

CHAPTER ONE

INTRODUCTION

This is the study on **Autonomous Learning Activities of the Students for Developing their Speaking Skill**. This introduction chapter consists of the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

1.1 Background of the Study

Autonomous learning activities are the self-motivated and non –directive learning activities which help the students to learn by their own potentiality and speed. In other words, it is focused on the human dignity, freedom and personal act to fulfil the one’s potentiality. It is one of the basic requirements in language teaching and learning.

Defining learner autonomy, Hedge (2000, p. 410) says autonomy as “the ability of the learner to take responsibility for his or her own learning and to plan, organize and monitor the learning process independently of the teacher”.

Learning is a continuous process. When a child is born then he/she starts to learn. A child needs profound support from his parents, caretakers and other family members to be autonomous, independent and self-regulated independent decision makes in learning whereas most of the teachers and parents as well as caretakers should take care and provide required treatments to make the students self-motivated, autonomous and independent. Students should also respond in accordance with his/her environment.

Bound (1988, p.23) mentions that autonomy is an approach to the learning in which students take some significant responsibility for their own learning over and above responding to instruction. Learner autonomy refers to the features of learners to be entirely responsible for their learning. This does not refer to the reduced role of teacher; rather it makes the learners better and keep them

activate themselves so that they can get better resources from the teacher for their learning. The learner should be encouraged to adopt strategies for decision making, risk-taking critical thinking and self -reflecting for second language learning. Learner autonomy is self-directed, self-motivated and self-reflective learning. Learner is highly enthusiastic about taking responsibility for their learning. The role of teacher needs to be central in developing autonomy in the learners. An autonomous learning activity is one of the interesting phenomena in the field of second language acquisition. The term autonomy refers to one's ability to decide the laws for oneself. An autonomous learning emphasizes that the autonomy of learner approach to learning rather than method of teaching. Self-study, library study, peers coaching and group studies are the good example of autonomous learning activities. In autonomous learning, learner is totally free for all the decisions concerned with learning according to learner autonomy. Similarly, when a learner starts to learn a language or any skill of language he/she needs scaffolding, feedback, motivation and encouragements. With proper teaching learning activities, techniques and strategies to be a self-governed self- motivated and independent, either in or outside the classroom. In this era, each individual wants to be free in his/ her life to make decision and choose correct goal in his/ her efforts. On other hand, teacher also plays crucial role to make his/ her learners autonomous by applying his techniques, strategies and activities in effective manner while developing the autonomous learning activities of the students.

Speaking skill refers to the ability to express our emotions, feelings, ideas and experiences through oral medium. In other words, it is the productive skill in oral mode. It is productive skill like writing, Chaney (1998,p.13) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context”(as cited in Kayi, 2006). It is very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. Speaking is complex and complicated skill because in addition to the structure and

vocabulary items, it involves thinking of what is to be said. Simply, we can define speaking as an ability to express one intelligibly and fluently in a foreign language.

Autonomous learning activities and speaking skills are buzz terms or inter-related in which most of the students want to be developed their speaking skill and ability through the freedom environment to own their efforts and potentiality. If the students or learners want to be autonomous and independent, they will learn or develop as much as they can themselves. We cannot be separated to the autonomous learning activities and speaking skill. By engaging in the autonomous activities, students can develop their speaking skill. Most of the teachers in Nepal in their ELT classes, they use the teacher centred activities and techniques. They have not much more practiced autonomous learning activities. So, I have investigated these activities in this thesis.

1.2 Statement of the Problem

Autonomous learning activity is an inevitable matter to all the people of the world who want to develop sound competency in language use. Each and every people want to be autonomous in their respected field where they are engaged in. However, autonomous learning activities are challenging tasks. To develop their speaking skills, learner should be autonomous. Without getting support from the teachers it is difficult to be autonomous. Each and every individual want to be free from restriction and controlled environment and take risk and responsibility and make decision and determines his /her one objective to learn language and other skills as well.

Although, different research works are conducted in the area of autonomous learning but they are not sufficient to the study of autonomy in the context of Nepal. In this regard, I have conducted the research entitled “autonomous learning activities of the students for developing their speaking skill”. I aimed to find out the autonomous activities of the students in developing their speaking ability. Hence, my study provided some insights to the students to be

autonomous in their learning. They have been familiar with the self-learning activities as well autonomous learning. Some of the issues and problems addressed in this research are:

- There is no particular environment to the students for learning in learner friendly environment and this study has tried to find out how one can create self-learning environment in his/her learning
- There is a maximum used of the teacher centred techniques and activities not use of student centred activities are not used to the great extent. So, this study has stated the issue of learner centeredness for developing their autonomy.
- There is no access in self resources to the students for learning in their autonomous attempts, thus it has discussed about what are the access of students for developing autonomy.
- There is no proper activity in and outside the classroom for developing a sense of self- motivated learning. So, this study has tried to discuss the inside and outside activities.

In this way, I have addressed the above issues and problems in this research and it supports to be helpful in the literature of autonomous leaning activity of the learner to the autonomous activity of the learners.

1.3 Objectives of the Study

The objectives of the study were as follows:

- To find out the autonomous learning activities the students for developing their speaking skill.
- To find out the role of teachers in developing autonomy for the student speaking skill.
- To provide some pedagogical implications.

1.4 Research Questions

This study was based on the following research questions:

- What kinds of activities and techniques are used by the students as the autonomous activities for developing their speaking skill?
- What sorts of changes should be brought to develop learner autonomy and make autonomous learning activities in current situation?
- What is the role of teachers in developing learner autonomy?

1.5 Significance of the Study

This research is significant for the language teachers, students, textbook writers, syllabus designer's methodologist, researcher, linguists and other who are directly and indirectly related in the field of ELT. This research study is useful for language teachers who strive for autonomous and independent learning activities in ELT classroom. Educational planners can modify their approaches strategies and techniques in the light of the information provided by this study. Likewise, it is helpful to the institutions of ELT to design and conducts the various students centred activities for developing speaking skill through the autonomous learning activities. This study is basically benefited by the researcher who finds out the autonomous activities and how to develop the speaking skill of the student in ELT class room situation. This study is helpful for students to address their interests in autonomous learning activities.

1.6 Delimitations of the Study

The study was limited under the following respects:

- The population of this study was limited to the Master's level students of Tribhuvan, University and their respective teachers.
- The study was limited to M.Ed. first semester students only.

- The data was taken from thirty students and five teachers who teach them.
- The study was specific to the study of autonomous learning activities in developing the speaking skill.
- Questionnaire was used as the tool for data collection.

1.7 Operational Definition of the Key Terms

The following are the key words used in this study.

- Autonomous Activities** : In my study, it refers to self- motivated and non- directive learning which help to students for developing their speaking skill.
- Autonomy** : In this study, it refers to one's ability to decide the laws for oneself.
- Speaking Strategy** : In this study, speaking strategy refers to the ability or ways of convey the messages or information between one to another.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of related theoretical literature on learner autonomy, review of related empirical literature, implications of the reviewed literature and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

This sub-heading discusses the theoretical aspects related to autonomous learning activities of the students for developing their speaking skill. The discussion is processed with the concept of learner autonomy, importance of autonomous learning, reason of autonomous learning, teacher role for autonomous learning activities, strategies of autonomous learning, developing speaking and developing strategies of speaking are respectively.

2.1.1 Learner Autonomy

The term 'Autonomy' has been derived from the ancient Greek word 'autonomous'. Hence, the word 'auto' means self and 'nomous' means law. It means autonomous refers to one who gives oneself he/she own law of learning. Hedge (2000, p.410) states that, the ability to take responsibility for his or her own learning and to, plan organize, and monitor the learning process independently of the teacher. It means learners can be ready to learn the subject matter according to their efforts by supporting the teachers. Similarly, Holce (1995 as cited in Dickinson 1995, p. 136) presents that autonomy as the capacity and critical ability to reflect on one's experience and to take charge of one's own learning.

In my opinion, autonomy means ability which shows the student own learning experience while doing autonomous learning activities. So, autonomy is the self-motivated learning. It is a way to take the charge of one's own learning.

In the same way, Little (1991, p. 76) makes an addition to this definition by stating that autonomy enables learners to determine their objectives, define the context and process of their learning and monitor and evaluate their progress and achievements. It supports to the learner to choose their objectives in autonomous learning activities. In the same way, Pennycook (1997, p.39) defines learner autonomy as “the struggle to become the author of one's own world, to be able to create own meaning, to pursue cultural alternatives amid the cultural politics of everyday life”. If the learners get ample opportunity, they will create the favourable environment in the teaching learning process for autonomous learning. They are ready to struggle to become the independent learners of own their learning. Similarly, Little (1991, p.76) has emphasized that learner autonomy is not a particular method, nor need to be conflated with individualism from this perspective. While discussing about the characteristics, Hedge (2008, p. 42) has presented some of the characteristics of autonomous learners. They are; willing to assume certain responsibility for his\her - Confident in his\her ability to learn, self-confident, motivated and enthusiastic, aware of why he\she wants to learn, unafraid of making mistakes, and good risk-taker.

Similarly, Holec (1980, p.3) mentions autonomy as the ability to take charge of one's learning by determining the objectives defining the content and progression selecting method and technique to be used. Learner autonomy is one of the interesting phenomena in the field of SLA. Holec's distinction between a desirable learning situations or belabours self -directed learning and the capacity for such learning, learner autonomy has been generally accepted in the specialist literature. This distinction enables us to see that learner autonomy may only be involved in arrangements which are often associated with the CALL, self – access and distance learning, for example to the extent that decision making in the areas identification.

Likewise, Prabhu (1987, p.24) defines autonomy as a task or an activity which requires learner to arrive at one outcome from the given information through

some process of thought. Learners also have relation with social constructivism. Similarly, Harmer (2008, p.396) says about the learner training and learner autonomy. According to him, it is possible that some student will be keen to take responsibility for their own learning from the very beginning of a course. However, most teachers know that this is unlikely unless they are given in thinking about how they learn and how this learning can be made more effective. Learning training in other words is a first step on the road to self-directed learning. together there with activities where student is encouraged or even forced, to take responsibility for what they are doing, learner training given those who are prepared to take if he the possibility of real autonomy. Additionally, such as forms of learning require the exercise of autonomy but they do not necessarily develop this capacity. In the same way, Pabhu (1987, p.24) argues that second language teaching must promote in the learner the complex and unconscious knowledge that allows the automatic use of everyday language as in first language. Learner autonomy in the choice of texts in the classroom is a feasible and desirable way providing a guided space for individual learning. It allows for authenticity in learning materials as against mere (genuineness). Especially from disadvantaged groups are able to define what.

The above argument shows that autonomy is necessary for teachers as well as students because they take responsibility for their own learning from the very beginning of a course. It supports the students for their own learning while doing autonomous learning activities.

Self- access learning is one of the autonomous learning activities which help to the learners to learn their own ability. Library study, peer coaching, group interaction are the good examples of autonomous learning activities in self-access learning centre. Self –Access is a means of promoting learner autonomy, Sheerin (1989, p.144). It means with the help of self access the learner can be motivated and guided in learning Language. The access is found

in various forms in the various places. In this sense, the self-access activities are directly associated with the learning environment.

The above arguments showed that learner become an autonomous they use the pedagogical approaches and background degree to determine their learning.

Little (1991, p.3-4) argues that it is difficult to define autonomy. So, he prefers discussing the wide spread misconception about autonomy. The causes to present what autonomy is not included a synonym for self-instruction, in other words, autonomous is not limited to learning without teacher. He has mentioned the some of the ideas about the learner autonomy which are given below:

- In this classroom context, autonomy does not entail giving up responsibility on the part of teacher; it is not a matter of letting the learner get on with things as best they can.
- Autonomy is not something that teachers do to learners; that in, it is not another teaching method.
- Autonomy is not a single easily describes behaviour.
- Autonomy is not a steady state achieved by learners once.

The above-mentioned ideas also illustrate the autonomous learning activities of the students to learn their own learning efforts. These ideas show the fact that autonomy is helped to the student to learn through non-directive intervention learning.

Similarly, Littlewood (1996) presents the same concept about the autonomous learner. He says that we can define an autonomous person as one who has independent capacity to make and carry out the choices which governs his or her actions, this capacity depends on two main component ability and willingness, thus a person may have the ability to make independent choices but feel no willingness to do so (e.g. because such behaviour is not perceived as appropriate to his or her role in particular situations). Conversely, a person may

be willing to exercise independent choices not have ability to do so (p.428). Thus, willingness and ability is the key to be autonomous in language learning for developing autonomous. Similarly, to define autonomy, Holec (1981,p. as cited in Benson and Voller 1997, p. 1) who described it as ‘the ability to take charge of one’s learning’. In a general note, the term autonomy has come to be used at least in following five ways:

- For situations in which learners' study entirely on their own;
- For a set of skills which can be learned and applied in self-directed learning;
- For an inborn capacity which is suppressed by institutional education;
- For the exercise if learners' responsibility for their own learning;
- For the right of learners to determine the direction of their own learning;

The above five ways present that self-motivated learning can not suppressed in born capacity of learning. However, learner’s responsibility for the learning determines the direction of their learning.

2.1.2 Importance of Autonomous Learning

Autonomous learning activities are very useful for learners who want to be autonomous and self- motivated in teaching learning process. The importance's of autonomous learning are discussed by various scholars in their own ways. Little (2007, p.334) suggests three things to promote the learner as autonomy (teacher’s role). Firstly, they must involve their learners in their own learning. Secondly, teacher must get their learners to reflect about their learning and the target language. Thirdly, teacher must engage their learners in appropriate target language use which includes the language of reflection and assessment (p.15). Thus, Learner autonomy is the ability to assume responsibility for all the decision concerned with his/her learning and the implementation of the decision. In this regard, an autonomous learner can be participated in class

room as well as in self-directed learning modes. The major importance's can be listed as below:

- Learning becomes possible by self-effort of the learners which helps to draw a mental shape.
- By the peer coaching: students learn by sharing the ideas each other.
- Library study: If the self-access centre available to the student, they try to learn by their own wishes and desires.
- Teachers create the self-motivated environment which helps to the students to learn in free and non-interventional environment.
- Learners engaged on project based activities on their learning.

Thus, learner autonomy is possible by the effort of student's self-interest, teacher's kind and strategic cooperation in learning. There are various resources make learning effective such as class room discussion, peer sharing and library access as well.

- **Reasons for Autonomous Learning**

Learner autonomy is the most important for language learning activities to the student. It helps to enhance the language learning. By means of autonomous activities, the students become more active and they can learn language by creating the real situations. On the basis of discussions made in various literatures including some of the reason of autonomous learning, we can list the significance of learner autonomy in following way:

- Learner becomes self-motivated: Learner autonomy advocates for the freedom and non-intervention by the teacher they themselves are the free bird to learn.
- Autonomy helps to construct the mental shape: As we already said that learning become possible by self-effort by the learners which helps to draw a mental shape.

- It is for involving the learner in various tasks by which they will learn themselves.
- As regarding the teaching learning process, there is adaptation of different task where student learn themselves.
- It is required for engaging learners in project based activities, giving the situations and the context. The primary goal of learner autonomy is providing the best situations for language learning
- Learner autonomy promotes the library learning activities. Student tries to find out the learning material themselves.
- It promotes the learners by giving the ideas of peer coaching and self- monitoring. By promoting the aspect of 'learning by doing' which helps to learn from heart.
- It is for encouraging the learners and creating the learner friendly environment for regular attendance of students.
- It is for giving the chance to learner in classroom for realizing the potential ability of individuals.
- Similarly, learner's autonomy helps to utilize their own learning styles and strategies.
- It promotes the long-lasting learning.
- It achieves to help the curriculum goal.
- It is for willing to assume certain responsibility for his\her - Confident in his\her ability to learn.
- It develops the Self-confident power of the learners. Learner becomes motivate and enthusiastic.

These above reasons show that learner autonomy promotes the learning long lasting and it helps to the learners to follow the concept of learning by doing. It means learners are free bird to learn something through one's own efforts and potentiality.

2.1.4 Teachers Role in Developing Autonomous Learning Activities in Speaking

Regarding the role of teacher to promote learner autonomy, various scholars argue in various ways. Harmer (2008, p.108) has presented, the following roles of teachers in developing autonomous learning activities to the learners.

2.1.4.1 Teacher as a Controller

When a teacher acts as a controller, he/she plays the role of the in charge or authority of English language teaching learning activities, if he plays the role of controller, he has to transmit his knowledge to the student and other various type of activities, the student can not get chance to speak language, presentation and practice are followed by question-answer under his control student do not play an active role.

2.1.4.2 Teacher as a Promoter

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

2.1.4.3 Teacher as a Participant

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

2.1.4.4 Teacher as a Resourceful Person

In the same situations, the teacher can not present himself as participant but he may have the role of resource person, when students are facing the problem they can get help from the teacher who works as a resources person.

2.1.4.5 Teacher as a Tutor

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

The given role of teacher's illustrating that controller, promoter, participant, resourceful person and tutor are supported to the learners to learn own their potentiality and efforts by helping of the teacher.

2.1.5 Strategies of Autonomous Learning

Strategies of autonomous learning refer to the ways of tasks or actions to apply in various learning activities that support the learners to engage in the autonomous learning activities. According to Hedge, (2008) Strategies for autonomous learning are as follows:

Using computer –Assisted Language Learning

Second or foreign language teachers actively seek to provide their students with classroom opportunities to be involved in collaborative interaction in various forms. It means, using CALL – the students become more autonomous in their learning. CALL is defined as the search for study of application and learning which helps to the learner to be autonomous in their learning.

Using Written Texts

If the written materials are available, students become very innovative and creative. Written text supports the students' autonomous learning activities in the ELT classroom situations. Those texts also help to the students for becoming motivated towards their learning for developing speaking skill.

Using Library

Library is one of the important strategies of autonomous learning activities that may encourage the students to go to the library for learning and to become a self-motivated and autonomous in their learning.

Using Radio and Television

Using radio and television broadcasts in target language can be used directly or by recording them and paying them to the students that may be helped to them directly and indirectly to be autonomous learners. Radio and television are offered opportunity to the learner to learn own their efforts and speeds.

Using Language Games

Language games are equally useful in learning all the aspects and skill of languages which can be used to practice many times to become an autonomous learner.

Using Listening Cassettes

Listening cassettes can also be used to practice autonomous learning activities by the learners.

Using Grammar Bank

Grammar practice books on English can also be the best materials for enhancing autonomous learning in developing the students speaking skill. They include different exercises about grammar topics to practice and learn.

Using Exam Materials

Exam materials provide feedback and insights to the learner for better learning. They motivate them to practice questions or the exam themselves.

The above autonomous learning strategies help to the learners to do some things. By using the exam material, using grammar bank, using listening cassettes, using written text, using library and using computer assisted language learning as the supported activities of the student to motivate in their own learning.

2.1.6 Speaking and the Ways of Developing Speaking Skill

Speaking is the productive skill in oral mode. The main purpose of speaking is to make student able to communicate in target language with own their efforts and speeds. Speaking skill improves the student's communicative skills.

Teachers should create autonomous environment in which students can express them and how to follow social and cultural rules appropriately in each communication circumstance. Second language learners become more active and to make them speak in better way.

Teaching is a very challenging job and task in which teachers have faced the many problems during the teaching and learning process and developing students speaking power. Strategy is a generalized plan for a lesson which includes structures, desires, learners' behaviours and their self-attempts. Kiyi (2006) has presented some speaking strategies which are listed below:

- Discussion
- Role play
- Simulation
- Information
- Brainstorming
- Story telling
- Interview

- History completion
- Reporting
- Language game (playing cards)
- Picture narrating
- Picture describing
- Find the difference

English language learners perceive speaking as the difficult task at first sight but it can be improved if we integrate speaking skill to the lesson. For that purpose, classroom should provide various speaking situations like group interaction, role playing and presentations to boost of student confidence. The major strategies are discussed below:

Group Interaction

It is necessary to use interactive strategies to help students develop fluency while speaking. We have to spend our time talking about favourite music groups and song title.

Role Playing

It is the best way to provide opportunities for the students to engage in role playing to improve their speaking skill.

Presentation

It is good ideas to give students opportunities to present information in order to develop the students speaking.

Role Play

Role play is a good way of getting students to speak in which students pretend they are in various social contexts and gave a variety of social roles. The teachers give information to the learners such as who they are and what they think or feel.

Simulation

It is one of the types of classroom techniques to develop the speaking effectively and communicatively in real life like situation, it is a group activity which imitates the situations usually in those which are likely to arise in one's real life professional situation.

Story Telling

Students can briefly summarize a tale or story heard from somebody or they may create their own stories to tell to their classmates. Story telling helps students to express ideas in the format of beginning, developments ending including the characters and setting. Students can tell riddles or jokes, for instance at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, teachers address the student's speaking ability and get the attention of the class.

Interview

Students can conduct interviews on selected topics with various people, it is a good idea that the teachers provide a rubric to students so that they know the types of questions to be asked and the path to follow conducting interviews with people who give students a chance to practice their speaking ability not only in class but also outside and helps them to become socialized. Each student can present their study to the class. They even can interview each other and introduce their partner to the class.

Picture Narrating

This activity is based on several pictures. Students are asked to tell the story being based on the sequential pictures. Students have to pay attention to the criteria provided by the teacher in the rubric, rubrics can include vocabularies structures they need while narrating.

Finding the Differences

For this activity, students can work in pairs and each couple is given two different pictures, for example, pictures in of boy's football and another picture of girls playing tennis. Students in pairs discuss the similarities and differences in pictures.

The given strategies of speaking show those students are freely involved in autonomous learning activities by communicating with communities they cope with. If the learner is engaged the above strategies of the speaking, they will develop the speaking power and efficiency in their communication.

2.1.7 Autonomous Learning Activities and Developing Speaking Skill

Speaking skill is the process of producing meaningful message or sense of language. The main goal of language learning is to speak. So, speaking plays significant role in language learning. Speaking builds up confidence power through the various interactive activities. Students can gain knowledge about the content matter. Speaking helps to find out the learner Perception and belief about the contain matter. Through the speaking skill, we can develop the learners' autonomy. Different kinds of activities that can be designed for developing learners' autonomy are interview, discussion, storytelling, role play and simulation. If student participate on discussion they can also solve their current problem. If we invest time on those activities more competent to learn their content matter that lead him/her on the path of autonomous learning activities. Speaking skill helps to the students for developing the autonomous learners in the ELT classroom situations.

The above relation of the autonomy and speaking shows that different activities can be provided to the learners for developing autonomy. Out of them, interview, discussion, role play, storytelling, pair and group interaction can be very useful to them.

2.2 Review of the Empirical Literature

A number of researches studies have been carried out on learner autonomy in ELT classes in Nepal and outsides. Some related literature from both inside and outside the country have been reviewed in brief with their major finding. The following sections present those empirical reviews:

Benson and Voller (1997) carried out a research study on “Teacher Role in the Development of Autonomy”. The main objective of their research was to find out the teacher role in the developing of autonomy. It was a survey research. In their study, they selected 49 teachers purposively from different 30 schools as sample population. And they used questionnaire as a research tool. After analysing the data, they came up with the finding that the teacher should have apparent view, attitude and beliefs in case of autonomous language learning. They summarized that such role of teachers as a facilitator, counsellor and resource person is the best to promote learner.

Kehrwald (2005) has carried out a research on Learner autonomy in the Classroom. His main objective was to find out the teacher and learner beliefs about roles and responsibility. The research design was survey. The population of the study was students of M.ED student who study in M.ED level. The total number of students was sixty-one and he used interview and classroom observation as the tools for data collecting on his research study. He used non-random sampling procedures to select the student and the characteristics consistent with and in the contradiction to the profiles of autonomous learners and teachers who engages in pedagogy aiming at development of such learner such as identifying objectives and topics but accepted for evaluating, maintain interest and motivation.

Similarly, Dafei (2007) carried out a doctoral dissertation entitled “Exploration of the Relationship between Learner Autonomy and English Proficiency”. His main objective was to find out the relationship between learner autonomy and self-access centre. The research design of the study was survey. The population

of the study was students who are reading M.A first year. The total number of students was fifty-one and he was used test, interviews and questionnaire as the tools for data collecting on his research study. He used non-random sampling procedure to select the student. He found that there was close relationship between learner autonomy and language proficiency. The result of the study indicated that student's proficiency was significantly and positively related to their learner, he also found that there are significant differences among the student's learner autonomy when their English proficiency is significantly different.

In the same way, Okazaksi (2011) carried out a longitudinal case study on "An Investigation into the Relationship between Learner Autonomy Support and Student Motivation". The main objective of this study was to explore how students can be helped by learner autonomy focused instruction to develop motivation in learning English in a Japanese university. He selected 35 University students for study population as the sample and the sample has been selected through the use of purposive non-random sampling. He used the survey research design and also used questionnaire for research tools. He concluded that the instruction model including learner autonomy, support was demonstrated to be beneficial in learning student's motivation and performance in English

Joshi (2010) carried out a research entitled "Learner Autonomy: A case of M.Ed. students". His quantitative case analysis of M.Ed. students aimed to investigate the autonomous activities of students in learning English and belief about the role of a teacher and their own in learning, teacher perceptions of learner autonomy. It was a survey where 80 students and 6 teachers were selected for this study He used questionnaires for students of M.Ed. and interviews for teachers who taught them as the tools for data collection, he found that more than 80% of the learners were aware of their learning goals and learning in English and around 70 % of the learners do a lot self-effort to improve and enhance their learning, learners used other activities rather than

classroom learning to promote their learning English , the findings showed that majority of the learners used reference books and few learners used modern technology while enhancing their learning in English.

Thus, many research studies have been done to develop the autonomous learning activities of the students for developing their speaking skill. This study helps to investigate the ways and activities to develop autonomous learner as a research study. So, it is distinct than other studies are carried out in a various country.

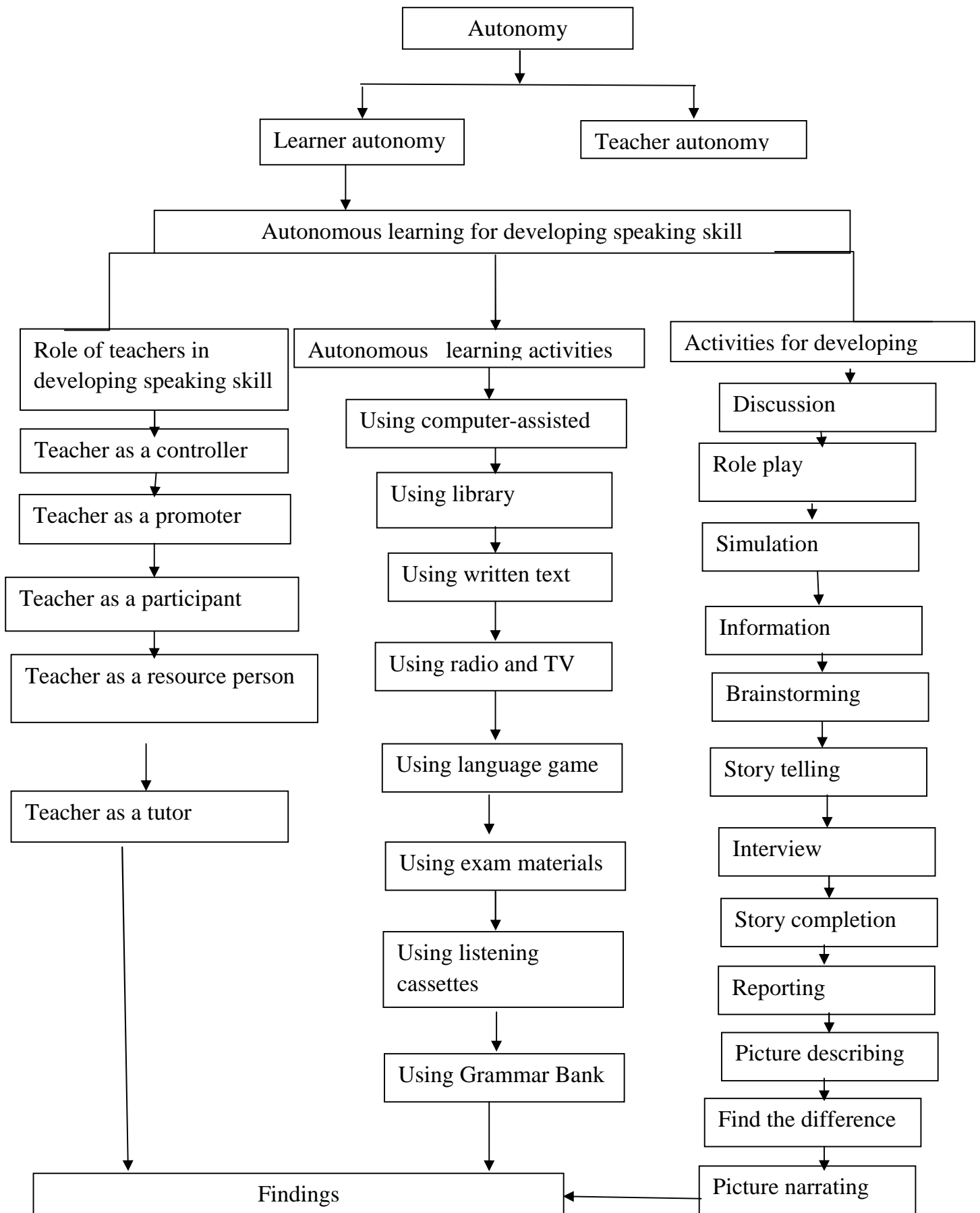
2.3 Implications of the Review for the Study

In this study, I have reviewed five different literatures which are related to the learner autonomy and researches on various aspect of autonomy. Among them some were based on survey research design and some were experimental. These are related to some extent to my study. The reviewed of the works helped to me to find out the autonomous learning activities of students for developing their speaking. Self-learning, independent learning using computer assisted language learning using written text and self-study which helps to promote the learner to be autonomous and independent. After reviewing the available literature, I got various ideas about the learner autonomy through questionnaire and checklist. In order to carry out the study they have used survey research.

At last, this research is useful for researcher who is directly and indirectly investigated to the similar types of research work. I have reviewed the various theses submitted to the department of English education. I had gone through the different researches. Benson and Voller (1997) “Teacher’s Role in the Development of Autonomy”. From the study of this research, I got a chance to know about the different strategies of developing autonomy for autonomous learners. The roles of teacher in autonomous learning activities are very useful for developing the student communicative skill as well as speaking skill. I have gone through different books and articles by written various scholars whose

focused on the learner autonomy. From the review of Hedge (2000) I got the strategies used in autonomous learning activities which helped me to adopt different strategies for enhancing autonomous learning. From the review of Kiyi (2006), I got ideas about the speaking strategies for making the students friendly in learning environment. strategies for making the student friendly environments in the autonomous learning activities of the students by learning own their efforts though that research I got the information about the application of freely learning environment. From the study of Dafei (2007), I got the ideas of how to develop the autonomous learning activities of the students through the speaking skill and it focused that whether there is any relationship between speaking skill and autonomous learning activities that helped me to be clear about the content matters. After that learner to be autonomous and self-motivated towards his/her own learning. The study of Joshi (2010), it helped me to extend the theory on learner autonomy and made me familiar with the autonomous strategies of M.Ed. students providing the related information about learner autonomy in relation to the M.Ed. Similarly, from the study of Okazaksi (2011) it helped to me to collect the information about the learner autonomy and student's motivation.

2.4 Conceptual framework



CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

This section has incorporated the design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

3.1 Design of the Study

Research design is a detailed outline of how an investigation will take place. Research designs will typically, include how data is to be collected, what instruments will be employed how the instruments will be used and what will be the intended means for the analysing data collect.

I adopted survey research design because it isa research design that is widely used in social and educational researches. It is primarily carried out in the large number of population to find out an attitude and belief as well as perception. Survey research is the most commonly used descriptive methods in Educational research and may vary scope from large- scale, governmental investigations to small scale studies carried out by single researcher (Cohen and Menion, 1985). In the same way, Jaesgar (1988, as cited in Nunan, 1992, p.140) In survey research “the researcher does not do anything to the objectives or subjective of research except observe them or ask them to provide data the research consist of collecting data on the things or people as they are, without try to after anything”.

Cohen (2010, p. 209) Says that the basic purpose of survey research is to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to the education and generalize its findings on the basis of representative sample of specified target population. In survey research data are gather from relatively large number of population for data collection is not feasible.

Similarly, Nunan (1992, p. 46) suggests the following eight steps procedures of survey research:

- Step: 1 Define objective
- Step: 2 Identify the target population.
- Step: 3 Literature review.
- Step: 4 Determine sample.
- Step: 5 Identify survey instruments.
- Step: 6 Design survey procedures.
- Step: 7 Identify analytical procedure.
- Step: 8 Determine reporting procedure.

Some of the advantages of survey research can be discussed as:

- Survey research has wide scope and it is easy to administer.
- It takes less time compares with other data collection methods.
- It can be cost effective depending on the size.
- Data and information is collected by studying large number of population.
- Data can be collected through email, mobile, devices, and telephone.

From the above discussion, we can say that survey research design follows a systematic process. In a survey research, people's attitudes, ideas, feelings and behaviours can be studied in a small group and the findings can be generalized to the large group of populations. I attempted to find out autonomous learning activities for developing students speaking skill. By conducting survey, I have generalized autonomous activities of the students. Therefore, I had chosen survey research design in this study.

3.2 Population, Sample and Sampling Strategy

This research was carried out on the basis of data taken from M.Ed. 1st Semester students of TrivhuwanUniversity Campus, Kirtipur. So, all the

students of M.Ed. first Semester English and the teachers who are teaching them were the population. Only 30 students and 5 teachers were selected as the sample. The sample was selected through the use of purposive non- random sampling procedure.

3.3 Research Tools

I used the questionnaire for collecting the data. The framework of questionnaire was both open-ended and close-ended. The questionnaire was designed to get teachers' and students' perceptions about autonomous learning activities of the student for developing their speaking skill.

3.4 Sources of Data

I used both primary and secondary sources of data. Primary sources were used for collecting first hand data and secondary sources were used to extend the theoretical knowledge on learner autonomy.

Primary Sources: The primary sources of this study were 30 Students of M.Ed. first Semester from the Department of English Education, kirtipur and 5 teachers of the Department.

Secondary Sources: The secondary sources of this research study were various books; internet sources, websites, journals and articles. Mainly, I consulted, kayi (2006), Hedge (2008), Harmer(2008), Parbhu, (1987) and Nunan (2002).

3.5 Data Collection Procedures

In order to collect the data for the study, I prepared a questionnaire at first. Then, I selected students and teachers, contacted the informants, met them and introduced myself. After that, I established good rapport with them. I informed them about the background and objectives of my study. I elicited data by using the questionnaire form through open-ended and close ended. I visited to the

teacher as well as students of Department of English education. In this way, data were collected and the informants were thanked sincerely.

3.6 Data Analysis Procedures

The systematically collected data were analysed, interpreted and presented in descriptive and quantitative ways with the help of simple statistical tools and tables.

3.7 Ethical Considerations

During my study, I took consent with respondents. I maintained confidentiality regarding the information of the respondents'. I did not use the data for any of the cases except for my study without permission of respondents. I did not analyse the data subjectively. I gave dew attention on accuracy, honesty, truthfulness of data in my study and I avoided the plagiarism while processing the data for this study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data. The data in this study were collected through the use of both open and closed ended items. Five teachers and 30 students were the informants of this study. The collected data were analysed and interpreted descriptively as well as analytically using appropriate tools and tables.

4.1 Analysis and Interpretation of the Results

In order to collect the data and to derive the finding related to the autonomous learning activities of the students for developing their speaking skill and teacher's role in developing autonomy for the student speaking skill, I designed a set of questionnaires for teachers as well as students. The questionnaire form was formulated with open and closed ended items. Thirty students of M. Ed first semester from the Department of English education and 5 teachers who were teaching them were requested to fill the questionnaire. On the basis of information obtained from questionnaire. The results have been derived from the teachers and student's perception in learners' autonomy. The details of which have been presented below.

4.1.1 Analysis of Data Obtained from Students

For the collecting data about the student's activity for autonomous learning, I used questionnaire form. The questionnaire form incorporated 8 items. The data obtained from those questionnaire forms with student's responses have been analysed and results have been made accordingly. I have used the responses on strongly agree, agree, disagree and no idea statements to find out the data under the student activities.

Table1**Autonomous Learning Activities of the Students**

S.N.	Autonomous Learning Activities	Number of students								Total
		SA	%	A	%	DI	%	NI	%	
1.	Using computer assisted language learning	14	46.66%	14	46.66%	0	0	2	6.66%	30
2.	Using library	17	56.67%	11	36.67%	2	6.67%	0	0%	30
3.	Using written text	8	26.67%	17	56.67%	3	10%	2	6.67%	30
4.	Using radio and T.V.	12	40%	14	46.67%	2	6.67%	0	0%	30
5.	Using language game	9	30%	16	53.33%	3	10%	2	6.67%	30
6.	Using exam material	9	30%	13	43.33%	4	13.33%	4	13.33%	30
7.	Using listening cassettes	11	36.67%	17	56.67%	1	3.33%	1	3.33%	30
8.	Using grammar bank	8	26.67%	18	60%	1	3.33%	3	10%	30

Legend: SA- strongly Agree, A-agree, DI- Disagree, NI-No Idea %-Percentage.

The above table shows that the autonomous learning activities of the students and his/ her response on it. The interpretation and analysis are given below;

Computer assisted language learning activity shows that out of 30 students, 46.66% of them strongly agreed, 46.66% of them agreed and 6.66 % them could not decide whether '*using computer assisted language learning*'. As the majority of them, i.e. 93.34% of the total of the students agreed on the item, it is concluded that CALL is autonomous learning activities to them.

Library study activity it shows that out of total (30) students, 56.67% of them strongly agreed and 36.67% of them agreed. Likewise, 6.67% of the students

disagreed but no- one could not decide on *using library* the autonomous learning activities. As the majority of them, i.e. 93.34% of the students agreed on the item and 6.67% of students disagreed, it is concluded that using library is autonomous activity to them.

Using written text presents that out of 30 students, 56.67% of the total students strongly agreed and 26.67% of the students agreed. Similarly, 10% students disagreed and 6.67% students could not decide *using written text* as autonomous activity. As the majority of them, i.e. 83.34% agreed on the item and 16.67% of the student disagreed, it is concluded that using written text as strategies to be autonomous.

Using radio and television strategy shows that out of 30 students, 40% of the total students strongly agreed, and 46.67% students agreed. Likewise, 6.67% students disagreed and no one found that could not decide in *using radio and television* as the strategy. As the majority of the students, i.e. 86.67% of the total students agreed on the item and 6.67% of the students disagreed, it is concluded that using radio and television as activities to be autonomous.

Using language games activity in the table shows that out of 30 students, 30% of them strongly agreed and 53.33% students agreed. Similarly, 10% students disagreed. Likewise, 6.67% students could not decide in *using language games* as autonomous activity. Majority of the students, i.e. 83.33% agreed on the item and 16.67% of them disagreed, it is included that using language game was one of the strategies to be autonomous to the students.

Using exam materials item in the table presents that out of 30 students, 30% of the total students strongly agreed and 43.33% students agreed. Likewise, 13.33% of the students disagreed and 13.33% of the students could not decide about the *using exam materials*. As the majority of the students, i.e. 73.33% of the total students agreed on this item and 26.66% of them disagreed and no one said any ideas about the using exam material to be autonomous activity.

Using listening cassettes activity in the table shows that, out of 30 students, 36.67% of them strongly agreed and 56.67% of them agreed. Likewise, 3.33% of the students disagreed, and in the same viewed presents the 3.33% students could not decide about the *using listening cassettes* as the autonomous activity for developing speaking. In conclusion, as 93.34% of the students are agreed on this strategy and less number of students, 6.66% of them disagreed; it is incorporated about the using listening cassettes to be autonomous activity.

Using grammar bank item in the above table presents that out of 30 students, 26.67% of the students showed that strongly agree and 60% of the students reflected to agree. Similarly, 3.33% of the students disagreed to use grammar bank and 10% students said no idea about the *using grammar bank*. In conclusion, as 86.67% of the students said that using grammar bank is very useful for autonomous learning activities to the autonomous learner.

After the overall analysis of the data given in table one, it is included that 90% of the students were able to apply the autonomous learning activities to develop their speaking skill and 10% of the students viewed no idea about the autonomous learning activities.

4.1.2 Speaking Activities (Strategies)

Speaking activities refer to the task or action which encourage to the students to speak something their own ability and speed. The questionnaire form incorporated 10 items. The data obtained from those questionnaire forms with student's responses have been analysed and results have been made accordingly. I have used to the responses on strongly agree, agree, disagree and no idea statements to find out the data under the student activities.

Table 2**Autonomous Activities for developing Speaking**

S.N.	Speaking Strategies (Activities)	Number of students								Total
		SA	%	A	%	DI	%	NI	%.	
1.	Group interaction	24	80%	6	20%	0	0%	0	0%	30
2.	Role play	13	43.33%	16	53.33%	1	3.33%	0	0%	30
3.	Presentation	17	56.67%	11	36.67%	2	6.67%	0	0%	30
4.	Simulation	5	16.67%	17	56.67%	5	16.67%	3	10%	30
5.	Story telling	11	36.67%	14	46.67%	5	16.67%	0	0%	30
6.	Interview	13	43.33%	13	43.33%	3	10%	1	3.33%	30
7.	Picture narrating	9	30%	15	50%	2	6.67%	4	13.33%	30
8.	Finding differences	7	23.33%	17	56.67%	3	10%	3	10%	30
9.	Reporting	8	26.67%	14	46.67%	5	16.67%	3	10%	30
10.	Brainstorming	10	33.33%	11	36.66%	3	10%	6	20%	30

Legend: SA-Strongly agree, A-agree, DI- Disagree, NI- No Idea, %-Percentage.

The above table shows that the strategies for developing speaking skill and the student's response on it. The interpretations related to the above questions were listed below:

In group interaction activity, it shows that out of 30 respondents, 80% of the respondents said that they strongly agree and 20% said that they agree.

Likewise, no one said that they disagree and no ideas about the *group interactions*. As the majority of the responses, i.e. 100% agreed on the item, it is concluded that group interaction is strategies of speaking to them.

Likewise, role play activity it presents that out of 30 students, 43.33% of them strongly agreed and 53.33% of them agreed. Regarding, 3.33% of them disagreed to use the role play. The given strategies of the speaking showed that

93.66% of the responses were agreed to develop the speaking skill through the role play.

Presentation activity shows that out of 30 students, 56.67% of the students said that they strongly agree and 36.67% of the students said that they agree. Likewise, 6.67% of the students said that they disagree to use presentation in autonomous learning activities to develop speaking skill and no one respondents said that they could not decide about the *presentation*. So, it shows that nearly, 93.34% of the students agreed to develop the autonomous learning activities with the help of presentation activity.

Similarly, *simulation* activity shows that out of 30 students, 16.67 % of the students said that they strongly agree and 56.67% of the students said that they agree. Likewise, 16.67% of the students said that they disagreed and 10% of the students said that they could not decide. About 73.34% of the students were agreed to do simulation activities to develop the speaking skill for autonomous learning activities.

Storytelling activity shows that out of 30 students, 36.67% of them said that they strongly agree and 46.67% of the students said that they agree. Similarly, 16.67% of the students were found that they disagree to say *storytelling*, and no one said that they no idea about the story telling to improve the speaking skill. As majority of the students, i.e. 83.34% agreed on the item, it is concluded that story-telling is an activity of speaking for developing autonomous learning.

Interview strategy shows that out of 30 students, 43.33% of the students opined that they strongly agree and 43.33% of the students said that they agree. Likewise, 10% of the students viewed that they disagree about the *interview* and 3.33% of the students said that they could not decide. As the majority of them, i.e. 83.66% agreed on the item, it is included interview is strategies of speaking skill which help to the autonomous learning activities.

Pictures narrating activity shows that out of the 30 students, 30% of them viewed that they strongly agree and 50% of the students. Similarly, 6.67% of the students were found that they disagree to use *picture narrating* activity for developing their speaking skill. Likewise, 13.33% of the students were found that they could not decide. As the majority of them, i.e. 80% agreed on the item, it is concluded that picture narrating is very helpful in developing speaking skill.

In the activity of finding differences, out of 30 students, 23.33% of the students were found that they strongly agree to find out the *finding differences* and 56.67% of the students were found that they agree. Likewise, 10% of the students were found that they disagree to use finding difference and 20% of the students were found that they no idea. Since 80% of the students agreed to the item, it is concluded that finding difference is very important for autonomous learner to develop the speaking skill.

In the activity of reporting, out of 30 students, 26.67% of the students were found that they strongly agree to use reporting and 46.67% of the students said that they agree and 16.67% of the students said that they disagree to use reporting and 10% of the students said that they no idea. As the majority of the student i.e. 73.34% of them are agreed in reporting activities for developing their speaking skill through the autonomy.

Brainstorming activity shows that out of 30 students, 33.33% of them strongly agree to use of *brainstorming* activity that helps to pronunciation and 36.66 of the students said that they agree and 10% of the students said that they disagree to use brainstorming and 20% of the students said that they could not decide.

Hence, it was found that 69.99% of the students were agreed to be autonomous learner for developing speaking skill and some of the students strongly agreed, 30% of the students were disagreed to be autonomous learning activities for developing their speaking skill.

In conclusion, we can say that 85% of the students are strongly agreed about the given strategies of the speaking skill. So, we are needed speaking strategies for developing speaking skill with the help of autonomous learning activities

4.1.3 Teacher's Role in Developing Autonomous Learning Activities

Teachers played very crucial role to develop learner autonomy in the ELT classroom. So, teacher should be aware about their role while teaching in the real classroom situation for autonomous learners. The questionnaire form incorporated 5 items. The data obtained from those questionnaire forms with student's responses have been analysed and results have been made accordingly.

Table 3

Students views on Teacher's Role in Autonomous Learning Activities

S.N.	Teacher's Role in Autonomous Learning Activities	Number of students								Total
		4		3		2		1		
		SA	%	A	%	DI	%	NI	%	
1.	As controller	5	16.66%	9	30%	9	30%	5	16.66%	30
2.	As promoter	6	20%	14	46.66%	7	23.33%	3	10%	30
3.	As participant	7	23.33%	16	53.33%	5	16.66%	2	6.66%	30
4.	As resourceful person	13	43.33%	12	40%	3	10%	2	6.66%	30
5.	As tutor	9	30%	15	50%	1	3.33%	5	16.66%	30

Legend: 4- Strongly agree 3- Agree 2- Disagree, 1- No Idea,

The above table shows that students views on teacher's role in autonomous learning activity and the student's response on it.

As controller role shows that out of 30 students, 16.66% of them strongly agreed whereas 30% students agreed. Similarly, 30% students disagreed to present the teacher in the classroom as a *controller* and 16.66% of the students could not decide. As the equal number of them, i.e. 46.66 agreed and disagreed

on the item, it is concluded that controller is the students viewed on teacher role in autonomous learning activities.

As regarding the response about the promoter role, out of 30 students, 20% students strongly agreed where as 46.67% students agreed. Likewise, 23.33% students disagreed of teacher role in autonomous learning activities. And 10% of the students said that they no idea about the role of teacher for promoter in developing the speaking skill. Since 66.66% of the students are agreed and 33.33% of the students disagreed about the role of promoter for autonomous learning activities.

As regarding the response about participant of autonomous learning, out of 30 students, 23.33% of the students strongly agreed of as participant and 53.33% of the students agreed where as 16.66% of the students disagreed and 6.66% of the students said that they could not decide about the role of teacher *as participant*. since 76.66% of the students is agreed and 23.32% of the students are disagreed about role of participant for autonomous learning activities.

Likewise, the response about as resourceful person, out of 30 students, 43.33% of the students strongly agreed, 40% of the students agreed and 10% of the students disagreed likewise, 6.66% of the students said that they were not knew about the role of teacher *as resourceful person*. As the majority of them, i.e. 83.33% agreed on the item, it is concluded that resourceful person is role of teacher towards the student's eyes.

As regarding role of tutor, it reflects that out of 30 students, 30% of the students strongly agreed and 50% of the students agreed. Likewise, 3.33% of the students disagreed and 16.16% of the students said that they no idea about the role *as tutor* in autonomous learning activities. Similarly, 80% of the students agreed that learner autonomy enhance to develop speaking skill. It reflects that learner autonomy is like a helping hand for promoting speaking skill for autonomous learning activities.

After the overall analysis of the data given in table one, it is included that 75% of the students said needed to apply teacher's role in developing autonomy in autonomous learning activities and 25% of the students said no ideas about the teacher's role in developing autonomy in autonomous learning.

4.1.4. Interpretation of the Data from Questionnaire to the Teachers

In order to find out the autonomous activity of the students, I selected five teachers and administered a set of questionnaires. It means questionnaire were used as tool for collecting teacher's feelings, experiences, perceives and attitudes towards the learner autonomy in this study. Questionnaires were given to the five teachers of Department of English Education. For giving the questionnaires with them, a set of questions was made by relating the objectives of the study in mind; information obtained from them has been discussed qualitatively.

- **Autonomous Learning in the Eyes of Teachers**

My first question concerns about teacher's perception in autonomous learning activities for developing their speaking skill. In response to the question '*what do you think about the autonomous learning? Is it really helpful to develop speaking skill?*' all most allteachers replied nearly same way. Out of five teachers, 3 of them said that autonomous learning develops the creative power of the learners and 2 teachers viewed that it is very helpful for autonomous learners. One of teachers viewed, "yes it helps autonomous learners to develop their creative power and speaking skill as well". All other respondents said that it is helpful for the students to develop speaking skill through autonomous learning activities and it was important for every student to foster efforts and their potentiality.

To conclude, in the eyes of teachers autonomous learning is very useful to the students for making them more active in their learning and it can be made the students psychologically strong and confident on doing one's own task.

- **Differences between Dependent and Independent/Autonomous Learners**

In response to the questions, '*what differences do you find between dependent learner and autonomous/independent learner?*' some respondents viewed that depended learner depends on teacher while autonomous learners do themselves. Next respondent opined that dependent learners always expect something from other and independent learner was self- motivated own learning.

In the conclusion, all respondents were given to the same ideas in different way that helps me to go in conclude. As the conclusion, most of the teacher defined dependent learners always cope something from other and independent learners was self-motivated in their learning.

- **Role of Teachers in Developing Autonomy**

Another question is about the teachers was about their role in developing autonomy through the speaking skill. In responses of the questions, '*In your opinion, how you justify that the following roles of teacher are helpful in autonomous learning activities for the students to develop their speaking skill?*'. They viewed that role of teachers in developing autonomy is a significant aspect for development of student's communication. According to responses, all respondents said that different role of teachers was needed in autonomous learning i.e. as promoter, as participant, as a resourceful person and as tutor in developing speaking skill by helping the autonomous activities and the role of controller was not beneficial to the autonomous learners.

To sum up, teacher' roles are necessary in developing autonomy to the students for improving the speaking skill. As promoter, as participant as a resourceful person and as tutor are crucial role in developing autonomy.

- **Teacher's Use of Strategies to Promote Speaking Skill**

From my study, I found that all selected respondents said that '*group interaction*' is very helpful for giving topic and discussion. Similarly, they viewed that role play is also good because it promotes their self-motivation. Likewise, they said that '*presentation*', is very useful strategy for improving speaking skill on conducted autonomous learning activities. At first, in presentation gave topic and discussion that helps to develop speaking skill. Similarly, they viewed that '*storytelling*'s very difficult activity because all students could tell own story about what they know. And students created their own equivalent stories and tell from their perceptions.

As regarding strategy of '*interview*' is an important speaking activity, all respondents said that it is helpful for both interviewer and interviewee for developing speaking skill in autonomous learning activities. As well as '*picture narrating*' is necessary activity, all respondents said that it is very helpful for speaking skill in which give some pictures related to language and they narrate them.

In regarding the strategy, '*finding differences*' is one of the useful strategies for promoting the speaking skill. All respondent said that students are given different types of language item and they show differences. Similarly, they viewed that '*Reporting*', is useful technique for promoting speaking skill and all respondent said that it is important for giving the different types of events. Finally, all respondents said that '*Brainstorming*' strategy is very important for improving speaking skill in autonomous learning process in which teacher create the situations while students share what they have in their mind, after that all respondents said that it is helpful for giving chance of brainstorming to the students.

As conclusion, all respondents said that group interaction, role play, presentation, simulation, storytelling, interview, picture narrating, finding differences, reporting and brainstorming are the very useful strategies to

promote the students speaking skill through the help of autonomous learning activities. They are essential ways to improve the speaking skill of the autonomous learners.

- **Role of Autonomous Learning Strategies in Promoting Speaking Skill**

Another question was ‘in your teaching experience, how the following autonomous learning strategies to promote speaking skill?’, respondents said that ‘CALL’ is useful to the students for searching and sharing information by using computer. Likewise, they viewed that ‘Library’ is another effective strategy of autonomous learning for developing their speaking skill by using them. out of five responses, three respondents said that it helps to learning on their own and they use different types of soft and hard copies and books likewise, two respondents are not favour on it. Similarly, they viewed that ‘Using written’ text is next technique of autonomous learning activities which helps to read self-motivated and alone at home and learn. All respondents said that using Witten text promote speaking skill in autonomous learning activities. Likewise, they said that ‘Using radio and television’ are very useful material for speaking skill to the autonomous learner. All respondents said that they are supporting material for doing the autonomous leaning activities. Similarly, they viewed that ‘By using language games and playing different games’, they develop the speaking skill. All respondents said that they are helpful in autonomous learning activities in teaching learning process. Likewise, they opined that ‘Exam material’ is another strategy of promoting speaking skill in autonomous learning activities that help to own perception. Respondents said that it helps to the autonomous learner. Similarly, they viewed that *Listening cassette*’ is also useful for developing autonomous learner it helps them to listen different authentic sounds and imitate them. Likewise, they viewed that ‘Grammar bank’ can be used for practice difficult grammar pattern. Student can learn them self by practicing it.

To sum up, autonomous learning activities are made the students more creative and more interested in learning.

- **Teacher's Suggestions for Developing Autonomous Learning**

As the response of the questions, '*Would you like to provide any other suggestions about the teacher's role in developing autonomous learning for improving speaking skill of the students?*', Regarding the answer of the responded they opined that teachers' role can be a facilitator, gaudiness, observer and some of the responded said that they could not decide to the response on it.

In conclusion, all the responded said that Lerner autonomy plays very significance role in language learning specially for promoting speaking skill so every teacher must create the learner autonomous environment for promoting speaking skill.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter incorporates the findings, conclusions, and recommendations. It begins with the findings drawn on the basis of conclusion and ends with the possible recommendations made for the policy makers, practitioners in the field of learner autonomy and further researchers on the basis of the findings of the study.

5.1 Findings

Autonomy is a new trend in the field of teaching and learning which believes that learning can possible by individuals' efforts. It is based on the theory of *learning by doing*. After analysing and interpreting the data obtained through questionnaire I have presented findings in two sub- heading.

A. Autonomous Learning Activities of the Students for Developing their Speaking skills.

- It was found that 93.34% of the students used computer assisted language learning as the autonomous activity for developing speaking skill.
- It was also found that 93.34% of the students used library to develop speaking skill.
- It was found that 83.34% of the students use written text for developing their speaking skill. However, they were found to be using written text as improving speaking skill through autonomous learning activities.
- It was found that 86.67% of the students using Radio and Television for developing speaking skill.
- It was found that less number of student (16.67%) of the students are using language games for promoting speaking skill with the help of autonomous learning activities.

- It was found that there are (6.66%) less trends of using different listening cassettes.
- Regarding the autonomous activities for speaking, 100% of the students are involved in group interaction, similarly, 93.34% of the students are engaged in presentation, 93.66% of the students are involved in role play, 63.34% of the students are engaged in simulation, 93.34% of the students are involved in storytelling, 13% of the students are engaged an interview and 20% of the students are involved in picture describing respectively.
- It was found that equal number or 46.66% of the students are agreed and disagreed in the autonomous learning activities as controller.
- It was found that 16.66% of the students are disagreed to the teacher's role as resourceful person.

B. Role of Teachers in Developing Autonomy for Speaking Skill.

After the analysis and interpretation of the data about the teacher's role in developing autonomy for speaking skill, I came following findings.

- It was found that 60% of the teachers viewed that their role is to be as facilitator, promoter, participant and resourceful person.
- It was found that most of the teachers are in favours of learner autonomy but they presented that there is no particular culture for using different strategies for developing speaking skill for autonomy learning.
- It was found that 50% of the teacher no idea about the students' proficiency in English was low to deal with the learner autonomy.
- 10 percentages of the teachers could not decide to perceive that using the concept of learner autonomy in the ELT classroom.

- It was found that most of the teachers want to use the computer assisted language learning for developing the speaking skill through autonomous environment.
- It was found that most of the teacher is focused on autonomous learning activities to be autonomous learner.

In this way, the overall result shows that 90% of the students and all most all the teachers prefer autonomous learning. Similarly, 10% of the students and teachers were viewed that they are disagreed about the autonomous learning and major autonomous activities of the students.

5.2 Conclusion

Every person has a unique feature. He/she possesses certain basic personal desires and wishes. The present scenario of the world shows that learner autonomy investigates the various ways of autonomous learning activities to be an independent learner without expectations from others.

The study was mainly concerned with finding the autonomous learning activities of the students for developing their speaking skill and finding the role of teacher's in developing autonomy for the student speaking skill. The first research question was concern with the autonomous activities and techniques for the student to develop speaking skill. It was found that most of the teachers are in favour of different activities for developing speaking skills.

After the interpretation and analysis of the data, from the findings it was found that most of the teachers and students viewed computer- assistant language learning, library study, using written text, using exam materials, using grammar bank, watching television and listening to radio as the main autonomous learning activities used for developing speaking skill. As well as teachers also played role for developing autonomy in learners while developing speaking skill. Regarding the findings of the study it shows that teacher play different roles like as promoter, as facilitator, as participant, as resourceful person and as

tutor. Most of the students believe that group interaction, simulation, role play, storytelling to develop their speaking skill as well. Most of the teachers and students are in favour of autonomous learning for developing speaking skill but there is less culture of applying autonomous learning activities.

To sum up, there is no doubt autonomous learning activities promote speaking skill but bitter truth is that there is occasionally practiced of autonomous learning activities for developing speaking skill. However most of the teachers and students supported the autonomous learning activities for developing speaking skill.

5.3 Recommendations

Beings based on the aforementioned summary of the findings, some recommendations have been made to be applicable to be used in different areas of autonomy. For the convenience of presentation, they have been devised in the following three levels:

5.3.1 Policy Related

This is supreme level of implementation; the things that are implemented at this level can change the entire educational system the following recommendations have been made from this study. Developing the speaking skill though the autonomous learning activities should be conducted in each and every campuses/ colleges.

- Governments of Nepal should establish computer assisted language learning centre.
- Policy makers should consider the fact that student should be provided ample opportunities to motivate themselves about the recent trends and practices in self-directive learning.
- University level curriculum should focus on the learner interests and efforts while developing speaking power and communicative power.

- To generate the new techniques and strategies according to student's psychology
- MOE, NCED and Department of education should include the practical knowledge which is related to learner autonomy.
- Training packs should be design for the teachers to promote learner autonomy for developing speaking skill.

5.3.2 Practice Related

This is the level of practice which is implemented in the classroom. The following recommendations have been made at this level:

- Finding of this study depicts that the majority of students wanted to the computer assisted language learning for autonomous learning activities. So, the teacher and school administration must create the favourable environment for autonomous learning.
- The study shows that still 16.66% of students agree to need the controlled role is necessary in the classes.
- To create the students' friendly environment for developing speaking skill through the help of autonomous learning activities in the Universities and campuses.
- To establish the concept of autonomous learning activities in the field of SLA for improving speaking skill.
- Teacher should use learner centred- method for promote speaking skill through learner autonomy.

5.3.3 Further Research

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

- To carry out a similar type of research in autonomous learning activities of the students for developing their speaking skill.

- To find out the strategies and ways of promoting autonomous learning activities of the students for developing their speaking skill.
- This research covers only the views of thirty students first semester of Department of English education and teachers who had been teaching them regarding the autonomous learning activities of the student for developing their speaking skill and teacher role in developing autonomy. It means this study is limited in its scope and purpose. So, it may not be generalized in all contexts. Other researches having wider scope can be conducted.

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Appendix I

Dear Sir/ Madam,

This questionnaire is a tool to collect information for my study entitled, "**Autonomous learning activities of the students for developing their speaking skill**" under the supervision of **Mr. Guru Prasad Poudel, Assistant Lecturer** Department of Tribhuvan University English Education, Kirtipur, Kathmandu.

The kind information provided by you will be of great value for accomplishing my study. The information that you provide will be kept highly confidential.

Please feel free and relaxed while answering the questionnaire. Moreover, I would appreciate your honest opinions and assure you that the responses given by you will be exclusively used for my research purpose only.

If you have any queries regarding the questionnaire or researches, please do not hesitate to talk to me personally.

Thank you for your kind help.

Thank you

Researcher

Narayan Prasad Dhakal

4th Semester

Kirtipur, Kathmandu.

PARTICIPANT CONSENT FORM

Thesis Supervisor

Mr. Guru Prasad Poudel

Department of English Education

T. U. Kritipur, Kathmandu, Nepal

Autonomous Learning Activities of the Student for Developing their Speaking Skill

I, agree to take part in this research study. In my giving consent, I state:

I understand the purpose of the study, what will be asked to do, and any risks/benefits involved.

- I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- I have got answers to any questions that I had about the study and I am happy with the answers.
- I understand that being in this study is completely voluntary and I do not have to take part.
- I understand that I can withdraw from the study at any time before I submit my responses to the researcher
- I understand that my responses cannot be withdrawn once they are submitted
- I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purposes that I have agreed to. I expect as required by law.
- I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

- Completing questionnaire YES NO

Signature

Name

Date

Narayan Prasad Dhakal

PARTICIPANT INFORMATION STATEMENT

Supervisor

Mr. Guru Prasad Poudel, Assistant lecturer

Tribhavan University

Kirtipur, Kathmandu,

Nepal

Autonomous learning activities of the students for developing their speaking skill

- What is this study about?

You are invited to take part in a research entitled ‘Autonomous learning activities the students for developing their speaking skill’ which aims to find out the autonomous learning activities of the student and provide some pedagogical implications and find out role of teachers in autonomous learning classes. To date, there has not been sufficient research in this area. Therefore, this is an effort towards promoting the autonomous learning activities of the students by making them more confident, active and strategic learners.

By giving your consent to take part in this study you are telling us that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below
- Agree to the use of your personal information as described.

- Who is carrying out this study?

The study is being carried out by Mr. Narayan Prasad Dhakal, as the basis for the degree of Master of English Education at the university campus of kirtipur,

Kathmandu. This study will take place under the supervision of Mr. Guru Prasad Poudel, Assistant Lecturer.

- What will the study involve for me?

This study involves completing a set of questionnaires. The questionnaire contains 25 questions divided into two parts: Autonomous activities of the teachers in the classroom and autonomous learning activities of the students. This questionnaire is based on my research study.

- How much of my time will the study take?

It will take about 30 minutes to complete the questionnaire for this research study.

- Who can take part in the study?

All the students who are currently enrolled in the Master education with specialization in English can participate in this study.

- Do I have to be in the study? Can I withdraw from the study once I've started?

Participation in this study is completely voluntary. Your decision whether to participate will not affect your current or future relationship with the researcher or anyone else at Tribhuvan University. If you decide to take part in the study and then change your mind later, you are free to withdraw from the study. Submitting your completed questionnaire is an indication of your consent to participate in the study.

- Are there any risks or costs associated with being in the study?

Aside from investing your time there will not be any risks or costs associated with taking part in this study.

- Are there any benefits associated with being in the study?

This study will help you self-motivated and non-directive intervention learners in the process of learning and teaching in the real classroom situations. Furthermore, findings of the research will be helpful in making an informed decision in order to further develop the autonomous learning activities in the ELT classroom.

- What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participant information statement, unless you consent otherwise. Your information will be stored securely and your identity information will be kept strictly confidential, except as required by law. Study findings may be published, but will not be individually in these publications.

- Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

- What if I would like further information about the study?

If you would like to know more at any stage during the study, please feel free to contact Mr. Narayan Prasad Dhakal(dhakalnarayan40@yahoo.com).

- Will I need told the results of the study?

You will get the summary of the overall findings of the study through the Department.

- What if I have a complaint or any concerns w bout the study?

Ethical aspect of this study has been proved by Tribhuvan University.

Appendix II

I am doing a research on the topic “Autonomous Learning Activities of the Student for developing their Speaking Skill”. Your kind information will be great generative data for my project work. I would like to your warm support.

- Do the following autonomous learning strategies help to develop speaking skill? (Mark tick ‘’ in any one option)

S.N	Autonomous Learning Strategies	Strongly Agree	Agree	Disagree	No Idea
1.	Using computer assisted language learning				
2.	Using library				
3.	Using written text				
4.	Using radio and T.V.				
5.	Using language game				
6.	Using exam material				
7.	Using listening cassettes				
8.	Using grammar bank				

- Do the following strategies (activities) promote speaking skill of student as autonomous learning activities? (Mark tick ‘’ in any one option)

S.N.	Speaking strategies (activities)	Strongly agree	Agree	Disagree	Don't know
1.	Group interaction				
2.	Role play				
3.	Presentation				
4.	Simulation				
5.	Story telling				
6.	Interview				
7.	Picture narrating				
8.	Finding differences				
9.	Reporting				
10.	Brainstorming				

- In your opinion how do you score following teacher's roles to develop speaking skill in autonomous learning activities? (Mark tick “ in any one option)

Legend

- **Don't Know**
- **Disagree**
- **Agree**
- **Strongly Agree**

Teacher's roles	Scores			
	1	2	3	4
As controller				
As promoter				
As participant				
As resource person				
As tutor				

-----Thank you for your help-----

Appendix III

Questionnaire for Teachers

I am doing a research on the topic “Autonomous Learning Activities of the Student for developing their Speaking Skill”. Your kind respond will be generative information for my project work. I would like to your warmth support.

- What do you think about the autonomous learning? Is it really helpful to develop speaking skill? If yes, how?

Ans:.....
.....
.....

2. What differences do you find between dependent learner and autonomous learner?

Ans:.....
.....
.....
.....

3. In your opinion how do you justify that the following roles of teacher are helpful in autonomous learning activities for the students to develop their speaking skill?

As controller	.....
As promoter	.....
As participant	.....
As resource person	.....
As tutor	.....

4. How do you use following strategies to promote speaking skill as autonomous learning activities?

Group interaction	.....
Role play	.....
Presentation	.....
Simulation	.....
Story telling	.....
Interview	.....
Picture narrating	.....
Finding differences	.....
Reporting	.....
Brainstorming	.....

5. In your teaching experience, how the following autonomous learning strategies promote speaking skill?

Computer-assisted language learning	.....
Library	.....
Written text	.....
Radio and T.V.	.....
Language game	.....
Exam Material	.....
Listening cassettes	.....
Grammar bank	.....

6. Would you like to provide any other suggestions about the teacher's role in developing autonomous learning for improving speaking skill of the students?

Ans.....

---- Thank You for Your Help ----