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**The Effectiveness of Mind Mapping for Promoting Learner Autonomy**

The Case of Third Year Pupils of Foreign Languages Stream at Salhi Athmen Secondary School –Bir Bouhouch .Souk Ahras

**Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Magister Degree in Language Sciences**

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**Dedication**

I dedicate this research work to my dear parents , to my dear husband and his family . to my sisters and brothers, to all my teachers as well as my dear pupils . Thank you all for all your encouragements and sincere prayers.

**I**

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First of all , sincere gratitude, deepest appreciation and heartfelt thanks to my supervisor Dr.Nadia Grine for her assistance, patience and guidance in the writing of this dissertation.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

**AF:** Absolute Frequency

**AM:** Année Moyenne

**AS :** Année Secondaire

**BBC** British Broadcast Channel

**BEF** Brevet d’Enseignement Fondamental

**BEM** Brevet d’Enseignement Moyen

**CALL** Computer-Assisted Language Learning

**CBA** Cometency-Based Approach

**CEF** The Common European Framework

**C.L.A.S.S** Confidence- Link- Association- Security -Self governance

**CLL** Community Language Learning

**CLT** Communicative Language Teaching

**CRAL** Centre de Recherches et d‟Applications en Language

**EFL** English Language Learning

**ELT** English Language Teaching

**ESP** English for Specific Purposes

**ICT** Information and Communication Technology

**LA** Learner Autonomy

**L2** Second Language

**MKO** More Knowledgeable Other

**MM** Mind Mapping

**PAL** Project for Autonomy in Learning

**RF** Relative frequency.

**X**

**SBI** Strategy- Based Instruction

**ZPD** Zone of Proximal Development

**XI**

**Abstract**

This research is an attempt to promote learner autonomy in formal language learning context (secondary school) with pupils belonging to the third year classes in the languages stream.Our study aims to prepare this category of learners to the autonomous learning at the university. Since learner autonomy implies the use of effective learning strategies, we thought of implementing mind mapping, one of the most recent techniques which proved its effectiveness in the field of teaching and learning. Therefore, It is a case study designed to investigate the extent to which the implementation of mind mapping as both a teaching and a learning tool can be effective in enhancing learners’ motivation, self confidence, self esteem, responsibility and independence. It also aims to explore if the use of mind mapping can change learners’ negative attitudes toward learning English and provide a stress free environment. This research shows that using mind mapping by teachers and training learners to use them have proved to be effective , to a certain extent ,in enhancing learners’ engagement, interaction, motivation, and at least learners’ partial autonomy. It also argues that English language teaching in Algeria should aim at cultivating learner autonomy through attributing new roles for the language teacher and learning strategy training for the learner. Finally, this study insists on the need to integrate learner autonomy in English learning not only as a top-down decision but as a gradual procedure based on training of teachers of English as a foreign language and learners towards the development of autonomy.

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**GENERAL INTRODUCTION**

**General Introduction**

As a reaction to the traditional teaching approaches and methods which proved to be inappropriate to meet the demands and satisfy the needs of modern society, new approaches have been introduced so as to enable the learner to transfer the knowledge and the skills he acquires at school to real life situations.

The mastery of the language alone is no longer enough for life-long study skills are also required. This is the reason why learner-centeredness and with it learner autonomy have been introduced in the educational context. They, both, aim to produce responsible learners who are able to take charge of their learning. i.e learners who do not rely on the language teacher but share responsibility with him in order to improve their level and to carry on learning outside the classroom when teaching stops.

In Algeria, and despite the reforms the educational system has known with the implementation of the competency based approach whose main goal is to make learners more independent and more self-reliant, it is generally noticed that secondary school pupils are still dependent on their English language teacher and teacher centeredness is still dominating . Mainly because they are unaware that the teacher is not the sole responsible for their learning and that they should get prepared for university studies where learner autonomy is highly required. Therefore, some practical solution should be applied in order to promote learner autonomy in Secondary school pupils and help them become gradually independent from the teacher, and rely much more on themselves in English learning both inside and outside the classroom.

Fostering learner autonomy aims at changing learners’ attitudes towards English language class and making them assume more responsibility in learning. As an attempt to do so, equipping dependent language learners with effective learning strategies and tools seems very beneficial since students’ success or failure in higher education is most often due to different factors affecting their learning process including effective learning strategies .

Therefore, teachers in general no matter what levels or subjects they are teaching need to create and employ teaching techniques to fulfill and result in active, creative, innovative,effective and joyful learning no matter what his/her students’ learning styles are. Because not all learners know how to learn and how to manage knowledge, teachers are not only expected to transfer knowledge to their learners but also required to teach them how to learn and to equip them with effective learning strategies. This study explores the effectiveness of one of the most important helping tools in the field of education ;the mind mapping technique which proved to be very useful to enhance students capacities, memory , creativity and critical thinking. The usefulness of this technique made us think of and enquire about the way in which and the extent to which it can be effective in fostering learner autonomy.

As opposed to hyper text, mind tools or mind mapping approach requires learners to build graphical representations of their knowledge. The fact which may involve and motivate them and help them engage more actively in the communication of their ideas and may consequently foster their autonomy.

Thus, because learner autonomy is an increasingly important aspect of higher education in Algeria especially after the introduction of the L M D system in which the learner is supposed to be more self-reliant, more self-directed and more able and ready to acquire a meaningful learning and based on the assumption that the application of mind mapping as a teaching and learning tool may help to enhance learner autonomy, our research is carried as an attempt to prepare secondary school learners for the autonomous learning at the university by training them to use one of the most effective learning strategies i.e. Mind Mapping.

***Aim of the research***

Based on the research findings about the effectiveness of MM as a cognitive strategy and departing from its effects on the development of critical thinking which is crucial for learners’ effective and autonomous learning, this research aims to investigate how learners’ autonomous learning can be promoted and enhanced by teachers using and encouraging students to use the mind mapping technique . It also aims to find out this technique’s effects on learners’ motivation to learning, engagement and self-confidence and self-reliance since autonomy entails all these characteristics and components.

**Research Problem and Questions**

***Statement of the problem***

Learners who are not equipped with effective learning strategies do not know how to learn. This may result in dependence and reliance on their teacher and lead to failure and low levels of proficiency. According to some brain researchers, one day the illiterate will not be the one who does not know how to write or read however the illiterate will be the one who does not know how to learn. Moreover, learners have different learning styles and preferences and teachers use a variety of methods and techniques that may not suit all learners’ learning styles. Therefore, the specific problem to be addressed is how dependent learners can become more self-reliant and more responsible of their learning, and whether introducing mind maps can promote motivation and ensure effective and autonomous learning .

***Research questions***

Inorder to solve the research problem, it is necessary to answer the following research

questions

* How can mind map based courses involve learners in the learning process?
* Is the mind mapping learning tool effective in raising learners’ confidence, self –esteem that are necessary to improve communicative skills?
* To what extent does the implementation of the mind mapping technique help dependent students become autonomous?

***Hypotheses***

We hypothesise that:

* If teachers employ mind maps in different learning activies , learning will be more creative, innovative, joyful , active and motivating.
* If learners are encouraged to construct their own mind maps, they will enhance critical thinking and hence their autonomous learning.
* If learners use mind maps as a planning and presentation tool, they will be more confident to communicate their ideas that are more organized.

**The Structure of the Dissertation**

The dissertation is divided into five chapters.The content of the chapters is as follows:

**Chapter one**  reviews the mind mapping technique, its definition and its origins, the theories of learning underlying it together with some findings from brain research in relation with thinking and the better ways to use the whole brain. In this chapter, the values of this technique in the EFL context are provided as well.

**Chapter two** is a literature review which covers general areas of learner autonomy including learner autonomy definitions , its components as well as the theories underlying it. It also sheds light on some insights about autonomy in foreing language education, reasons and conditions for promoting it.

**Chapter three** addresses the research methodology used in the present research. This chapter deals with a sampling of three English secondary teachers and third year pupils in the foreign languages stream. The reason behind this choice first lies in the fact that English teachers are aware of pupils’ level of autonomy. Second, pupils of 3AS are expected to develop a certain level of autonomy for the university studies. As for research instruments, we have used a questionnaire for pupils, and an interview for teachers in addition to classroom observation . This chapter presents the raw data, analysis of the data, a number of tables and feagures.

**Chapter four** presents the implications of the study and provides some recommendations for promoting learner autonomy as well as some suggestions about the different ways MM can be used in the language classes. It also recommends areas for further research in the field of learner autonomy, mind mapping, learning by doing and learning how to learn.

**CHAPTER ONE**

**INTRODUCTION TO MIND MAPPING**

**CHAPTER ONE : INTRODUCTION TO MIND MAPPING**

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**Introduction**

In an attempt to reach our aim of promoting learner autonomy in English learning in secondary school pupils,we assumed that if Mind mapping MM is used, learners’ motivation will be improved, their self- confidence and self-efficay would be raised and their autonomy could be fostered. So this chapter is devoted to introduce the Mind Mapping technique, its features, its advantages and the learning theories underlying it. Our aim behind introducing this technique is to enable learners take control over their learning and to provide them with a life-long skill for learning as well as to make learning easier, more enjoyable and more effective. Before introducing MM, it seems necessary to introduce the brain and thinking so as to achieve an understanding of the way the brain functions and how humans can use the whole brain for memory,creativity, and better learning.

**1.1 The Brain and Thinking**

Ignoring the way the brain functions makes people unaware of the effective ways and tools that better extract their whole brain potential. Scientists have found that the brain capacities are unlimited. This chapter presents the human brain, its functions in addition to the MM technique that proved to stimulate the whole brain as well as its advantages as far as learning and teaching are concerned

**1.1.1 Mental Literacy**

Mental literacy is a term used to refer to knowledge one has about the construction of the brain and its functions. Thus every one of us should be mentally literate knowing that the brain is composed of two sides ( the left and the right) and that each has its own functions like, memory and creativity…etc

**1.1.2 the Brain**

Scientists state that The human brain is so complicated, it controls everything we do i.e. our thinking , memory, movements, herat beats, imagination, and even our dreams ..etc The human brain weight is about one kilogram and a half, rich with a network of blood vessels catering oxygen and nutrients to the millions of the brain cells. It does not stop working and it generates more electrical impulses each day than all the mobile phones in the world; (Harrison and Hobbs, 2010: 12). The brain accounts for merely 2 percent of the body’s weight, but consumes 20 percent of the body’s total energy; it needs a tenth of a calorie per minute merely to survive.

**1.1.2.1 The Two Hemispheres of the Brain**

The brain contains two hemispheres: the left and the right which are linked by a central processing unit called the corpus callosum. Each half is split into four more compartments: at the very back is the occipital lobe which handles the visual sense. At the top of the brain are the parietal lobes which help with tasks such as calculation and spelling, and they handle sensations such as touch, body awareness, pain and pressure. Just behind each ear there are the temporal lobes, which are involved in the organization of sound, memory, speech and emotional responses. Behind the forehead there are the frontal lobes, which are considered the home of our personality; the uppermost part of the frontal lobes is involved in solving problems, activating spontaneous responses, retrieving memories and applying judgments. It also modulates our social and sexual behaviour. (Harrison, & Hobbs, 2010: 14)

As it is mentioned above, the brain consists of two parts or hemispheres: The left hemisphere and the right hemisphere; they are also called the cerebral hemispheres.



Figure 1 :The Cerebral Hemisphere.

It has been proved by Roger Sperry in the 1960’s that every hemisphere has a certain set of functions .The right hemisphere is responsible for intellectual areas such as: rhythm, spatial awareness, colours, dimensions, imagination, daydreaming, and making sense of the abstract; whereas, the left is responsible for other intellectual activities: logic, words, numbers, linearity, analysis, lists and sequences i. e. reasoning activities.



Figure 2 : The Functions of the Two Hemispheres.

In the traditional way of taking notes, the majority of the learners use a linear, monotonous form i.e, only one colour, words or lists are used . This means that that they use the half of their brain ,the left hemisphere. And the other half is a terrible thing to waste.



Figure 3 Traditional Note-Taking (Buzan, 1994, p. 44)

**1.1.2.2The brain Language**

The brain functions of imagination and associations happen using all the elements or the parts of information it is exposed to such as colours, pictures, numbers symbols that are used in MindMaps.This is The brain language which is is neither spoken nor written(i.e. not linguistic) but rather that built on associations and imagination that are linked to whole-brain function. (Buzan, 2006, p.143).

**1.1.3 Radiant Thinking**

As we have mentioned above, the brain does not think in a linguistic, linear, and monotonous way. Rather it thinks and remembers information in multiple directions simultaneously starting from a central idea or a key word. And this is called Radiant Thinking. Radiant Thinking from the word ‘*to radiate’* meaning to spread or move in directions from a given centre; this refers to the associative thought processes that proceed from or connect to a central point. In the brain, thoughts radiate outward from a key word like the branches of a tree or the blood vessels that emanate from the heart. (Buzan, 2002, p.32)

What happens inside the brain when a new piece of information enters (from watching TV, smelling a flower, tasting milk or anything else) is both simple and amazingly complex; Each bit of information, every sensation, memory or thought including every word, number, code, food, fragrance, line, colour, image, beat, note and texture can be represented as a central sphere from which radiate tens, hundreds, thousands, or millions of hooks; each hook represents an association, and each association has its infinite array of links. (Buzan, 1994: 53) . Each single unit of information relates to other units of information from the same kind, type or genre. Accordingly, from a single unit of information, other units of information spring out.

**1.2 Introduction to Mind Mapping**

Using one’s mental abilities to the maximum is a very crucial concern in the field of education so as to foster learning . One approach to this concern is the use of so – called mind maps, whose founder is Tony Buzan (Nebojsa et al., 2011) .

**1.2.1 Definition of a Mind Map**

A *“Mind Map”(MM)* is a graphic tool which contains a central key word or image and secondary ideas that radiate from the central idea as branches. The key idea crystallises the subject of attention while the branches represent the connections established with the central idea, forming a connected nodal structure.

Mind map was defined by Buzan (1993: 59) as ―an expression of Radiant Thinking and is therefore a function of the human mind,‖ and ―a powerful graphic technique which provides a universal key to unlocking the potential of the brain‖.

Mind maps were developed by the British psychologist Tony Buzan in the late 60´s in an attempt to help students take notes effectively. According to Buzan, a “Mind Map*”* is an

associative network of images and words which *“harnesses the full range of cortical skills: word, image, number, logic, rhythm, colour and spatial awareness in a single, uniquely powerful technique”*.(Buzan & Buzan 1996:81). He claims that a “Mind Map”can unleash the mind´spotential because it mirrors the associative functioning of the brain which is radiant and holistic.

Buzan (1996) advocated a particular procedure to design a “Mind Map.”One should start with a picture and a word in the centre of the paper and and then add key words related to the centraltopic. The keywords that branch out from the centre must be printed on curved lines which should be the length of the word. The use of pictures, colours, symbols and dimension is highly recommended to convey emphasis and facilitate recall.

**1.2.2 The Founder of Mind Maps**

Mind maps were first introduced and founded by Tony Buzan , a researcher, an educator and an advisor. He is famous for his three bestselling books : Use Both Sides of Your Brain, Use Your Head and The Mind Map Book. He lectures in many countries of the world about topics such as; the brain, thinking ,memory, intelligence, learning and teaching. His works have been translated translated into over 30 languages and published in many countries.

**1.2.3 The Story of Mind Maps**

Tony Buzan says: “I invented Mind Maps out of desperation move which led to inspiration, and the desperation was me in school, and I was studying and I was taking notes, and I was being very contentious, and I begun to think these notes don’t actually work, but I wasn’t sure why, and the more I analyse them the more they didn’t work. And as the exam came, out of desperation I would hardly mark, underline the key ideas, and I calculated it, and they were only ten per cent of the entire volume of all the notes that I was taking; so what I had thought was the rescue operation: my notes, which were actually the lead weights that were drugging me down, and so I extracted those ten per cent of the key words, put them on separate sheets realise that some of them were key key-words, and some of them were key key key-words, so I underlined and then boxed and then added dimension and then added different colours and low and behold before me, grow on magically, this thing is called the Mind Map. It allowed me to remember better, to create better, to organize better, to spend far less time with far better results.”

**1.2.4 Concept maps vs. mind maps**

What’s the difference between concept mapping and mind mapping? These two types of visual mapping look very similar, which tends to cause a lot of confusion among people who are just learning about them. Thankfully, the Wikit website contains a very concise and easy to understand comparison of these two concepts.

According to Brett, Chloe, Jennifer, Britta and Chelsea (2012), mind mapping is slightly different from concept mapping in that the mind mapping process starts with a topic at the center of the graphic. Important concepts and phrases are then linked to the center topic on branches which can continue to branch into other concepts and phrases. In addition, the text can be accompanied by images, and color can be used for emphasis or to facilitate organization. Mind maps allow students to create a visual image to enhance their learning and can be used as metacognitive that allows them to make connection into materials in meaningful ways. Farrand, Fearzana and Hennessy (2002) found that mindmaps (not only aided medical) students in studying and encourage a deeper level of learning, especially when paired with a problem-based learning curriculum. Mind maps have also been used as reflective tools that allow for broader associations to be made to the materials.

**The summary of the differences is as follows:**

**-Concept maps**

\* Are commonly used to organize and represent tacit knowledge.

\* Usually contain general concepts at the top of the map, with more specific concepts arrayed hierarchically

below.

\*Connector lines usually contains keywords or phrases that summarize the relationship between the topics

they connect. Such as topic a “causes” topic B.

\*Topics may be cross-linked with each other to depict more complex relationships between topics. Topics in

mind maps may only have one parent; in a concept map, a topic may have multiple connector lines, each one

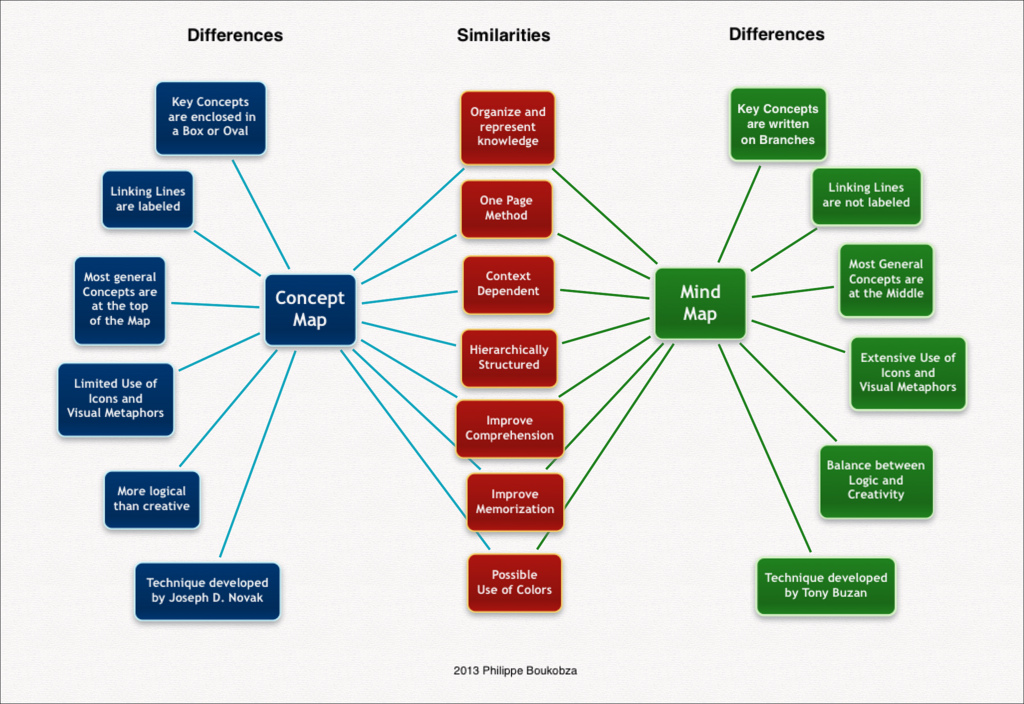
representing a different relationship.

**- Mind maps**

\* Tend to be more flexible and personal than concept maps.

\* Are used to slice and dice the map’s central topic or concept in multiple ways.

### \* May contain images and color, to make them more visually stimulating

**[](http://www.flickr.com/photos/philippeboukobza/8608133034/)**

### Figure 4: Mind or Concept Mapping: Differences and Similarities

**1.2.5 Mind Mapping Software**

The technological development has given birth to what is called the MM software instead of the Mind maps constructed using pencil and paper. Nowadays , MM software makes the formulation and the oresentation of Mind Maps very much easier by using computer hardware and software. According to Nebojsa et al. (2011) , mind mappings are no longer constructed on paper but they are created almost exclusively by computer. Excellent softwares for creating mind mappings include : Mindmanager (www.mindmanager.com) and Mindomo (www.mindomo.com).They permit learners to create better and simpler presentations of thoughts as they heelp them construct knowledge and more efficient learning. These are vey beneficial in education,they make it more productive as they enhance the learning conditions. Compared to paper MM, software mind maps are better as they save us time and it is easy to modify them.

**1.3 Making Mind Maps**

As it has been proved in brain research MM is a tool that enables anybody to use his whole brain easily and simply. Inorder to make a mindmap there are some steps and principles to respect.

**1.3.1 The Mind Map Tool Kit**

Mind mapping does not require special instrumenst or tools. It is so simple that almost everyone can do it. The tool kit consists of:

\* Blank, unlined papers;

\*A range of multi-coloured pens;

\*A brain. (Buzan, 2003: 11)

**1.3.2 The Five Steps of Mind Mapping**

Making a Mind Map is so simple; it needs five easy steps which are the following: first, the mind mapper should bring a blank unlined paper and place it sideways; second, a picture is drawn in the middle of the paper; it should be in the middle for two reasons: one, it reflects the nature of the brain’s thinking process, and second, it allows thoughts and ideas to flow freely in space. The picture sums up and represents the main topic, and it should contain at least three colours, and as the old adage says: “a picture is worth a thousand words.” Third, the mind mapper would draw some thick curved, connected lines coming away from the central picture; each line represents a main idea in the topic, these branches are considered the central branches of the Mind Map. Fourth, the mind mapper will name each of these ideas represented by the branches, and where possible a little picture of each is drawn- this stimulates both sides of the brain-. Words are underlined throughout a Mind map; this is because they are key words, and the underlining, as in normal notes, shows the importance of these words. Fifth, from each of these branches i.e., ideas, other connected lines can be drawn; they spread like the branches of a tree. The mind mapper would add thoughts on each of these ideas. These additional branches represents the details. (Buzan, 2003:10)

**1.3.3 Mind Mapping Principles**

There are a set of principles that should be respected by any mind mapper to be able to make Mind Maps that are really effective in enhancing memory and creativity and retreival. These principles are divided into the five A’s and the Mind Map laws.

**1.3.3.1 The Five “A”s**

The initial principle of mind mapping involves following the instruction of the five “A”s which are: Acceptance, Association, Analysis, Application, and Adaptation. These five “A”s are closely related and they are like stages that should be taken by the mind mapper. (Buzan, 2004: 93)

1. **Acceptance**: when starting a mind map, the mind mapper should set aside any preconceptions about his or her mental limitations, and look objectively at the issue. After that, the mind mapper should accept and follow the steps of the Mind Map which are: first, write down the problem or goal in the middle of the page and circle it, second, draw the main branches from the circle in the centre, an example of that is drawing eight lines and writing on them key headings, such as: 1. Why? 2. How? 3. Where? 4. When? 5. What (to use)? 6. Who (can help)? 7. Advantages? 8. Disadvantages? ; Finally, add details.
2. **Association:** when writing a Mind Map, the mind mapper should think of everything he or she can associate with any of the headings and write them along the branches. Then different ideas will pop up and they should be put where they fit best; here, different coloured pens are recommended for the new branches and sub-branches. Soon, the brain will make connections between all the written ideas; accordingly, the memorization and recall of those ideas will be easy.
3. **Analysis:** at this stage, the mind mapper should analyse what he or she has drawn until now asking analytical questions such as: Which branches contain more information? Where are the uncertainties? Are all the information needed present in the Mind Map? What can Iadd? And what can I omit? The mind mapping process will have helped the mind mapper generate and crystallize his or her ideas.
4. **Application:** it refers to the continued practice of mind mapping using the different laws and principles until mastering the technique.

**e- Adaptation:** it is the final stage, and it refers to the ongoing development of one’s mind mapping skills. Using mind maps on frequent basis will lead the mind mapper to realize that there are no limitations to the variety of ways he or she can use mind maps, because there are no limits to the number of connections which the brain can make; here, the mind mapper will adapt and personalize the tool to suit his or her needs. (Harrison and Hobbs, 2010, p. 63)

**1.3.3.2 Mind Mapping Laws**

Inorder to enhance mental abilities ,The Mind Map laws are put by the founder of the technique .These laws are divided into the laws of technique, and the laws of layout.

**1.3.3.2.1. Laws of Technique**

These laws can be summarised as follow:

Use emphasis;

Use association;

Be clear;

**Use Emphasis**

Emphasis is an important factor to improve memory and creativity; and all the techniques used for emphasis can also be used for association, and vice versa. Emphasis is achieved by using a centre, organised spacing, regular length branchesetc (Buzan, 1994: 97-100)

**Use Association**

Inorder to improve memory and enhance creativity, making associations is also very beneficial since it unlocks the brain to go into the depth of any subject. It is the key to human memory and understanding. It can be fostered by using branches ,arrows and colors

**Clarity**

Clarity in mind maps requires organisation because obscurity will hinder memory rather than help it. Furthermore , clarity on the page enhances clarity of thought; a clear Mind maps are graceful, and pleasant to use. Clarity in Mind Maps can be realised by organisation and regularity (Buzan, 1994:101- 103)

**2.3.3.2. 2 Laws of Layout**

**a- Hierarchy**

It is necessary to use hierarchy for it fosters the the potential of the brain mainly memory. The structure and layout the mindmapper gives to his map greatly affect the way he way he will use it.

**b- Numerical Order**

The mind mapper should use numbers or letteres on the branches of the map if it is to be used in a speech or an essay or an examination inorder to be able to communicate the thoughts in a specific order, whether chronologically or in order of importance (Buzan, 1994, : 104)

**1.5 Learning Theories Underlying Mindmaps**

**1.5.1 Constructivist theory**

Inorder to account for the positive effects of MM various approaches can be referred to. Some clarifications stress the unique, intrinsic distinctive features of MM, based on the function of human brain, Nebojsa et al. (2011), hold that mind mapping is an intelligent expression of thought and hence a natural function of the human mind and it is a powerful technique that provides a universal key to use the whole potential of the human brain.

Constructivist theory is rooted in the subjectivist worldview, which emphasizes the role the learner play within his learning environment (Burrell and Morgan, 1979). According to the theory, better understanding and meaningful learning can be ensured if the learner commits himself to interact with his surrounding.

In education, according to Harkirat et al. (2011), it involves reconciliation of disparate prior conceptions with more scientifically accepted new information through active student involvement in resolving inconsistencies, thus improving the organization and scientific accuracy of conceptual representations during learning, often leading to improved students‘ science learning outcomes. Teaching for active construction of new knowledge, is a process of helping students mobilize their prior understanding and reorganize them in light of current experience.

Mind mapping as one of the visual tools, according to the proponents of visual tools Visual tools are deeply rooted in constructivist theory. (Eastman, 1977; Jones, 1977; Novak and Gowin, 1984). Mind mapping stresses the active involvement of the learner who can make use of the background knowledge inorder to build to new knowledge in his mind resulting in the conceptual change that enhances the richness of information retrieval.

**1.5.2 Cognitive loading theory**

What is emphasised in cognitive loading theory is the necessity to reduce the load of woking memory and encourage the construction of schema. It is because , at a time, working memory is uncapable of holding more than seven parts of information (Miller, 1956). Hence, the working load should be reduced.What is distinguished in the theory is that schema theory asserts that a mechanism for knowledge organization and storage is provided by the schema. So if knowledge is presented in a shema form, then it is stored in long-term memory in the, resulting in the reduced working memory load.

Moreover , the working memory load can be reduced because the acquisition pf Knowledge presented in a schema form with sub- elements or low level schema is an active , constructive process(John et al.,1998) that seems like the constructive theory support as they no longer need working memory capacity.

Some researchers in the field of mind mappingassert that MM reduces the working memory load and makes remembering easier because it is assumed as the schema represrenting knowledge that is organiised as a network or a diagram incorporating verbal and symbolic elements.

Besides, learners practice which in turn consolidates their knowledge can be enhanced by engaging learners in the mind mapping

According to Chin Sok Fun, the human brain remembers images better than words; mind mappings representation is a visual map with different colours and shapes that can help learners understand and remember the subject matter. Yet, this does not mean that only visual learners can benefit from MM . A study conducted by Christine, Donald and Thomas on students from business and other courses states that pupils with different learning styles (verbal, logical, spatial or interpersonal) can make use of mind mappings for better learning opportunities.

**1.5.3 Mind Mapping and Socially Mediated Learning**

Mind mapping activities require students to actively engage in their learning, often by

connecting their prior knowledge to new information. When creating a mind map, a student

frequently interacts with a textbook, notes from class, an instructor, classmate, or study group. Viewed from a sociocultural perspective, the student’s learning in all of these interactions would be mediated by a social agent: an individual, group, or a cultural tool such as a textbook or set of class notes (Salomon & Perkins, 1998). The concept of socially mediated learning has been highly influenced by Vygotsky‟s (1978) belief that that society greatly influences learning and that “*every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level*” (p. 57). Thus from a sociocultural perspective, learning is not a transfer of information from teacher to student, but the process of participating in the active construction of knowledge and meaning through interactions with others and with the environment (Saloman & Perkins, 1998). When constructing a mind map, students are actively engaged with cultural tools in a way that, even when a student is working alone, his or her learning is socially mediated.

However, as Saloman and Perkins (1998, p. 17) note that*" an individual's learning can be socially mediated at different levels, from a lower level of social mediation to a medium level of social mediation to a high level of social mediation"*

- Low level of social mediation for example when an individual student interacting with a textbook and set of drawing materials creating a mind map

- Medium level of social mediation for example when a teacher or tutor engages with the student to scaffold an activity or ask a question; Mariage, Englert, & Garmon, 2000),

- High level of social mediation when a group of peers work collaboratively to complete a project; Ching & Kafai, 2008; de Abreu & Elbers, 2005; Gladwin & Stepp-Greany, 2008; Huong, 2007). In all of these examples, the focus is on the individual’s learning within a social context.

**1.6 Mind Mapping in Education**

According to different researchers, MM has proved to be very effective in the field of education though very few reseaches about its effectiveness in language teaching and learning have been caried out so far.

**1.6.1 Mind Mapping and Subjects Differences**

Researches show that mind mapping is effective in several subjects. Buzan and Buzan(2003) reported that use of a mind mapping technique improved students‘ achievement in science. Orhan (2007) showed significant positive outcomes in students‘ concept learning, overcoming misconceptions, academic achievement and attitudes towards science courses when students take notes using the mind mapping method. Science education emphasizes the engagement of students in searching, implementing, experimentation or observation while mind mapping encourage the students‘ involvement in learning.

Pehkonen (1997) stated that mind mapping benefits pupils taking mathematics education. Brinkmann (2003) described that mind mapping can be used in mathematics education to organize information, act as memory aids, work for repetition and summary, of the ideas of several pupils, meaningfully connect new information with given knowledge, introduce new concept, let cognitive structure of students become visible and foster creativity.

Moreover, Chei-Chang Chiou (2008) wrote that mind mapping help students in advance accounting courses. The mind mapping can help the students to interact their accounting knowledge with their formal information as well as to raise the students‘ interest of accounting through color and free form.

**1.6.2 *“MIND MAPS”* in the Teaching of Foreign Languages**

One of the main challenges teachers face in their profession. In tackling this challenge is enabling learners of a foreign language to understand the target language and communicate ideas freely, naturally, meaningfully and assertively. In tackling this challenge, teachers on many occasions are required to implement strategies and resources from other fields such as psychology.

One of the tools that can be implemented and adapted in the teaching of foreign languages is a Mind Map.Since British psychologist Tony Buzan first introduced Mind Mapsin the late Sixties, thegraphic tool has proved to be an excellent resource for teachers of foreign languages who facethe challenge of enabling learners to communicate ideas in the target language naturally,meaningfully and assertively.This section examines the applications and benefits of Buzan’s tool and illustrates how Mind Mapscan be adapted and implemented in the teaching of foreign languages

Chin et al. (2011) mention that mind mapping have been widely used in education : in brainstorming ideas, training and development, organizing ideas and problem solving. Based on these, we conceive that mind mapping has positive effects on teaching and learning. Moreover, Mind Mappings (MM) (Buzan, 1974) are already frequently used in educational practice. Therefore, it is necessary to study the mind mapping‘s effect on teaching and learning.

Learners can use Mind Mapsto brainstorm and learn vocabulary. *In the 90’s* Mind Mapswere applied to foreign language teaching as an aid to activateprior knowledge on a Certain topic and help learners to organize and recall items of vocabulary.

Foreign language teachers can design and use Mind Maps in their classes to scaffold listening and reading comprehension, develop the learner’s oral fluency, empower the learner, foster a sense of self-efficacy and consequently maximize the learner’s autonomy. Mind maps allow students to create a visual image to enhance their learning (Budd, 2004) and can be used as a metacognitive tool that allows them to make connections to material in meaningful ways. For example, Farrand, Fearzana, and Hennessy (2002) found that mind maps not only aided medical students in studying, but also encouraged a deeper level of learning, especially when paired with a problem-based learning curriculum. Mind maps have also been used as reflective tools that allow for broader associations to be made to the material (Budd, 2004). Using mind maps also helps teachers vary their teaching methods which may be more likely to reach diverse learners (Nesbit & Adesope, 2006).

As stated in Casco. M. (2009), the applications of MM in EFL courses can be summarised as follows

1. **Engaging the learner**

Map engages the learners **as** it helps them identify the central topic .Furthermore, the map provides a climate to reduce the learner’s anxiety when receiving input through listening and reading and when speaking.

1. **Activating prior knowledge:**

The use of images and keywords foster recollection of what the learner knows about the topic and allows him make associations with prior knowledge.

1. **Encouraging the learner to ask questions:**

The clear structure of the map helps the learner identify what he knows and what he does not know about the topic.. Images and interrogation marks widen the information gap and incite the need in the learner to find out what he does not know.

1. **Scaffold reading and listening comprehension:**

The map is a powerful tool to facilitate comprehension because if offers the learner a global view of what he is going to listen or read. Furthermore, the embedded cues contained in the map prompt the learner to form inferences that in turn act as an aid to understanding.

1. **Scaffold speaking:**

The map serves as a tool for the learner to organize his thoughts and speech. The different elements of the map can be easily linked and cross-referenced allowing the learner to create a different discourse each time the learner uses the map.

1. **Assess oral production:**

The same map implemented at other stages of the language course, can be used to get a new sample of the learner’s production. By explaining the connections on the map, the learner will show if he has acquired new structures and lexical items. The production obtained with the aid of the map will reveal errors providing an information source for the teacher to reflect upon in her future practice.

1. **Scaffold written production:**

The map originally designed by the teacher and expanded upon by the learner may become the starting point to write a paragraph or an essay on the topic explored.

**Conclusion**

Mind Mapshave proved to be an excellent resource for teachers and learners of foreign languages. Mind Mapscan be designed and applied by teachers to face one of the most important challenges in the teaching of foreign languages: enabling learners to understand the target language and communicate ideas naturally, meaningfully and assertively without paying attention to making mistakes.In the Teaching of Foreign Languages MM can be used for different purposes: prediction, listening comprehension, reading comprehension, speaking and writing. It can also be applied with learners with different levels of proficiency in the target language with the aim of enabling them to make decisions and develop a sense of self-efficacy and promote autonomy. This is the assumption on which we decided to carry out our study in the following chapter which aims at investigating the extent to which MM can be effective in promoting learner autonomy in secondary school pupils.

**CHAPTER TWO**

**PROMOTING AUTONOMY**

**CHAPTER TWO : PROMOTING LEARNER AUTONOMY**

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**Introduction**

Nowadays , language learning is no longer seen as a set of rules and knowledge to be transmitted from teachers to learners. However it is rather viewed as a process in which the learner is expected to be more responsible for his own learning . Among the bases on which learner –centredness stands is autonomy that is regarded by many researchers as a precondition for an effective learning. Yet, this does not imply that learners can do without the teacher. They do not automatically accept responsibility for their learning, teachers must help them to do so espacially in formal educational contexts. This chapter sheds light on the term of autonomy and its types. It also presents the reasons and the conditions for promoting it as well as its importance in language education.

**2.1 Learner Autonomy**

The concept of autonomy in education is a multifaceted one whose meaning has been discussed from many perspectives. Politics is one of the fields in which the concept of autonomy was first developed. It appeared in Ancient Greek with philosophers such as Aristotle and Socrates who used to claim for citizens’ right to self-government. citizens own laws used to govern cities. Hence , individuals were regarded as free beings who are able to command themselves and not under others’ authority. Moreover, Yule (1996) states that the autonomous person is just like the independent state, he or she should not be open to external intervention or control. However he / she would rather be the sole director of his own life.

In education, some researchers view it as the ability and the readiness to take charge of one’s learning process . Others define it as the ability to make decisions and others think that it is both a cognitive and a self-management process.

The term autonomous is a Greek word which is composed of two parts auto and nomus. It is used to refer to to someone whose life is governed by by his/her own rule. Thus, autonomous learning is tightly related to self direction . Autonomy in learning has started to gain importance only since the 1970’s with the introduction of communicative language learning environment mainly with the foundation of the council of Europe ‘s Modern Languages Project in 1971. Yet the current debate about autonomy in second and foreign language learning started with Holec in his 'Autonomy and foreign language learning' that was published in 1979. In his book, he says that :

To say of a learner that he is autonomous is to say that he is capable of taking

charge of his own learning and nothing more ...to take charge of one’s learning is

to bear responsibility for all the decisions concerning all aspects of this learning.

(1981:3)

Holec’s definition deals with roles the autonomous learner is supposed to assume. Such roles include : setting objectives, defining the content, choosing the the techniques to be used , monitoring the process of acquisition and self evaluation of what has been acquired.

Accordingly, the first step towards autonomy is when learners develop a sense of responsibility for their learning that essentially requires involving and engaging learners in many aspects of the learning process such as: planning, implementing and evaluating. Yet these roles are very far to be assumed mainly in the formal learning settings.

Some researchers such as Benson and Little criticised Holec’s definition as it does not account for *“the nature of the cognitive capabilities underlying effective self-management of learning.”*(Benson, 2001:49). Little (1991) adds 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

(1991: 3-4)

Thus , we notice an agreement between both Benson and Little since Benson (2001) argues that this definition adds a vital psychological aspect to Holec’s in that it describes autonomy as a cognitive and self- management processes of learning. Thus, learners will be empowered and their autonomy will be enhanced if they never stop trying to understand the”Why”, the ”What” and the “How “of their learning. (Dam, 1995). As viewed by Dickinson , learner autonomy is the ability to make decisions and the ability to implement them ( Dicknison, 1987:81)**.**

Another definition of learner autonomy is also provided by Jeffries (1990:35) who states that it is *“learning in which an individual or a group of learners study on their own possibly for a part or parts of a course, without direct intervention from a tutor, so that to take a greater responsibility for what they learn.*”. In Jeffries’ definition we realise that there are two types of autonomy ; partial as well as full autonomy since he mentions the possibility for learners to work on their own but not for the whole course.

In short, It seems to have different definitions for learner autonomy and this is mainly due the fact that autonomy has degrees and the behaviour of autonomous learners can change depending on their age, and their degree of progress in learning.

**2.1.1 Autonomy Terms**

It is worth to be mentioned from the very beginning that autonomy in learning is not used synonymously with self-instruction. The latter can be defined as *:"a deliberate long-term learning project investigated, planned and carried out by the learner alone, without teacher’s intervention*". (Benson, 2001: 131). This means that the process of learning is carried out individually by the learners without the minimum of intervention from the teacher. Yet the former does not imply that learning should be carried out by the learner, but rather controlled by him. In autonomous learning, the ability to take charge of one’s own learning should be developed. However, self-instruction is the techniques used in order to direct one’s own learning (Pemberton,1996). Thus, autonomy is the capacity for learning while self-instruction is a way of learning. What needs to be stressed here is that autonomy is a universal human capacity that cannot be easily created in the educational setting; it can only be fostered, nurtured, enhanced, or promoted ( Benson, 2001). Thus, autonomy should be seen as an essential goal of learning.

Autonomy can be referred to in different ways in the literature , these various terms are provided by both Dickinson (1987) and Benson (1996). Some of them can be used interchangeably and others are used to refer to different meanings. These include : **Individualized instruction**, **self-Access learning, self-direction**, **self regulation**, **flexible and distance learning.**

**2.1.2 Types of Autonomy**

**2.1.2.1 Individual and Group Autonomy**

From the meaning of the term of autonomy we can understand that though it is purely **individual**, it can also be **collaborative** implying according to Dam(2003) some “capacity and willingness to act independently and in cooperation with others.” Therefore, learning is not only individual because even collaboration, negotiation and interaction constitute necessary features in autonomous learning.

**2.1.2.2 Proactive and Reactive Autonomy**

Two main features can be related to autonomy are being proactive and reactive as it was suggested by Littlewood (1999). By proactive autonomy Littlewood (ibid) refers to the situation when**: “***learners take charge of their own learning, determin their objectives, select methods and evaluate what has been acquired*.”

However, he uses reactive autonomy to refer to “ *the kind which does not create its own directions but one direction has been initiated.”* (ibid). This classification is very important as it permits autonomy to be practised both individuallly and collaboratively . This can be shown in the project work in which the learner can negotiate and share responsibility under the parameters laid down by the group.

**2.1.2.3 Full and Partial Autonomy**

Autonomy is classified in another way by Dam(2003) as full or complete and partial or semi-autonomy. According to him when the learners take the responsibility to control the course fully, this situation is referred to as full autonomy whereas when the learner can be autonomous for some parts of a course and dependent in others . This situation is referred to as partial autonomy such as the types of tasks where the learner deals with a task either individually or in peer or group work and the teacher can provide guidance and assistance.

**2.1.2.4 Classroom Autonomy**

Autonomy of the classroom is a relative concept with multi-dimensional meaning. It is relative in the sense that students cannot be completely out of the control of teachers and teachers cannot go beyond the existing educational system. The teacher is still the main source of learning materials. The syllabus is still an important document to guide students to learn. In order to create the real autonomy of the classroom, we must foster a truly learner - centered philosophy of education.

Benson (2007) discusses the implications of the rise of ‘classroom autonomy’ by

arguing that it has led to a re-conceptualization of autonomy from a theory or a philosophy to a usable construct for teachers who want to help their learners develop autonomy . The teachers’ attitudes towards the learner change from considering them passive recipients to collaborators as it is put by Reinders & Lamb **:** “*While introducing autonomy in the classroom teachers consider students collaborators in the learning process*.”( Reinders and Lamb, 2006:47).To see learners as collaborators and partners means to share responsibility with them in language learning.

Reinders and Lamb (2006) further explain that autonomy support can be manifested in the classroom in at least 3 distinct ways:

- Organizational autonomy support e.g, allowing students some decision-making role in terms of classroom management issues.

- Procedural autonomy support e.g, offering students choices about the use of different media to present ideas.

- Cognitive autonomy support, i.e, affording opportunities for students to evaluate work . correct their mistakes, correct each other’s, etc.

In addition to fostering time management and organization, teachers can lead discussions in which they help students plan, schedule, and prioritize their tasks and activities, making daily lists of tasks to complete, writing reminder notes, carrying a notebook, scheduling weekly events and preparing for the next day the night before, etc. so the teacher‘s role is very important because: In formal educational contexts learners do not automatically accept responsibility for their learning teachers must help them to do so; and they will not necessarily find it easy to reflect critically on the learning process, teachers must first provide them with appropriate tools and with opportunities to practise using them. (Little ,1991:1777) English teachers have plenty of roles to play in establishing an atmosphere that really encourages autonomy and enhance learners’ motivation.

As far as secondary classes in Algeria are concerned, they are supposed to be learner-centered with a gradual application of learner autonomy. This is what the CBA advocates, but reality is different, since nearly most of these classes are non- autonomous in which the teacher makes all the decisions. Therefore, in order to promote autonomy and integration, pupils in secondary education are required to take more responsibility in the classroom through selection of the material to work, time management, and self-evaluation. All these requirements can’t be achieved unless the language teacher gives a hand to the pupils so as to step in the autonomous learning environment.

**2.1.2.5 Teacher Autonomy and Learner Autonomy**

Teacher autonomy and learner autonomy can not be separated as learner autonomy can not be real unless teachers have already developed their own autonomy, through reflection about their beliefs, practices and experiences in the teaching /learning contextLittle (1995). Teacher autonomy was first introduced into the language teaching literature by Allwright (1988) and later developed by Little (1995). Teacher autonomy has been generally referred to as teachers’ control over their own teaching (Smith 2003). Little (1996) describes autonomous teachers as those who have developed a strong sense of responsibility for their teaching, with continuous objective reflection and analysis for better control of the teaching process. Aoki (1999) adds that by analogy with learner autonomy, it becomes easy to define teacher autonomy . He states that if learner autonomy is ‘*’The capacity, freedom, and/or responsibility to make choices concerning one’s own learning . . . teacher autonomy, by analogy, can be defined as capacity, freedom to make choices concerning one’s own teaching’’.( 1999:111)*

However she finds this analogy problematic because teachers’ freedom is relative as he can not exercise it and at the same time follows the curriculum made by the educational authorities. Teacher’s autonomy can be exercised only in the choice of the teaching techniques with no control over the content or the approach.It can appear only when he freely chooses the reading texts or assign learners with projectwoks other than those proposed in the textbook.

According to some researchers such as (Little, 1995), a teacher can be autonomous if he has a sense of responsibility and affective and cognitive controlof the teaching process execising obective reflections and analyses about their own teaching

Users of the term ‘teacher autonomy’ have focused on different dimensions, as it is clear from the following examples (Little, 1995):

1. Self-directed professional action: Teachers may be autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis . . . affective and cognitive control of the teaching process.
2. Self-directed professional development: one who is aware of why, when, where and how pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself.
3. Freedom from control by others over professional action. Undoubtedly this is the most widely accepted sense of the term ‘teacher autonomy’ in the general educational literature. In this sense the term means freedom from external controlthis freedom seems to be relative, since the teacher may be free in the selection of the techniques of teaching not in the choice of the content and the approach. In this sense the term ‘teacher autonomy’ may be employed in the field of second language education.

There is a fine balance between supporting students on the one hand, and being too prescriptive or directive on the other. It is part of the tension described by McDonough (1999) as the ‘double-edged relation between teaching people to learn and learner autonomy as**: *‘’****every learner-trainer’s dilemma is how to best help learners discover their most satisfactory way of learning without stifling the very independence they are trying to develop’’.*

(1999:12) . However we may notice that teaching learners how to learn is just a first step in the process of promoting learner autonomy, and later they will be gradually independent.

**2.1.3 Levels of Autonomy**

It was emphasised that autonomy has levels according to many researchers. In the late 1990’s for example, Nunan’s (1997) model of five levels: *awareness, involvement, intervention, creation and transcendence*. At the awareness level, learners would be made aware of the teaching and learning goals as well as the content of the materials. In the involvement and the intervention level learners identify strategy implications of pedagogical tasks. Then identify their preferred learning styles and strategies. At the transcendence level, learners would make links between the content of classroom learning and the world beyond.

Second, According to Littlewood (1997) there are three dimensions of autonomy that involve first, an ability to operate independently with the language and use it to communicate personal meanings in real, unpredictable situations,(*autonomy as a communicator*). In the context of classroom organization, it involves learners’ ability to take responsibility for their own learning and to apply active strategies *(autonomy as a learner*). However, in a broader context, it involves a higher and a greater generalized autonomy as individuals (*autonomy as a person).*

Third, Scharle & Szab o’s (2000) proposes a three phase model involving: raising awareness, changing attitudes, and transferring roles.This seems to be the most suitable model for our study First, raising *learner’s awareness* of the importance of learner autonomy can occur by convincing them that the teacher is not the only responsible for their learning. Second, their *negative attitudes towards it should also be changed* by making them experience success by themselves and by their own efforts. If this were realized, pupils’ and teachers' roles and responsibilities in the classroom could be changed because learners’ success will make them feel confident and make them more ready to rely on themselves and *take charge* of their learning without their teachers’ dominance.

**2.1.4 Reasons for Learner Autonomy**

Many language teaching researchers believe that autonomy is considered as a very important characteristic of successful learners. This justifies the rationale behind introducing it into the language classroom. It has become a desirable goal for three reasons: psychological, practical and philosophical.

First, the psychological rationale is the most appealing to educationalists, simply because better learners in general are those who are in charge of their own learning. In this context, Candy states that**: “***When learners are involved in making choices and decisions about the content and the mode of what they are studying, learning is more meaningful, and thus, effective.”(*Candy, 1991:24).Moreover, learners involved in the process are more likely to feel motivated in their learning and motivated learners are generally successful ones. This is also illustrated in Dickinson (1987) who says that

...there is convincing evidence that people who take the initiative in learning

(proactive learners) learn more things and learn better than do people who sit at

the feet of teachers, passively waiting to be taught (reactive learners)...they

enter into learning more purposefully and with greater motivation.

(1987:14)

Because of the traditional teaching method, and as it is stated by Van Lier (1988), the knowledge that learners get from the teacher at school can never be matched with or applied in real life situations. They could neither write nor use the language in conversations. Thus practicability was absent inthese old methods as opposed to the recent ones where autonomous learning is highly recommended especially in the case of overcrowded classes, in which most learners rarely get the chance to be involved.

Third, freedom of choice in any learning situation constitutes the philosophical rationale behind autonomy. Knowles (1975) asserts that when individuals are free to choose for themselves, their societies will be healthier and happier. According to him learners should be prepared for a future where efficient social functioning is linked to autonomous and independent learning inorder to maximise their life choices as the conception of the individual in the society is no longer that of’’ man as a product of his society ‘’*but that of man as the producer of his society* ‘’(Janne, 1977: 15 In Holec, 1981:3). Thus it is necessary for the development of societies to implement autonomy from an early age to produce learners who can take charge of their learning and autonomous citizens

**2.2 Dominant Philosophies Underlying Learner Autonomy**

The notion of autonomy in learning has long been part of a wide range of educational philosophies and has recently been identified in educational policy as crucial to the development of lifelong learning. Three dominant philosophies of learning connecting up with learner autonomy have been discussed. They are: humanism, constructivism and experiential learning. But before dealing with these theories, it is necessary to refer learner autonomy to its natural context or what is known as biological autonomy. That is to say, before being an autonomous learner the human being has passed through stages in which he has developed his biological autonomy first (autonomy as a human being) and in later stage he develops his autonomy as a learner.

In this context, Varela in his book Biological Autonomy says**:** “*Scientists would benefit if they take a look at principles of biological autonomy before doing research in cognition and social sciences*.” (Maturana & Varela, 1979:55).In fact, as the human being starts his life by over reliance on the mother and develops his self reliance gradually. The learner of a language also starts his learning by over reliance on the teacher and in a later stage develops his self-reliance and be gradually independent from him.

**2.2.1 Developmental Learning**

The term “autopoesis” was introduced to semiotics in 1973 by the Chilean Biologists Maturan and Varela. It refers to *:“the self-producing organization that is unique to living things.”* (ibid)**.** According to the theory, the living system has a self-producing or autopoetic organization. Autonomy in living systems can be noticed as an example through which the American physiologist W. Bradford Cannon (1975) called “homoeostasis”. It is the ability of mammals as an example to keep the body temperature constant in the changing circumstances as the temperature of the external environment varied.

Biological autonomy is a universal characteristic and an unavoidable part of what is to be human. According to Ushioda (2001) in biological terms we are autonomous in two related sense: First, according to our own laws which are encoded in our genes we grow. Our personalities and abilities grow as a process of maturity. They are in no way the ones our parents or teachers decide to impose on us. Second, we are autonomous in the sense that we are self-contained, for example, we can think our own thoughts but not any one’s else. We are autonomous even in the level to which we can express ourselves and communicate ideas to others. However, Biological autonomy does not mean that the human being is cut off from his environment. Little puts that:“ *human beings do not produce themselves in vacuum….growth depends on nurture-the provision of physical or emotional care-with a particular environment*.” (Little, 2002:8)**.**Thus, the child while acquiring a language is influenced mainly by the speech of his mother, and the learner while learning starts by over-reliance and try gradually to be independent from the teacher.

**2.2.2 Humanism and Learning Theory**

Since the early 1970’s language teaching methodologists and teachers have been influenced by insights from humanist psychology, which emphasizes the importance of affective factors in learning, such as: motivation, age, aptitude, and learners’ attitudes towards the language. Humanism as a philosophy is a paradigm that emphasizes sensitivity and compassion towards learners, and the rejection of whatever makes pupils feel not at ease while learning. That is to say, any obstacle or a psychological barrier that can undermine learning a language such as: stress, anxiety, and shyness, etc should be removed. In this vein, Roberts et al. claim that: *“ the affective aspects of language learning are as important as the cognitive aspects, [and therefore] the learner should be treated in some sense as a 'whole person*.” (Robert et al. 1994:101). That is to say, the teacher should not be concerned with the mental or the cognitive side of the learner personality only but also with him as a whole person with fears, needs and desires.

Hence, humanism stresses the importance of taking responsibility and independence in language learning. In ELT , the silent Method and Community Languge Learning CLL are the methods which illustrate humanism as both engage the learner inthe learning process.

Teachers who implement the humanistic approach are supposed to find ways so as to engage and motivate their learners . They should also know about their attitudes toward learning English . Consequently, the teacher should assume some roles such as raising awareness about independence, motivating learners through providing a safe environment in addition to roles of facilitator and that of counselor.

Generally speaking teachers in secondary schools are aware that treating pupils with consideration and compassion is really motivating. Because pupils quite often repeat for instance: We like Physics because we like the teacher and we do not like learning English because of the teacher. In this context Candy (1991) views that**:** “*In a language course, success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom”*. ( Candy ,1991:45). That is to say, if the atmosphere of the classroom does not make learners relaxed and the relation between teachers and learners is not based on mutual respect, and humanistic side, motivation and success in this context are hard to be achieved.

**2.2.3 Constructivism**

Constructivism is a philosophy of learning which views learning as an active, constructive process. people actively construct or create their own knowledge. Constructivism is founded on the basis that, knowledge cannot be taught but only learnt (that is to say constructed). In other words, knowledge is built up **:** *“by reflecting on our experiences, we construct our own understanding of the world we live in*. ” (Thanasoulas, 2000:12).

Constructivism refers to theories about learning which fall somewhere between cognitive and humanistic views. It is generally considered as the opposite of the behaviorist model of learning. the constructivist cognitive theory, unlike behaviourism emphasises the importance of the mind in making sense of the material with which it is presented. There are two types of condtructivism.

**2.2.3.1 Cognitive constructivism**: deals with the way a learner comprehends things in terms of developmental stages. Piaget asserts that children’s minds were not empty, but actively processed the material with which they were presented. Piaget(1896-1980)

**2.2.3.2 Social constructivism**: demondtrates how meanings and understandings grow out of social encounters. The pioneer of social constructivist theory is Vygotsky (1896-1934) in his theory of the ZPD. It is the difference between what a learner can do with help of teachers and peers and what he can do without help, i.e, the child first imitates adults’ example and step by step becomes able to proceed without assistance.

**2.2.4 Experiential Learning**

In Kolb’ book (1984) Experience as the Source of Learning and Development has a great impact the development of lifelong learning models. Kolb's work can be traced back to that famous dictum of Confucius around 450 BC**:** *" Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."* Experiential learning refers to the process of making meaning from direct experience. Aristotle once said, for the things we have to learn before we can do them, we learn by doing them.

Similarly David Kolb believes that**:** *“learning is the process whereby knowledge is created through the transformation of experience*.” (Kolb, 1984: 38). Kolb presents a cyclical model of learning, consisting of four stages. One may begin at any stage, but must follow each other in the sequence:

- Concrete experience (or “DO”) where the learner actively experiences an activity such as reordering, summarizing, and doing a project work. .

- Reflective observation (or “OBSERVE”) When the learner reflects on that experience. -abstract conceptualization (or “THINK”) to form a model of what is observed. - Active experimentation ( “PLAN”) To plan how to deal with next similar experiences.

As far as the application of experiential learning in the process of teaching and learning is concerned, learners should manage their own learning by taking responsibility, by doing this, they will be producers rather than consumers of language courses. So, experiential learning, which is basically ‘learning-by-doing’ gives learners freedom to use their capacities independently. Project work is a common practice of experiential learning in language learning. It is supposed to be an effective method of facilitating autonomy. In fact, through it learners have the opportunity to learn autonomously.

Our research study is a real illusration of this theory as we attempt to make pupils able to learn by doing i.e. by making mind maps

**2.3 Autonomy in Language Education**

Though it has been used for a long time in other fields such as religion and philosophy, the term autonomy has gained importance in language learning only in the1970’s According to Benson (2001) **:** *“the idea of autonomy first appeared in language learning along with the establishment of Centre de Recherches et d’Applications en Language (CRAL), which aimed at adult education.*” (Benson, 2001: 8).Its immportance is stressed by Galileo ‘*’you cannot teach a man anything; you can help him find it within himself.*’’ In other words, teachers need only to guide and help the learner rather than provide him with knowledge.

Both historically and theoretically, learner autonomy can be linked to the communicative approach as a result of the total rejection of behaviorist ideas about SLA. Since then language has been referred to as a means of communication . In fact much focus is put on language communicative functions, individuals’ needs , social norms and autonomy.

In the 1990’s, a lot of researchers in the communicative approach have explored the relationship of autonomy with their work ( Littlewood, 1997, 1999; Nunan, 1995). Then it has been interestingly asserted by many researchers in sociology and psychology of education that autonomy and self-direction are beneficial for learning in general and to second language acquisition in particular.

Moreover Little states that :

Over the past twenty years or so, the concept of autonomy together with related

concepts such as independent learning, self-direction and self-regulation, has

become increasingly important in the educational literature, where it has been

viewed as both a desirable goal of education and a constituent element of good

teaching and learning.

*(1991: 4)*

Thus, in learning autonomy is used as a goal of learning rather than just a philosophy, i.e, empowering language learners to be both competent and autonomous

**2.3.1 Versions of Autonomy in EFL Context**

According to Smith (2003) ‘weak’ and ‘strong’ pedagogies are stressed for autonomy.

As a capacity which students currently lack (and so need ‘training’ towards)’.

Strong pedagogies’ on the other hand, are based on the assumption that students

are already autonomous’ to some degree, and focus on ‘co-creating with

students optimal conditions for the exercise of their own autonomy’*.*

*( 2003: 131)*

Accordingly stronger versions are more legitimate than the weaker ones. From this perspective a gradual step by step approach may enhance the development of autonomy. Therefore, we can say that the pedagogy implemented in Algeria is not strong enough or not well developed, since pupils in the secondary education really lack autonomy and need training to become self-reliant and independent in English learning.

**2.3.2 Learner Autonomy and Language Proficiency**

Autonomous learning is more effective than non-autonomous learning. In other words, the development of autonomy implies better language learning. This is one of the bases almost allresearch in the field of autonomy is based on.

There are researchers who explore the relationship between learner autonomy and language proficiency among them: Ablard and Lipschultz (1998), Corno and Mandinach (1983), Risenberg and Zimmerman (1992), and Zhang and Li(2004). First, Corno and Mandinach (1983) initially proposed that learner autonomy could help to improve the language proficiency of learners and concluded that autonomous learners were the learners of high language proficiency.

- Risen berg and Zimmerman (1992) further pointed out that a high degree of learner autonomy among the high-achieving students would achieve high scores and the learner with low degrees of learner autonomy achieves low scores. Thus learner autonomy could augment the academic scores.

Deng Dafei a Chinese EFL teacher, has conducted a study in 2004 to investigate the relationship between learner autonomy and English proficiency in a sample of 129 secondary pupils in different schools in China among which 42 are male and 87 are female. They have studied English for seven years. By means of a questionnaire, proficiency tests and an interview. The results of the study indicate that the students’ English proficiency is significantly and positively related to their learner autonomy.

To sum up, research can help to test the hypothesis that autonomy in language learning is equivalent to better language learning, and “.. *research is likely to be most valuable if it establishes proficiency criteria and assessment tools relevant to autonomous learning, and documents the ways in which the development of autonomy and proficiency interact.”*

(Benson, 2001: 191-192)

The research conducted give a legitimacy of asking for autonomy to be a fundamental goal in language learning. This is another reason that paves the way to the notion of learner autonomy in educational context.

**2.3.3 Learner Autonomy “The Let- Me- Learn” Drive**

Generally, when a learner is unable to transfer the knowledge he acquired in the classroom to real life situations, the question that first comes to our minds is whether the teaching procedures and approach is adequate. Learning a language is not restricted to the mere learning of grammar and vocabulary, it transends to the use of the language to communicate and develop a set of autonomous competences. Heyworth’s(2004) study ‘*The Common European Framework of Reference for Languages’* (CEF) gives the necessary competences in addition to the linguistic ones learning a language, beyond the narrowly . such competences include : Intercultural, sociolinguistic , pragmatic, and existential competence.

**2.4 Conditions for Learner Autonomy**

Learner autonomy is not obtained only if certain conditions are available: motivation and attitudes and learning strategies on the part of the learner, and materials. Thus, in our secondary schools without the teacher’s role and learners’ positive attitudes, maintaining autonomy in EFL classroom seems to be difficult if not impossible.

**2.4.1 Learners’ Attitudes and Motivation**

Many researchers in the field of EFL or ESL claim that language learning has what is called affective component . Thus Learners’ attitudes and motivation to learn are generally key factors that can lead to either success or failure. If learners are motivated and have positive attitudes toward learning, they are more likely to achieve high level of language profeciency. However if learners are demotivated and have negative attitudes, effective learning is so far to be reached. Johnson (1998) claims that meeting and interiorizing the grammar of a foreign language is not simply an intelligent, cognitive act. It is a highly affective one too. Affective variables can impact the process of learning either positively or negatively Gardner and MacIntyre (1993) define affective variables as the**: “***emotionally relevant characteristics of the individual that influence how she/he will respond to any situation.”* (Gardner and MacIntyre, 1993:128).Thus inorder to maintain learner autonomy , one should not neglect the necessity to improve learners’ negative beliefs and attitudes as well as their motivation to learn.

Dickinson (1995) concludes that:

Enhanced motivation is a conditional on learners taking responsibility for

their own learning, noticing that their successes or failures are related to their

own effort rather than to the factors out of their control.

(Dickinson, 1995:14)

There is clearly an intimate but rather a complex relationship between the concepts of autonomy and motivation. On a simple level, we can state with confidence that autonomy relies on motivation, but we cannot state with equal confidence that motivation relies on autonomy. According to Ryan and Deci, (2000) Intrinsic motivation decreases as autonomy decreases.

We can not talk about motivation without shedding light on learner’s attitudes and beliefs, it seems clear that positive attitudes are conducive to increased motivation, while negative attitudes have the opposite effect. Hence, motivation also is a basic condition for autonomous learning, it is one of the key factors that influence the rate and success of second or foreign language. According to Gardner and MacIntyre (1993), motivation is comprised of three components: desire to achieve a goal, effort extended in this direction, and satisfaction with the task. As a second condition, motivation plays a key role in the learners’ readiness for autonomous learning. The more motivation they have, the more effort they tend to put into learning the language.

Thus, one cannot talk about fostering learner autonomy without solving the problem of motivation that also relies on developing positive attitudes toward learning and we should know that if pupils are not motivated in learning English they will not succeed, no matter how well the teacher does his job. For this reason, our research about promoting autonomy accounts for improving learners’ motivation to learn through the use of MM

**2.4.2 Learning Strategies**

A central research project on learning strategies is the one surveyed in O'Malley and Chamot (1990). According to them, learning strategies are special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information. We will briefly discuss some of the main learning strategies: Cognitive strategies are used for manipulating information to be learned in ways that enhance learning, as examples of these strategies: translation, note-taking and deduction, etc. While metacognitive strategies are used for planning, monitoring, and evaluating the learning activity such as; self-monitoring, self-evaluation. In addition to social affective strategies which are used for controlling emotional reactions, and to reduce anxiety and promote self-motivation and for cooperating with others some of the strategies included in this category are: cooperation, questioning for clarification, feedback and reinforcement.

In our study we are dealing mainly with the affective strategies because they are more suitable for the age and the level of the participant learners we have selected. According to Oxford (1990), the strategies to be used among pupils learning a second language differ according to certain factors such as: Motivation, age, Gender, learning style and the cultural background.

**2.4.2.1 Learner Strategies for Learner Autonomy**

There are a set of learning strategies that help learners become more successful and autonomous . Rubin and Thompson (1982) . These include **self-management strategies,**

**planning strategies, monitoring strategies**

Learning strategies improve learning among students. According to oxford the use of certain language learning strategies made the process of learning more “self-directed”, easier, faster, more enjoyable,more effective and more transferrable to new situations. (Oxford, 1990: 8). In foreign language teaching and learning there is a shift from teacher centered to learner centered instruction. Language learning strategies are made in the center of attention for some educators because the use of such strategies can broaden the horizons of the learner and may empower him or her to become autonomous in some or all aspects of language learning. In order to help learners enhance learner autonomy, Wenden (1998) illustrates five general strategies:

**- Directed attention**, when deciding in advance to concentrate on general aspects of a task

**- Selective attention**, paying attention to specific aspects of a task.

**-Self-monitoring**, i.e, checking one's performance as one speaks.

**-Self-evaluation**, i.e, appraising one's performance in relation to one's own standards.

**-Self-reinforcement** is rewarding oneself for success.

**2.4.2.2 Strategy Training for Learners**

Since not all the learners are equiped with effective learning strategies that can lead to success, it has become indispensable to train learners to use strategies . So learners need learning how to learn or what is referred to as learner training. Dickinson (1995) notes that learner training should aim to help learners develop the ability to take more responsibility for their own learning. Thus, help learners become autonomous.

‘Learner Training’ is training learners to use specific strategies in order to function successfully without a teacher .It is also referred to as strategy training. In this context Ellis and Sinclair (1989) define learner training as enabling learners of English to discover learning strategies that suit them best. So they can learn more effectively**.** Effective strategy training according to Ellis and Sinclair (1989) should be based on the followings: *Learners’ attitudes, beliefs and needs, styles of learning, anxiety, motivation and interests* all of which influences strategy choice should be directly addressed by strategy training. Strategy training is effective in promoting the establishment of learner autonomy and this the way we chose to proceed in our research as we aim to foster autonomy through the use of MM as a teaching and a learning strategy.

**2.4.3 Materials of Learning**

Materials of learning and study aids, when they are available, play a great role in the autonomisation of pupils .such materials include monolingual and bilingual dictionaries, grammar books, homeworks,the computer, the internet as well as authentic texts . They are all effective as they allow learners to check their understanding and progress in learning and rely on themselves to solve activities. According to Navarro and Brady(2003) authentic texts**:** *“can play a key role in enhancing positive attitudes to learning, in promoting a wide range of skills, and in enabling students to work independently of the teacher.”*

**2.5 The Value of Materials to Foster Autonomy**

Educational development should not be separated from the field of educatin as it facilitates the task of teaching and learning and help learners develop more self- reliance and more autonomy. Computers and the internet should be integrated in any teaching or learning situation.

**2.5.1 Computer-Assisted Language Learning (CALL)**

In1960s CALL appeared making a strong emphasis on learner-centered lessons that permit the learners control their learning. It is useful as it empowers the learner with limited language profeciency and facilitates the task of learning as it helps at accelerating autonomous learning.

**2.5.2 Information and Communication Technology (ICT)**

According to Davies and Hewer (2008) ICT is a term that is currently favoured by most businesses and educational institutions. It describes the new technologies and reflects the important role that computers and the web play in the educational context. ICT has been introduced in Language teaching and learning since the 1980’s. It is originally intended to serve as a means of improving efficiency in the educational process. Certainly ICT in modern EFL classroom could help learners.

For many pupils, learning English via e-mail or working on the Internet may appear to be motivated and interesting. The use of the World Wide Web as a tool may change not only the contents, but also the teaching procedures. Some learners (not all of them) use the net as a source of authentic material for the study of English and doing project work.

Emails and internet in general can be attractive as they offer students the opportunity to use writing and speaking skills out of the classrooms. E-mail is a useful teaching tool that helps students develop their language awareness and allows for learner autonomy, since students participate in real communication. They also decide by themselves what topics to discuss and so become more aware of their language needs.Besides, they keep up with the rapid changes in modern communication technology.

**Conclusion**

The aim of Autonomy research is to assert the necessity of altering both traditional teaching and learning habits. They emphasise the importance to get rid of teacher centredness, spoonfeeding learning and encourage further learner self- reliance and independence from the teacher. Inorder to do so there is an increasing demand for learners’ motivation, and for the use of effective learning strategies throughout the development of learner autonomy in language classrooms. The task of promoting learner autonomy in general and in EFL classroom in Algeria in particular is a great challenge, However efforts should be made by all the participants in the educational system including teachers, learners, syllabus designers to make autonomy a reality rather than a theoretical concept. For this, one of the solutions is teaching learners how to learn by equipping them with effective learning tools or strategies.In this research one such a strategy is the mind mapping technique that will be presented in the following chapter that will provide some insights into the effectiveness of Mind Mapping technique as a teaching and a learning tool.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

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**Introduction**

The aim of language teaching within the traditional teaching methods is to transfer knowledge from teachers to learners. The fact that surely limits and hinders pupils’ learning motivation and independent learning ability since decisions about what to learn and how to learn are made by the teacher who controls everything in the classroom. Consequently pupils may do nothing but receive passively. However, the great progress made in social science and teaching technology has made teachers and researchers (e.g. Holec, 1981; Dickinson, 1987; Boud, 1988; Littlewood, 1999, etc.) realize that one of the main tasks for educators is to foster pupils’ autonomy and independence in the EFL context. According to Chen Huara (2014) in his article about the correlation betwen learner autonomy and affective factors, promoting learners’ autonomous language learning involves several factors such as motivation, anxiety ,attitudes , self efficacy and responsibility . Hence, In our study, we are not investigating the effectiveness of mind mapping on learners’ autonomy directly. Instead, we will try to explore its effects on several factors affecting autonomous learning such as : motivation, learner’s attitudes toward learner autonomy, leaning anxiety, learners’ self confidence , self awareness, self efficacy, self assessment and responsibility.

**3.1. Methodology and Procedures**

The present chapter of this work is concerned with the research design and methodology. During this phase we have tried to gather data that enable us to investigate learners’ and teachers’ views about the effeciveness of mind mapping on learners’ autonomy . The data collection has been carried out in an analytic approach. By analytic we mean**:** *“.. an approach that will identify and investigate a single factor or a cluster of factors which at some level are constituents of one of the major systems.*” (Seliger and Shohamy, 1989:27)*.*Thus, we have tried to collect information to analyze learners’ readiness for learner autonomy and how this autonomy can be promoted by the use of MM as a teaching and learning strategy. That will be done through the following research instruments: a questionnaire to learners and an interview with teachers, because autonomy in learning is a process resulting first from interdependence between teachers and learners. Classroom observation of non-mind mapped and mind mapped lessons has also been carried out. In addition, some examplars including : pupil-generated documents (examples of Maps, writing and other products) provided another means to ensure triangulation of results.

Moreover, to answer the research questions, the strategy to be employed in this research is the case study strategy to test the degree of the efficacy of the mind mapping on learners mental abilities and autonomous learning as well as its effects on their motivation,

engagement and their communicative skills.

**3.2 Sampling**

To follow up this study, we have chosen our informants among teachers and learners. Pupils are required to fill in respective questionnaire and teachers to participate in a semi structured interview .This study was conducted in Salhi Athmen secondary school in Bir Bouhouch ,Souk Ahras. A questionnaire has been administred to 67 participants who were third year pupils in foreign languages stream. Sixty valid questionnaires were returned for a response rate of 90%.48 of them were female and 12 were male pupils. Teachers’ interview was adminstred to three teachers working in the same school teaching third year classes.

***3.3 limitation of the data***

The complexity of the term autonomy hindered us to investigate some factors related to it such as critical thinking. Consequently our study did not explore all the dimentions of learner full autonomy. As Dam (2003) puts forward full and partial autonomy, our aim is not to investigate full autonomy but we will try to check whether partial or semi- autonomy was developed or enhanced.

Besides, we can say that the findings can not be generalized. This is not due to the insufficience of the instruments of data collection however, it may be due the small number of the participants ( pupils and teachers).

The use of effective learning strategies that characterises autonomous learning was not explored in this research due to the fact that the learning strategy i.e MM was provided by us, and learners were trained to use it.

**3.4 .Data Analysis**

**3.4.1 Classroom Observation Before Introducing MM**

Classroom observation is one of triangulation data-collection techniques; it enables us So both teachers and pupils are targeted. It is not a way of evaluation but rather a way of gathering information to what extent the observed classroom can be an autonomous one especially in mind-mapped lessons. The classroom observed consists of 36 pupils, 6 boys and 30girls. Their curriculum comprises 8 subject matters. They attend 32 lectures hours a week, four hours are devoted to the English lessons. The teacher is a woman who has been teaching English for seven years.

**3.4.1.1 Type of Data Collected**

Inorder to gather the necessary data about the degree of autonomy in the sample partcipants, different lessons especially those of writing and reading have been observed. The observation has lasted more than two weeks inorder to gather information about teacher’s role, learner’s role, learners’ engagement in group work , how much learners are motivated and to observe whether it is a teacher- centered or a learner-centered classroom.

During the classroom observation we tried to collect information whether pupils are dependent on their teacher or engaged in the learning tasks and whether the teacher lets pupils take control particularly in the writing and reading tasks

**3.4.1.2 Results and Interpretation of the Observation**

After having observed this classroom over a period of nearly two weeks, the observation confirmed that this classroom was far to be autonomous on many different levels. Our results that we present here are related to **teacher’s and pupils’ roles in the classroom, pupils’ self correction and pupils’ motivation.**

1. **Teacher’s and Pupils’ Role in the Classroom**

We noticed that inspite of the fact that learners showed that they are interested in learning English arguing that it is a subject matter whose coeifficient is 5, most of them seem not to be equipped with effective learning strategies in relation to all the skills. They have the will to learn but they dont know how. Consequently teacher centeredness is dominating the classroom environment.

The teacher is the most responsible for learning. She talks more than pupils do. What is also noticed is that only few pupils are actively engaged in their learning (about six). Surprisingly, the same pupils participate and answer teachers’ questions. The others rarely make effort in the reading and the writing tasks and when they do ,they rarely give correct answers to the reading comprehension questions. They are unable to even identify the topics of the texts they read, and when it comes to writing they find themselves uncapable even to write the introduction . When the teacher insists on them to do so, they do not stop asking her how to write and what to write and how to organise their ideas. They are totally dependent on their teacher who always gives the ready made answers and provides the ready made essays

What is also noticed in this teacher is that for the sake of making pupils learn he talks a lot and clarifies every single word. So there is no place for pupils interaction in the English language. She intends to help them; however, her method makes them more reliant on her. Most pupils are just listeners, they do not bother themselves to discuss, ask questions or provide additions. Thus, the teaching method makes pupils more dependent on the teacher. Most pupils are not involved in the learning process and the CBA is totally absent. They do not care, they are not aware of the fact that they should be responsible for their learning.

1. **Pupils’ self correction**

In the observed classroom, there is no place for self correction and self evaluation. Only good pupils rarely do in speaking or sometimes in written tasks when they are asked to do so.

1. **Pupils’ motivation**

Pupils’ interest and even their motivation vary from an instructional task to another. We noticed that in comparison with reading and writing tasks, they are more active and so is the teacher in grammar lessons, by giving examples, deriving rules and doing activities.. In speaking tasks they are not motivated since they fear embracement and making errors. It has been clear that in writing tasks they feel difficulty; sometimes they ask the teacher to translate certain words for them from Arabic to English. Mainly because they do not bring dictionaries with them to the classroom except two who have brought bilingual dictionaries.

Hence, what is noticed is that the majority of the learners do not master the reading and the writing skills and this was due to the lack of effective learning tools that can make pupils actively participate in managing and controling their own learning.Yet most of the teachers choose to provide strategies implicitly. Though the explicit instruction is better for pupils who should know the strategy: how is it used? And why?

According to E. Ushioda (2003) **:** “ *The concept of autonomy in the classroom invariably brings to mind the vision of learners working happily in groups, pairs or individually while the teacher hovers in the background*.” (E. Ushioda, 2003:9**)**.

Taking into account what she says and the results obtained from the classroom observation we confirm that the observed classroom is not an autonomous one. The problem lies in the fact that both teachers and pupils are not prepared for. Therefore, pupils should be aware that they are no longer beginners , they should rely on themselves and English teachers should create an atmosphere that fosters autonomy such as introducing activities that stimulate learners’ and motivate them so as to make pupils more successful, As suggested by Littlewood **: *“*** *for students, the ability to behave autonomously is dependent upon their teacher creating a classroom culture where autonomy is accepted*.” Littlewood (1999: 33).

Achieving learner autonomy is, to a great extent, defined by the educational system as well as the role of the teacher. In such a situation, what is the teacher supposed to do is to provide help for her learners. The most suitable and the simplest tool that may be effective is the use of MM to help them become autonomous or at least less independent in the reading and writing tasks

According to Buzan( in Al-jarf,2009), MM seems as a teaching tool that can effectively improve pupils’ writing ability. It facilitates pupils’ brainstorming , generation of ideas and relating main ideas and supporting details.

As for the effectiveness of MM in reading comprehension, Siriphanic and Laohawriyano(2010) point out that mind maps are very useful when used to improve reading comprehension ability.

To introduce the MM technique, the teacher first explains : What MM is , how to mind map,why it is effective as a teaching and a learning tool. It was first introduced in a writing task about ethical and unethical practices.

**3.4.2 Classroom Observation after The Introduction of MM”**

The low level of motivation , independence, negative attitudes to learning in addition to the lack of learner engagement , self confidence and interaction that were noticed in the non –mind-mapped lessons made the researcher question if the introduction of MM in the reading and the writing tasks and encouraging learners to use it can be effective in promoting learners motivation, engagement and communicative skills,self confidence and independence.

Consequently, the teacher introduced the MM technique. She explained : What MM is. How to mind map. Why it is effective as a teaching and a learning tool. It was first introduced in a writing task about ethical and unethical practices. And as it was expected, drastic changes took place.

**3.4.2.1 The Types of the Data Collected**

The types of the data collected from classroom observation include :

-Teacher’s perceptions and views about the extent to which mind mapping technique can enhance learner autonomy.

-Data about responsibilities taken in the learning process using mind maps

- Teachers’ role in managing cooperative MM activities and their effects on learners’ engagement,involvement and independence.

**3.4.2.2.The Results and discussion of the observation**

**\* MM Effects on Motivation**

We noticed that even the learners who were characterised as passive, dependent and lacking enthusiasm got involved, and showed interest. They were participating in mind mapping activities and this may be due to the cooperative nature of the mind mapping tasks first assigned by the teacher. The Mind mapping activity be it in writing reading or speaking provided the learners with opportunities to be more interactive ; they were using the language freely without paying attention to mistakes. Each of the group members could take turn in the discussion about the tasks exchanging ideas. This may consequently make them learn from each other and step by step develop a high level of proficiency and independence.

* **MM Effects on Teacher’s and Learner’s Responsibility**

Teacher’s responsibility and learner’s responsibility were controled

In the first sessions, the teacher involved the learners in group work since learner autonomy is not only individual but also collaborative and entails some ‘*’capacity and willingness to act independently and in cooperation with others’*’ (Dam.2003 .p1)

It was noticed that teacher’s responsibility was reduced to the maximum in MM tasks. Her role consisted of providing guidance about the formation of mind maps since the learners did not fully master the strategy particularly in the first sessions. She was also assigning roles to the members of the groups in order to encourage a positive feeling of interdependence. This step of assigning roles could ensure the groups run smoothly and effectively and prevent pupils from absent-mindedness and chatting under the shelter of cooperative learning. In other words assigning roles such as the organiser of the ideas in the mind map, the presenter of the mind map, and the note taker who notes down the points of each one in the group gave birth to the feeling of responsibility in the learners which constitutes a very important factor to promote learner autonomy.

* **MM Effects on Planning , Setting Goals and Self assessment**

During the MM task, pupils were always supposed to start with a central idea which constitutes the learning objective and then add branches. The simplicity, the clarity and the organised structure of the MM technique made the pupils able to easily set their learning goals or objectives, to practice planning of what they should do to achieve a goal as well as the opportunity to continually assess the results. When the teacher tries to intervene, they used to tell her  ;’’ Please, let us do it ourselves , we know how to do it’’

At the end of the task the teacher provides the learners with the most suitable MM, to compare it with theirs. At this stage we noticed that the pupils easily identified their mistakes which means that the simplicity of mind maps raised the learners awareness of setting goals, identifying their weaknesses and strengths the fact that was very hard to achieve in courses where MM was not used. All these processes of setting goals ,planning and self assessment that can be developed through the use of MM will be helpful in a way or another to stimulate language learning motivation and gradually autonomous learning.

* **MM Effects on Learners’ Independence through Interdependence**

Engaging and involving the pupils in cooperative mind mapping group work made them not only aware of their own weaknesses and strengths but also aware of those of their partners.They were motivated to support and correct each other from time to time. Some researchers argue that this positive feeling of interdepence will gradually be transformed into independence as collaborative work is very necessary in promoting learner autonomy (Dam ,2003:1).

**3.4.3 Pupils’ Questionnaire**

The questionnaire that was administred to the pupils was about learners’ views about the effectiveness of MM on promoting autonomy after the use of mind mapping as a teaching and a learning tool.

**3.4.3.1 Types of Data Collected**

The pupils’ questionnaire is divided into four rubrics. Each rubric contains some questions that aim to explore the effectiveness of MM in promoting the different conditions of learner autonomy including : motivation, self confidence, anxiety , self assessment , setting goals, self efficacy and independence, and responsibility. In addition to the rubrics, we have used some separate questions , each of which is asked to consider the effectiveness of MM in relation to some components of the term autonomy.

**Rubric one** contains four questionsused to consider the most important aspect of autonomous learners which is motivation to learn.

**Rubric two** includes three questions asked by the researcher to deal with MM as a learning strategy as autonomy requires the use of effective learning strategies.

**Rubric three :** In this rubric we find three questions related to another component of autonomy which is learners ability to set goals and identify their weaknesses as well as their strong points.

**Rubric four :**Here, there are only two questions which are used to find out whether the use of MM has helped learners to rely on themselves in writing

**3.4.3.2 The Results of the Questionnaire**

**Question 1: Do you enjoy learning English using mind maps ? yes no**

**If yes please say why**

**Table 01 : Pupils’ enjoyment of Mind-mapped Lessons**

|  |  |  |
| --- | --- | --- |
| pupils | Number | percentage |
| enjoyed | 60 | 100% |
| did not enjoyed | 0 | 0% |
| total | 60 | 100% |

**Graph 1 : Pupils enjoyment of Mind-mapped Lessons**

When pupils are asked whether they enjoy mind-mapped lessons, our aim is to reveal data about their level of motivation. All the pupils responded positively . The result in the table above suggests that the use of MM involves learners and motivates them. Besides, learners enjoyment of MM lessons means that they are flexible, they accepted MM as a teaching and a learning tool and developed positive attitudes toward using it. So it is possible for the teacher to try to introduce other learning strategies whenever he feels that it can suit their learning objectives, preferences and styles.

**Question 2: *Do you like using mind mapping as a learning tool yes no***

***If yes please say why***

**Table 02 : Pupils Attitudes toward Mind -mapped Lessons**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| positive | 52 | 87% |
| negative | 8 | 13% |
| total | 60 | 100% |

**Graph 2 :** **Pupils’ Attitudes toward Mind -mapped Lessons**

Pupils were asked if they enjoyed learning English in the mind-mapped lessons. To this question, 87 % responded positively. This suggests that MM has changed their negative attitudes into positive. For the rest 13 % who did not enjoy mind-mapped lesson, this may be due to the fact that they have their own learning strategies to which they got used.

***Question 3 :Do you use English freely in your writing and your speech? yes no***

**Table 03 : Pupils’ Interaction in the Target Language**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| more interactive | 44 | 73% |
| not interactive | 16 | 27% |
| total | 60 | 100% |

**Graph 3 :** **Pupils’ Interaction in the Target Language**

As for this question, our purpose is to find out if MM enhanced pupils’ engagement as well as their communicative skills. 73 % that is the majority of the pupils stated that they have become more interactive whereas 27 % of the pupils did not respond positively. This may suggest that they are still inhibited or they may be introvert learners.

***Question 4: The presentation of the lessons using mind maps by the teacher make you feel***

-Anxious - relaxed

**Table 04 : Pupils’ Level of Anxiety**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| Low | 25 | 42% |
| High | 35 | 58% |
| total | 60 | 100% |

**Graph 4 : Pupils’ Level of Anxiety**

To this question about anxiety in the mind –mapped lessons ,more than half of the pupils said they felt very comfortable and this may be due to the simplicity of the technique. It does not require efforts to analyse it or to use it. For the remaining 42 % who still feel anxious, this may suggest that they are introvert learners.

***Question 5: When you write, do you feel -Confident and organised or lost and confused ?***

**Table 05 : Pupils’ Self- confidence**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| confident | 33 | 55% |
| not confident | 27 | 45% |
| total | 60 | 100% |

**Graph 5 : Pupils’ Self-confidence**

Such a question is asked so as to know whether pupils have developed a feeling of self -confidence using MM in writing. As the table shows , more than half of the pupils claimed that they were confident . However 45 % still do not feel confident. This may be due to the fact that they have not yet mastered the effective use of MM as a pre-writing strategy or they have not yet learnt how to transform the ideas in the mind map into a linear text.

***Question 6:* Does the use of mind mapping make you partcipate in the classroom ? yes no**

**If yes say why?**

**Table 06 : Pupils’ Participation**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| participating pupils | 45 | 75% |
| non participating pupils | 15 | 25% |
| total | 60 | 100% |

**Graph 6 : Pupils’ participation**

When pupils were asked whether they were participating in class, our aim was also to assess learners degree of motivation in MM lessons. As it was expected , 75 % of the pupils were participating and only 25% of them responded negatively. This result is totally different from what was noticed in the observation stage where only six pupils were actively participating in the learning tasks.

**Question7: Are you ready to engage in group work ? Yes no**

**Table 07 : Pupils’ Readiness to Engage in Group Work**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| engaged pupils | 57 | 95% |
| not engaged pupils | 3 | 5% |
| total | 60 | 100% |

**Graph 7 : Pupils’ Readiness for Engagement in Group Work**

We asked our participant pupils whether they were ready to engage in cooperative MM group work, and our aim in fact is to know if MM provides the learners with the opportunity to work together and learn from each other. To this question, almost all the pupils claimed that they were ready to engage in group work using MM. Whereas this was not the case with 5 % of the pupils who, when asked why, replied that they prefer to work independently.This suggests that this category may represent the fully-autonomous learners.

**Question 8: When you are required to write a paragraph,**

**\* you need your teacher to help you**

**\* You can do it independently**

**Table 08 : Pupils’ Readiness to Work Independently**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| working independently | 28 | 47% |
| dependent pupils | 32 | 53% |
| total | 60 | 100% |

**Graph 8 : Pupils’ Readiness to Work Independently**

After using MM as both a teaching and a learning tool in many sessions we wondered if pupils have become ready to work independently. unexpectedly, more than 50 % of the pupils claimed that they still need the teacher . This can be justified by the fact that learner autonomy is not a learner trait that can be developed overnight. However ,it is a long term process which entails a lot of components.

***Question 9 : Do you use mind mapping to prepare for examinations? Yes no***

**Table 09 : Pupils’ Readiness to use MM in Examinations**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| using MM in exams | 37 | 62% |
| not using Mm in exams | 23 | 38% |
| total | 60 | 100% |

**Graph 9 :Pupils’ Readiness to use MM in Exams**

When pupils were asked whether they use MM in exams, 62 % of them answered positively and justified their answersby saying that it helps them better organise their ideas and saves them time. Taking the decision by some pupils to use MM in exams suggests that they trust the tool and they found it effective.

**Question 10: In the mindmapped lessons the objectives and the learning goals are**

-Difficult to identify -Easy to identify

**Table 10 : Pupils’ ability to set goals**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| Setting goals | 38 | 63% |
| not setting goals | 22 | 37% |
| total | 60 | 100% |

**Graph 10 : Pupils’ ability to set goals**

Pupils were asked whether they were able to set goals thanks to MM, more than half of them claimed that they have become able to identify their goals including the competences they want to acquire, which is a very important characteristic of autonomous learners.

**Question 11: Thanks to Mind mapping , can you identify the parts of the lessons you understand and the parts you do not ?**

**Table 11 : Pupils’ Ability to Identify their Weaknesses**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| able to identify weakness | 32 | 53% |
| unable to identify weakness | 28 | 47% |
| total | 60 | 100% |

**Graph 11 : Pupils’ Ability to Identify their Weaknesses**

As for the question about pupils ablity to identify their weaknesses, the aim was to know about the degree of their self-awareness of their weaknesses and strengths and whether MM helped them in the process of self-assessment. More than half of the pupils i.e 53 % were able to specify their weak points as well as their lacks. This implies that they are also aware of their strengths and this may help them develop the ability to identify their needs which is another characteristic that can be found in autonomous learners.

***Question 12: Does MM help you recapitulate the content of the lesson?***

**Table 12 : Pupils’ Ability to Recapitulate**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| able to recapitulate | 39 | 65% |
| unable to recapitulate | 21 | 35% |
| total | 60 | 100% |

**Graph 12 : Pupils’ Ability to Recapitulate**

The aim of the question about the process of recapitulation above was to assess the effectiveness of MM as a teaching and a learning tool in enhancing learners’ memory or precisely their short term memory at least. Of them, 65 % said that they have become more able to make a summary of the points dealt with in the lessons which means that the were able to recapitulate . This means that they were able to remember and recall the content of the lesson and also able to identify their lacks when learners’ summaries are compared.

***Question 13:Does the use of mind maps in class encourage you to carry on at home? yes no***

**Table 13 : Pupils’ Readiness for Doing Homework**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| ready to do homework | 47 | 78% |
| unready to do homework | 13 | 22% |
| total | 60 | 100% |

**Graph 13 : Pupils’ Readiness for Doing Homework**

When pupils were asked if they were ready to do their homeworks using MM, our aim was to find out whether MM encouraged them to carry on the learning process independently outside the classroom as well as to find out if MM is a transferrable skill . Expectedly, the majority of the pupils ; 78 percent carried on their studies at home inspite of the fact that pupils generally do no like homeworks. So,learners might well find homeworks using MM very much easier.

**Question 14: *Do you use MM as a prewriting strategy yes no***

***If yes please say , how do you find writing essays using mind maps: Easier - more complex***

**Table 14 : Pupils’ Use of MM as a Pre-writing Strategy**

|  |  |  |
| --- | --- | --- |
| pupils | number | percentage |
| using MM | 50 | 83% |
| not using MM | 10 | 17% |
| total | 60 | 100% |

**Graph 14 : Pupil’s Use of MM as a Pre-writing Strategy**

We wanted to know whether MM helped learners to become more independent writers that is why we questioned if they were using it as a pre-writing strategy. 83 % of the pupils answered positively. To justify their answers, some pupils claimed that it makes the process of writing much easier they found it an effective tool to better organise their ideas .Some others stated that it is the best tool they have ever used as it helps to ameliorate their wrintings and develop their writing ability and skill.

**Question 15: How can you describe the mind mapped lessons ?**

**Table 15 : Pupils’ views about Mind-mapped lessons**

|  |  |  |
| --- | --- | --- |
| pupils | number | Percentage |
| simple | 58 | 97% |
| complex | 2 | 3% |
| total | 60 | 100% |

**Graph 15 : Pupils’ views about Mind-mapped lessons**

To the question stated above about the simplicity or the complexity of the technique, almost all the pupils said it was simple. We guess that this is the main reason behind learners’ enjoyment, engagement ,and motivation in the lessons where MM is used by them or by the teacher.

**3.4.3.3 Interpretation of the Results**

**On the one hand, as the tables above show, we can put the effectiveness of MM as both a teaching and a learning tool:**

**a\*The effectiveness of mind mapping as a teaching tool**

From the pupils’ responses to the questions :3,4,6,8,9,10,11,12,13, the results suggest that

- MM proved to be an effective learning tool as its use by the teachers motivated the learners , invoved them,engaged them and raised their self awareness of their goals, weaknesses and strengths.

- The use of MM as a teaching technique made the learning objectives clear for the learners

- The simplicity of the MM tasks raised the learners self-confidence and changed, positively, their attitudes to learn the language.

-MM as teaching tool can be vey effective to relief learners’ anxiety

**b\*The Effectiveness of MM as a learning tool**

The pupils responses to the  :1,2,7,14,15,16,17,18,19 in the questionnaire show that MM is a very effective learning tool on different levels:

* MM enhanced **learners’ understanding**
* MM helped the pupils **better organise their thoughts** and hence become **more able to set their goals**
* MM raised **learners’ readiness to learn independently** and made them become more responsible for their learning
* MM boosted **the learners’ reading c**omprehension and their writing skill

On the other handthe interpretation and the discussion of the results of learners’ questionnaire suggests that MM has proved to have a lot of positive effects on different other levels such as self confidence, self-efficacy, motivation and affective factors together with their self reliance and independence of their teacher

**a\*The effects of MM on Learners’ self- confidence**

MM made the learners feel confident in English learning. This may be due to the fact that the MM tasks the teachers assigned to the learners were so easy and simple that learners managed to fulfill them easily. So, their ability to do the tasks raised their feeling of confidence and the latter can enhance and produce motivation to learning based on the learners’ beliefs that they can do it. Thus, teachers sould not put ambiguous learning objectives or assign complex tasks to learners because this may rob self confidence,hinder motivation and consequently block learning progress and learner autonomy Instead, they are required to avoid complexity and should have achievable objectives based on learners’ needs analysis .

**b\* The Effects of MM on Learners’ Self Efficacy**

In their responses, some pupils showed readiness to learn independently and when asked why they replied that they managed to do them so they can rely on themselves without the intervention of the teacher. This can also be explained by the fact that the achievable learning objectives set by the teacher under the simple form of MM made the pupils feel that they can work independently .Hence, Mm can help some students obtain self-efficacy belief as goal achieving is an important source of self-efficacy . According to Lock and Lothman (1990) ,when people believe it is possible to achieve the goal, their self efficay belief will be enhanced, the commitment to the goal will be improved and their learning motivation will be enhanced too.

* MM helped to relief learners’ anxiety to a certain extent.This may be due to the use of MM cooperative learning activities provided more relaxing environment in which learners’ anxiety is reduced. In the correlation research, researchers found that the ability of monitoring learning process has closest correlation with language learning anxiety
* Hence by assigning the learner to do the MM is very beneficial to help learners control their learning that is an important dimension of learner autonomy
* (Littlewood,1999),learner autonomy is by no means eradicating collaboration ; it presuposes interdependence ( Little,1991) . Therefore, cooperative MM learning is a social activity that is complementary to independent learning.

**C\* The Effects of MM on learners’ motivation and affective factors**

Almost all the learners were motivated and enjoyed the MM tasks. This means that

* MM can change a lot of learners’ characteristics particularly the affective factors such as motivation , anxiety , attitudes ..etc
* MM encourraged a lot of pupils who used to be passive to participate and become

active. Besides , thanks to MM , some introvert learners can become extrovert since most of them have become more interactive in the target language without paying attention to mistakes.

Having showed that MM has a great impact on learning affective factors, we can say that this may enhance learners’ autonomy even on the long term. Furthermore, learners’ responses suggest that they have become able to identify their weaknesses and strengths. This may lead us to conclude that MM activities helped in raising learners’ self awareness, mainly in cooperative MM tasks, that constitutes an important step to promote autonomy and independence in learners through interdependence.

**D\* The effects of MM on learners independence**

When pupils were asked if they were ready to learn independently, half of them stated that ,using MM helps them become self-reliant more than they used to be. This claim suggests that they developed positive attitudes toward autonomy ,which represent another dimension of learner development.

**The effects of MM as a teaching and a learning tool can be summarized in the map that follows:**

**learners’ Motivation and Affective Factors**

participation involvement

**Learners’ Self Efficacy Learners’Self-confidence**

identifying weaknesses and strengths Communicating ideas

**Learners’ Independence**

***3.4.4 Teachers’ Interview***

In order to support the data obtained from the questionnaires, a teachers’ interview was administred to find out about teacher’s views about their learners’ autonomy. It contains three subscales :(1) The responsibility section also includes some descriptors : pupils’ responsibility, teacher’s responsibility and both ;(2) the motivation section and (3) the learners’ independance of their teacher.Three teachers from Salhi Athmen School participated in 30-45 minute interviewsthat explored their perceptions of the uses of mapping as a classroom practice.

**3.4.4.1 Types of Data Collected**

The interview with the teachers gives us insights about their views of the effects MM had on different levels : learning motivation,attitudes, independence and setting goals.

**3.4.4.2 The Results and Interpretation of Teachers’ Responses in the Interview**

What we noticed about teachers’ responses was that they were approximately the same, They agreed upon the values of MM on different levels as it will be mentioned in their responses as follows.

**Q1.‘’Did the use of MM motivate your learnrers ?’’ If yes say in what ways ?**

The three teachers said that the pupils have become highly motivated since the first session, and that after a period of time, they did not only use the technique in the classroom but also at home for their homeworks.

**Q2 “Have there been any observable changes in pupils’ attitudes towards learning since using MM ?**

When presented with the question, all teachers responded positively. According to them, MM tasks are so simple that they created a stress- free environment of learning where pupils’ interaction developed, positive self- image and self confidence were improved and enhanced better attitudes towards learning were fostered

When pupils find themselves able to do the maps their behavior in the class radically changed. They are more relaxed and more motivated to carry on mapping and learning. Thus this stressless learning experience for pupils encouraged them and motivated them to work and raised their self- confidence, which means that their autonomy can gradually be promoted.

Teachers commented that learners enjoyed the creative aspect of the scheme, using colours, drawings, symbols, and individualistic designs, and that they *“liked being able to see all of the information on one page.”*

**Q3.‘’Did the use of MM improve your pupils’ writing quality ?’’**

The teachers said that it was a turning point to use mind maps especially in the writing skill. The pupils have become more active , more interactive , they enjoyed their writing tasks that have become more organised more coherent and more meaningful.

As a result of the use of the MM as a teaching and learning tool in writing, pupils’ writing quality proved to be improved as far as the organisation of the ideas is concerned. They were also able to communicate ideas freely without paying attention to mistakes.

They added that, before the introduction of mind maps, learners rarely start writing or answering reading comprehension questions. However after that, almost every pupil participated in the writing tasks

Here, we can say that this high motivation is thanks to the simplicity of the MM. Buzan, the founder of the MM technique argues that the power of mind mapping lies in its simplicity ( Buzan ,2003). Moreover, MM did not only enhance extrinsic motivation, however intrinsic motivation was promoted gradually as the learners transferred the skill of MM for activities outside the classroom context.

***Q4. What do you notice about your pupils’ dependence on you in essay writing and reading comprehension ?***

Before the use of MM, very few learners were engaged in writing tasks or participate in reading comprehension tasks. For the others Writing or answering reading comprehension question was considered as a complex process that requires a lot of techniques , competences and tools.

* **MM and Reading Comprehension**

After using the MM in a reading comprehension sample lesson, the learners have become more independent to identify the topic of the text , the general ideas as well as the illustrative examples and supporting sentences.

* **MM and Essay Writing**

Before using MM , the teachers said that most learners used to write one block essays yet after introducing MM pupils started to produce well-written essays. They learned how to write a good introduction and how to present the ideas related to the central topic in separate paragraphs. Besides, pupils have become able to avoid repetition that used to be a very dominant characteristic of their writings

***Q5. Are your learners able to set goals and assess themselves ?***

The teachers said that some learners proved to be able to assess themselves and this can be deduced from the types of questions they ask.They also noticed that MM organised pupils’ thoughts and their questions differred considerably

**-Before**

Pupils rarely ask questions and when they do,we find their questions irrelevant. In addition they were unable to summarise the points they dealt with in the lessons

**-After**

Learners have become more able to make a recapitulation of what was said in the

lesson and more able to ask topic relevant questions. They have also become more able to identify the parts of the lesson they did not get.

Based on the teachers’ answers in the interview, and as it was expected we can say that introducing MM technique as a teaching tool and training learners to use it as a learning tool has brought a lot of positive effects as far as learners’ motivation, involvement, engagement, independence, self assessment and self confidence are concerned. Hence we can say that learner autonomy or at least partial autonomy can be promoted.These findings can be summarized in the table bellow as follows:

|  |  |
| --- | --- |
| **Before using MM** | **After using MM** |
| * Pps rarely ask questions or ask   Irrelevant questions.   * PPs Unable to recapitulate the points dealt with. * PPs rarely start writing or answering reading comprehension questions * PPs unable to identify the topic of the reading passages. * Most pps used to write one block essays. * PPs repeat ideas | * Pps ask topic relevant questions. * Pps have become able to recapitulate. * Almost all the pupils participated in the writing tasks * Pps have become more independent to identify the topic of the text. * Pps started to produce well-written essays with organized ideas. * Pps have become able to avoid repetition(used to be a very dominant characteristic of their writings) |

**3.5 The Research Findings**

The data collected from the three instruments were complementary in a way that proves that MM has a great value as a teaching and a learning tool and as a means to promote learner autonomy. The findings can be summarised as follows:

**1- *Pupils’ low level of anxiety, positive attitudes*** as well as their engagement and involvement in MM lessons suggests a development of a high level of motivation that is a key to open the door for autonomy. A strong link between motivation and autonomy is perceived by Dickinson (1995)

2. Pupils’ ability to do MM tasks raised their ***self esteem and self confidence*** especially in the writing tasks. This suggests that MM can enhance learner autonomy as it has the potential to raise learners’ self confidence.

3- ***Pupils’ ability to identify their weaknesses*** ***and strengths*** through the use of MM especially cooperatively in group work suggests that learners have become able to assess themselves which means that they developed a key feature of autonomous learning.i.e ***learners’ self-assessment*.**

4- Pupils’ views about their readiness to use MM for their homeworks suggest that learners ***can transfer the MM skill*** for learning autside the classroom .i.e independent learning ability

5- Learners’ newly developed ability to organise ideas and make better associations between them in their *writing tasks independently* of their teacher constitutes another evidence into the effectiveness of MM in fostering learner autonomy.

6- Teachers’ belief that mapping has improved pupils' question and answering during class discussions, motivation, involvement, concentration and, consequently, independent learning and autonomous behaviour.

Thus we can say that our hypothesis about the effectiveness of MM in promoting autonomy has been confirmed to a certain extent by the research findings.

**Conclusion**

Like other visual tools, mapping has the potential to foster motivation, self confidence, self efficacy in learning to a certain extent that we can say that it can promote autonomy in learners or at least what is called partial autonomy.This research attempts to investigate the possibilities of mapping as a tool forenhancing pupils’ ability to engage in language learning and step by step develop autonomy. Although small in scale, it does provide somepreliminary evidence for the value of mapping in relation to learner autonomy. The majority of pupils were able to understand therationale and purposes of mapping, and mastered the skill in a relatively short period of time. Consequently they were highly motivated, more engaged, more interactive in the classroom however less dependent on their teacher. The advantages of MM emphasised in this study make of it a flexible learning and teaching tool that can be used in all the subject matters and its simplicity suggests the possibility to use it for pupils of younger age. The next chapter will provide some recommendations and suggestions about other uses of MM as a pedagogical tool.

**CHAPTER FOUR**

**IMPLICATIONS AND RECOMMENDATIONS**

**CHAPTER FOUR : RECOMMENDATIONS AND SUGGESTIONS FOR PROMOTING LEARNER AUTONOMY AND FOR THE USE OF MIND MAPPING IN EFL CONTEXT**

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**Introduction**

This chapter presents the implications of the study and provides some recommendations and suggestions for raising learners’ awareness and improving motivation in learning English as an attempt to foster their autonomy rather than to measure it. Teacher training and teaching learners how to learn equiping them with effective learning strategies are basic steps in fostering learner autonomy in the secondary education. Multiple recommendations for the uses of MM in teaching and learning will also be presented in this chapter. Multiple implications and suggestions have been proposed to both teachers and learners to alleviate the learning problems and prevent difficulties.

**4.1 Implications of the Study**

In this study mapping was used as both a teaching and learning tool to promote learner autonomy. In relation to the adoption of MM as a technique in the reading and writing tasks , the evidence gathered highlights a number of implications for language teaching and learning in particular and for learning and teaching in general.

MM shows a high degree of flexibility as a pedagogical tool. This is evidenced by

the multiplicity of uses reviewed in this study. It has been very useful in the teaching and learning of the two main learning skills reading and writing. It is also a helping tool to encourage learners to interact in English without paying attention to mistakes,

Moreover, MM proves to be a good means for knowledge management, since learners have become able to make relationships amongst the concepts and associations with prior-knowledge. The simplicity of the tool and using it for brainstorming and as a prewriting strategy , integrating colour, symbols, and images, and expressing ideas and connections amongst concepts inaddition to learners’ management to map seemed to largely contribute to their positive attitudes about the writing and the reading skills that were so complex processes for pupils .

As noted previously, for the very few pupils who could do the tasks without MM , this implies that the technique did not meet their preferred learning styles or they already have their established effective learning strategies. So since MM can not suit all the learners’ learning preferences and styles, it is needed to marry it with other learning tools that cater for the needs of diverse learners. Pupils diverse learning needs can not be satisfied by the use of only one technique however the adoption of a variety of learning and teaching strategies would be more rewarding.

Instead of using MM as an individual strategy especially at the first stages of using the technique, it would be better if it were used cooperatively to engage pupils in group work that is very crucial to enhance a lot of competences in the learners as they can have the chance to learn from each other and it is a good way to develop independence through interdependence. To bring better results in promoting learner autonomy, MM could be used for an extended period of time.

Encouraging pupils to construct their own mind maps can help learners take control over their learning and hence develop self efficacy and independence

Fostering pupils’ motivation to learnning in general can be made easy by teachers setting reasonable learning objectives and assigning pupils with achievable tasks for these raise pupils self confidence .

Therefore, while this research provides some insights to support the view that teachers can help children to improve their motivation, and raise self confidence as well as autonomy through specific interventions, like mapping, it also emphasizes the necessity to avoid ‘one size fits all’ philosophy of teaching.

However, when viewed collectively ,the evidence points to potentially wide ranging applications of this flexible learning tool across the curriculum. It provides teachers with powerful graphic scaffolding and modelling processes. By applying it, teachers can equip pupils with valuable skills for life. Moreover, learning how to map has helped pupils to improve the quality of their writing , interaction and motivation to learn.

**4.2 Some Recommendations for Promoting Learner Autonomy**

Cultivating Learner autonomy is a highly demanding task for both teachers and learners as autonomy is a complex process that can not be supported and enhanced overnight. New roles and responsibilities need to be assumed by both teachers and learners. On the one hand, teachers who used to teach in the traditional way in which they dominate eveything should start to think seriously of developing new habits and playing new roles in teaching. On the other hand, pupils must learn to be more self- reliant and more responsible for their own learning.Yet inorder to help them become more independent and more responsible, pupils should be sufficiently motivated and aware of the importance of autonomy for successful learning. Hence, What should be done to foster learner autonomy that is a very hard task mainly in the formal context?

**4.2.1 Teacher’s Role in Promoting Learner Autonomy**

Teachers need to make the first step in such an engagement of fostering learning autonomy. They need to develop their own autonomy first. So , pre-service training can be very useful as suggested by Little (1995): “*we must provide trainee teachers with the skills to develop autonomy in the learners who will be given into their charge, but we must also give them a first hand experience of learner autonomy in their training*.”( Little, 1996: 179-180)

However, such training opportunity is not available for secondary teachers. They are generally taught theoretically given academic lectures in the university. Then they find themselves confronted with a very demanding task in which they and their learners are supposed to work with the competency –based approach without any training. That is why , It is difficult for teachers to promote their learners autonomy, because they were not prepared or trained how to do so . Tachers should teach learners how to learn by teaching them effective learning strategies to reduce their learners’ reliance and dependence on them but before doing so, they themselves should be provided with up-to-date techniques and tools to foster autonomy in their learners.

**4.2.2 Teacher’s Self- development**

Teachersshouldcommit themselves to professinoal development in their career inorder to become able to implement their learners’ autonomy in their classrooms even partially. This self-development can be achieved by reflection about their teaching through the use of diaries, professional portfolios and classroom action research. Teachers must reflect on the meaning of the concept of learning to learn a language. This reflective approach can help him /her to implement a methodological approach towards autonomy as suggested by Vieira,1996( In Benson, 2001) reflective teaching and learner training, are like two sides of the same coin. Teachers should evaluate their lessons thinking about what was good and bad, what worked and what did not work because such questions help him improve what did not go well . For example he or she can ask himself whether he left space for his learners to be involved or he was the dominant because by doing so he can know about the extent to which his learners are autonomous.He can also enquire about the effects of his techniques in relation to learners motivation (Vieira ; 1996 )

If a lack of autonomous learning is noticed, the teacher should see if his teaching method is encouraging over-reliance on the teacher. Hence, writing diaries, portfolios, doing action research in addition to the continuous thinking and honest and objective reflection about one’s teaching are basic requirements to make learner autonomy a reality rather than a theoretical suggestion. Nunan(1995) asserts in this context that “*Diaries, logs and journals are important introspective tools in language research.*” (118). Thanks to professional diaries teachers begin to learn about themselves their learners and their teaching environment.

**4.2.3 Preparing Learners for Autonomy**

In order to prepare learners for autonomy some basic conditions should be provided. These include raising learners awareness , motivating them to learn and training them to use effective strategies thanks to which they can proceed in English learning independently from their teachers .

**4.2.4 Creating Basic Motivational Conditions**

Learner’s interest and motivation to learn are so necessary for success. So if the learner is not interested or demotivated, all teacher ‘s efforts are spent in vain as Scharle and Szabo (2000) invoke the saying: “*you can bring the horse to the water, but you cannot make him drink.”* (Scharle and Szabo, 2000:4). And as it is put by Dornyei : “*Teacher skill in motivating learners should be seen as central to teaching effectiveness*.” (Dornyei, 2001:116 in Thanasoulas 2000).

So effectiveness in teaching and fostering learner autonomy can be realised only if the teacher first begins to think of effective ways and tools to motivate, engage and involve his learners. This requires establishing a good teacher student relationship, encouraging and stress-free classroom environment as well as cooperativeness and increasing learner self-confidence. Teacher’s behaviour and classroom environment can motivate as they can demotivate learners in fact**: “***Teacher’s behaviour is a powerful motivational tool.”* ( Dorneyei, 2001:120)For Thanasoulas (2000) motivation will reach its peak in a safe classroom climate where students can express themselves freely without fear of being ridiculed.

Increasing learners’ self-confidence can be develped by convincing the learner that they can contribute and that their level in English learning can be improved. The teacher should try to make learners forget about their past learning experiences of failure convincing them that failure is not an innate characteristic that one can not get rid of . So very simple words of encouragement from the teacher can reduce anxiety and put learners in a stress-free learning environment where learners will enhance sel-confidence, develop positive attitudes toward learning English and step by step become autonomous and self- reliant

On the other hand, Thanasoulas (2000) emphasises the fact the fact that learning environment outside the classroom can be created by the teacher under the form English corner, English speech, English song contest …etc.

**4.2.5 Developing Learner Responsibility**

Taking responsibility in the field of EFL is generally seen as one of the teacher’s duties. For most EFL learners the teacher is the only responsible for failure or success of his learner. This wrong perception about responsiblity in EFL context should be remedied by raising learners’ awareness about their own responsibility that they should assume, alter roles and change negative attitudes. However,Since“*People do not normally wake up a fine day and find that they have become responsible overnight. More likely, they go through a slow gradual process as they are approaching adulthood.*” (Scharle and Szabo, 2000:9). We can say that taking responsibility for one’s learning is not an easy task that is why it should be gradually developed (Scharles and Szabo ,2000)

If the sense of responsibility is developed in learners , then we can say that The CBA has reached its aim of producing individuals that are not only reponsible for their English learning process but also in other subjects and even in real life situations as responsible citizens in the society .

**4.2.6 Learner’s Journals and Self-reports**

Just like teacher’s diaries and professional portfolios, learner’s self reports are also necessary for learners order to improve their language skills, pupils are recommended to keep personal journals in which they point out areas of difficulties for them. By doing so,they can develop their writing skill independently .

Self-reports also are a good means to report about the ways pupils deal with a certain learning task. According to Wenden(1998) self-reports raises learners awareness about their of their own strategies to make decisions abouthe effective as well as the ineffective ones.

**4.2.7 Writing Diaries**

According to Thanasouls (2000), learners beliefs should be changed. They should be aware that failure or low level of profeciency is not maily due to a lack of aptitude or potential but rather due to a lack of effective learning strategies. Therefore writing diaries is very crucial to record personal thoughts about learning experiences to develop awareness about their progress as well as their learning.doing so, learners will develop skills such as planning ,monitoring and self-evaluation (Thanasoulas, 2000). And graduallly become more independent in overcoming obstacles .Thus ,as a way to enhance autonomy in learners, teachers can encourage them to use diaries

**4.2.8 Learner Autonomy Through Strategy- Based Instruction (SBI)**

It is already recognised that, inorder foster autonomy , learning strategies cplay a key role. According to Dickinson (1993) learner strategy training should aim to help learners become autonomous. McCarthy (1998) also states that strategy training should aim at enhancing the effectiveness of learning and fostering learner autonomy.

Moreover, Wenden (1998) asserts that “*Without developing such strategies, students will remain trapped in their old patterns of beliefs and behaviors and never be fully autonomous.”* So, in order to foster autonomy in pupils EFL teachers should be informed about SBI inorder to train their pupils use strategies effecively. The teacher should know about the new roles he and his pupils should assume within this method that is a purely learner- centered approach (Dörnyei, Z. ;1996). According to Chamot and O’Malley (1990) teaching strategies helps learners beome more motivated, self-reliant and confident and hence become better learners.

For Andrew Cohen (1997) the goal of strategy training is to provide learners with effective tools to assess their lacks and needs as well as their strong points in addition to the ability to solve problems and transferring the effective strategies into other learning tasks.

Thus strategy based instruction seems to be so beneficial that it should not be delayed untill the university for it would be more rewarding if it were implemented with beginners who can ,thanks to the effective use of strategies, be more motivated for further studies

**4.2.9 Successful Project Work**

If project works are carried out effectively , they can have a great impact on learner’s autonomy. Successful project works are not those ready-made ones given or presented by the learners at the end of each unit in secondary school. According to Papandreou (1994)**:**

“ *effective use of projects approach for teaching English depends on the teacher. From the beginning, the teacher should motivate the students to set up the right environment for this type of work*.”(Papandreou, 1994:14). Hence, teachers play an important role in motivating and raising learners’ interest in achieving such task. They can provide their learners with useful websites and appropriate sources of information. Moreover they should help the learners acquire a sense of ownership towards the project by letting them free to choose the topic they find interesting avoiding the one given in the textbook. For this reason, textbook designers should take learners interests and preferences into account before designing projects that should also be simple and achievable.

**4.3 Suggestions for Promoting Learner Autonomy**

The insufficient amount of time in which learners are exposed to the English language is a key reason to foster autonomy so that they can carry on learning when teaching stops.To reach this aim in the formal setting, some suggestions have been provided here.

**4.3.1 Materials**

Nowadays, the process of learning autonomy and independence can be made easy

thanks to the variety of materials that is available . Information technology is widely used in many fields of life as well as schools which can really encourage learners to take charge of their learning.

According to some researchers such as Navarro and Brady (2003), there are many benefits from using published material in fostering learner autonomy. For them this kind of material such as short stories, novels, newspapers in English, magazines, etc. helps them improve both their writing and reading skills as it can enrich their reseaches such as project works. Navarro and Brady argue that**:** *“ Activities provided by published material involve learners in more complex mental activities which are vital to promoting learner autonomy*.’’

Yet since these language sources are rare in Algeria, Other opportunities for using English for communicative purposes such as listening to native speakers can be achieved through the use of authentic materials mainly the computer and the internet.

Thus, it is the role of the teacher to raise his learners ‘ awareness about the effectiveness of the Internet to promote their autonomy as it provides them with huge amounts of information from several sources and references and from which they have the freedom to choose what they feel interesting. This freedom of choice and decisions made by learners develops a greater self-confidence in using English in writing and communicating. School authorities in Algeria should make these tools available at school because some learners still do not have computer or access to internet at home.

Similarly, using the computer by learners can also raise learners’ self-confidence through taking responsibility for their learning. Benson and Voller have discussed these issues and sate that**:** “*Computer software for language learning is an example of a technology which claims to promote autonomy simply by offering the possibility of self-study*.” ( 1997:10). For Levy (1997), the computer can be regarded both as a tool and as a tutor in the programme of promoting learner autonomy.

Using the computer and internet the learner has the freedom to make decisions about how and what to learn so it facilitates fostering learner autonomy. Both tools provide the learner with illimited opportunities to use the language both in writing and speaking. According to Nowlan (2008) Social networks such as face book, My Space and Second Life bring awareness about the language, and make pupils at a very young age motivated in learning it.

As a helper, the teacher may encourage learners to use certain educational websites that he finds useful for them in English learning ,for example he can suggest:

\* http://www.bbcactiveenglish.com/

\* http://learnenglish.britishcouncil.org/en/

\* http://www.teachingenglish.org.uk/

**4.3.2 Semi-Autonomous Learning**

Undoubtedly, learning autonomously is very beneficial for learners. However, our research shows that helping learners to become completely autonomous is a very difficult aim to reach . Thus so as to reach full autonomy, a preparatory phase of semi-autonomy is necessary. Semi-autonomous learning is defined by Dickinson as: “The stage at which learners are being prepared for autonomy”. ( Dickinson, 1987:11). At this stage teachers are supposed to take basic steps such as persuasive communication and strategy teaching inorder to raise their pupils’ awareness of autonomy. EFL teachers in Algerian schools will surely find it useful to put some responsibilities in pupils’ hands through certain language tasks such as: - Give pupils freedom of choice between working individually or in groups. - Freedom of choice of materials to be used in the classroom such as data show, diaporama, posters, etc.) mainly in the presenting of the project works.

- Pupils free choice of project topics and themes other than those provided in the textbook is highly recommended.

- Pupils should be provided with a wide range of activities to choose from.

- Pupils should be given the opportunity to negotiate with their teachers and peers what present difficulty for them so as the teachers can modify or delete. - Pupils can be offered a chance to give their opinion on the teaching unit’s theme.

For our category of learners.i.e secondary school pupils, semi-autonomous learning can be enough to get prepared for university studies as it helps them get rid of over-reliance on the teacher.

**4.3.3 Staying in Touch with English**

Language learning should not be limited to classroom learning because it can never be sufficient. For effective learning to take place, staying in touch with the language outside the formal setting can be beneficial to empower the learners in the four skills because**:** “ not everything can be taught in class”( Nunan, 1997:3).

In this context, Harmer (2001) similarly states that:

To compensate for the limits of classroom time and to counter the passivity

that is an enemy of true learning, students need to develop their own learning

strategies so that as far as possible they become autonomous learners.

*( 2001: 335)*

Developing the habit to stay in touch with the language can be very effective as an autonomous learning strategy provided that the outside environment is a supportive one.

**4.3.4 Self-Study**

Unlike homeworks that are designed by teachers, self study tasks are free tasks designed

by the learner himself to sustain the content taught in the classroom or to improve a certain language. So, pupils need to be motivated to use self-study tasks which constitutes an important characteristic of an autonomous learner. Such tasks can take the form of writig e-mails to keypals, chatting or listening to English radio programmes and watching English movies.These tasks contribute to the development of all the learning skills

**4.3.5 Homeworks**

In homeworks pupils are confronted with an individual problem solving task in which no external help can be provided. Therefore through homeworks pupils start to develop independence in English learning, because**:** *“Learner autonomy gets a powerful boost the first time homework is set for students to do out of class .They will now have to study without the help of the teacher.*” (Harmer, 2001:338). Yet since homeworks can be boring for learners, it is the teacher’s task to adapt them in a way that suits his learners needs and interests. Interesting homeworks as proposed by Painter(1999) include : writing a movie review , presenting experiments, presenting songs ,introducing a favourite football team…etc. Hence if homeworks are dealt with successfully by the teacher taking into account learners level, needs and interests, they can be another useful tool to enhance independence in learners

**4.4 Recommendations and Suggestions for the Use of Mindmaps**

Based on the research results and the positive effects MM has in the EFL context, it becomes possible for us to give some recommendations about the use of MM for the purpose of ameliorating English language teaching in particular and the level of education in general.

To begin with, since information nowadays is available to learners by a simple click on the net, focus now should be removed from transferring knowledge to transferring new skills and strategies to make learners know how to learn. These necessary skills can be provided for pupils by organizing workshops in which learners acquire and practice the new skills with the help of the teachers who should also be provided with training on the up.-to-date teaching techniques and tools in general, and MM in particular.

Moreover, more research is needed in the context of EFL education – and other subject areas - at all levels (Primary, Secondary, and Further and Higher Education) to determine the effectiveness of mapping as a teaching and learning tool.

Since MM is effective when used to summarise and organise great quantities of information, it would be very effective if it is used in an ESP context where courses are time-bound.  If teachers use MM as an assessment tool, many competences in learners can be assessed at the same time. Such competences include; recall, associations, organization, reordering…etc. Furthermore, MM strategy can be implemented to teach and learn the different skills :listening ,speaking ,reading and writing.

*Other possible uses of MM can be summarized as follows:*

- MM can be used to promote pupils’ metacognitive development and thinking skills.It can also be accompanied with other tools to ensure that it fits different learning styles.

- Though it is not used in our research, mindmapping software such as *Mind Manager*, *Mind Genius*, *HeadCase*, and Leckie & Leckie’s recently created *Revision Mind* *Maps* online resource, could provide further options for exploring the technique in the classroom.

- MM can play important role if it is used in higher education for lecture presentation, and as a note taking strategy. It would be more beneficial and rewarding if learners were trained to use it from the primary school to help them become more organised and more independent. Finally, MM can be a very effective if used as a research tool : for summarising articles or books and for planning and making connections between concepts

To sum up, the effectiveness of mind maps as a teaching and learning tool encourages us to introduce it as a technique and a framework for curriculum design from the primary level to higher education and mainly in an ESP course context since those courses are time bound.To achieve this goal teachers are required to teach students how to learn by using mind maps after training them to make their own maps. Besides,the ability to construct mind/concept,when developed in learners, can be considered as a transferable skill that is not only beneficial in the learning process , however, it is also central to occupational competence in all sectors and all levels. By doing so, we can say that the competency based approach has reached its goal of producing competent and skillful professionals.

**Conclusion**

This chapter has been reserved to recommendations and suggestions for promoting learner autonomy and others for the uses of MM in the EFL context in particular and the field of teaching and learning in general. Both EFL teachers and pupils in Algeria are insufficiently prepared for autonomous learning as they are also poorly equipped with up-to-date teaching and learning tools. In Algerian EFL context, teachers’ training programs and seminars should provide them with the appropriate techniques to foster their learners autonomy. Teachers will be able to do this if they manage to provide motivational conditions and establish a persuasive communication to change learners’ beliefs and attitudes. Moreover, pupils’ over-reliance and dependence on the English teacher can be solved by assigning learners to achieve tasks in which they take the whole reponsibility individually or collaboratively. Authentic materials, project works and homework assignments should also be encouraged to enhance learner autonomy. English teachers’ task should not be restricted to language teaching, however they should also take the responsibility to inform and instruct learners how to study outside the classroom. Finally, autonomy in learning is a quality that learners should possess. It is not a simple process that can be developed overnight that is why it should be put as an aim to reach in learners from a very young age. Here comes the role of MM that constitutes that simple learning strategy that can help promote learner autonomy if used for an extended period of time.

**GENERAL CONCLUSION**

**General Conclusion**

The importance that learner autonomy has gained recently with the newly introduced teaching methodologies to achieve success makes it a goal worthy to reach. But in the Algerian secondary education, it was noticed that most learners are far from being autonomous. This makes it necessary to foster and promote it to produce learners who are ready to take charge of their own learning in higher education and in life in general. However, our study shows that promoting autonomy is a hard task in which all the participants in the learning environment including teachers and learners, institutional rules and instruments, tools such as textbooks and computers, need to work in an integrated fashion towards the goal of autonomy. According to Little(1999) who states that : *“ autonomy is not something that can be developed within few lessons and that in fact autonomy is “hard-won.”* *developing autonomy is somehow hard won yet it is possible if all participants make effort*

Since not all learners are autonomous ,and know how to learn, it has become a duty for EFL teachers as well as, syllabus, curriculum and course designers to take the responsibility not only to provide the content to be learnt, but also the duty to provide the effective tools, strategies and techniques that can enable the learner become more self- reliant and less teacher dependent. Strategies should be simple, applicable and feasible like the MM technique

The power of this new tool lies in its simplicity as it has been proved in the current research whose findings have given evidence to our hypotheses about the effectiveness of MM, to a certain extent, in promoting learner’s motivation self confidence self reliance, communicative skills and independence. Thus, in order to ensure better results MM needs to be taught thoroughly, explicitly, unhurriedly and over an extended period of time. Once taught the investment of time and effort will pay dividends.

In addition to its effectiveness in fostering independence and motivation, MM can bring further impacts on thinking and knowledge management. If lecturers of all subjects learn to use it and teach it to their students , it could be a dynamic means by which students learn to uncover for themselves areas of conceptual confusion or deepen their understading of complexities in their discipline, harnessing their creative and linear abilities to do so. Hence in any teaching or learning situation, MM should always be there to support any other tool or technique. It is not the sole tool that can be beneficial in the learning context, so the teacher should be open-minded and flexible to use any tool or technique that better involve his learners and make them more successful and more profecient in English.

Moreover, Teachers without any autonomy-oriented training may experience difficulties in creating such a classroom culture. Hence, the earlier language teachers are made aware of the importance and necessity of learner autonomy in their initial teacher training, the more easily they will be able to implement this approach in their own future classrooms. Though autonomy is a new concept in ELT in Algeria, teachers should not resist it and keep their traditional teaching method. Teachers who are not familiar with the concept of independent learning, and still cling to the traditional focus of teacher centered methodologies should explore this method and start their pupils towards the path of independent learning. (Benmoussat, 2003:248)

Many language teachers would agree that autonomy is a good idea in theory, but somewhat idealistic as a goal in language teaching in practice. It was concluded that autonomous learning could occur when teachers assumed the role of facilitator of knowledge, became a supporter of helping pupil build self-responsibility, selfconfidence and self-direction. Learner training for better autonomous learning is more than essential. For teachers they cannot teach students to become more autonomous, but they can create the atmosphere and conditions in which they will feel encouraged to develop the autonomy they already have. This can be achieved only if training programs include autonomy.

As for EFL learners, we can argue that they are required to be motivated so as to succeed as autonomous learner. Though many EFL teachers in secondary education believe that providing learners with knowledge is conducive to learning, they lose sight of unless motivating their learners first, they will fail in introducing learner autonomy to them. So motivation is one of the basic features of learner autonomy besides the wealth of resources available for self-study through multimedia and internet. Language teaching is, now more than before, in a position to encourage learner autonomy. While classroom learning cannot provide all what learners need , autonomous learning may complement this by encouraging the learner to go ‘deep’ and exploit materials to enrich their knowledge and improve their skills.

The current study provides some recommendations that could foster learner autonomy which include first, motivating pupils and increase their awareness. It is important to inform the students of the importance of learner autonomy. Second, strategy training sessions for pupils in secondary education are highly beneficial. 173 Through strategy training pupils in the secondary level start taking charge of their own learning. Third, Teachers can also have students use journals and diaries as a tool to reflect on their strategies and goals. Think-aloud protocols, self-reports and Selfassessment through quizzes and tests may be another affective means in promoting learner autonomy in our schools. Moreover, textbooks as a support for teachers and learners should be designed to foster autonomy

It seems likely that the promotion of learner autonomy in language learning is an area that will continue to grow and several researches will be done to find the best ways that foster learner autonomy. The researcher hopes that this study would provide an example of promoting pupils’ autonomy and would also be useful in helping teachers to promote it in their classes, so that the language proficiency level will gradually progress. However, a limitation of this study is that it used only a limited sample of teachers and pupils in secondary education in Algeria. Future research may include testing the notion of autonomy in English learning in the middle schools and even universities throughout the country. Further research on learner autonomy can be dealt with from different angles that remain to be explored for instance: -To which extent are Algerian EFL learners autonomous at university? -What learning strategies should be taught at different proficiency levels to foster learner autonomy? - How long does it take to train specific learners in certain language learning strategies to be sufficiently autonomous?

Learner autonomy is undoubtedly important in language teaching because it is as much a skill as learning to drive, it must be taught, it requires some practice. Unless they are taught how to take the wheel for themselves, learner students like learner drivers may be at risk. (Raiton and Watson, 2005:192). Just as driving, pupils need preparation and practice in this phase where they seem reliant on the teacher, however, once they take the command of the wheel themselves they can be independent.

Finally, this research work is an attempt to contribute in promoting learner autonomy in secondary education in Algeria. It is in fact an attempt to expand an awareness of teachers and students concerning the necessity of autonomy in English learning. No doubt autonomy is essential; however, this concept often causes frustration among teachers and learners, because they are not in the best position for implementing it, due to the lack of formation, training and preparation for change. This may justify why change in educational setting is often resisted and difficult to implement. In fact, what both teachers and pupils really need is autonomy-oriented training.

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**APPENDICES**

**Appendix1 Learners’ questionnaire**

**A Questionnaire Addressed To Third Year Pupils : Foreign Languages Stream**

**Research Work For Magister Degree ; Doctorate School Badji Mokhtar Annaba**

**The effectiveness of Mind Mapping as a Teaching and a Learning Tool in Promoting Learner Autonomy**

**Designed by : Haddadi Wissam**

Dear pupils, The following questionnaire is submitted to you . It attempts systematically to collect information about your perception of your responsibility in the classroom and that of your teacher, so as to discover your readiness to take more responsibility in your learning.ie, becoming autonomous learners as a result of using mind mapping for your reading and writing tasks . Therefore you are kindly requested to answer the following questions by putting a tick on the answer you think more appropriate ,and make comments where necessary

**1- do you enjoy learning English using mind maps ? yes no**

**If yes please say why ………………………………………………………………………..**

**…………………………………………………………………………………………………**

***2- Do you like using mind mapping as a learning tool yes no***

***If yes please say why ………………………………………………………………………..***

***3- Do you use English freely in your writing and your speech yes no***

***4-The presentation of the lessons using mind maps by the teacher make you feel***

-Anxious - relaxed

***5- When you write do you feel***

***Confident and organised or lost and confused***

***6-* Does the use of mind mapping make you partcipate in the classroom ? yes no**

**If yes say why ……………………………………………………………………………….**

**………………………………………………………………………………………………….**

***7 - Are you ready to engage in group work ?***

***Yes no***

***8- When you are required to write a paragraph,***

***\* you need your teacher to help you***

***\* You can do it independently***

***9 - Do you use mind mapping in exams yes no***

***………………………………………………………………………………………………..***

**10- In the mindmapped lessons the objectives and the learning goals are**

-Difficult to identify -Easy to identify

***11 - Thanks to Mind mapping , Can you identify the parts of the lessons you understand and the parts you do not ?***

***Yes no***

***12- Does MM help you recapitulate the content of the lesson***

***Yes no***

***13 - the use of mind maps in class encourages me to carry on at home transferable skill to study English independently at home yes no***

***…………………………………………………………………………………………………..***

***14 – Do you use MM as a prewriting strategy yes no***

***If yes please say , how do you find writing essays using mind maps :Easier more complex***

**15-How can you describe the mind mapped lessons ?**

Easy to understand Difficult to understand

Please explain…………………………………………………………………………………

***16 - How do you find the mind mapped lessons ?***

-Motivating - engaging -demotivating

**17 -Are the mindmapped lessons ?**

Simple complex organised

**18 Do mind maps help you make associations with prior knowledge ?**

**…………………………………………………………………………………………….**

***19- How do you describe your thoughts at the end of a mindmapped course***

***\* -Organised , clear , connected***

***\* -Disorganised ,unclear , disconnected***

***20 -can you use MM for other reasons …………………………………………………….***

Other subject matters Planning Setting goals choose the suitable for you

**Appendix 2**

**Teachers’ Interview**

**1-’Did the use of MM motivate your learnrers ?’’ If yes say in what ways ?**

**Q2 “Have there been any observable changes in pupils’ attitudes towards learning since using MM ?**

**Q3.‘’Did the use of MM improve your pupils’ writing quality ?’’**

.

***Q4. What do you notice about your pupils’ dependence on you in essay writing and reading comprehension ?***

***Q5. Are your learners able to set goals and assess themselves ?***

**SUMMARY**

**ملخص**

**شهد نظام التعليم الجزائري في الآونة الأخيرة إصلاح عام في منهجيات التدريس. تدرس اللغة** **الانجليزية وفقا لنهج قائم على الكفاءة. احد أهدافه الأساسية هو جعل المتعلم أكثر استقلالية و اعتمادا على الذات من خلال استخدام بعض استراتيجيات تعلم اللغة و المشاريع ومع ذلك مازال تلاميذ الطور الثانوي مفرطين في الاعتماد على الأستاذ في تعلمهم للغة الانجليزية لهذا فان هذه الدراسة تهدف الى تعزيز و دفع الاستقلالية لدى المتعلم في المستوى الثانوي بغرض تحضيره للدراسات الجامعية التي تتطلب مستوى عال من الاستقلالية والاعتماد على النفس في كسب المعارف و المهارات.**

**ولان الاستقلالية التعلمية تتطلب استراتيجيات التعلم الفعالة قمنا بتزويد التلاميذ بإحدى التقنيات الفعالة الحديثة والبسيطة إلا وهي الخرائط الذهنية التي أثبتت فعاليتها الكبيرة في مجال التعليم و التعلم .و لمعرفة مدى تأثيرها في جعل التلاميذ أكثر استقلالية واعتمادا على النفس قمنا بدراسة حالة قمنا فيها باستبيان للتلاميذ( 60 تلميذ ) ومقابلة وحوار مع ثلاثة أساتذة بالإضافة إلى ملاحظة صفية قبلية و بعدية. بعد تحليل النتائج المتحصل عليها توصلنا إلى أن استعمال الخرائط الذهنية كوسيلة تعليمية وتعلمية (خاصة في دروس القراءة والتعبير ) كان له اثر كبير في تحفيز التلاميذ ودفعهم إلى المشاركة داخل القسم وطور لديهم الثقة بالنفس وخفض من درجة الاعتماد على الإستاد. من هنا نجد أن الخرائط الذهنية أثبتت فعاليتها ولو نسبيا في تعزيز الاستقلالية التعلمية . الكلمات المفتاحية الاستقلالية – استراتيجيات التعلم – الخرائط الذهنية**

**Résumé**

Le système éducatif algérien a récemment connu une réforme générale en matière de méthodologies d'enseignement. L'Anglais est actuellement enseigné selon l'Approche par Compétences. Un des objectifs de cette approche est de rendre l’apprenant plus autonome par des stratégies d'apprentissage et des réalisations de ‘projets’.Cependant, dans l’apprentissage de l’Anglais les élèves du secondaire comptent beaucoup sur leur enseignant, il est donc nécessaire de promouvoir l’autonomie d’apprentissage dans le secondaire, en tant que phase pré-université. Pour ce faire, l'une des solutions serait d’introduire les cartes heuristiques (le mind mapping ) comme technique d’enseignement ainsi que stratégie d’apprentissage.

L' objectif de cette étude est de découvrir à quel point cette technique peut rendre les élèves plus autonomes et plus indépendants de leur enseignant. A cette fin une enquête a été réalisée parmi les élèves de la 3 AS( à l’aide d’un questionnaire) ainsi que leurs enseignants d’Anglais( à l’aide d' entretiens) plus une observation de classe afin de connaitre et d' évaluer leur préparation à l’autonomie après l’ utilisation du mind mapping. Après l’analyse des résultats, on a constaté que les cartes heuristiques ont été très effectives pour motiver les élèves, en les rendant plus actifs en classe et moins dépendants de leur enseignant surtout dans les cours de lecture et d'expression. Enfin on peut dire que cette technique peut promouvoir l’ autonomie d’apprentissage dans le secondaire.

Mots clés : autonomie ,-stratégies d’apprentissage -mind mapping