

**BELIEFS ABOUT THE USE OF ENGLISH NEWSPAPERS IN LEARNER  
AUTONOMY**

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

**Submitted by**

**Bina Shrestha**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2021**

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## **Declaration**

I declare that the work is carried out by the researcher alone. When the work of others has been adopted, it has been acknowledged according to appropriate academic convention. I have fully cited and referenced all the materials and results that are not original to this work. No part of it was earlier submitted for the candidature of research degree to any University.

Date: 26th Dec 2020

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**Bina Shrestha**

## **Recommendation for Acceptance**

This is to certify that Mrs. **Bina Shrestha** has prepared this thesis entitled **Beliefs about the Use of English Newspapers in Learner Autonomy** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 27<sup>th</sup> Dec 2020

.....

**Dr. Tara Datta Bhatta**

**(Supervisor)**

Professor

Department of English Education, T. U.

Kirtipur, Kathmandu, Nepal

## **Recommendation for Proposal Evaluation**

This study has been recommended for evaluation by the following **Research Guidance**

### **Committee:**

**Signature**

**Dr. Gopal Prasad Pandey**

\_\_\_\_\_

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu.

**Dr. Tara Datta Bhatta (Supervisor)**

\_\_\_\_\_

Professor and Head

Member

Department of Education

TU, Kirtipur, Kathmandu

**Dr. Balmukunda Bhandari (External)**

\_\_\_\_\_

Professor

Expert

Department of English Education

TU, Kirtipur, Kathmandu

Date: 20/09/2020

## Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis**

### Evaluation and Approval Committee:

**Signature**

**Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu.

\_\_\_\_\_

Chairperson

**Dr. Rishi Ram Rijal**

Professor

Department of English Education

Mahendra Ratna Campus, Tahachal

\_\_\_\_\_

External

**Dr. Tara Datta Bhatta (Supervisor)**

Professor

Department of English Education

TU, Kirtipur, Kathmandu

\_\_\_\_\_

Member

Date:

## **Dedication**

**Dedicated to**

*My parents and my three brothers whose affection, love, encouragement make me able*

*to get such success.*

*Along with all hard working and respected*

*Teachers*

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## **Abstract**

This is the era of media and technology. Reading English newspaper is also a technological issue of language learning and teaching. Many studies have shown that autonomous learners are able to learn the language without being spoon-fed the information and assistance. The current study attempts to explore the students' and teachers' beliefs about the use of English newspapers with reference to learner autonomy and it also aims to explore the habits of reading English newspapers. This research is based on mixed method research design in which both qualitative and quantitative data were employed sequentially to reach the objectives of this study. For these purposes, a sample of 80 English major students and 4 of their teachers were selected from the Department of English Education, University Campus, T.U. Kirtipur. Furthermore, the results suggest that students should use and read newspapers as an authentic and useful supplementary materials for improving their English language autonomously. Moreover, this study also asks the teachers to make students informed regarding the usefulness of newspapers for the part of learning English language.

This study consists of four major chapters. The first chapter introduces the study with general background of the topic. It also includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the general review of related literature, review of theoretical review, review of empirical literature, and conceptual framework. Similarly, third chapter is about the methods and procedures used in the process of the study. This chapter includes research design, population, sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. The fourth chapter is the presentation of the analysis and interpretation of the data collected through questionnaire and semi-structure interview. The last chapter deals with conclusions recommendations in policy related, practice related, and further research related followed by the reference appendices.

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### **List of Symbols and Abbreviations**

Ass.	:	Assistant
Dr.	:	Doctor
EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
ESL	:	English as a Second Language
i.e.	:	That is
LA	:	Learner Autonomy
M. Ed.	:	Master in Education
Mr.	:	Mister
NELTA	:	Nepal English Language Teachers' Association
P.	:	Page
Prof.	:	Professor
T.U.	:	Tribhuvan University

## **Chapter I: Introduction**

The current study is about the “Beliefs about the Use of English Newspapers in Learner Autonomy”. This chapter deals with general background of the study, statement of the problem, objectives of the study, research questions, the significance of the study, delimitations of the study and operational definitions of the key terms .

### **Background of the Study**

Newspaper articles are written clearly and directly, making them perfect for language learning. The language used in newspaper is a day to day language. Reading English newspapers can help students learn a lot of vocabulary, raise reading skills and increase reading speed because the contents of the English newspapers are rich and vivid(Ahmed, 2016).On the other hand, Learner autonomy (LA) is the freedom of learner where the students themselves participate actively for their learning. It is associated with different teaching and learning strategies such as co-operative learning, independent learning, and self-directed learning. According to French philosopher, Jean- Jacques Rousseau, It would be wide phenomena to attend the pupil to the phenomena of nature then they arouse in curiosity. The nourishment of the curiosity slowly satisfies providing the solution of the phenomena that learn by the students to engage them and in the discovery of science.

The argument is that when learners identify language learning strategies, they gradually develop their autonomy through individual selection and application of different words in diverse contexts. The idea of LA suggests that students have freedom and independence to study on their own, as guided by the curriculum that the teacher provides (Almusharraf, 2019). Therefore, the teachers need to create the environment for learning being based on the goal of curriculum but do not need to give long lecture which may not be beneficial for the students. When the teacher can

create the environment of learning autonomy then the students develop their independence on their own.

What seems to stand out as a characterizing feature of these initiatives is the combination of ongoing support, especially conceptual and affective, coming from mentors and peers with great autonomy for the participants to work in their own individual ways (Hayes, 2018). Similarly, autonomous learners need supports from their teachers, friends and also their parents for their self- motivation and self- participation in their learning. Similarly, right from choosing an issue and planning a study to exploring it in various ways and presenting it to others, the participants were supported at every stage without taking away their right or freedom to make choices and take decisions. Thus, the studies proceeded in a constantly adaptive mode, adjusting to continually changing needs and circumstances. In this sense use of English newspapers in learning autonomy seems a very beneficial strategy for replacing old the one such a type of teaching strategies made to improve the learning language by addressing their rights of the learners in democratic system.

Due to the recognition of English as a lingua franca, non-native learners need to improve their English to communicate with people in different situations. The most important thing is that non-native learners must be able to learn English by their own without being spoon-fed the information and assistance (Chanpradit, 2019). It is a big challenge for every teacher in the field of foreign language to turn them from like such learners into being autonomous learners. Therefore, use of English newspapers for English language learning in autonomous setting will be one of the best ways to create language learning more effective rather than acquiring huge numbers of learning rules of grammar and structures. Moreover, English newspaper helps the learner to attend in natural setting through which the learner will be able to



communicate in their real world contexts that are the main motto of the English language learning classroom.

### **Statement of the Problem**

Learner autonomy allows learners to work on different tasks at different times; they have the choice of both input and output of language information. Then, we will see how being aware of one's own learning styles and provide good learning strategies can help learners in acquiring a foreign language more efficiently (Lazar, 2012).

According to Benson (2003) there are two contexts for applying the learner autonomy in language learning. Learning beyond the classroom is essential for language learning. In other words, learners besides their classroom activities perform many autonomous activities outside the class such as: use libraries, listen to and view English materials but are not found recoding their voices (Joshi, 2010). That is why learning autonomy is essential for formal and informal education. But the research has not been conducted in the issues. So it is necessary to research the effectiveness of informal mediums of learner autonomy in English language learning.

Students who want to improve their English can read English newspapers regularly and develop their proficiency in English. They can improve their reading, writing, and vocabulary. English language teachers can also bring a recent news article to the class and can teach vocabulary and reading skills. In fact, newspaper articles are considered authentic materials to be used for class room purpose (Ahmmed, 2016). But the study had not measure the learning status of students through newspapers with reference learning autonomy. Though the newspapers provide great opportunities to be free from the spoon-feed method for their second language learning (SLA). The teachers sometimes use other teaching materials such as pictures, newspapers and audio-video materials (Hayes, 2018). So teachers should

use Newspapers as well in class but there is not any research in use of reading newspaper in learner's autonomy and development. Students' speaking anxiety in the classroom; pair and group activities in the classroom; team teaching; student beliefs about LA; error correction in pronunciation can correct the education(Hayes, 2018).But the study has not addressed the importance of learning achievement through English Newspapers.

### **Objectives of the study**

The following were the specific objectives of this study:

1. To explore the students' and teachers' beliefs about the use of English newspapers with reference to learner autonomy in SLA.
2. To explore the habits of reading English newspapers.
3. To suggest some pedagogical implications.

### **Research Questions**

1. What are the beliefs of teachers and students about the use of English newspapers in learner autonomy?
2. How do the students use English newspapers to form the habit of learning English?

### **Significance of the Study**

Teacher's effectiveness is a basic component and the most important predictor of school effectiveness. Almost all teachers are officially fully trained but almost all teachers are still using traditional "Talk and Chalk" methods and do little preparation for their teaching (Hayes, 2018). In this context, this study suggests the teachers to use the English newspapers for the effective and interactive language classroom activities in Second Language Acquisition (SLA). And also this study asks to read English newspaper to improve their English language.

The education system Nepal is highly theoretical. It is based more on theories present in the textbook than in practical knowledge which does not do a favor for the students to testify their knowledge in the field. And that's when things get difficult for students as they lack experience and cannot cooperate effectively in their fields. (Phuyal, 2018) In this senses, this study is very beneficial to find out the effective ways of providing practical knowledge of language to the learners through newspapers reading.

School examinations help to select who should have access to secondary education, higher education or employment; they certify what skills and knowledge a student has achieved and which level they have passed. They also serve the purpose of assessing the effectiveness of the curriculum, evaluating schools and motivating teachers and students to enable their better performance (Hayes, 2018). Though, English language teachers and learners are facing huge number of problems in language teaching and learning. So, this study plays a vital role to reduce such problems in language learning environment.

### **Delimitations of the Study**

The study had the following delimitations.

- a. The study was delimited in the boundary of Kathmandu district.
- b. The study was concerned to explore the beliefs of the students' and teachers' beliefs about the use of English newspapers in learner autonomy.
- c. This study was concerned with 80 students with a set of questionnaire.
- d. This study was delimited with 4 teachers with semi- structure interviews.
- e. The study was delimited with autonomous activities done in informal setting and students' beliefs regarding the use of English newspapers in learning autonomy.

### **Operational Definition of Key Terms**

**Beliefs:** In this study beliefs refer to the state or habit of mind in which trust or confidence is placed in some person or thing.

**English Newspapers:** The term English Newspaper refers to the printed form of publication (usually issued daily or weekly consisting of folded unstapled sheets containing news, articles, advertisements, and correspondence.

**Learner Autonomy:** The term learner autonomy refers to the ability to take charge of their learning. It is a situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementation of those decisions. It is recognition of the rights of learners within educational systems.

**Habit:** A habit is a routine of behavior that is repeated regularly and tends to occur subconsciously.

## **Chapter II: Review of Related Literature and Conceptual Framework**

This chapter deals with the review of related literature which provides knowledge of what has been established, known or studied yet. W. Crewell (2014) mentioned that a literature review is the summary of writings of recognized authorities and of previous research, books, journal articles and the other document that portrays the past and current state of information on research topic which is going to be studied. So that review of related literature is most important part of any research to find out the gap of the study. In this study also some review of literature deals with the theoretical and empirical literature review which includes different books, journal articles, and thesis related to the study.

### **Review of Theoretical Literature**

Any research should draw information and experiences from the previous studies. . It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. So that the following are the sub part deals with different theoretical perceptives related to the study.

### **Definitions of Learner Autonomy**

The term autonomy comes from the ancient Greek term "autonomous" where "auto" means "self" and "nomos" the "law". So, autonomous (autonomy) refers to "one who gives oneself his/her own law". The concept is originated from the fields of politics and moral philosophy, is confused with self-instruction and independent learning. It has been discussed and defined among those experts and theorists in all its different aspects (Chanpradit, 2019). According to the Longman Dictionary of Language Teaching and Applied Linguistics, learner autonomy is defined as "the principles that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how they learn it. Similarly, The Oxford

Advanced learner's Dictionary (2013, p. 88) mentions it as "the ability to act and make decisions without being controlled by anyone else".

Most definitions of learner autonomy are based on Holec's definition. For example, Little (2006, p.1) and Nunan (2003, p. 193) both refer to Holec who defines learner autonomy as the "ability to take charge of one's (own) learning." (Hu, 2014). Similarly, Dam (1995) defines learner autonomy as the willingness to act independently in cooperation with others. Little (2003) stands at the same pole and define learner autonomy as "a capacity for detachment, critical reflection, decision making, and independent action."

Nunan (1997) define learner autonomy in terms of two assumptions: "the degree of learner autonomy" and the behavior of autonomous learners"(p. 13). A number of researchers have attempted to define the notion that autonomy is a matter of degree. Nunan (1997) argues that "autonomy is not an absolute concept" (p.193). He developed a model of five levels of learner actions: "awareness, involvement, intervention, creation and transcendence" (p.195).

An extract from the Norwegian National Common Core Curriculum for primary and secondary reads:

Education shall provide learners with the capability to take charge of themselves and their lives, as well as with the vigor and will to stand by others. Education must teach the young to look ahead and train their ability to make sound choices, allow each individual to learn by observing the practical consequences of his or her choices and foster means and manners, which facilitate the achievement of the results they aim at. The young must gradually shoulder more responsibility for the planning and achievement of their own

education and they must take responsibility for their own conduct and behaviour.

as cited in (Benson, 2013)

The above key terms suggest that learner autonomy is related to the learners' internal attitude toward taking responsibility for their own learning. Autonomy can be used in many different situations, levels, contexts, and times in relation to actual language learning. For the present study, autonomy is described as the capacity to take control of one's own learning (Benson, 2013). In other words, it refers to the abilities to control themselves on their own so that the students will be able to set the goals of the study and participate in their own way for their learning. Autonomy for learning is the part of the personal autonomy and we must learn to be autonomous. Education should enable an individual to lead an autonomous life. An autonomous person leads an independent life being responsible for his or her own actions rather than blaming others (Neupane, 2010).

### **The Birth of Learner Autonomy in Language Classroom**

The concept of autonomy first entered the field of language teaching through the British Council of Europe's Modern language project, established in 1971. One of the outcomes of this project was to establish 'the Centered Recherches et d' Applications en Langues (CRAPEL)"at the University of Nancy in France which rapidly became a focal point for research and practice in the field. Yves Chalon, the founder of CRAPEL, is regarded as the father of autonomy in language teaching. After his death Henri Holec is taking the responsibility of the project. A seminar on self-directed learning and autonomy at the University of Cambridge in December 1976, which included contributions from Philip Riley and Caroline Stanchina of CRAPEL and Holec's (1981) project report to the Council of Europe, is a key early

document on autonomy in language learning and also an important foundational event in the field. So Henri Holec is known as a prominent figure within the field of autonomy. Some researchers also take him as the father of autonomy in language learning for this reason (Benson, 2013). The then issue gave birth to different authors and researchers. The number of the publications on autonomy in language learning appearing since the turn is an indicator of the growth of autonomy as a specialized field of inquiry (Joshi, 2010).

The philosopher like Galileo, Rousseau, Dewey and Kilpatrick highlighted the importance of autonomy in different times. John Dewey (1916) established the foundation for the development of learner autonomy in his book, *Democracy and Education*. He highlights the significance of generating a supportive teaching environment that promotes students persistence in learning rather than pure acquisition of knowledge and subject matter (Benson, 2001). Later on, numerous educators produced numbers of books in their respective field, for instance, Allwright (1988), Dickinson (1992), Little (1995), Barefield and Brown (2007). Similarly, Rubin (1975) attempted to identify the characteristic of successful language learners.

### **Heutagogy or Self-determination Theory (SDL)**

In the early 1980s, the concept of learner autonomy was mostly associated with adult education and self-access learning systems and seemed to be a matter of learners doing things on their own. In other words, Holec's focus was adult language learning, and his argument for a move from 'directed teaching' to 'self-directed learning' was motivated by a combination of political and practical principles, captured in the assertion (Little, 2017). So that learner autonomy is associated with the theory of adult learning (heutagogy or self-directed learning theory) in which the learners engage themselves for their learning or being responsible for their learning.



Heutagogy or self-determined learning was born in 2000 (Hase & Kenyon, 2000) as a “form of self-determined learning” (p.1). Different scholars have defined the term self-directed learning very differently. Some scholars see SDL as a process of organizing the instruction, focusing their attention on the level of learner autonomy over the instructional process. Others view self-direction as a personal attribute with the goal of education described as developing individuals who can assume moral, emotional, and intellectual autonomy (Liyan Song and Janette R. Hill, 2007). Smith (1982) defines that SDL refers to “individual’s ability to control his/ her learning plan/schedule and other learning-related factors” (as cited in Suc and Duo 2010, p.156). In a heutagogical approach to teaching and learning, learners are highly autonomous and self-determined and emphasis is placed on development of learner capacity and capability with the goal of producing learners who are well-prepared for the complexities of today’s workplace.

SDL engages learners in self-motivation, self-consciousness, self-controlled, self-dependent and active in their learning. The learners set the goals, plan and manage the materials for their own learning. Self-directed (SD) learners’ goals should have self-responsible of acquired knowledge from one situation to another and make free to learn without any hindrance and disturbance(Gharti, 2019).A heutagogical design contains the elements such as learning contracts, flexible curriculum, learner-directed questions and flexible and negotiated assessment (Blaschke, 2012).

### **Teacher’s Roles and Responsibilities in Learner Autonomy**

Learner autonomy arises when the learner is willing to take charge of his/her own learning by independently. To make the learners to take charge of their own, the teachers should play the different roles and responsibilities in and outside the

classroom. According Dam (2003) responsibilities of teachers is to plan the lessons, carries out the plan and evaluate the outcomes, establishing learner's awareness among the students, to make clear to their learners what is expected of them, to support their learners awareness as regards what, why and how to learn, be engage in their learner learning process, support learner initiatives and encourage further activity.

For the above mentioned teacher's responsibilities teachers should play the different roles for autonomous learning. Dam (2008) describes teacher role in an autonomous learning environment as a consultant and facilitator. Similarly, (Little, 2003)states that teacher's role is to create and maintain a learning environment in which learners can be autonomous in order to become more autonomous. Some roles of the teachers are described below:

#### **Teacher as a resource person**

Teacher should use multiple resources and contextual background to teach different contents. For this they also have knowledge of different skills and aspects on their area. Moreover, he/she should provide different resources to their students as per their needs.

#### **Democratic teaching and learning environment creator**

Autonomous learning contexts must be democratic in which learners learn English language in their own interest. It is an approach related to the learner autonomy. It is goal and method of instruction.

#### **Teacher as manager as well as technician**

In autonomous learning context the students engage in different activities in and outside the classroom such as pair work, group work and sometime making leader

in classroom. So that to manage their roles is must by motivating learners to be responsible for their learning for effective learning.

### **Teacher as a facilitator and problem solver**

Teachers assist a group of students in grasping at their common targets and in achieving them without any intervention. In autonomous learner teacher should play the role as a guide rather than controller. He/she should deal with problems which are faced by students developing LA. Teacher provides different guidelines related to the content and context.

### **Roles and Characteristics of Autonomous Learner**

In theory, we may define autonomy as the freedom and ability to manage one's own affairs, which entails the right to make decisions as well (Scharle & Szabo, 2000). It is a basic principle of the autonomy classroom that learners take responsibility for what they do. As learners who accept the idea that their own efforts are crucial to progress in learning. Little (2017) mentioned three interdependent roles of learners in the autonomy classroom:

1. Communicators, continuously using and gradually developing their communicative skills in the TL;
2. Experimenters with language, gradually developing an explicit analytical knowledge of the TL system and an awareness of the cultural conventions and social constraints that shape its use;
3. Intentional learners, gradually developing an explicit awareness of affective and metacognitive aspects of language learning.

From the above roles of learner we can say that we clearly need to develop a sense of responsibility and also encourage learners to take an active part in making decisions about their learning to foster learner autonomy. Similarly, (Dam, 2003)

specifies that “learner qualifies as an autonomous learner when he independently chooses aims and purposes and set goals; chooses materials, methods and tasks; exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation”. Autonomous learners are those learners who have capacity to take responsibility for own learning, critical reflection self-awareness self-motivated working creatively with complex situations etc.

### **Autonomy in the Language Classroom**

Learners not only are found autonomous beyond classroom but also inside the class (Joshi, 2010). Many studies have shown the meaning and experience of autonomy in the classroom. Classroom based approaches aiming to foster autonomy are based on providing the opportunities to make decisions concerning management of their own learning (Ekkanliegel, 2009). Benson stated that positive results have been gained in accounts of experiments where the learner has been encouraged to take a certain amount of control over the planning and assessment of classroom learning. So that learner autonomy in the language classroom have positive results in language learning though the students perform many autonomous activities outside the classroom.

### **Autonomy beyond the Classroom**

Learner autonomy is such a broad area that it not only encompasses the classroom situations but also the out-of-class situations (Joshi, A case of M.Ed of studnts, 2010). Out-of-class learning is one of the modes of learning beyond the classroom.(Benson, 2013), stated that out-of-class learning is any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning, and self-directed naturalistic learning. It constitutes a significant part of language learning since it provides a realistic setting which is quite different from in-class and

instruction-based teaching and learning. Students perform many types of activities using different types of resources which learners could easily access for out-of-class learning activities, such as the school or public library, bookstores, online learning resources, or foreign language teachers and native speakers, the internet, listening to English songs and radio, reading English newspapers and books, watching English television, movies, and videos, and playing computer games in English are self-directed naturalistic language learning activities(Hu, 2014).

According to Benson (2007), modes of practicing autonomy beyond the classroom includes self-access, CALL (Computer Assisted Language Learning), distance learning, tandem learning, study abroad, out-of-class learning, and self-instruction. All of the listed modes of learning involve autonomous learning because these modes also demand a capacity for autonomy. It also helps the learners to take charge of their own for their learning.

### **Significance of Learning beyond the Classroom in Learner Autonomy**

At present, it seems that learner autonomy is gaining an increased interest in different educational fields. Learner autonomy has advantage in helping learners to achieve high degrees of independence and creativity. Therefore, (Benson, 2013), states that autonomous learning is more effective than non-autonomous learning. Similarly, according to the definition of learner autonomy in language learning, different learners may have different degrees of learner autonomy according to their unique needs. When a student fully develops the capacity for learner autonomy through out-of-class learning activities, they are able to make learning plans according to their own situations reasonably and effectively including creating opportunities to practice their English (Hu, 2014).Therefore, there are significant roles of the activities which are performed by the students outside the classroom in learner autonomy.

Learner autonomy generally goes hand in hand with out-of-class learning. On the one hand, out-of-class learning breaks the limitations of traditional teacher-centered learning (Hu, 2014).

### **Newspapers**

A newspaper is a publication that has a lot of news material written in it. It is a mode of mass communication. Traditionally, it can be defined as a set of large printed sheets of paper containing news, articles, advertisements, reports, book reviews, etc. and published every day or week. However, since the evolution of internet there is emergence of many online newspapers websites. Printed newspapers enjoyed the position of the most preferred medium to reach a wider audience until electronic communication emerged on the media scene. In the early days, printed newspapers were the only medium that masses at large depended on, for daily news. A wide coverage of information is obtained at low cost through newspapers. So, this is the true community media: it delivers news; information and entertainment content on multiple levels in multiple sections. Newspapers carry information on distinct topics such as stocks, business, finance, entertainment, current affairs, politics, art, culture, sports, social issues, movies, share market, derivatives, and commodity market advertisements. So that newspapers have the very crucial role in the society because of the wide coverage of different topics in different area. It plays the vital role to aware of the current happening in the society.

### **English Newspapers**

English newspapers are the newspapers which are printed in English language. In the context of Nepal, there are several newspapers which are published in English language such as Rising Nepal, Kathmandu Post, The Himalayan Times, and Times etc. They are published for international purpose for those people who can read and

understand English language. Although their main purpose is to inform the people about current happening they are equally contributing to the people in education. They are important not only spreading news but are also a form of media where English Language learners can get exposure of English language in informal contexts. In other words, they can be used for the English language learning purpose as well in Nepal. But in this study the researcher only talks about how English newspapers help to the audiences to learn English language.

### **Roles and Importance of Newspapers**

A newspaper carries all kinds of communication related to a variety of topics like politics, current affairs, entertainment, finance, stocks, etc. Apart from this, it also includes topics which are in lighter vein like cartoons, crosswords, Sudoku, movie reviews, book reviews, puzzles, crosswords, etc.(A.A., 2012). Newspapers are very important pieces of publication. They are important that people can read and get knowledge regarding current happening. So, it is a true community media: it delivers news, information and entertainment content on multiple levels in multiple sections. It is very helpful in creating social awareness. It raises the voices against the social issues such as dowry system and child labor etc. It helps to develop the new ideas and at the same time it guides the common man how to think and discuss and also helps to behave in rational manner. It also influences the habit of thinking in men. It plays a pivotal role in providing authentic firsthand information, building opinions, updating the knowledge of the reader, and serves as a good platform for advertisers to promote their products. Some roles of newspapers are as follows;

Information

A newspaper contains a lot of information people. One of the major functions of newspapers is to provide belonging to different issues. It provides the fresh information on the current issues to the people.

#### Education

Newspapers play the role of effective means of informal education. People who read newspapers get to gain some form of education about matters around the world. They promote the public awareness educating the people. It can be used to improve the levels of literacy. In other words, it can be used to help students to be able to write and read.

#### Communication

Newspaper is the means of mass communication. It always tries to achieve the audiences' responses.

#### Entertainment

Newspaper offers some form of entertainment. There are some pages of newspapers that are set aside to entertain readers.

#### Advertisement

Newspaper is interrelated to advertisement. It aims to advertise the different types of products, services, opportunity etc.

#### Job opportunity

The publication of newspapers also helps to create jobs for the people. People are employed in the newspaper print houses and the newspapers venders.

#### Transmission of culture

Newspaper is a means of mass media. Mass media has the greatest impact in culture transmission in today' s world. So the newspaper also helps to transmit culture by providing knowledge of past and present culture.



Public voice

Newspaper is very helpful in creating social awareness. It raises the voices against social issues such as dowry system women violence etc.

### **Role of English Newspapers in Learning English language**

In the context of Nepal, English has become available through mass media such as radio, television, internet, and newspapers, particularly expanding after the 1990s with the opening of Nepal to tourism. Though English is widespread in many areas of Nepali life and is seen as a passport to a better future (Hayes, 2018). English language is learned for different purpose after acquiring his/her own native language in Nepal. In this context, Learners feel quite difficult to learn the English language. So newspapers can be used as the supplementary sources of English language learning material which are available in our daily life. Students who want study and learn outside of their syllabus can read English newspapers regularly. They can enjoy reading the articles which they like most. Besides, reading English newspapers is very helpful for learning new words, idioms phrases and sentence structures. It also helps them to learn how to take out the meaning of the sentences. (Ahmmed, 2016) So that Reading English Newspaper is one of the best ideas to improve the English language in informal setting.

Newspapers are one of the most powerful sources of information. Students can get a lot of practical knowledge in pretty less time. It provides many ways of discussion and conversation. It helps the learners to improve the reading ability. Along with this, knowledge grammar, correct use of words, tenses and other things can be develop through reading English newspapers. (Mittal, 2014). So for the practical knowledge reading English newspaper is very beneficial for the students who read the newspapers regularly. It also helps the learner to make innovative and

creative because it is published being based on the current issues and happening. And it also helps the learners to develop the all skills and aspects of language. So reading English newspaper is for most learning activities for English language learning.

### **Learning Autonomy through Newspapers**

A newspaper carries all kinds of communication related to a variety of topics like politics, current affairs, entertainment, finance, stocks, etc. Apart from this, it also includes topics which are in lighter vein like cartoons, crosswords, Sudoku, movie reviews, book reviews, puzzles, crosswords, etc.(A.A., 2012). Similarly, newspaper is the textbook that provides up-to-date information on local, provincial, national and world affairs. Reading builds vocabulary skills and background knowledge that strengthens reading skills and increases the enjoyment of reading.(Ahmmed, 2016). In other words, newspapers can cover a wide variety of fields such as politics, business, sports and art, and often include materials such as opinion columns, weather forecasts, reviews of local services, editorial cartoons, notices, and advice columns which will be one of the effective sources to develop all the skills of language with entertainment.

Newspapers are as the most useful learning source because they cover every topic that students are interested in. It is easy for teachers to select the topics based on students' interests from newspapers (Chanpradit, 2019). So English newspapers can be used as a source of English language learning with current information and day today language by considering the demand of this era where the learners should enjoy their learning progress for lifelong learning. In other hand, it may provide the great opportunities to choose the texts in terms of their interests, skills and levels. Similarly, the learners will have chance of entertainment with their choices along with language learning in natural setting. Therefore, this study is one skeleton for adult learning or

higher education such as Bachelors, Masters, MPhil and PhD programs. For English Education, the length for Bachelors is three years, Masters – two years, MPhil – one and half years and a Doctoral degree – more than four years(Shrestha S. , 2018). So, reading improvement is teaching methods. Teaching methods like activity-based learning and active learning are essential for promoting learner autonomy in language classrooms. Teaching methods and classroom activities for students to improve reading skills through newspapers, based on the concept of learner autonomy, are the key factors to turn students into becoming autonomous in their own learning (Chanpradit, 2019). Learners exercise their responsibility by visiting newspapers, journal article etc. in which they document their learning. From this exercise the content of lessons and projects, lists of vocabulary to be memorized, plans for homework, and evaluation of their own progress. Therefore, it is recommended that the use of English newspapers for English language learning in autonomous setting is must.

### **Empirical Review**

Kocak (2003) conducted a research on ‘A study on learners’ readiness for autonomous learning of English as a foreign language’. The study had set objectives to investigate whether, or not, students attending English Language Preparatory School at Başkent University are ready to be involved in autonomous language learning. The study had found that majority of the students had high motivation and Students tended to use some Meta cognitive strategies like self-monitoring and self-evaluation. However this study has not considered on the issues of reading English newspapers also can motivate the students in English language learning for autonomous activities in informal learning.

Similarly, Joshi (2010) entitled 'Learner autonomy: A case of M.Ed. students' had set the objectives to find out the autonomous learning activities of master level students. And also aimed to find out the beliefs and practice of learner autonomy being based on their experiences. The study had found that learner besides their classroom activities, perform many autonomous activities such as use libraries listen to and view English materials.

In the same ways, Okajaki (2011) conducted research on 'An investigation into the relationship between learner autonomy support and student motivation in the Japanese university setting'. The study was carried out with the objectives aims to ascertain the factors in learner autonomy support that account for its relationship with a higher degree of students' motivation. In order to obtain the objectives the researcher used mixed method research longitudinal study with questionnaire. This study had found the motivation is the key factors for the learner autonomy to support for learning. The study also recommended that opportunities to obtain a sense of efficacy, sense of competence also factors for learner autonomy. The study is also silent on the issues of English newspapers in learner autonomy.

Van (2011) conducted his study across 24 universities in Vietnam to investigate the perceptions of Non-English Majored students on being autonomous learners. It was a large-scale study that involved 631 students. The findings revealed that students were not aware of the concept of autonomy, and were satisfied with their current learning environment (p 43, 46).

Xiaoling Zou (2011) has implemented computer assisted language learning to supported and practice learner autonomy since 2003. A comparative study focusing on learner autonomy is likely to provide useful insights into the progression of autonomy in language learning. This research found that more autonomous learning

practice and constructive interactions among learners and more support from teacher and university should give.

Likewise, Tamer (2013) carried out the research on ‘A dissertation on student’s readiness for autonomy learning of English as a foreign language’. This study had set the objectives to identify the obstacles of learning English in his study. The study had found responsibilities, abilities, motivations and activities will remove the obstacles on learning English. The study is silent on the issues of newspaper reading and learner’s autonomy.

Nga (2014) conducted a research on ‘Learner autonomy in language learning: teachers’ beliefs’. This study had set the objectives to investigate the extent to which Vietnamese teachers understood the concept of learner autonomy and how their beliefs about this concept were applied in their teaching practices. This study found that teachers generally lacked understanding about learner autonomy and there was an alignment between teachers’ beliefs and their actual teaching practices regarding learner autonomy, resulting in little evidence of learner autonomy found in any of the case study classrooms.

Khanal (2015) entitled ‘Activities used for promoting learner autonomy’. This study had set the objectives to find out students’ strategies for promoting autonomy in their language learning and teacher’s for promoting learner autonomy in language learning. This study had 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. Similarly, it is 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.

Ojha D.R. (2019) entitled 'Teachers' beliefs on learner autonomy in learning English'. This study aimed to find out the teachers' belief and responsibilities of higher secondary level English language teacher towards learner autonomy. This study had found that the teachers' have positive beliefs regarding learner autonomy also the teachers should make the students use much self-study materials making students engage in learning English, encourage and inspire their students to learn English, monitoring the learning process.

Marahatta (2016) conducted a research on 'Teachers' perceptions on their roles in promoting learner autonomy in EFL contexts' This study had set objectives to find out the teacher's roles in promoting learner autonomy. The study had found that teacher play the roles as a facilitator, counselor, organizer and manager to promote the learner autonomy. The study is silence on the issues of reading newspapers which also helps to promote learner autonomy.

Mahata (2016) entitled 'Self-access centre (SAC) for promoting students' autonomy: Students' and Teachers' perceptions'. This study had set the objectives to investigate the materials that are used in self-access center. The study had found that Self access centre is the pivotal source for learners and teachers. This study also found that SAC is the place where students and teachers can use various sources of materials like CDs, DVD, Books, Articles, Newspapers, Computers, Internet and so on. But this study also silence on the effectiveness of newspaper is learning autonomy.

Similarly, Sharma (2017) conducted a research on 'Role of teacher in promoting learner autonomy'. This study had set objectives to investigate the role of teacher in promoting learner autonomy. The study had found that the teacher is very significant person in promoting learner autonomy. Moreover this study had found that the teacher should play a role of resources provider in learning autonomy. This study

had found that teacher needs to provide materials like access library, visit internet, use of audio material, English news, to make the students independent and responsible towards their learning. But this study is silence regarding the use of English newspapers in learning autonomy.

Likewise, Jianfeng (2019) conducted a research on ‘An investigation of learner autonomy among EFL students in Mainland Chinese Universities’. This study attempted to scrutinize the scenario of learner autonomy with the objectives to investigate affecting factors and explore the approaches of promoting learner autonomy in SACs in his study. The study had found belief, strategy, motivation and anxiety will effect on learning English autonomously. However, this study is silent on the issues of reading English newspapers and learner autonomy.

Likewise, Panthi (2019) carried out a research on ‘Learner autonomy: ELT teacher’s beliefs and challenges’. This study had set the objectives to find out ELT teachers’ beliefs towards learner autonomy and to find out the challenges faced by ELT teachers in promoting learner autonomy. This study had found that Nepalese ELT teachers keep positive beliefs on learner autonomy. Similarly, they believe that learner autonomy is beneficial for the students in learning second language.

Although, a number of studies were conducted in the field of autonomy concerning teacher’s and student’s perception, ways of promoting autonomy, teachers’ roles and students roles in autonomy, being based on the activities of the students which are performed inside the classroom, none of the research works have been carried out for the activities which are performed by the students autonomously. Thus, this study attempts to explore the students’ and teachers’ beliefs about the use of English newspapers in learner autonomy.

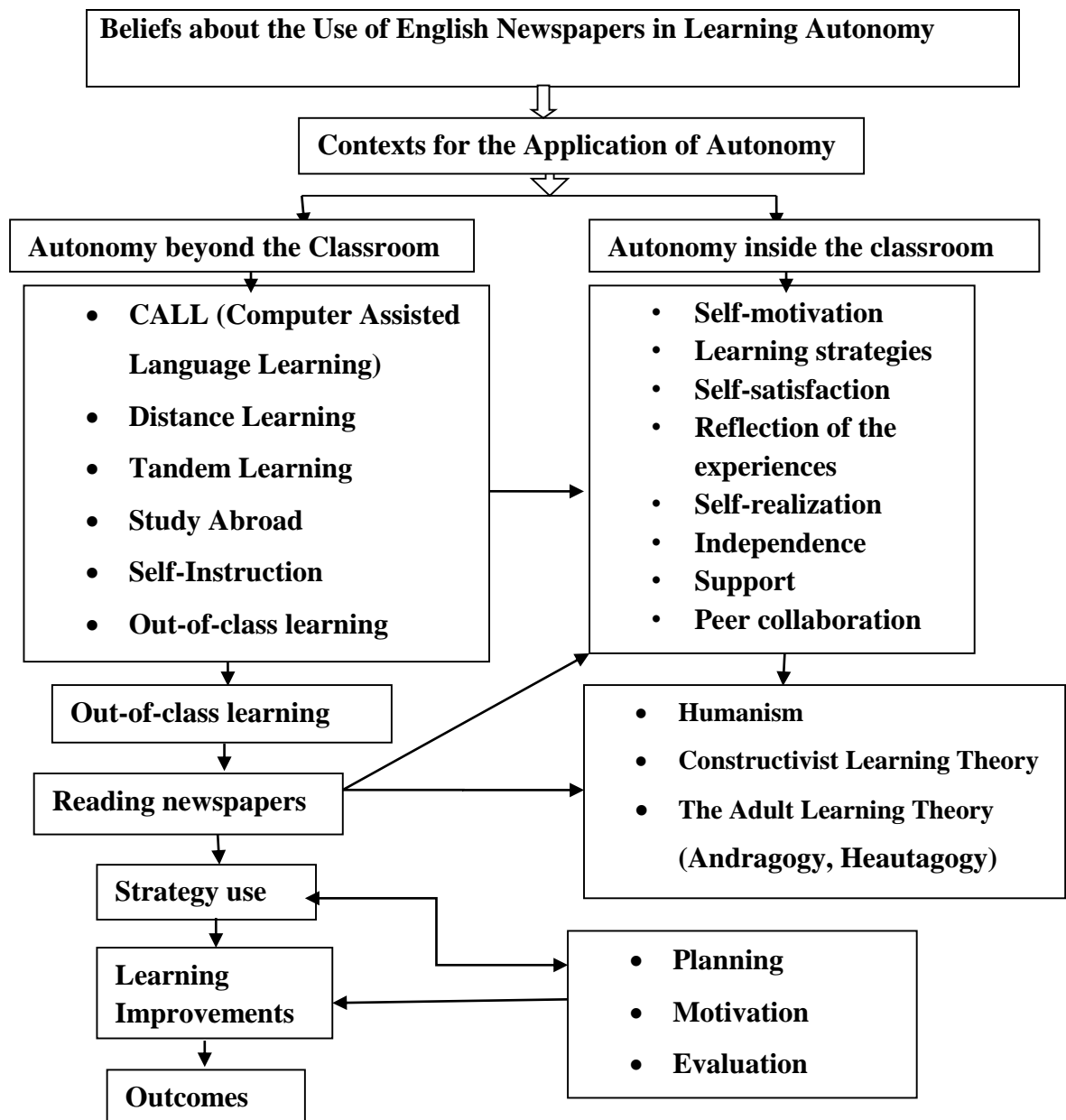
## **Implications of the Literature Review**

The review of literature is significant and serves as milestone for any research. The main purpose of literature review is to provide information about the context. In research researchers should review all the part of research which provides guideline for any research. As a researcher I have gone through different existing literature and other different articles along with journal. Many journal articles, books, national and internal unpublished thesis etc. have been reviewed for this study. Being based on the reviewed studies I have formulate theoretical and conceptual framework for this study. Here, the study Ahmmed (2016) abramenka (2015) Dam (2003) Benson (2013) Hase & Kenyon (2013) helped me to get some theoretical ideas about learner autonomy. Moreover, these research studies broadened my knowledge of selecting methodology and preparing tools for the data collection. Similarly, Ojha (2017) helped me formulate the design of the study which is essential for any research.



## Theoretical and Conceptual Framework

The theoretical and conceptual framework explains the path of a research and grounds it firmly in theoretical constructs. According to Miles and Huberman (1994, p. 18) “conceptual framework is a written or visual representation that explains either graphically or in narrative forms.” Being based on the reviewed documents I have developed my theoretical and conceptual framework



### **Chapter III: Methods and Procedures of the Study**

This section explains the design of the study in detail. This chapter deals the tools, device and method used in collection data. This chapter describes the design, method of study, population, sample and sampling strategy of the study and instruments used to collect the data, the statistical procedure have been used in analysis and interpretation of the results. In order to meet the objectives of the study, a mixed- design methodology was used sequentially. This is mentioned under the following sub-titles in the detail:

#### **Research Design of the Study**

The main purpose of the study is to explore the students' beliefs about the use of English newspapers in learning autonomy. This is descriptive survey research in which both qualitative and quantitative data were employed sequentially to reach the objectives of this study. To examine the beliefs of students about the use of English newspapers questionnaire survey was used to gather information that reflects population's attitudes, behaviors, opinions characteristics and beliefs of the participants that cannot be observed directly. To know the beliefs of the teachers' semi-structured interviews were conducted.

#### **Sources of Data**

For addressing research objectives of the study, both primary and secondary sources were used to collect the data for this study.

#### **Primary Sources of Data**

Primary data is an original and unique data, which is directly collected by the researcher from the participants such as observations, surveys, questionnaires, case studies and interviews being based on the research objectives of the study. The primary sources of the data in this study were the students and teachers from the

University Campus, Department of English Education, T.U., Kirtipur those who visited Curriculum Resources Centre for the purpose of reading English newspapers .

### **Secondary Sources of Data**

Secondary data are government publications websites, books, journal articles, internal records. So that I have used different kinds of secondary sources to reach the goal of this study like NELTA journals, unpublished thesis, articles and books of related to my this study.

### **Population, Sample and Sampling Strategy**

The population of this study were the students of Department of English Education, T.U., Kirtipur those who visited Curriculum Resources Centre (CRC) for the purpose of reading English newspapers. Among of them 80 students who were selected as the sample for this study. They were selected by using random- purposive sampling. For the more information regarding this study and took interviews with their teachers from the University Campus, T.U, Kirtipur, Kathmandu.

### **Data Collection Tools**

The tools of data collection for this study were based on a set of questionnaire that consisted of both open-ended and close- ended questions to find out the beliefs of the students regarding English newspapers reading with reference learner autonomy. Moreover, the data was collected through the help of semi-structured interview guidelines.

### **Data Collection Techniques**

In the course of collecting data, I used a set of questionnaire and semi-structure interviews in order to collect the authentic and valuable information from the respondents. I had established the rapport with the teachers. The questionnaire consisted of both open-ended and close- ended questions to find out the beliefs of the

students regarding newspapers reading with reference learner autonomy. To know the beliefs of the teachers, I have conducted interviews with their teachers from the University Campus, T.U, Kirtipur, Kathmandu. While collecting the data, I followed the following procedures:

### **Questionnaire**

First of all, I prepared a suitable questionnaire regarding the use of English newspapers in English language learning with reference learner autonomy. Then, I entered in CRC with questionnaire at 11am and built rapport with respondents and asked for permission explaining the purpose of the study. Then, I distributed the questionnaire with request them to fill the questionnaire. After that, I assisted them if they found any problems regarding the questions. At last, I collected the data.

### **Interviews**

Interview is a tool to collect information from well-known informants of the phenomena. For this study I have selected two lecturers and two professors from the University Campus, T.U, Kirtipur, and Kathmandu. They were well known scholars of learner autonomy and English language .They were selected purposively.

### **Sampling Techniques**

Purposive sampling: Purposively, CRC of the Department of English Education was chosen as the focus area of the study to get valid data to meet the set of the objectives of this study.

Simple random sampling: Questionnaire survey was conducted in CRC with 80 students of Central department of English Education. They were selected randomly. Similarly, 4 teachers were selected from the department of English Education Purposively.

## **Data Analysis Procedure**

### *Analysis of Likert Scale Data*

For this study, the Likert scale was adopted to analyze the data from questionnaire. The scale comprised two parts namely part1 and part 2. Both of them have consisted of 4 keys in the scale. The following procedures have been used to analyze the questionnaire data. Firstly, I tabulated the data as their responses using numerical values. Then, the tabulated data were summarized using the descriptive statistics (percentages and mean)

### *Analysis qualitative questionnaire*

For this study, I also have used open ended questionnaire for the more information on this topic. Therefore, I analyzed this data by coding the main theme of the study. Then, the coded themes were analyzed descriptively.

### *Analysis of Interviews:*

For the analysis of interviews data, I transcribed the recorded data. Then, the transcribed data were coded being based on the objectives of the study. After coding the data, the coded were thematized. At last, the coded theme were analyzed descriptively.

## **Ethical Considerations**

In the course of carrying out research, a researcher should be conscious related to the ethical issues and takes the responsibility of his/her own research. As a researcher, I was conscious about the following ethical responsibilities while carrying out the research; Firstly, I have built rapport with the respondents which help a lot to trust each other's. Similarly, I kept the responses (data) of respondents safely. Moreover, I have not included any sign and symbols that reveal the identities of respondents. Confidentiality of the participants was considered. Their responses were protected safely.

## **Chapter IV: Analysis and Interpretation of Data**

The obtained data from quantitative and qualitative tools has been analyzed in a descriptive way on the basis of following themes:

### **Major themes**

- ❖ Students' beliefs about the use of English newspapers in learner autonomy
- ❖ Teachers' beliefs about the use of English newspapers in learner autonomy
  - Views on learning autonomy
  - English newspapers as a source of learning English language
  - Effectiveness of English newspapers in learning English language
  - Learner autonomy through reading English newspapers
- ❖ Habits

### **Students' Beliefs**

This study has used questionnaire to students to measure the beliefs of the students about the use of English newspapers for learner autonomy. In the questionnaire, the researcher has used both quantitative and qualitative types of questions. By analyzing close ended types of questions, the recorded data found that more than 83% of the students have agreed about the use of English newspapers in learner autonomy. They believe that English newspaper is one of the best authentic materials which provide the opportunities to learn the language with current information and issues.

**Table No.1**

**Students' beliefs about the use of English newspapers in learner autonomy**

S. N	Items	Responses															
		Disagree						Agree									
		SD		D		Total		A		SA		Total					
		N	%	N	%	N	%	N	%	N	%	N	%				
1	Develop independency	-	-	-	-	-	-	46	57.5	34	42.5	80	100				
2	Reading improvement in informal setting	-	-	19	23.7	19	23.75	49	61.25	12	15	61	76.25				
3	Opportunities for discussion and creativity	-	-	10	12.5	10	12.5	20	25	50	62.5	70	87.5				
4	Authentic and best materials in natural setting	8	10	22	27.5	30	37.5	40	50	10	12.5	50	62.5				
5	Opportunities of developing skills outside the classroom	-	-	-	-	-	-	56	70	21	26.25	77	96.25				
6	Students' Motivation	-	-	-	-			50	62.5	25	31.25	72	93.75				
7	Planning for their learning goals	4	5	12	15	16	20	35	43.75	26	32.5	61	76.25				
8	Opportunities for choosing areas	-	-	-	-	-	-	70	87.5	8	10	78	97.5				
9	Opportunities for discussion	-	-	-	-	-	-	52	65	22	27.5	74	92.5				
10	Helps in evaluation	-	-	11	13.75	11	13.75	47	58.75	20	25	67	83.75				
12	Get closer to the world of information.	-	-	12	15	12	15	44	55	24	30	68	85				
13	Allow the students to follow surrounding events.	-	-	4	5	4	5	70	87.5	6	7.5	76	95				
14	Supports the students in comprehension, critical thinking skills.	-	-	-	-	-	-	23	28.75	57	71.25	80	100				
15	Makes familiar with all the aspects of language.	2	2.5	8	10	10	12.5	20	25	50	62.5	70	87.5				
Overall beliefs about the use of English newspapers in learner autonomy		SD:2.35%				D:12.05%				A:48.16				SA33.32			
		Disagree:14.7						Neutral:4.02						Agree:81.48			

**Beliefs about the use of English newspapers in learner autonomy**

The seventeen of the items in the table 6 were implemented to find out the beliefs of the students about the use of English newspapers in learning autonomy, a

high proportion of the respondents (81.48) overall believe that English newspapers help a lot for improving English language in autonomous setting. Only few respondents (14.7) do not have positive beliefs about the use of English newspapers in learning autonomy.

The first item was designed to find out whether the newspapers help the students to develop their independency or not. According to the responses 100% were found positive about the use of English newspapers for English language learning independency.

Similarly, the item 2 was meant to find out the English language improvement through reading English newspapers in informal setting. In responses to the second item the vast majority of respondents replied that English newspapers improve English language in informal setting well (76.25%), only 23.75 aren't satisfied of their ability.

Item 3 and 9 were constructed to find out whether the reading English newspapers provide the opportunities to discuss with peers or not. In those respective numbers (in item 3 (87.5) responses and in item 9 (92.5%)) respondents' response that reading newspapers activities provide opportunities to discuss with peers which is essential to develop the creativity of the students. only in item3 (12.5%) didn't believe on this issue. Similarly, in item 9 respondents did not responses anything which shows neutral on this issue.

Similarly, item 4 and item 11 were made to measure whether English newspapers can be used as English learning sources to improve four fundamental skills of language in natural setting or not . In those numbers (item 4 (62.5%) and item 11(50%)) responses were positive beliefs the use of English newspapers as resources



and rest of the respondents (item4 (37.5%) and item 11(50%) did not prefer to use English Newspapers as the best resources of English Language learning.

In the responses of item 5 also can be observed that (96.25%) of the respondents responded positively and only 3.75% did not response in any table which shows neutral to this item. According to the recorded data, English newspaper provides opportunities to develop the skills of language outside the classroom.

Similarly, analyzing the item 6, it is found that English newspapers motivate the learners to learn the language with current knowledge. As shown in the table in item 6 (93.75%) of the respondents have the positive beliefs about the use of English newspapers for the motivation of the learners. Remaining number of the respondents (6.28%) did not response in any table in the data.

Item 7 was constructed to measure whether reading newspapers provide the chance to make plan for their study by considering their weakness or not. According to the recorded data (76.25%) of the respondents believe that students help a lot to plan for their learning. Only 20% of the respondents did not believe in this item.

Analyzing item 8 the results shows that 97.5% of the respondents believe that reading English newspapers provide the opportunities to choose the different kind of areas to develop language competency but 2.5% of the respondents did not response in any table in this item.

Responses to item 10 shows that 83.75% of the respondents have positive beliefs about the use of English newspapers to evaluate the problems of learning English and to find out the weakness of their learning which is essential part of learning progress.

Item 12 was constructed to measure that English newspapers are regarded as a learning tool for bringing reading benefits and skills to the learners at all levels or not.

According to the recorded data, 50% of the respondents have the positive beliefs and 50 % of the respondents did not believe that English newspapers can be used as a learning tool for bringing reading benefits.

Analyzing the item 13 and 14 the recorded data shows that 85% of the respondents believe that English newspapers helps the learners get closer to the world of information that is instantly changing all the time and only 15% of the respondents did not have positive beliefs in this item . Similarly, in item 14 (95% )of the respondents support to read newspapers which helps to follow surrounding events in every field of their interests through a variety of social media channels especially TV, newspapers, internet and so on. Only 5% of the respondents did not believe in this item.

In the responses of item 15 (100%) of the respondents agreed that reading English newspaper supports the students in comprehension, critical thinking skills, increased vocabulary, creative writing opportunity, and increased general knowledge and extension activities.

Similarly, in item 16 was designed to measure how reading English newspapers the students. The results of the responses show that a great numbers of the students i.e. 87.5 % believe that English newspaper makes the students familiar with its structures, words, language use and other grammatical elements for their language learning. Few numbers of students' i.e.12.5 did not agree with this item.

Observing the item 17 (92.5%) agreed that English newspaper helps the learner learn how to speak English from newspaper stories full of grammatical senses and repeated exposure to words and phrases and only few of the respondent.

## **Table No.2**

### **Exploration of English newspaper reading habits**

S. N	Items	Responses											
		Disagree						Agree					
		SD		D		Total		A		SA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1.	Autonomy in learning	-	-	-	-	-	-	67	83.75	7	8.75	74	92.5
2.	Increasing autonomy	-	-	17	21.25	17	21.25	55	70	8	10	63	78.75
3.	Makes the students autonomous.	-	-	17	21.25	17	21.25	50	62.5	13	16.25	63	78.75
4	Makes the students responsible	-	-	6	7.5	6	7.5	44	55	30	37.5	73	91.25
5.	Assists the learners with their own favorite styles and strategies	-	-	5	6.25	5	6.25	45	56.25	27	33.75	72	90
6.	Support their choices.	-	-	14	17.5	14	17.5	65	82.5	-	-	65	82.5
7.	Inspires the learners to generate their own tasks.	-	-	24	30	24	30	38	47.5	18	22.5	56	70
8	Develop the habit of reading.	-	-	28	35	28	35	36	45	17	21.25	53	66.25
9	Setting goals	-	-	32	40	32	40	40	50	8	10	48	60
10	Raise awareness of learning process.	-	-	14	17.5	14	17.5	40	50	25	31.25	65	81.25
11	Promote the habit of reading.	-	-	-	-	-	-	52	65	28	35	80	100
12	Habits of collaborations	-	-	6	7.5	6	7.5	48	60	26	32.5	80	100
13	Consider learners' interests.	-	-	12	15	12	15	54	67.5	14	17.5	68	85
14	Habit of reading.	-	-	5	6.25	5	6.25	52	65	20	25	72	90
Overall beliefs about the explorations English newspapers reading habits		SD: 0%		D:15%				A:60.58%				SA:23.41%	
		Disagree :15%						Agree:83.99%					

In this table also the fifteen of the items in the table 6 were implemented to explore the habits of reading English newspapers of the students and relate them to autonomous activities of the students. As shown in the table a great numbers of students' i.e.83.99% have positive beliefs about the use of English newspapers in learning autonomy. It means that the habits of reading newspapers improve English language in autonomous setting. Few respondents i.e. 15% did not have positive beliefs about the use of English newspapers in learning autonomy. According to the data, 23.41% responded in strongly agree, 60.58% showed agree, 15% responded in

disagree and there was not respondents in strongly disagree. Moreover, some items i.e. 1.01% were left without any response.

The first item was meant to know whether autonomy on reading English newspapers language skills or not. Table shows that majority of the students i.e.92.5% always have positive beliefs about the reading English newspapers increases skills of language. In the same item none of the respondents disagreed but there were some respondents' i.e.7.5% that did not response anything.

Similarly, second item was meant to measure whether autonomy can be developed through reading newspapers or not. According to the responses of the students i.e. 78.75% believe that autonomy can be developed through reading English newspapers but some students i.e.21.25% did not agree with this statement.

Analyzing responses to the item 3 showed that 78.75% of students' believe that they reading English newspapers make the students autonomous. In contract 21.25% did not agree so. Similarly, analyzing the item 4 (91.25%) agreed that English newspapers make the students responsible for their learning and develop the habits of reading. Only few students 7.5% did not believe so.

The results of the Item 5 in the table show 90% agreed that English newspapers assist the learners with their own favorite styles and strategies which help to form the habits of reading but none of the students disagree with this item.

By analyzing the results from the table in item 6 and 7 more than 70 %students believe that reading English newspapers improves the language by supporting their choices and also inspire the learners to generate own tasks and develop the habits of reading Only in item 6( 30%)and in item 7 (25%) did not agree with these item.

Item no 8 and 9 tried to measure whether reading English newspapers allow the learners to set their goals or not. The results of the table show that more than 60-66.25% students believe that English newspapers help the learners to set their goals for their learning as their interest also instructs the learners for their learning. In contrast 30-40% students did not agree with this item so far.

It can also be observed in table in item 10 i.e. 81.25% believe that reading English newspapers raise the awareness of the learning process and only few students i.e. 17.5% did believe so. Similarly, item 11 and 12 tried to measure whether the reading newspapers help to promote the habits of reading or not. In these cases also most students i.e. 100% believe that English newspapers help a lot to form the habits of reading.

Item 13 was made to measure whether the students develop the habits of collaboration or not. So far in this item also 100% students believe that they are helpful from reading newspapers to create the habit of collaborations. Similarly, item 14 was made to know whether reading English newspapers consider the students' interest or not. According to recorded data in table it shows that 85% students agreed that reading newspapers consider the students' interest and few students i.e. 15% did not believe in this item.

Finally the last item 5 was made to measure the practices of reading English newspapers help the learners to develop the habits of reading or not. By analyzing the table 83.99% believed that being based on reading comprehension practices the students will slowly get into the habit of reading. Here, only 15% students showed disagreement with this issue.

## Teachers' Beliefs

Learner autonomy is defined in a number of ways but it refers to the processes of being independent in which learners are involved to the dependent work such as group work, peer work project work. This is sometimes called self-learning self-manipulation self-monitoring. One of the teacher said that *learner autonomy sometimes people have the misunderstanding about this if you actually see this is all about this the actions and activities that the learners won their own for example they do might practice at their home or may be inside the classroom or outside the classroom*. This is the era of science and technology so that the students might involve with different types of the recourses and the activities outside the classroom which make them autonomous for their learning. The students might practice any language items, any language skills and aspects of the language being engage with different types of the activities. So that one of the teachers said that *the students might use of the libraries or may be searching out and finding the information through the out internet or may be going to the libraries working on their own or may be discussing among the friends or may be preparing some groups and asking to each other there are several strategies*. In this way reading English newspapers is also one of the activities which promote the learners to be autonomous for their learning.. Similarly, another teacher added another point that *they don't necessarily depend on textbook and what the teachers teach in the classroom but they try to explore their idea and evidences run something out of the course. Though it is theoretical notion for being independent learning we can take it students activeness, readiness and students ability to handout all their learning activities themselves or they take their sole responsibilities of learning themselves*. So that learner autonomy is not limited with the activities which are performed inside the classroom but it is all about the

actions and activities which are performed inside and outside the classroom. So reading English newspapers is also the autonomous activities performed by the students outside the classroom which helps a lot to improve the English language in natural setting.

### **English Newspapers as a Source of Learning English Language**

Learners used range of the resources such as books, newspapers, articles, journals etc. inside the classroom and outside the classroom. English newspapers can be useful for the learners to improve their language and develop their proficiency. One of the teacher said that *if English newspapers can be used as authentic resources for learning English purposefully then it helps in so many skills and aspects of language i.e. it is very helpful for improving vocabulary as it covers so many things such as politics, environments, culture, economy, society, education, specific genre, specific discipline etc. they can also develop fast reading skills, spelling skills, grammar etc.* So newspapers can be used as resources to develop all the skills and aspects of language autonomously.

### **Effectiveness of English Newspapers for Learning English Language**

People read English newspapers especially for the purpose of information and evidences of current happenings. But it is equally helpful for the purpose learning English language. Therefore, it is stated that Newspapers are one of the most powerful sources of information. Students can get a lot of practical knowledge in pretty less time. It provides many ways of discussion and conversation. It helps the learners to improve the reading ability. Along with this, knowledge grammar, correct use of words, tenses and other things can be develop through reading English newspapers (Mittal, 2014). So that it is very useful materials to improve the English language on their own. Another one teacher also added one point that *reading English newspapers*

*can be linked to the English language learning and autonomous learning if they are purposefully used. He also said that if it is used for the purpose of learning English then it helps in number of ways i.e. it improves vocabulary, grammar, critical thinking etc. but it should be used properly for the purpose of learning goals and link to the curriculum. So, purposeful reading activities are most for the effectiveness achievements. Another teacher also said that reading newspapers can be useful for each and every aspects of language within newspaper learners find the variety of the text in different style, different genre like news article, advertisement some informative text feature etc. English newspapers for the purpose of language improvement are one of the best of supplementary materials which are available in natural setting.*

### **Learning Autonomy through Reading English Newspapers**

#### ***Autonomous in Learning***

Newspapers can be used inside the classroom and outside the classroom. Reading newspapers in informal setting is related with autonomous learning. There are many effective ways to keep students autonomous in learning, but one way is to enable students to become autonomous through activities, especially reading activity or in other words Learner autonomy relies heavily on reading strategies to direct learners to the road of becoming autonomous (Chanpradit, 2019). One of the teacher said that *Newspapers are as the most useful learning source because they cover every topic that students are interested in.* He added his interaction with students the he said that *learners prefer to read the newspapers reading horoscope and interesting articles stories included in newspaper. These activities can be linked to the learners to the autonomous activities outside the classroom for English language learning.* Similarly, another teacher also said that *newspapers are not taught in the classroom*



*students use the newspapers on their own they go through the newspapers they can find the vocabulary items for example even if you are teaching grammatical items like prepositions or you know grammar any other kind of the parts of the speech you might say the learners might views on their own they do not need to search or consult with the teachers they can just go and read we have varieties of the materials take simply the Himalayan times, Kathmandu post other as well they can use for learning any skills and aspects of the language.*

### ***Peer Collaboration and Group Discussion***

Reading newspapers equally helpful to provide opportunities in discuss with peers as well as group. One of the teacher said that *Newspapers provides the opportunities in a great extend if it is purposefully used i.e. one student read newspapers another student note down the information and also one students read newspapers other find out unfamiliar vocabulary they can use of those vocabulary and they try to find out the meaning by looking at dictionary.* So reading English newspaper provides the opportunities to discuss with peers and group which helps the students to promote autonomous learning.

### ***Motivation***

English newspaper provides very information so readers are involved newspapers for the different purpose i.e. they read newspapers for information, they read sometimes for entertainment, they read to update himself/herself and also they read for the purpose of developing language learning. One of the teacher said that *when they read newspapers then they get opportunities to see sentence structure, use of words, new vocabulary etc. along with these they also get opportunities to read write discuss share with peers. So they can develop the good habit of reading beyond the text which are helpful to make the students independent and also motivate the*

learners to go through out of the contents and textbook. Newspapers help the learners to find their weakness and help them to set the goals of the study according to their level.

### ***Learning Awareness***

Reading English newspapers help the learners to find his/her weakness in a great extend which are very essential to make the students aware of their own learning processes through the adoption of reading strategies such as making predictions, skimming, scanning, extensive reading and intensive reading. One of the teachers said that *if learners read newspapers then the learners find their weakness set goals for their learning as their levels*. So reading newspapers help a lot to find out the

### **Habits**

Habits play very essential role for the learners to develop the language competences and proficiency in language. In the context of Nepal, learners do not have the good culture of reading English newspapers for the purpose of learning English. They simply read headline and see pictures for fun and read horoscope. One of the teacher said that *exactly we don't have this culture but you know by using the newspapers this is all about the teachers and teaching strategies as I mentioned earlier the teachers will have to suggest him the teachers will have to recommend them the teachers will have to ask them to through the newspapers and find out the relevant grammatical items and vocabulary items we have many ways so that is possible for example the teachers for developing habit in reading the newspapers well today many journal an newspapers available in online so they might be ask through the online journal and newspapers and they can developing habit of the students*. So that reading newspapers is the beneficial activities for the students and teachers to change the teaching and learning strategies in English language. But in the context of

Nepal students do not use newspapers for the purpose of English language learning purpose. So one teacher shared his views that *Nepali learners don't use English newspapers as sources of learning because of the several reason i.e. they don't have access of newspapers, they don't understand the language, they don't know the value of the newspapers, sometimes they believe the newspapers but they don't believe as the part of learning.* So it seems that the teachers should change the teaching strategies of teaching so that learners will have the chance of learning autonomously. The government and policy maker should make the good policy through which learners

### **Summary of Findings**

This study has provided a rich source of information on students and teachers' beliefs concerning the use English newspapers in autonomous language learning. It focuses heavily on the beliefs of the students and teachers on the principles of learner autonomy. It also contributes to understand the habits of the students in using English newspapers for the purpose of English language learning. The data had been collected through the use of mixed method research design in which sets of questionnaire for 80 students and interviews with 4 teachers of University Campus, T.U, Kirtipur, Kathmandu were included. They were selected randomly and 4 they were selected from the department of English Education Purposively. After analyzing and interpreting the data explored through the questionnaire and interviews this study has come up with the following findings.

### **Students' Beliefs**

According to the recorded data, more than 80% of the learners overall believe that English newspapers help a lot for improving English language in autonomous setting. This means that the learners have positive beliefs about the use of English newspapers

for English language learning. Similarly, the majority, i.e. 76.25% were agreed that English newspapers improve English Language in informal setting. It means that the activities which are performed outside the classroom such as reading newspapers, visiting libraries helps the learners to improve English language. At the same time, around 95% learners agreed that English language provides the opportunities to develop the skills and aspects of the language outside the classroom. So that English newspapers can be used as effective authentic materials for the English language learning purpose in natural setting. They believed that reading English newspapers help a lot for developing vocabulary, grammatical items, structures critical thinking, increase general knowledge and extension activities so on.

The results also show that reading newspapers make the students responsible for their by assisting the learners with their own styles and strategies which helps to form the habits of reading. Around, 60% of the learners agreed that English newspapers can be used as English learning sources to improve four fundamental skills of language in natural setting. It means that newspapers help a lot to improve English language. Similarly, the results show that 97.5% of the respondents believe that reading English newspapers provide the opportunities to choose the different kind of areas to develop language competency which is the most for the learners' motivation and to plan for their learning. The results found that 85% of the respondents believe that English newspapers helps the learners get closer to the world of information that is instantly changing all the time the respondents support to read newspapers which helps to follow surrounding events in every field of their interests through a variety of social media channels especially TV, newspapers, internet and so on.

The study found that 100% of the respondents agreed that reading English newspaper supports the students in comprehension, critical thinking skills, increased

vocabulary, creative writing opportunity, and increased general knowledge and extension activities. It means that English newspapers to evaluate the problems of learning English and to find out the weakness of their learning which is essential part of learning progress.

### **Beliefs of the Teachers**

From the results of interpreted analyzed interviews the teachers agreed that autonomous learning occurs inside and outside the classroom. The results found that learner autonomy sometimes people have the misunderstanding about this but this is all about the actions and activities that the learners involve with different types of the recourses to practice any language items, any language skills and aspects such use of the libraries or may be searching out and finding the information through the out internet or may be going to the libraries working on their own or may be discussing among the friends or may be preparing some groups and asking to each other there are several strategies. The teachers also believed that English newspapers can be used as the best authentic source for English language learning. It should be used for the purpose of learning language.

The teachers believed that newspapers are not the prescribed materials; they are the reference or supplementary materials; any supplementary materials can be the part of autonomous learning. Reading newspapers in English is an excellent way for learners to develop their many skills and aspects of language autonomously. They can develop skills: reading, writing, speaking and listening. But it depends upon the students to what extent they read newspapers and to what purpose they read.

Newspapers are often published in formal writing or in the form of activity-based learning and teaching, especially reading comprehension which allows learners to read the most relevant newspaper story that they like the most and answer questions related to its story.

The teachers believed that when the learners read newspapers for the purpose of learning Language then they make the learners to learn about or at least are familiar with its structures, words, language use and other grammatical elements. Based on reading comprehension practice, they will slowly get into the habit of reading. The reading habit that they have is a key to put them into writing practice as they are inspired by the stories they feel interested in. The teachers also believed that newspapers provide opportunities to discuss and share with peers. It also helps learners to make aware of the learning. It is equally beneficial to know the weakness of the learners which may help the learners to set the goals of learning. It makes the learners self-realized which are very essential to promote language learning.

This study also found that in the context of Nepal we don't have good habits of reading English newspapers for the purpose of learning learners read newspapers only headline and sometimes they read interested sections such as horoscope, games and sometimes only see pictures. So it should be promoted so far. This study also found that to develop the habits of reading English newspapers the teachers and parents should have to develop positive beliefs about the use of English language learning purpose.

## **Chapter V: Conclusion and Recommendations**

This chapter deals with conclusions and makes some recommendations for students, teachers and educators.

### **Conclusion**

The concept of learner autonomy has been changed so far. For this decade, learner autonomy is not only based on the activities which assist learners in becoming autonomous mainly through language classroom activities. It is all about the actions and activities which are performed inside and outside the classroom to improve their English language. So reading English newspapers is also autonomous activities through which learners can develop their language competency and proficiency in natural setting. This study proves that newspapers are as the most useful learning source because they cover every topic that students are interested in. It helps a lot for developing vocabulary, items, structures critical thinking, increase general knowledge and extension activities so on. Similarly, reading newspapers make the students responsible for their learning by assisting the learners with their own styles and strategies which helps to form the habits of reading. This is equally helpful to improve four fundamental skills of language in natural setting. It means that newspapers help a lot to improve English language.

By reading English newspapers students can have knowledge about their country as well as about the world. It helps the learners to widen students' outlook and enriches their knowledge. Sometimes, English newspapers can be used as supplementary to texts books for those students who want study and learn outside of their syllabus. In newspapers they can enjoy reading the articles which they like most. Moreover, reading English newspapers is very helpful for learning new words, idioms phrases and sentence structures. It also helps the students to learn how to take out the

meaning of the sentences. To sum up, English newspapers help students to become better learners.

Finally, this study show most importantly that becoming autonomous through newspapers learning means learning by oneself, certainly, yet it also means becoming aware of the role of others in learning and constructing autonomy. Learning through one's own actions and activities probably requires more time, organization and strict dedication than learning in a classroom, and the process is one that shakes up preconceived ideas and habits.

### **Recommendations**

The following recommendations were made on the basis of findings obtained from the analysis and interpretations of the collected data.

#### **Recommendations for Promoting Autonomous Learning**

The results of the study recommended to use newspapers as sources of learning materials and also suggested to develop the habit of reading newspapers. The findings of the study indicated that the teachers should motivate the learners by asking the learners to go through reading English newspapers to enhance their language skills and aspects. The teachers should have to make the learners informed the value and effectiveness of newspapers as authentic and supplementary source for learning. It is recommended that the government and institutions of Nepal should provide the access of different resources such as internet, newspapers, libraries etc. through which the students work a lot for their learning.

The findings of the current research show that there are few chances for the students to be involved in the learning process actively; few students dare to challenge the authority of the teacher in learning process. The focus for teaching and learning at present is on the examinations. It is suggested that teachers need training to be aware



of the importance of different kinds of assessments such as peer assessment or self-assessment to involve the students more in the process and support in introducing these new teaching techniques into their classrooms. The course book designers should also be aware of the role of learner autonomy and integrate scenarios in the lessons that will enhance the learner in developing the skills to become more active in their learning.

### **Recommendations for Future Researches**

Due to the wide acceptance of learner-centered methods and approaches to teaching foreign languages, more weight is currently put on the role of the learner in the learning process so that teaching and learning strategies and environment should be the learner autonomy. In the context of our country, it is recommended that further research should be conducted to develop a model for teacher professional development in relation to learner autonomy. The results of the study suggest that there should be further research on the effect of environment on promoting learner autonomy in the context of Nepal.

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**Appendix- A**  
**(Only for the Students)**

**Information-Sheet**

**Beliefs of the Students about the Use of English Newspapers in Learning**

**Autonomy**

Dear sir/Madam

This questionnaire is a tool for research to explore the students' beliefs about the use of English newspapers in learning autonomy. Under the supervision Dr. Tara Datta Bhatta, Professor, Department of English Education, Chairperson of English and other foreign languages Education subject committee T.U. Please sincerely provide your true information. All the data will be used for research purpose only. Your answers will be kept confidential.

**Part A. Background information**

1. Name:
2. Age:
3. Section:
4. Address:
5. Gender:
6. Mother tongue:
7. Campus Roll No:
8. Years of English language learning:

**Part B. (Beliefs about the use of English Newspapers in Learning Autonomy)**

This scale is used to measure the beliefs regarding the use English newspapers in learner autonomy. Please give a (...) to the answers according to your own experiences.

SD= Strongly Disagree

D= Disagree

A=Agree

SA=Strongly Agree

SN	Question	SD	D	A	SA
1	Reading newspapers helps the students to develop their independency.				
2	Reading newspaper improves English language in informal setting.				
3	Reading newspapers provide opportunities to engage in discussion and develop creativity.				
4	English newspapers are the best materials to learn English language in natural setting.				
5	English newspaper provides opportunities to develop the skills of language outside the classroom.				
6	English newspaper motivates the students to learn the language with the current knowledge.				
7	English newspaper helps the learner to plan for their learning goals.				
8	English newspaper provides the opportunities to choose the different kind of areas to develop language competency.				
9	Reading English newspapers provide the opportunities to discuss with peers.				
10	Reading English newspaper helps to evaluate the problems of learning English.				
11	English newspaper is the best English learning sources for the improvement of four fundamental English skills.				
12	English newspapers are regarded as a learning tool for bringing reading benefits and skills to the learners at all levels.				
13	English newspapers helps the learners get closer to the world of information that is instantly changing all the time.				



14	Reading English newspapers allow the students to follow surrounding events in every field of their interests through a variety of social media channels especially TV, newspapers, internet and so on.				
15	Reading English newspaper supports the students in comprehension, critical thinking skills, increased vocabulary, creative writing opportunity, and increased general knowledge and extension activities.				
16	English newspaper makes the students familiar with its structures, words, language use and other grammatical elements.				
17	English newspaper helps the learner learn how to speak English from newspaper stories full of grammatical senses and repeated exposure to words and phrases				

**Part C (Exploration of English Newspaper Reading Habit)**

SN	Question	SD	D	A	SA
1	Autonomy on Reading English Newspapers increases the language skills				
2	Autonomy can be developed through reading newspapers.				
3	Reading English newspapers make the students autonomous.				
4	Reading English newspaper makes the students responsible for their learning and develops their habit of reading.				
5	English newspaper assists the learners with their own favorite styles and strategies which help to form the habit of reading different resources.				
6	English newspaper improves the learners by supporting their choices.				
7	English newspaper inspires the learners to generate their own tasks and develop the habit of reading.				
8	English newspapers allow the learners to set their own goals and develop the habit of reading.				
9	English newspapers make the instruction goals clear to the learners.				
10	English newspapers raise awareness of learning process.				

11	Reading English newspapers develop the habits of reading.				
12	English newspapers promote the habit of reading.				
13	Reading English newspapers develop the habits of collaborations.				
14	Reading English newspaper provides the chance to move on to reading another news section as learners' interests.				
15	Being based on reading comprehension practice the students will slowly get into the habit of reading				

**Part D (Concept of Newspapers)**

1. What is learning autonomy?
2. Do you read newspaper?
3. Which part of the newspapers do you read?
4. Which skill of English language can be developed through reading English newspapers?
5. What do you believe that reading English newspapers improve your knowledge?
6. How does English Newspapers improve English language learning?
7. How much do you believe that reading English newspaper increases the language efficiency?

8. How much do you believe that reading English newspapers promote the autonomy of the students?
  
9. Do you believe that English newspapers can be the best sources of English language learning outside the classroom?
  
10. How do English newspapers pave the way for learner autonomy?

**Appendix- B**  
**Interview Question-Sheet**  
**(Only for the Teachers)**

1. In your opinion or views what is learner autonomy?
2. How should we relate reading newspapers activities to the autonomous learning?
3. What do you believe that Reading English Newspapers improve the English language in autonomous setting?
4. What sort of the skills and aspects can be developed through reading English newspapers which are essential for the English language learning?
5. How do reading English newspapers promote learning autonomy?
6. Do you believe that reading English newspapers is good habit for improving English language?
7. What sort of the habit should improve to develop the habit of reading English newspapers?

## Raw data

**Teacher A:**

**Interviewer:** Good morning sir.

**Teacher:** Good morning.

**Interviewer:** Thank you for your participation in the study. This study is based on the activities which are performed by the students outside the classroom. I'm going to start by asking some questions about my topic. The topic of my study is beliefs about the use of English newspapers in learner autonomy.

**Teacher:** *ok, you can start.*

**Interviewer:** **In your opinion or views what is learner autonomy?**

**Interviewer:** *Ok thank you for your wonderful question you know learner autonomy sometimes people have the misunderstanding about this if you actually see this is all about the actions and activities that the learners own their own for example they do might practice at their home or may be inside the classroom or outside the classroom There might be different types of the recourses to practice any language items, any language skills and aspects such use of the libraries or may be searching out and finding the information through the out internet or may be going to the libraries working on their own or may be discussing among the friends or may be preparing some groups and asking to each other there are several strategies. It is all about how learners do the activities on own. This is sometimes called self-learning self-manipulation self-monitoring.*

**Interviewer: As you mentioned earlier LA is all about this the actions and activities that the learners own their own for example they do might practice at their home or may be inside the classroom or outside the classroom. Sir, how should we relate them to the autonomous learning?**

*Teacher: Ok thank you umm you know there are several ways in which we can use the newspapers for the learning process. First thing is newspapers are not taught in the classroom students use the newspapers on their own they go through the newspapers they can find the vocabulary items for example even if you are teaching grammatical items like prepositions or you know grammar any other kind of the parts of the speech you might say the learners might views on their own they do not need to search or consult with the teachers they can just go and read we have varieties of the materials take simply the Himalayan times, Kathmandu post other as well they can use for learning any skills and aspects of the language as I mention earlier.*

**Interviewer: Do you believe that Reading English Newspapers improve the English language in autonomous setting?**

*Teacher: Yes obviously why not as I told you earlier they are not the prescribe materials they are the reference materials they are the supplementary materials any supplementary materials can be the part of autonomous learning so you know newspapers might be even sometimes cut out used by the teachers and the use by the learners both of them can use the learners can use personally they can buy and bring home and then look at the vocabulary learn from their look at the grammatical structure even also the teachers you know they might provide them the newspapers to the students in the groups and they can automatically learn work on their own.*

**Interviewer: Ok sir. Some of the skills and aspects are you have already mentioned sir. In addition what sort of the skills and aspects can be developed through reading English newspapers which are essential for the English language learning?**

*Teacher: Ok as I mentioned earlier any types of skills, aspects and strategies can be developed through newspapers for example ok I talked about the vocabularies or may be grammatical item of any you know other aspects one thing and next thing is regarding the teaching of language skills ok any language skills can be taught this depends upon how the teachers utilized or the teachers use the materials that's all about the teachers but they can be use in my perspective or inexperience they can be use for any language skills and aspects.*

**Interviewer: Ok sir, and do you believe that reading English newspapers promote learning autonomy?**

*Teacher: Yes... Yes I have already told you and given you the example obviously there are several ways you know through which autonomy can be promoted... ok.*

**Interviewer: Sir in our context of Nepal, we don't have such a good culture of reading English newspapers for the purpose of learning English language. Sir what sort of the habit should be improved to develop the habit of reading English newspapers as a part of learning English language?**

*Teacher: That's a good question... exactly we don't have this culture but you know by using the newspapers this is all about the teachers and teaching strategies a I mentioned earlier the teachers will have to suggest him the teachers will have to recommend them the teachers will have to ask them to through the newspapers and find out the relevant grammatical items and vocabulary items we have many ways so that is possible for example the teachers for developing habit in reading the*

*newspapers well today many journal an newspapers available in online so they might be ask through the online journal and newspapers and they can developing habit of the students.*

**Interviewer: ok thank you sir for your valuable time for my study.**

**Interviewer: ok.....thank you.**



**Teacher B:**

**Interviewer:** Good morning.

**Teacher:** Good morning.

**Interviewer:** First of all I would like to thanks for your participation in my study. Sir, in your opinion or view what is learner autonomy?

**Teacher:** Thank you for your question... learner autonomy is defined in a number of ways but for it refers to processes in which learners are involved to the dependent work such as group work, project work, so in this approach they don't necessarily depend n the text book and what the teachers teach in the classroom but they try to explore their idea and evidence run something out of the course so learner autonomy is all about taking the charge of their own learning necessarily. It is a kind of preparing learning goals and planning ideas to achieve learning goals independently. It is a kind of independent learning.

**Interviewer:** Students perform so many autonomous activities outside the classroom such as reading newspapers, visit libraries etc. sir, in your opinion how should we relate them to the autonomous learning?

**Teacher:** Thank you for your question... it depends on what is the purpose of learning first if reading newspapers is linked with learning goals i.e. should be reading or could be critical thinking or could be writing anything so the first it should be linked with learning goals and only you can say that what a newspapers is actually helping to autonomous learning usually also the types of newspapers is simply collecting information, collecting evidence or are they reading newspapers for achieving curricular goals. So in many ways newspapers can work as authentic resources that help students to use as passport that depends how long they are and there are to improve their responsibility and but not extensive but intensive. It

*depends on what kind of newspapers they are reading for what purpose they are reading of the teacher can help the students to linked their reading newspapers with their curriculum goals or learning goals in general you can anytime any kind of newspapers but follow the purpose you are reading newspapers for news or for updated yourself or are you reading to improve your vocabulary or grammar or organization anything. So you should be ready purposeful reading. Specific purpose only they can be autonomous and independent learner and try to find their newspapers only then try to improve language.*

**Interviewer: Ok sir, what sort of the skills and aspects can be developed through reading English newspapers which are essential for the English language learning?**

*Teacher: Many so for example it could be vocabulary, specific related to traffic for example paper newspapers covers number of aspects and skills so it will be very helpful or improving vocabulary such as political environment, culture economy society education literature theory so there are so many things that newspapers covers even and readers can run to develop vocabulary specific genre, specific discipline. They can also develop fast reading skills they can develop spelling skill also learn grammar sometimes because newspapers use lots of direct and quotation direct speech. It can help them how to cote how to encourage students.*

**Interviewer: Sir, do you believe that reading English newspapers is good habit for improving English language?**

*Teacher: I believe because it can be used as authentic resource for learning English purposefully if they read purposefully for improving vocabulary, improving grammar, improving reading, but people can read news for many purposes if they read*

*newspapers for the sake of reading improvement it should be used purposefully use them only it can say that support to autonomous support to autonomous learning.*

**Interviewer: Sir, what sort of the habit should be improved to develop the habit of reading English newspapers?**

*Teacher: First, they should have access of newspapers. They should understand vocabulary. It does not necessarily always they do not have to focus of the meaning of each and every words if they understand the message usually newspapers are for the news.*

**Interviewer: Thank you sir for your valuable time and well participation in the study.**

*Teacher: Ok thank you.*

**Teacher C:**

**Interviewer:** Good morning.

**Teacher:** Good morning.

**Interviewer:** Thank you sir for your participation in my study. Sir, in your opinion what is learner autonomy?

**Teacher:** Thank you for your question..... Learner autonomy is related to students' independent learning in which they take their sole responsibilities of learning themselves. They feel if they are competent to handout their learning so learning autonomy though it is the theoretical notion of being independent learning. We take it students' activeness, readiness and all their learning activities themselves.

**Interviewer:** A research conducted by Joshi (2010) found that students perform many autonomous activities outside the classroom such as visit libraries, read newspapers etc. sir how should we relate reading newspapers activities to the autonomous learning?

**Teacher:** Good question, there are several ways in which learners can induced their English language competences. They can take the supports of many different resources including newspapers people take newspapers, magazines, documentary, movie, radio, television, broadcast in English can empower them and can help them to improve the way the stick and to enhance their vocabulary that why many scholars also prefer newspapers as resource of learning and good habit of reading newspapers can help learners to be independent in autonomous learning. In this case I accept that newspapers provides very information to the learners and they get opportunities to see the sentences, structures, to see the use of words and they get opportunities read write share each and everything that's why with the help of newspapers they can enhance their proficiency, they can develop good habit of reading beyond the text and

*so on. In this case, can be helpful enough to develop independent learning, they provide the reading extra exposure to the learners. Most of the newspapers reading take part beyond the classroom. In classroom we should be focus the curricular content but when learners are out of the classroom then they see the libraries and other different places and reading newspapers in independent at that time they find no teachers but they read out they try to see what has been expressed in the newspapers. I think this sort of looking for newspapers will help them to enhance their learning.*

**Interviewer: Do you believe that Reading English Newspapers improve the English language in autonomous setting?**

*Teacher: Umm....to some extent I do believe it depends upon the students with all the students go through newspapers but we can say many of the students they prefer newspapers in my experience too when I add the students interaction with my students they said that they would prefer newspapers reading horoscope other interesting articles or stories included in the newspapers that why I do believe that to some extent learners can develop their learning independence but it depends whatever they read or not also depends what sort of the newspapers they read.*

**Interviewer: What sort of the skills and aspects can be developed through reading English newspapers which are essential for the English language learning?**

*Teacher: Of course reading newspapers can equally useful for each and every aspects of language within a newspapers we find the variety of the text in different genre like news articles, advertisement, some informative text , feature articles these all things are equally available in newspapers so I guess with appropriate especially for vocabulary many different words use to convey the different meaning so far they see the unique grammatical structure in newspapers so it is useful for grammar*

*another one is it is useful for reading materials we can engage the students news articles for loud reading practices and we may have the learners to read these news articles try to write similar kind of text in sort paragraph so it is effective for writing too and even we can ask one students to read out the newspapers and another listen at him/her and themselves paraphrase and recall what he or she listen so far at the time of reading by another fellow so if it is properly use newspapers can be useful for vocabulary grammar pronunciation they pronounce the sentences or words or newspapers and reading and writing.*

**Interviewer: Do you think that reading English newspapers promote learning autonomy?**

*Teacher: Of course it promotes learner autonomy to what extent it promotes is it is part of investigation of part of research if learners have regular habit of reading newspapers and they read newspapers intensively it must help in developing autonomy or if they simply read newspapers very general newspapers they just look at the title and leave it then it can help in greatest so newspapers are helpful for all developing learner autonomy but the extent of support will be determine on the basic of learners focus in reading newspapers.*

**Interviewer: Do you believe that reading English newspapers is good habit for improving English language?**

*Teacher: Sure, of course it is a good habit to improve the language of the learners as the learners see as number of many different things related to language, related to society, related to cultures, related to individual's behavior and so on. Reading English newspapers will be enough to the learners to enhance the knowledge base if they are properly use so I prefer these reading newspapers and I would like to suggest*

*to my students to go through variety of newspapers especially use to improve their current level of proficiency.*

**Interviewer: In the context of Nepal, we don't have good culture of reading English newspapers for the purpose of learning English language. Sir what sort of the habit should be improved to develop the habit of reading English newspapers as a part of learning English language?**

*Teacher: That's a good questions umm...in our context we don't have good habit of reading newspapers for the sake of learning but there might be several reason for example students might not understand value or importance of reading newspapers, teachers do not encourage the students to go through reading newspapers or the students don't know the how effective newspapers could be for their learning for the effective use of newspapers exposure should be given to the students from the side of teachers and parents to in classroom. We can encourage students to make use of newspapers even outside the classroom in the part of supplementary materials and second thing is newspapers is authentic material in their learning so if we encourage our students to use authentic sources of English to enhance their proficiency they will be motivated and encourage to see and another thing is teacher can motivate students in reading newspapers by explaining newspapers is authentic material another thing is teacher can use newspapers as supplementary authentic material and ask students to go through newspapers and another thing is we should provide practical team measure how to make effective use of newspapers sometimes students they believe the newspapers but they don't believe for the part of learning so if we give them practical tips on how to relate them of newspapers in their learning and I think they will read more. We can encourage the students in peers as well as group work with newspapers. Simply as the part of peer work one students read the newspapers*

*another students note down the information of the things expressed so far as good entrance of newspapers in peers in group we can read one article from the newspapers to a group of students see and find out unfamiliar vocabulary and they can be used of those vocabulary and they try to find out by looking at the dictionary so good group work and peer work can be conducted with help of newspapers because students can discuss share they can share they can find something in peer and group from the newspapers.*

**Interviewer: Thank you sir for your valuable time and participation in my study.**

**Teacher: Ok thank all the best.**