Autonomous Learning in Pre service Teacher Education

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

Submitted by
Saraswati Adhikari

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2021

Autonomous Learning in Pre service Teacher Education 480 (S) – SaraswatiAdhikari 2021

Autonomous Learning in Pre service Teacher Education

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

Submitted by
Saraswati Adhikari

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2021

T.U.Regd.No.:9-2-331-87-2013
M.Ed. Fourth Semester
Examination Roll No: 7328170/074

Date of Approval of
Thesis Proposal: 15/02/2021
Date of Submission: 27/06/2021

DECLARATION

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

Date: 26/06/2021 …….

SaraswatiAdhikari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Saraswati Adhikari** has prepared the thesis entitled**Autonomous Learning in Pre service Teacher Education: A Case from Semester System in T.U** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:2021/06/27

…….

Mr. ReshamAcharya(Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation form thefollowing**Research Guidance Committee.**

Signature

Dr. GopalPrasadPandey ……..
Reader and Head Chairperson
Department of English education
Tribhuvan University, Kirtipur

Dr. MadhuNeupane ……
Lecturer Member
Department of English education
Tribhuvan University, Kirtipur

Mr. ReshamAcharya (Supervisor) ……
Teaching Assistant Member
Department of English Education
Tribhuvan University, Kirtipur

Date: 15/02/2021

EVALUATION AND APPROVAL

This thesis is approved by following evaluation committee:

Signature

Dr. GopalPrasad Pandey ……..
Reader and Head Chairperson
Department of English education
Tribhuvan University, Kirtipur

Dr. Rishi Ram Rijal ……
Professor Expert
MahendraRatna Campus, Tahachal
Tribhuvan University

Mr. ReshamAcharya (Supervisor) ……
Teaching Assistant Member
Department of English Education
Tribhuvan University, Kirtipur

Date: 22/07/2021

DEDICATION

Dedicated to my parents who devoted their entire life to make me what I am today.

ACKNOWLEDGEMENTS

This thesis entitled **Autonomous Learning in Pre service Teacher Education**has been prepared for the partial fulfillment of the requirements for the Degree of Masters of Education in English.

I am highly grateful to my thesis supervisor **Mr. ReshamAcharya**, Teaching Assistant, Department of English Education, Tribhuvan University, for his continuous guidance and support in the preparation of this thesis. I am deeply indebted for his help during my research work. Truly speaking, without him, this work would have been incomplete as well as worthless.

Similarly, I am grateful to**Dr. Gopal PrasadPandey**, Head of Department of English Education for his suggestions and encouragement.

I am also grateful to**Prof. Dr. AnjanaBhattrai, Prof. Dr. BalMukundaBhandari,Dr. PremPhyak, Dr. Ram Ekwal Singh, Dr. PurnaBahadurKadel, Prof. Dr. Tara DattaBhatta, Mr.Guru Prasad Poudel, Mr. Khem RajJoshi, Mr. Ashok Shapkota,Mr.JagadishPaudel**and **Mr. Bhim Prasad Wosti**for their direct and indirect valuable academic support and encouragement. I am extremely thankful to the Faculty of Education, Faculty of Arts, Faculty of Management and The Faculty of Science for the direct and indirect support for this research work.

Furthermore, I am thankful to the participants who patiently took part in my study as respondent. I also feel privileged to express my gratitude to all the lecturers and pre service teachers of masters and non teaching staffs of Central Department of English Education for their good response to my queries.

I would like to offer my gratitude to **Mr. ShambhuBhatta, Mrs. SandhyaPoudel, Ms. Ganga Katuwal**and **Mr. AsharphiTharu** for their cooperation to carry out this research work.I am heartily indebted to my family members, and all others relatives for their eternal love and support. I am thankful to all the friends for their helpful suggestions.

Finally, I owe a debt to all my colleagues for their regular support and encouragement.I take sole responsibility for any errors and discrepancies that might have been occurred in this study.

Saraswati Adhikari

ABSTRACT

Teachers and learners are directly connected stakeholders, who work in collaboration to enhance students' learning. Their roles are of equal importance in learning. However, their roles are viewed differently. Traditionally, teachers used to be believed to have dominant roles in the classroom. But modern education system calls for shifted roles of both participants. To be specific, the semester system is believed to emphasize more active roles of learners along with that of teachers. Therefore, the present research entitled **AutonomousLearning in Pre service Teacher Education**was an attempt to find out the roles of teachers and learners in autonomous learning and to find out the challenges faced by teachers and learners in autonomous learning. Survey research design was followed to complete this study. The learner respondents and the teacher respondents for this research work were selected using lottery method under random sampling procedure. The primary data were collected from the thirty five pre service teachers of master level studying in semester system in Tribhuvan University and five teacher educators teaching to them. Questionnaire and interview guidelines were the main tools for data collection. The collected data were analyzed and interpreted descriptively using content analysis approach in qualitative way. The main finding of the study was that there are different roles of teachers like initiator, material developer, resource person, guide, facilitator, in terms of the modes of learning and the resources they use and learners like active participant, risk taker, information hunter, responsible, in autonomous learning. Similarly, this study also found that the learners have dominant roles such as active participant, risk taker, information hunter, responsible as they have to take the risk of their own learning deciding the contents to learn, the way to learn them and the way to use the learnt things in comparison to teachers though their roles are termed differently by the teachers and the learners. The study also revealed that there are many challenges like the lack of teacher training programs, lack of teaching learning materials, challenges in undertaking the roles by the teachers and the learners during autonomous learning.

This thesis contains five chapters. The first chapter deals with the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter comprises review of the related theoretical and empirical studies, implication of the

studies and conceptual framework. Likewise, third chapter consists design of the study and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection tools and techniques, data analysis and interpretation procedure and ethical consideration. The fourth chapter includes analysis of data and interpretation of the results. Similarly, the fifth chapter focuses on findings, conclusion and recommendation based on the analysis and interpretation of the study. The references and the appendices have been included in the last part of the thesis.

Table of Contents

Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	ix-xi
List of abbreviation and Symbols	*xii*
Chapter 1: Introduction	
Background of the Study	1
Statements of Problems	2
Objectives of this Study	4
Research Questions	5
Significance of the Study	5
Delimitations of the Study	6
Operational Definition of the Key Terms	6
Chapter 2: Review of Related Literature and Conceptual Framework	
Review of Related Theoretical Literature	7
Learning Activities of Pre Service Teachers in Semester System	7
Autonomous Learning in Semester System	8

Role of Teachers and Learners in Autonomous Learning 12

Approaches and Perspectives of Autonomous Learning 13

Shifting the Role of Teachers and Learners in Learning Autonomy 17

Review of Empirical Literature 18

Implication of the Literature Review 22

Conceptual Framework 23

Chapter 3: Methods and Procedures of the Study

Research Design of the Study 25

Population, Sample and Sampling Strategy 26

Sources of Data 26

Research Tools 26

Data Collection Procedures 27

Data Analysis Procedure 27

Ethical Consideration 27

Chapter 4: Analysis and Interpretation of the Results

Roles of teachers and learners in Autonomous Learning 28

Roles of Teacher 28

Roles of Learners 29

Differences Between the Role of Teachers and Learners in Autonomous Learning 31

Active and Passive Role 31

Initiator and Risk Taker 32

Resources Person and Information Hunter 34

Material developer and Active Participant 35

Other Differences 37

Challenges in Autonomous learning 38

Chapter 5: Findings, Conclusion and Recommendations

Findings 41

Roles of teachers and learners 41

Challenges 42

Pedagogical Implications 42

Conclusion 42

Recommendations 44

Policy Level 44

Practice level 44

Further Researches 44

References

Appendices

List of Abbreviations and Symbols

ARNAC : All Round National Education Committee

BPEP : Basic Primary Education Project

EFL : English as a Foreign Language

ELT : English Language Teaching

FGD : Focused Group Discussion

IOE : Institute of Education

LA : Learner Autonomy

MOE : Ministry of Education

NCED : National Centre for Educational Development

NEC : National Education Commission

NESP : National Education System Plan

NNEPC : Nepal National Education Planning Commission

SDL : Self Directed Learning

SEDC : Secondary Education Development Centre

SSRP : School Sector Reform Plan

Chapter 1

Introduction

This study is entitled as “Autonomous Learning in Pre-service Teacher Education”. It consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms used in this study.

Background of the Study

The concept of autonomous learning has gained most of its momentum in recent years, although the term was first used back in 1981 by Frenchman Henri Holec, largely regarded as the ‘father’ of learner autonomy (Little 1991). There have been many definitions of the term but in general, it means students take responsibility for their own learning.

Students learning autonomously typically need a great deal of support, co-operation and often assessment from their peers. They must first identify what they need and want to learn, how they will learn it and how they will evaluate and use what they have learned. They need to have well-formed concepts of what learning means, apply a range of learning approaches and be disciplined, resourceful and organized. Regarding semester system the first time Nepal’s oldest, largest, and still arguably the most prestigious public university, Tribhuvan University switched from the annual system to semester system, in the 1970s, it did not last long. Due to lack of teacher expertise, student resistance, and a general lack of interest/understanding about the attempted change, the system was reverted to annual system in 1980. In fact, when the university tried to make the shift again in 2014, which has been noted as a haphazard and unprepared enforcement (Khaniya, 2014), as cited in (Sharma and Subedi 2018) lacking the consent of most of the stakeholders, and insurmountable student resistance, it was decided that only the Central Campus in Kirtipur would make the change in graduate-level degree programs. In the past few years, however, the decision of the Executive Council to keep semester system from Kirtipur to the entire Kathmandu valley and then to the whole country, also going downward to the bachelor’s level, seems to be working.

Teacher education is good to be a good teacher. In case of Nepal, pre service and in-service teacher education or training is given to teachers. B.Ed. and M.Ed. programs are run for pre service teacher. In practice teacher education has been considered important in three phases. The first one is the training of teachers prior to their teaching career, which is called the pre-service teacher training or education. The second phase is the induction training where the new teachers are oriented about school atmosphere, the classroom environment, nature of the students and other pedagogical aspects. This may be a short term but it is considered an important part of teacher education. The third one is the professional development opportunities provided to the working teachers. This is also called the in-service teacher training or education. Pre-service teacher education has its own importance in teaching. Many countries around the world including Nepal have made it mandatory for entry positions as teachers.

To talk about the autonomous learning in pre service teachers in semester system, learners and teachers are focusing on autonomous learning for the quality production of pre service teacher. Semester students are taught using interactive lecture, student presentation, case studies and projects. Different methods of evaluation are to be adopted to assess students' performance. Students have to obtain fifty percent to pass in the internal exam and without passing internal exam students are not considered qualified to appear in semester exam. Pre service teachers are engaged in field work, presentation, and project work and so on other activities for making them responsible and confident under the guidance and facilitation of the teacher. Therefore role of teacher and students might be different in range but they have their own importance. In this sense, autonomous learning cannot be deprived from including the role of teacher as facilitator, organizer and as a guide though learners have vital role.(Rector Office of TU , 2070)

Statement of Problem

The concept of autonomous learning has been heightened in recent years, although the term was first used back in 1981 by Frenchman Henri Holec, largely regarded as the 'father' of learner autonomy (Little 1991). Students learning autonomously typically need a great deal of support, co-operation and often assessment from their peers. They must first identify what they need and want to learn, how they will learn it and how they will evaluate

and use what they have learned. They need to have well-formed concepts of what learning means, apply a range of learning approaches and be disciplined, resourceful and organized

Learners and teachers are focusing on autonomous learning for the quality production of pre service teacher. Semester students are taught using interactive lecture, student presentation, case studies and projects. Different methods of evaluation are to be adopted to assess students' performance. Students have to obtain fifty percent to pass in the internal exam and without passing internal exam students are not considered qualified to appear in semester exam. Pre service teachers are engaged in field work, presentation, and project work and so on other activities for making them responsible and confident under the guidance and facilitation of the teacher.

The issue of traditional teaching methods (teacher oriented system) is still found dominant although there are different student- oriented methods have been existed. Pre service teachers and teachers teaching them are also facing challenges to apply autonomous learning method due to the heavy laden course in the semester syllabus.

There were so many research problems to be studied in the field of ELT such as professional development, learning pedagogy, English discourses, etc. But the discipline related to autonomous learning of pre service teachers in semester system at the central campus of Nepal motivated me because there are few researches on autonomous learning in the context of Nepal. This research has focused on the role of learners and teachers in autonomous learning of semester system because very few studies are carried out in the field of autonomous learning. It is hard to find out the research which focuses on the autonomous learning of the pre service teachers in semester system. There is research gap in the autonomous learning of semester system. Hence, the whole research was concentrated on the role of teachers and learners which helps all the autonomous learners and teachers to identify the role of them in autonomous learning making them clear about the misconception of it.

Lanier (1997) mentioned that one of the most powerful forces changing teachers' and students' roles in education is new technology. When the English language teachers use different types of methods in teaching, the practice of autonomous learning becomes a useful aspect in teaching learning activities among the students. In most of the classes, teachers are mostly found to focus less on the autonomous learning as the teaching method rather use it as just a formality during assignments and presentation. The

aim of autonomous learning is to enable the learners to learn different subject matters as well as develop their decision taking ability with the help of self access centre and other sources. The use of autonomous learning in English language teaching in semester system of pre service teachers becomes an essential tool in developing one's ability to learn by own self along with the scaffolds of their teachers. Autonomous learning does not mean that the students are superior and teachers do not possess any role rather it focuses on the role of the teachers as facilitator, counselor or the scaffolders. The misconception about the role of students and teacher may cause odd relation between learners and teachers. And it may hinder in the teaching learning environment. To soften the teaching learning environment, it is necessary that the learners, teachers, and stakeholders should be clear regarding the role of them in autonomous learning.

I chose this area of my study because it is considered that semester system in M.Ed. level makes students more active and autonomous. The role of learners is considered dominant in comparison to teachers. But it is still debatable whether implementing semester system in M.Ed. level at Tribhuvan University is just a trend/fashion or necessity. The research study will find out the perceptions of learners regarding the role of teachers in autonomous learning and the comparison of the teachers' and students' role. Regarding the autonomous learning in pre-service teachers, I have an experience of studying semester system in M.Ed. level in Tribhuvan University. At that time I felt that majority of the students do not have the habit of doing self study of any of the chapters until the teacher teaches that chapter. Very few number of students visit library, other resources, do less practices in student group and internal assignments are not taken seriously by them. This kind of my experience and research gap led me to conduct this research study.

Objectives of the Study

The following were the objectives of the study:

a. To find out the roles of teachers and learners in autonomous learning.

b. To find out the challenges faced by the teachers and learners in autonomous learning.

c. To suggest some pedagogical implications.

Research Questions

The research questions given below were addressed for the study:

a. What are the roles of teachers and learners in autonomous learning?

b. What sorts of the challenges are faced by learners and teachers in autonomous learning?

c. How is it possible to overcome such challenges for teachers and learners?

Significance of the Study

There were several options for doing research in the field of ELT but I preferred to study about the autonomous learning of pre service teachers in semester system. I chose this problem because this problem is timely, significant and relevant in the following ways:

This research work has aimed to focus on the roles of teachers and learners in autonomous learning along with the challenges faced by them. As the autonomous learning system is in trend nowadays in higher level of education too, the major findings of the study will be useful to all those who are interested in the field of autonomous learning This research work will be beneficial to the teachers, learners, trainers and the research beginners, ELT organizations and practitioners related to the field of autonomous learning. This research has aimed to focus on the role of teachers and learners in autonomous learning of pre service teachers of semester system. As most of the teachers and learners are having misconception about the role of them in autonomous learning, the major findings of the research will be useful to clarify their roles and undertake the roles of them in autonomous learning. It will be significant to the teachers, learners, and the authorities of the school and college administration as well as trainers to set and implement their plan in school or colleges related to teaching learning techniques on the basis of their roles regarding autonomous learning environment as it provides pedagogical implication. This research has tried to fulfill the gap of the knowledge regarding autonomous learning as the very few researches have been carried out in it so this work will be useful as reference materials for those research beginners who are interested for the research in the field of autonomous learning.

Delimitations of the Study

The study was delimited to Autonomous learning in pre service teacher and survey research design. The area of the research was delimited to Tribhuvan University of Kathmandu district. The study was delimited within the pre service teachers of master level studying under the department of English education in semester system and teacher educators teaching them at TU. Thirty five pre-service teachers and five teacher educators were selected as the sample using random sampling procedure. The primary data were collected only from the constructed set of questionnaire and interview. The study was further delimited to the descriptive analysis of the responses obtained from the respondents.

Operational Definition of the Key Terms

Autonomous Learning: Learning in which learners make themselves dominant along with the facilitation of teacher making themselves able to decide what to learn, how to learn, when to learn and use what they have learnt along with mutual cooperation and frequent assessment with their peers.

Pre service Teachers: learners studying autonomously in M.Ed. programs in Tribhuvan University under the department of English education in semester system following the projects works, assessment system and assignment.

Challenges: Problems or the difficulties faced by the pre service teachers of master degree under the faculty of English education and teacher educator facilitating them during the process of autonomous learning in semester system.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter consists of review of theoretical literature, review of empirical research, implications of the review for the study and conceptual framework. The literature related to the study will be reviewed under two broad topics: theoretical and empirical literature review.

Review of Related Theoretical Literature

This topic includes learning activities of pre service teachers in semester system, autonomous learning in semester system, role of teachers and learners in autonomous learning, semester system as trend or necessity, approaches and perspective of autonomous learning, process of achieving autonomy

Learning activities of pre service teachers in semester system. Learning activities of pre service teacher means the all activities which are followed by pre service teachers inside or outside the classroom for their learning. There are many learning activities used in semester system for pre service teachers, but when it comes to the key teaching learning activities, following activities have become usual.

Pre service teachers are encouraged to do presentation and make discussions on particular topic individually, in pair or in group. Claireson (2017) mentions that discussions are an important part of the overall Masters experience, giving you not only access to other viewpoints on the same subject matter, but also enabling you to consider different rationale and to become familiar with psychology and logic, hugely important elements of professional post-study life. Fieldwork or field trips are a compulsory element of some courses. Fieldwork helps to put theoretical knowledge into practice. Trips can range from one-day sessions to longer, more in-depth expeditions, both domestically and abroad, that allow exploring specific areas or learning particular techniques. Project work is another activity to develop the practical aspect of knowledge in pre service teacher. Sometimes learners are asked to give formal presentation of the project. Oral and written examination is also conducted for the formative evaluation which provides feedback to the learners. Questions are asked in subjective as well as objective mode to cover the courses. Assignments are given

to the learners in fixed interval time with clear instruction. All these activities develop cooperative behavior among teacher and learners. They develop the habit of making discussion, sharing ideas among friends, visiting self access centre, library and different websites for boosting their learning.

Autonomous learning in semester system. The concept of autonomous learning has become mostly familiar in semester system in comparison to yearly education system. Autonomous learning becomes more fruitful in higher level than the lower level. But the role of teachers and students has got several misconceptions in autonomous learning in present context. Though the role of learners is dominant in autonomous learning, it is always guided by the teachers. Both the teachers and learners play significant role form their side and this autonomous learning is one of the modern and student oriented learning process. The term is almost exclusively used and debated in the contexts of language learning, home schooling and higher education. Autonomous learning shifts the focus from teaching to learning. It does not mean that the teacher becomes redundant; abdicating their control over the learning process, but it does mean that student makes decisions about what and how they learn. The teacher's role is to provide support, encouragement and advice/knowledge when asked. They help the student accomplish things that student themselves want to achieve. It changes the relationship between students and teachers because the teacher becomes a useful resource in helping them to achieve their goals, rather than somebody who is going to lecture, judge and test them.

Teacher education is made up of two words- 'teacher' and 'education'. A teacher is a person who teaches the learners or students and makes them acquire knowledge, skills, and attitudes. In a different way, a teacher is a person who facilitates the learners for learning and co-operates with their problems to get them solved which results in the all- round development of the learners. Education is the process of gaining knowledge and wisdom. Thus the collaboration of these two words suggests us the education for the teacher as teacher education. So the process of gaining knowledge and skills for teachers is teacher education. Teacher education involves the whole process of producing teachers. Teacher education has two broad aspects: theoretical and practical. The theoretical aspect is concerned with collective theoretical knowledge of the profession. It is also concerned with the personal philosophy that a teacher preserves in his/her mind, and that guides his/her teaching behavior. Both of these theoretical aspects set the foundation for teaching. The practical skills and activities are also essential. In teacher education, the teachers involved in model teaching

which helps them to gain practical skills which they can use in the real teaching. Teacher education has a broad scope ranging from curricular contents, professional strategies and theoretical frameworks to actions, research, activities and reflective practices. It also includes two aspects- teacher training and teacher development. It initiates from the period of recruitment to the retirement from the teaching-learning process (Education in Nepal, 2066)

Teacher education in Nepal does not have a long history. Formally the school education was initiated with the establishment of "Durbar School" in 1910 BS. Before its establishment, the need for education was completed by Gurukul education, Gumba education etc. Some of the schools were established before the People's Revolution 2007. The teacher education was started with the inception of the Basic Teacher Training Center in 2004 BS. It was the first effort for the teacher education. After 2007 this programme became passive. Then on 14 Bhadra, 2011 Basic Teacher Training Center started its function in Tahachal. The center managed three months training for experienced SLC graduate teachers. The SLC graduates who were involved in teaching were trained with six months teacher training. After the establishment of democracy in 2007 BS, the number of schools was increased rapidly. The Basic Teacher Training Center in Kathmandu could not complete the demand for teacher training outside Kathmandu valley. So it was expanded in Dharan on Ashwin 2013 for the first time. Then it was expanded to Birgunj and Nepalgunj. Later its name was converted into Normal School. In 2023 BS, its name was changed into the Primary Teacher Training Center on the recommendation of All-Round National Education Committee (ARNAC, 2018).

The first commission in the education field, Nepal National Education Planning Commission (NNEPC) in 2010 BS recommended for the establishment of College of Education to provide two-years and four-years teacher education program to the prospective lower secondary, secondary level teachers of Nepal. As a result, 'College of Education' was established in 2013 BS. The college conducted training of one year for Bachelor, two years for intermediate graduates and four years for SLC graduates. Tribhuvan University was established in 2016 which helped to complete the need for pre-service training. National Education System Plan (NESP 2028-32) made teacher training compulsory which created a favorable environment for the expansion of teacher training institutions throughout the country. All the institutions such as College of Education, National Teacher Training Centers came under the single umbrella called 'Institute of Education' (IOE) under Tribhuvan

University. Pre-service teacher education program such as two years Intermediate (I. Ed.), two years Bachelor (B.Ed.), two years Masters (M.Ed.) and one year Bachelor (One-year B.Ed.) were conducted. Some of the teachers were involved in the programs on the scholarship provided by the government. Institute of Education also conducted pre-service training such as A level, B level, On the spot training, High School Based Training Program. The Royal Commission for Higher Education- we have Faculty of Education under Tribhuvan University which is involving in preparing prospective teachers providing pre-service education (Education in Nepal, 2066).

Nepal has a history of seven decades of teacher education. Basic teacher education started as early as 1948. Formally the initiation of pre-service teacher education started in Nepal after the establishment of College of Education in 1956, five years before the establishment of Tribhuvan University (TU). This indicates that the then government was anxious about quality education of children in schools. In the beginning the program concentrated on primary teacher training (called normal teacher training). Secondary teacher training (B.Ed.) started a little later. Teacher educator's program (M.Ed.) started in the 60's. The purpose of teacher education was to make teachers competent both in content and pedagogy to help students learn better. At that time the minimum qualification to become primary school teacher was under SLC. The duration of primary teacher training was 10 months. Later when the National Education System Plan (2071) implemented then gradually the minimum qualification for the primary teachers upgraded to SLC pass (1987). Until 1986 the pre service teacher education for the primary teachers was 10 months provided by the College of Education. The recent Education Act Eighth Amendment (2016) indicated to take measures in this regard too. The problem of pre-service teacher education is that the teachers entered the teaching profession before they were trained. As said before it was a necessity to hire teachers immediately in schools after 1951, the starting of real public education era in Nepal. So many teachers, between 1951 and 1971, without any training or teacher education, entered the profession. Later when training was made mandatory these teachers were asked to join the training program organized 8 by the government. This first kind of supply based training was also named as pre-service teacher education. Pre service teacher education for non-trained working teachers started massively after 1971. In 1980 primary teachers were trained through Radio. Later in 1993 National Center for Educational Development (NCED) was established under the Ministry of education as an apex body for teacher training. The NCED started to train the teachers already in job. On the other hand Universities of Nepal

continued their programs for teacher education as pre-service teacher training/education. When the job of training all the backlog of the "to be trained teachers" was finished NCED involved basically for in-service teacher education. Now there are four universities running pre-service teacher education for the secondary teachers. The Education wing of the higher secondary level (now grade 11 and 12 of the school) prepares pre-service teachers for the primary level. The government also made it mandatory that a primary teacher must have a minimum qualification of 12 years of schooling. Those who get grade 11 and 12 with teacher education contents do not have to go for further training but those without teacher education must go through 10 months of teacher education before they join teaching profession. Yet another milestone was created for teachers to be able to teach in school, i.e. Teaching License. Teaching License was made mandatory after the Seventh amendment of Education Act in 2001. It was based on the recommendation of the High Level Task Force same year. (HLTF, 2001).

Semester students' enrollment is fixed by the faculty board in the recommendation of the central departments or the concerned campuses. Students applying for the semester program must fill in the application form with all details of their personal information and past academic records. Students are enrolled strictly according to academic calendar and on merit basis. Total credit hours at the master level for semester students vary from 56 to 70.Their course curriculum is prepared accordingly by the concerned faculty or institute and is approved by the Academic Council. Students failing to maintain 80 percent presence are not allowed to appear in the semester-end examinations and regarded as "not qualified." Students failing to complete the requirements in 60 months have to re-enroll. Semester students are taught using interactive lecture, student presentation, case studies and projects. Different methods of evaluation are to be adopted to assess students' performance. Students have to obtain fifty percent to pass in the internal exam and without passing internal exam students are not considered qualified to appear in semester exam. The nature of autonomous learning in semester system varies according to the teaching learning environment, learners and teachers. Autonomous learning in semester system takes place in both outside and inside the classroom. Autonomous learners studying through semester system perform different activities of learning like: group or pair work, field work, project work, written assignment, written test (subjective\objective), oral test (viva), presentation and other activities. They visit library and stationary. Internal assessment and presentation really helps to build confidence and get feedback to the learners. It also develops the habit of doing self study, using means of

technology, e-learning. Students learning autonomously typically need a great deal of support, co-operation and often assessment from their peers. They must first identify what they need and want to learn, how they will learn it and how they will evaluate and use what they have learned. They need to have well-formed concepts of what learning means, apply a range of learning approaches and be disciplined, resourceful and organized

The concept of learner autonomy has in the last twenty years become influential as a goal in many parts of the world. Palfreyman and Smiths (2003) mention that several arguments may be used in favor of developing autonomy in language learners: for example, that autonomy is a human right; that autonomous learning is more effective than other approaches to learning; and that learners need to take charge of their own learning in order to make the most of available resources, especially outside the classroom. Benson (1997) distinguishes three broad ways of talking about learner autonomy in language education. A technical perspective emphasizes skills or strategies for unsupervised learning, specific kinds of activity or process such as the 'meta cognitive', 'cognitive', 'and social' and other strategies. A psychological perspective emphasizes broader attitudes and cognitive abilities which enable the learner to take responsibility for his/her own learning and a political perspective, emphasizes empowerment or emancipation of learners by giving them control over their learning. Omaggio (1978) states seven main attributes characterizing autonomous learners. Autonomous learners have insights into their learning styles and strategies, they take an active approach to the learning task at hand, they are willing to take risks, i.e., to communicate in the target language at all costs, they are good guessers, they place importance on accuracy as well as appropriateness, develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply and have tolerant and outgoing approach to the target language.

Role of teachers and learners in autonomous learning. Learners are the most responsible factors of autonomous learning but they are guided by the teachers. Learners themselves have to make decision for their learning, accept the risk of learning. Joshi,R. (2011) claims that a teacher in autonomous learning is a facilitator, an organizer, a resource person providing learners with feedback and encouragements and a creator of learning atmosphere and space. In other word, teacher works as a guide, cooperative and initiator.

Because the decision of incorporating autonomy in language learning usually comes from the teacher, autonomy fostering depends essentially in the redefinition of their own role

(Hill, 1994). Crabe (1999) also proposes that re-examination of teacher role is needed in helping students to become more autonomous. As students begin to take more responsibility of their learning, teachers need to play the role of the facilitator or counselor (Riley, 1997;Scharle&Szabo,2020;Wend en,2002)(cited in Yang,2005). Gardner and Miler (1999) indicate that teachers should learn new strategies in order to take on new rules such as counselor, organizer, material developer, evaluator and manager. Dam (2008) describes teacher's role in an autonomy learning environment as consultant and facilitator. According to Voller (1997), the teacher's roles in promoting autonomous language learning are facilitator, counselor, and resource. Alonazi, M. (2017) states teacher's role as facilitator, counselor, resource manager and organizer.

Approaches and perspectives of autonomous learning. There are different approaches and perspectives regarding autonomous learning. Approaches of autonomous learning provide theoretical knowledge about the ways of performing autonomous learning and perspectives of autonomous learning are about the views about autonomous learning. Thansoulas (2000) in his article "What are Learner Autonomy and How Can It Be Fostered?" describes three approaches to knowledge and learning, and debates how each of them is in contact with autonomy.

Positivism.Thansoulas (2000) states that positivism is a school of philosophy premised upon the assumption which believes that knowledge reflects objective reality. Therefore, if teachers are to be considered the holder of this reality, learning occurs by the transmission of that knowledge from one person to another. Derived from this perspective, traditional classrooms in which the teachers are considered as the purveyors of knowledge and wielders of power; learners are deemed to have vessels which are going to be filled with the knowledge held by teachers. On the other hand, positivism also lends support to the widespread notion that knowledge is attained by dint of the 'hypothesis-testing' model, and that it is more effectively acquired when "it is discovered rather than taught'. It takes little perspicacity to realize that positivism is incongruent with, and even runs counter to, the development of learner autonomy, as the latter refers to a gradual but radical divorce from conventions and restrictions and is inextricably related to self-direction and self-evaluation.

Constructivism. It is an elusive concept, one of the central tenets of which is that individuals try to give meaning to events and ideas in which they find themselves. In contrast to positivism, constructivism posits the view that, rather than internalizing or discovering

objective knowledge (whatever that might mean), individuals reorganize and restructure their experience. In Candy's terms (as cited in Thanasoulas, 2000), constructivism 'leads directly to the proposition that knowledge cannot be taught but only learned (that is, constructed)', because knowledge is something 'built up by the learner'. Apparently, constructivism supports psychological versions of autonomy that appertain to learners' behavior, attitudes, motivation, and self-concept. As a result, constructivist approaches encourage and promote self-directed learning as a necessary condition for learner autonomy.

According to Kuaravadivelu (2003, cited in Kumaravadivelu, 2006, p. 176), in post method pedagogy, there are two views of learner autonomy, a narrow view and a broad view. A narrow view seeks to develop in learner a capacity to learn to learn, whereas the broad view goes beyond that to include a capacity to learn to liberate as well. Helping learners learn to learn involves developing in them the ability to take charge of one's own learning. Taking charges, according to Holec (1981, cited in Kumaravadivelu, 2006, p. 176) means to hold responsibility for determining the objectives; to select methods and techniques; for monitoring their progress; and for evaluating what has been acquired. This definition might bring out some misconceptions among many practitioners; among them is the lifeless role of teacher in the class.

Little (1991) seems to make a useful statement on what autonomy is not. Autonomy is not a synonym for self-instruction; in other words, autonomy is not limited to learning without a teacher; in the classroom context, autonomy does not entail an abdication of responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can; autonomy is not something that teachers do to learners; that is, it is not another teaching method; autonomy is not a single, easily described behavior; and autonomy is not a steady state achieved by learners. Referring to Kumaravadivelu's (2006) broad and narrow concept of autonomy, he elucidates two kinds of autonomy: academic and libratory. While the narrow view of learner autonomy treats learning to learn a language as an end in itself, the broad view treats learning to learn a language as a means to an end, the end being learning to liberate. In other words, the former stands for academic autonomy, while the latter, for libratory autonomy. If academic autonomy enables learners to be effective learners, libratory autonomy empowers them to be critical thinkers. (p. 177). In the literature on language teaching and learning, there are many variations upon the basic idea of autonomy. The underlying assumption is that teachers and students view the processes in which they are mutually engaged from very different perspectives and that this is likely to

influence the ways in which they make sense of a notion such as autonomy. From the teachers' perspective, autonomy is primarily concerned with institutional and classroom learning arrangements within established curricula. In other words, from the teachers' perspective, autonomy tends to imply the learner taking control of arrangements whose underlying legitimacy is unquestioned from the learners' perspective.

Benson (2008) views autonomous learning as tangential to, rather than opposed to, the teachers' perspective autonomy is primarily concerned with learning, in a much broader sense, and its relationship to their lives beyond the classroom. Little (1991) stressed that learner autonomy and teacher autonomy are interdependent, and that teachers wishing to promote greater learner autonomy need to "start with themselves", reflecting on their own beliefs, practices, experiences and expectations of the teaching/learning situation. However, learner autonomy does not imply that the teacher becomes redundant abdicating his/her control over what is transmitting (Thanasoulas, 2000). In fact the teacher's role in maintaining a learning environment in order to enhance the autonomy of learners in the process of learning is critical. The learning environment, also, is taken as a site for democratic practices and this provides another rationale for learner-centered education. Teachers in this model are not viewed as "bank-clerks" who make deposits into empty students. A key concept here is that of the hidden curriculum (the knowledge, values, and beliefs that schools present to students and others), not by what is explicitly being taught, but by the process in which the actual instruction takes place (Loporchio, 2006 cited in Jacobs & Farrell, 2010, p. 18). The point being that if schools and society talk about democracy but classroom practices do not reflect this because they are overly autocratic, students may be less likely to know how to function in a democratic learner-centered setting or even how to insist on this method if they recognize that they are being denied this right (Jacobs & Farrell, 2010). Along the same line, appreciating diversity and democracy are challenge in humanist thinking and acting is the linking of autonomy and humanity.

Hassaskhah (2005) submitted that language teaching should be democratic has long become a fact (p. 54). Autonomy is not isolated individuality but it is the way a person relates to the other. It's the agency of the situatedness of people, as Veugelers (2011) declares. Developing autonomy and humanity is not a natural process, but an interactive process between people under social and political power relationships. Enhancing autonomy and humanity is part of social, cultural and political developments. Like autonomy that cannot be separated from humanity, human development cannot be separated from social, cultural and

political struggle for a world of social justice. From a humanist point of view social change is not possible without strong and critical autonomous people (Veugelers, 2011).

Zimmerman (1998) in Autonomy and learning strategy Emphasizing this continuum, claims that learners who are able to self regulate the locus of control throughout the learning experience are strategic learners. Those learners learn through the positive experience of a good performance, through the experience of others, through verbal persuasion, and through a positive physiological state, and eventually develop their self-regulatory skills to the point where they become self-regulated learners and take control of their learning (Ustunlouglu, 2009). In second language education Learner Autonomy involves second language learners gaining awareness of their own ways of learning such as learning styles and learning strategies, so that they can utilize their strengths and work on their weaknesses (Benson, 2007, cited in Jacobs and Farrell (2010, p. 18). However, according to Jacobs and Farrell (2010), focusing on learner strategies is important in second language education because research has indicated that our students can actually learn how to successfully manipulate their own strategy use. However, focusing on learning styles is more difficult to manipulate because it is within the nature of the learner himself or herself; in other words, learning style is the given (Jacobs and Farrell 2010).

Paiva (2006) argue that autonomy is a socio-cognitive system nested in the SLA system. It involves not only the individual's mental states and processes, but also political, social and economic dimensions (cited in Paiva, 2011, pp. 63). It is not a state, but a non-linear process, which undergoes periods of instability, variability and adaptability. It is an essential element in SLA because it triggers the learning process through learners' agency and leads the system beyond the classroom. Paiva (2011) holds, "Autonomous learners take advantage of the linguistic affordances in their environment and act by engaging themselves in second language social practices" (p.63). Autonomy changes for reasons that are usually and entirely internal to itself, such as a willingness to learn in a more independent way. Paiva and Braga (2008) argued that 'autonomy, in the perspective of complexity, encompasses properties and conditions for complex emergence, and is inextricably linked to its environment'. (Cited in Paiva, 2011, p.63) Likewise, its dynamic structure governs the nature of its interactions with the environment in which it is nested. In this sense, the language learner agent influences, and is influenced by, his/her social practices in a constant movement of organization and reorganization, a process that, paradoxically, possesses a certain degree of freedom and dependency. Murphy (2011) argues, "Despite the lack of a single, universal

theory of autonomy, there is agreement on the educational importance of developing autonomy and that autonomy can take a variety of forms, depending on learning context and learner characteristics." (p. 17)

Shifting the role of teachers and learners in learning autonomy. Learnershave to follow certain paths to attain autonomy. Autonomous learning is by no means "teacher-less learning" (Thanasoulas, 2000). As Sheerin (1997, cited in Thanasoulas, 2000) puts it, teachers have a crucial role to play in launching learners into self-access and in lending them a regular helping hand to stay afloat. Probably, giving students a "helping hand" may put paid to learner autonomy, and this is mainly because teachers are ill-prepared or reluctant to 'wean students away from teacher dependence. After all, it is not easy for teachers to change their role from purveyor of information to counselor and manager of learning resources.

Kumaravadivelu (2006) holds that autonomy can be promoted in the language classroom by, among other things encouraging learners to assume the role of mini-ethnographers to investigate and understand how, for instance, language as ideology served vested interests and claims such a far-reaching goal cannot be attained by learners working alone; they need the willing cooperation of all others who directly or indirectly shape their educational agenda, particularly that of their teachers.

Thanasoulas (2000) also outlines three ways in order to foster autonomy such as self-report, diaries and evaluation sheet and persuasive communication. To him, there are two types of self report: introspective and retrospective. The main goal of the first, introspective self-report, is help learners become aware of their own strategies, and in the latter, retrospective self-repot, students are asked to think back to retrospect on their learning. It could be argued that self-reports can be a means of raising awareness of learners' strategies and the need for constant evaluation of techniques, goals, and outcomes. The purpose of the second method, diaries and evaluation sheet, according to Thanasoulas (2000) seems to alter learners' beliefs about themselves by showing them that their putative failures or shortcomings can be ascribed to a lack of effective strategies rather than to a lack of potential. It is through the second way, diaries and evaluation sheets, which offer students the possibility to plan, monitor, and evaluate their learning, identifying any problems they run into and suggesting solutions. This approach is based on the assumption that when learners are faced with convincing information about a situation, 'they can be led to re-examine existing evaluations they hold.

Review of Empirical Literature

In this section, different articles and documents related to the study were reviewed. The articles and the documents reviewed for this study are as follows:

Joshi (2011) carried out a research entitled "Learners perception and teachers belief about learner autonomy in language learning." The main objectives of his research were to investigate the autonomous activities of the students in learning English, to explore their beliefs about the role of a teacher and their own in learning and to find out their teachers' perceptions of learner autonomy. The population of this study consisted of 80 master's level students and 6 teachers from the Department of English Education, University Campus, Tribhuvan University, Kirtipur, Kathmandu. They were selected as the population of the study since the researcher was interested in knowing how they were conducting teaching/ learning activities in such crowded classes and what they were doing beyond. So, the study area and the population were selected purposively. Whereas, the students were selected randomly through fish-bowl draw while the teachers were selected purposively. The tools used in the research were a set of questionnaire and an interview schedule. The questionnaire was distributed to the students to collect quantitative data. Additionally, a semi-structured interview sheet was used to elicit the data from the teachers so as to get the greater detail of the autonomous learning. The researcher prepared the tools being based on the ideas of the researchers like Zhang and Li (2004), Lamb and Reinders (2008), and others. The major findings of his research were that the learners, besides the classroom activities perform many autonomous activities outside the class such as use of libraries, listening and watching audio-video materials in English. The role of the teachers as a facilitator and autonomous learners were the good learners in every case.

Mosouleh and Jooneghani (2012) conducted a research entitled "Autonomous Learning : A Teacher less learning". Their paper was an attempt to elucidate the concept of autonomy from philosophical and theoretical perspectives and also to provide some pedagogical implications in order to value the role of teacher, as the primary scaffolder in the educational classroom, in consolidating the autonomy of learners. They analyzed the different articles related to autonomous learning and concluded in their perspectives. The results indicate that students do not perceive themselves as autonomous enough in language learning and teachers need the ability to move their students towards autonomous learning. Respecting

student ideas, sharing decisions in teaching, learning goal setting and leading students towards taking responsibility for their learning rather than prescribing the learning process will all increase student motivation, and thus, foster success.

Gulten (2015) carried out his research work entitled “Autonomous learning capacity of EFL student teachers”. This study examines the impact of some personal factors on the autonomous learning capacity of student teachers in a foreign language department. The sample group of the study consisted of 146 prospective English teachers in the Educational Faculty of a state university. The participants were asked to anonymously fill out a questionnaire involving two parts which respectively investigated their background and autonomous learning capacity. The first part of the questionnaire is a combination of open-ended and multiple-choice items concerning the participant’s age, gender, foreign language achievement, type of their high school and their degree. The second part of the questionnaire was originally developed to evaluate autonomous learning capacity of the students. The data were used to provide a descriptive and correlation analysis to address the research questions. The results of his study indicate that there is a significant relationship between autonomous learning capacity of student teachers and some variables of the study.

Willson, Sabir and Thomas (2016) conducted a research on “Shifting dimensions of autonomy in students’ research and employment”. This study considers the conceptual space, or extent of autonomy, given to coursework Masters Students before, during and after a Business Ethics course that explicitly developed and assessed their research skills. This vocationally oriented and academically challenging course used the Research Skill Development framework as its conceptual model to reshape the learning and assessment environment, articulating to students not only the research skills required, but also clarifying the resulting autonomy in their research-orientated learning. In the study, seven students attended semi-structured interviews and transcript analysis of interviews revealed the level of student-declared autonomy before commencing coursework Masters, while completing the Business Ethics course, and near the end of their Masters degree. All of the students interviewed were studying part-time and working part time, and so the applicability of the research skills to students’ work environment emerged as a major issue of interest. This paper richly represents the students’ perceptions, and is the first paper to directly address coursework Masters student autonomy in research in a longitudinal manner; as such it provides a deep and nuanced understanding of the conceptual space that students need for success in study and as preparation for employment.

Lee (2016) carried out a research work entitled “Autonomous learning through task-based instruction in fully online language courses”. This study investigated the affordances for autonomous learning in a fully online learning environment involving the implementation of task-based instruction in conjunction with Web 2.0 technologies. To that end, four-skill-integrated tasks and digital tools were incorporated into the coursework. Data were collected using midterm reflections, post-surveys and final interviews from two online elementary language courses. The results indicate that the types of tasks and digital tools utilized fostered learner autonomy in different ways. Structured tasks enabled students to work independently to create content, whereas open-ended tasks allowed them more freedom in exploring the understanding of a particular topic through social interaction. Significantly, teacher scaffolding through modeling and timely feedback affected student self-regulated efforts in online learning. The study concludes that personal commitment to the coursework and cognitive engagement with the learning material contributed to the degree of learning autonomy and the level of social interaction in fully online language learning.

Lamichhane (2017) carried out a research work entitled “Identifying the Challenges of Autonomous Learning among International Master of Research Students in Western Sydney University”. This is a qualitative narrative study that has explored the challenges of international research students in understanding, adapting, and evolving in an autonomous learning culture, specifically in an Australian context. As a small project incorporating six participants, who are all Master of Research (MRes) students, this study confines itself within the context of Western Sydney University (WSU); the findings and discussion of which have highlighted the rationale for a wider research scope in the future. The potential benefit of this study would be improved preparedness of international research students towards autonomous learning structures in Australian universities. This study will help in understanding the unique pedagogical support that international MRes students may require that is responsive to their prior learning contexts and assist in revising the current research-specific support. Through the narrative storytelling process, this study has captured the lived experiences of these students that may contribute to the current literature on international research students, and issues of their integration into diverse learning contexts, styles, and curriculums that are common in Australian universities

Gharti (2019) conducted research entitled "Self-directed Learning for Learner Autonomy: Perceptions of Teachers and Students". The objective of his study was to explore

the perceptions about self directed learning (SDL) for learner autonomy (LA) and analyze the roles of teachers to engage students in SDL. The primary data was collected from five master level English Language Teaching (ELT) teachers and three groups of master level students from Pokhara, Kaski. The purposive non-random sampling procedure was used to select the participants. The study was conducted using in-depth interview and Focused Group Discussion (FGD) tools to collect data. The obtained data from the respondents were analyzed and interpreted using analytical and interpretative procedure. His research explored that the respondents have positive perceptions regarding the SDL helps learners to be autonomy. It claims SDL is a pushing factor or drive which makes learners self responsible about own learning and makes learners conscious about learning is their own duties.

Ziyu and Xiao (2019) conducted research on "Study on the strategy of improving self learning ability of College Students". This paper makes an in-depth investigation on the current situation of the college students' self learning ability and find out the reasons for the lack of self learning ability of college students. Researchers took follow up survey research on three years college students majoring in logistic management from 2015 to 2017 in Jilin Communication Vocational and Technical College as a research case. The total number of students surveyed was 81 in three different years. Meanwhile there were 46 boys and 35 girls among them. The tool used in the survey was questionnaire and on-site visit. The authors give the effective strategies to improve college students' self learning ability from three aspects. That is school should create conditions for students to learn autonomously, teacher should change their teaching methods and cultivate students' interest in autonomous learning, students should set goals and enhance the consciousness of autonomous learning. College students are the main force of social development and construction in China and at present, autonomous learning is an important topic in higher education research. Therefore, mastering autonomous learning ability is very important for contemporary college students. This paper discusses the reasons that affect college students' self learning from the aspect of schools, teachers, students and society and gives the strategies and measures to enhance the self learning ability of college students according to the reasons. It provides useful reference for quality colleges and universities to cultivate students.

The documents reviewed above focus on the autonomous learning from philosophical and theoretical perspectives relating it with learning activities in semester system, perception about it in annual system inside and outside the Nepal. These documents really helped me for my study to expand the theoretical aspect of autonomous learning although my research study

is quite different form them as it focuses on the autonomous learning in pre service teacher education in Semester system applied in TU, Nepal. This research work aims to find out the perception of teachers and learners regarding the different roles of teacher and learners during autonomous learning in semester system which is in practice since some years ago.

Implications of the Review for the Study

Literature review plays vital role from selection of the topic to deriving the findings. To choose the researchable new topic in the area of autonomous learning, I have reviewed some literatures which are already carried out. Theses researches have recommended some possible researchable topics that helped me to select a new research topic and to find out the gap between what have already been found and what are yet to be explored.

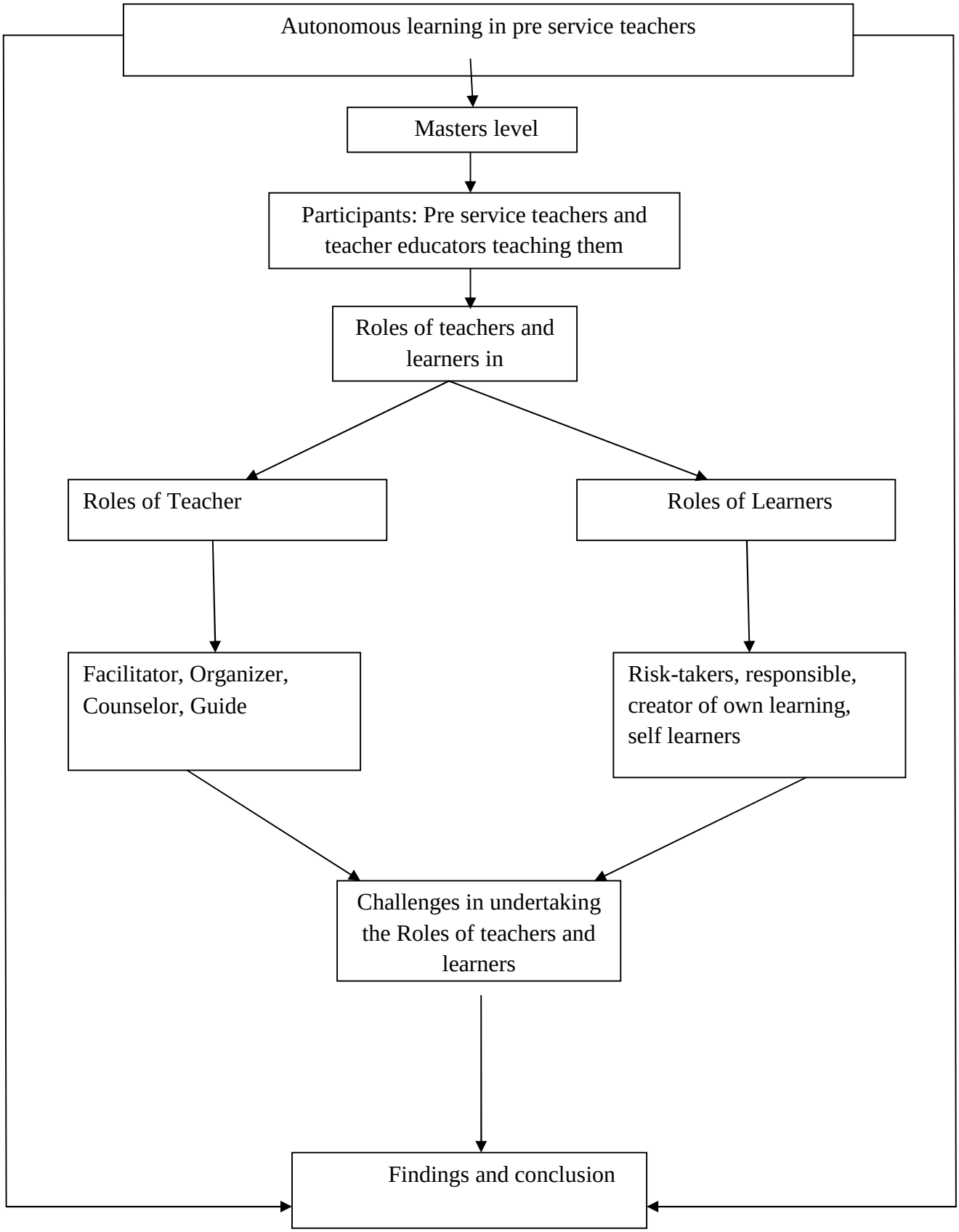
The implications of the theoretical and empirical reviews in the context of this proposed research are as follows:

Literature review helped to choose the new topic and to find out the gap as I came to know that there were several researches carried out in the field of autonomous learning but none of the researches were about autonomous learning in semester system in case of master level in case of Nepal. Thansoulas (2020) expanded the knowledge regarding autonomous learning. It helped to analyze the study from different perspective such as positivism, constructivism, etc. The reviewed literatures were really applicable to explore the deeper gap regarding the autonomous learning. It became useful to generate questions regarding autonomous learning relating the gap. Empirical reviews are really fruitful to my study as they provided several techniques regarding method of collecting data, analyzing data, etc and to determine the frontier of the study. Reviewed articles were really useful to avoid the unintentional replications of the study and to synthesize the earlier research work. Khaniya (2014) helped me for writing background of the study and Deepak mc (2018), NESP (1971), NEC (1992), Education Act (2016) and HLTF (2001) supported me to know historical development in pre service teacher education. Similarly, Lanier (1997), Pal Freyman and Smiths(2003), Bension (2008) supported me in writing theoretical aspects, perspectives of autonomous learning and role of teachers and learners respectively. Moreover, Joshi (2011), Gulten (2015), Gharti (2019) assisted me in empirical studies for data collection procedures, constructing research tools, and in sampling strategy respectively. Alonazi (2017) supported me with references of other contextual researchers' research work. In this way, there are many other literatures reviewed which supported me more or less to get concept of

autonomous learning, teacher education, role of teacher and learners in autonomous learning and other theories.

Conceptual Framework

A conceptual framework is a road map that gives a clear picture of our whole research. The main aim of conceptual framework is to show the connection between and among variables of the study. The research was about autonomous learning in pre service teacher. The respondents of the study were the learners of master level and teacher educator teaching them. The study tried to find out the roles of teachers and the learners in autonomous learning and to find out the challenges faced by them while undertaking their roles. To carry out the research, I have consulted different documents related to this study and literature review as well as developed my conceptual framework which is presented in figure as given below:


Autonomous learning in pre service teachers
Masters level
Participants: Pre service teachers and teacher educators teaching them
Roles of teachers and learners in
Roles of Teacher
Roles of Learners
Facilitator, Organizer, Counselor, Guide
Risk-takers, responsible, creator of own learning, self learners
Challenges in undertaking the Roles of teachers and learners
Findings and conclusion

Chapter 3

Methods and Procedures of the Study

This chapter consists of the methodology adopted in the study including the designs of the study, population, sample and sampling strategy, sampling procedure, sources of data, research tools, data collection procedures, data analysis procedures and ethical consideration.

Research Design of the Study

Research is the process of finding something new from the existed idea. It is also known as systematic investigation that is designed to answer questions. To reach to the solution of any problem, there should be the systematic study by applying the scientific procedure. To reach the goal in successive way a researcher should select appropriate design. Research design is a road map which directs the researcher to the way s/he is heading to. There are so many research designs such as: survey, narrative inquiry, ethnographic, case study, experimental and so on.

Descriptive survey research design was selected in this study. Data were collected through unstructured interview and open ended questionnaire. Among different researches, I had selected survey research design. As survey research covers wide and inclusive coverage with one shot basic efficient, I preferred to choose this research. Under this research I explored the perceptions of learners and teachers regarding the role of them in autonomous learning. The tools of collecting data were interview and questionnaire. Brown(2001) claims that surveys are any studies that gather data on the characteristics and views of the informants about the nature of language or language learning through the use of oral interviews or written questionnaires.

In research of human subjects, a survey is a list of questions aimed at extracting specific data from a particular group of people. Survey may be conducted by phone, mail, via the internet and sometimes face to face on busy streets corners. It is often used to assess thoughts, opinions and feelings. It can be specific, limited or they can be more global. It is possible to collect data from large and small populations. It is commonly used method of collecting information by asking questions. It is a most common type of quantitative social research in which the researcher selects a sample of respondents for a population and administers a standardized questionnaire to them. The major steps of survey research are:

selection of the problem, identifying the research questions, identifying the population, the sampling frame and the sample, determine the design and data collection procedure, develop or locate an instrument, administer the instrument, analyzing the data and writing report considering the ethics. In this study, I have used the same process while conducting this particular research.

Therefore, I have used cross-sectional survey design to conduct my research because I wanted to get to know the behavioral and attitudinal information about the autonomous learning in semester system which is impossible with the help of other research design. Hence, I have chosen this design as the design of my research study.

Population, Sample and Sampling Strategy

The populations of this study were the pre service teachers studying in M.Ed. and teacher educator of Tribhuvan University. I randomly selected five teacher educators of Tribhuvan University and under random sampling procedure; lottery was used to select the pre service teachers of TU in this study. The sample of the study included thirty five pre-service teachers and five teacher educators. I employed unstructured interview via online process to the teacher educators and administered open ended questionnaire via mail or face to face to the learners (pre service teacher).

Sources of Data

Both primary and secondary data were used in this study. The primary sources of data were the pre service teachers studying masters in semester system and the teachers of TU. The secondary sources of data were different articles and research related to autonomous learning in higher level and semester system. Some of the secondary sources were “Autonomous Learning Capacity of EFL Students Teachers” by Gulten (2015), “Teachers’ and Learners’ Autonomy” by Bension (2008), “Learner Autonomy and the Language Teacher” by Crabbe, etc.

Research Tools

For the fulfillment of the objectives of the study, I used a set of questionnaire for the learners and online open ended interview for the teachers to collect the data. Set of questions administered and audio record of interview were used to furnish the proof and for the collection of data.

Data Collection Procedures

A researcher should follow the certain and systematic procedures while collecting data. So I used step wise procedure for the collection of data. In the beginning I used the set of the questions for interview and questionnaire to administer on participants. Then I went to the site for granting or taking permission from administration to carry out the research, explaining the purpose of my study. Thereafter, establishing the rapport with concerned authorities (learners studying M.Ed. in T.U. and teacher educators teaching there), I administered the questionnaire and conducted online unstructured interview and recorded the data. Then I transcribed the recorded data and analyzed the responses of questionnaire and the interview.

Data Analysis Procedures

After the collection of required data, descriptive approach was used in this study. Data were analyzed descriptively. Under descriptive analysis I used content analysis. For this I studied written material by breaking it into meaningful units using carefully applied rules. I used objective and systematic coding to produce description. Then I summarized and reported written data including the main contents. Contents were written, reviewed and carefully edited. In this way, I analyzed the data of my study.

Ethical Considerations

Regarding the ethical consideration, researcher did not force interviewee to get the expected data. Interaction of the interviewee was kept secret and they were assured not to hinder in their personal life by doing sign on consent letter. Use of language was polite and proper. All the required codes and conduct were followed during the research. The ethics like informed consent, Privacy maintenance using pseudo name or replacing the name of respondents, maintaining trust between researcher and the respondents, and not manipulating or over interpreting data were considered.

Chapter IV

Analysis and Interpretation of the Results

This chapter contains the analysis and interpretation of data. Data were collected by unstructured interview and open ended questionnaire. In this section, I have analyzed data on the basis of following themes:

Roles of Teacher and Learners in Autonomous Learning

Rolesof teachers and learners differ in autonomous learning. There are different roles of learners and teachers on the basis of the task they perform, resources and the materials they use and in term of activities.

Roles of Teacher. Role of teacher in autonomous learning is perceived differently by the teachers and learners. Varieties of role of teachers have been found depending on the responsibilities they fulfill upon the autonomous learners during autonomous learning. Generally, teachers are taken as the facilitator, supporter, motivator and learning path guide. Supporting this, one of the learner participants (L1) articulated his view in this way;

> Teachers apply appropriate learning strategies as a learning path setter, motivator and facilitator. Teachers use the teaching methods that enhance the students more actively setting a learning path.

As per the opinion of learners, teachers work as a guide to the learners in autonomous learning. They help to show the path or track for the learning which smoothens the learning of learners. They show the road map of learning strategies to the learners which makes their learning less problematic, efficient and effective. Teachers design teaching learning methodologies which enhances the learners for fruitful learning. So it can be claimed that teachers play the role of learning path setter, guide and facilitator.

Similarly, next teacher participant (T1) opined;

> In autonomous learning, teacher has to redefine their roles. Teacher can be a resource person, facilitator, source of inspiration, creator of good learning environment, advisor, and true mentor. As it is the time of autonomous learning, teacher must

involve students in self directed learning because it is not possible to provide everything else from the side of teacher.

Regarding the opinion of teachers, it is slightly different form that of the opinion of learners. Teachers have to motivate the learners for learning as motivation plays the vital role for the successful learning. They can help the learners by providing the sources for learning. Teachers should create good learning environment for the learners to foster their learning. They can advise to the learners for proper learning. Teachers should engage the learners in self directed learning. As autonomous learning is student centered learning, learners should take the risk of their own learning rather than depending completely upon the teacher.

Another learner respondent (L2) added;

Basically, teachers design activities and facilitate learners to perform those activities. As a teacher, I think it's necessary and important for helping students to work independently.

In the opinion of learner participant, teachers to undertake their roles in autonomous learning can help the students by designing the learning activities and let the students perform the task independently and collaboratively. Voller (1997) claims that the language teacher may act as a facilitator who initiates and supports decision-making processes, a counselor who responds to the ongoing needs of individuals, and a resource who makes his or her knowledge and expertise available to the learners when it is needed. Teachers are found to be claiming the role of them as resource person, facilitator, and source of inspiration, creator of good learning environment, advisor and true mentor. Similarly, Students have termed the role of teacher as evaluator, initiator, counselor, learning path guide, supporter, facilitator, and motivator. As a whole, the role of learners in autonomous is found to be dominant in comparison to the role of teachers though the learners and teachers have termed them differently. Both the teachers and the learners are found to be supporting the role of teacher as minor role or secondary role.

Roles of Learner. Role of learners is found to be quite dominant in comparison to the role of teachers. The dominant role of learners has been termed differently by the teachers and learners of autonomous learning. In the response to the question "How is the role of learner perceived in autonomous learning?"One of the learner respondents (L3) responded;

Learners' role is viewed as an important factor in autonomous learning as they take more control or responsibility over their own learning process.

Learners of autonomous learning have dominant role. They have to take all the responsibilities of their learning. They are considered as the self risk taker because they have to perform the task on their own. Learners' role is very important as they have to remain more active during the learning. It is not possible to get success in autonomous learning by depending upon the teachers only. Learners are the responsible factor in autonomous learning.

Similarly, another teacher respondent (T2) added;

Regarding the role of learners in autonomous learning, learners should not only be active participant, they must be the active learners. They should be collaborative to the teachers. They should make their self attempt for their learning.

Next learner participant (L4) opined;

Autonomous learning is a system that allows students to work independently. Students work collaboratively and independently by exploring multiple ideas, collect the ideas to perform the task given by the teacher and they remain more active.

Learners work on their own way in autonomous learning. They posses dominant and active role as it is a self directed learning process. But they must perform the task collaboratively so that they can create several ideas for their learning. Collaboration is one of most important element in learning process. Learners should work collaboratively and independently. In the opinion of teachers, role of learners in autonomous learning is perceived as an important and necessary factor. Crabe (1999) mentions, "Learners take the responsibility of their learning." In teacher's perspective, learners should be active, collaborative and participatory in nature. They are information hunter, researcher, reflective practitioner, actively interacting learners, and technology friendly learners. But learners of autonomous learning opines that learners play the role of responsible learners ,self learner, risk taker, active agent, self directed\motivated , creative , active thinker, innovative learner, confident and enthusiastic learners, interactive ,self dependent, explorer, critical thinker, self initiator. Here, the roles of learners are termed differently by the teachers and the learners but both the teachers and the learners have opined that the role of leaner is dominant in autonomous learning in comparison to the role of the teachers.

Differences between the role of teachers and learners in autonomous learning

Autonomous learning is the self directed learning but it does not mean that there is not any important role of teachers. Both the learners and teachers have vital role but it differs in terms of the resources used, modes, activities and methodologies they use.

Active and Passive Role. Autonomous learning is student oriented learning as they perform the activities for learning on their own. They themselves are responsible for their own learning and they themselves are the decision maker for their own learning. But their learning cannot be deprived from the guidance of teacher. Supporting this, one of the teacher participants (T2) articulated his view in this way;

> In my opinion, student's role is main or primary in autonomous learning. Students have to be responsible for finding their own ways of practicing. They are free in the selection of all content but teachers remain passive and they can advise the learners in case of need. So I want to say that teachers play secondary role or I mean they do not have dominant role.

Learners play the primary role in autonomous learning. Their role is very crucial as they are the real strugglers for their learning. They have to explore the ideas for their learning. They should be careful for the selection of content for their own learning. Inappropriate selection of the content may lead to waste of time and irrelevant learning. They themselves become responsible for their learning. That's why it can be said that learners play dominant, active, primary role and teachers play passive and secondary role as they can just lead the learners in the appropriate track for heir learning. Teachers can suggest the learners regarding the activities and method they follow during autonomous learning.

Similarly, another learner participant (L4) mentioned,

> I think, students' role is more crucial in autonomous learning because it is a type of learning where students are self activated and they explore the things what they want to learn and teachers cannot provide everything that the learners need but guide them the way to reach there. Teachers should teach the learners to catch the fish but they should not provide fish to the learners.

Like teachers, learners opine that learners have to create ideas and explore the multiple ideas for their learning. As learners play the dominant role focusing on self directed leaning, teacher just makes the learners handle their learning by themselves. Teachers just show the way to reach destination of their learning and it's learner who should walk on that way. Learners are the real risk takers. They should activate themselves for what they want to learn, how they want to learn.

Another learner respondent (L5) added:

> In my perspective, student's role is important or primary in autonomous learning because students must take the risk for own learning and must be motivated to learn whereas teachers play minor role by guiding them.

Learners have the vital role in autonomous learning. They remain active in their learning and take the risk for their learning. Learners are the real racers of their race course or learning. Learners have the primary, active and major role in autonomous learning. Crabe (1999) also proposes that re-examination of teacher role is needed in helping students to become more autonomous. As students begin to take more responsibility of their learning, teachers need to play the role of the facilitator or counselor Teachers in autonomous learning are found to be playing secondary role or background role. They guide the students, show the way to the students for better learning. They make the way of learning by counseling or facilitating the learners regarding resources, material needed. Here both the learners and the teachers claim that the learners of the learning autonomy posses dominant role as they are the real and responsible learners of their learning whereas teachers play the minor role or they do have minor role in the autonomous learning.

Initiator and Risk Taker. Teacher plays the role of initiator or the beginner as he or she designs the activities and facilitates to perform those activities. Where learners based on designed activities, start working collaboratively and independently taking the risk of being responsible on their own. Supporting it, one of the teacher participants (T3) articulated;

> I think, teacher initiates the learning by creating learning environment, generating sources of learning, etc. and learners undertake their learning based on those sources and created learning environment.

Teachers believe that teachers play the role of beginner or the initiator during the autonomous learning of learners. They can create appropriate learning environment for the

learners. Teachers can design the activities, methodologies and can provide resources to the learners to ease their learning or to proceed their learning up to the end whereas learners become responsible to take the risk and proceed their learning. They perform the task on their own in autonomous learning.

Similarly, another teacher respondent (T4) added;

> In my view, teachers help to start the learning in students suggesting the ways, technologies, method, activities, etc and learners following the guidelines sustain in the way of their learning. So I can say that learners are risk taker and the teachers are initiator.

Another learner respondent (L4) said;

> We can say that the role of teachers differs in terms of modes of learning, from a initiator to that of a listening negotiator. Teacher should find out means of responding to learners' questions and of helping them manage their own learning and teacher should interact with learners.

Here, teachers believe that they play the role of initiator. Teachers let the learners to start off their learning by advising the learners regarding the ways to learns, designing the activities whereas learners should lead their way of learning by following the guidelines of teachers whereas learners preferred to claim their role as risk taker. Kumar (2019) supports that, teachers in modern classrooms are no longer lecturers, they are facilitators, and they are architects or initiators. The teacher must understand about the student and teacher must learn from the student. The most important prerequisite for a person to become an effective teacher is one must possess a good understanding on the changing role of teachers. Also the person must be very conscious about the space where they are in and they should have the passion and skill in grooming children. Self-introspection on the qualities and efficiencies and the degree of reach of their tactics will definitely empower them to achieve the objective. Learners are found to be exploring multiple ideas on the activities designed, collecting the ideas to perform the task given. Learners remain more active following participatory process trying to achieve something that they really would like to. Teacher just initiates the environment or activities by designing it and learners proceed in the race course as risk takers. Seri (2013) claims that a risk taking student is typically a student who actively participates in discussion in the class room and usually he or she is not afraid of making mistakes, he or she is willing to take part in the class discussion without any fear. Here,

Learners and teachers have claimed different role of theirs. Learners are found to be undertaking their role as risk taker but the teachers undertake their role as initiator. They do not claim same role of theirs.

Resource Person and Information Hunter. The resourceful teacher should keep an open mind, value all kinds of different students, be respectful of different thoughts views and suggestions and be open to considering new ideas. If teachers are resourceful, then the students become resourceful too. There has been a problem that teachers do not have enough resources and they should be given enough resources by the institution affiliated to. Supporting it, one of the learner participants (L5) viewed;

> I think, teacher is a resource person in autonomous learning because he or she optimizes learning conditions by helping learners be aware of a wide range of alternative strategies, and by, for example helping them develop an awareness of learning styles.

Learners viewed that teacher in autonomous learning play the role of resource person. Teachers suggest their students about the different learning requirement and conditions which ease their learning. Teachers make the learners aware about the different methods, techniques and activities to be followed during their learning process. For this teacher must be resourceful. Teachers must be given teacher education about how to be resourceful as autonomous learning is a new and unfamiliar kind of learning. If teachers lack the resources for learning, it may hinder in the learning process of learners. And teachers and learners should have proximity so that teachers can aware the learners about learning styles and strategies well.

Next teacher participant (T5) opined;

> From my perspective, learners are the information hunter as they have to collect multiple ideas, explore information regarding their learning visiting different website, library, friend, teacher, etc. And teacher can facilitate the learners by being resourceful person because if teachers are resourceful then learners too become resourceful and can be a good information hunter.

Unlike learners, teachers focusing on both of theirs role claim that learners in autonomous learning are claimed as information hunter as they have to explore several or multiple ideas regarding their learning. Learners can explore the information using different sources. They can visit library, use online modes of learning, can have discussions with teachers and friends to accumulate ideas regarding their learning. And for this teachers must

be the resourceful because teachers are the road map for the students. Tout (2016) supports, “Resource teachers are primarily involved in developing the student's behavioral, social and academic skills, and also helping them to progress emotional and teaching them to interact effectively in everyday social situations.”Teachers and learners have opined that to be successful autonomous learner, learners must be an information hunter. They should visit library, different websites, and they should be technology friendly. They have to pursue each and every aspect of information related to their learning. Here, learners focusing on their own role claim themselves as information hunter whereas teachers support their role as resource person as they provide the learners resources for their learning.

Material Developer and Active Participant. Teachers plan and prepare for lesson, modules and courses. Teacher should sustainably improve his or her teaching performance and improve the material he or she uses to maintain the quality of education in autonomous learning. Teachers design and develop the materials which enable students to improve their understanding of subjects and performance in the test, examination. It is actually an ability to make use of relevant sequencing approaches so that learning material unfolds in a systematic and logical manner.

No one can deny that developing and adapting materials is difficult and demanding, but it is necessary in order to offer our language students other avenues and alternatives to practice the target language in more authentic and independent ways. Materials development and adaptation does not belong only to book writers and publishers. Mainstream English teachers can create and adapt materials with a little of extra time, motivation, creativity and love. It is indeed a process that with practice and trial and error method becomes more and more rewarding and necessary in our teaching contexts. It is also a way of keeping ourselves updated in new teaching trends and idea. Regarding it, one of the learner participants (L4) expressed;

> I would like to claim that Developing and adapting material is difficult demanding. Material development and adaptation does not belong only to book writers and publishers. Teacher can also create and adopt materials with a little of extra time, motivation, creativity, and love. Teacher should create and adapt materials to lighten up the learning.

Learners support that material development is not an easy process. Teachers in autonomous learning have to develop teaching learning materials on the basis of the demand

of the learners. Teachers should not only just depend on the book writers and the publishers for the teaching learning materials, rather they can even engage themselves in the development of materials as they are psychologically more close to the students. Teachers can develop the teaching learning materials by providing extra time and effort and considering the level, background and demand of the learners which without any doubt helps in the learning process of learners.

Another teacher participant (T4) argued;

> In my view, learners of autonomous learning play the role of active participant as they engage themselves in brainstorming, collaborative virtual classroom, online discussion, etc.

Unlike learners, teachers focusing on the role of learners opine that learners remain more active in autonomous learning. Materials developed for the learning also plays the vital role to keep them active. If there are enough materials for the learners to continue their learning process, learners feel easy to sustain their learning but if there are not sufficient materials, learners may face difficulties and challenges and may abstain their learning due to the boredom. They may feel de-motivated for their selection in the learning. So for this teacher themselves can develop the materials or can provide the access to the materials which are required to the learners. And learners using those materials can keep themselves active or engaged in the learning. Learners can even engage themselves in virtual classes, online discussions, brainstorming for the active participation.

Next teacher respondent (T3) mentioned;

> In autonomous learning, learners have to involve themselves in creative projects, self directed learning, mindful activities and interactive discussions. That's why, it can be said that learners are the active participants in autonomous learning.

Autonomous learners remain more alert and active during their learning. Learners have to be creative and critical. They should direct their learning by themselves; engage themselves In the different task like projects work, mindful activities designed by the learners and interactive, collaborative and independent learning activities or the task designed by the teachers.Salas (2004) points out that the teacher is a resource developer. This role means that the teachers need to adjust the learning material in order to appropriate the learning process. Autonomous learners should actively participate in the learning activities using the material

developed by the teacher. They should actively do the task on their own using the materials. Here teachers and learners in each other's role have different opinion. Learners focus on the role of teachers as material developer but the teachers focus on the learners' role as active participant.

Other Differences. There are so many differences in learners and teachers of autonomous learning based on the use of material, in terms of modes, participation. Teacher can motivate the learners, create good learning environment, advice in case of difficulties to learn during the autonomous learning of learners. So it can be claimed that teachers play the role of motivator, creator of learning environment, advisor or the facilitator. Responding the question, "How do the role of teachers and learners differ in autonomous learning?" One of the learner respondents (L1) reported;

> In autonomous learning, teacher has to redefine their role. Teacher can be a resource person, facilitator, source of inspiration, creator of good learning environment, advisor, and true mentor. Regarding the role of learners in autonomous learning, learners should not only be the active participant, they must be collaborative to the teachers, information hunter, researcher, reflective practitioner, interactive with teacher, technology friendly learners.

Learners opine that there are numerous roles of teacher and learners in autonomous learning. Their roles can be different in terms of the activities they do, resources they use, or in term of the modes of learning. In over all, learners play dominant learning as learning autonomously means the learners become responsible for their own learning whereas, teachers play the role of resource person, creator of the good learning environment. Learners are the real racers of the race course guided by the teachers.

Similarly, another teacher participant (T1) mentioned;

> Simply, teachers design activities and facilitate them to perform those activities and students work collaboratively and independently by exploring multiple ideas, collect the ideas to perform the task given by the teachers. Teachers play the role of facilitator and students remain more active following participatory process trying to achieve something that they really would like to. It is more like collaborative process.

As like learners, teachers also claim that learners play crucial role in learning autonomously but the learning cannot be deprived from including the role of teachers.

Learners are guided by the teachers. They are suggested, advised, guided by the teachers. Learners may face challenges and difficulty or may have inappropriate selection of the content for their learning if they are not facilitated by the teachers. Teachers make their learning easy providing them the resources, creating or designing the task or the activities.

Next learner respondent (L2) argued;

> Role can be different regarding the use of resources, in term of modes as learners and teachers do their activities on their own.

Learner also support that role of teachers and learners can be termed differently on the basis of the task they perform, materials they develop and use, activities they design and follow, or it can be different on the basis of learning styles they adapt in their learning. Autonomous learners are considered as the self learners but they can be guided by the teacher. Learners can actively participate in the activities or the task designed by the teacher. They can also use the resources provided by their teacher for effective learning. They can build up cooperative and interactive relation with teachers too which helps to maintain the proximity between them. Based on these things, it can be told that learners play the role of active learner, a good researcher, actively interactive. In order to foster students leaning autonomy, teachers need to adapt to perform a variety of roles. The roles of teachers can be categorized as manager and organizer, facilitator, counselor. (Richards and Rodgers 1986, p.77) Here, both the teachers and the learners support that the learners of autonomous learning play crucial role than the teachers though their roles can be termed differently according to the activities they perform.

Challenges in Autonomous Learning

Autonomous learning has become a modern trend in ELT. But it is a very challenging task for both the learners and the teacher to undertake their roles in autonomous learning. Responding to the question, “What sorts of the challenges are faced by teacher and learners in autonomous learning?” one of the learner participant (L3) said;

> The first thing related to challenge is system. For example; in our context, our system allows both teachers and students to focus on the textbook and prepare for exam rather than independent projects. The system should allow students to do some effective project of their own interest rather than focusing on text book for exam. The system is very rigid. And another challenge is the lack of teacher education to design

activities and facilitate students meaningfully in doing those activities. It is more like lack of education, training, etc in developing activities and facilitates students more in autonomous learning.

Learners opine that learners and teachers of autonomous learning have to face many challenges and problems during the teaching learning period. Learners and the teachers face difficulties during the teaching learning process due to the traditional system. The traditional system focuses on the exam oriented courses or theoretical aspect rather than practical aspects where learners learn by doing such as project work, field work. Modern trends of learning, which focuses on the need and interest of the learners, practical based, based on learning by doing should be used in teaching learning process. The traditional rigid system must be replaced by the modern teaching learning methodologies to make the autonomous learning fruitful and advanced. Teachers are found to have lack of teacher training. If given, they are just for the formality and it is really difficult for the teachers to imply the training skill due to the lack of teaching learning materials.

Similarly, another teacher participant (T5) argued;

Talking about the challenges faced by learners, they may lack the resources, they may find difficulty without constructive support from the teacher, they can be guided with traditional mindset in the absence of teacher, learning hardly takes place, they may face the challenges like inappropriate environment for learning, family support for learning, managing the time, lack of ideas about strategies, etc.

Unlike learners, teacher claim that learners have to face more challenges in learning in the absence of teacher and it does not mean that teachers are deprived of the challenges. Challenges faced by the learners and teachers can be different in terms of the resources they use, modes of learning. Regarding the challenges of the learners, they may be guided with the traditional mindset or the inappropriate way of learning in the absence of teacher. They may face the problems regarding resources and process of learning when they do not maintain collaborative and participatory process in learning. Learners should make interactive relation with their teachers; they should be guided by the teachers. Without the proper guidance, it is hardly possible for the learners to make their learning appropriate and relevant. There is the role of family as well to support their learning. It is very difficult to manage the time for completing all the task or activities, visiting library, websites to generate or accumulate the

ideas related to learning. So it can be said that autonomous learners are intertwined with several challenges during their learning.

Next teacher participant (T2) mentioned;

> Challenges might be related to the lack of resources. For example; if you search for an article or journal in online mode, this is not very easy to find out , there is no culture of autonomous learning. Teachers seem to do autonomous learning as a part of their compulsion.

Teachers also opine that challenges which teachers and learners face in autonomous learning can be related to different aspect of teaching learning activities. It is very difficult to get the enough learning materials for autonomous learning. Leach (2000) points different factors which are responsible while implementing and challenging self directed learning strategies viz. context, domain of knowledge and level of learning, socialization, confidence, motivation, time, resources and age. Another great problem for learners and the teachers is that learners and teachers take autonomous learning as a part of compulsion which they have to perform just for the completion of certain level of learning. Learners and the teachers do it just for the formality due to the lack of teaching learning materials they need for their learning. Both the teachers and the learners have their own opinions regarding the challenges of each other. Learners are mostly found to be focusing the challenges of teaching learning strategies and system whereas teachers have considered the lack of teaching learning materials and teacher training programs as the major challenges.

Chapter 5

Findings, Conclusions and Recommendations

This chapter concludes my study which I have drawn out from chapter one to chapter four. Based on the analysis of data and interpretation of results, the findings of the study were derived. The findings of the study led to some conclusions and recommendations based on the study. More especially, the final chapter discusses the main findings of the study presented in chapter four. It also deals with major findings of the study, conclusion and recommendation to the policy maker, ELT organization, teacher educator, ELT researchers and ELT practitioners. It is all about the brief description of my research study.

Findings

The main aim of the study was to find out the roles of the teachers and learners regarding the autonomous learning and to find out the challenges in undertaking the roles. To fulfill the objectives, data were collected by administering questionnaire to the thirty five learners and online unstructured interview to the five teachers of the Tribhuvan University. The following results have been drawn out from the analysis and interpretations of the data.

Roles of Teachers and Learners. This study showed that both the teachers and learners view the role of learners as dominant role and the role of teacher as secondary role. Teachers posses the role of initiator as they create the learning environment with the proper guidance whereas learners play the role of risk taker as they undertake the responsibilities under the guidance of the teachers. Teachers are considered as the resource persons in autonomous learning and learners are considered as the information hunter as they have to explore numerous ideas for their learning. Teachers and learners opined that teachers can play the role of facilitator, material developer, guide and learners play the role of risk taker, responsible learners, and active participant. Role of teachers and learners differ in several aspects such as use of materials, modes of learning, use of resources. The study also shows that learner's role is very crucial in comparison to the role of teachers because learners do the activities on their own, become responsible and direct their learning by themselves taking the risk. The role of teachers and learners shows that the current trend of the autonomous learning is mostly based on the philosophy of constructivism as it leads directly to the proposition that knowledge cannot be taught but only learned promoting the self directed learning as a necessary condition for learner autonomy.

Challenges. This research revealed that there is no culture of autonomous leaning in use rather it has just become a fashion as teachers and learners undertake their duties and responsibilities as a part of compulsion. It is found that the autonomous learners guided by the teachers during their learning posses more confident in comparison to the learners who proceed their learning in the absence of teachers. The study shows that there is the lack of teacher education for the teachers to facilitate their students in autonomous learning. The data and the information collected in this study showed that it is not possible to make the trend of autonomous learning fruitful without the availability of technologies, library and other resources or the materials. Learners are engaged in project work, field work, presentation, group work, seminar but these activities are not repeated frequently due to the heavy laden courses and limited time of semester system. It is found that teachers do not have enough teaching learning materials to facilitate the learners. It also shows that there is the practice of traditional teaching learningsystem to some extent which ground on the philosophy of positivism where teachers are considered as the purveyors of knowledge and wielders of power.

Pedagogical implication. For the effective implementation of autonomous learning system, a well equipped library or self access centre should be there at least in the department or the institution. Teachers or the institution or the department should organize the activities like seminar, workshop, webinar, sharing research for developing sense of autonomy. Teachers should be given enough resources by the institution affiliated to and both the learners and teachers should be given orientation, instruction about autonomous learning regarding the change in methodology and system to be followed. There should be interaction between the teachers and the learners which helps to convince the learners for autonomous learning. Stakeholders need to work on the revising curricula, exam system related to project and research and help the teachers to develop theme activities and materials.

Conclusion

This study has analyzed the roles of teachers and learners in autonomous leaning along with the challenges in undertaking the roles by them.Conducting a descriptive qualitative study and collecting data from thirty five pre service teachers and five teacher educators, the study showed that the roles of learners and the teachers in learning autonomy seem to be quite different. The learners possess active role in autonomous learning whereas as the teachers play passive role. Their roles shows that the current trend of autonomous

learning in semester system is based on the school or philosophy of constructivism as it leads directly to the proposition that knowledge cannot be taught but only learned promoting the self directed learning as a necessary condition for learner autonomy. The role of teachers and learners differ in terms of the resources, learning styles, modes of learning in learning autonomy. The roles of teacher in learning autonomy are facilitator, material developer, learning path guide, resource person, initiator, whereas the roles of learners are termed as risk taker, self directed learner, responsible, explorer, active participant, information hunter. Learners and the teachers use different terms to define their roles as mentioned above but they support that the role of learners remains dominant. The study also highlights that Learners and teachers are facing different problems in learner's autonomy due to which the learning system which they follow does not completely address autonomous learning. The major problems against autonomous learning are the lack of learning materials, lack of teacher training to the teacher educators, exam oriented teaching learning system, less use of the activities like; project work, presentation and heavy courses but short time period. These problem and challenges show that though the learning system is based on the philosophy of constructivism, it to some extent is followed by the school of positivism where teachers are considered the purveyors of knowledge. To make the autonomous learning fruitful, it is necessary for the teacher educators to have teacher training programs regarding autonomous learning. Enough teaching learning materials and resources must be available in the department or the institution. Learners have to maintain interactive relation with their teachers. Learner centered activities like project work, presentation, seminar, workshop must be provided to the learners. Without implementing the solution mentioned above it is difficult for the learners and teachers to learn autonomously and to lead them to learn autonomously respectively. Therefore, it is challenging for the learners and the teachers to undertake their roles in learning autonomy and for the effective implementation of autonomous learning system, a well equipped library or self access centre should be there at least in the department or the institution. Teachers or the institution or the department should organize the activities like seminar, workshop, webinar, sharing research for developing sense of autonomy. Teachers should be given enough resources by the institution affiliated to and both the learners and teachers should be given orientation, instruction about autonomous learning regarding the change in methodology and system to be followed.

Recommendations

On the basis of finding and conclusion of the study, I have suggested some of the recommendations. In this section, I have also mentioned the things that can be studied in this field of autonomous learning.

Policy level. Related stakeholders like University and resource centre should manage the required teaching learning material, resources to the teachers and the learners so that they can undertake their role easily in learning autonomy. Teacher educators should be given teacher education regarding modern trends of teaching learning strategy and regarding the use of technology. Teaching learning system, evaluation system, curriculum should be made contextual and relevant and should address the needs of learners. Teachers should be given teacher's guide related to autonomous learning. Teachers ought to be given ICT related training as ICT plays the vital role in autonomous learning. There should be interrelation with the time duration, the course and the evaluation system.

Practice level. On the basis of data analysis and findings of this study, some of the recommendations have been made at practice level. Teachers have to engage the learners in different project works and presentation according to the need and demand of the learners. Learners also should make interactive, collaborative and participatory relation with their teachers and friend to explore the ideas with discussion about their learning. Teachers should not complete the course as a part of compulsion rather they should guide the learners to be responsible learners. Teachers have to be a resourceful person so that their students become resourceful too. Learners ought to participate themselves actively in learning and being collaborative with teachers for the appropriate and relevant learning.

Further Researches

This research is not complete in autonomous learning because it doesn't cover all the areas of autonomous learning. So some possible areas which we can carry out to extend the area of autonomous learning are recommended here.

i. Challenges to the learners in undertaking their roles in autonomous learning.
ii. Benefits and challenges in implementation of autonomous learning.
iii. Gap between the policy and practice of autonomous learning.

References

Alonazi, M. (2017). The role of teachers in promoting learner autonomy: secondary school in Saudi Arabia. *English Language Teaching*, v10 n7 p183-202, 2017.

Benson, P. (2008). Teachers' and learners' autonomy.In T. Lamb & H. Reinders (Eds.), *Learner and teacher autonomy: Concepts, realities and responses* (pp.15-33). Amsterdam: John Benjamins Publishing Company.

Brown, J. D. (2001). *Using Surveys in Language Programmes*. Cambridge: Cambridge University Press.

Claireson, R. (2017). Seven key teaching methods in masters education. *Retrieved from accessmastertour.com.*

Crabbe, D. (1999). Learner autonomy and the language teacher. In C. Ward, & W. Renandya (Eds.), *Language Teaching: New Insights for the Language Teacher*. SEAMEO Regional Language Centre. Anthology Series 40, 242-258.

Dam, L. (2008). In-service teacher education for learner autonomy.*Independence*, 43, 21-28.

Farrell, T. S. C., & Jacobs, G. M. (2010).*Essentials for Successful English Language Teaching*. London: Continuum International Publishing Group.

Gharti, L. (2019). Self directed learning for learner autonomy: perception of teacher and students. *Journal of NELTA Gandaki*. (pp.62-73).

Gardner, D., & Miller, L. (1999).*Establishing Self-access: From Theory to Practice*. Cambridge: Cambridge University Press.

Gulten, G. (2015). Autonomous learning capacity of EFL students teachers. Germany. *International Journal of Languages' Education and Teaching*. (p.23-42).

Hassaskhah, J. (2005). *Cooperative Learning*. Rasht: Guilan University Press.

Hill, B. (1994). Self managed learning: state of the art. *Language Teaching*.27, 213-23.Retrieved from https://doi.org/10.1017/S0261444800000185.

Joshi, R. K. (2011). Learners perception and teachers belief about learner autonomy in language learning. *Retrieved from www.researchgate.net*.

Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Post method*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lamichhane, P. (2007). *Identifying the Challenges of Autonomous Learning Among International Masters of Research Students in Western Sydney*. Sydney. Western Sydney University.

Lanier, T. J. (1997). Redefining the role of teachers: it's a multifaceted profession. *Retrieved from edutopia.org*.

Lee, L. (2016). Autonomous learning through task based instruction in fully online language courses. *Language learning & Technology*. 20(2), 81-97. Retrieved from http://llt.msu.edu/issues/june2016/lee.pdf.

Little, D. (1991).*Learner Autonomy: Definitions, Issues and Problems*. Dublin: Authentic.

Ministry of Education (2016).*Education Act: Eighth Amendment*. Kathmandu: Author.

Murphy, L. (2011). Autonomy in context: a tale of two learners. In D. Gardner(Eds.), *Fostering Autonomy in Language Learning*. (pp.17-27). Gaziant: Zrive University.

Mosoulech, S.N. &Jooneghani, B. R (2012).*Autonomous Learning: A Teacher Less Learning*. University of Malyasia.

Omaggio, A. (1978). *Successful language Learners: What do we Know About Them?* ERIC/CLL News Bulletin, May, 2-3.

Paiva, V. (2011).Identifying motivation and autonomy in second language acquisition from the perspective of complex adaptive systems. In G. Murray, X. Gao, & L. Lamb (Eds.), *Identity, Motivation and Autonomy in Second language*. (pp.57-75). Bristol: Multilingual Matters.

Palfreyman, D. (2003). Introduction: culture and learner autonomy. In D. Palfreyman, & R.C. smiths (Eds.), *Learner Autonomy across Cultures, Language Education Perspectives*. (pp.1-23). New York: Palgrave Macmillian.

Rector Office of TU.(2070). TU semester system operational guideline.*Retrieved from www.digitaloceanspaces.com*.

Reports of Various Commission on *Education in Nepal*. (2066). Kathmandu: Makalu Books and stationery.

Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered? *The Internet TESL Journal*, 4 (11).

Ustunlouglu, E. (2009). Autonomy in language learning: do students take responsibility for their learning? *Journal of Theory and Practice in Education*. 5 (2), 148-169.

Veugelers, W. (2011). Introduction: linking autonomy and humanism. In W. Veugelers (Eds.), *Education and Humanism: Linking Autonomy and Humanity*.(pp.1-9). Boston Sense Publishers.

Voller, P. (1997). Doe the teacher have a role in autonomous language learning? In P. Benson, & P. Voller.(Eds.), *Autonomy and Independence in Language Learning*. (pp. 98-113). London: Longman.

Willson, J., Sabir, F. & Thomas, J. (2016).*Shifting Dimensions of Autonomy in Students' Research and Employment*. London. Information UK Limited.

Yang, T. (2005). An overview of learner autonomy: definitions, misconceptions and identifications. *Retrieved from http://repo.lib.ryukoku.ac.jp/jspui/bitstream*.

Ziyu, L. & Xiao, J. (2019).*Study on Strategy of Improving Self Learning Ability of College Students.* China. EDP Sciences.

Zimmerman, B. J. (1988). Developing self fulfilling cycles of academic regulation: an analysis of exemplary instructional models. In D. H. Schunk, & B. J. Zimmerman. (Eds.), *Self Regulated Learning: From Teaching to Self Reflective Practice*. (pp.1-19). New York: Guilford Press.

Appendix

Teacher Narrative Guidelines

Dear sir/ madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled **Autonomous learning in Pre service Teacher Education** under the supervision of teaching assistant **Mr. ReshamAcharya**, the Central Department of English Education, T.U., Kirtipur. This research study attempts to explore the role of teachers and learners in master education of semester system during autonomous learning in a comparative way.

Therefore, your kind co- operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept confidential.

Thank you for your valuable time!

Researcher

Saraswati Adhikari

M.Ed Fourth Semester, T.U, Kirtipur

Questionnaire

These questions are for the purpose of collecting data for research study. Respondents are requested to answer the questions on the basis of their real learning experience. It is ensured to you that ethical considerations will be maintained to the fullest.

Name: Level: College:

Contact No.: Specialization: English

Open ended questions/ Subjective questions

a. What are the roles of teachers in autonomous learning?

……
……
……
……

b. What are the roles of learners in autonomous learning?

……
……
……
……

c. What sorts of the challenges are faced by learners and teachers in autonomous learning?

……
……
……
……

d. How is it possible to overcome such challenges for teachers and learners?

……
……
……
……

e. Whose role do you think is crucial in autonomous learning? Students'?or Teachers'? How?

……
……
……

f. How is it possible to maintain crucial role of teachers and learners in autonomous learning?

……
……
……
……

Thank you!

Questionnaire for teachers' online unstructured interview:

1. How do teachers and learners perceive about their roles in autonomous learning?

2 How do the roles of teachers and learners differ in autonomous learning?

3 What sorts of the challenges are faced by learners and teachers in autonomous learning?

4 How is it possible to overcome such challenges for teachers and learners?

Thank you!