

**ACTIVITIES USED FOR PROMOTING LEARNER  
AUTONOMY**

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

**Submitted by  
Yamnath Khanal**

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

**2015**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Yamnath Khanal** has prepared this thesis entitled “**Activities Used for Promoting Learner Autonomy**” under my guidance and supervision.

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## **DECLARATION**

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

Date: 22- 01- 2015

.....  
Yamnath Khanal

# **DEDICATION**

**Dedicated to**

**My parents who devoted their entire life in my study and opened my eyes.**

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**Yamnath Khanal**



## ABSTRACT

The present study entitled **Activities used for Promoting Learner Autonomy** aims to explore the strategies, used by the students for promoting autonomy in their language learning and teacher's activities to promote learner autonomy in language learning. To meet the objectives of this research, I chose a case study method and I decided to observe a class of grade12 for a month at Reliance International Academy, Chabahil, Kathmandu in natural setting. I observed the teaching and learning strategies and activities for one month as a non participatory observer. Questionnaire and class observation were main research tools of this study. There were 30 students and one teacher as sample in this study. The students and a teacher were primary sources of this study.

This study has critically analyzed the observation diary and questionnaire filled up by the students for promoting autonomy in their language learning. It was found that there were various ways of promoters via; self practice, pair work, group work, discussion, interaction in different skills via listening, speaking, reading, writing, grammar and vocabulary to be autonomous in language learning. All students did not select the same techniques, strategies, and activities to learn language for promoting their autonomy in their language learning and they agreed that the teacher's role i.e. guidance, facilitation, participation and activities; explanation, description and role play are also essential to promote learner autonomy in language learning.

This thesis is organized into five chapters. The first chapter is introductory in nature which deals with background of the study, statement of the problem, rationale of the study, objective of the study research questions, significance of the study, delimitations of the study and Operational definition of the key terms. The second chapter incorporates review of the literature and conceptual framework of the study. This chapter has mainly three sub- topics i.e. review of the related literature, implication of the review for the study and theoretical and conceptual framework. The third chapter presents the methodology of this study. Similarly, the fourth chapter deals with the result and discussion of this study and the fifth chapter includes the summary, conclusion, and implication of the study.

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## LIST OF SYMBOLS AAND ABBREVIATIONS

&	- And
CA	- Case Study
CALL	- Computer Assisted Language Learning
Ed.	- Edition
EFL	- English as Foreign Language
ELT	- English Language Teaching
FL	- Foreign Language
etc	- And so on(from Latin 'et cetera' )
e. g	- Exempli Gratia (for example)
i.e.	- That is/ that are
LA	- Learner Autonomy
L2	- Second Language
LS	-Learning Strategies
M. Ed.	- Master of Education
No.	- Number
P	- Page
Regd.	- Registration
SLA	- Second Language Acquisition
S.N	- Serial Number
T.U	- Tribhuvan University
TESOL	-Teacher of English to speakers of other Languages
UK	- United Kingdom