

CHAPTER - ONE

INTRODUCTION

Present study is on the ‘Activities Used for Promoting Learner Autonomy’. It consists of the background of the study, statement of the problems, rationale of the study, objectives of the study, research questions or hypothesis, significance of the study and limitations of the study in detail along with the operational definitions of the key terms.

1.1 Background

Learning is a continuous process, when a child is born then he/she starts to learn. A small child grows gradually in his/her life span he/she needs profound support from his parents, caretakers and other members of the family to be autonomous, independent, and self-regulated to make autonomous and independent decisions. The child's parents and caretakers take care and provide required treatments to make the child self-regulated, autonomous, and independent. Child also responds in accordance with his/her environment, motivation, and reinforcement. And the child gets desired success to walk, speak, eat and whatever he/she wants to do in his/her own effort.

Similarly, when a learner starts to learn a language or any skill he/she needs scaffolding, feedback, motivation and encouragements with proper teaching learning activities, techniques, and strategies to be a self-governed, self-regulated and independent, either in or outside the classroom. To foster the learner autonomy various activities, techniques, and strategies are in practice. In this era all individual wants to be free in his/her life to which autonomy is essential. To be autonomous one should be responsible to make decision and choose correct goal in his/her own effort. On the other hand teacher also plays crucial role to make his/her learners autonomous by applying his techniques, strategies and activities in effective manner while teaching the pupils. Thus, to promote autonomy in language learning students as well as teachers both are

responsible. Hence, teacher's role and activities, learners' activities, techniques and strategies which are existed and practiced in current situation in language teaching and learning are found by this study.

1.2 Statement of the Problem

Learner autonomy is an inevitable matter to the all people. Each people wants, to be autonomous in their respected field where they are engaged in. To be an autonomous is a challenging job; in every sector, autonomous person is one who can solve the problem in his/her own effort. But it is not that one can do all his/her task without support of anybody else. Without getting support it is difficult to be autonomous. All individual wants to be free from restriction and controlled and take risk and responsibility and makes decision and determines his/ her own objectives to learn language and other skills as well. Learner autonomy has been used very broadly. It is used to refer to the capacity of a person to work out without being controlled by other people. The concept may refer to the situations where one learner without being dragged by others and the action done on self for learning. It is taken as the ability to act and make decision without being controlled by anyone else. Learner autonomy has such a broad area that is not only encompasses the class room situation but also out of classroom situation such as; self access learning, computer assisted language learning (CALL), distance learning, study aboard, out of class learning, self instruction, and learning for learn are the related area of the learner autonomy. This study has attempted to find out the existed teaching strategies, techniques and activities which are practiced in teaching and learning in case of language learning for promoting autonomy in language learning. So, after being autonomous the one who can cope with challenges and problems in his or her situation inside or outside of the classroom.

The learner autonomy is one of the curious areas of language learning to explore how learners become independent in second language learning or acquisition. This topic has been selected to study and investigate the strategies

and activities used by learners and teacher to be autonomous in learning language.

1.3 Rationale of the Study

Today the term autonomy has become buzz word in educational field indeed it is essential in practical life. So many research studies have been carried out in foreign countries regarding the case of autonomy anyway, in our Nepalese context it is less selected area of the research study. Autonomy is that in which one takes responsibility, makes decisions and selects goals to learn language in his /her own effort. One who wants to be free from formal restriction and takes charge of his/ her learning is the autonomous learner.

In this era, everyone wants to be free to which there are numbers of ways to be autonomous, independent and self governed, such as: self access centers, computer assisted language learning, distance learning, aboard learning, out- of – class learning and self instruction are the ways of being autonomous in language learning. Self access centers provide necessary materials where the learners work in their own pace. Computer assisted language learning is the technology to learn language it facilitates the learners to be autonomous and brakes the restrictions of formal learning i.e. classroom learning .Similarly, distance learning is also a characteristics of autonomous learning in which learners remain active and want to be independent in their learning. Study aboard program is one in which learner is involved with the target language community to interact. It leads the learners towards independence in language learning. Similarly, out of class learning, self instruction, are also characteristics of fostering learner autonomy. From the present study learners can be encouraged and motivated to learn second language. They can find out the ways of being autonomous using various techniques, strategies, and activities and teachers also can select the proper activities, techniques and strategies for promoting autonomy.

Thus, this study has practical life and significance in second language learning it will provide insights to adapt the new strategies, techniques, and activities to be autonomous in language learning.

1.4 Objectives of the Study

The objectives of this study were as follows:

- To find out the students' strategies for promoting autonomy in their language learning.
- To find out the teacher's activities for promoting learner autonomy in language learning.
- To provide pedagogical implications.

1.5 Research Questions

The following questions will be addressed by this study:

- a. What kinds of strategies and activities are used for promoting learner autonomy?
- b. What are the roles of teacher in language classroom to make learners autonomous?
- c. What sort of changes should be brought to make learners autonomous in current situation?

1.6 Significance of the Study

This study plays a crucial role to all who are directly or indirectly involved in second language learning for promoting autonomy in language learning. Particularly, language learners and teachers will get significant assistant from the finding of this study. It will be equally beneficial for the other teachers, learners, text book writers, syllabus designers and trainers. Educational planners can modify their approaches, strategies and techniques in the light of the information provided by this study. Likewise, it will be beneficial to the institution of ELT to design and conduct the various students centered activities for promoting autonomy. This will be also significant to the researchers who want to study in the similar field and those who want and felt need of the information in the field of language learning to be independent, autonomous and self governed in own effort.

1.7 Delimitations of the Study

This study has the following limitations:

- It was confined to the students of Reliance International College, Chabahil, Kathmandu.
- There was only one section of the grade XII students and a teacher's activities.
- It was a case study of promoting learner autonomy in language learning.
- The study was only one month of period.
- The research tools were only questionnaire and observation.

1.8 Operational Definitions of Key Terms

Autonomous activities: The tasks which are done to be autonomous in language learning.

Case study: The intensive investigation of an aspect of behavior, a single instance or phenomenon or over a period of time. It provides an opportunity to collect detailed and generalizable information which may not be observable using other research methods.

Learner autonomy: It is used to refer the learner's capacity to take charge of their learning without any imposition.

Strategy: "The process of planning something or putting in to operation in skillful way" (Oxford learner dictionary, 2008)

Self-regulated learner: Students can be described as self-regulated if they personally initiate and direct their own efforts to acquire knowledge and skill rather than relying on teacher, parents or other agents of instruction (Cole and Chan, 1994, p. 38).

CHAPTER – TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter incorporates review of related theoretical literature related to the learner autonomy, review of related empirical literature. Similarly, implication of the reviewed literature and finally, it presents the conceptual framework of this study.

2.1. Review of Related Theoretical Literature

Autonomy is one of the interesting areas of learning second language or second language acquisition. This has become interested area of many researchers and scholars to find out the ways, techniques, activates, and methods to be autonomous, independent in language learning. Various scholars have defined the term autonomy in various ways though their theme is similar. Similarly, the term autonomy has no of synonyms terms: such as learner autonomy, autonomous learning, learner responsibility, self-directed learning, lifelong learning and learning to learn are synonymous. Approaches which assist learners to learn are described in various items. The most common ones are: self-directed instruction, independent learning, and self-access learning. Although proponents of these approaches may argue for difference between them, there are most similarities than difference. Each of the approaches encourages the learning to set and pursue their personal language learning goals. Though all these approaches are used as the same sometime they need to be distinguished from each other too. To be clear from one another we have to look what is autonomy in detail by its definition.

2.1.1. Defining Learner Autonomy

The term autonomy comes from the ancient Greek term “autonomous” where “auto” means “self” and “nomous” means “law”. So, autonomous (autonomy)

refers to “one gives oneself his/her own law”. The Oxford Dictionary (2008) presents it as “the ability to act and make decisions without being controlled by anyone else”. Benson (2001, p. 35) states that autonomy requires the learner to develop control over his/her own learning; this control might take various forms for different individuals and even different forms for the same individuals depending on the context or time. For instance, the learner who shows a high degree of autonomy in one area can be non-autonomous in another.

Little (1991, p. 3-4) argues that it is difficult to define autonomy and prefers discussing the widespread misconception about autonomy. The following issues are stated by what autonomy is not:

1. Autonomy is not a synonym for self-instruction; in other words, autonomy is not limited to learning without a teacher.
2. In the classroom context, autonomy does not entail giving up responsibility on the part of the teacher; it is not a matter of letting the learner get on with things as best they can.
3. Autonomy is not something that teachers do to learners; that is, it is not another teaching method.
4. Autonomy is not a single, easily describable behavior.
5. Autonomy is not a steady state achieved by learners once.

So what is autonomy? Holce (1995, as cited in Dickinson 1995, p. 136) states that autonomy is a capacity and critical ability to reflect on one's experience and to take charge of one's own learning. Little (1991, p. 76) makes an addition to this definition by stating that autonomy enables the learner to determine their objectives, define the context and process of their learning, and monitor and evaluate their progress and achievements.

Both definitions emphasize the transfer of responsibility for learning from the teacher to learners; with such responsibility for learning, the learners gain a greater degree of active involvement and better learning.

Trim (1976) says that, “Autonomy is an adaptive ability allowing learners to develop supportive structures within themselves rather than to have them erected around them” (as cited in Esch, 1996, p. 37), Candy (1989, p. 101 as cited in Kose 2006, p. 30) thinks that “Autonomy is an innate capacity of individuals which may be suppressed or distorted by institutional education “. Thus he defines it in the context of formal education drawing upon the risk that formal education may have negative impact into the learners’ freedom in making their own choices.

Little Wood (1996) presents the same ideas about the autonomous learners:

We can define an autonomous person as one who has independent capacity to make and carry out the choices which governs his or her actions. This capacity depends on two main component, ability and willingness. Thus a person may have the ability to make independent choices but feel no willingness to do so (e.g. because such behavior is not perceived as appropriate to his or her role in particular situations).

Conversely, a person may be willing to exercise independent choices but not have ability to do so (p. 428).

Thus willingness and ability is the key to be autonomous in language learning for promoting autonomy. Similarly, to define autonomy, we might quote Holec (1981, p. 3 as cited in Benson and Voller 1997, p. 1) who described it as ‘the ability to take charge of one’s learning’. In a general note, the term autonomy has come to be used at least in following five ways:

- For situations in which learners study entirely on their own;
- For a set of skills which can be learned and applied in self- directed learning;

- For an inborn capacity which is suppressed by institutional education;
- For the exercise of learners' responsibility for their own learning;
- For the right of learners to determine the direction of their own learning.

Bound (1988, p. 23) illustrates autonomy as “An approach to learning in which students take some significant responsibility for their own learning over and above responding to instruction”. Similarly, Hedge (2000, p. 410) states that, “The ability of learners to take responsibility for his or her own learning and to, plan, organize, and monitor the learning process independently of the teacher”.

Thus, if we look number of definitions, there are no uniformity in those definitions but, all scholars argue that it is a process of being self-dependent by scaffolding off others, and can take decision without help of other by the learners.

2.1.2 Characteristics of Autonomous Learners

Autonomous learners are ones who take active in role in the learning process, by finding learning opportunity for themselves, rather than being the complete pursuer of the teachers.

According to Dikinsin (1993, p. 83) autonomous learners can be characterized in four points:

First of all, they can identify what is going on, in other words , what is being taught in their class, an autonomous learner learning English for example, might think about the relationship between the new grammar rule and the rules she or he has learned previously. Secondly, she adds that, autonomous learners are capable of formulating their own learning

objectives, in parallel with or even in addition to their teachers'. Most autonomous language learners make great effort to improve their language skills outside the classroom. They either read newspaper or watch TV program in target language as part of their own learning objectives. The third characteristic is that autonomous learners are able to select and implement appropriate learning strategies. For instance, an autonomous learner will go through the reading text to see whatever available in the text (pictures, diagram, title subtitle, etc.) rather than trying to read and comprehend it immediately. The fourth characteristic, is that autonomous learners can monitor the effectiveness of their use of strategies and make necessary changes for them. For example, an autonomous learner, who has done well on English test, may first try to find more effective study ways.

Depending on these four basic characteristics, it is inevitable for autonomous learners to engage actively in the learning process and to take control of their learning.

Similarly, Stephen (2011, p. 12) presents the summary of the characteristics of autonomous learners as follows:

- Show responsibility for their own learning,
- Show initiative,
- Are able to monitor and evaluate their own learning,
- Are reflective and show 'high' (inverted comments because I'm not sure how high is high) level for metacognition,

- Are self-aware in relation to their own learning, (need up kipping)
- Are intrinsically motivated?
- Are lifelong learners? (not sure about him one)
- Can manage and regulate their own learning, (ok but what does this involves?)
- Are adopt at taking / making decision, (how adopt is adopt?)
- Are making meaning?
- Are risk taker?
- Have specific skills and strategies for managing learning online.
- Are adoptable and flexible in their approach to learning.
- Are pro-active (i.e. they don't wait for thing/ people to come them)
- Are critical and analytical thinkers.
- Know how to ask question are good filtering and selecting the information they need.
- Can take constructive criticism.
- Are technically adept.

2.1.3 Reasons for Autonomy

All people might have desires to be autonomous. In recent years, there has been considerable interest in autonomy in language learning, and it has been considered as a desirable goal for three reasons: the psychological, the practical and the philosophical.

The psychological reason for promoting learner autonomy in language classroom, which is the most appealing to educationist, is simply that people learn better when they are in charge of their own learning. Candy (1988, as

cited in Cotterall 1995, p. 311) mentions that when learners particularly adults are involved in making choice and decisions about the pace, sequence, mode of instruction, and content of what they are studying learning is more meaningful and more effective. Moreover learners who are involved in making choices and decisions about aspects of the program are motivated in their learning. And motivated learners are always successful.

The second reason behind autonomy is practicality, which appear from need to provide more available language teaching situation where traditional approaches are not practical. Tudor (1993, p. 411) presents:

There can some reason for this; a teacher may not always be available to assist due the large number of the students in a classroom so that learners need to be able to learn on their own; learners might not get sufficient free time or budget to attend educational institution.

And finally, Crabbe (1993, p. 146) has mentioned, a society may not provide the necessary resources to all its members in every area of learning and learners, in such circumstances learners need either individually or cooperatively, so as to get the knowledge and skill they want.

Thirdly, the philosophical reason behind autonomy is as Crabbe (1993, p. 150) argues the belief that the individual has the right to be free to make his own choice not only in learning a language but also in other areas as well. Similarly, Knowles (1975) as cited in Cotterell (1995, p. 340) has emphasize that it is important to prepare learners for swiftly changing future, where independent learning will be indispensable for effective functioning in society. With such preparation for independent learning learners will also maximize their life choices.

2.1.4 Teachers Role for Promoting Learners Autonomy

Teacher is a person who shows the path, which learners tend to be followed, learners are raw materials they have no certain shape, teachers play vital role to provide a concrete shape. To have a concrete shape they (students and teacher) must be autonomous, regarding the role of teacher to promote learner autonomy various scholars argue in various ways. Harmer (2008, p. 108) presents the following role of teachers:

Teacher as a controller

When a teacher acts as a controller, plays the role of the in-charge or authority of teaching learning activities. If he plays the role of controller, he has to transmit his knowledge to the students. He tells his students to memorize the rules and examples through reading and other various types of activities. The student cannot get chance to speak language. Presentation and practice are followed by question-answer under his control. Students do not play an active role.

Teacher as a promoter

The teacher has to inspire, help and encourage the students if they have been lost, or if they are not practicing or taking part properly. They must be supported and encouraged on time, not being delayed. The students have to be encouraged to think creatively; they must not make to copy the teacher. Here the main role of teacher is to encourage and support students in time.

Teacher as the participant

The teacher can take part in a discussion to enliven the environment because students enjoy teacher's participation. The teacher himself feels comfortable to guide the students to take the part in discussion because he can play the role model that can be followed by the students in such activities like role- play, simulations, information gap teacher's role seems to be useful.

Teacher as a resource

In the situations, the teacher cannot present himself as participant; he is obliged to play the role of resource person. When students are facing the problem they can get help from the teacher who works as a resource person.

Teacher as a tutor

If the teacher plays the role of a promoter along the roles of resource person, he is said to be acting to be tutor when students are working on longer project such as preparation for a talk, debate he can act as a tutor. He briefly explains to guide the students. They feel they are supported and helped by the teacher if he acts as a tutor.

Teacher as a facilitator

Nowadays, it is viewed that the teacher has to act as the facilitator in the class. The main job of the teacher is to facilitate the students in order to enable them to achieve the desired ends, the set objectives of teaching and learning.

Similarly, Little and Hans (2007, p. 334) present that the teacher who want to promote the development of the learner autonomy must do three things:

Firstly, they must involve their learners in their own learning, giving them ownership of learner process. Secondly, they must get their learners reflect about the target language. Thirdly, teacher must engage their learners in appropriate target language use which includes the language of reflection and assessment (p. 15).

Cottrel (1995, p. 234) also present, in case of learning English language. The teacher course they designed at English language institute in order to encourage learners to take more responsibility for their own learning. She claims that one of the crucial components of this program is the teacher /learner dialogue

which helps to promote learner autonomy. With the help of these dialogues, a direct relationship was achieved between learner and their teachers, which assisted learners to set and clarify their objectives, assess their learning progress and get the advice of their teachers for their future study.

According to Gremmo and Riley (1995, p.96) a teacher can take the role of counseling in two ways. Firstly, he or she is supposed to assist learners to establish set of values, ideas and techniques in language learning process. In other words, the teacher as a counselor is able to raise the awareness of his/her language learning. Secondly, the teacher can establish and manage the resource center and self -access centers, which can be described as the role of staff in self-access centers. Thus the task here involves providing information and about the available materials in self- access center.

Thus, to promote autonomy it is better to be student fronts teaching and teachers should let them an opportunity to expose their inherent potential to which teacher must be a model, and he should encourage them to learn according to their desire.

2.1.5 The Learners' Role

The learners' role is most important and responsible for autonomous learning. It necessitates a new role for learner, a role play in which he or she is described as the good learner, the responsible learner and the aware learner. Holes (1979, as cited in Keharwarld 2007, p. 12) present the following decision regarding autonomy:

- Choice of objective;
- Choice of content and materials;
- Methods and techniques to be used;
- How to access program and outcomes.

The responsible learner is the one, who accepts that his/her own efforts are crucial for effective learning and co-operates with the teacher monitoring own progress through the use of opportunities available.

Similarly, Rubin and Thomson (1982, as cited in Harmer 2008, p. 86) Presents:

The good learner are those who can find their own way (without always having to be guided by the teacher through learning tasks), who are creative, who make intelligent guesses, who make their own opportunities for practice, who make errors work for them not against them, and who use contextual clues.

In the same vein, Betts (2008, p.88) argues that “An autonomous learner, by definition, is one who solves the problem through the combination of divergent and convergent thinking, and function with minimal external guidance is selected area of endeavor”. This does not mean that learner should do all in their effort. He /she can seek the world him/herself. Kupfer (1990) defines an autonomous learner as “The one who choose for himself what to think and what to do” (p. 2).

Similarly, Rathbone (1981, p. 8-9) Presents that autonomous learner as a self-activated maker of meaning, an active agent in his own learning process. He is not to whom things to happen. Learning is seen as the result of his own self-initiated interaction with the world.

According to Dam (1995, p. 13) “Learners take first step towards autonomy when they accept responsibility for their own learning. They need to change attitudes, develop capacities of decision making and take independent action”.

Thus, to promote learner autonomy teachers and learners both play crucial role though the learners’ motivation and readiness are far more responsible than other element to be autonomous learner in any learning skills.

2.1.6 Conditions for the Development of Learner Autonomy

One does not become autonomous, at once one only works towards autonomy. In this regard the autonomy with this aspect there are some conditions for the development of learner autonomy. Firstly, the fundamental condition is the notion of responsibility in the hands of the individual learner. Dam (1995, p. 18) suggests that this responsibility requires a capacity and willingness on the part of learner to act independently and cooperation with other as a socially responsible person.

In fact, responsible learner is the ones who accept the idea that their own efforts are crucial to progress in learning and behave accordingly. Responsible learners evaluate their own achievement and they try to do their best use available opportunities for their own benefit.

Regarding the conditions for development of learner autonomy, Tudor (1993, p. 78) presents that learner having locus of particular control, which enables them to choose the content, method, medium, reward feedback, pacing, etc. will help them feel confident and comfortable in their learning process.

Autonomy and responsibility are apparently very much interrelated. Holce (19979 as cited in Little1991, p. 7) defines autonomy as “The ability to take charge of one’s own learning”. That is to have and to hold the responsibility for all the decisions related to all aspect of this learning. So, autonomous learners are to be expected to create a personal view for learning and making planning, pacing, monitoring and evaluating the learning process in the light of own vision. Moreover, they must be involved in the setting of goals defining contents, establishing evaluation mechanism for assessing the progress. Little (1991,p. 34) supports that learner responsibility to fulfill such activities must be encouraged by formal learning. Traditionally, the teacher is in charge of learning and language learners have the role of doing what is told to be done. The transfer of responsibility for learning from the teacher to the learner will have many benefits not only in the school but also in the everyday life. First of

all, since learners set the agenda learning will be more purposeful and more effective both immediate and in the long term. Secondly, because of responsibility for the learning process with the learner, the barriers between learning and living which often found traditional teacher centered educational structure will not raise. Thirdly, when there are no barriers between learning and living, learners will have little difficulty in transferring their capacity for autonomous behavior to all other areas of their lives. As a result they will make choices and decision regarding their lives by accepting responsibility and learning to do things for themselves.

Malcolm (2007, p. 29) reports that moving students from spoon- feeding to autonomy is possible with flexible learning where students are taking responsibility for the course . He again mentions that the benefit of his institution's (2005) workshop which mainly aimed to enable students to assume responsibility for their own learning by analyzing their needs and goals on the course; considering their teacher as an advisor and facilitator and assessing their commitment and motivation for the course.

As the second condition, motivation plays an important role in learners' readiness for autonomous learning. Most scholars seem to agree the motivation determine the degree of effort learner put into foreign language learning. In other words, the ore motivation they have, the more effort they tend to put into learning the language.

Link between motivation and autonomy can be perceived in the article of Dickinson (1995, p. 38) She thinks that the enhanced motivation is a condition on learners taking responsibility for their own learning, noticing that their control. This belief gets much support from various researches for instance; in their study Doreyei and Csizer (2007) have constructed a concise set of 10 motivational macro strategies from 200 Hungrain teachers of English and in the 7th strategy, they emphasized the importance of promoting learner autonomy and its inevitable existence with autonomy among language learners.

Additionally, a similar relationship appears in the work of Deci and Ryan (1985 as cited in Spratt, 2008, p.291) who emphasize that intrinsic motivation is necessary pre course of autonomy. They claim that intrinsic motivation in which learners are interested in learning tasks rather than outcome for their own sake, rather than for rewards needed to be supports for development of autonomy.

Thirdly, it is inevitable to highlight the unifying role of metacognitive strategies for promoting learner autonomy. Metacognitive strategies are taken as crucial in learning for various reasons. Oxford (1990) views that

The metacognitive strategies are actions which learners have to coordinate in their own learning process and she adds that foreign language learners are often expose to a lot of vocabulary, confusing grammar rules and different accustomed to using metacognitive strategy in order to not lose control of their learning.

Thus having the metacognitive learning skills help the language learners to build up autonomy where they can take control to promote autonomy.

According to Wenden (1991, p. 35) metacognitive strategies involve in planning of learning self-monitoring, and evaluating. He further presents that the planning strategies concern with discovering the nature of the language learning, organizing to learn, establishing aims, considering task purpose, planning tasks and looking for chances to practice. Learners will undoubtedly become better prepared to make conscious decision about what they can do to improve their learning with the help of this strategy. Hence, metacognitive skills are milestone to promote learners autonomy.

The current study investigates the strategies, techniques, exercise and role of motivation to promote learner autonomy and training for the enhancement of metacognitive strategies of the learner.

2.1.7 Learning Strategies

Learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task.... Used by students to enhance their own learning” (Scarcella and Oxford, 1992, p. 36) When the learners learn consciously choose strategies that fit his or her learning style and second language task at hand , these strategies become a useful tools for active, conscious purposeful learning strategies or self-regulated action to promote learner autonomy.

According to O’Malley and Chamot (1998, p. 79) Learning strategies are “Technique approaches or deliberate actions that students take in order to facilitate the learning”. In this definition O’Malley and Chamot have addressed the issues of consciousness and clarify that learning strategies are deliberate or intentional actions. In the same regard Rubin (1987, p. 73) also argues the issue of whether learning strategies have direct or an indirect effect on language development of the language system which the learner constructs and affects directly.

O’Malley and Chamot (1998, p. 85) presents language learning strategies are “the special thought or behavior that individual uses to help them comprehend learn, and retain new information”. In the same regard, Chon (1998 as cited in Gass and Selinker2009, p. 439) defines as:

Language learning strategies are those which are consciously selected by learners and which may result in action taken to enhance the learning or use of second or foreign language through the storage, retention, record and application of information about that language.

Similarly, Scarell and Oxford (1992, p. 63) presents learning strategies as:

Specific action, behavior, steps, or techniques such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language tasks....used by students to enhance own learning”. When the learner consciously chooses strategies that fit his/her learning style and the 12 task at hand these strategies become a useful toolkit for active, conscious and purposeful, self-regulation of learning consciously.

There are six major groups of learning strategies which have been identified by Oxford (1990) given by O’Malley and Chamot (1998) as follows:

Cognitive strategies: To enable the learner to manipulation the language materials in direct ways , e.g. through reasoning, analysis, note taking, summarizing, synthesizing, outlining, reasoning, information to develop to stronger schemes (knowledge structure), practicing in naturalistic setting and practicing structure and sounds formally.

Metacognitive strategies: Metacognitive strategies identifying one’s own learning style, preference and needs planning for an L2 task gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating the success, and evaluating the success of any types of learning strategies are employed for managing the learning process overall among the native English speakers learning foreign languages. Purpura (1999, p. 36) found that metacognitive strategies had “a significant, positive , direct effect on cognitive strategy, use providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion” (p. 61). Studies of EFL learners in various countries (e. g. in South Africa, Dreyer and Oxford, 1996; and in turkey, Oxford 1996; and in turkey oxford Judd, and Giesen, 1998) uncovered evidence that metacognitive strategies are often sharing predictor of L2 proficiency.

Memory related strategies: Memory related strategies help the learner link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory related strategies enable learners to learn and retrieve information in orderly string (e.g. acronyms,) while other techniques create learning and retrievals through sounds (e.g. rhyming) image (e.g. mental picture of the word itself or meaning of the word), a combination of sound and image, (e.g. the key word, method) body movement (e.g. total physical response), mechanical means (e.g. flashcards or location of blackboard). Thus, this strategy plays vital role to promote memory of the learners.

Compensatory strategies: These are the strategies where learners can use the following activities guessing from the context in listening and reading; using synonymous and talking around the missing word to aid speaking and writing and strictly for speaking using gestures or pause words helps the learner make up for missing knowledge. Cohen (1998) asserted that compensatory strategies that are used for speaking and writing to promote learners' autonomy.

Communication strategies: These strategies are intended only for language use and most not be considered to be language learning strategies.

Affective strategies: Here identifying one's mood and anxiety level talking about feeling rewarding oneself for good performance and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford and Ehrman (1995) among native English speaker learner foreign language. Thus various strategies are used to learn language which play crucial role in the case of promoting autonomy as well.

2.2 Review of Related Empirical Literature

So many research studies have been carried out in various aspects in the case of learner autonomy in foreign countries though, few are in Nepal. Among them

some are related with my study they are reviewed in this section to accomplish this study.

In (1979) Holec started the research study on learner autonomy in his seminal study. He has defined the term learner autonomy as the capacity and critical ability to reflect on one's experience and to take charge of own learning. He states that one should be critical, reflective and self-regulated for autonomy.

Similarly, Benson and Voller (1988) conducted a research study in University of Hong Kong on Fostering Autonomy in Language Learning. Where, their main objective was to find out readiness of learner autonomy and effect of motivation. It was a survey research. There were 80 students as sample population. Their research tools were observation and interview. They found that autonomy can be found in different context with different ways, degree and motivation according to the nature and field of learning style and strategies.

Cotteral (1995) conducted a research in secondary level In Japan on "learners' Role for Promoting Learner Autonomy". His objectives were to investigate the learners' role to promote autonomy in language learning, and teacher's role for promoting learner autonomy in language learning. It was a survey research. He used questionnaire, observation and interview as research tools. He concluded that an understanding of learner belief could facilitate the construction of a shared knowledge by the learners and teacher of their respective role in the learning process, forming the promotion of learner autonomy.

In the same vein, Dam (1995) conducted a longitudinal study on vocabulary acquisition of 12 year old Danish students. His main aim was to investigate the way to be autonomous in learning second language. His research tools were questionnaire and check lists. He found that in language teaching and learning English the autonomous way revealed better results than their counterparts (i.e. traditional way).

Gardner and Miller (1997) also conducted a survey research on Looking in and Looking out: Managing self access center. Their aim was to investigate the role of self access center in language learning to which they selected 511 learners and 58 teachers in self-access centers. The data were collected using both qualitative and quantitative tools. They analyzed the data and found that the self-access learning was helpful and valuable to promote autonomy and get target goal.

Benson and Voller (1997) carried out a research study on “Teacher Role in the Development of Autonomy”. It was a survey research in their study they selected 49 teachers purposively from different 30 schools as sample population. And they used questionnaire as a research tools. After analyzing data they found that the teacher should have apparent view, attitude and beliefs in case of autonomous language learning. They summarized that such role of teacher as a facilitator, counselor and resource person to promote learner autonomy.

Similarly, Mistar (2012) carried out a case study in a language class on “Maximizing Learning to Promote Learning Autonomy”. His objectives were to investigate the strategies promoting autonomy in language, and students’ activities in autonomous learning. His study showed that, the link between learning strategies and learner autonomy is very close. So that one can judge hoe autonomous FL/L2 learners are from the strategies they employ in learning. He pointed that if the pursuit of learner autonomy requires that they focus explicitly on strategic capability of language learning and language use, the reverse should also be the case: focuses on strategies should lead them to learner autonomy. Particularly learning English at tertiary education level in order to increase their autonomy in learning the learners still need more training in the use of memory, cognitive, compensation, and effective strategies.

In the same vein, Yim conducted a survey research in 2004 for the proceeding of the independent learning conference on “Promoting Learner Autonomy in the EFL Classroom”. The objective of this study was to find the strategies of both teacher and learner in language learning. He used observation, and check list as research tools. His study showed that the learners developed their metacognitive awareness, strategic awareness, and social awareness in various degrees in different students. He concluded that both learner autonomy and teacher autonomy can be promoted through exploratory practice.

Joshi (2009) conducted a research study on “Learner Autonomy: Portfolios of M. Ed. Students. The objectives of his study were to investigate the autonomous activities in learning English, belief about the role of a teacher and their own in learning, teachers’ perceptions of learner autonomy. It was a survey where 80 students and 6 teachers were selected for this study. He used questionnaire and interview as research tools. He analyzed the data using both qualitative and quantitative devices. His conclusions are as follows:

- a. Practice of learner autonomy; more than 80% of the learners were found to be aware learners, around 70% of the learners do a lot of self-effort, learners beside their classroom activities perform many autonomous activities outside the class.
- b. The perceptions of roles by the students; more than 80% of the learner perceive their own role is great to learning English.
- c. Learner, teacher internship; the learners take teacher learners relationship as inevitable part of learning.
- d. Lerner autonomy from the teacher’s view point; the students are found highly autonomous learners for them both teachers and learners have distinguished role in their learning.

Similarly, Tok (2011) researched on Autonomous Language Learning: Turkish tertiary Students’ Behaviors. The aim of this study was to investigate

autonomous English language learning activities among the students in an English Preparatory program at Zirve University, Turkey. The data were collected through questionnaire. The questionnaires were completed by 218 students and 30 teachers. The result revealed that: The majority of participants engaged in autonomous language activities inside and outside the classroom. There is no significant different between the autonomous learning activities of men and women; however, women engaged more autonomous activities than men. Students with the high proficiency In English engaged much more in autonomous activities; students who were motivated and highly motivated participated frequently in autonomous activities.

In the same way, Okazaksi (2011) carried out a longitudinal case study on “An investigation into the Relationship between learner autonomy support and student motivation”. The objectives of this study was to explore how students can be helped by learner autonomy focused instruction to develop motivation in learning English in a Japanese University. He selected 35 university students for study population. He concluded that the instruction model including learner autonomy, support was demonstrated to be beneficial in learning student’s motivation and performance in English.

Thus, many research studies have been done to promote learner autonomy. This study tries to explore the techniques strategies and activities to promote learner autonomy as a case study. Hence it is distinct than other studies which are carried out in various countries.

2.3 Implication of the Review for the Study

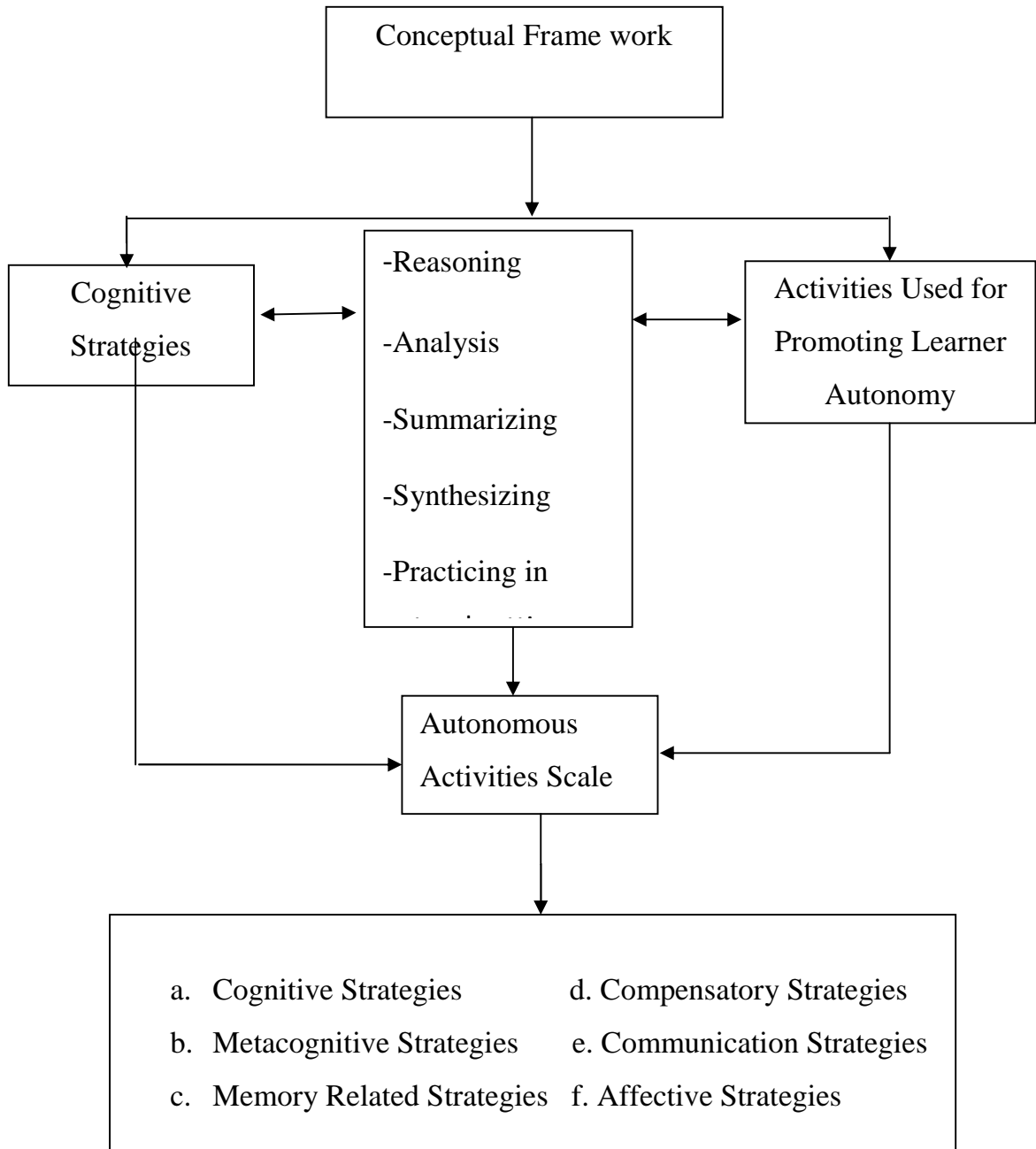
In the aforementioned topic I have reviewed altogether ten different literatures which have conducted regarding the learner autonomy and case study on autonomy. Among them some were survey research and some were case study. These research works were to some extent related to my study. The reviewed

works were similar with the present research in the sense that their works tried to investigate the teachers' perception learners' perception, role of motivation, readiness of learner to be autonomous, self-access learning, maximizing learner strategies, to promote learner autonomy in ELT classroom, learner autonomy portfolio, autonomous activities inside and outside the classroom. Similarly, I have reviewed some fruitful ideas such as teachers' role, learners' role, various learning strategies, condition for learning and reason for autonomous learning. Theoretically all these literatures are related to my study. Though, the present study is different from aforementioned reviewed research work in the sense that it tries to explore the strategies, techniques and activities to promote learner autonomy.

After reviewing the literature I got a lot of ideas regarding the learner autonomy as case study. In order to carry out the study they have used survey research, experimental research, case study. In present study I also used a case study. Therefore, after reviewing the literature I have got insights for conducting a case study research to observe the class, to apply the research tools to meet the target goals along with the data description, interpretation, analyzing and tabulation of the data. Hence, literature has worked as the backbone of this research.

2.4 Conceptual Framework

The study ‘Activities used for promoting Learner Autonomy’ has based on the following frame work.



CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

This section incorporated the design of the study, population and sample, sampling procedure, data collection tools, (i.e. observation and students' activity check list) questionnaire, along with information collection procedure.

3.1 Design of the Study

To find out the students' strategies for promoting their autonomy and teacher's activities for promoting learner autonomy, I followed qualitative research design in general and the case study design in particular.

3.1.1 Qualitative Research

The purpose of a qualitative research is to describe some problems and analyze them without quantifying .statistically. The information in a qualitative study is elicited by the variable measured in qualitative measurement scale i.e. nominal or ordinal. The qualitative study describes the variation in a situation, event or problems. A research is qualitative does not mean that it is not quantitative. Qualitative research is a field of naturalistic inquiry of a phenomenon, situation, human nature, etc to gain into the multiple realities. My study is also qualitative in nature. I studied my case in natural setting by repeated measures, being a non-participant observer.

3.1.2 Case Study Approach

A case study is in-depth longitudinal study of the single instance in a natural environment. The instance may be an individual, a group, a family, an institution, a community, a program and so forth. Nunan (1992, p. 79) states that the case study is the investigation of a single instance in the text in which it occurs. For him, it is a methodologically hybrid study in that it generally utilizes a range of method for collecting and analyzing data, rather than being

restricted to a single procedure. This shows that a numbers of methods are used to discover the reality in a case study. The fact is derived only other instances with high degree of reliability. As we know, the case study emphasizes on an in depth analysis, it is difficult and complicated as well. For Best and Kahn (1993, p.149) case studies are not confined to the study of individual and their behavioral characteristics. They have been made of all types of communities from hamlet to great metropolis and of all types of individuals. The case study investigate a contemporary phenomenon with in a natural setting it involve detailed description and analysis of the instances. Larsen Freeman and Long (1992, p.135) state that, the data in case research is collected at periodic intervals over a span of a time. Similarly, Kumar (2009, p.113) opines that:

The case study method is an approach to studying a social phenomenon through a thorough analysis of an individual case. The case may be a person, group, episode, society and other social life. All data relevant to the case are gathered and organized. In terms of the case it provides an opportunity for the intensive analysis often overlooked in other methods its analysis and generalization made will be applicable to the other cases of the similar types.

In fact, the case study method of research provides an opportunity to collect information which may not be observable using other research techniques. It is usually based on the assumption that the information gathered on particular instances will also be true of others. Case study is qualitative in nature here I attempted to study my case in natural setting by repeated measures with non participant observation. I also tried to make my study evocative, descriptive, interpretive, analytic, and lively by utilizing my own feelings, experiences and voice to document and present scenes, sight and individual as realistically as possible which I brought from field where my cases normally live and work.

As I am interpretive researcher, my effort here is not predict what may happened in future, but necessarily to understand the nature of setting and ground reality of the cases from collected data thoroughly triangulating the

description and interpretation not, just a single attempt but continuously throughout the period of study.

3.2 Population and Sample

In order to carry out this study a whole class of grade XII at Reliance International Academy Chabahil, Kathmandu was sample population.

3.3 Sampling Procedure

I purposively selected one section of the grade XII (Science Section -A). There were 30 students and a teacher in that class and they were purposively selected for this study.

3.4 Data Collection Tools

Regarding the use of tools for data collection the autonomous activities scale (list of indicators) and classroom observation, were the main tools of this study.

3.4.1 Observation

It is one of the most appropriate and widely used tools of the data collection. It involves the sensation of watching, listening, and recording but these techniques go simultaneously in the field. It covers wide scope in research as researcher collects most of the information by using this tool. The situation or phenomenon which the accurate and expected information cannot be elicited by using other research tools observation becomes appropriate one. Here three types of observation were used, they are as follows:

- a. On the basis of system: regarding the system it was semi structured observation.
- b. On the basis of role of observer: on the basis of role it was non-participant observation.
- c. In terms of situation: it was natural observation.

3.4.2 Questionnaire and Autonomous Activities Scale

To take detail information questionnaire i.e. autonomous activities scale and classroom observation were used.

3.5 Data Collection Procedure

In order to collect the data for this study I visited to the coordinator of the Reliance International Academy and clarified the purpose to visit him. Then, requested him for the permission to observe a class of 'Grade XII' for a month. He permitted me to observe a class of grade 12 of science section 'A' in morning shift. Then, I talked to the class teacher and requested him for permitting me to observe his class for six period of a week. After the class teacher's permission I went in class and established the rapport with students and informed them about my purpose. Then, began to observe the classes and distributed the questionnaires to take required information from the students. I observed the classes for a month, during the observation I noted down all the activities, techniques, and strategies used by the students and teacher to take detail information about their language learning. Finally, I collected the distributed questionnaire and thanked the informants and the whole collage family for their kind cooperation.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed and interpreted descriptively as well as analytically by using the charts, dabbles and diagram

CHAPTER - FOUR

RESULTS AND DISCUSSION

This chapter deals with results and discussion of the collected data. The main concern of this research work was to find out the students' strategies for promoting autonomy in their language learning. Similarly, another concern was teacher's activities for promoting learners' autonomy in language learning.

In order to collect the data and deriving findings I designed different eight autonomous activities scales (i.e. questionnaire). Each scale consists of at least 5-8 statements including listening, speaking reading, writing, vocabulary, grammar, teacher's activities and techniques of learning in language classroom. Along with these questionnaires I observed a class of grade XII until one month to get findings of this research at Reliance International Academy Chabahil, Kathmandu. This chapter is related to the result and discussion of the collected data from primary sources. The information is tabulated and discussed after direct classroom observation.

Tabulation of the information then its discussion is followed by result and discussion using statistical tools like tables and percentage. All this statistical tools have made this result and discussion comprehensive.

4.1 Results

Students' Activities and strategies

- It was found that the students listened to short dialogue, conversation and short description (by teacher) and tried to give answer to enhance their listening skill.
- He found that the students wrote summary of the stories, essays, poems and other important points after attending the teacher's class in their language learning.

- It was found that the students tried to speak English language during their language classes.
- It was found that the students took part in conversation, debate and speech competition to enhance their English language.
- The students read their text (i.e. stories, essays, dramas, and poems) fluently and appropriately to foster their reading skill.
- It was found that the students played word games; word map, word circle and defining a person to enhance their language to promote their vocabulary.
- The students were involved in group work and pair work to make conversation, dialogue, and write description of events, places, experiences and found out the structures from the example.

Teacher's Role and Activities

- It was found that the teacher was active and energetic to teach language for promoting learner autonomy in language classroom. (as dynamic person)
- It was found that the he used different techniques (explanation, narration, description, discussion, role play, and interaction) to teach different genres like: stories, essays, poems, dramas, and grammatical items for promoting learning autonomy. (as a guide)
- He found that the teacher made his students alert to listen him every moment by the help of cross questions, structures, and examples. (as a controller)
- It was found that some time the teacher motivated his students before teaching by creaking jokes and questions. (as a motivator)
- It was found that the teacher did not use teaching materials while teaching stories, essays and poems but he use some structure cards, list of examples, word cards, and word map while taught grammar and vocabulary.

- It was found that the teacher used both inductive (i.e. examples to rules) and deductive (i.e. rules to examples) while teaching grammar.
- It was found that the teacher made his students involve in class work, such as; group work and pair work for making dialogue, conversation and writing description of events, places, experiences and achievements for promoting autonomy in their language learning. (as a participant)
- It was found that the teacher facilitated and gave feedback while students were engaged in their class work. (as a facilitator)
- It was found that the teacher gave notes (i.e. summary of the story, essay and poem) after the students' attempts.
- It was found that the teacher took only one test to assess the students' achievements during the observation.

Other facilities

- It was found that there were facilities of reading materials such as; newspaper, articles, magazines, novels, story, drama and other books) to study and enhance their language skill.
- It was found that there were facilities of audio visual materials such as; computer, email, internet, projector and tape recorder to learn and promote their language skills.
- He found that the collage conducted different extracurricular activities such as; debate, spelling contest, speech competition for promoting their language skill and promote autonomy in their learning.

4.2 Discussion

This section is connected with the class observation. I observed 30 classes and did diary writing along with it I asked to fill up the questionnaires to the students to explore their strategies, activities including the teacher's role and activities for promoting learner autonomy.

4.2.1 Analysis of the Class Diary

To find out the students' strategies for promoting their autonomy along with the teacher's activities for promoting learner autonomy in language learning, the researcher did diary writing. During the classroom observation the activities and strategies adopted by them (students and teacher) were analyzed here descriptively.

On 1st day

The teacher taught grammar (present perfect and simple past) on first day. The teacher entered in the classroom and wrote date, unit and topic at first and explained about the lesson. Then, he asked some questions to the students about their experiences and achievements like.

- Have you ever taught in school?
- Have you ever been to Pokhara?
- When did you pass SLC?

The students gave different answers to him. Then, he clarified about the lesson and asked them to read the text book and underline where the present perfect and simple past tense were used. He asked them to discuss and find out in which situation simple past and present perfect tense were used. After discussing in group students told some points he picked up the points on board then he explained by saying "present perfect tense is used for say what experiences the people have had up to now, without reference to specific time or the order in which they happened and the past tense is used for describing experiences with the reference to specific time or period in the past. Then he wrote some examples of the present perfect and simple past and asked them to read the examples. He gave some situation and asked them to write a paragraph using the present perfect and simple past tense including their experiences and achievements. He observed their attempts moving around the class and facilitated them giving some clues and structures. He asked them to exchange their copy with friend and read. At last, he asked them to read the text and compose a couple of paragraph using present perfect and simple past tense.

On 2nd and 3rd day, were Comprehension Classes (poem)

The teacher briefly revised his previous class and wrote topic (i.e. The Lamentation of the Old Pensioner). Then, he explained about the background of the poem, poet, and poetic elements i.e. alliteration, assonance and stanza. He wrote the terms broken tree, transfigured, pikes and contemplation and asked to the students to guess the symbolic meanings of the terms students told some meanings. He picked up what the students told him. He told the symbolic meaning adding in the students' points. The students noted down what the teacher was explaining. He asked them to read the poem carefully and told the theme of the poem in one sentence individually. After their response he explained the theme of the poem including the students' points. At last, he asked them to read the poem carefully and write the theme of the poem on the basis of discussion in their own words.

On 3rd day

The teacher wrote date and topic then asked the following questions to the students in group.

- Who is the writer of this poem?
- What is the symbolic meaning of broken tree?
- What is the significance of the topic?

After the students responses the teacher explained the poem stanza by stanza students listened carefully. Then, they (student-teacher) discussed up on the questions answer which were given in their text book. At last, they dictated the summary and interpretation of the poem.

On 4th and 5th day Grammar class (How Long.....Question)

The teacher cracked a joke in Nepali then wrote the date and topic and asked the following questions individually to the students.

- How long did you play T.T. on Saturday for?

- How long did you watch TV yesterday for?...

The students answered him. Then, he wrote some sentences and asked them to read and find out the structure of asking question. Then, they discussed with friends and found out the structure. The teacher asked them to make different pairs who were sitting together and make question and answer using the structure of How Long....? When they were engaged in practice he observed and provided some clues. After that showing some examples he explained the ideas to make question and answers by using how long. Then, he provided the following situations for class work practice.

- They talk on the telephone. (20 minutes)
- He watched TV. (late movie come on)

At last, he asked to do the exercise given in their text book.

On 5th day (Looks as if, Looks as Though)

The teacher entered in the classroom and asked what we read yesterday? The Students replied question formation; how long. Then he asked the following questions.

- How long did you study last time for?
- How long did you wait at bus station for? etc.

Then, he wrote the topic (i.e. Looks as if and Look as Though) and explained briefly about the lesson then wrote the following structures:

| | | |
|------------|-----------|---------|
| S/he looks | as if | present |
| | as though | past |

Then, he asked them to read the structures and try to make sentences using the given structures. He observed their sentences moving around the class. Then, he wrote some sentences on the board and asked them to compare whether they used the given structure correctly or not. After that he explained the way of making sentences using that structure with examples. Then he gave the following situations for practice

- You see a man lying on the floor.

- You can hear people saying next door.

The students were involved in practice he moved around the class and observed how they were doing the given task and facilitated them to make the sentences given some clues and structures. At last, he asked them to do the exercise given in their text book and wrapped up his class.

On 6th day, Game (vocabulary teaching)

The teacher came in class and asked to the students to play a game (i.e. vocabulary) in group. The students were excited to play the game. He asked them to make different groups for playing. After making groups they named as group A, group B, C, D, E, respectively. Then, he wrote a word i.e. house in circle and asked them to add other words such as sitting room, bed room, study room, kitchen room, bath room and so on by making different branches. It was an example for them and he told them which group will find out as much as possible terms that group will be the winner in the game. Then, he gave the word supermarket, collage, and kitchen. Students started to play game by searching different words. He observed and at last declared the winner team that was group 'D'. Then, he gave some ideas about word formation process such as prefix un+ happy= unhappy, suffixes beauty+ full= beautiful....and so on. Thus, he taught vocabulary in that class.

Comprehension classes (essay) were on 7th, 8th and 9th day.

Two Long –Term Problems: Too Many People Too Few Trees

The teacher entered in the classroom and asked to the students to find out the answer and asked the a question in this way...half circle full circle half circle 'A' and half circle full circle right angle 'A' as soon as listened to the teacher some students signaled that they already know the answer but he asked them not to tell for a while and asked to the other students for guess correct answer. Finally, he wrote the answer 'COCACOLA' on the board. Then, he wrote the topic on the board and drew the attention asking by the following questions.

- How many members are in your family?

- How many members were in your grandfather's family?
- What sorts of changes have you seen in your locality in past and present?

After the students' responses the teacher explained about the topic and background of the essay in brief. Then, he asked them to read the paragraph (from 1 up to 6) and underline under the difficult words. After reading the paragraphs they told some terms the teacher picked up them and told the meanings. Then, he asked them to discuss about the subject matter with their friends he helped them by giving some clues. Again he explained the paragraph in detail including the present condition of the Nepal. Students noted down some points through his explanation. At last, he asked them to write a paragraph including the cause and effect of the over population.

Next day, the teacher revised his previous class in short mentioning the causes and effects of over population and asked the following questions.

- Why do the people cut down forest?
- What sort of problems will occur in future if we do not control the deforestation?

Students gave different answers to him. Then, he asked them to read the paragraphs (from 6 up to last) and underline under the difficult words. After reading the paragraph the students asked some meaning of the difficult words and he told the meanings of those words. He asked them to discuss upon the subject matter with their friends he listened and picked some points from students. Then he, explained about the deforestation and its causes and effects including the students' points by adding the present forest condition of Nepal. At last, he asked them to read the whole essay and write a paragraph of deforestation including its causes and effects in near future.

Next day, they discussed up on the whole essay and its summary along with the question and answers given in their text book.

On 10th day, Grammar (Relative Clause)

After entering in the classroom the teacher wrote the date and topic i.e. relative clause and asked the following questions to the students.

- Who is the prime minister of our country?
- Where did you visit in your summer vacation?
- Whose pen did you use yesterday?

The students answered the questions. Then, he wrote some sentences using relative clause indicator pronouns: who, whom, whose, and where and asked them to find out the relative clauses. After the students response he underlined under the correct relative clause. Then, he explained about the relative clause with the following rules and examples.

| | | |
|--------|-------|------------|
| Person | Who | subject |
| | whom | object |
| | whose | possessive |
| Place | where | |

Examples:

Phil, was driving.

Phil, who was driving, kept his foot pressed hard down on the accelerator.

Phil, whose forehead was covered in sweat.

Phil, whom I gave a book yesterday.

We visited Pokhra, where we met her.

Then, he gave the following situations for practice in class.

- Julia, nurse
- John, teacher
- Alex, police

He observed their practice moving around the class and facilitated them where they were feeling difficult. At last, he asked them to do the exercise given in their text book.

On 11th Class, Grammar (Defining Characters)

After writing the topic the teacher asked the following questions to the students.

- Do you like to pay bill after having breakfast or lunch in hotel or restaurants?
- Who is your favorite singer?
- What do you think someone, who doubt to you if he has lost his pen?

The students responded as yes, ... no, ... Then, he wrote the following adjective words: considerate, stingy, vain, skeptical ,optimistic...and asked them to discussed the meanings of the adjective words. They read and discussed about the meaning of the adjectives in group. Then, he asked them to define the character of the people using the given adjectives. He observed the students' practise moving around the class then he wrote some sentences using the adjectives and explained the way of defining characters. At last he, gave some other adjective words for practise and asked them to do exercise given in their text book.

On 12th day, Grammar (General Impression)

The teacher entered in the classroom and cracked a joke and made laughter in classroom. He wrote the topic and explained about that lesson to make the concept clear. Then he wrote the following sentences:

- He seems (to be) very friendly.
- He doesn't seem (to be) very friendly.
- She seems to watch television a lot... etc.

Then he asked them to read the sentences and find out the structure of the sentences. The students read the given sentences and discussed with their friends to find out structure. After their discussion he asked them to write the structure. They wrote some structures in their copy then the teacher showed the following structure in a drawing paper and asked them to compare with their structures.

- Sub + seems.....

- Sub + seems (to be).....
- Sub +don't/ doesn't seem to.....

The students did read and write the structures then the teacher provided following situations for practise.

- ...he isn't very rich.
- ...he has lived very interesting life.
- ... he's some kind of business man. etc

During the students' practise he observed and facilitated them. The teacher summarized the lesson describing the ideas of using the structure and making sentences in short. He asked them to do exercise for further practise.

On 13th and 14th day, comprehension class (poem)

The teacher cracked a joke to motivate the students and wrote his topic 'Full Fathom Five Thy Father Lies.' Then, he asked them the following questions in group.

- Have you ever seen a sea?
- Have you ever seen pearls and corals?...etc

The students answered as yes,... no, ... Then, the teacher explained the background of the poet along with introduction of the poem. Then, he wrote the terms: fathom, suffer a sea change, sea nymphs and knell and so on. Then, he asked them to discuss and guess the meaning of the written terms. Students discussed and told some meanings he picked up the meanings told by the students on the board. Then, he told the symbolic as well as literal meaning of those terms including the students' meaning. He asked them to read the poem carefully and predict the theme of the poem on the basis of the background. At last, he asked them to read the poem and write an interpretation of the poem in their own words.

O n 14th day,

The teacher began his class by asking the following questions:

- Who is the poet of this poem?

- What is the symbolic meaning of suffer of sea change?
- What is the significance of the title of this poem?

The students answered the questions. Then, he began to explain the poetic devices onomatopoeia, alliteration, assonances used in the poem and described the poem stanza by stanza to make the concept clear. The students were listening carefully and noted down some points. Then, he asked them to write a short interpretation about the poem. He asked them to exchange their interpretation with their friends and read it. At last, they discussed up on the questions and answers given in the text.

On 15th day Grammar (preposition: for, in until, by)

The teacher cracked a joke before beginning his class then wrote the topic. Then he explained about his lesson in short and displayed a chart written of period of time and point of time in two separate columns. There were ‘until’ and ‘by’ under point of time and ‘for’ and ‘in’ under the period of time. He asked them to read it carefully and copy it. Students did so then, he explained the way of using the given prepositions (for, in, until, by) on the basis of activities and achievements. Then, he provided the following situations for practise.

- She studied English.....the age of 10.
- He learnt computer.....few weeks.
- She lived in Kathmandu.....2010.
- They got lunch ready.....12:30.

Then, he asked the answer individually to the all students. But some of them did not know he helped them. Again once he told the idea in which situation they have to use the given preposition. At last, he asked them to do the exercise given in their text book.

On 16th day, Grammar (How Long Does It Take....Question)

The teacher entered in the classroom and revised his previous class (preposition) briefly and wrote the topic and asked them to be ready for

learning that lesson. Then, he gave short introduction of the lesson and wrote the following structures:

A: How long does it take.....?

| | | |
|-------|----------|---------|
| B: It | can take | to..... |
| | takes | |

It depends on.....

Then, he asked them to read and discussed about the structures with their friends. Then, he asked to the two students, who were sitting in the last bench to make a conversation (house was situation) on the basis of given structure. Then, one boy tried: How long does it take then the boy stopped. He helped him as: How long does it take to get in your house? The second students answered: It takes 25 minutes. Again teacher asked him to make next answer from next structure. Then he made: it depends on how you go in my house by bus or on foot. Then the teacher explained about the way of using structure with an example. After that, he asked them to make different pairs and gave the following situations for practise.

-to have your hair cut?
- to learn English language?
-to get in new Bus park?

During their practise he observed and facilitated them moving around the class. Then, he asked them to do the exercise given in their text book.

On 17th and 18th day, comprehension classes (Article)

The teacher entered in the classroom and wrote the date and topic i.e. Hurried Trip to avoid Bad Star. Then, he asked the following questions to the students;

- Do you like to visit in different places?
- What kind of profession will you do in your future?
- Do you like to be a businessman?.....etc

The students answered him in their own way. Then, the teacher told about the lesson and explained about the background of the author along with articles. Then, he asked them to read the article carefully and discuss about the article in different group. The students did read the article he moved around the class telling some meaning of the difficult terms asked by the students. After finished reading they involved in discussion being different group. During their discussion they discussed about the women business in Karnali, link of Karnali with the Tarai region, travelling of the writer, medicine and economic condition of the karnali people with the help of the teacher. At last, he asked them to read the article and write a paragraph about the article. Next day the teacher asked the following questions at first.

- What sort of medicines found in Karnanli?
- How was the women business in Karnali?
- How do the Karnali people earn money? And so on.

The students gave their individual answer on the basis of article. Then, he explained the article in detail. The students listened and noted down some points. Then they discussed up on the whole article and questions which were given in their text.

On 19th day, Grammar (The Way)

The teacher wrote his topic then informed about the topic to the students. The students wrote topic and listened him. Then, he asked them some questions about their attitudes and reactions. They expressed their different attitude and reactions. Then, he provided the following example:

Example -Sports commentators (like, annoy, dislike)

A: I like the way sports commentators give you the player's background.

B: One thing that annoys me about them is the way they shout too much.

C: What I cannot stand about them is the way they speak too fast.

Then, he asked them to read the given example carefully and copy it. They did so then, he asked them to discuss the sentence formation and structure of the sentences. They discussed the given example in different group. A student

asked to the teacher to make clear ones again, he explained showing the given example for clarification. They listened and noted down the ideas. The teacher provided the following situations for practise in group:

- Parents (object to, appreciate, upset)
- Cat (love, interest, hate)

The students practised in group, he facilitated them moving around the class during their practice. Then, he asked them to do the exercise given in their text book.

On 20th day, Comprehension class (Computer)

The teacher wrote his topic and asked the following questions to the students.

- Do you have a computer in your house?
- Can you tell the advantages and disadvantages of having computer?...etc

The students gave different answers of the questions. Then, he informed about the topic and asked them to read the passage given in the text. He helped them to read the passage where they were feeling difficult in terminology. After reading the passage he asked them to make lists of importance, advantages and disadvantages on the basis of the passage with the friends. The student made the lists and told to the teacher. He picked up the points and explained about the computer including the students' points to make the concept clear. At last, he gave the following question.

- What advantage and disadvantage do you think there are in using computer in education?

On 21st day, writing (Application for a Job)

The teacher revised his previous class briefly and asked the questions to the students. Have you ever written any application for a job? Some answered as yes,... and some no,... then, he asked them about the application and parts of an application. The students told some parts of application such as: heading, body, ending...then the teacher added other such as: the letter head, the

heading, the superscription, the opening...etc Then, they (teacher and students) discussed about the parts of application. Then, the teacher presented a model of an application. The student did read the application and copied that. Then, he asked them to write an application for a teacher at secondary level for practise. The students wrote the application and asked him for check. Then, he checked their application. Then, he asked them to write similar types of application for further practise.

On 22nd and 23rd comprehension class (story)

The teacher entered in the classroom and cracked a joke and made laughter in the classroom. Then, he wrote the topic (i.e. A Story) introduced the writer and explained about the background of the story. After that he asked them to read the story (from 1 up to 6 paragraphs) and underline under the difficult words. After reading the story the students asked him the meaning of the words where they had underlined before. He told the meanings of the terms students noted down the meanings. He asked them what they were found in the story students told some points he picked up on the board. Then, he explained about the characters, different role of the character and story up to six paragraphs. At last, the teacher asked them to read the whole story. Next day the teacher asked some questions from previous lesson (i.e. half of the story) and some from subsequent part. Then he explained the remaining part of the story. The Students noted down some points when he was explaining the story. Then, they (students and teacher) discussed about the overall story along with the questions given in the text book. At last the teacher asked the following questions and wrapped up his class.

- Who is the main character of this story?
- Who did make plan for outing?
- How does the boy look at his uncle and his friends?

On 24th day Grammar (Reporting)

The teacher entered in the classroom and cracked a joke and made laughter. Then, he wrote the date and topic then he explained briefly about the topic. Then, he asked some ideas about the reporting speech to the students. They told some ideas he picked up their ideas on the board and then he told some rules and wrote some examples on the board. He asked them to read the examples carefully and find out the changing rules of tense and person in given speech. They discussed in group and told some ideas about the changing tense and person. Then, he again explained the rules of changing tense, person and structure of the sentences showing the given example to make the concept clear. After that he gave the following situation for practice.

- My father is ill.
- I have been sleeping very badly.
- I have had my car serviced. ...and so on

The students did self practise. He moved around the class and facilitated them where they were feeling difficult. At last, he asked them to do the all exercise given in the book.

On 25th day, Grammar class (Advising on a Choice)

The teacher entered in the classroom and wrote the date and topic .Then, he asked following question to the students.

- Why do we need advice?
- Have you ever given any advice to someone?...etc

Then he wrote the following examples:

A: shall we go by bus?

B: there is a no point in waiting for a bus. It's only a short distance.

C: yes, we might as well walk.

The teacher asked them to read the given examples and find out the structures and discuss with their friends. The students wrote some structure in their copy and discussed about it. Then, teacher wrote the structure and asked them to compare themselves whether they were correct or not. And he gave the ideas

for giving advice in different situation. Then, he provided the following situation for practice.

- Do you think I should keep all these old clothes today?
- Do you think we should take breakfast?
- I think I should make a book case.

They began the task he observed and facilitated them for practise. Then, he provided some other situation as well for further practice. At last, he suggested them to do the all exercise given in the textbook and do exercise.

On 26th day, repeated grammar class (Looks as if, Looks as Though)

The teacher entered in the classroom and asked what we read yesterday. The Students replied question formation; how long. Then he asked the following questions.

- How long did you study last time for?
- How long did you wait at bus station for? etc.

Then, he wrote the topic (i.e. Looks as if and Look as Though) and explained briefly about the lesson then wrote the following structures.

| | | |
|------------|-----------|---------|
| S/he looks | as if | present |
| | as though | past |

Then, he asked them to read the structure and try to make sentences using the given structure. He observed their sentences moving around the class. Then, he wrote some sentences on the board and asked them to compare whether they used the given structure correctly or not. After that he explained the way of making sentences using that structure with examples. Then, he gave the following situation foe practice

- You see a man lying on the floor.
- You can hear people saying next door.

The students involved in practice he moved around the class and observed how they were doing the given task and facilitated them to make the sentences given

some clues. At last, he asked them to do the exercise given in their text book and wrapped up his class.

On 27th and 28th day, comprehension class (poem)

Travelling Through the Dark

The teacher revised his previous class in short and wrote the date and topic and he made clear about the topic by short description. Then, he told about the background of the poem along with the introduction of the poet. After that, he asked them to read the poem and underline under the difficult terms. The students did read the poem and asked the meaning of the terms: swerve, stumble, stiffen, exhaust...etc. Then, he picked up on the board and told literal as well as symbolic meanings of the terms. Then, he asked them to discuss how the events were developed in the poem in different stanza. The students told some points he picked up them in one side of the board and explained the poem including the students' points. Students were listened and noted down some important points. At last, he asked them to write short interpretation of the poem in their own words. Next day, they (students + teacher) discussed about the overall poem i.e. significance of the title, interpretation, summary and questions along with the answers.

On 29th day, Grammar Class (Must, Might, May, and Can't)

The teacher entered in the classroom and revised his previous class briefly. And wrote the topic Must, Might, May, and Can't and asked the following questions to the students.

- What do these terms refer to?
- Why these modal verbs are used?
- Make a sentence using these modals?

The students answered as modal verb, make sentences, we must be disciplined to be successful. ... and so on. He picked up and corrected their answer on the board indicating their mistakes. Then, he wrote the following examples.

Question: I 'm sure they've arrived.

Answer: They must have arrived.

Question: I'm sure she's not having lunch.

Answer: She cannot be having lunch.

Question: Perhaps he did not hear you.

Answer: He might/ may not have heard you.

Then, he asked to the students to read the given examples and find out the ways of changing process of the sentences and change sentences on the basis of the examples in the following situations for practice.

- I'm sure I was dreaming.
- It's possible that they are going away.
- Obviously he's been kidnapped. etc

Then, he observed their practise moving around the class and facilitated them where they were feeling difficult. At last, he asked them to do the exercise given in their exercise book and wrapped up his class.

On 30th Day, comprehensive class (Essay)

I Have a Dream

The teacher entered in the classroom and revised his previous class in sort and wrote his topic I Have a Dream by Martin Luther King. He introduced the essay as a speech delivered by M. T King. Then, he explained the historical background, bitter reality and purpose of the speech in detail. And he asked the students to read the essay and underlined under the difficult terms. The students read the essay and asked the meanings of the terms: emancipation, proclamation, withering, captive, tranquilizing, gradualism...etc. He picked up the terms on the board and told the meanings incorporating the theme of the speech. The students listened carefully and noted down some important points and meanings of the terms. Then, he explained the speech paragraph by paragraph up to five paragraphs. Students listened and noted down some important points. At last, he asked them to read the speech and answer following question. Question- what is the apparent purpose of this speech? And wrapped of his class.

4.2.2 Analysis of the Autonomous Activities scale

This sub section is concerned with autonomous activities; questionnaires filled up by the students to find out their involvement in different skills, techniques, grammar, vocabulary along with the teacher's role and activities for promoting learner autonomy in language learning. The questionnaires consist of five different scales/ categories i.e. always, frequently, occasionally, rarely and never in which students were put their views. The discussions of the activities are presented below.

4.2.2.1 Listening Activities

This sub topic presents the discussion of the listening activities on the basis of the questionnaire filled up by the students.

Table No: 1

| S.N. | Autonomous Activities | Always | Frequently | Occasionally | Rarely | Never |
|------|---|--------------------|--------------------|-------------------|------------------|------------------|
| 1. | I complete my home work in my own effort after listening teacher's class. | 18 (60%) | 12 (40%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 2. | I always listen to the tape recorder, news, speeches, and songs to develop listening skill. | 13 (43.33 %) | 10 (33.33 %) | 7 (23.33 %) | 0 (0%) | 0 (0%) |
| 3. | I understand what I have heard in language class. | 20 (66.66 %) | 8 (26.66 %) | 2 (6.66 %) | 0 (0%) | 0 (0%) |
| 4. | I try listen to the words phrases and prone the words and phrases. | 15 (50%) | 10 (33.33 %) | 3 (10%) | 2 (6.66 %) | 0 (0%) |
| 5. | I enjoy learning language through listening. | 22 (73%) | 4 (13.33 %) | 2 (6.66 %) | 2 (6.66 %) | 0 (0%) |
| 6. | I can write the summary of the lesson after listening the teacher's class. | 12 (40%) | 8 (26.66 %) | 6 (20%) | 3 (10%) | 1 (3.33 %) |

The above mentioned table shows that out of 30, 60% students were found to have always completed their homework after attending the teacher's class and 40% students were found that they frequently completed their homework in their own effort after attending the teacher's class to be autonomous in their language learning but the researcher did not find any students occasionally, rarely, and never attending in teacher's class to do homework in their own effort.

Out of total (i.e.30) 43.33% students were found that they always listen to the tape recorder, news, speeches, and songs to develop their listening skill and 33.33% students were found that they frequently listen to the tape recorder, news, speeches, and songs to develop their listening skill. Likewise, 23.33% students were found occasionally listen the tape recorder, news, speeches and songs to enhance their listening skill but no one found in rarely and never listened tape recorder, news, speech, song to enhance listening skill for promoting autonomy in their language learning.

Another activity presents that out of 30, 66.66% students were found that they always understand what they heard in their language class. In the same case, 26.66% students were found that they frequently understand what they heard in their language class by their teacher. Whereas, 6.66% students were found that they occasionally understand what they heard in their language class but none of the students were found that they rare and never understand what they heard in class.

Similarly, in an another listening activity out of 30, 50% students were found that they always tried to listen the words, phrases and pronounce the words and phrases for promoting their language and 33.33% students were found to have frequently tried to listen the words and phrases and pronounce them for promoting language. In the same activity out of 30, 10% students were found they occasionally tried to listen the words and phrases and pronounce them. Whereas 6.66% students were found rarely listened the words and phrases and

pronounce those words and phrases to be autonomous in their language learning. There was no one found never listen words and phrases for promoting autonomy in their language learning.

Out of total respondents 73% respondents were found to have always enjoyed learning language through the listening and 13.33% respondents were found to have frequently enjoyed for learning through the listening. And 6.66% respondents were found to have occasionally enjoyed for learning language through the listening. Similarly, 6.66% students were found to have rarely enjoyed for learning through the listening. Thus it was found that most of the students enjoy learn language through the listening. But none of the students were found never enjoy to learn language through listening for promoting autonomy in language learning.

The another case was I can write the summary of the lesson after attending the teacher's class in which out of 30, 40% students were found that they always can write the summary of the lesson after attending the teacher's class, whereas 26.66% students were found that they frequently can write the summary of the lesson after attending the teacher's class and 20% students were found that they occasionally can write the summary of the lesson after attending the teacher's class likewise 10% students were found that they rarely can write the summary of the lesson after attending the teacher's class. And 3.33% students were found that they never can write the summary of the lesson after attending the teacher's class.

Thus it was found that few students were unable to write the summary of the lesson after attending the teacher's class. All in all, most of the students were found they participated in the given autonomous activities in different rate to be autonomous in their language learning.

4.2.2.2 Speaking Activities

This sub topic presents the discussion of speaking activities on the basis of the questionnaire filled up by the students.

Table No. 2

| S.N. | Autonomous Activities | Always | Frequently | Occasionally | Rarely | Never |
|------|--|--------------------|--------------------|-------------------|------------------|-------------------|
| 1. | I try to speak in language class. | 20 (66.66 %) | 8 (26.66 %) | 2 (6.66 %) | 0 (0%) | 0 (%) |
| 2. | I do not hesitate to speak English in and out of the classroom. | 8 (26.66 %) | 7 (23.33 %) | 5 (16.67 %) | 3 (10%) | 7 (23.33 %) |
| 3. | I have confidence to speak English. | 22 (73.33 %) | 6 (20%) | 2 (6.66 %) | 0 (0%) | 0 (0%) |
| 4. | I speak English language correctly. | 10 (33.33 %) | 14 (46.66 %) | 6 (20%) | 0 (0%) | 0 (0%) |
| 5. | I answer the questions what teacher asks. | 16 (53.33 %) | 10 (33.33 %) | 4 (13.33 %) | 0 (0%) | 0 (%) |
| 6. | I participate in conversation, speech, debate to learn English language. | 9 (30%) | 12 (40%) | 8 (26.66 %) | 1 (3.33 %) | 0 (0%) |

The above mentioned table presents that out of 30, 66.66% students were found to have always tried to speak English in classroom and out of total 26.66% students were found that they frequently tried to speak English language in their language classroom. Similarly, 6.66% students were found to have occasionally tried to speak English in classroom but no one was found in rarely

and never option try to speak English language for promoting autonomy in their language learning.

In another activity speaking activity out of 30, 26.66% students were found that they always do not hesitate to speak English language in and out of the classroom and 23.33% students were found that they frequently do not hesitate to speak in and out of the classroom. In the same case out of total 16% students were found that they occasionally do not hesitate to speak English language. Whereas out of 30, 10% students were found that they rarely hesitate to speak English language and 23.33% students were found that they never hesitate to speak English language in and out of the classroom for promoting autonomy in their language learning.

The next activity was I have confidence to speak English Language. Whereas out of 30, 73.33% students were found that they always speak English language with confidence whereas 20% students were found that they frequently speak English language with the confidence and 6.66% students were found that they occasionally have confidence to speak English language but he did not find any of them having rare and never confidence to speak English language.

In another speaking activity out of 30, 33.33% students were found that they always speak English language correctly and 46.66% students were found that they frequently speak English language correctly. Likewise, 20 % students were found that they occasionally speak English language correctly. This data indicates that all students can speak English language correctly more or less rather than rare and never.

Out of 30, 53.33% students were found that they always answered the questions asked by the teacher in classroom in the same activities out of total 33.33% students were found that they frequently answered the questions asked by the teacher where as 13.33% students were found that they occasionally answered the question asked by the teacher. But no one was found rare and never answered to the teacher. Thus, this data states that students try to answer

the questions to the teacher to promote autonomy in their language learning in different rate (i.e. Always, Frequently, Occasional).

In the same token, out of 30, 30 % students were found that they always participated in conversation, speech and debate to learn English language and 40% students were found that they frequently, involved in given activities where as 26.66% students were found that they occasionally participated in conversation, speech and debate to learn English language. In the same case few i.e. 3.33% students were found that they rarely participated in conversation, speech and debate to learn English languages. But no one was found in never participated in conversation, debate and speech to learn language for promoting autonomy in language learning.

Hence, it was found that most of the students were always involved, some students frequently involved, and some students occasionally involved in given different indicators. Similarly, there were few students in rare participated and no one was never participated in given activities for promoting autonomy in language learning.

4.2.2.3 Reading Activities

This sub topic presents the discussion of the reading activities on the basis of the questionnaire filled up by the students.

Table No: 3

| S.N. | Autonomous Activities | Always | Frequently | Occasionally | Rarely | Never |
|------|---|----------------|----------------|---------------|--------------|-----------|
| 1. | I can read my text fluently and appropriately. | 27 (90%) | 3 (10%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 2. | I always read newspaper, articles, essays, poems, for pleasure. | 18 (60%) | 8 (26.66%) | 4 (13.33%) | 0 (0%) | 0 (0%) |
| 3. | I can find out of what I have read. | 21 (70%) | 3 (10%) | 6 (20%) | 0 (0%) | 0 (0%) |
| 4. | I try to analyze the poems, stories, essays in my own words. | 18 (60%) | 9 (30%) | 3 (10%) | | |
| 5. | I tried to read texts to improve the vocabulary and pronunciation. | 15 (50%) | 11 (36.66%) | 2 (6.66%) | 2 (6.66%) | 0 (0%) |
| 6. | I read the books to solve my problems. | 24 (80%) | 4 (13.33%) | 2 (6.66%) | 0 (0%) | 0 (0%) |
| 7. | I read Newspaper, Articles, Magazine to get information and improve the language. | 16 (53.33%) | 7 (23.33%) | 7 (23.33%) | 0 (0%) | 0 (0%) |

The above mentioned table shows that out of 30, 90% students were found that they always can read their text book fluently and appropriately, and 10% students were found that they frequently can read their text book fluently and appropriately. The researcher found that majority of the students could read their text book fluently and appropriately and none of them were found occasionally, rarely and never read the text fluently and appropriately.

The second activity was I always read newspapers, articles, essays, poems for pleasure whereas out of 30, 60% students were found that they always read newspaper, articles, essays and poems for pleasure and 26.66% students were

found that they frequently read articles, newspaper, essays and poems for pleasure. Whereas, 13.33% students were found that they occasionally read the newspaper, articles, essays and poems for pleasure but the researcher did not find any one in rare and never read newspaper, article for pleasure. Hence, it was found that generally students read news, article essay for pleasure.

In the same manner, out of 30, 70% students were found that they always can find out the gist of their reading and 10% students were found that they frequently can find out the gist of their reading, whereas 20% students were found that they occasionally can find out the gist of their reading in the same manner of the previous activities there was also no one in rare and never indicator.

In another activity out of 30, 60% students were found that they always analyzed the poems, stories, and essays in their own words and 30% students were found that they frequently analyzed the poems, stories, and essays in their own words, where as 10% students were found that they occasionally analyzed the poems, stories, essays in their own words but the researcher did not find any respondents rare and never analyzed the poems stories and essay. It was found that most of the students always and other frequently, occasionally try to analyze different genre i.e. poems, stories, essays of reading activities to promote autonomy in their language learning.

Similarly, out of 30, 50% students were found that they always tried to read text to improve the vocabulary and pronunciation and 36.66% students were found they frequently tried to the text to improve their vocabulary. Whereas, 6.66% students were found that they occasionally read the text to improve their vocabulary and pronunciation. In the same activity 6.66% students were found that they rarely tried to read the text to improve vocabulary and pronunciation but there was no one found never read the text to improve their vocabulary and pronunciation. It was found that students try (more or less) to read the text to

improve their vocabulary and pronunciation for promoting autonomy in language learning.

The next reading activity was I read the book to solve my problems in which out of 30, 80% students were found that they always read the book to solve the problems and 13.33% students were found that they frequently read the book to solve their problems. In the same manner 6.66% students were found that they occasionally read the book to solve the problems. The researcher found that there was no one rare and never solve the problems without reading the book. It was found that majority of the students always read the book to solve their problems and some students read frequently and occasionally to solve their problem for promoting autonomy in language learning.

In another statement out of 30, 53.33% students were found that they always read newspaper, articles and magazine to get information and improve English language. In the same activities 23.33% students were found that they frequently read newspapers, articles, magazine to get information and improve language. Whereas, 23.33% students were found that they occasionally read newspapers, articles and magazines to get information and none of them were rare and never do these activities.

Hence, it was found that majority of the students were always engaged in different reading activities to be autonomous and some frequently and some occasionally were engaged for promoting autonomy in language learning.

4.2.2.4 Writing Activities

This sub topic presents the discussion of the writing activities on the basis of the questionnaire filled up by the students.

Table No: 4

| S.N. | Autonomous Activities | Always | Frequently | Occasionally | Rarely | Never |
|------|---|--------------------|--------------------|-------------------|-------------------|----------------|
| 1. | I write the note of the lesson about what teacher has taught in classroom. | 21 (70%) | 7 (23.66 %) | 2 (6.66 %) | 0 (0%) | 0 (0%) |
| 2. | I try to write summary of the stories, essays, poems, in my own words. | 18 60%) | 8 (26.66 %) | 3 (10%) | 1 (3.33%) | 0 (0%) |
| 3. | I write my daily diary in English language including my detail activities of every day. | 0 (0%) | 0 (0%) | 8 (26.66 %) | 12 (40%) | 10 (33.33%) |
| 4. | I try to write letters, articles, news, in English language. | 16 (53.33 %) | 10 (33.33 %) | 4 (13.33 %) | 0 (0%) | 0 (0%) |
| 5. | I write stories, essays, and poem to explore creativity in English language. | 0 (0%) | 17 (56.67 %) | 8 (26.66 %) | 5 (16.67 %) | 0 (%) |

The above mentioned table presents that out of 30, 70% students were found that they always write note of the lesson about what their teacher has taught in language class and 23.66, % students were found they frequently write note of the lesson about what teacher has taught in language class. Where only 6.66% students were found that they write the note of the lesson about what teacher has taught in language class. Thus, it was found that students always, frequently and occasionally write the note of the lesson to be autonomous in their language learning.

Similarly, out of 30, 60% student were found that they always tried to write the summary of the stories essays, and poem in their own words and 26% students were found that they frequently tried to write summary of the stories,

essays and poems in their own words. Out of 30, 10% students were found that they occasionally tried to write the summary of the stories, essays and poem in their own words. Whereas, 3.33% students were found that they rarely tried to write summary of the stories, essays and poems in their own words. It was found that few students occasionally write the summary of their lesson and majority of the students tried to write the summary of the lesson whatever they read/learned in the classroom and no one was found in never write the summary in his her own words.

Similarly, out of 30, 40% students were found that they rarely write their daily diary including their daily activities and 33.33% students were found that they never write their daily diary including their detail activities. Whereas 26.66% students were found that they occasionally write their daily diary including their detail activities of every day. But none of the students found in always and frequently write their daily diary including the activities of every day. Thus, this is found that students did not always write their daily diary to be autonomous in language learning.

In next activity out of 30, 53.33% students were found that they always tried to write letters, articles, news in English language to enhance their English language and 33.33% students were found that they frequently write letters, articles, and news in English language to enhance their language. Whereas, 13.33% students were found that they occasionally write letters, articles and news to enhance their writing skill. But none of the students were found rare and never write letters, articles and news in English language.

In the last activity out of 30, 56.67% students were found they frequently write stories, essays and poems to explore their creativity in English language and 26.66% students were found that they occasionally write stories, essays and poems to explore creativity in English language in the same activities 16%66 students were found that they rarely write stories, essays and poems to develop their writing skill and foster their creativity in English language. But none of

the students were found always and never write stories, essays and poems to explore creativity in English language. He found that most of the students were participated in different language activities in different scale i.e. always, frequently, occasionally, to be autonomous in their language learning.

4.2.5 Grammatical Activities

This sub topic presents the discussion of the grammatical activities on the basis of the questionnaire filled up by the students.

Table No: 5

| S.N. | Autonomous Activities | Always | Frequently | Occasionally | Rarely | Never |
|------|---|--------------------|-------------------|--------------------|-------------------|-----------------|
| 1. | I can find out the rules of grammar through the given examples. | 7 (23.33 %) | 9 (30%) | 10 (33.33 %) | 4 (13.33 %) | 0 (0%) |
| 2. | I read the rules to learn language. | 23 (76.66 %) | 5 (16.66 %) | 2 (6.66 %) | 0 (0%) | 0 (0%) |
| 3. | I read the book of grammar to learn language. | 21 (70%) | 8 (26.66 %) | 1 (3.33 %) | 0 (0%) | 0 (0%) |
| 4. | I ask to the teacher if I feel difficult in language classroom. | 17 (56.66 %) | 5 (16.66 %) | 6 (20 %) | 2 (6.66 %) | 0 (0%) |
| 5. | I try to find out the verbs, phrases, adverbs, nouns, prepositions in my textbook and use these grammatical units according to the situation. | 14 (46.66 %) | 12 (40%) | 2 (6.66 %) | 1 (3.33 %) | 1 (.33 %) |
| 6. | I can use punctuation marks such as question marks, full stops, commas, semicolons according to the situation. | 21 (70%) | 5 (16.66 %) | 4 (13.33 %) | 0 (0%) | 0 (0%) |
| 7. | I can write grammatically correct sentences. | 24 (80%) | 6 (20%) | 0 (%) | 0 (0%) | 0 (0%) |

The above mentioned table states that out of 30, 23.33% students were found that they always can find out the rules through the given examples and 30 % students were found that they frequently can find out the rules through the given examples. Whereas, 33.33% students were found that they occasionally can find out the rules through the given examples in the same activities 13.33% students were found that they rarely can find out the rules from the given examples. But none of the students were found never can find out the rules through the given examples.

In the second activity out of 30, 76.66% students were found that they always read the rules to learn English language and 16.66% students were found they frequently read the rules to learn English language whereas, out of total, 6.66% students were found that they occasionally read rules to learn language. It was found that majority of the students read rules to learn language and few students frequently and occasionally read rules to learn language and promote autonomy in language learning.

The next activity was I read the book of grammar to learn language in which out of 30, 70% students were found that they always read the books of grammar to learn English language. In the same activity out of total 26.66% students were found that they frequently read the books of grammar to learn English language and few i.e.3.33% students were found that they occasionally read the books of grammar to learn language. It was found that most of the students always read the books of grammar to be autonomous in their own effort and few students frequently read the grammar book of grammar. But none of the students were found that they never read the books of grammar to be autonomous in their language learning.

Similarly, out of 30, 56.66% students were found that they always asked the teacher if they felt difficulty in their language learning. In the same case 16.66% students were found that they frequently ask to the teacher if they felt difficult in the language classroom and 20 % students were found that they occasionally

ask to the teacher if they felt difficulty in their language class whereas 6.66% students were found that they rarely ask to the teacher if they felt difficulty in their language class. But none of the students were found never ask to the teacher while feeling difficult in the language class. This statement states that all students do not always asked their teacher if they felt difficulty in their language class.

I try to find out the verbs, phrases, adverbs, nouns, preposition in text book and use those grammatical units according to the situation in which out of 30, 46.66% students were found that they try to find out the verbs, phrases, adverbs, nouns, preposition in their text book and use those grammatical units according to the situation and 40% students were found that they frequently try to find out the verbs, phrases, adverbs and prepositions in their text and used them according to situation. In the same activities 6.66% students were found that they try to find and use them according to situation. Similarly, few i.e. 3.33% students were found that they rarely try to find out those grammatical units verbs, phrases, adverbs, nouns and prepositions and use them according to situation. Similarly, only 3.33% students were found that they never try to find out those grammatical units use according to situation.

Similarly, out of 30, 70% students were found that they always can use punctuation marks (question mark, full stop, commas, semicolons) according to situation and 16.66% students were found that they frequently can use punctuation marks according to situation. In the same activity 13.33% students were found that they occasionally can use the punctuation marks according to situation. But none of the students were found rare and never can use the punctuation marks according to situation. It was found that most of the students always and some other few students frequently and occasionally can use the punctuation marks according to situation to be autonomous in their language learning.

In last activity out of 30, 80% students were found that they always can write grammatically correct sentences and 20% students were found that they frequently can write grammatically correct sentences. But none of the students were found occasionally, rarely and never can write grammatically correct sentences. Thus, it was found that most of the students were always able to write grammatically correct sentences and few students were frequently able to write grammatically correct sentences in course of language learning for promoting autonomy.

4.2.2.6 Vocabulary Activities

This sub topic presents the discussion of the vocabulary activities on the basis of the questionnaire responded by students.

Table No: 6

| S.N. | Autonomous Activities | Always | Frequently | Occasionally | Rarely | Never |
|------|--|--------------------|--------------------|--------------------|-------------------|-------------------|
| 1. | I have enough vocabulary to speak English language. | 19 (63.33 %) | 9 (30%) | 2 (6.66 %) | 0 (0%0 %) | 0 (0%) |
| 2. | I read books, magazines, newspapers, stories and articles to enhance vocabulary in English language. | 10 (33.33 %) | 11 (36.66 %) | 7 (23.33 %) | 2 (6.66 %) | 0 (0%) |
| 3. | I try to find out the antonyms, synonyms of the words to develop vocabulary. | 14 (46.67 %) | 10 (33.33 %) | 6 (20%) | 0 (0%) | 0 (0%) |
| 4. | I try to find out the meaning through the context. | 8 (26.67 %) | 12 (40%) | 5 (16.66 %) | 5 (16.66 %) | 0 (0%) |
| 5. | I listen to news, songs and watch TV, movies to develop vocabulary. | 22 (73.33 %) | 3 (10%) | 5 (16.66 %) | 0 (0%) | 0 (0%) |
| 6. | I consult the dictionary to develop vocabulary. | 5 (16.66 %) | 11 (36.67 %) | 10 (33.33 %) | 2 (6.66 %) | 2 (6.66 %) |
| 7. | I like play word game with my friends to develop vocabulary. | 2 (6.66 %) | 13 (43.33 %) | 10 (33.33 %) | 1 (3.33 %) | 4 (13.33 %) |

This table presents that out of 30, 63.33% students were found that they always have enough vocabulary to speak English language and 30% students were found that they frequently have vocabulary to speak English language whereas 6.66% students were found that they occasionally have vocabulary to speak English language. But none of the students were found rarely and never have vocabulary to speak English language for promoting autonomy in language learning.

In the second activity out of 30, 33.33% students were found that they always read books, magazines, stories, articles to enhance their vocabulary in English language and 36.66% students were found that they frequently read the books, magazines, newspapers, stories and articles to enhance vocabulary in English language. In the same activities, 23.33% students were found that they frequently read the books, newspapers, articles to enhance their vocabulary and 6.66% students were found that they rarely read the books, magazines, articles to enhance their vocabulary in English language. Thus it was found that the students read extra materials in different scale to develop their vocabulary in English language for promoting autonomy.

In next vocabulary activity out of 30, 46.67% students were found that they always try to find out the antonyms and synonyms of the words to develop vocabulary and 33.67% students were found that they frequently try to find out the antonyms and synonyms of the words whereas, 20% students were found that they occasionally try to find out the synonyms and antonyms to develop their vocabulary. But none of the students were found in rare and never scale. It was found that majority of the students tried to find out antonyms and synonyms to develop their vocabulary and other students frequently and occasionally tried to find out antonyms and synonyms of words in English language.

Similarly, in another activity of vocabulary Out of 30, 26.67% students were found that they always try to find out the meaning through the context and 40% students were found that they frequently try to find out the meaning through the context in the same activity where 16.66% students were found that they occasionally try to find out meaning through the context. Likewise, 16.66% students were found that they rarely try to find out the meaning through the context. But none of the students were found that they never try to find out the meaning through the context. It was found that some students always try to find out the meaning through the context and some rarely try to find out the meaning through the context for promoting autonomy.

In next vocabulary activity out of 30, 73.33% students were found that they always listen to the news, songs, watch TV and movies to develop their vocabulary and 10% students were found that they frequently listen to the news, songs, watch T.V. and movies to develop their vocabulary. In the same activity 16.66% students were found that they occasionally listen to the news, songs watch the TV and movies to develop their vocabulary power. It was found that majority of the students always like listening to develop their vocabulary and other students occasionally listen to be autonomous in their language learning. But no one was found that never listen to the news, songs and watch movies and TV for promoting vocabulary in language learning.

I consult the dictionary to develop vocabulary was another activity in which out of 30, 16.66% students were found they always consult dictionary to develop their vocabulary and 36.66% students were found that they frequently consult the dictionary whereas 33.33% students were found that they occasionally consult the dictionary but none of them were rare and never use dictionary for promoting autonomy in language learning in the same activity 6.66% students were found that they rarely consult the dictionary and 6.66% students were found that they never consult the dictionary to develop their vocabulary in English language.

Similarly, out of 30, 6.66% students were found that they like play word games to develop their vocabulary with their friends in the same case 43.33% students were found that they frequently like to play word games with friends and 33.33% students were found that they occasionally like to play the word games with friends. In the same token 3.33% students were found that rarely like to play the word game and 13.33% students were found that they never like play the word game to enhance their vocabulary in English language. It was found that few students were like to play word game and remarkable number of student was frequently and occasionally some students never like to play the word game for developing vocabulary in language learning.

4.2.2.7 Teacher's Activities

This sub topic presents the discussion of the teacher's activities on the basis of the questionnaire filled up by students.

Table No: 7

| S.N. | Autonomous Activities | Always | Frequently | Occasionally | Rarely | Never |
|------|--|----------------|----------------|---------------|--------------|-----------|
| 1. | Teacher supports and encourages to learn the language. | 23 (76.67%) | 6 (20%) | 1 (3.33%) | 0 (0%) | 0 (0%) |
| 2. | Teacher facilitates to learn language. | 25 (83.33%) | 5 (16.66%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 3. | Teacher gives feedback in and out of the classroom. | 21 (70%) | 5 (16.66%) | 4 (13.33%) | 0 (0%) | 0 (0%) |
| 4. | Teacher provides note to teach language. | 20 (66.67%) | 5 (16.66%) | 3 (10%) | 2 (6.66%) | 0 (0%) |
| 5. | Teacher summarizes and simplifies the lesson which makes easy to learn language. | 18 (60%) | 5 (16.66%) | 6 (20%) | 1 (3.33%) | 0 (0%) |
| 6. | Teacher gives different roles to perform and learn language. | 14 (46.66%) | 10 (33.33%) | 4 (13.33%) | 2 (6.66%) | 0 (0%) |
| 7. | Teacher inspires to learn language. | 23 (76.66%) | 3 (10%) | 3 (10%) | 1 (3.33%) | 0 (0%) |

The above mentioned table presents the teacher's role and activities to make learners autonomous in their language learning. To explore the teacher's role and activities seven statements were put as a form of questionnaire. The questionnaires were asked to respondents. Out of 30, 76.67% students were found to have the teacher always supports, encourages to learn language and in

the same activities 20% students were found to have the teacher frequently supports and encourages to the students and few students i.e.3.3% were found to have the teacher occasionally supports and encourages to learn language. But none of the students were found to have occasionally rarely, and never supports and encourages to the students. The researcher found that in most of the time teacher supports and encourages to the students in his teaching.

The teacher facilitates to learn language was another teacher's role in which out of 30, 83.33% students were found that the teacher always facilitates to learn language and 16.66% students were found that the teacher frequently facilitates to learn language. It was found that teacher always facilitates to learn language in his class for promoting autonomy in language learning.

In next activity out of 30, 70% students were found to have the teacher always gives feedback to learn language and 16.66% students found that the teacher frequently gives feedback in and out of the classroom whereas 13.33% students were found that the teacher occasionally gives feedback to learn language. None of the students were found in occasionally, rarely and never teacher gives feedback in and out of the class room to make learner autonomous. It was found that majority of students always agreed in teacher's feedback and some agreed frequently, and occasionally for promoting autonomy in language learning.

The teacher provides note to teach language was another role of the teacher whereas out of 30, 66.67 % students were found that the teacher should always provide note to teach language and 16.66% students were found that the teacher frequently should provide note. In the same case 10% students were found that occasionally should provide note to teach language. Similarly 6.66% students were found that teacher rarely should give note to teach language and none of the students were found should not give note to teach language in the case of never. It was found that most of the students always want note from

teacher to learn language and other few students frequently, Occasionally and rarely want note from teacher to learn language for promoting autonomy.

In other activity out of 30, 60% students were found that the teacher always summarizes, simplifies the lesson which makes easy to learn language. Out of total, 16.66% students were found that the teacher frequently summarizes and simplifies the lesson to make learning easy similarly, 20% students were found that the teacher occasionally summarizes and simplifies the lesson, whereas only 3.33% students found that the teacher rarely simplifies and summarizes the lesson. But none of the students were found the teacher never summarizes and simplifies the lesson to make learning easy for promoting autonomy.

In next activity out of 30, 46.67% students were found that the teacher always gives different roles to perform in class and learn language and 33.33% students were found that the teacher frequently gives different roles to perform and learn language. Whereas 13.33% students were found that the teacher occasionally gives different role to learn language, and few i.e. only 6.66% students were found that the teacher gives different role to learn language in their classroom to learn language for promoting autonomy. But none of students were found that the teacher never gives any role to perform while learning language for promoting students' autonomy.

In the last activity out of 30, 76.67% students were found that the teacher always inspire to learn language and 10 % students were found that the teacher frequently inspire to learn language and 10% students were found that the teacher occasionally inspire to learn language. Similarly, 3.33% students were found that the teacher rarely inspire to learn language and no one was found that the teacher never inspire to learn language. It was found that the teacher's inspiration was essential to learn language to the students in different rate and scales for promoting autonomy in course of language learning.

4.2.2.8 Discussion of Techniques

This sub topic presents the discussion of the techniques to be autonomous on the basis of the questionnaire responded by students.

Table No: 8

| S.N. | Autonomous Activities | Always | Frequently | Occasionally | Rarely | Never |
|------|--|----------------|----------------|----------------|---------------|------------|
| 1. | I can make decision and set goals to learn language. | 20 (66.66%) | 3 (10%) | 2 (6.66%) | 2 (6.66%) | 3 (10%) |
| 2. | I participate in language group work to learn language. | 16 (53.33%) | 5 (16.66%) | 3 (10%) | 3 (10%) | 3 (10%) |
| 3. | I use library to learn language. | 5 (16.66%) | 3 (10%) | 10 (33.66%) | 9 (30%) | 3 (10%) |
| 4. | I use audio visual materials to learn language such as listen BBC, watch, movies, read newspaper etc. | 9 (30%) | 10 (33.33%) | 4 (13.33%) | 4 (13.33%) | 3 (10%) |
| 5. | I use internet, computer to learn English language. | 15 (50%) | 9 (30%) | 3 (10%) | 3 (10%) | 0 (0%) |
| 6. | I asses myself to find out the strengths and weaknesses in learning and improve them according to necessity. | 18 (60%) | 9 (30%) | 3 (10%) | 0 (0%) | 0 (0%) |

The above mentioned table presents that the techniques used by the students to be autonomous in their language learning. To find out the techniques there were six questionnaires and 30 students gave their responses. Out of 30, 66.66% students were found that they always make their own decision and set goal to learn language whereas 10% students were found that they frequently

make decision and set goal to learn language. In the same case 6.66% students were found that they occasionally make decision and set goal to learn language and 6.66% students were found that they rarely set their goal and make decision. But 10 % students were found that they never make their decision and set goal to learn language. He found that the few students never make their own decision and set goal to learn language and some students generally make decision and set goal to learn language and majority of the students always make decision and set the goal to learn language for promoting autonomy.

Similarly, out of 30, 53.33% students were found that they always participated in group work to learn language. Whereas, 16.66% students were found that they frequently participated in group work to learn language and 10% students were found that they occasionally participated in the group work to learn language. Similarly, 10% students were found that they rarely participated in group work to learn language. But 10% students were found that they never participated in group work to learning for promoting their autonomy in learning. It was found that more than 50% students always participate in group work and rest of the students frequently, occasionally and rarely participate in group work for promoting autonomy in language learning.

In the same manner another activity was I use library to learn language in which out of total 16% students were found that they always use the library to learn language whereas 10% students were found that they frequently library and 33.67% students were found that they occasionally use library. Similarly, 30% students were found that they rarely use library but and 10% students were found that they never use the library to learn language. He found that the students use library in different scale i.e. always, frequently, occasionally and rarely and few students were found never use library to be autonomous in their language learning.

In next activity out of 30, 30% students were found that they always use audio visual material and 33, 33% students were found that they frequently use audio

visual materials. Whereas 13.33% students were found that they occasionally use the audio visual materials. Similarly, 13.33% students were found that they rarely use the audio visual materials to learn language. But 10% students were found that they never use the audiovisual materials such as listen BBC, watch TV, movies read newspaper to be autonomous in their language learning.

I use internet, computer, to learn language was another activity in which out of 30, 50% students were found that they always use internet, computer to learn language whereas 30% students were found that they frequently use internet and computer and 10% students were found that they occasionally use internet and computer to learn language. likewise 10% students were found that they rarely use the computer and internet to learn language. But none of the students were found never use computer and internet to learn language for promoting autonomy in language learning. Thus, It was found that that half of the students always use computer and internet to learn language and other students frequently, and occasionally and rarely use the computer and internet to learn language.

In the last activity out of 30 s 60% students were found that they always assess their weaknesses and strengths themselves according to the necessity to enhance their learning. Whereas 30% students were found that they frequently assess their strengths and weaknesses themselves in learning and 10% students were found that they occasionally assess their weakness and strengths themselves to be autonomous in their own language learning. It was found that no one was there in rare and never assesses their strengths and weaknesses in course of language learning for promoting autonomy.

CHAPTER - FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

This thesis entitled “Activities Used for Promoting Learner Autonomy” was carried out to explore the students’ activities and strategies and teacher’s role and activities in teaching and learning for promoting learner autonomy. The main aim of this study was to find out the students’ strategies for promoting autonomy in their language learning and the teacher’s activities for promoting learner autonomy in language learning.

This study consists of five chapters: the first chapter is introductory in nature. This chapter consist of introduction; background of the study which presents the concept of the autonomy in general. It also includes the statement of the problem, rationale of the study, objectives of the study research questions, significance, delimitations of the study along with the operational definition of the key terms. In nutshell, this chapter clarifies the importance of carrying out this study.

The second chapter consists of review of the related theoretical literature i.e. definition of the learner autonomy, characteristics of the autonomous learner, reason for autonomy, teacher’s role for learner autonomy, the learners’ role, conditions for the development of learner autonomy and learning strategies. Similarly, it also includes review of related empirical literature, implication of the review for the study and conceptual framework. To sum up, this chapter provides the information about theory of learner autonomy.

The third chapter incorporates the design of the study, population and sample, sampling procedure, data collection tools, (i.e. observation and questionnaires) data collection procedure and data analysis and interpretation procedure. In short, this chapter gives information about the methodology used in this study.

The fourth chapter deals with the results and discussion in broad i.e. result discussion on the analysis of the information written in diary, analysis of the activity scale. It is the real research chapter which includes findings of the study as well.

The fifth chapter deals with summary, conclusions, implication in policy level, practical level, and further research along with references and appendices.

5.2 Conclusion

On the basis of analysis and interpretation of the data following conclusions are drawn:

- It was found that the students used and selected different strategies in listening skill such as listening dialogue, conversation, tape recorder in different rate i.e. some always some frequently, occasionally rare for promoting autonomy in their language learning.
- It was found that the students tried to speak English language in and out of the classroom and involved in conversations, speech and debates to enhance their speaking skill for promoting autonomy.
- The students read their text book i.e. poems, stories, essays, dramas and other newspaper article to improve their reading skill.
- It was found that the students wrote summary of the poems, stories, essays along with the excursion, application and essay to enhance their writing skill for promoting autonomy in language learning.
- It was found that the students read the word meanings and played word games i.e. word circle, word formation, word map to enhance their vocabulary and promote autonomy in language learning.
- It was found that the students used inductive (i.e. example to rules) and deductive (i.e. rule to example) method to learn grammatical items.
- It was found that the teacher played the role of facilitator, guide, participant, and dynamic resources for promoting learners' autonomy.

- Similarly, it was found that the teacher used the explanation, discussion, narration, question answers, role play, information gap in different genre i.e. poem, story, essay, vocabulary and grammar to make learner autonomous in his language class.

5.3 Implications

Every research study should have its implications in one or another ways. So, this research work has also some implications it will be implied in the various level viz. Policy level, practice level and further research level. It is hoped that the findings as summary and the gist as conclusion will be utilized in above mentioned levels. The implications on these levels have been presented separately below:

5.3.1 Policy Level

In policy level, this research study can be implied for the following purposes:

- To make strategies and construct new activities to teach language for promoting autonomy in language learning.
- To modify the existing curriculum, to make student centered techniques, approaches and methods to teach language, language for communication.
- To generate new techniques and strategies according to students' needs and interest in the field of second language learning.

5.3.2 Practical Level

In practical level, this research study can be implied for the following purposes:

- To make effective strategies and plans to teach and learn language in language classroom.
- To improve teaching and learning style by emphasizing the learners own techniques.

- To use the multiple strategies, techniques and activities in language classroom.
- To create student fronted techniques to make language class effective and meaningful.

5.3.3 Further Research Level

In further research level, this research study can be implied for the following purpose:

- To carry out a similar type of research in language learning and autonomy.
- To find out the students techniques and strategies in language learning.

Find out the various ruts of language learning to be autonomous in second or foreign language.

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APPENDIX

Questionnaire/ Autonomous Activities Scale

Personal profile:

Date:

Name of the college:

Name of the students:

Class:

Section:

Subject:

Period:

Sex:

This scale tries to explore your activities of learning English please put a tick (✓) to the alternative which shows your true cases.

| |
|------------------|
| A = Always |
| B = Frequently |
| C = Occasionally |
| D = Rarely |
| E = Never |

| S.N. | Autonomous Activities | A | B | C | D | E |
|------|--|---|---|---|---|---|
| 1. | Listening Activities | | | | | |
| a. | I complete my homework in my own effort after listening teacher's class. | | | | | |
| b. | I always listen to the tape recorder, news, speeches and songs to develop listening skill. | | | | | |
| c. | I understand what I have heard in language class. | | | | | |
| d. | I try to listen the words, phrase and pronounce the words and phrases. | | | | | |
| e. | I enjoy to learn language through listening | | | | | |
| f. | I can write the summery of the lesson after listening to the teacher's class. | | | | | |
| 2 | Speaking Activities | | | | | |
| a. | I try to speak in language classroom. | | | | | |
| b. | I do not hesitate to speak English in and out of the classroom. | | | | | |
| c. | I have confidence to speak English language. | | | | | |
| d. | I speak English language correctly. | | | | | |
| e. | I answer the question what a teacher asks. | | | | | |
| f. | I participate in conversation, speech, debate, to learn English language. | | | | | |
| 3 | Reading Activities | | | | | |
| a. | I can read my text fluently and appropriately. | | | | | |
| b. | I always read newspapers, articles, essays, poems for pleasure. | | | | | |
| c. | I can find out the gist of what I have read. | | | | | |
| d. | I try to analyze the poems, stories, essays in my own perspective. | | | | | |

| | | | | | | |
|-----------|---|--|--|--|--|--|
| e. | I tried to read texts to improve the vocabulary and pronunciation. | | | | | |
| f. | I read the book to summarize the lesson. | | | | | |
| g. | I read the books to solve my problems. | | | | | |
| h. | I read newspapers, articles, magazines to get information and improve English Language. | | | | | |
| 4. | Writing Activities | | | | | |
| a. | I write note of the lesson about what teacher has taught in classroom. | | | | | |
| b. | I try to write summary of the stories, essays, poetry in my own words. | | | | | |
| c. | I write my daily diary in English language including my detail activities of every day. | | | | | |
| d. | I try to write letters, articles, news in English language. | | | | | |
| e. | I write stories, essays, poem, to explore creativity in language. | | | | | |
| 5 | Grammatical Activities | | | | | |
| a. | I can find out the rules of grammar through the given examples. | | | | | |
| b. | I read the rules to learn language. | | | | | |
| c. | I read the books of grammar to learn English language. | | | | | |
| d. | I ask to the teacher if I feel difficulty in language classroom. | | | | | |
| e. | I try to find out the verbs, phrases, adverbs, adjectives, nouns, prepositions in my textbook and use those grammatical units according to the situation. | | | | | |
| f. | I can use punctuation marks such as: question | | | | | |

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| | mark, full stop, comma, semi colon, according to the situation. | | | | | |
| g. | I can write grammatically correct sentences. | | | | | |
| 6. | Vocabulary Activities | | | | | |
| a. | I have enough vocabulary to speak English language. | | | | | |
| b. | I read books, magazines, newspapers, stories articles to enhance vocabulary in English language. | | | | | |
| c. | I try to find the antonyms, synonyms of the words to develop vocabulary. | | | | | |
| d. | I try to find out the meaning through the context. | | | | | |
| e. | I listen to news, songs and watch TV, movies to develop vocabulary. | | | | | |
| f. | I consult the dictionary to develop vocabulary. | | | | | |
| g. | I play word game with my friends to develop vocabulary. | | | | | |
| 7. | Teachers Activities | | | | | |
| a. | Teacher supports and encourages to learn a language. | | | | | |
| b. | Teachers facilitate to learn language. | | | | | |
| c. | Teachers give feedback in and out of the classroom. | | | | | |
| d. | Teacher provides note to teach language. | | | | | |
| e. | Teacher summarizes and simplifies the lesson which makes easy to learn language. | | | | | |
| f. | Teacher gives different roles to perform and learn language. | | | | | |
| g. | Teacher inspires to learn English language. | | | | | |

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| 8. | Techniques | | | | | |
| a. | I can make decisions and set goals to learn a language. | | | | | |
| b. | I participate in group work to learn a language. | | | | | |
| c. | I use library to learn language. | | | | | |
| d. | I use audio visual materials to learn language such as listen BBC , watch movies, read newspapers etc. | | | | | |
| e. | I used internet, computer to learn English language. | | | | | |
| f. | I assess myself to find out the strength and weakness in learning and improve them according to necessity. | | | | | |

Thank you