On Efficiency of Strategy-Based Learning in Achieving Autonomy Competence among Algerian Undergraduate Learners

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ARTICLE INFO	ABSTRACT
Published Online: 27 November 2020 Corresponding Author: **Maroua ROGTI**	In the last decade, there has been an eminent shift towards a relative emphasis on achievement, competence, and autonomy in the language teaching and learning arena. Prior to this, educationalists had a growing concern in how to gain academic achievement through considering learning strategies as part of classroom discourse. Further, instructional strategies can also gain a strategic position in the curriculum, so that learners can be self-directed and strategic learners. This can help them choose the appropriate learning strategy to successively accomplish tasks and meet the desired goals. This study would like to be a part of increasing the effectiveness of implementing Strategy-based Instruction for achieving self-guided learning and autonomy in the language class. It adapts a survey administered to three teachers of English literacy in order to elicit their views about dealing with tasks in teaching literature through instructional strategies to graduate students and their impact on achieving self-directed learning. Hence, it reported affirmative and practical outcomes from the previous studies and assumed the need for integrating instructional strategies prosperously into an ordinary literature task in class.
KEYWORDS: Strategic learners; Instructional strategies, independent learning; autonomy; literacy teaching	

Introduction

Over the decades, researchers in the field of language teaching have been trying to develop theories, methods, approaches, classroom techniques and teaching materials that help for better language learning. They managed to affirm that no single teaching method can serve as effective and successful in English language teaching. Therefore, they recognized the possibility that effective language learning might require learners going through the learning task. Recently, educationalists have carried out their studies on using language learning strategies which might enhance the language learning. O'Malley & Chamot (1990) emphasized the importance of language learning strategy use by language learners, and encouraged them to be more independent, self-directed, resourceful, and flexible, in their learning. There are strategies such as planning, making choices, self-evaluation, using resources, and summarizing which are the usual strategies used by almost students in completing tasks, but it is needed to learn about these strategies before using them in learning. Therefore, the issue of how to learn has become more efficient than what to learn in teaching and learning English language. Since the 1970s, educationalists have emphasized the use of methods and learning strategies which can help the learners assume responsibility and achieve autonomy and thus make learning more effective emphasizing the role of learners more than teachers. In order to develop teaching and learning in language classroom, previous studies investigated how strategies can influence the learners in order to achieve self-guided learning in different language contexts.

In contemporary education, the EFL context is witnessing a paradox between independent learning, co-operative learning and meta-cognitive competence. In the past, the teacher was the center of learning process and the source of knowledge. Today, with the influence of the work of Vygotsky and Constructivism theory, learning became collaborative and interactive in nature. If efficient learning occurs in a cooperative and an EFL learner-centered environment, what is the role of independent learning in literacy classes? There are many factors through which EFL teachers can promote independent learning such as collaborative work, self-assessment, using basic language skills, project work, setting individual goals, monitoring… etc. which can allow teachers enhance autonomous learning and promote their students' independent learning capabilities. Among the most important issues for promoting independent learning are learning strategies most notably meta-cognitive ones which can shift the focus of learning away from the teacher to the student.

"On Efficiency of Strategy-Based Learning in Achieving Autonomy Competence among Algerian Undergraduate Learners"

This study aims at exploring the causal relationship between strategy-based instruction and students' autonomy of learning. The main research question addressed is about the extent to which can instructional and learning strategies be adequate in promoting learner autonomy in teaching literacy? Generally, EFL learners can be independent learners through making independent choices, setting objectives, self-reflecting and also choosing their own learning strategies independently to learn. Today, EFL learners can be able to reflect on their own learning progress through the appropriate choice of learning strategies which can serve as a door to achieving learner autonomy and self-directed learning. After identifying the problem of the research, the researcher needs to set a reasonable hypothesis in order to gather information and collect data which may resolve the problem of the research. As, instructional strategies can be used by EFL teachers to help learners learn independently, they can relatively increase learner autonomy and achieve learning efficiency through instructional independent plans which can be used during the process of strategy-based instruction.

1. Background and Theory

In the context of English language teaching, teaching language through Strategy-based Instruction has become one of the crucial requirements for learners. As a corollary, Cohen (1998) claims that this instruction method aims at developing self-efficacy, foster learner motivation, and promote learner autonomy. Teachers and learners in Strategy-based learning class can co-operate to integrate learning strategies into the regular language curriculum. These learning strategies are learning processes which are consciously chosen to learn a new language or to take actions to empower language learning. (Cohen, 1990) Learning strategies are categorized by various critics into direct and indirect strategies (Oxford, 1990), Meta-cognitive, Cognitive, and Socio-affective (O'Malley, 1985), Communication and Social strategies Rubin (1987) and Cognitive and Management and Planning suggested by Stern (1992).

This set of strategies can help language learners be more autonomous. For instance, self-management strategies which are suggested by Rubin include recognizing successful learning experiences and choosing and planning learning approaches. Those planning strategies can help learners plan and set goals of their learning. Meta-cognitive strategies also can allow learners use their errors in the language to identify their weakness, such as self-evaluation or self-assessment. It has been agreed that using language learning strategies provides self-direction and autonomy, as they are identified by (Oxford, 1990) 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" (p. 08)

1.1 Strategy-based Learning in the Language Classroom

In the language classroom, EFL learners can perform language tasks, make independent choices, make plans, set up goals, and employ learning strategies across basic language skills. These skills will allow learners to assume full responsibility and achieve self-directed learning in class. In performing a task, those learning strategies may occur during three phases in the task accomplishment. Learners can choose their own learning strategies which are already instructional strategies used by teachers to help them be independent learners, as they can monitor a situational input and output, and assess or make a self-reflection on their own learning including the results of the task.

Weaver and Cohen (1994) admitted that there are ways of incorporating strategy-based instruction for learners in class, such as through language skills courses, project-based instruction, peer monitoring, videotapes, workshops, and the incorporation of strategies into language textbooks. Teaching language through instructional strategies is a learner-centered approach of teaching which includes teaching learners explicitly how, when, and why strategies are supposed to be implemented to facilitate language learning and language tasks, and how those strategies are implicitly or explicitly incorporated and integrated into teaching in dealing with language tasks. Strategy-based teaching has been referred to as various fundamental names such as strategy training, instructional strategies, or learner training (Chamot & Rubin, 1994) In an ordinal classroom and strategy use, EFL teachers may incorporate significant instructional strategies and sometimes they select additional suggestions of strategies from students. Students can choose their own strategies of learning based on their own learning experiences, instructional strategies, and learning style.

In the EFL context, teaching is a reflective process which requires the teacher's guidance, and support of students' learning. Hence, instruction is a process which fulfills learner's self-actualization as it refers to activities planned for teaching. (Moore 2000; Canady & Retting, 1996) instruction as a process tempts to create a suitable learning environment for the learners, and provides guidance and instructional methods for enhancing learning and improves the learners' behavior (Clark and Starr, 1968) On the other hand, learning is a change in behavior as a result of experience which affects learners' performance ability and actions in class. It refers to learning processes and learners' efforts which incorporate their prior knowledge, skills, behavior, and attitudes.

Smith and Ragan (1999) claim that "teaching to refer to learning experiences that are facilitated by a human being, not a videotape, textbook or computer program, but a live teacher. Instruction, on the other hand, includes all learning experiences in which the instructional support is conveyed by teaching and other forms of meditation... it means a live teacher is not essential to all instruction" (as cited in Akdeniz, 2016, p.59) According to Cognitivists and Constructivists,

instructional strategies are viewed as teaching activities which signify the approaches and techniques used by the teachers, to accomplish the crucial goals of instruction.
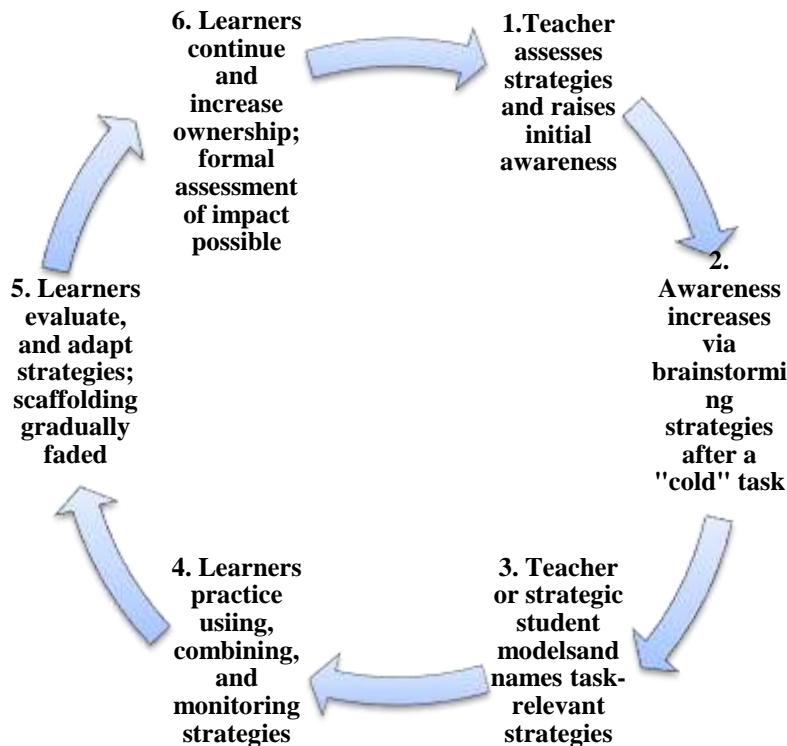

Fig 01. Strategy Instruction Model (Adapted from Oxford, 2011, p.184)

A Strategy is defined as a teaching strategy or instruction strategy. Marzano (2003) asserts that instructional strategies can impact learners' achievements and motivation and allow teachers to choose and diversify the instructional applications such as asking questions, checking adequate understanding, and providing feedback, this instructional process should be applied in a well-planned and systematic manner. (Silver et al, 1996) claimed that instructional strategies are instructional methods which involve fundamental instructional phases in parallel with the notable goals of the subject to allow learners afford the target behavior.

These instructional activities can manage the classroom environment to enhance efficient learning through instructional goals based on the content of the syllabus. Language teachers can select a set of instructional strategies for students so that they can choose their own cognitive, meta-cognitive, and other learning strategies to accomplish their learning tasks and have a successful learning experience. (Marzano, 2003; Lim, 2002) According to (Baker & Dwyer, 2005), those instructional strategies are classified into plenty of categories along with instruction through presentation, instruction through inquiry, and cooperative learning and they are related with the instructional and learning models of traditional Taxonomies. Those strategies include presentation

strategies which emphasize on Ausubel's theory, inquiry strategy which is related to Dewey's theory and co-operative strategy which is based on Vygotsky's theory. All these strategies have a fundamental effect on the efficiency of learning, as they tempt to identify which instructional activities will be implemented in the instructional process and which instructional methods and techniques will be used by the teacher in the learning process. The strategy instruction cycle process has been adapted as follow from (Oxford, 2011).

Upon using a set of instructional strategies in accomplishing a learning task, teachers tempt to design and introduce activities after setting the objectives of the lesson and selecting the strategies which might be incorporated randomly into the lessons when appropriate. Like this, teachers will be accustomed with strategy-based instruction. Teachers and learners can work co-operatively to solve problems strategically, and learners can be more controlled and responsible in achieving adequate learning outcomes Chamot et al (1999) thus, the integration of the role of the teacher and learners may lie in the selection of the instructional strategies by the teacher which can allow learners choose their appropriate learning strategy to accomplish their learning task.
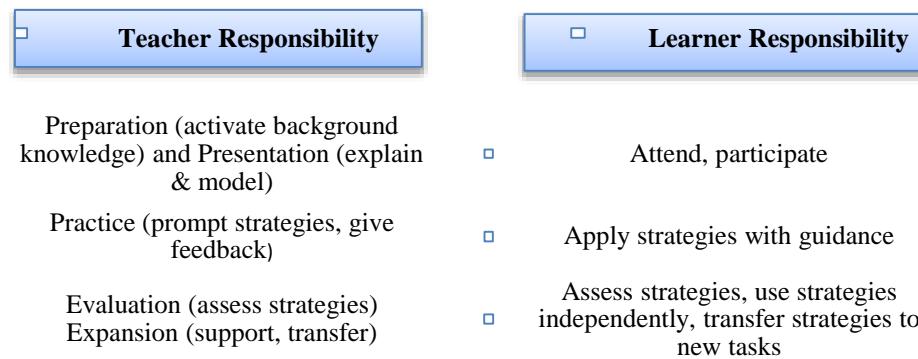
Teacher Responsibility	Learner Responsibility
☐ Preparation (activate background knowledge) and Presentation (explain & model)	☐ Attend, participate
☐ Practice (prompt strategies, give feedback)	☐ Apply strategies with guidance
☐ Evaluation (assess strategies) Expansion (support, transfer)	☐ Assess strategies, use strategies independently, transfer strategies to new tasks

Fig 02. Responsibilities of Teacher and Learner in the Strategy-based Instruction Process (Chamot et al, 1999)

Learners may choose different strategies to carry out the same task or they may use the same strategy in different ways. They can choose their appropriate learning strategies independently to meet their learning goals and be strategic learners. Learners can be encouraged to make independent plans and activities which are related to the type of learning strategy they choose; first they need to be fully responsible for their own learning, then they must be ready for their learning, and use their language skills. For instance, a learner with high meta-cognitive ability can choose the meta-cognitive strategy of learning such as making plans, monitoring, self-assessing, and evaluating. They can be active in completing their learning task through their unconscious meta-cognitive ability. As Chamot et al (1999) classified meta-cognitive strategies into planning, monitoring, problem solving and evaluating.

A learning strategy is defined by Schumaker and Deshler (2006) as "an individual's approach to a task. It includes how a person thinks and acts when planning, executing and evaluating performance on a task and its outcomes" (cited in Protheroe & Clarke, 2008, p. 34) It refers to the processes, actions, and techniques used by learners to facilitate their learning and be successful learners, they should have basic skills, problem solving skills, and rely on resources to apply in order to complete a learning task during this learning process. Williams & Burden (1997) On the other hand, Oxford (1990) refers to learning strategies as "specific actions taken by the learner to make easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p.08)

Learning strategies are related to acquiring knowledge, selecting new information, organizing, storing, brainstorming, monitoring, planning, and evaluating during the learning. All these actions are referred to as independent learning plans which require the role of the learner to achieve successful learning. O'Malley & Chamot (1990) define those strategies as "techniques and devices used by second language learners for remembering and organizing samples of the second language" they add "one of the ways learners become actively involved in controlling their own learning is by using strategies. Strategies are the thoughts and behaviors that learners use to help them comprehend, learn, or retain information" (p.43)

In a language learning class, learning strategies play a major role in the learning process which learners use in practicing most of the learning tasks and activities since the 1970's. They are defined from the prospect of the cognitive theory and behaviorism, as Rubin (1987) argues that learning strategies are behaviors which language learners make to facilitate language their learning. They refer to cognitive, social, and emotional parts of language learning strategies which can promote learners' motivation and learning achievement and improve their learning progress. Language learning strategies can allow learners get higher motivation and enhance their self-efficacy and autonomous learning by being fully responsible for their own learning.

1.2 Towards Independent Learning and Autonomy

Independent learning is a self-directed learning experience in which learners can make choices, use resources, select subjects, solve problems, ask questions, gather information, set goals, and document their learning; this learning strategy process require self-guided, fully responsible, and a good mastery of basic language skills of learners. Making independent learning plans such as planning, analyzing, gathering information and connecting life experiences with the content and subject of study will allow learners achieve autonomy in learning and be fully responsible of their own learning.

Learner autonomy is defined as the ability to take responsibility and control of one's own learning. Benson (2001) Autonomous learning can allow students to be more effective and independent learners and self-determined, (Smith, 2008) nowadays; language education is shifting towards more learner-centered approaches for the aim of getting learners highly engaged and involved in the learning process not only to educate them. (Ciekanski, 2007) According to Benson (2007) view, the major aim of learning is to construct autonomous learners. Independent learning

requires learners' self-efficacy and teacher's guidance for students to achieve their academic achievements.

As Dickinson (1993) argue that teachers have the role of a guide and providing feedback to learners, and thus developing their ability to be highly engaged in their learning process. They can select instructional strategies for learners, so that they can choose their appropriate learning strategy independently in order to achieve learner autonomy (cited in Ricketts, Rohs, & Nichols, 2005) As autonomous learners cannot succeed in the progress of their learning without the role of the facilitator or their peers, they can work co-operatively at the same time they work independently to accomplish the learning goals. Nguyen (2014) provided a definition for learner autonomy that recognizes the teacher's

role in the development of learner autonomy, hypothesizing that learner autonomy is the "learner's willingness and ability to take responsibility to plan, implement, monitor and evaluate his/her learning in tasks that are constructed in negotiation with and support from the teacher" (p. 190). As Tudor (1993) & Joshi (2011) claim that "an autonomy-supportive teacher should move from his/her traditional role as an authority into a new role in which he/she becomes a counselor who works as a guide, a facilitator, an organizer, a creator of a learning atmosphere and space, and an initiator; in doing so, he/she can help learners take significant responsibility in setting their own goals, planning practice opportunities, or assessing their progress" (cited in Alrabai, 2017, p.213)
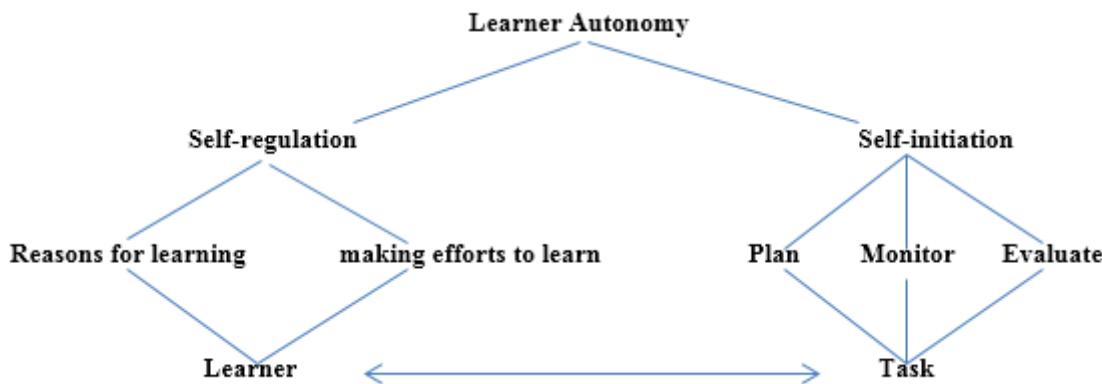

Fig 03. Learner Autonomy Conceptualization (adapted from Nguyen's, 2008, p. 68)

In learner autonomy, self-initiation and self-regulation are two related concepts as the above figure illustrates. Self-initiation is learners' willingness to learn without persuasion or external initiation as it focuses on learning and making efforts to learn while self-regulation refers to metacognitive strategies such as planning, organizing, monitoring, and evaluating. Both self-initiation and self-regulation involve the interaction between the learner and the task. Self-regulation represents a set of learning strategies and basic skills and efforts as it can be improved through training and repetition. Self-initiation is learner-centered in which the learner can take control of the progress of their learning using planning, monitoring, and evaluating to perform language tasks and self-directed and regulatory language skills.

Schwienhorst (2003) claims that learners can be critical in their self-evaluation and reflexive in their learning process which provides self-control and full responsibility for their learning. Learners also should be encouraged to reflect on their own learning and be supported by teacher, their peers, and by a favorable learning environment to develop their autonomous learning ability. Little (1991) views autonomy as "a capacity for detachment, critical reflection, decision-making, and independent action. It pre-supposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers

what has been learned to wider contexts" (p. 04) by interpreting it psychologically and referring to the cognitive processes involved in autonomous learning progress by learners. Finally, autonomy process can shape learners' attitudes, and awareness about learners' self-learning themselves which leads to changing their attitude to assume particular roles in their learning process. Scharle & Szab (2000)

2. Method
2.1 Design and Participants

The design of the study adapts a survey aiming at finding out the effects of Strategy-based instruction on developing learner autonomy in learning a literary text. The descriptive study survey was conducted at ENS of Laghouat with the contribution of three participant teachers to the study. A random sampling procedure was used to select teachers of literacy as respondents for the study who represent the whole population. Through a comprehensive review of the literature on Strategy-based learning or instruction in teaching a literary text in a language class, the researcher adapted certain characteristics and critical acclaim on the use of this strategy and its efficiency from (Akdeniz, 2016; Bruner, 1960; Alrabai, 2017; Chamot et al, 1999; and Gu, 2007) which were used and compiled to be scored on a descriptive survey and Likert scale, ranging from agree and disagree. The researcher adopts a plan to outline the design and the data collection tool

starting with a problematic and a research goal and ending with research solution. To carry out the analysis process, the researcher tempts to conduct an inquiry of certain aspects for interpreting the findings through a qualitative investigation.

Teachers have accounted for their teaching processes experience in using instructional strategies in their answers to the survey. They also explored the benefits and value of using learning strategies and how can learners achieve learner autonomy in studying a literary text. The three participants have already taught a literary text and employed strategy-based instruction for their students in accomplishing tasks. The first participant has taught focused on his experience in teaching the play of Edward Albee's *Who's Afraid of Virginia Woolf* (1962) which is a modern play about George and Martha, the second teacher managed to rely is answer on his sessions in teaching Ralph Ellison's novel *Invisible Man* (1952) which is about racism in America. The lest participant related his own experience in teaching August Wilson's play *Fences* (1983) which is about a former Negro League baseball star. All the lessons of the participants represent an instructional context regarding their particular instructional goal and objectives. The data collection tool aims at illustrating how teachers can enhance autonomy of learning for their students during the lesson flow and how they act and react to their learning progress. This instrument tempts to assess teachers' perceptions and beliefs on strategy instruction and identifying rating scales that cover the conditions, learning environment and objectives of learning which are supposed to promote independent learning and instructional plans among students their students.

3. Findings and Discussion

To ascertain the teachers' attitudes and responses about strategy-based learning, they have been asked first to express their attitudes about instructions as a means of teaching and its values in achieving self-guided learning. Data of the study were analyzed using the SPSS statistical program. Percentages and deviation were used to analyze the respondents' perspective on using instruction-based learning in their literature classes, and eliciting their attitudes towards its efficiency in promoting self-guided learning and autonomy competence of learners. The table below presents descriptive statistics about teachers' responses on some variables concerning instruction as a learning process. The analyzed data is interpreted below about language instructional strategies and teachers' perceptions on their use through the mean scores (Mean) and standard deviations (St. D) of the responses got from the survey.

Table 1. Teachers Perspectives on Strategy-based Learning in teaching Literature

Variable	Mean	Std Deviation
Instruction facilitates individual development and learning to learn skills	3.69	598
Instruction recommends use of information technologies	3.21	672
Instruction gives feedback to curriculum	3.69	598
Instruction changes the learners' attitudes, motivation, and interest	3.61	506

Based on the answers of the respondents, instruction refers to the delivery of information and preparation of activities for learners to attain learning goals. The respondents indicated that instruction helps learners improve their language skills, as they all agreed (n=3) that Instruction provides feedback to curriculum and makes learners aware of the content of their learning. The mean for the respondents' perspectives and attitudes towards instruction as a facilitator of individual language skills and learning was (M= 3.69) and ranked as the highest score that teachers think it is relevant in the process of learning. Also, all respondents (n=3) strongly believed in the fact that instruction is a way of giving an idea about the curriculum and provides learners with feedback about the nature of the course and with learning conditions and objectives; as it scored with (M=3.69) The findings are consistent with the argument of Smith & Ragan (1999) who argue that "teaching to refer to learning experiences that are facilitated by a human being, not a videotape, textbook or computer program, but a live teacher. Instruction, on the other hand, includes all learning experiences in which the instructional support is conveyed by teaching and other forms of meditation…it means a live teacher is not essential to all instruction" (cited in Akdeniz, 2016, p.59)

To ascertain the instructional strategies that teachers consider the most effective in achieving independent learning and autonomy, respondents were made to identify the category of strategies they consider very efficient in having a successful learning process. The table below presents the results of strategy-based instructional strategies that teachers can adopt in their teaching process. The information in the table show the variety of instructional strategies language teachers may select for planning a lesson and for helping their learners choose their appropriate learning strategies independently. As Vygotsky, Piaget, Bruner, and Bandura pioneered learning theories on instructional strategies while Cognitive Psychology and Constructivism theory placed instructional strategies in the core of the curriculum such as research-based and project-based learning activities.

Table 2. The most efficient Instructional Strategies in Improving Independent Learning

Instructional Strategy	Frequency	Std Deviation
Presentation Strategies	6	28.6
Inquiry Strategies	2	1.5
Cooperative Strategies	12	57.1
Discovery Strategies	12	57.1

The findings imply that majority of teachers (n=3) believe that cooperative strategies and discovery strategies are the most relevant for achieving effective learning. This gives the significance to the role of the learner as highly engaged as the teacher by working independently and choosing their appropriate learning strategies to complete tasks. Also, the respondents' choice of learning discovery strategies (n=3) indicates that is a way to learner autonomy because they are based on constructivism theory of learning through which a learner can learn by doing and make independent choices.

Presentation strategies which are also based on Vygotsky's idea of focusing on meaning rather than form and function of language are part of the pedagogical interests of most respondents. Instructional strategies are classified in some studies according to the function of the learning process and how the information is provided by the teacher and acquired by learners. They can help teachers choose the approaches and methods of teaching to accomplish the goals of instruction. Strategies can be referred to as teaching strategies or instruction strategies.

Inquiry strategies are generally based on Dewey's studies and related to the inquiry-based learning approach to teaching and learning which puts learners' inquiries, ideas, and questions at the core of the learning experience. While cooperative learning involves interdependence, learner interaction, group work and interpersonal language skills. As Slavin (1991) claims cooperative learning is about group instruction where in which learners can work in a social learning environment to solve problems and attain learning goals. On the other hand, Discovery strategies are based on Bruner's Theory of development, Constructivism and Discovery learning theory which puts emphasis on cognitive development and though, As Bruner (1957) denotes that "the human mind creates from experience "generic coding systems" that permit one to go beyond the data to new and possibly fruitful predictions" (cited in Akdeniz, 2016, p.63) Presentation strategies are also instructional strategies which are derived from the Ausubel's Meaningful learning theory whose major criteria is meaningful learning instead of rote learning which requires memorization.

In the implementation of instructional strategies in teaching a literary text, learners need to be involved in learning by whatever means in order to have adequate understanding. They need to be highly engaged in choosing an appropriate learning strategy through asking questions, setting goals and learning objectives, analyzing, and self-evaluating. Respondents were asked to indicate their beliefs on learner autonomy efficiency upon the strategy-based learning process. Table 3 presents the result of the teachers' answers on this question.

Table 3. Teachers' Beliefs about Learner Autonomy

Statement	Agree	Disagree
Learner autonomy is a situation in which learners are totally responsible for their learning	3(100%)	00 (0%)
Individuals who lack autonomy are unlikely to be effective language learners	2(67%)	1 (33%)
Learner autonomy requires the learner to be totally independent of the teacher	3(100%)	00 (0%)
Learner autonomy cannot be promoted in teacher-centered classroom	3(100%)	00 (0%)

The results revealed that most of the respondents (n=3= 100%) indicated that all teachers agree with the fact that learner autonomy requires full responsibility of the learner, and all agree that the learner is totally dependent from the teach (n= 3= 100%) as they all believe that in a teacher-centered classroom environment, learner autonomy cannot fully be achieved (n=3= 100%). Two of the respondents agree that learners in general cannot be effective learners if they lack autonomy competence in learning (n=2= 67%) this means that learners, who cannot learn independently and do not have independent choices and full responsibility in learning, cannot achieve effective learning, and thus cannot reach adequate understanding. As Littlewood claims (1999) If we define autonomy in educational terms as involving students' capacity to use their learning independently of teachers, then autonomy would appear to be an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life (p. 72)

Based on the above findings, it seems that all respondents as teachers are convinced of the relevance of indulging principles of learner autonomy in learning as Holec (1981) defines it as "the ability to take charge of one's own learning" (p. 3) May be they have all experienced this implementation in their language classes. In fact, language teachers as well as literacy teachers can promote learner autonomy through democratic education; they can transfer responsibility to the learner to carry out the steps of the strategy-based instruction learning process by making independent instructional plans such as brainstorming, setting goals, choosing learning strategies, and evaluating the progress of their learning.

In the language teaching curriculum, fostering learner autonomy is a vital goal in delivering courses. These courses are planned for the sake of identifying content and nature of the course for enhancing learners' control over their language learning in relation to their basic language skills. There are basic principles which characterize the course and syllabus design process including learner goals, the language learning process, nature of the task, learner strategies, and reflection on the learning process. Holec (1981) believes that "the challenge facing course designers who wish to foster learners' ability to 'take charge of. . . [their] . . . learning' (cited in Cotterall, 2000, p.110) teachers can transfer of responsibility for decision and choice in learning to learner through those principles of learning.

As the course designed for learning reflects learners' goals, decision making, problem solving, and learning strategies to promote their autonomy and encourage them to monitor and reflect on their performance, and change their learning behavior through learning. Autonomy can stand as one of the basic aspects of learner-centeredness in which the learner takes control of his own learning, unlike traditional classes in which the teacher is authoritarian and limits learners' autonomy and prevent them from making independent choices. As explained by O'Neill & McMahon (2005) in their diagram about comparing between teacher-centered and learner-centered classes which illustrates the role of both the teacher and students in an EFL learning context.
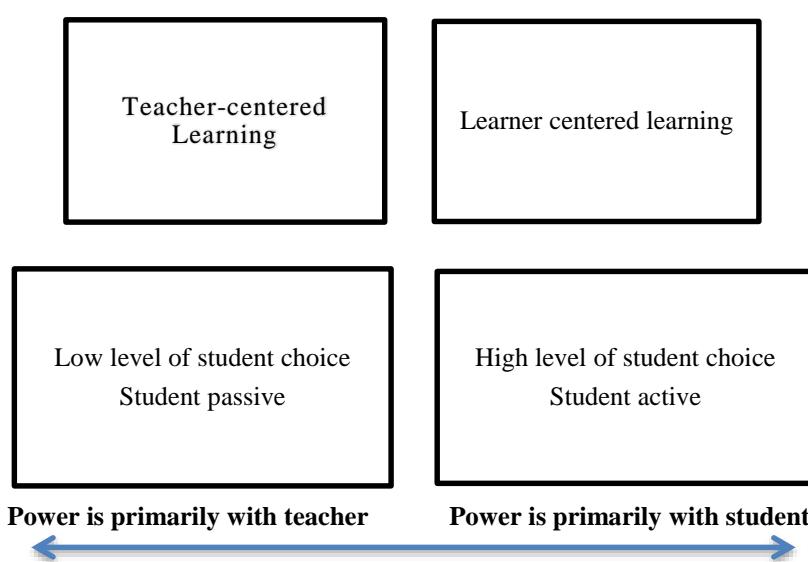

Fig 4. Autonomy and Learning (O'Neill & McMahon, 2005)

The next question asked to respondents, as teachers of literacy, is about the nature of their involvement in the learning process of strategy-based learning and their role in a learner-centered classroom, they have been asked to rate their level of agreement and disagreement on some statements as presented in table 4 below.

Table 4. Teachers Involvement in SBI Process

Statement	Agree	Disagree
Training and giving feedback for further work	3 (100%)	0 (0%)
Encouraging to build the habit of using strategies in learning literature	2 (67%)	1 (33%)
Reflecting on the learners' needs and motives	3 (100%)	0 (0%)
Setting goals and objectives of the lesson	0 (0%)	3 (100%)

Based on the findings, all respondents agreed that they, as teachers, have to provide feedback to learners after the completion of the task and not before (agree= 100%) They can give recommendations and implications on have to proceed for further learning courses. This indicates that the tasks incorporated in literature courses are deeply related to

the learners' role in the progress of learning. The teachers also admitted that their role is to reflect on their learners' needs, goals, and interests (agree= 100%); this means that the role of the teacher is typically a facilitator in the instruction process.

The results indicate that the role of the teacher is to select the instructional strategies that best fit the nature of the course and then transfers the responsibility to the learner to choose their appropriate learning strategy independently. Course tasks drawn from learners' future learning situations can result in promoted learner autonomy. Learners' future needs can be created through the relation between their pedagogic tasks and their own motives and interests, learners can therefore engage in learning tasks associated with their life experience, and receive feedback on their work or performance by the teacher.

The majority of respondents disagreed with the statement of setting goals and objectives of the lesson with the percentage (100%). This indicates that the instruction-based learning process relies on the independent role of the learner since the beginning of the course. Most of the courses in strategy-based instruction incorporate tasks in which goals are identified by the learners. Indeed, tasks accomplished in literature courses can include the learners' goals, needs, input, learning objectives, and prior knowledge, in addition to feedback and self-reflection as illustrated in the following figure adapted from Cotterall (2000, p. 113) In the strategy-based learning process, teachers can create an environment where learners choose the strategy they seem it best fits their learning style, as teachers can design activities which are appropriate to their learning styles.

A fundamental claim of the teaching and learning processes is essential for managing learners' learning in class. Learners can be autonomous if they are aware of certain learning tips, and recognize the consequences of their independent choices. According to the model of language learning suggested by (Cotterall 2000), learners can be involved in input texts and tasks, choose alternative strategies, and also seek feedback on their performance. Without access to such a model, learners are forced into the role of 'consumers' of language courses. All students are given the opportunity to freely express themselves, participate, discuss and exchange ideas during the process of learning. Teachers can create an appropriate, focused and safe environment for their students.
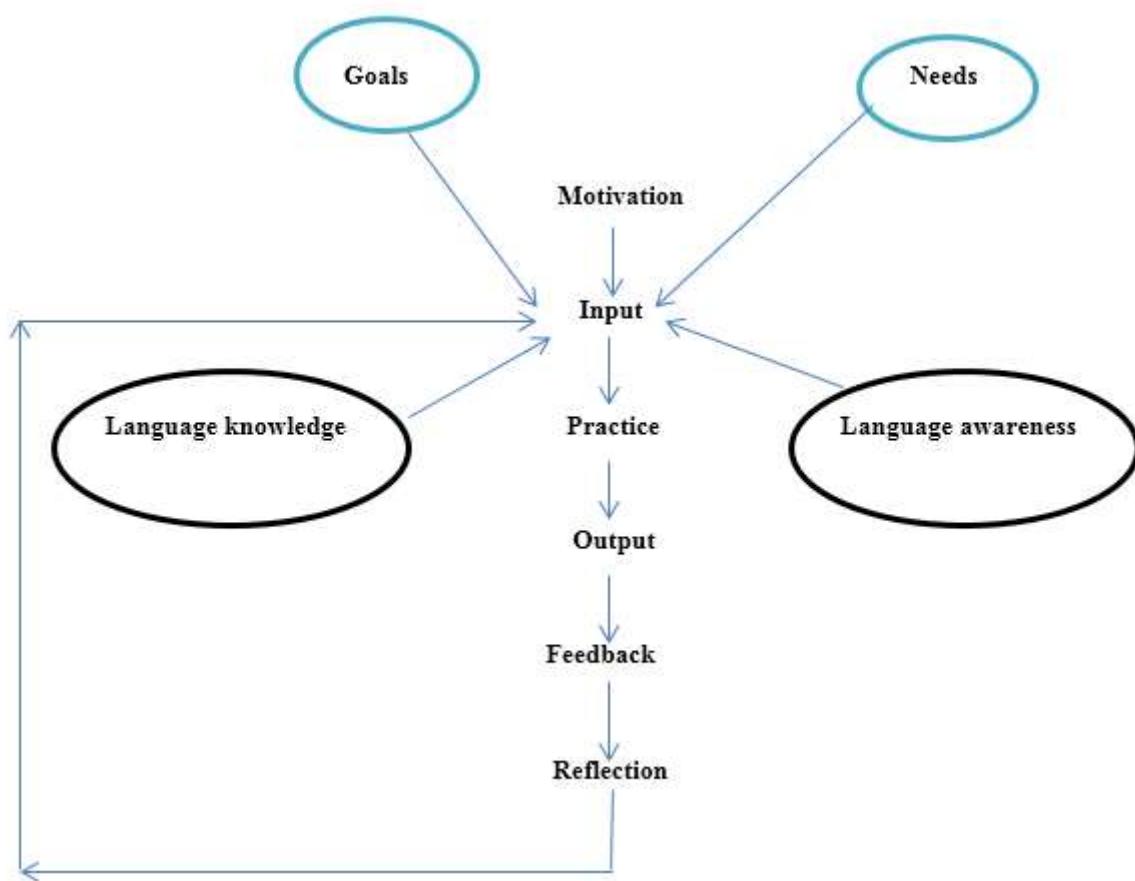

Fig 5. Model of the Language Learning Process (Adapted from Cotterall, 2000, p. 113)

The qualitative data evoked that respondents are holding positive beliefs and attitudes towards the use of language learning strategies and the extent to which the process of strategy- based instruction is effective in promoting high level of autonomy for their learners. Using our inferences of what teachers indicated during the survey as a window through

which to view the findings regarding teachers' pedagogical competence, we can assure that most teachers who participated in the study acknowledge that learners of literacy can be effective when they choose their own learning strategies appropriately and independently especially that literature courses require more reflection, thinking critically, and monitoring. EFL learners also should plan their own learning so that they can achieve adequate understanding

These findings reveal the close relation with the intrinsic literature about language learning strategies and the pedagogical and practical framework such as that of (Griffiths & Parr, 2001; Rubin, 1981; Anderson 1991) Also, the frequency, percentage number, and mean scores of the qualitative data indicate that teachers are aware about the necessity of implementing learning strategies as a means to empower student's autonomy of learning and through strategies based instruction. Also, the role of the teacher is vital in encouraging students to choose independently their language learning strategies and make their own learning plans effectively, so that they can be at the center of learning to achieve autonomy competence. (O'Malley & Chamot 1990; Cohen, 1998; Oxford, 1990)

Learning strategies instruction can be effective when the teacher believes in their students in being able to learn independently through independent learning plans and appropriate choice of learning. (Chamot et al, 1999) argues that "teachers should have confidence that the individual strategies are effective, and they must communicate this confidence to students" (cited in Bedir, 2010, p.5210) strategies of learning are tools used by students to complete tasks and promote autonomy of learning.

Conclusion and Recommendations

This study has investigated the effect of promoting autonomy of learners in studying literature through strategy-based instruction in an EFL classroom in Algerian higher educational context. It has offered valuable data about the efficiency of implementing particular teaching learning strategies in accomplishing literacy tasks. The overall analysis of both and qualitative and quantitative data proved that the majority of the participant teachers are holding positive attitudes and perspectives on the efficiency of Strategy-based Instruction in promoting their learner autonomy in a literature class. Also, the outcomes and high mean scores of the statements regarding the use of learning strategies revealed that all teachers are aware of the process of strategy based instruction in class and of the role of the learner as an active part in the learning process. Referring back to the research question of the extent to which can strategy-based learning contribute to increasing EFL learner autonomy in a literacy class, the findings demonstrated that strategy instruction can help students be more aware of the ways of learning more effectively, and how they can enhance their own performance, achievement, and competence in their

learning. This instruction also assists students to become more responsible for their own learning. It also aims to assist them in becoming more effective learners by allowing them to relate learning to their own life experiences. At the same time, learner autonomy has marked a shift in the role of the teacher to a facilitator which leads to a shared responsibility among learners and teachers; this means that the teacher can be involved in the learning process as a guide and monitor.

This study has proved that learner autonomy is a major goal of learning in general and not only for completing tasks in particular educational and cultural contexts. The findings yet indicated that teacher' beliefs and, attitudes, and perspectives on the process of teaching and learning are important due to their involvement in guiding learners and monitoring them. These beliefs and perceptions have a fundamental effect on their teaching practice, instructional process, and classroom behavior (Anderson & Roth, 1991; Bandura, 1997) further, the teachers teaching experiences cannot only be within the scope of this study, further research is needed to investigate their global experience which can affect their beliefs under particular conditions and factors. The focus of the research has set the scheme for further research in learner autonomy scene and self-directed learning in the EFL classroom, as it offered significant practical implications for teachers and learners to achieve autonomy competence and self-directed learning in literary classes.

Future research can therefore be conducted on how these topics are discussed and practiced in higher college education curriculum. Since learning strategies have been crucial in affording autonomy competence among Algerian EFL learners, further studies can be conducted on the role of portfolios as a tool which can help achieve learner autonomy. Portfolio's use can be helpful in enhancing students' advancement in their learning and give them the opportunity to contemplate on their own advancement and keep working with their peer. Portfolios can also facilitate learner's learning in the instruction process and allow them take full responsibility for their own learning progress towards personal learning goals. Cooperative learning is another issue which can help in developing autonomous learners, as learners' efforts are to promote their corporative, competitive and independent efforts. They can make reflection on their own learning, take responsibility of their progress, and work collaboratively with their peers. They can also keep a credible self-evaluation and self-assessment ability for future use, as portfolios would serve as a reference to check and evaluate their progress at the same time make it easier for teachers to plan for their language courses based on their learners needs and interests set down in the portfolios.

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