TEACHERS' PERCEPTION OF THEIR ROLE IN PROMOTING LEARNER AUTONOMY (1604) – Ashok Paudel 2013

# TEACHERS' PERCEPTION OF THEIR ROLE IN PROMOTING LEARNER AUTONOMY

**A Thesis Submitted to the Department of English Education**

**In Partial Fulfilment for the Master of Education in English**

**Submitted by**

**Ashok Paudel**

**Central Department of Education**

**University Campus**

**Tribhuvan University**

**Kirtipur, Kathmandu**

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# 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 the research degree to any university.

Date: 05-12-2013

..…….

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# RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ashok Paudel** has prepared this thesis entitled "**Teachers' Perception of Their Role in Promoting Learner Autonomy"** under my guidance and supervision.

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**2013** **Ashok Paudel**

# ABSTRACT

This research entitled **"Teachers' Perception of Their Role in Promoting Learner Autonomy"** is an attempt to find out the perception of their roles in promoting learner autonomy. The data for the study were collected from Higher Secondary Level English Language Teachers following non-random sampling procedure; forty teachers were selected as sample. The collected data were analyzed and interpreted qualitatively as well as quantitatively. The research findings showed that learner autonomy is a learner-centered learning activity in which they take the responsibility of their learning and the teachers' role must be dynamic in order to produce self-reliant and self-dependent learners.

The study consists of five chapters. The first chapter deals with the general background of the study, statement of the problem, rationale and objectives of the study, research questions, significance of the study and operational definitions of the key terms. Similarly, the second chapter consists of the review of related literature and conceptual framework. This chapter comprises review of related literature, implications of the review for the study, theoretical framework and conceptual framework. Likewise, the third chapter is about the methodology used in the process of this study. It deals with the design of the study, population and sample, sampling procedure, data collection tools and data collection procedures. In the same way, the fourth chapter consists of results and discussion, analysis and interpretation of data. Similarly, the fifth chapter presents the summary, conclusions and implications (policy level, practice level and further research) of the study drawn on the basis of the analysis and interpretation of data. Finally, this chapter is followed by references and appendices.

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# LIST OF ABBREVIATIONS AND SYMBOLS

| | | |
|---|---|---|
| % | - | percentage |
| CRAPEL | - | Centered Recherches et d'Applications en Language |
| e. g. | - | for example |
| EFL | - | English as a Foreign Language |
| etc. | - | et cetera |
| i.e. | - | id.est / that is |
| $L_2$ | - | Second Language |
| LA | - | Learner Autonomy |
| LOTE | - | Languages Other Than English |
| M. Ed . | - | Master in Education |
| NELTA | - | Nepal English Language Teachers' Association |
| No. | - | Number |
| p.\pp. | - | page\pages |
| S. N. | - | Serial Number |
| SAC | - | Self Access Center |
| SLA | - | Second language Acquisition |
| T.U | - | Tribhuvan University |
| TL | - | Target Language |
| STT | - | Student-teacher talk |
| et.al. | _ | at alia (and others) |

# CHAPTER ONE
# INTRODUCTION

The present study is about the “Teachers’ Perception of Their Role in Promoting Learner Autonomy”. This chapter consists of general background, statement of the problem, rational of the study, the objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

## 1.1 Background of the Study

Over the last few years along with a consequence of the changed views in the field of English language teaching, a great emphasis has been put on the role of learners. That is, language teachers started to put students at the center of classroom organization respecting their needs, strategies and styles. In this scenario, our ELT curriculum has also been designed with the main aim to develop communicative competence in the learner rather than the linguistic competence alone. Therefore, the autonomous learner, the innovative and dynamic teacher, and contextually effective learning materials along with their potential roles in L2 teaching and learning has become the main concern.

However, teaching and learning of foreign or second language is not as easy as the first one because it requires quite a great deal of effort, roles and consciousness. We, as L2 teacher, often have to deal with the variables such as the nature of input, the process of intake, the role of interaction, and the role of L2 error in the process of teaching. Similarly, the teachers need to take into consideration of the learning factors such as aptitude, learning styles and strategies, motivation while they are teaching L2. Besides the formal learning, the learner needs extra practice and self-decision for learning. For the better access to such languages, several attempts are to be made not only inside the classroom but also out of it. As a result the concept of learner autonomy is emerged, which means the ability to take charge of one's learning.

## 1.2 Statement of the Problem

Despite the fact that Communicative Language Teaching is one of the most successful and popular approaches to language teaching, a number of problems are identified in its application in the EFL context such as: the question of teacher confidence, existing teaching trends, availability of resources, learners' readiness and the responsibility of teachers and learners. As we know that, teacher is the person who leads the learners towards goal i.e. developing communicative competence. Therefore, it has become really important to study teachers' perception of their roles in producing communicatively competent and autonomous learners.

## 1.3 Rationale of the Study

As regards the rationale of the study, Berg (2012) claims that rationale of the study improves the quality of language learning, promotes democratic societies, prepares individuals for life-long and it allows learners to make best use of learning opportunities in and out of the classroom (p. 3). Therefore, this study is carried out to find out the role of perception of teachers to develop learner autonomy and suggest some pedagogical suggestions.

Most language teachers have experienced the frustration of investing endless amount of energy in their students and getting very little response. All the teachers have had groups who never did their homework, who were reluctant to use the target language in pair or group work, who did not learn from their mistakes, who did not listen to each other, who did not use opportunities to learn outside the classroom, and so on.

Learners' over-reliance on the teacher is the main cause of such behaviour and it is the autonomous learning, which will help learners change their behaviour. Teachers’ role in promoting autonomous learning is to encourage them to take responsibility for their own language learning, to change their attitudes towards the English class, and to deal with their foreign language learning problems.

Therefore, this study provides new insights in the field of language learning and teaching and changes the existing role of teachers.

## 1.4 Objectives of the Study

The following were the objectives of the study:

a) to find out the teachers' perception on the role of teacher to promote learner autonomy.
b) to recommend some pedagogical implications on the basis of the findings.

## 1.5 Research Questions

To explore the role of teacher's in promoting autonomous learner in this EFL context, the study addressed the following research questions:

a) What teachers' role can be constructed in the EFL classroom in promoting learner autonomy?
b) Is the teacher role similar to or different from existing roles in the discussion of autonomous learner?
c) How responsive are the teachers in assisting to develop learners' autonomy?

## 1.6 Significance of the Study

Learner Autonomy has been a major area of interest in foreign language teaching. Much works have been written on what learner autonomy is, the rationale for promoting it, and its implications for teaching and learning.

This study directly correlates to the higher secondary level teachers, where they need to do a lot besides what a learner does. In the context like ours, there are number of cases where teachers do a lot but nothing is resulted. It has become so, because they do not know what they actually are doing. I expect with this study raise their awareness.

Similarly, it is the teachers who can feel, if they go through it, they have to make their students the autonomous learners. So, this work is hoped to motivate teachers to initiate their students to learn on their own.

Furthermore, the teachers need to see whether their students are ready for autonomous learning or to what extent they are able to learn autonomously, and in what way teachers can help their learners to incorporate a greater degree of learner autonomy in the learning and teaching process. This study provides empirical support for the identification of factors considered to be crucial in the promotion of autonomy in foreign language classrooms and examines the claims made in language learning literature about each of these factors.

Last, but not the least, this work can serve as a reference tool, for those who want to carry out further researches on this area.

## 1.7 Delimitations of the Study

This study had the following limitations:

a) It was limited to Higher Secondary Level English teachers in the Kathmandu valley.
b) It was limited to the regular teachers to date.
c) It was only limited to the study of autonomous activities performed by teachers to foster learner autonomy.
d) The questionnaire was limited to teachers' perception in learner autonomy.

## 1.8 Operational Definitions of the Key Terms

**Autonomy:** Autonomy is the ability to act and make decisions without being controlled by anyone else.

**Learner autonomy:** Learner autonomy is the ability to take charge of one's learning.

**Learner responsibility:** Responsible learners are the ones who accept the idea that their own efforts are crucial to progress in learning, and behave accordingly.

**Self-regulated learner:** Students can describe as self regulated if they personally initiate and direct their own efforts to acquire knowledge and skills rather than to rely on teachers.

**Strategy:** The term includes 'goal', 'intention', purpose', conscious action', 'awareness', control' or the operative techniques of learners.

**SLA:** SLA is the process of learning a language subsequent to mother tongue.

**Learner:** It refers to the one who does in depth study, takes the role and indeed, is a practitioner of autonomous learning. The ideal student is both a student and learner. One involved in life-long learning is a real learner in its true sense.

**Learner Awareness:** This term is used to refer to the SL learners' consciousness of the goals, the process and the product of learning.

**Self - Efforts:** The autonomous activities that the learners do on own and only from their sides are self- efforts as used in this study.

**Self –Esteem/Assessment:** The one's evaluation of self is the self-assessment. It is the process of flash-back on own activities.

**Motivation:** Motivation provides the primary impetus to initiate learning the $L_2$ and later the driving force to sustain the long and often tedious learning process. Here, in this study, it refers to the ways the learners encourage themselves to do further.

**Proficiency:** The term in this study is used to refer to the learners' skills, capacity and the experiences for learning.

**Performance:** It refers to the actions and activities of the learners; while used connecting with SLA.

# CHAPTER TWO

# LITERATURE REVIEW

Literature review is a summary and critique of research relating to particular issue or problem. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint with the available body of knowledge in the area of research.

## 2.1 Review of Related Literature

The successive sections deal with learner autonomy and teacher autonomy.

### 2.1.1 Defining Learner Autonomy

The term 'autonomy' is derived from the ancient Greek term “autonomous” where “auto” means “self” and “nomos” means the “law”. So, autonomy refers to “one who gives oneself his/her own law”. In other words, it refers to the ability to act and make decisions without being controlled by anyone else. The term ‘Learner’, on the other hand, refers to one who learns something by one or another means. Thus, 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; it rather makes the learners better active themselves so that they can get better resources from the teacher for their learning. The learners need to be encouraged to adopt strategies for decision making, risk taking, critical thinking, self-reflecting and thus second language learning. The role of teacher needs to be centered on developing autonomy in the learners.

Learner autonomy is one of the interesting phenomena in the field of SLA. Since the term learner autonomy entered in the field of ELT in 1981(Borg 2012, p. 2), this has become the focal point for many scholars and researchers these days and several definitions have been given. Regarding this, Holec (1983) states “learner autonomy is the ability to take charge of one’s learning by determining the objectives, selecting methods and techniques to be used,

monitoring the procedure of acquisition, and evaluation what has been acquired" ( as cited in Kulsirisawad 2012, p. 1). Similarly, Littlewood (1999) identifies the two features of autonomy: a) students should take responsibility for their own learning b) taking responsibility involves learners in taking ownership of many processes which have traditionally belonged to the teacher, such as deciding on learning objectives, selecting learning methods and evaluating process (p. 71).

Likewise, Benson and Voller (1997) provide five features for learner autonomy:

> 1. ... situations in which learners study entirely on their own.
>
> 2. ... a set of skills which can be learned and applied in self-directed learning.
>
> 3. ... an inborn capacity [to learn] which is suppressed by institutional education.
>
> 4. ... the exercise of learners' responsibility for their own learning.
>
> 5. ... the right of learners to determine the direction of their own learning (p. 03).

According to Hedge (2000), "It is 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" (p. 210).

Observing all the definitions above, we have a common point that they refer to a concept that the learners are involved in their own learning process. So, we can define an autonomous person as one who has capacity to make and carry out the choice which governs his or her actions independently. Thus, learner autonomy is more concerned with learner strategies, responsibilities and willingness than with teacher's resources, notes and explanations.

#### 2.1.1.1 Characteristics of Autonomous Learner

Autonomous learner is the one who takes active roles in the learning process, by finding more learning opportunities for himself, rather than being a complete pursuer of the teacher. In the words of Chan (2001), characteristic qualities of autonomous learners are "highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic about learning, flexible, active, willing to ask questions, making use of every opportunities to improve their learning" (as cited in Kocak 2003, p. 29).

Similarly, Dickinson (1995) seems best to outline the characteristics of autonomous learners which are mentioned below:

Autonomous learners

1. understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices.
2. are able to formulate their own learning objectives.
3. are able to select and make use of appropriate learning strategies.
4. are able to monitor their use of strategies.
5. are able to self-assess, or monitor their own learning (as cited in Backinli, 2008, p. 7).

Thus, what we can say is that autonomous learning takes the learner centeredness of the humanistic styles a stage further in refusing to prescribe a patent method that all learners have to follow. Therefore, autonomous learning is up to the students to decide on goals, on methods, and on assessment. In conclusion, autonomous learning is the self-directed and self- reflective activity of the learners.

#### 2.1.1.2 Misconceptions about Learner Autonomy

The concept of learner autonomy has been developed around for a few years and even has become a buzzword within the context of language learning. Unfortunately, it has also been misunderstood as self-instruction. While it may be true that learners who are able to follow a path of self-instruction successfully may have acquired a high degree of learner autonomy. Some also assume that learner autonomy in the classroom means that the teacher transfers all control to the learners and thus becomes a redundant part of the learning process. Consequently, learner autonomy is often described as a new methodology. However, while the teacher may play a major part in developing autonomy in the learners, this certainly cannot be programmed in any way.

#### 2.1.1.3 Conditions for Learner Autonomy

Learner autonomy encompasses the different domains that it not only comprises the classroom situations but also the out of class situations. Regarding the context in which it is applied, Benson and Voller (1997) mention the following situations for learner autonomy:

a. situations in which learners study entirely on their own;
b. a set of skills which can be learned and applied in self-directed learning;
c. an inborn capacity which is suppressed by institutional education;
d. the exercise of learners' responsibility for their own learning;
e. for the right of learners to determine the direction of their own learning (p. 1).

Likewise, Benson (2007, p. 26) mentions the conditions under the following two topics:

**a) Autonomy Beyond the Classroom**

Autonomous learners can practice language in a number of ways. They enhance their learning and they can use the various ways and modes such as self-access approach, computer assisted language learning (CALL), distance learning, study abroad, self-instruction, out-of-class learning etc.

**b) Autonomy in the Classroom**

Learners not only are found autonomous beyond classroom but also inside the class. In the broad definition of autonomy, it includes all the decision made by learners for their own learning. So all the activities, plans and actions that the learner chooses oneself, help to promote it. It can be said that classroom is also the context where learner autonomy is practiced at least for learning to learn.

### 2.1.1.4 Theoretical Background of Learner Autonomy

The present research is mainly concern with the relevant theoretical framework of learner autonomy, namely cognitive learning theories, humanistic psychology, and constructivist theories of learning, and holds that developing learner autonomy is very necessary to EFL context.

**A. Cognitive Learning Theories**

Cognitive learning theories stress that learning is a constructive and cumulative process that is dependent on the mental activities of the learner. Philosophers such as Rousseau and Dewey put forward ideas that knowing and thinking develop with experience. They believe that learners should be responsible for their own actions and learn by enjoying or suffering the consequences.

Some other important elements in learner autonomy are meta-cognition, learning attitude and motivation, and learning strategies. No learning is exercised in isolation. Meta-cognition is a cognitive process in which an individual can take conscious control of learning. Learning strategies include three types: cognitive strategies, meta-cognitive strategies, and social and

affective strategies. Meta-cognitive strategies entail planning, monitoring and evaluation. Social and affective strategies help learners learn through interaction with others by regulating their emotions, motivations, and attitudes. It is based on these elements in cognitive psychology that the definitions of learner autonomy and teacher's role have been developed.

**B. Humanistic Psychology**

"Humanistic psychology is a holistic approach, which considers much of human being as whole rather than as combined parts and places the individual's inner world at the core of all human development"(Qi, 2012, p. 38). Among researchers who have influenced and pushed the development of humanistic psychology, Abraham Maslow and Carl Rogers are the most influential. They believe that humanistic psychology has tremendous impact on language learning and teaching, especially in its ever increasing recognition of learner autonomy. The teacher as a facilitator is central to classroom-based approaches to autonomy in language learning. The optimal relationship in teaching is therefore one in which the teacher adopts a non-judgmental, facilitating role in helping the learner achieve self-actualization and intervenes as little as possible in the natural development of the learner (Benson, 2001,p.32).

**C. Constructivist Theories of Learning**

Constructivist theories of learning emphasize the importance of the learner rather than the teacher by encouraging learners to construct their own conceptualizations and to find solutions to problems in the process of learning. As an influential constructivist, Vygotsky emphasizes the importance of social interaction, which makes his theory of learning different from others that employ constructivist principles (Qi 2012, pp. 38-39). The essence of constructivist learning theories is that it has changed the dynamics of traditional classroom by empowering the learner as the architect of learning role of teacher as a guide and helper rather than the source and conduit for knowledge.

In conclusion, the present research provides an overview of learner autonomy in terms of teachers' perception of their roles and theoretical bases of this concept. Based on the previous studies of these concepts and current English language teaching environments, this research defines these concepts respectively: learner autonomy is the capacity to be responsible for one's own learning process and the roles of teachers in developing autonomous learner. Regarding the theoretical bases of learner autonomy, this study has comprised cognitive learning theories, humanistic psychology and constructivist theories of learning. Cognitive learning theories stress that learning is a constructive and cumulative process that is dependent on the mental activities of the learner. Humanistic psychology is a holistic approach which places the individual's inner world at the core of all human development by emphasizing the study of the whole person. Constructivist theories of learning emphasize the importance of the learner rather than the teacher by encouraging learners to construct their own conceptualizations and to find solutions to problems in the process of learning. It is highly recommended that empirical studies should be done in terms of the relationships between teachers' role and learner autonomy in our context.

### 2.1.2 Learner Autonomy: A Brief History

The origin of autonomy goes back to some centuries. The concept of autonomy has been central to European liberal-democratic and liberal-humanist thought since the 18th century. In this regard, Hill (1991) states "It was identified by Kant as the foundation of human dignity" (as cited in Balcikanli, 2008, p. 5). The philosophers like Galileo, Rousseau, Dewey, and Kilpatrick highlighted the importance of autonomy in the paradigm of education in different times. For instance, Galileo (as cited in Balcikanli, ibid.) believes that "you cannot teach a man anything; you can only help him find it within himself". Rousseau, in his model of Learning, takes learners as the person responsible for their own learning and actions by enjoying or suffering from the consequences. Similarly, Dewey and Kilpatrick emphasized the importance of autonomy in learning.

Likewise, Smith (2002, pp. 3-5) provides the ideas on autonomy of other twentieth-century educationalists, including Marcel, Jacotot, Payne and Quick. In this way, the concept of autonomy has not been neglected in terms of education in history.

Further, in the words of Joshi (2010) "The humanistic trend of 1960s and 1970s by various socio-linguists helped to rise in the language learning" (p. 5). The term of autonomy first entered in the field of language teaching through the Council of Europe's Modern Languages Project, which was established in 1971. This project aimed to establish "the Centre de Recherches et d' Applications en Languages (CRAPEL)" at the University of Nancy, in France. It was Yves Chalon, regarded as the father of the autonomy in language learning, who founded CRAPEL. After his death, Henri Holec kept studying on learner autonomy in language learning, and he still remains an eminent figure in this field. According to Benson (2001), Holec published his first report on autonomy in1981, emphasizing the social and ideological contexts on which learner autonomy has been based. In the following years, learner autonomy became quite important with the development of learner centered approaches and notions, like resource-based approaches, technology-based approaches, learner-based approaches, classroom-based approaches, curriculum-based approaches and teacher-based approaches throughout the 1980 and 1990s. In referring to this importance, the numerous, different scholars have produced a great many books and articles on it, for instance; Allwright (1988), Dickinson (1992), Little (1995), Kocak (2008) etc (Balcikanli 2008, p. 6). Now, the scope and field of autonomy is growing so rapidly and massively.

### 2.1.3 Significance of Learner Autonomy

The significance of autonomy is growing day by day so; its importance cannot be limited through some words. The primary purpose of education should be to prepare students to take an active part in both social and political life by having them gain the skills and attitudes they need for democratic and social

participation. The capacity to think, learn and behave autonomously is often claimed as an outcome for students in higher education. Thus, developing autonomous learning is indispensable since education should aim at helping the people how to think, act and learn independently in their lives.

Little (1995) mentions two reasons of why it is important:

I. If learners are themselves reflectively engaged in planning, monitoring and evaluating their learning, it should follow that their learning will be more successful than otherwise because it is more sharply focused; and

II. The same reflect engagement should help to make what they learn a fully integrated part of what they are, so that they can use the knowledge and skills acquired in the classroom and beyond (p.176).

Likewise, the value is reflected in Harmer (2009, p. 394), when he claims that however good a teacher may be, students will find it difficult to learn a language unless they aim to learn outside as well as during the class time. It is because second language learning is a complex phenomenon requires a lot of effort. So, only autonomous learning can make students learn in the real world.

### 2.1.4 Teacher Autonomy

Teacher autonomy has recently become an important concept in language learning as well and is related to the growth of attention to the importance of teacher roles for the development of autonomy in language learning. When we talk about a learner, a teacher almost automatically comes there. In this regard Neupane (2010) opines that:

> While talking about learner autonomy, there arises a question: should a teacher be also autonomous to promote learner autonomy? Some

> scholars do believe that teacher autonomy and learner autonomy should go side by side. If the teacher is not in the position to make independent pedagogical choices, how can he or she enable the learners to do so? (p. 116)

Similarly, emphasizing the role of teacher autonomy along with learner autonomy, Vieira (2001) writes:

> The notion of autonomy should refer both to the learner and the teacher, not just to the learner as is often the case. We have perhaps spent too much time thinking about learners and learning processes, and too little time thinking about teachers and teaching processes. Moreover, in the history of the autonomy field, teachers have systematically been kept backstage, that is, they have not taken a central role in research and pedagogical developments. No wonder then that their interests have been over looked (p. 20).

Similarly, Little (1995) further defines teacher autonomy and states:

> Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysing the highest degree of affective and cognitive control of teaching process, and exploring the freedom that this confers (p. 179).

Furthermore, Little (1995) claims "Teachers can only develop learner autonomy if they themselves are autonomous … the development of the learner autonomy depends on the development of teacher autonomy" (p. 179).

From the above discussion, we can conclude that learner autonomy and teacher autonomy are closely inter-related. This truly reflects that learner autonomy without teacher autonomy leads us to nowhere, for teaching process and learning process go side by side.

### 2.1.5 Changing Roles of Teacher

The introduction of autonomy in language learning requires changes in the roles of teachers and learners. In autonomous learning, the exact role of teachers like learners, varies according to context and personality involved. The main role of the teacher in the traditional modes of teaching is the supplier of knowledge. That is, the teacher is the figure of authority as a source of knowledge, deciding on what will be learned and how will that be learned. Additionally, organizing is another role the teacher takes in setting up the activities, motivating the students and providing authoritative feedback on students' performance. However, in many language programsin promoting learner autonomy teachers need to change their role from supplier of information to counselor so as to help learners to take significant responsibility by setting their own goals, planning practice opportunities, or assessing their progress.

Regarding the role of teachers', Borg (2012) views "the teacher's role changes from the sage on the stage to the guide on the side" (p. 96).

According to Richards and Rodgers (1986):

> The teacher act as the model of language, the lesson planner, the controller of learner practice and the assessor of the learner's performance, the organizers in the teaching program in terms of knowledge of grammar, the planners of the course, preparing materials and deciding what and how learners ought to learn ( p. 77).

From the above definitions, it is clear that as opposed to the traditional role of teachers, in a learner centred, communicative and autonomous class, the teacher should shift the role from teacher centered to the learner-centered mode, in which the learner is the centre of the program.

Thus, in order to foster students' autonomy, teachers need to perform a variety of roles. Richards and Rodgers (1986) classify the roles of teachers into the following categories:

**a) Manager and Organizer**

In a learner-centred system the teacher should take the responsibilities of organizing various kinds of activities and games such as sitting arrangement, group/pair work, word building games, speech delivery, poem recitation, debate etc. which are appropriate, effective and relevant to the classroom teaching. The ultimate goal is to respond to the students' interests and abilities so that they will be highly motivated to perform in each stage of classroom activities. But the teacher should bear in mind that he or she should give clear instructions. Otherwise, it is impossible to achieve objectives. Teacher's role as manager and organizer is considered to be the first and foremost role teacher has to play in class.

**b) Facilitator**

In order to make the progress more flexible and successful, it is necessary for teachers to serve as a facilitator. The teacher must believe in students, respect them and create suitable environment, making the class cooperative.

**c) Counsellor**

Teacher as counsellor is to give advice and help learners so that they can achieve more efficient learning. S/he has to diagnose symptoms of learning distress. S/he has to counsel effectively after listening, watching and reading the problems of the learners.

**d) Resource person**

As a resource person, the teacher optimizes learning conditions by helping learners be aware of a whole range of alternatives and strategies and by for example, helping them develop an awareness of learning styles (as cited in Yan 2012, pp.560-561).

### 2.1.6 How to Foster Learner Autonomy

Developing learner autonomy is a gradual process. It is a process in which both teacher and learner are involved, and it must move at a pace that both can manage. There is no 'one size fits all' approach to learner autonomy (Smith 2003, p. 256). Learners are different in their opinions and beliefs about the process of learning. They also differ in their readiness for, and interpretations of, learner autonomy.

Regarding the case of fostering learner autonomy, Cotterall (2000) offers five principles for language course design which aim to foster learner autonomy and support the transfer of responsibility for decision-making from teacher to learner:

1. The course reflects learners' goals in its language, tasks, and strategies.
2. Course tasks are explicitly linked to a simplified model of the language learning process.
3. Course tasks either replicate real-world communicative tasks or provide rehearsal for such tasks.
4. The course incorporates discussion and practice with strategies known to facilitate task performance.
5. The course promotes reflection on learning (pp. 111-112).

Similarly, Nunan (2003, p. 193) also offers nine steps to learner autonomy which aims to develop learner autonomy:

Step-1: Make instruction goals clear to learner,

Step-2: Allow learner to create their own role,

Step-3: Encourage learner to use their L2 outside the classroom,

Step-4: Raise awareness of learning processes,

Step-5: Help learner identify their own preferred styles,

Step-6: Encourage learner choice,

Step-7: Allow learner to generate their own tasks,

Step-8: Encourage learner to become teacher, and

Step-9: Encourage learner to become researcher.

Furthermore, Harmer (2009, pp.397-406), presents a range of activities for training learners to be autonomous:

a) Thinking about learning,

b) Learning journals,

c) Forcing agency,

d) The self-access centers (SAC) and

e) Taking over.

From the above discussion, we can come to the conclusion that learner autonomy does not free the teachers from their roles and responsibility. Different activities that provide learners with the opportunity to work independently can be used to promote learner autonomy.

## 2.2 Review of Related Empirical Literature

A few numbers of researches have been conducted which studied and investigated on the various aspects of learner autonomy in Nepal and outside Nepal. Some of the related major research works and articles are mentioned here below:

Nunan (2003) explained the procedures for moving learners along the continuum from dependence to autonomy in his article on "Nine Steps to Learner Autonomy". The main purpose of his study was to provide theoretical rationale for a curriculum grounded on notions of learner autonomy. He found that teaching-learning can only become a reality, if learners have the knowledge, skills and attitude to play an active role in the planning, implementation and evaluation of their own learning. Likewise, Kocak (2003) carried out a research on "A Study on Learners' Readiness for Autonomous Learning of English as a Foreign Language". The purpose of the study was to investigate whether, or not, students attending English Language Preparatory School, are ready to involve themselves in autonomous language learning. The questionnaire was administered and the data were analysed through quantitative analysis techniques. The result of the study indicated that the majority of the students had high motivation. The students, who were highly motivated, revealed better results than their counterparts.

Chiu (2005) carried out a research on "Teachers Roles and Autonomous Language Learners: Case Study of a Cyber English Writing Course". The objective of the study was to examine the roles of teacher in cyber pedagogical context. The data was collected from 362 emails generated in a twenty-month period of the Cyber English Class. The results suggested that teaching roles did not provide opportunity for promoting autonomy, but counselling roles created a supportive learning environment for the learners.

Another distinctive research was that of Balcikanli (2010), who carried out a research to investigate student teachers' beliefs about learner autonomy on

"Learner Autonomy in Language Learning: Student Teachers' Belief". In this survey research, the data was collected using questionnaire and interview. The overall study findings indicated that student teachers were positive towards the adoption of learner autonomy principles.

Similarly, Joshi (2010) conducted a research entitled "Learner Autonomy: A Case of M.Ed. Students". The main purpose of this study was to find out autonomous learning activities of the Master Level students. The researcher adopted a mix methodological (qualitative and quantitative) design and analysing the data collected through questionnaire and semi-structured interview. It was found that the learners make a good practice of autonomous activities. The teacher has also suggested to the learners to be autonomous.

Neupane (2010) highlighted that learner autonomy promotes life-long learning, in her article on "Learner Autonomy: Concept and Consideration". The main objective of her study was to find out the different aspect of learner autonomy. She found out that the learner should be provided with the skills necessary for the lifelong pursuit of knowledge.

Furthermore, Barillaro (2011) carried out a study on "Teachers Perspectives of Learner Autonomy in Language Learning". A mixed method was employed which consisted of a questionnaire survey followed by semi-structured interview with a small sample of teachers. Findings showed that teachers feel mainly responsible and have very positive attitude towards autonomous learning activities both inside and outside the classroom.

In the Department of English Education, T.U. Nepal, there is only one research done on learner autonomy that is why the curiosity has brought the researcher to select this topic.

## 2.3 Implication of the Review for the Study

Determining and reviewing the related literature is the central and most important task for researcher in any research. It helps to bring the clarity and

focus on research problem, improve methodology and contextualize the findings.

Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding. Kumar (2009) states, a literature have a number of implications:

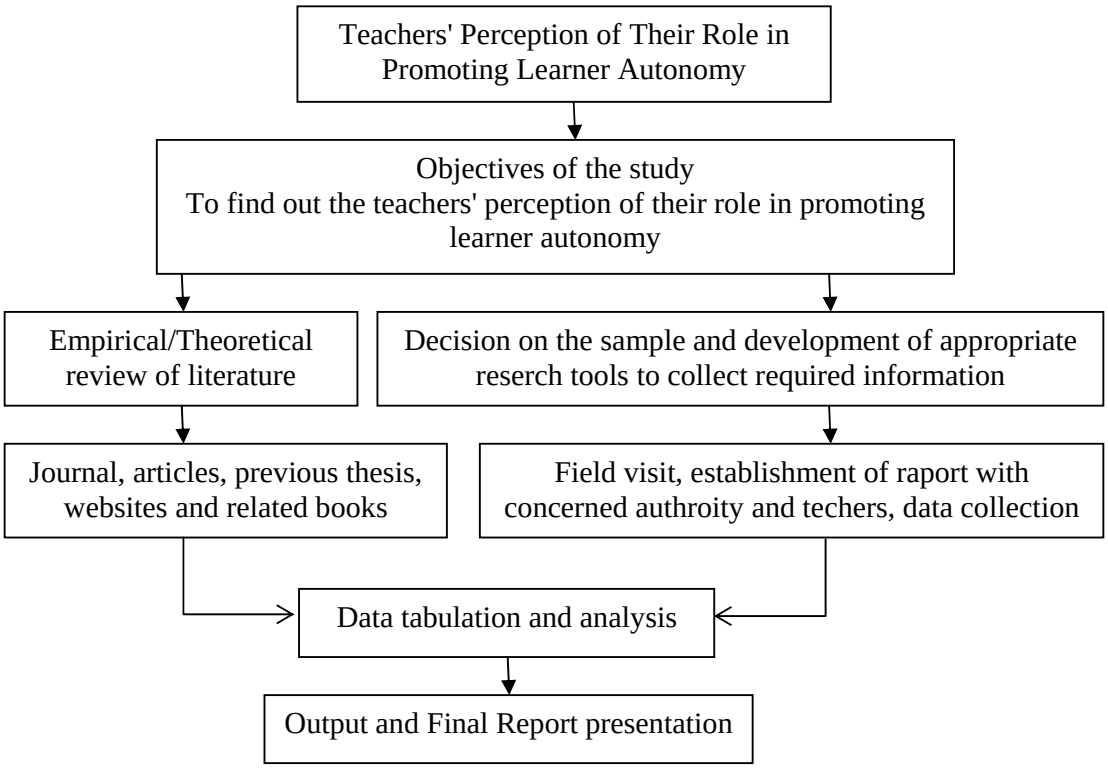
a) It provides a theoretical background to your study.
b) It helps you to refine your research methodology.
c) Through the literature review you are able to show how your findings have contributed to the existing body of knowledge in your profession.
d) It enables you to contextualize your findings (p.30).

As a researcher, therefore, I have gone through different existing literature and other different articles along with journals. In conclusion, all those reviewed literatures have described about the teaching learning activities and also insisted that teaching-learning can only become a reality, if learners have the knowledge, skills and attitude to play an active role in the planning, implementation and evaluation of their own learning. Similarly, it was also suggested that teaching roles did not provide opportunity for promoting autonomy, but counselling roles created a supportive learning environment for the learners.

After reviewing the existed literature, it became clear that there was not even single research carried out by anyone which describes the teachers' perception of their roles in promoting learner autonomy. Therefore, this study will become really important to explore the role of teachers since learner autonomy depends on the role of teachers'. In this regard, the present study is different from that of the rest.

## 2.4 Conceptual Framework

The study on “Teachers’ Perception of Their Role in Promoting Learner Autonomy” was based on the following conceptual framework:



# CHAPTER THREE

# Methods and Procedures of the Study

For the purpose of fulfilling the objectives, the following methodology and procedures was used:

## 3.1 Design of the Study

A research design is procedural plan that is adopted by the researcher to answer the questions validly, objectively, accurately and economically. The research design of this study was survey research design.

Survey research is a research which is the most commonly used method of investigation in educational research. It has its equal importance in the subjects like social inquiry, politics, development significantly for education and linguistics. Survey is one of the cross-sectional studies. Selection of the representative sample from a large group of population is a must and findings are generalizable to the whole group.

Survey is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situations. Generalizing the present status to find out its detail, as a whole, is the aim of survey in education. According to Nunan (1992), “the main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time” (p. 140). Therefore, the purpose of the study is to find out the teachers’ perception of their role in promoting learner autonomy. As survey usually addresses the large group of population, the population of my study was Higher Secondary Level English Teachers from where forty teachers were selected as the sample.

Surveys, however, involve a number of steps that the researcher has to go through to get to conclusion such as;

a) Identification of problem
b) Framing the title

c) Specifying the objectives
d) Formulating the research questions
e) Expanding theoretical knowledge
f) Writing research proposal and preparing research tools
g) Going to the field
h) Contacting the concerned authority for permission
i) Asking for the list of informants and sampling the population
j) Using tools and collecting data
k) Analysing and interpretation the data and
l) Presentation of the findings.

Both descriptive and analytical approach was used to conduct the research. For that questionnaire was adopted to collect required data.

## 3.2 Population and Sample

The population of the study consisted of higher secondary level English teachers of the Kathmandu valley. The sample was taken from 10 selected higher secondary schools representing at least four teachers from each of the schools.

## 3.3 Sampling Procedures

It is not possible to include all the population in the study because of the time and other constraints. Purposively, higher secondary schools of the Kathmandu Valley were chosen as the focus area of this study. Following purposive non-random sampling forty English teachers from ten different higher secondary level schools were taken as sample.

## 3.4 Tools for Data Collection

Tools are the major elements of any research study. In this regard, pre-formulated questionnaire was used to gather required information from the

selected respondents. Questionnaire, consisting opened and closed questions, was distributed to the teachers.

### 3.5 Data Collection Procedures

The following process was used for the collection of primary data.

- Firstly, selected schools were visited and asked for the consent from the people concerned explaining them the purpose and process of the study.
- Secondly, after getting permission, I requested for the list of informants.
- After that, time was fixed for data collection.
- Then, questionnaires were distributed and elicited the required data.
- Lastly, the informants and thes authority were thanked for their kind information and co-operation.

### 3.6 Data analysis and Interpretation Procedure

The collected data are analyzed and interpreted qualitatively as well as quantitatively using tables and charts. Moreover, the responses obtained from the respondents in response to each presented questions are analyzed and interpreted with percentage.

# CHAPTER FOUR
# RESULT AND DISCUSSION

## 4.1 Results

After the discussion and interpretation of the data, the following major findings have been drawn:

- All the teachers of English thought that they have the ability to teach English well.
- Almost all the teachers often engaged their students in studying different reading materials in leisure time.
- Almost all the teachers made decisions and set the goals in teaching learning.
- All the higher secondary level English teachers always tried to provide equal opportunity to all the students.
- The most of the teachers immediately responded the queries of the students as far as possible.
- The adoption of the activity i.e. asking learners to consult dictionary if they face any difficult vocabulary was very high by the teachers.
- The majority of the teachers sometimes tended to reward when learners make progress in learning.
- The teacher should be responsible for finding learners' own ways of practicing English so that they can accomplish the teaching learning activity successfully and easily.
- The majority of teachers think that the teachers need to present strongly themselves depending up on the context.
- A lot of learning can be done even in the absence of the teacher.
- We can conclude that creating successful environment is an indication of getting success in learning and teaching goals.

- Most of the teachers need to help the learners to identify their own learning styles and strategies to get the goal of teaching-learning.
- We can conclude that all the teachers should try to provide task based materials to complete the assigned task.
- The teachers should allow the learners to complete the different assignments and the teachers have their own roles for them and which is so vital.
- It is found that autonomous learning is a new innovation in the field of ELT. This is based on the learner-centered activities by consulting different reference materials and visiting SAC under the guidance of their teacher.
- When we talk about a learner, a teacher almost automatically comes there. Yes, a teacher should be in the position to make independent pedagogical choices to address the learners' learning styles and strategies and to foster autonomous learning.
- Students can practice autonomous activities also outside the classroom following different ways and methods in order to complete the given assignments either individually or in group.
- The teacher must shift their roles from a dominator to a director who respects equally and co-operate friendly and let the students learn positively. Teacher should create success-oriented learning atmosphere and be capable to select the materials which can be use to arouse their interest and cater to their learning styles and strategies.
- The teacher as counselor, s\he has to diagnose the symptoms of learning distress and counsel them either individually or in group to provide friendly support.
- The main aim of teacher when organizing an activity is to tell the students what they are going to do, give clear instruction about what exactly their task is, get the activity going and organize feedback when

it is over. In case of managing the class properly s\he has to make decisions and action appropriately in appropriate context.

- Motivation largely determines the level of effort and investment as a result it causes either success or failure in learning. So the teachers have to motivate their students intrinsically and extrinsically towards learning L2.
- Autonomous learning is quite beneficial for all the students in learning and for all the teachers in teaching as well. It implies that autonomy helps to lead to the development of life-long learners and is essential to make learners the real learners.
- It became clear that the curriculum should be regularly updated. Availability of enough materials, well trained and qualified teachers, the system of reward and punishment for their work etc. are some basic criteria to solve existing problems to promote learner autonomy as well.
- Some of the tasks which are given in the course are: styles and rhetoric, presentation and practice, composition writing, article writing etc.

## 4.2 Discussion

In this chapter, the data collected through both the quantitative and qualitative tools have been analyzed and interpreted using various descriptive statistical tools and the display devices. In other words, it includes the process of shifting, organizing, summarizing and synthesizing the data so as to arrive at the results and conclusions of the study.

More close-ended than open ended questions were consisted in the questionnaire. Closed-ended questions included multiple choice items. Eighteen (18) questions out of 29 were close ended questions and other 11 out of 29 questions were open-ended questions to be answered giving their view or opinions.

The percentage is the main base for data analysis. While analyzing the data total number of responses for each question and item have been counted and tabulated. Then the total number of responses has been changed to percentage.

Open-ended questions in the set of questionnaire were asked to take the subjective responses from the informants. For these, the obtained responses given by the teachers had been described. The responses to each open-ended question have been collected, listed and described separately. The responses were analyzed one by one under the different headings for its better analysis and easy interpretation.

The following are the headlines into which the process in this chapter has been practiced:

- Conditions for promoting learner autonomy
- The Teachers' Perceptions and their roles

### 4.2.1 Conditions for Promoting Learner Autonomy

The responses from the higher secondary level teachers, regarding their practice of learner autonomy in the process of SLA, are analyzed and interpreted under the following sub- headings:

#### 4.2.1.1 Wholesome Analysis

Firstly, all the data obtained from close-ended questions are presented in the tables. Those questions which have five distracters are presented in Table No. 1 and which have four distracters have been presented in Table No. 2. After that, the data have been simply analyzed and briefly described in the following paragraphs:

**Table No. 1**

**Teachers 'Activity for Promoting Learner-autonomy**

| No. | Items | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Always | | Often | | Sometime | | Rarely | | Never | |
| | | N | % | N | % | N | % | N | % | N | % |
| 1 | I think I have the ability to teach English well. | 31 | 77.5 | 9 | 22.5 | 0 | - | 0 | - | 0 | - |
| 2 | I make decisions and set goals of my teaching. | 24 | 60 | 15 | 37.5 | 1 | 0.25 | 0 | - | 0 | - |
| 3 | I make good use of learner's free time in studying news, storybooks etc. | 11 | 27.5 | 15 | 37.5 | 14 | 35 | 0 | - | 0 | - |
| 4 | I encourage learners to use L2 inside school periphery. | 0 | - | 4 | 10 | 18 | 45 | 11 | 27.5 | 7 | 17.5 |
| 5 | In the class, I try to provide students every opportunity to take part in the activities. | 23 | 57.5 | 16 | 40 | 1 | 2.5 | 0 | - | 0 | - |
| 6 | I immediately respond the queries of the students as far as possible. | 28 | 70 | 10 | 25 | 2 | 5 | 0 | - | 0 | - |
| 7 | I ask learners to consult dictionary if there are any difficult vocabularies. | 18 | 45 | 12 | 30 | 9 | 22.5 | 0 | - | 1 | 2.5 |
| 8 | When they make progress in learning, I reward them giving chocolates, pen etc. | 2 | 5 | 4 | 10 | 29 | 72.5 | 4 | 10 | 1 | 2.5 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

Regarding English teachers' ability to teach English, the above table reflects that all the teachers were capable enough to teach English well. Likewise, there was no one who does careless about making decisions and setting the goals in teaching-learning. In other words, it is also clear that the vast majority of teachers prepare lesson plans before going to the classroom. Similarly, there was no one who does not try to engage the learners in studying different newspapers, storybooks etc. It means all the teachers encourage their learner to use their time in fruitful activity.

Mostly, the teachers use L2 inside the classroom to run teaching-learning activities. But, in case of using L2 inside the school premises, it was found out that there is nobody who always encourages the learners to use L2 inside the school periphery. However, there were few teachers who sometime ask learners to use target language as well.

In case of conducting autonomous activities inside the classroom, it was reflected that almost all the teachers try to provide equal opportunity to take part in the activities. Similarly, it was also found out that, in case of immediate responds, nobody is there who does not give attention to respond immediately. In other words, all the teachers immediately respond the queries of learners as far as possible. Likewise, in case of consulting dictionaries for difficult vocabularies, the result shows that asking learners to get the meanings of those difficult lexical items by the teachers was very high. Another question i.e. item 8 was related to motivation. Regarding this, it was found that the vast majority of the teachers sometimes tended to reward when learners make any progress in learning.

**Table No. 2**

**Teachers' Role in Promoting Learner Autonomy**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 9 | I have to be responsible for finding their own ways of practicing English. | 12 | 30 | 23 | 57.5 | 2 | 5 | 3 | 7.5 |
| 10 | I need to use me authority in teaching-learning if needed. | 4 | 10 | 28 | 70 | 0 | - | 8 | 20 |
| 11 | A lot of learning can be done without teacher. | 7 | 17.5 | 24 | 60 | 8 | 20 | 1 | 2.5 |
| 12 | The failure of students is directly related to the teachers' classroom management. | 4 | 10 | 20 | 50 | 13 | 32.5 | 3 | 7.5 |
| 13 | I try to provide task based materials to complete the assigned task. | 18 | 45 | 15 | 37.5 | 5 | 12.5 | 2 | 5 |
| 14 | The student teacher relationship is that of raw materials and maker. | 16 | 40 | 24 | 60 | 0 | - | 0 | - |
| 15 | I provide necessary guidelines to formulate their own learning goals. | 12 | 30 | 28 | 70 | 0 | - | 0 | - |
| 16 | I help my learner to identify their own preferred learning styles and strategies. | 13 | 32.5 | 23 | 57.5 | 4 | 10 | 0 | - |
| 17 | Teachers have to provide exam oriented notes and materials. | 1 | 2.5 | 4 | 10 | 19 | 47.5 | 16 | 40 |
| 18 | I allow learner to generate their own tasks e.g. write a poem being based on the given poem in the text. | 13 | 32.5 | 25 | 62.5 | 2 | 5 | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

One of the influencing factors that affect the process of teaching-learning is teachers' aptitude. Regarding this fact, the result of item 9 show that the vast majority of the teachers were in favour of finding learners' ways of practicing English to accomplish teaching-learning successfully. Similarly, with the case of use of authority, the data of item 10 reflects that the teachers need to present themselves strongly depending on the situation. Likewise, while analyzing the data of item 11, it was found out that a lot of learning can be done even in the absence of teachers.

Regarding the classroom management, the data show that the teachers' classroom management plays crucial role in success or failure of the students. Likewise, in case of providing materials to complete the given tasks, the data show that massive numbers of teachers try to provide such materials which help to solve the problems. Similarly, it was also concluded that obviously the student-teachers relationship is that of raw materials and maker (producer). Furthermore, it was also reflected that almost all the teachers were in the side of providing necessary guidelines to formulate their own goals to promote learner autonomy.

Regarding the learners' learning styles and strategies, it was found out that almost all the teachers help their learners to identify their own ways of learning except a few numbers of teachers. Likewise, in case of providing exam oriented notes and materials, the data show that almost teachers strongly disagreed. It means the teachers should not provide exam oriented materials which hinders creativity and self-dependency. At last but not the least, item 18 was about the learners' tasks. After analyzing the obtained data, it became clear that all the teachers should allow the learners to generate and complete different tasks for example, writing a poem being based on the given poem in the text.

#### 4.2.1.2 Item-wise Analysis

Secondly, the obtained data have been also presented individually in different tables and interpreted in the following way**:**

### 4.2.1.3 Ability to Teach English

**Table No. 3**

**Ability to Teach English**

| No. | Items | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Always | | Often | | Sometime | | Rarely | | Never | |
| | | N | % | N | % | N | % | N | % | N | % |
| 1 | Ability to teach English well. | 31 | 77.5 | 9 | 22.5 | 0 | - | 0 | - | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

Item 1 in the table was meant to know whether they were aware of their ability in teaching or not. The table shows that the majority of the teachers i.e. 31(77.5%) always thought that they have the ability to teach English well. All the rest of the teachers i.e. 9(22.5%) often thought that they had the ability to teach English as well. In other words, nobody was against this. Now, it becomes clear that all the teachers of English were capable enough to teach English well.

### 4. 2.1.4 Making Decisions and Setting Goals

**Table No. 4**

**Making Decisions and Setting Goals**

| No. | Items | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Always | | Often | | Sometime | | Rarely | | Never | |
| | | N | % | N | % | N | % | N | % | N | % |
| 2 | Making decisions and setting goals. | 24 | 60 | 15 | 37.5 | 1 | 0.25 | 0 | - | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

Likewise, the table show that 24(60%) of the teachers always made decisions and set their goals in teaching lesson. While 15(37.5%) of the teachers often made the decisions and set the goals in teaching learning. But the minority of the teachers i.e. 1(0.25%) sometimes had the decisions and teaching goals. However, nobody was there who does not make early plan of teaching lesson. It means all the teachers made the decisions and teaching goals.

#### 4.2.1.5 Use of Learners' Leisure Time

**Table No. 5**

**Good Use of Learners' Leisure Time**

| No. | Items | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Always | | Often | | Sometime | | Rarely | | Never | |
| | | N | % | N | % | N | % | N | % | N | % |
| 3 | Good use of learners' leisure time. | 11 | 27.5 | 15 | 37.5 | 14 | 35 | 0 | - | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

The above data show that item 3 was to find out how often they made good use of their students' free time for example, studying English newspapers. The results show that 11(27.5%) of them always made good use of their free time in studying different English materials. Similarly, 15(37.5%) of them often made good use of the free time. It also shows that 14(35%) of the teachers did it sometimes. There is no one who does not try to engage them in studying such materials. It becomes clear that the most of the teachers encourage their learners to read different materials in leisure time.

#### 4.2.1.6 Autonomous Activities Inside the School Premises

Generally, the teachers use L2 inside the classroom in order to conduct different activities and teach the lesson. But in order to find out how the teachers encourage the learners to use English outside the classroom, the teachers were asked to respond. The responses obtained from the informants are presented in the following table:

**Table No. 6**

**Use of L2 inside the School Premises**

| No. | Items | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Always | | Often | | Sometime | | Rarely | | Never | |
| | | N | % | N | % | N | % | N | % | N | % |
| 4 | Use of L2 inside the school compound. | 0 | - | 4 | 10 | 18 | 45 | 11 | 27.5 | 7 | 17.5 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

The above table reflects that even a single person was not there who always asks the learners to use L2 inside the school premises. But in contrast, 4(10%) of the total respondents often encourage and 18(45%) sometime encourage learners to use the target language inside the school ground. Likewise, 7(17.5%) of the total respondent never and 4(10%) of the respondents encourage rarely. After viewing the above data, what we can conclude was that English teachers often encourage learners to use the target language inside the school premises as well.

#### 4.2.1.7 Autonomous Activities inside the Class

**Table No. 7**

**Activities inside the Class**

| No. | Items | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Always | | Often | | Sometime | | Rarely | | Never | |
| | | N | % | N | % | N | % | N | % | N | % |
| 5 | Srudents' participation in the activities. | 23 | 57.5 | 16 | 40 | 1 | 2.5 | 0 | - | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

Item 5 in the table was meant to know whether they were providing students every opportunity to take part in the classroom activities or not. The data show that the most of the teachers i.e. 23(57.5%) always provide every opportunity to take part in the activities, 16(40%) of them provide often but 1(2.5%) of them provide sometimes. In contrast, no one of them was there who tries to provide every opportunity to participate the learners in classroom activities. After viewing the above data, it was found out that all the teachers try to provide equal opportunity to the students.

#### 4.2.1.8 Immediate Response to the Queries

**Table No. 8**

**Immediate Response to the Queries**

| No. | Items | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Always | | Often | | Sometime | | Rarely | | Never | |
| | | N | % | N | % | N | % | N | % | N | % |
| 6 | Immediate response to the queries. | 28 | 70 | 10 | 25 | 2 | 5 | 0 | - | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

The teachers provide any feedback immediately to their students performance but this is not fixed that to when extent they do. Item 6 was distributed to know when the students get responses to their queries. The results show that majority of the teachers i.e. 28(70%) are always in the side of immediate response to the queries of the students as far as possible. Similarly, 10(25%) of the teachers often like to respond immediately and 2(5%) of them sometimes response immediately, but 0% or none of them never provide immediate response. On the basis of the obtained data, we can conclude that the most of the teachers immediately response the queries of the students as far as possible.

#### 4.2.1.9 Use of Reference Materials

**Table No. 9**

**Use of Dictionaries**

| No. | Items | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Always | | Often | | Sometime | | Rarely | | Never | |
| | | N | % | N | % | N | % | N | % | N | % |
| 7 | Use of dictionaries for difficult items. | 18 | 45 | 12 | 30 | 9 | 22.5 | 0 | - | 1 | 2.5 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

Item 7 was prepared to assess how often the teachers ask the students to consult the dictionary if there are any difficult vocabularies. The results show that only minority i.e. 1(2.5%) of them never undertook the activity. The most of the teachers i.e. 18(45%) did it always; while 12(30%) of them often practiced it

and only 9(22.5%) of them asked sometimes. The aforementioned data reflect that the adoption of the activity i.e. asking learners to consult dictionary if they face any difficult vocabulary by the teachers was very high.

#### 4.2.1.10 The Way of Motivation

**Table No. 10**

**Motivating by Rewarding**

| No. | Items | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Always | | Often | | Sometime | | Rarely | | Never | |
| | | N | % | N | % | N | % | N | % | N | % |
| 8 | Motivating the learner by rewarding them. | 2 | 5 | 4 | 10 | 29 | 72.5 | 4 | 10 | 1 | 2.5 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

Nowadays, SLA scholars, practitioners and researchers have been emphasized that motivation has crucial role in learning. Taking this in mind, item 8, was to find out the teachers' motivating activities. The above table shows that most of the teachers i.e. 29(72.5%) tended to reward learners sometimes. Only 4(10%) often tended to reward the learners when they made progress by giving chocolates, pens etc. and just 2(5%) always rewarded them. On the other hand, 4(10%) rarely rewarded and1 (2.5%) never rewarded their learners when the learners make any progress. Now we came to the conclusion that the majority of the teachers sometimes tended to reward when learners make progress in learning.

#### 4.2.1.11Teachers' Aptitude in Language Learning Process

Teachers' aptitude is one of the major factors that affect the process of learning and teaching. A teacher with high aptitude can teach with greater ease and speed. Keeping this in mind the respondents were asked the statement "I have to be responsible for finding their own ways of practicing English ". The data obtained from them are given below with the help of the table:

**Table No. 11**

**Teachers' Responsibility in Practicing English**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 9 | Teachers' responsibility in practicing English. | 12 | 30 | 23 | 57.5 | 2 | 5 | 3 | 7.5 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

The aforementioned figure displays that 23(57.5%) respondents of the total population agreed the statement, 12(30%) are strongly agree, but 2(5%) are disagreed while merely 3(7.5%) are strongly disagreed with it. On the basis of the data, we can conclude that the vast majority of teachers are in favour of this statement. It means the teacher should be responsible for finding learners' own ways of practicing English so that they can accomplish the teaching learning activity successfully and easily.

### 4.2.1.12 Authoritative Role of Teacher

Obviously, if the teachers wish to develop a good learning environment in the classroom, they have to perform dynamic roles. Only then, the students could get opportunities to feel that their teachers are resources for learning. Therefore, the teachers need to play active role in teaching-learning as well. To be clear about teacher's role, the statement "I need to use my authority in teaching-learning if needed" was distributed to the respondents. The obtained responses from them are presented below:

**Table No. 12**

**Use of Authority in Teaching-learning**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 10 | Use of authority in teaching-learning. | 4 | 10 | 28 | 70 | 0 | - | 8 | 20 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

Table no. 12contains the analysis of the item 10. The data show that this statement has been agreed by 28(70%) but disagreed by 0% or no one. While 4(10%) of the total respondents have been strongly agreed but in contrast, 8(20%) were strongly disagreed. This implies that majority favour the use of authority by the teacher according the situation. In other words, it can be observed that majority teachers think that the teachers need to present strongly themselves depending on the context/situation.

#### 4.2.1.13 Learners' Self-efforts in Learning

Autonomous learning suggests that good language learners are those who are self-motivated and self-reflective. They take the initiative for their learning and have a clear idea of what they want to learn and why in the absence of teacher as well. For its clarification, the statement "A lot of learning can be done without teacher" was asked to the respondent to obtain required data. The data obtained from them are given below:

**Table No. 13**

**Learners' Self-efforts in Learning**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 11 | Learners' self-efforts in learning. | 7 | 17.5 | 24 | 60 | 8 | 20 | 1 | 2.5 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

Analyzing the data of the item 10; it has been seen that the great number of students i.e. 24(60%) agreed to the fact that a lot of learning can be done without a teacher. Among them, 8(20%) are disagreed with the statement while 7(17.5%) of them are strongly agreed, but out of them1 (2.5%) is strongly disagreed. It means the minority of the teachers do not think that without teachers we can learn or there should be the presence of the teachers. The result clarifies that for the most of the teachers; a lot of learning can be done even in the absence of the teacher.

### 4.2.1.14 Teachers' Classroom Management

The teachers' classroom management i.e. the learning contexts play crucial role in successes or failure of learners. For its clarification, the statement "The failure of the students is directly related to the teachers' classroom management" was presented to the respondents to obtain the data. The data obtained from them are given below with the help of the table:

**Table No.14**

**Teachers' Classroom Management**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 12 | Teachers' role in managing the classroom. | 4 | 10 | 20 | 50 | 13 | 32.5 | 3 | 7.5 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

The item 12, mentioned above was designed to find out the connection of the students' failure with the teachers' classroom management. The majority of the population i.e. 20(50%) thought that the student failure is directly related to the teachers' classroom employment but 13(32.5%) thought it was not so; while 8(10%) were strongly agreed with this statement but 3(7.5%) of them were strongly disagreed. On the basis of all these data, we can conclude that creating successful classroom was an indication of getting success in learning and teaching goals.

### 4.2.1.15 Materials to Complete the Assigned Tasks

**Table No. 15**

**Materials to Complete the Assigned Tasks**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 13 | Availability of materials to complete the tasks. | 18 | 45 | 15 | 37.5 | 5 | 12.5 | 2 | 5 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

In the table above, it can be observed that item 13 was agreed only by 15(37.5%) of the teachers. Most of them, i.e. 18(45%) thought that teachers should try to provide exam oriented notes and materials. The 2(5%) of the teachers remained strongly disagreed and 5(12.5%) of them disagreed with this statement. Analyzing the above data, we can conclude that most of them thought that teachers should try to provide task based materials to complete the assigned task.

#### 4.2.1.16 The Teacher-Learner Relationship

The autonomous learners, the innovative and dynamic teachers, and contextually effective learning materials are important factors with their potential relation in L2 teaching and learning. Furthermore, the teacher is the person who leads the learners towards the goal. Keeping this in mind, the statement" The student-teacher relationship is that of raw materials and maker" was asked to the respondents to obtain data. The data obtained from them are the following:

**Table No. 16**

**Teachers' perception of Teacher-learner Relationship**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 14 | Relationship of teacher and students. | 16 | 40 | 24 | 60 | 0 | - | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

This item was to investigate how the teachers viewed teacher- learner relationship in the process of learning. A vast majority, i.e. 24(60%) of them agreed that the relationship is of raw- material and maker. Likewise, 16(40%) of the total population was strongly agreed with it. In contrast, none of them was disagreed with this statement. The finding shows that all the teachers are agreed with this statement and have positive views on this kind of relationship.

### 4.2.1.17 Teacher as a Guide

**Table No. 17**

**Guidelines to Formulate Learning Goals**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 15 | Guidelines to formulate learning goals. | 12 | 30 | 28 | 70 | 0 | - | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

This item was distributed to know the view of teachers about providing necessary guidelines to the learners to make their own aim of learning. The above table shows that 12(30%) of the total respondents are strongly agreed and 28(70%) of them are agreed with this statement. This implies that nobody was against the statement. In other words, all the teachers provide necessary guidelines to formulate their own learning goals.

### 4.2.1.18 Learning Styles and Strategies

Learning strategies are those deliberate actions and attempts of the learners which are intended to promote the learning. They intend to select the specific learning strategies and styles in the course of L2 learning. So the teachers need to address the learners' individual learning styles as far as possible to lead them in right track as well. Therefore, the teachers were asked to respond the statement "I help my learners to identify their own preferred learning styles and strategies for example, memory strategies (repeating, matching etc.)".The responses received from them can be shown below:

**Table No. 18**

**Learners' Learning Styles and Strategies**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 15 | Learners' learning styles and strategies. | 13 | 32.5 | 23 | 57.5 | 4 | 10 | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

The above table reflects that 23(57.5%) of the total respondents agreed with the statement while 13(32.5%) of them were strongly agreed. In contrast, only 4(10%) of the respondents were disagreed and none of them was there who strongly disagreed. It means the minority of the teachers do not help learners to identify their ways of learning. However, it becomes clear that almost all the teachers need to help the learners to identify their own learning styles and strategies to get the goal of learning.

### 4.2.1.19 Act of Providing Exam Oriented Materials

**Table No.19**

**Act of Providing Exam Oriented Materials**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 17 | Providing exam oriented notes and materials. | 1 | 2.5 | 4 | 10 | 19 | 47.5 | 16 | 40 |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

Item 17 above was designed to investigate how teachers took that teachers should provide exam oriented notes and materials to the learners. The most of the respondents i.e. 19(47.5%) are disagreed the statement and 16(40%) of them are strongly disagreed. In the contrary to this, 4(10%) were agreed and

1(2.5%) strongly agreed to this statement i.e. it was not bad to provide exam oriented materials. The data show that few teachers are agreed to the statement. It was also found out that the teachers should not provide exam oriented notes and materials to make the learners more self-reliant and active.

#### 4.2.1.20 Generation of Different Tasks

**Table No. 20**

**Generating and Completing the Different Tasks**

| No | Items | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | |
| | | N | % | N | % | N | % | N | % |
| 18 | Generating and completing the similar tasks. | 13 | 32.5 | 25 | 62.5 | 2 | 5 | 0 | - |

Legend: No. = Item Serial Number, N = Number of Responses, % = Responses in

The final item, mentioned above (i.e. item 18), was designed to find out the connection of the students' task based on the given exercises of the textbook with the teachers' classroom employment. The majority i.e. 25(62.5 %) thought that the teachers should allow their learners to generate the task and 13(32.5%) of them were strongly agreed as well. But, in contrast, 2(5%) of the total respondents were disagreed and none of them was strongly disagreed with this statement. To conclude, it can be said that the teachers should allow the learners to complete the different assignments and the teachers have their own roles for them and which is so vital.

## 4.3 The Teachers' Perceptions of Their Roles

In order to investigate how teachers viewed autonomous learning a set of open-ended questions was implemented. The responses of the teachers to different eleven questions are presented herewith under the suitable themes.

### 4.3.1 Autonomous Learning

Learners are in the process of becoming autonomous and are expected to be a real life learner. It is the responsibility of the teachers to make them autonomous learner. In order to investigate how teachers viewed autonomous learning, the respondents were asked to response the question (item 1) “How do you take autonomous learning in teaching English?” The responses provided by the respondents were listed below in the following points:

- It is very important student-centered technique which focuses on the active participation of students in their own learning.
- It is an independent learning by completing different assigned tasks with the help of teachers by consulting different references materials and self access centers.
- It is a learning in which learners they themselves become initiator of learning, responsible and try to be self-reliant involving in different tasks such as project work, group work, role play etc.
- It is an interactive learning activity in different situation.
- It helps learners to develop their own learning styles, strategies and to take responsibility for their learning as well.
- Autonomous learning is an ongoing process which takes time, patience and support of the teachers.
- Autonomous learning is an act of autonomous learner who does in depth study, takes the role and indeed, is a practitioner of learning.

Concluding the themes of the data, it has been found that autonomous learning is a learner-centered activity which focuses on the active participation of learners. Learners learn independently and complete the assigned tasks by visiting different reference materials and visiting SAC under the guidance of their teacher. In other words, it is an experimental and action based learning which promotes really effective and long last learning by involving in project work, pair work, role play etc.

### 4.3.2 Teachers' Autonomy

Teacher autonomy has recently become an important concept in language learning as well and is related to the growth of attention to the importance of teacher roles for the development of autonomy in language learning. In this regard, the teachers were asked to response the item 2 i.e. "Should a teacher be in the position to make independent pedagogical choices to enable learners to learn better? Give reasons." The obtained responses show that the vast majority of the total populations i.e. 95% are agreed with this statement while only 5% of them said without having independent pedagogical choices a teacher can enable learners to learn better. The reasons provided by the respondent have been listed below:

- It is necessary to have independent pedagogical choices to enable learners because learners have different learning choices, demands, preferences etc.
- They should make pedagogical choices to teach the mix ability students from different socio-economic background so single theory and method is not effective.
- Because teaching methods should be selected according to the context.
- No, students may not show interest towards learning and may develop attitudes towards too if teacher is not well trained.
- It is necessary because the fixed pedagogical plan and strategies can't work in the classroom.
- Because, it helps teachers to implement them own types of teaching pedagogies according to the needs, interest, age and psychology of the learners.
- Because it encourages independency in learners' learning and teachers teaching activities.

In conclusion, almost all the teachers were in favour of making independent pedagogical choices to enable the learners because the exact nature of role of

teachers like learners varies according to context and personalities involved. In other words, a teacher should be in the position to make independent pedagogical choices to address the learners' learning styles and strategies and to fulfill learners' aim, demand and preferences as well. As a result, it consolidates the level of knowledge and skills of teacher and promotes the learner autonomy.

### 4.3.3 Autonomous Learning Outside the Classroom

Learners not only are found autonomous inside the classroom but also beyond the class. Autonomous learners can practice it in a number of ways. To enhance their learning, they can use the various ways and modes. Therefore, the teachers were asked as to how they viewed their roles to enable the learners to learn outside the classroom as well in item 3. The obtained data from the population have been presented in the following points:

- The teachers can enable the learners to learn by conducting co-curricular activities, by listening to the radio, watching the TV etc.
- The teacher can create various learning opportunities outside the classroom e.g. project work, group work etc.
- Teachers can enable the learners if only the students were given the proper guidelines to use modern technologies like e-mail, internet etc.
- Teachers can encourage them by telling the advantages and practical use of things like libraries, internet, field trip, report writing etc.
- By encouraging them to speak English even outside the classroom, to learn from their friends and searching materials.
- BY providing them relevant website, conducting seminars, workshops, trainings.
- By threatening them as well if needed.

After analyzing the data it became clear that there are different ways and methods in learning. The teachers can make them to be able to learn outside the classroom involving them in different tasks like group work, project work,

social work etc. In order to provide complete practical knowledge the teacher can assign the different assignments for example writing field report after returning from field trip. The teacher can encourage them and give proper guidelines or instructions to use modern technologies like email, Internet etc.

### 4.3.4 Teachers' Roles to Promoting Learner Autonomy

In order to foster student's learning autonomy, teachers need to adapt to perform a variety of roles. So, the teachers were asked (item 4, 5, 6, and 7) as to how they viewed their roles to foster autonomous learning. It was questioned whether they thought they should be authoritative, facilitator, manager and organizer, counselor, motivator - worker or else. Some of them chose single responses while some thought of more than one responsibility or the role. The responses made by the teachers are mentioned in the following sub-topics:

#### A. Teacher as a Facilitator Rather than Authoritative

In order to make the progress more flexible and successful, it is necessary for teachers to serve as a facilitator than authoritative in the classroom. The responses made by the teachers have been presented in the following points:

- Teachers have to present themselves facilitator by providing self-learning activities and facilitate in difficulties.
- I accomplish this role by respecting learners' needs, opinions and levels adopting learner-centered techniques.
- On the contrary to authoritative person, obviously we can behave friendly; support them in order to reach the highest possible achievement.
- Teacher can be a guide to resource. While conducting the classroom activities, the teacher is expected to be a language resource.
- I only guide the students, don't impose them and try to activate them.
- I make them learn what and how they want.

- I accomplish this role by helping learners to identify their own preferred learning styles and strategies.

After studying the above listed responses it has been found that in opposite to traditional language teaching, the teacher should accomplish the role as a facilitator in the case of creating supportive learning environment to promote learner autonomy. The teacher should present him/herself as a director who respects equally and co-operate friendly and let the students learn positively. Teacher should create success-oriented learning atmosphere and be capable to select the materials which can be use to their interest and cater to their learning styles and strategies.

**B. Teacher as a Counselor**

Becoming a teacher is very easy but being a good teacher is a challenging job. In autonomous learning, the exact nature of teachers' role like learners', varies according to contexts and personalities involved. The teacher as counselor is able to accompany individual learning processes, and to respond meaningfully to learning problems. Furthermore, the responses given by the respondents were as follows:

- A teacher counsels learners in order to make them self-dependent and responsible learner by asking about their problems and help accordingly.
- A teacher counsels by allowing the learners to generate their own preferred learning strategies.
- Providing feedback in each and every step of their learning is the key to counsel students in order to make self-dependent.
- A teacher can encourage his\her learners to go through the different sources such as books, magazines, newspaper, etc. to make them so.
- The teacher can counsel either individually or in group by encouraging them that everyone has the ability to learn better therefore, you can do very well if you labour hard.

- By providing the learners a lot of tasks, engage them in solving different problems and respecting their views and opinions so that learners feel dependent and responsible in learning.
- By providing the information about the benefits of using reference materials for example; magazines, novels, autobiography etc. and inspiring them to develop self-study habits.

In conclusion, the teacher as counselor, s\he has to diagnose the symptoms of learning distress. This kind of role can be realized by means of helping learners to become more self-monitoring, fulfill learners' aims as well as give feedback and support learners towards the target of autonomous learning. The teacher can counsel either individually or in group. Furthermore, s/he can inspire them to develop self-study habits by telling the benefits and making them aware about consulting reference materials and technologies.

**C. Teacher as an Organizer and a Manager**

The Success of many activities depends on good organization and management of the classroom. The teacher should take the responsibilities of organizing various kinds of activities and managing the decision and action to run the effective class. For its clarification, the obtained responses have been listed below:

- Setting up context\situation in which students take chance of their own learning.
- Teacher should engage them in different activities: fun, games, create feeling of competition but in co-operative manner.
- The teachers' role is facilitator.
- The teacher should create comfortable as well as encouraging atmosphere in the class.
- The teacher maintains order and discipline throughout the class. Similarly, he manages the instructional materials according to lesson plan to promote effective learning environment.

- The teacher can increase opportunities for STT.
- The teacher should manage the class learner-centered as far as possible and reduce biasness.
- The teacher is the most important person to promote effective learning environment so s\he has to play dynamic roles.
- By establishing routines, selecting monitor among them, making seat plans and conducting pair works and group works to maximize opportunities for students.
- Be as honest yourself as you can be.

After analyzing the above listed responses, it has been directed that the main aim of teacher when organizing an activity is to tell the students what they are going to do, give clear instruction about what exactly their task is, get the activity going and organize feedback when it is over. In case of managing the class properly s\he has to make decisions and action appropriately in appropriate context. The actions are what are done in the classroom e.g. rearranging the chairs. The decisions are about whether to do these actions, when to do them, how to do them etc.

**D. Teacher as a Motivator**

The data obtained from the respondents about perception of their role as a motivator were the followings:

- The teacher motivates the learner by providing oral and written feedback, involving in group work and maximizing games like activities for example, quiz contest, debate competition etc.
- The teacher can motivates by encouraging that you can be good learner, learn from your past events, telling inspiring life stories of great people and asking them to evaluate themselves\ their way of learning.
- The teacher can motivate making them aware about the scope and usefulness of courses.

- By involving them in research work, field work etc. and make learn by showing practically.
- By making an interactive classroom and sharing ideas with learners.
- By rewarding them and sometime punishing as well.
- The teacher can motivate the learner in promoting reflective learning by encouraging them towards independent learning and creating the equal opportunity and fair competition.
- By giving them some home assignments which require self-study for example; writing a poem with reference to one given in the course.

While analyzing the data it has been achieved that motivation largely determines the level of effort and investment as a result it causes either success or failure in learning. So the teachers have to motivate their students intrinsically and extrinsically towards learning L2. Similarly, the teacher can motivate their learner by creating interactive class, providing feedback, assigning practical task etc. When the learner makes any progress, they should get at least 'thank you' and when they commit any mistake they should get either feedback or punished.

### 4.3.5 Relevance of Promoting Learner Autonomy

In autonomous learning, learner and teacher are partners in the learning process. The teacher is the learning expert and the learner is the expert on him\herself. The main purpose is to start the learners on their own journey towards self-knowledge and self-reliance. So, in order to find out how the teacher views about the relevance of learner autonomy, item no. 8 was asked. The answers provided by them are as follows:

- It helps to develop the teachers' professionalism. Learners can learn better and perform in a better way. Learners and teachers both can be creative, sensitive and responsible for themselves.

- It helps learners to be familiar with research based learning consulting modern technologies and can be a better way to be good competitive learners in this global world.
- Developing autonomous learning is indispensable since education should aim at helping the people how to think, act and learn independently in their lives.
- Learner autonomy can help to achieve high degrees of creativity and independence, and lays the foundation of lifelong learning.
- It develops the healthy competition and learner-centered classroom environment where learners get practical knowledge.

Analyzing the themes of the data achieved through question, it has been found that autonomous learning is quite beneficial for all the students in learning and for all the teachers in teaching as well. It implies that the greater the learner be autonomous the better the learning results. It implies that autonomy helps to lead to the development of life-long learners and is essential to make learners the real learners. As a result learners become familiar with modern technologies and become a global learner and competitor.

### 4.3.6 Problems in Promoting Learner Autonomy

It is not an easy thing to make the students really become the master of autonomous learning. Despite of many advantages it has also some problems to apply autonomous learning activities. In the point of view of the respondents, some of them are as follows:

- There are not any required infrastructures and materials to conduct learner centered activities in the institution.
- Lack of teachers' readiness and learners' enthusiasm towards the teaching –learning activities.
- Difficulty in application because of limited reference materials and other sources like electrical facility.

- Economic problems and professional dedication of teachers is another problem.
- Lack of transfer of teacher training and exam oriented practice of teaching.
- Lack of availability of authentic teaching materials to teach and test the language skills.
- Less amount exposure to English language in the Nepali medium schools.
- Lack of proper supervision and monitoring.
- Similarly, several private schools and language institutions are also not able to make remarkable contribution for the upliftment of ELT situation in Nepal as they are established for the commercial purpose rather than the service purpose.

In conclusion, promoting learner autonomy is a challenging job of teachers, policy makers, material producers and real practitioner. Most importantly, lack of enough materials and well facilitated infrastructures are the burning issues in promoting learner autonomy. Similarly, professional dedication of the teachers and lack of proper supervision and monitoring are also challenging problems. Several schools and language institutions are establishing just for commercial purpose.

### 4.3.7 Suggestions to Address the Problems

It is needless to say that the existing ELT situation can be improved. At present, English language curriculum in different levels has undergone regular updating and improving in Nepal as compare to the past, with the main aim to develop competent learners. For example, communicative approach to language teaching and learning has been introduced in the ELT curriculum. For its clarification, the teachers were asked to answer the item 10. The responses made by them were as given below:

- Firstly the government should provide guidelines and training to in-service teachers.
- Development of positive attitude towards teaching profession and English language.
- Regular teacher development efforts and opportunities can only ensure their all-round development, success and satisfaction only then they promote learner autonomy.
- Regular updating of curriculum and textbook.
- Availability of authentic teaching \learning materials in time.
- Frequent need based teacher trainings on classroom management and new innovation in the field of ELT.
- Reforming the examination system and requiring students to demonstrate their communicative competence in a target language situation in the examination rather than the linguistic competence alone.

Concluding the above mentioned data, it became clear that the curriculum should be regularly updated. Availability of enough materials, well trained and qualified teachers, the system of reward and punishment for their work etc. are some basic criteria to solve existing problems to promote learner autonomy as well. Similarly, the examination system should be reformed and should focus on performance rather than competence only.

### 4.3.8 Set of Tasks Given in the Course Book

The final item 11 of the questionnaire was presented in order to investigate whether the teachers found any set of tasks given in the textbook of higher secondary level can be applied in self-directed learners or not. The results of the responses display that almost all the teachers are agreed that there are such tasks or exercises which can be applied to promote learner autonomy. In other words, the text books have that type of tasks which are surely helpful to engage the learner to complete by themselves consulting different reference materials

such as dictionaries, newspapers, internet and SAC too. The respondents have mentioned the following types of tasks which are given in the course book:

- Styles and rhetoric
- Discussion questions and writing practice.
- Forming similar task with reference to the lesson.
- Presentation and practice
- Composition writing, article writing, telephone conversations etc.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter consists of the summary of the study. This also consists of conclusions and implications which are drawn on the basis of discussion and interpretation of the data.

## 5.1 Summary

The main principle of this study was to find out the teachers' perception of their role in promoting learner autonomy. Questionnaire, consisting open-ended and close-ended questions, was the data collection tool to collect required data.

The study consists of five chapters. The first chapter deals with the general background of the study, statement of the problem, rationale and objectives of the study, research questions, significance of the study and operational definitions of the key terms. The second chapter contains theoretical and empirical review of literature, implication of the review of the study and conceptual framework. Likewise, the third chapter is about the methodology used in the process of this study. It deals with the design of the study, population and sample, sampling procedure, data collection tools and data collection procedures. In the same way, the fourth chapter consists of results and discussion, analysis and interpretation of data. The fifth chapter presents the summary, conclusions and implications (policy level, practice level and further research) of the study drawn on the basis of the analysis and interpretation of data. In summary section, chapter-wise summaries are included and in conclusion, major findings of the study are included. Finally, this chapter is followed by references and appendices.

## 5.2 Conclusions

After analyzing and interpreting the data, it was found out that learner autonomy is more concerned with learner strategies, responsibilities and

willingness than with teacher's resources, notes and explanations. Learner autonomy is a learner-centered learning activity in which they take the responsibility of their learning and the teachers' role must be dynamic in order to produce self-reliant and self-dependent learners. Different learner-centered activities provide learners with the opportunity to work independently can be used to promote learner autonomy. In other words, learners can learn independently and complete assigned tasks by visiting different reference sources and self-access centers.

The world of pedagogy is shifting rapidly from authoritative to democratic and teacher-centered to learner-centered. Therefore, the teachers must change their roles from a dominator to a director and lead the students towards independent learners. The teacher should act as the role of center under the autonomous learning activities such as, report writing, project works, group works, debates, quiz contests etc. During the process of autonomous learning, the teachers have to play dynamic roles for examples, manager and organizer, facilitator, counselor etc. Autonomous learning must be graded very carefully being based on the learners aim, interest and current level of performance.

Although, it implies that the greater the learner be autonomous the better the learning results, the teacher who accepts responsibility for providing an environment that helps students learn how to learn effectively faces no easy task. It is also the responsibility of the government, stakeholders, curriculum developers, material designers etc. to fulfill the requirements of teachers and learners of any institutions.

## 5.3 Implications

In the light of summary and conclusions obtained from the analysis and interpretation of the collected data, I have pinpointed the main implications of the study on three different levels as below:

### A. Policy Level

- The government of Nepal can utilize this study to formulate the policies related to promoting learner autonomy by changing the role of the teachers.
- It can be highly effective to make the policies to discourage the teacher-centered learning activities.
- It would be helpful for Curriculum Development Center to incorporate in new course while designing the new course.
- The government of Nepal can provide in-service and pre-service teacher training about promoting autonomous learning activities.
- The school administration can utilize this study to formulate the policies at school level.

### B. Practice Level

In this level, teachers, students, guardians and other interested people can get benefit from studying this research. They can change themselves by studying this study because the world of pedagogy is shifting rapidly from the authoritative to democratic. Similarly, teachers can change their teaching strategies and roles to develop autonomous learners. In other words, it can suggest that academic professionals have to make the real learners, not the obedient parrots in their learning.

### C. Further Research

To state in a single sentence, in the future, much more research is expected so as to clarify every segments of this arena and also to promote the autonomous

learning activities. This work can serve as a reference tool, for those who want to carry out further researches on this area. The current study only has been limited to the Higher Secondary Level teachers. This is why other areas of study need further researches.

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# APPENDICES

## Appendix-I: Questionnaire to Teachers

Dear Sir /Madam,

This questionnaire is prepared as a research tool to gather information for my research entitled "**Teachers Perception of Their Role in Promoting Learner Autonomy**" as a partial fulfillment of Master's degree in Education under the supervision of Dr. Laxmi Bahadur Maharjan Professor, Department of English Education, Faculty of Education,T.U, Kirtipur, Kathamandu. Your cooperation in completing the questionnaire will be of great value to me. I assure you that the responses made by you will be exclusively used for the academic purpose.

**Researcher**

Ashok Paudel

Name:

Name of Institution:

Qualification:

Experience:

**A. Please tick (√) on the best answer.**

1. I think I have the ability to teach English well.

a) Always b) Often c) Sometimes d) Rarely e) Never

2. I make decisions and set goals of my teaching lesson.

a) Always b) Often c) Sometimes d) Rarely e) Never

3. I make good use of learner's free time by engaging them in studying English newspapers storybooks etc. and use computer and internet to develop reading skills.

a) Always b) Often c) Sometimes d) Rarely e) Never

4. I encourage learners to use their L2 outside the classroom.

a) Always b) Often c) Sometimes d) Rarely e) Never

5. In the class, I try to provide students every opportunity to take part in the activities.

a) Always b) Often c) Sometimes d) Rarely e) Never

6. I immediately respond the queries of the students as far as possible.

a) Always b) Often c) Sometimes d) Rarely e) Never

7. I ask learners to consult dictionary if there are any difficult vocabulary.

a) Always b) Often c) Sometimes d) Rarely e) Never

8. When they make progress in learning, I reward them giving chocolates, pen etc.

a) Always b) Often c) Sometimes d) Rarely e) Never

9. I have to be responsible for finding their own ways of practicing English.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

10. I need to use my authority in teaching/learning if needed.

a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree

11. A lot of learning can be done without teacher.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

12. The failure of the students is directly related to the teacher's classroom management.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

13. I try to provide task based materials to complete assigned task.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

14. The student-teacher relationship is that of raw materials and maker.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

15. I provide necessary guidelines to formulate their own learning goals.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

16. I help my learners to identify their own preferred learning styles and strategies for example, memory strategies (repeating, matching etc.).

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

17. Teachers have to provide exam oriented notes and materials.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

18. I allow learner to generate their own tasks e.g. write a poem being based on the given poem in the text.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

**B. Give your own opinion for the following questions.**

1. How do you take autonomous learning in teaching English?

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2. Should a teacher be in the position to make independent pedagogical choices to enable learners to learn better? Give reasons.

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3. How do the teachers enable the learners to learn outside the classroom as well?

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4. The teacher has to present him/herself as a facilitator rather than authoritative person in the classroom. How do you accomplish this role?

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5. How does a teacher counsel his/her learners in order to make them self-dependent and responsible learner?

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6. What can be the role of teacher's as a manager and an organizer to promote effective learning environment?

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7. How do the teachers motivate the learner in promoting self-reflective learning?

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8. What is the relevance of learner autonomy in teaching and learning process?

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9. What sort of problems do you face when making autonomous learning?

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10. Write some suggestions addressing those problems which are seen in promoting autonomous learning?

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11. Are there any set of tasks which can be applied in self-directed learners in the course? Give examples.

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Thank you very much for tour valuable time and information!!!