

**TEACHERS' BELIEFS ON LEARNER AUTONOMY IN
LEARNING ENGLISH**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Dipak Raj Ojha**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: 08-05-2016

Dipak Raj Ojha

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dipak Raj Ojha** has prepared this thesis entitled **Teachers' Beliefs of learner Autonomy in Learning English** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

**Dedicated to
my beloved parents Mr. Bam Dev Ojha and
Mrs. Kalavati Devi Ojha for their everlasting love and care**

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Dipak Raj Ojha

ABSTRACT

This research work entitled "**Teachers' Beliefs on Learner Autonomy in Learning English**" has been carried out to find out the beliefs of higher secondary level English language teachers towards learner autonomy and their beliefs on responsibilities and approaches to foster learner autonomy in learning English. Keeping the objects in consideration, primary data was collected from the thirty higher secondary English language teachers from Kathmandu and Lalitpur districts selected by using the purposive non-random sampling procedure. A set of questionnaire was the tool to collect the data. The data obtained from the respondent teachers through the questionnaire have been analyzed and interpreted using simple statistical tools. The study shows that almost all the higher secondary level English language teachers have positive beliefs towards learner autonomy and they also believed that learner autonomy is important for effective language learning and teaching.

This thesis consists of five chapters. The first chapter deals with the introduction and the background of the study. This chapter includes background of the study, statements of the problem, objective of the study, hypothesis, Research questions, significance of the study, delimitation of the study, and operational definitions of key terms. The second chapter deals with the review of the related literature and conceptual framework. This chapter includes review of theoretical literature, review of empirical literature, implication of review for study, and conceptual formwork. Chapter three deals with the methods and procedures of the study. It includes design of the study, population, sample, and sampling strategies, study area, data collection tool and technique, data collection procedure, and analysis and interpretation procedure. Similarly, chapter four deals with analysis and interpretation of the results. This chapter includes analysis and findings. Finally, chapter five deals with conclusions and recommendations. In this chapter, conclusion was made and recommendations were given related to policy, practice and further research level.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
e.g.	For example
EFL	English as a Foreign Language
ELT	English Language Teaching
et al.	and other people
etc.	etcetera
f	Frequency
i.e.	that is
L ₂	Second Language
M.Ed.	Master in Education
NELTA	Nepal English Language Teachers' Association
No.	Number
No.	Number
p.	Page
pp.	Pages
Prof.	Professor
S.N.	Serial Number
SL	Second Language
SLA	Second Language Acquisition
T.U.	Tribhuvan University
TL	Target Language
TV	Television