English. As a result, the number of translated papers outnumbered those written in the researcher's mother tongue. Since then, and up to the present day, the majority of international researches have been published in English.

English is a versatile language in the sense that it shares many linguistic components with other languages, whether in terms of grammar or words, such as Arabic, which has more than three thousand roots in the English lexicon. As a result of its versatility, English has been impacted by the majority of the world's languages. In addition, this language is important since it adds a big number of new terms every year, such as words connected to social media like (vlog, blog), and it originally included roughly million words, so there are several words that can give the same meaning and this what indicates the richness of the language.

As the wide spread of English around the world has resulted in an increasing number of speakers of English, it has also led to a growing demand for teaching English. Cook (1994) maintains that "there is a mutual relationship between the spread

of English and the spread of ELT". So, " English is now the language most widely taught as a foreign language in over 100 countries" (Crystal, 2003). Block and Cameron (2002, p. 156) also confirm that "as demand for English grows, more providers of ELT service appear and competition becomes fiercer. "At last, being a global service industry, as suggested by Cook (1994), "ELT provides this service for a range of specialized areas through the field of English for Specific or Special Purposes".

1.3. English for Specific Purposes

The increasing need for a world language to stay up with the global changes in various fields such as the expansion of international trade, the integration of economy and therefore the advances in technology and science has resulted a need for specific language courses which paralleled the acceptance of English as the international language after the Second World War. Consequently, the demand for English language teaching has grown rapidly and students, academics, and professionals from various fields are required to use this global language. In this respect, the approach of English for Specific Purposes has emerged. In fact, it is of great importance to start with the main definitions stated by the linguists concerning ESP, its characteristics and types.

1.3.1. Definitions

According to the assumptions of Dudley – Evans and ST John (1998), English for Specific Purposes (ESP) gets its real start in the 1960s as one of the most active branches of Applied Linguistics in general and of Teaching English as a Foreign Language (TEFL) in particular. It is the common and well established teaching methodology that the language teachers truly use to realize and meet learners' particular needs. In fact," ESP is a new movement resulted of three basic reasons, which are classified as such; the demands for a new brave world, a revolution in linguistics and a new focus on the learner" (Hutchinson and Water, 1987p6-8).

According to Mackay and Mountford (1978p, 2) "ESP is generally used to refer to teaching of English for a clearly utilitarian purpose." In the same vein, Hutchinson and Waters point out that "ESP is an approach to language teaching in which all

decisions as to content and methods are based on the learner's reasons for learning"(Hutchinson and Waters.1987, p19). To explain, ESP is an approach that is totally based on the purpose "why does this learner need to learn a foreign language?" (Hutchinson and Waters, 1987-1992, p18) . That is to say, English should be taught to achieve specific language skills for learners in a manner that allows them to use and understand the English related to their area of specialty.

In the same line of thought, Robinson (1991p,2) states that generally the Students study English "not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes". His definition is based on the fact that ESP is a 'goal-directed' approach; its courses are developed from needs analyses which aim to specify students' goals that must be achieved across a limited time period in homogenous environment. In addition, Anthony (1997p, 9-10) argues that "some people describe ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or theteaching of English for vocational or professional purposes". So, this scholar adds ESP types to the already existed definition. To add more, Basturkmen (2006p, 18) asserts that in ESP "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments". This denotes that, ESP is different from general English; its role is to help language learners to set up the needed skills in order to use them in a specific fields.

To conclude, according the previous definitions, ESP is based on three harmonized aspects: the nature of language to be taught and used, the learners, and the settings in which the other two would occur. These must be connected and work together in order to establish a successful ESP course. So, ESP is the teaching of specialized English discourses to adult learners, who will use the language in particular settings, in order to achieve a utilitarian goal or purposethat in turn will fulfill additional personal goals for the learner. To understand more, it is of great importance to look for its characteristics.

1.3.2. Characteristics

Dudley-Evans and St. John (1997) attempted to state the properties of ESP under the two terms known as 'absolute' characteristics and 'variable' characteristics. These features emphasize the purposeful nature of ESP as an approach that shapes itself according to the learner's needs. From one hand, the absolute characteristics are those valid ESP values and principles. They can be described as the language teaching which is designed to fulfill the learners' specific needs and objectives by making use of the grounding methodologies and activities of the discipline it serves. It is centered on the language appropriate to those activities in grammar, skills, discourse, genre, etc. From the other hand, the variable characteristics are all those ESP features that are liable to vary or change. In fact, according to Dudley-Evans & St. John (1998:4), ESP courses assume a basic knowledge of the language system and can be designed for all learners' categories and disciplines such as adult learners either in an academic or professional level, young learners at secondary school level, intermediate or even advanced students, using a definite teaching methodology that is different than of general English and suits the needs of each specific group.

According to Hutchinson and waters (1987:19) "ESP should properly be seen not as any particular language product but as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". They added that ESP methodology "could just have been used in the learning of any kind of English." That is to say, although there exist several aims and different purposes of learning English, the way of learning may be same as they claim: "Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner" (Hutchinson and Waters, 1992: 18). Besides, Hutchinson and Waters (1992) also do not emphasize any appointed limits of students' level or age; they only assert learners' needs and specialists' knowledge and abilities of using the approach of English for specific purposes.

The previously mentioned definitions and characteristics show that ESP is based on learners' needs. On that basis, it can be clarified that this field of study has its own classification.

1.3.3. Types

Hutchinson and Waters (1987) establish one of the most common and useful theories regarding English language teaching branches with the "Tree of ELT", in which they classify ESP into three types: English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Studies (ESS).

Each one from the above mentioned types is related to a specific field of scientific knowledge like technology, business and economy, or the social sciences with its various studies. Moreover, each one of these is divided into two sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). In fact, Hutchinson and Waters denote that these two latter are closely similar and related to each other. They confess that "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job". (Hutchinson and Waters 1987: 16) However, Robinson (1991, p.2) make a clear borderline between them and claim that" a major distinction is often drawn between EOP (English for occupational purposes), involving work-related needs and training and EAP (English for academic purposes), involving academic needs."

From one hand, English for Academic Purposes (EAP) is the English applied in the basis of academic contexts. In fact, Jordan points out that "EAP is concerned with those communicative skills in English system" (cited in Jordan, 1997: 1).That is to say, EAP is related to study skills such as writing academic texts, taking notes and observations, listening to formal academic discourses and making presentations. In addition, this sub-branch of ESP is also divided into two other secondary branches; EAP that is designed to boost students in their studies and EAP that prepare them for the intended profession in an academic context. From the other hand, English for Occupational Purposes (EOP) covers situations in which learners are studying English

for work-related reasons. The courses are based on analyzing their specific communicative goals in their jobs. On this basis, EOP and EAP courses could be titled as: English for Business, English for nursing, English for accountants, and English for marketing…etc. This later is the main concern of the present study.
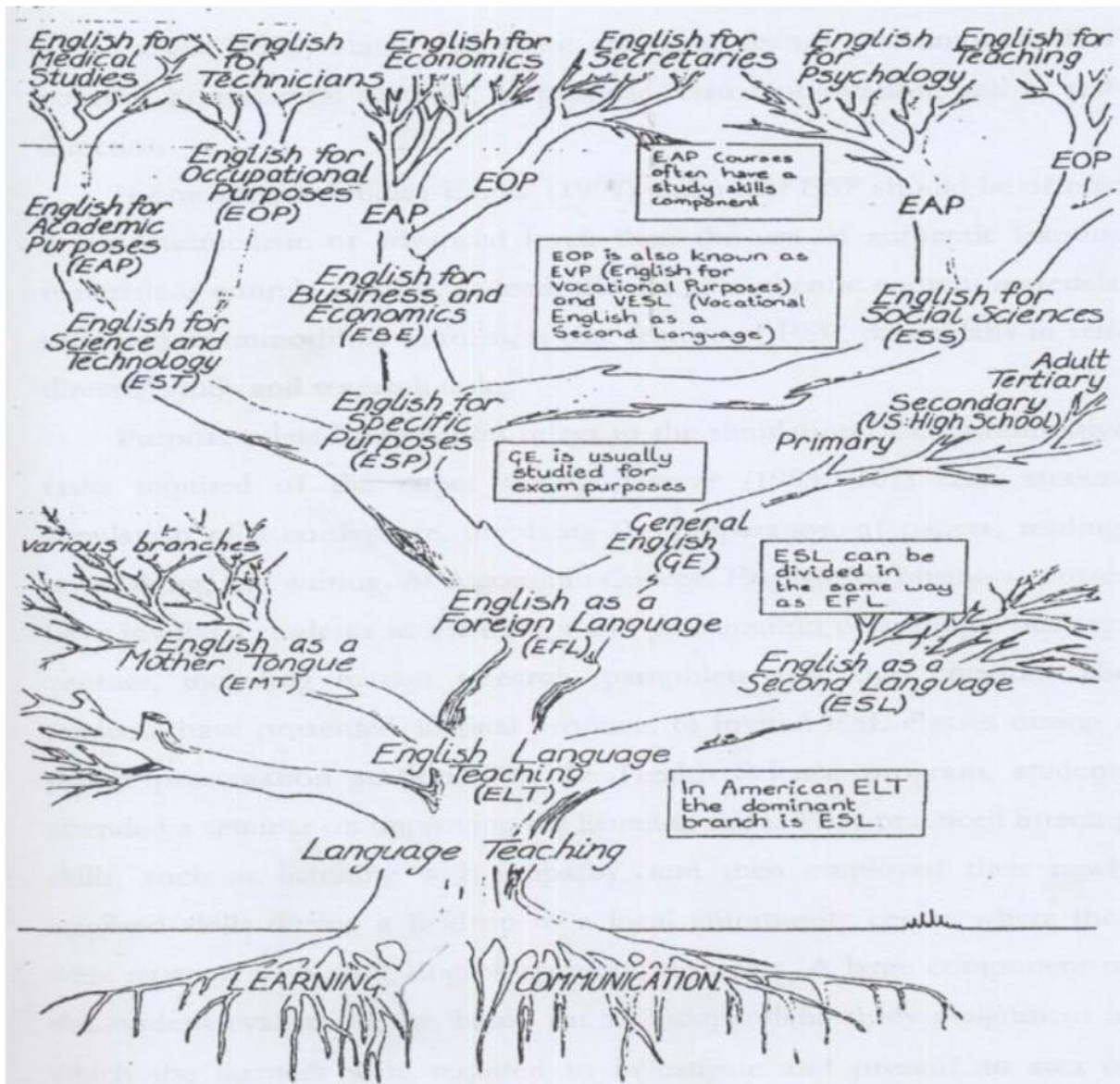

Figure 1.1. The Branches of ESP "Tree of ELT Implementations"

1.4. English for Marketing

Marketing is a significant discipline in today's world, as it is at the heart of the work of businesses of all sizes. It's the foundation for all projects and enterprises to succeed at all levels.

1.4.1. Marketing as a New Science

Marketing is described as a set of operations by which a corporation attempts to comprehend the needs of its customers and then seeks to meet those needs by delivering things that are suitable for them. The American Marketing Association defines it is "an organizational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relations in ways that benefit the organization and its stakeholders" (American Marketing Association, 2012, p. 7). In the same vein, Kotler (1991, p.91) claims that it as "the management process responsible for identifying, anticipating and satisfying customer requirements profitability". This means that marketing is responsible for satisfying consumers by providing them with benefits and revelations, and balancing their interest with that of the organization. Its purpose is to locate, attract and maintain clients. Their requirements and desires are revealed only through market researches and studies.

Marketing is one of the important academic disciplines. In which students explore a wide range of marketing-related courses such as studying marketing science principles, marketing science origins, consumer behavior in depth, product planning and development, digital and electronic marketing. In addition to all these areas, there others to as conducting marketing research, personal selling, and commercial promotion methods. Furthermore, the student learns a variety of computer-related disciplines, including computer-based tools that aid them in their field of study. This field of study is regarded as one of the most required disciplines around the globe. It provides marketing graduates with numerous job opportunities such as marketing assistant, sales representative, brand manager, social media manager, and market studies analyst... and so on.

Working in marketing necessitates a set of personal skills and qualifications. They are frequently found combined in the pioneers of marketing and business administration specializations, including: eloquence and rhetoric, culture of dialogue, memorization skills, quick wit, ability to persuade, accuracy, attention to minute details, creating a good network of relationships with others, analysis, master e-mail

formulations, the ability to attract customers by writing interesting content. The most important condition to all these aspects of marketing is fluency in English, both spoken and written, due to the effective role that this language that plays in the world in general and in the field of marketing in particular.

1.4.2. The Relationship between Marketing and English

Learning a foreign language in the field of ultramodern business has become one of the most important conditions for possessors of transnational companies and institutions, especially when it is spoken at a global position, whether to native speakers or as an alternate language to others. It appears that English is the most extensively used in the world and in the fields of commerce and marketing business in particular. It has been suitable to be the undisputed first language in the field of modern work since it is a flexible and comprehensive language for most of the special terms in various business fields and the global request in general.

The efficiency of learning English for all individuals in the modern labor market is a genuine investment that not only opens new doors for better employment, but also provides opportunities to reach the demands of the global market. In response, the need for major corporations and institutions to communicate and transact with one another on a global scale has prioritized the use of English as a foreign language, regardless the mother tongue of the country in which these corporations are located, because in addition to being the most widely spoken language, it is effective at describing business contents and requirements. Today, the world's major competing companies speak English, not only in external transactions, but also within the same company. As a result, it can be stated that it is one of the most important factors for the success of any company and any employee.

In its most basic form, business English is the professional English used for professional-language correspondence, the preparation of reports, discussions, presentations, participation or management of conferences and meetings, writing of formal letters and petitions, the use of telephone, e-mail, or face-to-face

communication with foreign clients or business partners around the world. Business English focuses on business-related topics rather than general topics, the following skills are required at a professional level for each job: the ability to provide professional communications in an English-speaking business environment, give a professional presentation in English, read, write, and understand formal English reports. In addition to the ability to write and send official emails in English, as well as delivering professional meetings and job offers in English. And finally, the ability to correctly pronounce general and special English phrases.

The relationship between English and marketing is so big and no marketing operations can be done without the use of this language. But at the same time, marketing is not the only science that needs English that is why one can find it everywhere and in any domain. For this reason, English becomes a global language. In fact, this globalization has an impact over learning and teaching.

1.4.3. The Impact of Globalization over Teaching and Learning

Globalization refers to the increased interconnectedness and interdependence of people and countries. According to Chen (2000),"it may refer to the transfer, adaptation, and development of values, knowledge, technology, and behavioral norms across countries and societies in different parts of the world". In the same line of thought, (Steger, 2013, p.7-8) claims that globalization is "the interconnections of global economic, political, cultural and environmental processes that continually transform present conditions institutions and policies at national and international levels that facilitate or promote such flows". This means that globalization leads to huge and unprecedented leaps in technology and other fields. It produces new values, ideas and interactions that are concerned with the change of all mankind's concepts and practices. In fact, interactions become digital and communication turns global, visible and electronic through the media. Moreover, industries and jobs wither to appear in the world of artificial intelligence.

The winds of change and globalization extended to cast a shadow over education in terms of curriculum and content. The roles, objectives, and pedagogies of

education changed, in addition to lot of parameters which over long periods of time represented stable pillars of the educational and scientific process. It was replaced by more effective and dynamic theories and models at the level of the educational performance of the teacher or the educational environment and its organizational and pedagogical components, to become more adapted to the challenges of globalization and the requirements of modernity.

For thousands of years, the ancestors of humankind remained dependent on limited resources and traditional methods of obtaining knowledge. But today, in the era of globalization, education is becoming characterized by a dynamic and constantly renewed nature, due to the acceleration of the movement of knowledge production and human communication, which led to an increased level of awareness and openness of students for new experiences and the world's changes. This is what led to the emergence of e-learning, virtual education, digital educational applications and modern technology which constituted the new tools of education. All of this has a wide impact on the nature of the teaching process, which prompts the need to modernize educational roles and tools and meet the challenges of the times. And that is possible by employing all energies and talents to make any student an interactive researcher and information maker, rather than just a recipient of it. And that is by motivating him to take the initiative towards learning with a kind of independence and self-efficacy commensurate with his level of ambition and future aspirations. It helps also to make him autonomous in his learning; the question to be asked is what autonomy is and what are its levels.

1.5. Autonomy

For the last 30 years, the concept of autonomy (AL) has been a major area of interest and a key topic of research in the field of foreign language learning and teaching. Much has been written about the definition of AL, why it is promoted, and what it means for language learning and teaching. Many sources argued that AL enhances the quality of language learning, prepares students for lifelong learning, and assists learners in making the best use of learning opportunities inside and outside the classroom. In fact, the term autonomy has sparked much debate because linguists and

educators have been unable to agree on what it actually means. For instance, Little (2015) claims that it is quite problematic to define AL and defines it as "a problematic term because it is widely confused with self-instruction". It is also a shaky concept because it is notoriously difficult to pin down precisely. As a result, it appears that there are some disagreements about the concept definition.

1.5.1. Definitions

The concept of autonomy was developed and introduced into the field of language learning in 1971, thanks to the Council of Europe's modern language project. The "Centre de Recherches et d'Applications en Langue" (CRAPEL) was created as a result of defining autonomy. (Benson, 2001: 8). It was developed at the University of Nancy in France by Yves Chàlon, widely regarded as the father of language learning autonomy. Following his death in 1972, Henri Holec assumed leadership of the CRAPEL. He brought more information about autonomy at that time. Thus, his works drew more attention than those of previous researchers in the field, such as Dewey, Freire, Rogers, and Vigotsky.

The current debate about learner autonomy in second and foreign language learning stems from Holec's 1979 book, "Autonomy and Foreign Language Learning," in which he says that "a learner that is autonomous is that who 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 decisions concerning all aspects of this learning." Holec (1981,p3) .According to this notion, learners take their first step toward autonomy when they acknowledge that they are responsible for their own learning. Furthermore, learners have the ability to drive their own learning by making all major decisions regarding its administration and organization. This can be accomplished by participating in all aspects of the learning process, such as determining objectives, selecting content materials to study, identifying tools and approaches of study, monitoring and assessing one's learning. Based on Holec's famous definition, which marked a watershed moment in the field of autonomy, learning autonomy can be defined as the learner's responsibility for his own learning.

Accordingly, Little (1991 p 3-4) claims 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." He adds a new crucial aspect to the definition of autonomy that was not stated earlier. This overlooked concern is consists of psychological qualities that are described as fundamental concepts in learning autonomy. Little states that the learner's autonomy will be demonstrated both in how he learns and applies what he has learned in a larger context. As a result, Benson (2001) supports Little's definition, indicating that it adds a critical psychological aspect to Holec's definition by describing autonomy in terms of control over the cognitive processes involved in effective self-management processes of learning.

On the other hand, Dickinson (1987) defines learner autonomy as decision making in a learning setting. He declares that autonomy tends to refer to the situation in which the learner is responsible for making decisions on his learning and putting them into action. In other words, he considers an autonomous learner to be capable of taking charge of his learning process, including the ability to choose learning content, techniques, and materials and even rate himself. (Dickinson, 1987 cited in The Application of Learner Autonomy, 2012 p95)

In the same vein, Lynch sees that "learner autonomy may be described as the degree to which learners are free to select their own learning materials and methods, practice language as far as they need, and produce written or spoken form of language when they get ready" (Zohrabi,2011:121). He acknowledges that the good shape of learner autonomy is owed to the complementary role that both students and teachers play in determining the sorts of activities.

As seen in all those definitions of autonomous learning, there are different levels raised by scholars concerning autonomy.

1.5.2. Levels

There is a widespread agreement in the literature that learners may be at various stages of becoming independent or autonomous. Several researches

revealed in the late 1990s that the concept of autonomy is a matter of levels. First, David Nunan (1997, as cited in Benson, 2006) proposes a five-level scheme for fostering learner autonomy in the use of learning materials:

Awareness: This process involves making learners conscious of the pedagogical targets and content of the materials used by the teacher in the classroom by identifying their own preferred learning styles.

Involvement: At this level, learners are becoming more engaged in their learning process. They are involved in choosing and selecting their own goals, as well as to determining their own learning path by making choices from a range of options to enhance their level.

Intervention: This stage pertains to students' ability to choose and decide which activities they will intervene in the classroom through the involvement in the modification and adaptation of the learning program's content and tasks.

Creation: It refers to the process by which studentsprogress from using or relying on previous learners' pathways to being able to develop and create their own goals and objectives.

Transcendence: It is the final level in which learners go beyond the classroom, making connections between course content and the outside world, as well as improving their learning without any guidance. Students at this level are referred to as "autonomous learners."

In order to clarify what has been mentioned by Nunan concerning the levels of autonomy, the following table gives more details about the levels, their content and the processes followed.

Level	Learner Action	Content	Process
	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles / strategies.
	Involve ment	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options.
	Interven tion	Learners are involved in modifying and adapting the goals and content of the learning program.	Learnersmodify / adapttasks.
	Creatio n	Learners create their own goals and objectives.	Learners create their own tasks.
	Transce ndence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond.	Learners become teachers and researchers.

Table 1.1. Nunan's Model (1997): Levels for Implementing Autonomy

Concerning the levels of autonomy stated by Littlewood (1996), he denotes that autonomy works on a hierarchy of different behavior levels in which an independent individual makes his own decisions. From one hand, at the bottom of the hierarchy, the low-level options govern a specific process and foster the execution of the activity.

From the other hand, the high-level options handle general activities, and are located at the top of the hierarchy of different behavior levels. For example, the following is the path of increasing autonomy in using and learning a language: Students start their first step toward self-consultation by choosing their own grammar and vocabulary through a controlled role-playing or simple information exchange. Then, they move to select the suitable communication strategies that fit their communicative objectives and make them achievable. After that, they can end up making more in-depth decisions about goals, learning strategies and learning context, as in self-directed learning and project work. At last, students contribute to the nature and progression of their curriculum and like this; they will be able to use language freely for conversation and learning in contexts outside the classroom.

In fact, autonomy is a personal characteristic that refers to students' ability to take charge of their own learning under the approach of self-directed learning.

1.6. Self-Directed Learning

Self-directed learning (SDL) is essential in today's environment and industry. Since the mid-twentieth century, it has piqued the curiosity and inquiry of scholars and practitioners in adult education. Indeed, it is a multidimensional construct that should not be confronted from one single angle. The most common misunderstanding may be in attempting to grasp the core of self-directed learning in a single definition. The issue is that self-directed learning is a complicated and conceptually vague term that overlaps with similar 21st Century skills like self-management, conscientiousness, and initiative, autonomous learning, self-planned learning, adults' learning projects, independent study, lifelong learning, and auto-didacticism. Since SDL is seen from different perspectives, a precise definition must be given to educators to purposefully teach and assess students' self-directed learning skills.

1.6.1. Definitions

Self-directed learning refers to individuals' ability to manage their own learning in order to plan, develop, adapt, and change in a digital, interactive, and global society. It is a humanistic approach to learning that originates from early work by Knowles

(1975), who is regarded as the primary educator under the concept of andragogy or adult learning. Malcolm Knowles (1975) established one of the earliest and most commonly accepted definitions of self-directed learning. In his opinion, it is a six-step process, it " describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes".

According to Knowles (1975), learners in practice should bear responsibility for their own learning. They must be able to identify their learning objectives and the necessary knowledge to attain them. Furthermore, students should be able to find and use relevant resources such as teachers, peers, books… to aid them in learning the required skills. They should reflect on their learning and be able to evaluate whether they have reached their learning goals, as well as to keep learning and overcome obstacles until those goals are met. During the whole overall process, the educator is in the background, aiding in the creation of a need for learning, as well as facilitating and encouraging the students.

In addition, Brockett and Hiemstra (1991 p, 24) investigate the concept of SDL, recommending that it is taught as both an instructional process and a personal characteristic. They separate these two areas of SDL by using different terms: the first one is self-directed learning, which refers to the instructional process or an approach to learning, and the second one which is learner self-direction; it refers to personal characteristics. In fact, SDL is defined as "the process in which a learner assumes primary responsibility for planning, implementing, and evaluating the learning process"(ibid), whereas learner self-direction "focuses on a learner's desire or preference for assuming responsibility for learning"(ibid). Brockett and Hiemstra (1991) combine these two domains and emphasize that SDL refers to "...both the external characteristics of an instructional process and the internal characteristics of the learners, where the individual assumes primary responsibility for the learning experience."

To conclude, SDL has been extensively debated and applied in a variety of educational contexts. Some authors define it as a learning process that includes a number of interconnected activities such as identifying learning needs, deciding on learning goals, applying learning methodologies and assessing learning outcomes. Others claim that the emphasis of SDL should be put on the learners' competence and readiness to assume charge of their own learning. As a result, the definitions vary depending on the scholar's attitude toward the subject. This process has been described as both a personal characteristic and as a process. As a personal characteristic, SDL indicates that individuals'are self-directed and independent; they are comfort with autonomy in the learning process. Whereas, SDL as a process is a learner-controlled approach to learning, in which a method of organizing instruction is used.

To understand the process of SDL, the given definitions are not sufficient. As a result, scholars attempt to develop a better understanding of this approach by explaining its models.

1.6.2. Models

Self-directed learning is defined as a learning process in which learners take the responsibility of planning, carrying out, and measuring their own learning experiences. It has taken a lot of interest in the literary works. As a result, researchers have attempted to develop a better understanding of this approach and how to promote it in educational settings. They have created three models to describe the process which are: linear, interactive, and instructional. The following one provides a comprehensive understanding of SDL.

1.6.2.1. The Linear Model

Early self-directed learning models are linear in nature. Linear models describe the essential pieces and the mechanism of SDL. In fact, they advocate that learners progressed through a stepwise order to achieve their goals and objectives. So, SDL is a sequence of interconnected learning actions. These models do not address the learners' personal characteristics, such as their capacity and desire to be self-directed learners.

Yet, Tough's (1971) and Knowles' (1975) linear models about self-directed learning are the best examples that emphasize the phases of this learning process. They stated that learners followed a sequence of steps to achieve their learning objectives in a self-directed way, with many components resembling the traditional teaching approach. These models put focus on the individual action plan, with or without the help of others, identifying their academic needs, establishing instructional objectives, classifying human and material resources for learning, selecting and applying effective learning strategies and measuring learning outcomes .

1.6.2.2. The Instructional Model

The interactive models describe self-directed learning more comprehensively than the linear models. This modeling technique necessitate the gathering of two or more factors to form an episode of SDL such as opportunities found in one's own surroundings, arranging conditions, learner personal traits, cognitive abilities, and learning context. In fact, SDL is a pedagogical approach that is mainly affected by learners' willingness and qualifications to take responsibility for managing and monitoring their learning. So, the interactive models provide extra light into crucial components that affect self-directed learning by concentrating on the learner's personality attributes and cognitive skills. These skeletons help people comprehend the contextual variables that aid, hinder, or adjust the purchase or implementation of new knowledge.

For instance, Candy (1991) suggests a model of SDL with two interacting dimensions. He claims that there must be a link among both self-direction as a process and self-direction as an outcome in order to accomplish the learning targets. In fact both of them "relates to four independent but complementary phenomena: (1) personal autonomy, (2) self-management, (3) student control, and (4) autodidaxy." Candy (1991:22–23) . From one hand, SDL as a process, Candy breaks it down into learner control and autodidaxy (self-teaching), pointing to the degree of control as well as the effective teaching methods within an institutional context. In this level, the educator has full authority over how the content is given, what's being studied, and what accomplishments are anticipated from the participants. From the other hand, SDL as

an outcome is made up of personal autonomy and self-management skills. It refers to learners' personal attributes, readiness and capacity to undertake one's own education in settings outside the formal institutional context. That is to say, the ability to determine what is to be learned, how, when and where learning activities will take place, and how the learning outcomes will be evaluated.

Moreover, Candy asserts that educators' use of suitable instructional strategies could foster the academic achievement of increased learner autonomy and ability to handle a Self - directed learning process. Also, he claims that "learners may have a high level of self-direction in an area with which they are familiar or in areas that are similar to a prior experience." (Candy 1991). As a result, instructors should be aware that a student who is self-directed in one circumstance may require more direction, encouragement, and supervision comparing to other learning situations. Additionally, Candy argues that the progress of self-directness in students is the primary objective of learning, so a focus must be held on helping learners to develop their qualities of moral, emotional and intellectual autonomy. Finally, he notes that learning in its broadest sense is a social activity, and that achieving full personal autonomy either in or out of learning must recognize the interconnectedness between the learner and outside world. "This SDL model appears to bridge the gap between widespread SDL studies in the [1980s] and the need for future path." (Roberson 2003p28).

From another perspective, Brockett and Hiemstra established the "Personal Responsibility Orientation" model (PRO). It gives a basis for explaining self-direction in learning. This paradigm has three interactive components: personal responsibility, learner self-direction, and self-directed learning. To begin, it emphasizes that learners must undertake personal responsibility for the teaching-learning process, which is reliant on learner self-direction (i.e., learners' willingness or attitude to assume responsibility for learning). Second, the educator uses self-directed learning as an instructional process to assist learners in "planning, implementing, and evaluating learning" (p.28). Brockett and Hiemstra also stress that individuals do not learn in solitude and that the social facets of learning are important though too. Then as result, they assembled process and human characteristics, along with social environment.

On the other hand, Garrison's (1997) model attempts to broaden the field of view of SDL. He believes that most other models focused on "exterior control and management of learning activities," with little consideration given to the learning process itself (Garrison 1997). He asserts that "without the psychological or cognitive dimension, the emphasis is on teaching rather than learning." Garrison incorporated three dimensions that interact to achieve and reflect a meaningful approach to SDL. These latter's are: dimensions of learner self-management (control), self-monitoring (responsibility), and motivational elements (entering/task).

Garrison (1997) emphasizes the significance of differentiating responsibility from control. The former refers to self-monitoring which entails students taking control of the learning situation in order to achieve their learning goals by putting emphasis on goals, setting, resource utilization, collaborative effort with others, and external learning support. The latter pertains to self-management. In other words, it is student' ability to arrange and adjust their thinking before engaging in deep reflection and integrating new knowledge with pre-existing one. These notions go hand in hand with the motivational factors during the whole learning process. Indeed, he points out that educators must recognize the difficulties students encounter in assuming responsibility for their learning when they lack authority over the learning process (Garrison 1997). So, he must empower them to manipulate and control certain facets of their learning. Yet, they will be more motivated to complete a piece of work if they can choose their own theme for an assignment.

1.6.2.3. The Interactive Model

Some authors define SDL in terms of instructional methods. These frameworks are used by educators in formal contexts to incorporate self-directed learning methods into their courses. They want to promote students to be self-directed and self-reliant. Although most of the other models for SDL concentrate on adult learning, Long's model (1989) is centered on younger students. It focuses on how pedagogical and psychological controls interact. The former refers to the extent to which students have the flexibility to select learning objectives, explore supplies, and set the style of evaluations. The latter is concerned with students' readiness to sustain energetic

control over the learning process. Long's model is built all over control. He argues that the amount of control granted to students will enhance their SDL skills. Yet, instructors can give them control around certain facets of their learning, such as the selection of topics for tasks, the use of innovative learning resources, and diverse learning strategies.

From another point of view, Grow's self-directed learning instructional model is also known as the "Staged Self-Directed Learning Model"(SSDL). It is a concept for teachers that could be used to help students progress from being "less independent" to "more independent" in their learning. It posits that learners progress through four stages of increasing self-direction with the aid of a teacher: "stage one, dependent; stage two, interested; stage three, involved; and stage four, self-directed" (Grow 1991, 1994). At the same time, the role of the teacher in "stage one is authoritarian/coach, stage two is motivator/guide, stage three is facilitator, and stage four is consultant/delegate." Grow (1994) proposes a set of learning activities that teachers should introduce to learners at various stages of learning to assist them develop their self-direction and become active and independent learners with the collaborative efforts and facilitation of teachers. As a result, the model's goal is learning how to learn, comprehending what is worth understanding and interpreting the purpose of learning.

At last, Oswalt is aware of the importance and benefits of the previous models and their concepts in understanding and implementing SDL, but he claims that each one of them provides only a narrow view of it. So, after analyzing them, he points out that all the components of the existing models should be combined and worked together to provide a complete picture of SDL process. As a result, he creates a model of nine key concepts concerning SDL, these are: opportunity, support, collaboration, SDL skills, content skill, willingness to control one's own learning, motivational and contextual factors. Indeed, these identified concepts are divided into three groups: (1) learning situation, (2) components of learning and (c) students' attributes.

Firstly, learning situation includes opportunity, support and collaboration. In fact, Oswalt claims that in order to foster SDL, the facilitator must be interested in

giving students opportunities and support them to direct their own learning by providing them with the expertise, guidance and materials. As well as creating a positive atmosphere that allow students to engage in collaborative learning experiences.

The second group is "learning attributes". It integrates SDL skills, content skills and willingness. To explain, students will be more willing to investigate time and effort to direct their own learning in a specific area if they have mastered some basic skills or acquired an interesting knowledge within it. So, SDL can occur successfully when students are willing to develop the SDL skill after mastering some content skills in a precise area.

The last group is referred to as "the components of learning". It is composed of cognitive skills, motivational and contextual factors. Actually, the cognitive factors of learning include "critical self-reflection on both the individual's learning process and the knowledge and skill the student is attempting to master"(Oswalt 2003). Additionally, in the process of SDL, motivation plays an important role. It may refer to students' confidence and volition to succeed despite all the hindrances that could be faced. The last factor that can affect SDL is the contextual one. It embraces all the factors in the learning environment over which the student has control. To conclude, Oswalt notes that all those concepts work hand in hand, that is why; students must take them all into consideration in order to be effective self-directed students.

From the given models do not only provide a deep understanding of self-directed learning process, but also clarify the importance of this approach in today's world.

1.6.3. The Importance of SDL

Most modern educational fashions prove that proponents of the self-learning philosophy believe that learning stems with assisting the learner in developing his own skills and talents correctly, and this is the cause for his success across his whole life. In overall, the goals of self-learning can be delineated in a number of ways, which are summed up below:

- Self-directed learning expands students' capacities to interact with one another and with the rest of the world. They share and report their knowledge using a variety of aesthetic mechanisms, which helps to hone their visual creative abilities. As a result, students reflect more intuitively about their goals and their destined audiences, to become more effective modern communicators.

- Self-directed learning helps to learn how to use the online services to maneuver, assess, and interpret information. Furthermore, they carefully consider their references in order to identify data that they can understand and gain knowledge from, as well as to detect out unsuitable or useless resources that may divert them from their chosen career path. Finally, students become more accountable and technologically savvy learners who take a proactive approach to how they connect with and exploit internet tools.

- Self-directed learning allows students to practice cognitive strategies on their own. They obviously read with a question in mind and invoke curiosities along the way; they attach to their prior knowledge and framework; and then manage their understanding once measuring passages with which they deal. When reading texts, they also identify the most significant pieces of literature to aid them concentrate inquiries and deduce extensive vocabulary and construct meaning. Finally, they summarize everything they've learned into an overview of their new knowledge.

- Self-directed learning reinforces problem-solving creativity. Students may not possess instantaneous access to the technology or resources they envisage, so they must be adaptable and flexible thinkers. They get to be more at ease with limits imposed and relish the challenge of being skillfully creative, reaching their full potential with whatever they have, and incredibly proud of themselves in the process.

- Self-directed learning allows students to teach themselves the most important skill for becoming lifelong learners which is the knowledge of how to learn. Students are given the freedom to choose with who, what, where, and how. They have the option of working entirely autonomously or with a rotating companion. They can work in the classroom, a private room, a common place, or the library. They can decide whatever they desire to study and however they prefer to express their new knowledge. This

flexibility helps students to locate their proximal zone of learning physically, socially, intellectually, and emotionally by promoting meta-cognitive awareness and self-advocacy along the way.

- Self-directed learning helps students to gain clarity about what they are doing and how they intend to attain it. As the year progress, their level of autonomy as well as their initiation and capabilities grow. Simultaneously, the predominant role of the teacher is that of a connector, facilitator, and intellectual trainer. His final task, on the other hand, is to boost and force the developmental outcomes in each inquiry.

- Self-directed learning enables individuals to improve their self-confidence, autonomy, motivation, and lifelong learning skills. It promotes students to be deep learners by transforming them into energetic participants in the learning process.

There are several factors that affect students' progress in achieving self-directness and autonomy.

1.7. Factors Affecting Self-Directed Learning

SDL is the individuals' abilities to manage, develop, adapt, change and plan their own learning in a digital interactive society. Indeed, several factors affect learners' progress in achieving their goals through this process. Among them, the psychological factors including motivation and anxiety that are considered as the essential basis of SDL. As well as, the technological factors that play the role of the primary driver of various fields in world; most importantly in ELT and ESP.

1.7.1. Psychological Factors

The domain of psychology has been identified as a critical spot in language learning domain. On this foundation, there are two major psychological elements that seem to have a significant impact on how people learn and react appropriately to learning experiences. These features are: motivation and anxiety.

1.7.1.1. Motivation

The first psychological factor is motivation. It is defined as "the process by which goal-directed activity is elicited and sustained" (Pintrich&Schunk, 1996). In

fact, scholars have paid close attention to motivational analysis in the context of learner autonomy, as Murray claims: "motivation is a necessary condition for autonomy" (Murray et al, as cited in Mailbi, 2013p24). It has been regarded as an energetic condition in the phase of autonomy, Ushioda (1996) notes that: "without motivation, there is no autonomy" (as cited in Liu, 2015). Furthermore, Spratt, Humphreys, and Chan (2002, as cited in Liu, 2015) identify a connection among both autonomy and motivation; they agree that more motivated language learners tended to engage in more autonomous learning practice outside the class.

Learners can be motivated in a variety of ways, depending on their individual necessities. According to Harlow (2007, as cited in Boyno)," motivation is dependent upon students' interests, successes, and it changes from one class to another, from one teacher to another and from one day to another". According to this viewpoint, investigators have divided it into 2 components that are linked to learner perceptions forward into their learning process. The first type of motivation is intrinsic motivation, which is associated with learners who are willing to take part in doing efforts and who acquire knowledge for the sake of learning. The second type of motivation is extrinsic motivation, that includes learners who are forced to learn or just would like to be praised for learning (Vallerand ,1997, as cited in Mailbi 2013:25).

Self-directness is a type of learning that does not end with completion of a new task or a specific educational stage. In fact, learners need love and desire for learning, in addition to being empowered and motivated to make decisions and achieve their learning goals. Motivation plays a key element role in this type of learning as it seeks to provide the elements of impulse and perseverance to face challenges, find solutions to the problems raised, and strive to achieve a high level of proficiency in the studies area.

At last, there is a complementary relationship between motivation and SDL. In fact, this latter emphasizes that learners should have a high level of motivation during the learning process to increase their energy and level of activity to achieve their goals according to their capabilities. Simultaneously, learners' motivation would be enhanced and deepened through the past achieved experiences in the learning process,

as well as the high degree of learners' self-confidence and autonomy that would be automatically strengthened by applying the principles of SDL.Finally, research shows that motivation directly influences how oftenstudents use language learning strategies which play a crucial role in developingautonomy (Oxford &Shearin, 1994).

Motivation is considered as a positive factor that helps and enhances students' self-directed learning, but at the same time there are some features that affect their progress negatively and impede their development in the studied area. Such as "anxiety" which is regarded as the common problem is language learning domain.

1.7.1.2. Anxiety

Anxiety is regarded as the second psychological factor that has a discernible impact on learning. Foreign language classroom anxiety is an emotional state of stress and fret affiliated with learning a foreign language. This type of anxiousness, which is widespread among adult learners in the lecture, can have a negative impact on learners' productivity. According to Horwitz : "not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education (Horwitz, 2001, p113 as cited in Savaskan, 2017). In this view, it is noted that "generally speaking, language anxiety has been viewed as a particularly negative psychological factor in the language learning process by many of the researchers and academics who have considered its impact on learners" (Daubny, 2005, as cited in Savaskan, 2017).

According to some investigators, most students regard language courses as the most stressful of all subject areas and a hindrance to their consciousness (Campbell & Ortiz, 1991; Horwitz et al., 1986, as cited in Boyno, 2011p, 66). Onwuegbuzie and colleagues (1999, as cited in Boyno, 2011) stated that foreign language anxiety arises when there is an unavailability of individual optimism, self-esteem, readiness, and motivation, which can be viewed as an obstruction to learner autonomy. Furthermore, researchers such as Boud (1985) see anxiety and lack of self-confidence as issues that severely hinder students from making important decisions during their learning

process. Yu (2006) (as cited in Boyno, 2011) holds that confidence and conviction are necessary for achieving higher levels of responsibility and autonomy.

1.7.2. Technological Factors

According to Lee et al. (2005), English language teaching can be greatly enhanced and created more beneficial with new technology by focusing on gaining and maintaining students' attention through the use of a sense of innovation, diversity, self deprecation, and suspense, all of which will provide students with a great deal of satisfaction through intrinsic motivation. In fact, hey go on to say that modern technology has a great potentiality for making lessons more appropriate to students' lives by aligning interests and connecting them to the course objectives. Finally, they claim that by using accessible technology; students will be encouraged to improve their confidence and competence in order to take personal responsibility for their learning.

Indeed, technology including computers and the Internet seems to encourage learner autonomy in the sense that it establishes the desired environment for learner autonomy to develop. Learners gain from working at their own rate and studying where and when they want. Furthermore, it contributes to the development of learners' language learning techniques by exposing them to rich real language input in a social setting that benefits the target language's growth. In fact, students must understand the value of acquiring life-long skills that will enable them to learn for the rest of their lives. In this context, the new technologies are seen as potential tools to encourage learners to take increasing responsibility for their own learning both inside and outside the classroom. Finally, with the help of a diverse set of tools. Finally, learners learn how to make decisions about their learning needs, acquire information, and construct their own knowledge base with the support of a wide range of learning materials available on the Internet (Heide&Stilborne, 2004).

The mentioned factors affect the achievement of learners' autonomy in an obvious way, but the main feature that promotes this process in ESP is by being aware

of both teachers and students roles in SDL environment, as well as the best strategies used for doing so.

1.8. Autonomous and Self-Directed Learning in ESP

"Give a man a fish and you feed him for a day, teach a man how to fish and you feed him for a lifetime"; according to this famous Chinese quotation, it is obvious that any type of learning should put emphasis on creating a life-long and self-dependent learner rather than straitening the learning process to the classroom setting. In fact, so many efforts have been made by specialists to prove the effectiveness of self-directed learning approach in foreign languages teaching/learning in general and ESP in particular. In this context, Hutchinson and Waters (1987) in their part, stress the prominence and effectiveness of learners in designing and realizing the ESP course. But, as far as ESP students are concerned, teachers' role must not be ignored; Dobrota (2009, p511) declares that since ESP students are urged to master the professional English, they "need to be given necessary guidance to become autonomous learners, able to cope independently with the various challenges in their working environment". So, with the massive interest in SDL, new roles for both teachers and students are required. Tough (1967) argues that there must be a switch of responsibility from teacher to learner in order to achieve the SDL.

1.8.1. Teachers' Role

There was a common misunderstanding that autonomous learners learned without the assistance of a teacher. However, "autonomous learning is by no means teacherless learning" (Xhaferri et al., 2015:56). As Little (1994) observes, offering freedom to learners in autonomous learning settings does not imply neglecting teachers' responsibility in the language classroom. In fact, negotiation and cooperation between teachers and students are essential in autonomous learning. According to Little (as cited in Djoub, 2017), "learner autonomy does not rise spontaneously from within the learner but develops out of the learner's dialogue with the world to which he or she belongs" (Little, 1994:431).

The shift from traditional learning system in which the teacher is the main focus to of the educational process to a self-directed learning system necessitates a radical transformation in the roles and functions of the teacher. In this line of thought, Voller(1997) points out that the role of teachers in autonomous learning is generally viewed as that of a facilitator, counselor, or resource.

•The teacher as a facilitator: The teacher's role is to guide classroom activities and assist students in planning their learning for the long and short term. This can happen through identifying learners' tendencies, abilities and attitudes; and working to develop these latters both through direct observation and by relying on tests and measurements to identify learners' psychological characteristics. At last, the teacher must be able to establish collaborative relationships with the students and ensure that all of them are mindful at all times.

•The teacher as a counselor: Learners must be able to make sound decisions. So, the teacher argues students to select and use the best instructional methods, as well as to innovate the educational programs they need. He also gives them opportunities to control the study materials by subtracting their opinions and points of view. At this level, teachers must be careful to not guide students indirectly to strategies that go to their own preference.

•The teacher as a resource: the teacher's role is to assist students in becoming acquainted with their learning style and developing awareness of the various learning strategies introduced to them in order to mentor them to relevant learning materials.

It is crucial to mention that teachers must be familiar with the multiple levels of autonomous learning. There are learners who require more guidelines than others, and there are tasks in which learners rely on the teacher. So that learning is dependent on social contact, learners can also contribute to their own autonomy, as demonstrated in the following section.

1.8.2. Learners' Role

Self-directed learning seeks to develop individuals' abilities to control different educational attitudes and make decisions concerning their learning, as well as their

level of autonomy. In fact, Little (1993), as cited in Jabou (2017), asserts that autonomy is a fundamental human capacity, so all learners are autonomous except if there are constraints that hinder them from being so. As a result, autonomy means that learners strive to follow their own ideologies in class; they try to take some responsibility for gaining knowledge on their own. So they play the essential roles in the learning process.

According to Holec, learner autonomy is "the ability to take charge of one's own learning" (Holec, 1981:3). His famous definition of the AL process clarified learners' role. That is to say, autonomous learners would be responsible for (a) establishing their own learning goals, (b) defining the components and advancements of their learning, (c) picking the techniques to be used, (d) monitoring the procurement process, and (e) evaluating what had been acquired. Accordingly, learners' role in self-directed learning process can be summarized as such: responsibility, freedom and personal abilities.

- Responsibility: The learner is responsible for defining his goals and needs, along with making decisions about the strategies and methods to be used in his learning.

- Freedom: The autonomous learner must work without the supervision of the teacher. This latter must be considered as the last resource to look for when the learner has a problem or even needs consultations. Thus, the learner has the freedom to choose when? Where? And how to learn.

- Personal abilities: They are reflected in a learner's abilities to develop himself and his skills, as well as his adequacy to measure and evaluate his learning process.

As a result, the learner's contribution in achieving autonomy is controlled by a number of actions that entail cognitive factors and are motivated by their perceptions, fundamentals, and perspectives on language learning. As a result, learners must not only be motivated and make sense of language and how they should learn it by developing learning methodologies, but they must also seek to understand

themselves; their necessities, desires, challenges, etc., what is intended of them in this process, and the other actors involved.

To summarize, autonomous learners must be motivated and ready to take charge of their learning while also realizing the benefits of doing so. Furthermore, autonomous learning necessitates learners' active participation through the independent and collaborative work. This involves their designing, monitoring, and measuring their learning. As a result, autonomous learners must constantly mirror on their own learning and make the required recommendations to ensure it.

1.8.3. Strategies for Promoting Self-Directness in ESP

ESP is a learner-centered approach that necessitates a shift from teachers' authority to learners' total control over their learning process. Yet, to promote this transmission, several language learning strategies can be used. In fact, Wenden (1998) claims that "language learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so". That is to say, language learning strategies are sets of steps, plans and routines used by all learners consciously or unconsciously to smooth the acquiring, storage, restoration and use of the Information in language classrooms.

According to O'Malley et al (1990), language learning mechanisms can be classified into three groups: social affective strategies which are used to diminish anxiety and enhance self-motivation and for collaborations with others; cognitive strategies such as translation and note-taking, these ways are applied to handle information to be learned; the last one is meta-cognitive strategies. This latter is defined as competencies used for monitoring, organizing and evaluating learning activities.

Therefore, it could be maintained that the meta-cognitive strategies are the one that must be depended on in an autonomous learning. According to oxford, the use of language learning strategies make the learning process more "self-directed", that is to say more autonomous. Learning strategies are regarded by Oxford as**: "specific actions taken by the learner to make learning easier, faster, more enjoyable, more**

self-directed, more effective, and more transferrable to new situations." (Oxford, 1990: 8).

In the same line of thought, Wenden (1998) illustrates five meta-cognitive strategies that can be applied by learners to foster their level of autonomy:

- Directed attention: determining in advance to concentrate on general aspects of a task.

- Selective attention: paying attention to specific features of an activity.

- Self-monitoring: checking one's own performance.

- Self-evaluation: contrasting one's performance in to one's own standards.

- Self-reinforcement: recompensing oneself for success. (cited by Dobrota, 2009, p.505)

In fact, adult ESP learners need the appropriate guidance to become autonomous learners capable of taking charge of their own learning. So, teachers must use some techniques to teach students how to learn rather than what to learn, they teach learners the language learning strategies explicitly. Indeed, to relate teacher roles in fostering learner autonomy to the foreign language learning, Little lists the following steps that must be undertaken:

- Using the target language as the primary medium of classroom communication and asking students to do the same.

- Immersing learners in a never-ending search for outstanding learning activities that are shared, discussed, analyzed and assessed in front of the entire class.

- Assisting learners to set their own learning goals and select their own learning activities, as well as facilitating debate, analysis and evaluation.

- Requiring students to define their personal goals and work collaboratively in small groups to achieve them.

- Asking learners to preserve a written record of their learning; plans of lessons and projects, lists of important vocabulary, and any texts they create.

- Including students in regular assessments of their progress as individual learners.

Language learning strategies enable learners to correct themselves, evaluate their learning, and apply the knowledge obtained in the class outside of it successfully. Those mechanisms help to in promoting autonomy in ELT in general and ESP in particular.

1.9. Conclusion

To conclude, most of the previous studies highlighted the importance of fostering autonomy and self-directed learning in language classrooms. This chapter has basically reviewed the theoretical framework of the two mentioned processes including their definitions, basics and importance. It provides a clear understanding of how autonomy can be promoted in ESP contexts using strategies for SDL with the help of a collaborative work between teachers as facilitators and students.

CHAPTER TWO:

Research Design and Analysis

2. Chapter Two: Research Design And Analysis

2.1.   Introduction

2.2.   Research Design and Procedures

   2.2.1. Case Study

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2.1. Introduction

This chapter aims to cope with the practical side of the research relying on the processes dealing with the data collection procedures and the data analysis as well. Whilst undertaking this work, the researchers' account is on the targets of the research in the procedures and the different research instruments utilized in collecting, analyzing and then interpreting data. The first part of this chapter is to describe the methodology applied to carry out the present study. It involves the objectives of the study, the research design, the sample population as well as the methods of data collection and the tools addressed to each population. The next part deals with the data analysis in which the researchers describe, illustrate and evaluate the findings that are collected by the use of different tools, then with an interpretation of the findings. In addition, the researchers provide justifications for the choice of any procedure. By the end of this chapter the researchers provide some suggestions and recommendations for promoting learners' autonomy and self-directed learning.

2.2. Research Design and Procedures

Many scholars have described the research design, however all the definitions refers to the same meaning .Where fore, it is considered as a set of methods , techniques and procedures to conduct a study . According to Gay and Airasian (2000), " a design is a general strategy for conducting a research study . The nature of the hypothesis, the variables involved, and the constraints of the real world all contribute to the selection of design." In this context, the research design is roadmap that guides the researcher to carry out the study systematically by integrating various elements in a coherent way. Moreover, It shows the investigator how to collect data, which instruments should be used and how to analyze data . Therefore, undertaking appropriate methods and procedures is a significant and initial part for a research design to determine the data collection.

2.2.1. Case Study

The case study is a research methodology which provides researchers with explanations of the reasons of a specific phenomenon and draws a conclusion by

supplying suggestions and recommendations. It is a "a strategy for doing research which involves an empirical investigation of a particular phenomenon within its real life context" (Robson, 1993:146). The case study implies both qualitative and quantitative data. Moreover, it aims to generalize the research outcomes as stated by (Nisbet and Wall, 1984 quoted in Bouklikha, 2016:39): "a case study is a specific instance that is frequently deigned to illustrate a more general principle".

In the present work, the researchers undertook a case study of third year License Marketing students, in the Department of Economic science's at Tlemcen University. The purpose of this study is to explore the concrete utilize of autonomous and self-directed learning in ESP classroom. Evenly, the research intended to reach active and independent learners in the classroom and outside as well as improving the level of autonomous learning. Therefore, to achieve the objectives of this work and in order to collect both qualitative and quantitative data, the researchers used one research method composed of a questionnaire and structured interview.

2.2.2. Sampling

2.2.2.1. Students' Profile

The target population refers to a group of individuals which the researcher builds his research on in order to determine the value of data collected. Yet, it is difficult to collect data from every member of the informant , for instance , "the source from which data drawn to answer the research question (s) and/or test any hypothesis that might be made. The sample consists of one or more cases"(Fred and perryJr, 2005p55)., Hence, the researcher worked with a representative sampling paradigm which relies on a large population in order to generalize the research findings and make a conclusion.

Actually, the researchers used a probability random method to generalize the research outcomes meanwhile minimizing the sample bias. The target population in this study is the third year License Marketing students, during the academic year of 2021-2022 in the Department of Economic sciences at Tlemcen University. The target

sample covered 70 ESP students and 6 ESP teachers. The questionnaire was addressed to students and the structured interview for teachers.

The researchers conducted this study on students of third year License Marketing. The study participants numbered 70 consist of two groups with the same teacher. The number of students who participated is 36 (20 from the first group and 16 from the second one), since they were the only ones who answered the questionnaire. Each group was composed of both genders at different ages. Actually, what observed is marketing students' awareness of the importance of English and its place in the world. Thus, they consider it a means to serve their economic purposes in the future and improve their business transactions. Moreover, they are conscious enough that English is the key to open the world gates.

2.2.2.2. ESP Teachers' Profile

The second group of informants is consisted of six ESP teachers. They all answered the interview. Three of them are doctorate students. Teacher A has an international diplomat from USA's University, as well as he is an instructor in a private school and instantly he is teaching ESP as partial-time teacher at the Department of Economics, Management and ST. Teacher B is a lecturer of international management of companies and international marketing at Tlemcen University. Moreover, she has another degree from Cambridge University in Methodology and English Language. In addition to that, they are preparing for their doctorate. Teacher C has a magister degree. The rest of the teachers have doctorate (MCA) with more than 10 years of experience.

2.2.3. Instrumentations

Data analysis is the fundamental step in any study carried out by the researcher. To do so , the researchers use two research instruments that suit the situation to collect information in an organized manner and a systematic way . As a bottom line, the findings obtained from the instruments of research would be analyzed at the end in order to confirm or reject the hypotheses. It is said that "the backbone of any survey is the instrument used for collecting data" (quoted in Mackay and Susan,

2012p75).Subsequently, researchers utilized two different tools to gather information. The first one is a questionnaire conducted to Third year License Marketing students,(36 students) while the other is a structured interview addressed to ESP teachers (6 teachers) .

2.2.3.1. Students' Questionnaire

The questionnaire is a fundamental tool which is composed of a series of organized , structured and clear questions addressed to a given group of informants . The aim of the questionnaire is to gather qualitative and quantitative data. In the same vein , Nunan (1992p 231, quoted in Khelladi, 2013p72) points out that: "A questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject". Moreover, the questionnaire provides reliable information since it preserves the privacy of the participants and this is what encourages them to answer . Hence, in the current study, researchers saw the questionnaire as appropriate to collect data about students, taking into account their large number and the time and effort expended as well.

The questionnaire (Appendix A) begins with a brief explanation about the concept of self- directed learning of the English , then it is followed by a set of questions , mainly 12 questions. These questions are of two types: 6 close-ended (yes/no) questions, and 6 multiple choice questions, including open sub-questions to allow the students to express themselves comfortably and provide more qualitative data which enhance the research study. The first question aims to determine the level of students, while the second question was about the background in which the students acquired English. However, the third and fourth questions were about the responsibility shared between teachers and learners to reach the learning process . Thereafter, the remaining six questions focused on self-learning and the student's role in the classroom. The questionnaire was concluded with a question to find out the most needed skills in order to achieve the process of learning.

2.2.3.2. ESP Teachers' Interview

For the second group of informant, the researchers used the interview as a means of collecting quantitative and qualitative data from teachers . The interview is an important common research instrument used to collect data about a specific topic. It is conducted as a meeting between the researchers and the informants, when they ask them a set of questions and they respond . In this context , Duff (2008p134) mentions that: "Interviews are one of richest sources of data in a case study and usually the most important type of data to be collected. Interviews provide the researcher with information from a variety of perspectives".

In fact, there are three distinct types of interviews : structured, semi-structured and unstructured interviews . In this study researchers used a structured interview. It was defined by Berg (2001p69) who says that "The standardized interview uses a formally structured schedule of interview questions. The interviewers are required to ask subjects to respond to each question". Thereby, the questions of the structured interview are well organized , standards and prepared in advance. Then, all the informants were asked the same questions. The interview helps researchers and participants alike, as it shortens the effort and time for the researchers and gives the participants plenty of time to express their answers and suggestions. It aims to collect the largest amount of different information, both quantitative and qualitative data , in order to complete the research in the end by comparing , extrapolating and analyzing its results.

Concerning the current study, the teachers' interview (Appendix B) started with a brief overview of the concept of learning autonomy in ESP . Actually, The interview composed of 13 questions . These questions are of three types: 2 close-ended (yes/no) questions, 7 multiple choice questions and 4 open ended questions . Yet, the close-ended questions and multiple choice questions are followed by some open sub-question to permit teachers to provide more qualitative data and suggest solutions and recommendations . The first question was directed to the teachers to know their experience in teaching ESP . Then, second, third and fourth questions were about the skills most needed by students in the classroom and the role of the teacher in the

during the instruction . The following seven questions revolved around self-directed learning and the importance of learning autonomy in ESP. Thereafter, the interview ended with three fundamental questions that gave teachers the opportunity to provide solutions and suggestions they deem appropriate in order to promote self-directed learning in ESP classroom

2.3. Data Analysis

Data analysis is the main phase in which the research revolves on . After rising up the hypotheses of the study, the researcher works to confirm or reject it used to gather information in order to analyze the outcomes of the students and teachers' questionnaires as well as. Thus, the study relies on a mixed method approach (quantitative and qualitative data) . However, data analysis is the fruit that is reaped at the end. the researchers wanted to know the extent to which students are engaged in an ESP classroom to improve their self-directed learning , as well as to promote the level of autonomy where the instruction is taking place by providing recommendations and solutions .

2.3.1. Students' Questionnaire

As it is previously explained, the researchers used the questionnaire as a tool of collecting information in an orderly , accurate and reliable manner. Thereby, this questionnaire consists of 12 questions distributed to 70 students(both groups) and 36 participants answered it. Therefore, these results were analyzed using figures and tables with percentages related to each question in order to embody a reliable and clear explanation of self-learning for ESP students.

Question 01: How do you evaluate your English level?

The first question aims to know the students' proficiency level in English
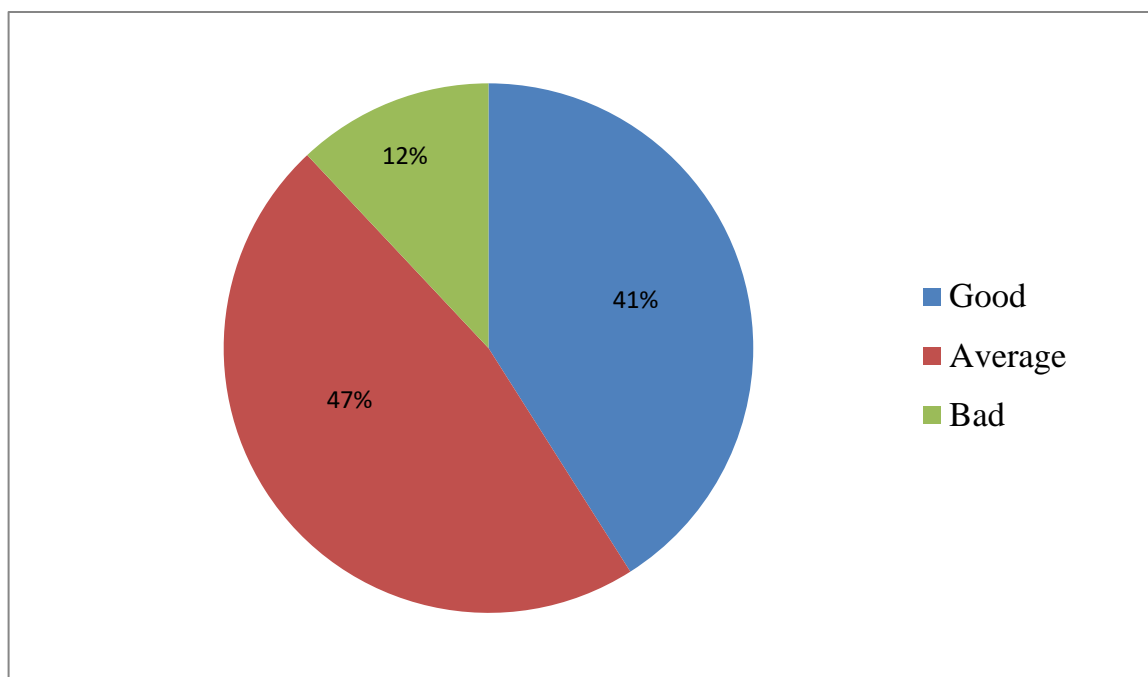
Figure 2.1. Students' Proficiency Level

The results shown in figures 2.1 revealed that the majority of students (47%) shared that they were average while 41% of them said that they were good. The few remaining ones (12%) declared that their level in English was bad.

Question 2 : Where did you acquire your English knowledge ?

- **Inside the classroom**

- **Outside the classroom**

The aim of this question seeks to know from where students acquired their English knowledge.

Table.2.1. English Knowledge Acquisition

	AF	REF
Inside the classroom	14	41%
Outside the classroom	22	61%

- **AF: Absolute Frequency**

- **RF: Relative Frequency**

This question seeks to know the need of English in the field of marketing

Table 2.2. The Need of English in The Field of Marketing

	AF	RF
Yes	31	91%
No	5	9%

From the results stated in table 2.2 the majority of students (91%) said that they need English for their study whereas only 9% of them stated the contrary . Concerning the justification they believed that English is a global language which is spoken all around the world .Moreover , marketing student were aware enough of the importance of English in their Commercial and financial transactions and it is highly recommended to promote every single product abroad . However, (9%) of the students neglected the need of English in their field .

Question 5 : Have you heard before the term learning autonomy

- **(yes/ no) If yes , what can you say about** it ?

This question seeks to know if learners know what is meant by the tearm learning autonomy

Table 2.3 : Students ' knowledge about the team autonomy

	AF	REF
Yes	6	17%
No	30	83%

The results of the table 2.3 shown referred to students knowledge about learning autonomy . As it is shown , 83% of the students had encountered with the term learning autonomy whereas the rest (17%) had never heard about it .Concerning

the justification , they defined it as it was the way of learning something by themselves relying on making researches , reading books or watching videos

Question 6 : According to you independent learning is

- **A total relying on yourself**

- **The act of speaking and answers without asking the teacher**

- **The ability to decide what to learn**

This question aims to know what is meant by independent learning for students

Table 2.4 : The concept of independent learning for students

	AF	REF
A total relying on yourself	24	67%
The act of speaking of and answers without asking the teacher	8	22%
The ability to decide how to learn with the guidance of the teacher	4	11%

The results obtained and raised in the table 2.4 revealed that 66% of the sample believed that independent learning was a total relying on themselves. 22% of them thought that this concept referred to the ability of speaking and answering without asking the teacher. However , 11% saw that was the ability to decide what to learn .

Question 7 : Are you autonomous in your learning ?

(Yes/No)

This question seeks to identify whether students are autonomous in their learning or not.
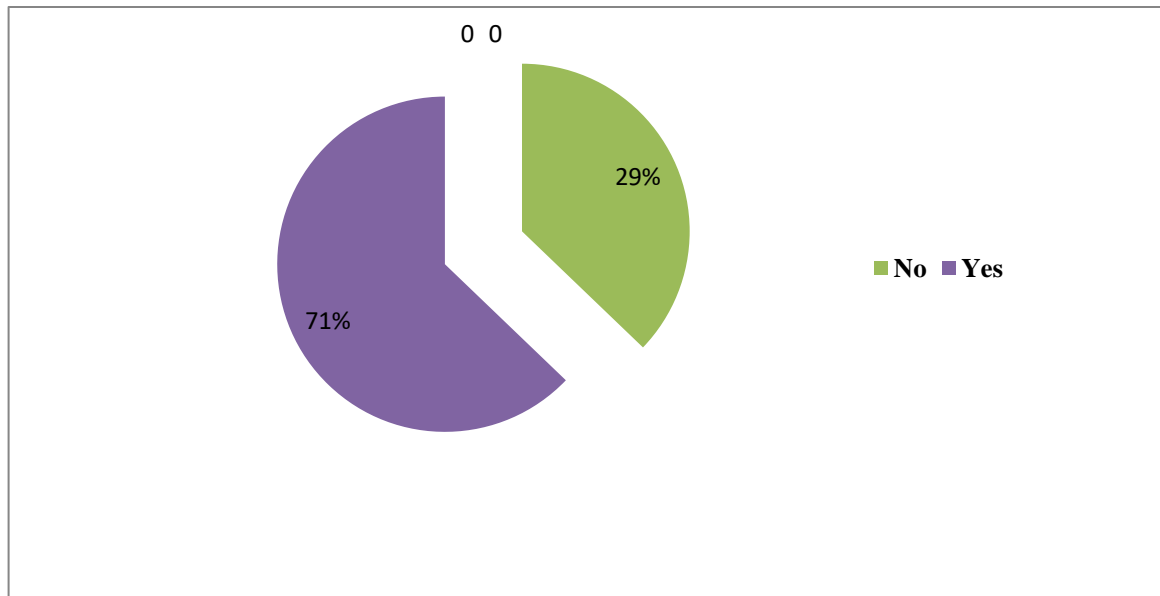
Figure 2.3 : Identifying student's learning autonomy

From this figure the majority of students (71%) were relying on themselves .Yet 29% of them were not self-directed learners .

Question 8 : Does your teacher let you take some responsibility inside the classroom ?

(Yes / No)

If yes , it is because :

- **He lets you decide on the method you use**

- **He lets you decide on the kind of topic or activities you use**

- **He asks you sometimes to prepare the course and presented**

This question seeks to know whether the teacher let his students take their learning responsibility in the classroom or not .

Table 2.5 : Students' Learning Responsibility Inside The Classroom

	AR	FR
Yes	19	55%
No	16	44%

Regarding the learning responsibility shared between teacher and learners inside the classroom . The table 2.5 represented that 55% of the sampling said yes while 44% of them denied the existence of any shared responsibility between the teacher and the student

Table 2.6 : How Learning Responsibilityoccurs Inside The Classroom

	AR	FR
He lets you decide on the method you use	0	0%
He lets you decide on the kind of topics and activities	0	0%
He asks you sometimes to prepare the course and present it	36	100%

The table 2.6 shown that all the students (100%) had the opportunity to take their own learning responsibility inside the classroom by preparing the course and presenting it .

Question 9 : Which of the following roles do you take in the classroom ?

- **A reciever of knowledge**

- **An active participant**

- **A collaborator**

- **I don't take any role**

This question seeks to know the different roles of students taking inside the classroom

Table 2.7 : Students role inside the classroom

	AF	RF
A reciever of knowledge	21	58%
An active participant	6	17%
Collaborator	5	14%
I don't take any role	4	11%

The table 2.7 above presented the different roles taken inside the classroom .Actually , 58% of the students were just receiving knowledge . While , 17% of them were active during the instruction . Then , 14% of them were collaborator . However, the minority of them (11%) were passive students they did not take any role during the course .

Question 10 : Do you depend only on the information which has been given inside the classroom ?

(yes / no) .

If no , what are the other sources do you use ?

This question seeks to know how much student are relying on themselves in learning and the sources they use to achieve their proficiency

Table 2.8 : Students' Independance

	AF	REF
Yes	8	22%
No	28	78%

The table 2.8 revealed that 22% of the students were relying only on the information given by the teacher . However, (78%) were independent learners since they used other sources . Concerning the justification , for instance , they got information from the Internet (YouTube, social media , websites and Google) or read books and articles .

Question 11 : Does the English courses serve your needs and fulfill your lacks ?(yes / no)

This question seeks to measure the effectiveness of the ESP courses

Table 2.9 : The Effectiveness of ESP Courses According to The Learners

	AF	**RF**
Yes	10	28%
No	26	72%

The table2.9 shown the effectiveness of the ESP courses and whether they serve their needs and fulfill lacks in learning the language . Hence , 72% of the student saw that the courses were effective . However , the rest were around (28%) saw that the ESP courses were not effective enough to achieve the proficiency level .

Question 12 : Which of the following skills are mostly needed in your study ?

- **Reading**
- **Speaking**

- **Writing**

- **Listening**

This question seeks to determine the skill needed in learning English .
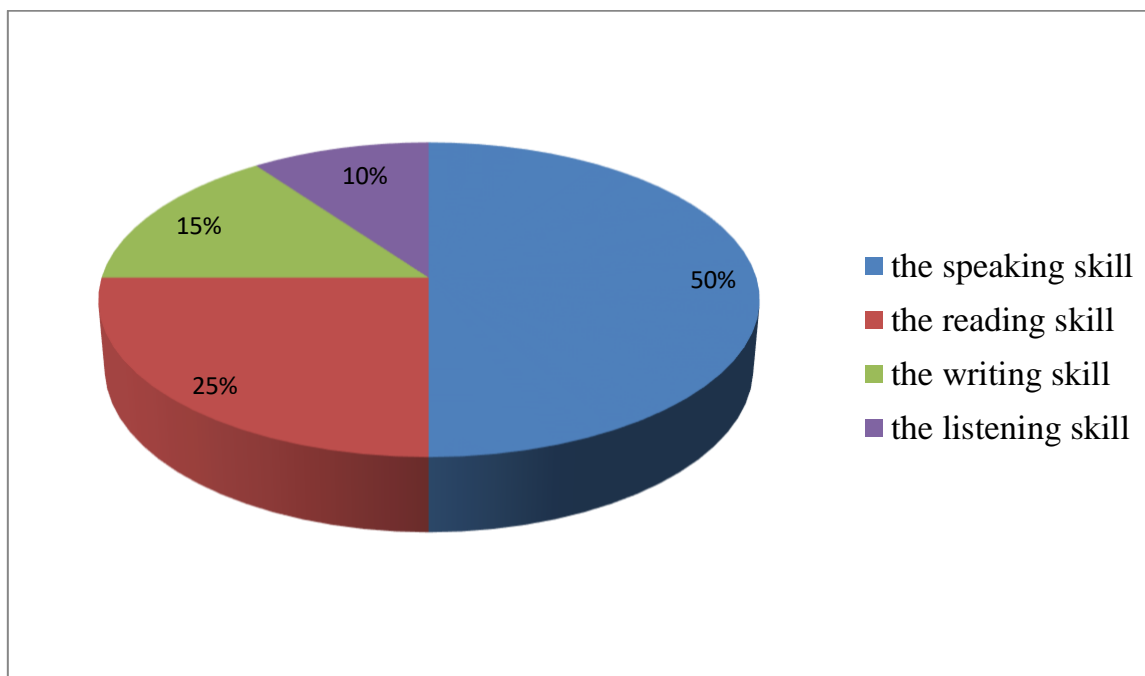
Figure 2.4 : The Skill Needed in Learning English

The figure shown the skills needed in learning English . Thereby, (50%) of the students declared that the speaking skill is most needed while ,who said reading skill is needed were around (25%) whereas , the others (15%) said that writing is needed . However, the minority (10%) saw that listening is the skill lacking in ESP classroom.

2.3.2. Teachers' Interview

As it is previously explained, the researchers used the structured interview as a tool to collect information in an orderly, accurate and reliable manner. Thus, this interview consists of 13 questions addressed to 6 ESP teachers. Therefore, the results obtained were analyzed using tables with percentages related to each question in order to embody a reliable and clear explanation of autonomy for ESP students and teachers.

Question 1 : How many years of experience do you have as anESP teacher ?

This question seeks to know the teaching experince of ESP teachers .

Three teachers (2 out 6) declared that they were teaching between 5 and 10 years . However, the rest (4 teachers) one of them were teaching ESP less then 5 years while the others (3 out 6) their experience was more than 10 years .

Question 2 : What are the most needed skill for your students ?

- **Speaking**
- **Writing**
- **Listening**
- **Reading**

This question aims to know the needs of students in the classroom and to identify the skill lacking as well .

All teachers agreed that the most needed skills according to their students are the productive skills (speaking and writing)

Question 3 : What is your role in the classroom ?

- **Facilitator**
- **Collaborator**
- **Controlor**
- **Assisstant**

This question identify the role plying by the teacher during the instruction is taken place in order to know the prevailing atmosphere that the teacher creates within the classroom.

All teachers (6 out 6) said that they are playing three roles at the same time : facilitator , collaborator and assistant .

Question 4 : According to you which one is more effective in the ESP classroom ?

- **Self-directedlearning**
- **Teacher-directedlearning**

This question aims to know the approach using in the classroom and how much students are independent in learning .

Table 2.10 : The Effective Approch Used in Classrooms

	AF	RF
Self-directedlearning	5	83%
Teacher- directedlearning	1	17%

The results of table 2.10 shown that one teacher (1 out 6) said he was teacher-directed learning . While (5 out 6) said that they preferred self-directed learning. They justified their answers that ESP was said to be a learner centered approach but the role of the teacher could not be neglected. Hence, self-directed learning increased students' option , self-confidence , independent , motivation and also the development of different skills of lifelong learning . However, one claimed that teacher centered learning is professional development of instructors .

Question 5 : What affect the tendency of self-directed laerning ?

This question aims to determine the factors that affect the self-directed learning. Teachers said that student were entirely reliant on their own resources and may lack the strategic competence to perform successfully . It was also promoting the natural development of self-confidence , initiative , perseverance , awareness, engagement and life satisfaction .

Question 6: Why self-directed learning is important for struggling students ?

According to teachers struggling students' needs just as many opportunities to participate in self-directed learning because they lacked the focus needed to complete self-directed assignments and some of them were unmotivated .However, one teacher provided three main assumptions about his students :

1 – They lacked the focus needed to complete the self-directed assignment

2- Some were unmotivated to do an assignment without direct guidance

3- They will easily get distracted by technology and when working with peers .

Question 7 : According to you autonomous learning means :

- **An essential characteristics of a good learning**
- **The ability to take charge of one's own learning**
- **Learners ability to decide about what to learn**

This question aims to know the perspective of teachers towards the concept of autonomous learning .

Table 2.11 : Teachers' Perspective Towards Autonomy

	AF	RF
An essential characteristics of a good learning	4	67%
The ability to take charge of one's own learning		
Learners ability to decide about what to	2	33%

The results of the table 2.11 revealed that the majority of the teachers (4out 6) saw that autonomous learning was an essential characteristics of a good learning and it referred as well as to the ability to take charge of one's own learning . However, only two teachers said that it referred to the learner ability to decide what to learn .

Question 8 : Do you think that your learners are autonomous ?

(yes / no)

This question seeks to measure the level of autonomy in the classroom.

Table 2.12 : The Autonomy Level in The Classroom

	AF	RF
Yes	2	33%
No	4	67%

The results of table 2.12 represented the level of autonomy in the classroom. Thus two teachers stated that their learners were autonomous . However, four of the sampling said no . Concerning the justification they added the following explanations to their answers : Students had no access to tools with which to teach themselves , and the teacher acted as an auxiliary facilitator of student learning .Yet , the recent events such as manifestations and the pandemic Covid-19 pushed students to count on themselves and to develop their autonomy .

Question 9 : To which extent do you agree with the following statement ' In general I give my ESP students opportunities to develop their autonomous learning ' .

- **Agree**
- **Desagree**
- **Unsure**

This question aims to know how much ESP teachers are collaborators in promoting their students level of autonomy .

All the teachers agreed with the statement .

Question 10 : If you agree how do you do to promote your students autonomy ?

This question aims to determine how teachers promote the level of autonomy.

Teachers said that they tried to explain to their students that autonomy was a part of the learning process. Besides, giving the students the opportunity to participate and preparing home assignment and projects .Moreover , they pushed them by :

- Setting a learning path.
- Self - assessing progress.
- Giving learners options.
- Using learner generated content.
- Taking responsibility for learning.
- Getting learners to take risks.

Question 11 : What is the importance of autonomy in ESP classroom ?

This question aims to identify the importance of autonomy in developing the learning process.

Teachers said that students would have the opportunity to learn the material and develop critical thinking and problem solving skill on their own , but with having an nonjudgmental and helpful mentor who would assist them if they needed it . Moreover , it was important in all language classes not only in ESP since it improved rapidly the level of the students and helped them to acquire a basic knowledge by themselves .

Question 12 : What are the challenges that you face in promoting autonomous in the ESP classroom ?

This question aims to reveal the challenges that prevent teachers to improve the autonomy learning

Teachers claimed that the following are the challenges they face

- Learners' lack of previous experience of autonomous learning.
- Lack of incentive among learners.
- Learners reliance on the teachers.
- limited learners contact with English outside the classroom.
- Laziness and lack of motivation.
- Learners are always busy with developing their subject modules.

Question 13 : What can be suggested as solutions to prevent these hindrance ?

This question seeks to collect recommendations and solutions in order to promote autonomous learning in the ESP classes

Teachers suggestif to :

- Give student the opportunity to interact with each other
- Provide them with all the necessary information they needed to learn autonomously
- Encourage them to reflect on the process in the class

- Training and hybrid classes promoted creativity and considered them as an active member in the classroom.

- Provide a concrete syllabus for each field and recruited permanent ESP specialists to teach ESP.

- Provide professional training for ESP teachers

- Give the English module an important status in the CANVAS for instance by giving it a credit that stimulates learners to learn.

2.4. Interpretations and Recommendations

Students' questionnaire and teachers' interview have aided the researchers with substantial data that give meaning to their study. Thus both teacher and learners informative answers have highlighted the use of self-directed approach in ESP classes and taking the teacher as a facilitator who adopts different strategies to promote autonomous learning.

The first hypothesis denotes that Marketing students are aware of the basics of autonomy by relying on their capacities to reach their objectives from learning English (Q6). Concerning the students 'questionnaire the results (Q3) shown that students believe that learning ESP is a shared responsibility between teachers and learners. In fact they see that the collaboration between teacher and learners is necessary to make an achievable learning process. Moreover, from (Q2) it is obvious that students require their English knowledge outside the classroom they do not depend only on the teacher (Q10). However, students claim that (Q11) the courses do not reach their needs as a result (Q7) this led them to take charge of their own learning by adopting SDL approach.

The second hypothesis assumes that the teacher plays a great role to motivate his learners and prompt their autonomous learning. Concerning the students' questionnaire the results (Q8) shown that teacher let his student take their own responsibility inside the classroom by preparing the course before and present it . Concerning teachers 'interview as it is stated in Q3 the role taken by the teacher is facilitator, collaborator and assistant. Actually, they declared that they give

opportunities to their learners to rely on themselves (Q9) , thus , they tried to clarify to their students that autonomy was a part of the learning process . Besides , giving the students the opportunity to participate and preparing home assignment and projects (Q10) encourage them to react in the classroom and reflect (Q13)

In this space of the study, the researchers come up with some practical suggestions and recommendations regarding the findings analyzed, in order to promote ESP learners autonomy teachers suggest to :

- Give student the opportunity to interact with each other.

- Provide them with all the necessary information they needed to learn autonomously.

- Encourage them to reflect on the process in the class.

- Training and hybrid classes promoted creativity and considered them as an active member in the classroom.

- Provide a concrete syllabus for each field, recruited permanent ESP specialist to teach ESP.

- Provide professional training for ESP teachers.

- Give the English module an important status in the CANVAS for instance by giving it a credit that stimulates learners to learn.

However, they reveal some challenges that prevent them to improve the autonomy learning. According to teachers there were my challenges

- Learners' lack of previous experience of autonomous learning .

- A lack of incentive among learners.

- Learner's reliance on the teachers.

- Limited learners contact with English outside the classroom.

- Laziness and lack of motivation.

- Learners are always busy with developing their subject modules.

2.5. Conclusion

The researchers began the second chapter with the design, methods and procedures used in this study and indicated the instruments used in collecting information. The researchers utilized the questionnaire for ESP students and organized an structured interview addressed to ESP teachers. The collected data were discussed and analyzed objectively and accurately in order to measure the level of autonomy in the ESP classes. In light of the results, the researchers came up with some useful suggestions and recommendations that may promote the autonomous learning currently.

General Conclusion

Learning / teaching is a complex process that is developing through time and a subject to several factors and variables. However, researchers and scholars seek to improve the level of learning and education in order to achieve practical and satisfactory results for the long term.

In order to bridge the gap between the knowledge acquired at school and real life, new approaches have been introduced in language teaching throughout the world, mainly because the traditional ones have proved to be inadequate to meet the demands of modern society. This society is not only requiring the mastery of language, but also a life- long study skill. This is the aim behind introducing the notions of autonomy and self-directed learning in the educational context. These two processes intend to develop responsible learners who are capable to take charge of their own learning. That is to say learners who share responsibility with the language teacher in the classroom and, moreover, do further research in real life situations so as to improve their level in language learning and fulfill their needs.

Therefore, Teaching /Learning process needs a radical reform from teacher centered approach to learner-centered approach and trying to find a middle ground in light of teaching and learning ESP by promoting self-learning autonomy under the guidance of the teacher. In this context, the present research has been undertaken to explore learning autonomy in ESP classrooms and determining its impact on students, to reinforce self-directed learning and create active ESP students.

Thus, In order to obtain the answers, the researchers directed a questionnaire to Marketing students, where the group consists of 70 students, yet only 36 students answered. The researchers also organized a structured interview with 6 ESP teachers. The whole study was presented in form of two chapters. In the first one, researchers dealt with promoting learning autonomy in ESP classes, its origins, theories, factors and principles. Then, the second chapter was concerned with the practical part of the research including the methodology, the procedures, the sample population and the description of the instruments (questionnaire and structured interview) that served to collect both qualitative and quantitative data. Regarding the results of the current study, the researchers at the end of the data analysis suggested solutions and

recommendations aiming to promoting ESP learners autonomy to achieve productive ESP classes.

The findings of the present work have answered the research questions and confirmed the researchers' hypotheses that being autonomous ESP learners is a shared responsibility between both teacher and learners. As learners relying on their learning capacities whereas the teacher takes the role of a facilitator by using some effective strategies which enhance the level of autonomy.

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APPENDICES

Appendix "A"

Student' Questionnaire

Dear students,

This questionnaire is an attempt to collect information necessary for the completion of a Master's dissertation. It aims to collect your perceptions and attitudes regarding your own learning, as well as how prepared you are to take charge of your own learning and how independent you are in learning English (autonomous learners). As a result, you are kindly requested to respond to the following questions by ticking the answer you believe is more appropriate and making comments as needed.

1. How do you describe your level of English?

- **Good** ☐

- **Average** ☐

- **Bad** ☐

2. Where did you acquire your English Knowledge?

- **Inside the classroom** ☐

- **Outside the classroom** ☐

3. Do you think learning process is :

- **A learner responsibility** ☐

- **Teacher responsibility** ☐

- **Shared responsibility between the two** ☐

4. Is English really needed in your field of study ?

- **Yes** ☐

- **No** ☐

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5. Have you heard before the term "autonomy"?

- **Yes** ☐

- **No** ☐

If yes, what can you say about it?

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6. According to you, **Autonomous learning** means…

- **A total relying on yourself** ☐

- **The act of speaking and answering without the teacher** ☐

- **The ability to decide what to learn** ☐

7. Are you a self-directed learner?

- **Yes** ☐

- **No** ☐

8. Does your teacher let you take some responsibility inside the classroom?

- **Yes** ☐

- **No** ☐

    If yes, it is because

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9. Which of the following role do you take during the session?

- **A receiver of knowledge** ☐

- **An active participant** ☐

- **A collaborator** ☐

- **I do not take any role** ☐

10. Do you depend only on the Information which has been given inside the classroom?

- **Yes** ☐

- **No** ☐

    If no, what are the other sources do you use?

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11. Does the English course serve your needs?

- **Yes** ☐

- **No** ☐

12. Which of the following skills are mostly needed in your field of study?

- **Speaking** ☐

- **Writing** ☐

- **Listening** ☐

- **Reading** ☐

Teachers' Interview

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12. How many years of experience do you have as an ESP teacher?

- **1-5** ☐

- **6-10** ☐

- **+10** ☐

13. What are the most needed skills in your students' future work?

- **Reading** ☐

- **Listening** ☐

- **Speaking** ☐

- **Writing** ☐

14. What is your role in your ESP classroom?

- **Controller** ☐

- **Assistant** ☐

- **Facilitator** ☐

- **Collaborator** ☐

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15. According to you, which one is more effective in ESP classroom?

- **Learner-directed classroom** ☐

- **Teacher-directed classroom** ☐

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16. What affect the tendency to Self-directed learning?

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17. Why self-directed learning is important for struggling students?

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- According to you, **Autonomous learning** means… ☐

- **Learner's ability to decide about what to be learnt** ☐

- **The ability to take charge of one's own learning** ☐

- **An essential characteristic of a good learner** ☐

18. Do you think that your learners are autonomous?

- **Yes** ☐

- **No** ☐

   Why?

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19. To which extent do you agree with the following statement?
   "In general, I give my ESP students opportunities to develop their autonomous learning."

- **Agree** ☐

- **Disagree** ☐

- **Unsure** ☐

20. If you agree, how do you do to promote your students' autonomy?
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21. What is the importance of autonomy in ESP classrooms?
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22. What are the challenges that you face when promoting autonomous learning in ESP classrooms?
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23. What can suggest as solutions to prevent these hindrances?
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Thank you