

Key Conceptions on Learner Autonomy and Particular Links with the Algerian Educational Context

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Abstract

In the last three decades, the construct of learner autonomy has been a voguish word in the educational literature. It has been explored from a variety of perspectives and spheres, for it is a multifaceted notion that involves several parameters and tenets such as: taking control over learning, assuming responsibility, conducting independent action and exercising the freedom of choice. Its convolution, indeed, has yielded multiple directions that led to a great deal of discussion and research. However, a clear depiction of what 'learner autonomy' is and what it essentially conceals is not well represented. Hence, this paper aims at providing a clear account and a relevant review of the significant conceptions embedded within the term so as to gain a deeper understanding of it. To this end, the paper tackles the following issues: (1) the origins of autonomy (2) learner autonomy definitions (3) versions of learner autonomy (4) learner autonomy and its relation to teacher autonomy (5) and finally learner autonomy across cultures, as it puts forward important associations to the Algerian educational setting.

Key words: Algerian context, culture, language learning, learner autonomy, teacher autonomy

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